



LEA Special Education Point of Contact Start of School Webinar

Aug. 23, 2023

OSSE Division of Systems and Supports, K-12 (K12SS)
OSSE Division of the Chief Information Officer (CIO)
OSSE Division of Transportation (DOT)
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

- Policy Reminders and Updates
- Individuals with Disabilities Education Act (IDEA) Monitoring Reminders and Updates
- Transportation Reminders and Updates
- Assessments Reminders and Updates
- Nonpublic Reminders and Updates
- Teaching and Learning Reminders and Updates
- Announcements and Reminders
- Q & A



Policy Reminders and Updates

Special Education Authorities

Special Education Law

- Federal: Individuals with Disabilities Education Act (IDEA)
- Local: [DC Official Code, Title 38: Educational Institutions](#)

Special Education Regulations

- Federal: Code of Federal Regulations – IDEA 34 CFR § 300 et. seq.
- Local: [District of Columbia Municipal Regulations \(DCMR\) Title 5-A, Chapter 30 “Special Education”](#)

[Special Education Policies](#)

- Establish state-level procedures

[OSSE Non-Regulatory Guidance on Special Education](#) (Policy Bulletins, FAQs, etc.)

- *Coming Soon:* Special Education Process Handbook
- Provides additional clarification to assist LEAs in implementing requirements

Transition to Special Programs

- All federal and District of Columbia requirements remain effective as compared to the prior data system.
- Special Programs is a documentation system. LEAs have discretion within Special Programs regarding where and how they document implementation and compliance with IDEA.
- Frequently Asked Questions:
 - Where do I document baseline data?
 - How do I document multiple goals associated with one present level of performance (PLOP/ PLAAF)?
 - Are we required to use the 504 module?

Tracking the First Provision of Specialized Instruction

For the 2023-24 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 prescribed on the IEP but for whom specialized instruction has not been previously documented, including the following students:

- Students at/around the age of 3 transitioning from Part C;
- Students at/around the age of 4 transitioning from an Extended Individualized Family Services Plan (IFSP); and
- Students **younger than age 6** newly determined eligible for special education, including children transferring from out of state.

To assist LEAs in appropriately documenting the first provision of specialized instruction in Special Programs, please see [OSSE's step-by-step guide](#).

Tracking the First Provision of Specialized Instruction



District of Columbia Public Schools

1050 First Street NE, Washington, District of Columbia, 20002, (202) 727-3665

First Provision of Specialized Instruction

Student Information

Student: Megan 504 Markle	USI: 5045045045	DOB: 01/18/2018	Grade: 7
Case Manager: Christie Weaver-Harris	Last Eligibility Meeting Date: 10/25/2022	Last IEP Annual Review Meeting Date: 03/07/2023	

Note: For students under the age of 6, LEAs must document the first provision of specialized instruction.

The LEA was required to provide specialized instruction to Megan 504 Markle on or by 03/07/2023.

Was specialized instruction provided on or by 03/07/2023? Yes No

Indicate why specialized instruction was not provided timely:

Date of first provision of specialized instruction:

- (none)
- (none)
- LEA/schl didnt have access to students records/IEP
- No instruction provided to any students
- Other
- Provider unavailable
- School closure/ Non-school day
- Student unavailable



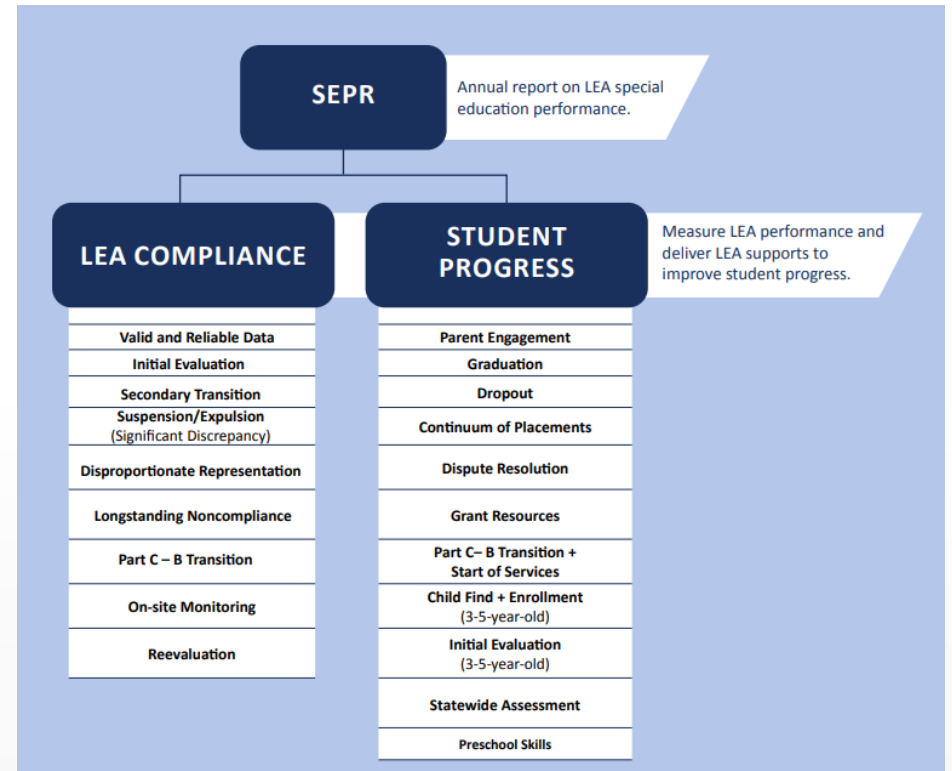
IDEA Monitoring Reminders and Updates

Annual IDEA Monitoring Activities

- Equity Requirements
 - Significant Discrepancy, Disproportionate Representation and Significant Disproportionality
- Secondary Transition Requirements
- Reevaluation Timeliness
- Initial Evaluation Timeliness
- Transition from C to B Timeliness
- Free and Appropriate and Public Education (FAPE) and Least Restrictive Environment (LRE).

Special Education Performance Report (SEPR)

- On **July 13**, OSSE released LEAs' first annual SEPR.
- LEAs can access their reports in the SEPR Application in Quickbase.
- LEAs are afforded an appeal window until **Sept. 7**.
- All LEA SEPR reports will be made public on OSSE's website by **Sept. 30**.
- Any questions, please contact Karen Morgan-Donaldson at Karen.Morgan-Donaldson@dc.gov.



SEPR – What's Next?

OSSE will:

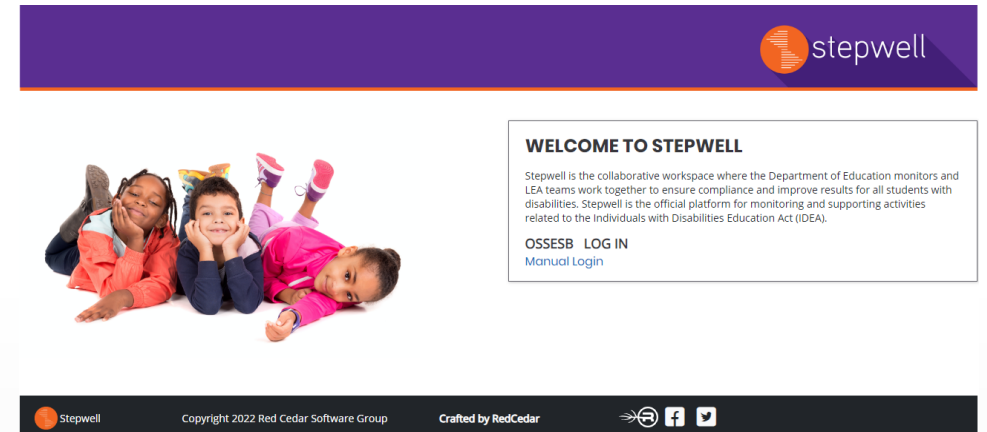
- Conduct an analysis of all LEA SEPRs;
- Identify trends;
- Plan for appropriate supports in the form of professional development and technical assistance;
- Implement plan; and
- Monitor for compliance and improvement.

IDEA Onsite and Desktop Monitoring

- Multi-year process that meaningfully monitors compliance and improvement in specific areas to effectively drive positive outcomes for students with disabilities
- Cyclical, cohort model
- Differentiated based on support needed
- The first cohort will be notified of selection for monitoring this fall

New Monitoring and Compliance Tracking System

- This fall, OSSE will transition from District of Columbia Corrective Action Tracking System (DCCATS) to a new tracking system called **Stepwell**.
- This system will track findings of noncompliance issued by OSSE and will communicate directly with Special Programs.
- Stay tuned for more information regarding the roll out of Stepwell.
- Please continue to use DCCATS until notified of transition.





Transportation Reminders and Updates

OSSE Division of Transportation

The OSSE Division of Transportation (OSSE DOT) has six departments that impact students' transportation.

Routing

- Creates route manifest

Terminal Operations

- Transports students

Customer Engagement

- Route notifications
- Community outreach

Finance

- Reimbursements

Fleet Management

- Vehicle maintenance

Audit and Compliance

- Track accommodations
- Safety review
- Complaints

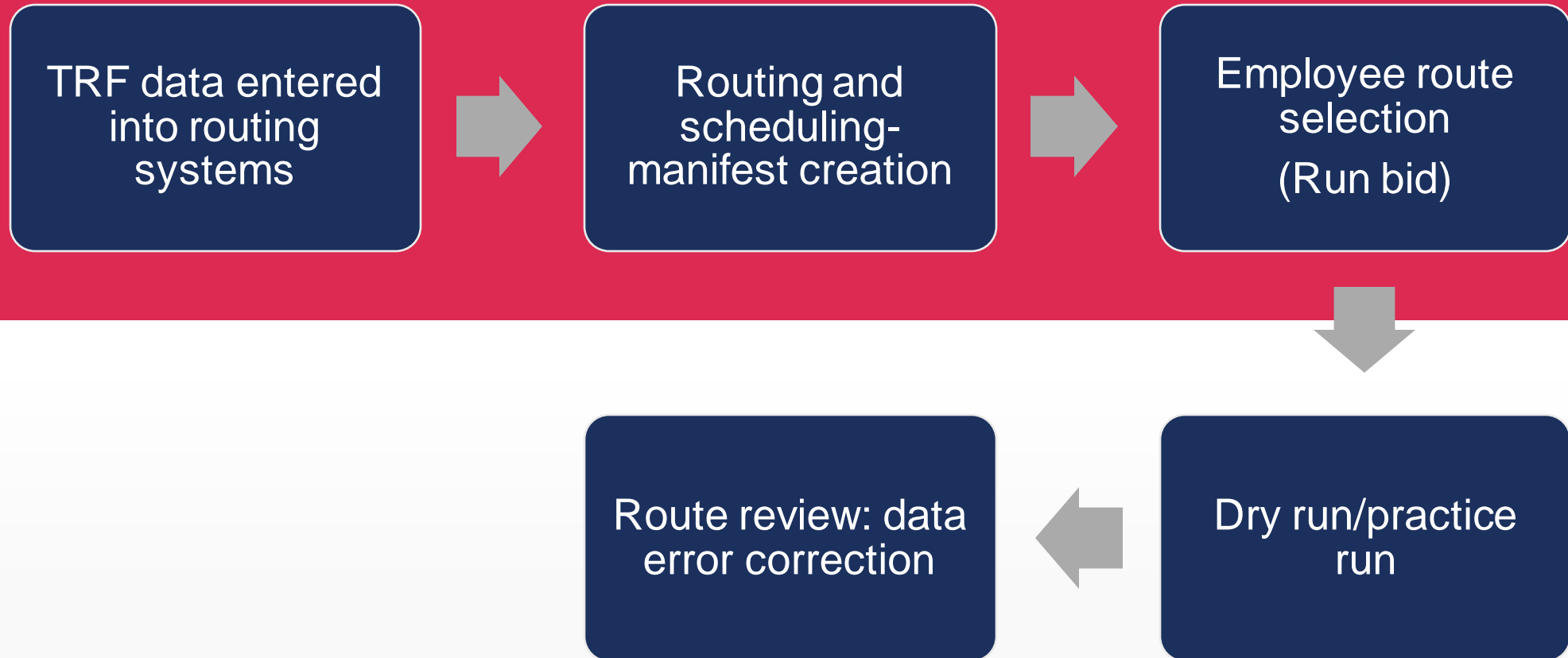
2023-24 School Year Transportation Request Status



Things to Consider

- Transportation requests for students returning to your LEA were due Monday, June 5.
- Students' first day of school transportation may be impacted if not submitted 13 business days prior to their first day of school.
- If the student will not utilize transportation services, please submit a cancellation request.
- Reconfirm the student address with parents prior to the LEA's first day of school to prevent the student not getting transported and the bus going to the wrong address.

What happens after a TRF is submitted





Assessments Reminders and Updates

Alternate Assessment Eligibility

OSSE is committed to providing equitable assessment opportunities for all students in the District of Columbia. We are committed to working with our stakeholders to provide assessment options for students with the most significant cognitive disabilities. Alternate statewide assessments are available for students with the most significant cognitive disabilities as an alternative to participating in the general statewide assessments.

Annually, students with the most significant cognitive disabilities who are determined eligible by OSSE for alternate assessment participation will take:

- Multi-State Alternate Assessment (MSAA) in grades 3-8 and grade 11
- Dynamic Learning Maps (DLM) science alternate assessment in grades 5, 8 and high school biology
- Alternate ACCESS for English language learners (ELLs) in grades 1-12

Alternate Assessment Eligibility Process: Who is eligible to apply?

To be determined eligible for alternate assessment participation, students must meet all the following **minimum** requirements:

1. The student has a **significant cognitive disability**.
2. The student is learning content linked to grade level Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and WIDA English Language Development Standards (ELD).
3. The student requires extensive direct individualized instruction and substantial support in the grade appropriate curriculum.

Meeting these requirements does not guarantee approval for alternate assessment participation.

Alternate Assessment Eligibility Process: How do I apply?

For OSSE to review a student for alternate assessment eligibility for the 2023-24 school year, the following documentation must be made available in the **Special Programs Database**:

- There is an active individualized education program (IEP) on file that indicates “Alternate Assessment” selected by the IEP team
- There is a current and fully completed 2023-24 “DC Alternate Assessment Participation Decision Documentation Form” electronically in the Special Programs database. This form is embedded in the Special Programs database as the Statewide Alternate Assessment Participation Criteria form **and** must be dated within the last (3) calendar years.
- All sources of supporting evidence for the alternate assessment decision form must be uploaded into the Special Programs database **and** dated within the last (3) calendar years.

Alternate Assessment Eligibility Process: The Timeline

Task	Date(s)	System
Final deadline for LEAs updating alternate assessment eligibility documentation in the Special Programs database for the 2023-24 school year. *LEAs should begin this process as soon as school opens*	Oct. 13, 2023	Special Programs Database
OSSE reviews documentation in the Special Programs database for students requesting eligibility for alternate assessments in the 2023-24 school year.	Oct. 16 – Nov. 13, 2023	Special Programs Database
OSSE sends eligibility determinations to LEAs in the Special Programs database.	Nov. 14, 2023	Special Programs Database
LEAs may appeal eligibility determinations in MSAA Quickbase and in most cases will need to submit additional evidence that supports the appeal to OSSE in the Special Programs database.	Nov. 15 – Dec. 1, 2023	MSAA QuickBase Special Programs Database
LEAs receive final eligibility determinations from OSSE in the Special Programs database.	Jan. 5, 2024	Special Programs Database



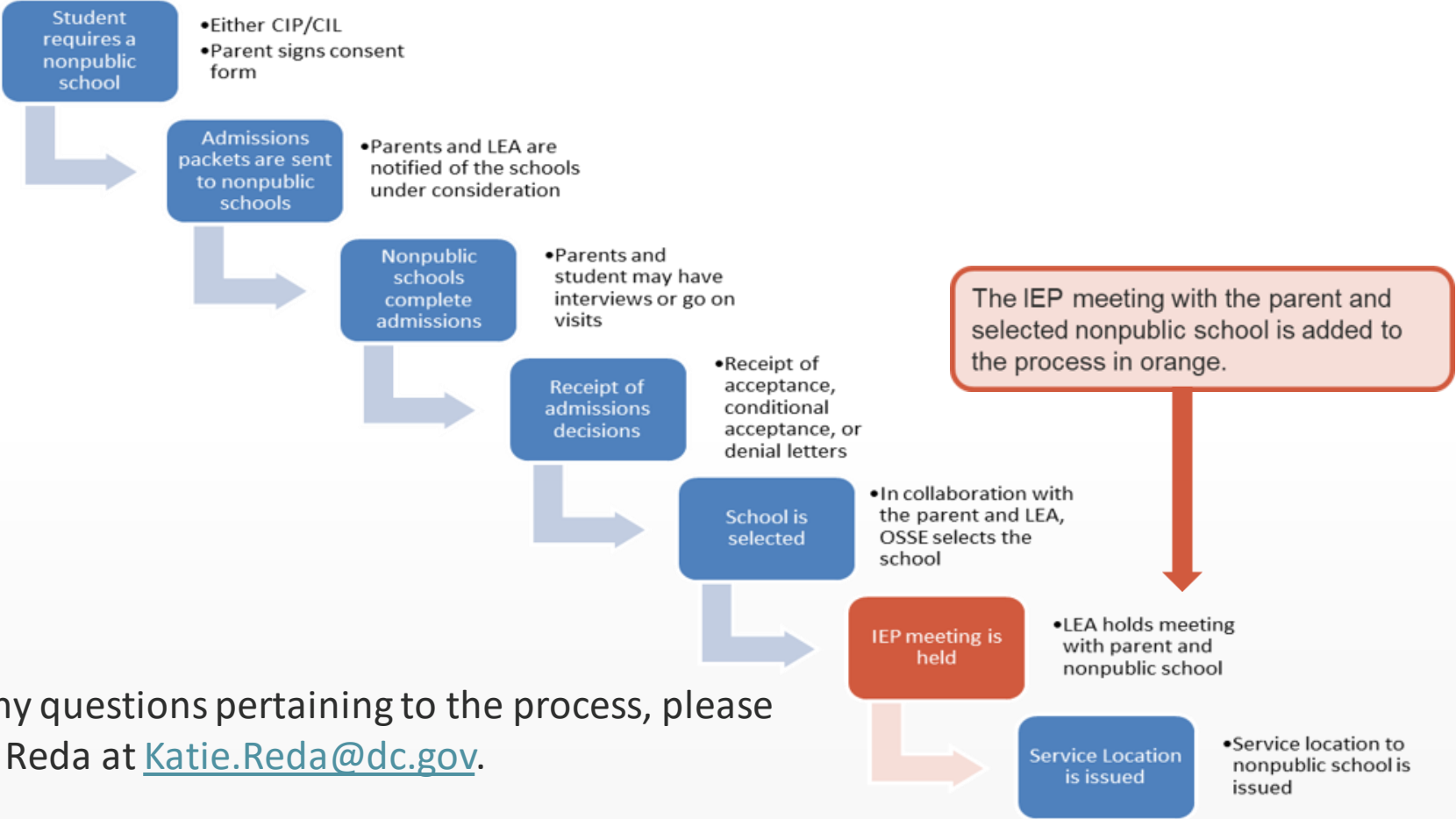


Nonpublic Reminders and Updates

Contacts for Nonpublic School Support

- For questions regarding change in placement, least restrictive environment, continuum of alternative placement, or service locations, please contact Katie Reda (Katie.Red@dc.gov).
- For questions about out of state placements made by other agencies, please contact Katie Reda (Katie.Red@dc.gov).
- For questions about nonpublic school certificate of approval monitoring, please contact Sharon Powell (Sharon.Powell@dc.gov).
- For any IDEA compliance questions, including for students attending nonpublic schools, please contact your OSSE IDEA monitoring point of contact.
- Should a nonpublic school contact you with any funding questions, please have them contact Tessa Haiden (Tessa.Haiden@dc.gov).
- For any Special Programs or transportation issues, please submit an OSSE Support Tool (OST) ticket.
- Lastly, if you are ever unclear of who to contact at OSSE about an issue regarding nonpublic schools, please contact Katie Reda (Katie.Red@dc.gov).

Nonpublic Service Location Process Reminder– Required IEP Meeting



If you have any questions pertaining to the process, please contact Katie Reda at Katie.Red@dc.gov.

Preparing for Success: Key Reminders for Change in Placement (CIP)/Change in Location (CIL)

- Preparation for CIP and CIL cases
 - LEAs and parents should be prepared to participate in meetings, and respond to OSSE's requests for documents
 - Data collection on domains that are of concern
- LEA support of parent participation in the service location process
 - Ensuring parents respond to email and/or phone communication from nonpublic schools
 - Ensuring that parents and students are completing visits
 - Supporting parents with transportation concerns
- Expectations of the service location process
 - Timeline and location
- For questions or more information about the placement process, please visit [OSSE's Special Education Nonpublic Placement](#) page or contact Katie Reda, special education placement manager at Katie.Red@dc.gov.

Serving Students Placed in Nonpublic Special Education Schools

- IDEA requires LEAs to provide FAPE in the LRE.
- In some cases, the IEP team determines a student's LRE is a nonpublic special education program or school.
- Students remain enrolled in the LEA while attending the nonpublic school.
- LEAs remain responsible for ensuring students receive FAPE while attending the nonpublic school.
- OSSE holds LEAs accountable for this ongoing responsibility through:
 - Monitoring in key special education areas (i.e., reevaluation, secondary transition)
 - Periodic review of student files, identification and correction of noncompliance
 - Issuance of Annual IDEA Part B determination of compliance with IDEA

Basic Roles and Responsibilities

LEAs

- Monitor student progress and safety;
- Review attendance data, service delivery documentation, quarterly progress reports and incident reports;
- Participate in IEP team meetings;
- Ensure Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) are up-to-date and being implemented with fidelity as appropriate;
- Coordinate statewide assessments with the nonpublic school and OSSE;
- Ensure nonpublic school has access to all DC information systems;
- Report child abuse and neglect, complaints or allegations;
- Consider the appropriateness of the student's placement in the more restrictive environment at least annually.

Nonpublic Schools

- Deliver specialized instructions and related services in accordance with IEP;
- Adhere to reporting and notification requirements;
- Participate in IEP team meetings;
- Ensure FBAs and BIPs are up-to-date and being implemented with fidelity as appropriate;
- Coordinate statewide assessments with the LEA and OSSE;
- Gain and maintain access to DC information systems;
- Report all cases of suspected child abuse and neglect, complaints and allegation;
- File a complaint with OSSE in cases where the LEA did not engage in consultation that was meaningful and timely;
- Consider the appropriateness of the student's placement in the more restrictive environment at least annually.

Reminders and Tips

- **Reminders**
 - *TOGETHER NOT APART*
 - *PROTECTING VULNERABLE POPULATIONS*
- **Tips for strengthening collaboration between LEAs and nonpublic special education schools**
 - Identify point(s) of contact and set up regularly occurring, monthly or quarterly meetings
 - Create a Memorandum of Understanding that outlines all required actions/activities and the party who is responsible for completing them

Nonpublic Support and Oversight Team

- **Who We Are**
 - Sharon Powell, Supervisory Education Program Specialist
 - Cristal Hayes, Nonpublic Program Monitor
 - Shannon Sterling-Hunter, Nonpublic Program Monitor
- **What We Do**
 - Oversee nonpublic special education schools through:
 - Onsite monitoring visits of schools that hold a Certificate of Approval from OSSE
 - Manage Certificate of Approvals for Nonpublic Special Education Schools and Programs
 - Enforce local law requirements related to Certificates of Approval

New Nonpublic School SPED POC Webinar Series

- **When?**
 - June 2023 – December 2024
- **What?**
 - June – January: OSSE Special Programs Data System Transition Focus
 - March 2024 – December 2024: Nonpublic School Sessions
- **Who Should Attend?**
 - Nonpublic School Points of Contact

Help us spread the word, share with your Nonpublic School POCs that this new resource is available and refer them to Sharon.Powell@dc.gov for information on how to register!



Teaching and Learning Reminders and Updates



Dyslexia Awareness

The OSSE [Dyslexia DC](#) landing page offers an overview of [DC Law 23-191](#) Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020. The page includes the [2022-23 School Year Approved Kindergarten - 2nd Grade Universal Screeners](#) and other resources to support implementation.

OSSE's three-part **dyslexia awareness course** is for all educators serving grades kindergarten through grade 12 who lead and support literacy instruction and language development. Participants can earn up to 16 professional learning units (PLUs) for completion of all three modules. Please register [here](#). For questions, please contact Dustin Tamsen at: Dustin.Tamsen@dc.gov.

Multi-Tiered System of Supports (MTSS) Book Study

MTSS is a comprehensive system of academic, social and emotional supports aimed at improving learning outcomes for all students. OSSE is excited to announce a new professional learning series facilitated by Solution Tree to support the understanding and implementation of MTSS.

The remaining meetings for this book study experience are from 8-10 a.m. on the following dates:

- Tuesday, Sept. 12, 2023
- Wednesday, Sept. 27, 2023

Each participant will be issued Solution Tree's book, *Taking Action*, which is at the core of this book study.

For questions or to register, please contact MTSS Specialist, Angela Awonaike, at:

Angela.Awonaike@dc.gov

Foundations of Special Education

Skill-Building Opportunities for DC Educators

Praxis & Stipend: Limited to pre-K through grade 12 educators serving in DC public and public charter schools who hold a **current and active OSSE standard teaching credential** in any subject area other than special education.

**Additional
\$500 Stipend**

Credential: Submit application in Educator Credential Information System (ECIS) for Special Education Endorsement (add-on to DC Standard Teacher Credential)
Praxis: Special Education Praxis Exam (*fee waived*)

Coursework & Micro-credentials:
Open to all pre-K through grade 12+ educators, including general and special education teachers, staff and school leaders, serving in DC LEAs.

**Up to 32
PLUs and
\$1,000
stipend**

Micro-credential 2: Using Data to Implement IEPs; Interventions and Assessments; High-leverage Instructional Practices

Course 4: Evidence-based Instructional Models

Course 3: Using Data to Develop Student Supports

Micro-credential 1: Using Data to Develop High-Quality IEPs; Ensuring Continuum of Supports and Services; Equity

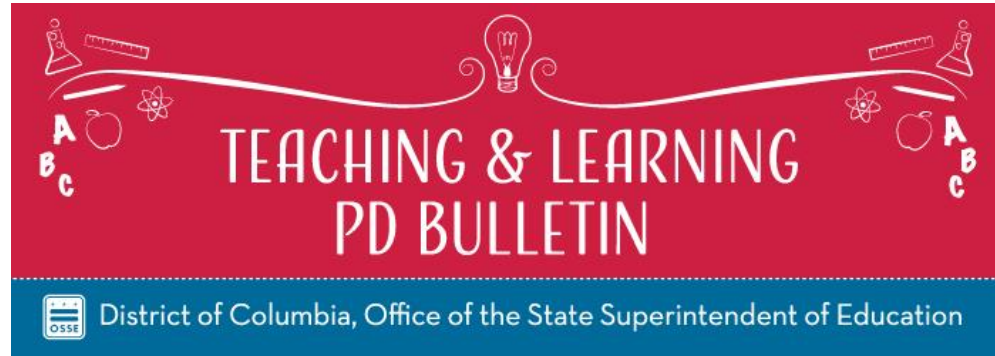
Course 2: The IEP Team and Process

Course 1: Introduction to Special Education

Coursework is centered on key knowledge and skills needed to serve students with disabilities.

osse.dc.gov/page/SpedFoundations

Additional PD Opportunities



All DC educators are encouraged to subscribe to the monthly TAL PD Bulletin to stay informed of upcoming PD sessions, resources, and tips from fellow educators. [Subscribe here.](#)

Find registration links for all upcoming PD sessions in the most recent TAL PD Bulletin, [viewable here.](#)



Announcements and Reminders

Upcoming Trainings with LRP Special Ed Connection



For more information about Special Ed Connection, please contact Karen.Morgan-Donaldson@dc.gov.

Special Education Law Training Modules

OSSE has partnered with Legal Resource Publications (LRP) to provide school district staff with access to DirectSTEP® eLearning courses. In each eCourse you will:

- Receive training on IDEA legal requirements
- Learn at your own pace
- Take three courses based on individual training needs
- Engage in learning through quizzes and activities
- Learn how to make decisions that are educationally and legally sound
- Receive a certificate of completion



Get started today by visiting [OSSE DirectSTEP](#) and self-register for your DirectSTEP® eCourses.

To support LEAs, OSSE has created a [scope and sequence](#) that provides a roadmap through the many special education courses made available through this resource. The purpose of this tool is to provide ongoing technical assistance and training to all LEA and school-based professionals providing supports and services to students with disabilities in the District.

Please contact LaShonda Wilson at LaShonda.Wilson@dc.gov with any questions.

PROGRESS Center Resources





Visit the Positive Supports for Behavior and Discipline Resource Database

Reducing Exclusionary Discipline & Increasing Behavioral Supports

Children with disabilities, particularly children of color with disabilities, are suspended and expelled from school at disproportionately higher rates than their peers – a trend that starts as early as preschool.

The negative impact of exclusionary discipline on a child's short- and long-term outcomes is well documented. Exclusionary discipline's negative impacts include decreased academic achievement and increased risk of entering the juvenile justice system.

The U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) and the OSERS Office of Special Education Programs (OSEP) has prioritized reducing exclusionary discipline and supporting the implementation of evidence-based practices that focus on prevention, intervention and behavioral strategies.

OSERS/OSEP released guidance that describes practices early childhood and school programs can use to prevent and respond to interfering behavior. Schools and early childhood programs can use the guidance to support children with disabilities and address disparities in the use of exclusionary discipline.

U.S. Department of Education Discipline/Behavior Guidance and Resources



- Policy Documents
- Multimedia Presentations and Information
- U.S. Department of Education Technical Assistance Centers
- U.S. Department of Education Resources

Resource Guides on Positive, Proactive Approaches to Discipline

The following resource guides summarize additional resources that have been set up in tables and can support schools and early childhood programs in implementing positive, proactive approaches to support and respond to children's behavioral needs more effectively. Following the resources in each guide is information about OSEP TA Centers that can provide additional information to support schools in implementing the practices described below.

OSERS is committed to providing resources to support state and local efforts to implement this guidance and reduce exclusionary discipline through:

- Examination of data to better understand the frequency of exclusionary discipline and support ongoing efforts to reduce its use
- Systems changes at the state, local, school or early childhood program levels, and
- Evidence-based practices to support educators working with children ages pre-k through high school



RESOURCES TO SUPPORT

Reducing Exclusionary Discipline & Increasing Behavioral Supports

Data Dive: Using Discipline Data to Guide Decision Making

Overview

High-quality discipline data are critical to guide states, districts, schools, and early childhood programs in reducing exclusionary discipline. Data can inform decisions about which policies, procedures, and practices to use and which to discontinue and how to build systems that support such efforts. The resources included in this guide will help states, districts, schools, and early childhood programs make data more understandable and actionable for decision-making teams, focusing on identifying root causes and engaging in a problem-solving process. Many resources are specific to discipline, and other resources more broadly address data literacy, data team meetings, and using data to promote equity. Please see the companion guides: *Data Dive: Using Discipline Data for Decision Making* and *Early Childhood Resource Guide: Collection & Use of Data to Eliminate Exclusionary Discipline*.

In July 2022, the U.S. Department of Education, Office of Special Education Programs (OSEP) published the guide *Positive, Proactive Approaches to Addressing the Needs of Children with Disabilities: A Guide for Statewide* which provides actions state education agencies (SEAs), local education agencies (LEAs), schools, early childhood programs, and educators can take to implement positive, proactive, and preventative practices that seek to better address a child's behavioral needs while decreasing the use of exclusionary discipline. These practices reinforce core pillars of the Individuals with Disabilities Education Act (IDEA), including how addressing the behavioral needs of children with disabilities is part of IDEA's requirement to provide a free appropriate public education delivered in the least restrictive environment and that the individualized education program is the vehicle for fulfilling this obligation. By SEAs, LEAs, schools, early childhood programs, and educators implementing practices associated with these positive and proactive approaches, students with disabilities can be assured of access to an educational environment that is nondiscriminatory, supportive, positive, and nurturing for their academic and behavioral development.

OSEP Technical Assistance Center Resources

The resources listed in the following tables can support schools and early childhood programs in reducing exclusionary discipline and responding to children's behavioral needs more effectively.

Resource Type	Resource Title	Audience	Description	Link
Toolkit	Data Meeting Toolkit	State and Regional Agencies, Local/Educational Agencies	This suite of tools can guide conversation about data and support data-based decision making. The toolkit provides resources to support success before, during, and after data meetings.	https://www.osepedatacenter.org/data-meeting-toolkit
Toolkit	Success Gaps Toolkit: Addressing Equity, Inclusion, and Opportunity	State and Regional Agencies, Local and District Agencies	ED's Success Gaps Toolkit outlines a process that district and school teams can use to identify and address discipline disparities revealed through the state's accountability system or through self-audit. The toolkit, with its process and materials, provides a manageable and defined way for districts or schools to take a closer look at their educational system to ensure an equitable education for all students.	https://www.osepedatacenter.org/success-gaps-toolkit
Toolkit	Part B Indicator Data Display Wizard	State and Regional Agencies	This tool helps SEA staff communicate complex data to stakeholders in a more user-friendly manner. The tool is designed to create data visualizations, in the form of charts, based on IEP/IFSP data for user entries. OCE has updated the tool to make a easier for users to create visualizations based on the early program. Many of the visualizations are dynamic and automatically update based on the data the user enters into the tool. Users can easily transfer the visualizations to other programs to meet their reporting needs based on the audience, message, and purpose of the desired report or presentation they are preparing.	https://www.osepedatacenter.org/part-b-indicator-data-display-wizard
Technical Assistance Product	Working Principles of High-Quality OCE Data	State and Regional Agencies, Local and District Agencies, Parents and Families	High-quality data are timely, accurate, and complete. In addition, they are usable, accessible, and secure. Educators and representatives at the local, state, and federal levels use high-quality early intervention and special education data to inform their decisions as they work to meet the needs of children and students with disabilities and their families. Use the interactive PDF to learn more about the different components of high-quality data.	https://www.osepedatacenter.org/working-principles-of-high-quality-oc-data

NEW! Resources to Reduce Exclusionary Discipline & Increase Behavioral Supports

- Database of 200+ resources customized by audience, topic
- 6 NEW resource guides: data, systems, practices, early childhood collection

www.osepedeathatwork.org





Q & A



Thank You!