

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

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



# Creating a Local Education Agency/ Nonpublic School Memorandum of Agreement to Support Student Success

Dr. Edgar Stewart, Nonpublic Monitoring Manager  
Sharon Powell, Nonpublic Monitoring Supervisor



## LEA Special Education Point of Contact Monthly Webinar

Dec. 14, 2016

OSSE Division of Data, Assessment and Accountability  
OSSE Division of Elementary, Secondary, and Specialized Education



# Agenda |

- I. Introductions, Purpose and Overview
- II. Overview of the LEA-Nonpublic Relationship
- III. Elements in a Memorandum of Agreement (MOA)
- IV. Effectively Implementing the MOA
- V. MOA Development: Case Study
- VI. Example MOA
- VII. Announcements & Reminders



# Poll Question 1

What is your current role relating to the LEA Special Education Point of Contact (LEA SE POC)?

- A. I have been the main POC for over 1 full year
- B. I have been main POC for less than a full year
- C. Not main POC, but serve as the POC for my campus
- D. Not main POC, but assist POC with many responsibilities
- E. Other



## Poll Question 2

Currently, how many students enrolled in your LEA attend nonpublic programs?

- A. My LEA does not yet have any students placed at nonpublic programs
- B. 1 to 5 students
- C. 6 to 20 students
- D. 20 to 50 students
- E. Over 50 students



## Poll Question 3

Currently, how many different nonpublic programs serve students enrolled in your LEA?

- A. My LEA does not yet have any students placed at nonpublic programs
- B. Only 1 nonpublic program
- C. 2 to 6 nonpublic programs
- D. 7 to 15 nonpublic programs
- E. Over 15 nonpublic programs



# Discussion and Group Norms

- We are all here for the same purpose
- Be open to new ideas and different perspectives
- Be positive and consider what we can achieve together
- Be constructive when providing feedback
- Be respectful and allow all attendees the time and space to contribute to the discussion
- Be reflective and pause before reacting



# Objectives

During this session, participants will:

- Learn how to use a memorandum of agreement (MOA) to set the stage for effective collaboration through the clarification of roles, expectations, and timelines
- Review examples of barriers to effective collaboration
- Generate ideas and identify potential solutions to barriers through an MOA
- Receive tips for drafting an effective MOA





# Overview of the LEA- Nonpublic Relationship



# Client- Provider Relationship

## **Nonpublic = Provider**

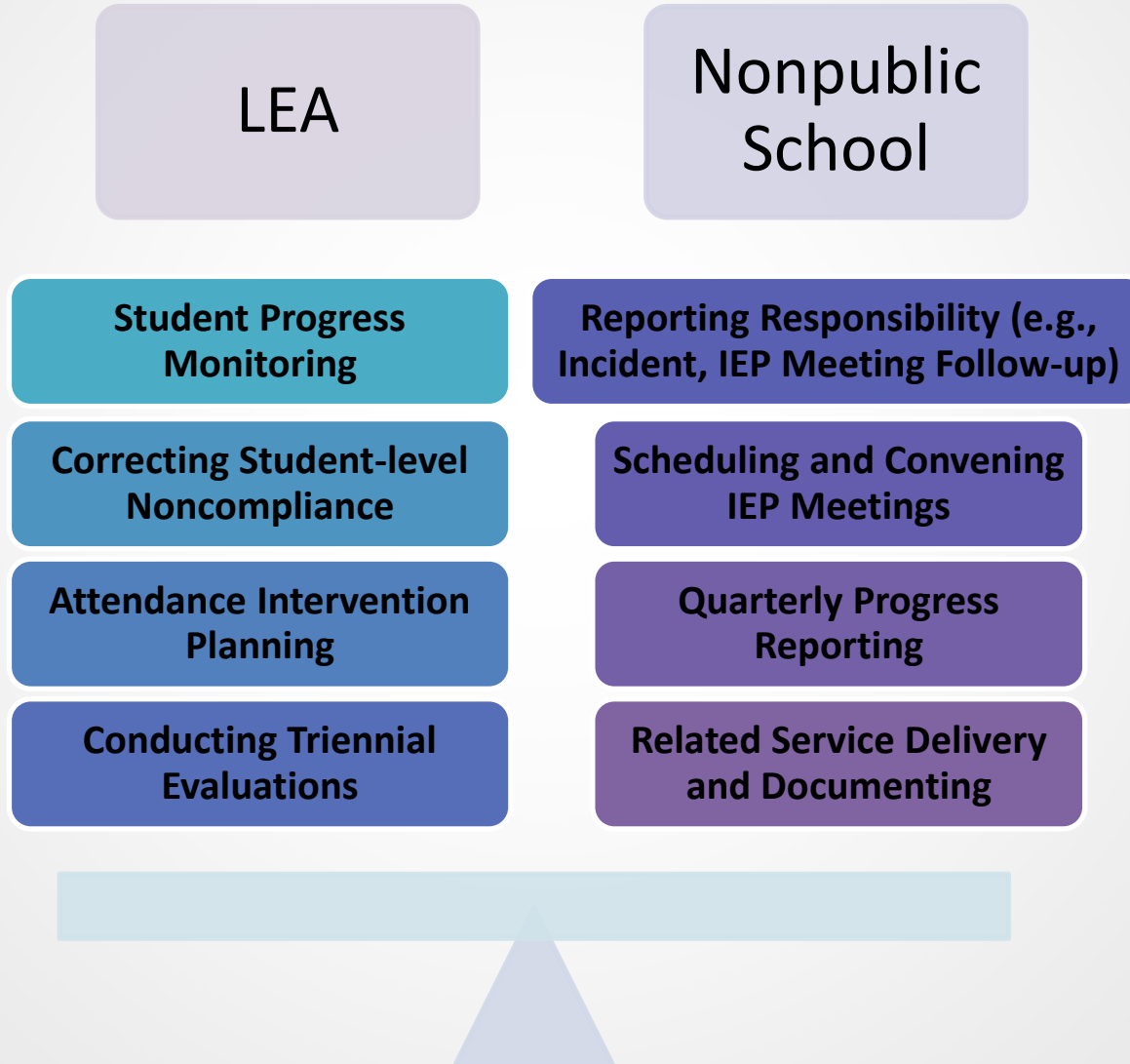
- Commits to serving the local education agency (LEA) and student
- Serves students with disabilities in a nonpublic program under the requirements of the Certificate of Approval (COA) regulations
- If standards are not met, could result in fewer clients

## **LEA = Client**

- Expects the nonpublic program to provide a level and specialization of service that the LEA cannot provide itself
- If the LEA is not satisfied, LEA should raise concerns directly with the nonpublic
- If concerns are not addressed, LEA will raise concerns with OSSE



# Clarifying Roles & Responsibilities





# Clarifying Roles & Responsibilities

LEA	OSSE	Nonpublic School
Ensuring accurate, complete, & timely student data in Special Education Data System (SEDS)		Ensuring their portion of student data in SEDS is accurate, complete, & timely
Working closely with nonpublic school staff to ensure timely completion of all required IEP documentation, adherence to federal and District special education regulations, and active participation by all individual education plan (IEP) team members, including students and parents		Working closely with LEA staff to ensure timely completion of all required IEP documentation, adherence to federal and District special education regulations, and active participation by all IEP team members, including students and parents
Correcting identified noncompliance	Verifying correction of noncompliance	Working with LEA to correct identified noncompliance



# Clarifying Roles & Responsibilities

LEA	OSSE	Nonpublic School
Monitoring student progress for individual students frequently	Monitoring nonpublic schools at least once during the validity of the COA	Monitoring student progress for individual students frequently
Looking at individual students	Looking at nonpublic program as a whole, as well as facilities	
Primary responder to any concerns or incidents	Investigating issues regarding health & safety of any DC student	Ensuring student safety
Ensuring free appropriate public education (FAPE) & overseeing IEP implementation for individual students	Monitoring IEP implementation on a large scale within the nonpublic program & alignment with COA regulations	Providing IEP services, participating in statewide assessment administration, & complying with federal and COA regulations
Continually assessing the least restrictive environment (LRE) for each student	Monitoring nonpublic overall process of facilitating students' transition to LRE	Working with LEA to facilitate students transitioning to LRE



# Elements in a Memorandum of Agreement (MOA)



# MOA Development: Areas to Consider

- **Data systems (SEDS, SEATS, DC CATS, TOTE, etc.)**
  - OSSE Points of Contact
  - Access
  - Users
  - Training
- **IEP Coordination**
  - IEP meetings
  - IEP document upload
- **IEP Development & Implementation**
  - Drafting of present levels of performance sections
  - Related service delivery
- **IEP Documentation**
  - Progress reports
  - Service trackers
  - Incident reports
  - Attendance and truancy (i.e., reviewing absences and notifications, attendance intervention plans, holding placement meetings)



# MOA Development: Areas to Consider

- **Emergency Behavioral Interventions**
  - Reporting incidents involving the use of physical restraint or seclusion
  - Uploading of incident reports into the student's permanent record
  - Parent, LEA, & other agency notification
  - IEP meeting follow-up
- **Evaluation/Re-evaluation**
  - Parental consent for evaluation
  - Conducting triennial evaluation(s) or any other evaluation needed
  - Analyzing existing data
- **Consideration of LRE Annually**
- **Statewide Assessment**
  - Preparation & training
  - Test administration
- **Secondary Transition**
  - IEP documentation
  - Planning & assessments
  - Services





# MOA Development: Areas to Consider

- **Other areas to consider:**
  - Nonpublic SEDS POC & LEA SEDS POC Collaboration
  - Orientation, Data Systems Access & Training for New LEA & Nonpublic Staff throughout the year



# Effectively Implementing the MOA: Process Tips



# Establish Communication Routines

- While creating written expectations is a key foundational step, setting up standard operating norms (communication routines) is key
- Both parties will be set up for success by:
  - Designating points of contact
  - Agreeing on best communication modality
  - Planning for regular communications and agreeing on frequency



# Plans for Challenges

- Even with the best laid plans, communication breakdowns occur
- Agree on how you will attempt to resolve the issue:
  - Use the MOA as a guide to clarify expectations
  - Plan for a discussion of the issue, and identify which party will take and circulate notes (re: agreed upon next steps)
  - Escalate to OSSE only after if resolution not achieved (if feasible and appropriate, let other party know you would like OSSE to assist before taking this step)



# MOA Development: Case Study



# Case Study

A 16-year-old student with a disability recently transferred LEAs in DC and is now enrolled Happy DC Public Charter School and attending Anytown Crest Nonpublic School in Maryland. The student's current IEP will expire on March 3, 2017. As the student's triennial eligibility determination is also coming due on that same date, his previous LEA had arranged to have their staff test him at Anytown Crest in January 2017.

While the student has been attending Anytown Crest, he has been truant on several days and while at school he has been involved in several altercations that necessitated the school to use physical restraints. The student has reportedly been receiving behavior support services as well as speech therapy, although Happy DC learned that Anytown has not had any therapist/counselor on staff since August 2016 and the speech therapist is new to DC and has not yet been granted access to SEDS.

OSSE is scheduled to conduct student file reviews at the beginning of September to determine the LEA's compliance to federal (IDEA) and District (DCMR) special education regulations. A preliminary scan of several of Happy DC's nonpublic student files (including the aforementioned student) in SEDS revealed several draft progress reports, missing incident report forms, and no service tracker documentation.



# Case Study Analysis

1. Based on the facts from the previous slide, what are the immediate compliance concerns?
2. Based on the facts from the previous slide, which are the most important compliance concerns to review between parties?
3. Which party (LEA, NP, both) has a role in remedying them and preventing future occurrences?
4. Based on your review, would you be inclined to address any additional areas in this MOA between parties?



# Case Study

A 16-year-old student with a disability recently transferred LEAs in DC and is now enrolled Happy DC Public Charter School and attending Anytown Crest Nonpublic School in Maryland. The student's current IEP will expire on March 3, 2017. As the student's triennial eligibility determination is also coming due on that same date, his previous LEA had arranged to have their staff test him at Anytown Crest in January 2017.

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# Case Study Analysis

Based on the facts from the previous slide, what are the immediate compliance concerns?

- Current IEP will expire on March 3, 2017
- Truant on several days
- Involved in several altercations that necessitated the school to use physical restraints
- Nonpublic school has not had any therapist/counselor on staff since August 2016
- The speech therapist is new to DC and has not yet been granted access to SEDS
- Missing incident report forms
- No related services service tracker documentation



# Case Study Analysis

Based on the facts from the previous slide, which are most important compliance concerns to review between parties?

- Current IEP will expire on March 3, 2017
- Truant on several days
- Involved in several altercations that necessitated the school to use physical restraints
- Nonpublic school has not had any therapist/counselor on staff since August 2016
- The speech therapist is new to DC and has not yet been granted access to SEDS
- Draft progress reports
- Missing incident report forms
- No related services service tracker documentation



# Case Study Analysis

Which party (LEA, NP, both) has a role in remedying them and preventing future occurrences?

- Current IEP will expire on March 3, 2017
- Truant on several days
- Involved in several altercations that necessitated the school to use physical restraints
- Receiving behavior support services and speech therapy
- Nonpublic school has not had any therapist/counselor on staff since August 2016
- The speech therapist is new to DC and has not yet been granted access to SEDS
- Draft progress reports
- Missing incident report forms
- No related services service tracker documentation



# Case Study Analysis

Based on your review, would you be inclined to address any additional areas in this MOA between parties?

- Identify staff to be responsible for specific activities
- Including task-specific timelines
- Advance preparation and record review for OSSE's onsite and desktop monitoring processes
- 30-day review of educational records for newly nonpublic students
- Revisiting extended school year (ESY) determinations for students whose annual IEP meetings occurred in the early fall



# Example MOA



# Example MOA

## APPENDIX A

### **MODEL MEMORANDUM OF AGREEMENT BETWEEN THE DISTRICT OF COLUMBIA CHILD AND FAMILY SERVICES AGENCY AND INSERT LOCAL EDUCATION AGENCY NAME THE IMPLEMENTATION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) PROVISIONS REGARDING EDUCATIONAL STABILITY FOR CHILDREN IN FOSTER CARE FISCAL YEAR \_\_\_\_**

#### I. INTRODUCTION

The LEA NAME (hereafter referred to as “LEA”) and the District of Columbia Child and Family Services Agency (hereafter referred to as “CFSA”), collectively referred to as the “Parties”, enter into this memorandum of agreement (“MOA”) for the purpose of establishing a collaborative partnership to ensure the implementation of the Elementary and Secondary Education Act (“ESEA”), as amended by the Every Student Succeeds Act (“ESSA”) provisions regarding educational stability for children and youth in foster care.

#### II. AUTHORITY OF MOA

ESEA, reauthorized by ESSA, enacted Dec. 10, 2015 (Public Law 114-95; 20 USC §§6311 et seq.), as amended.

#### III. OVERVIEW OF PROGRAM GOALS AND OBJECTIVES

CFSA is the child welfare agency for the District of Columbia (“District”), which is responsible for protecting child victims and children at risk of abuse or neglect. CFSA’s duties include, among other things, investigating abuse or neglect reports, assessing and treating children and families within its care, and providing child protective services, foster care services, and post-permanency services. See D.C. Code §§ 4- 1303.01a, 4-1303.03. In executing its duties and responsibilities, CFSA may place children or youth in temporary settings outside the District. During such placement, children or youth may be enrolled in a school in that jurisdiction but the child or youth remains a District resident.

The LEA is an educational institution at the local level that exists primarily to operate a publicly funded school or schools providing elementary or secondary education in the District, including the District public schools and all District public charter schools.

The Parties have a common and concurrent interest in working cooperatively to ensure the effective implementation of the requirements set forth in the ESEA, specifically as it pertains to the provisions regarding educational stability for children and youth in foster care.

#### IV. APPLICABILITY



# Example MOA (continued)

This MOA applies to children who are in the care and custody of CFSA and placed in foster care including placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and preadoptive homes. It also applies to children who exit foster care when permanency has been achieved prior to the end of the academic year.

B. Unless specified herein, this MOA is in no way intended to modify the responsibilities or authority delegated to the Parties under federal or District of Columbia law.

## V. PROGRAMMATIC OBLIGATIONS AND RESPONSIBILITIES OF CFSA AND THE LEA

Pursuant to the applicable authorities and in the furtherance of the shared goals of the Parties to carry out the purposes of this MOA expeditiously, the Parties hereby agree as follows:

### A. Coordination

The Parties agree to establish, maintain and implement policies and procedures to ensure coordination and timely and appropriate delivery of services in accordance with each Party's authority and responsibilities as defined in this MOA.

### B. Points of Contact

1. CFSA will designate an employee as a point of contact ("POC") who will be responsible for coordinating and implementing the requirements of this MOA. This employee will serve as the CFSA POC under ESEA in regards to educational stability for children in foster care. By Aug. 15 each year CFSA will, in writing, inform the LEA of its POC. Should the POC change, CFSA will notify the LEA within five (5) business days.

2. LEA will designate an employee who will be responsible for coordinating and implementing the requirements in this agreement. This employee will serve as the LEA POC under ESEA in regards to educational stability for children in foster care. By Aug. 15 each year, the LEA will, in writing, inform CFSA of its POC. Should the POC change, LEA will notify CFSA within five business days.

### C. School Stability Best Interest Determination

CFSA and the LEA will collaborate to keep children in their school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest.

### D. Process for Making Best Interest Determinations

In accordance with the law, CFSA will make a best interest determination whenever a child is initially placed in foster care and subsequent to any change in the child's foster placement. The determination will be made in consultation with other relevant parties to the case, including relevant staff at the LEA serving as the child's school of origin. CFSA will consider information from the LEA concerning how well the child is or is not benefitting from the academic program and services at the school in making the best interest determination. CFSA will also consider a range of other factors that may bear



# Example MOA (continued)

B. This MOA shall not be construed to create any rights, substantive or procedural, enforceable at law by any person in any judicial or administrative matter. This MOA is made for the benefit of the parties hereto and not for the benefit of a third party.

## X. NOTICE OF CLAIMS AND LAWSUITS

Each Party shall promptly inform the other Party of any information related to the provision of services under this MOA that could reasonably lead to a claim, demand, or liability against the other Party by a third party. Any Party that becomes a defendant in a lawsuit that involves services provided under this MOA and that may involve legal liability of the other party shall deliver to the other parties, within five days of service of process, a copy of any pleading relating to such lawsuit.

## XI. CONSISTENT WITH LAW

The Parties shall comply with all applicable laws, rules and regulations whether now in effect of hereafter enacted or promulgated.

## XII. CONFIDENTIAL INFORMATION

The Parties to this MOA will use, restrict, safeguard and dispose of all information related to or provided under this MOA in accordance with all relevant federal and local statutes, regulations, and policies. Any unlawful use or disclosure of information related to the services provided under this MOA shall be subject to penalties outlined in the Data-Sharing and Information Coordination Amendment Act of 2010, effective Dec. 4, 2010 (D.C. Law 18273; D.C. Official Code § 7-241) and its implementing regulations at 29 DCMR 3000, the Health Insurance Portability and Accountability Act of 1996 (HIPAA), approved Aug. 21, 1996 (P.L. 104-191, 42 USC 1320d), as amended, and its corresponding regulations at 45 CFR Parts 160, 162, and 164, and any other applicable District and Federal laws.

XIII. SEVERABILITY In case any provision in or obligation under this Agreement shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations shall not in any way be affected or impaired thereby.

## XIV. EFFECTIVE DATE

This MOA shall be effective upon the last date of execution by signatories below.

IN WITNESS THEREOF, The Parties have executed this MOA as follows:

LEA NAME

_____	_____
NAME/ TITLE	Date
DC Child and Family Services Agency	

_____	_____
NAME	Date
Agency Director or Designee	





Q&A



# Announcements & Reminders



# Nonpublic Access to SEDS

- NP SEDS POCs are responsible for obtaining a SEDS aggregate account for themselves and all relevant nonpublic staff (even if a staff member only needs access to one LEA's SEDS site)
  - A new student from a different LEA could potentially be placed at the nonpublic and added to the staff's caseload.
  - LEAs are not responsible for managing nonpublic SEDS account. They only manage nonpublic access to specific students.
- NP SEDS POCs should **never ask the LEA** to create a SEDS account for a nonpublic staff member.
  - Please redirect the NP SEDS POC to the OSSE Support Tool for this request.
  - The NP SEDS POC should reach out to the LEA for access to specific students **AFTER** the NP staff member has an account set up by OSSE.



# Nonpublic Access to Students

- OSSE cannot grant access to specific students within an LEA's SEDS site for nonpublics
- Upon request by the NP SEDS POC, the LEA SE POC is responsible for providing student access to nonpublic staff members (who already have aggregate accounts set up by OSSE, including your LEA on their list of access).



# OSSE Support Tool - Ticket Submissions

**REMINDER:** For issues that affect multiple students, please complete the **Global Issues Template** found under the Quick Reference Guides tab.

**Do NOT** submit a new ticket for every student if the same issue exists for all the students.

The screenshot shows the OSSE Support Tool interface. The navigation bar includes 'Home', 'Issues', 'Quick Reference Guides' (circled in red), and 'Previous LEAs'. Below the navigation bar, the 'Quick Reference Guides' section is active, showing a breadcrumb trail: 'Quick Reference Guides > Quick Reference Guides Home > REPORTS & CHARTS'. A table titled 'Embedded for LDAs 5 Quick Reference Guides' is displayed. The table has columns for 'Name', 'Description', 'Guide', and 'Archive?'. The row for 'OST Enrollment Audit Global Issue Template' is highlighted with a red box.

Name	Description	Guide	Archive?
OSSE Support Tool Guide		<a href="#">LEA Data Administrator II - Course Presentation - OSSE Support Tool Section.pdf</a>	Archive? is not '1'
LEA Contact List		<a href="#">Updated 2013 Contact List.xlsx</a>	
Nonpublic Training of TA Model		<a href="#">Nonpub training of new TA model UPDATED 02 09 2014 (1).pdf</a>	
OST Enrollment Audit Global Issue Template		<a href="#">OST Enrollment Audit Global Issue Template 2014-2015.xlsx</a>	
OSSE Support Tool Guide for DSE POCs		<a href="#">OSSE Support Tool PPT Guide - DSE POC updated 09 04 2014.pptx</a>	



# OSSE Support Tool – Ticket Submissions

OSSE Support Request

Directions:  
Use this form to request support for SEDS

Issue Type \*

- Access to SEDS
- Administrative Actions
- Administrative Actions - Close Out
- Assessments - Affidavits
- Assessments - Incident Report
- Assessments - Med Exemptions
- Assessments - MSAA, DC Science Alt
- Assessments - Other
- Assessments-DC Science
- Assessments-PARCC
- Assessments-Test Security Plan
- Child Count
- Enrollment
- Enrollment/Enrollment Audit
- Extended School Year
- Fax/Upload Document Issues
- Nonpublic
- OSSE Support Tool Access
- Other**
- Policy
- Reports-SEDS, SLED, and Distributed
- Student Record Transfers
- System Issues
- System Maintenance
- TOTE
- Training
- Unified Data Errors

- **‘Other’** should only be selected as the issue type when none of the other options apply.
- Choosing the most relevant issue type allows OSSE staff to route the support request more quickly to the correct team.
- The sub-category list provides additional information that may assist in determining overall issue type.

Issue Type \*

Enrollment

Status Sub-Category: \*

Make a Selection...

Make a Selection...

**Student Not appearing in SEDS - currently attending LEA**

Student Erroneously appearing in SEDS - Not attending LEA

Annual Enrollment Audit: School Issue (School, Grade) ; (Exit Entry)

Annual Enrollment Audit: LEP Status Issue; Residency/ Tuition Issue; Cour

Annual Enrollment Audit: SLED/USI Issue

Student Information Appearing Incorrectly

Administrative Exit from SEDS/PWN

Duplicative Enrollment

EA Supplemental Quickbase App User Account (Add/Delete/Modify)

Student not appearing in SLED



## Examples of issues that should NOT be denoted as ‘other’ for issue type:

“Student disappeared from our SEDS. I saw her/his name in the system yesterday. Can you please assist with getting her back in SEDS at our LEA?”

- Category: **Enrollment**  
Sub-Category: **Student Not appearing in SEDS – currently attending LEA**

“Student is no longer attending the state school. He/she has moved to West Virginia.”

- Category: **Enrollment**  
Sub-Category: **Student Erroneously appearing in SEDS – not attending LEA**

“One of my student’s attendance data is feeding incorrectly into Qlik. How should we go about getting the information corrected?”

- Category: **System Issue**  
Sub-Category: **Qlik**



# Child Outcomes Summary (COS)

## First OSSE Checkpoint: Friday, Jan. 6, 2017

- LEAs should have completed and submitted **COS entry data** for every preschool and pre-K student with an IEP who did not previously have COS entry data submitted in DC CATS.

## Second OSSE Checkpoint: Friday, June 30, 2017

- LEAs should have completed and submitted **COS exit data** for every pre-K student with an IEP who has exited a pre-K special education program (e.g., child is moving on to kindergarten).

## Resources

- Learn more about the COS data collection process, and DC CATS: <http://osse.dc.gov/service/child-outcomes-summary-cos-data-collection>.
- COS training session coming in January 2017.
- For additional training, technical assistance, or system access to fulfill these responsibilities, email [OSSE.COSfaq@dc.gov](mailto:OSSE.COSfaq@dc.gov).





# OSSE Data System Trainings

OSSE provides a variety of trainings and resources to support LEA SE POCs and other LEA staff.

For a list of trainings, including recordings of past training webinars, visit:

<http://osse.dc.gov/service/technical-assistance-support-and-training-education>

## Technical Assistance, Support, and Training Education

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The Technical Assistance, Support, and Training Education team within DAR equips educational stakeholders in the District of Columbia with tools and resources for system and data use to increase educational outcomes and effectiveness for students and educators. Our work ensures that LEAs are able to meaningfully use data to evaluate performance and improve outcomes for students.

## Monthly LEA Data Discussion Meeting Resources

### 2016-17 School Year Trainings


- eSchoolPLUS LEA Calendars and LEA Points of Contact
- LEA Data Mapping Application
- LEA Special Education Point of Contact (LEA SE POC) Monthly Training Series
  - October 2016
  - September 2016
  - August 2016
- Nonpublic SEDS Point of Contact Webinar
- Orientation for LEA Data Managers
- Qlik Related Services Management Report Webinar
- Teacher Shortage Areas and Teacher and Principal Evaluation Data Collections



# Professional Development Opportunities

Teaching and Learning Professional Development Calendar

<http://osse.dc.gov/service/specialized-education-trainings>

 <b>EDUCATION</b>						
November 2016						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3 RSP SEDS Train-the-Trainer <a href="#">ELs in the Math Classroom</a> <a href="#">Book Study</a>	4	5
6	7 <a href="#">DC STEM Summit</a> <a href="#">"STEM in the City"</a>	8	9	10	11 Holiday	12
13	14 ACCESS Test Prep	15 ACCESS Test Prep SY 2016-17 School Based Medicaid Re- imbursement Training	16 <a href="#">LEA Sped POC</a> <a href="#">Monthly Webinar</a>	17 <a href="#">ELs in the Math Classroom</a> <a href="#">Book Study</a>	18	19
20	21	22	23	24 Holiday	25	26
27	28	29 <a href="#">LEA Institute: It</a> <a href="#">Takes a City</a>	30 <a href="#">Nonpublic SEDS</a> <a href="#">POC Webinar</a>			



# Survey Evaluation (Live Poll Questions)

1. I had a positive experience in this training.
2. Overall this was an effective training.
3. Please rate the overall course content and training materials.
4. Please rate the presentation of materials by the trainer.
5. What were the strengths of this session? How could this session be improved? (e.g., time, location, materials, resources provided, training format, etc.) **(Type your answer in the chat box)**
6. What additional training or professional development do you need to strengthen your practice? **(Type your answer in the chat box)**



# Contact Information

## OSSE Nonpublic Monitoring Unit Contact Information:

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## GET SOCIAL



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Please submit any additional questions to  
OSSE via the OSSE Support Tool or to  
[OSSE.DARtraining@dc.gov](mailto:OSSE.DARtraining@dc.gov)



| Thank you!

Next Monthly Webinar:

**Wednesday, Jan. 18, 2017**

Main Topic: PARCC, NGSS, and MSAA Accommodations