



Nonpublic School Webinar

July 10, 2019



Agenda

- Welcome & Introductions
- DC Education Landscape
- Continuum of Special Education Services (least restrictive environment and continuum of educational placement) & OSSE's Special Education Placement Process
- Incident Reporting Process
- Key Regulatory Requirements for Nonpublic Schools
- Other Key Topics: teacher certification, related service providers, OSSE monitoring activities, secondary transition, OSSE databases
- Breakout Session



DC Educational Landscape

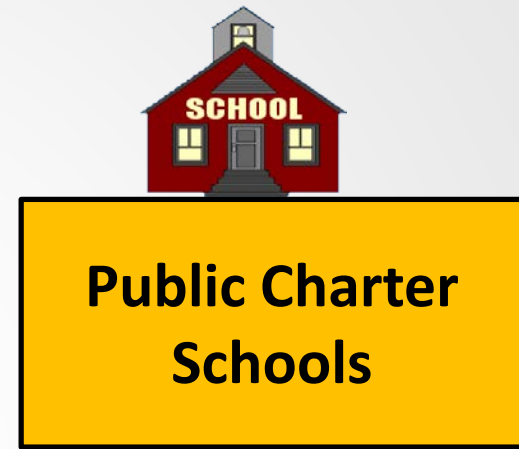


What is OSSE?

- OSSE is the state education agency (SEA) for the District of Columbia.
- OSSE monitors schools serving DC students, including public and nonpublic schools.
- OSSE is accountable for all public education in DC.



Types of Public Schools in DC



- All students in DC can choose to attend either a traditional public school or a public charter school
- OSSE oversees both types of schools



DC Local Education Agencies (LEAs)

- In the 2018-19 school year there were 67 distinct DC LEAs – 66 Public Charter School LEAs and DC Public Schools.
- LEAs make decisions on a local level.
- LEAs are responsible for students enrolled in their LEA.
- LEAs must provide students a Free and Appropriate Public Education (FAPE) and offer students with disabilities a continuum of alternative placements.
- LEAs that have multiple campuses or schools sometimes offer the continuum at specific locations across their campuses/schools.

Who is Responsible for Students in Nonpublic Schools?



DC Office of the State Superintendent of Education

DC Public Schools (DCPS)

- Students are *enrolled* at their LEAs.
- Students *attend* nonpublic schools.
- Nonpublic schools are monitored by the respective LEA and OSSE.

Public Charter Schools



Child + IEP



Child + IEP



Nonpublic School/Program



Continuum of Special Education Services & OSSE's Special Education Placement Process

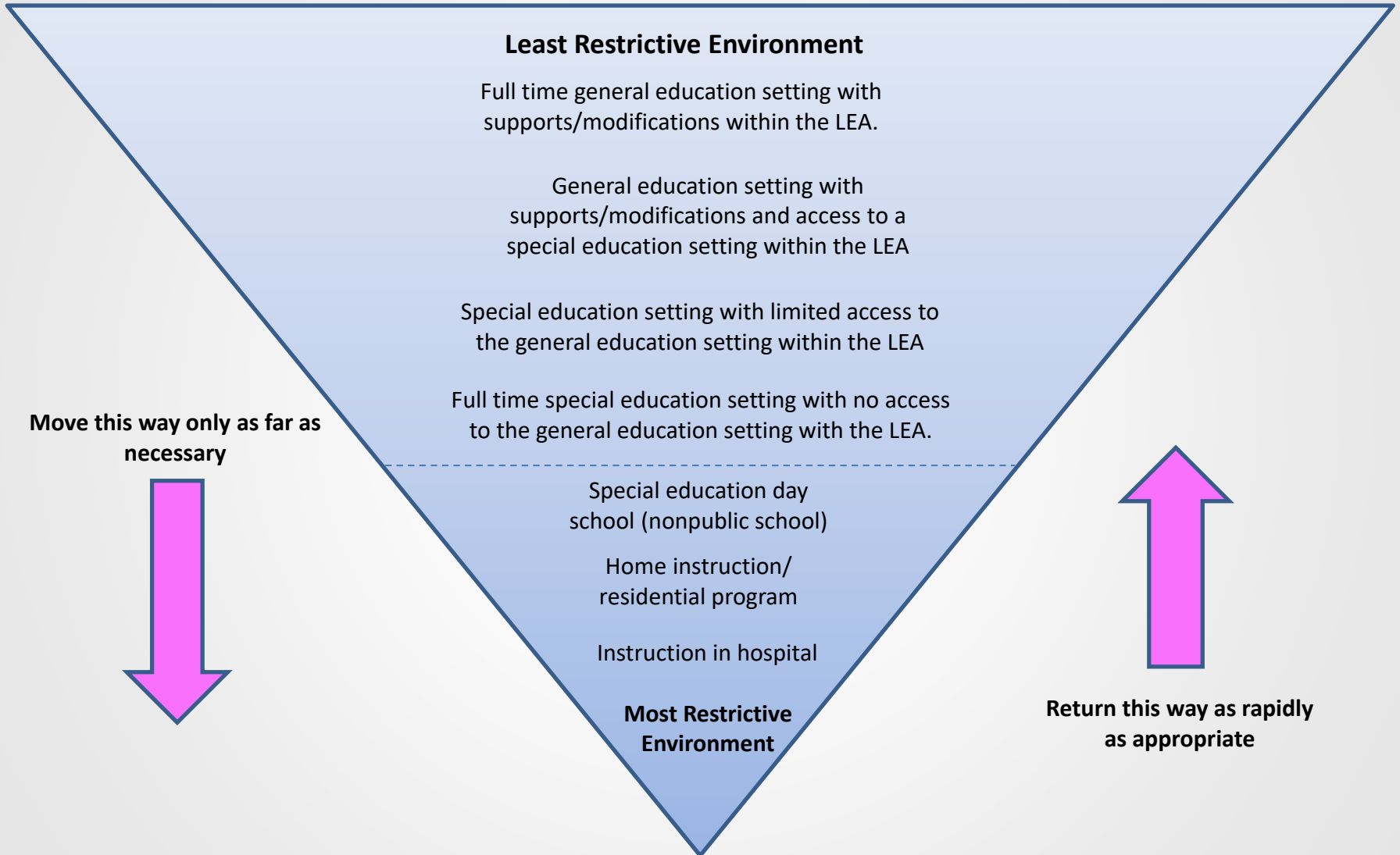


IDEA Mandate (CFR § 300.114(a)(2))

- Every public agency must ensure that to the **maximum extent** appropriate, students with disabilities are educated with students who are non-disabled in the general education classroom.
- Special schooling, special classes, or other removal of children with disabilities from the general education environment should occur **only** if the nature of severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.
- Placement decisions must be based on a child's needs and IEP, not on administrative convenience and/or disability/program offering.
- Consideration must be given to any potential harmful effect on the child or on the quality of services that the child needs.
- A child with a disability may not be removed from being educated in age-appropriate general-education classrooms solely because modifications are needed in the general education classroom.



Continuum of Educational Placements





Continuum of Educational Services

Placement, as it relates to special education, is the level of service and the type of environment, classified by the level of restrictiveness (e.g., general education classroom, special education/resource classroom, or nonpublic school). It is also known as an educational environment.

Placement is **NOT**:

- Location of services
- Number of hours for special education services that a student receives
- Reliant on the category of disability, language or communication needs, space availability, needed modification to the general education curriculum, or administrative convenience.



DCMR- Educational Placement

DCMR Mandate (Sec. 3012)DCMR Mandate (Sec. 3012 & 3013)

- The LEA shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- Alternative placements shall include instruction in:
 - (a) Regular classes;
 - (b) Special classes;
 - (c) Special schools;
 - (d) Home instruction; and
 - (e) Instruction in hospitals and institutions.
- Provision for supplementary services, such as resource rooms and itinerant instruction, shall be available in conjunction with regular class placement.



DCMR: Placement and Location

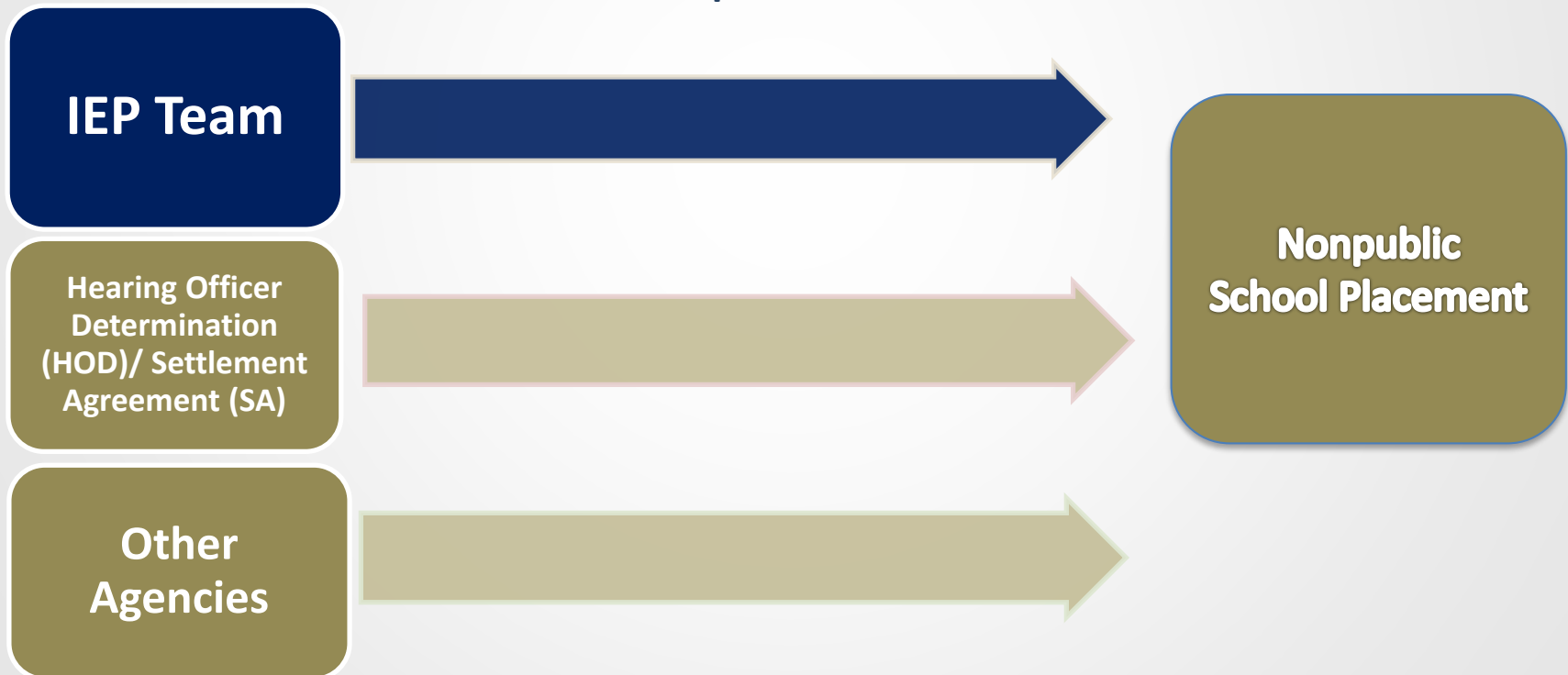
- The LEA shall ensure that the educational placement decision for a child with a disability is:
 - (a) Made by a group of persons, including the parents and other persons, knowledgeable about the child, the meaning of the evaluation data, and the placement options;
 - (b) Made in conformity with the LRE provision of the Act and DCMR;
 - (c) Made within timelines consistent with applicable local and Federal law;
 - (d) Determined at least annually after his or her initial placement;
 - (e) Based on the child's IEP; and
 - (f) Is as close as possible to the child's home.
- Unless the IEP of a child requires some other arrangement, the child shall be educated in the school that the child would attend if not disabled.
- In selecting the LRE, consideration shall be given to any potential harmful effect on the child or on the quality of services that the child needs.



OSSE's Placement Process

The **Placement Oversight Team** coordinates with internal District government agencies and community partners to ensure that all District students receive FAPE; and **develops and administers procedures to ensure that students are educated in the LRE appropriate to meet their needs.**

Routes to a Nonpublic School Placement



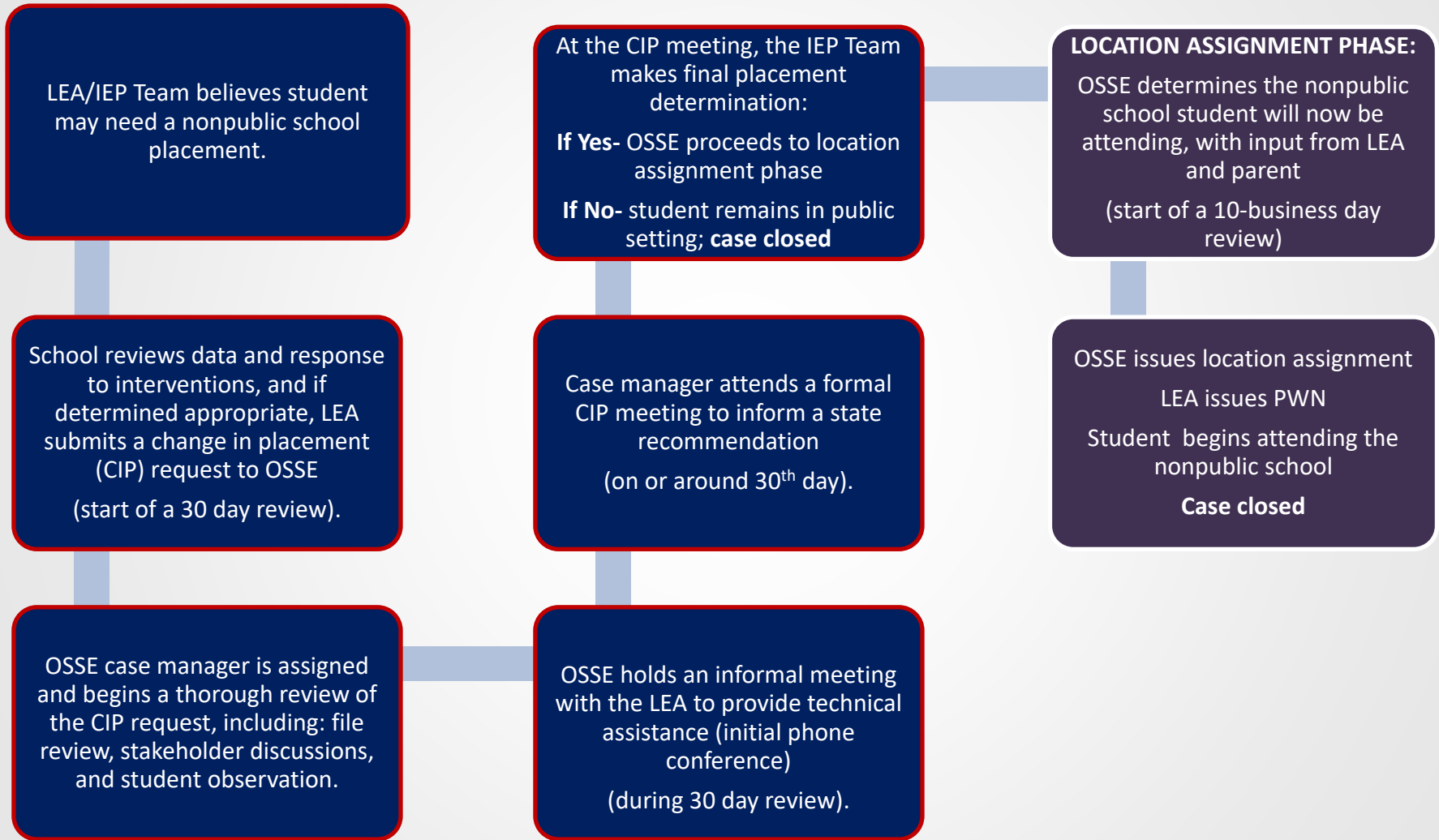


Placement Process: Nuts and Bolts

- If an LEA/IEP team anticipates that a student may require a more restrictive nonpublic school placement, it must seek a change in placement review from OSSE.
- OSSE's role is to help the LEA/IEP team examine if additional steps can be taken to maintain the student in his/her current setting.
- OSSE conducts this process by reviewing documents related to steps taken to support the student, looking at the student's response to interventions based on the student's current behavior and performance, and listening to staff, the parent, and, as appropriate, the student him/herself.
- Once this review is completed, OSSE will provide a recommendation to the team regarding whether all steps have been exhausted or whether the team thinks additional strategies could be tried.
- Ultimately it is the IEP team's decision: OSSE serves in an advisory role.



OSSE's Placement Oversight Process





Placement: Factors to Consider

In determining the educational placement of students with disabilities, consideration must be given to any potential harmful effect on the students or on the quality of services that the students need. **The educational placement should also be:**

- Based on the student’s IEP;
- Determined by the IEP team;
- Determined at least annually; and
- Is as close as possible to the student’s home school—the school the student would attend if the student did not have a disability.



Incident Reporting Process



Incident Reporting Process

- As the SEA for the District of Columbia, OSSE is charged with setting high expectations, providing resources and support, and exercising accountability to ensure that all students receive an excellent education.
- In accordance with the District of Columbia Municipal Regulations (DCMR) Chapter 2800, OSSE is committed to ensuring that students with disabilities attending nonpublic schools or programs receive a FAPE, with proper positive behavior supports when needed, in a safe environment.
- In 2018-19 school year, OSSE developed an application in QuickBase to permit nonpublic schools to upload reports of incidents involving DC students.



Key Regulations

- DCMR authorizes OSSE to receive information from nonpublic schools.
- **Make Information Available to OSSE.** 5-A 28 DCMR §2836.1 requires a “nonpublic special education school or program shall make available to OSSE, on request, information on all aspects of the school’s program(s), staff credentials, certification by agencies other than OSSE, information regarding any complaints made, health and safety information, the individual records of DC students, and any other information that OSSE may reasonably require in exercising its duties as the SEA.”
- **Report Restraint & Seclusion within One Business Day.** Pursuant to 5-A 28 DCMR §2820.4, for incidents involving restraint and seclusion, “a copy of the written incident report shall be sent within one business day of the incident to the student’s parent(s), the sending LEA, and any other DC agency involved in the student’s placement.” The new requirement allows OSSE to receive notification of incidents that involve DC students who attend a nonpublic school as well as a copy of a completed incident form.
- **Report Incidents of Physical Injury with One Business Day.** Pursuant to **5-A 28 DCMR §2830.2**, for incidents involving physical injury to a student, “any other incident involving physical injury to a student shall be reported in writing within one business day to the sending LEA, any other involved District of Columbia agency, and the student’s parent(s).” The new requirement allows OSSE to receive notification of incidents that involve DC students who attend a nonpublic school as well as a copy of a completed incident form.



Structure of the Incident Report System

The Incident Report includes four sections for the school to complete:

Incident Reports > Add Incident Report Save & close Cancel Customize t
▶ Reports & Charts

Student Details

Student USI

Student First Name Student Last Name

Student Gender Student Grade Student Date Of Birth Student Race

School Details

Placing LEA Placing LEA Code

State Code Campus Name School Name

Incident Details

Link to Regulations
http://dcrules.elaws.us/dcmr/t5_subt5-a_ch5-a28

Date Reported to LEA
 📅

Date Incident Occured
 📅

Type of Incident

Select up to 20 choices

Incident Document Upload
 No file chosen

Supporting Document Upload
 No file chosen

Parent Notification

A copy of the written incident report was sent within one (1) business day of the incident to the student's parent(s)

Notification Method

Supporting Documents Upload
 No file chosen



Structure of the Incident Report System

- Entering data for the student and the school

Incident Reports > Add Incident Report
▸ Reports & Charts

▼ **Student Details**

Student USI
[Redacted]

Student First Name [Redacted] Student Last Name [Redacted]

Student Gender [Redacted] Student Grade [Redacted] Student Date Of Birth [Redacted] Student Race [Redacted]

▼ **School Details**

Placing LEA [Redacted] Placing LEA Code [Redacted]

State Code [Redacted] Campus Name [Redacted] School Name [Redacted]



Structure of the Incident Report System

- Entering details of the Incident; Notifying parent(s)

▼ Incident Details

Link to Regulations
http://dcrules.elaws.us/dcmr/t5_subt5-a_ch5-a28

Date Reported to LEA
07-27-2018

Date Incident Occured
07-27-2018

Type of Incident
Physical Injury Restraint (Physical)

Select up to 20 choices

Incident Document Upload
Choose File Incident Report - 7.27.18.pdf

Supporting Document Upload
Choose File No file chosen

▼ Parent Notification

A copy of the written incident report was sent within one (1) business day of the incident to the student's parent(s)
Yes

Notification Method
Emailed

Supporting Documents Upload
Choose File No file chosen

- Abuse / Neglect
- Emergency Reporting
- Physical Injury
- Restraint (Physical)
- Restraint (Prone, Mechanical, Chemical)
- Seclusion



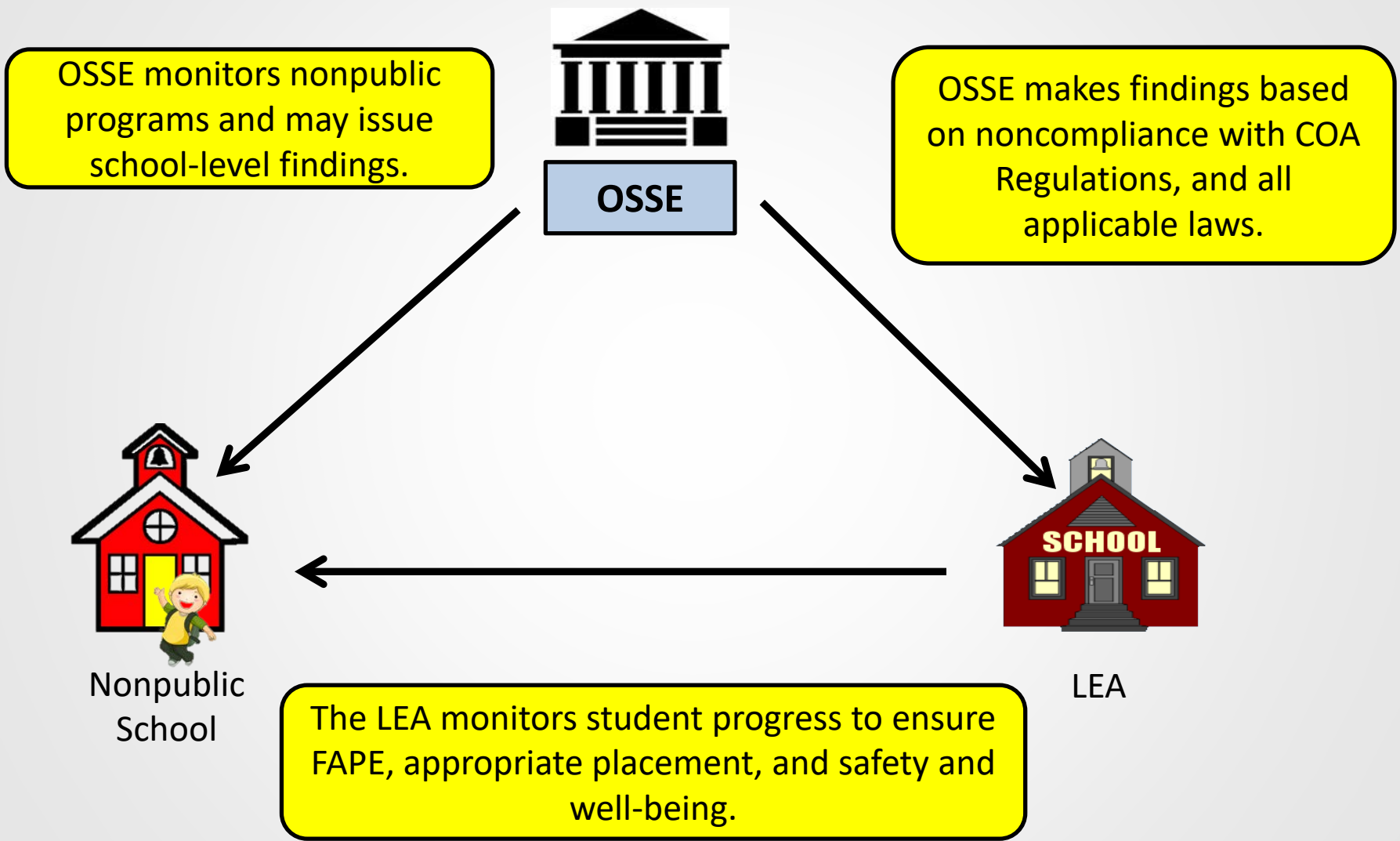
Structure of the Incident Report System

- Saving your work and following the incident

The screenshot shows the 'Add Incident Report' form in the OSSE system. The breadcrumb trail is 'Incident Reports > Add Incident Report' with a sub-link for 'Reports & Charts'. In the top right corner, there are two buttons: a green 'Save & close' button and a grey 'Cancel' button. The 'Save & close' button is circled in blue. Below the breadcrumb trail, there is a section titled 'Parent Notification' with a dropdown arrow. Under this section, there is a text instruction: 'A copy of the written incident report was sent within one (1) business day of the incident to the student's parent(s)'. This is followed by a dropdown menu, a 'Notification Method' label, another dropdown menu, and a 'Supporting Documents Upload' section with a 'Choose File' button and the text 'No file chosen'. Below the 'Parent Notification' section is another section titled 'Incident Review Status' with a dropdown arrow. Under this section, there is a 'Status' label and a dropdown menu currently showing 'Submitted to OSSE'. This 'Incident Review Status' section is also circled in blue.



Role and Responsibilities of
Nonpublic Schools—Key Regulatory
Requirements for Nonpublic Schools





Core Regulatory Requirements

Nonpublic schools are required to:

- Comply with 34 CFR §300, 5-A 28 DCMR § 2800, and 5-A 29 DCMR § 2900 and all other applicable local and federal regulations; and
- Ensure that all SEDS documentation is timely, accurate, and complete per 5-A 28 DCMR § 2808.2, so that LEAs can effectively monitor student safety and progress on IEP goals.



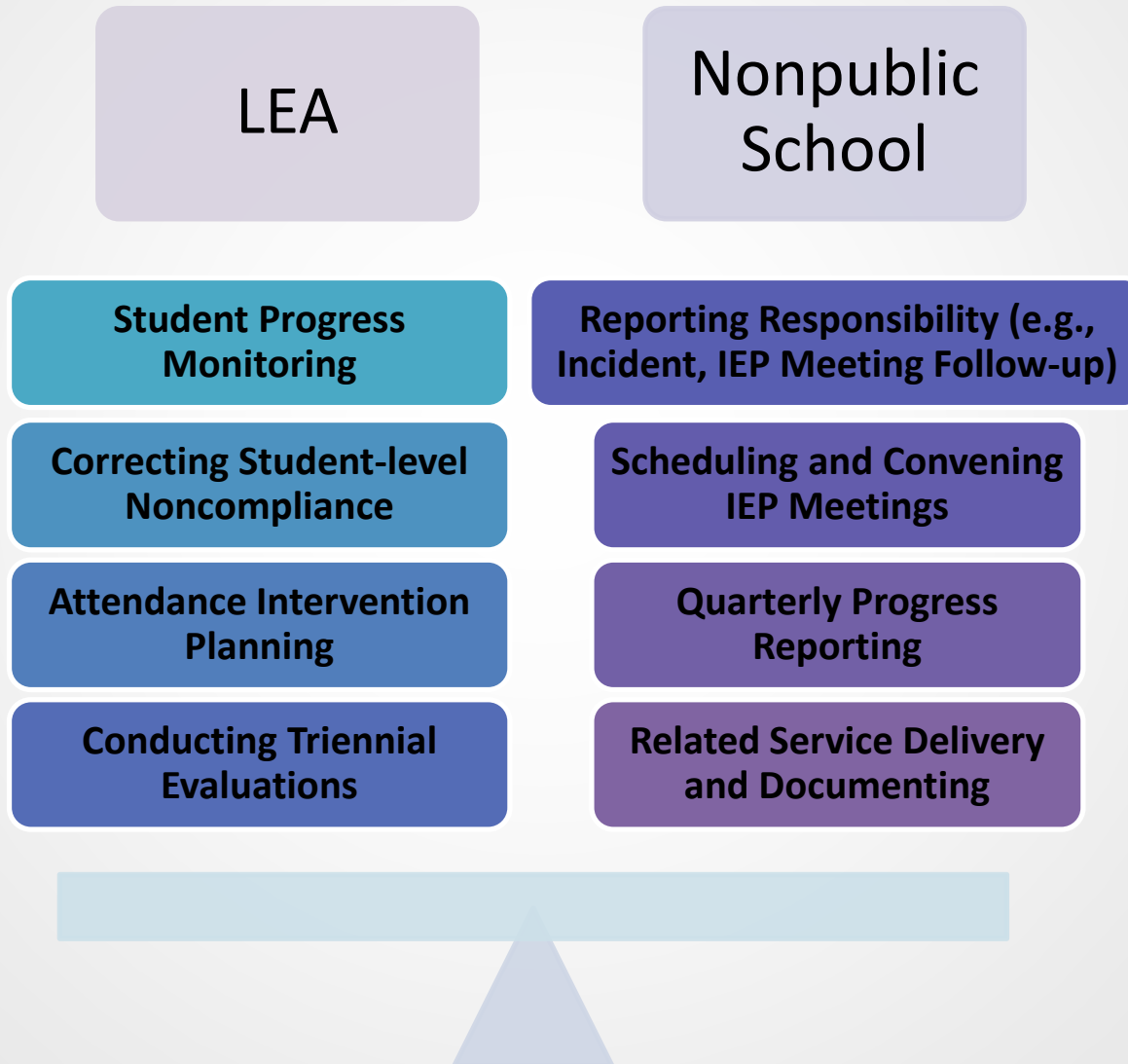
OSSE Expectations

Nonpublic schools are expected to:

- Ensure that their staff are proficient in all relevant data systems;
- Collaborate with the LEA;
- Submit COA applications in a timely manner;
- Correct identified noncompliance as soon as possible;
- Respond to OSSE data requests in a timely manner;
- Ensure that time-sensitive documentation is updated before expiration dates (e.g., inspections, restraint certifications, provider credentials); and
- Attend monthly Nonpublic POC Webinars.



Clarifying Roles & Responsibilities





Clarifying Roles & Responsibilities

| OSSE | LEA | Nonpublic School |
|---------------------------------------|--|---|
| | Ensuring accurate, complete, and timely student data in Special Education Data System (SEDS) | Ensuring their portion of student data in SEDS is accurate, complete, and timely |
| | Working closely with nonpublic school staff to ensure timely completion of all required IEP documentation, adherence to federal and District special education regulations, and active participation by all IEP team members, including students and parents | Working closely with LEA staff to ensure timely completion of all required IEP documentation, adherence to federal and District special education regulations, and active participation by all IEP team members, including students and parents |
| Verifying correction of noncompliance | Correcting identified noncompliance | Working with LEA to correct identified noncompliance |



Clarifying Roles & Responsibilities

| OSSE | LEA | Nonpublic School |
|--|---|--|
| Monitoring nonpublic schools at least once during the validity of the COA | Monitoring student progress for individual students frequently | Monitoring student progress for individual students frequently |
| Looking at nonpublic program as a whole, as well as facilities | Looking at individual students | |
| Investigating issues regarding health and safety of any DC student | Primary responder to any concerns or incidents | Ensuring student safety |
| Monitoring IEP implementation on a large scale within the nonpublic program and alignment with COA regulations | Ensuring FAPE & overseeing IEP implementation for individual students | Providing IEP services, participating in statewide assessment administration, and complying with federal and COA regulations |
| Monitoring nonpublic overall process of facilitating students' transition to LRE | Continually assessing the LRE for each student | Working with LEA to facilitate students transitioning to LRE |



Onsite Monitoring: Applicable Regulations

- OSSE conducts triennial onsite monitoring visits to ensure nonpublic schools are compliant with DCMR Title 5 (including Sections A, B, C, & E), DCMR Chapters 2800, DC Code § 38–2561, IDEA, ADA, and Section 504. (5-A 28 DCMR § 2801.1)
- Visits are conducted at least once within COA validity period with a monitoring report issued documenting any findings of noncompliance (5-A 28 DCMR § § 2804.2, 2837.1, 2837.3, 2842.1, and 2842.2).
- Nonpublic schools are expected to correct all identified noncompliance as soon as possible. (5-A 28 DCMR § 2842.4)
- Starting in the 2019-20 school year, nonpublic schools failing to correct noncompliance identified in onsite monitoring and/or annual assurance data submissions within 180 days of identification will be issued additional corrective actions and have their COA status changed to probationary.



Pre-site Visit

- Pre-site conference calls are scheduled with the nonpublic school six to eight weeks before the site visit along with a document request from OSSE to the nonpublic schools that includes an organizational chart, student roster, school calendar, staff roster information, attendance records, and select policies.
- Once the details of the site visit are finalized in the pre-site conference call, the OSSE nonpublic monitoring site visit team reviews all submitted documentation and completes final travel arrangements.



Onsite Monitoring: Conducting the Visit

- Notification of the onsite monitoring visit occurs in Aug.-Sept. of the upcoming school year
- Onsite monitoring activities include:
 - A tour of the nonpublic school including classroom observations and an inspection of any residential areas and/or treatment facilities;
 - Interviews with administrators, teachers, related service providers, students, parents, and others as appropriate; and
 - A remote review of student files and related services records in the SEDS/EasyIEP conducted prior to or immediately following the onsite visit to determine IDEA and DCMR Chapters 28 and 30 compliance.



Post-Visit & Monitoring Report

- Upon completion of the site visit, OSSE conducts a brief exit meeting to provide information on next steps in the monitoring process and to convey, if applicable, any serious safety concerns that need to be resolved immediately.
- The onsite monitoring report is issued in the DC Corrective Action Tracking System (DC CATS) within 90 days of the visit with the nonpublic school expected to correct any identified noncompliance as soon as possible but in no case later than 180 days.
- **Note: the timeframe for correction of noncompliance has been reduced to 180 days to ensure timely correction and adherence to COA regulations.**



Other Key Topics



Nonpublic School Staff Qualifications



Nonpublic School Staff Qualifications

- A nonpublic special education school or program shall ensure that its organizational structure provides for the effective and efficient operation of the school or program, supervision of the school personnel and supervision of the students. (5-A 28 DCMR § 2823.1)
- Effective no later than school year 2011-12, each member of the **teaching staff** shall hold a teaching certification from the state or district in which the school is located, to the same level as required for teaching staff in public schools of that state or district. (5-A 28 DCMR § 2823.2)
- **Related service providers**, whether employed or contracted by the nonpublic special education school or program, shall be appropriately certified, licensed or registered in their professional areas in alignment with requirements from the state or district in which the school is located, to the same level as required for teaching staff in public schools of that state or district. (5-A 28 DCMR § 2823.3)



Teacher & Related Service Provider Credential Requirements: Planning for Success

- Hire qualified teaching and related service provider staff with valid and current credentials (i.e., licenses, certifications, accreditations) for the state in which the school operates.
- Actively track the credential expiration dates for teachers and related service providers to ensure timely renewal.
- Actively recruit to fill vacant related service provider positions.
- Ensure that make-up missed services plans are drafted and sent to parents and LEAs monthly for the open related service areas and once the position is filled, and that all missed services have been rendered and documented via the missed services plans.
- Ensure related services providers not appropriately credentialed are operating under the supervision and license of a fully licensed supervision and with a formal written supervision agreement per the applicable professional board in the state.
- Ensure copies of the supervision agreement and the supervisor's information are included in the SQUIRE database along with a copy of the applicable state regulations.



Teacher & Related Service Provider Credential Requirements

- Ensure that the licensed supervisors sign of IEP health-related services documentation including, but not limited to, progress notes and assessments (5-A 28 DCMR § 2834.2)
- Update staff records in SQUIRE frequently. Document and update staff records in SQUIRE, including credential, restraint certifications, background checks, dates of employment, etc.
- Correct any and all personnel qualifications noncompliance identified by OSSE as soon as possible, provide frequent updates on the status of required corrective actions to your assigned OSSE nonpublic monitor, and ensure the applicable supervision arrangements exist for related service providers.
- Ensure background and child protective services checks are conducted and documented for all staff.



Criminal Background & Child Protective Services Checks

- A nonpublic special education school or program shall maintain personnel files including, at minimum, resumes, attendance records, contracts, driver's licenses (or equivalent), and evidence of child protective service and criminal background checks. Access to personnel policies and files shall be available to OSSE upon request, for the purposes of monitoring compliance with the requirements of this chapter. (5-A 28 DCMR § 2823.4)
- All nonpublic special education schools and programs must conduct child protective service and criminal background checks on school personnel. A nonpublic special education school or program shall complete criminal background checks consistent with the District of Columbia requirements. (5-A 28 DCMR § 2823.5)



SEDS and Related Service Provision and Documentation



Systems: Proficiency & Timely Data Entry

- Nonpublic schools are expected to ensure that their staff are proficient in all relevant data systems (e.g., SEDS, SQUIRE, SEATS, DC CATS, etc.) and are completing the required documentation activities in a manner that is timely, accurate, and complete per 5-A 28 DCMR § 2808.2.
- OSSE has conducted several trainings and developed technical assistance resources to assist nonpublic schools in their provision and documentation of related services.
- Resources include:
 - [The Basic Guide to SEDS](#)
 - [NP SEDS POC Role - 092916.pdf](#)
 - [RSP Tutorial on Service Logs & Trackers in SEDS](#)
 - [Related services documentation webinar](#)
 - [Getting Started with SEDS: Related Service Provision 101](#)
 - [March 2017 Nonpublic SEDS POC Webinar on ESY](#)



Protecting Personally Identifiable Information

Personally Identifiable Information (PII) is data that alone, or in combination, can be linked to a specific student, including but not limited to:

- Name or address of student, parent or other family members; or
- Social Security number, USI, date/place of birth, mother's maiden name.

Nonpublic schools should not send PII to OSSE over email.

- Nonpublic schools should submit PII over secure means, such as the **OSSE Support Tool** or **OSSE's Secure Upload Site**: <https://account.box.com/login>.

Additional information on data privacy, and instructions for gaining access to and using the secure upload site: <https://osse.dc.gov/publication/using-secure-data-transfer-protect-student-privacy>.



Secondary Transition



Foundations of Transition Planning

Postsecondary Transition aims to prepare students for life after high school in three specific areas:



Postsecondary Education

Education or vocational training that will prepare the student to pursue employment in a career field of interest



Postsecondary Employment

Employment that is based in a career field of interest and will assist the student with living as independently as possible



Independent Living

Daily skills and activities that will assist the student with living as independently as possible in adulthood



Foundations of Transition Planning

Postsecondary Transition refers to a coordinated set of activities for a child with a disability that is designed to be within a *results-oriented process* and that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

—34 C.F.R. §300.43 (a)



Transition Services

Beginning not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:

- 1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and
- 2) The transition services (including course of study) needed to assist the child in reaching those goals. (34 C.F.R. § 300.320(b))



Federal Transition Requirements

Transition services means a coordinated set of activities for a child with a disability that—

1. Is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; and
2. Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—
 - a) Instruction;
 - b) Related services;
 - c) Community experiences;
 - d) The development of employment and other post-school adult living objectives; and
 - e) If appropriate, acquisition of daily living skills and provision of functional vocational evaluation. (34 C.F.R. §300.43 (a))



Secondary Transition and Nonpublic Schools

- OSSE has conducted extensive training and technical assistance in secondary transition.
- Secondary transition resources:
 - [OSSE Secondary Transition Website](#)
 - [Secondary Transition Toolkit](#)
 - [Secondary Transition Institute Resources](#)
 - [Secondary Transition Compliance Monitoring Tool](#)
 - [Nonpublic Special Education School Secondary Transition Planning Webinar](#)



Resources



Placement and Incident Reporting Process Resources

- [Continuum of Special Education Services and OSSE's Placement Process](#)
 - Least Restrictive Environment Toolkit
 - Least Restrictive Environment White Paper
 - Policies and Procedures for Placement Review, Revised- Policy
 - Policies and Procedures for Placement Review, Revised- Guidance
 - Policies and Procedures for Placement Review, Revised - Parent Brochure
- Incident Reporting Process
 - [Incident Reporting Requirement for Nonpublic Schools- PowerPoint](#)



Nonpublic Compliance Resources

The following resources provide information on nonpublic obligations:

- [Nonpublic School Toolkit](#) – Comprehensive guide with information for nonpublic school staff, LEAs, and parents on addressing the needs of students attending nonpublic schools.
- [Part B Monitoring and Compliance Manual](#) – Comprehensive guidance and information regarding IDEA Part B State Monitoring and Compliance System.
- [DC CATS](#) – A web-based system for issuing monitoring and compliance reports and documenting the correction of noncompliance.
- [DC CATS Memo](#) – OSSE guidance on the DC CATS system.
- [Nonpublic School Review of Key Compliance Areas Webinar](#) – Informational webinar to review key areas of compliance in nonpublic school special education practice including restraint and seclusion implementation, documentation, and follow up; attendance and truancy notification; and related services documentation.
- [SEDS School-Based Training Resource Method III: Hands On Participation](#) – Training resource for LEAs to enable trainees a hands on opportunity to explore SEDS using various features and functions.
- [Monitoring Tools: Nonpublic School Tool](#) – Monitoring and compliance tool used by OSSE to review nonpublic school-level compliance with DCMR and IDEA regulations.
- [Nonpublic School Student Progress Monitoring and Special Education Compliance Tip Sheets](#)
- [LEA-Nonpublic School Memorandum of Agreement Webinar](#)



Nonpublic Compliance Resources

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Break and Breakout Sessions Information



Breakout Sessions Information

- **BREAKOUT SESSIONS**
 - Breakout sessions will commence in 10 minutes



Breakout Sessions Information

| GROUP A | GROUP B | GROUP C |
|-----------------------------------|-----------------------------------|---|
| Accotink Academy | CARD Academy | District of Columbia Association of Special Education |
| Chelsea School | Coastal Harbor Treatment Center | MANSEF |
| Devereux Behavioral Health | Episcopal Center For Children | Rebuilding Independence My Style |
| Grafton Integrated Health Network | High Road School | All unassigned participants |
| Katherine Thomas School | Kennedy Krieger School Programs | |
| Kennedy School | Lourie Center School | |
| Millcreek of Arkansas | New Beginnings Vocational Program | |
| New Visions Academy | PHILLIPS School | |
| Ridge School | SHEPPARD PRATT HEALTH SYSTEM | |
| The Children's Guild | The Foundation School | |
| The Frost School | The Ivymount School | |
| The Lab School of Washington | The Maryland School for the Blind | |
| The Monroe School | The Pathways Schools | |
| The Village Academy of Maryland | Woods Services | |



Breakout Sessions Information

GROUP A

- Please log off this webinar platform and sign in on the following platform:
 - From your computer, tablet or smartphone:
<https://global.gotomeeting.com/join/326731413>
 - From your phone: +1 (224) 501-3412, Access Code: 326-731-413

GROUP B

- Please log off this webinar platform and sign in on the following platform:
 - From your computer, tablet or smartphone:
<https://global.gotomeeting.com/join/352560709>
 - From your phone: +1 (646) 749-3122; Access Code: 352-560-709

GROUP C

- Please remain on this webinar platform.



Breakout Sessions Information

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| The Monroe School | The Pathways Schools | |
| The Village Academy of Maryland | Woods Services | |



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