



The Division of Special Education

Quarterly LEA Meeting

June 4, 2010

Agenda

- Welcome and Introductions
- Division Updates and Dates to Remember
- Overview: The State Advisory Panel (SAP)
- LEA Forum: Q and A
- Adjournment

Data Systems

- Blackman Jones Memorandum of Agreement
 - OLAMS data
- IDCT Data Collection
- August Data Systems Training
 - SEA and LEA Roles and Responsibilities
 - 2010-2011 Data Management Calendar
 - Overview: Data Systems and Tools

Policy Updates

- Policies and Guidance Released Since Last LEA Quarterly Meeting
 - Comprehensive Child Find Policy
 - Early Childhood Transition Policy
 - Initial Evaluation/Reevaluation Policy
 - IEP Amendment Guidance
 - Policies and Procedures for Placement Review, Revised Guidance
- Upcoming Proposed Regulations, Policies, and Guidance
 - Certificates of Approval (COA) Regulations
 - NIMAS/NIMAC
 - Prohibition Against Mandatory Medication Guidance
 - Related Services Guidance

Training and Technical Assistance Updates

- Summer Training Schedule
- 2010-2011 LEA Training Needs Survey
- Upcoming Focus Groups

Fiscal Updates

FFY 2008 - LEA Fiscal Snapshots

- **FFY 2008 Funds – Last date of obligation: September 30, 2010!**
- **5%** of LEAs still have outstanding Phase II Applications (**2 LEAs**)
- **94.82%** of FFY 2008 IDEA 611 Funds Expended
- **18.21%** of FFY 2008 IDEA 619 Funds Expended

Fiscal Updates

FFY 2009 Final Allocations

- Upcoming ARRA Reporting Quarter:
 - June 16-21st Deadline
 - Webinar for updated ARRA Reporting Workbook will take place Tuesday, June 8, 2010 10:00 AM - 11:00 AM
- Please submit completed ARRA workbooks during the deadline period **6/16 - 6/21**
- Final FFY 2009 IDEA – Annual and ARRA –Allocations with Phase III Application to be released soon

Fiscal Updates

FFY 2009 - LEA Fiscal Snapshots

- **12%** of LEAs still have outstanding Phase II Applications (**5 LEAs**)
- **6.34%** of FFY 2009 IDEA 611 ARRA Funds Expended
- **1.80%** of FFY 2009 IDEA 619 ARRA Funds Expended
- **3.57%** of FFY 2009 IDEA 611 Annual Funds Expended
- **1.34%** of FFY 2009 IDEA 619 Annual Funds Expended

Monitoring and Compliance Updates

- LEA Overview: Definition of Significant Disproportionality
- LEA Determinations
- Mediation
- Resolution Session Disposition Form
- Fall Monitoring Cycle

LEA Feedback

- LEA Questions

- For Additional Information:

Fiscal: OSSE.DSE-PartBFinance@dc.gov

Data: osse.ideadata@dc.gov

TTA: osse.tta@dc.gov

General: amy.maisterra@dc.gov



LOCAL EDUCATION AGENCY DATA VALIDATION PROTOCOL

Purpose: to provide LEAs with a checklist of actions to take prior to submitting data to the Office of the State Superintendent of Education's Division of Special Education.

1. Review the DSE data management calendar

- What tools are required for submission?
 - Special Education Data System (SEDS)
 - Blackman Jones Database
 - Form (in Word, PDF)
 - Spreadsheet (in Excel)
 - Other (Quickbase application)
- What is the submission deadline?
 - Is this a data submission that is required more than once a year?

2. Understanding the data submission

- What policies relate to this data submission?
- What guidance has OSSE provided related to this data submission?
- Who do I ask for guidance regarding this data submission?
 - SEDS Team
 - Osse.ideadata@dc.gov

3. Preparing the data submission

- Is there any missing data?
 - If yes, and it is an error: enter correct data
 - If yes, and it is because it is not applicable: enter N/A or 0
 - If no, continue to next step.
- Is the data correct?
 - Is the date of birth accurate?
 - Is the IEP start date accurate?
 - If any of the data is inaccurate, correct the data in the source system.
- Is the data correct across data submissions/systems?
 - If this data was submitted previously, does the student demographic data in the current submission match the previous student demographic data submission?
 - Does the data in the submission match data in different systems?
 - Eg—does the date of birth in SEDS match the date of birth in OLAMS/STARS, and is it correct?
- Do I need to certify the data or obtain signatures?

4. Finalizing the data submission

- Conduct a final review of the data and submit as required
- Request receipt confirmation from OSSE
- Save the data for auditing purposes




Office of the State Superintendent of Education

DISTRICT OF COLUMBIA
MAYOR ADRIAN M. FENTY

JUNE 2, 2010

TO: Chancellor, District of Columbia Public Schools (DCPS)
Public Charter School Board
Public Charter School Directors
Principals, DCPS

FROM: Kerri Briggs, Ph.D. 
State Superintendent of Education

RE: Prohibition on Mandatory Medication Guidance

CONTACTS: Amy Maisterra, Ed.D., Chief of Staff
Department of Special Education
Email: Amy.Maisterra@dc.gov
(202) 481-3757
OR
Grace Chien, LEA Policy and Charter Implementation Specialist
Department of Special Education
Email: Grace.Chien@dc.gov
(202) 741-5089

The purpose of this Memorandum is to clarify the expectation of the Office of the State Superintendent of Education (OSSE) that all students with disabilities in the District of Columbia have access to a Free Appropriate Public Education (FAPE), as outlined in the requirements of the Individual with Disabilities Education Act (IDEA), 20 U.S.C. §§1400 *et seq.*, without regard to parental or adult student¹ decisions about medication. The IDEA prohibits state and local educational agency personnel from requiring any student to obtain a prescription for medication² as a condition of attending school, receiving an evaluation, reevaluation,³ or receiving services under the IDEA.⁴ LEA personnel may make recommendations about a student's need for evaluation, reevaluation and/or special education and related services under Part B of IDEA. However, the provision of an evaluation, reevaluation and/or services may not be conditioned upon a parent's decision to medicate a student.⁵ All policies, procedures, programs and practices of an LEA must be consistent with the IDEA's prohibition on mandatory medication.

¹ 34 C.F.R. §300.520; 5 DCMR §3023

² The term medication refers to a substance covered by the Controlled Substances Act (21 U.S.C. §§801 *et seq.*).

³ 34 C.F.R. §§300.300 through 300.311

⁴ The prohibition on mandatory medication in 20 U.S.C. §1412(a)(25), which was added to the IDEA by the Individuals with Disabilities Education Improvement Act Amendments of 2004, became effective on July 1, 2005. The prohibition on mandatory medication is implemented by 34 C.F.R. §300.174.

⁵ Letter to Honorable James M. Inhofe, 49 IDELR 286 (October 22, 2007)



Office of the State Superintendent of Education

DISTRICT OF COLUMBIA
MAYOR ADRIAN M. FENTY

This memorandum supersedes all previous policy, memorandum, and/or guidance promulgated by the State Educational Agency (SEA). Please direct any questions regarding the content of this document to Grace Chien, LEA Policy and Charter Implementation Specialist, at (202) 741-5098 or by email at Grace.Chien@dc.gov.



**Department of Special Education Training and Technical Assistance Unit
Needs Assessment**

Please answer the questions below to assist us in designing trainings that meet your needs:

1. LEA:
2. Position:
3. Grades served:
4. Areas in which you would like additional training:

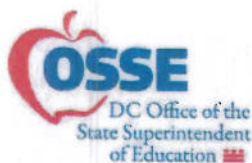
5. Training designs which you find most beneficial:

- ☐ Large group- one session
- ☐ Small group- one session
- ☐ Study group that meets regularly
- ☐ Lecture with Q&A
- ☐ Webinars
- ☐ Case studies
- ☐ Make and take
- ☐ Other (please describe):

5. Contact information (optional):

Thank you for your time!

Please return this survey by fax to (202) 741-0227, ATTN: Danielle Greene, or by email at osse.tta@dc.gov



Department of Special Education Core Professional Development Calendar

June 2010

Revised May 25, 2010

Training and Technical Assistance Unit

Chandra Williams

State Director of
Training & Technical
Assistance
202-481-3758

Danielle Greene

Staff Assistant
202-724-7878

To register, complete the registration form at the end of the calendar. The registration form may be submitted by e-mail to Danielle Greene at osse.ta@dc.gov or facsimile to 202-741-0227.

Mission

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

June 1, 2010 (NEW TITLE AND TIME)

A Data Driven Approach to Continuous Improvement in Student Learning

Focus: Least Restrictive Environment

Audience: Special and General Education Teachers, Special Education Coordinators, School Administrators

This training module is a fast paced combination of practical classroom data uses, application, and in-depth description of educational problems that data can solve. This session starts with classroom formative data and builds up towards school and LEA data. The clear aim of the presentation is describing formative data that can be used by teachers and principals immediately.

Location: Van Ness Elementary School Auditorium, 1150 5th St SE, Washington, DC 20003

Time: 8:30 am – 3:30 pm

June 2, 2010 (NEW TITLE)

How to Teach Preskills for Alphabetic Principle and Early Numeracy

Focus: Early Childhood

Audience: Parents, Preschool through Kindergarten Teachers, Administrators

This session helps early childhood educators engage young children in activities that introduce and teach phonological and phonemic awareness and the alphabetic principle integrated with vocabulary and oral language development. The information in this session extends the use of prewriting strokes for drawing to teach children how to print letters and numerals. Early math skill instruction will be included in this session incorporating fun activities for teaching pre-math concepts to young children.

Location: Van Ness Elementary School Auditorium, 1150 5th St SE, Washington, DC 20003

Time: 8:30 am – 11:30 am or 12:30 pm – 3:30 pm

June 3, 2010 (NEW TITLE AND TIME)

Parent Training: Your Role in Individual Education Plan (IEP) Development and Placement

Focus: Least Restrictive Environment

Audience: Parents of Children with Disabilities

This training will provide parents with an in-depth understanding on least restrictive environment concepts and inclusionary practices. Parents will be able to advocate for their child's academic, social, and emotional learning. Parents will:

- understand IEP development and LRE determination
- learn about factors to consider when making Least Restrictive Environment (LRE) decisions
- discuss LRE resources and tools to support their child in school

Location: Van Ness Elementary School Auditorium, 1150 5th St SE, Washington, DC 20003

Time: 5:30 pm – 7:30 pm

Revised 5.25.2010

Our Commitment

Our services are designed to 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.

The Department of Special Education's Training and Technical Assistance Unit is committed to ensuring that all students, particularly those with disabilities, receive an excellent education by providing high quality professional development, training and technical assistance.

In pursuit of our mission, we will:

Engage in the use of research-based best practice models for instruction,

Utilize data driven decisions to ensure that all stakeholders' needs are incorporated into the design and delivery of the professional development/training and technical assistance, and

Create a comprehensive statewide professional development initiative that supports closing the achievement gap.

Training and Technical Assistance will focus on building collaborative learning communities within all LEAs that foster an environment that increases student achievement.

June 5, 2010 (NEW DATE AND TIME)

For Parents Only: Special Education Support!

Focus: Early Childhood

Audience: Parents of Children ages 0 to 3 years with Disabilities

This session will assist parents of children who have a disability, a developmental delay or a sensory impairment with understanding the transition process from Part C to Part B and the services and supports available to assist in the transition.

Location: School for ARTs in Learning (SAIL) Public Charter School, 1100 16th Street, NW, Washington, DC 20036

Time: 10:00 am – 12:00 pm

June 8, 2010 (NEW TITLE)

Strategic Instruction for Building Vocabulary Skills, Grades 6-12

Focus: Least Restrictive Environment

Audience: Special and General Education Teachers, Special Education Coordinators, School Administrators

Vocabulary is an important predictor of academic success and is directly related to reading comprehension. In this session, procedures for developing vocabulary through the use of explicit vocabulary instruction and word learning strategies will be explored. Research-validated procedures will be demonstrated and practiced with classroom videos illustrating the procedures.

Location: Van Ness Elementary School Auditorium, 1150 5th St SE, Washington, DC 20003

Time: 8:30 am – 11:30 am or 12:30 pm – 3:30 pm

June 10, 2010 (NEW TITLE AND TIME)

Effective Strategies for Preventing and Responding to Problem Behavior

Focus: Behavior

Audience: School Leadership Teams, School Behavior Teams, School Administrators, Special and General Education Teachers, and Special Education Coordinators

This training will assist school teams in their development and implementation of school-wide practices and systems for responding to norm violating problem behavior.

Location: Van Ness Elementary School Auditorium, 1150 5th St SE, Washington, DC 20003

Time: 8:30 am – 3:30 pm

F.A.Q.s Frequently Asked Questions

How much does it cost to attend a DSE training?

All trainings are FREE.

Who can attend the trainings?

The trainings are open to administrators, teachers, paraprofessionals, coordinators, program managers, school personnel, and interested community members.

How do I register?

To register, choose one of two options.

1. Complete the following registration form and return to Danielle Greene at osse.tta@dc.gov or fax the registration form to 202-727-0227.
2. E-mail the Session Number(s) and number of participants to osse.tta@dc.gov. For example, Session 55- 3 people, Session 56- 1 person, etc.

Once you submit your registration request to osse.tta@dc.gov, you will receive an auto reply message with the registration confirmation.

Where is the training located?

All trainings (except the June 5 training) will take place at Van Ness Elementary School Auditorium located at 1150 5th Street SE, Washington, DC 20003 unless otherwise stated. Van Ness Elementary School is Metro accessible via the Navy Yard Metro Station. For Metro directions, visit www.wmata.com.

Will I receive a certificate showing the number of Professional Learning Units earned?

Yes. Participants, who successfully complete a DSE training, will earn Professional Learning Units (PLUs) that may be applied to a District of Columbia educator's license. Participants will receive a certificate of training as proof of the PLUs earned.

Participants must arrive within 15 minutes of the start time to receive a certificate. If you are more than 15 minutes late to the training, you will not receive a certificate.

Certificates from previous trainings are available for pick up at Van Ness Elementary on scheduled DSE training days.

Department of Special Education Core Professional Development Calendar May - June 2010 Registration

Complete and submit the registration form (on page 5) via e-mail to osse.fta@dc.gov.

To view the calendar and training descriptions, visit <http://osse.dc.gov/seo/cwp/view,q,1222,Q,563881,PM,1.asp>.

Session	Training	Time
113	NEW TITLE AND TIME: June 1, 2010, <i>A Data Driven Approach to Continuous Improvement in Student Learning</i>	8:30 am – 3:30 pm
114	NEW TITLE: June 2, 2010, <i>How to Teach Preskills for Alphabetic Principle and Early Numeracy</i>	8:30 am – 11:30 am
115	NEW TITLE: June 2, 2010, <i>How to Teach Preskills for Alphabetic Principle and Early Numeracy</i>	12:30 pm – 3:30 pm
116	NEW TITLE AND TIME: June 3, 2010, <i>Parent Training: Your Role in IEP Development and Placement</i>	5:30 pm – 7:30 pm
117	NEW DATE AND TIME: June 5, 2010, <i>For Parents Only: Special Education Support!</i>	10:00 am – Noon
118	NEW TITLE: June 8, 2010, <i>Strategic Instruction for Building Vocabulary Skills, Grades 6-12</i>	8:30 am – 11:30 am
119	NEW TITLE: June 8, 2010, <i>Strategic Instruction for Building Vocabulary Skills, Grades 6-12</i>	12:30 pm – 3:30 pm
120	NEW TITLE AND TIME: June 10, 2010, <i>Effective Strategies for Preventing and Responding to Problem Behavior</i>	8:30 am – 3:30 pm



Department of Special Education
2009-2010 Professional Development Registration Form
E-mail registration form to osse.ita@dc.gov or fax the form to the attention of Danielle Greene at 202-741-0227.

School/Organization Information

Name of School/Organization: _____

Address: _____

Telephone Number: _____

Fax Number: _____

Website Address: _____

Principal: _____

Principal's Email: _____

Attendees: Type each attendee's name and requested information. Include the session number(s) for the training(s) each person will attend. The session numbers are listed on the previous page.

Last Name

First Name

Title

Phone Number

Email

Session
Number(s)

from Theory *to* Practice



Summer Institutes 2010

Office of the State Superintendent of Education
Division of Special Education
Revised June 21, 2010



Office of the State Superintendent of Education



DISTRICT OF COLUMBIA
MAYOR ADRIAN M. FENTY

June 13, 2010

Dear Educators,

It brings me great pleasure to present to you the Office of the State Superintendent of Education (OSSE) Division of Special Education's *From Theory to Practice: Summer Institutes 2010*.

Organized by the Training and Technical Assistance Unit, *From Theory to Practice Summer Institutes 2010 (SI 2010)* is a compilation of six free institutes on behavior, leadership, co-teaching, coaching reading, writing, and math. SI 2010's goal is to create collaborative learning communities that empower and invigorate District of Columbia educators through high quality professional development.

The institutes will be facilitated by national experts such as Marilyn Friend, Ph.D., Elaine McEwan, Ed.D., Randy Sprick's Safe and Civil Schools, and Marilyn Burns' Math Solutions. Participants will receive free materials and books from the experts to use year long in their school buildings.

Again, I am pleased to present *From Theory to Practice: Summer Institutes 2010* to you and hope that you take advantage of this wonderful opportunity to grow professionally this summer.

Sincerely,

Tameria Lewis
Assistant Superintendent of Special Education

from Theory to Practice

Summer Institutes 2010

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About Summer Institutes 2010

SI 2010 is a compilation of six institutes designed to empower and invigorate District of Columbia educators. If you are interested in attending one or more of the institutes, you must complete the institute's brief registration application. Prior to registering for an institute, please note the following:

1. **Cost-** There is no cost to attend any of the six institutes. All materials are included in the registration.
2. **Full Participation-** The institutes are two to six days long. Please ensure that your schedule will allow you attend each day of the institute. Registrants must agree to attend the full institute.
3. **Training Materials-** Registrants will have access to the training materials each day of training. However, training materials must remain at the training site until the last day of the institute.
4. **Professional Learning Units (PLUs) -** Participants who attend each day of the institute and arrive on time will receive a certificate of Professional Learning Units (PLUs) earned. Receiving a certificate of PLUs earned is contingent upon attendance and timely arrival.
5. **Attendance and Late Policy-** Participants must arrive within 15 minutes of the institute's start time and attend each day of the institute in order to receive a certificate. **Partial credit will not be given.**

SI 2010 Registration: Applications must be completed online. You will receive a confirmation that your registration application has been received via e-mail. Acceptance to the institute is based on the timely and complete submission of application materials and answers to the response questions. Applicants will be notified of acceptance to the institute via e-mail.

Each application will be reviewed and scored by Training and Technical Assistance (TTA). The following is the scoring criteria:

1. Timely completion of the application per the deadline listed in this catalog. **(10 points)**
2. Quality of the responses to the questions:
 - a. "Why would you like to attend this institute?" **(10 Points)**
 - b. "How do you plan to use the information, strategies, skills, etc learned at the institute next year?" **(10 Points)**

Please note that your answers to the response questions play a critical role in your application to the Summer Institutes 2010. Successful essays:

- Answer the entire question;
- Are specific, compelling, and use demonstrable evidence and examples; and
- Use an essay format, rather than subheadings or bullets, to answer the questions.

Classroom Management and Behavioral Interventions Institute

WHEN: JULY 8-9, JULY 22-23, AND AUGUST 4, 6, 8:30 AM – 3:30 PM

WHERE: KELLOGG CONFERENCE HOTEL @ GALLAUDET UNIVERSITY

REGISTRATION APPLICATION: [HTTP://OSSEDSE.WUFOO.COM/FORMS/BEHAVIOR-INSTITUTE-2010/](http://OSSEDSE.WUFOO.COM/FORMS/BEHAVIOR-INSTITUTE-2010/)

APPLICATION DEADLINE: JUNE 30

A PROACTIVE AND POSITIVE APPROACH TO CLASSROOM MANAGEMENT*

PRESENTER: KEBA BALDWIN

Session 1 of 3: July 8 – 9

This institute is designed for K-8 teachers, specialists/coaches and interventionists. The first session of the six day institute will provide the foundational training on managing student behavior as well as effective strategies on preventing behavior problems in the classroom. Participants will learn techniques and essential classroom management competencies, including teaching expectations, designing schedules, using positive interactions, and establishing consequences for misbehavior. Teachers will leave the workshop with practical and effective strategies for integrating research on classroom management into their daily routines.

Participants will receive a copy of *CHAMPS: A Proactive and Positive Approach to Classroom Management*, 2nd ed. by Dr. Randy Sprick—a comprehensive guide that new and veteran teachers can use to design and fine-tune their classroom management plans. The book includes a CD with reproducible materials.

INTERVENTIONS: EVIDENCE-BASED BEHAVIORAL STRATEGIES FOR INDIVIDUAL STUDENTS AND BEHAVIORAL RESPONSE TO INTERVENTIONS*

PRESENTERS: DONNA MEERS AND JANE HARRIS

Session 2 of 3: July 22 – 23 • Session 3 of 3: August 4, 6

Sessions 2 and 3 of the institute will focus on designing interventions for students with severe social, emotional, and behavior problems using the intensive procedures detailed in *Interventions: Evidence-Based Behavioral Strategies for Individual Students*. Participants will focus on students who require individual intervention. Participants will learn five early-stage interventions that all teachers can be trained to implement. In addition, participants will learn how to implement, in collaboration with an interventionist (psychologist, counselor, or behavior specialist) or intervention team, 14 highly structured, research-based interventions for students with the most intensive needs. Participants will also learn problem-solving processes that teams can use to ensure effective design of individualized behavior interventions.

Participants will receive a copy of *Interventions: Evidence-Based Behavioral Strategies for Individual Students*, 2nd ed. by Drs. Randy Sprick and Mickey Garrison. *Interventions* can help teachers, counselors, paraprofessionals, and others who work with challenging students in the planning and implementing of validated, tiered strategies to increase motivation and improve behavior. Each of the 19 chapters in the book discusses a different evidence-based intervention with information on implementation, sample forms, charts, and data-collection tools. The book includes a CD with reproducible materials.

*This institute is limited to 40 participants. See page 4 for more information on registration.

Co-Teaching: A Method for Creating Inclusive Classrooms

WHEN: JULY 6-7, 8:30 AM – 3:30 PM

WHERE: KELLOGG CONFERENCE HOTEL @ GALLAUDET UNIVERSITY

REGISTRATION APPLICATION: [HTTP://OSSEDSE.WUFOO.COM/FORMS/COTEACHING-INSTITUTE-2010/](http://ossedse.wufoo.com/forms/coteaching-institute-2010/)

APPLICATION DEADLINE: JUNE 30

CO-TEACHING: A METHOD FOR CREATING INCLUSIVE CLASSROOMS*

PRESENTER: DR. MARILYN FRIEND

At the Co-Teaching Institute participants will learn the basics and beyond of co-teaching. The purpose of this institute is to provide an overview/review of co-teaching as well as detailed information about effectively planning, implementing, and evaluating co-teaching programs. Participants will have the opportunity to explore both the conceptual and the operational aspects of this innovative approach to providing an education to students in the least restrictive environment as well as learning other collaborative skills that can help co-teachers succeed in teaching ALL students.

Participants will learn how to:

1. define co-teaching and distinguish it from terms such as collaboration, inclusion, and team teaching.
2. relate co-teaching to current trends toward collaboration in public schools, both in general education and in special education.
3. provide a rationale through philosophy, research, and recent legislation for implementing co-teaching.
4. discuss critical components of a teacher's model for co-teaching, including a shared belief system, personal prerequisites, collaborative commitment, clear procedures, and external supports.
5. describe at least six different types of co-teaching arrangements, and determine situations for which each is appropriate and inappropriate.
6. outline examples of the uses of co-teaching for elementary and middle school.
7. Identify key classroom topics to address with a co-teacher prior to co-teaching.
8. describe strategies for arranging reasonable amounts of common planning time for co-teachers and finding efficient ways to use such time.
9. outline principles that should guide professionals in determining which students are strong candidates for co-teaching, the overall number of students assigned to assign to co-taught classes, and the appropriate proportion of students with disabilities in these classes.
10. explain common problems related to scheduling co-teaching and options for addressing those problems.
11. discuss the rationale for limiting the number of locations in which a special educator is expected to co-teaching during a single school day.

(2009 Marilyn Friend, Inc.)

*This institute is limited to 40 participants. See page 4 for more information on registration.

Instructional Leadership: Your Leadership, Their Lives, Their Future

WHEN: JULY 19-20 AND AUGUST 5, 8:30 AM – 3:30 PM

WHERE: KELLOGG CONFERENCE HOTEL @ GALLAUDET UNIVERSITY

REGISTRATION APPLICATION: [HTTP://OSSEDSE.WUFOO.COM/FORMS/LEADERSHIP-INSTITUTE-2010/](http://OSSEDSE.WUFOO.COM/FORMS/LEADERSHIP-INSTITUTE-2010/)

APPLICATION DEADLINE: JUNE 30

CREATING HIGHLY EFFECTIVE SCHOOLS*

PRESENTER: DR. ELAINE MCEWAN-ADKINS

Session 1 of 2: July 19 – 20 • Session 2 of 2: August 5

This institute was designed for the results-oriented school leader who would like to understand and master all accountability measures for student achievement. The first session of this institute will focus on a comprehensive study of the differences between leadership and instructional leadership. School leaders will learn the 7 Steps to Effective Instructional Leadership.

Participants will analyze, understand and discuss the following seven steps to effective instructional leadership:

1. Step One: Establish, Implement, and Achieve Academic Standards
2. Step Two: Be an Instructional Resource for Your Staff
3. Step Three: Create a School Culture and Climate Conducive to Learning
4. Step Four: Communicate the Vision and Mission of Your School
5. Step Five: Set High Expectations for Your Staff and Yourself
6. Step Six: Develop Teacher Leaders
7. Step Seven: Establish and Maintain Positive Relationships with Students, Staff, and Parents.

The institute will conclude with participants establishing literacy initiatives that are evidence based to implement in their schools. Dr. Elaine McEwan-Adkins will provide participants with a comprehensive understanding of the reading process. She will share examples of how instruction should look in classrooms as well as the research behind why it should look that way. Participants will understand the key components of the reading process and how it should be taught in order to catch those kids who might fall through the cracks.

Participants will receive copies of *7 Steps to Effective Instructional Leadership* and *Teach Them All to Read: Catch Kids Before They Fall Through the Cracks* both by Elaine K. McEwan-Adkins.

*This institute is limited to 25 principals, executive directors, head of school leaders, or similar titles. See page 4 for more information on registration.

Dr. Marilyn Burns: Ten Big Math Ideas- Enhance Your Students' Math Learning Test Scores and Skills (K-2)

WHEN: JULY 21 – 22 AND AUGUST 2 – 3, 8:30 AM – 3:30 PM

WHERE: KELLOGG CONFERENCE HOTEL @ GALLAUDET UNIVERSITY

REGISTRATION APPLICATION: [HTTP://OSSEDSE.WUFOO.COM/FORMS/MATH-INSTITUTE-2010/](http://ossedse.wufoo.com/forms/math-institute-2010/)

APPLICATION DEADLINE: JUNE 30

TEN BIG MATH IDEAS- ENHANCE YOUR STUDENTS' MATH LEARNING, TEST SCORES, AND SKILLS*

Session 1 of 2: July 21 – 22 • Session 2 of 2: August 2 – 3

This four day institute will begin with a focus on the broad topic of teaching mathematics to accomplish two key goals: changing the way participants think about math and changing how you teach math to students. Using the District of Columbia's math standards and a structure that supports participants as learners and as teachers, the first part of this institute will introduce teachers to the current guidelines for mathematics instruction. Teachers will be presented with the rationale for teaching mathematics through problem solving and gives them hands-on experiences with instructional strategies and ideas that promote thinking and reasoning. Samples of student work connect session experiences to classroom instruction.

Course Experiences: Session 1

Participants will:

- examine problem-solving activities and investigations that develop understanding;
- focus on problem solving in all areas of the math curriculum, including number and operations, geometry, measurement, algebra, data analysis and probability;
- experience a variety of ways to organize the classroom—whole-class, small-group, and individual learning;
- identify and analyze strategies to develop number sense that enhance computational efficiency; and
- understand how manipulative materials can be used to support learning.

This institute will continue with training on numbers sense. Number sense is a broad idea that covers a range of numerical thinking. Teachers will gain an understanding of what number sense is, why it's important, and what strategies they can use to help promote their students' number sense. Through firsthand experiences, teachers explore their own number sense and are introduced to instructional approaches that promote thinking and communicating about numbers. Samples of student work will help connect course investigations to teachers' classroom needs.

Course Experiences: Session 2

Participants will:

- engage in a variety of math tasks that help students become flexible in their ability to reason numerically;
- experience a classroom environment that promotes the development of number sense and encourages communication about numbers;
- assess students' number sense; and
- develop and recognize their own number sense in order to be more aware of how students learn about numbers and computation.

*This institute is limited to 40 participants. See page 4 for more information on registration.

The Write Tools: Strategies for Building Proficient Elementary Writers (K-6)

WHEN: JULY 26 – 27, 8:30 AM – 3:30 PM

WHERE: KELLOGG CONFERENCE HOTEL @ GALLAUDET UNIVERSITY

REGISTRATION APPLICATION: [HTTP://OSSEDSE.WUFOO.COM/FORMS/WRITING-INSTITUTE-2010/](http://ossedse.wufoo.com/forms/writing-institute-2010/)

APPLICATION DEADLINE: JUNE 30

THE WRITE TOOLS: STRATEGIES FOR BUILDING PROFICIENT ELEMENTARY WRITERS (K-6)*

PRESENTER: BETTYE LEWIS

The Write Tools is a two day *Step Up To Writing* institute designed to provide teachers with a comprehensive approach on how to effectively teach students to write. Participants will learn instructional methods to use with each grade level. The institute will begin with a focus on students learning the language of writing and the incorporation of recognizable symbols into instruction (traffic light, happy faces, etc.). *Step Up To Writing* will build on this foundational technique by providing participants with a repertoire of strategies on solid sentence writing activities, outlines on how to write organized paragraphs, stories, and how to get students actively involved in reading through the writing process. Participants will learn all of the components of effective writing, which will be divided into manageable steps to implement *Step Up To Writing* with a high level of fidelity.

This institute will conclude with teachers having a solid repertoire on how to teach students how to write clear, organized paragraphs, reports and essays. Participants will have a comprehensive understanding of how to teach students to:

- organize ideas and information
- write topic sentences and thesis statements
- connect key ideas with supporting details
- write conclusions
- think creatively

Participants will receive a copy of the *Step Up to Writing Manual* which includes dozens of writing examples; reproducible activity sheets; scoring rubrics; skill sequences for key strategies; topics for writing projects; and strategies, such as accordion paragraphs, accordion essays, the quick-sketch narrative, the four-step summary, vocabulary maps, active reading and listening.

*This institute is limited to 40 participants. See page 4 for more information on registration.

The Reading Coach: Coaching That Gets Results

WHEN: JULY 28 – 29, AUGUST 9 – 10, AND SEPTEMBER 15, 8:30 AM – 3:30 PM

WHERE: KELLOGG CONFERENCE HOTEL @ GALLAUDET UNIVERSITY

REGISTRATION APPLICATION:

[HTTP://OSSEDSE.WUFOO.COM/FORMS/READING-COACH-INSTITUTE-2010/](http://OSSEDSE.WUFOO.COM/FORMS/READING-COACH-INSTITUTE-2010/)

APPLICATION DEADLINE: JUNE 30

THE READING COACH: COACHING THAT GETS RESULTS*

PRESENTER: DR. JAN HASBROUCK

Session 1 of 3: July 28 – 29 • Session 2 of 3: August 9 – 10 • Session 3 of 3: September 15

This five day institute was designed for academic/instructional coaches, reading coach supervisors and support coaches to improve instructional effectiveness and to enhance student achievement. This institute will begin with an overview of coaching: Why? Who? What?

Participants will learn:

- roles for supervisors of coaches: Facilitator, Collaborative, Problem Solver, Teacher/Learner
- keys to successful coaching: Role definition and professional partnerships
- systematic problem solving approach for collaborative planning
- communication skills for effective coaching
- data collection, analysis and progress monitoring to collaboratively develop effective plans to help improve students' academic outcomes.
- SAIL framework: supporting school-wide commitment using standards, assessments, instruction, intervention and leadership.
- how to teach teachers: providing effective professional development – coach as teacher/learner
- RTI decision making process using effective reading assessments
- best practices for planning and delivering effective reading instruction

This institute will conclude with participants having a solid repertoire of effective coaching processes and effective core and intervention reading instruction strategies.

Participants will receive copies of *The Reading Coach: A How-to Manual for Success* and *The Reading Coach 2: More Tools for Student-Focused Coaches* both written by Jan Hasbrouck, Ph.D. & Carolyn Denton, Ph.D.

*This institute is limited to 40 participants. See page 4 for more information on registration.



Resolution Period Disposition Form

This form is designed to assist the LEA in notifying the Hearing Officer and the Student Hearing Office (SHO) regarding the outcome of the resolution meeting(s). **Failure to notify the Hearing Officer and the SHO within 3 calendar days after the termination of the resolution period may result in a finding of noncompliance by the Office of the State Superintendent of Education, Quality Assurance and Monitoring Division.**

Student and Case Information

Student Name: _____
Student Date of Birth: _____
Student ID: _____
SHO Case Number: _____

Parent Information

Parent Name: _____
Parent Address: _____
Parent Phone Number: _____

LEA Information

Name of LEA: _____
LEA Representative: _____
LEA Representative Title: _____
LEA Address: _____
LEA Representative Phone Number: _____
LEA Representative Fax: _____

Resolution Meeting Information

Date Due Process Complaint Filed: _____

Date of Resolution Meeting(s): _____

Was meeting held within 15 calendar days or, in the case of an expedited discipline hearing, within 7 days? ☐ Yes ☐ No

If meeting was not held within 15/7 days, reason for delay (*reason does not excuse the LEA from the obligation to comply with the 15/7 day timeline*): _____

Resolution Outcome

I. Resolution Agreement

____ Resolution Agreement reached that satisfies all issues in the complaint. (All issues in the complaint have been resolved and an agreement has been reached to the satisfaction of the parties.) The parties agree the due process complaint should be dismissed.¹

A copy of the Resolution Agreement must be forwarded to the Hearing Officer and the SHO.

II. No Resolution Agreement

- A. ____ No agreement was reached by the end of the 30 day resolution period and the case should proceed to a due process hearing.
- B. ____ Although the 30 day resolution period has not yet expired, the LEA and the parent agree that no agreement is possible and want the 45-day hearing timeline to start the day after this written agreement.

Signatures and Affirmation

I affirm that the information provided in this form is true and correct.

Signature of Parent/Guardian

Date

Signature of LEA Representative

Date

Mail, fax, e-mail, or deliver this form to:
Office of the State Superintendent of Education
Student Hearing Office
810 First Street NW, 3rd Floor
Washington, DC 20002
Fax: 202-442-5556

¹ If some, but not all, issues in the due process complaint were resolved to the satisfaction of the parties, provide a copy of the Resolution Agreement to the Hearing Officer and the SHO.

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 of meetings 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.

THE POST-SCHOOL OUTCOME SURVEY

Help us Prepare Students for Success after High School

Educators care about students with disabilities and want to make sure that they are prepared for adulthood, meaningful employment or further education when they leave school. One year after leaving high school, someone from school may call, email or send a letter to ask if your child is going to college, vocational training or working.



Responding is important! Your answers will:

- Tell schools how prepared students are for education and employment after high school;
- Help schools improve programs;
- Help schools focus on student's success beyond the classroom;
- Identify areas for teacher training and support.

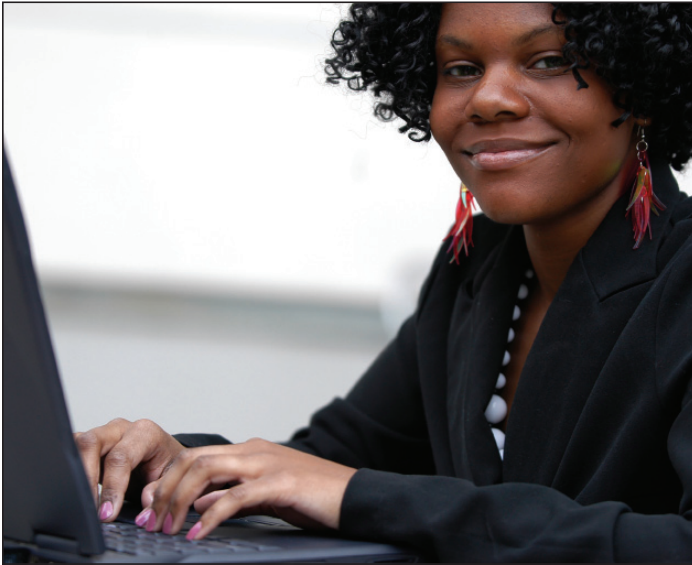
WHO'S INCLUDED IN THE SURVEY?

Former students who had an Individualized Education Program (IEP) during their last year of high school and who are no longer enrolled in school will be asked to complete the survey. Information may be gathered from a parent, guardian or caregiver like yourself. Responding is voluntary.

Did Your School Help Prepare Your Child?

WHAT'S INCLUDED?

The short survey asks questions about your child's current educational and job activities.



WHEN?

States are required to survey young adults between April and September the year after leaving school. The survey may be a phone call, email or letter asking a few questions.

States may send a notification letter that:

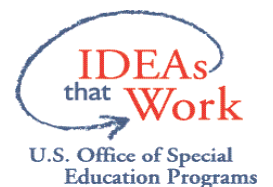
- Explains the survey;
- Asks you to participate;
- Tells you how and when you'll be contacted.

WHAT ABOUT PRIVACY?

Any personal information shared on the survey will be kept confidential. Your child's identity will not be known.

SHAPE THE FUTURE!

By completing the survey you can help shape school programs to prepare students with disabilities for successful adult lives. Please watch for the survey, complete, and return it to the school as directed.



1 YEAR STORY CHANCE

What will you be doing in one year?
Going to college or vocational school?
Working at a job?

WE WANT TO KNOW!

One year after you leave high school,
we'll send you a survey asking about
your life. It's quick, easy, and important!

PLEASE RESPOND!



YOU TELL US!

It's Quick

- "Yes or no" or multiple-choice questions

It's Easy

- The survey asks if you are going to school or working
- It's private: no one will share your name
- It's voluntary

It's Important

Answer the survey and you will:

- Help schools prepare more youth with disabilities for college, vocational training and good jobs
- Help schools know what to change or add to special education services
- Tell schools if teachers need help or training

Watch For It!

One year after you leave high school, someone from school may call, e-mail or send you a letter about the survey.

Please Respond!

Contact Information

