



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.



LEA Special Education Point of Contact Monthly Webinar

Nov. 18, 2020

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

AGENDA

- Introduction
- IDEA Monitoring Reminders and Updates
- Special Education Data System (SEDS) Updates
- Child Outcome Summary Updates
- Review of Alternative Assessment Process
- Transportation Updates
- Announcements & Reminders



IDEA Reminders and Updates

Updated IDEA, Part B Monitoring Activities and Schedule Memo (2020-21 school year)

- The memo included the following information:
 - OSSE will implement an annual monitoring schedule, including focused monitoring of children ages 3-5;
 - Additionally, OSSE will shift to a quarterly technical assistance touchpoint model based on LEA data;
 - OSSE continues to acknowledge the challenges associated with coronavirus (COVID-19) and continues to provide the following flexibilities:
 - 30-day correction window for LEAs to validate their data;
 - Consideration of Prior Written Notices (PWNs) when determining correction of noncompliance
 - OSSE also anticipates slippage for both LEA and state compliance rates in areas related to timeliness due to circumstances resulting from this public health emergency; and
 - An updated monitoring and compliance activity schedule.

IDEA Part B Monitoring and TA Schedule

Estimated Timeline	Monitoring and Compliance Activity
December 2020	<ul style="list-style-type: none"> • LEA notification of focused technical assistance
January 2021	<ul style="list-style-type: none"> • Targeted technical assistance in the areas of initial evaluation, reevaluation and C to B transition with a focus on students ages 3-5
April 2021	<ul style="list-style-type: none"> • Secondary transition requirements monitoring • Reevaluation timeliness monitoring • Targeted technical assistance in the areas of initial evaluation, reevaluation and C to B transition with a focus on students ages 3-5
May 2021	<ul style="list-style-type: none"> • Significant discrepancy and disproportionate representation monitoring • Child Find monitoring
July 2021	<ul style="list-style-type: none"> • Targeted technical assistance in the areas of initial evaluation, reevaluation and C to B transition with a focus on students ages 3-5 • Significant disproportionality monitoring
August 2021	<ul style="list-style-type: none"> • Issuance of IDEA LEA Determinations for federal fiscal year 2019 (FFY19)

Targeted Technical Assistance

- OSSE selected LEAs that demonstrated a need for support in the following areas:
 - Initial evaluation (with an emphasis on students ages 3-5)
 - C to B transition
 - Reevaluation
- OSSE utilized data from the 2019-20 school year (FFY) to tier LEAs.
- OSSE did consider COVID-19-related delays and the effects on LEAs compliance rates

What are Prong 1 and Prong 2?

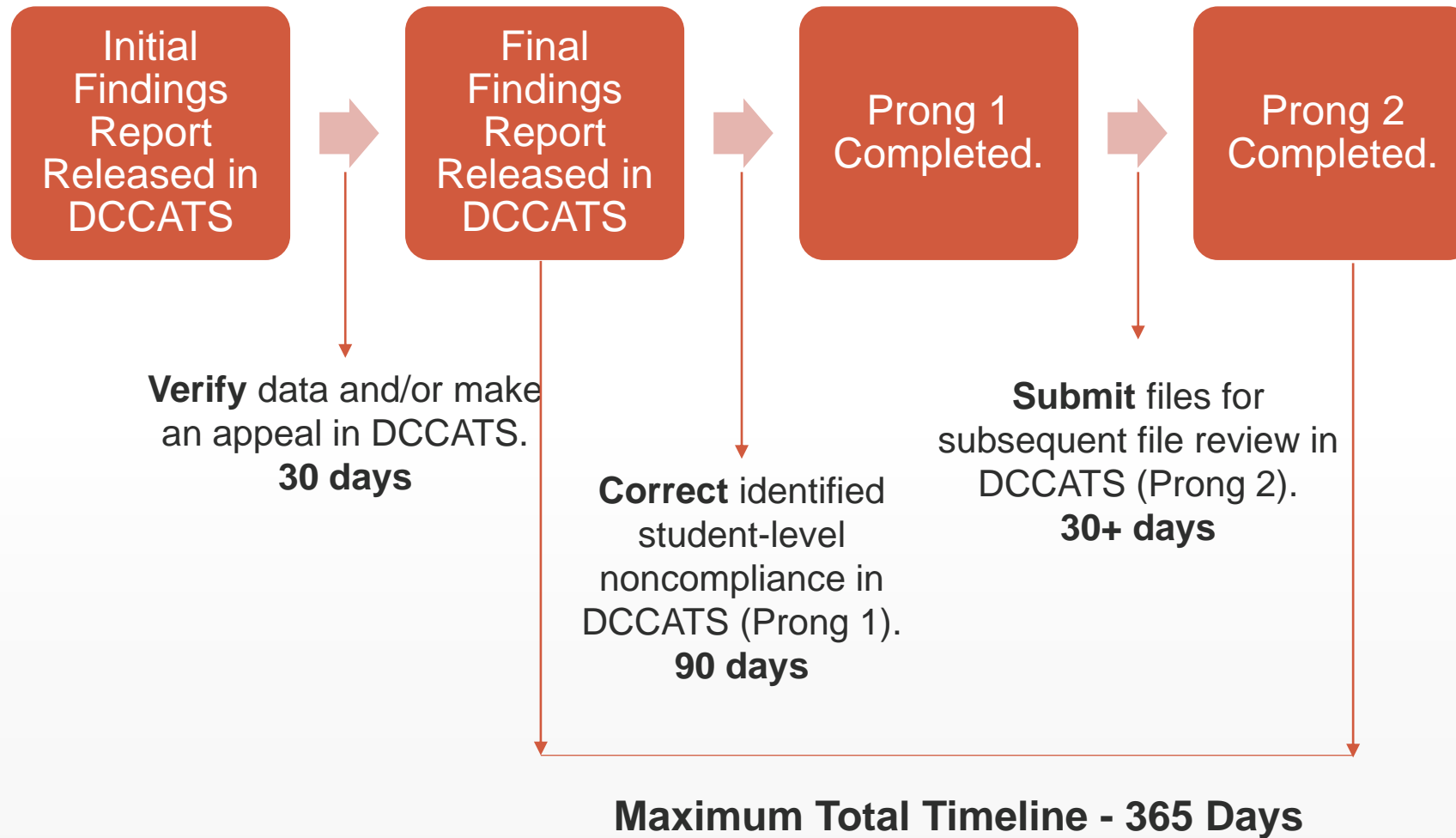
- Prong 1 and Prong 2 are the processes OSSE utilizes to ensure that when it identifies noncompliance with the requirements of IDEA, Part B, the noncompliance is corrected.
 - Prong 1: The LEA corrects individual student-level noncompliance.
 - **Action step: LEA uploads necessary documentation in the noncompliance report in DCCATS to demonstrate that the student-level noncompliance has been corrected.**
 - Prong 2: The LEA demonstrates that it is now correctly implementing the specific regulatory requirement.
 - **Action step: LEA identifies student file(s) and enters student name and USI information in the Prong 2 report in DCCATS.**

How many files do I need to submit for Prong 2?

- Once your LEA completes Prong 1 in DCCATS, your LEA's Prong 2 report will open and will populate the number of files you need to submit.

Number of files flagged for Noncompliance	Number of student files to upload for Prong 2
1-5 files	1 file
6-10 files	2 files
11-15 files	3 files
16-19 files	4 files
20 + files	5 files

What is the overall timeline for correction of noncompliance?



How exactly do I complete the Prong 2 process?

1. Identify student files for OSSE to review.

- The files for submission must be newer than the reporting period that was monitored.
- Example: If your LEA was flagged for an untimely initial eligibility in the Initial Eligibility Q2 Report, (Oct. 1, 2019-Dec. 31, 2019), identify student files where the eligibility occurred after Jan. 1, 2020.

2. Provide the student information for your OSSE monitor to review in DCCATS.

- Enter student name and Universal Student Identification (USI) number into the Prong 2 report.
- Email your LEA monitor to inform them that you completed Prong 2 as DCCATS will not alert your monitor
- Once OSSE reviews the student's record to confirm timeliness, the OSSE monitor will upload the student's final eligibility report and approve to close out the Prong 2 process.

Reminder: This is your LEA's opportunity to demonstrate the work your LEA has done in the identified area of noncompliance.

Questions about what students to use for Prong 2? Review your LEAs Performance and Planning report in the Statewide Longitudinal Education Data (SLED) system.

Is there a tutorial for prong 2?

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

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

Are there any tools that can assist with file selection for prong 2?

Yes. OSSE encourages LEAs to utilize the LEA Performance & Planning (P&P) Report.

LEA P&P is part of the Enterprise Reporting System, accessible via SLED, or directly at reports.osse.dc.gov.

LEA Performance & Planning Report

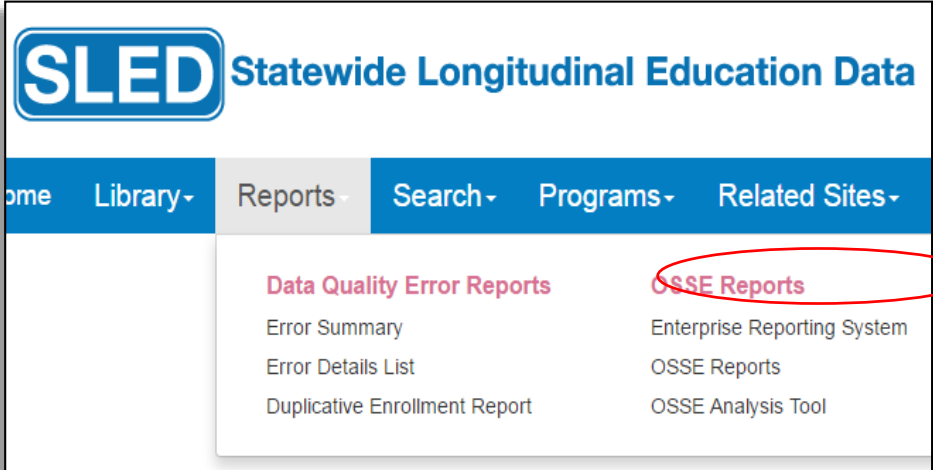
Purpose: The LEA P&P is a valuable tool available to LEAs to assist with managing special education timeliness data quality and compliance.

- Access to data without having to submit a data request to OSSE
- Track own improvement over time

Data Elements: Reflects on past timeliness data and identifies students who have overdue or upcoming events for:

- *Part C to B transition:* Initial IEP finalization before 3rd birthday
- *Part B Eligibility:* Initial Eligibility **and** Reevaluation

Accessing the LEA P&P

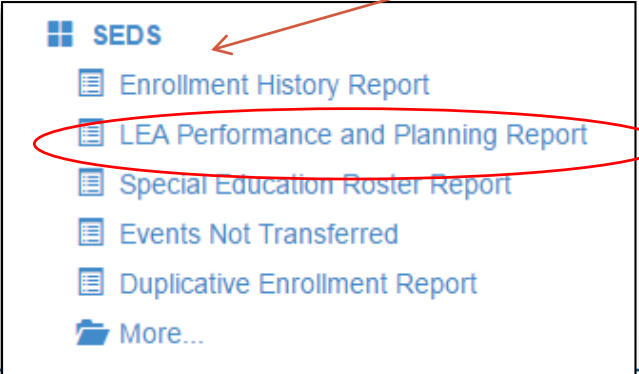


Upon logging into SLED, select **Enterprise Reporting System** from the Reports menu.



SHORTCUT: To go directly to Enterprise Reports, visit: <https://reports.osse.dc.gov>

The LEA P&P report is located within the **SEDS** category, as it pulls data directly from SEDS.



LEA SE POCs must have **SLED login credentials** in order to access this report. Contact SLED.info@dc.gov to request SLED training and access.

Once SLED access is confirmed, **use the OSSE Support Tool to request access to SEDS Enterprise Reports.**



LEA Performance & Planning Report

- Report is updated nightly.
- Includes all students who are actively enrolled in SEDS for the LEA.
- Real-time reports show current status of all C to B transition and eligibilities.
- LEA SE POCs are encouraged to view this report on a weekly basis to track timeliness compliance over time.
- Click the info icon to access a guide on this report.



SEDS LEA Performance & Planning Report

Performance Results (Part C - Students ages 2-3)

This data will include any student who has a referral source of Part C Infant-Toddler program entered in SEDS. The student will no longer be included in this data once a subsequent Eligibility and IEP are held.

See the student-level performance results on the Performance Results sheet

Part C to B		
INITIAL IEP		
<i>Held Prior to 3rd Birthday</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	0	0
Total	0	

Performance Results (Part B - Students ages 3-22)

This data INCLUDES all students with a Part B referral in SEDS. Students with a referral source of Part C Infant-Toddler program entered in SEDS are included in the initial IEP and Eligibility event. Students with a referral source of Part C Infant-Toddler program will be included in this data once a subsequent IEP and Eligibility is held.

See the student-level performance results on the Performance Results sheet

Eligibility		
INITIAL ELIGIBILITY		
<i>Referral + 30 days</i>		
Timeliness	# Students	Percentage
Ref to PC <= 30	0	0
Ref to PC > 30	0	0
Total	0	

INITIAL ELIGIBILITY		
<i>Parent Consent + 60 days</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	0	0
Total	0	

INITIAL ELIGIBILITY	
<i>Anomalies</i>	
Timeliness	# Students
PC after Elig	0
Total	0

Eligibility		
INITIAL ELIGIBILITY		
<i>Referral + 120 days</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	1	100
Total	1	

RE-EVALUATION		
<i>Current begins before previous ends</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	6	100
Total	6	



LEA Performance and Planning Report



Updated View to Reflect 60 Day Timeline

Performance Results (Part C - Students ages 2-3)

This data will include any student who has a referral source of Part C Infant-Toddler program entered in SEDS. The student will no longer be included in this data once a subsequent Eligibility and IEP are held.

See the student-level performance results on the Performance Results sheet

Part C to B		
INITIAL IEP		
<i>Held Prior to 3rd Birthday</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	0	0
Total	0	

Initial eligibility includes ALL students with a Part B referral in SEDS.

Performance Results (Part B - Students ages 3-22)

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Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
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Total	0	

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Timeliness	# Students	Percentage
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Not Held	6	100
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LEA Performance and Planning Report

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See the student-level performance results on the Performance Results sheet

Part C to B		
INITIAL IEP		
<i>Held Prior to 3rd Birthday</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	0	0
Total	0	

Displays timeliness of referral to parental consent (30 days).

Performance Results (Part B - Students ages 3-22)

This data INCLUDES all students with a Part B referral in SEDS. Students with a referral source of Part C Infant-Toddler program entered in SEDS are included in the initial IEP and Eligibility event. Students with a referral source of Part C Infant-Toddler program will be included in this data once a subsequent IEP and Eligibility is held.

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Timeliness	# Students	
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Eligibility		
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Held Late	0	0
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LEA Performance and Planning Report

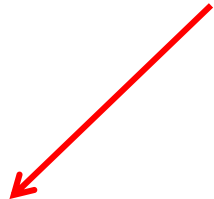
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See the student-level performance results on the Performance Results sheet

Part C to B		
INITIAL IEP		
<i>Held Prior to 3rd Birthday</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	0	0
Total	0	

Displays timeliness from parental consent to eligibility (60 days).



Performance Results (Part B - Students ages 3-22)

This data INCLUDES all students with a Part B referral in SEDS. Students with a referral source of Part C Infant-Toddler program entered in SEDS are included in the initial IEP and Eligibility event. Students with a referral source of Part C Infant-Toddler program will be included in this data once a subsequent IEP and Eligibility is held.

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Reminders when using the LEA P&P Report

It is suggested that LEAs use this report as a tool in completing Prong 2.

- You must cross reference SEDS to ensure the students you plan to use that their eligibility process was completed at your LEA.
- For Prong 2, you can only use students that your LEA completed the eligibility process for.

Don't have access to SLED? Contact your LEAs Data Manager to submit a request for access

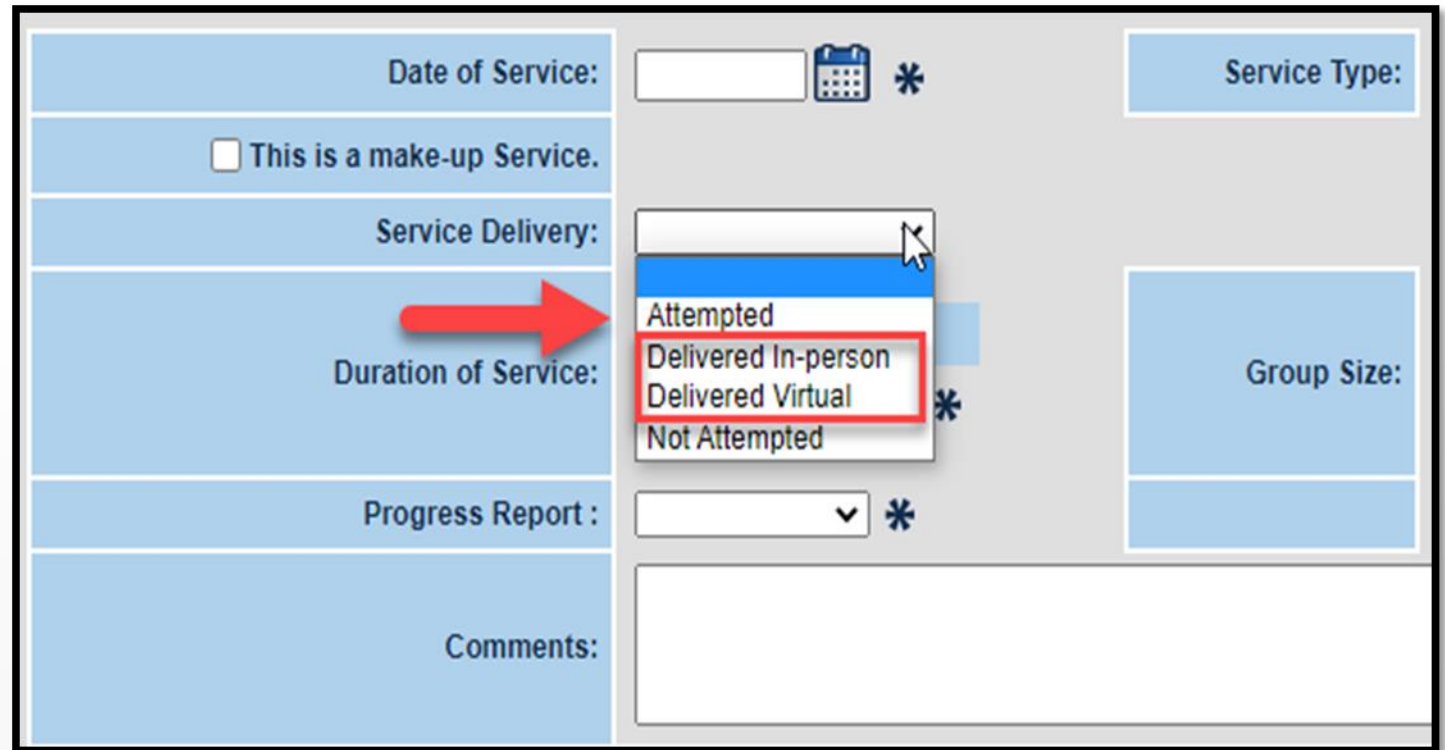


Special Education Data System (SEDS) Updates

Service Logging Wizard

Service Logging page update to include additional option to document Service Delivery.

- **Delivered – In Person**
- **Delivered – Virtual**



The screenshot displays the Service Logging Wizard form with the following fields and options:

- Date of Service:** A date input field with a calendar icon and an asterisk.
- This is a make-up Service.**
- Service Delivery:** A dropdown menu with the following options: **Attempted**, **Delivered In-person** (highlighted with a red box), **Delivered Virtual** (highlighted with a red box), and **Not Attempted**. A red arrow points to this dropdown.
- Duration of Service:** A text input field with an asterisk.
- Progress Report:** A dropdown menu with a downward arrow and an asterisk.
- Comments:** A large text area for notes.
- Service Type:** A text input field.
- Group Size:** A text input field.

Service Tracker

Service Tracker update to include blank default value, providers must select the area to create a final service tracker.

The screenshot displays a web interface for a Service Tracker. At the top, there is a green button labeled "Skip this Student". Below this is a form with three main sections: "Service Period:" with a dropdown menu set to "School Year and ESY"; "Date Range:" with "From" and "to" date pickers; and "Area:" with a dropdown menu. A red arrow points to the "Area:" dropdown. Below the form are four green buttons: "Create Draft and Move to Next Student", "Create Final and Move to Next Student", "Just Update the Database", and "Update and Move to Next Student".



Child Outcome Summary Updates

Child Outcomes Summary (COS)

The Child Outcomes Summary (COS) process is a way for states to measure the progress of preschool and pre-K students who receive special education services. OSSE will complete the first of two COS data checkpoints for the 2020-21 school year in January. For the January 2021 checkpoint,


- LEAs should collect and report progress data for every pre-K student with an individualized education program (IEP) within 90 days of the student first receiving services.
- LEAs should submit COS entry data in the District of Columbia Corrective Action Tracking System (DCCATS) prior to Jan. 15, 2021.

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



Alternate Assessment Eligibility Process

Alternate Assessment Eligibility Process Memo



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

Alternate Assessment Eligibility Process Memo
for the 2020-21 School Year

Introduction
OSSE is committed to providing equitable assessment opportunities for all students in the District of Columbia. Alternate districtwide assessments are available for students with the most significant cognitive disabilities as an alternative to participating in the general statewide assessments. While there is much that remains uncertain, we will continue planning for spring 2021 administration as we keep a close watch on public health conditions. We will share additional details directly with LEAs as information becomes available.

General information regarding MSAA, the DC Science Alternate Assessment and the Alternate ACCESS for ELLs Assessment can be found on OSSE's website for "[Alternate Assessments](#)."

Applying for Alternate Assessment Eligibility in SEDS
Eligibility for participation in any alternate assessment for the 2020-2021 school year begins with LEAs completing the appropriate documentation in Special Education Data System (SEDS). During the Individualized Education Program (IEP) development process, or through an IEP amendment, teams are to carefully review OSSE's [participation criteria](#) to identify individual students for whom it may be most appropriate to participate in the alternate assessment program.

Every fall, OSSE reviews student records to determine eligibility for alternate assessment participation for the current school year. For OSSE to review a student for alternate assessment eligibility for the 2020-21 school year, the following documentation must be made in SEDS:

1. There is a current IEP on file.
2. The current IEP indicates "Alternate Assessment" selected by the IEP team.
3. There is a "DC Alternate Assessment Participation Decision Documentation Form" on file that was completed and submitted with the current IEP.
4. All documentation to support the alternate assessment decision form has been uploaded.

Application Scenarios
For further guidance, please refer to the following scenarios.

- The Alternate Assessment Eligibility Process memo is now available for the 2020-21 school year
- The memo outlines the eligibility timeline, application process, review, and appeals process
- It serves as a resource to support special education POCs who coordinate alternate assessments to apply for student eligibility
- The memo can be found on the [Alternate Assessment](#) page on the OSSE site

Alternate Assessment Eligibility Timeline

Activity	Date	System
Deadline for LEAs updating Alt Eligibility documentation in SEDS	Oct. 16	SEDS
OSSE reviews documentation in SEDS	Oct. 19 – Nov. 20	SEDS
OSSE sends eligibility determinations to LEAs in SEDS	Nov. 23	SEDS Qlik
LEA appeals window	Nov. 23 – Dec. 18	QuickBase
LEAs receive final eligibility determinations from OSSE	Jan. 8	SEDS QuickBase

- If your LEA was unable to meet the Oct. 16 deadline, contact Michael.Craig@dc.gov to discuss options



Transportation Updates

LEA Considerations/Decisions for the 2020-21 school year

As we begin the 2020-21 school year, there are critical items LEA should consider when preparing transportation services for eligible students that will be receiving any *in-person* education.

Student Level

- Student assignments: How will students be assigned to a particular schedule?
 - i.e., which students will be in school on which days
- Prioritize service preparations and data submissions for students with disabilities.
 - i.e., submit the required school calendars and transportation requests forms
- School schedules to include the first day of *in-person* service
 - i.e., school year begin Aug. 31 (distance learning) and Sept. 8 (any in-person service)

Notes

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

LEA Transportation Guidance for 2020-21

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

Category	Milestone/ Process step	Owner
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

- **DOT requests that all calendar updates and TRFs be submitted no less than 20 business days (four weeks) prior to your first day of in-person learning for the applicable student group to ensure transportation services are provided.**
- DOT will conduct outreach to LEAs and parents based on schools in-person start dates

OSSE DOT: Bus Safety Kit Documentation

With our external stakeholders in mind, our Bus Safety Kit highlights the internal measures we have implemented to protect the safety and well-being of our students, staff, and the school communities we serve. This document is located on the OSSE DOT website. The document will cover the following topics:


- **Student and Staff Safety** – Student and staff safety remain our top priority; we're focusing on the avoidance of infection while students and staff are in transit and at work and implementing specific bus cleaning and disinfecting processes.
- **Parent, School and Stakeholder Communication and Education** – DOT is utilizing internal and external resources ensuring all stakeholders are educated and informed on division, agency, local and federal information as we navigate through our new normal.
- **Division Rebranding** – DOT recently rebranded our buses to read "District of Columbia Student Transportation." This rebranding effort is a small reflection of the changes we've made to better communicate stakeholder representation and serve you.

[OSSE DOT Guide reopening video](#)



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	<input type="text" value="Pre-K 3- 5th"/>
LEA Code	<input type="text" value="1"/>
School Code	<input type="text" value="202"/>
* Cohort Schedule	<input type="text" value="A: Monday, Tuesday (Offsite: W) ▼"/>
In Person Start Date	<input type="text" value="11/9/2020"/> 



TOTE Training Dates for 2020-21

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 the training class, by clicking the link [TOTE Training Link](#)*
- Training Time: 10 a.m. – Noon Date:
 - Dec. 2, 2020

TOTE Support can be reached M-F between 9:00am – 5:00pm at 202-576-5520 or email dot.data@dc.gov



Reminders and Announcements

The IEP Quality Series is Now Available Online

- osse.dc.gov/page/using-data-develop-high-quality-ieps

Using Data to Develop High-quality IEPs

The modules and resources linked here are based upon OSSE's Using Data to Develop High-quality IEPs Professional Development series. This series is focused on building special educators' capacity to develop high-quality individual education programs (IEPs).

Through engagement in this series, participants will learn and understand:

- Legal requirements pertaining to IEP development and provision of special education services
- How to use data to develop individualized, impactful, and actionable IEPs

Using Data to Develop High-quality IEPs Professional Development series is offered as an online course three times each year. You can learn more and register for the course on [OSSE's website](#).

Choose an icon below to find information about your area of interest:



Special Education Resource Hub: What Families & Students Need to Know this Year

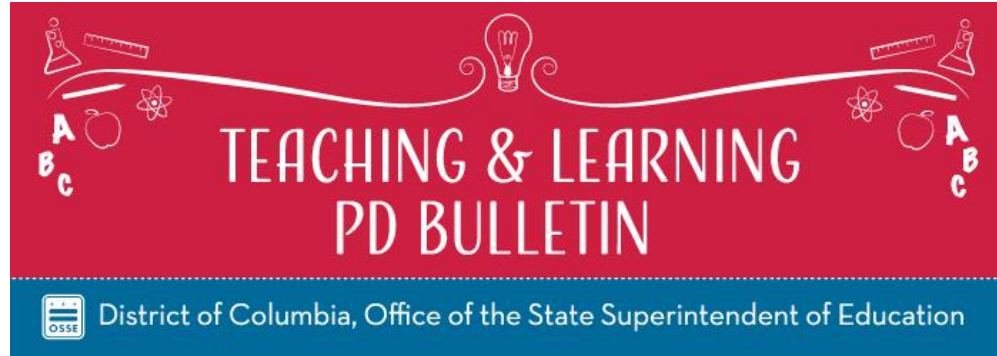


- This [new resource hub](#) will provide answers to questions in seven categories – from service delivery and advocacy to transitions and student transportation – to help returning families and those new to special education know what to expect as schools reopen for the 2020-21 school year.
- The resources we provide through the hub can help families identify additional supports – such as parent organizations, the Office of the Student Advocate or community groups, or other resources at our agency.

Serving SWDs During Periods of Remote or Blended Learning

- Please visit our landing page, osse.dc.gov/page/serving-students-disabilities-during-periods-remote-or-blended-learning, to find resources including:
 - **LEA toolkit + sample templates and forms + recorded training videos for these sessions:**
 - Overview of three core principles contained in the toolkit
 - Part 1 T.A. Session: Balancing LEA Discretion and Flexibility
 - Part 2 T.A. Session: Ensuring Transparency and Collaboration
 - Part 3: Data-driven Supports

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.](#)

Let's Chat!

How do you plan to share what you learned in this webinar with other's in your LEA?

- Your Teacher/Case Managers?
- Data Manager?

Drop your plan in the chat box below!

Missed Last Month's Webinar?

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

osse.dc.gov/page/lea-special-education-points-contact-monthly-webinar-series

- Watch previous webinars
- Download training resources and materials

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



Thank You!

OSSE Points of Contact

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

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

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

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

Statewide assessment questions: OSSE.Assessment@dc.gov

Nonpublic monitoring questions: Edgar Stewart, edgar.stewart@dc.gov

NEXT WEBINAR:

Wednesday, Dec. 16, 2020, 10-11 a.m.

Register at: <https://attendee.gotowebinar.com/register/4767490523556045838>





Appendix

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, 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

Preschool Special Education

Dawn Hilton, Special Education Supervisory
Coordinator, Division of Early Learning,
Dawn.Hilton@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*)

