



**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

*Oct. 21, 2020*

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

# AGENDA

- Introduction
- Policy Reminders and Updates
- Review of Alternative Assessment Process
- SEDS Updates
- Transportation Updates
- Nonpublic Monitoring Updates
- Feedback on Start of Schools Training
- Announcements & Reminders



# 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](mailto:OSSE.DSEpolicy@dc.gov)

## Monitoring & Compliance

Karen Morgan-Donaldson, IDEA Part B  
Monitoring and Compliance Team  
[Karen.Morgan-Donaldson@dc.gov](mailto:Karen.Morgan-Donaldson@dc.gov)

Edgar Stewart, Nonpublic Monitoring Team  
[Edgar.Stewart@dc.gov](mailto:Edgar.Stewart@dc.gov)

## Evidence-Based Practice

Jennifer Carpenter, Professional Development  
Specialist [Jennifer.Carpenter@dc.gov](mailto: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](mailto:Dawn.Hilton@dc.gov)

## Child Outcomes Summary Data Collection

[OSSE.COSFAQ@dc.gov](mailto:OSSE.COSFAQ@dc.gov)

## Assessment Accommodations

Michael Craig, Assessment Specialist, Special  
Populations, [Michael.Craig@dc.gov](mailto:Michael.Craig@dc.gov)

**Student Transportation:** TOTE Support Team: (202) 576-5520 or [DOT.Data@dc.gov](mailto:DOT.Data@dc.gov)

School Liaisons and Parent Resource Center: (202) 576-5000 (*follow prompt for school officials*)





# Policy Reminders and Updates

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# Entry/ Exit Guidance Clarifications

- LEAs should ensure the chosen exit code is consistent with the reason for exit and, if necessary, PWN language.
- Code 1942: Exited the state public school system to be home-schooled in the same state
  - LEAs are NOT required to upload the letter from the OSSE home school office
- Code 1962: Withdrawn due to reaching the maximum age served by the LEA OR because student will reach the maximum age served by the LEA before completion of school is possible
  - LEAs should use this code when a student has “aged out” of the LEA



# 2020-21 School Year Entry & Exit Guidance Update

There was an update to the 2020-21 School Year Entry & Exit Guidance.

- In **Appendix B: Exit Codes Impacting LEA's SEDS Roster** for exit code 1942 'Exited the state public school system to be home-schooled in the same state',
  - Removed LEA's responsibility of 'Letter from OSSE Homeschool office'
  - Added OSSE's responsibility of 'The student is registered with the OSSE Homeschool office'.

EXIT CODES CATEGORY 3: EXIT FROM STATE PUBLIC SCHOOL SYSTEM			
CODE	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1942	Exited the state public school system to be home-schooled in the same state	<div>1. Letter from OSSE homeschool office,</div> <div>2. PWN notifying parent or student of exit. PWN must include language advising the student of their right to access FAPE until age 22.</div>	Request for administrative removal <b>ONLY</b> if all documentation have been validated in SEDS.
EXIT CODES CATEGORY 3: EXIT FROM STATE PUBLIC SCHOOL SYSTEM			
CODE	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1942	Exited the state public school system to be home-schooled in the same state	<div>1. PWN notifying parent or student of exit. PWN must include language advising the student of their right to access FAPE until age 22.</div>	<div>1. The student is registered with the OSSE Homeschool office.</div> <div>2. Request for administrative removal <b>ONLY</b> if all documentation have been validated in SEDS.</div>

# Guidance Reminders

- [IDEA, Part B Provision of FAPE: Guidance Related to Remote and Blended Learning](#), a consolidated and comprehensive guidebook on LEA responsibilities for students with disabilities during periods of remote or blended learning.
- [Early Childhood Transition: Frequently Asked Questions \(FAQ\)](#) regarding LEA obligations related to the smooth and effective transition of children with disabilities from IDEA Part C early intervention services to IDEA Part B preschool special education services.

# Reminder: Tracking the First Provision of Specialized Instruction

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

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

**LEAs are NOT required to document specialized instruction:**

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

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



**the ability**  
challenge

**Special Education  
Continuous  
Learning  
Community of  
Practice**



@abilitychalleng



@theabilitychallenge





# This Community of Practice (COP) aims to meet those needs.

## The COP's Charter:

The OSSE / ABC Special Education Service Delivery Community of Practice is a membership COP of LEAs and schools willing to share, adopt, and measure the implementation of practices that improve the quality of the education DC students with disabilities receive via continuous learning

### The COP is

- ☐ “For LEAs, by LEAs:” based on LEA needs identified in reopening plans and by schools
- ☐ Focused on providing new tools and promising solutions from other schools for you to use
- ☐ A 2-hour in-person monthly commitment for two leaders who can lead this change effort
- ☐ An opportunity to elevate new leaders during a year when schools have more to do than ever

### The COP is not

- ☐ Driven by OSSE requirements beyond “provide a free and appropriate public education”
- ☐ A “sit and get” PD or seminar that goes a mile wide and an inch deep
- ☐ Set in stone with no option to change to match changing conditions
- ☐ A slog: we expect participation but you can manage your participation to stay energetic over the year



# We have created a needs assessment survey to ensure the COP has fresh information about high-need topics

- ❑ ABC has developed this [Remote Needs Assessment Survey](#) to ensure that the topics chosen for the COP are relevant, timely, and engaging to a wide range of schools.
- ❑ If you are interested in joining the COP, you can indicate your interest in the survey and we will follow up with you.
- ❑ If you are a member of a school-serving organization, ABC may contact you to inquire about your interest in being involved in the COP.
- ❑ If you are not interested in the COP but are interested in ensuring the COP provides timely, relevant solutions to common problems, we thank you for completing the survey.

[Remote Needs Assessment Survey](#)

[More information about the COP](#)

[sarah@theabilitychallenge.org](mailto:sarah@theabilitychallenge.org)

[matt@theabilitychallenge.org](mailto:matt@theabilitychallenge.org)



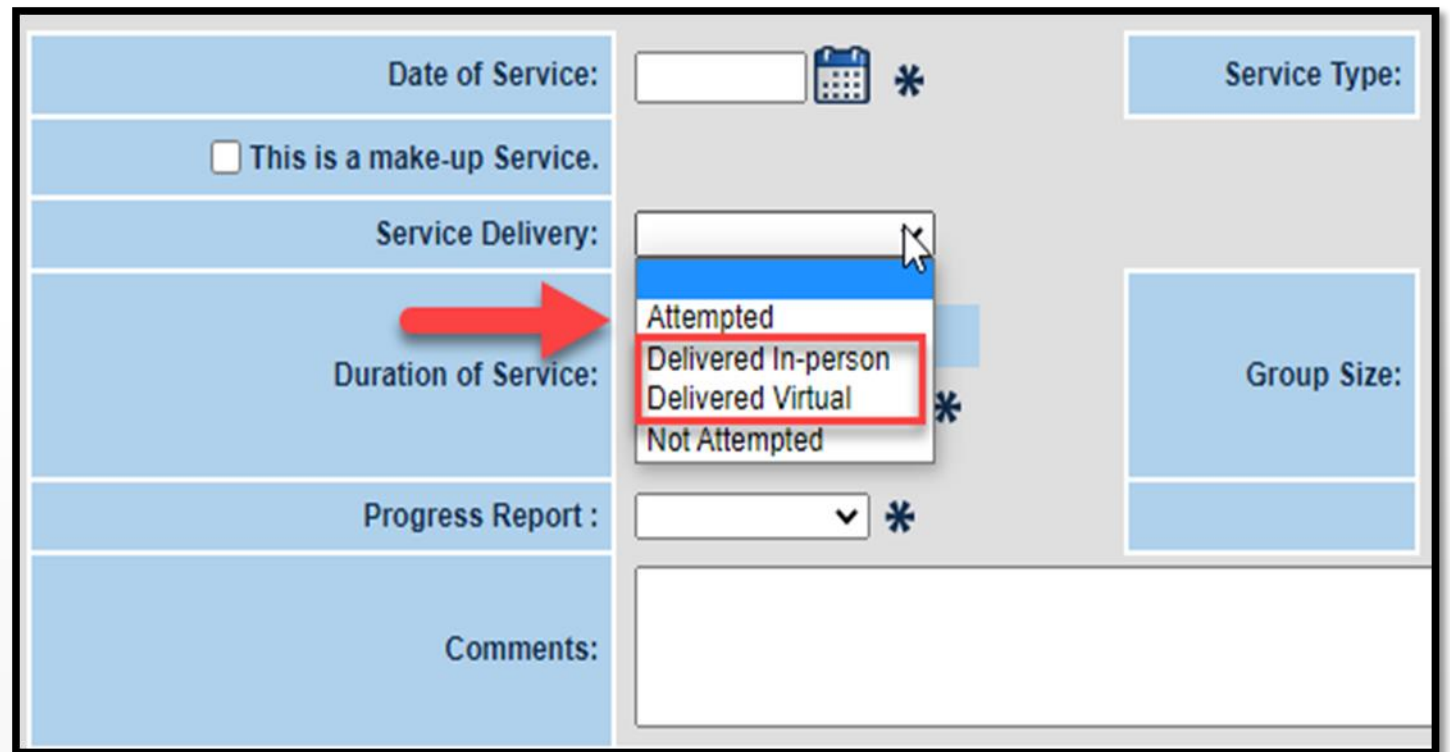


# Special Education Data System (SEDS) Updates

# Service Logging Wizard

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

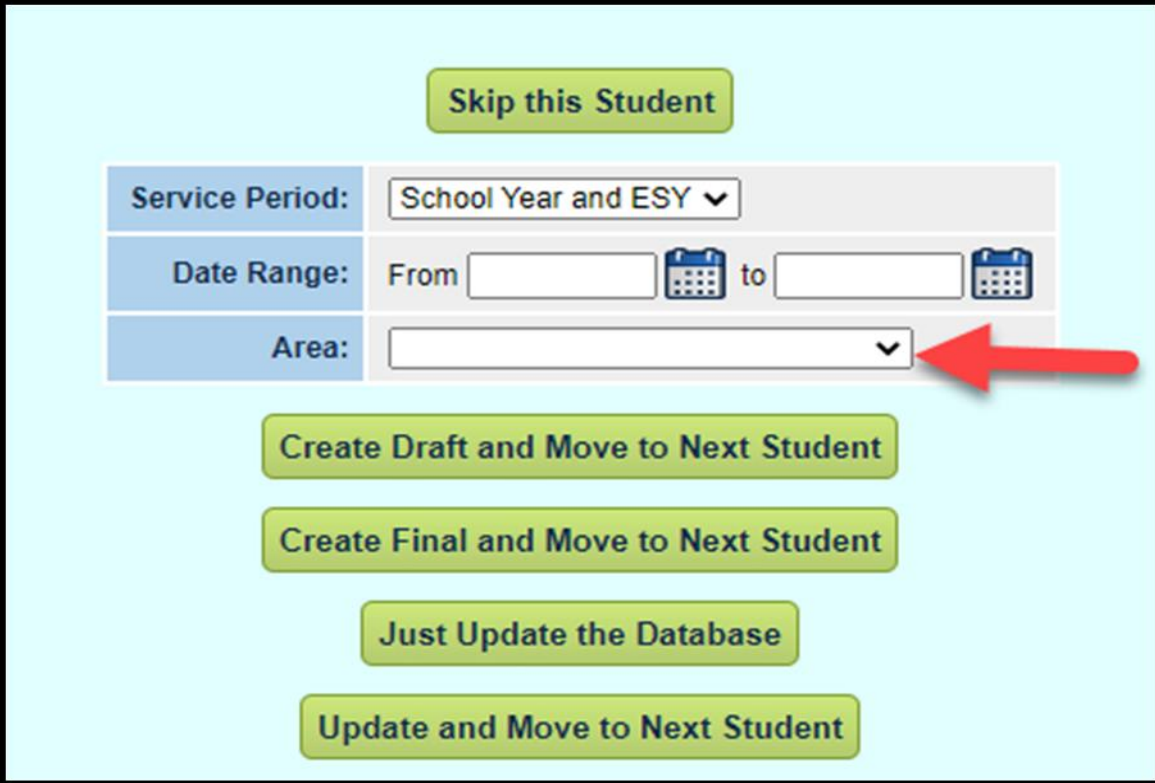
- **Delivered – In Person**
- **Delivered - Virtual**



The screenshot displays the 'Service Logging Wizard' form. The form is divided into several sections. On the left, there are fields for 'Date of Service:', 'Service Delivery:', 'Duration of Service:', 'Progress Report:', and 'Comments:'. The 'Service Delivery:' field is highlighted with a red arrow pointing to a dropdown menu. The dropdown menu is open, showing four options: 'Attempted', 'Delivered In-person', 'Delivered Virtual', and 'Not Attempted'. The 'Delivered In-person' and 'Delivered Virtual' options are highlighted with a red box. On the right side of the form, there are fields for 'Service Type:' and 'Group Size:'. The 'Service Type:' field is currently empty. The 'Group Size:' field is a text input field. The 'Progress Report:' field is a dropdown menu with a downward arrow. The 'Comments:' field is a large text area. The form has a light blue header and footer, and a light gray background for the main content area.

# Service Tracker

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



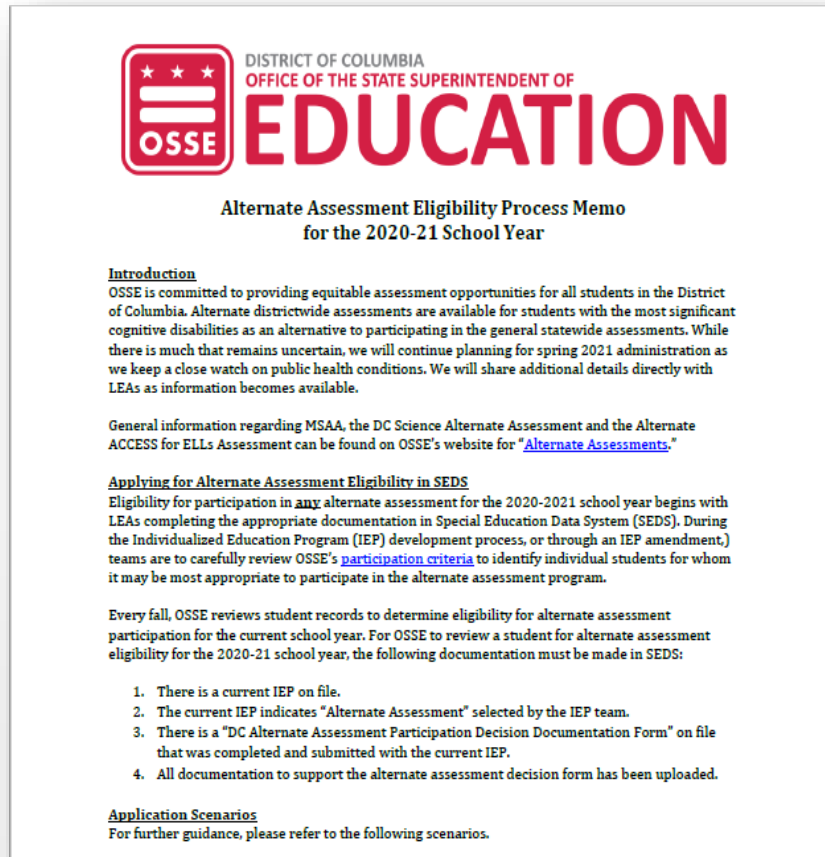
The screenshot displays a web interface for a 'Service Tracker'. At the top, there is a green button labeled 'Skip this Student'. Below this is a form with three rows: 'Service Period:' with a dropdown menu showing 'School Year and ESY', 'Date Range:' with 'From' and 'to' date pickers, and 'Area:' with a dropdown menu. A red arrow points to the 'Area:' dropdown menu. 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'.



# **Alternate Assessment Eligibility Process**



# Alternate Assessment Eligibility Process Memo



- 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](mailto:Michael.Craig@dc.gov) to discuss options



# Transportation Updates

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# 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 who 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 began 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 covers 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 the community.

# 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

Pre-K 3- 5th

LEA Code

1

School Code

202

\* Cohort  
Schedule

A: Monday, Tuesday (Offsite: W ▼

In Person Start  
Date

11/9/2020



# TOTE Training Dates for the 2020-21 school year

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. – 12 p.m.  
Date:
  - Oct. 28, 2020
  - Nov. 3, 2020
  - Nov. 5, 2020
  - Nov. 23, 2020

TOTE Support can be reached Mondays-Fridays between 9 a.m. – 5 p.m. at (202) 576-5520 or [dot.data@dc.gov](mailto:dot.data@dc.gov)



# Nonpublic Monitoring Updates

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# Webinar: COVID-19, IDEA, and the Delivery of Services in Nonpublic Schools

- OSSE conducted a two-part webinar for LEAs and nonpublic special education school staff who serve District of Columbia students with disabilities in nonpublic school settings to review existing guidance related to the delivery of instructional and related services under the Individuals with Disabilities Education Act (IDEA).
- Webinar Part 1:
  - The first part will focus on reviewing coronavirus (COVID-19)-related guidance on individualized education program (IEP) service delivery, implementing distance learning and hybrid educational programming, and other IEP and special education compliance topics. This session will also provide an example of the collaborative implementation of a nonpublic school's distance learning plan in conjunction with an LEA.
- Webinar Part 2:
  - The second webinar session will include a review District of Columbia regulatory requirements pertaining to nonpublic schools safety measures and delivery of services, an answering of programming and payment, attendance reporting, and transportation questions recently conveyed to OSSE.

[https://osse.dc.gov/page/covid-19-idea-and-delivery-services-nonpublic-schools\](https://osse.dc.gov/page/covid-19-idea-and-delivery-services-nonpublic-schools)

Questions? Contact Edgar Stewart at [Edgar.Stewart@dc.gov](mailto:Edgar.Stewart@dc.gov) (202) 741-0259.







# **Feedback on Start of Schools Training**

**We want YOUR  
feedback!**



OSSE is wrapping up its **2020-21 Start of School Campaign** which included five priorities for strengthening the 2020-21 start of school, a series of trainings to prepare both new and experienced LEA points of contact, and helpful resources, archived training videos, and tools at: [osse.dc.gov/startofschool](https://osse.dc.gov/startofschool)



**2020-21 START OF SCHOOL DATES & DEADLINES**

**2020-21 START OF SCHOOL RESOURCES & TOOLS**

**2020-21 START OF SCHOOL TRAINING SERIES**

# Start of School Trainings: POC Feedback & Reflection

The below menu of trainings were offered virtually during Summer 2020 to prepare **LEA Special Education POCs** and **LEA Transportation POCs** to fulfill start-of-school responsibilities.

## SEDS Train-the-Trainer Modules

- Eligibility Process
- IEP Process
- Related Services Documentation

## Summer 2020 Monthly POC Webinars

- Policy & Monitoring Updates
- Transportation Updates
- Start of School Updates
- Resources & Tools

## Orientations for New POCs

- New LEA Transportation POCs
- New LEA Special Education POCs

## TOTE Transportation Trainings

- Virtual sessions each month

## Early Access to Student Data

- Qlik Apps Intro + SWD Data Qlik App Training

## Serving SWDs During Periods of Remote or Blended Learning (Toolkit Series)

- Part 1: Balancing LEA Discretion and Flexibility
- Part 2: Ensuring Transparency and Collaboration
- Part 3: Data-driven Supports

## OSSE SoS Virtual Library

Recordings and materials for all summer trainings are still available at:

[osse.dc.gov/startofschoolpresentations](https://osse.dc.gov/startofschoolpresentations)

# Start of School Training Series: Sped POC Feedback

**Q1:** My experience level as LEA Special Ed POC is:

- a) New to this role this year
- b) 1-2 years experience
- c) 3+ years experience

**Q3:** As a result of participation in summer trainings (live sessions or recordings) I felt with regards to start-of-school responsibilities:

- a) Significantly better prepared
- b) Better prepared
- c) Somewhat better prepared
- d) Trainings added little value for me
- e) N/A --did not participate

**Q5:** Please share any additional feedback or suggestions on how OSSE can use summer training opportunities to better prepare new and experienced POCs for start-of-school responsibilities (*open-ended response via chat box*).

**Q2:** I participated in these summer trainings (*check all that apply*)

- a) Orientation for New LEA Sped POCs
- b) Early Access Qlik App Trainings
- c) Monthly Sped POC webinars
- d) Serving SWD Remotely Toolkit Sessions
- e) SEDS Train-the-Trainer sessions

**Q4:** In comparing this year's virtual, series-based SoS trainings, to previous years' SoS Summits, I believe future OSSE-led SoS trainings should be delivered as:

- a) Same as 2020—a series of virtual trainings
- b) Series of trainings—but hosted in-person at OSSE
- c) One-day, big event with breakout sessions (Summit)
- d) Some combination of A + B
- e) Some combination of B + C
- f) Some combination of A + B + C

# Start of School Training Series: Transportation POC Feedback

**Q1:** My experience level as Transportation POC is:

- a) New to this role this year
- b) 1-2 years experience
- c) 3+ years experience

**Q3:** As a result of participation in summer trainings (live sessions or recordings) I felt with regards to start-of-school responsibilities:

- a) Significantly better prepared
- b) Better prepared
- c) Somewhat better prepared
- d) Trainings added little value for me
- e) N/A --did not participate

**Q5:** Please share any additional feedback or suggestions on how OSSE can use summer training opportunities to better prepare new and experienced POCs for start-of-school responsibilities (*open-ended response via chat box*).

**Q2:** I participated in these summer trainings (*check all that apply*)

- a) Orientation for Transportation POCs
- b) TOTE 2.0 Training
- c) Monthly Sped POC webinars

**Q4:** In comparing this year's virtual, series-based SoS trainings, to previous years' SoS Summits, I believe future OSSE-led SoS trainings should be delivered as:

- a) Same as 2020—a series of virtual trainings
- b) Series of trainings—but hosted in-person at OSSE
- c) One-day, big event with breakout sessions (Summit)
- d) Some combination of A + B
- e) Some combination of B + C
- f) Some combination of A + B + C



# Reminders and Announcements

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# The IEP Quality Series is Now Available Online

- <https://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

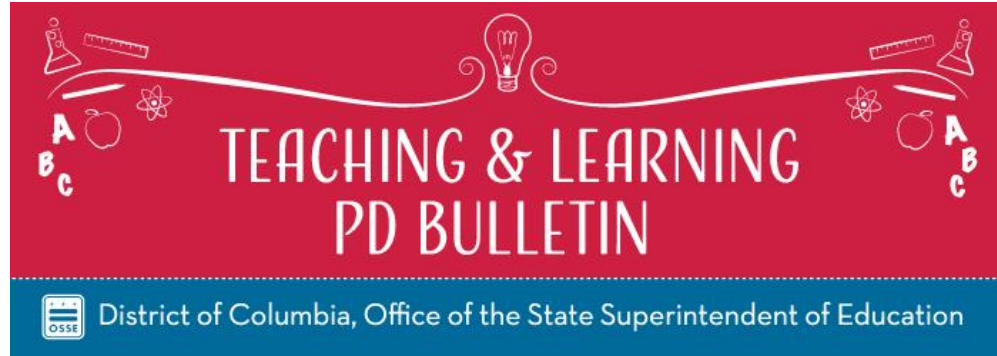


- This [new resource hub](#) will provide answers to questions in seven categories – from service delivery and advocacy to transitions and student transportation – to help returning families and those new to special education know what to expect as schools reopen for the 2020-21 school year.
- The resources 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, <https://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.](#)**

# Missed Last Month's Webinar?

Visit our webpage- [LEA Special Education Points of Contact Monthly Webinar Series](https://osse.dc.gov/page/lea-special-education-points-contact-monthly-webinar-series)

<https://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!**

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# 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](mailto:OSSE.DSEpolicy@dc.gov) or [Christie.Weaver-Harris@dc.gov](mailto:Christie.Weaver-Harris@dc.gov)

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

Special education monitoring: [Karen.Morgan-Donaldson@dc.gov](mailto:Karen.Morgan-Donaldson@dc.gov) or your LEA state rep

Statewide assessment questions: [OSSE.Assessment@dc.gov](mailto:OSSE.Assessment@dc.gov)

Nonpublic monitoring questions: [Edgar.stewart@dc.gov](mailto:Edgar.stewart@dc.gov)

## **NEXT WEBINAR:**

**Wednesday, Nov. 18, 2020, 10-11 a.m.**

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