

Overview: Department of Special Education (DSE)

The Department of Special Education (DSE) is responsible for ensuring compliance with all programmatic and fiscal elements of the Individuals with Disabilities Education Act (IDEA) (PL 108-446); including the Infants and Toddlers with Disabilities, Part C grant program. This is accomplished through the administration of a comprehensive system of general supervision of LEAs and other public agencies that are responsible for providing direct services to students and families. The overarching purpose of the IDEA is to ensure that all children and students with disabilities, from birth to 21, have available to them appropriate early intervention services and a free appropriate public education (FAPE) that includes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living. In addition to ensuring compliance with IDEA, the DSE is responsible for implementing specific reform initiatives to improve the quality of education and services provided to students with disabilities in the District of Columbia. The DSE is comprised of 8 teams, whose role and function is outlined below:

Team	Description
Assistant Superintendent's Unit	The Office of the Assistant Superintendent for Special Education provides general oversight and supports the mission of the Office of the State Superintendent of Education's special education programs.
Training and Technical Assistance (TTA) Unit	The TTA unit is responsible for providing training and technical assistance to local educational agencies and other public agencies serving students with disabilities to ensure staff of those agencies are equipped to meet the needs of students and ensure compliance with all aspects of IDEA.
IDEA Part C - Early Intervention Program (EIP) Unit	The EIP unit is responsible for the implementation and oversight of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families.
Policy and System Initiatives (PSI) Unit	The PSI unit is responsible for developing and revising special education policies and regulations; coordinating with internal District government agencies and community partners to ensure that all District students receive FAPE; and developing and administering procedures to ensure that students are educated in the least restrictive environment appropriate to meet their needs.
Fiscal Policy and Grants Management (FPGM) Unit	The FPGM unit is responsible for developing and implementing IDEA Part B and C specific fiscal grant policies and procedures; developing and managing the application process and allocation of flow-through grant funds to IDEA sub-recipients; resolving past A-133 audit findings; and developing and managing the DSE's local, court ordered, and federal funds.
Non-public Invoice Verification (NIV) Unit	The NIV unit is responsible for ensuring compliance with court-established vendor payment mandates covering all non-public day and residential schools and related service providers.
Monitoring and Compliance (MC) Unit	The MC unit is responsible for implementing and managing a comprehensive system of general supervision, including monitoring and correction of identified non-compliance with programmatic and fiscal requirements of IDEA among LEAs, public agencies, and non-public day and residential facilities providing special education services to District children.
Data Verification (DV) Unit	The DV unit is responsible for designing and maintaining compliant data systems to support LEA and nonpublic data collection, reporting, and analysis to inform program improvements.

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION
TRAINING AND TECHNICAL ASSISTANCE
PRESENTS

The Individualized Education Program (IEP) Process:
What Is It? What Laws Do I Need to Know?
How Can I Ensure that Students Receive a Free and Appropriate
Public Education (FAPE)?



Overview:

This session will provide participants with an overview of federal and local special education laws. This training will focus on the stages of IEP development, the various steps that must be taken to complete an IEP, including pre-referral, testing, composition of the IEP team, and implementation of procedural safeguards. Participants will have an opportunity to use data to develop an IEP.

- Focus:** *Least Restrictive Environment*
- Audience:** *Teachers, Special Education Coordinators, Transition Coordinators, School Administrators*
- Date:** December 2, 2009
- Sessions:** 1 (8:30 am – 11:30 am) or 2 (12:30 pm – 3:30 pm)
- Location:** Van Ness Elementary, 1150 5th Street SE, Washington, DC 20003

Complete registration form and return to Danielle Greene at osse.tta@dc.gov.

Training and Technical Assistance

The Department of Training and Technical Assistance will provide high quality professional development, training, and technical assistance in response to local and state needs to support the OSSE's overall strategic goals.

Our services will increase the capacity of school personnel, service providers and families to meet the needs of children with disabilities by enhancing the knowledge, skills, and performance of all school personnel.

Our Vision

We believe that given equal access to the

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Effective Secondary Transition Goal Writing



Overview:

The purpose of this training is to link students' academic activities with their transition goals in alignment with federal and local requirements. Overall, this training will ensure that educators are providing all students with the necessary skills to be successful after high school.

The OSSE is providing this training in partnership with the National Secondary Transition Technical Assistance Center (NSTTAC) and the National Post-School Outcomes Center (NPSO).

- Focus:** Transition
- Audience:** Secondary Teachers, Special Education Coordinators, Transition Coordinators, School Administrators
- Date:** December 3, 2009
- Session:** 3 (8:30 am – 3:30 pm) **NEW TIME**
- Location:** Van Ness Elementary, 1150 5th Street SE, Washington, DC 20003

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Battelle Developmental Inventory (BDI) Training



Overview:

This training is a follow up to the October 27, 2009 training by the OSSE on the IDEA-Part B, Indicator #7 Child Outcomes Summary Form (COSF) collection tool. All local education agency preschool programs providing services under IDEA, Part B are required to collect and report performance data. For children with disabilities who entered preschool in the beginning of School Year 2009-2010, entry and exit data must be collected using age-appropriate assessment tools that address the following performance areas:

- positive social-emotional skills (including social relationships),
- acquisition and use of knowledge and skills (including early language/communication and early literacy), and
- the use of appropriate behaviors by the child to meet his or her needs.

One of the assessment tools promoted by the OSSE is the Battelle Developmental Inventory (BDI).

During this training, LEAs will receive one free BDI 2nd Edition Kit and training on the application of this assessment tool. This training is for preschool personnel who will be administering the BDI assessment tool.

- Audience:** *Preschool Programs Providing Services under IDEA, Part B*
- Date:** December 7, 2009
- Session:** 4 (8:30 am – 3:30 pm) **NEW TRAINING**
- Location:** Van Ness Elementary, 1150 5th Street SE, Washington, DC 20003

Space is limited and registration is required to attend this training. Complete the registration form and return to Danielle Greene at osse.tta@dc.gov.

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Curriculum Mapping and Effective Lesson Planning

Facilitated by Bena Kallick, co-author of *Using Curriculum Mapping and Assessment Data to Improve Learning*



Overview:

Participants will learn to plan for success through creating a curriculum map using the standards and varied data sources that can best support and ensure student achievement. Participants will learn to create effective lessons aligned with their students' IEP goals and use curriculum maps to design lessons that ensure increased student performance.

- Focus:** *Least Restrictive Environment*
- Audience:** *Special and General Education Teachers, Special Education Coordinators, School Administrators*
- Date:** December 8, 2009
- Sessions:** 5 (8:30 am – 3:30 pm) **NEW TIME**
- Location:** Van Ness Elementary, 1150 5th Street SE, Washington, DC 20003

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**Struggling Pre-Kindergartners: Laying the
Foundation for Success**

Facilitated by Connie Colbaugh, National Reading First Expert



Overview:

This training will focus on pre-kindergartners that are struggling to succeed academically and/or display problematic behaviors. Children at risk of failure often do not officially qualify for special programs and services- and can quickly fall behind. In this session, teachers will learn to identify students' at-risk factors and strengths upon which to build and utilize strategies to encourage productive, pro-social behavior.

- Focus:** *Early Childhood*
- Audience:** *Preschool Teachers*
- Date:** December 9, 2009
- Sessions:** 6 (8:30 am – 11:30 am) or 7 (12:30 pm – 3:30 pm)
- Location:** Van Ness Elementary, 1150 5th Street SE, Washington, DC 20003

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Data Collection 101:
How Do I Collect and Analyze Existing Data?

Facilitated by Tessie Rose, PhD, National Center on Response to Intervention Expert



Overview:

This session will introduce definitions of the various types of formal and informal assessments and provide participants with an overview of research-based methods of data collection and student assessment. Participants will be able to utilize the data gleaned from assessments to make instructional decisions for students with disabilities.

- Focus:** *Least Restrictive Environment*
- Audience:** *Special and General Education Teachers, Special Education Coordinators, School Administrators*
- Date:** December 10, 2009
- Sessions:** 8 (8:30 am – 11:30 am) or 9 (12:30 pm – 3:30 pm)
- Location:** Van Ness Elementary, 1150 5th Street SE, Washington, DC 20003

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Dyslexia or Disteachia?

Facilitated by Angelee Eames, National Literacy Expert



Overview:

This session will look at characteristics of dyslexia in contrast to those of a child who may have received a fragmented education. This session will provide insight to aid educators in determining when a student needs to be taught the foundations of reading in order to be successful academically.

- Focus:** *Elementary and Secondary Reading*
- Audience:** *Elementary and Secondary Teachers, Special Education Coordinators, School Administrators*
- Date:** December 15, 2009
- Sessions:** 10 (8:30 am – 11:30 am) or 11 (12:30 pm – 3:30 pm)
- Location:** Van Ness Elementary, 1150 5th Street SE, Washington, DC 20003

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Early Literacy:
Phonological Awareness and Phonics

Facilitated by Connie Colbaugh, National Reading First Expert



Overview:

This training will focus on the importance of spoken words and syllables that make up the sequences of speech sounds. The training will provide teachers with language activities that encourage active exploration and manipulation of sounds highly related to learning to read.

- Focus:** *Early Childhood*
- Audience:** *Preschool Teachers*
- Date:** December 17, 2009
- Sessions:** 12 (8:30 am – 11:30 am) or 13 (12:30 pm – 3:30 pm)
- Location:** Van Ness Elementary, 1150 5th Street SE, Washington, DC 20003

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Medicaid Reimbursement in Charter Schools

Frequently Asked Questions (FAQ)

Introduction: The Department of Health Care Finance (DHCF), the state agency responsible for the administration of the Medicaid program in the District of Columbia, has been working with the Centers for Medicare and Medicaid Services (CMS)¹ to establish a new reimbursement methodology for school based health services. CMS has approved the implementation of a study, known as the Random Moment in Time Study (RMTS), to collect data directly from service providers in Local Education Agencies (LEAs). The data from the RMTS will be used to inform and develop uniform service rates for the entire District. The Office of the State Superintendent of Education, Department of Special Education (OSSE-DSE) developed this FAQ document to provide additional clarification to assist LEAs in making informed decisions regarding Medicaid enrollment and participation in the RMTS.

1. What are school based health services?

In the context of Medicaid, the term *school based health services* refers to services that are recommended by a qualified health care professional to meet the individualized needs of a child with a disability. School based health services are documented in a child's Individualized Education Program (IEP) as related services. Assessments performed by qualified evaluators to determine a child's level of need may also be considered school based health services.

2. Are all related services reimbursable?

Not all services are reimbursable. As a general guideline, the service must be prescribed by a child's IEP team and formally documented in a current IEP (type of service, title of licensed service provider, service session delivery schedule). Claims for services provided in a manner inconsistent with the terms specified in the IEP may not be reimbursed.

3. How does a LEA become eligible to submit claims for Medicaid reimbursement?

To become eligible to submit claims for Medicaid reimbursement, a LEA must submit a completed enrollment application to DHCF. Once the application is approved, the LEA will receive a provider number that will allow it to submit claims for the reimbursement of services rendered. As of October 2009, LEA participation in the RMTS is a mandatory prerequisite to receiving Medicaid reimbursement. For more information regarding Medicaid enrollment and the RMTS, please contact Jessica Schubel, Special Projects Coordinator at the Department of Health Care Finance (DHCF), at (202)442-5889 or by email at Jessica.Schubel@dc.gov.

4. Can charter schools that have elected District of Columbia Public Schools (DCPS) as the LEA for special education purposes become eligible to submit claims for Medicaid reimbursement?

Yes. Charter schools that have elected DCPS as the LEA for special education purposes become eligible to submit claims for Medicaid reimbursement in the same way as independent charter schools. (Please review Question 3.)

¹ CMS is the federal agency that provides oversight of state Medicaid programs.

5. Is Medicaid enrollment mandatory for charter schools in the District of Columbia?

No. The decision to enroll in Medicaid is a school-level decision that must be made by the leadership of each LEA. The opportunity to submit claims for reimbursement is gained through a commitment by a LEA to accurately monitor and document services rendered. These responsibilities often require the consistent attention of at least one on-site staff person. Several charter schools have found that the Medicaid reimbursement amount justifies the staff time required; the majority of charter schools participating in the RMTS have achieved and maintained high response rates.

6. What is the Random Moment in Time Study (RMTS)?

The RMTS is a study designed to collect information about how service providers spend their time on school based health activities. Service providers from participating LEAs are randomly selected and contacted by email in regards to how they spent a particular “moment” of the day. This data is collected from all Medicaid-enrolled LEAs that wish to claim for reimbursement, including DCPS and charter LEAs.

7. What responsibilities are required of RMTS participants?

- LEA Responsibilities. A LEA participating in RMTS must submit an updated roster of service providers (name, title, and email contact) to DHCF on a quarterly basis. Once this information is uploaded into the RMTS database, the LEA’s service providers will begin to receive “moments” on a random basis by email. The LEA’s special education coordinator, or designated staff person, is responsible for ensuring that all moments are responded to in a timely manner, this may include email and in-person follow-up with individual service providers.
- Service Provider Responsibilities. A service provider must respond to each emailed “moment” in a timely manner. Service providers have three school days to respond to the moment by answering a few short questions; the process should take no longer than 5 minutes per email.

8. Should a service provider respond to a “moment” if he/she was not providing a service to a child with an IEP?

Yes. Service providers should respond accurately to every moment received. If a service provider is not providing a service to a child with an IEP at the time indicated by the “moment,” then the service provider should indicate this within the provided questions. Responses that indicate that there was no service delivery still count toward the LEA’s total response rate.

9. Should a LEA include contracted service providers and evaluators on its RMTS rosters?

Yes. A LEA should include all service providers and evaluators that it intends to submit claims for on its RMTS roster. The special education coordinator, or designated LEA staff person, should be prepared to provide additional oversight to these individuals, as it may be more difficult to coordinate with contracted service providers and evaluators due to their part-time schedules.

Additional Information

Please direct any questions regarding the content of this document to **Grace Chien, LEA Charter Policy and Implementation Specialist, at (202) 741-5098 or by email at Grace.Chien@dc.gov.**

OSSE Department of Special Education
Special Education Data System (SEDS)

Training Opportunity for LEA-Based System Trainers

The Office of the State Superintendent of Education (OSSE) is pleased to offer additional Special Education Data System (SEDS) training for the 2009-2010 school year. LEAs will now have the opportunity to provide all user training by on-site LEA-based trainers. In order to train LEA-based trainers, OSSE is initiating a new phase of SEDS training in December 2009.

This training course includes multiple components and is only intended for persons who will become trainers at their LEAs. In order to become a trainer at your LEA, you must attend the following sessions:

- (1) **Basic user training** (6.5 hours): A basic overview of the SEDS system including demonstration and practice on accessing and searching SEDS, eligibility and IEP processes, progress reports, logging services, administrative functions, reports, and more. (Only required for prospective trainers who did not attend basic training during the August 2009-October 2009 sessions)
- (2) **Webinar Review** (2 hours): A review of basic training that allows prospective trainers to go deeper into basic SEDS content by problem solving and troubleshooting specific components of the system.
- (3) **Trainer strategies, tools, and logistics** (6.5 hours): An opportunity for prospective trainers to learn specific training strategies and learn the process for conducting on-site training. Participants will also practicing training particular system components.

Who may participate? Any special education teacher, coordinator, related service provider, or school leader from a Charter LEA who is interested in becoming an LEA trainer. Previous SEDS training is not required in order to participate in this opportunity.

When are sessions offered? Sessions will be offered in two cycles. Participants may choose to attend the December or January cycle. The December cycle dates are listed below, and the January dates will be distributed to LEAs by December 11, 2009.

December	
Basic user training	Tuesday, December 8 th , 9:00am-3:30 pm at Van Ness
Webinar review	Thursday, December 10 th , 9:00am-11:00am OR 1:00pm-3:00pm OR 4:00pm-6:00pm
Trainer strategies, tools, and logistics	Monday, December 14 th , 9:00 am-3:30 pm at Van Ness OR Wednesday, December 16 th , 9:00am-3:30 pm at Van Ness

How can I sign up to participate? Persons interested in participating may register online at:
<https://octo.quickbase.com/db/bexfgrx94>

Email Angel Johnson angelt.johnson@dc.gov for questions about this training opportunity.



Listed below are the representatives from your LEA who currently provide financial information to the DSE fiscal team. We would like to ask you to confirm whether this information is correct. If not, please notify us by sending an e-mail to OSSE.DSE-PartBFinance@dc.gov. Your LEA may have up to three fiscal representatives on file with our office. However, one of the individuals listed must be someone who is authorized to sign and make financial decisions on behalf of your LEA.

LEA Name	NAME of LEA		
	Fiscal Contact Representatives:	E-mail Address	Contact Telephone No.
1.			
2.			
3.			

The following section will provide you with an overview of your LEA's IDEA Part B grants from FFY 2007 – FFY 2009. This data is current as of Nov. 30, 2009, unless otherwise noted. Please let us know if you have further questions or if you find any of this information to be inconsistent with your records. Feel free to contact us one of us directly or through our Department's e-mail account: OSSE.DSE-PartBFinance@dc.gov. For your convenience, we have listed our contact information at the bottom of this handout.

FFY 2007 Grant Cycle (July 1, 2007 – September 30, 2009)

Part B Grant Program:	Final Allocations:	Payments Issued:**
Section 611		
Section 619		

**Amounts listed reflect only the funds OSSE has reimbursed to your LEA as of Nov. 30, 2009; additional reimbursement requests may be in progress. If you would like additional information regarding reimbursement requests that are currently in progress, please contact Kieran Bowen at Kieran.Bowen@dc.gov.

Notes/Follow-Up Actions Required by your LEA for FFY 2007:

- No follow up actions are required by your LEA.
- Your LEA needs to submit expenditure reports by 12.08.09 to account for funds that were advanced to your LEA between February 2008 and September 30, 2008, in order to receive its remaining balance. If these invoices are not submitted your LEA will forgo its ability to receive its remaining grant balance.

FFY 2008 Grant Cycle (July 1, 2008 – September 30, 2010)

Part B Grant Program:	Final Allocations:	Payments Issued:**
Section 611 – General*		
Section 611 – CEIS		
Section 619 - General		
Section 619 – CEIS		

*General account = Total Allocation minus any funds the LEA has set-aside for Coordinated Early Intervening Services (CEIS) and/ or Equitable Services (ES) for Parentally Placed Students in Private Schools. Note that DCPS is the only LEA required to set aside funds for ES.

**Amounts listed reflect only the funds OSSE has reimbursed to your LEA as of Nov. 30, 2009; additional reimbursement requests may be in progress. If you would like additional information regarding reimbursement requests that are currently in progress, please contact Kieran Bowen at Kieran.Bowen@dc.gov.

Notes/Follow-Up Actions Required by your LEA for FFY 2008:

- Your LEA has either not submitted its Phase II application, or the application it submitted was incomplete. Please submit this application immediately. The DSE cannot approve or process any reimbursement requests until this application is submitted and approved. The last day to obligate funds for FFY 2008 is September 30, 2010.
- Your LEA has submitted its revised FFY 2008 spending plans and budgets; no follow-up actions are required at this time.
- Your LEA has not submitted its revised FFY 2008 spending plans and budgets aligned to your final allocations. Please submit these documents immediately. The DSE cannot approve or process any reimbursement requests until these documents are on file. The last day to obligate funds for FFY 2008 is September 30, 2010.
- Your LEA has submitted its revised FFY 2008 spending plans and budgets, but it did not include a PDF of the signature page. This certification is required before the OSSE can move forward with reviewing and processing your reimbursement requests. The last day to obligate funds for FFY 2008 is September 30, 2010.
- Your LEA has elected to set aside a portion of its grant funds for Coordinated Early Intervening Services (CEIS). Please note that funds set aside for CEIS purposes have separate budgeting and tracking requirements. The DSE finance team will be in contact with your LEA to discuss reimbursement protocols in more detail.

FFY 2009 Grant Cycle (July 1, 2009 – September 30, 2011)

Part B Grant Program:	Preliminary Allocations*:	Application Status:	
Annual Section 611		**Phase I:	(Approved, Pending, Not Submitted)
Annual Section 619			
		**Phase II:	
ARRA Section 611			
ARRA Section 611		1 st ARRA Reporting Deadline:	Monday, Dec. 21, 2009

**Please note that these allocations are preliminary and subject to change (increase or decrease) based on the release of final enrollment audit data.*

***Information is current as of Tuesday, 12.1.09*

- Status of Phase I Application – Approved on MM/DD/YYYY
- Status of Phase II Application – (options below)
 - Approved on MM/DD/YYYY
 - DSE is awaiting your responses to DSE’s follow-up questions
 - Your application was submitted on X and is in the process of being reviewed
 - Your LEA has not submitted its FFY 2008 Phase II Application. Please submit these documents immediately. The DSE cannot approve or process any reimbursement requests until these documents are submitted and approved.
- Status of Preliminary* Grant Award Notifications (GANs):
 - Annual Section 611 – (Issued on MM/DD/YYYY or Phase II App has not been approved)
 - Annual Section 619 - (Not Applicable; Issued on MM/DD/YYYY or Phase II App has not been approved)
 - ARRA Section 611 - ARRA GANs will be issued to LEAs with approved Phase II Applications within the next two weeks.
 - ARRA Section 619 – (Not Applicable) ARRA GANs will be issued to LEAs with approved Phase II Applications within the next two weeks.

FACT SHEET

INTERAGENCY COORDINATING COUNCIL GOVERNMENT OF THE DISTRICT OF COLUMBIA—MAYOR'S ORDER 92-142

The purpose of this document is to provide an overview of the Interagency Coordinating Council (ICC)

The Individuals with Disabilities Education Act 2004 (IDEA) Code of Federal Regulations (CFR) 34 §303.600 - §303.604 and §303.650 - §303.654 requires each state participating in IDEA Part C Early Intervention Services to establish an Interagency Coordinating Council (ICC). The ICC's purpose is to assist the Mayor and the Office of the State Superintendent of Education (OSSE) in its role as the lead agency in the development and implementation of a District-wide, comprehensive, coordinated, multidisciplinary, interagency system to provide early intervention services for infants and toddlers with developmental delays and disabilities.

What is the Interagency Coordinating Council?

The (ICC) advises and assists OSSE and the Department of Special Education (DSE) in the performance of its responsibilities. ICC assists the OSSE with the identification of resources and other supports specifically for early intervention programs, review of relevant policies and procedures developed to support Part C, preparation and submission of annual report on the status of early intervention programs for infants and toddlers with disabilities and their families, and support with increasing public awareness efforts.

Who can serve as a member on the Council?

The panel shall consist of up to 25 voting members who are appointed by the Mayor. The council includes parents of children with disabilities (age 12 or younger), service providers, agency for pre-school services, head start and child care agencies, and others as specified by IDEA or selected by the Mayor.

How do you apply to serve on the Council?

District of Columbia residents may apply for an appointment to the Interagency Coordinating Council by completing the Office of Boards and Commissions (OBC) Application for Mayoral Appointment to a Board or Commission. A potential candidate may also complete the form online. To obtain a copy of the application or to complete it online, visit the OBC website at www.obc.dc.gov.

It is recommended that you review background information on the committees and submit a résumé and/or biography along with the completed application.

Are members paid for serving on the council?

As a general rule, members of boards and commissions are volunteers and serve without compensation.

Who can attend the meetings?

ICC meetings are open to the public. Should you wish to make an announcement; please contact the ICC Chair regarding your request.

How often does the ICC meet?

The panel is required to meet at least four times a year. The ICC is scheduled to meet **October 13, 2009, January 13, 2010, April 13, 2010** and **July 13, 2010**. The meeting location is 441 4th Street, NW Conference Room 1117 Washington, DC 20001. Please contact the Part C Program Manager for additional information.

How can I learn about ICC activities?

The ICC will post meeting agendas to the OSSE website and prepares an annual report of its activities. The 2009 – 2010 report will be posted to the website and made available upon request.

Who do I contact for more information?

You may contact Jerri Johnston-Stewart, Part C Program Manager at (202) 727-5853 or by e-mail at jerri.johnston-stewart@dc.gov. You may also contact Desirée Brown, State Advisory Panel Coordinator/Public Outreach Specialist at 202-741-0271 or by e-mail at desiree.brown@dc.gov.

FACT SHEET

STATE ADVISORY PANEL ON SPECIAL EDUCATION GOVERNMENT OF THE DISTRICT OF COLUMBIA—MAYOR’S ORDER 2007—246

The purpose of this document is to provide an overview of the State Advisory Panel on Special Education for the District of Columbia

The Individuals with Disabilities Education Act 2004 (IDEA) Code of Federal Regulations (CFR) 34 §300.167—§300.169 requires each state to establish and maintain an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State. The District of Columbia’s advisory panel is entitled the “State Advisory Panel on Special Education for the District of Columbia” (SAP).

What is the State Advisory Panel on Special Education?

The State Advisory Panel on Special Education (SAP) advises the Office of the State Superintendent of Education (OSSE) Department of Special Education (DSE) in its role as the State Education Agency (SEA) about the unmet needs of children with disabilities.

SAP may publicly comment on policies, rules, or regulations proposed by the OSSE regarding the education of children with disabilities. It may also advise the OSSE on developing the State Performance Plan (SPP) and the Annual Performance Report (APR).

SAP may also undertake other duties assigned by the Mayor, the OSSE or as required by federal law.

What role does the State Education Agency (SEA) have with the SAP?

OSSE provides administrative, technical support and coordination assistance. OSSE shares relevant and current information to panel members, reports progress on indicators from the State Performance Plan, supports the panel in carrying out its functions and reports on performance of students with disabilities.

Who can serve as a member on the panel?

The panel shall consist of at least twenty-one (21) voting members who are appointed by the Mayor. The panel includes parents of children with disabilities (ages birth through 26); individuals with disabilities; teachers; and others who represent State and Local education officials; institutions of higher education; administrators of programs for children with disabilities; DC Public, Private or Charter schools; state juvenile and adult correction agencies, and others as specified by IDEA.

How do you apply to serve on the Panel?

District of Columbia residents may apply for an appointment to the State Advisory Panel by completing the Office of Boards and Commissions (OBC) Application for Mayoral Appointment to a Board or Commission. A potential candidate may also complete the form online. To obtain a copy of the application or to complete it online, visit the OBC website at www.obc.dc.gov.

It is recommended that you review background information on the committees and submit a résumé and/or biography along with the completed application.

Are members paid for serving on the panel?

As a general rule, members of boards and commissions are volunteers and serve without compensation.

Who can attend the meetings?

SAP meetings are open to the public. Should you wish to make an announcement; please contact the SAP Chair or the State Advisory Panel Coordinator regarding your request.

How often does the SAP meet?

The panel is required to meet at least four times a year. The District's SAP meets monthly and the calendar is posted on the OSSE website. To view the calendar, visit www.osse.dc.gov. A link to the State Advisory Panel is located under General Information.

How can I learn about SAP activities?

The SAP prepares an annual report of its activities and recommendations on or by July 1 of each calendar year. It is posted on the OSSE website and available upon request.

Who do I contact for more information?

You may contact Desirée Brown, State Advisory Panel Coordinator/Public Outreach Specialist at 202-741-0271 or by e-mail at desiree.brown@dc.gov.