



Office of the State Superintendent of Education

# SY 25-26 SPECIAL EDUCATION NEWSLETTER

February 6, 2026

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## Special Education Guidance

As we've reached the halfway point of the 2025-26 school year, it's a great opportunity for local education agencies (LEAs) to look ahead and prepare for a smooth, successful second half. Here are a few things to plan for:

- **Monitor midyear progress and plan for tiered supports:** This is a common time for midyear student progress monitoring assessments that may provide a basis for a referral. Make sure any students with lingering concerns based on midyear progress monitoring data are receiving tiered supports, and initiate referrals for students who are suspected of having disabilities. For more information on child

find and referral obligations, please see OSSE's [Special Education Policy Bulletin: Referral for Initial Evaluation \(October 2024\)](#).

- **Prepare for extended school year (ESY):** ESY certification data is due on Monday, May 4, 2026. OSSE will soon release the annual ESY Preparation Guide with information on requirements and processes for 2026, but LEAs are encouraged to take stock now to ensure timely ESY eligibility determinations and ESY-related transportation decisions.
- **Prepare for DC CAPE testing accommodations:** With the DC CAPE administration window (April 6 – May 22, 2026) approaching, LEA staff such as special education coordinators and testing administrators should review student individualized education programs (IEPs) to plan for implementation of accommodations. LEAs can leverage the Statewide Assessment Accommodations reports (available in both LEA- and school-level views) in Special Programs to support in planning.

## Special Education Data Systems

The January and February Special Programs trainings are now available in the [OSSE Learning Management System](#).

### **Announcement: Students Appearing on Reports While Inactive in Special Programs**

If a student appears on your reports—such as the REV Detail Report—but shows as inactive in Special Programs, this indicates that the student was likely not exited using the proper student exit codes in your LEA's Student Information System (SIS).

To resolve this issue, please review the student's exit code in your SIS and ensure it aligns with OSSE's [Entry and Exit Code Guidance | osse](#). Correcting the exit code will update the student's status appropriately and remove them from reports where they should no longer appear.

If the student exited in a previous year, please review the prior exit for steps to update the exit code in [SLED – Data management](#).

### **Announcement: Reasonable Efforts to Obtain Parental Consent Worksheet**

OSSE is implementing a system update in Special Programs. Effective immediately, the **Reasonable Efforts to Obtain Parental Consent** worksheet **must be completed before the AED document can be finalized for any child under age 6**. This worksheet documents the LEA's efforts to obtain parental consent for an initial evaluation consistent with the reasonable efforts requirement established in *D.L. v. District of Columbia*. For more information about this requirement and the *D.L. v. District of Columbia* lawsuit, please refer to the at-a-glance document [here](#).

Reasonable efforts have been made and consent is received from the parent/guardian. No further efforts are required.

OSSE

1000 First Street NE, Washington, District of Columbia, 20002, 202-727-2665

### Reasonable Efforts To Obtain Parental Consent

Student Information			
Student: Cameron Baldo	DOB: 02/13/2025	Grade: KG	
Case Manager: System Administrators STAFF003	Last Eligibility Meeting Date: 12/11/2025	Last IEP Annual Review Meeting Date: 12/13/2025	

Guidance language: REASONABLE EFFORTS

Under S.A. DCMR 2005.434, the LEA must make and document reasonable efforts to obtain parental consent within thirty (30) days from the referral date, and begin such efforts no later than ten (10) business days from the referral date. Reasonable efforts is defined as at least three (3) documented attempts to contact the parent using at least two (2) of the following modalities on at least three (3) different dates, no fewer than five (5) days prior to the proposed IEP action or the statutory deadline:

- Telephone calls made or attempted and the results of those calls;
- Correspondence sent to the parent and any responses received; or
- Visits made to the parent's last known place of residence or place of employment and the results of those visits.

This form should be used to document LEA efforts to request parental consent for an initial evaluation.

Date of referral: 09/01/2025  
 First contact due date: 09/15/2025  
 Complete reasonable efforts: 10/01/2025  
 Date of parental consent for initial evaluation: 09/03/2025

Consent Response:  Consent Denied  Consent Granted

Severly Baldo

Contact Date	Contact Type	Contact Reason	Contact Method	Result/Notes
09/01/2025	Parent/Guardian	Requesting Parental Consent for Initial Evaluation	Email	Parent could not be reached
09/03/2025	Parent/Guardian	Requesting Parental Consent for Initial Evaluation	In Person	Parent provided consent

Were reasonable efforts completed within 30 days of referral?  Yes  No  
 Was parental consent completed within 30 days of the referral?  Yes  No

## Annual Monitoring Activities

As the state education agency (SEA), the District of Columbia Office of the State Superintendent of Education (OSSE) must annually monitor and issue findings of noncompliance to LEAs for special education indicators. OSSE reports these data to the Office of Special Education Programs (OSEP) at the US Department of Education (USED) each year. In 2026, OSSE will monitor, report, and issue findings for the following compliance indicators:

Monitoring Activity	Reporting Requirement	Monitoring Begin Date	Timeframe for Data Reviewed
Compliance and Continuous Improvement (CCI)*	Individuals with Disabilities Education Act (IDEA) General Supervision	March 2026	January 2024 – May 2026
Secondary Transition	USED Specific Conditions	April 2026	Oct. 1, 2025 – March 31, 2026
Reevaluation	USED Specific Conditions	April 2026	Oct. 1, 2025 – March 31, 2026
Initial Evaluation	USED Annual Performance Report (APR)	July 2026	July 1, 2025 – June 30, 2026
C to B Transition	USED APR	July 2026	July 1, 2025 – June 30, 2026

\*Update - LEAs for this year's CCI cohort will be notified in February.

# Special Education Performance Report (SEPR)

## Federal Fiscal Year 2024 (FFY24) SEPR Data Available Soon!

As part of its work to support LEAs in building educator and system capacity to serve students with disabilities, OSSE is committed to providing LEAs with the most up-to-date data available.

Next week, OSSE will provide all LEAs with FFY24 data in the SEPR Quickbase application for all available SEPR metrics ahead of the SEPR 2026 release.

Please see the steps below for how to access and review your SEPR:

1. Open the [SEPR Quickbase application](#), where LEAs can review their LEA's SEPR, access additional resources, and appeal SEPR results.
2. Review your LEA's "SEPR FFY2024 [LEA Name] Preliminary Data" under the Underlying Data column.
3. Schedule [SEPR office hours](#) if you have any questions or would like additional information about your LEA's data.

## Technical Assistance and Training

### Multi-Tiered System of Supports (MTSS) Series

Strengthen your school's capacity to provide life-changing support to students with OSSE's MTSS series. This series prepares educators to prioritize success for every learner by championing the work of MTSS. Engage in one of three synchronous virtual sessions.

#### Session dates:

**Tuesday, March 10**

**Wednesday, April 8**

**Tuesday, May 26**

3 - 4:30 p.m.

Virtual (Teams links to be provided after registration)

[Register here](#). Participants can earn 20 professional learning units (PLUs). For questions, contact [Angela.Awonaike@dc.gov](mailto:Angela.Awonaike@dc.gov).

### The 2025-26 OSSE Apprenticeship in Teaching Program Application Is Open!

OSSE is excited to announce that **the 2025-26 OSSE Apprenticeship in Teaching application is open**. The OSSE Apprenticeship in Teaching program is a cost-free opportunity to become an elementary, early childhood, or special education teacher in the District.

This innovative program removes financial barriers to entering the teaching profession by providing prospective District educators with a cost-free bachelor's or master's degree, flexible coursework offerings, and paid on-the-job learning. Apprentices who successfully complete the program will also be eligible for an OSSE standard teaching credential.

To learn more about the OSSE Apprenticeship in Teaching program, visit the [OSSE Apprenticeship in Teaching webpage](#).

For additional information or questions, please email [OSSE.Apprenticeship@dc.gov](mailto:OSSE.Apprenticeship@dc.gov).

### **Reminder! Secondary Transition Compliance Worksheet: Common Errors Guide**

Created in collaboration with WestED, [Secondary Transition Compliance Worksheet: Common Errors Guide](#) provides LEAs with a guide for internal auditing and reviewing secondary transition plans during the 2025-26 school year. Using this resource, LEAs will identify and fix common errors before OSSE's annual reporting review in April 2026.

#### **Required next steps for LEAs:**

1. Log into Box.com;
2. Open your LEA's Compliance TA folder;
3. Locate your LEA's Secondary Transition sample file titled "[LEA] 20251009\_APR 13;"
4. Complete the Secondary Transition Compliance Worksheet: Common Errors Guide for each student included in your LEA's secondary transition data, ensuring all items are compliant; and
5. Upload the document into Special Programs no later than Tuesday, March 31, 2026.

For further support, please [schedule office hours](#) with Dana Hodges.

### **Reminder! Reevaluation Timeliness**

To support LEAs in the timely completion of all reevaluations, OSSE is providing information about students whose eligibilities will come due this school year.

#### **Required next steps for LEAs:**

1. Log into Box.com;
2. Open your LEA's Compliance TA folder;
3. Locate your LEA's REV file, titled "[LEA]\_REVComplianceMonitoring;" and
4. Plan with your internal multidisciplinary team for the timely completion of each student's triannual eligibility determination.

For further support, please [schedule office hours](#) with Debra Melville.

### **Early Childhood Special Education Community of Practice (CoP)**

The Early Childhood Special Education CoP is designed to create authentic opportunities for LEA pre-K special education points of contact and those who support this population to collaborate with others and improve learning outcomes for children ages 3-5 with disabilities enrolled in early childhood special education programs. Upcoming CoP sessions will focus on the topics below. All sessions will take place from 10-11 a.m.

- Session 3: Strengthening Transitions: Referral, Transfer, and Interagency Collaboration in Early Childhood (Wednesday, March 18, 2026)
- Session 4: TBD (Wednesday, May 20, 2026)

### Additional Support

Are you in need of technical assistance or training in any other area? Reference the topics below! Book office hours with one of our OSSE points of contact within the Office of Special Education.

Topic	Point of Contact	Email/Phone	Book Office Hours
<b>Policy</b>			
<b>Policy &amp; Guidance</b>	Christie Weaver-Harris, Special Education Policy Team	<a href="mailto:OSSE.DSEpolicy@dc.gov">OSSE.DSEpolicy@dc.gov</a>	<a href="#">Special Education Policy Office Hours</a>
<b>Parent Support &amp; Engagement</b>	Jasmine Fleming, Special Education Policy Team	<a href="mailto:Jasmine.Fleming@dc.gov">Jasmine.Fleming@dc.gov</a>	N/A
<b>IDEA Monitoring and Compliance</b>			
<b>IDEA Monitoring &amp; Compliance</b>	Karen Morgan-Donaldson, IDEA Part B Monitoring and Compliance Team	<a href="mailto:Karen.Morgan-Donaldson@dc.gov">Karen.Morgan-Donaldson@dc.gov</a>	<a href="#">Special Education Monitoring &amp; Compliance Office Hours</a>
<b>Part B Correction of Noncompliance</b>	Debra Melville, IDEA Part B Monitoring and Compliance Team	<a href="mailto:Debra.Melville@dc.gov">Debra.Melville@dc.gov</a>	<a href="#">IDEA Compliance Office Hours</a>
<b>Part C Monitoring and Compliance</b>	Sarah Peisch, IDEA Part B Monitoring and Compliance Team	<a href="mailto:Sarah.Peisch1@dc.gov">Sarah.Peisch1@dc.gov</a>	<a href="#">Part C to B Monitoring Office Hours</a>
<b>Nonpublic Placement</b>			
<b>Nonpublic Placement</b>	Katie Reda, Placement Oversight Unit	<a href="mailto:Katie.Red@dc.gov">Katie.Red@dc.gov</a>	<a href="#">Special Education Placement Office Hours</a>
<b>Nonpublic Monitoring and Compliance</b>			
<b>Nonpublic Monitoring &amp; Compliance</b>	Sharon Powell, Nonpublic Monitoring and Compliance Team	<a href="mailto:Sharon.Powell@dc.gov">Sharon.Powell@dc.gov</a>	N/A

<b>State Complaints</b>			
<b>State Complaints</b>	Kirstin Hansen, State Complaints Team	<a href="mailto:Kirstin.Hansen@dc.gov">Kirstin.Hansen@dc.gov</a>	<a href="#">State Complaints Office Hours</a>

## OSSE Job Opportunity

OSSE's Office of Assessments is hiring an Assessment Specialist for Special Populations. They are looking to hire someone who has a strong background in K-12 special education and a passion for OSSE's mission to improve education and opportunities for all DC students; advanced knowledge of assessment design, policy, and administration is not required. If you know anyone who is interested or wants more information, please email [OSSE.Assessment@dc.gov](mailto:OSSE.Assessment@dc.gov) for further application instructions.



Questions? [Contact Us](#)



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