



LEA Special Education Point of Contact Monthly Webinar

Sept. 21, 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 Reminders
- Transportation Updates
- Nonpublic Announcements and Reminders
- Announcements and Reminders



Policy Reminders and Updates

- 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 and training opportunities are available on the [Chapter 30 Resources](#) page.

NEW! Chapter 30 Special Education Regulations

Effective July 1, 2022



New Special Education Policy Bulletins

Over the summer, OSSE issued four new policy bulletins intended to clarify existing LEA obligations related to specific topics of interest:

- [Special Education Policy Bulletin: Students Exiting Special Education Services \(July 2022\)](#)
- [Special Education Policy Bulletin: IDEA Obligations for Adult-Serving Public Charter School Programs \(July 2022\)](#)
- [Special Education Non-Regulatory Guidance: Flexibilities for Completing Special Education Evaluations \(July 2022\)](#)
- [Special Education Non-Regulatory Guidance: Compensatory Services Due to COVID-19 \(July 2022\)](#)

All special education policy bulletin and guidance documents are available on OSSE's [Special Education Local Policy Guidance](#) page.

Non-Regulatory Guidance: Compensatory Services

- Individualized education program (IEP) teams must make individualized determinations as to whether compensatory services are needed to address lapses in services.
- IEP teams may consider a variety of factors, including:
 - The frequency and duration of missed specialized instruction and related services;
 - Whether the services that were provided were appropriate to meet the student's needs;
 - The student's present levels of performance;
 - The student's previous rates of progress or demonstrated regression; and
 - Any other relevant factors.
- IEP teams determine the type, amount, frequency, duration and location of compensatory services to be provided by qualified personnel.

Non-Regulatory Guidance: Compensatory Services

- LEAs must document decisions and issue prior written notices (PWNs) as appropriate.
 - LEAs and IEP teams may determine documentation processes, but IEPs should not be amended to account for additional compensatory services.
- As integral members of the IEP team, parents must participate meaningfully in the decision-making process and receive notice of decisions related to compensatory services eligibility.
- Parents who disagree with an IEP team decision related to compensatory services may exercise procedural safeguards.
 - Parents must file a due process complaint within two years of when they knew or should have known about the alleged IDEA violation (e.g., the decision of the IEP team related to compensatory services).

Reminder: 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 the following students:

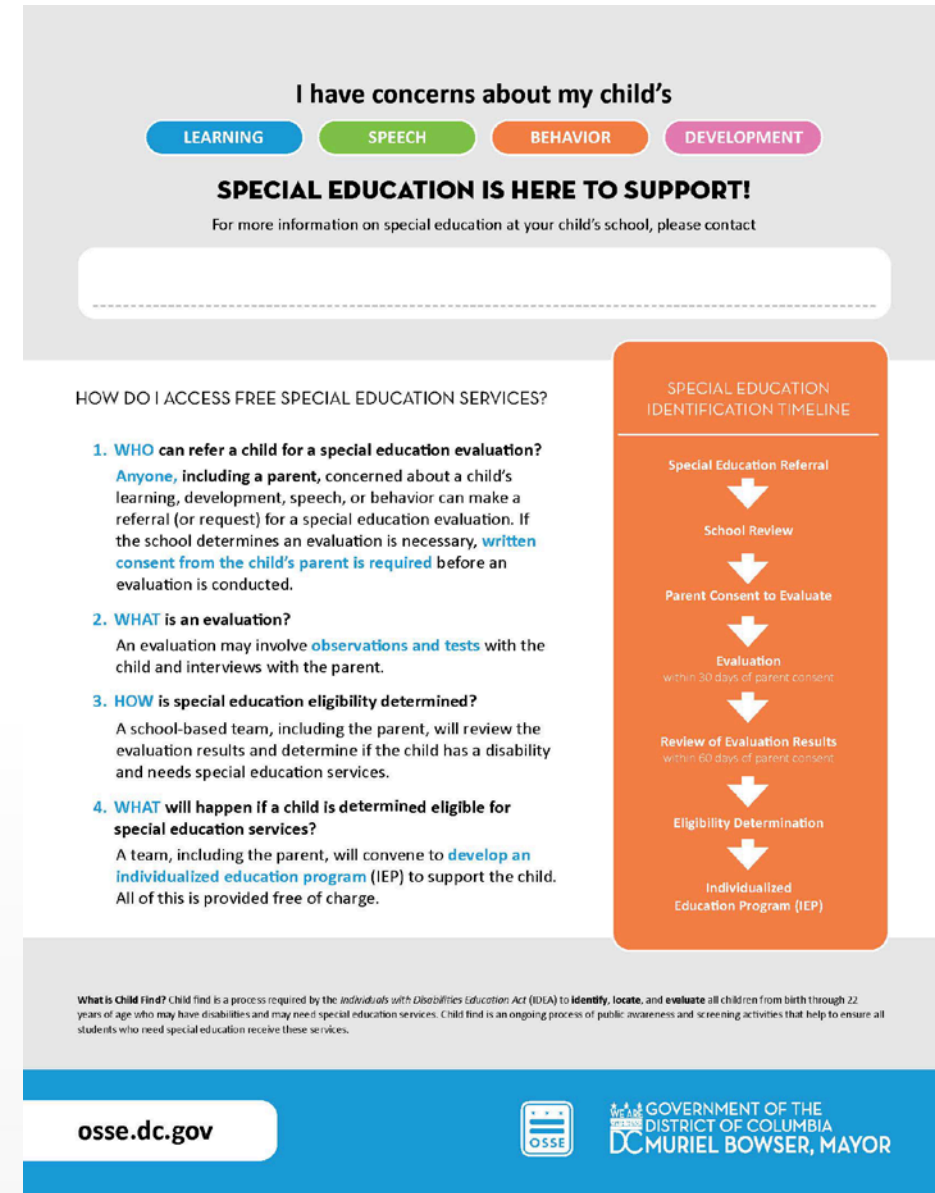
- Students at/around age 3 transitioning from Part C;
- Students at/around age 4 transitioning from an Extended IFSP; and
- Students ages 3-5 newly determined eligible for special education, including children for whom specialized instruction was added to a Speech-only IEP and children transferring from 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.

Child Find Model Poster

- OSSE provides a model poster for LEAs to use in school buildings as part of public awareness activities in support of Child Find obligations.
- LEAs may download a printable version of the poster on OSSE's Child Find and initial evaluation website, available at osse.dc.gov/page/child-find-and-initial-evaluation-resources.





Monitoring and Compliance Reminders and Updates



Special Education Performance Report (SEPR) Release

Theory of Action for Accelerating Student Progress

IF WE...

- Set **clear and high expectations** for focusing on outcomes for students with disabilities;
- Strengthen the **capacity and commitment of the District's leaders and teachers** to educate students with disabilities;
- Enable **timely and appropriate identification and placement** of students into the least restrictive, general education settings;
- Expand **access to actionable information** and data for families, educators, and leaders;
- Establish **school-wide systems of support**

...THEN WE WILL...

- Increase the quality of specialized instruction;
- Increase the attendance of students with disabilities;
- Increase the availability and use of the placement continuum within LEAs;
- Decrease unnecessary disciplinary practices;

...AND ULTIMATELY...

- Accelerate academic outcomes for students with disabilities.

Our new Special Education Performance Report is a core component of our Special Education Roadmap.

Set Clear & High Expectations	STAR Framework Refinements	Results-Based Accountability System for Special Education	Nonpublic Education Transparency & Accountability
Strengthen Staff & Leader Capacity	SPED 101 Microcredential	Inclusive Leadership Cohort	Licensure Improvements for Gen Ed & SPED Educators
Promote Appropriate Identification & Placement	Improved Support through Early Intervention	Strengthened Supports & Monitoring for C to B Transition	Enhanced Regulations & Guidance for Part B
Establish School-Wide Systems of Support	Academic & SEL Support through Tiered Systems of Support	Expanded Mental Health Resources	Capacity-Building to Address Trauma
Address Recovery Needs	Compliance Support through Technical Assistance	Actionable Resources for Continuous Education	Data to Inform Recovery
Expand Access to Actionable Information & Data	Strengthened Data System	Expand Access to Information for Families and Students through a Family Resource Center	

Adapting our Framework

OSSE's new approach to monitoring, identification, and support for special education will **incentivize outcomes for students** as well as **compliance with federal and local expectations**.

Previous: Compliance Focused

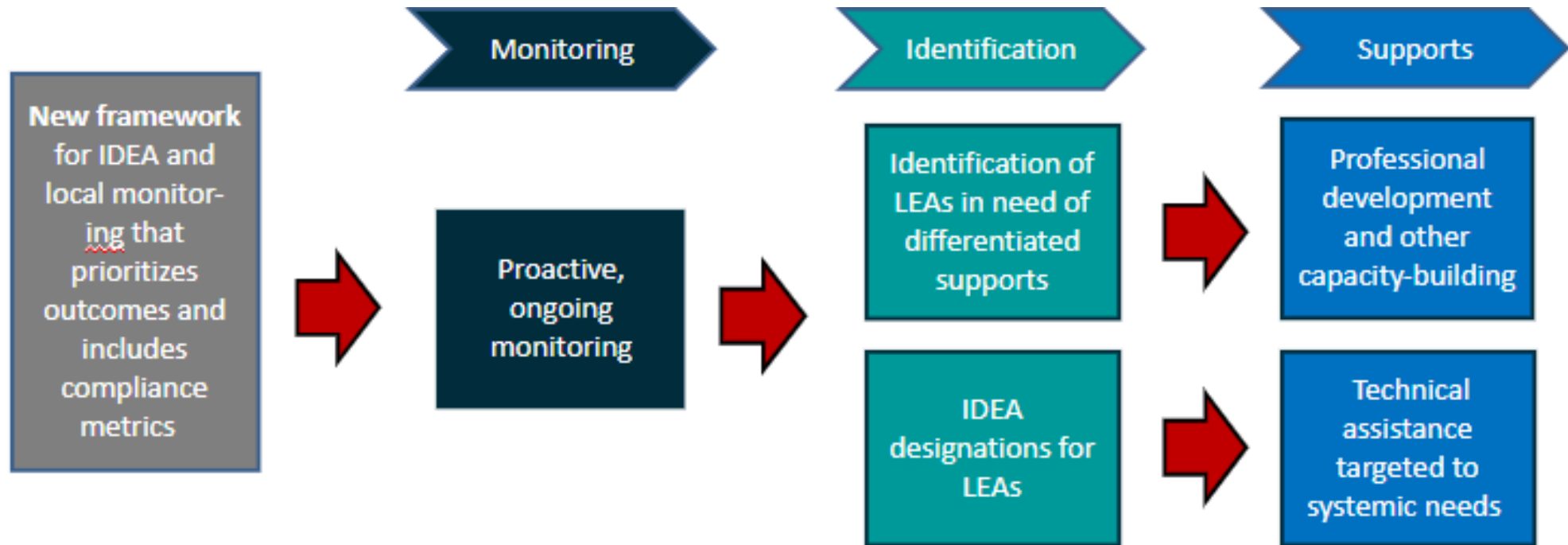
- Evaluated each LEA's performance on key special education requirements and priorities to ensure LEA compliance and accountability.

New: Outcomes Focused

- **Prioritizes metrics focusing on outcomes and practice for students with disabilities**, e.g., graduation, discipline, education environment
- Continues to measure federally and locally required measures related to timeliness and documentation of key steps in the special education process

Aligning Monitoring and Supports

Transition to a more **coherent and outcomes-oriented system** of identification with aligned monitoring and supports that are **responsive to the LEA's needs**.



SEPR: A Breakdown

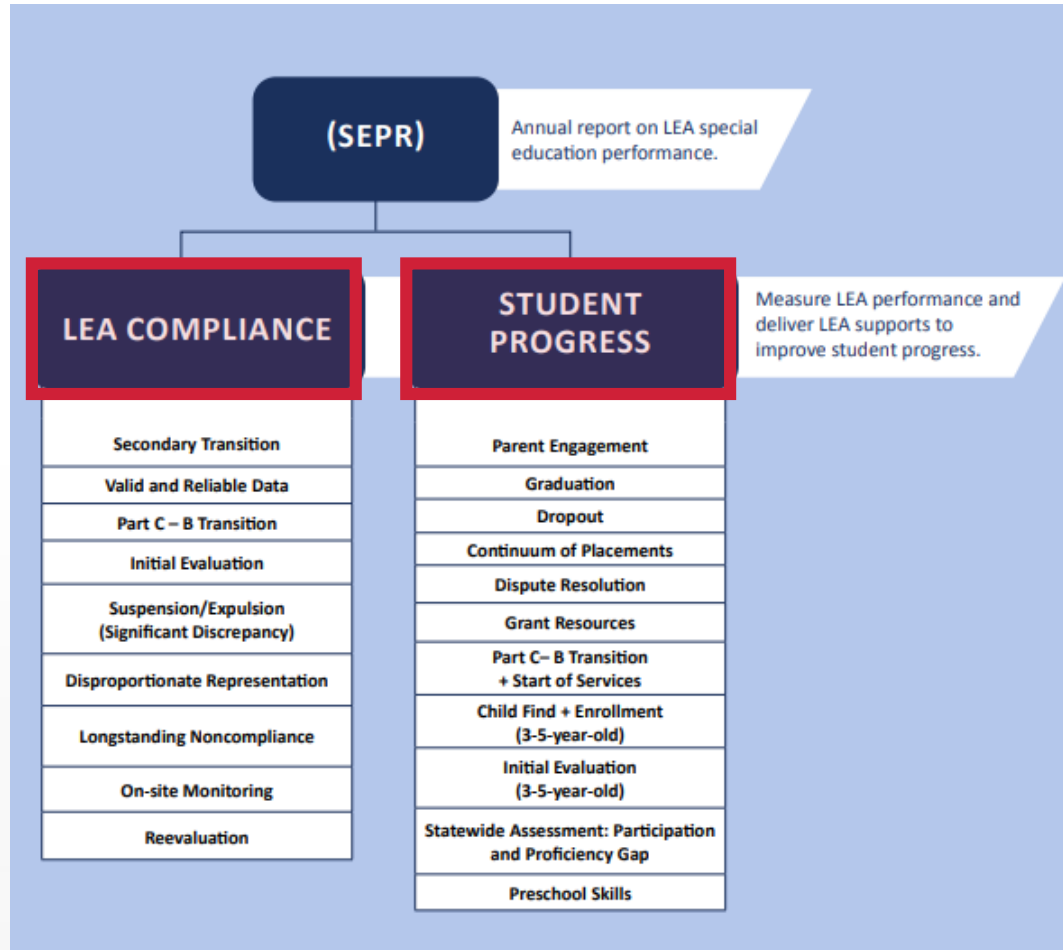


Three Sections of the Report

1. Overview of Measuring Performance
2. SEPR Measures at a Glance
3. LEA SEPR Report

[OSSE's SEPR Report](#)

Overview of Measuring Performance



- LEA Compliance – LEA Performance on annual IDEA compliance measures
- Student Progress – LEA performance on key student progress measures and improved capacity to service students with disabilities

SEPR Measures at a Glance: State Level

MEASUREMENT	DESCRIPTION	STATE TARGET FFY 2020	STATE DATA FFY 2020	TARGET MET?	DATA SOURCE
LOCAL EDUCATIONAL AGENCY (LEA) COMPLIANCE					
Valid and Reliable Data	Timeliness of LEA's valid and reliable data submission to state education agency (SEA) for inclusion in State data submissions.	100%	n/a	n/a	IDEA program and grant monitoring
Initial Evaluation	Rate of timely initial evaluation.	100%	63.09%	N	State special education data system
Secondary Transition	Percent of students age 16 and older with appropriate measurable postsecondary goals.	100%	65%	N	IDEA program monitoring
Significant Discrepancy in Suspension/Expulsion	Significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for children with individualized education programs (IEPs) due to inappropriate policies, procedures or practices.	0%	0%	Y	LEA self-reporting, Enrollment Audit & Child Count

LEA SEPR Report: Summary

Special Education Performance Report (SEPR): [LEA NAME]

OSSE SUPPORTS FOR THE LEA IMPROVEMENT	
Leading	LEAs scoring at this tier show high rates of compliance and quality service delivery to students. LEAs require supports to expand systems. (e.g., Expanding school-wide model for Child Find)
Building	LEAs scoring at this tier are approaching compliance and quality service delivery to students. LEAs require data informed planning to improve educator and systems capacity. (e.g., Self-assessment + plan to offer expanded general education support strategies)
Emerging	LEAs scoring at this tier require supports to improve both compliance and quality service delivery to students. LEAs require educator capacity building through intensive training and implementation supports. (e.g., Guided review of LRE data + training to build and improve continuum supports)

LEAs receive partial point values for each state target met. LEAs are measured only in areas applicable to their LEA.

The following measures identified with a “D” are incorporated into the LEA’s annual IDEA annual Part B Determination. These measures account for 27 points of the overall SEPR total points.

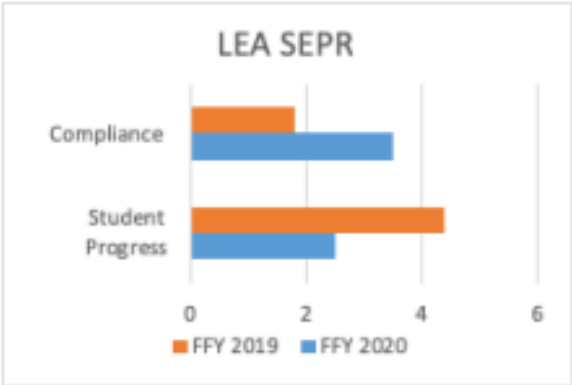
PERFORMANCE AREA	LEA % OF POINTS EARNED	WEIGHT	PERFORMANCE AREA POINTS EARNED
Student Progress		65 points (D = 11 x 2)	
LEA Compliance		35 points (D = 16 x 2)	
Total	X/100 (Leading/Building/Emerging)		

LEA SEPR Report: LEA Level Data

MEASUREMENT	DATA YEAR	STATE TARGET FFY 2020	STATE DATA FFY2020	LEA DATA	LEA MET STATE TARGET? (Yes/No)	POINTS EARNED
LEA COMPLIANCE						
Valid and Reliable Data (D)		100%	n/a			D = 3 max
Initial Evaluation (3-22-year-old) (D)		100%	63.09%			D = 2 max
Secondary Transition (D)	2020-2021 SY	100%	65%			D = 2 max
Significant Discrepancy in Suspension/Expulsion (D)		0%	0%			D = 1 max
Disproportionate Representation (race/ethnic group) (D)		0%	0%			D = 1 max
Disproportionate Representation (disability category) (D)		0%	2.33%			D = 1 max
Longstanding Noncompliance (D)		0%	n/a			D = 2 max
Part C to B Transition (D)		100%	56.21%			D = 2 max
On-Site Monitoring (D)		100%	n/a			D = 2 max
Reevaluation		100%	76.5%			
STUDENT PROGRESS						
Parent Engagement		89%	77.89%			

LEA SEPR Report: A Data Comparison

SPECIAL EDUCATION PERFORMANCE REPORT (SEPR)
Federal Fiscal Year (FFY) 2020 (SY 2020-21)



LEA SEPR	ONE YEAR CHANGE
Compliance Requirements	(up/down arrow + #)
Student Progress	
OSSE Supports for Improved LEA Educator and Systems Capacity to Serve Students with Disabilities	

COMPLIANCE REQUIREMENTS
(FFY 2020)

	LEA	SEA	STATE TARGET	PREVIOUS YEAR COMPARISON
Valid and Reliable Data (D)			>/< %	(up/down arrow + #)
Initial Evaluation (D)			>/< %	
Secondary Transition (D)			>/< %	
Significant Discrepancy in Suspension/Expulsion (D)			>/< %	

Where We Are Now and Next Steps

SEPR Activities	
Spring 2022	OSSE solicited stakeholder feedback and incorporated it into the framework.
Summer 2022	OSSE finalizes and delivers SEPR to DC LEAs and families for implementation in SY2022-23.
School Year 2022-23	OSSE will provide technical assistance (TA) on SEPR data collection and reports.
Summer 2023	First SEPR reports made publicly available.

IDEA Part B Monitoring Updates

Timeline	Monitoring and Compliance Activity
September/ October 2022	<ul style="list-style-type: none">• Child Find Monitoring <i>for students ages 3-5</i>• IDEA Equity Requirements• Determinations for Federal Fiscal Year 2020 (FFY20)
January 2023	<ul style="list-style-type: none">• Child Outcome Summary (COS) Monitoring
April 2023	<ul style="list-style-type: none">• Secondary Transition Requirements Monitoring• Reevaluation Timeliness Monitoring
June 2023	<ul style="list-style-type: none">• COS Monitoring
July 2023	<ul style="list-style-type: none">• Initial Evaluation (IEV) Timeliness Monitoring <i>with a focus on students ages 3-5</i>

Child Outcomes Summary (COS)

The COS is a team process for summarizing information related to a child's progress in the following three child outcome areas on a 7-point scale:

- Positive social-emotional skills
- Acquisition and use of knowledge and skills
- Use of appropriate behaviors to meet need

This process is used to measure a child's progress at the beginning and end of their early childhood special education program. It also measures the overall effectiveness of early childhood special education programs as determined by OSSE and the US Department of Education, Office of Special Education Programs (OSEP).

Entry & Exit Data Submission

- LEAs should collect and report entry data for every pre-kindergarten student, with an IEP, within 90 days of the initial receipt of special education services.
- LEAs should collect and report exit data within 60 days prior to a child's exit out of a pre-kindergarten special education program.
- All entry and exit data must be submitted in the DC Corrective Action Tracking System (DC CATS) and should reflect a collection of evidence supporting a child's functional skills and progress in each of the three outcome areas.

COS DATA Checkpoints

OSSE will conduct two data checkpoints during this school year for all children enrolled in a pre-kindergarten program and receiving special education services. These checkpoints will occur on:

- Mid-year checkpoint: Friday, Jan. 20, 2023
- End-of-the-year checkpoint: Friday, June 20, 2023

If you have specific questions about the COS data submission process, you may access available information and guidance documents on the [OSSE website](#) or contact our team at osse.cosfaq@dc.gov.

IDEA Determinations

- Determinations for FFY20 (2020-21) will be issued 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.

IDEA Monitoring and Compliance Resources

**Planning
and
Performance
(P&P)
Qlik App**

**LRP
Special Ed
Connection**

**LRP
DirectSTEP**

**District of
Columbia
Corrective
Action
Tracking
System
(DC CATS)**

osse.dc.gov/page/special-education-monitoring-compliance-and-reports



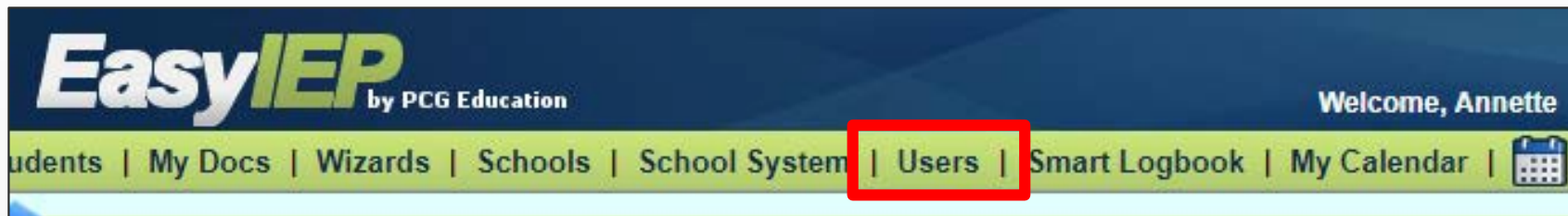
Special Education Data System (SEDS) Reminders

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 users who no longer need access to student files



State Special Education Staff User Accounts

Check All Check None

User Type(s): *
(check none to match all)

<input checked="" type="checkbox"/> Special Education Teacher	<input checked="" type="checkbox"/> Special Education Specialist
<input checked="" type="checkbox"/> Related Service Provider	<input checked="" type="checkbox"/> Occupational Therapist
<input checked="" type="checkbox"/> Special Education Coordinator	<input checked="" type="checkbox"/> Physical Therapist
<input type="checkbox"/> State Data Administrator	<input checked="" type="checkbox"/> Speech/Language Pathologist
<input type="checkbox"/> State Placement Officer	<input checked="" type="checkbox"/> Psychologist
<input type="checkbox"/> Help Desk Support Tier 1	<input checked="" type="checkbox"/> Social Worker
<input checked="" type="checkbox"/> SEC/RSP	<input checked="" type="checkbox"/> Art Therapist
<input checked="" type="checkbox"/> Pre-Training Account Access	<input checked="" type="checkbox"/> Audiologist
<input checked="" type="checkbox"/> RSP Supervisor	<input checked="" type="checkbox"/> Adapted PE Teacher
<input checked="" type="checkbox"/> Transportation Coordinator	<input checked="" type="checkbox"/> Related Service Provider- Vendor
<input checked="" type="checkbox"/> LEA View Only Administrator	<input checked="" type="checkbox"/> School Leader
<input checked="" type="checkbox"/> LEA Data Administrator	<input checked="" type="checkbox"/> RSP Program Coordinator
<input type="checkbox"/> State Special Education Staff	<input checked="" type="checkbox"/> ASO
<input checked="" type="checkbox"/> Special Education Supervisor	

Never change profiles for OSSE staff user accounts.



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

[Register here](#) for the October 20 LEA Engagement Session



SEDS 2.0 LEA Engagement

DATE: Oct. 20, 2022

TIME: 1-2:30 p.m.



Transportation Updates

Transportation Request Forms

Submission of transportation request forms will continue in the Integrated Data Submission (IDS) tool.

For Consideration

- 504 students requiring transportation services must be identified as 504 in the LEA student information system (SIS) prior to submitting the TRF.
- Review the days of the week needed for both AM and PM service for accuracy.
- Register for upcoming trainings [here](#).

What's Next

- OSSE is working on a front-end user interface (UI) that will allow LEAs to create/edit an individual student record without the submission of a file.

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 emergency service adjustments for individual students, contact our **Parent Call Center at (202) 576-5000**.

Please note: All other inquiries, by an LEA, should be submitted via the [OSSE Support Tool](#) (OST).



Nonpublic Announcements and Reminders

LEA Responsibilities for Nonpublic Students

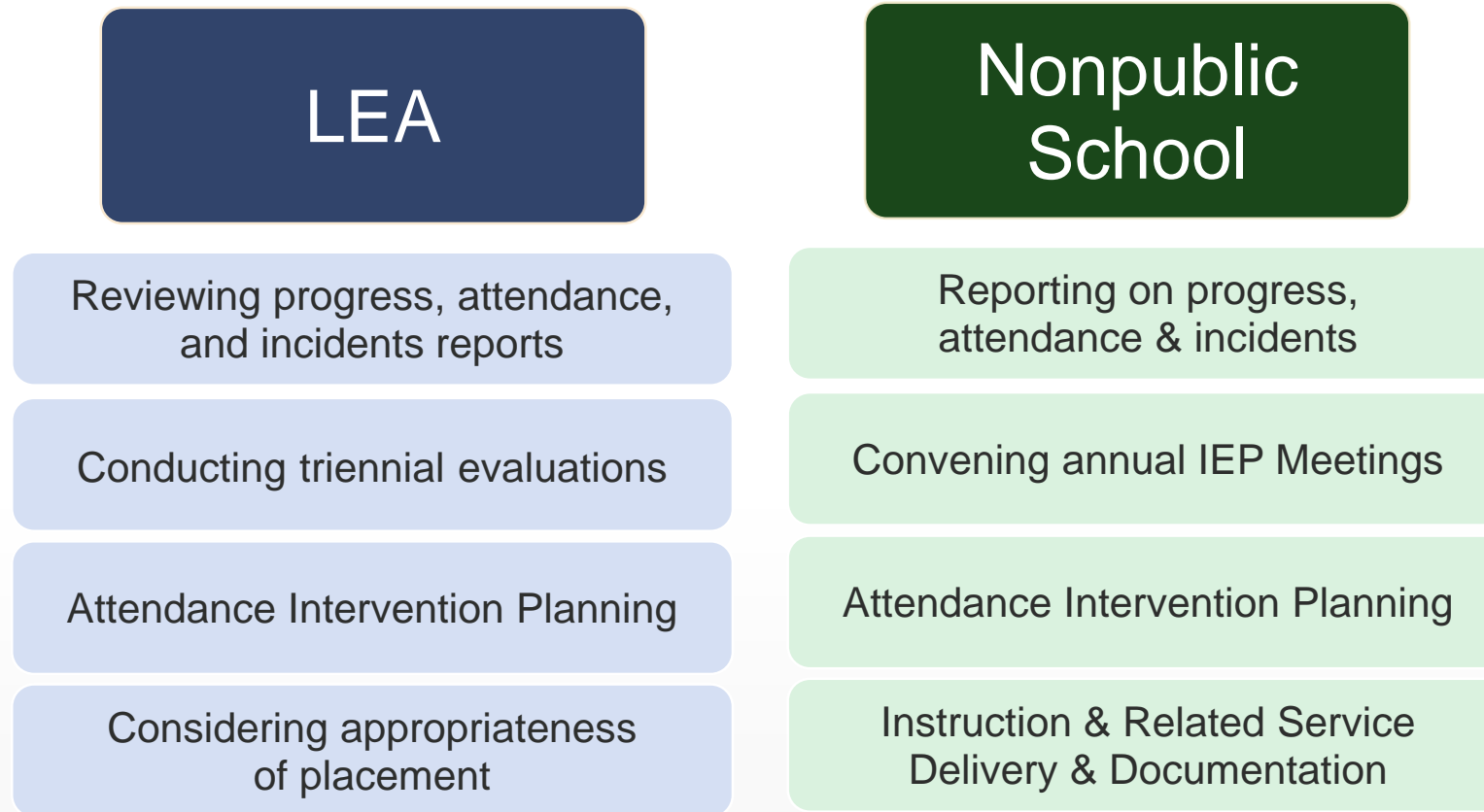
Responsibility to Provide FAPE Remains with the LEA

- The LEA shall remain responsible for compliance with the requirements of the IDEA for students served by nonpublic special education schools or programs (34 CFR §300.325, 5A DCMR §2808.2)

Responsibility to Monitor the Implementation of IDEA Remains with OSSE

- OSSE must monitor the implementation of IDEA Part B; and the primary focus of the state's monitoring activities shall be on improving educational results and functional outcomes for all children with disabilities. (34 CFR §300.600)

Clarifying Roles & Responsibilities



Working with Nonpublic Schools

OSSE expects LEAs to develop strong and positive working relationships with points of contact at the nonpublic school and to collaborate with nonpublic schools on a regular basis in order to ensure their students' needs are met.

Step 1: Establishing meeting dates, times, frequencies, and modalities

Step 2: Developing a Memorandum of Agreement

- Outlines who is responsible for what
- May include sections on:
 - Nonpublic school has access to DC systems and databases (SEDS, SEATS, TOTE, DC CATS etc.)
 - Statewide Assessment
 - IEP Development & Implementation
 - Secondary Transition
 - Emergency Behavioral Interventions

Access to SEDS for Nonpublic Staff – Five Step Process

Nonpublic staff member needs access to Student A in SEDS, and makes request to the NP SEDS POC, who reaches out to LEA SPED POC.



LEA SPED POCs must complete the following steps in order to grant access to the nonpublic staff members serving students placed by LEA.

Step 1: LEA SPED POC confirms that the student's attending school in SEDS is accurate. If not accurate, contact the registrar at your LEA and request that the student's attending school be updated in your LEA's School Information System (SIS).

Step 2: LEA SPED POC associates the NP user with the specific NP school within the respective LEA's SEDS site.

Step 3: LEA SPED POC confirms and/or updates the NP user type (e.g., special ed teacher, service provider, etc.) in SEDS.

Step 4: LEA SPED POC selects the appropriate "can provide(s)" designation for related service providers in SEDS.

Step 5: LEA SPED POC notifies NP SEDS POC once aforementioned steps have been completed.

Once these steps have been completed by the LEA SPED POC, the NP SEDS POC will be able to assign students to their staff member caseloads.

Nonpublic Resources

- [Nonpublic School Student Progress Monitoring and Special Education Compliance Tip Sheets](#)
- [LEA-Nonpublic School Memorandum of Agreement Webinar](#)
- [Nonpublic School Student Progress Monitoring and Special Education Compliance Tip Sheets](#)
- [LEA-Nonpublic School Memorandum of Agreement Webinar](#)



Announcements and Reminders

Early Childhood Working Group

- The goal of the Early Childhood Working Group is to create a space for LEAs serving students with disabilities ages 3-5 to clarify obligations, share best practices, ask questions, and identify solutions.
- Meets the first Wednesday of every month at 10-11:30 a.m.
- First meeting: Wednesday, Oct. 5, 2022
 - Topic: Using the Planning & Performance (P&P) Report Qlik Application to track early childhood special education processes
- Register for the monthly series [here](#)
- Contact Dawn Hilton (Dawn.Hilton1@dc.gov) with questions.

Supporting English Learner Students With Disabilities

**Office Hours with the
Office of Language Acquisition
Programs**

Thursday Sept. 15, 2022

11 a.m.-12 p.m.

RSVP at Anika.Harris@dc.gov

LEA Special Education Coordinators who also serve as English Learner Coordinators are welcome to join the next [LEA English Learner Coordinator Webinar](#) on **Thursday, Sept. 15, 2022**, from **12:30-1:15 p.m.**

Bookmark these pages:

- [OSSE Educational Resources for Dually Identified Students](#)
- [US Department of Education Resources on English Learners With Special Needs](#)

Foundations of Special Education

Skill-Building Opportunities for DC Educators

Goal 1: 150 educators obtain endorsement by summer 2023

Praxis & Stipend: Limited to pre-K through grade 12 educators serving in DC public and public charter schools who hold a **current and active OSSE standard teaching credential** in any subject area other than special education.

\$1,500 Stipend

Credential: Submit application in ECIS for Special Education Endorsement (add-on to DC Standard Teacher Credential)

Praxis: Special Education Praxis Exam (*fee waived*)

Coursework & Micro-credentials: Open to all pre-K through grade 12+ educators, including general and special education teachers, staff and school leaders, serving in DC LEAs.

Up to 32 PLUs

Micro-credential 2: Using Data to Implement IEPs; Interventions and Assessments; High-leverage Instructional Practices

Course 4: Evidence-based Instructional Models

Course 3: Using Data to Develop Student Supports

Micro-credential 1: Using Data to Develop High-Quality IEPs; Ensuring Continuum of Supports and Services; Equity

Course 2: The IEP Team and Process

Course 1: Introduction to Special Education (course now open in OSSE's LMS)

Coursework is centered on key knowledge and skills needed to serve students with disabilities.



osse.dc.gov/page/SpedFoundations

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.

Upcoming Trainings with Legal Resource Publications (LRP)



Learn more about Special Ed Connection designed by LRP and how to use this **FREE** resource to support your LEAs Special Education needs.

Join us for upcoming trainings on:
TBD

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, Oct. 19, 2022

Please register to attend [here](#).

Complete our Survey

Please provide your feedback on the September 2022 SPED POC

Webinar:

<https://www.surveymonkey.com/r/8R99H2Q>





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 TRFs

Pre-K Special Education POC

- Serve ages 3-5 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 children ages 3-5 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.