



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Teaching and Learning

School Year 2023 – 2024

DCPS Non-Public Unit Handbook

Dear Non-Public School Leader:

Welcome back to another school year. I hope you had an enjoyable and restful summer!

This school year finds us with a continued focus on monitoring student progress, as well as increasing our attention to detail when it comes to all aspects of file compliance with both OSSE and IDEA requirements.

As you know by now, all DC LEA's are switching from SEDS to Special Programs this school year as our Special Education database of record. At the time of this writing, we're all still getting used to the new system and undoubtedly will be learning a great deal as the year proceeds. I've done my best to ensure this Reference Guide is aligned with what we know about Special Programs, but please understand that we're still operating on limited information and updates may be forthcoming over the course of the school year.

You'll also note there is a new section on addressing students' Civil Rights and what specifically to do when concerns are expressed by parents.

Thank you in advance for your support and collaboration in the year ahead.

Sincerely,

Joshua Wayne
Director, Non-Public Unit
District of Columbia Public Schools, Office of Teaching and Learning

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1. Our Purpose

The District of Columbia Public Schools Non-Public Unit (NPU) develops, monitors, and ensures the proper implementation of IEP's for each DCPS/OSSE funded student placed in a Non-Public school. We then ensure that each of these students is educated in his/her least restrictive environment.

2. Non-Public Leadership

The Non-Public leadership team and contact information is listed below:

| | | |
|------------------------------------|---|--|
| Joshua Wayne, Program Director | 202-907-8414 | josh.wayne@k12.dc.gov |
| Yaa Nsia Phillips, Program Manager | 202-904-1786 | yaa.phillips@k12.dc.gov |
| Janis Bryant, Program Manager | 202-309-7135 | janis.bryant@k12.dc.gov |

Other Team Points of Contact:

- [Non-Public Monitoring Specialists and School Caseload Assignments: https://shorturl.at/jPSV9](https://shorturl.at/jPSV9)
- Non-Public Placement Specialist: Donell Owens: Donell.Owens@k12.dc.gov, 202-794-3602
- Non-Public Registrar & Coordinator: Tamu Franklin: Tamu.Franklin@k12.dc.gov, 202-788-2107

3. Non-Public Unit School-Based Staff Roles

- a. Non-Public Monitoring Specialist** – Non-Public Monitoring Specialists serve as the LEA representatives for DCPS and are responsible for monitoring the day-to-day progress of DCPS students placed in Non-Public schools. They are responsible for assembling the IEP team, facilitating IEP meetings, and ensuring the proper implementation of the IEP in the Non-Public school. Non-Public Monitoring Specialists support the school in ensuring students are making progress towards timely graduation (once in high school) and maintain educational records, attendance records, and other key data about students. Additionally, they participate in contributing to the decision about a student's location of services in the least restrictive environment in conjunction with the school, parents, and DCPS' Inclusive Programming Division.

Please Note: If you have any questions about DCPS policies, access to data systems or student-specific questions, your Monitoring Specialist should be your first point of contact. If you cannot contact them for any reason, please escalate to team leadership.

- b. Program Managers** - The DCPS Program Managers are responsible for supervising the activities of the Non-Public Monitoring Specialists. If you have any questions or concerns that your assigned

Non-Public Monitoring Specialist is not addressing, please contact the Program Manager assigned to your school.

4. IEP Responsibility of the LEA

Following are the basic assumptions and expectations about how the IEP process should be administered for DCPS students placed in Non-Public Schools:

- a. The LEA (DCPS) is responsible for overseeing the development and implementation of students' IEP.
- b. The LEA (DCPS) is responsible for convening the IEP team and ensuring that the team reviews and revises the IEP as necessary (but no less than annually).
- c. The LEA (DCPS) must ensure that the IEP accurately reflects the individual needs of the student.
- d. The LEA (DCPS) is responsible for finalizing the IEP in Special Programs. The LEA (DCPS) must ensure that the IEP contains appropriate present levels of academic performance, based on current education data and have S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time-bound) goals.
- e. The LEA (DCPS) will initiate the scheduling process for IEP and Eligibility Determination meetings at least 60 days prior to their expiration dates. The meetings should be scheduled to occur 30 days prior to the expiration dates. Additionally, we plan to conduct the re-eligibility determination at the same time as the IEP meeting whenever it expires within the same school year. We expect the full support of our Non-Public partners in ensuring these timelines are strictly adhered to.
- f. The LEA (DCPS) must ensure, beginning no later than the first IEP to be in effect when a student is twelve (12) and updated annually thereafter, shall include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills and the transition services (including courses of study) needed to assist the child in reaching those goals.

5. Non-Public School Responsibilities

Following are our basic assumptions and expectations about the role of Non-Public schools serving DCPS students:

- a. Fully implement students' IEPs including all special education and related services
- b. Attend Non-Public Administrators meetings and trainings when scheduled.
- c. Provide a designated workspace for Non-Public Monitoring Specialists
- d. Assist the Non-Public Monitoring Specialists in completing annual IEPs and eligibility determinations before their due date.

- e. Monitor and accurately report student attendance.
- f. Support the Non-Public Monitoring Specialist or other DCPS representatives in conducting student observations; this may include reviewing student records, interviewing staff and surveying the overall learning environment.
- g. Ensure that the data for all DCPS students in Non-Public schools is stored in the OSSE Special Education Data System (Special Programs) and is accurate, up-to-date and complete.
- h. Complete and upload all forms associated with the IEP and eligibility process to include: transportation worksheet, signature pages, ESY worksheets, justifications, etc.
- i. Engage truant students and implementing truancy protocol in regard to reporting, enrollment, and grading.
- j. Ensure curriculum is aligned with the District of Columbia state standards.
- k. Assist families and agencies with Completing SY 2023-2024 enrollment forms.
- l. Ensure grading and transcripts are completed according to DCPS timelines.
- m. Promptly inform the LEA in writing of address and contact information changes for students.
- n. Complete Medicaid form at IEP Meetings and upload to Special Programs.
- o. The Non-Public school shall not modify the IEP without consulting with the LEA representative.
- p. Report all student concerns to DCPS.
- q. Understand that student records (including evaluations, IEPs, service trackers, and all other educational records) may be requested from DCPS.
- r. Attend quarterly compliance meetings

6. Annual Educational Assessment

Assessments are used to measure student academic growth and achievement for a variety of purposes. As part of our commitment to DCPS students and families, we want to ensure high quality instruction is prioritized and that assessments help educators support students on their path to successful grade level learning. Non-Public Schools should administer the following assessments at least annually for each student.

1. Formal Assessment (Woodcock Johnson)

- a. Must be done annually.
- b. Before conducting these formal assessments, please notify and obtain consent from parents.
- b. The results of the formal testing should also be used in the Present Levels of Performance in the IEP.
 - i. Sample Present Levels of Performance Language:
 - ii. On the Woodcock Johnson IV administered on 3/18/14, the student received the following Standard Scores/Percentile Ranks/Grade Equivalents.

2. Summative Assessments

- a. These assessments include PARCC, MSAA, DLM, ACCESS, Alternate ACCESS, DC Science and the Health and PE Assessment
- b. These assessments should be administered annually to measure student progress and mastery.
- c. The LEA will notify the non-public school when students require a particular assessment
- d. They are federally and state mandated by the Office of the State Superintendent of Education

3. Diagnostic Assessments

- a. These assessments are administered by DCPS at the beginning, middle, and end of each school year. Our preference is that Non-Public schools follow the same schedule, but minimally you should be administering them at least twice per school year.
- c. This year we will request an assessment schedule from each school.
- d. Additionally, we will require data student assessment details to be submitted to DCPS.
- e. Diagnostic assessments are used to measure student proficiency along the continuum of grade level expectations.
- f. These assessments provide valuable information for teachers identifying student strengths, skill gaps, and current performance.
- g. They also support teachers in planning instruction that is tailored to student needs.
- h. The table below summarizes DCPS preferred diagnostic assessment. Please review the appendix for a detailed description.

| Elementary Schools | Middle Schools | High Schools |
|---|--|--|
| <ul style="list-style-type: none"> • DIBELS • Reading Inventory • i-Ready Math Diagnostic • i-Ready Reading Diagnostic • STAR • ANet ELA and Math | <ul style="list-style-type: none"> • i-Ready Math Diagnostic Reading Inventory • NWEA MAP Science • ANet ELA and Math | <ul style="list-style-type: none"> • NWEA MAP Math Reading Inventory • NWEA MAP Science • ANet ELA and Math |

7. Multidisciplinary Team (MDT)

The multidisciplinary team works together to determine a student’s eligibility for special education services and whether any evaluations are warranted based upon previously collected data. Should an evaluation be recommended, the team will plan evaluations, as necessary. Following the evaluation process, the team will determine if the student is eligible for special education services or not. When a child is identified as eligible for special education services, the MDT will then work together to create an Individualized Education Program (IEP) geared towards meeting the individual student's needs. The MDT may be called upon to meet to discuss the various aspects outlined below regarding the student’s educational program.

The MDT must include the following members:

- Parent (or adult student)
- General Education Teacher (if applicable)

- Special Education Teacher
- an evaluator who is qualified to review the results of any conducted evaluations (such as Psychologist, Social Worker, Occupational Therapist, Physical Therapist)
- Representative from the Local Education Agency (LEA).
- At the discretion of the parent or LEA, the team may also include other people who have special knowledge or expertise regarding the child. The student should also be included as a meeting participant when post-secondary transition is being discussed, and as appropriate.

7.a Meeting Participation

Non-Public Schools shall ensure that a DCPS LEA Representative is invited to all student related meetings. This includes: **Truancy, Attendance, Manifestation Determination Reviews, Discipline, and Re-Entry** meetings. Additionally, all meeting notes should be sent directly to the DCPS LEA Representative in addition to uploading to Special Programs.

Non-Public schools or programs shall ensure that the appropriate members of its staff attend all IEP team meetings related to District of Columbia students. If an interpreter is necessary to ensure parent participation, the Non-Public school or program must access the necessary services to ensure that it meets the requirements of the District of Columbia Language Access Act, D.C. Law 15-167, and effective April 1, 2004.

7.b IEP Meetings

An IEP team meeting must be held when the following occurs:

- At least annually to review progress, goals, related services and supplementary aids and services and to make any revisions to the IEP
- When a formal assessment has been conducted
- Within 30 days when a parent or the LEA requests a meeting to review and/or revise the IEP
- When a student demonstrates a lack of anticipated progress
- When placement in a more restrictive program is under consideration
- Within 30 days after an administrative placement of a transfer student into any special education program
- For any change of placement and/or location of services, including those involving discipline
- For truancy issues as prescribed by DCPS
- When a Manifestation Determination must be made due to student discipline issues

Although the structure and sequence of IEP meetings are the same, the purpose may be different.

Initial IEP Meeting

The IEP is convened at the conclusion of the assessments conducted to determine initial eligibility. For Initial IEP meetings, best practice is for teams to be prepared to hold the IEP development meeting on the same day as the Eligibility meeting, however where this is not possible or feasible, teams need to plan to ensure all Initial IEP meetings are held within 30 days of the Eligibility meeting.

The purpose of the initial IEP is to review all assessment data/reports, develop present levels and determine eligibility. If eligible, the team goes on to address all areas of need through goal development, determination of needed supports & services. Once service needs are identified, the team must consider the continuum of placement options & determine where services should be delivered. The place most closely aligned to the general education placement the student would otherwise attend is the student's least restrictive environment. Annual reviews, reviews in general and triennials all flow from the initial IEP meeting.

Annual IEP Meeting

An IEP meeting must be held at least annually and more frequently if requested by the parents or a member of the IEP team. The IEP review meeting must be held within 30 days of the request for the meeting. The purpose of a review IEP must be to discuss additions and/or revisions to the IEP that are necessary to provide a FAPE for the student. For a review IEP team meeting, all key stakeholders of the IEP team whose services are being discussed are required to attend, although all members of the IEP must receive a copy of the revised IEP document/addendum IEP.

Parents must be provided with a copy of the Parents' Rights and Procedural Safeguards at the annual IEP team review. The LEA, alongside the Non-Public school, is responsible for the coordination of the annual review. Each IEP review must be conducted in accordance with the notice and scheduling requirements are aligned with the previous IEP date. When reviewing students' progress at the annual IEP review, the IEP team must consider the following when determining whether changes are needed in the student's program:

- Any lack of expected progress toward the student's annual IEP goals and in the general education curriculum, where appropriate.
- The results of any reevaluation.
- Information about the student provided to, or by, the parents.
- The student's anticipated needs.
- Any other relevant matters.

Preparation for Meeting

The Non-Public school and Non-Public Monitoring Specialist shall schedule and confirm IEP meeting dates with parents and all key stakeholders. Once meeting is confirmed, the school will create the letter of invitation and send out to all parties involved. Thirty days prior to the IEP meeting, the Non-Public school will collect data to complete the present level of performance and to draft IEP goals. The Non-Public school will then create a draft IEP in Special Programs and send it to the parents and LEA at least 10 days prior to the IEP meeting.

On the day of the meeting, the Non-Public school is responsible for providing copies of the drafted IEP, assessments being reviewed, any work samples for all members of the team in addition to the Parent's Procedural Safeguards Manual.

LEA shall obtain a signed receipt of the Procedural Safeguards Manual and the signature page of the IEP and upload it into Special Programs, alongside the meeting notes within 5 days of the IEP meeting.

IEP Process

A. IEP Team

All members from the student's IEP must be present at the time of the IEP meeting. If a member of the team is unable to attend the meeting, please be sure to fill out a participant excusal form and ensure it is in Special Programs. If the parent is not in agreement with the excusal then the IEP meeting shall be considered for rescheduling.

B. Meeting Invitation

The Non-Public school must document in the Special Programs communication log that both student and parent were invited to the IEP meeting at least 24 hours prior to the meeting date and time. Letter of invitations should be developed and sent out by the Non-Public school at least 10 days prior to IEP meeting and documented in Special Programs. It is important to check all appropriate boxes on the meeting notice stating the purpose(s) of the meeting. The Non-Public school shall notify the LEA once confirmation of the meeting has been acquired.

C. Special Considerations

Special Considerations is a section in the IEP that focuses on specific concerns in a student's profile. It will ask the following questions: Is the Student Blind or Visually Impaired? Is the student Deaf or Hearing Impaired? Does the student have communication needs? Does the student have limited English proficiency? Does the student exhibit behaviors that impede his/her learning or that of others?

When any of the special considerations is checked off with a "YES," the IEP team has to be sure to address those specific areas of need. In the case of the last question concerning behaviors, if checked off it requires that a Functional Behavioral Analysis is performed and a Behavior Intervention Plan is written and appended to the Individual Education Plan.

D. Present Level of Academic Achievement and Functional Performance (PLAAFP)

The purpose of the Present Level of Academic Achievement and Functional Performance section is to determine the students' academic abilities and deficits in each area of concern. This section should be supported by factual data suggested by formal and informal assessments conducted within the last 12 months of the current IEP meeting date. A description of how the student's disability affects the student's access to and progress in the general education curriculum must be supported by data provided by the Non-Public school. For each area of weakness identified in the student's PLAAFP, the IEP team must develop appropriate goals.

Non-Public schools should refer to the OSSE Part B Initial Evaluation/Reevaluation Policy for the OSSE's definitions of formal assessment, informal assessment, and evaluation process standards.

DCPS expects all Non-Public schools to collect and analyze data regarding student levels of performance and progress on a regular, ongoing basis. Such informal assessments provide a

wealth of information and include curriculum-based assessments, work samples, and when appropriate, behavior analysis.

EXAMPLE:

ASSESSMENTS:

On the Woodcock Johnson III administered on 3/18/14, the student received the following Standard Scores/Percentile Ranks/Grade Equivalents:

STRENGTHS: _____ is demonstrating strengths in the following areas of reading: sight word knowledge; phonemic awareness; recalls facts and sequences of events; comprehends main idea and supporting details; beginning to make inferences; developing analytical and abstract comprehension with support

NEEDS: _____ is demonstrating needs in the following areas of reading: using structural analysis skills effectively; applying phonemic awareness skills in context consistently; reading fluency; vocabulary development; summarizing material read; drawing conclusions; making inferences and predictions; analytical reading.

STRATEGIES: _____ uses the following strategies in reading: structural analysis approach; critical thinking; semantic mapping and graphic organizers; retelling; visualization; brainstorming; self-questioning; paraphrasing; highlighting and annotating for note taking.

E. Goals linked to PLAAFP

Goals shall be developed and revised based upon a variety of factors. Those factors include:

- New data suggests new deficits
- Mastery of goal
- Progress is not being made towards goal
- Goal is not appropriate for student

Goals shall:

- Be data driven
- Be appropriate to the area of concern
- Be specific, measurable, attainable, realistic, and timely (S.M.A.R.T)
- Include a baseline of the student's current ability in relation to the goal

Example:

Annual Goal 1:

After reading a passage at the instructional level, _____ will correctly answer open ended questions which involve identifying the main idea in 8 of 10 passages.

Baseline:

_____ has made progress in this area, but is inconsistent finding the main idea when reading a passage at the instructional level. He is currently doing this task in 6 of 10 passages.

F. Services & Supplemental Aids

Special Education Services

During the IEP meeting the IEP team shall determine the hours of specialized instruction inside and outside of the general education setting. The amount of time is based on the students need.

Related Services

Per IDEA 34 CFR 300.34(a), related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

Related services in the school setting is governed by the education model. The educational model provides evaluation and remediation of student's abilities within the context of an overall educational profile. Recommendations for frequency and duration of services should align with the District's eligibility criteria and the mandate to support the student's educational program within the least restrictive environment. When making recommendations for eligibility, frequency, and duration services, Related Service Providers should take into consideration the whole range of resources that are available within the educational setting. Many programs (Early Childhood, Autism, Hearing Impaired, etc.) provide instruction in an academically rich environment using personnel that are trained in being primary facilitators in the area of the student's needs. Our ultimate goal should be that the student generalizes skills to their least restrictive educational environment. When determining frequency and duration of services, the Related Service Provider must consider the nature and severity of the disability, prognosis for improvement, and other available educational resources.

Least Restrictive Environment

Students shall be assessed annually to determine progress being made or lack thereof in the current academic setting. During the meeting the team should discuss student's progress and the steps that are being taken to support continued progress.

Special Education Transportation

Transportation is a related service under IDEA §300.34. A DCPS student's attendance at a Non-Public school does not automatically mandate the inclusion of transportation as a related service on the student's IEP. The student's IEP team is responsible for determining whether or not a student needs transportation and, if so, identifying the mode of transportation the student requires to access a free and appropriate public education. IEP's must reflect the decision of the IEP team as it relates to transportation in the appropriate section of the IEP. Transportation services should not be used solely as an intervention to address truancy and attendance.

In order for students in Non-Public schools to receive transportation as part of the provision of FAPE the IEP team must determine if the student needs transportation services based on the following eligibility categories:

- Medically fragile students requiring transportation to access FAPE (MFS) i.e. chronic or persistent medical condition and medical condition that prevents the student from traveling safely in a standard/non-adapted vehicle.
- Students requiring structured transportation supports to access FAPE (STS) i.e. disability preventing the student from traveling safely without constant supervision (structured supports).
- Students accessing specialized programs (ASP) i.e. students attend a specialized program and student is required to travel to a site different from the home school for FAPE based decisions.

The IEP must correctly document and upload all required documents including worksheets in to Special Programs. Also, the need for transportation services and the mode of these services, if applicable (i.e. If public transportation is part of the transition plan the student's transportation mode in their IEP should be "Metro").

DCPS Non-Public Monitoring Specialists are responsible for entering transportation requests into TOTE. These request forms must reflect the transportations services identified in the IEP. Requests sent in by any other method will be returned to the sender without processing.

DCPS Non-Public Monitoring Specialists are responsible for collecting and processing address changes from the parent or the school. Revisions to the transportation section of the IEP (including eligibility for transportation services or mode of transportation) must be completed through either the formal IEP process or through the IEP amendment process.

G. Extended School Year (ESY)

ESY refers to special education and/or related services provided to a student with a disability beyond the normal school year. The IEP team must consider how the continuing impact of the child's disability, the pattern of regression, difficulty retaining skills over vacations and school breaks impact the provision of FAPE. Enrichment is not a reason for ESY and family social economic issues is not a reason for ESY. The purpose of ESY is not to introduce new goals. The ESY determination must be made between 12/1 and 4/1 once new school year data is gathered to make such a determination. Any ESY determinations made before 12/1 MUST be revisited again and repeated during this window.

ESY consideration should be discussed at all annual meetings and may be discussed throughout the school year based upon the student's performance. The Non-Public school is responsible for collecting classroom-based data that support regression or lack thereof.

Students cannot be found eligible for ESY if there is no data to support eligibility. It is the LEA's responsibility to ensure that the ESY criteria form is completed by 4/1/24.

If student is found eligible for ESY, the IEP team needs to select appropriate goals for ESY for areas of concern in which the student has been found eligible for ESY. ESY transportation is to be

considered at the time of the meeting as well. The LEA is responsible for making transportation requests in TOTES if the student is found eligible for ESY transportation.

H. Classroom Accommodations and Test Participation

Classroom accommodations should be reviewed and agreed upon during the IEP meeting by the team.

I. Post-Secondary Transition Plan

An appropriate Individual Transition Plan shall:

- Include appropriate measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills.
- Include a description of the transition services, including courses of study needed to assist the student in reaching those goals.
- Designed through an outcome-oriented process that promotes movement from school to post school activities, including postsecondary education, vocational training, and integrated employment, including supported employment, continuing and adult education, adult services, independent living, or community participation.
- Based upon the individual student's needs taking into account the student's preferences and interests.
- Include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Concluding the IEP

Parent should be provided with the following:

- Finalized copy of the IEP
- Prior Written Notice
- Procedural Safeguards Manual

The Non-Public school and LEA will be responsible for correcting all changes discussed by the team to the IEP and finalized within five days of the IEP meeting. If evaluations were requested at the meeting, the LEA shall be responsible for making the request within 5 days of the request.

7c. AED Meetings

90 days prior to the Eligibility Meeting an Analysis of Existing Data (AED) meeting must be held. DCPS expects all Non-Public schools to collect and analyze data regarding student levels of performance and progress on a regular, ongoing basis. Such informal assessments provide a wealth of information and include curriculum-based assessments, work samples, and when appropriate, behavior analysis. Results should be compiled into a student data portfolio and documented in the "Analyze Existing Data" area of the Eligibility section in Special Programs for students going through the Eligibility Process (re-evaluation).

The Non-Public school will complete and draft the Analysis of Existing Data (AED) and send it home to parents at least 10 business days prior to the scheduled meeting. Additionally, Non-Public Schools will be provided with a DCPS AED Meeting Preparation Checklist that should be returned to your LEA Representative at least 10 days prior to the AED meeting.

For the AED, the school-based related service providers will provide three (3) data sources.

- Review of existing evaluation data
- Information provided by parent
- Classroom-based observations
- Response to Intervention data
- Information provided by teachers
- Formal and informal assessments (No new formal assessment data should be included in the AED). All requests for updated assessments/evaluations require an AED and parent consent. The school-based SLP may include previous assessment/evaluation data.

The IEP team may request new formal assessments only after properly completing the “Analyze Existing Data” section in Special Programs. The Non-Public Monitoring Specialist must authorize and order all new assessments through Special Programs. DCPS Non-Public Monitoring Specialists are the Special Programs Case Managers for students attending Non-Public schools, and are the only persons who have the authority to manage the reevaluation process.

It is the responsibility of DCPS to complete all new formal assessments. Non-Public schools are not authorized to complete their own formal assessments without the prior written approval of the DCPS Chief of Special Education or his/her designee.

When to Order an Assessment

The need for a formal assessment should be reviewed and discussed by the IEP team. Please work with your DCPS Monitoring Specialist to order the relevant assessments utilizing the guidance and prompts provided in Special Programs.

7.d Eligibility Meetings

Non-Public schools should refer to the OSSE Part B Initial Evaluation/Reevaluation Policy for the OSSE’s definitions of formal assessment, informal assessment, and evaluation process standards.

Responsibility of the LEA:

In accordance with IDEA 2004 Regulations: Part 300.306, Determination of eligibility, following are basic assumptions and expectations about the role of the LEA:

- The LEA (DCPS) will facilitate the eligibility determination meeting on the agreed upon date and assist the IEP Team in making an appropriate eligibility determination.
- The LEA (DCPS) is responsible for finalizing the eligibility determination in Special Programs within 5 business days of the meeting. The LEA (DCPS) must ensure that the assessments, the disability classification worksheet and all prior written notices are completed in Special Programs.

Responsibility of the Non-Public School:

Following are the basic assumptions and expectations about the role of Non-Public schools serving DCPS students:

- Upon completion of DCPS evaluations and/or Independent Educational Evaluations, the Non-Public school will initiate the scheduling process for the Eligibility Determination meeting.
- The Non-Public school is responsible for inviting the parent and student (where appropriate), and a group of qualified professionals to review the assessments to determine special education eligibility, identification and the educational needs of the student.
- The Non-Public will provide a copy of the evaluation report(s) within 10 business days prior to the scheduled meeting.
- The Non-Public school will collaborate with the LEA (DCPS) to schedule the Eligibility Determination meeting.
- The Non-Public school will ensure that that the parent and/or student (as appropriate) receives a mailed copy of the Letter(s) of Invitation.
- The Non-Public school will provide a meeting space for Non-Public Monitoring Specialists to convene the eligibility meeting.
- The Non-Public school will assist the Non-Public Monitoring Specialist in completing the eligibility determinations before their due date.
- The Non-Public school will proceed with the process of developing an IEP for the student if the assessment(s) result in a change to any part of the current IEP.
- The Non-Public School will ensure that all required IEP Team members are present for the eligibility meeting on the scheduled date.

7.e Thirty Day Review Meetings

The Multidisciplinary Team (MDT) will convene approximately thirty days after a student has begun attending a new Non-Public school. At the 30-day Review Meeting, the following items should be addressed:

- **General impressions of the student's transition to the new school thus far.** Is the student completing classwork, following school rules, getting along with peers, etc.? Allow the parents to voice any concerns that they may have with the new location of services.
- **Changes to the IEP.** At this time, the team should discuss whether any changes need to be made to the student's current IEP. Teachers or related service providers may want to make recommendations for changes to the IEP based on data collected or observations of the student so far.
- **Student schedule and transcripts.** Ensure that student is enrolled in the correct classes to fit his or her needs, meet IEP goals and fulfill graduation requirements. If the student is on diploma track, the non-public school should make sure they have access to all previous transcripts and report cards.

- **Contact information.** Ensure that the parent has the correct contact information for pertinent members of the MDT, such as the LEA representative, school social worker, school principal, as well as the phone numbers for attendance and transportation concerns. Also, confirm that MDT has the correct contact information for the parent.
- **Upcoming Meetings.** Schedule or confirm previously scheduled dates for upcoming annual IEP or eligibility meetings for the student.

7.f Least Restrictive Environment (LRE) Meetings

According to the IDEA (2004), FAPE must be provided in the least restrictive environment (LRE), which is defined as the education of a student with a disability with non-disabled peers to the maximum extent appropriate. Another way of explaining LRE is through the use of the term setting. The removal of a student with a disability from the general education environment via a change in setting to a separate class or separate school should only occur if the nature or severity of the disability is such that education in general education classes cannot be achieved satisfactorily. The

LRE Mandate (CFR §300.114(a)(2))

- To the maximum extent possible, students classified with a disability must be educated in the general education classroom.
- Special classes, separate schooling, or other removal from the general education classroom occurs only when the nature or the severity of the educational exceptionality is such that education in the general education class cannot be satisfactorily achieved with appropriate aids and supports.

Further Considerations for Complying with LRE

- Unless the student's IEP requires some other kind of arrangement, the student should attend the school he/she would if not eligible for special education services.
- Students classified with a disability must be afforded the opportunity to participate in nonacademic and extracurricular services and school activities along with their peers in general education settings.
- Less restrictive placements must always be considered.
- School districts must ensure that to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled.
- Separate schooling, classes or other removal of children with disabilities from the regular classes can occur only if the nature or severity of the disability is such that education in regular classes *with the use of supplementary aids and services cannot* be achieved.

Continuum of Educational Services

- The *continuum of educational services* is a spectrum of placements, or educational environments, in which an IEP can be implemented. It ranges from less restrictive (general education setting with supports and accommodations) to more restrictive (residential treatment facility).

7.g Location of Service Meetings

After eligible students receive a placement in the Non-Public Unit, they will be issued a Location of Services Letter. This letter will be sent to parents via the DSI Location Team. The letter will include the following:

- New Location of Services (for implementation of student's IEP)
- Details on whether or not the IEP will be revised
- Recommendation to initiate contact with Non-Public school
- Contact information of Non-Public Monitoring Specialist for questions, comments, or concerns.

The LEA is responsible for contacting parents and holding a meeting to discuss the Location of Services Letter.

7.h Exit Meetings

Students with disabilities are exited from Non-public for three primary reasons: 1) the student is transitioned to a lesser restrictive environment; 2) the student graduates or ages out; or 3) parent/adult student revokes consent for special education services.

Exiting a Student to a Lesser Restrictive Environment

- Non-Public Monitoring Specialist convenes Multidisciplinary Team (MDT)
- MDT discusses LRE for student
- Evaluations Ordered and reviewed by MDT (if necessary)
- Prior Written Notice Issued to Parent
- Student is referred to Central Office Location Team

Exiting Graduating & Age Out Students

- Non-public school completes the Summary of Performance 60 days prior to graduation.
- Summary of Performance sent to parents and or Adult Student.
- Non-Public Monitoring Specialist convenes Summary of Performance meeting at Non-public school.
- Summary of Performance reviewed with Parents and student at Meeting.
- Completion of Services form completed (signed by parent, student, and LEA) at Summary of Performance Meeting.
- All documentation uploaded to Special Programs.

Exiting Students Whose Parents Revoke Consent

If a parent or student submits in writing refusing Special Education services, or parent or student does not sign consent forms, or parent or student revokes consent for services, please discuss immediately with your DCPS Non-Public Monitoring Specialist.

7.i Transition

Secondary transition is the process of preparing students for life after they leave high school, including participation in postsecondary education or training, employment, and community living. The transition plan is part of the IEP process and must be in place for students with disabilities by age 14. A transition plan is a student-centered document comprised of a student's postsecondary goals in education, employment, and, where appropriate independent living. The long-range and short-term goals within the transition plan are developed by using data from age-appropriate transition assessments which are administered to students. The transition plan includes transition services and a course of study that assist the student in attaining his or her postsecondary goals.

Following is a step-by-step process for the development of a compliant transition plan that meets the standards set forth by the Office of the State Superintendent of Education (OSSE).

The Transition Planning Process

Step 1

Invite the Student

The Transition Plan requires that students be invited to their IEP team meeting. A Student Letter of Invitation (LOI) must be sent at least 10 days in advance.

Step 2

Student Input and Age-Appropriate Assessments

Ensure the Student Input form is completed with the students feedback to reflect their interests and preferences. Please work with your DCPS Monitoring Specialist if you are unclear how to complete this process using Special Programs.

Assessments

Age-appropriate assessments must be administered annually to students to address the following postsecondary areas – Education and Training, Employment, and Independent Living. The results from the student input form and age-appropriate assessment must guide the development of the Transition Plan. A written summary of the assessment data must be included in the transition plan.

Assessment Areas and Suggested Assessment Tools:

- **Postsecondary Education and Training** - *Brigance Transition Skills Inventory (A1, A2, A3, D1, D2, D3), WJ-IV, Wide Range Achievement Test (WRAT), SRI.*
- **Employment** - *Brigance Transition Skills Inventory (E2, F1, F2, F5, or F6), ONET, career interest inventories, hands on assessments, CASAS, ONET.*
- **Independent Living** - *Brigance Transition Skills Inventory (N4, L1, L2, or L4), Casey Life Skills.*

Assessing Truant Students – A records review must be conducted for chronically truant students. The following information should be reviewed in a records review – historical assessment data, attendance report, academic transcript, progress reports, and teacher interviews. A written summary of the information reviewed must be included in the transition plan. Please work with your DCPS Monitoring Specialist if you are unclear how to complete this process using Special Programs.

Step 3

Postsecondary Goals and Measurable Annual Transition Goals

Transition Plans must identify appropriate measurable postsecondary long-range and short-term goals. Goals must be based upon age-appropriate transition assessments related to employment, education and/or training, and **where appropriate**, independent living skills.

Postsecondary Goals - The Long-Range Goal is linked to a post-school outcome that the student has identified or shown an interest in achieving. Long-range goals must contain the exact compliant language:

- Upon (or After) graduation from high school the student will....(be employed as, attend, enroll in, pursuit, live in)

Measurable Annual Transition Goals - The Short-Term Goals must be linked to the Long-Range Goal for each postsecondary area addressed by the transition plan, measurable and attainable, and contain a baseline with an anticipated date of achievement. All short-term goals must be updated annually and reflect the dates of the current IEP cycle. Goals may not be rolled over from the previous year unless the baseline is updated with new data.

Step 4

Postsecondary Transition Services

Transition Services must be included in the transition plan. Each short-term goal should have a corresponding transition service that assist the student in meeting their postsecondary goal. The transition services statement must be in alignment with and relate to the annual goal. Transition services cannot be an activity that the student can complete on their own.

Examples of Transition Service Statements:

| Postsecondary Education Service Examples | | |
|--|---|---|
| <ul style="list-style-type: none"> • Vocational training • Apprenticeship programs | <ul style="list-style-type: none"> • College and career counseling | <ul style="list-style-type: none"> • Advocacy Training • Financial Aid counseling |
| Employment Service Examples | | |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • Vocational guidance and counseling • Job development and placement services • Assistance in obtaining employment (competitive, supported, or customized) | <ul style="list-style-type: none"> • Job readiness instruction • Technological services and adaptive devices, tools, equipment, or supplies • Job development and placement | <ul style="list-style-type: none"> • Assistance with work expenses the individual has as a result of their disability • Information and referral services • Connecting students with mentors who have with disabilities |
| Adult and Independent Living Service Examples | | |
| <ul style="list-style-type: none"> • Housing or transportation supports needed to maintain employment • Orientation and mobility services | <ul style="list-style-type: none"> • Case management services to access and obtain local services • Therapeutic recreation, including day activities and clubs | <ul style="list-style-type: none"> • Training on independent living skills • Information and referral services |

When listing the transition services, remember to add the Setting, Time, Projected Begin and End Dates, which align with the IEP cycle.

- **Setting** – Transition settings include the classroom, library, computer lab, counselors’ office, community, or school name (ex. Ballou HS).

Step 5

Course of Study

The course of study must include courses the student is currently enrolled in and any community-based instruction activities.

Step 6

Inviting an Outside Agency

An outside agency is an organization that helps a student meet their long-term goals. Consent must be obtained from the adult student or parent prior to inviting an outside agency to the IEP meeting. If consent is received, generate an “**Additional Participant Consent Form**” and obtain a signature from the adult student or parent. Once a signature is obtained, create a “**Letter of Invitation for the Outside Agency**”. If consent is not obtained from the parent or adult student, **DO NOT** invite the outside agency.

REMINDERS: Things to look out for!

- Generate the student LOI at least 10-days in advance of the IEP Meeting.
- Dates of achievement need to be updated annually and align with the current IEP cycle.

- Annual goals must measure the accuracy by which the goal will be achieved (e.g. 80% accuracy)
- Annual transition goals must be updated annually.
- Transition services must align with the annual transition goal.

7j. Student Progress Monitoring Meeting

In addition to the annual IEP Meeting, your Monitoring Specialist will also schedule an annual Student Progress Monitoring Meeting. This meeting will take place approximately 6 months apart from the IEP Meeting (timed to gather data after the 1st & 3rd Quarters of the school year), and serves to provide a second data point annually on which to evaluate each student's progress. Your Monitoring Specialist will provide you with a list of the data items required for the Student Progress Monitoring Meeting.

8. Quarterly Progress Reporting

IEP progress reports are to be completed for each student quarterly in Special Programs. Reports should be completed no more than one week after the end of the DCPS quarterly marking date. For SY 2023-2024 those dates are as follows:

- Quarter 1, November 17, 2023
- Quarter 2, February 9, 2024
- Quarter 3, April 19, 2024
- Quarter 4, July 2, 2024

When creating progress reports be sure you have selected the correct reporting period in the drop-down box before you begin editing.

For each IEP goal, review the student's baseline data in the IEP and indicate the student's current level of progress from the dropdown. Each goal needs a comment that includes supporting data. This data can come from student work samples, informal assessments, formal assessments, observations and service trackers. If specific interventions are being used to address certain goals, make sure to include information on the student's progress within the intervention.

Example of a progress report comment:

_____ is making satisfactory progress using literary reference as a way of demonstrating comprehension. He continues to benefit from direct instruction in this. According to _____ his current ability is at 60%. Strategies/Interventions that will be used to increase his skills in this goal are:_____.

9. Attendance Reporting

Non-Public Monitoring Specialists are responsible for monitoring the daily attendance of DCPS students in Non-Public schools. Attendance information for all students should be entered into the SEATS application every Wednesday and Friday of the current week before 2pm.

A list of absences that are considered excused by DCPS is provided in DCMR Title 5, Chapter 21, Section 2102. If a reason for absence is not on this list, it should be considered unexcused. If you have any questions regarding DCPS' attendance policy as it relates to Non-Public schools, please consult DCMR Title 5, Chapter 28, Section 2821.

You can also reference the most up to date [DCPS & OSSE attendance guidance here: https://shorturl.at/jPSV9](https://shorturl.at/jPSV9)

10. Truancy and Attendance Interventions

Regular school attendance is critical to academic success. Absences (whether excused or unexcused) impact the number of instructional hours that students receive and may result in failing grades, disengagement from the school environment, and ultimately, students dropping out of school.

Truancy is the unexcused absence from school by a minor (5-17 years of age) with or without approval, parental knowledge, or consent. The District of Columbia Compulsory School Attendance Law 8-247 and DC Municipal Regulations Title 5 Ch. 21 governs mandatory school attendance and the ways schools must intervene when students are truant.

The Non-Public Unit expects Non-Public schools to quickly address issues of truancy, as well as issues with excessive excused absences; this includes students that are 18 and older. Below are the major absence thresholds at which point key actions must be taken by the Non-Public school.

5 Unexcused Absences:

The Non-Public School will:

- Notify sending LEA in writing no later than 2 instructional days after the accrual of five unexcused absence.
- Send parent the 5-day Absence Letter. Upload a copy to Special Programs.
- Convene a Student Attendance Conference (SAC) with the parent and student if appropriate to develop an intervention plan that addresses causal factors and includes delivery of community-based programs if necessary. Upload a copy of the plan to Special Programs.
- Ensure documentation of due diligence steps to engage student & parent are in Special Programs (two phone calls, a certified letter and home visit if necessary).

The LEA Representative will:

- Participate in the Student Attendance Conference (SAC)

10 Unexcused Absences:

The Non-Public School will:

- Notify the LEA in writing within 2 business days of the accrual of ten unexcused absences
- Send parent the 10-day Absence Letter. Upload a copy to Special Programs.
- Submit CFSA referral for students 5-13 years old.

The LEA Representative will:

- After CFSA referral is complete, enter the CFSA case # into the Non-Public Team Quickbase application.

15 Unexcused Absences:

The Non-Public School will:

- For students ages 14 -17 complete referral form to the Court of Social Services Division of the Superior Court of the District of Columbia and to the Office of Attorney General Juvenile Section and deliver to the LEA representative.
- Send parent the 15-day Absence Letter. Upload a copy to Special Programs.
- Convene a Student Attendance Conference (SAC) with the parent and student if appropriate to develop an intervention plan that addresses causal factors and includes delivery of community-based programs if necessary. Upload a copy of the plan to Special Programs.

The LEA Representative will:

- Participate in the SAC

Flagging Truant Students in QuickBase

Additionally, DCPS requires that Non-Public Schools utilize our “**Student Attendance Tracker**” in QuickBase to help us flag students with truancy issues (particularly during Distance Learning). Schools are required to **SUBMIT ONE ENTRY AT LEAST MONTHLY FOR ANY STUDENT WHO HAS ATTENDANCE ISSUES**, as detailed below.

After uploading the Monthly SEATS report into QuickBase, please ensure you enter a response in the **Field: Were student attendance details entered in the tracker for this month?**

1. *Schools that entered data for Truant/ Non-Attending students should select “Yes”.*
2. *Schools that do not have students with truancy or any other non-attending issues should select “N/A”.*

For each student with truancy issues, please open that individual student’s record and choose the correct item from the following drop-down menus.

Field Name: Attendance

Please select the correct status from the dropdown menu:

1. **Not Attending/Truant**
2. **Attends Inconsistently**

3. **Hospitalized**
4. **Incarcerated**
5. **Other (explain in notes below)**

Field Name: Truancy Threshold

Please select the correct status from the dropdown menu:

1. **5 day**
2. **10 day**
3. **15 day**
4. **20+ days**

Field Name: Attendance Issue Follow Up Steps

Please select the correct status from the dropdown menu:

1. **Attendance Meeting Scheduled**
2. **Attendance Intervention Plan Issued**
3. **Court Referral (15+ days, 14yo +)**
4. **CPSA Referral (10 days, up to 14yo)**
5. **DCPS Home and Hospital Instruction (HHIP)**
6. **MRE Referral**
7. **Billing for Days in Seats**

Field Name: NOTES

Please add any other relevant information

Please note that this documentation is due by the 5th of Each Month for the Previous Month.

11. Behavior Incident Reports

Written documentation of all behavior incidents and suspension reports must be submitted directly to the OSSE via their Non-Public Dashboard Quickbase Application called: **“OSSE Non-Public Monitoring”**. If you do not have access to this Quickbase application, please contact your OSSE Non-Public School point of contact.

Incident reports should also then be shared with your DCPS Monitoring Specialist.

You can find both DCPS and OSSE behavior/restraint/seclusion policy documents, as well as their behavior incident template in the Behavior Documents folder: <https://shorturl.at/jPSV9>

12. Manifestation Process

The IDEA allows for short-term disciplinary removals of students with disabilities and students suspected of having disabilities for up to ten consecutive school days or ten accumulated school days throughout the course of the school year. Any additional removal beyond ten consecutive days or ten accumulated days constitutes a change in placement for the student. Because the placement of a student with a disability cannot be changed without the consent of the IEP team,

a manifestation determination review must be conducted upon the tenth school day of suspension and each school day of suspension thereafter for the remainder of the school year. It is expected that the student **will remain in school** pending the outcome of the Manifestation Determination meeting to receive the services outlined in his/her IEP.

It is imperative that within 10 days of disciplinary action constituting a change in placement, the IEP team must meet to develop or update an existing FBA and BIP to address the behavior resulting in discipline.

IDEA states that the LEA, the parent, and relevant members of the child's IEP team must review "all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents" as part of conducting a manifestation determination.

This list is not exhaustive. It may include other relevant information in the child's file, including placement appropriateness, supplementary aids and services, and if the behavior intervention strategies were appropriate and consistent with the IEP.

In order to determine if the behavior was or was not a manifestation of the student's disability, the team needs to follow the steps below:

1. Prior to the IEP meeting, information such as evaluation and diagnostic results, observations, current IEP, placement information and other relevant information supplied by the parents must be gathered for review by the IEP team.

As part of the discussion, the team must determine if:

- The information gathered is sufficient information to make the manifestation determination.
- Further information is needed in order to make the manifestation determination.
- There is a need for changes in the student's current special education program.
- If further information is needed, the IEP team must follow the due process steps in obtaining written parental consent for an evaluation.
- The IEP team must discuss the characteristics of the student's disability (e.g., withdrawn, aggressive, impulsive, academic or cognitive deficits, information processing, organizational deficits, peer relationships, etc.). This information should come from current data, observation and parent reports as well as from the IEP, evaluations (ESR), teacher reports, discipline records, etc.

2. The IEP team should discuss the following four questions.
 1. Are the IEP and placement, supplementary aids and services judged to be appropriate by the IEP team?
 2. Are IEP services and behavioral intervention strategies described on the IEP consistently applied? This is based on the identified needs in the current IEP.
 3. Does the disability impair the student's ability to understand the impact and consequences of the behavior?

4. In addition to the cognitive component, the IEP team should explore the way in which the rules were presented to the student and if they were understood. Consider chronological age, maturity and developmental level.

3. Manifestation Determination

If the student's behavior is not a manifestation of his or her disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities.

If the behavior is determined to be a part of the disability, the IEP team makes an appropriate plan to address some or all of the following areas (the student may not be expelled from the school system):

- Consistently implement the IEP as written.
- Change the IEP as needed (e.g., adaptations, service, alternative consequences, etc.).
- Complete additional evaluations to provide additional service, if needed.
- Conduct a Functional Behavior Assessment to develop more effective behavior intervention strategies.

The District shall notify the parent of the decision to take disciplinary action and of the procedural safeguards no later than the date on which the decision is made. If the parent disagrees with a determination that the student's behavior was not a manifestation of the student's disability, or with any decision regarding placement, the parent has the right to an "expedited" due process hearing.

13. Access to Records

As DCPS school officials and the LEA representatives, the Non-Public Monitoring Specialist will need to regularly review student educational records in order to fulfill their professional responsibilities. These records must be provided to the Non-Public Monitoring Specialist upon request within 2 business days. The records they require access to include but are not limited to:

1. Attendance records
2. Assessments
3. Related services reports
4. Student work samples
5. Student/family contact information
6. Past/Current IEP's
7. The School Roster of all DCPS students
8. Report Cards, Progress Reports and Transcripts
9. Curriculum information for classes being taken by DCPS students
10. Behavior, Incident and Suspension Reports

Where appropriate, these documents should be stored in Special Programs.

14. Special Programs (previously SEDS)

Special Programs is the new Special Education Data System instituted by the OSSE as a replacement of SEDS. It is a comprehensive data system designed to support high quality, seamless service delivery for children with disabilities. OSSE has mandated its use for all students in DCPS to support the goal of optimizing the ability to improve service delivery and increase compliance related to the provision of a Free Appropriate Public Education (“FAPE”) to all students with disabilities in the District of Columbia. The LEA (DCPS) is responsible for ensuring regular and timely input of IEP/eligibility information, all special education documents, and communication with families. It is important that all Non-Public schools and programs cooperate with the LEA (DCPS) to maintain each enrolled student’s IEP in Special Programs. **Special Programs is the system of record for the OSSE and DCPS for compliance and reporting purposes, and all activities and documents should be completed there. Remember, “If it’s not in Special Programs, then it didn’t happen.” Pursuant to the OSSE Data Policy, documents must be uploaded to Special Programs within 5 business days of a meeting.** Below is a sample list of documents that should be uploaded/fax into Special Programs:

- Report Cards / Final Transcripts
- IEP Progress Reports (all 4 quarters)
- All Incident Reports (including transportation incidents)
- All assessment information
- All service tracker forms
- Any documentation that is relevant to the student's academic and related service performance.
- All documents that require signatures
- Communications with parents and outside stakeholders
- Truancy intervention documentation

14.a Contact Log (previously Communication Log in SEDS)

The “Contact Log Part B in Special Programs is where all important communications regarding the student - in particular communications with their parents - should be recorded. If you are unclear about how to properly log such contacts in Special Programs, please consult with your DCPS Monitoring Specialist.

14.b Updating Demographic Information

The demographic information within Special Programs is retrieved from ASPEN routinely. ASPEN is the internal DCPS database that holds this information. If information is incorrect or needs to be updated, inform the Non-Public Monitoring Specialist and collect documentation of the needed changes.

- A copy of the birth certificate is needed to make changes to the name or birthdate.
- Proof of residency such as a lease or a utility bill is needed to make changes to the student’s address information.

15. Specialized Instruction: Models of Specialized Instruction Delivery “Outside General Education”

Special classes, self-contained settings, separate schooling, or other removal of children with disabilities from the general educational environment occurs only if the nature or severity of the disability is such that education in regular classes even with the use of supplementary aids and services cannot be achieved satisfactorily, 34 C.F.R. §300.114(a). When the severity of the disability makes specialized instruction "outside of general education" appropriate, there are several options for implementation of instruction.

It is best practice that a special education teacher is planning and providing services to meet the needs of every student through daily planning with specific accommodations and modifications called out in those plans. If the special education teacher is unable to provide the instruction, a general education teacher or instructional aide provide the specialized instruction, as long as extensive co-planning is occurring that has the specific accommodations, modifications, and modified materials to meet the needs of each individual’s IEP.

1. **Provision of services by a special education teacher in a resource class.**

Students who need intensive help to keep up with grade-level work in a particular subject may receive specialized instruction in a resource class. The special education teacher works with a small group of students with disabilities. Instruction in a resource room allows the student to be educated with his or her non-disabled peers, yet receive direct instruction in subject areas aligned with the IEP. Since this instruction is delivered in a separate environment with other special education students this is considered specialized instruction outside general education. It is also important to remember that in this model, all students in the class must be students with IEPs.

2. **Provision of services by a special education teacher in a full-time classroom.** When a student cannot receive services in the general education classroom due to academic needs, then a student receives most of their instruction inside a special education classroom with only other special education students. Placement in a district-wide self-contained program means that the child will be removed from the general school population for the core academic subjects to work in a small, controlled setting with a special-education teacher. The special education teacher provides direct instruction to the student. This is considered specialized instruction outside general education.

3. **Provision of services by a special education paraprofessional in a full-time classroom.** In the self-contained classroom, special education paraprofessionals are an integral part of the instructional staff. They are expected to work directly with students on attaining their goals, as well as support the overall instructional goals of the special education teacher. Paraprofessionals implement instruction by reinforcing concepts or implementing a co-planned lesson plan under direct supervision of the special education teacher. The co-planned lessons must have necessary accommodations, modifications, and modified materials to meet the needs of students’ IEPs. Paraprofessionals can be utilized under these conditions to support individual students and groups of students in the self-contained classroom. Since this instruction is delivered for only special education students, this is considered specialized instruction outside general education.

4. **Services delivered by a general education teacher in an intervention setting with all special education students.** A general education teacher who is highly qualified in the intervention subject, and instructs an intervention group regularly, may instruct a group of all students with disabilities, as long as this is in accordance with the student's LRE statement in the IEP. Examples include a Do the Math small group, Read 180 lab, blended instruction, or FUNdations. To implement this option, a special education paraprofessional is required to be in the classroom. This option also requires that the instruction implemented by the general education teacher. Additionally, the instruction is monitored a special education teacher. This model cannot be implemented without joint planning time authorized by the school leader. This would count as specialized instruction outside general education.

16. Related Services

Related services are services necessary for a student to benefit from their special education program. During the evaluation process, the student is evaluated to first find out if the student has a disability, and secondly to determine what types of related services, if any, the student requires.

DESCRIPTION OF DISCIPLINES

School Based Occupational Therapy (OT) - as a related service, may be provided in the educational setting to help students meet their educational goals when fine motor or sensory processing challenges significantly affect academic or functional progress and are not addressed by other services. Modifications, skill building, or strategies are provided to help the student be successful with the functional skills in the student role. School-based therapists work in a supportive role, working closely with teachers, to promote the highest level of function possible for students pursuing educational goals. School-based occupational therapists will assess present levels of performance and determine how they directly impact the student's ability to perform specific school tasks. OTs also plan and implement programs that will help students meet their educational goals and objectives and benefit from special education services. They are concerned with facilitating the student's overall performance in the school setting, considering the student's developmental level and physical disability. Services are provided to enhance independent functioning and may include positioning, strengthening, modifications and adaptations to the environment. Although medical concerns are significant, rehabilitation is not the focus of school-based Occupational Therapy.

Occupational Therapy Certification & Licensure Requirement:

- Current DOH (Department of health) or State Licensure from the Board of Occupational Therapy for the State /jurisdiction services are provided.
- (Occupational Therapy is regulated in all 50 states, the District of Columbia, Puerto Rico and Guam. Refer to AOTA : ot-qualifications -licensure -requirements by state PDF to gain specific requirements per your state of practice.)

School-based Physical Therapy - as a related service, may be provided in the educational setting to help students meet their educational goals when functional gross motor or mobility problems significantly affect academic progress and are not addressed by other services. Modifications, skill building, or strategies are provided to help the student be successful with the functional skills in the

student role. School-based therapists work in a supportive role, working closely with teachers, to promote the highest level of function possible for students pursuing educational goals. School-based Physical Therapists will assess the present level of performance and determine how it directly impacts the student's ability to perform specific school tasks. They also plan and implement programs that will help students meet their educational goals and objectives and benefit from special education services. They are concerned with facilitating the student's overall performance in the school setting, considering the student's developmental level and physical disability. Services are provided to enhance independent functioning and may include positioning, strengthening, modifications and adaptations to the environment. Although medical concerns are significant, rehabilitation is not the focus of school-based Physical Therapy.

Physical Therapy Certification & Licensure Requirement:

- Current Department of Health (DOH) Physical Therapy license for the Board of Physical Therapy for the State /jurisdiction for which services are provided.

Audiology - Audiology services include: (a) the identification of children with hearing loss; (b) determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing; (c) provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation; (d) creation and administration of programs for prevention of hearing loss; (e) counseling and guidance of children, parents, and teachers regarding hearing loss; and (f) determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

Audiology Certification & Licensure Requirement:

- Hold state Department of Health or Health Professional License
- MA/ MS or AUD
- ASHA CCC eligible (Eligibility for the American Speech Language Hearing Association's Certification of Clinical Competence)

School Psychology Services- School Psychology include supportive services provided to support and improve a child's social-emotional, interpersonal, and academic functioning. School Psychology services include: (a) identifying and developing intervention strategies to address concerns with both academics and behavior; (b) administering psychological and educational tests and other assessment procedures; (c) interpreting assessment results; (d) obtaining, integrating, and interpreting information about child behavior and conditions relating to learning; (e) consulting with other staff members in planning school programs to meet the needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations.

School Psychology Certification & Licensure Requirement:

- Current Office of the State Superintendent of Education (OSSE) Certification as a School Psychologist
- Master's degree in School or Educational Psychology.
- 500-hour field experience in Pre K-12 school setting.

Outside of DCPS

- Current Department of Health (DOH)/State license from the Board of Psychology for the state/jurisdiction services are provided.

Social Work services - Social work services in schools include: (a) preparing a social or developmental history on a child with a disability; (b) group and individual counseling with the child and family; (c) working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; (d) mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; (e) implementing behavior support services according to the IEP; (f) assisting in developing positive behavioral intervention strategies.

Social Work Certification & Licensure Requirement:

- Master's degree in Social Work (MSW).
- District of Columbia Government, Department of Health Professional License, which must be renewed every two years by obtaining the required continuing education units: Licensed Independent Clinical Social Worker (LICSW).
- District of Columbia Certification as a School Social Worker, which must be maintained throughout employment with DC Public Schools.
- At least three years of work experience as a Social Worker in an urban school/setting with a track record of high student achievement.

Speech-language pathology services - Speech-language services include: (a) identification of children with speech or language impairments; (b) diagnosis and appraisal of specific speech or language impairments; (c) referral for medical or other professional attention necessary for the habilitation of speech or language impairments; (d) provision of speech and language services for the habilitation or prevention of communicative impairments; and (e) counseling and guidance of parents, children, and teachers regarding speech and language impairments

Speech-Language Certification & Licensure Requirement:

- Current Department of Health (DOH)/State license from the Board of Audiology and Speech-Language Pathology for the state/jurisdiction services are provided.
- Master's degree in Speech Language Pathology or Communication Sciences and Disorders
- Eligibility for the American Speech Language Hearing Association's Certification of Clinical Competence

National Provider Identifier Requirement (all providers)

As a result of the Affordable Care Act, the Centers for Medicare and Medicaid (CMS) issued a final rule^[1] on April 12, 2012 requiring all providers of medical services to obtain a National Provider Identifier (NPI). The NPI acts as a unique provider identifier for Medicaid claims submitted to the Medicaid Agency. In order to conduct Medicaid claiming, all providers are rendering services on behalf of DCPS must obtain a National Provider Identifier (NPI). NPI should be included in Special Programs user profile.

Related Services Continuum of Services

Related services are provided to students using a variety of service delivery models to address skills across a wide context of the academic setting based on individualized needs. The type of service delivery model selected must reflect the student's individual level of severity and prognosis. Services should be provided on a continuum from most to least restrictive depending on the student's level of dependence. Providers should be mindful that the purpose of services is to assist the student with

generalizing his/her skills to the classroom setting. These service delivery models can be implemented separately and/or in combination.

Related Services Documentation

If you are unclear how to properly document Related Services in Special Programs, please consult with your DCPS Non-Public Monitoring Specialist.

Related Service Trackers Guidelines

Each service tracker note must include the following information:

- Identification of the intervention activity / activities
- Description of the student's response to the intervention (quantitative and qualitative information)
- Quantitative includes – accuracy percentage, number of trials/opportunities, etc...
- Qualitative includes – level of prompting/dependence (i.e., moderate verbal prompts, tactile cues, hand-over-hand etc..), behaviors impacting/contributing to progress, etc....
- Explanation of the relevance of the activity to the IEP goal

In accordance with the District of Columbia's Public Schools (DCPS), the Office of the State Superintendent for Education (OSSE) compliance requirements, documentation of related services are analyzed and monitored by the Division of Specialized Instruction to ensure services are delivered as set forth in the student's Individualized Education Plan(s). The lack of service documentation confirms services have not been provided and/or a potential interruption of services has occurred.

Related Service Providers must document services delivered or the attempt to deliver services pursuant to the student's Individualized Education Plan (IEP) within five days of delivery or the attempted delivery of the scheduled services.

It is expected that any Non-Public school found with less than 100% service documentation for any service month will efficiently go back and complete the missing documentation for the month, or document the make-up service sessions held within five days of notification. In addition, any Non-Public school delivering less than 80% of any service for a student will require documentation review and development of a make-up service plan. Non-public schools still found out of compliance with the service documentation and/or service delivery standards set forth by the OSSE may be reported to the OSSE for further investigation.

In addition to logging services, related service providers should document when services are missed. Please refer to the table below:

| <i>When a student misses a Related Service because...</i> | |
|---|--|
| Student absent | <ul style="list-style-type: none"> -Document the missed session -Follow school truancy plan for excessive absences and inform DCPS Non-Public Monitoring Specialist |
| Student Unavailable | <p>1. Student is present but attending field trip, assembly or participating in testing</p> <ul style="list-style-type: none"> -Document the missed session. -After 240 mins of missed sessions due to student unavailable, sessions missed due to student unavailable must be made up. -Make three attempts to deliver the missed service. Document all attempts. <p>2. Student refuses</p> <ul style="list-style-type: none"> - Document the missed session -After third refusal notify DCPS Non-Public Monitoring Specialist to schedule IEP meeting |
| Provider unavailable | <ul style="list-style-type: none"> - Session missed due to provider on leave, attending an IEP meeting or attending non-DCPS training -Document the missed session. -Session must be made up -Make three attempts to deliver the missed service. Document all attempts. |
| School Closure | <p>If you are unclear how to properly document Related Services for either planned or unplanned school closures in Special Programs, please consult with your DCPS Non-Public Monitoring Specialist.</p> |

17. Medicaid

A Non-Public special education school or program shall adhere to all federal and District of Columbia laws and regulations governing Medicaid reimbursable services, including, but not limited to, documentation of all instances of IEP health-related services delivered to District of Columbia students.

A Non-Public special education school, program or related service provider shall keep organized and confidential records that detail client specific information regarding all specific Medicaid reimbursable services provided for each individual recipient of services and retain those records for review. All such documentation shall include:

1. The student's complete IEP
2. All evaluation reports (with relevant provider signatures as required to meet prescription/referral recommendation requirements);
3. Service tracking documentation;
4. Progress notes;
5. Billing records;
6. Practitioner credentials for service providers. Services must be provided by licensed or qualified practitioners (in certain cases, supervisory requirements may apply);
7. National Provider Identifier ("NPI"). Providers rendering any health related service must obtain a National Provider Identifier as required by 45 CFR §§ 162.402 through 162.414; NPI's are free of charge and can be obtained at <https://nppes.cms.hhs.gov/NPPES>.
8. Name of the school or program where services are provided.
9. Student's complete legal name;
10. Student's complete date of birth;
11. Student's Medicaid identification number, if applicable;
12. The date a Medicaid service is provided to a student;
13. Type of Service and specific services provided (Student's progress toward specified clinical objectives. Dated and signed notes that document the degree of measurable progress toward student treatment goals and objectives. These notes should be a 1-2 sentence summary related to the specific therapy session;
14. Service Setting (Group/Individual) (Indicate if the student received services on an individual basis or in a group setting);
15. Service Time: The duration of service provided to the student should be recorded as an amount of time (example: 20 minutes). This can capture the cumulative time the provider spent delivering services over the course of the day.
16. Name and clinical discipline of service provider;
17. Signatures: The signature of the medical professional providing services must comply with generally accepted standards for record keeping within the applicable provider type as they may be found in laws and regulations of the relevant board of registration. Providers whose services require supervision must have documentation cosigned in accordance with the applicable standards for the provider type.
18. Attendance Report. An attendance report including specific days of attendance and absence for each student
19. Parent Medicaid Consent forms: Obtain a one-time Medicaid Parental Consent from the parent or guardian, preferably at the student's IEP meeting and then send an annual Medicaid parent notification letter thereafter.

Also, please note the following:

- a. The frequency, duration and scope of services shall be specified in the student's IEP consistent with the IDEA and its implementing regulations.
- b. School calendar information should be collected before the start of the school year. Your calendar should be updated to track any changes.
- c. All progress note documentation must be completed within five business days of a student-level transactional event.
- d. Remember that all participants at the IEP meeting must sign the participant sign-in sheet before leaving the meeting.

- e. Providers may verify their existing NPI or obtain an NPI for the first time online at <https://nppes.cms.hhs.gov/NPPES>.

18. Observations and Monitoring

DCPS employees or agents will be conducting regular classroom observations and/or screenings of students placed by DCPS to determine appropriate instructional strategies.

In addition to these observations, DCPS employees or agents may make unannounced visits to your school to review DCPS student records, monitor attendance and conduct interviews with students and staff. DCPS is entitled to immediate access to all records of students placed by DCPS for monitoring and investigative purposes and shall maintain their confidentiality as required by law. We will make our requests in a manner least intrusive to the delivery of services, but we expect full cooperation with any requests for documentation, file review, interviews and access to the facility during an unannounced visit. At times this may include interviewing students on site at a school or program without school representatives being present.

19. Curriculum Requirements, Graduation Requirements and Post-Secondary Career/Education Planning

It is required by the District of Columbia Municipal Regulations (5 DCMR A-2805.2) that Non-Public students that are potential graduates adhere to the graduation verification protocol that is facilitated by the District of Columbia Public Schools. In order to ensure that all components of a student's record that must be reviewed for the purpose of verifying their graduation status are available and appropriately documented, Non-Public schools must ensure that attendance, grades and other relevant student data is submitted in the window of time prescribed by DCPS. The Non-Public Unit will ensure that non-public schools are provided with all timelines and important dates associated with the graduation verification process. In order to facilitate compliance with this regulation, Non-Public schools are expected to observe the following requirements:

- a. **Curriculum and Transcripts:** Non-Public schools serving high school aged students will be required to provide the Non-Public Unit with a comprehensive listing of their current course offerings as well as an up-to-date transcript and credit accumulation information for all DCPS students on a diploma track. This information shall be provided through an online database that non-public school administrators will be given access to. In addition to providing the current course catalog, non-public schools serving students on a diploma track will be expected to map their course catalog to the DCPS course catalog. This mapping will be reviewed and approved by DCPS. All Non-Public schools, regardless of the age or graduation track of students they serve, are expected to utilize curriculum that adheres to DCPS' learning standards.
- b. **Graduation Requirements:** No student will be issued a DCPS diploma until all graduation requirements, including community services hours, are met. The

DCPS graduation requirements are available at the following webpage:

<http://dcps.dc.gov/page/graduation-requirements>

- c. **Academic Monitoring**: In order to ensure that DCPS students placed in Non-Public school are making positive progress towards graduation, Non-Public schools will be required to provide the Non-Public Unit with marking period and final grades for DCPS students. This information shall be provided through an online database that Non-Public school administrators will be given access to.
- d. **Community Service Hours**: DC Municipal Regulations requires at least “100 hours of volunteer community service” in order for students to graduate. Community service hours must be performed through a 501(c)(3) organization and be properly documented in order to count towards the graduation requirement. 501(c)(3) organizations are tax-exempt charitable organizations that apply for and meet requirements set by the Internal Revenue Service.

Community service project and hours forms should be submitted in tandem with marking period grades and will be submitted in the same online database. *All community service hours for graduating seniors must be submitted by the last Friday in March.*

- e. **Career/Education Planning**: Each DCPS student in grade 6 – 12 has the option to use a web-based application called the Individual Graduation Portfolio System (IGP) which allows students to document and track their progress toward graduation and post-secondary education and employment.

Certificate of IEP completion

The student and their IEP team must decide whether a Standard High School Diploma or Certificate of IEP Completion is appropriate. Upon entering the 9th grade, IEP teams must always pursue, or assess the feasibility of, the Standard High School Diploma before considering the Certificate of IEP Completion. Ultimately, the student’s preferences, abilities, and plans for post-secondary options, as well as how the student communicates this information, should be the most influential factors in deciding whether to pursue a Standard High School Diploma or a Certificate of IEP Completion. The IEP team members must also rely on quantitative factors and information recorded in the student’s IEP as guidance. The decision should be made no later than the annual IEP team meeting held when the student enters the ninth grade or is 14 years old.

The decision to allow a student to pursue a Standard High School Diploma or Certificate of IEP Completion may be changed at any time to align with a student’s progress. However, there is one caveat. If the student is 20 years old or younger and 5 credits away from completing a Standard High School Diploma, a certificate of IEP Completion is not an option. The IEP team must make every effort to provide students with the opportunity to earn a DCPS Standard High School Diploma.

To earn a Certificate of IEP Completion, students must earn 24.0 credits as follows:

| Certificate of IEP Completion Core Subject Area Courses and Electives | Credits |
|---|---------------------|
| English | 4 |
| Concepts of Mathematics | 4 |
| Concepts of Science | 4 |
| Concepts of Social Studies | 4 |
| Learning Labs | 3 |
| Electives | 2.5 |
| Health and Physical Education | .5 |
| Transition Coursework | 2 |
| Total | 24.0 credits |

For further instruction, please refer to the [CIEP Completion Guidelines: https://shorturl.at/bsuW7](https://shorturl.at/bsuW7)

20. State Summative Assessment

DCPS students in grades 3 to 8 and in identified grades/subjects in HS are required to participate in annual testing as dictated by the State Superintendent of Education (OSSE). This includes students placed in Non-Public schools. Students with significant cognitive disabilities that prevent them from participating in the general assessment even with accommodations and/or modifications will participate in the alternate summative assessment. NPU schools are responsible for the administration of the test, including staffing, training, test integrity and all logistics associated with the assessments.

Non-Public schools that house eligible DCPS students will be notified of the list of students expected to participate in these state summative assessments, and will be expected to designate a point of contact to act as the Test Coordinator. The Test Coordinator will be required to attend several in-depth training sessions to cover topics such as computer set-up, test security, and logistics/administration. It is important that the person designated as the Test Coordinator has working knowledge and comfort with technology, is highly organized, and responsive to communications.

a. General Assessment: Partnership for the Assessment of Readiness of College and Career (PARCC)

The PARCC assessment will assess students on the Common Core State Standards (CCSS) in ELA/Literacy and Mathematics in grades 3 to 8 and HS (Algebra 1, Geometry, Algebra 2, English 1, and English 2).

As PARCC testing will be administered online, computers that will be used for testing must meet minimum requirements to successfully run the assessment platform. More information on these requirements can be found at <http://www.parcconline.org/technology>. For more information on PARCC, please visit <http://www.parcconline.org/about-parcc>.

b. Alternate Assessment: National Center and State Collaborative (NCSC)

The alternate assessment, National Center and State Collaborative (NCSC) will assess students in Math and ELA/Literacy in grades 3-8 and 11. As of March 2016, OSSE has announced students will take a DC Science assessment aligned to the Next Generation Science Standards (NGSS) in grades 5, 8, and High School Biology.

The NCSC Assessment is an assessment based on alternate achievement standards (AA-AAS), and addresses curriculum, instruction, and assessment 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. The NCSC assessment is a computer based test and will be administered within 6 weeks in the spring.

Visit <http://osse.dc.gov/service/national-center-state-collaborative-ncsc> for more information about the NCSC Assessment.

21. Unilateral Placements and Transfers from Another LEA

Authority to authorize Non-Public placement is vested solely with the OSSE and/or DC Public Schools. Any student admitted for attendance at a Non-Public school **without** a DCPS location of services letter for that school signed by the DCPS Deputy Chief of Specialized Instruction, or designee, or the OSSE, will not be paid for by DCPS or the OSSE. This is considered a Unilateral Placement and in such cases the full tuition, related service and transportation costs must be covered either by the Non-Public school or the parent. DCPS will instruct the OSSE to reject any invoices for tuition or services submitted by a Non-Public school for which a location of services letter has not been expressly issued and authorized.

Similarly, DCPS does not monitor the progress of students placed in a Non-Public school by charter schools which are their own LEA. Unless otherwise specified by the OSSE, students who age out of a non-DCPS LEA charter school, or students enrolled in an independent charter school that closes, must enroll in DCPS school if they intend for DCPS to be their new LEA. Students entering DCPS from an independent charter school will be afforded the same rights and privileges as any other student entering this LEA from an outside jurisdiction. The DCPS School will then determine how to best provide a FAPE for that student.

Non-Public schools should never advise parents of students who were placed by independent charter schools to enroll in DCPS as “non-attending”. Parents who enroll their child as a DCPS student and wish for that student to remain at a Non-Public school must do so at their own expense, pursuant to the Private and Religious Office policies and procedures. For more information, please see: <https://dcps.dc.gov/page/determining-if-private-and-religious-school-students-need-special-education>

22. 2023-2024 Enrollment Packet

Families of all DCPS students must complete the enrollment forms and verify residency in the District of Columbia each year. Here is the link to complete the Enrollment and Residency forms and upload your residency verification documentation for the SY 23-24:

<https://enrolldcps.dc.gov/node/71>.

Parents/guardians need to complete the following forms included in the DCPS enrollment packet:

- Annual Student Enrollment Profile (this form must be returned for every student).
- Home Language Survey
- Release of Student Directory Information
- Military Recruitment Opt-Out & Income Eligibility (Students in Grades 7–12 & Ungraded Students Only)
- DCPS Media Release Form
- Consent for Medicaid Reimbursement

For the SY2023/2024 Field on the enrollment and residency form, parents should select

- **Tuition Grant-Non-Public** for Day School Enrollment
- **Residential- Non-Public** for Residential School enrollment

23. DC Public School Student Discrimination and Harassment Reporting and Grievance Procedures

Students who are funded by DC Public Schools to attend a non-public school are covered under the following laws:

- Title IX of the Education Amendments Act of 1972 (Title IX), 20 U.S.C. § 1681
- Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq.
- Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. § 12101 et seq.
- Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.
- D.C. Human Rights Act of 1977, D.C. Code § 2-1401 et seq.
- Student Grievance Procedures, 5-B DCMR § 2405
- Grievance Procedures for Parents, Guardians, and Visitors, 5-E DCMR § 405

DCPS' Anti-Discrimination Policy lists prohibited behaviors and protected classes:

https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/Anti-Discrimination-Policy_Students.pdf

The DCPS Response to Grievances Filed by Students and the General Public outlines how a student/stakeholder can report improper treatment, and the steps taken once a report is made:

<https://dcps.dc.gov/publication/response-grievances-filed-students-and-general-public>

If you believe there has been a potential Civil Rights Violation to a DCPS student, please alert your DCPS Monitoring Specialist immediately.

For more information about the grievance process or anti-discrimination policy, please contact the DCPS Comprehensive Alternative Resolution and Equity (CARE) Team by email at dcps.care@k12.dc.gov

24. Residency Verification

Parents/guardians of all DCPS students must verify that they are DC residents by September 23, 2023 in order to receive education funded by the District of Columbia. Parents/guardians must verify residency with original documents detailed on **Reference Document A**.

OSSE Verified Students

1. If a student is OSSE Verified the families only have to complete the signed enrollment and residency verification forms. Additional documentation is not required.
2. If a student is not OSSE Verified they must provide documentation to verify residency.

Home Visits

There are two additional options to complete residency verification for parents/guardians who are homeless or unable to supply the appropriate documentation per the residency verification guidelines.

1. If a parent has none of the acceptable documentation identified and is not homeless, the Principal or a designated school official can conduct a home visit to the residence to confirm residency verification. In order to complete this task, the school official has to have the parent/guardian complete a pre-approval form **Home Visitation Consent Form (Reference Document C)** indicating that the parent is granting the school official permission to document personal information about the residence. Upon receipt, the school official can visit the residence and complete the information on the **Home Visitation Residency Verification form (Reference Document D)**. Both of the **ORIGINAL** forms (Home Visitation Consent form and the Home Visitation Residency Verification form) have to be provided to the Non-Public Unit Residency office for final signature in order for the residency verification to be approved.

Here is the link for the Home Visit Forms

https://dcdgov.seamlessdocs.com/f/OSSEHomeVisitForm_English23

2. For students that are **homeless or displaced** please notify NP.Enrollment@k12.dc.gov.

If a student's residency has not been verified by **September 23, 2023** the student's tuition funding and transportation may be stopped and he/she may be withdrawn from DCPS until the parent/guardian proves District residency. In order to ensure all families are notified of this requirement, please inform your school's DCPS Non-Public Monitoring Specialist of any changes in address you receive from students and families.

24. DCPS 2023-2024 School Calendar**ENGLISH VERSION:**

<https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/SY%2023-24%20Calendar%20Final%2002092023%20English.pdf>

SPANISH VERSION:

<https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/SY%2023-24%20Calendar%20Final%2002092023%20Spanish.pdf>