



Special Education Programs & Resources Guide for Families

School Year 2016-2017



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Letter From the Deputy Chief

Dear DCPS Families,

We are committed to working with you as a valued partner in ensuring your child receives an excellent special education program. This guide is an overview of special education programs in DCPS and we see it as an important part of our open communication with you. Knowledge is power, and this guide provides critical information about our programs and the key contacts that will help you get more information.

DCPS is among the fastest improving urban districts in the nation for special education. However, we know there is still a lot of room to grow in order to dramatically improve academic outcomes for all students. In 2016, we developed a new strategic plan to focus our work over the next three school years. This plan focuses on academic achievement, inclusion, and parent engagement - all to prepare student for success in college and careers. Our four strategic goals for school years 2016-2019 are as follows:

- Goal 1: Increase academic achievement - PARCC proficiency levels improve by 10 percentage points
- Goal 2: Include more students - 60% of students will receive instruction primarily in general education settings
- Goal 3: Involve families in their child's success - 85% of parents say they are satisfied with their child's educational program
- Goal 4: Prepare students for college or the workforce - Increase four-year graduation rates to 55%

We hope that this guide helps you learn more about our programs and we encourage you to reach out to us directly with questions and comments. Contact information for each of our programs and supports is included at the back of this guide.

We look forward to a productive and successful year with you and your child!

Sincerely,



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Deputy Chief, Division of Specialized Instruction
District of Columbia Public Schools

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Introduction

One of the goals of the District of Columbia Public Schools (DCPS) is to be the district of choice for students with disabilities. We believe that all students, regardless of background or circumstance, can achieve at the highest levels.

Parents, families, and community members play an essential role in the education of their children, especially when a child has a disability and needs special services. You are an expert on your child and his or her most important advocate. This guide is meant to give you a brief overview of the programs and services we offer to our students with disabilities. We look forward to working together to ensure that all of our students receive a high-quality education.

What is special education?

According to the **Individuals with Disabilities Education Improvement Act (IDEA) 2004**, special education is the specially designed instruction and related services required to meet the unique needs of a child with a disability. Under this important federal law, DCPS must provide a **free appropriate public education (FAPE)** to every student. IDEA also mandates that students learn in the **least restrictive environment (LRE)** possible. This means that children with disabilities are taught alongside their peers without disabilities to the greatest extent possible and are removed from these settings only when the nature of their disability prevents them from learning with their peers without disabilities.

Why would my child need special education services?

When students have the opportunity to be involved and make progress in the same curriculum as their peers without disabilities, we say they have **access** to the curriculum. However, sometimes a student's disability can prevent him or her from accessing the curriculum. When this happens, teaching methods, materials, classroom settings and/or assignments must be modified to meet the student's needs. These modifications and accommodations give students the opportunity to access their education.



Where are these services provided?

DCPS provides a continuum of services for students ages three through 22 with disabilities who have been found eligible to receive special education services. There are different settings along the continuum where these services can be provided, and students learn in the least restrictive environment possible.

IEP teams determine the appropriate level of services a student needs to access the curriculum. Most DCPS students can be served in the general education (regular) classroom, in a Learning Lab or in a full-time classroom. Separate school and home and hospital instruction are considered the most restrictive environments and are for students with the highest level of need.



“Inside of general education” means that the specialized instruction and related services for students with disabilities will be served while they are with their peers without disabilities in the general classroom. DCPS believes that all students will benefit from including students with disabilities in a general education setting to the greatest extent possible.

Sometimes, though, a student needs more support than can be provided in the general education setting. **“Outside of general education”** refers to all specialized instruction and services that are provided to a class or grouping made up entirely of students with disabilities. Students with less than 20 hours of specialized instruction outside of general education in their IEPs typically receive services in a Learning Lab, also referred to as a resource room or pull-out services.

DCPS’s full-time, districtwide classrooms provide specialized supports to students with 20 or more hours of specialized instruction outside of general education in their IEP. Our full-time classrooms are designed to give more support to students with disabilities who have a high level of need.

Students’ IEPs may have instruction hours provided only inside of general education, only outside of general education, or both inside and outside of general education.

How does inclusion work in DCPS?

Students with disabilities spend as much time with their peers without disabilities as possible (as decided by the IEP team). Our goal is to help all students develop the skills they need to eventually learn in a general education classroom with their peers without disabilities. It is important to note that inclusion is not a type of classroom or a place but rather the philosophy of including students with disabilities in general education settings. The goal of inclusion is to provide students with high-quality instruction that is aligned to grade-level expectations and gives them the opportunity to succeed in all areas. One important way to implement inclusion is to meet a student’s special education needs in the general education classroom.

Special Education Process

What is the special education process?

Referral	IEP Evaluation & Eligibility	IEP Development	Implementation of Services & Monitoring
<ul style="list-style-type: none">A parent, counselor, teacher or school administrator submits a referral for special education services.	<ul style="list-style-type: none">Collect and analyze student information (including evaluations).Hold referral meeting with IEP team to discuss information.Hold eligibility meeting with IEP team to determine whether student requires services.	<ul style="list-style-type: none">An IEP meeting is held to discuss the services a student will need.An IEP is developed within 30 days of initial eligibility meeting.	<ul style="list-style-type: none">IEPs are implemented immediately following the IEP meeting.IEPs are reviewed annually. Eligibility for services is reviewed every three years.

The special education process starts once a teacher, parent, psychologist, other school staff member or third party (such as a day care center or physician) submits a referral for a student. After the referral is reviewed, a team meets to discuss the referral, collect (or recommend more) evaluations and determine whether the student is eligible for special education services. This team is called the **IEP (individualized education program)** team and should include general education teachers, special education teachers, school administrators, other key members of the school, related service providers, the student (if appropriate) and you.

Once a student with a disability is found eligible for special education services, the IEP team discusses a plan of action and creates an IEP for the student. The IEP is a document that outlines the educational needs of the student and the instruction and services required to meet those needs. The IEP team determines the special education services a student needs and the appropriate setting in which these services should be delivered.

As the guardian of your child, you are a very important member of the IEP team. Accordingly, the Special Education Student Rights Act of 2014 requires your child's school to send you any relevant documents that will be discussed at an IEP or eligibility meeting within 5 days of the meeting date. This is to ensure you have time to review and prepare for the meeting.

Under the same law, you may expect that a copy of the IEP will be sent to you within 5 days after the meeting has taken place.

DCPS makes every effort to provide special education services in each student's attending or neighborhood school if the appropriate services are available. When this is not possible, DCPS assigns a student to a districtwide classroom at another school that has space, is as close as possible to the student's home and can provide the student's IEP services.

The Special Education Students Rights Act of 2014 also allows parents or their designees to visit their child's current or proposed classroom. If you would like to appoint a designee to observe your child, the school will provide you with an Observation Designee Form to do so.

Who should I contact if I think my child is in need of special education services?

According to IDEA, a school district must identify, locate, and evaluate all children who have a disability or are suspected of having a disability. This is known as child find.

In DCPS, referrals for special education services should be made to the following groups:

- Early Stages - handles referrals for children ages 3 through 5 in DCPS, dependent charters, private or religious schools, or child care centers, as well as children who are not yet enrolled in school
- DCPS Neighborhood Schools - students ages 5 through 21 enrolled in a DCPS school are referred through their attending school
- Centralized IEP Support - handles referrals for students ages 5 through 21 who are parentally placed and funded at a private or religious school

Early Stages

Serving: Children ages 3 through 5

Grades: PK3, PK4 and kindergarten

Contact: referral@earlystagesdc.org or info@earlystagesdc.org

According to IDEA, a school district must identify, locate and evaluate all 3- to 5-year-old children who may have a disability. Early Stages works with children in DCPS, children in dependent charters, private or religious schools, or child care centers, as well as children who are not yet enrolled in school. In addition, Early Stages manages Part C Transition, the process that determines whether children receiving early intervention services are also eligible for special education services in school.

Early Stages has two evaluation sites:

- Walker-Jones Education Campus, 1125 New Jersey Avenue, NW
- Department of Employment Services, 4058 Minnesota Avenue, NE

Main Activities

Early Stages offers developmental screenings, manages referrals, conducts evaluations, holds eligibility meetings, develops IEPs and identifies locations for eligible children to receive their services. Each student referred for a full evaluation is assigned an evaluation team. This team is made up of a family care coordinator, who supports the family through the process, and an evaluation coordinator, who organizes the evaluations and the development of an IEP. Together with other specialists, this team completes an evaluation and provides parents with a better understanding of their child's needs. Together with the parent, the team determines whether the child is eligible for special education and related services. If so, the team develops an IEP.

Service Delivery

All IEP services are provided at DCPS schools by DCPS staff. Eligible children who are not already enrolled in a DCPS school are offered a seat either at their neighborhood school or through a lottery placement. If the neighborhood school is unavailable or does not have a program that meets the child needs, then a seat will be offered at the closest school that can meet his or her needs. Children whose families prefer enrollment in private or religious schools will receive equitable services through an Individualized Service Plan (ISP) instead of an IEP.

Outreach

The Early Stages team works with organizations in the District and manages the referral processes for child care centers, medical providers and other professionals who work with children. They also offer parent workshops and support screenings and referrals for individual families. If you would like more information, please visit www.earlystagesdc.org.

Referral to Early Stages

Anyone can make a referral to Early Stages. Referrals can be made by phone: 202-698-8037; fax: 202-654-6079; e-mail: referral@earlystagesdc.org; online form: <http://earlystagesdc.org/for-professionals/referrals>, or in person at either site.

DCPS Neighborhood Schools

Serving: Children ages 5 through 21 enrolled in a DCPS school

Contact: profiles.dcps.dc.gov for school contact information

If your child is between the ages of 5 and 21 years old and currently enrolled in a DCPS school, referrals for special education services are done through their attending school. The steps for referral, evaluation, and eligibility are outlined below.

1. Your child is identified as possibly having a disability

You or a school professional notices that your child is struggling in school and may have a disability.

2. Meet with the school Response to Intervention (RTI) Team

Contact your school to inform them of your concerns and schedule a meeting to discuss the concerns and pre-referral interventions.

3. If your child is still struggling

If you do not think that the RTI plan is meeting your child's needs, or if the RTI team decides that its strategies have been exhausted, discuss this with the RTI lead or contact your school's Local Education Agency (LEA) Representative.

4. Your child is evaluated

You will be asked to sign a consent for evaluation. Once you sign the consent form, your child will be evaluated and may receive specific tests to inform the team.

The evaluation will be specifically tailored to your child and may involve observations, interviews, reviewing report cards, and the administering of tests.

5. Eligibility is determined

The evaluation team will meet with you to review the evaluations and assessments and determine if your child is eligible for special education services.

6. If your child is found eligible for services

If your child is found to be a child with a disability and needs special education and related services as a result of that disability, then your child will be eligible for special education services. Once your child is found to be eligible for services, the team will meet to write an Individualized Education Program (IEP) for your child. Your child's education and services will not change until you give consent for special education to start and the IEP is finalized.

Centralized IEP Support

Serving: Children ages 5 years 10 months through 21 years old parentally placed in a private or religious school

Contact: dcps.childfind@dc.gov or (202) 442-5475

dcps.dc.gov/page/determining-if-private-and-religious-school-students-need-special-education

The Centralized IEP Support Unit handles referrals for children ages 5 years 10 months to 21 years old who are parentally placed and funded at a private or religious school and fall in one of the following categories:

- Are attending a private or religious child development center or elementary/secondary school in DC, whether the family resides in DC or not;
- Are attending a private or religious child development center or elementary/secondary school in another state and the family resides in DC; or
- Are being home schooled in DC.

Eligibility/Referral Process

To make a referral for special education evaluation for a student in private school, please submit the following information. Documents can be obtained by going to the DCPS website noted above or contacting the Centralized IEP Support Unit.

Required Documents:

- Referral Form
- Universal Health Form
- Proof of enrollment at a private or religious school in DC (usually a letter from the school)
- DC residency verification (DC residents only, to be completed after other documents are received)

Suggested Documents:

- Attendance records
- Report cards
- Standardized test scores
- Work samples
- Prior evaluations (if applicable)

Special Education Continuum of Services

Inclusion Models

Co-Teaching

Serving: Students with specialized instruction outlined in their IEP designated as “inside of general education”
Contact: sped.inclusion@dc.gov

Co-teaching is a service delivery option that exists as a means to provide specialized instruction to students with disabilities within the general education setting. Co-teaching occurs when two or more professionals share the responsibility for teaching some or all of the students in a classroom. This practice provides all students with an opportunity to learn from two educators in an integrated approach to the content. For students with IEPs, co-teaching may provide the least restrictive environment to receive specialized instruction. By providing students with and without disabilities access to the curriculum in the same classroom, co-teaching can set the stage for inclusion. DCPS supports co-teaching at all DCPS schools.

Instructional Model

There are many different models of co-teaching. Some models that DCPS supports include but are not limited to:

- **One Teach, One Assist:** one person keeps primary responsibility for teaching while the other professional circulates through the room providing assistance to students as needed.
- **Teaming:** both teachers deliver the same instruction at the same time
- **Station Teaching:** teachers divide content and students. Each teacher then teaches the content to one group and then repeats the instruction with the other group. If appropriate, a third station gives students an opportunity to work independently.
- **Parallel Teaching:** both teachers teach the same information, but divide the class into groups and teach simultaneously. The distinction between this approach and station teaching is that in parallel teaching, the teachers only work with one group of students rather than all of the students.
- **Alternative Teaching:** one teacher takes responsibility for the large group while the other works with a smaller group. The purpose for putting students in groups, the makeup of the group, and the teacher leading the group may vary.
- **One Teach, One Observe:** one teacher leads instruction while the other teacher gathers data regarding students' academic progress, behavior or social skills, or responsiveness to teacher directions. This data is the basis for instructional decision making.

The curriculum is aligned to the Common Core State Standards as well as the DCPS Scope and Sequence. Instruction is also aligned to IEP goals and scaffolded to the appropriate level.

Classroom Support

Co-teachers share instruction and are both actively engaged throughout instruction time. The certified teachers prepare together to develop lesson plans.

Early Childhood Inclusion

Serving: Students with disabilities served in the general education setting

Grades: PK3–PK4

Contact: dcps.earlychildhood@dc.gov

At the early childhood level, DCPS serves many students with disabilities in the general education classroom. These general education classrooms use a number of research-based curricula including Tools of the Mind, Creative Curriculum, Montessori and the Reggio Emilia approach. Teachers are provided with supports and resources to meet the needs of all children in the classroom. Some classes are designed specifically to serve both students with disabilities and those without in the same space. These classes use the Tools of the Mind curriculum and have additional resources to support all children.

Instructional Model

The Tools of the Mind curriculum allows teachers to work at each student's individual level to help him or her prepare for kindergarten. Students in the classroom also have the advantage of more opportunities to develop social-emotional skills as they interact and learn with children who have different abilities than they do. At the PK3/ PK4 level, students with disabilities benefit greatly from peer modeling. Students without disabilities also benefit as they provide support and coaching to their classmates. All students in this setting will be better problem solvers and more accepting of differences.

Classroom Support

Classrooms with Tools of the Mind are staffed with a teacher who is certified in both early childhood education and special education and two trained classroom instructional paraprofessionals. Students receive the services (all academic, personal and related services) outlined in their IEPs while in a general education classroom.



Learning Labs

Formerly known as Resource Rooms

Serving: Students with fewer than 20 hours of specialized instruction outlined in their IEP designated as “outside of general education”

Contact: sped.inclusion@dc.gov

A Learning Lab is a classroom that is separate from the general education classroom where students with disabilities are given direct, specialized instruction and academic assistance. Sometimes this form of support is also referred to as a resource room or pull-out services. Students in this setting spend part of their time in the Learning Lab and part of their time in the general education classroom with modifications and/or accommodations.

Eligibility

DCPS students with fewer than 20 hours per week of specialized instruction outside of general education may receive some instruction in a Learning Lab. IEP teams decide whether the student requires instruction in a Learning Lab. Students with more than 20 hours of specialized instruction outside of general education in their IEP are eligible for a full-time program.

Instructional Model

Learning Lab teachers provide whole-group, small-group and individual instruction and serve the accommodations and modifications included in students’ IEPs. All instruction is aligned to the Common Core State Standards and the DCPS Scope and Sequence. Targeted math and literacy interventions that are implemented in Learning Labs are Lexia, SpellRead, System 44/Read 180, Do the Math, and Do the Math NOW!



Behavior & Education Support (BES) Program

Serving: Students with emotional disabilities and students with other disabilities who require intensive behavioral supports

Grades: Grade 2 through grade 12

Contact: dcps.bes@dc.gov

The Behavior and Education Supports (BES) program is for students who have been identified with an emotional disability or who have challenging behaviors that interfere with learning. Each classroom provides a safe and structured learning environment with an emphasis on Common Core aligned instruction.

Eligibility

The BES program serves students in 2nd through 12th grades who have behavior intervention plans (BIPs) and have not responded to interventions in the general education setting. Students can enroll in these classrooms only if the IEP team believes the full-time BES program services are necessary.

Students in the BES program classrooms receive most of their academic instruction in the full-time setting; however, students can begin to transition to the general education setting if the IEP team determines that they are ready.

Instructional Model

Students in the BES program follow the same progress monitoring for reading and math as students in general education. BES students participate in the standard state assessment with accommodations according to their IEP. It is uncommon for a student in the BES program to be found eligible for the alternate state assessment.

Classroom Support

Every BES program has three trained staff members: a certified special education teacher, an instructional paraprofessional and a behavior technician. Staff members are trained in Safety Care (behavior management program), de-escalation techniques and instructional strategies. The BES specialists provide individualized training and support to classroom staff. Specially trained and certified related service providers support the physical and emotional needs of students in accordance with their IEPs.

Communication & Education Support (CES) Program

Serving: Students with autism spectrum and related disorders

Grades: PK3 through grade 12

Contact: dcps.ces@dc.gov

The Communication and Education Supports (CES) program is for students who have been identified with autism spectrum disorder or other learning needs. The CES program is based on Applied Behavior Analysis (ABA) and uses evidence-based practices to provide students with highly structured classrooms. Teachers and staff in these full-time classrooms support the academic, behavioral, and social-emotional needs of students to help them develop independent life skills.

Eligibility

CES programs serve students in PK3 through 12th grade who have an autism spectrum disorder and/or require support in the following areas: communication, social-emotional, adaptive behavior and academics. Students can enroll in these classrooms only if the IEP team decides that they need full-time CES program services. Students in CES program classrooms typically receive instruction in the full-time classroom; however, students can begin to transition to a general education setting if the IEP team determines that they are ready.

Students with high functioning autism (HFA) who meet specific criteria may be eligible for our CES-Executive Function program. In this program, the students are generally on or above grade level, do not have significant language or cognitive delays, but have difficulty accessing the general education setting.

Instructional Model

CES classrooms are highly structured and supportive. The staff uses ABA techniques such as prompting and fading and reinforcement to provide the best quality instruction and behavior intervention. Reading and math programs include Edmark, Failure Free Reading and STAR Autism. The CES program also offers Attainment Core Content Curriculum which aligns instruction to the Common Core State Standards.

Instruction in the CES-Executive Function program is aligned to the Common Core State Standards and the DCPS Scope and Sequence with a special focus on a social skills curriculum.

Classroom Support

Each CES classroom is staffed with a certified special education teacher and instructional paraprofessionals who are trained in ABA. The CES specialists provide individualized training and support to classroom staff. CES specialists are experts in the field of ABA research and several are board-certified behavior analysts (BCBAs). Specially trained and certified related service providers support the physical and emotional needs of students in accordance with their IEPs.

Early Learning Support (ELS) Program

Serving: Students with developmental delays

Grades: PK3 through grade 2

Contact: dcps.specialed@dc.gov

The Early Learning Supports (ELS) program offers full-time, early intervention for students. Each classroom uses research-based interventions, individualized instruction, and related services to prepare students for a less restrictive environment.

Eligibility

The ELS program serves students in PK3 through 2nd grade who have a developmental delay or other delays in cognition, communication, social/emotional, and/or motor and adaptive skills. Students with autism typically are not served in these classrooms. Many students in this program are identified through Early Stages. IEP teams decide whether a student needs the full-time ELS support.

Instructional Model

ELS classrooms are highly structured and supportive. The academic curriculum aligns to the Common Core State Standards and the DCPS Scope and Sequence. The ELS program uses targeted reading interventions to improve reading, spelling, comprehension and critical thinking. Teachers use a center-based model that focuses on individual and small-group learning.

Classroom Support

Every ELS program is staffed with a certified special education teacher and an instructional paraprofessional. The ELS specialists provide individualized training and support to classroom staff. Specially trained and certified related service providers support the physical and emotional needs of students in accordance with their IEPs.

Independence & Learning Support (ILS) Program

Serving: Students with intellectual disabilities and adaptive functioning needs

Grades: Grade 3 through grade 12

Contact: dcps.ils@dc.gov

ILS program classrooms are full-time classrooms for students who have been identified as having a cognitive or intellectual disability. Each program uses Common Core aligned instruction to teach literacy and life skills to prepare students for employment and long-term independence. Community business partnerships and transition planning are key pieces of the ILS program.

Eligibility

ILS programs serve students with delays in measured intelligence and in adaptive and academic functioning or students who have an intellectual disability. Students can enroll in these classrooms only if the IEP team determines the need for full-time ILS program services. Students with the highest level of need may be candidates for ILS classrooms in a separate, specialized school.

Instructional Model

ILS programs are highly structured and supportive. Academic instruction is aligned to the Common Core State Standards and the DCPS Scope and Sequence, with a special focus on daily living activities that promote independence. Reading programs such as Edmark and Failure Free Reading are used in the ILS programs.

High school students in the full-time ILS program work toward a certificate of IEP completion. They have access to transition services such as career education and vocational trainings. Many students in the ILS program, but not all, take the alternate state standardized assessment.

Classroom Support

ILS programs are staffed with certified special education teachers and instructional paraprofessionals. Staff members receive training and support in the areas of effective instruction, specific reading interventions, behavior management and data collection. ILS specialists provide individualized training and support to classroom staff. Specially trained and certified related service providers support the physical and emotional needs of students in accordance with their IEP.

Medical & Education Support (MES) Program

Serving: Students with complex medical needs

Grades: PK3 through grade 2

Contact: dcps.specialed@dc.gov

The Medical and Education Support (MES) program classrooms are full-time classrooms for students who have been identified with complex medical needs and intellectual or cognitive delays. Each classroom provides a safe and structured learning environment with an emphasis on sensory experiences and related service integration.

Eligibility

The MES program serves students in PK3 through 2nd grade who are diagnosed with chronic and complex medical conditions and cognitive delays. Students in this program typically experience functional limitations and high health care use. While these students typically spend most of their time in the MES classroom, they may spend a part of their day with their peers without disabilities.

Instructional Model

Classrooms in the MES program are designed to create a space for individual student learning. Instruction is aligned to the Common Core State Standards, the DCPS Scope and Sequence, and individual student IEP goals. Students engage in literacy and numeracy instruction, sensory exploration, and specialized art and music.

Classroom Support

Every MES class is staffed with a certified special education teacher and a paraprofessional who are trained to meet the unique needs of students. A nurse is also dedicated to the needs of students. Specially trained and certified related service providers support students in accordance with their IEP.

Sensory Support Programs

Serving: Students with hearing or visual impairment

Grades: PK3 through grade 12

Contact: dcps.sensorysupport@dc.gov

The Sensory Support programs serve students who are deaf/hard of hearing or who are blind/visually impaired. These programs aim to help students develop the skills they need to learn with their peers without disabilities and to live independently.

Eligibility

Students in the Sensory Support programs have a diagnosis that includes a sensory impairment or require communication and sensory support to access their school environment. Typically, students in these programs have average to above average cognitive abilities. However, some schools have classrooms created to serve students with sensory impairments and intellectual or cognitive delays.

Instructional Model

Academic instruction in the Sensory Support programs is aligned to the Common Core State Standards and the DCPS Scope and Sequence. Classroom staff provides instruction in American Sign Language and other services to students who are deaf/hard of hearing. For students who have visual impairments, teachers provide braille instruction as well as orientation and mobility training that helps students navigate their school and community. Sensory Support classrooms also help students develop communication and daily living skills that provide them the opportunity to succeed inside and outside the classroom.

Students typically spend most of their school day in the general education setting and receive state-of-the-art technological support (such as assistive listening devices) or other support to help them access the curriculum. The Sensory Support programs also offer auditory/verbal-oral training, support for residual hearing, cochlear implant support and sound amplification.

Classroom Support

Each classroom for students who are deaf/hard of hearing is staffed with a teacher of the deaf. Each vision classroom is staffed with a teacher of the visually impaired (TVI). Sensory Support classrooms also have instructional paraprofessionals who provide additional support. Specially trained and certified related service providers support students in accordance with their IEP.



Specific Learning Support (SLS) Program

Serving: Students with learning disabilities or challenges

Grades: Grade 3 through grade 12

Contact: dcps.specialed@dc.gov

The Specific Learning Support (SLS) program is for students who have been identified with a specific learning disability or other disability where behavior is not the primary impediment to accessing the general education curriculum. Each classroom provides a safe and structured learning environment with an emphasis on individualized instruction.

Eligibility

The SLS program serves students in 3rd through 12th grades who are identified as having a specific learning disability or complex learning needs and have not responded to interventions in the general education setting. SLS students typically learn their core content in the SLS classroom. However, they can begin to transition to a general education setting when the IEP team determines that they are ready.

Instructional Model

Instruction is aligned to the Common Core State Standards, the DCPS Scope and Sequence, and students' IEP goals. Students benefit from reading and math programs such as SpellRead, System 44, Equals Math and Read 180.

Students in the SLS program are monitored in reading and math with their non-disabled peers. Students in the SLS program participate in the standard state assessment with accommodations according to their IEP. It is uncommon for an SLS student to be found eligible for the alternate state assessment.

Classroom Support

Every SLS class is staffed with a certified special education teacher and a paraprofessional who are trained to meet the needs of students with learning disabilities and complex learning styles. The SLS specialists provide individualized training and support to classroom staff. Specially trained and certified related service providers support the physical and emotional needs of students in accordance with their IEP.

Special Education Resources

Home and Hospital Instruction Program (HHIP)

Serving: Students who are unable to attend school due to medical conditions

Grades: PK3 through grade 12

Contact: hip.dcps@dc.gov

HHIP serves students in PK3 through 12th grade who have medical or behavioral health conditions that keep them at home or a hospital and prevent them from attending school.

Eligibility and Referral Process

To be eligible for HHIP, students must:

- Be residents or wards of the District of Columbia;
- Be registered in a DCPS school, have an IEP at a DCPS local education agency charter school, or have an IEP at a nonpublic school being monitored by DCPS;
- Expect to miss at least two weeks of school or have a medical condition that causes them to miss many days of school over a long period of time; and
- Have a physician's verification signed by their treating physician or psychiatrist.

Referral for HHIP must be initiated by the neighborhood school. For students with IEPs, the IEP team must determine that HHIP services are needed.

Instructional Model

HHIP offers a curriculum that is aligned to the Common Core State Standards. Evidence-based curricula and interventions are available to students. A HHIP coordinator provides orientation support to students, collaborates with the local school teachers to ensure that students enroll in appropriate courses, monitors student progress, and provides feedback to teachers and parents.

- Special Education: HHIP special education teachers provide instruction to both elementary and secondary students who need special education services. Instruction is individualized according to the goals and objectives outlined in the student's IEP.
- Specially trained and certified related service providers support the physical and emotional needs of students in accordance with their IEP or 504 Plan.

Transition Back to School

HHIP coordinators, instructors and medical staff work together with parents/guardians and the school to coordinate the return of the student to school-based instruction when HHIP services are no longer required.

Extended School Year (ESY)

Serving: All students with disabilities who have ESY outlined in their IEP

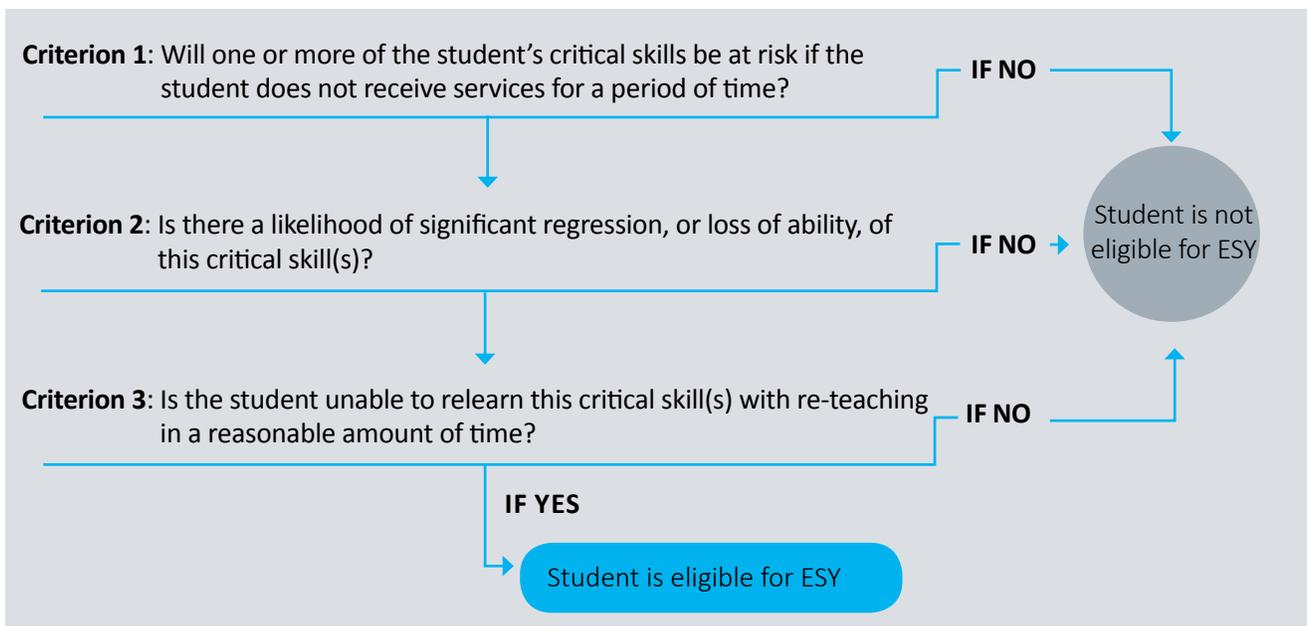
Grades: PK3 through grade 12

Contact: dcps.esy@dc.gov

ESY refers to special education and/or related services provided to a student with a disability beyond the normal school year. DCPS offers a summer program to help students retain skills that are essential to their progress so they are ready to begin school in the fall. ESY summer sites are located at various schools each year.

Eligibility

IEP teams consider a student's eligibility for ESY each year. To be considered eligible for ESY, a student must meet the following three criteria:



Critical skills can be academic skills, such as reading or math, or nonacademic skills, such as social, behavioral or functional skills.

Instructional Model

Instruction is aligned to the students' critical skill needs and IEP goals as well as the Common Core State Standards.

Classroom Support

ESY is staffed with certified special education teachers and paraprofessionals on an as-needed basis. Staff provides instruction to support the critical skills in each student's IEP. Trained special education leadership staff members also work to support the summer program. Specially trained and certified related service providers support the physical and emotional needs of students in accordance with their IEP.

Medicaid

Serving: [Students receiving special education services who are eligible for Medicaid](#)

Contact: dcps.medicaid@dc.gov

Federal law allows DCPS to bill Medicaid for special education services provided to students who are eligible for Medicaid. Funds from Medicaid can be used to buy equipment and supplies for students, to hire and train staff, and to enhance special education programs.

Process of Consent

The Family Education Rights and Privacy Act (FERPA) requires school districts to get consent from parents before billing Medicaid. This consent lets DCPS share the student's educational information necessary for billing Medicaid. Without a parent's consent form signed, DCPS cannot bill for the special education services provided. You can speak to your student's special education teacher to get this form completed and signed.

Impact of Consent

The District will not use Medicaid if that use would: (1) Decrease the available lifetime coverage or any other insured benefit; (2) Result in any cost to your family; or (3) Increase premiums or lead to the discontinuation of benefits of insurance.

If you decide not to consent, your child's ability to receive special education services will not be impacted. You are not required to provide your consent, and your refusal to do so will not prevent your child from receiving special education services at the expense of the district.

If your child no longer receives Medicaid, their IEP services will not be affected. Your child will continue to receive all services listed on their IEP.

Types of Services Covered

- Audiology Services/Assessment
- Behavioral Support Services
- Nutrition
- Occupational Therapy Services/Assessment
- Orientation and Mobility Services/Assessment
- Personal Care Aide/Services
- Physical Therapy Services/Assessment
- Psychological Evaluation
- Skilled Nursing Services
- Speech Language Pathology Services/Assessment

Related Services

Serving: All students with disabilities who have related services outlined in their IEP

Grades: PK3 through grade 12

Contact: dcps.relatedservices@dc.gov

Educational Audiology

An educational audiologist focuses on the hearing, listening, and auditory processing challenges that may affect a student's academic, communication, and/or social skills. Audiologists support students by evaluating their hearing and auditory processing ability, and selecting and fitting appropriate amplification technology. Audiologists teach students, their parents, and school staff the care and use of hearing devices. They also provide information on educational impact of hearing loss, strategies to maximize a student's communicative function, self-advocacy, and hearing loss prevention.

Mental Health and Behavioral Support Services

The Mental Health and Behavioral Support Services team consists of DCPS social workers who work with students on issues they face at school, at home, and in the community that affect their ability to participate in and benefit from their education. These services can include group or individual counseling; home visits; and social, emotional and behavioral assessments. School social workers work with teachers to analyze student behavior and functioning over time to develop strategies that help maximize learning in the classroom. These social workers also connect students and families with community resources to maximize the impact of in-school behavioral support services. Social workers are part of the crisis response team, which supports students and school staff when a crisis occurs.

Occupational and Physical Therapy

Occupational therapists and physical therapists work with the educational team to support a child's ability to gain access to the general education curriculum, meet standards, make adequate yearly progress, participate in postsecondary education, and become functional independent citizens upon graduation.

In school-based practice, both OTs and PTs view disability in terms of the ways in which a child is faced with activity limitations and participation restrictions rather than focusing on projected limitations of a singular diagnosis, disease, or disorder. The child's activity limitations and participation restrictions experienced in gaining access to the educational program are assigned a high priority.

Psychology

The psychology team supports students and educators by giving psychological and developmental tests, analyzing information about a child's behavior and cognitive functioning, and interpreting these results with school staff and parents. DCPS psychologists work with parents, teachers and other IEP team members to ensure that test results and other information are used to determine the appropriate services and develop goals. School psychologists also help school staff and parents develop learning and behavior strategies.

Speech-Language Pathology

The speech-language pathology team identifies and supports children with specific disorders and delays related to oral language and communication. The team provides intervention to help students overcome the impact of these challenges on their academic success. Speech-Language pathologists use current intervention techniques and strategies to help students become more independent. Concerns about feeding and swallowing are also addressed in speech and language services. Speech-language pathologists also work closely with teachers and parents to build speech-language skills and help students apply those skills to all learning opportunities by reinforcing strategies in the classroom and at home.

Transportation

Transportation is a related service under IDEA, and your child's eligibility is determined by the IEP team based on criteria provided by the Office of the State Superintendent of Education (OSSE). Transportation is provided by the OSSE Division of Transportation (DOT).

If you have questions about your child's eligibility for transportation, please contact your child's school. If your child is eligible for transportation and you have questions about the bus, routing or scheduling, please call the OSSE DOT Parent Resource Center at 202-576-5000.



River Terrace Education Campus (RTEC)

Serving: Students with intellectual delays and complex medical needs

Grades: Grade 3 through grade 12

River Terrace Education Campus is a state of the art school designed for students who need high levels of support. RTEC was designed to be accessible for all students and has spaces for students to express themselves and engage. Each classroom provides a safe and structured learning environment with an emphasis on sensory experiences and instruction.

Eligibility

The facilities and resources at River Terrace are specially designed for students with both intellectual disabilities and complex medical needs. IEP teams decide whether a student needs a separate school educational setting. DCPS determines if classrooms at RTEC are the appropriate location of services for students.

Instructional Model

All lesson-planning and teaching is designed to meet each student's IEP goals. DCPS also offers Attainment Elementary and Secondary Solutions, which are research-based, Common Core aligned curricula created specifically for students with high levels of need. Students will also be able to access many of the math and reading interventions that have been used successfully in special education classrooms across the district.

Classrooms in RTEC have also been designed to have various types of technology to help students learn and succeed. Some examples of these technologies are computers, tablets, interactive white boards, and enhanced sound and lighting systems. By using these technologies along with any assistive technology assigned, students are able to better access the curriculum and instruction.

Classroom Support

Each class in RTEC is staffed with a certified special education teacher and a paraprofessional who are trained to meet the unique needs of students. Nursing support is also provided as needed to the school and students. Specially trained and certified related services providers support students in accordance with their IEP. Staff at RTEC are also available to help students develop independent living and career skills in order to prepare them for the transition to post-secondary life.

Section 504 Program

Serving: All eligible students with disabilities (see eligibility criteria below)

Grades: PK3 through grade 12

Contact: 504@dc.gov

The Section 504 program is named for Section 504 of the Rehabilitation Act of 1973, a federal law that requires public schools to provide accommodations to students with disabilities so that these students can access the school's general education curriculum and learning opportunities.

Unlike special education, Section 504 does not prescribe specialized instruction for eligible students. Instead, the Section 504 program ensures that eligible students with disabilities receive accommodations and/or services they need to access the general education curriculum and other opportunities for learning at their DCPS schools.

Eligibility

- A student is eligible under Section 504 if he or she has a (1) physical or mental impairment that (2) substantially limits (3) a major life activity. A student must meet all three criteria to be eligible.
- Eligibility determinations are made by the 504 team at your student's school.

Process for Section 504

- Parents/guardians are invited to complete a Section 504 Referral Form if they believe that their child has a physical or mental impairment that could make their child eligible for Section 504. Referral forms are available at your student's school.
- Once the referral form has been received by the school, the 504 team will ask the parent/guardian to provide any medical documentation or additional information and invite the parent/guardian to attend a 504 eligibility meeting. At the eligibility meeting, the team will review all available information and determine whether the student is eligible.
- If the student is determined to be eligible, the 504 team, which includes the parent/guardian, will then write a 504 Plan for the student, describing the specific accommodations or services that the student needs to access the general education curriculum at the school.
- The 504 team will meet annually to review the student's 504 Plan and determine whether any changes are needed. The 504 team will also review the student's eligibility for Section 504 every three years.

For more information

Please contact the 504 coordinator or principal at your student's school for more information. You may read more about the law online at the U.S. Department of Education's website:

www.ed.gov/about/offices/list/ocr/504faq.html

Please note that charter, private and religious schools have separate programs to meet their obligations under Section 504 of the Rehabilitation Act. If your student attends a charter, private or religious school, please contact that school directly for information.

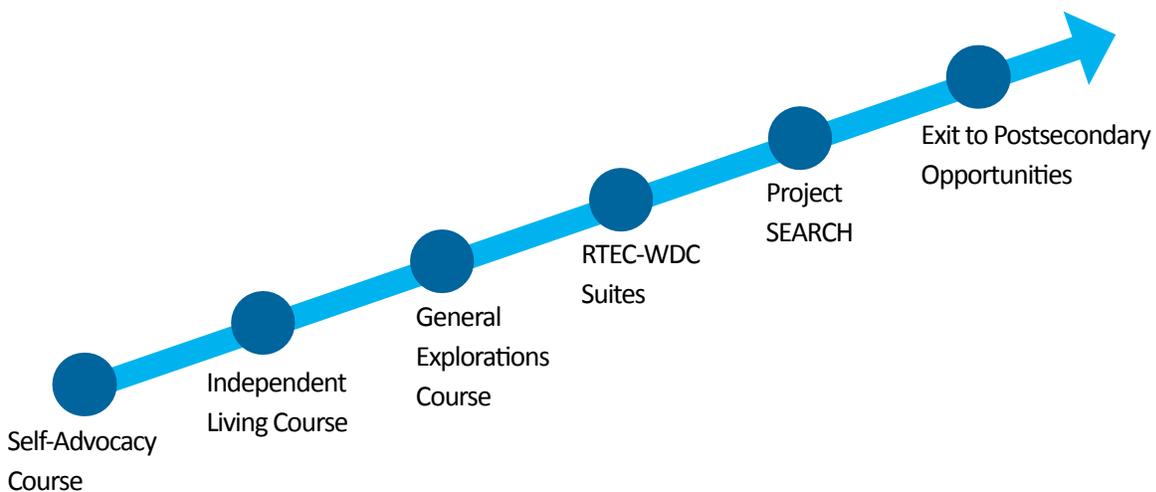
Transition Programs

Continuum of Supports

A continuum of support based on soft and hard skills for training for community independence is available for students in DCPS. Students have the opportunity to participate in 79 transition-based courses as electives or core subjects. One course, Self-Advocacy, is available beginning in Pre-K and ending in grade 12. Additionally, there is an elementary course called Foundational Skills.

Secondary students in full-time programs and pursuing a Certificate of IEP Completion must take the mandatory Self-Advocacy and General Explorations courses while in high school. Students pursuing a Standard High School Diploma may take transition courses as electives if their schedule allows.

Continuum of Support Model with Fade Plan



Independent Living

This course is designed using the community based instruction model, which allows students to experience independent living skills in their community. They also learn to select appropriate leisure activities during this course. The course is facilitated by the DCPS Workforce Development Coordinators in partnership with The Arc of DC.

General Explorations

Students in the General Explorations course begin the process of fine tuning a career interest and meeting with professionals in their field of interest. During the final year of this course, students participate in a paid work experience 2-3 days a week. Students who are not quite ready or independent enough to work at a job site can apply to the Workforce Development Center at River Terrace Education Campus for additional training with the expectation of obtaining competitive employment.

River Terrace Education Center - Workforce Development Center (RTEC-WDC)

Serving: Students 17–21 years of age with Developmental Disabilities pursuing a certificate of IEP completion
Contact: dcps.transition@dc.gov

The Workforce Development Center (WDC) is a combined education and work experience program for students with disabilities who are in their last year of high school. The one-year program prepares students, who receive special education support through DCPS, for employment in the community. Students receive training in the areas of Horticulture, Health Sciences/Administrative Support, and Hospitality. Students also learn independent living and career skills through the WDC curricula.

Eligibility Guidelines

To be eligible, students must be:

- 17-21 years old and have been identified with an intellectual or other developmental disability;
- Entering their last year of high school and expect to graduate after finishing this program;
- On a certificate track (non-diploma) and have a good attendance record;
- Have participated in a community-based work experience and transition courses at the student's home school;
- Have a transition plan that shows the student requires work and independent living skills instruction;
- Be able to complete the workplace tasks with support and accommodations;
- Have a desire to work in the community during and at the end of the program;
- Have good hygiene, social and communication skills; and
- Able to utilize public transportation independently, including Metro Access (travel training is available through the program).

Workforce Development Center Locations

The Workforce Development Center is located at River Terrace Special Education Campus. Students may participate in internships with community partners across the District of Columbia.

Student Selection

School-based teachers and staff are responsible for recommending students to the Workforce Development Center during the fall semester of school. Recommendations are made via e-mail to dcps.transition@dc.gov. Selected students will move on to the application and interview process at the beginning of the second semester. Accepted students are expected to attend orientation and complete all onboarding paperwork.

Project SEARCH

Serving: Students 18–21 years old pursuing a certificate of IEP completion

Contact: dcps.transition@dc.gov

Students who may have obtained skills at the RTEC-WDC, but may not be ready for full-time competitive employment or a continuing education program may apply to Project SEARCH. Students who have not participated in the RTEC-WDC may apply as well. The Project SEARCH sites align with the RTEC-WDC Suites. The goal is to work with students to gain the necessary hard and soft skills to be competitively employed during or at the conclusion of the program. Those who are not employed may exit to a postsecondary program at a college or university.

Eligibility Criteria

- Be identified as having an intellectual or other developmental disability;
- Be 18-21 years old and receive special education services;
- Pursuing a Certificate of IEP Completion and have less than 15 absences;
- Have a desire to work in the community during and at the end of the program;
- have good hygiene skills, social skills, and communication skills;
- Be able to follow instructions and abide by the code of conduct;
- Be able to use public transportation independently, including MetroAccess (travel training available); and
- Be able to pass a drug screening and criminal background check.

Student Selection

Those interested in applying must contact the Workforce Development Coordinator at their school and be referred. Recommendations are made during the fall and winter of the school year, and students are selected in the early spring. All accepted students must attend a two-week summer orientation. If you have any questions, please contact the transition team at dcps.transition@dc.gov



Competitive Employment Opportunities (CEO) Program

Serving: Students 16–22 years old with disabilities pursuing a high school diploma

Contact: dcps.transition@dc.gov or <http://dcpsceo.com>

The CEO Program consists of a paid workforce experience designed to assist students with disabilities attain their career and postsecondary training goals. The program consists of three academies:

- Pre-Employment Transition Services (PETS) Academy: 9th and 10th grade students are exposed to work experiences in their field of interest. Students engage in instructional activities that provide a foundation in the skills needed to be successful in the workforce.
- CEO Mentoring and Internship Academy: 11th and 12th grade students are paired with a mentor who works in the student’s career field of interest. Mentors and students work together to create a “career-focused project” and students attend an 8-part professional development series from January to May. During the summer, students apply skills they learned by working an 80 hour internship at their mentor’s place of employment.
- Exercises in Transition (EXIT) Academy: students who are in their final year of high school are engaged in sessions and real life applications designed to teach them how to navigate and manage the expectations of a postsecondary education or a workplace setting. Students learn how to: manage a bank account, navigate a college campus, live with a roommate, take care of personal needs, identify specific timelines such as Homecoming, midterm and final exams, financial aid deadlines, open enrollment for insurance, and how to prepare for life’s challenges.

Eligibility Criteria

- Receiving special education services;
- Have less than 15 absences;
- Have a desire to work in the community during and at the end of the program;
- Have good hygiene skills, social skills, and communication skills;
- Be able to follow instructions and abide by the code of conduct;
- Be able to use public transportation independently, including MetroAccess (travel training available); and
- Be able to pass a drug screening and criminal background check.

Student Selection

Those interested in applying must contact the Workforce Development Coordinator at their school and be referred. Recommendations are made during the fall of the school year and students are selected in early winter. If you have any questions, please contact dcps.transition@dc.gov

Assistive Technology (AT)

Serving: Students requiring individualized technology supports to access their curriculum

Grades: PK3 through grade 12

Contact: dcps.assistivetech@dc.gov

Assistive Technology (AT) is a general term for all individualized technologies that assist students with a disability access the school curriculum or educational environment. Students are assessed by the AT team and the IEP team makes the determinations for which of these supports are required for a student to access a free and appropriate public education.

Categories of AT

AT comes in all shapes and sizes and may range from low-tech solutions, like pencil grips and slant boards, to high-tech devices, like laptops and software.

DCPS recognizes three main categories of AT: AT for Access, AT for Communication and AT for Mobility.

- AT for Access targets students requiring support to engage in instruction, and navigate through, manipulate, or utilize instructional materials. Examples of AT for Access include adaptive switches, digital voice recorders, and screen magnifiers.
- AT for Communication, also known as augmentative and alternative communication, helps students communicate with staff and other students and participate in classes. Examples of AT for Communication include communication applications and software, as well as picture based communication supports.
- AT for Mobility allows students to access their classroom and school environments. These seating and mobility solutions enable students to sit more closely with their peers and navigate their school with greater independence. Examples of AT for mobility include Activity Chairs, corner and floor sitters, and gait trainers.

Please note that wheelchairs and other medical supports are not included in the AT team's roles and responsibilities.

Access to AT

The IEP or 504 teams determine whether a student needs an AT device or AT services at his or her IEP or 504 meeting.

Frequently Asked Questions

Where can I find more information about special education in DCPS?

Resources, including common terms in special education, can be found at dcps.dc.gov/specialeducation

Who should I contact at my child's school if I have a question related to the special education services they are receiving?

Your child's case manager is your primary point of contact at the school when it comes to your child's instructional and related service needs. Case managers can be special education teachers, general education teachers, or related service providers. Regardless of their role at the school, case managers are responsible for making sure that your child receives the services outlined in their IEP and monitoring your child's progress towards their IEP goals. Should you have questions beyond the specific expertise of your case manager, they will be able to put you in contact with the appropriate person in the building to address your concerns.

What is the difference between my child's *placement* and their *locations of services*? Do they mean the same thing?

No, these terms do not mean the same thing. Your child's *placement* refers to the level of service required by your child's IEP (i.e. the IEP can be served in the general education classroom, full-time program classroom, or separate school) whereas your child's *location of services* refers to the physical location where they will be served. If your child's IEP team determines that your child is best *placed* in a full-time program classroom but your neighborhood school does not have the appropriate supports available in the building, the Division of Specialized Instruction (DSI) will work with the school to identify the best *location of services* for your child.

My child has an IEP, how do I enroll them in a DCPS school?

If your child is served primarily in the general education setting, meaning they have less than 20 hours of specialized instruction on their IEP, you can enroll them in your neighborhood school via the standard enrollment process or enter them in the My School DC lottery for a seat in an out-of-boundary school. Please visit dcps.dc.gov/enroll for more information about enrolling your child, including an overview of the required forms.

If you are new to DCPS from another school district or charter school and your child has a full-time IEP, meaning they have 20 or more hours of specialized instruction outside of general education on their IEP, please begin by enrolling your child in your neighborhood school. If the school is unable to serve your child, the Division of Specialized Instruction (DSI) will work with the school to identify the best location of services for your child. Please note that in order to facilitate this process, it is helpful to include a copy of your child's current IEP in the enrollment packet that you bring to your neighborhood school.

Glossary of Terms

- **Individuals with Disabilities Education Improvement Act (IDEA):** The federal law that addresses most special education issues.
- **Least Restrictive Environment (LRE):** Children with disabilities must be educated in the least restrictive environment that can meet their needs. This means that children with disabilities must be educated with their peers without disabilities to the maximum extent that is appropriate for their needs/abilities.
- **Inclusion:** the mindset that encourages providing all children, including those with significant disabilities, with an equal opportunity to learn alongside their peers without disabilities in the general education classroom to the maximum extent possible with the necessary supports and services student need to make the most of their education.
- **“Inside of General Education”:** means that the specialized instruction and related services for students with disabilities will be served while they are with their peers without disabilities in the general classroom.
- **“Outside of General Education”:** refers to all specialized instruction and services that are provided to a class or grouping made up entirely of students with disabilities. Students with less than 20 hours of specialized instruction on their IEPs typically receive services in a Learning Lab while students with 20 or more hours of specialized instruction on their IEPs receive instruction in one of DCPS’s full-time, districtwide classrooms.
- **Individualized Education Program (IEP):** the written statement for each child with a disability that outlines the amount of time that the child will spend receiving special education services, any related services, and academic/behavioral expectations. This document is developed, reviewed, and revised in accordance with federal law. At least once a year, the IEP team meets to talk about the child’s progress and make any needed changes to the plan.
- **IEP Team:** The IEP team is responsible for identifying and evaluating children with disabilities as well as developing, reviewing, and revising an IEP for a child with a disability. Additionally, the IEP team determines the placement of a child in the least restrictive environment (LRE) possible. The IEP team includes:
 - A parent(s) of the child;
 - A least one general education teacher of the child;
 - At least one special education teacher;
 - A representative of the Local Education Agency (LEA) who is qualified to provide, or supervises the provision of, specially designed instruction to meet the unique needs of children with disabilities, and is knowledgeable about the general curriculum and the availability of resources of the LEA;
 - An individual who can interpret assessment results and the related instructional implications;
 - Other individuals, at the discretion of the parent or the LEA, who have knowledge or special expertise regarding the child, including related service personnel, if appropriate; and
 - The child, if appropriate.

- **Partnership for Assessment of Readiness for College and Careers (PARCC):** The PARCC test assesses what your child is learning in school and helps teachers and parents know if students are on track for success in college and careers.
- **National Center and State Collaborative (NCSC) Alternate Assessment:** The NCSC Alternate Assessment is a computer-based test that addresses the needs of students with the most significant cognitive disabilities. It allows students to demonstrate their performance towards achieving the Common Core State Standards (CCSS) at reduced depth, breadth, and complexity.
- **Prior Written Notice (PWN):** According to IDEA, parents must be notified in their native language before a school district makes or denies any changes to a child's IEP. This includes before a child is evaluated, moved to or out of a non-public placement, and before changes in services are made. The purpose of this notice is to give parents an opportunity to respond to the proposed changes before they occur.
- **Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP):** An FBA is a process used for students who have behavioral or emotional problems that are believed to be interfering with their educational progress or the progress of other students. During this process, the child's IEP team identifies the specific challenging behavior, the purpose of that behavior, and whether the behavior is interfering with the child's educational progress.

The FBA leads to the development of a Behavior Intervention Plan (BIP) to teach acceptable alternative behavior. The BIP focuses on teaching new behaviors and skills, but can require:

- Modification of the school or classroom environment and activities;
 - Adaptation of curriculum and instructional delivery; or
 - Changes to the teacher-student relationship that has been promoting undesirable behavior.
- **Free Appropriate Public Education (FAPE):** Under IDEA, all students must receive a free appropriate public education (FAPE). This ensures that your child receives a free, public education that is tailored to their individualized needs.



Division of Specialized Instruction Contact Information

Division of Specialized Instruction
1200 First Street, NE
Washington, DC 20002
202-442-4800
dcps.specialed@dc.gov

Behavior & Education Support Program
dcps.bes@dc.gov

Communication & Education Support Program
dcps.ces@dc.gov

Early Learning Support Program
dcps.specialed@dc.gov

Independence & Learning Support Program
dcps.ils@dc.gov

Medical & Education Support Program
dcps.specialed@dc.gov

Sensory Support Program
dcps.sensorysupport@dc.gov

Specific Learning Support Program
dcps.specialed@dc.gov

Assistive Technology
dcps.assistivetech@dc.gov

Centralized IEP Support Unit
dcps.childfind@dc.gov

Early Childhood Inclusion
dcps.earlychildhood@dc.gov

Early Stages
info@earlystagesdc.gov

Extended School Year
dcps.esy@dc.gov

Home and Hospital Instruction Program
hip.dcps@dc.gov

Inclusion Models
sped.inclusion@dc.gov

Related Services
dcps.relatedservices@dc.gov

Section 504
504@dc.gov

Transition Programs
dcps.transition@dc.gov

OSSE Department of Transportation Parent Resource Center
202-576-5000



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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