LEA Special Education Point of Contact Monthly Webinar

Aug. 17, 2022

OSSE Division of Systems and Supports, K-12 (K12SS)
OSSE Division of the Chief Information Officer (CIO)
OSSE Division of Transportation (DOT)
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

- Policy Reminders and Updates
- Monitoring and Compliance Reminders and Updates
- SEDS Updates
- OSSE Support Tool Updates
- Transportation Updates
- Announcements & Reminders
- IDEA Performance & Planning Qlik App Training
- LRP Direct Step Training

Policy Reminders and Updates

NEW! Chapter 30 Special Education Regulations

Effective July 1, 2022

- On July 1, 2022, the new Chapter 30 special education regulations went into effect.
- Review the new regulations on OSSE's Local Special Education Law and Regulations page.
- Updated disability worksheets are available on the Chapter 30 Resources page.

Chapter 30 Resources

To support LEAs in understanding and implementing the upcoming Chapter 30 special education regulations, OSSE will provide training opportunities and resources in the following areas:

- **Understanding Chapter 30**
  - Overview of Changes
  - Disability Categories
  - Seclusion and Restraint
- **Implementing Chapter 30**
  - IEP Certificate of Completion
- **Data-driven Eligibility Determinations**
- **Paraprofessionals Training Series**
- **The Mandt System (physical restraint training and certification)**

More information is available on OSSE's Chapter 30 Resources page.

New Special Education Policy Bulletins

- Special Education Policy Bulletin: Students Exiting Special Education Services (July 2022) clarifies local education agency (LEA) responsibilities for students with disabilities who are no longer eligible to receive special education, including administrative procedures for exiting students.

- Special Education Policy Bulletin: IDEA Obligations for Adult-Serving Public Charter School Programs (July 2022) clarifies LEA responsibilities for serving students with disabilities in adult education programs, including detailing obligations and notice requirements for programs that do not accept IDEA funds.

New Special Education Guidance

- Special Education Non-Regulatory Guidance: Flexibilities for Completing Special Education Evaluations (July 2022) provides guidance to assist LEAs in identifying creative solutions and exercising flexibilities to ensure completion of special education evaluations.
- Special Education Non-Regulatory Guidance: Compensatory Services Due to COVID-19 (July 2022) provides guidance on LEA responsibilities under IDEA related to determining eligibility for and providing compensatory services related to the coronavirus (COVID-19) public health emergency.

Tracking the First Provision of Specialized Instruction

For the 2022-23 school year, LEAs continue to be required to **document the first provision of specialized instruction for students under the age of six** who have specialized instruction prescribed on the IEP but for whom specialized instruction has not been previously documented, including 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.

Tracking the First Provision of Specialized Instruction

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.

Monitoring and Compliance Reminders and Updates

IDEA Part B Monitoring Updates

Timeline	Monitoring and Compliance Activity
August 2022	• C to B Transition Timeliness Monitoring
September 2022	• Child Find Monitoring *for students ages 3-5* • IDEA Equity Requirements • Determinations for Federal Fiscal Year 2020 (FFY20)
January 2023	• Child Outcome Summary (COS) Monitoring
April 2023	• Secondary Transition Requirements Monitoring • Reevaluation Timeliness Monitoring
June 2023	• Child Outcome Summary (COS) Monitoring
July 2023	• Initial Evaluation (IEV) Timeliness Monitoring *with a focus on Students ages 3-5*

IDEA Determinations

- Determinations for FFY20 (2020-2021) will be issued in September via QuickBase.
- Access will be provided to LEA Head of School and LEA SPED POC.
- 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.

Special Education Performance Report (SEPR)

- OSSE has established a new framework designed to:
  - Focus on student results
  - Provide transparent and actionable data to LEAs and families
  - Set clear and high expectations for special education programs
- For more information, please contact Karen.Morgan-Donaldson@dc.gov

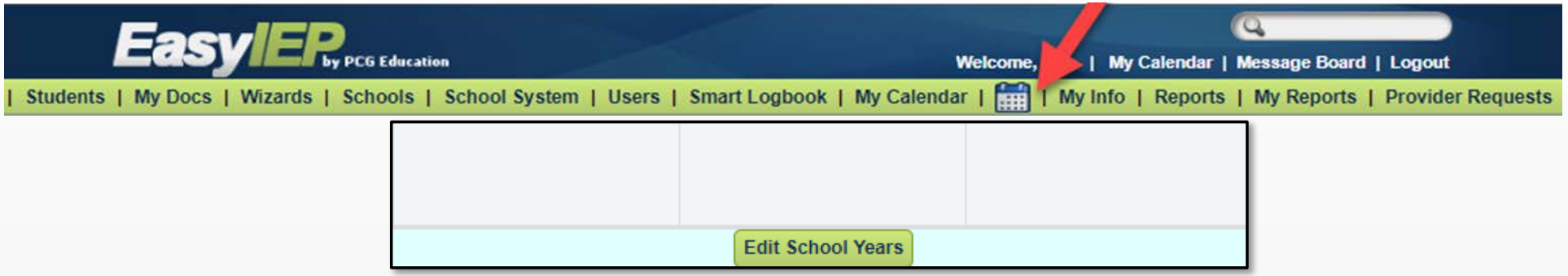
Special Education Data System (SEDS) Administrative Tasks

SEDS Administrative Tasks for Start of School

- **Transition** to New School Year
  - **Update** School System Calendar
  - **Update** Reporting Periods
- **Create/Inactivate** User Accounts
- **Request** Access to Student Records
- **Create** Teacher Caseloads
- **Request** support with the OSSE Support Tool (OST)

Rollover System to 2022-23 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 2022-23 school year

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	Edit
2022-2023	08/01/2022	06/01/2023			Edit	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

Note: Adding future school years (at least 5 years in the future) will prevent many common errors.

STEP 2: Click **Add next school year.**

Rollover System to 2022-23 school year

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	Edit
2022-2023					Edit	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.

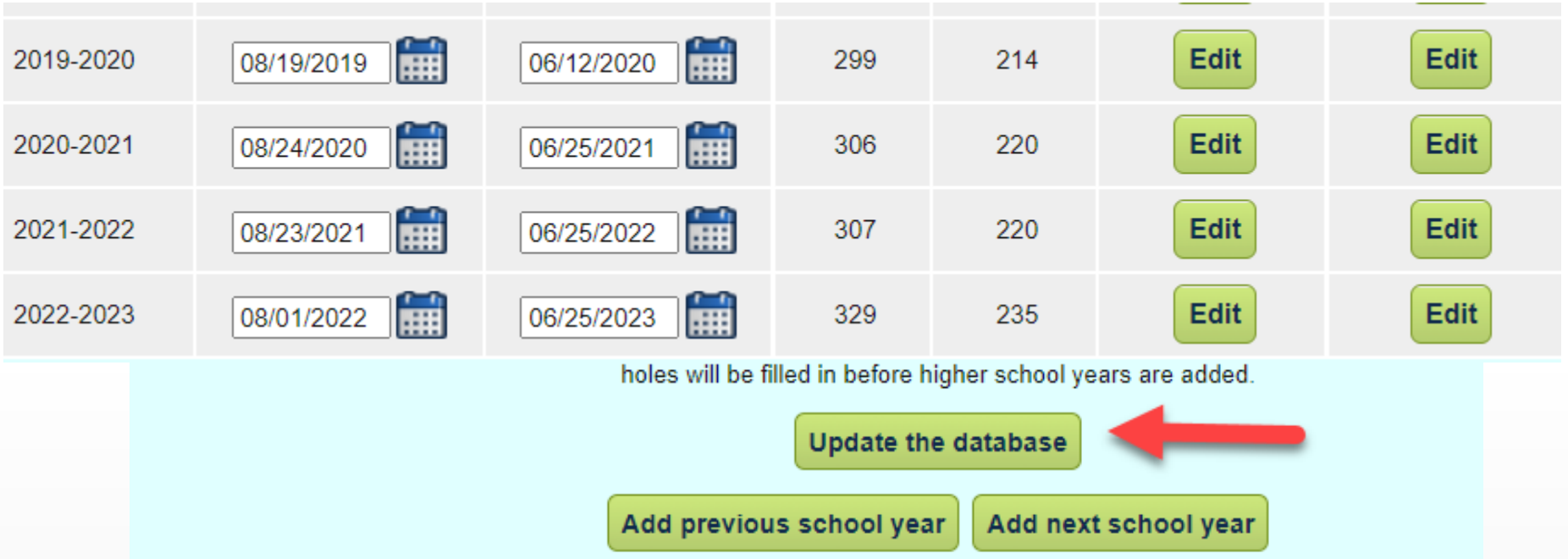
Update the database

Add previous school year | Add next school year

Note: Adding future school years (at least 5 years in the future) will prevent many common errors.

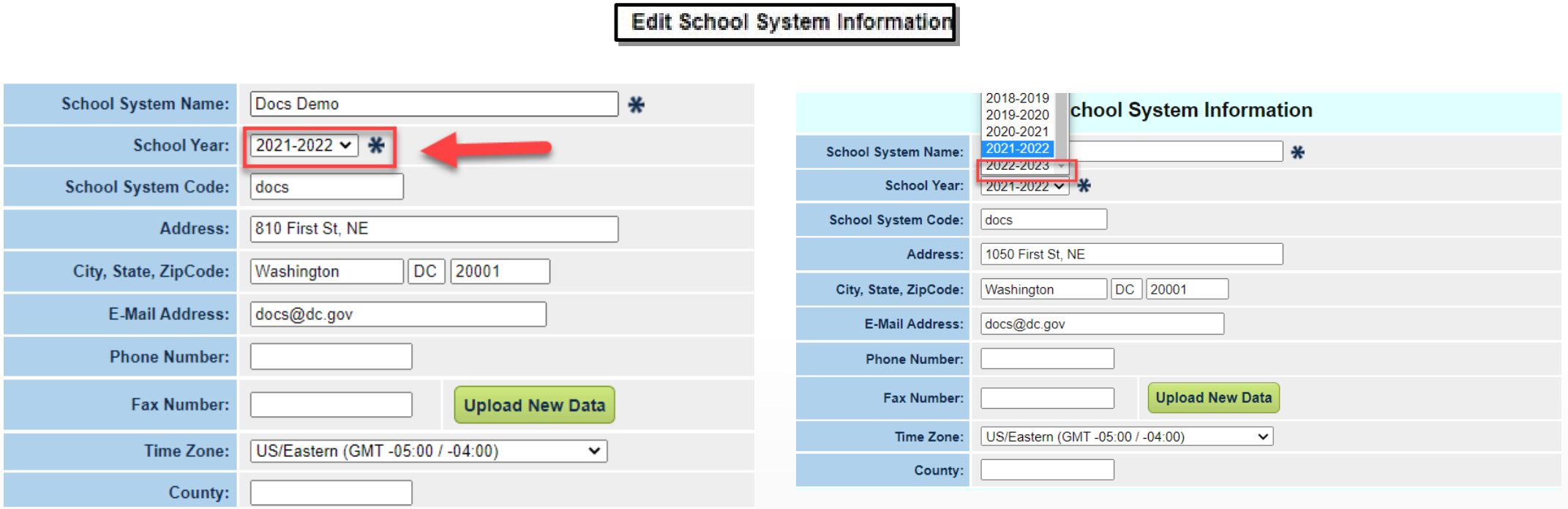
STEP 3: Click **Enter start and end dates for the school year.**

Rollover System to 2022-23 school year



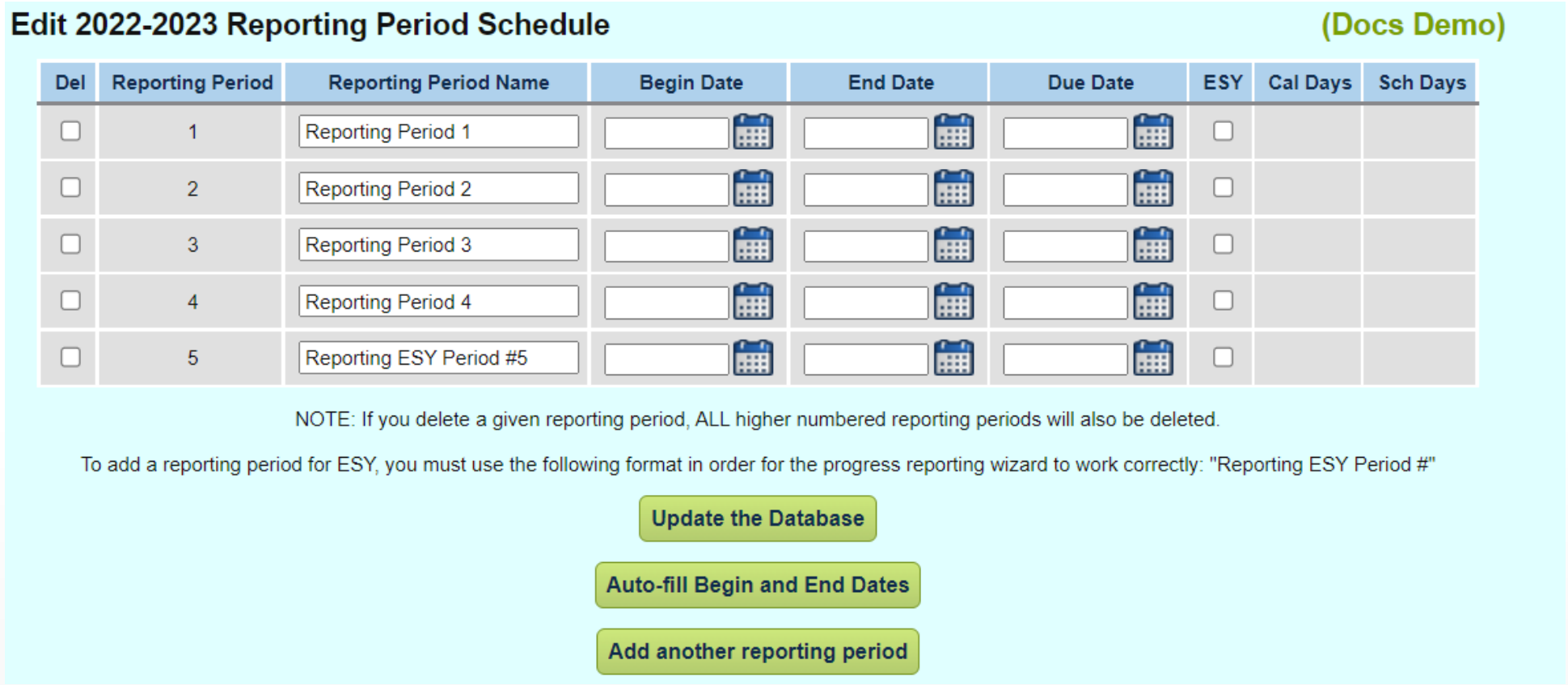
STEP 4: Click edit to **Enter start and end dates for the school year.**

Change the School Year



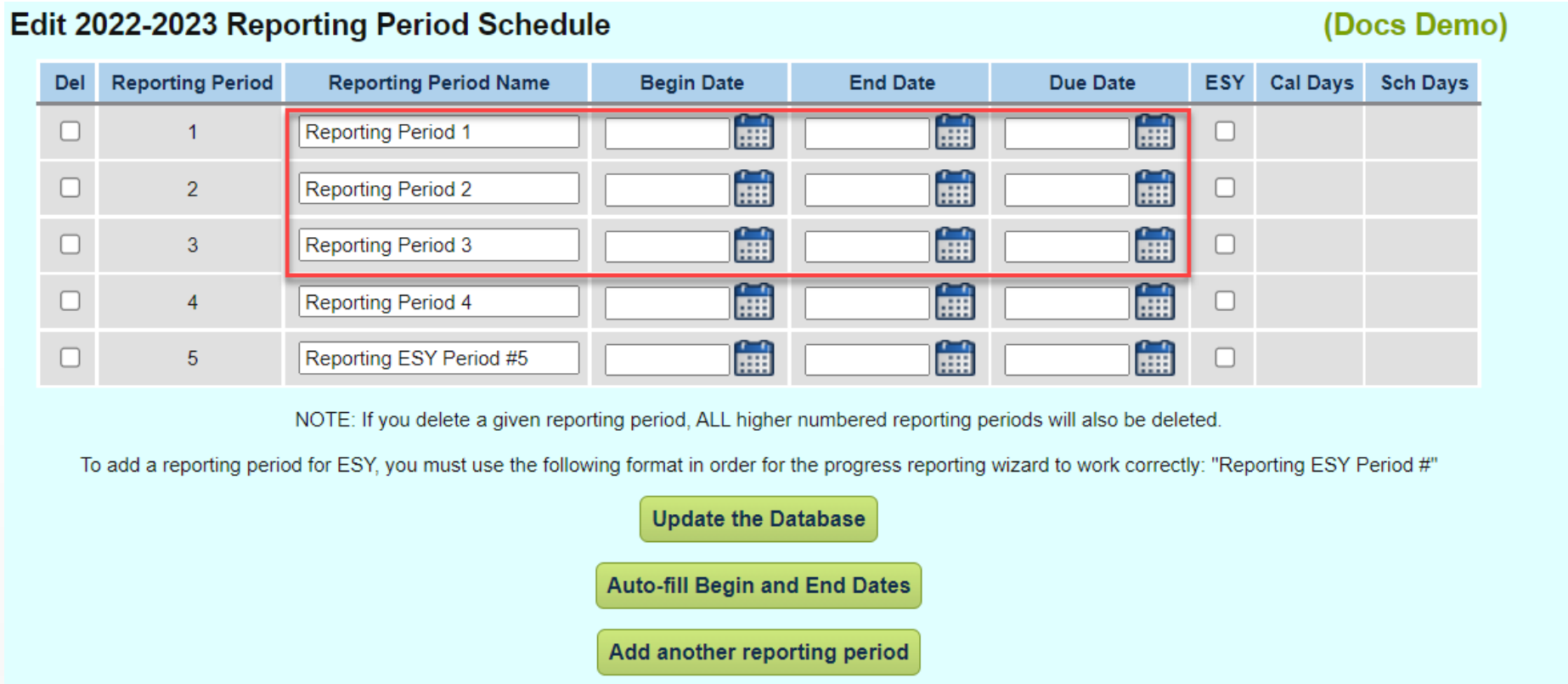
STEP 5: Select 2022-23 from the school year list.

Update Reporting Periods



STEP 1: Select **the Reporting Periods**.

Update the Progress Reporting Periods



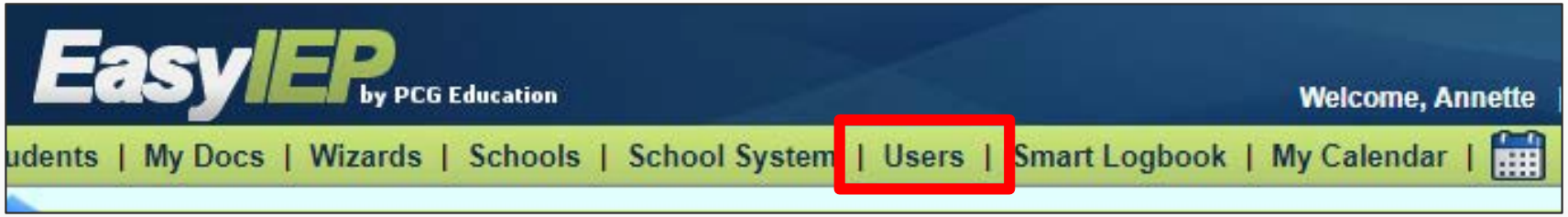
STEP 2: Enter **the Reporting Period** dates for Progress Reports for 2022-23.

Start of School SEDS User Audit

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

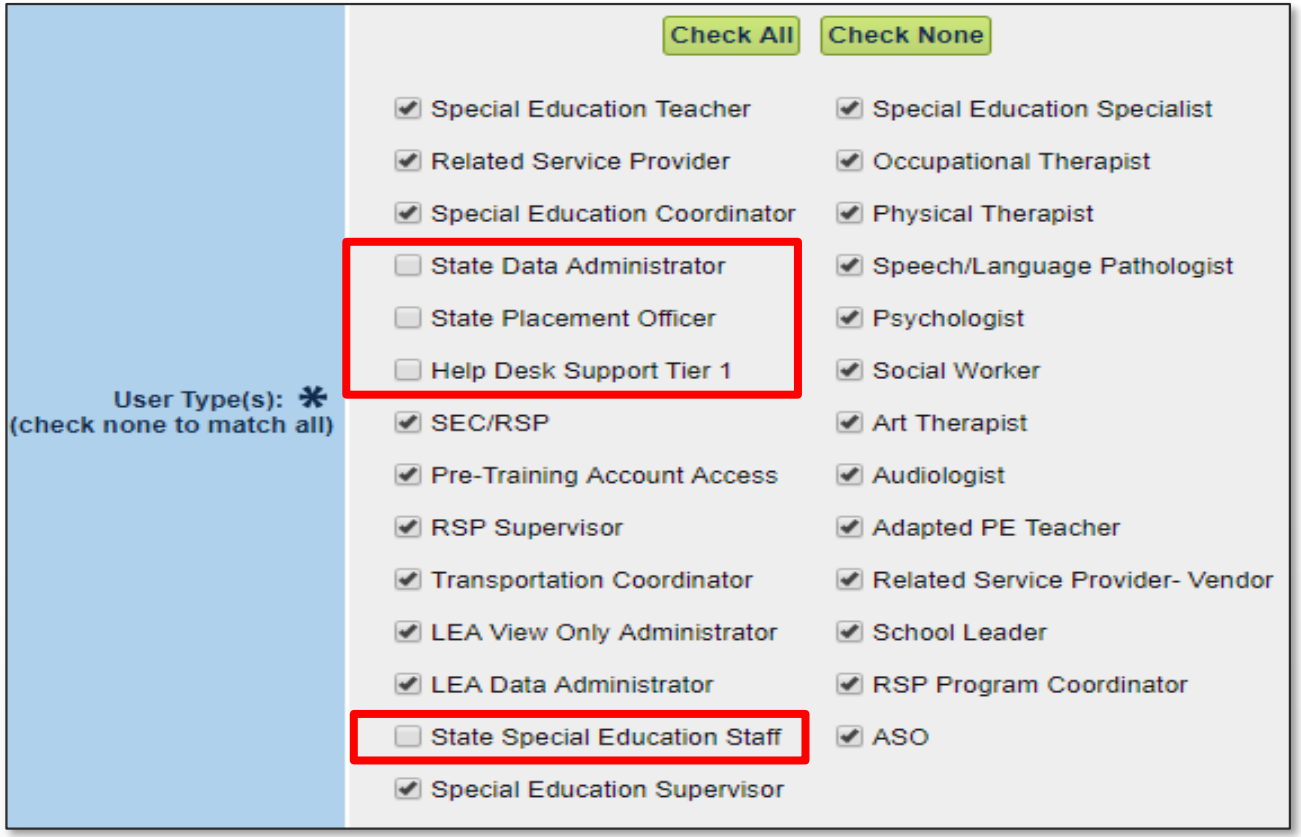
Start of school housekeeping should include a **SEDS user audit** to search for:

1) Users who no longer work at the LEA
2) Users who no longer need access to student files
3) Nonpublic (NP) users who no longer need access to student files



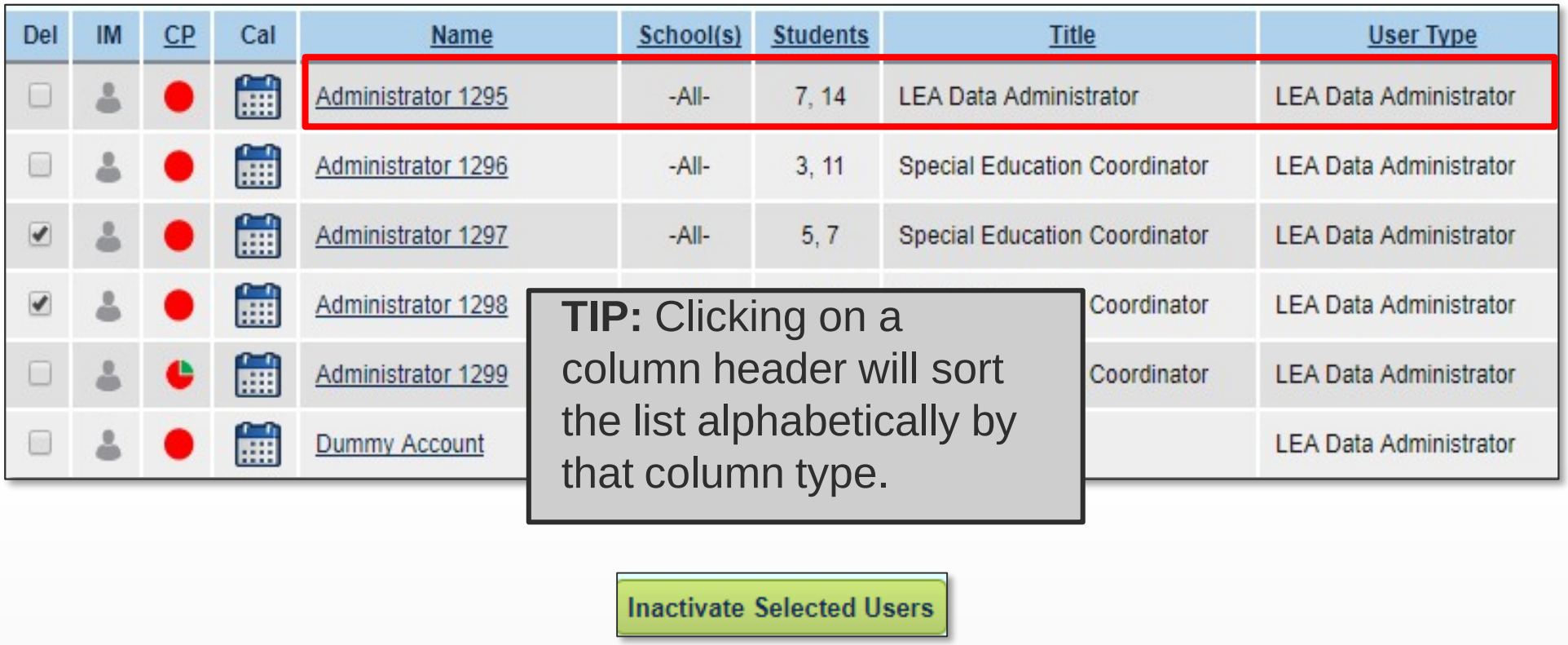
STEP 1: Open the “Users” tab in SEDS

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



Check the box in the **"Delete"** column, then click "Inactivate Selected Users."

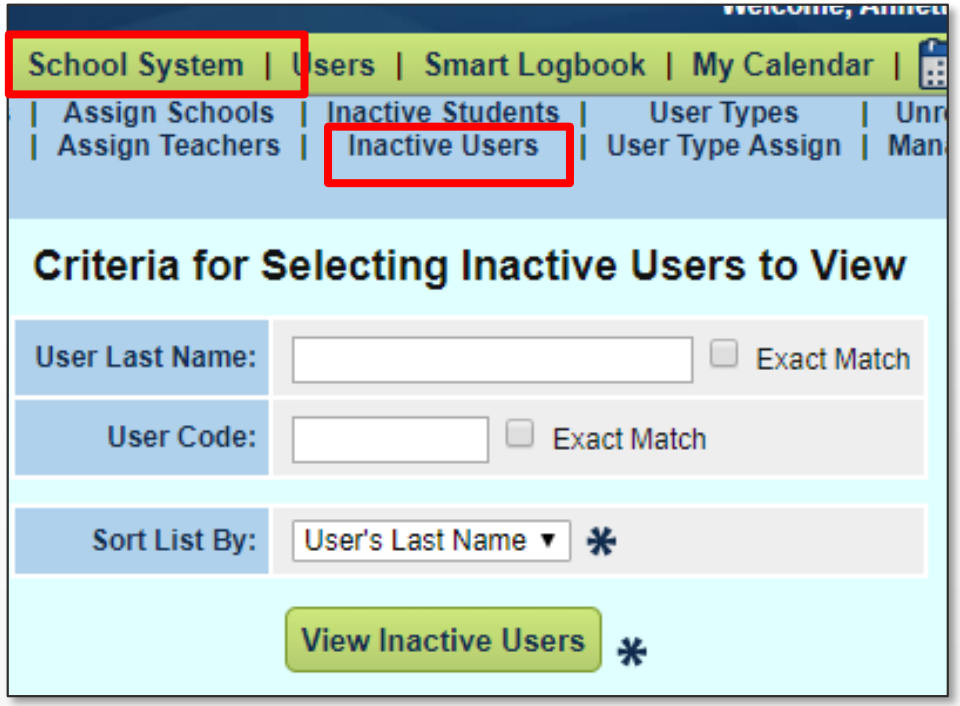
STEP 3: From the list of users, identify accounts that need to be inactivated.

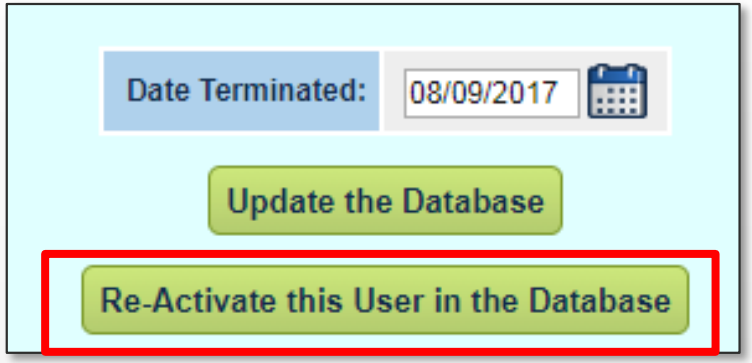
Start of School SEDS User Audit

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.

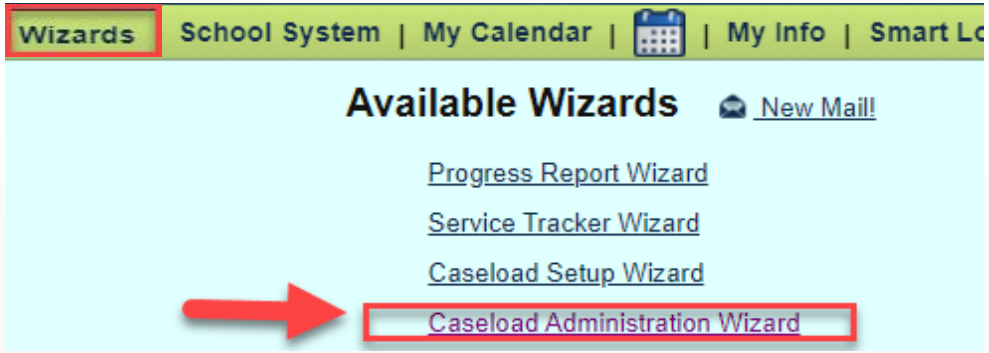




Caseload Administration

SPED POC's are responsible for:

- Assigning caseloads for teachers and providers
- Removing users from caseloads that no longer need access
- Ensuring access to NP users



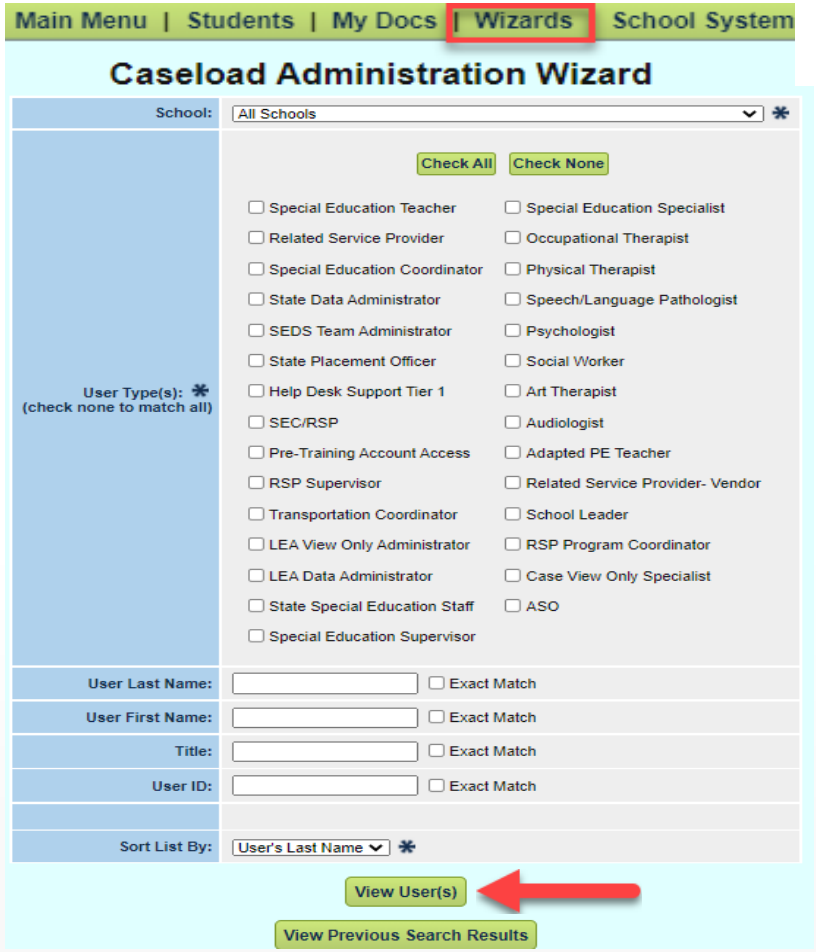
STEP 1: Select **Wizards** from main menu. Click the **Caseload Administration Wizard**.

Search for Users to assign students

Note:

Caseload Administration Wizard allows SPED POC to set staff caseloads.

Caseload Set Up Wizard allows teachers and staff to add students to their own caseloads.



STEP 2: Enter **Last Name and/or First Name** on the search page. Click **View User(s).**

Select user for caseload setup

Caseload Administration Wizard

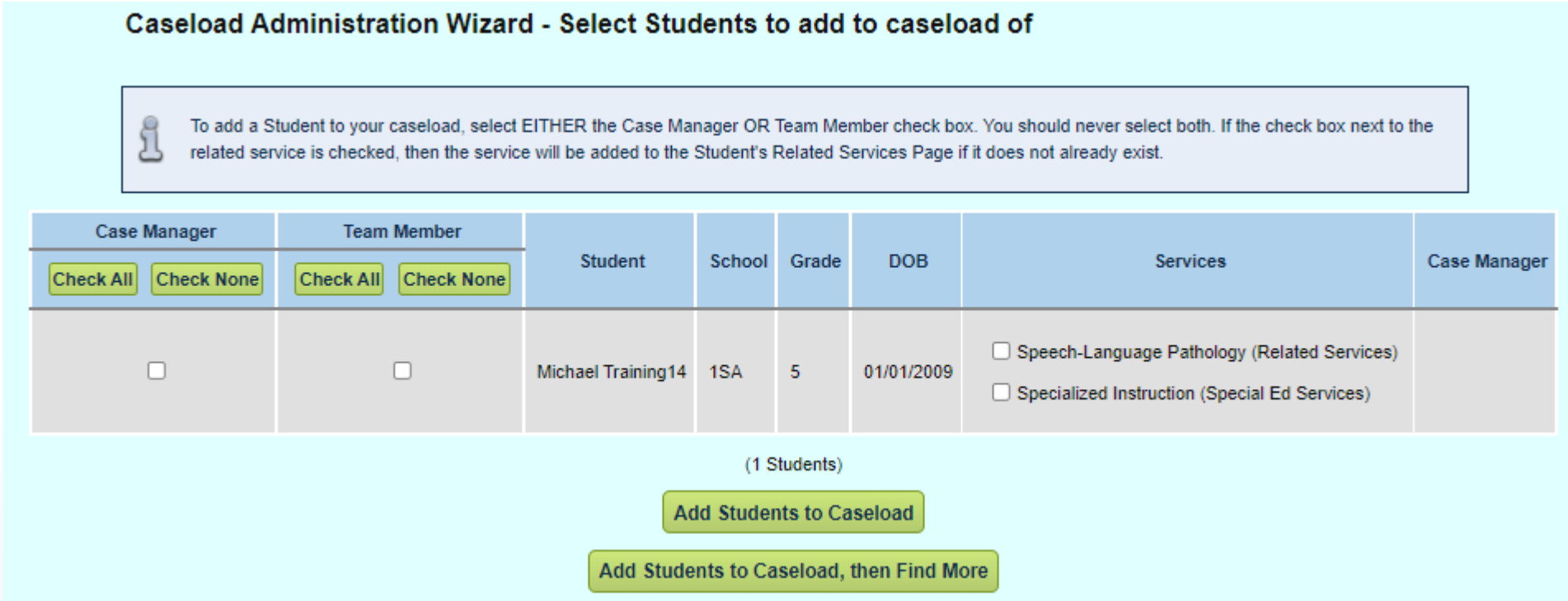
Name	Schools	Students		Title	User Type
		Case Manager	Team Member		
GoodWill Trainer10	CVN	1	2		Special Education Teacher
EWSTOKES TRAINER11	279, DCPS2, DCPS3	0	0		Special Education Teacher
EWSTOKES Trainer12	279, DCPS2, DCPS3	0	0		Special Education Teacher
New Trainer1281	1SA, A810, Test	0	4	Special Education Coordinator	Special Education Teacher
New Trainer1288	1SA, A810, Test	4	0	Special Education Teacher	Special Education Teacher

STEP 3: Select **User Name to View** students on current caseload (if applicable).

Add or Remove Students from caseload

STEP 4: Select **Add More Students to Caseload** to search for students.

Search for Students



STEP 5: Add selected student as **Case Manager or Team member.**

SEDS Updates

Age Out Worksheets have been updated in SEDS to reflect new timeframe for students approaching age 22.

Age Out

Student Information

Student: Adriana Test **Local ID:** 20029686 **State USI:** 295874 **DOB:** 03/11/2004 **Grade:** 5
Last Eligibility Meeting Date: 08/14/2018 **Last IEP Annual Review Meeting Date:** 02/08/2021

LEA/School Information

LEA of Enrollment: District of Columbia Public Schools **Case Manager:** Katrina White-Sneed
School/Site: Closed - Testing School **School Phone:** 999-999-9999
School Address: 1150 5th St. Se, Washington, DC 20003

DRAFT

Dear Parent(s)/Adult Student:

According to local regulations, the local education agency (LEA) in which your child is enrolled is obligated to provide a free and appropriate public education (FAPE) to your child through the end of the school year he/she turns twenty-two (22) years old (5-A DCMR §3001.4). Your child's records indicate that he/she will turn twenty-two (22) years old on **03/11/2026**.

Disability Worksheets

- The disability worksheet language has been updated to reflect Chapter 30 changes.
- Worksheets on the main page should be used instead of worksheets found in the Eligibility Determination section of the Eligibility Process.
- Upload the new worksheet to the student's record.

Resource Information

Delete/Update Documents Upload File(s) Disclaimer/License Agreement

LEA

Del	Pos	New Pos	File Type Category	File Type	Date Uploaded	Uploaded By	File Name
☐	1		Disability Worksheets	LEA	07/01/2022	Calin Farley	Disability_Worksheet___Autism__updated_07012022_.pdf
☐	2		Disability Worksheets	LEA	07/01/2022	Calin Farley	Disability_Worksheet___Deaf_blindness__updated_07012022_.pdf
☐	3		Disability Worksheets	LEA	07/01/2022	Calin Farley	Disability_Worksheet___Deafness__updated_07012022_.pdf

New Special Education Data System

Project Status Update

- Completed Part C Development – Early Childhood
- On-Track for Business Process Reengineering (BPR) & Development
- Continued Engagement with LEAs

SEDS 2.0
LEA Engagement

DATE: Sept. 15, 2022

TIME: 1-2:30 p.m.

OSSE Support Tool (OST)

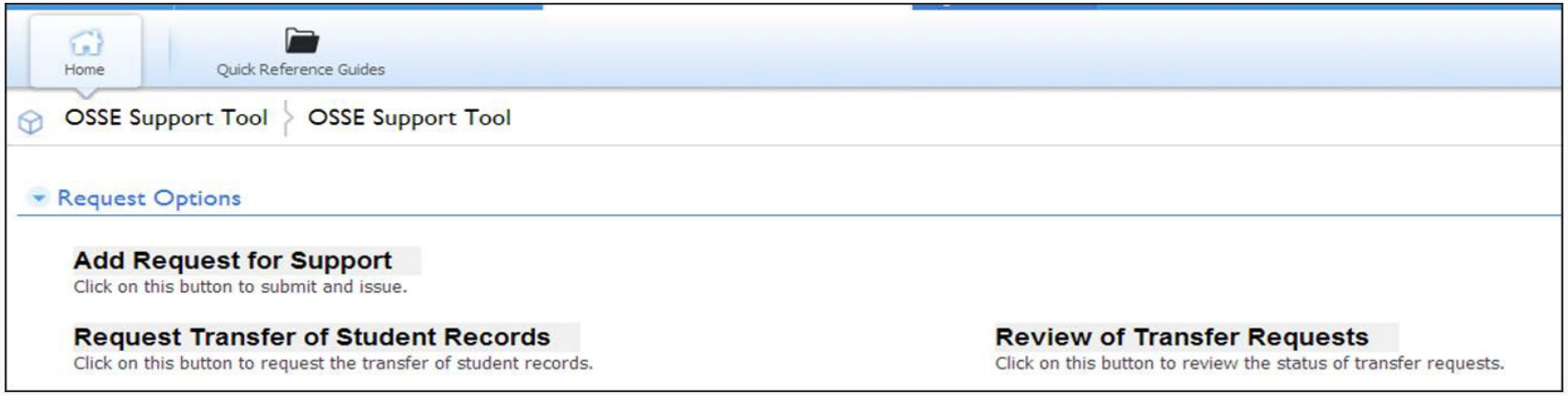
OSSE Support Tool (OST)

The purpose of the OST is to provide a vehicle for LEAs to contact the state for support and technical assistance.
The OST can also be used by LEAs to request a student's special education records from their 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 SPED POC is responsible for providing a solution.**

OSSE Support Tool (OST)

- To send OSSE a question/issue, click on the "**Add Request for Support**" button.
- To request student records be transferred to your LEA's SEDS site, click the **"Request Transfer of Student Records**" button.
- To review the status of submitted transfer requests, click the "**Review of Transfer Requests"** button.

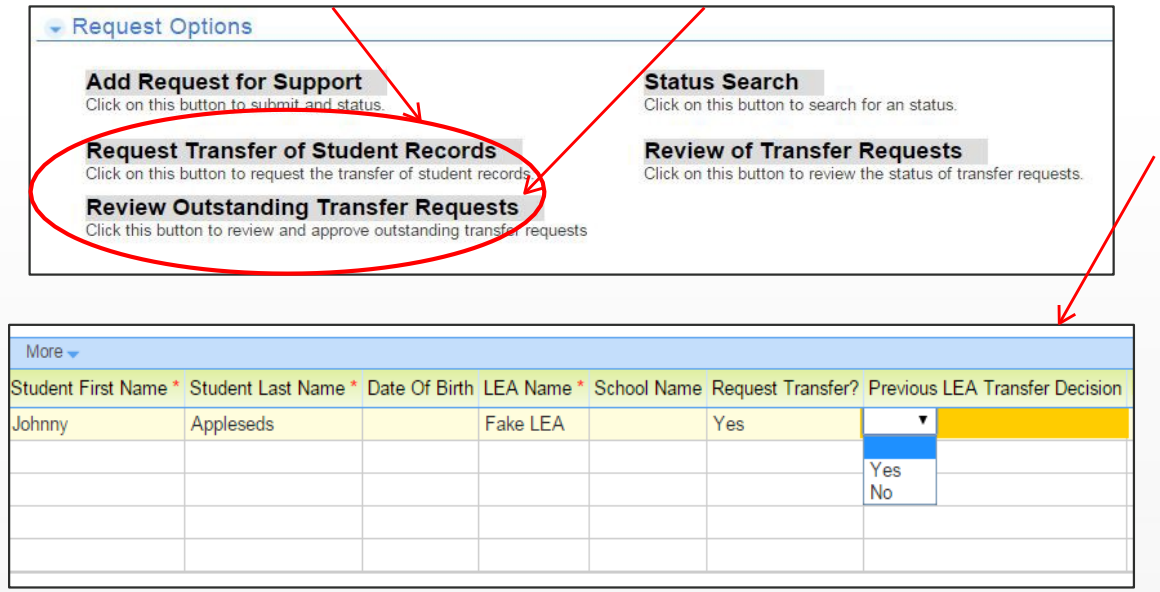


Transfer of Special Education Records

Criteria	Records Transfer Process
• **Stage 5 enrollment** (attending new LEA)	Upon student's first day of attendance, OSSE will **initiate records transfer.** If initiated by 5 p.m., records will be available on the second business day.
• **Stage 4 enrollment** (registered in SIS) • **My School DC** LEA matches LEA in SEDS	OSSE will **initiate records transfer.** If initiated by 5 p.m., records will be available on the second business day.
• **Stage 4 enrollment** (registered in SIS) • LEA **does not participate** in My School DC , **OR** • My School DC LEA **does NOT match** LEA in SEDS	**LEA SPED POC requests records transfer using OST, and former LEA confirms transfer request in OST.** OSSE transfers records over within two business days.
	If new or former LEA is nonresponsive, **OSSE will initiate records transfer on fourth day of student remaining in Stage 4.** If initiated by 5 p.m., records will be available on fifth business day. In the case of **duplicative enrollment,** the records will be sent to the LEA who **most recently registered** the student in their Student Information System (SIS).

OSSE Support Tool

- Student records transfer will follow an automated process for 2022-23.
- **No approval** required from previous LEA.
- **Only** use this process in the event automated transfers do not occur.



Transportation Updates

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

Key Operational Processes

Category	Description	Owner
Data submissions	Submit school start and end dates in EschoolPlus and then send detailed calendar information to dot.data@dc.gov for routing purposes	LEA
	Submit student transportation forms via IDS	
Transportation Preparation	Activities include data verification, system configuration data transfers, routing development, QA process, route assignments, practice routes, parent/LEA/school communication, etc.	OSSE DOT

- **Certification deadline: Extended School Year (ESY) 2022 Transportation Request Forms(TRFs and ESY calendars are submitted by first Monday in May**

- **Certification deadline: SY22-23 (TRFs and SY calendars are submitted by first Monday in June)**

- LEAs data submissions should be no less than 20 business days (4 weeks) prior to their first day of school
- The Support Team can be reached M-F between 9 a.m.-5 p.m. at (202) 576-5520 or email DOT.data@dc.gov

New Students to Your LEA

- LEAs receive new students who are eligible for and require transportation services.
- Students appear in SEDS based on students' former LEA actions and whether they hold an ESY program.
- LEAs can utilize 2022-23 School Year Early Access to Students with Disabilities Data Application in Qlik to prepare and submit a Transportation Request Form (TRF)

New Students to Your LEA

- OSSE DOT processes TRFs that are received 10 or more business days prior to the first day of school.
- All other TRFs are processed on a rolling basis.
- OSSE DOT will reimburse LEAs for providing transportation services if appropriate.
- Information regarding the LEA Reimbursement Program can be found here.

To Pause or Resume Transportation Service

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

IDS Training Dates for SY 22-23

Training details are listed below:

- Training Location: Online IDS 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* IDS Training registration
- Training Time: **10-11 a.m.**
- Dates:

8/10/22	**8/17/22**	**8/24/22**
9/14/22	**9/21/22**	**9/28/22**

The Support Team can be reached M-F between 9 a.m.-5 p.m. at (202) 576-5520 or email DOT.data@dc.gov

Announcements and Reminders

DAR Reminders

Next NGA Meeting

Thursday, Aug. 25, 2022

1-3 p.m.

Topics will include:

Alternate Assessment Eligibility Process

Alternate ACCESS Field Test

WIDA Screener Information

A full agenda will be shared prior to the meeting. You can register for the August NGA meeting here.

Asaad Fulton
Assessment Specialist, Special Populations

Asaad.Fulton@dc.gov
(202) 899-6141

Coursework + Micro-credentials

- **Coursework**: Four asynchronous courses consisting of self-paced modules in OSSE's new LMS. Earn two PLUs for each module, up to 32 total PLUs (16 modules total).
- **Micro-credentials:** Upon completion of courses, participants can earn two micro-credentials through on-the-job summative assessment activities.
- **Target Audience:** Open to all pre-K through grade 12+ educators, including general and special education teachers, staff and school leaders, serving in DC LEAs.

Special Education Endorsement Recovery Initiative (SEERI)

- Opportunity to obtain a special education endorsement add-on to existing OSSE standard teacher credential.
- Earn a **$1,500 stipend**, plus OSSE will waive the fees for the Praxis Exam and ECIS 2.0 application for the endorsement credential.
- **Requirements:** Completion of the Foundations of Special Education series (16 modules) and associated micro-credentials, pass the Praxis Exam, and apply for the endorsement in ECIS.

Submit an interest form to join the fall 2022 cohort.

Foundations of Special Education

Centered on key knowledge and skills needed to serve students with disabilities.

OSSE Professional Learning Opportunities

- *Coursework*
- *Micro-credentials*
- *Endorsement add-on to teacher credential*

Special Education Law Training Modules

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

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

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

LEA Individualized Special Education Supports

Opportunity Consulting's special education experts are available to answer questions on a range of topics, including:

- Individualizing lesson plans and accommodations
- Implementing student support strategies
- Meaningfully communicating with families
- Correcting noncompliant practices within the LEA
- Engaging in data-informed decision making in the instructional design process
- Consistently implementing SEA and LEA policies with fidelity

To request this support, send your inquiries to DCSPED@opportunityconsulting.com, or leave a message in the voicemail box at (800) 674-3470, and a consultant will get back to you within 72 hours. Do not send student personally identifiable information (PII) to the email or voicemail box.

Next SPED POC Webinar

Wednesday, Sept. 21, 2022

Please register to attend here.

Complete our Survey

Please provide your feedback on the August 2022 SPED POC

Webinar:

www.surveymonkey.com/r/D88M6L8

IDEA Performance & Planning (P&P) Qlik App

Purpose and Structure of Qlik P&P

Purpose

- Tool available to LEAs to assist with managing special education timeliness data quality and compliance. Allows LEAs:
  - Access to data without having to submit a data request to OSSE
  - Track own improvement over time
  - Replacing the P&P that was available through Enterprise Reports in SLED

Data Elements

- Reflects on past timeliness data and identifies students have overdue or upcoming events for:
  - C to B Timeliness (APR Indicator 12)
  - Initial Evaluation Timeliness (APR Indicator 11)
  - Re-evaluation Timeliness (Special Conditions)

Structure of the Qlik P&P

Four sheets per metric:

1. Planning Summary (School & LEA Level) – current year
2. Planning (Student Level) – current year
3. Performance Summary (School & LEA Level) – prior three years
4. Performance (Student Level) – prior three years

Re-evaluation Timeliness

- Business rules align with Special Conditions: Of students with existing eligibility, what percent have re-eligibility determinations within three years?
- Exclusions
  - Untimely and not enrolled on due date
  - Insufficient enrollment: Untimely and enrolled in the LEA for fewer than 55 days during the 60-day window prior to due date
    - For students with fall due dates, at least 20 calendar days of stage five enrollment in current school year, plus 55 total stage five enrolled days from April 15 or later in the prior school year at the same LEA (combined with days in current school year)
  - Over-age
  - Students with negation events prior to due date (parental consent denial, non-eligibility determination) – not included in application
- Target: 100%

C to B Transition Timeliness

- Business rules align with APR Indicator 12: Of students transitioning from Part C to Part B, what percent have an IEP created by their third birthday?
- Exclusions
  - Ineligible for Part B
  - Parental Delay (will not show as an exclusion in the planning sheets due to manual review)
  - Parental consent denial
  - Extended IFSP
- Target: 95%

Initial Evaluation Timeliness

- Business rules align with APR Indicator 11: Of students with referrals for initial evaluations, what percent are completed within 60 days of parental consent?
  - Timeline is within 60 days of referral for out-of-state transfers
- Exclusions
  - Untimely and not enrolled on due date
  - No parental consent
  - Untimely and enrolled in multiple LEAs during 60-day window
  - Timely referral discontinuation or parental consent denial
- Target: 100%

LRP's Direct Step Training

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
	Sharon Powell, Nonpublic Monitoring Team	Sharon.Powell@dc.gov
Evidence-Based Practice	Anika Harris, Professional Development Specialist	Anika.Harris@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	Asaad Fulton, Assessment Specialist, Special Populations,	Asaad.Fulton@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 Integrated Data System (IDS) to receive official OSSE communications targeted to their role. Contact your LEA Data Manager to add your name and email to the IDS 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.