# LEA Special Education Point of Contact Monthly Webinar

**May 19, 2021**

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

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

- Nonpublic Updates

- Child Outcome Summary (COS) Updates

- Transportation Updates

- Announcements & Reminders

# Updated OSSE Guiding principles for Continuous Education & SY2021-22 Continuous Education Plans

- OSSE Guiding Principles for Continuous Education: Updated 5/14/21

- Continuous Education Plans (CEPs) for School Year 2021-22

  - Due to OSSE on 6/30/21

  - Technical Appendix and Resource Guide

  - OSSE will review special education metrics to track the implementation of these plans.

# SY2021-22 Continuous Education Plans: OSSE review of LEA Special Education Metrics*

| Topic | Review Question | Data Source(s) | LEA Target | OSSE Review Timeline | Follow-up Mechanism |
|---|---|---|---|---|---|
| **Accelerated Learning Planning and Engaging Families** | Did the LEA gather student data to develop individual accelerated learning plans? | School-level schedules for benchmark assessment<br><br>LEA self-reported % of benchmark assessment completion | 100% of benchmark assessments complete | December 2021 | OSSE to arrange support conversations with select LEAs after metrics review, as needed |
| **Least Restrictive Environment (LRE) and Equitable Access to Education** | Is the LEA excluding more students who require extensive accelerated learning? | Federally reported LRE data<br><br>Non-public placement rate | Same or lower as previous years | February 2022 | |
| **Students in Non-Public Schools** | Is IDEA service delivery continuous and linked to accelerated learning? | SEDS IEP & annual review data<br><br>Related services delivery data | Review reveals no evidence of systemic failures to implement accelerated learning | January/ February 2022 | |
| **Students in Correctional Facilities** | Is IDEA service delivery continuous and linked to accelerated learning? | SEDS IEP & annual review data<br><br>Related services delivery data | Review reveals no evidence of systemic failures to implement accelerated learning | Fall 2021 and spring 2022 | |

*See the CEP Technical Assistance Appendix at p.5.

# SY2021-22 Continuous Education Plans: Next Steps for Special Education Points of Contact

- Review revised Guiding Principles and CEP questions (NOTE: Qs 16-17)

- Engage with LEA leadership to ensure contribution to **LEA CEP due 6/30/21**

- Review OSSE supports (webinars, materials, consultation)

- Ask Questions: Deputy Chief of Staff Sarah Martin at Sarah.Martin@dc.gov.

- Submit for review (see technical appendix at p. 5):

| Document | Due date for Submission | Format and Submission | OSSE Review & Feedback |
|---|---|---|---|
| SY2021-22 Benchmark Assessment Schedule | Aug. 16, 2021 | Microsoft Word or Excel document via email to Victoria.Glick@dc.gov | OSSE Review with LEA CEP<br><br>Direct TA to LEAs |
| Percentage of benchmark assessments completed as of October 31, 2021 | Nov. 1, 2021 | Email completion percentage to Victoria.Glick@dc.gov | OSSE review December 2021<br><br>Direct TA to LEAs |

**Policy Reminders and Updates**

# New Special Education Policy Bulletins

OSSE has released two guidance documents intended to clarify existing LEA obligations related to the education of students with disabilities consistent with the Individuals with Disabilities Education Act (IDEA):

- Special Education Policy Bulletin: Extended School Year (ESY) Services provides guidance and clarifications regarding LEA responsibilities related to:

  - ESY for students with disabilities who are transferring between LEAs

  - ESY for students with disabilities transitioning from IDEA Part C early intervention services

  - ESY for students with disabilities transferring from a closing public charter school

  - Considerations for ESY eligibility and service provision during coronavirus (COVID-19)

  - Information on accessing student records.

# New Special Education Policy Bulletins

OSSE has released two guidance documents intended to clarify existing LEA obligations related to the education of students with disabilities consistent with the IDEA:

- Special Education Policy Bulletin: Medical Assessments Under IDEA clarifies LEA obligations related to medical assessments that may be necessary as part of an evaluation.

  - If determined appropriate by the group of persons conducting the evaluation to gather necessary information to determine a child's eligibility or educational needs, the LEA must arrange for medical assessments at no cost to the parent.

  - Medical assessments may include a medical or diagnostic evaluation by a licensed physician or other medical professionals (for example, developmental and pediatric optometrists).

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

On March 24, 2021, OSSE issued an update to the IDEA, Part B Provision of FAPE: Guidance Related to Remote and Blended Learning (July 2020) to address requirements related to student observations as part of initial evaluations and reevaluations:

- Clarifying that a student observation may be conducted for determining eligibility for disability categories other than specific learning disability (SLD)

- Student observations must be conducted "in the child's learning environment (including the regular classroom setting)"

- If the student (whether considered for SLD or otherwise) can be validly and reliably observed via online or virtual observation during periods of remote instruction, the group may determine such means are sufficient to inform the evaluation.

# 2021-22 School Year Early Access to Students with Disabilities Data Application

Gives LEAs timely and appropriate access to information for pre-enrolled students with disabilities after the end of the current school year and prior to the start of the next school year.

Access is available to the below eSchoolPLUS points of contact (POCs):

- LEA Data Managers
- Heads of School
- Principals
- Special Education POCs
- Pre-K Special Education POCs
- Early Childhood Transition Coordinators

The application became available **April 28, 2021**, is updated daily, and reflects changes in enrollment.

# Early Access to Students with Disabilities Data Application

Provides student demographic information from the Statewide Longitudinal Education Data (SLED) as well as data points from the Special Education Data System (SEDS) including:

- Primary disability category
- Eligibility start and end dates
- IEP start and end dates
- Special education level
- Weekly service hours
- Assistive technology

- Related services: setting, time, frequency
- Least restrictive environment
- Dedicated aide and hours
- Transportation eligibility and mode
- ESY eligibility
- IDEA Part C services

**NEW for 2021**: Transportation eligibility for both the 2019-20 and 2020-21 school years.

# Early Access Qlik Applications

To access Qlik and the Early Access to Students with Disabilities (SWD) app, you **must** complete these steps:

1. **Obtain SLED credentials**
   - To receive SLED credentials and training, send an email to [sled.info@dc.gov](mailto:sled.info@dc.gov).

2. **Receive Qlik access from OSSE**
   - Relevant POC types listed on the official **LEA Contact List** in **eSchoolPLUS** have been granted access (LEA Data Managers are responsible for updating this contact list)
   - Use the OSSE Support Tool to troubleshoot access issues.

3. **View training webinar:**
   [osse.dc.gov/node/1331101](http://osse.dc.gov/node/1331101)

# Closing Out the 2020-21 school year

- Prior to the end of the 2020-21 school year, LEAs should:

  - Complete reevaluations and annual IEP team meetings that are due over the summer.

  - Complete necessary documentation in SEDS.
    - Service logging, progress reports, prior written notice (PWNs), and summaries of performance for students graduating with a diploma

  - Identify a point of contact who can:
    - Respond to records requests from LEAs receiving students transferring from your LEA; and
    - Receive transition conference invitations and attend transition conferences for children transitioning from IDEA Part C early intervention services (C-to-B transition).

# Preparing for the 2021-22 school year

- To prepare for the 2021-22 school year, LEAs should:
  - Submit Transportation Request Forms (TRFs) no later than 20 days before the start of school;
  - Prepare for and document the first provision of specialized instruction for students with disabilities under the age of 6;
  - Monitor student enrollments through the Early Access to Students with Disabilities Data Application;
  - Conduct an audit of your LEA's SEDS users;
  - Create your 2020-21 school year calendar, including progress reporting periods, in SEDS;
  - Consult with your LEA Data Manager to ensure a smooth switchover of your student information system; and
  - Refer to OSSE's Start of School website and attend trainings, as appropriate.

# Coming Soon: 2020-21 School Year IDEA Parent Survey

- OSSE is seeking your assistance in communicating with parents about the 2020-21 School Year IDEA Parent Survey.

- As part of the Annual Performance Report (APR), states collect information and report the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

- Be on the lookout for materials to help get the word out about the parent survey!

IDEA Reminders and Updates

# Current IDEA Monitoring

## Secondary Transition Requirements

Time period reviewed: FFY Q2 & Q3 Oct. 1, 2020 - March 31, 2021

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

Month monitoring takes place: April 2021

## Reevaluation Timeliness

Time period reviewed: FFY Q2 & Q3 Oct. 1, 2020 - March 31, 2021

LEAs monitored: All LEAs

Month monitoring takes place: April 2021

# Updates in DCCATS

New action options in DCCATS

**Corrective Action:**

Complete evaluation and upload into SEDS.

**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
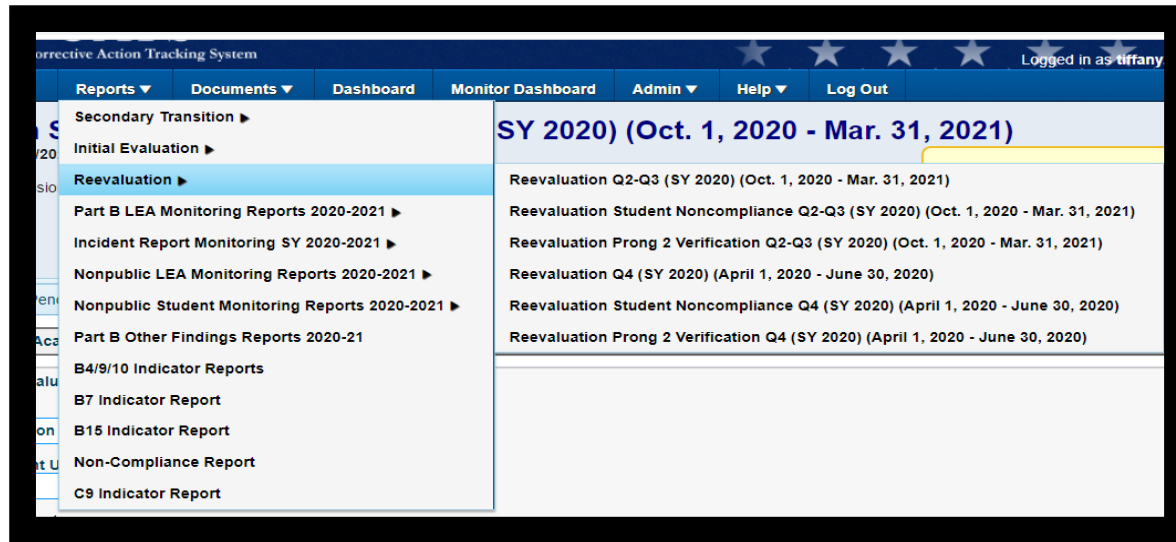(Option is disabled 30 days after initial report is released.)

**Evidence Documents**
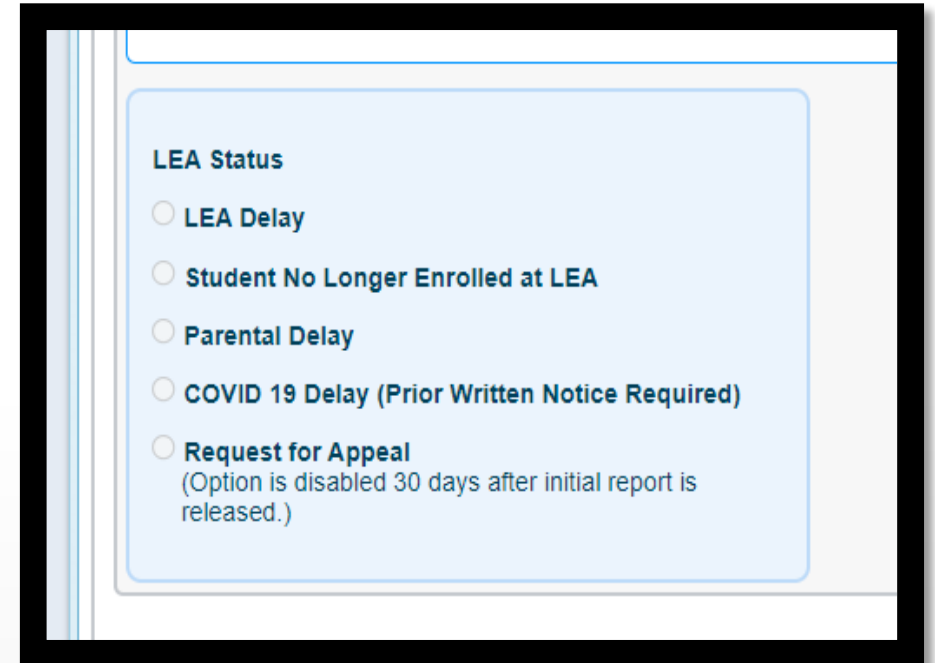
No Evidence Files Identified

**OSSE Status**
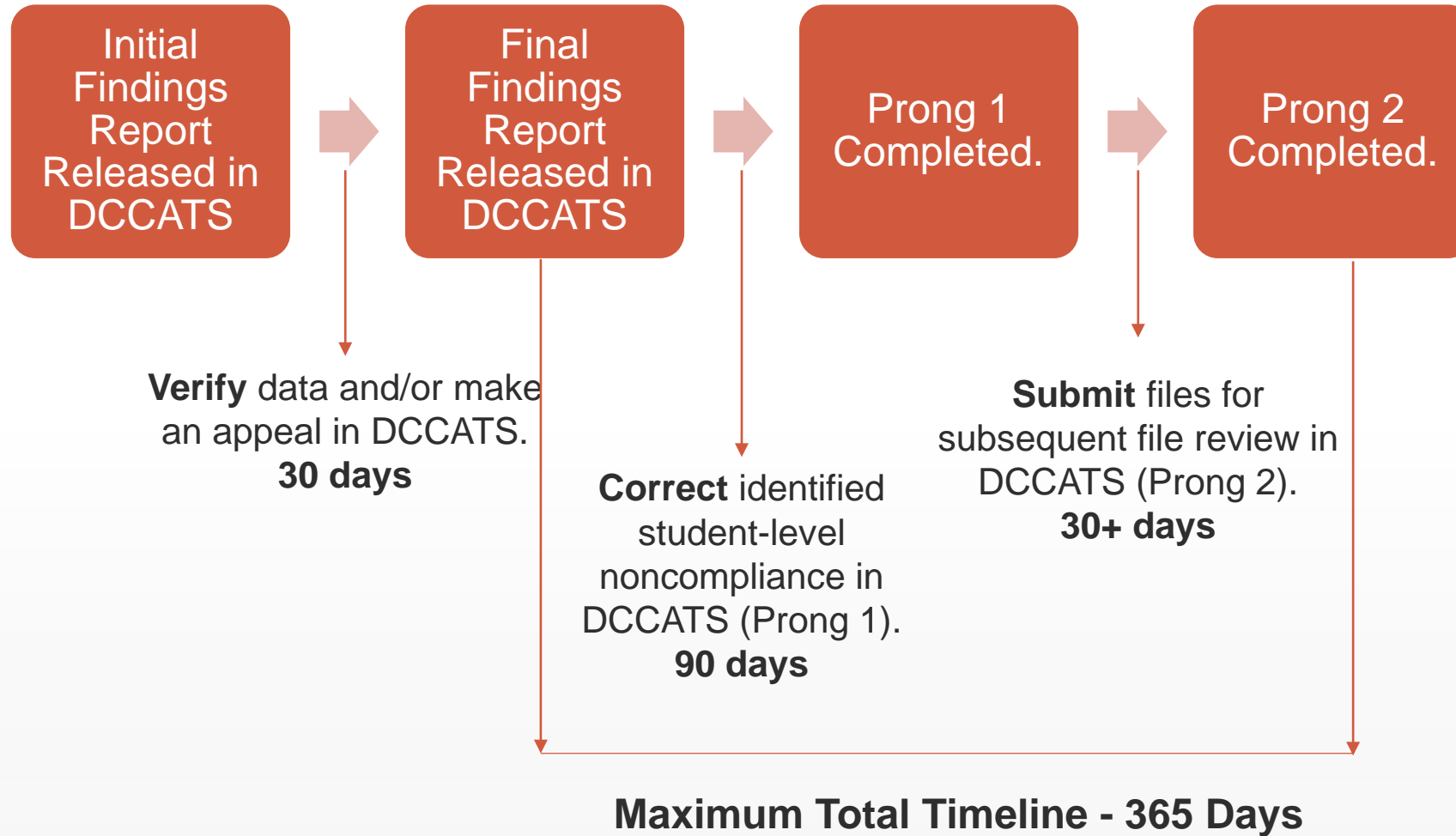
○ Approved

○ Not Approved

● Pending

○ Rescinded

# Appealing a Finding in DCCATS





1) Under Reports, **select** the report for which you would like to make an appeal;
2) **Select** the "Student Noncompliance" report;
3) **Select** the student's name for the file you wish to appeal;
4) Under LEA Status, **select** "Request for Appeal" and submit corresponding documentation for evidence.

# What is the overall timeline for correction of noncompliance?

| Initial Findings Report Released in DCCATS | → | Final Findings Report Released in DCCATS | → | Prong 1 Completed. | → | Prong 2 Completed. |

**Verify** data and/or make an appeal in DCCATS. **30 days**

**Correct** identified student-level noncompliance in DCCATS (Prong 1). **90 days**

**Submit** files for subsequent file review in DCCATS (Prong 2). **30+ days**

**Maximum Total Timeline - 365 Days**

# Upcoming Reports Due in DCCATS

| Due Date | Report |
|---|---|
| **June 10, 2021** | • Initial Evaluation Q2<br>• Reevaluation Q2 |
| **July 21, 2021** | • Initial Evaluation Q3<br>• Reevaluation Q3 |
| **Aug. 27, 2021** | • Initial Evaluation Q4<br>• Reevaluation Q4 |
| **Sept. 30, 2021** | • Secondary Transition Q4 |

# IDEA Part B Monitoring and TA Schedule

| Estimated Timeline | Monitoring and Compliance Activity |
|---|---|
| **July 2021** | • Targeted technical assistance in the areas of initial evaluation, reevaluation and C to B transition with a focus on students ages 3-5<br>• Significant disproportionality monitoring<br>• Significant discrepancy monitoring<br>• Disproportionate representation monitoring<br>• Initial evaluation and C to B transition monitoring |
| **August 2021** | • Issuance of IDEA LEA Determinations for federal fiscal year 2019 (FFY19)<br>• Child Find monitoring |

Nonpublic Updates

# IDEA Part B Monitoring for Students Placed in Nonpublic Schools & Programs - 2020-21 School Year

| Monitoring-Related Activity | Period 1 | Period 2 | Period 3 |
|---|---|---|---|
| Notification | Nov. 19, 2020 | Jan. 27, 2021 | May 7, 2021 |
| Initial Report Release | Feb. 1, 2021 | May 27, 2021 | July 2, 2021 |
| Final Report Release | March 8, 2021 | June 27, 2021 | Aug. 3, 2021 |
| Correction of Noncompliance | March 7, 2022 | June 26, 2022 | Aug. 2, 2022 |

# Child Outcome Summary (COS) Updates

# Child Outcomes Summary (COS)

**COS exit data is due June 1, 2021** for every pre-K student with an individualized education program (IEP) who will exit a pre-K special education program by the end of the current school year. This includes:

- Children who will participate in kindergarten during the 2021-22 school year

- Children who turned age 6

- Children who are no longer eligible for preschool special education

- Children who moved out of state, are now home schooled, or attend a private school

If you have questions about the COS data submission process, please contact our team at osse.cosfaq@dc.gov

# Child Outcomes Summary (COS)

Helpful tips when completing exit data:

- Exit data is not required for students that leave your LEA mid-year and enroll in another DC LEA pre-K program. Leave the COS record open in DCCATS.

- Exit data is required for children who leave your LEA mid-year and are not enrolled in another DC LEA pre-K program.

- Once exit data is entered and submitted in DCCATS, a status of "Entry and Exit Scores Completed" will appear next to the child's name.

- To access a child who is enrolled in your LEA and has an open record in another LEA, request a transfer of records through DCCATS.

- As the DCCATS administrator, remember to check your Student Transfer Manager.

Transportation Updates

# ESY 2021 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 2021

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

| 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 |

- LEAs data submissions should be no less than 20 business days (four weeks) prior to their first day of school
- Transportation Online Tool for Education (TOTE) Support can be reached Monday-Friday between 9 a.m.-5 p.m. at (202) 576-5520 or email dot.data@dc.gov

# In Person Start Date in TOTE

The In Person Start Date field has been created for the purpose of the LEA to inform DOT of the start of their hybrid schooling when they are creating their school year calendar.

| | |
|---|---|
| Grade | Pre-K 3- 5th |
| LEA Code | 1 |
| School Code | 202 |
| *Cohort Schedule | A: Monday, Tuesday (Offsite: W ▼ |
| In Person Start Date | 11/9/2020 📅 |

# Cohort Alignment

OSSE DOT is currently providing transportation services for schools offering "hybrid" (combination of distance and in-person learning) or in-person learning.

We are asking that you consider aligning cohorts for transportation eligible students. This will assist with maintaining safety protocols and help to ensure seamless transitions for students, schools and DOT staff.

# TOTE Training Dates for the 2020-21 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.

- Dates:

  - May 26

  - June 9

  - June 23

  - July 14

  - July 28

  - Aug. 11

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

Reminders and Announcements

# Upcoming Professional Learning Opportunities and Resources

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

# Learner Variability: Online Course for DC Educators

**Understanding Learner Variability Live Webinar (June 22 or 23)**

| Asynchronous Modules (June 28 to July 9) | | | |
|---|---|---|---|
| **Cultivating Student Agency & Learner Mindsets** | **Designing for Learner Variability: Cognition** | **Integrating SEL into Everyday Lessons is Learner Variability** | **Designing for Learner Variability: Student Engagement** |
| • Learner Mindsets<br>• Fostering Agency & Motivation | • Deep dive into cognitive factors and strategies<br>• Supporting complex learners | • SEL & Equity in the classroom: Disrupting Deficit Thinking<br>• Understanding Stereotype Threat & Adverse Experiences | • Factors and strategies that support different components<br>• Feedback matters |

**Putting It Into Practice Live Webinar (July 13 or 14)**

Register today! octo.quickbase.com/db/bj339wdcr

5/19/2021

OSSE Multilingual Learner Conference
STRENGTHENING TEACHING PRACTICES FOR MULTILINGUAL LEARNERS TOGETHER

2-DAY VIRTUAL CONFERENCE!
May 25-26, 2021 | 2:30-4 p.m.

GOVERNMENT OF THE DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

# OSSE Multilingual Learner Conference
## *By DC Educators, For DC Educators*

This **virtual conference** will feature educators sharing their programs and practices for English learners and multilingual learners in both English language and dual language programs.

This convening is geared toward **all DC educators** who work with students who are English learners in in-person, distance learning, and hybrid learning environments.

Register now by visiting the conference website **bit.ly/OSSEMLC**

Questions? Contact Santiago Sanchez at Santiago.Sanchez@dc.gov

# 2021 Start of School Trainings for LEA Special Education POCs

**NOTE: All 2021 summer trainings will be virtual.**

**Office Hours**

**Orientation Training** (July 28)

**Pre-Recorded Trainings on Specific Data Apps**

**Monthly LEA Special Education POC Webinars** (Aug. 18)

**Special Topic Trainings** (e.g., Recovery, Learning Acceleration, Policy Updates)

**Tier 3 Supports: New & Less Experienced POCs**

- SEDS Train-the-Trainer Office Hours (dates/times TBD)

**Tier 2 Supports: New & Less Experienced POCs**

- **July 28, 2021 9-10:30 a.m.** New LEA Special Education POC Orientation (covers basic 'start-of-school' duties)
- **Trainings for specific apps**
  1. Using Early Access to SWD Data Qlik App
  2. SEDS Train-the-Trainer (three-part series)
  3. Using DC CATS

**Tier 1 Supports: All POCs**

- Regularly scheduled touchpoints between OSSE & POCs
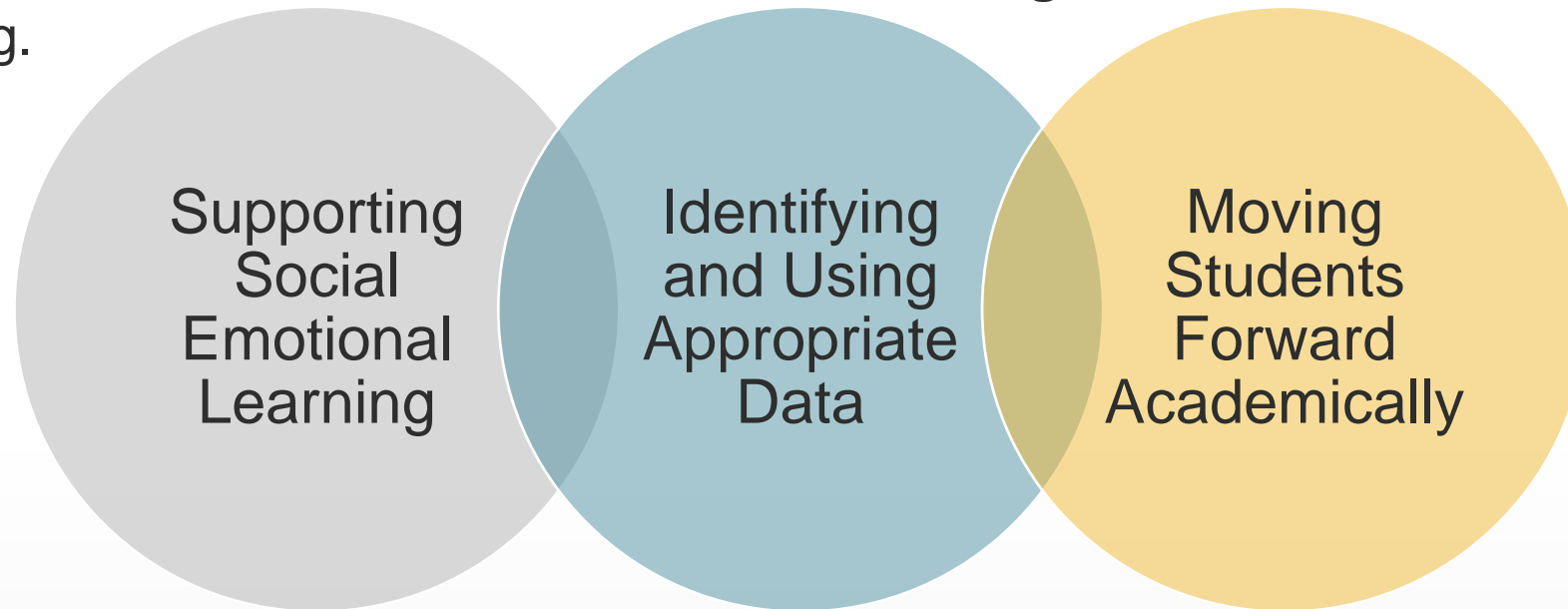- Trainings relevant to all LEA Special Education POCs

**STAY INFORMED:** Training dates and details shared in monthly emails to all LEA Sped POCs from Stephanie.Davis3@dc.gov. Don't miss out! Ensure you are listed in eSchoolPLUS contact list.

# Summer Professional Learning Opportunities

- The OSSE Teaching and Learning (TAL) team will offer summer professional learning opportunities **for all educators** focused on **a strong foundation** for return to in-person learning.

Supporting Social Emotional Learning

Identifying and Using Appropriate Data

Moving Students Forward Academically

- The best way for educators to stay informed is to subscribe and view the monthly TAL PD Bulletin, sent the first Thursday of each month.

- View the 2021 Summer Professional Learning Catalog for course descriptions and visit the OSSE Training Registration Portal for session dates and registration links.

# Missed Last Month's 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:**

**NO WEBINAR IN JUNE and JULY!**

**SEE YOU IN AUGUST!**

**Wednesday, August 18, 2021, 10-11 a.m.**

Please register here.

# Complete our Survey

**Complete the May 2021 SPED Webinar Survey:**

**www.surveymonkey.com/r/May21spedwebinar**

# Upcoming Due Dates

| Estimated Timeline | OSSE Division | Monitoring and Compliance Activity |
|---|---|---|
| **May 2021** | K12SS | • ESY Certification (May 3) |
| **June 2021** | K12SS | • Child Outcome Summary (COS) June Checkpoint – COS exit data due |
| **July 2021** | K12SS | • Targeted technical assistance in the areas of initial evaluation, reevaluation and C to B transition with a focus on students ages 3-5<br>• Significant disproportionality monitoring<br>• Significant discrepancy monitoring<br>• Disproportionate representation monitoring<br>• Initial evaluation and C to B transition monitoring |
| **August 2021** | K12SS | • Issuance of IDEA LEA Determinations for federal fiscal year 2019 (FFY19)<br>• Child Find monitoring |

Thank You!

# Appendix

# 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 |
| Monitoring & Compliance | 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 <br> Locate your LEA's DAR Liaison | OSSE Support Tool <br> Locate DAR Liaison |
| Preschool Special Education | Dawn Hilton, Special Education Supervisory Coordinator, Division of Early Learning | Dawn.Hilton1@dc.gov |
| Preschool Special Education | 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 |
| Student Transportation | School Liaisons and Parent Resource Center | (202) 576-5000 <br> *(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<br><br>• 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<br><br>• 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<br><br>• Share training opportunities with staff |

| Data Apps & Systems |
|---|
| • Serve as the SEDS administrator and trainer on behalf of all LEA staff<br><br>• Access and leverage student-level data from multiple OSSE systems (Qlik, SLED, etc.) |

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

# Coordination Between LEA SPED POCs and LEA Teams

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

| LEA Assessment POC | LEA Transportation POC |
|---|---|
| • Ensure students with disabilities receive appropriate assessment accommodations, as documented in IEPs<br><br>• Determine Alternate Assessment eligibility for students with cognitive disabilities | • Provided updates to your LEA on transportation policies, guidance, and eligibility criteria<br><br>• Ensure timely submission of all Transportation Request Forms (TRFs). |

| Pre-K Special Education POC | LEA Data Manager |
|---|---|
| • Serve 3- to 5-year-old students with disabilities<br><br>• Support Pre-K SE POC in collecting Child Outcomes Summary data, as needed | • Ensure accurate enrollment data to allow transfer of records in SEDS for students with disabilities<br><br>• Access and leverage student-level data from multiple OSSE systems (Qlik, SLED, SIS, etc.) |

| Early Childhood Transition Coordinator | LEA English Learner Coordinator |
|---|---|
| • Coordinate a smooth C to B Transition for newly enrolled 3- or 4-year-old children from the DC Early Intervention Program ('Strong Start')<br><br>• Coordinate Child Find duties for young children | • 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. |