



# LEA Special Education Point of Contact Monthly Webinar

January 27, 2021

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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.***



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# Agenda

- Introduction
- Policy Reminders and Updates
- Individuals with Disabilities Education Act (IDEA) Monitoring Reminders and Updates
- Nonpublic Updates
- Transportation Updates
- Announcements & Reminders



# Policy Reminders and Updates

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# Child Find Model Poster

- On Dec. 22, 2020, OSSE released a model poster for LEAs to use in school buildings as part of public awareness activities in support of child find obligations.
- LEAs may download a printable version of the poster on OSSE's child find and initial evaluation website, available at [osse.dc.gov/page/child-find-and-initial-evaluation-resources](https://osse.dc.gov/page/child-find-and-initial-evaluation-resources).

I have concerns about my child's

LEARNING SPEECH BEHAVIOR DEVELOPMENT

**SPECIAL EDUCATION IS HERE TO SUPPORT!**

For more information on special education at your child's school, please contact

HOW DO I ACCESS SPECIAL EDUCATION SERVICES?

- 1. WHO can refer a child for a special education evaluation?**  
Anyone concerned about a child's learning, development, speech, or behavior can make a referral (or request) for a special education evaluation. If the school determines an evaluation is necessary, **written consent from the child's parent is required** before an evaluation is conducted.
- 2. WHAT is an evaluation?**  
An evaluation may involve **observations and tests** with the child and interviews with the parent.
- 3. HOW is special education eligibility determined?**  
A school-based team, including the parent, will review the evaluation results and determine if the child has a disability and needs special education services.
- 4. WHAT will happen if a child is determined eligible for special education services?**  
A team, including the parent, will convene to **develop an individualized education program (IEP)** to support the child.

**SPECIAL EDUCATION IDENTIFICATION TIMELINE**

Special Education Referral

School Review

Parent Consent to Evaluate

Evaluation  
within 30 days of parent consent

Review of Evaluation Results  
within 60 days of parent consent

Eligibility Determination

Individualized Education Program (IEP)

**What is Child Find?** Child find is a process required by the *Individuals with Disabilities Education Act (IDEA)* to **identify, locate, and evaluate** all children from birth through 22 years of age who may have disabilities and may need special education services. Child find is an ongoing process of public awareness and screening activities that help to ensure all students who need special education receive these services.

osse.dc.gov

OSSE

WE ARE DISTRICT OF COLUMBIA  
DC MURIEL BOWSER, MAYOR



# Update: IDEA Part B Consolidated Guidance for Remote and Blended Learning

On Dec. 15, 2020, OSSE issued an update to the [IDEA, Part B Provision of FAPE: Guidance Related to Remote and Blended Learning](#) (July 2020) to address:

- Considerations for beginning in-person activities during periods of remote and blended learning;
- Completing initial evaluations and reevaluations, including:
  - Virtual/ remote and in-person assessments,
  - Student observations,
  - Determining eligibility using informal assessment data, and
  - Conducting virtual eligibility meetings.

# Update: IDEA Part B Consolidated Guidance for Remote and Blended Learning

On Dec.15, 2020, OSSE issued an update to the [IDEA, Part B Provision of FAPE: Guidance Related to Remote and Blended Learning](#) (July 2020) to address:

- LEA child find obligations
- Documenting remote service provision
- Enrollment requirements related to truancy
- Student discipline during remote learning
- The use of LEA-provided technology and devices for non-educational Medicaid-reimbursable medical services

# Conducting Evaluations and Assessments

- LEAs may establish policies for in-person activities, such as conducting evaluations or providing related services, while the LEA is otherwise operating in a distance or hybrid learning posture. (Q35, p. 17)
- LEAs may need to limit or tailor reopening activities based on the specific needs of the LEA, staff, and student populations.
- LEAs must balance health and safety considerations with the educational needs of students. (Q38, p. 18)

OSSE's COVID-19 Guidance and Resources are available here:  
[osse.dc.gov/page/guidance-and-resources-covid-19-related-closures-and-recovery](https://osse.dc.gov/page/guidance-and-resources-covid-19-related-closures-and-recovery)





# Conducting Evaluations and Assessments

- Evaluation activities that do not require in-person assessments or observations should continue in a timely manner while buildings are closed, provided that the parent consents and makes the child available
- LEAs must ensure the assessments or measures used to complete an evaluation are reliable and valid, administered by trained and knowledgeable personnel, and administered in accordance with instructions (34 C.F.R. §300.304(c)(1)).
  - Consider the potential effects of virtual administration on the reliability and validity of assessments
  - Consider technology and environmental conditions necessary to ensure validity

# Conducting Evaluations and Assessments

- LEAs may rely on the analysis of existing data to make an eligibility determination. (Q37, p. 17-18)
- IEP team must determine sufficient data exists to make an eligibility determination.
  - Consider a wide variety of sources of data and information.
  - Ensure existing data is valid and reliable.
- If sufficient data does not exist, the IEP team should:
  - Conduct remote assessments, if possible.
  - Consider the necessity of conducting in-person assessments in accordance with the LEA's reopening plans.

# Reevaluation Overview

- A reevaluation is an evaluation conducted after the initial evaluation.
- IEP teams gather data to determine:
  - If the child remains a child with a disability;
  - The present levels of academic achievement and related developmental needs of the child;
  - Whether the child continues to need special education and related services; and
  - Whether any additions or modifications to the child's IEP are necessary.

# Reevaluation Overview

- LEAs must ensure that a reevaluation for each student with a disability occurs:
  - At least once every three (3) years, or more frequently if conditions warrant;
  - If a parent or teacher requests a reevaluation; or
  - Before determining that a child is no longer eligible for special education and related services, unless the child is graduating with a regular high school diploma or aging out. (5-E DCMR §3005.7)
- LEAs must obtain parental consent prior to conducting a reevaluation, but not prior to the analysis of existing data. (5-E DCMR §3026.1)
  - If the parent does not respond to requests for parental consent, the LEA may proceed with assessments if it can demonstrate that reasonable measures have been taken to obtain consent. (5-E DCMR §3026.3)
  - If a parent refuses consent, the LEA may pursue the reevaluation through mediation or due process. (5-E DCMR §3026.2)

# Reevaluation Overview

- LEAs should consider formal and informal data to make an eligibility determination.
  - “Evaluation procedures must "use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent [..]” (34 CFR 300.304(b))
- Assessment tools and strategies may include, but are not limited to, observations, interviews, and other techniques and procedures as deemed appropriate by the professionals conducting the evaluation. (OSSE IDEA Part B Initial Evaluation/ Reevaluation Policy, p.4)
- COVID-19: LEAs and IEP teams are reminded of the flexibilities available to complete evaluation procedures and are encouraged to rely on the clinical judgment of evaluators, knowledge of teachers, and input of parents in determining eligibility. (Q40, p. 19)



# Nonpublic Updates

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# Nonpublic Schools & Programs Onsite Monitoring, SY 20-21

Nonpublic School	Date of Virtual Visit
Latham Centers	1/14/2021
Woods Services	1/14/2021
Devereux- Florida	2/3/2021
Coastal Harbor Treatment Center	2/10/2021
CARD Academy - Alexandria	2/17/2021
DBI-Capstone Academy	2/16-17/2021
High Road	3/9-10/2021
Youth for Tomorrow	3/10/2021
Hughes Center	3/24/2021
Devereux - Georgia	3/23/2021
Lab School	4/6-7/2021

# Reporting Requirements for Incidents Involving a DC Student Placed at a Nonpublic School

- Pursuant to 5-A 28 DCMR § 2836.1 “nonpublic special education school or program shall make available to OSSE, on request, information on all aspects of the school’s program(s), staff credentials, certification by agencies other than OSSE, information regarding any complaints made, health and safety information, the individual records of DC students, and any other information that OSSE may reasonably require in exercising its duties as the SEA.”
- In 2018, OSSE developed an online application to enable nonpublic schools to submit reports documenting incidents involving DC students directly to OSSE
- Nonpublic schools are required to upload incident reports into the QuickBase Incident Report Module within one business day of the date of the incident
- When a nonpublic school uploads a report into the Incident Report Module, the LEA of enrollment receives an email notifying the LEA of the submission



# Types of Incidents

- 5-A DCMR Chapter 28 requires nonpublic schools and programs to report all incidents involving a DC student and the use of:
  - physical restraint (as defined by 5-A DCMR 2816)
  - mechanical restraint (as defined by 5-A DCMR 2817)
  - seclusion (as defined by 5-A DCMR 2819)
- In addition, the regulations require nonpublic schools and programs to report:
  - suspected abuse or neglect (as required by 5-A DCMR 2811)
  - physical injury (as required by 5-A DCMR 2830.2)
  - emergency (as required by 5-A DCMR 2831.1)



# Transportation Updates

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# 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 well-being 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 SY 2020-2021

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:
  - **Feb. 3, 2021**
  - **Feb. 17, 2021**
  - **March 3, 2021**
  - **March 17, 2021**

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

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## Upcoming Professional Learning Opportunities and Resources

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*Participants in today's webinar are asked to share the following opportunities with relevant staff members at their LEA and school campuses.*

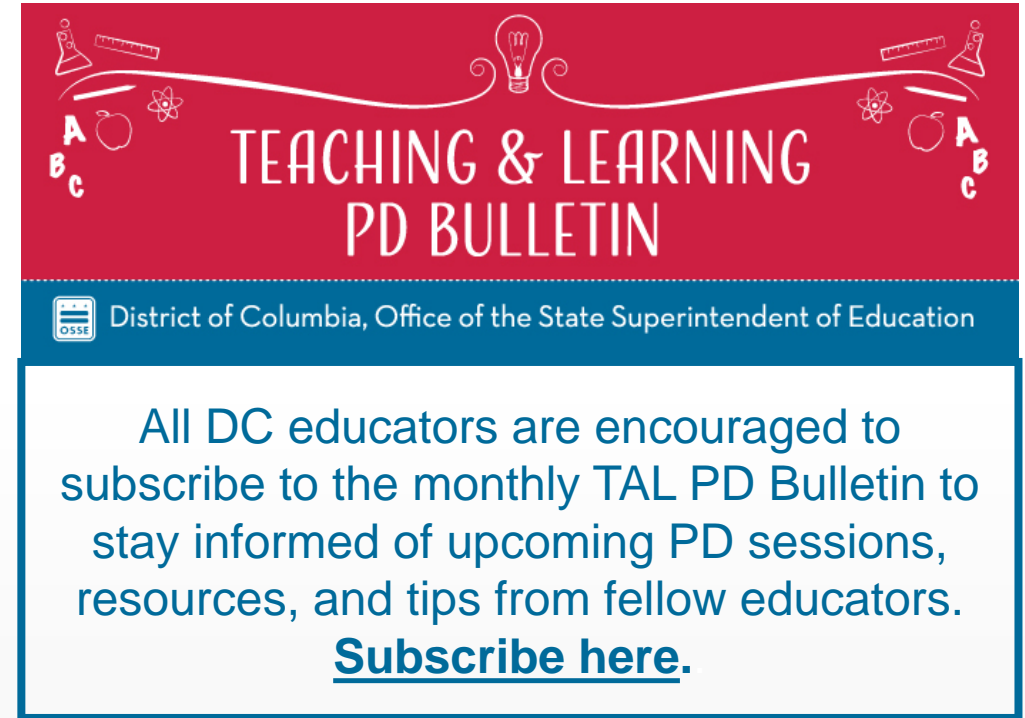
# New! 2021 Winter/Spring PD Catalog Release

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!

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



The banner features a red top section with white icons of a lightbulb, a pencil, a ruler, a beaker, and a flower. The text "TEACHING & LEARNING PD BULLETIN" is centered in white. Below this is a blue section with the OSSE logo and the text "District of Columbia, Office of the State Superintendent of Education". The bottom section is white with a blue border, containing the text "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." and a blue link "Subscribe here."

[View the December 2020 Bulletin here.](#)



# OSSE Special Education Strategic Priority Updates

As DC's state education agency, OSSE committed in our 2019-2023 strategic plan to helping accelerate academic outcomes for students with disabilities.



# What We Set Out to Do

## Learn

- Conduct a **landscape analysis** of special education in the District to help **establish a shared understanding** about the scope and scale of the challenges

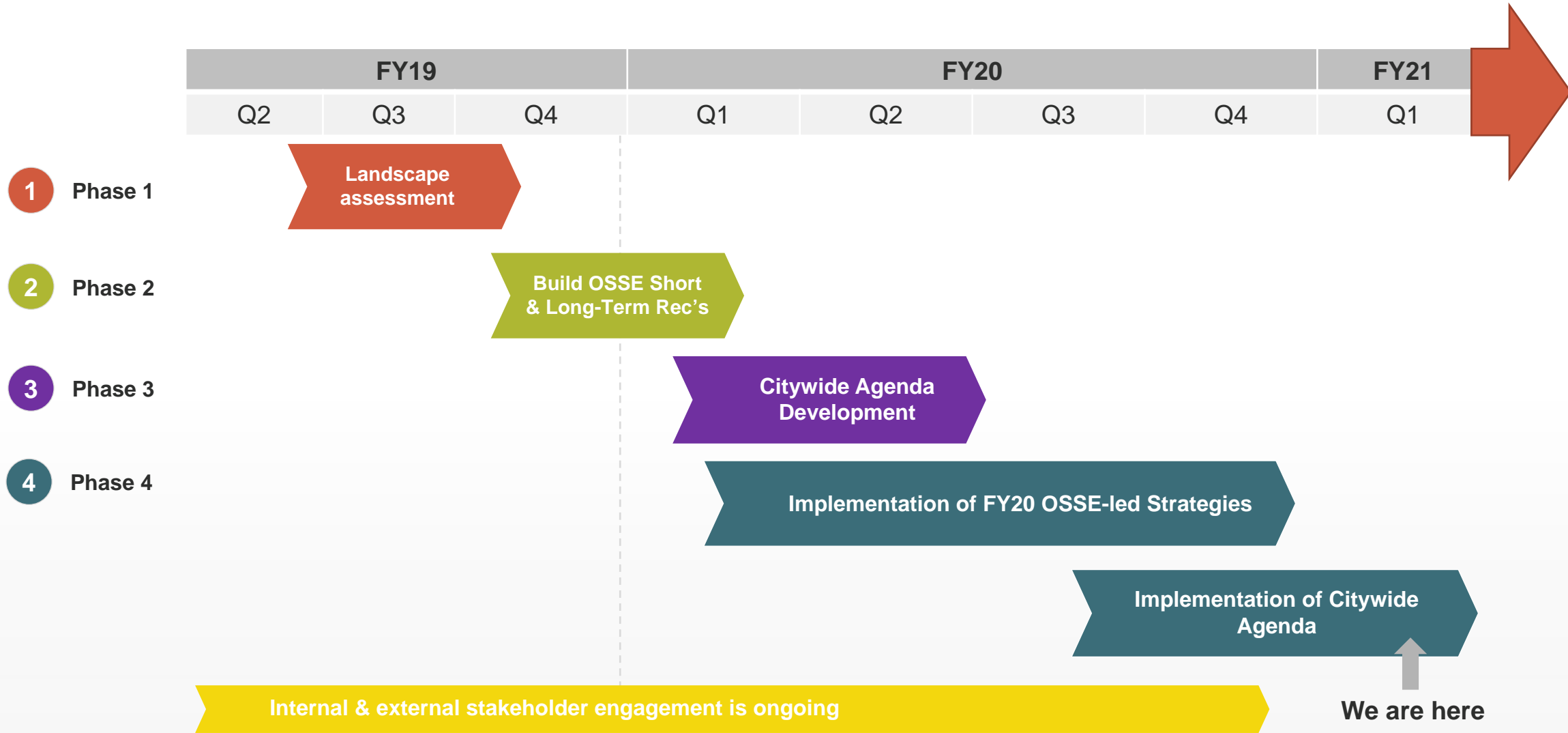
## Share

- Share these findings with a broad cross-section of stakeholders to **gather feedback and inform recommendations** for citywide action

## Commit

- **Identify immediate actions and long-term investments for OSSE** to drive
- Build a **citywide agenda for accelerating outcomes for SWDs** across all LEAs in collaboration with other stakeholders

# Where We Are

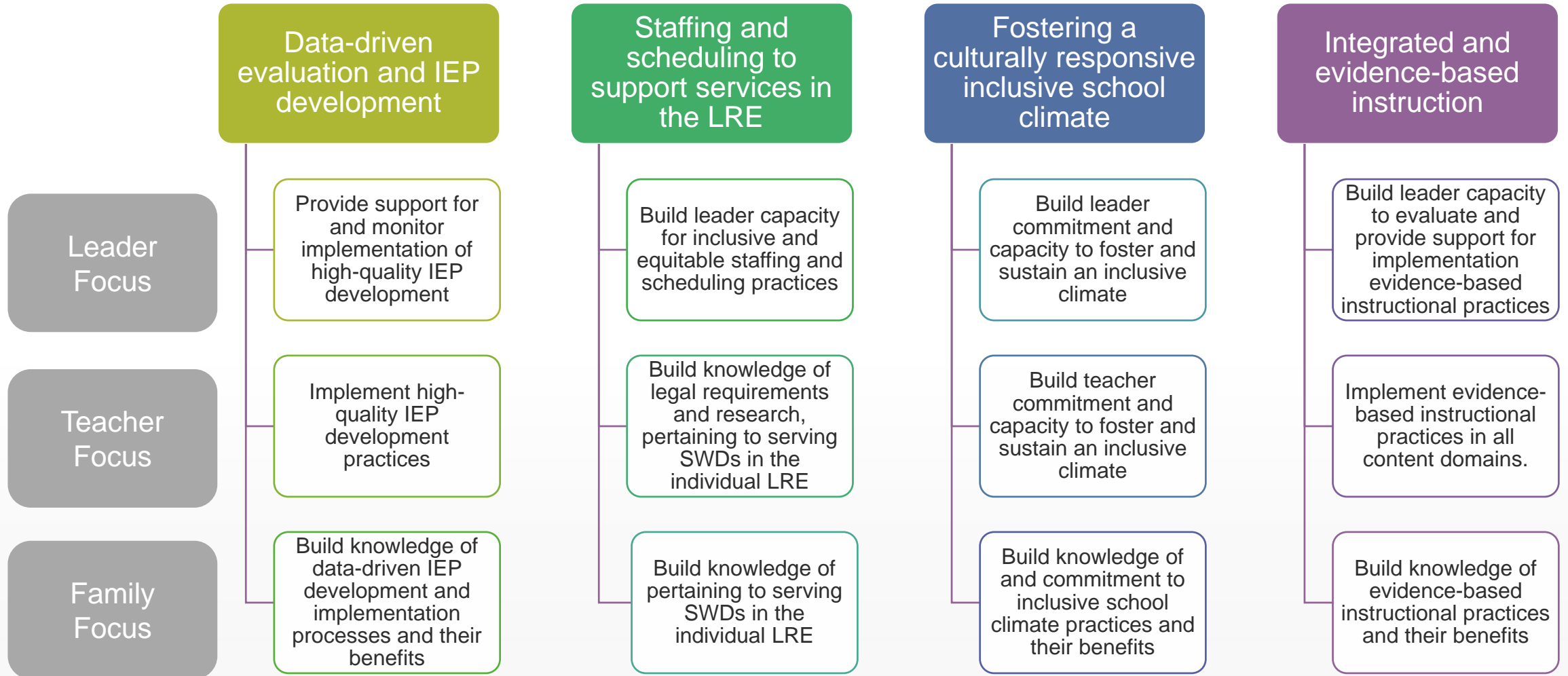


# We Have Wonderful News to Share

OSSE has been awarded the Special Education Personnel Development Grant (SPDG) in the amount of \$3 million over five years. This grant will allow OSSE to carry out the special education priority work in depth and at scale. With these funds, we will:

- Build OSSE and LEA teams' capacity to support schools with implementing MTSS for all students
- Develop an Inclusive Leader Cohort for school leaders to deepen knowledge around supporting inclusive practices for students with disabilities
- Provide choice-based PD for educators through LMS courses offered on topics related to MTSS and high-leverage practices
- Create family training resources so that family members are better able to support and advocate for their children
- Create cross-sector communities of practice regarding evidence-based practices problem-solving
- Disseminate best practices and resources to educators and families

# Professional Development for Equitable and Inclusive Schools: Draft Content Map for Implementation Year 1 (SY 2021-22)



# Professional Development for Equitable and Inclusive Schools Timeline

	FY21	FY22	FY23	FY24	FY25
<b>Improve System Capacity</b>	<ul style="list-style-type: none"> <li>TAL PD team capacity building</li> <li>Select and Install LMS</li> </ul>	<ul style="list-style-type: none"> <li>DCPS Central Office capacity building</li> </ul>	<ul style="list-style-type: none"> <li>DCPS and charter LEA site capacity building</li> </ul>	<ul style="list-style-type: none"> <li>DCPS and charter LEA site capacity building</li> </ul>	<ul style="list-style-type: none"> <li>DCPS and charter LEA site capacity building</li> </ul>
<b>Launch and Sustain Professional Learning Framework (PLF)</b>	<ul style="list-style-type: none"> <li>PLF Planning and Launch</li> </ul>	<ul style="list-style-type: none"> <li>DCPS Inclusive Leader Cohort (Central Office)</li> <li>PD open to all educators</li> <li>Micro-credentials launched</li> <li>Family series begins</li> </ul>	<ul style="list-style-type: none"> <li>Inclusive Leader Cohort</li> <li>PD open to all educators</li> <li>Expand micro-credential pathways</li> <li>Family series continues</li> </ul>	<ul style="list-style-type: none"> <li>Inclusive Leader Cohort</li> <li>PD open to all educators</li> <li>Micro-credentials continue</li> <li>Family series continues</li> </ul>	<ul style="list-style-type: none"> <li>Inclusive Leader Cohort</li> <li>PD open to all educators</li> <li>Micro-credentials continue</li> <li>Family series continues</li> </ul>
<b>Program Management and Evaluation</b>	<ul style="list-style-type: none"> <li>Refine measurement tools</li> <li>Train program assessors</li> </ul>	Baseline assessments & data collection	Baseline and formative assessments & data collection	Baseline and formative assessments & data collection; analysis	Baseline and formative assessments & data collection; analysis

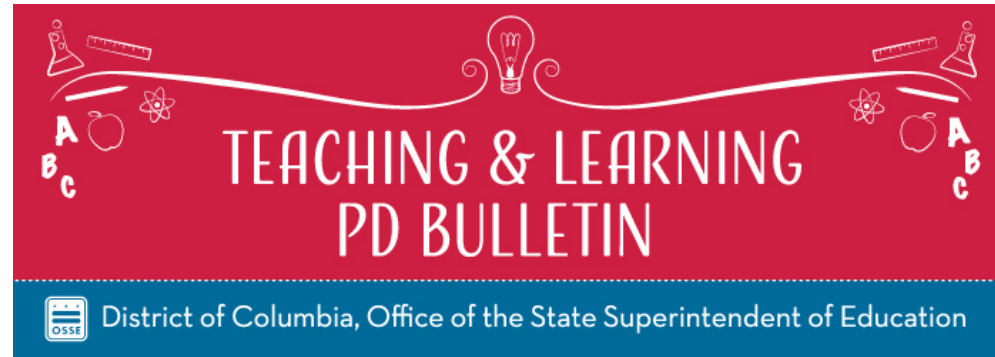


# Secondary Transition 101 Training Series

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.

<b>Session 1</b> Legal & Theoretical Background	<b>Session 2</b> Parts of the Transition Plan Pt 1	<b>Session 3</b> Parts of the Transition Plan Pt 2	<b>Session 4</b> The Final IEP
<a href="#"><u>January 21, 2021</u></a> <a href="#"><u>4-5:30 pm</u></a>	<a href="#"><u>January 28, 2021</u></a> <a href="#"><u>4-5:30 pm</u></a>	<a href="#"><u>February 4, 2021</u></a> <a href="#"><u>4-5:30 pm</u></a>	<a href="#"><u>February 11, 2021</u></a> <a href="#"><u>4-5:30 pm</u></a>
<b>or</b>	<b>or</b>	<b>or</b>	<b>or</b>
<a href="#"><u>February 18, 2021</u></a> <a href="#"><u>4-5:30 pm</u></a>	<a href="#"><u>February 25, 2021</u></a> <a href="#"><u>4-5:30 pm</u></a>	<a href="#"><u>March 4, 2021</u></a> <a href="#"><u>4-5:30 pm</u></a>	<a href="#"><u>March 11, 2021</u></a> <a href="#"><u>4-5:30 pm</u></a>

# 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.](#)



# 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](https://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.



**Thank You!**

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# Upcoming SPED POC Webinar

**NEXT WEBINAR:**

**Wednesday, Feb. 17, 2020, 10-11 a.m.**

Register at: [attendee.gotowebinar.com/register/4767490523556045838](https://attendee.gotowebinar.com/register/4767490523556045838)





# Appendix

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# 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	<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.Hilton@dc.gov">Dawn.Hilton@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>