



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

Sept. 16, 2020

OSSE Division of Systems and Supports, K-12 (K12SS)

OSSE Division of the Chief Information Officer (CIO)

OSSE Office Division of Teaching the Chief Information Officer and Learning (TAL)

AGENDA

- Introduction
- Policy Reminders and Updates
- IDEA Monitoring Updates
- Preparing for Child Count
- SEDS Updates
- Transportation Updates
- Nonpublic Updates
- Special Education Continuous Learning Community of Practice
- 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

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

Preschool Special Education

Dawn Hilton, Special Education Supervisory
Coordinator, Division of Early Learning,
Dawn.Hilton@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*)





Policy Reminders and Updates

Reminder: IDEA Part B Consolidated Guidance for Remote and Blended Learning

- On July 21, 2020, OSSE issued the [IDEA, Part B Provision of FAPE: Guidance Related to Remote and Blended Learning](#) to address:
 - Consolidation of guidance issued on Individuals with Disabilities Education Act (IDEA) Part B and nonpublic school procedures;
 - Parent training and counseling as a related service
 - The distinction between homebound instruction and option distance learning, and
 - Serving students who are medically fragile

Reminder: C-to-B Transition FAQ

- On July 28, 2020, OSSE provided LEAs notification of issuance of the [Early Childhood Transition: Frequently Asked Questions \(FAQ\)](#) to address:
 - Charter LEA responsibility to participate in transition conferences for all students who are Stage 4 or 5 enrolled in their LEA. (Q6)
 - Referral = transition conference notification for children transitioning from Part C to B. (Q11)
 - Children referred to your LEA but not yet enrolled or enrolling – LEAs are responsible for conducting reasonable efforts to obtain consent for evaluation. (Q3)

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](#).



IDEA Monitoring Updates

IDEA Monitoring Updates – IDEA Part B Determinations

- Determinations for FFY 2018 (2018-2019) will be issued in September
- Overview of LEA Determinations Process
 - OSSE conducts various monitoring activities and collects a variety of data from LEAs each school year.
 - The determinations process compiles the data from those monitoring activities and data collection processes into “elements” or criteria used to calculate determination scores.
 - Each element is worth a pre-determined number of points. Each LEA’s level of compliance and/or performance for each element is weighed and, as a result of each LEA’s ability or failure to meet the requirements of each element, a determination level is assigned based on overall score.
- A Webinar outlining the Determinations process and the QuickBase application will be held on Sept. 22nd, 2020. Please register [here](#).



Preparing for the 2020-21 School Year Child Count

Preparing for Child Count

- Overview of the Child Count Process
- 2020 Child Count Timeline
- Ways to Prepare in Advance
- Resolving Common Data Errors
- IEP Amendment Process for Child Count Errors
- Using the Qlik Unified Data Errors App
- Troubleshooting Support for Child Count

Overview of Child Count Process

- Child Count is a federally mandated activity under 34 CFR §300.641(a) that is reported annually and serves as the official special education enrollment number for the District of Columbia.
- In accordance with the Individuals with Disabilities Education Act (IDEA) and all applicable District of Columbia laws and regulations, each local education agency (LEA) is required to certify the accuracy and reliability of its data to the state education agency (SEA), the Office of the State Superintendent of Education (OSSE).

Overview of Child Count Process

- Accuracy of SEDS data impacts funding for special education.
- All special education data to be reviewed for Child Count is provided via the Special Education Data System (SEDS).
- If any of the student special education information is inaccurate, the data must be corrected in the **source system, which is SEDS.**

Student Population:

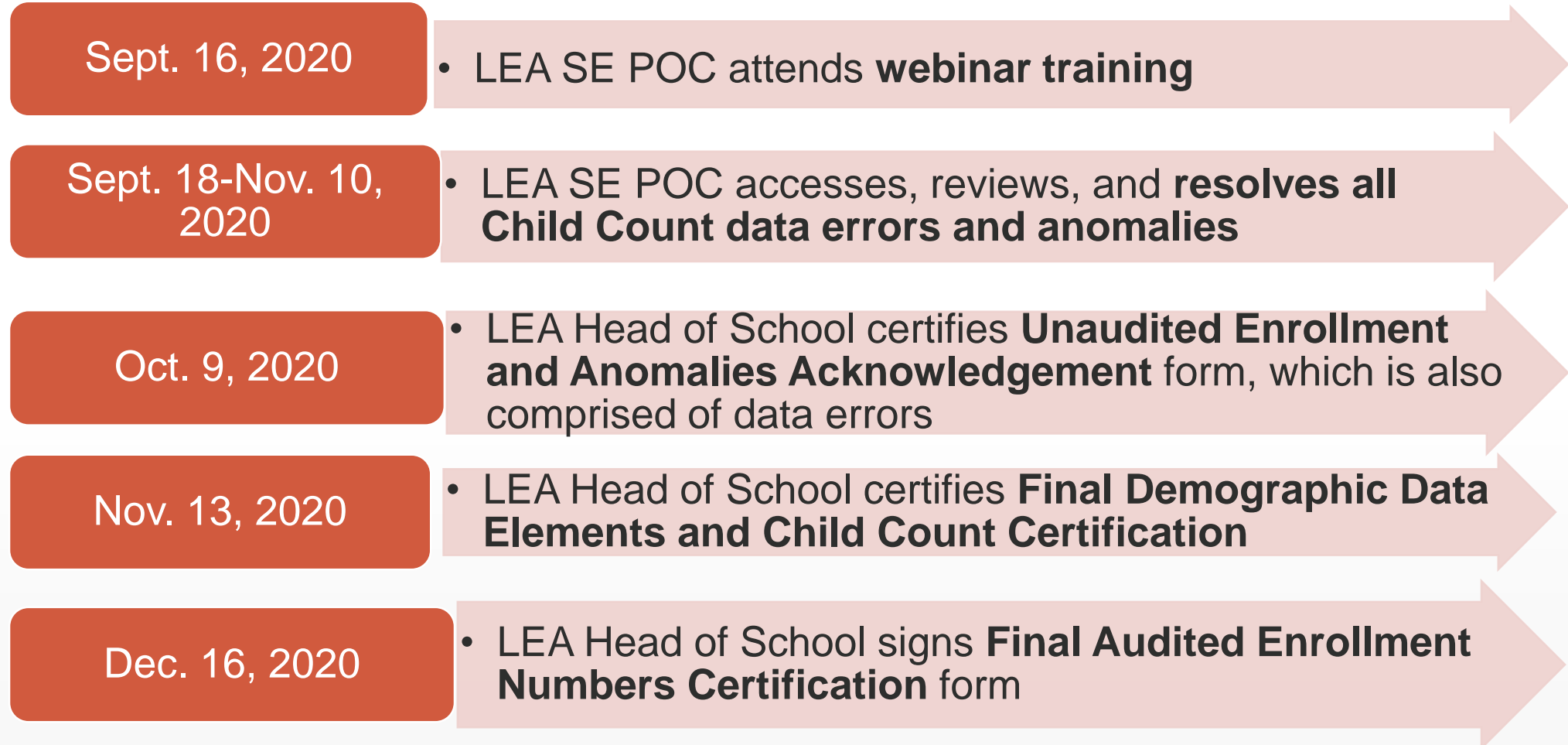
- Students enrolled as of **Oct. 5, 2020.**
- Must have current IEP and current eligibility.
- IEP amendments directly relating to Child Count must be completed by **Thursday, Nov. 12** in time for certification on **Nov. 13, 2020.**

Student Populations Included in Child Count

Only students that have a current IEP and eligibility status will be included in Child Count:

IEP	Eligibility	Receiving Services under IDEA	Included in Child Count?
Current	Current	Yes	Yes
Expired	Current	Yes	Yes
Current	Expired	Yes	Yes
Current	No Eligibility	Yes	Yes
Expired	Expired	No	No
No IEP (IEP not finalized)	Current	No	No

Child Count Timeline



Reminders for Child Count 2020

- Data Accuracy
 - LEAs must review and update data in the respective source system (e.g., SEDS).
- Issue Resolutions.
 - LEAs should submit OST tickets by the **ticket submission deadline** to ensure resolution prior to the certification date.

In all cases, where there is an identified data discrepancy, LEAs must resolve the errors in a manner that complies with all IDEA procedural requirements.

Child Count - 5 Ways to Prepare in Advance

- 1 Remove all students from SEDS roster who no longer attend your LEA (work with registrar to properly exit)
- 2 Ensure SEDS records are fully transferred for all students with disabilities enrolled in your LEA
- 3 Train case managers to spot common errors on IEPs
- 4 Check the Unified Data Errors (UDE) report daily
- 5 Update all IEPs that are set to expire this fall



Common Child Count Data Errors, Anomalies & Resolutions

Pulling Reports in SEDS

- Searching for students in SEDS with disabilities by filtering for “Special Ed” will **not** include students who:
 - **Have expired IEPs**
 - **Have records not fully transferred**

Child Count Summary of Actions

Data Type	Examples	Action required
Demographic	<ul style="list-style-type: none"> Name DOB Race Ethnicity 	<ul style="list-style-type: none"> Review If accurate, no action required If inaccurate, make update in source system (SIS) (eSchoolPLUS, PowerSchool, ASPEN, SchoolForce, ProActive, etc.)
Special Education	<ul style="list-style-type: none"> Disability IEP date Educational Environment Dedicated Aide 	<ul style="list-style-type: none"> Review Disability: If accurate, no action required; If inaccurate, make update in source system (SEDS). Review IEP Date: If accurate, no action required; If inaccurate, make update in source system (SEDS). Review Environment: If accurate, no action required; If missing or inaccurate, update in source system (SEDS). Review/update dedicated aide information to ensure accuracy. If inaccurate, make update in source system (SEDS).

Reviewing Child Count Anomalies

- In the **Unified Data Errors (UDE) Qlik App**, the special education errors and the suggested resolution path are provided.
- All LEA SE POCs should have access to the UDE Qlik App.

Common Child Count Data Errors

- The educational environment will be pulled from the most recent IEP in SEDS. If the educational environment is not accurate, it may be appropriate to use the **Update the IEP tab**.

Effective Date: 09/03/2020

IEP Begin Date:

IEP End Date:

Educational Environment:

- ☐ 1. Inside regular class 80% or more of day;
- ☐ 2. Inside regular class no more than 79% of day and no less than 40% of the day;
- ☐ 3. Inside regular class less than 40% of the day;
- ☐ 4. Separate School;
- ☐ 5. Residential Facility;
- ☐ 6. Homebound/Hospital;
- ☐ 7. Correctional Facilities; and
- ☐ 8. Parentally-placed in Private Schools.

Update the Database

Special Education Levels

- If the special education level is incorrect:
 - Confirm the service start and end dates are correct, and
 - Confirm that the **Least Restrictive Environment percentage** and checkboxes are appropriately marked.

Common Child Count Data Errors

Special Education Data Error: Student has an expired IEP, but an active eligibility.

Suggested Resolution: Please hold an IEP meeting and update and finalize the IEP in SEDS.

Common Child Count Data Errors

Special Education Data Error: Active in SEDS but, withdrawn in Student Information System (SIS).

Suggested Resolution: The LEA should ensure that the appropriate exit code was used. If the appropriate code was used, the LEA should follow the process in SEDS to have the student administratively exited from the LEA roster.

See **Appendix B** in the [Entry and Exit Guidance](#) for more guidance on how to administratively exit a student.

Common Child Count Data Errors

Special Education Data Error: Student turned age 6 and Educational Environment designated on the IEP is no longer appropriate for the child's age.

Resolution: OSSE accounts for those students turning age 6 five days prior to the Nov. 13 certification those student are excluded from the error pulls based on date of birth.

Common Child Count Data Errors

Special Education Data Error: Specialized instruction and/or missing services on the finalized IEP.

Suggested Resolution: Please review the current finalized IEP and confirm the hours are accurately reflected.

If any correction needs to be made, please complete and finalize an IEP amendment or hold an annual IEP meeting to review and update the student's eligibility or service hours.

Common Child Count Data Errors

Special Education Data Error: Child turned age 8 and is eligible under the category of Developmental Delay.

Resolution: If the student has reached age 8, the LEA should conduct a reevaluation to determine the appropriate disability category and finalize the IEP.

If the student's date of birth is inaccurate, the LEA should correct it in the LEA SIS.

Educational Environment Errors

Special Education Data Error: Educational Environment is not appropriate based on the student's age.

Suggested Resolution: The LEA should review the student's date of birth (DOB) to ensure that the age is accurate. If the age is not accurate, then the LEA should enter the student's DOB in the LEA SIS.

If the age displayed in the Enrollment Audit/Child Count data is accurate, then the LEA will need to select an age appropriate **Educational Environment** in SEDS by completing an IEP amendment.

Educational Environment Definitions

- Least restrictive environment (LRE), educational environments, and special education level are different.
- LRE is used to describe the IDEA requirement to educate the child with nondisabled peers to the maximum extent possible.
- Educational environments are descriptions of the environment in which the child is educated for the purposes of federal IDEA *EDFacts* reporting.
- Special education level is a local funding-based label determined by the total number of service hours per week, including dedicated aide hours, and regardless of the environment in which the service is provided.

-Level 1: 0 to 8 hours

-Level 2: 8.01 to 16 hours

-Level 3: 16:01 to 24 hours

-Level 4: more than 24 hours

IEP Amendments for Child Count Purposes

Top 3 most common IEP amendments needed for Child Count:

1. **Educational environment – can be addressed with the Update IEP Tab.**
2. **Setting, frequency, and length of services.**
3. **Dedicated aide.**

IEP Amendments for Child Count Purposes

IEP amendments for Child Count-related changes can be done without holding a meeting, via the documented written agreement modality.*

Document outcome of request to amend IEP
Please document all attempts to obtain a parent signature on the Standard IEP Amendment Form in the <u>Communication Log</u> attempts below. *
<input type="radio"/> Outcome not yet determined
<input checked="" type="radio"/> Amend the IEP without convening an IEP Team meeting (documented agreement between the parent and the LEA)
<input type="radio"/> Convene an IEP Team meeting to discuss the proposed amendment to the IEP
<input type="radio"/> Convene an IEP Team meeting to conduct an annual IEP review.
<input type="radio"/> Do not proceed with amendment

However, if the parent requests a meeting, the IEP team must convene.

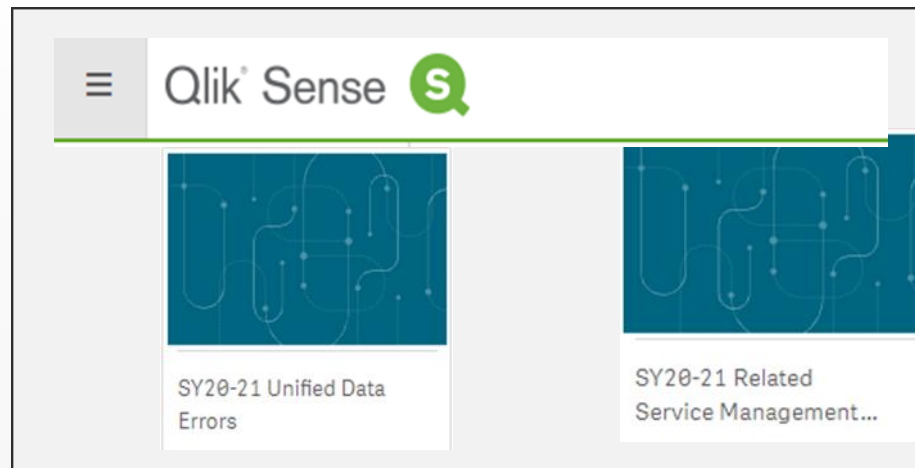
*OSSE IEP Amendment Policy, Jan. 27, 2014, p.3, <https://osse.dc.gov/node/1561>



Using the Unified Data Errors (UDE) Qlik App for Child Count

Qlik Apps for LEA SE POCs

- All LEA SE POCs should have access to these Qlik applications;
 - Related Service Management Report
 - Unified Data Errors
- LEA SE POCs who do not yet have access to Qlik should
 - Contact your DAR Liaison for assistance.
 - Ensure you are list as the Sped POC in eSchoolPLUS



Child Count Preparation for LEA SE POCs


Summary Checklist:

1. Be sure all students listed were enrolled as of **Oct. 5, 2020**.
2. Work with the LEA data manager and enrollment staff to ensure **student information in SIS is accurate**.
3. View **UDE** in Qlik on daily basis.
4. Ensure all **IEPs are accurate and up to date** for Educational Environment, services, dedicated aides, and disability category.
 - **Amend IEPs** to rectify errors and/or anomalies.
5. If a question arises for a particular error/anomaly, please **submit question in [OSSE OST](#)**.
6. Review and resolve all data anomalies, no later than **Nov. 10, 2020**, to be considered timely.



Special Education Data System (SEDS) Updates

Independent Student Drop-Off Form Updates



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

INDEPENDENT STUDENT DROP-OFF CONSENT FORM
School Year 2020-2021

I, _____, am the parent/legal guardian of
Parent/Guardian Name (Please Print)

_____ and I am authorized to make decisions
Student Name/Date of Birth (Please Print)

regarding his/her care. I confirm that the above named student is twelve (12) years old or older, and I authorize the Office of the State Superintendent of Education Division of Student Transportation (OSSE-DOT) to drop him/her off at the address listed on the Transportation Request Form without releasing him/her into the care of myself or another designated adult. Having considered my student's capabilities, I feel that it is safe for him/her to be left at home after school without my supervision.

By signing this form, I acknowledge that OSSE-DOT is not responsible for supervision of the above named student once he/she has entered the designated premises. I release OSSE-DOT from any and all liability that may arise from my authorization for the independent student drop-off status of the above named student.



DISTRITO DE COLUMBIA
OFICINA DEL SUPERINTENDENTE ESTATAL DE
EDUCACIÓN

FORMULARIO DE CONSENTIMIENTO PARA EL TRASLADO DE ESTUDIANTES INDEPENDIENTES
Año escolar 2020-2021

Yo, _____, soy el padre/madre/tutor legal de
Nombre del padre/madre/tutor (en letra de imprenta)

_____ y estoy autorizado(a) para tomar decisiones
Nombre del/de la estudiante/fecha de nacimiento (en letra de imprenta)

con respecto a su cuidado. Confirmo que el/la estudiante mencionado(a) anteriormente tiene doce (12) años o más, y autorizo a la División de Transporte de Estudiantes (DOT, en inglés) de la Oficina del Superintendente Estatal de Educación (OSSE, en inglés) a dejarlo(a) en la dirección registrada en el formulario de solicitud de transporte sin eximirlo(a) de mi cuidado o del cuidado de otra persona adulta designada. Al haber considerado la competencia de mi estudiante, estimo que es seguro dejarlo(a) en su hogar después de la escuela sin mi supervisión.

Al firmar este formulario, dejo constancia que la OSSE DOT no es responsable de la supervisión del/de la estudiante mencionado(a) una vez que haya ingresado a los sitios designados. Eximo a la OSSE DOT de toda responsabilidad que pueda surgir de mi autorización para el estatus del traslado de los estudiantes independientes del/de la estudiante mencionado(a) anteriormente.



Transportation Updates

LEA Considerations/Decisions for 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 that 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) 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 SY20-21

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	Deadline (sample dates)
Data Submissions	Submit school calendars in TOTE (Calendar upload assistance can be provided- Contact TOTE Support)	LEA	July 6, 2020 – July 24, 2020
	Submit student transportation request forms (TRFs) in TOTE	LEA	July 6, 2020 – July 24, 2020
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	July 24, 2020 – Aug. 21, 2020

- The dates in the table above are based on start dates between Aug. 24 and Aug. 31, 2020
- LEAs data submissions should be no less than 30 business days (four weeks) prior to their first day of school
 - Schools that will conduct in person teaching
- 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 will cover 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 you.

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:
 - Sept. 16, 2020
 - Sept. 30, 2020
 - Oct. 14, 2020
 - Oct. 28, 2020
 - Nov. 9, 2020
 - Nov. 23, 2020

TOTE Support can be reached M-F, from 9 a.m.–5 p.m. at (202) 576-5520 or dot.data@dc.gov





Nonpublic Monitoring Updates

Nonpublic Monitoring Frequently Asked Questions

- **Question: Is OSSE requiring a standardized distance learning plan (e.g., same content sections, formatting, etc.) to better determine what services will be delivered and the quality of the instruction?**
- No, OSSE is not requiring nonpublic schools to submit a standardized distance learning plan. However, to ensure the delivery of FAPE to nonpublic students, nonpublic schools should be collaborating with LEAs to develop and document continuous learning plans that align with LEA plans and with the District of Columbia's SY 2020-21 LEA Continuous Learning & School Recovery Plan, and the OSSE Guiding Principles for Continuous Education. Finally, continuous learning plans should be in compliance with the OSSE Certificate of Approval (COA) regulations.

Nonpublic Monitoring Frequently Asked Questions

- **Question: How are LEAs to ensure that they receive all distance learning plans from all of the nonpublic schools that serve their students?**
- OSSE has requested/required all COA-approved nonpublic schools serving DC LEAs to submit distance learning plans to OSSE and each LEA whose students they are serving.
- LEAs should first contact the nonpublic school to request a copy of the distance learning plan and if unsuccessful, contact Edgar Stewart (Edgar.Stewart@dc.gov) or Sharon Powell (Sharon.Powell@dc.gov) for assistance.
- Please visit OSSE website for additional guidance related to COVID-19 Guidance [here](#)

Nonpublic Monitoring Frequently Asked Questions

- **Question: How can LEAs hold nonpublic schools accountable for providing make-up services, recovery services, and compensatory education?**
- LEAs should additionally incorporate into recovery planning, the resources needed and the timeframes that IEP Teams will be expected to meet to make individualized compensatory education decisions.
- LEAs are responsible for ensuring the delivery of services designed to mitigate student regression and address recovery of loss of learning that may have occurred during school closure or remote or blended learning due to COVID-19, as appropriate, to all students enrolled in their LEA (See OSEP Guidance Question A-1)
- An individualized determination whether compensatory services are needed must be made under applicable standards and requirements. The IDEA does not specifically address compensatory services, as such compensatory services were developed by courts as an equitable remedy for denials of FAPE. However, LEAs have broad flexibility through the IEP Team process to discuss and make an individualized determination with regard to what compensatory services are needed and how they should be provided. Compensatory services can come in many forms. (See [IDEA, Part B Provision of FAPE: Guidance Related to Remote and Blended Learning](#))

Nonpublic Monitoring Frequently Asked Questions

- **Question: Will OSSE DOT transport students to nonpublic schools that are open while DC is virtual instruction-only?**
- Yes. OSSE DOT has communicated this information in the Superintendent's Breakfast with LEA Leaders and to LEA SE POCs during a previous LEA SE POC webinar. Contact OSSE.DOT@dc.gov for more detailed information.

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

- OSSE invites District of Columbia LEAs and nonpublic special education school staff who serve District of Columbia students with disabilities in nonpublic school settings to a two-part webinar to review existing guidance related to the delivery of instructional and related services under the Individuals with Disabilities Education Act (IDEA). Please register for the following options:

Webinar Part 1: Monday, Sept. 21, 2020, from 10:30 a.m.-12 p.m. Register [here](#)

- 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: Monday, Sept. 21, 2020, from 1-2:30 p.m. Register [here](#)

- 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.

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



Special Education Continuous Learning Community of Practice



the ability
challenge

**Special Education
Continuous
Learning
Community of
Practice**



@abilitychalleng



@theabilitychallenge



Delivering quality special education services to some of our most complex students has never been harder.

Schools have to confront difficult questions

How can we determine if students with disabilities are able to participate in the general education curriculum with their typically developing peers when the general education curriculum itself has been upended?

How can we identify, adopt, learn, and teach students how to use new assistive technologies while also learning how to deliver high quality, engaging distance learning?

How can we provide social emotional connections, rigorous and specialized instruction, effective related services, and a seamless IEP process during social distancing?

And need a shared space to seek answers

- ☐ Where staff can share what they do and don't know--individually and collectively--free from judgement
- ☐ Where peers can debate the merits and effectiveness of different approaches in different contexts without being pressured to 'force fit' inappropriate solutions
- ☐ Where critical friends can maintain confidentiality while troubleshooting implementation challenges
- ☐ Where community stakeholders can lend knowledge, support, and feedback to build both individual school capacities and the capacity of the community as a whole

This Community of Practice 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 2 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



LEAs should select COP members that will help build current and future capacity: not tax current leaders more.

Who should participate?

- Two staff with sufficient authority to conduct improvement “experiments” and direct teachers to participate
- Staff should have sufficient time to devote to improving the school’s continuous learning model
- In-depth knowledge of the school’s specialized instruction models

What are the expectations?

- Participate in at least four short-cycle experiments
- Attend monthly COP meetings for approximately 2 hours each
- Devote 8 total hours a month across a team to tracking implementation of improvement strategies

The COP encourages LEA and school leaders to distribute leadership and select participants who are empowered to participate fully in the activities without overburdening currently overtaxed school leadership.

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

matt@theabilitychallenge.org



@abilitychalleng



@theabilitychallenge



Reminders and Announcements


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



**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.](#)

Additional PD Opportunities

High Leverage Practices for ALL Students: Online On-Demand Series Available Oct. 13-Nov. 20

Participants will receive 3 PLUs for each module completed. Please register separately for each module.

[Using High-leverage Practices Improve Outcomes for ALL Students Module 1: Collaboration](#)

[Using High-leverage Practices Improve Outcomes for ALL Students Module 2: Assessment](#)

[Using High-leverage Practices Improve Outcomes for ALL Students Module 3: Social-emotional Learning](#)

[Using High-leverage Practices Improve Outcomes for ALL Students Module 4: Instruction](#)

Section 504 for Students with Disabilities

Oct. 26: [Webinar: Understanding and Implementing Section 504](#)

High-Quality IEP Series

Oct. 13: [Using Data to Develop High-quality IEPs Module 1: Getting Started](#)

Oct. 19: [Using Data to Develop High-quality IEPs Module 2: Using Data to Describe Students' Present Levels of Performance](#)

Oct. 26: [Using Data to Develop High-quality IEPs Module 3: Using Data to Draft Appropriately Ambitious IEP Goals](#)

Nov. 9: [Using Data to Develop High-quality IEPs Module 4: Using Data to Design Individualized Accommodations and Supports](#)

Nov. 23: [Using Data to Develop High-quality IEPs Module 5: Using Data to Propose Appropriate Service Hours and Setting](#)

Dec. 7: [Using Data to Develop High-quality IEPs Module 6: Preparing to Act](#)

Secondary Transition for Students with Disabilities

Sept. 30: [Secondary Transition 101 Session 1: Legal & Theoretical Background of Secondary Transition](#)

Oct. 7: [Secondary Transition 101 Session 2: Parts of the Transition Plan](#)

Oct. 14: [Secondary Transition 101 Session 3: Parts of the Transition Plan \(Con't\)](#)

Oct. 21: [Secondary Transition 101 Session 4: The Final IEP](#)

Oct. 29: [Secondary Transition 101 Session 1: Legal & Theoretical Background of Secondary Transition](#)

Nov. 5: [Secondary Transition 101 Session 2: Parts of the Transition Plan](#)

Nov. 12: [Secondary Transition 101 Session 3: Parts of the Transition Plan \(Con't\)](#)

Nov. 19: [Secondary Transition 101 Session 4: The Final IEP](#)

Find new resources and registration links for all upcoming PD sessions in the most recent **TAL PD Bulletin**, [viewable here](#).

See full training descriptions in the [Fall 2020 PD Catalog](#).

Register for upcoming trainings using the [OSSE Training Registration App](#).



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!

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 or Christie.Weaver-Harris@dc.gov

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

Special education monitoring: Karen.Morgan-Donaldson@dc.gov or your LEA state rep

Statewide assessment questions: OSSE.Assessment@dc.gov

NEXT WEBINAR:
Wednesday, Oct. 21, 2020 10-11 a.m.

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

