



New LEA Special Education Point of Contact Orientation

Summer 2020 Start of School Training Series

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



2020-21 Start of School

Overview & Announcements



Visit the **Start of School webpage** to learn more about our five priorities for strengthening the 2020-21 start of school, important dates and deadlines, and helpful resources and tools.

osse.dc.gov/startofschool



2020-21 START OF SCHOOL DATES & DEADLINES

2020-21 START OF SCHOOL RESOURCES & TOOLS

Monday	Tuesday	Wednesday	Thursday
July 20 New Data Manager Orientation New Enrollment Audit POC Orientation Returning Enrollment Audit POC Refresher	July 21 New Special Education POC Orientation New Transportation POC Orientation + TOTE 2.0 Re-entry Strategies and Tools to Support ELs: Part 1	July 22 SEDS Train-the-Trainer: Eligibility Process SEDS Train-the-Trainer IEP Process TOTE 2.0 Training SLED Training for New Users	July 23 SEDS Train-the-Trainer: Related Service Provision Documentation
July 27 SLED Training for New Users	July 28 Re-entry Strategies and Tools to Support ELs: Part 2 LEA Feed Management	July 29 Serving Students with Disabilities Remotely: Part 1 TOTE 2.0 Training	July 30 LEA Data Discussion for Data Managers
Aug. 3	Aug. 4	Aug. 5 Re-entry Strategies and Tools to Support ELs: Part 3 Serving Students with Disabilities Remotely: Part 2 TOTE 2.0 Training	Aug. 6
Aug. 12 Serving Students with Disabilities Remotely: Part 3 TOTE 2.0 Training			Aug. 13 Kid Talk Event LEA Data Discussion for Data Managers Re-entry Strategies and Tools to Support ELs: Part 4
Aug. 19 Special Ed POC & Transportation POC Webinar			Aug. 20

SY2020-21 Start of School Summer Training Calendar

Additional details for each training can be found within the [OSSE Training Registration System](#) and on the [OSSE Start of School Website](#)

2020 Kid Talk: Thursday, Aug. 13, 2020 (Virtual)

- Extension of the [Bridge to High School \(B2HS\) Data Exchange Program](#)
- Middle school & high school staff come together to discuss the academic and social emotional needs of **incoming 9th graders**.
 - **INVITED:** Counselors, special education coordinators, English learner coordinators, student support staff, school leaders.
 - Allows the receiving high school to **plan for specific student needs** before the school year begins.
- **To RSVP:** Contact Janae Eason at (202) 251-7392 or Janae.Eason@dc.gov.



Agenda

Time	Topic
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 Tasks
9:30-9:35 a.m.	Troubleshooting Support: OSSE Support Tool
9:35-9:40 a.m.	Reports in Qlik Useful to LEA Sped POCs
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.	Nonpublic SEDS Access & Role of the LEA Sped POC
10:20-10:25 a.m.	Nonpublic placement overview & Nonpublic monitoring overview
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 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 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.

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.

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 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).

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.)

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

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, Non-Public 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
or contact your LEA's Data 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*)





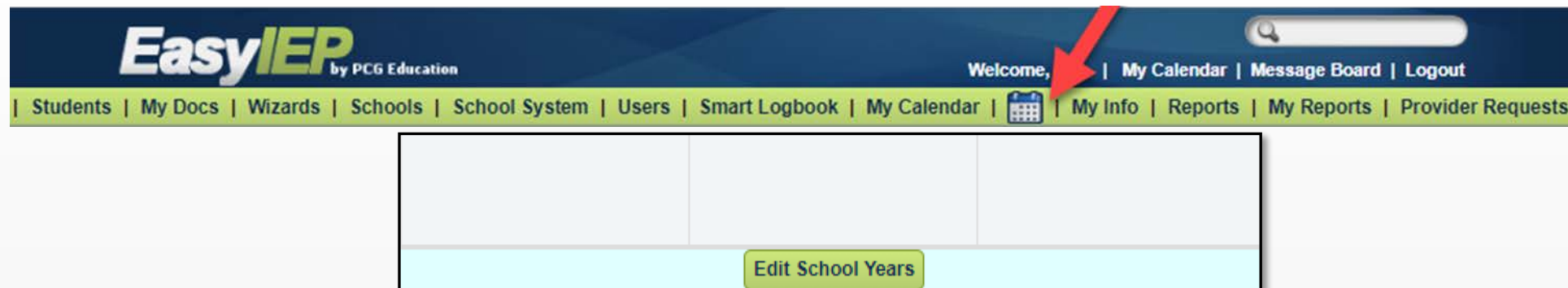
Special Education Data System (SEDS) Administrative Tasks

SEDS Administrative tasks for Start of School

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















Roll Over System to 2020-21 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**.

Roll Over System to 2020-21 School Year

2013-2014	08/26/2013 	06/20/2014 	299	185	Edit	Edit
2014-2015	08/25/2014 	06/17/2015 	297	179	Edit	Edit
2015-2016	08/24/2015 	06/17/2016 	299	183	Edit	Edit
2016-2017	08/22/2016 	06/16/2017 	299	187	Edit	Edit
2017-2018	08/21/2017 	06/13/2018 	297	178	Edit	Edit
2018-2019	08/20/2018 	06/12/2019 	297	187	Edit	Edit
2019-2020	08/26/2019 	05/29/2020 	278	167	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 2: Click Add next school year.

Roll Over System to 2020-21 School Year

- Impacts access to documents and student information.

Edit School System Information

The screenshot shows the 'Edit School System Information' form. The 'School Year' dropdown menu is open, displaying a list of school years from 2001-2002 to 2020-2021. The year '2020-2021' is highlighted in blue, and a red arrow points to it from the right. The '2019-2020' option is currently selected in the main form, which is highlighted with a red box. Other fields include 'School System Name' (Docs Demo), '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', 'Time Zone' (US/Eastern (GMT -05:00 / -04:00)), and 'County'. A green 'Upload New Data' button is visible next to the 'Fax Number' and 'Time Zone' fields.

STEP 3: Select the 2020-21 from the list.

Update Reporting Periods

Del	School Year	Begin Date	End Date	Cal Days	Sch Days	ESY Schedule	Report Periods
	2018-2019	08/20/2018	06/14/2019	299	215	<input type="button" value="Edit"/>	<input type="button" value="Edit"/>
	2019-2020	08/19/2019	06/12/2020	299	214	<input type="button" value="Edit"/>	<input type="button" value="Edit"/>
<input type="checkbox"/>	2020-2021	<input type="text"/>	<input type="text"/>			<input type="button" value="Edit"/>	<input type="button" value="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.

STEP 4: Select the Reporting Periods.

Progress Reporting Periods

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

Edit 2020-2021 Reporting Period Schedule (Docs Demo)

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 #"

STEP 5: Enter the Reporting Period dates for Progress Reports for 2020-21.

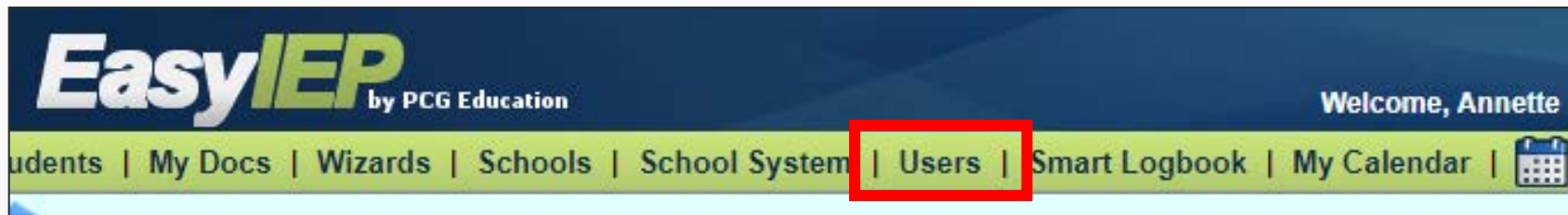
Start of School SEDS User Audit

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

Check All Check None

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

<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

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

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

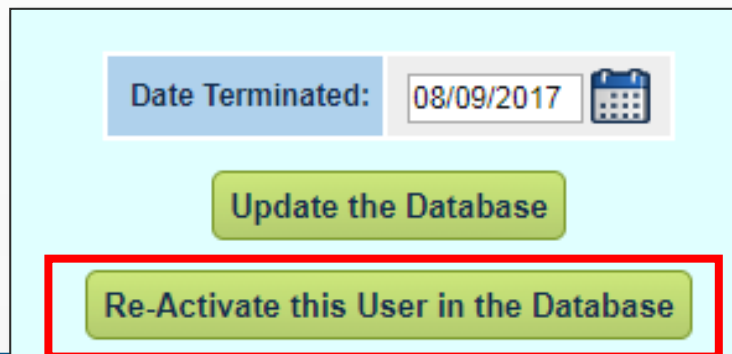
Check the box in the “Delete” column, then click “Inactivate Selected Users.”


Start of School SEDS User Audit

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

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

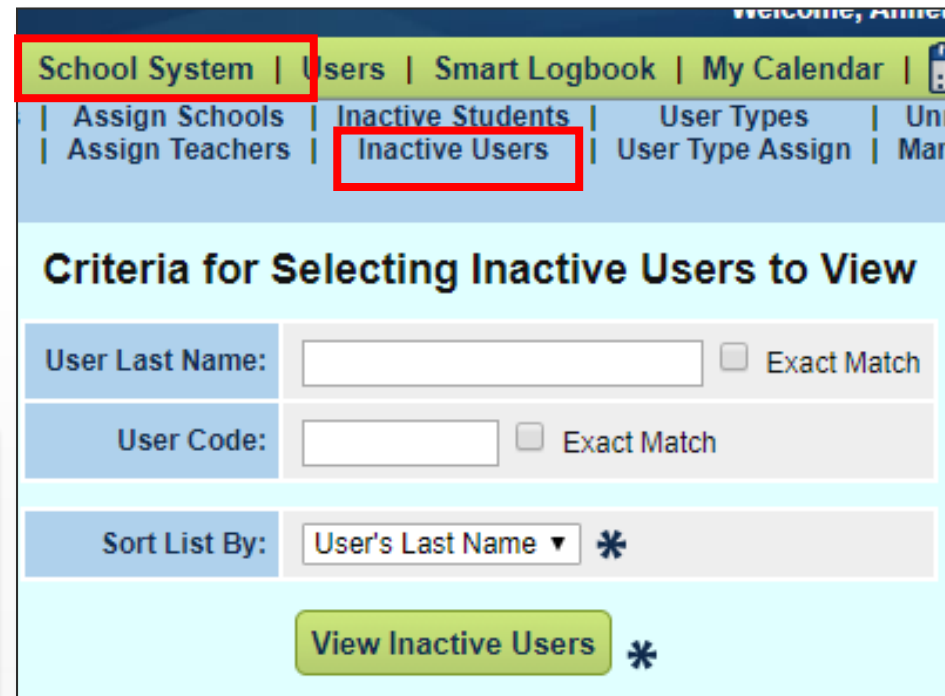
- Go to the “School System.”
- Click on “Inactive Users.”
- Search for user by name.
- Reactivate user.




Date Terminated: 08/09/2017 

Update the Database

Re-Activate this User in the Database



School System | Users | Smart Logbook | My Calendar | 

Assign Schools | Inactive Students | User Types | Unr
Assign Teachers | **Inactive Users** | User Type Assign | Man

Criteria for Selecting Inactive Users to View

User Last Name: Exact Match

User Code: Exact Match

Sort List By: User's Last Name ▼ *

View Inactive Users *



OSSE Support Tool (OST)

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

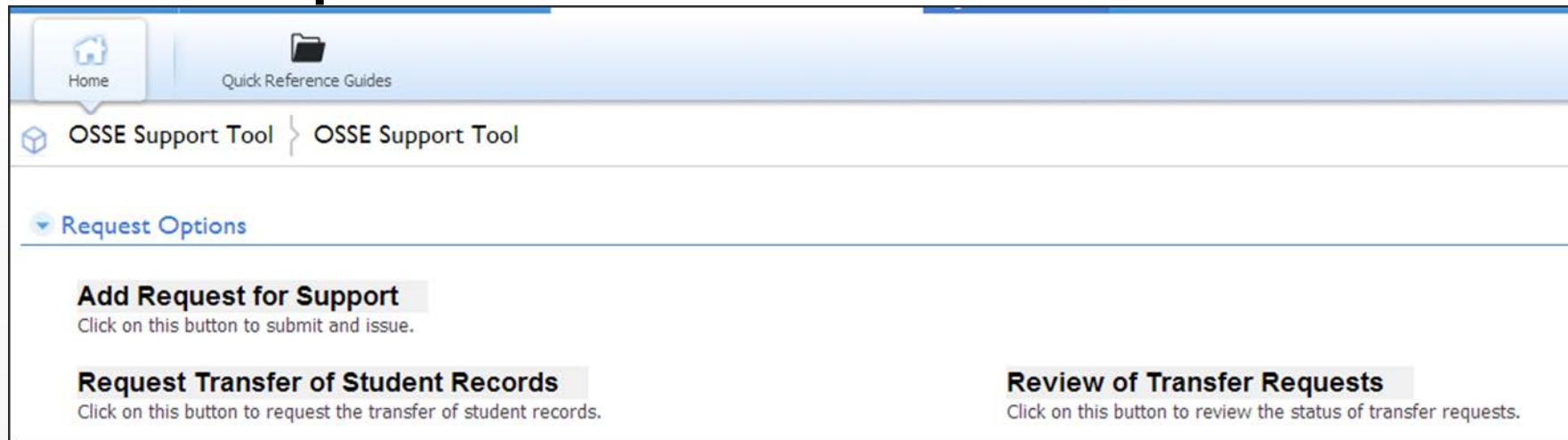
OSSE Support Tool (OST)

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 on 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) • LEA does not participate in My School DC , OR • My School DC LEA does NOT match LEA in SEDS 	<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> <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 2020-21.
- **No approval** required from previous LEA.
- **Only** use this process in the event automated transfers do not occur.

The screenshot displays the 'Request Options' section of the OSSE Support Tool. It contains four buttons: 'Add Request for Support', 'Request Transfer of Student Records', 'Review Outstanding Transfer Requests', 'Status Search', and 'Review of Transfer Requests'. Red arrows point from the first three buttons to a table below. The table has columns for Student First Name, Student Last Name, Date Of Birth, LEA Name, School Name, Request Transfer?, and Previous LEA Transfer Decision. A dropdown menu is open for the 'Previous LEA Transfer Decision' column of the first row, showing 'Yes' and 'No' options.

Student First Name *	Student Last Name *	Date Of Birth	LEA Name *	School Name	Request Transfer?	Previous LEA Transfer Decision
Johnny	Appleseds		Fake LEA		Yes	<input type="button" value="▼"/>
						Yes
						No



Qlik Applications for LEA SE POCs

Qlik Applications for LEA SE POCs

Qlik is a data visualization tool used for interactive reports and dashboards. It pulls data together from various apps, such as SEDS, SLED, and student enrollment databases.

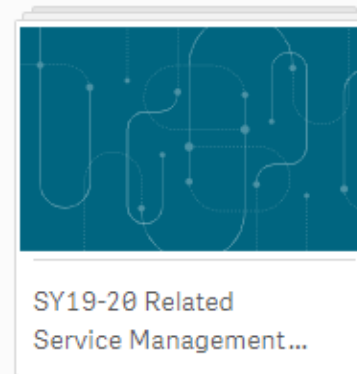
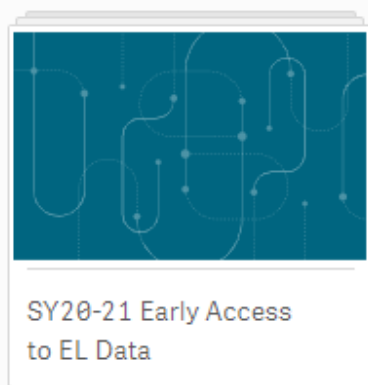
- [Summary of all Qlik apps](#)
- How to gain access to Qlik:
 - Must have SLED credential.
 - Must be listed in eSchoolPLUS as the LEA SE POC.
 - Go to <https://analysis.osse.dc.gov/> and attempt to login.
- Work with your LEA Data Manager and/or use the OSSE Support Tool to troubleshoot Qlik access issues.



Qlik Applications for LEA SE POCs

Within Qlik, there are specific apps directly relevant to LEA SE POCs:

- SY20-21 Early Access to Students with Disabilities (SWDs) Data
 - View [training webinar and user tips here](#).
 - Learn more about all the early access apps: [Training materials here](#).
- SY20-21 Related Services Management Report (RSMR)
 - Compares the amount of time a related service is prescribed on a student's IEP to the amount of time the service is actually provided. The RSMR is based on data entered by the service provider via the Service Logging Wizard in SEDS.





Policy & Guidance

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

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

COMING SOON

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

C-to-B Transition Overview

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

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

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

34 CFR §300.124

Tracking the First Provision of Specialized Instruction

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

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

LEAs are NOT required to document specialized instruction:

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

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

Key Policies/Guidance for School Start Up

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

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

Policy Technical Assistance Resources

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

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



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

Additional Special Education OSSE Resources

- Least Restrictive Environment (LRE) Toolkit

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

- Positive Behavior Support (PBS) Toolkit

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

- Secondary Transition Process Toolkit

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

Key OSSE Resources

- Nonpublic Program Toolkit

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

- Standards-Based IEP Guidance

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

- Policy in Practice Webinar Series

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

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

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

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

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

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

Technical Assistance Series Overview

Serving Students with Disabilities during Periods of Distance or Blended Learning

Balancing LEA Discretion and Flexibility Deep Dive

Wednesday, July 29,
1:30-3 p.m.

Ensuring Transparency and Collaboration Deep Dive

Wednesday, Aug. 5,
1:30-3 p.m.

Developing Data-driven Supports Deep Dive

Wednesday, Aug. 12,
1:30-3 p.m.

View additional details and find registration links here: <https://osse.dc.gov/page/serving-students-disabilities-during-periods-remote-or-blended-learning>



IDEA Part B Monitoring Team

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

Requirements

- Following 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

Best Practices

- Attend trainings led by OSSE Teaching and Learning team

District of Columbia Corrective Action Tracking System (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, there is a dark blue header with the DC CATS logo and the text "District of Columbia Corrective Action Tracking System". Below the header is a navigation menu with the following items: Home, Data Entry, Reports, Documents, Dashboard, Admin, Help, and Log Out. The main content area is divided into two sections. The first section is titled "Welcome" and contains the following text: "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>", and "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-6O2FLeXlacyVp16TLJOUeGYqpYowxdFmMFH4RQ/viewform>". The second section is titled "Contacts" and contains the following text: "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 Dawn Hilton at Dawn.Hilton1@dc.gov", "LEAs with questions about Child Outcome Summary data should contact OSSE.COSFAQ@dc.gov", and "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: <https://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

Contact Info & Resources

Contact Information:

- Karen Morgan-Donaldson
Karen.Morgan-Donaldson@dc.gov

OR

Your LEA state representative

Resources:

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



Working with Nonpublic Programs

- Nonpublic SEDS Access
- Nonpublic Monitoring Process
- Change in Placement Process

SEDS Access for Nonpublic Staff & Role of LEA SE POC

Access for nonpublic staff requires OSSE, the nonpublic, and LEAs to work together. Key players include

- 1. Nonpublic SEDS Point of Contact (NP SEDS POC):** Each nonpublic campus has a designated POC who is responsible for:
 - Coordinating SEDS access for nonpublic staff
 - Training nonpublic staff on how to use SEDS
- 2. LEA SE POC:** Responsible for overseeing SEDS access for **any user, including nonpublic users**, who serves students from that LEA. LEA SE POC directly controls which student files a user can access.
- 3. OSSE Help Desk Staff:** Only the NP SEDS POC and/or the LEA SE POC can communicate with the OSSE Help Desk by using the OSSE Support Tool.

The Placement Oversight Process

- If an LEA/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.
- 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.
- 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.
- A student placed into a nonpublic setting remains the responsibility of the LEA. OSSE implements the District's policy and procedures on the non public placement of SWDs with the goal of ensuring that students with disabilities are educated in the least restrictive environment that can appropriately meet the student's needs.
- For questions or more information about the placement process, please visit: <https://osse.dc.gov/node/1310436> or contact Katie Reda at Katie.reda@dc.gov.

Nonpublic Monitoring Process

- The sending 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 Monitoring Unit Contact Information:

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

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

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



Q & A



Thank You!
