



LEA Special Education Point of Contact Monthly Webinar

Oct. 20, 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
- Assessment Updates
- Special Education Data System (SEDS) Reminders and Updates
- Transportation Updates
- Reminders and Announcements



Policy Reminders and Updates

On July 1, 2022, the new Chapter 30 special education regulations went into effect.

Review the new regulations on OSSE's [Local Special Education Law and Regulations](#) page.

See the [Chapter 30 Resources](#) page for:

Updated eligibility worksheets

Overview of Chapter 30 training

Disability Categories training

Seclusion and Restraint Requirements training
(coming soon)

NEW! Chapter 30 Special Education Regulations

Effective July 1, 2022



SY2021-22 IDEA Parent Survey

- The Office of the State Superintendent of Education (OSSE) is seeking your assistance in communicating with parents about the SY2021-22 IDEA Parent Survey.
- As part of the Annual Performance Report (APR), states collect information and report the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
- OSSE will provide materials to assist local education agencies (LEAs) with disseminating the survey to parents of students with disabilities:
 - Sample email and school newsletter language
 - Graphic postcards
- More information will be posted on OSSE's IDEA Parent Survey site.





IDEA Monitoring Reminders and Updates

Open Reports in DCCATS

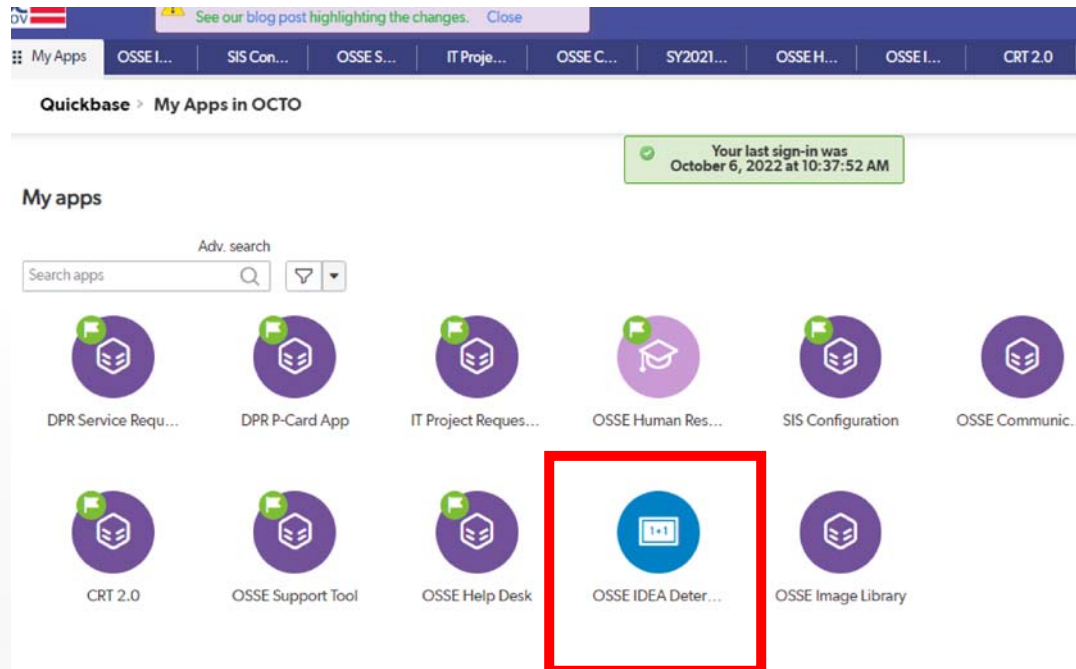
Report	Date of Notification	Prong 1 Due	Prong 2 Due
1. Reevaluation Q2-Q3 (SY2021-22) (Oct. 1, 2021 - March 31, 2022)	June 6, 2022	Sept. 4, 2022	June 6, 2023
2. Secondary Transition SY2021-22 (Oct. 1, 2021 - March 31, 2022)	June 6, 2022	Sept. 4, 2022	June 6, 2023
3. Initial Evaluation SY2021-22 (July 1, 2021-June 30, 2022)	Aug. 18, 2022	Nov. 16, 2022	Aug. 18, 2023
4. C to B Transition (SY 2021) (July 1, 2021-June 30, 2022)	Sept. 13, 2022	Dec. 12, 2022	Sept. 13, 2023

Questions about your LEA's open reports? Please contact Debra Melville at Debra.Melville@dc.gov.



FFY 20 IDEA Determinations

LEA IDEA Determinations were issued via [Quickbase](#) on Oct. 11, 2022.



Underlying Data

Access your LEA's data under the Underlying Data Tab.

IDEA Determinations > Determination #436

ELEMENT 1 ELEMENT 2 ELEMENT 3 ELEMENT 4 ELEMENT 5 ELEMENT 6 ELEMENT 7 ELEMENT 8 OVERVIEW OF IDEA DETERMINATIONS APPEALS **UNDERLYING DATA TAB**

ELEMENT 1

Method and Criteria

History, nature and length of time of any reported noncompliance (APR Compliance Indicators 4b, 9, 10, 11, 12, and 13)

Description	Data Source
Indicator 4b: Districts that have significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs (individualized education programs); and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards (20 U.S.C 1416(a)(3)(A); 1412(a)(22))	FFY 2020 Child Count/environment certification from LEAs, discipline events from 2019-20 school year, and LEA policies, procedures and practices submitted to OSSE
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	SEDS, the FFY 2020 Child Count/environment certification from LEAs, and LEA disproportionality self-assessments for LEAs identified with potential disproportionate representation
Indicator 10: Disproportionate representation of racial and ethnic groups in specific education and related services that is the result of inappropriate identification (20 U.S.C 1416(a)(3)(C))	SEDS, the FFY 2020 Child Count/environment certification from LEAs, and LEA disproportionality self-assessments for LEAs identified with potential disproportionate representation



The Appeal Process

If you believe there is an error with your LEA's Determination and you have documentation to support this, please visit the Appeals Tab in Quickbase. The appeal window closes on Nov. 11, 2022.

IDEA Determinations > Determination #436

ELEMENT 1	ELEMENT 2	ELEMENT 3	ELEMENT 4	ELEMENT 5	ELEMENT 6	ELEMENT 7	ELEMENT 8	OVERVIEW OF IDEA DETERMINATIONS	APPEALS	UNDERLYING DATA TAB
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For More Information on IDEA Determinations

Please visit a prerecorded [GotoWebinar](#) on the Determination Quickbase Application.

For additional questions, please contact Karen Morgan-Donaldson at Karen.Morgan-Donaldson@dc.gov.



Special Education Performance Report (SEPR)



Upcoming SEPR Office Hours

Oct. 21, 2022 from 11 a.m.–12 p.m.

RSVP by emailing

Karen.Morgan-Donaldson@dc.gov

Child Outcomes Summary (COS)

- OSSE has completed a review of the Child Outcomes Summary (COS) data submitted by your LEA into the DC Corrective Action Tracking System (DC CATS) database, in June 2022.
 - Every child who is currently receiving or previously received preschool special education services must have a record created and entry/exit scores submitted in DC CATS.
 - Children, whose initial services began at the start of the 2022-23 school year, the LEA has 90 days to create a record and submit scores in DC CATS.
- LEAs were notified of any discrepancies with required entry and exit score submission by email and an Excel file was uploaded in your LEA's COS folder on the OSSE Box site.
- **OSSE requests action from each LEA by Friday, Dec. 30, 2022.**
- Email questions to OSSE.COSFAQ@dc.gov.





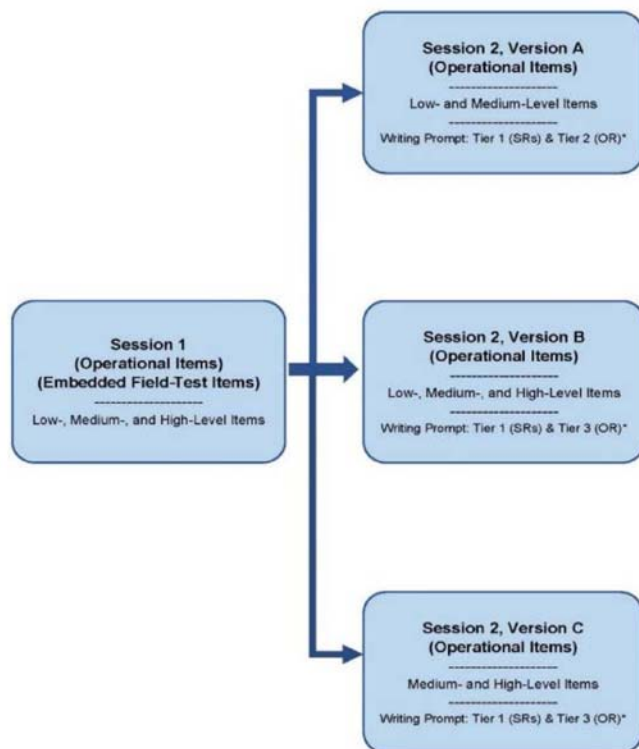
Assessment Updates

Alternate Assessment Eligibility Timeline

Activity	Date	System
Deadline for LEAs to upload Alternate Eligibility forms in SEDS * The Alt Eligibility Participation Decision Form is an annual submission	Oct. 14, 2022	SEDS
OSSE reviews documentation in SEDS	Oct. 17 – Nov. 18, 2022	SEDS
OSSE sends final eligibility determinations to LEAs in SEDS	Nov. 21, 2022	SEDS Qlik
LEA appeals window	Nov. 22 – Dec. 16, 2022	Quickbase SEDS
LEAs receive appealed eligibility determinations from OSSE	Jan. 9, 2023	SEDS



Multi-State Alternate Assessment (MSAA)



*ELA Only, SR=Selected Response, OR=Open Response

- MSAA is a comprehensive assessment system designed to promote increasing higher academic outcomes for students with significant cognitive disabilities in preparation for a broader array of post-secondary outcomes
- Administered annually in the areas of ELA and mathematics to students in grades 3-8 and 11, in 11 states and territories
- The assessment measures what students know and can do in relation to Alternate Achievement Standards
- The stage adaptive design allows students to interact with items that will more accurately reflect the student's abilities

2022-23 MSAA Trainings

Training	Summary	Date
MSAA Test Administration Training	Virtual webinar focusing on Test Administration responsibilities for TCs and TAs during MSAA administration.	Wednesday, Feb. 1, 2023
Self-Paced Training	Required self-paced training for TCs and TAs available in the MSAA System	Late February 2023 (Date will be announced)

Testing Accommodations Policy 2022-23

- The 2022-23 Testing Accommodation Guides (TAGs) will be available in October, including:
 - **Testing Accommodations Guide for Students with Disabilities (SWDs)**
 - **Testing Accommodations Guide for English Learners (ELs)**
 - **Accessibility Features and Administrative Considerations Guide for All Students**
- These guides provide an overview of the accommodations, accessibility features and administrative considerations available to students participating in this spring's statewide assessments and a crosswalk for aligning Special Education Data System (SEDS) accommodations to accommodations available on statewide assessments
- All Testing Accommodations Guides will be posted on the [OSSE website](#) when available



Special Education Data System (SEDS) Reminders and Updates

Eligibility Worksheets – Multiple Disabilities

Rules of Completion have been updated to allow LEAs to finalize Eligibility determinations for students with Multiple Disabilities.

Account Management

DO NOT make changes to any **OSSE state-level roles**. Changes, to state-level user roles impact OSSE's ability to assist in SEDS.

The screenshot displays the 'User Type(s)' selection interface. On the left, a blue box contains the text 'User Type(s): * (check none to match all)'. On the right, there are two columns of roles, each with a checkbox. At the top right, there are two buttons: 'Check All' and 'Check None'. Two roles are highlighted with red boxes: 'State Data Administrator' and 'State Special Education Staff'. Both of these roles have their checkboxes unchecked. All other roles have their checkboxes checked.

Role	Checked
Special Education Teacher	Yes
Related Service Provider	Yes
Special Education Coordinator	Yes
State Data Administrator	No
State Placement Officer	No
Help Desk Support Tier 1	No
SEC/RSP	Yes
Pre-Training Account Access	Yes
RSP Supervisor	Yes
Transportation Coordinator	Yes
LEA View Only Administrator	Yes
LEA Data Administrator	Yes
State Special Education Staff	No
Special Education Supervisor	Yes
Special Education Specialist	Yes
Occupational Therapist	Yes
Physical Therapist	Yes
Speech/Language Pathologist	Yes
Psychologist	Yes
Social Worker	Yes
Art Therapist	Yes
Audiologist	Yes
Adapted PE Teacher	Yes
Related Service Provider- Vendor	Yes
School Leader	Yes
RSP Program Coordinator	Yes
ASO	Yes

Special Education Data Systems (SEDS) Support

- Users should not reach out to PCG for support. LEAs are responsible for providing support to users at your LEA.
- It is never appropriate to reach out to PCG – the vendor for SEDS.
- Users are encouraged to open an OSSE Support Tool (OST) for support and technical assistance.

SEDS 2.0 LEA Engagement

Feedback from LEAs are compiled and regularly reviewed to ensure comments, suggestions and recommendations inform our decisions in programming and configuration of OSSE - PowerSchool Special Programs.



15 Engagement Sessions

229 Registered Participants



SEDS 2.0 LEA Engagement

Oct. 20, 2022
1-2:30 p.m.

Upcoming
Opportunities

Nov. 17, 2022
1-2:30 p.m.





Transportation Updates

Transportation Request Forms (TRF)

Submission of transportation request forms will continue in the Integrated Data Submission (IDS) tool.

For Consideration

- Section 504 students requiring transportation services must be identified as 504 in the LEA student information system (SIS) prior to submitting the TRF.
- Review the days of the week needed for both morning and afternoon service for accuracy.
- Register for upcoming trainings [here](#).

What's Next

- OSSE is working on a front-end user interface (UI) that will allow LEAs to create/edit an individual student record without the submission of a file.

To Pause or Resume Transportation Service

- If your school's in-person posture changes and transportation services need to be temporarily suspended, please notify **OSSE DOT** at DOTcriticalinfo@dc.gov.
- To make emergency service adjustments for individual students, contact our **Parent Call Center at (202) 576-5000**.

Please note: All other inquiries by an LEA should be submitted via the [OSSE Support Tool](#) (OST).

Transportation and No Shots, No School

- When it is determined a student must be temporarily removed due to immunization noncompliance, the school will send a final written notice to the parent or guardian. Concurrently with this final notice, the LEA shall **cancel the student's transportation services**. This should occur **as early as possible on the same day that the final written notice** will be sent to the parent or guardian.
- LEAs are required to send an email to DOT.ParentCallCenter@dc.gov using the subject “*No Shot No School – Suspension of Transportation*” with the following information:
 - Student Name
 - USI
 - Effective Date of Transportation Suspension
 - Student Home Address
 - LEA/School Name
 - School Address
 - Parent/Guardian Name
 - Parent/Guardian Contact Info
- This email will alert OSSE-DOT to no longer transport the student. If a student who has been removed from school arrives at school, via a school bus or any other means of transportation, then the school should follow the process outlined in the [Immunization Attendance Policy](#) to call the parent or guardian and to facilitate the student's safe dismissal from school that day.



Transportation and No Shots, No School

- Once the student has been determined to be in compliance with immunization certification requirements, then the LEA shall **submit a new email** to DOT.ParentCallCenter@dc.gov using the subject “*No Shot No School – Resume Transportation*” with the following information:
 - Student Name
 - USI
 - Effective Date to Resume Transportation
 - Student Home Address
 - LEA/School Name
 - School Address
 - Parent/Guardian Name
 - Parent/Guardian Contact Info
- This email shall be received by OSSE **as soon as possible after the school receives the immunization certification** to ensure that the student is able to receive timely service.
- OSSE-DOT will contact the parent/guardian prior to resuming transportation services. Resuming transportation services for the student may take up to 24 hours. For any service delays, the parent, guardian, or adult student shall provide transportation for the student. They may request reimbursement (<https://osse.dc.gov/service/parents-transportation-students-disabilities>) from OSSE-DOT for the transportation provided for those days.
- For any questions, LEAs may reach out to the OSSE support team via email at DOT.ParentCallCenter@dc.gov.





Reminders and Announcements

Special Education Law Training Modules

OSSE has partnered with LRP Publications to provide school district staff with access to DirectSTEP® eLearning courses. In each eCourse you will:

- Receive training on IDEA legal requirements
- Learn at your own pace
- Take three courses based on individual training needs
- Engage in learning through quizzes and activities
- Learn how to make decisions that are educationally and legally sound
- Receive a certificate of completion



Get started today by visiting www.OSSE-ds.LRP.com and self-register for your DirectSTEP® eCourses.

Upcoming Trainings with Legal Resource Publications (LRP)



For more information about Special Ed Connection, please contact Karen.Morgan-Donaldson@dc.gov.

Foundations of Special Education

Skill-Building Opportunities for DC Educators

Goal 1: 150 educators obtain endorsement by summer 2023

Praxis & Stipend: Limited to pre-K through grade 12 educators serving in DC public and public charter schools who hold a **current and active OSSE standard teaching credential** in any subject area other than special education.

\$1,500 Stipend

Credential: Submit application in ECIS for Special Education Endorsement (add-on to DC Standard Teacher Credential)

Praxis: Special Education Praxis Exam (*fee waived*)

Coursework & Micro-credentials: **Open to all** pre-K through grade 12+ educators, including general and special education teachers, staff and school leaders, serving in DC LEAs.

Up to 32 PLUs

Micro-credential 2: Using Data to Implement IEPs; Interventions and Assessments; High-leverage Instructional Practices

Course 4: Evidence-based Instructional Models

Course 3: Using Data to Develop Student Supports

Micro-credential 1: Using Data to Develop High-Quality IEPs; Ensuring Continuum of Supports and Services; Equity

Course 2: The IEP Team and Process

Course 1: Introduction to Special Education (**course now open in OSSE's LMS**)

Coursework is centered on key knowledge and skills needed to serve students with disabilities.



osse.dc.gov/page/SpedFoundations

Inclusive Leader Cohort (ILC)

*The ILC is designed to support schools in creating and sustaining the **inclusive practices** necessary to **support diverse learners** in developing academic and social-emotional skills while experiencing a **sense of belonging** at school. Schools will redesign inclusive systems to build school-level capacity for a sustained, student-centered approach to instruction.*

- **Partner:** OSSE is partnering with the **Relay Graduate School of Education's Partnership for Inclusive Schools (PFIS)**
- **Commitment:** Year includes quarterly Community of Practice, monthly high-level coaching, weeklong summer intensive PD, and other strategic supports aligned with the schools' goals and needs.
- **The current SY2022-23 ILC cohort has slots for three additional schools to join!** This opportunity is paid for by OSSE as part of its recovery strategies.
- **Learn More:** Contact Steaven Hamlin, OSSE Teaching and Learning: Steaven.Hamlin@dc.gov



Early Childhood Working Group

The Early Childhood Working Group is an opportunity for LEAs serving students with disabilities, ages 3-5, to learn together. Each session will focus on a specific topic, clarify OSSE policy and LEA obligations, share best practices, ask questions and identify solutions.

Session 2: **Implementing Effective Child Find Processes in Your LEA**

Wednesday, Nov. 2, 2022

10 – 11:30 a.m.

Register for the monthly series [here](#)

Contact Dawn Hilton (Dawn.Hilton1@dc.gov) with questions, comments, and/or topic suggestions.

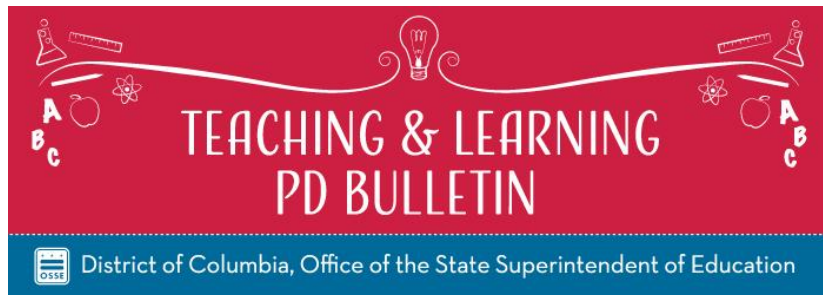




Upcoming Professional Learning Opportunities and Resources

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

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.](#)

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, Nov. 16, 2022

Please register [here](#).



Complete our Survey

Please provide your feedback on the October 2022 SPED Webinar:

<https://www.surveymonkey.com/r/K3QRRHX>





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	Steaven Hamlin, Teaching and Learning Division	Steaven.Hamlin@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	, Assessment Specialist, Special Populations,	
Student Transportation	TOTE Support Team:	(202) 576-5520 or DOT.Data@dc.gov
	School Liaisons and Parent Resource Center	(202) 576-5000 <i>(follow prompt for school officials)</i>



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- to 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- or 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.

