



LEA Special Education Point of Contact Monthly Webinar

March 16, 2022

OSSE Division of Systems and Supports, K-12 (K12SS)
OSSE Division of the Chief Information Officer (CIO)
OSSE Division of Teaching and Learning (TAL)

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

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

Agenda

- Introduction
- Policy Reminders and Updates
- Monitoring and Compliance Reminders and Updates
- Special Education Data System (SEDS) Updates
- Transportation Updates
- Reminders and Announcements



Policy Reminders and Updates

ESY Certification for 2022

In accordance with OSSE's Extended School Year (ESY) Services Policy, all LEAs must certify ESY data to OSSE by the **first Monday in May**.

2022 Deadline: Monday, May 2, 2022

- **Purpose of Certification:**
 - Assists LEAs and nonpublic programs in appropriate planning and staffing for the summer months.
 - Assists OSSE in anticipating state-level expenses and transportation needs.

2022 ESY Data System Deadlines

Data System	ESY Required Tasks	Earliest date LEA can begin task	Final deadline to complete task
SEDS	Finalize ESY eligibility & ESY transportation eligibility status on IEP	Fall 2021	Friday, April 29, 2022 <i>(shows in TOTE next business day)</i>
	Enter ESY calendar & ESY progress report dates	Fall 2021	Friday, April 29, 2022
	Enter Service Trackers	Last day of ESY	Within 5 business days after ESY ends for LEA
	Enter Progress Reports	Last week of ESY	
TOTE	Complete transportation request form (TRF) for each student eligible for ESY transportation	March 14, 2022	Monday, May 2, 2022
eSchool PLUS	Create ESY calendar <i>(LEA Data Managers)</i>	Fall 2021	Friday, April 29, 2022
SLED ESY Module	Input ESY site location(s) for LEA	April 13, 2022	Friday, April 29, 2022
	Assign each ESY-eligible SWD to ESY site location	April 13, 2022	Two days prior to the first day of ESY for the LEA
	Document ESY attendance	<i>Can be completed as early as first day of ESY</i>	Within 5 business days after ESY ends for LEA

2022 ESY Service Reminders

- Individualized education program (IEP) teams must use child-specific data to quantify, to the extent possible, the likely impact of a break in service on educational benefit, through a rigorous discussion of critical skill regression and recoupment.
- ESY is different from compensatory services.
 - ESY: prevention of substantial regression
 - Compensatory services: remedy a past failure to provide free appropriate public education (FAPE)
- Compensatory services may be added to a student's ESY programming, if such services do not interfere with ESY.

2022 ESY Service Reminders

- ESY must be provided in the student's Least Restrictive Environment (LRE), which may be different from the student's regular school year LRE.
- Remote instruction is appropriate only if:
 - The IEP team determines that the student's placement is home or hospital instruction;
 - The school is closed due to coronavirus (COVID-19) and is temporarily providing remote instruction to all students; or
 - The student has a documented [COVID-19 Medical Consent and Certification for Distance Learning](#).

ESY Resources

- Extended School Year (ESY) Services Policy osse.dc.gov/node/1555
- Extended School Year (ESY) Services Frequently Asked Questions: osse.dc.gov/publication/extended-school-year-esy-services-frequently-asked-questions
- Special Education Policy Bulletin: Extended School Year (ESY) Services (April 2021) osse.dc.gov/sites/default/files/dc/sites/osse/service_content/attachments/OSSE%20Special%20Education%20Policy%20Bulletin_Extended%20School%20Year%20%28ESY%29%20Services.pdf
- Contact the policy team in the Division of Systems and Supports, K-12 at osse.dsepolicy@dc.gov

Early Childhood Working Group

- OSSE is reconvening the Early Childhood Working Group to further discuss strategies, challenges, and best practices related to:
 - Transition of students from IDEA Part C early intervention services;
 - Access to data systems and student records;
 - Child Outcomes Summary process; and
 - Early childhood literacy.
- First topics: Transition from IDEA Part C; access to student records
 - Wednesday, May 4, 2022, 10-11:30 a.m. ([Register here](#))
- Contact Dawn Hilton (Dawn.Hilton1@dc.gov) or Christie Weaver-Harris (Christie.Weaver-Harris@dc.gov) with questions



Monitoring and Compliance Reminders and Updates

Upcoming IDEA Monitoring

Secondary Transition Requirements

Time period reviewed: FFY21 Q2 & Q3
Oct. 1, 2021 - March 31, 2022

LEAs monitored: All LEAs that serve
students age 16 years and older

Month monitoring takes place:
April 2022

Reevaluation Timeliness

Time period reviewed: FFY 21 Q2 & Q3
Oct. 1, 2021 - March 31, 2022

LEAs monitored: All LEAs

Month monitoring takes place:
April 2022

Secondary Transition: Available Resources and Technical Assistance

- [OSSE Secondary Transition Process Toolkit](#)
- [OSSE Secondary Transition Resources](#)
- For questions related to the secondary transition planning process and monitoring, please contact Tiffany Ingram at Tiffany.Ingram@dc.gov.

Reevaluation: Documentation for Untimely Events

- If your LEA has eligibilities that are untimely due to COVID-19, please continue to document all required information in a Prior Written Notice (PWN) prior to the due date.
- This documentation should then be submitted via District of Columbia Corrective Action Tracking System (DC CATS) during OSSE's planned monitoring activity window.
- The OSSE monitoring team will then review and determine if the documentation includes the necessary criteria for a COVID-19 delay.

Updates in DC CATS

- Reevaluation Options in DC CATS

Reevaluation:Reevaluation §300.303(b)

Corrective Action:

Required Document Upload:

File Review Comments:

LEA Status

- ☐ LEA Delay
- ☐ Student No Longer Enrolled at LEA
- ☐ Parental Delay
- ☒ COVID 19 Delay (Prior Written Notice Required)
- ☐ Request for Appeal
(Option is disabled 30 days after initial report is released.)

All Monitoring and Compliance Activities

Estimated Timeline	Monitoring and Compliance Activity
April 2022	<ul style="list-style-type: none">• Secondary Transition Requirements Monitoring• Reevaluation Timeliness Monitoring• The Initial Provision of Specialized Instruction
June 2022	<ul style="list-style-type: none">• Child Outcome Summary (COS)• The Initial Provision of Specialized Instruction
July 2022	<ul style="list-style-type: none">• Initial Evaluation Timeliness Monitoring with a focus on 3- to 5-year-old students• The Initial Provision of Specialized Instruction

Special Education Performance Report (SEPR)

- OSSE is establishing a new framework for annual reporting on LEA special education performance to:
 - Focus on student results,
 - Provide transparent and actionable data to LEAs and families
 - Set clear and high expectations for special education programs.
- Provide feedback on the proposed framework by attending one of the following LEA engagement sessions on **Thursday, April 7, 2022**:
 - [10:00 am to 11:30 am](#)
 - [3:00 pm to 4:30 pm](#)



SEDS Updates

SEDS Access Reminders

LEA Access

- Each LEA is assigned an LEA Administrator with the following responsibilities:
 - Maintain user access within the LEA;
 - Ensures users have appropriate access;
 - Audits access throughout the school year; and
 - Caseload administration.

Nonpublic Access

- Each LEA Administrator is responsible for assigning the nonpublic user to the correct role upon receiving an aggregate account

SEDS 2.0 Updates





Transportation Updates

ESY 2022/2022-23 School Year Preparation

Calendars and Transportation Request Forms

- Accurate calendar information is essential to scheduling student service times
 - Bell Times
 - Correct Cohort
 - Exception Days
 - Half Days
 - Holidays
- Accurate student information
 - Will student utilize transportation
 - Address verification
 - School
 - Program
- Impact of inaccurate or late data submissions
 - Increases risk of service failure
 - Route instability

DOT LEA Guidance for ESY 2022/2022-23 School Year

These are the key operational processes for LEAs to make note of, for DOT to appropriately complete start of school preparations and to deliver timely service at the start of the new school year. **The TOTE system will start accepting school calendars for ESY 2022, the 2022-23 school year and TRFs starting March 14, 2022.**

Category	Process step	Owner
Data Submissions	Submit school calendars in TOTE (Calendar upload assistance can be provided- Contact TOTE Support)	LEA
	Submit student transportation request forms (TRFs) in TOTE	LEA
Transportation Preparation	Activities include: data verification, system configuration, data transfers, routing development, QA process, route assignments, practice routes, parent/LEA/school communications, etc.	OSSE DOT

- **Certification deadline: ESY 2022 (TRFs and ESY calendars are submitted by first Monday in May)**
- **Certification deadline: 2022-23 school year (TRFs and school year calendars are submitted by first Monday in June)**
- LEAs data submissions should be no less than 20 business days (four weeks) prior to their first day of school
- TOTE Support can be reached M-F between 9 a.m.–5 p.m. at (202) 576-5520 or dot.data@dc.gov

OSSE DOT COVID-19 Exposure Notification Protocol for Students Receiving Transportation

OSSE DOT must be ***notified immediately*** and suspend transportation services when a school has been informed that a student will need to quarantine as a result of an exposure/suspected exposure, symptomatic or positive case of COVID-19. Students who receive a positive test at school, have COVID-19 symptoms, or who are confirmed to have COVID-19 are to be picked up by a parent/guardian. Under no circumstances can a COVID-19 positive, exposed/suspected exposure, or symptomatic student be transported on an OSSE DOT bus.

- Notify OSSE DOT's Parent Resource Center at (202) 576-5000 to temporarily suspend transportation services for a period not to exceed two weeks. Transportation services will automatically resume on the date specified; or
- If the student will be out of school in excess of two weeks, notify OSSE DOT's Parent Resource Center at (202) 576-5000 and inform the LEA Representative Designee/Special Education Coordinator or 504 Coordinator to cancel transportation services via the Transportation Online Tool for Education (TOTE). In the event, the school uses this notification method, the LEA is responsible for notifying OSSE DOT of when transportation services should resume via TOTE. Please submit the request via TOTE at least three business days prior to the date the student is expected to return to ensure service resumes on the specified date;
- Ensure OSSE's Health and Safety Guidance for Schools: Return to School Criteria for Students and Staff has been met prior to resuming transportation services.

Information related to OSSE DOT's reopening updates can be found at bit.ly/BusSafetyKit. If you have any questions or concerns, feel free to contact the Parent Resource Center at (202) 576-5000.

TOTE Training Dates for ESY 2022/2022-23 School Year

OSSE DOT continues to offer TOTE certification training or refresher training throughout the school term. Training details are listed below:

- Training Location: Online TOTE Training via Microsoft Teams
 - Link is sent to registered attendees 24 hours prior to training
- Registration Information: *All attendees can register for the training class, by clicking the link [TOTE Training Link](#)*
- Training Time: 10 a.m. – 12 p.m.
 - March 16
 - March 30
 - April 6
 - April 20
 - May 4
 - May 18



TOTE Support can be reached Mondays-Fridays between 9 a.m.– 5 p.m. at (202) 576-5520 or dot.data@dc.gov





Reminders and Announcements

The *Foundations of Special Education* Series is Now Available as an Asynchronous Course!

Content Pathway	SY 2021-2022	
Using Data to Develop and Implement High-quality IEPs	Modules Included in the Course	Course Verification Code
Online Course 1: Introduction to Special Education 	Mindset, Bias, and the Special Education Process	GN3G-RSBG-X48P7
	Legal Requirements and Terminology	
	Evaluations and Eligibility	
	The Components of an IEP	
Online Course 2: The IEP Team and Process 	The Role of the IEP Team	BDVH-PHZR-XQGMJ
	Ensuring Equity of Voice on the IEP Team	
	Facilitating IEP Team Meetings	
	Ensuring a Flexible Continuum of Supports and Services	

Use [this link](#) to enroll in the online courses in the Foundations of Special Education Series.

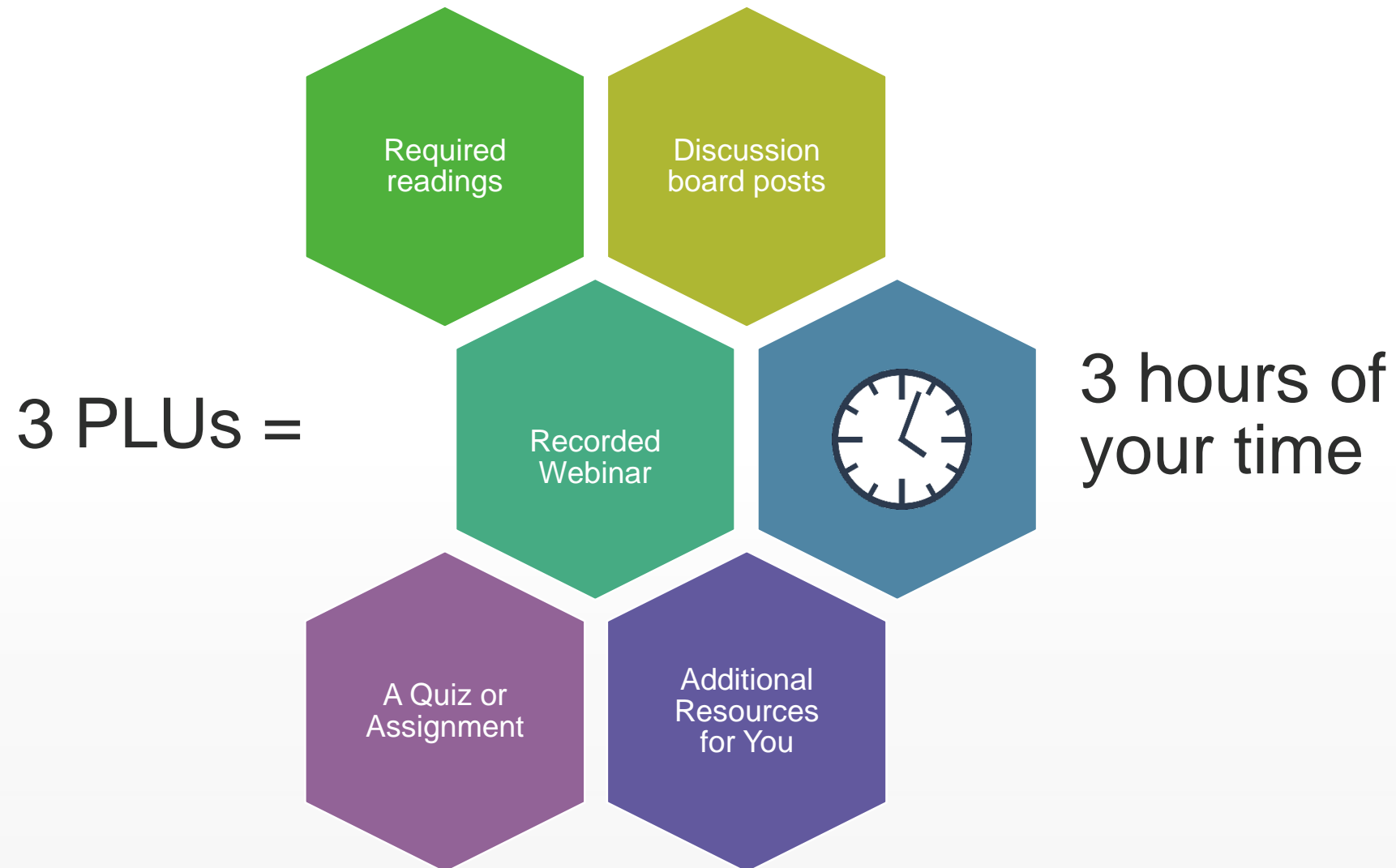


Questions? Please contact Jennifer.Carpenter@dc.gov

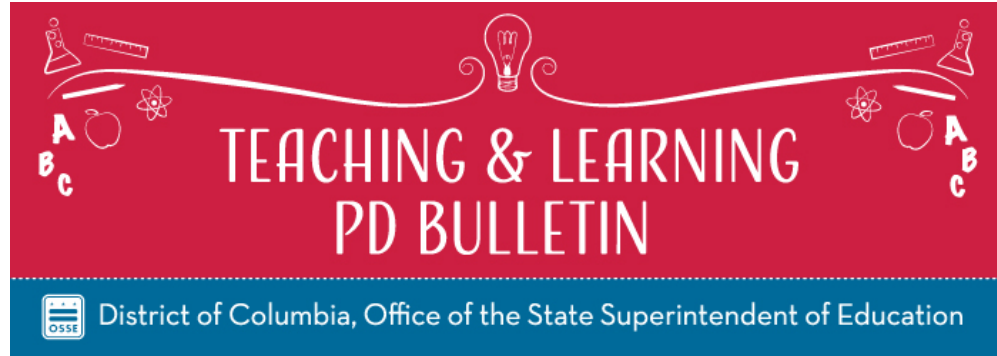
3/15/2022

26

Online Courses At a Glance



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.](#)

Professional Development Opportunities

The Division of Early Learning (DEL) offers monthly professional development opportunities for preschool staff.

- All PD opportunities are shared via the Professional Development Information System (PDIS).
- Create an account and register for trainings at <https://dcpdis.org/>
- If you have an issue creating an account or questions about PDIS, Please contact the Early Childhood Education (ECE) Help Desk at ECEhelpdesk@dc.gov or (202) 478-5903.

DC Secondary Transition Community of Practice: College & Career Readiness for Students with Disabilities



Mission Statement

The DC Secondary Transition Community of Practice (ST CoP) supports DC youth with disabilities as they transition into a self-directed life. We are a city-wide, cross section of stakeholders who come together to strengthen our individual and collective ability for action.

[ST CoP Website](#)

Next Virtual Meeting:

Friday, March 25, 10-11:30 a.m.

Topic:

Embracing Technologies that Enable Amazing Possibilities

Guest Speaker:

Dustin Wright founder Disability Cocoon

Technology is creating possibilities that weren't possible in the past. In this session Dustin Wright with Disability Cocoon will discuss what it means to have a "tech first" approach; then review multiple tech solutions that are increasing independence, reducing costs and reliance on caregivers, feeding the soul, making life meaningful, and enabling possibilities that were not previous possible.

[Register Here!](#)

SAVE THE DATE: DC Secondary Transition Institute

May 17-18, 2022 | 10 a.m.-3 p.m.

Bridging the Gap: Secondary Transition is College & Career Readiness for Students with Disabilities



[ST Institute Website](#)



SchoolTalk, OSSE's Division of Postsecondary and Career Education (PCE), and the DC Secondary Transition Community of Practice will host a DC Secondary Transition Institute for LEAs and community organizations.

Participants will increase their knowledge about secondary transition for students with disabilities, be given the opportunity to gather resources, and meet with individuals from across the District who are working diligently on improving post-school outcomes for students with disabilities.

This year's Institute will be virtual and centered on **Bridging the Gap: Secondary Transition is College & Career Readiness for Students with Disabilities**.

Registration Coming Soon!

SPED Webinar Checklist



- **Required:** Finalize student ESY Eligibility no later than April 29, 2022
- **Required:** Finalize ESY Calendar no later than April 29, 2022
- **Required:** Enter Transportation Request Form (TRF) in TOTE for ESY 2022 no later than May 2, 2022
- **Optional:** Register for Foundations of Special Education Series PD
- **Optional:** Complete SPED Webinar survey

Missed a Webinar?

Visit our webpage - [LEA Special Education Points of Contact Monthly Webinar Series](#)

- Watch previous webinars
- Download training resources and materials

Recording of this webinar and slides will be posted to the webpage above within one week of the live webinar.

Upcoming SPED POC Webinar

NEXT WEBINAR:

Wednesday, April 20, 2022

Please register [here.](#)

Complete our Survey

Please provide your feedback on the March 2022 SPED Webinar:

www.surveymonkey.com/r/RZWJLLR





Thank You!



Appendix

Reminders: Early Childhood Special Education

- **Child Outcomes Summary (COS):** OSSE is conducting the January COS checkpoint to verify the accuracy of all COS entry and exit data. Data must be entered in DC CATS. Upon completion of this checkpoint, OSSE will notify LEAs of any discrepancies.
 - Resources: [Child Outcomes Summary \(COS\) Data Collection](#) and OSSE.COSFAQ@dc.gov
- **The Initial Provision of Specialized Instruction:** Within five days of delivery, LEAs shall document the initial provision of specialized instruction for all students younger than age 6 with specialized instruction proscribed in their IEP. All documentation must be entered in SEDS.
 - Resources: [Dear Colleague Letter](#) and [Tracking the Provision of Specialized Instruction](#)
- **Transfer of Referrals:** The new LEA shall submit a written referral, in SEDS, on the same date it has knowledge of the existing referral. LEAs shall begin making reasonable efforts to obtain parent consent within 10 days from the receipt of referral.
 - Resources: [IEP Implementation for Transfer Students Policy \(December 2014\)](#) and [Early Childhood Transition: Frequently Asked Questions \(July 2020\)](#)

OSSE Contact Information for LEA Special Education POCs

Topic	Point of Contact	Email/Phone
Policy & Guidance	OSSE 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
	Edgar Stewart, Nonpublic Monitoring Team	Edgar.Stewart@dc.gov
Evidence-Based Practice	Jennifer Carpenter, Professional Development Specialist	Jennifer.Carpenter@dc.gov
Data Apps & Systems	Use the OSSE Support Tool for questions or support with special education data systems and applications Locate your LEA's DAR Liaison	OSSE Support Tool Locate DAR Liaison
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
	School Liaisons and Parent Resource Center	(202) 576-5000 (follow prompt for school officials)

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

Policy & Guidance

- Liaise with OSSE and your LEA on special education policy and guidance
- Identify key areas of need for special education technical assistance and professional development

Monitoring & Compliance

- Liaise with OSSE IDEA Part B Monitoring and Non-Public Team
- Ensures implementation of dispute resolution correction of noncompliance

Evidence-Based Practice

- Support LEA staff in leveraging OSSE resources on evidence-based practices in serving students with disabilities
- Share training opportunities with staff

Data Apps & Systems

- Serve as the SEDS administrator and trainer on behalf of all LEA staff
- Access and leverage student-level data from multiple OSSE systems (Qlik, SLED, etc.)

- LEA leaders may assign one or more staff members as the LEA SE POC and may divide duties to best meet the needs of the LEA.
- LEA SPED POCS must be [assigned this role](#) in eSchoolPLUS to receive official OSSE communications targeted to their role. Contact your LEA Data Manager to add your name and email to the [eSchoolPLUS contact list](#).

Coordination Between LEA SPED POCs and LEA Teams

LEA SPED POCs coordinate with a range of other POCs to support with the work listed below. Please connect with the staff members who serve in the following roles to ensure you are prepared to support one another throughout the school year.

LEA Assessment POC

- Ensure students with disabilities receive appropriate assessment accommodations, as documented in IEPs
- Determine Alternate Assessment eligibility for students with cognitive disabilities

LEA Transportation POC

- Provided updates to your LEA on transportation policies, guidance, and eligibility criteria
- Ensure timely submission of all Transportation Request Forms (TRFs).

Pre-K Special Education POC

- Serve 3-5 year-old students with disabilities
- Support pre-K SPED POC in collecting Child Outcomes Summary data, as needed

LEA Data Manager

- Ensure accurate enrollment data to allow transfer of records in SEDS for students with disabilities
- Access and leverage student-level data from multiple OSSE systems (Qlik, SLED, SIS, etc.)

Early Childhood Transition Coordinator

- Coordinate a smooth C to B Transition for newly enrolled 3-4 year-old children from the DC Early Intervention Program ('Strong Start')
- Coordinate Child Find duties for young children

LEA English Learner Coordinator

- Serve students who are dually identified as English learners with disabilities, including appropriate assessment accommodations, evaluations and service provision in other languages, family engagement and communication, etc.