



# LEA Special Education Point of Contact Monthly Webinar

Jan. 19, 2022

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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
- IEP Implementation for Transfer Students Policy Overview
- Documenting Comparable Services in SEDS
- Documenting Services in SEDS for Related Service Providers
- Individuals with Disabilities Education Act (IDEA) Monitoring Reminders and Updates
- Transportation Updates
- Reminders and Announcements



# Policy Reminders and Updates

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# Extended School Year (ESY) Certification for 2022

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**.

**2022 ESY Certification Deadline: Monday, May 2, 2022**

## Purpose of ESY Certification:

- Assists your programs in appropriate planning and staffing for the summer months.
- Allows OSSE to anticipate state-level expenses and transportation needs.

# Extended School Year (ESY) Certification for 2022

An LEA has completed ESY certification when:

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

**2022 ESY Certification Deadline: Monday, May 2, 2022**

# ESY Eligibility Determinations

- ESY eligibility criteria:
  1. Impact of Break in Service on Critical Skill(s)
  2. Degree of Regression
  3. Time Required for Recoupment
- Individualized Education Program (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.

# ESY Resources

- ESY Services Policy [osse.dc.gov/node/1555](https://osse.dc.gov/node/1555)
- ESY Services Frequently Asked Questions: [osse.dc.gov/publication/extended-school-year-esy-services-frequently-asked-questions](https://osse.dc.gov/publication/extended-school-year-esy-services-frequently-asked-questions)
- Special Education Policy Bulletin: 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](https://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](mailto:osse.dsepolicy@dc.gov)

# SY2020-21 IDEA Parent Survey

# Thank You!







# IEP Implementation for Transfer Students Policy Overview

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# IEP Implementation for Transfer Students

The IEP Implementation for Transfer Students Policy outlines specific responsibilities for LEAs serving in-state, out-of-state, and private school transfer students:

- With an existing IEP, or
- With a pending referral or in-process initial evaluation.

Under DCMR Chapter 30, LEAs are responsible for students transferring between DC LEAs:

- During the school year: upon Stage 4 enrollment.
- Between school years (during the summer): first day of school.

Access the IEP Implementation for Transfer Students Policy on OSSE's Special Education Policy page: [osse.dc.gov/publication/osse-releases-individualized-education-program-iep-implementation-transfer-students](https://osse.dc.gov/publication/osse-releases-individualized-education-program-iep-implementation-transfer-students) pp. 3-4

# Transfer Students: Records

- LEAs must request the student's records from the previous LEA within five business days of enrollment.
- The previous LEA must provide the student's records to the new LEA within 10 business days of the request.
  - Including the transfer of paper documents, if necessary.
- If the student is transferring from out-of-state, the LEA must upload the IEP into SEDS within 10 business days of receipt.
- If the new LEA is unable to obtain the student's IEP, the LEA must fulfill its child find obligations if it has reason to suspect the child may be a child with a disability.

# Transfer Students: Comparable Services

- A new LEA, in consultation with the parents, must provide a free appropriate public education (FAPE) in the form of comparable services to transfer students with existing IEPs.
- Comparable services are similar or equivalent to those described in the existing IEP.
  - Can include equitable services provided to parentally-placed private school students as documented in the student's Individual Services Plan (ISP).
- The new LEA must implement comparable services as soon as possible, but no later than 20 calendar days after receipt of the existing IEP.

# Transfer Students: Comparable Services

- Comparable services must be tracked and documented in SEDS.
  - In-state IEPs are automatically transferred within SEDS upon request of the new LEA. The Comparable Services tab in SEDS is not used in this scenario.
  - Out-of-state IEPs and private school ISPs must be manually uploaded into SEDS using the Transfer Student Intake process in the Comparable Services tab.



# Documenting Comparable Services in SEDS

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# Comparable Services Process

When an out of state student with an existing IEP transfers to a new LEA in the District, comparable service must be provided in parallel to the student being referred for an eligibility determination and new IEP using District criteria.

## When a student transfers from out of state with an existing IEP:

### Provide Comparable Services

- Upload out-of-state IEP and create comparable services document in SEDS

### Complete the Eligibility and IEP Process

- Create referral
- Document existing student data
- Finalizes eligibility determination in SEDS
- Finalizes IEP process in SEDS

Comparable services are similar or equivalent to the services described in the IEP from the previous LEA or the equitable services described in a private school individual services plan.

These processes are described in the IEP Implementation for Transfer Students Policy.

[osse.dc.gov/publication/osse-releases-individualized-education-program- iep-implementation-transfer-students pp.3-4](https://osse.dc.gov/publication/osse-releases-individualized-education-program- iep-implementation-transfer-students pp.3-4)

# Comparable Services

1. Work with the school registrar to ensure the transfer student is properly enrolled (and thereby shows up in SEDS).
2. Go to the “Comparable Services” tab to begin the Transfer Student Intake process.
3. Complete all five sections of this process.





# Comparable Services – Consult Letter Services

## PART 2: Consult Letter Services

Create a comparable services document by adding specialized instruction and related services that are similar or equivalent to what is listed in the existing out-of-state IEP.

**Consult Letter Services**
**Gina General1101**

Update the Database

**Special Education Services**

Del	Special Education Service	Setting	Amount of Time	Begin Date *	End Date *	Provider *	
<input type="checkbox"/>	Specialized Instruction	General Education ▼	15 hr per wk ▼	01/05/2015	01/04/2016	Lea Admin101 ▼	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; background-color: #e0f0e0;">Details</span>

Add Special Education Service

**Related Services**

Del	Related Service	Setting	Amount of Time	Begin Date *	End Date *	Provider *	
<input type="checkbox"/>	Speech-Language Pathology	Outside General Education ▼	60 min per wk ▼	01/05/2015	01/04/2016	Art Articulate ▼	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; background-color: #e0f0e0;">Details</span>


Add Related Service

# Comparable Services – Transportation

## PART 3: Special Education Transportation

This page allows an IEP team to quickly determine if a transfer student qualifies for transportation services (without waiting for the full IEP process to be completed 60 or 90 days later).

- This page replicates the transportation page in the regular IEP process and requires the same information, including a transportation eligibility worksheet.


Special Education Transportation				Gina General1101
Student Information				
Student Name	Local ID	State USI	Date of Birth	Student Grade
Gina General1101	GINA1101	TRN0016644	06/01/1999	5th Grade
LEA / School Information				
LEA of Enrollment	School / Site		Case Manager	
Docs Demo	1st Street Academy		Lea Admin101	
<b>Eligibility Criteria for Special Education Transportation Services</b>				
 The student's IEP Team is required to apply the established state-level criteria to determine eligibility for special education transportation services. IEP Teams should consider eligibility under the following category order: Medically Fragile Student (MFS), Structured Transportation Supports (STS), and Accessing Specialized Program (ASP).				

# Comparable Services – ESY

## PART 4: Extended School Year (ESY) Services

This page allows an IEP team to quickly determine if a transfer student qualifies for ESY services (without waiting for the full IEP process to be completed later).

- This page replicates the ESY page in the regular IEP process and requires all of the same information, including the ESY eligibility worksheet.

Extended School Year Services		Gina General1101		
<b>Student Information</b>				
Student Name	Local ID	State USI	Date of Birth	Student Grade
Gina General1101	GINA1101	TRN0016644	06/01/1999	5th Grade
<b>LEA / School Information</b>				
LEA of Enrollment	School / Site		Case Manager	
Docs Demo	1st Street Academy		Lea Admin101	
<b>ESY Eligibility</b> ?				
 The IEP Team is required to review the Extended School Year (ESY) Policy requirements prior to making a decision about the student's ESY eligibility. Follow the link to the Criteria Worksheet. Complete the worksheet to determine whether the student is eligible for ESY. Fax in the worksheet using the coversheet within five (5) business days of the ESY eligibility determination.				

# Comparable Services – Generate Consult Letter

## PART 5: Generate Comparable Services Consult Letter

This last section of the process captures additional information needed to generate the comparable services consultation letter.

- LEA designee signs the letter
- Letter and copy of the out-of-state IEP are provided to the parent
- PWN for Initial Provision of Services is provided to the parent

**Comparable Services Consult Letter** Gina General1101

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**Student Information**


Student Name	Local ID	State USI	Date of Birth	Student Grade
Gina General1101	GINA1101	TRN0016644	06/01/1999	5th Grade

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**LEA / School Information**

LEA of Enrollment	School / Site	Case Manager
Docs Demo	1st Street Academy	Lea Admin101

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 The LEA must provide the parent with a copy of the draft Consult Letter document and the Out-of-State IEP prior to creating the final Consult Letter.

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**Create Transfer Comparable Services Document**

Classroom Accommodations	<input type="text"/>
Procedural Safeguards Notice given to parent?	<input type="text"/>

# Transfer Students: Best Practices

- Ask incoming stage 4 enrolled students if they have previously received special education services.
- Request records transfers as soon as possible.
- Pay attention to eligibility and IEP due dates.
  - Plan for triennial reevaluations.
  - Expired or expiring IEPs cannot be adopted.
- Begin collecting information and data on student performance as soon as possible to assist in determining the appropriateness of the student's IEP or whether a full evaluation of an out-of-state transfer student is necessary.
- Provide comparable services as soon as possible (and no later than 20 calendar days after receipt of the existing IEP).




# Documenting Services in SEDS for Related Service Providers

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# Documenting Services

- Service Delivery options, must be selected as from the drop down.
- Please pay attention to the “**Delivered Virtual** and **Delivered In-Person**” options. Service Type should align with the Service Delivery.
- Date of Service cannot be a future date.

**Add New Service Log Entry**

Date of Service:	<input type="text"/>  *	Service Type:	<input type="text"/> v *
<input type="checkbox"/> This is a make-up Service.			
Service Delivery:	<input type="text"/> v		
Duration of Service:	<input type="text"/> v *	Group Size:	<input type="text"/> v *
Progress Report :	<input type="text"/> v *		
Comments:	<input type="text"/>		

*Note: In the Service Delivery dropdown, 'Delivered In-person' and 'Delivered Virtual' are highlighted with a red box.*



# IDEA Monitoring Reminders and Updates

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# IDEA Part B Monitoring and Compliance Activities

<b>Estimated Timeline</b>	<b>Monitoring and Compliance Activity</b>
<b>November 2021</b>	<ul style="list-style-type: none"><li>• Child Find Monitoring for 3- to 5-year-old students</li></ul>
<b>January 2022</b>	<ul style="list-style-type: none"><li>• Child Outcome Summary (COS)</li></ul>
<b>May 2022</b>	<ul style="list-style-type: none"><li>• Secondary Transition Requirements Monitoring</li><li>• Reevaluation Timeliness Monitoring</li></ul>
<b>June 2022</b>	<ul style="list-style-type: none"><li>• Child Outcome Summary (COS)</li></ul>
<b>July 2022</b>	<ul style="list-style-type: none"><li>• Initial Evaluation Timeliness Monitoring with a focus on 3- to 5-year-old students</li></ul>

# 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](mailto: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 \(July 2020\)](#)



# Transportation Updates

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# OSSE DOT COVID-19 Exposure Notification Protocol for Students Receiving 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](https://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](mailto:Donesha.Crews@dc.gov) or at (202) 576-5000.



# ESY 2022/ SY 2022-23 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/ SY 2022-23

These are the key operational processes for LEAs to make note of, in order for DOT to appropriately complete Start of School (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 submitted by first Monday in May)**
- **Certification deadline: SY 2022-23 (TRFs and SY calendars submitted by first Monday in June)**
- LEAs data submissions should be no less 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 [dot.data@dc.gov](mailto:dot.data@dc.gov)

# TOTE Training Dates for ESY 2022/ SY 2022-23

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 the training class, by clicking the link [TOTE Training Link](#)*
- Training Time: 10 a.m.-12 p.m.
  - Dates:
    - Jan. 19
    - Feb. 2
    - Feb. 16
    - March 2
    - March 16
    - March 30
    - April 6
    - April 20
    - May 4
    - May 18

**TOTE Support can be reached M-F between 9 a.m.-5 p.m. at (202) 576-5520 or email [dot.data@dc.gov](mailto:dot.data@dc.gov)**







# Reminders and Announcements



# Foundations of Special Education Courses for Winter/Spring 2022

Content Pathway	SY 2021-2022		
Using Data to Develop and Implement High-quality IEPs	Module and Topic (Click the links below to register)	Self-paced Content Opens	Live Workshop Date and Time
<b>Online Course 3:</b> The Assessment - Instruction Cycle  	<a href="#">3.1 RTI, Intervention, and Referral for Eligibility for Special Education Services</a>	Monday Jan. 24, 2022	Thursday, Jan. 27, 2022 4:30 - 5:30 p.m.
	<a href="#">3.2 Selecting Appropriate Assessments to Describe Present Levels of Performance</a>	Monday Jan. 31, 2022	Thursday, Feb. 3, 2022 4:30 - 5:30 p.m.
	<a href="#">3.3 Using Assessment Data to Describe Students' Present Levels of Performance</a>	Monday Feb. 7, 2022	Thursday, Feb. 10, 2022 4:30 - 5:30 p.m.
	<a href="#">3.4 Using Assessment Data to Write IEP Goals and Objectives</a>	Monday Feb. 14, 2022	Thursday, Feb. 17, 2022 4:30 - 5:30 p.m.
<b>Online Course 4:</b> Evidence-based Instructional Methods  	<a href="#">4.1 Evidence-based Practices of Specially Designed Instruction</a>	Monday Feb. 28, 2022	Thursday, March 3, 2022 4:30 - 5:30 p.m.
	<a href="#">4.2 High-leverage Instructional Practices for Students with Disabilities</a>	Monday March 7, 2022	Thursday, March 10, 2022 4:30 - 5:30 p.m.
	<a href="#">4.3 Using HQIM to Design Rigorous, Accessible Instruction for All Learners</a>	Monday March 14, 2022	Thursday, March 17, 2022 4:30 - 5:30 p.m.
	<a href="#">4.4 Using Student Data to Develop Effective Learning Experiences for Your Students</a>	Monday March 21, 2022	Thursday, March 24, 2022 4:30 - 5:30 p.m.



Questions? Please contact [Jennifer.Carpenter@dc.gov](mailto:Jennifer.Carpenter@dc.gov)

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# Coming Soon: Foundations of Special Education Micro-credential 1

## IEP Meeting Observation and Reflection

Educators will observe and reflect upon the IEP development and team meeting facilitation processes.

Participants will consider:

- the use of data in the IEP development process
- IEP team meeting facilitation practices
- IEP team member engagement and voice

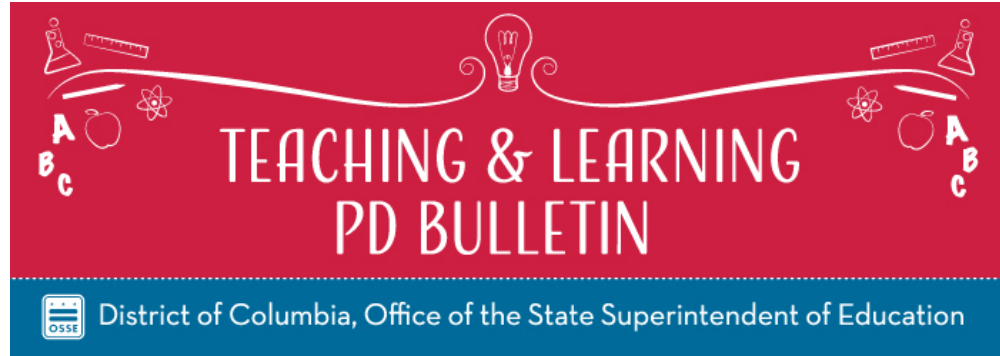


Questions? Please contact [Jennifer.Carpenter@dc.gov](mailto:Jennifer.Carpenter@dc.gov)

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# 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



## Next Virtual Meeting:

Friday, Jan. 21, 2022, 10 a.m.-11:30 a.m.

## Topic:

*Transition Competency Scope & Sequence:  
DC Transition Curriculum Models*

## 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.

## Guest Speakers:

- Lateefah Johnson, Ed.S., Specialist, Secondary Transition Curriculum, DCPS
- Erica Thomas, Transition Coordinator, E.L. Haynes Public Charter School
- Paula Almond, High School Transition/BASE Inclusion Teacher, E.L. Haynes Public Charter School
- Conception King, Transition Coordinator, Sheppard Pratt School/Rockville

[ST CoP Website](#)

[Register Here!](#)

# 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, Feb. 16, 2022**

Please register [here](#).

# Complete our Survey

Please provide your feedback on the January 2022 SPED Webinar:

[www.surveymonkey.com/r/PYXYBL7](https://www.surveymonkey.com/r/PYXYBL7)





**Thank You!**

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# Appendix

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# OSSE Contact Information for LEA Special Education POCs

Topic	Point of Contact	Email/Phone
Policy & Guidance	OSSE Special Education Policy Team	<a href="mailto:OSSE.DSEpolicy@dc.gov">OSSE.DSEpolicy@dc.gov</a>
Monitoring & Compliance	Karen Morgan-Donaldson, IDEA Part B Monitoring and Compliance Team	<a href="mailto:Karen.Morgan-Donaldson@dc.gov">Karen.Morgan-Donaldson@dc.gov</a>
	Edgar Stewart, Nonpublic Monitoring Team	<a href="mailto:Edgar.Stewart@dc.gov">Edgar.Stewart@dc.gov</a>
Evidence-Based Practice	Jennifer Carpenter, Professional Development Specialist	<a href="mailto:Jennifer.Carpenter@dc.gov">Jennifer.Carpenter@dc.gov</a>
Data Apps & Systems	Use the <a href="#">OSSE Support Tool</a> for questions or support with special education data systems and applications Locate your LEA's <a href="#">DAR Liaison</a>	<a href="#">OSSE Support Tool</a> <a href="#">Locate DAR Liaison</a>
Preschool Special Education	Dawn Hilton, Special Education Supervisory Coordinator, Division of Early Learning	<a href="mailto:Dawn.Hilton1@dc.gov">Dawn.Hilton1@dc.gov</a>
	Child Outcomes Summary Data Collection	<a href="mailto:OSSE.COSFAQ@dc.gov">OSSE.COSFAQ@dc.gov</a>
Assessment Accommodations	Michael Craig, Assessment Specialist, Special Populations,	<a href="mailto:Michael.Craig@dc.gov">Michael.Craig@dc.gov</a>
Student Transportation	TOTE Support Team:	(202) 576-5520 or <a href="mailto:DOT.Data@dc.gov">DOT.Data@dc.gov</a>
	School Liaisons and Parent Resource Center	(202) 576-5000 <i>(follow prompt for school officials)</i>



# 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.