



LEA Special Education Point of Contact Monthly Webinar

Feb. 16, 2022

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
- Individuals with Disabilities Education Act (IDEA) Monitoring Reminders and Updates
- Transportation Updates
- Reminders and Announcements



Policy Reminders and Updates

ESY Certification for 2022

In accordance with OSSE's ESY Services Policy, each spring all LEAs must certify ESY data to OSSE by the **first Monday in May**.

2022 Deadline: Monday, May 2, 2022

- **Purpose of Certification:**
 - Assists LEAs and nonpublic programs in appropriate planning and staffing for the summer months.
 - Assists OSSE in anticipating state-level expenses and transportation needs.

2022 ESY Data System Deadlines

Data System	ESY Required Tasks	Earliest date LEA can begin task	Final deadline to complete task
SEDS	Finalize ESY eligibility & ESY transportation eligibility status on IEP	Fall 2021	Friday, April 29, 2022 <i>(shows in TOTE next business day)</i>
	Enter ESY calendar & ESY progress report dates	Fall 2021	Friday, April 29, 2022
	Enter Service Trackers	Last day of ESY	Within 5 business days after ESY ends for LEA
	Enter Progress Reports	Last week of ESY	
TOTE	Complete transportation request form (TRF) for each student eligible for ESY transportation	Coming soon	Monday, May 2, 2022
eSchool PLUS	Create ESY calendar <i>(LEA Data Managers)</i>	Fall 2021	Friday, April 29, 2022
SLED ESY Module	Input ESY site location(s) for LEA	April 13, 2022	Friday, April 29, 2022
	Assign each ESY-eligible SWD to ESY site location	April 13, 2022	Two days prior to the first day of ESY for the LEA
	Document ESY attendance	<i>Can be completed as early as first day of ESY</i>	Within 5 business days after ESY ends for LEA



ESY Resources

- Extended School Year (ESY) Services Policy osse.dc.gov/node/1555
- Extended School Year (ESY) Services Frequently Asked Questions: osse.dc.gov/publication/extended-school-year-esy-services-frequently-asked-questions
- Special Education Policy Bulletin: Extended School Year (ESY) Services (April 2021) osse.dc.gov/sites/default/files/dc/sites/osse/service_content/attachments/OSSE%20Special%20Education%20Policy%20Bulletin_Extended%20School%20Year%20%28ESY%29%20Services.pdf
- Contact the policy team in the Division of Systems and Supports, K-12 at osse.dsepolicy@dc.gov

Prior Written Notices (PWN)

- Prior written notice (PWN) must be provided to the parent of a child with a disability within a reasonable time before the LEA proposes or refuses to initiate or change the:
 - Identification;
 - Evaluation;
 - Educational placement (including service location); or
 - Provision of free appropriate public education (FAPE).

(34 C.F.R. §300.503; 5-E DCMR §3024.1)

SEDS PWN Types

- Proceed with evaluation process
- Do not proceed with evaluation process
- Determination of special education eligibility or non-eligibility
- Initial provision of services
- Discontinuation of services after revocation
- Intent to discuss change in placement
- Notice of change in placement
- Development of IEP
- Amendment of IEP
- Decision not to proceed with amendment proposal
- Other notice related to FAPE

PWN Content

- PWN must include:
 - A description of the action proposed or refused by the LEA.
 - An explanation of why the LEA proposes or refuses to take the action.
 - A description of each evaluation procedure, assessment, record, or report the LEA used as a basis for the proposed or refused action.
 - A statement that the parents have protection under Part B's procedural safeguards and, if the notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained.
 - Sources for parents to contact to obtain assistance in understanding the provisions of Part B.
 - A description of other options that the IEP team considered and the reasons why those options were rejected.
 - A description of other factors relevant to the LEA's proposal or refusal.

(34 C.F.R. §300.503(b))

PWN Tips

- PWN must provide sufficient detail to allow parents to meaningfully participate in decisions about their student's education.
- Provide notice within a reasonable timeframe to enable the parent to challenge the proposal or refusal.
- PWN is required even when the parent is proposing the change.
- Describe what, why, and how decisions were made.
- Provide descriptions relevant to the proposal or refusal.
- Be thorough and specific to the student's circumstances.

OSSE Review of PWNs

- OSSE may review the content of your PWN as part of:
 - IDEA monitoring
 - Compliance with timelines
 - Initial Evaluation
 - Reevaluation
 - C to B Transition
 - Risk Based Monitoring (RBM) (See OSSE's [IDEA Part B Student Compliance Monitoring Tool](#))
 - Student file review for onsite and desktop monitoring
 - Administrative exit of a student from the SEDS roster (see OSSE's [Entry and Exit Guidance](#))

Early Childhood Working Group

- OSSE is reconvening the Early Childhood Working Group to further discuss strategies, challenges, and best practices related to:
 - Transition of students from IDEA Part C early intervention services;
 - Access to data systems and student records;
 - Child Outcomes Summary process; and
 - Early childhood literacy.
- First topics: Transition from IDEA Part C; access to student records
 - Wednesday, March 2, 2022, 10 – 11:30 a.m. ([Register here](#))
 - Wednesday, May 4, 2022, 10 – 11:30 a.m. ([Register here](#))
- Contact Dawn Hilton (Dawn.Hilton1@dc.gov) or Christie Weaver-Harris (Christie.Weaver-Harris@dc.gov) with questions



IDEA Monitoring Reminders and Updates

IDEA Part B Monitoring and Compliance Activities

Estimated Timeline	Monitoring and Compliance Activity
April 2022	<ul style="list-style-type: none">• Secondary Transition Requirements Monitoring• Reevaluation Timeliness Monitoring• The Initial Provision of Specialized Instruction
June 2022	<ul style="list-style-type: none">• Child Outcome Summary (COS)• The Initial Provision of Specialized Instruction
July 2022	<ul style="list-style-type: none">• Initial Evaluation Timeliness Monitoring with a focus on 3- to 5-year-old students• The Initial Provision of Specialized Instruction

Reminders: Documentation for Untimely Events

- If your LEA has eligibilities that are untimely due to COVID, please continue to document all required information in a PWN prior to the due date.
- This documentation should then be submitted via District of Columbia Corrective Action Tracking System (DC CATS) during OSSE's planned monitoring activity window.
- The OSSE monitoring team will then review and determine if the documentation includes the necessary criteria for a COVID-19 delay.



Transportation Updates

OSSE DOT COVID-19 Exposure Notification Protocol for Students Receiving Transportation

OSSE Division of Student Transportation (OSSE DOT) must be ***notified immediately*** and suspend transportation services when a school has been informed that a student will need to quarantine as a result of an exposure/suspected exposure, symptomatic or positive case of coronavirus (COVID-19). Students who receive a positive test at school, have COVID-19 symptoms, or who are confirmed to have COVID-19 are to be picked up by a parent/guardian. Under no circumstances can a COVID-19 positive, exposed/suspected exposure, or symptomatic student be transported on an OSSE DOT bus.

- Notify OSSE DOT's Parent Resource Center at (202) 576-5000 to temporarily suspend transportation services for a period not to exceed two weeks. Transportation services will automatically resume on the date specified; or
- If the student will be out of school in excess of two weeks, notify OSSE DOT's Parent Resource Center at (202) 576-5000 and inform the LEA Representative Designee/Special Education Coordinator or 504 Coordinator to cancel transportation services via the Transportation Online Tool for Education (TOTE). In the event, the school uses this notification method, the LEA is responsible for notifying OSSE DOT of when transportation services should resume via TOTE. Please submit the request via TOTE at least three business days prior to the date the student is expected to return to ensure service resumes on the specified date;
- Ensure OSSE's Health and Safety Guidance for Schools: Return to School Criteria for Students and Staff has been met prior to resuming transportation services.

Information related to OSSE DOT's reopening updates can be found at bit.ly/BusSafetyKit. If you have any questions or concerns, feel free to contact Donesha Crews, parent resource center manager, at Donesha.Crews@dc.gov or at (202) 576-5000.



ESY 2022/ 2022-23 School Year 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

DOT LEA Guidance for ESY 2022/ 2022-23 School Year

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



- **Certification deadline: ESY 2022 (TRFs and ESY calendars are submitted by first Monday in May)**
- **Certification deadline: SY 2022-23 (TRFs and SY calendars are submitted by first Monday in June)**
- LEAs data submissions should be no fewer than 20 business days (4 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 email





Reminders and Announcements

The *Foundations of Special Education* Series is Now Available as an Asynchronous Course!



Content Pathway	SY 2021-2022	
Using Data to Develop and Implement High-quality IEPs	Modules Included in the Course	Course Verification Code
Online Course 1: Introduction to Special Education 	Mindset, Bias, and the Special Education Process	GN3G-RSBG-X48P7
	Legal Requirements and Terminology	
	Evaluations and Eligibility	
	The Components of an IEP	
Online Course 2: The IEP Team and Process 	The Role of the IEP Team	BDVH-PHZR-XQGMJ
	Ensuring Equity of Voice on the IEP Team	
	Facilitating IEP Team Meetings	
	Ensuring a Flexible Continuum of Supports and Services	

Use [this link](#) to enroll in the online courses in the Foundations of Special Education Series.



Questions? Please contact Jennifer.Carpenter@dc.gov

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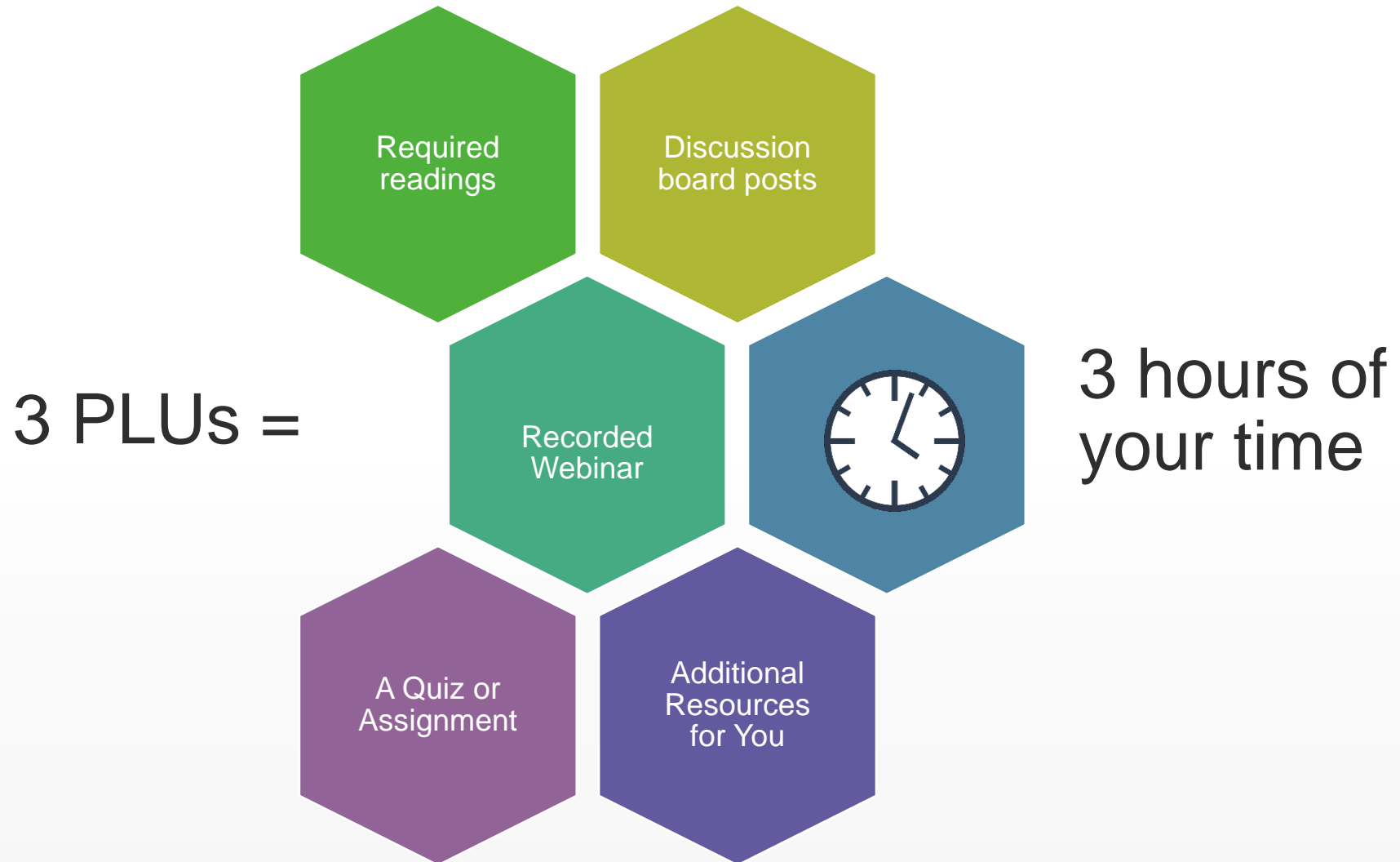
Content Pathway	SY 2021-2022	
Using Data to Develop and Implement High-quality IEPs	Modules Included in the Course	Course Verification Code
Online Course 3: The Assessment - Instruction Cycle 	RTI, Intervention, and Referral for Eligibility for Special Education Services	VHVR-25CK-T8579
	Selecting Appropriate Assessments to Describe Present Levels of Performance	
	Using Assessment Data to Describe Students' Present Levels of Performance	
	Using Assessment Data to Write IEP Goals and Objectives	
Online Course 4: Evidence-based Instructional Methods 	Evidence-based Practices of Specially Designed Instruction	TBD
	High-leverage Instructional Practices for Students with Disabilities	
	Using HQIM to Design Rigorous, Accessible Instruction for All Learners	
	Using Student Data to Develop Effective Learning Experiences for <u>Your</u> Students	

Use [this link](#) to enroll in the online courses in the Foundations of Special Education Series.



Questions? Please contact Jennifer.Carpenter@dc.gov

Online Courses At a Glance



Call for Proposals

OSSE invites you to submit a proposal for its third annual Multilingual Learner Conference, *Raising the Standards for Inclusion and Instruction*, to be held virtually on **Wednesday, May 18, 2022.**

This convening is geared toward **all DC educators working with multilingual learners.**

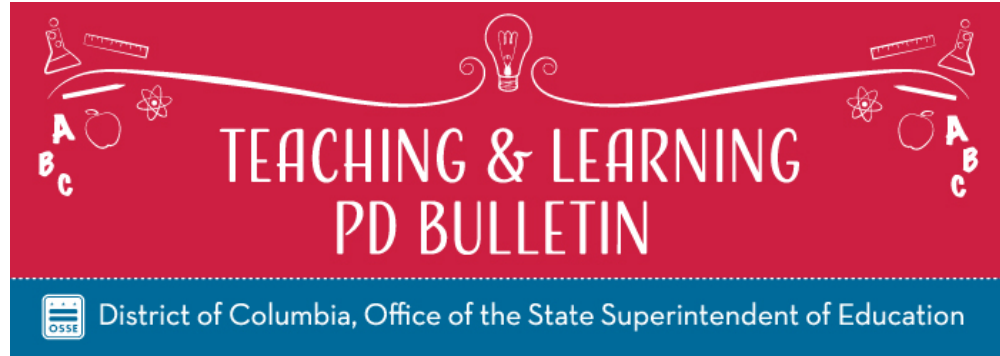
Proposal submission Deadline:
Friday, Feb. 11, 2022

[Proposal Form](#)



The poster features a central graphic of five hands in various colors (red, blue, orange, black, brown) reaching towards the center, set against a background of repeating text in multiple languages including "HELLO", "BONJOUR", "你好", "안녕하세요", "שלום", and "HOLA". Below the graphic, the text reads: "OSSE Multilingual Learner Conference", "RAISING THE STANDARDS FOR INCLUSION AND INSTRUCTION", "Virtual Conference!", and "WEDNESDAY, MAY 18, 2022". At the bottom right, the OSSE logo and the Government of the District of Columbia logo with Mayor Muriel Bowser's name are displayed.

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.](#)

DC Secondary Transition Community of Practice: College & Career Readiness for Students with Disabilities



Mission Statement

The DC Secondary Transition Community of Practice (ST CoP) supports DC youth with disabilities as they transition into a self-directed life. We are a city-wide, cross section of stakeholders who come together to strengthen our individual and collective ability for action.

[ST CoP Website](#)

Next Virtual Meeting:

Friday, Feb. 18, 2022, 10 - 11:30 a.m.

Topic:

Community Dialogue: How do we know what our students need right now?

[Register Here!](#)

SPED Webinar Checklist



- **Required: Finalize student ESY Eligibility no later than April 29, 2022**
- **Required: Finalize ESY Calendar no later than April 29, 2022**
- **Required: Review student records to ensure PWNs are included as necessary**
- ***Optional:* Register for Foundations of Special Education Series PD**

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, March 16, 2022

Please register [here.](#)

Complete our Survey

Please provide your feedback on the February 2022 SPED Webinar:

www.surveymonkey.com/r/KBC9YSW





Thank You!



Appendix

Reminders: Early Childhood Special Education

- **Child Outcomes Summary (COS):** OSSE is conducting the January COS checkpoint to verify the accuracy of all COS entry and exit data. Data must be entered in DC CATS. Upon completion of this checkpoint, OSSE will notify LEAs of any discrepancies.
 - Resources: [Child Outcomes Summary \(COS\) Data Collection](#) and OSSE.COSFAQ@dc.gov
- **The Initial Provision of Specialized Instruction:** Within 5 days of delivery, LEAs shall document the initial provision of specialized instruction for all students under the age of six with specialized instruction proscribed in their IEP. All documentation must be entered in SEDS.
 - Resources: [Dear Colleague Letter](#) and [Tracking the Provision of Specialized Instruction](#)
- **Transfer of Referrals:** The new LEA shall submit a written referral, in SEDS, on the same date it has knowledge of the existing referral. LEAs shall begin making reasonable efforts to obtain parent consent within 10 days from the receipt of referral.
 - Resources: [IEP Implementation for Transfer Students Policy \(December 2014\)](#) and [Early Childhood Transition: Frequently Asked Questions \(July 2020\)](#)

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 (follow prompt for school officials)



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 3-5 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 3-4 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.