# DISTRICT OF COLUMBIA OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

## 2020-21 Start of School Checklist for LEA Bridge to High School Points of Contact

We need your help! Bridge to High School points of contact (POCs) who complete the items below will assist their LEAs in preparing to serve incoming 9th grade students and ensure that both staff and students experience a great start to the new school year.

| Action | Earliest LEA Can Begin | Final Deadline | Resources & Support |
|---|---|---|---|
| Submit your Bridge to High School Commitment Form and signed Data Agreement | March 30 | April 17 | Bridge to High School Data Agreement<br><br>Bridge to High School Commitment Form |
| Encourage appropriate staff to attend OSSE-provided webinars to prepare for 9th grade transition | Early May | Ongoing | Early Access Qlik Apps Overview Training<br><br>High School Transition Qlik Application User Training<br><br>High School Transition Qlik Applications (9th grade outcomes and high school transition)<br><br>Ninth-Grade Outcomes Application Guide |
| Use information from the SY20-21 High School Transition application to inform planning for incoming 9th, 10th and 11th grade students | May 4 | Until your LEA completes SY19-20 to SY20-21 year-end SIS transition | High School Transition Qlik Application<br><br>Submit additional questions to Janae Eason, Bridge to High School Project Manager (Janae.Eason@dc.gov; 202-251-7392) |
| Prepare appropriate staff to attend Kid Talk by reviewing notes template and student rosters | Mid-July | Aug. 11 | (*Coming soon*) Kid Talk Notes Template<br><br>(*Coming soon*) Student rosters |

| | Following completion of SY19-20 to SY20-21 year-end SIS transition | Two weeks prior to a student's first day of school | |
|---|---|---|---|
| After your LEA student information system (SIS) is switched to SY20-21, review new students enrolled for SY 20-21 | | | Submit additional questions to Janae Eason, Bridge to High School Project Manager (Janae.Eason@dc.gov; 202-251-7392) |
| Ensure appropriate access to the High School Transition Qlik application for LEA-level users (head of school, counselors, data managers); staff that are no longer with your LEA should be deactivated. | Ongoing | Ongoing | eSchoolPlus LEA Points of Contact User Guide<br><br>Bridge to High School FAQs<br><br>Submit additional questions to Janae Eason, Bridge to High School Project Manager (Janae.Eason@dc.gov; 202-251-7392) |
| Conduct an audit of your LEA's users in SEDS to ensure that points of contact have appropriate access (heads of school, counselors, data managers); staff that are no longer with your LEA should be deactivated | Ongoing | Ongoing | Bridge to High School FAQs |
| Determine educational approach for serving incoming 9th grade students, if not already established | Ongoing | Ongoing | Bridge to High School FAQs |
| Use OSSE support resources to troubleshoot data system issues, as well as the Bridge to High School Project Manager to get help with tougher challenges | As needed | As needed | 2020-21 Start of School Campaign website<br><br>Submit additional questions to Janae Eason, Bridge to High School Project Manager (Janae.Eason@dc.gov; 202-251-7392) |

# 2020-21 Start of School Preparation Tips for LEAs

To assist LEAs in ensuring a smooth and successful start of the school year for students with disabilities, OSSE recommends the following steps:

1. **Review relevant Qlik applications to gather 9th grade transition information**
   Use the High School transition application to ensure familiarity with incoming students.

2. **Compare staffing levels and scheduling with student needs**
   Examine the number of incoming students with disabilities, incomplete eligibilities or IEPs, and accompanying service hours and service types to determine appropriate staffing levels. Identify specific services with the greatest influx and determine if current LEA staff and resources, including related service providers, are adequate to provide those services. Consider the need to hire or contract with additional service providers to ensure timely and appropriate completion of initial evaluations and provision of services. Plan for staffing to ensure initial evaluations and reevaluations are completed and IEPs are finalized or updated in a timely manner. Throughout the year, as students enroll or are exited and annual IEPs are held, review and adjust the staffing plan and teacher schedules to ensure all IEPs are implemented with fidelity.

3. **Determine additional staff training needs**
   Review student services and needs to determine if school staff is prepared with the necessary training and skills to serve these students. For example, if an LEA is receiving a large number of students with autism, consider if staff is adequately trained on serving and interacting with these students.

4. **Plan for service provision, including dedicated aide allocations**
   Review the number of students whose IEPs indicate a dedicated aide, along with required hours, to ensure adequate staffing.

5. **Review student information to determine classroom and cohort assignments**
   To ensure students with disabilities are appropriately educated in the least restrictive environment (LRE) with peers without disabilities, examine student LRE data, special education levels, and primary disability categories to create diverse classrooms.

6. **Ensure submission of all transportation request forms (TRF)**
   Review students who are eligible for school year transportation and prepare the information needed to submit a Transportation Request Form (TRF) in the Transportation Online Tool for Education (TOTE) application to ensure students are appropriately routed and receive special education transportation services on the first day of school (or as soon as possible thereafter).

7. **Develop a calendar of meetings**
   Review each student's eligibility end date and IEP start and end dates and set up a calendar for IEP team meetings and reevaluations.

Review IEPs for thirteen-year-old students in anticipation of beginning secondary transition planning for these students prior to their fourteenth birthdays. Identify students with pending initial evaluations to ensure completion of a timely eligibility determination. Schedule meetings as appropriate to ensure updated or finalized IEPs are in place for children transitioning from IDEA Part C.

8. **Establish consistent protocols for review of special education documentation**
Create LEA- and/or building-wide protocols for typical special education processes, such as IEP draft submission and review, IEP meeting documentation, and student progress monitoring, to encourage consistent practice across student files.

9. **Ensure appropriate access to all student records**
Ensure LEA and nonpublic staff have appropriate access to SEDS and TOTE. Contact the sending schools to coordinate transfers of student records and other relevant information. Reach out to colleagues at each sending school to establish a channel of communication, which will ensure a smooth transition for both staff and students. Request appropriate student records or transcripts (parent consent is not required to send or receive student information in this scenario).

10. **Plan appropriately for children exiting IDEA Part C early intervention services**
LEAs are responsible for ensuring a smooth and effective transition of students from IDEA Part C early intervention services to IDEA Part B special education services. Review the Part C column in the Early Access to Students with Disabilities Qlik application to identify students who have previously received IDEA Part C early intervention services and ensure staffing and services are in place to provide IEP services in a timely manner. If you need additional information or access to records for children transitioning from IDEA Part C early intervention services, contact DCPS Early Stages for more information regarding a child's initial evaluation or IEP development.

11. **Reach out to parents to make early connections**
Strong, positive parent-school relationships are integral to student success. Get a jumpstart on building relationships with parents of students with disabilities by making contact prior to the start of school to provide important information, establish points of contact, and invite parents to school events.