



LEA Special Education Point of Contact Webinar

Feb. 19, 2025

The LEA Special Education Point of Contact Quarterly Webinar will begin momentarily. A copy of today's presentation is available for download through Go To Webinar. To access, expand the 'Handouts' menu.

OSSE Division of Strategic Funding for School Quality (FSQ)
OSSE Division of the Chief Information Officer (CIO)
OSSE Division of Student Transportation (DOT)
OSSE Division of Teaching and Learning (TAL)

Agenda

- Reminder: 2024-25 School Year OSSE Communication Updates
- Policy Reminders and Updates
- Special Education Monitoring Reminders and Updates
- Transportation Reminders and Updates
- Professional Development Reminders and Updates
- Announcements and Reminders



Reminder: SY 2024-25 OSSE Communication Updates

OSSE is committed to continuously improving communication with our stakeholders, including clear and actionable information to local education agencies (LEAs).

For the 2024-25 school year, OSSE will continue communicating important special education information three ways:

- 1. Our next webinar** scheduled for April 23, at 10 a.m.:
 - To register for the webinar, please click [here](#).
- 2. Newsletters** will continue for the remaining months of the school year.
 - To subscribe to the Special Education Newsletter, please click [here](#).
- 3. Office Hours** – Please see information on how to register for Office of Special Education office hours which can be found in this presentation.





Policy Reminders and Updates

Extended School Year (ESY) Certification for 2025

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**.

2025 ESY Data Certification Deadline:

Monday, May 5

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



ESY Eligibility Determinations

- IEP teams must:
 - Determine each student's eligibility for ESY services on an annual basis and document its determination using the ESY section of the student's IEP in Special Programs.
 - 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.
 - Utilize three months of progress monitoring data, or any relevant current data or information if three months of data is unavailable.
- ESY eligibility criteria:
 - Impact of break in service on critical skills
 - Degree of regression of critical skills
 - Time required for recoupment of critical skills

ESY Eligibility: Impacts on Critical Skills

- **Rule:** The break in service will jeopardize one or more of the student's previously attained or emerging critical skills.
 - **Critical skill:** a skill that is essential to a student's overall educational progress and may include an academic skill, such as reading, or a non-academic skill that has a direct educational impact, such as a fine motor skill.
- **Describe:** the impact of the break in services on the student's critical skill(s), including analyzing relevant progress monitoring data from the current school year.
- **Ask:** Will the break in service jeopardize one or more of the student's previously attained or emerging critical skills?

ESY Eligibility: Likelihood and Degree of Regression

- **Rule:** the student is likely to experience a significant regression in previously attained or emerging critical skills.
- **Describe:** the likelihood and degree of regression related to previously attained or emerging critical skills, including the IEP team's analysis of relevant student data to support the IEP team's conclusion.
- **Ask:** Is there a likelihood of significant regression related to the student's previously attained or emerging critical skills?

ESY Eligibility: Time for Recoupment

- **Rule:** The student will require a significant or unreasonable amount of time to recoup previously attained or emerging critical skills.
- **Describe:** the time required for recoupment of previously attained or emerging critical skills, including the IEP team's analysis of relevant student data to support the decision.
- **Ask:** Will the student require a significant or unreasonable amount of time to recoup previously attained or emerging critical skills?

ESY Resources

- [2025 ESY Preparation Guide](#)
- [Extended School Year \(ESY\) Services Policy](#)
- [Extended School Year \(ESY\) Services Frequently Asked Questions](#)
- [Special Education Policy Bulletin: Extended School Year \(ESY\) Services \(April 2021\)](#)
- Contact the special education policy team at OSSE.DSEpolicy@dc.gov

2025 ESY Data System Deadlines

Data System	ESY Required Tasks	Final Deadline
eSchoolPLUS	Create ESY calendar <i>(LEA Data Managers)</i>	Friday, April 18, 2025
Integrated Data Submission (IDS) Transportation Request Tool	Complete calendar details	
Special Programs	Finalize ESY eligibility and ESY transportation eligibility on all IEPs <i>(shows in IDS next business day)</i>	Friday, May 2, 2025
	Enter ESY progress report dates	
DC Statewide Longitudinal Education Data (SLED) ESY Module	Input ESY site location(s) <i>(Available Friday, April 4, 2025)</i>	
IDS Transportation Request Tool	Complete ESY Transportation Request Form (TRF) for each eligible student <i>(Available Monday, March 24, 2025)</i>	Monday, May 5, 2025



2025 ESY Data System Deadlines

Data System	ESY Required Tasks	Final Deadline
SLED ESY Module	Assign ESY-eligible students to ESY site locations	Two days prior to the first day of ESY for the LEA
	Document student ESY attendance	Within five business days after ESY ends for LEA
Special Programs	Complete Service Trackers	
	Complete Progress Reports	

ESY Contacts

- ESY eligibility and services: Christie Weaver-Harris, Policy Manager: Christie.Weaver-Harris@dc.gov
- ESY funding: Gabriel Montague, Administrative Officer, Budget & Finance, Gabriel.Montague@dc.gov
- Student Transportation Services: Jason Campbell, Assoc. Director, DOT Audit/Compliance: Jason.Campbell@dc.gov
- For assistance with Special Programs, the SLED ESY Module, eSchoolPLUS, or the IDS Transportation Request Tool: [OSSE Support Tool](#)
- For SLED access: SLED Team, SLED.info@dc.gov



Special Education Monitoring Reminders and Updates

Open Reports in DC Corrective Action Tracking System (DCCATS)

OSSE issues and tracks closure of all Individuals with Disabilities Education Act (IDEA) findings of noncompliance in DCCATS. The following reports are currently in open status in DCCATS. Please review the timelines for closure and complete corrective actions before the due dates.

Report Name	SY in DCCATS	Date of Notification	Prong 1 Due	Prong 2 Due
Reevaluation Student Noncompliance SY 2023-2024	2023-24	June 25, 2024	Sept. 23, 2024	June 25, 2025
Secondary Transition Student Noncompliance SY 2023-2024	2023-24	June 25, 2024	Sept. 23, 2024	June 25, 2025
LEA Monitoring: Student Noncompliance 2023-24 *	2023-24	June 2024	September 2024	June 2025
Initial Evaluation Student Noncompliance SY 2023-2024	2023-24	Aug. 12, 2024	Nov. 10, 2024	Aug. 12, 2025
C to B Transition Noncompliance (SY 2024)	2023-24	Dec. 18, 2024	March 18, 2025	Dec. 18, 2025

** Applicable only to LEAs selected for Compliance & Continuous Improvement (CCI) Monitoring during SY 2023-24.*



Upcoming Monitoring Activities

In April, OSSE will conduct the following special education monitoring activities:

Topic	Secondary Transition Requirements	Reevaluation Timeliness
Monitoring Period	Oct. 1, 2024 – March 31, 2025	Oct. 1, 2024 – March 31, 2025
OSSE will...	Review a sample of secondary transition plans developed during the monitoring period from each LEA that serves students ages 16 and older.	Review all reevaluations (triennial eligibilities) due during the monitoring period to determine timeliness.
LEAs should...	Attend the upcoming secondary transition compliance webinar to prepare and take advantage of office hours.	Continue tracking reevaluation due dates for your LEA to ensure timely completion of your students' triennial eligibilities.

Secondary Transition Monitoring

- OSSE will conduct the annual review of Secondary Transition files beginning on **Tuesday, April 1, 2025**.
- Please be sure to conduct an *internal audit* of your transition age student IEPs, and particularly transition services.
 - Transition services are a coordinated set of activities designed to facilitate a student's movement from school to post-school activities and are based on the student's needs, strengths, preferences and interests.
- OSSE monitors LEAs based on the following requirements:
 - Ensuring all students **ages 14 and older** have a current transition plan in effect; and
 - Each student transition plan meets the **APR Indicator 13 requirements**:
 - [OSSE Secondary Transition Compliance Worksheet](#) - OSSE highly recommends that you download and use this resource (which highlights the APR Indicator 13 requirements) when you are conducting your LEA's internal Secondary Transition file audit.

Secondary Transition: APR Indicator 13 Requirements

Secondary Transition Areas	IDEA Requirements under APR Indicator 13
Item 1: Measurable Postsecondary Goals <ul style="list-style-type: none"> • Education or Training • Employment • Independent Living (<i>if applicable</i>) 	Ensure there is an appropriate measurable postsecondary goal that addresses education or training, employment, and independent living (if applicable) after high school.
Item 2: Annually Updated	Ensure postsecondary goals were updated annually .
<u>Item 3: Age-Appropriate Transition Assessments</u>	Ensure postsecondary goals were based on age-appropriate transition assessments.
Item 4: Transition Services	Ensure there are transition services in the IEP that will assist the student to meet postsecondary goals.
Item 5: Courses of Study	Ensure transition services include courses of study that will enable the student to meet postsecondary goals.
Item 6: Annual Goals Correlate with Transition Services	Ensure the annual goals are related to the student's transition services' needs.
Item 7: Student Invitation	Ensure the student was invited to the IEP meeting. <ul style="list-style-type: none"> • Be sure there is documentation on file in Special Programs to evidence the student was invited to attend the IEP meeting no later than one day prior to the meeting. • OSSE will accept a student letter of invitation, documented in-person conversation, phone call, email, or text message.
Item 8: Participating Agency Invitation (i.e., Rehabilitative Services Administration)	If applicable, there is evidence that a representative of any participating agency was invited to the IEP team meeting WITH the prior consent of the parent or student.

Secondary Transition Webinar

- In preparation for the upcoming monitoring cycle, OSSE, in collaboration with [WestEd](#) will host the Secondary Transition Compliance Webinar on **Wednesday, Feb. 26, at 10 a.m.** OSSE will present information on the following and provide time for Q&A with participants:
 - Understanding Secondary Transition Monitoring
 - How to Achieve Secondary Transition Compliance
 - What You Can Do to Prepare
- While this event is optional for Secondary Transition Specialists and LEA Special Education Points of Contact (POC), participation is **strongly encouraged**.
- Please register for the webinar [here](#).



Secondary Transition Monitoring: Office Hours

Office Hours

March 3-7

9 a.m. - 4 p.m.

- OSSE is offering office hours to support LEAs in preparation for Secondary Transition monitoring.
- The sessions will occur in 45-minute increments and LEA SPED POCs are encouraged to schedule multiple sessions as needed.
- Please book time with LaShonda Wilson Carter via [Secondary Transition Monitoring Office Hours](#) to address any individual LEA questions, comments or concerns.





Transportation Reminders and Updates

Updates & Reminders

Monday, March 24: *OSSE Integrated Data Submission Tool (IDS) will begin to accept ESY 2025 Transportation Request Form (TRF) submissions*

Calendar submissions and all changes to full days of instruction should continue to be updated in eSchoolPLUS.

Changes to school bell schedules and asynchronous/virtual learning days should be submitted into the [OSSE Integrated Data Submission Tool \(IDS\)](#).

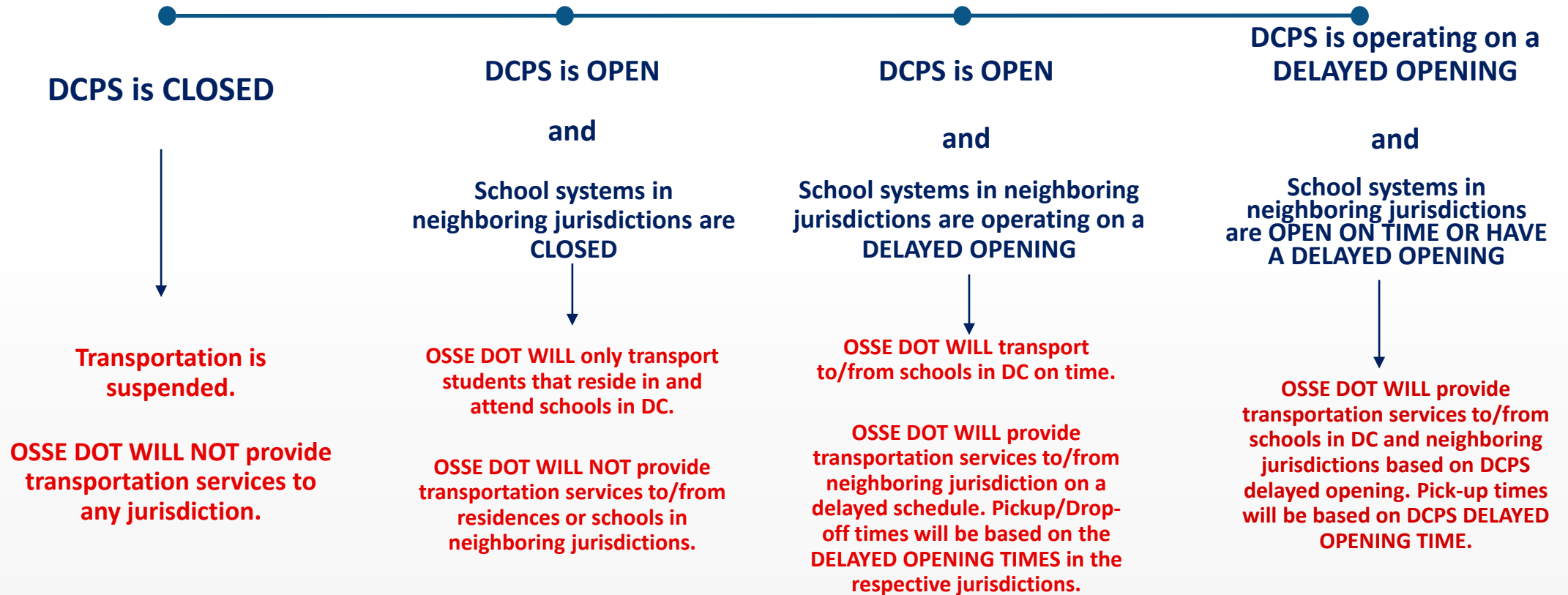
Calendars and TRFs provide the following guidance for OSSE DOT:

- Determining the appropriate bus route placement for students.
- Understanding student accommodations and transportation needs.
- Determining accurate pick up and drop off times for each student.
- Understanding each school's scheduling needs (holidays, breaks, early releases, staging, etc.)
- Forecasting and planning for traffic and other travel factors.

Please note: The deadline for ESY 2025 TRF submissions will be Monday, May 5.



OSSE DOT Incremental Weather Procedures



Requesting Emergency Transportation Adjustments

- Send an email to Osse.Dotcriticalinfo@dc.gov including the following information:
 - Time of release;
 - Alternate dismissal instructions; and
 - Students impacted.
- Look for a response/confirmation from a DOT representative. This is your security that we are aware and are working on the accommodation.
- Submit calendar changes for future dates in eSchoolPLUS and IDS accordingly.

** Emailed notifications of instruction makeup dates cannot be processed by DOT staff. LEAs must update calendar changes in eSchoolPLUS and IDS.

OSSE DOT Resources

Resource	Details
<p>Parent Resource Center</p>	<p>The Parent Resource Center (PRC) serves as the primary communication link between OSSE-DOT, families, and schools. You can reach the PRC at: (202) 576-5000 from 5 a.m. to 7 p.m., Monday through Friday.</p>
<p>Parent Stipend Program Student Transportation Family Handbook OSSE Inclement Weather Procedures DOT Daily Updates</p>	<p>osse.dc.gov/service/student-transportation</p>
<p>Parent Stipend Program Application Support</p>	<p>Email: Osse.Stipendapp@dc.gov</p>
<p>Commute Related Concerns (for school staff only)</p>	<p>Email: PRCescalations@dc.gov</p>
<p>Safety-Related Concerns & Inquiries (for school staff only)</p>	<p>Email: Dot.Safetytraining@dc.gov</p>

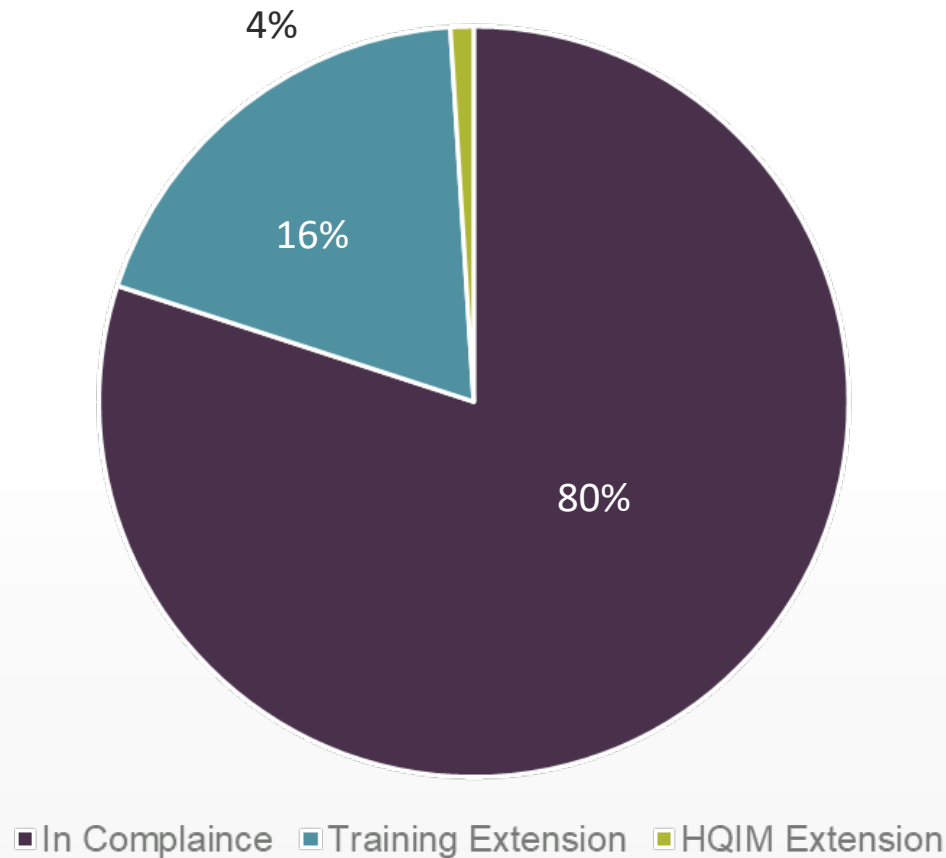




Professional Development Reminders and Updates

Dyslexia Legislation: Compliance Review

LEA Overall Compliance Status



Dyslexia Legislation Compliance

Screening

- 100 percent of DC public and public charter LEAs reported conducting screening of K-2 students.

Training:

- 14,432 educators completed one of the dyslexia awareness trainings.
- 1,330 completed the training on preventing reading difficulties.

High Quality Instructional Materials (HQIM)

- 52 percent of LEAs have or have adopted a program from OSSE's HQIM list.
- LEA HQIM submissions currently under review.

For questions, contact Dustin.Tamsen@dc.gov.

Foundations of Special Education Spring 2025 Cohort

By providing the foundational knowledge and skills needed to effectively serve ALL students, especially students with disabilities, these professional learning pathways will build the capacity of District of Columbia educators through meaningful and engaging coursework while leveraging the flexibility of technology.

- **Spring 2025 School Cohort**– All DC public and public charter schools and the Pre-K Enhancement and Expansion Program (PKEEP)
- **Special Education Endorsement Recovery Initiative (SEERI)** – 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

We are currently accepting applications for the Spring 2025 cohort. If you are interested in participating in the spring 2025 cohort, please apply by Feb. 24. [Details for each opportunity are outlined here on OSSE's website.](#) For questions about this opportunity, contact Byul.Yim@dc.gov.



'SELebrating' Social and Emotional Learning(SEL) Week

The Office of the State Superintendent of Education (OSSE) is thrilled to promote National Social and SEL Week, celebrated from March 3rd to 7th. Become a part of the transformative movement by attending one of our professional development sessions and by utilizing the SEL Week Promotion Kit. By participating in SEL Week, you'll contribute to the larger movement aimed at improving social and emotional learning practices. For more information and to download the Promotion Kit, visit OSSE's SEL website [Link](#). For more information, please contact Marcus Hughes, School Climate Specialist, at Marcus.Hughes@dc.gov.





Announcements and Reminders

Early Childhood Community of Practice

Purpose: A genuine platform for professionals to collaborate and enhance learning outcomes for children with disabilities (ages 3-5) enrolled in local educational programs. Participants will discuss topics identified by those currently serving children in our local early childhood special education programs.

- **Session Times:** 10 – 11 a.m.
- **Dates and Topics:**
 - [March 26 – Early Childhood IDEA Part B, child find, and Part C transition referrals and the referral transfer process](#)
 - [May 28 - Literacy for Early Childhood](#)

For questions, please contact Dawn Hilton at Dawn.Hilton1@dc.gov.



Child Outcomes Summary (COS) Data Checkpoints

OSSE has scheduled two COS data checkpoints for the remainder of the 2024-25 school year.

Month	Priority
April	<ul style="list-style-type: none">• Confirm that COS entry data is submitted for students with disabilities who were enrolled at the start of the current school year and students who became eligible for special education services mid-year.• Confirm that exit data has been submitted for students who exited their pre-K special education program mid-year.
July	<ul style="list-style-type: none">• Confirm submission of exit data for all students who exited the pre-K special education program as the close of the current school year.

For questions, please email the OSSE.COSFAQ@dc.gov or [COS Data Collection | osse](#)



Missed a Webinar?

Visit our webpage - [LEA Special Education Points of Contact 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.

OSSE Office of SPED Points of Contact Directory

Topic	Point of Contact	Email/Phone	Book Office Hours
Policy			
Policy & Guidance	Christie Weaver-Harris, Special Education Policy Team	OSSE.DSEpolicy@dc.gov	Special Education Policy Office Hours
Parent Support & Engagement	Jasmine Fleming, Special Education Policy Team	Jasmine.Fleming@dc.gov	N/A
IDEA Monitoring and Compliance			
IDEA Monitoring & Compliance	Karen Morgan-Donaldson, IDEA Part B Monitoring and Compliance Team	Karen.Morgan-Donaldson@dc.gov	Special Education Monitoring & Compliance Office Hours
Technical Assistance and Training LEA SPED POC Webinar	LaShonda Wilson Carter, IDEA Part B Monitoring and Compliance Team	LaShonda.Wilson@dc.gov	Technical Assistance Office Hours
Part B Correction of Noncompliance	Debra Melville, IDEA Part B Monitoring and Compliance Team	Debra.Melville@dc.gov	Compliance Office Hours
Part C Monitoring and Compliance	Sarah Peisch, IDEA Part B Monitoring and Compliance Team	Sarah.Peisch@dc.gov	Part C to B Monitoring Office Hours
Nonpublic Placement			
Nonpublic Placement	Katie Reda, Placement Oversight Unit	Katie.Red@dc.gov	Special Education Placement Office Hours
Nonpublic Monitoring and Compliance			
Nonpublic Monitoring & Compliance	Sharon Powell, Nonpublic Monitoring and Compliance Team	Sharon.Powell@dc.gov	Nonpublic Monitoring Office Hours
State Complaints			
State Complaints	Kirstin Hansen, State Complaints Team	Kirstin.Hansen@dc.gov	State Complaints Office Hours



Upcoming LEA SPED POC Webinar

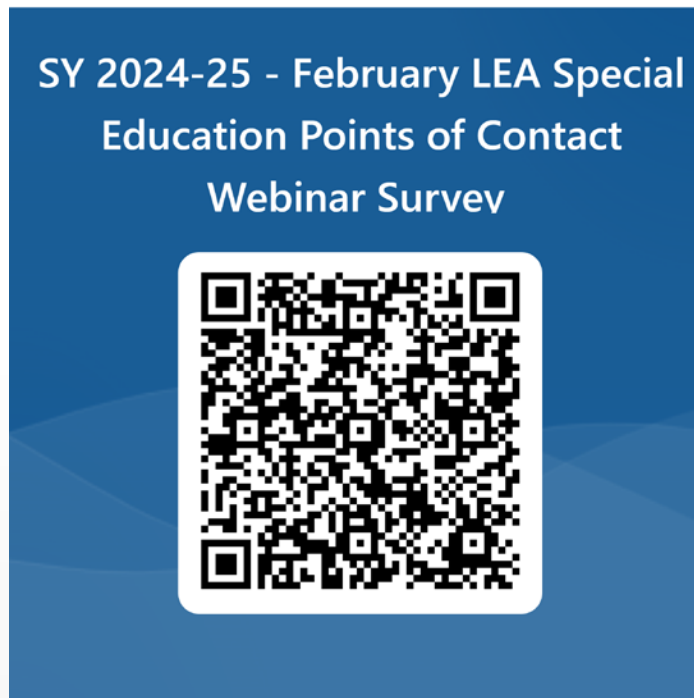
NEXT WEBINAR:

April 23 at 10 a.m.



Complete our Survey

Please provide your feedback on the February 2025 LEA SPED POC Webinar:



[Link to Survey](#)

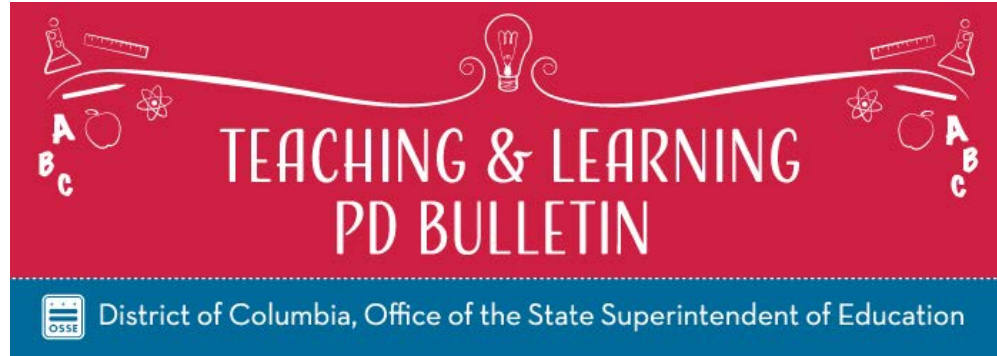


Thank You!



Appendix

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.](#)

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 TRFs

Pre-K Special Education POC

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

LEA Data Manager

- Ensure accurate enrollment data to allow transfer of records in Special Programs 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.

