

**The LEA Special Education
Point of Contact Monthly
Webinar will begin
momentarily.**

**A copy of today's
presentation is available for
download through
GoToWebinar. To access,
expand the 'Handouts' menu.**





**LEA Special Education Point of
Contact Monthly Webinar
July 15, 2020**

AGENDA

- Introduction
- Policy Reminders and Updates
- IDEA Monitoring Updates
- LEA Guidance for Timely Transportation Services for the 2020-21 School Year
- End of Year SEDS Closeout
- Child Outcome Summary
- Announcements & Reminders



Policy Reminders and Updates

COVID-19-Related OSSE Guidance Issuance: **IDEA Part B FAQ**

- On May 29, 2020, OSSE issued the [IDEA, Part B Provision of FAPE Frequently Asked Questions](#) to address:
 - IDEA Part B procedures;
 - Waiver of licensure requirements for healthcare providers;
 - LEA recovery planning and compensatory education, and
 - Enrollment of students with disabilities in DC LEAs.

COMING SOON

- **OSSE Guidebook for the 2020-21 School Year: IDEA, Part B Provision of FAPE Guidance Related to Distance and Blended Learning**

C-to-B Transition Overview

Under the Individuals with Disabilities Education Act (IDEA), LEAs shall ensure a smooth and effective transition of children from IDEA Part C early intervention services to IDEA Part B preschool special education and related services, including ensuring that:

1. The LEA participates in transition planning conferences, as appropriate;
2. The LEA develops an individualized education program (IEP) by the child's third birthday; and
3. The LEA implements the IEP by the child's third birthday.

Additional information and guidance available on the [OSSE website](#).

34 CFR §300.124



Tracking the First Provision of Specialized Instruction

For the 2020-21 school year, LEAs continue to be required to document the first provision of specialized instruction for the following students:

- Students at/ around the age of 3 transitioning from Part C;
- Students at/ around the age of 4 transitioning from an Extended IFSP; and
- Students ages 3 through 5 newly determined eligible for special education, including children transferring from out of state.

LEAs are NOT required to document specialized instruction:

- On an ongoing basis;
- After a student's IEP has been revised or amended if the LEA has previously documented the provision of specialized instruction under the prior IEP;
- Students younger than age 6 continuing within the LEA with a current eligibility determination and who have previously received specialized instruction; and
- Students younger than age 6 transferring from another LEA who have previously received specialized instruction.

Please see [OSSE Dear Colleague Letter](#) and [training](#).

Toileting Policies & School Enrollment

- Children should not be excluded from school-based toileting ability.
- Toileting skill delays may be caused by a disability identified under IDEA. Exclusion of a student from education due to toileting delays resulting from that disability constitutes discrimination.
- LEA handbooks and parent guides should clearly state **exceptions** to toileting expectations and “school readiness” definitions based on consideration of students with disabilities.

Key Policies/Guidance for School Start Up

OSSE special education policies: <http://osse.dc.gov/service/specialized-education-local-policies>

- Comprehensive Child Find System Policy
- Part B Initial Evaluation and Reevaluation Policy
- IEP Process Policy
- IEP Implementation for Transfer Students Policy
- Policies and Procedures for Placement Review
- Special Education Transportation Policy
- [Rights of Parents of Students with Disabilities: IDEA Part B Notice of Procedural Safeguards](#)

Policy Technical Assistance Resources

Collection of on-demand webinar videos that cover a wide variety of special education topics, including all special education policies. During each webinar, participants will learn:

- The basic tenets of each special education policy
- The laws and regulations underlying each policy
- Best practices in implementing the policies, including case studies
- Documentation of policies and procedures in the Special Education Data System (SEDS)



Available to view on-demand: [Policy in Practice Webinar Series](#)

Additional Special Education OSSE Resources

- Least Restrictive Environment (LRE) Toolkit

<http://osse.dc.gov/publication/least-restrictive-environment-toolkit>

- Positive Behavior Support (PBS) Toolkit

<http://osse.dc.gov/publication/positive-behavior-support-pbs-toolkit>

- Secondary Transition Process Toolkit

<http://osse.dc.gov/publication/secondary-transition-process-toolkit>

Key OSSE Resources

- Nonpublic Program Toolkit

<http://osse.dc.gov/publication/nonpublic-toolkit>

- Standards-Based IEP Guidance

<http://osse.dc.gov/publication/standards-based-individualized-education-program-iep-resource-guide>

- Policy in Practice Webinar Series

<http://osse.dc.gov/service/specialized-education-resources>

- Student-led IEP Initiative: “The Best Me I Can Be”

<http://osse.dc.gov/multimedia/best-me-i-can-be>

In Case You Missed It

- On May 20, OSSE offered a two-hour webinar, ***Serving Students with Disabilities During Periods of Remote or Blended Learning.***
- This webinar served as an introduction to a new LEA toolkit developed to assist LEAs in establishing data-informed policies and procedures for serving students with disabilities in remote and/or blended learning contexts that are consistent with IDEA requirements.
- You can find the recording of the webinar [here](#).



IDEA Monitoring Updates

Overview of IDEA Monitoring Updates

Beginning in the 2019-20 school year, LEAs will be responsible for the following processes in DCCATS to ensure timely correction of noncompliance:

Documentation for Evidence of Correction for Prong 1	Verify Reason for Untimely Initial Evaluations and Reevaluations	Identify Student Files for Prong 2
<ul style="list-style-type: none">• DCCATS will require LEAs to upload evidence of correction in order to mark an item as “corrected.”• This is a current process in DCCATS, however, LEAs have been able to mark an item as corrected without uploading evidence of correction.	<ul style="list-style-type: none">• DCCATS will provide detailed options in the drop down menu for LEAs to verify the reason(s) for untimely initial evaluations and reevaluations.• LEAs will be responsible for identifying reasons for delay to reflect accurate compliance rates.	<ul style="list-style-type: none">• DCCATS will require LEAs to identify which student files OSSE should review for prong 2.• Prior to the 2019 school year, OSSE monitors would randomly select student files to review for prong 2.

Purpose of Untimely Verification Process

The verification of reason(s) for untimely initial evaluations and reevaluations will:

- Allows LEAs to clarify reasons for delay for accurate reporting;
- Provide LEAs with the opportunity to identify areas of improvement in the initial evaluation and reevaluation processes; and
- Provide OSSE with data that can be utilized for targeted training and supports as we increase our efforts for improved compliance.

Untimely Initial Evaluations

Initial Evaluation Dropdown Options in DCCATS:

- Corrected Timely — The initial evaluation was conducted within the 60-day timeline and should not be marked as noncompliant.
- Corrected Untimely — The initial evaluation was conducted but was overdue and outside of the 60-day timeline.
 - Parental Delay — The initial evaluation was untimely due to parental delay in which the LEA must upload the three different contact attempts (reasonable efforts).
 - LEA Delay — Student withdrew from your LEA and reentered your LEA during the 60-day timeline.
 - LEA Delay: Other Reasons — The initial evaluation was held late due to a delay caused by the LEA.
- Student was not enrolled in SEDS on eligibility due date — The student was not enrolled in your LEA on the date the eligibility was due.

Untimely Reevaluations

Reevaluation Dropdown Options in DCCATS:

- Corrected Timely — The reevaluation was conducted timely and should not be marked as noncompliant.
- Corrected Untimely — The reevaluation was conducted but was overdue
 - Parental Delay — The reevaluation was untimely due to parental delay in which the LEA must upload the three different contact attempts (reasonable efforts).
 - LEA delay — Student withdrew from your LEA and reenrolled in your LEA prior to the eligibility due date with 120 days prior to the due date.
 - LEA Delay: Other Reasons — The reevaluation was held late due to a delay caused by the LEA.
- Student was not enrolled in SEDS on eligibility due date — The student was not enrolled in your LEA on the date the eligibility was due.

Parental Delay

Parental delay is typically attributed in a situation where there is clear documentation in the system that:

- The parent is continually unresponsive to LEA attempts to make contact concerning initial evaluation or re-evaluation;
- The parent fails to provide consent; or
- The parent repeatedly misses and/or initiates rescheduling of meetings and evaluations.

Reasonable Efforts for Parental Delay

- Reasonable efforts consist of at least three documented attempts using at least two of the following modalities on at least three different dates:
 - Telephone calls made or attempted and the results of those calls;
 - Correspondence sent to the parents and any responses received; or
 - Visits made to the parents' home or place of employment and the results of those visits.
- Clearly document the purpose of the contact in the communications log, e.g., "Phone call to parent for the purpose of obtaining parental consent for initial evaluation."

Documenting Parental Delay in SEDS

Examples of language that would be included	Examples of language that would not be included
<p>“Called the parent again to schedule an initial evaluation for child and was not able to reach the parent.”</p>	<p>Communications that are only reminders (i.e., “called to remind parent about the upcoming evaluation meeting.”)</p>
<p>“Sent a letter to the parent indicating that the previously scheduled evaluation meeting had been missed and that a new meeting needs to be scheduled.”</p>	<p>Communications that are repeated phone calls to a disconnected phone number/email address do not count; only the first instance of trying to contact the parent and not being able to reach them may count toward parental delay.</p>
<p>“Texted the parent to reschedule missed evaluation session, but received no response.”</p>	<p>Communications that are ambiguous and do not explicitly communicate delays in the evaluation process: examples include:</p> <ul style="list-style-type: none"> - “Texted the parent because I had not heard from her.” - “Called the parent to schedule a meeting.” - “Emailed parent about the evaluation process.”
<p>“Parent said that the family will be out of the country for three months and would like to wait until they return to continue the evaluation process.”</p>	

Overview of IDEA Monitoring Updates

Beginning in the 2019-20 school year, LEAs will be responsible for the following processes in DCCATS to ensure timely correction of noncompliance:

Documentation for Evidence of Correction for Prong 1

- DCCATS will require LEAs to upload evidence of correction in order to mark an item as “corrected.”
- This is a current process in DCCATS, however, LEAs have been able to mark an item as corrected without uploading evidence of correction.

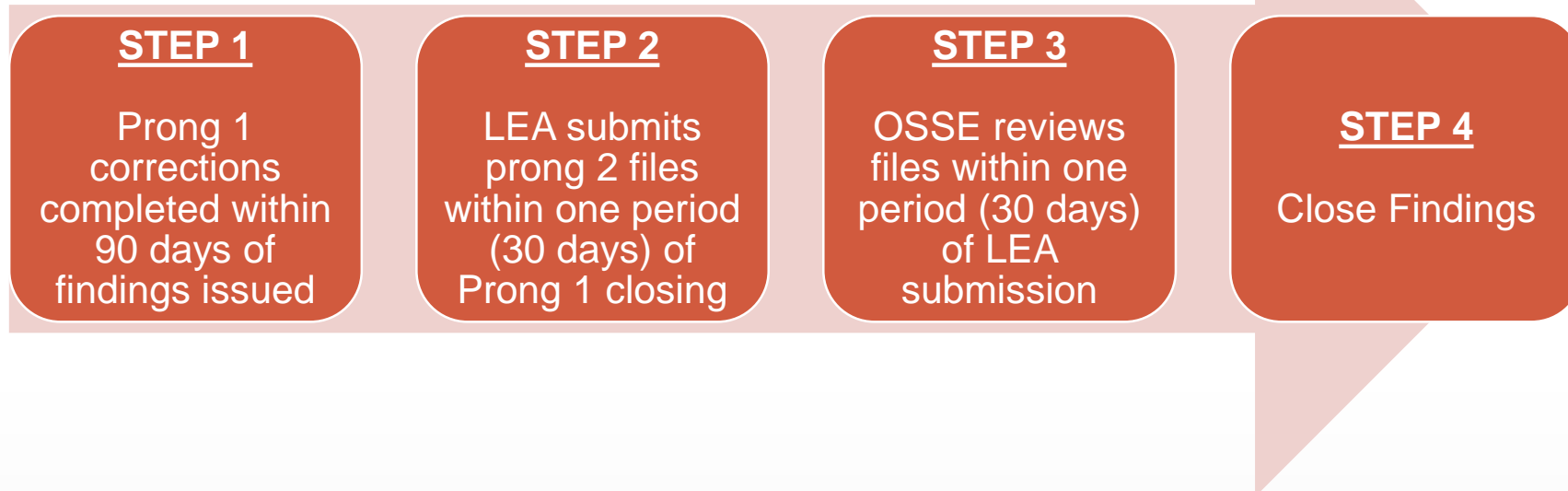
Verify Reason for Untimely Initial Evaluations and Reevaluations

- DCCATS will provide detailed options in the drop down menu for LEAs to verify the reason(s) for untimely initial evaluations and reevaluations.
- LEAs will be responsible for identifying reasons for delay to reflect accurate compliance rates.

Identify Student Files for Prong 2

- DCCATS will require LEAs to identify which student files OSSE should review for prong 2.
- Prior to the 2019 school year, OSSE monitors would randomly select student files to review for prong 2.

IDEA Monitoring Timeline for Correction of Noncompliance



- If LEA does not submit prong 2 files within two periods (60 days), OSSE may conduct an on-site visit to the LEA.
- If OSSE determines submitted files are not compliant, LEA must correct all identified noncompliance and submit additional files for prong 2 files.
- If LEA does not engage in this process, OSSE will pull the files without LEA engagement. This may lengthen the process and impact the LEA's overall compliance rates.

Prong 2 Changes

Old Prong 2 Process	New Prong 2 Process
Monitors pull a random sample of current files from SEDS to review	LEA will select current student files for OSSE to review on a set schedule
Monitors review a number of files depending on the initial numbers on noncompliance and the LEA size (1-10 files)	Monitors will review 1 file per every 5 noncompliant files <i>For example:</i> If an LEA has 8 noncompliant files, LEAs must submit 2 files for review with a maximum of 5 files.
Additional data is sought for the entire year	Additional data will be sought for two consecutive periods

Prong 2 Changes in DCCATS

To learn more about how to identify student files for your OSSE monitor to review as part of the prong 2 process, please watch the following DCCATS tutorial video:

[Prong 2 Tutorial \(Identifying Students\)](#)

Documenting COVID-19-Related Delays in SEDS

In order to document IDEA procedural delays exceeding required regulatory timelines and mutually agreeable extensions of time between the LEA and parent for completion of IDEA procedural requirements LEAs should:

- Issue a prior written notice (PWN) including:
 - The reason for the delay (i.e., unavailability of the student due to COVID-19 health and safety restrictions);
 - What creative and flexible solutions were considered but ultimately determined unavailable; and
 - Any mutually agree to extension of time, if applicable.

Documenting COVID-19-Related Delays in DCCATS

For COVID related delay with and without a new mutually agreed upon due date between LEA and parent:

- LEAs should select “parental delay”;
- Include in the notes section that the delay is COVID-19 related AND the mutually agreed upon new date the meeting or evaluation will take place, if applicable; and
- Upload the applicable PWN into DCCATS as evidence.

Upcoming Monitoring Activities

July 2020

- Reevaluation Timeliness for Q4 (April 1, 2020 – June 2020)
- Initial Evaluation Timeliness for Q4 (April 1, 2020 – June 2020)
- Significant Disproportionality

August 2020

- Significant Discrepancy and Disproportionate Representation
- Secondary Transition Requirements
- C to B Transition Timeliness for FFY 19 (Q1 – Q4: July 1, 2019 – 2020)

September 2020

- Issuance of IDEA LEA Determinations



**DOT LEA Guidance for Timely
Transportation Services
2020-21 School Year**

LEA Considerations/Decisions for 2020-21

As we shift toward preparation for the 2020-21 school year, these are key preparation items that LEAs will need to consider and decide. They will be critical in preparing transportation services for eligible students that will be receiving any *in-person* education for the 2020-21 school year.

Student Level

- Student assignments: How will students be assigned to a particular schedule?
 - i.e., which students will be in school on which days
- Prioritize service preparations and data submissions for students with disabilities.
 - i.e., submit the required school calendars and transportation requests forms

Notes

- If the considerations and decisions are delayed into the transportation preparation time, LEAs should consider and prepare to utilize the parent or LEA reimbursement options
- If your LEA is not offering in-person services for students with disabilities, no action is required

LEA Transportation Guidance for 2020-21

These are the key operational processes for LEAs to make note of, in order for OSSE DOT to appropriately complete start of school preparations and to deliver timely service at the start of the new school year.

Category	Milestone/ Process step	Owner	Deadline
Data Submissions	Submit school calendars in TOTE (Calendar upload assistance can be provided- Contact TOTE Support)	LEA	July 6, 2020 – July 24, 2020
	Submit student transportation request forms (TRFs) in TOTE	LEA	July 6, 2020 – July 24, 2020
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	July 24, 2020 – Aug. 21, 2020

- The dates in the table above are based on start dates between Aug. 24 and Aug. 31, 2020
- DOT will conduct outreach to LEAs that have start dates on or before the week of Aug. 24, 2020
- LEAs data submissions should be no fewer than 20 business days (four weeks) prior to their first day of school
- TOTE Support can be reached Monday-Friday, 8 a.m.-4:30 p.m. at (202) 576-5520 or dot.data@dc.gov

TOTE Training Dates for 2020-21

Location: Online TOTE Training via Microsoft Teams

The attendees will still need to register for the class using the following link: [TOTE Training Link](#)

Time: 10 a.m.-12 p.m.

Dates:

- July 15, 2020
- July 22, 2020
- July 29, 2020
- Aug. 5, 2020
- Aug. 12, 2020



**End of Year Close Out in
SEDS**

End of Year Administrative Tasks

Service Logging

- Providers should enter all service logs.
- Create service trackers.

Progress Reports

- Progress Reports for all students should be entered
- Case managers will finalize Progress Reports

End of Year Service Logging for the 2019-20 school year should be **completed before** the start **of the next school year.**

End of Year Administrative Tasks

Graduating Students

- Complete Summary of Performance
- Complete Graduation with Diploma form, or
- Prior Written Notice

Age Out and Administrative Exits

- Complete the process for the administrative exits, PWN and or Age Out forms

Documentation for the 2019-20 school year should be completed **before the start** of the **next school year**.



Child Outcome Summary Updates

The Child Outcomes Summary (COS)

The June 2020 COS exit data collection for each eligible child should be submitted in DC CATS no later than 5 p.m. on Friday, July 31, 2020. Eligible children include:

- Pre-K students who were promoted to kindergarten;
- Pre-K students who turned age 6;
- Pre-K students who transferred out-of-state this school year; or
- Pre-K students who were exited from preschool special education.

The Child Outcomes Summary (COS)

When completing the exit rating, the LEA is expected to use reasonable efforts to obtain and use available information reflective of the student's current functional abilities. Sufficient information might include, but is not limited to:

- Student work;
- Observation data;
- Assessments completed prior to school building closures;
- Informal assessments, such as parent or caregiver interviews or teacher notes from virtual learning sessions; or
- Formative assessments administered virtually.



Reminders and Announcements

LEA Toolkit: Serving Students with Disabilities during Periods of Distance or Blended Learning

The [purpose of this document](#) is to provide foundational guidance and concrete, actionable resources for local education agencies (LEAs) as they establish and implement policies and procedures for distance and/or blended learning contexts that are consistent with Individuals with Disabilities Education Act (IDEA) requirements. You can find the toolkit and associated resources here:

<https://osse.dc.gov/page/serving-students-disabilities-during-periods-remote-or-blended-learning>

Summer 2020 Professional Development

How Do I Find All Summer 2020 PDs?

OSSE's Division of Teaching and Learning (TAL) is hosting more than 50 sessions of virtual PD this summer.

To view a list of all Summer 2020 PD sessions, please view the [June 2020 TAL PD Bulletin](#) and [subscribe today](#) to receive the monthly newsletter.

How Do I Register?

Beginning this summer, and moving forward into the fall, all OSSE TAL PD trainings will be advertised and open for registration within the [OSSE Training Registration app](#) in QuickBase.

For questions, please contact the [relevant member of the TAL PD Team](#).

LEA Special Education POCs: Critical Trainings

Monthly Webinar for ALL LEA SE POCs

- Wednesday, July 15, 2020, 10-11 a.m. [Register here](#)
- Wednesday, Aug. 19, 2020, 10-11 a.m. [Register here](#)

New LEA SE POC Orientation

Tuesday, July 21, 2020, 9-10:30 a.m. [Register here](#)

This session is for LEA Special Education POCs who are new to their role, and will include an overview of roles and responsibilities, including SEDS administrative tasks, introduction to relevant data systems and apps (Qlik, OSSE Support Tool, SEDS, SLED, DC CATS), overview of OSSE's IDEA monitoring process and special education policy, and methods for receiving ongoing support and communication.

SEDS Train-the-Trainer Sessions for New LEA SE POCs

- [July 22: SEDS Eligibility Process Train the Trainer](#)
- [July 22: SEDS IEP Process Train the Trainer](#)
- [July 23: Related Service Provision Documentation](#)



All training sessions will be held virtually, and will be recorded.

T.A. Series: Serving Students with Disabilities During Periods of Remote or Blended Learning

This three-part webinar series, patterned after the [new LEA Toolkit](#), will provide school leaders, special education points of contact, and special education teachers with concrete resources that they can reference as they work to mitigate regression and plan for recovery for all students, including and especially those receiving special education services.

July 29: [Part 1: Balancing LEA Discretion and Flexibility](#)

Aug. 5: [Part 2: Ensuring Transparency and Collaboration](#)

Aug. 12: [Part 3: Data-driven Supports LEA Toolkit and Additional Resources](#)

LEA Transportation POCs: Critical Trainings

Monthly Webinars

- All LEA Transportation POCs should plan to participate in the monthly **LEA Special Education POC webinars**. In this sessions OSSE will share start-of-school updates and information relevant to Transportation POCs.
 - **Wednesday, July 15, 2020, 10-11 a.m.** [Register here](#)
 - **Wednesday, Aug. 19, 2020, 10-11 a.m.** [Register here](#)

Transportation Online Tool for Education (TOTE) 2.0 System Upcoming Trainings

- Required for any Transportation POC who has not yet been trained on TOTE 2.0.
 - **Tuesday, July 21, 2020, 3-4 p.m.** [Register here](#)
 - Additional training sessions held on **Wednesdays in July and August, 10 a.m.-12 p.m.** [Search for a session here](#).



All training sessions will be held virtually, and will be recorded.

New LEA Transportation POC Orientation

Tuesday, July 21, 2020, 1-2:30 p.m.

This session is for LEA Transportation POCs in their role two or fewer years.

This session will discuss the various roles of OSSE, LEAs, and families when working together to ensure data accuracy and timely submission of transportation requests.

This session will discuss the LEA reimbursement policy and other ways LEAs can plan ahead to ensure eligible students enrolled late in the summer are still transported to school on the first day.

The session will also provide tips for leveraging key data reports and quickly resolving data errors.

[Register here](#)

Early Access to Incoming Student Data: Tools for Schools

Learn more about OSSE's Early Access to Student Data Qlik applications by viewing these resources and pre-recorded trainings:

- [May 12, 2020 Overview of all Early Access Qlik apps](#)
- [Getting Started with Early Access to Students with Disabilities Data](#)
- [Getting Started with Early Access to English Learners Data](#)
- [Getting Started with High School Transition \(Bridge to High School Data Exchange\)](#)

Purpose of Apps: Preview of student-level data for students who are **pre-enrolled in but not yet attending** an LEA to enable LEAs to plan effectively to serve these student populations.

Target Audience: School Counselors, LEA Data Managers, Special Education Points of Contact, English Learner Coordinators, and all other administrative staff who plan to access and use one or more of the apps.

SEDS Trainings & Resources

Archived Resources:

- Getting Started with SEDS: Related Service Provision 101 (webinar recording)
<https://osse.dc.gov/node/1288166>
- Navigating the Initial Eligibility Process in SEDS (webinar recording)
<https://osse.dc.gov/node/1317041>
- [SEDS Basic User Guide](#) (200-page manual with step-by-step instructions & screenshots)



Thank You!

OSSE Points of Contact

Data systems access, training, and troubleshooting, including SEDS issues:
OSSE Support Tool or DAR Liaison

Policy questions: OSSE.DSEpolicy@dc.gov or Christie.Weaver-Harris@dc.gov

TOTE and transportation: (202) 576-5520 or DOT.data@dc.gov

Special education monitoring: Karen.Morgan-Donaldson@dc.gov or your LEA
state rep

Statewide assessment questions: OSSE.Assessment@dc.gov

NEXT WEBINAR:

Wednesday, Aug. 19, 2020 10-11 a.m.

