



Professional Development Catalog

January to April 2020

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HELPFUL LINKS [Subscribe to the monthly TAL PD Bulletin](#)

[View upcoming training dates and access registration links on the OSSE Events Calendar](#)

[TAL PD Team Contact Info](#) • [TAL Resource Page](#)

Questions? Ashleigh.Tillman@dc.gov. Check out OSSE's Teaching and Learning Resources website: <https://osse.dc.gov/service/k-12-teaching-and-learning-resources>.

Culturally Responsive Literacy Instruction This two-day professional development session is focused on culturally responsive teaching framework and pedagogical practices. Participants will:

- Gain a foundational understanding of the intersection between the achievement gap and brain development research;
- Using research, gain a foundational understanding of how students' cultural backgrounds, interests and experiences are critical components of their education;
- Engage with videos, hands-on instructional strategies and reflection;
- Reflect on their cultural positioning as teachers and its impact on students;
- Use research-based approaches to improve data driven instruction with a culturally responsive lens;
- Workshop literacy lessons using their peers and a variety of culturally responsive student tasks and teacher moves; and
- Create tangible next steps of how to shift their pedagogical approaches.

Teachers will leave with the knowledge needed to shift their mindset in order to make their literacy environment culturally responsive which will increase student engagement and student achievement while developing a more inclusive mindset and improve instructional practice.

Thursday-Friday, Jan. 30-31, 9:30 a.m.—3:30 p.m.

AUDIENCE: General education and special education teachers in grades 3-12, instructional coaches and librarians, school leaders

Middle School ELA Standards Bootcamp This standards bootcamp series includes four, half-day professional development opportunities focused on deepening instructional practice of the ELA, Common Core State Standards. It will have three main areas of focus:

- In-depth grounding in the standards to guide instructional planning and student learning experiences,
- Deepening content knowledge about close and volume reading using complex, grade-level texts, and
- Equitable instructional practices to ensure equity in access to rigorous, high-quality instructional texts and tasks.

Through these sessions, participants will understand the intersection of reading and writing standards and their role in close and volume reading. Participants will be prepared to increase engagement and access to rigorous and complex texts and tasks using evidence-based practices, strategies, and tools. Additionally, participants will have the opportunity to engage and collaborate with colleagues across the city to enhance and strengthen practice.

FOUR HALF-DAY TRAININGS

Mondays, Jan. 6 & 13, 8:30 a.m.—12:30 p.m.

Thursdays, Feb. 6 & 13, 8:30 a.m.—12:30 p.m.

AUDIENCE: Middle School English and Reading Special and General Education Teachers, Instructional Coaches, Instructional Leaders in **Grades 5-8**

Reading Comprehension through STEM This training will focus on deepening reading comprehension of scientific texts. In this session, participants will:

- Explore methodologies for improving reading comprehension in support of the intersection between the Common Core English Language Arts and Next Generation Science Standards,
- Engage with a research-based approach, Novel Engineering*, in order to integrate engineering and literacy at each grade level, and
- Implement literacy skills using Common Core aligned complex texts as the context for engineering problems.

HALF-DAY SESSIONS

Monday, March 30, 2020

GRADES K-5: 8:30 a.m.—12 p.m.

*Novel Engineering is a research-based approach from Tufts University that integrates engineering and literacy in a variety of grade levels.

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Ashleigh.Tillman@dc.gov. Check out OSSE's Teaching and Learning Resources website: <https://osse.dc.gov/service/k-12-teaching-and-learning-resources>.

Meeting You in the Middle: New Teacher Community of Practice This seven-part series consists of 90-minute sessions (combination of face-to-face and online virtual sessions) and is designed to improve practice, engage in implementing research and evidence-based best practices for literacy instruction, and get tools and resources for non-content based classroom needs. By the end of the cohort, participants will:

- Possess and in-depth grounding in standards to guide instructional planning and student learning experiences,
- Analyze summative assessment writing tasks to inform instructional planning,
- Develop rigorous, engaging learning opportunities that are accessible to all learners
- Understand how trauma impacts students learning and gain the tools to support students
- Develop transferable cognitive skills to access grade-level texts and tasks,
- Understand the Response to Intervention framework to provide tiered supports within the classroom, and
- Engage in reflection and feedback processes to improve student outcomes and instruction.

Teachers will leave the Community of Practice (CoP) with a toolbox of resources to support student learning and improve instructional practice.

7 SESSIONS on Thursdays

3:30-5 p.m. or 4-5:30 p.m.

Jan. 9, 23, Feb. 6, 20, March 5, 19, 26

AUDIENCE: All middle school (grades 5-8) ELA general and/or special education teachers, in particular those NEW to the teaching profession, NEW to DC, or NEW to Common Core-aligned curriculum.

Leveraging Summative Writing Assessments to Inform Planning and Instruction This training session will focus on how to leverage summative assessments as an instructional tool during planning and instruction. Providing equitable learning experiences for all students should be at the forefront of all teachers' minds as they create and deliver instruction each day. Part of doing that well, includes understanding the nuances related to student needs, background, and supports to ensure the skills needs are transferable. In this session, participants will:

- Analyze summative assessment writing tasks to inform instructional planning,
- Identify the intersections and gaps in formative assessments to support student learning, and
- Plan for scaffolds and supports needed to ensure students develop transferable cognitive skills to access grade-level summative assessments.

This will be a hands-on, interactive experience leveraging summative tasks to analyze and discuss in order to strengthen instructional practice and increase student achievement.

Thursday, Feb. 27, 2020, 8:30 a.m.—3 p.m.

AUDIENCE: English Language Arts (ELA) Grades 6-12 general education and special education teachers, instructional coaches, and instructional leaders

Standards Deep Dive to Support Grade-Level Instruction of Complex Text for Elementary Educators

This training is focused on deepening instructional practice of ELA, Common Core State Standards. The Standards Deep Dive will have three main areas of focus:

- In-depth grounding in the shifts of the common core standards,
- Deepening content knowledge of reading standards in conjunction with complex, grade-level texts, and
- Guidance for instructional planning and reflection of student learning experiences.

The session will equip participants in being prepared to increase engagement and access to complex texts and tasks using evidence-based practices, strategies, and tools. Additionally, participants will have the opportunity to engage and collaborate with colleagues across the city to enhance and strengthen practice.

Monday, March 2, 2020, 8:30 a.m.—3 p.m.

AUDIENCE: English Language Arts (ELA) Grades K-5 general and special education teachers, and instructional coaches

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Ashleigh.Tillman@dc.gov. Check out OSSE’s Teaching and Learning Resources website: <https://osse.dc.gov/service/k-12-teaching-and-learning-resources> .

Bringing Theater to Life through Literacy Independent, intercultural, entertaining, and uncensored. The Mosaic Theater Company of DC in collaboration with District of Columbia Public Library and OSSE invite educators into the realm of socially relevant and transformational theater with the hopes of inspiring, challenging, and empowering the next generation with a performance of the production: **Inherit the Windbag**. Subsequent performance will be **Ballad of Emmet Till**.

The Mosaic education department strives to put the power of the future back into the hands of students by flipping the narrative on what it means to attend the theater. The Mosaic Theater Company strives to provide opportunities for teachers in order to show students that theatre can be collaborative and communicative so that they may engage in meaningful dialogue, thoughtful introspection, and critical observation of the world in which we all live. The Mosaic Theater Company believes in the power theater has to shape minds and change lives – and we do this through performance, discussion, engagement, and activation. Through this experience participants will:

- Receive valuable ways to incorporate the arts and local community arts into their lessons,
- Learn how to effectively use the library resources to support lessons, and
- Experience a preview show offered at Mosaic Theater and receive a study resources to support classroom instruction aligned to Common Core State Standards and DC Public Library resources.

WORLD PREMIERE: In the summer of 1968, liberal Gore Vidal and conservative William F. Buckley met for a series of debates that rocked America and defined the genre of punditry. Now, for one evening only, Vidal and Buckley meet in the Dismal Beyond (also known as the Richard Nixon Library in Yorba Linda, CA) to reprise their infamous debate. What ensues is a battle for history itself, in a no-holds-barred sesquipedalian brawl and satirical battle of wits, assisted by an ever-revolving cast of characters from Aaron Burr to Ayn Rand.

Inherit the Windbag: Monday, March 23, 2020 5:30-8:30 p.m.

Ballad of Emmet Till: Monday, April 20, 2020, 5:30-8:30 p.m.

AUDIENCE: Educators teaching grades 6-12, English/Language Arts, History/Social Studies, Drama/Theater/Performing Arts

All Students CAN Write: Embedding Universal Design for Learning Principles to Support Writing Instruction

This half-day professional development training will focus on the implementation of the research-based instructional framework, Universal Design for Learning (UDL). In this session, participants will:

- Engage with the origins, principles, and case studies of UDL;
- Reflect on their current writing instructional practices; and
- Plan for implementation of UDL using rigorous and complex texts and tasks.

Participants will maximize their experience by bringing the texts and tasks from an upcoming writing lesson to the session. This session will support teachers and coaches with reflecting on accessibility features of daily instruction in order to increase and improve student engagement and achievement on rigorous, writing assessments.

Monday, April 6, 2020, 8:30-11:30 a.m.

AUDIENCE: English Language Arts (ELA) Grades K-5 general and special education teachers, and instructional coaches

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Lauren.Allen@dc.gov. Check out OSSE's Teaching and Learning Resources website:

<https://osse.dc.gov/service/k-12-teaching-and-learning-resources>.

Webinar: Getting Ready for the DC Secondary STEM Fair The purpose of this webinar is to aid schools in submitting fair projects on behalf of students. This webinar will explain recent changes, school project review and project submission processes. This webinars will also include resources to aid school leads in organizing school fairs and projects.

ADDITIONAL FAIR DETAILS: <https://www.dcstemnetwork.org/dc-stem-fair/secondary-stem-fair/>

- Secondary STEM Fair: **Saturday, March 14, 2020 @ Dunbar High School**
- Secondary student project registration window: **Monday, Jan. 20 to Monday, Feb. 24, 2020**
- Elementary STEM Fair: **Saturday, May 30, 2020 @ Dunbar High School**

HEY
TEACHERS!

At each STEM Fair, the TGR Foundation will offer professional development sessions for DC educators. Workshop session topics will be listed on the [STEM Fair website](#) as the date gets closer.

Webinar will repeat four times:

Wed., Jan. 8, 2020, 5:30-6:30 p.m.
Friday, Jan. 10, 2020, 1-2 p.m.
Tuesday, Feb. 4, 2020, 5:30-6:30 p.m.
Friday, Feb. 21, 2020, 1-2 p.m.

AUDIENCE: LEA or school science leads and STEM Fair leads.

The Inclusive Science Classroom: Supporting All Learners This training will focus on leveraging principles of Universal Design for Learning (UDL) to increase access to high-quality instruction in science. This training will showcase research and evidence-based practices in the science classrooms and use case studies to explore modifications in planning and implementation. **RECOMMENDED PREREQUISITE:** [Intro to NGSS webinar \(see below\)](#)

Monday, Jan. 13, 2020, 1—3:30 p.m. and repeated Wed., April 15, 9—11:30 a.m.

AUDIENCE: Educators who teach science, grades K-12.

Webinar: An Introduction to the Next Generation Science Standards

In 2013, the DC State Board of Education adopted The Next Generation Science Standards (NGSS). Together with the Common Core State Standards in Mathematics and English Language Arts, the NGSS hold the promise of transforming STEM education and preparing all DC students to succeed, in education, work, and their daily lives. During this one-hour webinar, we will discuss instructional shifts and innovations in classroom learning specific to Science standards and Engineering practices. Participants will also explore the dimensions of learning along with tools and resources to further explore the NGSS.

Participation in this webinar is highly recommended prior to attending the “The Inclusive Science Classroom: Supporting All Learners” training.

Webinar will repeat four times:

Tuesday, Jan. 14, 2020, 5:30-6:30 p.m.
Friday, Jan. 17, 2020, 12:30-1:30 p.m.
Tuesday, April 7, 2020, 5:30-6:30 p.m.
Friday, April 10, 2020, 1:30-2:30 p.m.

AUDIENCE: Teachers, leaders, instructional coaches, and staff who are new to NGSS, or new to supporting science instruction.

DC NGSS Summit: Equity and Success in Science Join OSSE and Achieve for a one-day workshop for DC science educators and school leaders to explore shifts in instructional practices and implementation of the NGSS in ways that ensure success for all students. School leaders and educators will gain research-based tools and resources to support teaching, learning, and leading with the NGSS. **Sessions will be specifically designed for school leaders, instructional support staff, and K-5 and 6-12 educators.**

Monday, Jan. 27, 2020

8 a.m.—3:30 p.m.

Breakfast & Lunch Provided

Reading Comprehension through STEM This training will focus on deepening reading comprehension of scientific texts. In this session, participants will:

- Explore methodologies for improving reading comprehension in support of the intersection between the Common Core English Language Arts and Next Generation Science Standards,
- Engage with a research-based approach, Novel Engineering*, in order to integrate engineering and literacy at each grade level, and
- Implement literacy skills using Common Core aligned complex texts as the context for engineering problems.

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HALF-DAY SESSIONS

Monday, March 30, 2020

GRADES K-5: 8:30 a.m.—12 p.m.

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Webinar: Science in Focus: Data-Driven School Planning

Next Generation Science Standards (NGSS) identify scientific and engineering practices, cross-cutting concepts, and core ideas in science that all K-12 students should master to be prepared for success in college and 21st-century careers. By adopting these standards, the District has set a high bar for science performance that reflects the needs of a changing career landscape. These expectations set by standards and assessments will require shifts in instruction. In service of schools and students, OSSE is committed to supporting LEAs and schools as they continue the transition to the NGSS.

This webinar will aid school and instructional leaders in reviewing, discussing and utilizing data from the DC Science Assessment. Participants will also learn about resources to support instruction planning and educator or staff development.

For questions, please contact Lauren.Allen@dc.gov or Daniel.Alcazar-Roman@dc.gov.

[REGISTER HERE](#)

ONLINE WEBINAR

Tuesday, Feb. 4, 2020, 5-6:30 p.m.

AUDIENCE: K-12 instructional leaders, school leaders, educators

Math

Mathematics Instruction

The OSSE Division of Teaching and Learning (TAL) is pleased to announce that a **Mathematics Instructional Specialist** will be joining our team in **January 2020**.

TAL looks forward to sharing updates about **PD training opportunities for math educators** in our monthly **TAL PD Bulletin**, the **OSSE Events Calendar**, and in future editions of this **TAL PD Catalog**.

- Subscribe to TAL PD Bulletin here: <http://eepurl.com/gBFkKw>
- See what's open for registration in the OSSE Events Calendar: <https://osse.dc.gov/events>
- View contact information for the TAL PD Team here: <https://osse.dc.gov/page/teaching-and-learning-professional-development-opportunities>

Check out OSSE's Teaching and Learning Resources website:

<https://osse.dc.gov/service/k-12-teaching-and-learning-resources>

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Anika.Harris@dc.gov. Check out OSSE's English Learner Instructional Resource website:
<https://osse.dc.gov/page/english-learner-instructional-resources>

Literacy and Numeracy for Students with Limited or Interrupted Formal Education

(SLIFE) OSSE invites all middle and high school educators who support English learners (ELs) to a professional development workshop on **Jan. 22, 2020**. This workshop is designed to provide practical tools to help educators teach literacy, numeracy, and critical thinking skills to support newcomer ELs with limited or interrupted formal education. Participants will learn essential components of developing literacy and numeracy skills for SLIFE students in secondary school. Participants will:

- Explore a framework for the effective instruction of SLIFE.
- Apply strategies for supporting reading and writing development of SLIFE.
- Discuss key strategies to success in supporting math development for SLIFE.
- Explore strategies for vocabulary instruction in numeracy development.
- Apply the literacy and numeracy strategies for SLIFE to develop a plan for implementation in their context.

Wednesday, Jan. 22, 2020, 9 a.m. to 4 p.m.

WHO: Middle and high school educators who support ELs

Response to Intervention for English Learners OSSE invites all pre-K-12 teachers who support English learners (ELs) to a new training focused on how to identify and plan instruction for culturally and linguistically diverse learners who need additional support in the classroom to be academically successful. Response to Intervention (RtI) can be designed to incorporate cultural relevance, student background knowledge, and learning styles to make instruction more relevant and effective for ELs. This training will focus on RtI Tier 1 as a tool for meeting ELs where they are culturally and linguistically so they can demonstrate academic achievement. Participants will understand:

- How to define RtI
- Characteristics of the different tiers of RtI
- Considerations for designing and implementing RtI Tier 1 for ELs
- Instructional practices to support the RtI Tier 1 in the classroom

Wednesday, Jan. 15, 2020, 9 a.m. – 4 p.m.

WHO: All teachers who support ELs, pre-K to high school

Secondary Transition Planning for Dually Identified English Learners

Middle and high school educators who support English learners are invited to a new professional development session designed to deepen understanding of the unique needs of dually identified students (those who are identified as both English learners and students with disabilities) within the context of secondary transition. Secondary transition is a process by which teachers and school staff, together with families and community-based organizations, assist students with disabilities in selecting goals to achieve a smooth transition from high school to adulthood. This session will support educators involved in the transition planning process in understanding:

- The legal requirements and evidence-based practices for developing transition plans,
- The importance of English learner family involvement,
- The role of the dually identified student,
- Methods to develop culturally responsive transition IEPs, and
- Considerations for advocating for transition services beyond high school.

Thursday, Feb. 27, 2020, 9 a.m. – 4 p.m.

Repeats Tuesday, March 31, 2020

WHO: School leaders, Student Services Coordinators, Special Education Coordinators, and English Learner Coordinators

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Anika.Harris@dc.gov. Check out OSSE's English Learner Instructional Resource website:
<https://osse.dc.gov/page/english-learner-instructional-resources>

Equitable Grading for English Learners OSSE invites all K-12 educators who support English learners (ELs) to a two-day professional development workshop on **March 24-25, 2020**. This workshop is designed to increase educators' knowledge around best practices to grade ELs in content area classes. Participant learning will revolve around best practices rooted in research about EL grading in classrooms, and the connection between formative assessment and grading. Participants will:

- Apply practical tools for grading ELs to case studies at the elementary, middle, and high school levels,
- Build a repertoire of formative assessment that can be used with ELs,
- Develop and scaffold valid formative assessments for ELs, and
- Create an action plan for improving the validity of grading systems in their schools for ELs.

**Tuesday and Wednesday,
 March 24-25, 9 a.m.-4 p.m.**
WHO: All K-12 educators who support ELs

Building a Strong Family and Community Culture with Culturally and Linguistically Diverse Families This professional development workshop will focus on culturally and linguistically diverse (CLD) family engagement. In this session, participants will examine best practices in engaging CLD families and develop a plan to pilot some of those practices for the final quarter of the 2019-20 school year and refine for the next school year. Participants will work in groups to leverage community resources and share knowledge about available opportunities in DC. By the end of this session, participants will be able to:

- Use best practices in engaging CLD families at their school or LEA,
- Articulate their vision for engaging and working with CLD families, and
- Share their plan for engaging CLD families.

April 23, 2020 from 10 a.m. – 3 p.m.
WHO: All teachers who support culturally and linguistically diverse students

New Self-Paced e-Workshops from WIDA

Educators in the District of Columbia have access to WIDA's self-paced eWorkshops. All eWorkshops are free and available in the eLearning Center in the WIDA Secure Portal. Upon submission of [this online form](#), your OSSE representative will work to get you a WIDA Secure Portal account, if you do not have one already, and will assist you in gaining access to the Professional Development tile on your WIDA Secure Portal account.

NOTE: Please allow up to 10 business days for this process to be completed. Once you are granted access to the eWorkshops via the Professional Development tile on your WIDA Secure Portal account you are free to participate in any of the eWorkshops on-demand through **Aug. 31, 2020**.

CERTIFICATE: Upon completion of a self-paced eWorkshop, you can print a Certificate of Completion.

REGISTER: [Register](#) for WIDA's Self-Paced eWorkshops here: <https://forms.gle/epG1hzhcbGh8uGGAA>.

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Santiago.Sanchez@dc.gov. Check out OSSE's Teaching and Learning Resources website:

<https://osse.dc.gov/service/k-12-teaching-and-learning-resources>.

Dual Language Leadership Part 1: Classroom Observations and Feedback of Dual Language Classrooms

In this two-day PD training, dual language leadership teams will increase their skills to collect qualitative data in dual language classrooms. Participants will receive guidance and support to monitor the implementation of dual language programs. The two-day PD will address the observation and feedback of dual language classrooms. At the end of this PD, participants will:

- Compare the essential skills, theoretical framework, and lens needed to identify effective practices within the context of their dual language program model and vision,
- Receive pre-observation conference, observation templates, and post-observation conference tools,
- Analyze how to collect evidence to identify strengths and opportunities to improve teaching and learning practices, and
- Plan a post-observation conference that focuses on the highest-leverage feedback.

NOTE: Part 1 took place in December 2019. Dates of future sessions are TBD.

AUDIENCE: Principals, assistant principals, instructional coaches, teacher leaders, and bilingual teachers

Dual Language Leadership Part 2: Cycles of Coaching and School Visits

As a critical extension of the two-day dual language teacher observation and feedback workshop, a total of eight schools will receive two cycles of job-embedded coaching. Eight dual language schools will be visited during each cycle of coaching. Each school-based leadership team selected will receive three and a half hours dedicated to connecting the learning from the workshop with the goals established for dual language schools. School leaders will receive support and guidance from TaJu Educational Solutions and will have access to ongoing phone calls and emails in between and after school visits to ensure the continuation of communication and support.

First cycle of coaching, the week of Jan. 13-16, 2020. Second cycle of coaching, the week of May 26-29, 2020.

AUDIENCE: Principals, assistant principals, instructional coaches, teacher leaders, and bilingual teachers

New Cohort: Biliteracy From the Start This cohort series presents a holistic framework for bilingual programs that serve emerging bilingual students. This work can be adapted and applied to any context that provides instruction through two languages with the explicit goal of biliteracy for all students. Using a cohort model, a group of 20 educators will attend three half-day sessions together. By the end of the three sessions, participants will be able to:

- Recognize the instructional approach proposed in the text where bilingual and dual language education could enhance the development of trajectories toward biliteracy,
- Identify the features of the biliteracy instructional framework to strengthen biliteracy development for emergent bilinguals, and
- Practice the planning processes to create units for biliteracy instruction that align with Common Core State Standards and language development standards.

THREE HALF-DAY SESSIONS

Monday, Feb. 3, 2020, 1—4:30 p.m.

Thursday, Feb. 27, 2020, 1—4:30 p.m.

Thursday, March 12, 2020, 1—4:30 p.m.

AUDIENCE: Bilingual teachers, curriculum developers, instructional leaders, and teachers working in a dual language/bilingual program

Teaching Strategies to Develop Cross-Language Connections Using language strategically in a bilingual context is a highly effective practice and students benefit from having two languages that interact and complement one other. Cross-language connections can be leveraged when teachers are intentionally planning activities to help students to think and talk about language, and in the case of biliteracy, understanding the relationship between and within languages. Participants are invited to participate in this PD. This will be a hands-on, interactive experience to understand and analyze how language can be leveraged to express meaning. At the end of this training, participants will be able to:

- Consciously plan strategies to improve students' abilities to detect, understand, and talk about how their languages are similar and different,
- Understand how cross-language connections to develop a self-extending bilingual communicative system, and
- Identify, analyze, and manipulate language forms – sounds, symbols, grammar, vocabulary – and language structures between and across languages.

Wednesday, April 8, 2020, 1—4:30 p.m.

AUDIENCE: Bilingual teachers, instructional coaches, curriculum developers, teachers working with multilingual learners

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Jennifer.Carpenter@dc.gov or Angela.Awonaike@dc.gov.

Using High-leverage Practices Improve Outcomes for Students with Disabilities

AUDIENCE: General education teachers; Co-teaching pairs; School or LEA leaders

Most students receiving special education services spend the majority of their day in the general education classroom, but general educators report feeling unprepared to meet the instructional and social-emotional needs of students with disabilities. This four-part training series will provide LEAs with support to develop capacity among **all educators** who serve students with disabilities to implement evidence-based, high-leverage practices that correlate with improved academic and social-emotional outcomes for **all learners**, regardless of disability status.

This series was created for **general educators** who wish to develop their capacity to effectively teach students with disabilities and for general education and special education **co-teaching pairs** who wish to deepen their instructional practice together

Part 1: Collaboration

DATES: TBD (later in 2020)

- Identify the key skills and structures that support efficient, effective collaboration between general education teachers, special education teachers, paraprofessionals, and support staff.
- Apply knowledge of these skills and structures to use a sample shared problem-solving protocol to address common instructional issues.
- Discuss evidence-based principles for fostering positive relationships between educators and families.
- Work collaboratively to develop a shared resource library of effective practices for putting these principles into action through interactions with families of SWDs.

Part 2: Assessment

DATES: TBD (later in 2020)

- Identify formal and informal assessment tools and strategies used to collect information on student's present levels of academic and functional performance and identify their strengths and needs for support.
- Apply knowledge of these tools and strategies to integrate assessment data to create a comprehensive learner profile.
- Identify the key elements of data-based instructional strategies
- Work collaboratively to develop a shared set of sample data-based instructional plans to address students' academic and behavioral needs.

Part 3: Using High-leverage Practices to Establish Learning Environments that Promote Success for ALL Students

- Identify routines and procedures that support the development of a respectful, consistent, positive classroom environment that empowers students to take ownership of their learning;
- Identify key elements of effective social skills instruction that can be integrated into classroom routines, procedures, and delivery of content; and
- Apply knowledge of these routines, procedures, and approaches to social skills instruction to develop a shared library of positive, prosocial classroom systems.

Part 4: Implementing High –leverage Instructional Practices to Improve Outcomes for ALL Students

- Practice using data to identify appropriate learning goals
- Identify key elements of specially-designed instruction
- Identify the key elements of instructional strategies that support metacognition
- Work collaboratively to develop a shared library of approaches to providing instructional scaffolds that develop students' self-efficacy and independent over time
- Work collaboratively to develop a shared library of resources that support effective use of flexible grouping strategies

Tues. Jan. 21, repeated Feb. 11, 2020, 9 a.m.-12:30 p.m.

Tues. March 17, repeated April. 7, 2020, 9 a.m.-3 p.m.

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Questions? Jennifer.Carpenter@dc.gov. Check out OSSE's Teaching and Learning Resources website:

<https://osse.dc.gov/service/k-12-teaching-and-learning-resources>

IEP Quality Training Series AUDIENCE: Special education leaders and teachers

On March 22, 2017 the U.S. Supreme Court issued a unanimous opinion in Endrew F. v. Douglas County School District. In that case, the Court redefined the free appropriate public education (FAPE) requirements in the Individuals with Disabilities Education Act (IDEA). This training series will provide an overview of the decision and provide LEAs with support to develop capacity among their special education staff to meet the more rigorous standard for IEP quality set forth by Endrew F.

Part 1: Using Data to Describe Students' Present Level of Performance

- Identify legal requirements related to IEP development
- Identify and apply key concepts of IEP development, focusing on student assessment, as well as analysis, interpretation, and reporting of student assessment results
- Practice using data to draft individualized PLAAFP statements that comply with legal requirements
- Create internal protocols that support effective student assessment and IEP development practices

Tuesday, Jan. 28, 2020, 9:30 a.m.-3:30 p.m.

Part 2: Using Data to Draft Appropriately Ambitious IEP Goals

- Identify legal requirements related to IEP goal development
- Identify and apply key concepts of IEP goal development
- Practice using data to draft IEP goals that are appropriately ambitious
- Create internal protocols that support effective progress monitoring practices

Tuesday, Feb. 25, 2020, 9:30 a.m.-3:30 p.m.

Part 3: Using Data to Design Individualized Accommodations and Supports

- Identify legal requirements related to the accommodations decision-making process
- Practice using data to design individualized, impactful instructional accommodations, modifications, supports
- Practice using data to select appropriate, individualized assessment accommodations
- Create internal protocols that support sound decision-making and continuous monitoring processes regarding students' specialized supports

Tuesday, March 24, 2020, 9:30 a.m.-3:30 p.m.

Part 4: Using Data to Propose Appropriate Service Hours and Setting

- Identify legal requirements pertaining to special education service hours and settings
- Differentiate between effective and ineffective practices of inclusion of students with disabilities
- Discuss ways to foster effective practices of inclusion at the building and classroom level
- Identify and plan to address external barriers to student success in the least restrictive environment

Tuesday, April 21, 2020, 9:30 a.m.-3:30 p.m.

ONLINE COURSE: Improving Student-Led IEP Practices & Processes

AUDIENCE: Sped leaders and teachers; transition coordinators, college and career counselors

Improving Student-Led IEP Practices and Processes is a 5-week course comprised of five online modules with assignments, each focusing on a different aspect of the student-led IEP process. This course is open to teachers and school leaders serving students with disabilities throughout the District. Participants will earn ten (10) professional learning units (PLUs) for completing this course. **See all weekly modules and additional details here:** <https://osse.dc.gov/event/improving-student-led-iep-practices-and-processes>.

5-Week Online Course: Jan. 27—March 1, 2020

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Jennifer.Carpenter@dc.gov. Check out OSSE's Secondary Transition Resources:
<https://osse.dc.gov/page/secondary-transition-institute-resources>

The Nuts and Bolts of Secondary Transition Educators who understand the basics of transition planning increase their capacity to develop realistic postsecondary goals, provide individualized transition services, and maintain overall Indicator 13 compliance. This introductory training will provide a brief overview of the foundational theories that guide quality transition planning. Participants will:

- Identify key concepts of secondary transition, including transition domains and best practices,
- Identify the federal and local laws, theory, and research that support the IDEA's secondary transition mandate,
- Practice drafting a compliant and individualized secondary transition plan
- Locate and utilize resources to assist with secondary transition planning and implementation.

Half-day session is repeated on the fourth Wednesday of each month:

Jan. 29, Feb. 26, March 25, & April 22, 2020, 9 a.m.—12 p.m.

AUDIENCE: Special education leaders and teachers; transition coordinators, college and career counselors

Developing High-quality Transition Plans for Middle School Students with Disabilities Middle school educators, administrators, and related service providers play an important role in preparing students with disabilities to gain the skills they will need to succeed in high school and in life. The Individuals with Disabilities Education Act (IDEA) requires IEP teams to develop a transition plan that contains postsecondary goals in the areas of education, employment, and independent living (when appropriate) for all students with disabilities ages sixteen and older. The Enhanced Special Education Services Amendment Act of 2014 passed by DC Council requires IEP teams to develop transition plans for students aged 14 and older. This training session will introduce practitioners to the IDEA's secondary transition planning requirements and share ways in which middle schools can prepare students to actively engage in the transition planning process, including participation in:

- Career awareness and exploration activities
- Self-determination skill development activities
- Age-appropriate transition assessments that will guide IEP teams in selecting transition goals, services, and activities

Half-day session is repeated on the fourth Wednesday of each month:

Jan. 29, Feb. 26, March 25, & April 22, 2020, 12:30-3:30 p.m.

AUDIENCE: Special education leaders and teachers; transition coordinators, college and career counselors

Secondary Transition Planning for Dually Identified English Learners Middle and high school educators who support English learners are invited to a new professional development session designed to deepen understanding of the unique needs of dually identified students (those who are identified as both English learners and students with disabilities) within the context of secondary transition. This session will support educators in understanding:

- The legal requirements and evidence-based practices for developing transition plans
- The importance of English learner family involvement,
- The role of the dually identified student,
- Methods to develop culturally responsive transition IEPs, and
- Considerations for advocating for transition services beyond high school.

Thursday, Feb. 27, 2020, 9 a.m. – 4 p.m.

Repeats Tuesday, March 31, 2020

WHO: School leaders, Student Services Coordinators, Special Education Coordinators, and English Learner Coordinators

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Angela.Awonaike@dc.gov. Check out OSSE's Teaching and Learning Resources website:
<https://osse.dc.gov/service/k-12-teaching-and-learning-resources>

Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. **Section 504** is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.

Understanding and Implementing Section 504

Join OSSE for a training that explores both the law and the school's role for Section 504 of the Rehabilitation Act of 1973. Section 504 is a civil rights law that requires school districts to provide eligible students with disabilities a free and appropriate public education (FAPE). Section 504 contains non-discrimination requirements which state that all students with a physical or mental impairment that substantially limits one or more major life activities must be protected from discrimination and receive education services that are equal to that of their non-disabled peers. This training will guide participants through:

- An overview of Section 504;
- A step-by-step walk-through of the Section 504 process from referral to implementation; and
- Section 504 best practices and frequently asked questions.

AUDIENCE: This training is only open to educators, administrators, and staff who serve students in DC Public Schools and DC public charter schools.

IN-PERSON TRAINING @ OSSE

Friday, Jan. 17, 2020, 9—11 a.m.

WEBINAR TRAINING (Virtual Meeting)

Tuesday, March 24, 2020, 9—11 a.m.

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Angela.Awonaike@dc.gov. Check out OSSE's Teaching and Learning Resources website:
<https://osse.dc.gov/service/k-12-teaching-and-learning-resources>

Response to Intervention (Rtl) is a school-based, multi-level prevention system of identification and intervention for students at academic or behavioral risk.

Response to Intervention Foundations

This introductory training is open to LEA educators, administrators, and support staff who are interested in learning about Rtl for the first time, or who would like a refresher. Participants will learn about:

- Rtl tiers
- Academic and behavioral instruction and intervention
- Progress monitoring and data analysis

Wednesday, Jan. 8 2020, 9 a.m. – 12 p.m.

WHO: All teachers, leaders, support staff

Developing an Effective Response to Intervention System

This training is open to school-based leaders and educators serving students in public schools and public charter schools in the District of Columbia. This training will focus on:

- Response to Intervention key concepts;
- Planning professional development;
- Screening and progress monitoring; and Interventions.

Tuesday, Feb. 4, 2020, 9 a.m. – 12 p.m.

WHO: School-based leaders and educators

Response to Intervention for Middle and High Schools

This training is open to middle and high school educators, administrators, and support staff who are interested in learning about Rtl for the first time, or who would like a refresher. The training will discuss:

- Academic and behavioral instruction and intervention
- Contextual factors particular to tiered interventions in middle and high school
- Structured problem-solving.

Friday, Feb. 21, 2020, 9 a.m. – 12 p.m.

WHO: Middle/high school teachers, leaders, support staff

Response to Intervention PD Trainings—Continued on NEXT PAGE

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Angela.Awonaike@dc.gov. Check out OSSE's Teaching and Learning Resources website: <https://osse.dc.gov/service/k-12-teaching-and-learning-resources>

Response to Intervention (Rtl) is a school-based, multi-level prevention system of identification and intervention for students at academic or behavioral risk.

Response to Intervention for General Education Teachers

This training has three optional follow-up webinars targeting data, intervention, and implementation. All school-based educators who are interested in learning about implementing Rtl in the classroom for the first time, or who would like a refresher, are invited to attend. The training will focus on:

- Rtl tiers;
- Academic and behavioral instruction and intervention;
- Progress monitoring in the classroom; and
- The team teaching cycle.

Friday, Jan. 31, 2020, 9 a.m. – 12 p.m.

WHO: All school-based teachers, leaders, support staff

Response to Intervention—Full Day Training

This training is open to LEA educators, administrators, and support staff who are interested in learning about Rtl for the first time, or who would like a refresher. The training will discuss:

- Rtl tiers;
- Academic and behavioral instruction and intervention;
- Progress monitoring and data analysis;
- Contextual factors for different instructional levels and English Learners
- Structured problem-solving.

DATE: Friday, Feb. 28, 2020,
9 a.m.—4 p.m.

WHO: Teachers, leaders, support staff

Response to Intervention for English Learners OSSE invites all pre-K-12 teachers who support English learners (ELs) to a new training focused on how to identify and plan instruction for culturally and linguistically diverse learners who need additional support in the classroom to be academically successful. Response to Intervention (Rtl) can be designed to incorporate cultural relevance, student background knowledge, and learning styles to make instruction more relevant and effective for ELs. This training will focus on Rtl Tier 1 as a tool for meeting ELs where they are culturally and linguistically so they can demonstrate academic achievement. Participants will understand:

- How to define Rtl
- Characteristics of the different tiers of Rtl
- Considerations for designing and implementing Rtl Tier 1 for ELs
- Instructional practices to support the Rtl Tier 1 in the classroom

Wednesday, Jan. 15, 2020, 9 a.m. – 4 p.m.

WHO: All teachers who support ELs, pre-K to high school

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Angela.Awonaike@dc.gov. Check out OSSE's Teaching and Learning Resources website: <https://osse.dc.gov/service/k-12-teaching-and-learning-resources>

Multi-Tiered System of Support (MTSS) is a comprehensive framework used to provide targeted **support** for all learners. It is rooted in supporting the “whole child”, whether an advanced or struggling learner, through academic, behavioral, social and emotional services.

Flexible Continuum of Supports for Students

Join OSSE for a cohort-based training series where participants will engage in a series of training activities to improve their ability to identify student needs and implement the aligned supports. During this series, participants will learn about best practices and develop modules and materials to deliver at schools. Part of the model will include school visits from OSSE teaching and learning staff. Participation in this cohort will require principal approval. This four-part series will explore:

- **Part 1:** Tiered interventions
- **Part 2:** Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs)
- **Part 3:** Section 504
- **Part 4:** Special Education

AUDIENCE: LEA educators and administrators who deliver professional development at the school level.

Part 1: Tuesday, March 3, 2020, 9 a.m.-4 p.m.

Part 2: Wednesday, April 8, 2020, 9 a.m.-4 p.m.

Parts 3 & 4: Dates TBD

Student Support Teams

The Student Support Team (SST) is a collaborative, school-based, problem-solving team that is organized to address academic, medical, behavioral/emotional, and/or other problems that may interfere with a student’s ability to obtain an appropriate education. OSSE's Division of Teaching and Learning will provide an introduction and deep dive into the SST process with a two-part training to empower school teams to build and improve their SST teams and processes. The SST Foundations training is part one of this series, and will include:

- An overview of the SST process and Response to Intervention (RtI)
- Best practices for the SST process
- Selecting appropriate interventions
- Curriculum-based monitoring

AUDIENCE: All public or public charter school staff members in the District who are interested in learning more about the SST process, or who are part of their school’s current SST process, are invited to participate.

Tuesday, Feb. 25, 2020, 9 a.m.-12 p.m.

Starting with the Root: Strategies and Tools to Design Behavioral Interventions

OSSE will host a two-part training series for educators on how to use student behavioral data to design intervention plans. Starting with an overview of the Response to Intervention framework, the workshop will dive into the step-by-step process of supporting students who need **Tier 2 and Tier 3 behavior interventions**. Using a functional behavior approach, the training will focus on:

- An understanding of the ABC’s of behavior;
- Working knowledge of how to identify the function of student behavior;
- Practice building a behavioral plan for specific students; and
- Resources and tools to help bolster intervention plans on their campus.

AUDIENCE: The workshop is intended for teachers, school deans, and behavior technicians serving in public and public charter schools in the District.

PART ONE: Tuesday, Jan. 14, 2020, 9 a.m.—12 p.m.

Repeated **Wednesday, Feb. 19, 2020, 9 a.m.-12 p.m.**

PART TWO: Tuesday, Jan. 14, 2020, 12:30—3:30 p.m.

Repeated **Wednesday, Feb. 19, 2020, 12:30—3:30 p.m.**

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Kristian.Lenderman@dc.gov. Check out OSSE's Teaching and Learning Resources website: <https://osse.dc.gov/service/k-12-teaching-and-learning-resources>

Multi-Tiered System of Support (MTSS) is a comprehensive framework used to provide targeted **support** for all learners. It is rooted in supporting the “whole child”, whether an advanced or struggling learner, through academic, behavioral, social and emotional services.

Tier 1 Strategies: Implementing Strong Behavioral Systems in Your Classroom

OSSE will host a Tier 1 classroom strategies training for teachers and school teams. In the workshop, participants will learn how to implement basic Tier 1 classroom management strategies by focusing on bolstering systems and procedures in their classrooms. The training will review:

- Tier 1 classroom checklist and key skills and abilities for classroom engagement,
- Easily implementable restorative strategies to increase classroom culture, and
- Discussion skills to include in classroom to increase student talk and collaboration.

Monday, Jan. 13, 2020, 9 a.m.—3:30 p.m.

AUDIENCE: K-12 Classroom Teachers—especially valuable for classroom teachers looking to increase classroom engagement.

Data-Driven Decision Making Don't know where to go next to support your school-wide behavioral systems? Come join OSSE to learn how to implement data decision making into your monthly routine. In this training, teams will learn how to leverage specific data to make better informed decisions around behavior in their schools. We will spend time developing team norms and expectations, then exploring how to collect and analyze behavioral data on a school wide level. Educators should leave this training with tangible next steps to improve school wide systems, routines and procedures informed by data.

Tuesday, Jan. 28, 2020, 9 a.m.—4p.m.

Repeats on **Wednesday, Feb. 26, 2020**

AUDIENCE: Educators, coaches, deans, school leaders

MTSS for Behavior: Improving Schools by Improving Systems-Two Day Workshop

Student behavioral challenges continue to be one of the biggest sources of stress within a school community. Learn how to align strategies and improve student behavior and relationships by using a Multi-Tiered Systems of Support (MTSS) approach with a focus on prevention and responding effectively. MTSS is a data driven decision-making framework for establishing the social, culture, academic and behavioral supports needed for a school to be an effective learning environment for all.

Wednesday & Thursday,

March 11-12, 2020, 9 a.m.—4 p.m.

AUDIENCE: Educators, coaches, deans, school leaders

Additional Opportunity: Cohort of Early Adopters—MTSS Champions

OSSE is inviting school teams, representative of the school (all grades/departments, including an administrator) to join our team of early adopters of “**MTSS Champions: Improving Schools by Improving Systems.**” As a member of the cohort of early adopters, teams will:

- Receive administrative pre-training webinars with a focus on organizing resources to implement MTSS and aligning multiple initiatives within a multi-tiered framework;
- Engage in two days of team professional learning and facilitated action planning;
- Receive on-going coaching support; and
- Participate in learning walks and observations from external coaches to provide support and feedback to strengthen implementation fidelity and guide action planning.

All support will be anchored to a valid and reliable measure of fidelity, the Tiered Fidelity Inventory. Space and resources are limited and priority for the full cohort participation will be offered to those schools with a representative school team that includes an administrator. Schools without this will be permitted to join the two-day Team Professional Learning and Facilitated Action Planning workshop if space is available. For questions, contact Kristian.Lenderman@dc.gov.

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Nakanya.Magby@dc.gov. Check out OSSE's Teaching and Learning Resources website: <https://osse.dc.gov/service/k-12-teaching-and-learning-resources>

Introduction to Building a Trauma-Informed Culture Within Schools

OSSE, in collaboration with **InSite Solutions**, will host trauma-informed care trainings tailored to school-based educators and staff. Participants will take part in a session that introduces neurobiological foundations of trauma and provides concrete skills for building trauma-informed classrooms to include the following:

- Principles of trauma-informed schools and classrooms;
- Shifting perspectives about student behavior and reducing triggers of stress in the classroom;
- Fostering safety through control and mutual respect;
- Social-emotional learning opportunities (brain education, mindfulness);
- Relationship building/creating serve-and-return relationships;
- Utilizing non-contingency; and
- Trauma-sensitive responses to student escalation.

Participants will have an opportunity to practice and plan for strategy implementation.

Monday, Feb. 10, 2020, 9 a.m.—3:30 p.m.
Repeated **Monday, March 16 & Monday, May 11**

AUDIENCE: K-12 educators, leaders, instructional coaches, and support staff serving in DC public and public charter schools.

BONUS! Each school that participates in the training will receive an opportunity (subject to availability of hours) to complete a case consultation session with **InSite Solutions**. The consultation session is designed to support sustainability in competency areas around school-focused trauma-informed care.

Coping with the Secondary Impact of Trauma and Related Stress

OSSE, in collaboration with **InSite Solutions**, will host secondary trauma trainings tailored to school-based educators and staff. Participants will learn how to effectively prevent and cope with the secondary impact of trauma in schools and related stress as an educational professional. Objectives of the workshop include:

- Understanding factors that lead to school stress and trauma,
- Debating the dialectics of self-care,
- Proactive/preventative strategies,
- Detecting the signs of trauma and burnout,
- Introduction to cognitive behavioral therapy,
- Positive psychology – making the most of stressful situations,
- Effective strategies and skills for communication with school leaders about personal stress and burnout, and
- Intention to action: Creating a self-care plan with an opportunity to practice and plan for strategy implementation.

Thursday, Jan. 30, 2020, 9 a.m.—3:30 p.m.
Repeats **Monday, Feb. 24, 2020** and
Wednesday, March 11, 2020

AUDIENCE: K-12 educators, leaders, instructional coaches, and support staff serving in DC public and public charter schools.

BONUS! Each school that participates in the training will receive an opportunity (subject to availability of hours) to complete a case consultation session with **InSite Solutions**. The consultation session is designed to support sustainability in competency areas around school-focused trauma-informed care.

Trauma Informed Care-Advanced Training for School Teams

OSSE, in collaboration with **InSite Solutions**, will provide trauma-informed care trainings specifically for school teams consisting of three to five staff members (administrators, teachers, support providers, deans). This two-day training will allow teams to take a closer look at adverse childhood experiences (ACES) and their neurological outcomes, how to create trauma-informed communities, schools, and classrooms, while also addressing the needs for educator wellbeing. In addition, **InSite Solutions will provide up to four hours of school-based consultation** for participating school teams, to include additional staff training, a brief needs assessment, and consultation for one student case.

School teams must commit to having one school leader present and attending the full two-day training and be willing to engage in the on-site consultation. **Questions? Nakanya.Magby@dc.gov.**

All consultation hours must be completed by Sept. 30, 2020.

MARCH COHORT

Training: Wed/Thurs, March 4-5, 2020 9 a.m.—3:30 p.m.
Application deadline: Friday, Feb. 14, 2020 [APPLY HERE](#)

APRIL COHORT

Training Dates: Wed/Thurs, April 29-30, 2020, 9 a.m.—3:30 p.m.
Application Deadline: Friday, April 10, 2020 [APPLY HERE](#)

SUMMER COHORT: Training on July 6-7, 2020 [APPLY HERE](#)

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Kristian.Lenderman@dc.gov. Check out OSSE's Teaching and Learning Resources website:
<https://osse.dc.gov/service/k-12-teaching-and-learning-resources>

The No-Nonsense Nurturer Workshop: Improving Classroom Management and Restorative Practices

OSSE, in collaboration with CT3, will host multiple No-Nonsense Nurturer Workshops for educators who focus on learning the theory and practices of classroom management and engagement. Participants will reflect on relational approaches with regard to classroom culture and managing student learning. The workshop includes thought-provoking classroom video investigations, lively discussions, opportunities for self-reflection and analysis, role-plays and rehearsal to increase teachers' skills and confidence as effective No-Nonsense Nurturers. Participants will walk away with:

- A clear understanding of the No-Nonsense Nurturer Four-Step Model,
- Working knowledge of how relationship-building paradigms impact their effectiveness with students, and
- The commitment and ability to implement the Four-Step Model to advance student motivation, participation, engagement, and achievement.

Workshop participants receive a No-Nonsense Nurturer Participant Toolkit to facilitate their learning and to begin their planning for classroom practice. There will be multiple opportunities to engage in this full-day workshop.

Tuesday, Jan. 28, 2020, 9 a.m.—4 p.m.

Repeated Wednesday, March 4, 2020

AUDIENCE: K-12 Educators, coaches, deans, school leaders

Mindfulness in the Classroom OSSE will host a mindfulness training tailored for educators and school teams. In this half-day workshop, participants will learn the benefits of mindfulness on the brain and nervous system, including how stress and anxiety are manifested in the brain and body, neuroplasticity, the relaxation response, and negativity bias. This workshop will also include the mindfulness practices of:

- Breath, body and movement;
- Emotions and thoughts; and
- Compassion and listening/speaking.

DATES: TBD (once scheduled, registration links will be posted on osse.dc.gov/events).

AUDIENCE: K-12 Educators, school administrators, counselors, social workers, deans serving in DC public and public charter schools.

Supporting LGBTQ Students in Communities and Schools

OSSE, in collaboration with [SMYAL](#), will host a training tailored for educators and school teams to support Lesbian, Gay, Bi, Transgender, and Queer (LGBTQ) students. In this half-day workshop, participants will learn information about the LGBTQ youth population and best practices for working with said youth in a variety of spaces. Attendees will explore the following topics:

- Key vocabulary and definitions,
- How to enhance interactions and outcomes for LGBTQ students,
- Incorporate LGBTQ subject matter into academic curricula,
- Engaging parents in LGBTQ support, and
- Implement school safety plans for LGBTQ youth.

Thursday, Jan. 23, 2020, 12:30—4 p.m.

AUDIENCE: Educators, school administrators, teachers, social workers and counselors serving in DC public and public charter schools.

BONUS! Educators who attend this workshop will be eligible for 2 hours of professional development support in creating Gender Sexuality and Alliance Clubs or writing inclusive lesson plans.

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Jessica.Dulay@dc.gov. Check out OSSE's Teaching and Learning Resources website: <https://osse.dc.gov/service/k-12-teaching-and-learning-resources>

Power of the Matrix: Using School-Wide Expectations to Build a Shared Community

The school-wide and classroom behavior matrices can serve as tools for helping schools maintain an efficient, effective, and equitable learning environment. This **full-day training** will support **school teams** in reviewing their current matrices to ensure they incorporate the key features of a well-designed matrix and explore additional ways to use the matrix in aligning a school's multiple initiatives and support systems.

DATES: TBD (once scheduled, registration links will be posted on osse.dc.gov/events)

AUDIENCE: Pre-K through grade 12 teams of educators and administrators

Feedback and Acknowledgment: Teaching Tools for Changing Behavior and Building Relationships

Behavior specific feedback is one of the most powerful tools for changing behavior. Effective delivery of behavior specific acknowledgement and error correction are strategies that teachers and staff can master and are essential for defusing problematic behavior. Given the critical importance of positive and instructional interactions between adults and students, these strategies are often considered to be 'prerequisites' for effectively implementing advanced tiers of behavior support. This half-day training will provide opportunities to practice these strategies, as well as tools to take back and train all staff.

DATES: TBD (once scheduled, registration links will be posted on osse.dc.gov/events)

AUDIENCE: Pre-K through grade 12 educators and administrators

Creating a Culture of Wellness Using the Tools You Already Have

As we learn more about the negative impact trauma can have on student learning, mental wellness and behavior, it is critical that schools serve as protective factors. In schools where PBIS is implemented with fidelity, the learning environment is safer, more positive, and provides consistent messaging resulting in a more predictable experience for students and adults. This **full-day training** will highlight **Tier 1 structures and supports** in schools that contribute to a culture of wellness, including self-care for the adults as well.

DATES: TBD (once scheduled, registration links will be posted on osse.dc.gov/events)

AUDIENCE: Pre-K through grade 12 educators and administrators

Using Function-Based Thinking for Effective Responses to Problem Behaviors

Participants will learn the fundamental components of function-based thinking and understand how adult responses to problematic behavior can either defuse or escalate situations. Training all staff creates a common language and skill set across administrators, teachers and staff for supporting students with challenging behavior. During this **one-day training**, we will explore the basics of understanding challenging behaviors and provide resources and professional learning strategies to take back to your schools to build the knowledge and skills of your entire staff.

DATES: TBD (once scheduled, registration links will be posted on osse.dc.gov/events)

AUDIENCE: Pre-K through grade 12 educators and administrators

Positive Behavior Supports PD Trainings—Continued on NEXT PAGE

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Jessica.Dulay@dc.gov. Check out OSSE's Teaching and Learning Resources website: <https://osse.dc.gov/service/k-12-teaching-and-learning-resources>

The Science of Behavior

Behavior is not only about students exhibiting challenges; it involves everyone in the school environment. There is a science that examines the relationship between individuals' behavior and the elements of the environment. Once understood and put into practice, solutions are greater than problems and learning takes precedence over behavior. Invest in proactive supports at the beginning of the school year and reduce additional challenges and costs later. Equip your staff with the tools for understanding behavior before they become overwhelmed by it, and set your students and staff up for success!

DATES: TBD (once scheduled, registration links will be posted on osse.dc.gov/events)

AUDIENCE: Pre-K through grade 12 educators and administrators

Conducting Functional Behavior Assessments (FBAs) and Writing Function-based Positive Behavior Support Plans – Two-Day Workshop

After understanding the science of behavior, and implementing the proactive strategies, educators are faced with students who require more intervention. This two-day Advanced Behavior Analysis PD will look at the science of behavior more in depth. Together we will examine and put into practice the steps for determining the function of behavior; documenting the process; and writing and implementing effective behavior intervention plans.

Monday and Tuesday, Jan. 6-7, 2020, 9 a.m.—4 p.m.
Repeated on Monday and Tuesday, Feb. 10-11, 2020

AUDIENCE: Staff who are responsible for conducting FBAs and writing behavior support plans. School teams are encouraged to attend together.

This training is targeted for staff who are responsible for conducting Functional Behavior Assessments and writing function-based behavior plans. School-based teams are encouraged to attend together. If you have an interest in better serving your students with significant behavior challenges, and complying with the federal requirements for intervention, this series is for you!

Supporting Schools with Positive Behavioral Interventions and Supports

Are you a central office personnel, instructional coach or in a position that requires supporting schools in DC? LEA leadership teams are invited to a day of exploration and initial installation of a **Multi-Tiered System of Support (MTSS) through Positive Behavioral Interventions and Supports (PBIS)**.

We will explore a way of work using a three-tiered data-informed decision making framework that ensures sustainability both at the LEA and school level. Our work will include an introduction to implementation science as we consider ways to organize resources and plan for a way of work to support systemic change and sustainable implementation.

Consider inviting colleagues in your LEA or school building who may be currently supporting implementation of three-tiered frameworks, or who are planning to explore this initiative. An LEA leadership team may include colleagues responsible for elementary or secondary curriculum and instruction, student supports services, special education, student discipline and behavior supports, and school leaders.

Monday, Feb. 24, 2020, 9 a.m.—4 p.m.

AUDIENCE: K-12 school leaders, administrators, instructional staff, educators, support staff.

*See Also: **The No-Nonsense Nurturer Workshop: Improving Classroom Management and Restorative Practices**, listed on page 19.*

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Jessica.Dulay@dc.gov. Check out OSSE's Teaching and Learning Resources website:

<https://osse.dc.gov/service/k-12-teaching-and-learning-resources>

Dramatic Active and Cooperative Strategies for Learning and Engagement

This **two-part training** explores how active and cooperative drama strategies can support engagement and learning for elementary, middle, and high school students. These scientifically researched strategies are proven with grades 1-12 and are revolutionizing how we teach and learn. This interactive and engaging approach empowers teachers to use student engagement strategies based on brain research in the classroom. This training will help educators engage students more effectively with tools educators can use in their curricula or lesson plans that make learning fun and act as a strong vehicle for academic enrichment.

DATES: TBD (once scheduled, registration links will be posted on osse.dc.gov/events)

AUDIENCE: Educators serving grades 1-12

BONUS! After the first full-day workshop, facilitators will offer **on-site instructional coaching** to teachers on implementing these strategies in their classroom. Participants will then convene for the **second full-day workshop** to share and reflect on learned strategies.

Student Engagement Strategies for Social Emotional Learning

This two-part training explores how active and cooperative drama strategies can support social emotional learning for elementary, middle, and high school students. These scientifically researched strategies are proven with grades 1-12 and are revolutionizing how we teach and learn. This interactive and engaging approach empowers students to work on their social emotional skills while simultaneously retaining more information. This training will help educators engage students more effectively with tools educators can use in their curricula or lesson plans that make learning fun and act as a strong vehicle for academic enrichment.

DATES: TBD (once scheduled, registration links will be posted on osse.dc.gov/events)

AUDIENCE: Educators serving grades 1-12

BONUS! As part of the training series, facilitators will offer **follow-up instructional coaching** to teachers to implement these strategies in their classroom.

Social and Emotional Approach to Classroom Management

This one-day training explores community-building through drama activities that foster social and emotional development in the classroom. The activities are designed to help create a positive class culture through brain-based learning, student engagement, and effective communication. The educator will learn how to use different dramatic strategies to build healthy relationships, self-regulate emotions, and deescalate behaviors in the classroom. Educators will be given tools to integrate dramatic strategies in their curricula to reach all different types of learners.

DATES: TBD (once scheduled, registration links will be posted on osse.dc.gov/events)

AUDIENCE: Pre-K through grade 12 educators and support staff

Interactive Storytelling and Social Emotional Learning

This **two-part training series** for educators serving pre-K through grade 2 combines storytelling and participant-centered practices to build social and emotional skills, support engagement, and encourage creative and critical thinking skills for early learning programs. Through a mixture of demonstration, practice and reflection, participants will collaborate to learn a story, expand upon it, and add points of participation – both verbally and physically. Educators will learn how to interactively engage their students while developing self-regulation skills and learning to healthy relationships.

DATES: TBD (once scheduled, registration links will be posted on osse.dc.gov/events)

AUDIENCE: Pre-K through grade 2 educators and support staff

BONUS! After the first full-day workshop, facilitators will offer **on-site instructional coaching** to teachers on implementing these strategies in their classroom. Participants will then convene for the **second full-day workshop** to share and reflect on learned strategies.

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Jessica.Dulay@dc.gov. Check out OSSE's Teaching and Learning Resources website:

<https://osse.dc.gov/service/k-12-teaching-and-learning-resources>

Boost Your Team's Morale with Care

This one-day training provides a dynamic and interactive training that increases educators' ability to work effectively with each other in a structured work environment and accomplish educational goals. Our hands-on, drama-based training approach will equip educators and staff with the skills necessary to improve professional relationships in order to function creatively and comfortably in a group or team situation. The program is designed to boost overall workplace morale and help ensure organizational productivity and positive change. Participants will be able to identify obstacles that can hinder team progression and stunt growth, and in turn, learn the practical skills needed to put their best foot forward and get the job done.

DATES: TBD (once scheduled, registration links will be posted on osse.dc.gov/events)

AUDIENCE: Pre-K through grade 12 educators, administrators and support staff.

Creating a Culture of Wellness Using the Tools You Already Have

As we learn more about the negative impact trauma can have on student learning, mental wellness and behavior, it is critical that schools serve as protective factors. In schools where PBIS is implemented with fidelity, the learning environment is safer, more positive, and provides consistent messaging resulting in a more predictable experience for students and adults. This **full-day training** will highlight **Tier 1 structures and supports** in schools that contribute to a culture of wellness, including self-care for the adults as well.

DATES: TBD (once scheduled, registration links will be posted on osse.dc.gov/events)

AUDIENCE: Pre-K through grade 12 educators and administrators

Coping with the Secondary Impact of Trauma and Related Stress OSSE, in collaboration with **InSite Solutions**, will host secondary trauma trainings tailored to school-based educators and staff. Participants will learn how to effectively prevent and cope with the secondary impact of trauma in schools and related stress as an educational professional. Objectives of the workshop include:

- Understanding factors that lead to school stress and trauma,
- Debating the dialectics of self-care,
- Proactive/preventative strategies,
- Detecting the signs of trauma and burnout,
- Introduction to cognitive behavioral therapy,
- Positive psychology – making the most of stressful situations,
- Effective strategies and skills for communication with school leaders about personal stress and burnout, and
- Intention to action: Creating a self-care plan with an opportunity to practice and plan for strategy implementation.

Thursday, Jan. 30, 2020, 9 a.m.—3:30 p.m.
Repeats **Monday, Feb. 24, 2020** and
Wednesday, March 11, 2020

AUDIENCE: K-12 educators, leaders, instructional coaches, and support staff serving in DC public and public charter schools.

BONUS! Each school that participates in the training will receive an opportunity (subject to availability of hours) to complete a case consultation session with **InSite Solutions**. The consultation session is designed to support sustainability in competency areas around school-focused trauma-informed care.

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Jessica.Dulay@dc.gov. Check out OSSE's Restorative Justice resource website:

<https://osse.dc.gov/page/restorative-justice-trainings-and-resources>

Restorative Justice in the Everyday Classroom

This workshop is designed to explore ways that Restorative Justice practices can be used in the classroom. Teachers and school staff will gain skills and tools to incorporate Restorative Justice practices that will increase student engagement in academic content, promote consistent student attendance, and develop proactive systems to respond to student behavior. Participants will have the opportunity to practice energizers for classroom transition, Socratic seminars for civil discourse, and literacy circles for reading comprehension. Participants will identify best practices for designing student recognition and celebration events, sustainable daily routines and procedures, and clear expectations for the classroom community.

DATES: Friday, Jan. 24, 2020,
9 a.m.—4 p.m.

AUDIENCE: Pre-K through grade 12 educators, administrators and support staff.

Restorative Schools Overview

This **one-day** experiential workshop will introduce teachers, administrators, school staff, students and all those who support them to restorative concepts and practices. Participants will explore the continuum of restorative practices, experiencing pro-active circles for strengthening relationships and social-emotional skills. More fundamentally, participants will come to see restorative approaches as a means of shifting school culture and climate, as well as addressing systems of power and oppression. After a day of learning about school-based restorative practices, this overview will conclude with a planning session and information on how to receive additional support. Absent additional training, this workshop alone is not intended to equip participants to facilitate any particular restorative process.

Thursday, Feb. 6, 2020,
9 a.m.—4 p.m.

AUDIENCE: Pre-K through grade 12 educators, administrators and support staff.

NOTE: This workshop can serve as a prerequisite for many other restorative trainings.

Restorative Justice and Young Learners

In order for Restorative Justice practices to be effective for young learners, restorative practitioners must consider the developmental range of children in grades K-8, and must accommodate a young learner's attention span, energy level, learning style, and expressive and receptive language capacity.

This experiential workshop for teachers, administrators, school staff, and early education workers will translate restorative practices to the primary school classroom by adapting proactive and responsive approaches to the developmental stages of K-8 students.

Friday, April 17, 2020,
9 a.m.—4 p.m.

AUDIENCE: Pre-K through grade 8 educators, administrators and support staff.

Restorative Justice and Special Education

Restorative Justice is a philosophy and approach to building community and responding to harm with roots in indigenous traditions. It is increasingly applied in schools all around the country to manage classrooms and create inclusive, socially connected, and supportive learning environments. We are committed to educating youth regardless of their social, emotional, physical, or intellectual abilities. Indeed, students with special needs and trauma make a significant part of our school population and are disproportionately represented in school discipline cases. Even where there is no formal diagnosis, students have different capacities for sustained attention, social awareness, intellectual cognition, emotional regulation, memory, and expressive and receptive language. This one-day experiential workshop will help teachers, administrators, and special education staff identify and accommodate these differences as an essential part of preparing for, keeping, and following up on responsive interventions such as responsive circles.

Friday, Feb. 21, 2020,
9 a.m.—4 p.m.

AUDIENCE: Pre-K through grade 12 educators, administrators and support staff.

PREREQUISITES: Restorative Schools Overview (or other introductory training), Circle Keeping, and Responsive Circle Keeping. Most participants should be ready to hold basic responsive circles, including preparation and agreement making, for students with a variety of special needs.

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Jessica.Dulay@dc.gov. Check out OSSE's Restorative Justice resource website:
<https://osse.dc.gov/page/restorative-justice-trainings-and-resources>

Restorative Responses to Behavior

This workshop is designed to build capacity of school leaders, teachers, and support staff in their approach to behaviors in school. Through the restorative lens, participants will explore various techniques and strategies to effectively communicate with students when they disrupt community norms or expectations. Participants will gain skills and tools to de-escalate students in heightened situations by using Restorative Communication (Affective Statements/ Restorative Questions). Throughout the workshop, facilitators will demonstrate the concepts of Fair Process, an inclusionary practice that allows for staff and students to be actively involved when there has been harm to the community, and participants will consider their biases in their response to student behavior and recognize how it impacts consistent outcomes.

Wednesday, Jan. 29, 2020,
9 a.m.—4 p.m.

AUDIENCE: Pre-K through grade 12 educators, administrators and support staff.

Restorative Justice at the Next Level – Two-Day Workshop

In the **two-day advanced** Restorative Justice Master Class, participants will review Restorative Justice philosophy, history, theory and practice as it applies to schools, communities, and personal life transformation. The Advanced RJ workshop offers an intimate opportunity for participants to discuss, various issues that educators, administrators and circle keeper practitioners face when working in schools. The class will review case studies and engage in restorative solution group discussions. Each day, is immersed in improvisational circle practice learning activities designed to deepen your understanding of the restorative processes used to respond to harm in a school context, improve relationships and inspiring restorative thinking, learning and behaving. The principles and practices will be demonstrated by exploring Restorative Awareness, Community Building Circles, Healing Circles, Celebration Circles, Harm Circles, Re-Entry Circles, and Restorative Group Conferencing.

Tues/Wed, Jan. 7-8, 2020, 9 a.m.—4 p.m.

AUDIENCE: Pre-K through grade 12 educators, administrators and support staff.

Prerequisites: Restorative Schools Overview (or other introductory training), Circle Keeping, and Responsive Circle Keeping. Most participants should be ready to hold basic responsive circles; including preparation and agreement making for students with a variety of special needs.

Responsive Circle Implementation

This practice-based workshop is for school staff who aim to incorporate responsive peacemaking circles into their classrooms and community. The training will focus on **responsive circles and the structured intervention for serious and complex incidents of harm.**

Thursday, Feb. 13, 2020, 9 a.m.—4 p.m.

AUDIENCE: Pre-K through grade 12 educators, administrators and support staff.

Participants will utilize mock disciplinary scenarios to practice a responsive circle, conduct preparatory meetings, facilitate mock circles, create written agreements and review re-entry processes. Throughout the workshop, participants will receive feedback on their skills from workshop facilitators and colleagues. Additionally, the intersection between responsive circles and the **2018 DC Student Fair Access to School Amendment** will be explored throughout each component of the workshop.

Restorative Justice PD Trainings—Continued on NEXT PAGE

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Jessica.Dulay@dc.gov. Check out OSSE's Restorative Justice resource website:

<https://osse.dc.gov/page/restorative-justice-trainings-and-resources>

Trauma Awareness and Resilience

This training experience explores best practices to trauma-informed, resilience-oriented, and Restorative Justice-focused practices that promotes healing and provides a path toward hope, and reconciliation. The class will explore the brain's stress-response system and how it impacts behavior and learning for students and educators. Participants will deepen their knowledge about trauma, resilience and post-traumatic growth. The workshop will demonstrate an innovative brain-wave entrainment integrated health practice and participants will experience this in a series of mindfulness activities that can be used in the school and classroom. We will dive deeper into the science behind how the brain and body respond to trauma, including the Sound Vibrionic theory and recent discoveries about how to harness brain waves and eye movements to heal trauma. Participants will receive a general overview of trauma and how to become trauma-informed, including skill-building around how to provide healing within relationships. The second part of the Trauma & Resilience training provides a more in-depth look at the cutting-edge science surrounding childhood trauma, plus offers additional skills to help professionals develop a trauma-informed practice.

Thursday, Feb. 20, 2020,
9 a.m.—4 p.m.

AUDIENCE: Pre-K through grade 12 educators, administrators and support staff.

Restorative Justice Communication and Conflict Resolution

This workshop is for teachers, school staff, and education professionals who want to address the challenges of conflict with students, colleagues, and parents. Participants will have an opportunity to assess their own style of engaging with (or avoiding) conflict, apply strategies to reframe difficult conversations, understand how needs and identity contribute to a restorative culture, and practice communicating from values/interests instead of positions to promote engagement with Restorative Justice in school communities.

Thursday, March 5, 2020,
9 a.m.—4 p.m.

AUDIENCE: Pre-K through grade 12 educators, administrators and support staff.

Support Circle Keeping

Support circles are a structured process for engaging students who are struggling, have complex needs, or are returning to the school community after long absence. Support circles bring together the student, family members, relevant school staff, social service providers, and others to provide a web of support to build relationships, identify needs, map resources, make a plan, check in with each other, share accountability, and celebrate successes in their transition to stability. This **one-day workshop is designed for intermediate or advanced Restorative Justice practitioners** who have an understanding of Restorative Justice philosophy and experience as a circle keeper. Participants will learn how to prepare and provide follow-up, as well, as understand the structure and skills need to implement an effective Support Circle.

Friday, March 20, 2020,
9 a.m.—4 p.m.

AUDIENCE: Pre-K through grade 12 educators, administrators and support staff.

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.



Questions? Jessica.Dulay@dc.gov.

How to Use Youth Voice: Youth voice can be a powerful agent of systems change. When empowered and heard, the voices of youth can effectively be used to change social issues. Furthermore, youth voice is an invaluable and necessary tool to address systems that directly impact youth.

10 Workshops: This ten-part workshop series will be held monthly, focusing on a **different topic each month** that is relevant to school culture and climate. Each workshop will teach participants how to effectively use youth voice to address the topic at hand.

Listening In: A portion of each workshop includes a listening session where participants will **listen to youth** from all across the District of Columbia, who will speak to the topic at hand.

Outcomes: By the end of each workshop, participants should be able to **understand the steps and resources needed to effectively engage youth voice**, and will brainstorm with other workshop participants on how they can utilize youth voice to help address the topic in their own school or community.

- **Session 1: How to Use Youth Voice to Change School Discipline Policies**
- **Session 2: How to Use Youth Voice to Address Bullying in Schools and Communities**
- **Session 3: How to Use Youth Voice to Address School and Community Safety**
- **Session 4: How to Use Youth Voice to Promote Restorative Justice Practices**
- **Session 5: How to Use Youth Voice to Reduce School Suspensions and Other Exclusionary Discipline Methods**
- **Session 6: How to Use Youth Voice to Change School Culture and Climate**
- **Session 7: How to Use Youth Voice to Practice Whole-School Accountability**
- **Session 8: How to Use Youth Voice to Teach Social Justice in Schools**
- **Session 9: How to Use Youth Voice to Create Inclusive School and Community Environments**
- **Session 10: How to Use Youth Voice to Strengthen Family Engagement in Schools and Communities**

SESSION 1: Monday, Jan. 27, 2020, 9 a.m.—3 p.m.

SESSION 2: Wednesday, Feb. 26, 2020, 9 a.m.—3:30 p.m.

SESSION 3: Monday, March 9, 2020, 9 a.m.—3:30 p.m.

SESSION 4: Thursday, April 9, 2020, 9 a.m.—3:30 p.m.

SESSION 5: Friday, May 1, 2020, 9 a.m.—3:30 p.m.

SESSIONS 6 through 10: DATES: TBD

For details, locations, and registration links, please view each session on the OSSE Events Calendar: osse.dc.gov/events

AUDIENCE: Educators, leaders, support staff serving grades 6-12.

HOW DO I REGISTER? Visit the **OSSE Events Calendar** to confirm dates, view additional details, and to register: osse.dc.gov/events.

