



LEA Special Education Point of Contact Monthly Webinar

Aug. 18, 2021

OSSE Division of Systems and Supports, K-12 (K12SS)
OSSE Division of the Chief Information Officer (CIO)
OSSE Division of Teaching and Learning (TAL)

The LEA Special Education Point of Contact Monthly Webinar will begin momentarily.

A copy of today's presentation is available for download through Go To Webinar. To access, expand the 'Handouts' menu.

Agenda

- Introduction
- Policy Reminders and Updates
- SEDS Updates
- Individuals with Disabilities Education Act (IDEA) Monitoring Reminders and Updates
- Transportation Updates
- Announcements & Reminders



Policy Reminders and Updates

Special Education Policy Bulletins

OSSE has released four guidance documents intended to clarify existing local education agency (LEA) obligations related to the education of students with disabilities consistent with IDEA:

- Special Education Policy Bulletin: Extended School Year (ESY) Services (April 2021)
 - LEA obligations for ESY service provision related to students with disabilities who are transferring between LEAs, transitioning from IDEA Part C early intervention services, and transferring from closing public charter schools; COVID-19 considerations; and accessing student records.
- Special Education Policy Bulletin: IDEA Evaluations: Medical Information (June 2021)
 - If determined appropriate by the group of persons conducting the evaluation to gather necessary information to determine a child's eligibility or educational needs, the LEA must arrange for medical assessments at no cost to the parent.

Available at: <https://osse.dc.gov/service/specialized-education-local-policy-guidance>

Special Education Policy Bulletins

OSSE has released four guidance documents intended to clarify existing LEA obligations related to the education of students with disabilities consistent with IDEA:

- Special Education Policy Bulletin: Eligibility Criteria for Visual Impairment Under IDEA (June 2021)
 - Visual impairment: an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.
- Special Education Policy Bulletin: Toileting Skills: Nondiscrimination and IDEA Obligations (August 2021)
 - LEAS may not exclude children from enrollment or discriminate against a child based on an inability to complete toileting tasks or delays on toileting resulting from a disability.
 - Consider whether a delay in or lack of toileting skills may be a sign of a potential disability.

Available at: <https://osse.dc.gov/service/specialized-education-local-policy-guidance>

Coming Soon: IDEA Part B Guidance for School Year 2021-22

- OSSE is in the process of issuing new IDEA Part B Provision of FAPE: Guidance for School Year 2021-22 to address LEA obligations for students with disabilities as schools return to in-person instruction during the 2021-22 school year, including:
 - Medical exemptions;
 - Compensatory services;
 - Accelerated learning; and
 - Continued flexibilities (virtual meetings, electronic signatures).
- LEAs may refer to the [IDEA, Part B Provision of FAPE: Guidance Related to Remote and Blended Learning](#) (School Year 2020-21) for further guidance on LEA obligations during periods of virtual instruction.

Tracking the First Provision of Specialized Instruction

For the 2021-22 school year, LEAs continue to be required to document the first provision of specialized instruction for students under the age of six who have specialized instruction proscribed on the IEP but for whom specialized instruction has not been previously documented, including the following students:

- Students at/around age 3 transitioning from Part C;
- Students at/around age 4 transitioning from an Extended IFSP; and
- Students ages 3-5 newly determined eligible for special education, including children transferring from out of state.

Tracking the First Provision of Specialized Instruction

LEAs are **NOT** required to document specialized instruction:

- On an ongoing basis;
- After a student's IEP has been revised or amended if the LEA has previously documented the provision of specialized instruction under the prior IEP;
- Students younger than age 6 continuing within the LEA with a current eligibility determination and who have previously received specialized instruction; and
- Students younger than age 6 transferring from another LEA who have previously received specialized instruction.

Please see [OSSE Dear Colleague Letter](#) and [training](#).

Special Education Community of Practice: Resources for and by LEAs

2020-21 Partnership with The Ability Challenge (ABC) to convene a special education community of practice (CoP) designed to:

- Provide an [overview](#) of OSSE Continuous Learning Policy Guidance
- Build practice to support diverse learners during continuous education.
- Align specialized instruction strategies to general education content in distance and hybrid learning settings.
- Plan for student data collection and delivery of accelerated learning upon return to in-person education in Fall 2021.

Special Education Community of Practice: Resources for and by LEAs

Learning Series to support LEA planning for recovery and accelerated learning for diverse learners:

Series One: Planning for Accelerated Learning with Diverse Learners in Mind

- Understand the role of specialized instruction in COVID recovery;
- Identify top specialized instruction priorities around which recovery can be planned; and
- Articulate outcomes sought for individual students with disabilities during the recovery process.

Series Two: Managing special education improvement through continuous learning

- Plan for discrete cycles of improvement by identifying a problem, selecting a solution, and making a plan for implementation;
- Anticipate and overcome potential obstacles that may occur for your planned improvement; and
- Reflect on improvement data to adjust implementation to create a continuous improvement cycle.

Special Education Community of Practice: Supporting Fall 2021 Return to School & Continuous Education Plan (CEP) Implementation

Next Steps for your LEA:

1. Access the [Learning Series One and Two](#) to support your LEA's Fall 2021 planning.
2. Apply the [OSSE Guiding Principles for Continuous Education](#) and the skills learned from the Learning Series to implementation of your [LEA's CEP](#).
3. Visit the [Learning Series Blog](#) to learn more about supporting diverse learners.
4. Contact Sarah Sandelius, The Ability Challenge (ABC) at sarah@theabilitychallenge.org with any questions about the content of the Learning Series or to access materials shared during the special education community of practice sessions.



IDEA Reminders and Updates

IDEA Part B Monitoring and Compliance Activities

Estimated Timeline	Monitoring and Compliance Activity
August 2021	<ul style="list-style-type: none"> • C to B Transition Monitoring
September 2021	<ul style="list-style-type: none"> • Child Find Monitoring <i>for 3-5 year old students</i> • Monitoring on IDEA Equity Requirements <ul style="list-style-type: none"> • Significant Disproportionality (CEIS) • Disproportionate Representation (APR Indicator 9 & 10) • Significant Discrepancy (APR Indicator 4) • Federal Fiscal Year 2019 (FFY19) LEA Determinations
May 2022	<ul style="list-style-type: none"> • Secondary Transition Requirements Monitoring • Reevaluation Timeliness Monitoring
July 2022	<ul style="list-style-type: none"> • Initial Evaluation (IEV) Timeliness Monitoring <i>with a focus on</i> • <i>3-5 year old students</i>

IDEA Monitoring Updates – IDEA Part B Determinations

- Determinations for FFY19 (2019-2020) will be issued in September via QuickBase
- Access will be provided to LEA Head of School and LEA SPED POC
- Overview of LEA Determinations Process
 - OSSE conducts various monitoring activities and collects a variety of data from LEAs each school year.
 - The determinations process compiles the data from those monitoring activities and data collection processes into “elements” or criteria used to calculate determination scores.
 - Each element is worth a pre-determined number of points. Each LEA’s level of compliance and/or performance for each element is weighed and, as a result of each LEA’s ability or failure to meet the requirements of each element, a determination level is assigned based on overall score.



SEDS Announcements and Updates



New Special Education Data System

Stephanie Davis | Deputy CIO



Special Education Data System (SEDS)

Administrative Tasks

- Account Management
- User Audit
- Caseload Set Up & Administration

SEDS Administrative Tasks for Start of School

- Transition to New School Year
 - School System Calendar
 - Reporting Periods
- Account Management
- Access to Student Records
- Caseload Set Up Wizard
- OSSE Support Tool (OST)





Rollover System to 2021-22 school year

- LEA Special Education POCs are responsible for ensuring the system is operating in the new school year.
- Check your school system calendar.
- Update Progress Reporting Periods.
- SEDS uses primary LEA calendar in eSchoolPLUS.



STEP 1: Select **System Calendar** from main menu. Click **Edit School Years**.

Rollover System to 2021-22 school year

2017-2018	08/21/2017 	06/13/2018 	297	213	Edit	Edit
2018-2019	08/20/2018 	06/14/2019 	299	215	Edit	Edit
2019-2020	08/19/2019 	06/12/2020 	299	214	Edit	Edit
2020-2021	08/24/2020 	06/25/2021 	306	220	Edit	Edit

NOTE: You cannot delete a school year if a Report Card has been created for that school year or if that year is the currently selected School Year for the School System. Please do not create "holes" in the School Years. If you do, then next time you add a new school year, the holes will be filled in before higher school years are added.

[Update the database](#)

[Add previous school year](#)

[Add next school year](#)



Note: Adding future school years (at least 5 years in the future) will prevent many common errors.

STEP 2: Click Add next school year.

Rollover System to 2021-22 school year

	2019-2020	<input type="text" value="08/19/2019"/>	<input type="text" value="06/12/2020"/>	299	214	Edit
	2020-2021	<input type="text" value="08/24/2020"/>	<input type="text" value="06/25/2021"/>	306	220	Edit
<input type="checkbox"/>	2021-2022	<input type="text"/>	<input type="text"/>			Edit

NOTE: You cannot delete a school year if a Report Card has been created for that school year or if that year is the currently selected School Year for the School System. Please do not create "holes" in the School Years. If you do, then next time you add a new school year, the holes will be filled in before higher school years are added.

[Update the database](#)



[Add previous school year](#)

[Add next school year](#)

Note: Adding future school years (at least 5 years in the future) will prevent many common errors.

STEP 3: Click Enter start and end dates for the school year.

Rollover System to 2021-22 school year

	2019-2020	<input type="text" value="08/19/2019"/>	<input type="text" value="06/12/2020"/>	299	214	Edit
	2020-2021	<input type="text" value="08/24/2020"/>	<input type="text" value="06/25/2021"/>	306	220	Edit
<input type="checkbox"/>	2021-2022	<input type="text"/>	<input type="text"/>			Edit

NOTE: You cannot delete a school year if a Report Card has been created for that school year or if that year is the currently selected School Year for the School System. Please do not create "holes" in the School Years. If you do, then next time you add a new school year, the holes will be filled in before higher school years are added.

[Update the database](#)



[Add previous school year](#)

[Add next school year](#)

STEP 4: Click edit to Enter start and end dates for the school year.

Rollover System to 2021-22 school year

- Impacts access to documents and student information.












Edit School System Information

School System Name:	Docs Demo *
School Year:	2020-2021 * ←
School System Code:	docs
Address:	810 First St, NE
City, State, ZipCode:	Washington DC 20001
E-Mail Address:	docs@dc.gov
Phone Number:	
Fax Number:	<input type="text"/> Upload New Data
Time Zone:	US/Eastern (GMT -05:00 / -04:00) ▾
County:	

School System Name:	Docs Demo *
School Year:	2021-2022 * ←
School System Code:	docs
Address:	810 First St, NE
City, State, ZipCode:	Washington DC 20001
E-Mail Address:	docs@dc.gov
Phone Number:	
Fax Number:	<input type="text"/> Upload New Data
Time Zone:	US/Eastern (GMT -05:00 / -04:00) ▾
County:	

STEP 4: Select 2021-22 from the school year list.

Update Reporting Periods

Del	School Year	Begin Date	End Date	Cal Days	Sch Days	ESY Schedule	Report Periods
	2017-2018	08/21/2017 	06/13/2018 	297	213	Edit	Edit
	2018-2019	08/20/2018 	06/14/2019 	299	215	Edit	Edit
	2019-2020	08/19/2019 	06/12/2020 	299	214	Edit	Edit
	2020-2021	08/24/2020 	06/25/2021 	306	220	Edit	Edit
	2021-2022	08/23/2021 	06/25/2022 	307	220	Edit 	Edit

NOTE: You cannot delete a school year if a Report Card has been created for that school year or if that year is the currently selected School Year for the School System. Please do not create "holes" in the School Years. If you do, then next time you add a new school year, the holes will be filled in before higher school years are added.

[Update the database](#)

[Add previous school year](#)

[Add next school year](#)

STEP 1: Select the Reporting Periods.

Progress Reporting Periods

- Impacts teachers and related service providers ability to enter progress reports.

Edit 2021-2022 Reporting Period Schedule (Docs Demo)
[New Mail](#)

Del	Reporting Period	Reporting Period Name	Begin Date	End Date	Due Date	ESY	Cal Days	Sch Days
<input type="checkbox"/>	1	Reporting Period 1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>		
<input type="checkbox"/>	2	Reporting Period 2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>		
<input type="checkbox"/>	3	Reporting Period 3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>		
<input type="checkbox"/>	4	Reporting Period 4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>		
<input type="checkbox"/>	5	Reporting ESY Period #5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>		

NOTE: If you delete a given reporting period, ALL higher numbered reporting periods will also be deleted.

To add a reporting period for ESY, you must use the following format in order for the progress reporting wizard to work correctly: "Reporting ESY Period #"

Update the Database

Auto-fill Begin and End Dates

Add another reporting period

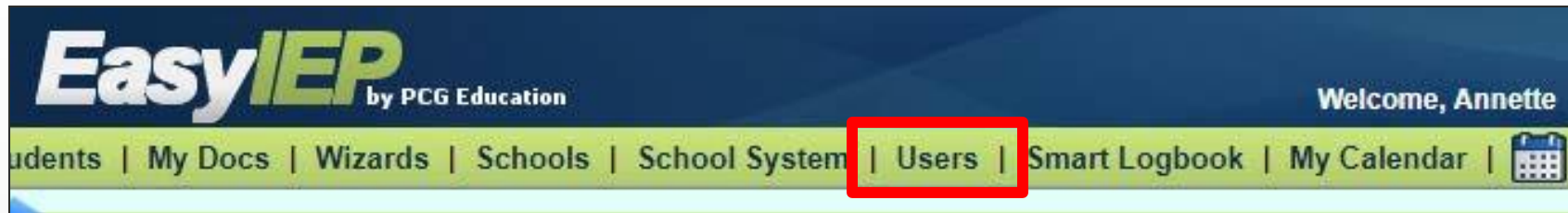
STEP 2: Enter the Reporting Period dates for Progress Reports for 2021-22.

Start of School SEDS User Audit

LEA SPED POCs are responsible for **protecting the privacy** of student information by controlling access to student files in SEDS.

Start of school housekeeping should include a **SEDS user audit** to search for:

- 1) Users who no longer work at the LEA
- 2) Users who no longer need access to student files
- 3) Nonpublic users who no longer need access to student files



STEP 1: Open the 'Users' tab in SEDS

Start of School SEDS User Audit

Check All Check None

User Type(s): *
(check none to match all)

<input checked="" type="checkbox"/> Special Education Teacher	<input checked="" type="checkbox"/> Special Education Specialist
<input checked="" type="checkbox"/> Related Service Provider	<input checked="" type="checkbox"/> Occupational Therapist
<input checked="" type="checkbox"/> Special Education Coordinator	<input checked="" type="checkbox"/> Physical Therapist
<input type="checkbox"/> State Data Administrator	<input checked="" type="checkbox"/> Speech/Language Pathologist
<input type="checkbox"/> State Placement Officer	<input checked="" type="checkbox"/> Psychologist
<input type="checkbox"/> Help Desk Support Tier 1	<input checked="" type="checkbox"/> Social Worker
<input checked="" type="checkbox"/> SEC/RSP	<input checked="" type="checkbox"/> Art Therapist
<input checked="" type="checkbox"/> Pre-Training Account Access	<input checked="" type="checkbox"/> Audiologist
<input checked="" type="checkbox"/> RSP Supervisor	<input checked="" type="checkbox"/> Adapted PE Teacher
<input checked="" type="checkbox"/> Transportation Coordinator	<input checked="" type="checkbox"/> Related Service Provider- Vendor
<input checked="" type="checkbox"/> LEA View Only Administrator	<input checked="" type="checkbox"/> School Leader
<input checked="" type="checkbox"/> LEA Data Administrator	<input checked="" type="checkbox"/> RSP Program Coordinator
<input type="checkbox"/> State Special Education Staff	<input checked="" type="checkbox"/> ASO
<input checked="" type="checkbox"/> Special Education Supervisor	

STEP 2: Select **all** LEA and school-level roles. **Unselect all state-level** roles (**never** change profiles for OSSE staff user accounts).



Start of School SEDS User Audit

Del	IM	CP	Cal	Name	School(s)	Students	Title	User Type
<input type="checkbox"/>				<u>Administrator 1295</u>	-All-	7, 14	LEA Data Administrator	LEA Data Administrator
<input type="checkbox"/>				<u>Administrator 1296</u>	-All-	3, 11	Special Education Coordinator	LEA Data Administrator
<input checked="" type="checkbox"/>				<u>Administrator 1297</u>	-All-	5, 7	Special Education Coordinator	LEA Data Administrator
<input checked="" type="checkbox"/>				<u>Administrator 1298</u>			Coordinator	LEA Data Administrator
<input type="checkbox"/>				<u>Administrator 1299</u>			Coordinator	LEA Data Administrator
<input type="checkbox"/>				<u>Dummy Account</u>				LEA Data Administrator

TIP: Clicking on a column header will sort the list alphabetically by that column type.

Inactivate Selected Users

Check the box in the “**Delete**” column, then click “Inactivate Selected Users.”

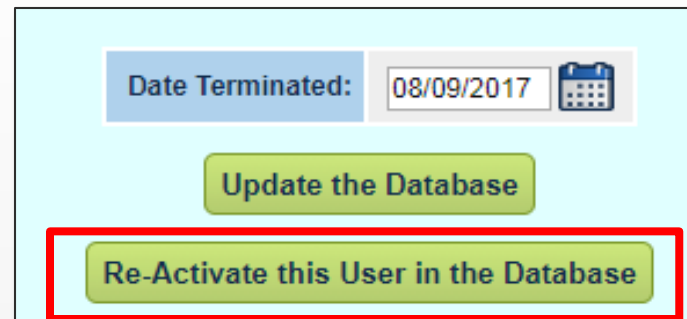
STEP 3: From the list of users, identify accounts that need to be inactivated.


Start of School SEDS User Audit

Inactivating a user account does **NOT** permanently delete the account.

Inactivated accounts can be **reactivated** at any time.

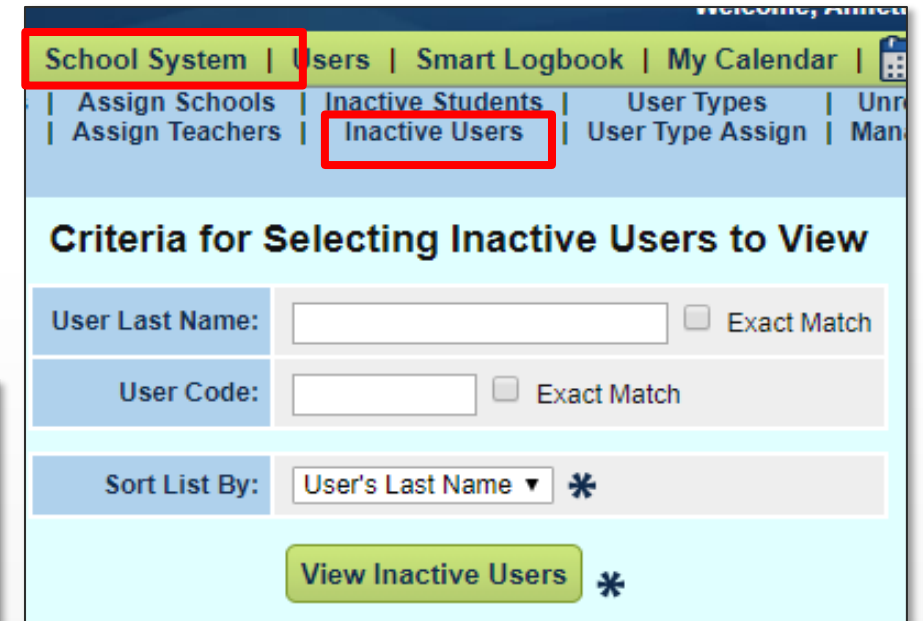
- Go to the “School System.”
- Click on “Inactive Users.”
- Search for user by name.
- Reactivate user.




Date Terminated: 08/09/2017 

Update the Database

Re-Activate this User in the Database



welcome, America

School System | Users | Smart Logbook | My Calendar | 

| Assign Schools | Inactive Students | User Types | Unr
| Assign Teachers | **Inactive Users** | User Type Assign | Man

Criteria for Selecting Inactive Users to View

User Last Name: Exact Match

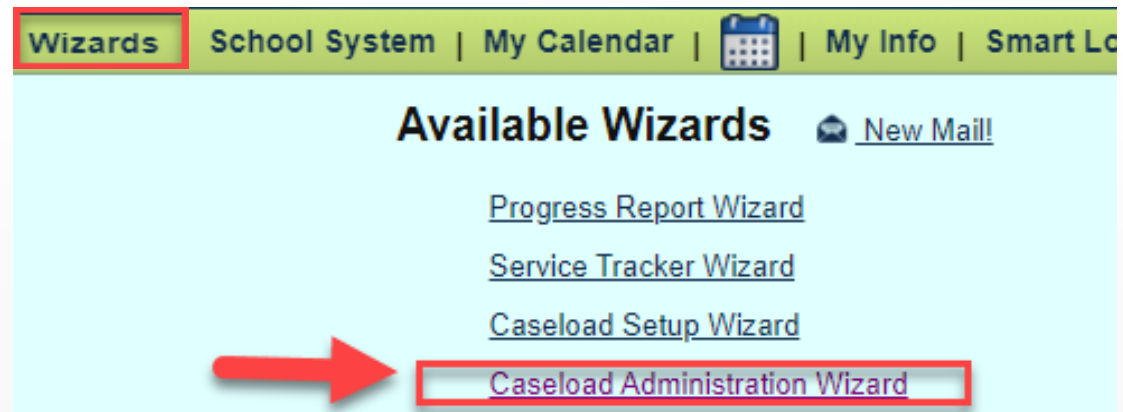
User Code: Exact Match

Sort List By: User's Last Name ▾ *

View Inactive Users *

Caseload Administration

- SPED POCs are responsible for:
 - Assigning caseloads for teachers and providers
 - Removing users from caseloads that no longer need access
 - Ensuring access to NP users



STEP 1: Select **Wizards** from main menu. Click the **Caseload Administration Wizard**.

Search for Users to assign students

Note:

Caseload Administration Wizard sets up caseloads for Teachers, Related Service Providers, NP Staff

Caseload Set Up Wizard sets up caseloads for LEA SPED POC

Main Menu | Students | My Docs | **Wizards** | School System

Caseload Administration Wizard

School: All Schools *

Check All **Check None**

- Special Education Teacher
- Related Service Provider
- Special Education Coordinator
- State Data Administrator
- SEDS Team Administrator
- State Placement Officer
- Help Desk Support Tier 1
- SEC/RSP
- Pre-Training Account Access
- RSP Supervisor
- Transportation Coordinator
- LEA View Only Administrator
- LEA Data Administrator
- State Special Education Staff
- Special Education Supervisor
- Special Education Specialist
- Occupational Therapist
- Physical Therapist
- Speech/Language Pathologist
- Psychologist
- Social Worker
- Art Therapist
- Audiologist
- Adapted PE Teacher
- Related Service Provider- Vendor
- School Leader
- RSP Program Coordinator
- Case View Only Specialist
- ASO

User Type(s): * (check none to match all)

User Last Name: Exact Match

User First Name: Exact Match

Title: Exact Match

User ID: Exact Match

Sort List By: User's Last Name *

View User(s)

View Previous Search Results

STEP 2: Enter Last Name and/or First Name on the search page. Click the **View Users**

Select user for caseload setup

Caseload Administration Wizard

Name	Schools	Students		Title	User Type
		Case Manager	Team Member		
GoodWill Trainer10	CVN	1	2		Special Education Teacher
EWSTOKES TRAINER11	279, DCPS2, DCPS3	0	0		Special Education Teacher
EWSTOKES Trainer12	279, DCPS2, DCPS3	0	0		Special Education Teacher
New Trainer1281	1SA, A810, Test	0	4	Special Education Coordinator	Special Education Teacher
New Trainer1288	1SA, A810, Test	4	0	Special Education Teacher	Special Education Teacher



STEP 3: Select **User Name to View** students on current caseload (if applicable).

Add or Remove Students from caseload

Caseload Administration Wizard - Current Special Education Caseload GoodWill Trainer10 [New Mail!](#)

Case Manager		Team Member		Student	School	Grade	Date Of Birth	Current Case Manager
<input type="button" value="Check All"/>	<input type="button" value="Check None"/>	<input type="button" value="Check All"/>	<input type="button" value="Check None"/>					
<input checked="" type="checkbox"/>			<input type="checkbox"/>	Erica Sped21	CVN	5	01/01/1997	GoodWill Trainer10
	<input type="checkbox"/>		<input checked="" type="checkbox"/>	Billy Training13	CVN	5	01/01/2009	
	<input type="checkbox"/>		<input checked="" type="checkbox"/>	Michael Training13	CVN	4	01/01/2011	


(3 Students)

STEP 4: Select **Add More Students to Caseload** to search for students.



Search for Students

Caseload Administration Wizard - Select Students to add to caseload of

 To add a Student to your caseload, select EITHER the Case Manager OR Team Member check box. You should never select both. If the check box next to the related service is checked, then the service will be added to the Student's Related Services Page if it does not already exist.

Case Manager		Team Member		Student	School	Grade	DOB	Services	Case Manager
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Michael Training14	1SA	5	01/01/2009	<input type="checkbox"/> Speech-Language Pathology (Related Services) <input type="checkbox"/> Specialized Instruction (Special Ed Services)	

(1 Students)

STEP 5: Add selected student as **Case Manager or Team member.**



OSSE Support Tool (OST)

- Gaining Access to the OST
- Enrollment & Transfer of Records
- Using the OST for Troubleshooting Support

OSSE Support Tool (OST)

The purpose of the OST is to provide a vehicle for LEAs to contact the state for support and technical assistance. The tool is also designed for users to request a student's special education records from the previous LEA.

- Only the LEA SPED POC and the LEA's Data Manager/Registrar should have access to the OST.
- Special education teachers, related service providers and other related staff should not access the OST.
- If an individual has a question or an issue with SEDS, **the LEA SE POC is responsible for providing a solution.**

OSSE Support Tool (OST)

- To send OSSE a question/issue, click on the “**Add Request for Support**” button.
- To request student records be transferred to your LEA’s SEDS site, click the “**Request Transfer of Student Records**” button.
- To review the status of submitted transfer requests, click the “**Review of Transfer Requests**” button.



Transfer of Special Education Records

Criteria	Records Transfer Process
<ul style="list-style-type: none"> • Stage 5 enrollment (attending new LEA) 	<p>Upon student's first day of attendance, OSSE will initiate records transfer. If initiated by 5 p.m., records will be available on the second business day.</p>
<ul style="list-style-type: none"> • Stage 4 enrollment (registered in SIS) • My School DC LEA matches LEA in SEDS 	<p>OSSE will initiate records transfer. If initiated by 5 p.m., records will be available on the second business day.</p>
<ul style="list-style-type: none"> • Stage 4 enrollment (registered in SIS) • LEA does not participate in My School DC , OR • My School DC LEA does NOT match LEA in SEDS 	<p>LEA SPED POC requests records transfer using OST, and former LEA confirms transfer request in OST.</p> <p>OSSE transfers records over within two business days.</p> <p>If new or former LEA is nonresponsive, OSSE will initiate records transfer on fourth day of student remaining in Stage 4. If initiated by 5 p.m., records will be available on fifth business day.</p> <p>In the case of duplicative enrollment, the records will be sent to the LEA who most recently registered the student in their SIS.</p>

OSSE Support Tool

- Student records transfer will follow an automated process for 2021-22.
- **No approval** required from previous LEA.
- **Only** use this process in the event automated transfers do not occur.

The screenshot displays the 'Request Options' section of the OSSE Support Tool. It includes four main buttons: 'Add Request for Support', 'Request Transfer of Student Records', 'Review Outstanding Transfer Requests', 'Status Search', and 'Review of Transfer Requests'. The 'Request Transfer of Student Records' and 'Review Outstanding Transfer Requests' buttons are circled in red. Below this section is a table with columns for Student First Name, Student Last Name, Date Of Birth, LEA Name, School Name, Request Transfer?, and Previous LEA Transfer Decision. A dropdown menu is open for the 'Previous LEA Transfer Decision' column, showing 'Yes' and 'No' options.

Student First Name *	Student Last Name *	Date Of Birth	LEA Name *	School Name	Request Transfer?	Previous LEA Transfer Decision
Johnny	Appleseds		Fake LEA		Yes	<input type="button" value="▼"/>
						Yes
						No



System Updates

System Enhancements

- Easy Fax – Medicaid Solution
- Update IEP
- Visual Impairment Disability Worksheet
- IEP LRE Updates
- Service Logging Screen Updates
- New Transportation Report (unfiltered)



DOT LEA Guidance for Timely

Transportation Services School Year 2021-22

School Year 2021-22 Preparation

Calendars and Transportation Request Forms

- **Accurate calendar information is essential to scheduling student service times**
 - Bell Times
 - Correct Cohort
 - Exception Days
 - Half Days
 - Holidays
- **Accurate student information**
 - Will student utilize transportation
 - Address verification
 - School
 - Program
- **Impact of inaccurate or late data submissions**
 - Increases risk of service failure
 - Route instability

LEA Considerations/Decisions for School Year 2021-22

- As we shift towards preparation for School Year 20Y21-22, these are key preparation items that LEAs will need to consider and decide. They will be critical in preparing transportation services for eligible students that will be receiving any *in-person* education for the 2021-22 school year.
- **Student Level**
 - Student assignments: How will students be assigned to a particular schedule?
 - i.e., which students will be in school on which days
 - Prioritize service preparations and data submissions for students with disabilities.
 - i.e., submit the required school calendars and transportation requests forms
- **Notes**
 - If the considerations and decisions are delayed into the transportation preparation time, LEAs should consider and prepare to utilize the parent or LEA reimbursement options.
 - If your LEA is not offering in-person services for students with disabilities, no action is required.

DOT LEA Guidance for SY 21-22


These are the key operational processes for LEAs to make note of, in order for DOT to appropriately complete SOS preparations and to deliver timely service at the start of the new school year.

Category	Process step	Owner
Data Submissions	Submit school calendars in TOTE (Calendar upload assistance can be provided- Contact TOTE Support)	LEA
	Submit student transportation request forms (TRFs) in TOTE	LEA
Transportation Preparation	Activities include: data verification, system configuration, data transfers, routing development, QA process, route assignments, practice routes, parent/LEA/school communications, etc.	OSSE DOT

- LEAs data submissions should be no less than 20 business days (four weeks) prior to their first day of school
- TOTE Support can be reached M-F between 9 a.m.-5 p.m. at (202) 576-5520 or dot.data@dc.gov

In Person Start Date in TOTE

The *In Person Start Date* field has been created for the purpose of allowing the LEA to inform DOT of the start of their hybrid schooling when creating their school year calendar.

Grade	Pre-K 3- 5th
LEA Code	1
School Code	202
* Cohort Schedule	A: Monday, Tuesday (Offsite: W ▼)
In Person Start Date	11/9/2020 

Cohort Alignment

- OSSE DOT is currently providing transportation services for schools offering “hybrid” (combination of distance and in-person) or “in-person” learning.
- We are asking that you consider aligning cohorts for transportation eligible students. This will assist with maintaining safety protocols and help to ensure seamless transitions for students, schools, and DOT staff.

TOTE Training Dates for School Year 2021-22

OSSE DOT continues to offer TOTE certification training or refresher training throughout the school term. Training details are listed below:

- Training Location: Online TOTE Training via Microsoft Teams
 - Link is sent to registered attendees 24 hours prior to training
- Registration Information: *All attendees can register for the training class, by clicking this link* [TOTE Training Link](#)
- Training Time: 10 a.m.-12 p.m.
- Dates:
 - Sept. 22, 2021
 - Oct. 6, 2021
 - Oct. 20, 2021
 - Nov. 3, 2021



TOTE Support can be reached M-F between 9:00 am – 5:00 pm at (202) 576-5520 or email dot.data@dc.gov



Reminders and Announcements



Upcoming Professional Learning Opportunities and Resources

Participants in today's webinar are asked to share the following opportunities with relevant staff members at their LEA and school campuses.

2021 Start of School Trainings for LEA Special Education POCs

NOTE: All 2021 summer trainings will be virtual.

Office Hours

Tier 3 Supports: New & Less Experienced POCs

- SEDS Train-the-Trainer Office Hours (dates/times TBD)

Orientation Training (July 28)

Tier 2 Supports: New & Less Experienced POCs

- New LEA Special Education POC Orientation ([Review Video and Download Presentation here](#))
- **Trainings for specific apps**
 1. Using Early Access to SWD Data Qlik App
 2. SEDS Train-the-Trainer (three-part series)
 3. Using DC CATS

Pre-Recorded Trainings on Specific Data Apps

Monthly LEA Special Education POC Webinars (Aug. 18)

Tier 1 Supports: All POCs

- Regularly scheduled touchpoints between OSSE & POCs
- Trainings relevant to all LEA Special Education POCs

Special Topic Trainings (e.g., Recovery, Learning Acceleration, Policy Updates)



STAY INFORMED: Training dates and details shared in monthly emails to all LEA SPED POCs from Stephanie.Davis3@dc.gov. Don't miss out! Ensure you are listed in eSchoolPLUS contact list.

Upcoming Trainings with Legal Resource Publications (LRP)



Learn more about Special Ed Connection designed by LRP and how to use this FREE resource to support your LEAs Special Education needs.

Join us for upcoming trainings on:
[Wednesday, Aug. 25 at 10 a.m.](#)
[Wednesday, Sept. 22 at 2 p.m.](#)

Missed A Webinar?

Visit our webpage - [LEA Special Education Points of Contact Monthly Webinar Series](#)

- Watch previous webinars
- Download training resources and materials

Recording of this webinar and slides will be posted to the webpage above within one week of the live webinar.

Upcoming SPED POC Webinar

NEXT WEBINAR:

Wednesday, Sept. 15

Please register [here](#).

Complete our Survey

Please provide your feedback on the August 2021 SPED Webinar :

surveymonkeys.com/r/TSZCFGB





Thank You!



Appendix

OSSE Contact Information for LEA Special Education POCs

Topic	Point of Contact	Email/Phone
Policy & Guidance	OSSE Special Education Policy Team	OSSE.DSEpolicy@dc.gov
Monitoring & Compliance	Karen Morgan-Donaldson, IDEA Part B Monitoring and Compliance Team	Karen.Morgan-Donaldson@dc.gov
	Edgar Stewart, Nonpublic Monitoring Team	Edgar.Stewart@dc.gov
Evidence-Based Practice	Jennifer Carpenter, Professional Development Specialist	Jennifer.Carpenter@dc.gov
Data Apps & Systems	Use the OSSE Support Tool for questions or support with special education data systems and applications Locate your LEA's DAR Liaison	OSSE Support Tool Locate DAR Liaison
Preschool Special Education	Dawn Hilton, Special Education Supervisory Coordinator, Division of Early Learning	Dawn.Hilton1@dc.gov
	Child Outcomes Summary Data Collection	OSSE.COSFAQ@dc.gov
Assessment Accommodations	Michael Craig, Assessment Specialist, Special Populations,	Michael.Craig@dc.gov
Student Transportation	TOTE Support Team:	(202) 576-5520 or DOT.Data@dc.gov
	School Liaisons and Parent Resource Center	(202) 576-5000 <i>(follow prompt for school officials)</i>

The Role of the LEA Special Education POC (LEA SPED POC)

Policy & Guidance

- Liaise with OSSE and your LEA on special education policy and guidance
- Identify key areas of need for special education technical assistance and professional development

Monitoring & Compliance

- Liaise with OSSE IDEA Part B Monitoring and Non-Public Team
- Ensures implementation of dispute resolution correction of noncompliance

Evidence-Based Practice

- Support LEA staff in leveraging OSSE resources on evidence-based practices in serving students with disabilities
- Share training opportunities with staff

Data Apps & Systems

- Serve as the SEDS administrator and trainer on behalf of all LEA staff
- Access and leverage student-level data from multiple OSSE systems (Qlik, SLED, etc.)

- LEA leaders may assign one or more staff members as the LEA SE POC and may divide duties to best meet the needs of the LEA.
- LEA SPED POCS must be [assigned this role](#) in eSchoolPLUS to receive official OSSE communications targeted to their role. Contact your LEA Data Manager to add your name and email to the [eSchoolPLUS contact list](#).

Coordination Between LEA SPED POCs and LEA Teams

LEA SPED POCs coordinate with a range of other POCs to support with the work listed below. Please connect with the staff members who serve in the following roles to ensure you are prepared to support one another throughout the school year.

LEA Assessment POC

- Ensure students with disabilities receive appropriate assessment accommodations, as documented in IEPs
- Determine Alternate Assessment eligibility for students with cognitive disabilities

LEA Transportation POC

- Provided updates to your LEA on transportation policies, guidance, and eligibility criteria
- Ensure timely submission of all Transportation Request Forms (TRFs).

Pre-K Special Education POC

- Serve 3- to 5-year-old students with disabilities
- Support pre-K SPED POC in collecting Child Outcomes Summary data, as needed

LEA Data Manager

- Ensure accurate enrollment data to allow transfer of records in SEDS for students with disabilities
- Access and leverage student-level data from multiple OSSE systems (Qlik, SLED, SIS, etc.)

Early Childhood Transition Coordinator

- Coordinate a smooth C to B Transition for newly enrolled 3- or 4-year-old children from the DC Early Intervention Program ('Strong Start')
- Coordinate Child Find duties for young children

LEA English Learner Coordinator

- Serve students who are dually identified as English learners with disabilities, including appropriate assessment accommodations, evaluations and service provision in other languages, family engagement and communication, etc.