

School Year 2013–2014

Office of Special Education

Programs & Resources Guide for Staff

Version 1.0

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Overview

Introduction

The vision of the District of Columbia Public Schools (DCPS) Office of Special Education (OSE) is to be the district of choice for students with disabilities. This vision is aligned to our belief that all students, regardless of background or circumstance, can achieve at the highest levels.

The intent of this document is to provide DCPS staff with the philosophy behind programming for students with disabilities, describe each special education program offered in the 2013–2014 school year, and detail the special education resources available to DCPS students and schools. Each program description includes information regarding the students served, the instructional model utilized by staff, and the schools in which classrooms are located. The special education resources section of this document includes information about the processes and staff available to support instruction for students with disabilities.

Inclusion

DCPS is committed to serving students with disabilities in the least restrictive environment (LRE) in accordance with the Individuals with Disabilities in Education Act (IDEA). The letter and spirit of the law mandates that students spend as much time as possible with their non-disabled peers with the supports and services they require to participate and achieve.

Schools can and should serve students with a full range of needs, utilizing a combination of co-taught, self-contained classes, and resource classes, based on the individual needs of students. Schools are inclusive when students are in the least restrictive environment possible and inclusion is measured on a building level because all students have a range of needs.

Inclusive Practices

DCPS believes that by including students with disabilities, all students will be better prepared for postsecondary success. Inclusion affords students access to a rigorous, common core curriculum; fosters relationships among students with and without disabilities, and provides access to resources for all students. Even when students require instruction outside of the general education setting, DCPS is committed to creating opportunities for students to learn together regardless of disability. This commitment to inclusion drives our work.

Co-teaching is one inclusive practice that research has shown increases achievement for all students. Effective co-teaching requires a school-based commitment to team building, strategic scheduling, co-planning, analysing student work, and sharing instructional delivery. OSE supports schools with a range of co-teaching training, which includes a needs-analysis, professional development, observations and analysis, and gradual release of responsibility.

Other inclusive practices are also integral to student achievement. They include but are not limited to: research-based reading interventions, research-based curriculum based on student needs, IEP goals aligned to Common Core State Standards, and specific strategies.

For more information about professional development and technical support for these inclusive practices, please contact the Specialized Instruction Team (SIT). Contact information for the SIT and other OSE teams can be found starting on page 41 of this guide.

The Continuum of Services in DCPS

DCPS is committed to offering a continuum of services in each neighborhood school. This practice is consistent with the reauthorized Individuals with Disabilities Education Act (IDEA) 2004, which emphasizes that students with disabilities be provided access to the same curriculum as, and be educated with, their nondisabled peers to the maximum extent appropriate.

The continuum in DCPS neighborhood schools is composed of the following three levels and is based upon the needs of the students in the school:

- The general education classroom, with supplementary aids and services such as special education teacher support (inside of general education setting).
- A self-contained special education classroom for part of the day, within the neighborhood school with the student spending the remainder of the day in the general education classroom or in activities with students who do not have disabilities (combination inside and outside of general education setting).
- A self-contained special education classroom full time, within the neighborhood school. If a neighborhood school does not have a full-time self-contained class, DCPS will provide support to the school or family to identify an appropriate location of service (outside of general education setting).

Additionally, two levels of the continuum require placement beyond neighborhood schools:

- A self-contained special class full time, in a separate school or program.
- Home and hospital instruction (HIP).

DCPS schools are required to serve students based on the level of service determined in their Individualized Education Program (IEP) and are responsible for scheduling students accordingly. This requirement means that each school is responsible for providing programs along the continuum of services based on the needs of its student population. When a school believes it requires additional resources to provide an appropriate setting, it should contact the OSE Programming Team, which will complete a thorough analysis of the staffing and determine if more resources are required or if a change of location is necessary.

Special Education Programs

Autism Support Program

Students Served: Students with autism spectrum and related disorders

Grades: Preschool through grade 12

Contact: ose.autism@dc.gov

Program Lead: Megan Gregory-Morley, Program Manager, Autism

The Autism Support Program serves students in preschool through 12th grade. These classrooms provide services to students with autism spectrum disorders (ASD) and related disorders based on the principles of Applied Behavior Analysis (ABA).

Autism Support Program Referral Process

DCPS students who have been identified as having ASD are eligible for these classes. IEP teams make decisions about level of student need. Autism classrooms typically serve students in full-time, self-contained settings. After receiving ABA support and demonstrating academic and social progress, students are included in the general education setting as appropriate. High-functioning autism (HFA) classes typically serve students whose IEPs also require time spent in an inclusive setting.

Autism Support Program Classroom Locations and Ratios

students: teachers: classroom instructional paraprofessionals

| Grades: PS/PK 8:1:2 | Grades: K-2 8:1:2 | Grades: 3-5 8:1:2 | Grades: 6-8 8:1:2 | Grades: 9-12 8:1:2 |
|---|--|--|---|---|
| <ul style="list-style-type: none"> • Barnard • Beers • Browne • Burroughs • Garrison • Hearst • Ludlow-Taylor • Patterson • Plummer • Seaton • Tyler • Walker-Jones | <ul style="list-style-type: none"> • Barnard • Beers • Browne • Burroughs • Drew • Garrison • Hearst • Langley • Ludlow-Taylor • Patterson • Plummer • Seaton • Tyler • Walker-Jones | <ul style="list-style-type: none"> • Barnard • Beers • Burroughs • Garrison • Ludlow-Taylor • Murch • Patterson • Plummer • Takoma • Tyler • Walker-Jones | <ul style="list-style-type: none"> • Burroughs • Cardozo • Eliot-Hine • Hardy • Hart • Kelly Miller • Takoma | <ul style="list-style-type: none"> • Cardozo • Coolidge • Eastern • Roosevelt |

HFA Classrooms and Ratios

students: teachers: classroom instructional paraprofessionals

| Elementary School 8:1:2 | Middle School 8:1:2 | High School 8:1:2 |
|---|---|---|
| <ul style="list-style-type: none"> • Barnard | <ul style="list-style-type: none"> • Hardy | <ul style="list-style-type: none"> • McKinley EC |

Instructional Model

Students in the early grades have access to the Direct Instruction curriculum as well as interventions available to their general education peers. Students also have access to targeted literacy and mathematics interventions including STAR Autism, Connecting Math Concepts, Reading Mastery, and Visualizing Verbalizing. Autism Support Program teachers implement ABA techniques, such as discrete trial instruction, natural environment training, prompting and fading, reinforcement, and task analysis.

Classroom Support

Autism Coaches

All Autism Support Program classrooms are supported by autism coaches, many of whom are either board-certified behavior analysts (BCBAs) or candidates for BCBA. Coaches are assigned to several schools and visit each school weekly. They develop, train, and monitor teachers' application of ABA principles, while always focusing on student learning and outcomes. Effectiveness and growth are measured through student learning and teachers' scores on the ABA rubric. Throughout each learning cycle, coaches work with teachers to set student and teacher learning goals. Coaches prioritize support to teachers based on their level of experience. Classroom instructional paraprofessionals receive the same support and training as teachers. Staff goals are monitored and tracked throughout the learning cycle.

Coaches support teachers and staff in utilizing ABA strategies, including global environmental interventions, antecedent interventions, and functionally equivalent replacement behaviors. Coaches prepare teachers and staff to use data collection techniques such as probe data, trial-by-trial data, frequency data, and/or permanent product data.

Trainings

Professional development for teachers and staff in the program will be provided by the Autism Support Team and OSE Programming Team. They will include Basics of ABA, Basics of Autism, Classroom Management, Behavior Interventions, and others necessitated at a school/classroom level.

Staff Responsibilities

Teachers

Job responsibilities include individualizing and implementing an appropriate educational program for *all* students that is based on ABA principles and aligned with DCPS standards; writing assessment-driven IEPs and attending meetings; training and managing classroom staff; collecting daily data on student performance and behavior; assessing challenging behavior and implementing behavior plans; collaborating weekly with support staff (BCBAs, master educators, school staff, etc.); coordinating inclusion efforts with general education teachers; and corresponding regularly with parents. Teachers are evaluated on the Teaching and Learning Framework for Autism.

Classroom Instructional Paraprofessionals

Job responsibilities include implementing the programming created by teachers, as well as following the behavior program written for each student; collecting daily data on student performance and behavior; implementing behavior plans; collaborating weekly with staff (teachers, BCBAs, school staff, etc.); shadowing students in general and special education settings; and helping students build independence.

Related Services

Related services are available as identified and outlined in students' IEPs.

Behavioral and Educational Support Program

Students Served: Students with emotional disabilities and/or exhibiting challenging behaviors

Grades: Kindergarten through grade 12

Contact: ose.behavior@dc.gov

Program Lead: Nicole Garcia, Specialist, Behavior

Behavioral and Educational Support (BES) Program classrooms are self-contained classrooms designed for students who are identified as having emotional/behavioral disabilities or who exhibit challenging behaviors that interfere with learning. Teachers and classroom instructional paraprofessionals have access to regular support from BES coaches who are trained in Safety-Care and positive behavioral supports. Each classroom provides a safe and structured learning environment that prioritizes effective communication among the home, school, and community.

BES Program classrooms provide comprehensive and specialized instructional programs for students in small, structured, and supportive classroom settings. Students in BES Program classrooms receive their education primarily outside of the general education setting; however, students can return to a general education setting if they demonstrate success and if the IEP team determines the general education setting is appropriate. Many BES students are active participants in the school community and join after-school activities, athletic teams, and social clubs.

BES Referral Process

DCPS students with full-time IEPs and challenging behaviors are eligible for the BES Program classrooms. Students should be referred after a formal Least Restrictive Environment (LRE) Review, after which an IEP team determines if a full-time BES placement is appropriate. This process should be followed even if the IEP team is considering a more restrictive environment within the student's current school (i.e. movement from an inclusion setting to a self-contained setting). Students are transitioned to the LRE when classroom data and the IEP team indicate readiness.

BES Program Classroom Locations and Ratios

students: teachers: classroom instructional paraprofessionals: behavior technicians

| Grades: K-2 10:1:1:1 | Grades: 3-5 10:1:1:1 | Grades: 6-8 10:1:1:1 | Grades: 9-12 10:1:1:1 |
|---|--|--|---|
| <ul style="list-style-type: none"> • C.W. Harris • Langley • Payne • Whittier | <ul style="list-style-type: none"> • C.W. Harris • Langley • LaSalle-Backus • Malcolm X • Payne | <ul style="list-style-type: none"> • Cardozo • Columbia Heights • Hart • Johnson • Kelly Miller • Kramer • McKinley • Whittier | <ul style="list-style-type: none"> • Anacostia • Ballou • Cardozo • Coolidge • Dunbar • Eastern • Phelps ACE • Roosevelt • Woodson |

Academic Program

Special education teachers provide whole-group, small-group, and individual instruction, as well as accommodations and modifications included in students' IEPs. All instruction is aligned to both DCPS and Common Core State Standards. Coaches prepare general education teachers for the successful inclusion of BES students when data indicate that students are ready.

Secondary BES Program classrooms utilize a combination of instructional models and techniques to ensure students receive specialized instruction and have the opportunity to earn Carnegie Units towards high school graduation. This includes ensuring that students have the required elective credits to earn a high school diploma. "Blended instruction" is utilized in all high school BES Program classrooms. It consists of both online and in-class instruction. At a minimum, students receive online instruction through DCPS's current blended instruction vendor, PLATO Learning, 25 percent of the time. Other models utilized by BES Program classrooms to support students earning Carnegie Units can include the following: a) dual certified teachers, b) HQ general education teachers in consultation with special education teachers and classroom instructional paraprofessionals, c) HQ special education teachers and classroom instructional paraprofessionals in consultation with HQ general education teachers.

Research-Based Intervention

Students in BES Program classrooms have access to System 44, Read 180, and SpellRead (grades 3-5) reading interventions as well as other academic interventions available to students at their school. BES teachers monitor student performance through pre- and post-assessments in all subject areas, and all BES students receive a standardized reading assessment to track individual student progress. Secondary classrooms also utilize interventions available through PLATO Learning's online instruction. PLATO Learning utilizes self-paced, personalized instruction to accommodate the three-tier Response to Intervention (RtI) model. Students earning a diploma will also take their schools' paced interim assessments.

Staff Responsibilities

Teachers

BES Program teachers include certified, non-categorical special education teachers and dually certified teachers. HQ general education teachers can also provide instruction to BES Program students as well as consultation to classroom staff. Teachers are trained and evaluated on the DCPS Teaching and Learning Framework. This includes three evaluations from building administrators and two evaluations from master educators. Because of the innovative "blended instruction" model, teachers also receive support from a PLATO coach and professional development in center-based instruction and transitions. BES teachers write data-driven IEPs, attend student-specific meetings, collect and analyze student performance data, implement Behavior Intervention Plans, collaborate with other professionals regularly, coordinate inclusion experiences for students, and document communication with all stakeholders.

Behavior Technicians

Behavior technicians are the first responders to BES Program students in crisis, assisting students through verbal de-escalation, redirection, and implementation of Behavior Intervention Plans. They manage the tracking of student behavioral data, which include daily point sheets, frequency data, and incident reports. Behavior technicians also provide individual and small-group learning activities that reinforce the classroom teacher's initial instruction. They are trained in Safety-Care and the reading interventions that are utilized in BES Program classrooms.

Classroom Instructional Paraprofessionals

Classroom instructional paraprofessionals are consistent, active members of the classroom team and support the special education teacher’s delivery of specialized instruction. They support and monitor the implementation of Behavior Intervention Plans as well as classroom academic interventions. To support their work classroom instructional paraprofessionals receive training in Safety-Care as well as the reading interventions utilized in BES Program classrooms. Classroom instructional paraprofessionals also assist with tracking data related to student academic progress and attendance.

Behavior Intervention Model

BES classrooms utilize Safety-Care and Positive Behavior Supports (PBS). These research-based systems allow instructors to gather data and analyze student behaviors that facilitate and interrupt learning. Positive and productive social-emotional and behavioral skills are explicitly taught and monitored through research-based curricula.

Support and Training

Behavior Coaches

All BES classrooms receive regular support from OSE behavior coaches. Behavior coaches visit schools with BES classrooms weekly. They develop, train, and monitor teachers and other classroom staff in de-escalation, positive behavior interventions and supports, and evidence-based best practices for students with challenging behaviors, while always focusing on student learning and outcomes. Staff effectiveness and growth are measured through student learning and student outcomes. Throughout each learning cycle, coaches set student and staff learning goals. Staff goals are monitored and tracked throughout the learning cycle. Coaching is prioritized to support teachers based on their level of experience. All classroom staff receive the same support and training.

While on site each week, behavior coaches gather and assess student data to observe and support instruction and model strategies. Behavior coaches have a range of expertise that includes classroom management, verbal de-escalation, mental health diagnoses, and school administration and operations, as well as school culture. Coaches also hold weekly site team meetings and offer optional monthly support meetings across all sites to work through problems of practice while providing ongoing training and support in best practices.

Related Services

Related services are available as identified and outlined in students’ IEPs.

Competitive Employment Opportunities Program

Students Served: Students with disabilities pursuing a high school diploma

Grades: 16–22 years of age

Contact: ose.transition@dc.gov

Program POC: Raymond Hutchison, Specialist, Transition

Program Lead: Dr. Pamela Downing-Hosten, Director, Postsecondary Transition

The DCPS Competitive Employment Opportunities (CEO) Program provides high school-age students with disabilities the opportunity to connect with professional mentors who work in a range of competitive occupations. CEO mentors expose students to the world of competitive employment and help guide students through the career exploration process. Program coursework includes paid weekly professional development classes, guided correspondence with mentors, and career-focused capstone projects. Upon completion of the program, mentors assist participants in applying for paid summer internships at their place of employment. To maximize savings, eligible students are strongly encouraged to enroll in Individualized Development Accounts to receive 1:1 matched savings for use toward continued education after high school.

Eligibility Guidelines

Students must:

- Be age 16 and older, have a disability, and be actively enrolled in DCPS.
- At a minimum, have close to a 2.0 GPA and be on track to graduate with a diploma.
- Be willing and able to consistently perform professional duties as assigned.
- Receive a recommendation from a faculty member at their school.

CEO Location

- National Youth Transitions Center, 2013 H Street, NW, Washington, DC 20006

Student Selection

School-based teachers and staff are responsible for recommending students as potential candidates during the first semester of school. Recommendations are made via e-mail to the program POC at ose.transition@dc.gov. Recommended students are then directed to formally apply online at dcpsceo.com. Selected students are interviewed at their school near the end of the first semester. Selections are made roughly three weeks after the interview process.

Early Childhood Tools of the Mind Inclusion Classrooms

Students Served: Students with disabilities served in the general education setting

Grades: Preschool through prekindergarten

Contact: Office of Early Childhood, (202) 698-1036

At the early childhood level, DCPS serves a number of students with special needs within general education classrooms. These classrooms have additional resources and supports to meet students' needs; all children in the class benefit from this innovative model.

Curriculum and Instruction

The Tools of the Mind curriculum allows teachers to work at each student's individual developmental level and help the student reach his or her academic goals to ensure that the student is prepared for kindergarten. Children in the inclusive classroom also have the advantage of increased opportunities to develop their social-emotional skills such as empathy, tolerance, and understanding of differences as they interact and learn with children who have different abilities. At the preschool/prekindergarten level, children with special needs benefit greatly from peer modeling. The typically developing peers also benefit as they provide support and coaching to their classmates. Children in this setting are likely to be better problem solvers and more accepting of differences. More information about the Tools of the Mind curriculum is available on the DCPS website, www.dcps.dc.gov.

Instructors and Staff

Students receive the service hours designated on their IEPs while in a classroom with their peers. Related service providers support students within the classroom, as outlined on their IEPs. The inclusion classroom is staffed with a teacher who is certified in both early childhood education and special education and two trained classroom instructional paraprofessionals.

Early Childhood Tools of the Mind Classrooms and Ratios

students (general education/special education): teachers: classroom instructional paraprofessionals

| Grades: Preschool/Prekindergarten 16 (10/6):2:2 | |
|---|--|
| • Amidon-Bowen | • Cleveland |
| • Garrison | • J.O. Wilson |
| • Payne (primarily serves students w/ hearing impairments) | • School Without Walls @ Francis-Stevens (primarily serves students w/vision impairments) |

Related Services

Related services are available as identified and outlined in students' IEPs.

Early Learning Support Program

Students Served: Students with developmental delays

Grades: Preschool through grade 2

Contact: ose.sit@dc.gov

Program Lead: Amanda Parks-Bianco, Specialist, Primary Instructional Design

The Early Learning Support (ELS) Program is designed to meet the individual needs of students with identified delays. ELS classrooms were formerly known as non-categorical classes in DCPS. Students in the ELS Program have full-time IEPs and frequently require a range of related services, such as speech and language, occupational therapy, and physical therapy.

ELS Program Referral Process

DCPS students in preschool through 2nd grade with full-time IEPs are eligible for the ELS Program. Typically, these students have been classified as developmentally delayed. Students who are medically fragile or on the autism spectrum are not typically served by these classes; however, they are not precluded from these classes if found academically appropriate. IEP teams determine individual student needs. IEP teams considering a more restrictive placement, such as the ELS Program, should follow the Least Restrictive Environment (LRE) Review process even if an ELS Program classroom is located at the student's current school.

ELS Program Locations and Ratios

students: teachers: classroom instructional paraprofessionals

| Grades: PS/PK 10:1:1 | Grades: K-2 10:1:1 |
|--|---|
| <ul style="list-style-type: none"> • Bancroft • Beers • C.W. Harris • Garrison • Houston • Miner • Noyes • Oyster-Adams • Patterson • Plummer • School-Within-School (Intensive Medical Supports) • Smothers • Thomas • Tubman | <ul style="list-style-type: none"> • Beers • C.W. Harris • J.O. Wilson • Langley • Miner • Noyes • Plummer • Smothers • Tubman |

Individualized Academic Instruction and Core Curriculum

Students in the ELS Program work to achieve IEP goals and objectives. Teachers utilize a modified literacy and math block aligned to the general education curriculum. These blocks incorporate rigorous instruction and allow the pacing needed for students with special needs to acquire and retain skills.

Students have access to research-based interventions that support growth in literacy and math, which is delivered through a center-based model. This approach allows for effective differentiation intended to maximize academic growth. For the 2013-2014 school year OSE is partnering with Lindamood-Bell Learning Processes to provide targeted literacy intervention to students in ELS Program classrooms. This partnership includes small group and one-to-one literacy intervention for students and regular coaching for teachers in select ELS Program classrooms.

Instructors and Staff

Teachers of students in the ELS Program are certified in special education. Our teachers are highly qualified; they are trained and evaluated on the DCPS Teaching and Learning Framework. OSE offers professional development for teachers of students with disabilities; this includes District-level and classroom-level support. Classroom instructional paraprofessionals also receive training and support in the area of data collection and individual student support.

Related Services

Related services are available as identified and outlined in students' IEPs.

Extended School Year

Students Served: All students with disabilities who have ESY prescribed in their IEP

Grades: Preschool through grade 12

Contact: ose.esy@dc.gov

Program POC: Sarah Scherer, Analyst, Extended School Year

Extended School Year (ESY) refers to special education and/or related services provided beyond the normal school year to a student with a disability in accordance with his or her IEP. The purpose of ESY is to ensure that students with disabilities have access to a free, appropriate public education (FAPE). Individual student eligibility is considered and discussed at least annually, as part of the IEP meeting. In addition to supporting individual student needs throughout the year, DCPS offers a four-week summer program designed to support critical skill retention for eligible students. ESY summer sites are located at various school sites each year.

Eligibility Guidelines

In accordance with the guidance set forth by the Office of the State Superintendent of Education (OSSE), individual student eligibility must be considered annually. To be considered eligible for ESY, a student must qualify under the following three criteria:

1. The IEP team must identify a **critical skill or skills** that will be at risk if a break in the student's services occurs.
2. Once the critical skill(s) has been identified, the team must determine if the student will experience unusual levels of **regression** if a break in services occurs.
3. If the IEP team is concerned about the level of regression of a critical skill, they must then determine if the student will take an unusual amount of time to **relearn** that skill to his or her previous level of mastery.

If an IEP team determines that a student meets all **three** criteria and documents this in the IEP, the student is eligible for ESY.

Instructors and Staff

ESY is staffed with certified special education teachers and classroom instructional paraprofessionals on an as-needed basis. Staff provide instruction specific to the critical skills outlined in each student's IEP. Additionally, trained special education leadership staff work in support of the summer program to help provide an educational environment focused on student achievement.

Related Services

Related services are provided as identified and outlined in the ESY section of the student's IEP.

Intellectual Disability Support Program

Students Served: Students with intellectual disabilities and adaptive functioning deficits

Grades: Preschool through grade 12

Contact: ose.lowincidence@dc.gov

Program Lead: Manager, Low Incidence Disabilities

The Intellectual Disability (ID) Support Program serves students in preschool to grade 12 who have intellectual disabilities coupled with adaptive functioning deficits. Students in the ID Support Program are instructed using a functional academics curriculum and participate in the alternate state assessment known as the DC CAS ALT. These students also receive instruction in functional life skills and activities of daily living. Students in the ID Support Program frequently require a range of related services such as speech and language, occupational therapy, physical therapy, assistive technology, transportation, and/or adaptive physical education in addition to specialized instruction. The ID Support Program also serves students with chronic health issues. These students receive targeted support for their academic and medical needs in school.

ID Support Program Referral Process

DCPS students identified as having an intellectual disability are eligible for the ID Support Program. Students who are medically fragile or on the autism spectrum are typically not served by these classes, but they are not precluded from them if the IEP team determines it is educationally appropriate. IEP teams considering a more restrictive placement, such as the ID Support Program, should follow the Least Restrictive Environment (LRE) Review process even if an ID Support Program classroom is located at the student's current school.

ID Support Program Locations and Ratios

students: teachers: classroom instructional paraprofessionals

| Grades: K-2 10:1:1 | Grades: 3-5 10:1:1 | Grades: 6-8 10:1:1 | Grades: 9-12 10:1:1 |
|--|---|---|--|
| <ul style="list-style-type: none"> • J.O. Wilson (1-3) • Ludlow-Taylor • Mamie D. Lee • Thomas | <ul style="list-style-type: none"> • J.O. Wilson (4-5) • Langley • Ludlow-Taylor • Mamie D. Lee • Seaton • Thomas | <ul style="list-style-type: none"> • Cardozo • Columbia Heights • Eliot-Hine • Hart • Mamie D. Lee • McKinley | <ul style="list-style-type: none"> • Anacostia • Ballou • Cardozo • Columbia Heights • Coolidge • Dunbar • Eastern • Mamie D. Lee • Wilson • Woodson |

Individualized Academic Instruction and Core Curriculum

Students in the ID Support Program work to achieve individual IEP goals and objectives and work toward certificates of IEP completion rather than standard diplomas. DCPS does, however, align the functional

academics curriculum to the Common Core State Standards when appropriate. Students have access to targeted literacy interventions including EdMark and Failure Free Reading. These new investments in rigorous, research-based curricula will increase the structure and support of ID classes to ensure a dynamic, consistent learning environment across school sites.

At the secondary level, students enrolled in the ID Support Program pursue a certificate of IEP completion, rather than a DCPS diploma, and receive transition services to include career education and vocational preparation.

Students have access to school-based routines and procedures, such as morning meetings and instructional centers. Where programs are located in neighborhood schools, students have a number of opportunities to be integrated with nondisabled peers throughout the school day, as appropriate to their interests and needs.

Instructors and Staff

Teachers of students in the ID Support Program are certified in special education. Our teachers are highly qualified; they are trained and evaluated on the DCPS Teaching and Learning Framework. OSE offers training for teachers of students with disabilities; this includes district-level and classroom-level support. Paraprofessionals also receive training and support in the areas of behavior management, instructional support, data collection, and facilitation of long-term independence.

Related Services

Related services are available as identified and outlined in students' IEPs.

Learning Disability Support Program

Students Served: Students with math- and language-based learning disabilities

Grades: Grades 3 through 12

Contact: ose.sit@dc.gov

Program Lead: Jennifer Parker, Director, Specialized Instruction

The Learning Disability (LD) Support Program serves students in grades 3 to 12 who require intensive special education supports beyond those available in an inclusion or combination special education/general education setting. Students in LD Support Program classrooms primarily have full-time IEPs and annual goals that include specialized instruction aligned to grade-level Common Core State Standards. IEPs are implemented at each site exactly as they were written for each student. Although most students are typically served in an out-of-general-education setting, they may spend part of their day included in general education classes with nondisabled peers as appropriate. Students enjoy access to after-school and extracurricular activities as they are able and/or interested.

LD Support Program Referral Process

DCPS students identified as having a learning disability are eligible for the LD Support Program. Some of these students have previously been identified as developmentally delayed and attended a K–2 Early Learning Support class; however, others were not identified for special education services until later in their school careers. IEP teams considering a more restrictive placement, such as the LD Support Program, should follow the Least Restrictive Environment (LRE) Review process, even if an LD Support Program classroom is located in the student’s current school.

LD Support Program Classroom Locations and Ratios

students: teachers: classroom instructional paraprofessionals

| Grades: 3-5 15:1:1 | Grades: 6-8 15:1:1 | Grades 9-12 15:1:1 |
|--|---|--|
| <ul style="list-style-type: none"> Garrison | <ul style="list-style-type: none"> Jefferson | <ul style="list-style-type: none"> Anacostia Ballou Coolidge Dunbar Eastern Wilson |

Individualized Academic Instruction and Core Curriculum

Students in the LD Support Program receive research-based interventions and work to achieve IEP goals and objectives that align to the Common Core State Standards. Students have access to interventions and materials available at neighborhood schools, such as FUNdations, Just Words, Wilson Reading System, and Read 180. Additional reading interventions such as SpellRead and System 44 are available to students in the LD Support Program.

Elementary and Middle School LD Support Program classrooms provide students access to the Common Core. Secondary LD Support Program classrooms utilize a combination of instructional model and techniques to ensure students receive specialized instruction and have the opportunity to earn Carnegie

Units towards high school graduation. This includes ensuring that students have the required elective credits to earn a high school diploma. “Blended instruction” is utilized in all high school LD Support Program classrooms. It consists of both online instruction through DCPS’s current blended instruction vendor, PLATO Learning, and in-class instruction. Other models utilized by LD Support Program classrooms to support students earning Carnegie Units can include the following: a) dual certified teachers, b) HQ general education teachers in consultation with special education teachers and classroom instructional paraprofessionals, c) HQ special education teachers and classroom instructional paraprofessionals in consultation with HQ general education teachers.

Staff Responsibilities

Teachers

LD Support Program teachers include certified, non-categorical special education teachers and dually certified teachers. HQ general education teachers can also provide instruction to LD Support Program students as well as consultation to classroom staff. Teachers are trained and evaluated on the DCPS Teaching and Learning Framework. This includes three evaluations from building administrators and two evaluations from master educators. Because of the innovative “blended instruction” model, teachers also receive support from a PLATO coach and professional development in center-based instruction and transitions. LD Support Program teachers write data-driven IEPs, attend student-specific meetings, collect and analyze student performance data, collaborate with other professionals regularly, coordinate inclusion experiences for students, and document communication with all stakeholders.

Classroom Instructional Paraprofessionals

Classroom instructional paraprofessionals are consistent, active members of the classroom team and support the special education teacher’s delivery of specialized instruction. They support and monitor the implementation of classroom interventions and receive intervention specific training. This includes training in the reading interventions utilized in LD Support Program classrooms. Classroom instructional paraprofessionals also assist with tracking data related to student academic progress and attendance.

IEP Quality

Schools with LD Support Programs will benefit from a DCPS partnership with Goalbook. Goalbook is a web-based IEP goal bank that aligned to the Common Core State Standards and includes short-term objectives, instructional strategies, assistive technology recommendations, and principles of Universal Design for Learning planning guides. On-site and job-embedded training on Goalbook is available to ensure that teachers utilize the technology efficiently. The purpose of this partnership is to increase the quality of IEP goals and help operationalize goals into high-quality instruction and academic achievement for students.

Related Services

Related services are available as identified and outlined in students’ IEPs.

Marriott Bridges from School to Work

Students Served: Students with disabilities who have a desire to work

Grades: 17–22 years of age

Contact: ose.transition@dc.gov

Program POC: Karen Morgan, Specialist, Transition

Program Lead: Dr. Pamela Downing-Hosten, Director, Postsecondary Transition

Marriott Bridges from School to Work is a program operated by the Marriott Foundation and designed to provide meaningful work opportunities for learning and intellectually disabled students. The goal is to expand the student's work experience and increase his or her ability to obtain competitive employment.

Eligibility Guidelines

- Student must be age 17–22 to participate.
- Student must have a documented disability.
- Student must demonstrate a desire to work and to work successfully in a competitive job.
- Student must demonstrate a record of good attendance and punctuality at school.
- Parent, guardians, or other significant individual(s) must demonstrate a willingness to support the student throughout the Bridges Program and after, when the student is independently employed.
- Student must be able to work a reasonable distance from home.
- Student must have the potential to travel to and from work without assistance from Bridges.
- Student must have the potential to work independently after a reasonable period of job coaching and support.
- Student must be drug free.

Marriott Bridges Location

The Marriott Bridges program office is located at 8720 Georgia Avenue, Suite 904, Silver Spring, MD 20910. Student job assignments vary throughout the metropolitan area.

Student Selection

School-based teachers and staff are responsible for recommending students as potential candidates for the program. Staff should contact the program POC via e-mail at ose.transition@dc.gov. The program POC will then refer staff to the appropriate Bridges staff member. Students are selected based upon successfully completing an application and an interview with a Bridges representative.

Medically Fragile Support Program

Students Served: Students with disabilities who are medically fragile

Grades: 2–21 years of age

Contact: ose.lowincidence@dc.gov

Program Lead: Manager, Low Incidence Disabilities

Students who are medically fragile due to chronic health issues and who also have severe cognitive disabilities receive services and supports to address their intellectual, physical, social-emotional, and medical conditions. Like students in ID Programs, medically fragile students participate in a functional academics curriculum.

Medically Fragile Support Program Locations and Ratios

students: teachers: classroom instructional paraprofessionals

| Grades: PS/PK 8:1:2 | Grades: K-2 8:1:2 | Grades: 3-5 8:1:2 | Grades: 6-8 8:1:2 | Grades: 9-12 8:1:2 |
|--|---|---|---|---|
| <ul style="list-style-type: none"> School Within a School | <ul style="list-style-type: none"> Sharpe Health | <ul style="list-style-type: none"> Sharpe Health | <ul style="list-style-type: none"> Sharpe Health | <ul style="list-style-type: none"> Sharpe Health |

Individualized Academic Instruction and Core Curriculum

Students in the medically fragile programs work to achieve individual IEP goals and objectives, and work toward certificates of IEP completion rather than standard diplomas. Students also receive instruction in functional life skills and activities of daily living, which incorporate Common Core State Standards when appropriate. At the secondary level, students receive transition services to include career education and vocational preparation. DCPS and Rehabilitation Services Administration (RSA) collaborate to connect students with community-based adult services once they exit the school system.

Instructors & Staff

Teachers of students in the Medically Fragile Support Program are certified in special education. The Office of Special Education offers training for teachers of students with disabilities; this includes District level and classroom level support. Paraprofessionals also receive training and support in the areas of behavior management, instructional support, data collection and facilitation of long-term independence.

Related Services

Related services are available as identified and outlined in students' Individualized Education Programs.

Project SEARCH

Students Served: Students with intellectual disabilities pursuing a certificate of IEP completion

Grades: 18–21 years of age

Contact: ose.transition@dc.gov

Program POC: Karen Morgan, Specialist, Transition

Program Lead: Dr. Pamela Downing-Hosten, Director, Postsecondary Transition

Project SEARCH is a school-to-work transition program offered through a business-led partnership of DCPS, the Department on Disability Services, and various federal agencies. The one-year program takes place entirely in a workplace setting where students gain real-life work experience combined with training in employability skills, which help young adults with developmental disabilities make the successful transition from school to productive adult life. Students with little to no work experience will receive an intense level of support from education, rehabilitation, and federal agency staff to further career exploration and increase their level of employment preparedness. The goal for each student is competitive employment at the end of the experience.

Eligibility Guidelines

Students should:

- Be identified as having an intellectual or other developmental disability.
- Be 18–21 years old and receiving special education services.
- Be entering their last year of high school and expect to graduate after completing the program.
- Be on a certificate track (non-diploma) and have a good attendance record.
- Have a desire to work in the community during and at the end of the program. Students should also have a desire to work in an office setting.
- Have appropriate hygiene skills, social skills, and communication skills.
- Have the ability to take direction and follow a code of conduct in a federal agency.
- Be able to utilize public transportation independently, including MetroAccess (travel training is available through the program).
- Be able to pass a drug screening and criminal background check.

Project SEARCH Locations

Project SEARCH is located at the following federal agencies:

- U.S. Department of Education and U.S. Department of Labor;

Student Selection

School-based teachers and staff are responsible for recommending students to Project SEARCH during the first semester of school. Recommendations are made via e-mail to the program POC at ose.transition@dc.gov. Selected students will move on to the application and interview process at the beginning of the second semester. Accepted students are expected to attend worksite visits, complete all onboarding paperwork, and participate in work experience activities prior to the end of the school year. Students must also attend a two-week summer orientation program.

Related Services

Related services are available as identified and outlined in students' IEPs.

Sensory Impairment Support Programs

Students Served: Students with hearing or visual impairment

Grades: Preschool through grade 12

Contact: ose.lowincidence@dc.gov

Program Lead: Manager, Low Incidence Disabilities

The Sensory Impairment Support Programs offer students who are deaf/hard of hearing or blind/visually impaired a full array of services and supports to meet their unique educational needs. Most students with these sensory impairments are educated in neighborhood schools that house the Sensory Impairment Support Programs. This affords students with sensory impairments the opportunity to learn alongside their nondisabled peers and access the Common Core State Standards-based curriculum.

Cluster Program Referral Process

DCPS students whose educational disability includes a sensory impairment are eligible to receive support in Sensory Impairment Support Programs. Participation in a Sensory Impairment Support Program does not constitute a more restrictive educational placement in most cases, as students typically spend the majority of the school day in inclusive settings. Key stakeholders from the Vision and/or Hearing Teams serve on the IEP team making educational decisions for students with sensory impairments. The programs are most appropriate for students who have average to above average cognitive abilities. In some cases, however, schools housing the programs also have the capacity to meet the needs of students with cognitive impairment or multiple disabilities. Schools wishing to refer a student with sensory impairment to a Sensory Impairment Support Program should contact the Low Incidence Disability Support Team via e-mail at ose.lowincidence@dc.gov and provide a copy of the student's current eye medical report or current audiogram.

Sensory Impairment Support Program Locations and Ratios

students: teachers: classroom instructional paraprofessionals

| Vision 5:1:1 | Hearing 5:1:1 |
|---|--|
| <ul style="list-style-type: none"> • School Without Walls (SWW) ○ Grades: PS–PK (Tools of the Mind Inclusion) K–5 6–8 • Wilson High School ○ Grades: 9–12 | <ul style="list-style-type: none"> • Payne ES ○ Grades: PS–PK (Tools of the Mind Inclusion) K–5 K–5 Self-Contained ASL • Hardy Middle School ○ Grades: 6–8 • Woodrow Wilson High School ○ Grades: 9–12 |

Expanded Core Curriculum

In addition to the Common Core curriculum, students with sensory impairments access the expanded core curriculum, which includes instruction in daily living skills, functional academic skills, sensory efficiency skills, communication skills, social skills, community access skills, assistive technology skills, access to public transportation skills, self-advocacy skills, and career education. Students who are blind or visually impaired receive braille literacy and numeracy instruction, as well as orientation and mobility training. Students who are deaf/hard of hearing receive instruction in American Sign Language and

audiology services. Students receive the specific accommodations, supports, and assistive technology required to access the general education curriculum as determined by their IEP.

Instructors and Staff

Classes are staffed with certified teachers of the deaf/hard of hearing and blind/visually impaired and classroom instructional paraprofessionals. Specially trained and certified related service providers are also on staff. Sensory Impairment Support Program staff, in collaboration with general education teachers and school support staff, support students with sensory impairments across educational settings. They also help ensure positive educational outcomes.

Related Services

Related services are available as identified and outlined in students' IEPs.

Special Education Resources

Assistive Technology

Students Served: All students with disabilities who have assistive technology prescribed in their IEP

Grades: Preschool through grade 12

Contact: ose.at@dc.gov

Program Lead: Mary Christine Rinaldi, Manager, Assistive Technology

What Is Assistive Technology?

Assistive technology (AT) is an umbrella term for all services that directly help a student with a disability select, acquire, or use an AT device to access the curriculum. AT devices and services are used by students with IEPs or 504 plans to access the general education curriculum. An AT device may be sophisticated hardware or software or a simple device with a specific design and/or method of use.

How Is AT Categorized? What Are Examples of AT?

There are three major categories of AT: AT for Access, AT for Communication, and AT for Learning. AT for Access supports the physical and sensory needs of students with disabilities. Examples of AT for Access include mobility and seating devices, adaptive switches, CCTVs, and FM systems. AT for Communication, also known as Augmentative and Alternative Communication, provides supports for the communication needs of students with disabilities. Examples of AT for Communication include voice output switches; communication software; and devices that utilize picture symbols, including PECS. AT for Learning provides supports for the learning needs of students with disabilities. Examples of AT for Learning include personal computers, audio books, and speech to text or text to speech software.

How Do I Obtain AT for a Student?

The IEP team or 504 committee determines whether a student requires an AT device or AT services and then uses one or more of the four pathways to access AT.

1. **Try Out an AT Device from the AT Loan Library.** AT devices are available for 30-day loans to IEP teams and 504 committees. AT device loans must be for a specific student and focus on meeting the student's AT needs. The AT Team encourages staff to request trials for students prior to adding a device to a student's IEP or 504 Plan and in many cases prior to requesting an AT consultation. Loan requests can be made via the AT Portal in QuickBase. Local education agency (LEA) reps and 504 coordinators are provided access to the AT Portal at the beginning of each school year. Inquiries regarding access should be sent via e-mail to ose.at@dc.gov.
2. **Conduct Formal AT Consultations.** The consultations are conducted by AT staff members and provide the IEP team or 504 committee with written recommendations regarding possible AT devices and services. Requests for formal AT consultations are initiated by the IEP team or 504 committee and are submitted to the AT Team by the school's LEA rep or 504 coordinator via the AT Portal located in QuickBase. If the IEP team determines that further assessment regarding a student's AT needs is required, the team may obtain parental consent and request a formal AT assessment via the eligibility process in SEDS (under "Additional Assessments"). If the 504 committee determines that further assessment is required, the committee may obtain parental consent using the Consent to Evaluate Form and submit the request to ose.at@dc.gov.
3. **Add an AT Device to the Student's IEP or 504 Plan.** If the IEP team or 504 committee determines that a specific AT device or service is required, they may add an AT device to the student's IEP or 504 Plan. Once a device is added to the student's IEP or 504 Plan, the LEA rep or

504 coordinator submits an AT Device Request to the AT Team via the AT Portal located in QuickBase, and the AT Team procures the device. Please note that specific brand names and/or manufacturers should not be listed in a student's IEP or 504 Plan; rather a student's IEP or 504 Plan should reflect the type of device a student requires and its function. Examples include "AAC Device" instead of "iPad with apps for communication," "Speech to Text Software" instead of "Dragon Dictate," and "Equipment for Positioning" instead of "Rifton Activity Chair."

4. **Request AT Training.** IEP teams and 504 committees in need of additional training can make a request for support via the AT Portal in QuickBase. Training and support surrounding the implementation of AT devices is made available via regular small-group, large-group, and individual in-person training sessions; live and recorded webinars; and printed and online materials. Announcements regarding scheduling trainings can be found in the Educator Portal under Special Education.

Further Information

Please direct all questions or concerns regarding AT to ose.at@dc.gov.

Early Stages

Students Served: 3– 5 years of age

Grades: Preschool and prekindergarten

Contact: referral@earlystagesdc.org, Phone: 202-698-8037, Fax: 202-654-6079

Interim Executive Director: Sean Compagnucci

Early Stages Overview

Early Stages fulfills the District's obligation under IDEA to execute child find activities for all 3- through 5-year-old children in DC. This includes not only children who are enrolled in DCPS, but also children who are enrolled in dependent charters, private or religious schools, and child care centers and children who are not yet enrolled in school. In addition, Early Stages manages Part C Transition for children turning 3, determining special education eligibility for children in the DC Early Intervention program. Early Stages has two sites:

- Walker Jones Education Campus at 1125 New Jersey Avenue, NW; and
- Department of Employment Services building at 4058 Minnesota Avenue, NE.

Main Activities

Early Stages performs developmental screenings; manages referrals from parents, schools, child care providers, pediatricians, and government agencies; conducts assessments; develops IEPs; and identifies locations for service provision. All children referred for evaluation are assigned to a team that consists of a family care coordinator, who provides family support through the process, and an evaluation coordinator, who coordinates the assessments and development of the IEP. Together with a team of related service providers, they work to provide caregivers with a comprehensive understanding of their child's needs.

Service Delivery

Early Stages is not a direct service provider. All services are delivered by DCPS school-based personnel. Children who require specialized instruction are offered a seat at their school of right (either neighborhood school or lottery placement) or at the next closest school that can meet their needs if the neighborhood school is not available or lacks a needed program. Children who need only related services are not typically offered a seat (unless already enrolled) but are offered services at their neighborhood school or the school closest to their child care center or private school. These children are enrolled with a non-attending IEP or with an Individualized Service Plan (ISP), as appropriate.

Outreach

Part of the child find obligation under IDEA is to conduct outreach activities in all wards of the city. Early Stages has a team of field-based coordinators who develop and maintain referral relationships with diverse organizations and manage the initial screening process for families. In addition, they distribute educational materials, provide professional development sessions, train organizations to implement screening programs, and create or attend community events. Early Stages also produces a quarterly newsletter and maintains a website (www.earlystagesdc.org).

Referral to Early Stages

Anyone can make a referral to Early Stages. Referrals can be made several ways:

- Phone: 202-698-8037;
- Fax: 202-654-6079;
- E-mail: referral@earlystagesdc.org; and
- Online form: www.earlystagesdc.org.

Least Restrictive Environment Review Process

Contact: lre.review@dc.gov

Program Lead: Vanessa Harvey-Lykes, Special Education Supervisor

IDEA mandates that students with disabilities be educated with their nondisabled peers to the maximum extent appropriate; therefore, DCPS completes a Least Restrictive Environment (LRE) Review when a school is considering a more restrictive environment for a student. This includes when an IEP team is considering a more restrictive placement in the student's current school (i.e. movement from an inclusion setting to a self-contained setting). (Note: Students do not go through the LRE Review process prior to being placed by Early Stages.)

The LRE process ensures that all supports have been attempted before enacting a change in placement. The LRE Review is conducted by a member of OSE's Programming Team with extensive knowledge of IDEA practices, policies, and special education programs in local schools. Prior to submitting a request for LRE Review, schools should develop and implement interventions to provide opportunities for the student to remain in his or her current location. Additionally, an IEP team should follow the LRE Review process before developing an IEP that would require a change in placement (CIP). While an LRE Review and CIP process is under way, the school must continue to provide appropriate services.

The process for considering placement in a more restrictive environment consists of the following steps:

Step 1 — Document Interventions: The school must develop, implement, and document interventions (FBA/BIP's for students with behavioral concerns) prior to an LRE Review request.

Step 2 — LRE Referral: The school local education agency (LEA) representative sends an e-mail to lre.review@dc.gov with the name of the student being referred. A return e-mail will direct the LEA rep to a referral form, which must be completed before the referral is officially accepted.

Step 3 — Case Assignment: The case is assigned to the reviewer from OSE within two business days.

Step 4 — Case Review: The reviewer conducts observations and staff interviews within 15 days of the referral.

Step 5 — LRE Recommendation: Upon review of the records, observations, and staff interviews, an LRE report is uploaded into SEDS and submitted to the school within 30 days of the referral.

*If the IEP team determines **no CIP** is required:*

Step 6A — No CIP: The IEP team reviews the LRE recommendation and determines that no CIP is required.

Step 7A — LRE Support Plan: The reviewer from OSE develops a support strategy with the school-based team.

Step 8A — LRE Follow-Up: The reviewer from OSE conducts a follow-up to ensure that the support plan is in place and to determine next steps 60 days from the referral.

*If the IEP team determines **a CIP** is warranted:*

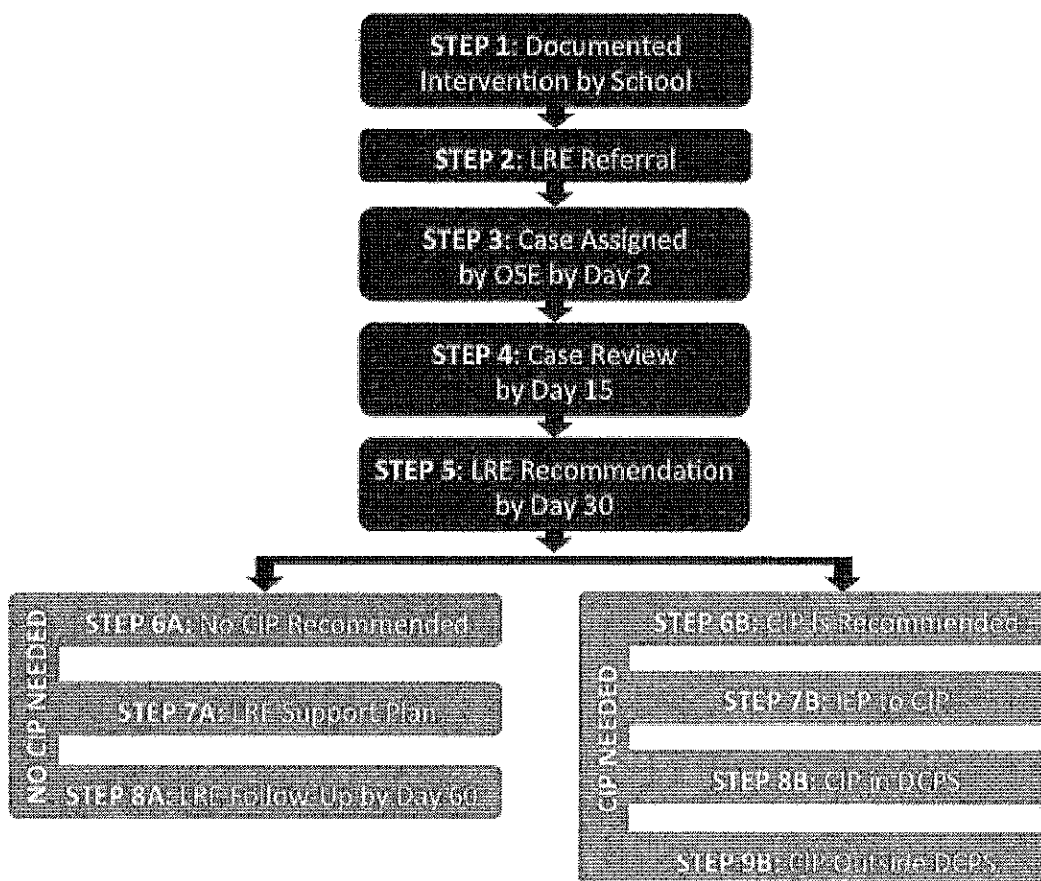
Step 6B — CIP Recommended: The IEP team reviews the LRE recommendation and determines that a CIP is required.

Step 7B — IEP Developed: The school develops an IEP draft, and an IEP team placement meeting is scheduled and held. An appropriate IEP is developed and provided to OSE for review.

Step 8B — CIP in DCPS: The reviewer presents the IEP to the District Location Team, which meets weekly, to determine the appropriate location of services for students within DCPS. The student is placed in a more restrictive environment (MRE) in the LEA.

Step 9B — CIP Outside DCPS: The reviewer from OSE requests from the Office of the State Superintendent of Education (OSSE) a placement outside of DCPS. OSSE then assigns a placement.

LRE Review Process



If further assistance regarding the LRE Review process is needed, please review the *Guidelines for IEP Team Meetings to Consider a More Restrictive Environment 2010* located on the DCPS Educator Portal.

Local Education Agency Representative

Requirements for Serving

Under IDEA, each IEP team is to include an individual who serves as the local education agency (LEA) rep. This person is defined as a representative of the LEA who is qualified to provide or supervise the provision of the following:

- Specialized instruction to meet the unique needs of children with disabilities;
- The general education curriculum; and
- The availability of resources of the LEA.

Principals, school administrators, assistant principals, special education teachers, or special education coordinators are potential LEA reps. The principal can always be the LEA rep and is the default LEA rep if a designee is not available. OSE strongly discourages the psychologist from serving as the LEA rep.

The LEA Rep and Meeting Attendance

An LEA rep must attend every IEP meeting. OSE recommends that schools designate a primary LEA rep as well as back-up LEA reps to ensure coverage for all meetings, recognizing that LEA reps have other roles to play in the building. This does not mean that the principal needs to be present at every IEP meeting.

A teacher can serve as both the teacher and LEA rep at an IEP meeting as long as the teacher can speak to the resources available in the District. This model is not recommended for complex meetings or meetings during which attorneys or advocates are involved. This model could be used for annual IEP meetings during which service changes are not proposed.

What Are Strategies Principals Can Use To Ensure That an LEA Rep Is at Every IEP Meeting?

One best practice would be for the principal to meet with the special education team and determine which meetings the principal as LEA rep should attend. When the team is developing the meeting calendar for the year, the team should determine who will be the LEA rep at each meeting. If there will be difficult eligibility meetings or IEP meetings (potentially contentious meetings, complex cases, or cases in which the student has significant due process history), then the best practice would be to ensure that the LEA rep for those meetings is either the person with the most experience in special education or the principal.

Another strategy would be to designate an experienced (five years or more) inclusion teacher to serve as LEA rep and to lighten his or her teaching caseload and the number of students on his or her caseload.

The key is planning and preparation. There should be regularly scheduled special education meetings, during which the instructional and leadership team meet to review all cases with meetings scheduled for the next 30 days to ensure that the team has designated an appropriate LEA rep for the meeting and that all of the providers are prepared for the meeting.

Suggested Models for LEA Reps

Option One: Designate a dean of students to oversee special education and have a lead, experienced special education teacher serve as the primary point of contact for coordinating IEP meetings. The dean of students and the lead teacher meet monthly to determine which meetings the lead teacher will attend and which meetings the dean will attend.

Option Two: The special education team meets at the start of the school year to put together the calendar for all meetings and assesses the meetings coming due for the year. They create a plan for coverage of meetings by an LEA rep; teachers and administrators share responsibility for coverage.

Option Three: Designate an inclusion teacher as the primary LEA rep and ensure that the teacher has a reduced caseload and therefore can attend all meetings. (For example, the school chooses meeting day as Wednesday, so the inclusion teacher plans to not be in the classroom on Tuesday afternoon to prep for meetings and all day Wednesday to attend meetings.)

Location of Special Education Services

Contact: ose.location@dc.gov

OSE LOCATION TEAM

The role of the OSE Location Team is to monitor and facilitate changes in location for students with disabilities who require special education services. In their role, the team monitors program capacity, determines appropriate service locations, and helps ensure the implementation of special education services. The team meets weekly and includes representatives from the OSE Programming and Compliance Teams.

OSE LOCATION TEAM PROCESS

Referral to the Location Team: Referral sources:

- OSE Least Restrictive Environment (LRE) Team;
- OSE Compliance Team;
- OSE program leads; and
- Office of Youth Engagement – Student Placement Office

DCPS school-based IEP teams who believe a student requires special education and related services that cannot be delivered in a more restrictive environment (MRE) should follow the LRE Review process. This includes students who may require an MRE within their current school (i.e. movement from an inclusion setting to a self-contained setting). Upon completion of an LRE Review, if the IEP team determines that a student requires a new location of special education services, the IEP team revises the student's IEP to reflect the required hours of service, and the assigned LRE Team member refers the student to the OSE Location Team.

IEP teams engaged in the Dispute Resolution Process should follow the same procedures as school-based IEP teams. If a dispute resolution proceeding requires an immediate location of services, the OSE Compliance Team member involved must receive approval from the OSE director of resolution and make an expedited referral to the OSE Location Team.

Involuntary and safety transfers are processed through the Student Placement Office. Students who have full-time IEPs and who approved for either an involuntary or safety transfer are referred to the Location Team by the Student Placement Office.

Team Review: Upon receipt of a referral, the OSE Location Team reviews the following:

- Educational record (IEP, recent evaluations, transcript, etc.);
- LRE Review (if applicable); and
- Due process complaint, settlement agreement, and hearing officer decision (if applicable).

Criteria used to identify a location of special education services:

- Educational needs of the student (including special education services);
- Available school and program capacity; and

- Proximity of location of special education services to the student's home.

Available student capacity and services are identified in consultation with OSE program leads, special education specialists, and school principals.

Notice of Location: A Notice of New Location of Special Education Services is sent to the principal and local education agency (LEA) rep at the proposed receiving school within two school days of a site identification. The notice is sent via e-mail from ose.location@dc.gov and includes student information, the program type (if applicable), and the new location of services.

Program Lead Follow-Up: The OSE program lead will follow up with the principal of the proposed receiving school within one school day following issuance of the Notice of Location.

Petition for Alternate Location: The receiving school principal may petition for a new location of services for the student within two school days of receiving notice for one of the following reasons:

- Receiving school student capacity;
- Services available at the receiving school; or
- Appropriateness of the receiving school based on the student's needs.

Petitions are submitted via e-mail to ose.location@dc.gov and include the following: (1) student demographic information (name, grade, current school, STARS ID, USI, and Date of Birth); (2) the Notice of Location (PDF attachment — provided via e-mail); (3) reason for petition; and (4) specific details/information to support the reason for petition. All petitions are reviewed by the manager of resources and analysis. A written decision regarding each petition is issued from ose.location@dc.gov within two school days following receipt of each petition.

Timelines regarding the following steps may be adjusted due to a petition.

Confirmation of Location: The new location of special education services is confirmed via e-mail from ose.location@dc.gov two school days following issuance of a Notice of Location.

Student Transition Meeting: The LEA rep from the sending school should schedule a transition meeting to discuss details of the student's transition with the LEA rep from the receiving school. The transition meeting should be held within 10 school days following receipt of the confirmation of location.

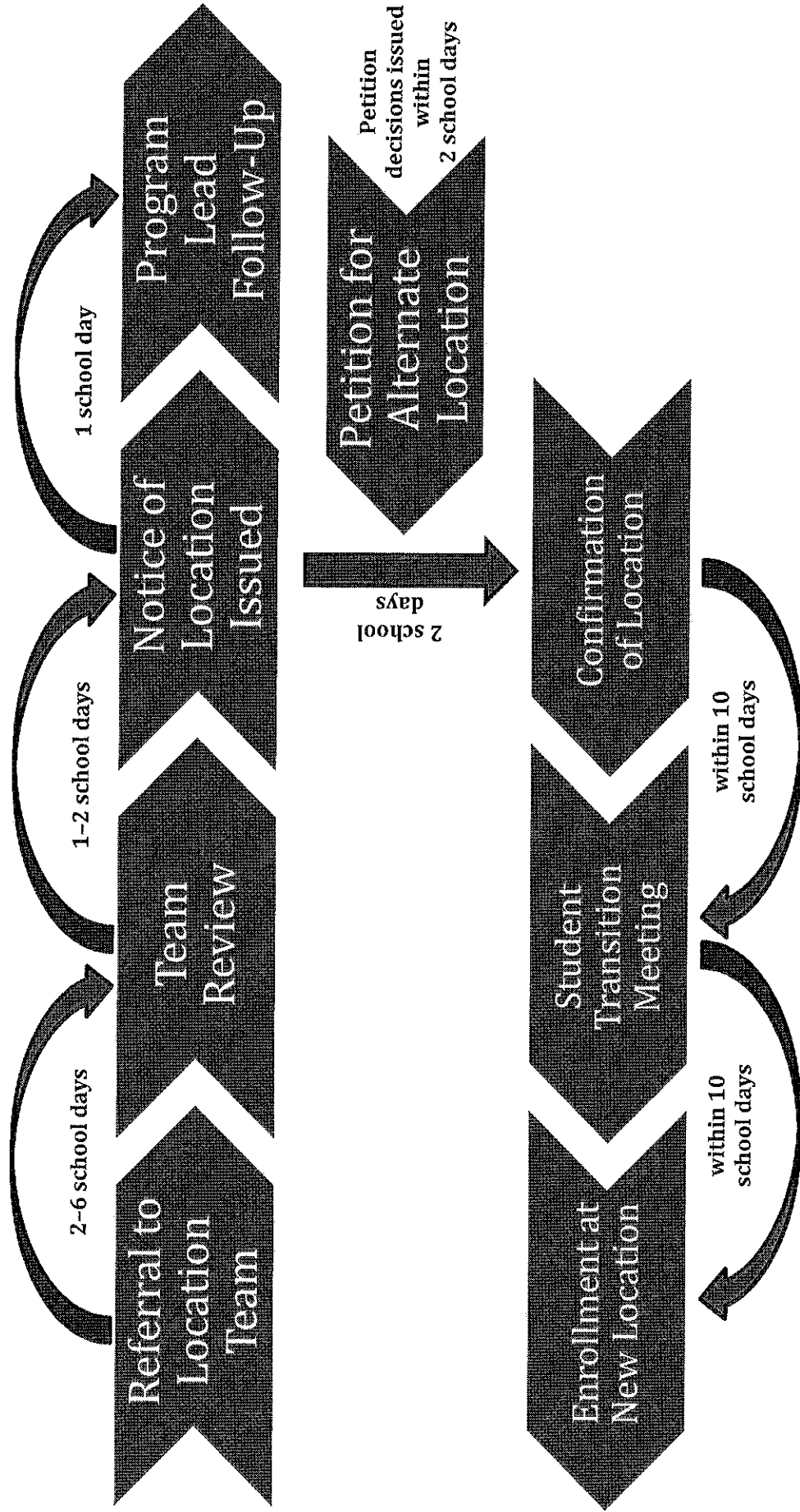
Enrollment at New Location: The student's expected date of enrollment at the receiving school is within 10 school days of the transition meeting.

Timelines regarding student transition and enrollment may be subject to modified timelines delineated in a hearing officer decision (HOD), settlement agreement (SA), or other compliance related directive.

Contact Information

OSE Location Team: ose.location@dc.gov

OSE Location Process



Professional Development

Contact: ose.pd@dc.gov

Program Lead: Kara Mitchell, Specialist, Professional Development

The Professional Development Team plans and organizes professional development opportunities for staff in the Office of Special Education. Our efforts are to increase the effectiveness of all staff engaged in the teaching-learning process and to ultimately improve student performance. Professional development is our priority and necessary to improve staff knowledge and ultimately improve performance. It is our goal to provide quality workshops, conferences, and training sessions for our staff to increase professional proficiency. Our professional development opportunities can be found on the OSE Professional Development calendar now available on the Educator Portal.

Registering for Professional Development Opportunities

Registration for Professional Development is done through the Professional Development Planner.

- 1) Go to <http://dcps.schoolnet.com>.
- 2) Sign-in using your assigned username and password.
- 3) If you do not know your username, click **Trouble Signing In** and enter your DCPS email address. Your login information will then be emailed to you.
- 4) After you sign-in, go to the upper left of the page and hover your mouse over Educator Development.
- 5) You will see three options, click on PD search.
- 6) Type in the title of the session you wish to attend (i.e., Common Core II).
- 7) Click on the title and you will come to the registration page for the session. The register option appears on the right in an orange rectangular box.
- 8) After clicking on the Register option, you will receive an email confirmation of your registration.

Related Services

Students Served: All students with disabilities who have related services prescribed in their IEP

Grades: Preschool through grade 12

Contact: DCPS.relatedservices@dc.gov

Senior Director: Dr. Arthur Fields

Mental Health and Behavioral Support Services

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

| Program Managers | E-Mail | Phone |
|------------------|--|----------------|
| Tamara Dukes | Tamara.Dukes@dc.gov | (202) 907-8056 |
| Sophia Thomas | Sophia.Thomas@dc.gov | (202) 907-8476 |

Physical Supports: Occupational Therapy and Physical Therapy

The Physical Supports program with Related Services consists of Occupational Therapy (OT) and Physical Therapy programs.

Occupational therapists work with students and teachers to improve students' ability to perform day-to-day tasks, such as reaching and grasping skills, so they can better hold books and classroom materials. These are known as fine motor skills related to dexterity and coordination. OT services also help address the needs of children relative to self-help skills, adaptive behavior and play, and sensory and motor skills.

Physical therapists help students with challenges related to movement, such as climbing stairs or transitioning from class to class. After diagnosing these challenges, physical therapists provide support and special equipment, such as walkers to help students travel around the school.

| Program Manager | E-Mail | Phone |
|-----------------|--|----------------|
| Jose Seijas | Jose.Seijas@dc.gov | (202) 907-7443 |

Psychology

The Psychology program with Related Services supports students and educators by giving psychological and developmental tests, analyzing information about a child’s behavior and cognitive functioning, and interpreting these results with school staff and parents. DCPS psychologists work with parents, teachers, and other IEP team members to ensure that test results and other data are used to develop goals and appropriate services to meet each student’s needs. School psychologists also help school staff and parents develop learning and behavior strategies for students engaged in the Student Support Team process.

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Speech-Language Pathology

The Speech-Language Pathology program with Related Services consists of speech-language pathologists who identify children with specific disorders and delays related to language and communication. They provide therapy to help students overcome the impact of these challenges on their academic success. This may include the use of technology to help students become more independent, such as devices that assist nonverbal students with communication. Speech-language pathologists also work closely with teachers and parents to build speech-language skills and help students apply those skills to all learning opportunities by reinforcing strategies in the classroom and at home.

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Specialized Instruction

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The Specialized Instruction Team (S.I.T.) provides professional development and technical support to schools throughout DCPS. The team ensures interventions are accessible to teachers and implemented with fidelity to increase student achievement. The team supports special education teachers in delivering rigorous, high-quality instruction. The work of S.I.T. includes elementary and secondary instructional design, as well as programming support to schools.

Specialized Instruction

Students with disabilities have unique and sometimes complex learning needs. S.I.T. offers professional development and technical support in research-based reading interventions and effective literacy block instruction. S.I.T. has created and offered a professional development series to support teachers in writing high-quality IEP goals that align to the Common Core State Standards. The team also works in collaboration with outside vendors such as Goalbook to promote quality IEP development and implementation. Finally, S.I.T. is consistently creating professional development and conducting training based on specific school and teacher needs. Some topics currently under development include differentiation, accommodations and modifications, and specific learning strategies in reading.

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DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Special Education

November 2009

Untimely Assessments and Due Diligence Guidelines

Pending official promulgation of policy

Version 1.0

Developed by: Erica Fener, Program Director, Related Services

Jennifer Parker, Program Manager, Policy Development

Purpose..... 3

Parent/Guardian Consent is Granted but the Student is Absent, Truant, and/or Refuses to Participate or Attend..... 4

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Parent/Guardian Withdraws Consent to Evaluate/Reevaluate..... 6

Purpose

The purpose of these Guidelines is to provide guidance when assessments are not conducted in a timely manner due to the student's absence, truancy, or refusal to participate or attend, lack of or withdrawal of parental consent for evaluation/reevaluation, or incomplete assessment.

Guidelines for Untimely Assessments and Due Diligence

Untimely Assessment Scenarios

Parent/Guardian Consent is Granted but the Student is Frequently Absent, Truant, and/or Refuses to Participate or Attend

When 2-3 attempts to assess are unsuccessful because the student is absent, truant and/or refuses to participate or attend:

- The Related Service Provider (RSP) assigned to complete the assessment must:
 - Contact the teacher, attendance monitor, and parent/guardian to determine the reason for the student's absence for each failed attempt;
 - Document contacts, attempted contacts, and outcomes in the SEDS communication log;
 - Call the parent/guardian to reschedule the assessment and document in the SEDS communication log; and
 - Inform the Special Education Coordinator (SEC) via email that the student was absent or refused to participate and that the information has been documented.
- The SEC must:
 - Contact the parent/guardian at least three times using multiple modalities (e.g., written, phone, email, visit). One contact must be written correspondence sent by certified mail with a return receipt;
 - Notify the related service provider via email when the attempts to contact the parent are made; and
 - Document contacts with parent/guardian, attempted contacts, and outcomes in the SEDS communication log.
- The IEP Team must convene within 15 school days of the second failed attempt to assess. The Team will:
 - Review the student's attendance history since consent was obtained;
 - Consider the reason(s) for the student's absence, truancy, and/or refusal to participate or attend; and
 - Determine if an alternate assessment or schedule for the assessment may be warranted.

The parent/guardian and DCPS can agree in writing that the attendance of certain IEP Team members is not necessary for this meeting depending on the member's area of curriculum or related services; allowing a partial team to meet to address this particular situation. **However, the related service provider assigned to that assessment MUST be in attendance.** If the parent/guardian cannot physically attend the IEP meeting an alternative means of participation may be used (e.g., individual or conference telephone calls).

Untimely Assessments and Due Diligence Guidelines

The SEC will send a letter by certified mail with a return receipt to the parent/guardian within five business days of the IEP meeting if the parent/guardian does not want to attend the IEP meeting or fails to respond to the *IEP Meeting Invitation/Notice*.

No Parent/Guardian Consent for Initial Evaluation

If the parent/guardian refuses to consent to an initial evaluation or fails to respond to the *Parent/Guardian Consent to Initial Evaluation/Reevaluation* within 15 school days the SEC must:

- Contact the parent/guardian at least three times using multiple modalities (e.g., written, phone, email, visit). One contact must be written correspondence sent by certified mail with a return receipt;
- Document contacts, attempted contacts, and outcomes in the SEDS communication log;
- Send a Prior Written Notice (PWN) by certified mail with a return receipt to the parent/guardian indicating that the special education process has stopped. At this point, DCPS is no longer obligated to pursue consent or conduct assessments; and
- Contact the cluster supervisor via email if he/she feels it is necessary to pursue the consent to evaluate. DCPS may elect to proceed to mediation and/or a due process hearing in order to override the lack of consent for assessment.

No Parent/Guardian Consent for Reevaluation

If the parent/guardian refuses to consent to a reevaluation or fails to respond to the *Parent/Guardian Consent to Initial Evaluation/Reevaluation* within 15 school days the SEC must:

- Contact the parent/guardian at least three times using multiple modalities (e.g., written, phone, email, visit). One contact must be written correspondence sent by certified mail with a return receipt;
- Document contacts, attempted contacts, and outcomes in the SEDS communication log;
- Send a PWN by certified mail with a return receipt to the parent/guardian indicating that the special education process has stopped. At this point, DCPS is no longer obligated to pursue consent or conduct assessments; and
- Contact the cluster supervisor via email if he/she feels it is necessary to pursue the consent to reevaluate. DCPS may elect to proceed to mediation and/or a due process hearing in order to override the lack of consent for assessment.

Parent/Guardian Consent Provided but Assessment Not Completed in Timely Manner (Exception: student absent, truant, and/or refuses to participate or attend)

If the parent/guardian has provided consent to evaluate/reevaluate but the assessment may not be completed within the required timeline the SEC must:

Untimely Assessments and Due Diligence Guidelines

- Contact the program manager of the specific discipline via email immediately (e.g., if the SEC suspects the speech/language evaluation will not be completed within the required timeline); and
- Mail written correspondence to the parent/guardian identifying the incomplete assessment(s) and requesting agreement on a new timeline for completion. This correspondence should be sent by certified mail with a return receipt on the same day as the program manager is contacted.

Parent/Guardian Withdraws Consent to Evaluate/Reevaluate

If the parent/guardian verbally withdraws consent to evaluate/reevaluate the case manager must:

- Document the conversation in the SEDS communication log; and
- Send a PWN by certified mail with a return receipt to the parent/guardian documenting that the consent to evaluate/reevaluate has been withdrawn.



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Special Education

August 2013

Missed Related Service Sessions, Truancy and Due Diligence Guidelines

Version 2.0

Purpose..... 3

Missed Related Service Session(s) Scenarios

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Purpose

The purpose of this document is to provide guidance to related service providers about required actions in the event of a missed service. The purpose is to clarify our roles and obligations about when a missed related service session must be made up, how to document missed, make-up, and attempts to make up service sessions, and timelines by which the sessions are to be made up.

DCPS is federally mandated to adhere to the IEP prescription, which may include related services. As such, it must be the goal of each related service provider to provide consistent services designed to help students function more independently in areas impacted by their disability. Related Service Providers are also responsible for supporting documentation and actions to ensure student access to needed services. In the instances where the delivery of a service is impeded, guidelines have been developed to assist the RSP with conducting documentation that reflects due diligence.

Truancy is an agency-wide problem in DC Public Schools. Truancy is the unexcused absence from school by a minor (5-17 years of age), either with or without parental knowledge, approval, or consent. Since regular school attendance is critical to academic success, chronic truancy must be addressed. Absences impact the number of instructional hours that a student receives and may result in failing grades, disengagement from the school environment, and ultimately, increase the likelihood of students dropping out of school.

During the 2011-2012 school year special education students made up 18% of the overall truancy rate. In an effort to address our troubling graduation rate and truancy problem, DCPS raised awareness about this issue across the agency and increased staffing support. These supports help but they are not enough to meet the enormous challenge of reducing truancy rates as aggressively as the need requires (decrease of 23% by SY 12-13).

Truant students often miss related services. Related service providers are in a unique position to support increasing attendance and reducing truancy for special education students. This guidance will incorporate truancy into due diligence activity and RSPs will utilize the guidance outlined in this document to support truancy prevention. Every RSP discipline will follow this guidance for the students on their individual caseloads. The guidelines provide all of the information necessary to monitor student engagement with services, engage parents in problem solving, and adhere to district reporting requirements about student attendance.

Missed Related Service Sessions and Due Diligence Guidelines

Missed Related Service Session Scenarios and Due Diligence

Provider Unavailable: Provider not available for scheduled service session(s) (e.g., sick leave, annual leave, attending an IEP meeting).

When a service session(s) is missed due to the provider being unavailable to deliver the service, DCPS has the following two options:

1. The Related Service Provider (RSP) must schedule a make-up service session for the missed service session(s) during the quarter in which the missed session occurs. If the missed session(s) occurs during the last week of the quarter it must be made up within the first week of the following quarter. This is to ensure that all relevant information will be provided in the quarterly progress report. In most cases, this is the option that should be utilized. If the RSP cannot make up the session(s), he/she must notify the program manager via email within 24 hours;
2. When the RSP absolutely cannot make up the session(s), and notifies the program manager, the program manager must then assign a substitute provider to make up the missed service session(s) during the quarter in which it occurs or develop an alternative option with the RSP and LEA. If the missed session(s) occurs during the last week of the quarter it must be made up within the first week of the following quarter. If the RSP cannot make up the session(s), he/she MUST notify the program manager via email within 24 hours.

Student Unavailable: Student in school, but not able to attend session.

Student Attendance at School-Related Activities (e.g., field trip, assemblies)

If a service session(s) is missed because of student attendance at a school-related activity the RSP must:

- Document the missed service session (*see Procedures for Documentation*);
- Consider the impact of the missed session on the child's progress and performance and determine next steps to ensure the provision of FAPE. One goal is to ensure the students have the opportunity to participate in activities with their non-disabled peers; and
- If the missed session due to the student's unavailability caused a negative impact on the student's performance, the missed session must be made up.

The goal of DCPS is to ensure that related services are delivered despite the reason for the missed sessions. Therefore, the IEP team should consider alternative service delivery options or a change in services when the missed sessions are significantly impacting the service implementation and student's progress. Examples of alternative service delivery options include: Service delivery in the classroom, a

Missed Related Service Sessions, Truancy and Due Diligence Guidelines

consultation delivery model or transition out of the current service type and replacement with different services (e.g. exit from speech / language services and increase research – based reading intervention).

Does not include inclusionary delivery of services (e.g., RSP attends assembly with student as part of his/her service session).

Student Refuses to Participate or Attend (e.g., verbal refusal, student is unable to be located)

1. When a student misses 3 service sessions because the **student refuses to participate or attend** the RSP must:

- Document each missed service session (see *Procedures for Documentation*); and
- Notify the LEA or case manager via email within 24 hours of the last missed service session. This notification prompts an IEP meeting. The LEA or case manager must convene the IEP meeting within 15 school days of the 5th missed service session to consider the impact of the missed session on the student's progress and performance, and determine how to ensure the continued provision of a free appropriate public education (FAPE). Student attendance records should be reviewed at the meeting when making the determination.

While there is not a requirement to make up missed service sessions due to student absence or refusal the goal of DCPS is to ensure that related services are delivered despite the reason for the missed sessions. Therefore, the IEP team should consider alternative service delivery options or a change in services when student absence or refusal is significantly impacting service implementation as outlined above. Examples of alternative service delivery options include: service delivery in the classroom, a consultation delivery model, or transition out of the current service type and replacement with different services (e.g., exit from speech/language services and increase research-based reading intervention).

The parent/guardian and DCPS can agree in writing that the attendance of certain IEP Team members is not necessary for this meeting depending on the member's area of curriculum or related services; allowing a partial team to meet to address this particular situation. **However, the RSP for the service session in question must be in attendance.** If the parent/guardian cannot physically attend the IEP meeting an alternative means of participation may be used (e.g., individual or conference telephone calls). The parent's/guardian's signature must be obtained on the IEP and/or the Prior Written Notice (PWN) before the delivery of services. The LEA or case manager is responsible for obtaining the parent's/guardian's signature on the amended IEP within 5 days of a telephone conference.

2. When a student misses 5 service sessions because the **student refuses to participate or attend** the RSP must:

- Document each missed service session (see *Procedures for Documentation*); and
- Notify the LEA or case manager via email within 24 hours of the last missed service session. This notification prompts an IEP meeting. The LEA or case manager must convene the IEP meeting within 15 school days of the 5th missed service session to consider the impact of the missed session on the student's progress and performance, and determine how to ensure the

Missed Related Service Sessions, Truancy and Due Diligence Guidelines

continued provision of FAPE. Student's attendance records should be reviewed at the meeting when making the determination.

Again, while it is not a requirement to make up missed service sessions due to student absence or refusal to participate or attend the goal of DCPS is to ensure that related services are delivered despite the reason for the missed service session(s). Therefore, the IEP team should consider alternative service delivery options or a change in services when student absence or refusal is significantly impacting service implementation as outlined above. Examples of alternative service delivery options include: service delivery in the classroom, a consultation delivery model, or transition out of the current service type and replacement with different services (e.g., exit from speech/language services and increase research-based reading intervention).

The parent/guardian and DCPS can agree in writing that the attendance of certain IEP Team members is not necessary for this meeting depending on the member's area of curriculum or related services; allowing a partial team to meet to address this particular situation. **However, the RSP for the service session in question must be in attendance.** If the parent/guardian cannot physically attend the IEP meeting an alternative means of participation may be used (e.g., individual or conference telephone calls). The parent's/guardian's signature must be obtained on the IEP and/or the PWN before the delivery of services. The LEA or case manager is responsible for obtaining the parent's/guardian's signature on the amended IEP within 5 days of a telephone conference.

Student Withdrawn from STARS but showing in SEDS: Student withdrawn but showing on SEDS caseload

The school registrar has completed the steps to withdraw a student from STARS but the student is still showing in SEDS. The RSP must:

- See Procedures for Documentation
- Document "student unavailable"
- The service tracker note must provide:
 - Date student was withdrawn in STARS
 - Reason for withdrawal (noted in STARS)
 - Attending school if known
- Continue to document the missed services until the student is no longer showing in SEDS

Multiple Student Absences/Truancy: Student absent from school and scheduled service sessions

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 V Ch. 21 govern mandatory school attendance and the ways schools must respond when students are truant. The Compulsory School Attendance Law states that parents/guardians who fail to have their children attend school are subject to the following:

Missed Related Service Sessions, Truancy and Due Diligence Guidelines

- Truancy charges may be filed against the student or parent;
- Neglect charges may be filed against the parent;
- Parents may be fined or jailed;
- School-aged students may be picked up by law enforcement officers during school hours for suspected truancy;
- Students may be referred to Court Diversion and other community based interventions; and
- Parents and students may be assigned community service and placed under court supervision/probation.

When a student misses a related services session because of an **excused or unexcused student absence** the RSP must:

- Speak with the teacher and Attendance Counselor / Attendance Designee to determine reason of student's absence;
- Check STARS if teacher is unable to provide information regarding the student's absence;
- Contact the student's parent, make a home phone call (*if the absence is excused, there is no need to contact the student's parent*); and
- Document the contact with the student's guardian in the SEDS Communication Log
- Document each missed session in service tracker note in SEDS (see example below);
 - "Attempted to provide (state related service), however (name of student) is absent per report of classroom teacher (name teacher). Per STARS the student's absence is excused/unexcused."
 - You may also add information received following phone call with parent/guardian. For example "Per telephone conversation with parent (name the parent/guardian), (student's name) is absent from local school because (state the provided excuse)".
- Notify the LEA or case manager via email within 24 hours of the missed service session.

When a student misses five (5) related service sessions because of **unexcused student absences** the RSP must:

- Contact the student's parent, make a home phone call;
- Inform the teacher, attendance counselor, and/or attendance POC to determine what staff has already done to address attendance concerns;
- Inform the LEA/Case Manager of the absences and attempts to contact the student's guardian.
- Document the attempts to service the student and contact the student's guardian in the SEDS Communication Log **and** in the service tracker log;

Per DCPS' Attendance Intervention Protocol, after five unexcused absences:

Missed Related Service Sessions, Truancy and Due Diligence Guidelines

- The Attendance Counselor / Attendance Designee mails Unexcused Absences STARS letter to the student's home requesting an attendance conference
- Student is referred to the Student Support Team (SST)
- Student, parent/guardian and appropriate school officials develop Student Attendance Support Plan to connect the family to in-school or community resources and city agencies, and to make recommendations for next steps
- Follow up within 10-days to track student's progress on next steps identified in attendance conference. Follow up with programs/resources identified for support during attendance conference to determine if student/family is participating.
- Home visit must be conducted, if parent is not responsive to meeting request.

The Attendance Counselor, Attendance Designee or SST chair will request RSP attendance in the SST meeting. RSPs should be prepared to contribute to the development of the Student Attendance Support Plan.

A decision to reduce or remove a related service from a student's IEP due to truancy should not be made without consideration from the MDT to determine whether the student's non-attendance of service sessions is a manifestation of his/her disability.

Refer to the **DCPS Attendance Intervention Protocol** for the detailed protocol.

School Closure: School closed for holiday or emergency.

When school is not in session due to a scheduled holiday, delayed opening, or complete closure due to poor weather the missed service session(s) there is no requirement for makeup.

Summary:

The RSP is not required to make up missed service sessions under the following circumstances:

- Student absence (excused or unexcused);
- Student refusal to participate or attend; or
- School closed for holiday or emergency.

However, DCPS has an obligation to ensure appropriate services are delivered. Therefore, the IEP team may consider alternative service delivery options or a change in services based on the student's availability for the particular service type and delivery modality. Examples of this include: service delivery in the classroom, a consultation delivery model, transition out of the current service type and replacement with different services (e.g., exit from speech/language services and increase research-based reading intervention).

Procedures for Documentation

Missed Service Sessions

The RSP must log all missed service sessions in the SEDS *Service Logging Wizard* indicating:

- Date of missed service session;
- Service type (e.g., student absent, student unavailable, provider unavailable, school closure);
- Duration of service scheduled (Service duration must be documented even if a student is absent; if the student receives only partial service, document the altered duration.);
- Group size;
- "Progress Report" (e.g., just introduced, mastered, no progress, not introduced, progressing, regressing); and
- "Comments" box
 - Document why the service session was missed (e.g., student unavailable, student absent, provider unavailable, school closure); and
 - List action taken to ensure service delivery (e.g., contacted the parent/guardian, talked with the teacher, contacted the student).

Make-Up Service Sessions

The RSP must log all make-up service sessions in the SEDS *Service Logging Wizard* indicating:

- Date and time of service provided;
- Service type (e.g., student absent, student unavailable, provider unavailable, school closure);
- Duration of the service provided;
- Group size;
- "Progress Report" (e.g., just introduced, mastered, no progress, not introduced, progressing, regressing); and
- "Comments" box
 - "MAKE UP SERVICE SESSION for Missed Session on XX/XX/XXXX." In addition, record progress note standards for service sessions delivered; and
 - List action taken to ensure service delivery (e.g., notified the parent/guardian of the make-up service session dates(s)).

Make-Up Service Session Attempts

The RSP is required to attempt to make up a service session three times. Any failed attempt prior to the third scheduled make-up session should be logged in the SEDS communication log. The log should include:

Missed Related Service Sessions, Truancy and Due Diligence Guidelines

- Attempted date and time of service session; and
- Which attempt it was (e.g., first or LEA).

Upon the third failed attempt the scheduled missed make-up service session should be logged in the *SEDS Service Logging Wizard* indicating:

- Attempted date and time of service session;
- Service type (e.g., student absent, student unavailable, provider unavailable, school closure);
- Which attempt it was (e.g., third);
- Duration of service attempted (number of minutes or zero minutes);
- Group size;
- "Progress Report" (e.g., just introduced, mastered, no progress, not introduced, progressing, regressing); and
- "Comments" box
 - Add notation "MAKE UP SERVICE SESSION for Missed Session on XX/XX/XXXX."
 - List action taken to ensure service delivery (e.g., contacted parent/guardian, talked with the teacher, contacted the student).

After three attempts have been made and documented in an effort to make up the missed service session(s), and the District has exercised due diligence, attempts to implement a make-up session for the missed session(s) are discontinued.

PLEASE NOTE: When all three attempts to make up a missed service session do not occur only the third make-up attempt should be logged in the *SEDS Service Logging Wizard*. The date of the missed session indicated in the "comments" box (e.g., XX/XX/XXXX) must reflect the date of the regularly scheduled missed service session for which the make-up service was covering. The previous failed attempts must be documented in the contact log (e.g., spoke with the teacher when the student was absent to schedule the make-up session, called parent/guardian) as outlined above.