LEA Special Education Point of Contact Monthly Webinar

Sept. 15, 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

- SEDS Updates

- Individuals with Disabilities Education Act (IDEA) Monitoring Reminders and Updates

- Correctional Facilities Update

- Child Outcome Summary Updates

- Nonpublic Updates

- Assessment Updates

- Transportation Updates

- Announcements & Reminders

Policy Reminders and Updates

Second Notice of Proposed Rulemaking – Chapter 30 Special Education Regulations

- OSSE seeks input from stakeholders to assist in developing regulations that reflect current and best practices and meet the needs of District of Columbia students with disabilities, their families, and their schools.

- The proposed regulations are open for public comment from Friday, Sept. 3, 2021, through Monday, Oct. 4, 2021.

- Public hearings will be held on Monday, Sept. 27 from 12-2 p.m., and Wednesday, Sept. 29 from 5-7 p.m. Register to attend or testify here:

  - Monday, Sept. 27 Public Hearing Registration

  - Wednesday, Sept. 29 Public Hearing Registration

- Submit written public comment to OSSE.Publiccomment@dc.gov or via mail to Christie Weaver-Harris, Office of the State Superintendent of Education, 1050 First St. NE, Fifth Floor., Washington, DC 20002

Second Notice of Proposed Rulemaking – Chapter 30 Special Education Regulations

- Highlighted areas of major change in the proposed regulations:

  - Extends eligibility for special education through the end of the school year in which a student turns age 22 (3001.4)

  - Reevaluations must be completed within 60 days of parental consent (3007.5)

  - IEP teams may designate primary and secondary disabilities (3010)

  - Substantial changes to eligibility criteria (3011)

  - Minimum requirements for IEP Certificate of Completion (3027)

  - Removed proposed paraprofessional qualifications (3031)

  - Establishes requirements for seclusion and restraint of students with disabilities (3045-3047)

Second Notice of Proposed Rulemaking – Chapter 30 Special Education Regulations

Access the proposed regulations and additional resources on OSSE's website at:

https://osse.dc.gov/page/policy-notices-hearings-and-comments

IDEA Part B Guidance for School Year 2021-22

- On Aug. 24, 2021, OSSE issued new IDEA Part B Provision of FAPE: Guidance for School Year 2021-2022 to address local education agency (LEA) obligations for students with disabilities as schools return to in-person instruction during the 2021-22 school year, including:

  - Medical exemptions;

  - Compensatory services;

  - Accelerated learning; and

  - Continued flexibilities (virtual meetings, electronic signatures).

IDEA Part B Guidance for School Year 2021-22

- Highlights of the [IDEA Part B Provision of FAPE: Guidance for School Year 2021-2022](#):

  ▪ A medical exemption from in-person learning constitutes a change in placement for a student with a disability (Q1, p. 4).

  ▪ If a student with a disability is ordered to quarantine for 10 days or more, the IEP team must convene to review the student's placement (Q5, p. 5-6)

    ▪ If the period of quarantine is for 9 days or fewer, the LEA must provide equal access to educational opportunities provided to other quarantined students (Q5, p. 5-6).

IDEA Part B Guidance for School Year 2021-22

- Highlights of the [IDEA Part B Provision of FAPE: Guidance for School Year 2021-2022](#):

  - IEP teams must make individualized determinations of whether and to what extent a student needs compensatory services only in the event that no services were provided to the student for an extended period of time due to school closures, impossibility of service provision, or student absence. (Q8-Q9, p. 7)

    - "Extended period of time" generally means more than 10 consecutive school days.

    - Be responsive to parent requests for compensatory services.

  - If a parent requests an IEP team meeting to discuss accelerated learning or a student's learning loss resulting from instructional shifts due to COVID-19, the LEA should convene an IEP team meeting. (Q17, p. 9)

Dear Colleague Letter: Accelerated Learning for Students Attending Nonpublic Schools

- On August 24, 2021, OSSE issued Dear Colleague Letters to [LEAs](#) and [nonpublic special education schools](#) addressing recovery and accelerated learning for students with disabilities attending nonpublic special education schools.

- When planning accelerated learning expenditures, LEAs should consider the needs of enrolled students with disabilities who attend nonpublic schools.

- Stimulus funds may be used to support service delivery at nonpublic schools.

- LEAs and nonpublic schools should collaborate to develop individualized accelerated learning plans that are synchronous with the student's continuous education.

- LEAs are responsible for collecting and reviewing nonpublic school service delivery plans to ensure the adequacy of such plans.

Reminder: Special Education Policy Bulletins

OSSE has released four guidance documents intended to clarify existing LEA obligations related to the education of students with disabilities consistent with the IDEA:

- Extended School Year (ESY) Services (April 2021)

- IDEA Evaluations: Medical Information (June 2021)

- Eligibility Criteria for Visual Impairment Under IDEA (June 2021)

- Toileting Skills: Nondiscrimination and IDEA Obligations (August 2021)

    Available at: https://osse.dc.gov/service/specialized-education-local-policy-guidance

Reminder: Tracking the First Provision of Specialized Instruction

For the 2021-22 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 3-5 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.

Child Find Model Poster

- On Dec. 22, 2020, OSSE released a model poster for LEAs to use in school buildings as part of public awareness activities in support of child find obligations.

- LEAs may download a printable version of the poster on OSSE's child find and initial evaluation website, available at https://osse.dc.gov/page/child-find-and-initial-evaluation-resources.

- OSSE mailed printed posters to all LEA charters who serve students ages 3-5.

Child Find Model Poster Timelines and Expectations

- OSSE mailed printed child find posters to all school sites that serve students ages 3-5 at the end of August.

- Each mailing contains a poster in English, Spanish, and additional language(s) that may be appropriate for the student/family population.

- Please note, due to safety restrictions, each school site must post the posters in a school entry area visible to families who may be unable to enter the building at the start of the new school year.

- Posters must remain posted at all times and not be removed during annual end-of-year clean up.

Special Education Community of Practice: Resources for and by LEAs

2020-21 Partnership with The Ability Challenge (ABC) to convene a special education community of practice (CoP) designed to:

- Provide an [overview](#) of OSSE Continuous Learning Policy Guidance

- Build practice to support diverse learners during continuous education.

- Align specialized instruction strategies to general education content in distance and hybrid learning settings.

- Plan for student data collection and delivery of accelerated learning upon return to in-person education in Fall 2021.

Special Education Community of Practice: Resources for and by LEAs

Learning Series to support LEA planning for recovery and accelerated learning for diverse learners:

Series One: Planning for Accelerated Learning with Diverse Learners in Mind

- Understand the role of specialized instruction in COVID recovery;
- Identify top specialized instruction priorities around which recovery can be planned; and
- Articulate outcomes sought for individual students with disabilities during the recovery process.

Series Two: Managing special education improvement through continuous learning

- Plan for discrete cycles of improvement by identifying a problem, selecting a solution, and making a plan for implementation;
- Anticipate and overcome potential obstacles that may occur for your planned improvement; and
- Reflect on improvement data to adjust implementation to create a continuous improvement cycle.

Special Education Community of Practice: Supporting Fall 2021 Return to School & Continuous Education Plan (CEP) Implementation

Next Steps for your LEA:

1. Access the Learning Series One and Two to support your LEA's Fall 2021 planning.

2. Apply the OSSE Guiding Principles for Continuous Education and the skills learned from the Learning Series to implementation of your LEA's CEP.

3. Visit the Learning Series Blog to learn more about supporting diverse learners.

4. Contact Sarah Sandelius, ABC, at sarah@theabilitychallenge.org with any questions about the content of the Learning Series or to access materials shared during the special education community of practice sessions.

SEDS Announcements and Updates

Special Education Data System (SEDS) Administrative Tasks

- Account Management

- User Audit

- Caseload Set Up & Administration

SEDS Administrative Tasks for Start of School

- Transition to New School Year

  - School System Calendar

  - Reporting Periods

- Account Management

- Access to Student Records

- Caseload Set Up Wizard

- OSSE Support Tool (OST)

Rollover System to 2021-22 school year

- LEA Special Education POCs are responsible for ensuring the system is operating in the new school year.

- Check your school system calendar.

- Update Progress Reporting Periods.

- SEDS uses primary LEA calendar in eSchoolPLUS.

STEP 1: Select **System Calendar** from main menu. Click **Edit School Years**.

Rollover System to 2021-22 school year

- Impacts access to documents and student information.

Select **2021-22** from the school year list.

Update Reporting Periods

Del	School Year	Begin Date	End Date	Cal Days	Sch Days	ESY Schedule	Report Periods
	2017-2018	08/21/2017	06/13/2018	297	213	Edit	Edit
	2018-2019	08/20/2018	06/14/2019	299	215	Edit	Edit
	2019-2020	08/19/2019	06/12/2020	299	214	Edit	Edit
	2020-2021	08/24/2020	06/25/2021	306	220	Edit	Edit
	2021-2022	08/23/2021	06/25/2022	307	220		Edit

NOTE: You cannot delete a school year if a Report Card has been created for that school year or if that year is the currently selected School Year for the School System. Please do not create "holes" in the School Years. If you do, then next time you add a new school year, the holes will be filled in before higher school years are added.

Update the database

Add previous school year   **Add next school year**

Select **the Reporting Periods**.

Start of School SEDS User Audit

LEA SPED POCs are responsible for **protecting the privacy** of student information by controlling access to student files in SEDS.

Start of school housekeeping should include a **SEDS user audit** to search for:

1) Users who no longer work at the LEA
2) Users who no longer need access to student files
3) Nonpublic users who no longer need access to student files
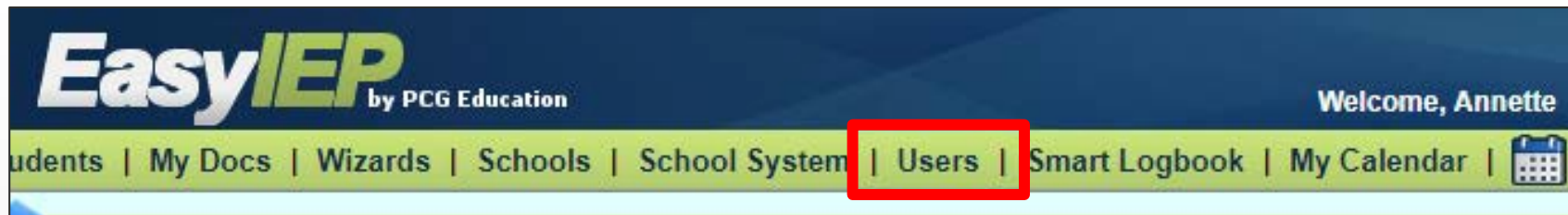
STEP 1: Open the 'Users' tab in SEDS

Start of School SEDS User Audit

STEP 2: Select **all** LEA and school-level roles. **Unselect all state-level** roles (**never** change profiles for OSSE staff user accounts).

Start of School SEDS User Audit

Del	IM	CP	Cal	Name	School(s)	Students	Title	User Type
☐	👤	🔴	📅	Administrator 1295	-All-	7, 14	LEA Data Administrator	LEA Data Administrator
☐	👤	🔴	📅	Administrator 1296	-All-	3, 11	Special Education Coordinator	LEA Data Administrator
☑	👤	🔴	📅	Administrator 1297	-All-	5, 7	Special Education Coordinator	LEA Data Administrator
☑	👤	🔴	📅	Administrator 1298			Coordinator	LEA Data Administrator
☐	👤	🥧	📅	Administrator 1299			Coordinator	LEA Data Administrator
☐	👤	🔴	📅	Dummy Account				LEA Data Administrator

TIP: Clicking on a column header will sort the list alphabetically by that column type.

Inactivate Selected Users

Check the box in the **"Delete"** column, then click "Inactivate Selected Users."
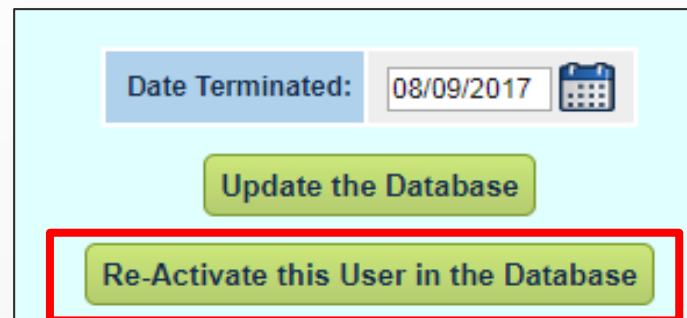
STEP 3: From the list of users, identify accounts that need to be inactivated.

Start of School SEDS User Audit
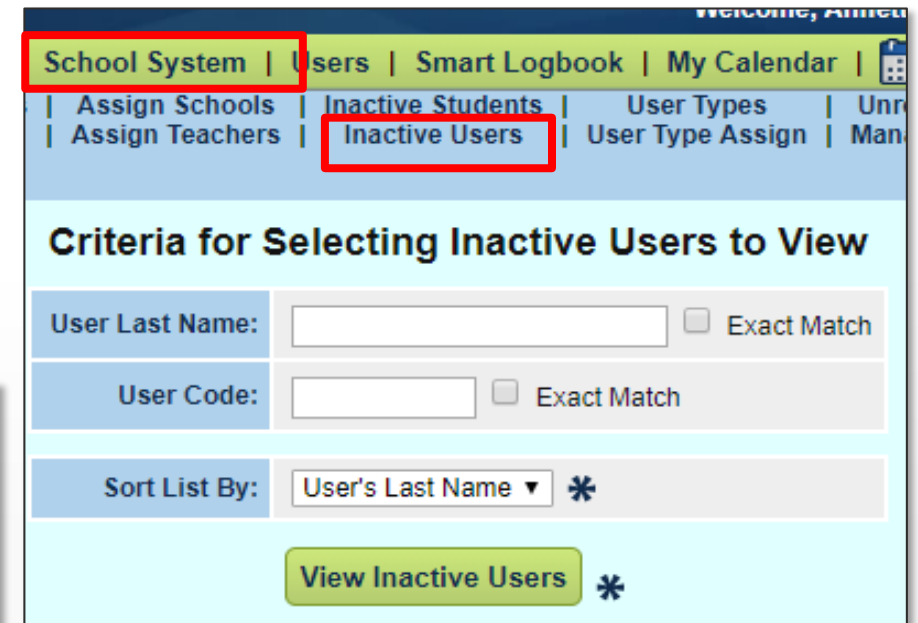
Inactivating a user account does **NOT** permanently delete the account.

Inactivated accounts can be **reactivated** at any time.

- Go to the "School System."

- Click on "Inactive Users."

- Search for user by name.

- Reactivate user.

Caseload Administration

- SPED POCs are responsible for:
  - Assigning caseloads for teachers and providers
  - Removing users from caseloads that no longer need access
  - Ensuring access to NP users
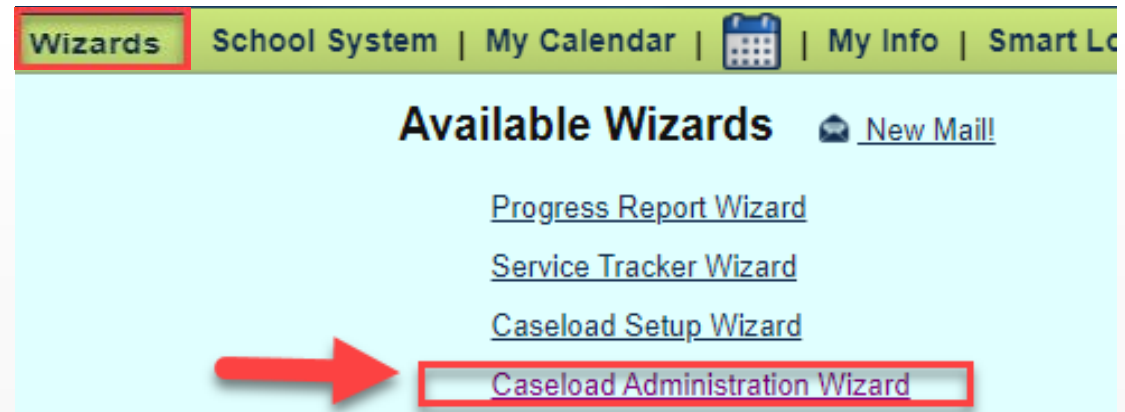
OSSE Support Tool (OST)

The purpose of the OST is to provide a vehicle for LEAs to contact the state for support and technical assistance. The tool is also designed for users to request a student's special education records from the previous LEA.

- Only the LEA SPED POC and the LEA's Data Manager/Registrar should have access to the OST.

- Special education teachers, related service providers and other related staff should not access the OST.

- If an individual has a question or an issue with SEDS, **the LEA SE POC is responsible for providing a solution.**

System Updates

System Enhancements

- Easy Fax – Medicaid Solution

- Update IEP

- Visual Impairment Disability Worksheet

- Service Logging Screen Updates

- New Transportation Report (unfiltered)

IDEA Monitoring Reminders and Updates

IDEA Part B Monitoring and Compliance Activities

Estimated Timeline	Monitoring and Compliance Activity
September 2021	- Monitoring on IDEA Equity Requirements - Significant Disproportionality (CEIS) - Disproportionate Representation (APR Indicator 9 & 10) - Significant Discrepancy (APR Indicator 4) - FFY 2019 LEA Determinations
November 2021	Child Find Monitoring for 3 to 5 year old students
May 2022	- Secondary Transition Requirements Monitoring - Reevaluation Timeliness Monitoring
July 2022	IEV Timeliness Monitoring with a focus on 3 to 5 year old students

IDEA Part B Determinations

- Determinations for FFY 2019 (2019-2020) will be issued this month via QuickBase through the OSSE IDEA Determinations Application.

- Access will be provided to LEA Head of School, Data POC and LEA SPED POC.

IDEA Part B Determinations

- IDEA requires that all states make annual determinations about each LEA's implementation of Part B of IDEA.

- In making local determinations, OSSE considers federal required elements, as well as other metrics relevant to IDEA.

- OSSE assigns each LEA one of the following determinations based on set criteria:
  - Meets requirements
  - Needs assistance
  - Needs intervention
  - Needs substantial intervention

IDEA Part B Determinations – Updates for FFY 2019

- OSSE has given special consideration to the impact of COVID-19 and made the following modifications to the determinations rubric:

  - Points will be waived for element 7 (Participation in Statewide Assessments);

  - Data reviewed for Indicators 11 (Initial Evaluation) and 12 (C to B Transition) will only include data between July 1, 2019-March 13, 2020.

- Additionally, OSSE is making the following change as part of an overall process improvement:

  - Element 1 APR Indicator 4b (Significant Discrepancy), Indicators 9 and 10 (Disproportionate Representation) will no longer include an "N/A" option.

    - LEAs that were not flagged for review under these three indicators will receive the full number of points allowable in those areas for their determination.

Equity Requirements under IDEA

- Equity Requirements under IDEA include:
  - Significant disproportionality (CEIS)
  - Significant discrepancy (APR Indicator 4)
  - Disproportionate representation (APR Indicator 9 & 10)

- OSSE is aligning methodologies, district identification responses and corrective actions for each equity requirement when appropriate.

- For more information please visit:
  - **OSSE's Equity Requirements under Individuals with Disabilities Education Act (IDEA) Website**

Monitoring and Compliance Upcoming Trainings

Mandatory Training Requirements for LEAs that Serve 3 to 5-Year Old Students

Friday, Sept. 17, from 9-11 a.m.

Thursday, Sept. 23, from 1-3 p.m.

- This training will provide an overview including critical updates on policy, guidance, monitoring and compliance in the following areas:
  - Child Find,
  - Initial Evaluation for 3-5-year-old students,
  - C to B Transition, and
  - Child Outcome Summary.

Training with Legal Research Publications (LRP) on Special Ed Connection

Wednesday, Aug. 25, from 10-11 a.m.

Wednesday, Sept. 22 from 2-3 p.m.

- This training is offered by LRP and will provide a tutorial on this free resource.
- Special Ed Connection is a platform that provides the following:
  - Federal statutes and regulations,
  - Legal cases,
  - Federal policies, and
  - News from all over the US related to IDEA.

Correctional Facilities Updates

Update: Education at Correctional Facilities

New education service providers will serve students at the DYRS Youth Services Center (YSC) and the DOC DC Jail Inspiring Youth Program (IYP) on Oct. 1, 2021.

DC Correctional Facility	New school program name	LEA or Public Agency Responsible for Education
DOC DC Jail	Maya Angelou Academy at DC Jail	Maya Angelou PCS
DYRS YSC	Maya Angelou Academy at YSC	DYRS

Beginning in the 2021-22 school year, your LEA may receive requests from Maya Angelou PCS, DYRS, or See Forever Foundation to transfer student records for the purposes of enrollment at the new school programs listed above. Your LEA should:

- Respond to any requests to provide student records (OSSE IEP Implementation for Transfer Students Policy).

- Use exit code 2041, for transferring to another LEA in the same state, as required by the OSSE SY2021-22 Entry and Exit Guidance.

- Contact Alison Losey at Alison.Losey@dc.gov with any questions.

Child Outcome Summary Updates

Child Outcomes Summary (COS)

As a reminder, all required updates from the June 2021 COS checkpoint and the Part B-619 COS Exit Data Verification Certification form were due on Sept. 10, 2021.

- A notice of discrepancies was emailed in July 2021.

- A list of the found discrepancies and Part B-619 COS Exit Data Verification Certification form are available in your LEA's Box .

- All entry and exit data should be submitted in the DC Corrective Action Tracking System (DC CATS).

If you have questions about the COS data submission process, please contact our team at osse.cosfaq@dc.gov

Transferred Referrals for Children under the age of 6

- The start date of the timeline, for an in-state transfer, is the date of written referral from the previous LEA.

  - In the case of no existing written documentation (written referral or parental consent), the new LEA shall submit a written referral on the same date it has knowledge of the existing referral.

- The invitation to a child's transition conference sent from Strong Start, to an LEA will serve as the referral date for children transitioning from Part C early intervention services to Part B special education and related services.

- LEAs must make reasonable efforts to obtain parent consent within 30 days of referral. – Reasonable efforts must begin within 10 business days from the receipt of referral. (5-E DCMR §3005.2(c))

Nonpublic Updates

Upcoming Start-of-School Webinar Nonpublic School Focused

- Date & Time
  - Thursday, Oct 14, from 10-11:30 a.m.

- Announcement & Registration Link: *register here*
  - In the LEA Look Forward

- Agenda
  - A Review of DC Certificate of Approval Requirements and OSSE Monitoring and Oversight Activities
  - A Review of COVID-19-Specific Regulatory Reporting and Operational Health and Safety Requirements

IDEA Part B Monitoring for Students Placed in Nonpublic Schools & Programs

Monitoring-Related Activity	Period 1	Period 2	Period 3
Notification	Nov. 16, 2020	Feb. 10, 2021	May 7, 2021
Initial Report Release	Feb. 1, 2021	April 27, 2021	July 2, 2021
Final Report Release	March 8, 2021	May 27, 2021	August 16, 2021
Correction of Noncompliance	March 7, 2022	May 26, 2022	August 15, 2022

Assessment Updates

Alternate Assessment Eligibility Process

Alternate assessments are administered annually in the District of Columbia to students with significant cognitive disabilities who are deemed eligible by OSSE

- Multi-State Alternate Assessment (MSAA) in English language arts and math

  ▪ Grades 3-8 and 11

- Dynamic Learning Maps (DLM) science alternate assessment

  ▪ Grades 5, 8, and high school biology

- Alternate ACCESS for ELLs

  ▪ Grades 1-12

IEP teams will make determinations for students in grades K-2.

Alternate Assessment Eligibility Process

For OSSE to review a student for alternate assessment eligibility for the 2021-22 school year, the following documentation must be in the Special Education Data System (SEDS):

- A current IEP

  - Current IEP indicates "Alternate Assessment" selected by the IEP team

- A "DC Alternate Assessment Participation Decision Documentation Form"

- All documentation to support the alternate assessment decision form

  - Current psychological assessments (no more than three years old)

  - Computer based intervention data

  - Service provider observations/evaluations

  - Achievement test data

Alternate Assessment Eligibility Process

To be deemed eligible for alternate assessment participation, students must meet the following **minimum** requirements:

- The student has a **significant cognitive disability**

- The student is **learning content linked** to the CCSS, NGSS, and WIDA ELD standards

- The student requires **extensive direct individualized instruction and substantial support** in the grade appropriate curriculum

Meeting these requirements does not guarantee automatic alternate assessment participation. OSSE will conduct a review of the student's file in SEDS to make a final determination.

Alternate Assessment Eligibility Timeline

Activity	Date	System
Deadline for LEAs to update Alternate Eligibility documentation in SEDS (LEAs should begin this process as soon as school opens)	Oct. 15	SEDS
OSSE reviews documentation in SEDS	Oct. 18 – Nov. 19	SEDS
OSSE sends eligibility determinations to LEAs	Nov. 22	SEDS Qlik
LEA appeals window	Nov. 22- Dec. 17	Quickbase
LEAs receive final eligibility determinations from OSSE	Jan. 10, 2022	SEDS Quickbase

School Year 2021-22 Preparation

Calendars and Transportation Request Forms

- Accurate calendar information is essential to scheduling student service times
  - Bell Times
  - Correct Cohort
  - Exception Days
  - Half Days
  - Holidays

- Accurate student information
  - Will student utilize transportation
  - Address verification
  - School
  - Program

- Impact of inaccurate or late data submissions
  - Increases risk of service failure
  - Route instability

LEA *Considerations/Decisions* for School Year 2021-22

- As we shift towards preparation for SY2021-22, these are key preparation items that LEAs will need to consider and decide. They will be critical in preparing transportation services for eligible students that will be receiving any **in-person** education for the 2021-22 school year.

- **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 request forms

- **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.

OSSE DOT: Bus Safety Kit Documentation

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

- **Student and Staff Safety** – Student and staff safety remain our top priority; we are 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 have made to better communicate stakeholder representation and serve you.

https://osse.dc.gov/page/division-student-transportation-reopening-updates

DOT LEA Guidance for SY 21-22

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

Category	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

- LEAs data submissions should be made no less than 20 business days (four weeks) prior to their first day of school
- TOTE Support can be reached M-F between from 9 a.m.-5 p.m. at (202) 576-5520 or email dot.data@dc.gov

In Person Start Date in TOTE

The *In Person Start Date* field has been created for the purpose of allowing the LEA to inform DOT of the start date for hybrid schooling when 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 🗓

LEA Reimbursement

Conditions for Transportation Reimbursement

If an LEA, due to **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.

- 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

<u>Certification - Preparing and Submitting</u>

- 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

    https://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.**

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

Cohort Alignment

OSSE DOT is currently providing transportation services for schools offering "hybrid" (combination of distance and in-person) or "in-person" learning.

We are asking that you consider aligning cohorts for transportation eligible students. This will assist with maintaining safety protocols and help to ensure seamless transitions for students, schools, and DOT staff.

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:
  - Sept. 22, 2021
  - Oct. 6, 2021
  - Oct. 20, 2021
  - Nov. 3, 2021

  TOTE Support can be reached M-F from 9 a.m.-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.

Students with Disabilities Strategic Priority Update

Closing the achievement gap for students with disabilities is a core priority in OSSE's 2019-2023 Strategic Plan. To build a shared understanding of the needs faced by SWD, OSSE conducted a comprehensive Students with Disabilities Landscape Analysis. **This analysis presents a compelling case for a program of professional learning services and supports that disrupts the systemic processes and other forces that are driving disproportionate identification and exclusion of so many students with disabilities.**
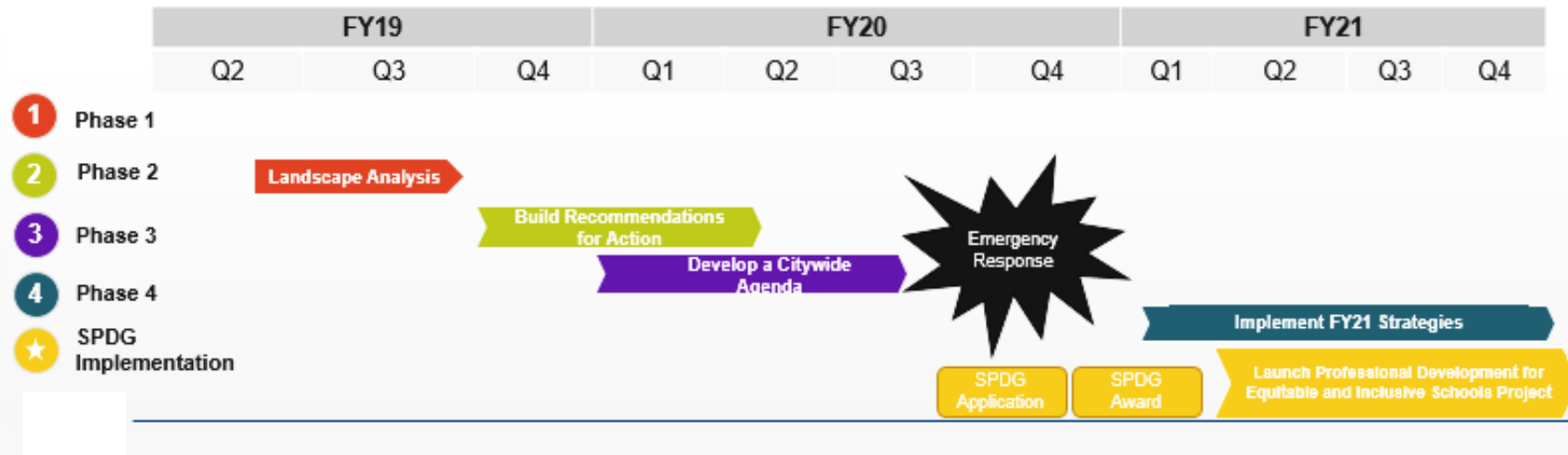
The Landscape Analysis Process

Learn → **Share** → **Commit**

Learn

Conduct a **landscape assessment** of special education in the District to help establish **a shared understanding** about the scope and scale of the challenges.

Share

Share these findings with a broad cross-section of stakeholders to **gather feedback and inform recommendations** for citywide action.

Commit

Identify **immediate actions and long-term investments** Build a **citywide agenda for accelerating outcomes for Students with Disabilities.**

Focus groups and interviews highlighted 8 core barriers to overcome.

Leadership Across the System	General Educator Commitment and Training	Special Education Staff Capacity	Access to Instructional Resources
Inadequate Identification Practices	Trauma & Mental Health Needs	Parent Engagement & Supports	Unsupported Transitions

TAL is working with Digital Promise to develop content and microcredentials to address these barriers

Foundations of Special Education	MTSS in Action	Building Equitable, Trauma-informed Schools	Integrated and evidence-based instruction
Provide support for and monitor implementation of high-quality IEP development and HLP implementation	Build leader capacity to support and sustain multi-tiered systems of support	Build leader commitment and capacity to foster and sustain trauma-informed school systems	Build leader capacity to evaluate and provide support for implementation evidence-based instructional practices
Implement high-quality IEP development practices and HLPs	Build knowledge of evidence-based practices for supporting all learners across tiers of support	Build teacher commitment and capacity to foster and sustain trauma-informed classrooms	Implement evidence-based instructional practices in all content domains.
Build knowledge of data-driven IEP development and HLP implementation processes and their benefits	Build knowledge pertaining to multi-tiered systems and their benefits	Build knowledge of and commitment to trauma-informed practices and their benefits	Build knowledge of evidence-based instructional practices and their benefits

Please Register and Share with Your General Education Colleagues: Introduction to Learner Variability

Move Beyond the Average.
Design to Reach Each Learner.

Digital Promise
Accelerating Innovation in Education

"I found the structure of this really helpful! Having an intro session and then the opportunity to learn at our own pace with multiple options to engage with really allowed me to process deeply". - Alexis Feliciano

Register for October OR November Sessions Now!

Registration Links for October:

Oct. 5, 4:30-5:30 pm
Oct. 26, 4:30-5:30 pm

Registration Links for November:

Nov. 9, 4:30-5:30 pm
Nov. 30, 4:30-5:30 pm

Questions? Please contact Jennifer.Carpenter@dc.gov

Addressing Special Education Staff Capacity

SY2021-22 Using Data to Develop and Implement High-quality IEPs

Course 1	Course 2	Course 3	Course 4
Introduction to Special Education	**The IEP Team and Process**	**The Assessment - Instruction Cycle**	**Evidence-based Instructional Methods**
Mindset, Bias, and the Special Education Process	The Role of the IEP Team	RTI, Intervention, and Referral for Eligibility for Special Education Services	Evidence-based Practices of Specially Designed Instruction
Legal Requirements and Terminology	Ensuring Equity of Voice on the IEP Team	Selecting Appropriate Assessments to Describe Present Levels of Performance	High-leverage Instructional Practices for Students with Disabilities
Evaluations and Eligibility	Facilitating IEP Team Meetings	Using Assessment Data to Describe Students' Present Levels of Performance	Using HQIM to Design Rigorous, Accessible Instruction for All Learners
The Components of an IEP	Ensuring a Flexible Continuum of Supports and Services	Using Assessment Data to Write IEP Goals and Objectives	Using Student Data to Develop Effective Learning Experiences for Your Students

Foundations of Special Education Microcredentials

Questions? Please contact Jennifer.Carpenter@dc.gov

Microcredential 1: Using Data to Develop and Implement High-quality Individualized Education Programs (IEPs) SY2021-22	Microcredential 2: Literacy Instruction for All Learners SY2022-23		Microcredential 3: Addressing Social Emotional Needs to Drive Success for All Learners SY2022-23
Job-embedded Performance Assessment			
IEP Meeting Observation and Reflection	Assessment-Intervention Mini-Cycle for Individual or Small Group	Using Student Data to Develop Tier I Foundational Skills Lessons with Differentiated Access Points	From Observation to Intervention: Using Data to Design and Deliver Behavior Supports
Microcredential Performance Objectives			
Educators will observe and reflection upon the IEP team meeting. Participants will reflect upon: •the use of data in the IEP development process •IEP team meeting facilitation practices •IEP team member engagement and voice	Educators will use student assessment data to design, implement, reflect upon, and revise an individualized intervention to support attainment of a student's IEP goal.	Educators will use assessment data for multiple students' to develop a Tier 1 Foundational Literacy Skills lesson to address one of the six literacy domains.	Educators will collect and use assessment data to develop, deliver, reflect upon, and revise individualized behavior supports for a student receiving special education services.

Register Now: Foundations of Special Education Courses for Fall 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 1: Introduction to Special Education	1.1 Mindset, Bias, and the Special Education Process	Tuesday Oct. 12, 2021	Thursday, Oct. 14, 2021 4:30 - 5:30 p.m.
	1.2 Legal Requirements and Terminology	Monday Oct. 18, 2021	Thursday, Oct. 21, 2021 4:30 - 5:30 p.m.
	1.3 Evaluations and Eligibility	Monday Oct. 25, 2021	Thursday, Oct. 28, 2021 4:30 - 5:30 p.m.
	1.4 The Components of an IEP	Monday Nov. 1, 2021	Thursday, Nov. 4, 2021 4:30 - 5:30 p.m.
Online Course 2: The IEP Team and Process	2.1 The Role of the IEP Team	Monday Nov. 8, 2021	**Wednesday, Nov. 10, 2021** 4:30 - 5:30 p.m.
	2.2 Ensuring Equity of Voice on the IEP Team	Monday Nov. 15, 2021	Thursday, Nov.18, 2021 4:30 - 5:30 p.m.
	2.3 Facilitating IEP Team Meetings	Monday Nov. 29, 2021	Thursday, Dec. 2, 2021 4:30 - 5:30 p.m.
	2.4 Ensuring a Flexible Continuum of Supports and Services	Monday Dec. 6, 2021	Thursday, Dec. 9, 2021 4:30 - 5:30 p.m.

Save the Dates: Foundation of SPED Spring 2022

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.
Questions? Please contact Jennifer.Carpenter@dc.gov	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.

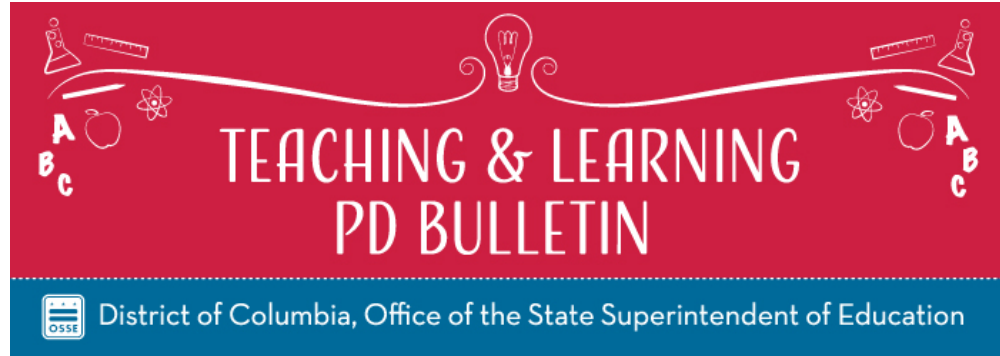# Professional Learning Series: Secondary Transition 101

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

Participants will earn 2 PLUs for each module they complete.

This series will be offered three times this fall. Use the links to register for <u>one</u> of the three dates offered for each session.

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
Wednesday, Sept. 29, 2021 3:30 – 5:00 p.m.	Wednesday, Oct. 6, 2021 3:30 – 5:00 p.m.	Wednesday, Oct. 13, 2021 3:30 – 5:00 p.m.	Wednesday, Oct. 20, 2021 3:30 – 5:00 p.m.
Monday, Oct. 25, 2021 3:30 – 5:00 p.m.	Monday, Nov. 1, 2021 3:30 – 5:00 p.m.	Monday, Nov. 8, 2021 3:30 – 5:00 p.m.	Monday, Nov. 15, 2021 3:30 – 5:00 p.m.
Tuesday, Nov. 23, 2021 3:30 – 5:00 p.m.	Tuesday, Nov. 30, 2021 3:30 – 5:00 p.m.	Tuesday, Dec. 7, 2021 3:30 – 5:00 p.m.	Tuesday, Dec. 14, 2021 3:30 – 5:00 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:
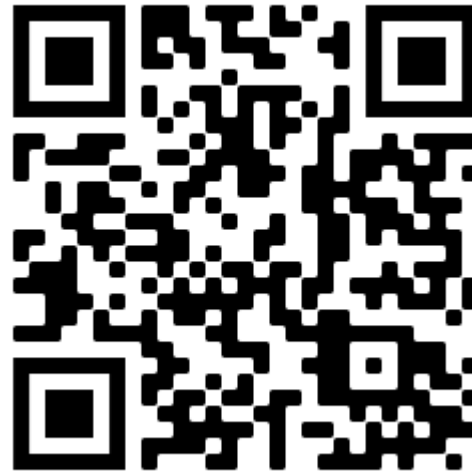
Wednesday, Oct. 20, 2021

Please register here.

Complete our Survey

Please provide your feedback on the September 2021 SPED

Webinar :

https://www.surveymonkey.com/r/DC8TY8W

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- 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.