LEA Special Education Point of Contact Monthly Webinar

Nov. 17, 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

- Transportation Updates

- Announcements & Reminders

Policy Reminders and Updates

Revised IDEA Part B Guidance for School Year 2021-22

On Nov. 2, 2021, OSSE issued revisions to the IDEA Part B Provision of FAPE: Guidance for School Year 2021-2022 in light of recently released superseding guidance from the US Department of Education (Return to School Roadmap: Development and Implementation of Individualized Education Programs (Sept. 30, 2021)).

- Q8 and Q9 related to compensatory services have been rescinded.

- OSSE encourages LEAs to review the new guidance from USED.

- Contact Christie Weaver-Harris (Christie.Weaver-Harris@dc.gov) or the Special Education Policy Team (OSSE.DSEpolicy@dc.gov) with questions.

Reminder: SY2020-21 IDEA Parent Survey

OSSE is seeking your assistance in communicating with parents about the SY2020-21 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 to improve services and results for students with disabilities.

- OSSE is providing materials to assist LEAs with disseminating the survey to parents of students with disabilities:

  - Sample email and school newsletter language

  - Graphic postcards

- For more information, please see OSSE's Parent Survey website or contact Brittany Patrick at Brittany.Patrick@dc.gov.

IDEA Part B Monitoring and Compliance Activities

Estimated Timeline	Monitoring and Compliance Activity
November 2021	• Child Find Monitoring for 3- to 5-year-old students
January 2022	• Child Outcome Summary (COS)
May 2022	• Secondary Transition Requirements Monitoring • Reevaluation Timeliness Monitoring
June 2022	• Child Outcome Summary (COS)
July 2022	• Initial Evaluation Timeliness Monitoring with a focus on 3- to 5-year-old students

Reminders: Early Childhood Special Education

- **The Initial Provision of Specialized Instruction**: Within five days of delivery, LEAs shall document the initial provision of specialized instruction for all students under the age of six with specialized instruction proscribed in their IEP. All documentation must be entered in SEDS.

  - Resources: [Dear Colleague Letter](#) and [Tracking the Provision of Specialized Instruction](#)

- **Transfer of Referrals**: The new LEA shall submit a written referral, in SEDS, on the same date it has knowledge of the existing referral. LEAs shall begin making reasonable efforts to obtain parental consent within 10 days from the receipt of referral.

  - Resources: [IEP Implementation for Transfer Students Policy (December 2014)](#) and [Early Childhood Transition: Frequently Asked Questions (July 2020)](#)

- **Child Outcomes Summary (COS)**: COS entry data is due 90 days after a student begins participating in pre-kindergarten special education program. Data must be entered in DC CATS.

  - Resources: [Child Outcomes Summary (COS) Data Collection](#) and OSSE.COSFAQ@dc.gov

Transportation Updates

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

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

- Notify OSSE DOT's Parent Resource Center at (202) 576-5000 to temporarily suspend transportation services for a period not to exceed two weeks. Transportation services will automatically resume on the date specified; or

- If the student will be out of school in excess of two weeks, notify OSSE DOT's Parent Resource Center at (202) 576-5000 and inform the LEA Representative Designee/Special Education Coordinator or 504 Coordinator to cancel transportation services via the Transportation Online Tool for Education (TOTE). In the event, the school uses this notification method, the LEA is responsible for notifying OSSE DOT of when transportation services should resume via TOTE. Please submit the request via TOTE at least three business days prior to the date the student is expected to return to ensure service resumes on the specified date;

- Ensure OSSE's Health and Safety Guidance for Schools: Return to School Criteria for Students and Staff has been met prior to resuming transportation services.

Information related to OSSE DOT's reopening updates can be found at bit.ly/BusSafetyKit. If you have any questions or concerns, feel free to contact Donesha Crews, parent resource center manager, at Donesha.Crews@dc.gov or at (202) 576-5000.

LEA Reimbursement

Conditions for Transportation Reimbursement

If an LEA at **no fault of their own** is unable to arrange transportation through OSSE DOT, the LEA may provide such transportation directly, or through its agent or contractor, and submit a request to OSSE DOT for reimbursement for transportation for up to the first 20 school days.

- Transportation Reimbursement Form (TRF) must be submitted

- Only for students new to the LEA

- Access not gained in time for TRF submission deadline

These requirements exist in order to support the LEA and for OSSE to verify that the student was transported to and attended school on the days reimbursement is being claimed.

LEA Reimbursement

Certification - Preparing and Submitting

- Certification Form

- Form W-9

- Attendance record from school

- Proof of mileage incurred

- Invoice (if applicable) and/or proof of payment

- Submission follows OSSE secure upload process (Box)
  o Verification emails should be sent to dot.data@dc.gov

  osse.dc.gov/publication/lea-provided-transportation-certification-form

Parent Reimbursement

Parent Reimbursement

- Transportation services provided to an eligible student(s) with disabilities for travel to and from educational programs under the OSSE DOT Parent Transportation Reimbursement Program (PTRP) for:

    o Transportation services that occurred as a result of failure on the part of OSSE DOT, to provide bus service, or

    o The parent/guardian has chosen to transport the student(s) themselves, *and also received authorization in advance from the Director of Student Transportation*.

    ▪ **Authorization is requested by contacting the OSSE DOT Parent Resource Center at (202) 576-5000.**

    osse.dc.gov/service/parents-transportation-students-disabilities

TOTE Training Dates for SY 2021-22

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:

  Nov. 17, 2021

  Dec. 1, 2021

TOTE Support can be reached Monday-Friday between 9 a.m. and 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.

Thank you to the Educators Engaged in the Foundations of Special Education Series!

Coming in December: Foundations of Special Education Micro-credential 1

IEP Meeting Observation and Reflection

Educators will observe and reflect upon the IEP development and team meeting facilitation processes.

Participants will consider:
- the use of data in the IEP development process
- IEP team meeting facilitation practices
- IEP team member engagement and voice

Foundations of Special Education Courses for Winter/Spring 2021

Content Pathway	SY 2021-2022		
Using Data to Develop and Implement High-quality IEPs	**Module and Topic** (Click the links below to register)	**Self-paced Content Opens**	**Live Workshop Date and Time**
Online Course 3: The Assessment - Instruction Cycle	3.1 RTI, Intervention, and Referral for Eligibility for Special Education Services	Monday Jan. 24, 2022	Thursday, Jan. 27, 2022 4:30-5:30 p.m.
	3.2 Selecting Appropriate Assessments to Describe Present Levels of Performance	Monday Jan. 31, 2022	Thursday, Feb. 3, 2022 4:30-5:30 p.m.
	3.3 Using Assessment Data to Describe Students' Present Levels of Performance	Monday Feb. 7, 2022	Thursday, Feb. 10, 2022 4:30-5:30 p.m.
	3.4 Using Assessment Data to Write IEP Goals and Objectives	Monday Feb. 14, 2022	Thursday, Feb. 17, 2022 4:30-5:30 p.m.
Online Course 4: Evidence-based Instructional Methods	4.1 Evidence-based Practices of Specially Designed Instruction	Monday Feb. 28, 2022	Thursday, March 3, 2022 4:30-5:30 p.m.
	4.2 High-leverage Instructional Practices for Students with Disabilities	Monday March 7, 2022	Thursday, March 10, 2022 4:30-5:30 p.m.
	4.3 Using HQIM to Design Rigorous, Accessible Instruction for All Learners	Monday March 14, 2022	Thursday, March 17, 2022 4:30-5:30 p.m.
	4.4 Using Student Data to Develop Effective Learning Experiences for Your Students	Monday March 21, 2022	Thursday, March 24, 2022 4:30-5:30 p.m.

Register Now!

Save the Dates!

Questions? Please contact Jennifer.Carpenter@dc.gov

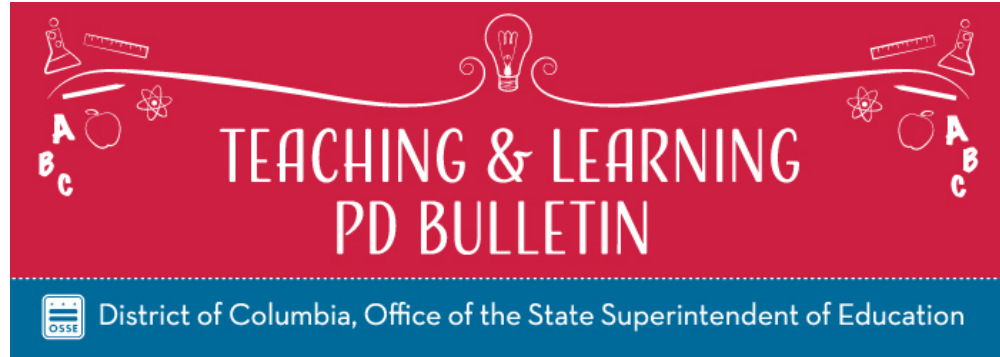# Professional Learning Series: Secondary Transition 101

OSSE and SchoolTalk, Inc. are pleased to offer Secondary Transition 101

Participants will earn 2 PLUs for each module they complete.

Session 1 Legal & Theoretical Background of Secondary Transition	Session 2 Parts of the Transition Plan Pt. 1	Session 3 Parts of the Transition Plan Pt .2	Session 4 The Final IEP
Tuesday, Nov. 23, 2021 3:30–5 p.m.	Tuesday, Nov. 30, 2021 3:30–5 p.m.	Tuesday, Dec. 7, 2021 3:30–5 p.m.	Tuesday, Dec. 14, 2021 3:30–5 p.m.

Additional PD Opportunities

TEACHING & LEARNING PD BULLETIN

District of Columbia, Office of the State Superintendent of Education

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.

Missed a Webinar?

Visit our webpage - LEA Special Education Points of Contact Monthly Webinar Series

- Watch previous webinars
- Download training resources and materials

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

Upcoming SPED POC Webinar

NEXT WEBINAR:

Wednesday, Dec. 15, 2021

Please register [here.](#)

Complete our Survey

Please provide your feedback on the November 2021 SPED Webinar:

www.surveymonkey.com/r/ZCFKYPL

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
	Edgar Stewart, Nonpublic Monitoring Team	Edgar.Stewart@dc.gov
Evidence-Based Practice	Jennifer Carpenter, Professional Development Specialist	Jennifer.Carpenter@dc.gov
Data Apps & Systems	Use the OSSE Support Tool for questions or support with special education data systems and applications Locate your LEA's DAR Liaison	OSSE Support Tool Locate DAR Liaison
Preschool Special Education	Dawn Hilton, Special Education Supervisory Coordinator, Division of Early Learning	Dawn.Hilton1@dc.gov
	Child Outcomes Summary Data Collection	OSSE.COSFAQ@dc.gov
Assessment Accommodations	Michael Craig, Assessment Specialist, Special Populations,	Michael.Craig@dc.gov
Student Transportation	TOTE Support Team:	(202) 576-5520 or DOT.Data@dc.gov
	School Liaisons and Parent Resource Center	(202) 576-5000 *(follow prompt for school officials)*

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

Policy & Guidance

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

Monitoring & Compliance

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

Evidence-Based Practice

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

Data Apps & Systems

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

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

Coordination Between LEA SPED POCs and LEA Teams

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

LEA Assessment POC

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

LEA Transportation POC

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

Pre-K Special Education POC

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

LEA Data Manager

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

Early Childhood Transition Coordinator

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

LEA English Learner Coordinator

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