



New LEA Special Education Point of Contact Orientation

Summer 2021 Start of School Training Series

OSSE Division of Systems and Supports, K-12 (K12SS)

OSSE Division of the Chief Information Officer (CIO)

OSSE Office Division of Teaching the Chief Information Officer and Learning (TAL)

Agenda

9 - 9:10 a.m.	Introduction to the Role of the LEA Special Education Point of Contact (LEA SE POC)
9:10 - 9:30 a.m.	SEDS Administrative Task
9:30 - 9:40 a.m.	Troubleshooting Support: OSSE Support Tool
9:40 - 9:45 a.m.	BREAK for Q&A
9:45 - 10 a.m.	Special Education Policy Review
10 - 10:15 a.m.	IDEA Monitoring Activities
10:15 - 10:20 a.m.	Special Education Placement Process
10:20 - 10:25 a.m.	Working with Nonpublic Schools SEDS Access for Nonpublic Schools
10:25 - 10:30 a.m.	Close Out, Q&A



The Role of the LEA Special Education Point of Contact (LEA SE POC)

The Role of the LEA SE POC

- Each LEA is required to have an LEA Special Education Point of Contact (LEA SE POC) who serves as OSSE's main point of contact with LEAs for the purpose of special education.
- LEA SE POC responsibilities remain largely the same from year to year, with some modifications according to LEA-level or state-level needs.
- Monthly LEA SE POC webinars will highlight any new responsibilities that may arise over the course of the school year.

The Role of the LEA Special Education POC (LEA SE POC)

Policy & Guidance

- Act as the LEA's liaison with OSSE for special education policy and guidance updates and clarifications.
- Identifies key areas of need for TA & PD.

Monitoring & Compliance

- Act as the LEA's liaison with the OSSE for the purpose of IDEA Part B monitoring.
- 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 multiple staff members to serve in this role, and may divide duties as they see fit to best meet the needs of the LEA.
- Must be listed in the [eSchoolPLUS contact list](#) in the LEA SE POC role in order to receive official OSSE communications intended for LEA SE POCs. (LEA Data Manager [controls this list](#).)



LEA SE POCs must work together with other key LEA POCs

LEA Assessment POC

- Work together to ensure students with disabilities receive appropriate assessment accommodations, as documented in IEPs.
- Work together to determine Alternate Assessment eligibility for students with cognitive disabilities.

LEA Transportation POC

- Keep up to date on all transportation policies, guidance, and eligibility criteria.
- Support the LEA Transportation POC to ensure timely submission of all Transportation Request Forms (TRFs).

Pre-K Special Education POC

- Work together to serve 3- to 5-year-old students with disabilities.
- Support Pre-K SE POC in Child Outcomes Summary data collection, 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 coming from DC Early Intervention Program ('Strong Start').
- Coordinate child find duties for young children.

LEA English Learner Coordinator

- Work together to 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

Policy & Guidance

Christie Weaver-Harris, Special
Education Policy Team

Christie.Weaver-Harris@dc.gov

Monitoring & Compliance

Karen Morgan-Donaldson, IDEA Part
B Monitoring and Compliance Team

Karen.Morgan-Donaldson@dc.gov

Evidence-Based Practice

Jennifer Carpenter, Professional
Development Specialist

Jennifer.Carpenter@dc.gov

Preschool Special Education

Dawn Hilton, Special Education Supervisory
Coordinator, Division of Early Learning,

Dawn.Hilton1@dc.gov

Child Outcomes Summary Data Collection

OSSE.COSFAQ@dc.gov

Assessment Accommodations

Michael Craig, Assessment Specialist, Special
Populations, Michael.Craig@dc.gov

Student Transportation

TOTE Support Team: (202) 576-5520 or
DOT.Data@dc.gov



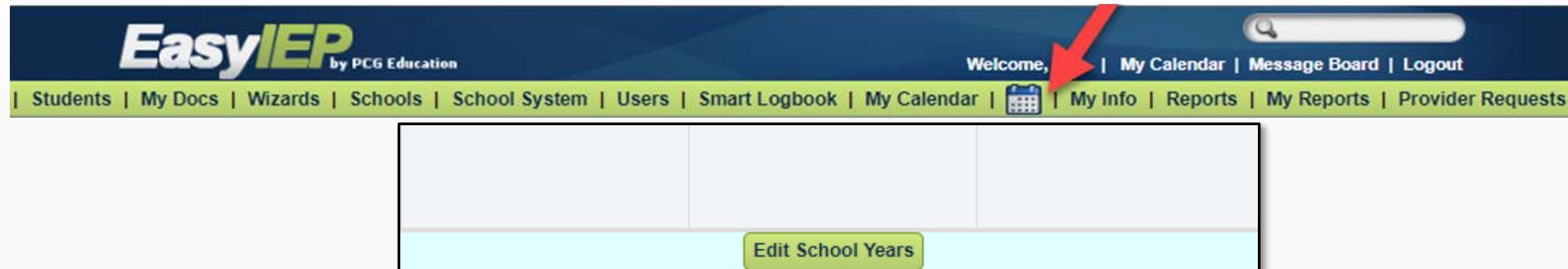
Special Education Data System (SEDS) Administrative Tasks

SEDS Administrative Tasks for Start of School

- Transition to New School Year
 - School System Calendar
 - Reporting Periods
- Account Management
- Access to Student Records
- Caseload Set Up Wizard
- OSSE Support Tool (OST)









Rollover System to 2021-22 School Year

- LEA Special Education POCs are responsible for ensuring the system is operating in the new school year.
- Check your school system calendar.
- Update Progress Reporting Periods.
- SEDS uses primary LEA calendar in eSchoolPLUS.




STEP 1: Select **System Calendar** from main menu. Click **Edit School Years**.

Rollover System to 2021-22 School Year

2017-2018	08/21/2017 	06/13/2018 	297	213	Edit	Edit
2018-2019	08/20/2018 	06/14/2019 	299	215	Edit	Edit
2019-2020	08/19/2019 	06/12/2020 	299	214	Edit	Edit
2020-2021	08/24/2020 	06/25/2021 	306	220	Edit	Edit

NOTE: You cannot delete a school year if a Report Card has been created for that school year or if that year is the currently selected School Year for the School System. Please do not create "holes" in the School Years. If you do, then next time you add a new school year, the holes will be filled in before higher school years are added.

[Update the database](#)

[Add previous school year](#) [Add next school year](#) 

Note: Adding future school years (at least 5 years in the future) will prevent many common errors.

STEP 2: Click Add next school year.

Rollover System to 2021-22 School Year

	2019-2020	<input type="text" value="08/19/2019"/>	<input type="text" value="06/12/2020"/>	299	214	Edit
	2020-2021	<input type="text" value="08/24/2020"/>	<input type="text" value="06/25/2021"/>	306	220	Edit
<input type="checkbox"/>	2021-2022	<input type="text"/>	<input type="text"/>			Edit

NOTE: You cannot delete a school year if a Report Card has been created for that school year or if that year is the currently selected School Year for the School System. Please do not create "holes" in the School Years. If you do, then next time you add a new school year, the holes will be filled in before higher school years are added.







[Update the database](#)

[Add previous school year](#) [Add next school year](#)


Note: Adding future school years (at least 5 years in the future) will prevent many common errors.

STEP 3: Click Enter start and end dates for the school year.

Rollover System to 2021-22 School Year

	2019-2020	<input type="text" value="08/19/2019"/> 	<input type="text" value="06/12/2020"/> 	299	214	Edit
	2020-2021	<input type="text" value="08/24/2020"/> 	<input type="text" value="06/25/2021"/> 	306	220	Edit
<input type="checkbox"/>	2021-2022	<input type="text"/> 	<input type="text"/> 			Edit

NOTE: You cannot delete a school year if a Report Card has been created for that school year or if that year is the currently selected School Year for the School System. Please do not create "holes" in the School Years. If you do, then next time you add a new school year, the holes will be filled in before higher school years are added.

[Update the database](#) 

[Add previous school year](#) [Add next school year](#)

STEP 4: Click edit to **Enter start and end dates for the school year.**

Rollover System to 2021-22 School Year

- Impacts access to documents and student information.












Edit School System Information

School System Name:	Docs Demo *
School Year:	2020-2021 ▼ *
School System Code:	docs
Address:	810 First St, NE
City, State, ZipCode:	Washington DC 20001
E-Mail Address:	docs@dc.gov
Phone Number:	
Fax Number:	<input type="text"/> Upload New Data
Time Zone:	US/Eastern (GMT -05:00 / -04:00) ▼
County:	

School System Name:	Docs Demo *
School Year:	2021-2022 ▼ *
School System Code:	docs
Address:	810 First St, NE
City, State, ZipCode:	Washington DC 20001
E-Mail Address:	docs@dc.gov
Phone Number:	
Fax Number:	<input type="text"/> Upload New Data
Time Zone:	US/Eastern (GMT -05:00 / -04:00) ▼
County:	

STEP 4: Select 2021-22 from the school year list.

Update Reporting Periods

Del	School Year	Begin Date	End Date	Cal Days	Sch Days	ESY Schedule	Report Periods
	2017-2018	08/21/2017 	06/13/2018 	297	213	Edit	Edit
	2018-2019	08/20/2018 	06/14/2019 	299	215	Edit	Edit
	2019-2020	08/19/2019 	06/12/2020 	299	214	Edit	Edit
	2020-2021	08/24/2020 	06/25/2021 	306	220	Edit	Edit
	2021-2022	08/23/2021 	06/25/2022 	307	220	Edit 	Edit

NOTE: You cannot delete a school year if a Report Card has been created for that school year or if that year is the currently selected School Year for the School System. Please do not create "holes" in the School Years. If you do, then next time you add a new school year, the holes will be filled in before higher school years are added.

[Update the database](#)

[Add previous school year](#)

[Add next school year](#)

STEP 1: Select the Reporting Periods.

Progress Reporting Periods


- Impacts teachers and related service providers ability to enter progress reports.

Edit 2021-2022 Reporting Period Schedule (Docs Demo)
[New Mail!](#)

Del	Reporting Period	Reporting Period Name	Begin Date	End Date	Due Date	ESY	Cal Days	Sch Days
<input type="checkbox"/>	1	Reporting Period 1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>		
<input type="checkbox"/>	2	Reporting Period 2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>		
<input type="checkbox"/>	3	Reporting Period 3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>		
<input type="checkbox"/>	4	Reporting Period 4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>		
<input type="checkbox"/>	5	Reporting ESY Period #5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>		

NOTE: If you delete a given reporting period, ALL higher numbered reporting periods will also be deleted.

To add a reporting period for ESY, you must use the following format in order for the progress reporting wizard to work correctly: "Reporting ESY Period #"

 **Update the Database**

Auto-fill Begin and End Dates

Add another reporting period

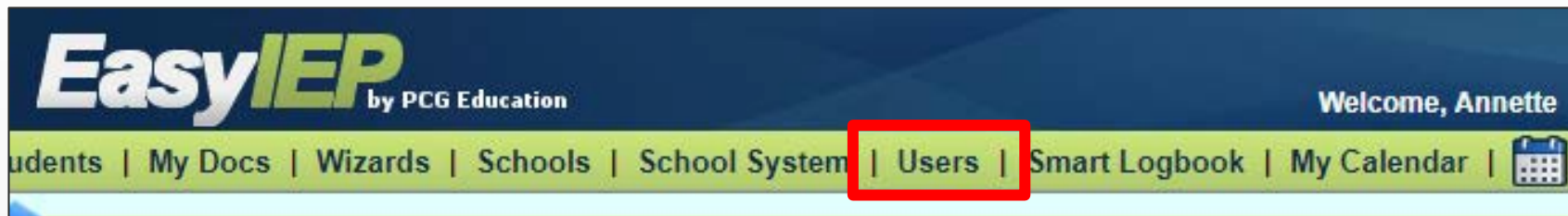
STEP 2: Enter the Reporting Period dates for Progress Reports for 2021-22.

Start of School SEDS User Audit

LEA SE POCs are responsible for **protecting the privacy** of student information by controlling access to student files in SEDS.

Start of school housekeeping should include a **SEDS user audit** to search for:

- 1) Users who no longer work at the LEA
- 2) Users who no longer need access to student files
- 3) Nonpublic users who no longer need access to student files



STEP 1: Open the “Users” tab in SEDS



















Start of School SEDS User Audit

The screenshot shows a web form for a 'Start of School SEDS User Audit'. On the left is a large blue box labeled 'User Type(s): * (check none to match all)'. To the right are two columns of roles, each with a checkbox. At the top right are two buttons: 'Check All' and 'Check None'. A red rectangle highlights a group of three roles: 'State Data Administrator', 'State Placement Officer', and 'Help Desk Support Tier 1'. Another red rectangle highlights 'State Special Education Staff' at the bottom of the list.

<input type="checkbox"/> Check All <input type="checkbox"/> Check None	
<input checked="" type="checkbox"/> Special Education Teacher	<input checked="" type="checkbox"/> Special Education Specialist
<input checked="" type="checkbox"/> Related Service Provider	<input checked="" type="checkbox"/> Occupational Therapist
<input checked="" type="checkbox"/> Special Education Coordinator	<input checked="" type="checkbox"/> Physical Therapist
<input type="checkbox"/> State Data Administrator	<input checked="" type="checkbox"/> Speech/Language Pathologist
<input type="checkbox"/> State Placement Officer	<input checked="" type="checkbox"/> Psychologist
<input type="checkbox"/> Help Desk Support Tier 1	<input checked="" type="checkbox"/> Social Worker
<input checked="" type="checkbox"/> SEC/RSP	<input checked="" type="checkbox"/> Art Therapist
<input checked="" type="checkbox"/> Pre-Training Account Access	<input checked="" type="checkbox"/> Audiologist
<input checked="" type="checkbox"/> RSP Supervisor	<input checked="" type="checkbox"/> Adapted PE Teacher
<input checked="" type="checkbox"/> Transportation Coordinator	<input checked="" type="checkbox"/> Related Service Provider- Vendor
<input checked="" type="checkbox"/> LEA View Only Administrator	<input checked="" type="checkbox"/> School Leader
<input checked="" type="checkbox"/> LEA Data Administrator	<input checked="" type="checkbox"/> RSP Program Coordinator
<input type="checkbox"/> State Special Education Staff	<input checked="" type="checkbox"/> ASO
<input checked="" type="checkbox"/> Special Education Supervisor	

STEP 2: Select **all** LEA and school-level roles. **Unselect all state-level** roles (**never** change profiles for OSSE staff user accounts).

Start of School SEDS User Audit

Del	IM	CP	Cal	Name	School(s)	Students	Title	User Type
<input type="checkbox"/>				Administrator 1295	-All-	7, 14	LEA Data Administrator	LEA Data Administrator
<input type="checkbox"/>				Administrator 1296	-All-	3, 11	Special Education Coordinator	LEA Data Administrator
<input checked="" type="checkbox"/>				Administrator 1297	-All-	5, 7	Special Education Coordinator	LEA Data Administrator
<input checked="" type="checkbox"/>				Administrator 1298			Coordinator	LEA Data Administrator
<input type="checkbox"/>				Administrator 1299			Coordinator	LEA Data Administrator
<input type="checkbox"/>				Dummy Account				LEA Data Administrator

TIP: Clicking on a column header will sort the list alphabetically by that column type.

Inactivate Selected Users

Check the box in the “**Delete**” column, then click “Inactivate Selected Users.”

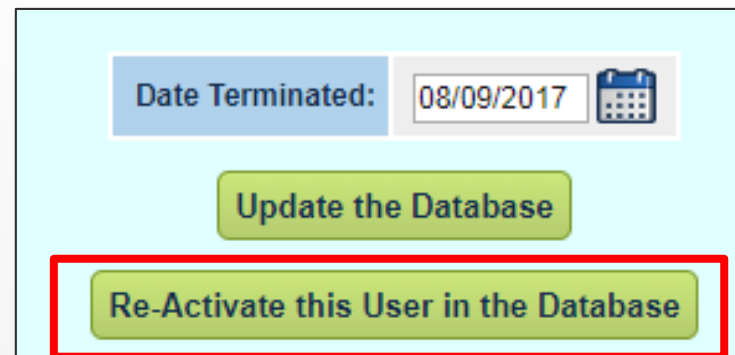
STEP 3: From the list of users, identify accounts that need to be inactivated.

Start of School SEDS User Audit

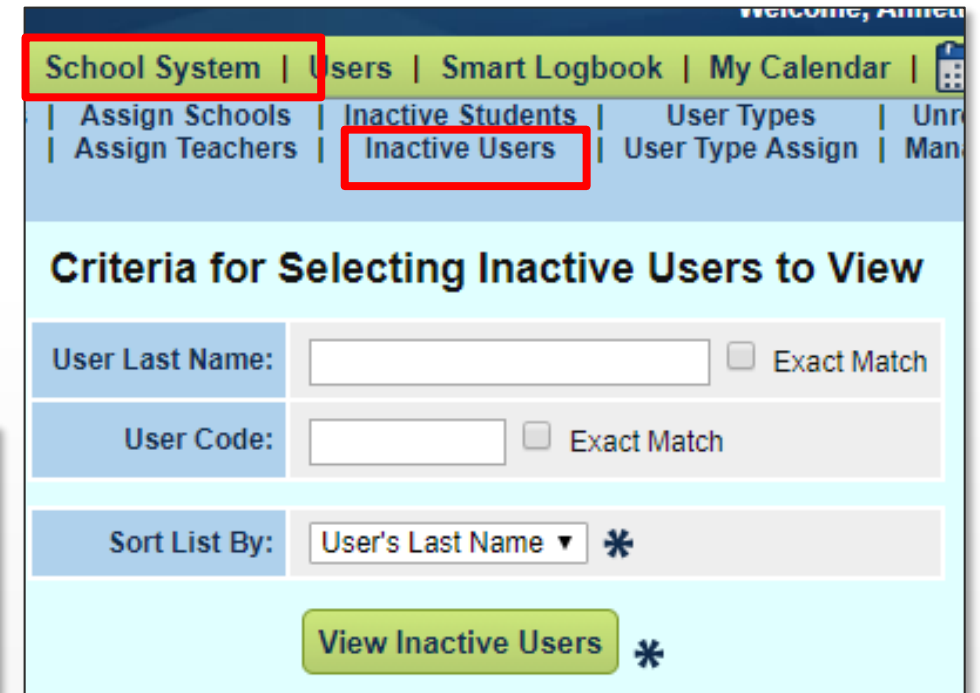
Inactivating a user account does **NOT** permanently delete the account.

Inactivated accounts can be **reactivated** at any time.

- Go to the “School System.”
- Click on “Inactive Users.”
- Search for user by name.
- Reactivate user.



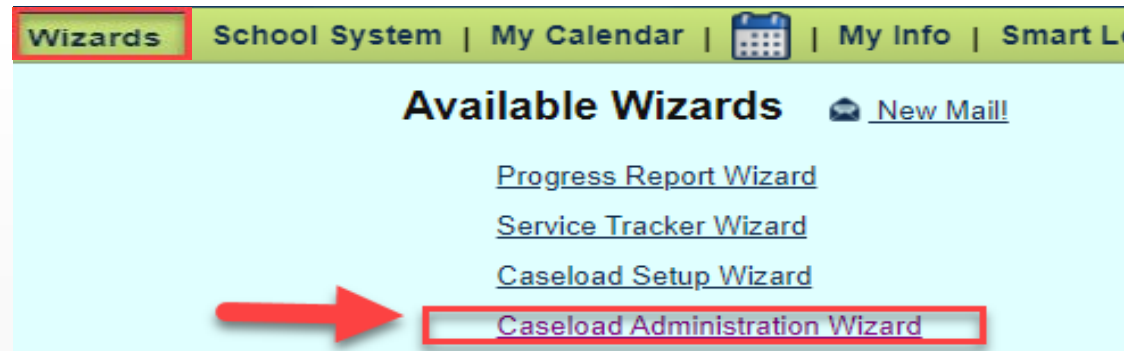
A screenshot of a web interface showing a form with a date field labeled "Date Terminated:" containing the date "08/09/2017" and a calendar icon. Below the date field is a green button labeled "Update the Database". At the bottom of the form, a green button labeled "Re-Activate this User in the Database" is highlighted with a red rectangular box.



A screenshot of a web application interface. The top navigation bar includes links: "School System" (highlighted with a red box), "Users", "Smart Logbook", "My Calendar", and a calendar icon. Below this is a secondary navigation bar with links: "Assign Schools", "Assign Teachers", "Inactive Students", "Inactive Users" (highlighted with a red box), "User Types", "User Type Assign", "Unr", and "Man". The main content area is titled "Criteria for Selecting Inactive Users to View" and contains search fields for "User Last Name:" and "User Code:", each with an "Exact Match" checkbox. A "Sort List By:" dropdown menu is set to "User's Last Name" with a star icon. At the bottom, a green button labeled "View Inactive Users" with a star icon is visible.

Caseload Administration

- Sped POC are responsible for:
- Assigning caseloads for teachers and providers
- Removing users from caseloads that no longer need access
- Ensuring access to NP users



STEP 1: Select **Wizards** from main menu. Click the **Caseload Administration Wizard**.

Search for Users to Assign Students

Note:

Caseload Administration Wizard allows Sped POC to set staff caseloads.

Caseload Set Up Wizard allows teachers and staff to add students to their own caseloads.

Main Menu | Students | My Docs | **Wizards** | School System

Caseload Administration Wizard

School: All Schools *

Check All **Check None**

<input type="checkbox"/> Special Education Teacher	<input type="checkbox"/> Special Education Specialist
<input type="checkbox"/> Related Service Provider	<input type="checkbox"/> Occupational Therapist
<input type="checkbox"/> Special Education Coordinator	<input type="checkbox"/> Physical Therapist
<input type="checkbox"/> State Data Administrator	<input type="checkbox"/> Speech/Language Pathologist
<input type="checkbox"/> SEDS Team Administrator	<input type="checkbox"/> Psychologist
<input type="checkbox"/> State Placement Officer	<input type="checkbox"/> Social Worker
<input type="checkbox"/> Help Desk Support Tier 1	<input type="checkbox"/> Art Therapist
<input type="checkbox"/> SEC/RSP	<input type="checkbox"/> Audiologist
<input type="checkbox"/> Pre-Training Account Access	<input type="checkbox"/> Adapted PE Teacher
<input type="checkbox"/> RSP Supervisor	<input type="checkbox"/> Related Service Provider- Vendor
<input type="checkbox"/> Transportation Coordinator	<input type="checkbox"/> School Leader
<input type="checkbox"/> LEA View Only Administrator	<input type="checkbox"/> RSP Program Coordinator
<input type="checkbox"/> LEA Data Administrator	<input type="checkbox"/> Case View Only Specialist
<input type="checkbox"/> State Special Education Staff	<input type="checkbox"/> ASO
<input type="checkbox"/> Special Education Supervisor	

User Type(s): *
(check none to match all)

User Last Name: ☐ Exact Match

User First Name: ☐ Exact Match

Title: ☐ Exact Match

User ID: ☐ Exact Match

Sort List By: User's Last Name *

View User(s)

View Previous Search Results

STEP 2: Enter **Last Name** and/or **First Name** on the search page. Click **View User(s)**.

Select User for Caseload Setup

Caseload Administration Wizard

Name	Schools	Students		Title	User Type
		Case Manager	Team Member		
GoodWill Trainer10	CVN	1	2		Special Education Teacher
EWSTOKES TRAINER11	279, DCPS2, DCPS3	0	0		Special Education Teacher
EWSTOKES Trainer12	279, DCPS2, DCPS3	0	0		Special Education Teacher
New Trainer1281	1SA, A810, Test	0	4	Special Education Coordinator	Special Education Teacher
New Trainer1288	1SA, A810, Test	4	0	Special Education Teacher	Special Education Teacher

STEP 3: Select **User Name to View** students on current caseload (if applicable).

Add or Remove Students from Caseload

Caseload Administration Wizard - Current Special Education Caseload GoodWill Trainer10
[New Mail!](#)


Case Manager		Team Member		Student	School	Grade	Date Of Birth	Current Case Manager
<input type="button" value="Check All"/>	<input type="button" value="Check None"/>	<input type="button" value="Check All"/>	<input type="button" value="Check None"/>					
<input checked="" type="checkbox"/>		<input type="checkbox"/>		Erica Sped21	CVN	5	01/01/1997	GoodWill Trainer10
<input type="checkbox"/>		<input checked="" type="checkbox"/>		Billy Training13	CVN	5	01/01/2009	
<input type="checkbox"/>		<input checked="" type="checkbox"/>		Michael Training13	CVN	4	01/01/2011	

(3 Students)

STEP 4: Select **Add More Students to Caseload** to search for students.

Search for Students

Caseload Administration Wizard - Select Students to add to caseload of

 To add a Student to your caseload, select EITHER the Case Manager OR Team Member check box. You should never select both. If the check box next to the related service is checked, then the service will be added to the Student's Related Services Page if it does not already exist.

Case Manager		Team Member		Student	School	Grade	DOB	Services	Case Manager
Check All	Check None	Check All	Check None						
<input type="checkbox"/>		<input type="checkbox"/>		Michael Training14	1SA	5	01/01/2009	<input type="checkbox"/> Speech-Language Pathology (Related Services) <input type="checkbox"/> Specialized Instruction (Special Ed Services)	

(1 Students)

Add Students to Caseload

Add Students to Caseload, then Find More

STEP 5: Add selected student as **Case Manager** or **Team member**.



OSSE Support Tool (OST)

- Gaining Access to the OST
- Enrollment & Transfer of Records
- Using the OST for Troubleshooting Support

OSSE Support Tool (OST)

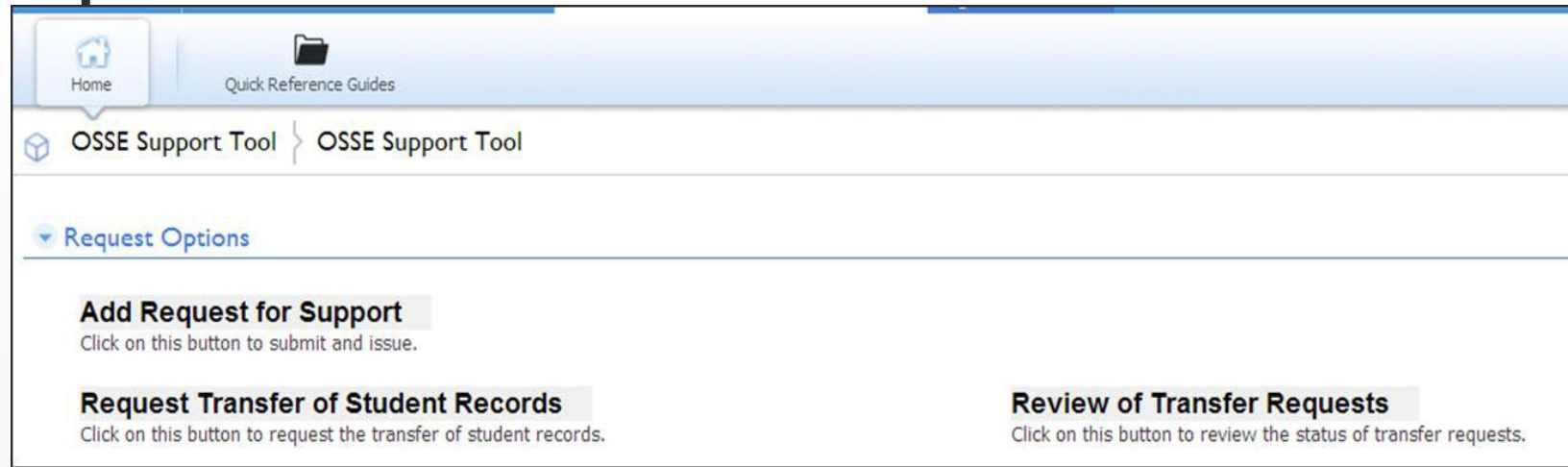
The purpose of the OST is to provide a vehicle for LEAs to contact the state for support and technical assistance.

The tool is also designed for users to request a student's special education records from the previous LEA.

- Only the LEA SE POC and the LEA's Data Manager/Registrar should have access to the OST.
- Special education teachers, related service providers and other related staff should not access the OST.
- If an individual has a question or an issue with SEDS, **the LEA SE POC is responsible for providing a solution.**

OSSE Support Tool (OST)

- To send OSSE a question/issue, click the **“Add Request for Support”** button.
- To request student records to be transferred to your LEA’s SEDS site, click the **“Request Transfer of Student Records”** button.
- To review the status of submitted transfer requests, click the **“Review of Transfer Requests”** button.



Transfer of Special Education Records

Criteria	Records Transfer Process
<ul style="list-style-type: none"> • Stage 5 enrollment (attending new LEA) 	<p>Upon student's first day of attendance, OSSE will initiate records transfer. If initiated by 5 p.m., records will be available on the second business day.</p>
<ul style="list-style-type: none"> • Stage 4 enrollment (registered in SIS) • My School DC LEA matches LEA in SEDS 	<p>OSSE will initiate records transfer. If initiated by 5 p.m., records will be available on the second business day.</p>
<ul style="list-style-type: none"> • Stage 4 enrollment (registered in SIS) 	<p>LEA SE POC requests records transfer using OST, and former LEA confirms transfer request in OST.</p> <p>OSSE transfers records over within two business days.</p>
<ul style="list-style-type: none"> • LEA does not participate in My School DC , OR • My School DC LEA does NOT match LEA in SEDS 	<p>If new or former LEA is nonresponsive, OSSE will initiate records transfer on fourth day of student remaining in Stage 4. If initiated by 5 p.m., records will be available on fifth business day.</p> <p>In the case of duplicative enrollment, the records will be sent to the LEA who most recently registered the student in their SIS.</p>

OSSE Support Tool

- Student records transfer will follow an automated process for 2021-22.
- **No approval** required from previous LEA.
- **Only** use this process in the event automated transfers do not occur.

Request Options

Add Request for Support
Click on this button to submit and status.

Request Transfer of Student Records
Click on this button to request the transfer of student records.

Review Outstanding Transfer Requests
Click this button to review and approve outstanding transfer requests.

Status Search
Click on this button to search for an status.

Review of Transfer Requests
Click on this button to review the status of transfer requests.

More ▾

Student First Name *	Student Last Name *	Date Of Birth	LEA Name *	School Name	Request Transfer?	Previous LEA Transfer Decision
Johnny	Appleseds		Fake LEA		Yes	<div>▾ Yes No</div>



Q & A



Policy & Guidance

Special Education Requirements and Authorities

Special Education Law

- Federal: Individuals with Disabilities Education Act (IDEA)
- Local: [DC Code, Title 38: Educational Institutions](#)

Special Education Regulations

- Federal: Code of Federal Regulations – IDEA 34 C.F.R. § 300 et. Seq.
- Local: [District of Columbia Municipal Regulations \(DCMR\) Title 5-E, Chapter 30 “Special Education”](#)

[Special Education Policies](#)

- Establish state-level procedures

[OSSE Nonregulatory Guidance on Special Education](#) (FAQs, Toolkits, etc.)

- Provides additional clarification to assist LEAs in implementing requirements

Specialized Education Local Policies

Current policies related to the provision of special education and related services in the District of Columbia are listed below:

- [Comprehensive Child Find System](#)
- [Confidentiality of Student Information Policy](#)
- [Early Childhood Transition Policy](#)
- [Entry and Exit Enrollment Code Policy and Special Education Guidance](#)
- [Extended IFSP Option for Children Age 3 to Age 4 Policies And Procedures](#)
- [Extended School Year \(ESY\) Services Policy and Certification](#)
- [Individualized Education Program \(IEP\) Amendment Policy](#)
- [Individualized Education Program \(IEP\) Implementation for Transfer Students Policy](#)
- [Individualized Education Program \(IEP\) Process Policy](#)
- [Individuals with Disabilities Education Act \(IDEA\) Part B Grant Eligibility and Administration Hearing Process Policy](#)
- [Least Restrictive Environment Policy](#)
- [Part B Initial Evaluation and Reevaluation Policy](#)
- [Policies and Procedures for Placement Review, Revised](#)
- [Related Services Policy](#)
- [Secondary Transition Policy](#)
- [Special Education Transportation Services Policy](#)

Related Services:

[Special Education Laws and Regulations](#)



Special Education Local Policies

[Specialized Education Local Policies Website](#)

Current guidance on implementing the requirements of local policies related to the provision of special education and related services in the District of Columbia is listed below:

- [Adjusted Cohort Graduation Rate Guidance](#)
- [Child Count Procedural Guidance](#)
- [Child Find Brochure](#)
- [Confidentiality of Student Information Guidance](#)
- [Early Childhood Transition Guidelines](#)
- [Extended School Year Services Guidance](#)
- [Individualized Education Program \(IEP\) Amendment Guidance](#)
- [Policies and Procedures for Placement Review Guidance](#)
- [Prohibition on Mandatory Medication Guidance](#)
- [Prohibitions on Discrimination Against Children with Disabilities in the Charter School Application During the Enrollment Process Guidance](#)
- [Related Services Guidance](#)
- [Significant Cognitive Disability Guidance](#)

Dear Colleague Letters

- [Transition Procedures for Children with Extended IFSPs under IDEA Part C](#)
- [Dear Colleague Letter on Key IDEA Requirements Related to D.L. v. District of Columbia](#)
- [OSSE Dear Colleague Letter: IDEA Part C to B transition: specialized instruction service delivery](#)

Guidance on Special Education Updates for the 2018-19 School Year

- [2018-19 School Year Special Education Updates Guidance \(August 2018\)](#)

Special Education Policy Bulletins

- [Special Education Policy Bulletin: IDEA Evaluations: Medical Information \(June 2021\)](#)
- [Special Education Policy Bulletin: Eligibility Criteria for Visual Impairment Under IDEA \(June 2021\)](#)
- [Special Education Policy Bulletin: Extended School Year \(ESY\) Services \(April 2021\)](#)

Related Services:

[Special Education Laws and Regulations](#)



Special Education Local Guidance

[Specialized Education Local Guidance Website](#)

Policy Topic Focus: C-to-B Transition

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, including [Early Childhood Transition: Frequently Asked Questions \(FAQ\)](#), are available on the [OSSE website](#).

Tracking the First Provision of Specialized Instruction

For the 2021-22 school year, LEAs continue to be required to document the first provision of specialized instruction for students under the age of six who have specialized instruction proscribed on the IEP but for whom specialized instruction has not been previously documented, including 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.

Tracking the First Provision of Specialized Instruction

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](#).

IDEA Part B Consolidated Guidance for Remote and Blended Learning

- OSSE issued the [IDEA Part B Consolidated Guidance for Remote and Blended Learning](#) to address:
 - IDEA Part B procedures;
 - Service provision during periods of remote or blended learning;
 - Procedures for completing evaluations;
 - Accelerated learning for students with disabilities; and
 - Nonpublic school guidance.

Additional information and guidance related to COVID-19 is available on OSSE's [Guidance and Resources for COVID-19-related Closures and Recovery](#) website.

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](#)

Resources

- [OSSE Special Education Policies](#)
- [OSSE Special Education Guidance](#)
- [OSSE Child Find, Initial Evaluation and Early Childhood Transition Resources](#)
- [OSSE IDEA Part B COVID-19 Consolidated Guidance](#)
- [Placement Oversight Resources](#)
- [Nonpublic Monitoring Resources](#)
- [LEA SE POC Webinar Series](#)



IDEA Part B Monitoring

Need to Know Now

- An IDEA monitor is assigned to each LEA to provide support and technical assistance throughout the school year and quarterly monitoring activities
- The goal of OSSE's Monitoring and Compliance System is to ensure that LEAs are meeting the requirements of both federal and local regulations
- Monitoring activities may include:
 - database reviews,
 - coordinated on-site compliance monitoring,
 - record reviews,
 - LEA self-assessments

IDEA Part B Regulations

- The IDEA section 616 requires each State Education Agency (SEA) to implement a General Supervision System that monitors the implementation of the IDEA Part B and its accompanying regulations.
- As the SEA for the District of Columbia, OSSE is responsible for the implementation of the General Supervision System for the District, which includes but is not limited to State complaint processes and Due Process adjudication in addition to LEA monitoring.
- The IDEA Part B regulations at 34 CFR §300.600 require that the State Education Agency (SEA) monitor the implementation of IDEA Part B:
 - make annual determinations about the performance of each LEA,
 - enforce compliance with IDEA Part B,
 - and report annually on the performance of the SEA and each LEA.
- The primary focus of the SEA's monitoring activities is on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B.

Monitoring Activities

Specific Conditions

- Secondary Transition Requirements
- Reevaluation Timeliness

Risk Based Monitoring (Onsite, Desktop and Technical Assistance)

- LEA Level Indicators
- Student Level Indicators

Complaint Driven Monitoring

Monitoring for APR Indicators

- Initial Evaluation Timeliness- Focus on 3-5 year olds
- C to B Monitoring
- Secondary Transition Requirements
- Significant Discrepancy and Disproportionate Representation

Child Find Review- Focus on 3-5 year olds

Significant Disproportionality

LEA Requirements

LEAs are required to:

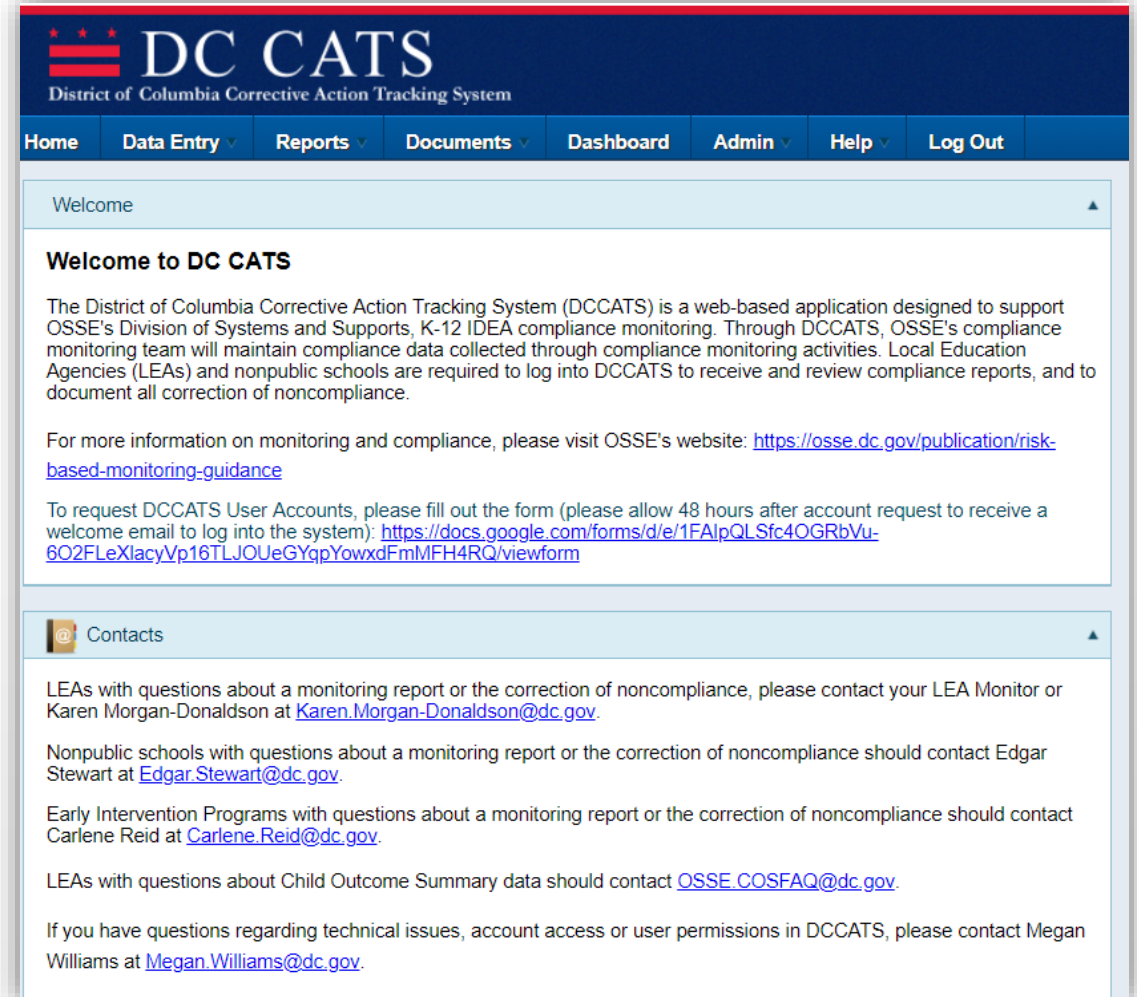
- Follow federal, state/local guidelines; IDEA, DCMR
- Identifying SPED POC in eSchoolPLUS to ensure all OSSE communications are received
- SPED POC must:
 - attend Special Education Data System (SEDS) training
 - sign up to receive a DCCATS log-in
 - attend monthly SPED POC webinars hosted by OSSE

LEA best practices:

- Attend trainings led by OSSE Teaching and Learning team

DC CATS

DC CATS is a web-based tracking system used to support the IDEA compliance monitoring for LEAs.



The screenshot shows the DC CATS web application interface. At the top is a dark blue header with the DC CATS logo (three red stars above the text 'DC CATS') and the subtitle 'District of Columbia Corrective Action Tracking System'. Below the header is a navigation bar with links: Home, Data Entry, Reports, Documents, Dashboard, Admin, Help, and Log Out. The main content area has a light blue background. It starts with a 'Welcome' section containing a 'Welcome to DC CATS' heading and a paragraph explaining the system's purpose. Below this is a link to OSSE's website for more information. The next section is titled 'Contacts' and lists email addresses for LEA Monitors, nonpublic schools, Early Intervention Programs, and technical support.

DC CATS
District of Columbia Corrective Action Tracking System

Home Data Entry Reports Documents Dashboard Admin Help Log Out

Welcome

Welcome to DC CATS

The District of Columbia Corrective Action Tracking System (DCCATS) is a web-based application designed to support OSSE's Division of Systems and Supports, K-12 IDEA compliance monitoring. Through DCCATS, OSSE's compliance monitoring team will maintain compliance data collected through compliance monitoring activities. Local Education Agencies (LEAs) and nonpublic schools are required to log into DCCATS to receive and review compliance reports, and to document all correction of noncompliance.

For more information on monitoring and compliance, please visit OSSE's website: <https://osse.dc.gov/publication/risk-based-monitoring-guidance>

To request DCCATS User Accounts, please fill out the form (please allow 48 hours after account request to receive a welcome email to log into the system): <https://docs.google.com/forms/d/e/1FAIpQLSfc4OGRbVu-6O2FLexIacyVp16TLJOUEGYqYowxdFmMFH4RQ/viewform>

Contacts

LEAs with questions about a monitoring report or the correction of noncompliance, please contact your LEA Monitor or Karen Morgan-Donaldson at Karen.Morgan-Donaldson@dc.gov.

Nonpublic schools with questions about a monitoring report or the correction of noncompliance should contact Edgar Stewart at Edgar.Stewart@dc.gov.

Early Intervention Programs with questions about a monitoring report or the correction of noncompliance should contact Carlene Reid at Carlene.Reid@dc.gov.

LEAs with questions about Child Outcome Summary data should contact OSSE.COSFAQ@dc.gov.

If you have questions regarding technical issues, account access or user permissions in DCCATS, please contact Megan Williams at Megan.Williams@dc.gov.

DC CATS FAQ

How can I request access to DC CATS?

You can access DC CATS by completing the [DC CATS Request Form](#). Please allow 48 hours for your account to be activated. This link is also available on the DC CATS resource page.

Can I request access for another staff member at my LEA?

Yes. As long as the staff member has an email specific to your LEA, you can request access for additional staff members at your LEA.

What should I do if I forget my password?

If you forget your password, there is a reset password button on the login page for DC CATS: dccats.spedsis.com.

Next Steps

- Identify a SPED POC for your LEA
- Attend Special Education Data System (SEDS) training
- Request DC CATS access
- Update eSchoolPLUS with SPED POC contact information

Resources

- [OSSE SPED Guidance Documents](#)
- [OSSE SPED Laws and Regulations](#)
- [SPED Monthly Webinar Series](#)



Special Education

Placement Oversight

Katie Reda, Special Programs Manager

The Placement Oversight Process

1. If an LEA/individualized education program (IEP) team believes a student may require a more restrictive nonpublic school placement, it must seek a change in placement (CIP) review from OSSE. To initiate a review, an LEA must submit to OSSE a CIP request along with a justification for removal statement.
2. OSSE conducts a CIP review by assessing information related to the steps taken by the LEA/IEP team to support the student, looking at the student's response to interventions based on current behavior and performance, and listening to staff, the parent, and, as appropriate, the student him/herself.
3. Once a review is completed, OSSE provides a recommendation as to whether or not a placement at a nonpublic school is warranted. Ultimately placement is the team's decision - OSSE serves in an advisory role.
4. OSSE implements the District's policy and procedures on the nonpublic placement of students with disabilities (SWD) with the goal of ensuring that SWD are educated in the least restrictive environment (LRE) that can appropriately meet the student's needs. A student placed into a nonpublic setting remains the responsibility of the LEA.

What to Expect as an LEA

Once a CIP request is submitted...

- A change in placement coordinator will be assigned to complete the 30 day review.
- The Coordinator will acknowledge receipt of the case. In the acknowledgment email, the Coordinator will request specific student documentation and propose meeting dates to review the request- a Initial Phone Call and a CIP Meeting date.
- **Initial Phone Call:** On this phone conference, the coordinator will review the case with the LEA and provide initial training and technical assistance. The Coordinator, at his/her discretion, may speak with the parent and may conduct a student observation.
- **CIP Meeting:** At the conclusion of the review, the Coordinator will attend a CIP meeting and issue a state recommendation warranting a more restrictive setting for the student.
- If the team moves forward, the ***location assignment phase*** begins.

Preparing for Success: Key Reminders

- **LEAs must:**
 - Ensure students with disabilities receive a free appropriate public education in their least restrictive environment.
 - Have a continuum of educational placements to meet the needs of students with disabilities.
- **Special education is not a place; it is a set of services and supports.**
- **Ensure a student's placement is:**
 - Determined at least annually
 - Based on the child's IEP
 - As close as possible to the child's home, unless the IEP requires another arrangement
- For questions or more information about the placement process, please visit:
osse.dc.gov/node/1310436 or contact Katie Reda, Special Programs Manager at Katie.Red@dc.gov.



Working with Nonpublic Programs

LEA vs. Nonpublic roles and responsibilities

LEA SE POC and Nonpublic SEDS POC
collaborations

Nonpublic staff access to students in SEDS

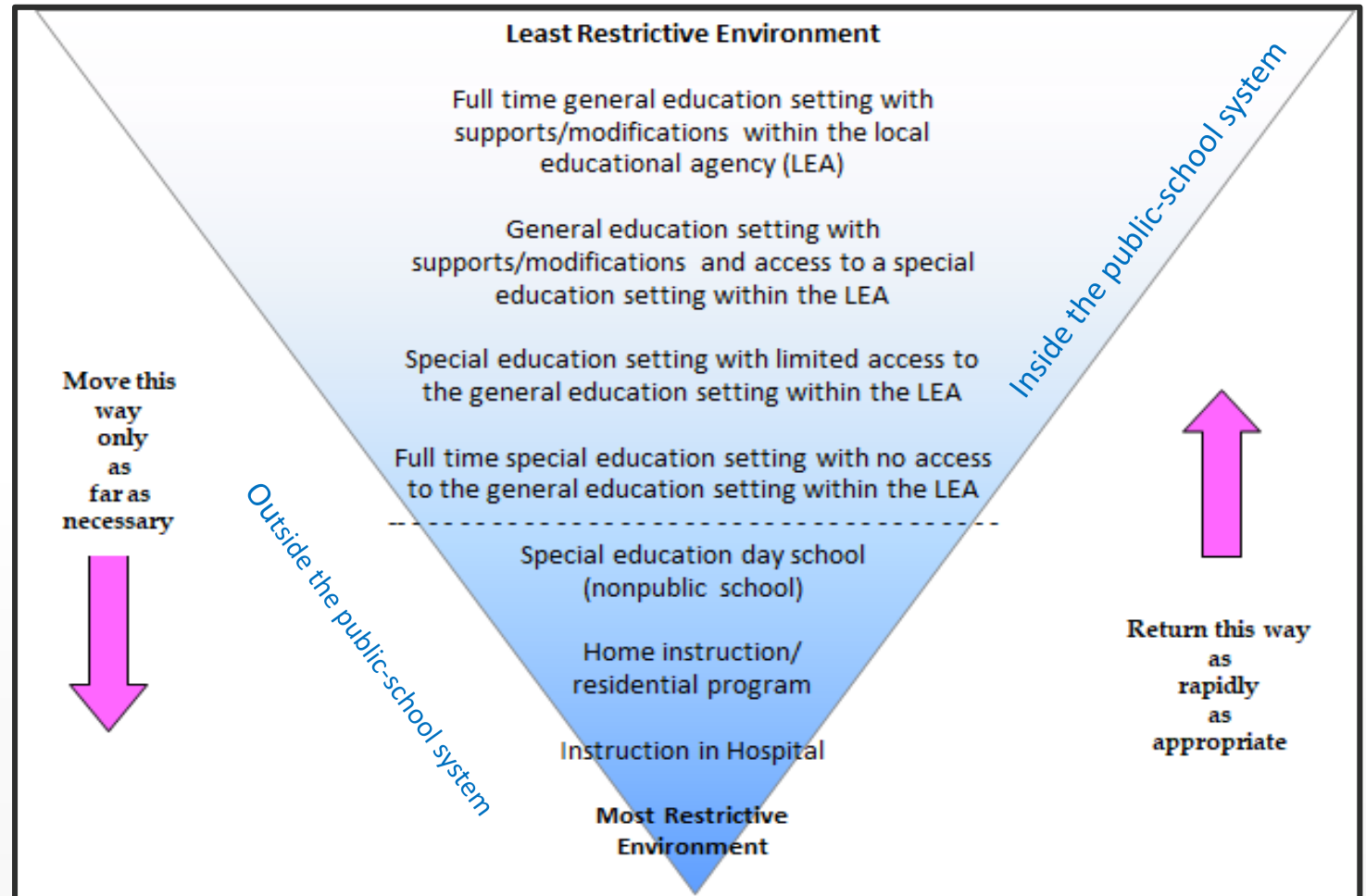
Legal Basis for OSSE's Oversight Authority and Monitoring Responsibilities

- Pursuant to 34 CFR 300.325 (c), responsibility for compliance with IDEA Part B remains with the public agency (LEA) and the SEA (OSSE), even if a private school or facility implements a child's IEP
- Pursuant to 34 CFR 300.600, the state must monitor the implementation of IDEA Part B; and the primary focus of the state's monitoring activities must be on improving educational results and functional outcomes for all children with disabilities

The Continuum of Alternative Placements

A Key Concept of IDEA: FAPE in the LRE

Pursuant to 34 CFR 300.114, every public agency must ensure that, to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled. Special schooling, special classes, or other removal of children with disabilities from the general education environment should occur only if the nature or severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

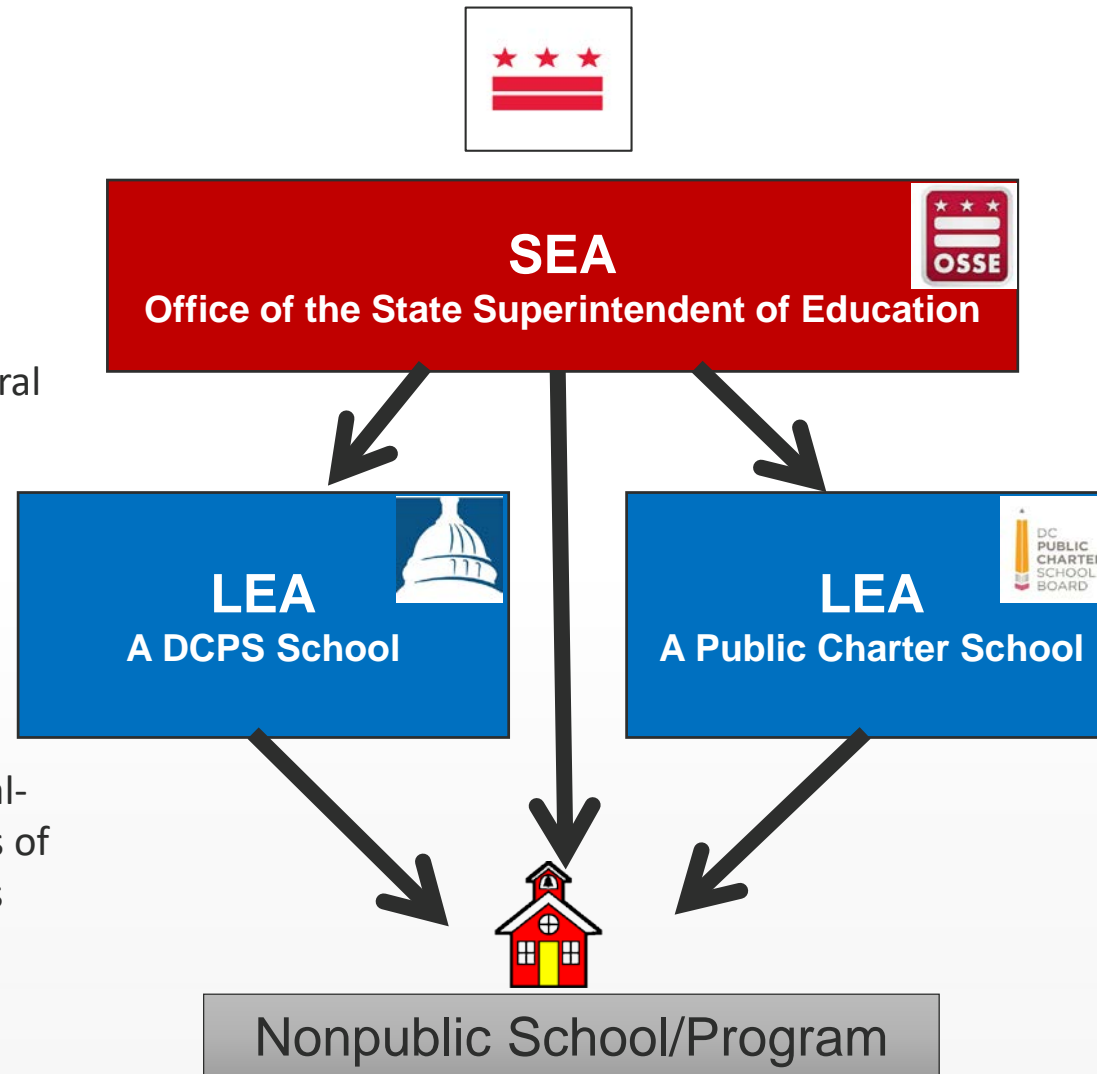


Students Placed in Nonpublic Schools

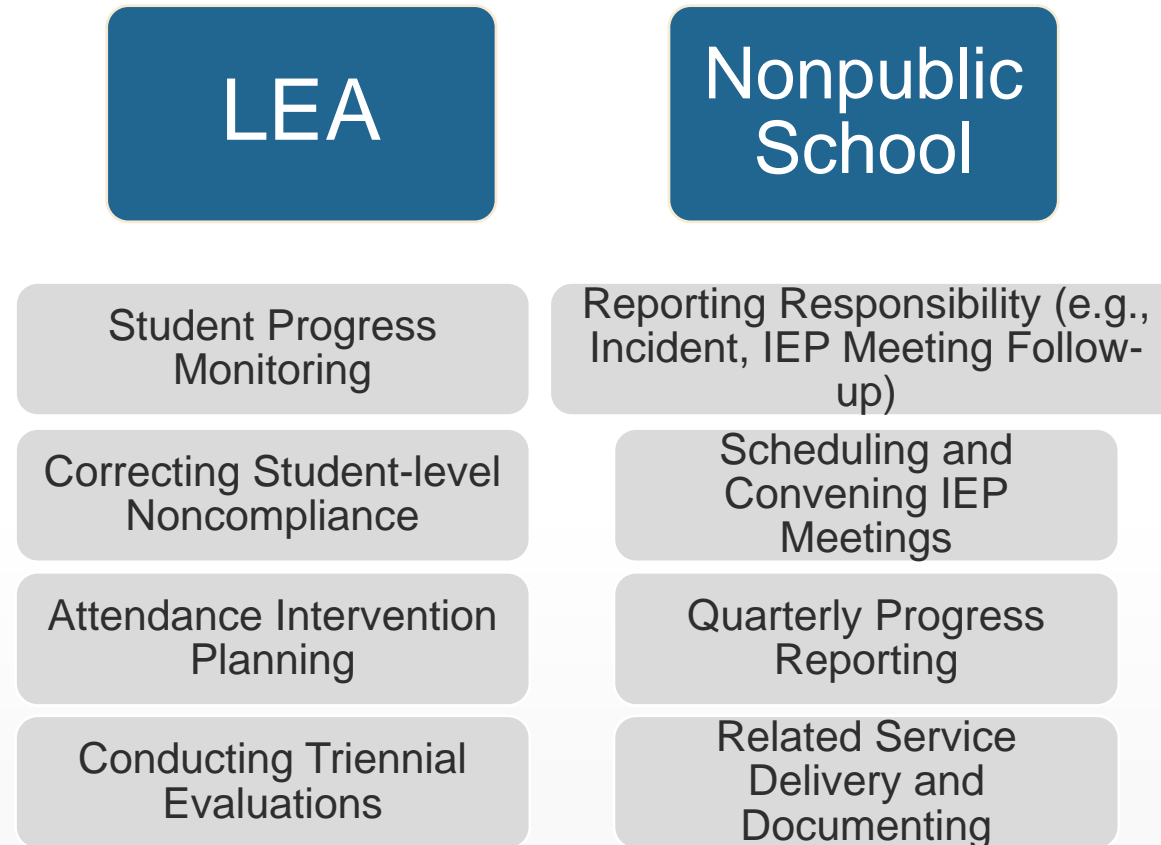
OSSE oversees nonpublic school programs and monitors LEAs to ensure compliance with local and federal regulations.

LEAs monitor the academic and social-emotional progress of students, as well as student health and safety.

Students remain enrolled in the sending LEAs while they attend a nonpublic school or program.



Clarifying Roles & Responsibilities



MOA Development: Areas to Consider

- The nonpublic team encourages the placing LEA and nonpublic school to develop an MOA to delineate responsibilities for:
 - OSSE Points of Contact
 - Access
 - Users
 - Training
- **IEP Coordination**
 - IEP meetings
 - IEP document upload
- **IEP Development & Implementation**
 - Drafting of present levels of performance (PLOP) sections
 - Related service delivery
- **IEP Documentation**
 - Progress reports
 - Service trackers
 - Incident reports
 - Attendance and truancy (i.e., reviewing absences and notifications, attendance intervention plans, holding placement meetings)

Nonpublic Monitoring Process

- The placing LEA shall ensure that all data required by OSSE regarding a student with a disability placed in a nonpublic school is entered into SEDS and that such data is accurate, up-to-date and complete, including ensuring that:
 - The student's attending school is correct in the LEA student information system; and
 - Nonpublic school staff have appropriate access to student records and are documenting the provision of services
 - Nonpublic school staff should have access to:
 - SEDS site for each sending LEA
 - Special Education Attendance Tracking System (SEATS)

Contact Info & Resources

OSSE Nonpublic System Oversight Unit Contact Information:

- Edgar Stewart
Edgar.Stewart@dc.gov
- Sharon Powell
Sharon.Powell@dc.gov

OSSE Resources

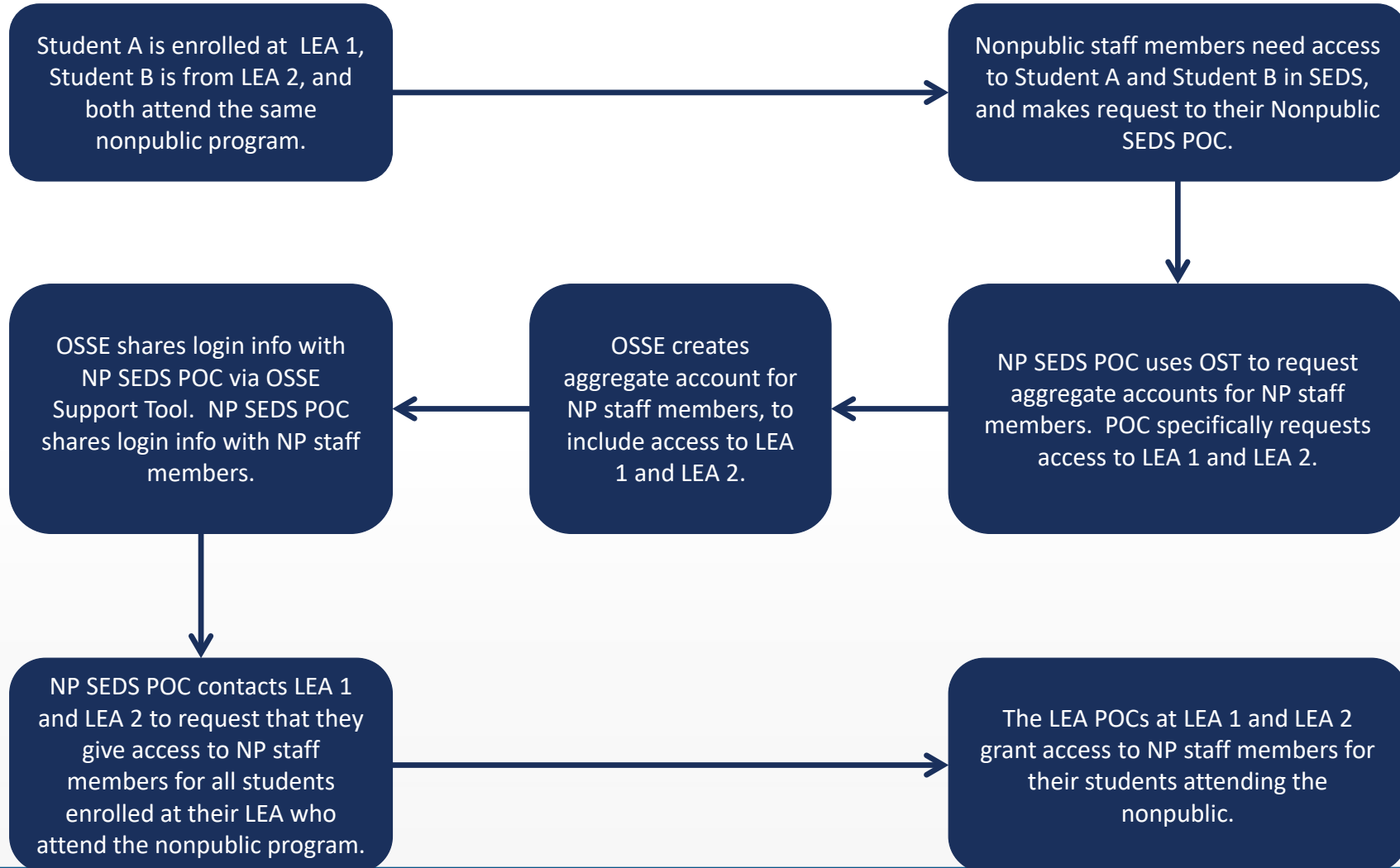
[Nonpublic School Student
Progress Monitoring and Special
Education Compliance Tip Sheets](#)

[LEA-Nonpublic School
Memorandum of Agreement
Webinar](#)



SEDS Access for Nonpublic Schools

Access to SEDS for Nonpublic Staff



Access to SEDS for Nonpublic Staff

Steps for LEA SE POC

Nonpublic staff member needs access to Student A in SEDS, and makes request to the NP SEDS POC, who reaches out to LEA SE POC.

LEA SE POCs must complete the following steps in order to grant access to the nonpublic staff members serving students placed by LEA 1.

Step 1: LEA SE POC at LEA 1 asks registrar to update Student Information System (SIS) to reflect the NP as the student's attending school campus

Step 2: LEA SE POC at LEA 1 associates the NP user with the specific NP school within the SEDS respective LEA site*

Step 3: LEA SE POC at LEA 1 confirms and/or updates the NP user type (e.g., special ed teacher, service provider, etc.)

Step 4: LEA SE POC at LEA 1 selects the appropriate "can provide(s)" designation for related service providers

Step 5: LEA SE POC at LEA 1 should then contact NP SEDS POC once aforementioned steps have been completed in SEDS

***The school selected should be the NP campus, not the LEA school or campus.**

Once these steps are completed by the LEA SE POC, the NP POC is now able to assign students to their staff's caseload.



Q & A



Thank You!



Appendix

MOA Development: Areas to Consider (cont.)

- **Emergency Behavioral Interventions**
 - Reporting incidents involving the use of physical restraint or seclusion
 - Uploading of incident reports into the student's permanent record
 - Parent, LEA, & other agency notification
 - IEP meeting follow-up
- **Evaluation/Re-evaluation**
 - Parental consent for evaluation
 - Conducting triennial evaluation(s) or any other evaluation needed
 - Analyzing existing data
- **Consideration of LRE Annually**
- **Statewide Assessment**
 - Preparation & training
 - Test administration
- **Secondary Transition**
 - IEP documentation
 - Planning & assessments
 - Services

MOA Development: Areas to Consider

- **Other areas to consider:**
 - Nonpublic SEDS POC & LEA SEDS POC Collaboration
 - Orientation, Data Systems Access & Training for New LEA & Nonpublic Staff throughout the year

Establish Communication Routines

- While creating written expectations is a key foundational step, setting up standard operating norms (communication routines) is key
- Both parties will be set up for success by:
 - Designating points of contact
 - Agreeing on best communication modality
 - Planning for regular communications and agreeing on frequency

Plans for Challenges

- Even with the best laid plans, communication breakdowns occur
- Agree on how you will attempt to resolve the issue:
 - Use the MOA as a guide to clarify expectations
 - Plan for a discussion of the issue, and identify which party will take and circulate notes (re: agreed upon next steps)
 - Escalate to OSSE only after if resolution not achieved (if feasible and appropriate, let other party know you would like OSSE to assist before taking this step)