LEA Special Education Point of Contact Monthly Webinar

Feb. 17, 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

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

- Assessment Updates

- Nonpublic Updates

- Transportation Updates

- Announcements & Reminders

Policy Reminders and Updates

ESY Certification for 2021

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

2021 Deadline: Monday, May 3, 2021

- **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.

ESY Certification

- An LEA has completed ESY certification when:

  - Student-level decisions on ESY eligibility status, goals and services, and transportation are updated and accurate in the Special Education Data System (SEDS) as part of a finalized current individualized education program (IEP).

  - ESY calendar and bell times are updated and accurate in the Transportation Online Tool for Education (TOTE).

  - Student demographics, eligibility and ESY location information is confirmed in TOTE.

  - Transportation requests for all students requiring services have been submitted in TOTE.

2021 Deadline: Monday, May 3, 2021

ESY Eligibility Determinations

- IEP Teams must use child-specific data to **quantify**, to the extent possible, the **likely impact of a break in service on educational benefit**, through a rigorous discussion of critical skill regression and recoupment.

- IEP teams must use **three months of progress monitoring data**, or any relevant current data or information if three months of data is unavailable.

- IEP team decisions regarding ESY eligibility should be made based on whether the benefits gained during the school year, **including during periods of virtual or hybrid learning**, would be significantly jeopardized if the student does not receive ESY services.

ESY Eligibiia Criteria

Criterion 1: Impact of Break in Service on Critical Skill(s)

Criterion 2: Degree of Regression

Criterion 3: Time Required for Recoupment

- **Other considerations**:
  - Whether attainment of a critical skill is at a critical point in development
  - The rate of the student's progress
  - The nature and severity of the student's disability
  - Current service level
  - Length of the break in service
  - Other data or information regarding the student's performance, including input from parents, service providers, and teachers

ESY Services

- ESY services may be provided through virtual/distance or blended learning models at any point outside of the regular school day schedule.

- LEAs should provide any needed modifications or alternatives to make the curriculum and services accessible to students with disabilities.

- If a parent declines to make their child available for ESY services, this should be documented in the student's special education file in SEDS.

ESY Eligibility Documentation

- IEP Teams must apply the eligibility framework using the **ESY Eligibility Worksheet** found in SEDS.

- LEAs must upload a completed worksheet for each child with an IEP **within five business days of making the ESY eligibility decision**.

Student Name: _____   Student ID Number: _____   LEA of Enrollment: _____

EXTENDED SCHOOL YEAR (ESY) ELIGIBILITY WORKSHEET

CRITERION	DESCRIBE & ANALYZE STUDENT DATA	IEP TEAM CONSENSUS
Criterion 1: Impact of Break in Service on Critical Skill(s)		*Will one or more of the student's critical skills be jeopardized by the break in service?* **NO** STOP — ESY services are not necessary for FAPE if the IEP Team does not have concerns about any of the student's critical skills. **YES** CONTINUE TO CRITERION 2
Criterion 2: Degree of Regression of Critical Skill(s)		*Is there a likelihood of significant regression of the identified critical skill(s)?* **NO** STOP — ESY services are not necessary for FAPE if there is little or no risk of significant critical skill regression. **YES** CONTINUE TO CRITERION 3
Criterion 3: Time Required for Recoupment of Critical Skill(s)		*Can the student recoup the identified critical skill(s) with re-teaching in a reasonable amount of time?* **NO** STOP — ESY services are not appropriate for students who can recoup critical skills within a reasonable amount of time. **YES** REVIEW OF CRITERIA COMPLETED. PLEASE INDICATE IEP TEAM DETERMINATION BELOW.

IEP TEAM DETERMINATION: Is the student eligible for Extended School Year (ESY) Services?   ☐ NO ☐ YES
DATE OF DETERMINATION: _____/_____/ 20_____

NEXT STEPS: Enter the IEP Team's decision on the ESY page of the student's IEP in SEDS. Print out the cover sheet located on Documents Tab in SEDS, and fax both documents into SEDS. Then complete the services and goal portion of the ESY section in the student's IEP in SEDS.

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

- OSSE's IDEA, Part B Provision of FAPE: Guidance Related to Remote and Blended Learning (updated December 2020)

- Contact the policy team in the Division of Systems and Supports, K-12 at osse.dsepolicy@dc.gov
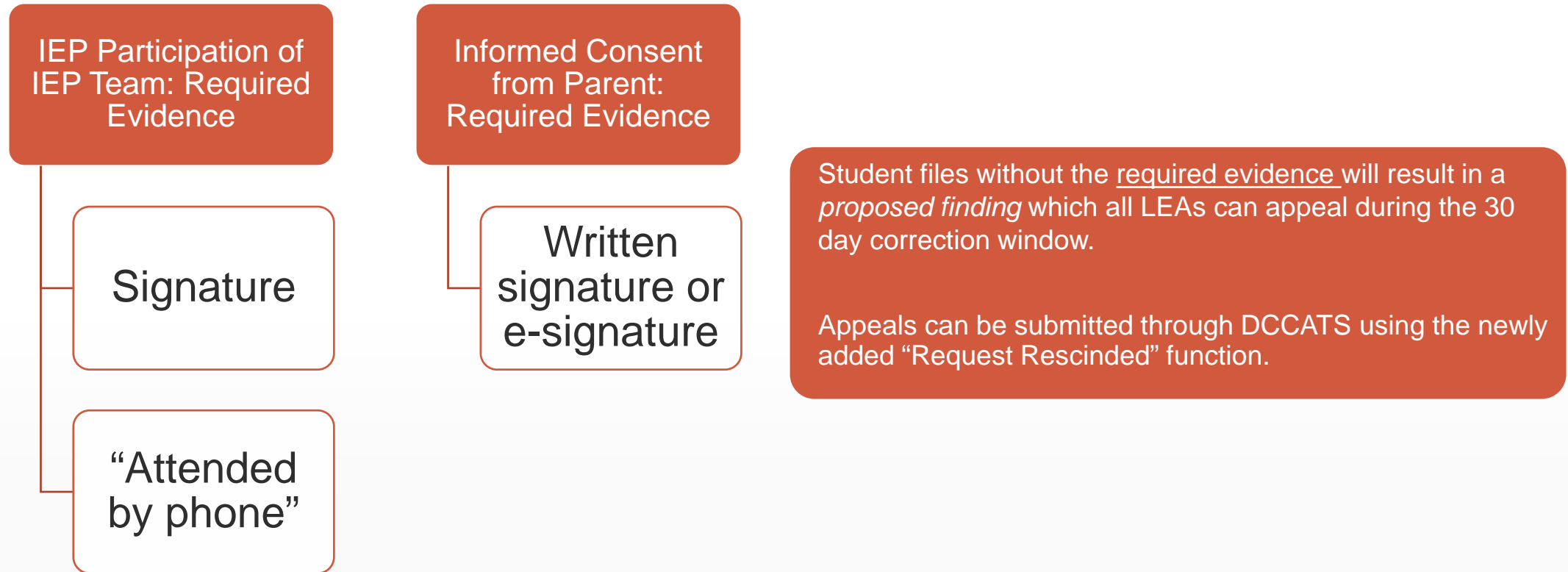
IDEA Reminders and Updates

Updated IDEA, Part B Monitoring Activities and Schedule Memo (2020-21 school year)
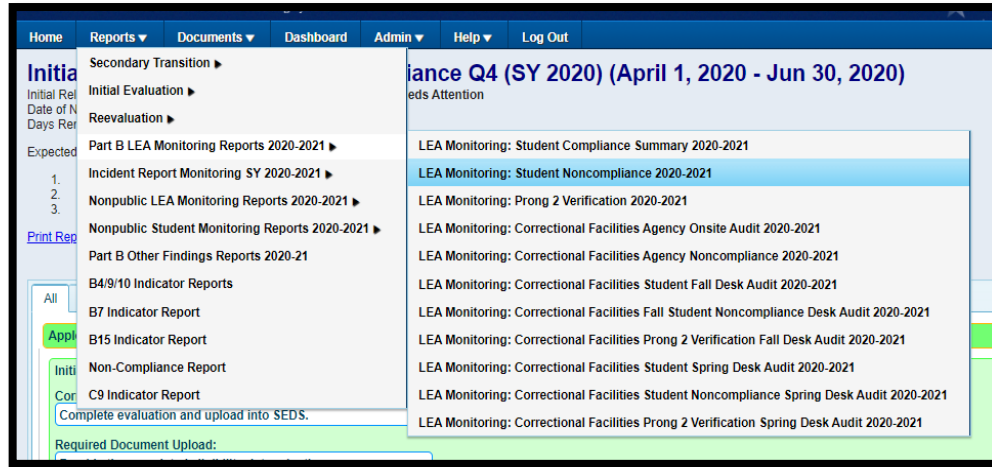
Memo highlights:

1. **Annual monitoring schedule**, including focused monitoring of children ages 3-5;

2. **Quarterly technical assistance touchpoint model** based on LEA data;

3. **Flexibilities** OSSE continues to implement:

   - **30-day correction window** for LEAs to validate their data,

   - Consideration of **Prior Written Notices (PWNs)** when determining correction of noncompliance;

4. **Anticipates slippage** for both LEA and state compliance rates in areas related to timeliness due to circumstances resulting from this public health emergency; and

5. **Updated** monitoring and compliance activity schedule.

Additional Coronavirus (COVID-19) Specific Flexibilities

IEP Participation of IEP Team: Required Evidence

Signature

"Attended by phone"

Informed Consent from Parent: Required Evidence

Written signature or e-signature

Student files without the required evidence will result in a *proposed finding* which all LEAs can appeal during the 30 day correction window.

Appeals can be submitted through DCCATS using the newly added "Request Rescinded" function.

Submitting a Finding Appeal in DCCATS

1) Under Reports, **select** the report for which you would like to make an appeal;
2) **Select** the "Student Noncompliance" report;
3) **Select** the student's name for the file you wish to appeal;
4) Under LEA Status, **select** "Request Rescinded" and submit corresponding documentation for evidence.
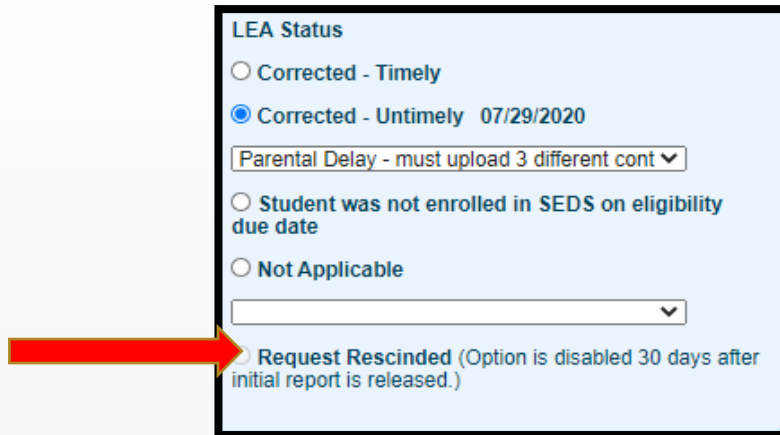
Assessment Updates

PARCC Remote Testing Accommodations

Accommodations Available During Remote Testing

- Accommodations provided to students on the PARCC assessments must be generally consistent with those provided for distance learning and formative assessments

- Schools and LEAs are responsible for ensuring that all students receive the appropriate accommodations during remote testing, keeping in mind the method of delivery may look different than if the student were in person

- While some accessibility features and accommodations need to be administered externally by a Test Administrator, most are embedded in the TestNav online platform

- Students who receive accommodations delivered by a Test Administrator i.e., human reader, scribe, or signer, may test via remote administration

Paper-Based Accommodations Available During Testing

- All accommodated testing requiring paper test materials must be administered **in person only** as secure paper materials cannot leave school buildings

- All paper-based accommodations (i.e., Braille, large print, paper-based tests) must be administered in person

- Schools that are open and serving students in any capacity—for in-person or hybrid instruction, or are operating distance learning hubs—are required to provide the opportunity for students using paper-based accommodations to test in person

- Families that have chosen to participate exclusively in distance learning are not required to send their students to school to test

NEW Testing Accommodations Guidance

- The Testing Accommodations Guides for SWDs and ELs contain new guidance for the remote administration of human-administered accommodations

- **Part 0: Accessibility Features**

- **Part 1: Students with Disabilities**

  ▪ Appendix C

  ▪ Chart contains notes and examples of how to administer accommodations remotely

  ▪ LEAs should contact OSSE if schools have alternate means of administering accommodations

- **Part 2: English Learners**

  ▪ Appendix A

  ▪ Chart contains notes and examples of how to administer accommodations remotely

  ▪ LEAs should contact OSSE if schools have alternate means of administering accommodations

Human-Administered Accommodations

SEDS Accommodations for SWDs	PARCC Accommodations for SWDs
Clarification/Repetition of Directions	General Administration Directions Read Aloud
Redirect Student to the Test *(Accessibility Feature)*	Redirect Student to the Test *(Accessibility Feature)*
Directions Available in ASL	Human Signer for Test Directions
Read Aloud for ELA/Literacy Assessments	ELA Assessment Human Reader/Signer
Read Aloud for Non-ELA/Literacy Assessments	Mathematics Human Reader/Signer
Scribe, S2T, Signer- ELA Selected Response	ELA Selected Response- Human Scribe/Signer
Scribe, S2T, Signer- ELA Constructed Response	ELA Constructed Response- Human Scribe/ Signer
Scribe, S2T, Signer- Non-ELA	Math Response- Human Scribe/Signer

Human-Administered Accommodations

SEDS Accommodations for ELs	PARCC Accommodations for ELs
GA Directions Clarified in Native Language	GA Directions Clarified in Native Language
GA Directions Read Aloud and Repeated	GA Directions Read Aloud and Repeated
Redirect Student to the Test (*Accessibility Feature*)	Redirect Student to the Test (*Accessibility Feature*)
Scribe or S2T- Response Dictated in English	Mathematics Response S2T or Human Scribe
Human Reader or TTS in Spanish	Human Reader- Mathematics Assessment in Spanish

Appendix C: Human Administered Accommodations

SEDS Human Administered Accommodations for Students with Disabilities	PARCC Human Administered Accommodations for Students with Disabilities	Remote PARCC Administration Accommodation Guidance
Clarification/Repetition of Directions *(Accessibility Feature)*	General Administration Directions Read Aloud and/or Clarified *(Accessibility Feature)*	Schools are to develop a process for providing this accessibility feature for students testing remotely. **Example:** Using the external meeting application, student chats or raises hand to signal to Test Administrator (TA) that they would like directions repeated or clarified.
Redirect Student to the Test *(Accessibility Feature)*	Redirect Student to the Test *(Accessibility Feature)*	Schools are to develop a process for providing this accessibility feature for students testing remotely. **Example:** Using the external meeting application, Test Administrator (TA) sends a chat or other cue to redirect student back to the test.
Directions Available in ASL	Human Signer for Test Directions	Schools are to develop a process for providing this accessibility feature for students testing remotely. **Example:** Using the external meeting application with video, the Test Administrator (TA) provides directions in ASL to the student.

Suggested remote delivery methods are detailed in the third column.

LEAs that have developed specific protocols for providing any of the listed accommodations during instruction or LEA assessments that they wish to use for statewide assessments should contact OSSE for discussion.

- Testing Accommodations Guides can be found on the Testing Accommodations page on the OSSE site

Nonpublic Updates and Reminders

Nonpublic School Learning Plans

For continued payment in the 2020-21 school year, nonpublic schools must submit an updated learning plan to OSSE and the LEA of enrollment each time the plan changes or dates are extended.

- Plan should be **developed in collaboration with each DC LEA** that has a student attending the nonpublic school

- Plan should **align with the District of Columbia's 2020-21 School Year LEA Continuous Learning and School Recovery Plan**.

- Additional information regarding learning plans can be found on OSSE's website.

Nonpublic School Learning Plans: Key Reminders

1. OSSE uses the terms "distance learning" and "virtual learning" synonymously.

2. "Blended" or "hybrid learning" means alternating between distance and in-person environments.

3. Continuous education takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and virtual settings.

LEA Requests for Continued Payments to Nonpublic Schools

For nonpublic schools to continue to receive payments from OSSE throughout the 2020-21 school year COVID-19 period,

LEAs must submit:

1. An updated request to continue payments to nonpublic schools for each nonpublic special education school serving LEA's enrolled students.*

2. LEAs should complete the Request to Continue Nonpublic School Payment form.

3. Completed forms should be uploaded to OSSE's Nonpublic Invoice Box File Transfer Protocol (FTP) for Online Invoice Submission.

*Pursuant to Chapter 28 of Title 5-A of the District of Columbia Municipal Regulations (5-A 28 DCMR § 2821.15).

Licensure Q&A

Q: Is the Mayor's Executive Order is still in effect? Is this accurate and/or is it anticipated that it will be extended? Can out-of-state providers continue to serve DC students remotely?

A: Yes. Per the March 13, 2020 Executive Order from Mayor Bowser, licensing requirements were temporarily waived for healthcare providers who are using telehealth to provide IEP-based related services to students. As such, out of state providers can continue to serve DC students remotely as long as they have a valid license in their home jurisdiction. (See Use of Telehealth - March 12, 2020, Mayor's Order 2020-063, The DC Department of Healthcare Finance (DHCF) remote-related services and licensing standards, & Waiver of Licensure Requirements for Certain Practitioners (Administrative Order) - March 13, 2020)

Licensure Q&A

Q: The Executive Order also indicated that the waiver is applicable if "the healthcare provider has an existing relationship with a patient who has returned to the District of Columbia." For students recently enrolled in the school from the District – is their enrollment and receiving of tele-education sufficient to establish and satisfy the necessary "existing relationship" so that school-based telehealth services can be provided under the waiver?

A: Yes, but the school must share the nonpublic school's learning plan (distance and/or in-person) with the LEA and parent/student AND must obtain a signed parental consent form for distance learning/related services and file it in the student's file in SEDS.

Q: During this COVID period will DC allow a related service provider to provide services to a DC student in a state other than DC?

A: Per DC Department of Health Care Finance (DHCF), this is allowable under DC regulations, but the provider(s) would need to confirm if it is allowable under the regulations in the other state.

Attendance

Throughout the 2020-21 school year, nonpublic schools are expected to record attendance on an ongoing basis to document student's daily presence at school.

OSSE created special codes to use in the OSSE SEATS system to document daily attendance during this continued COVID-19 period.

- See 2020-21SY SEATS Codes for Nonpublic School Attendance Recording during the COVID-19 Period.

- **LEAs can review** SEATS nonpublic student attendance logs through the OSSE SLED database.

- **LEAs are responsible** for monitoring and addressing student attendance as a requirement to remit payment for student absences in accordance with existing OSSE DCMR regulations.

Nonpublic Consent for Telehealth Services

LEAs are responsible for ensuring that all nonpublic schools/practitioners obtain written consent from parents/students to receive services remotely. Consent must also be obtained, documented, and uploaded to the student's file in SEDS in one of the following ways:

- *SEDS Service Log/Tracker Note.* Documented in the service session log notes

- *Email.* The practitioner must upload the email to the students file in SEDS.

- *Text message.* The practitioner must upload the text to the students file in SEDS.

- *OSSE/NP/LEA Medicaid Consent Form*. Upload the signed consent form into the students file in SEDS.

- *Verbal conversation.* Written memorialization of the conversation with names, date, and time should be captured. The practitioner must complete the form on behalf of the parent/student, note why written consent could not be obtained, then upload the form to the student's file in SEDS.

A parent/student can change consent at any time. Any changes that occur must also be documented by completing and uploading to SEDS a new consent form.

Contact Information and Resources

Contact Information:

Yvonne Smith (Nonpublic Invoice & Payment)
YvonneS.Smith@dc.gov

Transportation Updates

OSSE DOT: Bus Safety Kit Documentation

With our external stakeholders in mind, our Bus Safety Kit highlights the internal measures we have implemented to protect the safety and wellbeing of our students, staff, and the school communities we serve. This document is located on the OSSE DOT website. The document will cover the following topics:

- **Student and Staff Safety** – Student and staff safety remain our top priority; we're focusing on the avoidance of infection while students and staff are in transit and at work and implementing specific bus cleaning and disinfecting processes.

- **Parent, School and Stakeholder Communication and Education** – DOT is utilizing internal and external resources ensuring all stakeholders are educated and informed on division, agency, local and federal information as we navigate through our new normal.

- **Division Rebranding** – DOT recently rebranded our buses to read "District of Columbia Student Transportation." This rebranding effort is a small reflection of the changes we've made to better communicate stakeholder representation and serve you.

OSSE DOT Guide reopening video

In Person Start Date in TOTE

The In Person Start Date field has been created for the purpose of the LEA to inform DOT of the start of their hybrid schooling when they are 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 🗓

TOTE Training Dates for the 2020-21 School Year

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 the link* TOTE Training Link

- Training Time: 10 a.m.–12 p.m.

- Dates:
  - **March 3, 2021**
  - **March 17, 2021**

TOTE Support can be reached Mondays-Fridays between 9 a.m.–5 p.m. 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.

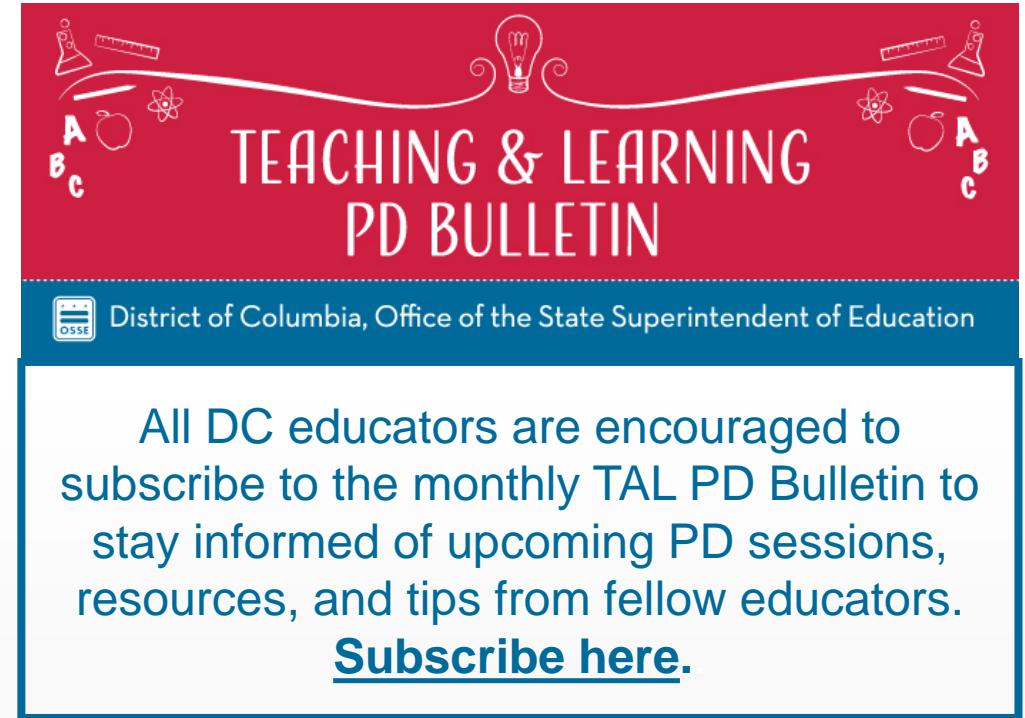# New! 2021 Winter/Spring PD Catalog Release

OSSE's Division of Teaching and Learning (TAL) released their 2021 Winter/Spring PD Catalog on **Thursday, Dec. 17, 2020.** This catalog includes a robust menu of virtual PD sessions and series for all educators.

Highlights:

- **Using Data to Develop High-quality IEPs:** six-week online course (begins Jan. 25, 2021)

- **Using High-leverage Practices to Improve Outcomes for ALL Students:** Asynchronous, four-part online course.

- **Additional PD session topics:** Restorative Justice Practices, Social Emotional Learning, STEM, ELA, Supporting English Learners, Dual Language Learning, Culturally Responsive Instruction, and more!

TEACHING & LEARNING PD BULLETIN

District of Columbia, Office of the State Superintendent of Education

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.**

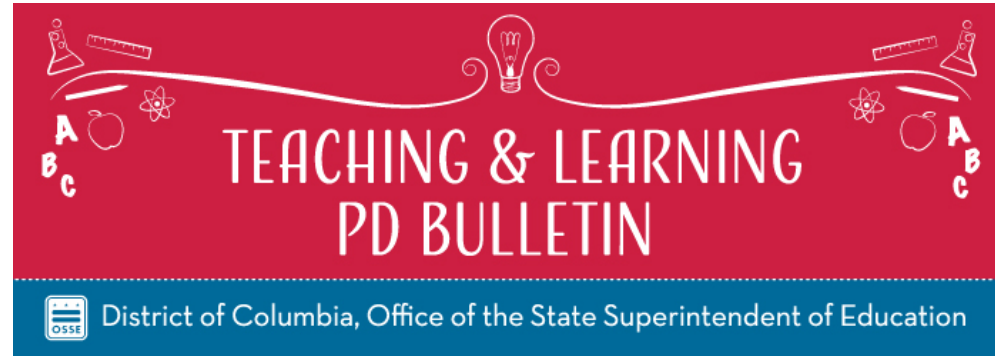**View the 2021 Winter/Spring PD Catalog here**
(available Dec. 17, 2020).

View the December 2020 Bulletin here.

Secondary Transition 101 Training Series

This series is designed to build special educators' capacity to develop and implement high-quality Individualized Transition Plans (ITPs) for transition aged youth. The series includes an emphasis on virtual transition planning, assessments, & services to accommodate individual needs during the COVID-19 pandemic.

Session 1 Legal & Theoretical Background	Session 2 Parts of the Transition Plan Pt 1	Session 3 Parts of the Transition Plan Pt 2	Session 4 The Final IEP
Jan. 21, 2021 4-5:30 p.m.	Jan. 28, 2021 4-5:30 p.m.	Feb. 4, 2021 4-5:30 p.m.	Feb. 11, 2021 4-5:30 p.m.
Or	**Or**	**Or**	**Or**
Feb. 18, 2021 4-5:30 p.m.	Feb. 25, 2021 4-5:30 p.m.	March 4, 2021 4-5:30 p.m.	March 11, 2021 4-5:30 p.m.

Additional PD Opportunities

TEACHING & LEARNING PD BULLETIN

District of Columbia, Office of the State Superintendent of Education

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.

Missed Last Month's Webinar?

Visit our webpage- LEA Special Education Points of Contact Monthly Webinar Series

osse.dc.gov/page/lea-special-education-points-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 17, 2021, 10-11 a.m.

Register at: attendee.gotowebinar.com/register/4767490523556045838

Upcoming Due Dates

Estimated Timeline	OSSE Division	Monitoring and Compliance Activity
February 2021	K12SS	• Continued Implementation of targeted technical assistance in the areas of initial evaluation, reevaluation and C to B transition with a focus on students ages 3-5 • Risk Based Monitoring
April 2021	K12SS	• Secondary transition requirements monitoring • Reevaluation timeliness monitoring • Targeted technical assistance in the areas of initial evaluation, reevaluation and C to B transition with a focus on students ages 3-5 • Risk Based Monitoring
May 2021	K12SS	• ESY Certification (May 3) • Significant discrepancy and disproportionate representation monitoring • Child Find monitoring
June 2021	K12SS	• Child Outcome Summary (COS) June Checkpoint – COS exit data due
July 2021	K12SS	• Targeted technical assistance in the areas of initial evaluation, reevaluation and C to B transition with a focus on students ages 3-5 • Significant disproportionality monitoring • Initial evaluation and C to B transition monitoring
August 2021	K12SS	• Issuance of IDEA LEA Determinations for federal fiscal year 2019 (FFY19)

Thank You!

Appendix

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 SE 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 SE 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 SE 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.

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.Hilton@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)*