



Office of the State Superintendent of Education

SY 24-25 SPECIAL EDUCATION NEWSLETTER

June Issue | June 9, 2025

ROLES & RESPONSIBILITIES OF YOUR LEA SPECIAL EDUCATION POINT OF CONTACT (LEA SPED POC)

Closing Out the 2024-25 School Year

In preparation for the closeout of the 2024-25 school year, Local Education Agency Special Education Points of Contact (LEA SPED POCs) should support the following activities:

- Conducting reevaluations, annual individualized education program (IEP) reviews, and IEP meetings that are due over the summer;
- Finalizing documents in Special Programs and submitting transportation request information in the Integrated Data Submission (IDS) Tool;
- Completing any other necessary documentation in relevant data systems;
- Identifying POCs who are available over the summer to respond to records requests and attend transition conferences for children transitioning from early intervention services (DC Strong Start);
- Reviewing enrollment for the 2025-26 school year to inform staffing capacity, design training, develop calendars, and prepare for service provision; and
- Coordinating with other LEA POCs to ensure appropriate and accurate submission of data, including staff information.

Start of School 2025-26 School Year

In August, OSSE will provide LEAs with a **Start of School Special Education Newsletter** with information pertinent to all LEA SPED POCs, including:

- Updates and reminders regarding SPED POC roles and responsibilities;
- Policy and guidance;
- Data systems;
- Monitoring activities; and
- Nonpublic placement processes.

SPECIAL EDUCATION GUIDANCE

Extended School Year (ESY) Obligations for Students Transferring from Closing Charters

Consistent with OSSE's [Charter School Closure Policy](#), if a student is transferring from a closing or closed public charter school, and the closed school is not providing ESY services, the new LEA is responsible for providing ESY services as a comparable service. OSSE's [Special Education Policy Bulletin: Extended School Year \(ESY\) Services \(April 2021\)](#) provides further guidance and clarifications on these obligations, including information on access to student records to facilitate the submission of transportation request forms (TRFs) for students eligible for ESY-related transportation. For questions, please contact Christie Weaver-Harris at Christie.Weaver-Harris@dc.gov.

ACCESSING SPECIAL EDUCATION DATA SYSTEMS

Early Access to Students with Disabilities Data Qlik Application Now Available

The Early Access to Students with Disabilities Data Application, available in [Qlik](#), provides timely and appropriate student-level special education data to help LEAs plan and prepare to meet the needs of students with disabilities including current students and students who are pre-enrolled in, but not yet attending, the LEA. LEA SPED POCs are encouraged to leverage data and information in the application to support planning and decision making for the 2025-26 school year.

Special Programs End of Year Reminders

Finalize draft documents: Users are reminded that all draft documents must be finalized in Special Programs prior to the system switchover to the 2025-26 school year, including progress reports. Any documents in "Draft" status will not populate if a student transfers between LEAs.

Clean up your LEA's All Staff Data Collection submission: LEA Special Education POCs may want to collaborate with LEA Data Managers to ensure the accurate submission of current staff information in the All Staff Data Collection. This includes removing all non-returning staff and adding new staff to ensure appropriate access to data systems, including Special Programs.

Special Programs Pro-Tip: Page Numbers

OSSE has heard concerns from users that printed documents in Special Programs do not have page numbers. To add page numbers to a final document, use print settings to add headers and footers. This will add a web link and page numbers to the bottom of the document, which can then be printed as a hardcopy or saved as a PDF.

Special Programs Profiles

Profile Editing Reminder: Please remember that the majority of profiles are populated by finalized documents. OSSE has been receiving questions on how to edit two profiles in particular. The IEP Services Part B profile displays the IEP services that are documented in the IEP document. If a service needs to be updated, the users should create an IEP amendment. The only change in services that does not require an amendment is when a SPED Coordinator adjusts the provider for a service.

The Referral Part B profile is populated by finalized Referral, Parent Acknowledgement Letter, Reasonable Efforts to Obtain Consent, Consent for Initial Evaluation/Re-evaluation, Referral Feedback, and Final Eligibility Determination Report. Once the document is finalized, the profile is populated. These documents should be finalized within a timely manner.

For more information on the process for both of these profiles, please register for the following trainings in LMS:

- Special Programs Documenting Referral and Eligibility
- Special Programs IEP

Profile Releases: On June 2, 2025 OSSE will release two profiles for view. The Plan History Part B profile displays a historical view of student IEP, Comparable Service Plan and/or 504 Plan. Any new plan or amendment to existing plan will create a new line to document student history. The Eligibility History Profile displays a historical view of eligibility determination date, eligibility outcome and applicable due date following a determination. Any new determination instance will populate on the profile as a new line to document student history.

Special Programs Reports: Requirements for Ages 3-5

Special Programs Reports: Reports for Ages 3-5			
	Subclass I: Child Find	Subclass III: Initial Evaluation and Reasonable Efforts to Obtain Parent Consent	Subclass IV: Part C to B Transition
Standard Report Description	Student-level events and enrollment data for eligible three through five-year-olds who have received all prescribed related services and	Student-level events and compliance data of students under the age of 6 on the date of referral, who:	Student-level data of students who were referred from Part C to Part B through a transition conference invitation and whose third birthday is during

	specialized instruction within a given month.	<ul style="list-style-type: none"> Received an initial, out of state, or C-to-B special education referral, and Whose initial eligibility determination deadlines fall within July 1 – June 30 of the reporting year. 	July 1 - June 30 of the reporting year.
Advanced Report Description	Advanced reports provide key performance indicators (KPIs) for your LEA on the individual measures, reflect aggregate data, and are a measure of your LEA's special education system health.		
Special Programs Guidance on Reports	Guidance on each report is included in the Special Programs system: <ol style="list-style-type: none"> Log into Power School Navigate to the help button at the top right corner of the screen. Select "State Held" Select "OSSE Part B" from the left-hand menu Select Standard reports or Advanced Reports in the submenu. Select the specific report within the sub menus. 		
Special Programs User Role Security Groups	<p>The following LEA-level security groups have access to Standard and Advanced Reports: Case Manager, LEA Special Education Coordinator, LEA Early Childhood Transition Coordinator, and LEA Data Administrator.</p> <p>The following school-level user groups have access to only Standard Reports: School Special Education Coordinator and School Data Administrator.</p>		
LEA Self-monitoring	<ul style="list-style-type: none"> Evaluate the percent of eligible students in relation to the <i>DL v. DC</i> compliance metric for your LEA of 12%. Monitor student-level eligibility 	<ul style="list-style-type: none"> Monitor upcoming timelines and evaluate compliance with eligibility determination timeliness requirements. Evaluate your LEA's practices 	<ul style="list-style-type: none"> Evaluate compliance with Part C to Part B transition requirements. Monitor student-level compliance with timeliness metrics and

	<p>outcomes and service provision.</p> <ul style="list-style-type: none"> Evaluate LEA child find rates to inform your LEA's referral practices and eligibility determinations. <p>Reminder: Per <i>DL v. DC</i>, at least 12% of your LEA's enrolled 3–5-year-old children must be eligible in special education and receive applicable related services. The District must meet 8.5% of eligible 3-5-year-old children. It is OSSE's expectation that your LEA to meet 12% to ensure District-wide compliance.</p>	<p>to improve timely completion of reasonable efforts to obtain parent consent, evaluation practices, and timely completion of eligibility determinations.</p> <p>Reminder: Per <i>DL v. DC</i>, at least 95% of 3–5-year-old children referred for Part B services must receive a timely eligibility determination.</p>	<p>service provision.</p> <ul style="list-style-type: none"> Evaluate LEA practices to improve timely completion of initial evaluations and service provision. <p>Reminder: Per <i>DL v. DC</i>, at least 95% of Part C participants that are referred to Part B must receive a smooth and effective transition as indicated by having an IEP by their third birthdays and timely provision of any prescribed related services and specialized instruction.</p>
OSSE Monitoring	An identification rate below 12% may result in targeted technical assistance and/or corrective action.	A timeliness rate below 95% percent may result in targeted technical assistance and/or corrective action.	A rate below 95% percent may result in targeted technical assistance and/or corrective action.

OSSE'S ANNUAL MONITORING ACTIVITIES

Upcoming Monitoring

Over the next several months, OSSE will monitor the following compliance indicators:

Monitoring Activity	Reporting Requirement	Date Monitoring to Begin	Timeframe for Data Reviewed
Initial Evaluation	US Department of Education (USED) Annual Performance Report (APR)	July 2025	July 1, 2024 – June 30, 2025
C to B Transition	USED APR	August 2025	July 1, 2024 – June 30, 2025

OSSE issues and tracks the closure of all Individuals with Disabilities in Education Act (IDEA) findings of noncompliance in DCCATS. The following reports are currently in open

status in DCCATS, which means LEAs must complete both prong 1 and prong 2 to ensure timely correction of noncompliance within the 365-day timeline. Findings of noncompliance that are not corrected by the prong 2 due date listed below will be considered longstanding noncompliance and will be calculated into LEAs Special Education Performance Report (SEPR) measures.

Report Name	SY in DCCATS	Date of Notification	Prong 1 Due	Prong 2 Due
Reevaluation Student Noncompliance SY 2023-24	2023-24	June 25, 2024	Sept. 23, 2024	June 25, 2025
Secondary Transition Student Noncompliance SY 2023-24	2023-24	June 25, 2024	Sept. 23, 2024	June 25, 2025
LEA Monitoring: Student Noncompliance 2023-24 *	2023-24	June 2024	September 2024	June 2025
Initial Evaluation Student Noncompliance SY 2023-24	2023-24	Aug. 12, 2024	Nov. 10, 2024	Aug. 12, 2025
C to B Transition Noncompliance (SY 2023-24)	2023-24	Dec. 18, 2024	March 18, 2025	Dec. 18, 2025

* *Applicable only to LEAs selected for Compliance & Continuous Improvement (CCI) Monitoring during SY 2023-24 or SY 2024-25.*

UNPACKING YOUR LEA'S SPECIAL EDUCATION PERFORMANCE REPORT (SEPR)

2025 SEPR

In August, OSSE will issue each LEA its Federal Fiscal Year (FFY) 2023 SEPR in the [SEPR Quickbase Application](#). Additionally, OSSE will email directions to all LEA leaders and SPED POCs for how to do the following:

- Instructions for navigating the SEPR application in Quickbase;
- Dates and times your LEA can attend optional office hours to review your SEPR with OSSE representatives;
- Options and timelines to appeal your LEA's SEPR results; and
- Timelines for the public posting of all SEPRs.

OSSE will provide Quickbase access as well as SEPR-related email communications to all LEA leaders and LEA SPED POCs designated in [OSSE's Integrated Data Submission \(IDS\) tool](#).

For questions about SEPR, please contact Karen Morgan-Donaldson at Karen.Morgan-Donaldson@dc.gov or (202) 724-7803.

Special Education Technical Assistance and Training

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 POCs within the Office of Special Education.

Topic	Point of Contact	Email/Phone	Book Office Hours
Policy			
Policy & Guidance	Christie Weaver-Harris, Special Education Policy Team	OSSE.DSEpolicy@dc.gov	Special Education Policy Office Hours
Parent Support & Engagement	Jasmine Fleming, Special Education Policy Team	Jasmine.Fleming@dc.gov	N/A
IDEA Monitoring and Compliance			
IDEA Monitoring & Compliance	Karen Morgan-Donaldson, IDEA Part B Monitoring and Compliance Team	Karen.Morgan-Donaldson@dc.gov	Special Education Monitoring & Compliance Office Hours
Part B Correction of Noncompliance	Debra Melville, IDEA Part B Monitoring and Compliance Team	Debra.Melville@dc.gov	Compliance Office Hours
Part C to B Monitoring and Compliance	Sarah Peisch, IDEA Part B Monitoring and Compliance Team	Sarah.Peisch@dc.gov	Part C to B Monitoring Office Hours
Nonpublic Placement			
Nonpublic Placement	Katie Reda, Placement Oversight Unit	Katie.Red@dc.gov	Special Education Placement Office Hours
Nonpublic Monitoring and Compliance			

Nonpublic Monitoring & Compliance	Sharon Powell, Nonpublic Monitoring and Compliance Team	Sharon.Powell@dc.gov	N/A
State Complaints			
State Complaints	Kirstin Hansen, State Complaints Team	Kirstin.Hansen@dc.gov	State Complaints Office Hours



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