



LEA Special Education Point of Contact Monthly Webinar

Jan. 17, 2024

OSSE Division of Systems and Supports, K-12 (K12SS)
OSSE Division of the Chief Information Officer (CIO)
OSSE Division of Student Transportation (DOT)
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

- Policy Reminders and Updates
- Individuals with Disabilities Education Act (IDEA) Monitoring Reminders and Updates
- Transportation Reminders and Updates
- Special Programs Reminders and Updates
- Nonpublic Placement Reminders and Updates
- Teaching and Learning Reminders and Updates
- Announcements and Reminders



Policy Reminders and Updates



A Role Description for LEAs

The LEA Special Education Point of Contact (POC) serves as the liaison between the LEA and the Office of the State Superintendent of Education (OSSE) for activities and responsibilities related to special education. This includes the implementation of all facets of special education, including data and information management, compliance activities and coordination of training and development. This description can support LEAs to identify and outline expectations for staff to play this important role.



LEA Special Education POC Responsibilities	
DATA AND INFORMATION MANAGEMENT	
<ul style="list-style-type: none"> • Read, share and train school staff on special education policy and guidance. • Leverage OSSE policy and guidance to support compliant LEA policies and practices. • Leverage student-level data and data systems to identify needs for supporting technical assistance and professional development. • Train, share knowledge and ensure staff training on OSSE data systems supporting students with disabilities. • Collaborate with LEA Data Manager to manage LEA access and use of special education data systems. • Coordinate data systems troubleshooting by submitting OSSE Support Tool (OST) tickets on behalf of the LEA. • Collaborate across the LEA to ensure required data submissions are completed (e.g., enrollment, Transportation Request Forms [TRFs], alternate assessment applications, and Extended School Year [ESY] Certifications). • Support designation of appropriate special education user roles in the All-Staff Data Collection in the Integrated Data Submission (IDS). 	
COMPLIANCE ACTIVITIES	
<ul style="list-style-type: none"> • Coordinate correction of student and LEA-level non-compliance with special education requirements. • Collaborate with OSSE monitoring teams to support program improvement. • Support development of internal policies and processes to govern LEA implementation of special education obligations. • Coordinate internal activities to review LEA compliance with special education requirements prior to OSSE reviews. • Support LEA responses to due process complaints, state complaints, and requests to resolve parent concerns regarding special education. • Conduct data collection and reporting to OSSE of Child Outcome Summary (COS) information. 	
TRAINING AND DEVELOPMENT COORDINATION	
<ul style="list-style-type: none"> • Read, share, and train LEA staff on OSSE resources for evidence-based practices to improve programs. • Coordinate LEA participation in OSSE training opportunities. • Facilitate implementation of OSSE-directed technical assistance and supports to improve LEA practices. • Participate in trainings for specific responsibility areas and continuing professional development specific to this role. 	

Role Designation

LEAs may designate their LEA Special Education POC to OSSE in the way that best meets the needs of the LEA, considering size and staffing structures of the organization. LEAs may designate more than one LEA Special Education POC to ensure appropriate capacity for the responsibilities described in this role description. Staff serving in this role should work with the LEA's Data Manager to ensure that they are appropriately designated as an LEA Special Education POC in OSSE's All Staff Data Collection in IDS to facilitate appropriate access to data systems and to ensure they receive all official OSSE communications for this role.

New Resource: LEA Special Education Point of Contact Role Description

OSSE has published the [LEA Special Education Point of Contact \(POC\) Role Description](#). This resource supports LEAs in *identifying appropriate staff* to carry out special education organizational operations, liaise with OSSE and support all facets of special education.

The LEA Special Education POC must be identified in the All Staff submission in the [Integrated Data Submission \(IDS\)](#).



LEA Special Education POC Role

Serve as liaison between your LEA and OSSE for:

- Data and information management;
- Compliance activities; and
- Training and development coordination.

Develop internal policies and protocols related to:

- Accessing and utilizing data systems;
- Completing required data submissions;
- Disseminating and implementing policy and requirements;
- Resolving noncompliance; and
- Escalating issues or questions to OSSE.

Updated OSSE Contact Information for LEA Special Education POCs

Topic	Point of Contact	Email/Phone
Policy & Guidance	Christie Weaver-Harris, 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
Nonpublic Placement	Katie Reda, Placement Oversight Unit	Katie.Red@dc.gov
State Complaints	Kirstin Hansen, State Complaints Team	Kirstin.Hansen@dc.gov
Parent Support	Jasmine Fleming, Special Education Policy Team	Jasmine.Fleming@dc.gov
Evidence-Based Practice	Byul Yim, Division of Teaching and Learning	byul.yim1@dc.gov
Statewide Assessments	Lauren Thompson, Deputy Director of Assessments	Lauren.Thompson@dc.gov
Data Systems & Applications	OSSE Support Tool	OSSE Support Tool
Preschool Special Education	Dawn Hilton, Division of Early Learning	Dawn.Hilton1@dc.gov
	Child Outcomes Summary Data Collection	OSSE.COSFAQ@dc.gov
Student Transportation	Transportation Request Forms: OSSE Support Tool	(202) 576-5520 or DOT.Data@dc.gov
	School Liaisons and Parent Resource Center	(202) 576-5000 <i>(follow prompt for school officials)</i>

OSSE Points of Contact

Please do not submit policy or practice-related questions to the OSSE Support Tool (OST).

Example Question	Appropriate Points of Contact
How do I determine if a student is eligible for Extended School Year (ESY)?	OSSE Policy Team
How do I document ESY eligibility in Special Programs?	OST
How do I create a Prior Written Notice (PWN)?	OST
When do I have to provide PWN?	OSSE Policy Team
What do I write in the PWN?	Internal LEA Policy
What are the requirements for conducting an initial evaluation?	OSSE Policy Team
What sections of the analysis of existing data do I have to complete?	OST
How do I correct an untimely initial evaluation?	OSSE IDEA Monitoring Team





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

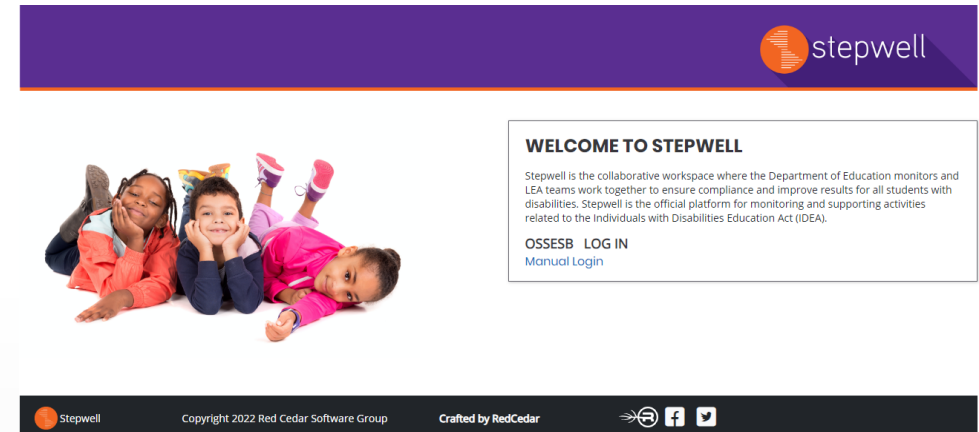
Reports in DC Corrective Action Tracking System (DC CATS)

Report Name	Year in DCCATS	Date of Notification	Prong 1 Due	Prong 2 Due
1. Secondary Transition	2022-23	June 5, 2023	Sept. 3, 2023	June 5, 2024
2. Reevaluation Timeliness	2022-23	June 5, 2023	Sept. 3, 2023	June 5, 2024
3. Initial Evaluation	2022-23	Aug. 11, 2023	Nov. 9, 2023	Aug. 11, 2024
4. C to B Transition Timeliness*	2023-24	Nov. 6, 2023	Feb. 4, 2024	Nov. 6, 2024

Questions about your LEA’s open reports? Please contact Debra Melville at Debra.Melville@dc.gov.

New Monitoring and Compliance Tracking System

- The transition from the District of Columbia Corrective Action Tracking System (DCCATS) to Stepwell has been postponed.
- More information regarding trainings will be available once OSSE confirms the transition date for Stepwell.
- Please continue to use DCCATS until you are notified regarding the transition.



Available Resources for Students with Visual Impairments: Federal Quota Program

The Federal Quota Program provides free materials to eligible visually impaired students.

Congress appropriates funds to American Printing House (APH) to conduct an annual census, maintain data, and provide student materials.

Action Needed: If you have a student that qualifies as having a visual impairment as part of a multiple disability, please contact Dana.Hodges@dc.gov by **Feb. 24, 2024**.



Transportation Reminders and Updates

Student Transportation Family Handbook

The OSSE Division of Student Transportation (OSSE-DOT) has a mission to increase access to learning opportunities for eligible students in the District of Columbia. We aim to provide safe and timely access to quality education for the students we serve with children and families as our top priority. We continue to build upon our partnership with parents and families and offer this handbook as a resource of information related to student transportation for the current school year.

Student Transportation Family Handbook



Special Programs Reminders and Updates

How to Get Special Programs Support

LEAs can get support and training for Special Programs topics via the following resources:

OSSE Support Ticket

Create OST
Response provided
within 8 business
hours

Request Office Hours Support

Get help with specific
issues via
bookings.com link

LEA Training

Request on-site or
Virtual Training
Self-Paced Training
Standard Scheduled
Training

How to Access Special Programs

Prior to accessing [Special Programs](#), the LEA Data Manager **must** add the staff member into the All Staff data collection template in the [Integrated Data Submission](#) (IDS) tool.

Why?

Allows for staff to access OSSE systems, such as the learning management system (LMS) and Special Programs

Who?

The LEA Data Manager can update the All Staff

How long does it take?

Next Business Day

To view the LEA Point of Contact (POC) roles in the IDS, click [here](#).

Digital Signature Updates


- Documents sent via Digital Signature should be sent in Review Status to Parent/Guardian/Staff
- Document Delivery must be completed after the document has been signed by Parent/Guardian/Staff. See **Digital Signature Details**.

Digital Signature Details ✕

Document:
(Document will be available for download once signing is complete)

Submitted By:
ADMIN (Security Administrator - Rita Larkins) on 01/16/2024 Tue, 12:12 PM

Status:
Processing

Signer Roles	Signer Name	Email Address	Status	Options
Parent Sign	Mom Lemus	momlemus@yahoo.com	Processing	

Primary Disability

- Primary Disability has been added to the Cover Page of the IEP Document

INDIVIDUALIZED EDUCATION PROGRAM (IEP)			
Student Information			
Student: Special Test Program	USI:	Local ID: 12341	DOB: 10/21/2015
Grade:		Gender: Female	Language: English
Student Address:			Case Manager:
LEA Information			
LEA Enrollment:		School Site:	
School Address:		School Phone:	
Eligibility/IEP Information			
Last Eligibility Meeting Date:		Last IEP Annual Review Meeting Date:	
Disabilities			
Primary Disability: Emotional Disability		Secondary Disability: None	

Staff Profiles

- Direct Services Part B profiles displays the services the provider can offer
- Includes special education teachers and related service providers

Profile Documents Events Security

Direct Services Part B ▾ | **Add New Direct Service Part B** Print

Direct Services Part B for Staff: System Administrators STAFF028 (STAFF028)

	Staff	Consultation Services	Related Services	Special Education Services	Service Type
	STAFF028, System Administrators		Behavioral Support Services		Related Services
	STAFF028, System Administrators	Parent Counseling and Training (Related)			Consultation Services

Staff Profile - License

- License Profile contains related service provider license information and should be updated on the license profile.

The screenshot shows a web form titled "Editing Profile: Rita Larkins (EF115DE4_1057_4371_9278_8C468C7325D8) Section: Licenses Form". At the top, there are two buttons: "Accept Changes" (in blue) and "Cancel Editing" (in white). Below this is a tab labeled "Licenses Form". The form contains several fields: "Issuer Name" with a dropdown menu currently set to "(none)"; "License Number" with a redacted text input field; "License Type" with a dropdown menu currently set to "(none)", which is open to show a list of options: Occupational Therapist, Physical Therapist, Psychologist, SLP Clinical Fellow, Social Worker, Speech-Language Pathologist, and Speech-Language Pathology Assistant; "Issuing State" with a redacted text input field; "Start Date" with a redacted text input field; "End Date" with a redacted text input field; "Additional Notes" with a large text area; and "Attach Document" with "Browse" and "Drop File Here" buttons. At the bottom of the form, there are two more buttons: "Accept Changes" (in blue) and "Cancel Editing" (in white).

Service Capture – Areas Addressed

Service Capture options have been updated for the following IEP Services:

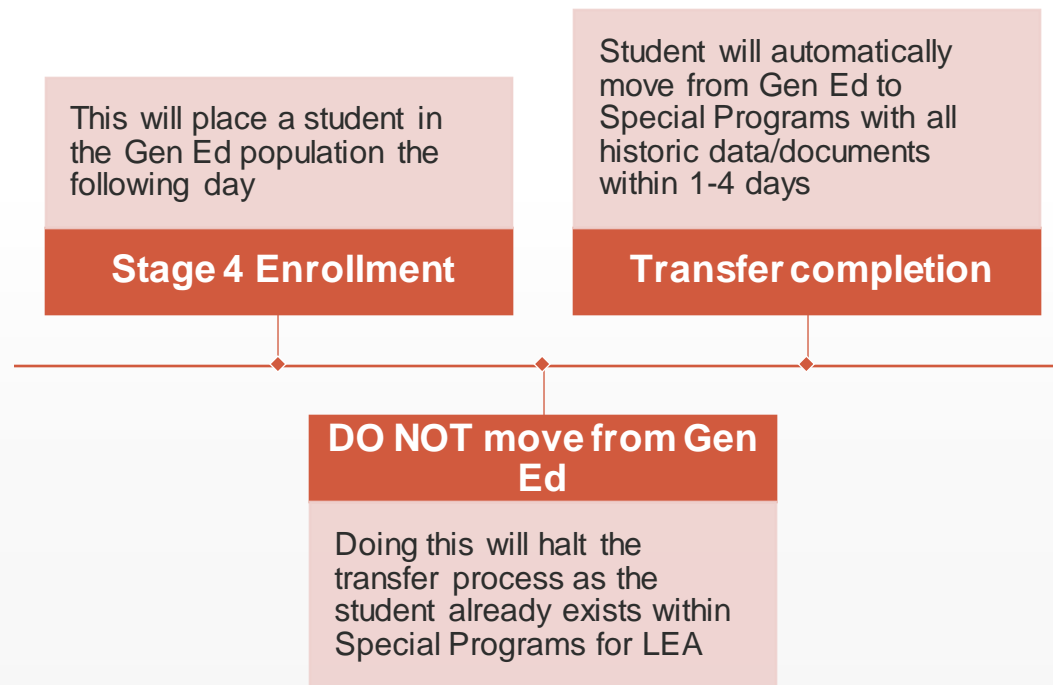
- Behavioral Support Services
- Social Work Services
- Counseling
- Psychological Services

Areas Covered/Assessed:

- Behavior Management
- Crisis Intervention and Management
- Group Counseling
- Individual Counseling
- Parent Counseling/Training with Student Present
- Parent Counseling/Training without Student Present*

Student Transfers Reminder

- The Student Transfer process begins when a student becomes Stage 4 at the school they are entering, and the automation completes when historic data/documents appear in the entering school. If this process is interrupted, the historic data/documents will not transfer.





Nonpublic Placement Reminders and Updates

Contacts for Nonpublic School Support

- For questions regarding change in placement, least restrictive environment, continuum of alternative placement, or service locations, please contact: Katie Reda (Katie.Red@dc.gov).
- For questions about out of state placements made by other agencies, please contact: Katie Reda (Katie.Red@dc.gov).
- For questions about nonpublic school certificate of approval monitoring, please contact Sharon Powell (Sharon.Powell@dc.gov).
- For any IDEA compliance questions, including for students attending nonpublic schools, please contact your OSSE IDEA monitoring point of contact.
- Should a nonpublic school contact you with any funding questions, please have them contact: Tessa Haiden (Tessa.Haiden@dc.gov).
- For any data system issues with Special Programs or TRFs, please submit an OST ticket.
- Lastly, if you are ever unclear of who to contact at OSSE about an issue regarding nonpublic schools, please contact: Katie Reda (Katie.Red@dc.gov).

Additional Resources to Support Students Needs

Parent and Adolescent Support Services (PASS)

- [PASS](#): Intensive Case Management (ICM) program, Functional Family Therapy (FFT), Crisis Stabilization Team (PCAST)
- **Eligibility:** Voluntary program open to families of DC youth; 10 to 17 years old. Parents/guardians and the youth must commit to participating in the case planning process and recommended services. Families are not eligible for PASS if they have an open case with Child and Family Services Agency (CFSA), or if the youth has an active case with Court Social Services (CSS) or Department of Youth Rehabilitation Services (DYRS).

Child Sex Trafficking and Exploitation Awareness

- LEA/School Level Training is offered by the Office of the Attorney General (OAG)
- Contact Caren Schiffman, Assistant Attorney General at caren.schiffman@dc.gov

Additional Resources to Support Students Needs

988 Suicide and Crisis Lifeline

- Anyone experiencing a mental health, substance use, or suicidal crisis will be able to dial "988" and the National Suicide Prevention Lifeline will connect individuals to locally operated crisis centers. Family and friends can also call "988" if they are worried about a loved one who may need crisis support.

Department of Behavioral Health (DBH) Drug and Alcohol Treatment Services

- [DBH Drug and Alcohol Treatment Services](#) - DBH offers treatment and support for teens and young people up to age 21 seeking help for drug or alcohol challenges. The website lists the certified community-based providers available for appointments.

Families Success Centers

- [Families Success Centers](#) - The centers offer programs such as nutrition workshops, professional development training, stress management and parenting classes.

Key Reminders for Change in Placement (CIP)/Change in Location (CIL) - LEA Support and Parent Participation

Before the meeting:

- LEAs and parents should be prepared to participate in meetings and respond to OSSE's requests for documents.
- LEAs should provide support for parental understanding of the process, including participation in the service location process.

During the service location process:

- LEAs should ensure parents respond to emails and/or phone calls from nonpublic schools;
- Ensure that parents and students are completing visits; and
- Support parents with transportation concerns.

After the referral to the service location:

- OSSE will notify the parent and LEA which nonpublic school has been referred for service location. OSSE will additionally send notification to the parent, LEA and nonpublic school with the request to hold the IEP meeting so a notice of service location can be issued.
- The LEA is then responsible for scheduling and holding the meeting with the parent and nonpublic school. Once the meeting is held, the LEA will forward OSSE the PWN.



Teaching and Learning Reminders and Updates

Dyslexia Awareness

The OSSE [Dyslexia DC](#) landing page offers an overview of [DC Law 23-191 Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020](#). The page includes the [2022-23 School Year Approved Kindergarten - 2nd Grade Universal Screeners](#) and other resources to support implementation.



OSSE's three-part **dyslexia awareness course** is for all educators serving grades kindergarten through grade 12 who lead and support literacy instruction and language development. Participants can earn up to 16 professional learning units (PLUs) for completion of all three modules. Please register [here](#). For questions, please contact Dustin Tamsen at: Dustin.Tamsen@dc.gov.

Implementation of *DC Law 23-191 Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020*

Professional Development

- Over 13,961 educators established accounts in OSSE's Learning Management System (LMS).
- 12,880 educators have completed the Dyslexia Awareness Modules.
- The Dyslexia Awareness Modules are an annual requirement. The next modules will be released in February and will be differentiated for Pre-K, K-5, and adolescent to adult learners.

Universal Screening

- Mid-Year screening of K-2 students.
- "Universal Screener Data Analysis Training" available in the LMS.

Compliance

- OSSE's [Dyslexia Compliance Reporting page](#) will be updated at the end of the month.

Technical Assistance

- For questions, please contact Dustin Tamsen at Dustin.Tamsen@dc.gov.

NEW: Adolescent Literacy Training: Addressing Learning Gaps with Syllable Instruction

OSSE is pleased to announce the first of a series of trainings on adolescent literacy. This first offering is an opportunity for 4th–12th-grade teachers, literacy coaches, special educators, multilingual educators, and administrators to undergo training on multisyllabic word instruction by The Literacy Architects.

This training includes:

- Approximately six hours of asynchronous coursework
- Time dedicated to applying learned skills in their classrooms (approximately 6 hours)
- Opportunity to attend two 90-minute synchronous sessions to explore and practice instructional routines in more detail (Session 1: covering Modules 1–3; Session 2: covering Modules 4–6) (3 hours total)
- The total time commitment is approximately 12–15 hours.***

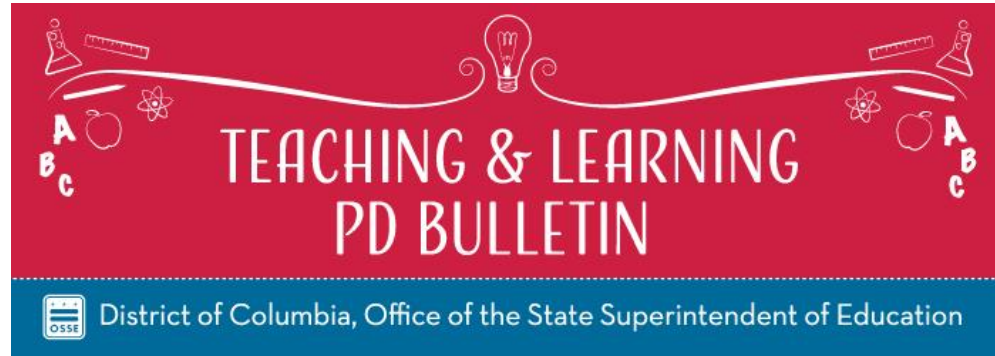
[Register Here](#). Participants will receive 12 PLUs for the asynchronous coursework and an additional 4 PLUs for the facilitated sessions. For questions, please email Vaani Gupta at Vaani.Gupta@dc.gov

Reminder: Secondary Transition Resource Hub



OSSE is excited to announce our enhanced [Secondary Transition Resource Hub](#)! Explore comprehensive information on the Secondary Transition process and discover valuable resources within the hub. The resource was built upon five key strategies to support students with disabilities at every stage. These five key strategies are **Evidence-Based Practices, Family Partnerships, Professional Learning, Self-Determination and Strategic Collaboration.**

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.](#)



Announcements and Reminders

Early Childhood Community of Practice

The Early Childhood Special Education Community of Practice is an authentic opportunity for participants to collaborate with other professionals and improve learning outcomes for children with disabilities, ages 3 to 5. The sessions will occur on the fourth Wednesday of each month

Join us: Feb. 28 from 10-11 a.m.
Topic: Family engagement Strategies
Register ([link](#))

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

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.

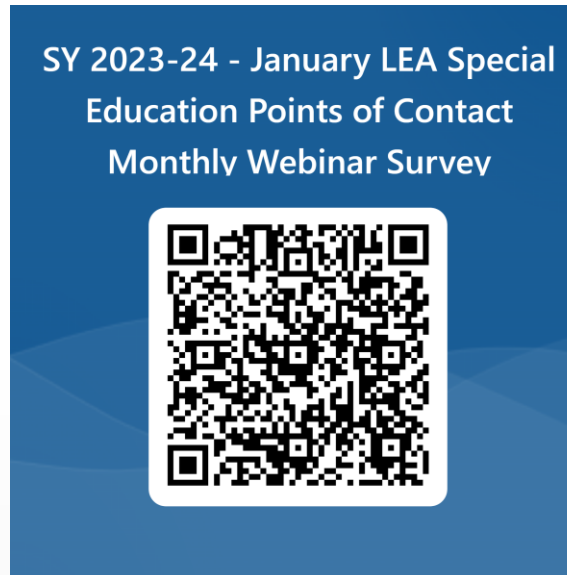
Upcoming LEA SPED POC Webinar

NEXT WEBINAR:

Feb. 21 at 10 a.m.

Complete our Survey

Please provide your feedback on the January 2024 LEA SPED POC Webinar:



[Link to Survey](#)



Thank You!



Appendix

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- 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.