 **Agenda**

- C-to-B Transition Requirements Overview
- Tracking the First Provision of Specialized Instruction
 - Background and Data Reporting
 - Applicable Student Populations
 - Documentation Process
 - Specialized Instruction Tracking Form
 - Documentation in the Special Education Data System (SEDS)
- LEA Implementation Supports
 - Unified Data Errors and Direct Outreach
 - Resources

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 **C-to-B Transition Requirements Overview**



C-to-B Transition Overview

Under the Individuals with Disabilities Education Act (IDEA), LEAs shall ensure a smooth and effective transition of children from IDEA Part C early intervention services to IDEA Part B preschool special education and related services, including ensuring that:

- 1) The LEA participates in transition planning conferences, as appropriate;
- 2) The LEA develops an individualized education program (IEP) by the child's third birthday; and
- 3) The LEA implements the IEP by the child's third birthday.

34 C.F.R. §300.124

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C-to-B Transition Overview

1) LEA participates in transition planning conferences

- Transition conference invitation sent by DC Strong Start/ Early Intervention Program (EIP) constitutes referral for the purposes of initial evaluation.
- When invited, an LEA must attend the transition planning conference to provide information on the LEA and its programming.
- Reasonable efforts for the purposes of C-to-B transition includes attempting to obtain parental consent for evaluation at the transition conference.

34 C.F.R. §300.124(c)

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C-to-B Transition Overview

2) LEA develops an IEP by the child's third birthday

- This includes:
 - Adhering to the initial evaluation process and timeline;
 - Completion of the eligibility determination; and
 - Development of the IEP, if the child is found eligible for IDEA Part B services.
- LEAs are encouraged to use the data and information provided by DC EIP and the child's parent to inform the initial evaluation process and IEP development.

34 C.F.R. §300.124(b)


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 **C-to-B Transition Overview**

3) The LEA must implement the IEP by the child's third birthday

- All specialized instruction and related services in the child's IEP must be provided by the child's third birthday, in accordance with the following state-established requirements:
 - Specialized instruction must be provided by the child's third birthday.
 - If the child turns 3 on a non-school day, specialized instruction must be provided on the first school day after the child's third birthday (stage 5 enrollment).
 - All related services must be provided at least once within 14 days of the child's third birthday.
 - If the child turns 3 during the summer and the child does not qualify for related services as part of their ESY services, all related services must be provided at least once within 14 days of the first day of school after the summer (stage 5 enrollment). 34 C.F.R. §300.124(b);
34 C.F.R. §300.101(b)

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 **Tracking the First Provision of Specialized Instruction**

 **Specialized Instruction Tracking Background**

- DL v. DC: Class action lawsuit regarding special education services for District children ages 3 through 5 years old
 - Court determined that the District of Columbia violated the IDEA and District law by failing to identify children with disabilities aged 3-5, timely issue eligibility determinations, and smoothly and effectively transition them from Part C to Part B services by age 3.
- The Court ordered the District to comply with specific performance metrics for children ages 3-5 years old:
 - District-wide Child Find rate of 8.5%
 - 95% timely eligibility determinations
 - 95% smooth and effective C-to-B transition

[OSSE's DL v. DC Dear Colleague Letter \(August 2017\)](#)

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Specialized Instruction Tracking Background

Court Ordered Requirements for Specialized Instruction Tracking:

Child Find: "The District shall **record and track when children first receive each service (including special education and related services) required pursuant to an IEP or extended IFSP.**"

C-B Transition: "The District may report that there was **no disruption in services as long as (1) all of the child's special education services begin on the child's third birthday or, if that is a weekend or holiday, on the first school day after the child's third birthday** (which, in the case of a child whose birthday falls during the summer and qualifies for ESY services, will be ESY services). . . ."

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Specialized Instruction Tracking Student Populations

For the 2019-20 school year, LEAs are required to document the first provision of specialized instruction for the following students with disabilities:

- Students under the age of 6, including:
 - 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 only required to document the FIRST provision of specialized instruction, and are not required to document specialized instruction for a student with a disability on an ongoing basis.

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Specialized Instruction Tracking Student Populations

LEAs are not required to document the first provision of specialized instruction 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.

For the 2020-2021 school year, LEAs will not be required to document the first provision of specialized instruction for the following students:

- Students under the age of 6 continuing within the LEA with a current eligibility determination and who have previously received specialized instruction; and
- Students under the age of 6 transferring from another LEA who have previously received specialized instruction.

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OSSE Specialized Instruction Tracking Form

STEP 1: Service provider completes and signs hard copy
Provision of Specialized Instruction Form.

Specialized Instruction Service Receipt

Student Information

Student Name:	State USI:
LEA:	DOB:
Teaching Staff Name:	IEP Date:

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OSSE Specialized Instruction Tracking Form

STEP 1: Service provider completes and signs hard copy
Provision of Specialized Instruction Form.

Service Delivery Information

Initial Service Delivery Date ¹	Delivery Status (check one)	Teaching Staff Type (check one)
	<input type="checkbox"/> Attempted: _____	<input type="checkbox"/> General Education Teacher
	<input type="checkbox"/> Delivered	<input type="checkbox"/> Special Education Teacher

¹LEAs must ensure that students' records are updated in the Special Education Data System (SEDS) within a maximum of five business days from the date of this service. (OSSE LEA Data Management Policy (Revised December 2017))

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OSSE Specialized Instruction Tracking Form

STEP 1: Service provider completes and signs hard copy
Provision of Specialized Instruction Form.

By signing and dating this service receipt, I confirm that all documented direct services are complete and accurate.

Teaching Staff Signature: _____ Date: _____

Special Education Administrator Name: _____

Special Education Administrator Signature: _____ Date: _____

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OSSE Specialized Instruction Logging Wizard

STEP 2: Case manager creates a service log in the Specialized Instruction Logging Wizard.

Available Wizards

- [Progress Report Wizard](#)
- [Service Tracker Wizard](#)
- [Specialized Instruction Logging Wizard](#)
- [Specialized Instruction Group Logging Wizard](#)

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OSSE Specialized Instruction Service Tracker

STEP 2: Case manager creates a service log in the Specialized Instruction Logging Wizard.

Specialized Instruction Logging Wizard (Select Students)

Adriana Test: Specialized Instruction (E.S.Y.)

Jig Twain B Test II: Specialized Instruction (E.S.Y.)

Wesley B Tests: Specialized Instruction (E.S.Y.)

Ethan Five Test: Specialized Instruction (E.S.Y.)

Talia Test: Specialized Instruction (E.S.Y.)

Wesley B Tests: Specialized Instruction (E.S.Y.)

Jig B Test: Specialized Instruction (E.S.Y.)

Vivian Test: Specialized Instruction

Save Group As... Delete Group

(3 available Students)

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OSSE Specialized Instruction Service Tracker

STEP 2: Case manager creates a service log in the Specialized Instruction Logging Wizard.

Add New Service Log Entry (from IEP Meeting: 07/02/2019 Begin: 07/02/2019 End: 07/01/2020) (Student 1 of 10)

Begin/End Date: 07/02/2019 - 06/30/2020 Time Spent: 30 min/day
 Provider: OT RDP 1023 Location: General Education
 Parental Consent to Bill for Medicaid Services: Not on File
 IEP Date: 07/02/2019 - 07/01/2020

Date of Service: * Service Type: *

This is a make-up Service:


Service Delivery:

Duration of Service: Hours: Minutes: * Group Size: *

Comments: *

Update the Database Skip this Student Service

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 **Specialized Instruction Tracking Form Upload**


STEP 5: Go to the Documents tab for each student to verify upload or fax received.

Documents loaded for Address Test (School Year: 2013-2014)

Doc ID	Date Generated	Document	Search	Upload	Doc	Attachment	Batch Attachment	Attachment Cover	Date Received
142387	07/16/2013	Specialized Instruction Cover Sheet	PDF	<input type="checkbox"/>	<input type="checkbox"/>	Specialized Instruction Service Form	<input type="checkbox"/>	<input type="checkbox"/>	07/23/2013
142388	07/16/2013	Specialized Instruction - Service Tracker	PDF	<input type="checkbox"/>	<input type="checkbox"/>	Exp	<input type="checkbox"/>	<input type="checkbox"/>	07/23/2013


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 **LEA Implementation Supports**

 **Error Flags, Monitoring & LEA Support**

- Unified Data Errors (UDE)** – A UDE flag will be generated if specialized instruction is not fully documented in accordance with the proscribed process. Correction will be required, including the following:
 1. Creation of a specialized instruction service log,
 2. Creation of a specialized instruction tracker, and
 3. Upload of the signed Specialized Instruction Tracking Form in the student's SEDS file.
- Monitoring** – OSSE will conduct monthly monitoring of LEA compliance with the specialized instruction service tracking requirement. Upon identification of an LEA's failure to complete the student record, OSSE will:
 - Connect directly with LEA Special Education Points of Contact (LEA SE POCs) and heads of school to correct student files in SEDS, and
 - Provide targeted support to address LEA barriers to compliance.


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 **Resources – Child Find and C-to-B Transition**

Child Find and Initial Evaluation Resources
<https://osse.dc.gov/page/child-find-and-initial-evaluation-resources>

- Specialized Instruction Tracking Form (also available in the Documents section of the SEDS homepage)
- Dear Colleague Letter Regarding Specialized Instruction Service Delivery
- Dear Colleague Letter Regarding DL v. DC
- Model Child Find Policy
- Turnkey Child Find Training Materials
- Referral and Initial Evaluation guidance documents
- Parental Delay Analysis Review Protocols

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 **Resources – Special Education**


OSSE Special Education Law and Regulations:
<https://osse.dc.gov/service/special-education-laws-and-regulations>

- Policy Notices, Hearings, and Comments (including proposed regulations)

OSSE Special Education Policy:
<https://osse.dc.gov/service/specialized-education-local-policies>

- OSSE Early Childhood Transition Policy
- OSSE Early Childhood Transition Guidelines

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 **OSSE Points of Contact**

- OSSE Part B Special Education Policy: Christie Weaver-Harris (Christie.Weaver-Harris@dc.gov)
- SEDS Questions: OSSE Support Tool (OST) or your Data Liaison
- DC Early Intervention Program (EIP/ Strong Start) Director: Andres Alvarado (Andres.Alvarado@dc.gov)
 – DC EIP Hotline: (202) 727-3665
- IDEA Part B Section 619 (children ages 3-5): Dr. Margareth Legaspi (Margareth.Legaspi@dc.gov)

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Thank you for your participation!
