

■ PRACTICE KIT 6 ■

Education Toolkit

August 2014

Introduction

Toolkit's Purpose and Organization

Welcome to the 5th edition of Children's Law Center's Education Toolkit! The Toolkit aims to provide child welfare practitioners in DC with easy access to many of the educational resources attorneys and other advocates may need to reference or utilize to monitor and protect their client's educational rights and needs. For ease of use, we have divided up the Kit into different sections based on the issue you may be confronting with your client (i.e., school enrollment, school stability, school discipline, etc.). Each section includes: 1) a Section Overview document which summarizes the documents and material included in the section folder and provides a brief summary of the legal citations and resources you may need to reference for more information on the topic; 2) any current information or relevant policies from the school districts where DC's children are most often placed (DCPS, DC charter schools and Prince Georges ("PG") County and other Maryland schools); and 3) any tips sheets, information sheets or worksheets the Children's Law Center has created on the topic for practitioners' use. And for the first time ever, we've included a new section, entitled "CLC Education Advocacy Tip Sheets and Info Sheets" that has copies of all of the education-related tips sheets and information sheets the Children's Law Center has created for different trainings over the years, in one place for your easy reference.

You'll note that the resources included in the Toolkit are primarily resources from the District of Columbia Public schools and charter schools, but since hundreds of DC wards attend school in DC's surrounding counties (most often in the state of Maryland -- PG County in particular) based on the location of their foster home placement, we have also included information on PG County Public Schools' policies and MD law and regulations when we have them available. In addition, if you want to see the complete contents of each individual section included in the Practice Kit, you can reference the Kit's Table of Contents, saved in the first folder and Introduction section of the Toolkit.

We have done our best to locate the most current and up-to-date information in all of the areas covered in this Kit. Resources are always changing and being updated, however. Practitioners should ensure that any resources contained in this Kit are current before using them in their practice.

We hope you find the contents useful in your practice and look forward to getting feedback from you on how we can make this resource even more useful to you in the years to come.

**PRACTICE KIT 6
EDUCATION TOOLKIT
*August 2014***

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CLC Information Sheet

District of Columbia Public Schools

Contact Information

After-School Programs	202-442-5002
Athletics	202-729-3289
Central Office	202-442-5885
Early Stages	202-698-8037
Extended School Year	202-442-4800
Home and Hospital Instruction	202-939-3506
Homeless Education Office	202-576-9502
Incarcerated Youth Program	202-698-5978
New Heights (Teen Parent Program)	202-645-4040
Office of Administrative Hearings	202-442-9094
Office of Bilingual Education	202-671-0750
Office of General Counsel	202-442-5000
Office of Teaching and Learning	202-442-5611
Office of Special Education	202-442-5400
Project Search	202-442-5543
Related Services Office	202-442-4800
Special Education Critical Response Team	202-442-5400
Strong Start (Ages 0-3)	202-727-3665
Summer Bridge Program	202-442-5673
Summer School (High School)	202-442-5047
Summer School (K-8)	202-442-5002
Transportation (Complaints/Investigations)	202-442-5399
Transportation (Parent Call Center)	202-576-5000
Youth Services Center	202-576-8457

CLC Information Sheet

Prince George's County Public Schools

Contact Information

Academic Programs	301-808-5956
Administrative and Support Staffing	301-952-6143
Adolescent Single Parent Program	301-749-4520
Adult Education	301-322-0891
Advanced Placement Program	301-669-6011
Alternative Educational Options	301-669-6000
Student Appeals	301-952-6195
Athletics	301-669-6055
Audiology	301-567-8641
AVID	301-567-8655
Before and After Care Program	301-636-8412
Career Academy Programs	301-669-6012
Certification Office	301-952-6145
Character Education Program	301-749-4379
Child Find (Preschool)	301-925-6600
Child Find (Ages 5-21)	301-618-8300
Community-Based Classroom	301-985-5149
Compliance & Due Process	301-702-2890
Court Liaison Office	301-952-6374
Curriculum & Instruction	301-808-8240
Early Childhood	301-925-1985
Early Learning Programs	240-724-1924
ESOL/Language Minority	301-445-8450
Even Start	301-431-6220
Evening High School	301-449-4994
Experiential Learning (School to Careers)	301-749-8670
Extended School Year (ESY)	301-431-5675
Field Trip Office	301-952-6570
Food & Nutrition Services	301-952-6580
Foreign Language	301-808-8265
Foundation for Automotive and Construction Technology	301-583-1600
General Counsel	301-952-6063
Graduation	301-749-5227
Head Start	301-408-7100
Health Services	301-749-4722
Home & Hospital Teaching	301-567-8642
Home Schooling Office	301-333-1001
Homeless Education Office	301-925-2534
Infants and Toddler Program	301-925-1985
International Baccalaureate	301-567-8655
International School Counseling Office	301-445-8460
Interpreting Service	301-408-5511
JROTC	301-669-6000

Mathematics	301-749-4146
Physical Education (Adapted)	301-618-1961
Music	301-333-0961
Non-Public Office	301-618-8360
Occupational Therapy	301-567-8652
Physical Therapy	301-567-8652
Psychological Services	301-431-5630
Public Information	301-952-6001
Pupil Accounting & School Boundaries	301-952-6300
Pupil Personnel Services	301-952-6289
Reading Recovery	301-808-8284
Reading/Language Arts/English	301-808-8280
Safe Schools Office	301-749-4-126
SAT	301-669-6011
School Counseling	301-567-8669
Science Office	301-808-8254
Special Education	301-618-8300
Special Education—Assistive Technology	301-567-8650
Special Education—Compliance	301-702-2890
Special Education—Speech and Language	301-567-8600
Special Education—Support Programs and Services	301-567-8650
Special Education—Instruction	301-702-2890
Student Records	301-567-8751
Summer School Programs	301-808-1114
Talented & Gifted Program	301-808-3790
Technical Academy Programs	301-583-1600
Testing	301-702-3860
Transcript Office	301-952-6174
Transportation	301-952-6570
Vision	301-567-8600
Visual Arts	301-333-0966

CLC Tip Sheet

School Calendars

District of Columbia Public Schools

Dates of School Operation

August 25, 2014—First Day of School
June 17, 2015—Last Day of School
June 29, 2015—First Day of Summer School

End of Grading Terms

October 31, 2014—End of 1st Term
January 23, 2015—End of 2nd Term
April 3, 2015—End of 3rd Term
June 17, 2015—End of 4th Term

Parent-Teacher Conference Dates (no school for students)

November 10, 2014
February 25, 2015

Dates Schools are Closed for Students

September 1, 2014—Labor Day
October 10, 2014—Professional Development Day
October 13, 2014—Columbus Day
November 11, 2014—Veteran's Day
November 27, 2014—Thanksgiving Day
November 28, 2014—Thanksgiving Holiday
December 5, 2014—Professional Development Day
December 22, 2014—January 2, 2015—Winter Break
January 19, 2015—January 19, 2015—MLK Jr. Day
February 13, 2015—Professional Development Day
February 16, 2015—President's Day
April 6, 2015—Easter Monday
April 13, 2015—April 17, 2015—Spring Break
May 1, 2015—Professional Development Day
May 25, 2015—Memorial Day

Dates with Early Dismissal

October 31, 2014 (12:15 Dismissal)—End of Term
January 23, 2015 (12:15 Dismissal) – End of Term
April 3, 2015 (12:15 Dismissal)—End of Term
June 17, 2015 (12:15 Dismissal)—End of Term

Prince George's County Public Schools

Dates of School Operation

August 26, 2014—First Day of School

June 17, 2015—Last Day of School

End of Grading Terms

October 31, 2014—End of 1st Term

January 23, 2015—End of 2nd Term

April 1, 2015—End of 3rd Term

June 17, 2015—End of 4th Term

Parent-Teacher Conference Dates (no school for students)

November 11, 2014

Dates Schools are Closed for Students

September 1, 2014—Labor Day

September 19, 2014—Professional Development Day

September 25, 2014—Rosh Hashanah

October 17, 2014—Professional Development Day

November 3, 2014—Teacher Planning Day

November 4, 2014—Election Day

November 11, 2014—Parent/Teacher Conference

November 26, 2014—Thanksgiving Holiday

November 27, 2014—Thanksgiving Day

November 28, 2014—Thanksgiving Holiday

December 22, 2014—January 2, 2015—Winter Break

January 19, 2015—January 19, 2015—MLK Jr. Day

January 26, 2015—Teacher Planning Day

February 13, 2015—Professional Development Day

February 16, 2015—President's Day

April 2, 2015—Teacher Planning Day

April 3, 2015—Easter Holiday

April 6, 2015—Easter Monday

April 7, 2015—April 10, 2015—Spring Break

May 25, 2015—Memorial Day

Dates Students Dismissed Early

October 31, 2014 (2 Hour Early Dismissal)—End of Term

December 10, 2014 (2 Hour Early Dismissal)—Professional Development Day

June 17, 2015 (2 Hour Early Dismissal)—End of Term

CLC Information Sheet

Education Resources for Pregnant and Parenting Teenagers*

District of Columbia Public Schools:

- ◆ Home and Hospital Instruction:
 - If a student has medical complications related to pregnancy such that they cannot physically attend school, they may be eligible for Home and Hospital Instruction (please see information on this program in the School Contact section of this toolkit).
 - Students are eligible for Home and Hospital Instruction for several weeks after the birth of the baby.
- ◆ New Heights Teen Parenting Program:
 - The New Heights Teen Parenting Program is offered at Anacostia Senior High School and Cardozo Education Campus.
 - Through this program, students will continue to earn credits towards a diploma while also receiving the assistance, support, and guidance they will need to handle the responsibilities of parenting.
 - Students are eligible to receive assistance with employment, housing, and obtaining community resources until their 20th birthday.
- ◆ Students are eligible to continue at their school of origin.

Prince George's County Public Schools:

- ◆ Home and Hospital Instruction:
 - If a student has medical complications related to pregnancy such that they cannot physically attend school, they may be eligible for Home and Hospital Instruction (please see information on this program in the School Contact section of this toolkit).
 - Students are eligible for Home and Hospital Teaching for several weeks after the birth of the baby.
- ◆ Teen Adolescent and Parenting Program:
 - The Teen Adolescent and Parenting Program is offered at through the Career Academy Office at several area high schools.
 - Information about this program can be obtained by calling 301-669-6012.
- ◆ Students are eligible to continue at their school of origin. Expecting mothers under the age of 16 are permitted to withdraw from their school of origin and enroll in an appropriate educational program; appropriateness will be determined by the student, her family, school personnel, and medical personnel.
- ◆ See Administrative Issuance 5011 (Home and Hospital Teaching) and 5119.3 (Educational Programs/Services for Pregnant Girls) for further information.

*Please see the Children's Law Center Practice Kit on Sexual Health Issues and Teen Parents for additional resources.

CLC Tip Sheet

School Transportation

DISTRICT OF COLUMBIA

How Do Children Get to Public Schools and Charter Schools in DC?

- Walk—generally there are no school buses provided for students attending school in DC.
- Public Transportation—students in DC are eligible for the School Transit Subsidy Program, administered through the DC ONE card. Information about this program can be found at: <http://ddot.dc.gov/page/school-transit-subsidy-program>
- School Buses—students who are in special education AND the IEP team determines that the child needs transportation, either because of the child’s particular disability or because the child has been placed at a school other than their neighborhood school, will receive school bus transportation.

If A Child is Unable to Walk or Take Public Transportation to School, What Can You Do?

If the child is eligible for special education:

- First, determine if the child’s IEP includes transportation services.
- If the IEP does not include transportation and you think it should, request an IEP meeting to amend the IEP.
- Children in special education can be bused to public schools, charter schools, or non-public schools.

If the child is not eligible for special education or the IEP team has determined that transportation services should not be included in the IEP:

- Determine if the child qualifies under the McKinney-Vento Act and seek transportation services via that entitlement.
- Work with the child’s family to identify other transportation resources (*e.g.*, neighbors, other family members, etc.)
- If the child is a ward of the District of Columbia, you can seek transportation services through CFSA via the Fostering Connections Act, in limited cases. This can include students who are placed in a foster home in Maryland but continue to attend school in DC.

If a Child Needs to Have DCPS Special Education Transportation Services Set Up for the First Time, or Needs to Have a Bus Route Changed, What Can You Do?

- Contact the local education agency (“LEA”) representative at your child’s school and request the change.
- Follow up with the transportation office to ensure the child is routed on a bus and find out the child’s pick-up and drop-off time. To do this, call the Parent Resource Center Call number: 202-576-5000.

What Do I Do if I Run Into Problems with Transportation in DC?

- Call the Parent Call Center: (202) 576-5000. They can tell you what bus route a child is on and the times and addresses for pick-up and drop-off. They can also tell you the status of a particular bus route where it is, if it's on time, etc.) on a particular day.
- Complaints: Call the Complaint Line at (202) 576-6860.
- The Transportation Handbook for Parents and Guardians of Special Education Students can be found at: http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Parent%20HandBook_Interactive_03.11.14_10AM.pdf

Important Transportation Changes to Note!

- In 2012, the *Petties* lawsuit was dismissed.
- The Division of Student Transportation has issued a policy that a school bus must pick up and drop off children at the same location. If other arrangements must be made, you should contact the Parent Call Center.

Maryland

How Do Children Get to Public School in Maryland?

- School Buses—each county in Maryland provides school buses for students to ride to and from their neighborhood school unless the student lives within walking distance of the school.
- Walk—students may walk to their school, if they live within walking distance.
- Public Transportation—students may ride public transportation if they choose; however, the school does not provide funding for this type of transportation.

What if Your Student is Not Attending His Neighborhood School?

If the child is placed in another school due to their special education needs:

- The county will provide transportation to the student; contact the special education coordinator at the child's school to set up bus transportation.

If the child is attending another school under the McKinney-Vento Act:

- The county will provide transportation to the student; you should contact the Homeless Education Office in the child's county to set up bus transportation.

If the child is attending another school under COMAR 07.02.11.12:

- The student may ride any county school bus which is routed to their current school; however, the county will not route a bus specifically for the student.

What Can I Do if I Run Into Problems with Transportation in Maryland?

- Contact the transportation office for the child's county of attendance.
 - Prince George's County: 301-952-6570

CLC Information Sheet

Credit Recovery

Ways to Complete Courses for Additional Credit:

◆ Credit Recovery Courses Through DCPS:

- Students can earn up to 3 additional credits per year by participating in Credit Recovery courses at their neighborhood school.
- To qualify to participate in a Credit Recovery course, the student must have previously failed the course. Credit Recovery courses may **not** be earned for original credit.
- These classes are often offered before school, during lunch, or in the evening.
- Each school determines which courses and at what time the courses will be offered. If your student needs a course that is not offered at their home school, they may take Credit Recovery courses at another DCPS high school.
- School counselors should have information about what is available at each specific school.

◆ STAY Programs:

- The STAY Program is offered at Ballou High School and Roosevelt High School.
- A student can be enrolled in traditional high school courses and the STAY Program at the same time to earn additional credits.
- Courses taken in the STAY Program can be either for credit recovery or original credit.

◆ Summer School:

- A student may earn up to 2 credits per summer through DCPS' Summer School Program.
 - Courses taken during DCPS's Summer School Program can only be taken for credit recovery (the student must have previously failed the course).
 - DCPS has limited space in their Summer School Program; therefore, preference is given to 9th and 12th grade students.
 - DCPS's Summer School Program is free to DC residents.
 - DCPS's Summer School Program is available to all DC residents, even if the student attends a charter school or is a ward placed in a home in a surrounding jurisdiction.
- A student may earn up to 2 credits per summer through PGCPs's Summer School Program.
 - Courses taken during this program may be taken for credit recovery purposes or as original credit.
 - Students should have these courses pre-approved for transfer by the principal and the Office of College & Career Readiness at DCPS.
 - These courses are open to students from surrounding jurisdictions; however, there is a significant fee for the PGCPs Summer School Program.
 - There is a fee reduction if the students are wards of the District of Columbia and attend PGCPs schools.

◆ **Online or Private School Programs:**

- A student may take courses for original credit or credit recovery purposes through online programs or private school programs.
- These courses must be pre-approved by the principal and the Office of College and Career Readiness at DCPS.
- Any course taken must be through an approved vendor, in order to receive transfer credit from DCPS. The approved vendor list can be found in this section of the Education Toolkit.
- Students may not take a lab science or physical education through an online course.
- Students may only take 1 course at a time through this program.

CLC Tip Sheet

Things You Can Do to Monitor Your Client's Education

Before the School Year Begins:

- ◆ Make sure the child is enrolled in an appropriate school and that all necessary tuition contracts and registration paperwork has been completed.
- ◆ Inquire about any orientations or welcome sessions.
- ◆ Make sure your client has the required school uniform, supplies, etc.
- ◆ Make sure the school has a copy of your client's IEP or 504 Plan. Do not assume the school will timely receive copies of school records from the child's previous schools. If there are particularly significant evaluations or if your client has a history you want the school to be aware of, provide that information to the school as well with a detailed cover letter. Provide that letter and documentation to the Registrar, the individual the school identifies as responsible for special education services or the Principal if no other contact is identified, and retain a copy for yourself.
- ◆ Make sure your client has transportation to and from school if needed. If your client is receiving transportation through the District of Columbia Public Schools, call the Parent Resource Center a few days before the start of school to confirm your client's route number and pick up time.
- ◆ Make sure your child has a plan for after care if needed.
- ◆ Record reminders for key school year dates on your calendar (*i.e.*, the first day of school, end of advisory periods, when progress reports and report cards are issued, parent/teacher conference dates, vacation days, etc.). If your client receives special education services, also set reminders for when triennial re-evaluations and annual IEP revisions are due.
- ◆ Get a copy of your client's transcript and determine how many credits your client has to graduate.

Early in the School Year:

- ◆ Get a copy of your client's class schedule and review it for its appropriateness (*i.e.*, proper classes/credits to meet graduation requirements, appropriate special education hours, etc.).
- ◆ Make sure your client has all the supplies he/she needs for class (*i.e.*, locker, any special notebooks, materials).
- ◆ Call to introduce yourself to the client's teachers and service providers and ask them the best way to reach them and communicate with them throughout the school year. Given the high case load of

some service providers, it is also helpful to ask them who their designee is if they are unavailable, and get multiple contact mediums (fax, phone, email). Give them your business card!

- ◆ Introduce yourself to the assistant principal or other personnel responsible for discipline and request to be notified of all disciplinary matters pertaining to the student. Give them your business card!
- ◆ Schedule a school visit and class observation to monitor your client's progress and services.
- ◆ Request a 30-day IEP review meeting for a special education student in a new school in order to review the child's services and meet his/her providers.
- ◆ Line up tutors as needed to assist with the child's areas of weakness.

Mid-Year:

- ◆ Start considering school options for next year and whether you need to complete out-of-boundary requests or charter school applications.
- ◆ Start requesting annual IEP review meetings and consider whether ESY services are needed for the summer!

Throughout the Entire Year:

- ◆ Obtain copies of all progress reports and report cards as soon as they are issued.
- ◆ Attend all meeting that pertain to the student's progress.
- ◆ Check in with the caretaker, teacher, tutor, or other persons close to the child to determine if the child is learning and making academic progress.
- ◆ If your client is not making progress, consider request an SST or SIT meeting or getting the child evaluated to determine the source of the child's learning difficulties.
- ◆ Make sure there is a person (parent or other person who qualifies as the parent) qualified and identified to make educational decisions for the child if the child receives special education services.

CLC Tip Sheet

Questions to Ask on School Visits

You may want to modify this list depending on the type of school and the child's needs.

Questions to Ask at a Potential School and/or a Child's Current School

- ◆ How many students are in the child's classroom?
- ◆ How many adults are in the classroom? What are their roles (*e.g.*, teacher, aide, or clinician)? What are they certified/trained in? For high school students, is the teacher highly qualified in the subject he/she is teaching? Special education certification?
- ◆ How are the children at the school grouped (*e.g.*, by disability classification, age, gender, ability level?)
- ◆ Are there times of the day (*e.g.*, lunch or recess) where children from different groupings interact?
- ◆ How are special education and related services (*e.g.*, speech/language therapy, physical therapy, occupational therapy, or counseling) offered? Are there full-time employees to provide those services or do the providers float between different schools? How often are the providers at the school? What are they trained/certified in? How are services provided (*e.g.*, pull-out, integrated in the classroom)?
- ◆ How does the school implement behavior interventions (*e.g.*, a point system, token economy, a time-out room)?
- ◆ Does the school provide free breakfast and lunch? (Many private schools do not, which mean you may need to discuss with the child's social worker and caretaker how to make sure the child has enough money for meals.)
- ◆ For high schools, does the school provide a diploma-track or a certificate-track? What percentage of the student body is on each track?
- ◆ Ask any other questions that are important to the child, for example:
 - Does the school offer the extracurricular activities the child enjoys?
 - Do the students have to wear uniforms?

Additional Questions to Ask at a Child's Current School

- ◆ How many hours of specialized instruction is the child receiving? Who provides it? In what setting are the services provided (*e.g.*, self-contained classroom, pull-out, inclusion)? Does the child have a dedicated aide? If yes, why?
- ◆ If the child is in a self-contained classroom, is the child ever integrated with regular education students (*e.g.* at lunch or recess)?

- ◆ What related services does the child receive (*e.g.*, counseling, speech and language therapy, physical therapy, or occupational therapy)? When do those occur during the week? What are the provider's name and qualifications? Where are those services provided (*e.g.* outside or inside the classroom)? Get service trackers to see what the child has been working on and to make sure that he/she is actually receiving the required services.
- ◆ For high schools, if the child is on the diploma track, how many Carnegie units has he/she earned? How many more does he/she need to graduate? Is the child in the correct classes?
- ◆ Get an update on the student's progress: What are the child's strengths and weaknesses, academically and behaviorally? What is he/she working on at school right now? Get work samples. Is the child making progress in each of his/her academic subjects? How does his/her progress compare to other students in the class? Have any recent evaluations or assessments (formal or informal) been done? If yes, get copies of the results. What areas of the student's performance need improvement? What is the school's plan to help the child? If there is a behavior system in the class (*e.g.*, token economy, point system, or behavior charts), how does the child do with that?
- ◆ Ask about special education and other school records: Do you and the school have up-to-date records? Be sure that you have a copy of the child's current IEP. Also request comprehensive school records (*e.g.*, attendance, report cards, IEP progress reports, meeting notes, prior IEPs, assessments and evaluations, and disciplinary records).
- ◆ Ask about discipline/suspensions/behavior: Does the child have any suspensions (in-school or out-of-school)? Why? What interventions – including positive behavioral interventions – have been tried with the student? What was the result? Get copies of discipline records.
- ◆ Ask about the student's relationships with peers/social interactions: How does the student interact with his/her peers? Any concerns?

CLC Tip Sheet

School Enrollment and Uniforms

When Must Children Be Enrolled in School in DC?

- All children of compulsory school age (ages 5-18) must be enrolled in school in order to access their education, but many times children in foster care have challenges with the enrollment process.
- Under DC law, it is the responsibility of the parent, guardian (or person who has custody or control of the child) to place a minor child who will be 5 years old on or before September 30th of the current school year in an educational institution (whether it be public, private, independent, or parochial school, or private instruction). See DC Code § 38-202(a).

Out of Boundary Lottery Process & Applications to Specialized High Schools

- All DC residents of school age are eligible to enter the Out of Boundary Lottery (now called the My School DC Common Lottery) through the My School DC website. See <http://myschooldc.org>. DCPS and most DC public charter schools are part of the common application and common lottery to simplify this process. First round lottery applications are usually due in early February each year.
- Specialized high schools have additional requirements such as entrance exams, interviews or auditions and their deadlines are typically before the end of the calendar year.

What are Some Common Myths about School Enrollment in DC?

- Legal Custody of the Child: Persons registering a DC student are not required to have legal custody of the child in order to enroll a student in a DC school.
 - For more on this topic and for copies of the forms an “other primary caregiver” will need when enrolling a student in school, see the section of this Toolkit on DC Residency Verification.
- Children in Foster Care: Even if they are missing required documentation, children in foster care are entitled to enroll in a school *immediately*.
 - For more information on this topic, see the CLC Tip Sheet on School Stability and information on the Fostering Connections Act found in this Toolkit.

What if the Child Receives Special Education?

Schools are not permitted to discriminate against students on the basis of disability in the enrollment process, including whether they have an Individualized Education Program (“IEP”). In most instances this means that schools may not ask about whether a child receives special education services as part of the application.

Uniform Violations

School uniform policies must conform to DC regulations. *See* 5 DCMR § 2408 *et seq.* A student who fails to abide by a mandatory uniform policy cannot be given an out-of-school suspension or be barred from attending school. Each school implementing a mandatory uniform policy is required to have a bank of uniforms to loan out to non-compliant students and establish other mechanisms to assist students who require financial assistance in obtaining a uniform. Students who require financial assistance in obtaining a uniform shall not be subject to corrective or disciplinary action for non-compliance.

Questions about a Case?

Call the Children’s Law Center Helpline, 202-467-4900, option 3. Our Helpline attorney will be happy to discuss the issue with you after conducting a conflict check.

CLC Tip Sheet

Foster Children's Right to School Stability

Historically, children in foster care were placed in a new school after they were removed from their family or their home placement changed. Federal law now requires that child welfare agencies partner with local education agencies (such as DC Public Schools and Prince Georges County Public Schools) to ensure that children and youth in care have educational stability. Practically, this means that the Child and Family Services Agency ("CFSA") is now required to keep a child in the school she attended prior to entering foster care or prior to a change in home placement, unless it is not in the child's best interest to remain at that school. Under federal and District law, children in foster care have a right to school stability. Guardians *ad litem* and parents' attorneys have several grounds to help them enforce this important right.

The McKinney-Vento Homeless Assistance Act

The federal McKinney-Vento Act, which is incorporated into District law,ⁱ addresses the harm of unnecessary school disruptions by providing children with two important rights: (a) the right to attend their "school of origin;" and, (b) when attending their school of origin does not serve their best interests, the right to enroll *immediately* in a new school, even without regular enrollment papers.

All District of Columbia Children in Foster Care Have McKinney-Vento Rights. The McKinney-Vento Act covers all "homeless" students, a category defined to include children "awaiting foster care placement."ⁱⁱ The District's State Plan (the formal document governing how the District will comply with the federal law) defines "awaiting foster care" to include *all* children in foster care – meaning McKinney-Vento covers all children in foster care in the District.ⁱⁱⁱ McKinney-Vento applies to children in public preschool programs, not only K-12 schools.^{iv}

Even With a Right to Attend Their School of Origin, Transportation Can Be Insufficient. The McKinney-Vento Act entitles children in foster care to receive "comparable" transportation assistance to non-homeless students. The District has not defined "comparable." The District's State Plan only requires it to provide Metro fare to homeless students and their parents.^v However, in many cases, this assistance will be insufficient to transport children in foster care to their school of origin, particularly if a child's home placement is outside of the District.

Title IV-E and the Fostering Connections to Success Act

In 2008, Congress passed the "Fostering Connections" Act which requires states to develop a "plan for ensuring the educational stability" for each child in foster care and includes language providing federal funds to states to transport children in care from their home placements to their schools of origin. The law requires that child's case plan "ensur[es] the educational stability of the child" measured at the "time of each placement" – the word "each" is intended to clarify that the right to school stability applies to the school the child was attending or enrolled in at the time of each placement change.^{vi} Therefore, under federal law, CFSA is required to develop a "plan for ensuring the educational stability of the child while in foster care" including "an assurance" that CFSA has coordinated with the relevant schools to ensure that the child remains in the school in which the child was enrolled at the time of the initial removal or at the time of any subsequent home placement change, unless doing so is demonstrated to be contrary to the child's best interests.^{vii}

District Law

The D.C. Council has enacted legislation^{xi} that embraces the importance of school stability in neglect cases. *During the entire shelter care phase*, CFSA and the Family Court must presume that a child should continue to attend her school of origin (*i.e.* the school the child was attending at the time of removal or, if the removal occurred during the summer or another school vacation, the school the child would have attended).^{xii} The presumption may be rebutted, but only after the Family Court makes a determination that school stability is contrary to the child's best interests. *During other stages of a neglect case*, the same presumption applies, but CFSA (as opposed to the Family Court) can first make the determination whether it is in the child's best interest – but only after consultation with other parties to the case.^{viii} Other parties may still seek a Family Court order to protect a child's school stability under the Court's dispositional authority.

Maryland Law

Maryland recently enacted legislation that expands Fostering Connections to include a child who is in the custody of, committed to, or otherwise placed by a local department of social services.^{ix} Regardless of where an eligible child is domiciled, the child shall be allowed to remain at the school that he/she was attending if the local department of social services, in consultation with the local school system, determines that it is in the child's best interests to do so.^x Maryland regulations outline what factors should be considered in determining what is in a child's best interests.^{xi} It is the local department of social services which is responsible for the cost of transportation.

CFSA Policy

Like DC law, current CFSA policy provides for school stability with respect to the school of origin.^{xii} The agency must “exhaust all efforts to have the child or youth remain in the school of current enrollment, if it is in the best interests of the child or youth” – even at schools enrolled in *after the time of removal*. CFSA's policy provides for transportation to the original school while the decision is being made regarding the child's best interests and thereafter.

How Can I Troubleshoot Problems in my Case?

CFSA's vision is that school enrollment decisions should be made collaboratively with families and not unilaterally by social workers, and that the value of school stability should be respected. If that is not occurring in a particular case, lawyers for parents and for the child should discuss the issue with the social worker and his/her supervisor. Lawyers should also consider contacting Education Specialists, Tim Fitzgerald (202-727-8028) or Cortni Mitchell-Colston (202-727-4951) in CFSA's Office of Well Being to resolve school stability problems.

What are my Best Arguments in Court?

If CFSA is seeking to or has recently changed the school placement of your client or your client's child contrary to your client's wishes and the child's best interests, argue forcefully why the change is contrary to the child's best interests and consider making the following arguments:

1. CFSA has violated the child's right to attend his/her school of origin as provided by the McKinney-Vento Act and DC law.^{xiii}
2. CFSA has failed to satisfy its obligation under federal and DC law to "ensure" the child's right to school stability.^{xiv}
3. DC law provides that there is a presumption for school stability at the school of origin at all stages of a neglect case.^{xv}
4. During the shelter care phase, the presumption favoring school stability can be rebutted only if the Family Court makes a determination that school stability is contrary to a child's best interests.^{xvi}
5. During other phases of a neglect case, CFSA can override that presumption only if it determines that doing so is in the child's best interests after consultation with other parties.^{xvii} Other parties may seek a Family Court order to override such a determination^{xviii} – especially if CFSA has not followed its own policy to exhaust all efforts to have the child remain in his current school (even if not the school of origin) if it is in the best interests of the child,^{xix} or has violated other authorities, such as the McKinney-Vento Act.
6. Under agency policy, CFSA must provide the transportation necessary to effectuate the child's right to school stability and fulfill its obligation to ensure the child attends his school of origin.^{xx} CFSA can receive federal financial support for the cost of this transportation,^{xxi} which lessens concerns that cost makes it difficult for CFSA to meet its legal obligation to foster school stability.

What if the Child's Best Interests Requires Enrollment in a New School?

Sometimes a new school placement is required – to keep the child safe, to improve his/her academic performance, or because the new foster home is so far away from the child's school that the commute is untenable and worse than a school disruption. In such instances, the child has a right to immediate enrollment in a new school, without adhering to formal enrollment procedures, as is explicitly set forth in DC law and CFSA policy.^{xxii}

What if the Child Receives Special Education?

If a child has an Individualized Education Program ("IEP"), special education law provides another layer of protection for her school stability. In many cases, only the child's educational decision maker (not CFSA) should be changing her school placement and only in accordance with special education procedures. Also, a child receiving special education services may also be eligible for special education transportation to her school of origin.

Questions about a Case?

Call the Children's Law Center Helpline, 202-467-4900, option 3. Our Helpline attorney will be happy to discuss the issue with you after conducting a conflict check.

ENDNOTES

- ⁱ 42 U.S.C. § 11431 et seq. The federal law is incorporated into District law at 5 D.C.M.R. §§ 2010 & 5099.
- ⁱⁱ 42 U.S.C. § 11434a(2)(B)(i); 5 D.C.M.R. § 5099.
- ⁱⁱⁱ McKinney-Vento Homeless Assistance Act State Plan at 3, available at http://www.osse.dc.gov/seo/frames.asp?doc=/seo/lib/seo/mckinney-vento_state_plan_0910.pdf.
- ^{iv} 42 U.S.C. §§ 11431(1), 11432(g)(1)(F)(i).
- ^v D.C. State Plan at 10.
- ^{vi} 42 U.S.C. § 675(1)(G)(amended by Public Law 112-34 on September 30, 2011).
- ^{vii} *Id.* D.C. law incorporates the language from the federal law into D.C. Code § 1301.02(3)'s definition of a "case plan." D.C. Act 18-633, Prevention of Child Abuse and Neglect Amendment Act of 2009, available at <http://www.dccouncil.us/images/00001/20101129155213.pdf> (took effect on March 12, 2011).
- ^{viii} 42 U.S.C. § 675(4)(A).
- ^{ix} MD. Educ Code Ann. § 7-101 (2014).
- ^x MD. Educ Code Ann. § 7-101(b)(2)(ii)(4) (2014).
- ^{xi} COMAR 07.02.11.12 Education of the Child in Out-of-Home Placement
- ^{xii} ACYF-CB-PI-08-05, at 8, http://www.acf.hhs.gov/programs/cb/laws_policies/policy/pi/2008/pi0805.pdf.
- ^{xiii} U.S. Dep't of Health and Human Services, Administration for Children and Families, Children's Bureau, Child Welfare Policy Manual section 8.1B Question 27, available at http://www.acf.hhs.gov/j2ee/programs/cb/laws_policies/laws/cwpm/questDetail.jsp?QAId=1803.
- ^{xiv} D.C. Act 18-633, Prevention of Child Abuse and Neglect Amendment Act of 2009, available at <http://www.dccouncil.us/images/00001/20101129155213.pdf> (took effect on March 12, 2011).
- ^{xv} D.C. Code § 16-2312(k).
- ^{xvi} D.C. Code § 4-1303.03(b)(11).
- ^{xvii} CFSA Administrative Issuance 10-2, Educational Stability for Children and Youth Entering or In Foster Care, available at http://cfsa.dc.gov/CFSA/Publication%20Files/Policy%20Manual/AIs/AI_EducationalStabilityChildrenYouthEnterFosterCare.pdf.
- ^{xviii} See n. 1-4.
- ^{xix} See n. 6, 10.
- ^{xx} See n. 10-12.
- ^{xxi} See n. 11.
- ^{xxii} D.C. Code § 16-2320(a)(5).

CLC Tip Sheet

DC School Transfers

Children in DC transfer schools much more frequently than their peers. This is partially due to the abundance of charter school options to pick from, but also due to a large transient population. DCPS has several transfer policies that you should be aware of in order to aid or block your client's school transfer.

Voluntary Transfers

All DC residents are eligible to participate in the My School Lottery each year for Out-of-Boundary Transfers. Most DCPS and charter schools accept students through a random common application and lottery. Some specialized high schools have additional requirements, but still cannot discriminate on the basis of disability. Priority is given to students who live within a school's attendance zone.ⁱ Priority is also given if a student's sibling currently attends the requested school, the student resides within reasonable walking distance of the school or the school is preferred to the in-boundary school.ⁱⁱ

The Chancellor can grant discretionary transfers. Under current DC law, only the DCPS Chancellor is authorized to grant a discretionary school transfer. The Chancellor may use his/her discretion to determine the duration of the approval based on the best interests of the student and may approve only those transfers that promote the overall interests of the school system.ⁱⁱⁱ

Student's whose attendance zone changes are transferred to the school in-boundary for their new residence. These transfers are effected by the current principal and must be proposed in writing. Applications for exceptions for seniors and appeals are available and must be provided to the principal prior to the effective date of the transfer.^{iv} Homeless students are exempt from this provision; please see the School Stability Section for more information.

Involuntary Transfers

DCPS can seek to transfer a student against their wishes in certain circumstances. Involuntary transfers should not occur without notice of the reasons for the transfer and the parents/students have the right to challenge the proposal via requesting a hearing. All involuntary transfers shall be approved by the Assistant Superintendent whose jurisdiction encompasses the school recommending the transfer. Special education placements are provided an opportunity to request a hearing under Chapter 30 and, therefore, no separate hearing on the transfer is required.^v

In exceptional circumstances a student may be subject to an immediate involuntary transfer. This transfer must result from the student being charged with or accused of a criminal offense and the circumstances are those which the Superintendent or designee believe disturb the peace, health, safety or welfare of the students or staff if the student remains in their original school placement.^{vi} A subsequent review hearing may be requested and an administrative decision will be rendered pursuant to the procedures for disciplinary hearings.

ENDNOTES

ⁱ 5 D.C.M.R. § E-2109 (High School Selection Transfers)

ⁱⁱ 5 D.C.M.R. § E-2106 (Out-Of-Boundary Transfers)

ⁱⁱⁱ *Id.* at 2106.6

^{iv} 5 D.C.M.R. § E-2105 (Transfers Due to Change of Address)

^v 5 D.C.M.R. § E-2107 (Involuntary Transfers)

^{vi} 5 D.C.M.R. § E-2108 (Immediate Involuntary Transfers)

CLC Tip Sheet

Student Discipline in DC Schools

What governs school discipline for students enrolled in DC schools?

The laws or policies governing how students are disciplined in school depend on where they attend. Most charter schools maintain their own policies regarding discipline and students' rights. For students enrolled in DCPS, the disciplinary regulations can be found at 5 D.C.M.R. § B-2500 and 1 D.C.M.R. § 2901 et. seq. Special education students also have some disciplinary protections granted by federal law (for more information on this topic, see our Tipsheet on Special Education and Discipline in this Section).

Do those regulations apply to DC public charter schools as well?

No. Charter schools are exempt from local laws and regulations and thus, each school is free to set their own disciplinary policies and procedures. Those procedures can usually be found in the charter school's Parent or Student Handbook. For a listing of all the handbooks currently available, you can go to: <http://www.dcpsb.org/MISC/discipline-and-attendance.aspx>.

What are the guiding principles of the DC school disciplinary regulations?

- Students should remain in their instructional program to the maximum extent possible.
- Discipline should be implemented progressively, beginning with the least severe appropriate response; expulsion should always be the last resort.
- Disciplinary responses should be logical, appropriate and instructive.

How is discipline defined in the DC disciplinary regulations?

Disciplinary responses are divided into 5 tiers. Tier 1 is for minor infractions and Tier 5 is the most severe. Each tier has allowable consequences that correlate with the severity of the violation. A chart of each tier, the behaviors that fall in it and the available disciplinary responses are included in this Section.

What are the lengths of each suspension type?

- **Short Term suspension:**
 - 1-5 school days for middle & high school
 - 1-3 school days for elementary school
- **Medium term suspension:**
 - 6-10 school days
- **Long Term suspension:**
 - 11-90 school days

What are some examples of permissible disciplinary responses?

For lower tier offenses: verbal redirection, teacher/student conference, parental contact, temporary removal from the classroom, in-school disciplinary action or development of a behavioral contract. For higher tier offenses: all of the previously listed interventions/responses, plus on-site short term suspension with interventions, off-site medium to long-term suspensions, or expulsion as warranted; however, expulsion and any form of school exclusion should always be the last resort.

Can a DCPS student be suspended for missing school or showing up without a uniform?

No. The DC disciplinary regulations specifically prohibit DCPS schools from suspending or expelling students for unexcused absences or failing to adhere to a mandatory uniform policy.

What, if any action, are school principals supposed to take to ensure everyone is informed about the disciplinary policies and that all incidents of discipline are recorded?

Principals should ensure that a copy of DCPS' policies and procedures on discipline are made available to each student and parent within 30 days after the start of the school year.

Can disciplinary action be taken against a student for actions that occur anywhere or at any time?

No. In order to take disciplinary action against a student in a DCPS school, the behavior must have occurred: 1) on school grounds; 2) on or off school grounds while participating in and attending a school function or activity, including field trips, extracurricular activities, or athletic events; 3) off school grounds and traveling in transportation provided by DCPS.

Students can also be disciplined for committing a prohibited offense during before-school or after-school programs or for committing a prohibited offense off school grounds or outside regular school hours that results in significant disruption to the school environment.

What due process rights should DCPS schools be providing to students whenever a suspension or expulsion is being recommended?

- **Right to Written Notice:** The student and parent must be given written notice of all disciplinary action no later than 1 day after the disciplinary action is recommended.
 - That notice should include:
 - A description of the infraction and the rules upon which the action is based;
 - A summary of the facts;
 - The length of the proposed suspension or expulsion;
 - The recommendation for an education Plan or alternative educational setting; and
 - Information about the student's right to appeal.
- **Right to a Student Conference:** A school official must convene a conference with the student before taking disciplinary action to get their version of events.
 - The conference may include the parent or guardian and or the student's legal representative, but their participation is not required.
- **Right to Remain in School Until a Final Disciplinary Determination is Made:** only where emergency conditions exist (see next question below) should a student be restricted from attending school prior to a conference or hearing.
- **Right to a Disciplinary Hearing** (whenever expulsion or a suspension of 11+ days is recommended) – in these instances, the case is automatically referred to OAH for a disciplinary hearing. For more information on the hearing process, read below.
- **Right to Inspect Records:** the student has a right to examine the student's records and the official report of the incident.

➤ **Right to Appeal the Disciplinary Action:**

- **Short to medium-term suspensions:** Parent or guardian must request an appeal orally or in writing within 2 school days of receiving notice of the disciplinary action; appeal should be heard by principal or Chancellor’s designee within 1 school day with a decision issued within 1 school day of the decision being heard.
- **Long-term suspensions or expulsions:** Parent must appeal within 5 school days of receiving notice of the decision (based on the school’s recommendations following the OAH hearing); Office of youth Engagement (“OYE”) (suspensions) or the Chancellor’s Office (expulsions) should convene a conference within 3 school days to consider the appeal; OYE or the Chancellor’s office shall render a final decision no later than 2 school days after the conference.

Who oversees the disciplinary hearings for long-term suspensions and expulsions?

DC’s Office of Administrative Hearings (“OAH”) oversees the disciplinary hearings for DCPS Students and the hearings are scheduled by OYE. The parent should receive a notice of the hearing several days prior to the scheduled hearing date and all hearings are conducted at the OAH offices located at: 441 4th Street, NW, Suite 450, Washington DC 20001 (right by the Judiciary Square metro stop).

What is the purpose of the disciplinary hearing?

The hearing gives both the parent/student and the school an opportunity to present their version of the facts. At the conclusion of the hearing, the administrative law judge will decide:

- Whether the student committed the alleged violations;
- The proper Disciplinary Tier for any violation committed; and
- Whether due process procedures have been followed.

Is there any time that a student can be suspended or expelled from school immediately without following the above procedures?

A student may only be excluded from school prior to a conference or hearing if they are contributing to an emergency situation at the school (defined at 5 D.C.M.R. § B-2504.4). This includes: setting a series of fires or false alarms, causing a large number of abuses of property or any behavior so disruptive or dangerous that it poses a real and immediate threat to the health and safety of the school community or the ability of the school to continue normal operations.

What are the student’s due process rights in the conduct of disciplinary hearings?

- **Right to a continuance:** the parent/student may request to postpone the hearing up to 5 school days to prepare and secure witnesses for the hearing.
 - OAH has a standard form parents (or attorneys) can file to request another hearing date, accessible here: <http://oah.dc.gov/node/176542>.
- **Right to inspect records:** the parent/student has a right to inspect and see copies of the student’s entire disciplinary file.
 - These records can be requested from OYE if the school cannot produce copies.

- **Right to bring a representative of the student's choice**
 - It is highly recommended that GALs attend these hearings to defend their client's interests if they are able.
 - If you intend to serve as an attorney for the child at the hearing, you should file a notice of appearance to OAH in advance of the hearing – the standard form and filing instructions can be accessed on OAH's website: <http://oah.dc.gov>.
- **Right to call witnesses and present documentary evidence in support of their case:**
 - The judge and school district representative may ask questions of any witness presented.
- **Right to ask questions of any witness presented by the school and challenge any of their exhibits.**

When will OAH issue a decision and what impact does that decision have on the student?

The ALJ shall issue findings of fact and conclusions of law within one school day after the record closes. If the decision concludes that the student committed the alleged offense, DCPS is bound by the ALJ's findings of facts and conclusions of law, but has the discretion to decide the appropriate punishment within the proper tier found by the ALJ. If the decision concludes the student did not commit the alleged offense, DCPS is bound by that decision and cannot take further disciplinary action.

So if the ALJ recommends that a suspension be reduced to fewer days in his/her decision, the school can ignore that recommendation and still issue a longer suspension?

Yes, so long as a longer term suspension is permitted within the applicable Tier as decided by the ALJ, the school has that discretion.

What can a parent do if they disagree with the ultimate disciplinary action recommended by the school?

The parent can appeal the final notice of discipline to either OYE or the Chancellor within 5 school days of receiving the notice.

CLC Tip Sheet

Special Education & Discipline

Special Education & Discipline: Tips and Protections

Students who receive special education services under the IDEIA have additional special protections. This tip sheet details some important disciplinary provisions in federal law and regulations for special education students that you can use to advocate for your client.

- ◆ *Continued Services:* If a special education student has been removed from his or her current school placement for 10 days in a school year, the school system must continue to provide services that allow the child to participate in the general education curriculum and make progress toward IEP goals. 34 C.F.R. § 300.530.
 - These services may be provided in an interim alternative educational setting, as decided by the IEP team. 34 C.F.R. § 300.531.
- ◆ *Change of Placement:* A removal of 10 or more consecutive days in a school year is a change of placement. A pattern of removals totaling more than 10 days in a school year that involves similar behaviors may also be a change of placement. 34 C.F.R. § 300.536.
- ◆ *Manifestation Determination:* There cannot be a change of placement without the school system holding a special meeting, called a manifestation determination. 34 C.F.R. § 300.530 (e-f). The purpose of this meeting is to determine if the behavior resulting in the discipline is a manifestation of the child's disability.
 - If the school district has failed to implement the IEP *or* if it is determined that the child's behavior was a manifestation of the child's disability, the IEP team must conduct a functional behavior assessment (FBA) or revise an existing behavior intervention plan, and the child must be allowed to return to the original placement and not be suspended or removed unless the parent and school agree otherwise.
- ◆ *Exception for Dangerous Behaviors:* Regardless of the manifestation determination, a school system may remove a child to an interim alternative setting for certain behaviors, such as bringing a weapon to school or inflicting serious bodily injury on a person at school, for up to 45 days. 34 C.F.R. § 300.530 (g).
- ◆ *Right to Appeal:* Parents or the LEA can appeal disciplinary decisions relating to special education students. Decisions about manifestation determinations and placement can be appealed to a hearing officer. 34 C.F.R. § 300.532.
 - Disciplinary due process hearings are expedited and follow state timelines.
- ◆ *Students Who Have Not Yet Been Found Eligible For Special Education:* Children who do not receive special education services may still be eligible for the special education disciplinary protections if the school system had knowledge that the child had a disability, e.g. if the parent had requested an evaluation. 34 C.F.R. § 300.534.

- If a request for an evaluation is made while a student is in a disciplinary removal, the evaluation must be conducted on an expedited basis.

Advocacy Tips

Before Your Client is Suspended or Expelled

- Be proactive, especially if your student has previously struggled with school discipline.
 - When sending records requests, include a specific request for all disciplinary records, and ask that they be contemporaneously provided to you.
 - For students not yet found eligible for special education and related services, notify the school system that you believe they are eligible and should be afforded the protections of an eligible student until the eligibility process is completed.
 - Determine, at the outset of each school year, how the “chain of command” works with respect to discipline in your student’s school, e.g., are suspension requests signed off on by specific school personnel, or are they supposed to be? Ensure that all correspondence regarding eligibility is copied to that individual, as well as the special education coordinator or principal where appropriate.
- Make sure your client informs you of suspension days that may not be formal suspensions ---e.g., the student being sent home early or the parent being told to keep the student home for a field trip or other school day.

When Your Client Receives a Short-Term Suspension

- Immediately contact the school and request all documentation regarding the suspension.
- If documentation is not received contemporaneously, ask directly (or have your client) ask the student what happened, and in writing memorialize your client’s version of events as well as the fact that documentation was not provided.
- Keep track and provide the school with notice when the student has been suspended out of school (including send homes) for ten days.

When Your Client Receives a Long-Term Suspension or Expulsion

- If a student is referred for a long-term suspension (10 days or more, or an out of school suspension that brings the student over the 10th day), the school must hold a Manifestation Determination (MDR) meeting before the student hits the 10th day to prevent a denial of FAPE.
- Students may be suspended for long-term periods without the MDR being held first, but only in cases of extreme risks to health and safety. Push the school district to be very clear about why a student is a safety risk if they are advocating the student be suspended for these reasons, especially if they are not recommending a change in placement.
- If the student is suspended for more than 10 days they will be referred for a hearing at the Office of Administrative Hearings.

At the Manifestation Determination Review Meeting (MDR)

- Prior to the MDR meeting, you should be provided with all of the student's records. If you have not, note this objection at the outset of the MDR meeting. Also make sure to discuss with the student beforehand whether they have given any reports or statements about the incident and what they plan to say at the MDR.
- Sometimes it is best to have the student write a letter or statement to use as a guide for their discussion or in lieu of providing an oral statement, as the student may become upset or frustrated when the incident is discussed or different versions of the incident are shared.
- Advocate for extended discussion at the MDR of both the impact of the student's disability, and whether or not the school district is implementing the IEP, including whether or not the school has timely developed a Functional Behavioral Assessment and Behavioral Intervention Plan.

If Your Client is Suspended

- Make sure they have been placed in an alternative setting that can implement the student's IEP.
- In the case of charter schools, make sure the alternate educational setting is identified at the MDR. Charter schools cannot place students at DCPS' alternative placement (called "CHOICE" Academy) and often don't have an identified alternative placement for disciplinary purposes. As a result, they are often confused about where to place a student, but long-term discipline removal must be to an appropriate interim alternative educational setting that can implement the students' IEP, which most likely cannot be done in the student's home or at a local library (as schools often propose).

CLC Tip Sheet

Bullying and School Safety Issues

The Basics: Defining Bullying and School Responsibilities

Defining Bullying Generally: bullying is generally understood as aggressive behavior, repeated over time, where the aggressor is more powerful than the victim. It is important to note, however, that power need not consistently be held by the aggressor – a student who bullies one day can be a victim the next.

Definition of Bullying for DC Agencies: In the District of Columbia, “bullying” is defined in the Youth Bullying Prevention Act of 2012 as “*severe, pervasive or persistent act or conduct, whether physical, electronic or verbal that [...] may be based on the student’s actual or perceived [...] personal appearance, gender identity or expression, or any other distinguishing characteristic [...] and shall reasonably be predicted to (a) place a student in reasonable fear of physical harm to his or her person or property; (b) cause a substantial detrimental effect on the student’s physical or mental health; (c) substantially interfere with the student’s academic performance or attendance; (d) substantially interfere with the student’s ability to participate in or benefit from school activities or services; or (e) materially and substantially disrupts the education process or the orderly obligation of the school.*” (Emphasis added.) Under the act, all DC agencies that provide “services, activities or privileges to youth” must have a policy to address bullying that includes this definition. See D.C. Code § 2-1535.01 *et. seq.* (“Youth Bullying Prevention Act”). Additionally, DCPS’s policy notes that “bullying also occurs when a student or group of students maliciously spread rumors about another student.” See “DCPS District-Wide Bullying Prevention Policy,” available in the Toolkit.

MD Definition of Bullying: Maryland law defines “bullying, harassment, or intimidation” as “intentional conduct, including verbal, physical, or written conduct or an intentional electronic communication that creates a hostile educational environment by substantially interfering with a student’s educational benefits, opportunities, or performance, or with a student’s physical or psychological well-being.” Such conduct is “motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or, threatening or seriously intimidating; and, occurs on school property, at a school activity or event, or on a school bus; or, substantially disrupts the orderly operation of a school.” C.O.M.A.R. § 7-424.1 *et. seq.* Under this law, the Maryland State Board of Education was required to develop a model policy prohibiting bullying for in schools, providing either the definition set forth in the code or a definition that was no less inclusive. See C.O.M.A.R. § 7-424.1 (b)(2)(iii). The definition of bullying in the PG County Administrative Policy addressing bullying, intimidation and harassment is identical to the definition set forth in Maryland law. See PG County Administrative Procedure: Bullying, Harassment or Intimidation (“PG County Bullying Policy”), included in the Toolkit.

What Actions Steps Should I Take if a Student Reports they are Being Bullied?

- ➔ **TALK TO THE STUDENT/CLIENT FIRST.** Discuss the student's ideal approach to resolving the situation – some examples are: meeting with a neutral adult and the other student to mediate a solution or requesting a safety transfer to another school. Be sure to discuss what details the student is comfortable sharing with particular persons before making disclosures.

- ➔ **DOCUMENT** *all* bullying incidents in your own files and advocate that the school likewise documents *all* bullying incidents in accordance with their existing policies.
 - DCPS: Under DCPS's current policy, DCPS must investigate each and every reported incident of bullying within 30 days of the report and create a written record of the incident.

 - PGCPs: Under PG County Public School's current policy, reports of bullying *must* be made in writing (but can be made electronically). Once a report of bullying is received, the school then has two school days to investigate.

As part of the reporting and investigation process, DCPS and PGCPs bullying policies direct the school to develop an intervention plan to address the impact of reported bullying on the student.

- ➔ **INFORMAL APPEALS:** If a school fails to investigate a report of bullying in accordance with the school district's policy, or if the parent or student is not satisfied with the outcome of the investigation, an appeal may be made for further assistance:
 - DC (DCPS and Charter Schools): Contact Suzanne Greenfield, Director, Citywide Youth Bullying Prevention Program. Ms. Greenfield is responsible for assisting all DC schools and other District agencies in complying with DC's Youth Bullying Prevention Program. Ms. Greenfield may also be a helpful contact if you are working with a charter school that has not yet developed a bullying prevention policy. See Citywide Youth Bullying Prevention Program, available at <http://ohr.dc.gov/bullyingprevention>.

 - PGCPs: Contact the Department of Student Engagement and School Support at 301-567-8751. The Department may conduct an independent review and investigation, meet with the parent and school-based personnel, and develop alternate strategies or supports.

What Can I Do If a Bullied Student Wants to Change Schools?

DCPS: The parent may request a safety transfer for the student to another school if the parent or student believes that the student is no longer safe at his or her school placement. If the student has been the victim of a violent crime, the student may be eligible for an “Individual Student Victim Transfer” under 5 DCMR § E-3809. If not, the parent may still request that the student be transferred due to safety concerns related to bullying, although there is no codified process for doing so. Such a request should be made to the school principal and the instructional superintendent.

PGCPS: PG County’s Administrative Procedure on Student Transfers, included in this Toolkit, allows for school transfers where the student has been the victim of a violent criminal offense. Students may also request transfers in other situations but it is in the discretion of the school to approve them based on space and availability.

What Can I Do if the School Fails to Respond or Does Not Respond Appropriately to a Report of Bullying?

→ DC

- File a Grievance under 5 D.C.M.R. § E-2405.1.
 - Assess whether the school has violated the Student Bill of Rights (5 DCMR § E-2401.9) in addition to the DC Bullying Prevention Policy. For example:
 - 5 DCMR § E-2401.9 protects students from “unlawful discrimination because of [...] sex, personal appearance [...] or any other basis of unlawful discrimination.”
 - 5 DCMR § E-2401.12 grants students the “right to respect from teachers, other students, administrators and other school personnel, and shall not be subject to ridicule, harassment or any punishment that is demeaning or derogatory.”
- File a Complaint with the Office of Human Rights or the Office of Civil Rights (see Toolkit section on Dispute Resolution).
- For special education students, consider filing a due process complaint or a state complaint (see Toolkit section on Dispute Resolution).

What Protections Against Bullying Apply to Special Education Students?

Special education students are not afforded distinct protections by the current bullying policies. However, the U.S. Department of Education has informed schools that bullying of a student with a disability to the extent that it adversely impacts the student's ability to receive meaningful educational benefit constitutes a denial of a free appropriate public education ("FAPE"). Where a student with a disability is experiencing bullying, schools may need to convene an IEP team meeting to assess whether the student's needs have changed as a result. See Letter from Ms. Melody Musgrove and Mr. Michael K. Yudin, U.S. Dept. of Education – Office of Special Education and Rehabilitative Services, "Dear Colleague – Bullying of Students with Disabilities," dated August 20, 2013.

Where Can I Find Additional Bullying Resources in DC & MD?

Model Bullying Policy (DC), available at <http://ohr.dc.gov/bullyingprevention/policy>.

Maryland Department of Education – Bullying Prevention, available at http://www.marylandpublicschools.org/MSDE/divisions/studentschoolsvcs/student_services_alt/bullying/)

Maryland's Model Policy to Address Bullying, Harassment or Intimidation, available at (<http://www.msde.maryland.gov/NR/ronlyres/0700B064-C2B3-41FC-A6CF-D3DAE4969707/19401/ModelBullyingPolicyDRAFT102108.pdf>)

CLC Tip Sheet

Attendance and Truancy in the District of Columbia

Who is Responsible for Making Sure Children Attend School?

- ◆ The parent, guardian or legal custodian
- ◆ Under the Attendance Accountability Amendment Act of 2013, consequences for failure to attend school are applied as follows:
 - Children aged 5-13 – school refers a student to the Child and Family Services Administration (CFSA) after he has accumulated ten unexcused absences.
 - Children aged 14-17 – school refers a student to Court Social Services and Office of the Attorney General after he has accumulated fifteen unexcused absences.

What is an Absence?

- ◆ Missing any part of a school day without a valid excuse is presumed to be an unexcused absence. 5 DCMR §A2102.1.

How Can I Get an Absence Excused for My Child?

- ◆ Under DC regulations (see 5 DCMR §§ A2102.2 and A2102.3), each educational institution should have its own list of what constitutes an excused absence, which should be published and made available to parents and students.
 - Ex: For DC Public School students, a valid excuse is an illness or medical appointment, and an invalid excuse is oversleeping. See <http://dcps.dc.gov/DCPS/Files/downloads/Learn-About-Schools/First%20Day%20of%20School/Attendance%20Brochure%20English.pdf>
- ◆ Parents/guardians are required to indicate in writing the reason(s) for a student's excused absence, in advance if possible. 5 DCMR § A2102.4,
 - But even if the parent/guardian has not already provided written reasons for a student's absence they can still provide the reason(s) after the absence and request that the school change the absence from unexcused to excused.

Attendance Record

- ◆ All teachers are required to keep an accurate daily attendance record for students. DC Code § 38-203(a). Schools/private instructors are required to report to the Board of Education any absences exceeding 2 full days or 4 half days "in any school month," along with reasons for the absences. DC Code § 38-203(b).

Legally Permissible Consequences for Students with Multiple Unexcused Absences

- ◆ Students may be referred to CFSA for educational neglect or the Juvenile Justice System for 10-15 unexcused absences (see above).
- ◆ Students may be required to participate in the creation of an Attendance Intervention Plan or regular meetings with the school to discuss their attendance issues.
- ◆ Students may permissibly receive certain disciplinary sanctions for attendance issues. For instance, “unexcused lateness for school or class” is listed as a “Tier 1” behavior in DCPS’s disciplinary scheme, which includes behaviors that are “insubordinate or cause minor disruptions to the academic environment but do not involve damage to property, self, or others.” 5 DCMR § B2502.1(a).
- ◆ Students in non-public placements may lose their funding and placement if they miss ten days or more of school and do not follow through with appropriate attendance interventions.

Unlawful Consequences for Students with Multiple Unexcused Absences

- ◆ Out of school suspensions for unexcused absences; and/or
- ◆ Automatic removal from a school program or placement without notice and before any interventions have been attempted.

Is a PINS Case Such a Big Deal? What is the Worst that Can Happen?

While the services available to PINS youth and the charges in a PINS case may be different, the Court has very similar authority to the powers it holds in any other juvenile case. Students charged with PINS cases can be removed from their home and detained at the Youth Services Center (a juvenile detention facility) or placed in group homes if they do not comply with probation conditions – in fact, youth can even be committed to the care and custody of the Department of Youth Rehabilitation Services (“DYRS”) if a youth is not compliant with probation conditions (which almost always include regular school attendance).

Do’s and Don’ts for Working with Students with Attendance Issues

- **DO** make sure the student and parent are aware of the consequences for unexcused absences and remind them regularly!
- **DON’T** let a student sign an Attendance Contract without reviewing it. **DO** (where you have been given the opportunity to review the contract) include provisions regarding interventions the school should provide.
- **DO** make sure students returning from or being placed in out-of-state placements are aware that the compulsory age for attendance in DC still applies to them.
- **DON’T** assume, however, that out-of-state facilities are aware of how the compulsory school age in DC may vary from their own jurisdiction. How does this relate to truancy? For instance, if the compulsory age of school attendance in State X is 16 (and students can take the GED at 16), a 16 year old DC student may return to the District having passed the GED but still be subject to DC’s mandatory attendance law.
- **DON’T** be shy about asking to see documentation of a school’s efforts to provide truancy intervention, especially where a court referral is being contemplated.

CLC Tip Sheet

Special Education Process in DC Public Schools

Step 1: Child Find—Identifying if a Child Has a Disability (5 DCMR § E-3002)

IF YOU HAVE CHILD CLIENT WHO IS:

- Delayed in reaching developmental milestones
- Getting poor grades on his/her report card
- Acting out in class and getting suspended

CONSIDER THE FOLLOWING INTERVENTIONS:

- If the child is 0-2, referral to OSSE for Strong Start DC Early Intervention Services.
- If the child is 3-5, referral to Early STAGES.
- If the child is 5-22, referral for special education or to the Student Support Team (SST) for less intensive support.

DC Early Intervention Program for Infants and Toddlers

- What is It?: The Early Intervention Program for Infants and Toddlers is an entitlement program under Part C of the IDEA for children birth through 2 years who are experiencing developmental delays or who have a mental or physical condition placing them at risk of a developmental delay. See 20 U.S.C. § 1431 *et seq.* In DC, the Strong Start Early Intervention program is operated by the DC Office of the State Superintendent of Education's ("OSSE"), Division of Early Learning ("DEL").
- Early Intervention Services: Services for eligible children are set forth in an **Individualized Family Service Plan ("IFSP")** developed by the family in collaboration with the evaluator and early intervention specialists in the ITDD.
- What are Early Intervention Services ("EIS")?:
 - Specialized health, educational, and therapeutic services that are specifically designed to meet the developmental needs of an infant or toddler with a disability and the needs of the family related to enhancing the child's development in the area(s) of:
 - Physical Development (reaching, rolling, walking)
 - Cognitive Development (thinking, learning, solving problems)
 - Communication Development (talking, listening, understanding)
 - Social Emotional Development (playing, feeling secure and happy); or
 - Adaptive Development (eating, dressing, etc.)

- In DC, to make a referral to early intervention services, contact 202-727-3665 or visit OSSE's Strong Start website at: <http://osse.dc.gov/service/strong-start-dc-early-intervention-program-dc-eip-screening-and-referral-information>.
- The **Child Abuse Prevention and Treatment Act (CAPTA)** is one of the key pieces of federal legislation governing child protection. **CAPTA** requires jurisdictions to refer *every* child under the age of 3 in a substantiated case of child abuse or neglect for early intervention services. See Public Law 111-320, at § 106(b)(2)(B)(xxi).

Early STAGES Center

- What is Early STAGES?: Early STAGES is the entity responsible for helping children with special needs who are between the ages of 2 years 8 months to 5 years 10 months in order to transition into the DC Public Schools and receive the early intervention services they need.
- When should you make a referral?: If you have a child between the ages of 2 years 8 months to 5 years 10 months who has developmental delays or other disabilities that require early intervention services (defined below).
- What do they do?: Early STAGES will:
 - Screen the child for any disabilities and perform full evaluations if needed.
 - Meet with the parent or caretaker to discuss the screening findings and develop an IEP (Individualized Education Program) which details the services that the child needs to receive to address the disability.
 - Determine which DCPS placements can serve the child's IEP.
 - Inform the parent or caretaker which DCPS school placement or program is available to their child.
- How can you get the process started?: Anyone who has a relationship with the child can call Early STAGES at (202) 698-8037 to make a referral. You can also complete and submit an online referral form which is accessible at: www.earlystagesdc.org. Early Stages is located on the 4th floor of the Walker Jones Education Campus located at 1125 New Jersey Avenue NW, Washington DC 20001.
- How long does the process take:
 - Once you have the initial appointment, you can complete the entire process all in one day, unless more evaluation data is needed and additional testing is requested.
 - According to DC law, DCPS has a total of 120 days from the date of the initial appointment to complete the evaluations and identify a proper school placement or program for the child.

The SST Process: A means to get intervention and supports outside of special education

- **What is an SST?**: The Student Support Team (SST) provides assistance to students who are struggling academically and/or behaviorally in the general education setting.
- **Who can make a referral?**: The student, his or her parent, his or her teacher, or anyone who has a relationship to the student (*i.e.*, GALs, social workers, etc.) can refer the child to the SST by submitting a referral letter to the school principal or SST Coordinator.
 - ***The GAL can request an SST and participate in the SST process.***
- **When should you use it?**: If you're not really sure if a student needs special education services, the SST can provide interventions short of labeling the child "special ed."
- **What happens when a referral is made?**: The school will convene a meeting with all the school staff who interact with the student (teachers, guidance counselors, administrators, etc.) and others with a relationship to the student (parent, GAL, social worker) to discuss the student's needs and identify some classroom and school interventions and supports (otherwise known as "Academic Behavioral/Instructional Strategies") to help the student over the next 6 weeks.
 - Interventions can include such things as:
 - Behavior contracts or daily behavior charts
 - Preferential seating in the classroom
 - Counseling services
 - Tutoring or ESL instruction
 - School-based mental health services
- **What happens after 6 weeks of putting the SST into effect?**: The SST Team meets again to determine if the interventions were sufficient to help the student improve his/her performance.
 - If the SST Plan works, the interventions are continued.
 - If the SST Plan doesn't work, then the child can then be referred for a special education evaluation.

OR, if you know the child has a disability and needs special education services immediately....

Step 1: Direct Referral for Special Education Evaluations

- Skip the SST: The parent, the teacher, or other school personnel can request special education evaluations and services without having a SST meeting if they know that the child has a disability that is interfering with their education.

THE GAL CAN:

- ***Make the initial request for evaluations (NOTE: it is always best to do so in writing – a simple letter will suffice). The letter should be sent to the school’s special education coordinator or principal.***
- ***Provide the school with any outside evaluations that have been conducted on the child that may document a disability (i.e., an assessment conducted by the Court’s Assessment Center) if one is available and the GAL has obtained the parent or other educational decision maker’s consent to release it to the school for consideration.***

Step 2: Initial Evaluation (5 DCMR § E-3005)

- Evaluation Meeting: Once a referral for special education is made, the school will convene an MDT (Multi-Disciplinary Team) meeting to determine which evaluations should be completed.
 - In the DC regulations (5 D.C.M.R. § E-3003.1), this team is called the Individualized Education Program (IEP) team and it is required to include:
 - The parent(s) of the child;
 - At least one regular education teacher of the child;
 - At least one special education teacher of the child;
 - A representative of the school system or LEA (local education agency);
 - A person(s) who can interpret the instructional implications of the evaluation results;
 - Other individuals who have knowledge or special expertise regarding the child (GAL, social workers, etc.); and
 - The child, if appropriate.
- Student Evaluation Plan: At this meeting the school should develop a Student Evaluation Plan (SEP) which identifies each evaluation that will be performed, who will be conducting the evaluation, and when it will be administered.
 - In the DC Public Schools (DCPS), no matter what the student’s suspected disability is, an initial evaluation is usually comprised of:
 - 1) a psycho-educational evaluation (tests IQ and academic skills);
 - 2) a speech and language evaluation; and
 - 3) a social history.
 - The law requires that a child be assessed in all areas of suspected disability (5 D.C.M.R. § E - 3005.9(g)).

THEREFORE, GALS CAN AND SHOULD:

- *Request that additional evaluations be performed if necessary to identify all of the student's needs.*
- *Alternatively, request that the child be determined immediately eligible for special education on the basis of existing evaluations, or even without evaluations if the child's needs are clear.*

EXAMPLES OF ADDITIONAL TESTING GALS CAN REQUEST:

- *If a student is primarily having behavioral/emotional problems, ask for a clinical psychological evaluation.*
- *If a student is having motor or coordination problems (i.e. has trouble with handwriting, cutting, maintaining balance, etc.) ask for an occupational evaluation.*
- *If the student is over 14, you may also want to request a vocational assessment.*

- Consent for evaluations:

- Before evaluations can begin, the school will request that the parent, or the person acting in the role of the parent, sign a "Consent for Evaluation" form.
EXCEPTION: Under the revised IDEA federal statute (20 U.S.C. §1414(a)(1)(D)(iii))

THEREFORE, GALS MAY BE ABLE TO CONSENT TO INITIAL EVALUATIONS IF NO SURROGATE PARENT HAS YET BEEN APPOINTED, AND:

- *The whereabouts of the parent are unknown;*
- *The rights of the parents have been terminated; or*
- *The rights of the parents to make educational decisions have been subrogated by a judge under State law.*

- Timeline for conducting evaluations: The school has 120 days from when the child is referred for special education to complete all of the evaluations, hold an eligibility meeting and identify an appropriate educational placement if special education is needed. (NOTE: In Maryland, the school has only 60 days.)

ALTERNATIVELY: GALS MAY REQUEST (BY MOTION) AN EVALUATION BY COURT'S ASSESSMENT CENTER

- *Assessment Center evaluations will be paid for if court ordered.*
- *Assessment Center evaluations may be done more quickly than the 120 days which DC schools currently has to complete evaluations.*

Step 3: Eligibility Determination (5 DCMR §E-3006)

- **Eligibility Meeting:** When the child's evaluations are complete, the school should convene another MDT meeting to review and discuss the results of the tests and determine if the child has a disability which qualifies him or her for special education. Note that by law, the disability must impact the child's school performance in order to qualify him or her for special education.

GALS MAY ALSO:

- ***Provide the school with copies of court-ordered evaluations for consideration at the eligibility determination meeting, if the parent (or other court appointed decision maker) has consented to the evaluation being released to the school.***
- **Disability Classifications:** Under DC law, there are 14 recognized disability classifications (found under 5 D.C.M.R. § E-3001.1 – definition of "Child with a disability"):
 1. Autism
 2. Deaf-blindness
 3. Deafness
 4. Developmental delay
 5. Emotional disturbance
 6. Hearing impairment
 7. Mental retardation
 8. Multiple disabilities
 9. Orthopedic impairment
 10. Visual impairment, including blindness
 11. Traumatic brain injury
 12. Other health impairment (including asthma, diabetes, epilepsy, & ADHD)
 13. Learning disability
 14. Speech and language impairment
 - The legal criteria and definition of each of these disability classifications can be found in the "Definitions" section of the D.C.M.R. at 5 D.C.M.R. § E- 3001.1. However, all DC schools are also advised to adhere to OSSE's eligibility determination requirements and criteria for each disability classification as found in their Part B Initial Evaluation/Reevaluation Policy, pp. 19-34.

THE GAL CAN AND SHOULD:

- ***Request copies of the evaluations ahead of time in order to prepare for the meeting.***
- ***Ask questions about the evaluation results and their meaning.***
- ***Ask to correct any factual inaccuracies in the evaluations or reports***
- ***Suggest that a certain disability (or disabilities) be considered or disregarded by the team***
- ***Document any disagreement with the eligibility determination decision and ask that those notes be included in the child's file.***

- Post-Eligibility determination:
 - If the child is found eligible, the school will either:
 1. immediately proceed to write up an initial Individualized Education Program (IEP) for the child; OR
 2. agree to convene another IEP meeting for that purpose within 30 days.
 - If the child is found ineligible for special education:
 1. the process is completed; or
 2. the parent can request a hearing to challenge the decision.

Step 4: IEP Development (5 DCMR §E-3007)

- Timeline for developing the IEP: Under DC law, the MDT must meet and develop an IEP for a child with a disability within 30 days of the eligibility determination. (5 D.C.M.R. § E-3007.1).
- IEP Contents: The IEP includes:
 1. What kind of classroom the child needs (*i.e.*, combination, out of general education)
 2. How many hours of special education instruction the student will receive
 3. Any “**related services**” that must be provided (*i.e.*, transportation and developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education)
 - some examples:
 - i. transportation
 - ii. speech and language pathology and audiology services
 - iii. interpreting services
 - iv. psychological, counseling, or social work services
 - v. physical therapy and occupational therapy
 - vi. parent counseling and training
 - vii. school health/nurse services
 4. The goals and objectives the student will work towards in the classroom and in their therapy sessions
 5. A decision as to whether a child in high school will work toward a high school diploma or a certificate of IEP program completion
 6. Other addenda as appropriate
 - If the student is over the age of 14, a Transition Services Plan (*i.e.*, vocational training, continuing adult education, independent living, etc.) should also be included in the IEP.
 - If the student has behavior/emotional issues, a Behavior Intervention Plan (BIP) should be included based on a Functional Behavioral Assessment (FBA).
 - If the student is placed at a school other than the neighborhood school or has special needs that require transportation services, a Transportation Plan should be included.
 - If the student has been in special education and it is recognized that the student will regress if educational services are not continued over the summer months, an Extended School Year (ESY) Plan should be included.

- Finalizing the IEP: The IEP is not a valid legal document until it has a parent’s signature that he or she is in agreement with the contents of the IEP.
 - If the parent does not agree with the contents of the IEP, the parent can request a hearing.

Step 5: Placement (5 DCMR §E-3013)

- Placement Meeting: After the IEP is developed, the IEP team should discuss what placement options are available that can implement the student’s IEP
 - *NOTE: sometimes schools will try to write the IEP to fit a certain placement or say that something cannot be put in the IEP b/c the school cannot provide it – this is not permitted under federal law*
- Participants:
 - According to the law, DCPS must ensure that “the educational placement for a child is made by a group of persons, including the parent, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.” 5 D.C.M.R. § E-3013.1(a). This means that the parent and the GAL should be informed of all placement options and have an opportunity to ask questions and visit the programs before making a final collective placement decision.
- Other Requirements:
 - Least Restrictive Environment (LRE)
 - According to the law, the child should be educated with his/her non-disabled peers to the maximum extent possible and only removed from the regular education environment if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. 5 D.C.M.R. § E-3011.
 - The local educational agency or LEA (e.g., DCPS) shall place a child in need of special education who requires a non-public day school in a program within the District if a suitable program is available and only place them outside of the District if there is no appropriate program within the District. 5 D.C.M.R. §E-3013.6.
 - Proximity to home - The student should also be placed in the setting as close as possible to the student’s home and in the school that the child would attend if not disabled, unless the IEP of a child requires some other arrangement. 5 D.C.M.R. § E-3013.1(f).

THE GAL CAN:

- *Ask questions about the proposed placement or program and ask to visit.*
- *Suggest that certain placements (including non-public schools) or programs be considered.*
- *Document disagreement with the proposed placement at the meeting.*

- If the parent or educational decision maker disagrees with the proposed placement, the parent or educational decision maker can request a hearing.

Step 6: IEP Review (5 DCMR §E-3008)

- Annual Review: Under DC law, DCPS is required to have an IEP Review meeting at least once a year to review and revise the IEP, review the student's goals, discuss what progress the student has made, and make any necessary changes or modifications to the IEP.

A GAL CAN:

- *Request an IEP Review meeting at any time in order to review data from a new assessment, address the child's anticipated needs, or discuss any changes in the child's behavior or performance.*

Step 7: Re-Evaluation (5 DCMR §3005.7)

- The school must re-evaluate the student every 3 years or more frequently if conditions warrant re-evaluation (*i.e.*, the child's performance declines for an unknown reason, the child has frequent disciplinary problems, etc).
- The school must evaluate the student before taking a child out of special education and/or determining that a child is longer a child with a disability.

A GAL CAN:

- *Request that new evaluations be performed at any time if the child's situation or school performance changes significantly or if a new disability is suspected.*

CLC Information Sheet

Section 504 v. IDEA

Overview

Most children with disabilities receive special education and related services through the public schools under the Individuals with Disabilities Education Act (IDEA) (*see* 20 U.S.C. § 1400 *et seq.*), the federal law that governs special education. However, the IDEA is not the only law that gives students with disabilities an entitlement to accommodations and supports in the school setting. Section 504 of the Rehabilitation Act of 1973 (*see* 29 U.S.C. § 701 *et seq.*) also entitles students who have disabilities to receive reasonable accommodations in their general education classroom (and less commonly specialized instruction) as needed in order to be able to access their education and participate in an equal manner as their nondisabled peers.

Children covered under the more expansive Section 504 often have less severe disabilities than those covered under the narrower IDEA or have disabilities that do not fit neatly in the enumerated disability classifications defined under the IDEA. Eligibility for school-based accommodations under the broader Section 504 is always something that can be considered for children who are denied eligibility for services under the IDEA. For these reasons, it is critical for advocates to have a working knowledge of both of these statutes, and their differences, in order to counsel their clients effectively about the full array of options children with disabilities have to secure an appropriate education in any public school setting. This information sheet highlights some of the primary differences between these two fundamental disability laws.

Comparison Chart

	IDEA	Section 504
PURPOSE	To ensure that all children with disabilities have available to them a free appropriate public education.	To prohibit discrimination on the basis of disability in any program (including public schools) that receives federal funds.
WHO IS ELIGIBLE AND PROTECTED UNDER THE ACT	Any “child with a disability” which the Act defines via the delineation of 13 enumerated categories of disability (including specific learning disabilities, emotional disturbance, speech and language impairment) that can make a child eligible for services.	Eligibility is much broader. A student is eligible so long as he/she meets the definition of a qualified handicapped person (i.e., has a physical or mental impairment that substantially limits a major life activity - which includes learning).
SPECIAL EDUCATION versus GENERAL EDUCATION	A student is only eligible to receive IDEA services if the multidisciplinary team determines that the student meets all the criteria of one of the qualifying disabilities and needs special education in order to be able to access the general education curriculum.	A student is eligible so long as he/she meets the definition of a qualified handicapped person. The student is not required to need special education in order to be protected. In fact, the student is most often educated in the regular education setting with accommodations.

CHILD FIND	Required under the Act.	Required under the Act.
NOTICE REQUIREMENTS	<p>Requires notification of parental rights.</p> <p>Requires notice to parent/guardian with respect to identification, evaluation, and placement and specifically, written notice prior to any change in educational placement.</p>	Districts must include notice of nondiscrimination in its employee, parent and student handbooks, and must designate the district's 504 coordinators.
CONSENT FOR SERVICES	Requires parental consent for initial evaluation and placement.	No parental consent required for the initial provision of services.
EVALUATIONS	<p>Requires consent before initial evaluation is conducted.</p> <p>Reevaluations must be conducted at least every three years.</p> <p>Provides for independent evaluations at public expense whenever a parent disagrees and puts the parent on notice.</p>	<p>No consent requirement, only notice.</p> <p>Requires periodic evaluations, but offers no specific timeframe.</p> <p>Independent evaluations not offered.</p>
ELIGIBILITY DETERMINATIONS	Made by the Individualized Education Program (IEP) Team and the parent is a required member of that team.	<p>Requires notice to parent/guardian with respect to identification, evaluation, and placement.</p> <p>Decisions made by a group of persons knowledgeable about the child, the evaluation data, and placement options.</p>
PROGRAM/PLAN DEVELOPMENT	Requires the school to "invite" the parent and encourage them to come.	Parental participation in is not required, but it is arguably still in the child's best interest to have them present for the meeting as they are able.
DUE PROCESS	Require districts to provide impartial hearings for parents or guardians who disagree with the identification, evaluation or placement of a student with disabilities.	Require districts to provide impartial hearings for parents or guardians who disagree with the identification, evaluation or placement of a student with disabilities.

<p>DUE PROCESS CONT...</p>	<p>Hearings conducted by a hearing officer selected by DC's Office of the State Superintendent of Education (OSSE) who is an attorney, trained in IDEA law and practice.</p> <p>Decisions may be appealed to the local state trial court or in federal court.</p>	<p>Hearings are conducted by an impartial person not connected with the school district who may or may not be an attorney.</p> <p>Decisions may be appealed to the local state trial court or in federal court.</p>
<p>ENFORCEMENT</p>	<p>Compliance is monitored by OSSE, which can also receive and resolve complaints regarding IDEA.</p> <p>Allows for a private right of action, but no monetary relief.</p>	<p>Enforced by the Office of Civil Rights by complaint investigation and monitoring activities.</p> <p>Does not allow for any private right of action.</p>

CLC Tip Sheet

Preparing for an IEP Meeting

Eligibility Meeting

- ◆ Share information with the school in advance. Provide the special education coordinator with copies of any evaluations performed by private evaluators or the Child Guidance Clinic.
- ◆ Request (in writing) that the school provide you with copies of any evaluations performed by the school system in advance of the meeting.
- ◆ Review all of the child's evaluations. Call the evaluators to ask questions about anything you do not understand.
- ◆ Ask that the evaluators attend the meeting. If they cannot attend in person, ask that they attend by conference call.
- ◆ Collect any other relevant information. This should include talking to the student's teachers and to the student about the student's performance and needs.
- ◆ Prepare in advance to advocate for your position. If you believe the child is eligible for special education services, consult the handout of disability definitions so that you understand what the criteria are for each disability.

Review Meeting

- ◆ Begin by collecting information:
 - Speak with the child, teachers, and any related service providers.
 - Review any report cards or evaluations.
 - Observe the child in the classroom.
- ◆ Consider ahead of the meeting what your goals are. Are specific changes to the IEP necessary in order to provide the child with additional services or a different level of service? Or do you simply need to make sure that the child is continuing to progress toward his/her goals?
 - Make sure you consider whether the child's IEP goals are specific, measurable, achievable, rigorous, and that there is a time frame set for goal achievement.
 - Make sure you consider whether the child's transition plan is appropriate.
 - Make sure you consider whether the child's behavior plan is appropriate.
- ◆ If specific changes are necessary, consider what evidence you can show to prove that they are necessary. Prepare to point to specific data, such as a recent evaluation or decline in grades.
- ◆ Invite the child to participate in the meeting, if appropriate. Explain what he/she may expect.

CLC Tip Sheet

Questions to Ask at IEP Meetings

IEP meetings are a key opportunity for you to gain information about your client's needs and progress in school and the measures the school is taking to support the child. Asking questions of the participants will help you gain this information.

Eligibility Meetings

- ◆ Make sure to inquire into the reasons behind any of the team members' recommendations. If they believe the child does not have a disability eligible for special education, ask why that is. What evidence and experience are they basing their recommendation on?
- ◆ Was the child evaluated in all areas of suspected disability? Has the team considered all of the types of disabilities that the child might have?

Review Meetings

- ◆ What services is the child currently receiving? Specialized instruction? Related services?
 - Ask that the professionals who provide these services attend the IEP meeting.
- ◆ What are the child's current performance levels?
 - Ask for current results from recent assessments, formal or informal.
 - Compare current performance levels to those on the prior IEP. Is the child progressing?
- ◆ Has the child met the goals on the previous IEP? How did the school assess whether the child met the goals? If the child did not meet them, why not? What needs to be changed?
- ◆ What goals should the child achieve in the coming year? How will progress be assessed?
 - Are the goals specific, measurable, achievable, rigorous, and time-bound?
- ◆ What services are necessary to allow the child to meet those goals?
- ◆ What does the child need to accomplish in order to transition to adulthood? What goals related to transition need to be put in the IEP?
- ◆ How is the behavior intervention plan, if any, working? Does it need to be adjusted? Has any documentation been provided to show if it is working?
- ◆ Does the child need any accommodations/modifications (e.g., extended time, preferential seating) or supplementary aids (e.g., calculator, word processing device)?
- ◆ Is the child receiving appropriate transportation?
- ◆ Should the child receive Extended School Year (ESY) services?
- ◆ Is the current placement still appropriate for the child?

CLC Information Sheet: Types of Dispute Resolution in DC

Complaint Type	Who can file?	What can you file on?	What is the process for resolving the dispute once the complaint is filed?	What relief is available?	What is the statute of limitations?	How long does it take?
Due Process Complaint	Parent or educational decision maker (<i>pro se</i> or through counsel); Local Education Agency.	Disputes between the educational decision maker and education agency over anything related to a child's identification, evaluation, IEP development or placement under IDEIA.	Administrative hearing before an Impartial Hearing Officer.	No damages, but the Hearing Officer has broad discretion to award services (including placement in another school program).	Two years, but longer if there is demonstrable fraud.	Quickest dispute resolution option. Hearing Officer's Decision must be issued within 75 days of the filing of the complaint.
State Complaint	Anyone (parent, agency, concerned citizen).	Same as due process complaints; but state complaints can also be filed to challenge systemic failures (e.g., school that uses inappropriate restraint tactics).	State Agency investigates and issues a written report.	If the State Agency finds that there are violations, they issue a corrective action plan as part of their written recommendation. This can include requests that the non-compliant agency fund services, develop new policies etc.	One year.	OSSE has 60 days to complete the investigation and issue a decision, but can grant itself a continuance. Additionally, mediation may extend the timeline.

CLC Information Sheet: Types of Dispute Resolution in DC

<p>Formal Grievances</p>	<p>Student, or parent or other individual on behalf of the student.</p>	<p>Violations of Section 504, Title II (prohibits disability discrimination), Title IX (sex), Title VI (race, color, national origin), DC Human Rights Law, Age Discrimination Act of 1975, and also applies in situations described in 5 D.C.M.R. § 2405.2, and “any other violation of a right granted by law that does not have a specific grievance procedure or hearing process provided in this title.</p>	<p>The grievance process provides a three-tiered investigative review (where the grievant can appeal at each stage), and a final review before a grievance review panel of three. <i>See 5 D.C.M.R. § 2405.1 et. seq.</i></p>	<p>The regulations only discuss resolution of the complaint (and not specific types of relief available). However, in practice, grievances have been used to request, among other things: firing or training of staff, failure to respond to school transfer requests (with the transfer requested as relief).</p>	<p>No statute of limitations is given in the grievance procedures for the initial grievance, but review the regulations for appeal timelines.</p>	<p>Each tier of investigation has a ten day window to complete the investigation and propose resolution.</p>
<p>Complaints with the Office of Civil Rights (“OCR”).</p>	<p>A victim of the discrimination or someone complaining about the</p>	<p>Discrimination on the basis of race, color, national origin, sex, disability or</p>	<p>OCR conducts an investigation of the allegations as a neutral-fact finder.</p>	<p>OCR issues a Letter of Findings after the investigation and if it is determined</p>	<p>No more than 180 calendar days (6 months) from when the incident</p>	<p>Generally takes up to 6 months for OCR to investigate</p>

CLC Information Sheet: Types of Dispute Resolution in DC

	<p>discrimination on behalf of an individual or group.</p>	<p>age by an educational institution that receives federal funding.</p>		<p>that a party failed to comply with a civil rights law OCR enforces, OCR will attempt to secure the party's willingness to negotiate a voluntary resolution agreement; if the party refuses to negotiate a resolution agreement, OCR will issue a Letter of Impending Enforcement Action and may initiate administrative enforcement proceedings to suspend, terminate or refuse to grant federal financial assistance to the school or refer the case to the Department of Justice.</p>	<p>occurred.</p>	<p>the complaint and issue a Letter of Findings.</p>
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CLC Tip Sheet

DC Administrative Due Process Hearings

Who Can File A Due Process Complaint?

The Parent or educational decision maker, or the educational agency for a child (schools) can file a due process complaint over any dispute between the educational decision maker and the educational agency related to the identification, assessment, Individualized Education Program (“IEP”) or placement of a student (essentially any disputes over service provision under the Individual with Disabilities Education Improvement Act (“IDEIA”)).

Wait ... Schools Can File Due Process Complaints Against Parents?

Yes, although this is unusual. As an example, schools sometimes will file due process complaints against parents where a parent has requested an independent evaluation and the school refuses to authorize it, and where the school wants a child to move to a more restrictive school placement and the parent disagrees.

Do You Need a Lawyer to File a Due Process Complaint?

Technically no. However, given the highly nuanced and technical provisions of the IDEIA, it is often helpful to be represented by an attorney who has experience practicing in this area of the law.

The DO's and DON'Ts of Due Process Complaints and Hearings

- **DO** make sure that your complaint contains all of the information requested by the due process complaint form (either include your complaint in the form, or fill out the form and attach it).
- **DON'T** provide only minimal details in your complaint if you can help it. The Hearing Officer does not receive school records in advance of a hearing, so you want to make as compelling a case as possible from the start. However, an important caveat is necessary to mention:
- **DON'T** plead facts in a due process complaint unless you are *absolutely* sure that you can prove them at a hearing using multiple sources of evidence. Witnesses can disappear or become unavailable so don't plead facts you can only prove through testimony.

- **DO** put the due process complaint timeline on your calendar and keep track of it once you have filed. You can calculate deadlines using <http://www.timeanddate.com/date/dateadd.html> or other internet resources (for timelines see the information sheet in this Toolkit). You can ask for sanctions where the other party fails to comply with timelines, but keep in mind you also can be sanctioned if you miss them.
- **DO** be extra careful when calculating the deadline for disclosures. Federal and local holidays (e.g., Emancipation Day in DC) can truncate your timeline.
- **DO** prepare carefully for the Pre-Hearing Conference. Make sure you can answer all of the questions on the Pre-Hearing Conference check list (including student ID number, the names of your witnesses and what they will testify to) and review closely each of the presumptions listed to make sure you agree with them.
- **DO** use the Pre-Hearing Conference to address logistical or evidentiary issues, including concerns about records or witnesses not being provided, and to confirm disclosure and motion deadlines as well as the manner of service (e.g., electronic versus facsimile).
- **DON'T** assume witnesses can testify by telephone. You should be able to confirm at the Pre-Hearing Conference which witnesses are available to testify in person or by phone and that the Hearing Officer will allow telephone testimony when requested.
- **DO** make sure your witnesses have copies of all the disclosures (yours AND the school's) before the hearing. Witnesses testifying by telephone are often barred from testifying if they don't have the disclosures available to reference when necessary.
- **DON'T** assume the hearing will start on time (in terms of scheduling witness testimony). Preliminary matters can take any time from ten minutes to over an hour. Ask your witnesses to have a window of time when they can be available so you don't lose the opportunity to present important testimony if the hearing is not on schedule.

I'm a GAL Representing a Student Who Needs Special Education Services. What Can I Do to Help?

- **IF THE CHILD'S PARENT HAS A SPECIAL EDUCATION ATTORNEY AND IS PURSUING DUE PROCESS:** Reach out to the attorney and see if there is any assistance you can provide in preparing for the due process hearing, or if you might be able to serve as a witness. While it may not be appropriate for some attorneys to testify or they may need to give very limited testimony (e.g., juvenile defense attorneys), GALs can often be very helpful witnesses and provide context to the Hearing Officer about the child's history and service needs.
- **IF THERE ISN'T A SPECIAL EDUCATION ATTORNEY INVOLVED:** You may want to consider requesting a special education attorney be appointed in the child's neglect case if there is an educational decision maker identified.

CLC Tip Sheet

Filing State Complaints

What is a State Complaint?

- A state complaint is a letter written to request that the state education agency investigate violations of the Individuals with Disabilities Education Act (“IDEA”) or alleged violation of the special education services provided to children in the District of Columbia.
- In the District, state complaints are filed with DC’s state education agency, the Office of the State Superintendent of Education (“OSSE”), which is then charged with investigating the complaint and issuing a Letter of Determination with findings and a corrective action plan to remediate the issue if noncompliance is found.

Who Can File A State Complaint?

- Any individual or organization may submit a state complaint that alleges any District of Columbia public agency has failed to comply with a requirement of the IDEA or the District’s laws and regulations regarding special education, including the identification, evaluation, and educational placement of the child or the provision of a Free and Appropriate Public Education (FAPE) to such child.
- Requirements for filing a state complaint are set forth at 34 CFR §§ 300.151-300.153.
 - In the District, for information about filing a state complaint with the Office of the State Superintendent of Education (“OSSE”), refer to policy and procedures available at <http://osse.dc.gov/service/specialized-education-state-complaints>.

What Are the Advantages of Filing a State Complaint Instead of a Due Process Complaint?

- No evidentiary hearing – it may be a good alternative for clients with limited time or who are nervous about testifying;
- Can be used to address systemic issues – one complaint may address the same problem with noncompliance for multiple students; and
- Relief can include orders that a public agency must take certain remedial action to address violations.

What are the Disadvantages of Filing a State Complaint Instead of a Due Process Complaint?

- Longer and more flexible timeline (a decision, or Letter of Determination, generally must be issued within 60 days of the Complaint being filed, but OSSE can request an extension to the 60-day timeline) so relief may be delayed;
- The statute of limitations for alleging violations is generally one year as opposed to two years;

- OSSE conducts an investigation (as opposed to an evidentiary hearing) so the filer has less control over what information is reviewed;
- Decisions are public and may be considered authoritative for substantive non-related proceedings, so if you lose on a systemic issue, it may hurt other students; and
- No clear appeal process.

Can I File Both a State Complaint and a Due Process Complaint at the same time?

Yes, but if a due process complaint is pending, OSSE will toll the investigation on the state complaint until the due process complaint has been adjudicated.

The DO's and DON'Ts of State Complaints

- **DO** make sure your complaint contains all of the information requested by the form.
- **DO** provide specific information where available and appropriate to assist OSSE with the investigation (e.g., school years, names of individuals spoken with or involved, case numbers of prior due process hearings where applicable).
- **DO** attach exhibits (school records, evaluations , affidavits, correspondence) where helpful to expedite the investigation.
- **DON'T** file a state complaint if you have already lost a due process hearing on the same case. Due process complaint holdings are binding on state complaints.

CLC Tip Sheet

Filing a Complaint with the U.S. Department of Education Office of Civil Rights (“OCR Complaints”)

What is an OCR Complaint?

An OCR Complaint is a complaint anyone can file with the U.S. Department of Education Office of Civil Rights where that person believes that an educational institution that receives federal funding is discriminating against someone on the basis of race, color, national origin, sex, disability or age. An OCR complaint can be filed by the victim of such discrimination, or by someone complaining on behalf of another person or group.

When Might You File an OCR Complaint?

- To allege a school's policy that all students who have repeated the 9th grade once must attend specialized programs has a disparate impact on students with disabilities;
- To allege that a college's failure in handling sexual violence allegations discriminated on the basis of gender;

What Happens Once I File an OCR Complaint?

- **Evaluation of the Complaint:** First, OCR evaluates the complaint (and each allegation contained therein) to determine whether OCR has the legal authority to investigate the complaint. Based on that evaluation, OCR will either dismiss the complaint or open the complaint for investigation.
 - NOTE: In certain cases, OCR may contact the complainant to request more information. When that occurs, the complaint is granted 20 calendar days to response to OCR's request for information.
- **Opening of an Investigation:** if OCR determines it will investigate the complaint, it will issue letters of notification to the complainant and the respondent. During the investigation, OCR serves as a neutral fact-finder and may take up to 180 days to fully investigate each allegation in the complaint, using such fact-finding techniques as reviewing documentary evidence submitted by both parties, conducting interviews with the complainant, the respondent and other sources as appropriate and/or conducting site visits.
- **Issuing a Letter of Findings:** at the conclusion of the investigation, OCR will issue a letter of findings with contains fact-specific investigative findings with respect to each allegation in the complaint.
- **Efforts to Resolve the Complaint after a Determination of Noncompliance:** if OCR determines that the respondent failed to comply with one of the civil rights laws that OCR enforces, it will contact the respondent and attempt to secure their participation in a voluntary resolution agreement. If the respondent refuses to negotiate a voluntary resolution agreement, OCR will inform the respondent that it has 30 days to indicate its willingness to engage in negotiations or OCR will issue a Letter of Finding to the parties providing a factual and legal basis for noncompliance. If after that letter is issued, the respondent continues to refuse to negotiate, OCR will issue a Letter of Impending Enforcement Action and try one more time to get voluntary compliance. If those efforts fail, OCR will either initiate administrative enforcement proceedings to suspend, terminate, or refuse to grant or continue Federal financial assistance to the respondent, or will refer the case to the Department of Justice for further legal action.

Does Filing an OCR Complaint Impact My Right to File Other Types of Complaints?

Yes. You cannot file a complaint with OCR if you are in the process of addressing the issues raised in your complaint with another agency, or through a school's grievance procedure "if OCR anticipates that agency [...] will provide you with a resolution process comparable to OCR's." You can refile your complaint with OCR after the other complaint process has completed, but OCR will independently determine whether or not to defer to the prior adjudication (but a prior adjudication is not *de facto* binding on the OCR complaint process).

The DO's and DON'Ts of filing an OCR Complaint

- **DO** keep track of your timeline! OCR has a relatively short statutes of limitations -- violations must have taken place within six months of filing your complaint.
- **DO** follow up with OCR to check on the status of the resolution process and remind them of their ability to take further legal action if the school continues to refuse to negotiate a resolution agreement.

CLC Tip Sheet

Formal Grievances in the District of Columbia

What is a Formal Grievance?

A grievance is a complaint that can be filed directly with a local school or instructional superintendent when there has been a violation of one or more of several federal and District laws, including:

- Section 504 of the Rehabilitation Act of 1973 (prohibits discrimination based on individuals' disability) (see 29 U.S.C. §§ 701 *et seq.*);
- Title II of the Americans with Disabilities Act (also prohibits discrimination against individuals with disabilities) (42 U.S.C. §§ 12101 *et seq.*);
- Title IX of the Education Amendments Act of 1972 (prohibits discrimination based sex) (see 20 U.S.C. §§ 1681 *et seq.*);
- Title VI of the Civil Rights Act of 1964 (prohibits discrimination based on race, color or national origin) (see 42 U.S.C. §§ 2000d *et seq.*);
- The Age Discrimination Act of 1975 (prohibits discrimination based on age in employment) (see 42 U.S.C. §§ 6101-6107); and
- The District of Columbia Human Rights Law (prohibits discrimination based on race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, familial status, familial responsibilities, matriculation, political affiliation, disability, source of income, and place of residence or business) (see D.C. Code Ann. §§ 2.1401.01 *et seq.*).

The Grievance Procedures described in 5 D.C.M.R. §§ E-2405.1 *et seq.* also include a “catch all” provision that applies this procedure to bullying, harassment, denial of educational opportunity for a student or group, abridgment of a student’s rights or “any other violation or a right granted by law that does not have a specific grievance procedure or hearing process provided in this title.” 5 D.C.M.R. § E-2405.1 (f).

The Grievance Procedure **DOES NOT APPLY** to appeals of suspensions or expulsions, because those procedures are covered in Chapter 25 of the DCMR. See 5 D.C.M.R. § E-2405.3. (Refer to the section of this Toolkit discussing school discipline).

When Might You File a Grievance?

- When a school fails to follow its own bullying policy or intervene as requested in response to a report of bullying (e.g., parent requests a safety transfer and school fails to respond);
- When a school unfairly penalizes a parenting or pregnant teen for excused absences related to pregnancy (which equals discrimination under Title IX); or
- When a teacher makes inappropriate comments to a student (e.g., calling a student a homophobic slur, or making sexually inappropriate comments to a student).

Who Can File A Grievance?

The student may file a grievance on his or her own behalf, or the parent or guardian of the aggrieved student may file a grievance on the student's behalf. See 5 D.C.M.R. § 2405.4.

Does Filing a Grievance Impact My Right to File Other Types of Complaints?

No. You can file a grievance and still file other kinds of complaints in other forums. However, it is possible that if the resolution of the grievance is still pending other forums may wait for the adjudication of the grievance before processing your additional complaint.

The DO's and DON'Ts of Formal Grievances

- **DO** read the grievance procedure in its entirety before filing a grievance. In particular, 5 D.C.M.R. § 2405.5 provides specific information as to what a grievance should contain, and what the investigation process is once a grievance has been filed
- **DON'T** file your grievance with the school principal if the principal is referenced in your complaint, or if the principal knew about the subject of the grievance and failed to intervene. 5 D.C.M.R. § 2405.4 (b) allows you to go directly to the instructional superintendent.
- **DO** provide legal citations for your allegations where applicable (which rights are violated), as well as specific factual information when you have it. As an example, in a case of gender-based bullying in which students have called another student sexually derogatory names, an appropriate grievance may allege violations of the Student Bill of Rights, the "catch-all" bullying provision, and Title IX.
- **DO** keep track of the grievance timelines and follow up when they are not being followed.
- **DO** consider involving other community stakeholders when helpful and applicable. For instance, it may be useful to copy Suzanne Greenfield, Director of the Citywide Bullying Prevention Program, on a grievance regarding bullying that has not been remediated. (See contact information in the Toolkit section on Bullying).

CLC Information Sheet

Early Intervention: Recently Revised Regulations in the District of Columbia

Eligibility for Services:

- ◆ A child is eligible for services under Part C of the Individual with Disabilities Education Act (IDEA) (see 20 U.S.C. §§ 1400 *et seq.*) and pursuant to 5 DCMR § A-3108, if:
 - If the child is between the ages of birth to three (3) years old; **and**
 - The child demonstrates a fifty (50%) percent or more delay in one of the following developmental areas:
 - Physical development, including vision or hearing;
 - Cognitive development;
 - Communication development;
 - Social or emotional development; or
 - Adaptive development.
 - **Or** the child demonstrates a twenty-five (25) percent delay in two (2) or more of the following developmental areas:
 - Physical development, including vision or hearing;
 - Cognitive development;
 - Communication development;
 - Social or emotional development; or
 - Adaptive development.
 - **Or** the child has been diagnosed as having a physical or mental condition that has a high probability of resulting in developmental delay (including but not limited to: chromosomal abnormalities, genetic disorders, severe attachment disorder, or disorders related to secondary exposure to toxic substances).
- ◆ A child must be evaluated and the initial Individualized Family Service Plan (“IFSP”) must be held within 45 days of the date the agency receives the referral (5 DCMR § A-3107.1).

Extended IFSP:

- ◆ Pursuant to 5 DCMR § A-3110, a child may continue to receive community-based services through the IFSP past the child’s third birthday if the parent so elects.
 - If the parent chooses for the child to remain eligible under Part C of the IDEA, the child will continue to receive community-based services until the beginning of the school year following the child’s fourth (4th) birthday.
 - A child may **not** continue to receive Part C services past the date of which the child enters Kindergarten or is eligible to enter Kindergarten in the District of Columbia.
 - If the parent so chooses, a child may transition to school-based services under Part B of the IDEA at the age of three (3) years.

CLC Tip Sheet

CFSA Early Intervention Screening Process

Per the process outlined below, Child and Family Services (CFSA) has recently begun screening all children who come into care for disabilities. If the screening suggests that the child may have a disability, CFSA automatically refers the child to the appropriate education agency. The education agency then determines if the child is eligible for services.

Children Birth - 2 years, 10 months:

Children up to 2 years, 10 months who enter foster care will automatically receive an initial screening from staff in CFSA's Clinical and Health Services Administration (CHSA) within 30 days. If the screening suggests that the child may have a developmental delay, the results will be sent to DC's Office of the State Superintendent of Education's (OSSE) Strong Start program. Strong Start will seek consent to evaluate the child. After the evaluation is completed, the multidisciplinary team determines whether the child needs services; if so, the team will develop an IFSP (Individualized Family Services Plan).

Children in foster care can receive services through OSSE's Strong Start program regardless of the location of their home placement. Strong Start will report back to OSSE concerning whether the child was found eligible for services, what services were provided, or if the child was referred to Maryland for services. This report is to be filed with CHSA and a copy should be forwarded to the social worker. GALs may request a copy. If necessary, a nurse care manager or PEDS nurse will monitor the implementation of services. GALs should be involved in all multi-disciplinary team meetings and decisions and should have access to all documents created by CFSA, Strong Start, and Maryland Infants and Toddlers.

Children 2 years, 11 months - 5 years

The Office of Wellbeing (OWB) will screen all children in this age group who come into foster care using the Ages and Stages Questionnaire (ASQ). The results of screenings are sent to DC Public Schools' Early Stages program or to the appropriate charter school if the student is enrolled in a charter. For children enrolled in charter schools, OWB will only forward the ASQ report if the score is below certain score cut-off. Depending on where the child is enrolled, either Early Stages or the charter school should conduct a full evaluation if needed to determine whether the child is eligible for special education services and supports.

If the child is found eligible, then an Individualized Education Program (IEP) must be developed and a location of services must be assigned. Early Stages or the charter school will report back to OWB on whether evaluations were recommended, whether the child was found eligible for special education, and what services and placement were provided. That report will be entered into CFSA's FACES database and an OWB spreadsheet. OWB staff is responsible for confirming that the child is receiving the services outlined in the IEP. GALs should be involved in all IEP team meetings, decisions and should have access to all documents created by CFSA, Early Stages, and, if applicable, the charter school or Maryland school.

If you are serving as the GAL for a child going through this process, you should:

- ◆ Check that the initial screening has been completed by CFSA.
- ◆ Ask for copies of the written results of the initial screening from CFSA.
- ◆ If the screening suggests the child may have a disability or you are concerned that the child may have a disability, advocate for the child to be referred for a full evaluation.
- ◆ Even if CFSA determines that it's not necessary to refer the child to an education agency for a full evaluation, you can refer the child directly if you believe it's in the child's best interests.
- ◆ Help to identify an educational decision-maker if the child's birth parent is unavailable or unwilling to serve in that role. The parent's or surrogate parent's consent will be needed before the education agency may conduct an evaluation.
- ◆ Consider whether there should be a special education attorney appointed to represent the educational decision-maker.
- ◆ Ask for copies of the reports that the education agencies will send to CFSA regarding their determinations pertaining to the child's eligibility and necessary services.

Overview

School and Program Information

This section of the Toolkit aims to provide you with some useful information with respect to how to when schools are in session and how to contact key players and offices in both the District of Columbia and Prince George's County public school districts. Please note that more extensive public school listings (and sometimes school profiles) and information about how to apply to specialized programs, charter schools, and schools outside of your client's neighborhood boundary are available on the school district or the DC Public Charter School's websites at:

DC Public Schools: <http://www.dcps.dc.gov>

DC Public Charter School Board: <http://dcpcsb.org>

PG County Public Schools: <http://www1.pgcps.org>

This section also includes a folder with information related to non-traditional school programs, which are not as easy to find on any one website. This includes information such as special education private school listings in the state of Maryland and the OSSE approved special education non-public and psychiatric residential treatment facilities in the DC metropolitan area, credit recovery programs, including online courses and summer school, and information about how to obtain a General Education Diploma (GED) in both the District of Columbia and in Maryland. We hope you will find this information as you assist your client in navigating the schools in the coming year.

CLC Information Sheet

District of Columbia Public Schools

Contact Information

After-School Programs	202-442-5002
Athletics	202-729-3289
Central Office	202-442-5885
Early Stages	202-698-8037
Extended School Year	202-442-4800
Home and Hospital Instruction	202-939-3506
Homeless Education Office	202-576-9502
Incarcerated Youth Program	202-698-5978
New Heights (Teen Parent Program)	202-645-4040
Office of Administrative Hearings	202-442-9094
Office of Bilingual Education	202-671-0750
Office of General Counsel	202-442-5000
Office of Teaching and Learning	202-442-5611
Office of Special Education	202-442-5400
Project Search	202-442-5543
Related Services Office	202-442-4800
Special Education Critical Response Team	202-442-5400
Strong Start (Ages 0-3)	202-727-3665
Summer Bridge Program	202-442-5673
Summer School (High School)	202-442-5047
Summer School (K-8)	202-442-5002
Transportation (Complaints/Investigations)	202-442-5399
Transportation (Parent Call Center)	202-576-5000
Youth Services Center	202-576-8457

DCPS Instructional Superintendents*

Cluster I	Cluster II	Cluster III	Cluster IV	Cluster V
Harry Hughes	Angela Chapman	LaKimbire Brown	Melissa Ellis	Janice Harris
Cooke ES	Beers ES	Amidon ES	Aiton ES	Barnard ES
Garfield ES	Capitol Hill Montessori	Bancroft ES	Brent ES	Eaton ES
Hendley ES	Drew ES	Bruce-Monroe ES	Burrville ES	Hyde-Addison ES
Ludlow-Taylor ES	Houston ES	Cleveland ES	Harris, C.W. ES	Janney ES
ML King ES	Key ES	Garrison ES		
Murch ES	Leckie ES	JO Wilson ES	Hearst ES	Mann ES
Plummer ES	Malcolm X ES	Ketcham ES	Lafayette ES	Maury ES
Savoy ES	Nalle ES	Kimball ES	Langley ES	Miner ES
School Within a School	Payne ES	Oyster Adams Bilingual	Moten ES	Orr ES
Shepherd ES	Peabody ES	Patterson ES	Ross ES	Smothers ES
Thomas ES	Randle Highlands ES	Powell ES	Seaton ES	Stoddert ES
Thompson ES	Stanton ES	Reed ES	Simon ES	Walker-Jones EC
Turner ES	Watkins ES	Tyler ES	Tubman ES	Wheatley EC

Cluster VI	Cluster VII	Cluster VIII	Cluster IX
Shawn Stover	Gene Pinkard	Dan Shea	David Pinder
Brightwood EC	Deal MS	Anacostia SHS	Benjamin Banneker SHS
Brookland EC @ Bunker Hill	Eliot-Hine MS	Ballou SHS	Columbia Heights EC
Browne EC	Hardy MS	Ballou STAY	Coolidge SHS
Burroughs EC	Hart MS	Cardozo SHS	Dunbar SHS
Langdon EC	Jefferson MS	Ellington School of the Arts	Eastern SHS
LaSalle-Backus EC	Johnson MS	Incarcerated Youth Program	Luke C. Moore Academy
Mamie D Lee	Kelly Miller MS	McKinley Technology SHS	Roosevelt SHS
Noyes EC	Kramer MS	Phelps SHS	Roosevelt STAY
Raymond EC	Stuart-Hobson MS	Washington Metropolitan	School Without Walls
Sharpe Health	Sousa MS	Wilson SHS	H.D. Woodson SHS
Takoma EC		Youth Services Center	
Truesdell EC			
West EC			
Whittier EC			

*This is the information as it currently appears on DCPS' website. Updates for the 2014-2015 may be forthcoming.

CLC Information Sheet

Prince George's County Public Schools

Contact Information

Academic Programs	301-808-5956
Administrative and Support Staffing	301-952-6143
Adolescent Single Parent Program	301-749-4520
Adult Education	301-322-0891
Advanced Placement Program	301-669-6011
Alternative Educational Options	301-669-6000
Student Appeals	301-952-6195
Athletics	301-669-6055
Audiology	301-567-8641
AVID	301-567-8655
Before and After Care Program	301-636-8412
Career Academy Programs	301-669-6012
Certification Office	301-952-6145
Character Education Program	301-749-4379
Child Find (Preschool)	301-925-6600
Child Find (Ages 5-21)	301-618-8300
Community-Based Classroom	301-985-5149
Compliance & Due Process	301-702-2890
Court Liaison Office	301-952-6374
Curriculum & Instruction	301-808-8240
Early Childhood	301-925-1985
Early Learning Programs	240-724-1924
ESOL/Language Minority	301-445-8450
Even Start	301-431-6220
Evening High School	301-449-4994
Experiential Learning (School to Careers)	301-749-8670
Extended School Year (ESY)	301-431-5675
Field Trip Office	301-952-6570
Food & Nutrition Services	301-952-6580
Foreign Language	301-808-8265
Foundation for Automotive and Construction Technology	301-583-1600
General Counsel	301-952-6063
Graduation	301-749-5227
Head Start	301-408-7100
Health Services	301-749-4722
Home & Hospital Teaching	301-567-8642
Home Schooling Office	301-333-1001
Homeless Education Office	301-925-2534
Infants and Toddler Program	301-925-1985
International Baccalaureate	301-567-8655
International School Counseling Office	301-445-8460
Interpreting Service	301-408-5511
JROTC	301-669-6000

Mathematics	301-749-4146
Physical Education (Adapted)	301-618-1961
Music	301-333-0961
Non-Public Office	301-618-8360
Occupational Therapy	301-567-8652
Physical Therapy	301-567-8652
Psychological Services	301-431-5630
Public Information	301-952-6001
Pupil Accounting & School Boundaries	301-952-6300
Pupil Personnel Services	301-952-6289
Reading Recovery	301-808-8284
Reading/Language Arts/English	301-808-8280
Safe Schools Office	301-749-4-126
SAT	301-669-6011
School Counseling	301-567-8669
Science Office	301-808-8254
Special Education	301-618-8300
Special Education—Assistive Technology	301-567-8650
Special Education—Compliance	301-702-2890
Special Education—Speech and Language	301-567-8600
Special Education—Support Programs and Services	301-567-8650
Special Education—Instruction	301-702-2890
Student Records	301-567-8751
Summer School Programs	301-808-1114
Talented & Gifted Program	301-808-3790
Technical Academy Programs	301-583-1600
Testing	301-702-3860
Transcript Office	301-952-6174
Transportation	301-952-6570
Vision	301-567-8600
Visual Arts	301-333-0966



BELL TIMES FOR 2014-15 SCHOOL YEAR

* Schools listed have changes for 2014-2015 Schools in **bold** have Before and After Care

SCHOOL_NAME	Change	BELL TIME
ACADEMY OF HEALTH SCIENCES @ PG COMMUNITY COLLEGE		9:30 AM 4:10 PM
ACCOKFFK ACADEMY		9:15 AM 3:25 PM
ACCOKEEK ACADEMY		9:15 AM 3:55 PM
ADFLPHI ELEMENTARY		7:45 AM 1:55 PM
ALLENWOOD ELEMENTARY		7:45 AM 1:55 PM
ANDREW JACKSON ACADEMY		8:30 AM 3:10 PM
ANNAPOLIS ROAD ACADEMY - ALTERNATIVE SCHOOL		9:30 AM 3:10 PM
APPLE GROVE ELEMENTARY		8:50 AM 3:00 PM
ARDMORE ELEMENTARY		7:45 AM 1:55 PM
ARROWHEAD ELEMENTARY		9:15 AM 3:25 PM
AVALON ELEMENTARY		7:45 AM 1:55 PM
BADEN ELEMENTARY		9:30 AM 3:40 PM
BARACK OBAMA ELEMENTARY		7:45 AM 1:55 PM
BARNABY MANOR ELEMENTARY		7:45 AM 1:55 PM
BEACON HEIGHTS ELEMENTARY		8:15 AM 2:25 PM
BELTSVILLE ACADEMY		8:30 AM 3:10 PM
BENJAMIN FOULOIS VPA		9:15 AM 3:55 PM
BENJAMIN STODDART MIDDLE SCHOOL	*	8:30 AM 3:10 PM
BENJAMIN TASKER MIDDLE SCHOOL	*	8:30 AM 3:10 PM
BERWYN HEIGHTS ELEMENTARY		9:15 AM 3:25 PM
BLADENSBURG ELEMENTARY		8:15 AM 2:25 PM
BLADENSBURG HIGH SCHOOL		9:30 AM 4:10 PM
BOND MILL ELEMENTARY		7:45 AM 1:55 PM
BOWIE HIGH SCHOOL		7:45 AM 2:25 PM
BRADBURY HEIGHTS ELEMENTARY		7:45 AM 1:55 PM
BRANDYWINE ELEMENTARY		7:45 AM 1:55 PM
BUCK LODGE MIDDLE SCHOOL	*	8:30 AM 3:10 PM
C ELIZABETH RIEG SPECIAL CENTER		7:45 AM 1:55 PM
CALVERTON ELEMENTARY		7:45 AM 1:55 PM
CAPITOL HEIGHTS ELEMENTARY		9:15 AM 3:25 PM
CARMODY HILLS ELEMENTARY		7:45 AM 1:55 PM
CAROLE HIGHLANDS ELEMENTARY		7:45 AM 1:55 PM
CARROLLTON ELEMENTARY		7:45 AM 1:55 PM
CATHERINE T REED ELEMENTARY		9:15 AM 3:25 PM
CENTRAL HIGH SCHOOL		7:45 AM 2:25 PM
CESAR CHAVEZ ELEMENTARY		7:45 AM 1:55 PM

CHAPEL FORGE SPECIAL E C C	9:30 AM	3:30 PM
CHARLES CARROLL MIDDLE SCHOOL *	8:30 AM	3:10 PM
CHARLES FLOWERS HIGH SCHOOL	7:45 AM	2:25 PM
CHELSEA SCHOOL	8:30 AM	3:30 PM
CHEROKEE LANE ELEMENTARY	7:45 AM	1:55 PM
CHILDRENS GUILD CHILLUM	8:30 AM	3:30 PM
CHILLUM ELEMENTARY	8:15 AM	2:25 PM
CLINTON GROVE ELEMENTARY	7:45 AM	1:55 PM
COLUMBIA PARK ELEMENTARY	7:45 AM	1:55 PM
COMMUNITY SCHOOL OF MARYLAND	9:30 AM	3:30 PM
CONCORD ELEMENTARY	8:15 AM	2:25 PM
COOL SPRING ELEMENTARY	7:45 AM	1:55 PM
COOPER LANE ELEMENTARY	7:45 AM	1:55 PM
CORA L. RICE ELEMENTARY	7:45 AM	1:55 PM
CROOM VOCATIONAL HIGH	9:30 AM	4:10 PM
CROSSLAND HIGH SCHOOL	7:45 AM	2:25 PM
DEERFIELD RUN ELEMENTARY	7:45 AM	1:55 PM
DISTRICT HEIGHTS ELEMENTARY	7:45 AM	1:55 PM
DODGE PARK ELEMENTARY	7:45 AM	1:55 PM
DOSWELL E BROOKS ELEMENTARY	9:15 AM	3:25 PM
DR HENRY WISE JR HIGH SCHOOL	9:00 AM	3:40 PM
DREW-FREEMAN MIDDLE SCHOOL *	7:45 AM	2:25 PM
DUVAL HIGH SCHOOL	8:30 AM	3:10 PM
DWIGHT D EISENHOWER MIDDLE SCHOOL *	8:30 AM	3:10 PM
ELEANOR ROOSEVELT HIGH SCHOOL	8:45 AM	3:25 PM
EPISCOPAL CENTER	9:00 AM	3:00 PM
ERNEST EVERETT JUST MIDDLE SCHOOL *	9:00 AM	3:40 PM
EXCEL CHARTER	8:00 AM	2:10 PM
FAIRMONT HEIGHTS HIGH SCHOOL	8:30 AM	3:10 PM
FLINTSTONE ELEMENTARY	9:15 AM	3:25 PM
FORBUSH AT PRINCE GEORGE'S COUNTY	9:05 AM	3:05 PM
FOREST HEIGHTS ELEMENTARY	7:45 AM	1:55 PM
FORESTVILLE HIGH SCHOOL	8:30 AM	3:10 PM
FORT FOOTE ELEMENTARY	9:15 AM	3:25 PM
FORT WASHINGTON FOREST ELEM	8:15 AM	2:25 PM
FOUNDATION SCHOOL INTERMEDIATE	8:25 AM	3:15 PM
FOUNDATION SCHOOL PG	8:25 AM	3:15 PM
FRANCES R FUCHS SPECIAL E C C	9:30 AM	3:40 PM
FRANCIS SCOTT KEY ELEMENTARY	7:45 AM	1:55 PM
FRANCIS T EVANS ELEMENTARY	7:45 AM	1:55 PM
FREDERICK DOUGLASS HIGH SCHOOL	7:45 AM	2:25 PM
FRIENDLY HIGH SCHOOL	7:45 AM	2:25 PM
FROST CENTER	8:45 AM	3:15 PM
G. JAMES GHOLSON MIDDLE SCHOOL *	9:30 AM	4:10 PM
GAYWOOD ELEMENTARY	7:45 AM	1:55 PM
GLADYS NOON SPELLMAN ELEM	9:15 AM	3:25 PM
GLASSMANOR ELEMENTARY	8:15 AM	2:25 PM
GLENARDEN WOODS ELEMENTARY	9:30 AM	3:40 PM
GLENN DALE ELEMENTARY	7:45 AM	1:55 PM

GLENRIDGE ELEMENTARY		7:45 AM	1:55 PM
GREEN VALLEY ACADEMY - ALTERNATIVE SCHOOL		9:30 AM	3:10 PM
GREENBELT ELEMENTARY		9:15 AM	3:25 PM
GREENBELT MIDDLE SCHOOL SCHOOL	*	9:00 AM	3:40 PM
GWYNN PARK HIGH SCHOOL		7:45 AM	2:25 PM
GWYNN PARK MIDDLE SCHOOL	*	7:30 AM	2:10 PM
H WINSHIP WHEATLEY SPECIAL E C C		9:30 AM	3:40 PM
HARBOUR SCHOOL		8:20 AM	3:00 PM
HEATHER HILLS ELEMENTARY		7:45 AM	1:55 PM
HIGH BRIDGE ELEMENTARY		7:45 AM	1:55 PM
HIGH POINT HIGH SCHOOL		7:45 AM	2:25 PM
HIGH ROAD P.G. COUNTY @ 1101 MCCORMICK DR		8:00 AM	2:40 PM
HIGH ROAD ACADEMY- BOWIE		8:00 AM	2:40 PM
HIGH ROAD BELTSVILLE		8:00 AM	2:40 PM
HIGHLAND PARK ELEM		8:15 AM	2:25 PM
HILLCREST HEIGHTS ELEMENTARY		7:45 AM	1:55 PM
HOLLYWOOD ELEMENTARY		7:45 AM	1:55 PM
HYATTSVILLE ELEMENTARY		7:45 AM	1:55 PM
HYATTSVILLE MIDDLE SCHOOL	*	9:10 AM	3:50 PM
INDIAN QUEEN ELEMENTARY		8:15 AM	2:25 PM
ISAAC GOURDINE MIDDLE SCHOOL	*	7:45 AM	2:25 PM
IVYMOUNT SCHOOL		8:45 AM	3:15 PM
J FRANK DENT ELEMENTARY		7:45 AM	1:55 PM
JAMES E DUCKWORTH SPECIAL CENTER		7:45 AM	1:55 PM
JAMES H HARRISON ELEMENTARY		7:45 AM	1:55 PM
JAMES MADISON MIDDLE SCHOOL	*	9:30 AM	4:10 PM
JAMES MC HENRY ELEMENTARY		7:45 AM	1:55 PM
JAMES RYDER RANDALL ELEMENTARY		9:30 AM	3:40 PM
JOHN H BAYNE ELEMENTARY		7:45 AM	1:55 PM
JOHN HANSON FRENCH IMMERSION	*	9:00 AM	3:40 PM
JOHN HANSON MONTESSORI		9:15 AM	3:55 PM
JUDGE SYLVANIA W WOODS SR ELEM		7:45 AM	1:55 PM
JUDITH P HOYER		9:15 AM	3:25 PM
KENILWORTH ELEMENTARY		7:45 AM	1:55 PM
KENMOOR ELEMENTARY		9:15 AM	3:25 PM
KENMOOR MIDDLE SCHOOL	*	9:30 AM	4:10 PM
KENNEDY KREIGER FAIRMONT CAMPUS		7:55 AM	2:20 PM
KENNEDY KREIGER GREENSPRING CAMPUS		7:45 AM	2:20 PM
KETTERING ELEMENTARY		7:45 AM	1:55 PM
KETTERING MIDDLE SCHOOL	*	7:45 AM	2:25 PM
KINGSEORD ELEMENTARY		7:45 AM	1:55 PM
LAB SCHOOL OF BALTIMORE		8:15 AM	3:00 PM
LAB SCHOOL OF WASHINGTON		8:30 AM	3:30 PM
LAKE ARBOR ELEMENTARY		7:45 AM	1:55 PM
LAMONT ELEMENTARY		7:45 AM	1:55 PM
LANGLEY PK-MCCORMICK ELEMENTARY		7:45 AM	1:55 PM

LARGO HIGH SCHOOL	7:45 AM	2:25 PM
LAUREL ELEMENTARY	7:45 AM	1:55 PM
LAUREL HIGH SCHOOL	7:45 AM	2:25 PM
LEWISDALE ELEMENTARY	7:45 AM	1:55 PM
LONGFIELDS ELEMENTARY	7:45 AM	1:55 PM
LOURIE CENTER SCHOOL (Reginald Lourie)	9:00 AM	3:00 PM
MAGNOLIA ELEMENTARY	9:15 AM	3:25 PM
MARGARET BRENT SPECIAL CENTER	9:30 AM	3:40 PM
MARLTON ELEMENTARY	7:45 AM	1:55 PM
MARTIN LUTHER KING JR. MIDDLE SCHOOL *	9:10 AM	3:50 PM
MARYLAND SCHOOL OF DEAF COLUMBIA	8:00 AM	3:00 PM
MATTAPONI ELEMENTARY	7:45 AM	1:55 PM
MELWOOD ELEMENTARY	7:45 AM	1:55 PM
MONTPELIER ELEMENTARY	9:00 AM	3:10 PM
MOTHER JONES ELEMENTARY	8:15 AM	2:25 PM
MT RAINIER ELEMENTARY	7:45 AM	1:55 PM
NATIONAL CHILDREN'S CENTER MD	8:45 AM	3:15 PM
NATIONAL CHILDREN'S CENTER NW	8:45 AM	3:00 PM
NATIONAL CHILDREN'S CENTER SE	8:45 AM	3:00 PM
NEW HYATTSVILLE ELEMENTARY	7:45 AM	1:55 PM
NICHOLAS OREM MIDDLE SCHOOL *	9:30 AM	4:10 PM
NORTH FORESTVILLE ELEMENTARY	7:45 AM	1:55 PM
NORTHVIEW ELEMENTARY	7:45 AM	1:55 PM
NORTHWESTERN HIGH SCHOOL	8:15 AM	4:10 PM
OAKLANDS ELEMENTARY	7:45 AM	1:55 PM
OVERLOOK ELEMENTARY	7:45 AM	1:55 PM
OXON HILL ELEMENTARY	9:15 AM	3:25 PM
OXON HILL HIGH SCHOOL	9:30 AM	4:10 PM
OXON HILL MIDDLE SCHOOL *	8:30 AM	3:10 PM
P. E. WILLIAMS ELEMENTARY SCHOOL	7:45 AM	1:55 PM
PAINT BRANCH ELEMENTARY	9:15 AM	3:25 PM
PANORAMA ELEMENTARY	7:45 AM	1:55 PM
PARKDALE HIGH SCHOOL	7:45 AM	2:25 PM
PATH - HYATTSVILLE	8:15 AM	3:10 PM
PATHWAYS - CROSSLAND	7:45 AM	2:25 PM
PATHWAYS - DUVAL	8:30 AM	3:10 PM
PATHWAYS - EDGEWOOD	8:05 AM	3:00 PM
PATHWAYS - NORTHWOOD	8:15 AM	3:10 PM
PATHWAYS - SPRINGVILLE	8:15 AM	3:10 PM
PATUXENT ELEMENTARY SCHOOL	7:45 AM	1:55 PM
PERRYWOOD ELEMENTARY SCHOOL	7:45 AM	1:55 PM
PHILLIPS ANNENDALE	8:28 AM	3:04 PM
PHILLIPS LAUREL	8:20 AM	3:22 PM
POINTER RIDGE ELEMENTARY	7:45 AM	1:55 PM
PORT TOWNS ELEMENTARY	8:15 AM	2:25 PM
POTOMAC HIGH SCHOOL	7:45 AM	2:25 PM
POTOMAC LANDING ELEMENTARY	8:50 AM	3:00 PM
PRINCETON ELEMENTARY	7:45 AM	1:55 PM

RIDGE SCHOOL OF MONTGOMERY COUNTY	8:30 AM	3:00 PM
RIDGECREST ELEMENTARY	7:45 AM	1:55 PM
RIVERDALE ELEMENTARY	8:15 AM	2:25 PM
ROBERT FROST ELEMENTARY	7:45 AM	1:55 PM
ROBERT GODDARD-FRENCH IMMERSION *	9:00 AM	3:40 PM
ROBERT GODDARD-MONTESSORI COMBINED	9:15 AM	3:55 PM
ROBERT GRAY ELEM	8:30 AM	2:40 PM
ROCKLEDGE ELEMENTARY	8:15 AM	3:25 PM
ROGERS HEIGHTS ELEMENTARY	7:45 AM	1:55 PM
ROSA L PARKS ELEMENTARY	7:45 AM	1:55 PM
ROSARYVILLE ELEM	7:45 AM	1:55 PM
ROSE VALLEY ELEMENTARY	7:45 AM	1:55 PM
SAMUEL CHASE ELEMENTARY	9:00 AM	3:10 PM
SAMUEL MASSIE ACADEMY	7:45 AM	2:25 PM
SAMUEL OGLE MIDDLE SCHOOL *	9:30 AM	4:10 PM
SCOTCHTOWN HILLS ELEMENTARY	7:45 AM	1:55 PM
SEABROOK ELEMENTARY	9:15 AM	3:25 PM
SEAT PLEASANT ELEMENTARY	9:00 AM	3:10 PM
SKYLINE ELEMENTARY	8:15 AM	2:25 PM
SPRINGHILL LAKE ELEMENTARY	7:45 AM	1:55 PM
ST. COLETTA SCHOOL	8:30 AM	3:00 PM
STEPHEN DECATUR MIDDLE SCHOOL *	9:30 AM	4:10 PM
SUITLAND ELEMENTARY	7:45 AM	1:55 PM
SUITLAND HIGH SCHOOL	8:30 AM	3:10 PM
SUMMIT SCHOOL	8:20 AM	3:00 PM
SURRATTSVILLE HIGH SCHOOL	7:45 AM	2:25 PM
TALL OAKS VOCATIONAL	9:30 AM	4:10 PM
TANGLEWOOD SPECIAL CENTER	7:45 AM	1:55 PM
TAYAC ELEMENTARY	7:45 AM	1:55 PM
TEMPLETON ELEMENTARY	7:45 AM	1:55 PM
THOMAS CLAGGETT ELEMENTARY	7:45 AM	1:55 PM
THOMAS G PULLEN COMBINED	9:15 AM	3:55 PM
THOMAS JOHNSON MIDDLE SCHOOL *	9:00 AM	3:40 PM
THOMAS S STONE ELEMENTARY	7:45 AM	1:55 PM
THURGOOD MARSHALL MIDDLE SCHOOL	9:00 AM	3:40 PM
TULIP GROVE ELEMENTARY	8:15 AM	2:25 PM
TURNING POINT ACADEMY CHARTER	8:00 AM	2:30 PM
UNIVERSITY PARK ELEMENTARY	7:45 AM	1:55 PM
VALLEY VIEW ELEMENTARY	9:15 AM	3:25 PM
VANSVILLE ELEMENTARY	8:50 AM	3:00 PM
VILLAGE ACADEMY AT NEW VISIONS	7:45 AM	2:15 PM
WALDON WOODS ELEMENTARY	8:50 AM	3:00 PM
WALKER MILL MIDDLE SCHOOL *	9:30 AM	4:10 PM
WHITEHALL ELEMENTARY	9:15 AM	3:25 PM
WILLIAM BEANES ELEMENTARY	7:45 AM	1:55 PM
WILLIAM PACA ELEMENTARY	7:45 AM	1:55 PM
WILLIAM W HALL ACADEMY	7:45 AM	2:25 PM

WILLIAM WIRT MIDDLE SCHOOL	*	9:00 AM	3:40 PM
WOODMORE ELEMENTARY SCHOOL		9:15 AM	3:25 PM
WOODRIDGE ELEMENTARY		7:45 AM	1:55 PM
YORKTOWN ELEMENTARY SCHOOL		7:45 AM	1:55 PM

* Schools listed have changes for 2014-2015

Schools in **bold** have Before and After Care

CLC Tip Sheet

School Calendars

District of Columbia Public Schools

Dates of School Operation

August 25, 2014—First Day of School
June 17, 2015—Last Day of School
June 29, 2015—First Day of Summer School

End of Grading Terms

October 31, 2014—End of 1st Term
January 23, 2015—End of 2nd Term
April 3, 2015—End of 3rd Term
June 17, 2015—End of 4th Term

Parent-Teacher Conference Dates (no school for students)

November 10, 2014
February 25, 2015

Dates Schools are Closed for Students

September 1, 2014—Labor Day
October 10, 2014—Professional Development Day
October 13, 2014—Columbus Day
November 11, 2014—Veteran's Day
November 27, 2014—Thanksgiving Day
November 28, 2014—Thanksgiving Holiday
December 5, 2014—Professional Development Day
December 22, 2014—January 2, 2015—Winter Break
January 19, 2015—January 19, 2015—MLK Jr. Day
February 13, 2015—Professional Development Day
February 16, 2015—President's Day
April 6, 2015—Easter Monday
April 13, 2015—April 17, 2015—Spring Break
May 1, 2015—Professional Development Day
May 25, 2015—Memorial Day

Dates with Early Dismissal

October 31, 2014 (12:15 Dismissal)—End of Term
January 23, 2015 (12:15 Dismissal) – End of Term
April 3, 2015 (12:15 Dismissal)—End of Term
June 17, 2015 (12:15 Dismissal)—End of Term

Prince George's County Public Schools

Dates of School Operation

August 26, 2014—First Day of School

June 17, 2015—Last Day of School

End of Grading Terms

October 31, 2014—End of 1st Term

January 23, 2015—End of 2nd Term

April 1, 2015—End of 3rd Term

June 17, 2015—End of 4th Term

Parent-Teacher Conference Dates (no school for students)

November 11, 2014

Dates Schools are Closed for Students

September 1, 2014—Labor Day

September 19, 2014—Professional Development Day

September 25, 2014—Rosh Hashanah

October 17, 2014—Professional Development Day

November 3, 2014—Teacher Planning Day

November 4, 2014—Election Day

November 11, 2014—Parent/Teacher Conference

November 26, 2014—Thanksgiving Holiday

November 27, 2014—Thanksgiving Day

November 28, 2014—Thanksgiving Holiday

December 22, 2014—January 2, 2015—Winter Break

January 19, 2015—January 19, 2015—MLK Jr. Day

January 26, 2015—Teacher Planning Day

February 13, 2015—Professional Development Day

February 16, 2015—President's Day

April 2, 2015—Teacher Planning Day

April 3, 2015—Easter Holiday

April 6, 2015—Easter Monday

April 7, 2015—April 10, 2015—Spring Break

May 25, 2015—Memorial Day

Dates Students Dismissed Early

October 31, 2014 (2 Hour Early Dismissal)—End of Term

December 10, 2014 (2 Hour Early Dismissal)—Professional Development Day

June 17, 2015 (2 Hour Early Dismissal)—End of Term

CLC Information Sheet

Credit Recovery

Ways to Complete Courses for Additional Credit:

◆ Credit Recovery Courses Through DCPS:

- Students can earn up to 3 additional credits per year by participating in Credit Recovery courses at their neighborhood school.
- To qualify to participate in a Credit Recovery course, the student must have previously failed the course. Credit Recovery courses may **not** be earned for original credit.
- These classes are often offered before school, during lunch, or in the evening.
- Each school determines which courses and at what time the courses will be offered. If your student needs a course that is not offered at their home school, they may take Credit Recovery courses at another DCPS high school.
- School counselors should have information about what is available at each specific school.

◆ STAY Programs:

- The STAY Program is offered at Ballou High School and Roosevelt High School.
- A student can be enrolled in traditional high school courses and the STAY Program at the same time to earn additional credits.
- Courses taken in the STAY Program can be either for credit recovery or original credit.

◆ Summer School:

- A student may earn up to 2 credits per summer through DCPS' Summer School Program.
 - Courses taken during DCPS's Summer School Program can only be taken for credit recovery (the student must have previously failed the course).
 - DCPS has limited space in their Summer School Program; therefore, preference is given to 9th and 12th grade students.
 - DCPS's Summer School Program is free to DC residents.
 - DCPS's Summer School Program is available to all DC residents, even if the student attends a charter school or is a ward placed in a home in a surrounding jurisdiction.
- A student may earn up to 2 credits per summer through PGCPs's Summer School Program.
 - Courses taken during this program may be taken for credit recovery purposes or as original credit.
 - Students should have these courses pre-approved for transfer by the principal and the Office of College & Career Readiness at DCPS.
 - These courses are open to students from surrounding jurisdictions; however, there is a significant fee for the PGCPs Summer School Program.
 - There is a fee reduction if the students are wards of the District of Columbia and attend PGCPs schools.

◆ **Online or Private School Programs:**

- A student may take courses for original credit or credit recovery purposes through online programs or private school programs.
- These courses must be pre-approved by the principal and the Office of College and Career Readiness at DCPS.
- Any course taken must be through an approved vendor, in order to receive transfer credit from DCPS. The approved vendor list can be found in this section of the Education Toolkit.
- Students may not take a lab science or physical education through an online course.
- Students may only take 1 course at a time through this program.

CLC Information Sheet

General Education Diploma ('GED')

What is the GED?

The GED is a nationally recognized measure of high school knowledge and skills, similar to a high school diploma. The GED is earned by passage of a four-subject high school equivalency test, rather than attendance at a specific program. Typically, only students over the age of 18 can earn a GED; however, students 16 years of age and older can earn a GED, if they are granted written notarized permission by their parent and the school.

There are many misconceptions among the community about earning a GED; it is important that you counsel your client and their family on the difficulties of earning a GED and the length of time it will realistically take for a student to study for and pass the GED test. Additionally, many programs require that a student be proficient at a certain level in math and reading prior to entering the GED preparation program.

What are the requirements for obtaining a GED in the District of Columbia?

- The youth must be 18 years of age or older. If the youth is 16 or 17 years of age, they may take the GED test but must have written, notarized consent from the parent and the school personnel.
- The youth must register online at ged.com and then report to 441 1st St. NW to be "approved."
- The youth must pay \$150 (total) or \$30/section and schedule a time to take the test.
- The youth must score at least a 150 on each section to pass the test. If the youth fails only portions of the test, they make retake those individual sections for a cost of \$30/section.
- For more information on DC's implementation of the 2014 test you can contact:

OSSE Adult and Family Education

(202) 741-5531

810 1st Street NE

Washington, DC 20002

What are the requirements for obtaining a GED in Maryland?

- Must be at least 16 and officially withdrawn from school for 3 months
- Scheduling Fee: \$45
- Resident for at least 3 months
 - License, permit, ID card issued by MVA, military ID
- Offered in French and Spanish, but essay must be written in English
- Can take 3 times in calendar year
- More information can be found here:
<http://www.dllr.maryland.gov/gedmd/ged.shtml>

How can you prepare to take the GED?

Although neither DC nor Maryland requires that a student take a preparation class prior to completing the GED test, most students will need such a course to support them in their study for the GED. You can find information on GED preparation programs in DC here: <http://dclibrary.org/node/5510> and information on GED preparation programs in Maryland here:

<https://www.dllr.state.md.us/gedmd/programs.shtml>. Many programs are offered in the evening or have flexible schedules to accommodate working adults. Additionally, many programs have age or proficiency requirements.

In addition to taking a GED preparatory class, you may also take a GED practice test at gedready.com for \$6/section. Having a student take the GED preparatory test can give the student a good idea of the difficulty level of the test, and help them assess their readiness and whether aspiring to pass the GED is a realistic educational goal.



Online High Schools

Please note: Cost per school are approximate. Please contact schools for current fee schedules and tuition information. **No science course taken online can be awarded a LAB credit to meet graduation requirements. Music, Art, and Physical Education/Health courses are not accepted from online institutions.**

<p>Allied National High School http://www.alliedhighschool.com/index.shtml</p>	<p>22952 Alcalde Drive Laguna Hills, CA 92653</p>	
<p>Description</p>		
<p>Allied National High School (ANHS) offers a 100% online learning environment backed by recognized regional and national accreditations (WASC, DETC and AdvancED) and individualized, academic support from credentialed teachers.</p> <p>Students can enroll year-round and benefit from 24/7 access to core subject courses and engaging electives that prepare them for college.</p> <p>ANHS offers flexible learning environment that meets a variety of student needs. ANHS is ideal for homeschool students athletes, performers, students who wish to accelerate, and those who are college-bound. In addition, ANHS can also serve most students with special needs.</p> <p>Single online courses are also available for summer school and fulfilling any credit transfer needs throughout the year. ANHS can work with a wide variety of credit transfer needs, start dates, and deadlines.</p> <p>Allied National High School offers Pre-Algebra; please note DCPS does not accept Pre-Algebra for math credit.</p>	<p>Offers Diploma:</p>	<p>Yes</p>
	<p>Accreditation:</p>	<p>Accredited by the Western Association of Schools and Colleges (WASC) and AdvancED (which includes NCA-CASI and SACS -CASI). Allied National High School is also nationally accredited by the Distance Education and Training Council (DETC).</p> <p>NCAA Approved Core Courses</p>
	<p>Fee Structure:</p>	<p>By Course, By Semester</p>
	<p>Price:</p>	<p>\$335 per semester course</p>
	<p>Type of program:</p>	<p>Self-paced and year-round</p>
	<p>Contact Person</p>	<p>Online Registration</p>
	<p>Telephone:</p>	<p>Toll Free: (800) 968-4034</p>
	<p>Fax:</p>	<p>(949) 215-0178</p>
	<p>Email:</p>	<p>tjay@alliedhighschool.com</p>

<p>Apex Learning Virtual School http://www.apexlearningvs.com/</p>	<p>1215 Fourth Ave., Suite 1500 Seattle, WA 98161</p>	
<p>Description</p>		
<p>Founded in 1997, Apex Learning is the leading provider of online high school solutions for the nation’s schools and families. Across the country, more than 4,700 schools are successfully using APEX online courses to meet the needs of students to advance, to catch-up, and to earn a diploma.</p> <p>Parents choose Apex Learning Virtual School, because of its unique combination of comprehensive curriculum, expert teachers, and an engaging learning experience. All teachers are subject-certified and highly qualified.</p> <p>Each lesson includes multiple opportunities for students to explore, apply, practice, and confirm their learning - helping students visualize concepts and extend their learning. This active learning approach develops critical thinking skills and deep understanding that prepares them for success.</p>	<p>Offers Diploma:</p>	<p>Yes</p>
	<p>Accreditation:</p>	<p>Northwest Accreditation Commission (NWAC), an accreditation division of AdvancED NCAA Approved Core Courses</p>
	<p>Fee Structure:</p>	<p>By Course, By Semester</p>
	<p>Price:</p>	<p>Individual courses cost \$350 per semester. Materials (if required) are additional. AP Exam Review is \$89 per course or \$25 when purchased with an AP course.</p>
	<p>Type of program:</p>	<p>Self-paced and year-round</p>
	<p>Contact Person</p>	<p>Online Registration</p>
	<p>Telephone:</p>	<p>855-550-2547</p>
	<p>Fax:</p>	<p>206-381-5601</p>
	<p>Email:</p>	<p>Online Form</p>

<p>Colorado Online Learning http://www.coloradoonlinelearning.org/</p>	<p>5181 Ward Rd. Suite 205 Wheat Ridge, CO 80033</p>	
<p>Description</p>		
<p>Colorado Online Learning (COL) believes in collaboration – not competition– in establishing partnerships with schools and other organizations interested in maximizing opportunities for student achievement.</p> <p>COL has served Colorado Districts for the past 12 years by providing over 70 quality online, teacher-led courses designed to prepare students for the challenges of the 21st century. All teachers are Colorado-licensed and meet the highly qualified requirements in each of their content areas; COL courses are aligned with the Colorado Model Content Standards.</p> <p>COL is Colorado’s only teacher-led supplemental program. Because COL partners with districts, districts make decisions about student placement in courses, transcribe students’ grades, and offer in-house support.</p>	<p>Offers Diploma:</p>	<p>No</p>
	<p>Accreditation:</p>	<p>Accredited by AdvanceED and the Northwest Accreditation Commission (NWAC)</p> <p>NCAA Approved Core Courses</p>
	<p>Fee Structure:</p>	<p>By Course, By Semester</p>
	<p>Price:</p>	<p>\$350 per course per semester</p>
	<p>Type of program:</p>	<p>Not self-paced, semester start and end dates</p>
	<p>Contact Person</p>	<p>Online Registration</p>
	<p>Telephone:</p>	<p>303- 339-4080 Toll Free: (877) 293-5673</p>
	<p>Fax:</p>	<p>303-350-1624</p>
	<p>Email:</p>	<p>info@coloradoonlinelearning.org</p>

<p>Fairfax County Public Schools Online Campus (FCPS) http://www.fcps.edu/</p>	<p>Sprague Technology Center 4414 Holborn Ave Annandale, VA 22003</p>	
<p>Description</p>		
<p>FCPS Online Campus delivers courses identical in content to those offered in our traditional classrooms and uses multi-media to engage students. These courses are aligned with the Virginia Standards of Learning (SOL) and follow the Fairfax County Public Schools Program of Studies (POS).</p> <p>All online campus courses require at least two face-to-face meetings that are held in the evenings.</p> <p>Fairfax County Public Schools ARE recommended for world languages.</p> <p>Fairfax County Public Schools math and English courses are <u>NOT</u> accepted</p>	<p>Offers Diploma:</p>	<p>No</p>
	<p>Accreditation:</p>	<p>Aligned with the Virginia Standards of Learning (SOL)</p> <p>Fairfax County Public Schools Program of Studies (POS).</p> <p>NCAA Approved Core Courses</p>
	<p>Fee Structure:</p>	<p>By course, by semester</p>
	<p>Price:</p>	<p>If the student is outside of Fairfax County Public Schools' district, they will be charged a fee of \$375 per semester course, or \$750 per year-long course.</p>
	<p>Type of program:</p>	<p>Combination</p>
	<p>Contact Person</p>	<p>Online Campus Registration</p>
	<p>Telephone:</p>	<p>703-503-7781</p>
	<p>Fax:</p>	<p>703-503-7786</p>
	<p>Email:</p>	<p>onlinecampus@fcps.edu</p>

<p>Florida Virtual School https://www.flvs.net/Pages/default.aspx</p>	<p>2145 Metrocenter Blvd, Ste 200 Orlando, FL 32835</p>	
<p>Description</p>		
<p>For more than a decade, FLVS Global has provided courseware, training, and expertise to a variety of online programs at the school, district, and state level. They have helped to design and implement some of the most successful online programs today, including state programs in North Carolina, Alabama, Virginia, Mississippi, Kentucky, New Hampshire, Wisconsin, New Jersey, South Carolina, and Michigan. Additionally, current FLVS Global students reside in all 50 states and in 57 other countries worldwide.</p> <ul style="list-style-type: none"> • Expand course offerings to students by giving them choices offering flexibility and freedom to take desired courses at school • Experience a personalized, one-on-one education with instructor who keeps regular contact with student and parent • Prepare for college through 21st Century Learning skills, as some college classes are only available via virtual instruction, including option for U.S. Advanced Placement courses providing college level instruction 	<p>Offers Diploma:</p>	<p>No</p>
	<p>Accreditation:</p>	<p>The Southern Association of Colleges and Schools (SACS) The Commission on International and Trans-Regional Accreditation. NCAA Approved Core Courses</p>
	<p>Fee Structure:</p>	<p>By Course</p>
	<p>Price:</p>	<p>\$400 per semester course</p>
	<p>Type of program:</p>	<p>16–18 week semester, paced instruction</p>
	<p>Contact Person</p>	<p>Registration</p>
	<p>Telephone:</p>	<p>407-513-3387</p>
	<p>Fax:</p>	<p>407-513-3480</p>
	<p>Email:</p>	<p>globalinfo@flvs.net</p>

<p>Georgia Virtual School http://www.gavirtualschool.org/</p>	<p>1952 Twin Towers East Atlanta, GA 30334</p>	
<p>Description</p>		
<p>Georgia Virtual School is a program of the Georgia Department of Education's Office of Technology Services. The program is SACS CASI accredited and operates in partnership with schools and parents to offer middle school and high school level courses across the state.</p> <p>Georgia Virtual School provides a teacher led, virtual classroom environment.</p> <p>Georgia Virtual School also equips students with an online media center and guidance center to support students throughout their online course experience.</p> <p>Out-of-state students must fax proof of attendance and contact info for school staff who approved course, then register online</p>	<p>Offers Diploma:</p>	<p>No</p>
	<p>Accreditation:</p>	<p>The Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).</p> <p>NCAA Approved Core Courses</p> <p>Credit Recovery courses are not NCAA approved. All courses must be taken for original credit.</p>
	<p>Fee Structure:</p>	<p>By Course</p>
	<p>Price:</p>	<p>\$500 per Carnegie unit (1.0 credits)</p>
	<p>Type of program:</p>	<p>Students can choose to have their course be 12, 14, 16 or 18 week long For summer school, students can choose to have their course be 5 or 6 weeks long</p>
	<p>Contact Person</p>	
	<p>Telephone:</p>	<p>404-657-0574</p>
	<p>Fax:</p>	<p>770-357-3704</p>
	<p>Email:</p>	

<p>Indiana University High School https://iuhighschool.iu.edu/index.shtml</p>	<p>750 E. Kirkwood Ave. Bloomington, IN 47405</p>	
<p>Description</p>		
<p>Indiana University High School is a global virtual learning community which provides a high-quality education that meets the unique academic needs of a diverse student population. Students engage in a relevant and rigorous learning experience that includes a standards-based curriculum, individual courses, diploma programs, and student support services. Indiana University High School is dedicated to the continuous improvement of all aspects of its programs.</p> <p>Indiana University High School courses are taught by the semester; in order to earn a full credit and complete the course, a DCPS student must take both the first and second semester.</p> <p>Indiana University High School math and English courses are <u>NOT</u> accepted.</p>	<p>Offers Diploma:</p>	<p>Yes</p>
	<p>Accreditation:</p>	<p>North Central Association and the Commission on International and Transregional Accreditation, accrediting divisions of AdvancED</p> <p>NCAA Approved Core Courses</p>
	<p>Fee Structure:</p>	<p>By Course, By Semester</p>
	<p>Price:</p>	<p>\$295 per course</p>
	<p>Type of program:</p>	<p>Self-paced, yea-round</p>
	<p>Contact Person</p>	<p>Online Registration</p>
	<p>Telephone:</p>	<p>1-800-334-1011 1-812-855-2292</p>
	<p>Fax:</p>	<p></p>
	<p>Email:</p>	<p>iuhs@indiana.edu</p>

<p>Johns Hopkins Center for Talented Youth http://cty.jhu.edu/ctyonline/index.html</p>	<p>5801 Smith Avenue #400 McAuley Hall Baltimore, Maryland 21209</p>	
<p>Description</p>		
<p>The Johns Hopkins University Center for Talented Youth identifies and develops the talents of the most advanced K-12 learners worldwide. As part of Johns Hopkins University, CTY helps fulfill the university’s mission of preparing students to make significant future contributions to our world.</p> <p>CTY<i>Online</i> brings together the best resources for each course, which may include multimedia resources, interactive virtual classrooms, web-based classrooms, texts, and student guides. Each student works under the guidance of an instructor who provides feedback, encouragement, and evaluation. CTY<i>Online</i> courses are available year-round in a wide variety of formats for students. For the most current list of course offerings, see cty.jhu.edu/ctyonline/courses.</p> <p>Students may enroll at any time during the year and progress at their own pace during their enrollment, guided by instructors who strive to meet individual needs. Enrollment and tuition are time based, and students may enroll in a course for three, six, or nine months.</p> <p>CTYOnline has eligibility requirements for admission. For test score information, refer to http://cty.jhu.edu/ctyonline/apply/eligibility.html.</p> <p>Students are also required to have an email account and regular access to a computer, scanner, printer, and the Internet. Many courses list specific technical specifications to ensure students can run course software on their computer</p>	<p>Offers Diploma:</p>	<p>No</p>
	<p>Accreditation:</p>	<p>The Commission on Secondary Schools of the Middle States Association of Colleges and Schools.</p> <p>NCAA Approved Core Courses</p>
	<p>Fee Structure:</p>	<p>By Course</p>
	<p>Price:</p>	<p>Varies by course, range of \$520- \$1,330</p>
	<p>Type of program:</p>	<p>16–18 week long courses, yearlong, and self-paced</p>
	<p>Contact Person</p>	
	<p>Telephone:</p>	<p>410-735-6277 or 6278</p>
	<p>Fax:</p>	<p>410-735-6200</p>
	<p>Email:</p>	<p>ctyonline@jhu.edu</p>

<p>National High School http://www.nationalhighschool.com/</p>	<p>6455 East Johns Crossing Suite 175-1st Floor Duluth , GA 30097</p>	
<p>Description</p>		
<p>NHS offers a unique and flexible approach to earning your high school diploma online using computer-based courses. The NHS program is based on the belief that all students have the right to the opportunity to earn a high school diploma, while recognizing that not all students are able to accomplish this in a traditional educational setting. National High School has over 100 course offerings. National High School’s curriculum is challenging, innovative, and aligned with national standards. At National High School, you will find the same classes that you find in traditional high schools. They provide a comprehensive set of high school classes online that cover core subjects, as well as additional areas of study.</p> <p>Instructors are available for consultation through email, telephone, and in the virtual classroom. If students need special one-on-one assistance, appointments can be made with the instructor to meet in the virtual classroom at a special time.</p>	<p>Offers Diploma:</p>	<p>Yes</p>
	<p>Accreditation:</p>	<p>The Commission on International Trans-Regional Accreditation (CITA)</p> <p>Southern Association of Colleges and Schools (SACS).</p> <p>NCAA Approved Core Courses</p>
	<p>Fee Structure:</p>	<p>By Course, By Semester</p>
	<p>Price:</p>	<p>\$399 per credit</p>
	<p>Type of program:</p>	<p>18 week semester, Combination</p>
	<p>Contact Person</p>	<p>Admissions</p>
	<p>Telephone:</p>	<p>1-877-503-4599 1-678-436-8748</p>
	<p>Fax:</p>	<p>678-669-2439</p>
	<p>Email:</p>	<p>info@nationalhighschool.com</p>

<p>National Connections Academy http://www.nationalconnectionsacademy.com/private-school/home.aspx</p>	<p>1001 Fleet Street 5th Floor Baltimore, MD 21202</p>	
<p>Description</p>		
<p>National Connections Academy offers more than 600 dynamic courses in all subject areas for grades K–12. They provide full-time programs, part-time courses and summer school courses.</p> <p>Connections Academy, LLC is a national leader in virtual education and is dedicated to the idea that individualized instruction, high-quality curriculum, parental involvement, and exceptional teachers are the cornerstones of student achievement. National Connections Academy strives to create a virtual learning community that connects students, teachers and families through 21st century technology tools and real-time interaction.</p>	<p>Offers Diploma:</p>	<p>Yes</p>
	<p>Accreditation:</p>	<p>Middle States Association of Colleges and Schools (MSA)</p> <p>Southern Association of Colleges & Schools Council on Accreditation and School Improvement (SACS CASI)</p> <p>Provisional accreditation from the Northwest Accreditation Commission (NWAC).</p> <p><i>NCAA Approved Core Courses</i></p>
	<p>Fee Structure:</p>	<p>By Semester, Academic Year, or by Course</p>
	<p>Price:</p>	<p>Individual courses are \$395 per semester, or \$445 per semester for AP courses.</p>
	<p>Type of program:</p>	<p>Self-paced; you have one year or semester from the date of enrollment to complete the course</p>
	<p>Contact Person</p>	<p>Register online or Call 888-440-2899</p>
	<p>Telephone:</p>	<p>1-888-440-2899</p>
	<p>Fax:</p>	<p>443-529-1200</p>
	<p>Email:</p>	<p>NaCAadvisor@ConnectionsAcademy.com</p>

<p>National University Virtual High School http://www.nuvhs.org/</p>	<p>11355 North Torrey Pines Road La Jolla, CA 92037-1013</p>	
<p>Description</p>		
<p>National University Virtual High School (NUVHS) is an affiliate of the National University System and offers flexible, online programs to help students finish high school sooner or to supplement your current coursework. All courses meet or exceed California and national standards.</p> <p>NUVHS offers over 90 interactive high school courses in a wide range of subject areas. All online courses are instructor-led by California-credentialed teachers, and with throughout-the-year registration students can begin at any time. NUVHS provides 24/7 access to courses, help desk, library and support services. Instructors and students communicate frequently via email as well as discussion boards in every unit.</p> <p>NUVHS courses are taught by the semester; in order to earn a full credit and complete the course, a DCPS student must take both the first and second semester.</p>	<p>Offers Diploma:</p>	<p>No</p>
	<p>Accreditation:</p>	<p>National University Virtual High School (NUVHS) is accredited by the Western Association of Schools and Colleges (WASC) Accrediting Commission for schools through 2019..</p> <p>In addition to WASC, NUVHS is also accredited with the North Central Association Commission on Accreditation and School Improvement (NCA CASI) through AdvancED.</p> <p>NCAA Approved Core Courses</p>
	<p>Fee Structure:</p>	<p>By Course</p>
	<p>Price:</p>	<p>\$295 AP \$375</p>
	<p>Type of program:</p>	<p>4-16 week long courses, self paced</p>
	<p>Contact Person</p>	
	<p>Telephone:</p>	<p>866-366-8847</p>
	<p>Fax:</p>	<p>858-642-8750</p>
<p>Email:</p>	<p>info@nuvhs.org</p>	

<p>University of Missouri High School http://muhigh.missouri.edu/</p>	<p>University of Missouri Room 306 Clark Hall Columbia, Missouri 65211</p>	
<p>Description</p>		
<p>The mission of the University of Missouri High School is to provide distance learning courses, through a variety of delivery methods that will complement traditional high school curricula and provide an accredited online high school diploma program for independent learners of all ages seeking an alternative to traditional high school attendance.</p> <p>University of Missouri High School courses ARE <u>NOT</u> accepted for math or English courses</p>	<p>Offers Diploma:</p>	<p>Yes</p>
	<p>Accreditation:</p>	<p>AdvancED and the North Central Association Commission on Accreditation and School Improvement (NCA CASI).</p> <p>NCAA Approved Core Courses</p>
	<p>Fee Structure:</p>	<p>By Course</p>
	<p>Price:</p>	<p>\$165 per half unit of high school courses, \$300 per half unit of high school semester courses</p>
	<p>Type of program:</p>	<p>16–18 week long courses, self-paced</p>
	<p>Contact Person</p>	
	<p>Telephone:</p>	<p>1-855-256-4975 or 573-884-3974</p>
	<p>Fax:</p>	<p>573-884-9665</p>
	<p>Email:</p>	<p>mizzouk12online@missouri.edu</p>



Student ID: _____

ONLINE/DISTANCE LEARNING COURSE APPROVAL FORM

Student Name: _____ School: _____ Grade: _____

Name of the Online Institution: _____

Name of the Online Course: _____ Course Number: _____ For Credit: ___ Yes ___ No

Anticipated start date: _____ Anticipated completion date: _____

Guidelines for Online/Distance Learning Courses:

- The online/distance learning course registration, course payment and lesson completion are the responsibility of the student and his or her family.
- A student may not enroll in an online/distance learning course for credit if they are presently taking the same course in a District of Columbia Public Schools (DCPS) class.
- At least 30 days prior to enrolling in an online/distance learning course, the student must complete this Online/Distance Learning Course Approval Form and submit it to the principal or designee.
- The student must meet with his/her counselor or content area teacher to determine whether the course is appropriate prior to completing and submitting this Online/Distance Learning Course Approval Form.
- A copy of the online/distance learning course description and a one paragraph rationale for why the student wants to take the course outside of DCPS must be provided with this form prior to course enrollment.
- Permission from the principal and the Office of Academic Planning & Scheduling must be obtained prior to registering for the online/distance learning course through which the student wants to receive DCPS credit.
- Completion of one course and receipt of that course transcript is required before approval will be given for registration of any additional online/distance learning courses.
- Official sealed transcripts for an online/distance learning course must be received by the counselor at least 10 school days prior to the last day of regular classes, before final exams, during the term in which credit is requested. Transcripts for graduating seniors must be received at least 10 school days prior to graduation.
- The credit earned by taking an online/distance learning course is entered into the student's record by school counselors after approval from the principal. Credit will only be awarded for approved online/distance learning courses which are successfully completed according to the course provider's standards.
- Successfully completed online/distance learning courses will receive a course grade based on the grading policy outlined in Chapter 22 of the DCMR.

Student's Signature

Date

Guardian's Signature

Date

Counselor's Signature

Date

Principal's or Designee's Signature

Date

Office of Academic Planning & Scheduling or Designee's Signature

Date

<i>This section is to be completed by the school counselor, then faxed to 202-535-2337</i>				
Course Code _____	Course Title _____	Credit Recovery ___	Graduation _____	Acceleration _____

August 22, 2012

Dear Parents/Guardians,

Every year, the District of Columbia Public Schools (DCPS) receives requests from families looking to explore online and distance learning options. The Office of Chief Academic Officer (OCAO) manages course approval and would like to clarify key points with families as school year 2012–13 begins.

The following stipulations apply to all courses taken outside of DCPS while attending a DCPS high school:

1. All courses taken outside of DCPS must be pre-approved by the principal and the Office of College & Career Readiness (OCCR) prior to beginning the course. This includes courses taken online, through a private school program, through a summer program, or through a college/university.
2. Requests to take a course outside of DCPS must be submitted using the required form, and only completed forms containing all required signatures are accepted.
3. All courses taken online must come from an approved vendor; a list of approved vendors is available from the school counselor.
4. All online vendors must be accredited and meet NCAA eligibility requirements.
5. Students may not take a lab science or a physical education course through an online program.
6. Students will only be approved to take one course outside of DCPS at a time.
7. If approved, all tuition, fees and materials are the responsibility of the parent/guardian.
8. Upon completion, a final transcript from the outside course provider/vendor must be submitted to the home school to transfer the credit to DCPS.

Courses may be completed online or through distance learning for the purpose of credit recovery, pursuing courses not offered by the home school, resolving course scheduling conflicts, and for advancement in math to prepare for an Advance Placement course.

Applications must include a copy of the approval form, student transcript, course description, and a brief rationale for why the student wishes to take the course outside of DCPS.

Please contact your school counselor, _____, with additional questions at _____.

Sincerely,

The Office of College & Career Readiness
occr@dc.gov

District of Columbia Adult Education Directory
Basic Education Skills, High School Diploma,
External Diploma Programs and GED Preparation Programs



For more information call:

Literacy Helpline
(202) 727-2431

Adult Literacy Resource Center
March 2014



Dear Area Residents, Literacy Providers, Community Agencies/Organization and Supporters of Literacy,

The D.C. Public Library Adult Literacy Resource Center developed this Program Directory to assist you in locating area adult literacy programs and services. The programs offer classes or tutoring to help adults improve their skills. We encourage you to use and share this directory. Listed below are answers to some frequently asked questions about the Adult Literacy Resource Center.

- ***Where is the center?***

The Adult Literacy Resource Center is located in the Martin Luther King, Jr. Memorial Library, 901 G Street, NW, Room 300, Washington, DC 20001 (Near both Gallery Place/Chinatown Metro Stop and Metro Center)

- ***What is the role of the center?***

The Adult Literacy Resource Center believes that literacy is a right, not a privilege, and encourages potential adult learners to study by providing high quality adult-oriented materials, guidance in selecting appropriate materials, access to computers, and knowledgeable information and referral. To foster professional development, it provides tutors and teachers with (1) a wide array of materials (2) training opportunities and (3) up-to-date professional information and research in the field of adult learning. The Division offers space for one-to-one tutoring, for tutor training sessions, and for advisors to work with adults enrolled in the External Diploma Program. By providing “tours” for adult learners enrolled in local literacy programs, the Center helps to demystify the library. The Adult Literacy Resource Center serves the entire D.C. Public Library system and strives to maintain, and expand, the Library's services to adult and family literacy practitioners and students in the District. It also acts as a liaison between local and national adult education organizations and other state literacy resource centers.

- ***Are there computers in the center?***

As a center of technology for literacy providers, it oversees a tutoring/computer lab so that adult learners and tutors can enhance learning through computer-assisted instruction and use of resources available on the internet.

- ***Are there audio and videotapes in the center?***

There are Reading Skill Building/Comprehension, GED, Math, and ESL audiovisual materials available for use in the Center.

Adult learners should call the program that they would like to attend, for more details about enrollment and class schedules. We hope that you find this directory helpful. Please feel free to call the Literacy Helpline at (202) 727-2431, if you need additional information.

Marcia Harrington

Manager, the Adult Literacy Resource Center

Adult Education Program Sites by Quadrants

NE

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*** These programs only offer either the NEDP or Evening High School**

**District of Columbia Adult Education Directory
Adult Basic Education (ABE), High School Diploma,
EDP, GED and ESL Programs**

This is a list of programs in the District of Columbia that offer classes or tutoring to help you improve your skills, and/or study for a high school diploma or the GED Test. For more information about classes and entry requirements, call the specific program that you plan to attend. The abbreviations below are used in this list. **Unless otherwise specified, the programs listed below require DC residency and accept students of eighteen years and older.**

ABE: Adult Basic Education **ESL:** English as a Second Language **Reading:** 1-to-1 Reading Tutoring Program
GED: General Educational Development/High School Equivalency Certificate **EDP:** External Diploma Program

**For more information, call the Literacy Helpline at (202) 727-2431.
Martin Luther King, Jr. Memorial Library, Adult Literacy Resource Center
901 G St., NW Washington, DC 20001**

Program Name and Location	Classes	Phone #
<p>Academy of Hope</p> <p>601 Edgewood Street, NE, Ste. 25 20017</p> <p>3700 9th Street, SE 20032</p> <p>www.aohdc.org</p>	<p>Hours:</p> <p>NE: Daytime and Evening Classes</p> <p>SE: Daytime Classes</p> <p>Call for more information.</p> <p>Services: ABE, GED, NEDP, Computer, College Readiness</p> <p>Enrollment: Check aohdc.org for registration information</p>	<p>NE: 269-6623</p> <p>SE: 373-0246</p>

<p>Anacostia Community Outreach Center www.anacostiaoutreach.org 707 24th Street NE #119 20002 (min. age: 16)</p>	<p>Hours: M - F, 10:00 a.m. – 2:00 p.m. Services: ABE, GED, Tutoring, Continuing Education Enrollment: ongoing Cost: free</p>	<p>889-5607</p>
<p>Ballou STAY Senior High School 3401 4th Street, SE 20032 http://balloustay.org/</p>	<p>Hours: GED: M – Th, 4:30 p.m. – 6:30 p.m. HS Diploma: 8:30 a.m. – 8:30 p.m. NEDP: 9:30 a.m.- 8:30 p.m. Services: GED, NEDP, Enrollment: ongoing Cost: free</p>	<p>645-3390 or 645-3203</p>
<p>Beulah Baptist Church GED Center Beulah Baptist Church 5901 Dix Street, NE 20019 (min. age: 16; DC residency not required)</p>	<p>Hours: M, T & Th, 5:30 – 8:30 p.m. Services: GED Enrollment: call for dates; 3 – 4 month sessions; closed during summer Cost: free; \$20 book fee</p>	<p>388-4165 evening 396-5368 day</p>
<p>Carlos Rosario International Public Charter School 1100 Harvard Street, NW 20009 www.carlosrosario.org</p>	<p>Hours: GED in Spanish: M – F, 8:45 – 11:30 a.m.; 1:00 – 3:45 p.m.; M – Th, 6:00 – 9:00 p.m. Services: GED (Spanish), ESL all levels, Citizenship, Family Literacy, Computer Literacy, various job training Enrollment: call for dates; 5 month sessions Cost: free</p>	<p>797-4700</p>

<p>Center for Empowerment and Employment Training (CEET) 600 W Street NE 20002 www.ceet.org (min. age: 16; DC residency not required)</p>	<p>Hours: M – Th, 6:00 – 9:00 p.m. Services: ABE, GED, ESL, Computer Repair Enrollment: ongoing; semester sessions (no adult literacy classes during the summer) Cost: \$85 + \$50 registration fee for GED, ESL, MS Office; scholarships available</p>	<p>832-4070</p>
<p>Community College of the University of the District of Columbia Locations: Backus Campus 5171 South Dakota Avenue, NE 20017 PR Harris Education Center (lower level) 4600 Livingston Road, SE 20032 http://www.cc.udc.edu/workforce_development</p>	<p>Hours: M-Th, 5:00 – 8:00 p.m. Services: GED, Job Training, College Credit, Computer Enrollment: follows semester schedule Cost: free</p>	<p>PR Harris Center - 274-6999 Backus Campus - 274-7209 Main: 274-7181 workforce@udc.edu</p>
<p>Concerned Black Men, Inc. Mayfair Mansion Apartments Community Center 3744 ½ Hayes Street, NE 20019 (min. age: 16)</p>	<p>Hours: M – Th, 9:30 a.m. – 1:30 p.m. Services: ABE, Pre-GED, GED, Workforce Readiness Enrollment: ongoing; orientation first Wednesday of each month at 9:30 a.m. Cost: free</p>	<p>746-8762</p>

<p>Covenant House 2001 Mississippi Avenue, SE 20020 www.covenanthouse.org/about_loc_dc.html (Youth, ages 18-24; DC residency not required)</p>	<p>Hours: M – F, 9:30 a.m. – 12:00 p.m.; 1:00 p.m. – 3:30 p.m. Services: ABE, GED, Life Skills, Job Readiness Enrollment: call for dates; 12 wk sessions Cost: free</p>	<p>610-9600</p>
<p>Kennedy Institute – A Program of Catholic Charities 801 Buchanan Street NE 20017 (The day program is for DC residents only. The evening program is open to all.)</p>	<p>Hours: T-Th, 9:30 – 12:00 p.m. Services: ABE, Computer, Workplace Literacy, Functional Life Skills; serving special needs Enrollment: call for dates Cost: free</p>	<p>529-7600 ext. 728</p>
<p>Kingsbury Center 5000 14th Street, NW 20011 www.kingsbury.org (Serves adults and youth; DC residency not required)</p>	<p>Hours: day & evening Services: limited tutoring; serving those with learning disabilities Enrollment: ongoing Cost: \$80/hr for tutoring; students can get assistance through the Rehabilitation Service Administration (see page 11)</p>	<p>722-5555</p>
<p>LAYC Career Academy 3047 15th Street, NW 20009 http://laycca.org (Youth, 16-24; must be DC residents)</p>	<p>Hours: M-F, 9:00 a.m. – 3:00 p.m. Services: GED, College Preparation, College Credits, Job Preparation in health care and information technology. Enrollment: Call for information; 3 months sessions Cost: free</p>	<p>319-2228</p>

<p>LVA-NCA (Literacy Volunteers and Advocates) 635 Edgewood Street, NE Suite B 20017 http://lvanca.org</p>	<p>Hours: day & evening Services: small classes; Workplace Literacy; individual reading tutors (student & tutor arrange time & location) Enrollment: ongoing Cost: free</p>	<p>387-1772</p>
<p>Maya Angelou Young Adult Learning Center 5600 East Capitol Street, NE 20001 www.seeforever.org (Youth, 17-24)</p>	<p>Hours: M-F, 9:00 a.m. – 11:30 a.m. & 12:00 p.m. – 2:30 p.m. Services: GED, ABE, Job Training Enrollment: call for information Cost: free</p>	<p>289-8898 or 232-2885</p>
<p>Next Step Public Charter School 3047 15th Street, NW 20009 www.layc-dc.org (Youth, 16-24)</p>	<p>Hours: M – F, 9:00 a.m. – 3:00 p.m.; 6:00 p.m – 9:00 p.m. Services: GED, ESL Enrollment: every 3 months starting in September Cost: free</p>	<p>319-2249</p>
<p>Perry School Community Services, Inc. 128 M Street, NW, Room 200 20001 (under 18 must be out of school for 6 months + parental permission; DC residents only)</p>	<p>Hours: M – Th, 9:30 a.m. – 12:30 p.m. Services: Pre GED, GED, Financial Literacy, Computer Repair, MS Office Specialist Enrollment: ongoing; call for orientation dates Cost: free</p>	<p>312-2449 If busy, call 313-7140</p>

<p>Southeast Ministry 3111 Martin Luther King, Jr. Avenue, SE 20032 http://southeastministrydc.org</p>	<p>Hours: M – Th, 9:00 a.m. – 12 p.m.; 1:00 – 4:00 p.m. Services: GED (5 sessions a year), Job Readiness, Life Skills Enrollment: call for dates; 8 wk sessions Cost: free</p>	<p>562-2636 ext. 301</p>
<p>Toyota Family Literacy Program Moten Elementary School 1565 Morris Road, SE Washington, DC 20020 (family w/ child – families with children at Moten have first priority; Ward 8 residents)</p>	<p>Hours: M - Th, 9 a.m. – 3 p.m. Services: Pre-GED, GED (supplemented by parenting & computer literacy classes) Enrollment: ongoing; 10 month sessions. Cost: free</p>	<p>698-1111 (main office will connect you)</p>
<p>Washington Cathedral Literacy Program Massachusetts & Wisconsin Avenues, NW 20016 (DC residency not required)</p>	<p>Hours: day & evening Services: Individual subject specific one-on-one tutoring (tutor & student arrange time & location) Enrollment: ongoing Cost: free</p>	<p>537-6220</p>
<p>Washington Literacy Center 1816 12th Street, NW Suite 300 20009 www.washingtonliteracycenter.org</p>	<p>Hours: M – Th, day & evening Services: Pre-GED intakes & assessments; primarily for 6th grade levels & below; small classroom setting Enrollment: ongoing; classes offered 6 times a year Cost: free</p>	<p>387-9029 Press 1 when you get the menu</p>

<p>WISE (Workforce Investment and Social Enterprise) 3500 14th Street, NW 20009 (Youth, 16-24)</p>	<p>Hours: M – F, 10:00 a.m. – 12:00 p.m.; 1:00 – 3:00 p.m. Services: GED, Pre-GED, Job Training --- call for dates Enrollment every 3 months (January, April, July & October); 12 week sessions Cost: free</p>	<p>319-0270</p>
<p>YouthBuild Public Charter School 3014 14th Street, NW 20009 www.ybpcs.org (Youth, 16-24; must be drug-free)</p>	<p>Hours: M-F, 8:30 a.m. – 3:30 p.m. Services: GED, Job Readiness, Construction Enrollment: classes start in September; call for application deadlines; 9 month sessions Cost: free; stipend given</p>	<p>518-0601</p>
<p>YWCA 2303 14th Street NW Suite #100 20009 (Serving women and men) http://www.ywcanca.org/</p>	<p>Hours: M – Th, 9:30 a.m.- 2:15 p.m.; M-Th, 6:15 p.m. – 8:00 p.m. Services: Pre-GED, GED, Workplace Literacy Enrollment: term (fall, winter, spring, summer) Cost: free</p>	<p>626-0700 ext. 729</p>

D.C. Public Schools High School Diploma and National External Diploma Programs (NEDP)

Listed below are programs that offer the National External Diploma Program and schools that help learners complete their High School Diploma. The NEDP programs accept those who are 25 years old and older unless otherwise noted and they also require job experience and learners should have high reading and math skills in order to enter. Schools that offer the opportunity to complete a High School Diploma typically require that learners present their transcript from the last high school they attended. The National External Diploma Program is now all online at the program site.

<p>Ballou STAY Senior High School Diploma Program External Diploma Program (EDP) 3401 4th Street, SE 20032 www.k12.dc.us/dcps/home.html (EDP: min. age 25; HS Diploma: min age 16)</p>	<p>Hours: HS Diploma: M-Th, 9:30 a.m. – 7:30 p.m. NEDP: 12:30 p.m.– 3:30 p.m. Services: High School Diploma, NEDP, Tutoring, Various Job Training Enrollment: April 22; classes –Aug. 25 Cost: EDP: \$125 H.S. Diploma: free for DC residents</p>	<p>645-3390</p>
<p>Living Wages of Washington 4235 4th St. SE 20032 1401 V St., SE 20032 http://www.livingwages.org (min. age: 25)</p>	<p>Hours: M – F, 9:00 a.m. – 4:00 p.m.; Sat, 10:00 a.m.- 2:00 p.m. Services: NEDP, limited tutoring Enrollment: ongoing; call for next orientation (about every two weeks) Cost: \$130 course fee (you can pay in small increments)</p>	<p>574-3962 (4th Street) 610-0974 (V Street)</p>
<p>Roosevelt STAY Senior High School Diploma Program for Adults and External Diploma Program 4301 13th Street, NW 20011 (min. age: 25)</p>	<p>Hours: High School Diploma: M-F, 3:40 – 9:15 p.m.; NEDP: 4:30 p.m. – 8:30 p.m. Services: High School Diploma, NEDP, ESL (ESOL) Enrollment: call for information Cost: \$50 registration fee for NEDP; Other classes are free for DC residents</p>	<p>576-8399</p>

Southern Baptist Church EDP Program 134 L Street, NW 20001 (min. age: 25)	Hours: T, 5:00 – 7:00 p.m. Services: NEDP Enrollment: ongoing Cost: \$200	842-1954
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Special Literacy Initiatives

Listed below are additional programs that offer adult education classes. Some of these programs are short-term literacy initiatives that have operated for less than one year and others may offer classes in conjunction with job training. Please call the programs for more specific information about the class schedule, registration, enrollment and possible fees.

<p>Citiwide Computer Training Center – The Scholastic Place Program 1112 – 11th Street, NW 20001 www.mycitiwide.com (Ages 16-21)</p>	<p>Hours: M – Th, 9:30 a.m. - 2:30 pm. Services: ABE, GED Online, Computer Enrollment: ongoing, 3-6 month sessions Cost: free to youth referred by city government agency</p>	<p>667-3719</p>
<p>Excel Institute 2060 West Virginia Avenue, NE 20002 (min. age: 16)</p>	<p>Hours: 9:00 a.m. – 3:00 p.m. Services: GED for Automotive Technology Training students Enrollment: call for dates Cost: call for more information</p>	<p>269 0384</p>
<p>Potomac Job Corps Class Site: 1 DC Village Lane, SW 20002 Enrollment/Registration: 1223 Pennsylvania Avenue, SE 20003 (Youth, 16-24)</p>	<p>Hours: M – F, 8:30 a.m. – 5:00 p.m. Services: Pre-GED, GED, Job Readiness Enrollment: ongoing registration Cost: free; a biweekly stipend and a bonus upon program graduation.</p>	<p>399-8590 ext. 306</p>

Other Resources

GED Testing Center Office (Judiciary Square Metro stop, Red Line)

441 Fourth Street, NW, Suite 370 N

Washington, DC 20001; phone, 274-7173

You need a photo ID to enter the building.

(Note: Youth between 16 and 18 interested in the GED Test must meet specific requirements and should call 274-7173.)

GED Practice Test Sites

A Practice Test is no longer required in the District but through GED Ready, a tester can see how well they might do on the Official Test. The GED Ready is a practice test which can be taken at www.gedtestingservice.com/educators/gedready for a cost of \$6.00 per each of the 4 subjects (total of \$24.00). The student will receive their scores that day and will be given a study plan for the areas where more studying is needed.

To take the free GED Practice Test online, go to <http://www.gedtestingservice.com/educators/freepracticetest>

To register and pay for the Official GED, which now costs (\$120.00), go to www.ged.com. Sign-up with an email address.

ABE and GED Materials

The Adult Literacy Resource Center at the Martin Luther King, Jr. Memorial Library, Room 300, has books, DVDs and videotapes for reading improvement, basic academic skill development, GED preparation and ESL. Call (202) 727-1616 for more information.

Services for Those with Special Needs or Learning Disabilities

Rehabilitation Services Administration (RSA)

Evaluation Unit

1125 15th Street NW

Washington, DC 20005; phone 442-8400 (intake); 442-8663 (main)

RSA helps disabled persons (including learning disabled) with employment and independent living in the home and community and provides vocational preparation services for entrance into the job market.



MEMBERSHIP DIRECTORY

MARYLAND ASSOCIATION OF NONPUBLIC SPECIAL EDUCATION FACILITIES

*Inspiring Dreams,
Changing Lives*

MANSEF

2013 - 2014

www.mansef.org



WHO WE ARE

The Maryland Association of Nonpublic Special Education Facilities (MANSEF) is a non-profit organization of special education schools which are approved by the Maryland State Department of Education, created to promote quality services for children and youth with disabilities. We serve more than 3,000 students between 2 and 21 years of age.

VISION STATEMENT

To realize optimum growth for students with special needs and to advance support to their families by ensuring access to a full range of educational opportunities

MISSION STATEMENT

MANSEF is the collective voice and essential resource for the nonpublic special education community to champion the continuum of services for students with special needs.

WHAT WE DO

MANSEF is committed to creating optimum educational opportunities in the least restrictive environment for all Maryland children and youth with disabilities. MANSEF unites a diverse community of educators, professionals, and parents into an accessible, visible, and effective organization that champions the continuum of services for special needs children and adolescents in Maryland.

WHO WE SERVE

MANSEF schools provide services for children and youth between 2 and 21 years of age who have at least one of the following cognitive, physical, sensory, emotional and/or behavioral disabilities:

- 01 – intellectual disability
- 02 – hearing impairment
- 03 – deaf
- 04 – speech or language impairment
- 05 – visual impairment
- 06 – emotional disability
- 07 – orthopedic impairment
- 08 – other health impairments
- 09 – specific learning disabilities
- 10 – multiple disabilities
- 12 – deaf-blindness
- 13 – traumatic brain injury
- 14 – autism
- 15 – developmental delay

HOW TO USE THIS DIRECTORY

MEMBER SCHOOL BY NAME: Use the Table of Contents – *Alphabetical by School Name* on pages 1 – 2.

MEMBER SCHOOL BY LOCATION: Use the Table of Contents – *Geographical by County* on pages 3 - 5.

MEMBER SCHOOL BY DISABILITY SERVED: Use the Table of Contents – *By Disability Served* on pages 6 -11.

MEMBER SCHOOLS OFFERING RESIDENTIAL: Use the Table of Contents – *Schools with a Residential Component* on page 12.

Individual school program descriptions begin on page 13.

To learn about how **the special education process** works in Maryland, read the information provided in the section titled “**Understanding Special Education and Advocating for Your Child**” on pages 117 - 120.

To reference regulations and COMAR Citations refer to pages 121 - 127

To learn more about **Advocates, Attorneys and Educational Consultants** available to help you understand the special education process, refer to the Appendix on page 128 - 129.

To find out more about the **Additional Resources** available to families with special needs students, refer to the Appendix on page 130.

This directory can be downloaded from our web site at www.mansef.org.

The MANSEF Directory (print version) is published in September of each year. Changes or revisions during the school year are posted on our web site and can be found at www.mansef.org



An Important Message About Nonpublic Special Education

The Friends of MANSEF serves in an advisory capacity to the MANSEF Board of Directors for two purposes: (1) to address matters of family involvement and communication, and (2) to act as a core group of advocates to help educate government leaders, policy makers and members of the general public about the educational needs of children with disabilities.

All parents are concerned about the quality of their child's education, including parents of children with special needs and learning challenges. If your child has special needs and you have concerns regarding the appropriateness of the instruction your child is receiving, you have the right to discuss the possibility of her/his placement in a nonpublic special education school.

Key Points:

1) Nonpublic schools are vital to the fulfillment of IDEA, the Individuals with Disabilities Education Act. IDEA mandates a "continuum of alternative placements to meet the needs of children with disabilities for special education and related services." Nonpublic schools are one component in that continuum, and fulfill a unique and essential role in meeting some students' particular educational needs. Nonpublic schools serve an important role for Maryland to comply with federal law regarding education for special needs students. **IDEA does not require every child to be placed in the public school classroom.**

2) Nonpublic schools are uniquely equipped to provide the specific, multidisciplinary, frequently intensive resources students with special needs require. The scope and depth of staff expertise afford specialized, integrated programming that goes beyond academic education and encompass the social and emotional well-being of each student. In addition to the skilled, highly trained teachers and related service providers, nonpublic schools are staffed to provide other such critical services as behavior programs, crisis management and medical attention.

3) The least restrictive environment (LRE) is different for every student as outlined in IDEA and a **nonpublic special education school may be the LRE for some students.**

The LRE is where the child's educational needs can be met. LRE does not consider whether a public school, nonpublic special education school or a disability-only charter school operates the classroom. A separate public-based program is not less restrictive than a nonpublic special education school. **LRE is not simply a matter of keeping students in local public schools.** The least restrictive and appropriate placement for a student must have all necessary supports and services to enable him or her to learn and to fully participate as a valued member of the school community. Students should not need to fail in a less restrictive placement before a nonpublic program is provided.

"My son's ability to successfully obtain competitive employment in the community and to successfully participate in a variety of community activities was made possible because of the intensive services and supports he received in a nonpublic program during his high school years."

—Linda Carter-Ferrier, parent

4) Partnering is powerful. Nonpublic special education schools have reached out to public school systems to create partnerships that bring the highly regarded expertise and experience of MANSEF into local public schools via programming housed within those settings. Our goal is to implement specialized programs to support the educational success of students with special needs.

5) Placement must be individually determined. A local public school system cannot *unilaterally* decide to bring all students placed at a nonpublic special education school back to an in-district program, nor can it decide that all students with a *particular* disability must be educated within its schools. IDEA requires the placement decision for each student to be made individually by the IEP team. Parents are a part of the process.

6) Benefits of nonpublic special education. Students feel much more included and valued when they are truly part of their school community. In nonpublic special education schools, students have a real opportunity to fully participate in all aspects of school life—from sports, clubs, plays and school government to talent shows and the prom. They participate, not by being “assigned to a peer” or as someone’s “buddy,” but as a person, an individual—and often, as the leader.

7) Location of program is NOT an outcome. MANSEF collects data on what happens to students after they leave nonpublic schools. Recent data show that at least 85 percent of students in elementary and middle schools advance to the next grade each year with proficiency in curriculum-taught subjects; 63 percent of graduates have successfully enrolled in post-secondary education institutions or technical school and apprenticeship settings—nearly 20 percent higher than the national rate. Nonpublic special education school graduates go to college, trade schools, jobs and the military, and are linked with post-secondary service providers at impressive rates. **It is the outcome that matters—not just where the services are delivered.** (For more results, please see the MANSEF post-secondary outcomes study at www.MANSEF.org.)

8) Nonpublic special education is NOT more costly. This has nothing to do with LRE, but it has been the focus of many decisions that deny a student’s necessary services. Nonpublic special education schools deliver the mandated services in a way that is cost-effective, efficient and beneficial to the students. The nonpublic special education schools are financially responsible providers of vitally needed educational services delivered in small therapeutic settings that are community based—unlike their public school partners, which serve up to hundreds or thousands of students in one building.

The Friends of MANSEF serves in an advisory capacity to the MANSEF Board of Directors for two purposes: (1) to address matters of family involvement and communication, and (2) to act as a core group of advocates to help educate government leaders, policy makers and members of the public about the educational needs of children with disabilities.

Please contact us if you have any questions:

Linda Carter-Ferrier – theferriers@earthlink.net

Laura Russell – laurainmd@gmail.com

For a directory of schools, visit www.mansef.org

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Program Descriptions

The Arrow Center for Education

1605 Cromwell Bridge Road
Baltimore, MD 21234-1416

County in Which Program is Located: Baltimore

Phone: 410-882-9133
Fax: 410-663-7092
Website: www.arrow.org

Referral Contact(s): Sue Barnes

MSDE Approval Category: TYPE I Special Ed and TYPE III

Disabilities Served: 06-emotional disabilities, 08-other health impairments, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility: 45

Ages Served: 11 - 21

Grade Range: 6 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:30 a.m. to 3:00 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month (**X**) extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Arrow Center for Education is a small, nurturing, structured and supportive, self-contained middle and high school program that provides special education and clinical services to students who are primarily emotionally disturbed and in many cases may also have specific learning disabilities or mild intellectual limitations. The curriculum includes English, language arts, math, science, social studies, physical education and electives. The vocational program allows graduating seniors to complete their requirements for a high school diploma.

Related Services: Individual, group, and family therapy are integrated into the program design. Speech and language services, physical therapy, occupational therapy, psychological consultation, psychiatric evaluations and medication management are provided on a contractual basis as needed. A full time registered nurse is also available.

The Arrow Center for Education Fair Meadows Campus

2416 Creswell Road
Bel Air, MD 21015-6508

County in Which Program is Located: Harford

Phone: 410-734-0560
Fax: 410-734-0561
Website: www.arrow.org

Referral Contact(s): Kate Corbin

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disabilities, 08-other health impairments, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility: 45

Ages Served: 11 - 21

Grade Range: 6 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 9:45 a.m. to 4:15 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month (**X**) extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Arrow Center for Education is a small, nurturing, structured and supportive, self-contained middle and high school program that provides special education and clinical services to students who are primarily emotionally disturbed and in many cases may also have specific learning disabilities or mild intellectual limitations. The curriculum includes English, language arts, math, science, social studies, physical education and electives. The vocational program allows graduating seniors to complete their requirements for a high school diploma.

Related Services: Individual, group, and family therapy are integrated into the program design. Speech and language services, physical therapy, occupational therapy, psychological consultation, psychiatric evaluations and medication management are provided on a contractual basis as needed.

The Arrow Center for Education Tangram

8800 Orchard Tree Lane, Suite 8824-30
Towson, MD 21286

County in Which Program is Located: Baltimore

Phone: 410-657-2330
Fax: 410-663-7092
Website: www.arrow.org

Referral Contact(s): Beth Plumb

MSDE Approval Category: TYPE I Special Education

Disabilities Served: 08-other health impaired, 09-specific learning disability, 10-multiple disabilities and 14-autism

Capacity of Facility: 45

Ages Served: 8-21

Grade Range: 3-12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:45 to 3:15

Length of School/Program Year:

10-month () 11-month () 12-month (**X**) extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Arrow Center for Education Tangram is a private separate day school designed to provide full-day special education and related services to a maximum of 45 students ages 8 to 21. Elementary School grades 3 through 5, middle school grades 6 through 8, and secondary school grades 9 through 12 are offered at The Arrow Center for Education Tangram.

The primary goal of the educational program is to help students reach their potential in the areas of academics, behavior, social skills, and life skills. Educational, emotional, and behavioral growth is achieved in the context of a well-structured environment. Additionally, each student's individual educational programming is created and implemented in the context of the whole child, with an emphasis on the student's ability to access instruction and skills needed for long-term success. The school employs evidence-based practices such as those established through Applied Behavior Analysis. In this therapeutic, treatment-oriented context, each student is tested, identified, and treated as a unique, individual learner.

Related Services: Clinical, speech/language, occupational therapy, and one to one services are integrated within the program design. Service delivery occurs in the classroom in a collaborative model with the special educator and the related service provider.

The Baltimore Academy

3800 Frederick Avenue
Baltimore, MD 21229-3618

County in Which Program Is Located: Baltimore City

Phone: 410-233-8404, X142

Fax: 410-233-0278

Website:

Referral Contact(s): Kate Moxley
Mundrae White

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disability

Capacity of Facility: 45

Ages Served: 12 - 18

Grade Range: 6 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:30 a.m. to 2:30 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month (**X**) extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Baltimore Academy is a 12-month school program serving students with emotional disabilities in grades 6 - through 12. Students with secondary conditions such as learning disabilities, mild mental retardation, substance abuse, and/or physical disabilities also receive specialized instruction and services. A wide range of instructional and related services are available.

The Baltimore Academy's goal is to provide sound educational experiences, which ensure learning for every student by using state-of-the-art materials and teaching strategies. We seek to provide course work and other services to move students toward high school graduation while supporting the overall treatment goals, which led to their placement at the Academy. Finally, we strive to prepare students for successful adjustment to future educational placements in less restrictive settings.

Related Services: Social work, psychological consultation, psychiatric consultation, speech and language services, drug and alcohol counseling.

Baltimore Lab: a Division of the Lab School of Washington

2220 St. Paul Street
Baltimore, MD 21218

**County in Which Program is
Located:** Baltimore City

Phone: 410-261-5500
Fax: 410-366-7680
Website: www.baltimorelabschool.org

Referral Contact(s): Jennifer Kelleher (410-735-0020)

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04 – speech or language impairment, 08- other health impairment, 09-specific learning disabilities

Capacity of Facility: 150

Ages Served: 6 - 19

Grade Range: 1 through 12

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:00 a.m. – 3:15 p.m. 8:00 a.m. to 12:30 (w)

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: From first grade through high school, Baltimore Lab School provides a dynamic, stimulating environment that fuels the quest for knowledge. Our award-winning curriculum is multisensory, experiential and challenging. Students benefit from small classes and an exceptionally low teacher/student ratio. Individual attention, recognition, and positive reinforcement give young learners the support they need to succeed academically and socially.

Related Services: Speech/language pathology, occupational therapy, psychological services.

The Benedictine School

14299 Benedictine Lane
Ridgely, MD 21660-1434

County in Which Program is Located: Caroline

Phone: 410-634-2112
Fax: 410-634-2640
Website: www.benschool.org

Referral Contact(s): Jodi King – Education Director
Julie Hickey – Principal
Cindy Thornton – Admissions Coordinator

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disability, 10-multiple disabilities, 14-autism

Capacity of Facility: 78 residential; 8 day

Ages Served: 5 - 21

Grade Range: non-graded

Private Pay Students Accepted: Yes (**X**) No ()

Setting: Day (**X**) Residential (**X**)

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:30 a.m. to 3:00 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month (**X**) extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Benedictine School is a 12-month day and residential facility for autistic, intellectually disabled, and multi-disabled children and youth, ages 5 to 21. Founded by the Benedictine Sisters, the school is located on 500 acres in Caroline County on the Eastern Shore of Maryland.

Benedictine provides an individualized and multi-disciplinary approach with regular communication and collaboration amongst all team members – school, residential, therapists, family, local school systems and placing agencies. The mission of The Benedictine School is to assist individuals with disabilities in becoming as independent or semi-independent as possible; to make wise use of leisure time; and to live and work in a community setting.

These goals are achieved through educational, social, and vocational tasks. Services are provided in a highly structured, highly supervised educational and residential setting. Environmental structuring of physical spaces is provided to maintain safety and includes study carrels, quiet areas, and sensory rooms. On-site supports to assist students with behavior management and crisis intervention are integral parts of our program. Small class sizes and a high staff student ratio (1:3 or better) is provided.

Learning is enhanced by the variety of settings available. These include large classrooms, therapeutic room, sensory areas, motor room, full size gymnasium, indoor pool, computer lab, updated playground and athletic fields, and both on-and-off campus living environments.

The Benedictine School -
(continued)

Career development and vocational programming are offered in several on-site stations and in several off-site stations that are identified based on the individual needs of the student.

Residential placement is available for students who need a 24 hour educational environment. Residential services and goals focus on developing and improving functional living skills, self-help skills, life skills, social skills, and communication skills. A strong emphasis is placed on consistency and carryover of learned activities including standardizing the teaching techniques of the staff in the day and residential settings.

Related Services: Speech, occupational, physical therapies, individual and group counseling, psychological, psychiatric, medical, home management, leisure education training, vocational and pre-vocational, assistive technology, adaptive physical education and aquatics, and transition services.

Cedar Ridge School

Box 439
12146 Cedar Ridge Road
Williamsport, MD 21795-3031

County in Which Program is Located: Washington

Phone: 301-582-0282
Fax: 301-582-4756
Website: www.cedarridge.org

Referral Contact(s): Paula Hayes

MSDE Approval Category: TYPE I Special Ed and TYPE I General Ed

Disabilities Served: 06-emotional disabilities, 08-other health impairments

Capacity of Facility: 64 (boys only)

Ages Served: 7 - 21

Grade Range: 2 through 12

Private Pay Students Accepted: Yes (X) No ()

Setting: Day (X) Residential ()

Before and/or After School Program: Yes () No (X)

Nurse on-site either part-time or full-time: Yes (X) No ()

Building and classrooms wheelchair accessible: Yes (X) No ()

Hours of Operation for school day: 8:30 a.m. – 3:00 p.m.

Length of School/Program Year:

10-month (X) 11-month () 12-month () extended school year (X)

4-week summer school () 5-week summer school (X) 6-week summer school ()

Program Description: Cedar Ridge School is located on the 100+ acre campus of Cedar Ridge Children's Home and School, Inc. The school has a Type I Special Education program that primarily serves students with emotional disabilities and other health impairments. Many students may also have learning disabilities, intellectual disabilities or a diagnosis on the autism spectrum. The TYPE I General Education program predominantly serves male students who have been placed in the Cedar Ridge Children's Home. These students may or may not have an IEP. Students are co-mingled to maximize the benefits of both programs.

Cedar Ridge provides a safe, nurturing environment that is highly structured and predictable, with low student to staff ratios. A school-wide, positive behavioral management system is utilized, which incorporates social skills training and natural consequences, as well as crisis management as needed. School staff makes every effort to partner with parents and any agency working with enrolled students in order to help each student make academic, emotional, social and behavioral growth.

The Common Core curriculum is utilized along with resources from local counties such as Washington County Public Schools to provide the most appropriate instructional materials for our student body, taking into consideration the individual needs of each student. Elementary and middle school students receive instruction in Language Arts, Math, Science, and Social Studies. Related Arts includes keyboarding, music and art classes, as well as opportunities for social skills training and service learning projects. High school students receive instruction for all required courses in English, Math, Science and Social Studies, as well as PE, Health/Life Skills, Fine Arts, Foundations of Technology and German. Two completers are available to meet graduation requirements: University of Maryland completer and Career Research and Development. Whenever possible, Cedar Ridge School endeavors to prepare students to succeed in a less restrictive

Cedar Ridge School -
(continued)

environment, whether that is a public school setting or a community based work program. Remediation and reading intervention programs are made available on an on-going basis.

Related Services: Individual and group counseling are built into the program, utilizing a variety of modalities that include experiential learning, access to animals and nature, exploring vocational interests through community involvement, as well as traditional talk and play therapies. Washington County Public Schools provides speech and occupational therapy services as needed and the school has a nurse available to oversee medication and other health related concerns.

Chelsea School

2970 Belcrest Center Drive Suite 300
Hyattsville, MD 20782

**County in Which Program is
Located:** Prince George's

Phone: 301-585-1430
Fax: 301-585-0245
Website: www.chelseaschool.edu

Referral Contact(s): Debbie Lourie, Director of Admissions

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04-speech or language impairment, 08-other health impairments,
09-specific learning disabilities

Capacity of Facility: 90

Ages Served: 10 - 20

Grade Range: 5 through 12

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:30 a.m. to 3:30 p.m. (M, T, W, Th) Friday 8:30 to 1:00

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: For over 35 years, Chelsea School has prepared students with language-based learning disabilities for higher education. Most of our students have a disability that affects their acquisition of basic reading, writing, and math skills. Additionally, a number of our students have deficits in executive functioning. Our mission is to prepare our students for higher education by providing a school that embeds literacy remediation, technology, and creative teaching practices in all aspects of the curriculum.

At Chelsea School, all students receive targeted remediation in reading through our three-tier program. Students are grouped in classes that focus on their specific needs: sound-symbol recognition and decoding, fluency, and comprehension. The rigorous academic program at Chelsea School includes classes in higher level math, science, and technology. Students have the option to choose from three advanced technologies pathways for graduation: computer graphics, information systems management, and television production.

Chelsea School also offers a well-balanced educational program that includes after-school enrichment opportunities through various sports and clubs. To prepare students for life after Chelsea, all students complete individualized transition programs based on Maryland's Career Development Content standards. Over 90% of our graduates attend college or a post-secondary educational program. Our middle and high school programs are approved for funding by Maryland and District of Columbia departments of education.

Related Services: Speech and language therapy, social skills training, occupational therapy, individual and group counseling, career counseling, academic remediation/study skills, and tutorials.

The Children's Guild, Inc. Baltimore Campus

410 East Jeffrey Street
Baltimore, MD 21225-2094

County in Which Program is Located: Baltimore City

Phone: 410-444-3800
Fax: 410-444-4695
Website: www.childrenguild.org

Referral Contact(s): Sarah Davis - 443-801-5467

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disability, 06-emotional disabilities, 10-multiple disabilities, 14-autism

Capacity of Facility: 130

Ages Served: 5 - 21

Grade Range: preschool through 12, and non-graded certificate program for ages 10 - 21

Private Pay Students Accepted: Yes () No (X)

Setting: Day (X) Residential ()

Before and/or After School Program: Yes () No (X)

Nurse on-site either part-time or full-time: Yes (X) No ()

Building and classrooms wheelchair accessible: Yes (X) No ()

Hours of Operation for school day: 8:30 a.m. – 3:30 p.m. (M,T, Th, F), 8:30 a.m. – 1:15 p.m. (W)

Length of School/Program Year:

10-month (X) 11-month () 12-month () extended school year (X)

4-week summer school (X) 5-week summer school () 6-week summer school ()

Program Description: The Children's Guild, Inc. serves special education students in grades K through 12. Each classroom serving children in grades K through 12 is equipped with a Smart Board and each student has access to a personal computer. The Guild stresses parental involvement, as parents take part in an orientation process, receive regular contact from members of the education team, and are provided opportunities to be involved in parent activities.

In addition to serving students diagnosed with emotional disabilities, programs are available for children with autism, multiple disabilities and intellectual disability. One of these programs, School to Work, a non-graded certificate program, is provided for students age 14 through 21. Another is the non-graded functional program for students age 10 – 13. The Autism program is also available for students with multiple disabilities. The Autism program uses a highly structured classroom environment known as the TEACCH model and regularly scheduled daily activities to educate the students enrolled.

The educational program is aligned with the Maryland Core Curriculum Standards and DC Standards. It is enhanced through project based learning techniques. The classroom team consists of certified special education teachers, social workers, and IEP aides, as needed. A medical team oversees crisis and medication management, as well as seeing to emergency and minor medical issues. Individual, group and family counseling are available as specified in the child's IEP. A transition program is available for students to assist them in being successful after discharge. A vocational program which includes an assessment of prevocational skills through internships in the community. Students who are at risk of regression during the summer attend an extended school year program.

The Children's Guild, Inc. Baltimore Campus
(continued)

Related Services: Speech/language therapy, psychiatric care, school health services, social work, occupational therapy, physical therapy, diagnosis and assessment, transition services, behavior management, crisis intervention, medical management, physical education, art, music, breakfast and lunch. Transportation services are available to meet the needs of each student and each school system.

The Children's Guild, Inc., Prince George's Campus

5702 Sargent Road
Chillum, MD 20782-2321

**County in Which Program is
Located:** Prince George's

Phone: 888-824-4534
Fax: 301-853-7376
Website: www.childrenguild.org

Referral Contact(s): Sarah Davis - 443-801-5467

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disabilities, 10-multiple disabilities, 14-autism

Capacity of Facility: 140

Ages Served: 5 - 17

Grade Range: K through 10

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes () No (**X**)

Hours of Operation for school day: 8:30 a.m. – 3:30 p.m. (M, T, Th, F), 8:30 a.m. – 1:15 p.m. (W)

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year (**X**)

4-week summer school (**X**) 5-week summer school () 6-week summer school ()

Program Description: The Children's Guild, Inc. serves special education students in grades K through 8 diagnosed as autistic, emotionally disabled, or with multiple disabilities. Each classroom is equipped with a Smart Board and each student has access to a personal computer. The Guild stresses parental involvement, as parents take part in an orientation process, parent activities and a parent group.

The educational program is based on Prince George's County Public School's curriculum, aligned with the Maryland Core Curriculum Standards and DC Standards. It is enhanced through project based learning techniques. The classroom team consists of certified special education teachers, a social worker, and IEP aides, as needed. A medical team oversees crisis and medication management, as well as seeing to emergency and minor medical issues. Individual, group and family counseling are available as specified in the child's IEP. A transition program is available for students to assist them in being successful after discharge. Students who are at risk of regression during the summer attend an extended school year program. The Autism program provides a highly structured classroom environment that uses the TEACCH Model component and regularly scheduled daily activities.

Related Services: Speech/language therapy, psychiatric care, school health services, social work, occupational therapy, physical therapy, diagnosis and assessment, transition services, behavior management, crisis intervention, medical management, physical education, art, music, breakfast and lunch. Transportation services are available to meet the needs of each student and each school system.

The Chimes School

4810 Seton Drive
Baltimore, MD 21215

County in Which Program is Located: Baltimore City

Phone: 410-358-8270
Fax: 410-358-0895
Website: www.chimes.org

Referral Contact(s): Lisa Corona

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disability, 10-multiple disabilities, 14-autism

Capacity of Facility: 72 (COACH Program capacity 18)

Ages Served: 5- 21

Grade Range: Graded K,1,2,3 and non-graded program for ages 5 – 21

Private Pay Students Accepted: Yes (**X**) No ()

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:30 a.m. – 2:30 p.m. M - F

Length of School/Program Year:

10-month () 11-month (**X**) 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Chimes School, which has been in continuous operation since 1947, is an 11 month nonpublic coeducational special education facility, approved by Maryland State Department of Education. The school provides educational services to students between the ages of 5 and 21 with intellectual disability, multiple disabilities and autism, and grades K,1,2 and 3. The student population has not only a wide age range, but also a wide range of functioning levels.

Classrooms are located in one building in the Seton Business Park in Baltimore City. They are primarily self-contained, with student groupings based on functioning level and age. All classroom teachers are certified in special education. At least one teaching assistant is assigned to every classroom. The curriculum includes functional academics, practical living skills, pre-vocational and vocational training and self-help skills. Related services include speech/language therapy, social work, counseling, nursing, occupational therapy and physical therapy. Behavioral supports and crisis intervention are also provided. Emphasis is placed on developing socialization skills with a focus on socially acceptable behavior.

Community-based instruction is fostered throughout the program, in order to encourage generalization of skills across environments. As skills are learned, they must be utilized in naturally occurring situations to make them truly useful.

Pre-vocational training is provided within the self-contained classrooms appropriate to the age and functioning level of the students. While basic skill development is stressed, the development of appropriate work attitudes and habits is equally important. Mobility training, both walking and the

The Chimes School

(continued)

use of MTA, is an important part of overall vocational training and is begun early with walking mobility on the school grounds.

As students reach the age of 14, an individual transition plan is developed as part of the IEP. Programming then focuses on vocational experiences, with many of the groups having regular assignments in the community. These assignments are made at a variety of community placements where students work as volunteers. This not only provides opportunities to explore areas of vocational interest at actual sites, but also encourages the development of personal commitment to community service.

For some students, particularly those who are 17 or older, transition plans specify an actual vocational assignment for a designated number of hours per week as determined by the IEP team. Chimes School links with Chimes Adult Vocational Services to provide an appropriate work/study placement in the community. Individual students may meet the specified criteria for a paid community position for the hours indicated in the IEP. Training and job support services are provided by Chimes School staff.

COACH PROGRAM

COACH (Chimes Opportunities for Autistic Children), focuses on 3 classes of students: elementary, middle and high school levels requiring intensive communication and behavioral supports. This program uses researched based tools of Applied Behavioral Analysis (ABA) and Applied Verbal Behavioral Programming (AVB).

Students being considered for this programming will have a history of behavioral needs, crisis intervention, communication challenges, sensory difficulties and needs for career development related to Autism.

Under the direction of a Board Certified Behavior Analysis, students with the COACH program become more independent in their learning, work and home environments. The use of AVB/ABA is incorporated into services to address intense skill development and behavioral needs. The value of participating, tolerating and performing successfully within the group situation, among peers and co-workers, is an essential element for our COACH students. To support this effort programming includes Behavior Analysis, Speech Language Therapy, Occupational Therapy, Social Work, Nursing, and Transition Planning. It is our philosophy that each student can develop appropriate means of communication, to reduce negative behavior and promote positive means of expressive language, coupled with generalizing such skills to the home and work settings.

Related Services: Social work, speech and language remediation, counseling, behavioral support, occupational therapy, physical therapy, nursing.

Community School of Maryland

21515 Zion Road
Brookeville, MD 20833-1009

County in Which Program is Located: Montgomery

Phone: 240-912-3694
Fax: 301-208-7259
Website: www.csaac.org

Referral Contact(s): Sirin Yilmaz, Educational Director

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 14-autism

Capacity of Facility: 40

Ages Served: 6 - 21

Grade Range: non-graded

Private Pay Students Accepted: Yes (**X**) No ()

Setting: Day (**X**) Residential (**X**)

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 9:30 a.m. – 3:30 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month (**X**) extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: Community Services for Autistic Adults and Children, Inc. (CSAAC) is the non-profit entity that operates and manages the Community School of Maryland. The Community School of Maryland is comprised of a day and residential school for seven (7) through twenty- one (21) year olds.

The Community School of Maryland provides non-graded 12-month residential and/or day school program for students ages 7 through 21. The primary goal is to prepare students for inclusion in their communities and for positive post-secondary outcomes. There are currently six classrooms, each with a capacity of seven students. In addition, there is a gymnasium, computer lab, media center, resource room, a lunch room and a fully equipped kitchen. Instructional focus is on functional academics to include mathematics, reading/language arts, handwriting/word processing, science and social studies, and health; communication; self-care and independent living skills; recreation and leisure skills; and vocational skills. There are a number of school-based work experiences which include clerical, janitorial, landscaping and food services training opportunities. A variety of paid and non-paid community-based work experiences are developed each year, consistent with the interests of the students. Additionally, all students participate in weekly community-based activities during school and/or residential hours of operation, like swimming, bowling, movies, 4-H Club; field trips; shopping; eating out; banking; and a number of other activities designed to more fully integrate them into the community, generalize classroom skills to the community and improve the quality of their lives. Each student follows an individualized schedule that includes behavioral and instructional programming to maintain continuity in the school and/or residence.

Related Services: Speech and language therapy, occupational therapy, psychological support, adaptive physical education, horseback riding and additional related services and/or consultations are provided, as indicated on students' IEPs.

Delrey School

3610 Commerce Drive
Suite 804-807
Baltimore, MD 21227

**County in Which Program is
Located:** Baltimore

Phone: 410-314-5000
Fax: 410-314-5015
Website: www.delreyschool.org

Referral Contact(s): Dorothy Lemon-Thompson

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 07-orthopedic impairment, 10-multiple disabilities

Capacity of Facility: 60

Ages Served: 2 ½ - 21

Grade Range: pre-primary, non-graded

Private Pay Students Accepted: Yes (**X**) No ()

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes (**X**) No ()

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 9:00 a.m. – 3:00 p.m.

Length of School/Program Year:

10-month () 11-month (**X**) 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: Founded in 1964, the Delrey School was the first nonpublic, nonprofit school in the state whose full day program was designed to provide a strong education curriculum with a full array of services. Delrey's goal is to provide students the skills needed to become as independent as possible and to transition into community school as appropriate.

Related Services: Physical therapy, occupational therapy, speech/language therapy, therapeutic feeding program, total communication program, social services (counseling and support services), school health services, parent education and training, community day care, assistive technology, mobile dental service, sensory integration therapy and wheelchair and adaptive equipment clinic.

The Forbush School at Anne Arundel

648 Old Mill Rd.
Millersville, MD 21108

County in Which Program is Located: Anne Arundel

Phone: 410-729-9181
Fax: 410-729-9182
Website: www.sheppardpratt.org

Referral Contact(s): Robyn Nesmith 443-797-9021

MSDE Approval Category: TYPE II Special Ed

Disabilities Served: 01- Intellectual Disability, 14-autism

Capacity of Facility: 12

Ages Served: 10 - 21

Grade Range: 5 through 12

Private Pay Students Accepted: Yes () No (X)

Setting: Day (X) Residential ()

Before and/or After School Program: Yes () No (X)

Nurse on-site either part-time or full-time: Yes (X) No ()

Building and classrooms wheelchair accessible: Yes (X) No ()

Hours of Operation for school day: 9:00 a.m. – 3:40 p.m.

Length of School/Program Year:

10-month () 11-month (X) 12-month () extended school year ()
4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Forbush School at Anne Arundel County is a program of the Sheppard Pratt Health System Inc. The school serves students with developmental disabilities with a primary diagnosis of autism. This program is for students ages 10-21 and is an 11 month program. The school follows the Anne Arundel County School System schedule with full days throughout the summer session. The student to staff ratio is 2:1 with class sizes of 6 students. The program is a TYPE II placed in the Ruth Parker Eason Special Education Center. The students who attend The Forbush School at AAC will participate in specials with the public school staff and students. These specials include art, music, physical education and aquatics. The programs utilizes applied behavior analysis (ABA) techniques for instructional and behavior management program development. This is a certificate program that will focus on communication skills, self-care, individualized academics, fine and gross motor skills, socializations skills, recreation skills and vocational skills. All the students will participate in off-site job training and in house prevocational skill development. Our primary goal is to integrate students into the public school instructional program to the greatest extent appropriate.

Related Services: Related services include occupational therapy, speech therapy, ABA therapy, psychological services, psychiatric services including medication prescription and over-site, school nursing, parent trainings, home observations and recommendations, vocational training and transition support. These services are provided by direct therapy and/or consultation as indicated in the student's IEP.

The Forbush School at Glyndon

407 Central Avenue
Reisterstown, MD 21136

County in Which Program is Located: Baltimore

Phone: 410-517-5400
Fax: 410-517-5598
Website: www.sheppardpratt.org

Referral Contact(s): Kathy Ourand, Lindley Corcoran
Lynn Canterbury – Autism Program

MSDE Approval Category: TYPE I General and Special Ed

Disabilities Served: 06-emotional disabilities, 14-autism

Capacity of Facility: 190

Ages Served: 4 – 21

Grade Range: Kindergarten through Grade 12

Private Pay Students Accepted: Yes (**X**) No ()

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:30 am -2:30 pm

Length of School/Program Year:

10-month () 11-month () 12-month (**X**) extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Forbush Day School in Glyndon is comprised of two programs, an ED program and an Autism program. The ED program is composed of two divisions: Primary and Secondary. In the Primary Program, all classes are self-contained covering kindergarten through grade 8. The Secondary Program, serving grades 9 through 12, offers both self-contained and departmental programming as well as career and technology education in horticulture, food service, and building trades.

The Autism Program serves students between the ages of 12-21. Educational programs are individualized and focus on vocational preparation. Evidence-based strategies are utilized to teach critical skills in the areas of academics, vocational preparation, social skills and behavior management. A trans-disciplinary approach enables opportunities for generalization across staff and settings.

The Forbush School is a fully approved special education facility. Secondary Program students earn credits toward high school graduation. The program integrates highly structured academic programming with an extensive array of related services. Each student has an individual treatment team comprised of the classroom teacher, social worker, psychotherapist, and any other related service professional involved in the provision of the student's Individualized Education Program (IEP).

Related Services: Individual and group psychotherapy, family therapy, social work, speech therapy, occupational therapy, transition services, medication management, school health services, behavior management and 1:1 classroom aides as needed.

The Forbush School at Hunt Valley

11201 Pepper Road
Hunt Valley, MD 21031

County in Which Program is Located: Baltimore

Phone: 410-527-9505
Fax: 410-527-0329
Website: www.sheppardpratt.org

Referral Contact(s): Tim Yearick

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 14-autism

Capacity of Facility: 72

Ages Served: 5 - 21

Grade Range: non-graded

Private Pay Students Accepted: Yes (**X**) No ()

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 9:00 a.m. – 3:00 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month (**X**) extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Forbush School at Hunt Valley is a program of the Sheppard Pratt Health System, Inc. (SPHS) and under the auspices of SPHS Board of Trustees and Administration. The Director of Education is responsible for the governance and operation of the education program. The students attend classroom and community-based instruction individually and in small groups. A student to staff ratio of 1:2 is maintained at all times. Instructional areas, which are determined by each student's IEP, may include communication skills, self-care, individualized academics, fine and gross motor skills, socialization skills, and recreation/leisure skills. Each student has an individualized schedule for programming in school that outlines his or her instructional day.

Our primary goal is to integrate students into the public school instructional program to the greatest extent appropriate. The school implements the Maryland State Curriculum and the Syracuse Community Reference-Curriculum Guide for Students with Moderate and Severe Disabilities.

Related Services: Related services available include case management, speech and language therapy, psychological services, school nursing services, and occupational therapy. These services are provided by direct therapy and/or consultation as indicated in the student's IEP.

The Forbush School at Oakmont Upper School

610 East Diamond Avenue, Suite E
Gaithersburg, MD 20877

County in Which Program is Located: Montgomery

Phone: 301-330-4359
Fax: 301-330-0533
Website: www.sheppardpratt.org

Referral Contact(s): Karen Spence

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 14-autism

Capacity of Facility: 24

Ages Served: 12-21

Grade Range: non-graded

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 9:00 a.m. – 3:00 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()
4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Forbush School at Oakmont Upper School is a program of the Sheppard Pratt Health System, Inc. (SPHS) and under the auspices of SPHS Board of Trustees and Administration, the Director of Education is responsible for the governance and operation of the education program. The students attend classroom and community-based instruction individually and in small groups. A student to staff ratio of 1:2 is maintained at all times. Instructional areas, which are determined by each student's IEP, may include communication skills, self-care, individualized academics, fine and gross motor skills, socialization skills, career development, and recreation/leisure skills. Each student has an individualized schedule for programming in school that outlines his or her instructional day.

Our primary goal is to integrate students into the public school instructional program to the greatest extent appropriate. The school implements the State Curriculum using the same instructional materials and equipment as the local school system. The library media service of the local school system supports the instructional program. Therefore, students are provided opportunities to experience life in their community in compliance with their IEP.

Related Services: Related services available include case management, speech and language therapy, psychological services, school nursing services, and occupational therapy. These services are provided by direct therapy and/or consultation as indicated in the student's IEP.

The Forbush School at Prince George's County

4949 Addison Road
Capitol Heights, MD 20743

County in Which Program is Located: Prince George's

Phone: 240-667-1423
Fax: 240-764-6764
Website: www.sheppardpratt.org

Referral Contact(s): Mark Rapaport - Principal

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 14-autism

Capacity of Facility: 49

Ages Served: 5 - 21

Grade Range: 1-8, nongraded high school

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 9:00 a.m. – 3:00 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month (**X**) extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Forbush School at Prince George's County is located in the Robert Gray Elementary school and provides special education and related services to children ages 5 to twenty-one with autism spectrum disorders and other related disorders. The school serves up to 49 students. Skills are taught in highly structured settings and program components include: massed practice, direct instruction, motor skill development and sensory integration strategies, natural aided language stimulation, community based instruction, and positive behavioral support. Professional staff includes certified teachers, teaching assistants, 1:1 instructional aides, licensed speech and language pathologist, licensed occupational therapist, licensed psychologist, and behavioral support staff.

Related Services: Related services available include case management, speech and language therapy, psychological services, school nursing services, and occupational therapy.

The Forbush Therapeutic Preschool at Towson

6501 North Charles Street
Baltimore, MD 21285-6815

County in Which Program is Located: Baltimore

Phone: 410-938-4411
Fax: 410-938-4412
Website: www.sheppardpratt.org

Referral Contact(s): Diann Butler, M.S., Principal

MSDE Approval Category: TYPE I, Special Education

Disabilities Served: 04-speech and language impairments, 06-emotional disabilities, 08 - other health impaired, 14-autism, 15-developmental delays

Capacity of Facility: 24

Ages Served: 3 – 8

Grade Range: Nursery through third grade

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:45 a.m. – 2:45 p.m. M - F

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Forbush Therapeutic Preschool at Towson is a program of the Sheppard Pratt Health System, Inc. (SPHS) and under the auspices of the SPHS Board of Trustee and Administration; the Director of Education is responsible for the governance and operation of the education program. The students receive instruction in large and small groups, dyads, and individually. A student to staff ratio of 1:2 is maintained at all times. The primary instructional focus is on early intervention using Applied Behavior Analysis (ABA) approach in conjunction with a variety of other known techniques, such as, differentiated instruction, natural environment training, visually cued instruction, sensory integration, Verbal Behavior (VB) instruction, Social Thinking curriculum, and play based interventions. Individual programs are created that educate students in learning academics, social skills, communication, and basic life skills. A primary focus is to reduce undesired behaviors and increase functional skills that will ensure the students long term success. Each student has an individualized schedule that outlines his or her daily instruction.

Related Services: Speech and language therapy, occupational therapy, physical therapy, behavior management, social work, school nursing, and child psychiatrist. These services are provided by direct therapy and/or consultation as indicated in the students' IEP.

The Foundation School

1330 McCormick Drive
Largo, MD 20774

County in Which Program is Located: Prince George's

Phone: 301-773-3500
Fax: 301-386-4479
Website: www.foundationsschools.org

Referral Contact(s): Anne Roy (301-773-3500, ext. 1118)

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disabilities, 06-emotional disabilities, 08 – other health impaired, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility: 300

Ages Served: 6 - 21

Grade Range: 1 through 12

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:20 a.m. – 3:05 p.m. (M, T, Th, F) 8:20 to 12:30 (W)

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()
4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Foundation School provides a full continuum of educational services and therapeutic supports to meet the academic and emotional needs of each student. The school curriculum includes all subjects required by the state and local school systems, and a specialized Career Research and Development Program of Study. The comprehensive psycho-educational day program includes educational, psychiatric, psychological, social, and medication evaluations. Individualized educational and clinical programs are designed to meet the diverse needs of students and include drug and alcohol education, prevention, and counseling. Case management services ensure collaboration with outside agencies and students outpatient treatment providers. Transition services provided to students ensure a smooth transition to less restrictive environments and post-secondary supports and services. Our intensive behavior management program includes peer mediation, conflict resolution and intensive crisis intervention. Staffing includes a school director, education director, clinical director, director of behavior management, psychiatric consultant, certified special education teachers, licensed clinical therapists, licensed speech/language therapist, licensed occupational therapist, certified behavior management specialists, and program assistants.

Related Services: Individual therapy, speech and language therapy, occupational therapy, one-to-one supplementary aides and services, counseling services, and job coaching.

The Foundation School of Montgomery County

220 Girard Street, Suite 300
Gaithersburg, MD 20877

County in Which Program is Located: Montgomery

Phone: 301-740-7807
Fax: 301-740-7809
Website: www.foundationschools.org

Referral Contact(s): Rebecca Green (301) 740-7807, ext. 104

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disabilities, 08 – other health impaired, 09 - specific learning disabilities, 10- multiple disabilities

Capacity of Facility: 115

Ages Served: 8 - 21

Grade Range: 3 through 12

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:20 a.m. – 3:05 p.m. (M, T, Th, F) 8:20 to 12:30 (W)

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Foundation School of Montgomery County provides a full continuum of educational services and therapeutic supports to meet the academic and emotional needs of each student. The school curriculum includes all subjects required by the state and local school systems. The comprehensive psycho-educational day program includes educational, psychiatric, psychological, social, and medication evaluations. Individualized educational and clinical programs are designed to meet the diverse needs of students and include drug and alcohol education, prevention, and counseling services. Case management services ensure collaboration with outside agencies and students outpatient treatment providers. Transition services provided to students ensure a smooth transition to less restrictive environments and post-secondary supports and services. Our intensive behavior management program includes peer mediation, conflict resolution, and intensive crisis intervention. Staffing includes a school director, education director, clinical director, director of behavior management, psychiatric consultant, certified special education teachers, licensed clinical therapists, licensed speech/language therapist, licensed occupational therapist, certified behavior management specialists, and program assistants.

Related Services: Individual therapy, speech and language therapy, occupational therapy, one-to-one supplementary aides and services, counseling services, and job coaching.

The Frost School

4915 Aspen Hill Road
Rockville, MD 20853-3700

County in Which Program is Located: Montgomery

Phone: 301-933-3451
Fax: 301-933-0350
Website: www.frostschool.org

Referral Contact(s):

Claire Cohen, Director (ccohen@frostschool.org)
Carol Hobbes, Admissions Coordinator (chobbes@frostschool.org) – Frost School
Mark Hajjar (mhajjar@frostschool.org) – Oakmont Secondary Program
Laura Pickard (lpickard@frostschool.org) – Oakmont Primary Program

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04-speech or language impairment, 06-emotional disturbance, 09-specific learning disabilities, 10-multiple disabilities, 14-autism

Capacity of Facility: 125

Ages Served: 5 - 21

Grade Range: 1 through 12

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:45 a.m. – 3:15 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()
4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Frost School is a nonpublic special education day school serving students age 5-21 with emotional and behavioral disabilities and autism spectrum disorders. The Frost School is a program of Sheppard Pratt Health System, Inc. and contains four programs each providing a supportive and structured environment integrating specialized academic instruction, counseling, transition services, and behavioral modification specific to each student population.

The Therapeutic Community Program serves elementary, middle, and high school students utilizing a therapeutic community/group model. The model incorporates special education and group counseling, individualized academic and therapeutic support, family counseling, and psychiatric services. Students are taught communication skills, personal accountability, problem solving, conflict resolution, and relationship building skills through the daily group counseling sessions and community meetings. This program works primarily with students who have emotional and behavioral disabilities and autism spectrum disorders, but is appropriate for students with learning disabilities, speech and language impairments, mild intellectual disabilities, or attention deficit disorders whose problem solving, social skills, and communication skills impede their ability to access the general education curriculum.

The Frost School (continued)

The Lodge Program also works with students with emotional and behavioral disabilities and autism spectrum disorders. This model utilizes individual counseling techniques, family counseling, and group counseling once a week. Both programs offer small classes, related services, vocational training and internship opportunities, and transition services for students starting in middle and high school.

We have expanded our **elementary school program** to offer students a classroom model that includes a combination of behavioral and therapeutic approaches in addition to specialized academic instruction. The model provides students with a structured and predictable learning environment utilizing positive behavior supports, visual activity schedules, child directed and play based therapy, integrated sensory motor activities and techniques, introduction to individual and group counseling as appropriate in addition to other related services.

The Oakmont Secondary Program offers a unique program for students with autism spectrum disorders including Asperger's Syndrome in middle and high school who are on a diploma track. Students are integrated with all other middle and high school students from the other Frost School programs for classes and social opportunities. Content area courses are taught by certified and experienced special education teachers with the support of trained educational assistants. Students in the Oakmont Secondary Program are self-contained for social skills training, resource support, and related services. Individualized behavioral programs are developed by a team that includes a behavioral psychologist, behavior specialists, and special educators and all students are placed on a motivational system incorporating high levels of positive reinforcement.

The Oakmont Primary Program serves students ages 5-15 with autism spectrum disorders and other related disorders. Students are taught in highly structured self-contained classrooms utilizing a variety of strategies including: discrete trial, direct instruction, play based instruction, motor skill development, sensory integration strategies, natural aided language stimulation, community based instruction, and positive behavioral support. Individualized behavior and academic plans are formulated by a team of certified teachers, licensed psychologist, behavioral support staff, licensed speech and language pathologists, occupational therapists, educational assistants and 1:1 assistants.

Related Services: Individual, Group, Family Counseling, Speech and Language Therapy, Occupational Therapy, Psychological Services, Academic Remediation, Psychiatry, School Nursing.

Gateway School

5900 Metro Drive
Baltimore, MD 21215

**County in Which Program is
Located:** Baltimore City

Phone: 410-318-6780
Fax: 410-318-6754
Website: www.hasa.org

Referral Contact(s): Jill Berie

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 02-hearing impairment, 03-deaf, 04-speech or language impairment, 08-other health impairments, 10-multiple disabilities, 14-autism, 15-developmental delay

Capacity of Facility: 78

Ages Served: 2 - 12

Grade Range: Pre-K through Grade 6

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No () Wednesday PM only

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:30 a.m. – 3:00 p.m. (M, T, Th, F) 8:30 -12:30 (W)

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: Gateway School offers a program of fully integrated special education and related services. The program seeks to help each child reach his/her potential academically and socially and, when appropriate, promotes transition to a less restrictive or inclusive educational setting. Small classes are staffed with a special education teacher and one or more instructional assistants, providing a teacher-student ratio of 1:3 or less.

A multidisciplinary team addresses each child's unique profile of strengths and needs, and strives to work closely with parents in the development and implementation of the Individualized Education Program (IEP). Intensive speech/language therapy is provided both individually and in small groups. Other related services offered include audiology, occupational therapy, physical therapy, counseling, school health services, social work and psychological services.

A full-day pre-school program for 3 and 4 year olds emphasizes language development, social skills training, and school readiness. Classes for 5-12 year olds provide a structured program geared to the development of language, academic skills and appropriate social behaviors. Emphasis is placed on expanding and refining language skills that, in turn, support social growth and academic progress.

Related Services: Speech/language therapy, audiology, counseling, nursing, occupational therapy, physical therapy, school health services, social work services, and psychological services.

Good Shepherd School

4100 Maple Avenue
Baltimore, MD 21227-4007

County in Which Program is Located: Baltimore

Phone: 410-247-2770
Fax: 410-247-1353
Website: www.goodshepherdcenter.org

Referral Contact(s): Terri Schindler

MSDE Approval Category: TYPE I General and Special Ed, GED Test Preparation

Disabilities Served: 06-emotional disabilities, 09-specific learning disabilities

Capacity of Facility: 105 Boys and Girls

Ages Served: 13 – 21

Grade Range: 8 through 12

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:30 a.m. – 3:30 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Good Shepherd School is a part of the Good Shepherd Center which has been serving youth for more than 145 years. Approved by the Maryland States Department of Education (MSDE) to serve general and special education students, as well as offering a G.E.D. test preparation program in a day school or residential environment. The Good Shepherd School offers high academic standards, individualized vocational programming and social/emotional support to the students and their families. The School leverages the resources of the Good Shepherd Center offering psychiatric and medication management, family support and nursing care on an individualized basis.

Related Services: Individual, group and family therapy. Speech/Language and Occupational Therapy. Crisis behavior management. Other services as deemed necessary and appropriate by a student IEP or 504 plan.

Hannah More School

12039 Reisterstown Road
Reisterstown, MD 21136-3042

**County in Which Program is
Located:** Baltimore

Phone: 410-526-5000
Fax: 410-526-7631
Website: www.hannahmore.org

Referral Contact(s): Michael Kerins

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disabilities, 08-other health impairments,
09-specific learning disabilities, 10-multiple disabilities and 14-autism

Capacity of Facility: 155

Ages Served: 11 - 21

Grade Range: 5 through 12

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:25 a.m. – 2:55 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The program at Hannah More School (HMS) is a co-educational program designed to maximize each student's ability to obtain his/her high school diploma in a nurturing and supportive environment. HMS offers both a traditional middle and high school curriculum and a high school career and technology education program. The career and technology education program provides training in auto, building trades, culinary arts, computer technology, and horticulture/landscaping. Graduates are prepared to enter college or the work force.

Related Services: Individual, group, and family counseling, creative arts therapy, speech and language therapy, occupational therapy, physical therapy, psychiatric services, educational evaluation, crisis intervention, behavior management planning and special education services.

Hannah More at Millersville Elementary School

1601 Millersville Road
Millersville, MD 21108

**County in Which Program is
Located:** Anne Arundel

Phone: 443-608-2361
Fax: 410-222-3802
Website: www.hannahmore.org

Referral Contact(s): Leslie Kee

MSDE Approval Category: TYPE II Special Ed

Disabilities Served: 06-emotional disabilities, 14-autism

Capacity of Facility: 18

Ages Served: 5-11

Grade Range: 1 through 5

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 9:00 a.m. – 3:25 p.m.

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year ()

4-week summer school (**X**) 5-week summer school () 6-week summer school ()

Program Description: This program is designed to meet students' special education needs while providing maximum opportunity to integrate the students in Millersville's general educational program. From the Hannah More classroom, students mainstream into classes within this public school and have access to all school facilities and programs (e.g. media center, cafeteria, computer lab, etc.). The Anne Arundel County Public Schools curriculum is implemented in the Hannah More classroom. Students spend as much or as little time in the Hannah More School program as necessary to meet their special education needs.

Related Services: Individual, group, and family counseling, speech and language therapy, resource room, and psychiatric consultation. Other related services (e.g. occupational therapy, physical therapy, etc.) are provided as determined by the student's Individualized Education Program (IEP).

Hannah More at Severn River Middle School

241 Peninsula Farm Road
Arnold, MD 21012

County in Which Program is Located: Anne Arundel

Phone: 443-608-2361
Fax: 410-315-8006
Website: www.hannahmore.org

Referral Contact(s): Leslie Kee

MSDE Approval Category: TYPE II Special Ed

Disabilities Served: 06-emotional disabilities, 14-autism

Capacity of Facility: 18

Ages Served: 11 - 14

Grade Range: 6 through 8

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 9:10 a.m. – 3:40 p.m.

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year ()

4-week summer school (**X**) 5-week summer school () 6-week summer school ()

Program Description: This program is designed to meet students' special education needs while providing maximum opportunity to integrate the students in Severn River's educational program. From the Hannah More classroom, students mainstream into classes within this public school and have access to all school facilities and programs (e.g. media center, cafeteria, computer lab, etc.). The Anne Arundel County Public Schools curriculum is implemented in the Hannah More classroom. Students spend as much or as little time in the Hannah More School program as necessary to meet their special education needs.

Related Services: Individual, group and family counseling, speech and language therapy and crisis intervention. Other related services (e.g. occupational therapy, physical therapy, etc.) are provided as determined by the student's Individualized Education Program (IEP).

Hannah More at Severna Park High School

60 Robinson Road
Severna Park, MD 21146

County in Which Program is Located: Anne Arundel

Phone: 443-608-2361
Fax: 410-647-2978
Website: www.hannahmore.org

Referral Contact(s): Leslie Kee

MSDE Approval Category: TYPE II Special Ed

Disabilities Served: 06-emotional disabilities, 14-autism

Capacity of Facility: 18

Ages Served: 14 - 21

Grade Range: 9 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 7:17 a.m. – 1:55 p.m.

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year ()

4-week summer school (**X**) 5-week summer school () 6-week summer school ()

Program Description: This program is designed to meet students' special education needs while providing maximum opportunity to integrate the students in Severna Park's educational program. From the Hannah More classroom, students mainstream into classes within this public school and have access to all school facilities and programs (e.g. media center, cafeteria, computer lab, etc.). The Anne Arundel County Public Schools curriculum is implemented in the Hannah More classroom. Students spend as much or as little time in the Hannah More School program as necessary to meet their special education needs.

Related Services: Individual, group and family counseling, speech and language therapy and crisis intervention. Other related services (e.g. occupational therapy, physical therapy, etc.) are provided as determined by the student's Individualized Education Program (IEP).

The Harbour School at Annapolis

1277 Green Holly Drive
Annapolis, MD 21409-4676

County in Which Program is Located: Anne Arundel

Phone: 410-974-4248
Fax: 410-757-3722
Website: www.harbourschool.org

Referral Contact(s): Dr. Linda Jacobs, Amy Sherlock

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04-speech or language impairment, 08-other health impairments, 09-specific learning disabilities, 10-multiple disabilities, 13-traumatic brain injury, 14-autism

Capacity of Facility: 165

Ages Served: 6 - 21

Grade Range: 1 through 12

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:20 a.m. – 3:00 p.m. (M-Th), 8:20 a.m. – 1:00 p.m. (F)

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Harbour School is an individualized diagnostic program. Students completing the high school program have the opportunity to earn a public school diploma, an accredited private high school diploma or a certificate of high school achievement. Program emphasis is on providing an academically challenging program while meeting individual needs in a psychologically supportive setting. Graduates are prepared to enter college or the work force. An honors program for gifted learning disabled students is available.

Services provided include self-contained special education, diagnostic-prescriptive evaluation, speech and language therapy, counseling, psychological service, small-group therapy, transitional programming and social skills training, art, music, drama, dance, vocational assessment and training occupational therapy and physical therapy.

The copyrighted Village Curriculum is available at this campus.

Related Services: Individual, group and family counseling, speech and language therapy, psychological and educational evaluation, transition program, job coaching, occupational therapy, physical therapy, vocational assessment and training.

The Harbour School at Baltimore

11251 Dolfield Boulevard
Owings Mills, MD 21117

County in Which Program is Located: Baltimore

Phone: 443-394-3760
Fax: 443-394-3765
Website: www.harbourschool.org

Referral Contact(s): Dr. Linda Jacobs, Martha Schneider

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04-speech or language impairment, 08-other health impairments, 09-specific learning disabilities, 10-multiple disabilities, 13-traumatic brain injury, 14-autism

Capacity of Facility: 125

Ages Served: 6 - 21

Grade Range: 1 through 12

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:20 a.m. – 3:00 p.m. (M-Th), 8:20 a.m. – 1:00 p.m. (F)

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Harbour School is an individualized diagnostic program. Students completing the high school program have the opportunity to earn a public school diploma, an accredited private high school diploma or a certificate of high school achievement. Program emphasis is on providing an academically challenging program while meeting individual needs in a psychologically supportive setting. Graduates are prepared to enter college or the work force. An honors program for gifted learning disabled students is available.

Services provided include self-contained special education, diagnostic-prescriptive evaluation, speech and language therapy, counseling, psychological service, small-group therapy, transitional programming and social skills training, art, music, drama, vocational assessment and training, occupational therapy and physical therapy.

The copyrighted Village Curriculum is available at this campus.

Related Services: Individual, group and family counseling, speech and language therapy, psychological and educational evaluation, transition program, job coaching, occupational therapy, physical therapy, vocational assessment and training.

High Road Academy

9705 Washington Blvd., N.
Laurel, MD 20723

**County in Which Program is
Located:** Howard

Phone: 301-483-8605
Fax: 301-483-3182
Website: www.sesi-schools.com; www.highroadacademy.net

Referral Contact(s): Ellen F. Gaske, Matthew S. Cooper

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 09-specific learning disabilities

Capacity of Facility: 90

Ages Served: 9 - 21

Grade Range: 4 through 12

Private Pay Students Accepted: Yes () No (X)

Setting: Day (X) Residential ()

Before and/or After School Program: Yes () No (X)

Nurse on-site either part-time or full-time: Yes (X) No ()

Building and classrooms wheelchair accessible: Yes (X) No ()

Hours of Operation for school day: 8:50 a.m. – 3:20 p.m.

Length of School/Program Year:

10-month () 11-month (X) 12-month () extended school year (X)
4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: High Road Academy specializes in serving the educational, social, and emotional needs of students with Specific Learning Disabilities in grades four through twelve. The program offers personalized, interactive, multi-sensory instruction in reading, math, writing, and content areas. Each highly individualized student plan is designed with a focus on reaching the highest standards possible in keeping with the State Curriculum. Students earn credits towards a Maryland High School Diploma. In addition to students with Specific Learning Disabilities, High Road Academy also serves students with Speech and Language Impairment, Other Health Impaired, Nonverbal LD, Asperger's Disorder, as well as students with secondary Emotional Impairment.

High Road Academy students are afforded a highly individualized, multi-sensory academic program based on careful assessment of strengths and needs. Pre- and post-test measures for word identification; word attack; vocabulary; comprehension; spelling; writing; math calculation; math problem solving; listening comprehension; receptive and expressive language; auditory processing; and memory provide the basis for instruction, materials, and intervention decisions. Primary emphasis is placed on intensive remedial reading programs, such as: Orton-Gillingham Based Programs (including The Wilson Program and Phono-Graphix) Language! Comprehensive Literacy Curriculum; Glass Analysis; Rewards; Morphographs; Software Programs: Fast forWord; Lexia; Brain Train; Skills Tutor; Inspiration; Read Naturally & Other Fluency Programs; Guided Strategic Reading; Content Enhancement Strategies; LINCS Vocabulary; FRAMING Routine; Unit Organizers; Visualizing & Verbalizing

Related Services: Speech and language therapy, counseling, occupational therapy, physical therapy. In addition, High Road Academy employs three Reading Specialists for additional individualized instruction.

High Road Academy At Annapolis Middle School

1399 Forest Drive
Annapolis, MD 21403

County in Which Program is Located: Anne Arundel

Phone: 301-483-8605

Fax: 301-483-3182

Website: www.highroadschool.com www.highroadacademy.net

Referral Contact(s): Jordan T. Pugh

MSDE Approval Category: TYPE II Special Ed

Disabilities Served: 09-specific learning disabilities

Capacity of Facility: 10

Ages Served: 10-14

Grade Range: 6 through 8

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 7:55 a.m. – 2:55 p.m.

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: High Road Academy at Annapolis Middle School is designed to serve the educational, social, and emotional needs of students with specific learning disabilities in grades six through eight, while providing maximum opportunity to integrate the students in Annapolis's educational program. The program operates intensive academic interventions, offering personalized, interactive, and multi-sensory instruction. Specific research-based interventions provided are individually designed to accelerate reading, math skills, writing skills, as well as strategies for content enhancement and mastery.

From the High Road Academy classroom, students mainstream into classes within Annapolis Middle School and have access to all school facilities and programs. The Anne Arundel County Public Schools curriculum is implemented in the High Road Academy classroom.

Related Services: Speech and language therapy, counseling, occupational therapy, and physical therapy.

High Road Academy At Bates Middle School

701 Chase Street
Annapolis, MD 21401

County in Which Program is Located: Anne Arundel

Phone: 301-483-8605

Fax: 301-483-3182

Website: www.highroadschool.com www.highroadacademy.net

Referral Contact(s): Jordan T. Pugh

MSDE Approval Category: TYPE II Special Ed

Disabilities Served: 09-specific learning disabilities

Capacity of Facility: 10

Ages Served: 10-14

Grade Range: 6 through 8

Private Pay Students Accepted: Yes () No (X)

Setting: Day (X) Residential ()

Before and/or After School Program: Yes () No (X)

Nurse on-site either part-time or full-time: Yes (X) No ()

Building and classrooms wheelchair accessible: Yes (X) No ()

Hours of Operation for school day: 8:05 a.m. – 2:50 p.m.

Length of School/Program Year:

10-month (X) 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: High Road Academy at Bates Middle School is designed to serve the educational, social, and emotional needs of students with specific learning disabilities in grades six through eighth, while providing maximum opportunity to integrate the students in Bates' educational program. The program operates intensive academic interventions, offering personalized, interactive, and multi-sensory instruction. Specific research-based interventions provided are individually designed to accelerate reading, math skills, writing skills, as well as strategies for content enhancement and mastery.

From the High Road Academy classroom, students mainstream into classes within Bates Middle School and have access to all school facilities and programs. The Anne Arundel County Public Schools curriculum is implemented in the High Road Academy classroom.

Related Services: Speech and language therapy, counseling, occupational therapy, and physical therapy.

High Road Academy At Brooklyn Park Middle School

200 Hammonds Lane
Baltimore, MD 21225

County in Which Program is Located: Anne Arundel

Phone: 301-483-8605

Fax: 301-483-3182

Website: www.highroadschool.com www.highroadacademy.net

Referral Contact(s): Jordan T. Pugh

MSDE Approval Category: TYPE II Special Ed

Disabilities Served: 09-specific learning disabilities

Capacity of Facility: 10

Ages Served: 10-14

Grade Range: 6 through 8

Private Pay Students Accepted: Yes () No (X)

Setting: Day (X) Residential ()

Before and/or After School Program: Yes () No (X)

Nurse on-site either part-time or full-time: Yes (X) No ()

Building and classrooms wheelchair accessible: Yes (X) No ()

Hours of Operation for school day: 7:50 a.m. – 2:40 p.m.

Length of School/Program Year:

10-month (X) 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: High Road Academy at Brooklyn Park Middle School is designed to serve the educational, social, and emotional needs of students with specific learning disabilities in grades six through eight, while providing maximum opportunity to integrate the students in Brooklyn's educational program. The program operates intensive academic interventions, offering personalized, interactive, and multi-sensory instruction. Specific research-based interventions provided are individually designed to accelerate reading, math skills, writing skills, as well as strategies for content enhancement and mastery.

From the High Road Academy classroom, students mainstream into classes within Brooklyn Park Middle School and have access to all school facilities and programs. The Anne Arundel County Public Schools curriculum is implemented in the High Road Academy classroom.

Related Services: Speech and language therapy, counseling, occupational therapy, and physical therapy.

High Road Academy at Hillsmere Elementary School

3052 Arundel on the Bay Road
Annapolis, MD 21403

County in Which Program is Located: Anne Arundel

Phone: 301-483-8605
Fax: 301-483-3182
Website: www.highroadschool.com www.highroadacademy.net

Referral Contact(s): Staria C. Alexander

MSDE Approval Category: TYPE II Special Ed

Disabilities Served: 09-specific learning disabilities

Capacity of Facility: 20

Ages Served: 6-11

Grade Range: 1 through 5

Private Pay Students Accepted: Yes () No (X)

Setting: Day (X) Residential ()

Before and/or After School Program: Yes () No (X)

Nurse on-site either part-time or full-time: Yes (X) No ()

Building and classrooms wheelchair accessible: Yes (X) No ()

Hours of Operation for school day: 9:15 a.m. – 3:40p.m.

Length of School/Program Year:

10-month (X) 11-month () 12-month () extended school year ()
4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: High Road Academy at Hillsmere Elementary School is designed to serve the educational, social, and emotional needs of students with specific learning disabilities in grades one through five, while providing maximum opportunity to integrate the students in Hillsmere's educational program. The program operates intensive academic interventions, offering personalized, interactive, and multi-sensory instruction. Specific research-based interventions provided are individually designed to accelerate reading, math skills, writing skills, as well as strategies for content enhancement and mastery.

From the High Road Academy classroom, students mainstream into classes within Hillsmere Elementary School and have access to all school facilities and programs. The Anne Arundel County Public Schools curriculum is implemented in the High Road Academy classroom.

Related Services: Speech and language therapy, counseling, occupational therapy, and physical therapy.

High Road Academy At Lindale Middle School

415 Andover Road
Linthicum, MD 21090

County in Which Program is Located: Anne Arundel

Phone: 301-483-8605

Fax: 301-483-3182

Website: www.highroadschool.com www.highroadacademy.net

Referral Contact(s): Jordan T. Pugh

MSDE Approval Category: TYPE II Special Ed

Disabilities Served: 09-specific learning disabilities

Capacity of Facility: 10

Ages Served: 10-14

Grade Range: 6 through 8

Private Pay Students Accepted: Yes () No (X)

Setting: Day (X) Residential ()

Before and/or After School Program: Yes () No (X)

Nurse on-site either part-time or full-time: Yes (X) No ()

Building and classrooms wheelchair accessible: Yes (X) No ()

Hours of Operation for school day: 7:55 a.m. – 2:55 p.m.

Length of School/Program Year:

10-month (X) 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: High Road Academy at Lindale Middle School is designed to serve the educational, social, and emotional needs of students with specific learning disabilities in grades six through eight, while providing maximum opportunity to integrate the students in Lindale's educational program. The program operates intensive academic interventions, offering personalized, interactive, and multi-sensory instruction. Specific research-based interventions provided are individually designed to accelerate reading, math skills, writing skills, as well as strategies for content enhancement and mastery.

From the High Road Academy classroom, students mainstream into classes within Lindale Middle School and have access to all school facilities and programs. The Anne Arundel County Public Schools curriculum is implemented in the High Road Academy classroom.

Related Services: Speech and language therapy, counseling, occupational therapy, and physical therapy.

High Road Academy at Linthicum Elementary School

101 School Lane
Linthicum, MD 21090

County in Which Program is Located: Anne Arundel

Phone: 301-483-8605

Fax: 301-483-3182

Website: www.highroadschool.com www.highroadacademy.net

Referral Contact(s): Staria C. Alexander

MSDE Approval Category: TYPE II Special Ed

Disabilities Served: 09-specific learning disabilities

Capacity of Facility: 20

Ages Served: 6-11

Grade Range: 1 through 5

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 9:15 a.m. – 3:40p.m.

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: High Road Academy at Linthicum Elementary School is designed to serve the educational, social, and emotional needs of students with specific learning disabilities in grades one through five, while providing maximum opportunity to integrate the students in Linthicum's educational program. The program operates intensive academic interventions, offering personalized, interactive, and multi-sensory instruction. Specific research-based interventions provided are individually designed to accelerate reading, math skills, writing skills, as well as strategies for content enhancement and mastery.

From the High Road Academy classroom, students mainstream into classes within Linthicum Elementary School and have access to all school facilities and programs. The Anne Arundel County Public Schools curriculum is implemented in the High Road Academy classroom.

Related Services: Speech and language therapy, counseling, occupational therapy, and physical therapy.

High Road Academy of Prince George's County

5100 Philadelphia Way
Lanham, MD 20706

County in Which Program is Located: Prince George's

Phone: 301-429-6191

Fax: 301-429-6194

Website: www.highroadschool.com

www.highroadacademy.net

Referral Contact(s): Corrine Anyanwu; Annette Mercer

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 08- other health impairments, 09 – specific learning disabilities 14- autism

Capacity of Facility: 150

Ages Served: 8-21

Grade Range: 3 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes () No (**X**)

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:00 a.m. – 2:40 p.m.

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year (**X**)

4-week summer school () 5-week summer school (**X**) 6-week summer school ()

Program Description: High Road Academy of Prince George's County is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and behavioral needs of students with specific learning disabilities in grades six through 12.

The program provides a supportive and structured environment designed to focus on personalized academic and behavioral goals with a specialization in reading, writing, math and content areas. The High Road Academy staff focuses on each student's academic issues and devotes intensive instruction to meet each student's educational goals.

Related Services: Individual and group counseling, transitional services, occupational therapy, speech and language therapy, and behavior management.

High Road School of Anne Arundel County

1131 Benfield Blvd.
Millersville, MD 21108

County in Which Program is Located: Anne Arundel

Phone: 410-282-8500
Fax: 410-282-1047
Website: www.sesi-schools.com

Referral Contact(s): Clare Plantholt

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04-speech or language impairment, 06-emotional disabilities, 08-other health impairments, 09-specific learning disabilities, 14- autism

Capacity of Facility: 60

Ages Served: 5 - 21

Grade Range: K through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes () No (**X**)

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:30 a.m. – 3:00 p.m.

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year (**X**)

4-week summer school () 5-week summer school (**X**) 6-week summer school ()

Program Description: High Road School is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and behavioral needs of emotionally disturbed adolescents in a supportive and structured environment.

The program is designed to focus on personalized academic, behavioral, and career development goals so that the student can return to a less restrictive setting. High Road School incorporates a variety of educational experiences and utilizes the community to provide the students with meaningful job related experiences. Parental participation is encouraged and integrated into the school setting.

Related Services: Individual and group counseling, family therapy, case management, transitional services, occupational therapy, speech/language therapy, educational assessment, psychological assessment, psychiatric consultation and behavior management.

High Road School of Baltimore County

7707-7709 German Hill Road
Baltimore, MD 21222-1525

County in Which Program is Located: Baltimore

Phone: 410-282-8500
Fax: 410-282-1047
Website: www.sesi-schools.com

Referral Contact(s): Danielle Peck

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04-speech or language impairment, 06-emotional disabilities, 08-other health impairments, 09-specific learning disabilities, 14- autism

Capacity of Facility: 90

Ages Served: 7 - 21

Grade Range: 2 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes () No (**X**)

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:30 a.m. – 2:30 p.m.

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year (**X**)

4-week summer school () 5-week summer school (**X**) 6-week summer school ()

Program Description: High Road School is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and behavioral needs of seriously emotionally disturbed adolescents in a supportive and structured environment.

The program is designed to focus on personalized academic, behavioral, and career development goals so that the student can return to a less restrictive setting. High Road School incorporates a variety of educational experiences and utilizes the community to provide the students with meaningful job related experiences. Parental participation is encouraged and integrated into the school setting.

Related Services: Individual and group counseling, family therapy, case management, transitional services, occupational therapy, speech/language therapy, educational assessment, psychological assessment, psychiatric consultation and behavior management.

High Road School of Cecil County

3035 Singerly Rd
Elkton, MD 21921
(Located in Providence School Building)

County in Which Program is Located: Cecil

Phone: 410-398-6900
Fax: 410-398-7322
Website: www.sesi-schools.com

Referral Contact(s): Gary Hunt

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04-speech or language impairment, 06-emotional disabilities, 08-other health impairments, 09-specific learning disabilities, 10-multiple disabilities, 14-Autism

Capacity of Facility: 45

Ages Served: 11 - 21

Grade Range: 6 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:30 a.m. – 4:30 p.m.

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year (**X**)

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: High Road School is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and behavioral needs of seriously emotionally disturbed adolescents in a supportive and structured environment.

The program is designed to focus on personalized academic, behavioral, and career development goals so that the student can return to a less restrictive setting. High Road School incorporates a variety of educational experiences and utilizes the community to provide the students with meaningful job related experiences. Parental participation is encouraged and integrated into the school setting.

Related Services: Individual and group counseling, case management, transitional services, occupational therapy, speech/language therapy, educational assessment, psychological assessment, and behavior management.

High Road School of Perryville

636 Broad Street Suite 101
PO Box 761
Perryville, MD 21903

**County in Which Program is
Located:** Cecil

Phone: 410-642-9191
Fax: 410-642-9196
Website: www.sesi-schools.com

Referral Contact(s): Josh Strzegowski

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disabilities, 08-other health impairments,
09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility: 60

Ages Served: 6 - 21

Grade Range: 1 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:30 a.m. – 4:30 p.m.

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school (**X**) 6-week summer school ()

Program Description: High Road School of Perryville is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and behavioral needs of seriously emotionally disturbed adolescents in a supportive and structured environment.

The program is designed to focus on personalized academic, behavioral, and career development goals so that the student can return to a less restrictive setting. High Road School incorporates a variety of educational experiences and utilizes the community to provide the students with meaningful job related experiences. Parental participation is encouraged and integrated into the school setting.

Related Services: Individual and group counseling, case management, transitional services, occupational therapy, speech/language therapy, educational assessment, psychological assessment, and behavior management.

High Road School of Prince George's County

1441 McCormick Drive
Largo, MD 20774

County in Which Program is Located: Prince George's

Phone: 301-636-6615
Fax:
Website: www.highroadschool.com

Referral Contact(s): Carmen McGinnis, Tierra Davis

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04-speech or language impairment, 06-emotional disabilities, 08-other health impairments, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility: 90

Ages Served: 7 - 21

Grade Range: 2 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:00 a.m. – 2:40 p.m.

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year (**X**)
4-week summer school () 5-week summer school (**X**) 6-week summer school ()

Program Description: High Road School is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and behavioral needs of seriously emotionally disturbed adolescents in a supportive and structured environment.

The program is designed to focus on personalized academic, behavioral, and career development goals so that the student can return to a less restrictive setting. High Road School incorporates a variety of educational experiences and utilizes the community to provide the students with meaningful job related experiences. Parental participation is encouraged and integrated into the school setting.

Related Services: Individual and group counseling, case management, transitional services, occupational therapy, speech/language therapy, educational assessment, psychological assessment, psychiatric consultation and behavior management.

High Road School of Southern Maryland

95 Catalpa Drive, Unit 100
LaPlata, MD 20646

**County in Which Program is
Located:** Charles

Phone: 301-392-6377
Fax: 301-392-6371
Website: www.highroadschool.com

Referral Contact(s): Darin Sipe, Ericho Little

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04-speech or language impairment, 06-emotional disabilities,
08-other health impairments, 09-specific learning disabilities

Capacity of Facility: 75

Ages Served: 12 - 21

Grade Range: 6 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:00 a.m. – 2:30 p.m.

Length of School/Program Year:

10-month () 11-month (**X**) 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: High Road School of Southern Maryland is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and behavioral needs of seriously emotionally disturbed adolescents in a supportive and structured environment.

The program is designed to focus on personalized academic, behavioral, and career development goals so that the student can return to a less restrictive setting. High Road School incorporates a variety of educational experiences and utilizes the community to provide the students with meaningful job related experiences. Parental participation is encouraged and integrated into the school setting.

Related Services: Individual and group counseling, family therapy, case management, transitional services, occupational therapy, speech/language therapy, educational assessment, psychological assessment, psychiatric consultation and behavior management.

High Road Upper School of Prince George's County

12050 Baltimore Ave.
Beltsville, MD 20705

County in Which Program is Located: Prince George's

Phone: 301-210-4860
Fax: 301-210-4863
Website: www.highroadschool.com

Referral Contact(s): Michelle Anderson, Maleeca Bryant

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04-speech or language impairment, 06-emotional disabilities, 08-other health impairments, 09-specific learning disabilities

Capacity of Facility: 100

Ages Served: 13 - 21

Grade Range: 9 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:00 a.m. – 2:40 p.m.

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year (**X**)

4-week summer school () 5-week summer school (**X**) 6-week summer school ()

Program Description: High Road Upper School of Prince George's County is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and behavioral needs of seriously emotionally disturbed adolescents in a supportive and structured environment.

The program is designed to focus on personalized academic, behavioral, and career development goals so that the student can return to a less restrictive setting. High Road School incorporates a variety of educational experiences and utilizes the community to provide the students with meaningful job related experiences. Parental participation is encouraged and integrated into the school setting.

Related Services: Individual and group counseling, family therapy, case management, transitional services, occupational therapy, speech/language therapy, educational assessment, psychological assessment, psychiatric consultation and behavior management.

The Ivymount School

11614 Seven Locks Road
Rockville, MD 20854-3261

**County in Which Program is
Located:** Montgomery

Phone: 301-469-0223
Fax: 301-469-0778
Website: www.ivymount.org

Referral Contact(s): Jan Wintrol, Stephanie deSibour

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disability, 04-speech or language impairment, 08-other health impairments, 09-specific learning disabilities, 10-multiple disabilities, 14-autism

Capacity of Facility: 230

Ages Served: 4– 21

Grade Range: Non-graded (ages 4 – 21) and Elementary and Secondary Grades K-12

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:45 a.m. – 3:15 p.m. (M,T, Th, F), 8:45 a.m. – 12:45 p.m. (W)

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Ivymount School is a non-profit, non-public, co-educational, special education and related services program which serves students with autism spectrum disorders, intellectual disability, multiple disabilities, other health impairment, specific learning disability, and speech or language impairment in Elementary School (Grades K-4), Secondary School (Grades 5-12), or nongraded (ages 4 through 21) programs. Most of the students have multiple learning needs and require a program that includes and integrates academic, social, and pragmatic skills programming in classrooms with low student/teacher ratios. Students receive related services as determined by their Individualized Education Program (IEP). A student's IEP determines the level of services, supports and modifications necessary to access the curriculum as well as the level of participation in statewide assessments. An Assistive Technology/Curriculum Technology team works with classrooms providing services to students and families and training to staff. A Behavior Services team works with students who demonstrate interfering behaviors by conducting functional assessments, developing individualized behavior plans, monitoring student progress, and providing staff training. Art, music, adapted physical education, library, and computer technology are offered to all students.

Multiple Learning Needs Program

The Multiple Learning Needs Program serves students with autism, intellectual disability, specific learning disability, speech/language impairment, other health impairment, and multiple disabilities. The program consists of a Lower/Middle Division (students ages 4 -14) and a High School (students ages 14-18) which

The Ivymount School (continued)

includes students with the potential to earn a high school diploma. The school provides therapeutic, academic, social and pragmatic skills programming depending on the ages and learning needs of the students. The program incorporates the general education curriculum (Maryland State Curriculum) and social skills programs so that students master their individual annual academic, life skills and social/emotional goals.

Post High School Program (School-to-Work)

The Post High School Program is a community focused, life skills program that prepares students ages 18-21 for a successful transition from school to employment and adult life. Students work at community job sites which provide them with challenging opportunities to acquire and utilize life skills in practical ways, as well as accessing program and educational support in the Young Adult Center.

The Post High School Program is designed to allow students to match their abilities and interests with community job placements, leading to productive and independent futures. Students acquire pragmatic educational skills and employability skills that will lead to successful transitions

Autism Program

The Ivymount School Autism Program is designed for students diagnosed with Autism. The program employs a highly structured teaching environment including the use of evidenced based practices and Applied Behavior Analysis (ABA). The program's Primary Division serves students ages 4 to 6, the Elementary Division serves students ages 7 to 12, and the Secondary Division serves students ages 13 to 21 in middle, high and post high school homerooms. The goal of the program is to increase desired skills and decrease interfering and inappropriate behaviors to enable each student to function independently across multiple settings.

Individualized programming is developed for each student, including skill acquisition programs within a functional life skills curriculum (e.g., daily living, communication, socialization, recreation/leisure, career/vocational), motivational systems, and behavior reduction programming while giving the students access to the general education curriculum (Maryland State Curriculum). The proactive generalization program ensures that students progress transfers to school, home and community settings. Augmentative and alternative communication systems are used as needed. Related services (e.g., speech and language and occupational therapy) are delivered in an integrative and collaborative model based on individual student needs and determined by the IEP. Students exiting the program at age 21 receive a Certificate of Completion.

Model Asperger Program

Ivymount's Model Asperger Program (MAP) serves students at both the elementary and secondary levels (grades K-12) who are diagnosed with an Autism Spectrum Disorder, have average to gifted cognitive abilities but struggle in mainstream learning environments due to difficulties with social skills, executive functioning, flexible thinking and self-regulation. MAP is a graded program for students earning credits toward their high school diploma. The Maryland State Curriculum is utilized to provide a dynamic, rigorous and experiential program that integrates social learning into all aspects of the school experience. Integrated related services provide structured and supported opportunities for MAP students to successfully acquire and practice emotional regulation and social skills.

The Jefferson School: A Program of Sheppard Pratt Health System

2940 Point of Rocks Road
Jefferson, MD 21755

County in Which Program is Located: Frederick

Phone: 240-315-0200
Fax: 240-315-0332
Website: www.thejeffersonschool.org

Referral Contact(s): Sherry McCall Ross, M. Ed

MSDE Approval Category: TYPE I General and Special Ed

Disabilities Served: 06-emotional disability

Capacity of Facility: 53 residential; 50 day

Ages Served: 11 – 21 (must be in 6th grade)

Grade Range: 6 through 12

Private Pay Students Accepted: Yes (**X**) No ()

Setting: Day (**X**) Residential (**X**)

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:50 a.m. – 3:10 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month (**X**) extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Jefferson School is a residential treatment center and special education school that provides therapeutic and educational services for youth ages 12-21 with emotional and behavioral disabilities. Located fifteen minutes outside Frederick, MD, the 30-acre school campus includes baseball, softball and soccer fields, a barn and rink for the Equine-Assisted Therapy Program, and a ropes course. The remaining wooded property affords opportunities for hiking and horseback riding. The Jefferson School promotes a residential milieu based upon the principles of Response Ability Pathways and clinical, special education, and prevocational services.

The program operates a MSDE approved school and a licensed residential treatment center. The school has a full size gymnasium, a library/media center, greenhouse, visual and performing arts classrooms, a graphic arts lab, and wood shop. In addition, there are dining, recreation and health services, along with a fully equipped OT clinic that provides traditional OT services as well as sensory integration approaches. There are medical staff and a full time psychiatrist available for medication management and psychiatric crisis management.

The residential units are single gender houses generally split by age. There is a special program for sexually reactive boys, and a program focused on life skills designed for students pursuing a Certificate of Completion..

Related Services: Individual and group psychotherapy, family therapy, social work services, speech therapy, occupational therapy including sensory integration approaches, educational assessment, psychological assessment, psychiatric assessment/medication management, therapeutic recreation services, school health services, behavior management, equine assisted psychotherapy services, and participation in the dramatic arts productions which has a therapeutic emphasis.

The Jefferson School at Finan Center

10100 Country Club Road, SE
P.O. Box 1722
Cumberland, MD 21502

County in Which Program is Located: Allegany

Phone: 301-777-2258
Fax: 301-777-2066
Website: www.sheppardpratt.org

Referral Contact(s): Bonnie Fetzer, M.Ed., Principal

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disability, 14-autism

Capacity of Facility: 74

Ages Served: 5 - 21

Grade Range: K through 12

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:00 a.m. – 2:00 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()
4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Jefferson School at Finan Center , located in Cumberland, Allegany County, is a collaboration between the Allegany County Board of Education and the Sheppard Pratt Health System. Special education and other mental health services are provided to special education students. Instructional areas, which are determined by each student's IEP, may include communication skills, self-care, individualized academics, fine and gross motor skills, socialization skills, and recreation/leisure skills.

Our primary goal is to integrate students into the public school instructional program to the greatest extent appropriate. The school implements the Maryland State Curriculum and the Syracuse Community Reference-Curriculum Guide for Students with Moderate and Severe Disabilities.

Related Services: Individual and group psychotherapy, family therapy, social work services, educational assessment, psychiatric assessment/medication management, therapeutic recreation services, school health services, behavior management, and intensive treatment services are available. Speech and language, occupational, physical, mobility and vision therapies and psychological assessment provided to Allegany County students through contracted service agreements with Allegany County Public Schools.

The Katherine Thomas School

9975 Medical Center Drive
Rockville, MD 20850

**County in Which Program is
Located:** Montgomery

Phone: 301-738-9691
Fax: 301-738-8897
Website: www.ttlc.org

Referral Contact(s): Marjorie Theard

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04-speech or language impairment, 09-specific learning disabilities, 14-autism

Capacity of Facility: 200

Ages Served: 4 - 21

Grade Range: Pre-K through 12

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: **K-8:** 9:00 a.m. – 3:30 p.m.; **Gr. 9-12:** 8:00 a.m. – 2:45 p.m.;
Pre-K: 12:30 – 3:30 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Katherine Thomas School serves students with moderate to severe language and learning disabilities and/or mild to moderate autism. Staff utilize auditory, visual, tactile and kinesthetic movement-oriented learning and infuse lessons and activities with developmentally appropriate and language-based experiences. Social skills development is addressed through all aspects of the student's day. Art, music and drama classes are offered.

The Katherine Thomas School preschool program uses a developmental model and blends typical preschool activities -- social interactive play, experiential learning activities and daily language lessons -- with an intense emphasis on communication, interaction and problem solving. Our multidisciplinary team (including a special educator, teacher assistant, speech-language pathologist, occupational therapist and social worker) work together to support maximum individualization and encourage excellent outcomes.

Both The Katherine Thomas School Lower/Middle School Program and the diploma-based High School Program offer a safe, nurturing environment for each student's emotional growth and educational development. The programs provide instruction in reading, oral and written expression and math, as well as the strategies needed for academic, social and post-graduation success. The positive, success-oriented curriculum supports students who, with specialized help transition to an educational or employment setting. Our integrated, multidisciplinary classroom team includes a special educator, teacher assistant, speech-language pathologist, occupational therapist, social worker and administrator.

The Katherine Thomas School
(continued)

High school students may participate in opportunities to build leadership skills through activities such as the SGA and Peer Mediation programs. After school activities are available for athletic, social and homework support.

Student Transition Readiness through Intensive Developmental Education (The STRIDE Program)

The STRIDE program is designed to meet the needs of lower middle school students in grades K–5 with moderate to severe language and learning disabilities and/or mild to moderate autism, who also display difficulties in other developmental areas, including significant challenges in perspective-taking, engagement, attention, regulation, group process and social interactions and require more intensive support to succeed academically and socially than in the KTS lower Middle School Program. An interdisciplinary team serves the STRIDE classroom, consisting of a special education certified teacher, teacher assistant, speech-language pathologist, occupational therapist, social worker, and behavior consultant. The goal for this transitional program is for students to successfully transfer into the KTS Lower Middle School Program or a less restrictive environment.

Excellence in Educational and Emotional Learning (The EXCEL Program)

The EXCEL program is designed to meet the needs of high school students in grades 9–12 (ages 14–21) with moderate to severe language and learning disabilities and/or mild to moderate autism, who also display difficulties in other developmental areas, including significant challenges in perspective-taking, engagement, attention, regulation, group process and social interactions, and require more intensive support to succeed academically and socially than in the KTS High School Program. An interdisciplinary team serves an EXCEL classroom, consisting of a special education certified teacher, teacher assistant, speech-language pathologist, occupational therapist, social worker, behavior consultant, and psychologist. The goal for this transitional program is for students to successfully transfer into the KTS High School Program or a less restrictive environment.

Related Services: Speech and language therapy, occupational therapy, counseling services, physical therapy.

Kennedy Krieger School: Fairmount Campus

1750 E. Fairmount Avenue
Baltimore, MD 21231-1534

**County in Which Program is
Located:** Baltimore City

Phone: 443-923-9100
Fax: 443-923-4525
Website: www.kennedykrieger.org

Referral Contact(s): Brooke Wesley

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disability, 06-emotional disturbance, 08-other health impairments, 09-specific learning disabilities, 10-multiple disabilities, 13-traumatic brain injury, 14-autism

Capacity of Facility: 160

Ages Served: 5 - 14

Grade Range: K through 8th

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 7:55 am – 2:20 pm (M,T, Th, F), 7:55 am– 12.25 pm(W)

Length of School/Program Year:

10-month () 11-month (**X**) 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Kennedy Krieger School provides comprehensive educational and behavioral services to kindergarten through eighth grade students and is designed to provide effective preparation for students who, in the future, will be seeking either a diploma or a certificate at the high school level. The program is designed to meet the needs of a varied population of students. A best-practice, evidence-based, approach is used to implement curriculum, which focuses upon essential skills and aligns with the Maryland State Curriculum and Common Core Standards. Students are provided instruction in the areas of: Language Arts; Mathematics; Social Studies; Science; Technology; Health; Art and Physical Education. Depending upon the learning needs of each child, reading instruction can include a focus upon phonemic awareness, phonics and/or sight-word methodology. Students utilize the “Technology Center” along with an abundance of technology resources available within each classroom. These technologies include: interactive, large format, white boards; iPads and desktop computers. These proven and highly motivating devices serve to enhance learning, increase student participation, develop problem solving skills and prepare students for a society which is increasingly dependent upon the effective use of technology.

Kennedy Krieger School: Fairmount Campus
(continued)

Students are motivated to utilize “Main Street,” the school’s state of the art, Media and Performance Center. It is here where students experience highly interactive learning, which comes alive by integrating music, art, drama and literacy.

Behavioral programming is individualized and designed to replace interfering behaviors with pro-social, replacement behaviors. Positive behavioral intervention supports are woven into the school day, enabling students to increase the amount of time they spend engaged in meaningful, on-task learning.

There are currently twenty (20) classrooms within the school. Classrooms have been divided into four (4) separate learning communities. Each community is designed to target and address the specialized programming and environmental needs of a wide range of students we serve at the Kennedy Krieger School: Fairmount Campus.

Related Services: Speech and language therapy (classroom based and pull out), individual and group psychotherapy, art therapy, music therapy, occupational therapy, physical therapy, assistive technology and nursing/health services.

Kennedy Krieger School: Greenspring Campus

High School Program

3825 Greenspring Avenue
Baltimore, MD 21211

County in Which Program is Located: Baltimore City

Phone: 443-923-7800
Fax: 443-923-7850
Website: www.kennedykrieger.org

Referral Contact(s): Patrick Seay

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disability, 04-speech or language impairment, 06-emotional disturbance, 07-orthopedic impairment, 08-other health impairments, 09-specific learning disabilities, 10-multiple disabilities, 13-traumatic brain injury, 14-autism

Capacity of Facility: 200

Ages Served: 14 - 21

Grade Range: 9 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: M,T,Th,F: 7:45 am – 2:20 pm W: 7:45am – 12:20pm

Length of School/Program Year:

10-month (**X**) 11-month (**X**) 12-month () extended school year (**X**)
4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: Kennedy Krieger High School is a co-educational, comprehensive career and technology center providing authentic, performance-based instruction, along with clinical services. All students have access to the general academic curriculum. Students graduate with a MSDE approved diploma or a certificate of completion. Students may also earn specific certification in career areas.

The focus of the school is the preparation of students for employment and continued educational opportunities and training, using a model of five career clusters and partnering with local businesses. Students develop portfolios of their career cluster experiences, and have the opportunity to work in student run businesses at the school. Career clusters include: (1) Information technology and Office Skills, (2) Hospitality and Tourism, (3) Retail and Consumer Services, (4) Construction/Manufacturing Trades and (5) Horticulture.

Kennedy Krieger School: Greenspring Campus
High School Program *continued*)

A multidisciplinary team develops a continuum of program design, allowing students to have options that can accommodate their academic, behavioral, or related service needs. Extracurricular and elective offerings include: Young Marines, Student Government Assoc., intramural sports, yearbook, student mediation, newspaper, and Junior/Senior prom committee.

Related Services: Therapy: Speech/language, occupational, physical, art music, family; positive behavioral supports, individual and group psychotherapy, parent training/counseling, and social work. When approved through the IEP process, a program aide for individual assistance is also provided.

LEAP Program

Phone: 443-923-4576
Fax: 443-923-7750
Website: www.kennedykrieger.org

Referral Contact(s): Lynn Kanzler

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disability, 10-multiple disabilities, 14-autism

Capacity of Facility: 65

Ages Served: 5 - 21

Grade Range: K-12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 7:45 a.m. – 2:45 p.m. (M, T, Th, F); 7:45 a.m. – 12:45 p.m. (W)

Length of School/Program Year:

10-month () 11-month () 12-month (**X**) extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The LEAP Program is an approved Maryland State Department of Education (MSDE) non-public day program. It is designed for children who require an education in a highly structured environment, which will program for their academic, communication, social, behavioral, and community needs. A variety of evidence-based practices and instructional strategies are utilized to implement the Maryland State Curriculum and/or Core Learning Goals in Reading, English,/Language Arts, Mathematics, Social Studies, Science, Health, Career Development, Life Studies, and other areas as appropriate to grade level and learner needs. Students participate in the Alternate Maryland School Assessment (ALT-MSA). The LEAP Program does not offer diplomas.

The LEAP Program offers the following components:

- ◆ An interdisciplinary approach to individualized programming which may include input from parents/students and utilizes professionals from the following disciplines: special education, speech-language pathology, occupational therapy, psychology, behavior resource, social work, expressive arts therapies (i.e., art and music), nursing, audiology, vocational education, physical therapy, and psychiatry. All school staff meet the MSDE certification requirements in their assigned fields.
- ◆ A structure that facilitates communication among the team members who are implementing the curriculum and IEPs (i.e., internal team meetings occur on a regular basis).
- ◆ An eclectic combination of intervention approaches/methods based on best practices, including but not limited to: TEACCH, Applied Behavior Analysis, Picture Exchange Communication Systems, sensory diets, community-based instruction, and vocational training.
- ◆ Small classes (an average of 7 students) with a high staff to student ratio that provides 1:1 supports as needed or as indicated in IEPs.
- ◆ Speech/Language services which focus on establishing functional language skills through the use of both low- and high-tech augmentative communication systems, increasing vocalizations, and improving articulation and social language skills. Services emphasize independence in communication during curricular and community activities and support increased access to the curriculum.
- ◆ Occupational Therapy services which emphasize evaluation of sensory processing and development of strategies to assist students with self-regulation skills.
- ◆ Intensive behavioral supports including functional behavioral assessments, individualized behavior intervention plans, and safe crisis management procedures.
- ◆ Programmatic mental health and expressive arts services which enhance academic, social, and emotional development.
- ◆ Opportunities to participate in off-site supported and/or sheltered employment.
- ◆ Activities which promote student wellness and physical development, including aquatics and fitness programs.

A student's week typically consists of applied academics, functional life skills, exposure to the general education curriculum, IEP driven related services, recreation/leisure activities, social skills training, community-based instruction, and work-based learning.

The physical classroom space is designed to provide an atmosphere that enables the child to better predict and utilize his environment through visual cues, multisensory supports, physical structure of the room, and consistent routines and schedules. Such supports aid in the de-escalation and shaping of student behaviors and will increase and maximize a student's availability for academic opportunities.

In order to provide consistent, integrated programming for the students, the educational staff work closely with all related service providers using an interdisciplinary approach. This approach allows staff members to communicate the areas of focus in each discipline to all members of the team. Student progress is more successfully facilitated when they are given the opportunity to generalize across a variety of settings. Regular classroom team meetings are held to discuss the on-going needs of each student.

The LEAP Program is committed to serving our students and their families to maximize their independence in the school, in the home, and in the community.

Related Services: Special education, vocational education, psychology, psychiatry, social work, speech-language pathology, occupational therapy, physical therapy, nursing, behavior resource, and expressive arts.

Kennedy Krieger School: Montgomery County Campus

12301 Academy Way
Rockville, MD 20852

County in Which Program is Located: Montgomery

Phone: 443-923-4170
Fax: 443-923-4181
Website: www.kennedykrieger.org

Referral Contact(s): Jessica Berman

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disability, 10-multiple disabilities, 14-autism

Capacity of Facility: 50

Ages Served: 7 - 21

Grade Range: 2 – 8

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: M,T,Th,F: 7:55 am – 2:20 pm W: 7:55am – 12:25pm

Length of School/Program Year:

10-month () 11-month (**X**) 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Montgomery County Campus provides educational services to students with ASD. They will use an interdisciplinary approach to individualized programming with professionals from many disciplines. The instructional program follows “best practice” teaching methods including, but not limited to TEACCH, Applied Behavior Analysis, discrete trial, incidental learning, Pivotal Response Treatment, augmented communication, picture exchange communication, sensory diets, vocational training, and program-based related services. All students will participate in the standardized annual assessments for their home school district.

Related Services: Speech and language therapy, individual and group psychotherapy, expressive therapy, occupational therapy, physical therapy, and assistive technology.

Kennedy Krieger at Southern High School

4400 Solomon Island Road
Harwood, MD 20776

County in Which Program is Located: Anne Arundel

Phone: 410-867-7100
Fax: 410-867-4153
Website: www.kennedykrieger.org

Referral Contact(s): Jodi Johnson

MSDE Approval Category: TYPE II Special Ed

Disabilities Served: 06-emotional disabilities, 08-other health impairment, 09-specific learning disabilities, 14-autism

Capacity of Facility: 20

Ages Served: 14-18

Grade Range: 9-12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 7:00 a.m. – 2:00 p.m.

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Kennedy Krieger High School at Southern High is designed to serve students with special needs in an environment that is integrated into Southern High School. Support is provided in the KKHS classroom by allowing students small groupings for their academic subjects, accommodations for their learning needs, and the structure of the behavior management system. Flexibility is available as students move into the Southern High School program to the appropriate extent to see if and when the student can integrate or mainstream to as many classes as they can handle with success. Additionally, students take classes at the nearby Career and Technology – South (CAT-South) program to explore and develop their interests in various career paths and employment opportunities. The class is staffed by a program administrator, special educators, a teaching assistant and a social worker.

Related Services: Social work

Laurel Hall School

13238 Brook Lane Drive
Hagerstown, MD 21742-1435

**County in Which Program is
Located:** Washington

Phone: 301-733-0330
Fax: 301-733-4106
Website: www.brooklane.org

Referral Contact(s): Kate Byers

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disabilities, 10-multiple disabilities, 14-Autism

Capacity of Facility: 70

Ages Served: 5 - 21

Grade Range: 1 through 12

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:00 a.m. – 4:00 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: Laurel Hall School's program is designed to provide special education services to individuals diagnosed with an emotional disability, autism, or multiple disabilities requiring a setting that provides sophisticated, highly structured, and individualized special education services as well as any needed psychiatric support services. The school has been developed to maximize learning of English Language Arts, social studies, math and science in a manner consistent with each student's ability. Credits earned meet the requirements of the Maryland State Department of Education and will be transferred to the student's local education agency for graduation and issuance of a diploma. The program is designed to foster social and emotional growth and development.

Related Services: Psychiatric and social work services, speech and occupational therapy.

Laurel Hall School in Frederick

4540 B Mack Avenue
Frederick, MD 21703

**County in Which Program is
Located:** Frederick

Phone: 301-698-5665
Fax: 301-698-5663
Website: www.brooklane.org

Referral Contact(s): Kate Byers

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disabilities, 10-multiple disabilities, 14-Autism

Capacity of Facility: 50

Ages Served: 5 - 21

Grade Range: 3 through 12

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:00 a.m. – 4:00 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: Laurel Hall School's program is designed to provide special education services to individuals diagnosed with an emotional disability, autism, or multiple disabilities requiring a setting that provides sophisticated, highly structured, and individualized special education services as well as any needed psychiatric support services. The school has been developed to maximize learning of English Language Arts, social studies, math and science in a manner consistent with each student's ability. Credits earned meet the requirements of the Maryland State Department of Education and will be transferred to the student's local education agency for graduation and issuance of a diploma. The program is designed to foster social and emotional growth and development.

Related Services: Psychiatric and social work services, speech and occupational therapy.

Laurel Hall Transitional Instructional Program

13238 Brooklane Drive
P.O. Box 1945
Hagerstown, MD 21742

County in Which Program is Located: Washington

Phone: 301-733-0330
Fax: 301-733-2379
Website: www.brooklane.org

Referral Contact(s): Kate Byers

MSDE Approval Category: TYPE III

Disabilities Served: see program description

Capacity of Facility: 12

Ages Served: 5 - 21

Grade Range: K through 12

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:30 a.m. – 3:00 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: Laurel Hall Transitional Instructional Program provides a continuation education program to hospitalized day treatment patients parallel to that offered by the student's home school.

Linwood Center, Inc.

3421 Martha Bush Drive
Ellicott City, MD 21043-4426

**County in Which Program is
Located:** Howard

Phone: 410-465-1352/53
Fax: 410-461-1161
Website: www.linwoodcenter.org

Referral Contact(s): Catherine Perini

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 14-autism

Capacity of Facility: 24

Ages Served: 9 - 21

Grade Range: non-graded

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 9:00 a.m. – 3:00 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: Linwood Center provides academic, vocational, and residential services to students with autism and related developmental disabilities. Students are taught through a multidisciplinary approach in a therapeutic environment. Most require small class sizes with support from paraeducators and student assistants at an intensity level individualized for the student. Instructional strategies include a variety of methods customized to meet the individualized needs of each student. These methods include Applied Behavior Analysis, Picture Exchange Communication, assistive technology, sensory integration, incidental teaching, and visually aided and computer aided instruction. For students with residential services, Linwood provides a comprehensive, integrated program where day and residential services are coordinated to generate a broad scope therapeutic environment and an enriched learning paradigm. Linwood's instructional program uses the Maryland State Curriculum for content standards.

Related Services: Speech and language services, occupational therapy, behavioral support, counseling.

Lourie Center School

12301 Academy Way
Rockville, MD 20852-2000

County in Which Program is Located: Montgomery

Phone: 301-984-4444
Fax: 301-881-8043
Website: www.louriecenter.org

Referral Contact(s): Dr. Diane King-Shaw, Clinical Director, ext. 140; DKingsha@louriecenter.org

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disabilities,10-multiple disabilities

Capacity of Facility: 40

Ages Served: 4 - 10

Grade Range: Nursery (4 year olds) through 5th

Private Pay Students Accepted: Yes (**X**) No ()

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes () No (**X**)

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 9:00 a.m. – 3:00 p.m. (M, T, Th, F) 9:00 a.m. to 1:00 (W)

Length of School/Program Year:

10-month () 11-month (**X**) 12-month () extended school year (**X**)

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Lourie Center School is an early intervention program that provides specialized education/therapeutic services for elementary age children who are challenged by emotional, social and behavioral difficulties interfering with their capacity to learn and to develop healthy relationships with adults and peers. These emotional disabilities can include attachment/separation problems, post-traumatic stress disorder, attention deficit/hyperactivity disorder, sensory and mood disorders, disruptive behavior and atypical development.

The school's mission is to foster the development of emotionally healthy children who can participate in school, be successful in learning, and form satisfying relationships with adults and peers. The critical elements of the school's approach include providing a therapeutic milieu, a strong academic curriculum, individualized instruction, and an integrated service delivery model. The therapeutic approach is relationship-based, since all early development takes place within the context of children's primary relationships. The treatment team works with each student on expanding his ability to understand and integrate emotional experiences and sensory input so that his availability for learning is maximized. This includes developing more organized behavior and self-regulation, increasing cognitive and communication skills, and enhancing emotional connectedness, social relationships and a strong sense of self. The school operates five days per week for a total of 28 hours per week. The class size is up to 10 children with a 2 to 3 staff to student ratio. The school is approved through MSDE to serve children ages 4 through 10 years old and from Nursery-4 through 5th grade.

Related Services: Psychotherapy, consult psychiatry, parent counseling, speech and language therapy, occupational therapy, *physical therapy. *If warranted on student's IEP.

The Mann Residential School

Sheppard Pratt Health System
P.O. Box 6815, 6501 North Charles St.
Baltimore, MD 21285-6815

County in Which Program is Located: Baltimore

Phone: 410-938-4498
Fax: 410-938-4697
Website: www.sheppardpratt.org

Referral Contact(s): Maryalice Snyder, 410-938-5152

MSDE Approval Category: TYPE I General and Special Ed

Disabilities Served: 06-emotional disabilities

Capacity of Facility: 65

Ages Served: 11 – 21

Grade Range: 6 through 12

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 9:00 a.m. – 3:00 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Mann Residential School is approved by the Maryland State Department of Education as a general and special education school. The Mann Residential School serves Residential Treatment Center and High Intensity Respite students and utilizes the Common Core Curriculum and other approved curricula for instruction in subject areas. All Teachers are certified by the Maryland State Department of Education in the content area in which they teach or in Special Education, or both. The program offers self-contained and open schedule classes for students, encouraging self-mastery and empowerment, opportunity to complete subject matter to earn credits toward obtaining a high school diploma, providing resource and environmental supports to help each student be successful. For students with an IEP, the objectives and goals of the IEP form the instructional context for each class the student attends. The school is a Positive Behavior Intervention school (PBIS). In addition, Dialectical Behavior Therapy (DBT) principles and practices are incorporated into the school program and are integrated with the Residential Treatment Program.

Related Services: Individual and group psychotherapy, family therapy, social casework management, speech therapy, occupational; therapy, chemical dependency counseling, educational assessment, psychological assessment, vocational; counseling, neuropsychological assessment, psychiatric assessment, medication management, rehabilitation counseling services, school health services, behavior management and 1:1 aides as needed.

Marcia D. Smith School

9075 Comprint Ct.
Gaithersburg, MD 20877

County in Which Program is Located: Montgomery

Phone: 301-926-2300
Fax: 301-926-6780
Website: www.css-md.org

Referral Contact(s): Kristin Ferragut

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disability, 08-other health impairments, 10-multiple disabilities, 14-autism

Capacity of Facility: 25

Ages Served: 11-21

Grade Range: 3 – 12+

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential (**X**)

Before and/or After School Program: Yes (**X**) No ()

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:30 a.m. – 3:00 p.m.

Length of School/Program Year:

10-month () 11-month (**X**) 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Marcia D. Smith School is committed to the provision of quality educational services to students ages 11-21 with autism and intellectual disability. The program is a non-diploma, non-graded one with emphasis on life skills, vocational training, and functional academics. The school provides day and residential special education services. Individuals are supported in accordance with their individual needs as outlined in their IEP. Each individual receives instruction designed to enable the student to realize his or her potential to learn, communicate, develop social competency, and transition successfully into adult life in the community.

Related Services: Speech language, psychological, psychiatric, medication management, and other services as specified on the child's IEP.

National Children's Center School / Maryland Site

410 A University Boulevard W
Silver Spring, MD 20901

**County in Which Program is
Located:** Montgomery

Phone: 301-593-0642
Fax: 301-593-9108
Website: www.nccinc.org

Referral Contact(s): Dana Cohen

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disability, 10-multiple disabilities, 14-Autism

Capacity of Facility: 21

Ages Served: 12 - 21

Grade Range: non-graded

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes () No (**X**)

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:45 a.m. – 3:15 p.m.

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year (**X**)

4-week summer school () 5-week summer school () 6-week summer school (**X**)

Program Description: The National Children's Center School provides individualized instruction and related services in a small setting to students who are unsuccessful in the public school setting due to cognitive limitations and maladaptive behaviors related to their developmental disability.

The purpose of the program is to equip students with the skills necessary to return to a less restrictive educational setting when appropriate. All students strive to be as independently as possible, to maximize their potential, and to reach their personal goals.

Related Services: Individual and group counseling, social skills training, individual and group speech and language, occupational, and physical therapy are offered based on each student's IEP. School nursing support is available as needed.

New Directions Academy

9700 Old Harford Road
Baltimore, MD 21234

County in Which Program is Located: Baltimore

Phone: 410-663-8500

Fax: 410-663-0805

Website:

Referral Contact(s): Gloria Lashley

MSDE Approval Category: TYPE I General and TYPE I Special Ed

Disabilities Served: 06-emotional disabilities, 09-specific learning disabilities

Capacity of Facility: 29

Ages Served: 14 - 21

Grade Range: 9 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:30 a.m. – 3:15 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month (**X**) extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The New Directions Academy provides partial and full day services for special education students in grades 9 through 12 and general education services for students in grades 9 through 12. Students receive instruction in content areas needed to earn high school credits toward graduation. Students also prepare for state required functional tests and the high school assessment program. Classes are mixed grade. Special education and general education students are educated by teachers who meet state certification requirements. Related services are provided individually or in mixed groups as necessary and appropriate per each student's Individualized Education Program. The staff of the New Directions Academy includes an educational director, principal, teachers, instructional assistants, a behavioral specialist, and a licensed clinical professional counselor. New Directions also accepts sex offenders.

Related Services: Speech/language therapy, counseling, social work

New Visions Academy of Baltimore

7131 Rutherford Road
Baltimore, MD 21244-2702

County in Which Program is Located: Baltimore

Phone: 410-298-2691
Fax: 410-298-0835
Website: www.thenewvisionsacademy.com

Referral Contact(s): Tia Carter

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disabilities

Capacity of Facility: 81

Ages Served: 11-21

Grade Range: 6 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes () No (**X**)

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:00 a.m. – 2:15 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month (**X**) extended school year ()
4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: New Visions Academy of Baltimore educates and serves seriously emotionally disabled adolescents in grades 6 through 12 who are unable to remain within the mainstream public education system. The comprehensive program integrates education (academic and vocational) and treatment (clinical and behavioral management) into a unified process that enhances learning and prevents more restrictive or residential care. The Academy offers academic courses in English/language arts, social studies, mathematics, science, technology education and career development. The Career Services Training Center provides individualized competency based programs that integrate vocational and academic education. Courses in graphic communication, computer science/systems, automotive mechanics, and construction methods (carpentry and masonry) are provided; hands-on training and work/study components are offered; vocational and pre-employment assessments are provided for all students; school-to-work options are available, offering both advanced and remedial work experiences developed to fit students' special needs. The Clinical Program provides individual, and group therapy. Family therapy services is also available The Behavioral Management Program provides crisis intervention and behavioral counseling services. All students participate in the behavior management system that monitors daily progress and performance. As students advance through the program, they prepare for their return to public school through our Transitional Program.

Related Services: Individual and group psychotherapy, family therapy, social work services, case management services, group and individual therapy, psychiatric/psychological assessment and consultation, transportation assistance, family outreach, 24 hour crisis intervention, occupational therapy, speech and language services, vocational assessment, pre-employment training and employment opportunities.

Oak Hill House

12806 Independence Road
Clear Spring, MD 21722-1519

County in Which Program is Located: Washington

Phone: 301-582-4980
Fax: 301-582-4982
Website: www.usfellowship.org

Referral Contact(s): Courtney Wiggins

MSDE Approval Category: TYPE I General Ed

Disabilities Served: Youth who have been abused, abandoned, neglected, or adjudicated for nonviolent offenses. The program serves youth with a wide variety of disabilities but is not able to serve youth that need intensive psychiatric treatment or are a danger to themselves or others.

Capacity of Facility: 14

Ages Served: 14 - 18

Grade Range: 7 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day () Residential (**X**)

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes () No (**X**)

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:00 a.m. – 4:00 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month (**X**) extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: Oak Hill House is a group home whose primary goal is to provide youth with a safe and supportive environment that will prepare them to successfully reenter the community and continue to function as active and responsible members of the community. The therapeutic approach is based on the Reality Therapy model with emphasis on current behavior. Residents are confronted with their problematic behaviors and are expected to develop responsibly for their actions. The goals of the program include improving self-esteem, modifying negative behavior, improving interpersonal skills, and improving decision making. Oak Hill House also operates a TYPE I nonpublic school on grounds. The overall program goals are incorporated into the school program in addition to learning to function successfully in school. Residents earn the privilege to transition to public school based on their behavioral and academic progress. While the Oak Hill House School is not special education accredited, residents' Individualized Education Programs (IEP's) can be implemented at the request of the public school. The public school provides screening, evaluations, consultation, and monitoring for special education students.

Related Services: All residents participate in individual and group therapy. Family therapy is provided bi-monthly. All residents and their families participate in the Therapeutic Family Weekend which is currently offered three times each year.

The Pathways School - Anne Arundel

1819 Bay Ridge Avenue, Suite 340
Annapolis, MD 21403

County in Which Program is Located: Anne Arundel

Phone: 410-295-1539
Fax: 410-295-3051
Website: www.pathwayschools.org

Referral Contact(s): Dr. Tania DuBeau (301-649-0778)

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disabilities

Capacity of Facility: 24

Ages Served: 15 - 21

Grade Range: 9 through 12

Private Pay Students Accepted: Yes () No (X)

Setting: Day (X) Residential ()

Before and/or After School Program: Yes () No (X)

Nurse on-site either part-time or full-time: Yes () No (X)

Building and classrooms wheelchair accessible: Yes (X) No ()

Hours of Operation for school day: 8:30-3:25 (M,T,Th, F). 8:30 – 1:35 (W)

Length of School/Program Year:

10-month (X) 11-month () 12-month () extended school year (X)
4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Pathways School-Anne Arundel provides integrated academic, therapeutic, and vocational services through community-based programming. Placement in this program offers students the opportunity to stabilize within an individualized environment and gives them the option to earn a Maryland High School Diploma, earn a High School Certificate of Program Completion, or prepare to take the GED. The course offerings allow students who have not been successful in traditional school-based settings the opportunity to complete their secondary education through individual and small group instruction.

The cornerstone of the program is intensive individualization of the delivery of services within the student's home community. Students receive programming at both a suite in the Bay Ridge Professional Building in Annapolis and in community settings. Individual and group therapy sessions, as well as small academic group activities, are scheduled for the Annapolis site, which includes offices, meeting rooms and a media center. Individual instruction, experiential learning opportunities, and career exploration are implemented in a variety of locations in the communities surrounding the school and students' homes, including public libraries, community and shopping centers and workplaces.

Related Services: Individual, group and family counseling, social skills counseling, crisis intervention, recreation, art, drama, poetry, support groups, individualized behavior management, speech therapy, and occupational therapy.

The Pathways School – Crossland ReEntry

Crossland High School
6901 Temple Hill Road
Temple Hills, MD 20748

**County in Which Program is
Located:** Prince George's

Phone: 301-449-3173
Fax: 301-449-3047
Website: www.pathwayschools.org

Referral Contact(s): Dr. Tania DuBeau (301-649-0778)

MSDE Approval Category: TYPE II Special Ed

Disabilities Served: 06-emotional disabilities

Capacity of Facility: 30

Ages Served: 13 - 19

Grade Range: 9 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 7:45 a.m. – 2:25 p.m.

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Pathways School – Crossland Re-Entry program provides academic, therapeutic and transition services to high school students with emotional disabilities in order to facilitate the student's return to a mainstream classroom in Prince George's County Crossland High School. Eligible students will be identified as needing intensive special education and therapeutic services in order to mainstream successfully in public school classes and earn a Maryland high school diploma. The program offers high school course offerings based on Prince George's s County Public School curriculum. Through instruction and therapeutic services, the staff teaches social skills, study skills and academic subjects to help students meet graduation requirements. Students are also afforded the opportunity to participate in a wide range of extracurricular activities with non-disabled peers.

The Pathways School – Crossland Re-Entry program is based in a suite including office, classroom, and meeting space in Crossland High School. The public school's cafeteria services, library media services, curriculum resources, instructional materials and equipment are also utilized for student programming. In addition, students have access to indoor and outdoor student areas, including the cafeteria, health room, computer labs and playing fields.

The Pathways School – DuVal Re-Entry

DuVal High School
9880 Good Luck Road
Lanham, MD 20706

County in Which Program is Located: Prince George's

Phone: 301-794-5872
Fax: 301-794-7845
Website: www.pathwayschools.org

Referral Contact(s): Dr. Tania DuBeau (301-649-0778)

MSDE Approval Category: TYPE II Special Ed

Disabilities Served: 06-emotional disabilities

Capacity of Facility: 20

Ages Served: 13 - 19

Grade Range: 9 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:30 a.m. – 3:10 p.m.

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year (**X**)

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Pathways School – DuVal Re-Entry program provides academic, therapeutic and transition services to high school students with emotional disabilities in order to facilitate the student's return to the mainstream classrooms in Prince George's County DuVal High School. Eligible students will be identified as needing intensive special education and therapeutic services in order to mainstream successfully in public school classes and earn a Maryland high school diploma. The program offers high school course offerings based on Prince George's County Public School curriculum. Through instruction and therapeutic services, the staff teaches social skills, study skills and academic subjects to help students meet graduation requirements. Students are also afforded the opportunity to participate in a wide range of extra-curricular activities with non-disabled peers.

The Pathways School DuVal Re-Entry program is based in a suite including office, classroom, and meeting space in DuVal High School. The public school's cafeteria services, library media services, curriculum resources, instructional materials and equipment are also utilized for students programming. In addition, students have access to indoor and outdoor student areas, including the cafeteria, health room, computer labs and playing fields.

Related Services: Individual, group and family counseling, crisis intervention, recreation and the arts, as well as speech and occupational therapy.

The Pathways School – Edgewood

801 University Boulevard West
Silver Spring, MD 20901-1040

County in Which Program is Located: Montgomery

Phone: 301-681-4112
Fax: 301-681-4113
Website: www.pathwayschools.org

Referral Contact(s): Dr. Tania DuBeau (301-649-0778)

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disabilities

Capacity of Facility: 36

Ages Served: 15 - 21

Grade Range: 9 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes () No (**X**)

Building and classrooms wheelchair accessible: Yes () No (**X**)

Hours of Operation for school day: 8:05 – 3:00 (M, T Th, F); 8:05 – 1:08 . (W)

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year (**X**)
4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Pathways School - Edgewood integrates academic, therapeutic, and vocational services through school-based and community-based programming for up to 40 high school students, ages 15-21 years, with emotional and behavioral disabilities. The program is designed to allow for flexibility in how services are provided. Depending upon individual student needs, programming may be focused within a classroom setting or primarily take place in community settings. The school-based program offers a more traditional classroom focus. In the community-based program, students are transported by their Community Support Staff member to receive programming within a variety of other settings. All students are prepared to successfully transition from high school to the world of work. Opportunities include work crew, job shadowing, and internships, in addition to an emphasis on gaining independent living skills.

The course offerings allow students to earn a Maryland High School Diploma or a High School Certificate of Program Completion. This program offers credit courses for students through individual and small group instruction following county curriculum. Students are prepared to transition into the next phase of their lives. For some, this may be to prepare for a less restrictive secondary school placement or to take the GED test in the future, and for others, it may be to prepare for post-secondary education, career training, or the world of work..

Related Services: Individual, group and family counseling, social skills counseling, crisis intervention, recreation, art, drama, poetry, support groups, individualized behavior management, speech therapy, occupational therapy.

The Pathways School – Northwood at Hyattsville

3401 East West Hwy. #240
Hyattsville, MD 20782-3108

**County in Which Program is
Located:** Prince George's

Phone: 301-853-3923
Fax: 301-853-3925
Website: www.pathwayschools.org

Referral Contact(s): Dr. Tania DuBeau (301-649-0778)

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disabilities

Capacity of Facility: 36

Ages Served: 11 - 21

Grade Range: 6 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes () No (**X**)

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:15 a.m. – 3:10 p.m. (M, T, Th, F), 8:15 a.m. – 1:18 (W)

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year (**X**)

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Pathways School-Northwood at Hyattsville provides integrated academic and therapeutic services in a supportive, structured environment which concentrates on increasing the student's self-control and realization of personal, behavioral, and academic goals. The educational environment, using therapeutic support, promotes learning at the student's ability level. The curriculum focuses on core courses such as reading and language arts, mathematics, science, social studies, health, keyboarding basics and career exploration. A specialized reading program is utilized to meet each student's individual needs. The academic program is designed to meet the requirements of each student's Individualized Educational Program (IEP) and to allow students to complete their secondary education by earning a Maryland or District of Columbia high school diploma or certificate. In addition to the academic curriculum, students receive related services through a structured therapy program, which emphasizes group therapy, individual therapy, and crisis intervention. A therapeutic school milieu is provided as a means to foster the development of stable and appropriate relationships. A structured behavior management system is utilized throughout the school program. Transition support services include experiential learning activities, career exploration, interest inventories, job development, job coaching and job maintenance.

Related Services: Individual, group and family counseling, social skills counseling, crisis intervention, recreation, art, drama, poetry, support groups, individualized behavior management, speech therapy, occupational therapy, transition counseling.

The Pathways School – Springville Re-Entry

2601 University Blvd. West, 3rd Floor
Wheaton, MD 20902-1926

County in Which Program is Located: Montgomery

Phone: 301-942-1115
Fax: 301-942-7677
Website: www.pathwayschools.org

Referral Contact(s): Dr. Tania DuBeau (301-649-0778)

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disabilities

Capacity of Facility: 20

Ages Served: 13 - 19

Grade Range: 9 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes () No (**X**)

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:15 a.m. – 3:10 p.m. (M,T, Th, F), 8:15 a.m. – 1:18 p.m. (W)

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year (**X**)

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Pathways School - Springville Re-Entry program provides integrated academic, therapeutic and transition services to high school students with emotional disabilities. The academic program is designed to meet the requirements of each student's Individualized Educational Program (IEP) and to allow students to earn credit toward earning a Maryland or District of Columbia high school diploma or Certificate of Program Completion. An educational environment that promotes learning at one's ability level is provided. One component of the program provides specialized instruction for those students in need of functional academics and life skills. In addition to the academic curriculum, students receive related services through a structured therapy program, which emphasizes group therapy, individual therapy, and crisis intervention. A comprehensive behavior management system is utilized throughout the school program.

Students who are motivated to return to a public high school are prepared for the transition. Eligible students will need to have exhibited success in academic, behavior, and social skills, as well as have a willingness to develop the competencies necessary for a successful transition to the public high school setting.

Classrooms, offices, therapy, conference and multipurpose rooms are available at the school's location in an office building in Wheaton.

Related Services: Individual, group and family counseling, social skills counseling, crisis intervention and peer mediation, recreation, art, drama, poetry, support groups, individualized behavior management, speech therapy and occupational therapy.

Phillips School - Laurel

8920 Whiskey Bottom Road
Laurel, MD 20723-1318

County in Which Program is Located: Howard

Phone: 301-470-1620
Fax: 301-470-1624
Website: www.phillipsprograms.org

Referral Contact(s): Wallace Henry III

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disability, 06-emotional disabilities, 09-specific learning disabilities, 10-multiple disabilities, 14-autism

Capacity of Facility: 162

Ages Served: 8 - 21

Grade Range: 3 through 12

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:20 a.m. – 3:22 p.m. (M,T, Th, F), 8:20 a.m. – 1:05 p.m. (W)

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: Phillips School ~ Laurel is a 10 month day program that offers special education and therapeutic services to elementary, middle and high school students who have such severe emotional, learning and/or behavioral disabilities that they cannot function effectively in a general education environment. The goal for all students is to improve academic skills and modify behavior in order to successfully transition to a less restrictive environment. Academic instruction and related services are provided according to each student's Individualized Education Program (IEP). Instruction and therapy take place in individual or group settings. The high school offers both credit and noncredit courses based on a student's individual needs. Credit courses prepare students to earn a high school diploma. Phillips offers on and off campus work experiences to prepare for post-secondary success.

Related Services: Counseling, family services, speech/language therapy, occupational therapy, physical therapy, extended school year.

The Ridge School of the Eastern Shore

821 Fieldcrest Road
Cambridge, MD 21613-9423

County in Which Program is Located: Dorchester

Phone: 410-221-0288
Fax: 410-221-6079
Website: www.theridgeschool.com

Referral Contact(s): Bonnie Johnson

MSDE Approval Category: TYPE I General and Special Ed

Disabilities Served: 04-speech or language impairment, 06-emotional disabilities, 09-specific learning disabilities

Capacity of Facility: 70

Ages Served: 9 - 21

Grade Range: 3 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential (**X**)

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:30 a.m. – 3:30 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month (**X**) extended school year (**X**)
4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Ridge School of the Eastern Shore provides special education and general education services for students. Students in grades 9 through 12 receive instruction in content areas needed to earn high school credits towards graduation and to prepare for state-required testing and the high school assessments. Students in grades 3 through 8 are given instruction in all academic content areas. Classes are mixed grades. All students are educated in academic classrooms by teachers who meet all state certification requirements. Related services such as expressive therapies, group, individual and family therapy, residential services, health services, speech and language pathology and psychological testing services are provided individually or in mixed classes as necessary and appropriate as per each student's Individualized Education Program (IEP) or Personal Education Plan (PEP), GED Tests Preparation Program for students 16 and older.

Students may have secondary handicapping conditions such as learning disabilities, substance abuse or physical disabilities. Discharge planning services are provided. School policies prohibit discrimination on the basis of race, color, sex, creed, religion or sexual orientation. The School's mission is to provide sound educational experiences that ensure learning for every student using state-of-the-art materials and teaching strategies.

Related Services: Social work, speech and language services, counseling, behavioral support, psychological consultations, psychiatric consultations, nursing care, group and family therapy.

The Ridge School of Montgomery County

14901 Broschart Road
Rockville, MD 20850

County in Which Program is Located: Montgomery

Phone: 301-251-4624
Fax: 301-251-4588
Website: www.theridgeschool.com

Referral Contact(s):

MSDE Approval Category: TYPE I General and Special Ed

Disabilities Served: 06-emotional disabilities, 08 – other health impairments, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility: 140

Ages Served: 11 - 21

Grade Range: 6 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential (**X**)

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:30 a.m. – 3:00 p.m.

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year ()

4-week summer school (**X**) 5-week summer school () 6-week summer school ()

Program Description: The Ridge School of Montgomery County is housed on the Adventist Behavioral Health Center campus. The program focuses on building upon young people's strengths to help them learn at their own pace. Because both the therapeutic and academic programs address a child's emotional needs, many of these students are able to experience success in school for the first time. The school utilizes a highly structured behavior management system to help them become thriving members of the classroom and the community. The Program components include: social work support, psycho educational assessments, small classes for more individual instruction, alternative structured classrooms, multi-disciplinary treatment team approach, crisis management and intramural sports.

Related Services: Individual therapy, family therapy, group therapy, parent support groups, speech and language pathologists

St. Elizabeth School

801 Argonne Drive
Baltimore, MD 21218-1998

**County in Which Program is
Located:** Baltimore City

Phone: 410-889-5054
Fax: 410-889-2356
Website: www.stelizabeth-school.org

Referral Contact(s): Judy Malin

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disabilities, 04-speech or language impairment, 06-emotional disabilities, 07-orthopedic impairment, 08-other health impairment, 09-specific learning disabilities, 10-multiple disabilities, 13-traumatic brain injury, 14-autism

Capacity of Facility: 125

Ages Served: 6 - 21

Grade Range: 1 - 12

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:05 a.m. – 2:45 p.m. (M, T, Th, F) 8:05 -1:05 (W)

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()
4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: St. Elizabeth School graduates students who are successful at home, in the workforce, and in the community. SES provides a comprehensive 11-month coeducational program emphasizing individualized academic instruction, social/emotional development, functional life skills, and vocational training. Upon completion of the educational program, students earn a High School Diploma or a Certificate of Completion from their local school system.

The academic program at St. Elizabeth School is highly individualized, uses researched-based reading and math programs, and encourages active participation by students of all levels of ability. St. Elizabeth School has a diversified and robust work-study program, extensive work and training sites in the community, and transition services to guide families and students to adult service agencies after graduation. The School encourages students to experience a variety of placements in real-world situations and provides additional self-advocacy training. SES promotes social and emotional development through group and individual therapy, and uses the school-wide Positive Behavioral Interventions and Supports (PBIS) system to encourage pro-social behavior. A full time nurse and consulting psychiatrist are on staff to assist with medication management. Students participate in a wide variety of extracurricular activities during and after school, including weekends.

Related Services: Related service personnel actively team with academic staff to provide integrated and effective services including: individual and group counseling, speech-language therapy, art therapy, physical therapy, occupational therapy, nursing services, psychiatric consultation, and assistive technology.

Salem School

2705 Lower New Germany Road
Frostburg, MD 21532-6040

**County in Which Program is
Located:** Garrett

Phone: 301-689-0322
Fax: 301-689-9114
Website: www.mdsalem.com

Referral Contact(s): Education Director

MSDE Approval Category: TYPE I Special Ed and TYPE III

Disabilities Served: 01-intellectual disability, 04-speech or language impairment, 06-emotional disabilities, 08-other health impairments, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility: 31

Ages Served: 6 - 21

Grade Range: 1 through 12 - TYPE III, 2 through 11 - TYPE I

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:15 a.m. – 3:35 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: In addition to its residential program, the Maryland Salem Children's Trust provides a nonpublic educational program, the Salem School, which is approved by the Maryland State Department of Education. The school serves two different populations of students.

Salem School's Transition Program provides a continuation of instruction for male and female students, grades 1 -12, between the ages of five and twenty-one. Although students with special education needs may be placed in this program, Salem's Transition Program is not a special education program.

Salem School's Full-day Special Education Program provides special education and related services to male and female students, grades 2-11, between the ages of six and twenty-one. Students accepted into this program include those diagnosed as seriously emotionally disabled, learning disabled, intellectually impaired, or multi-handicapped. These students have an Individualized Educational Program (IEP) developed for them using grade appropriate curriculum and materials. Salem School will not accept students diagnosed as severely intellectually impaired, deaf, blind, or severely orthopedically impaired.

Related Services: Psychotherapy/counseling, speech and language therapy, psychological services, psychiatric services, occupational therapy and physical therapy.

San Mar Education Program

8504 Mapleville Road
Boonsboro, MD 21713-1844

County in Which Program is Located: Washington

Phone: 301-733-9067
Fax: 301-733-3114
Website: www.sanmarhome.org

Referral Contact(s): Bruce Anderson

MSDE Approval Category: TYPE III

Disabilities Served: We are a transition school

Capacity of Facility: 10 (girls only)

Ages Served: 12 - 21

Grade Range: 7 through 12

Private Pay Students Accepted: Yes () No (X)

Setting: Day () Residential (X)

Before and/or After School Program: Yes () No (X) (Residential Programs have after school programs)

Nurse on-site either part-time or full-time: Yes (X) No ()

Building and classrooms wheelchair accessible: Yes (X) No ()

Hours of Operation for school day: 8:45 a.m. – 2:45p.m

Length of School/Program Year:

10-month (X) 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The San Mar Educational Program (SMEP) is a “TYPE III” nonpublic program approved under COMAR 13A.09.10 Educational Programs in Nonpublic Schools and Child Care Treatment Facilities. It provides a transitional instruction program not to exceed an average of 60 school days to girls who are placed in San Mar Children’s Home, a facility licensed by the Maryland Department of Human Resources. SMEP is approved to operate a continuation program for grades 7 through 12, pre-GED, and GED. SMEP is **NOT** a special education school, but will work in conjunction with the local school district regarding San Mar students who are pending another school placement. It is the intent for each San Mar resident to be enrolled in an appropriate, least restrictive, off grounds school program as soon as possible.

Related Services: Group and individual counseling, recreational therapy, chemical dependence counseling, and family and individual therapy.

The Shafer Center for Early Intervention

132 Business Center Drive
Reisterstown, MD 21136

County in Which Program is Located: Baltimore

Phone: 410-517-1113
Fax: 410-517-2113
Website: www.shafercenter.com

Referral Contact(s): Stephanie Durfee

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04-speech/language impairment, 14-autism, 15-developmental delay

Capacity of Facility: 40

Ages Served: 2-7

Grade Range: Nursery-2nd grade

Private Pay Students Accepted: Yes (X) No ()

Setting: Day (X) Residential ()

Before and/or After School Program: Yes (X) No () After care until 5

Nurse on-site either part-time or full-time: Yes () No (X)

Building and classrooms wheelchair accessible: Yes (X) No ()

Hours of Operation for school day: 9:00 a.m. - 3:00 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month (x) extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Shafer Center is a mixed grade/ mixed age, co-educational program, for children ages 2-7 years old. The program has an enrollment capacity of 40 children and accepts children on the autism spectrum, children with language delays, children with social delays, and children with sensory needs. Children are grouped in classes by skill level. Each class is taught by a certified special educator and classes are co-taught by a speech-language pathologist. We feature small class size and full and half day classes. Through our resource center, children may combine attendance in a classroom with one-on-one applied behavior analysis (verbal behavior), occupational therapy and speech therapy. We have a board certified behavior analyst on staff.

Related Services: One-on-One behavior analysis (verbal behavior), speech-language services, occupational therapy, assessments

Shorehaven School

1040 Singerly Road
Elkton, MD 21921

County in Which Program is Located: Cecil

Phone: Corporate Office: 410-398-9850; School Office: 410-398-1800
Fax: Corporate Office: 410-398-9801; School Office: 410-398-1981
Website: www.shorehavenincorporated.com

Referral Contact(s): Janice Moore

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disability, 10-multiple disabilities, 14-autism

Capacity of Facility: 35

Ages Served: 6 - 21

Grade Range: non-graded

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:30 a.m. – 3:00 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: Shorehaven School provides a 220 day nonpublic special education program for students identified as having autism, intellectual and/or multiple disabilities. The program focuses on the academic, vocational, behavioral and social development of the students served. Curriculum addresses functional academics and vocational experience training. Individual educational programs (IEP) and behavioral management programs are developed to meet the student's individual needs. Residential students live in community-based group homes, located in Chesapeake City and Elkton, which provide 24-hour awake supervision to five clients, with ADL and leisure skill development and opportunities for community interaction.

Related Services: Speech pathologist, physical therapist, occupational therapist, psychologist, dietitian, and nursing services.

Silver Oak Academy

PO Box 250
999 Crouse Mill Road
Keymar, MD 21757

County in Which Program is Located: Carroll

Phone: 410-775-1745 ext. 6245
Fax: 410-775-0242
Website: silveroakacademy.com

Referral Contact(s): Catherine Gammage, Education Director

MSDE Approval Category: TYPE I General and Special Ed

Disabilities Served: 06-emotional disabilities, 09-specific learning disability

Capacity of Facility: 48 (males only)

Ages Served: 14-18+

Grade Range: 9 - 12

Private Pay Students Accepted: Yes () No (X)

Setting: Day () Residential (X)

Before and/or After School Program: Yes () No (X)

Nurse on-site either part-time or full-time: Yes (X) No ()

Building and classrooms wheelchair accessible: Yes (X) No ()

Hours of Operation for school day: 7:00 a.m. –2:10 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month (X) extended school year ()

4-week summer school () 5-week summer school () 6 -week summer school ()

Program Description: The Silver Oak Academy (SOA) will provide on-site educational services for residential placements referred by the Maryland Department of Juvenile Services. These students will be males, ranging in age from 14 – 19 and have a variety of criminal backgrounds, multiple placements, assaultive and running away behaviors as well as learning disabilities and emotional disabilities. Most of the students will have a history of failure, low achievement in previous school settings and more serious behaviors including suspension and expulsion.

The purpose of the SOA is to provide an educational experience that will challenge these young men to realize their full potential by exposing them to a full range of high school general education courses as well as special education services where needed. SOA believes that these young men are capable of learning, gaining core academic skills and demonstrating educational achievement that could lead to a high school diploma, successful passage of the GED or return to mainstream high schools.

In cooperation with Rite of Passage, the residential licensee, SOA will provide a normalized high school environment which emphasizes attributes of the Positive Youth Development Model as espoused by Dr. Jeffery Butts. ROP has treated and educated almost 20,000 over the past 25 years. ROP believes a combination of academic schooling, vocational training, interscholastic activities and competition as well as effective treatment approaches will change these young men to become productive members of society.

Related Services: Related services will be provided by contract psychiatrist, psychologist and speech therapist; FTE Licensed Clinical Professional Counselor, Registered Nurse, Licensed Clinical Social Worker and Guidance Counselor.

The Strawbridge School

3300 Gaither Road
Baltimore, MD 21244-2916

County in Which Program is Located: Baltimore

Phone: 410-496-5606
Fax: 410-496-5601
Website: www.boardofchildcare.org

Referral Contact(s): Dr. Angela Chambers

MSDE Approval Category: TYPE I Special Ed and General Ed and TYPE III

Disabilities Served: 06-emotional disabilities

Capacity of Facility: 150

Ages Served: 10 - 21

Grade Range: 2 through 12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential (**X**)

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:00 a.m. - 2:45 p.m.

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year (**X**)
4-week summer school () 5-week summer school (**X**) 6-week summer school ()

Program Description: The Strawbridge School is approved by the Maryland State Department of Education as a nonpublic educational program, serving the behavioral and academic needs of emotionally disabled, learning disabled, and autistic students in both day and residential programs. The program is designed to integrate academic, behavioral, and vocational goals to prepare students for a less restrictive setting. There are separate programs to serve each disability type and allow specific programming for each disability category and learning profile. Parental involvement is encouraged.

Related Services: Individual and group counseling, family services, case management, transitional, psychiatric services, speech/language, occupational therapy.

The Trellis School

102 Lakefront Drive
Hunt Valley, MD 21030

County in Which Program is Located: Baltimore

Phone: 410-785-3845
Fax: 410-785-3848
Website: www.trellisservices.com

Referral Contact(s): Josselyn Ensor

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04-speech or language impairment, 14-autism

Capacity of Facility: 36

Ages Served: 2 -12

Grade Range: Preschool through Grade 5

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:15 a.m. – 2:30 p.m. (M, T, Th, F), 8:15 – 12:30 (W)

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Trellis School is operated by Trellis Services, Inc. The purpose of the school's educational program is to build strong foundational communication, learner readiness, academic, social, and play skills in young learners with autism and other language related disorders. Through shaping and reinforcement, appropriate behaviors are strengthened while inappropriate or less functional behaviors are decreased. Students are engaged in learning activities in natural play environments as well as in structured seated work sessions and groups as appropriate to their age and ability levels.

The instructional model incorporates the principles of Applied Behavior Analysis (ABA) with a focus on B.F. Skinner's Analysis of Verbal Behavior (VB). A VB program captures and contrives a learner's motivation in order to teach and reinforce new skills. Learner motivation to engage in instructional activities is maintained through the application of effective teaching procedures. The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) and/or the Assessment of Basic Language and Learning Skills-Revised (ABLLS-R) are used as curricula and skills tracking guides, along with the Maryland State Curriculum and Common Core Curriculum Frameworks. Data are taken daily to monitor progress and mastery of goals and targets. Behavior Intervention Plans are developed following a functional behavior assessment to target specific learner needs when warranted. Team meetings with parental participation are held periodically to review progress, discuss current goals, and encourage generalization of skills across school and home environments.

Our learners experience 1:1 and small group instruction throughout their school day. For our preschool learners, the majority of their day is spent in 1:1 instruction devoted to natural environment teaching (NET) and intensive teaching time (ITT). They also participate in small group literacy and related arts experiences

The Trellis School
(continued)

(art, music, physical education). Our primary learners (grades K-2) extend their group experiences to include social studies/science groups and also begin to experience independent work periods. Our intermediate learners (grades 3-5) further extend their experiences to include math groups. NET instruction decreases gradually for all learners, while ITT increases. As group instruction increases, 1:1 instruction decreases. For intermediate learners who demonstrate the ability to acquire skills in small group and independent settings, one classroom maintains a 1:2 staff to student ratio, approximating a more traditional classroom setting. Data are collected on selected group skills and reported on periodic progress reports.

Our related arts experiences are orchestrated as social skills dyads/small groups. State curriculum goals are addressed as well as social skills goals. Data are collected on selected group skills and reported on periodic progress reports.

Related Services: speech and language therapy, occupational therapy

Villa Maria School at Dulaney Valley

2300 Dulaney Valley Road
Timonium, MD 21093-2739

**County in Which Program is
Located:** Baltimore

Phone: 410-252-6343
Fax: 410-560-1347
Website: www.catholiccharities-md.org

Referral Contact(s): Ms. Agatha Callahan (410-252-6343 ext. 104)

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06 - emotional disabilities, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility: 140

Ages Served: 10 - 15

Grade Range: 5 through 9

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential (**X**)

Before and/or After School Program: Yes (**X**) No ()

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:45 a.m. – 2:45 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month (**X**) extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The program is designed to meet the cognitive and affective educational needs of children with emotional disabilities, multiple disabilities and specific learning disabilities. The middle school is designed to provide a structured environment where older students can experience both self-contained and transitional classroom settings. Each student receives instruction aligned with the Common Core Curriculum including reading, mathematics, language arts, science, social studies, computer literacy, music, art, health and career development education. The 9th grade program offers students the opportunity to earn High School credits and has an emphasis on pre-vocational skills.

A wide range of clinical support services is available as part of the school program. Individual, group and family therapy services are offered as is clinically indicated. Parents are key members of the treatment team and are also encouraged to be involved in all aspects of the school program as well as in the many educational and recreational activities planned specifically for parents/families.

A short -term (60-90 day) crisis stabilization – diagnostic program is also a component of the program. Clinical and educational services are fully integrated into this comprehensive program.

Related Services: Individual, group and family, art, occupational, and speech/language therapy; psychological, parent counseling and training, psychiatric, case management, advocacy respite care, parenting groups, extended school day programming, and in-home intervention services; diagnostic/prescriptive teaching, career development education, physical education, art, music, health and computer technology, affective education including human growth and development, conflict resolution and peer mediation training, social skills development, computer assisted instruction.

Villa Maria at Edgewood Middle School

2311 Willoughby Beach Rd.
Edgewood, MD 21040

County in Which Program is Located: Harford

Phone: 410-612-1518
Fax: 410-612-1523
Website: www.villamariaschool.com

Referral Contact(s): Diane Zaccaria (410-297-4100 ext 127)

MSDE Approval Category: TYPE II Special Ed

Disabilities Served: 06 - emotional disabilities, 08 – other health impaired, 10 - multiple disabilities

Capacity of Facility: 9

Ages Served: 11 - 14

Grade Range: 6 through 8

Private Pay Students Accepted: Yes () No (X)

Setting: Day (X) Residential ()

Before and/or After School Program: Yes () No (X)

Nurse on-site either part-time or full-time: Yes (X) No ()

Building and classrooms wheelchair accessible: Yes (X) No ()

Hours of Operation for school day: 7:30 a.m. – 3:00 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month (X) extended school year ()

Program Description: Villa Maria at Edgewood Middle School is a TYPE II non-public educational program located in a public school building. St. Vincent's Villa will be responsible for the operation of the program. The educational program being offered is a result of a partnership between Harford County Public Schools (HCPS) and Villa Maria School (VMS).

The Edgewood Middle School (EMS), is a Harford County public school. The TYPE II program is located in a classroom with an adjacent resource room and an office within the school building. VMS will have access to common areas within EMS, including the gymnasium, outdoor recreational space, library/media center, computer lab, etc. The program has the capacity to serve up to nine (9) emotionally disabled, learning disabled, multiple-disabled and/or other health impaired 6th- 8th grade children. The children will reside with their parents/guardians.

The educational program consists of a full day of special education and counseling services as outlined in each child's IEP. In addition, students will be provided group therapy and will be offered family therapy and psychiatric services which include evaluations and medication management. Any related services which are identified in the child's IEP will be provided by EMS, including speech and language, occupational therapy, and psychology. EMS will also provide Career Development curriculum and programming. Students will "mainstream" into EMS "specials" classes (Art, P.E., Music, etc.) and into elective courses if they are able. The goal of the program is to provide a curriculum of special education and clinical support that enables the student to successfully return to the least restrictive educational setting as soon as possible. The average length of stay is 10 months.

Related Services: Provided by EMS.

Villa Maria School of Harford County

1370 Brass Mill Road
Belcamp, MD 21017

County in Which Program is Located: Harford

Phone: 410-297-4100
Fax: 410-273-9555
Website: www.catholiccharities-md.org

Referral Contact(s): Mr. Rick Frank (410-297-4100 ext 111)

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disabilities, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility: 45

Ages Served: 5 -15

Grade Range: K through 9

Private Pay Students Accepted: Yes () No (X)

Setting: Day (X) Residential ()

Before and/or After School Program: Yes () No (X)

Nurse on-site either part-time or full-time: Yes (X) No ()

Building and classrooms wheelchair accessible: Yes (X) No ()

Hours of Operation for school day: 9:30 a.m. – 3:30 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month (X) extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The program is designed to meet the cognitive and affective educational needs of children with emotional disabilities, multiple disabilities and specific learning disabilities. For elementary students, individualized instruction is offered in small, highly structured, self-contained classroom settings. The middle school is designed to provide a structured environment where older students can experience both self-contained and transitional classroom settings. Each student receives instruction aligned with the Common Core Curriculum including reading, mathematics, language arts, science, social studies, computer literacy, music, art, health and career development.

A wide range of clinical support services is available as part of the school program. Individual, group and family therapy services are offered as is clinically indicated. Parents are key members of the treatment team and are also encouraged to be involved in all aspects of the school program as well as in the many educational and recreational activities planned specifically for parents/families.

A short -term (60-90 day) crisis stabilization – diagnostic program is also a component of the program. Clinical and educational services are fully integrated into this comprehensive program.

Related Services: Individual, group, family, art, occupational, and speech/language therapy; psychological, parent counseling and training, psychiatric, case management/advocacy respite care, parenting groups, extended school day programming, and in-home intervention services; diagnostic/prescriptive teaching, career development education, physical education, art, music, health and computer technology, affective education including human growth and development, conflict resolution training, social skills development, computer assisted instruction.

Villa Maria School at Pot Spring

2600 Pot Spring Road
Timonium, MD 21093-2732

County in Which Program is Located: Baltimore

Phone: 410-252-3725
Fax: 410-453-9712
Website: www.catholiccharities-md.org

Referral Contact(s): Ms. Agatha Callahan (410-252-6343 ext. 104)

MSDE Approval Category: TYPE I Special Ed and TYPE III

Disabilities Served: 06-emotional disabilities, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility: 54

Ages Served: 4 - 12

Grade Range: Pre-K through 5

Private Pay Students Accepted: Yes () No (X)

Setting: Day (X) Residential ()

Before and/or After School Program: Yes (X) No ()

Nurse on-site either part-time or full-time: Yes (X) No ()

Building and classrooms wheelchair accessible: Yes (X) No ()

Hours of Operation for school day: 8:45 a.m. – 2:45 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month (X) extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The program is designed to meet the cognitive and affective educational needs of children with emotional, learning and/or multiple disabilities. Individualized instruction is offered in small self-contained classroom settings for preschool and elementary students. Areas of instruction aligned with the Common Core Curriculum include reading, mathematics, language arts, science, social studies, computer literacy, music, health, art and career development education. A thematic curriculum approach is utilized.

A wide range of clinical support services is available as part of the school program. Individual, group and family therapy services are offered as is clinically indicated. Parents are key members of the treatment team and are also encouraged to be involved in all aspects of the school program as well as in the many educational and recreational activities planned specifically for parents/families.

A short -term (60-90 day) crisis stabilization – diagnostic program is also a component of the program. Clinical and educational services are fully integrated into this comprehensive program.

Related Services: Individual, group and family, art, occupational, speech/language therapy; psychological, parent counseling and training, psychiatric, case management/advocacy respite care, parenting groups, extended school day programming, and in-home intervention services; diagnostic/prescriptive teaching, career development education, physical education, art, music, health and computer technology, affective education including human growth and development, conflict resolution training, social skills development, computer assisted instruction.

The Village Academy of Washington, DC Prince George's County Campus

8601 Ashwood Drive
Capitol Heights, MD 20743

County in Which Program is Located: Prince George's

Phone: 301-336-1904
Fax: 301-336-1906
Website: www.nvapg.org

Referral Contact(s): LaChonda Ellerby

MSDE Approval Category: TYPE I Special Education

Disabilities Served: 01-intellectual disability, 06-emotional disabilities, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility: 72

Ages Served: 13-21

Grade Range: 9-12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 7:45 a.m – 2:15 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month (**X**) extended school year ()
4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Village Academy of Washington, DC is an all male non-public special education school. The purpose of The Village Academy of Washington, DC Prince George's County Campus is to educate adolescents diagnosed with an emotional disability who are unable to remain within the mainstream public education system. Our program is driven by each student's Individual Education Program (IEP), as established in the IEP process. The school serves up to seventy (72) adolescent males, ages 13 through 21 enrolled in grades 9-12. The school offers 9th through 12th grade courses. Grades 9-12 receive instruction in English, Mathematics, Social Studies, Science, Health/ Physical Education, Transitional Services, and Fine Arts. VAWDCPGCC also offers classes in four vocational areas: Automotive Technology, Technology Education/Computer Technology, Culinary Arts, and Carpentry/Construction Methods. The Village Academy of Washington, DC Prince George's County Campus does not discriminate in its admission practices on the basis of race, color, religion or ethnic origin

Related Services: Psychological and educational assessments, medical services, psycho educational testing, therapeutic recreation, individual, and group counseling, speech and language therapy, occupational therapy and one to one classroom aide offered per the IEP requirement, behavior management, and courtesy transportation.

Woodbourne School

1301 Woodbourne Avenue
Baltimore, MD 21239-3316

County in Which Program is Located: Baltimore City

Phone: 410-433-1000
Fax: 410-323-7085
Website: www.woodbourne.org

Referral Contact(s): Deborah Randall (410-433-1000 ext. 2220)

MSDE Approval Category: TYPE I General and Special Ed

Disabilities Served: 01- intellectual disability, 06-emotional disabilities, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility: 74

Ages Served: 12 - 21

Grade Range: 6 through 12

Private Pay Students Accepted: Yes () No ()

Setting: Day () Residential ()

Before and/or After School Program: Yes () No ()

Nurse on-site either part-time or full-time: Yes () No ()

Building and classrooms wheelchair accessible: Yes () No ()

Hours of Operation for school day: 8:30 a.m. – 3:00 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Woodbourne School is approved by MSDE as a TYPE I full day and partial day Special Education and related services program for students with emotional disabilities and intellectual disabilities in an Elementary School (Grades 6 through 8) and a Secondary School (Grades 9 through 12); a TYPE I General Education program for students in an Elementary School (Grades 6 through 8) and a Secondary School (Grades 9 through 12); a Pre-GED TESTS Preparation Program. The school is in operation 215 days per year. The goal of the Woodbourne School is to prepare students for the return to their home communities and neighborhood schools

Woodbourne has certified staff in special education and the specific content areas. Components of the school program include: diagnostic and prescriptive instruction, Maryland standardized testing, educational assessments, transition services, behavior treatment services, psychiatric services, nursing and health services, crisis intervention services, speech and language services, after school programming and integrated therapeutic services. Students earn credits toward the completion of requirements necessary to earn a Maryland State High School Diploma.

We are transforming our school culture through the Restorative Healing Model which includes Aggression Replacement Training, Community Restorative Justice and Trauma Treatment.

Related Services: Psychological and educational assessments, medical services, psycho educational testing, therapeutic recreation, individual, group and family counseling, speech and language therapy, one to one classroom aide offered per the IEP requirement, behavior management, intensive treatment services, transportation, and meals for students who commute.

Youth in Transition School

7205 Rutherford Road
Baltimore, MD 21244-2711

**County in Which Program is
Located:** Baltimore

Phone: 410-944-9994
Fax: 410-944-7622
Website: www.ncianet.org

Referral Contact(s): Dr. Larry G. Norris

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disability, 06-emotional disability, 14-autism

Capacity of Facility: 120

Ages Served: 11 - 21

Grade Range: non-graded and/or middle and secondary school grades 6-12

Private Pay Students Accepted: Yes () No (**X**)

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes () No (**X**)

Nurse on-site either part-time or full-time: Yes (**X**) No ()

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:00 a.m. – 3:00 p.m.

Length of School/Program Year:

10-month () 11-month () 12-month (**X**) extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Youth in Transition School is a full day middle and secondary school with grades 6 through 12. It also provides a non-graded special education program that leads to a high school diploma and/or Maryland Certificate of Completion. The curriculum includes language arts, mathematics, social studies, science, life skills, art, music, physical education, pre-career technology, and vocational training. Vocational concentrations are offered in Culinary Arts, Horticulture, Building Maintenance, Barbering, Warehousing, and Auto Care.

Related Services: Individual, group and family counseling/therapy, case management, transition services, art programming, speech and language therapy, occupational therapy, psychiatric, psychological and diagnostic evaluations, educational assessments and sexual offender therapy. Group counseling includes anger management, drug education, violence reduction, peer relationships, and sexual offenders.

AFFILIATE

MEMBERS

Auburn School - Baltimore

1710 Dulaney Valley Road
Lutherville, MD 21093

County in Which Program is Located: Baltimore

Phone: 410-321-4799
Website: www.theauburnschool.org

Referral Contact(s): Towanda Cofield
tcofield@theauburnschool.org

MSDE Approval Category: COMAR 13A.09.09

Disabilities Served: Asperger's Syndrome, Nonverbal Learning Disorder, Attention Deficit Hyperactivity Disorder

Capacity of Facility: 50

Ages Served: 4 - 13

Grade Range: Junior K through 8th

Private Pay Students Accepted: Yes (**X**) No ()

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes (**X**) No ()

Nurse on-site either part-time or full-time: Yes () No (**X**)

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:30 a.m. to 3:30 p.m.

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year ()
4-week summer school () 5-week summer school () 6-week summer school (**X**)

Program Description: The Auburn School's mission is to grow the social and academic potential of birth students with social and communication challenges. We offer a dynamic educational program for intellectually curious students with challenges in the areas of communication, socialization, pragmatic language, and organization. Our program is appropriate for students who can learn successfully and appropriately in a small classroom setting. Auburn's program simultaneously supports the development of academic skills, social competency and pragmatic language in an engaging educational environment. Auburn's program is designed for students who can benefit from these supports, including, but not limited to, students who are diagnosed with Asperger's Syndrome (ASD), PDD-NOS, Nonverbal Learning Disorder (NVLD) or Attention Deficit Hyperactivity Disorder (ADHD).

Related Services: Speech, OT and behavior support are integrated in the Auburn Model and provided throughout the day in the classroom for all students. Additional services for speech, OT, Behavior and learning disabilities are available for an additional fee.

The Auburn School

9545 Georgia Avenue
Silver Spring, MD 20910

County in Which Program is Located: Montgomery

Phone: 301-588-8048
Website: www.theauburnschool.org

Referral Contact(s): Jill Thompson
Jthompson@theauburnschool.org

MSDE Approval Category: COMAR 13A.09.09

Disabilities Served: Asperger's Syndrome, Nonverbal Learning Disorder,
Attention Deficit Hyperactivity Disorder

Capacity of Facility: 50

Ages Served: 4 - 13

Grade Range: Junior K through 8th

Private Pay Students Accepted: Yes (**X**) No ()

Setting: Day (**X**) Residential ()

Before and/or After School Program: Yes (**X**) No ()

Nurse on-site either part-time or full-time: Yes () No (**X**)

Building and classrooms wheelchair accessible: Yes (**X**) No ()

Hours of Operation for school day: 8:30 a.m. to 3:30 p.m.

Length of School/Program Year:

10-month (**X**) 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school (**X**)

Program Description: The Auburn School's mission is to grow the social and academic potential of birth students with social and communication challenges. We offer a dynamic educational program for intellectually curious students with challenges in the areas of communication, socialization, pragmatic language, and organization. Our program is appropriate for students who can learn successfully and appropriately in a small classroom setting. Auburn's program simultaneously supports the development of academic skills, social competency and pragmatic language in an engaging educational environment. Auburn's program is designed for students who can benefit from these supports, including, but not limited to, students who are diagnosed with Asperger's Syndrome (ASD), PDD-NOS, Nonverbal Learning Disorder (VLD) or Attention Deficit Hyperactivity Disorder (ADHD).

Related Services: Speech, OT and behavior support are integrated in the Auburn Model and provided throughout the day in the classroom for all students. Additional services for speech, OT, Behavior and learning disabilities are available for an additional fee.

Compass Academy

4601 Maple Avenue
Halethorpe, MD 21227

**County in Which Program is
Located:** Baltimore

Phone: 410-501-3571
Fax: 443-304-2347
Website: www.compassacademy.org

Referral Contact(s): Maura Roberts

MSDE Approval Category: COMAR 13A.09.09

Disabilities Served: NA

Capacity of Facility: 100

Ages Served: 6-19

Grade Range: 1-12

Private Pay Students Accepted: Yes (X) No ()

Setting: Day (X) Residential ()

Before and/or After School Program: Yes (X) No ()

Nurse on-site either part-time or full-time: Yes () No (X)

Building and classrooms wheelchair accessible: Yes () No (X)

Hours of Operation for school day: 8:30 a.m. to 3:15 p.m.

Length of School/Program Year:

10-month (X) 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: Compass Academy provides a unique educational model for children with a variety of language-based learning disabilities. Compass Academy provides individualized instruction, by enlisting both student and family as partners in the education process, incorporating research-based methodology, and integrating social skills instruction into every day's instruction. Compass Academy maximizes success by educating the whole child.

The Diener School

11510 Falls Road
Potomac, MD 20854

County in Which Program is Located: Montgomery

Phone: 301-299-4602
Fax: 301-299-4603
Website: www.TheDienerSchool.org

Referral Contact(s): Lois McCabe, Executive Director
info@thedienerschool.org

MSDE Approval Category: COMAR 13A.09.09

Disabilities Served: NA

Capacity of Facility: 42

Ages Served: 5-12

Grade Range: K - 6

Private Pay Students Accepted: Yes (X) No ()

Setting: Day (X) Residential ()

Before and/or After School Program: Yes (X) No ()

Nurse on-site either part-time or full-time: Yes () No (X)

Building and classrooms wheelchair accessible: Yes (X) No ()

Hours of Operation for school day: 8:15 a.m. to 3:00 p.m.

Length of School/Program Year:

10-month (X) 11-month () 12-month () extended school year ()

4-week summer school () 5-week summer school () 6-week summer school ()

Program Description: The Diener School provides a developmental, educational, and therapeutic environment for students requiring smaller class sizes and individual attention. Students learn experientially, with much repetition, through a variety of multi-sensory, collaborative approaches. The cornerstone of The Diener School, the "Diener Pyramid of Learning for the Whole Child," provides our students with a holistic approach that promotes academics, cognitive functions, constructive social, language and sensory experiences and real life organizational skills. The faculty, in concert with experts in all disciplines, works collaboratively to create a nurturing yet challenging environment empowering children to think independently and have a strong sense of self and spirit.

Related Services: Occupational and speech therapy, academic therapy, yoga, fitness, science, drama, music therapy, and art.

APPENDIX

Additional Resources

Understanding Special Education and Advocating for Your Child

A Brief Summary of the Special Education Process

*Provided as a courtesy by the Law Firm of Callegary & Steedman,
Baltimore, Maryland
410-576-7606*

Federal and state laws require that children with disabilities receive a “free, appropriate public education” (FAPE). These materials provide an introduction to the process of obtaining services for your child. Most special education provided in public schools is the result of the Individuals with Disabilities Education Improvement Act (commonly referred to as the IDEA), a section of the U.S. Code at 20 U.S.C. § 1400. There are federal regulations derived from the IDEA included in the Code of Federal Regulations. State regulations applying to Maryland are in the Code of Maryland Regulations, or COMAR. Some special education services and accommodations can also be provided under 29 U.S.C. § 794 (commonly called Section 504 of the Rehabilitation Act of 1973, or just Section 504). Federal regulations for Section 504 provide that public school systems “shall provide a free appropriate public education to each qualified handicapped person who is in the recipient’s jurisdiction, regardless of the nature or severity of the person’s handicap.”

What is a “free, appropriate public education”?

“Free, appropriate public education” (FAPE) is a legal term. It means that the education is provided at no charge to the parents, meets the requirements of federal and state law, and is in accordance with an individualized education program (IEP) that has been written specifically for your child.

IDEA states that a FAPE should be designed to “meet [your child’s] unique needs and prepare [the child] for further education, employment, and independent living.” Reviewing your child’s education with this standard in mind can help you determine whether your child is receiving FAPE.

What should I do if I think my child has a disability?

If your child is currently in public school, begin by telling the child’s teacher that you think she has a disability and needs special education. Write a follow up note to the teacher and the principal confirming your conversation and asking for an Individualized Education Program (IEP) Team Meeting. The school will need to convene an (IEP) Team Meeting to consider whether your child is eligible for services. If your child is in private school or does not yet attend school, contact your county’s Child Find office. You can get the telephone number for Child Find through your county’s board of education or your local public school.

Important points to remember:

- After you talk to your child’s public school teacher, **follow up with a letter** saying that you believe your child has a disability and you want her to be evaluated. Send the letter to the principal of your child’s school. Make sure you date the letter, and keep a copy.
- The **school will convene an IEP Team Meeting** to consider your child’s needs and develop an evaluation plan. You will receive 10 days’ written notice of the meeting, unless you agree to have a meeting sooner. If the time and date of the meeting are not convenient for you, you have the right to have the meeting rescheduled.
- At your first IEP Team Meeting, the school should give you a copy of the “Procedural Safeguards and Parental Rights” booklet. That booklet contains specific information about your rights, including procedures for requesting a Due Process Hearing or filing a complaint with the Maryland State Department of Education.
- **As a parent or guardian, you are an equal member of your child’s IEP team**, along with your child’s teacher and other school personnel. You have the right to bring a lawyer to the

meeting. You have the right to invite “persons with knowledge or special expertise” regarding your child to participate in the IEP team. For example, if your child is receiving private speech therapy, you can and should invite the therapist to attend the IEP meeting.

- **Once you have signed permission for an initial evaluation, the school has 60 calendar days to complete the evaluation and write reports.** Follow up with the principal as soon as possible to make sure that an IEP Team meeting is scheduled to review the evaluations. At the IEP meeting to review the evaluation results, the IEP Team will determine whether your child has a disability and is eligible for special education.
- **The school is required to give you copies of all evaluation reports, draft IEPs or any other documents the team will discuss at least 5 school business days before the meeting so that you have a chance to review them. The school must provide these copies except in extenuating circumstances, such as a death in the family, a personal emergency or a natural disaster.**
- **In addition, the school is required by law to provide copies of the IEP no more than 5 school business days after the meeting – either the finalized IEP, or a draft IEP if the team did not complete development of the IEP.**

How does the public school system make placement decisions for students with disabilities?

Once the IEP team determines that your child is eligible for special education, it has 30 days to develop an IEP - the plan that will determine your child’s placement.

The IEP includes information about your child’s current levels of performance in academic and other areas related to her disability (for example, social skills or speech and language), appropriate goals and objectives for each area, and information about the accommodations, modifications, services, and supports that will be provided to help the child achieve her goals and objectives. As a parent or guardian, you are an equal member of the IEP team, and you will participate in the process of developing the IEP.

The IEP is written to fit the child, not the school. The IEP should be based on your child’s unique strengths and needs, which have been identified through the evaluation process. Accommodations, modifications, services, and supports are determined based on what your child needs to achieve her goals and objectives, not what services are available at the school. For example, if your child needs an hour a week of speech and language therapy, the IEP must provide for that one hour a week, even if your school’s speech and language pathologist does not have an extra hour in her schedule. If your child needs smaller classes in order to be successful, that must be included in the IEP, even if smaller classes are not available at your child’s school.

The IEP determines the placement. Once an IEP has been written to fit the unique needs of your child, the team must determine where the IEP can be implemented. By law, your child must be placed in the **least restrictive environment** (LRE) that can meet his needs. This means that if possible, your child must be accommodated in the school he would attend if he did not have disabilities. If that is not possible, the child’s placement must be as much like the regular school as possible. To the maximum extent appropriate, children with disabilities must be integrated into the same classrooms and programs that are attended by children who do not have disabilities.

First, the IEP team will look at your “home school,” the school your child would attend if she did not have disabilities. If the IEP can be implemented at the home school with the services that are currently available, the process ends there. If the home school does not have the services your child needs, the team must consider whether changes can be made to make the school appropriate. For example, if your child needs speech/language therapy and the school’s speech/language pathologist does not have time in her schedule, another speech/language pathologist can be brought in. An additional teacher or aide might be assigned to your child’s classroom to give him extra help.

If the home school cannot meet your child's needs, even with modifications, the team must consider whether there is another public school in your county that can meet your child's needs. The IEP team should include a representative from your county's central Office of Special Education who is knowledgeable about the different programs in your county. Sometimes the IEP is sent to someone in the central office who makes a recommendation about placement.

If there is no public school available that can meet your child's needs, the school system can choose to place your child in a private school for children with disabilities (called a "nonpublic" school). Decisions about nonpublic placements are often made at a separate Central IEP Team meeting, which you will be invited to attend. School systems are sometimes reluctant to place a child in a nonpublic school, in part because often all of the children who attend the nonpublic school have disabilities, and the students generally do not have the opportunity to interact with children who do not have disabilities. However, **some children need intensive, specialized services that only a nonpublic placement can provide, and the child's needs are ultimately what determine the placement.**

What should I do if I don't think the public school placement can meet my child's needs?

First, tell the IEP team. Often, changes can be made that will make the public placement work. Additional staff can be added. Staff may need specific training in order to meet your child's needs. Assistive technology devices can be provided. **If you have had your child evaluated privately, bringing those outside professionals to an IEP meeting to talk to the team may help.**

If, after working with the IEP team, you still disagree about the appropriate placement for your child, you can request mediation or a due process hearing. In mediation, you and school system representatives will talk to a mediator and try to work out a solution. If you file for a due process hearing, the school system is required first to convene a resolution session, a meeting with school staff so that the school system has the opportunity to resolve the basis of the dispute before proceeding to a full hearing. If you attend a resolution session without an attorney, then the school system cannot bring their attorney to the resolution session either. A due process hearing is like a trial, with an Administrative Law Judge presiding. You can retain an attorney to represent you at the mediation or hearing. The Administrative Law Judge can order the school system to provide particular services or a specific placement to your child, or she can order the school system to hold another IEP meeting to reconsider your child's situation. Either the parents or the school system can appeal due process hearing decisions to state or federal court.

Unilateral placements and important legal notice requirements: Sometimes, parents choose to place their child in a nonpublic school without the agreement of the IEP team, and then ask the public school system to reimburse them for the cost. This is called a "unilateral placement." **If you choose to make a unilateral placement, you must give the school system written notice of your decision.** This should be in the form of a signed, dated letter to your school's principal (or to the chairperson of your IEP team if your child is not enrolled in public school) stating that you are rejecting the school system's proposed placement and intend to enroll your child in a specific non-public school at public expense. This "notice letter" must include the reasons you don't think the placement offered by the public school system is appropriate and asking the local school system to pay for the private placement including tuition, transportation and related services. It is also helpful to give reasons why you believe the nonpublic school is appropriate for your child. The school system must receive your letter at least 10 school business days before you remove your child from public school. Instead of writing a letter, you can also give notice orally at the last IEP team you attend *before* you remove your child from public school. The oral notice must include the same information and requests that are included in a written notice. **Make sure your notice statement is included in the written summary of the meeting.**

The law requires public school systems to place a child in a separate, nonpublic school if the public school cannot meet the child's needs and enable the child to learn.

Timelines for the IEP Process

“Promptly”: time to request parental consent for evaluation after receiving a referral

90 days: time to develop or revise an IEP after receiving parental consent for evaluation

60 days: time to complete initial evaluation after receiving parental consent

30 days: time to develop an IEP after an evaluation is complete

“As soon as possible”: time to begin implementing IEP after it is developed

This Summary is intended to serve as a brief introduction to the laws dealing with special education in Maryland; it is not a comprehensive review of all statutes, regulations and case law dealing with special education. If you have any questions about the applicability of the law to an individual case, you should consult an attorney who can provide more comprehensive answers to your specific questions.

DISCLAIMER: These materials are provided for informational purposes and are not a substitute for individualized legal advice. Anyone seeking legal advice about a specific situation should seek the services of a competent attorney

This Summary is intended to serve as a brief introduction to the laws dealing with special education in Maryland; it is not a comprehensive review of all statutes, regulations and case law dealing with special education. If you have any questions about the applicability of the law to an individual case, you should consult an attorney who can provide more comprehensive answers to your specific questions.

July 2013

MSDE Nonpublic School Classifications

Definitions of the TYPE of schools approved by the Maryland State Department of Education for schools offering special education are found in COMAR 13A.09.10. (Code of Maryland Regulations)

TYPE I – One or a combination of two or more of the following instructional programs by a school, on the grounds of the school, on a full-time basis to students who are enrolled in the instructional program of the school either general education or special education:

- Nursery school, kindergarten, elementary school, secondary school, or a combination of two or more sequential grades/ages;
- Adult basic education;
- Pre-GED program;
- GED TESTS preparation program;
- Career development educational program;
- Technology educational program;
- Special education and related services.

TYPE II – An instructional program in which instruction is provided by a nonpublic school and public school either on the grounds of the nonpublic school and/or the grounds of the public school, or solely on the grounds of the public school, with the primary goal of integrating students into public school instructional program to the greatest extent appropriate. The curriculum, instructional materials, and equipment, and library media services of the local school system are used by the school to implement the educational program.

TYPE III – An educational program that provides a transitional instructional program not to exceed an average of 60 school days in a facility licensed by another unit of state government. TYPE III general education programs may hold approval to operate any one or combination of the following:

- Nursery School;
- Kindergarten or grades 1-12, or any consecutive sequence of these that continues implementation of a student's public school program;
- Diagnostic – prescriptive educational program;
- Pre-GED program; or
- GED TESTS preparation program.

The MANSEF Schools are considered the least restrictive environment for the students served. The following is an excerpt of the COMAR regulation which provides guidance in the determination of least restrictive environment: COMAR 13A.05.01.10 Least Restrictive Environment (LRE)

A. General. A public agency shall ensure that:

- (1) To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are not disabled; and
- (2) Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services, as described in Regulation .09A(1)(d) and (e) of this chapter, cannot be achieved satisfactorily.

B. Continuum of Alternative Placements. A public agency shall ensure that:

- (1) A continuum of alternative placements is available:
 - (a) To the extent necessary to implement the IEP; and
 - (b) To meet the needs of students with disabilities for special education and related services;
- (2) Alternative placements include the settings as listed in Regulation .03B(71) of this chapter; and
- (3) Provisions for supplementary services, such as resource room and itinerant instruction, are available in conjunction with regular class placement.

C. Placements.

(1) A public agency shall ensure that:

- (a) The educational placement decision of a student with a disability is:
 - (i) Made by the IEP team;
 - (ii) Made in conformity with the LRE provision of the Act and Regulation .10 of this chapter;
 - (iii) Determined at least annually;
 - (iv) Based on the student's IEP; and
 - (v) As close as possible to the student's home;
- (b) Unless the IEP of a student requires some other arrangement, the student is educated in the school or typical early childhood setting that the student would attend if not disabled;
- (c) In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that the student needs;
- (d) A student with a disability is not removed from education in an age-appropriate regular classroom or typical early childhood setting solely because of needed modifications in the general curriculum; and
- (e) If the IEP team determines a student with a disability cannot be educated in the school or typical early childhood setting the student would attend if not disabled, the IEP shall document the specialized transportation needs of the student as defined in Regulation .03B(81) of this chapter, including consideration of the effect transportation may have on the student in relation to the:
 - (i) Student's age and disability;
 - (ii) Specialized equipment needs of the student;
 - (iii) Personnel needed to assist the student during transportation;
 - (iv) Amount of time involved in transporting the student; and
 - (v) Distance the student will be transported.

(This is not a complete copy of the citation, see COMAR for full text.)

Individuals with Disability Education Act IDEA - Citations

Sec. 300.114 LRE requirements

(a) General.

(1) Except as provided in Sec. 300.324(d)(2) (regarding children with disabilities in adult prisons), the State must have in effect policies and procedures to ensure that public agencies in the State meet the LRE requirements of this section and Sec. Sec. 300.115 through 300.120.

(2) Each public agency must ensure that--

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and

(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

(b) Additional requirement--State funding mechanism.

(1) General. (i) A State funding mechanism must not result in placements that violate the requirements of paragraph (a) of this section; and

(ii) A State must not use a funding mechanism by which the State distributes funds on the basis of the type of setting in which a child is served that will result in the failure to provide a child with a disability FAPE according to the unique needs of the child, as described in the child's IEP.

(2) Assurance. If the State does not have policies and procedures to ensure compliance with paragraph (b)(1) of this section, the State must provide the Secretary an assurance that the State will revise the funding mechanism as soon as feasible to ensure that the mechanism does not result in placements that violate that paragraph.

(Authority: 20 U.S.C. 1412(a)(5))

Sec. 300.115 Continuum of alternative placements.

(a) Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.

(b) The continuum required in paragraph (a) of this section must--

(1) Include the alternative placements listed in the definition of special education under Sec. 300.38 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and

(2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

(Authority: 20 U.S.C. 1412(a)(5))

(This is not a complete copy of the citation, see IDEA for full text.)

Code of Maryland Regulations - 13A.05.01.16 Students in Nonpublic Schools

A. Local School System Placement of a Student with a Disability in a Nonpublic School.

- (1) If a student's IEP cannot be implemented in a public school program, the local school system shall take steps in accordance with Education Article, §§4-122, 8-401, and 8-409, Annotated Code of Maryland, to ensure that the student is provided FAPE.
- (2) Before the local school system proposes a placement of a student with a disability in a nonpublic school, the local school system shall ensure that an IEP has been developed for the student in accordance with Regulations .08 and .09 of this chapter.
- (3) A local school system shall initiate and conduct meetings to review the student's IEP in accordance with Regulations .07—.10 of this chapter.
- (4) A nonpublic school shall contact the local school system to request IEP team meetings to review the student's IEP, as appropriate.
- (5) Responsibility for compliance with this chapter remains with the local school system and the Department.

(This is not a complete copy of the citation, see COMAR for full text.)

Md. Education Code Annotated § 8-401 Definitions; domicile of child

(a) Definitions. --

- (1) In this subtitle the following words have the meanings indicated.
- (2) "Child with a disability" means a child who has been determined through appropriate assessment as having autism, deaf-blindness, hearing impairment, including deafness, emotional disability, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, including blindness, and who because of that impairment needs special education and related services.
- (3) "Free appropriate public education" means special education and related services that:
 - (i) Are provided at public expense, under public supervision and direction, at no cost to the parents;
 - (ii) Meet the standards of the State Board regulations and the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
 - (iii) Includes preschool, elementary, and secondary education; and
 - (iv) Are provided in conformance with the requirements of the child's individualized education program.
- (4) (i) "Related services" means transportation and such developmental, corrective, and other supportive services as may be required to assist a child with a disability to benefit from special education.
 - (ii) "Related services" includes the early identification and assessment of disabling conditions in children.
 - (iii) "Related services" does not include a surgically implanted medical device or the replacement of the device.

- (5) "Special education" means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including:
- (i) Instruction in the classroom, in the home, in hospitals and institutions, and in other settings; and
 - (ii) Instruction in physical education.
- (b) Domicile of child. -- In this subtitle the domicile of a child with a disability is the county in which the parent or guardian who has legal custody of the child is domiciled.

Md. Education Code Ann. § 8-406 Placement of child with a disability in nonpublic educational program

- (a) "Wraparound services" defined. -- In this section, "wraparound services":
- (1) Means individualized services, excluding regular school programs or services, that are provided to a child with a disability and the child's family; and
 - (2) Includes the following services:
 - (i) Behavioral aide in home;
 - (ii) Education tutoring;
 - (iii) Family therapy;
 - (iv) Medication management;
 - (v) Respite care;
 - (vi) Vocational mentoring; and
 - (vii) Environmental accessibility adaptations.
- (b) Basis for placement. --
- (1) A child with a disability who needs special education and related services that cannot be provided in a public county, regional, or State program shall be placed in an appropriate nonpublic educational program that offers these services.
 - (2) A child with a disability who needs special education and related services is eligible for an appropriate nonpublic educational placement under this section if a State or local agency provides documentation that the child cannot attend a public school in the local school system:
 - (i) Because of the child's home circumstances; or
 - (ii) Subject to subsection (d)(1) and (2) of this section, because of medical necessity.
- (c) Payment of cost -- In general. --
- (1) The cost of the nonpublic educational program shall be paid by the State and the county in which the child is domiciled in accordance with § 8-415(d) of this subtitle, as appropriate.
 - (2) Subject to availability of funding in the State budget, for a child who qualifies for a nonpublic educational program under subsection (b)(2) of this section and who requires wraparound services in order to receive special education and related services in the least restrictive environment, the cost of providing the services shall be paid by the State and the county in which the child is

domiciled in accordance with § 8-415(d) of this subtitle, if a State or local agency documents that the child's parent or legal guardian is unable to provide the wraparound services.

(d) Payment of cost -- Approval by Department. --

(1) Payment or reimbursement for a nonpublic program may not be provided if the payment or reimbursement would require an additional contribution from the State under § 8-415(d)(2) of this subtitle unless the Department approves:

(i) The nonpublic program;

(ii) The placement of the child in the program;

(iii) The cost of the program; and

(iv) The amount of payment or reimbursement.

(2) For wraparound services, payment or reimbursement may not be provided in accordance with § 8-415(d) of this subtitle if:

(i) The child is eligible for funding for out-of-state placement of children under departmental regulations; or

(ii) Alternative federal, State, or local funding is available.

(3) Department approval is not required for a nonpublic program if:

(i) The local school system approves the placement of the child in the program; and

(ii) The local school system makes the payment or reimbursement from local funds.

(4) The State Board shall adopt regulations that establish standards and guidelines for approvals required by paragraph (3) of this subsection.

(e) Limitations on disapproval of placement recommended by local school system. -- A nonpublic placement recommended by a local school system for approval under subsection (d)(1) of this section shall be approved or disapproved pursuant to the regulations of the State Board. However, the Department may not disapprove a nonpublic placement recommended by a local school system for a child unless the Department provides an appropriate alternative placement in conformity with the regulations of the State Board and applicable federal laws and regulations. The Department may not terminate funding for the last approved nonpublic placement of a child during the pendency of an administrative or judicial review of a recommended placement change.

(f) Funding approval. -- In addition to meeting the requirements of this subtitle, a local school system seeking nonpublic tuition payment shall obtain funding approval from the local coordinating council and the State Coordinating Council in accordance with departmental regulations.

COMAR - 13A.05.02.14 Nonpublic Placements by Local School Systems

A. General. A local school system shall consider the placement of a student with a disability in a nonpublic program when:

- (1) The local school system cannot implement the student's IEP; and
- (2) The nonpublic school program to which the student has been referred:
 - (a) Has been approved by the Department;
 - (b) Can implement the student's IEP; and
 - (c) Is the least restrictive environment.

B. State Contributions for Funding In-State Nonpublic Placements.

- (1) A State contribution for funding the costs of a placement for a student with a disability in an approved nonpublic school program is available for placements which meet the requirements of Education Article, §8-406, and Article 49D, Annotated Code of Maryland, and Regulation .12 of this chapter.
- (2) A local school system requesting a State funding contribution in accordance with Education Article, §8-414, Annotated Code of Maryland, shall apply to the Department for approval of the funding contribution for the placement of the student at the time and in the manner specified by the Department.
- (3) The local school system shall provide written notice to the parents of a student with a disability when an application for a State contribution for funding a nonpublic school placement is submitted to the Department.
- (4) If the Department disapproves a request for State funding of a nonpublic school placement recommended by a local school system for a student with a disability, the Department shall identify an available appropriate alternative placement.
- (5) State Contribution for Funding an In-State Residential Placement.
 - (a) A local school system shall obtain approval from the LCC, pursuant to Article 49D, Annotated Code of Maryland, before a local school system requests a State funding contribution of an in-State residential placement for a student with a disability.
 - (b) A local school system shall notify the Department of the LCC approval when the request for a State funding contribution is submitted to the Department.

(This is not a complete copy of the citation, see COMAR for full text.)

The following is a list of additional resources. These are for reference only. MANSEF makes no endorsement of any of these individuals/businesses/agencies. It is up to the user to investigate these resources.

Advocates and Educational Consultants

Educational Advocates, consultants and attorneys help you understand how the special education process works and facilitate a cooperative relationship between you and the school to achieve the goals that are appropriate for your child. They are professionals who assist students and families with educational decision making. Their specialized training and experience equips them to help students choose schools that meet their individual needs and goals. Families seek the services of educational professional for a number of reasons: desire for personal attention and assistance, confusion over the multitude of educational options, and recognition that matching a student with the right institution is a most significant life decision. Please call the educational advocate or consultant for fees.

IECA – Independent Educational Consultants Association

703-591-4850.

www.iecaonline.com

AMSECS, LLC

Advocate

240-206-8557

www.amsecsllc.org

Carrie Allston

Consultant

443-988-3682

www.carriellstonllc.com

Linda Barton

Advocate

443-870-3487

Judy Bass

Consultant

301-774-5211

www.basseducationalservices.com

Suzanne K. Blattner

Consultant

301-962-0800

skb.edu@mac.com

Ruth Brodsky

Consultant

301-509-8065

www.RuthBrodskyconsulting.com

Linda Carter-Ferrier

Advocate

410-551-0655

Michelle R. Davis

Director

301-593-5166

www.abc4lifesuccess.com

Ellie Giles

Consultant

301-975-0764

Melissa Gordon

Advocate

410-905-3087

Sheila Iseman

Consultant

301-996-4124

scikids@gmail.com

Alyssia J. James

Advocate

301-552-9229

www.justkidseducationalservices.com

Patricia Linton

Advocate

410-268-4080

Eric Levine

Advocate

240-446-1691

Ellen Korin

Consultant

339-223-0928

www.ellenkorin.com

Paula McCormick

Advocate

410-729-1003

www.docpkm.com

Patricia Murphy

Consultant

301-718-7790

info@academicaccess-usa.com

Adam Neal

Advocate

804-432-8149

Sharon Saroff

Advocate

410-961-2739

sedra@pobox.com

Becky Reynolds

Consultant & Director

410-494-0209

www.schoolsearchgroup.com

Deborah Shawen

Consultant

410-303-0589

www.shawenhannah.com

Advocates and Educational Consultants - continued

Mary Jo Siebert
Consultant
410-967-0122
mjsiebert12@verizon.net

Laura Solomon
Consultant
202-244-5336
placeyourkids@gmail.com

Special Kids Company
Consultants
410-418-5590
www.specialkidscompany.com

Elizabeth Stoff
Consultant
301-294-7319
setoff@verizon.net

Peter Sturtevant
Consultant
202-333-3530
www.schoolcounseling.com

Pam Tedeschi
Consultant
301-951-0131
www.pmtedcon.com

Richard Weinfeld
Consultant
301-681-6233
www.weinfeldeducationgroup.com

James Williams
Advocate
410-383-1012
wmsr@qjs.net

Robin Winternitz
Consultant
443-621-0370
RES4U@comcast.net

National Association for Professional Special Education Advocates, (NAPSEA), is dedicated to promoting the rights of children and young adults with disabilities by increasing the knowledge of parents, raising the awareness of disability rights and setting the standards of professional special education advocacy. We do this by providing resources, information, professional development, and networking to share ideas and information. www.napsea.com

Special Education Connections (Virginia based)
571-232-4866

Educational Attorneys

Please call to obtain fee information.

Donovan Anderson
202-610-1400

James Brown
202-742-2000

Ellen Callegary
410-576-7606

Debra Eccles
410-455-9444

Michael Eig
301-657-1740

Mitchell Greenberg
410-539-5250

Brian Gruber
301-657-3777

Elizabeth Jester
703-757-8375

Margaret Kohn
202-544-1200

Susan Leviton
410-685-7752

Mark Martin
410-779-7770

Caitlin McAndrews
202-735-2300

Holly Parker
301-330-2411

Diana Savit
301-951-9191

Karen Smith
240-338-0180

Wayne Steedman
410-576-7606

Eric Wellens
410-647-1493

MD Legal Aid Bureau
410-539-5340

MD Volunteer Lawyer Service
410-539-6800

MDLC - Maryland Disability Law Center - non-profit law center designated as the Protection and Advocacy System for individuals with disabilities. Provides free handbook to parents on *Special Education Rights & Wrongs*. 410-727-6352, ext. 0 or 800-233-7201 www.mdlcbalto.org

Pro Bono Resource Center
410-837-9379

Helpful Websites & Additional Resources

Abilities Network – Organization dedicated to assisting individuals of all abilities and their families in achieving their personal goals and in reaching their maximum potential. 410-828-7700; www.abilitiesnetwork.org

Advocates for Children and Youth, Inc. – Independent nonprofit promoting policies and programs that improve results for Maryland children that include ensuring that children have access to high quality, accessible health care at an affordable cost, quality educational programs, adequate economic assistance to meet basic needs; and supports to achieve economic independence. Baltimore; 410-547-9200, Silver Spring; 301-585-5333; www.acy.org.

Association of Educational Therapists – National professional association. Educational therapists provide a broad range of individualized educational interventions for children and adults with learning disabilities. 414-908-4949; www.aetonline.org

Advocates for Justice and Education, Inc. – An advocacy group for parents of children with special needs. 202-265-1432; www.aje-dc.org

Association on Higher Education and Disability (AHEAD) – professional association committed to full participation of persons with disabilities in postsecondary education. 704-947-7779, www.ahead.org

Association of Independent Maryland Schools - AIMS -410-761-3700; www.aimsmddc.org

American Association of Children's Residential Centers – AACRC brings professionals together to advance the frontiers of knowledge pertaining to the spectrum of therapeutic living environments for children and adolescents with behavioral health disorders. 877-332-2272; www.aacrc-dc.org

American Association of People with Disabilities – National advocacy. 202-457-0046 or 800-840-8844, www.aapd.com

Association of University Centers on Disabilities – A network of interdisciplinary centers advancing policy and practice for and with individuals with developmental and other disabilities, their families and communities. 301-588-8252; www.aucd.org

At:LAST - Maryland Assistive Technology Cooperative – a non-profit organization which provides discounts on assistive technology devices to state residents as well as educational and government entities. Provides training to parents and teachers on implementing use of many technologies. Device rental service available. 410-381-2667; atlastinc.org

Attention Deficit Disorder - Children and Adults with Attention Deficit Disorders (CHADD) of Greater Baltimore. 410-458-6500; www.chadd.org. National Resource Center 800-233-4050.

Autismbeacon.com- Autism web site filled with resources

Autism Connect – Autism web site filled with resources. Austimconnectmd.org

Autism Society of America - Baltimore Chesapeake Chapter - Provides monthly support group for parents. 410-655-7933; www.bcc-asa.org

Autism Society of America – National Office - Offers many services, including information and referrals, national annual conference, and an informative newsletter, *The Advocate*. 800-328-8476; www.autism-society.org

Autism Spectrum Alliance – Addresses the needs of those who present with signs or symptoms associated with Autism Spectrum Disorder and related developmental disabilities. 800-828-5659; wwwautismspectrumalliance.com

Baltimore's Child - Monthly newspaper. Publishes a special edition focusing on children with disabilities. 410-542-4166; www.baltimoreschild.com

Baltimore County Commission on Disabilities - 410-887-3580; www.baltimorecountymd.gov

Behavioral Directions – Consulting firm of psychological professionals with experience serving individuals with autism, Asperger's and related developmental disabilities. 703-855-4032
www.behavioraldirections.com

Bi-polar Resources; The Balanced Mind Foundation – 847-492-8510; www.bpkids.org

Catholic Coalition for Special Education - works to ensure that children with special needs are able to attend and receive an appropriate education in their local Catholic elementary and high schools. 301-933-8844 www.ccse-maryland.org

Children's Evaluation and Therapy Center (Special Education Resources, LLC) – provides a range of special education related services to schools. 240-245-4370;
www.specialedresources.net

Court Appointed Special Advocates - CASA – Advocate appointed by a judge to insure that a child receives needed educational, mental health, and recreational services. 410-828-6761;
www.marylandcasa.org

Center for Law and Education – National support center. 202-986-3000; www.cleweb.org

Child Care Aware – 703-341-4100; www.naccrra.org

Child Find Program - Helps identify children, age three to 21, who may qualify for special education and/or related services due to an educational disability. 410-767-0261 marylandpublicschools.org

Children's Law Center - 202-467-4900: www.childrenslawcenter.org

Coalition for Residential Education – National organization of residential education programs. 301-656-6101; www.residentialeducation.org

College Living Experience - www.experiencecle.com - helps special needs students attend universities, community colleges and technical and vocational schools near one of the six CLE locations across the country. 800-486-5058

Community Behavioral Health Association of Maryland – Dedicated to making high quality rehabilitation, vocational, residential, and treatment opportunities available to all persons with mental illnesses. 410-788-1865; www.mdcbh.org

Community Mediation Maryland – 301-270-9700; www.marylandmediation.org

Confident Student – provides children and adults individualized coaching. 410-692-6145
www.confidentstudent.com

Council for Disability Rights – www.disabilityrights.org

Council for Exceptional Children - The largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. 888-232-7733; www.cec.sped.org

Council of Parent Attorneys and Advocates - An independent, nonprofit organization of attorneys, advocates and parents established to improve the quality and quantity of legal assistance for parents of children with disabilities. 410-372-0208 www.copaa.net

DC Action for Children – Helping to improve the lives of children in Washington, DC through advocacy. 202-234-9404; www.dckids.org

DC Autism Parents DCAP – Helping to improve the lives of children in Washington, DC through advocacy. 202-271-9262; www.dcautismparents.org

Dyslexia Tutoring Program, Inc. – Offers tutors trained in the Orton-Gillingham reading method, referrals, support groups. 410-889-5487; dyslexiatutoringprogram.org

Disability Resources on the Internet - Comprehensive web site with links to thousands of disability resources on the internet. www.disabilityresources.org

Division of Rehabilitation Services - DORS - Provides services for students transitioning from school to work. 410-554-9442; 888-554-0334; www.dors.state.md.us

Educational Resource Group - learning center located in Severna Park dedicated to helping children and adults. 410-544-6696; www.theerg.net/

Educational Register - Free guide to independent schools and private summer programs. 508-457-6473; www.vincentcurtis.com

Exceptional Parent Magazine - Monthly magazine filled with resources. www.eparent.com

Family League of Baltimore – Resource Center for Baltimore City families who have a child with a developmental disability, mental health or behavioral health need. 410-662-5500; www.flbinc.org

Families Together - Nonprofit organization assisting families who have a child with a disability. 301-460-4417 www.familiestogether.org

Federation for Children with Special Needs – 617-236-7210; www.fcsn.org

Federation of Families for Children’s Mental Health – 240-403-1901: www.ffcmh.org

Financial Aid for Students with Disabilities – Information about scholarships. www.finaid.org

Foundation for Autism Support and Training (FAST) - www.foundationforautismsupportandtraining.org

Going to College – to help with going to college for students with disabilities. going-to-college.org

IMAGE Center - dedicated to the creation of a learning and thinking environment that challenges concepts of what people with disabilities can do. 410-982-6311 www.imagemd.org

Independent Schools Education - 202-625-9223; www.independenteducation.org

Infants and Toddlers Program - Central Office-MSDE. Early intervention services for young children (0-5 years) with developmental delays and their families. Provides information and referrals to local Infants and Toddlers Programs throughout Maryland; www.marylandpublicschools.org

International Dyslexia Association - 410-296-0232 (Maryland Chapter); www.interdys.org

Internet Special Education Resources – ISER is a nationwide directory of professionals who serve the learning disabilities and special education communities. www.iser.com

Jewish Social Service Agency – Counseling, neuropsychological testing. 301-838-4200; www.jssa.org

Learning Disabilities Association – 412-341-1515; www.lidaamerica.org

Madison House Foundation – Providing hope, guidance and solutions for autistic adults and their families. 301-850-9020; www.madisonhouseautism.org

Maggie’s Light- supports Maryland families, caring for their children and young adults with special needs and provides funding for respite, camp & recreational services. In addition, we assist families identifying caregivers (college & graduate students) and navigate local and statewide resources to obtain services they need. 410.335.2760; www.maggieslight.org

Maryland Association of Community Services - MACS -Professional association of over 100 community programs supporting people with developmental disabilities and their families. 410-740-5125; www.macsonline.org

Maryland Association of Resources for Families and Youth - MARFY - Association of residential providers in the State of Maryland. 410-312-3161; www.marfy.org

Maryland Children's Alliance – A nonprofit created to better serve abused and neglected children. 443-336-3525; www.mdcha.org

Maryland Coalition of Families for Children's Mental Health - Coalition dedicated to improving services for children with mental health needs. 410-730-8267; 800-607-3637; www.mdcoalition.org

Maryland Community Services Locator - 301-405-9796; www.mdcsf.org

Maryland Community of Care Consortium for Children with Special Health Care Needs
Stakeholders committed to improving systems of care for children and youth with special health care needs in Maryland. 410-768-9100; www.marylandcoc.com

Maryland Family Network – Works with parents, childcare providers, and advocates to expand and enhance early childhood education and childcare. 410-659-7701; www.mdchildcare.org

Maryland Speech Language Hearing Association - A non-profit professional organization educating the public regarding communication sciences and disorders. 410-239-7770; www.mdslha.org

Mental Health Association of Maryland - 443-901-1550; www.mhamd.org

Medicaid - Explains Medicaid in basic terms, state-by-state. Provides information about what is available through state Medicaid plans and waivers. 800-433-5255; www.thedesk.info

Maryland State Department of Education - MSDE - publishes a list on their web site of Nonpublic Educational Programs approved by the Maryland State Department of Education. 410-767-0600; www.marylandpublicschools.org **State Department of Education – Parent Help Line** - 410-767-0238 or 410-767-1019

National Alliance on Mental Illness - NAMI - An advocacy organization dedicated to improving the lives of persons with severe mental illnesses. 410-884-8691; 800-950-6264; www.nami.org

National Association of Private Special Education Centers - NAPSEC -National advocacy organization to promote special education schools. 202-434-8225; www.napsec.org

National Association for Children's Behavioral Health – 202-857-9735; www.nacbh.org

National Association of Parents with Children in Special Education – Advocacy and support center. 800-754-4421; www.napcse.org

National Association of Service and Conservation Corps – 202-737-6272; www.nascc.org

National Association of Special Education Teachers – national membership organization dedicated to rendering all possible support and assistance to those preparing for or teaching in the field of special education. 800-754-4421; www.naset.org

National Association of Therapeutic Schools and Programs – NATSAP-National resources for programs and professionals assisting students with emotional and behavioral difficulties. 301-986-8770; www.natsap.org

National Center for Learning Disabilities -NCLD connects parents and others with essential resources, provides educators with evidence-based tools, and engages advocates in public policy initiatives. 212-545-7510; www.nclld.org

National Coalition for Parent Involvement in Education – 800-424-3410; www.ncpie.org

National Disability Rights Network – protects and advocates for the rights of people with disabilities across the United States 202-408-9514; www.napas.org

National Dissemination Center for Children with Disabilities - NICHCY . 800-695-0285; 202-884-8200; www.nichcy.org

National Resource Center on ADHD – 800-233-4050; www.help4adhd.org

National Respite Coalition –ARCH - to secure quality, accessible, planned and crisis respite services for all families and caregivers. 703-256-2084; archrespite.org

National Special Education Advocacy Institute –NSEAI- mission is to improve the quality and professionalism in the field of education advocacy, by encouraging the development of highly educated and knowledgeable advocates through the NSEAI, Board Certified Education Advocate™, program. www.NSEAI.org

www.oneplaceforspecialneeds.com – parent resources

Parent Advocacy Coalition for Educational Rights - PACER - Information and assistance to families of children with special needs. 800-537-2237; www.pacer.org

Parent Pages – A family phone book filled with resources serving the Northern Virginia, Suburban Maryland and Washington DC area. 703-242-7243; www.TheParentPages.com

Parent’s Place of Maryland – Parent advocacy organization – 410-768-9100; www.ppmmd.org

Parents of Autistic Children of Central Maryland (POAC) – 410-782-5708; www.poacofcentralmd.org

Pathfinders for Autism - Parent support group to generate funding for research, services and education directed toward improving the lives of individuals with autism. 443-330-5341; 866-806-8400; www.pathfindersforautism.org

Resource Finder at Kennedy Krieger Institute - Provides valuable information and resources on developmental disabilities and related disorders for parents, consumers and professionals. 443-923-2790, www.resourcenetworkatkki.org

Special Needs Kids Info – Helps parents who are new to the world of special education and provides a database of doctors, specialists, and camps. www.specialneedskidsinfo.com

Special Education Resources on the Internet - This web site is a starting point to find special education information on the internet. www.seriweb.com

Strugglingteens - A web site offering extensive information for families of struggling children and the professionals trying to help them. 208-267-5550; www.strugglingteens.com

Think College – Website to assistance with college options for individuals with Intellectual Disabilities. www.thinkcollege.net

Tutor.com - accessing tutors for military families

Tutor Find - 800-648-8867; www.tutorfind.com

Voices for America’s Children – National Disability group. 202-289-0777; www.voices.org

VOR – National organization to advocate for a full range of quality residential options and services. 877-399-4867; www.vor.net

United States Department of Education - Office of Special Education Programs at the US. Department of Education. www.ed.gov/osers/osep

University of Maryland Clinical Law Program - Law students working with experienced attorneys represent people who cannot afford an attorney in cases involving children with disabilities seeking appropriate educational services. 410-706-7214

Washington Parent - Monthly newspaper. 301-320-2321; www.washingtonparent.com

Washington Independent Services for Educational Resources - WISER - Directory of Educational Services in the Washington, D.C. metropolitan area. 301-816-0432; www.wiserdc.com

Worldforautism.info – tutoring services. 301-618-8395

Wrightslaw - A web site offering extensive legal information about rights and protections regarding special education. www.wrightslaw.com

State Associations similar to MANSEF

Arizona:

AASPEP – Arizona Association of
Private Special Education Providers
7400 North Oracle Road, Suite 143
Tucson, AZ 85704
520-885-9567, ext. 104
www.aapsep.com

California:

CACFS - California Alliance of
Child and Family Services
2201 K Street
Sacramento, CA 95816
916-449-2273
www.cacfs.org

CAPSES – California Association of
Private Special Education Schools
520 Capitol Mall Suite 280
Sacramento, CA 95814
916-447-7061
www.capses.com

CAPSO - California Association of Private
School Organizations
15500 Erwin Street, #303
Van Nuys, CA 91411
818-781-4680
www.capso.org

Connecticut:

CAPSEF – Connecticut Association of
Private Special Education Facilities
330 Main Street, 3rd Floor
Hartford, CT 06106
860-525-1318
www.capsef.org

Illinois:

CCA – Child Care
Association of Illinois
413 West Monroe, 1st floor
Springfield, IL 62704
217-528-4409
www.cca-il.org

IAPSEC – Illinois Association of Private
Special Education Centers
909 East Wilmette Road, Suite F
Palatine, IL 60074
847-359-8300
www.iapsec.org

Massachusetts:

MAAPS – Massachusetts Association
Of 766 Approved Private Schools
15 Lakeside Office Park
607 North Avenue
Wakefield, MA 01880
781-245-1220
www.spedschools.com

New Jersey:

ASAH – Association of Schools and
Agencies for the Handicapped
Lexington Square
2125 Route 33
Hamilton Square, NJ 08690
609-890-1400
www.asah.org

New York:

Resources for Children with Special Needs
Manhattan Parent Center without Walls
116 E. 16th Street 5th floor
New York, New York 10003
212-677-4650
www.resourcesnyc.org

Rhode Island:

RICORP – Rhode Island Council of
Resource Providers
55 South Brow Street
East Providence, RI 02914
401-431-0555
www.ricorp.org

Virginia:

Virginia – Virginia Association of
Independent Special Education Facilities
919 East Main Street, Suite 1150
Richmond, VA 23219
804-643-2776 ext. 701
www.vaisef.org

Washington, D.C.:

DCASE – District of Columbia Association
for Special Education
711-A Edgewood Street, NE
Washington, D.C. 20017
202-615-3070
www.dcase.org

Maryland State Department of Education/Division of Special Education
Partners for Success: Resource Centers for Families and Schools

Partners for Success: Resource Centers for Families and Schools are partnerships between the Maryland State Department of Education and local school systems. These centers provide families, professionals, and the community with information, training, and support.

The purpose of these centers is to provide the skills and knowledge that will enable families of children and youth with disabilities , ages 3 to 21, and professionals to function as equal partners in the educational decision making process and to assist families in accessing services for their children.

Allegany County:

South Penn Elementary School
500 E. Second Street
Cumberland, MD 21502
Phone: 301-777-1755

Anne Arundel County:

Oakwood Elementary School
330 Oak Manor Drive, Portable B
Glen Burnie, MD 21061
Phone: 410-222-3805

Baltimore City:

Baltimore City Public School System
Family and Student Support Services
200 E. North Avenue, Room 210
Baltimore, MD 21202
Phone: 443-642-4221

Baltimore County:

White Oak School
8401 Leefield Road
Baltimore, MD 21234
Phone: 410-887-5443

Calvert County:

4105 Old Town Road
Huntington, MD 20678
Phone: 410-535-7387

Caroline County:

Denton Elementary School
303 Sharp Road
Denton, MD 21629
Phone: 410-479-1660

Carroll County:

Carroll Springs School
495 S. Center Street
Westminster, MD 21157
Phone: 410-751-3955

Cecil County:

Cecil County Public Schools
201 Booth Street
Elkton, MD 21921
Phone: 410-996-5460

Charles County:

F. B. Gwynn Center
5998 Radio Station Road
LaPlata, MD 20646
Phone: 301-934-7456

Dorchester County:

2475 Cambridge Bypass
Cambridge, MD 21613
Phone: 410-943-3515

Frederick County:

Rock Creek School
191 Waverly Drive
Frederick, MD 21702
Phone: 240-236-8744

Garrett County:

Garrett County Board of Education
40 S. Second Street
Oakland, Maryland 21550
Phone: 301-334-7658

Harford County:

Royce Williams Elementary
201 Oakington Road
Havre de Grace, MD 21078
Phone: 410-273-5579

Howard County:

Ascend One Building
8930 Standford Blvd. Suite 201t
Columbia, MD 21045
Phone: 410-313-7161

Resource Centers for Families and Schools
(continued)

Kent County:

Chestertown Middle School
402 East Campus Avenue
Phone: 410-778-5708

Montgomery County:

Family and Community
451 Hungerford Drive Ste 508
Rockville, MD 20850
Phone: 301-279-3100

Prince George's County:

Judy Hoyer Family Learning Center
8908 Riggs Road
Adelphia, MD 20783
Phone: 301-431-5675

Queen Anne's County:

202 Chesterfield Avenue
Centreville, MD 21617
Phone: 410-758-2403 ext. 182

Somerset County:

Washington High School
26739 Mt. Vernon Road
Princess Anne, MD 21853
Phone: 410-651-9413

St. Mary's County:

Green Holly School
46060 Millstone Landing Road
Lexington, MD 20653
Phone: 301-863-4069

Talbot County:

Talbot County Education Center
12 Magnolia Street
Easton, MD 21601
Phone: 410-822-0330

Washington County:

Washington County Public Schools
1350 Marshall Street
Hagerstown, MD 21740
Phone: 301-766-8221

Wicomico County:

900 Mt. Hermon Road
Salisbury, MD 21802
Phone: 410-677-5250

Worcester County:

Cedar Chapel Special School
6270 Worcester Highway
Newark, MD 21841
Phone: 410-632-5234

www.marylandpublicschools.org
As of April 2013



6501 North Charles Street • P.O. Box 6815
Baltimore, Maryland 21285-6815
410.938.4413 • Fax 410.938.5130
mansef@aol.com

www.mansef.org



Division of Specialized Education
Approved Nonpublic Day Schools – as of 7.8.2014

KEY	
Disability	Abbreviation
Autism	AU
Deaf-blindness	DB
Deafness	D
Developmental Delay	DD
Emotional disturbance	ED
Hearing impairment	HI
Intellectual disabilities (formerly mental retardation)	ID
Multiple disabilities	MD
Orthopedic impairment	OI
Other health impairment	OHI
Specific learning disability	SLD
Speech or language impairment	SLI
Traumatic brain injury	TBI
Visual impairment	VI

Day Schools

SCHOOL/PROGRAM	CAMPUS/ PHYSICAL ADDRESS	TELEPHONE/FAX NUMBERS	GRADES	AGES	DISABILITIES SERVED	APPROVAL STATUS	WEB ADDRESS
Accotink	Accotink Academy 8533 Tuttle Road Springfield, VA 22152	Phone: 703-451-8041 Fax: 703-569-5365	K – 12 th	5-22	AU, ED, ID, MD, OHI, SLD, SLI	Full	www.accotinkcenter.com
	Accotink Alternative Learning Center 6228 Rolling Road, # F Springfield, VA 22152	Phone: 703-644-9072 Fax: 703-644-9074	7 th – 12 th	12-22	AU, ED, ID, MD, OHI, SLD, SLI	Full	www.accotinkcenter.com
Chelsea School	2970 Belcrest Center Drive Hyattsville, MD 20782	Phone: 301-585-1430 Fax: 301-585-5865	5 th – 12 th	10-21	MD, OHI, SLD, SLI	Full	www.chelseaschool.edu
Children’s Guild	Children’s Guild - Baltimore Campus 410 East Jeffrey Street Baltimore, MD 21225	Phone: 410-444-3800 Fax: 410-426-6105	Pre-K – 12 th	3-21	AU, ED, ID, MD	Full	www.childrensguild.org
	Children’s Guild - Prince George’s County 5702 Sargent Road Chillum, MD 20782	Phone: 301-853-7370 Fax: 301-853-7376	K – 8 th	6-14	AU, ED, ID, MD	Full	www.childrensguild.org
Community School of Maryland (CSAAC)	Community School of Maryland – Brookeville 21515 Zion Road Brookeville, MD 20833	Phone 240-912-3694 Fax: 301-208-7259	Nongraded	7-21	AU, DD	Full	www.csaac.org
	Community School of Maryland at Northwood High School 919 University Boulevard West Silver Spring, MD 20912	Phone: 301-649-8203 Fax: 240-813-1005	Nongraded	14-21	AU	Full	www.csaac.org
Episcopal Center for Children	5901 Utah Avenue, NW Washington, DC 20015	Phone: 202-363-1333 Fax: 202-537-5044	K – 7 th	5-12	ED, MD, OHI, SLD, SLI	Full	www.eccofdc.org
The Forbush School	The Forbush School at Oakmont – Upper 610 E. Diamond Avenue, Suite E Gaithersburg, MD 20877	Phone: 301-330-4359 Fax: 301-330-0533	7 th – 12 th ; Nongraded	12-21	AU, DD	Full	http://www.sheppardpratt.org/default.aspx
	The Forbush School at Glyndon 407 Central Avenue Reisterstown, MD 21136	Phone: 410-517-5400 Fax: 410-517-5600	K – 12 th Nongraded	2-21	AU, ED, SLD	Full	http://www.sheppardpratt.org/default.aspx
	The Forbush School at Prince George’s County 4949 Addison Road Capital Heights, MD 20743	Phone: 240-667-1423 Fax: 240-764-6764	Nongraded	5-21	AU	Full	http://www.sheppardpratt.org/default.aspx
	The Forbush Therapeutic Preschool at Towson 6501 North Charles Street Baltimore, MD 21285	Phone: 410-938-4411 Fax: 410-938-4412	K – 3 rd ; Nongraded	3-7	AU	Full	http://www.sheppardpratt.org/default.aspx
	The Forbush School at Hunt Valley 11201 Pepper Road Hunt Valley, MD 21031	Phone: 410-527-9505 Fax: 410-527-0329	K – 8 th ; Nongraded	5-21	AU, DD	Full	http://www.sheppardpratt.org/default.aspx

Day Schools

SCHOOL/PROGRAM	CAMPUS/ PHYSICAL ADDRESS	TELEPHONE/FAX NUMBERS	GRADES	AGES	DISABILITIES SERVED	APPROVAL STATUS	WEB ADDRESS
The Foundation School	The Foundation School - Prince George's County 1330 McCormick Drive Largo, MD 20774	Phone: 301-773-3500 Fax: 301-386-4479	1 st – 12 th	6-21	ED, MD, OHI, SLD, SLI	Full	www.foundationschools.org
	The Foundation School - Montgomery County 220 Girard Street, Suite 300 Gaithersburg, MD 20877	Phone: 301-740-7807 Fax: 301-740-7809	1 st – 12 th	6-21	ED, MD, OHI, SLD, SLI	Full	www.foundationschools.org
The Frost School	4915 Aspen Hill Road Rockville, MD 20853	Phone: 301-933-3451 Fax: 301-933-0350	K – 12 th	5-21	AU, ED, MD, OHI, SLD, SLI	Full	www.frostschoool.org
Hannah More School	12039 Reisterstown Road Reisterstown, MD 21136	Phone: 410-526-5000 Fax: 410-526-7631	6 th – 12 th	10-21	AU, ED, MD, OHI, SLD, SLI, TBI	Full	www.hannahmore.org
The Harbour School	The Harbour School at Annapolis 1277 Green Holly Drive Annapolis, MD 21409	Phone: 410-974-4248 Fax: 410-757-3722	1 st – 12 th	6-21	AU, ID, MD, OHI, SLD	Full	www.harbourschool.org
	The Harbour School at Baltimore 11251 Dolfield Boulevard Owings Mills, MD 21117	Phone: 443-394-3760 Fax: 443-394-3765	1 st – 12 th	6-21	AU, ID, MD, OHI, SLD	Full	www.harbourschool.org
Specialized Education Services, Inc. – High Road of Maryland	High Road Academy of Howard County 9705 Washington Boulevard Laurel, MD 20723	Phone: 301-483-8605 Fax: 301-483-3182	3 rd – 12 th	10-21	AU, OHI, SLD, SLI	Full	www.highroadschool.com
	High Road Academy of Prince George's County 5100 Philadelphia Way Lanham, MD 20706	Phone: 301-429-6191 Fax: 301-429-6194	2 nd – 12 th	8-21	ED, MD, OHI, SLD, SLI	Full	www.highroadschool.com
	High Road School of Prince George's County 1441 McCormick Drive, Suite 1050 Largo, MD 20774	Phone: 301-636-6614 Fax: 301-324-8903	3 rd – 12 th	8-21	ED, ID, MD, OHI, SLD, SLI	Full	www.highroadschool.com
	High Road School of Southern Maryland 95 Catalpa Drive, Suite 100 La Plata, MD 20646	Phone: 301-392-6377 Fax: 301-392-6371	6 th – 12 th	12-21	ED, ID, MD, OHI, SLD, SLI	Full	www.highroadschool.com
	High Road Upper School of Prince George's County 12050 Baltimore Avenue Beltsville, MD 20705	Phone: 301-210-4860 Fax: 301-210-4863	9 th – 12 th	13-21	ED, ID, MD, OHI, SLD, SLI	Full	www.highroadschool.com
Specialized Education Services, Inc. – High Road of Washington, DC	High Road Academy of DC 711-A Edgewood Street, NE Washington, DC 20017	Phone: 202-529-7677 Fax: 202-529-7678	9 th – 12 th	14-21	AU, ED, ID, MD, OHI, SLD, SLI	Full	www.highroadschool.com
	High Road Primary & Middle Academy of DC 1530 1 st Street, SW	Phone: 202-291-1042 Fax: 202-291-1045	K – 8 th	5-13	AU, ED, ID, MD, OHI, SLD, SLI	Full	www.highroadschool.com

Day Schools							
SCHOOL/PROGRAM	CAMPUS/ PHYSICAL ADDRESS	TELEPHONE/FAX NUMBERS	GRADES	AGES	DISABILITIES SERVED	APPROVAL STATUS	WEB ADDRESS
	Washington, DC 20024						
	High Road Primary & Middle School of DC 1530 1 st Street, SW Washington, DC 20024	Phone: 202-722-7900 Fax: 202-799-7930	K – 8 th	5-13	AU, ED, ID, MD, OHI, SLD, SLI	Full	www.highroadschool.com
	High Road Upper School of DC 711-B Edgewood Street, NE Washington, DC 20017	Phone: 202-635-7171 Fax: 202-635-7172	9 th – 12 th	14-21	ED, ID, MD, OHI, SLD, SLI	Full	www.highroadschool.com
The Ivymount School, Inc.	11614 Seven Locks Road Rockville, MD 20854	Phone: 301-469-0223 Fax: 301-469-0778	2 nd – 12 th	4-21	AU, ID, MD, OHI, SLD, SLI	Full	www.ivymount.org
The Katherine Thomas School	9975 Medical Center Drive Rockville, MD 20850	Phone: 301-738-9691 Fax: 301-738-8897	Pre-K – 12 th	4-21	AU, MD, OHI, SLD, SLI	Full	www.ttlc.org
The Kellar School of Inova Kellar Center	11204 Waples Mill Road Fairfax, VA 22030	Phone: 703-218-8500 Fax: 703-359-0463	3 rd – 12 th	9-20	AU, ED, MD, OHI, SLI	Full	www.inova.org/healthcare-services/inova-kellar-center/kellarschool.jsp
Kennedy Krieger	Kennedy Krieger at Fairmount Campus – LS/MS 1750 E. Fairmount Avenue Baltimore, MD 21231	Phone: 443-923-9100 Fax: 443-923-4525	K-8 th	5-14	AU, ED, ID, MD, OHI, SLD, TBI	Full	www.KennedyKrieger.org
	Kennedy Krieger at Greenspring – High School 3825 Greenspring Avenue Baltimore, MD 21211	Phone: 443-923-7800 Fax: 443-923-7805	9 th – 12 th	14-21	AU, ED, ID, MD, OI, OHI, SLD, SLI, TBI	Full	www.KennedyKrieger.org
	Kennedy Krieger at Greenspring – L.E.A.P. Program 3825 Greenspring Avenue Baltimore, MD 21211	Phone: 443-923-7800 Fax: 443-923-7805	Nongraded	5-21	AU, ID, MD	Full	www.KennedyKrieger.org
	Kennedy Krieger at Montgomery County Campus 12301 Academy Way Rockville, MD 20852	Phone: 443-923-4170 Fax: 443-923-4181	3 rd – 8 th and 9 th – 12 th	11-21	AU, ID, MD	Full	www.KennedyKrieger.org
Kingsbury Center, Inc.	Kingsbury Day School 5000 14 th Street, NW Washington, DC 20011	Phone: 202-722-5555 Fax: 202-722-5531	Nongraded; 9 th – 12 th	4-19	AU, DD, ED, ID, MD, OHI, SLD, TBI	Full	www.kingsbury.org
	Kingsbury Day School – HOPE Program 5000 14 th Street, NW Washington, DC		9 th – 12 th	14-21	AU, HI, MD, OHI, SLD, SLI, TBI, VI	Full	www.kingsbury.org
Lab School of Washington, The	4759 Reservoir Road, NW Washington, DC 20007	Phone: 202-965-6600 Fax: 202-454-2269	K – 12 th	6-19	MD, OHI, SLD, SLI	Full	www.labschool.org
Lt. Joseph P. Kennedy	Kennedy School	Phone: 202-281-2757	Nongraded	5-22	ED, ID, MD, OHI,	Full	www.catholiccharitiesdc.org

Day Schools							
SCHOOL/PROGRAM	CAMPUS/ PHYSICAL ADDRESS	TELEPHONE/FAX NUMBERS	GRADES	AGES	DISABILITIES SERVED	APPROVAL STATUS	WEB ADDRESS
Institute	801 Buchanan Street, NE Washington, DC 20017	Fax: 202- 529-1368			SLD, SLI, TBI		
	Kennedy School - St. Ann's, Inclusion 4404 Wisconsin Avenue, NW Washington, DC 20016	Phone: 202-281-2757 Fax: 202-529-1368	K – 8 th	5-15	ED, ID, MD, OHI, SLD, SLI, TBI	Full	www.catholiccharitiesdc.org
	Kennedy School at Dunbar High School, Inclusion 1301 New Jersey Avenue, NW Washington, DC 20240	Phone: 202-281-2757 Fax: 202-529-1368	9 th – 12 th	15-22	ED, ID, MD, OHI, SLD, SLI, TBI	Full	www.catholiccharitiesdc.org
	Kennedy at Department of Interior, Project SEARCH 1849 C Street, NW Washington, DC 20240	Phone: 202-281-2757 Fax: 202-529-1368	Nongraded	18-22	ED, ID, MD, OHI, SLD, SLI, TBI	Full	www.catholiccharitiesdc.org
The Maryland School for the Blind	3501 Taylor Avenue Baltimore, MD 21236	Phone: 410-444-5000 Fax: 410-319-5719	Pre-K – 12 th	Birth- 21	AU, DB, HI, ID, MD, OHI, OI, SLD, SLI, TBI, VI	Full	www.mdschblind.org
The Monroe School, Inc.	2060 West Virginia Avenue, NE 2 nd Floor Washington, DC 20002	Phone: 202-399-8350 Fax: 202-399-8353	6 th – 12 th	11-21	ID, MD, OHI, SLD, SLI	Full	www.monroschool.net
National Children's Center	National Children's Center - NW Campus 201 Rittenhouse Street, NW Washington, DC 20011	Phone: 202-722-2333 Fax: 202-722-2503	1 st -12 th	6-22	AU, ED, ID, HI, SLI, OI, OHI, SLD, MD, TBI, DD	Full	www.nccinc.org
	National Children's Center - SE Campus (Upper) 3400 Martin Luther King Jr. Avenue, SE Washington, DC 20032	Phone: 202-279-4900 Fax: 202-279-4961	1 st -12 th	6-22	AU, ED, ID, HI, SLI, OI, OHI, SLD, MD, TBI, DD	Full	www.nccinc.org
New Beginnings Vocational Program LLC	2060 West Virginia Avenue, NE Washington, DC 20002	Phone: 202-636-1190 Fax: 202-636-1192	9 th – 12 th	16-22	ED, ID, OHI, SLD	Full	www.newbeginningsvocational.com
New Vision's Academy	New Vision's Academy at Baltimore County 7131 Rutherford Road Baltimore, MD 21244	Phone: 410-298-2691 Fax: 410-298-0835	6 th – 12 th	11-21	ED	Full	www.thementornetwork.com
Oak Valley Center	11230 Waples Mill Road Suite 100 Fairfax, VA 22030	Phone: 703-591-1146 Fax: 703-591-1148	2 nd – 12 th	7-21	ED, MD, OHI, SLD	Full	www.oakvalleycenter.com
The Pathways School	The Pathways School - Crossland Re-Entry 6901 Temple Hills Road Temple Hills, MD 20748	Phone: 301-449-3173 Fax: 301-449-3047	9 th – 12 th	11-22	ED, MD	Full	www.pathwayschools.org
	The Pathways School - DuVal Re-Entry	Phone: 301-794-5872	9 th – 12 th	11-22	ED, MD	Full	www.pathwayschools.org

Day Schools							
SCHOOL/PROGRAM	CAMPUS/ PHYSICAL ADDRESS	TELEPHONE/FAX NUMBERS	GRADES	AGES	DISABILITIES SERVED	APPROVAL STATUS	WEB ADDRESS
	9880 Good Luck Road Lanham, MD 20706	Fax: 301-794-7845					
	The Pathways School - Edgewood 801 University Blvd West Silver Spring, MD 20901	Phone: 301-681-4112 Fax: 301-681-4113	9 th – 12 th	11-22	ED, MD	Full	www.pathwayschools.org
	The Pathways School - Northwood at Hyattsville 3401 East West Highway, Suite 240 Hyattsville, MD 20782	Phone: 301-853-3923 Fax: 301-853-3925	6 th – 12 th	11-22	ED, MD	Full	www.pathwayschools.org
	Springville 2601 University Blvd West, 3 rd Floor Wheaton, MD 20902	Phone: 301-942-1115 Fax: 301-942-7677	9 th – 12 th	11-22	ED, MD	Full	www.pathwayschools.org
PHILLIPS Program for Children and Families	PHILLIPS School at Annandale 7010 Braddock Road Annandale, VA 22003	Phone: 703-941-8810 Fax: 703-658-2378	1 st – 12 th	6-21	AU, ED, ID, MD, OHI, SLD	Full	www.phillipsprograms.org
	PHILLIPS School at Laurel 8920 Whiskey Bottom Road Laurel, MD 20723	Phone: 301-470-1620 Fax: 301-470-1624	3 rd – 12 th	8-21	AU, ED, ID, MD, OHI, SLD	Full	www.phillipsprograms.org
Reginald S. Lourie Center	12301 Academy Way Rockville, MD 20852	Phone: 301-984-4444 Fax: 301-881-8043	Pre-K – 5 th	4-21	ED, MD	Full	www.louriecenter.org
The Ridge School	The Ridge School of Montgomery County 14901 Broschart Road Rockville, MD 20850	Phone: 301-251-4624 Fax: 301-251-4588	9 th – 12 th	14-21	ED, OHI, SLD	Full	www.potomacridge.com
River School	4880 MacArthur Boulevard, NW Washington, DC 20007	Phone: 202-337-3554 Fax: 202-337-3534	Pre-K – 3 rd	1½-9	D, HI, SLI	Full	www.riverschool.net
St. John's Community Services	St. John's Community Services – Anacostia 1600 16 th Street, SE Washington, DC 20020	Phone: 202-698-2155 Fax: 202-698-2188	Nongraded; 10 th – 12 th	15-22	AU, DD, ED, ID, MD, OHI	Probationary ¹	www.sjcs.org
	St. John's Community Services – Payne 305 15 th Street, SE Washington, DC 20003	Phone: 202-698-3262 Fax: 202-698-3263	Nongraded; 4 th – 8 th	9-14	AU, DD, ED, ID, MD, OHI	Probationary	www.sjcs.org
	St. John's Community Services – Shaed-Emory at Langley 101 T Street, NE Washington, DC 20002	Phone: 202-274-3461 Fax: 202-337-5459	Nongraded, Pre-K – 4 th	4-9	AU, DD, ED, ID, MD, OHI	Probationary	www.sjcs.org

¹ Pursuant to 5 DCMR §A-2803.6, St. John's Community Services has been issued a Probationary Certificate of Approval and may not accept or enroll any additional students from the District of Columbia.

Day Schools							
SCHOOL/PROGRAM	CAMPUS/ PHYSICAL ADDRESS	TELEPHONE/FAX NUMBERS	GRADES	AGES	DISABILITIES SERVED	APPROVAL STATUS	WEB ADDRESS
	St. John's Community Services – Eastern 1700 East Capitol Street, NE Washington, DC 20003	Phone: 202-698-4500 Fax: 202-337-5459	Nongraded; 9 th – 10 th	14-22	AU, DD, ED, ID, MD, OHI	Probationary	www.sjcs.org
Summit School	664 Central Avenue Edgewater, MD 21037	Phone: 410-798-0005 Fax: 410-798-0008	1 st – 8 th	6-14	MD, SLD, SLI	Full	www.thesummitschool.org
Villa Maria Schools	Villa Maria School at Dulaney Valley 2300 Dulaney Valley Road Timonium, MD 21093	Phone: 410-252-6343 Fax: 410-560-1347	6 th – 9 th	11-15	ED, MD, OHI, SLD	Full	http://www.catholiccharities-md.org/villa-maria-schools/
	Villa Maria School of Harford County 1370 Brass Mill Road Belcamp, MD 21017	Phone: 410-297-4100 Fax: 410-273-9555	K – 9 th	5-15	ED, MD, OHI, SLD	Full	http://www.catholiccharities-md.org/villa-maria-schools/
	Villa Maria School at Pot Spring 2600 Pot Spring Road Timonium, MD 21093	Phone: 410 252-4000 ext. 1629 Fax: 410-453-9712	Pre K – 5 th	4-11	ED, MD, OHI, SLD	Full	http://www.catholiccharities-md.org/villa-maria-schools/
The Village Academy of Washington, DC	The Village Academy of Washington, DC 3400 New York Avenue, NE Washington, DC 20002	Phone: 202-397-7240 Fax: 202-397-7248	6 th – 12 th	12-22	ED, ID, MD, OHI, SLD, SLI	Full	www.villageacademydc.org
	Village Academy of Washington, DC: Prince George's County 8601 Ashwood Drive Capitol Heights, MD 20743	Phone: 301-333-0820 Fax: 301-333-0870	9 th – 12 th	15-22	ED, MD, SLD, SLI	Full	www.villageacademydc.org
Youth in Transition School	7205 Rutherford Road Baltimore, MD 21244	Phone: 410-944-9994 Fax: 410-944-7622	6 th – 12 th	11-21	AU, ED, ID, MD	Full	www.ncianet.org



Division of Specialized Education
Approved Nonpublic Psychiatric Residential Treatment Facilities – as of 7.8.2014

KEY	
Disability	Abbreviation
Autism	AU
Deaf-blindness	DB
Deafness	D
Developmental delay	DD
Emotional disturbance	ED
Hearing impairment	HI
Intellectual disabilities (formerly mental retardation)	ID
Multiple disabilities	MD
Orthopedic impairment	OI
Other health impairment	OHI
Specific learning disability	SLD
Speech or language impairment	SLI
Traumatic brain injury	TBI
Visual impairment	VI

Psychiatric Residential Treatment Facilities							
SCHOOL	CAMPUS/ PHYSICAL ADDRESS	TELEPHONE/FAX NUMBERS	GRADES	AGES	DISABILITIES SERVED	APPROVAL STATUS	WEB ADDRESS
Coastal Harbor Treatment Center	1150 Cornell Avenue Savannah, GA 31406	Phone: 912-354-3911 Fax: 912-355-1336	1 st – 12 th	7-21	AU, DD, ED, ID, MD, OHI, SLD, SLI	Full	www.coastalharbor.com
Devereux Pennsylvania Children's Behavioral Health Services - Mapleton	Mapleton 655 Sugartown Road Malvern, PA 19355	Phone: 800-935-6789 Fax: 610-942-8978	4 th – 12 th	9-21	AU, ED, ID, SLD, TBI	Full	www.devereux.org
Devereux Pennsylvania Children's Behavioral Health Services - Brandywine	Brandywine 290 Devereux Road Glenmoore, PA 19343	Phone: 484-228-4724 Fax: 610-296-6961/5866	1 st – 12 ^h	6-21	AU, ED, MD, OHI, SLD	Full	www.devereux.org
Devereux Florida Treatment Network	Devereux Florida Viera Campus 8000 Devereux Drive Viera, FL 32940	Phone: 321-242-9100 Fax: 321-259-0786	K – 12 th	5-17	AU, DD, ED, HI, ID, MD, OHI, OI, SLD, SLI, TBI	Full	www.devereux.org
Devereux Georgia Treatment Network	Ackerman Academy 1291 Stanley Road Kennesaw, GA 30156	Phone: 800-342-3357 Fax: 770-427-4030	3 rd – 12 th	8-18	AU, DD, ED, HI, ID, OHI, SLI	Full	www.devereux.org
Grafton Integrated Health System	Grafton School – Berryville Campus 1080 Grafton Lane Berryville, VA 22611	Phone: 540-955-2400 Fax: 540-955-3496	K – 12 th	6-22	AU, ED, ID, OHI, SLI	Full	www.grafton.org
	Grafton School – Leesburg Campus 801 Children's Center Road, SW Leesburg, VA 20175	Phone: Fax:	5 th – 12 th	7-17	AU, ED, OHI, SLD	Full	www.grafton.org
Hallmark YouthCare – Richard McAfee Academy	12800 W Creek Parkway Richmond, VA 23238	Phone: 804-784-2200 Fax: 804-784-5261 / 800-966-4RTC (4782)	5 th – 12 th	11-18	ED, ID, OHI, SLD	Full	www.hallmarkyouthcare.org
The Hughes Center for Exceptional Children	1601 Franklin Turnpike Danville, VA 24540	Phone: 434-836-8500 Fax: 434-836-8552	5 th – 12 th	13-22	AU, ED, ID, MD, OHI, SLD	Full	www.thehughescenter.com
Liberty Point Behavioral Health	1110 Montgomery Avenue Staunton, VA 24401	Phone: 540-213-0450 Fax: 540-213-0456	7 th – 12 th	13-22	AU, ED, ID, MD, OHI, SLD, SLI	Full	www.libertypointstaunton.com
Millcreek of Arkansas	1810 Industrial Drive P.O. Box 727 Fordyce, AR 71742	Phone: 870-352-8203 Fax: 870-352-5311	K – 12 th	6-21	AU, DB, D, ED, HI, ID, MD, OI, OHI, SLD, SLI, TBI, VI	Full	http://www.millcreekofarkansas.com/
Newport News Behavioral Health	17579 Warwick Boulevard Newport News, VA 23603	Phone: 757-888-0400 Fax: 757-888-0359	5 th – 12 th	11-21	ED, ID, OHI, SLD	Full	www.keystonewarwick.com
North Spring Behavioral Healthcare	42009 Victory Lane Leesburg, VA 20176	Phone: 703-777-0800 Fax: 703-777-1038	3 rd – 12 th	9-18	ED, ID, MD, OHI, SLD	Full	www.northspringleesburg.com



Division of Specialized Education
Approved Nonpublic Residential Treatment Centers – as of 7.8.2014

KEY	
Disability	Abbreviation
Autism	AU
Deaf-blindness	DB
Deafness	D
Developmental Delay	DD
Emotional disturbance	ED
Hearing impairment	HI
Intellectual disabilities (formerly mental retardation)	ID
Multiple disabilities	MD
Orthopedic impairment	OI
Other health impairment	OHI
Specific learning disability	SLD
Speech or language impairment	SLI
Traumatic brain injury	TBI
Visual impairment	VI

Residential Treatment Centers							
SCHOOL/PROGRAM	CAMPUS/ PHYSICAL ADDRESS	TELEPHONE/FAX NUMBERS	GRADES	AGES	DISABILITIES SERVED	APPROVAL STATUS	WEB ADDRESS
Community School of Maryland (CSAAC)	Community School of Maryland – Brookeville Campus 21515 Zion Road Brookeville, MD 20833	Phone: 240-912-3694 Fax: 301-208-7259	Nongraded	7-21	AU, DD	Full	www.csaac.org
	Community School of Maryland at Northwood High School 919 University Boulevard, West Silver Spring, MD 20912	Phone: 301-649-8203 Fax: 240-813-1005	Nongraded	14-21	AU	Full	www.csaac.org
Devereux – Leo Kanner Learning Center	390 E. Boot Road West Chester, PA 19335	Phone: 610-431-8100 Fax: 610-696-2185	Nongraded	6-21	AU, DD, ED, ID, MD, OHI, SLI, TBI	Full	www.devereux.org
Devereux – Massachusetts	PO Box 219, 60 Miles Road Rutland, MA 01543	Phone: 508-886-4746 Fax: 508-886-2274	1 st – 12 th	6-22	AU, DD, ED, ID, MD, OHI, SLD, SLI, TBI	Full	www.devereux.org
Eagleton School	446 Monterey Road Great Barrington, MA 01230	Phone: 413-528-4385 Fax: 413-528-6377	5 th – 12 th	9-22	AU, DD, ED, HI, ID, MD, OHI, SLD, SLI	Full	www.eagletonschool.com
Frederic L. Chamberlain	1 Pleasant Street P.O. Box 778 Middleboro, MA 02346	Phone: 508-947-7825 Fax: 508-947-0944	6 th – 12 th	11-21	AU, ED, MD, SLD	Probationary ¹	www.chamberlainschool.org
Grafton Integrated Health System	Grafton School - Elm Street Campus 407 Elm Street Winchester, VA 22601	Phone: 540-722-9172 Fax: 540-535-0241	K – 12 th	5-21	AU, DB, DD, ED, HI, ID, MD, OHI, OI, SLD, SLI, TBI, VI	Full	www.grafton.org
	Grafton School - Ruth Birch Campus 120 Bellview Avenue Winchester, VA 22601	Phone: 540-542-0200 Fax: 540-667-8721	K – 12 th	5-21	AU, DB, DD, ED, HI, ID, MD, OHI, OI, SLD, SLI, TBI, VI	Full	www.grafton.org
	Grafton School – Richmond Campus 4100 Price Club Boulevard Midlothian, VA 22601	Phone: 804-674-8888 Fax: 804-276-3970	K – 12 th	5-21	AU, DB, DD, ED, HI, ID, MD, OHI, OI, SLD, SLI, TBI, VI	Full	www.grafton.org
	Grafton School – Sterling Private Day School 152 Enterprise Street Sterling, VA 20164	Phone: 703-430-0176 Fax: 703-430-0651	8 th – 12 th	12-22	ED, ID, OHI, SLD	Full	www.grafton.org
Lakeview NeuroRehabilitation Center	244 Highwatch Road Effingham, NH 03882	Phone: 800-473-4221 Fax: 603-539-8815	Nongraded; 1 st – 12 th	8-21	AU, ED, ID, MD, OI, SLD, SLI, TBI	Probationary ²	www.lakeviewsystem.com

¹ Pursuant to 5 DCMR §A-2803.6, Frederic L. Chamberlain has been issued a Probationary Certificate of Approval and may not accept or enroll any additional students from the District of Columbia.

² Pursuant to 5 DCMR §A-2803.6, Lakeview Neurorehabilitation Center has been issued a Probationary Certificate of Approval and may not accept or enroll any additional students from the District of Columbia.

Residential Treatment Centers

SCHOOL/PROGRAM	CAMPUS/ PHYSICAL ADDRESS	TELEPHONE/FAX NUMBERS	GRADES	AGES	DISABILITIES SERVED	APPROVAL STATUS	WEB ADDRESS
The Learning Center for the Deaf	Walden School 848 Central Street Framingham, MA 01701	Phone: 508-875-8581 VP: 866-641-1780 Fax: 508-875-8080	2 nd – 12 th	8-22	AU, D, DD, ED, HI, ID, MD, SLD, SLI	Full	www.tldeaf.org
The Maryland School for the Blind	3501 Taylor Avenue Baltimore, MD 21236	Phone: 410-444-5000 Fax: 410-319-5719	Pre-K – 12 th	Birth-21	AU, DB, HI, ID, MD, OHI, OI, SLD, SLI, TBI, VI	Full	www.mdschblind.org
Woods Services	P.O Box 36 Route 213 Langhorne, PA 19047	Phone: 215-750-4218 Fax: 215-750-4158	Nongraded; K – 12	5-22	AU, ED, ID, MD, OI, OHI, SLI, TBI	Full	www.woods.org
Youth for Tomorrow – New Life Center, Inc.	11835 Hazel Circle Drive Bristow, VA 20136	Phone: 703-368-7995 Fax: 703-361-4335	6 th – 12 th	11-17	ED, OHI, SLD	Full	www.youthfortomorrow.org

Overview

School Enrollment and School Stability

This section of the Education Toolkit outlines the laws and strategies advocates may utilize to overcome barriers for homeless youth or those in third-party care to school enrollment and school stability.

School Enrollment

This section outlines key enrollment requirements and procedures for students attending DC Public Schools (DCPS) and PG County Public Schools (PGCPS), procedures for transferring schools, and DC's lottery process for applying to a school other than a child's neighborhood school. It also includes guidance on school uniform policies and responses to violations.

School Stability

Children in foster care are often placed in a new school after they are removed from their family or following a home placement change. Federal law requires that child welfare agencies partner with local education agencies (e.g., DCPS or PGCPS) to ensure that children and youth in care have educational stability. This means CFSA is now required to keep a child in the school he or she attended prior to entering foster care or prior to a change in home placement, unless it is not in the child's best interest to remain at that school. Maryland law has further expanded this right to require schools to allow a child to remain at her current school if it is in her best interests. This section discusses local school resources for implementing applicable laws in DC and PG County. It also includes practical resources such as advocacy tip sheets that provide guidance on how to enforce a child's right to school stability.

Legal Resources

Federal Regulations

- Fostering Connections Act: 42 U.S.C. § 675(4)(A)
- McKinney-Vento Act: 42 U.S.C. § 11341 *et seq.*

DC Law & Regulations

- 5 D.C.M.R. § § 2010 & 5099 (Incorporating McKinney-Vento)
- D.C. Code § 16-2312(k) (school stability)
- D.C. Code § 4-1303.03(b)(11) (school stability)
- 5 D.C.M.R. § 2408 (dress code/uniforms)

MD Law & Regulations

- MD. Educ Code Ann. § 7-101 (2014)
- MD. Educ Code Ann. § 7-101(b)(2)(ii)(4) (2014)
- COMAR 07.02.11.12

CLC Tip Sheet

School Enrollment and Uniforms

When Must Children Be Enrolled in School in DC?

- All children of compulsory school age (ages 5-18) must be enrolled in school in order to access their education, but many times children in foster care have challenges with the enrollment process.
- Under DC law, it is the responsibility of the parent, guardian (or person who has custody or control of the child) to place a minor child who will be 5 years old on or before September 30th of the current school year in an educational institution (whether it be public, private, independent, or parochial school, or private instruction). See DC Code § 38-202(a).

Out of Boundary Lottery Process & Applications to Specialized High Schools

- All DC residents of school age are eligible to enter the Out of Boundary Lottery (now called the My School DC Common Lottery) through the My School DC website. See <http://myschooldc.org>. DCPS and most DC public charter schools are part of the common application and common lottery to simplify this process. First round lottery applications are usually due in early February each year.
- Specialized high schools have additional requirements such as entrance exams, interviews or auditions and their deadlines are typically before the end of the calendar year.

What are Some Common Myths about School Enrollment in DC?

- Legal Custody of the Child: Persons registering a DC student are not required to have legal custody of the child in order to enroll a student in a DC school.
 - For more on this topic and for copies of the forms an “other primary caregiver” will need when enrolling a student in school, see the section of this Toolkit on DC Residency Verification.
- Children in Foster Care: Even if they are missing required documentation, children in foster care are entitled to enroll in a school *immediately*.
 - For more information on this topic, see the CLC Tip Sheet on School Stability and information on the Fostering Connections Act found in this Toolkit.

What if the Child Receives Special Education?

Schools are not permitted to discriminate against students on the basis of disability in the enrollment process, including whether they have an Individualized Education Program (“IEP”). In most instances this means that schools may not ask about whether a child receives special education services as part of the application.

Uniform Violations

School uniform policies must conform to DC regulations. *See* 5 DCMR § 2408 *et seq.* A student who fails to abide by a mandatory uniform policy cannot be given an out-of-school suspension or be barred from attending school. Each school implementing a mandatory uniform policy is required to have a bank of uniforms to loan out to non-compliant students and establish other mechanisms to assist students who require financial assistance in obtaining a uniform. Students who require financial assistance in obtaining a uniform shall not be subject to corrective or disciplinary action for non-compliance.

Questions about a Case?

Call the Children’s Law Center Helpline, 202-467-4900, option 3. Our Helpline attorney will be happy to discuss the issue with you after conducting a conflict check.



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

April 1, 2014

Dear DCPS Families,

As you prepare to enroll your child in District of Columbia Public Schools (DCPS) for the 2014-2015 School Year, I want to take a few moments to share some exciting news about the progress we have made as a school system and some of the improvements we are planning for the upcoming school year.

First, our students are making incredible strides academically. With a robust new curriculum and outstanding educators, our students have made progress any way you look at it. DC outpaced other states on the National Assessment of Educational Progress (NAEP), the "Nation's Report Card." And our scores on this exam have never been higher. This is exciting news that reflects the hard work of our students and teachers and underscores our commitment to providing our students the rigorous curriculum and world-class instruction they deserve and need to succeed in college and in life.

Second, we are investing in our school like never before. Over the past few years, we have spent hundreds of millions to modernize our buildings, we have attracted, hired and retained high-quality educators, and we have provided our students with the resources they need to succeed and enjoy learning. For next school year, we are offering \$5 million in new Proving What's Possible for Student Satisfaction awards in which schools can apply for grants to help make school more enjoyable for students. We are extending the school day in some schools to give students more learning time. All said, there is greater than \$50 million more going directly into schools next year. I am excited to see what our schools can do with this new award and how they expand their options to make schools fun and exciting for students.

Finally, our continued work toward providing a quality educational experience for all students has resulted in increased interest and excitement for our school system. This year, we saw another enrollment increase with more and more District families are choosing our schools. Clearly, we are on the rise and I am more than pleased that you and your family have decided to join us.

Why is it important to enroll early?

Early enrollment helps us project the number of students for each school, which then allows us to hire the proper number of staff, and to order the correct number of textbooks and supplies. Ultimately, early enrollment helps facilitate a smooth opening to the school year. Here are some key enrollment dates:

- **April 1:** Enrollment begins.
- **May 1:** All enrollment packet material due for families who applied in the Common Lottery.
- **June 20:** Deadline for enrollment (all forms must be returned to your child's SY 2014-2015 school).

Please fill out the enclosed forms and bring them to your child's school as soon as possible. If you have any questions, please do not hesitate to contact your child's school directly or the DCPS Office of Student Enrollment & School Funding at (202) 478-5738.

Thank you for choosing to send your child to one of our schools for the 2014-2015 school year. I look forward to an engaging school year, and I am excited about working with you to meet your child's learning needs.

Sincerely,

Kaya Henderson
Chancellor



Welcome to School Year 2014-2015!

Student Enrollment and Health Forms:

- Enrollment forms have been printed to include your child's previously submitted information. If the information has changed or is incorrect, please make changes directly on the form and review with your school's principal/registrar.
- You can locate all documents online at www.dcps.dc.gov/enroll. (Translations are available in Spanish, French, Chinese, Vietnamese and Amharic).
- For a listing of feeder school options to help you identify your child's new school, visit www.dcps.dc.gov/enroll.

If you have any questions about completing your enrollment packet, please do not hesitate to contact your child's school directly or the Chancellor's Response Team at 202-478-5738.

Student Enrollment and Health Forms 2014-2015: Below is the index of all items in the 2014-2015 Enrollment Packet. Items marked "Required" must be turned in to your child's 2014-2015 school in order to complete the enrollment process.		Parent/ Guardian ✓	School Official ✓
Enrollment Requirements	All students enrolling in DCPS must return forms below to their 2014-2015 school by June 20, 2014 (or May 1, 2014, for students who received a seat through the My School DC Lottery).		
	• Annual Student Enrollment Form (Required).....Page 3	<input type="checkbox"/>	<input type="checkbox"/>
	• Residency Verification Guidelines (Additional form requiring signature available at school - Required).....Page 4	<input type="checkbox"/>	<input type="checkbox"/>
	• Home Language Survey (Required).....Page 5	<input type="checkbox"/>	<input type="checkbox"/>
	• Consent Forms.....Page 7 <ul style="list-style-type: none"> • Media Release (All Students, Required) • Military Recruitment Opt-Out (Grades 7-12 ONLY, Optional) 	<input type="checkbox"/>	<input type="checkbox"/>
Age Verification: NEW Students ONLY	Students NEW to DCPS must provide ALL of the forms above, plus: <ul style="list-style-type: none"> • Proof of age documentation. Provide ONE of the following: <ul style="list-style-type: none"> ▪ Birth Certificate ▪ Hospital Records ▪ Previous School Records ▪ Passport ▪ Baptismal Certificate 	<input type="checkbox"/>	<input type="checkbox"/>
Health Forms and Information	Forms marked "Required" must be filled out by health provider and returned at the time of enrollment. <ul style="list-style-type: none"> • School Health Checklist.....Page 9 • DCPS Immunization Requirements 2014-2015.....Page 10 • DC Universal Health Certificate Instructions and Form (Required).....Page 12 • DC Oral Health Assessment Form (Required).....Page 16 • Human Papilloma Virus (HPV) Information (Grades 6-12 ONLY).....Page 18 • HPV Vaccination Opt-Out Certificate (Optional).....Page 19 	<input type="checkbox"/>	<input type="checkbox"/>
Optional Forms	Optional or Informational Forms not required for enrollment process: <ul style="list-style-type: none"> • Free and Reduced Price Meal (FARM) Application Notification.....Page 20 • Special Dietary Needs and Accommodations Form.....Page 21 • FERPA Notification.....Page 22 	<input type="checkbox"/>	<input type="checkbox"/>

Parent/Guardian Signature and Date

School Official Signature and Date



ANNUAL STUDENT ENROLLMENT FORM

School Year 2014 - 2015

Grade in School Year 2014 - 2015:

School in SY 2014 - 2015: _____

DCPS Student ID #: _____

(Print all information)

STUDENT INFORMATION

1. Last Name		2. First Name		3. Middle Name		4. Country of Birth		5. Date of Birth	
6. Address						7. Apt. No.		8. Home Telephone Number	
9. City				10. State		11. ZIP Code			
12. Student's Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Decline to Respond					13. Student's Home Language(s):				
14. School Last Attended:			Dates Attended:		Previous School Address:				
<input type="checkbox"/> Private <input type="checkbox"/> Public <input type="checkbox"/> Charter <input type="checkbox"/> Other			Month/Date/Year		City		State		ZIP Code
15. Health Insurance or Medicaid Information Provider: _____ Policy Number: _____ List any medical conditions of which the school should be aware.					For students new to DCPS, please indicate whether or not your child has a(n): IEP (Individualized Education Program) Yes <input type="checkbox"/> or No <input type="checkbox"/> If yes, IEP review date: _____ Section 504 Accommodation Plan Yes <input type="checkbox"/> or No <input type="checkbox"/>				
16. Student's Siblings			A.		B.		C.		
Student's Siblings' Schools									
17. Ethnic Designation: <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Non-Hispanic/Non-Latino					17b. Race - choose one or more <input type="checkbox"/> Black/African American <input type="checkbox"/> Native Hawaiian/Other Pacific Islander <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> White				

PARENT/GUARDIAN INFORMATION AND OTHER PRIMARY CAREGIVER INFORMATION*

18. Parent or Guardian		Relationship		<input type="checkbox"/> Active Military <input type="checkbox"/> Reserve Military		19. Parent or Guardian		Relationship		<input type="checkbox"/> Active Military <input type="checkbox"/> Reserve Military	
Address				Apt. No.		Address				Apt. No.	
City		State		ZIP Code		City		State		ZIP Code	
Email Address			Preferred Language of Communication			Email Address			Preferred Language of Communication		
Cell Number		Work Number		Cell Number		Work Number		Cell Number		Work Number	
Employer's Name/Address				Employer's Name/Address				Employer's Name/Address			
City		State		ZIP Code		City		State		ZIP Code	

EMAIL AND TEXT COMMUNICATION*

20. I would like to receive email messages from my child's principal and DC Public Schools at the address listed above OR the address listed below.
Email address: _____ @ _____

I would like to receive text messages from DC Public Schools at the number listed above OR the number listed below. I understand standard messaging and data rates may apply. Cell phone number: () _____

IN CASE OF EMERGENCY

21. Emergency Contact Person (other than parent/guardian)		Relationship		Home Number		Work Number	
Address		City		State		ZIP Code	
						Cell Number	

RESIDENCY STATUS (CHECK ONE)

22. D.C. Resident (Student and parent or guardian live in D.C.) Nonresident

HOUSING STATUS (CHECK ALL THAT APPLY)

23. <input type="checkbox"/> Permanent		<input type="checkbox"/> Hotel/Motel		<input type="checkbox"/> Doubled Up		<input type="checkbox"/> Awaiting Foster Care	
<input type="checkbox"/> Shelter		<input type="checkbox"/> Unsheltered		<input type="checkbox"/> Foster Care		<input type="checkbox"/> Unaccompanied Youth	

* DCPS agrees that the data/information provided in the Student Enrollment Form remain confidential and shall only be used for legitimate DCPS business. I completed this form and I certify that the information above is accurate. I understand that providing false information for purposes of defrauding the government is punishable by law. Form should not be signed prior to April 1. Information provided on this form should be applied consistently throughout enrollment documentation.

*Signature of Parent/ Guardian with Whom Student Lives or Student Who is 18 or Older.

Date



RESIDENCY VERIFICATION GUIDELINES

Every school year, parents/guardians and other primary caregivers are required to verify D.C. residency for every registering student. The following guidelines provide a comprehensive view of the required documentation for proving residency in the District of Columbia for School Year 2014-2015.

Other primary caregivers are also required to present documentation that attest to their eligibility to enroll and verify residency for a student. Check with your local school for a listing of required documents.

Procedures for the Establishment of Residency

- Establish residency within 10 days of the time of initial enrollment. This verification shall take place no sooner than April 1st of the current school year (April 1, 2014).
- Provide *original documents* to the school representative as proof of residency. **Documents must be in the name of the enrolling parent or legal guardian.** Schools are required by law to copy your original documents for audit purposes.
- School official will provide an additional residency verification form that must be signed by the same enrolling parent/guardian/caregiver whose name appears on residency documents submitted at the time of enrollment.

REQUIREMENTS FOR PROVING RESIDENCY (OPTION 1)

ONE OF THE FOLLOWING ITEMS indicating name and address will suffice to establish District of Columbia residency:	
1. A pay stub issued within 45 days, with your DC Address and DC tax withholding	5. Proof of financial assistance from the DC Government
2. Supplemental Security Income annual benefits notification	6. A copy of D-40 form certified by the DC office of Tax & Revenue form
3. Verification Letter and Military Housing Orders; or DEERS Statement	7. Proof that the child is a ward of the District Columbia, in the form of a Court Order
4. An embassy letter indicating embassy sponsored housing in DC, embassy seal affixed	

REQUIREMENTS FOR PROVING RESIDENCY (OPTION 2)

<i>In the absence of items listed in Option 1, two (2) of the items listed below indicating name and address will suffice as proof of residency in the District of Columbia. The address and name on each submitted item must be the same.</i>	
1. Unexpired DC motor vehicle registration	3. Unexpired lease or rental agreement with receipt of payment within two months
2. Unexpired DC motor vehicle operator's permit or their official non-driver identification	4. One utility bill (only gas, electric and water bills are acceptable) with receipt of payment within two months

Documents shown on the Residency Verification Form and in these guidelines are acceptable for proving DC residency; alternative documents are not accepted. For questions or guidance, please call DCPS Office of Student Enrollment & School Funding- Student Residency Office, located at 1200 First Street, 9th Floor, (202) 442-5215.



DCPS Home Language Survey (HLS) Form

Complete this Home Language Survey at the Student's initial enrollment in a DC Public School.

This form must be signed and dated by the Parent or Guardian. This form must be kept in the student's file.

School: _____

Student ID #: _____

Student's Last Name: _____

Student's First Name: _____

English

- Is a language other than English spoken in your home?
 No Yes _____ (specify language)
- Does your child communicate in a language other than English?
 No Yes _____ (specify language)
- What is your relationship to the child?
 Father Mother Guardian Other (specify) _____

If the answer to question 1 or 2 is "Yes", the law requires your child's English language proficiency to be assessed.

REGISTRAR PROCESS:

- If a parent/guardian does not speak English and your school does not have staff that speaks the parent/guardian's language, please use the Language Line for communication.
- If the HLS indicates a language other than English is spoken in the home, give the family the Referral Letter and refer the family to the Intake Center for assessment and orientation.

Español (Spanish)

- ¿Se habla otro idioma que no sea el inglés en su casa?
 No Sí _____ (idioma)
- ¿Habla el estudiante un idioma que no sea el Inglés?
 No Sí _____ (idioma)
- ¿Cuál es su relación con el estudiante?
 Padre Madre Guardián Otro (especifique) _____

Si la respuesta a la pregunta 1 ó 2 es "Sí", la ley requiere que se evalúe la fluidez de su hijo/a en el idioma inglés.

Français (French)

- Parlez-vous une langue autre que l'anglais à la maison?
 Non Oui _____ (spécifiez la langue)
- Votre enfant communique-t-il dans une langue autre que l'anglais?
 Non Oui _____ (spécifiez la langue)
- Quel est votre relation avec l'enfant?
 Père Mère Tuteur Autre (spécifiez) _____

Si la réponse à la question 1 ou 2 est "Oui", la loi exige que les compétences de votre enfant en anglais soit évaluées.

中文 (Chinese)

- 您家庭中是否使用不是英语的另外一种语言?
 否 是 _____ (请注明语言)
- 您的孩子会使用不是英语的另一种语言交流吗?
 不会 会 _____ (请注明语言)
- 您和孩子的关系是什么?
 父亲 母亲 监护人 其它(请注明) _____

如果第一或第二项问题的答案为“是”，法律要求评估您孩子的英语熟练能力。

Tiếng Việt (Vietnamese)

- Có ngôn ngữ nào khác ngoài tiếng Anh được nói ở nhà quý vị không?
 Không Có _____ (xin ghi rõ ngôn ngữ nào)
- Con em quý vị có nói một ngôn ngữ nào khác ngoài tiếng Anh không?
 Không Có _____ (xin ghi rõ ngôn ngữ nào)
- Xin cho biết liên hệ của quý vị với con em?
 Cha Mẹ Giám hộ Liên hệ khác (xin ghi rõ)

Nếu trả lời của câu hỏi 1 hoặc 2 là "Có", luật lệ đòi hỏi con em quý vị phải được thẩm định trình độ thông thạo Anh ngữ.

አማርኛ (Amharic)

- በቤትዎ ውስጥ ከእንግሊዝኛ ሌላ ቋንቋ አለ?
 የለም አዎን _____ (ቋንቋውን ይጥቀሱ)
- ልጅዎ ከእንግሊዝኛ ሌላ ቋንቋ ጋር ቆይቶ ሌላ ቋንቋ አለ?
 የለም አዎን _____ (ቋንቋውን ይጥቀሱ)
- ሰጠዎት ዘመናዊ ምንጭን ነው?
 አባት አናት አሳዳጊ ሌላ _____ (ይገለጹ)

ስፕሮቱ 1 ወይም 2 መልስዎ "አዎን" ከሆነ፣ የልጅዎ የእንግሊዝኛ ቋንቋ ትልቅ ጥናት ችሎታው ደረጃ እንዲገምገም ህጉ ይደስዎታል።

School Official's Comments:

School Official Signature _____

Date _____

Parent/Guardian Signature _____

Date _____



Consent and Release for Student to be Filmed/ Photographed/ Interviewed and for Use of Image/Voice

I, Parent/Guardian, hereby irrevocably grant to District of Columbia Public Schools (DCPS) and the District of Columbia, their successors, and their assignees the right to record the image and/or voice and use the artwork and /or written work of my child, Student Name, on videotape, on film, in photographs, in digital media and in any other form of electronic or print medium and to edit such recording at their discretion.

I understand that my child's full name, address and biographical information will not be made public. I further grant (DCPS) and the District of Columbia, their successors, and their assignees the right to use, and to allow others to use, my child's image and/or voice on the Internet, in brochures, and in any other medium and hereby consent to such use.

I hereby release DCPS and the District of Columbia, their successors, and their assignees and anyone using my child's image and/or voice, artwork and/or written work pursuant to this release from any and all claims, damages, liabilities, costs and expenses which I or my child now have or may hereafter have by reason of any use thereof.

I understand that the provisions of this release are legally binding (check one). I consent. I do not consent.

Parent/Guardian Name [Printed] Signature of Parent/Legal Guardian or Student (if an adult)

Date Student's School Student Grade

Right to Opt Out of Release of Information to Military Recruiters (Students in Grades 7–12 & Ungraded Students Only)

Federal laws require that local education agencies (LEAs) such as DCPS provide military recruiters, upon request, with the name, address and telephone number of all secondary students unless the parent/legal guardian of a student (or the student if an adult) has advised the LEA in writing that he/she does not want the student's information disclosed without prior written consent. Such advisement by the parent/legal guardian (or adult student) must take place within 30 days of the notification of these rights, and may be done by checking one of the appropriate options below, signing this form and returning it to DCPS.

_____ As the parent/legal guardian for the child named below, I request that DCPS not release the name, address, and telephone number of my child to the Armed Services, military recruiters, service academies or military schools unless I separately consent to such release in writing.

_____ As an adult student (who has reached the age of 18), I request that DCPS not release my name, address, and telephone number to the Armed Services, military recruiters, service academies or military schools unless I separately consent to such release in writing.

Student's Name Printed Signature of Parent/Legal Guardian or Student (if an adult) and Date

Student's School Student Grade

Notice of Non-Discrimination In accordance with state and federal laws, the District of Columbia Public Schools does not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or birthplace. For the full text and additional information, visit <http://dcps.dc.gov/DCPS/About+DCPS/Human+Resources/Notice+of+Non-Discrimination>.



School Health Checklist, School Year 2014-2015

Please turn in the following forms to the Registrar at your child's school when you enroll your child. DC law requires that all students be current on immunizations to attend school. DC law also requires Universal Health Certificates for children enrolling in all grades and Oral Health Assessments for children in selected grades.

<p>Universal Health Certificate</p>	<p>Two-page form, and two-page instructions for your medical provider</p>	<p>Students enrolling in all grades (PK3-12th).</p>	<p>Have your child's physician or nurse practitioner complete the Universal Health Certificate.</p> <p>The Universal Health Certificate must document immunizations, tuberculosis assessment and physical completed within 365 days before the start of school. Every child less than six years of age must be tested <u>twice</u> for blood lead poisoning. Testing must be completed, regardless of exposure risk, and documented on Universal Health Certificate.</p> <p>If your child participates in athletics, the certificate will expire 365 days from the date of the exam listed on the form. To remain eligible for athletics, an updated Universal Health Certificate must be submitted to the school when a new physical occurs.</p> <p>(Need health insurance? You may qualify for Medicaid or subsidized health insurance. Visit https://dchealthlink.com for more information.)</p>
<p>Immunization Documentation</p>	<p>Age-appropriate immunizations must be documented on the Universal Health Certificate. A one-page flier of required immunizations is included.</p>	<p>Students enrolling in all grades (PK3 – 12th). After 10 days of school, students who have not submitted their immunizations will be excluded from classes and supervised separately.</p>	<p>Please schedule a visit with your child's physician soon if your child's immunizations are not up to date. Some immunizations require more than one dose with return visits.</p> <p>If you have questions about DC's immunization requirements, please discuss them with your child's physician. You can also contact the DC Department of Health Immunization Division at 202-576-9325.</p>
<p>Oral Health Assessment Form</p>	<p>One page</p>	<p>Students enrolling in all grades (PK3-12th).</p>	<p>Have your child's dentist complete this form.</p> <p>(Need dental insurance? You may qualify for Medicaid or subsidized health insurance. Visit https://dchealthlink.com for more information.)</p> <p>(Have Medicaid, but need help finding a dental provider or making an appointment? Call 1-866-758-6807 or visit http://www.insurekidsnow.gov/state/dc/district_oral.html)</p>
<p>HPV Vaccine Opt-Out Form</p>	<p>Included is an HPV Vaccine Opt-Out form and an explanation of the vaccine (two pages)</p>	<p>Students in grades 6-11.</p>	<p>If you decide your child in grades 6-11 will not get the HPV vaccine, please turn in the HPV vaccine-refusal form. If you need to file an exemption for other vaccines, please contact your child's school nurse.</p>
<p>Medication Orders</p>	<p>There are required forms in order for the school to meet your child's medication or medical intervention needs.</p> <p>You can get these forms from your school nurse or online at: www.dcps.dc.gov</p>	<p>Students who need medication or medical intervention during the school day for asthma, allergies, diabetes, seizures, or other medical conditions. If this applies to your child, please speak with your principal and nurse about your child's physical health or behavioral health condition and intervention requirements.</p>	<p>To ensure that your child's medication needs are met while at school, please refer to <i>Meeting Your Child's Medication and Treatment Needs at School</i>, for detailed information. This can be found at http://tinyurl.com/ghjhbms.</p> <p>Whenever possible, administer medications at home. If your child needs to take medication or requires medical treatment during school hours, please have your medical provider complete the appropriate forms – there's the Medication and Treatment Authorization Form, the Asthma Action Plan and the Action Plan for Anaphylaxis. These forms are available on the DCPS website at http://tinyurl.com/qzjsu6t and from your school's nurse. If you have any questions about which form is needed for your child, please speak with your school's nurse. If your child needs a dietary accommodation, your provider should also complete the Special Dietary Needs Form. This form is available on the DCPS website at http://tinyurl.com/kwf8386. Students allowed to self-administer medications for asthma, anaphylaxis, or diabetes while at school must also have a medication action plan signed by the student's parent or guardian, and physician.</p>

If you have any questions, please feel free to contact Diana Bruce, DCPS Director of Health and Wellness: 202-442-5103 or Diana.Bruce@dc.gov. You can find copies of these forms on the DCPS website.



District of Columbia Immunization Requirements¹

School Year 2014 – 2015



All students attending school in the District of Columbia must present proof of appropriately spaced immunizations by the first day of school.

A Child 2 years or older entering
Preschool or Head Start

- 4 Diphtheria/Tetanus/Pertussis (DTaP)
- 3 Polio
- 1 Varicella (chickenpox) – if no history of disease²
- 1 Measles, Mumps & Rubella (MMR)
- 3 Hepatitis B
- 2 Hepatitis A
- 3 or 4 Hib (Haemophilus Influenza Type B)³
- 4 PCV (Pneumococcal)



A student 4 years old entering
Pre-Kindergarten

- 5 Diphtheria/Tetanus/Pertussis (DTaP)
- 4 Polio
- 2 Varicella (chickenpox) – if no history of disease²
- 2 Measles, Mumps & Rubella (MMR)
- 3 Hepatitis B
- 2 Hepatitis A
- 3 or 4 Hib (Haemophilus Influenza Type B)³
- 4 PCV (Pneumococcal)



A student 5–10 years old entering
Kindergarten thru Fifth Grade

- 5 Diphtheria/Tetanus/Pertussis (DTaP)
- 4 Polio
- 2 Varicella (chickenpox) – if no history of disease²
- 2 Measles, Mumps & Rubella (MMR)
- 3 Hepatitis B
- 2 Hepatitis A (if born on or after 01/01/05)



A student 11 years & older entering
Sixth thru Twelfth Grade

- 5 Diphtheria/Tetanus/Pertussis (DTaP/Td)
- 1 Tdap
- 4 Polio
- 2 Varicella (chickenpox) – if no history of disease²
- 2 Measles, Mumps & Rubella (MMR)
- 3 Hepatitis B
- 1 Meningococcal
- 3 Human Papillomavirus Vaccine (HPV) –Students in grades 6 thru 11 or parent may sign approved vaccine refusal form available at www.doh.dc.gov



¹ At all ages and grades, the number of doses required varies by a child's age and how long ago they were vaccinated. Please check with your child's school nurse or health care provider for details.

² All Varicella/chickenpox disease histories **MUST** be verified/diagnosed by a health care provider (MD, NP, PA, RN) and documentation **MUST** include the month and year of disease.

³ The number of doses is determined by brand used.



DISTRICT OF COLUMBIA UNIVERSAL HEALTH CERTIFICATE INSTRUCTIONS

This form replaces all forms dated before February 24, 2009. This District of Columbia Universal Health Certificate (DCUHC) will be used for entry into Child Care Facilities, Head Start and DC public, private and parochial schools.

Exception: It cannot be used to replace EPSDT forms or the Department of Health Oral Health Assessment Form. The DCUHC was developed by the DC Department of Health and follows the American Academy of Pediatrics (AAP) guidelines for child and adolescent preventive health care; from birth to 21 years of age. **This form is a confidential document**, consistent with the requirements of the *Health Insurance Portability and Accountability Act of 1996 (HIPAA)* for health providers, and the *Family Educational Rights and Privacy Act of 1974 (FERPA)* for educational institutions.

General Instructions: Please use a black ball point pen when completing this form.

Part 1: Child's Personal Information:

Parent or Guardian: Please complete all of your child's personal information including the child's last name, first and middle name, date of birth and gender. Also include your name, phone number, home address, the ward in which the address is located, and the name and phone number of an emergency contact in case you cannot be reached. Provide the name of the school or child care facility. Check the box that describes your child's type of health insurance coverage. If the child's type of insurance coverage is not listed, check "other" and write the type of coverage in the space provided. Write the name of your child's primary care provider (doctor). If your child does not have a primary care provider, write "none" in the space provided. **This form will not be complete without the parent or guardian's signature in Part 5.**

Part 2: Child's Health History, Examination & Recommendations: (To be completed by the health care provider). Please mark all relevant boxes.

- **Date of Health Exam:** All children must have a physical examination by a physician or certified nurse practitioner as per the AAP Guidelines. The date entered here must indicate the date of the examination.
- **WT:** Child's weight in either pounds (LBS) or kilograms (KG); **HT:** Child's height in either inches (IN) or centimeters (CM).
- **BP:** If a child is three years of age or older, write the blood pressure value in the box and check if normal or abnormal. If abnormal, provide an explanation and resolution in Part 2: Section A.
- **Body Mass Index (BMI):** If the child is 2 years of age or older, the BMI has to be calculated and recorded inclusive of percentile.
- **HGB/HCT:** Hemoglobin (HGB) or Hematocrit (HCT) is **required for Head Start children**. Also, anemia screening is recommended for menstruating adolescents based on AAP guidelines. Please record blood level and indicate which test was performed by circling HGB, HCT or both.
- **HEALTH CONCERNS:** The health care provider must perform the following health screens: asthma, seizure, diabetes, language, developmental/behavioral and other disorders that may require special health care needs." For any of the health screens where there are "HEALTH CONCERNS," the health care provider must check the box indicating that the proper referral has been made or the child is currently being treated (Rx) for the concern. If there are NO/NONE "HEALTH CONCERNS", then check the "NO" or "None" box in each health screening area.
- **SPECIAL NOTE:** "Annual Dentist Visit" – for children three years of age and older, the health care provider must indicate whether a dentist has screened or examined the child within the last 12 months. If "No", the child should be referred to a dentist.
- **A:** Please note any significant health history, conditions, communicable illness and restrictions that may affect the child's ability to perform in a school-related activity or program or mark "NONE".
- **B:** Please note any significant allergies that may require **emergency medical care** at a school-related activity or program or mark "NONE".
- **C:** Please note any long-term medications, over-the-counter drugs or special care requirements at a school-related activity or program or mark "NONE".
- **SPECIAL NOTE:** Please note any medications or treatments required at a school-related activity or program in Part 2: Section C and complete a Physician's Medication Authorization Order and attached it to the health certificate.

Part 3: Tuberculosis & Lead Exposure Risk Assessment & Testing:

- **TUBERCULOSIS (TB) RISK ASSESSMENT:** Perform risk assessment for TB as defined by the *AAP Tuberculin Skin Test Recommendations for Infants, Children and Adolescents in the 2006 AAP RED BOOK, 27th Ed., page 682*. Current DC regulations require one TST (Tuberculin Skin Test) for all children entering child care or school; whichever comes first. TST is also required for all children who are assessed as **HIGH RISK OF EXPOSURE**. Please note the test and mark the test outcome (negative or positive). **If the TST is positive, then mark the chest X-Ray outcome (CXR) and whether the child was treated. All positive TSTs must be reported to the DC T.B. Control Program on 202-698-4040.**
- **LEAD EXPOSURE RISKS:** DC law requires that all children are tested between 6 and 14 months of age and again between 22 and 26 months. DC law also requires that if a child is more than 26 months old and has not yet been tested for lead exposure, that child must be screened twice prior to age 6. Please document both the "Date" and "Result" of most recent lead test. Please indicate if "Pending." "Pending" results will be valid for two months from date of testing and will not exclude a child from school-related activity or program. **ALL lead tests must be reported electronically by labs to the DC Childhood Lead Poisoning Prevention Program. For detailed instructions, call 202-654-6036/6037. Providers may fax results to: 202-481-3770.**

Part 4: Required Provider (physician or nurse practitioner) Certification and Signature:

The provider will respond by marking "Yes" or "No" to the following statements:

The child was appropriately examined with a review of the health history;

The child is cleared for competitive sports (based on the assessment and consistent with the AAP Pre-participation Physical Evaluation 2nd Ed. (1997); and The child has received age-appropriate screenings (in accordance with AAP and EPSDT guidelines) within the current year. If "No" is marked, explain the reason in the space provided. All information will be kept confidential.

Part 5: Required Parent/Guardian Signatures. (Release of Health Information).

The parent or guardian must print their name; provide a signature and the date. By signing this section the parent or guardian gives permission to the health provider to share the health information on this form with the child's school, child care facility, camp or appropriate DC Government agency.

DISTRICT OF COLUMBIA UNIVERSAL HEALTH CERTIFICATE

Part 6: IMMUNIZATION INFORMATION

General Instructions: Please use black ball point pen when completing form

Child/Student Personal Information: Print clearly child/student's last name, first name, and middle name/initial. Enter date of birth as mm/dd/yr. Indicate sex of child/student by checking female or male. Indicate name of school or child care facility child attends.

Section 1: Immunization Information – Enter clearly date (mm/dd/yy) vaccine(s) administered or attach equivalent copy with provider's signature and date. As required by D.C. Law 3-20, "Immunization of School Students Act of 1979" and DCMR Title 22, Chapter 1 (revised May 2, 2008), the following immunizations are required.

Instructions: Find the age of the child/student in the column labeled "Child's Current Age". Read across the row for each required vaccine. The number in the box is the number of doses required for that vaccine based on the CURRENT age or grade level of the child. The age range in the column does not mean that the child has until the highest age in that range to meet compliance. Any child whose age falls within that range must have received the required number of doses based on his/her CURRENT age in order to be in compliance.

Vaccine types and dosage numbers required for children enrolled in Child Care Programs ^{1,2}											
Child's Current Age	DTaP/DTP/DT	Polio ³	Hib ⁷	MMR ⁸	Varicella ⁹ (Chickenpox)	Hepatitis B ¹⁰	Hepatitis A ¹¹	Pneumococcal Conjugate ¹²	Meningococcal ¹³	Human Papillomavirus (HPV)	
Less than 2 months	0	0	0	0	0	1	0	0	0	0	
2 - 3 months	1	1	1	0	0	1	0	1	0	0	
4 - 5 months	2	2	2	0	0	2	0	2	0	0	
6 - 11 months	3	3	2/3	0	0	3	0	3	0	0	
12 - 14 months	3	3	3/4	1	1	3	1	4	0	0	
15 - 23 months	4	3	3/4	1	1	3	1	4	0	0	
24 - 47 months	4	3	3/4	1	1	3	1	4	0	0	
48 - 59 months	5 ⁴	4 ⁵	3/4	2	2	3	2	4	0	0	
Vaccine types and dosage numbers required for children enrolled in Public, Charter, Parochial and Private Schools ^{1,2}											
Grade Level	DTaP/DTP/DT Td/Tdap	Polio ³	Hib	MMR ⁸	Varicella ⁹ (Chickenpox)	Hepatitis B ¹⁰	Hepatitis A ¹¹	Pneumococcal Conjugate	Meningococcal ¹³	Human Papillomavirus ¹⁴ (HPV)	
Grade (Ungraded)											
Grades K - 5 (5 - 10 yrs)	5 ⁴	3	0	2	2	3	2	0	0	0	
Grades 6 - 12 (11 - 18+ yrs)	6 ^{4,5}	4	0	2	2	3	2	0	0	0	

¹**Spacing:** Doses must be appropriately spaced and given at appropriate age. Vaccine doses administered up to 4 days before minimum interval or age are counted as valid. Exception: Two live virus vaccines that are not administered on same day, must be separated by a minimum of 28 days.

²**Exemptions:** Medical exemptions from immunizations may be granted for valid reasons with proper documentation from health care provider (Section 2). Blood titers may be obtained in lieu of immunizations (Section 3). A copy of the lab report must be submitted to school/child care facility. Documentation for religious exemptions must be submitted by parent/guardian to the school/child care facility.

³**DTP/DTaP:** Five (5) doses of DTP/DTaP are required at 4 years of age for school entry unless 4th dose was given on or after the 4th birthday. Interval between dose 4 and dose 5 of DTP/DTaP must be 6 months.

⁴**Td/Tdap:** Three (3) doses of Td required if primary series started after 7th birthday. If ≥11 years old, one of three doses must be tetanus, diphtheria, and pertussis (Tdap) vaccine dose. Tdap booster required five years after last dose of tetanus, diphtheria-containing vaccine. Td booster required every 10 years.

⁵**Tdap:** Student must meet the minimum prior requirement for the 4th or 5th doses of DTP/DTaP vaccine and have one (1) dose of Tdap.

⁶**Polio:** Four doses are required at age 4 for school entry, unless the third dose of an all-IPV or all-OPV schedule is given on or after the 4th birthday, in which only 3 doses are needed. However, if the sequential or mixed IPV/OPV schedule was used, four doses are required to complete the primary series. Polio is not routinely given for students ≥ 18 years of age.

⁷**Hib:** The number of primary doses is determined by vaccine product and age the series begins. The last dose of Hib must be administered on or after 12 months of age, however, if only one (1) dose is given, it must be administered on or after 15 months of age. The vaccine is not required for students 5 years of age and older.

⁸**MMR:** Second dose required at 4 years of age. First dose must be given on or after the first birthday. Second dose may be given one month after the first dose. MMR and Varicella must be given on the same day or separated by 28 days.

⁹**Varicella:** Second dose required at 4 years of age. First dose must be given on or after the first birthday. If first dose given between 12 months and 12 years of age, second dose is given 3 months after first dose; if first dose is given at ≥ 13 years, 2nd dose may be given one month after first dose. The Varicella vaccine is not required for a student who has a history of chickenpox verified by a primary care provider and includes the month and year of disease.

¹⁰**Hepatitis B:** If monovalent hepatitis B vaccine is given in conjunction with a combination vaccine, i.e. DTaP-IPV-Hepatitis B, four doses of hepatitis B is acceptable; however, dose 3 or 4 must be given at age 24 weeks or later and at least 8 weeks after the previous dose. If monovalent hepatitis B vaccine is administered, dose 3 must be given at least 16 weeks after dose one and at least 8 weeks after dose 2. For students 11-15 years old, a clearly documented 2-dose adult hepatitis B vaccine (Recombivax) is acceptable.

¹¹**Hepatitis A:** Required for students born on or after January 1, 2005.

¹²**Pneumococcal:** The number of pneumococcal doses required depends on the student's current age and the age when the first dose was administered. Administer 1 dose to healthy children aged 24 through 59 months who are not completely vaccinated for their age. The vaccine is not required for students 5 years of age and older.

¹³**Meningococcal:** Required at age 11 years of age and older.

¹⁴**HPV:** Required for students entering the sixth grade for the first time. Information concerning human papillomavirus (HPV) and the HPV vaccine must be provided to parent/guardian or student. A parent/guardian may sign a form approved by the Department of Health to "Opt-Out".

Section 2: Medical Exemption – Complete this section if there exist a medical contraindication which prevents the child from receiving one or more immunizations in a timely manner consistent with D.C. Law 3-20 & ACIP recommendations. Check all contraindicated vaccines and provide a reason for contraindication. If the medical exemption is permanent, check appropriate space. If medical exemption is temporary, check the appropriate space and enter the date it expires. Medical provider must sign, print name or stamp and date this section.

Section 3: Alternative Proof of Immunity – Complete this section if blood titers are used to show proof of immunity. Check vaccine(s) which blood titer were obtained. Attach a copy of the titer results. Medical provider must sign, print name or stamp and date this section.



DISTRICT OF COLUMBIA UNIVERSAL HEALTH CERTIFICATE

Part 1: Child's Personal Information

Parent/Guardian: Please complete Part 1 clearly and completely & sign Part 5 below.

Child's Last Name:	Child's First & Middle Name:	Date of Birth:	Gender: <input type="checkbox"/> M <input type="checkbox"/> F	Race/Ethnicity: <input type="checkbox"/> White Non Hispanic <input type="checkbox"/> Black Non Hispanic <input type="checkbox"/> Hispanic <input type="checkbox"/> Asian or Pacific Islander <input type="checkbox"/> Other
Parent or Guardian Name:	Telephone: <input type="checkbox"/> Home <input type="checkbox"/> Cell <input type="checkbox"/> Work	Home Address:		Ward:
Emergency Contact Person:	Emergency Number: <input type="checkbox"/> Home <input type="checkbox"/> Cell <input type="checkbox"/> Work	City/State (if other than D.C.):		Zip code:
School or Child Care Facility:	<input type="checkbox"/> Medicaid <input type="checkbox"/> Private Insurance <input type="checkbox"/> None <input type="checkbox"/> Other	Primary Care Provider (PCP):		

Part 2: Child's Health History, Examination & Recommendations

Health Provider: Form must be fully completed.

DATE OF HEALTH EXAM:	WT <input type="checkbox"/> LBS <input type="checkbox"/> KG	HT <input type="checkbox"/> IN <input type="checkbox"/> CM	BP: ^(P3 Yrs) <input type="checkbox"/> NML <input type="checkbox"/> ABNL	Body Mass Index (BMI) ^(P2 Yrs) %
HGB / HCT <small>(Required for Head Start)</small>	Vision Screening Right 20/____ Left 20/____ <input type="checkbox"/> Glasses <input type="checkbox"/> Referred		Hearing Screening Pass _____ Fail _____ <input type="checkbox"/> Referred	
HEALTH CONCERNS:				
HEALTH CONCERNS:		HEALTH CONCERNS:		
Asthma	<input type="checkbox"/> NO <input type="checkbox"/> YES	<input type="checkbox"/> Referred <input type="checkbox"/> Under Rx	Language/Speech	<input type="checkbox"/> NONE <input type="checkbox"/> YES
Seizure	<input type="checkbox"/> NO <input type="checkbox"/> YES	<input type="checkbox"/> Referred <input type="checkbox"/> Under Rx	Development/Behavioral	<input type="checkbox"/> NONE <input type="checkbox"/> YES
Diabetes	<input type="checkbox"/> NO <input type="checkbox"/> YES	<input type="checkbox"/> Referred <input type="checkbox"/> Under Rx	Other	<input type="checkbox"/> NONE <input type="checkbox"/> YES
ANNUAL DENTIST VISIT: (Age 3 and older) Has the child seen a Dentist/Dental Provider within the last year? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Referred				

A. Significant health history, conditions, communicable illness, or restrictions that may affect school, child care, sports, or camp.
 NONE YES, please detail:

B. Significant food/medication/environmental allergies that may require emergency medical care at school, child care, camp, or sports activity.
 NONE YES, please detail:

C. Long-term medications, over-the-counter drugs (OTC) or special care requirements.
 NONE YES, please detail (For any medications or treatment required during school hours, a Physician's Medication Authorization Order should be submitted with this form)

Part 3: Tuberculosis & Lead Exposure Risk Assessment & Testing:

TB RISK ASSESSMENTS	<input type="checkbox"/> HIGH → <input type="checkbox"/> LOW	Tuberculin Skin Test (TST) DATE:	<input type="checkbox"/> NEGATIVE <input type="checkbox"/> POSITIVE	If TST Positive <input type="checkbox"/> CXR NEGATIVE <input type="checkbox"/> CXR POSITIVE <input type="checkbox"/> TREATED	Health Provider: POSITIVE TST should be referred to PCP for evaluation. For questions, call T.B. Control: 202-696-4040
LEAD EXPOSURE RISKS	<input type="checkbox"/> YES → <input type="checkbox"/> NO	LEAD TEST DATE:	RESULT:	Health Provider: ALL lead levels must be reported to DC Childhood Lead Poisoning Prevention Program. Fax: 202-481-3770	

Part 4: Required Provider Certification and Signature

YES NO This child has been appropriately examined & health history reviewed. At time of exam, this child is in satisfactory health to participate in all school, camp or child care activities except as noted above.

YES NO This athlete is cleared for competitive sports.

YES NO Age-appropriate health screening requirements performed within current year. If no, please explain:

Print Name	MD/NP Signature	Date
Address	Phone	Fax

Part 5: Required Parental/Guardian Signatures. (Release of Health Information)

I give permission to the signing health examiner/facility to share the health information on this form with my child's school, child care, camp, or appropriate DC Government Agency.

Print Name	Signature	Date
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DISTRICT OF COLUMBIA UNIVERSAL HEALTH CERTIFICATE

Student's Name: _____ / _____ / _____ Date of Birth: ____/____/____
Last First Middle Mo. /Day/ Yr.

Sex: Male Female School or Child Care Facility: _____

Section 1: Immunization: Please fill in or attach equivalent copy with provider signature and date.

IMMUNIZATIONS	RECORD COMPLETE DATES (month, day, year) OF VACCINE DOSES GIVEN						
	1	2	3	4	5	6	7
Diphtheria, Tetanus, Pertussis (DTP,DTaP)							
DT (<7 yrs./ Td (>7 yrs.)							
Tdap Booster							
Haemophilus influenza Type b (Hib)							
Hepatitis B (HepB)							
Polio (IPV, OPV)							
Measles, Mumps, Rubella (MMR)							
Measles							
Mumps							
Rubella							
Varicella							
Chicken Pox Disease History: Yes <input type="checkbox"/> When: Month _____ Year _____							
Verified by: _____ (Health Care Provider)							
Name & Title _____							
Pneumococcal Conjugate							
Hepatitis A (HepA) (Born on or after 01/01/2005)							
Meningococcal Vaccine							
Human Papillomavirus (HPV)							
Influenza (Recommended)							
Rotavirus (Recommended)							
Other							

Signature of Medical Provider _____ Print Name or Stamp _____ Date _____

Section 2: MEDICAL EXEMPTION: For Health Care Provider Use Only.

I certify that the above student has a valid medical contraindication to being immunized at the time against: (check all that apply)

Diphtheria: () Tetanus: () Pertussis: () Hib: () HepB: () Polio: () Measles: () Mumps: () Rubella: () Varicella: () Pneumococcal: ()
 HepA: () Meningococcal: () HPV: ()

Reason: _____

This is a permanent condition () or temporary condition () until ____/____/____.

Signature of Medical Provider _____ Print Name or Stamp _____ Date _____

Section 3: Alternative Proof of Immunity: To be completed by Health Care Provider or Health Official

I certify that the student named above has laboratory evidence of immunity: (Check all that apply & attach a copy of titer results)

Diphtheria: () Tetanus: () Pertussis: () Hib: () HepB: () Polio: () Measles: () Mumps: () Rubella: () Varicella: () Pneumococcal: ()
 HepA: () Meningococcal: () HPV: ()

Signature of Medical Provider _____ Print Name or Stamp _____ Date _____

District of Columbia Oral Health (Dental Provider) Assessment Form

Parent/Guardian Instructions:

Part 1: Please complete all sections including child's race or ethnicity. Please indicate the ward of your home address, list primary care provider, dental provider, and type of dental insurance. If the child has no dental provider and is uninsured, then please write "None" in each box.

Part 2: By signing this section the parent or guardian gives permission to the dentist or facility to share the oral health information on this form with the child's school, childcare, camp, Department of Health, or the entity representing this document. All information will be kept confidential. This form will not be completed without parent/guardian signature. The parent/guardian must sign, print and date this part.



Part 1: Child's Personal Information (to be completed by the parent/guardian)

Child's Last Name:	Child's First & Middle Name:	Date of Birth: MM/DD/YYYY	Gender: <input type="checkbox"/> M <input type="checkbox"/> F	School or Child Care facility: Grade:
Parent/Guardian Name 1:	Telephone 1: <input type="checkbox"/> Home <input type="checkbox"/> Cell <input type="checkbox"/> Work	Home Address:		Ward:
Parent/Guardian Name 2:	Telephone 2: <input type="checkbox"/> Home <input type="checkbox"/> Cell <input type="checkbox"/> Work	Emergency Contact:		Telephone:
Race Ethnicity: <input type="checkbox"/> White Non-Hispanic <input type="checkbox"/> Black Non-Hispanic <input type="checkbox"/> Hispanic <input type="checkbox"/> Asia or Pacific Islander <input type="checkbox"/> Other				
Primary Care Provider (Medical):		Dentist/Dental Provider:		Type of Dental Insurance: <input type="checkbox"/> Medicaid <input type="checkbox"/> Private Insurance <input type="checkbox"/> None <input type="checkbox"/> Other

Part 2: Required Parent/Guardian Signatures

Parent/Guardian Release of Health Information

I give permission to the signing health examiner or facility to share the health information on this form with my child's school, childcare, camp, or Department of Health.

PRINT NAME of parent/guardian:

SIGNATURE of parent/guardian:

Date:

Dental Provider Instructions:

Part 3: Circle Yes or No in findings column. For Yes, please explain in Comments Section.

Part 4: Indicate whether the child has been appropriately examined and if treatment is complete. If treatment is incomplete, refer patient for follow up care. Dentist must sign, date, and provide required information.

Part 3: Child's Findings and Parent Recommendations (please indicate in findings column)

CONFIDENTIAL FORM

	Findings	Comments
Gingival inflammation	Y N	
Plaque and/or calculus	Y N	
Abnormal gingival attachments	Y N	
Malocclusion	Y N	
Treated Dental Caries	Y N	
Untreated dental caries	Y N	<input type="checkbox"/> Check box if Urgent
Sealants on permanent molars	Y N	
Cleft lip and palate	Y N	
Preventative services completed	Y N	What kinds of preventative services were completed? <input type="checkbox"/> Prophylaxis <input type="checkbox"/> Fluoride <input type="checkbox"/> Oral Hygiene

Part 4: Final Evaluation/Required Dental Provider Signatures

This child has been appropriately examined. Treatment is completed is not completed under treatment refused treatment not necessary.
The child has ongoing urgent non-urgent treatment needs and is under treatment by me or has been referred to:

DDS/DMD Signature:

Print Name:

Address:

Fax:

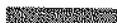
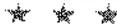
Phone:

Date:

District of Columbia Health Certificate:

This Form replaces the previous version of the District of Columbia Oral Health (Dental Provider) Assessment Form used for entry into DC Schools, all Head Start programs, Childcare providers, camps, all school programs, sports or athletic participation, or any other District of Columbia activity requiring a physical examination. The form was approved by the DC Department of Health and follows the American Academy of Pediatric Dentistry (AAPD) Guidelines on Mandatory School-Entrance Oral Health Examination. AAPD recommends that a child be given an oral health exam within 6 months of eruption of the child's first tooth and no later than his or her first birthday. The DC Department of Health recommends that children 3 years of age and older have an oral health examination performed by a licensed dentist and have the DC Oral Health Assessment Form completed. This form is a confidential document. Confidentiality is adherent to the Health Insurance Portability and Accountability Act of 1996 (HIPAA) for the health providers, and the Family Education Rights and Privacy Act (FERPA) for the DC Schools and other providers.

GOVERNMENT OF THE DISTRICT OF COLUMBIA
Department of Health



Human Papillomavirus (HPV) Vaccination Opt-Out Certificate

INSTRUCTIONS FOR COMPLETING THIS FORM

Section 1: Enter student information

Section 2: Have parent/guardian or student (if 18 years of age or older) sign and date after reading the HPV Information Statement.

Section 1: Student Information			
Name of School			
Student Name:		Date of Birth:	Grade:
Street Address:	City:	Zip Code:	Phone:
Name and Address of Healthcare Provider:	City:	Zip Code:	Phone:

Beginning in 2009 and in accordance with D.C. Law 17-10 (Human Papillomavirus Vaccinations and Reporting Act of 2007), the parent or legal guardian of a student enrolling in grades 6 through 11 for the first time at a school in the District of Columbia is required to submit certification that the student has:

1. Received the Human Papillomavirus (HPV) vaccine; or
2. Not received the HPV vaccine because:
 - a. The parent or guardian has objected in good faith and in writing to the chief official of the school that the vaccination would violate his or her religious beliefs;
 - b. The student's physician, his or her representative or the public health authorities has provided the school with written certification that the vaccination is medically inadvisable; or
 - c. The parent or legal guardian, in his or her discretion, has elected to opt out of the HPV vaccination program by signing a declaration that the parent or legal guardian has been informed of the HPV vaccination requirement and has elected not to participate.

Section 2: Signatures

Opt-Out for Human Papillomavirus (HPV) Vaccine

I have received and reviewed the information provided on HPV and the benefits of the HPV vaccine in preventing cervical cancer and genital warts if it is given to preteen girls and boys. After being informed of the risk of contracting HPV and the link between HPV and cervical cancer, other cancers and genital warts, I have decided to opt-out of the HPV requirement for the above named student. I know that I may readdress this issue at any time and complete the required vaccinations.

Signature of Parent/Guardian or Student if >18 years

Date

Print Name of Parent/Guardian or Student if >18 years

Updated January 2014 (SY 2014-2015)

HUMAN PAPILOMAVIRUS INFORMATION

Genital human papillomavirus (HPV) is the most common sexually transmitted virus in the United States. There are about 100 types of HPV. Most infections don't cause any symptoms and go away on their own. HPV is important mainly because it can cause cervical cancer in women and several less common types of cancer in both men and women. It can also cause genital warts and warts of the upper respiratory tract. There is no cure for HPV, but the problems it causes can be treated.

About 20 million people in the U.S. are infected, and about 6 million more get infected each year. HPV is usually spread through sexual contact. More than 50% of sexually active men and women are infected with HPV at some time in their lives. Every year in the U.S., about 12,000 women get cervical cancer and 4,000 die from it with rates of cervical cancer in DC being higher than national averages.

HPV vaccine is an inactivated vaccine (not live) which protects against four major types of HPV. These include two types that cause about 70% of cervical cancer and 2 types that cause about 90% of genital warts. HPV vaccine can prevent most genital warts and most cases of cervical cancer.

Protection is expected to be long-lasting. But vaccinated women still need cervical cancer screening because the vaccine does not protect against all HPV types that cause cervical cancer.

HPV vaccine is routinely recommended for girls and boys 11-12 years of age, but may be given as early as age 9 years. It is important for girls and boys to get HPV vaccine before their first sexual contact-because they have not been exposed to HPV. The vaccine protects against some -- but not all -- types of HPV. However, if female or male is already infected with a type of HPV, the vaccine will not prevent disease from that type. It is still recommended that females and males with HPV get vaccinated. In addition, the HPV vaccine can prevent vaginal and vulvar cancer in females, and genital warts and anal cancer in both males and females.

The vaccine is also recommended for females 13-26 years of age and males 13-21 years of age (or to age 26 in some cases) who did not receive it when they were younger. It may be given with any other vaccines needed.

HPV vaccine is given as a three-dose series:

- **1st Dose:** Now
- **2nd Dose:** two months after Dose 1
- **3rd Dose:** six months after Dose 1

People who have had a life-threatening allergic reaction to yeast, are pregnant, moderate to severe illness should not receive the vaccine. Side effects are mostly mild, including itching, pain, redness at the injection site and a mild to moderate fever.

If additional information is needed, please contact your healthcare provider, the D.C. Department of Health Immunization Program at (202) 576-9342 or the Centers for Disease Control and Prevention (CDC) at 1-800-CDC-INFO (1-800-232-4636).



Free And Reduced Price Meals (FARM) Application

School breakfast, after school snack, and after school supper are free for all students. For school year 2014-15, approximately 75 schools will be certified for the Community Eligibility Provision (CEP), which allows all children at those schools to receive lunch meals at no charge. Households in which all students attend CEP schools are not required to submit a FARM application for 2014-15. For schools that are certified by the CEP, refer to the DCPS website.

In order to qualify for free or reduced price meals, a FARM Application must be completed. One FARM application should be completed per household, even if students in the household attend different DCPS schools.

2014-15 FARM Applications will be available in late June 2014, and cannot be submitted prior to July 1, 2014. Applications will be available in the main office of each non-CEP DCPS school and online in various languages. To submit an application after July 1, 2014:

1. Submit a paper application to your youngest child's school that accepts applications (note: Schools within the CEP do not accept applications);
2. Submit an application online through a secure e-form; or
3. Mail the application to: DC Public Schools, Office of Food and Nutrition Services
1200 First St. NE, 11th Floor, Washington, DC 20002

All DCPS students will carry their 2013-14 meal payment status with them through Sept. 30, 2014. As of Oct. 1, 2014, all students in non-CEP schools that have not submitted an application will automatically be required to pay for lunch meals.

Allergies and Dietary Accommodations

DCPS recognizes that students may have important and varied dietary needs. The "Students with Special Dietary Needs Form" found on the reverse side of this sheet allows parents to notify schools of their child's dietary needs. **Please note that this form must be filled out every school year because dietary needs change over time.**

Steps in using the Students with Special Dietary Needs Form:

1. This form requires a licensed medical provider's signature (except for lactose intolerances which only require a parent/guardian signature).
2. Completed forms must be turned in to your school nurse.
3. The school nurse will inform school staff of the student's needs to ensure safety at all times.
4. The schools nurse will forward the form to the Office of Food and Nutrition Services which will ensure accommodations are made for all food served through the cafeteria.

Additional information regarding food accommodations as well as the "Religious/Philosophical Dietary Accommodations Application" can be found online at:

dcps.dc.gov/DCPS/Beyond+the+Classroom/Food+Services/Food+Accommodations.

For additional questions or concerns, please contact the Office of Food and Nutrition Services at: food.dcps@dc.gov, (202) 442-5112, or dcps.dc.gov/DCPS/Beyond+the+Classroom/Food+Services.



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Please turn in this form to the nurse at your child's school. The nurse will then inform school staff and the Office of Food & Nutrition Services of your child's needs.

**Students with Special Dietary Needs Form
School Year 2014-2015**

If the student has special nutritional or feeding needs, complete this form and have it signed by a recognized medical authority. If nutrition needs are indicated in an IEP, please attach a copy of the IEP.		
Student's Name:	ID:	Date of Birth:
Name of School:	Grade Level:	Teacher's Name: (if known)
Does the student have a disability? If yes, describe the major life activities affected by the disability:		
List Special Diet or Dietary Restrictions:		
Food Allergies or Intolerances:		
Foods to be Substituted:		
List foods that need changes in texture. If all foods need to be prepared in this manner, indicate "All." Use an additional sheet if necessary.		
Food requiring texture modifications	Modification (chopped, finely ground, pureed or blended, thickened liquids)	Other instructions (including special eating/feeding patterns, feeding techniques, and equipment needed)
Parent/Guardian Name:		Phone:
		Email:
Medical Provider Name:		Phone:
<small>(physicians, physician assistants, nurse practitioners, etc.)</small>		
Additional Contact Name:		Phone:
Additional Contact Name:		Phone:

Signature of Parent or Guardian

Date

Signature of Medical Provider

Date



Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students age 18 or older ("eligible students") certain rights with respect to the student's education records. These rights are as follows:

(1) The right to inspect and review the student's education records within 45 days of the day the District of Columbia Public Schools (DCPS) receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school principal or other appropriate school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students may write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If DCPS decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent (in writing) to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. For example, FERPA authorizes disclosure without consent to school officials whom DCPS has determined to have legitimate educational interests. A school official is a person employed by DCPS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person or company with whom DCPS has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); an official of another school system where a student seeks or intends to enroll, or where the student is already enrolled; or a parent, student or other volunteer serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(4) The right to withhold disclosure of directory information. At its discretion, DCPS may disclose basic "directory information" that is generally not considered harmful or an invasion of privacy without the consent of parents or eligible students in accordance with the provisions of District law and FERPA. Directory information includes:

- | | |
|---|---|
| A. Student Name | F. Weight and Height of Members of Athletic Teams |
| B. Student Address | G. Diplomas and Awards Received |
| C. Student Telephone Listing | H. Student's Date and Place of Birth |
| D. Name of School Attending | I. Names of Schools Previously Attended |
| E. Participation in Officially Recognized Activities and Sports | J. Dates of Attendance |

Parents or eligible students may instruct DCPS to withhold any or all of the information identified above (i) by completing the "Release of Student Directory Information". Form is available at www.dcps.dc.gov/enroll or the local school, or (ii) by providing notice in writing to the Office of Data and Accountability at 1200 First St. NE, 12th Floor, Washington, DC 20002. The release or notification must be provided within 30 days of the issuance of this notice.

(5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by DCPS to comply with the requirements of FERPA. The name and address of the office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202.

RESIDENCY VERIFICATION GUIDELINES

Every school year, parents/guardians and other primary caregivers are required to verify D.C. residency for every registering student. The following guidelines provide a comprehensive view of the required documentation for proving residency in the District of Columbia for School Year 2014-2015.

Other primary caregivers are also required to present documentation that attest to their eligibility to enroll and verify residency for a student. Check with your local school for a listing of required documents.

Procedures for the Establishment of Residency

- Establish residency within 10 days of the time of initial enrollment. This verification shall take place no sooner than April 1st of the current school year (April 1, 2014).
- Provide *original documents* to the school representative as proof of residency. **Documents must be in the name of the enrolling parent or legal guardian.** Schools are required by law to copy your original documents for audit purposes.
- School official will provide an additional residency verification form that must be signed by the same enrolling parent/guardian/caregiver whose name appears on residency documents submitted at the time of enrollment.

REQUIREMENTS FOR PROVING RESIDENCY (OPTION 1)

ONE OF THE FOLLOWING ITEMS indicating name and address will suffice to establish District of Columbia residency:	
1. A pay stub issued within 45 days, with your DC Address and DC tax withholding	5. Proof of financial assistance from the DC Government
2. Supplemental Security Income annual benefits notification	6. A copy of D-40 form certified by the DC office of Tax & Revenue form
3. Verification Letter and Military Housing Orders; or DEERS Statement	7. Proof that the child is a ward of the District Columbia , in the form of a Court Order
4. An embassy letter indicating embassy sponsored housing in DC, embassy seal affixed	

REQUIREMENTS FOR PROVING RESIDENCY (OPTION 2)

<i>In the absence of items listed in Option 1, two (2) of the items listed below indicating name and address will suffice as proof of residency in the District of Columbia. The address and name on each submitted item must be the same.</i>	
1. Unexpired DC motor vehicle registration	3. Unexpired lease or rental agreement with receipt of payment within two months
2. Unexpired DC motor vehicle operator's permit or their official non-driver identification	4. One utility bill (only gas, electric and water bills are acceptable) with receipt of payment within two months

Documents shown on the Residency Verification Form and in these guidelines are acceptable for proving DC residency; alternative documents are not accepted. For questions or guidance, please call DCPS Office of Student Enrollment & School Funding- Student Residency Office, located at 1200 First Street, 9th Floor, (202) 442-5215.



ATTESTATION FOR OTHER PRIMARY CAREGIVER

This form is to be completed by a legal, medical, or social service professional attesting to the status of a person as an “other primary caregiver” to a minor child. All information provided herein may be verified after the child has been enrolled in the District of Columbia Public Schools, a District of Columbia public charter school, or other school providing educational services funded by the District of Columbia.

An “other primary caregiver” is a person other than a parent or court-appointed custodian or guardian who is the primary provider of care and support to a child who resides with him or her, and whose parent, custodian, or guardian is unable to supply such care and support. For the purpose of this form, “a parent unable to provide care and support” to a child if one of the conditions described in the check boxes below apply. A person seeking to enroll the student as “other primary caregiver” shall provide documentation, such as this form, that establishes his or her status as an “other primary caregiver” as well as documentation that establishes his or her residency status as required by District of Columbia law and regulations.

I, _____, and employed by _____, located at _____, and I hereby certify that _____, who resides at _____, is the other primary caregiver of _____, who resides at _____.

To the best of my knowledge the child’s parent, court appointed custodian or guardian is unable to provide care and support to the child, because the parent, court appointed custodian or guardian (check any that apply):

- has abandoned the child
- does not live with the child due to neglect and/or abuse
- suffers from a serious illness
- Other (please specify): _____
- is incarcerated
- is deceased
- has an active military assignment

My relationship to _____ is that of _____.
(Name of Child or Caregiver) (Specify)

I solemnly affirm under the penalties of perjury that the contents of the foregoing are true to the best of my knowledge, information, and belief.

Signature of Attesting Professional _____ Date _____
 Printed Name: _____ Title: _____
 Organization: _____ Contact Phone: _____

Penalty for False Information:

Any person, including any District of Columbia public school or public charter school official, who knowingly supplies false information to a public official in connection with student residency verification shall be subject to charges of tuition retroactively, and payment of a fine of not more than \$2,000 or imprisonment for not more than 90 days, but not both fine and imprisonment, pursuant to the District of Columbia Nonresident Tuition Act, approved September 8, 1960 and amended by the District of Columbia Public Schools and Public Charter School Student Residency Fraud Prevention Amendment Act of 2012 (D.C. Code §38-312). The case of any such person may be referred by the Office of the State Superintendent of Education to the Office of the Attorney General.



SWORN STATEMENT OF OTHER PRIMARY CAREGIVER

This form is to be completed by a person seeking to enroll a student under the status of “other primary caregiver”. It will serve as a sworn statement that the person enrolling the student is the “other primary caregiver” of that student. The facts given by the “other primary caregiver” may be verified after the child has been enrolled in the District of Columbia Public Schools, a District of Columbia public charter school, or other school providing educational services funded by the District of Columbia.

An “other primary caregiver” is a person other than a parent or court-appointed custodian or guardian who is the primary provider of care and support to a child who resides with him or her, and whose parent, custodian, or guardian is unable to supply such care and support. For the purpose of this form, a parent is “unable to provide care and support” to a child if one of the conditions described in the check boxes below apply. A person seeking to enroll a student as an “other primary caregiver” shall provide documentation, such as this sworn statement, that establishes his or her status as an “other primary caregiver” as well as documentation that establishes his or her residency status as required by D.C. law and regulations.

I, _____, certify that I am a District of Columbia resident, with my primary place of residence at _____
 (Other Primary Caregiver Name)
 _____ I am the other primary caregiver of _____
 (Address)
 _____ who resides with me at the above referenced address in the _____
 (Student Name)

District of Columbia. I am the child’s primary caregiver because his/her parent, custodian or guardian, _____, who currently resides at _____,
 (Parent/Custodian/Guardian Name) (Parent/Custodian/Guardian Address; if applicable)

is unable to provide primary care and support because he/she (check any that apply):

- has abandoned the child
- does not live with the child due to neglect and/or abuse
- suffers from a serious illness
- is incarcerated
- is deceased
- has an active military assignment

If none of the above descriptions apply, please use another means listed under Part B of the DC Residency Verification Form to prove “other primary caregiver” status.

What is your relationship to the child? _____

On what date did the child come under your primary care and support? _____

I solemnly affirm under the penalties of perjury that the contents of the foregoing are true to the best of my knowledge, information and belief.

 Signature of Other Primary Caregiver Date

Penalty for False Information:

Any person, including any District of Columbia public school or public charter school official, who knowingly supplies false information to a public official in connection with student residency verification shall be subject to charges of tuition retroactively, and payment of a fine of not more than \$2,000 or imprisonment for not more than 90 days, but not both fine and imprisonment, pursuant to the District of Columbia Nonresident Tuition Act, approved September 8, 1960 and amended by the District of Columbia Public Schools and Public Charter School Student Residency Fraud Prevention Amendment Act of 2012 (D.C. Code §38-312). The case of any such person may be referred by the Office of the State Superintendent of Education to the Office of the Attorney General.



Name of School:

DC RESIDENCY VERIFICATION FORM

Please refer to the Residency Verification Guidelines when using this form.

Part A. General Residency Verification (must be filled out by school official for all students)

I hereby certify that....., parent/guardian/caregiver of,
(Parent, Guardian or Caregiver Name) (Student Full Name)

.....,,
(Current DC Home Address) (Telephone No. (if applicable))

is the person who enrolled the student in school, and has presented the following as proof of his/her District of Columbia residency:

(A) One of the following items:

- A **pay stub**, issued within the past forty-five (45) days immediately preceding the school's review of residency documentation, that contains the name of the caregiver enrolling the student, shows his/her current DC home address, and withholding of DC personal income tax for the current tax year; or
- **Official documentation of financial assistance from the Government of the District of Columbia** and issued to the caregiver enrolling the student within the past twelve (12) months immediately preceding the school's review of residency documentation, including, but not limited to, Temporary Assistance for Needy Families (TANF), Medicaid, the State Child Health Insurance Program (SCHIP), housing assistance or other programs; or
- **Supplemental Security Income annual benefits notification** issued to the caregiver enrolling the student within the past twelve (12) months immediately preceding the school's review of residency documentation and indicating his/her current DC home address; or
- A **copy of Form D40** certified by the DC Office of Tax and Revenue, with the name of the caregiver enrolling the student as evidence of payment of DC taxes for prior tax year; or
- **Military housing orders** showing the student's name, the name of the caregiver enrolling the student, and their residency or home address in DC, or
- **Proof that the child is a ward of the District of Columbia**, in the form of a court order or official documentation from DC Child and Family Services Agency, (When this option is used as proof of residency, no signature is required for Part C of this form); or
- **Embassy letter**, with an issue date after April 1 of the current school year, showing the name of the caregiver enrolling the student, a statement indicating that the caregiver and the student live on embassy property in the District of Columbia, and an official embassy seal.

(B) Or, if the items listed above are not applicable, two (2) of the following items. (The address and name on each of the below items must be the same);

- Unexpired **DC motor vehicle registration** showing the name of the caregiver enrolling the student and his/her current DC home address;
- An unexpired **lease or rental agreement with receipts for payment or cancelled checks for payment of rent** for a period within two (2) months immediately preceding the school's review of residency documentation, for the current DC address at which the student actually resides;
- An unexpired **DC motor vehicle operator's permit** or official government issued non-driver identification in the name of the caregiver enrolling the student showing his/her current DC home address; or
- One **utility bill (only gas, electric, and water bills are acceptable) listing the name of the person enrolling the student and his/her current DC home address, with receipt of payment or cancelled check for payment of the bill.** The receipt of payment or cancelled check must be from a period within the two (2) months immediately preceding the school's review of residency documentation.

(C) Or none of the items listed above because one of the following apply:

- There is evidence that the **student is homeless** and the school's homeless liaison has provided the appropriate homeless referral documentation to OSSE. (When this option is used as proof of residency, no signature is required for Part C of this form)
- The person enrolling the student has consented to a home visit. The visit is complete and the **Home Visitation Residency Verification Form and Home Visitation Consent Form have been completed** to confirm residency.

I certify, under the penalties of perjury, that I have personally reviewed all the documents presented and affirm that the information represented above is true to the best of my knowledge, information, and belief. I also affirm that all supporting documentation to this form will be retained by the school and made available to OSSE, external auditors, and other agencies including but not limited to the DC Office of the Inspector General, DC Office of the Attorney General, etc. upon request.

.....
School Official's Signature Date



Part B. Other Primary Caregiver Verification (must be filled out by school official **ONLY** if student's primary caregiver is not a parent or court-appointed custodian or guardian)

An "other primary caregiver" is a person other than a parent or court-appointed custodian or guardian who is the primary provider of care and support to a child who resides with him or her, and whose parent, custodian, or guardian is unable to supply such care and support. Other primary caregivers must establish DC residency as required in Part A, in addition to establishing his/her status as an "other primary caregiver".

I hereby certify that the caregiver named in Part A of this form presented one (1) of the following documents evidencing his/her status as an "other primary caregiver":

- Records from the previous school year indicating that the student is in the care of the caregiver, including, but not limited to, a signed report card;
- Immunization or medical records issued within the last twelve (12) months immediately preceding the school's review of the residency documentation, indicating that the student is in the care of the caregiver;
- Official documentation from the federal government or the Government of the District of Columbia with an issue date within the last twelve (12) months immediately preceding the school's review of residency documentation, indicating that the caregiver receives public or medical benefits on behalf of the student, including, but not limited to, Supplemental Security Income annual benefits notification or TANF verification of income notice or recertification approval letter,
- A completed and signed Sworn Statement of Other Primary Caregiver form (issued by OSSE) indicating that he/she is the primary caregiver for the Student; or
- An Attestation for Other Primary Caregiver form (issued by OSSE) completed and signed by a legal, medical or social service professional attesting to the caregiver's status relevant to the student and issued within the last twelve (12) months immediately preceding the school's review of residency documentation.

I certify, under the penalty of perjury, that I have personally reviewed the documents presented and affirm that the information represented above pertaining to other primary caregiver verification is true to the best of my knowledge, information, and belief. I also affirm that all supporting documentation to this form will be retained by the school and made available to OSSE, external auditors, and other agencies including but not limited to the DC Office of the Inspector General, DC Office to the Attorney General, etc. upon request.

.....
(School Official's Signature)

.....
(Date)

Part C. Parent/Guardian/Caregiver or Adult Student Sworn Statement of DC Residency

Student Full Name: I hereby affirm that I am (check one):

- The parent/guardian/caregiver of the above named student
- The above named student (at least 18 years old or emancipated minor)

I affirm that I reside at (Address).

I understand that enrollment of the above named student in District of Columbia public schools or public charter schools, or other schools providing educational services funded by the District of Columbia, is based on my representation of DC residency, including this sworn statement of DC residency and my presentation of residency verification documentation. If this sworn statement is false, I understand that I am liable for payment of tuition for the student, and that the student may be withdrawn from school if payment of the full amount of tuition is not made. Additionally, I understand that, under D.C. Code §38-312, any person who knowingly supplies false information to a public official in connection with student residency verification shall be subject to payment of a fine of not more than \$2,000 or imprisonment for not more than 90 days, but not both a fine and imprisonment. I hereby waive my rights to confidentiality of information relative to my residence and understand that the District of Columbia will use whatever legal means it has at its disposal to verify my residence. I also agree to notify the school of any change of residence of myself or the student within three (3) school days of such change.

.....
(Printed Name of Parent/Guardian/Caregiver or Adult Student)

.....
(Phone Number)

.....
(Signature of Parent/Guardian/Caregiver or Adult Student)

.....
(Date)

Penalty for False Information:

Any person, including any District of Columbia public school or public charter school official, who knowingly supplies false information to a public official in connection with student residency verification shall be subject to charges of tuition retroactively, and payment of a fine of not more than \$2,000 or imprisonment for not more than 90 days, but not both fine and imprisonment, pursuant to the District of Columbia Nonresident Tuition Act, approved September 8, 1960 and amended by the District of Columbia Public Schools and Public Charter School Student Residency Fraud Prevention Amendment Act of 2012 (D.C. Code §38-312). The case of any such person may be referred by the Office of the State Superintendent of Education to the Office of the Attorney General.



Registration Requirements

<http://gis.pgcps.org/schoolfinder/findschool2.asp>

WHO MAY REGISTER A STUDENT?

Only a parent or court-appointed guardian may register a student in a Prince George's County Public School. If a student is residing with anyone else, they must either pay tuition to attend school, obtain legal court-appointed guardianship, or apply for a tuition waiver. For additional information, please call 301-952-6302. A child may not be registered on a notarized statement giving guardianship.

WHO NEEDS A TUITION WAIVER?

Pupils whose parent(s) or court-appointed guardian(s) is/are not bona fide residents of Prince George's county are considered non-resident pupils. Non-resident pupils may be enrolled in Prince George's County Public Schools if they are residing with a bona fide resident of the county, and request a waiver of tuition on behalf of the pupil. Waivers may be granted on the basis of extenuating circumstances of either financial hardship or home conditions. If the student, and the responsible adult with the student, identify themselves as being homeless, a waiver will be necessary only if living outside of Prince George's County. Please note that it is not necessary to apply for court-appointed guardianship to apply for a tuition waiver.

PROOF OF RESIDENCE

Proof of residence shall be a prerequisite of admission to the public schools. Such proof must have the parent's or court-appointed guardian's name and address listed. It must also be provided to school personnel with any change in residence. Parent(s) and guardian(s) who are registering their child(ren) in Prince George's County Public Schools for the first time must complete an Affidavit of Disclosure as required by law, verifying their legal residence. **Proof of residence** may be established by any of the following documents: settlement papers, lease agreement, rental receipt, deed of property, or a tax assessment bill. Additional items including recent mail may be required if there are concerns regarding the proof of residence. The documents must be **originals, not copies**. A copy of the proof of residence must be attached to the *PA-14, Student Registration Form*.

NOTE: If there is a question regarding the validity of one of the proofs, school personnel may require additional information, such as a recent utility bill or employment verification.

NOTARIZED SHARED HOUSING AFFIDAVIT

Some families will not have a house or apartment of their own, but will live with a relative or friend; therefore, a shared housing affidavit signed by both parties detailing the living arrangement may be used as proof of residence with the following conditions:**1)** All parties must sign the notarized affidavit;**2)** The relative or friend, with whom the parents reside, must show their proof of residence;**3)** Additional proof of residence (more than one item) is required of the parent. Proof items such as a statement from an employer showing the new address, bank statements, car registration, car insurance policy, government or official correspondence, etc.;**4)** The parent should be advised that the school system reserves the right to monitor this type of proof periodically or as needed, normally 30 days.

NOTE: A notarized affidavit should only be used when the parent/guardian and the student are living with relatives or friends.



- [Shared Housing Affidavit](#)
- [Shared Housing Affidavit - Espanol](#)

FOREIGN STUDENTS

If the primary language is other than English or the child was born outside the U.S., or has studied in a foreign school system, please refer to the **International Student Guidance Office, 301-445-8460**, for an interview and assistance in completing registration forms. *Students may not be accepted into a school until such an interview has taken place.* Prekindergarten students register directly at the school.

PROPER WITHDRAWAL FORMS

Withdrawal forms from the previous school student attended should accompany a student transferring to a new school; however, **DO NOT** keep students from registering if they have not been properly withdrawn from the previous school. The previous school should be notified that the student is now enrolled in your school and to verify grade placement.

PROOF OF AGE

Proof of age is required for all students being registered. An original proof of birth must be provided for students entering the school system for the first time. Sources for birth verification are listed on the *PA-14, Student Registration Form*. A copy of the proof of age must be attached to the *PA-14, Student Registration Form*. If a new student is already registered in one of Prince George's County public schools, call the previous school to see if a copy of the birth verification is already on file in the student's folder. If a copy is on file, you will not need a new copy.

CHANGING ADDRESS

If a student changes residence, only change a student's address while the student is in attendance at your school. If a student is moving during the summer, the child is to be withdrawn from the current school, and the new school will enter the new address. **Each time a student moves from one address to another, even within the same school, a *PA-14, Student Registration Form*, is completed.** Always make a copy of the proof of residence and attach it to the *PA-14, Student Registration Form*.

EARLY CHILDHOOD REGISTRATION

Head Start

CONTACT: Judy Hoyer Family Learning Center, 8908 Riggs Road, Adelphi, MD 20783 • 301-408-7100

Head Start is a national program that provides comprehensive child development programs to disadvantaged children from birth to age 5 and their families. The purpose of the program is to increase school readiness of young children in low-income families. Programs are provided at 39 sites in the county throughout the school year and during the summer, and include services for students with disabilities. For site locations and registration information, contact the Head Start Program Office at 301-408-7100. *Families must meet program income eligibility guidelines.*

Prekindergarten

CONTACT: Early Childhood Office • Instructional Support Services Center, 9201 East Hampton Drive, Capitol Heights, MD 20743 • 301-808-2707



Prince George's County Public Schools prekindergarten program provides early childhood education to four-year-olds to help prepare them for kindergarten. As mandated by the State of Maryland, children admitted to the prekindergarten program in the public schools shall be four (4) years old on or before September 1 of the school year in which they are applying. Early entrance will be considered for children turning four (4) years of age between September 2 and October 15 of the school year for which they are requesting early entrance. Those seeking early entrance into prekindergarten must be deemed developmentally delayed based on an early entrance assessment. For detailed information on prekindergarten admission procedures or to apply for early entrance testing, contact your boundary school. Families must meet program income eligibility guidelines. Students who meet age requirements and who are homeless will receive top priority.

Kindergarten

CONTACT: Early Childhood Office • Instructional Support Services Center, 9201 East Hampton Drive, Capitol Heights, MD 20743 • 301-808-2707

As mandated by the State of Maryland, children admitted to the kindergarten program in the public schools shall be five (5) years old on or before September 1 of the school year in which they are applying. Early entrance will be considered for children turning five (5) years of age between September 2 and October 15 of the school year for which they are requesting early entrance. Those seeking early entrance into kindergarten must demonstrate developmental readiness by achieving a score of 90% or better on an early entrance assessment. Participation in public kindergarten or an approved alternative program is required for all students in the State of Maryland. For detailed information on kindergarten admission procedures or to apply for early entrance testing, contact your boundary school.

FIRST GRADE REGISTRATION

Children admitted to the first grade in the public schools shall be at least six (6) years old on or before September 1 of the school year in which they apply for entrance. **Children cannot be enrolled in first grade unless they meet the age of entrance and have completed a public or private kindergarten program, one of the three (3) alternative program settings, or home school instruction. This applies to all children who are Maryland residents. Students who do not meet the age of entrance will be placed in kindergarten, and the parent may nominate the child for Early Entrance to First Grade.** A six (6) year-old moving into Maryland from another state that has not had kindergarten experience, may be enrolled in first grade. The parent or guardian must provide proof that they just moved into the state of Maryland and must complete the Affidavit of Disclosure (PA-15) to establish proof of their legal residence. If the parent or guardian cannot provide proof that the child attended kindergarten or one of the alternative programs, or that they are new residents of Maryland, then the child cannot be enrolled in the first grade. The child must be enrolled in kindergarten. Questions regarding the qualifications of any alternative program providers should be directed to the Early Childhood Office, 301-808-4000.

HEALTH RELATED DOCUMENTS REQUIRED FOR REGISTRATION

Immunization record -The immunizations required before children can be admitted to school are diphtheria, pertussis (whooping cough – for children through age 6), tetanus, polio, rubeola (measles), rubella (3-day measles), mumps, and children in preschool through grade 10 must have varicella (chicken pox) and hepatitis B vaccines.

Regulations are as follows:

1)Require two doses of rubeola (measles) vaccine for kindergarten – twelfth grade students, with both doses given on or after the first birthday and separated by at least 30 days. One dose, given after the first birthday, is required for prekindergarten students;**2)**Require one dose of mumps, rubella, and varicella vaccines given on or after the first birthday. Physician documented history of chicken pox disease is acceptable in lieu of



vaccination;**3)**Require Haemophilus influenza (HIB) and Prevnar (PCV7) vaccines for children in preschool programs.

Physical Examination -A physical examination is recommended for each child entering the Maryland Public School System for the first time. The examination must be performed within the period of nine months before school entry to six months after entry. The form is available at each school or can be accessed from the Health Services page on the school system web site, www.pgcps.org.

Lead Screening Certificate -All newly enrolled students in pre-kindergarten through grade 1 must submit a form DHMH 4620 documenting that:**1)**Blood lead testing was done; **OR 2)**The child has never lived in a targeted ZIP Code;**OR 3)**The parent has a religious objection to the testing The documented tests should be at 12 months and 24 months of age. Two test results are required if the 1st test was done prior to 24 months of age. If the 1st test is done after 24 months of age, one test result is required. If there is a religious objection to the blood test, a Lead Risk Assessment must be administered by a health care provider. The form is available at each school or can be accessed from the Health Services page on the school system web site, www.pgcps.org.

- See more at: <http://www1.pgcps.org/pasb/index.aspx?id=20182#sthash.AFBliYSI.11LmoYF6.dpuf>



ADMINISTRATIVE PROCEDURE

REGISTRATION AND WITHDRAWAL OF STUDENTS

5111

Procedure No.

January 1, 2010

Date

- I. **PURPOSE:** To provide the procedures for the registration and withdrawal of all students in a regular day school program.
- II. **POLICY:** The Board of Education Policy Number 5111 provides, among other things, for the registration and enrollment, free of charge, of any student between the ages of five and twenty years, whose parent or court-appointed guardian is a bona fide resident of Prince George's County. This procedure does not govern students who have already received a diploma or a certificate from an accredited high school, Special Education Center, or Vocational High School.

III. **DEFINITIONS:**

- Regular Student - A student between the ages of five and twenty years whose parent or guardian is a bona fide resident of Prince George's County and who resides with the parent or court-appointed guardian in the school's attendance area. (Age means that the student is five years old by September 1, and is not 21 years old before September 1 as specified in COMAR 13A.08.01.01).
- Emancipated Student - A student eighteen to twenty years of age, who has independently established residence in the school's attendance area, who has not received a diploma or certificate from an accredited high school.
- Nonresident Student - A student whose parent or court-appointed guardian is not a bona fide resident of Prince George's County.
- International Student - A student who was born outside of the United States, has school records from outside of the United States, or whose native language is not English.
- Graduated Student - A student who has completed requirements for a diploma or a certificate from an accredited high school, Special Education Center, or Vocational High School.
- Transfer Student - A student whose parent or court-appointed guardian resides in one attendance area, but who has received a student transfer approval to attend another school. (Board Policy Number 5110.3)
- State Rated Capacity - The State Rated Capacity (SRC) is the maximum number of students, as determined by the Maryland Department of Planning, that reasonably can be accommodated in a facility without significantly hampering delivery of the education program.
- Over Capacity - A school is considered over capacity if the total enrollment exceeds the SRC or if the average enrollment for a particular grade exceeds the target class size for that grade.

- IV. **PROCEDURES:** The following steps comprise the procedures for the registration and withdrawal of students:



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A. Registration

1. The Regular Student

a. The parent or guardian and student should present themselves to the school office where registration personnel determine that the student and parent or guardian resides in their school attendance area. To verify, use School Finder on PGCPs website. If a student arrives at school alone and wants to register, he/she should be **TENTATIVELY** assigned to class. The school personnel must make every effort to contact the parent or guardian and advise same of the requirements of registration. If the parent or guardian is unable to come to school to complete registration forms, school personnel should contact the Pupil Personnel Worker. The Pupil Personnel Worker will assist in getting the forms completed.

b. The parent or legal guardian and student if over age 18 must complete the Student Registration Form, PA14. Students are not fully registered until the required documents have been completed. If the student is transferring from another Prince George's County Public School, he/she should present the Transfer Card, SR7, and complete a new Student Registration Form, PA14. All items must be completed and the applicant must sign and date the form.

NOTE: SCHOOL PERSONNEL SHOULD NOT USE THE STUDENT REGISTRATION FORM FOR ROUTINE PERIODIC UPDATE OF RECORDS.

c. School personnel will complete the sections marked "For School Use", sign, and date the Student Registration Form, PA14, while the parent or guardian is present.

d. The following documents can be used as proof of birth: birth certificate, hospital certificate, physician's certificate, baptismal or church certificate, or passport/VISA. (A passport or visa can be used as a proof of birth only if approved by ISCO.) The proof of birth must be an original. However, if a returning student is already registered in one of Prince George's County public schools, call the former school to determine if a copy of the birth verification is already on file in the student's folder. If a copy is on file, you will not need a new copy. A copy must be faxed to the new school to complete the registration package. The PARENT (S) COMPLETE NAME MUST BE INCLUDED on the above items. A copy of the proof of birth **must** be attached to the Student Registration Form, PA14. Proof of birth is NOT a prerequisite for registering the homeless.

e. Residence verification must be provided by the parent or guardian for all students, including students enrolled in Special Education. Proof of residency shall be a **prerequisite of admission** to the public schools; such proof **MUST** also be provided to school personnel with any change of residence. Such proof must have the parent's or court-appointed



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guardian's name and address listed. **It must also be provided to school personnel with any change in residence.** Proof of residence may be established by any of the following documents: settlement papers, lease/rental agreement, current rental receipt, deed of property, mortgage statement, letter from apartment complexes on official letterhead, or a current tax assessment bill. These documents must be originals if copies are not legible. Settlement papers, lease agreement, and rental agreements must be signed and dated by all parties. Additional items including recent mail may be required if there are concerns regarding the proof of residence. **The additional documents must be originals, not copies.** These documents may include the following: phone bill, utility bill, bank statement, mail from government agencies for official correspondence, hospital bill, car insurance policy, car registration, pay stub, and/or credit card bill. A copy of the proof of residence must be attached to the Student Registration Form, PA14. A Maryland driver's license is NOT acceptable proof of residence. Proof of residence is NOT a prerequisite for registering the homeless.

- f. For families living with a relative or friend, a notarized Prince George's County Public Schools Shared Housing Form, signed by both parties detailing the living arrangement, may be used as proof of residence with the following conditions: **1)** All parties must sign the notarized statement; **2)** The relative or friend, with whom the parents reside, must show their proof of residence; **3)** Additional proof of residence (more than one item) is required of the parent within 30 days. Proof items such as a statement from an employer showing the new address, bank statements, car registration, car insurance policy, government or official correspondence, etc.; **4)** The parent should be advised that the school system reserves the right to monitor this type of proof periodically or as needed, normally every 30 days. **NOTE: A notarized statement should only be used when the parent/guardian and the student are living with relatives or friends. A copy of the form is available on the IntraWeb.**

Shared housing documents must be updated each school year to reflect a date no earlier than June preceding the opening of the school year.

A copy of the documents used as proof of residency will be retained indefinitely in the student's cumulative record file.

- g. Updated proof of residency will be required at each transitional grade. In addition, if the parent/legal guardian relocates during the school year, a new registration form must be completed and **new proof of residency must be provided at that time. The address on the documentation must match the address on the registration form.**
- h. Parent(s) and guardian(s), who are registering their child(ren) in Prince George's County Public Schools must complete the Affidavit of Disclosure, PA15, as required by law, verifying their legal residence.



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- (1) School personnel will check the Student Registration Form, PA14, and Affidavit of Disclosure, PA15, to ensure that all items of information are completed and to verify the proof of residence. The items that are acceptable can be **settlement papers, lease/rental agreement, current rental receipt, deed of property, mortgage statement, letter from apartment complexes on official letterhead, or a current tax assessment bill.**
NOTE: If there is some question regarding the validity of one of the proofs, school personnel may require additional information; such as, phone bill, a recent utility bill, bank statement, mail from government agencies for official correspondence, hospital bill, car insurance policy, car registration, pay stub/employment verification, and/or credit card bill. ALL ADDITIONAL ITEMS MUST BE ORIGINAL. These additional items can be noted on the PA14 in the section titled OTHER.
 - (2) Applicants completing the Affidavit of Disclosure, PA15, should be advised that completion of this form is required by law and is a prerequisite for admission in the public schools.
 - (3) School personnel designated by the principal must witness the signature of the applicant on the Affidavit of Disclosure, PA15. The school retains the Affidavit of Disclosure, PA15, and places it in the student's cumulative folder.
 - (4) Only one Affidavit of Disclosure, PA15, is required when the applicant enrolls more than one student in the same school; however, a copy must be placed in each student's folder.
- i. Once all of the registration forms are completed for a student, the information must be entered into the student database.
 - j. Follow-up Action by School Personnel:
 - (1) Assign student to class and/or homeroom. Use form Tentative Grade or Subject Agreement for Placement of Enrolling Students, PS126, if appropriate.
 - (2) All schools complete the Family Card, PA5. This card is maintained for local school use.
 - (3) Both the Student Registration Form, PA14 and the Affidavit of Disclosure, PA15, must be retained in the student's cumulative folder.
 - (4) Prepare a Cumulative Folder and a Permanent Record Card, PS46.



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- (5) Prepare forms Request for Records Card, PS38, and Parental Permission to Request Information, PS16, to request student records from the previous school attended. Upon receipt of the records, update the cumulative folder/record card.
2. The Nonresident Student
- a. If the student is a nonresident who will be paying tuition, he/she may be enrolled in a Prince George's County public school with approval of the principal based on enrollment capacity. For enrollment procedures, refer to Administrative Procedure 5118.1.
- b. The applicant and school personnel should complete the Tuition Contract, Application to Enroll Nonresident Tuition Pupil, PA26/27. The PA26 section of the form is to be used when an individual is required to pay nonresident tuition for a student. The quarterly amounts and dates must be written on the contract so the applicant is aware of his/her payments. The PA27 section of the form is to be used when an authorized out-of-state agency including District of Columbia Department of Human Services is required to pay the nonresident tuition for a student. Maintain a copy of the contract in the student's cumulative folder.
- c. Students placed in County group homes or foster homes by a juvenile services agency or social services agency from another Maryland county or Baltimore City, are to complete the Application for Request to Enroll Nonresident Student, PA28. Maintain a copy of the application/contract in the student's cumulative folder.
- d. If a request for a waiver of tuition is made, follow the procedure outlined in Administrative Procedure 5118.2.
- e. Every year a new contract, PA26/27 or PA28, must be completed and signed by the agency.
3. The International Student
- a. The parent or guardian should be referred to the International School Counseling Office for an interview and assistance in completing ALL REGISTRATION FORMS. Students MAY NOT be accepted into the school until such interview has taken place, and the appropriate records are sent to the school by the International School Counseling Office. NOTE: If copies of original documents (i.e. proof of birth and proof of residence) are included in the ISCO packet, it is not necessary for the school registrar to request the originals at the school.
- b. The procedure for the registration of an international student can be found in the INTERNATIONAL SCHOOL COUNSELING OFFICE HANDBOOK.



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4. The Graduated Student
 - a. If a student is a graduated student, **enrollment in the regular scheduled day program is prohibited.**
 - b. A graduated student may be enrolled in the Evening High School Program, the Adult Continuing Education Program, or in the Summer School Program, if a special need is demonstrated.
 - c. A graduated student who receives a Maryland High School Certificate may reenroll to obtain a Maryland High School Diploma.
5. The Transfer Student
 - a. No transfer may be granted by the local school other than Before and After Care (elementary or middle school) grades.
 - (1) Principal must consider both class size and the school capacity before approving before and after school care transfers.
 - b. Students cannot be enrolled based on the school's or parent's assumption that a transfer will be approved by the Transfer Evaluation Committee. Students should not be withdrawn from the home school until the transfer request has been approved.
 - c. The parent or guardian must present a letter indicating transfer **APPROVAL** by the Transfer Evaluation Committee.
 - d. After an enrollment conference, if one is required in the transfer approval letter, procedures for registering students should be followed.
6. Out-of-County Request for Records
 - a. For all students transferring from a non-PGCPS, the PGCPS should request within two (2) school days, the education records of the child from the former school.
 - b. For all students entering PGCPS from a placement agency or a child in State-supervised care, the receiving schools must:
 - (1) Inform the sending school of the enrollment or imminent enrollment.
 - (2) Request, in writing, the education records of the child.
 - (3) Provide a copy of the request to the agency or responsible adult.
 - (4) Refer the agency or responsible adult to Education Articles



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8-501 – 8-506, Annotated Code of Maryland for specific rights in Maryland for children in State-supervised care.

- B. Withdrawal of Students (Elementary and Secondary)
1. Only the person who registered the student may withdraw a student from school unless:
 - a. There has been a court order removing the custody rights of the person who registered the student, and the person withdrawing the student is the legal custodian/guardian.
 - b. It is not possible for the person who registered the student to do so (e.g. the parents are incarcerated, deceased, hospitalized, unable to be located, etc.) and the person withdrawing the student is a parent/guardian.
 - c. The person who registered the student should not have been permitted to register them in the first place and the person withdrawing the student is a custodial parent/guardian.
 - d. You are directed by court order or the Department of Pupil Accounting and School Boundaries to do so.
 2. The parent, guardian, or emancipated student should appear in person or submit in writing that the student is withdrawing, stating the reason and anticipated last date of attendance. In the event this is not done, the school must make efforts to verify the circumstances of the withdrawal. The following steps should be taken:
 - a. Contact by telephone.
 - b. Verify with other school personnel such as the vice-principal, counselor, guidance secretary, school secretary, or clerk.
 - c. Ask other students or neighbors.
 - d. Send a postcard.
 3. If, after these steps have been taken, you are still unable to locate the student, refer the matter to your Pupil Personnel Worker. The Pupil Personnel Worker will then investigate and report back to the school.
 - a. Students **should not be withdrawn** based on **ANTICIPATED** transfer request approval.
 - b. Secondary schools must use the Withdrawal Form, PA22.
 - c. The date of withdrawal will be the next school day following the last day of attendance.



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- (1) All books and materials must be returned in satisfactory condition or restitution made in accordance with Administrative Procedure 6161.1. All outstanding fees, fines, or other financial obligations must be met.
4. In the case of a student transfer to another school within the county, complete the Maryland Student Withdraw/Transfer Record, SR7, and give it to the parent, guardian or student. If there are any outstanding books, fees, fines or other financial instructional obligations, the principal of the sending school informs the receiving school principal of the outstanding obligation. **The sending school must forward the entire record.** The cumulative record must include grades and the report card. The outstanding obligation then becomes the responsibility of the receiving school. A statement will be affixed to the withdrawal/transfer card noting that the student exited the school with an outstanding obligation that has not been fulfilled. (See Administrative Procedure 6161.1.)
5. In the case of a high school student transferring to a school outside of the PGCPSS, enrollment in the new school must be verified in order for the student to be identified as a *continuing student* rather than a *dropout student*.
6. Enter all withdrawal information (code and date) in the student database.
7. Release records according to Administrative Procedure 5125, and “The Student Records Guidelines”.
8. Any student withdrawn for attendance problems must be withdrawn in accordance with Administrative Procedure 5113.
9. Any student withdrawn because of expulsion for disciplinary reasons must be withdrawn in accordance with the “Code of Student Conduct” Administrative Procedure 10101. If the student is under compulsory school age of sixteen, use code W40 and over age sixteen, W46.
10. Any student withdrawn as a W33, lack of interest, or W34, employment, must be withdrawn in accordance with the procedures stated on the Notification of Pupil Withdrawn (Sixteen Years and Over form, PS105).
11. Out-of-County Transfer of Records
 - a. For students transferring to a non-PGCPSS school, upon receipt of a request for student records from an educational institution, the school should provide within three (3) school days, the educational records of the child.
 - b. When notified by another school of the enrollment or imminent enrollment of a former student who is now in State-supervised care, the school **must**:
 - (1) Immediately inform the receiving school orally of the grade level of the child.



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- (2) Immediately inform the receiving school orally of the status of the child (that the student was known to be in State-supervised care).
- (3) Within three (3) school days, provide by mail, electronically, or hand delivery:
 - (a) A copy of a completed student withdrawal or transfer record.
 - (b) The academic records of the child.
 - (c) The immunization records of the child and,
 - (d) If applicable, the most recent IEP or 504 plan, and the most recent assessment of the child.

V. **RELATED PROCEDURES:** For procedures applicable to registration, enrollment and withdrawal of students, see the following Board of Education Administrative Procedures:

5010 - Homeless Children and Youth - School Access and Services

5110.3 - Student Transfers

5113 - Student Attendance, Absence, and Truancy

5114.1 - Withdrawal of Pupils for Non-disciplinary Reasons

5118.1 - Enrollment of Nonresident Students

5118.2 - Tuition Waivers for Nonresident Students

5125 - Individual Student School-Based Records

6161.1 – Issuance and Return of Textbooks and Related Educational Materials

10101 - Code of Student Conduct

FORMS: The following forms are used to complete the enrollment and withdrawal of students:

PA5 - Family Card

PA14 - Student Registration Form

PA15 - Affidavit of Disclosure

PA22 - Withdrawal Form - Secondary

PA26/27 - Application for Enrollment of a Nonresident Student



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PA28 - Application for Request to Enroll Nonresident Students (Maryland Counties)

PS16 - Parental Permission to Request Information

PS38 - Request for Records Card

PS46 - Permanent Record Card

PS105 - Notification of Pupil Withdrawal

PS126 - Tentative Grade or Subject Agreement for Placement of Enrolling Students

SR7 - Maryland Student Withdraw/Transfer Record

- VI. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** These procedures originate with Pupil Accounting and School Boundaries, and regular updating will be accomplished as may be necessary.
- VII. **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure cancels and supersedes Administrative Procedure 5111, Registration and Withdrawal of Students, dated December 17, 2001.
- VIII. **EFFECTIVE DATE:** January 1, 2010.

Approved by:
William R. Hite
Superintendent of Schools

Distribution List: 1, 2, 3, 4, 5, 6, 10, 11, and 12

School Enrollment Tip Sheet SY 2014 - 2015

Jurisdictions	Student Information Form	Most Recent Court Order	Tuition Contract	Birth Certificate	Ward Letter	Other
Anne Arundel County	✓		✓		✓	
Baltimore City	✓	✓	✓	✓	✓	Immunization Record
Baltimore County	✓		✓		✓	
Charter Schools	✓					
Charles County	✓	✓	✓	✓	✓	Birth Certificate IEP (If applicable)
DCPS	✓					
Fairfax County	✓				✓	<ul style="list-style-type: none"> • Request To Enroll • Nonresident Student Placed in Foster Home by Government Agency or the Court Form • Immediate Enrollment of Child in Foster Care Form • Home Language Survey • Student Registration • Summary of Education Experiences (new students only)
Howard County	✓	✓	✓	✓		Tuition Authorization form Out of state Placement
Montgomery County	✓		✓		✓	
Non-Public Schools	✓					IEP
Prince Georges County (MD)	✓	✓	✓			
Prince William County (VA)	✓	✓	✓			Affidavit of Residency and Immediate Enrollment of child in Foster Care Form
Private Schools	✓					
St. Mary's County	✓	✓	✓			

*If you need to enroll a client in a county in Maryland or Virginia not listed above, contact an Education Specialist for enrollment instructions.

Q: Who may physically enroll client in school?

School Enrollment Tip Sheet SY 2014 - 2015

A: Social Workers (with ID badge) and placement providers may physically enroll children/youth in public or charter schools in DC; however, placement providers must enroll clients in all other types of schools in all other jurisdictions.

Q: When should I physically withdraw a client from school?

A: A client can be withdrawn from the last school attended once s/he has been physically enrolled in the new school. The social worker shall ensure that **a request is made** to transfer the client's records from the last school attended to the new school **receives** the client's school records.

Q: When in the Student Information Notice Form required?

A: The Student Information Change Form is required whenever a child/youth is **continuing in the same school** and any of the following changes occurs:

- Guardianship finalizes, an adoption petition is filed or withdrawn, new educational-decision-maker, new foster care/group home placement, or when a case closes.
- The Student Information Change Form should be sent to an OWB education specialist via e-mail within 48 hours of the change. **If the child/youth needs to be enrolled in a new school, the social worker must complete a new school enrollment packet.**

For questions and other inquiries, please contact an Office of Well Being Education Specialist:

Timothy Fitzgerald: 202-727-8028, timothy.fitzgerald@dc.gov, Cubicle 3644 I

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CHAPTER:		
	CHILD AND FAMILY SERVICES AGENCY  Approved by: _____ Signature of Agency Director	PROFESSIONAL STANDARDS See Section VII.
EFFECTIVE DATE:	LATEST REVISION: February 28, 2011	REVIEW BY LEGAL COUNSEL: October 27, 2010

I. AUTHORITY	<p>The Child and Family Services Agency (CFSA or Agency) Director adopts this policy to be consistent with the Agency’s mission and all applicable federal and state laws, rules and regulations as they apply to public education. This policy is based on D.C. Official Code § 38-202 (2001), Establishment of School Attendance Requirements; 5 D.C.M.R. § 2103, Truancy; 5 D.C.M.R. § A5000 <i>et seq.</i>, Residency Verification for the District of Columbia Public School and Public Charter School; Individuals with Disabilities Education Act, amended by the Individuals with Disabilities Education Improvement Act of 2004, P.L. 108-446, 20 U.S.C. §§ 1400 <i>et seq.</i>; Fostering Connections to Success and Increasing Adoptions Act of 2008, P.L. 110-351, § 204, 42 U.S.C. §§ 671(a)(30) and 675 (1)(G), Educational Stability and Educational Attendance Requirement; Child Abuse and Treatment Act, P.L. 108-36, 42 U.S.C. § 5106a(b)(2)(A)(xxi); and Title VII-B of the McKinney-Vento Homeless Assistance Act, P.L. 100-77, 42 U.S.C. §§ 11431 <i>et seq.</i></p>
II. APPLICABILITY	<p>This policy applies to all CFSA employees and CFSA private contractors.</p>
III. RATIONALE	<p>CFSA is committed to providing children and youth in foster care with equal access to positive academic experiences and improving educational stability and outcomes for all young people in care.</p> <p>For this reason, the Agency has educational specialists to focus on positive educational outcomes for children and youth in care. Specialists within the Innovative Family Support Services Administration (IFSSA) in the Office of Clinical Practice (OCP) focus on all school-aged children, while specialists within the Office of Youth Empowerment (OYE) focus on older youth pursuing post-secondary studies.</p> <p>Research shows that on average, a child in foster care may change schools two to three times per year, and that each move reduces a child’s academic standing by three to six months in comparison to their classmates. Further, according to national statistics, almost half of all youth in foster care do not complete high school.</p>

<p>IV. POLICY</p>	<p>It is the policy of CFSA to ensure that all children in its care and/or custody have access to an educational program that is appropriate to the child's age and abilities, and is designed to meet their unique needs and suitably prepare them for additional education, future employment, self-sufficiency, and independent living. In collaboration with the Office of the State Superintendent for Education (OSSE) and the District of Columbia Public School System (DCPS), it is the policy of CFSA to ensure that every school-aged child in the care and/or custody of CFSA is appropriately enrolled in school, is receiving an authorized independent study program or private instruction consistent with District law, and that every child's educational goals are met in a timely and appropriate fashion. Accurate information on the number of CFSA children receiving educational services, including the location of where these services are provided, shall be maintained. Such information shall be recorded in FACES.net for all children and youth in care.</p> <p>CFSA shall utilize the "Practice Model Teaming Approach" for all educational planning by social workers who shall function as team leaders, and who at their discretion may engage parents (birth or adoptive), legal guardians, congregate care staff, caregivers, foster parents, service providers, education surrogate parents, and other service providers to ensure the educational success of all school-aged children and older youth interested in pursuing post-secondary education.</p>
<p>V. CONTENTS</p>	<ul style="list-style-type: none"> A. Educational Decision-Making B. Early Intervention Services for Children Aged 0 to 5 C. School Continuity and Stability D. School Enrollment and Withdrawal E. Attendance and Educational Records F. Educational Assessments G. Specialized Education Services H. Transportation Services - General Education I. Transportation Services - Special Education J. Tutoring K. Educational Services for Older Youth in Out-of-Home Care L. Post Secondary Education M. Post Secondary Education - Vocational
<p>VI. ATTACHMENTS</p>	<ul style="list-style-type: none"> A. Definitions B. Ward Letter C. School Placement Decision-Making Guide D. School Enrollment Tip Sheet E. Individualized Student Service Plan F. Social Worker Review of Progress Report (Tutoring) G. Student Information Form H. Student Information Change Form I. Monthly Tutoring Service and Progress Report J. Education/Vocation Assessment: In-Home K. Education/Vocation Assessment: Out-of-Home

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<p>VII. PROCEDURES</p>	<p>Procedure A: Educational Decision-Making</p> <p>Social workers shall not assume the authority to make decisions regarding children’s education, nor automatically designate that authority or right to the resource parent(s).</p> <ol style="list-style-type: none"> 1. Social workers shall always ensure that the child’s parents (birth or adoptive, hereafter referred to as parent or parents) are involved in educational planning to the greatest extent possible. 2. A parent or legal guardian shall maintain the legal right and authority to serve as an educational decision-maker for the child or youth except under the following circumstances: <ol style="list-style-type: none"> a. A youth has reached the age of 21 years or older based on the states regulations b. A court has terminated parental or guardian rights c. An authorized entity appoints an Educational Surrogate Parent (ESP) to make decisions related to special education after reasonable efforts by the social worker and/or supervisor to engage the parent or legal guardian regarding education decision-making have failed 3. Social workers shall understand the role of educational decision-makers and ESP(s) for children and youth on their caseload. The following guidelines shall determine who is authorized to be an educational decision-maker: <ol style="list-style-type: none"> a. If the parent is involved, willing, and able to serve as an educational decision-maker, the social worker shall encourage and support the parent(s) in educational planning b. For children in general education, basic day-to-day educational decisions may be made by the foster parent teaming with the social worker, only if the parent is not able or willing to do so <ol style="list-style-type: none"> i. Decisions regarding school placement shall be determined by the Agency when safety is a factor ii. The social worker shall consider and continue to encourage the parent’s input and participation to the highest degree possible (<i>see Procedure C, School Continuity and Stability, for additional guidance</i>) c. The Individuals with Disabilities Education Act (IDEA) specifies that a parent shall be the educational decision-maker for children and youth who are receiving special education services or who are believed to be in need of special education services. <ol style="list-style-type: none"> i. If the parent is deceased or the court has terminated parental rights (TPR), the social worker shall consult with his or her supervisor, the CFSA Education Specialists as needed, and the Assistant Attorney General (AAG) to determine the appropriateness of filing a motion with the Family Court Operations Division of D.C. Superior Court (Family Court Operations Division) for appointment of an Educational Attorney, and/or transfer decision-making to another individual involved on the case (e.g., a resource parent or relative).
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	<ul style="list-style-type: none"> ii. If CFSA is unable to locate the parent after reasonable efforts and the child or youth is suspected of needing or is receiving special education services, CFSA shall refer the student’s case to OSSE and notify the Family Court Operations Division. If OSSE is unable to locate the parent, it shall assign an ESP. iii. CFSA must determine the status of both parents (i.e., mother and father) as indicated in items (i) and (ii) above prior to the appointment of an ESP by the OSSE. <p><i>Note: Incarceration does not automatically disqualify a parent from exercising his or her authority as the educational decision-maker for the child; nor does it automatically imply that the parent is “non-involved”.</i></p> <ul style="list-style-type: none"> iv. If the parent is involved in the child’s case but does not actively participate in the case or educational planning, or there are concerns about the parent’s ability to serve as an educational decision-maker, the social worker shall consult with his or her supervisor, the CFSA Education Specialist as needed, and the AAG to determine whether the parent will retain educational decision-making authority or if it will be transferred to another individual. <p><i>Note: Neither social workers nor other employees of any public agency shall serve as a surrogate parent for children receiving special education services.</i></p> <ul style="list-style-type: none"> d. Social workers may not serve as ESPs but shall ensure that all educational goals and needs are met. Social workers and other child welfare staff have valuable information that will help the Family Court Operations Division or the OSSE determine who the educational decision-maker shall be. Additionally, social workers shall serve as advocates for educational services and assistance for all children and youth on their caseload. e. Supervisors shall guide, direct and support social workers in planning and meeting the educational needs of children and youth on their caseload. Educational specialists within OCP shall also be available to assist and support social workers with educational matters.
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	<p>Procedure B: Early Intervention Services for Children Aged 0 to 5</p> <p>Under the IDEA, the District of Columbia is required to identify all children with disabilities from birth to 21 years of age. CFSA shall be committed to ensuring that all children who are at risk of developmental or educational delays are screened, evaluated, and have access to any support services that they will need to succeed in school. CFSA recognizes the critical importance of identifying the special needs of children aged birth to five (5) years old who may need early intervention and services to help prepare them for success in school.</p> <ul style="list-style-type: none"> 1. All children aged birth to three (3) years old who are found to be victims of abuse or neglect by CPS shall be referred to OCP for screening through the OSSE.
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	<ol style="list-style-type: none"> 2. All children aged three (3) to five (5) years old who enter foster care and appear to have developmental or learning delays shall be referred to DCPS Early Stages for screening and assessment. 3. If it is determined that the child has developmental or educational delays, DCPS will provide specialized services as needed. 4. Screenings, assessments, and the provision of services through DCPS Early Stages are available for all eligible children regardless of the location of the child's placement. 5. For children aged birth to five (5) years old that are currently in an in-home or out-of-home placement, social workers shall, on a continual basis, consult with the child's educational decision-makers, caretakers and others service providers, to assess and monitor the child's development. If developmental or educational concerns are identified, the social worker will ensure that a referral is made to either the OCP or DCPS Early Stages as indicated above. 6. For all children referred to DCPS Early Stages for screening and assessment, the social worker shall ensure that the educational decision-maker provides the appropriate consents. 7. If the social worker encounters any difficulties with the OSSE or DCPS related to the screening and assessment of the child, the social worker shall consult with an OCP education specialist.
	<p>Procedure C: School Continuity and Stability</p> <p>The Fostering Connections to Success and Increasing Adoptions Act of 2008 requires that child welfare agencies partner with Local Education Agencies (LEAs) to ensure that children and youth have educational stability while in foster care.</p> <ol style="list-style-type: none"> 1. CFSA shall adhere to best practice standards for a child's educational success by prioritizing educational continuity and stability when assessing and determining a child's initial and re-placement needs. 2. CFSA shall adhere to the following standards for educational success: <ol style="list-style-type: none"> a. Keeping children in their <u>school of origin</u> (see <i>Attachment A: Definitions</i>) upon initial entry into the foster care system, unless it is not in the child's best interest b. Maintaining <u>school continuity</u> (see <i>Attachment A: Definitions</i>) despite subsequent changes in foster care placement, unless it is not in the child's best interest c. When it is determined that the school of origin or school continuity is not in the best interest of the child/youth, it shall be the social worker's responsibility to work with the OCP and the LEA to ensure the child's/youth's immediate enrollment in and transfer of records to the new school no later than two (2) business days

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	<p>3. In the event that a school placement decision needs to be assessed based on practical location or other considerations, the social worker in partnership with the supervisor, CFSA’s Placement Services Administration, the educational decision-maker, and the OCP educational specialist shall ensure that the child or youth remains in the school of origin (unless there is a safety risk) until the final school placement decision is made.</p> <p>a. The social worker shall ensure that the child is transported to the school of origin until proper supports are in place for the new school placement.</p> <p>b. Social workers and/or their supervisors shall remain ultimately responsible for teaming with the aforementioned individuals to determine if a child/youth will remain in his/her school of origin.</p> <p>i. Social workers shall use the CFSA School Placement Decision-Making Guide (Attachment C) to help inform decisions regarding the most appropriate school placement, considering the following factors (at a minimum):</p> <ul style="list-style-type: none"> • Personal safety of the child • Individual instructional needs • Time remaining in the school year • Other strengths and/or needs of the child <p>ii. Team meetings, including Family Team Meetings (FTM) shall also serve as an opportunity for team members to discuss school placement needs</p> <p>4. Once the child’s team has determined the most appropriate school placement, the social worker shall complete a school enrollment packet (see Procedure D) and ensure that the necessary supports, such as transportation and special education services, are considered, planned for, and implemented.</p> <p>a. The team shall discuss the transportation needs and explore the available options (i.e., family members, resource parent, public transportation, etc.).</p> <p>b. If there are no options available and private transportation is required, the social worker shall make a referral to OCP by submitting an electronic referral form (Universal e-Referral) to cfsa.ftmu@dc.gov (see Procedures H and I). The Universal e-Referral can be found on the internet and the intranet.</p> <p><i>Note: Transportation services can take up to three (3) business days to be arranged and implemented (see 3a above).</i></p> <p>5. If it is determined that it is not in the child’s best interest to remain in the school of origin, it shall be the social worker and/or the supervisory social worker’s responsibility to ensure that immediate enrollment occurs in a new school. The transition to the new school must include completion of a school enrollment packet and the transfer of all school records, which shall occur immediately but no later than two (2) business days after the request has been made (see Procedure D).</p>
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6. A child's or youth's team shall adhere to the same standards outlined in paragraphs 1-5 above when assessing school continuity for children and youth who are currently in foster care, but are changing placements (for whatever reason).
7. If a parent, legal guardian, foster parent, age-appropriate child, and/or youth communicates concern or is aggrieved by the Agency's school placement decision, the social worker shall notify the individual of his or her right to appeal the decision, in addition to providing the aggrieved individual(s) with the proper forms (see [Fair Hearings Policy](#)).
8. Every time a school placement decision is made, the social worker shall document the following information in the FACES case plan:
 - a. Considerations related to and the final determination regarding the most appropriate school placement for the client
 - b. Date of enrollment
 - c. Date of transfer of the school records, if the client was enrolled in a new school
9. Every six (6) months, the social worker shall re-assess the appropriateness of the child's/youth's school placement and document the decision in FACES case plan.

McKinney-Vento Act

This federal law promotes stability, access, and academic success for homeless children and youth. The Act also provides assistance for homeless youth with enrollment in a new school, transportation to school, and other educational and supplemental services. It promotes educational stability by allowing homeless students to remain in their school of origin even if homelessness has caused them to move outside the school district.

Note: With regard to homelessness, "school of origin" is the school a student attended before becoming homeless or where the student was last enrolled.

1. Per the McKinney-Vento Act, the following definitions shall apply to "no fixed residence" for students who lack a fixed, regular, and adequate nighttime residence:
 - a. Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
 - b. Living in a motel or hotel or similar setting
 - c. Living in an emergency or transitional shelter
 - d. Awaiting foster care placement
2. Social workers working with families who meet the definition of "homeless" (i.e., lacking a fixed, regular and adequate nighttime residence) shall provide assistance to the caregiver or the ESP in the case of an unaccompanied child, and ensure the following rights:
 - a. The LEA selected by the parent or guardian immediately enrolls the homeless child, even if the child is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation.

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	<p>b. Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child shall be maintained so that the records are available, in a timely fashion, when the child enters a new school or school district.</p> <p>c. Homeless children shall receive the transportation and other necessary services they are entitled to under McKinney-Vento Act to attend educational services.</p> <p>3. Social workers shall ensure that children who are in foster care and are considered “homeless” under the McKinney-Vento Act have the following rights protected (per McKinney-Vento Act):</p> <ol style="list-style-type: none"> a. To school enrollment b. To receive transportation to school c. To remain in their school of origin <p>4. Social workers who have questions about McKinney-Vento Act and believe that a child is not being properly served under the Act shall contact an OCP educational specialist for assistance and possible intervention.</p>
	<p>Procedure D: School Enrollment and Withdrawal</p> <p>1. All in-home and out-of-home social workers shall ensure that all children and youth in foster care between the ages of 5 to 18 are enrolled in school or an educational program. If a child is receiving special education services he/she is entitled to these services until 21 years of age.</p> <p>2. A school enrollment packet shall be completed for all school-aged children in foster care attending any type of elementary, middle, or high school (e.g., public, charter, private, or non-public) within or outside of the District of Columbia. <i>School enrollment packets are not required for in-home cases.</i></p> <p>3. The social worker shall be responsible for completing the following activities related to school enrollment packets:</p> <ol style="list-style-type: none"> a. New packets shall be completed at the beginning of every school year (even if the child is continuing in the same school) and each time the child is enrolled in a new school <ol style="list-style-type: none"> i. The following information shall be included in every packet: <ul style="list-style-type: none"> • Student Information Form (must be completed electronically) • Most Recent Court Order from the D.C. Superior Court with the child’s/youth’s name, date of birth, and legal status

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	<ul style="list-style-type: none"> ii. Some jurisdictions outside of the District of Columbia may require additional documents (<i>Attachment D</i>) which may include, but are not limited to, the following items: <ul style="list-style-type: none"> • Tuition Contract (may require electronic entry) • Birth Certificate • Ward Letter (<i>Attachment B</i>) • Interstate Compact on the Placement of Children Form • Foster Parent Proof of Residency b. The school enrollment packet shall be presented to the OCP education specialist for review prior to enrolling the child in school. c. The OCP educational specialist shall immediately, but no later than the start of the next school day, review the packet for completeness and accuracy. d. The social worker shall ensure that a hard copy of the school enrollment packet and any associated change forms shall be placed in the child's/youth's CFSA record. e. Education screens in FACES shall be updated each time a school enrollment packet is completed. <p>4. Once the school enrollment packet has been approved by an OCP education specialist and the FACES education screens have been updated, the social worker shall ensure that the child/youth enrolls in school.</p> <ul style="list-style-type: none"> a. The social worker may physically enroll the child in public or charter schools in the District. The caregiver must physically enroll the child/youth in all other jurisdictions. b. If physically enrolling a child, the social worker shall present his or her official CFSA badge as a form of identification to the appropriate school official. <p>5. At the time of enrollment, the social worker or the caregiver shall complete and provide all forms required by the school, including a copy of the <i>Student Information Form</i> and any other required documents from the enrollment packet.</p> <p>6. If a change in school placement is required (for whatever reason), the social worker shall ensure that all necessary documentation is submitted for the child's withdrawal from that school and for the transfer of the child's enrollment to the new school.</p> <ul style="list-style-type: none"> a. Withdrawal paperwork may include a <i>Records Request Form</i> and/or a <i>Withdrawal Form</i> which will be provided by the local school. b. The schools is required to immediately, but no later than two (2) business days; transfer the school records directly to the new school. c. The social worker shall follow up with the new school within two (2) business days of the records request to confirm the transfer. d. If the records were not transferred, the social worker shall contact an OCP education specialist for assistance. <p>7. The social worker shall complete the <i>Student Information Change Form</i></p>
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	<p>and forward it to an OCP education specialist if a child or youth experiences any of the following changes in circumstance at any point during the school year:</p> <ol style="list-style-type: none"> a. An adoption petition is filed or withdrawn b. Guardianship finalizes c. Foster care or group home placement change d. Educational decision-maker change e. Case closure <p>8. The social worker shall document all interaction and information regarding school placement in both the FACES case plan.</p>
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	<p>Procedure E: Attendance and Educational Records</p> <p>A school-age child is defined, under 5 D.C.M.R. § 2103, as one who has reached the age of 5 years or will become 5 years of age on or before September 30 of the current school year. All school-age children who reside in the District of Columbia (including children in the custody of the CFSA who may reside outside of the District of Columbia) are required to attend public, independent, private, or parochial school, or otherwise receive a thorough and regular education through private instruction. CFSA recognizes that school attendance is vitally important for academic success.</p> <ol style="list-style-type: none"> 1. Different school jurisdictions may allow a specific number of excessive or unexcused absences within a marking period or school year. Social workers shall consult with other jurisdictions regarding their standards during the enrollment period. 2. To the greatest extent possible, all social workers shall ensure that children maintain regular school attendance by communicating to birth and resource parents the importance of school attendance and the seriousness of educational neglect. <ol style="list-style-type: none"> a. Medical, dental, or other appointments shall be scheduled outside of school hours whenever possible. b. Caregivers shall be held responsible for contacting school personnel and providing required documentation, i.e., valid, signed excuses for any school absence. 3. If a child or youth repeatedly skips the same class or classes or days, the social worker shall team with the caregiver and educational decision-maker to address the situation in the following manner whenever possible: <ol style="list-style-type: none"> a. The social worker shall meet with the child or youth to understand his or her view of the circumstances b. After meeting with the child or youth, the educational decision-maker, caregiver or social worker shall facilitate a meeting with the teacher and/or school counselor c. The child’s team shall develop a behavioral plan that includes meaningful supports, incentives, intervention strategies, consequences for dealing with absenteeism, and consultation with parents or guardians
	4. Social workers who have concerns about a child who is habitually

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	<p>absent from school without justification shall consult with his/her supervisor. After consultation with a supervisor, the social worker may request consultation with an OCP educational specialist and/or the assigned AAG for further instruction.</p>
	<p>Procedure F: Education/Vocation Assessments</p> <p>CFSA social workers are dedicated to comprehensive case planning, including provision of educational services for all children and youth served by the Agency. It is therefore important to review educational performance for children on an ongoing basis and to ensure maximized use of quality educational services and performance. One way the Agency addresses educational performance is through the use of the Education/Vocation Assessment, a strategic tool for obtaining essential information on a child’s educational needs and progress (<i>Attachments J and K</i>).</p> <ol style="list-style-type: none"> 1. Both in-home and out-of-home social workers shall complete the following steps for every out-of-home client between the ages of 5 and 21 and/or in-home client between the ages of 5 and 18 on their caseload: <ol style="list-style-type: none"> a. Completion of one <i>Education/Vocation Assessment</i> per child/youth within 30 days of entering foster care or within 30 days of opening an in-home case. <ol style="list-style-type: none"> i. Educational information shall be entered on the education screen in FACES. ii. A hard copy of the completed form shall be placed in Section D of each hard copy case record. b. Educational information shall be updated in FACES at any of the following critical points during the life of a case: <ol style="list-style-type: none"> i. After every school placement change ii. At the end of each marking period iii. When there is a new or updated Individualized Education Program (IEP) c. If appropriate, the social worker shall submit a referral via email to cfsa.ftmu@dc.gov for OCP to provide educational support services, educational consultation, and/or assist with planning purposes. 2. All education/vocation assessments shall be reviewed, approved, and emailed by the assigned supervisory social worker to cfsa.edassess@dc.gov. 3. Education/vocation assessment forms shall be completed twice a year for each child, and submitted no later than November 15 and April 15. 4. Assessment information shall be used on an ongoing basis to develop baselines for the child’s educational performance and educational needs.

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Procedure G: Specialized Education Services

As noted earlier, IDEA is a federal special education law that requires schools to provide a free and appropriate education to students with disabilities. Social workers shall ensure that all children receive the special and supplemental education services as needed. These services shall be described in the student’s IEP.

1. The Multi-Disciplinary Team (MDT) at the child’s school shall review IEPs at least once a year to see whether the identified educational goals are being achieved and, when appropriate, to revise the educational program as needed.
2. The team shall review and revise an IEP at either the request of the school, the parent, or the ESP.
3. If concerns arise regarding the appropriateness and/or implementation of a student’s IEP, the educational IDEA parent shall first address the issue with the school.
 - a. If concerns persist, the parent shall be guided to contact the DCPS Critical Response Team at 202-442-5400 for assistance (the Critical Response Team responds to inquires from students, teachers, parents, principles, staff, and community members).
 - b. An OCP educational specialist may also be contacted for support and consultation.

Procedure H: Transportation Services – General Education

The child’s team shall discuss transportation needs and/or options (e.g., family members, caregiver, public transportation, day care provider, etc.) according to placement.

Note: All court orders for transportation shall be provided to an OCP education specialist immediately.

1. For children enrolled in public schools outside of the District of Columbia, the local public school system typically provides transportation to and from school. The social worker shall contact the child’s school to address any questions or concerns regarding school transportation.
2. The DCPS does not provide transportation for students unless the child is authorized to receive transportation related to a special education service in their IEP (*see Procedure I*).
3. Charter schools within and outside of the District of Columbia do not typically provide transportation to and from school.
4. The social worker may determine that public transportation to and from school is a safe and appropriate option for some youth.
 - a. The social worker shall ensure that the youth is taught how to utilize the Washington Metropolitan Transit Authority Metrorail and Metro bus transit services.

- b. Metro bus tokens and Metrorail fare cards are available for youth

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	<p>who use public transportation to and from school.</p> <p>c. If necessary, the social worker shall contact the youth’s school for more information.</p> <p>5. When all other transportation options have been exhausted, the social worker shall refer students in foster care, ages 5 to 21, for private transportation to and/or from school of origin. The social worker shall make a referral to an OCP education specialist by submitting a Universal e-referral form (<i>available online at www.cfsa.dc.gov</i>) to cfsa.ftmu@dc.gov. The OCP education specialist, in consultation with the social worker, shall consider, but will not be limited to, the following factors:</p> <ol style="list-style-type: none"> Other transportation options Child/youth safety and best interest The length and distance of commute <p>6. If private transportation is approved, the OCP education specialist shall issue a memorandum to the assigned transportation vendor indicating the authorized period of service, (i.e., start and end dates), as well as the review date for determining whether the child will continue to need private transportation.</p> <ol style="list-style-type: none"> The authorized start date of service shall be three (3) business days from the date the OCP education specialist approves transportation. OCP shall approve transportation requests within one (1) business day of the referral. <ul style="list-style-type: none"> The social worker or designee shall ensure transportation in the interim. Transportation is a time-limited service that may be authorized for one (1) school day, but shall not exceed the duration of the current school year. The social worker shall consult with an OCP educational specialist prior to the expiration of the authorized service period if transportation is still needed. Failure to consult with an OCP education specialist regarding the continuing need for transportation may result in the termination of transportation services. <p>7. Any requests for changes to transportation must be received and approved by an OCP education specialist at least 24 hours in advance of the requested change; otherwise, the transportation vendor may not be able to accommodate the request.</p> <p>8. If there is a need to cancel a transportation pick-up or drop-off, the social worker shall contact the transportation vendor directly.</p> <p>9. Transportation services may be suspended or discontinued if either of the following occurs on more than two occasions without prior notification to the transportation vendor:</p> <ol style="list-style-type: none"> The child is not ready or is unavailable for pick-up The caregiver is not available to receive the child at drop-off <p>10. If transportation is suspended or discontinued, an OCP education</p>
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	<p>specialist shall notify the social worker of the concerns. The social worker shall consult with his/her supervisor and the caregiver regarding the concerns. The social worker may re-refer the child for transportation once the issues and/or concerns have been resolved.</p> <p>11. Any child who poses an immediate danger to self or others while on private transportation may be suspended from services to allow time for the social worker to address the issue.</p> <ul style="list-style-type: none"> c. The social worker may request a team meeting with the child, caregiver, and/or other relevant members of the team. b. Transportation services may be discontinued if the behavior re-occurs or cannot be resolved. c. If either of the above situations occurs, social workers shall arrange alternative transportation to and from school for the child accordingly. <p>12. All transportation complaints and concerns shall be reported to the Multi-Disciplinary Teaming Supervisor in OCP.</p>
	<p>Procedure I: Transportation Services – Special Education</p> <ol style="list-style-type: none"> 1. Children shall meet the Special Education eligibility criteria at the IEP meeting to receive transportation services. <i>Note: the IEP shall reflect transportation as a necessary service.</i> 2. DCPS shall coordinate transportation services for students attending or placed by DCPS in a non-public special education program. <i>Note: DCPS may take up to 72 hours to arrange all initial transportation services.</i> 3. Students attending public schools outside of the District of Columbia and receiving special education services, including transportation as part of their IEP, shall receive such services through that school’s jurisdiction. 4. Any requests to process a change in a student’s residence or education placement should be sent to an OCP Education Specialist via e-mail. <ul style="list-style-type: none"> a. An OCP education specialist shall submit the information to the DCPS Office of Special Education by the next business day of the request for transportation. b. DCPS shall be allotted up to ten (10) business days to effect a change in transportation services. 5. Social workers and members of the team shall explore all options for transporting students during periods of transition as indicated above; in some cases, private transportation may be approved until the school district initiates transportation. 6. The foster parent or social worker shall contact the local school board for bus route instructions for children receiving special education services in a public school outside of the District of Columbia.

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Procedure J: Tutoring

1. Tutoring is intended to be a time-limited, goal-focused, objective-driven academic support service for school-aged children and youth in foster care.
Note: Monitoring the completion of homework is the responsibility of the caregiver.
2. Social workers shall consider the following options for CFSA-involved children or youth who have academic needs or difficulties:
 - a. The caregiver(s) ability to provide academic support to the child/youth
 - b. Identification of tutoring services through the school (including before/during/after school assistance from the child's/youth's teacher/s), community, or other resources
3. Social workers shall make a referral to an OCP education specialist for students in need of academic support by submitting a Universal e-Referral Form (*available online at www.cfsa.dc.gov*) to cfsa.ftmu@dc.gov. Additionally, the social worker shall provide (at a minimum) the following documentation to the assigned OCP education specialist to support the need for tutoring:
 - a. Most recent report card or progress report
 - b. Current IEP (if child/youth receives special education services)
 - a. Court order (if tutoring is court-ordered)*Note: All court orders for tutoring shall be provided to an OCP education specialist immediately.*
4. An OCP educational specialist will continue to follow up with the social worker and/or supervisor for up to five (5) business days, if additional information is needed. After five (5) business days and no response from either the social worker or supervisor, the referral will be closed within the OCP and the social work team will be notified in writing.
5. For children who remain in the care of their parents or other legal guardians, the OCP education specialist shall provide school or community-based options that are free or at a low cost for parents or legal guardians.
Note: Children who remain at home are not eligible for paid tutoring services through CFSA's contracted vendors. Contract child placement agencies shall consult with their contract monitors to determine responsibility for tutoring costs.
6. Tutoring shall be conducted in the foster care placement, the tutoring vendor's facility, or a location within the community (e.g., library).
 - a. Tutoring vendors are not authorized to transport a child.
 - b. The caregiver shall ensure that the child is available for tutoring.

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	<p>7. The tutoring vendor shall conduct a preliminary assessment of the child’s academic needs and instructional requirements prior to initiating tutoring.</p> <p>8. Based on the results of the assessment and consultation with the caregiver and/or social worker, the tutoring vendor shall develop an <i>Individualized Student Services Plan (ISSP)</i>.</p> <p>a. The ISSP (<i>Attachment E</i>) shall include the following information:</p> <ul style="list-style-type: none"> i. goals and objectives ii. activities iii. materials used to help the student achieve the goals iv. assessment tools for measuring the student’s progress toward goal achievement <p>b. The ISSP shall be updated and revised based on the student’s progress.</p> <p>c. The social worker shall ensure that the caregiver receives a copy of the ISSP.</p> <p>9. The tutoring vendor shall complete a Monthly Tutoring Service and Progress Report (<i>Attachment I</i>) for every child.</p> <p>a. The Monthly Tutoring Service and Progress Report shall be e-mailed to the social worker of record by the 15th of the month following the month of service.</p> <p>b. The social worker shall ensure that the child’s caregiver receives a copy of the Monthly Service and Progress Report and reviews the document for accuracy and to confirm dates and times of service.</p> <p>10. The content of the Monthly Service and Progress Report shall be aligned with the content of the ISSP and shall reflect the child’s progress toward achieving the goals of the ISSP.</p> <p>11. The OCP education specialist shall conduct periodic reviews of service for every child approved for tutoring.</p> <p>a. The social worker shall complete the Social Worker Review of Progress Report (<i>Attachment F</i>) upon receipt of the form from an OCP education specialist.</p> <p>b. If the Social Worker Review of Progress Report is not returned to the OCP education specialist by the due date specified, the social work supervisor and program manager shall be notified. Failure of the social worker and his/her management team to respond may result in the termination of the service.</p> <p>12. Tutoring services shall be suspended, terminated, or discontinued by contacting an OCP education specialist under the following circumstances:</p> <p>a. After two missed sessions without prior notification to the tutoring vendor</p>
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	<ul style="list-style-type: none"> b. A child or youth absconds for an extended period of time c. The caregiver is unwilling to receive or is otherwise refusing services <p>13. All tutoring complaints and concerns shall be reported to the Multi-Disciplinary Team Supervisor within the IFSSA of the OCP.</p>
	<p style="text-align: center;">Procedure K: Educational Services for Older Youth in Out-of-Home Care</p> <ul style="list-style-type: none"> 1. OYE has developed an array of services to assist youth in out-of-home placements when planning for their futures and making a successful transition to adulthood. 2. The OYE staff is available to provide assistance to youth who are interested in pursuing enrollment in post-secondary education (i.e., college or university) or a vocational training program. 3. The social worker shall refer all youth 15½ years of age or older to the OYE to discuss individual transitional independent living plans and to prepare and plan for post-secondary education or vocational training, which typically begins during the last quarter of the youth’s junior year in high school.
	<p style="text-align: center;">Procedure L: Post-Secondary Education</p> <ul style="list-style-type: none"> 1. Youth in out-of-home placements interested in attending a college or university shall enroll in the OYE’s pre-college services program. The OYE Educational Specialist shall assist with planning for those youth who may be interested. 2. The pre-college services program consists of a college preparation curriculum that includes but is not limited to the following topics: <ul style="list-style-type: none"> a. Various types of higher education options b. The college search process c. A review of college entrance requirements, admissions, and financial aid processes d. College-related life skills training, including budgeting, living with a roommate, time management, and alcohol/drug use on college campuses <p><i>Note: To maximize the financial assistance a youth may receive to pay for college, youth are recommended to apply to schools that are eligible for D.C. Tuition Assistance Grant and D.C. Leveraging Education Assistance Program before the June 30 deadline.</i></p> 3. Youth must fulfill the following eligibility requirements to receive pre-college services: <ul style="list-style-type: none"> a. Be enrolled in OYE services (the enrollment process is done in FACES by the social worker who submits a referral under the Center of Keys for Life tab)
	<ul style="list-style-type: none"> b. Register for pre-college services no later than August 31, unless

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	<p>recently committed</p> <p>c. Have demonstrated the desire to pursue post-secondary education.</p> <p>d. Meet one of the following criteria:</p> <ul style="list-style-type: none"> i. Enrolled in the last quarter of the junior year of high school ii. Actively pursuing a General Equivalency Diploma (GED) iii. Earned a GED or high school diploma <p>4. In addition to the eligibility requirements listed above, the youth must provide the following information to the OYE prior to the August 31 deadline:</p> <ul style="list-style-type: none"> a. Final grades for the junior year of high school or copy of the high school diploma or GED certificate, whichever is applicable b. If the youth is in high school, the senior year class schedule (if the schedule is not known by August 31, it shall be provided to OYE as soon as it becomes available) c. SAT or ACT scores, if available (It will be the student/caregiver's responsibility, with support from the social worker, to work with the school systems is seeking assistance for SAT prep courses. However, if the youth has an IEP, he/she can be referred to OCP for assistance) d. An Education and Training Voucher application <p>5. Upon receiving the youth's registration, the OYE Educational Specialist shall send the youth a letter confirming placement in pre-college services and advising the youth of group activities and other information, including the mandatory pre-college services orientation meeting.</p> <p>6. The mandatory orientation meeting shall inform the youth of the complete schedule of program activities and associated deadlines, including those for the SAT Reasoning Test, the ACT test, and financial assistance programs.</p> <p><i>Note: The youth shall be required to provide a copy of his/her school transcript to OYE no later than this meeting.</i></p> <p>7. In order to maintain participation in pre-college services, a youth must fulfill the following criteria:</p> <ul style="list-style-type: none"> a. Remain enrolled and participate in OYE, who supports the youth through this process and collaborates with the team (social worker, caregiver, mentor, etc.) that is already in place b. Participate in the college preparation curriculum, including attending weekly group or individual sessions c. Attend SAT preparation classes, take the SAT or ACT, and provide SAT or ACT scores upon receipt d. Identify colleges to which to apply e. Complete college applications and supporting documents and submit completed applications to selected institutions
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	<p>8. OYE staff shall publicize pre-college services to CFSA staff, contract agencies, and youth at regular intervals throughout the calendar year.</p> <p>9. To the extent that funds are available, each youth shall participate in a group college tour or an individual college visit. If the youth is not able</p>
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	<p>to participate, he/she will always have the option to meet with the Educational Specialist on an individual basis. <i>Note: Under limited circumstances and as approved by the OYE Administrator, a youth may have additional visits if necessary for college admission. Social workers case-managing for youth who are not participating in pre-college services under OYE should contact OYE to find out if there are funds or space available for that youth to participate in college visits.</i></p> <p>10. Individual OYE consultations shall be provided to youth as needed. The following subjects that may be addressed in individual consultation:</p> <ol style="list-style-type: none"> a. Review of financial award letters with youth, as well as the Student Aid Report (SAR) to ensure accuracy b. Freshman year course selection c. Understanding the college’s credit system d. College correspondence <p>11. To the extent that funds are available, CFSA shall provide the following fee payments to a youth participating in pre-college services:</p> <ol style="list-style-type: none"> a. Up to \$1000 per youth for a summer session program that is required by an institute of higher education as a condition for admission b. Up to \$200 per youth for a summer orientation program at the college the youth will be attending c. Application cost for up to three (3) institutions of higher education, after the youth has sought application fee waivers <p><i>Note: OYE staff shall assist the youth in applying for fee waivers. The youth is not limited in the number of applications he/she may submit, but CFSA shall pay for no more than three (3).</i></p> <p>12. A youth who is aggrieved by a decision of CFSA to deny, suspend or revoke a pre-college service may appeal the decision in accordance with 29 D.C.M.R. Chapter 59 (refer to CFSA’s Fair Hearings Policy).</p>	
	<p>Procedure M: Post-Secondary Education – Vocational</p> <p>1. OYE staff shall assist with enrollment in vocational training when a youth fulfills the following criteria:</p> <ol style="list-style-type: none"> a. Enrolls and actively participates in OYE services b. Demonstrates interest in pursuing vocational education c. Meets one of the following criteria: <ol style="list-style-type: none"> i. Is 18 years old or older ii. Is pursuing a GED or is a senior in high school 	
	<ol style="list-style-type: none"> iii. Has a GED or high school diploma iv. Participates in the Department of Employment Services (DOES) job readiness program, including attending weekly group or individual sessions <p>2. OYE shall also provide the following assistance to assess the youth’s</p>	
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	<p>vocational options:</p> <ol style="list-style-type: none"> a. In identifying different types of vocations appropriate to the youth's skills, talents, and interests b. In the vocational school search process, including factors to consider in a vocational school or institution selection (e.g., geography, population, price, length of curriculum, etc.) c. In the vocational school entrance requirements and admission process d. In the financial aid process (including grants and scholarships) e. In applying for the Education and Training Vouchers (ETV) Program (see <i>Administrative Issuance CFSA-06-9 Post-Secondary Education and Training</i>). <p><i>Note: To maximize the financial assistance a youth may receive to pay for vocational education, youth are required to apply to institutions that are eligible for Federal Application for Federal Student Aid.</i></p> <ol style="list-style-type: none"> f. In visiting vocational school (to the extent that funds are available, youth may participate in a group vocational school tour) <ol style="list-style-type: none"> 3. All youth shall receive individual OYE consultation to address one or more of the following subjects: <ol style="list-style-type: none"> a. Reviewing financial award letters with the youth, as well as the Student Aid Report (SAR) to ensure accuracy b. Understanding the vocational school's credit system c. Vocational school correspondence 4. If there is an application cost to the vocational services program, CFSA will pay up to three (3) institutions of higher education, after the youth has sought application fee waivers. 5. A youth who is aggrieved by a decision of CFSA to deny, suspend or revoke assistance with enrollment into vocational school may appeal the decision, in accordance with 29 D.C.M.R. Chapter 59 (refer to CFSA's policy on Fair Hearings).
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Definitions

For the purpose of this policy the following terms are used.

Birth Parent – the lawful and natural father or mother of a person. The word parent does not mean grandparent or ancestor.

Caretaker – a person who takes care of another in the general sense or in the sense of a caregiver who looks after individuals who are unable to care for themselves.

DCPS – District of Columbia Public School.

Education Decision-maker – an individual in the life of a child/youth under the age of 18 with the authority to make educational decisions on behalf of the child/youth. Typically, birth or adoptive parent(s) of a child/youth retain education decision-making rights unless a court order has transferred those rights to another individual.

Educational Advocate - someone who takes action to help someone else, as in "educational advocate." In special education, an individual who is not an attorney, who assists parents and children in their dealing with school districts regarding the children.

Educational Attorney – An attorney appointed by the court to represent a child's/youth's education decision-maker.

Educational Surrogate Parent – an individual appointed by the OSSE or Family Court to act in place of a parent or legal guardian in safeguarding a child's/youth's rights and to advocate for the child/youth with a disability, or a child/youth who demonstrates the likelihood of having a disability.

Enrollment Packet – a packet that must be completed for all children/youth in foster care enrolled in any type of school within and outside of the District of Columbia and submitted to the Office of Clinical Practice prior to their physical enrollment in schools.

ETV – Education and Training Voucher – a program that provides resources specifically to meet the education and training needs of youth aging out of foster care.

Fostering Connections to Success and Increasing Adoptions Act – expansive federal child welfare legislation passed in 2008 which addresses several important areas, including education, designed to improve the lives and opportunities of children/youth in foster care. Fostering Connections requires child welfare agencies to partner with local schools to ensure that children/youth remain in their school of origin, unless it is not in their best interests to do so. When it is in their best interests to transfer to a new school, the law requires the child welfare agency and the local school to work together to ensure their immediate enrollment and transfer of records to the new school.

General Education - a grouping of courses from different areas that a particular institution or school have selected so that students receive a well-balanced and rich education.

Guardian – a person who has been appointed legal guardian of a student by a court of competent jurisdiction.

Homeless – an individual who lacks a fixed, regular, and adequate nighttime residence. These individuals shall include children and youth who are between the ages of five (5) and eighteen (18) years of age.

IDEA - Individuals with Disabilities Education Act.

IEP - Individualized Education Program- a program developed by a team of interested parties to help meet the unique needs of an individual child who may have a disability, whether physical, emotional, or mental. IEPs are updated annually.

ISSP – Individualized Student Service Plan.

LEA – Local Education Agency – refers to the District of Columbia Public School system and District of Columbia public charter schools.

OSSE – D.C. Office of the State Superintendent of Education.

Parent – a natural parent, stepparent, or parent by adoption of a child/youth.

Public Charter School – A District of Columbia public school authorized by a chartering authority.

School - a public charter school, a school within the District of Columbia Public School system, a school in another state or a non-public school in the District of Columbia enrolling a student funded by the District of Columbia.

School-age child – a child who is five (5) years old or older by September 30 of a current school year but who has not yet reached his or her eighteenth (18) birthday.

School-based student support team – a team formed to support the individual student by developing and implementing action plans and strategies that are school-based or community-based.

School Continuity - the quality of being consistent and uninterrupted throughout.

School of Origin – the school in which a child/youth was enrolled at the time of removal and placement into foster care.

Special Education and Related Services – specially designed instruction, at no cost to parent/guardian, which meets the unique needs of a child with a disability. Related services are often services essential to meet the needs of the child. These related services refer to items like: transportation (for severe behavior or wheelchair access, etc.), audio logical services, and speech and language pathologist’s referral and support, psychological services, occupational and or, social emotional services, interpreter, rehabilitation counseling, etc. Essentially, that which may be required to assist a child with a disability to benefit from special education will be considered a related service. Note: This does not include devices or assistive technologies but it could include support to use technology or devices.

Truant – a school age-child who is absent without a valid excuse for a day or a portion of it.

GOVERNMENT OF THE DISTRICT OF COLUMBIA
Child and Family Services Agency



(Today's Date)

To Whom It May Concern:

This letter is to inform you that **(Client's Name)** (**DOB (Client's DOB); Social Security #(Client's SS#)**) is a Ward of the District of Columbia's Child and Family Services Agency, with a legal status of commitment. This has been the child's/youth's legal status since **(Commitment Date)**, by order of the Superior Court of the District of Columbia. The child/youth is a United States citizen, is a resident of the District of Columbia, and his/her income is zero due to his/her legal status as a committed ward.

The child's/youth's current address is **(Client's Full Address)**, and is placed with (Full Name(s) of Placement Provider(s).

If you have any questions or concerns, please do not hesitate to contact me using the information provided below.

Sincerely,

(Social Worker's Name)

(Title)

(Name of Program)

(Name of Administration)

Child and Family Services Agency

(Office Phone Number)

(Mobile Phone Number)

(E-mail Address)



SCHOOL PLACEMENT DECISION-MAKING GUIDE



OCP - Innovative Family Support Services Administration

When faced with the decision to move a child/youth to another school, social workers should consider the factors below to make a determination that is in the best interest of the child/youth.

Student's Name: _____	DOB: _____	FACES ID#: _____	School of Origin: _____
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SCHOOL OF ORIGIN (SO)	ALTERNATE SCHOOL CHOICE (ASC)
PERSONAL SAFETY OF THE STUDENT	
<input type="checkbox"/> The SO has advantages that ensure the safety of the student.	<input type="checkbox"/> The ASC has advantages that ensure the safety of the student.
Explanation:	
CONTINUITY OF INSTRUCTION	
<input type="checkbox"/> The student has attended the SO for an extended period of time and his/her learning needs are best met by remaining in the current learning environment.	<input type="checkbox"/> The students has attended the SO for only a brief period of time and his/her learning needs are minimally impacted, or may improve, if moved to an ASC.
Explanation:	
ACADEMIC PERFORMANCE	
<input type="checkbox"/> The student's academic performance would be <i>adversely</i> impacted (i.e. fall behind academically) if transferred to another school.	<input type="checkbox"/> The student's academic performance would be <i>minimally</i> impacted (i.e. the student would likely recover academically) if transferred to another school.
Explanation:	
INSTRUCTIONAL NEEDS	
<input type="checkbox"/> The SO better addresses the unique instructional needs or interests of the student. If applicable, the student's need for special instruction, such as Section 504 or special education and related services, can be met better at the SO.	<input type="checkbox"/> The ASC has programs and activities that address the unique instructional needs or interests of the student that the SO does not. If applicable, the student's need for special instruction, such as Section 504 or special education and related services, can be met better at the ASC.
Explanation:	
SOCIAL AND EMOTIONAL WELL-BEING	
<input type="checkbox"/> Changing schools would <i>adversely</i> impact the student's social and emotional well-being (i.e. maintaining friendships are critical to the student; the student has strong ties to the school and does not want to leave).	<input type="checkbox"/> Changing schools would have minimal impact on the student's social and emotional well-being (i.e. maintaining friendships and other relationships in the SO are not particularly critical to the student; the student does not feel strong ties to the SO and does not mind transferring).
Explanation:	
DISTANCE OF THE COMMUTE	
<input type="checkbox"/> The advantages of remaining in the SO outweigh any potential disadvantages presented by the length of the commute.	<input type="checkbox"/> A shorter commute may help the student's performance in school.
Explanation:	
STABILITY OF FOSTER CARE PLACEMENT	
<input type="checkbox"/> The student will benefit from the continuity offered by remaining in the SO because his/her current living situation is outside of the SO attendance zone, but his/her living situation or location continues to be uncertain.	<input type="checkbox"/> The student's current living situation appears stable and unlikely to change suddenly; the student will benefit from developing relationships with peers in school who live in his local community.
Explanation:	
SCHOOL PLACEMENT OF SIBLINGS	

<input type="checkbox"/> Enrollment in the SO will provide opportunities for the student to benefit from close proximity to siblings OR the student does not have school-age siblings.	<input type="checkbox"/> Enrollment in the ASC will provide opportunities for the student to benefit from close proximity to siblings.
Explanation:	
TIME REMAINING IN SCHOOL YEAR	
<input type="checkbox"/> Given the point in the school year, the student will benefit from remaining in the SO until the end of the year.	<input type="checkbox"/> Given the point in the school year, the student will benefit from placement in the ASC at a natural transition point (i.e., holiday or semester break).
Explanation:	

BEST INTEREST DETERMINATION

The above factors serve only as a guide to decision-making. Those involved in this decision must consider all of the child/youth's strengths and needs, including those which may not be outlined in this document.

It is in the best interest of the student to remain in the **SCHOOL OF ORIGIN**

It is in the best interest of the student to remain in the **ALTERNATE SCHOOL**

Name of school: _____ Jurisdiction: DC MD VA Other (specify): _____

Indicate all individuals who were contacted and participated in this decision:

Parent(s) Student Social Worker Foster Parent(s) GAL
 Ed. Advocate Education Specialist Education Surrogate Parent
 SO Representative (specify): _____ ASC Representative (specify): _____ Other: _____

TRANSPORTATION PLAN

Private transportation is available to ensure school stability for children/youth that are entering care or experiencing a placement disruption. Specifically, private transportation may be provided to keep students in their school of origin or when there is a brief disruption in DCPS Special Education transportation services. If approved, it may take up to three business days to route and initiate services for a student. During this period, the child/youth's case management team must ensure the student attends school daily.

Private educational transportation IS NOT required.
 Mode of transportation: Walking Caregiver Relative Daycare provider
 Metrobus/rail School bus Other (specify): _____

Student receives transportation as a related service through his/her Individualized Education Program (IEP).

Private educational transportation IS required. (A **Universal e-Referral Form** should be submitted to cfsa.ftmu@dc.gov.)

Social Worker Name (Print): _____ Date of Decision: _____

Social Worker Signature: _____



SCHOOL ENROLLMENT TIP SHEET

Q: Who needs a school enrollment packet?

A: Beginning with the 2010-2011 school year, the social worker with case management responsibility must complete a school enrollment packet for every CFSA-involved client in foster care attending any type of school (i.e., public, charter, private, or non-public school) within or outside of the District of Columbia.

Q: When is a school enrollment packet required?

A: A school enrollment packet must be completed at the beginning of every school year, immediately upon a child’s removal and placement into foster care, or any time a child/youth is changing schools and needs to be enrolled in a new school. The school enrollment packet must be completed and submitted to an OCP education specialist for review and approval prior to physically enrolling the client in school.

Q: What is the process for enrolling my client in a school within and outside of the District of Columbia?

A: The following steps must be completed in order to enroll a client in school:

- 🍷 Update the education screens in FACES so that the client is only listed as attending the school in which s/he will be enrolled (All other school listings should be end-dated (i.e., promoted, graduated, unknown, etc.)
- 🍷 Complete the school enrollment packet for review and approval by an OCP education specialist
- 🍷 Physically enroll the client in the new school
- 🍷 Physically withdraw the client from the last school attended and request a transfer of records to the new school

Q: Which documents are needed to complete a school enrollment packet?

A: Schools systems within and outside of the District of Columbia may require a variety of documents to complete the school enrollment packets for children/youth in foster care. The CFSA requires certain school enrollment documents, as well. In most cases, the documents required for a client’s school enrollment packet will depend upon the type of school and the jurisdiction in which the client is enrolled. Please see the tips below as well as the table on the next page for guidance:

- 🍷 The Student Information Form and a copy of the most recent court order are required for every school enrollment packet, regardless of the type of school or the jurisdiction within which the client is attending school.
- 🍷 Some jurisdictions in Maryland and Virginia may require additional documents
- 🍷 All school enrollment documents can be found on the Internet at www.cfsa.dc.gov.
- 🍷 When possible, all information must be entered into the school enrollment documents electronically.
- 🍷 **If the client receives special education services, a copy of the current IEP must be provided, as well.**

JURISDICTIONS*	Student Information Form	Most Recent Court Order	Tuition Contract	ICPC	Birth Certificate	Ward Letter	Other
Anne Arundel County	✓	✓	✓				
Baltimore City	✓	✓	✓		✓		Immunization Record
Baltimore County	✓	✓	✓	✓	✓		
Charter Schools	✓	✓					
Charles County	✓	✓	✓		✓	✓	Immunization Record
DCPS	✓	✓					
Fairfax County	✓	✓	✓	✓			Fairfax County Affidavit of Agreement to Pay Tuition
Howard County	✓	✓	✓	✓	✓		Tuition Authorization Form for Out-of-State Placement
Montgomery County	✓	✓	✓			✓	
Non-public Schools	✓	✓					IEP
Prince George’s County (MD)	✓	✓	✓				
Prince William County (VA)	✓	✓	✓				
Private Schools	✓	✓					
St. Mary’s County	✓	✓	✓				

**If you need to enroll a client in a county in Maryland or Virginia not listed above, contact an IFSSA education specialist for enrollment instructions.*

Q: Who may physically enroll client in school?

A: Social workers (with ID badge) and placement providers may physically enroll children/youth in public or charter schools in DC; however, placement providers must enroll clients in all other types of schools in all other jurisdictions.

Q: When should I physically withdraw a client from school?

A: A client can be withdrawn from the last school attended once s/he has been physically enrolled in the new school. The social worker shall ensure that **a request is made** to transfer the client’s records from the last school attended to the new school and that the new school **receives** the client’s school records.

Q: When is the Student Information Notice Form required?

A: The Student Information Change Form is required whenever a child/youth is **continuing in the same school** and any of the following changes occurs: guardianship finalizes, an adoption petition is filed or withdrawn, new educational-decision-maker, new foster care/group home placement, or when a case closes. The Student Information Change Form should be sent to an OCP education specialist via e-mail within 48 hours of the change. **If the child/youth needs to be enrolled in a new school, the social worker must complete a new school enrollment packet.**

QUESTIONS & OTHER INQUIRIES

- 🍷 Please contact an OCP Education Specialist.



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INDIVIDUALIZED STUDENT SERVICE PLAN

PLEASE NOTE: The Individual Student Service Plan (ISSP) must be completed in consultation with the client's caregiver and the social worker to identify the specific achievement goals for the period of authorization. The ISSP must be e-mailed to the CFSA Education Specialist within one week of completion, which is to be no later than one week after the submission of the pre-assessment. A copy of the ISSP and the pre-assessment results must be provided to the client's caregiver within one week, as well.

CLIENT INFORMATION

Name: _____ FACES ID #: _____ DOB: _____ Gender: _____
School: _____ Grade: _____ Special Education: _____

PARENT/CAREGIVER INFORMATION

Name(s): _____ Address: _____
Primary Contact #: _____ Alternate Contact #: _____

SOCIAL WORKER INFORMATION

Name: _____ Agency: _____ Primary Contact #: _____
Alternate Contact #: _____ E-mail: _____
Supervisor's Name: _____ Supervisor's Primary Contact #: _____
Supervisor's E-mail: _____

TUTORING AGENCY INFORMATION

Agency: _____ Date Referral Received: _____ Start Date of Service: _____ End Date of Service: _____
Is tutoring court-ordered? _____ Number of Service Hours Approved Per Month: _____
Tutor: _____ Tutor's Primary Contact #: _____ Type of Instruction: _____
Location of Instruction: _____ (If community, indicate address: _____)
Focus Subject Areas: [] Reading [] English [] Mathematics [] Science [] History [] Social Studies [] Study Skills
[] Other (Please identify: _____)

REGULARLY SCHEDULED DAYS AND TIMES OF SERVICE:

Table with 7 columns: MON, TUES, WED, THURS, FRI, SAT, SUN. Each column has a checkbox for service scheduling.

ASSESSMENT RESULTS

Name of assessment administered: _____ Date most recent test was administered: _____
Name of test administrator: _____ Date of next assessment: _____
Assessment results (Please use as much space as necessary.): _____
Narrative response regarding academic strengths and areas needing improvement: _____



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INDIVIDUALIZED STUDENT SERVICE PLAN

OVERALL GOALS FOR PERIOD OF AUTHORIZATION

(Please list all goals you anticipate client will be able to master in each focus subject area within the period of authorization. Use additional pages if necessary.)

SUBJECT AREA #1: _____

GOAL #1: _____

- OBJECTIVE #1: _____
- Activities:
- Materials:
- Assessment Measures/Tools:

- OBJECTIVE #2: _____
- Activities:
- Materials:
- Assessment Measures/Tools:

- OBJECTIVE #3: _____
- Activities:
- Materials:
- Assessment Measures/Tools:

GOAL #2: _____

- OBJECTIVE #1: _____
- Activities:
- Materials:
- Assessment Measures/Tools:

- OBJECTIVE #2: _____
- Activities:
- Materials:
- Assessment Measures/Tools:

- OBJECTIVE #3: _____
- Activities:
- Materials:
- Assessment Measures/Tools:

GOAL #3: _____

- OBJECTIVE #1: _____
- Activities:
- Materials:
- Assessment Measures/Tools:

- OBJECTIVE #2: _____
- Activities:
- Materials:
- Assessment Measures/Tools:



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INDIVIDUALIZED STUDENT SERVICE PLAN

• OBJECTIVE #3: _____

- Activities:
- Materials:

Assessment Measures/Tools:

SUBJECT AREA #2: _____

GOAL #1: _____

• OBJECTIVE #1: _____

- Activities:
- Materials:
- Assessment Measures/Tools:

• OBJECTIVE #2: _____

- Activities:
- Materials:
- Assessment Measures/Tools:

• OBJECTIVE #3: _____

- Activities:
- Materials:
- Assessment Measures/Tools:

GOAL #2: _____

• OBJECTIVE #1: _____

- Activities:
- Materials:
- Assessment Measures/Tools:

• OBJECTIVE #2: _____

- Activities:
- Materials:
- Assessment Measures/Tools:

• OBJECTIVE #3: _____

- Activities:
- Materials:
- Assessment Measures/Tools:

GOAL #3: _____

• OBJECTIVE #1: _____

- Activities:
- Materials:
- Assessment Measures/Tools:

• OBJECTIVE #2: _____

- Activities:
- Materials:



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INDIVIDUALIZED STUDENT SERVICE PLAN

- Assessment Measures/Tools:
- **OBJECTIVE #3:** _____
- Activities:
- Materials:
- Assessment Measures/Tools:

SUBJECT AREA #3: _____

GOAL #1: _____

- **OBJECTIVE #1:** _____
- Activities:
- Materials:
- Assessment Measures/Tools:

- **OBJECTIVE #2:** _____
- Activities:
- Materials:
- Assessment Measures/Tools:

- **OBJECTIVE #3:** _____
- Activities:
- Materials:
- Assessment Measures/Tools:

GOAL #2: _____

- **OBJECTIVE #1:** _____
- Activities:
- Materials:
- Assessment Measures/Tools:

- **OBJECTIVE #2:** _____
- Activities:
- Materials:
- Assessment Measures/Tools:

- **OBJECTIVE #3:** _____
- Activities:
- Materials:
- Assessment Measures/Tools:

GOAL #3: _____

- **OBJECTIVE #1:** _____
- Activities:
- Materials:
- Assessment Measures/Tools:

- **OBJECTIVE #2:** _____
- Activities:
- Materials:



INDIVIDUALIZED STUDENT SERVICE PLAN

- Assessment Measures/Tools:
- **OBJECTIVE #3:** _____
- Activities:
- Materials:
- Assessment Measures/Tools:

SUBJECT AREA #4: _____

GOAL #1: _____

- **OBJECTIVE #1:** _____
- Activities:
- Materials:
- Assessment Measures/Tools:

- **OBJECTIVE #2:** _____
- Activities:
- Materials:
- Assessment Measures/Tools:

- **OBJECTIVE #3:** _____
- Activities:
- Materials:
- Assessment Measures/Tools:

GOAL #2: _____

- **OBJECTIVE #1:** _____
- Activities:
- Materials:
- Assessment Measures/Tools:

- **OBJECTIVE #2:** _____
- Activities:
- Materials:
- Assessment Measures/Tools:

- **OBJECTIVE #3:** _____
- Activities:
- Materials:
- Assessment Measures/Tools:

GOAL #3: _____

- **OBJECTIVE #1:** _____
- Activities:
- Materials:
- Assessment Measures/Tools:

- **OBJECTIVE #2:** _____
- Activities:
- Materials:
- Assessment Measures/Tools:



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INDIVIDUALIZED STUDENT SERVICE PLAN

- **OBJECTIVE #3:** _____
-
- **Activities:**
- **Materials:**
- **Assessment Measures/Tools:**

PREPARED BY:

DATE PREPARED:

Checking this box confirms that the Clinical Director of the tutoring agency has reviewed and approved this Individualized Student Service Plan for appropriate development of goals and objectives for the above-referenced client during the authorized period of service prior to submission to the Child and Family Services Agency.

CLINICAL DIRECTOR:



SOCIAL WORKER REVIEW OF PROGRESS REPORT (TUTORING)

PLEASE NOTE: The Social Worker Review of Progress Report must be completed by the child/youth's social worker prior to the Office of Clinical Practice making a determination regarding reauthorization of tutoring services.

CHILD/YOUTH INFORMATION

Name: _____ FACES #: _____ DOB: _____ Gender: _____ Legal Status: _____
School: _____ Grade: _____ Special Education: _____ Permanency Goal: _____

SOCIAL WORKER INFORMATION

Name: _____ Agency: _____ Phone #: _____ E-mail: _____
Supervisor's Name: _____ Supervisor's Phone #: _____ Supervisor's E-mail: _____

PLACEMENT PROVIDER(S) INFORMATION

Name(s): _____ Phone: _____ E-mail: _____
Street Address: _____ City: _____ State: _____ Zip: _____
Relationship to child/youth: _____ (If OTHER, specify: _____)

CURRENT STATUS

Table with 2 columns: Question and Yes/No checkboxes. Questions include: Is tutoring for this child/youth court-ordered?, Is the child/youth receiving therapeutic foster care services?, Does the child/youth have an Individualized Education Plan (IEP)?, Is child/youth placed in a pre-adoptive home?, Do you anticipate that this case will close within the next six months?, Did the tutor make contact with you this month?, Did the foster parent report any difficulties with the provision of tutoring services for the child/youth during the current review period?, Has the child/youth absconded at any time during the past six months?, Has the child/youth been incarcerated during the past six months?, Is the child youth uncooperative, inconsistently participating or otherwise uninterested in receiving tutoring services?, Do you wish to have a new tutor assigned to your client?, Do you wish to have your client assigned to a new tutoring vendor?

Does the child/youth continue to demonstrate a need for tutoring services? (Please provide a copy of the child's/youth's most recent report card.) _____

Please provide any additional information that will help the Office of Clinical Practice provide assistance with and/or make a determination regarding tutoring services? _____

NAME OF PREPARER: _____

DATE PREPARED: _____

STUDENT INFORMATION FORM

PART A - STUDENT INFORMATION - DEMOGRAPHIC

Last Name: _____ First Name: _____ Middle Name: _____
Date of Birth: _____ Sex: Female Male
CFSA Client Number: _____ DC Student ID (if known): _____

PART B – PLACEMENT PROVIDER INFORMATION

Name: _____
Street Address: _____ City: _____ State: _____ Zip Code: _____
Main Telephone Number: _____ Alternate Telephone Number: _____

Has the placement provider filed an adoption petition on behalf of the client? Yes No

Date adoption petition filed (MM/DD/YY): _____

PART C – STUDENT INFORMATION - EDUCATIONAL

1. **SCHOOL ENTERING:** _____ Grade: _____
Address: _____
City: _____ County: _____ State: _____ Zip Code: _____
Type of School (*choose one*): _____

2. **SCHOOL LAST ATTENDED:** _____ Grade: _____
Address: _____
City: _____ County: _____ State: _____ Zip Code: _____
Type of School (*choose one*): _____

3. Please select one on the following:

Client is a general education student and does not receive special services.

Client receives the following special services (*check all that apply*):

Advanced Placement/Talented & Gifted

Bilingual or ESL Program

Student has an IEP and receives Special Education Services (**Date of most recent IEP:** _____)

Student has a 504(b) plan

Other strengths/needs: _____

PART D – GENERAL EDUCATION DECISIONS (*check all that apply*)

The student is over the age of 18.

One or both of the student's parent(s) currently retain educational decision-making rights.

Parent 1 Name: _____

Address: _____

Phone Number(s) (*list as many as known*): _____

Parent 2 Name: _____

Address: _____

Phone Number(s) (*list as many as known*): _____

- The student's birth parent(s) do not current retain educational decision-making rights.
- The following individual(s) may make General Education Decisions (*specify and provide contact information if not otherwise provided on this form*):

Name: _____ Phone Number(s): _____

Name: _____ Phone Number(s): _____

Name: _____ Phone Number(s): _____

PART E – SPECIAL EDUCATION DECISIONS (*Skip this section if client does not receive special education services.*)

- Parent 1 (above) currently retains special education decision-making rights.
- Parent 2 (above) currently retains special education decision-making rights.
- The status of the decision-making rights of the student's parent(s) is unknown. A referral for a Surrogate Parent appointment has been/will be made on/by: _____ (date)
- A Surrogate Parent has been appointed under the IDEA.
Surrogate Parent Name: _____
Address: _____
Phone Number(s) (list as many as known): _____
E-mail address: _____

This appointment was made by: (*attach supporting documentation*)

- Court order
- D.C. Office of the State Superintendent of Education (OSSE)
- Prince George's County Public Schools

- There is another adult in the Student's life who meets the IDEA's definition of "parent" and has been actively making special education decisions. (*Note: A new LEA may make a different determination.*)
Name: _____
Address: _____
Phone Number(s) (list as many as known): _____
E-mail: _____ *Relationship to Student:* _____

PART F – SOCIAL WORKER/CASE MANAGER INFORMATION

Name of Placement Agency: _____

Agency Address: _____ Phone: _____

Social Worker/Case Manager Name: _____ E-mail: _____ Phone: _____

Supervisor Name: _____ E-mail: _____ Phone: _____

FORM COMPLETED BY

Name:	Date:	E-mail:	Phone Number:
-------	-------	---------	---------------

STUDENT INFORMATION CHANGE FORM

STUDENT INFORMATION

Name: _____ Date of Birth: _____ FACES Client Number: _____

School: _____ Grade: _____ DC Student ID: _____

Educational Status: General Education Special Education

INFORMATION CHANGE

The following change has occurred:

DATE OF CHANGE: _____

GUARDIANSHIP FINALIZED *(See associated guardianship order)*

ADOPTION PETITION FILED

Name of pre-adoptive parent(s): _____

Street Address: _____ City: _____ State: _____ Zip Code: _____

Phone Number(s): _____ (primary) _____ (alternate) E-mail (optional): _____

ADOPTION PETITION WITHDRAWN

EDUCATIONAL DECISION-MAKER

Name: _____ Relationship to student (i.e. relative, surrogate parent): _____

Reason for Change: _____

FOSTER CARE/GROUP HOME PLACEMENT *(No school change required)*

Name: _____

Address: _____

Phone Number(s): _____ (primary) _____ (alternate) E-mail (optional): _____

CASE CLOSED

OTHER: *(Please specify: _____)*

CHANGE COMPLETED BY

Name: _____ Date: _____ E-mail: _____

Organization/Employer: _____

Phone Number(s): _____ (primary) _____ (alternate)



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MONTHLY TUTORING SERVICE AND PROGRESS REPORT

PLEASE NOTE: Monthly progress and service report with original signatures must be provided with the invoice submitted to the CFSA's Finance Department, otherwise, the invoice will be returned unpaid. Additionally, the monthly progress and services reports must be sent via e-mail to the social worker of record for each client. The Office of Clinical Practice should be copied on that same e-mail via tutoring.report@dc.gov.

MONTH: _____ YEAR: _____
Client's Name: _____

REGULARLY SCHEDULED DAYS AND TIMES OF SERVICE:

Table with 7 columns: MON, TUES, WED, THURS, FRI, SAT, SUN. Each column has a checkbox.

ACTIVITY LOG

Date: _____ | Start Time: _____ | End Time: _____ | No. of Hours: _____
Parent/Supervising Adult's Signature*:

Date: _____ | Start Time: _____ | End Time: _____ | No. of Hours: _____
Parent/Supervising Adult's Signature*:

Date: _____ | Start Time: _____ | End Time: _____ | No. of Hours: _____
Parent/Supervising Adult's Signature*:

Date: _____ | Start Time: _____ | End Time: _____ | No. of Hours: _____
Parent/Supervising Adult's Signature*:

Date: _____ | Start Time: _____ | End Time: _____ | No. of Hours: _____
Parent/Supervising Adult's Signature*:

Date: _____ | Start Time: _____ | End Time: _____ | No. of Hours: _____
Parent/Supervising Adult's Signature*:

Date: _____ | Start Time: _____ | End Time: _____ | No. of Hours: _____
Parent/Supervising Adult's Signature*:

Date: _____ | Start Time: _____ | End Time: _____ | No. of Hours: _____
Parent/Supervising Adult's Signature*:

Date: _____ | Start Time: _____ | End Time: _____ | No. of Hours: _____
Parent/Supervising Adult's Signature*:

*PLEASE NOTE: If the supervising adult signing the service report is someone other than the caregiver, provide the adult's contact information and relationship to the caregiver: _____.

Tutor's Signature _____ Date _____



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MONTHLY TUTORING SERVICE AND PROGRESS REPORT

Client's Name: School: SW Agency: Parent(s)/Caregiver(s) Name: Street Address: Tutoring Agency: Location of Instruction: Client FACES #: DOB: Gender: Special Education: SW Name: SW Phone #: Date of Last Contact w/SW: Phone: E-mail (if applicable): City: State: Zip: Tutor: Tutor's Phone #: Type of Instruction: No. of Service Hours Approved:

NUMBER OF REGULARLY SCHEDULED SESSIONS MISSED THIS MONTH:

GOALS OF THE MONTH (Please refer to the client's ISSP. Please use additional sheets as necessary.)

- 1) 2) 3) 4)

OBJECTIVES (Based on goals of the month.)

- 1) 2) 3) 4)

ACTIVITIES/INTERVENTIONS/STRATEGIES (Selected to help meet objectives.)

MATERIALS/RESOURCES (Used to help implement interventions.)

ASSESSMENT/RESULTS (Methods/tools used to assess the client's progress toward meeting objectives.)

OVERALL PROGRESS NARRATIVE FOR THE MONTH (Describe in detail the client's progress toward achieving goals and meeting objectives.)

Did the client meet any objectives this month? (If YES, please specify the number(s) of the objectives met from above:) Yes No
Has the client met all of the objectives in the current ISSP? (If YES, update the ISSP and provide a copy to the CFSA's OCP within five (5) business days.) Yes No
Is the student regularly available for tutoring? Yes No
Does the student generally participate in sessions? Yes No
Does the student generally attempt or complete all tutoring assignments? Yes No
Did the foster parent(s) participate in sessions? Yes No
Did you encounter any difficulties providing tutoring services to this client this month? Yes No (If YES, please explain:)

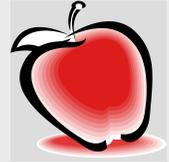
PREPARED BY:

DATE PREPARED:



Education/Vocation Assessment: **In-Home**

An Education/Vocation Assessment must be completed twice a year for every school-aged child/youth (ages 5-18) **and** for older youth (ages 18-21) involved with the CFSA. Approved assessments should be submitted no later than November 15th of each year or within 30 days of opening an in-home case. Approved updated assessments should be submitted no later than April 15th.



SECTION 6 (EDUCATIONAL/VOCATIONAL SERVICES FOR OLDER YOUTH) MUST BE COMPLETED FOR BOTH THE NOVEMBER AND APRIL SUBMISSIONS.
FACES information must also be updated each time an assessment is completed.



Section 1: Child/Youth Information

Name: FACES Client ID #: Date of birth:

School Year: 20 - 20 Date assessment completed:



Section 2: Enrollment & Attendance

With limited exceptions, DC Code §38-202 mandates compulsory school attendance between the ages of five and eighteen. Discuss public, charter, private, and voucher school options with parent(s)/caregiver(s).

1. Enrollment

- Yes**, child/youth enrolled
 - Type of educational program:
 - School Vocational program Enrichment program Other
 - Name of school/program:
 - Duration of enrollment in current school/program:

- No**, child/youth not enrolled
 - Last grade child/youth completed:
 - How long not attending school:
 - Briefly describe plan to enroll child/youth:
If there is no enrollment plan, discuss with supervisor or a CFSA/private agency education specialist.
 - Barriers to enrollment, if applicable (*check all that apply*):
 - Immunizations Transportation Prior suspension/expulsion
 - Other (*specify*):

2. Attendance

- Yes**, child/youth is attending school or vocational or enrichment program as directed and expected by the child's team

- No**, child/youth is not attending as directed and expected by the child's team
 - Briefly describe attendance pattern:
 - Briefly describe barriers to attendance:
 - How many of the following has child/youth received this year:
 - Tardies: Unexcused absences: Excused absences:
 - Briefly explain tardiness and/or absences:
 - Have you discussed excessive tardiness/absences with parent(s)/caregiver(s)?
 - No. *Plan next steps with your supervisor.*
 - Yes. Describe steps of parent(s)/caregivers(s) to address issue(s):

3. Transportation to/from School/Program

- Parent(s)/caregiver(s) Walk Metrobus/rail School bus Home schooled
 Other (specify):

Distance from home to school/program: miles OR minutes



Section 3: Health & Well Being

1. Health

Is the child current on all immunizations?

- Yes
 No. *Discuss with caregiver(s) and, if necessary, see an OCP nurse.*

Is the child current on the following health exams?

- Physical (annual) Vision (annual) Hearing (annual) Dental (twice a year)
If child is not current on any exam above, discuss with parent(s)/caregiver(s). If necessary, see an OCP nurse.

Are there any concerns about the child's/youth's physical health, vision, hearing, or dental health that are affecting ability to participate in the school, vocational program, or enrichment activity?

- No
 Yes. Identify concern(s):

Has the parent(s)/caregiver(s) shared these concerns with the school, vocational program, or enrichment activity to ensure they make accommodations?

- Yes No. *Discuss with parent(s)/caregiver(s) how to share this information.*

2. Well Being

What does the child/youth say about experiences at school or at vocational/enrichment programs?

Is the child/youth involved in extracurricular activities?

- Yes. List activities:
 No.

If no, is there a plan to involve the child/youth in extracurricular activities?

- Yes No. *Discuss options with parent(s)/caregiver(s) and take appropriate next steps.*

How does the child/youth interact with peers and others? (Select all that apply.)

- | | | |
|---|--|---|
| <input type="checkbox"/> Outgoing | <input type="checkbox"/> Withdrawn and/or isolated | <input type="checkbox"/> Has/maintains friendships |
| <input type="checkbox"/> Fights with others | <input type="checkbox"/> Gets along well with others | <input type="checkbox"/> Bullies others |
| <input type="checkbox"/> Respectful of others | <input type="checkbox"/> Picked on by others | <input type="checkbox"/> Friendly |
| <input type="checkbox"/> Overly anxious | <input type="checkbox"/> Quiet and/or reserved | <input type="checkbox"/> Involved in gangs/crews |
| <input type="checkbox"/> Involved in school activities | <input type="checkbox"/> Substance abuse/involvement | <input type="checkbox"/> Disrespectful of authority |
| <input type="checkbox"/> Other (Please identify:) | | |

Where are the behaviors indicated above observed?

- Home School Both Other:

Is the caregiver concerned about any behaviors?

- No
 Yes. Explain concerns and plan to address them:

Are you concerned about any behaviors?

- No
 Yes. Explain concerns and plan to address them:

Since the last Education/Vocation Assessment, have there been any recent improvements in child's/youth's behavior?

- No
- Yes. Describe:

Has the school disciplined the child/youth for his/her behavior?

- No
- Yes. *If child/youth has an IEP, contact a CFSA/private agency education specialist to ensure statutory compliance.*

- Has child/youth been suspended since the last Education/Vocation Assessment?
 - No
 - Yes. For most recent suspension, indicate:
 Date suspended:
 Number of days suspended:
 Reason for suspension:
- Has the child/youth been expelled since the last Education/Vocation Assessment?
 - No
 - Yes. For most recent expulsion, indicate:
 Date expelled:
 Reason expelled:
- Has the child/youth been involuntarily withdrawn/transferred since the last Education/Vocation Assessment?
 - No
 - Yes. For most recent involuntary withdrawal/transfer, indicate:
 Date:
 Reason:
- For a “yes” answer to any question regarding discipline above, describe efforts underway to ensure child/youth does not fall behind in school (i.e., alternative school arrangements, receiving homework assignments, etc.):



Section 4: Performance & Support Services

1. General

For youth, indicate graduation track: Diploma Certificate of completion
 N/A Other:

Is English the child’s/youth’s primary spoken language?

- Yes
- No. List primary language(s):
 Does child/youth require ESL classes or other language assistance?
 No
 Yes. *Ensure child is receiving appropriate assistance.*

2. Educational Progress

- Yes**, child/youth is demonstrating progress. Describe briefly:
- No**, child/youth is not demonstrating progress.
 Have you discussed lack of progress with parent(s)/caregiver(s)?
 No. *Discuss next steps with your supervisor.*
 Yes. Describe steps of parent(s)/caregiver(s) to address issues:

3. Academic/Program Goal *(Check all that apply)*

- Promotion to next grade
- HS graduation
- GED
- Vocational training
- College
- Employment
- Other *(specify):*

4. Achievement

Child's/youth's current GPA (if applicable):

Cumulative GPA (if applicable):

In regard to program expectations, child/youth is:

- Above grade level/exceeding expectations.
 - In what areas is child/youth excelling?
 - Has child/youth been considered for advanced learning or enrichment?
 - No. *Discuss this possibility with parent(s)/caretaker(s).*
 - Yes. Briefly describe actions to pursue this possibility:
- At grade level/meeting expectations.
- Below grade level/not meeting expectations.
 - In what areas is the child/youth performing poorly?
 - Indicate which of the following support services have been considered by the child's team.
(Check all that apply):
 - Tutoring
 - Summer school
 - Retention
 - Evaluation/testing
 - Special education
 - 504 services
 - Student Support/Evaluation Team
 - If any of the options above have been considered, what is the current status?

5. Special Needs

Is child/youth suspected of having a special need that affects learning but is not currently addressed in the general classroom?

- No
- Yes.

If yes, has the parent(s)/caregiver(s) contacted the school to discuss school-related services?

- Yes. What is the current status?
- No. *Discuss with parent(s)/caregiver(s) and supervisor to plan next steps.*

6. Improvement

If applicable, since the last Education Assessment has child/youth made progress in areas where s/he was not meeting expectations?

- Yes
- No. *Discuss with parent(s)/caregiver(s) and supervisor to plan next steps.*

7. Other

Currently, does child/youth have any other unmet educational, vocational, or enrichment needs not discussed above?

- No
- Yes. Describe:



Section 5: Special Education

NOT APPLICABLE, Skip to Section 6.

1. Individual Education Plan (IEP)

Does the child/youth require an IEP?

- No
- Yes

If yes, is the IEP current (within the past 12 months)?

- Yes
- No. *Consult Tip Sheet and/or supervisor and discuss options with parent(s)/caregiver(s).*

Which of the following special needs categories identified in the IEP qualify the child/youth for special education services? (Check all that apply.)

- | | | |
|---|---|--|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Visual impairment/blindness | <input type="checkbox"/> Deafness |
| <input type="checkbox"/> Deaf-blindness | <input type="checkbox"/> Hearing impairment | <input type="checkbox"/> Emotional disturbance |
| <input type="checkbox"/> Mental retardation | <input type="checkbox"/> Orthopedic impairment | <input type="checkbox"/> Other health impairment |
| <input type="checkbox"/> Speech/language impairment | <input type="checkbox"/> Specific learning disability | <input type="checkbox"/> Traumatic brain injury |
| <input type="checkbox"/> Multiple disabilities (<i>Please identify: </i>) | | |

Which of the following services is the child/youth currently receiving? This list is not exhaustive and does not include all services a school district may be required to provide. (*Check all that apply.*)

- | | | |
|---|---|--|
| <input type="checkbox"/> Speech-language | <input type="checkbox"/> Audiology | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Extended School Year (ESY) | <input type="checkbox"/> Physical therapy | <input type="checkbox"/> Occupational therapy |
| <input type="checkbox"/> Medical | <input type="checkbox"/> Rehab counseling | <input type="checkbox"/> Social work in school |
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Other: c | |

Does the child/youth have unmet special learning needs?

- No
 Yes. Indicate: *Discuss with parent(s)/caregiver(s) and encourage her/him/them to speak with the school.*

For youth age 16 or older, what transition goals does the IEP indicate?



Section 6: Educational/Vocational Services for Older Youth – This section MUST be completed for ALL youth aged 18-21.

The Fostering Connections to Success and Increasing Adoptions Act sets forth certain educational or employment conditions that must be met in order to ensure eligibility for IV-E reimbursement. Please complete the following section as thoroughly and accurately as possible.

Please verify that the youth is at least 18 years old at the time of this assessment

- Yes**
 No – Please stop. You do not need to complete this section at this time.

Please verify that at least one of the following is occurring:

The youth is finishing high school or taking classes in preparation for a general equivalency diploma exam (GED).

- Yes**
 No

The youth is enrolled full-time or part-time in a university or college **or** is enrolled in a vocational or trade school.

- Yes**
 No

The youth is enrolled in a program or activity that is designed to promote, or remove barriers to, employment, e.g., Job Corps, classes on resume writing or interview skills.

- Yes** - Please specify which program/activity:
 No

The youth is employment for at least 80 hours per month (either full-time or part-time, at one or more places of employment).

- Yes** – Where is the youth employed?
 No

OR

The youth is incapable of doing any of the previously described educational or vocational activities due to a medical condition.

No

Yes - If the youth is in foster care in this circumstance, the agency must maintain information in the youth's case plan concerning the medical condition and the youth's incapability to participate in educational or vocational and provide regularly written or recorded updates.

Is there current/updated information in the youth's case plan regarding the youth's medical condition and the youth's inability to participate in educational or vocational activities?

Yes

No – Please note: This information must be updated immediately and approved by a supervisor prior to submission of this document.



Section 7: Requested Actions

Educational needs are being met. No action required at this time. *Skip to Section 7.*

Child/youth requires support/intervention in the area(s) of:

Educational Decision-Makers

Enrollment/Attendance

School Stability

Health & Well Being

Performance & Support Services

Specialized Learning Needs

Other:

Discuss plan of action:

Additional comments:

Review the Tip Sheet for guidance and consult with your supervisor. If necessary, also consult with a CFSA/private agency education specialist to determine appropriate school and community-based services to support this child/youth. When consulting an education specialist, bring a copy of this assessment.



Section 8: Verification & Signatures

1. Social Worker

Update all FACES education screens before completing this section.

Name:

CFSA Administration or Private Agency:

Save the completed assessment as a Word document, and e-mail as an attachment to your supervisor. Sign a printed copy below after your supervisor has reviewed the assessment and discussed it with you.

Signature

Date

2. Supervisor

Verify that all FACES education screens are up to date before completing this

I, (insert supervisor's name), verify that the social worker named above has:

- Updated all background educational information in FACES. (insert supervisor's initials) *(Insert initials)*
- Developed clear plans of action to address concerns in this assessment. (insert supervisor's initials)

I will continue to monitor, through supervision, provision of indicated services and interventions and completion of action plans. (insert supervisor's initials)

Comments:

After discussing this assessment with the social worker, place the hard copy that includes both signatures in the case file. Save the completed assessment as a Word document, and e-mail as an attachment to cfsa.EdAssess@dc.gov.

Signature

Date



Education/Vocation Assessment: **Out-of-Home**



An Education/Vocation Assessment must be completed twice a year for every school-aged child/youth (ages 5-18) **and** for all older youth (ages 18-21) involved with the CFSA. Approved assessments should be submitted no later than November 15th of each year or within 30 days of a child's/youth's entry into care. Approved updated assessments should be submitted no later than April 15th.

SECTION 8 (EDUCATIONAL/VOCATIONAL SERVICES FOR OLDER YOUTH) MUST BE COMPLETED FOR BOTH THE NOVEMBER AND APRIL SUBMISSIONS.

FACES information must be updated each time an assessment is completed.

Section 1: Child/Youth Information

Name: FACES Client ID #: Date of birth:

School year: 20 - 20 Date assessment completed:

Jurisdiction of enrollment: DC MD VA Other:

Section 2: Educational Decision-Makers

Do the parents/legal guardian(s) retain educational decision-making authority for the child/youth?

Yes

Name of Parent/Legal Guardian #1:

Relationship: Mother Father Legal guardian

Does this person actively participate in educational planning for the child/youth?

Yes

No. See Tip Sheet for guidance on rights of parents as education decision-makers.

Name of Parent/Legal Guardian #2:

Relationship: Mother Father Legal guardian

Does this person actively participate in educational planning for the child/youth?

Yes

No. See Tip Sheet for guidance on rights of parents as education decision-makers.

No

Who has educational decision-making authority for the child/youth?

(A foster parent, surrogate parent, guardian, person legally responsible for the child, or a person the child lives with who acts as the parent can be the IDEA Parent if any of the following conditions applies to the birth/adoptive parent(s): parental rights have been terminated, no active involvement in educational planning for the child/youth, or otherwise unable to locate.)

Name:

Relationship: Foster parent Relative Surrogate parent

Education advocate Other:

See Tip Sheet for additional guidance on identifying educational decision-makers.

Section 3: Enrollment & Attendance

With limited exceptions, DC Code §38-202 mandates compulsory school attendance between the ages of five and eighteen. Discuss public, charter, private, and voucher school options with parent(s)/caregiver(s).

1. Enrollment

- Yes**, child/youth enrolled
- Type of educational program:
 School Vocational program Enrichment program Other
 - Name of school/program:
 - Duration of enrollment in current school/program:
- No**, child/youth not enrolled
- Last grade child/youth completed:
 - How long not attending school:
 - Briefly describe plan to enroll child/youth:
If there is no enrollment plan, discuss with supervisor or a CFSA/private agency education specialist.
 - Barriers to enrollment, if applicable (*check all that apply*):
 Immunizations Transportation Prior suspension/expulsion
 Other (*specify*):

2. Attendance

- Yes**, child/youth is attending school or vocational or enrichment program as directed and expected by the child's team
- No**, child/youth is not attending as directed and expected by the child's team
- Briefly describe attendance pattern:
 - Briefly describe barriers to attendance:
 - How many of the following has child/youth received this year:
Tardies: Unexcused absences: Excused absences:
 - Briefly explain tardiness and/or absences:
 - Have you discussed excessive tardiness/absences with caregiver(s)?
 No. *Plan next steps with your supervisor.*
 Yes. Describe steps of caregiver(s) to address issue(s):

3. Transportation to/from School/Program

- Caregiver Walk Metrobus/rail School bus Home schooled Other (*specify*):

Distance from home to school/program: miles OR minutes

Section 4: School Stability

The Fostering Connections to Success and Increasing Adoptions Act sets forth an important requirement for child welfare agencies to improve educational stability for all children in foster care by coordinating with local schools to ensure that children remain in their schools of origin unless that would not be in their best interest.

How long has child/youth attended current school or vocational/enrichment program?

How many schools has child/youth attended since kindergarten? *If you are not sure, ask youth or parent(s)/caregiver(s) to give best answer.*

- Less than 2 schools 2-5 schools 6-9 schools Ten or more schools

Within the current academic year, has child/youth changed schools as a result of entering or changing placements in out-of-home care?

No Yes. Number of changes:

Did child/youth miss any days of school as a result of entering or changing placements in out-of-home care?

No

Yes. Number of days missed:

Reason(s) why child/youth missed school (*check all that apply*):

Transportation Immunizations Program refused to enroll School records

No one available to enroll Other:

Is a change in school placement necessary now?

No

Yes

- Are efforts being made to plan the school transfer during a natural break (i.e., summer or other school vacations)? Yes No
- Were efforts made to maintain child/youth in his/her original school despite entry into or a placement change in out-of-home care? Yes No
- Have child/youth educational records been transferred to the new school? Yes No
- Does child/youth have appropriate clothing or the required uniform? Yes No

Has this child/youth changed schools since the last Education Assessment?

No

Yes

- Were efforts made to plan the school transfer during a natural break (i.e., summer or other school vacation)? Yes No
- Were efforts made to maintain child/youth in his/her original school despite entry into or a placement change in out-of-home care? Yes No



Section 5: Health & Well Being

1. Health

Is child/youth current on all immunizations?

Yes

No. *Discuss with caregiver(s) and, if necessary, see an OCP nurse.*

Is child/youth current on the following health exams?

Physical (annual) Vision (annual) Hearing (annual) Dental (twice a year)

If child/youth is not current on any exam above, discuss with parent(s)/caregiver(s). If necessary, see an OCP nurse.

Are there any concerns about child's/youth's physical health, vision, hearing, or dental health that are affecting ability to participate in the school, vocational program, or enrichment activity?

No

Yes. Identify concern(s):

Has the caregiver shared these concerns with the school, vocational program, or enrichment activity to ensure they make accommodations?

Yes No. *Discuss with caregiver(s) how to share this information.*

2. Well Being

What does the child/youth say about experiences at school or at vocational/enrichment programs?

Is the child/youth involved in extracurricular activities?

Yes. List activities:

No.

Is there a plan to involve the child/youth in extracurricular activities?

Yes No. *Discuss options with caregiver and take appropriate next steps.*

- Yes
- No. List primary language(s):
Does child/youth require ESL classes or other language assistance?
 - No
 - Yes. *Ensure child is receiving appropriate assistance.*

2. Educational Progress

- Yes**, child/youth is demonstrating progress. Describe briefly:

- No**, child/youth is not demonstrating progress.
Have you discussed lack of progress with caregiver(s)?
 - No. *Discuss next steps with your supervisor.*
 - Yes. Describe steps of caregiver to address issues:

3. Academic/Program Goal (Check all that apply)

- Promotion to next grade HS graduation GED Vocational training
- College Employment Other *(specify):*

4. Achievement

Child's/youth's current GPA *(if applicable)*: N/A Cumulative GPA *(if applicable)*: N/A

In regard to program expectations, child/youth is:

- Above grade level/exceeding expectations.
 - In what areas is child/youth excelling?
 - Has child/youth been considered for advanced learning or enrichment?
 - No. *Discuss this possibility with caregiver(s).*
 - Yes. Briefly describe actions to pursue this possibility:
- At grade level/meeting expectations.
- Below grade level/not meeting expectations.
 - In what areas is the child/youth performing poorly?
 - Indicate which of the following support services have been discussed with and considered by the educational decision-maker. *(check all that apply)*:
 - Tutoring Summer school Retention
 - Evaluation/testing Student Support/Evaluation Team
 - Special education 504 services
 - If any of the options above have been considered, what is the current status?

5. Special Needs

Is child/youth suspected of having a special need that affects learning but is not currently addressed in the general classroom?

- No
- Yes.
If yes, has the caregiver contacted the school to discuss school-related services?
 - Yes. What is the current status?
 - No. *Discuss with caregiver(s) and contact CFSA/private agency education specialist.*

6. Improvement

If applicable, since the last review, has child/youth made progress in areas where s/he was not meeting expectations?

- Yes
- No. *Discuss with supervisor to develop an action plan.*

7. Other

Currently, does child/youth have any other unmet educational, vocational, or enrichment needs not discussed above?

- No

Yes. Describe:

Section 7: Special Education

NOT APPLICABLE, Skip to Section 8.

1. Individual Education Plan (IEP)

Does the child/youth require an IEP?

- No
 Yes

Is the IEP current (within the past 12 months)?

- Yes
 No. Consult Tip Sheet and/or supervisor and discuss options with parent(s)/caregiver(s).

Which of the following special needs categories identified in the IEP qualify the child/youth for special education services? (Check all that apply.)

- | | | |
|---|---|--|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Visual impairment/blindness | <input type="checkbox"/> Deafness |
| <input type="checkbox"/> Deaf-blindness | <input type="checkbox"/> Hearing impairment | <input type="checkbox"/> Emotional disturbance |
| <input type="checkbox"/> Mental retardation | <input type="checkbox"/> Orthopedic impairment | <input type="checkbox"/> Other health impairment |
| <input type="checkbox"/> Speech/language impairment | <input type="checkbox"/> Specific learning disability | <input type="checkbox"/> Traumatic brain injury |
| <input type="checkbox"/> Multiple disabilities (Please identify): | | |

Which of the following services is the child/youth currently receiving? This list is not exhaustive and does not include all services a school district may be required to provide. (Check all that apply.)

- | | | |
|---|---|--|
| <input type="checkbox"/> Speech-language | <input type="checkbox"/> Audiology | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Extended School Year (ESY) | <input type="checkbox"/> Physical therapy | <input type="checkbox"/> Occupational therapy |
| <input type="checkbox"/> Medical | <input type="checkbox"/> Rehab counseling | <input type="checkbox"/> Social work in school |
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Other: | |

Does the child/youth have unmet special learning needs?

- No
 Yes. Indicate: *Discuss with parent(s)/caregiver(s) and encourage her/him/them to speak with the school.*

For youth age 16 or older, what transition goals does the IEP indicate?

Section 8: Educational/Vocational Services for Older Youth – This section MUST be completed for ALL youth aged 18-21.

The Fostering Connections to Success and Increasing Adoptions Act sets forth certain educational or employment conditions that must be met in order to ensure eligibility for IV-E reimbursement.

Please complete the following section as thoroughly and accurately as possible.

Please verify that the youth is at least 18 years old at the time of this assessment

- Yes
 No – Please stop. You do not need to complete this section at this time.

Please verify that at least one of the following is occurring:

The youth is finishing high school or taking classes in preparation for a general equivalency diploma exam (GED).

- Yes
 No

The youth is enrolled full-time or part-time in a university or college **or** is enrolled in a vocational or trade school.

- Yes**
- No**

The youth is enrolled in a program or activity that is designed to promote, or remove barriers to, employment, e.g., Job Corps, classes on resume writing or interview skills.

- Yes** - Please specify which program/activity:
- No**

The youth is employment for at least 80 hours per month (either full-time or part-time, at one or more places of employment).

- Yes** – Where is the youth employed?
- No**

OR

The youth is incapable of doing any of the previously described educational or vocational activities due to a medical condition.

- No**
- Yes** - If the youth is in foster care in this circumstance, the agency must maintain information in the youth’s case plan concerning the medical condition and the youth’s incapability to participate in educational or vocational and provide regularly written or recorded updates.

Is there current/updated information in the youth’s case plan regarding the youth’s medical condition and the youth’s inability to participate in educational or vocational activities?

- Yes**
- No – Please note: This information must be updated immediately and approved by a supervisor prior to submission of this document.**



Section 9: Requested Actions

Educational needs are being met. No action required at this time. *Skip to Section 10.*

Child/youth requires support/intervention in the area(s) of:

- | | | |
|--|---|---|
| <input type="checkbox"/> Educational Decision-Makers | <input type="checkbox"/> Enrollment/Attendance | <input type="checkbox"/> School Stability |
| <input type="checkbox"/> Health & Well Being | <input type="checkbox"/> Performance & Support Services | <input type="checkbox"/> Specialized Learning Needs |
| <input type="checkbox"/> Other: | | |

Discuss plan of action:

Additional comments:

Review the Tip Sheet for guidance and consult with your supervisor. If necessary, also consult with a CFSA/private agency education specialist to determine appropriate school and community-based services to support this child/youth. When consulting an education specialist, bring a copy of this assessment.



Section 10: Verification & Signatures

1. Social Worker

Update all FACES education screens before completing this section.

Name: CFSA Administration or Private Agency:

Save the completed assessment as a Word document, and e-mail as an attachment to your supervisor. Sign a printed copy below after your supervisor has reviewed the assessment and discussed it with you.

Signature Date

2. Supervisor

Verify that all *FACES* education screens are up to date before completing this

I, _____, verify that the social worker named above has:

- Updated all background educational information in *FACES*. (*Insert initials*)
- Developed clear plans of action to address concerns in this assessment. ()

I will continue to monitor, through supervision, provision of indicated services and interventions and completion of action plans.

Comments:

After discussing this assessment with the social worker, place the hard copy that includes both signatures in the case file. Save the completed assessment as a Word document, and e-mail as an attachment to cfsa.EdAssess@dc.gov.

Signature Date



Education Practice Guide

for School-Aged Children and Youth

This practice guide supports the completion of Education Assessments for all school-aged children and youth served by CFSA. It also provides general information on education for parents, foster parents, attorneys, social workers, supervisors and SSAs.

Educational Decision Maker/Parental Engagement

Throughout a child's life, there are important decisions to be made related to their education. These decisions range from where to enroll in school, what classes an older youth needs to take towards graduation, or if a child or youth may need to be evaluated for special education services. When children are in foster care, it is not always clear who has the authority or right to make these decisions. Social workers must be aware of the legal mandates to understand who has the right and/or authority to make educational decisions on behalf of a child or youth. In addition, the agency and social worker should always take extreme care to assure that the child's birth parents are involved in the planning to the greatest extent possible.

A parent (birth or adoptive) or legal guardian maintains the legal right and authority to serve and participate as an educational decision maker for his/her child/youth unless:

- The child/youth reaches the age of majority based on the state's regulations,
- A court has terminated parental or guardian rights, or
- An authorized entity appoints an Educational Surrogate Parent (ESP) to make decisions related to special education.

In DC, the Office of the State Superintendent of Education (OSSE) has the authority to appoint Educational Surrogate Parents (ESPs) to act on behalf of children/youth in need, or suspected of being in need of special education services who do not have a "parent" to make special education decisions on their behalf. The ESP Program appoints trained volunteers to act as special education decision makers. Social workers and other members of the public agency **cannot** serve as Surrogate Parents for children in special education.

Social workers must understand the role of educational decision makers and Educational Surrogate Parents for students on their caseload. Following are guidelines for determining a child's/youth's educational decision maker.

- If the parent is involved, willing, or able to serve as an educational decision maker, the social worker must encourage and support the parent in planning for his/her child's/youth's education.
- If the student's parent is deceased or has had parental rights terminated (TPR) and is suspected of needing or is enrolled in Special Education, CFSA will refer the child/youth to OSSE for appointment of a surrogate parent and notify DC Superior Court, Family Court. For children in regular education, educational decisions can be made between the foster parent and social worker only if the parent is not able or willing to do so.
- If CFSA has attempted to locate the parent and cannot find him/her and the child is in or is suspected of needing Special Education, CFSA will refer the student's case to OSSE and notify DC Superior Court,



Family Court. If OSSE is unable to locate the parent, it will assign an Educational Surrogate Parent.

- If the parent is involved in the case but does not actively participate in planning for the child/youth, or there are concerns about that parent's ability to serve as an educational decision maker, the social worker will consult with his/her supervisor, the CFSA Education Specialists as needed, and the AAG to determine the appropriateness of filing a motion with DC Superior Court, Family Court for appointment of an Educational Attorney and/or transfer decision-making to another individual involved on the case (i.e. foster parent, relative).

While social workers do not have the authority to act as or to appoint an ESP for children in special education, they have an important role in ensuring that a child or youth's educational goals and needs are met. Social workers and other child welfare staff often have valuable information that will help DC Superior Court, Family Court or OSSE determine who the educational decision maker should be. For example, a foster parent can be appointed as an ESP, but stability of the placement and the foster parent's commitment to remaining involved in the child's/youth's long-term educational planning should be considered. Additionally, social workers should be able to advocate for appropriate educational services and assistance for all children on their caseload. Social workers who have questions about a child or youth's educational needs should first consult with his/her supervisor and when needed, request consultation with a CFSA Educational Specialist.

Enrollment and Attendance

School attendance is important for academic success. When students are absent or experience excessive tardiness, they miss important learning opportunities and run the risk of falling behind academically. Parents, caregivers, schools, and communities (both public and private entities) must work as a team to support regular and consistent school attendance.

Excused absences are typically allowed for:

- A death in the student's immediate family.
- Illness of the student. A doctor's certificate is required for an absence of more than five days.
- Observance of religious holidays.
- Medical reasons, such as doctor appointments.
- Attendance of the student at a judicial proceeding as a plaintiff, defendant, witness, or juror.

Parents, guardians, or caregivers should contact school personnel regarding other circumstances for which the student may need to be excused. When a student returns to school after an absence, the caretaker should send a note with him/her to the teacher. The note should include the dates of and reasons for the absence. They should provide a doctor's certificate for medical appointments scheduled during the school day.

Enrolling Students in School

Parents have the right to choose the type of school their children attend each school year. Examples of types of schools are public, independent (Charter), non-public/private, parochial, or home school.

Parents/guardians should enroll children who reside at home (in-home cases). The social worker should encourage the parent's/guardian's active participation in educational planning and decision making.

For answers to questions or to overcome barriers regarding school enrollment, consult an Educational Specialist.

All children/youth in out-of-home care must have a school enrollment packet completed before the first day of school and anytime the child/youth changes schools. This process must be followed for all students regardless of type of school or school jurisdiction. In addition, tuition contracts must be completed for students attending a public school outside of the District of Columbia. Specific instructions, forms, and guidance can be found online by clicking [Tip sheet for School Enrollment](#).

Home Schooling

In the District of Columbia, specific guidelines govern home schooling, and OSSE has oversight authority. General information and the regulations that govern home school instruction are available by following the “Home Schooling” link at www.osse.dc.gov. A parent or legal guardian who chooses to home school in the District must submit an “Intent to Home School Form” to OSSE (available online) for the coming school year by August 15th or at least 15 days before starting to home school.

For guidance on home schooling in other jurisdictions, contact the superintendent’s office for that state.

Addressing Class Attendance Issues

When a child repeatedly skips the same class or classes, it is important to identify the underlying issues so that an appropriate plan can be put in place. Typical reasons youth may be skipping particular classes include boredom, conflict with the teacher, or social/academic challenges.

When concerns arise about class attendance, parent(s), caregivers, social workers, and other members on the student’s team (as described in the “Teaming” sections of the CFSA Practice Models) should:

- Meet with the child/youth to find out more about what is going on. After having an idea of the issue(s), facilitate a meeting with the teacher and/or school counselor.
- Develop a behavioral plan that includes incentives/consequences. Involve youth in constructing the plan so it is meaningful to them.

Addressing Truancy and Other Attendance Issues

Truancy is willful absence from school by a minor (under age 18) with or without approval, parental knowledge, or consent. Truancy policies vary across jurisdictions. In the District, all uniformed law enforcement officers are responsible for truancy enforcement. If the police pick up a truant, s/he may be transported in a police vehicle to the Student Attendance Intervention Center. Parents are then notified and receive an intake consultation and resource support. Parents and students must then attend a truancy conference at a local school.

It is important to assess factors contributing to irregular school attendance. Explore underlying causes with parents, caregivers, and others who know the child/youth well. Parent(s), caregivers, the student’s educational decision maker, or the social worker should contact the school to see what specific interventions or protocols can be followed to address attendance issues. Schools may do investigations, develop an Attendance Intervention Plan, or convene truancy conferences.

For students attending a District of Columbia Public School (DCPS) who miss 10 or more days of school within an advisory period, the school makes a report to the CFSA hotline. After 15 unexcused absences, DCPS issues a truancy court referral through its Student Intervention Services Branch. After 20 days, DCPS officially drops the student from the school’s enrollment, and the student must then re-enroll to return to a DCPS school. After 30 or more absences, a student in secondary school receives a failing grade in that course, and a student in elementary school will not be promoted.

When youth ages 12 to 18 are habitually absent from school without justification, a Person in Need of Supervision (PINS) petition may be considered. The school typically initiates a truancy PINS petition by referring it to court social services, who screens the referral and decides whether or not to move forward. For youth 12 and over, the juvenile section of the Office of the Attorney General will file a petition against the

youth when he/she is subject to compulsory school attendance and is habitually truant, disobedient of the reasonable and lawful commands of his/her parent, guardian, or custodian, and is in need of care or rehabilitation. Additionally, a PINS case can be referred to the courts for the parent of a child under the age of 12 who is not attending school. The goal of a PINS petition is to ensure that youth are receiving necessary and proper services and are attending school; however, ultimately youth and parents could face significant penalties, including possible detention.

For DCPS guidance on attendance and truancy issues, visit their website at [DCPS Truancy](#)

Foster Care Placement Change

Sadly, many children and youth in foster care experience foster care placement disruptions. Disruptions can have an adverse impact on a child/youth school stability and academic performance. For many of these young people, their academic profiles show multiple school changes, which often results in poor educational performance and outcomes.

The Fostering Connections to Success and Increasing Adoptions Act of 2008 sets forth an important requirement for state agencies to improve educational stability for all children in foster care. This legislation requires child welfare agencies to coordinate with local schools to ensure that children/youth remain in their school of origin, unless to do so would not be in the young person's best interest. At the point of entering foster care, the social worker, the family, the child/youth should convene a team meeting to discuss and plan for the child/youth's educational needs. (Refer to the Practice Model sections on "Teaming" to determine team composition.) The team's decisions should address where the child/youth attends school; supports needed to ensure optimum academic performance (i.e., transportation assistance, tutoring, etc); and information sharing with school(s), teachers, and other individuals working with the student in an academic capacity. Discussion of academic needs and performance should continue throughout the child's/youth's involvement in the child welfare system.

Under some circumstances, it may be in the student's best interest to change schools. Factors to consider include the potential impact on the youth's academic performance, safety, length of commute, and time remaining in the school year among others. When the team is unable to make a best-interest determination, the social worker should submit a [Universal E-Referral](#) and request an Education Planning Staffing or Consultation with a CFSA Education Specialist.

Changing an Educational Venue

When the team determines that it is in the best interest of a child/youth to transition to a new school, consider the following points.

- Can the child/youth finish the school year in his/her current school placement? If transportation is an issue, submit a universal e-Referral requesting private transportation. A CFSA Education Specialist will review the circumstances and make a determination.*
- If the child/youth must transition to the new school before the end of the school year, can s/he transition during a natural school break (i.e., semester break, vacation, etc.)?*
- Ensure the educational record is transferred to the new school within 48 hours of the change.*
- Ensure the child/youth has appropriate clothing and/or school uniforms for the first day of school.*
- Ensure that transportation is arranged through the social worker, foster parent, or private transportation (submit a universal e-Referral) for the first few days of school until permanent arrangements can be made.*
- Submit a new enrollment packet to a CFSA Education Specialist and the new school.*

Performance and Supportive Services

Educational achievement is a critical component of overall child well being. Parents, guardians, social workers, and other members of the team need to take responsibility for identifying and addressing the young person's educational needs. Since children and youth come to the attention of CFSA with a range of academic experiences and performance levels, it is important to identify and nurture strengths while also addressing areas in need of improvement.

Tips for Providing Academic Support

Ensure birth parents, foster parents, or other caregivers maintain regular contact with the child's/youth's teacher(s), school counselor, administrator, etc. Encourage them to . . .

- Express to the child/youth and reinforce expectations regarding school achievement and behavior.
- Take a regular and active interest in the child/youth's educational activities.
- Develop structured homework and study times throughout the school year and summer.
- Ensure the child/youth attends school regularly.
- Encourage the child/youth to pursue extracurricular activities.
- Get to know the child/youth's friends.
- Attend school meetings (i.e., PTA, IEP, etc.) and/or volunteer at school.
- Consistently acknowledge and reward the child's/youth's efforts at school.

Tips for Action Based on Academic Performance

• Above Grade Level and/or Demonstrates Above-Average Intellectual or Other Abilities

- Discuss with caregiver(s) their strategies to assist the student in enhancing academic performance and possible opportunities to supplement and enhance learning.
- Work with the educational decision maker to meet with the teacher to request additional work for the child/youth and to obtain recommendations for and assistance in maintaining/enhancing the child/youth's academic performance.
- Explore enrichment programs or advanced learning options within the school and community.
- For youth in high school, consider placement in college preparatory tracks or schools and Advanced Placement (AP) courses.
- Explore convening an IEP meeting to assess the child/youth for Gifted and/or Talented services.

• At Grade Level

- Discuss caregiver strategies to assist the student in enhancing academic performance and possible opportunities to supplement and enhance learning.
- Meet with individual teachers to obtain recommendations for and assistance in maintaining/enhancing academic performance.
- If the student receives special education services, obtain a copy of the IEP. Meet with the teacher and/or special education coordinator to discuss the program and determine if additional testing or strategies should be implemented or if the child/youth should be considered for placement in a less restrictive environment.
- Assist the caregiver in understanding goals and objectives of the IEP, if applicable.

• Below Grade Level

- Assess the level of parental involvement.
- Encourage increased involvement through attendance at PTA meetings, communicating consistently with teachers, and visiting the child's/youth's classroom.
- Encourage caregiver(s) to meet with the child's/youth's teacher(s) to discuss reasons for educational concerns, to identify strengths and areas needing improvement, and to develop pre-referral interventions (if available in the school district).
- Explore school- and community-based supports that will help bring the student up to grade level.
- Discuss with caregiver(s) the range of learning supports available and assist them in pursuing the appropriate actions. Potential learning supports include:
 - **Tutoring**—Review the guidelines available online at [Tutoring Tip Sheet](#) to determine if the

child/youth is eligible for tutoring services.

- **Summer School**—Discuss with caregiver(s) if the child/youth could benefit from the additional academic support that summer school provides.
- **Retention**—Discuss with caregiver(s) if it is in the child's/youth's best interest to remain in the same grade for an additional school year to master the appropriate grade-level knowledge and skills.
- **Evaluation/Testing**—Request, or Family Court may order, a developmental or psycho-educational evaluation (depending on the age of the child) to determine whether a specific learning or other disability may be affecting academic performance.

When suggestions above do not help to improve academic performance of children/youth performing below grade level, consider the following options:

Student Support Team Meeting

With the caretaker or educational decision maker, explore the possibility of requesting a Student Support Team (SST) or similar meeting through the school, which may include developing a Response-to-Intervention (R-t-I) Plan. For more information, visit [DCPS Student Support Team](#) online.

Special Education

Discuss with the educational decision maker whether they wish to request a formal evaluation for special education services for the child/youth. For more information, visit [DCPS Special Education](#) online.



Section 504

Some children with disabilities may not qualify for accommodations under the IDEA but may be entitled under Section 504 of the Rehabilitation Act of 1973, if they have a disability that “substantially limits a major life activity”. While Section 504 does not specifically mention learning disabilities, learning is considered a major life activity.

If the caregiver believes the child/youth should qualify for protections under Section 504, contact the school about an evaluation. If an evaluation is warranted and the child/youth is deemed eligible for services under Section 504, a team composed of the caregiver and various school personnel will meet to consider

the child's/youth's disability, how it affects the child's/youth's education, and what services would be most appropriate to help the child/youth and to develop a 504 Accommodation Plan.

A 504 Accommodation Plan outlines modifications necessary for the child/youth to have the opportunity to perform at the same level as his/her peers. For more information, visit [FAQ Education of Children with Disabilities](#) online.

Health and Well Being

To be enrolled in school, a child/youth must be current on immunizations. The Center for Disease Control (CDC) recommended immunization schedule can be found online at [Center for Disease Control](#).

If you find a child/youth on your caseload is not up to date on immunizations, discuss this with the parent/guardian. When the parent is unable to provide information or to get the young person properly immunized, consult a nurse in the CFSA Office of Clinical Practice (OCP).

If a child/youth is demonstrating troubling behaviors at school, explore internal school resources first, including contacting the teacher or guidance counselor. If the child/youth is connected to a Core Service

Agency, contact the child's/youth's community support worker for consultation. If the child/youth needs to be connected to a Core Service Agency for therapeutic support, submit an OCP Medical Service Referral form.

If a child/youth is having a mental health crisis and needs emergency intervention, Children and Adolescents Mobile Psychiatric Services (ChAMPS) provides professional clinical staff 24 hours a day for crisis intervention. They can be reached at **202-561-7000 or 202-481-1450**.

If the child/youth demonstrates continuing discipline problems in school, the parent or educational decision maker can request a Student Support Team (SST) meeting through the school (as mentioned under "Performance and Supportive Services" above). The team, including the parent, will assess the student's academic and behavioral challenges in order to identify goals and support strategies. For additional information about accessing the Student Support Team, visit [DCPS Student Support Team](#) online.

Special Education Services

The Individuals with Disabilities Education Improvement Act Amendments of 2004 is a federal special education law that requires schools to provide a free and appropriate education to students with disabilities. These services are described in the student's Individual Education Program (IEP). The Multi-Disciplinary Team (MDT) must review a child's/youth's IEP at least once a year. The team reviews to see whether the child/youth is achieving his/her annual goals and to revise the educational program as needed. The team may review and revise an IEP more often at either the request of the school or the educational decision-maker. If concerns arise about appropriateness and/or implementation of a student's IEP, the parent or educational decision-maker should first address the issue with the school. However, if concerns persist, contact the DCPS Critical Response Team at 202-442-5400 for assistance. The CFSA Educational Specialist may also be contacted for support.

Supportive Services

If an Educational Assessment indicates supportive services needs, OCP's Innovative Family Support Service Administration provides the following education support services for all CFSA involved families:

- Tutoring
- Transportation (public and private options)
- Education Consultation and Staffings



To access these services, please submit a universal e-Referral (available on the Intranet) to cfsa.ftmu@dc.gov. Please attach a copy of the Education Assessment.

Additional Resources and Links

Individual jurisdictions may have specific requirements and guidelines. Visit the following websites for further guidance:

- **District of Columbia schools:** <http://dcps.dc.gov>
- **DC Charter Schools:** <http://www.dcpubliccharter.com/>
- **Maryland schools:** <http://www.marylandpublicschools.org> **Virginia schools:** <http://www.doe.virginia.gov/>

If you have additional questions after reviewing this Tip Sheet, consult an Education Specialist at CFSA or your agency.

CLC Tip Sheet

Foster Children's Right to School Stability

Historically, children in foster care were placed in a new school after they were removed from their family or their home placement changed. Federal law now requires that child welfare agencies partner with local education agencies (such as DC Public Schools and Prince Georges County Public Schools) to ensure that children and youth in care have educational stability. Practically, this means that the Child and Family Services Agency ("CFSA") is now required to keep a child in the school she attended prior to entering foster care or prior to a change in home placement, unless it is not in the child's best interest to remain at that school. Under federal and District law, children in foster care have a right to school stability. Guardians *ad litem* and parents' attorneys have several grounds to help them enforce this important right.

The McKinney-Vento Homeless Assistance Act

The federal McKinney-Vento Act, which is incorporated into District law,ⁱ addresses the harm of unnecessary school disruptions by providing children with two important rights: (a) the right to attend their "school of origin;" and, (b) when attending their school of origin does not serve their best interests, the right to enroll *immediately* in a new school, even without regular enrollment papers.

All District of Columbia Children in Foster Care Have McKinney-Vento Rights. The McKinney-Vento Act covers all "homeless" students, a category defined to include children "awaiting foster care placement."ⁱⁱ The District's State Plan (the formal document governing how the District will comply with the federal law) defines "awaiting foster care" to include *all* children in foster care – meaning McKinney-Vento covers all children in foster care in the District.ⁱⁱⁱ McKinney-Vento applies to children in public preschool programs, not only K-12 schools.^{iv}

Even With a Right to Attend Their School of Origin, Transportation Can Be Insufficient. The McKinney-Vento Act entitles children in foster care to receive "comparable" transportation assistance to non-homeless students. The District has not defined "comparable." The District's State Plan only requires it to provide Metro fare to homeless students and their parents.^v However, in many cases, this assistance will be insufficient to transport children in foster care to their school of origin, particularly if a child's home placement is outside of the District.

Title IV-E and the Fostering Connections to Success Act

In 2008, Congress passed the "Fostering Connections" Act which requires states to develop a "plan for ensuring the educational stability" for each child in foster care and includes language providing federal funds to states to transport children in care from their home placements to their schools of origin. The law requires that child's case plan "ensur[es] the educational stability of the child" measured at the "time of each placement" – the word "each" is intended to clarify that the right to school stability applies to the school the child was attending or enrolled in at the time of each placement change.^{vi} Therefore, under federal law, CFSA is required to develop a "plan for ensuring the educational stability of the child while in foster care" including "an assurance" that CFSA has coordinated with the relevant schools to ensure that the child remains in the school in which the child was enrolled at the time of the initial removal or at the time of any subsequent home placement change, unless doing so is demonstrated to be contrary to the child's best interests.^{vii}

District Law

The D.C. Council has enacted legislation^{xi} that embraces the importance of school stability in neglect cases. *During the entire shelter care phase*, CFSA and the Family Court must presume that a child should continue to attend her school of origin (*i.e.* the school the child was attending at the time of removal or, if the removal occurred during the summer or another school vacation, the school the child would have attended).^{xii} The presumption may be rebutted, but only after the Family Court makes a determination that school stability is contrary to the child's best interests. *During other stages of a neglect case*, the same presumption applies, but CFSA (as opposed to the Family Court) can first make the determination whether it is in the child's best interest – but only after consultation with other parties to the case.^{viii} Other parties may still seek a Family Court order to protect a child's school stability under the Court's dispositional authority.

Maryland Law

Maryland recently enacted legislation that expands Fostering Connections to include a child who is in the custody of, committed to, or otherwise placed by a local department of social services.^{ix} Regardless of where an eligible child is domiciled, the child shall be allowed to remain at the school that he/she was attending if the local department of social services, in consultation with the local school system, determines that it is in the child's best interests to do so.^x Maryland regulations outline what factors should be considered in determining what is in a child's best interests.^{xi} It is the local department of social services which is responsible for the cost of transportation.

CFSA Policy

Like DC law, current CFSA policy provides for school stability with respect to the school of origin.^{xii} The agency must “exhaust all efforts to have the child or youth remain in the school of current enrollment, if it is in the best interests of the child or youth” – even at schools enrolled in *after the time of removal*. CFSA's policy provides for transportation to the original school while the decision is being made regarding the child's best interests and thereafter.

How Can I Troubleshoot Problems in my Case?

CFSA's vision is that school enrollment decisions should be made collaboratively with families and not unilaterally by social workers, and that the value of school stability should be respected. If that is not occurring in a particular case, lawyers for parents and for the child should discuss the issue with the social worker and his/her supervisor. Lawyers should also consider contacting Education Specialists, Tim Fitzgerald (202-727-8028) or Cortni Mitchell-Colston (202-727-4951) in CFSA's Office of Well Being to resolve school stability problems.

What are my Best Arguments in Court?

If CFSA is seeking to or has recently changed the school placement of your client or your client's child contrary to your client's wishes and the child's best interests, argue forcefully why the change is contrary to the child's best interests and consider making the following arguments:

1. CFSA has violated the child's right to attend his/her school of origin as provided by the McKinney-Vento Act and DC law.^{xiii}
2. CFSA has failed to satisfy its obligation under federal and DC law to "ensure" the child's right to school stability.^{xiv}
3. DC law provides that there is a presumption for school stability at the school of origin at all stages of a neglect case.^{xv}
4. During the shelter care phase, the presumption favoring school stability can be rebutted only if the Family Court makes a determination that school stability is contrary to a child's best interests.^{xvi}
5. During other phases of a neglect case, CFSA can override that presumption only if it determines that doing so is in the child's best interests after consultation with other parties.^{xvii} Other parties may seek a Family Court order to override such a determination^{xviii} – especially if CFSA has not followed its own policy to exhaust all efforts to have the child remain in his current school (even if not the school of origin) if it is in the best interests of the child,^{xix} or has violated other authorities, such as the McKinney-Vento Act.
6. Under agency policy, CFSA must provide the transportation necessary to effectuate the child's right to school stability and fulfill its obligation to ensure the child attends his school of origin.^{xx} CFSA can receive federal financial support for the cost of this transportation,^{xxi} which lessens concerns that cost makes it difficult for CFSA to meet its legal obligation to foster school stability.

What if the Child's Best Interests Requires Enrollment in a New School?

Sometimes a new school placement is required – to keep the child safe, to improve his/her academic performance, or because the new foster home is so far away from the child's school that the commute is untenable and worse than a school disruption. In such instances, the child has a right to immediate enrollment in a new school, without adhering to formal enrollment procedures, as is explicitly set forth in DC law and CFSA policy.^{xxii}

What if the Child Receives Special Education?

If a child has an Individualized Education Program ("IEP"), special education law provides another layer of protection for her school stability. In many cases, only the child's educational decision maker (not CFSA) should be changing her school placement and only in accordance with special education procedures. Also, a child receiving special education services may also be eligible for special education transportation to her school of origin.

Questions about a Case?

Call the Children's Law Center Helpline, 202-467-4900, option 3. Our Helpline attorney will be happy to discuss the issue with you after conducting a conflict check.

ENDNOTES

- ⁱ 42 U.S.C. § 11431 et seq. The federal law is incorporated into District law at 5 D.C.M.R. §§ 2010 & 5099.
- ⁱⁱ 42 U.S.C. § 11434a(2)(B)(i); 5 D.C.M.R. § 5099.
- ⁱⁱⁱ McKinney-Vento Homeless Assistance Act State Plan at 3, available at http://www.osse.dc.gov/seo/frames.asp?doc=/seo/lib/seo/mckinney-vento_state_plan_0910.pdf.
- ^{iv} 42 U.S.C. §§ 11431(1), 11432(g)(1)(F)(i).
- ^v D.C. State Plan at 10.
- ^{vi} 42 U.S.C. § 675(1)(G)(amended by Public Law 112-34 on September 30, 2011).
- ^{vii} *Id.* D.C. law incorporates the language from the federal law into D.C. Code § 1301.02(3)'s definition of a "case plan." D.C. Act 18-633, Prevention of Child Abuse and Neglect Amendment Act of 2009, available at <http://www.dccouncil.us/images/00001/20101129155213.pdf> (took effect on March 12, 2011).
- ^{viii} 42 U.S.C. § 675(4)(A).
- ^{ix} MD. Educ Code Ann. § 7-101 (2014).
- ^x MD. Educ Code Ann. § 7-101(b)(2)(ii)(4) (2014).
- ^{xi} COMAR 07.02.11.12 Education of the Child in Out-of-Home Placement
- ^{xii} ACYF-CB-PI-08-05, at 8, http://www.acf.hhs.gov/programs/cb/laws_policies/policy/pi/2008/pi0805.pdf.
- ^{xiii} U.S. Dep't of Health and Human Services, Administration for Children and Families, Children's Bureau, Child Welfare Policy Manual section 8.1B Question 27, available at http://www.acf.hhs.gov/i2ee/programs/cb/laws_policies/laws/cwpm/questDetail.jsp?QAId=1803.
- ^{xiv} D.C. Act 18-633, Prevention of Child Abuse and Neglect Amendment Act of 2009, available at <http://www.dccouncil.us/images/00001/20101129155213.pdf> (took effect on March 12, 2011).
- ^{xv} D.C. Code § 16-2312(k).
- ^{xvi} D.C. Code § 4-1303.03(b)(11).
- ^{xvii} CFSA Administrative Issuance 10-2, Educational Stability for Children and Youth Entering or In Foster Care, available at http://cfsa.dc.gov/CFSA/Publication%20Files/Policy%20Manual/AIs/AI_EducationalStabilityChildrenYouthEnterFosterCare.pdf.
- ^{xviii} See n. 1-4.
- ^{xix} See n. 6, 10.
- ^{xx} See n. 10-12.
- ^{xxi} See n. 11.
- ^{xxii} D.C. Code § 16-2320(a)(5).

CHILD AND FAMILY SERVICES AGENCY (CFSA) 2011 Quick Reference Guide

Educational Stability for Children in Foster Care

Research shows that on average, a child in foster care may change schools two to three times per year; and with each move, a child falls 3 to 6 months academically behind their classmates. Further, almost half of foster youth nationally do not complete high school. The Child and Family Services Agency (CFSA) believes that children and youth in foster care deserve equal access to positive academic experiences as their non-foster care peers and therefore is committed to improving educational stability for all young people in care.

Educational stability must be a priority when assessing the child's placement needs. When a school-aged child enters a foster care placement or experiences a change in foster care placement, CFSA or the contractor provider must complete the following tasks:

1. Exhaust all efforts to maintain the child in his or her current school of enrollment, taking into account the appropriateness of the child's current educational setting and the distance from the new residence to the school in which the child is currently enrolled.
2. Determine collectively with a team of individuals who know the child whether a child can remain in his or her current school of enrollment.
 - a. The team may include the parents, the child, foster parents, resource providers, guardian *ad litem*, and other significant parties.
 - b. The [School Placement Decision-Making Guide](#) is a resource that will assist the team in making this determination.
 - c. A Family Team Meeting (FTM) may serve as an opportunity to discuss the child's educational needs, including transportation to the current school of enrollment.
 - d. Submit a school enrollment packet to the Office of Clinical Practice (OCP) education specialist and update the education screens in FACES.NET.
3. Coordinate transportation for the child to his or her current school of enrollment with family support worker and foster parent until private transportation can be arranged.
 - To arrange transportation, submit a [universal e-referral](#) to OCP (note: it can take up to 3 business days to arrange for private transportation).
4. If it is determined that it is in the best interest of the child to be enrolled in a new school, ensure that the child makes an immediate transition into an alternate school placement through the following actions:
 - a. Submit a new school enrollment packet¹ before the child's first day of school to an education specialist in OCP and updating the education screens in FACES.NET.
 - b. Confirming that the child's educational records are transferred to the new school within 2 business days of the records request.
 - c. Coordinating transportation for the child to the new school with the family support worker and the foster parent until private transportation can be arranged.
 - d. Submitting a [universal e-referral](#) to OCP for private transportation. (It can take up to 3 business days to arrange for private transportation.)
5. Document ALL interactions and information regarding the child's school placement in the FACES.NET service plan, education, and contact screens, including information on how the team determined that the child should maintain or change schools.
6. Complete an [in-home](#) or [out-of-home](#) educational/vocational assessment² form for every school-aged child within 30 days of removal.

¹ Packet contents vary by jurisdiction. Please see: <http://cfsa.dc.gov/page/school-enrollment-process>.

² For additional guidance on completing the Educational/Vocational Assessment review the [Education Practice Guide for School-Aged Children and Youth \(January 2010\)](#), the administrative issuance [CFSA-10-10 Education/Vocation Assessments](#) or consult an Education Specialist at CFSA or your agency.

FACES Documentation Tip: The “Objectives” link in the Child Service Plan’s Education Domain¹ contains data fields (“Specify Measures” and “Progress Notes”) for entering discussion and determinations on the child’s best interest regarding school placement, enrollment, and educational stability.

The screenshot shows the 'Service Plan Main' and 'Service Plan Tree' sections. The 'Measures' form is open, displaying the following information:

- Staff Name:** [Redacted]
- Completion Status:** Approved
- Service Plan Assessment Date:** 12/07/2009
- Program Area:** OPPPS - Planning, Research Program
- Number Of Open Tasks:** 3
- Next Evaluation Date:** 03/07/2010

The 'Service Plan Tree' shows a hierarchy for a child (Child, 8) with domains: Education (User Selected), Family Relationships (Strengths), and Emotional/Behavioral/Mental Health. Under the Education domain, there is an objective: 'Child special education ne' with a sub-item 'Enrollment in appropriate edu'.

The 'Measures' form includes a dropdown menu for 'Measure' with 'Enrollment in appropriate educational setting' selected. Below it is a 'Specify Measure' text area and 'Save' and 'Cancel' buttons.

These screens must be completed and maintained during regular case planning intervals.

The screenshot shows the 'Service Plan Main' and 'Service Plan Tree' sections. The 'Task' form is open, displaying the following information:

- Staff Name:** [Redacted]
- Completion Status:** Approved
- Service Plan Assessment Date:** 12/07/2009
- Program Area:** OPPPS - Planning, Research Program
- Number Of Open Tasks:** 3
- Next Evaluation Date:** 03/07/2010

The 'Service Plan Tree' is identical to the previous screenshot, showing the 'Attends school Start: 12/07/2' task under the 'Enrollment in appropriate edu' objective.

The 'Task' form includes a dropdown menu for 'Task Name' with 'Attends school' selected. Below it are fields for 'Begin Date' (12/07/2009), 'Target End Date' (09/23/2010), and 'End Date'. There is also a 'Responsible Party' text field and a 'Specify Task' text area. At the bottom, there is a 'Progress Notes' text area and 'Save' and 'Cancel' buttons.

¹ The Service Plan Education Domain is automatically generated if a youth’s SDM score indicates an educational need. However, if the SDM reflects that the youth is performing satisfactorily or better in school, then the social worker will have to create an educational domain by selecting a “New Domain” under the youth’s Service Plan Tree. These “user selected” domains contain ample space to log educational best interest discussions as described above.

GOVERNMENT OF THE DISTRICT OF COLUMBIA
Child and Family Services Agency



Administrative Issuance: CFSA-10-2

TO: All CFSA and Contracted Agency Staff

FROM: Debra Porchia-Usher, Deputy Director for Agency Programs
Cheryl Williams, M.D., Deputy Director for the Office of Clinical Practice
Winifred Wilson, Deputy Director for Community Services

DATE: March 26, 2010

RE: Educational Stability for Children and Youth Entering or In Foster Care

Research shows that on average, a child in foster care may change schools two to three times per year; and with each move, a child falls three to six months academically behind their classmates. Further, almost half of foster youth nationally do not complete high school. The Child and Family Services Agency (CFSA) believes that children and youth in foster care deserve equal access to positive academic experiences as their non-foster care peers and therefore is committed to improving educational stability for all young people in care.

To address the issue of school stability, *The Fostering Connections to Success and Increasing Adoptions Act of 2008* requires that child welfare agencies partner with local education agencies (LEAs) to ensure that children and youth in care have educational stability while in foster care. Educational stability means:

1. Keeping children or youth in the school he/she attended prior to entering foster care or when there is a change in foster care placement, unless it is not in the child or youth's best interest to remain at the school.
2. When it is best for the child or youth to transfer to a new school, the child welfare agency and the LEA will work together to ensure the immediate enrollment and transfer of educational records to the new school.

CFSA recognizes that enabling children and youth to remain in their school of origin will allow for consistency and stability in their education and improve their chances for academic success. Therefore, in its commitment to adhere to best practice standards as well as federal legislation, CFSA requires that all CFSA and contracted private provider staff make educational stability a priority when assessing a child's placement needs.

This administrative issuance provides guidance to CFSA and private agency staff for determining whether children and youth should remain in their school of origin when entering foster care, or changing placements while in care. If you have any questions regarding this issuance, please contact your Program Administrator.

Criteria for determining continued placement in the child or youth's school of origin:

Foster children and youth shall remain in their school of origin at the time they enter foster care unless it is determined that it is not in their best interest to do so. If the child or youth is currently in foster care and is changing placements, the social worker, placement staff and the Innovative Family Support Services Administration (IFSSA) educational specialist shall exhaust all efforts to have the child or youth remain in the school of current enrollment, if it is in the best interests of the child or youth.

1. CFSA and contracted private provider staff shall use the Educational Best Interest Determination Guidelines (see attachment A) to help inform decisions regarding the best school placement. CFSA and contracted private provider staff shall also consider the following when determining whether it is in the child's or youth's best interest to remain in their school of origin:
 - a. Is the child or youth safe if he or she remains in his or her school of origin or school of current enrollment?
 - b. All case planning factors shall be considered, including why the child or youth came into care, the permanency goal, the anticipated length of stay in care, identification of potential relative placement caregivers that reside in close proximity to the school of choice?
 - c. The level of parental involvement and his or her access and proximity to the child or youth's school, school activities and school personnel?
 - d. The child's or youth's safety when travelling to and from school, i.e., is the child safely able to utilize the transportation being considered based on the child's or youth's developmental functioning, age, and level of mental or physical disability?
 - e. The length of time it takes to travel to and from the home school?
 - f. Is the child or youth likely to abscond from school?
 - g. Is the school placement appropriate for the child or youth's academic needs (i.e., is the child or youth currently receiving/or scheduled to receive special educational services?)
 - h. Does the child or youth have siblings and/or other close relationships with individuals who attend the school?
 - i. Does the child or youth wish to remain in the school?
 - j. Does the child or youth have any "significant ties" with school officials or staff (i.e., teachers, counselors, etc.)
 - k. What is the child's connection with/or involvement in school activities?
 - l. Is there a need for before- and after-school care that is provided at or in close proximity to the home?
2. The determination of whether a child or youth remains in the same school should be made collectively with parents, the child or youth, resource providers, guardian ad litem, and other significant parties when feasible.

Note: Family involved meetings, such as FTMs, and other teaming meetings may serve as an opportunity for all team members to discuss a child or youth's academic performance and his or her school placement needs. However, CFSA and contracted private provider staff remain ultimately responsible for teaming with the individuals named above to determine if a child or youth will remain in his/her school of origin or current school placement. Additionally, the social worker and other members of the child or youth's team must discuss and ensure that the necessary supports, such as transportation and special education services, are considered, planned for and implemented.

3. Unless there is a safety risk, the social worker, social service assistant (or designee) shall transport the child or youth to his or her school of origin until school placement considerations are assessed, a school placement decision is made, and the necessary supports (i.e. transportation) are arranged and implemented.

4. Once it is determined that the child or youth is to remain in the school of origin, the social worker and the child or youth's team shall discuss the transportation needs and options (i.e. family members, foster parent, public transportation, etc.). If private transportation is required, the social worker (or designee) shall make a referral to the IFSSA education specialist by submitting an electronic referral form (see Attachment B) to cfsa.ftmu@dc.gov.

Note: Transportation services can take up to three (3) business days to be arranged and implemented.

5. The social worker shall document the reasons and the decision-making process related to the determination for the child or youth to remain in the school of origin/current school or to be transferred to a new school, in the case plan and in FACES on the Contact Screens. The case plan must also document considerations related to the appropriateness of the current educational setting.

When Children and Youth Transfer to a New School

If it is determined that the child or youth cannot remain in his or her home school because it is not in his or her best interest, CFSA and contracted private provider staff shall ensure that the child or youth makes an immediate transition into an alternate school placement. This transition must include the transfer all school records, which must occur immediately but no later than two (2) business days after the request has been made.

1. It is the social worker and foster parent's responsibility to ensure that children and youth are immediately enrolled to the new school when it is determined to be in the child's or youth's best interest.

2. ***Enrolling in a District of Columbia school:*** A social worker or foster parent may enroll a child or youth if he or she is being enrolled in a DC school, public or charter. The documents listed below must be presented to the IFSSA educational specialist for review prior to enrolling the child or youth in school. The IFSSA educational specialist will immediately, but no later than the start of the next school day, review the packet for completeness and return it to the social worker. Once the packet is approved by the IFSSA education specialist the social worker or foster parent must present the documents below to the new school at the time of enrollment:

- a. Most recent commitment court order from DC Superior Court with the child or youth's name, date of birth and legal status.
- b. The name and address of the foster parent.
- c. The social worker must show a current employee ID badge if he or she is enrolling the child or youth.
- d. The CFSA Student Enrollment Form.
- e. The CFSA Enrollment and Withdrawal Form (Attachment C) to obtain a signature from a school representative (i.e. Principal and Registrar) verifying enrollment of the child or youth. The signed form must be returned to the IFSSA education specialist within two (2) business days of enrollment.

3. ***Enrolling in a school outside of the District of Columbia:*** Children and youth being enrolled in a school outside of the District of Columbia must be enrolled by the foster parent. The documents listed below must be presented to the IFSSA educational specialist for review prior to enrolling the child or youth in school. The IFSSA educational specialist will immediately, but no later than the start of the next school day, review the packet for completeness and return it to the social worker. Once the packet is approved by the IFSSA education specialist the foster parent must present the documents below to the new school at the time of enrollment:

- a. Most recent commitment court order from DC Superior Court with the child or youth's name, date of birth and legal status.
- b. CFSA Student Enrollment Form

- c. Tuition contract
- d. The CFSA Enrollment and Withdrawal Form to obtain a signature from a school representative (i.e. Principal and Registrar) verifying enrollment of the child or youth. The signed form must be returned to the IFSSA education specialist within two (2) business days of enrollment.

Note: Counties outside of the District of Columbia may require additional documents to prove residency and complete its registration process. The specific requirements for each county are available on the CFSA intranet and www.cfsa.dc.gov.

- 4. Once the child or youth has been enrolled in his or her new school the social worker must ensure the withdrawal of the child or youth from the school last attended and the immediate transfer of school records to the new school. In order to initiate this, the social worker shall complete the following:
 - a. Withdraw the child or youth from the school he or she was attending by completing the withdrawal paperwork provided by the school.
 - b. The social worker must obtain a signature from a school representative (i.e. Principal or Registrar) on the CFSA Enrollment and Withdrawal Form to verify withdrawal of the child or youth. This form must be returned to IFSSA education specialist within two (2) business days of the child or youth's withdrawal.
 - c. Complete the records request form(s) provided by the last school attended. The school will immediately, but no later than two (2) business days, transfer the child or youth's school records directly to the new school.
 - d. The social worker or foster parent should follow up with the child or youth's new school within two (2) business days of the records request to confirm the transfer. If the records were not transferred, the social worker (or designee) should contact the IFSSA education specialist for assistance.
- 5. The social worker shall document all interaction and information regarding the new school placement in both the FACES Education and Contact screens.
- 6. The social worker shall also include assurances in the child's or youth's case plan that demonstrate that the enrollment into the new school was in the child or youth's best interest and occurred immediately. Dates of transfer of the student and transfer of the records should be documented in FACES on the contact screens as well as in the case plan.

Fair Hearings to Appeal Service Decisions

The social worker shall notify the parent(s) or legal guardian(s) of a child or youth, as well as the youth, who is of an appropriate age and maturity level, and aggrieved by the agency's home school placement decision, of the right to a fair hearing. (See *Fair Hearings Policy*).



GUIDANCE REGARDING GRADUATION FEES FOR STUDENTS IN TRANSITORY HOUSING

PURPOSE: *THIS DOCUMENT PROVIDES GUIDANCE TO LEAS REGARDING THE ELIMINATION OF BARRIERS TO HOMELESS CHILDREN AND YOUTH'S PARTICIPATION in GRADUATION ACTIVITIES.*



OVERVIEW: Approximately *one in every 24 students* attending District of Columbia Public and Public Charter Schools has been identified as homeless. The term "homeless" refers to children and youth who *lack a fixed, regular, and adequate nighttime residence. Homelessness results from a complex set of circumstances. These circumstances require families to choose between food, shelter, and other basic needs. Homelessness can be the result of lack of affordable housing, divorce, domestic violence, illness/injury, job loss/insufficient wages, lack of child support, and/or natural disaster (fires, floods, tornados).*

Local education agencies are required to undertake steps to review policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth (Subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

UNIQUE BARRIERS FACED BY GRADUATING HOMELESS STUDENTS: The high mobility, trauma, and poverty associated with homelessness creates unique educational barriers and challenges that may prevent homeless students from participating in graduation activities when there are associated fees. The Office of the State Superintendent of Education strongly encourages you to ensure that homeless students are not prevented from participating in these activities because they cannot pay these fees. Timelines, graduation fees, required parental signatures; bundled graduation costs, transportation costs and other local policies should be closely reviewed and revised to eliminate any negative impact on homeless students' ability to participate in graduation.

WHAT CAN LEAS DO?

- Revise Policies that Act as Barriers: LEAs and their local liaisons should work to revise policies that prevent these students from participating in graduation programs. These may include deadlines that unintentionally become barriers for homeless students whose mobility may prevent them from complying. Requiring parent signatures may also create an unintentional barrier.
- Waive Fees: LEAs may opt to waive late fees or eliminate all fees associated with graduation for students experiencing homelessness.
- Seek Local Support: LEAs can explore non-federal funding options in the form of private donations, or local funds that can pay for or subsidize graduation fees. In general, fees that act as barriers to full participation of homeless students in school should be waived or paid for with donations or local funds (42 U.S.C. §§11432(g)(1)(I))(g)(7)).
- Unbundle Graduation Costs: LEAs may increase access to graduation costs by unbundling costs. LEAs often bundle the cost of class rings or pins, invitations, pictures, graduation robes, entertainment etc. and require students to pay a single bundled fee for all of these

graduation related costs. This means that federal funds may not be used to cover the cost because several unallowable costs are included in the bundled fee. If itemized cost detail is provided, students have greater flexibility to participate by purchasing only those items required to participate in graduation. In addition, Title I, Part A funds can be used to purchase graduation robes *if* the LEA requires students to wear a robe to participate in graduation activities or if graduation robes are not required but virtually all students wear them. By contrast, Title I, Part A funds cannot be used to purchase class rings or to pay for entertainment because these items are not necessary to take advantage of education opportunities nor do they assist a child in meeting the District of Columbia’s academic achievement standards.

What Resources are Available? In LEAs with McKinney-Vento subgrants, the Title I coordinator and local liaison should discuss the most effective way to leverage resources. In LEAs without McKinney-Vento subgrants, the Title I, Part A program will likely be an essential resource for providing services for homeless students. Program specific guidance is provided below.

- Title I, Part A Funding- A child who is homeless and is enrolled at an LEA is eligible for Title I, Part A services. Specifically, an LEA has the discretion to use funds to provide a homeless student with services that are not ordinarily provided to other Title I students and that are not available from other sources. This means that an LEA, at its discretion, may use Title I, Part A funds to provide a student with clothing required in order to take part in graduation exercises (see unbundled costs in preceding section).
- Title X, Part C (McKinney-Vento Homeless Assistance Program) - LEAs with awards under this federal program can use McKinney-Vento funds to assist homeless children and youth in enrolling, attending, and succeeding in school in accordance with their approved application/plan.

Where Can I Get More Information Regarding the McKinney Vento Homeless Assistance Program

- OSSE Transitory Services Website: The Transitory Services team in the Office of the State Superintendent of Education works with Local Education Agencies and other stakeholders to eliminate barriers to homeless students’ enrollment, retention and success in school. For more information and for resources to assist you in helping homeless students succeed in school, please visit the Transitory Services webpage in the Elementary and Secondary Division section of OSSE.dc.gov.

OSSE Transitory Services Program Contacts:

NAME	TITLE	PHONE NUMBER	EMAIL
Ja’Sent Brown	Program Specialist	(202) 654-6123	Jasent.Brown@dc.gov
Sheryl Hamilton	State Director	(202) 741-6404	Sheryl.hamilton@dc.gov



EDUCATING HOMELESS CHILDREN AND YOUTH: DISPUTE RESOLUTION GUIDELINES

OVERVIEW: This document addresses the requirements of 42 USC § 11432(g)(1)(C) for resolving disputes applicable to enrollment or school placement for homeless children as covered by the McKinney-Vento Act. As required by 42 USC § 11432(g)(1)(C), schools must develop and implement written procedures for the receipt and resolution of complaints alleging violations of law with regards to enrollment and school placement as covered by the McKinney-Vento Act. A request for appeal or resolution of an enrollment or placement dispute should not be filed with the Office of the State Superintendent of Education (OSSE) until every effort has been made to resolve the issue through local written enrollment and school placement dispute resolution procedures. The State Coordinator for the Education for Homeless Children and Youth Program will provide technical assistance to interested parties as requested and as necessary.

If a dispute arises over enrollment or school placement:

- A. the child or youth must be immediately enrolled in the school requested by the individual or organization submitting the complaint;
- B. the parent or guardian of the affected student(s) must be provided a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision;
- C. the child, youth, parent, or guardian must be referred to the McKinney-Vento Homeless Education Liaison for the corporation, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; and
- D. in the case of an unaccompanied youth, the Homeless Education Liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute.

Disputes may arise between a school and a homeless student or homeless parent/guardian regarding, among other things, enrollment or transportation. At such a time, the Homeless Education Liaison immediately becomes involved, and the associated Local Education Agency (LEA) must follow a procedure that includes these steps:

1. A student must be allowed to attend or enroll in the school that is challenging the student's right to attend until a final decision is made regarding the dispute. The challenging school must provide transportation and other school services as needed to the student until the dispute is resolved.
2. The dispute resolution process begins at the time a school challenges the right of either a parent or guardian, or in the case of an unaccompanied youth, to enroll a child or youth in school, to continue enrollment in school, or to receive services such as transportation assistance.
3. When an LEA challenges the enrollment or services of the child or unaccompanied youth, the LEA must:
 - a. Provide notice of the challenge to the parent, guardian, or unaccompanied youth, through the Homeless Education, on the day of the challenge.
 - b. Provide notice of the right to appeal the challenge to the parent, guardian, or unaccompanied youth. This notice must include a form to be completed by the parent, guardian, or unaccompanied youth should he or she decide to appeal the LEA's decision (see attachment).
 - c.
 - d. Notify the Office of the State Superintendent of Education (OSSE) of the challenge on the day of



the challenge and provide OSSE with copies of all notices given to the parent, guardian, or unaccompanied youth. These documents must be scanned and emailed to Transitory.Services@dc.gov.

4. The Homeless Education Liaison will provide the parent, guardian, or unaccompanied youth with written notice in clear, easy-to-understand language detailing the dispute resolution process.
5. An LEA will have three (3) working days to review its initial decision and make a final decision as to the position taken, i.e. whether it will continue to challenge the right of the student to be enrolled. The decision must state all factual information upon which it is based and the legal basis in support thereof.
6. Provide the parent with a copy of the [*District of Columbia Formal State Complaint Policy & Procedures*](#)¹ which is readily available at OSSE.DC.Gov.
7. If the parent indicates that an appeal will be filed and does so within two (2) business days, the LEA must continue to provide transportation (if requested) and other school services to the student until the dispute is resolved by the OSSE. The final decision of the LEA must be made in writing and must be made by the LEA superintendent or his/her designee.

State Level

1. If the dispute can't be resolved at the LEA level, and the parent, guardian, or unaccompanied youth has exercised their right to appeal, OSSE will make the final determination by completing the following:
 - a. OSSE will review the all documentation including the school level challenge, the LEA decision, and the appeal form.
 - b. Within five (5) business days, OSSE will make a determination of the appeal based upon the facts received and the McKinney-Vento Homeless Education Act, and will notify the school, LEA, parent, guardian, or unaccompanied youth in writing of the decision.
 - c. Once the determination has been submitted to all parties in writing, the school must immediately enroll, un-enroll, provide required services including transportation support, or discontinue services.

FOR MORE INFORMATION, contact transitory.services@dc.gov or call (202) 654.6123. Program staff contact information is provided below.

Ja'Sent Brown
Program Specialist
202-654-6123
Jasent.Brown@dc.gov

Sheryl Hamilton
Director of Programs
202-741-6404
Sheryl.Hamilton@dc.gov

¹ <http://osse.dc.gov/publication/policy-complaint-procedures-elementary-secondary-education-act-programs-and-competitive>

(SCHOOL OR LEA LETTERHEAD)
Notification of Enrollment and/or Transportation Decision*

Date: _____

Person Completing Form: _____

Title: _____

School: _____

LEA: _____

In compliance with Section 722(g)(3)(E) of the McKinney-Vento Homeless Education Assistance Act of 2001, this written notice of denial of school enrollment and/or the transportation request is provided to:

Description	Name:
Parent/Guardian/Unaccompanied Youth/Caseworker:	
Student(s):	

After reviewing the request to enroll and/or to provide transportation for the above student(s), the school enrollment and/or transportation request is denied for the following reasons:

You have the right to appeal this decision by contacting the Office of the State Superintendent of Education's Homeless Education Program at (202) 654-6123 who will assist you in the appeal process. **Until the Superintendent of Education, the Superintendent's designee, or the Head of Schools makes a final decision regarding your appeal, the above student will be allowed to attend the school of choice and the school will provide transportation and other school services.**

You may provide either written or verbal reasons for your appeal of this decision using the attached appeal form.

School Homeless Liaison

Date

School Administrator

Date

Homeless Liaison

Date LEA

Attachments: Appeal Form
 State Complaint Policy

DISPUTE RESOLUTION FORM

This form is to be completed by the parent/guardian or unaccompanied youth when a dispute arises over school enrollment or transportation assistance. The information may be shared verbally with the Local Education Homeless Liaison instead of completing this form. The State Homeless Liaison can be contacted at 202 654-6123.

Date submitted: _____

Student(s): _____

Person completing form: _____

Relation to student(s): _____

I may be contacted at (phone or e-mail): _____

I wish to appeal the enrollment decision made by: _____

School: _____

I have been provided with a written explanation of the school's decision (check one):

_____ Yes _____ No

You may include a written explanation to support your appeal in this space, or you may provide your explanation verbally.

Signature of person submitting dispute: _____

Return completed Form to school or Homeless Education Program office.

-----**For School Use**-----

1. Send a copy of this completed form to the State Homeless/Transitory Services Office at Transitory.Services@dc.gov or by calling (202) 654-6123.
2. **Give a copy to the parent/guardian or unaccompanied youth.**
3. Maintain the original at school
4. Date received by LEA or School Homeless Liaison: _____



Office of the



State Superintendent of Education

**Transitory Services
Education of Homeless Children and Youth Program
Office: (202) 741-6412
Fax: (202) 741-0227**

SCHOOL OF ORIGIN/TRANSFER AFFIRMATION FORM

Person Completing Form: _____ Title: _____ Date: _____

School of Origin (the last school in which the student was enrolled):

Student's Name: _____ Age: _____

Grade: _____ Address: _____

Contact Number: _____ Name of Parent/ Guardian: _____

Current Address: _____

PLEASE SELECT ONE:

I would like to continue to attend my school of origin	<input type="checkbox"/>
I would like to transfer to the boundary school of my current DC residence	<input type="checkbox"/>

Name and location of the selected school: _____

Student's Signature: _____ Date: _____

Parent/ Guardian Signature: _____ Date: _____

Case Manager: _____

(Please print)

Contact Number: _____

Part 2 Completed by the DC OSSE Office of Transitory Services Education Homeless Children and Youth Program

Date Received: _____

APPROVED	<input type="checkbox"/>
DENIED	<input type="checkbox"/>

Coordinator's Signature: _____

Date: _____

Date forwarded to the designated Principal: _____



Transitory Services (Education of Homeless Children and Youth Program)

(202) 741-6412 | Fax: (202) 741-0227 | www.osse.dc.gov

**Title X Part C McKinney-Vento
Confidential Referral Form**

School Name: Date:

Student: M/F:

Grade: Unique Student Identifier Number (USI):

Age: Birth Date: Phone Number:

Temporary Address: City: Zip:

Last School Attended: School ID Number:

[School of Origin]

Location of School: [City] [State]

Referring Person: Position:

Please check all that apply for the following areas of concern relevant to the student:

Night Time Residency Status: You must select one of the following:

Services needed:

- | | |
|---|--|
| Student lacks a permanent residence | Possesses a current I.E.P. (SPED) |
| Hotel/Motel | Doubled-Up (living with someone temporarily) |
| Experiencing academic delays | Student is unable to pay school fees |
| In need of school supplies | Unaccompanied (guardian not with student) |
| In need of school transportation | Immunizations are needed |
| In need of resource referrals | Sheltered (living in a community shelter) |
| In need of medical attention | Excessive absences |
| In need of clothing/uniforms | Unsheltered (on the streets/unfit building) |
| Completed academic assessment | Lacks academic records/documents |
- IDEA..... LEP/ESL..... 504..... Home Bound..... Migratory..... Other:

Other children in the home (list names and ages):.....

School Based Liaison: [Name] [Phone]

..... Copy sent to OSSE

..... Copy placed in student's cumulative record

For more information please contact:

▶ **Ja'Sent A. Brown** Homeless State Coordinator 202.654.6123 (direct) • 202.674.5486 (cell) • jasent.brown@dc.gov



Office of the



State Superintendent of Education

Transitory Services
Homeless Children and Youths Program
(202) 741-6412 Fax: (202) 741-0227
www.osse.dc.gov

Notice of Right to Appeal:

By completing this form the identified requestor has exercised their right to appeal the decision of *Denied*. Upon completion of Part 1, the form will then be sent to the principal of the student's school. At which time, the principal may reconsider the decision. A new decision will be rendered within five (5) school days. The principal could grant your request, or uphold the initial decision of denied. The principal will provide the decision in writing. If the requestor agrees with the principal's decision, the requestor's signature will be required to acknowledge agreement. If the requestor does not agree by checking the box indicated NO will automatically elevate the Appeals Form to the appropriate level. Within fifteen (15) school days the requestor will be notified of the status of the submitted Appeals Form, if the contact information is accurate.

APPEALS FORM

Part 1 Completed by the Parent/Guardian/Unaccompanied Youth

Person requesting an Appeal: _____ Relationship: _____

Date: _____ School: _____

Student ID Number: _____ Age: _____ Grade: _____

Student's Name: _____

Address: _____

Parent's Name: _____ Contact Number: _____

Date of the initial request: _____

Initial Request:

The request was denied. I am exercising my right to appeal this decision because...

Parent/Guardian/



Office of the



State Superintendent of Education

Unaccompanied Youth Signature: _____ Date: _____

Part 2 Completed by the Principal (LEA). Due no later than five (5) school days from receipt.

Date received: _____

Granted

Denial is upheld due to: _____

Principal's signature: _____

Date: _____



Office of the



State Superintendent of Education

Please return this form to the Local Homeless Liaison upon completion

Part 3 Completed by the Local Homeless Liaison. Due no later than ten (10) days from receipt.

Date received: _____

Granted

Denial is upheld due to: _____

Liaison's signature: _____

Date: _____



Office of the



State Superintendent of Education

Parent/Guardian/Unaccompanied Youth Response:

Agree Part 2 Part 3

Disagree

Note to the Parent/Guardian/Unaccompanied Youth:

If you do not agree with the decision of DCPS or the DC Public Charter School Board (both are identified as Local Educational Agencies), you have the right to appeal to the District of Columbia Office of the State Superintendent of Education. For further consideration, a letter fully explaining why you disagree with the decision of the Local Educational Agency, as well as a copy of the decision must be sent to the following address:

DC Office of the State Superintendent of Education
Office of Transitory Services
Attn: Ja'Sent Brown, McKinney-Vento Program Coordinator
810 First Street, NE
5th Floor
Washington, DC 20002

It is advised that a copy of this request and the documents provided be retained for your own records.

Required Signatures:

Local Liaison: _____ Date: _____

State Coordinator: _____ Date: _____

DCPS Homeless Liaison Contact List

School	Homeless Liaison	Email	Phone
Aiton ES	John Noble	john.noble@dc.gov	202-671-6060
Amidon-Bowen ES	Gloria Tobe	gloria.tobe@dc.gov	202-724-4867
Anacostia SHS	Karen Shepherd	karen.shepherd@dc.gov	202-698-2155
Ballou SHS	Lisa Campbell	lisa.campbell2@dc.gov	202-645-3400
Ballou STAY	Otis Grandson	otis.grandson@dc.gov	202-645-3390
Bancroft ES	Jose Belloso	jose.belloso@dc.gov	202-673-7280
Barnard ES (Lincoln Hill Cluster)	Sandra Montgomery	sandra.montgomery@dc.gov	202-576-1100
Beers ES	Jeffrey Brown	jeffrey.brown@dc.gov	202-939-4800
Benjamin Banneker SHS	Zillah Wesley	zillah.wesley@dc.gov	202-671-6320
Brent ES	Barbara Davis	barbaraj.davis@dc.gov	202-698-3363
Brightwood EC	Quiana Riley	quiana.riley@dc.gov	202-722-5670
Brookland EC @ Bunker Hill	S. Michele Rucker	michele.rucker@dc.gov	202-576-6095
Browne EC	Inga Hailstorks	inga.hailstorks@dc.gov	202-671-6210
Bruce-Monroe ES @ Park View	Diana Mata	diana.mata@dc.gov	202-576-6222
Burroughs EC	Vealatta Moore-Parker	vealatta.moore-parker@dc.gov	202-576-6150
Burrville ES	Chestivia Shoemaker	chestivia.shoemaker@dc.gov	202-671-6020
Capitol Hill Montessori @ Logan	Curtis Taylor	curtis.taylor@dc.gov	202-698-4467
Cardozo SHS	Cynthia Ingram	cynthia.ingram@dc.gov	202-673-7385
CHOICE Academy MS/SHS	James Sutton	james.sutton@dc.gov	202-939-4350
Cleveland ES	Rodney Carter	rodneyv.carter@dc.gov	202-939-4380
Columbia Heights EC	Paula Crivelli-Diamond	paula.crivelli-diamond@dc.gov	202-939-7700
Cooke, H.D. ES	Cesar Carrion	cesar.carrion@dc.gov	202-939-5390
Coolidge SHS	Vincent Tate	vincent.tate@dc.gov	202-671-6080
Davis ES	Thomasine Coates	thomasine.coates@dc.gov	202-729-4340
Deal MS	Ana Hernandez	ana.hernandez@dc.gov	202-939-2010
Drew ES	Veronica Clarke-Harrod	veronica.clarke-harrod@dc.gov	202-671-6040
Dunbar Pre-Engineering	Zillah Wesley	zillah.wesley@dc.gov	202-698-3762
Dunbar SHS	Zillah Wesley	zillah.wesley@dc.gov	202-698-3762
Eastern SHS	La'Vaughn Turner	lavaughn.turner@dc.gov	202-698-4500
Eaton ES	Ellen Mazer	ellen.mazer@dc.gov	202-282-0103
Eliot-Hine MS	Tara Harris	tara.harris@dc.gov	202-939-5380
Ellington School of the Arts	Donna Hollis-Walker	donna.hollis-walker@dc.gov	202-282-0123
Ferebee-Hope ES	Joan Cephas	joan.cephas@dc.gov	202-645-3100
Fillmore Arts Center	Carlene Thompson	carlene.thompson@dc.gov	202-729-3794
Francis-Stevens EC	Paul Williams	paul.williams2@dc.gov	202-724-4841
Garfield ES	Stephanie Deskins	stephanie.deskins2@dc.gov	202-671-6140
Garrison ES	Rebecca Herndon	rebecca.herndon@dc.gov	202-673-7263
Hardy MS	Lucille Hester	lucille.hester@dc.gov	202-729-4350

Harris, C.W. ES	Pandora Crumpton	pandora.crumpton@dc.gov	202-645-3188
Hart MS	Ann Brogioli	ann.brogioli@dc.gov	202-671-6426
Hearst ES	Ellen Mazer	ellen.mazer@dc.gov	202-282-0106
Hendley ES	Toloria White	toloria.white@dc.gov	202-645-3450
Houston ES	Crecynthia Crawley	crecynthia.crawley@dc.gov	202-671-6170
Hyde-Addison ES	Bryan Grigg	bryan.grigg@dc.gov	202-282-0170
Incarcerated Youth Program	Audrey Davis-Farmer	audrey.davis-farmer@dc.gov	202-698-5978
Janney ES	Maureen Leventhal	maureen.leventhal@dc.gov	202-282-0110
Jefferson MS	Earlene Wright	earlene.wright@dc.gov	202-729-3270
Johnson MS	Damita Jordan	damita.jordan@dc.gov	202-939-3140
Kelly Miller MS	Harvey Hamm	harvey.hamm@dc.gov	202-388-6870
Kenilworth ES	Foster Joseph	foster.joseph@dc.gov	202-724-4643
Ketcham ES	Julia Zahn	julia.zahn@dc.gov	202-698-1122
Key ES	Janeese Lucca	janeese.lucca@dc.gov	202-729-3280
Kimball ES	Lynette Thomas	lynette.williams-thomas@dc.gov	202-671-6260
King ES	Kimberly Troy	kimberly.troy@dc.gov	202-939-4900
Kramer MS	Gwendolyn Inman	gwendolyn.inman@dc.gov	202-939-3150
Lafayette ES	Marion Bright	marion.bright@dc.gov	202-282-0116
Langdon EC	Kimberly Reed-Harvey	kimberly.reed-harvey@dc.gov	202-576-6048
Langley EC	Linda James	linda.james@dc.gov	202-576-6034
LaSalle-Backus EC	Yoland Ugorji	yoland.ugorji@dc.gov	202-671-6340
Leckie ES	Nikia Kelly-Higgs	nikia.kelly@dc.gov	202-645-3330
Lee, Mamie D. School	Teresa Clark	teresa.clark@dc.gov	202-576-6090
Ludlow-Taylor ES	Nicole Frazier	nicole.frazier@dc.gov	202-698-3244
Luke C. Moore Academy SHS	Tasheka Cox	tasheka.cox@dc.gov	202-281-3600
MacFarland MS (Lincoln Hill Cluster)	Lacey Maddrey	lacey.maddrey@dc.gov	202-576-6207
Malcolm X ES	Jacqueline Saunders	jacqueline.saunders@dc.gov	202-645-3409
Mann ES	Teresa Clark	teresa.clark@dc.gov	202-282-0126
Marie Reed ES	Christine Winchester	christine.winchester@dc.gov	202-673-7308
Marshall ES	Erica Barnes	erica.barnes@dc.gov	202-576-6900
Maury ES	Jocelyn Coleman	jocelyn.coleman@dc.gov	202-698-3838
McKinley Technology HS	Raymond Perez	raymond.perez@dc.gov	202-281-3950
Miner ES	Donita Tabron	donita.holt@dc.gov	202-397-3960
Moten ES @ Wilkinson	Brenda Dent-Ambrose	brenda.dent@dc.gov	202-698-1111
Murch ES	Lauren Miller	lauren.miller@dc.gov	202-282-0130
Nalle ES	Thomasine Coates	thomasine.coates@dc.gov	202-671-6280
Noyes EC	Betty Carter	betty.carter@dc.gov	202-281-2580
Orr ES	Deborah Thomas	deborah.thomas4@dc.gov	202-671-6240
Oyster-Adams Bilingual School	Melissa Shaw	melissa.shaw@dc.gov	202-671-6130
Patterson ES	Leatrice Collington	leatrice.collington@dc.gov	202-939-5280

Payne ES	Lakeasha Hart Tribue	lakeasha.hart@dc.gov	202-698-3262
Peabody ES (Capitol Hill Cluster)	Virginia Turner	virginia.turner@dc.gov	202-698-3277
Phelps HS	Sherita Baker	sherita.baker@dc.gov	202-729-4360
Plummer ES	Sherrell Izlar - Carr	sherrell.izlar-carr@dc.gov	202-939-4360
Powell ES (Lincoln Hill Cluster)	Lauren Manning	lauren.manning@dc.gov	202-671-6270
Prospect LC	Troy White	troy.white@dc.gov	202-548-4380
Randle Highland ES	Celeste Polk-Coverdell	celeste.polk@dc.gov	202-729-3250
Raymond EC	Tarianda Ruston	tarianda.ruston@dc.gov	202-576-6236
River Terrace ES	Nicole Frazier	nicole.frazier@dc.gov	202-724-4589
Ronald Brown MS	Lorraine Davis-Shaw	lorraine.davis-shaw@dc.gov	202-724-4632
Roosevelt HS	Angela Holston-Johnson	angela.holston-johnson@dc.gov	202-576-6130
Roosevelt STAY	Angela Johnson	angela.johnson2@dc.gov	202-576-8399
Ross ES	Kenneth Rogers	kenneth.rogers@dc.gov	202-673-7200
Savoy ES	Fatima Lambert	fatima.lambert@dc.gov	202-939-2000
School-Within-School @ Peabody	Cynthia Slye	cynthia.slye@dc.gov	202-698-3283
School Without Walls SHS	Sylvia Isaac	sylvia.isaac@dc.gov	202-645-9690
Seaton ES	Lilliann Williams-Jackson	lilliann.williams-jackson@dc.gov	202-673-7215
Sharpe Health School	Marie Snowden	marie.snowden@dc.gov	202-576-6161
Shaw MS @ Garnett-Patterson	Ethel Harris	ethel.harris@dc.gov	202-673-7329
Shepherd ES	Gail Liggins	gail.liggins@dc.gov	202-576-6140
Simon ES	Vivian Strong	vivian.strong@dc.gov	202-645-3360
Smothers ES	George Omeir	george.omeir@dc.gov	202-939-3600
Sousa MS	Trinaty Crosby	trinity.crosby2@dc.gov	202-729-3260
Spingarn SHS	Pamela Holmes	pamela.holmes@dc.gov	202-724-4525
Spingarn STAY	Kenya Coleman	kenya.coleman@dc.gov	202-724-4538
Stanton ES	Crystal Balogun	crystal.balogun@dc.gov	202-671-6180
Stoddert ES	Wanda Zachary	wanda.zachary@dc.gov	202-671-6030
Stuart-Hobson MS (Capitol Hill Cluster)	Kassandra Parker	kassandra.parker@dc.gov	202-671-6010
Takoma EC @ Meyer	Desiree McClure	Desiree.McClure@dc.gov	202-671-6050
Terrel, M.C.	Iris Pulliam	iris.pulliam@dc.gov	202-645-3740
Thomas ES	Sandra Butler Myles	sandra.butler2@dc.gov	202-724-4593
Thomson ES	Vanessa Vick	vanessa.vick@dc.gov	202-898-4660
Truesdell EC	Gisele Perez	gisele.perez@dc.gov	202-576-6202
Tubman ES	Lori Craig	lori.craig@dc.gov	202-673-7285
Turner ES @ Green	Roz Williams	roz.williams@dc.gov	202-645-3470
Tyler ES	Kristina Johnson	kristina.johnson@dc.gov	202-939-4810
Visiting Instruction Services	Karen Waters Dumas	karen.dumas@dc.gov	202-673-8932
Walker-Jones EC	Teresa Green	teresa.green3@dc.gov	202-939-5934
Washington Metropolitan HS	Ida McClain	ida.mcclain-holman@dc.gov	202-939-3610
Watkins ES (Capitol Hill Cluster)	Chermine Trotman	chermine.trotman@dc.gov	202-698-3355
West EC	Gwendolyn Vauss	gwendolyn.vauss@dc.gov	202-576-6226
Wheatley EC	Lindsay Little	lindsay.little@dc.gov	202-939-5970
Wheatley EC	Jennifer McNulty	jennifer.mcnulty@dc.gov	202-939-5970
Whittier EC	Caryl Dawkins	caryl.dawkins@dc.gov	202-576-6156
Wilson, J.O. ES	Tamika Brown	tamika.brown@dc.gov	202-698-4733
Wilson, W. SHS	Roosevelt Cohens	roosevelt.cohens@dc.gov	202-282-0120
Winston EC	Connell Goodman	connell.goodman@dc.gov	202-645-3300
Woodson, H.D. SHS	Jenise Murray	jenise.freeman-murray@dc.gov	202-939-2030
Youth Service Center	Lon Walker	lon.walker@dc.gov	202-576-8388



Local Education Agency

Achievement Preparatory Academy Public Charter School
 Apple Tree Early Learning Public Charter School
 Arts & Technology Public Charter School
 BASIS DC Public Charter School
 Booker T Washington Public Charter School
 Bridges Public Charter School
 Briya Public Charter School
 Capital City Public Charter School
 Carlos Rosario International Public Charter School
 Cedar Tree Public Charter School
 Center City Public Charter Schools
 Cesar Chavez Public Charter School - Capitol Hill
 Cesar Chavez Public Charter School - Parkside High School
 Cesar Chavez Public Charter School - Parkside Middle School
 Cesar Chavez Public Charter School - Prep Campus
 Cesar Chavez Public Charter School - Parkside Middle School
 Community Academy Public Charter School
 Community College Preparatory Academy Public Charter School
 Creative Minds International Public Charter School
 DC Bilingual Public Charter School
 DC Prep Academy Public Charter School - Edgewood Elementary
 DC Preparatory Academy Public Charter School - Edgewood Middle Campus
 DC Scholars Public Charter School
 District of Columbia Public Schools
 E.L. Haynes Public Charter School
 Eagle Academy Public Charter School
 Early Childhood Academy Public Charter School
 Elsie Whitlow Stokes Public Charter School
 Excel Academy Public Charter School
 Friendship Public Charter School
 Hospitality High Public Charter School
 Howard University Middle School Public Charter School

Name	Phone	Email
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Kimyata Black	202-232-6090 x432	kblack@btw.school.org
Jihan Salem	202-545-0515	jsalem@bridgespcs.org
Paige Rebuer	202-545-8051	preuber@briya.org
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Sadiqa Long	202-610-1869 x127	slong@cedartree-dc.org
Maya Martin	202-500-5270	mmartin@centercitypcs.org
Justin McClain	202-547-3424 X23	justin.mcclain@chavezschools.org
Michele Mickelsen	202-398-2230 X162	michele.mickelsen@chavezschools.org
Kimberly Williams	202-398-2230 X155	kimberly.williams@chavezschools.org
Denia Duran	202-723-3975	denia.duran@chavezschools.org
Candice Manning	202-398-2230 X143	candice.manning@chavezschools.org
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LaNail Plummer	202-332-4200 x1030	lplummer@centronia.org
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Rex Yancey	202-281-1704	ryancey@friendshipschools.org
Sandra Carter	202-732-4150	scarter@hospitalityhigh.org
James Cole	202-806-7725	james.cole@universitymiddleschool.org

IDEA Public Charter School	Lori Briscoe	202-399-4750 x225	briscoel@ideapcs
IDEAL Academy Public Charter School	Louise Boone	202-729-6660 x115	l.boone@iapcs.com
Imagine Hope Community Public Charter School - Lamond Campus	Kuwanda Brathwaite	202-722-4421	kuwanda.brathwaite@imagineschools.com
Imagine Hope Community Public Charter School - Tolson Campus	Jessica Coleman	202-832-7370	jessica.coleman@imagineschools.com
Imagine Southeast Public Charter School	Melissa Winters	202-561-1622 x334	melissa.winters@imagineschools.com
Ingenuity Prep Public Charter School	Camille Henderson	202-562-0391	chenderson@ingenuityprep.org
Inspired Teaching School Public Charter School	Lauren Marar	202-248-6825	lauren.marar@inspiredteachingschool.org
KIPP DC Public Charter School	Irene Holtzman	202-223-4505	irene.holtzman@kipfdc.org
Latin American Montessori Bilingual Public Charter School	Teresa Aspinwall	202-726-6200	Teresa@lambpcs.org
LAYC Career Academy Public Charter School	Patricia Santucci	202-319-2228	patty@layc-dc.org
Mary McLeod Bethune Day Academy Public Charter School	DeVita Love	202-726-6200	d.love@mmbethune.org
Maya Angelou Public Charter School	Brady Haycock	202-232-2885	bhaycock@seeforever.org
Meridian Public Charter School	Elizabeth Fischer	202-387-9830 X109	Efischer@meridian-dc.org
Mundo Verde Public Charter School	Topaz Terry	202-630-8373	tterry@mundoverdepcs.org
National Collegiate Prep Public Charter School	Carlisa Hurtt	202-832-7737	churtt@nationalprepcdc.org
The Next Step Public Charter School	Luis Garcia	202-591-7892	luis@nextsteppcs.org
Options Public Charter School	Stephanie James	202-547-1028 X225	sjames@optionsschool.org
Paul Public Charter School	Jillian Evans	202-378-2258	jevans@paulcharter.org
Perry Street Prep Public Charter School	Barbara High	202-551-0814	bhigh@pspcdc.org
Potomac Lighthouse Public Charter School	Nakanya Magby	202-526-6003 x127	nmagby@lighthouse-academies.org
Richard Wright Public Charter School	Kara Sheler	202-388-1011	ksheler@richardwrightpcs.org
Roots Public Charter School	Winifred Wright	202-882-8073	wwright@rootspcs.org
SEED Public Charter School	Erika Asikoye	202-248-7773 X5012	easikoye@seedschooldc.org
SELA Public Charter School	Shalita Washington	202-670-7352	swashington@selapcs.org
Shining Stars Montessori Public Charter School	Aliya Rocker-Patterson	202-319-2307	arocker@shiningstarsdc.org
Somerset Public Charter School	Diane Littles	202-562-9170	dlittles@somersetprepcdc.org
St. Coletta Special Education Public Charter School	Jessica Drake	202-350-8680 x1078	jessica.drake@stcoletta.org
Thurgood Marshall Academy Public Charter School	Kelly Paul	202-563-6862 x135	kpaul@tmapchs.org
Tree of Life Public Charter School	Patricia Ragland	202-832-1108 x29	pragland@treeoflifepcs.org
Two Rivers Public Charter School	Sasha Clayton	202-543-8477	sclayton@tworiverspcs.org
Washington Latin Public Charter School	Crystal Williams	202-223-1111	cwilliams@latinpcs.org
Washington Mathematics Science Technology Public Charter School	N'Deye Diagne	202-636-8011	ndiagne@wmstpchs.net
Washington Yu Ying Public Charter School	Tynill Jones	202-635-1950 X419	tjones@washingtonyuying.org
William E. Doar, Jr. Public Charter School	Terrence Carter	202-380-8808	tcarter@wedjschool.us
Youth Build Public Charter School	Eva Camacho	202-319-2297	eva@youthbuildpcs.org



ADMINISTRATIVE PROCEDURE

HOMELESS CHILDREN AND YOUTH – SCHOOL ACCESS AND SERVICES

5010

Procedure No.

June 1, 2002

Date

- I. **PURPOSE:** To provide guidelines and procedures which assure that homeless children and youth have as barrier-free access as possible to an appropriate public education and services.
- II. **POLICY:** Relevant federal law: Stewart B. McKinney Homeless Assistance Act: Title VII B of Public Law 100-77 and Maryland State Department of Education (MSDE): COMAR 13A.05.09.
- III. **DEFINITIONS:** A “homeless” student means a child or youth who is eligible to attend Prince George’s County Public Schools, and who lacks a fixed, regular, or adequate nighttime place of abode; or has a primary nighttime place of abode that is a (a) supervised public or private shelter designed to provide temporary living accommodations, or (b) public or private place not designated for or ordinarily used as a regular sleeping accommodation for individuals. The question of whether a student is homeless should be made on a case-by-case basis and the relative permanence of the living arrangement should be considered. The following are examples of homeless students:
 - A. A student who lacks a fixed, regular or adequate nighttime place of abode should be considered homeless.
 - B. A student who resides in a supervised public or private shelter designed to provide temporary living accommodations should be considered homeless. If a student is placed in a transitional or emergency shelter because there is nowhere else to send him or her, and he or she is awaiting placement in a foster home or a home for neglected children, the student should be considered homeless while in the emergency or transitional shelter. Once placed in a foster home or a home for neglected children or youth, the student should no longer be considered homeless.
 - C. A student who resides in an institution that provides a temporary residence for individuals intended to be institutionalized should be considered homeless.
 - D. A student who lives on the street, in welfare hotels, transitional housing shelters, cars, abandoned buildings, and other inadequate accommodations should be considered homeless.
 - E. A student who is staying temporarily in a trailer park or camping area because he or she lacks adequate living accommodations should be considered homeless. Students living in trailer parks or camping areas on a



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long-term basis in adequate accommodations should not be considered homeless.

- F. Students who are living in “doubled-up” accommodations may be considered homeless. “Doubled-up” accommodations occur when a student (with or without the rest of the family) is sharing housing with other families or individuals, and the student should be considered homeless if they are doubled-up because of a loss of housing or other similar situation (e.g., through eviction, natural disaster, etc.). Families who are living in doubled-up accommodations voluntarily to save money generally should not be considered homeless.
- G. So-called “throwaway” children or youth (i.e., those whose parents or guardians will not permit them to live at home) are considered homeless if they live on the streets, in shelters, or in other transitional or inadequate accommodations.
- H. Foster children and youth living in foster homes are NOT considered homeless, unless they were placed in foster homes due to lack of shelter space.
- I. Abandoned children living with friends or relatives whose parents or legal, court appointed guardians cannot be located or have no fixed address should be considered homeless. There are instances where students remain in a hospital beyond the time that they would normally stay for health reasons because their families have abandoned them. These students should be considered homeless because they have no other place to live. Students who were homeless prior to hospitalization should be considered homeless while they are in the hospital, unless regular and adequate living accommodations will be made available to them upon release from the hospital.
- J. Children under 18 years of age living on their own (financially independent of parents or legal, court appointed guardians) at a residence other than that of their parents or legal, court appointed guardians by necessity, not by choice of the student or parents or legal, court appointed guardians, should be considered homeless. A student over 18 with no available parent/guardian may establish homelessness, if the student meets the criteria established in this procedure.
- K. Students who are incarcerated for violation or alleged violation of a law should not be considered homeless even if prior to their incarceration they would have been considered homeless because they were living in



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inadequate accommodations. Students who are under the care of the State and are being held in an institution because they have no other place to live should be considered homeless. Once these students are placed in more permanent facilities, they are no longer considered homeless.

- L. Children of incarcerated parent(s)/guardian(s) or of parent(s)/guardian(s) residing in residential treatment rehabilitation programs should be considered homeless, if the student has no fixed, regular, or adequate night time place of abode.
- M. Migratory students should not be considered homeless simply because they are students of migratory families. To the extent that migratory students are staying in accommodations not fit for habitation, they should be considered homeless.
- N. Students who have run away from home and live in runaway shelters, abandoned buildings, the streets, or other inadequate accommodations are considered homeless, even if their parents have provided and are willing to provide a home for them.
- O. Students who are unwed mothers or expectant mothers should be considered homeless if they are living in homes for unwed mothers and they have no other available living accommodations. However, if they are staying in such a home only temporarily to receive specific health care or other services, and intend to move to other adequate accommodations, they should not be considered homeless.

IV. **INFORMATION:**

- A. The Stewart B. McKinney Homeless Assistance Act is designed to ensure that all homeless children and youth have equal access to the same free, appropriate public education, including preschool education, provided to other children and youth. The Act, as well as State regulations regarding programs for homeless children, provides that homeless children and youth have the right to free and appropriate public education; receive services comparable to those offered non-homeless children and youth, including transportation; remain in their school of origin or transfer to a school in their current attendance area; and be immediately enrolled in school despite the lack of a permanent address or the lack of school records. Federal and State laws further require local school systems to eliminate barriers to the enrollment, retention, and success in school of homeless students. Those barriers include transportation issues; enrollment delays caused by residency requirements; lack of available birth certificates, school records,



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immunization records, or other documentation; and lack of guardianship records. The school system is also required to provide homeless children and youth enrolled in Prince George's County Public Schools with transportation service comparable to the service provided to non-homeless children.

- B. It is critically important to safeguard the confidentiality of the status of homeless students. All records related to the homeless status of a student must be kept in a confidential manner, and the privacy of such student must be protected. Throughout this Administrative Procedure, when records are to be completed and maintained, they must be completed and maintained in a manner to ensure the confidentiality and privacy of the homeless student and his/her parent(s)/guardian(s); and when information is sought from the student and/or his/her parent(s)/guardian(s), it must be done in a manner to ensure confidentiality and privacy. All forms and documents relating to a student's homelessness must be maintained in the student's Limited Access Folder (LAF).
- C. There is a school system Homeless Education Coordinator (HEC), whose responsibilities are detailed more fully below. The HEC may be contacted by school staff or by homeless students and their parent(s)/guardian(s), either through the local telephone number or through the specially established toll-free telephone number, which will be answered during regular business hours by a staff person who has been trained and is knowledgeable about the school system's policies and procedures regarding the education of homeless students. Both telephone numbers appear on the school system developed flyer and the poster concerning the education of homeless students.
- D. Each school in the school system will have distributed to it a poster regarding the rights of Homeless Students, which must be displayed prominently in the school's front office, or in a location where parents are likely to view it.
- V. **GENERAL PROCEDURES:** (General procedures and guidance applicable to all students who are homeless.)
- A. The school system will take all reasonable steps to identify and track all school-aged homeless children and youth residing in Prince George's County, including, but not limited to the following steps:
1. Inquire of every parent/guardian who withdraws a student from or enrolls a student in a school during the school year whether the



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change of school is related to a loss of permanent housing. The person at the school who enrolls and withdraws students must inquire, in a place and manner which ensures privacy and confidentiality, whether the enrollment or withdrawal is related to a loss of permanent housing, and if so, whether the student has not been attending school for any period of time. The responses to these questions must be recorded on the appropriate enrollment or withdrawal form, and for every student identified as homeless, the school staff must follow the additional procedures outlined in sections V.D. and VI.A.3 below. For every student identified as homeless, a copy of the enrollment or withdrawal form must be sent, via FAX, by the school to the HEC, who shall review each form and confirm such review by signing off on the form.

2. Keep a confidential record of every homeless student who self-identifies as homeless to school personnel.
3. Collaborate with all shelters located in Prince George's County, including domestic violence programs, with DSS, and with all agencies contracted with DSS, identified to the school system by DSS, to provide services to homeless persons, to identify homeless children and youth and to arrange that the identity of, and other relevant information concerning, every school-aged homeless child identified by all such entities is shared with the school system to the extent permitted by law. If the shelter requires a parental release form, in order to cooperate with the school system, the school will request, and assist, the parent/guardian to complete and sign the Parental Permission to Request Information Form (PS-16).

B. The Homeless Education Coordinator (HEC) shall have the primary responsibility for the mandated identification, tracking, and reporting of the school system's category of homeless students to the Maryland State Department of Education. Each local school is primarily responsible for reducing local school barriers for homeless children who seek to enter school, receive an appropriate public education and services, or withdraw from school.

1. The HEC shall have the following responsibilities:
 - a. Ensure that the McKinney Act, MSDE regulations, Board policies concerning the education of homeless children and youth and the terms of the settlement agreement reached in the Homeless Children class action litigation are followed by school staff.



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- b. Maintain a list of each school's contact person for homeless education issues.
- c. Maintain complete and confidential information concerning homeless children and youth in Prince George's County, and report such information to MSDE in a timely manner.
- d. Maintain a complete and accurate record of the identity of all persons or entities to whom homeless flyers or brochures and posters are sent, when they were sent, and the number of flyers distributed to each entity; and a complete and accurate record of the identity of all persons or entities to whom copies of Appeals forms, and Homeless Student Services forms are sent, when they were sent, and the number of forms so distributed.
- e. Coordinate and plan twice yearly visits by trained and knowledgeable school staff to each homeless shelter in Prince George's County which serves homeless children and youth, including domestic violence programs to offer training to all shelter staff on the school system's obligations and the rights of students under the McKinney Act, MSDE regulations, Board policy, and the settlement agreement reached in the Homeless Children class action litigation; the role of shelter staff in collaborating with the school system to fulfill its obligations; and the proper use and disposition of all school system forms regarding the education of homeless children and youth. The HEC shall maintain a complete and accurate record of each visit, including, but not limited to, the date of the visit, the person(s) who participated from the shelter, and any follow-up resulting from the visit.
- f. Coordinate and plan four-times yearly visits by trained and knowledgeable school staff to each homeless shelter in Prince George's County which serves homeless children and youth, including domestic violence programs to offer information and advice to all resident parents concerning the educational rights of homeless children and youth and the school system's obligations under the McKinney Act, MSDE regulations, Board policy, and the settlement agreement reached in the Homeless Children class action litigation; the services available to homeless children and youth through the school system; how to access those services; and the importance of telling someone at school if a student loses permanent housing. The HEC shall maintain a complete and accurate record of each visit, including, but



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- not limited to, the date of the visit, the shelter residents who participated, documentation concerning any newly identified homeless children and youth, and any follow-up resulting from the visit.
- g. Coordinate and plan twice yearly training sessions to DSS staff and to the staff of DSS-contracted agencies or entities identified to the school system by DSS, which serve homeless children and youth or their families. The school system will coordinate with DSS and its contracting agencies to ensure that all efforts are made to provide training to all staff who might have contact with homeless children and families. The training shall include, but not be limited to, the school system's obligations and the rights of students under the McKinney Act, MSDE regulations, Board policy, and the settlement agreement reached in the Homeless Children class action litigation; how DSS and DSS-contracted agencies and the school system will collaborate to identify and provide services to homeless children and youth; and the proper use and disposition of all school system forms regarding the education of homeless children and youth. The HEC shall maintain a complete and accurate record of each training, including, but not limited to, the date of the training, the persons who participated from DSS or DSS-contracted entities and their job titles, and any follow-up resulting from the training.
 - h. Participate actively and regularly in the Prince George's County Homeless Services Partnership, and maintain a complete and accurate record of all such participation including, but not limited to, the dates of all meetings attended and the substance of all activities carried out.
 - i. Establish and maintain a confidential central repository of files organized by student name. In each file shall be kept a copy of each school system document or form completed either by school personnel, by shelter staff, by the parent or by the student regarding each episode of homelessness experienced by the student; and any other written communication to or from the HEC related to an individual student's homelessness, or related to services requested by or provided to a homeless student.
 - j. Assist parent(s)/guardian(s), if requested, in obtaining fee waivers.
 - k. Notify the Compliance Monitor, in writing, of any identified instances of non-compliance with the McKinney Act,



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MSDE regulations, this Administrative Procedure, or the Consent Decree in the Homeless Students class action litigation.

2. The HEC, or his/her designee, shall, within three (3) school days of receipt, review all forms, confirm such review by signing off on the forms, take any and all action as required by the McKinney Act, MSDE regulations, Board policy and the settlement agreement reached in the Homeless Children class action litigation; keep a written record of all such action taken and the dates on which such action was taken, and file all forms in a single central repository organized by student name. In the case of requests regarding school enrollment, all necessary action shall be taken on the date of receipt in order to accomplish immediate enrollment. The HEC's signature on the forms shall be certification that the forms are properly completed and the action taken complies with the McKinney Act, MSDE regulations, Board policy and the settlement agreement reached in the Homeless Children class action litigation.
- C. Training and in-service activities shall be provided to all employees who have contact with students and/or parents regarding a student's education, and to all personnel who have responsibility for programs involving education of homeless students. Principals shall ensure that school-based staff receives appropriate training and in-service. The Deputy Superintendent shall ensure that non-school-based staff receive such training and in-service.
- D. There will be one specially trained staff person at each school designated as the contact person for homeless education issues at that school. Unless otherwise designated by the Principal of the school, that person shall be the person who has been designated as the "records secretary" of the school. The identity of the contact person shall be made known to all staff at the school, to every homeless student enrolled at the school, to the homeless students' parents/guardians, and to the HEC. The contact person should not be the only person in the school who interacts with homeless students and their parents/guardians; but the person should function as a resource for all school staff and the HEC, as well as for homeless students, and their parents/guardians, on matters regarding the provision of educational services to homeless students. The Principal and the contact person, along with the HEC, shall be responsible for ensuring that the McKinney Act, the Maryland State Department of Education regulations, this Administrative Procedure, and all other school system procedures and policies regarding homeless children and youth are followed by all school staff.



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- E. Each homeless child and youth in Prince George's County shall be enrolled in the school determined to be in the child or youth's best interest. The school system shall comply with the parent's choice of enrolling the student in the (1) school of origin for the remainder of the academic year or, if the student becomes homeless between academic years, for the following academic year; or (2) school in which non-homeless students who live in the attendance area in which the homeless student is living are eligible to attend. Transportation to and from the school of origin will be provided, if feasible, pursuant to the provisions contained in this Administrative Procedure, if that is the school chosen. A homeless student may remain in the school determined to be in his or her best interest for as long as the student remains homeless, and if the student becomes permanently housed, until the end of the academic year. Appropriate school personnel (e.g., principal or other administrator, counselor, teacher) may *assist* the parent in making the decision of which school would be in the child's best interest, but may not attempt to persuade or influence the parent to select the school based upon the school personnel's perception of what would be in the child's or the school system's best interest. Appropriate factors to be considered include the following:
1. the student's age,
 2. the school which the student's siblings attend,
 3. the student's experiences at the school of origin,
 4. the student's academic needs,
 5. the student's emotional needs,
 6. any other special needs of the family,
 7. continuity of instruction,
 8. length of stay in the shelter,
 9. the likely location of the family's future permanent housing,
 10. time remaining in the school year,
 11. distance of commute and other transportation-related factors, and
 12. the safety of the child.
- F. Transportation shall be provided to homeless children from their temporary residence in Prince George's County to their school of origin and back, if the school of origin is determined by their parents to be in their best interest, and if the distance is 35 road miles or less. The Transportation Department shall determine the manner and method by which the student will be transported, and shall select the mode that would be most appropriate for the individual student. In making a choice between alternatives, the Transportation Department shall consider travel time, convenience, safety, and cost, and the child's parent shall be consulted.



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The flexible transportation system to be utilized to transport homeless students shall incorporate the following:

1. availability of buses and personnel, including all types of school buses for all types of students (i.e., regular schools, magnet schools, pre-schools, vocational schools, special education, or special education schools),
2. opportunity for parent reimbursement, or ability to pre-pay mileage costs to parents/guardians who provide transportation,
3. ability to reroute buses,
4. availability and cost of alternative transportation modes, such as taxis, private bus contracts, or public transit, as permitted by law (e.g., to interface with and utilize public transportation and to pre-pay fares for use of public transportation),
5. the ability to transport students from their residences in the “north” County to schools of origin in the “south” County and from residences in the “south” County to schools of origin in the “north” County,
6. the ability to accommodate the need of a homeless student to arrive at school in time to participate in the school breakfast program.

In selecting the mode of transportation, the Department of Transportation will not require any student to ride more than two (2) buses (school buses or public transportation) each way to or from school; any elementary-school-aged child to ride public transportation unless accompanied by an adult whose fare is also paid by the school system; or any child under the age of 10 to ride in a taxi, unless accompanied by an adult whose return fare is also paid by the school system.

Transportation shall be provided to every homeless student who will be attending the local school serving the attendance area in which the student is temporarily living, if transportation is provided to permanently housed students attending the same local school who live an equivalent distance from the school. Transportation shall be provided by the same means as it is provided to other students in the same attendance area.

Transportation arrangements for homeless students must be made as quickly as possible, but in no event more than three (3) school days after receiving the request for transportation, regardless of whether the student is remaining at the school of origin, or is transferring to a new local school. All transportation arrangements will be made by the Department of Transportation, including, but not limited to, arrangements for placement on a public school system bus, transportation by a private company,



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obtaining and delivering passes or tokens for public transportation, or prepayment of funds for parents who are providing transportation by private vehicle. The Department of Transportation is also responsible for conveying information regarding transportation arrangements to the parent(s)/guardian(s). Such information shall be completed on the Transportation for Homeless Student Form (MISC-964A), and the form must be faxed to the school, for delivery to the parent(s)/guardian(s). In addition, the form must be faxed immediately to the homeless shelter, if the family is living in a shelter, and mailed to the parent(s)/guardian(s) at the temporary address provided. The Department of Transportation must also fax the form to the HEC, who shall be responsible for ensuring that the information has been communicated to the parent(s)/guardian(s) and who shall keep a record of the form. The school must provide to the parent(s)/guardian(s) a copy of the Transportation for Homeless Student Form (MISC-964A), Information for Transportation of Homeless Students Form (MISC-964B), and a blank Appeal Form (OA-100A/B). The Department of Transportation, when it sends the Final Transportation for Homeless Student Form, must also fax copies of the Information for Transportation of Homeless Students Form, and a blank Appeal Form to the homeless shelter, if the family is living in a shelter, and mail the forms to the parent(s)/guardian(s) at the temporary address provided.

If the distance between a student's temporary residence in Prince George's County, and the school of origin is greater than 35 miles, the Department of Transportation shall determine, on a case by case basis, whether transportation is feasible, based upon the following factors:

1. length of ride time,
 2. distance to be traveled,
 3. availability of buses and personnel,
 4. opportunity for parent reimbursement,
 5. availability to reroute buses, and
 6. availability and cost of alternative transportation modes, such as taxis or public transit, as permitted by law.
- G. No student, including a homeless student, is to be denied enrollment because the student does not have an SR-7 card (withdrawal/transfer card).
- H. **Though a homeless student may have no birth verification, immunization, or prior school records to present, such students must be registered** with responsible school personnel telephoning the school of just-prior attendance to obtain sufficient verbal information to accomplish enrollment, to permit immediate attendance, and to request the just-prior



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school to send the student's records upon receipt of the written request for records (PS-38).

1. If the just-prior school indicates that the student's records do not show any indication of appropriate immunization, the responsible school personnel of the receiving school must contact the local health department concerning the student's immunization status.
2. If there are no records of the homeless student's immunization status, the Supervisor of Health Services must be contacted immediately since an appointment must be made for the student with the local health department, with subsequent school follow-up to ensure that the student has been immunized or has had appropriate blood titers drawn.

I. **Homeless students receiving special education services or who have Section 504 eligibility have the right of immediate access to those services described in their Individualized Education Plan (IEP) or Accessibility Plan.** Schools and school systems shall immediately transfer student records to the receiving school without obtaining prior written parental consent for disclosure. Such services shall be implemented immediately, even if the school has not received the IEP or accessibility plan. A faxed copy or a phone call will be necessary to obtain critical information from the records to expedite the immediate appropriate educational placement of a student. The phone conversation should include the following:

1. Is the student disabled?
2. If so, what is the disability?
3. Does the student have a current IEP or Section 504 Accessibility Plan?
4. How many hours of special education is the student receiving and in what areas?
5. What is the environment in which the special education occurs?
6. What instructional modifications are required?
7. How many hours of related services per week does the student have in his/her program?
8. Are there any other factors concerning the student's educational program that are important to know?
9. What is the child's current immunization status?

J. School personnel should notify the Home School Visitor of any enrolled homeless students who might benefit from the Home School Visitor's services (food, clothing, transportation, etc.) Parents, guardians, and school



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personnel may refer cases to the appropriate school team as needed for other types of services.

VI. SPECIFIC PROCEDURES:

A. HOMELESS STUDENTS RESIDING IN PRINCE GEORGE'S COUNTY

1. A homeless student, as defined above, has the legal right to enroll in either: the school which serves the address of his/her temporary housing (the "local school"); or the school which the student attended, or was last enrolled in, before the student became homeless (the "school of origin.")
2. No student transfer approval or tuition waiver approval, verbal or written, is required to enroll the student in the local school or in the school of origin. However, if a homeless student and/or the parent(s)/guardian(s) currently resides outside of Prince George's County and the student wishes to attend a Prince George's County public school, the homeless student must be allowed to enroll in his/her school of origin or local school (if the student resides within the County), and the Office of Pupil Accounting and School Boundaries must be contacted pursuant to the provisions contained in Section B. below.
3. A homeless student has the right to be enrolled immediately despite the lack of a permanent address or the lack of school records. The local school or the school of origin must register the homeless student pursuant to the regular process of registering students, but with the following **additional** steps:
 - a. The parent/guardian, with appropriate assistance from school staff, if needed, should **fully** complete the Homeless Student Services Form (MISC-959A/B). After completion, school staff must fax the form to the Homeless Education Coordinator's Office and must also fax it to the Department of Transportation, if the student is attending the school of origin. (The form does not need to be sent to Transportation if the student is attending his/her local school.) Regular procedures should be followed if the student requires transportation to the local school.
 - b. School staff must **fully** complete the Tracking Form for Homeless Children and Youth (PS-1). Once completed, school staff must fax the form to the Homeless Education Coordinator.



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of Transportation will cooperate with the jurisdiction in which the student resides in order to determine whether transportation to the Prince George's County [public school is feasible.

- f. All documents and forms completed and sent to the Department of Pupil Accounting and School Boundaries must also be faxed by the school to the HEC for review and filing.

C. HOMELESS STUDENTS WHOSE GRADE PLACEMENTS ARE UNKNOWN

If the school cannot determine the appropriate grade placement and/or credits for a homeless student, upon enrollment, school personnel should promptly place the student in a classroom, based on the best information available, and should complete a Tentative School, Grade, or Subject Agreement for Placement of New or Homeless Students Form (PS-126) and/or the Request for Tests for Student Programs: Course Credit by Examination for Grades 9-12 (PGIN 7540-8037). The student's placement may be revised, if necessary, after appropriate testing has been completed. The school must send a copy of the completed forms to the HEC for review and filing.

D. WAIVER OF FEES

1. A homeless student may be entitled to a waiver of school related fees, if the student is unable to pay the fee. Such include, but are not limited to, fees for the following: books and materials, locker, field trip, lab, uniform and equipment, gym/physical education, class supplies, extra-curricular activities, graduation (cap and gown), school records and any other fees associated with school activities.
2. If the student and/or the parent(s)/guardian(s) wish to request a waiver of any such school fees, they should so indicate on the Homeless Student Services Form, at the time the student is registered, or at any later date, when the parent(s)/guardian(s) learns of the fee(s). A copy of the Fee Waiver Request must be given to the parent(s)/guardian(s) and a copy must be faxed by the school to the HEC, who shall review the form for compliance with school system policies and procedures, and shall file it in the central repository. The Principal must review the request, and should grant the request if the student cannot afford to pay the fee and if the



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waiver is necessary to ensure that the student is provided services comparable to services offered to other students in the school.

3. The parent(s)/guardian(s) must be advised of the Principal's decision, and if the request is denied, the Principal must complete the Notice of Denial of Services (Homeless Students) Form (MISC-960), and follow the directions on that form.
4. If the request to waive fees is granted, the student's records should clearly indicate that the fee(s) has/have been waived.

E. STUDENTS WHO ARE SUSPECTED NOT TO BE HOMELESS

1. All students who present themselves, as being homeless shall be immediately registered, enrolled, and allowed to attend school, pursuant to the provisions contained in these procedures. If it appears that the student is not, in fact, homeless, but is using that representation as a means of avoiding an assigned, in-county or out-of-county school or a desire to attend a particular school, the Principal shall cause an investigation to determine whether the student meets the eligibility criteria of these procedures. The student shall remain enrolled in school during the course of the investigation.
2. If the investigation determines that the student is not homeless, the Principal shall inform the parent(s)/guardian(s), in writing, that the investigation has determined that the student is not homeless and that the student shall be withdrawn from the school within seven (7) calendar days of the date of the notice. The Principal must complete a Notice of Denial of Services (Homeless Students) Form (MISC-960), which contains the Notice of Right to Appeal and send it to the parent(s)/guardian(s), along with a blank Appeal Form (Homeless Students) (OA-100A/B). The parent(s)/guardian(s) shall also be advised that they have the right to appeal the decision pursuant to Section VII of this Administrative Procedure.
3. If the parent(s)/guardian(s) file an appeal, the Principal's decision is stayed, and the student may remain enrolled in the school, and may continue to attend classes, until the appeal has been fully decided.
4. All forms and documents must be sent to the HEC for review and filing.

VII. APPEAL PROCEDURE:

- A. Whenever an oral or written request by a homeless student or his/her parent for any educational service (including, but not limited to, school enrollment, transportation, tutoring, waiver of school fees, transfer of



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school records, special education services, school supplies, or medical or social services referrals) is denied, in whole or in part, or whenever any adverse action is taken, the homeless student or parent shall be given a completed Notice of Denial of Services (Homeless Students) Form (MISC-960) and a blank Appeal Form (Homeless Students) (OA-100A/B).

Whenever a homeless student or parent orally or in writing disputes any decision concerning enrollment, transportation, waiver of fees or provision of services to the student, or any other adverse action, the student or parent shall be informed immediately of the right to appeal and shall be given a blank Appeal Form (Homeless Students) (OA-100A/B).

- B. The Appeal Form (Homeless Students) shall be filed in the first instance with the Principal of the school where the student attends or would like to attend. The Principal shall, alone or in consultation with other appropriate personnel, reach a disposition of the appeal as quickly as possible, but in no event later than 5 school days after receiving the appeal. The disposition of the appeal shall be indicated in writing on the Appeal Form (Homeless Students).
- C. Unless the parent signs on the Appeal Form (Homeless Students) or otherwise indicates in writing that he/she is satisfied with the disposition, the matter shall be elevated automatically to the Superintendent's designee in the Office of Appeals, by the Principal immediately faxing the Appeal Form (Homeless Students) to the Office of Appeals. The Office of Appeals shall investigate the matter and shall reach a disposition as quickly as possible, but in no event later than ten (10) school days after receiving it, and shall provide the parent with a written explanation of the disposition.
- D. Unless the parent signs on the written explanation or otherwise indicates in writing that he/she is satisfied with the disposition, the matter shall be elevated automatically to the Board of Education, for its review, by the Office of Appeals immediately faxing the Appeal Form (Homeless Students) to the Board Office.
- E. The Board of Education shall provide the parent with an opportunity to appear in person before the Board, or its committee, for a hearing on the matter, and shall reach a disposition as quickly as possible, but in no event later than thirty (30) school days after receiving it, and shall provide the parent with a written explanation of the disposition.
- F. The parent may note a further appeal to the Maryland State Board of Education if he/she remains dissatisfied with the disposition of the appeal.



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- G. During the appeal process described above, the student shall remain enrolled in the school system. Throughout the appeal process, the student may continue to attend the school of origin if the parent arranges and pays for transportation for the student (if the issue involves transportation); or the student shall attend the school serving the attendance area of the location in which the student is temporarily living, if the parent does not arrange for transportation to the school of origin.
- H. Copies of all appeals and dispositions must be transmitted by school system personnel to the HEC for review concerning compliance with all applicable laws and regulations, and for filing in the central repository.

VIII. **RELATED PROCEDURES:**

- A. Stewart B. McKinney Homeless Assistance Act: Title VII B of Public Law 100-77.
- B. Maryland State Department of Education: COMAR 13A.05.09.
- C. Administrative Procedure 5111, Registration and Withdrawal of Students.
- D. Administrative Procedure 5118.2, Tuition Waivers for Nonresident Students.
- E. Administrative Procedure 5110.3, Student Transfers.
- F. Administrative Procedure 5161, Immunizations.

IX. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** These procedures will be maintained and updated by the Division of Pupil Services and the Department of Pupil Accounting and School Boundaries, as appropriate.

X. **CANCELLATIONS AND SUPERSEDES:** This Administrative Procedure cancels and supersedes Administrative Procedure 5010, dated February 29, 2000.

XI. **EFFECTIVE DATE:** June 1, 2002.

Approved by:
Iris T. Metts
Superintendent of Schools



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- Attachments:
1. MISC-959A/B, Homeless Student Services Form
 2. MISC-964A, Transportation of Homeless Student
 3. MISC-964B, Information for Transportation of Homeless Students
 4. MISC-960, Notice of Denial of Services (Homeless Students)
 5. OA-100A/B, Appeal Form (Homeless Students)
 6. PA-30, Tuition Waiver Questionnaire
 7. PA-29, Request for Waiver of Tuition
 8. PS-1, Tracking Form for Homeless Children and Youth
 9. PS-126, Tentative School, Grade, or Subject Agreement for Placement of New or Homeless Students
 10. PGIN 7540-8037, Request for Tests for Student Programs: Course Credit by Examination for Grades 9-12

Distribution Lists: 1, 2, 3, 4, 5, 6, 10, and 11

MEMORANDUM OF AGREEMENT

BETWEEN

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION,

THE DEPARTMENT OF YOUTH REHABILITATIVE SERVICES,

AND

THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS

RELATED TO:

**Educational Services for Youth Committed to the Department of Youth Rehabilitative
Services**

Effective Date: November 20, 2012

I. INTRODUCTION AND PURPOSE

The Office of the State Superintendent of Education ("OSSE"), the Department of Youth Rehabilitative Services ("DYRS"), and the District of Columbia Public Schools ("DCPS"), enter into this Memorandum of Agreement (MOA) regarding educational services for certain youth committed to DYRS.

Through collaboration and coordinated activities by OSSE, DYRS, and DCPS, the purpose of this MOA is to improve educational outcomes for youth committed to DYRS by minimizing disruption in general and special educational services during times of transition between DYRS placements by facilitating the prompt transfer of records, requiring continued coordination and involvement by representatives of DYRS and DCPS, monitoring the delivery of educational services, meeting the special education needs and providing other required accommodations to children with qualifying disabilities, and facilitating the transition of committed youth between school settings to improve outcomes and promote further schooling or employment. Additionally, the purpose of this MOA is to ensure compliance with local law applicable to children of compulsory school age including without limitation the requirements in regard to enrollment in secondary school and truancy.

This MOA applies to youth who are committed to DYRS and are detained and housed at the New Beginnings Youth Development Center, or placed by DYRS in residential treatment facilities (RTCs), psychiatric residential treatment facilities (PRTFs), or out-of-state (OOS) group homes.

The parties to this MOA agree that each participating agency is responsible for the duties and obligations set forth herein.

II. PARTIES TO THIS AGREEMENT

A. OSSE

OSSE is the District of Columbia State Education Agency with responsibility for performing the functions of a state education agency under applicable federal law, including grant-making authority, oversight, and state educational agency functions for standards, assessments, and federal accountability requirements for elementary and secondary education. (D.C. Official Code § 38-2601 *et seq.*) In accordance with Title I, Part D of the Elementary and Secondary Education Act (20 U.S.C. § 6421 *et seq.*), OSSE is responsible for ensuring that District of Columbia agencies with responsibility for providing a free public education to delinquent youth comply with all applicable statutory and regulatory requirements. (20 U.S.C. § 6434(a)(2)(C)(iii).) In accordance with Part B of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 *et*

seq.), OSSE is responsible for ensuring that a free appropriate public education is made available to eligible children with disabilities, and that all such programs administered by other District of Columbia agencies, are under OSSE's general supervision and meet District of Columbia educational standards. (20 U.S.C. § 1412(a)(11).)

B. DYRS

DYRS is the District of Columbia juvenile justice agency and administers detention, commitment and aftercare services for youth committed to DYRS' legal custody. DYRS is responsible for providing youth in its custody with food, shelter, education and ordinary medical care. (D.C. Official Code §§ 16-2320(c)(2), 16-2301 (21)(C), and 2-1515.01 (5)(A).) DYRS is the public agency responsible for ensuring FAPE for youth committed to DYRS and attending school at the New Beginnings Youth Development Center (New Beginnings) for all purposes except for determining educational placement and location of services after discharge from New Beginnings.

C. DCPS

DCPS is the local educational agency (LEA) in the District of Columbia with responsibility for serving all District of Columbia children of compulsory school age who enroll in DCPS. (D.C. Official Code § 38-171.) When timely notified by DYRS of placement, DCPS is the LEA for all youth committed to DYRS who are placed in RTCs, PRTFs and out of state (OOS) group homes.

D. POINTS OF CONTACT

All Parties will identify the specific individuals responsible for implementing the obligations defined within this MOA. This information will be reviewed and updated at the beginning of each school year to ensure that internal and external stakeholders are provided with relevant program and contact information.

III. COMPULSORY EDUCATION AND ENROLLMENT

A. Compulsory Education Requirements

Every parent, guardian, or other person, who resides permanently or temporarily in the District during any school year and who has custody or control of a minor who has reached the age of 5 years or who will become 5 years of age on or before September 30th of the current school year, shall place the minor in regular attendance in a public, independent, private, or parochial school, or in private instruction during the period of

each year when the public schools of the District are in session. This obligation of the parent, guardian, or *other person having custody* extends until the minor reaches the age of 18 years or graduates with a regular diploma prior to such age. (D.C. Official Code § 38-202(a).)

B. Enrollment in School

When a minor child residing in the District of Columbia is committed to the legal custody of DYRS, that child shall be enrolled in school if not already enrolled at the time commitment. DYRS shall coordinate with parents and families to ensure school enrollment. However, in the case that a parent has not enrolled a youth of compulsory school age in school within five (5) school days of commitment to DYRS, a DYRS placement change returning the youth to the community, or the beginning of a school year, DYRS shall exercise its authority to enroll the youth in school.

IV. SERVICE DELIVERY AT NEW BEGINNINGS YOUTH DEVELOPMENT CENTER

A. OSSE shall:

1. Ensure a free public education is provided to DYRS youth housed at the New Beginnings Youth Development Center (New Beginnings) consistent with the terms of this MOA, consistent with appropriate federal laws.
2. Schedule meetings with DYRS and DCPS no less than once a year and more often as needed, to discuss the delivery of education services and coordination of activities required under this MOA.

B. In order to deliver quality educational services to all youth falling within the terms of this MOA, and receiving educational services at New Beginnings Youth Development Center (New Beginnings), DYRS shall:

1. Ensure a free public education is provided to DYRS youth housed at New Beginnings consistent with the terms of this MOA consistent with appropriate federal laws.
2. Ensure the provision of a free public education in accordance with District of Columbia curriculum and accountability standards and Title I, Part D of the Elementary and Secondary Education Act including without limitation the requirement that children shall be enrolled in educational programming for at least 30 hours per week under the care and instruction of teachers and other staff with requisite training.

3. For enrolled students who qualify as eligible for services under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA), DYRS shall be responsible for ensuring that children receive a free appropriate public education (FAPE) in the least restrictive environment. DYRS shall be responsible for convening all Individualized Education Program (IEP) or Section 504 meetings (including without limitation annual review of the IEP or Section 504 plan), eligibility meetings (including without limitation the triennial evaluation of the child), and any other meeting necessary to ensure timely and appropriate delivery of services to the student during the period of commitment to DYRS.
4. Regularly review student performance data to determine whether the student is receiving all educational services to which the student is entitled, including without limitation all services designated in an IEP or Section 504 plan.
5. Determine the most beneficial method of assigning grades to the student based on performance in course work in the program, issuing report cards, and hosting parent conferences. DYRS shall bear ultimate responsibility for assigning course credits based on the student's performance in course work at New Beginnings and ensuring that the student's educational records are up-to-date and ready to be transmitted for all youth discharged from New Beginnings.
6. Perform screenings of students upon their placement at New Beginnings to determine current educational deficits, and instructional strategies and curriculum implementation, as appropriate.
7. Ensure full implementation of the IEP and/or Section 504 plan by qualified professionals for students with qualifying disabilities.
8. Confer with OSSE to ensure course work is consistent with the District of Columbia's requirements for graduation.
9. Be responsible for administration of the District of Columbia state-wide assessment (DC-CAS), as applicable.
10. Coordinate with DCPS for all students who will be attending DCPS schools upon release, specifically DYRS shall:

- a) Invite DCPS to all discharge planning meetings for youth who are petitioning from Level 4 to Level 5 of New Beginning's six (6) level system.
 - b) Provide DCPS with information regarding the youth's educational status at least one (1) week before the Level 4 YFTM/Transition Meeting, to include:
 - (1) Academic standing – credits earned and current classes,
 - (2) Special education status – copy of current IEP, and
 - (3) 504 status and any other relevant information.
 - b) Allow DCPS access to observe students who have expressed interest in returning to DCPS, as appropriate, to assist in transition planning, as applicable.
11. Coordinate with individual charter schools, adult education, and/or GED programs for all other students, as applicable.
- C. In order to promote successful and orderly transitions from New Beginnings to DCPS schools, DYRS and DCPS shall:
- 1. Participate in all Level 4 YFTM/Transition Meetings, which occur when a youth reaches Level 4 of the model unit program at New Beginnings, as appropriate to ensure timely and appropriate education planning. DCPS shall request from DYRS, within one week after the discharge planning meeting, any additional information needed to inform placement recommendations.
 - 2. For all students, DYRS shall notify DCPS when the youth reaches Level 6 of the model program and shall identify the community placement to which the youth is expected to be discharged with as much specificity as possible. At that time, DCPS shall conduct a transcript analysis and provide a copy of the analysis to DYRS within five (5) school days. DYRS shall notify DCPS if the expected community placement changes.
 - 3. For students without IEPs, and based on the transcript analysis and expected community placement, DCPS shall identify the youth's neighborhood school or recommend alternative DCPS schools to ensure proper course enrollment.

- 4. For students with IEPs, the school at New Beginnings shall submit materials to the DCPS step down review committee by the next weekly review submission deadline. These materials will include any new evaluations, new progress reports or similar information, as requested by DCPS, that will assist in the review.**

 - a. DCPS' step down review committee shall, based on all available information, make a recommendation to the IEP team at New Beginnings regarding the student's next location of educational services.**
- 5. As needed, or if the IEP team disagrees with DCPS' recommendation, DYRS shall convene an IEP meeting. The goal of this IEP meeting will be to:**

 - a) Share additional information regarding the student's strengths, needs, educational goals and transition planning to-date between New Beginnings and DCPS;**
 - b) Allow the student to express his educational goals and stated concerns regarding transitioning from New Beginnings;**
 - c) Review the student's IEP and revise, if necessary; and**
 - d) Determine the student's placement and proposed location of services.**
- 6. The participants in any IEP meeting held according to the above section shall include:**

 - e) DYRS school general education teacher;**
 - f) DYRS school special education teacher;**
 - g) DYRS representative;**
 - h) Student and parent, if the student is under age 18 or otherwise requests parental participation;**
 - i) DCPS representative; and**
 - j) DCPS anticipated school representative (if applicable).**
- 7. For all youth to be enrolled in DCPS after discharge from New Beginnings, DCPS shall provide an enrollment packet to DYRS in advance. DYRS shall assist the youth, and/or the youth's family, to complete the enrollment packet and shall provide the completed packet to DCPS no later than the**

day of discharge to ensure immediate enrollment. Upon enrollment of a student with an IEP, DCPS shall issue a prior written notice regarding the proposed placement and location of service. This notice shall be issued within one (1) business day of discharge.

8. DYRS shall notify DCPS within one (1) business day of a youth's return to the community from New Beginnings.

k) DCPS shall notify DYRS within five (5) business days if the youth has not enrolled in school and request assistance to determine the school status of the youth. If the youth's status cannot be determined and supported by documentation:

(1) If the student is age 18 or above, DCPS will follow DCPS' attendance and truancy policies.

(2) If the student is age 17 or under, DCPS will initiate its truancy protocol.

9. For all youth with commitments set to expire before reaching level 4, DYRS shall notify DCPS and the two agencies will set a modified transition schedule.

V. IDEA MONITORING AND YOUTH SCHOOL TRANSITION FROM RESIDENTIAL TREATMENT CENTERS (RTCs), PSYCHIATRIC RESIDENTIAL TREATMENT FACILITIES (PRTFs) AND OUT-OF-STATE GROUP HOMES (OOS GROUP HOMES)

A. OSSE shall:

1. Schedule meetings with DYRS and DCPS no less than once a year and more often as needed, to discuss the delivery of education services and coordination of activities required under this MOA.

B. In order to ensure the delivery of quality educational services to adjudicated District of Columbia youth of compulsory school age who are placed by DYRS at residential treatment facilities, DYRS and DCPS shall:

1. DYRS shall ensure that contractual language is included in subsequent contracts with RTC, PRTF and OOS group home providers that ensures compliance with federal and District of Columbia law and ensures that District of Columbia students are positioned to earn a high school diploma, IEP completion certificate or GED. Changes to any youth's course of study shall be made with DYRS consultation. Until such time as all contracts or agreements are modified, DYRS shall provide a copy of this MOA to all RTCs, PRTFs and RTCs with information regarding

implementation requirements. Subsequent contracts will take into consideration compliance with requirements;

2. DYRS shall ensure that all RTCs, PRTFs and OOS group homes are provided with a copy of each student's most recent IEP and report card or transcript (and, if applicable, GED test scores) prior to or at the time of arrival;
3. At DYRS' request, DCPS shall conduct a transcript analysis for a youth in an "awaiting placement" status and provide a copy of the analysis to DYRS within five (5) school days. DYRS shall use the analysis for planning purposes.
4. DYRS shall notify DCPS within one (1) business day of any new placement or lateral placement change of a committed youth in an RTC, PRTF or OOS group home outside of the District of Columbia and provide:
 - a) a copy of each student's most recent IEP and report card or transcript (and, if applicable, GED test scores);
 - b) a completed DCPS enrollment form; and
 - c) a DYRS ward letter.
5. Upon receipt of notification, DCPS shall enroll the youth in DCPS and contact the RTC, PRTF or group home in which the student has been placed;
6. For students with IEPs:

- a) DCPS shall conduct a transcript analysis and provide a copy of the analysis to DYRS within five (5) school days. Based on the transcript analysis, DCPS shall ensure proper course enrollment.
- b) For enrolled students who qualify as eligible for services under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA), DCPS shall be responsible for ensuring that children receive a free appropriate public education (FAPE) in the least restrictive environment. DCPS shall be responsible for convening all Individualized Education Program (IEP) or Section 504 meetings (including without limitation annual review of the IEP or Section 504 plan), eligibility meetings (including without limitation the triennial evaluation of the child), and any other meeting necessary to ensure timely and appropriate delivery of services to the student during the period of commitment to DYRS. DCPS shall invite DYRS staff to all applicable meetings.
- c) DCPS shall regularly review student performance data to determine whether the student is receiving all educational services to which the student is entitled, including without limitation all services designated in an IEP or Section 504 plan.
- d) While DCPS may, at its discretion, delegate the authority to convene meetings to RTCs, PRTFs or OOS group homes, it must ensure representation from DCPS at all meetings. Representation by DCPS at meetings at residential treatment facilities may be by telephone. DCPS shall ensure that all required members of the IEP team are invited, including as appropriate the District of Columbia Rehabilitation Services Administration where postsecondary transition planning will be discussed.
- e) DYRS staff will participate in any meetings, as requested by DCPS or facility staff.
- f) DCPS and DYRS shall communicate regularly regarding a youth in RTC, PRTF or OOS group home placement and shall jointly plan for the return of the youth to the community.
- g) Upon notification from the RTC, PRTF or group home that a youth is expected to be discharged within 30-60 days, DCPS shall convene a "step down" IEP meeting with the youth, the DYRS case manager and facility staff.

- h) At the IEP meeting, DYRS shall provide a preliminary plan regarding where the youth will reside upon discharge from the facility. Within one (1) business day, DCPS shall issue a prior written notice regarding the proposed location of service.

7. For students without IEPs:

- a) Upon notification of placement, DCPS shall conduct a transcript analysis and provide a copy of the analysis to DYRS within five (5) school days. Based on the transcript analysis, DCPS shall ensure proper course enrollment.
- b) DCPS shall request grade and attendance reports from the RTC, PRTF or OOS group home at least quarterly and enter the information into STARS.
- c) Upon notification from the RTC, PRTF or OOS group home that a youth is expected to be discharged within 30-60 days, DYRS shall contact DCPS with the expected address to which the youth will return. If needed, DCPS shall assist DYRS to determine the neighborhood school associated with the address.

8. DYRS shall notify DCPS within one (1) business day of a youth's return to the community from an RTC, PRTF or OOS group home.

- a) DCPS shall notify DYRS within five (5) business days if the youth has not enrolled in school and request assistance to determine the school status of the youth. If the youth's status cannot be determined and supported by documentation:
 - (1) If the student is age 18 or above, DCPS will follow DCPS' attendance and truancy policies.
 - (2) If the student is age 17 or under, DCPS will initiate its truancy protocol.

VI. OTHER ITEMS

A. IDEA Child Find Obligations

DYRS shall be responsible for establishing and implementing policies and procedures to ensure that all children with disabilities placed at New Beginnings who are in need of special education and related services, in accordance with the IDEA, are identified, located, and evaluated. In the case of students placed by DYRS in residential treatment facilities, DCPS shall coordinate with DYRS and the

residential treatment facilities to ensure that all children who are suspected of having a disability receive an evaluation and services, as appropriate.

B. Records

Educational records shall be shared between DCPS and DYRS to ensure compliance with this MOA. DCPS and DYRS will develop specific data sharing protocols that ensure timely and appropriate service delivery. DYRS shall provide OSSE with a routine report listing all committed youth in RTCs, PRTFs and OOS group homes no less than monthly. At DCPS' request, and under the terms of this MOA, OSSE shall provide DYRS with access to the District of Columbia Special Education Data System (SEDS) in order to view the records of committed youth. At DYRS' request, and under the terms of this MOA, OSSE shall provide DCPS with access to the SEDS site for the school at New Beginnings. Records shall be disclosed consistent with the juvenile justice system exception to the Family Educational Rights and Privacy Act and regulations promulgated thereunder. (See 34 C.F.R. §99.31(a)(5).)

DYRS shall protect personally identifiable information (PII) in the SEDS records of students for which it has access. DYRS shall train or provide information to DYRS staff collecting or using a child's SEDS records on District of Columbia law and procedures, IDEA, and FERPA requirements regarding the confidentiality of student educational records. All records created by DYRS in SEDS shall be deemed educational records as defined in FERPA. (See 34 C.F.R. §99.3.)

C. IDEA Monitoring and Compliance

1. **Monitoring:** OSSE shall monitor DYRS and DCPS annually to ensure compliance with this MOA.
2. **Compliance:** For IDEA compliance reporting, youth committed to DYRS that attend the DYRS school at New Beginnings will be reported under the compliance rates of DYRS as a public agency. Youth committed to DYRS and placed in RTCs, PRTFs and OOS group homes will be reported separately from DCPS' overall compliance rates. OSSE will consult with DCPS and DYRS on how to account for students who have been committed to DYRS in relevant state-wide educational data systems, including SEDS and SLED.

D. Domicile Status for Youth

OSSE shall provide a domicile letter to DYRS student(s) when they do not have the adequate supporting documents to prove domicile in the District of Columbia. The document will outline the timeline the student(s) has lived in the District of Columbia. This letter will allow the student(s) to be designated as an

independent student when applying for state, federal grants and/or loans to attend institutions of higher education.

VII. RESOLUTION OF DISPUTES

Disputes which arise among the Parties to this agreement that are not under the purview of an impartial due process hearing officer or other administrative complaint will be brought to the attention of the agency directors of OSSE, DYRS, and DCPS.

Each involved Party shall designate a representative to engage in fact-finding. When necessary, the involved Parties will schedule a meeting of the parties to discuss the issue(s) in dispute and to review the facts. The Parties will work cooperatively to resolve the dispute.

VIII. DURATION OF MOA

The period of this MOA shall be continuing from the date of execution unless terminated in writing by the Parties.

IX. AUTHORITY FOR MOA

This MOA is entered into pursuant to the authority granted under D.C. Official Code §§ 38-3301 and 38-2602.01; Title I, Part D of the Elementary and Secondary Education Act of 1965 (20 U.S.C. § 6421 et seq.); and Part B of the Individuals with Disabilities Education Act (IDEA), (20 U.S.C. § 1412 (a)(12)).

X. RIGHTS OF PARTIES

A. Changes to the MOA/Designation of Representatives

Any Party may request changes to this MOA. Any changes, modifications, revisions, or amendments to this MOA which are agreed upon by the Parties shall be incorporated in this MOA as written amendments signed by the Parties. Parties shall maintain a Contact List for key representatives at each agency and all individuals tasked with items in this MOA and shall have an ongoing obligation to keep it up-to-date.

B. Responsibility for the Acts of the Parties

The Parties to this MOA are cooperating District of Columbia government entities and private entities. No employee or agent of any entity shall be deemed to be an employee

or agent of another entity and shall have no authority, expressed or implied, to bind any other entity except as expressly set forth herein. Each entity shall be responsible for its acts and those of its employees, agents and subcontractors, if any, during the course of this MOA.

C. Notice of Proceeding

Any Party to this MOA named as Respondent in a due process complaint or state complaint under IDEA, that involves services provided under this MOA and that may affect the other Parties, shall deliver to the other Parties, within five (5) days of notice of proceedings, a copy of any document relating to such action. Each party commits to provide documents and identify and produce witnesses to support the Party as a respondent.

XI. FUNDING PROVISIONS

All Parties to this Agreement commit to maintaining current funding as needed to ensure compliance with the terms of this MOA.

XIII. TERMINATION

Any Party may terminate this MOA by giving the other Parties at least sixty (60) days written notice. If such notice is given, the MOA shall terminate on the date specified in the written notice, and the liabilities of the Parties hereunder for further performance of the terms of the MOA shall cease, but the Parties shall not be released from the duty to perform the MOA up to the date of termination.

XII. CONSTRUCTION

This MOA is in no way to be construed as limiting or diminishing the responsibilities of the participating agencies under federal or District of Columbia law. In all instances, this MOA is to be construed to comply with the requirements of federal and District of Columbia law. This MOA shall not be construed to create rights in any third parties. Whenever used herein, as the context may require the use of the singular shall include the plural, and the use of any gender shall be applicable to all genders.

XIII. EFFECTIVE DATE

This MOA shall be effective upon execution by signatories.

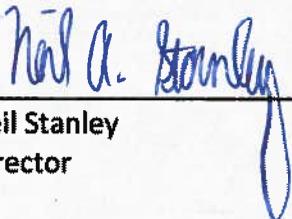
XIV. IN WITNESS THEREOF, the Parties have executed this MOA as follows:

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION:

Hosanna Mahaley
State Superintendent

Date

DEPARTMENT OF YOUTH REHABILITATION SERVICES:



Neil Stanley
Director

11/20/12
Date

DISTRICT OF COLUMBIA PUBLIC SCHOOLS:

Kaya Henderson
Chancellor

Date

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CHICAGO

XIV. IN WITNESS THEREOF, the Parties have executed this MOA as follows:

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION:

Hosanna Mahaley Jones (SA)
Hosanna Mahaley Jones
State Superintendent

11.20.12

Date

DEPARTMENT OF YOUTH REHABILITATION SERVICES:

Neil Stanley
Director

Date

DISTRICT OF COLUMBIA PUBLIC SCHOOLS:

Kaya Henderson
Chancellor

Date

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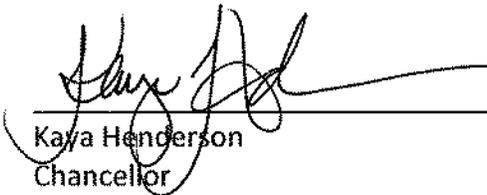
Date

DEPARTMENT OF YOUTH REHABILITATION SERVICES:

Neil Stanley
Director

Date

DISTRICT OF COLUMBIA PUBLIC SCHOOLS:



Kaya Henderson
Chancellor

11/20/12
Date

Placements and Detention Facilities for Detained Children in the District of Columbia

Location	Community	Group Home or Shelter Home	Residential Treatment Facility	Youth Services Center	New Beginnings Youth Development Center	The Correctional Treatment Facility at the District of Columbia Jail	The Psychiatric Institute of Washington	Alternate Solutions for Youth
Also known as	Home or with other family	–	“PRTF” or “RTC”	“YSC”	Formerly “Oak Hill.”	“CTF” “Juvenile Block”	“PIW”	“ASY”
Where is it?	Various	Various locations, but DYRS does contract with shelter home placements that are as far away as Iowa.	Various	1000 Mt. Olivet Road, NW, WDC 20002	8400 River Road, Laurel MD 20741	1901 E Street, SE Washington DC 20003	4228 Wisconsin Avenue, NW Washington DC 20016	Various (14 th Street, Ridge Road, Girls Facility)
Who is placed there, and when?	Children at any stage of proceeding or post-commitment to DYRS depending on their assessed risk.	Children can be placed in group homes during probation and pre disposition, but are only placed in shelter homes if they have been committed to DYRS. Shelter	Children and youth committed to DYRS. In very rare circumstances, children on probation where placement in residential is a condition of their probation.	Pre-disposition of a children is not in compliance with court conditions, or if a youth is stepped back during probation. Children may also be placed here if they are committed	Post-disposition DYRS-committed male youth, up to age 21. DC's only long-term secure facility and youth are placed there for an average of 7-9 months. *there is no secure long-	Children and youth under 18 who have been charged with crimes as adults. Children and youth may remain at CTF (as opposed to being moved into the general population	Children can be sent to PIW for evaluation if they pose a risk to themselves or others, and for assessment purposes. Children who are experiencing chronic mental health problems may also be sent to	Children who are committed to DYRS and are awaiting placement.

Placements and Detention Facilities for Detained Children in the District of Columbia

		homes sometimes can provide more services than group homes (an individual therapist) and be far outside of the District (Iowa, Utah).		to DYRS and have absconded or otherwise been exited from their DYRS-approved placement.	term detention facility in DC for females.	of DC Jail when they turn 18) if they have been sentenced under the Youth Act.	the CORE (generally longer term) unit at PIW. Children committed to DYRS may be placed in PIW's substance abuse program.	
Who is the LEA?	Various, depends on where the student is enrolled in school.	Various, depends on where the student is enrolled in school.	DCPS (pursuant to the November 2012 MOA with DCPS, DYRS and OSSE)	DCPS	DYRS (Public agency responsible for providing a FAPE to students attending MAA at New Beginnings).	DCPS	DCPS	No LEA, have lost their COA.
What will happen to the child's IEP during placement?	IEP services and school placement should not change unless change is desired by the educational decision maker.	Same as community, except group homes and shelter homes may need to be specifically instructed to <u>not</u> enroll the child in the	The child or youth should be able to receive the same IEP services; however, DYRS can place children in RTCs that do not have a COA from	The child or youth has the right to have their IEP implemented to the extent that it does not risk the safety of the child or others	Maya Angelou Academy (DYRS is responsible for providing FAPE) will change it to GENERAL EDUCATION setting.	The child or youth has the right to have their IEP implemented to the extent that it does not risk the safety of the child or others	The child or youth has the right to have their IEP implemented, but as a practical matter children seem to only be receiving a few hours a day of any	IEPs cannot be implemented at ASY, but you will get assistance working on work packets.

Placements and Detention Facilities for Detained Children in the District of Columbia

		neighborhood school for the shelter home or group home before the child is placed there.	OSSE and cannot provide the DCPS curriculum so in practice this may vary.	detained.		detained.	educational services, and advocacy is generally needed to ensure children receive work packets and are able to continue credit work.	
What else do I need to know?		Access to clothing, especially for children and youth stepping down from a residential or group home, is often an issue.	While Court Social Services may push for commitment to DYRS so a child can be placed in residential treatment, it is important to note that commitment to DYRS does not mean (and in fact rarely means) a child will be placed in an RTC. There are also other ways to get an RTC funded for a child who	Visitors are not allowed to bring cell phones, coats or other items into the YSC facility. If you bring a purse or bag in, you will need to lock it in a coin-operated locker (and will need to bring your own change).	Attend the YFTM and Discharge meetings to ensure that you are involved in all stages of decision-making regarding placement and services. The YFTM happens at level 4 (approximately 4 months into the Model Unit Program) and the Discharge Meeting happens at	Visitors are not allowed to bring cell phones, coats or other items into the YSC facility. If you bring a purse or bag in, you will need to lock it in a coin-operated locker (and will need to bring your own change).	All visitors unaccompanied by service providers must be over 18. If the youth has older (but not adult) siblings, they will not be able to visit with them alone.	ASY recently lost their COA from OSSE.

Placements and Detention Facilities for Detained Children in the District of Columbia

			really needs it (DMH, HSCSN if the child has it, DCPS).		Level 6, approximately 30 days before release.			
Whom should I contact for more information ?	-	-	-	Main number: 202-576-8175	Main number: 202-299-3100; 202-299-3200; [or call the PDS office at 299-3223]	Main number: 202-698-3000	Main number: 202-885-5600	Main Number: 202-541-1590; 202-575-0157; 202-584-0971.

CLC Tip Sheet

DC School Transfers

Children in DC transfer schools much more frequently than their peers. This is partially due to the abundance of charter school options to pick from, but also due to a large transient population. DCPS has several transfer policies that you should be aware of in order to aid or block your client's school transfer.

Voluntary Transfers

All DC residents are eligible to participate in the My School Lottery each year for Out-of-Boundary Transfers. Most DCPS and charter schools accept students through a random common application and lottery. Some specialized high schools have additional requirements, but still cannot discriminate on the basis of disability. Priority is given to students who live within a school's attendance zone.ⁱ Priority is also given if a student's sibling currently attends the requested school, the student resides within reasonable walking distance of the school or the school is preferred to the in-boundary school.ⁱⁱ

The Chancellor can grant discretionary transfers. Under current DC law, only the DCPS Chancellor is authorized to grant a discretionary school transfer. The Chancellor may use his/her discretion to determine the duration of the approval based on the best interests of the student and may approve only those transfers that promote the overall interests of the school system.ⁱⁱⁱ

Student's whose attendance zone changes are transferred to the school in-boundary for their new residence. These transfers are effected by the current principal and must be proposed in writing. Applications for exceptions for seniors and appeals are available and must be provided to the principal prior to the effective date of the transfer.^{iv} Homeless students are exempt from this provision; please see the School Stability Section for more information.

Involuntary Transfers

DCPS can seek to transfer a student against their wishes in certain circumstances. Involuntary transfers should not occur without notice of the reasons for the transfer and the parents/students have the right to challenge the proposal via requesting a hearing. All involuntary transfers shall be approved by the Assistant Superintendent whose jurisdiction encompasses the school recommending the transfer. Special education placements are provided an opportunity to request a hearing under Chapter 30 and, therefore, no separate hearing on the transfer is required.^v

In exceptional circumstances a student may be subject to an immediate involuntary transfer. This transfer must result from the student being charged with or accused of a criminal offense and the circumstances are those which the Superintendent or designee believe disturb the peace, health, safety or welfare of the students or staff if the student remains in their original school placement.^{vi} A subsequent review hearing may be requested and an administrative decision will be rendered pursuant to the procedures for disciplinary hearings.

ENDNOTES

ⁱ 5 D.C.M.R. § E-2109 (High School Selection Transfers)

ⁱⁱ 5 D.C.M.R. § E-2106 (Out-Of-Boundary Transfers)

ⁱⁱⁱ *Id.* at 2106.6

^{iv} 5 D.C.M.R. § E-2105 (Transfers Due to Change of Address)

^v 5 D.C.M.R. § E-2107 (Involuntary Transfers)

^{vi} 5 D.C.M.R. § E-2108 (Immediate Involuntary Transfers)

ADMINISTRATIVE PROCEDURE

STUDENT TRANSFERS

5110.3

Procedure No.

March 15, 2012

Date

-
- I. **PURPOSE:** To provide procedures and general guidelines for student transfers in Prince George's County Public Schools.
 - II. **INFORMATION:** The Office of Student Records and Transfers (OSRT) is responsible for the approval of student transfer requests to attend a school outside of the designated attendance area. **Transfers are only granted if space is available in the requested school.** If a school is under state-rated capacity (SRC), but the requested grade level is over SRC, the transfer may not be approved. The Associate Superintendent upon review of supporting documentation, may remove a school from the List of Available Schools. Transportation is **NOT** provided for students receiving a transfer. Guardians will be responsible for the student's transportation. However, transferred students may access the available bus route if there are seats available.

In keeping with the Board of Education's non-discrimination policies, students having special needs as documented by an Individualized Education Program or Section 504 Plan will be afforded the same access to transfer as students without special needs or accommodation requirements. No person, on the basis of race, gender, sexual orientation, color, or national origin, is excluded from participation in, may be denied the benefit of, may be treated differently from another person, or may be otherwise discriminated against with regard to transfers.

Schools and programs that are not governed by the transfer process are as follows-A school program designed for students attending their assigned boundary school, such as AVID, Project Lead the Way and Colours Performing Arts Program are not governed by the transfer process. Special programs such as the Secondary School Reform academies, lottery-based programs, charter schools and specialty programs with their own admissions criteria are not covered under AP 5110.3.

- III. **DEFINITIONS:**
 - A. **Transfer** – A request for special permission to attend a school other than the in boundary school based on the residence of the student's parent or court appointed guardian. Transfers may only be granted if space is available.
 - B. **Immediate Involuntary Transfer** – Reassignment of a student to a school with a prohibition that the student may not remain enrolled in the current school of assignment .
 - C. **ESOL Sibling Enrollment Transfer** – The transfer of a student whose sibling has been assigned to an English for Speakers of Other Languages (ESOL) program outside of the designated attendance area. Transfers may only be granted if space available.
 - D. **Student with Disabilities Sibling Enrollment Transfer** – The transfer of a student whose sibling has been assigned to a school outside of their designated attendance area to receive instruction and or services as required by the student's

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Individual Education Plan (IEP). Transfers may only be granted if space is available.

- E. Terminal Grade Completion Transfer – A provision that allows students to complete their terminal year at a school outside of their attendance area. The student must be eligible for graduation or promotion..
- F. Victim of a Violent Crime – A student who is a victim of a violent criminal offense which includes assault in the first degree, sexual assault in the first or second degree, abduction, arson, manslaughter, rape, and robbery (COMAR 13A.08.01.20).
- G. Enrollment – The number of students enrolled in an educational district, program or school on a given date. The official enrollment for Maryland public schools is the number of students enrolled on September 30th of each school year. The enrollment includes all students who have completed registration requirements and are participating in the educational program regardless of attendance on specified dates.
- H. State-Rated Capacity (SRC) – The number of students, as determined by Maryland Department of Planning (MDP) that can be accommodated for a full-time educational program in a school without impairing the delivery of educational services. The StateRated Capacity is proposed by a local educational agency using Maryland Department of Planning formulas and is subject to that agency's approval.
- I. Boundary Changes – Action by the Board of Education to change the school assigned to a residential address.
- J. Boundary School – The school assigned to the principal address of the parent or legal guardian.
- K. Guardianship – A legal appointment granting an adult the legal responsibility for the care and management of a child during its minority.
- L. Persistently Dangerous School – A school designated by the Maryland State Department of Education in which each year for three (3) or more consecutive school years, the total number of student suspensions for more than ten (10) days or expulsions for any of the following offenses equals 2.5% or more of the total number of students enrolled in the school. Offenses include arson or fire; drugs; explosives; firearms; other guns; other weapons; physical attack on a student; physical attack on a school system employee or other adult; and sexual assault (COMAR 13A.08.01.18).
- M. List of Available Schools – A list of available school options for which a parent may submit a request for a discretionary transfer and in which the enrollment capacity has not exceeded 95% of the staterated capacity.

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- N. The Office of Student Records and Transfers (OSRT) – The office responsible for the review and disposition of transfer requests that are governed by this procedure.
- O. Charter Schools – A public school governed by a charter approved by the Prince George's County Board of Education. Transfers to charter schools are not granted by OSRT.
- P. Before and After School Transfers – Transfers are not granted to elementary or middle school students to attend a **school operated before and aftercare program**. Those program seats are allocated to students residing within the school boundary and are fee based. Principals may grant Before and After School Transfers based on the childcare provider's address and the school's capacity. These transfers may be granted to students in elementary and middle school. Each approved Before and After School Transfer must be reported to the Office of Student Records and Transfers within 72 hours. Charter schools and specialty programs are excluded under this provision.

The childcare provider's address must be within the school's attendance area. Childcare provider verification must be provided to the school annually to continue a transfer under this provision. It is the parent's responsibility to inform the school when they move or cease using before and after school services. Copies of the Before and After school transfer approvals must be provided to the OSRT with supporting documentation. The Office of Student Records and Transfers is the first level of appeal.

- Q. Newly Opened and /or Constructed Schools – A school that was recently built and slated to open or a school that was closed and is being reopened in an existing building. Transfers will not be granted in or out of newly constructed /newly opened schools during their first year of operation.
- R. Residency Fraud – Failure to provide valid proof of residency and failure to inform the school of any change in residency. Households found to have committed residency fraud are ineligible for transfers until the following school year.

IV. PROCEDURES:

- A. The following guidelines govern the approval of student transfers:
1. Transfers may be requested to a school that is under State-Rated Capacity (less than 95%). The school must be posted on the List of Available Schools for the requested school year. The list is subject to change based on school enrollment.
 2. A student, who is a **victim of a violent crime** shall adhere to the following:

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- a. The request for a transfer under this provision requires that the parent submit **a copy of a police report to substantiate** that the violent crime, as stipulated by this provision, occurred on school grounds, during regular school hours or at a school sponsored event.
- b. The victim's request to transfer is contingent upon the conviction or adjudication of delinquency of the offender
3. A transfer from a **Persistently Dangerous School** is governed by the following guidelines:
 - a. The No Child Left Behind Act (NCLB) of 2001 permits parents of students attending a school identified by the State as a "persistently dangerous school" to transfer to another public school located within the school system. To the extent possible, the school system will allow the student to transfer to a school that is making adequate yearly progress and has not been identified as being in school improvement, corrective action, or restructuring (COMAR 13A.08.01.20).
 - b. A request for a transfer under this provision requires that the parent complete a Student Transfer Request, and the school system must have provided notification to parents that the State has identified their child's school as "persistently dangerous," thus affording the opportunity for a school transfer. The first notice to parents is required at least one (1) year prior to the designation as "persistently dangerous," when a school is placed on probationary status following the first two (2) consecutive years of meeting the threshold of suspensions and expulsions for certain offenses. No transfer shall be considered or approved under this process unless the student's school of attendance has actually met the requirements for designation as a "persistently dangerous" school.
4. Involuntary Transfers are granted by the Superintendent of Schools or his designee for one or more of the following reasons:
 - a. The student has been involved in gang, gang-related activity or is at-risk due to gang retaliation.
 - b. The student has been identified as the offender in a bullying, harassment or intimidation allegation and has continued these behaviors after documented interventions.
 - c. Extreme extenuating circumstances exist that may cause severe and untenable emotional and/or physical harm to the offender if he or she were to remain at his or her current school assignment. The parent has the right to an appeal. The student may be referred to an alternative education program option by the local school to address safety issues.

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Date

- d. An involuntary transfer may be requested whenever a student is charged with or accused of a criminal offense, either as a juvenile or an adult. The Superintendent or designee, based upon a review of the allegations associated with the arrest or accusation, shall have the authority to effect an immediate involuntary transfer in accordance with the Safe Schools Act of 2010.

The involuntary transfer is approved only if after careful review, based upon a preponderance of evidence it is the opinion that the health, safety or welfare of students would be substantially at risk by maintaining the student in his or her current school assignment. The parent and student will be informed of the reasons for the transfer and granted an opportunity for a hearing.

5. A transfer may be granted for a **Bona fide Change in Residence** of the student's parents or legal guardian.
 - a. Transfers may be requested to remain at the current school if there is a bona fide change in residence for the family which would result in a change in school assignment **after** the beginning of the **first quarter or after the completion of the first semester**. The parent/guardian will be responsible for providing transportation. Under this provision, transfers are granted through the end of the school year with an updated proof of residency. A transfer cannot be granted if the family moved from the attendance area without notifying school official(s) of the change of residence or at the conclusion of a residency investigation.
 - b. The Office of Student Records and Transfers, in consultation with the Associate Superintendent, Instructional Director, or principal, may rescind the transfer at the end of the academic year based on significant attendance or disciplinary concerns.
6. **The sibling of a student with disabilities:** A transfer may be requested for siblings of students with disabilities to accommodate same school assignment outside of the designated attendance area. Sibling transfers under this section may only be granted if space is available. The sibling, if granted a transfer, may be eligible to ride on the bus with the disabled student provided that space is available. Transportation may be terminated based on disruptive behavior or if space is no longer available. If the disabled student is withdrawn or if there is a change in placement, the sibling may remain; but transportation must be provided by the parent.
7. **Departmental Transfer** may be granted for the following reasons:
 - a. The ESOL Department may request a transfer of a student to support instructional continuity at the school providing ESOL services. The ESOL Department may recommend a rescission

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- based on a student's attendance or disciplinary concerns.
Transportation is not provided.
- b. The Title 1 Office may request transfers to allow former Choice Program students to remain at the current school of assignment.
Transportation is not provided.
8. **Sibling of ESOL Student:** A transfer may be requested for siblings of students enrolled in a program for English for Speakers of Other Languages (ESOL) to accommodate same school assignment outside of the designated attendance area. Sibling transfers under this section may only be granted if space is available. The sibling, if granted a transfer, may be eligible to ride on the bus with the ESOL student provided that space is available. Transportation may be terminated based on disruptive behavior or if space is no longer available. If the ESOL student is withdrawn or if there is a change in placement, the sibling may remain; but transportation must be provided by the parent.
9. **Completion of Terminal Grade Transfers:** Transfers may be requested in order to allow students to complete their terminal grade if they will be eligible for promotion or graduation during the requested school year.
- B. **Duration of Transfers Granted:** Transfers are in effect until the terminal grade level at the school unless otherwise specified.
- C. **Rescission of Student Transfers:** Transfers may be revoked for the following reasons:
1. Providing false information on the transfer application or registration documents;
 2. Failure to provide verification of bona fide residence; or
 3. Evidence of a pattern of poor attendance, truancy and/or chronic behavioral concerns unabated by documented interventions. Acceptable documentation may include, but is not limited to, the following:
 - a. Functional Behavioral Assessment (FBA)
 - b. Behavior Intervention Plan (BIP)
 - c. Truancy Checklist
 - d. School Instructional Team (SIT) Notes
 - e. Student Contracts
 - f. Parent Meeting Notes and Recommendations
- In cases where these conditions occur, the principal may recommend that the Office of Student Records and Transfers revoke the approved transfer at the end of the academic year. Documentation must be provided to substantiate the rescission of the transfer under these conditions.
4. Parents and guardians may appeal the rescission to the Office of Appeals as stipulated in Board Policy 5110.3.
- D. **Deadline for Transfer Requests:**

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1. To ensure that students registered and prepared to receive instruction on the first day of each school year, transfer requests must be submitted beginning the first Monday in February through the third Friday in April. Transfers submitted after the deadline will not be accepted.
 2. Deadlines for submission of transfer requests are waived for victims of violent criminal offenses committed on school grounds, or school sponsored events immediate involuntary transfers, or students attending persistently dangerous schools.
- V. **RELATED POLICIES AND PROCEDURES:** Board Policy 5110.3, Transfer of Students; Board Policy 5116, Appeal Process for Student Transfer Requests; Administrative Procedure 5010, Homeless Children and Youth School Access and Services; Administrative Procedure 5110.4, Special Education-Sibling Enrollment; Administrative Procedure 5111, Registration and Withdrawal of Students; Administrative Procedure 6142.1, Technical Academy Program Enrollment Criteria; Administrative Procedure 6150, Student Enrollment in Courses and Educational Requirements and Options in Secondary Schools; Individual Student Victim Transfer Option; Safe Schools Act of 2010; and No Child Left Behind Act of 2001.
- VI. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** This Administrative Procedure originates with the Office of Student Records and Transfers, Department of Student Engagement and School Support, within the Division of Student Services. A review is recommended every two (2) years or as deemed necessary.
- VII. **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure cancels and supersedes Administrative Procedure 5110.3, dated May 1, 2011.
- VIII. **EFFECTIVE DATE:** March 15, 2012.

Approved by:
William R. Hite
Superintendent of Schools

Distribution: Lists 1, 2, 3, 4, 5, 6, 10, 11, and 12

Overview

School Transportation

In this section of the Education Toolkit, you will find helpful information and resources concerning school transportation for both special education and general education students in the District of Columbia and in Maryland. You will discover how students typically get to school and how to get additional transportation services if the typical routes are not appropriate for your student. In addition to the Children's Law Center Tip Sheet on Transportation, you will also find the Office of the State Superintendent of Education (OSSE) and Prince George's County Public Schools transportation policies.

This section also references students who may qualify for transportation under the McKinney-Vento Act and Fostering Connections Act. If you have specific questions about these Acts and their effect on your student, please see the School Stability and School Transfers sections of this Education Toolkit.

CLC Tip Sheet

School Transportation

DISTRICT OF COLUMBIA

How Do Children Get to Public Schools and Charter Schools in DC?

- Walk—generally there are no school buses provided for students attending school in DC.
- Public Transportation—students in DC are eligible for the School Transit Subsidy Program, administered through the DC ONE card. Information about this program can be found at: <http://ddot.dc.gov/page/school-transit-subsidy-program>
- School Buses—students who are in special education AND the IEP team determines that the child needs transportation, either because of the child’s particular disability or because the child has been placed at a school other than their neighborhood school, will receive school bus transportation.

If A Child is Unable to Walk or Take Public Transportation to School, What Can You Do?

If the child is eligible for special education:

- First, determine if the child’s IEP includes transportation services.
- If the IEP does not include transportation and you think it should, request an IEP meeting to amend the IEP.
- Children in special education can be bused to public schools, charter schools, or non-public schools.

If the child is not eligible for special education or the IEP team has determined that transportation services should not be included in the IEP:

- Determine if the child qualifies under the McKinney-Vento Act and seek transportation services via that entitlement.
- Work with the child’s family to identify other transportation resources (*e.g.*, neighbors, other family members, etc.)
- If the child is a ward of the District of Columbia, you can seek transportation services through CFSA via the Fostering Connections Act, in limited cases. This can include students who are placed in a foster home in Maryland but continue to attend school in DC.

If a Child Needs to Have DCPS Special Education Transportation Services Set Up for the First Time, or Needs to Have a Bus Route Changed, What Can You Do?

- Contact the local education agency (“LEA”) representative at your child’s school and request the change.
- Follow up with the transportation office to ensure the child is routed on a bus and find out the child’s pick-up and drop-off time. To do this, call the Parent Resource Center Call number: 202-576-5000.

What Do I Do if I Run Into Problems with Transportation in DC?

- Call the Parent Call Center: (202) 576-5000. They can tell you what bus route a child is on and the times and addresses for pick-up and drop-off. They can also tell you the status of a particular bus route where it is, if it's on time, etc.) on a particular day.
- Complaints: Call the Complaint Line at (202) 576-6860.
- The Transportation Handbook for Parents and Guardians of Special Education Students can be found at: http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Parent%20HandBook_Interactive_03.11.14_10AM.pdf

Important Transportation Changes to Note!

- In 2012, the *Petties* lawsuit was dismissed.
- The Division of Student Transportation has issued a policy that a school bus must pick up and drop off children at the same location. If other arrangements must be made, you should contact the Parent Call Center.

Maryland

How Do Children Get to Public School in Maryland?

- School Buses—each county in Maryland provides school buses for students to ride to and from their neighborhood school unless the student lives within walking distance of the school.
- Walk—students may walk to their school, if they live within walking distance.
- Public Transportation—students may ride public transportation if they choose; however, the school does not provide funding for this type of transportation.

What if Your Student is Not Attending His Neighborhood School?

If the child is placed in another school due to their special education needs:

- The county will provide transportation to the student; contact the special education coordinator at the child's school to set up bus transportation.

If the child is attending another school under the McKinney-Vento Act:

- The county will provide transportation to the student; you should contact the Homeless Education Office in the child's county to set up bus transportation.

If the child is attending another school under COMAR 07.02.11.12:

- The student may ride any county school bus which is routed to their current school; however, the county will not route a bus specifically for the student.

What Can I Do if I Run Into Problems with Transportation in Maryland?

- Contact the transportation office for the child's county of attendance.
 - Prince George's County: 301-952-6570



NOVEMBER 6, 2013

ACTION REQUIRED
 INFORMATIONAL

TO: Local Educational Agencies
Public Agencies (providing educational services to children with disabilities)

CC: Public Charter School Board
Deputy Mayor of Education

FROM: Jesús Aguirre, Acting State Superintendent of Education 

RE: Special Education Transportation Services Policy

CONTACTS: Grace Chien, Director of Policy
Division of Specialized Education
Grace.Chien@dc.gov
(202) 741-5089

AND

Ryan Solchenberger, Director of Transportation
Division of Transportation
Ryan.Solchenberger@dc.gov
(202) 576-5555

INTRODUCTION

The purpose of this Memorandum is to establish a uniform system of standards and procedures for special education transportation services in the District of Columbia that is consistent with the Individuals with Disabilities Education Act (IDEA) requirement to provide a free appropriate public education (FAPE) to all students with disabilities. This purpose is accomplished through:

- Establishing state-level criteria that assist Individualized Education Program (IEP) Teams in making appropriate eligibility decisions.
- Clarifying local education agency (LEA) responsibilities, and establishing documentation and procedural requirements that enable timely coordination between LEAs and OSSE's Division of Transportation (OSSE-DOT).
- Establishing a bi-annual LEA certification requirement that enables OSSE-DOT to prepare for the provision of extended school year (ESY) related transportation services during the summer months and special education transportation services at the start of each school year.





It is the expectation of the Office of the State Superintendent of Education (OSSE) that all LEAs adhere to this Policy. OSSE-DOT shall provide special education transportation services to students with disabilities when transportation is appropriately identified and documented on an IEP as a related service under the IDEA. With the exception of the pick-up and drop-off residency address requirement, this Policy is effective as of January 6, 2014. The pick-up and drop-off residency address requirement will become effective at the start of the 2014-2015 school year.

MONITORING AND COMPLIANCE

The U.S. Department of Education's Office of Special Education Programs (OSEP) requires that every state education agency (SEA) monitor local educational agencies (LEAs) to ensure compliance with Part B of the Individuals with Disabilities Education Act (IDEA). A finding of LEA noncompliance by OSSE will result in corrective actions for each area of noncompliance and may result in the requirement to submit an improvement plan. OSSE may also recommend or require training and technical assistance for LEA staff when crafting corrective actions. All items of noncompliance shall, by federal law, be corrected within one year of the finding; sustained noncompliance by an LEA may result in sanctions that include potential withholding of Part B grant funding.¹ Consistent with the IDEA and its regulatory framework, all LEAs shall comply with monitoring requirements established annually by OSSE, which include the collection and submission of both quantitative and qualitative data that support monitoring for regulatory compliance and programmatic quality. Additionally, a subset of LEAs will be selected for OSSE's annual monitoring process. OSSE, in its role as SEA, ensures FAPE by meeting with other public agencies providing education services to children with disabilities to review and discuss the delivery of special education services. If any noncompliance is identified during OSSE's review, the public agency will be asked to take corrective action, as appropriate.

DEFINITION OF TRANSPORTATION IN THE CONTEXT OF SPECIAL EDUCATION

In the context of special education, *transportation* is a related service² that includes: travel to and from school and between schools; travel in and around school buildings; and specialized equipment such as special or adapted vehicles,³ lifts, and ramps, if they are required to provide transportation for a student with a disability.⁴ Special education transportation services shall be provided in accordance with a student's IEP, and at no cost to the parents of a student.⁵

ELIGIBILITY CATEGORIES FOR SPECIAL EDUCATION TRANSPORTATION SERVICES

It is the responsibility of the IEP Team to determine, on an individual basis, whether transportation is required to assist a student with a disability with accessing special education and related services, and if so, how the transportation services should be implemented. The intent behind special education transportation services is to ensure that children with disabilities receive transportation when it is necessary to enable the child to receive FAPE. It is inappropriate for IEP Teams to designate special education transportation services for the primary purpose of facilitating daily attendance or mitigating

¹ 34 C.F.R. §300.600(a)(3)

² Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education. 34 C.F.R. §300.34(a)

³ The IDEA does not require transportation on special or adapted buses for all students with disabilities who are eligible to receive transportation. The use of special or adapted buses is only required where specified by the IEP Team. See 71 Fed. Reg. 46,576 (Aug. 14, 2006).

⁴ 34 C.F.R. §300.34(c)(16)

⁵ 34 C.F.R. §300.34(a); 20 U.S.C. §1412(a)(1)(A); 34 C.F.R. §300.101



the increased distance between a student's residence and a school location which results from non-FAPE related parent choice/enrollment decisions.

OSSE has established the following eligibility categories that IEP Teams shall use in making special education transportation eligibility determinations and supporting related services designations. An IEP Team shall find that a student meets the requirements under at least one eligibility category before determining that the student is eligible to receive special education transportation services. LEAs have the duty to reevaluate and document a student's changing needs over time.⁶ Therefore, the IEP Team shall review and determine a student's need for special education transportation at least once annually as part of the IEP process.⁷

Eligibility Category 1: Medically Fragile Students (MFS) Requiring Transportation to Access FAPE

Medically fragile students may be eligible for special education transportation services. In the context of special education transportation services, the term *medically fragile* applies to students who cannot travel safely without a specialized or adapted vehicle due to a documented medical condition.⁸ In the context of special education transportation services, the term *specialized or adapted vehicle* refers to a vehicle that has specialized equipment such as a specialized seat or seatbelt, positioning device, or wheelchair lift/ramp. OSSE-DOT is responsible for providing specialized equipment when such equipment is deemed necessary by a student's IEP Team. OSSE-DOT is not responsible for providing assistive devices (e.g. wheel chairs, crutches, walkers), which constitute personal equipment belonging to the student. (More information on assistive devices is provided on page 8 of this Policy.)

Not all students with medical conditions are eligible for special education transportation services under the MFS category. To determine if a student is eligible for special education transportation services under the MFS category, the IEP Team shall review the student's medical history to consider any data that substantiates the existence of a chronic or persistent medical condition. An IEP Team that finds evidence of a documented chronic or persistent medical condition shall assess the impact of the medical condition on the student's ability to travel safely without a specialized or adapted vehicle or specialized medical equipment. IEP Teams should consider factors such as:

- The severity of the student's medical condition (*i.e.* Does the student's medical condition require constant monitoring?);
- The student's reliance on specialized medical equipment that is not readily transportable in a standard or non-adapted vehicle (*e.g.* oxygen delivery device, tracheotomy tube, feeding tube);
- The student's need for health-related services (*e.g.* health-related assistance from an aide, nursing services);
- The student's mode of transportation outside of school (*i.e.* Does the student travel safely in standard/non-adapted vehicles or access public transportation during week nights or weekends?); and

⁶ 34 C.F.R. §§ 300.301 and 300.303

⁷ 34 C.F.R. §300.324(b)

⁸ Distance is not an appropriate factor of consideration under the Medically Fragile Student (MFS) eligibility category.





- The restrictiveness of student activity during the school day (*i.e.* Is it safe for the student to participate in common physical activities during recess or physical education without specialized equipment or the aid of additional school personnel?).

Students who do not have a chronic or persistent medical condition, or who have a medical condition that does not prevent the student from traveling safely in a standard or non-adapted vehicle, are not eligible for special education transportation services under the MFS category.

An IEP Team that determines that a student is eligible for special education transportation services under the MFS category shall provide a written justification for its determination using the appropriate eligibility worksheet in SEDS, indicate its decision in the student's IEP, and substantiate its decision by obtaining a physician's note or by reviewing current medical evaluation data from the past year. The IEP Team shall also determine if the student requires specialized equipment on the OSSE-DOT vehicle and/or any additional supporting related services (*e.g.* health services, aide assistance) on a case-by-case basis, and shall similarly document the need for such equipment and/or services by obtaining a physician's note or by reviewing current medical evaluation data from the past year and providing a written justification for the IEP Team's decision. The IEP Team must designate any specialized equipment and/or supporting related services in the student's IEP. The LEA shall upload all documentation into the Special Education Data System (SEDS) and the Transportation Online Tool for Education (TOTE), as appropriate, within five (5) business days of the eligibility determination.

In assessing students under the MFS category, the IEP Team should consider whether it is appropriate to transport the student at all. Although uncommon, it is possible that a student's medical condition is so severe that he or she cannot be transported without presenting a serious risk to his or her personal health and safety. Under such circumstances, it may not be appropriate to provide services in a traditional school setting, but rather the student may need to receive services at the family's home, a hospital, or some other facility. In these cases, an IEP Team may determine that the family's home, a hospital, or other facility is the appropriate least restrictive environment (LRE) for a student.

Eligibility Category 2: Students Requiring Structured Transportation Supports (STS) to Access FAPE

Students with intellectual/cognitive, emotional, sensory/communication, or physical needs significant enough to prevent safe travel without structured transportation supports may be eligible for special education transportation services. The phrase *structured transportation supports* refers to a non-medical accommodation and/or form of assistance that addresses safety concerns such as unsafe behavior, compromised decision-making, or impaired navigation resulting from the child's disability.⁹

To determine whether a student is eligible for special education transportation services under the STS category, the IEP Team shall review the student's most recent functional assessment and evaluation data. An IEP Team that finds evidence of documented intellectual/cognitive, emotional, sensory/communication, or physical needs, related to disability, shall assess the impact that the disability has on the student's ability to travel safely without structured transportation supports. The IEP Team should consider factors such as:

- The severity of the student's disability (*i.e.* Does the manifestation of the student's disability require constant supervision?);

⁹ Distance is not an appropriate factor of consideration under the Structured Transportation Supports (STS) eligibility category.





- The student’s documented deficit in assessing risk or advocating for personal safety;
- The student’s behavior as it relates to any history of the student being dangerous to self or others;
- The student’s ability to understand cues and instructions (*e.g.* ability to understand street signs/signals or navigate an established route); and
- The student’s need for structured transportation supports during travel outside of school (*i.e.* Does the student travel safely without structured transportation supports during week nights or weekends?).

A student who has a disability that does not prevent the student from traveling safely without structured transportation supports is not eligible for special education transportation services under the STS category. An IEP Team that determines that a student is eligible for special education transportation services under the STS category shall provide a written justification for its determination using the appropriate eligibility worksheet in SEDS, indicate its decision in the student’s IEP, and substantiate its decision by obtaining a note from an appropriate evaluator or summarizing the nature of the student’s disability that warrants the eligibility determination. The IEP Team shall also determine if the student requires specialized equipment on the OSSE-DOT vehicle and/or any additional supporting related services (*e.g.* aide assistance) on a case-by-case basis, and shall similarly document the need for such equipment and/or services by obtaining an evaluator’s note or by reviewing current evaluation data from the past year¹⁰ and providing a written justification for the IEP Team’s decision. The IEP Team must designate any specialized equipment and/or supporting related services in the student’s IEP. The LEA shall upload all documentation into SEDS and TOTE, as appropriate, within five (5) business days of the eligibility determination.

Eligibility Category 3: Students Accessing Specialized Program (ASP) to Access FAPE

Students, who are not eligible under the MFS or STS categories, may be eligible for special education transportation services if they are traveling to a school site for the purpose of accessing a specialized program due to an IEP Team placement decision. Students who elect to attend a school or program for non-FAPE related reasons (*e.g.* parent’s school of choice, out of boundary lottery) are not eligible for special education transportation services under the ASP category. District of Columbia Public Schools (DCPS) is responsible for providing transportation to parentally-placed private school students receiving equitable services.¹¹

The term *specialized program* refers to a special education instructional setting, within an LEA or nonpublic school, in which the student is instructed apart from the general education population for the majority of the school day (*e.g.* separate special education classroom, separate school designed specifically for students with disabilities). To determine eligibility under the ASP category, the IEP Team shall review the student’s special education record to ascertain whether the student’s current program is a specialized program that an IEP Team has determined is the appropriate least restrictive environment (LRE) for the student, as evidenced by prior written notice (PWN) documenting the change in placement.¹² An IEP Team that determines that a student is eligible for special education transportation services under the ASP category shall provide a written justification for its determination

¹⁰ IEP Teams do not need to order a new evaluation if current evaluation data exists in the student’s record that can be accurately summarized.

¹¹ 34 C.F.R. §300.139(b); 71 Fed. Reg. 46,596

¹² Nonpublic placements should be located as close as possible to the student’s home residence. 34 C.F.R. §300.116(b)(3)





using the appropriate eligibility worksheet in SEDS, indicate its decision in the student's IEP, and substantiate its decision by uploading the applicable PWN. The LEA shall upload the PWN and, in the case of placement into a nonpublic program, the OSSE location assignment, into SEDS and TOTE, as appropriate, within five (5) business days of the eligibility determination.

Students eligible for special education transportation under the ASP category, who are over the age of twelve (12) years old, generally are not transported on an OSSE-DOT vehicle and will instead receive Metro fare cards for public transportation (rail or bus). An IEP Team may, however, determine that public transportation is not appropriate due to safety concerns or lack of feasible public transit options. An IEP Team that determines that public transportation is not appropriate for a student over the age of twelve (12) years old, eligible under the ASP category, shall justify in writing the need for OSSE-DOT transport.

TRAVEL TRAINING

Travel training is specialized instruction¹³ that enables students with disabilities who require this instruction to develop an awareness of the environment in which they live and to learn the skills necessary to move effectively and safely from place to place within that environment.¹⁴ Both special education transportation and travel training are important services that IEP Teams shall consider when they plan for a student's postsecondary transition needs. IEP Teams must formally consider a student's secondary transition needs when the student turns sixteen (16) years old, or younger, if determined appropriate.¹⁵ LEAs are responsible for providing travel training to a student as a part of FAPE if such services are designated on the IEP.

ORDERED TRANSPORTATION

Court Ordered/IDEA Hearing Officer Determinations (HODs). Special education transportation services that have been ordered by a District of Columbia court, a federal court, or by a hearing officer in an administrative due process case (HOD) fall outside of OSSE's eligibility category framework. Under these circumstances, an IEP Team is required to document in the student's IEP that the student qualifies for special education services through a court order or HOD. The order or HOD must be uploaded to SEDS to fulfill the documentation requirement. Once the court order or HOD expires or ceases to be in effect, an IEP Team shall use OSSE's eligibility determination framework to consider student eligibility for special education transportation services. LEAs are responsible for monitoring court orders and HODs to ensure that a valid court order, HOD, or IEP Team eligibility determination is in effect at all times. If the court order or HOD does not include effective dates or indicate the duration of time for which special education transportation services are ordered, an IEP Team's responsibility to review and determine eligibility for special education transportation services on an annual basis shall resume after one full year of court order/HOD implementation. LEAs are responsible for reimbursement costs related to the provision of special education transportation services that arise out of court orders or HODs that determine that the LEA has failed in its obligation to provide FAPE. If a court order or HOD finds that the student has been denied FAPE by the LEA which is attributable to a failure by OSSE-DOT to provide special education transportation services in accordance with the student's IEP, OSSE-DOT will be responsible for reimbursing the transportation costs in accordance with the order or HOD.

¹³ Transportation is included as a related service under the IDEA regulations in 34 CFR §300.34(a) and (c)(16). Travel training is included in the definition of special education in 34 CFR §300.39(a)(2)(ii), and is specifically defined in §300.39(b)(4). Travel training is not a related service.

¹⁴ 34 C.F.R. §§300.39(a)(2)(ii) and 300.39(b)(4)

¹⁵ 34 C.F.R. §§300.320(b) and 300.43(a)(1)





Settlement Agreements. LEAs must include OSSE-DOT in all settlement agreement meetings that involve potential designation of special education transportation services. LEAs are responsible for costs related to the provision of special education transportation services agreed to by the LEA without input or approval by OSSE-DOT. LEAs will be invoiced for the costs of transportation arising out of settlement agreements which have been entered into by the LEA without OSSE-DOT's written consent. Any designation of special education transportation services that arise out of a settlement agreement must be based upon a determination that the eligibility criteria set forth in this Policy are met. In cases in which the Parties agree that parents should be reimbursed for special education transportation costs related to an LEA's violation of FAPE, LEAs are responsible for these reimbursement costs.

APPROPRIATE DISCONTINUATION OF TRANSPORT

Health and Safety. OSSE-DOT personnel will utilize lifts, ramps, or other mechanized equipment to assist students with wheelchairs. Drivers and attendants are not responsible for providing physical assistance to student passengers other than providing occasional non-intrusive assistance that does not require lifting or carrying the student. OSSE-DOT retains the right to assess a student's condition to determine whether the student can be transported safely. OSSE-DOT reserves the right to refuse to transport a student on the basis of health and/or safety concerns. In such cases, OSSE-DOT shall provide same-day written notification to the parent and LEA with information regarding the basis of its refusal to transport. Upon notification, LEAs have the obligation to reconvene the student's IEP Team to discuss and address the health and/or safety concerns. LEAs will be responsible for providing alternative instructional options in the interim period before the IEP Team reconsiders the student's needs.

Chronic Student Absence from the Bus. To effectively provide special education transportation services, OSSE-DOT relies upon student data from LEAs and reviews data regarding student rider attendance on the bus. After three (3) consecutive school days of student absence from the bus, OSSE-DOT will contact the LEA and parents in writing and request information regarding the student's absence. The requested information shall include, as appropriate, an explanation for student rider absence, and any appropriate updated information including any change in the parents' and students' contact information and address. In such cases, LEAs are responsible for communicating with parents to resolve student rider absence issues and, if appropriate, convene the student's IEP Team to discuss and address any absence/truancy or related service concerns. After seven (7) consecutive school days of student absence from the bus, and does not receive a sufficient reason for continuing daily transportation in light of the student's absence, OSSE-DOT shall send to the LEA and parents a written notification of its intent to cease special education transportation services including the proposed date of termination. Following such notification, if OSSE does not receive a response from the parent or LEA within the following three (3) school days with regard to continuing transportation, OSSE-DOT shall remove the student from the route roster, send a written notice of termination of special education transportation services to the LEA and parents, and cease transportation services.

The LEA is responsible for uploading all notifications into SEDS and TOTE within five (5) business days. The LEA must assess the student's continued eligibility for special education transportation services by convening an IEP Team meeting or completing an IEP amendment to update the student's eligibility status, as appropriate. If the IEP Team determines that the student continues to be eligible for special education transportation services, the IEP Team must maintain and upload documentation related to the reason for the student's continued absence from the bus. If appropriate, a student's IEP Team may reestablish special education transportation services through the IEP process. The process to reestablish





special education transportation services includes the same application of state-level eligibility criteria, documentation, and timelines as an initial request for transportation submitted by an LEA.

STUDENT CONDUCT ON THE BUS

Repeated student misconduct on the bus may result in revocation of bus services. In such cases, DOT will send a same-day notice to both the LEA and parent describing the student's misconduct and the resulting consequence. Upon receipt of a notice advising of revocation of bus services or in cases in which similar behavior issues extend into the school day, LEAs are responsible for convening an IEP Team meeting to review the student's IEP to consider the use of positive behavioral interventions, supports, and strategies to address the behavior,¹⁶ and to consider other appropriate disciplinary consequences in accordance with the LEA's code of conduct and the procedural safeguards under IDEA Part B.¹⁷ DOT will provide alternative transportation in the form of parent reimbursement in any case of revocation from the bus that lasts longer than ten (10) consecutive school days or ten (10) cumulative school days in a school year. In cases of extreme infractions (*e.g.* possession of a weapon, repeated threats of violence, unsafe behavior that threatens the safety of others or self), DOT may revoke bus services for the remainder of the school year and provide alternative transportation in the form of parent reimbursement.

ADMINISTRATIVE INFORMATION

Assistive Devices. IEP Teams shall indicate any assistive device that the student will utilize during transport on the student's IEP. The term *assistive device* refers to personal equipment such as a wheelchair, walker, or helmet that the student utilizes throughout the school day. It is the responsibility of the parent to provide the student's wheelchair or other assistive devices that the student requires for personal use outside of school. This does not apply if the IEP Team determines that the student needs the assistive device to receive FAPE, and it does not eliminate the LEA's ultimate responsibility of providing assistive devices that are needed to provide FAPE.¹⁸ OSSE-DOT is not responsible for providing assistive devices to students, and will not transport students without assistive devices if such a device is specified in the IEP.

Pick-Up and Drop-Off Locations and Times. OSSE-DOT will provide one round trip from each student's residence in the District of Columbia to the student's attending school per school day. The student's address provided to OSSE-DOT shall match the address used to establish District of Columbia residency.¹⁹ OSSE-DOT will not change a student's route to accommodate the student or parent for personal reasons (*e.g.* accommodations of non-FAPE related child care, one-time or sporadic changes in pick-up or drop-off locations for the student's or parent's convenience). Parents are responsible for making their own arrangements for days that the student needs pick-up and drop-off services from locations other than the address on record with OSSE-DOT.

OSSE-DOT will not pick up or drop off students on official school snow days announced by the District of Columbia. When OSSE-DOT cannot transport due to poor or unsafe weather conditions, LEAs remain

¹⁶ 34 C.F.R. §300.324(a)(2)

¹⁷ 34 C.F.R. §300.530; DOT personnel shall participate in manifestation determination meetings as appropriate.

¹⁸ See *Letter to Stohrer*, 213 IDELR 209 (OSEP 1989). The LEA may access the student's public or private insurance for the purpose of procuring or seeking reimbursement for procuring assistive devices. See 34 C.F.R. §300.154(d) & (e).

¹⁹ Exceptions and accommodations will be made on case-by-case basis to account for students who are in foster care or living in group homes.





responsible for making up, as appropriate, missed instruction for special education students just as they are responsible for doing so for general education students.

Adult to Adult Transfer. Students who are eligible for special education transportation services under the MFS or STS category and students twelve (12) years of age or younger who are eligible under the ASP category shall be accompanied by an adult at pick-up and drop-off times. If no adult is waiting at the residence identified for drop-off, the student will be transported to the intake center at the end of the route.²⁰ OSSE-DOT will attempt to contact the parent to notify him or her that the student can be picked up at the intake center. Students over the age of twelve (12) who are eligible for special education transportation services under the ASP category may be dropped off at the parent's residence without an adult present if the parent submits written permission in advance to OSSE-DOT. LEAs must ensure that the appropriate parental consent form is completed and uploaded in TOTE.

Transportation Outside of the Daily School Route. In addition to the daily school route, OSSE-DOT provides transportation for eligible students to activities that are necessary for the provision of FAPE as specified in the student's IEP (*e.g.* secondary transition activities, education-related activities). To initiate transportation to such activities, LEAs shall submit the appropriate completed special accommodations request within five (5) business days of the IEP Team decision and at least ten (10) business days in advance of the activity. If the activity occurs after school hours, LEAs are responsible for making arrangements for transportation from the activity to the student's residence, subject to reimbursement from OSSE-DOT. Just as LEAs are responsible for transporting general education students to field trips, LEAs are also responsible for transporting students with disabilities to field trips, unless the student is eligible for special education transportation under the MFS category and needs specialized equipment/vehicle. LEAs are responsible for providing accommodations, as appropriate, to students with disabilities in order to enable them to be transported with their nondisabled peers (*e.g.* behavioral assistance for students with significant behavior problems).

LEA DOCUMENTATION AND SUBMISSION OF APPROPRIATE FORMS TO OSSE-DOT

LEAs shall complete and upload all documentation associated with special education transportation services to SEDS and TOTE within five (5) business days of the eligibility determination. The LEA shall document in SEDS its reasonable efforts to obtain completed documentation from parents. Reasonable efforts are defined as a minimum of three (3) contact attempts using at least two (2) different modalities (*e.g.* phone, mailed correspondence, and in-person visits) on three (3) different dates by the LEA.²¹ IEPs with incomplete documentation in SEDS may be considered noncompliant for monitoring and auditing purposes.

OSSE-DOT will not begin to route a student or initiate transport until all of the required documentation is uploaded in SEDS and TOTE.²² All data and supporting documentation must be completed and

²⁰ The intake center is identified in the OSSE-DOT Parent Handbook. After 6:00 p.m., students are released to the DC Department of Child and Family Services.

²¹ 34 C.F.R. §300.322(d)

²² LEAs are required to submit a completed administrative transportation form with completed documentation for every student determined eligible for special education transportation services. This documentation submission requirement is separate and apart from the bi-annual certification process required that enables OSSE-DOT to route students for the purposes of providing transportation during the summer months to support extended school year (ESY) services and transportation for the start of the school year.





accurately submitted at least seven (7) business days before the first day of school in order for transportation services to begin on the first day of school. Submissions with less notice than seven (7) business days before the first day of school will be processed on a rolling basis starting on the third day of the school year. LEAs will receive a final roster sheet five (5) business days before the start of school that will list all of the students who will receive special education transportation services starting on the first day of school. LEAs are responsible for contacting the parents of those students for whom transportation services will start after the first day of school, to inform the parent of the expected start date.

LEAs are responsible for any delays and expenses that result from failure to submit the necessary data and supporting documentation in a complete and timely manner. OSSE-DOT is responsible for ensuring that transportation services are implemented no later than three (3) business days after receiving a complete submission from the LEA initiating transportation or changing the student's school of attendance. After processing the initial transportation request, OSSE-DOT will implement any subsequent changes made to the pick-up or drop-off address within ten (10) business days. LEAs shall communicate any subsequent changes in student eligibility status to OSSE-DOT by submitting the appropriate documentation in SEDS and TOTE within five (5) business days of the eligibility determination.

OSSE-DOT will reimburse parents for mileage²³ for transportation provided by parents that results from untimely OSSE-DOT implementation after the three (3) or ten (10) business day processing period, as applicable. OSSE-DOT may reimburse expenses incurred by parents who opt to transport the student in the family vehicle, so long as the parent has obtained formal approval in advance from OSSE-DOT to transport the student under a reimbursement agreement.²⁴

BI-ANNUAL LEA CERTIFICATION OF ELIGIBILITY

LEAs are responsible for certifying²⁵ special education transportation services for students to OSSE-DOT twice a year. LEAs shall provide certification to OSSE-DOT of all students eligible to receive special education transportation services for extended school year (ESY) services,²⁶ including those students attending nonpublic schools and programs, no later than the first Monday of May every year. LEAs shall provide certification to OSSE-DOT of all students eligible to receive special education transportation services for the upcoming school year, including those students attending nonpublic schools and programs,²⁷ no later than the first Monday of June of the current school year. Certification includes

²³ Mileage rates set by the U.S. General Services Administration (GSA).

²⁴ Bus transportation may not be the most appropriate means of transporting a student. OSSE-DOT offers reimbursable transportation methods such as Metro or direct reimbursement to parents who transport their children to school.

²⁵ The term "certification" refers to the requirement that LEAs provide adequate and timely notice to OSSE of services that result in state-level expenditures. The term "certification" does not imply that LEAs have unilateral decision-making discretion over IEP Team decisions.

²⁶ OSSE-DOT will transport to an extended school year (ESY) services program or to and from off-site programs that are necessary for the provision of FAPE as specified in the student's IEP. OSSE-DOT does not provide transportation for summer school.

²⁷ The LEA at which the student is enrolled is responsible for participating in all eligibility determinations and service designations associated with special education transportation services made in IEP Team meetings initiated and convened by nonpublic school personnel. LEAs may participate in IEP Team meetings held at nonpublic schools in-person or through designee of the nonpublic school. Regardless of mode of participation, the LEA remains responsible for being actively involved in all IEP decisions. 34 C.F.R. §300.325(b)(2)





formal confirmation of school calendars and bell times for all schools attended by students receiving special education transportation services, including nonpublic schools and programs, on a yearly basis.

Certification is an LEA-level responsibility; nonpublic schools may not submit certification on behalf of LEAs. OSSE-DOT will not transport students who do not have completed documentation in SEDS and TOTE (*i.e.* current eligibility determination and supporting documents). LEAs are responsible for the costs of transporting students for whom they have failed to properly or timely certify (*i.e.* students who have completed documentation in SEDS and TOTE).²⁸ An LEA that fails to properly or timely certify shall continue to be responsible for transportation costs until the LEA completes certification.

ADDITIONAL GUIDANCE

This memorandum supersedes all previous policy, memoranda, and/or guidance promulgated by the state educational agency (SEA) on this topic. Please direct any questions regarding the content of this document to Grace Chien, Director of Policy, at (202) 741-5089 or by email at Grace.Chien@dc.gov.

²⁸ LEAs will not be responsible for the costs associated with eligibility determinations that occur after the certification date due to feasibility issues (*e.g.* students who transfer to the LEA after the certification date).





DIVISION OF
STUDENT TRANSPORTATION

Transportation Handbook
for **Parents** and **Guardians**
of **Special Education Students**





Dear Parents and Guardians,

At the Office of the State Superintendent, Division of Student Transportation (OSSE DOT), we work closely with parents and guardians to provide the best possible service to students with special transportation needs. This handbook is intended to help answer your questions about transportation to school for your child.

In December 2012, the District regained control of special education transportation after 17 years of federal court oversight. This means that the District is now accountable for day-to-day student transportation operations. What doesn't change is the commitment to provide safe, on-time and efficient transportation services for the District's eligible students.

OSSE DOT's mission and vision underscore the commitment to provide a high level of service:

Mission: The mission of OSSE DOT is to provide safe, reliable and efficient transportation services that support and enhance learning opportunities for eligible students in the District of Columbia.

Vision: We envision a future in which all transported students begin and end their school day with the best-in-class transportation services.

OSSE DOT must have a strong partnership with parents and guardians in order for student transportation to be truly successful. That begins with good communication and a clear understanding of roles and responsibilities. The information in this handbook covers the most frequently asked questions that OSSE DOT receives from parents and guardians. The information also clarifies expectations, roles and responsibilities for both OSSE DOT and parents/guardians. Please take time to read this handbook and keep it as a reference guide throughout the year. If we all play our parts, students will benefit by receiving great transportation services.

As a regional transportation provider for District of Columbia Public Schools, public charter schools and non-public schools, we look forward to providing safe, on-time and efficient transportation services every school year.

Sincerely,

A handwritten signature in black ink, appearing to read "Ryan Solchenberger". The signature is stylized and cursive.

Ryan Solchenberger
Director, Division of Student Transportation

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WHAT IS OSSE DOT?

The Office of the State Superintendent of Education, Division of Student Transportation (OSSE DOT) is a regional transportation system within the State Education Agency that transports eligible special needs students in the District of Columbia to school each day, safely and on-time. OSSE DOT provides its door-to-door services to traditional, public charter and non-public schools in DC, Maryland and Virginia. The division works collaboratively with parents, school staff, special education advocates and other OSSE staff to ensure safe, reliable and efficient transportation for students to and from school each year. These services may be provided on a school bus or through the distribution of Metro Farecards.

PARENT RESOURCE CENTER

The Parent Resource Center (PRC) is the communication link between the Division of Student Transportation, parents/guardians, school personnel, advocates and social workers and can be reached at:

202-576-5000 from 5 a.m. to 7 p.m. Monday through Friday

The PRC is dedicated to providing quality customer service by promptly addressing student transportation matters both proactively and reactively. Customer service representatives make outbound calls to advise parents/guardians of bus delays of 20 minutes or more and to communicate route schedule changes due to inclement weather or other emergencies. When questions are directed to the PRC, customer service representatives use GPS technology, communicate with terminals and drivers and research using the student database to find real-time information, resolve concerns and answer questions.

In order to provide better customer service, OSSE DOT upgraded the call center phone system so that callers waiting for a customer service representative now have three options:

1

Continue holding for the next available representative.

2

Leave a voice message and a representative returns your call.

3

Hang up, keep your place in line and the next available representative calls you back.

During school start up, callers may experience longer wait times. OSSE DOT's goal is to provide accurate information as quickly as possible. If information is not immediately available when you call, a call center representative will be able to call you back that day with the information.

OFFICE OF AUDIT AND COMPLIANCE/INVESTIGATIONS

The Office of Audit and Compliance is available to receive complaints at **202-576-6860** from **5 a.m. to 7 p.m.** Monday through Friday. To fully understand complaints, compliance specialists resolve concerns by using a variety of tools that include GPS technology, student databases, employee and student interviews and field monitoring.

Complaints and incidents that are considered a priority and investigated immediately include:

- issues affecting the health and safety of students;
- failure to transport students;
- moving traffic violations; and
- improper or inadequate driver or attendant behavior.

Complaints that are safety sensitive will be responded to within 24 hours or one business day. All other complaints receive follow-up within three to five business days depending on the nature of the complaint.

WHO DETERMINES ELIGIBILITY FOR TRANSPORTATION SERVICES?

OSSE DOT does not determine who is eligible for student transportation. After a student becomes eligible for transportation services, OSSE DOT processes the request, routes the student and begins transporting the student within three days of the request.

THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM

An Individualized Education Program (IEP) team determines whether a special education student requires transportation services in order to support that student's specific education goals. IEP teams may consist of teachers, healthcare specialists, advocates and parents/guardians.

Questions about eligibility for student transportation must be directed to staff at your child's school.

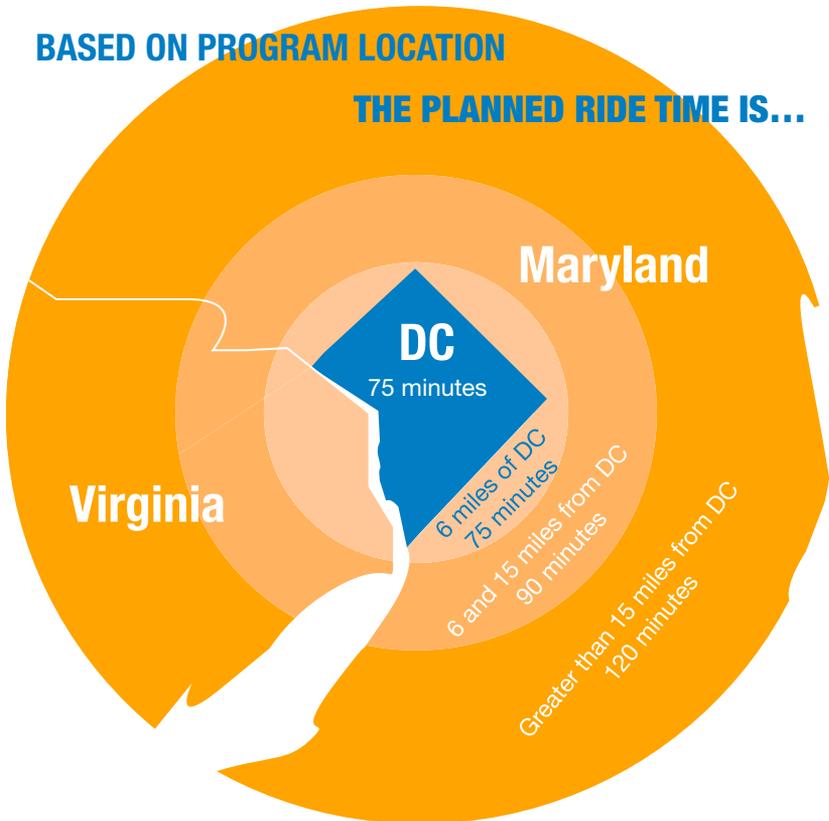
HOW THE SCHOOL BUS ROUTE SCHEDULE WORKS

DEVELOPING A SCHOOL BUS ROUTE

OSSE DOT develops school bus routes using a combination of routing software, GPS data and driver feedback. There are many factors that build a school bus route: the school's location, the number of students on the bus and traffic patterns for particular areas.

RIDE TIMES ON THE BUS

Ride times are determined on a case-by-case basis to take into account the individual medical needs of students. Traffic and weather conditions may impact ride times on a given day. Throughout the school year, OSSE DOT monitors ride times and adjusts routes as needed. The current ride-time standards set by OSSE DOT are:



ARRIVING AT SCHOOL ON TIME

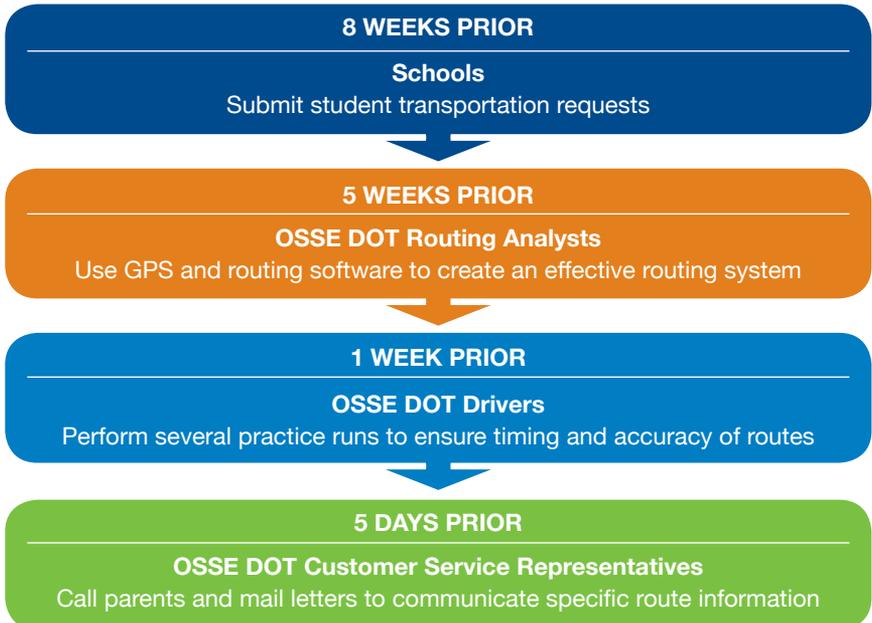
Arriving at school on time is one of OSSE DOT's main priorities. OSSE DOT's goal is to arrive at a school within a 20-minute window, no earlier than 30 minutes before the school bell rings and no later than 10 minutes before the school bell rings. For example, if a school's bell time is 8 a.m., then an on-time school bus arrival is any time between 7:30 a.m. and 7:50 a.m. During the first few weeks of school, OSSE DOT may adjust routes to ensure on-time arrivals. With GPS devices on every school bus, OSSE DOT tracks bus arrivals to school to ensure students arrive in time to be in their seats and ready to learn.

DROPPING OFF STUDENTS AT HOME

At some schools dozens of buses try to leave the parking area at the same time, which can lead to delays if your child's bus has to wait in a line of buses. A customer service representative will call to notify you if your child's bus will be more than 20 minutes late arriving home in the afternoon.

THE BEGINNING OF THE SCHOOL YEAR: WHAT TO EXPECT

The start of a new school year is a time of change and can become very busy for parents and guardians, teachers and other school staff as well as for OSSE DOT. Prior to the first day of school, OSSE DOT takes several steps to ensure that routes and pick-up times are as accurate as possible.



ROUTE SCHEDULE CHANGES

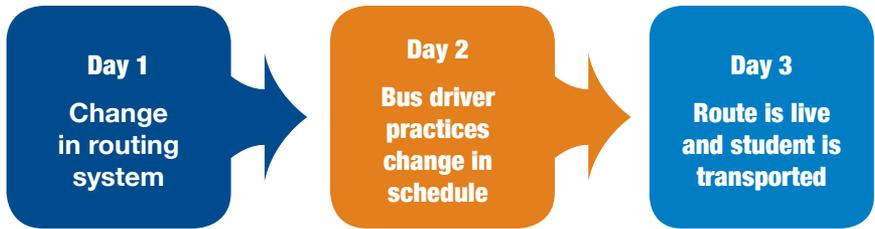
Route changes occur at the beginning of a school year for a variety of reasons, including:

- Late student enrollments;
- A change in a student's school placement;
- A change in the student's pick-up or drop-off address; or
- OSSE DOT may change a route to ensure better ride times, more accurate pick-up times or to improve on-time arrivals at school.

All of these situations can lead to a route change. During the first couple of weeks of the school year, parents may notice some variation in their child's route, such as early or late pick-ups or dropoffs. OSSE DOT will notify parents by phone about any route changes. Parents may also contact the Parent Resource Center with questions about a particular route.

PROCESSING ROUTE CHANGES

If a school requests an address change for a student or some other type of route change, OSSE DOT will process that change within three business days. Processing a route change requires three days because OSSE DOT takes the following steps to ensure route accuracy:



PARENT AND GUARDIAN RESPONSIBILITIES

A safe, reliable, efficient and on-time student transportation system depends on a strong partnership between parents, guardians, schools and the OSSE DOT team. It is very important that parents and guardians:

- Communicate effectively with bus drivers and bus attendants
- Keep contact information accurate and up to date
- Ensure children are ready for morning pick-up
- Ensure an adult is available for afternoon drop-off

EFFECTIVELY COMMUNICATE WITH BUS DRIVERS AND BUS ATTENDANTS

Two-way, effective communication is the key to building a good working relationship with the bus driver and bus attendant. It is also a good way to ensure that the driver and attendant understand the unique personality traits of your child. Please introduce yourself to the driver and attendant and do not hesitate to ask them questions. However, it is important to keep in mind that the school bus is picking up multiple students and can only spend a limited amount of time at each stop in order to keep the route on time. If you would like to leave a message for your driver or attendant, you can call the Parent Resource Center at 202-576-5000. A relationship of mutual respect between parents and the driver and attendant will foster a more positive environment on the bus.

KEEP CONTACT INFORMATION ACCURATE AND UP TO DATE

Please ensure that OSSE DOT has your up-to-date phone number and backup numbers as well as your email address. OSSE DOT contacts parents and guardians over the phone to provide route information, bus status information as well as any changes to a route. Please contact the Parent Resource Center to verify your information. If the information is incorrect please contact your school to correct it.

ENSURE CHILDREN ARE READY FOR MORNING PICK-UP

At the beginning of the school year, OSSE DOT provides parents with an estimated pick-up/arrival window of 30 minutes. It is important that your child is ready to board the bus during the entire 30-minute window. As routes stabilize and beginning-of-year route changes stop, OSSE DOT will provide a more precise pick-up time.

Preferably parents or children will look out the window to spot the bus as it arrives. The attendant will walk up to the outermost door, wait three minutes and knock if needed. Dogs and locked gates will prevent the attendant from coming to the door.

You must notify the Parent Resource Center if your child will not need transportation services due to illness, vacation, etc. Chronic student absences from the bus may result in the following: after three (3) consecutive days, OSSE DOT will contact you and the Local Education Authority (LEA) in writing asking for an explanation for the absences; after seven (7) consecutive days, you will receive a written notification of OSSE DOT's intent to cease school bus services with a proposed date of termination; after ten (10) consecutive days, your child will be removed from the bus route roster and will no longer be provided special education transportation services through OSSE DOT.

ENSURE AN AUTHORIZED ADULT IS PRESENT FOR AFTERNOON DROP-OFF

For safety reasons, an authorized adult must be present at the designated afternoon drop-off address. (Exceptions are made for independent student drop-off. Please see the Frequently Asked Questions for more information.) If an authorized adult is not present at the designated afternoon drop-off address, OSSE DOT takes the following steps:

- The student will remain safely on the bus and the bus driver will notify OSSE DOT management;
- The Parent Resource Center will make repeated attempts to contact the parent or guardian;
- The bus driver will continue the route and drop off the remaining students;
- The bus driver will return to the address and attempt a second drop-off;
- If OSSE DOT cannot contact an authorized adult, we will transport the child to the Child and Family Services Agency (CFSA) located at 200 I Street SE, 202-442-6100.

SAFETY ON THE BUS

Above and beyond on-time arrival, transporting students safely is OSSE DOT's primary focus. Every driver has a Commercial Driver's License (CDL) and is accompanied by a trained bus attendant on every bus route.

DRIVER AND ATTENDANT RESPONSIBILITIES

Rigorous tests, both driving and written, must be passed by each driver in order to maintain their CDL. Additionally, OSSE DOT trains drivers and attendants in First Aid and CPR so that the team is prepared for an emergency while the bus is in transport. In the event of an emergency, drivers and attendants first ensure the students' safety and then contact dispatch who then contacts 911.

Drivers are responsible for the safe operation of the vehicle. In addition to actually driving the bus, drivers conduct pre- and post-trip inspections to ensure that the vehicle's safety features are operational. Lights, tires, oil and other fluid levels and many other bus components are checked to ensure they are in working order.

Bus attendants are responsible for ensuring that the students safely board the bus, that students are wearing their seat belts before the bus departs and that the students get off the bus safely at school. Typically, bus attendants monitor student behavior by sitting in a bus seat that is behind all of the students so that all activity is in front of them. Additionally, after dropping off students at school, bus attendants are required to look on and under every seat to ensure that students are no longer on the bus and that student belongings have not been left behind. Like bus drivers, bus attendants are trained in First Aid and CPR. Bus attendants are also trained to operate and secure any extra equipment necessitated by the students.

School Bus Rules

- Students will not use profane language.
- Students will not bully or fight with others.
- Students will not talk on a cell phone or play loud music.
- Students will keep hands and feet inside the bus and remain seated at all times.
- Alcohol and tobacco use are prohibited.
- Students will not be allowed to eat or drink (unless indicated in the IEP).
- Students should not leave the bus prior to their authorized stop.
- Students must wear prescribed assistive devices, such as helmets, while on the bus as required by or specified in the IEP.
- Students are not allowed to deface, destroy or damage the school bus or behave in a way that interferes with the safe transportation of other students.



STUDENT BEHAVIOR ON THE BUS

The driver and attendant team are also responsible for reporting student behavior that may compromise bus safety. When unsafe student behavior is reported, OSSE DOT is obligated to contact the family and school to discuss the student's behavior. The school is responsible for providing guidance on student behavior management and disciplinary actions. Student misconduct on the bus may result in revocation of bus services.

BUS SEAT ASSIGNMENTS

In an effort to prevent potentially unsafe student behavior on the school bus and create an atmosphere of consistency for students, OSSE DOT may create seating charts for specific routes. The goal of seat assignments is to reduce the likelihood of conflicts between students and help set positive expectations for daily behavior.

FREQUENTLY ASKED QUESTIONS

BUSING

1 Where is my child's bus? Why does the bus arrive at different times during the week?

Traffic, weather and small changes in the route mean that the bus will not get to your house at the exact same time every day. For example, if children normally picked up before your child are out sick then the bus may be earlier, and if there is construction on the route then the bus may be later. If you have concerns about where your bus is, call the Parent Resource Center to find out when to expect it.

2 Can my child's route be changed? Can I request a different driver or attendant?

Months of planning determines how routes look and who staffs them. Because many different children depend on the route, the route and staff must stay consistent. However, if there are major concerns call the Parent Resource Center to discuss options.

3 When should my child be ready for the bus and where should they wait? Does the attendant have to knock on the door? How long does the bus have to wait for my child?

Children and parents should be ready for the bus for the entire 30-minute pick-up window and watch through their window for the bus' arrival. Once the bus arrives at your house, the bus will wait three minutes for your child and the attendant will knock on your door. In order to pick up all children on the route during their pick-up windows and get to school on time, the bus must keep to a strict schedule.

4 Are there alternatives to the school bus?

Children who are able to ride the metro on their own are eligible to receive WMATA tokens or fare cards to ride to school and may receive travel training to do so. In some circumstances parents can transport their children to school and receive reimbursement, but they must get the permission of the director of student transportation before doing so.

PARENT/STUDENT/SCHOOL INFORMATION

5 Who do I notify if my child is sick?

Call the Parent Resource Center to notify us that your child is sick so that the route can be re-planned and the attendant will not knock on your door.

6 How do I update my contact information? What if we move or change schools during the year?

Call your school to update any and all information changes. OSSE DOT is not able to change information such as phone numbers and addresses unless notified by your school.

7 How long is a temporary address change? What's the process for getting this request granted?

Temporary address changes can last up to a week. Call the Parent Resource Center to request this service.

8 Can my child be dropped off at a child care center or different address in the afternoon?

OSSE DOT is not able to drop off a child in the afternoon at a different address than where they were picked up in the morning.

9 What if I am not at home in the afternoon when my child is dropped off?

You may authorize a different person to accept your child at your address by calling the Parent Resource Center. This person must be over 18 years old and show proper identification to the bus attendant. If no one is available to receive your child, the Parent Resource Center will attempt to contact you several times and a second drop-off will be attempted. Following these attempts your child will be dropped off at the CFSA until you are able to arrange transportation from there.

INCIDENTS

10 When will my complaint be resolved? When will I get a call back?

OSSE DOT processes your concern when you call. Resolution time varies depending on the type of complaint.

11 How do I report and/or stop bullying?

Call the OSSE DOT Department of Audit and Compliance to report bullying on the bus. An investigator will be assigned to your case and he/she will interview the driver, attendant and other children on the bus to get an understanding of the situation and to find a resolution.

12 What happens if my child is involved in a school bus accident?

The Parent Resource Center will notify you immediately if your child is on a school bus that is involved in an accident. The bus terminal will send a “rescue bus” to the scene of the accident to resume the route and take the children to school. The police and EMS will also arrive on the scene and if there are any injuries the attendant will ride along in the ambulance.

OTHER

13 Can a bus driver or attendant deliver medicine to school for my child? Can a bus driver or attendant administer medicine on the bus?

Medicine cannot be transported or administered on the bus unless it is done so by a certified nurse. IEP teams must request a nurse.

14 How do I recover items left on the bus?

Call the Parent Resource Center and they will call the terminal to find out if the item was recovered. The item will be brought to our offices at 810 First St. NE where you can pick up the item.

15 How can I request a form for independent student drop-off for my child?

If your child is determined eligible for independent student drop-off by his/her IEP team, you may request a sign-up form from your child’s school. The school must submit written permission in advance to OSSE DOT in order for your child to be dropped off without an adult present. Only students twelve (12) years of age or older in the Accessing a Specialized Program (ASP) transportation category are eligible for independent student drop-off.

ADDITIONAL RESOURCES AND CONTACT INFORMATION

Division of Student Transportation Central Office	202-576-6228
Parent Resource Center	202-576-5000
Office of Investigations	202-576-6860
Office of the State Superintendent of Education	202-727-6436
Office of the State Superintendent of Education Division of Specialized Education	202-727-6436
DC Public Schools Special Education	202-442-4800
DC State Board of Education	202-741-0888
Child and Family Services Administration	202-442-6100
CFSA Hotline (to report allegations of abuse)	202-671-SAFE
District of Columbia Government Service Request	311



**Office of the State Superintendent of Education
Division of Student Transportation (OSSE DOT)**

Government of the District of Columbia
810 1st Street, NE, 4th Floor, Washington, DC 20002

Phone: 202-576-6228 • TTY: 711 • Email: osse.dot@dc.gov





Office of the State Superintendent of Education

**GOVERNMENT OF THE DISTRICT OF COLUMBIA
EDUCATION LICENSURE COMMISSION**

COMPLAINT FORM

PLEASE TYPE OR PRINT LEGIBLY IN BLACK OR BLUE INK

ACTIVITY THAT OCCURRED OUTSIDE OF THE DISTRICT OF COLUMBIA SHOULD BE REPORTED TO THE APPROPRIATE STATE IN WHICH THE ACTIVITY OCCURRED.

Investigation and resolution of complaints take varying amounts of time. If the Education Licensure Commission (“ELC”) takes formal disciplinary action, you may obtain a copy of that final order from its website at www.osse.dc.gov. If the ELC closes your complaint with a finding that there has been no violation committed, the ELC will notify you of such in writing. Complaints to the ELC made on this form must be signed and dated by the individual making the complaint.

Complaints are made available to the institution or facility so that he/she may file a response to the allegations with the ELC.

The ELC will not accept any anonymous complaints.

GENERAL INSTRUCTIONS: Complaints may be filed against postsecondary educational institutions operating in the District of Columbia. Consumers who have experienced legal or ethical problems should complete this form and submit all supporting documents. Documents should include copies of all signed or agreed to certificates, or any other legal documents used to support your complaint. Additional sheets may be attached if necessary.

DATE OF COMPLAINT: _____

DATE RECEIVED: _____

(Office use only)

COMPLAINT IS SUBMITTED BY:

Name of Person Submitting Complaint:

Address: _____ State _____ Zip _____ E-mail Address _____

Day Phone #: _____ Evening Phone #: _____ Fax # _____

COMPLAINT IS FILED AGAINST:

Alleged Violator: _____
(Include Full name, Alias, and Company name)

Alleged Violator's Company Address: _____
_____ State _____ Zip _____

Day Phone #: _____ Evening Phone #: _____ Fax #: _____

Have you followed the institution's procedures regarding this complaint? What was the outcome?

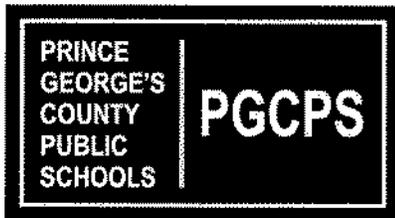
NATURE OF COMPLAINT: _____

I hereby declare and affirm under the penalties of perjury that the matters and facts set forth in the foregoing complaint are true and correct to the best of my knowledge, information and belief.

Date

Signature of Complainant

**Mail Complaint To:
Ms. Dorothy Thomas
Education Compliance Specialist
Office of the State Superintendent of Education (OSSE)
Education Licensure Commission
810 First Street, NE
9th Floor
Washington, DC 20002**



FREQUENTLY ASKED QUESTIONS

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Transportation

Last modified: 8/6/2013

Frequently Asked Questions

Could the bus stop change?

Possibly. As we receive new data from the student information system we will change bus routes to accommodate changes of address, new enrollments and program assignments. Therefore

we expect that while bus stop locations will remain relatively constant, bus numbers and stop times will change whenever a route is adjusted. Based on past experience, we expect a great deal of change during late August and early September. This web site always has the most up-to-date information.

How does the system place bus stops?

The locations of bus stops have been optimized by the computer taking into account the traffic safety issues of the streets in the area and the location of the children. In most cases bus stops are at corners. The stops are designed to be within approximately 1/2 mile of the student's home.

There have been no changes in the maximum walking distances, which remain at 1.5 miles for elementary schools and 2 miles for secondary schools.

What if I don't find my stop?

All of the bus stops are based on student addresses provided by each school. If you do not find a stop we may not have the right address. Contact your school to be sure they have the correct address on file, including any daycare addresses. The Transportation Office does not input address changes. Your child's school must input the information into the Transportation Module of SchoolMax. If the address is right call us at (301) 952-6570 and we will investigate the problem.

When will I be notified about the bus stop?

Parents of students registered at schools by July 31, 2013 will receive a letter from Transportation a week before school starts. The letter states the bus stop location, the route number and the pickup/drop off times.

The bus didn't show up on time for my child. How long should he/she wait at the bus stop?

Your child should arrive at the bus stop at least ten minutes before the arrival time of the bus. If

there is a substitute driver, the times may not be consistent with the regular time period. Wait 15 minutes after the scheduled pick-up then contact the Bus Lot Foreman at the area bus lot.

*Remember to note the 4 and 5 year-old children.

What should be done if there is a transportation-related problem after office hours? If there is a problem after regular office hours, call School Security at (301) 499-7000. School Security is on duty 24 hours – 7 days a week. School Security will contact the Transportation Supervisor to handle any type of school bus issue(s).

My child's bus is overcrowded. Can some children be placed on another bus?

Refer the call to the Supervisor to investigate. If the bus has three elementary students or two middle or high students in each seat, it will seem crowded. However, it will not be over capacity. Our goal is to fully utilize all the space on all the buses in our fleet.

I see buses all the time with only a few children on them. What are they doing?

Prince George's County Public School Buses make two to four runs to a school each day. We transport 100,000 students each day. When transporting special needs students, it is sometimes impossible to utilize the capacity of the bus. Examples of special programs are:

- Contextual Learning Environment
- Alternative Schooling
- Homeless
- Title I
- Boundaries also impact the number of children eligible to ride as a result of school system enrollment.

We live very far from the school and there is not a bus stop for my child. How do I arrange transportation?

Prince George's County Public Schools regulations provide transportation for elementary students living in excess of one and a half miles of school; for middle and high school students, the distance is two miles. Both the pickup and dropoff addresses must be within the boundary of the school. Student's address will upload to Transportation each night based on the addresses provided by the parent to the school. If there is a discrepancy, the caller must call the school to make an address change.

I drove it in my car, and we live more than that distance from school.

Notify the school principal about your concern and then contact the Department of Transportation to talk with the Transportation Supervisor of the school. Supervisors measure all distances with a walking wheel over the school route between the property line of the home and the property line of the school.

The walking route is not safe. To whom should I speak about that?

If you believe an unsafe situation exists, address your concern to the Transportation Supervisor of that school.

I can't see my child's bus stop from my house. How can I get the bus stop moved closer?

Bus stops are placed in safe and efficient locations. The Transportation Supervisor will determine the appropriate action to accommodate the majority of students to minimize the time and length of the run. If you have concerns about your child's safety, you are encouraged to accompany your child to the bus stop or arrange a neighborhood buddy to walk with your child.

We live within the walking boundary, but very close to a bus stop for my child's school. May my child ride the bus from the stop?

We do not permit a child to ride a school bus if you are within the walking area.

Is approval of transportation for a walking student permanent?

The area Transportation Supervisor will address this. If approved for the current year, it must be resubmitted each year (includes: Disability Act Research, 504 Plans, etc.)

My child goes to a daycare provider in an area with bus service. May my child ride the bus?

If the daycare provider is in the boundary for that school, bus service will be provided. The parent must provide to the school the address for the daycare center. If the address is not placed in the Transportation Module of SchoolMax it could cause your child to not have transportation.

My child is a special education student. To whom should I speak concerning his/her transportation?

Transportation is responsible for transporting all special needs students whose addresses are within the boundary for their placement program. Parents with students requiring lift buses should contact the Special Education Office for assistance.

My child left an item (coat, glasses, instrument, retainer, books, etc) on the bus. How does he/she get it back?

Drivers and substitute drivers check their buses after each run. Contact your child's assigned bus lot. Items left will be taken back to the school or turned in to the office where the bus is assigned if not claimed. You may help by labeling all of your child's belongings with the child's name and school.

What are the different types of school buses?

Prince George's County has several types of school buses. Commercial is a traditional with the long frontal hood. Special Education buses have a short nosed co axle, and the Orthopedic buses are equipped with a wheelchair lift. All buses are diesel fueled and equipped with radios and GPS.

Why are school bus seats spaced so closely together?

Seats were re-designed to specific spacing, with full padding front and back, and increased back height for maximum impact protection. The newer designed seats provide a padded cavity for passenger compartmentalization. Crash tests prove this to be the most effective protection on impact.

Why aren't seat belts required on school buses?

Seat belts are not required on school buses because research by the Department of Transportation has determined that compartmentalization was a better solution. Compartmentalization is more manageable, works well for one, two or three students per seat, and is most affordable.

Why are 39" seats on school buses rated for three children when they only will accommodate two?

The rated capacity of a 39" width passenger seat was devised many years ago. In determining seating capacity on a bus, an allowable average width standard was established. Accordingly, 13" was suggested with three students per seat (three students if elementary; for middle and high school students, loads are adjusted).

Do state regulations for school buses supersede federal requirements?

State Laws do not supersede Federal requirements. If states add requirements for safety, they are additional to the Federal requirements.

Why are buses sometimes late?

School bus drivers can have the same reasons for being late as any commuter, i.e. traffic delays, weather conditions, accidents or driver's illness resulting in substitute drivers. It also includes:

mechanical breakdowns, and red light malfunctions. Additionally, when a bus is late, it will continue off schedule whether it is on its first or fourth run.

Why aren't buses always available for field trips?

The first priority is to provide transportation to and from school. The fleet does not contain a separate set of buses designated for field trips?

Why can't all high schools, middle schools, and elementary schools start at the same time?

In order to maximize the use of our school bus fleet and provide an efficient operation with as few buses as possible, schools start at staggered times.

How can the number of students transported increase more than the total number of students enrolled?

Nearly 64% of the total number of student enrollment is bused to and from school, and the most common reasons are students being reassigned to schools, moving residence, or to assigned schools other than the base neighborhood school.

Why are spare replacement buses needed?

Buses operate throughout the day with one-way trips, shuttles, community-based exercises, and field trips, as well as to the normal to and from school transportation requirements. In order to have the required number of operational buses each day a group of back-up or spare buses must be retained in case of mechanical failure or accidents.

What is the definition of a school bus?

A school bus is a vehicle that is sold or introduced for interstate commission for the purpose to include carrying students to and from school or related events. It does not include a bus designed and sold for operations as a common carrier in urban transportation.

How can my child get picked up or dropped off at a daycare provider's location?

The daycare address has to be within the attendance area of the school, and outside of the walking area for that school. The parent must provide the school with the daycare provider's address.

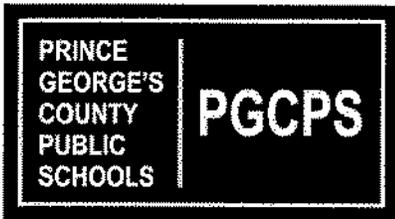
How can I arrange to have my child ride a different bus home from school for one day?

The child's parent or guardian must send a written request to the school principal. If approved the principal will provide authorization to the driver or the bus lot.

Why is there not an attendant on every bus?

Attendants are used for Special Needs students. It would be cost prohibitive to provide an attendant for every bus.

What if the bus is overcrowded? See Administrator at the school who will in turn contact the Department of Transportation



BUS STOP SEARCH

Need transportation help? Call the Transportation Phone Bank daily Monday - Friday from 6:00 am to 5:30 pm at (301-952-6570); Aug 24 from 11 am to 3 pm.

<p>Search Bus Stops by Address</p> <p>List Bus Stops by School</p>	<p>The link at left will connect you to our bus routing system. You will be able to find the bus stop for a particular address. Searches can be limited to an individual school or include all schools. To protect the privacy of personal information no student names or addresses are included.</p> <p>Note: Stop information displayed may not indicate address entered is eligible for bus service. Addresses on the fringe of the walk zones may show stop location, which exist, outside of the walk zone. Please check final status for bus service with your local school or the Transportation Office.</p>
<p>We need drivers</p>	<p>Check this page to learn how to become a bus driver.</p>
<p>Bus lot phones</p>	<p>This link gives the phone numbers and bus route numbers for each of our 12 bus lots.</p>
<p>School Finder</p>	<p>Use this link to see the school assignments for a particular address. It also includes magnet and special programs.</p>
<p>Bus Stop Tips:</p> <p>Since there may be several buses picking up children in the same area, we recommend ...</p> <ul style="list-style-type: none"> • Before the school year begins, you and your child visit the arranged bus pick-up location. • Be sure your child knows the safest way to the exact location where the bus will stop. • When taking your child to the bus stop on the first day, it is important to be at the pick-up location at least five minutes early. • Your child should know the route number and the name of this year's school. This will insure that your child will board the correct bus. Each bus will have a sign located on the side of the bus in the second window on the door side for your convenience. • You and your child should become familiar with your bus driver, but be aware that a different driver may substitute when needed. 	

On line bus stop lookups will be available approximately August 15th.
Thank you for your support and best wishes for a successful school year.

Scroll down this page for additional important information.

Need Assistance? This office has established a phone bank of staff members waiting to take your call. All calls are logged and given reference numbers for tracking. Due to the number of calls that can occur at this time of year, we ask for your patience. Please call (301) 952-6570.

Could the bus stop change?

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How does the system place bus stops?

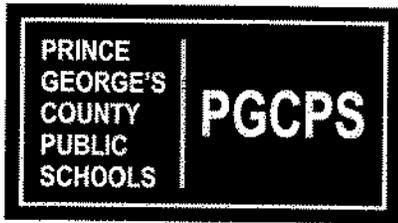
The locations of bus stops have been optimized by the computer taking into account the traffic safety issues of the streets in the area and the location of the children. In most cases bus stops are at corners. The stops are designed to be within approximately 1/4 mile of the student's home. There have been no changes in the maximum walking distances, which remain at 1.5 miles for elementary schools and 2 miles for secondary schools.

What if I don't find my stop?

All of the bus stops are based on student addresses provided by each school. If you do not find a stop we may not have the right address. Contact your school to be sure they have the correct address on file, including any day care addresses. If the address is right call us at (301) 952-6570 and we will investigate the problem.

When will I be notified about the bus stop?

All parents will receive a letter approximately August 17th. with the location of the bus stop, the bus number and the pickup/drop off times.



STAFF CONTACTS

Administration

	Phone
Lori Carter-Evans, Director	301-952-6570
David Hill Jr., Operations Supervisor North	301-952-6570
Kimberly Wilks, Operations Supervisor South	301-952-6570

Bus Lots

Supervisor	Lot	Routes Served	Foreman	Bus Lot Phone
Jacob Anderson (301) 780-5819	Goddard	241-305 and D	DeSean Dock	301-918-8553
	Greenbelt	G	Louis Hunt (A)	301-513-5059
Dawn Byrd (301) 780-5809	Bladensburg	306-370 and B	Anna Krouse	301-985-1870
	Fairmont	121-240 and R	Francine Parks	301-386-6121
Everett Edmond (301) 952-6585	John Hanson	731-810 and H	Judy Ford (Acting)	301-749-4201
	Surrattsville	811-870 and T	Michael Geris	301-599-2550
Anthony Pace	Crossland	661-730 and C	George Fleming	301-449-4995

301-952-6579	Friendly	871-940 and F	Rhonda Tuck	301-449-4798
Bernard Palmer (301) 952-6589	Douglass	001-120 and X	Mary Salcetti	301-952-7713
	Forestville	531-595 and V	James Melton	301-817-0320
Tony Spruill (301) 952-6582	Laurel	596-660 and L	Brenda Stewart-Adams	301-497-3665
	Mullikin	371-455 and K	Phyllis Harris-Cole	301-390-0210

Central Garage (Fleet Maintenance)

	Phone
Mark Dreszer, Supervisor	301-952-6530
Dave Burgess, Assistant Supervisor	301-952-6530
Mike Sweeney, Automotive Maintenance Foreman	301-952-6530
Thomas Lewandowski, Automotive Maintenance Foreman	301-952-6530

Overview

School Discipline and Bullying

In this Section of the Education Toolkit, you will find information and resources about the rights of students to be appropriately disciplined (and not inappropriately removed from school), and the requirements for schools to address bullying when it is reported by students or parents.

School Discipline

All students have due process rights that can be invoked when they are being subject to inappropriate school discipline, and special education students have additional protections under the law from being suspended for behavior that may be related to their disability. There are different regulations depending on where a student is enrolled. For DCPS students, schools follow the DCMR, for students enrolled in charter schools, the specific charter school's disciplinary policy (often in the parent handbook*) applies, and for students enrolled in PG County Public Schools, the PG County administrative procedures apply. Additional legal resources for special education students are included in the tip sheets in this section, as well as in the Special Education Section.

Bullying

Given the increased awareness of bullying in schools and the long-term negative impact of bullying, schools are more and more frequently adopting (or being required to adopt) policies as to how a school will address bullying if it is reported by a student, parent or school staff. In DC, all schools are legally required to have a policy in effect regarding how the school will address bullying. Charters are supposed to have developed individual policies, and DCPS follows the DCPS District-Wide Bullying Prevention Policy. In PG County Public Schools, the PG administrative procedures apply.

This section provides information and resources regarding how to ensure that your client's rights are protected if they are being subject to discipline, or if they are being bullied in school. This section includes information regarding the discipline regulations of different jurisdictions, the bullying policies of different jurisdictions, and guidance on how to best advocate for your client's rights through multiple tip sheets.

For relevant legal resources on these topics, go to:

Federal Regulations

- 34 C.F.R. § 300.530 (discipline of a student with or suspected of having a disability)

Local/State Law & Regulations

- DC
 - 5 D.C.M.R. § B-2500 *et. seq.* (Discipline Regulations (including tiers))
 - 5 D.C.M.R. § B-2510 *et. seq.* (Discipline of a Student with a Disability)
 - 1 D.C.M.R. § 2901 *et. seq.* (Regulations Regarding Student Discipline Hearings at OAH)
 - D.C. Code § 2-1535.01 (Youth Bullying Prevention Act of 2012)
- MD
 - C.O.M.A.R. 13A.08.01.11 (Discipline of a Student with (or suspected of) a disability)

* The Public Charter School Board (“PSCB”) maintains a directory of charter school parent handbooks, which contain the school’s disciplinary policies, at: <http://www.dcpsb.org/MISC/discipline-and-attendance.aspx>.

CLC Tip Sheet

Special Education & Discipline

Special Education & Discipline: Tips and Protections

Students who receive special education services under the IDEIA have additional special protections. This tip sheet details some important disciplinary provisions in federal law and regulations for special education students that you can use to advocate for your client.

- ◆ *Continued Services:* If a special education student has been removed from his or her current school placement for 10 days in a school year, the school system must continue to provide services that allow the child to participate in the general education curriculum and make progress toward IEP goals. 34 C.F.R. § 300.530.
 - These services may be provided in an interim alternative educational setting, as decided by the IEP team. 34 C.F.R. § 300.531.
- ◆ *Change of Placement:* A removal of 10 or more consecutive days in a school year is a change of placement. A pattern of removals totaling more than 10 days in a school year that involves similar behaviors may also be a change of placement. 34 C.F.R. § 300.536.
- ◆ *Manifestation Determination:* There cannot be a change of placement without the school system holding a special meeting, called a manifestation determination. 34 C.F.R. § 300.530 (e-f). The purpose of this meeting is to determine if the behavior resulting in the discipline is a manifestation of the child's disability.
 - If the school district has failed to implement the IEP *or* if it is determined that the child's behavior was a manifestation of the child's disability, the IEP team must conduct a functional behavior assessment (FBA) or revise an existing behavior intervention plan, and the child must be allowed to return to the original placement and not be suspended or removed unless the parent and school agree otherwise.
- ◆ *Exception for Dangerous Behaviors:* Regardless of the manifestation determination, a school system may remove a child to an interim alternative setting for certain behaviors, such as bringing a weapon to school or inflicting serious bodily injury on a person at school, for up to 45 days. 34 C.F.R. § 300.530 (g).
- ◆ *Right to Appeal:* Parents or the LEA can appeal disciplinary decisions relating to special education students. Decisions about manifestation determinations and placement can be appealed to a hearing officer. 34 C.F.R. § 300.532.
 - Disciplinary due process hearings are expedited and follow state timelines.
- ◆ *Students Who Have Not Yet Been Found Eligible For Special Education:* Children who do not receive special education services may still be eligible for the special education disciplinary protections if the school system had knowledge that the child had a disability, e.g. if the parent had requested an evaluation. 34 C.F.R. § 300.534.

- If a request for an evaluation is made while a student is in a disciplinary removal, the evaluation must be conducted on an expedited basis.

Advocacy Tips

Before Your Client is Suspended or Expelled

- Be proactive, especially if your student has previously struggled with school discipline.
 - When sending records requests, include a specific request for all disciplinary records, and ask that they be contemporaneously provided to you.
 - For students not yet found eligible for special education and related services, notify the school system that you believe they are eligible and should be afforded the protections of an eligible student until the eligibility process is completed.
 - Determine, at the outset of each school year, how the “chain of command” works with respect to discipline in your student’s school, e.g., are suspension requests signed off on by specific school personnel, or are they supposed to be? Ensure that all correspondence regarding eligibility is copied to that individual, as well as the special education coordinator or principal where appropriate.
- Make sure your client informs you of suspension days that may not be formal suspensions ---e.g., the student being sent home early or the parent being told to keep the student home for a field trip or other school day.

When Your Client Receives a Short-Term Suspension

- Immediately contact the school and request all documentation regarding the suspension.
- If documentation is not received contemporaneously, ask directly (or have your client) ask the student what happened, and in writing memorialize your client’s version of events as well as the fact that documentation was not provided.
- Keep track and provide the school with notice when the student has been suspended out of school (including send homes) for ten days.

When Your Client Receives a Long-Term Suspension or Expulsion

- If a student is referred for a long-term suspension (10 days or more, or an out of school suspension that brings the student over the 10th day), the school must hold a Manifestation Determination (MDR) meeting before the student hits the 10th day to prevent a denial of FAPE.
- Students may be suspended for long-term periods without the MDR being held first, but only in cases of extreme risks to health and safety. Push the school district to be very clear about why a student is a safety risk if they are advocating the student be suspended for these reasons, especially if they are not recommending a change in placement.
- If the student is suspended for more than 10 days they will be referred for a hearing at the Office of Administrative Hearings.

At the Manifestation Determination Review Meeting (MDR)

- Prior to the MDR meeting, you should be provided with all of the student's records. If you have not, note this objection at the outset of the MDR meeting. Also make sure to discuss with the student beforehand whether they have given any reports or statements about the incident and what they plan to say at the MDR.
- Sometimes it is best to have the student write a letter or statement to use as a guide for their discussion or in lieu of providing an oral statement, as the student may become upset or frustrated when the incident is discussed or different versions of the incident are shared.
- Advocate for extended discussion at the MDR of both the impact of the student's disability, and whether or not the school district is implementing the IEP, including whether or not the school has timely developed a Functional Behavioral Assessment and Behavioral Intervention Plan.

If Your Client is Suspended

- Make sure they have been placed in an alternative setting that can implement the student's IEP.
- In the case of charter schools, make sure the alternate educational setting is identified at the MDR. Charter schools cannot place students at DCPS' alternative placement (called "CHOICE" Academy) and often don't have an identified alternative placement for disciplinary purposes. As a result, they are often confused about where to place a student, but long-term discipline removal must be to an appropriate interim alternative educational setting that can implement the students' IEP, which most likely cannot be done in the student's home or at a local library (as schools often propose).

CLC Tip Sheet

Student Discipline in DC Schools

What governs school discipline for students enrolled in DC schools?

The laws or policies governing how students are disciplined in school depend on where they attend. Most charter schools maintain their own policies regarding discipline and students' rights. For students enrolled in DCPS, the disciplinary regulations can be found at 5 D.C.M.R. § B-2500 and 1 D.C.M.R. § 2901 et. seq. Special education students also have some disciplinary protections granted by federal law (for more information on this topic, see our Tipsheet on Special Education and Discipline in this Section).

Do those regulations apply to DC public charter schools as well?

No. Charter schools are exempt from local laws and regulations and thus, each school is free to set their own disciplinary policies and procedures. Those procedures can usually be found in the charter school's Parent or Student Handbook. For a listing of all the handbooks currently available, you can go to: <http://www.dcpsb.org/MISC/discipline-and-attendance.aspx>.

What are the guiding principles of the DC school disciplinary regulations?

- Students should remain in their instructional program to the maximum extent possible.
- Discipline should be implemented progressively, beginning with the least severe appropriate response; expulsion should always be the last resort.
- Disciplinary responses should be logical, appropriate and instructive.

How is discipline defined in the DC disciplinary regulations?

Disciplinary responses are divided into 5 tiers. Tier 1 is for minor infractions and Tier 5 is the most severe. Each tier has allowable consequences that correlate with the severity of the violation. A chart of each tier, the behaviors that fall in it and the available disciplinary responses are included in this Section.

What are the lengths of each suspension type?

- **Short Term suspension:**
 - 1-5 school days for middle & high school
 - 1-3 school days for elementary school
- **Medium term suspension:**
 - 6-10 school days
- **Long Term suspension:**
 - 11-90 school days

What are some examples of permissible disciplinary responses?

For lower tier offenses: verbal redirection, teacher/student conference, parental contact, temporary removal from the classroom, in-school disciplinary action or development of a behavioral contract. For higher tier offenses: all of the previously listed interventions/responses, plus on-site short term suspension with interventions, off-site medium to long-term suspensions, or expulsion as warranted; however, expulsion and any form of school exclusion should always be the last resort.

Can a DCPS student be suspended for missing school or showing up without a uniform?

No. The DC disciplinary regulations specifically prohibit DCPS schools from suspending or expelling students for unexcused absences or failing to adhere to a mandatory uniform policy.

What, if any action, are school principals supposed to take to ensure everyone is informed about the disciplinary policies and that all incidents of discipline are recorded?

Principals should ensure that a copy of DCPS' policies and procedures on discipline are made available to each student and parent within 30 days after the start of the school year.

Can disciplinary action be taken against a student for actions that occur anywhere or at any time?

No. In order to take disciplinary action against a student in a DCPS school, the behavior must have occurred: 1) on school grounds; 2) on or off school grounds while participating in and attending a school function or activity, including field trips, extracurricular activities, or athletic events; 3) off school grounds and traveling in transportation provided by DCPS.

Students can also be disciplined for committing a prohibited offense during before-school or after-school programs or for committing a prohibited offense off school grounds or outside regular school hours that results in significant disruption to the school environment.

What due process rights should DCPS schools be providing to students whenever a suspension or expulsion is being recommended?

- **Right to Written Notice:** The student and parent must be given written notice of all disciplinary action no later than 1 day after the disciplinary action is recommended.
 - That notice should include:
 - A description of the infraction and the rules upon which the action is based;
 - A summary of the facts;
 - The length of the proposed suspension or expulsion;
 - The recommendation for an education Plan or alternative educational setting; and
 - Information about the student's right to appeal.
- **Right to a Student Conference:** A school official must convene a conference with the student before taking disciplinary action to get their version of events.
 - The conference may include the parent or guardian and or the student's legal representative, but their participation is not required.
- **Right to Remain in School Until a Final Disciplinary Determination is Made:** only where emergency conditions exist (see next question below) should a student be restricted from attending school prior to a conference or hearing.
- **Right to a Disciplinary Hearing** (whenever expulsion or a suspension of 11+ days is recommended) – in these instances, the case is automatically referred to OAH for a disciplinary hearing. For more information on the hearing process, read below.
- **Right to Inspect Records:** the student has a right to examine the student's records and the official report of the incident.

➤ **Right to Appeal the Disciplinary Action:**

- **Short to medium-term suspensions:** Parent or guardian must request an appeal orally or in writing within 2 school days of receiving notice of the disciplinary action; appeal should be heard by principal or Chancellor’s designee within 1 school day with a decision issued within 1 school day of the decision being heard.
- **Long-term suspensions or expulsions:** Parent must appeal within 5 school days of receiving notice of the decision (based on the school’s recommendations following the OAH hearing); Office of youth Engagement (“OYE”) (suspensions) or the Chancellor’s Office (expulsions) should convene a conference within 3 school days to consider the appeal; OYE or the Chancellor’s office shall render a final decision no later than 2 school days after the conference.

Who oversees the disciplinary hearings for long-term suspensions and expulsions?

DC’s Office of Administrative Hearings (“OAH”) oversees the disciplinary hearings for DCPS Students and the hearings are scheduled by OYE. The parent should receive a notice of the hearing several days prior to the scheduled hearing date and all hearings are conducted at the OAH offices located at: 441 4th Street, NW, Suite 450, Washington DC 20001 (right by the Judiciary Square metro stop).

What is the purpose of the disciplinary hearing?

The hearing gives both the parent/student and the school an opportunity to present their version of the facts. At the conclusion of the hearing, the administrative law judge will decide:

- Whether the student committed the alleged violations;
- The proper Disciplinary Tier for any violation committed; and
- Whether due process procedures have been followed.

Is there any time that a student can be suspended or expelled from school immediately without following the above procedures?

A student may only be excluded from school prior to a conference or hearing if they are contributing to an emergency situation at the school (defined at 5 D.C.M.R. § B-2504.4). This includes: setting a series of fires or false alarms, causing a large number of abuses of property or any behavior so disruptive or dangerous that it poses a real and immediate threat to the health and safety of the school community or the ability of the school to continue normal operations.

What are the student’s due process rights in the conduct of disciplinary hearings?

- **Right to a continuance:** the parent/student may request to postpone the hearing up to 5 school days to prepare and secure witnesses for the hearing.
 - OAH has a standard form parents (or attorneys) can file to request another hearing date, accessible here: <http://oah.dc.gov/node/176542>.
- **Right to inspect records:** the parent/student has a right to inspect and see copies of the student’s entire disciplinary file.
 - These records can be requested from OYE if the school cannot produce copies.

- **Right to bring a representative of the student's choice**
 - It is highly recommended that GALs attend these hearings to defend their client's interests if they are able.
 - If you intend to serve as an attorney for the child at the hearing, you should file a notice of appearance to OAH in advance of the hearing – the standard form and filing instructions can be accessed on OAH's website: <http://oah.dc.gov>.
- **Right to call witnesses and present documentary evidence in support of their case:**
 - The judge and school district representative may ask questions of any witness presented.
- **Right to ask questions of any witness presented by the school and challenge any of their exhibits.**

When will OAH issue a decision and what impact does that decision have on the student?

The ALJ shall issue findings of fact and conclusions of law within one school day after the record closes. If the decision concludes that the student committed the alleged offense, DCPS is bound by the ALJ's findings of facts and conclusions of law, but has the discretion to decide the appropriate punishment within the proper tier found by the ALJ. If the decision concludes the student did not commit the alleged offense, DCPS is bound by that decision and cannot take further disciplinary action.

So if the ALJ recommends that a suspension be reduced to fewer days in his/her decision, the school can ignore that recommendation and still issue a longer suspension?

Yes, so long as a longer term suspension is permitted within the applicable Tier as decided by the ALJ, the school has that discretion.

What can a parent do if they disagree with the ultimate disciplinary action recommended by the school?

The parent can appeal the final notice of discipline to either OYE or the Chancellor within 5 school days of receiving the notice.



Disciplinary Responses to Student Behavior (DCPS Student Discipline Policy, DCMR Chapter 25)

Tier 1

Tier 1 behaviors are those behaviors that are insubordinate or cause minor disruptions to the academic environment but do not involve damage to school property or harm to self or others. Tier 1 behaviors result in classroom-level disciplinary responses that may be elevated to administrative response if they are not successfully abated by the teacher or the appropriate school-level committee.

Behavior	Disciplinary Response(s)
1.1 Refusal to present school-issued identification upon request	<ul style="list-style-type: none"> • Verbal redirection or reprimand • Teacher/student conference • Parental contact in writing or by phone • Teacher/Parent conference • Temporary Removal of Student from Classroom* • In-School Disciplinary Action* • Behavior contract • Other school-based consequences as approved by a person designated by the Chancellor
1.2 Attending class without required class materials or assigned work	
1.3 Off-task behaviors that demonstrate disengagement from classroom learning	
1.4 Behaviors that disrupt or interfere with classroom teaching and learning	
1.5 Unexcused lateness for school or class	
1.6 Inappropriate displays of affection	
1.7 Excessive noise in the classroom, hall, or building	
1.8 Running in the classroom, hall, or building	
1.9 Communication with staff and peers that is not polite, courteous, or respectful	
1.10 Directing profanity or obscene/offensive gestures toward peers	
1.11 Refusal to comply with reasonable staff instructions, or classroom of school rules	
1.12 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is insubordinate or causes minor disruption to the academic environment but does not involve damage to school property or harm to self or others	

*Definition included at the end of this document. Complete policy document (DCMR Chapter 25) is available on the DCPS website



Disciplinary Responses to Student Behavior (DCPS Student Discipline Policy, DCMR Chapter 25)

Tier 2

Tier 2 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others. Tier 2 behaviors result in school-based and administrative disciplinary responses.

Behavior	Disciplinary Response(s)
2.1. Using computer/office equipment without permission	<ul style="list-style-type: none"> • Verbal redirection/reprimand • Teacher/student conference or Administrator/student conference • Parental contact in writing or by phone • Administrator/parent conference • Temporary Removal of Student from Classroom* • In-School Disciplinary Action* • Behavior contract • Other school-based consequences as approved by a person designated by the Chancellor
2.2. Intentional misuse of school equipment/supplies/facilities	
2.3 Unauthorized use of portable electronic devices during school hours (e.g. mp3 players, cell phones)	
2.4 Noncompliance with an approved dress code ¹	
2.5 Leaving classroom without permission	
2.6 Unexcused absence from class	
2.7 Unauthorized presence in hallway during class time	
2.8 Unexcused absence from school ²	
2.9 Inappropriate or disruptive physical contact between students	
2.10 Directing profanity or obscene/offensive gestures toward staff	
2.11 Throwing objects that may cause injury or damage property	
2.12 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others	
2.13 Documented pattern of persistent Tier 1 behavior	

¹ In the case of non-compliance with an approved dress code or uniform policy, disciplinary actions are described in DCMR Chapter 24 Section B2408.16

² DCMR Chapter 21 (Attendance and Transfers) provides guidance about student attendance



Disciplinary Responses to Student Behavior (DCPS Student Discipline Policy, DCMR Chapter 25)

Tier 3

Tier 3 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause significant disruption to the academic environment or cause harm to self or others. In addition to lesser consequences, Tier 3 behaviors may result in either on-site or off-site Suspension.

Behavior	Disciplinary Response(s)
3.1 Inappropriate use of DCPS computer or network (restricted websites, offensive emails)	<ul style="list-style-type: none"> • Verbal redirection/reprimand • Teacher/student conference or Administrator/student conference • Parental contact (written or by phone) • Parent conference • Temporary Removal of Student from Classroom* • Behavior contract • In-School Disciplinary Action* • Grade reduction for academic dishonesty • On-site Short-Term Suspension* with provision of appropriate intervention services • Off-site Short-Term Suspension*, except in response to unexcused tardiness or absence • Off-site Medium-Term Suspension*, except in response to unexcused tardiness or absence
3.2 Sale or distribution of any item without authorization	
3.3 Possession or distribution of obscene or pornographic material on school premises	
3.4 Possession or use of tobacco	
3.5 Use of alcohol	
3.6 Use of marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia	
3.7 Unauthorized possession, use, or distribution of over-the-counter medication	
3.8 Verbal, written, or physical threat to person or property (including intimidating postures)	
3.9 Obscene, seriously offensive, or abusive language or gestures	
3.10 Causing disruption on school properties or at any DCPS-sponsored or supervised activity	
3.11 Gambling	
3.12 Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business, including derogatory sexual language	
3.13 Engaging in sexual acts on school premises or at school-related functions	
3.14 Leaving school without permission	
3.15 Academic dishonesty	

*Definition included at the end of this document. Complete policy document (DCMR Chapter 25) is available on the DCPS website



Disciplinary Responses to Student Behavior (DCPS Student Discipline Policy, DCMR Chapter 25)

Tier 3 (continued)

Behavior	Disciplinary Response(s)
3.16 Forgery	<ul style="list-style-type: none"> • Verbal redirection/reprimand • Teacher/student conference or Administrator/student conference • Parental contact (written or by phone) • Parent conference • Temporary Removal of Student from Classroom* • Behavior contract • In-School Disciplinary Action* • Grade reduction for academic dishonesty • On-site Short-Term Suspension* with provision of appropriate intervention services • Off-site Short-Term Suspension*, except in response to unexcused tardiness or absence <p>Off-site Medium-Term Suspension*, except in response to unexcused tardiness or absence</p>
3.17 Lying to or giving misleading information to school staff	
3.18 Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on internet or sending material electronically (via email or cell phone)	
3.19 Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs)	
3.20 Hazing	
3.21 Bullying, or using humiliating, or intimidating language or behavior including Internet bullying	
3.22 Possession of tools or instruments which school administrators deem could be used as weapons	
3.23 Engaging in reckless behavior that may cause harm to self or others	
3.24 Extortion	
3.25 Fighting where there is no injury and no weapon	
3.26 Trespassing	
3.27 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes significant disruption to the academic environment or causes harm to self or others	
3.28 Documented pattern of persistent Tier 2 behavior	

*Definition included at the end of this document. Complete policy document (DCMR Chapter 25) is available on the DCPS website



Disciplinary Responses to Student Behavior (DCPS Student Discipline Policy, DCMR Chapter 25)

Tier 4

Tier 4 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the school operation, destroy school property, or cause significant harm to self or others. Tier 4 behaviors result in off-site Suspension.

Behavior	Disciplinary Response(s)
4.1 Acts of vandalism, destruction of property, or graffiti (tagging)	<ul style="list-style-type: none"> • Off-site Short-Term Suspension*, except in response to unexcused tardiness or absence • Off-site Medium-Term Suspension*, except in response to unexcused tardiness or absence • Off-site Long-Term Suspension*, except in response to unexcused tardiness or absence
4.2 Documented theft of school or personal property without force	
4.3 Interfering with school authorities or participating a major disruption of the school’s operation	
4.4 Tampering with, changing, or altering an official record or document of a school	
4.5 Persistent Harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business	
4.6 Lewd or indecent public behavior or sexual misconduct	
4.7 Sexual harassment	
4.8 Retaliation for reporting harassment and sexual harassment	
4.9 Fighting which creates substantial risk of or results in minor injury	
4.10 Inciting others to violence or disruption	
4.11 Activating false alarm	
4.12 Contaminating food	
4.13 Possession of a weapon* or replica or imitation of a weapon (including water guns), other than weapons subject to the requirements of the Gun-Free Schools Act	
4.14 Using an article that is not normally considered a weapon to intimidate or threaten another individual	
4.15 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the school operation, destroys school property, or causes significant harm to self or others	
4.16 Documented pattern of persistent Tier 3 behavior	

*Definition included at the end of this document. Complete policy document (DCMR Chapter 25) is available on the DCPS website



Disciplinary Responses to Student Behavior (DCPS Student Discipline Policy, DCMR Chapter 25)

Tier 5

Tier 5 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that are illegal, cause significant disruption to the school operation, or cause substantial harm to self or others. Tier V behaviors result in off-site Suspension or Expulsion.

Behavior	Disciplinary Response(s)
5.1 Acts of Exceptional Misconduct at other schools	<ul style="list-style-type: none"> • Off-site Long-Term Suspension*, except in response to unexcused tardiness or absence • Expulsion*
5.2 Vandalism/destruction of property over \$500	
5.3 Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia	
5.4 Possession or distribution of alcohol	
5.5 Possession of drug paraphernalia or controlled substance, irrespective of the amount or type, pursuant to the criminal statutes of the District of Columbia, codified at D.C. Official Code § 48-1101 et seq. (2001)	
5.6 Causing serious disruption or damage to school’s computer systems, electronic files, or network	
5.7 Possession of fireworks or explosives	
5.8 Theft or attempted theft using force, coercion, intimidation or Threat of violence	
5.9 Assault/physical attack on student or staff	
5.10 Fighting which results in a serious physical injury	
5.11 Participating in group fight which has been planned, causes major disruption to school day or results in substantial bodily injury	
5.12 Using an article that is not normally considered a weapon to injure another individual	
5.13 Use, threatened use, or transfer of any weapon*	
5.14 Use, possession, or bringing to school a loaded or unloaded firearm, as defined in 18 U.S.C. § 921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns.	
5.15 Any behavior that violates the Gun Free School Act	
5.16 Deliberate acts that cause severe physical injury to another person (s)	

*Definition included at the end of this document. Complete policy document (DCMR Chapter 25) is available on the DCPS website



Disciplinary Responses to Student Behavior (DCPS Student Discipline Policy, DCMR Chapter 25)

Tier 5 (continued)

Behavior	Disciplinary Response(s)
5.17 Assault with a weapon	<ul style="list-style-type: none">• Off-site Long-Term Suspension*, except in response to unexcused tardiness or absence• Expulsion*
5.18 Commission or attempted commission of any act of sexual assault or sexual aggression	
5.19 Arson	
5.20 Biohazard	
5.21 Bomb threat	
5.22 Any other intentional use of violence, force, coercion, Threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of the D.C. Public Schools	
5.23 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is illegal, causes significant disruption to the school operation, or causes substantial harm to self or others	
5.24 Documented pattern of persistent Tier 4 behavior	

*Definition included at the end of this document. Complete policy document (DCMR Chapter 25) is available on the DCPS website



Disciplinary Responses to Student Behavior (DCPS Student Discipline Policy, DCMR Chapter 25)

Definitions of Disciplinary Responses

Temporary Removal of Student from Classroom – removal from the student’s classroom for less than half a school day, not to extend beyond the time of dismissal on the day of the disciplinary action. During any such removal, the student shall be supervised and provided with instructional materials.

In-School Disciplinary Action –disciplinary actions such as after-school detention, loss of privileges (including recess), exclusion from extracurricular activities, written reflection, conflict resolution, mediation, or similar actions of short duration that do not result in the student’s loss of academic instruction time.

Short-Term Suspension—on-site or off-site suspension for one (1) to five (5) school days for Secondary students or one (1) to three (3) school days for Elementary students).

Medium-Term Suspension—suspension for six (6) to ten (10) school days.

Long-Term Suspension—suspension for eleven (11) to ninety (90) school days.

Expulsion—the denial of the right of a student to attend any DCPS school or program, including all classes and school activities, except DCPS Alternative Educational Settings, for one (1) calendar year.

Weapons— Include, but not limited to: weapons enumerated in DC Official Code 22-4514 (2001); firearms, knives, martial arts devices, air gun, bb gun, paintball gun, mace, pepper spray, tear gas, explosives, slingshot, bullets, chemical weapon, razorblade, razor, other weapons or instruments designed to be or commonly used as weapons (chains, clubs, knuckles, night sticks, pipes, studded bracelets) and others as listed in Chapter 25 (found on DCPS website).

Notice of non-discrimination. In accordance with the D.C. Human Rights Act of 1977, as amended, D.C. Official Code §§ 2-1401.01 et seq. (Act), the District of Columbia does not discriminate on the basis of actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, or place of residence or business. Sexual harassment is a form of sex discrimination which is prohibited by the Act. In addition, harassment based on any of the above protected categories is prohibited by the Act. Discrimination in violation of the Act will not be tolerated. Violators will be subject to disciplinary action. The following office has been designated to handle inquiries regarding non-discrimination policies: Equal Employment Opportunity Office, District of Columbia Public Schools, 825 North Capitol Street, NE, Washington, DC 20002



Suspension/Expulsion Form

Date: _____ School Name: _____
 Time: _____ School Official: _____
 Student ID: _____ Student Grade: _____
 Student Name: _____ Student DOB: _____

Does the student have an IEP? Yes No
 → If yes, has a manifestation meeting been scheduled? Yes No
 Date: _____ Time: _____

Briefly describe the behavior warranting suspension or expulsion: _____

Select corresponding behavior on reverse side and enter behavior number here: _____
 → If persistent Tier 2 behavior, describe repeated behavior (include documentation for any pattern of misbehavior): _____

Has student been removed for emergency conditions in the school? Yes No

How many injuries, if any, resulted from this behavior? _____

Has the student previously been referred to the office for disciplinary reasons? Yes No
 → If yes, how many times? _____

Has the student been suspended previously this semester? Yes No
 → If yes, how many times? _____ (approval required if short term suspensions > 2)

- Indicate previous interventions employed to mitigate this behavior:
- | | |
|--|--|
| <input type="checkbox"/> Verbal redirection/reprimand | <input type="checkbox"/> Parent conference |
| <input type="checkbox"/> Teacher/administrator conference with student | <input type="checkbox"/> Behavior contract |
| <input type="checkbox"/> Parent contact | <input type="checkbox"/> Grade reduction for academic dishonesty |
| <input type="checkbox"/> Temporary removal from classroom | <input type="checkbox"/> Loss of privileges (including recess) |
| <input type="checkbox"/> After-school detention | <input type="checkbox"/> Written reflection |
| <input type="checkbox"/> Exclusion from extracurricular activities | <input type="checkbox"/> Mediation |
| <input type="checkbox"/> Conflict resolution | <input type="checkbox"/> Other: _____ |

- Indicate proposed disciplinary response:
- | | | |
|--|-------------------------------------|-------------------|
| <input type="checkbox"/> On-site short-term suspension | DAYS TO BE SERVED: _____ (1 to 5) | * |
| <input type="checkbox"/> Off-site short-term suspension | DAYS TO BE SERVED: _____ (1 to 5) | * |
| <input type="checkbox"/> Off-site medium-term suspension | DAYS TO BE SERVED: _____ (6 to 10) | Approval required |
| <input type="checkbox"/> Off-site long-term suspension | DAYS TO BE SERVED: _____ (11 to 90) | Approval required |
| <input type="checkbox"/> Expulsion | | Approval required |

* Notification required; Authorization required if student had 2 prior suspensions in the current semester.

Signature of Principal or designee: _____

UPON COMPLETION, SUBMIT THIS FORM BY FAX TO YOUR CLUSTER OFFICE AND TO THE OFFICE OF YOUTH ENGAGEMENT (202) 442-SS23.

FOR INSTRUCTIONAL SUPERINTENDENT/OFFICE OF YOUTH ENGAGEMENT			
Circle one:	Approved	Denied	Modified: _____
Authorizer Name:	_____		Signature: _____

TIER 3 BEHAVIORS

- 3.1 Academic dishonesty
- 3.2 Bullying, or using humiliating, or intimidating language or behavior including Internet bullying
- 3.3 Causing disruption on school properties or at any DCPS-sponsored or supervised activity
- 3.4 Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business, including derogatory sexual language
- 3.5 Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs)
- 3.6 Engaging in reckless behavior that may cause harm to self or others
- 3.7 Engaging in sexual acts on school premises or at school-related functions
- 3.8 Extortion
- 3.9 Fighting where there is no injury and no weapon
- 3.10 Forgery
- 3.11 Gambling
- 3.12 Hazing
- 3.13 Inappropriate use of DCPS computer or network (restricted websites, offensive emails)
- 3.14 Leaving school without permission
- 3.15 Lying to or giving misleading information to school staff
- 3.16 Obscene, seriously offensive, or abusive language or gestures
- 3.17 Possession of tools or instruments which school administrators deem could be used as weapons
- 3.18 Possession or distribution of obscene or pornographic material on school premises
- 3.19 Possession or use of tobacco
- 3.20 Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on internet or sending material electronically (via email or cell phone)
- 3.21 Sale or distribution of any item without authorization
- 3.22 Trespassing
- 3.23 Unauthorized possession, use, or distribution of over-the-counter medication
- 3.24 Use of alcohol
- 3.25 Use of marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia
- 3.26 Verbal, written, or physical threat to person or property (including intimidating postures)
- 3.27 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes significant disruption to the academic environment or causes harm to self or others
- 3.28 Documented pattern of persistent Tier 2 behavior

TIER 4 BEHAVIORS

- 4.1 Activating false alarm
- 4.2 Acts of vandalism, destruction of property, or graffiti (tagging)
- 4.3 Contaminating food
- 4.4 Documented theft of school or personal property without force
- 4.5 Fighting which creates substantial risk of or results in minor injury
- 4.6 Inciting others to violence or disruption
- 4.7 Interfering with school authorities or participating a major disruption of the school's operation
- 4.8 Lewd or indecent public behavior or sexual misconduct
- 4.9 Persistent Harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business
- 4.10 Possession of a weapon* or replica or imitation of a weapon (including water guns), other than weapons subject to the requirements of the Gun-Free Schools Act
- 4.11 Retaliation for reporting harassment and sexual harassment
- 4.12 Sexual harassment
- 4.13 Tampering with, changing, or altering an official record or document of a school
- 4.14 Using an article that is not normally considered a weapon to intimidate or threaten another individual
- 4.15 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the school operation, destroys school property, or causes significant harm to self or others
- 4.16 Documented pattern of persistent Tier 3 behavior

TIER 5 BEHAVIORS

- 5.1 Acts of Exceptional Misconduct at other schools
- 5.2 Any behavior that violates the Gun Free School Act
- 5.3 Arson
- 5.4 Assault with a weapon
- 5.5 Assault/physical attack on student or staff
- 5.6 Biohazard
- 5.7 Bomb threat
- 5.8 Causing serious disruption or damage to school's computer systems, electronic files, or network
- 5.9 Commission or attempted commission of any act of sexual assault or sexual aggression
- 5.10 Fighting which results in a serious physical injury
- 5.11 Participating in group fight which has been planned, causes major disruption to school day or results in substantial bodily injury
- 5.12 Possession of drug paraphernalia or controlled substance, irrespective of the amount or type, pursuant to the criminal statutes of the District of Columbia, codified at D.C. Official Code § 48-1101 et seq. (2001)
- 5.13 Possession of fireworks or explosives
- 5.14 Possession or distribution of alcohol
- 5.15 Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia
- 5.16 Theft or attempted theft using force, coercion, intimidation or Threat of violence
- 5.17 Use, possession, or bringing to school a loaded or unloaded firearm, as defined in 18 U.S.C. § 921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns.
- 5.18 Use, threatened use, or transfer of any weapon*
- 5.19 Using an article that is not normally considered a weapon to injure another individual
- 5.20 Vandalism/destruction of property over \$500
- 5.21 Any other intentional use of violence, force, coercion, Threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of the D.C. Public Schools
- 5.22 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is illegal, causes significant disruption to the school operation, or causes substantial harm to self or others
- 5.23 Documented pattern of persistent Tier 4 behavior



Notification of Disciplinary Action

Date: _____
Student ID: _____
Student Name: _____

School Name: _____
School Official: _____
Student Grade: _____

Result of verbal notification:

- Student is being picked-up by a parent or guardian (under age 14) OR
- Parent/Guardian has been contacted; the student is allowed to leave school grounds (age 14 & over)
Name of person contacted: _____ Time contacted: _____ OR
- Parent/Guardian could not be contacted; the student is staying on school grounds until end of the day

Dear _____,

Because of the behavior described below, I held a conference with your student to determine the appropriate consequence. My decision is as follows:

- I am issuing your student an on-site short-term suspension for _____ days, beginning on ____/____/____ and ending on ____/____/____. The student should return to school on _____ accompanied by a parent or guardian.
- I am issuing your student an off-site short-term suspension for _____ days, beginning on ____/____/____ and ending on ____/____/____. The student should return to school on _____ accompanied by a parent or guardian.
- I am issuing your student an off-site medium-term suspension for _____ days, beginning on ____/____/____ and ending on ____/____/____. The student should return to school on _____ accompanied by a parent or guardian.
- I am proposing an off-site long-term suspension for _____ days. You will be contacted to schedule a hearing. Your student should:
 - Return to school tomorrow
 - Remain at home; we will provide a work packet
- I am proposing expulsion. You will be contacted to schedule a hearing. Your student should:
 - Return to school tomorrow
 - Remain at home; we will provide a work packet

Your student broke the following rule: _____

A description of the incident is as follows: _____



Important Information

You have the right to examine your student's records and any official report of the incident prior to the imposition of this disciplinary action.

Appeals

- **Short-term (on-site and off-site) suspensions** may be appealed to the school's Principal.
- **Medium-term suspensions** may be appealed to the school's Instructional Superintendent.

All appeals must be made either orally or in writing no later than two days after receiving this notice and may be made prior to receiving this notice. Appeals made orally shall be put in writing by the DCPS employee receiving the request. Appeals may be made by telephone if necessary due to health, work or childcare. The student or parent may present evidence and ask witnesses to speak. The Principal or Instructional Superintendent will make a final decision within one (1) school day of the conference.

Hearings

- In the case of **long-term suspensions and expulsions**, you will be contacted by the Office of Youth Engagement to schedule a hearing.

Hearings will be held within four days of your receiving this notice. After being contacted by the Office of Youth Engagement, you will receive a written notice indicating the date, time and location of the hearing. If necessary, you may postpone a hearing up to five days in order to prepare or accommodate the schedules of necessary parties. Hearings are closed to the public, but you may request an open hearing. The student is entitled to have a representative or legal counsel, though it is not required. The student (or parent or representative) may question any witness or documentary evidence. You may present any testimony or documentary evidence and call witnesses relevant to the case, including any school officials involved. A hearing officer will conduct the hearing in a fair and orderly manner and submit his or her recommendation to the Instructional Superintendent (in the case of long-term suspensions) or the head of the Office of Youth Engagement within one day.

For additional information on hearings, contact Yvonne Martin in the Office of Youth Engagement at 202-442-5557. Full listing of procedures regarding disciplinary actions are outline in Chapter 25 in DC Municipal Regulations, available on the DCPS website.

Mail this record – in its entirety – to the parent by email, certified mail or hand-delivered mail with a signature no later than 1 school day after the decision to suspend or expel has been finalized.

Notice of non-discrimination. In accordance with the D.C. Human Rights Act of 1977, as amended, D.C. Official Code §§ 2-1401.01 et seq. (Act), the District of Columbia does not discriminate on the basis of actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, or place of residence or business. Sexual harassment is a form of sex discrimination which is prohibited by the Act. In addition, harassment based on any of the above protected categories is prohibited by the Act. Discrimination in violation of the Act will not be tolerated. Violators will be subject to disciplinary action. The following office has been designated to handle inquiries regarding non-discrimination policies: Equal Employment Opportunity Office, District of Columbia Public Schools, 825 North Capitol Street, NE, Washington, DC 20002.



DISTRICT OF COLUMBIA

Welcome Back Plan

School Personnel Completing Form: _____ Position: _____

Today's date: ____ / ____ / ____ School: _____
Month Day Year

Student Name: _____ Date of birth: ____ / ____ / ____ Grade level: _____

Address: _____

Home Telephone: _____ Cell Telephone: _____

E-mail address: _____

Parent/Guardian Name: _____ Home Telephone: _____

Cell Telephone: _____ E-mail address: _____

Summary of Re-Entry Conference

Present at conference: _____

Student Goals: _____

How will we support student toward these goals? _____

School personnel involved to help student accomplish goals: _____

How will parent/guardian support student? _____

Student services involved: Yes/No

Other agencies/services involved: School psychologist / Social worker/ Attendance counsellor

Other: _____

Signature of Student: _____ Date: _____

Signature of Parent: _____ Date: _____

Signature of School Administrator: _____ Date: _____



PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Student Rights & Responsibilities Handbook

2013-2014

REVISED SEPTEMBER 2013



Welcome

Dear Students, Parents and Guardians,

Prince George's County Public Schools serves over 124,000 students. The school system offers broad and varied academic programs to ensure every student excels under the guidance of talented, caring and committed staff members. From pre-schoolers learning the alphabet to high school seniors taking Advanced Placement courses and awaiting college acceptance, and for every grade in between, Prince George's County Public Schools is committed to serving the academic needs of each and every student. We are equally committed to preparing our students to be college and/or career ready upon graduation.

Students, make a decision to give 100% in class every day and be guided by respect, responsibility, reliability, honesty and integrity. These principles are the foundation for students' success in Prince George's County Public Schools.

As your child's first teacher and our partner in education, we encourage parents and guardians to continue an active role in their child's academics by visiting the school on a regular basis, supporting our teachers' educational process, participating with the Parent-Teacher Association (PTA) and volunteering in a classroom or within the school. Your consistent support and active involvement increases your child's academic experience and allows you to celebrate each and every success your child achieves in Prince George's County Public Schools.

To ensure students continue to learn in a safe and supportive environment, we have developed the Student Rights and Responsibilities Handbook. This handbook is designed to outline the expectations for students and parents/guardians, as well as the procedures to teach students decision-making and problem-solving skills, along with consistently applying rules, expectations and discipline in our schools.

Please review the contents of this handbook with your child and make sure they are aware of the opportunities and their rights and responsibilities as a member of the Prince George's County Public Schools' community.

With the support of students, parents and guardians – along with the continued dedication of teachers and staff – PGCPs will continue to soar and reach great heights for student success.

Together, we will have a great year!

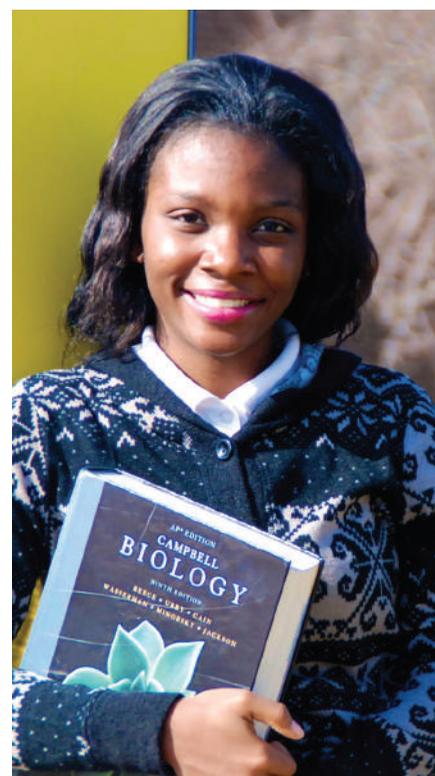


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PRINCE GEORGE'S COUNTY BOARD OF EDUCATION

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SECTION 1

HANDBOOK INTRODUCTION
COLLEGE AND CAREER READY
RESOURCES FOR STUDENTS &
FAMILIES

Handbook

Introduction

Under the esteemed leadership of the Board of Education, PGCPs is committed to graduating all students to be college and/or career ready. This is achieved through fostering positive, nurturing and engaging learning environments.

We aim to equip our students with the knowledge, skills and resources to compete on a global level. We are also committed to maintaining a safe school environment for students and teachers.

Good discipline is essential to academic success; however, good discipline is not something that just happens. Discipline – like mathematics and reading – must be taught. We believe that it is possible to maintain disciplined, productive learning environments without excluding students from school except in the most severe instances. Four words provide the recipe for discipline in PGCPs: Prevention, Intervention and Progressive Discipline. Utilizing a common sense, age-appropriate, 5-phase discipline approach, school environments will thrive. As discipline improves, academic performance improves.

This handbook provides a framework for academic standards and positive student behavior. The contents promote positive, supportive and inclusive learning environments



that maximize students' academic achievement and minimize students' behavior issues. It explains the expectations, rights and responsibilities of all members of the school community. The handbook creates a structure where students, parents and teachers forge education partnerships and relationships critical to students' success.

Application of the Handbook/ Code of Student Conduct

This handbook and its contents are in effect during regularly scheduled school hours, as well as at other times and places, including school sponsored events, field trips and athletic functions where school administrators have authority over students or the behavior has a direct effect on the order of the school.

HANDBOOK GOALS

Share policies, procedures and best practices to ensure that students and parents understand and support our goal of academic excellence and a high quality education for all students.

Share expectations of respectful and responsible behaviors based on age, developmental level and needs of the student and school community.

Share school and community resources for students, parents and families.

Identify levels of responses and interventions regarding student behavior.

Provide the student appeals process and procedures.

NOTE: Developing world class students and guiding student behavior are the cornerstones of this handbook. Students, please read and retain. Parents, please read and discuss with your child and members of your community. Teachers and administrators, please discuss the contents with your students and use this handbook as a guide for maintaining a positive learning environment. Community members, please read and share the information as you engage with your neighbors, family and friends. Working together, our students will benefit and soar to greatness.

College and Career Ready

College Ready... Career Ready... Life Ready...

The College and Career Ready Program oversees all the programs and student opportunities for students that support their readiness for successful entry into a college and/or a career. This webpage at www1.pgcps.org/collegecareer is designed to help students and parents (and staff as well) navigate through the wealth of information about getting prepared for college.

It includes information on our district programs and opportunities for students as well as the regional and national information sites that will give all our students what they need to know to be successful!

Content includes:

- Graduation Requirements
- Specialty Programs
- Testing
- Careers
- Colleges
- Academic Support
- NCAA Academic Eligibility Standards
- Homework Help Sites
- Test Prep – SAT/PSAT/ACT/AP

Scholarships Database

PGCPS is committed to preparing students for college and the world of work. The scholarship link on the student section at pgcps.org provides a database of regional, state and national scholarships from a variety of public and private sources. Deadlines and application requirements are included for each scholarship. Information regarding internships, career and summer opportunities is also available.



Resources for Students and Families

SchoolMax Family Portal

PGCPS uses the SchoolMax Student Information System to manage student data. The Family Portal allows students and parents/guardians to log in from any computer and view information, including attendance records, assignments, grades and discipline records.

To Sign In, Visit:

www.pgcps.org/parents/ and click on "SchoolMax Family Portal" on the left.

School Closings Information

e-Alerts: Sign up for emergency notifications by email or text by visiting the homepage and clicking on the "E-ALERTS" button.

Homepage: www.pgcps.org

PGCPS Twitter: <http://twitter.com/pgcps>

PGCPS Facebook:

www.facebook.com/pgcps

School Status Line:

301-952-6000, option 1

PGCTV (96 Comcast and 38 Verizon)

Frequently Called PGCPS Numbers

Area 1 Office..... 301-808-8150
Area 2 Office..... 301-669-6060
High School Performance..... 301-669-6000

Board of Education Office..... 301-952-6115
Constituent Services..... 301-952-6378
Early Childhood Programs..... 301-808-2707
ESOL Office..... 301-445-8450
Fingerprinting..... 301-952-6775
Food & Nutrition Services..... 301-952-6580
GED..... 301-322-0891
Head Start 301-408-7100
Health Services 301-749-4722
Home & Hospital Teaching 301-567-8642
Homeless Education..... 301-925-2482
International Guidance 301-445-8460
Pupil Accounting &
School Boundaries 301-952-6300
Pupil Services..... 301-952-6374
Special Education..... 301-618-8300
Student Appeals 301-952-6195
Student Records & Transfers ... 301-567-8751
Student Service-Learning..... 301-808-5956
Transportation 301-952-6570

COMMUNITY RESOURCES

Community Crisis Hotline
1-800-422-0009

Department of Social Services
301-909-7000

Emergency Financial Assistance
301-909-2000

Emergency Food Assistance
301-909-6343

Gang Reference Card (warning signs) & Addressing Gang Crime
1-800-421-9779

Health Department
301-583-5920

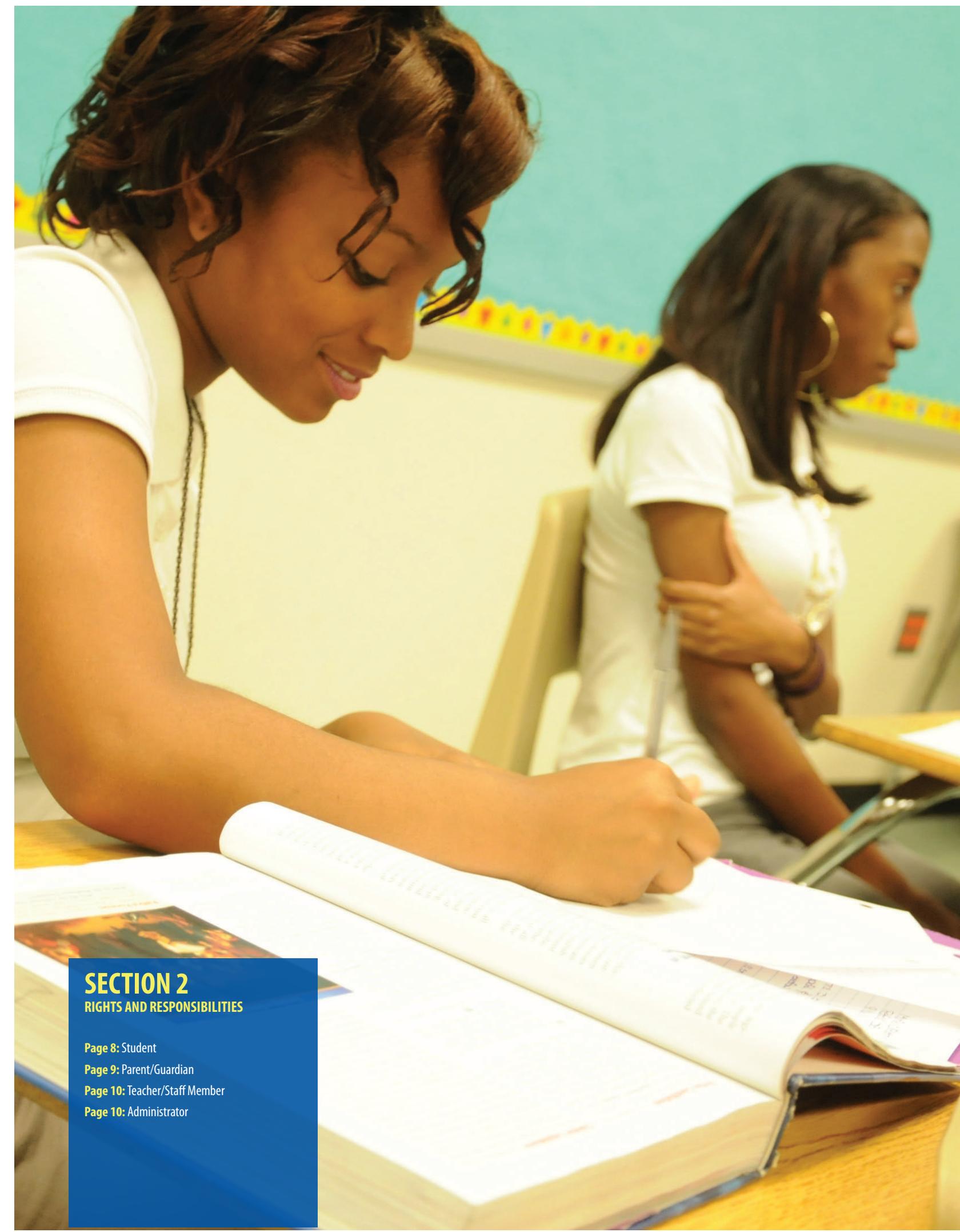
Home Disaster Assistance
240-619-9400

Homeless Hotline
1-888-731-0999

Neediest Kids Program
301-567-5702

Student Tip Line
240-423-2611

Suicide Hotline
301-864-7130



SECTION 2
RIGHTS AND RESPONSIBILITIES

Page 8: Student

Page 9: Parent/Guardian

Page 10: Teacher/Staff Member

Page 10: Administrator

Student Rights and Responsibilities

PGCPS respects the rights of students to be treated equally and fairly to ensure that no student is discriminated against based on race, color, sex, age, national origin, religion, sexual orientation, or disability in the areas of freedom of expression, procedural and due process, personal rights and access to school programs.

RIGHTS

- A free public education subject to provisions of state law and the bylaws, rules and regulations of the Maryland State Board of Education and the Board of Education of Prince George's County.
- An education in a learning environment that is safe, drug-free and conducive to learning where high standards are stressed.
- Enjoy meaningful freedom of speech, press, assembly and religion.
- Due process for academic, attendance and disciplinary measures, as well as other issues which could impact the student's ability to receive a free and appropriate education.
- Inspect, review and seek to amend educational records.
- Access to prevention and intervention programs.



RESPONSIBILITIES

- Maintain a safe and orderly school environment conducive to teaching and learning.
- Know and obey all county and school rules and regulations relating to student conduct and achievement.
- Come to school on time and ready to learn each day.
- Present the school with a parent/guardian note for absences.
- Work to your fullest potential in all academic and extracurricular activities.
- Respect school authority, which includes not only obeying school rules and regulations, but also conforming to the laws of the community, state and nation.
- Obey all instructions from all school employees in a positive and respectful manner.
- Dress in accordance with the dress code for school and school functions.
- Utilize school resources to develop appropriate problem solving skills.
- Ask questions to ensure understanding.
- Accept responsibility for actions.



- Maintain and uphold the highest standards of conduct, demeanor and sportsmanship during extracurricular events.
- Reflect respect and consideration for the personal and property rights of others and understand the need for cooperation with all members of the school community.
- Bring to school only those items and materials which are appropriate for the instructional program.

Parent/Guardian Rights and Responsibilities

PGCPS respects the rights of parents/guardians to be treated equally and fairly to ensure that no parent/guardian is discriminated against based on race, color, sex, age, national origin, religion, sexual orientation, or disability in the areas of freedom of expression, procedural and due process, personal rights and access to school programs.

RIGHTS

- Visit schools and classes at times that respect the educational environment.
- Accept responsibility for actions.
- Be treated with courtesy by all members of the school staff.
- Be informed of all services in special education.
- Organize and participate in organizations for parents.
- Be informed of academic requirements of any school program.
- Request a conference to (1) inspect their child's cumulative record or (2) make corrections in conformity with Administrative Procedure 5125 and current state and federal governments guidelines. Participate in meaningful parent-teacher conferences to discuss their child's school progress and welfare.



- Be informed of approved procedures for seeking changes in school policies and for appealing administrative procedures.

- Expect reasonable protection for their child from physical harm while under school authority.

- Be informed of school policies and administrative decisions.

RESPONSIBILITIES

- Provide proof of a bona fide residence in Prince George's County.
- Provide required immunizations documents to the school system.
- During kindergarten or first grade registration, provide the school system with proof of the child's age.
- Notify the school whenever child is absent.*

- Ensure child (5-18 years old) attends school regularly.**
- Assume primary responsibility for the discipline of the child.
- Model cooperation with school and transportation personnel.
- Respond to school personnel requests for information and meetings.



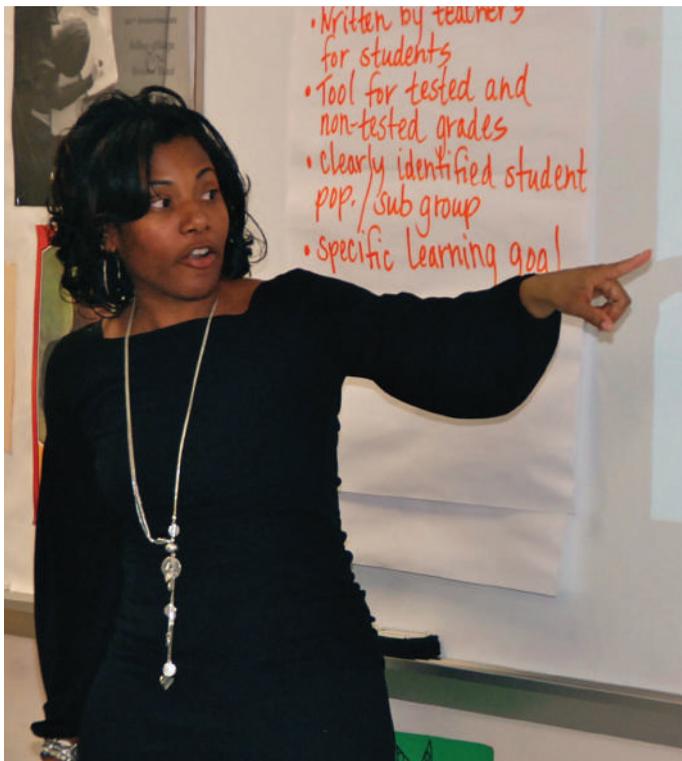
*COMAR 13A.08.01, (Administrative Procedure 5113). 2015 - 2018, **Comply with compulsory attendance law for their child (Annotated Code of Maryland Article, Section 7-301), Administrative Procedure 5113

Teacher/Staff Member Responsibilities

PGCPS respects the rights of teachers/staff members to be treated equally and fairly to ensure that no teacher or staff member is discriminated against based on race, color, sex, age, national origin, religion, sexual orientation, or disability in the areas of freedom of expression, procedural and due process, personal rights and access to school programs.

RESPONSIBILITIES

- Be prepared to teach and provide quality instruction within the current curricular framework.
- Exhibit an attitude of respect for students that has a positive influence in helping students develop good citizenship traits.
- Remain knowledgeable about school policies and rules, and enforce them in a fair, impartial and consistent manner for all students.
- Communicate information regarding student progress and achievement on a regular and timely basis to students, parents and other involved professionals.
- Maintain an atmosphere that contributes to positive student behavior.
- Provide make-up work upon request for students with lawful absences, including those students on suspension.



- Develop and maintain a positive working relationship with students and staff.
- Strive to improve the quality of life throughout the school community.
- Maintain an environment of mutual respect and dignity.
- Encourage the use of appropriate counseling services.
- Report Bullying and Harassment.
- Communicate policies and expectations to students and parents, including: *course objectives and requirements, grading procedures, assignment deadlines and classroom discipline plans.*

Administrator Responsibilities

PGCPS respects the rights of administrators to be treated equally and fairly to ensure that no administrator is discriminated against based on race, color, sex, age, national origin, religion, sexual orientation, or disability in the areas of freedom of expression, procedural and due process, personal rights and access to school programs.

RESPONSIBILITIES

- Support teaching and learning by creating and maintaining a safe and orderly environment.
- Promote communication with all stakeholders and present opportunities for students, staff and parents to redress grievances.
- Enforce the Student Rights and Responsibilities Handbook and ensure the fair, consistent and prompt resolution of concerns and infractions.



- Evaluate instructional programs regularly and comprehensively.
- Support the development of and participation in appropriate extracurricular activities by students.



SECTION 3

GRADUATION REQUIREMENTS

Page 12

- + Maryland High School Core Requirements
- + Maryland High School Assessments (HSA)
- + Student Service-Learning

Graduation Requirements

MARYLAND HIGH SCHOOL CORE REQUIREMENTS

PGCPS requires students to complete a minimum of 21 credits in the following:

Core Subjects	Credits	Mandatory Courses
English	4.0	English 9,10,11,12
Math	3.0	Algebra I, Geometry, 1 Add'l Credit
Science	3.0	Biology, 2 courses with a lab
Social Studies	3.0	U.S History; Local, State, National Government and World History
Fine Arts	1.0	None Specified
Physical Education	0.5	Personal Fitness 1
Health	0.5	Health Issues
Technology Education	1.0	Foundations of Technology**
Completer and Electives	5	2 Credits of either*
Total	21	*4 Credits must be earned after Grade 11.

*World Language or American Sign Language (both credits must be in the same language per local requirements) and 3 credits in electives OR 5 credits OR 2 credits of Advanced Technology Education and 3 credits in electives OR 4-9 CTE credits plus electives OR complete (4-9 credits) a state approved Career and Technology Education (CTE) program and any remaining credits in electives.

**Schools with Project Lead the Way use the Principles of Engineering course.

Student Service-Learning

Student Service-Learning is a learning experience for students in grades 6 -12 that combines meaningful service to the community with curriculum-based learning.

Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning.

Only approved activities may qualify for service-learning credit. Students must complete the student verification form to receive credit.



MARYLAND HIGH SCHOOL ASSESSMENTS (HSA)

All students take the HSA after completing the appropriate course in the following areas:

HSA Subject Area	Required Passing Score
Algebra/Data Analysis	412
Biology	400
English 10	396
Government	Administration begins January 2014
Combined score of 1602 is passing as a graduation requirement	Effective entering 9th graders in the 2013-14 school year

Talk to your child's school counselor or the school-based Service-Learning Coordinator assigned to the school.

Student Service-Learning Hours are a graduation requirement. Students must earn a minimum of 75 service-learning hours.

However, 51 of the hours are included in the school's social studies and science curriculum. Therefore, 24 hours must be earned with an appropriate non-profit organization.



SECTION 4

STUDENT ATTENDANCE

Page 14

- + Student Attendance Policy
- + Lawful Absence
- + Unlawful Absence and/or Truancy

Student Attendance Policy

Student Attendance Policy

School achievement begins with regular attendance. Parents/guardians must ensure that all school-age children in their care are in school on time daily. Additionally, school personnel must communicate any attendance problems or concerns to parents/guardians in a timely manner. Parents are required to send documentation of student absence in the form of a written note.

Students Reporting Late To School

It is imperative for students to be on time at the beginning of the school day. The official school attendance documentation is recorded during this time. Schools are required to admit students to school regardless of the time they arrive. (However, students who arrive late to school must report first to the appropriate administrative office to obtain a late pass before being admitted to any classroom or other

area of the school). This pass must be shown to all of the student's teachers as the student reports to each class during the day, as well as to teachers of any missed classes during the next school day. If the student does not obtain and show the pass to all teachers, the tardy will be UNEXCUSED.

Additionally, for the tardiness to be excused, students are required to bring a note from the parent/guardian explaining the reason for the tardiness.

Lawful Absence

Absence from school, including absence for any portion of the day, shall be considered lawful only for the following reasons:

REASONS FOR LAWFUL ABSENCE

- Illness of the student. The principal shall require a physician's certificate from the parent/guardian of a student reported continuously absent for illness.
- Students should bring a note signed by a parent or guardian to excuse the absence and to also receive make-up work.
- Work approved or sponsored by the school, the local school system, or the State Department of Education, accepted by the Chief Executive Officer or the school principal, or their designees, as reason for excusing the student.
- Death in the immediate family
- Observance of a religious holiday
- Lack of authorized transportation (This shall not include students denied authorized transportation for disciplinary reasons.)
- Other emergency declared by the Chief Executive Officer
- State of emergency
- Suspension
- Court Summons

Unlawful Absence and/or Truancy

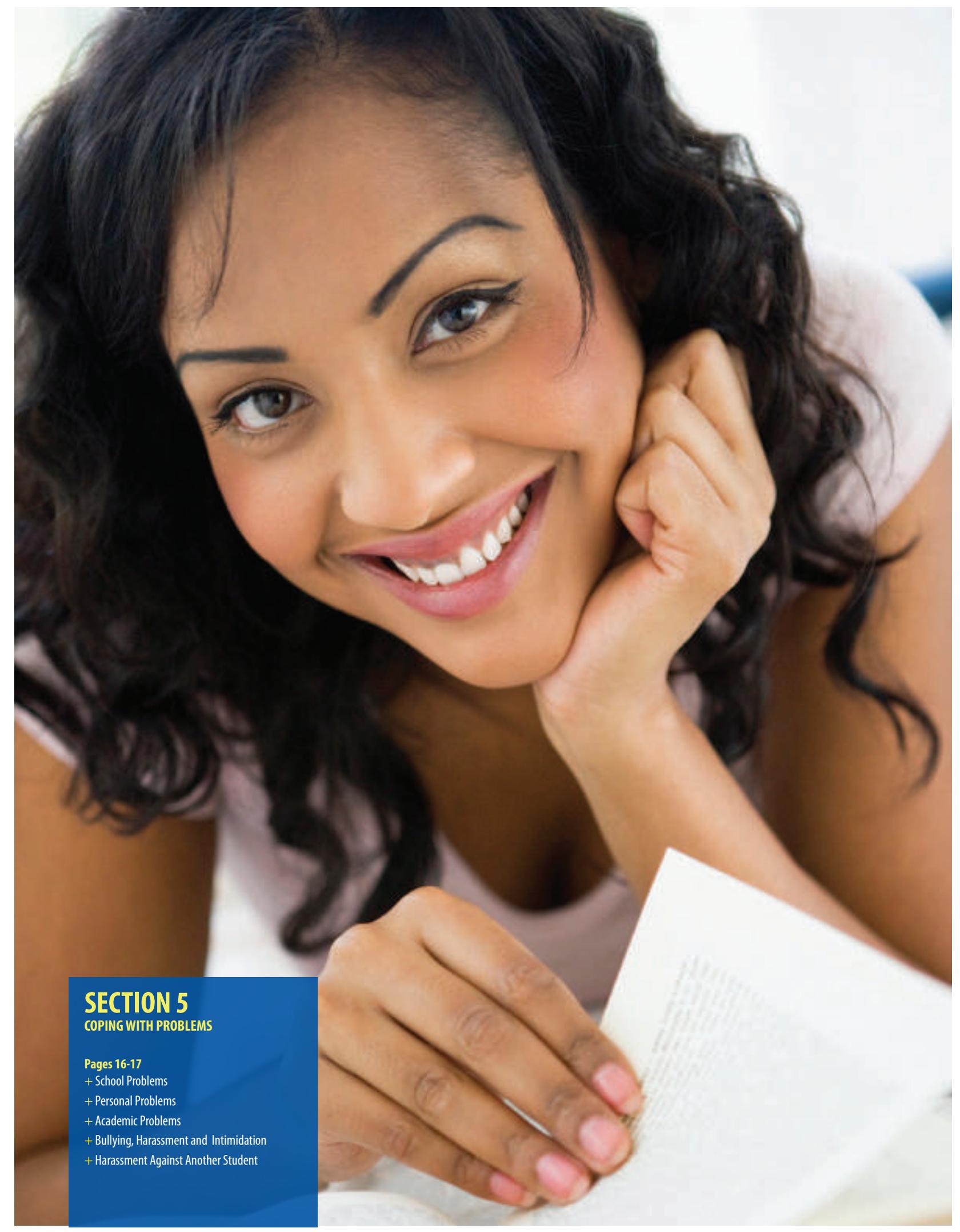
Unlawful absence and/or truancy is defined as the act of a pupil being absent from school for a day or any portion of a day from an individual class or any portion of a class for any reason other than those defined as lawful. Teachers are not required to provide make-up work for students when absences are unlawful.

Possible Responses for Parents/Guardians for Unlawful Absences of Students

By law, parents/guardians must ensure regular attendance for their school-aged children who are enrolled in the public schools. If a child has excessive unexcused absences, the parent/guardian may be convicted of a misdemeanor and imprisoned or fined by the courts. Additionally, any other adult who persuades or attempts to persuade a student to be unlawfully absent, or who harbors a child who is unlawfully absent, may also be convicted of a misdemeanor and imprisoned and/or fined.

POSSIBLE RESPONSES FOR STUDENTS WHO REGULARLY MISS SCHOOL

- Denial of opportunity to make-up class/homework assignments, tests and/or quizzes (for unlawful absences).
- Referral to Pupil Personnel Services for possible referral to court for violation of the compulsory attendance law or to Juvenile Services for intake services.
- Before and/or after school detention
- Behavioral probation
- Written contract
- In-school suspension
- Saturday School Program
- Removal of school privileges
- Reduction in grades or loss of credit
- Restriction of extracurricular activities
- Referral to an alternative educational program
- Referral to Attendance Committee



SECTION 5

COPING WITH PROBLEMS

Pages 16-17

- + School Problems
- + Personal Problems
- + Academic Problems
- + Bullying, Harassment and Intimidation
- + Harassment Against Another Student

School Problems

If you have a problem related to discipline, security, personal safety or vandalism, you should talk to:

- The nearest teacher, security or administrator when there is a discipline or security problem. Explain what happened and seek their guidance.
- Your teacher or counselor when you are having difficulty with subjects, making poor grades or need extra assistance.
- The counselor, psychologist, pupil personnel worker or social worker to learn ways to deal with problems so you will feel safe and gain the skills to deal with similar problems in the future.
- Always talk to your parent/guardian.



Personal Problems

For assistance with personal problems that may impact your school performance or your personal happiness, please discuss the problem with your parent/guardian.

Seek the assistance of the counselor or any adult that you are comfortable with at your school. They may lead you to resources within the school and/or community.

Talk to a peer. Many times fellow students are able to help with problems. Talk to the school administrators, or if available, staff in the Student Assistance Program.

Academic Problems

For assistance with an academic problem or grade, you should:

- Talk to your teacher when you are having difficulty with subjects, making poor grades or need extra assistance. The teacher may ask for a conference with you and/or your parent/guardian.
- Seek assistance from your counselor. They can help with finding a peer that can assist you.
- Discuss the academic concern with the assistant principal/principal.

ALTERNATIVE EDUCATION OPTIONS FOR SCHOOL COMPLETION

There are a variety of PGCPs programs to assist students who may need an alternative education option to overcome the challenges to learn, achieve at high academic levels and ultimately graduate.

There are alternative programs for students in grades 6-12 and alternative schools for recovery credit opportunities in grades 9-12. Programs include:

Alternative Academy Programs

Edgar Allan Poe Academy
Annapolis Road Academy
Green Valley Academy
Croom High School
Tall Oaks High School
Incarcerated Youth Program

Alternative School Programs

Community-Based Classroom
Crossland Evening High School
Northwestern Evening High School
Summer High School
Adolescent Single Parent Program

Bullying, Harassment and Intimidation

What Is Bullying, Harassment and Intimidation?

Bullying, harassment and intimidation are anti-social behaviors that are conducted with the intent to cause harm and are characterized by an imbalance of power. Bullying, harassment and intimidation is intentional conduct, including verbal, physical, or written conduct, or an intentional electronic communication, that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socio-economic status, familial status, or physical or mental ability or disability or



is threatening or seriously intimidating; and, occurs on school property, at a school activity or event, or on a school bus; or, substantially disrupts the orderly operation of a school.

Who Reports Allegations of Bullying, Harassment and Intimidation?

Anyone can report allegations of bullying, harassment and intimidation! Students,

parents, teachers, school administration and other staff, and school volunteers or the community-at-large may report.

How Do I Report?

All reports must be written using the Bullying, Harassment and Intimidation Form, which is available at all PGCPSS schools, on the PGCPSS website and

WHAT TO DO IF YOU ARE BULLIED

- Talk to your parent/guardian.
- Tell the bully to stop. Be firm and clear.
- Talk to your teacher(s) or counselor.
- Report to school administrator and/or Security Officer.
- Complete a school Bullying, Harassment and Intimidation Form.
- Don't respond or fight back. Two wrongs do not make a right!

in this handbook. Reports should be submitted to school administration or the administrative designee who will promptly and appropriately investigate consistent with due process rights, using the Bullying, Harassment and Intimidation Incident School Investigation Form within two school days after receipt of a Bullying, Harassment and Intimidation Reporting Form. (Administrative Procedure 5143 Bullying, Harassment and Intimidation).

Harassment Against Another Student

Any conduct that violates the policy on discrimination or harassment committed by any student of either sex against students is inappropriate behavior.

Students may seek guidance, support and/or advocacy in addressing matters related to discrimination or harassment. The Director of Student

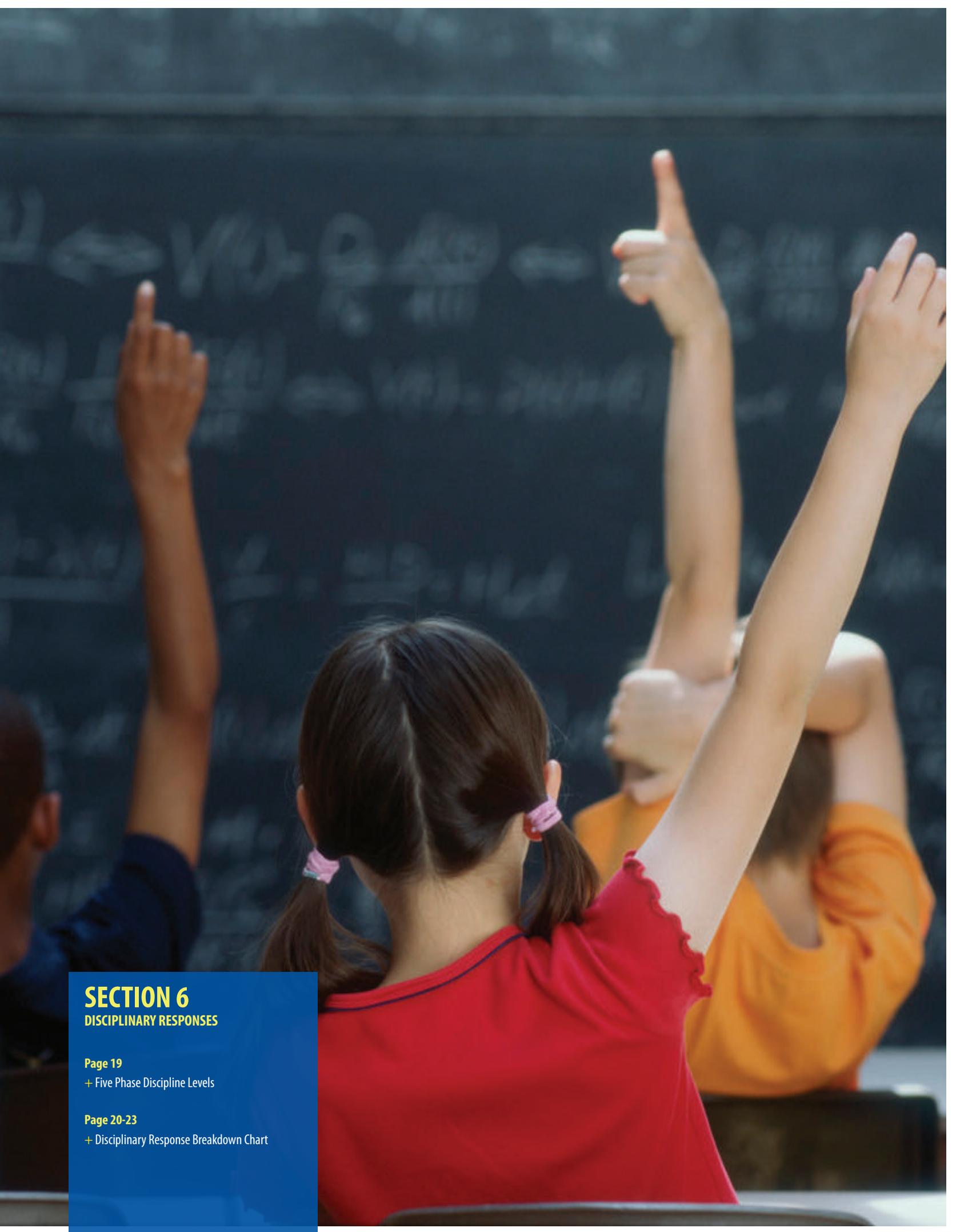
Engagement and School Support is available for these services, in addition to school staff.

Any student who is found to have violated the discrimination or harassment policy will be subject to disciplinary action by the Instructional Director, Principal or Assistant

Principal pursuant to the Student Rights and Responsibilities Handbook. Depending on the severity of the offense, such action could include, but not be limited to, counseling, or suspension.

REPORT A STUDENT BY DOING THE FOLLOWING:

- The report may be made verbally or in writing on the Bullying, Harassment and Intimidation Form.
- The report may be made to any staff member, who will assist the student in reporting the alleged discrimination or harassment to the principal or the Director of Student Engagement and School Support.
- Every complaint submitted to the Instructional Director, Principal or Assistant Principal must be reported to the Director of Student Engagement and School Support



SECTION 6

DISCIPLINARY RESPONSES

Page 19

+ Five Phase Discipline Levels

Page 20-23

+ Disciplinary Response Breakdown Chart

PGCPS CODE OF STUDENT CONDUCT: FIVE PHASE DISCIPLINE LEVELS

The Level of Responses and Interventions chart below is used to correct inappropriate behavior and actions of PGCPS students. If interventions are successful, a referral to the school administrator may not be necessary. These interventions aim to teach, correct and replace behaviors so students can learn and demonstrate safe and respectful behaviors. Staff members are encouraged to implement a variety of teaching and classroom management strategies.

Staff members are encouraged to implement various Level of Responses and Interventions with students at all times during regularly scheduled schools hours. In addition, this procedure applies while a student is located on or off school property during fields trips, school sponsored events, athletic functions, while being transported on PGCPS vehicles and during any other school related extracurricular activity.

Administrators are encouraged to use the lowest Level of Response, as long as one from the prescribed levels are also employed. Serious behaviors that are deemed harmful to the safe and orderly environment of the school will be addressed at the highest level.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>Response: These responses aim to teach correct and appropriate behavior so students can learn, act respectfully and contribute to a safe environment. The classroom teacher or counselor will correct the behavior of the student committing a minor offense. Teachers are encouraged to try a variety of teaching and classroom management strategies. This response is used when the student has no history of prior incidents.</p> <p>Interventions:</p> <ul style="list-style-type: none"> • Contact parent via telephone, e-mail or text message • Conduct a teacher or student conference • Correct and provide verbal redirection in the classroom • Establish the buddy teacher system (placing a student in temporary time out in another classroom) • Develop a daily behavior progress sheet • Take time with a student to reflect on the behavior or allow them to apologize • Remove classroom privileges from a student (does not include recess) • Reassign the student's classroom seat 	<p>Response: The administrator, pupil personnel worker or counselor will work with the student to correct the behavior of the student committing the violation. This level will be appropriate for incidents that are inappropriate and disruptive to the learning environment. These responses address the potential implications for future harm while keeping the student in school.</p> <p>Interventions:</p> <ul style="list-style-type: none"> • Change in schedule or class • Reprimand by appropriate administrator • Parent/guardian notification • Mentoring Program • Revision to IEP (for students with disabilities) • Loss of privileges • In-school suspension • Detention • Referral to Pupil Personnel Worker • Restitution • Restorative practice strategies • Conflict resolution and community conferencing • Develop 504 Plan • Assignment of work projects • Referral to community organizations • Referral to School Psychologist 	<p>Response: If a student disrupts the school environment and/or school-related activities, a short-term suspension of 1-5 days may be given by the principal to a student committing the violation because of the severity of the behavior. The duration of the short-term removal is to be limited as much as practicable while adequately addressing the behavior through the use of interventions and responses.</p> <p>Interventions:</p> <ul style="list-style-type: none"> • Notify Parent/Guardian • Referral to IEP team (students with disabilities) • Referral to Professional School Counselor • Revision to IEP (students with disabilities) as needed • Referral to Safe and Drug-Free Schools • Referral to Pupil Personnel Worker • Referral to School Instructional Team (SIT) • Referral to community organizations • Referral to Student Support Team (SST) • Develop/Revise Functional Behavioral Assessment • Assessment/Behavioral Intervention Plan • Referral to School Psychologist • Beautification Project • In-school suspension • Short-term suspension (1-5 days) 	<p>Response: Long-Term Suspension (6-10 days) and Extended Suspension (11-45 days) and/or referral to a Disciplinary Alternative Program – Appropriate for behavior that significantly disrupts the educational environment in the school, on the bus or at school activities and affects the safety of others. These responses focus on the safety of the school community and ending self-destructive and serious behaviors.</p> <p>Interventions:</p> <ul style="list-style-type: none"> • Notify parent/guardian • Functional Behavioral Assessment • Behavioral Intervention Plan • Community conferencing or mediation • Referral to community organizations • Referral to Safe and Drug-Free Schools • Referral to IEP team (students with disabilities) for manifestation determination • Alternative educational placement by Office of Appeals • Suspension Request (extended 11 days or more, up to 45 days) 	<p>Response: These responses involve the removal of a student from the school environment for extended time because of the severity of the behavior. A student may be expelled and/or referred to a Disciplinary Alternative Program for behavior that seriously disrupts the educational environment in the school, on the bus or at a school activity that affects the safety of others.</p> <p>Interventions:</p> <ul style="list-style-type: none"> • Behavioral Intervention Plan • Referral to community organizations • Referral to Safe and Drug-Free Schools • Referral to IEP team (students with disabilities) for manifestation determination • Alternative educational placement • Expulsion (to be considered in most extreme cases), 3 months middle school, high school remainder of semester and one additional semester

PGCPS CODE OF STUDENT CONDUCT: DISCIPLINARY RESPONSE PHASES

CHART KEY

The chart will identify common areas of behavior that result in a Level of Response by PGCPS.

Grade Levels

AG: All Grades
PK-5: Prekindergarten - Fifth Grades
6-12: Sixth through Twelfth Grades

Points of Contact

HD: Health Department
SE: Security
SA: Safe & Drug-Free Schools

Level of Response

1 | 2 | 3 | 4 | 5

PG: Police Department

DSS: Department of Social Services

DSESS: Department of Student Engagement and School Support

VIOLATION		GRADE LEVEL	LEVEL OF RESPONSE	POINT OF CONTACT
ACADEMIC	Dishonesty, cheating, plagiarism	AG	1 | 2	
ALCOHOL	Use and possession	AG	2 | 3 | 4 | 5	SE | SA | HD
	Distribution, selling to students	6-12	4 | 5	
ARSON OR FIRE		PK-5	2 | 3	SE
		6-12	3 | 4 | 5	
ATTACK (PHYSICAL)	Serious bodily injury to another student	PK-5 6-12	2 | 3 4 | 5	SE | PG
	Attack on PGCPS employee, unintentional physical contact with school personnel	PK-5 6-12	1 | 2 2 | 3	
	Attack on another student	PK-5 6-12	2 | 3 3 | 4	
	Attack on school personnel: physically attacking an employee or other adult, including striking a staff members who is intervening in a fight or other disruptive activity	PK-5 6-12	2 | 3 3 | 4	
	Attack on PGCPS employee causing serious bodily injury	PK-5 6-12	2 | 3 4 | 5	
BOMB THREAT		PK-5 6-12	2 | 3 3 | 4	SECURITY WILL FOLLOW BOMB THREAT POLICY
BULLYING	Minor harassment (e.g., unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them)	AG	1 | 2	DSESS
	Cyber bullying – Using information and communication technologies (e.g., email, mobile devices, text messages, instant messaging, defamatory personal websites, personal polling sites or a combination of these) to support deliberate repeated and hostile behavior by an individual or group with the intention of physically or psychologically intimidating others	AG	2 | 3 | 4	
	Serious bullying/harassment (e.g., persistent or long-term harassment)	AG	3 | 4	
	Hazing – An act that subjects to potential harm and is affiliated with initiation into a student organization or team. Hazing may involve an act committed against a student or a situation in which a student is coerced into committing an act.	AG	3 | 4	
CLASSROOM DISRUPTION OR DISRUPTION OF SCHOOL ENVIRONMENT	Talking out in class or talking out of turn; throwing objects; picking on, bothering or teasing other students; and other behavior that distracts from student learning	AG	1 2 3 1-3 DAYS MAXIMUM	

PGCPS CODE OF STUDENT CONDUCT: DISCIPLINARY RESPONSE PHASES

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VIOLATION	GRADE LEVEL	LEVEL OF RESPONSE	POINT OF CONTACT	
DESTRUCTION OF PROPERTY	Property valued below \$500	PK-5 6-12	1 2 3 2 3	SE
	Property valued above \$500	PK-5 6-12	2 | 3 3 | 4	SE
DISRESPECT TOWARDS OTHERS/INSUBORDINATION	Making inappropriate gestures, symbols or comments, or using profane or offensive language	AG	1 | 2 | 3 1-3 DAYS MAXIMUM	
	Using verbal insults or put-downs, or lying to, misleading or giving false information to school staff	AG	1 | 2 | 3 1-3 DAYS MAXIMUM	
	The refusal or willful failure to respond to or carry out a reasonable request by authorized school personnel	AG	1 | 2 | 3 1-3 DAYS MAXIMUM	
DRESS CODE	Failure to comply with dress code	AG	1 | 2	
DRUGS	Unauthorized use/possession of prescription drugs	AG	2 | 3 | 4 | 5	SA
	Use/possession of illegal drugs or paraphernalia including imitation or prescription (See pages 35 & 36)	AG	3 | 4 | 5	SA
	Unauthorized possession, use or distribution of over-the-counter medication	AG	3 | 4	SA
	Distribution or selling illegal drugs/prescription drugs	PK-5 6-12	3 | 4 4 | 5	SE | PG
FAILURE TO COME TO CLASS PREPARED		AG	1	
FAILURE TO WEAR IDENTIFICATION BADGE		AG	1	
FALSE ALARM		AG	3 | 4	SE
FIGHTING	Physical aggression with another student (e.g., shoving or pushing)	AG	1 | 2	SE
	Physical aggression with another student that results in minor injuries	AG	2 | 3	SE
	Fighting resulting in serious bodily injury	PK-5 6-12	2 | 3 4 | 5	SE | PG
FORGERY		AG	2	
GAMBLING	Gambling requiring the use of money or exchangeable goods	AG	2 3	SE

PGCPS CODE OF STUDENT CONDUCT: DISCIPLINARY RESPONSE PHASES

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VIOLATION	GRADE LEVEL	LEVEL OF RESPONSE	POINT OF CONTACT	
GROUP FIGHT	Group fight causing material disruption to the school day	AG	3 4	
	Group fight resulting in serious bodily injury	PK-5 6-12	2 | 3 4 | 5	SE
INCITING OTHERS TO VIOLENCE OR DISRUPTION	Directly instigating or prompting others to cause a disruption	AG	2 | 3	
INTERNET/ COMPUTER MISUSE	Any unauthorized or inappropriate use of technology related resources	PK-5 6-12	1 | 2 2 | 3 | 4	
EXPLOSIVES	Possession, use or distribution of explosives (does not include small fireworks)	PK-5 6-12	2 | 3 4 | 5	SE
POSSESSION OR USE OF WEAPONS OR INSTRUMENTS USED AS SUCH	Other weapons: possessing an implement that is likely to cause serious bodily harm, without intent to use.	PK-5 6-12	1 | 2 2 | 3 | 4 | 5	SE | PG
	Use or attempt to use weapon	PK-5 6-12	5 5	SE | PG
	Other guns: possessing a look-alike gun (e.g., water guns, toy guns)	PK-5 6-12	1 | 2 3 | 4	SE | PG
	Possessing an unloaded/inoperable non-firearm gun (e.g., pellet guns, BB guns)	PK-5 6-12	2 | 3 3 | 4	SE | PG
	Possessing an unloaded/operable non-firearm gun	PK-5 6-12	3 3 | 4	SE | PG
	Possessing firearms (e.g., hand guns)	PK-5 6-12	5 5	SE | PG
	SEXUAL MISCONDUCT	Sexual harassment (e.g., unwelcomed sexual advances; request for sexual favors; other inappropriate verbal, written or physical conduct of a sexual nature)	PK-5 6-12	1 | 2 | 3 2 | 3 | 4
	Sexual activity or sexual misconduct (e.g., indecent exposure, engaging in sexual activity, soliciting and sexting)	PK-5 6-12	2 | 3 3 | 4	SE
SEXUAL ATTACK	Intentionally engaging in a physical sexual attack on another	PK-5 6-12	3 4 5	SE PG DSS REFERRAL TO COUNSELING

PGCPS CODE OF STUDENT CONDUCT: DISCIPLINARY RESPONSE PHASES

CHART KEY

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VIOLATION		GRADE LEVEL	LEVEL OF RESPONSE	POINT OF CONTACT
SHAKEDOWN/ STRONG ARM/ EXTORTION	Using a threat (without a weapon) to get a person to turn over his property	PK-5 6-12	2 3 2 3	SE
	Using a threat (with a weapon) to get a person to turn over his property	PK-5 6-12	2 | 3 | 4 4 | 5	SE
THEFT	Theft below \$500	PK-5 6-12	2 2 | 3	
	Theft \$500 or more	PK-5 6-12	2 | 3 3 | 4	SE
THREAT	Written or verbal threat to a student	AG	1 | 2 | 3	
	Written or verbal threat to a PGCPS employee	PK-5 6-12	2 | 3 3 | 4	
TOBACCO USE		AG	1 | 2 | 3 1-3 DAYS MAXIMUM	SA
TRESPASSING		AG	2 | 3	SE
TRUANCY	Leaving class or area without school permission; unauthorized departure from school	AG	1 | 2	NOTIFY PARENTS AND FOLLOW APS113
	Persistent or excessive tardiness to class or school	AG	1 | 2	
	Loitering	AG	1 | 2	
	Class cutting	AG	1 | 2	
UNAUTHORIZED USE OF ELECTRONIC AND/OR PORTABLE COMMUNICATION DEVICES		AG	1 | 2	

Special Notes Concerning Suspensions

When the school seeks to suspend students with disabilities for more than ten days, the Individual Education Program (IEP)/504 team must meet within ten days of the student's removal from school. The purpose of this meeting is to determine whether or not the student's behavior was a manifestation of the student's disability. (Procedural Safeguards/ Parental Rights)

- If the IEP/504 team determines that the student's behavior is a manifestation of the student's disability, the student is returned to school immediately.
- If the IEP team determines that the conduct is not a manifestation of the student's disability, the student is subject to the regular discipline procedures explained herein. However, the school system is required to continue to provide the student with a free, appropriate, public education (FAPE).

For Students With IEPs

Regardless of whether the conduct is a manifestation of the disability, if the incident for which the student is being disciplined involves a dangerous weapon, a controlled dangerous substance or serious bodily injury, the school system can unilaterally place a special education student in an alternative education setting for up to 45 school days.

Educational Services While Suspended

Students with disabilities who are suspended must continue to receive educational services so as to enable the student to continue to participate in the general education curriculum and progress toward meeting the goals set out for the student in the IEP. The educational services should be documented on the Manifestation Determination Worksheet and explained to parent/guardian.

For Non-IEP Students

For general education students, it is the responsibility of the parent/guardian to contact the school and make arrangements for the receipt and return of all assignments. Teachers



have 48 hours to compile assignments after the request is made. In the case of long-term suspensions or extended suspensions, unless other arrangements are made, teachers are to give work in up to two-week increments, and students must complete and return the work to be graded and recorded.

Tests and Examinations

Principals may allow a student to take tests and examinations missed while on suspension if the quality of make-up work is such that a decision cannot be made as to whether or not a student should be awarded credit. A student temporarily returning to school or another location solely to take tests or examinations must be accompanied by his/her parent/guardian.

Conferences

Although the conference is held to resolve the status of the suspension of the student, it is not a legal proceeding or hearing. The conference allows an opportunity to exchange views regarding a student's well being, and at times may include discussion of confidential information pertinent only to the parties immediately affected by the information. While the overall record of a student should be considered, the determination of whether a student has committed the misconduct of which he/she is charged must be based solely on information that relates to the specific incident. At all levels, the student and parent/guardian have the right to be represented by legal counsel, provided the parent/guardian gives his/her verbal consent for such

Special Notes Concerning Suspensions

representation, or if absent, gives written consent for representation. If the student and parent/guardian are to be represented by legal counsel, prior notification of this fact shall be given to the Chief Executive Officer or his/her designated representative.

Participation at School and School-Related Activities: Suspended Students

Suspended students are not eligible to participate in any school functions or be on any Board of Education property for the entire period of their suspensions, except for attendance at previously scheduled appointments, and, if the student is a minor, only with the parent/guardian. This prohibition includes attendance at athletic events and other school-related activities.

Participation at School and School-Related Activities: Expelled Students

Students who have been expelled from school are not eligible to participate in any school functions or be on any Board of Education property for the duration of their expulsions, except for attendance at previously scheduled appointments, and, if the student is a minor, only with the parent/guardian. This prohibition includes attendance at athletic events and other school-related activities.

Students Currently Expelled from Another School System

A student who enrolls or attempts to enroll in Prince George's County Public Schools who has been expelled from another school system, or has been expelled from an alternative middle or high school, may be denied attendance for a length of time equal to the time the student has been so expelled.

Restitution

If a student damages, destroys or substantially decreases the value of school property or any personal possessions on school property while committing an offense of this Code or any other law or regulation, the principal may require the student or parent/guardian to make restitution. The following is applicable in all cases **except those which have**



been referred to the Department of Juvenile Services.

- The principal may require restitution through financial payment, a student work project at the school or an appropriate combination of these.
- If the principal orders financial restitution, the restitution amount is not to exceed the fair market value of the property.
- The maximum amount of financial restitution that may be ordered by the principal is \$2,500.
- Restitution payments must be paid directly to the school to repair or replace school property.

Search of Students

The principal, assistant principal, or school security staff may search a student. Additionally, a principal may designate, in writing, a teacher who may conduct searches while students are on a school-sponsored trip if he/she has a reasonable belief that a student has possession of an item, the possession of which is a criminal offense or a violation of other state law or PGCPSS rules or regulations.

Authorized personnel conducting a search of the student's person, possession, locker or assigned personal space will make a reasonable effort to inform the student prior to the search. Illegal items that are seized will be turned over to law enforcement personnel. All other items will be returned to the student or parent/guardian within a reasonable period of time.

Community Offenses

When a principal has confirmed that a student has been charged or indicted as an adult for a non-school crime, the principal may request an extended suspension for the student with approval from the Area Office. The Chief Executive Officer/designee must concur with the decision to request the extended suspension, and there must be reason to believe that the student's presence in school would create either:

- A clear and present danger to the student body; or
- A significant disruption to the educational environment.

If the Chief Executive Officer or his/her designated representative upholds the request for an extended suspension, the suspension shall continue until the case has been adjudicated by the appropriate judicial body. During the period of this suspension, the Chief Executive Officer or his/her designee may authorize an alternative educational program for the student during part or all of the period of suspension.

Make-Up Work

To ensure the continuation of a student's academic program, students are entitled to make up work within 48 hours when they are excluded from school because of a suspension. It is a parent's responsibility to make arrangements with the school to obtain make-up work; it is the student's responsibility to complete make-up work in a timely manner and return to the appropriate teacher. Teachers will collect, grade and record submitted work for credit.



SECTION 7
DISCIPLINARY RESPONSE TERMS

DISCIPLINARY RESPONSE TERMS

Discipline should be both corrective and instructive and designed to foster growth and understanding in the student. Appropriate responses to misbehavior are determined by the age and maturity of the student.

INTERVENTIONS AND STRATEGIES

While there are instances in which formal disciplinary measures must be used, teachers and administrators are encouraged to develop and utilize a variety of informal disciplinary and guidance strategies to maintain effective learning conditions. These strategies may include but are not limited to:

After-School/Extracurricular Activities

Revoking a student's right to participate in extracurricular activities, including sports and clubs.

Behavioral Intervention Plan

An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to offer positive behavioral interventions, strategies and supports. This plan is appropriate for students with and without disabilities.

Behavioral Probation

The principal or his/her designee may place any student who has been involved in an act of Level I, II, or III misconduct on behavioral probation in addition to, or instead of, suspension. School personnel must, however, perform an investigation of the situation; provide formal notice to the student and parent/guardian, and an opportunity for a parent/guardian conference. Behavioral probation should be for a definite period during which critical examination and evaluation of the student's progress is to take place.

Cafeteria Duty/In-School Work Detail

Students participate in a school-based activity that requires the student to spend time on a beautification project in the school or on school grounds.

Community Conferencing

Allows students, school staff and others involved in a conflict to discuss the conflict and to propose solutions.

Community Service

Allows students to participate in activities to serve and benefit the community. Examples include working at a soup kitchen, cleaning up public spaces, helping at a health facility, etc.

Conference

Involves students, parents, guardians, teachers, school staff and principals in discussion about student misbehavior and potential solutions that address social, academic and personal issues related to the behavior.

Conflict Resolution

Empowers students to take responsibility for peacefully resolving conflicts.

Detention Hall

The principal, or teacher upon approval by the principal, may establish a Detention Hall. The Detention Hall shall meet daily, or as needed, before or after regular school hours, with the time for each session determined by the administrator. The Detention Hall shall serve as an alternative to a suspension for students who have been involved in persistent minor Level I or Level II disciplinary infractions. The Detention Hall may be organized to serve the needs of each individual school.

Functional Behavior Assessment

Involves gathering information about students' inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a Behavioral Intervention Plan for the student.

Individualized Education Program (IEP) Teams

Includes groups of individuals who are responsible for identifying and evaluating students with disabilities; developing, reviewing and revising IEP's for students with disabilities, as well as developing, reviewing and revising Functional Behavior Assessments and Behavioral

Intervention Plans; and determining the placement of students with disabilities in a least restrictive environment.

In-School Suspension

In-school suspension is when the administrator determines that a student's conduct warrants removal from class but not the school building. The student may be placed in in-school suspension for a class period, a portion of the school day, or the whole school day, for a time not to exceed five consecutive days for a single offense.

Parent Outreach

Requires school staff to inform parents/guardians of their child's behavior and seek their assistance in correcting inappropriate or disruptive behavior. Outreach made in writing or by telephone is intended to make parents aware of the student's behavior, task completion and achievement, and can include a request for parents to accompany students to school for a portion of the day or all day.

Parent Shadowing

Involves parent/guardian participating in a shadowing experience by accompanying their child to class(es) for a specified period of time.

Police Contact or Report to Law Enforcement/Juvenile Justice System

Reporting a student to law enforcement or to the juvenile justice system. Schools must only refer a student to law enforcement when the immediate safety of the student and/or other school community members is threatened. This generally occurs in only the most serious and extreme acts of criminal activity. Parents/guardians must be immediately contacted.

DISCIPLINARY RESPONSE TERMS

Positive Behavior Intervention and Support Program (PBIS)

A program that uses data to enhance the capacity of schools to educate all students by developing research-based, school-wide and classroom discipline systems.

Peer Mediation

Conflict resolution techniques in which students help other students deal with and develop solutions to conflicts.

Referral to the Office of Safe and Drug-Free Schools

Occurs for behavior related to alcohol, tobacco and/or substance abuse.

Referral to School-Based Services

Referral to counselor, pupil personnel worker, health care provider or social worker. Sessions can be individual, can include family members or can be done in groups.

Reflective Essay

Students are assigned a writing activity to reflect on the behavior that disrupted the learning environment. The assignment requires the student to address the incident and identify ways to handle a like situation in the future.

Response to Intervention (RTI)

A multi-tier approach to the early identification and support of students with learning and behavior needs.

Saturday School

Requires students to attend school for a specified period on Saturday to complete academic assignments and/or participate in a school-based beautification project.

Schedule Adjustments

Requires a change in all or part of a student's schedule. School-based administrators will recommend options to meet the needs of individual students.

Student Instructional/Support Team

Usually consists of teachers, school principals, nurse, pupil personnel



worker, psychologists and external agency representatives who help develop prevention and intervention techniques and may recommend classroom instructional strategies or additional instructional supports to assist the child. The team will meet on a regular basis to monitor the child's progress and make additional

recommendations for interventions, if needed.

Temporary Removal from Class

Removing a student within the school building from his or her regular education program.

DISCIPLINARY RESPONSE TERMS

IN-SCHOOL SUSPENSION

In-school suspension is when the administrator determines that a student's conduct warrants removal from class but not the school building. The student may be placed in in-school suspension for a class period, a portion of the school day, or the whole school day, for a time not to exceed five consecutive days for a single offense.

SHORT-TERM SUSPENSION

A short-term suspension denies a student the right to attend school and to take part in any school function for a period of 1-5 days.

Review for a Short-Term Suspension

A review of a short-term suspension shall not serve to delay the suspension. A request for a review of a short-term suspension is accepted as evidence that the parent/guardian wishes further consideration of the results of the conference conducted by the principal or his/her designee and/or the circumstances of the student's conduct and suspension. If a parent wishes a formal review of the suspension, the parent is to contact the Pupil Personnel Worker to request the review. The Pupil Personnel Worker shall meet with the principal to review the circumstances of the suspension and, if appropriate, meet with the principal and parent together to resolve the request for a review.

LONG-TERM SUSPENSION

A long-term suspension denies a student the right to attend school and to take part in any school function for 6-10 days.

Review of Long-Term Suspension

A review of a long-term suspension shall not serve to delay the suspension. A request for a review of a long-term suspension is accepted as evidence that the parent/guardian wishes a formal review of the suspension, the parent is to contact the Pupil Personnel Worker to request the review. The Pupil Personnel Worker shall meet with the principal to review the circumstances of the suspension and, if appropriate, meet with the principal and parent together to resolve the request for a review.

Expungement of School Record (Suspension)

Parent/guardian will contact principal to make the request. The principal will make the determination regarding the removal or maintenance of the suspension documents in the student's record. If denied, the parent/guardian can request a review by the Area Office.

EXTENDED SUSPENSION

An extended suspension means the removal of a student from school for a period of more than ten days but not longer than 45 days for a Level IV consequence. The principal will request the extended suspension from the Chief Executive Officer/designee. A Pupil Personnel Worker (PPW) will meet with the student and parent/guardian within ten days of the student's removal from school. After the conference, the PPW will report their findings. If granted, notice of this decision must be in writing and must inform the parent/guardian of the charges and policy or policies violated. If the principal's request for extended suspension is not granted, the student will be returned to school and the principal or his/her designee will contact the parent/guardian to schedule an intake conference.

Appeal of Extended Suspension

A student who is suspended for more than ten school days may appeal the decision of the Chief Executive Officer or designee in writing to the Board of Education within ten days after the determination. After receipt of the written request for appeal, the Board's Hearing Examiner will conduct a hearing and issue findings of fact, conclusions of law and recommendation to the Board within five business days following the hearing. The parties may bring counsel and witnesses to the hearing. The appeal to the Board does not stay the decision of the Chief Executive Officer or designee. The Board will render its decision after review of the record and the findings of fact, conclusions of law and recommendation of the Hearing Examiner. Each party may file written exceptions to the Board of the Hearing Examiner's report within five business days following issuance of the Hearing Examiner's recommendation to the Board. The Board's decision will be rendered in writing.

EXPULSION

An expulsion from school denies a student the right to attend school and to take part in or attend any school function following expulsion, and the student shall not be readmitted to any regular school within Prince George's



DISCIPLINARY RESPONSE TERMS

County Public Schools. Special provisions will be made for middle and high school students to attend one of the Continuing Educational Opportunities offered by the system for the attainment of academic grades and credits.

Appeal of Expulsion

A student who is expelled may appeal the decision of the Chief Executive Officer or designee in writing to the Board of Education within ten days after the determination. (Administrative Procedure 5115, Student Appeals of Long-Term Suspensions and Expulsions)

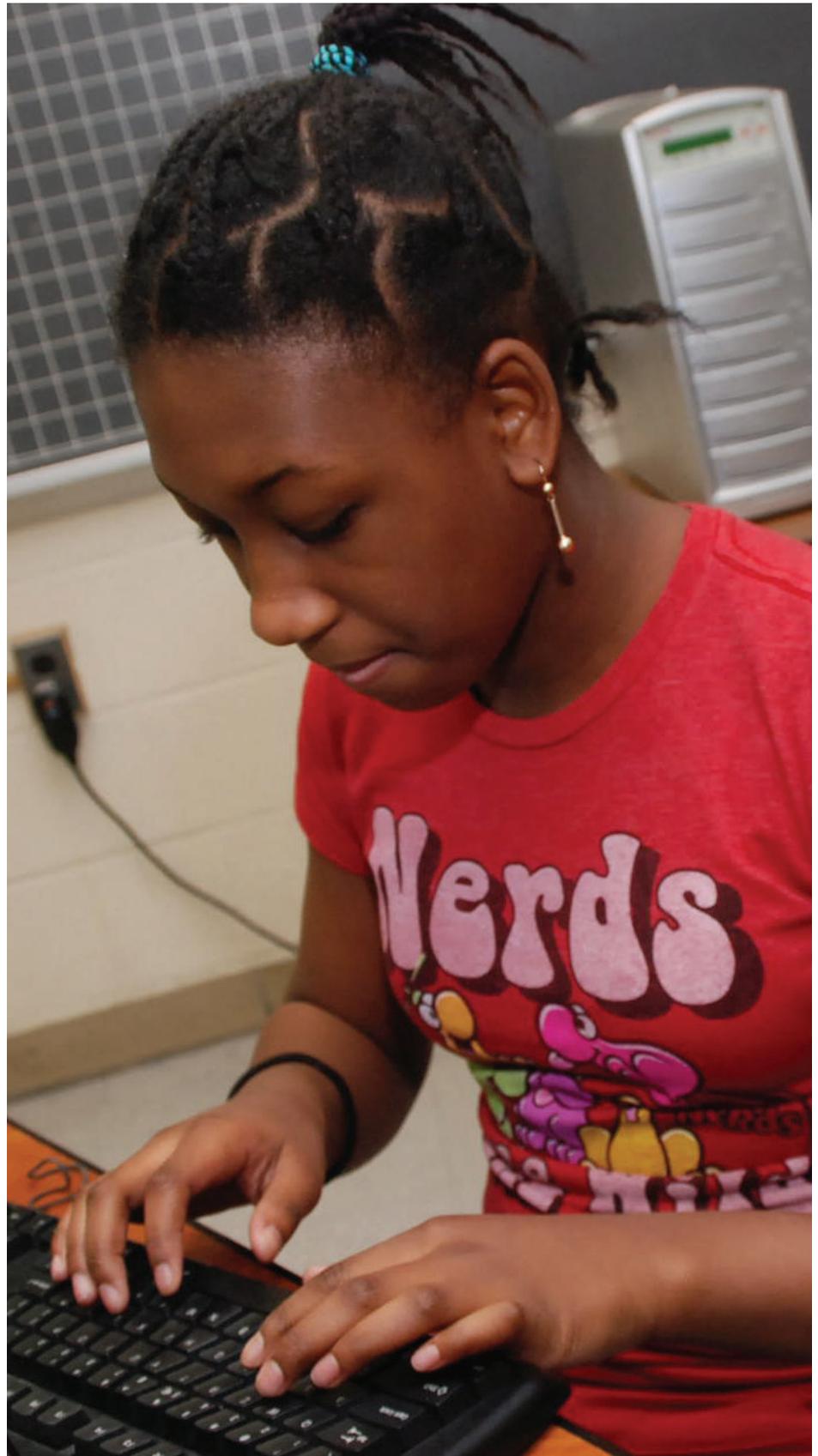
Readmission After Expulsion

To be readmitted to a regular school program after serving an expulsion, the student or the parent/guardian, acting for the student, may apply to the Chief Executive Officer Expulsion Review Board. If the student has not violated any of the criminal laws of the State of Maryland or any other jurisdiction during the period of expulsion, the Chief Executive Officer may readmit the student.

Length of Expulsion

Unless specified elsewhere in this document:

- For high school students, an expulsion shall not be rescinded prior to the remainder of the semester in which the infraction occurred and the entire next semester during which schools are in regular session. If the infraction by a high school student occurs during Summer School, the expulsion shall not be rescinded prior to the completion of the following two regular school semesters.
- For students in grades 7 and 8, the expulsion shall not be rescinded prior to three calendar months from the date of infraction during which the schools are in regular session.
- For students in grades 6 and under, an expulsion may be ordered for up to three calendar months from the date of infraction during which the schools are in regular session.





SECTION 8
TRANSPORTATION & BUS BEHAVIOR

TRANSPORTATION AND BUS BEHAVIOR

Riding the school bus is an integral part of the school day for many students, and directives in this Code apply fully to students when they ride the bus. Riding the bus is a privilege. This privilege may be temporarily denied or permanently revoked if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. School suspension is a possible option. Students are expected to observe the following rules for safety and courtesy on the bus.

DISCIPLINARY RESPONSES

Parents are responsible for the supervision and safety of students from home until they board the bus, as well as from the bus stop to home.

LEVEL 1

- Corrected by bus driver
- Seat change
- Student conference
- Parent conference
- Parent contact

LEVEL 2

- Administrative Referral
- Parent contact
- Parent/student conference
- Bus Behavior Contract

LEVEL 3

- Administrative Referral
- Possible restriction or suspension of school bus riding privileges
- Suspension of bus privileges
- Referral to Professional School Counselor
- Referral to Pupil Personnel Worker
- Short-term suspension

LEVEL 4

- Administrative Referral with request for long-term suspension/extended suspension
- Suspension of bus privileges
- Referral to Professional School Counselor
- Referral to Pupil Personnel Worker

BUS BEHAVIOR EXPECTATIONS

BUS STOP BEHAVIORS

- Wait in a quiet and orderly manner.
- Be aware, cautious and respectful of traffic.
- Respect private property.
- Avoid pushing.

BOARDING THE SCHOOL BUS

- Wait until the bus comes to a complete stop.
- Make sure the bus warning lights are activated before boarding.
- Board the bus when it is safe to do so.
- Avoid pushing and crowding.
- Upon entering the bus, go directly to an available or assigned seat and remain seated until the bus arrives at the school or your stop.

BUS BEHAVIORS

- Follow the instructions or directives of the bus driver.
- Do not eat or drink on the bus.
- Stay in your seat; keep aisles and exits clear.
- Keep your hands, arms, legs, head and other objects out of the bus window.
- Avoid the use of foul language or profanity.
- Be respectful of the rights and safety of others.
- Avoid the use of cell phones.

EXITING THE BUS

- Remain in your seat until the bus comes to a complete stop.
- Exit the bus in an orderly and prompt manner.
- Exit at your assigned bus stop.
- Use care when crossing a street controlled by bus warning lights.

VIOLATION	GRADE LEVEL	LEVEL OF RESPONSE
Damaging bus (vandalism)	AG	3
Eating or drinking on the bus	AG	1
Fighting on the bus causing minimal disruption	AG	3
Fighting on the bus causing substantial disruption	AG	4
Heads, arms, and/or legs out of bus windows	AG	1 | 2
Riding or attempting to ride unassigned bus without authorization	AG	1 | 2
Smoking/lighting matches/lighter	AG	1 | 2 | 3
Standing when seats are available	AG	1
Threatening the driver or attendant	PK-5 6-12	2 | 3 3 | 4
Throwing or shooting objects on the bus	AG	2 | 3
Throwing objects from the bus	AG	2 | 3 | 4
Too loud; too boisterous (talking or speaking)	AG	1
Using foul or abusive language	AG	2
Using unassigned bus stop without authorization	AG	1 | 2
Sexual Misconduct	PK-5 6-12	1 | 2 | 3 2 | 3 | 4



SECTION 9

POLICIES AND CODES

Page 34-37

- + Dress Code
- + Portable Communication Devices
- + Use of Technology
- + Social Media Use
- + Alcohol and Other Drugs
- + Tobacco and Tobacco Products
- + Possession or Use of Weapons
- + Gangs and Gang Activity

POLICIES AND CODES

SYSTEM-WIDE DRESS CODE

Students attending Prince George's County Public Schools should dress appropriately and in a way that is consistent with learning being a priority.

Head Dress

Head dress can be worn indoors for religious or health reasons only.

Shirts and Blouses

Shirts and blouses should be continuous from neckline to waist. The mid-section should never be visible. Tank tops and muscle shirts are not allowed.

Clothing with vulgar language, obscene pictures, weapons, drugs/ alcohol or drug paraphernalia and tobacco products are not allowed. Identifiable gang/crew clothing or paraphernalia are not allowed. Sheer clothing is not allowed.

Skirts, Dresses and Shorts

Skirts, dresses and shorts should be no shorter than the length of the individual's fingertip.

Pants

Pants should be worn and secured at the waist. Pants should not be worn below the waist exposing undergarments.

Tights, stretch pants, leggings and spandex body suits must be worn with clothing long enough to cover the buttocks.

Shoes

Shoes must be worn.

PORTABLE COMMUNICATION DEVICES

It is not a violation of Maryland law or PGCPs Code of Student Conduct for a student to possess a portable communication device, including: pagers, cell phones or electronic devices while on school property.

However, it is a violation of the PGCPs Code of Student Conduct to use such devices in a manner that will disrupt the school environment.

All portable communication devices must be off while a student is riding the school bus and throughout the entire school day, whether the student is in class or not. In case of an emergency, the student should be directed to the main office to use the telephone.

A student who sends or receives a page, call, text message, picture or other communication on the bus or during the school day will be treated as any other student who disrupts class. If a portable communication device continues to be a disruption, it is subject to confiscation by school officials until the student's parent/guardian comes to the school to retrieve it.

USE OF TECHNOLOGY

The increasing availability of technology creates both opportunities and risks for students. Since the potential for harm from the misuse of technology is significant, PGCPs has established guidelines by which students can use technology in a legal, safe, productive and ethical manner.

Google Apps for Education is a free service to PGCPs students that includes the use of email, calendars, documents and sites through the convenience of a web browser. Students can communicate with teachers and peers, use easy to manage to-do-lists, access a calendar to keep dates organized, participate in online discussion boards and access online spreadsheets, documents and presentations. For safety and security reasons, students' communication is limited to other PGCPs students and staff only.

All use of technology under these guidelines is to be for legitimate educational purposes under the guidance or direction of school system staff. Administrative Procedure 0700, Information Technology Services Acceptable Usage Guidelines, defines technology as including "computers, scanners, digital cameras, video projectors, video cameras, cellphones,

Nextel devices, PDA devices, and wireless e-mail devices" and outlines the acceptable use of such technology by students.

The following conduct is prohibited while using the school system network, accessing the school system network from outside of the firewall, or while involved in situations under which this Code has jurisdiction. Students shall not:

- Utilize the school system computer network for any illegal activity, including, but not limited to, gaining or attempting to gain unauthorized access to resources, files or devices on the network.
- Access "chat lines" or enter "chat rooms" that are not part of a class activity under the direct supervision of a teacher.
- Access or link to websites that contain material deemed vulgar, offensive, or otherwise inappropriate, including, but not limited to, websites promoting hatred, racial/religious/sexual discrimination, use of illegal drugs/alcohol/tobacco, gaming or gambling, criminal activities or computer/network hacking.
- Use or display copyrighted or otherwise licensed or contractual material without specific written permission or authorization from the appropriate party.
- Utilize the network for commercial purposes or display any logo of any commercial entity not directly related to Prince George's County Public Schools.
- Post, use or download any files which cause congestion or impede network operations.
- Trespass in or vandalize another's files, folders, data or work.
- Post anonymous messages or in any way misrepresent one's own identity.
- Use an account password of another user.
- Use abusive or otherwise objectionable language in any message.
- Use e-mail or any portion of the PGCPs WAN to promote the annoyance, harassment or attack of others.

POLICIES AND CODES

- Take or facilitate the theft or damage of data, equipment or intellectual property, including degrading or disrupting equipment of system performance.

Consequences for misuse may include, but are not limited to, suspension of equipment access, confiscation of the technological device, disciplinary action commensurate with the level of misconduct and/or legal action as appropriate. Complete guidelines for the acceptable use of technology are contained in Administrative Procedure 0700.

SOCIAL MEDIA

The school system does not govern the personal use of technology outside of school. In instances where the use of devices create a threat to students, staff or administration within the school environment and impedes opportunities for learning, the school will apply disciplinary action in accordance with the Student Rights and Responsibilities Handbook.

Social Media misuse includes internet/computer and the misuse of other electronic devices that may have the impact of substantially disrupting the educational environment. Social media is inclusive of, but not limited to, web-based and mobile technologies, social networking sites, blogs, instant messaging, twitter, social blogs and video based sites such as YouTube. The most common misuse of social media is harassment via cyber bullying. When cyber bullying takes the form of harassment of protected classes, it may be prosecuted as a violation of a person's civil rights.

Tips: Should

- Turn off all portable devices while riding the school bus and on all school property and during all school sponsored events.
- Maintain privacy by not sharing passwords and/or codes.
- Use telecommunications in school for educational purposes only under the direction of a teacher.
- Report acts of cyber bullying, harassment or sexual harassment to school staff and do not respond.

Tips: Should Not

- Share usernames or passwords.
- Access and/or use social media websites on school equipment.
- Access social media sites while in school, on school property or while attending school sponsored events.
- Post photographs, videos and tweeted messages of fights or threats of fights on social media sites.
- Use electronic devices to distribute/post abusive, harassing, bullying, libelous, obscene, offensive, profane, threatening, sexually explicit or illegal material including photos and comments.

Violations of the Student Rights and Responsibilities Handbook, Board Policies and school rules while using social media websites may result in a disciplinary response. Complete guidelines for the acceptable use of technology are contained in Administrative Procedure 0700.

ALCOHOL AND OTHER DRUGS

Unlawful possession, use and/or distribution of any Alcohol, Marijuana, Prescription Drugs, Controlled Dangerous Substances, Imitation Controlled Substances, Synthetic Intoxicants, Inhalants, Other Intoxicants, Controlled or Drug Paraphernalia as defined in Article 27 of the Annotated Code of Maryland on school property, including Board of Education owned vehicles or while in attendance at any Board of Education sponsored and supervised activity, are prohibited under this Code.

Students who possess, use or distribute substances represented as or intended to be used as alcohol or a controlled dangerous substance will be treated by the rules and regulations of these procedures as if they were possessing, using or distributing alcohol or a controlled dangerous substance even though the substance itself may ultimately be determined not to be alcohol or a controlled dangerous substance.

- POSSESSION implies that a student has any of the above substances on his/her person or with his/her

personal property, or has under his/her control by placement of and knowledge of the whereabouts of the substance on Board of Education property or other property on which he/she is present, by virtue of being within the jurisdiction of school authorities.

- USE implies that a student is reasonably known to have ingested any of the above substances (e.g., drinking alcohol, smoking marijuana, taking a pill, etc.) or is reasonably found to be under the influence of a substance while under the jurisdiction of school authorities.
- DISTRIBUTION implies the transfer of any of the above substances to any other person, with or without the exchange of money or other valuables.

Student Possessors with Intent to Distribute

A student in possession of a quantity of alcohol, controlled dangerous substances or other substances listed above in an amount which the principal could reasonably infer was intended to be available for distribution shall be charged with Possession with Intent to Distribute and be subject to the disciplinary guidelines outlined for student distributors.

Student Distributors

If the student has been found to have committed a distribution offense under the provisions of this section, the student shall be expelled, notwithstanding any mitigating circumstances. The period of expulsion shall be for the remainder of the semester in which the incident leading to the expulsion occurred and the one regular school semester following. The Chief Executive Officer may rescind the expulsion after this period if the student provides documentation of satisfactory participation in an appropriate accredited alcohol/drug treatment program.

First Offense

Any student that is found to have committed a first offense for use or possession of alcohol, controlled dangerous substance, drug

POLICIES AND CODES

paraphernalia and/or other substance will immediately have a “Notification of Request for Expulsion” filed by their school administrator and receive a five-day suspension. That student will also be granted the opportunity to opt for the alternative to expulsion. The principal or his/her designee will provide the student’s parent/guardian with a list of community agencies that can provide the mandatory four counseling sessions. After the counseling sessions have been completed, the administrator shall request a stay of expulsion for the student and the “Notification of Request for Expulsion” shall be rescinded.

Second Offense

- If a student is readmitted after an expulsion has been rescinded in accordance with the above conditions and there is a further offense under this section, the Chief Executive Officer may not rescind that expulsion. Any rescission for a second or further offense must be ordered by the Board of Education.
- All students suspended/expelled for alcohol/controlled dangerous substance offenses are to be requested to reveal their source of the alcohol/controlled dangerous substance to the principal.

TOBACCO AND TOBACCO PRODUCTS

It is a violation of the Code of Student Conduct for students to use or possess any tobacco or nicotine products on school property. The following is a summary of the consequences for violating this section of the Code of Student conduct:

First Offense

- Parental notification by referring administrator.
- Administrative referral to Student Affairs/Safe and Drug-Free Schools Office.
- Student must complete an appropriate tobacco education program no later than four weeks from the date of the Code violation.
- Student and parent/guardian will sign a contract stating there will be no further violation of the Code. Non-

compliance will result in a two-day suspension or in-school suspension.

Second Offense

- Parental notification by referring administrator.
- Administrative referral to Student Affairs/Safe and Drug-Free Schools Office.
- Student is placed on suspension for one day.
- Conference with parent/guardian is scheduled.
- Student and the parent/guardian will complete an appropriate tobacco education program no later than four weeks from the date of the Code violation. Non-compliance will result in an additional two-day suspension or in-school suspension.

Third Offense

- Parental notification by referring administrator.
- Administrative referral to Student Affairs/Safe and Drug-Free Schools Office.
- Student is placed on suspension for two days.
- Conference with parent/guardian is scheduled.
- Student must complete an appropriate tobacco cessation program no later than ten weeks from

the date of the student’s readmission to school. Non-compliance will result in an additional three-day suspension or in-school suspension.

Fourth and Subsequent Offenses

Thereafter, for offenses beyond the third infraction of the tobacco policy, the sanctions set forth in the Code of Student Conduct for students who repeatedly violate any provisions of the Code shall apply.

POSSESSION OR USE OF WEAPONS OR INSTRUMENTS USED AS SUCH

The Board of Education strongly believes that any student found in violation of this section is to be expelled by the Chief Executive Officer.

1. For students enrolled in grades K through 5, the principal may use discretion as to consequences for possession or use of a weapon.
2. For students enrolled in grades 6 through 12, principals may make a request for expulsion to the Chief Executive Officer for the POSSESSION OR USE OF WEAPONS by any student.



POLICIES AND CODES

3. In accordance with Maryland Annotated Code, Education Article Sec. 7-305, when a student is expelled for possession or use of a firearm, as defined in the Glossary section of this handbook under Possession or Use of Weapons or Instruments Used as Such, the student shall remain out of school for at least one year. After one year, the student, or the parent/guardian, acting for the student, may apply to the Chief Executive Officer for readmission. As appropriate, the Chief Executive Officer may order a shorter period of expulsion.
4. The procedure for rescission of expulsion for possession or use of a weapon is the same as for other expulsions. However, if a student has been expelled previously for possession or use of a weapon and then readmitted through the rescission of that expulsion, the student will not be eligible for rescission if he/she is expelled again for possession or use of a weapon.

GANGS, GANG ACTIVITY AND SIMILAR DESTRUCTIVE OR ILLEGAL BEHAVIOR

Gang, gang activity and similar destructive or illegal behaviors are prohibited under the Code of Student Conduct, in accordance with The Safe Schools Act of 2010.

A student may not threaten an individual, or a friend or family member of an individual, with use of physical force or violence to coerce, induce or solicit the individual to participate in or prevent the individual from leaving a criminal gang; a) in a school vehicle, or b) in or within 1000 feet of real property owned or leased by the Board of Education. A student criminally charged with participating in a criminal street gang may automatically be remanded to an alternative education program by the court. When said behavior may substantially disrupt the educational environment, the school will provide the family with a list of community resources and proceed with Transfer Requirements.



Behaviors may include, but are not limited to:

- Gang recruitment
- Gang initiation (hazing)
- Group fighting
- Bullying
- Bias harassment
- Defacing school property with gang graffiti
- Throwing gang signs
- Threatening to retaliate against a student or staff for reporting said behaviors



SECTION 10
GLOSSARY

GLOSSARY

Academic Dishonesty

Cheating – Providing, receiving or viewing answers to quiz or test items or independent assignments. Having books, notes/notebook or mobile devices out during test without permission.

Alcohol

Any beverages containing, but not limited to, beer, wine, liquor or other intoxicating substances. (See pg. 36)

Arson/Fire

Intentionally setting or attempting to set a fire or helping others to set a fire without intent to endanger others.

day without school authorization or parental consent.

Destruction of Property

The act or attempted act of willful destruction or defacement of school or private property either on or off the school grounds where appropriate public school administrators have jurisdiction over students.

Disrespect Towards Others/ Insubordination

To willfully intimidate, insult, sexually harass, and/or engage in negative interaction by use of body language, verbally or in writing any member of

teaching and learning and directly affects the safety of others. (e.g., throwing harmful items, inciting a fight, disrupting a fire drill).

Drugs

(See pg. 35)

Failure To Comply With Dress Code

Failure to adhere to policy governing attire (see Administrative Procedure 5152).

Expulsion

The denial of the right of a student to be enrolled in or attend any regular program within the Prince George's



Bomb Threat

The real or intentional false claim that an explosive device is located on school property or at a school function.

Bullying

Aggressive, repeated actions such as taunting, threatening, hitting or otherwise harming another individual that are intended to give the bully power over another person. This includes such actions by electronic means.

Class Cutting/Tuancy

Absence from school or classes for a school day or a portion of the school

the school staff, student body and community members. The refusal or willful failure to respond to or carry out a reasonable request by authorized school personnel.

Disruption

- Intentionally engaging in minor behavior that distracts from teaching/learning.
- Intentionally and persistently engaging in minor behavior that distracts from teaching/learning (e.g., talking out of turn, chewing gum, throwing small items, horseplay).
- Intentionally engaging in moderate to serious behavior that distracts from

County Public Schools, such denial determined by the Chief Executive Officer or his/her designated representative.

Explosives

The possession, use or threatened use of any explosives or other such explosive instrument(s) capable of inflicting substantial bodily injury.

False Alarms

The act of initiating a fire alarm or initiating a report warning of a fire or an impending bombing or other catastrophe without cause.

GLOSSARY

Fighting

Physical aggression with another student that is designed to or likely to cause physical harm and/or substantial disruption to the education environment.

- Intentionally shoving, pushing or otherwise being physically aggressive.
- Intentionally engaging in a fight which may result in minor cuts, scrapes or bruises.
- Intentionally engaging in a fight which may result in major injuries.

Forgery

The act of falsely signing the name of another person, or falsifying times, dates, grades, addresses or other data on school forms or correspondence directed to or from the school.

Gambling

The act of illegal betting for money or valuables.

Gang or Criminal Gang

A group or association of three or more persons whose members: (a) individually or collectively engage in a pattern of criminal activity; (b) have as one of their primary objectives or activities the commission of one or more underlying crimes, including acts by juveniles that would be underlying crimes if committed by adults; and (c) have in common an overt or covert organizational or command structure.

Gang Activity

The commission of, attempted commission of, conspiracy to commit or solicitation of two or more underlying crimes or acts by a juvenile that would be an underlying crime if committed by an adult.

Group Fight

Any physical attack or actual fighting by two or more students against another group of students consisting of two or more students. For participants who have been identified as being involved in a group fight that has been results in serious bodily injury, and/or causes serious disruption of the school day or school environment.



Harassment/Intimidation

An incident or a series of actions, statements or behaviors directed at a specific individual or group with the intent of annoying, ridiculing, demeaning, tormenting, intimidating or otherwise causing fear in another person. (Sexual orientation, racial, religious)

Inciting Others to Violence or Disruption

By words, acts or deeds, directly instigating or prompting others to commit violence or cause a disruption in any environment, including athletic events.

Indecent Exposure

Deliberate exposure of the private parts of the body in a lewd or indecent manner in a public place on school grounds or at a school-related activity.

Internet/Computer Misuse

Use of Internet and/or computer resources for purposes other than legitimate educational activity under the direction of professional staff.

Loitering

Willful presence in a school building or restricted area of same at unauthorized times.

Physical Attack

Physically pushing, hitting or otherwise attacking another student, staff member or other person lawfully on school property. Any assault that results in serious bodily injury will be considered a Level V offense.

Physical Attack on Any Prince George's County Public Schools Employee

The act of assaulting, or an attempt to assault, any administrator, teacher or other staff member, either on school property or school bus while in attendance at any school sponsored and supervised activity.

Plagiarism

Deliberately presenting the ideas, works or statements of another as one's own, without acknowledgement of the source.

GLOSSARY



Possession of Fireworks

The possession, use or threatened use of any fireworks items such as lady fingers, sparklers, Roman candles or other similar items.

Possession or Use of Weapons or Instruments Used As Such

- Possessing an implement that is likely to cause serious bodily harm, without intent to use.
- Possessing an implement that is likely to cause serious bodily harm, with intent to use.
- Using as a weapon an implement that is likely to cause serious bodily harm.

Sexual Activity

Sexual activity or sexual misconduct (e.g., indecent exposure, engaging in sexual activity, soliciting and sexting.)

Sexual Attack

Intentionally engaging in a physical sexual attack on another.

Sexual Harassment

Behavior which includes, but is not limited to, verbal or physical sexual advances, pressure for sexual activity and unwelcomed sexually motivated touching, pinching, threats

or gestures of a sexual nature; obscene or profane language or humor; sexually oriented printed material; or demanding sexual involvement accompanied by patting or intentional brushing against; repeated sexual verbal harassment.

Sexual Misconduct

Sexual harassment (e.g., unwelcomed sexual advances; request for sexual favors; and other inappropriate verbal, written or physical conduct of a sexual nature).

Shakedown/Strong Arm/Extortion

The act of obtaining under duress or by threat, borrowing, or attempting to borrow, any money or thing of value from a person in the school, or at a school sponsored activity, unless both parties enter into the agreement freely and without the presence of an implied or express threat.

Serious Bodily Injury

Severe physical damage or harm caused to the structure or function of the body caused by an outside agent or force requiring extensive medical treatment or hospitalization. Such injuries would include substantial risk of death; temporary or permanent loss

of, or loss of the use of, any body part; unconsciousness; disfigurement; and/or prolonged physical pain.

Suspension

The denial of the right of a student to attend school and participate in all school-related activities for a period of time determined by the principal or the Chief Executive Officer or designee. The student remains enrolled in the school system and is eligible to receive and make-up all homework/classwork missed during the period of suspension.



GLOSSARY

Theft

The act of taking or acquiring the property of others without their consent.

Threat

Aggressive verbal or written language or gestures directed towards a student, a Prince George's County employee and/or any other person lawfully on school property.

Tobacco Violations

The act of possessing, using or distributing tobacco or nicotine products (including but not limited to cigarettes, e-cigarettes, cigars, pipe, tobacco, snuff, chewing tobacco or smokeless tobacco) anywhere on school property and/or during school-sponsored events.

Trespassing

Unauthorized presence on school property after being warned to leave, or presence on school property after being warned not to come onto school property. This includes while a student is on suspension.

Truancy

Being absent from school without an excused reason.

Unauthorized Departure from School

Leaving school or a school-related activity without the permission from parent and appropriate school official. (For students who skip classes and leave school grounds, see Administrative Procedure 5113, Pupil Attendance and Absence.)

Unauthorized Possession, Use or Distribution of Over-the-Counter Medication

The possession, use or distribution of unregulated medications including, but not limited to, cold medications, cough syrup, pain medications, antihistamines, herbal supplements, vitamins and other medications for sale without a physician's prescription.

Unauthorized Use of Electronic and/or Portable Communication Devices

(Excluding use of a device in a school emergency or preapproved situation.) Persistently having out a personal electronic device or having out a personal electronic device after student



has been warned. Devices include cell phones, music players, tablets, electronic gaming devices and other portable communication devices.



SECTION 11
POLICIES & PROCEDURES

Policies & Procedures



Administrative Procedure 0700

Information Technology Services
Acceptable Usage Guidelines

Administrative Procedure 4170

Discrimination and Harassment

Administrative Procedure 5052

Alternative High School for Expelled
Students

Board of Education Policy 5113

Pupil Attendance and Absence

Administrative Procedure 5113

Pupil Attendance and Absence

Board of Education Policy 5114.1

Withdrawal of Pupils for
Non-Disciplinary Reasons

Administrative Procedure 5114.1

Withdrawal of Pupils for
Non-Disciplinary Reasons

Board of Education Policy 5115

Student Appeals of Long-Term
Suspensions and Expulsions

Administrative Procedure 5115

Student Appeals of Long-Term
Suspensions and Expulsions

Administrative Procedure 5121

Examinations and Grading for
Elementary and Secondary Schools

Board of Education Policy 5122

Interscholastic and Extracurricular
Activities: Academic Policy
Requirements for Participation

Administrative Procedure 5122

2.0 Requirements for Participation
in Interscholastic Athletics and
Extracurricular Activities.

Administrative Procedure 5123.2

General Procedures Pertaining to
Promotion and Retention of Students.

Board of Education Policy 5125

Student Records

Administrative Procedure 5125

Student Records

Administrative Procedure 5131.1

School Bus Conduct

Administrative Procedure 5142

Gangs, Gang Activity and Similar
Destructive or Illegal Behavior

Board of Education Policy 5143

Bullying, Harassment or Intimidation

Administrative Procedure 5145

Suspected Child Abuse and Neglect

Administrative Procedure 5146

Procedural Guidelines for Students
Disabled Under Section 504 of
Rehabilitation Act of 1973

Board of Education Policy 5152

Dress Code

Administrative Procedure 5152

System-Wide Student Dress Code

Administrative Procedure 5158

Middle School Athletic Association

Administrative Procedure 10201

Disruptive Acts Requiring Security
Measures

Administrative Procedure 10301

Court Proceedings

Procedural Safeguards: Parental Rights



FORMS TO BE RETURNED TO SCHOOL

Bullying, Harassment and
Intimidation Reporting Form

Code of Student Conduct
Memorandum of Understanding



www.pgcps.org

Prince George's County Public Schools | 14201 School Lane | Upper Marlboro, Maryland 20744 | 301.952.6000

The Board of Education of Prince George's County does not discriminate in admissions, treatment, or employment on the basis of race, color, sex, age, national origin, religion, sexual orientation, or disability. For TTD Services/Hearing & Speech Impaired, call 301.952.6068.

- Excluding or rejecting the student
- Intimidating (bullying), extorting, or exploiting
- Spreading harmful rumors or gossip
- Related to the student's disability
- Related to the student's perceived sexual orientation
- Cyber bullying (e.g. social media including Facebook, Instagram, etc.) _____
- Electronic communication (e.g. email, text, etc.) _____
- Other (specify) _____

6. Where did the incident happen (choose all that apply)?

- On school property
- At a school-sponsored activity or event off school property
- On a school bus
- On the way to/from school*

*Will be collected unless specifically excluded by local board policy

7. Describe the incident(s), including what the alleged offender(s) said or did. _____

(Attach a separate sheet if necessary)

8. Why did the bullying, harassment or intimidation occur? _____

(Attach a separate sheet if necessary)

9. Did a physical injury result from this incident? Place an X next to one of the following:

- No
- Yes, but it did not require medical attention
- Yes, and it required medical attention

10. If there was a physical injury, do you think there will be permanent effects? Yes No

11. Was the student victim absent from school as a result of the incident? Yes No

If yes, how many days was the student victim absent from school as a result of the incident? _____

12. Did a psychological injury result from this incident? Place an X next to one of the following:

- No
- Yes, but psychological services have not been sought
- Yes, and psychological services have been sought

13. Is there any additional information you would like to provide? _____

(Attach a separate sheet if necessary)

Signature: _____ **Date:** _____

MEMORANDUM OF UNDERSTANDING

Code of Student Conduct Memorandum of Understanding

Prince George's County Public Schools (PGCPS) has adopted the Student Rights and Responsibilities Handbook to ensure schools maintain a safe and orderly environment for students and teachers. The policies and regulations apply to all students while on PGCPS property, which includes: school grounds, school vehicles and during all Board of Education or school related or sponsored activities/events. The offenses listed below are subject to extended suspensions or expulsions.

EXTENDED SUSPENSION				
ALCOHOL/DRUGS	Distributing, selling alcohol/drugs, transferring alcohol/drugs or any alcohol/drug substance to any person with or without the exchange of money. Unauthorized possession or distribution of illegal/imitation drugs, prescription or over the counter medications.			
BULLYING/HARASSMENT	Bullying/harassment that is repeated or continues long term through the Internet or other use of technology.			
PROPERTY	Making a bomb threat or threatening a school with a shooting.	Indicating a warning, fire or other catastrophe without cause.		
PHYSICAL	Physical attack (student or school personnel), intentionally physically hitting, shoving, pushing, or otherwise attacking another person even if unprovoked.	Causing bodily injury during a fight or intentionally fighting which results in serious bodily injuries.		A physical altercation involving two or more students against another group of students, which causes disruption of the school environment.
	The process of obtaining property from another with/without that person's consent by wrongful use of force, striking fear or threats of burglary/robbery.	Taking property without the owner's permission, which is valued greater than \$500.00.	Intentionally causing damage to a school or other's property.	
THREAT	The process of obtaining property from another with/without that person's consent by wrongful use of force, striking fear or threats of burglary/robbery.	Taking property without the owner's permission, which is valued greater than \$500.00.	Intentionally causing damage to a school or other's property.	
SEXUAL MISCONDUCT	Engaging in inappropriate behavior of a sexual nature (<i>ex. indecent exposure, sexual activity, soliciting sex, sexting, or repeated sexual harassment.</i>)			
INTERNET/COMPUTER MISUSE	Use of Internet and/or computer resources for purposes other than legitimate educational activity.			
EXPULSION				
ALCOHOL/DRUGS	Distributing, selling alcohol/drugs, transferring alcohol/drugs or any alcohol/drug substance to any person with or without the exchange of money. Unauthorized possession or distribution of illegal/imitation drugs or prescription drugs.			
PHYSICAL	Serious bodily injury or severe physical damage or harm caused to the structure or function of the body caused by an outside agent or force requiring extensive medical treatment or hospitalization. Examples: substantial risk of death, temporary or permanent loss of any body part, unconsciousness, disfigurement and/or prolonged physical pain.			
	Intentionally attacking school personnel by physically hitting, shoving, pushing or otherwise attacking another even if unprovoked.			
	Shakedown/strong arm/extortion			
PROPERTY	Intentionally setting a fire or helping others set a fire with the intent to endanger others.			
WEAPONS	Possession or the use of weapons/instruments used to cause serious bodily harm.	Possessing a firearm (Examples include: handgun, an unloaded/inoperable non-firearm such as a pellet gun or BB gun and a loaded operable non-firearm.)	Possession, distribution, threats and the use of explosives. (Examples include: firecrackers, smoke bombs and flares).	Detonating or threatening to detonate an incendiary or explosive device or material.
	SEXUAL ATTACK Intentionally engaging in a physical sexual attack on another person.			

By signing below, you acknowledge that (1) you received this information from school staff; (2) understand the offenses that are listed; (3) understand if you violate the above offenses, it will lead to a disciplinary referral, which could result in an extended suspension or expulsion from PGCPS; (4) have been provided an opportunity to ask questions regarding terms or concepts that you do not understand; (5) understand fully what you are signing; and (6) or other misbehavior, if serious enough, can have a severe disciplinary consequence. **Failure to sign and return this form to the school does not relieve the student from the responsibility of conforming to this Student Rights and Responsibilities Handbook.**

Parent Printed Name

Parent Signature

Date

Student Printed Name

Student Signature

Date

ADMINISTRATIVE PROCEDURE

ALTERNATIVE SCHOOLS AND PROGRAMS FOR EXPELLED AND DISRUPTIVE STUDENTS AND THE INCARCERATED YOUTH PROGRAM

5052

Procedure No.

July 1, 2012

Date

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- I. **PURPOSE:** To provide expelled, court involved, disruptive, students from Prince George's County Public Schools (PGCPS) with opportunities to progress toward a high school diploma during the expulsion period, or when attendance at a regular school is not an appropriate option.
- II. **BACKGROUND:**
- A. Alternative School Programs are designed to provide a "final option" for expelled and/or disruptive students. Students are provided the opportunity to receive on-going instruction in reading/English/language arts, science, study skills, social studies, and mathematics. The Alternative School Programs offer a semester course schedule to assist students in acquiring credit to meet their graduation requirements in an eighteen (18) week timeframe. Courses of study include hands-on, experimental-based activities, which will infuse career and technology-related skills. The Program affords students an opportunity to earn course credits through individualized instruction and includes an emphasis on behavior modification and goals development.
- B. The incarcerated youth program serves juveniles who have been charged as adults and are incarcerated in the Prince George's County Department of Corrections (DOC) adult facility. The Prince George's County Public Schools (PGCPS) and the doc collaborate together to provide juvenile offenders with a full range of educational instruction, despite being incarcerated. PGCPS and the DOC have developed a memorandum of understanding (MOU) designating the responsibilities of each agency and the details for the deliverance of educational services for incarcerated juveniles. Instruction is provided by PGCPS teachers following school system curriculum guides and procedures.
- III. **INFORMATION:** The following information outlines the Alternative School Programs in Prince George's County Public Schools and applies to all of the day school alternative education options.
- A. The Program includes:
1. Mandatory school uniforms (with the exception of Community Based Classroom),
 2. Positive Behavioral Interventions and Supports (PBIS) model,
 3. Strict attendance guidelines,
 4. Small class sizes,
 5. Positive skill development, and

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6. A two semester maximum enrollment.
- B. The Alternative School Program Student Profile:
1. Students who have either been expelled, court involved, or referred for placement as disruptive students from their base schools are appropriate candidates for the program. Primary focus will be at-risk students identified by base schools for behavioral and/or attendance concerns and are likely to earn a high school diploma based on successful intervention and expelled students who are admitted on a rolling enrollment basis.
 2. The program is suitable for students who would benefit from a short-term, highly structured and supportive environment.

IV. **PROCEDURES:**

A. Admission

The admission procedures outlined below apply to the following alternative school programs: Annapolis Road, Green Valley @ Edgar Allan Poe, Croom and Tall Oaks. To obtain admission procedures for the Community Based Classroom please contact the school.

1. **EXPELLED STUDENTS:** Upon notification of expulsion from Prince George's County Public Schools, a student will be informed in writing of the possibility of admission to the Alternative School Program as long as the offense does not fall in the following category:
 - Arson
 - Assault with Substantial Bodily Injury
 - Physical Attack on a PGCPS Employee
 - Distribution of Alcohol, Marijuana, Prescription Drugs, Controlled Dangerous Substances, Imitation Controlled Substances, Inhalants, other Intoxicants
 - Possession and/or use of weapons.

Students who have committed infractions in the above category will be reviewed by a panel to determine the most appropriate placement, if necessary, for the student. Parents will be contacted by a representative from the High School Performance (HSP) Office within 48 hours of notification of expulsion. In-take conferences for alternative schools will be scheduled by the HSP Office and conferences will be held at the Alternative School site. Placements for admission will be accepted on a continual basis until all available seats are filled.

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2. **SCHOOL REFERRED:** All applications are completed by and received from the base school. The student's parent or guardian must sign the application form indicating that the parent is in agreement with full participation in the program of activities and services for students and parents. Listed below are the steps necessary for school referred applications:
 - a. Obtain the application from the base schools Professional School Counseling Office - The base school administrator will complete and submit the application packet with all required documentation for admission. A checklist of all required documents can be found on page two of the application. Please note that incomplete applications delay consideration for admission to alternative schools ~ for example, failing to include the most current IEP, SIT/SST notes or FBA/BIP will further hinder the application process. Also crucial to the application process is information regarding past interventions implemented by the base school. It is incumbent upon the base school to explain to the parent/guardians why the student should apply to the alternative school.
 - b. ONLY applications submitted by the base school administration will be considered for committee review. Parents may not submit application packets. Application packets must be faxed or submitted via email (scanned) to the High School Performance Office at www.AltEd.Apps@pgcps.org.
 - c. Upon receipt of the application packet in its entirety, the Application/Admissions Committee Chairperson will issue a receipt for the packet to the base school and to notify the base school that the submitted application will be reviewed by the Application/Admissions Committee.
 - d. Applications will be reviewed by the program's panel of admission - The panel will include a representative from the High School Performance Office, an instructional staff member, and a representative from the Special Education Office.
 - e. The school and the parent/guardian will be contacted regarding one of the following as it relates to the student's status:
 - (1) the application was accepted,
 - (2) the application was denied, or

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- (3) the student's name has been placed on the waiting list.

If the student's name is placed on the waiting list, the parent/guardian will be notified when a vacancy occurs at the alternative school site.

- f. Parents/guardians will have five (5) school days, from the date of notification, to accept the offer of enrollment for the alternative school.
 - g. In the event that the base school disagrees with the decision of the Application/Admissions Committee, the school's administrator will follow the appeals process by contacting the Associate Superintendent for High School Performance who will review the individual case and render a final decision.
 - h. The Application/Admission Committee will maintain a database to ensure that school capacity is maintained.
 - i. The Application/Admissions Committee will work with the alternative school and the base school to ease the student's transition back into a comprehensive program once the student has met the requirements of the alternative program.
3. Each candidate for admission and his/her parents(s) or guardian(s) are interviewed by the admissions and program staff for the purpose of determining the appropriateness of placement. As part of the interview process, emphasis is given to the level of commitment on the part of the student and the parent to remain in an educational program that will continue the student's progress toward earning a high school diploma.
 4. Once accepted into the Program, the student and parent(s)/guardian(s) are required to sign an agreement that specifies school expectations in regards to:
 - a. school attendance,
 - b. behavior,
 - c. academic requirements,
 - d. the dress code of the alternative school,
 - e. level of involvement of parents and students in full participation in meetings, conferences, and counseling sessions, and
 - f. other requirements as determined by the individual school's admissions and program staff.
 5. Upon notification of acceptance, parents/guardians and students are informed that a violation of the school system's Code of Student

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Conduct Level III or above infractions will result in the immediate removal of the student from the Alternative School Program. If a student has been placed at the Alternative School site as an expelled student and commits a Level III infraction or above, the student must serve the balance of the expulsion term outside of the day alternative school program. If a student is school referred and commits a Level III infraction or above, the student may be eligible for placement at another Alternative School site (without transportation provided) or at an evening school site. The Office of Appeals will render a decision on the most appropriate placement within 10 days from the date of the expulsion.

B. Principles of Operation and Program Description

1. Students whose behavior has led to expulsion from school, involvement with the courts, or recurring problems in a traditional school setting require intervention strategies and techniques for developing alternative, appropriate behavioral skills for dealing with conflict and stress. In some cases, referral to other agencies or support groups may be appropriate.
2. The Alternative School Program offer courses for credit and or promotion toward fulfilling graduation requirements. All grades, test scores, attendance and other school data will be reflected on the student's base school data.
3. Upon the student's acceptance for admission into the Alternative School, the student's records are reviewed. A determination is made regarding individual status toward meeting promotion and or high school graduation requirements, and recommendations are made for placement into appropriate core subject areas.
4. To connect families to their child's educational program the Alternative Schools mandate that parents/guardians participate in selected school activities and require that parents monitor and reward behaviors that are appropriate for success in school.
5. Using elements from successful self-management programs currently implemented in PGCPS, the Alternative Academies require students to participate in counseling sessions that focus on the development of conflict-resolution and self-management skills.

D. Evaluation

Students in the Alternative Schools will be evaluated on the basis of several factors.

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1. Completion of course work, credits earned and promotion rates.
2. Performance on local and state assessments.
3. Participation in program activities (meetings, counseling sessions, etc.).
4. Student attendance and disciplinary actions.
5. Parental participation in program activities.
6. Completion of their probationary requirements and returned to their base schools or other placement options.
7. Completion of high school graduation requirements.
8. Successful reentry by student into the regular day school program.

F. The Incarcerated Youth Program

1. Principals are notified by the PGCPS court liaison of students who have been charged as adults and placed by the court system in the Department of Corrections (DOC) adult facility. The court liaison also notifies the department of alternative educational options of juvenile offenders who are charged as adults and their offenses.
2. Schools are to use a T-10 code and transfer these students to the Alternative for their designated attendance area. All student records are to be sent to the appropriate alternative school. The Alternative School will maintain their grade reports and records and monitor their academic progress according to school system curriculum and procedures.
3. The HSP Office, the Alternative School, and the PGCPS teachers placed at the DOC facility will collaborate together to deliver the educational program and collect and maintain data. According to the MOU, the following general agreements were made for the operation of the program:
 - a. PGCPS PROVIDES: PGCPS teachers who deliver the instruction in accordance with PGCPS contractual requirements, fiscal responsibility for the teachers' salaries/benefits, educational materials, and textbooks.
 - b. DOC PROVIDES: Appropriate security, work space for teachers and classes within the facility and general guidance and training related to DOC policies and procedures.

- V. **RELATED PROCEDURES AND REGULATIONS:** Administrative Procedure 5113, Student Attendance, Absence, and Truancy; Administrative Procedure 5123.2, General Procedures Pertaining to Promotion and Retention and Acceleration of Students; Administrative Procedure 10101, Code Of Student Conduct; and the Memorandum of Understanding Between the Prince George's

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County Department of Corrections and the Prince George's County Public Schools
for Educational Services for Incarcerated Youth.

- VI. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** These procedures originate with the Division of Academics, High School Performance Office and will be updated as needed.
- VII. **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure cancels and supersedes Administrative Procedure 5052, dated May 1, 2008.
- VIII. **EFFECTIVE DATE:** July 1, 2012.

Approved by:
William R. Hite
Superintendent of Schools

Distribution: Lists 1, 2, 3, 4, 5, 6, 10, 11, and 12



ADMINISTRATIVE PROCEDURE

STUDENT APPEALS OF LONG-TERM SUSPENSIONS AND EXPULSIONS

5115

Procedure No.

July 2, 2003

Date

- I. **PURPOSE:** To provide procedures for use in student appeals of long-term suspensions and expulsions before the Board of Education.
- II. **POLICY:** The Board of Education has adopted a Board Policy that a hearing officer or examiner will hear oral arguments and that the decision of the Board will be based on the record and findings of fact, conclusions of law and recommendations of the hearing officer or examiner. The Board's intent is to ensure objectivity and fairness (Board of Education Policy 5115).
- III. **DEFINITIONS:**
- A. Filed or filing means received by the Board of Education.
 - B. Written Notice shall be complete upon actual delivery or upon deposit of said notice in the United States mail, stamped and addressed to the addressee at the mailing address provided or appearing on the records of the Prince George's County Public Schools.
 - C. Party or parties include each person, group, or entity named or admitted as a party, including a student, a parent, parent surrogate, or guardian of a student, and shall include the Chief Executive Officer.
- IV. **PROCEDURES:**
- A. Applicability: These rules govern appeals of student long-term suspension and expulsion proceedings. Appeal hearings, in accordance with the Annotated Code of Maryland, Education Article §7-305, are from a decision of the CEO, or Designee, that suspension of a student for more than 10 days or expulsion of a student is warranted.
 - B. Initiation of Appeals or Requests for Hearings:
 - 1. All appeals to the Board shall be from a final action or decision of the CEO or the CEO's designated representative, which adversely affects the person or persons who are appealing.
 - 2. An appeal of a long-term student suspension or expulsion shall be made by filing a notice of appeal with the Board within ten (10) days after written notice of the determination by the CEO or the CEO's designated representative to the student or the parent or guardian. Such



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notice shall advise the student or the parent or guardian of the right to appeal to the Board.

3. With the notice of appeal or request for hearing, or in any event, within 10 days after the notice of appeal or request for hearing has been filed, the person or persons filing the appeal or request for hearing must file with the Board, with a copy to the CEO, the following:
 - a. A concise statement of the issues presented by the appeal or the request for hearing for decision by the Board.
 - b. A concise statement of the facts on which the person or persons taking the appeal or requesting the hearing relies to support their position.
 - c. A statement by the person or persons taking the appeal or requesting the hearing that they agree or disagree with the findings of fact set forth by the CEO, or Designee; and, if the person or persons taking the appeal or requesting the hearing disagree only in part with the findings of fact set forth by the CEO, or Designee, a statement of the facts with which such person or persons disagree(s).
 - d. A copy of all documents upon which the person or persons appealing or requesting a hearing relies or believes is relevant.

C. Referral to Hearing Examiner:

Each appeal and request for hearing involving the long-term suspension of a student or an expulsion shall be referred to a hearing examiner for hearing.-

D. Hearings

1. Notice

- a. The Hearing Examiner shall give written notice of hearings to all interested parties not less than five days prior to the hearing.
- b. Such notice shall state the date, time, and place of the hearing. Any



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disagreement concerning the charges, issues, or acts shall be resolved as part of the disposition of the appeal.

2. Representation

All parties appearing at a hearing under these procedures shall have the right to appear in person or with a representative of their choice. All parties shall have the right to be accompanied, represented, and advised by counsel.

3. Records – Transcript

- a. The hearing examiner shall prepare or cause to be prepared official records, which shall include all pleadings, testimony, exhibits, tape recording and other memoranda or material filed in the proceedings. The Hearing Examiner shall provide the entire record of appeal to the Board of Education.
- b. The Hearing Examiner shall provide an accurate record of all hearings, disputes, or controversies in order that, if an appeal is taken, the record shall be submitted. The records shall be maintained by the Board Office.
- c. A taped record of that part of the proceedings which involves the presentation of evidence shall be made.

4. Order of Procedure

Appellants shall present their case first and carry the burden of persuasion.

5. Examination of witnesses and Introduction of Evidence

- a. The strict judicial rules of evidence shall not be applicable to evidentiary hearings and the test of admissibility shall be whether the evidence is reasonably relevant to a material issue and whether it has substantial probative value with respect to such a material issue. The hearing examiner may limit or refuse to admit cumulative or repetitive evidence and may curtail redundant questioning. The hearing examiner shall encourage the parties, where possible, to make stipulations as to matters not reasonably in



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dispute and to make proffers and stipulations in place of cumulative evidence. All testimony shall be given under oath.

- b. A party, or where a party is represented by counsel or other representative, such counsel or representative may submit evidence, examine and cross-examine witnesses, make objections, and file exceptions and motions.
 - c. The CEO, or Designee, may appear in person or through counsel and shall be accorded the same rights as a party to submit evidence, examine and cross-examine witnesses, make objections, and file exceptions and motions.
 - d. The hearing examiner may examine all witnesses. The hearing examiner may call as a witness any person whose testimony may be relevant and material.
6. Written Memoranda

Each party and the CEO or Designee may submit written memoranda on the issues of fact and law involved in the hearing in such form as the hearing examiner may designate. Such memoranda may be submitted at any time prior to the hearing of a matter. With the approval of the hearing examiner, and on such schedule as the hearing examine may designate, written memoranda may be submitted after a hearing.

7. Findings of the Hearing Examiner

In all matters heard by a hearing examiner, the hearing examiner shall make findings of fact, conclusions of law, and recommendations. The hearing examiner shall submit a tape recording of the proceedings, exhibits, findings of facts, conclusions of law, and recommendations to the Board. The hearing examiner shall distribute or mail to all parties and the Board the findings of fact, conclusions of law, and recommendations not more than five (5) business days after completion of the hearing. In the event that a parent or the CEO or Designee want to file written exceptions before the Board of Education to the findings of facts, conclusions of law and recommendation of the Hearing Examiner, such written exceptions must be filed within five (5) business days following issuance of the Hearing Examiner's



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recommendation to the Board. If the hearing examiner has provided for oral argument or for submission of written memoranda after a hearing, the five (5) day period shall not commence until after such submission of written memoranda.

8. Decision of the Board and Order

The Board shall render a decision based on the records and the findings and recommendations of the hearing examiner. Each decision and order of the Board shall be delivered in writing, with copies to all parties. Each written decision and order shall be accompanied by written findings of fact, conclusions of law of the Hearing Examiner, and a specific description of the disposition of the case.

9. Ex Parte Communications

While a matter is under consideration by a hearing examiner or by the Board, neither the hearing examiner or the Board shall receive communications from or communicate orally with any party outside the presence of all other parties, or in writing, without supplying copies to all other parties and providing an opportunity for response, as to any matter pending before the Board. No information concerning a pending matter may be released by the Board, a Board member, a hearing examiner, or a member of the Prince George's County Public Schools' administration unless it is a matter of public record, or unless it is released to a party and copies supplied simultaneously to all other parties.

10. Time and Notice Requirements

a. Computation of time

In computing any period of time prescribed by these rules or by any applicable statute, the day of the act or event after which the designated period of time begins to run is not to be included. When the last day so computed would fall on a Saturday, Sunday, or legal holiday, the period shall extend to the first day thereafter not one of these days. For filing of documents with the Board, if the office of the Board is not open during its regular hours on the last day of the period, the documents shall be filed on the next day thereafter when the office of the Board is so open.



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b. Extension and shortening of time

For good cause, the Board, upon its own motion or at the request of either party, may at any time shorten or extend the time provided under these procedures for filing any document or providing any notice.

c. Filed or filing means received by the Board of Education

Written Notice shall be complete upon actual delivery or upon deposit of said notice in the United States mail, stamped and addressed to the addressee at the mailing address provided or appearing on the records of the Prince George's County Public Schools.

- V. **RELATED PROCEDURES:** MD Annotated Code, Education Article §6-203 and 7-305.
- VI. **MAINTENANCE UPDATE AND UPDATE OF THESE PROCEDURES:** The Office of Appeals will maintain and update this administrative procedure, as needed.
- VII. **CANCELLATIONS AND SUPERSEDURES:** None. This is a new Administrative Procedure.
- VIII. **EFFECTIVE DATE:** July 2, 2003

Approved by:
André J. Hornsby
Chief Executive Officer

Distribution Lists: 1, 2, 3, 4, 5, 6, 10, 11, 12, and 13



ADMINISTRATIVE PROCEDURE

STUDENT BEHAVIOR INTERVENTIONS

5062

Procedure No.

February 1, 2011

Date

- I. **PURPOSE:** To provide guidance and procedures which assure compliance with regulations pertaining to student behavior interventions.

- II. **DEFINITIONS:**
 1. “Behavior intervention plan” means a proactive plan designed to address problem behaviors exhibited by a student in the educational setting through the use of positive behavioral interventions, strategies, and supports.
 2. “Business day” means any day that the school system is open.
 3. Communicate.
 - A. “Communicate” means to convey information verbally or nonverbally.
 - B. “Communicate” includes, but is not limited to:
 - (1) Speech;
 - (2) Gestures;
 - (3) Symbols; and
 - (4) American Sign Language.
 4. “Department” means the Maryland State Department of Education (MSDE).
 5. “Exclusion” means the removal of a student to a supervised area for a limited period of time during which the student has an opportunity to regain self-control and is not receiving instruction including special education, related services, or support.
 6. “Functional Behavior Assessment”
 - A. “Functional behavior assessment” means the systematic process of gathering information to guide the development of an effective and efficient behavior intervention plan for the problem behavior. It includes:
 - (1) Identification of the functions of the problem behavior for the student;
 - (2) Description of the problem behavior exhibited in the educational setting; and



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- (3) Identification of environmental and other factors and settings that contribute to or predict the occurrence, nonoccurrence, and maintenance of the behavior over time.
7. “IEP” means an individual education program as defined and developed in accordance with COMAR 13A.05.01.
8. “IEP team” has the meaning stated in COMAR 13A.05.01.
9. “Mechanical Restraint.”
 - A. “Mechanical restraint” means any device or material attached or adjacent to the student’s body that restricts freedom of movement or normal access to any portion of the student’s body and that the student cannot easily remove.
 - B. “Mechanical restraint” does not include a protective or stabilizing device.
10. “Nonpublic school” means a school that receives funds from the Department for the purpose of providing special education and related services to students with disabilities in accordance with COMAR 13A.09.10.
11. “Parent” has the meaning stated in COMAR 13A.05.01 and the PGCPSS Special Education Handbook
12. Physical Restraint.
 - A. “Physical restraint” means the use of physical force, without the use of any device or material, that restricts the free movement of all or a portion of a student’s body.
 - B. “Physical restraint” does not include:
 - (1) Briefly holding a student to calm or comfort the student;
 - (2) Holding a student’s hand or arm to escort the student safely from one area to another;
 - (3) Moving a disruptive student who is unwilling to leave the area if other methods such as counseling have been unsuccessful; or
 - (4) Intervening in a fight in accordance with Education Article §7-307, Annotated Code of Maryland.



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13. “Positive behavior interventions, strategies, and supports” means the application of affirmative school-wide and individual student specific actions, instruction, and assistance to encourage educational success.
14. Protective or stabilizing Device.
 - A. “Protective or stabilizing device” means any device or material attached or adjacent to the student’s body that restricts freedom of movement or normal access to any portion of the student’s body for the purpose of enhancing functional skills, preventing self-injurious behavior, or ensuring safe positioning of a person.
 - B. “Protective or stabilizing device” includes:
 - (1) Adaptive equipment prescribed by a health professional, if used for the purpose for which the device is intended by the manufacturer;
 - (2) Seat belts; or
 - (3) Other safety equipment to secure students during transportation in accordance with the public agency or nonpublic school transportation plan.
15. “Public agency” means Prince George’s County Public Schools.
16. “Restraint” means the use of a physical or mechanical restraint.
17. “School personnel” means an individual employed by a public agency or nonpublic school as defined in this chapter;
18. “Seclusion” means the confinement of a student alone in a room from which the student is physically prevented from leaving.
19. “Student with a disability” has the meaning stated in COMAR 13A.05.01 and the PGCPS Special Education Handbook.

III. GENERAL PROCEDURES:

- A. School personnel shall use an array of positive behavior interventions, strategies, and supports to increase or decrease targeted student behaviors.
- B. School personnel shall only use exclusion or restraint:



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1. After less restrictive or alternative approaches have been considered, and;
 - (a) Attempted; or
 - (b) Determined to be inappropriate;
 - (c) In a humane, safe, and effective manner;
 - (d) Without intent to harm or create undue discomfort; and
 - (e) Consistent with known medical or psychological limitations and the student's behavioral intervention plan.
- C. School personnel may initiate appropriate student disciplinary actions pursuant to Education Article § 7-305, Annotated Code of Maryland, COMAR 13A.08.01.11, and COMAR 13A.08.03; or
- D. Law enforcement, judicial authorities, or school security personnel may exercise responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk in accordance with relevant law, regulation, policy, or procedures.

IV. **EXCLUSION:**

- A. School personnel may use exclusion to address a student's behavior:
 1. If the student's behavior unreasonably interferes with the student's learning or the learning of others;
 2. If the student's behavior constitutes an emergency and exclusion is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive, nonphysical interventions have failed or been determined inappropriate; If exclusion is requested by the student; or
 3. If supported by the student's behavior intervention plan.
- B. A setting used for Exclusion shall:
 1. Provide school personnel with the ability to see the student at all times;
 2. Provide adequate lighting, ventilation, and furnishings; and
 3. Be unlocked and free of barriers to prevent egress.



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- C. School personnel shall monitor a student placed in exclusion and provide a student in exclusion with an explanation of the behavior that resulted in the removal and instructions on the behavior required to return to the learning environment.
- D. School personnel shall ensure that each period of exclusion is
 - 1. Appropriate to the developmental level of the student and the severity of the behavior; and
 - 2. Does not exceed 30 minutes.
- E. Parents and school personnel may at any time request a meeting to address the use of exclusion and to:
 - 1. Conduct a functional behavioral assessment; and
 - 2. Develop, review, or revise a student's behavioral intervention plan.
- F. School personnel shall consider the need to initiate a referral to Student Services or IEP team if a nondisabled student has experienced excessive exclusion, to determine if the student has a disability that may require the provision of special education and related services.
- G. School personnel shall refer a student with a disability to the IEP team if he or she has experienced an excessive period of exclusion that may result in a change of placement.

IV. **RESTRAINT:**

- A. The use of physical restraint is prohibited in PGCPSS and nonpublic schools used by PGCPSS, unless:
 - 1. There is an emergency situation and physical restraint is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive, nonphysical interventions have failed or been determined inappropriate;
 - 2. The student's behavioral intervention plan or IEP describes the specific behaviors and circumstances in which physical restraint may be used; or



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STUDENT BEHAVIOR INTERVENTIONS

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3. The parents of a nondisabled student have otherwise provided written consent to the use of physical restraints while a behavior intervention plan is being developed.
- B. Physical restraint shall be applied only by school personnel who are trained in the appropriate use of physical restraint through the Department of Special Education.
 - C. In applying physical restraint, school personnel shall only use reasonable force as is necessary to protect a student or other person from imminent, serious, physical harm.
 - D. Physical restraint:
 1. Shall be removed as soon as the student is calm; and
 2. May not exceed 30 minutes.
 - E. In applying physical restraint, school personnel **may not**:
 1. Place a student in a face down position;
 2. Place a student in any other position that will obstruct a student's airway or otherwise impair a student's ability to breathe, obstruct a staff member's view of a student's face, restrict a student's ability to communicate distress, or place pressure on a student's head, neck, or torso; or
 3. Straddle a student's torso.
- V. **MECHANICAL RESTRAINT:**
- A. The use of mechanical restraint is **prohibited** in Prince George's County Public Schools. Mechanical Restraint is also prohibited in all nonpublic schools utilized by the school system unless the nonpublic school is certified by and meets the requirements of the Joint Commission for the Accreditation of Health Care Organizations.
 - B. School personnel may use a protective or stabilizing device:
 1. As prescribed by a health professional; or



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2. For a student with a disability, in accordance with the student's IEP or behavior intervention plan.

VI. **DOCUMENTATION OF THE USE OF RESTRAINT:**

- A. Each time a student is in a restraint, school personnel shall document:
 1. Other less intrusive interventions that have failed or been determined inappropriate;
 2. The precipitating event immediately preceding the behavior that prompted the use of restraint;
 3. The behavior that prompted the use of a restraint;
 4. The names of the school personnel who observed the behavior that prompted the use of restraint; and
 5. The names and signatures of the staff members implementing and monitoring the use of restraint.
- B. Documentation required by this Procedure shall include a description of the restraint event, including:
 1. The type of restraint;
 2. The length of time in restraint;
 3. The student's behavior and reaction during the restraint; and
 4. The name and signature of the administrator informed of the use of restraint.
- C. The documentation of the use of restraints shall be maintained in the student's educational record and available for inspection by the student's parent or legal guardian in accordance with COMAR 13A.08.02.
- D. Each time restraint is used, parents shall be provided oral or written notification within 24 hours, unless otherwise provided for in a student's behavior intervention plan or IEP.

VII. **SECLUSION:**



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The use of Seclusion is prohibited in Prince George's County Public Schools.

VIII. **REFERRAL TO A PUPIL SERVICES OR IEP TEAM.**

- A. If restraint is used for a student who has not been identified as a student with a disability, the student shall immediately be referred to the school's pupil services team or an IEP team.
- B. If restraint is used for a student with a disability, and the student's IEP or behavior intervention plan does not include the use of restraint or seclusion, the IEP team shall meet within 10 business days of the incident to consider:
 - 1. The need for a functional behavioral assessment;
 - 2. Developing appropriate behavioral interventions; and
 - 3. Implementing a behavioral intervention plan.
- C. If restraint is used for a student with a disability, and the IEP or behavior intervention plan includes the use of restraint, the student's IEP or behavior intervention plan shall specify how often the IEP team shall meet to review or revise, as appropriate, the student's IEP or behavior intervention plan in accordance with the Special Education Handbook.
- D. When an IEP team meets to review or revise a student's IEP or behavior intervention plan, as specified in § C (3) of this regulation, the IEP team shall consider:
 - 1. Existing health, physical, psychological, and psychosocial information;
 - 2. Information provided by the parent;
 - 3. Observations by teachers and related service providers; and
- E. The student's current placement.
- F. The IEP team shall provide the parent of the student with written notice in accordance with COMAR 13A.05.01.12A when an IEP team proposes or refuses to initiate or change the student's IEP or behavior intervention plan that includes the use of restraint.



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G. A parent may request mediation or a due process hearing if the parent disagrees with the IEP team decision to propose or refuse to initiate or change:

1. The student's IEP;
2. The student's behavior intervention plan to use restraint or seclusion; or
3. The student's placement.

IX. **TRAINING AND TECHNICAL ASSISTANCE:**

- A. At the beginning of each school year, the Department of Special Education and the Division of Student Services shall identify personnel to serve as school-wide resources to assist in ensuring the proper administration of exclusion and restraint. The contact information shall be posted on the school system's website, available to staff and parents.
- B. The individuals designated to provide technical assistance shall also conduct training for personnel who may administer restraint, in accordance with these procedures. The training shall include current professionally accepted practices and standards regarding positive behavior assessment and behavior intervention planning exclusion, restraint and alternatives to restraint and the symptoms of physical distress and positional asphyxia. The training regarding the symptoms of physical distress and positional asphyxia shall be conducted in collaboration with the Department of Health Services. The professional development shall also include a written examination and physical demonstration of proficiency in the described skills and competencies. The Department of Special Education shall maintain a list of all individuals trained each school year.

X. **MONITORING:**

- A. A student shall be referred to the School Instructional Team if he or she has been excluded, as described in these procedures, three times during a school year or sooner, if possible. The School Instructional Team shall determine whether a referral to the IEP Team is appropriate.
- B. The Principal shall review each incident of Restraint, including the Restraint Report. The Procedures described in Section VIII of these procedures shall be followed if a student is restrained at school.



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- C. Complaints regarding the use of exclusion or restraint shall be referred to the Area Office or the High School Consortium, as appropriate, for investigation. Complaints regarding the use of restraint shall also be referred to Security Services for investigation. Staff shall immediately report suspected abuse in accordance with the school system's Administrative Procedures if the complaint alleges that a student was improperly restrained or is injured as a result of a restraint. A report of the investigation shall be submitted to the Superintendent and Principal within 10 business days.
- XI. **RELATED PROCEDURES:** None.
- XII. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** These procedures will be maintained and updated by the Division of Academics, Department of Special Education and the Division of Student Services, as appropriate.
- XIII. **CANCELLATIONS AND SUPERSEDES:** None. This is a new Administrative Procedure.
- XIV. **EFFECTIVE DATE:** February 1, 2011.

Approved by:
William R. Hite
Superintendent of Schools

Attachment: Restraint Report

Distribution: Lists 1, 2, 3, 4, 5, 6, 10, and 11



ADMINISTRATIVE PROCEDURE

COOPERATION WITH LAW ENFORCEMENT OFFICERS CONTACTING PUPILS

5144

Procedure No.

September 2, 1986

Date

- I. **PURPOSE:** To establish procedures to govern contacts by law enforcement officers with pupils at school.
- II. **POLICY:** The Prince George's County Board of Education in recognizing the need for cooperation with law enforcement officers directs the Superintendent of Schools to establish procedures to govern contacts by law enforcement officers with pupils at school. Procedures are also governed by State Board of Education Bylaw 13A.08.01.07, Arrests on School Premises. (Board Policy 5144)
- III. **DEFINITION:** Law Enforcement Officers – any duly authorized local, county, state, or federal police officer, as well as investigators of the Prince George's County Fire Marshall's Office, representatives of the Prince George's County Department of Juvenile Services, and caseworkers of the Prince George's County Department of Social Services.
- IV. **PROCEDURES:**
 - A. Requesting the Services of Law Enforcement Agencies

When a situation arises in a school which necessitates seeking the services of a law enforcement officer, the principal shall call the appropriate agency, depending upon the services needed; describe the problem; and request assistance. If there is a Security Services investigator/counselor assigned to the school, the principal may wish to discuss the problem with the investigator/counselor prior to requesting assistance, if time permits.
 - B. Arrests by and Release of Pupils to Law Enforcement Officers
 1. When possible and appropriate, arrests by police should be made during non-school hours and away from the school premises.
 2. When an arrest on school premises during school hours is necessary, the responsible school official shall ascertain: the facts from the arresting officer which will enable him/her to fully advise the parent or guardian and other appropriate school officials of the nature of the charge, the identity of the arresting officer, and the location to which the pupil is being taken.
 3. When an arrest has taken place on school premises during school hours, every effort shall be made by the school official to inform the parent or guardian immediately and thereafter promptly advise the Superintendent's Office.



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4. Arrest on school premises during school hours shall be effectuated in such a manner as to avoid embarrassing the pupil being arrested and jeopardizing the safety and welfare of other pupils.

C. Questioning on School Premises

1. School officials may not permit questioning on school premises of a pupil under arrest and shall request the arresting officer to remove the pupil from the premises as soon as practicable after the arrest is made.
2. Police investigations involving the questioning of pupils not under arrest may not be permitted on school premises unless in connection with a crime committed on the premises or in connection with an investigation which if not immediately permitted would compromise the success of that investigation or endanger the lives or safety of the pupils or other persons. The school official shall be present throughout any questioning of pupils by law enforcement officers.
3. Whenever investigative questioning of pupils is permitted on the premises, the school official should promptly advise the parent or guardian and the Superintendent's Office of the nature of the investigation and such other details as may be required.
4. In the absence of an arrest, school officials may not authorize the removal of a pupil from school for the purpose of investigative questioning without the consent of the parent or guardian.

D. Search and Seizure

1. Police officers upon the authority of a search warrant may make a search of that part of the school premises described in the search warrant, and school officials should cooperate in performing the search.
2. Investigative searches of school premises by police officers shall be permitted only upon the authority of a search warrant or in any case where the search is essential to prevent imminent danger to the safety or welfare of the pupils or other persons on school property. The search may not include the pupil's assigned locker unless specified in the search warrant.



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3. Every effort should be made to conduct searches in a manner which would minimize a disruption to the normal school routine and minimize embarrassment to pupils affected.
4. A police officer may not search the person of a pupil not under arrest unless the police officer has a reasonable suspicion that the pupil is concealing a weapon. A school official may not conduct a search of a person at the request of a police officer.
5. School officials, at any time, may conduct such searches as are essential to the security, discipline, and sound administration of the particular school, but are limited, as stated above, whenever the search is in connection with a police investigation.

E. Reporting Crimes

1. School officials shall promptly report to the responsible law enforcement agencies all police matters coming to their attention, whether occurring on or away from the school premises, which involve pupils attending that particular school.
2. Police matters do not include conduct which has been treated traditionally as a matter of discipline to be handled administratively by the particular school, except that all conduct of a serious nature should be promptly reported to the parent or guardian.

F. Fire Marshall

The foregoing procedures shall govern investigations conducted in the schools by representatives of the Fire Marshall's Office.

G. Department of Juvenile Services

Any pupil on court-ordered probation may be interviewed by his/her Juvenile Services Counselor without prior parental permission or school system personnel permission.

H. Department of Social Services

Caseworkers from the Department of Social Services may interview pupils whose custody has been awarded to the Department of Social Services or pupils who have been reported to the Department of Social Services for suspected neglect or abuse. Notification to the parents or guardians is not necessary for such interviews.



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COOPERATION WITH LAW ENFORCEMENT OFFICERS CONTACTING PUPILS

5144

Procedure No.

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Date

I. Prince George's County Health Department

A Venereal Disease Caseworker, upon presenting proper credentials to the principal, may interview a student at the school without parental permission or notification and in complete privacy.

J. Other Agency or Individual

Any other agency or individual seeking to interview a pupil may do so only after such individual has obtained written, informed consent from the pupil's parent or guardian; or, taking the pupil's maturity into consideration, the principal may authorize such interview absent specific parental consent if in the opinion of the principal, the immediate granting of the interview would be in the personal benefit of the pupil.

K. Release of Information

Procedures for the release of information to law enforcement officers are outlined in Administrative Procedure 5125, Individual Pupil School-Based Records.

- V. **RELATED PROCEDURES AND BYLAW:** Administrative Procedure 5125, Individual Pupil School-Based Records; Administrative Procedure 5145. Suspected Child Abuse and Neglect; and State Board of Education Bylaw 13A.08.01.07, Arrests on School Premises.
- VI. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** The Division of Pupil Services is responsible for the maintenance and updating of these procedures.
- VII. **CANCELLATIONS AND SUPERSEDURES:** These procedures specifically cancel and supersede the Administrative Procedure of the same title dated May 23, 1978.
- VIII. **EFFECTIVE DATE:** Immediately.

Approved by:
John A. Murphy
Superintendent of Schools

Distribution: All Administrative Handbook Holders

CLC Tip Sheet

Bullying and School Safety Issues

The Basics: Defining Bullying and School Responsibilities

Defining Bullying Generally: bullying is generally understood as aggressive behavior, repeated over time, where the aggressor is more powerful than the victim. It is important to note, however, that power need not consistently be held by the aggressor – a student who bullies one day can be a victim the next.

Definition of Bullying for DC Agencies: In the District of Columbia, “bullying” is defined in the Youth Bullying Prevention Act of 2012 as “*severe, pervasive or persistent act or conduct, whether physical, electronic or verbal that [...] may be based on the student’s actual or perceived [...] personal appearance, gender identity or expression, or any other distinguishing characteristic [...] and shall reasonably be predicted to (a) place a student in reasonable fear of physical harm to his or her person or property; (b) cause a substantial detrimental effect on the student’s physical or mental health; (c) substantially interfere with the student’s academic performance or attendance; (d) substantially interfere with the student’s ability to participate in or benefit from school activities or services; or (e) materially and substantially disrupts the education process or the orderly obligation of the school.*” (Emphasis added.) Under the act, all DC agencies that provide “services, activities or privileges to youth” must have a policy to address bullying that includes this definition. See D.C. Code § 2-1535.01 *et. seq.* (“Youth Bullying Prevention Act”). Additionally, DCPS’s policy notes that “bullying also occurs when a student or group of students maliciously spread rumors about another student.” See “DCPS District-Wide Bullying Prevention Policy,” available in the Toolkit.

MD Definition of Bullying: Maryland law defines “bullying, harassment, or intimidation” as “intentional conduct, including verbal, physical, or written conduct or an intentional electronic communication that creates a hostile educational environment by substantially interfering with a student’s educational benefits, opportunities, or performance, or with a student’s physical or psychological well-being.” Such conduct is “motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or, threatening or seriously intimidating; and, occurs on school property, at a school activity or event, or on a school bus; or, substantially disrupts the orderly operation of a school.” C.O.M.A.R. § 7-424.1 *et. seq.* Under this law, the Maryland State Board of Education was required to develop a model policy prohibiting bullying for in schools, providing either the definition set forth in the code or a definition that was no less inclusive. See C.O.M.A.R. § 7-424.1 (b)(2)(iii). The definition of bullying in the PG County Administrative Policy addressing bullying, intimidation and harassment is identical to the definition set forth in Maryland law. See PG County Administrative Procedure: Bullying, Harassment or Intimidation (“PG County Bullying Policy”), included in the Toolkit.

What Actions Steps Should I Take if a Student Reports they are Being Bullied?

- ➔ **TALK TO THE STUDENT/CLIENT FIRST.** Discuss the student's ideal approach to resolving the situation – some examples are: meeting with a neutral adult and the other student to mediate a solution or requesting a safety transfer to another school. Be sure to discuss what details the student is comfortable sharing with particular persons before making disclosures.

- ➔ **DOCUMENT** *all* bullying incidents in your own files and advocate that the school likewise documents *all* bullying incidents in accordance with their existing policies.
 - DCPS: Under DCPS's current policy, DCPS must investigate each and every reported incident of bullying within 30 days of the report and create a written record of the incident.

 - PGCPs: Under PG County Public School's current policy, reports of bullying *must* be made in writing (but can be made electronically). Once a report of bullying is received, the school then has two school days to investigate.

As part of the reporting and investigation process, DCPS and PGCPs bullying policies direct the school to develop an intervention plan to address the impact of reported bullying on the student.

- ➔ **INFORMAL APPEALS:** If a school fails to investigate a report of bullying in accordance with the school district's policy, or if the parent or student is not satisfied with the outcome of the investigation, an appeal may be made for further assistance:
 - DC (DCPS and Charter Schools): Contact Suzanne Greenfield, Director, Citywide Youth Bullying Prevention Program. Ms. Greenfield is responsible for assisting all DC schools and other District agencies in complying with DC's Youth Bullying Prevention Program. Ms. Greenfield may also be a helpful contact if you are working with a charter school that has not yet developed a bullying prevention policy. See Citywide Youth Bullying Prevention Program, available at <http://ohr.dc.gov/bullyingprevention>.

 - PGCPs: Contact the Department of Student Engagement and School Support at 301-567-8751. The Department may conduct an independent review and investigation, meet with the parent and school-based personnel, and develop alternate strategies or supports.

What Can I Do If a Bullied Student Wants to Change Schools?

DCPS: The parent may request a safety transfer for the student to another school if the parent or student believes that the student is no longer safe at his or her school placement. If the student has been the victim of a violent crime, the student may be eligible for an “Individual Student Victim Transfer” under 5 DCMR § E-3809. If not, the parent may still request that the student be transferred due to safety concerns related to bullying, although there is no codified process for doing so. Such a request should be made to the school principal and the instructional superintendent.

PGCPS: PG County’s Administrative Procedure on Student Transfers, included in this Toolkit, allows for school transfers where the student has been the victim of a violent criminal offense. Students may also request transfers in other situations but it is in the discretion of the school to approve them based on space and availability.

What Can I Do if the School Fails to Respond or Does Not Respond Appropriately to a Report of Bullying?

→ DC

- File a Grievance under 5 D.C.M.R. § E-2405.1.
 - Assess whether the school has violated the Student Bill of Rights (5 DCMR § E-2401.9) in addition to the DC Bullying Prevention Policy. For example:
 - 5 DCMR § E-2401.9 protects students from “unlawful discrimination because of [...] sex, personal appearance [...] or any other basis of unlawful discrimination.”
 - 5 DCMR § E-2401.12 grants students the “right to respect from teachers, other students, administrators and other school personnel, and shall not be subject to ridicule, harassment or any punishment that is demeaning or derogatory.”
- File a Complaint with the Office of Human Rights or the Office of Civil Rights (see Toolkit section on Dispute Resolution).
- For special education students, consider filing a due process complaint or a state complaint (see Toolkit section on Dispute Resolution).

What Protections Against Bullying Apply to Special Education Students?

Special education students are not afforded distinct protections by the current bullying policies. However, the U.S. Department of Education has informed schools that bullying of a student with a disability to the extent that it adversely impacts the student's ability to receive meaningful educational benefit constitutes a denial of a free appropriate public education ("FAPE"). Where a student with a disability is experiencing bullying, schools may need to convene an IEP team meeting to assess whether the student's needs have changed as a result. See Letter from Ms. Melody Musgrove and Mr. Michael K. Yudin, U.S. Dept. of Education – Office of Special Education and Rehabilitative Services, "Dear Colleague – Bullying of Students with Disabilities," dated August 20, 2013.

Where Can I Find Additional Bullying Resources in DC & MD?

Model Bullying Policy (DC), available at <http://ohr.dc.gov/bullyingprevention/policy>.

Maryland Department of Education – Bullying Prevention, available at http://www.marylandpublicschools.org/MSDE/divisions/studentschoolsvcs/student_services_at/bullying/)

Maryland's Model Policy to Address Bullying, Harassment or Intimidation, available at (<http://www.msde.maryland.gov/NR/ronlyres/0700B064-C2B3-41FC-A6CF-D3DAE4969707/19401/ModelBullyingPolicyDRAFT102108.pdf>)



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

November 2013

DCPS District-Wide Bullying Prevention Policy

Principal

Principal's Email

Principal Designee

Principal Designee's Email

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I. Introduction/Executive Summary

On June 22, 2012, the District of Columbia City Council passed the Youth Bullying Prevention Act of 2012 to address bullying on a comprehensive, citywide level. The policy requires that all District agencies, grantees, and educational institutions that provide services to youth adopt a bullying prevention policy. The law includes any entity who provides services to youth on behalf of, or with funding from, the District of Columbia. The law also created the Mayor's Task Force on Bullying Prevention whose role is to assist District agencies in their bullying prevention efforts and the creation of their prevention policies. The Task Force has compiled a model policy around evidence-based practices in Bullying prevention.

The Bullying Prevention Act requires each youth serving agency within the District of Columbia to develop and implement a bullying prevention policy that includes nine elements of the law:

- The legal definition of bullying;
- A statement prohibiting bullying;
- A statement that the policy applies to participation in functions sponsored by the agency, educational institution, or grantee;
- The expected code of conduct;
- A list of consequences that can result from an identified incident of bullying;
- A procedure for reporting bullying;
- An investigation procedure that include the name and contact for people charged with investigating Bullying;
- An appeal process;
- A statement that prohibits retaliation for reporting incidents of bullying.

II. Background/Needs Analysis

Bullying is a nationwide issue that affects millions of young people each year. Recently, bullying has come to the forefront of our national dialogue just as researchers have deepened their understanding of the broad scope of long-term consequences associated with bullying, including depression, substance abuse, aggressive behaviors, and school truancy. As a result, schools and local governments are facing ever-increasing pressure to more effectively prevent and reduce Bullying in schools.¹

According to the 2010 Youth Risk Behavior Survey (YRBS) administered to DC Public School (DCPS) students in grades six to twelve, greater than 25 percent of middle school students (grades 6-8) reported being bullied at school at least once in the last year. Approximately 15.8 percent reported not going to school on one or more days because they felt unsafe. Another 13.9 percent were afraid of being beat up at school. The 2010 YRBS results also found that 11.1

¹ U.S. Department of Education, *Analysis of State Bullying Laws and Policies*

percent of high school students (grades 9-12) reported being afraid of being beaten up at school.

Students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or intimidation. The DC Human Rights Act has one of the broadest harassment protections for students and community members, protecting on the basis of: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, and/or place of residence. DCPS must take specific steps to create safe and supportive environments for vulnerable populations in the school community.

The District of Columbia Public Schools (DCPS) is committed to ensuring that our schools are safe and effective learning environments, free from bullying and other harmful and disruptive behavior. In every school—its classrooms, hallways, cafeterias, playgrounds, and other common areas—each member of the school community must feel welcomed, safe, and respected.

The goal of the DCPS District-Wide approach to bully prevention is to promote and practice strategies at the district and school level that will ensure that all students can learn in a safe, healthy, and supportive environment that is free from bullying. The most proactive approaches for bully prevention focus on four key areas:

- Promotion of positive behavior and positive school culture;
- Whole-school prevention and intervention
- Investigation into every bullying incident
- Provision of support to individuals involved in bullying incidents

Research documents that lower levels of bullying and higher levels of positive school climate/culture are associated with higher levels of academic growth as well as student and parent satisfaction with school. The DCPS Bully Prevention Policy includes model policy requirements and best practices. The policy and this document are directly aligned to and support two of the five Capital Commitment Goals:

- Goal 1 At least 70% of our students will be proficient in reading and math, and we will double the number of advanced students in the district.
- Goal 4 90% of students will say they like school.

III. Definitions

“Bullying²,” means any severe, pervasive, or persistent act or conduct, whether physical, electronic or verbal that

- A. May be based on a student’s actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place of residence or business, or any other distinguishing characteristic, or on a student’s association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
- B. Shall reasonably predicted to:
 - a. Place a student in reasonable fear of physical harm to his or her person or property;
 - b. Cause a substantial detrimental effect on the student’s physical or mental health;
 - c. Substantially interfere with the student’s academic performance or attendance;
 - d. Substantially interfere with the student’s ability to participate in or benefit from school activities or services; or
 - e. Materially and substantially disrupts the education process or the orderly operation of a school.

Bullying also occurs when a student or group of students organize a campaign against another student or when a student or group of students maliciously spread rumors about another student. In most circumstances Bullying does not include a mutual fight between two students who are angry with each other. Such fights are subject to discipline according to the disciplinary rules in District of Columbia Municipal Regulations (DCMR), Title 5-B, Chapter 25 (referred to in this policy as “Chapter 25”). All references to bullying in this policy shall also be understood to include cyber bullying.

Cyber Bullying – Bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messaging, text messages, and Internet postings.

Electronic communication – The use of the Internet and mobile technology such as web pages, discussion groups such as instant messaging, SMS text, Instagram, or Facebook with the intent of intimidating, harassing, or harming another person.

² Adopted from definition provided in the Youth Bullying Prevention Policy Act 2012

Principal Designee- A point of contact decided on by the principal who will conduct investigations and provide communications in the principal's place. Each individual school must provide the name and contact information of the Point of Contact to parents and students. Posting the principal designee's name and contact information in the main office and including this information at the front of this policy document in the space provided is suggested.

Safe person - A person of comfort, determined by the student and someone who can be trusted without fear of being made to feel uncomfortable, unwelcome, or unsafe.

Safe space - a place where anyone can relax and be fully self-expressed without fear of being made to feel uncomfortable, unwelcome, or unsafe.

Staff – includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, coaches, athletic directors, support staff, or paraprofessionals.

IV. Prohibition Against Bullying

DCPS strives to provide students with optimal conditions for learning by maintaining a school environment where everyone is treated with respect and no one is physically or emotionally harmed. Acts of bullying by students are prohibited:

- a. On school premises;
- b. At any school-sponsored activity or event on and off DCPS grounds;
- c. On public and school transportation including stop locations;
- d. Using school property or equipment;
- e. Walking to and from school;
- f. Or, any other place where a student has access to technology.

V. Publication and Contact Information

To support a whole-school approach to bullying prevention, schools must actively communicate policies and guidelines on bullying prevention and intervention to teachers and other school staff; students; parents; parent-teacher organizations; volunteers, and other relevant groups. School-wide displays, posters, newsletters, Connect ED, and all other forms of communication from school to home will be used to communicate the policy and the intentional focus on building a positive school climate.

The DCPS Bullying policy and all guidelines for reporting procedures will be made available on the DCPS website. The policy and all related forms will be translated into the languages of the communities served throughout the District.

The Office of Youth Engagement (OYE), in cooperation and collaboration with school principals, is responsible for coordinating the DCPS bullying prevention efforts. All questions, comments, and concerns about the bullying policy and DCPS prevention efforts should be directed to the building principal or principal designee or the Director of Discipline and School Culture in OYE.

VI. Code of Conduct

Creating and sustaining a positive school culture/climate is the foundation of any bullying prevention program. The most successful practice for building school culture is a whole school approach involving all education and community partners. Collaborative and harmonious efforts are needed to bring about systematic and systemic change. DCPS believes that the following characteristics create positive school climate:

- Students, staff members, and parents feel safe, included, and accepted;
- All members of the school community demonstrate respect, fairness, and kindness in their interactions;
- Build healthy relationships that are free from discrimination and harassment;
- The learning environment and curriculum reflects character education and appreciation for diversity;
- Bullying prevention and awareness-raising strategies for students, staff, and families are taught and reinforced; and
- Students are meaningfully engaged and given support to succeed in an environment of high expectations.

DCPS must be intentional about creating a positive school culture where students feel welcomed, safe, respected, and as such, are able to fully engage in their academics. The DCPS policy recognizes that bullying prevention cannot be effective as prevention and intervention methods unless they are included as a part of a whole-school prevention/intervention approach. The whole-school approach will include the following elements: prevention, intervention, consequences, progressive discipline, and focused professional development and training.

VII. Prevention

Schools will be expected to participate in annual professional development and training to increase bullying prevention awareness. School-wide evidence-based bullying prevention programs will be implemented as part of a system of positive behavioral supports and school improvement efforts at all grade levels. Bullying prevention campaigns, assemblies, programs, rallies, monthly celebrations, etc. should be developed and implemented throughout the year.

The prevalence and characteristics of successful bullying prevention practices will be used to inform decision-making and school improvement efforts. Consistent and frequent monitoring of school culture indicators from surveys, number of students participating in school-wide programs and celebrations, report cards, and student behavior data systems are valuable information sources to consider when creating and promoting a positive school culture. This information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate strategies, and in-school support services. Should the data show a school issue or concern, strategies for family and community engagement around positive school culture and bullying prevention awareness should be incorporated into the family engagement section of the Comprehensive School Plan (CSP).

VIII. Intervention

Schools will be expected to provide ongoing training and professional development for bullying prevention. Training should include the proactive and positive strategies to prevent bullying as well as procedural guidelines and practices for responding appropriately to students who bully, are bullied, and are bystanders who report bullying.

Interventions include:

- Replacement behaviors and sensitivity training for the students exhibiting Bullying behaviors;
- A continuum of interventions targeted to prevent bullying by addressing social-emotional, behavioral, and academic needs of student who bully;
- Identifying community and mental health resources for students who repeatedly bully in spite of interventions and for those students involved as perpetrators, victims, or witnesses;
- Support counseling for the victim with protection from retaliation and further episodes of bullying;
- Developing “safe space” and “safe people” resources within the school;
- Designing intensive intervention plans for the bully and victim through the Student Support Team (SST) process.

IX. Consequences and Progressive Discipline

DCPS is committed to helping students learn the expectations and rules for appropriate school behavior and places a heavy emphasis on teaching, prevention, and intervention to prevent inappropriate behavior. Consequences should include the least severe response with an emphasis on changing, managing, and teaching replacement behaviors. Consequences for students committing acts of bullying, harassment, or intimidation and for students engaged in reprisal or retaliation and for students found to have made false accusations should be

consistently and fairly applied after appropriate investigation has determined that such an offense has occurred.

Bullying in DC is currently a Tier 3 infraction, per Chapter 25, and can result in a variety of consequences. Schools are encouraged to determine and implement consequences and progressive discipline actions consistent with DCPS policies and procedures. The following list of consequences are provided as a guide:

- Verbal redirection/reprimand
- Teacher/student conference
- Administrator/student conference
- Parental contact (written or by phone)
- Parent conference
- Temporary Removal of Student from Classroom
- Behavior contract
- In-School Disciplinary Action
- In school suspension
- Out of school suspension

While school administrators have discretion in applying consequences, the intention of the consequence should be to:

- Appropriately correct the bullying behavior,
- Prevent another occurrence of the bullying or retaliation,
- Protect the target of the bullying, and
- Be flexible so that in application they can be unique to the individual incident and varied in method and severity based on the nature of the incident, developmental age of the person bullying, and any history of problem behavior from the person bullying.

X. Professional Development and Training

Principals will be required to establish and provide annual professional development programs to educate teachers and school staff about Bullying prevention and strategies for promoting a positive school climate. OYE will serve as a resource for school-based professional development and will work with central office departments to provide training for non-school staff such as coaches, bus drivers and resource officers.

DCPS recognizes that in addition to training, staff members require ongoing professional development to build the tools and knowledge needed to prevent, identify, and respond to incidents of bullying. OYE will publicize resources, best practices, and relevant training opportunities as they become available.

XI. Reporting Incidents of Bullying

Bullying or suspected bullying is reportable in person or in writing (including anonymously) to school personnel. DCPS expects all staff members and volunteers to report incidents of bullying or retaliation they witness or are made aware of to the principal or the principal's designee. See Section XIV below for further information.

Students who have been bullied or are aware of incidents of bullying should be encouraged to report this behavior to the principal or principal's designee.

Parents or other adults who are aware of incidents should be encouraged to report this behavior to the principal or principal's designee.

Reports may be made anonymously but disciplinary action by the principal or principal's designee cannot be taken solely on the basis of an anonymous report, though such a report may trigger an investigation.

DCPS will ensure that there are reporting materials available in a wide variety of languages and that information about reporting is communicated to students and families through the school in a variety of formats. Each school principal or principal's designee is available to assist in reporting incidents as is the Director of Discipline and School Culture located in OYE at DCPS Central Office, 1200 First Street, NE, 8th Floor, Washington, DC 20002.

Reporting Procedures

1. All reports must be written using the DCPS approved Bullying Incident Reporting form. (Appendix B)
2. Reports must be promptly investigated by the principal or principal's designee.
3. The principal or principal's designee will determine whether bullying actually occurred by taking steps to verify who committed the act of bullying and whether others played a role in perpetuating the act.
4. Efforts should be made to increase the confidence and trust of the victim and any witnesses.
5. The principal or principal's designee will notify parents/guardians of the victim and offender.
6. The principal or principal's designee will apply consequences and/or interventions consistent with due process rights as outlined in Chapter 25.

7. The principal or principal's designee will create a written record of the incident, disciplinary actions taken, as well as statements from the victim, witnesses, and offender.

XII. Investigating Incidents of Bullying

Prior to the investigation of an incident, the principal or principal's designee will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident. These steps will be designed to restore a sense of safety to the victim and to protect them from further incidents if necessary. Examples of such steps taken include designating a staff member to serve as that alleged victim's "safe" person, altering the alleged bully/bullies seating or schedule to reduce access to the alleged victim or creating a safety plan in consultation with the alleged victim. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of Bullying or retaliation.

Once the principal or the principal's designee has received a report of bullying, the following groups will be notified as needed:

- Parents and guardians: The principal or principal's designee will notify the parents or guardians of victims, bullies, and if appropriate, witnesses to an incident or bullying behavior about the nature of the incident and the procedures and steps in place for responding to it. The principal or principal's designee will determine if parents or guardians should be informed prior to or after the investigation of an incident.
- Law enforcement agencies: If the principal or the principal's designee determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities. As part of making this determination, the principal or principal's designee may wish to consult with either a law enforcement or legal counsel. Law enforcement shall only be contacted if all other available remedies have been exhausted.

The principal or principal's designee will notify these groups of incidents of bullying only to the extent allowed by law. Notification will be undertaken solely to ensure that services are provided to victims and bullies and to protect victims from further or sustained victimization. The principal or principal's designee will make every effort to protect the confidentiality of those who report bullying incidents.

The principal or principal's designee is responsible for investigating reports of bullying. An investigation of an incident will be initiated no more than one day after a report of Bullying is

received and will conclude no later than 30 days after the receipt of such a report. As part of the investigation, the principal or principal's designee will interview any involved or relevant parties including alleged victims, bullies, witnesses, staff, parents or guardians.

The principal or principal's designee will provide confidentiality as far as possible to relevant parties as part of the investigation, and inform all relevant parties that retaliation for reporting acts of bullying is prohibited. Written records of the investigation process should be maintained and may be included in the prevention database to generate a more accurate picture of Bullying behaviors at DCPS. Where necessary, provisions will be made to include the advice of legal counsel.

In investigating an incident of bullying, the principal or principal's designee will seek to ensure that the reported incident is one of victimization, a sign of bullying, rather than a conflict. When investigating a reported incident, the principal or principal's designee will attempt to determine, through interviewing the victim, what resources the victim had and has access to for halting the incident that occurred and preventing future such instances. If the victim reports few or no resources for ending the incident or constructively dealing with future instances, that information will serve as compelling, though not conclusive, evidence that the reported incident was an incident of bullying.

The principal or principal's designee is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident. If the principal or principal's designee determines that an incident of bullying has occurred, he/she should take the proactive measures to prevent the recurrence of an incident and restore the safety of the victim.

If the principal or principal's designee determines that additional support is needed to conduct a thorough and equitable investigation, he/she will contact the Director of Discipline and School Culture in the Office of Youth Engagement.

XIII. Protection Against Retaliation

The school principal or principal's designee will take appropriate steps to protect any person - student or non-student, accused or accuser, etc. - from retaliation when they report, file a complaint of, are the subject of a complaint, or cooperate in an investigation concerning a violation of the DCPS Bullying Prevention Policy. An employee, volunteer, or student who promptly and in good faith reports an incident of, or information on, bullying in compliance with this policy shall be immune from a cause of action for damages arising from the report. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to disciplinary and other corrective action, which could include long-term suspension, exclusion or expulsion.

XIV. Formal Complaints and Appeals

Parties wishing to submit a formal complaint related to bullying or harassment, or wishing to appeal a determination made by DCPS regarding a bullying or harassment incident because they are not satisfied with the outcome of DCPS' initial investigation, may do so according to the Student Grievance Procedures contained in 5-B DCMR § 2405 or the Third-Party Grievance Procedures contained in 5-E DCMR § 405. A copy of these grievance procedures is available in the Appendix. Additionally, upon the receipt of a formal complaint, the receiving party must inform the party making the submission of their ability to seek additional redress under the DC Human Rights Act.

Parties of the accused dissatisfied with the outcome of a disciplinary action stemming from an allegation of bullying or harassment may appeal the decision through the student discipline appeal process in Chapter 25, which is also available in the Appendix.

APPENDIX

APPENDIX A: Resource Links

Mayor’s Bullying Prevention Model Policy

ohr.dc.gov/Bullyingprevention.policy

D.C. Municipal Regulations

dcregs.dc.gov

DCPS Chapter 25 Student Discipline Policy

dc.gov/DCPS/Files/downloads/In-the-Classroom/DCPS-Chapter-25-Tiers

U.S. Department of Health and Human Services

stopBullying.gov

Pacer’s National Health Bullying Prevention Center

Pacer.org/Bullying/

Health Education Resources of the Office of the State Superintendent of Education (OSSE)

<http://psse.dc.gov/service/health-education-resources>

The Anti-Defamation League – Combat Bullying Tools and Resources

adl.org/combatBullying/

Olweus Bullying Prevention

Violencepreventionworks.org/public/olweus

APPENDIX B: DCPS Sample Bullying Incident Report

Personal Information

1. (Optional) Name of person completing the report _____
Please note that a report of Bullying may be made anonymously. However, no disciplinary action will be taken solely in response to an anonymous report. The report may be made the basis for an investigation that supplies additional information needed to undertake disciplinary action.

2. You are the:

a. Victim of this behavior: _____

b. Witness to an incident: _____

3. You are the:

a. Student _____

b. Parent/Guardian _____

c. Staff member (please specify): _____

d. Other (please specify): _____

4. (Optional) Your contact information:

a. Phone: _____

b. Email: _____

Incident Information

Name(s) of victim:

Name(s) of bully:

Date and Time of Incident

Date: ___/___/___

Time: _____: AM/PM

Type of Aggression

Please check all that apply to this incident:

- Verbal _____
- Physical _____
- Written _____
- Cyber Bullying _____
- Relational _____

Location of the Incident

Please check all that apply to this incident:

- Classroom _____
- Hallway _____
- Playground _____
- Cafeteria _____
- Bathroom _____
- Gymnasium _____
- On the Way to School _____
- Other campus location (please specify): _____

Off-Campus location (Cyber Bullying) _____

Off- Campus location (Verbal/Physical – please specify): _____

Witnesses (Please list people who have information about the incident):

Name: _____ Student: ___ Staff: ___ Other, specify: _____

Name: _____ Student: ___ Staff: ___ Other, specify: _____

Name: _____ Student: ___ Staff: ___ Other, specify: _____

Context

Appendix C- Student Grievance Procedure

- 2405.1 The grievance procedure set forth in this section shall apply to all grievances or complaints brought for any suspected violation of the following laws:
- (a) Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability;
 - (b) Title II of the Americans with Disabilities Act of 1990, which also prohibits discrimination on the basis of disability;
 - (c) Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex;
 - (d) Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, and national origin;
 - (e) The District of Columbia Human Rights Law, Title 2, Chapter 14 of the D.C. Official Code, which prohibits discrimination on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, and disability; or
 - (f) The Age Discrimination Act of 1975, which prohibits discrimination on the basis of age.
- 2405.2 The grievance procedure set forth in this section shall also apply to all grievances or complaints brought in the following instances:
- (a) Where it is alleged that any student or group of students is being denied access to an adequate educational opportunity;
 - (b) Where it is alleged that the rights of students, or any individual student, are being denied or abridged;
 - (c) Where it is alleged that any student or group of students is being subjected to an arbitrary or unreasonable regulation, procedure, or standard of conduct;
 - (d) Where it is alleged that any student is being denied participation in any school activity for which the student is eligible;
 - (e) Where a student is a victim of bullying or harassment, including sexual harassment; and

- (f) Any other violation of a right granted by law that does not have a specific grievance procedure or hearing process provided in this title.

2405.3 A student who has been suspended or expelled from school shall not bring a grievance pursuant to this section, but may file an appeal according to the procedure in chapter B 25.

2405.4 An individual bringing a grievance about an issue set forth in § B 2405.1 or B 2405.2 shall follow the procedures contained in this section. An individual who is a victim of bullying or harassment, including sexual harassment, may follow these procedures or the procedures in § B 2405.5. A grievance may be filed by a parent or guardian on behalf of a student, as consistent with § B 2401.15 of this Chapter.

- (a) The individual bringing the grievance (the grievant) may make an informal complaint to the principal or other school official in charge of the program or activity. If the grievant makes a complaint to a teacher or administrator other than the principal or official in charge of the program or activity, that person shall advise the principal or official in charge of the program or activity of the nature of the complaint.
- (b) If the principal is the subject of the grievant's complaint or otherwise involved in the circumstances surrounding the complaint, the grievant shall make an informal complaint to the Instructional Superintendent with jurisdiction over the principal's school.
- (c) The person who receives the informal grievance shall investigate and attempt to resolve the problem through informal means, including but not limited to, meetings, conferences, and discussions. The person shall also make written documentation of all steps taken to investigate the matter.
- (d) A resolution in the informal process shall be proposed, or a decision issued, by the principal or other school official to the grievant within ten (10) school days of the day that the grievant made the informal complaint.
- (e) A grievant who is dissatisfied with the outcome of -- or chooses not to use -- the informal process, may file a written grievance with the principal or other responsible school official. Written grievances must be filed within forty-five (45) calendar days of the incident or circumstance being grieved or ten (10) calendar days of the completion of the informal process, if any, whichever is longer. The timeframes for submission shall be tolled in instances where the grievant did not comprehend or was not aware of the harassment.
- (f) All complaints should include the following information, to the extent that is known by the grievant:

- (1) The name, grade, and school attended by the student;
 - (2) The date, approximate time, and location of the incident;
 - (3) The type of bullying or harassment that was involved in the incident;
 - (4) The identity of the person(s) who committed the alleged acts of harassment;
 - (5) If the alleged harassment was directed towards other person(s), the identities of such persons;
 - (6) Whether any witnesses were present, and their identities; and
 - (7) A specific factual description of the incident, including any verbal statements or physical contact.
- (g) The principal or other school official shall attempt to resolve the written grievance by beginning a formal investigation, including but not limited to conducting conferences with the grievant(s), students, parents, teachers, other school officials, and other involved parties and, when applicable, consultation with legal counsel, the Title IX Coordinator or the Section 504 Coordinator. The investigation shall also include the examination of any information submitted by the grievant and interviews with any witnesses identified by the grievant. The appropriate Instructional Superintendent shall be informed of the written grievance and investigation and may be consulted by the principal or other school official in an attempt to resolve the grievance.
- (h) The principal or other school official who investigates a written grievance shall provide a written response to the grievant and the Instructional Superintendent.
- (i) The written response shall be provided within ten (10) school days of the receipt of the written grievance; the parties should be notified if the investigation will take longer, including the reasons for the delay and the anticipated time frame.
- (j) If the grievant is not satisfied with the response of the principal, the grievant may file an appeal with the Instructional Superintendent with jurisdiction over the school which the student attends or the grievance arose. If the Instructional Superintendent issued the initial response, the grievant may file an appeal with another school official designated by the Chancellor. The appeal shall be filed within ten (10) calendar days of receipt or notice of the initial response.
- (k) The Instructional Superintendent or other designee shall attempt to resolve the grievance by reviewing the principal's investigation and findings, and conducting

further investigation of the grievance, including meeting with all involved parties and consulting with legal counsel as appropriate.

- (l) The written response shall be provided within ten (10) school days of the receipt of the appeal.
- (m) If the grievant is not satisfied with the response or the Instructional Superintendent or other designee is unable to achieve an adequate resolution, either the grievant or the Instructional Superintendent, or other designee may, within ten (10) calendar days of the written response, request that the grievance be brought before a grievance review panel to ensure appropriate and fair resolution of the grievance. The panel shall be comprised of three (3) persons appointed by the Chancellor or designee, and may include the Section 504 Coordinator, the Title IX Coordinator, individuals from the DCPS Office of Compliance, Office of the General Counsel, other Instructional Superintendents or school officials, and other disinterested persons with training and knowledge about the issues raised by the grievance.
- (n) In all cases brought before the review panel, the panel shall provide the Instructional Superintendent, or other designee with written findings and recommendations for suggested implementation by the Instructional Superintendent, or other designee and the principal. The findings and recommendations shall be issued within ten (10) school days of receipt by the panel of the request referenced in § B 2405.4 (m).
- (o) Within five (5) days of receipt of the findings and recommendations, the Instructional Superintendent, or other designee shall issue a final administrative decision, which shall be the final administrative decision of the school system. The Instructional Superintendent or other designee shall provide written notice of the decision to the grievant, the principal, and, if appropriate, the grievant's parent or guardian.
- (p) A grievant may also file a complaint directly with the U.S. Department of Education, Office of Civil Rights without utilizing, or following the completion of, the procedures contained in this section. See <http://www.ed.gov/ocr/complaintprocess.html> or call (202) 453-6020 for further information.
- (q) A grievant may also file a complaint directly with the District of Columbia Commission on Human Rights without utilizing the procedures contained in this section. See <http://www.ohr.dc.gov> or call (202) 727-4559 for further information.

- 2405.5 A grievant who is a victim of bullying or harassment, including sexual harassment, by an employee, students, or third parties may, at his or her option, choose to follow this procedure to resolve his or her complaint:
- (a) An individual who is a victim of bullying or harassment may complain orally or in writing to any teacher, administrator, or counselor.
 - (b) If the grievant files his or her complaint orally, the teacher, administrator, or counselor shall prepare a written report of the conversation with the grievant. If the grievant complains in writing, it may be in any form. All complaints should include the following information, to the extent that is known by the grievant:
 - (1) The name, grade, and school attended by the student;
 - (2) The date, approximate time, and location of the incident;
 - (3) The type of bullying or harassment that was involved in the incident;
 - (4) The identity of the person(s) who committed the alleged acts of harassment;
 - (5) If the alleged harassment was directed towards other person(s), the identities of such persons;
 - (6) Whether any witnesses were present, and their identities; and
 - (7) A specific factual description of the incident, including any verbal statements or physical contact.
 - (c) All complaints and information contained therein will be kept confidential to the extent provided by law.
 - (d) The complaint shall be reported to the principal no later than the end of the next school day following the report of the complaint. The teacher, administrator, or counselor shall report complaints of severe or pervasive bullying or harassment no later than the end of the school day that the report of the complaint was made.
 - (e) If any principal, administrator or other school employee responsible for overseeing or investigating bullying or harassment complaints are implicated in the complaint, or have any actual or perceived conflict of interest, the complaint will be filed with the Instructional Superintendent with jurisdiction over the school the student attends or at which the grievance arose for action.

- (f) The principal is responsible for ensuring that all complaints are properly investigated and processed in accordance with these procedures, but may delegate responsibility for processing bullying and harassment complaints. The principal or designee shall take the following actions:
- (1) Within one (1) school day – schedule and complete a confidential discussion of the allegations with the grievant. The subject of the allegations shall not be notified or be present during such discussion.
 - (2) Within ten (10) school days – the principal or designee shall complete his or her investigation and prepare a written report that includes a finding as to whether the allegations of bullying or harassment are substantiated; the parties should be notified if the investigation will take longer, including the reasons for the delay and the anticipated time frame. The investigation shall include, but not be limited to, the following matters: 1) interview with the grievant; 2) interview with the alleged victim (if not the grievant); 3) interviews with the subject(s) alleged to have committed the harassment or bullying; 4) interviews with employees and others (including students) who have knowledge of the facts alleged in the complaint (including those identified by the student who filed the complaint); and 5) review of all pertinent records (including those identified by the grievant). The report shall reflect the results of the investigation and shall be provided to all parties to the complaint. The report shall include a description of any follow up actions taken or to be taken, including any intervention or disciplinary actions (to the extent permitted by the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; 34 C.F.R. §99.1 *et seq.*).
 - (3) If the grievant is dissatisfied with the findings or actions contained in the report, the grievant may file a written grievance with the Instructional Superintendent with jurisdiction over the school the student attends or the location at which the grievance arose within ten (10) calendar days of the issuance of the principal's report. If such a grievance is filed, the process specified in §§ 2405.4(k)-2405.4(o) shall apply.
- (g) A grievant may also file a complaint directly with the U.S. Department of Education, Office of Civil Rights without utilizing, or following the completion of, the procedures contained in this section. See <http://www.ed.gov/ocr/complaintprocess.html> or call (202) 453-6020 for further information.
- (h) A grievant may also file a complaint directly with the District of Columbia Commission on Human Rights without utilizing the procedures contained in this section. See <http://www.ohr.dc.gov> or call (202) 727-4559 for further information.

- 2405.6 The final decision of the Instructional Superintendent shall be the final administrative decision of the school system.
- 2405.7 Copies of the final decision shall be given to all parties.
- 2405.8 A copy of the Instructional Superintendent's final decision shall be sent to the Chancellor and the Chief of Schools.
- 2405.9 No grievant shall be subject to any retaliation from any teacher or school official. A grievant may use these procedures to complain of retaliation by students, teachers, or employees.

Appendix D- Third Party Grievance Procedure (includes parents)

- 405.1 The grievance procedure set forth in this section shall apply to all grievances or complaints brought for any suspected violation of the following laws:
- (a) Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability;
 - (b) Title II of the Americans with Disabilities Act of 1990, which also prohibits discrimination on the basis of disability;
 - (c) Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex;
 - (d) Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, and national origin;
 - (e) The District of Columbia Human Rights Law, Title 2, Chapter 14 of the D.C. Official Code, which prohibits discrimination on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, and disability; or
 - (f) The Age Discrimination Act of 1975, which prohibits discrimination on the basis of age.
- 405.2 The grievance procedure set forth in this section shall apply to all grievances filed by any individual other than a student or employee of the District of Columbia Public Schools. This includes but is not limited to parents, guardians, and school visitors. Grievances and complaints regarding students shall be governed by the procedures contained in Chapter B 24 of this Title. Grievances and complaints regarding employees shall be governed by Chapter E 8 of this Title.
- 405.3 The grievance procedure set forth in this section shall also apply to all grievances or complaints brought in the following instances:
- (a) Where it is alleged that the rights of an individual are being denied or abridged;

- (b) Where it is alleged that any individual is being subjected to an arbitrary or unreasonable regulation, procedure, or standard of conduct;
- (c) Where an individual is a victim of bullying or harassment, including sexual harassment; and
- (d) Any other violation of a right granted by law that does not have a specific grievance procedure or hearing process provided in this title.

405.4 No individual shall be discriminated against, or otherwise subjected to retaliation, on the basis of an individual's filing of a grievance pursuant to this section or an individual's participation in a grievance process.

405.5 An individual bringing a grievance about an issue set forth in § E 405.1 or § E 405.3 of this section shall follow the procedures contained in this section. A grievance may be filed on behalf of another individual by attorney or an authorized representative.

- (a) The individual bringing the grievance (the grievant) may make an informal complaint to the principal or other school official in charge of the program or activity. If the grievant makes a complaint to a teacher or administrator other than the principal or official in charge of the program or activity, that person shall, with the permission of the grievant, advise the principal or official in charge of the program or activity of the nature of the complaint.
- (b) If the principal is the subject of the grievant's complaint or otherwise involved in the circumstances surrounding the complaint, the grievant shall make an informal complaint to the Instructional Superintendent with jurisdiction over the principal's school.
- (c) The person who receives the informal grievance shall investigate and attempt to resolve the problem through informal means, including but not limited to, meetings, conferences, and discussions. The person shall also make written documentation of all steps taken to investigate the matter.
- (d) A resolution in the informal process shall be proposed, or a decision issued, by the principal or other school official to the grievant within ten (10) school days of the day that the grievant made the informal complaint. The appropriate Instructional Superintendent shall be informed of the informal grievance and investigation and may be

consulted by the principal or other school official in an attempt to resolve the grievance.

- (e) A grievant who is dissatisfied with the outcome of -- or chooses not to use -- the informal process, may file a written grievance with the Instructional Superintendent with jurisdiction over the school or other responsible school official. Written grievances must be filed within forty-five (45) calendar days of the incident or circumstance being grieved or ten (10) calendar days of the completion of the informal process, if any, whichever is longer. The timeframes for submission shall be tolled in instances where the grievant did not comprehend or was not aware of the harassment.
- (f) All complaints should include the following information, to the extent that is known by the grievant:
 - (1) The name and address of the grievant;
 - (2) The grievant's affiliation with the school (parent, guardian, volunteer or other);
 - (3) The date, approximate time, and location of the incident;
 - (4) The type of bullying or harassment that was involved in the incident;
 - (5) The identity of the person(s) who committed the alleged acts of harassment;
 - (6) If the alleged harassment was directed towards other person(s), the identities of such persons;
 - (7) Whether any witnesses were present, and their identities; and
 - (8) A specific factual description of the incident, including any verbal statements or physical contact.
- (g) The Instructional Superintendent or other school official shall attempt to resolve the written grievance by beginning a formal investigation, including but not limited to conducting conferences with the grievant(s), students, parents, teachers, other school officials, and other involved

parties and, when applicable, consultation with legal counsel, or the Section 504 Coordinator. The investigation shall also include the examination of any information submitted by the grievant and interviews with any witnesses identified by the grievant.

- (h) The Instructional Superintendent shall provide the grievant with the evidence or documentation presented by the school and shall give the grievant the opportunity to rebut such evidence.
- (i) The Instructional Superintendent or other school official who investigates a written grievance shall provide a written response to the grievant and the school principal.
- (j) The written response shall be provided within ten (10) school days of the receipt of the written grievance; the parties should be notified if the investigation will take longer, including the reasons for the delay and the anticipated time frame.
- (k) If the grievant is not satisfied with the response of the Instructional Superintendent, the grievant may file an appeal with another school official designated by the Chancellor. The appeal shall be filed within ten (10) calendar days of receipt or notice of the initial response.
- (l) The designated school official shall attempt to resolve the grievance by reviewing the Instructional Superintendent's investigation and findings, and conducting further investigation of the grievance, including meeting with all involved parties and consulting with legal counsel as appropriate.
- (m) The designated school official shall provide a written response to the grievant and the school principal within ten (10) school days of the receipt of the appeal.
- (n) If the grievant is not satisfied with the response or the designated school official is unable to achieve an adequate resolution, either the grievant or designated school official may, within ten (10) calendar days of the written response, request that the grievance be brought before a grievance review panel to ensure appropriate and fair resolution of the grievance. The panel shall be comprised of three (3) persons appointed by the Chancellor or designee, and may include the Section 504 Coordinator, the Title IX Coordinator, individuals from the DCPS Office of Compliance, Office of the General Counsel, other Instructional

Superintendents or school officials, and other disinterested persons with training and knowledge about the issues raised by the grievance.

- (o) In all cases brought before the review panel, the panel shall provide the designated school official with written findings and recommendations for suggested implementation by the Instructional Superintendent and the principal; a copy of the written findings and recommendations shall also be issued to the grievant. The findings and recommendations shall be issued within ten (10) school days of receipt by the panel of the request referenced in §E405.5 (n) of this Section.
- (p) Within five (5) days of receipt of the findings and recommendations, the designated school official shall issue a final administrative decision, which shall be the final administrative decision of the school system. The designated school official shall provide written notice of the decision to the grievant, the Instructional Superintendent, and the principal, and if appropriate, the grievant's attorney or authorized representative.
- (q) A grievant may also file a complaint directly with the U.S. Department of Education, Office of Civil Rights without utilizing, or following the completion of, the procedures contained in this section. See <http://www.ed.gov/ocr/complaintprocess.html> or call (202) 453-6020 for further information.
- (r) A grievant may also file a complaint directly with the District of Columbia Commission on Human Rights without utilizing or following the procedures contained in this section. Nothing in this section supersedes the rights or requirements for filing complaints with the District of Columbia Commission on Human Rights. See <http://www.ohr.dc.gov> or call (202) 727-4559 for further information.

Appendix E-Chapter 25 Appeal Process for Suspensions:

- B2505.14 A student who has been suspended for fewer than eleven (11) days may appeal the Suspension as follows:
- (a) A Short-Term Suspension may be appealed to the principal.
 - (b) A Medium-Term Suspension may be appealed to a person designated by a Chancellor.
 - (c) All appeals must be made by the student's parent or guardian or the adult student, either orally or in writing to the principal or person designated by the Chancellor, as appropriate, no later than two (2) school days after receiving the notice of Suspension, and may be made prior to receiving formal written notice of the Suspension. An appeal made orally shall be put in writing by the person receiving the request.
 - (d) All appeals will be heard by the principal (for Short-Term Suspensions) or a person designated by the Chancellor (for Medium-Term Suspensions) no later than one (1) school day after the appeal is requested. Upon request of the adult student or minor student's parent or guardian, the time for the appeal may be extended up to three (3) school days. The appeal may be held by telephone upon request of the parent or guardian if necessary due to health, work, or childcare.
 - (e) The student and his or her parent or guardian may present evidence and ask witnesses to speak.
 - (f) At the conclusion of the conference, the principal or a person designated by the Chancellor, as appropriate, shall render a final decision.
 - (g) No more than one (1) school day after the conference, the principal or a person designated by the Chancellor, as appropriate, shall give the student and his or her parent or guardian, a person designated by the Chancellor, and the head of the Office of Youth Engagement a written summary of the conference proceedings, including the final decision.
- B2505.15 A student who has been suspended for eleven (11) days or more or who has been concerning the alleged infraction until the conclusion of the school year immediately following the incident.

- B2507.7 Long-Term Suspension may be appealed directly to the head of the Office of Youth Engagement:
- (a) A parent or guardian, or adult student who wishes to appeal a Long-Term Suspension to the head of the Office of Youth Engagement must submit a written or oral request to appeal the proposed Long-Term Suspension within five (5) school days of receiving notification of the Long-Term Suspension. If the request is made orally, it shall be recorded in writing by the person receiving the request.
 - (b) Upon receipt of an appeal, the head of the Office of Youth Engagement shall schedule a conference with the parent or guardian, or adult student, to be held within three (3) school days of receiving the appeal request.
 - (c) During the conference, the parent or guardian, or adult student, may present arguments in support of his or her appeal. The student shall have a right, but shall not be required, to have a representative or legal counsel, selected by the parent or guardian or adult student. The appeal may be held by telephone upon request of the parent or guardian. The conference may be recorded by any of the parties.
 - (d) No more than two (B2) school days after the conclusion of the conference, the head of the Office of Youth Engagement shall render a final decision. The head of the Office of Youth Engagement shall provide the parent or guardian, or adult student, and a person designated by the Chancellor, a written summary of the conference proceedings and decision.
- B2507.8 If the head of the Office of Youth Engagement has authorized Expulsion for violating the Gun-Free Schools Act, the parent or guardian or adult student may appeal the decision to the Chancellor pursuant to the process outlined in § B2507.9. The decision of the Chancellor shall be final and shall be provided in writing to the parent or guardian, or adult student, person designated by the Chancellor, and the principal of the school from which the student was expelled.
- B2507.8 Notwithstanding the other provisions of this section, a person designated by the Chancellor may, at his or her discretion, initiate Expulsion action without the recommendation of a principal or designee.
- B2507.9 An Expulsion may be appealed directly to the Chancellor.
- (a) A parent or guardian, or adult student who wishes to appeal an Expulsion directly to the Chancellor must submit a written or oral request to appeal the proposal within five (5) school days of receiving notification of the Expulsion. If the request is made orally, it shall be recorded in writing by the person receiving the request.

(b) Upon receipt of an appeal, the Chancellor or his/her designee shall schedule a conference with the parent or guardian, or adult student, to be held within three (3) school days of receiving the appeal request.

(c) During the conference, the parent or guardian, or adult student, may present arguments in support of his or her appeal. The student shall have a right, but shall not be required, to have a representative or legal counsel, selected by the parent or guardian or adult student. The appeal may be held by telephone upon request of the parent or guardian. The conference may be recorded by any of the parties.

(d) No more than two (B2) school days after the conclusion of the conference, the Chancellor shall render a final decision. The Chancellor shall provide the parent or guardian, or adult student, a person designated by the Chancellor, and the head of the Office of Youth Engagement a written summary of the conference proceedings and his or her final decision.

B2508 REVIEW BY THE CHANCELLOR

- B2508.1 The Chancellor may review, at his or her discretion, any proposed disciplinary action. If the Chancellor determines that disciplinary action is not warranted, the determination shall include a statement ordering the destruction of all school records of the disciplinary action, including any reports of the disciplinary action that relate to the incident upon which the action was based, provided that, from the facts presented, it is determined that there was no violation of any DCPS rule or policy, insofar as those reports individually identify the student.
- B2508.2 With respect to all disciplinary actions, the Chancellor may overrule or modify any proposed disciplinary action including Expulsion. The Chancellor shall provide written justification for any modification of disciplinary action.

ADMINISTRATIVE PROCEDURE

BULLYING, HARASSMENT OR INTIMIDATION

5143

Procedure No.

July 1, 2013

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- I. **PURPOSE:** The purpose of this procedure is to maintain a safe school environment that is conducive to learning and to ensure that school administrators and staff take measures to promote the prevention of bullying, harassment, and intimidation as well as prohibit reprisal or retaliation against individuals who report these acts.

 - II. **INFORMATION:** In accordance with the provisions of Section 7-424.1 of the Education Article of the Annotated Code of Maryland, the Maryland State Board of Education developed and adopted a model policy to address bullying, harassment, and intimidation. All local school systems were required to establish a policy prohibiting bullying, harassment, or intimidation based on the model policy by July 1, 2009. This policy focuses on student to student bullying, harassment or intimidation. Allegations of students being bullied by an employee are to be addressed under Administrative Procedure 4170, Discrimination and Harassment.

 - III. **BOARD POLICY:** It is the intent of Prince George' s County Public Schools to maintain safe environments that are conducive to learning. The name and contact information for the MSDE employee who is familiar with the reporting and investigating procedures in your local school system (LSS) (Michael Ford, School Safety Specialist, both at 410-767-0311.) The purpose of this policy is to ensure that school administrators take measures to promote the prevention of bullying, harassment, or intimidation in the learning environment and inform parents of these efforts. (Board Policy 5143)

 - IV. **DEFINITIONS:**
 - A. Bullying, harassment, and intimidation (BHI) are anti-social behaviors that are conducted with the intent to cause harm and are characterized by an imbalance of power. Bullying, harassment, and intimidation is intentional conduct, including verbal, non-verbal, physical, or written conduct, or an intentional electronic communication, that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socio-economic status, familial status, or physical or mental ability or disability or is threatening or seriously intimidating; and, occurs on school property, at a school activity or event, or on a school bus; or, substantially disrupts the orderly operation of a school.

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- B. “ Electronic communication” means a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or pager.
- C. Retaliation is an act of reprisal or getting back at a person for an act he/she has committed.

V. **PROCEDURES:**

- 1. Reporting of allegations of student bullying, harassment, or intimidation

All reports must be written (and submitted to the school) or submitted electronically using the *Bullying, Harassment, or Intimidation Form*. Reports must be promptly and appropriately investigated by school administrators or the administrative designee, consistent with due process rights, using the Bullying, Harassment, or Intimidation Incident School Investigation Form within two (2) school days after receipt of a Bullying, Harassment, or Intimidation Reporting Form. Copies of the Bullying, Harassment or Intimidation Form can be requested from the school, downloaded from WWW.pgcps.org or submitted electronically by completing the digitized form on the PGCPS web page.

- B. Investigation of Alleged Incidents

All allegations of BHI must be promptly and thoroughly investigated by the local school. The investigation must be documented using the Investigation Form and the Investigation Notes Form and include all notes or communication logs related to the specific incident. The following actions are to take place in order to allow the school administration/designee to determine the appropriate course of action to address the behavior. School administrators or the administrative designee will determine whether bullying, harassment, or intimidation occurred by taking the following steps:

- 1. Meet individually with the victim, the accused and any witnesses to gather information regarding the allegation.
- 2. Notify all parties involved in the incident that retaliation against a victim, witness or bystander is strictly prohibited.
- 3. Document findings from the investigation on the *Incident School Investigation Form*.
- 4. Document all notes taken during the student interviews, parent contacts, and information gathered from other witnesses on the

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Investigation Notes Form and attach the notes to the BHI Incident School Investigation Form.

5. Indicate findings on the Incident School Investigation Form to include whether or not the allegation was substantiated as bullying or not substantiated as bullying. If the incident is not substantiated the reason must be noted on the form.
6. Notify the parents of the victim and offender of the outcome of the investigation once the investigation has been completed. The notification must respect the confidentiality of the victim and the offender. Therefore, specific information related to disciplinary consequences will not be provided.
7. Notify the Investigative Counselor or School Security Officer immediately if the bullying, harassment, or intimidation creates imminent danger or qualifies as a delinquent act.
8. Log the incident into SchoolMax indicating the actions taken to investigate the allegations and the outcome (for directions see page 4, H. 1-15).
9. Submit a copy of the completed ***Reporting, Investigation and Notes Forms*** to the Office of Student Engagement and School Support within five (5) school days.
10. Copies of the forms **MUST** be maintained in the principal's confidential file. These forms are not to be filed in the student's cumulative folder or limited access folder.

C. Parental Notification

The school administrator/designee will immediately notify parent/guardian of the victim and the parents of the offender of the incident.

1. The parent/guardian of the victim will be informed of the specific steps that the school will take to intervene, interrupt and monitor the behaviors.
2. The parent/guardian of the offender will be informed of the specific steps that the school will take to intervene, interrupt, and monitor the behaviors as well as the proposed consequences as stipulated in the Students' Rights and Responsibilities Handbook.
3. The parent/guardian of the victim may be invited to participate in the development of an intervention plan for their child.
4. The parent/guardian of the offender may be invited to participate in the development of an intervention plan for their child.
5. The parent/guardian will be provided with a copy of the intervention plan developed for their child.

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D. Follow-up actions by the principal or principal's designee:

1. Separate conferences for the victim and offender will occur within ten (10) school days after the investigation to ensure that the bullying, harassment, or intimidation has ceased, and to determine whether there is a need for additional intervention. Individual conferences may occur as part of the counseling intervention.
2. A second conference will be held with the victim four (4) weeks after the initial conference to ensure that the bullying, harassment, or intimidation has ceased.

E. Central support for parents and school administrators

- a. In instances wherein the bullying, harassment or intimidation incident is unresolved, and/or parent/guardians are not satisfied with the investigation; support may be requested by the school or parent/guardian from the Department of Student Engagement and School Support.
2. Support may be inclusive of, but not limited to, the following:
 - ✓ Independent review of the bullying, harassment, or intimidation report, investigation and notes;
 - ✓ Interview of parties involved in data collection and disposition;
 - ✓ Review of disciplinary action as deemed appropriate, under the Student's Rights and Responsibilities Handbook related to the incident(s).
 - ✓ Consultation with the parent/guardian and school-based personnel on alternative strategies and supports.
 - ✓ Consultation with other involved offices regarding findings and recommended actions.

The Department of Student Engagement and School Support will work with the school to ensure that the incident is investigated and that the resolution is sufficient. The Department of Student Engagement and School Support may amend the findings and recommendations of the school pursuant to review.

F. Prevention of bullying, harassment, or intimidation

All schools will implement procedures to prevent and reduce acts of bullying, harassment, or intimidation.

1. Each school-based administrator will provide annual in-service training to staff on procedures to prevent, identify, investigate and report allegations of bullying, harassment, or intimidation.

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2. Schools will inform students and parents that bullying, harassment, or intimidation will not be condoned.
3. Schools will inform students about the availability and use of the *Bullying, Harassment, or Intimidation Reporting Form* and their use during orientation sessions during the first week of school.
4. Parents will be informed about the availability of the *Bullying, Harassment, or Intimidation Reporting Form* through appropriate school communication (i.e., school web site, parent newsletters, student handbook, etc.)
5. *Bullying, Harassment, or Intimidation Reporting Forms* will be available in the main office, counselors office and other locations in each school.
6. Copies of the form will be available on the Prince George's County Public Schools website.
7. Schools are required to conduct developmentally appropriate prevention activities such as:
 - a. Holding regular classroom meetings with students to discuss safety concerns.
 - b. Clarifying and reinforcing classroom rules against bullying, harassment, or intimidation.
 - c. Conducting classroom lessons on sensitivity and tolerance.
 - d. Forming an Anti-Bullying, Harassment, or Intimidation Committee to assess the nature and prevalence of bullying at the school.
 - e. Celebrating the annual national anti-bullying week.
 - f. Conducting grade level focus groups or a school-wide survey to identify problem areas in the building and the level of bullying, harassment, or intimidation within the school.

G. Interventions to address bullying, intimidation, or harassment

Schools must provide intervention and support to victims and offenders to address acts of bullying, harassment, or intimidation. These interventions may include, but are not limited to, the following actions:

1. Parent/student conferences.
2. Counseling with the professional school counselor, school psychologist, pupil personnel worker, professional school nurse and other appropriate professional staff.
3. Behavioral contracts.

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4. Positive behavioral supports, such as functional behavioral assessments and behavioral intervention plans, etc.
5. Support counseling for the victim.
6. Support counseling for the offender.
7. Support counseling for bystanders.
8. Increased adult supervision during unstructured times (i.e. classroom changes, lunch, recess, etc.).
9. Social skills training, including role playing and behavioral rehearsal.
10. Schedule adjustment.
11. Development of a plan of support for the victim and offender.

The response/intervention must be documented in SchoolMax.

H. Consequences

Consequences and support strategies for persons committing acts of bullying, harassment, or intimidation, for persons engaged in reprisal or retaliation, and for persons found to have made false accusations shall be consistently and fairly applied after appropriate investigation has determined that such an offense has occurred. A range of consequences is contained in the Students Rights and Responsibilities Handbook Students Rights and Responsibilities Handbook.

I. Inputting Bullying or Harassment Incidents into SchoolMax

1. Log in to SchoolMax.
2. Select Discipline from the list of modules. The discipline page appears.
3. Select create an incident.
4. Input the date of the incident and the type of incident following the System prompts.
5. Select the appropriate event code (bullying or harassment).
6. Click the **update** button.
7. Select the appropriate bullying/harassment sub-code.
8. Assign participants to the incident:
 - offender
 - victim
 - witness
9. Click **Save**.
10. Add a response.
11. Click on the response code drop down list and select the response type.

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12. Click **Save**.
13. Add responses (investigative methods) in the order of occurrence. (For example, conference with student, conference with parents, counseling, etc.)
14. **Save after each response.**
15. For additional information refer to the online SchoolMax Discipline Training Guide. The SchoolMax training homepage is at <http://www1.pgcps.org/sis>. Click on Administrative Support on the upper left for the Administrators page. On that page, click on discipline under online help. Choose the appropriate reporting category from the list in the upper left of the page.

J. Professional Development

Appropriate professional development will be provided to all stakeholders annually to support the implementation of this procedure. Professional development includes trainings for students, staff and parents. Resources and materials are available on the PGCPS intraweb. School-based security personnel must participate in professional development on the response to bullying, harassment and intimidation.

- VI. **RELATED PROCEDURES:** Administrative Procedure 0700, Information Technology Services Acceptable Usage Guidelines; Administrative Procedure 4170, Discrimination and Harassment; and Administrative Procedure 10101, Students Rights and Responsibilities Handbook.
- VII. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** These procedures originate with the Division of Student Services. Regular updating of these procedures will be accomplished, as needed.
- VIII. **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure cancels and supersedes Administrative Procedure 5143, dated March 26, 2012.
- IX. **EFFECTIVE DATE:** July 1, 2013.

Attachments:

1. Harassment or Intimidation (Bullying) Incident School Investigation Form
2. Harassment or Intimidation (Bullying) Reporting Form
3. Investigation Notes Form

Distribution: Lists 1, 2, 3, 4, 5, 9, 10, 11 and 12

Overview

Attendance and Truancy

In this section of the Education Toolkit, you will find information and resources regarding the current regulations, policies, and guidance in the District of Columbia and Maryland as they pertain to school attendance, as well as interventions and consequences for students and their parents for truancy.

Children in DC and Maryland are required to attend school every day unless they have a valid excuse for being absent, such as a medical illness. In DC, children are required to attend school daily from ages five (as of September 30th of the current school year) to eighteen. In Maryland, the mandatory age of school attendance was recently raised to age seventeen (and will become eighteen on July 1, 2016). Schools are required to provide a range of interventions to children who fail to attend school regularly and their parents in an attempt to curtail truant behavior. Such interventions may include school meetings and conferences, attendance intervention plans, and referrals for various services. If such interventions do not lead to the student's improved attendance, however, schools must refer the student's parent to the court for educational neglect or the student to the Juvenile Justice system as a Person in Need of Supervision ("PINS"), depending on the student's age.

Attorneys and advocates should be aware of recent revisions to the DC Truancy Regulations made in September 2013 pursuant to the "Attendance Accountability Amendment Act of 2013." The Act mandates that schools (1) refer any student ages 5-13 to the Child and Family Services Administration (CFSA) when that student accumulates ten unexcused absences and (2) refer any student ages 14-17 to Court Social Services and to the Office of the Attorney General within a few days of the student's accumulation of his 10th-15th absences. See D.C. Code § 38-201 *et seq.*

This section provides information and resources regarding how attendance and truancy are defined in DC and Maryland, including the Prince George's County policies on attendance, and a truancy guide developed by the Office of the State Superintendent of Education (OSSE) for DC students (DCPS and charter school students). This section also provides a tip sheet on how to address truancy and advocate for students who may be struggling to attend school regularly.

Legal Resources & Policies

- DC
 - D.C. Code §-38-2013 *et seq.* (compulsory school attendance regulations)
 - 5 D.C.M.R. § A-2100 *et seq.* (compulsory school attendance regulations)
- MD
 - PGCPs Administrative Procedure on Student Attendance, Absence and Truancy

CLC Tip Sheet

Attendance and Truancy in the District of Columbia

Who is Responsible for Making Sure Children Attend School?

- ◆ The parent, guardian or legal custodian
- ◆ Under the Attendance Accountability Amendment Act of 2013, consequences for failure to attend school are applied as follows:
 - Children aged 5-13 – school refers a student to the Child and Family Services Administration (CFSA) after he has accumulated ten unexcused absences.
 - Children aged 14-17 – school refers a student to Court Social Services and Office of the Attorney General after he has accumulated fifteen unexcused absences.

What is an Absence?

- ◆ Missing any part of a school day without a valid excuse is presumed to be an unexcused absence. 5 DCMR §A2102.1.

How Can I Get an Absence Excused for My Child?

- ◆ Under DC regulations (see 5 DCMR §§ A2102.2 and A2102.3), each educational institution should have its own list of what constitutes an excused absence, which should be published and made available to parents and students.
 - Ex: For DC Public School students, a valid excuse is an illness or medical appointment, and an invalid excuse is oversleeping.
See <http://dcps.dc.gov/DCPS/Files/downloads/Learn-About-Schools/First%20Day%20of%20School/Attendance%20Brochure%20English.pdf>
- ◆ Parents/guardians are required to indicate in writing the reason(s) for a student's excused absence, in advance if possible. 5 DCMR § A2102.4,
 - But even if the parent/guardian has not already provided written reasons for a student's absence they can still provide the reason(s) after the absence and request that the school change the absence from unexcused to excused.

Attendance Record

- ◆ All teachers are required to keep an accurate daily attendance record for students. DC Code § 38-203(a). Schools/private instructors are required to report to the Board of Education any absences exceeding 2 full days or 4 half days "in any school month," along with reasons for the absences. DC Code § 38-203(b).

Legally Permissible Consequences for Students with Multiple Unexcused Absences

- ◆ Students may be referred to CFSA for educational neglect or the Juvenile Justice System for 10-15 unexcused absences (see above).
- ◆ Students may be required to participate in the creation of an Attendance Intervention Plan or regular meetings with the school to discuss their attendance issues.
- ◆ Students may permissibly receive certain disciplinary sanctions for attendance issues. For instance, “unexcused lateness for school or class” is listed as a “Tier 1” behavior in DCPS’s disciplinary scheme, which includes behaviors that are “insubordinate or cause minor disruptions to the academic environment but do not involve damage to property, self, or others.” 5 DCMR § B2502.1(a).
- ◆ Students in non-public placements may lose their funding and placement if they miss ten days or more of school and do not follow through with appropriate attendance interventions.

Unlawful Consequences for Students with Multiple Unexcused Absences

- ◆ Out of school suspensions for unexcused absences; and/or
- ◆ Automatic removal from a school program or placement without notice and before any interventions have been attempted.

Is a PINS Case Such a Big Deal? What is the Worst that Can Happen?

While the services available to PINS youth and the charges in a PINS case may be different, the Court has very similar authority to the powers it holds in any other juvenile case. Students charged with PINS cases can be removed from their home and detained at the Youth Services Center (a juvenile detention facility) or placed in group homes if they do not comply with probation conditions – in fact, youth can even be committed to the care and custody of the Department of Youth Rehabilitation Services (“DYRS”) if a youth is not compliant with probation conditions (which almost always include regular school attendance).

Do’s and Don’ts for Working with Students with Attendance Issues

- **DO** make sure the student and parent are aware of the consequences for unexcused absences and remind them regularly!
- **DON’T** let a student sign an Attendance Contract without reviewing it. **DO** (where you have been given the opportunity to review the contract) include provisions regarding interventions the school should provide.
- **DO** make sure students returning from or being placed in out-of-state placements are aware that the compulsory age for attendance in DC still applies to them.
- **DON’T** assume, however, that out-of-state facilities are aware of how the compulsory school age in DC may vary from their own jurisdiction. How does this relate to truancy? For instance, if the compulsory age of school attendance in State X is 16 (and students can take the GED at 16), a 16 year old DC student may return to the District having passed the GED but still be subject to DC’s mandatory attendance law.
- **DON’T** be shy about asking to see documentation of a school’s efforts to provide truancy intervention, especially where a court referral is being contemplated.



Office of the



State Superintendent of Education

DESKTOP REFERENCE

Student Attendance and Reporting Requirements

Including Requirements of the 2012 South Capitol Memorial Amendments Act

Introduction

Chronic absenteeism and truancy adversely impact student achievement beginning as early as kindergarten. This document summarizes the District's attendance, reporting and intervention requirements, including requirements of the 2012 South Capitol Memorial Amendment Act, on the following subjects:

1. **Compulsory Attendance Requirements**
2. **Absences [revised per South Capitol Act]**
3. **Absenteeism Protocol [revised per South Capitol Act]**
4. **Attendance Monitor [new with South Capitol Act]**
5. **School Based Student Support Teams [new with South Capitol Act]**
6. **Record and Reporting Requirements [revised per South Capitol Act]**
7. **Definitions [revised per South Capitol Act]**
8. **OSSE Technical Assistance and Additional Information**

1. **Compulsory Attendance Requirements**

Student Age. Each school-age child who is a resident of the District of Columbia must attend a public, independent, private, or parochial school or shall receive private instruction from five (5) years of age (by September 30 of the current school year) through seventeen (17) years of age.¹ A school-age child and his or her parents or guardians shall be deemed to have met the District of Columbia's compulsory education requirements when the child is enrolled in a nonpublic school whose elementary and secondary program has been approved by OSSE.

Exemption. A school-age child and his or her parents or guardians shall be exempt from compulsory school attendance requirements if the child:

- Has earned a high school diploma or its equivalent; or
- Participates in a home schooling program that complies with all District of Columbia laws and regulations.

School Year and Instruction Time. A school year includes a minimum of one hundred eighty (180) regular instructional days; including an instructional day of six (6) hours, unless otherwise approved by OSSE pursuant to its approval of nonpublic educational institutions. An instructional day shall be at least six (6) hours in length for students, including time allotted for lunch periods, recess, and class breaks.

¹ District of Columbia Official Code, Title 38; and District of Columbia Municipal Regulations (DCMR) Title 5, subchapter A, chapter 21. Homeschooling is addressed in DCMR Title 5, subtitle E, chapter 52.



Office of the



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However, the six (6) hour instructional day is not applicable to evening school, prekindergarten, or kindergarten programs.

2. Absences [revised per South Capitol Act Requirements]

An educational institution must publish and make available to parents and students the list of valid excused absences.

Excused Absences include the following occurrences:

- Illness or other bona fide medical cause experienced by the student;
- Exclusion, by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
- Death in the student's family;
- Necessity for a student to attend judiciary or administrative proceedings as a party to the action or under subpoena;
- Observance of a religious holiday;
- Lawful suspension or exclusion from school by school authorities;
- Temporary closing of facilities or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other condition(s) or emergency requiring a school closing or suspension of classes;
- Employment or other volunteer work approved by the school, provided that the student is seventeen (17) years of age, and provided further that any excused absences under this paragraph shall not adversely impact the student's academic performance or timely graduation;
- Failure of the District of Columbia to provide transportation in cases where the District of Columbia has a legal responsibility for the transportation of the student;
- Medical or dental appointments for the student;
- Absences to allow students of military to visit with their parent or legal guardian immediately before, during, and after deployment, as appropriate;
- An emergency; or
- Other set of circumstances approved by an educational institution.

Suspension and Expulsion. All attendance protocols and absentee reporting requirements apply to "in school" suspensions, which will be coded as suspension-related absences. In the event a student is subject to expulsion during the school year, the educational institution must report as part of the periodic reporting to OSSE, the student's daily attendance during the time enrolled during the school year and provide information with regard to the placement of the student at another educational institution. All local education agencies should engage with the student and parents to provide assistance in identifying and enrolling the student in another appropriate placement; and report the expelled student as such, until such time as the student is officially enrolled in another educational institution.

Withdrawal. If an enrolled student fails to appear for the first day of school, the educational institution is responsible for tracking the student's attendance (or lack thereof) and should proceed to locate the student or make a referral as appropriate. An educational institution is responsible for transferring student records to the new school, and must make every effort to confirm that the student enrolls in the school identified



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at time of withdrawal. Until the student is confirmed enrolled in another educational institution, the student should be coded as absent, not withdrawn.

3. Absenteeism Protocol [revised per South Capitol Act Requirements]

Each Local Education Agency (LEA) shall incorporate evidence-based practice into an absenteeism protocol and make the protocol available to parents and students. The absenteeism protocol should include, without limitation, the following:

- Description of valid excused absences consistent with applicable rules;
- Process for informing, training, and educating school staff, students, parents, guardians, and the community with regard to enhancing school attendance, addressing chronic absenteeism, implementing truancy reduction methods, and related collaborative services; procedures for monitoring, reporting, addressing, and evaluating attendance and absences;
- Procedures to make personal contact with the parent or guardian of a student, each time a student has the equivalent of one (1) day of unexcused absence and 10 or more excused absences; with daily follow-ups as necessary;
- Continuum of school practices and services including meaningful supports, incentives, intervention strategies, and consequences for dealing with absenteeism and consultation with parents or guardians, both at the onset of absenteeism and in those circumstances where chronic absenteeism persists, which continuum shall not include off-site suspension and/or expulsion as intervention strategies;
- Process including specific due process procedures, for a parent, guardian, or student to appeal any attendance violation decisions made by the educational institution; and
- Process to ensure that the LEA maintains complete, accurate, and contemporaneous records of the work of the school-based student support team to reduce unexcused absences.

4. Attendance Monitor [new South Capitol Act Requirement]

All educational institutions are now required by law to appoint an Attendance Monitor. OSSE has proposed rules outlining a monitor's responsibilities and has issued guidance for LEAs on data management.² OSSE recommends the following procedures:

- Ensure that the school Attendance Monitor is familiar with the District of Columbia attendance laws, regulations, and policies applicable to his/her respective school;
- Establish a reliable procedure for recording a student's attendance, including partial day absences and late arrival for each class throughout the school day;
- Collect daily attendance records for each student, to be recorded and submitted by each classroom teacher/homeroom teacher etc.;
- Submit to OSSE, the attendance described in paragraphs DCMR Title 5A, Section 2101.3 (a)-(g);
- Correct within five (5) business days of submission, the accuracy of attendance data submitted to OSSE via an automated, electronic feed; and
- Report the name and contact information of the designated Attendance Monitor(s) to OSSE.

² OSSE Attendance and Reporting Guidance (2013) is available on OSSE's website for more detailed guidance.



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5. School Based Student Support Teams [revised per South Capitol Act Requirement]

An educational institution is required by law to implement an absenteeism protocol, as described in #3, focusing on the prevention of unexcused absences, including academic and behavioral interventions, to address respective student needs.

School Based Student Support Team (SST). The law requires an educational institution to have a school based SST to support the individual student by developing and implementing action plans and strategies that are school based or community based, to enhance the student's success with services, incentives, intervention strategies, and consequences for dealing with absenteeism. OSSE recommends :

- Training team members and the attendance monitor using evidence based absenteeism and truancy intervention strategies and best practices; providing access to arrange for services to ameliorate the causes of absenteeism and truancy
- Core school-based student support team membership should typically include the following:
 - General education teacher; School nurse; psychologist, counselor, and/or social worker, if applicable; and a school administrator with decision making authority
- Selection of additional members of a team should be guided by the needs of the particular student, such as:
 - IDEA/Section 504 coordinator and/or special education personnel;
 - Early learning/Head Start teacher;
 - Bilingual or English as a second language teacher;
 - Representatives of CFSA and/or Department of Youth Rehabilitation Services (DYRS);
 - McKinney-Vento homeless liaison; and/or
 - Guardian *ad litem*.

6. Record and Reporting Requirements [revised per South Capitol Act Requirements]

Each educational institution is required to maintain an accurate, contemporaneous, and daily attendance record for each student enrolled in the educational institution in accordance with OSSE's OSSE Data Collection Handbook. An educational institution must maintain the following information in student attendance files:

- Date(s) of enrollment;
- Daily legible or machine-readable record of daily attendance, noting the student as present or absent for a full or partial school day;
- Determination of the nature of each absence as excused, unexcused, suspension-related, or expulsion-related;
- Date of withdrawal from the educational institution or confirmed transfer to another educational institution, including the name and location of the educational institution to which the student transferred and follow up notation(s) to confirm the child's new placement;
- Dates and numbers of referral to the school-based student support team, the Child and Family Services Agency ("CFSA"), the Court Social Services Division of the Superior Court of the District of Columbia ("Court Social Services"); or the Office of the Attorney General Juvenile Section ("OAG-Juvenile Section") related to absenteeism or truancy (See "Reporting" Section for guidance on the timing and submission requirements for these referrals);



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- Dates of marking periods;
- Daily late arrival time with an explanation from parents or guardians, if provided;
- Dates and times of early dismissals from the school day;
- Date and brief description of communications with student, parent(s) or guardian(s) with regard to school attendance and absences
- Underlying causes for student's absenteeism or truancy as determined by the school-based student support team;
- Action plans and strategies implemented by the school-based student support team to eliminate unexcused absences; and
- Services utilized by the student to reduce unexcused absences; and

Annual Report. Within sixty (60) calendar days after the end of each school year, educational institutions must submit aggregated student information to OSSE as described in D.C. Official Code § 38-203(i).

Student Absences. All educational institutions are required to report to OSSE each student absence of 2 full days or 4 half days in a school month, along with a statement of reasons for the absence.

Educational Neglect Referral. All educational institutions are required to report any cases of suspected educational neglect.

LEA Truancy Referral. LEAs must refer students ages five (5) through thirteen (13) CFSA no later than two (2) school days after an accrual of ten (10) unexcused absences within one school year and/or completion of truancy protocols specified in OSSE Rule Section 2103.3 (DCMR Title 5, subtitle A; chapter 21). Until the 2014-15 school year, LEAs are to refer students age fourteen (14) and over to the Court Social Services and to the Office of Attorney General-Juvenile Section no later than two (2) school days after the accrual of twenty-five (25) unexcused absences at any time within one (1) school year. Beginning with the 2014-15 school year, such referral shall be made after the accrual of twenty (20) or more unexcused absences.

Referral Documentation. Appropriate documentation for referrals to an appropriate agency, including the Child Family Services Agency, Court Social Services Division, or Office of Attorney General, includes:

- If applicable, documentation of suspected educational neglect;
- Student's attendance and absence record;
- Any prevention and intervention plans in place;
- Documentation related to referrals and the outcome of such referrals;
- Documentation representing evidence of communications, services, and attendance-related interventions employed by the school;
- Documentation of personal contacts with, and written notification to, parents or guardians, with regard to the unexcused absences; and
- If applicable, the student's Individualized Education Program with any supporting evaluations or assessments.

Parent Notice. An educational institution shall publish and make available to parents and students the attendance policies and procedures, including without limitation, a list of valid excused absences.



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7. Definitions [revised per South Capitol Act Requirements]

“*Chronic Absenteeism*” --The accumulation within one school year of ten (10) or more school days on which a student is marked absent, including excused and unexcused absences.

“*Chronically Truant*”- A school aged child is chronically truant when absent from school without legitimate excuse for ten or more days within a single school year.

“*Educational neglect*” --The failure of a parent or guardian to ensure that a child attends school consistent with the requirements of the law including, without limitation, the failure to enroll a school-age child in an educational institution or provide appropriate private instruction; permitting chronic absenteeism from school; inattention to special education needs; refusal to allow or failure to obtain recommended remedial education services; or the failure to obtain treatment or other special education services without reasonable cause.

“*Truant*” --A school aged child who is absent from school without legitimate excuse.

“*Truancy rate*” --The number of students who are absent without valid excuse as defined by 5 DCMR A2102 on ten (10) or more occasions within a single school year divided by the total number of students enrolled for a single school year as determined by the final enrollment audit conducted by OSSE pursuant to D.C. Official Code § 38-203. Truancy rate may be calculated and reported at the school, LEA, and state levels.

“*Unexcused Absence*” --An absence that does not meet the criteria for an excused absence is considered unexcused for attendance accounting purposes.

8. OSSE Technical Assistance and Additional Information

- *General Information: Guidance and Technical Assistance*
Sheryl Hamilton
Elementary and Secondary Education
202-741-6404 (Office)
sheryl.hamilton@dc.gov
- *Data Submission to OSSE: Technical Assistance; Content; Format*
Jeffrey Noel, Director of Data Management
Data Management & Reporting
202-724-7874 (Office)
jeffrey.noel@dc.gov
- *Additional information, including OSSE oversight responsibilities is also available at:*
www.osse.dc.gov.



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- I. **PURPOSE:** To establish procedures for the reporting and confirming of absence and to indicate steps to be taken in preventing truancy.
- II. **POLICY:** All students are expected to attend school regularly in accordance with state laws and regulations. (Board Policy 5113)
- III. **DEFINITIONS:**

Attendance

Students shall be considered in attendance at school when participating in school-sponsored activities during the school day, and when that participation is approved by the local superintendent of schools or the school principal or any persons duly authorized by the superintendent or principal. Students shall be considered in attendance in an alternative program setting when participating in activities during the day sponsored by the alternative program, and when that participation is approved by the director of a licensed child care center, registered family day care home, or head start 5-year old program.

This means that when a student is involved in an approved school-sponsored activity during the day, he or she is to be counted *PRESENT*, not given an “excused absence.” This also implies that no penalties, such as denial of opportunity to make up work and/or a lower grade, would be permitted under this provision.

Lawful Absence

Absence from school, including absence for any portion of the day, of students who are presently enrolled in public schools shall be considered lawful only under the following conditions:

- A. Death in the immediate family. Immediate family means a parent or guardian, brother, sister, grandparent, or anyone who has lived regularly in the household of the student.
- B. Illness of the child. The principal shall require a physician’s certificate from the parent or guardian of a child reported continuously absent for illness. A continuous absence is an absence of three or more continuous days.
- C. Court summons.



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- D. Hazardous weather conditions. Hazardous weather conditions shall be interpreted to mean weather conditions that would endanger health or safety of the student when in transit to and from school.
- E. Work approved or sponsored by the school, the Prince George's County school system, or the State of Department of Education, accepted by the Superintendent of Schools or the school principal, any persons duly authorized by the superintendent or principal, as reasons for excusing the student.
- F. Observance of a religious holiday.
- G. State emergency.
- H. Suspension.
- I. Lack of authorized transportation. This shall not include students denied authorized transportation for disciplinary reasons.
- J. Other emergency or set of circumstances which, in the judgment of the superintendent or designee, constitutes a good and sufficient cause for absence from school.

Unlawful Absence

Unlawful absence and/or truancy is defined as the act of a student being absent from school for a day or any portion of a day or from an individual class or any portion of a class for any reason other than those defined as a lawful excuse for absence from school. This definition applies to students over 16 years of age as well as students under 16 years of age.

Truancy

An instance of truancy is an occasion upon which a student is found to have engaged in conduct amounting to an unlawful absence for any number of days or for a portion of a day.

A continued truancy is an unlawful absence extending without interruption after the student and parent(s) or guardian(s) have been notified of the truancy in accordance with these procedures.

A truant is a student who is absent without lawful cause from the attendance for a school day or portion of it.



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A habitual truant is a student who is unlawfully absent from school for a number of days or portion of days in excess of 10 percent of the school days within any marking period, semester, or year.

IV. **PROCEDURES:**

A. Reporting Absences – Recognizing the responsibility of administrators and teachers for developing and maintaining a system of recording and reporting student absences (lawful and unlawful), the following procedures are to be considered as minimum for each school (elementary, middle, and high):

1. Teachers will maintain a daily attendance record of each student's attendance, tardiness, or absence from school or class.
2. A student's tardiness or absence from school will be reported to the school office and pupil personnel worker daily.
3. Teachers will record a student's absence from an individual class and report it to the school office and pupil personnel worker as it occurs.
4. Upon returning to school from an absence, a student is required to bring a written note from his or her parent or guardian stating the reason for absence.
5. Each course grade received by a secondary school student will include a report of his or her absence(s) for that course.

B. Confirming Absence

1. Parents or guardians must notify the school when their child is absent. If the school has not received notification from the parent(s) or guardian(s), school personnel (instructional or supporting, or a school volunteer) will immediately contact the parent or guardian by telephone, e-mail, fax, or automated communication system. If a school uses an automated system to notify parents of student trancies and absences, that system shall be the system currently approved by PGCPs for such purpose.
2. If the school is unable to contact the parent or guardian by telephone immediately after three days of absence or after one instance of suspected truancy, a certified letter, home visit, or other



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approved method should be used to contact the parent(s) or guardian(s). This action should be included in the student's file. (Attachment 1)

C. Procedures for Students on Suspension or Under Court Supervision

1. Suspended Students

Students on suspension, including in-school suspension, must be offered make-up work assignments for days of suspension unless other educational alternatives are provided. Completed assignments will be averaged with other daily grades.

2. Detained and Incarcerated Students

A student who is charged with either a juvenile or adult offense and is detained awaiting adjudication (temporarily held at a secured facility with an educational program) is withdrawn from PGCPs with a code of T-22.

A student who has been either incarcerated (charged and convicted as an adult) or committed (charged and found involved as a juvenile), and placed in a state institution with an educational program, is withdrawn from PGCPs with a code of T-22. A student ordered to an institution without an educational program is withdrawn with a code of W-38.

D. Preventing Truancy

Each school shall include in the school improvement plan both the strategies it shall use to prevent truancy and methods it will use to monitor the effectiveness of these strategies. Such plans will include, at a minimum, all steps outlined in this procedure.

Additionally, by the fifth business day of each month, pupil personnel workers shall report to the supervisors of pupil personnel the names of students who have been truant the previous month, the strategies utilized to prevent further truanies, and the results of such interventions.

1. Proactive Approaches Prior to Truancy

The most effective approach to increase attendance and prevent truancy is proactive, with school, family, and community working



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together to foster exemplary attendance for all students. The following steps shall be taken to promote regular attendance for all students.

a. Identify At-Risk Students Early

Students often exhibit behaviors which, without intervention, can lead to truancy. To prevent unlawful absences, it is crucial to initiate positive and supportive interventions as soon as a student begins to exhibit such indicators. Some student warning symptoms, among others, may include:

- (1) Changes in behavior or behavior difficulties;
- (2) Changes in friendships or having no friends;
- (3) Poor or decreased academic performance;
- (4) Bullying or being bullied;
- (5) Listlessness or lack of focus;
- (6) Agitation or withdrawal;
- (7) Behaviors inappropriate for the age of the child.

Additionally, a history of sibling truancy may also negatively impact student attendance.

b. Refer at-risk students to administrators, professional school counselor, the pupil personnel worker, or other school professional or school team for appropriate assessment and intervention.

The parent is to be notified of the concerns. Additional interventions may include individual or group counseling, and, if warranted, encouragement for the parent to consult outside medical or psychological resources. (PGCPS may not mandate that the student participate in outside services as a condition of attendance.)

2. Incoming Students: Articulation and Orientation

The following steps are to occur during articulation between elementary and middle school and middle and high school.

a. Principals and/or their designees will transmit attendance information to receiving schools for all students and



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- highlight students for whom the sending schools have attendance concerns.
- b. Information Technology will create for each school an interactive report that will allow online access with the names and lawful, unlawful, and total absences for the prior year for each student transitioning from elementary to middle and middle to high schools.
 - c. During the orientation process each year, school personnel are to discuss attendance issues with all incoming and returning students and their parents. For students, this may be done as part of the initial orientation assemblies or in special attendance assemblies, during classroom activities, and/or in other programs or communications. Parents are to be informed at back to school nights, PTA/PTSA/PTO meetings, school conferences, and other activities. The importance of regular school attendance is to be reiterated throughout the school year in PA and TV announcements, classroom visits, school newsletters, and other appropriate formats.
 - d. School personnel will discuss attendance issues with individual incoming students who have been identified as having substandard or unsatisfactory attendance and their parent(s)/guardian(s).

During regular registration for transfer students, professional school counselors and other appropriate personnel will discuss the importance of regular attendance.

For transfer students, professional school counselors will specifically note attendance as they review records of incoming students. The professional school counselor, pupil personnel worker, parent liaison, or other appropriate staff member will contact parents of students whose attendance has been unsatisfactory and hold conferences to develop an individual attendance plan for these students with the students and their parents.

3. Attendance Committee
 - a. Each school will develop an Attendance Committee with membership to include:
 - (1) Principal or designee



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- (2) Pupil personnel worker (chair)
 - (3) Parent liaison
 - (4) Professional school counselors
 - (5) Attendance secretary
 - (6) School nurse/nursing assistant
 - (7) Instructional staff member(s)
 - (8) Other staff as appropriate
- b. By the end of the first month of school, the Attendance Committee will hold meeting(s) with all students who have been identified as having missed 10% or more of the school days during the prior year and their parents/guardians. Schools are encouraged to provide traditional and nontraditional meeting times (morning, evening, weekend) to make meetings available to all parents. In the meetings, committee members may:
- (1) Discuss the importance of regular school attendance;
 - (2) Provide strategies for improving attendance;
 - (3) Meet individually with each family to develop specific strategies, based upon the student's individual needs, to ensure regular school attendance for the student; and
 - (4) Develop an attendance plan (Attachment 3), signed by student, parent(s)/guardian(s), and school personnel, outlining specific steps for promoting regular attendance, and provide copies for the family, pupil personnel worker, and the student's cumulative folder.
- c. The pupil personnel worker will monitor the attendance of these students.

4. Ongoing

Information Technology will create an online interactive attendance report, updated daily, that includes current attendance information for each student in the school. This report shall be available to principals, pupil personnel workers, and other personnel designated by the principal to monitor student attendance and alert staff to students with incipient attendance concerns.

E. Truancy Intervention and Remediation



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The following steps apply to all instances of truancy or continued truancy occurring within one school year and are generally the same for all students. However, there are differences in the ages and levels of maturity of students that must be recognized when attempting to remediate truancy. In chronic attendance cases, steps that can be taken are different for students who are under 16 years of age and those 16 years of age and older. For this reason, the following steps are outlined into two categories.

1. Student Under 16 Years of Age
 - a. First Instance of Truancy – Parent(s) or guardian(s) is notified of the truancy by the school and appropriate services are provided by the professional school counselor or pupil personnel worker and/or disciplinary action is taken.
 - b. Second Instance of Truancy – If a student continues to be absent for suspected unlawful reasons, the principal or designee shall contact the parent directly by telephone, email, home visit, or other appropriate means and also send a letter by United States mail to the parent(s) or guardian(s) to notify him or her of the absence(s) and schedule a conference with the parent/guardian and child.

At the conference with parent(s) or guardian(s), school personnel, including the professional school counselor, should discuss the total adjustment of the student, as well as his or her attendance, and attempt to identify the reason(s) for his or her absence in order to take appropriate action to improve the student's adjustment and attendance. Referral to school counseling services and the attendance committee or other school teams (SIT, SST, IEP team, Section 504 team, or other appropriate team) may be appropriate depending upon the needs of the individual student.

If absences are confirmed to be unlawful, the parent(s) or guardian(s) should be advised of the dates and times of all absences, and that this information will be recorded on the student's records. An attendance plan for the student shall be created or, if already in place, modified, to address the reasons for absence. The parent(s) or guardian(s) should be informed that continued unlawful absences could result in court action if the student is under the age of 16.



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- c. Third Instance of Truancy – If the steps above have been followed by the school with no response from the parent(s) or guardian(s), or if the student is still suspected of being unlawfully absent from school, the pupil personnel worker shall review the case and take appropriate actions to resolve the issues impeding regular attendance. At this time, such services and/or actions may include: a pupil personnel worker attendance letter; a home visit; referral to the school instructional team (SIT), IEP team meeting, supplemental services team (SST), Section 504 team, or other school team; referral to the court liaison for a court letter or conference; referral to the interagency council on school attendance or juvenile services; recommendation for counseling or other medical/mental health services through an outside agency; and other services as appropriate.
 - d. Fourth Or Further Instance Of Truancy – If the steps above have not eliminated truancy, additional instances of truancy shall be met with increasing levels of intervention, including referral by the pupil personnel worker for court action.
2. Student 16 Years of Age or Older
 - a. First Instance of Truancy – Parent(s) or guardian(s) is notified of the truancy by the school and appropriate services are provided by the professional school counselor or pupil personnel worker and/or disciplinary action is taken.
 - b. Second Instance of Continued Truancy – If a student continues to be absent for suspected unlawful reasons, the principal or designee shall contact the parent directly by telephone, e-mail, home visit, or other appropriate means and also send a letter by United States mail to the parent(s) or guardian(s) to notify him or her of the absence(s) and to schedule a conference with the parent/guardian and child.

At the conference with parent(s) or guardian(s), school personnel, including the professional school counselor, should discuss the total adjustment of the student, as well as his or her attendance, and attempt to identify the reason(s) for his or her absence in order to take appropriate action to improve the student's adjustment and attendance. Referral to school counseling services and the attendance committee or other school teams (SIT, SST, IEP team, Section 504



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team, or other appropriate team) may be appropriate depending upon the needs of the individual student.

If absences are confirmed to be unlawful, the parent(s) or guardian(s) should be advised of the dates and times of all absences, and that this information will be recorded on the student's records. An attendance plan for the student shall be created or, if already in place, modified, to address the reasons for absence. The parent(s) or guardian(s) should be informed that continued unlawful absences could result in the student's withdrawal from the regular school program.

- c. Third Instance of Continued Truancy – If the steps above have been followed by the school with no response from the parent(s) or guardian(s), or if the student is still suspected of being unlawfully absent from school, the pupil personnel worker shall review the case and take appropriate actions to resolve the issues impeding regular attendance.

At this time, services and/or actions may include: a pupil personnel worker attendance letter; a home visit; referral to the school instructional team (SIT), IEP team meeting, supplemental services team (SST), Section 504 team, or other school team; referral to juvenile services; recommendation for counseling or other medical/mental health services through an outside agency; and other services as appropriate.

- d. Withdrawal from School for Truancy – A student 16 years of age or older may be withdrawn from school after unsuccessful attempts have been made to improve the student's attendance. If a student is to be withdrawn from school for truancy, the parent(s) or guardian(s) is notified by the principal, in writing, with one copy of the letter given to the professional school counselor and one to the pupil personnel worker.

Additionally, a notification of student withdrawal form (PS 105) must be completed. Concurrently, the professional school counselor or pupil personnel worker will offer, in writing, as part of the withdrawal letter an exit interview with the student and parent(s) or guardian(s) to discuss again the student's options for continuing his or her education (Attachment 2).



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- e. Appeal for Withdrawal Due to Attendance for Students 16 and Older - If the parent(s) or guardian(s) protests such a withdrawal, the parent may appeal to the regional assistant superintendent. The student shall remain withdrawn from the regular school program during the appeal process. Upon re-enrollment based upon a successful appeal of the withdrawal, the school, parent/guardian, and student shall develop an attendance contract. Failure by the student to adhere to the conditions of the contract shall result in withdrawal.

If an appeal by the parent/guardian is upheld, the student shall be offered all make up work in all classes for the period during which the student had been withdrawn.

- f. Continuing Education After Withdrawal for Truancy – Notwithstanding any of the above, the withdrawal due to truancy shall not preclude the withdrawn student from enrolling in:

- (1) Evening High School
- (2) Summer School

If appropriate, special school or class placement, e.g., Croom Vocational, Tall Oaks Vocational, Career Technology Education, etc.

Neither shall the above preclude the suspended or withdrawn pupil from obtaining assistance with respect to:

- (1) Community-Based Classroom
- (2) G.E.D. Preparation Program
- (3) Possible reentry to the regular day school at a later date.

- g. Withdrawal of Special Education Student – The withdrawal of a special education student, regardless of age, must be in compliance with special education procedures. Such a withdrawal usually mandates a parent's or guardian's signature on the appropriate forms.

F. Grades and Absence

1. Unlawful absence



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- a. At all grade levels, students with unlawful absence(s), including so-called “cut days,” shall receive a zero for any day(s) of such absence(s). The zero(s) will be averaged with other daily grades.
 - b. Teachers are not required to provide make-up work for students when their absences are unlawful.
2. Lawful Absences
- a. At all grade levels, students with lawful absences must complete make-up work for missed time, or they shall receive a zero for any day(s) of such absence(s). The zero(s) will be averaged with other daily grades.
 - b. Teachers are required to provide make-up work when requested for a student who is lawfully absent if the student does not qualify for home teaching.
3. Exceptional Attendance
- Schools shall develop and utilize positive rewards for students with exceptional attendance and substantially improved attendance during any one grading period and/or for the school year.

G. Police Cooperation with Truants

The Prince George’s County Police have agreed to stop and question children at large in the community who appear to be under 16 years of age and truant during regular school hours.

If such children do not have verification, such as an early departure slip, a release time card, or other authorization showing they are legitimately out of school, the police may document such children, take them to school, and release them to the appropriate school administrator. Students are responsible for securing from the school officials such verification.

When the police take a student to school, the principal and/or the designated school official will admit the student to school, notify the parent(s) or guardian(s) of the circumstances, and take appropriate disciplinary action in accordance with this Administrative Procedure 5113 and Administrative Procedure 10101, Code of Student Conduct.

Principals should encourage store managers who call regarding loitering of school-aged children to contact the police. A conference that includes the



ADMINISTRATIVE PROCEDURE

STUDENT ATTENDANCE, ABSENCE, AND TRUANCY

5113

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police, principal, and store manager to discuss the details of the situation may be appropriate should a particular shopping center or store have significant problems with truants.

This agreement with the Prince George's County Police does not exclude any cooperative agreements schools may have with local community police to pick up truants, providing such agreements have the approval of the Chief Administrator for Student Services.

- V. **DISSEMINATION OF PROCEDURES:** The principal and pupil personnel worker at each school will collaborate to take the necessary steps to ensure that parents, guardians, students, and staff members are aware of the procedures contained herein. Such measures may utilize student handbooks, PTA discussions, faculty meetings, etc. Students should be warned particularly of possible penalties when identified as truant.
- VI. **RELATED PROCEDURES AND REGULATIONS:** Administrative Procedure 5121, Examinations and Grading for Elementary and Secondary Schools; Administrative Procedure 5124, School Instructional Team (SIT), Supplemental Services Team (SST), and Student Staff Services Team (SSST); Administrative Procedure 10101, Code of Student Conduct; and Administrative Procedure 10301, Court Proceedings; Maryland Annotated Code, Education Articles, §7-301 and 7-302; Code of Maryland Regulations (COMAR) 13A.08.01.01.07.
- VII. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** The Division of Student Services will have the responsibility for maintaining, evaluating, and updating these procedures.
- VIII. **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure cancels and supersedes Administrative Procedure 5113, dated August 31, 1994.
- IX. **EFFECTIVE DATE:** July 1, 2007.

Approved by:
John E. Deasy
Superintendent of Schools

Attachments: 1 – Example of Attendance Postcard or Letter
2 – Suggested Letter of Withdrawal
3 – Attendance Improvement Contract
4 – Preventing Truancy Checklist

Distribution: Lists 1, 2, 3, 4, 5, 6, 10, 11, 12, and 13



ADMINISTRATIVE PROCEDURE

WITHDRAWAL OF PUPILS FOR NONDISCIPLINARY REASONS

5114.1

Procedure No.

December 1, 2002

Date

- I. **PURPOSE:** To permit the withdrawal of certain pupils who are of compulsory school age for other than disciplinary reasons.
- II. **POLICY:** Annotated Code of Maryland, Education Article, Section 7-301, provides that a county Chief Executive Officer, with the advice of the school Principal and Pupil Personnel Services Supervisor, and with a written recommendation of a licensed physician or State Department of Education certified or licensed psychologist may permit the parent(s) or guardian(s) of a pupil to withdraw him/her from the public school for as long as his/her attendance in a public school would be detrimental to his/her progress, or his/her presence in school would present a danger of physical harm to others.
- III. **DEFINITIONS:** The following definitions apply to the contents of this Administrative Procedure.
- | | |
|-----------------------|--|
| Compulsory Attendance | Each child who resides in this state and is 5 years old or older and under 16 shall attend a public school regularly during the entire school year unless the child is otherwise receiving regular, thorough instruction during the school year in the studies usually taught in the public schools to children of the same age. |
| Pupil | Any person properly registered as a student in a public school in Prince George's County. |
| Psychologist | Refers to the Maryland State Department of Education certified psychologist assigned to the school or special education center involved, or to a licensed psychologist. |
- IV. **PROCEDURES:** When the withdrawal of a pupil from school is being considered, the following is to be accomplished.
- A. Prior to recommending a pupil's withdrawal, every effort will be made by school-based personnel and the Department of Pupil Services personnel to provide adequately for the pupil's needs; e.g., program reassignment, referral to appropriate community and/or private resources.
- B. When it has been agreed upon by the school-based personnel (principal and guidance counselor) and Pupil Services personnel (pupil personnel worker and psychologist) that a pupil should be withdrawn from school



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for reasons other than disciplinary, an initial conference is held with the pupil's parent(s) or guardian(s) and will focus on the reasons for which the pupil's withdrawal is being recommended. Participants in this conference must include: school principal, pupil personnel worker, and psychologist. Other appropriate school-based personnel may participate. Personnel from community agencies may be included also; e.g., representatives from the Department of Juvenile Services or from the Department of Social Services.

C. Appeal: If the pupil's parent(s) or guardian(s) do not accept the decision reached at the initial conference to withdraw the pupil, they shall be advised that they may appeal that decision in writing to the appropriate supervisor/assistant supervisor of Pupil Personnel Services. However, if the pupil's behavior warrants disciplinary action, the provisions contained in the Code of Student Conduct should be followed and appropriate action taken.

D. Preparation of Form PS-105, Notification of Pupil Withdrawal (W-42): After the appeal to the appropriate supervisor/assistant supervisor of Pupil Personnel Services, the parent(s) or guardian(s) may either accept or reject the final recommendation concerning withdrawal. In either case, the pupil personnel worker prepares Form PS-105, (see attachment) and attaches a written statement from the psychologist or licensed physician to this form.

Psychologist's Statement: The psychologist (or licensed physician) prepares a written statement recommending the pupil's withdrawal. The statement is reviewed and countersigned by the supervisor of Psychological Services and forwarded to the pupil personnel worker. This statement is attached to Form PS-105, Notification of Pupil Withdrawal.

E. Following the sequence listed below, the completed Form PS-105 is then forwarded for review and recommendation to:

1. Regional Executive Director
2. Assistant Supervisor of Pupil Personnel Services
3. Supervisor of Pupil Personnel Services
4. Director for Pupil Services
5. Chief Executive Officer



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The Chief Executive Officer returns all copies to the Supervisor of Pupil Personnel Services for dissemination.

- F. **Reenrollment Conditions:** If the pupil's condition improves to the degree that he/she could benefit from school enrollment, he/she might be reenrolled on a trial basis. The decision to reenroll a pupil shall be made in a conference, which would include the principal, guidance counselor, pupil personnel worker, psychologist, parent(s) or guardian(s), and the pupil.
- G. A pupil who has been withdrawn from school by his/her parent(s) or guardian(s) will be offered continuing services by the pupil personnel worker, psychologist, or guidance counselor. The goal of this service is to help the parent(s) or guardian(s) formulate and carry out plans for the pupil, which seem to be appropriate for his/her needs.
- V. **RELATED PROCEDURES, POLICIES, LAWS, AND BYLAWS:** Administrative Procedures 5113, 5121, 6150, 10101; Board Policies 5113, 5114.1; Annotated Code of Maryland, Educational Articles, Sections 7-301, 7-302, 7-304; Maryland Bylaws 13A.08.01.01, 13A.08.01.02, 13A.08.01.03, and 13A.08.01.06.
- VI. **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure cancels and supersedes Administrative Procedure 5114.1, dated September 2, 1986.
- VII. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** This Administrative Procedure originates with the Department of Pupil Services and will be updated as necessary.
- VIII. **EFFECTIVE DATE:** December 1, 2002.

Approved by:
Iris T. Metts
Chief Executive Officer

Attachment: Form PS-105, Notification of Pupil Withdrawal

Distribution: Lists 1, 2, 3, 4, 5, 6, 10, 11, 12, and 13

Overview

Graduation and Promotion

This section of the Education Toolkit outlines the regulations and policies governing graduation and promotion requirements for DC Public Schools (“DCPS”) and Prince Georges County Public Schools (“PCPS”). Youth in foster care often attend many schools on their path to graduation and, partially as a result, have lower graduation rates. Monitoring credits earned and requirements met each year is essential to ensure on-time graduation.

This section provides information about the DC and Maryland regulations that govern graduation and promotion, as well as the local school policies in DC and PG County. It also provides practical worksheets outlined with the academic requirements of each jurisdiction in order to keep track of credits as they are earned.

DC Regulations & Policies

DC requires students to complete twenty-four (24) Carnegie Units in order to graduate with a DCPS diploma, one of the highest in the country. However, unlike Maryland, DC does not require that students pass any state-level academic exams or assessments. In order to be promoted to 10th grade students must successfully complete both Algebra and English 1. One hundred (100) hours of community service are also required for graduation.

Under DC regulations, although students can be retained in any grade, they can only be retained once while enrolled in DCPS without a comprehensive review and approval by the regional superintendent.

Students who have graduated or withdrawn from school after 1999 can request a copy of their DCPS high school transcript from their high school registrar. Students who graduated before 1999 or attended a high school that is now closed should contact the DCPS Chancellor's Response Team at (202) 478-5738.

Maryland Regulations & PGCPs Policies

PGCPS requires that students complete twenty-one (21) credits in order to graduate, as well as passing scores on four Maryland High School Assessments (HSAs) or completion of a Bridge Plan for Academic Validation. A combined seventy-five (75) infused and independent service-learning hours are required for graduation. Hours are pro-rated for students who transfer in to PGCPs.

In PG County, retention in elementary school is ultimately determined by the school principal, and in middle school, by the associate superintendent. An appeals process is made available to parents who disagree with a retention decision and provide written notification of the intent to appeal. Promotion to middle and high school is based on acquisition of transition skills outlined in Administrative Procedure 5123.2. Middle school students who fail two core courses must complete summer school coursework successfully in order to be promoted.

PGCPS provides official and unofficial transcripts to students free of charge upon request. Current students, or those who have graduated or withdrawn within the last three years should complete the Request for Official Transcript form available from: the School Counseling Office, Registrar's Office, School System's Website, or Parent Liaison's Resources Room. Students requesting transcripts three (3) years or more after graduation/withdrawal should contact the Microfilming Office at 301-952-6174.

Special Education/English Language Learners

In DC, special education students are eligible for promotion as determined in accordance with the agreement of the Individualized Education Program ("IEP") team. For English Language Learners, any decision on retention must be made in conjunction with the bilingual/English Second Learner ("ESL") teacher.

A special education student in the District who does not earn a diploma may earn a Certificate of IEP completion. The decision that a student will pursue a Certificate rather than a high school diploma must be made by the multi-disciplinary IEP team no earlier than the student's 9th grade year.

In PG County, consideration of all promotion/retention/graduation options are determined by the IEP team with the agreement of the parent based upon the student's IEP. A special education student who does not earn a diploma can earn a Maryland Certificate of Completion. If a Certificate is received before age 21 a student is still entitled to a free appropriate education ("FAPE") under the Individuals with Disabilities Education Act ("IDEA") (*see* 20 U.S.C. §§1200 *et seq.*).

English Language Learners should not be retained solely on the basis of their lack of proficiency in English. However, all ESOL students must meet the same credit, service learning, and functional test requirements for graduation as non-ESOL students unless they receive a waiver.

Legal & Policy Resources

- DC
 - 5 D.C.M.R. §§ 2202-04 (DC Graduation Policies)
 - 5 D.C.M.R. § 2201 (DC Retention and Promotion Policy)
- MD
 - COMAR § 13A.03.02.06(D) (Student Service)
- PGCPS
 - Administrative Procedure 6150 (Educational Requirements and Options)
 - Administrative Procedure 6151 (Student Service-Learning Graduation Requirements)
 - Administrative Procedure 5123.2 (Promotion/Retention/Acceleration)

Graduation Requirements Worksheet

District of Columbia Public Schools

Subject	Required Credits	Earned Credits	Still Needs	In Progress	Best Case Needs
English	4				
Science	1				
Lab Science	2				
Biology	1				
Math (upper level)	1				
Algebra	1				
Algebra 2	1				
Geometry	1				
DC History	.5				
U.S. Government	.5				
U.S. History	1				
World History 1	1				
World History 2	1				
Foreign Language	2				
Music	.5				
Art	.5				
Phys Ed. / Health	1.5				
Electives	1.5				
Career/College	2				
TOTAL	24				

Graduation Requirement Worksheet

Prince George's County

Subject	Required Credits	Earned Credits	Still Needs	In Progress	Best Case Needs
English	4				
Lab Science	2				
Biology	1				
Math	1				
Algebra	1				
Geometry	1				
LSN Gov't	1				
US History	1				
World History 1	1				
Health	.5				
Fine Art	1				
Phys Ed	.5				
Completer Sequence	2-9 (2 language; 4 ROTC/career)				
Electives	0-3				
Tech Ed.	1				
Total	21				

High School Assessment (HSA) Requirements

Student entered 9 th grade in:			
Subject:	Date Passed:	Score:	Method:
Algebra/Data Analysis		/412	
English 10		/396	
Biology		/400	
Government		/394	

All students MUST:

- Pass Algebra/Data Analysis, English 10 and Biology; OR
- Obtain an overall combined score of 1208 or 1602; OR
- Complete Bridge Plan for Academic Validation; OR
- Score high enough on AP or IB exam in equivalent subject tests

Students entering 9th grade from 2009-2012:

- Do NOT need to pass Government HSA but can use it to achieve combined score
 - o Can achieve 1602 for English, Algebra, Biology and Gov't; OR
 - o Can achieve 1208 for English, Algebra and Biology

Students entering 9th grade after 2013:

- MUST either pass the government HAS; OR
- Include the gov't HSA score to meet combined 1602

Requirements for Participation in the Bridge Plan:

- Have passed or be enrolled in the HSA-related course; AND
- Taken the specific HSA twice without passing or earning a score that would satisfy the combined-score option; AND
- Be firmly on path to completing graduation requirements; AND
- Have participated in approved assistance or remediation program; AND
- Have met the school's attendance requirements

ADMINISTRATIVE PROCEDURE

GENERAL PROCEDURES PERTAINING TO PROMOTION, RETENTION AND ACCELERATION OF STUDENTS

5123.2

Procedure No.

July 1, 2012

Date

- I. **PURPOSE:** To provide information to school system personnel regarding the promotion and retention of students.
- II. **INFORMATION:** Section 7-204(a) of the Public School Laws of Maryland states the promotion of students in a public school and graduation from a public high school shall be in accordance with: (1) Policies established by the County board; and (2) The rules and regulations of the State Board. The Superintendent of each local unit is responsible for establishing policies and specific provisions regarding the progression of students from grade to grade.
- III. **MARYLAND HIGH SCHOOL ASSESSMENT:** The Maryland High School Assessments (HSA) tests measure school and individual student progress toward Maryland's High School Core Learning Goals in English, Algebra/Data Analysis, and Biology.

There are three options to meeting the testing requirement, as follows:

1. Pass each of the three High School Assessment (HSA) tests – algebra/data analysis, English, and biology. These tests are generally taken in the 9th and 10th grade. There are two (2) potential substitutions:
 - a. Advanced Placement (AP) or International Baccalaureate (IB) Tests – For students who have earned a score approved by the Maryland State Department of Education (MSDE) on the HSA-related AP or IB test.
 - b. Modified HSA – An alternative test for students with disabilities who meet the specific participation criteria based on their IEP process.
2. Combined-Score Option – A student would need to earn a combined total of 1208 points across the exams to meet the testing requirement. This option allows students to offset lower performance on one test with higher performance on another.
3. Bridge Plan for Academic Validation – A student, who has not passed an HSA after taking the test twice and meets the eligibility criteria, including locally - administered or approved assistance, can complete one or more project modules in the content area. The project modules will be submitted to a local review panel and the local superintendent for approval

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4. Middle School - Students must sit for the appropriate high school assessment at the end of the course. In middle school students would sit and take the Algebra/Data Analysis HSA at the end of the Algebra 1 course. If a student passes the Algebra 1 course with a grade of "D" or higher, they will earn the high school credit for the course. Passing the H.S.A in middle school is not tied to the high school course credit.

IV. PROCEDURES:

- A. Rationale: Promotion and retention of students within Prince George's County School System shall be based upon the degree of success the individual student has achieved in completing the educational program designated to meet his/her needs.
- B. Promotion Criteria:
 1. Elementary School – Promotion and retention will be considered annually in terms of the best placement of an individual student. Promotion is effected when the student has demonstrated appropriate levels of achievement and would benefit from the curriculum designed for the next grade level. **Promotion from grade 5 to middle school shall be based on the criteria listed in the transition skills document attached to this procedure.**

Retention is considered when the student has not demonstrated appropriate levels of achievement, in response to interventions based upon his/her needs, and would benefit from additional experiences with the curriculum at the same grade level. When retention is determined to be the appropriate course of action, written notification will be sent to parents or guardians and at least one conference per semester will be held with parents or guardians, prior to the retention. If the parent and school personnel cannot reach an agreement relative to the retention, the final decision will be made by the elementary school principal and communicated in writing to parents or guardians.

School teams must follow the promotion and retention timetables and guidelines in Section V.

Appeals of retention decisions must be made in writing to the Associate Superintendent within fifteen (15) calendar days by parent/guardian. The Associate Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her

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decision within fifteen (15) calendar days. The Associate Superintendent or his/her designee's decision shall be final.

2. Middle School – All students are expected to successfully complete all subjects taken. Retention will be considered when the student has not achieved satisfactorily in response to interventions based upon his/her needs and would benefit from additional experiences with the curriculum at the same grade level. When retention is determined to be the appropriate course of action, written notification will be sent to parents or guardians and at least one conference per semester will be held with the parents or guardians prior to the retention. Middle school students that have failed at least two of the core content courses (mathematics, reading, social studies, and science) and must be considered for retention will be given the option of attending a summer school experience for those courses where they have failed. Students must complete the courses with at least a grade of “D” to be considered for promotion to the next grade. For purposes of clarification in this procedure a middle school student is any student in grade 6 (including elementary based), 7, and 8. **Promotion to high school from middle school will be based on the criteria as listed in the transition skills document attached to this procedure.**

School teams must follow the promotion and retention timetables and guidelines in Section V.

Promotion and retention of students from middle school to high school will be discussed in collaboration with the Instructional Director with the final decision for promotions in question being made by the Associate Superintendent.

3. High School
 - a. Promotion
 - (1) From grade nine to ten, a student must have a total of five units of credit, including one credit of English. Progress toward fulfilling the graduation requirement with regards to the Maryland High School Assessment should be included;
 - (2) From grade ten to eleven, a student must have a total of ten units of credit, including two credits of English, one credit of mathematics, one credit of

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science, and one credit of social studies. Progress toward fulfilling the graduation requirement with regards to the Maryland High School Assessment should be included;

- (3) From grade eleven to twelve, a student must have a total of fourteen units of credits, including three credits of English, two credits of mathematics, one credit of science, one credit of social studies, and be able to fulfill all requirements not to exceed nine credits per year, for a Maryland High School diploma in June. In addition the student must have taken all three high school assessments. An exception will be made for students entering a high school their senior year from another LEA or from out of state. Students must sit for the appropriate high school assessment at the end of the course before being promoted to twelfth grade.

b. Notification of Seniors of Graduation Status

- (1) A Graduation Notification/Agreement, PS-13 will be completed in triplicate with each senior in a conference with his/her counselor during the first eight weeks of the senior year. The original copy will be retained for the school file, a copy will be U.S. mailed to the parent or guardian prior to the end of the first grading period, and the third copy will be retained by the student.

NOTE: Senior students entering after issuance of the first report card will, at the time of registration, complete a Graduation Notification/Agreement. If an official transcript from the previous school is not available, a note on the Graduation Notification/Agreement will indicate “pending receipt of official previous school records.”

When official records are received, a Graduation Notification/Agreement will be completed. One copy will be sent by U.S. mail to the parent or guardian, one copy will be retained for the school file and one copy will be given to the student.

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- (2) Students must attain 1208 on the Maryland High School Assessment in order to graduate with a Maryland High School Diploma or meet one of the alternative options. Failure to achieve either option will result in a student not being able to graduate, regardless of credits and grades earned.
 - (3) Additional notification of students' progress on the Maryland High School Assessment requirements, credits earned, and grades are provided in the form of progress reports and report cards issued every nine weeks. Ongoing communication will be provided to parents of seniors in danger of not graduating.
 - (4) Students not meeting graduation requirements will be notified immediately following final examinations by a personal conference with appropriate staff, a telephone call to parents or guardians, and a certified letter sent to parents or guardians.
 - (5) Students who are receiving home and hospital teaching due to a physical or mental condition are required to meet the graduation requirements in order to receive a high school diploma.
 - (6) Students who are receiving services under Section 504 of the Rehabilitation Act of 1973 are expected to complete the requirements for graduation. These students are entitled to receive the provisions of their 504 plan.
- c. Promotion/Retention/Graduation requirements for students with disabilities receiving special education.
- (1) In all cases, the Multidisciplinary Team (MDT), with the agreement of the parent/guardian/surrogate, will determine the appropriate program for each student with a disability, including consideration of all promotion/retention/graduation options based upon the student's Individualized Education Program (IEP). The Individualized Transition Plan (ITP) must also be considered for students age 14 and above. Graduation with a regular high school diploma ends the student's eligibility for a Free Appropriate Public Education (FAPE) and therefore is a change of placement. Parents must be given

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- prior notice of the change of placement during the annual review held in the spring of the student's junior school year.
- (2) Students with disabilities graduating with a **Maryland High School Diploma** must meet all state and local graduation requirements. Students with disabilities electing the Diversified Occupations (Vocational Development) program completer must earn:
- (a) Three credits of Diversified Occupational Site-Based Learning (formerly Vocational Development Work Study); and
 - (b) One credit of the classroom component, Diversified Occupational (formerly Vocational Issues).
 - (c) Successful completion of the appropriate requirements for the Maryland High School Assessments.
- (3) A **Maryland High School Certificate** for completion of a special education program can be awarded to students with disabilities, who meet one of the following standards:
- (a) The student has been involved in an education program for at least four years beyond grade eight and the Multidisciplinary Team (MDT) has determined that the student has developed appropriate skills to enter the world of work, to act responsibly as a citizen and to enjoy a fulfilling life; or
 - (b) The student with a disability has been enrolled in an education program for four years beyond grade eight or its age equivalent and has reached age 21.
- Any student with a disability who cannot meet graduation requirements is eligible to be awarded a Maryland High School Certificate.
- (4) A student who receives a Maryland High School Certificate prior to age 21 continues to be entitled to FAPE through age 21. The MDT must consider and document any request from the parent or student for

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service after the certificate has been issued. The MDT follows all applicable procedures to determine what services are to be provided.

V. PROMOTION/RETENTION GUIDELINES:

A. Guidelines for Elementary and Middle Schools

1. Promotion - Students are expected to become creative and innovative thinkers and master certain skills if they are to be successful in succeeding years. Essential foundation skills in reading, writing, and mathematics must be developed in Grades K-3. If these skills are not mastered, the student may experience difficulty with school tasks in subsequent years. In grades 4-6, emphasis is placed on applying basic skills and strategies, developing higher order thinking and communication skills to learn content, and learning independently. The middle school years are a time when students consolidate previous learnings, explore new program areas, and focus on continuous development and application of academic skills. **Factors for promotion at the critical junctures from elementary to middle and middle to high are provided in the attached transition skills document. These should be referenced in promotion decisions.**
2. Retention - The indicators below are offered as a reference for educators when making decisions about the promotion and retention of students.
 - a. Kindergarten – A **combination of two or more** of the following factors may suggest that another year in kindergarten may be appropriate for the student:
 - (1) Exhibits significant delays in language and communication skills as indicated by early identification screening procedures;
 - (2) Demonstrates very short attention span, exhibited by significant difficulty attending to activities, tasks and following simple directions;
 - (3) Has a documented pattern of sporadic attendance. Attendance should be monitored.

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- b. Grade One – A **combination of two or more** of the following factors may suggest that another year in grade one be appropriate for the student:
- (1) Remains at an emergent reading level in spite of interventions offered;
 - (2) Has not mastered learning names and sounds of letters, and simple sound blending skills;
 - (3) Experiences much difficulty with handwriting activities;
 - (4) Demonstrates poor skill development on mathematics objectives for grade one even when using manipulative aids;
 - (5) Cannot work independently even for limited periods of time;
 - (6) Exhibits much difficulty in following directions;
 - (7) Has a documented pattern of sporadic attendance (attendance should be monitored).
- c. Grade Two – A **combination of two or more** of the following factors may suggest that another year in grade one be appropriate for the student:
- (1) Remains at a grade one reading level in spite of interventions offered;
 - (2) Has not mastered learning names and sounds of letters, and simple sound blending skill;
 - (3) Experiences much difficulty with handwriting activities;
 - (4) Demonstrates poor skill development on mathematics objectives for grade two even when using manipulative aids;
 - (5) Cannot work independently even for limited periods of time;
 - (6) Exhibits much difficulty in following directions;
 - (7) Has a documented pattern of sporadic attendance (attendance should be monitored).
- d. Grades Three, Four, and Five – A **combination of two or more** of the following factors may suggest that another year in grades three, four, and five may be appropriate for the student:

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- (1) In spite of interventions provided, the student lacks fluency and/or demonstrates poor reading comprehension and is reading at a level lower than the previous grade;
 - (2) Demonstrates poor skill development on mathematics objectives for the current grade even when using manipulative aids;
 - (3) Experiences significant difficulty with written communication;
 - (4) Demonstrates significant difficulty following two and three part directions;
 - (5) Has a documented pattern of sporadic attendance. Attendance should be monitored
- e. Grade Six, Seven, or Eight – **If a student is retained during the middle school years, every effort should be made to help that student benefit from the opportunities middle school provides for preparation for high school.** Rather than retaining a student simply because he/she has received one or more failing grades; a **combination of two or more** of the following factors may suggest that another year in grade six, seven or eight may be appropriate for the student:
- (1) Experiences difficulty reading fluently, constructing meaning from text, and communicating in written form;
 - (2) Demonstrates poor performance on mathematics objectives;
 - (4) Experiences significant difficulty working independently, lacks appropriate study skills, and demonstrates repeated failure to complete assignments;
 - (5) Has a documented pattern of sporadic attendance (attendance should be monitored).
- f. Summer School Option – Middle school students that have failed at least one of the core content courses (mathematics, reading, social studies, and science) and are considered for retention will be given the option of attending a paid for summer school experience for those courses where they have failed. Students must complete the courses with at

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least a grade of “D” to be considered for promotion to the next grade.

The timetable to follow in considering possible grade K-8 retentions is provided below. Activities specified in the timetable must be completed for all students retained. A checklist or record indicating that these procedures have been followed should be maintained in the folder of each student who is retained.

DATE	ACTIVITY	PERSON (S) RESPONSIBLE
August/ September	<ol style="list-style-type: none"> 1. Review Administrative Procedure 5123.2; 2. Review Administrative Procedure 5124; 3. Initiate and maintain folders with sample of students’ work reflecting levels of achievement. 4. Develop and determine strategies for interacting with parents; 5. Arrange for parents to receive information about promotion and retention; 6. Meet with parents and discuss specific skills deficits and strategies for remediation; 7. Review student data from the previous year in order to identify early interventions and support;. 8. Monitor the student’s attendance. 	Principal, School Instructional Team, Staff
October/ November	<ol style="list-style-type: none"> 1. Review records of all students receiving grades of “D” and “E”, plus those of other students who may profit from academic and/or social skills intervention; 2. Prepare and implement an intervention plan for students at-risk for failure; 3. Prepare a list of students to be reviewed by the Student Staff Support Team (SSST); 4. Contact parents regarding referral to SSST to arrange conferences to discuss student’s progress and the plan for improvement that will be implemented.; 5. Monitor the student’s attendance. 	Principal, SSST, Teacher
November/ December	<ol style="list-style-type: none"> 1. Monitor progress and maintain work samples, 2. Maintain ongoing home-school communications; 3. Review and revise the instructional intervention plan as necessary; 4. Determine the need for further diagnostic evaluations for identified students; 5. Monitor the student’s attendance. 	Principal, SSST, Teacher
January/ February	<ol style="list-style-type: none"> 1. Review progress of students referred to SSST for under-achievement; 2. Identify students to be considered for possible Retention; 3. In February, contact parents of students in 	Principal, Teacher, SSST

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DATE	ACTIVITY	PERSON (S) RESPONSIBLE
	<p>writing that are initially considered for the possibility of retention to schedule a conference;</p> <p>4. Continue implementing the instructional intervention plan;</p> <p>6. Monitor the student's attendance;</p> <p>7. Submit a list of possible retentions to the Area Office for review.</p>	
March/ April	<p>1. Have SSST review records of all students who may be retained;</p> <p>2. Continue implementing the instructional intervention plan;</p> <p>3. Initiate the development of a comprehensive plan for improvement for the next school year for students who are recommended for retention;</p> <p>4. Maintain home-school communications for students considered for retention;</p> <p>5. Monitor the student's attendance.</p>	Principal, Teacher, SSST
May/ June	<p>1. Continue implementing the instructional intervention plan;</p> <p>2. Schedule a conference for teacher, principal, and parent of student to be retained;</p> <p>3. Have SSST make final recommendation to the principal for promotion and retention;</p> <p>4. Principal makes final decisions regarding promotion or retention in consultation with their Instructional Director;</p> <p>5. Send letters to parents indicating promotion or retention of students;</p> <p>6. Develop a plan for instructional improvement for students retained for the next school year;</p> <p>8. Submit the list of retained students and plans of improvement to the Area Office.</p>	Principal, Teacher, SSST

3. Strategies to modify instruction for students if it appears that the student is not making adequate progress include:
 - a. Place students in small instructional groups using materials appropriate for each student's instructional level;
 - b. Increase use of multi-sensory instructional techniques and manipulative materials;
 - c. Provide flexible grouping for skills instruction;
 - d. Obtain assistance from the reading teacher or other specialists;
 - e. Provide an extra period for instruction in critical skills areas.
 - f. Provide extended day programs for reinforcement of skills;

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- g. Incorporate technology-based instructional interventions within the student’s instructional program;
 - h. Employ the use of specifically identified intervention materials;
 - i. Divide the lesson into manageable steps.
4. Instructional questions that should be considered when planning a program for the student who is retained include the following:
- a. What teaching strategies would be most appropriate for the student?
 - b. What additional instructional/support service will be offered beyond the regular instructional schedule?
 - c. How can parents/guardians be supported in providing assistance for their child?
 - d. What are the most appropriate instructional and resource materials to use with the student?

B. Guidelines for High School

Timetable to follow in considering possible retentions in high school is given below. Activities specified in the timetable must be completed for all students retained. A checklist or record indicating that these procedures have been followed should be maintained in the folder of each student who is retained.

DATE	ACTIVITY	PERSON(S) RESPONSIBLE
August/ September	1. Review Administrative Procedure 5123.2 with staff; 2. Review Administrative Procedure 5124 with staff; 3. Review schedules of students in sequential courses to ensure passing grades in previous courses; 4. Assess skills of students who appear to be under-achieving and review student placements. Make necessary program adjustments; 6. Develop strategies for interacting with parents. 7. Maintain records of students’ progress; 8. Schedule counselor visitation to classrooms to discuss promotion and retention; 9. Include information on promotion and retention in materials provided to parents, including information on the Maryland High School Assessment and what students can accomplish for the current academic year, i.e., assessments that need to be taken, bridge projects that may be taken in an AVP course, testing dates.	Principal, Administrators, Counselor, Staff
October	1. Distribute progress reports; 2. Review records of students receiving “D” or “E”	Principal, Counselor,

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DATE	ACTIVITY	PERSON(S) RESPONSIBLE
	grades; 3. Provide appropriate instructional interventions for students, as needed; 4. Identify needed resources, support elements, and additional intervention strategies; 5. Notify and meet with the student's parents to discuss the planned supports and interventions.	Teacher, SSST
November (End of First Marking Period)	1. Distribute report cards. 2. Review "D" and "E" grades to identify students who are struggling with or failing required courses. 3. Review absence and tardy data to identify students who are frequently absent from school. 4. Provide H.S.A updates if available.	Principal, Counselor, Teacher, SSST
November	1. Adjust instructional interventions for students, including H.S.A support as needed, and identify needed resources and support systems. 2. Contact parents of students failing semester courses.	Principal, Counselor, Teacher, SSST
December/ January	1. Distribute progress reports. Provide H.S.A updates if available. 2. Schedule small group meetings in which counselors and administrators met with students experiencing failure. 3. Contact parents of students with failing grades to schedule conferences. 4. Continue to provide instructional interventions.	Principal, Counselor, Teacher, SSST
February	1. Distribute report cards. 2. Advise students who need additional support of Evening High School enrollment opportunities. 3. Reschedule students as appropriate and according to space availability. 4. Review "D" and "E" distribution to identify students at risk of failure. 5. Have teachers and guidance counselors assess skills and review placements of students in second semester courses, contact parents and recommend program adjustments as necessary. 6. Continue to provide instructional interventions.	Principal, Administrators, Counselors, Teachers
March	1. Distribute progress reports. 2. Review records of students experiencing failures and/or in danger of not graduating with respect to the Maryland H.S.A. Arrange for grade level administrators/counselors to contact parents/guardians. 3. Adjust instruction for students during semester as appropriate or enroll in AVP courses or interventions as appropriate. 4. Continue to identify needed resources and provide instructional interventions.	Principal, Administrators, Counselors, Teachers
April	1. Distribute report cards.	Principal,

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DATE	ACTIVITY	PERSON(S) RESPONSIBLE
(End of Third Marking Period)	<ol style="list-style-type: none"> 2. Review "E" list to identify multiple failures in "required courses." 3. Review absence and tardy list to identify students with high rates of absence. 4. Continue to provide instructional adjustments and identify resources as appropriate. 5. Contact parents of students failing semester courses. 	Administrators, Counselors, Teachers, SSST
May	<ol style="list-style-type: none"> 1. Distribute progress reports, including information regarding summer school for those students in jeopardy of non-promotion or needing remedial courses or bridge projects to satisfy Maryland H.S.A. requirements. 2. Continue to provide instructional interventions. 3. Arrange for public address announcements regarding summer school information and registration followed by an announcement in each English class. 4. Schedule conferences in which counselors and administrators meet with individual students and/or parents/guardians regarding each student's school performance. 5. Review records of students experiencing failures and/or in danger of not graduating with respect to the Maryland H.S.A. Arrange for grade level administrators/counselors to contact parents/guardians. 6. Flag students for retention using School Exclusion feature (see attachment) by the end of May. 	Principal, Administrators, Counselors, Teachers, SSST

NOTE: Notification schedule is adjusted for students who are enrolled in schools with four-period schedule.

VI. **SCHOOLMAX FLAGS:**

A fair warning flag can be set to let parents know that a child is in danger of failing. It can print for any course where the child has a grade of E on the progress report card or the report card for the first three quarters. Once the decision to retain, promote or not graduate a student has been made, at the elementary and middle school level, the registrar will check the appropriate status and SchoolMax will print on the report card, "Retained" or "Promoted."

At the high school level, SchoolMax will check for at least a grade of "D" and the appropriate number of credits to print "Retained" or "Promoted" on the report card for students in grades 9-11. For seniors that have not met the graduation requirements, SchoolMax will print "Graduation Status Not Met."

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Flags can be overridden by the Principal or his designee. The attachment has additional instructions on maintaining retention information.

VII. **ACCELERATED PROMOTION OF STUDENTS GRADES 2-5:**

A. Whole Grade Acceleration

Acceleration is a process of double promotion or higher grade placement based on the student's learning ability, as well as:

- age;
- maturity;
- academic skills;
- self-confidence;
- grade level;
- behavior, and
- other pertinent factors relating to the overall well-being of the student.

Acceleration will not apply to kindergarten and 1st grade students. Please refer to Administrative Procedure 5111.1 Admission to Pre-kindergarten, Kindergarten and First Grade.

B. Individual Subject Acceleration

Academic acceleration may involve individual subject acceleration. Academic acceleration occurs when a student is doing the caliber of work necessary to be enrolled in the next course in the academic sequence, or demonstrates the ability to do the caliber of work required of student in that next grade level/subject/course.

C. Process for Acceleration

An acceleration evaluation team convened by the principal will determine whether the student will be permitted to skip a grade level (i.e., whole-grade acceleration), or take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration).

This evaluation team shall include the following:

1. a parent/guardian, or a representative designated by that parent/guardian.

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2. a gifted education coordinator, gifted intervention specialist, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.
3. a principal or assistant principal from the child's current school.
4. a current teacher of the referred student.
5. a teacher at the grade level or course to which the referred student may be accelerated.
6. others as the committee deems appropriate.

D. Referral for Acceleration

Students may be referred for acceleration by the teacher, parent, or self nomination. Students referred for accelerated placement will be evaluated in a prompt manner. The building principal will schedule the evaluations. Normally, changes in a student's schedule will occur only at the start of a semester. Before a student is evaluated for accelerated placement, the principal (or his/her designee) shall obtain written permission from the student's parent/guardian.

E. Criteria for Acceleration

A student will be accelerated when the acceleration evaluation team determines that a student:

1. achieved the grade/course objectives and State-mandated requirements, if applicable, for the grade/course in which s/he is presently enrolled as well as for the grade(s)/course(s) that will be skipped;
2. in the opinion of the professional staff, achieved the instructional objectives set for the present grade/course as well as the succeeding one(s);
3. demonstrated sufficient proficiency to permit him/her to be accelerated in the educational program;
4. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the grade/course to which s/he will be promoted or enrolled.

The acceleration evaluation team shall issue a written decision on the outcome of the evaluation process to the principal and the student's parent/guardian. This notification shall include instructions for appealing the decision and will become a part of the student's cumulative folder. If the student is recommended for whole-grade or individual subject acceleration, the acceleration evaluation committee will develop a written acceleration plan. The parent/guardian shall be provided with a

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copy of the plan. The plan shall specify placement of the student in an accelerated setting.

Appeals must be made in writing to the Associate Superintendent within thirty (30) calendar days of the parent/guardian receiving the committee's decision. The Associate Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within thirty (30) calendar days of receiving the plan. The Associate Superintendent or his/her designee's decision shall be final.

- VIII. **RELATED PROCEDURES AND DOCUMENTS:** Administrative Procedure 5111.1, Admission to Pre-kindergarten, Kindergarten and First Grade; Administrative Procedure 5121.1, Grading and Reporting for Elementary Schools, Early Childhood Through Grade Five; Administrative Procedure 5121.2, Grading and Reporting for Middle Schools, Grade Six Through Grade Eight; Administrative Procedure 5121.3, Grading and Reporting for High Schools, Grade Nine Through Grade Twelve; Administrative Procedure 5124, Proactive Student Services Intervention – P-Team, School Instructional Team (SIT) and Supplemental Services Team (SST) and Response to Intervention (Rtl); Administrative Procedure 6142.1, Technical Academy Program Enrollment Criteria; Administrative Procedure 6142.3, Monitoring and Exit Procedures for the Science and Technology Center Programs; Administrative Procedure 6143, Monitoring and Exit Procedures for High School Magnet Programs; Administrative Procedure 6144, Monitoring and Exit Procedures for Specialty Programs; Administrative Procedure 6150, Student Enrollment in Courses and Educational Options in Secondary Schools; Administrative Procedure 6150.1, Mathematics Requirements for High School Graduation; and Task Force on Promotion and Retention Final Report.
- IX. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** The Divisions of Academics/Accountability and Student Services will be responsible for updating these procedures as needed.
- X. **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure cancels and supersedes Administrative Procedure 5123.2, dated August 15, 2011
- XI. **EFFECTIVE DATE:** July 1, 2012

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Approved by:
William R. Hite
Superintendent of Schools

Attachment: Transition Skills

Distribution: Lists 1, 2, 3, 4, 5, 6, 7, 10, and 11

Administrative Procedure 6150



Educational Requirements and Options in Secondary Schools Fall 2013



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Preface to Administrative Procedure 6150

The purpose of Administrative Procedure 6150, *Educational Requirements and Options in Secondary Schools*, is to provide guidance and information to administrators and staffs in implementing curriculum and educational procedures and to provide advisement to students and parents in educational decision-making in the public secondary schools of Prince George's County.

Graduation Requirements for Public High Schools in Maryland, Maryland State Department of Education Bylaw 13A.03.02, provides state standards for secondary school programs. These reflect a broad view of the educational needs of the state and must be supplemented by the local system and at individual school levels in order to assure the best possible education for all youth. The procedures in this document supplement these state requirements.

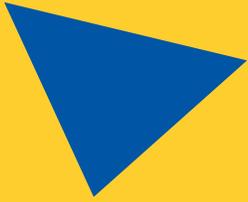
Every reasonable effort will be made by the Prince George's County Public Schools to provide an appropriate educational program for each student within the system. At the secondary level this means that programs will be offered which enable students to acquire information, learn specific skills, develop self-direction, acquire critical thinking skills, be life-long learners, and have entry-level career skills. These programs are designed to enable students to earn the high school diploma.

No course may be offered by a school for credit without prior review and approval from the Director of Curriculum and Instruction and if needed additional approval of the Chief Academic Officer, Superintendent, and Board of Education. The courses listed make up the instructional program for the school system's secondary schools. However, only approved core curricula are available at all sites, and courses may not be offered during this school year if enrollment or staffing does not permit.

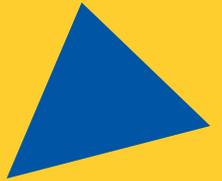
Administrative Procedure 6150 includes information relevant to secondary students in Prince George's County Public Schools. Federal and State law provide additional guidelines. Because of frequent changes in the law and/or regulations governing student enrollment in courses, educational requirements, and options in secondary schools, information in this publication may be superseded.

Board of Education policies may be found on the website at <http://www1.pgcps.org/board/>

Administrative Procedures may be found on the website at <http://www.pgcps.org/~procedur/>



MIDDLE SCHOOL





Middle School Core Courses

English

Reading/English Language Arts 6

This course, designed for sixth graders, focuses on instruction of the Maryland State Curriculum for reading, writing, listening, and speaking. Reading and writing strategy instruction focuses on literary and informational texts, as well as success in real world applications and on the Common Core State Standards (CCSS).

Reading/English Language Arts 7

This course, designed for seventh graders, focuses on instruction of the Maryland State Curriculum for reading, writing, listening, and speaking. Reading and writing strategy instruction focuses on literary and informational texts, as well as success in real world applications and on the CCSS.

Reading/English Language Arts 8

This course, designed for eighth graders, focuses on instruction of the Maryland State Curriculum for reading, writing, listening, and speaking. Reading and writing strategy instruction focuses on literary and informational texts, as well as success in real world applications and on the CCSS.

CONTENT	GRADE 6	GRADE 7	GRADE 8
READING/ENGLISH LANGUAGE ARTS	<ul style="list-style-type: none"> • Reading /English Language Arts 6 • Reading/English Language Arts 6 Co-Teach • Reading/English Language Arts 6 Intensive • Reading/English Language Arts 6 Honors • ESOL 1, 2, 3 	<ul style="list-style-type: none"> • Reading/English Language Arts 7 • Reading/English Language Arts 7 Co-Teach • Reading/English Language Arts 7 Intensive • Reading/English Language Arts 7 Honors • ESOL 1, 2, 3 	<ul style="list-style-type: none"> • Reading/English Language Arts 8 • Reading/English Language Arts 8 Co-Teach • Reading/English Language Arts 8 Intensive • Reading/English Language Arts 8 Honors • ESOL 1, 2, 3



English for Speakers of Other Languages (ESOL)

Middle School Academic Program Scheduling Guidelines

ESOL Level	Language Arts	Math	Social Studies	Science	Creative Arts	Creative Arts
ESOL Advanced Levels 4.5-4.9	ESOL Advanced Course Code: 135333 / Grade Level RELA	Mainstream	Mainstream	Mainstream	Mainstream	Mainstream
ESOL Intermediate Levels 2.6-4.4	ESOL Intermediate Course Code: 135323	Mainstream	Sheltered*	Sheltered*	Mainstream	Mainstream
ESOL Beginning Levels 1.6-2.5	ESOL Beginning Course Code: 135313	Sheltered*	ESOL CABLE Social Studies Course Code: 136933 or Sheltered*	ESOL CABLE Science Course Code: 136943 or Sheltered*	Mainstream	Mainstream
Newcomer ESOL Levels 1.0-1.5	Newcomer ESOL Course Code: 134903 or ESOL Beginning Course Code: 135313	Sheltered*	ESOL CABLE Social Studies Course Code: 136933 or Sheltered*	ESOL CABLE Science Course Code: 136943 or Sheltered*	Mainstream	Mainstream
ESOL Beginning/ Interrupted Education Levels 1.0-2.5	Newcomer ESOL Course Code: 134903 or ESOL Beginning Course Code: 135313	Sheltered*	ESOL CABLE Social Studies Course Code: 136933	ESOL CABLE Science Course Code: 136943	Mainstream	Grades 6-8 ESOL AIM Literacy Course Code: TBA

* Sheltered courses refer to classes that are designed to teach both academic content and language to students. These classes may contain only English Language Learners or a mix of English Language Learners and mainstream students. Content is presented using a variety of instructional strategies that make content accessible for ELLs while developing English vocabulary concepts.



Middle School Core Courses

Social Studies

World Cultures and Geography Part 1: Western Hemisphere

6th Grade social studies is the first of a two-year World Cultures and Geography program of study. This course will explore the Western Hemisphere that includes the history, geography, and culture of the United States, Canada, Latin America, Mexico and Central America, The Caribbean, and South America. Reading, writing, literature, and critical thinking skills are integral parts of the course. This middle school social studies course emphasizes development of knowledge and skills that will prepare students for success at the high school level.

World Cultures and Geography Part 2: Eastern Hemisphere

7th Grade social studies is the second year of a two-year World Cultures and Geography program of study. This course explores the continents, countries, and regions of the Eastern Hemisphere. The major emphases of the course are the geography, history, people, and contemporary issues of Africa, Europe, the Middle East, Asia and Australia. Reading, writing, literature, and critical thinking skills are integral parts of the course. This middle school social studies course emphasizes development of knowledge and skills that will prepare students for success at the high school level.

United States History I, Revolution to Reconstruction

The 8th Grade social studies course focuses on the history of the United States from 1776 through 1877. An appreciation of our heritage as citizens of the United States is developed through the study of important events in our nation's history. Emphasis is on the American Revolution, the writing of the U.S. Constitution, and the diverse history of the 1800's. Reading, writing, literature studies, use of primary documents, and critical thinking skills are integral parts of the course. This middle school social studies course emphasizes knowledge and skills that prepare students for success at the high school level.

CONTENT	GRADE 6	GRADE 7	GRADE 8
SOCIAL STUDIES	<ul style="list-style-type: none"> World Cultures and Geography Part 1: Western Hemisphere World Cultures and Geography Part 1: Western Hemisphere Honors 	<ul style="list-style-type: none"> World Cultures and Geography Part 2: Eastern Hemisphere World Cultures and Geography Part 2: Eastern Hemisphere Honors 	<ul style="list-style-type: none"> United States History Revolution to Reconstruction United States History Revolution to Reconstruction Honors



Middle School Core Courses

MATHEMATICS

In all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Math 6 Common Core

This course begins the transition from the heavy emphasis on number and operations at the elementary school level towards a more formalized understanding of mathematics that occurs at the high school level. Students connect previous knowledge of multiplication, division, and fractions to ratios and proportional relationships; extend previous understanding of the number system and operations to fractions and negative numbers; apply and extend previous understandings of the number line to plot coordinate pairs on a Cartesian plane; formalize algebraic thinking into algebraic expressions and equations; apply their previous knowledge of geometry in real-world and mathematics situations; and begin to develop understanding of statistical variability and distributions.

Math 7 Common Core

This course continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in Math 6 Common Core. Students extend ratio reasoning to analyze proportional relationships and solve real-world and mathematical problems; extend previous understanding of the number system and operations to perform operations using all rational numbers; apply properties of operations in the context of algebraic expressions and equations; draw, construct, describe, and analyze geometrical figures and the relationships between them; apply understandings of statistical variability and distributions by using random sampling, making inferences, and investigating chance processes and probability models.

Math 8 Common Core

This course continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that was begun in Math 6 and 7 Common Core. Students extend their understanding of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions; define, evaluate, compare, and model with functions; build understanding of congruence and similarity; understand and apply the Pythagorean Theorem; and extend their understanding of statistics and probability by investigating patterns of association in bivariate data.

Current Math Course	Next Math Course	Prerequisite
Math 5	Math 6 Common Core	Successful completion of 5 th grade mathematics
Math 6	Math 7 Common Core	Successful completion of Math 6
Math 7	Math 8 Common Core	Successful completion of Math 7
Math 8	Algebra 1 Common Core	Successful completion of Math 8
Algebra 1	Geometry Common Core	Successful completion of Algebra 1 in grade 7

Honors:

TAG student or Student meets 3 of 4 criteria:

80 or above on FAST 2; 450 or above on most current MSA; Mathematics grades of A or B; Teacher recommendation



Middle School Core Courses

SCIENCE

Science 6

6th Grade students develop an understanding of what constitutes a good investigation and how explanation relates to experimental design. Investigations help students learn how science works. Students are introduced to an understanding of how theories are constructed and an appreciation for the explanatory and predictive power of theories. Students have experiences applying and practicing science skills and processes across the modular areas.

Science 7

7th Grade students build on an understanding of what constitutes a good investigation and experimental design. Investigations help students learn how science works. These experiences are supported with selected readings. Students develop an understanding of how theories are constructed and find both historical and modern examples of the theory development process and develop an appreciation for the explanatory and predictive power of theories. Students have experiences applying and practicing science skills and processes across the modular areas.

Science 8

8th Grade students become more systematic and sophisticated in conducting investigations, some of which may last for weeks. This means closing in on explanations as they relate to experimental design. By the end of Grade 8, students will have had multiple experiences applying and practicing science skills and processes across the modular areas in preparation for high school science courses.

CONTENT	GRADE 6	GRADE 7	GRADE 8
SCIENCE	<ul style="list-style-type: none"> • Science 6 • Science 6 Honors • Science 6 ESOL • Science 6 Co-Teach • Science 6 Intensive 	<ul style="list-style-type: none"> • Science 7 • Science 7 Honors • Science 7 ESOL • Science 7 Co-Teach • Science 7 Intensive 	<ul style="list-style-type: none"> • Science 8 • Science 8 Honors • Science 8 ESOL • Science 8 Co-Teach • Science 8 Intensive



Maryland School Assessment (MSA)

Source: www.marylandpublicschools.org/MSDE/testing/msa/

The Maryland School Assessment (MSA) is a test of reading and math achievement that meets the testing requirements of the federal No Child Left Behind Act. The test is given each year in early March in reading and math at grades 3 through 8. The science test is given in April or early May. Your child's school system will choose the exact testing dates within the testing window designated by the State. Scores from the MSA and other state tests are posted on the Web at www.mdreportcard.org. The testing calendar is available as an Adobe PDF document. Sample test items are available on mdk12.org. General MSA Information:

- The test includes multiple-choice questions and questions requiring written responses.
- It measures basic as well as higher level skills.
- Students take the tests for approximately 90 minutes each day. There are four days of testing—two days for reading and two days for math.
- The testing vendor sends the scores for individual students to local school systems. The school systems then distribute the scores to parents.
- The MSA scores show how well students learned the reading and mathematics skills in the State Curriculum. A norm-referenced score is also provided to show how students performed compared to other students across the nation.

High School Graduation Credit for Middle School Coursework

Pursuant to COMAR 13A03.02.05, credit toward high school graduation may be earned by middle school students if the student passes a high school level course meeting the local school system curricular objectives and the student passes an examination that assesses student demonstration of course objectives and the examination is equivalent in content coverage and rigor to examinations given to high school students for the course content area. Students in middle school may earn credit for successful completion of Level 1 and beyond world language courses and Algebra 1 and beyond mathematics courses. Both requirements must be fulfilled to continue to the next level of study and to receive high school credit in world languages. Students will have grades and credits posted to their permanent records. The course will appear on the high school transcript.

Middle School Schedule

According to the Code of Maryland regulations, middle school students must take the following courses each year. See Middle School Course Offerings for descriptions.

- Fine Arts
- Health
- Mathematics
- Physical Education
- Reading/English Language Arts
- Science
- Social Studies

To prepare for advanced coursework and an enriched academic experience, students should consider these additional recommended courses.

- Civil Air Patrol
- Family and Consumer Sciences
- World Languages*
- Technology Education

Students interested in focused, in-depth experience should consider these programs by application or selection process.

- Advancement Via Individual Determination (AVID)
- International Baccalaureate Middle Years
- Creative and Performing Arts
- French Immersion
- Montessori
- Gateway to Technology
- Talented and Gifted

*Elementary schools housing 6th graders may offer Introduction to the Language in order to prepare students with the requisite courses for the IB and AP programs. For middle schools with 7th/8th configurations only, a student without a prior introductory course will take the Introduction to the Language in 7th grade.



Middle School Signature Programs

Contact the counseling office at the appropriate middle school at least a year prior to planned enrollment for application and admissions procedures.

Advancement Via Individual Determination (AVID)

Located at Accokeek Academy, Benjamin Stoddert, Benjamin Tasker, Buck Lodge, Charles Carroll, Dwight D. Eisenhower, Drew-Freeman, Ernest Everett Just, G. James Gholson, Gwynn Park, Isaac Gourdine, Kenmoor, Martin L. King, Jr., Nicholas Orem, Oxon Hill, Samuel Ogle, Stephen Decatur, Thomas Johnson, Thurgood Marshall, Walker Mill, and William Wirt Middle Schools (and Central, Bladensburg, High Point, Largo, Potomac, and Suitland High Schools), AVID is a program designed to support average ability students who are in the “academic middle” but have a desire to go to college and the willingness to work to achieve. AVID focuses on accelerating a student’s performance through challenging coursework and focused support. Selected students are capable of completing a college-prep curriculum but are falling short of their potential. The core component of the program is the AVID elective course where students receive guidance and academic training to support them as they strive to achieve in the most rigorous courses. AVID’s teaching strategies, curriculum, and methodologies are used not only in the AVID elective class but in the classrooms of AVID trained, core content area teachers school-wide.

Creative and Performing Arts

Located at Thomas Pullen (K-8), Hyattsville (7-8), and Benjamin Foulois (K-8), the Creative and Performing Arts Programs are designed to develop the interests and talents of students in the arts and feature an enhanced interdisciplinary academic program that encourages creative and artistic expression. Experiences and training challenge and develop skills of all students and provide exceptional opportunities for artistically talented students. The curriculum provides in-depth experiences in each art discipline, plus related arts experiences and an infusion of the arts in the overall curriculum. Although not all disciplines are available at all three schools, students may audition for Band, Creative Writing, Dance, Drama, Keyboard, Media Arts, Strings, Vocal, and Visual Arts. Thomas Pullen is open to students in Kindergarten through eighth grade who live north of Central Avenue (Route 214). Benjamin Foulois is open to students in Kindergarten through eighth grade who live south of Central Avenue (Route 214). Entrance into Pullen and Foulois is by lottery in grades K-5, and by audition only in grades 6-8. Hyattsville Middle School is open to seventh and eighth grade students, via audition, within a limited boundary.

French Immersion

Located at Robert Goddard for the north and John Hanson for the south K-8, French Immersion is a full immersion program starting in kindergarten where all academic subjects are taught in the French language. French speaking teachers immerse students totally in French as they learn the Prince George’s County Public Schools curriculum in mathematics, science, social studies, and Language Arts. English/Reading/Language Arts instruction begins in second grade. International travel is an enrichment part of the Immersion Program. Students also study Russian and/or Italian. In addition, Algebra and Geometry are possible options in math. Students who progress to the high school level complete two courses, one in Language Arts/Literature and one in culture of the francophone world. French Immersion students are encouraged to apply to the International Baccalaureate Program as they matriculate to high school or to complete the French Immersion program, grades 9–12 at Central High School. Students who complete the K-12 program have the opportunity to earn a diploma from the French government with the Delf, Jr. assessment.

Gateway to Technology

Located at Ernest Just Middle School, Gateway to Technology (GTT) addresses the interest and energy of middle school students while incorporating national standards in math, science, and technology. GTT is “activity-oriented” to show students how technology is used in engineering to solve everyday problems. The curriculum provides project-based learning—a hands-on approach—that is exciting and fun and that relates technology to students’ daily lives. It also promotes communication and collaboration by emphasizing a teaming approach in the instructional units. Gateway to Technology consists of five independent units taught in conjunction with a rigorous academic curriculum: Design and Modeling, The Magic of Electrons, The Science of Technology, Automation and Robotics, and Flight and Space.



International Baccalaureate Middle Years

All students in the Middle Years Programme study eight subject groups—humanities, mathematics, two languages, science, the arts, physical education, and technology—and view these subjects through multiple lenses, including health and social education, community and service, and the environment. The program requires thorough study of the various disciplines, advances a holistic view of learning, promotes academic rigor, and prepares students for entry into the high school diploma program. Students are 7th and 8th graders prepared to take Algebra 1 and a full-year credit-bearing World Language Course. Two schools have begun the process of applying to become International Baccalaureate Middle Years Programme site in partnership with James Madison Middle School and Frederick Douglass High School.

Montessori

The Montessori Middle School Program completes the Montessori studies for students progressing from primary and lower elementary Montessori programs to the seventh and eighth grades. Students who would enter at the kindergarten through eighth grade must be currently enrolled in a certified Montessori school. John Hanson Montessori School and Robert Goddard Montessori School are dedicated facilities. An interdisciplinary teaching team provides the Montessori Program for multidisciplinary learning to include English Language Arts, mathematics, science, and social studies. Taught by Montessori accredited teachers, young children are guided in developing an inner discipline, strengthening their coordination, and extending their concentration span. Students may apply for entry to Biotechnology, Biomedical, Military Academy, Center for the Visual and Performing Arts and/or Science and Technology high school programs.

Public Charter Schools

Public Charter Schools are nonsectarian, chosen by parents, and are open to all students on a space available basis. Enrollment in Public Charter Schools is open to all students who are residents of Prince George's County, do not have an attendance area boundary, and families may select their school(s) of choice directly on the lottery application regardless of residence. Chesapeake Math and IT (CMIT) Academy (6-12), Excel Academy (K-8), Imagine-Andrews (K-4), Imagine-Foundations (K-2), Imagine-Foundations (K-7), Imagine Lincoln (K-8), and Turning Point Academy (K-8) are the Public Charter Schools.

Talented and Gifted (TAG) Center

The TAG Center Program provides a full-day advanced, enriched, intensive educational experiences meet the unique and specialized needs of highly able students who qualify for the Talented and Gifted services using PGCPSS identification criteria. TAG identified students are eligible to apply for possible entry into a TAG Center Program through the lottery application process. Special offerings include world language, computer technology, lab-based science programs, fine arts programs, accelerated mathematics and science, enriched and accelerated language arts and social studies. The TAG Center Middle Schools are located at Accokeek Academy, Greenbelt, Kenmoor, and Walker Mill Middle Schools.

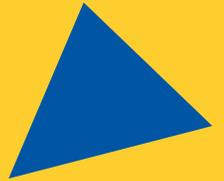


Middle School Signature Programs

SCHOOL	AVID	OTHER SIGNATURE PROGRAMS
Accokeek Academy	X	Talented and Gifted
Benjamin Foulois		Creative and Performing Arts
Benjamin Stoddert	X	Gateway to Technology
Benjamin Tasker	X	
Buck Lodge	X	
Charles Carroll	X	
Dwight D. Eisenhower	X	
Drew-Freeman	X	Gateway to Technology
Ernest Everett Just	X	Gateway to Technology
G. James Gholson	X	Gateway to Technology
Greenbelt		Talented and Gifted
Gwynn Park	X	
Hyattsville		Creative and Performing Arts
Isaac Gourdine	X	
James Madison		International Baccalaureate Middle Years
John Hanson		French Immersion; Montessori
Kenmoor	X	Talented and Gifted
Martin Luther King, Jr.	X	
Nicholas Orem	X	
Oxon Hill	X	Gateway to Technology
Robert Goddard		French Immersion; Montessori
Samuel Ogle	X	
Stephen Decatur	X	
Thomas Johnson	X	Gateway to Technology
Thomas Pullen		Creative and Performing Arts
Thurgood Marshall	X	Gateway to Technology
Walker Mill	X	Talented and Gifted; Technology
William Wirt	X	



HIGH SCHOOL





High School Graduation Requirements

Effective with the Graduating class of 2009 (entering freshman in 2005), graduation requirements to earn a Maryland High School diploma are as follows:

SUBJECT AREA	SPECIFIC CREDIT REQUIREMENTS	HIGH SCHOOL ASSESSMENT (HSA) REQUIREMENTS*
English	4 credits	<p>Algebra/Data Analysis, English 10, and Biology: Students who entered grade 9 in the fall of 2005 and later (COMAR 13A.03.02.09) must obtain either a passing score on Algebra/Data Analysis, English 10, and Biology or obtain an overall combined score of 1208 or 1602 (see below). Students who meet specific criteria may use the Bridge Plan for Academic Validation to meet the passing requirement. See questions 20 and 21 (pages 10-11) in the High School Graduation Requirements Questions and Answers (http://hsaexam.org/img/HS_Grad_Q_A.pdf) for information about the Bridge Plan option.</p> <p>Government: Students entering 9th grade in the 2012-13, 2011-12, 2010-11, or 2009-2010 school years do not need to pass the Government HSA for graduation, but may use it if they pursue a combined score to satisfy this requirement. These students have two options:</p> <ul style="list-style-type: none"> o Students MAY achieve a combined score of 1602 for English, Algebra/Data Analysis, Biology, and Government. OR o Students MAY achieve a combined score of 1208 for English, Algebra/Data Analysis, and Biology. <p>Students entering 9th grade in school year 2013-14 and beyond MUST either pass the Government HSA or include the Government HSA score to meet a combined score of 1602.</p>
Mathematics	3 credits √ 1 in Algebra I √ 1 in Geometry √ 1 additional mathematics credit	
Science	3 credits √ 1 in Biology √ 2 additional credits that must include laboratory experience in any or all of the following areas: earth science, life science, physical science	
Social Studies	3 credits √ 1 in U.S. History √ 1 in Local, State, and National Government √ 1 in World History	

OTHER REQUIREMENTS

Fine Arts	1 credit
Physical Education	.50 credit √ Your Personal Fitness
Health Education	.50 credit √ Health Issues
Technology Education	1 credit √ Foundations of Technology
Completer** and Electives	<p>2 credits of either World Language or American Sign Language (both credits must be in the same language per local requirements) and 3 credits in electives</p> <p>OR</p> <p>2 credits of Advanced Technology Education and 3 credits in electives</p> <p>OR</p> <p>Complete (4–9 credits) a Maryland State Department of Education (MSDE)-Approved sequence of courses and any remaining credits in electives</p>

Credits: Twenty-one (21) credits are required. Per COMAR 13A.03.02.01C, PGCPSS has notified the Maryland State Department of Education (MSDE) that four (4) credits must be earned after completion of Grade 11.

Enrollment: The student shall satisfactorily complete four years of approved study beyond the 8th grade unless on an approved option.

Student Service-Learning: The student shall complete a locally-developed, state-approved program that includes service learning infusion in designated courses, preparation, reflection and a specified number of hours of independent service.

**Completer refers to a specified sequence of courses required for completing graduation requirements.



High School Graduation Requirements for Students with Disabilities

- All students with disabilities must meet minimum credit requirements before graduating and receiving a high school diploma.
- All students with disabilities must meet current testing requirements in order to earn a high school diploma.
- All students with disabilities must meet the Student Service Learning requirement, which includes 39 hours infused in the curriculum and 36 hours of independent services. Graduating Classes of 2014 and beyond must complete 51 hours infused in the curriculum and 24 hours of independent service.

A Maryland High School Certificate of Program Completion can be awarded to students with disabilities who cannot meet the requirements for a diploma, but who meet one of the following standards:

1. The student is involved in an education program for at least four years beyond grade eight and is determined by the IEP Team, with the agreement of the parent/guardian/surrogate, to have developed appropriate skills for the student to enter the world of work, act responsibly as a citizen and enjoy a fulfilling life. The world of work shall include but not be limited to gainful employment, work activity centers, sheltered workshops or supported employment.
2. The student has enrolled in an education program for four years beyond grade eight or its equivalent, and will have reached age 21 by the end of the student's current school year.

A decision to award a student with a disability a Maryland High School Certificate of Program Completion will not be made until after the beginning of the student's last year in high school, unless the student is participating in the Alternative Maryland Assessment Program (Alt-MSA).



High School Core Curriculum Course Sequence

CONTENT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Mathematics	<ul style="list-style-type: none"> Algebra Data Analysis (ESOL/Special Education) Algebra 1 Common Core Geometry Common Core Algebra 2 Common Core Algebra 2/Trig Language of Math (ESOL) 	<ul style="list-style-type: none"> Algebra Data Analysis (ESOL) Algebra 1 Common Core Geometry Common Core Algebra 2 Common Core Algebra 2/Trig Trig/Analysis Probability and Statistics Pre-Calculus Linear Algebra 	<ul style="list-style-type: none"> Geometry Common Core Integrated Math Algebra 2 Common Core Algebra 2/Trig Trig/Analysis Pre-Calculus AP Statistics AP Computer Science AP Calculus AB 	<ul style="list-style-type: none"> Integrated Math Algebra 2 Common Core Algebra 2/Trig Trig/Analysis Probability and Statistics Pre-Calculus AP Statistics AP Computer Science AP Calculus AB AP Calculus BC Calc II/ Diff Equations
English	<ul style="list-style-type: none"> English 9 English 9 Honors ESOL 1, 2, 3 	<ul style="list-style-type: none"> English 10 English 10 Honors ESOL 2, 3 	<ul style="list-style-type: none"> English 11 English 11 Honors AP Language ESOL 3 English 10 (ESOL) 	<ul style="list-style-type: none"> English 12 AP Language AP Literature English 10 (ESOL)
Science	<ul style="list-style-type: none"> Integrating the Sciences Integrating the Sciences (ESOL) Language of Science (ESOL) Biology (Honors) 	<ul style="list-style-type: none"> Biology Chemistry (Honors) Integrating the Sciences (ESOL) 	<ul style="list-style-type: none"> Chemistry Biology Physics AP Physics B AP Physics C AP Biology AP Chemistry AP Environmental Science Environmental Science Physics (Honors) 	<ul style="list-style-type: none"> Earth/Space Systems Physics AP Biology AP Physics B AP Physics C AP Chemistry AP Environmental Science Environmental Science Physics (Honors)
Social Studies	<ul style="list-style-type: none"> United States History II, Reconstruction to Present Language of United States History (ESOL) 	<ul style="list-style-type: none"> Local, State, and National Government United States History II, Reconstruction to Present (ESOL) AP Government & Politics 	<ul style="list-style-type: none"> World History AP World History Local, State, and National Government (ESOL) 	<ul style="list-style-type: none"> AP World History AP US History AP Psychology AP Government & Politics AP European History AP Human Geography World History (ESOL)



English Program

Four (4) English credits are required for graduation. Regardless of the number of English credits earned, all students must be enrolled in an English course each school year. Exceptions must have the prior approval of the principal and the Director of Curriculum and Instruction.

No English courses, except English 9, Honors English 9, or the appropriate English ESOL (Level 1, Level 2, Level 3) earned prior to fall enrollment in grade ten, shall be counted towards fulfilling the diploma requirements in English.

A tenth grade or a second-year high school student who has earned one credit in English must enroll in English 10, Honors English 10, or the appropriate English ESOL for one credit. All students must take and pass the English 10 High School Assessment (HSA) or an allowable substitute upon completion of the course in order to graduate. Advanced Placement English Language, Advanced Placement English Literature, and International Baccalaureate English A1 are allowable substitute assessments for the English HSA.

An eleventh grade or third-year high school student who has earned two credits in English must be enrolled in English 11, Honors English 11, AP English Language, or the appropriate English ESOL for one credit.

A twelfth grade or fourth-year high school student who has earned three credits in English must be enrolled in English 12, AP English Literature, or the appropriate English ESOL for one credit.

English courses on each of the successive grade levels are meant to be sequential with successful completion of one grade level being a prerequisite for enrolling in the next grade level. Students may not concurrently enroll in English 9 and English 10 and may not concurrently enroll in English 10 and English 11. Concurrent enrollment is allowed for English 11 and English 12 only. Students enrolled in the ESOL program may enroll in ESOL 3 and English 10 during their junior or senior year, based on ESOL teacher recommendation. A student failing a grade level course may make it up in one of the following ways:

1. Evening high school
2. Summer school
3. Day school

The principal may authorize exceptions based on individual student needs. Exceptions might include:

1. when the exception will allow the student to be graduated with his/her class;
2. when a transfer into our system from another system requires the accumulation of multiple credits to meet graduation credits;
3. when overriding circumstances prevent a student from attending summer or evening high school;
4. when the principal deems that it is clearly in the best interest of the student.

The production courses, Journalism and Speech, will carry elective credit and cannot satisfy the English requirement for graduation. The maximum number of elective credits that can be earned in these areas is as follows:

- Speech — two credits
- Journalism — two credits

A student enrolling in these courses for additional years will earn no additional credits.

Students in pursuit of an International Baccalaureate (IB) diploma must take the prescribed IB course of studies as well as the prerequisite course of studies: Honors English 9 and Honors English 10 in 9th and 10th grades. The required IB course of study to be completed in the 11th and 12th grades includes IB World Literature 1 and 2.

A junior or a senior student may not exceed three courses in any semester in any one of the following subject areas: English, Social Studies, Science, World Language, Art, Health Education, Music, and Physical Education.



English Core Courses

Grades 9–12

English 9

This required course will help students develop strategies for reading comprehension and will improve their vocabulary, language usage skills, and writing skills. Students will also use critical reading and thinking skills to analyze fiction and non-fiction literary genres. Students will have extensive opportunities to engage in rigorous reading and writing activities, to participate in inquiry-based discussions, and to respond to questions reflective of the format and content of the required English assessment. The curriculum is aligned to the Common Core State Standards.

English 10

This required course builds on students' abilities in reading, writing, listening and speaking through exploration of the guiding ideas or themes in a variety of fiction (including novels) and non-fiction literature. Elements of literature will be studied to enhance analysis and comprehension of texts. Students will have extensive opportunities to engage in rigorous reading and writing activities, to participate in inquiry-based discussions, and to respond to questions reflective of the format and content of the required English assessment. The curriculum is aligned to the Common Core State Standards.

English 11

This required course gives students an opportunity to explore a thematic approach to the ideas found in the range of our national writing from the Puritan Period to the Twentieth Century. The course reflects the continued diversity inherent in our society as various literary genres (poetry, short story, novel and drama) are shared using all facets of language arts—listening, speaking, reading, and writing. Vocabulary and critical reading reflective of the PSAT and SAT will also be included. The study of language will be incorporated into this year-long course. Students will have extensive opportunities to engage in rigorous reading and writing activities, to participate in inquiry-based discussions, and to respond to questions reflective of the format and content of the required English assessment. The curriculum is aligned to the Common Core State Standards.

English 12

This required course gives students an opportunity to explore a thematic approach to the universal ideas found in world literature, literature of the Commonwealth, and British literature. Selected fiction, non-fiction, poetry, and drama will be explored using all facets of language arts—listening, speaking, reading, and writing. Vocabulary and critical reading reflective of the SAT will also be included. The course will also include the study of language usage and the writing process. Students will have extensive opportunities to engage in rigorous reading and writing activities, to participate in inquiry-based discussions, and to respond to questions reflective of the format and content of the required English assessment. The curriculum is aligned to the Common Core State Standards.

For more information, contact the Reading/English Language Arts Office at (301) 808-8284.



English for Speakers of Other Languages (ESOL) Course Sequence 2013-2014

HIGH SCHOOL

		9 th grade		10 th grade	11 th grade	12 th grade
ESOL BEGINNER	English	ESOL New-comer/AL	ESOL Beg./AL	ESOL IntermediateAL	ESOL Advanced/AL & English 10/AL (H.S.A.)	English 10, 11, or 12
	Social Studies	Lang.of American History	Language of American History or Sheltered ESOL U.S. History	U.S. History ESOL Sheltered	Local, State, and National Government	World History
	Science	Lang of Science	Language of Science or Sheltered Integrated Science	Integrating the Sciences	Biology	Chemistry or Environmental Science
	Math	Test for Placement May include Language of Math, Algebra 1 , Geometry or higher				
ESOL INTERMEDIATE	English		ESOL Int AL	ESOL Advanced/AL	English 10/AL and HSA	English 12
	Social Studies		U.S. History ESOL Sheltered.	Local, State, and National Government	World History	Elective
	Science		Integrating the Sciences	Environmental Science	Biology	Chemistry or Elective
	Math	Test for Placement May include Algebra 1 , Geometry or Algebra 2				
ESOL ADVANCED	English		ESOL Advanced/AL	English 10/AL and HSA	English 11	English 12
	Social Studies		U.S. History	Local, State, and National Government	World History	
	Science		Integrating the Sciences	Biology	Environmental Science or Chemistry	Chemistry or Elective
	Math	Test for Placement May include Algebra 1 , Geometry or Algebra 2				

Students in bold courses will take the H.S.A. in that content area.



English for Speakers of Other Languages (ESOL) High School

Assessment and Supplemental Courses

	High School Assessments	Reading Course (as needed)	Grade
ESOL Newcomer and AL 135903	–	–	9 Elective Credits (1)
ESOL Beginner and AL 136103 & 137103; <i>transfer numbers TBA</i>	–	–	9 English (1) & Elective (1) Credit
ESOL Intermediate and AL 136203 and 137203; <i>transfer numbers TBA</i>	–	ESOL Critical Reading Course 582053	9 or 10 English (1) & Elective (1) Credit
ESOL Advanced and AL 136303 & 137233	English Grades 10 and 11 only	ESOL Advanced Critical Reading 583053	9, 10, 11 English (1) & Elective (1) Credit

English Program for English for Speakers of Other Languages (ESOL)

ESOL students will be enrolled in the appropriate English ESOL course to meet the required English credits. The level of proficiency using English language tests and ESOL staff recommendations will determine placement.

Newcomer ESOL & Newcomer Accelerated Learning (AL)

English language learners will be enrolled in the newcomer class, an elective for ESOL students who speak little to no English. This course allows students to receive intensive sheltered, newcomer English support before being enrolled in ESOL Beginning class. This class meets daily for new 9th grade students for one whole year. Students who pass the Newcomer class will move to ESOL Beginning the next school year and remain as 9th graders based on not having an English credit until passing ESOL Beginning. In cases where some newcomers show a considerable progress (based on teacher recommendation), teachers can give the WIDA MODEL Test to those students at the beginning of the second semester to test if they are ready to move to beginning ESOL class that same year. Teachers must communicate with the ESOL office by sending the list of newcomers that need to be tested in order to receive the resources/materials they need to administer the test.

English ESOL Beginner

This language acquisition course develops the beginning English language skills of English Language Learners in listening, speaking, reading and writing. These skills require control of the sound system, grammar, vocabulary and basic sentence structure. Students will develop Basic Interpersonal Communication Skills (BICS) for use in appropriate social and cultural situations and develop academic English.

English ESOL Beginner AL

The English ESOL Beginner AL course complements English ESOL Beginner and provides beginning English Language Learners with additional instructional support in the areas of Listening, Speaking, Reading and Writing.

English ESOL Intermediate

This language acquisition course for English Language Learners is designed for students to continue to acquire English proficiency with emphasis on reading comprehension, building vocabulary and paragraph development. This course will continue to develop the student's Cognitive Academic Language Proficiency (CALP).



English ESOL Intermediate AL

The English ESOL Intermediate AL course complements English ESOL Intermediate and provides intermediate English Language Learners with additional instructional support in the areas of Listening, Speaking, Reading and Writing.

English ESOL Advanced

This language development course continues to develop Cognitive Academic Language Proficiency (CALP) and increased control of English language skills. Students will develop strategies for reading comprehension, writing skills and increase their academic vocabulary. Students will also use critical reading and thinking skills to analyze fiction (including novels) and non-fiction literary genres.

English ESOL Advanced AL

English ESOL Advanced AL complements English ESOL Advanced and provides advanced level English Language Learners with additional instructional support in the areas of Listening, Speaking, Reading and Writing. Book: Language of Literature.

For more information, contact the ESOL Office at (301) 445-8450 or the International Student Counseling Office at (301) 445-8460.



Mathematics Program

Three (3) mathematics credits are required for graduation which must include Algebra 1, Geometry, and one additional mathematics credit.

The Algebra/Data Analysis High School Assessment (HSA) is administered to students who complete Algebra 1. All students must take and pass this examination or an allowable substitute in order to graduate. AP Calculus AB or BC, AP Statistics, IB Mathematical Studies SL, IB Mathematics SL, or IB Mathematics HL are allowable substitute assessments for the Algebra/Data Analysis HSA.

Students may not enroll in Geometry until Algebra 1 has been successfully completed. Students may not concurrently enroll in Algebra 1 and Geometry. Upon the recommendation of the classroom teacher and the mathematics teacher coordinator, a student may concurrently enroll in Geometry and Algebra 2, Geometry and Integrated Mathematics, Geometry and Algebra 2/Trigonometry, Algebra 2 and Introduction to Computer Science, or Algebra 2/Trigonometry and Introduction to Computer Science. Any student may concurrently enroll in Trigonometry/Analysis and Introduction to Computer Science, or Calculus and Introduction to Computer Science.

Advanced Placement Statistics can be taken upon completion of Algebra 2/Trig or Trig Analysis. Advanced Placement Computer Science can be taken upon completion of Introduction to Computer Science and Algebra 2 Common Core or above.

A student may only take two mathematics courses unless he/she has the prerequisites completed to take three.

Courses in which a student has received a failing grade can be taken again in:

1. Evening high school
2. Summer school
3. Day school

Mathematics Core Courses Grades 9–12

Algebra Data Analysis

9th grade Intensive Resource and 9th/10th grade ESOL students will study the concepts and skills of algebra as defined by the Maryland State Department of Education Core Learning Goals & State Curriculum that is required for the state assessments. The course uses a hands-on approach with heavy emphasis on the application of skills to real-world problems. Graphing calculators, technology and other manipulatives will be used throughout the course. Students who successfully complete Algebra/Data Analysis will receive one mathematics credit required for graduation and are eligible to take the Algebra/Data Analysis Assessment. This course is not to be repeated, regardless of failure.

Algebra 1 Common Core

Algebra I Common Core formalizes and extends the mathematics students learned in the middle grades. Five critical areas comprise Algebra I: Relationships Between Quantities and Reasoning with Equations, Linear and Exponential Relationships, Descriptive Statistics, Expressions and Equations, and Quadratic Functions and Modeling. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.



Geometry Common Core

Geometry Common Core formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the Geometry course: Congruence, Proof and Constructions, Similarity, Proof and Trigonometry, Extending to Three Dimensions, Circles With and Without Coordinates, and Applications of Probability. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Integrated Math

This course provides students with a third math credit focused on consumer skills using real-life applications and provides critical thinking connections to problems which integrate Algebra 1 and Geometry. This course emphasizes problem solving skills to prepare students who have struggled in their previous math courses for entry into Algebra 2.

Algebra 2 Common Core

Algebra 2 Common Core provides students with hands-on experiences to support the extension of applications of skills and concepts related to expressions and functions, graphs of functions, algebraic manipulations of functions, matrices, systems of equations, linear, quadratic, exponential, logarithmic, polynomial, and rational functions and the study of the complex number system. Students will be asked to solve real life problems and make connections to other disciplines.

Algebra 2/Trigonometry

For students who have passed Geometry Common Core with a grade of B or above, Algebra 2/Trigonometry provides students with the application of skills and concepts related to expressions and functions, graphs of functions, algebraic manipulations of functions, matrices, systems of equations, linear, quadratic, exponential, logarithmic, polynomial, and rational functions and the study of the complex number system. This course also covers topics in trigonometry and the algebraic analysis of the conic sections. Students will be asked to solve real life problems and make connections to other disciplines.

For more information, contact the Mathematics Office at (301) 749-5610.

Science Program

Three (3) Science credits are required for graduation. All students must pass Biology and the Biology High School Assessment. The remaining two science courses must be lab-based in the life science, physical science, or earth and space science systems areas.

All students must take and pass the Biology High School Assessment (HSA) or an allowable substitute in order to graduate. The Advanced Placement Biology examination (score 3, 4, or 5) or the International Baccalaureate Biology SL/HL (score 4, 5, 6, 7) are allowable substitutes for the HSA Biology examination.

All students take Integrating the Sciences before taking Biology unless they have successfully been placed in Honors Biology through the county approved process. A student who does not pass the Biology course the first time can only enroll in Evening or Summer school to repeat the course. Chemistry may be taken concurrently with Biology for students enrolled in the Biology course for the second time.

Students may not take Algebra 1 and Chemistry concurrently. Chemistry may be taken after successful completion of Algebra 1. A student who has not successfully completed Algebra 1 may enroll in Environmental Science in lieu of Chemistry.

A junior or senior student may not exceed three courses in any semester in any one of the following subject areas: English, Social Studies, Science, World Language, Art, Health Education, Music, and Physical Education.



Science Core Courses Grades 9–12

Integrating the Sciences Grade 9

This is a year long course that integrates and makes the connections to the four core disciplines of science: Physics, Earth Science, Chemistry, and Environmental Science. This course serves as a foundation course for students enrolling in Biology the following year. Major concepts studied include: motion, forces, energy, electromagnetic radiation, earth's surface and interior, solar system, properties of matter, atomic structure, periodic table, chemical bonds, acids and bases, carbon chemistry, interactions of organisms, diversity of life and environmental issues of the world. Each quarter culminates with a thematic project. The constructivist approach is used to deliver the content. This includes inquiry based laboratory activities, making real world connections to mathematics, history, technology, and society.

Biology or Biology Honors

This required course includes how living things function, develop, and interact with their environments. Instruction is designed to promote student inquiry through conducting investigations. Dissection of laboratory animals may be a required part of this class. At the end of this course students must take and pass the Maryland Biology High School Assessment (or an allowable substitute). It is recommended that students have successfully completed Integrating the Sciences.

Chemistry or Chemistry Honors

This course is designed to give the student a basic understanding of chemical theory and principles. The subject matter also includes descriptive chemistry and practical applications. Laboratory experiences are designed to familiarize students with chemical reactions and to develop skills in using equipment and instruments associated with the chemistry laboratory.

Environmental Science or Environmental Science Intensive

This course is designed as a comprehensive, contemporary environmental science course with emphasis on fieldwork, data collection and analysis. Students will investigate the natural environment and the interrelationships among natural systems including biodiversity and population dynamics. This course is designed to endow students with the necessary knowledge and skills that will enable them to apply scientific skills and processes on major environmental science concepts. Environmental Science is delivered using various instructional techniques including a heavy field based component as well as laboratory orientation to support concept development. Students are expected to complete unit, quarter and semester projects. The intensive course is designed to provide students with special needs instruction in basic topics in Environmental Science. The content is presented on a concrete level and instructional supports are provided as needed.

For more information, contact the Science office at (301) 808-8254.

Social Studies Program

Three (3) Social Studies credits are required for graduation.

The ninth grade Social Studies requirement is United States History Part II: Reconstruction to the Present.

The tenth grade social studies requirement is Local, State, and National Government. All students must take and pass the Government High School Assessment (HSA) or an allowable substitute in order to graduate. The last administration of the Government High School Assessment will be May 2011. The requirements stand for the class of 2011. Advanced Placement (AP) Government may be counted as completing this requirement. Students who earn a score of three or higher on the exam for AP Government may use this score in lieu of the High School Assessment examination. While students are required to sit for the AP examination, they should also take the High School Assessment to obtain a passing score for graduation in lieu of getting a three on the Advanced Placement examination.

The eleventh grade social studies requirement is World History. AP World History may be substituted.



Social Studies electives and other AP courses may be offered to eleventh grade and twelfth grade students. Availability of such courses will depend on adequate student enrollment and teacher availability. Students will not be assured that any Social Studies electives will be available in a school to which they may transfer. The following systemic AP social studies courses should be available in any high school to which the student may transfer: AP Human Geography, AP Psychology, AP World History, and AP Government & Politics: United States.

A junior or senior student may not exceed three courses in any semester in any one of the following subject areas: English, Social Studies, Science, World Language, Art, Health Education, Music, and Physical Education.

For more information, contact the Social Studies office at (301) 808-8246.

Social Studies Core Courses Grades 9–12

United States History II, Reconstruction to Present

This required course examines how the American political, economic, and social systems developed. Twentieth century content includes issues related to the development of World policy, the role of the United States as a world leader, and the domestic response to a diversified population and issues such as reform and civil rights.

Local, State, and National Government

This required course provides students with a comprehensive examination of the basic concepts and principles of our federal system of government. Course study includes a focus on the foundations of government; an overview of the United States political system; study of the legislative, executive, and judicial branches of government; explanation of citizenship rights and responsibilities; examination of structure and functions of state and local governments; and study of global perspective on governmental relationships. Students must take and pass the High School Assessment in Government at the end of this course (or an allowable substitute). The last administration of the Government High School Assessment will be May 2011. The requirements stand for the class of 2011.

World History

This required course focuses on modern world history beginning in approximately 1400 A.D. The course is based on four major themes: human interactions; hemispheric interactions; crisis, progress, and change in the 20th century; and the challenges of the 21st century.

For more information, contact the Social Studies Office at (301) 808-8246.



Physical Education Program

A student in Prince George’s County Public Schools is required to complete one-half (.50) credit in physical education in order to graduate. All students are required to complete the Your Personal Fitness 1 course to satisfy the half credit graduation requirement. Students cannot earn credit for this class by examination. Your Personal Fitness 1 is a prerequisite for taking any other Physical Education electives. With the principal’s permission, enrollment may be delayed until grade 10, 11, or 12. Health Education courses may not be substituted for physical education courses. Dance courses do not count as physical education courses. However, dance courses do count toward the completion of the fine arts credit requirement.

Students may not be exempt or waived from physical education for any reason. Accommodations will be made as necessary to meet IEP goals. Special circumstances will be accommodated on a case-by-case basis.

PROGRAM/COURSE	CREDITS
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Physical Education Electives

Your Personal Fitness 250 credit
Lifetime Sports 150 credit
Lifetime Sports 2 .....	.50 credit
Team Sports 1 .....	.50 credit
Team Sports 2 .....	.50 credit
Physical Training .....	.50 credit
Gymnastics and Tumbling .....	.50 credit

For more information, contact the Physical Education Office at (301) 333-0970.

Health Education Program

A student in Prince George’s County Public Schools is required to complete one-half (.50) credit in Health Education in order to graduate. A student will be expected to enroll in the one-half (.50) credit Health Issues course any semester, but the recommendation is in the ninth or tenth grade. A junior or senior student may not exceed three courses in any semester in Health Education.

Students will not be exempt or waived from Health Education for any reason. There is a written parental opt-out for the Family Life and Human Sexuality lessons.

PROGRAM/COURSE	CREDITS
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Health Education Electives

Family Living (only juniors and seniors, must have passed “Health Issues” requirement).....	.50 credit
Sports Medicine (must have passed “Health Issues” requirement).....	.50 credit

For more information, contact the Health Education Office at (301) 808-4080.



Fine Arts Graduation Credit

One (1) Fine Arts credit is required for graduation. Course availability is designated by each high school. A junior or senior student may not exceed three courses in any semester in English, Art, or Music.

PROGRAM/COURSE

CREDITS

Art

Advanced Computer Graphics Visual and Performing Arts (VPA)	2 credits
Advanced Photography	2 credits
Advanced Placement Art History	1 credit
Advanced Placement Studio Art: Drawing	1 credit
Advanced Placement Studio Art: General	1 credit
Architecture—Visual and Performing Art (VPA)	2 credits
Art Appreciation 1 or 2 .....	.50 credit
Art History	1 credit
Art 1, 2, 3, or 4	1 credit
Basic Design .....	.50 credit
Basic Drawing and Painting .....	.50 credit
Basic Printmaking .....	.50 credit
Basic Sculpture .....	.50 credit
Ceramics 1 or 2	1 credit
Commercial Illustration 1 or 2 (VPA)	2 credits
Computer Graphics 1	1 credit
Computer Graphics 2	1 credit
Computer Graphics/Graphic Design (VPA)	2 credits
Crafts 1, 2, 3, or 4 .....	.50 credit
Drawing and Painting 1 or 2 (VPA)	1 or 2 credits
Graphic Design	1 credit
Honors Art Studio 1 or 2	1 credit
Intermediate Photography	1 credit
International Baccalaureate: Art/Design 1 or 2	1 credit
Introduction to Art, Drawing, Painting, or Photography	1 credit
Introduction to Printmaking or Sculpture .....	.50 credit
Online AP Art History A .....	.50 credit
Online AP Art History B .....	.50 credit
Photography 1 or 2 (VPA)	2 credits
Printmaking 1 or 2 (VPA)	2 credits
Sculpture 1 or 2 (VPA)	1 or 2 credits
World Art	1 credit

Dance

Ballet 1, 2, 3, or 4	1 credit
Choreography	1 credit
Dance 1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B .....	.50 credit
Dance Exploration	1 credit
Dance Production	1 credit

HIGH SCHOOL



Fine Arts Graduation Credit (cont'd)

PROGRAM/COURSE	CREDITS
Dance (cont'd)	
Ethnic Dance – Theory	1 credit
Improvisational Dance	1 credit
Jazz and Tap 1 or 2	1 credit
Modern Dance 1, 2, 3, or 4	1 credit
Pointe Ballet 3 or 4	1 credit
Repertory Dance	1 credit
Drama	
Acting Studio 1 or 2	2 credits
Drama 1, 2, or 3	1 credit
Introduction to Theatre Production	1 credit
Performance Styles	2 credits
Special Theater Topics	1 credit
Theater Survey	1 credit
Music: General/Vocal	
Advanced Chorus—Concert or Chamber	1 credit
Advanced Placement Classical Piano and Theory	1 credit
Applied Music	1 credit
Choral Ensemble	1 credit
Chorus Intermediate—Soprano/Alto or Tenor/Bass	1 credit
Class Piano and Theory 1, 2, 3, or 4	1 credit
Concert Chorus	1 credit
Guitar—Advanced, Basic, or Intermediate .....	.50 credit
Handbell Choir	1 credit
International Baccalaureate Music	1 credit
Music Survey .....	.50 credit
Music Theatre	1 credit
Musicianship 1A, 1B, 2A, 2B, 3A, or 3B .....	.50 credit
Chorus Intermediate—Mixed	1 credit
Piano—Basic, Intermediate or Advanced .....	.50 credit
Principles of Recording Technology .....	.50 credit
Music: Instrumental	
Basic Band	1 credit
Intermediate Band	1 credit
Advanced Band	1 credit
Jazz Ensemble	1 credit
Basic Orchestra	1 credit
Intermediate Orchestra	1 credit
Advanced Orchestra	1 credit
Special Instrumental Ensemble, High School	1 credit

For more information regarding Fine Arts credit, contact the Creative Arts Programs Office at 301-808-8317.



Technology Education Graduation Credit

One (1) Technology Education credit is required for graduation. The courses below meet the Technology Education credit criteria.

PROGRAM/COURSE	CREDITS
Foundations of Technology	1 credit

Students who entered high school before Foundations of Technology became available at that school may take any of the courses to be discontinued (see below) for Technology Education credit through school year 2012–2013. All students who entered high school after Foundations of Technology became available at that school must take Foundations of Technology, preferably in their freshman year. After SY 2013, all students must take Foundations of Technology (or Principles of Engineering for Project Lead the Way completers) to earn Technology Education credit.

PROGRAM/COURSE	CREDITS
Principles of Engineering.....	1 credit

Only students enrolled in the Project Lead the Way (PLTW) Program may use the Principles of Engineering course to satisfy the Technology Education requirement. Those enrolled in the PLTW program are required to complete the full sequence of courses.

Technology Education Classification Discontinued

Classification Discontinued After June 30, 2013

The courses below met the Technology Education credit criteria until June 30, 2013. After June 30, 2013, these courses may continue to be offered but no longer meet the requirements for Technology Education.

PROGRAM/COURSE	CREDITS
Business Education	
First-Year Accounting	1 credit
College Accounting.....	1 credit
Computer Software Applications .....	.50 credit
Cooperative Office Experience.....	.50 credit
Business Technology and Procedures	1 credit
Online Accounting A .....	.50 credit
Online Accounting B .....	.50 credit
Online Web Design	1 credit
Information Processing.....	1 credit



Technology Education Classification Discontinued

Classification Discontinued After June 30, 2013

The courses below met the Technology Education credit criteria until June 30, 2013. After June 30, 2013, these courses may continue to be offered but no longer meet the requirements for Technology Education.

PROGRAM/COURSE CREDITS

Family and Consumer Sciences

Interior Design	1 credit
Interior Design (semester) .....	.50 credit
Foods and Nutrition 1 .....	.50 credit
Foods and Nutrition 2 .....	.50 credit
Food Trends and Technology 1 .....	.50 credit
Food Trends and Technology 2 .....	.50 credit

JROTC

Aerospace Science 1 & 2 (2 credits)	1 credit
Army Military Science 1 & 2 (2 credits)	1 credit
Marine Corps 1 & 2 (2 credits)	1 credit
Naval Science 1 & 2 (2 credits)	1 credit

Mathematics

Introduction to Computer Science	1 credit
Introduction to Prog. With C++	1 credit

Music

Principles of Recording Technology50 credit
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Science

Cooperative Satellite Research Applications I	1 credit
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Special Programs

Independent Study — Aviation50 credit
Introduction to Theatre Production (VPA)	1 credit
TV Production I	1 or 2 credits
Fire Fighter Cadet .....	.50 credit
Generation www.y	1 credit

Technology Education

Engineering Concepts (Year)	1 credit
Engineering Foundations S/T (Semester) .....	.50 credit
Engineering Foundations 1 S/T (Year)	1 credit
Engineering Foundations 2 S/T (Year)	1 credit
Technology Foundations A .....	.50 credit
Technology Foundations B .....	.50 credit

For more information regarding the Technology Education credit, contact the Technology Education Office at (301) 669-6012.



Advanced Technology Education Graduation Credit

The completion of two (2) Advanced Technology Education credits is one option for the completer requirement for graduation. The courses below meet the Advanced Technology Education credit criteria.

PROGRAM/COURSE	CREDITS
Technology Education	
Information Systems 1.....	1 credit
Information Systems 2.....	1 credit
Technical Graphics 1.....	1 credit
Technical Graphics 2.....	1 credit
Technology Systems 1.....	1 credit
Technology Systems 2.....	1 credit
Architectural Graphics S/T.....	.50 credit
Architectural Drafting and Design S/T.....	1 credit
Electronic Systems A S/T.....	.50 credit
Electronic Systems B S/T.....	.50 credit
Electronic Systems S/T.....	1 credit
Energy Systems A S/T.....	.50 credit
Energy Systems B S/T.....	.50 credit
Energy Systems S/T.....	1 credit
Engineering Graphics S/T.....	.50 credit
Engineering Drafting and Design S/T.....	1 credit
Production Systems A S/T.....	.50 credit
Production Systems B S/T.....	.50 credit
Production Systems S/T.....	1 credit
Structural Systems A S/T.....	.50 credit
Structural Systems B S/T.....	.50 credit
Structural Systems S/T.....	1 credit

For more information regarding the Advanced Technology Education credit, contact the Technology Education Office at (301) 669-6012.

HIGH SCHOOL



Advanced Technology Education Classification Discontinued

Classification Discontinued After June 30, 2013

The courses below met the Advanced Technology Education credit criteria until June 30, 2013. After June 30, 2013, these courses may continue to be offered but no longer meet the requirements for Advanced Technology Education.

PROGRAM/COURSE	CREDITS
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Business Education

Advanced Accounting 1 credit

JROTC

Aerospace Science 3 (AFJROTC) 1 credit
Aerospace Science 4 (AFJROTC) 1 credit
Army Science 3 (ARJROTC)..... 1 credit
Army Science 4 (ARJROTC)..... 1 credit
Marine Corps Leadership 3 (MCJROTC)..... 1 credit
Marine Corps Leadership 4 (MCJROTC)..... 1 credit
Naval Science 3 (NJROTC) 1 credit
Naval Science 4 (NJROTC) 1 credit

Mathematics

Advanced Placement Computer Science..... 1 credit
Online Advanced Placement Computer Science A, Part A..... .50 credit
Online Advanced Placement Computer Science A , Part B..... .50 credit
Online Advanced Placement Computer Science AB, Part A50 credit
Online Advanced Placement Computer Science AB, Part B..... .50 credit

Special Programs

TV Production 2..... 1–2 credits
Introduction to Engineering Design 1 credit

For more information regarding the Advanced Technology Education credit, contact the Technology Education Office at (301) 669-6012.



World Language Graduation Completer Credits

The completion of two (2) credits in the same World Language is one option for the completer requirement for graduation. For advanced coursework in high school, World Language enrollment is required in middle school. See High School Graduation Credit for Middle School Coursework. Course availability is designated by each high school. A junior or senior student may not exceed three courses in any semester in World Language.

American Sign Language 1	Japanese 3
American Sign Language 2	Japanese 4
American Sign Language 3	Advanced Placement Japanese 5 Language and Culture
American Sign Language 4	International Baccalaureate Japanese B Ab initio
Arabic 1	Latin 1
Arabic 2	Latin 2
Chinese 1	Latin 3
Chinese 2	Latin 4
Chinese 3	Advanced Placement Latin 5 Vergil
Chinese 4	Online Latin 1
Online Chinese 1	Online Latin 2
French 1	Online Latin 3
French 2	Portugese 1
French 3	Russian 1
French 4	Russian 2
Advanced Placement French 5 Language	Russian 3
French 6	Russian 4
French 7	Advanced Placement Russian 5
International Baccalaureate French A	Spanish 1
International Baccalaureate French B	Spanish 2
Online French 1	Spanish 3
Online French 2	Spanish 4
Online French 3	Advanced Placement Spanish 5 Language
Online Advanced Placement French Language	Advanced Placement Spanish 6 Literature
French for Native Speakers Level 2	Spanish 7
French for Native Speakers Level 3	International Baccalaureate Spanish A
French for Native Speakers Level 4	International Baccalaureate Spanish B
German 1	Online Spanish 1
German 2	Online Spanish 2
German 3	Online Spanish 3
German 4	Online Advanced Placement Spanish Language
Advanced Placement German 5	Spanish for Native Speakers 2
Italian 1	Spanish for Native Speakers 3
Italian 2	Spanish for Native Speakers 4
Italian 3	Native Language 1* (9th grade and above)
Italian 4	Native Language 2* (generally 10th grade and above)
Advanced Placement Italian 5 Language and Culture	Native Language 3* (generally 11th and above)
Japanese 1	*For International Transfer Students Only
Japanese 2	



MSDE-Approved Graduation Completer Credit Sequences

The completion of an MSDE-approved sequence of courses is one option for the completer requirement for graduation. Completer sequences are college and career preparation that includes certification, licensure, apprenticeship, college credit and/or work experience. Students must pass each course in the selected sequence to fulfill the completer requirement. Availability is designated by each high school. See your Professional School Counselor for application and transportation information.

MSDE COMPLETER APPROVED OR PENDING APPROVAL*

Accounting	4 credits
Automotive Body Repair	6 credits
Automotive Technician	6 credits
Biomedical Sciences (Project Lead the Way)	4 credits
Business Administrative Services	4 credits
Business Management	4 credits
Careers in Barbering	7 credits
Careers in Cosmetology	9 credits
Carpentry	4 credits
Child Growth and Development	5 credits
College Career Research and Development	4 credits
Computer Science	4 credits
Culinary Arts	4 credits
Drafting/CAD	6 credits
Electrical	4 credits
Environmental Science Pioneers (Curriculum for Agricultural Science Education)	4 credits
Finance (National Academy Foundation)	4 credits
Fire Fighter and Emergency Medical Technician	4 credits
Health Professions	4 credits
Heating, Ventilation, and Air Conditioning	4 credits
Homeland Security Sciences	4 credits
Information/Communications Technology	4 credits
Interactive Media Production	4 credits
IT - Cybersecurity	4 credits
IT Networking Academy CISCO	6 credits
IT Software Programming	4 credits
IT Systems Engineering	4 credits
Masonry	4 credits
Pre-Engineering (Project Lead the Way)	5 credits
Plumbing	4 credits
ProStart (Food and Beverage Management)	4 credits
Publishing and Graphics	4 credits
Teacher Academy	4 credits

*Contact Career and Technical Education staff, 301-669-6012, for pending approval updates.



College Career Research and Development

(replaces Cooperative Career Education, Cooperative Office Education, and Diversified Occupations)

MSDE-Approved Completer

The overall goals in College Career Research and Development 1 (CCRD 1) are to teach students the process of self-awareness, career exploration, interest and aptitude assessment, and setting academic and career-related goals. Students taking this course begin to develop a career portfolio demonstrating workplace, college, and career readiness. College Career Research and Development 2 (CCRD 2) is focused on career research and preparation, employability skills, technology, and financial literacy. CCRD 2 should be combined with placement in a work-based learning experience. Documentation of students' learning experience will take place through on-going career portfolio development.

WORK COMPONENT

Students enrolled in CCRD 2 may receive up to two credits while employed at school-approved and monitored job sites in private industry and government agencies. The student's portfolio will document proficiency in workplace readiness skills as indicated in the student's work-based learning training plan.

A SAMPLING OF RELATED CAREERS

CCRD covers a wide range of occupational areas in Maryland State Department of Education career clusters.

RELATED COLLEGE PROGRAMS

Work-based learning programs are available at the college level where students may combine school with work as they pursue higher education credentials.

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
United States History		Local, State, and National Government	World History	Social Studies
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	AP Math or Elective
Integrating the Sciences		Biology	Chemistry	AP Science
Physical Education	Health Education	World Language 1 or above or Advanced Tech Ed (1)	World Language 2 or above or Advanced Tech Ed (1)	Elective
Fine Arts		Elective	Elective	Elective
Foundations of Technology		Elective	Elective	Elective
Elective		Elective	College Career Research and Development (1)*	College Career Research and Development 2 (1)* and Work-based Learning Experience (2)*

*MSDE Completer Requirement

College Career Research and Development is available at Bladensburg, Bowie, Central, Charles Herbert Flowers, Crossland, Dr. Henry A. Wise, DuVal, Fairmont Heights, Forestville, Frederick Douglass, Friendly, Gwynn Park, High Point, Largo, Laurel, Northwestern, Oxon Hill, Potomac, Suitland, Surrattsville, Tall Oaks

For more information, contact (301) 669-6012.



Career Academy Programs

Secondary School Reform (SSR) and Career and Technical Education are transforming the educational experience of PGCPs students by implementing wall-to-wall Career Academies in all comprehensive high schools with the goal of graduating 100% of our students college and career ready.

To participate in an SSR Academy, rising 9th graders complete an Academy application indicating if they intend to enroll in an available Academy and program of study at their boundary school as part of their registration process. Academy students complete a four year program of study including an internship and/or capstone project. Until full implementation is reached (a five year phase-in), transportation will only be provided to a student's boundary school, and transfers to participate in an Academy are not permitted. Upon full implementation (projected Fall 2017), all rising 9th graders will attend an Academy within their high school cluster.

To participate in a CTE Completer Program of Study, students complete an application and/or discuss interest with their Professional School Counselor as part of the registration process. CTE students complete a defined sequence of courses and earn completer credit for graduation as well as certification, licensure, or college credits.

PROPOSED SSR ACADEMY IMPLEMENTATION SCHEDULE

ACADEMIES	Start Year 2011-2012	Start Year 2012-2013	Start Year 2013-2014
Architecture and Design		Suitland	Crossland
Aviation and Transportation			Suitland
Business and Finance	Oxon Hill Suitland	Northwestern	Eleanor Roosevelt Largo
Consumer Services, Hospitality and Tourism	Bladensburg DuVal	Gwynn Park	
Engineering and Science		DuVal	Charles Herbert Flowers High Point
Environmental Studies			Gwynn Park
Global Studies	Crossland Parkdale	Central Laurel	Frederick Douglass
Graphic Arts, Media, and Communications		DuVal	Central Surrattsville
Health and Biosciences		Bladensburg Dr. Henry A. Wise, Jr.	Friendly
Homeland Security and Military Science			Parkdale Suitland
Information Technology			DuVal Fairmont Heights Gwynn Park
Law, Education, and Public Service	Central Surrattsville Potomac		Laurel

For more information contact the Secondary School Reform (SSR) office at 301-952-6042, secondary.reform@pgcps.org, or visit the web site at www1.pgcps.org/ssr or contact the Office of Career and Technical Education at 301-669-6012.



Academy of Architecture and Design

Carpentry • Drafting • Electrical • HVAC • Interior Design • Masonry
 Plumbing • Pre-Engineering (Project Lead the Way)

The Academy of Architecture & Design focuses on providing broad transferable skills, understanding all aspects of designing and erecting buildings and other physical structures, management, finance, technical and production skills, labor issues, health and safety, and environmental issues.

Carpentry

MSDE-Approved Completer

National Center for Construction Education and Research Certification

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Elective
Foundations of Technology		Elective	Elective	Carpentry 2*
Introduction to Construction and Design		Construction Core*	Carpentry 1*	Carpentry 2*

Recommended Electives: Business Organization and Management, Entrepreneurship, Interior Design, Spanish

*MSDE Completer Requirement

Academy High School: Suitland

One-Year Sequence

		Grade 11 or 12: Construction Core (1 credit)* Carpentry 1 (1 credit)* and Carpentry 2 (2 credits)*	
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CTE High School: Suitland

Sequence Phase-out

The Carpentry sequence of courses being **phased out** is shown below.

		Grade 11 or 12: Construction Core (1 credit) and Carpentry (3 credits)	
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Academy of Architecture and Design

Drafting/CAD Careers

MSDE-Approved Completer

Transcripted Credit (Prince George's Community College)

Instruction and experiences include traditional instrument drafting for concept development, extensive computer use for creating design drawings in several technical fields, principles of architectural design, principles of machine design, three-dimensional modeling by computer, and technical illustrating. Abilities /aptitudes in geometry, visualizing in the mind and coordination of hand and eye are important for success in this program and career field. Students gain knowledge and skills for entering drafting and computer assisted design (CAD) careers. This knowledge and skill also provides a good foundation for a college major leading to careers in such fields as engineering, engineering technology and architecture. To participate in this program, it is recommended that students have a minimum 2.0 cumulative grade point average and have successfully completed Algebra 1.

WORK COMPONENT

Students may participate in summer internships, job shadowing, student-built house project, or work-based learning.

A SAMPLING OF RELATED CAREERS

- Drafting Technician
- Surveyor
- Architect
- Technical Illustrator

RELATED COLLEGE PROGRAMS

- Engineering
- Engineering Technology
- Architecture

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12	COLLEGE CREDIT
English 9	English 10	English 11	English 12	PGCPS Drafting completers may be awarded 3 to 6 college credits (Tech Prep) upon enrollment in the appropriate program at Prince George's Community College, provided the student has met all conditions. 
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Math Elective	
Integrating the Sciences	Biology	Chemistry	Science Elective	
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective	
Physical Education	Fine Arts	Drafting/CAD* (4 credits)	Drafting/CAD* (2 credits)	
Health Education	Foundations of Technology			
World Language 1 or above	World Language 2 or above			

*MSDE-Approved Completer Requirement

CTE High Schools: Crossland



Academy of Architecture and Design

Electrical

MSDE-Approved Completer

National Center for Construction Education and Research Certification

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Elective
Foundations of Technology		Elective	Elective	Electrical 2*
Introduction to Construction and Design		Construction Core*	Electrical 1*	Electrical 2*

Recommended Electives: Business Organization and Management, Entrepreneurship, Interior Design, Spanish

*MSDE Completer Requirement

Academy High Schools: Crossland, Suitland

One-Year Sequence

		Grade 11 or 12: Construction Core (1 credit)* Electrical 1 (1 credit)* and Electrical 2 (2 credits)*	
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CTE High Schools: Crossland, Suitland

Sequence Phase-out

The Electrical sequence of courses being **phased out** is shown below.

		Grade 11 or 12: Construction Core (1 credit) and Electrical (3 credits)	
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Academy of Architecture and Design

Heating, Ventilation, and Air Conditioning (HVAC)

MSDE-Approved Completer (approval pending)

National Center for Construction Education and Research Certification

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Elective
Foundations of Technology		Elective	Elective	HVAC 2*
Introduction to Construction and Design		Construction Core*	HVAC 1*	HVAC 2*

Recommended Electives: Business Organization and Management, Entrepreneurship, Interior Design, Spanish

*MSDE Completer Requirement

Academy High School: Crossland

One-Year Sequence

		Grade 11 or 12: Construction Core (1 credit)* HVAC 1 (1 credit)* and HVAC 2 (2 credits)*	
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CTE High School: Crossland

Sequence Phase-out

The HVAC sequence of courses being **phased out** is shown below.

		Grade 11 or 12: Construction Core (1 credit) and HVAC (3 credits)	
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Academy of Architecture and Design

Interior Design

Elective Program of Study

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Internship (1-3 credits)
Foundations of Technology		Elective	Elective	Internship (1-3 credits)
Introduction to Construction and Design		Interior Design	Interior Design 2	Internship (1-3 credits)

Recommended Electives: Art 1, Computer Graphics/Graphic Design, Drawing and Painting, Entrepreneurship, Financial Literacy
Academy High School: Suitland



Academy of Architecture and Design

Masonry

MSDE-Approved Completer

National Center for Construction Education and Research Certification

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Elective
Foundations of Technology		Elective	Elective	Masonry 2*
Introduction to Construction and Design		Construction Core*	Masonry 1*	Masonry 2*

Recommended Electives: Business Organization and Management, Entrepreneurship, Interior Design, Spanish

*MSDE Completer Requirement

Academy High School: Crossland

One-Year Sequence

		Grade 11 or 12: Construction Core (1 credit)* Masonry 1 (1 credit)* and Masonry 2 (2 credits)*	
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CTE High School: Crossland

Sequence Phase-out

The Masonry sequence of courses being **phased out** is shown below.

		Grade 11 or 12: Construction Core (1 credit) and Masonry (3 credits)	
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Academy of Architecture and Design

Plumbing

MSDE-Approved Completer

National Center for Construction Education and Research Certification

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Elective
Foundations of Technology		Elective	Elective	Plumbing 2*
Introduction to Construction and Design		Construction Core*	Plumbing 1*	Plumbing 2*

Recommended Electives: Business Organization and Management, Entrepreneurship, Interior Design, Spanish

Academy High School: Suitland

*MSDE Completer Requirement

One-Year Sequence

		Grade 11 or 12: Construction Core (1 credit)* Plumbing 1 (1 credit)* and Plumbing 2 (2 credits)*	
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CTE High School: Suitland

Sequence Phase-out

The Plumbing sequence of courses being **phased out** is shown below.

		Grade 11 or 12: Construction Core (1 credit) and Plumbing (3 credits)	
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Academy of Architecture and Design

Pre-Engineering (Project Lead the Way)

*MSDE-Approved Completer
Transcripted Credit*

(University of Maryland Baltimore County or Rochester Institute of Technology)

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics
Biology		Chemistry	Physics	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Elective
Elective		Elective	Civil Engineering and Architecture*	Internship
Introduction to Engineering Design*		Principles of Engineering* (Technology Education)	Digital Electronics*	Engineering Design and Development*

Recommended Electives: Advanced Placement Calculus

Academy High Schools: Crossland, Suitland

*MSDE Completer Requirement



Academy of Aviation and Transportation

Automotive Body Repair • Automotive Technician • Aviation - Air Traffic Controller

Automotive Body Repair

MSDE-Approved Completer (approval pending)

National Automotive Student Skills Standards Assessment Certification

(Painting and Refinishing, Structural Analysis and Damage Repair, Nonstructural Analysis and Damage Repair)

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Internship
Foundations of Technology		Nonstructural Analysis and Damage Repair Plastics and Adhesives*	Painting and Refinishing*	Structural Analysis and Damage Repair*
Introduction to Automotive		Nonstructural Analysis and Damage Repair Plastics and Adhesives*	Painting and Refinishing*	Structural Analysis and Damage Repair*

Recommended Electives:

Academy High School: Suitland

*MSDE Completer Requirement

Sequence Phase-out

The Automotive Body Repair Careers sequence of courses being **phased out** is shown below.

		Automotive Body (4 credits)	Automotive Body (2 credits)
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Academy of Aviation and Transportation

Automotive Technician

MSDE-Approved Completer (approval pending)

National Automotive Student Skills Standards Assessment Certification

(Brakes, Electrical/Electronic Systems, Engine Performance, Steering and Suspension)

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10		GRADE 11	GRADE 12
English 9		English 10		English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above		Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology		Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government		World History	Social Studies Elective
Physical Education	Health Education	Fine Arts		Elective	Elective
World Language 1 or above		World Language 2 or above		Elective	Automotive Technician Work-Based Learning
Foundations of Technology		Brakes*	Suspension and Steering*	Electrical/Electronics*	Engine Performance*
Introduction to Automotive		Brakes*	Suspension and Steering*	Electrical/Electronics*	Engine Performance*

Recommended Electives:

Academy High Schools: Suitland

*MSDE Completer Requirement

Two-Year Sequence

		Brakes*	Suspension and Steering*	Engine Performance (2 credits)*
		Brakes* (1 credit)	Suspension and Steering* (1 credit)	
		Electrical/Electronics* (2 credits)		

CTE High Schools: Crossland, Gwynn Park, Laurel, Suitland

Sequence Phase-out

The Automotive Technician Careers sequence of courses being **phased out** is shown below.

		Automotive Technician (4 credits)	Automotive Technician (2 credits)
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Academy of Aviation and Transportation
Aviation – Air Traffic Controller
Elective Program of Study

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11		GRADE 12
English 9		English 10	English 11		English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above		Mathematics Elective
Integrating the Sciences		Biology	Chemistry		Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History		Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective		Elective
World Language 1 or above		World Language 2 or above	Elective		Elective
Foundations of Technology		Elective	Aircraft Instrumentation		Internship/Capstone
Aviation History and Development	Meteorology	Air Traffic Control Systems	ATC Operations 1	ATC Operations 2	Aviation Management

Recommended Electives: AP Physics

Academy High Schools: Suitland

HIGH SCHOOL

CAREER ACADEMY PROGRAM



Academy of Business and Finance

Accounting • Business Administrative Services • Business Management • Finance

The Academy of Business and Finance provides courses to prepare high school students for employment and advancement in the business industry. Students learn the basics of entrepreneurship, the foundations of business, personal finance, accounting, communications, technology, Microsoft Office tools, various financial analysis strategies and the methods by which businesses raise capital.

Accounting

MSDE-Approved Completer

Accounting Dual Enrollment

Microsoft Office Specialist Excel Certification

College-Level Examination Program college credits

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Elective
Foundations of Technology		Elective	Elective	Advanced Accounting*
Business Communications	Computer Software Applications	Principles of Business Administration and Management*	Principles of Accounting and Finance*	Accounting Capstone*

Recommended Electives: Advanced Placement Economics, Business Economics, Business Law, Keyboarding, Business Technology & Procedures

Academy High Schools: Charles Herbert Flowers, Dr. Henry A. Wise, Jr., Eleanor Roosevelt, Largo, Northwestern, Oxon Hill, Suitland

*MSDE Completer Requirement

Sequence Phase-out

The Accounting sequence of courses being **phased out** is shown below.

	Principles of Business Administration and Management		
	Financial Management Using Software Applications	First-Year Accounting	Advanced Accounting



Academy of Business and Finance

Business Administrative Services

MSDE-Approved Completer

Microsoft Office Specialist Excel, PowerPoint, and Word Certifications

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Elective
Foundations of Technology		Elective	Office Systems Management 1*	Office Systems Management 2*
Business Communications	Computer Software Applications	Principles of Business Administration and Management*	Principles of Accounting and Finance*	Internship

Recommended Electives: Advanced Placement Economics, Business Economics, Business Law, Keyboarding, Business Technology and Procedures

Academy High Schools: Charles Herbert Flowers, Dr. Henry A. Wise, Jr., Eleanor Roosevelt, Largo, Northwestern, Oxon Hill, Suitland

*MSDE Completer Requirement

Sequence Phase-out

The Business Administrative Services sequence of courses being **phased out** is shown below.

	Principles of Business Administration and Management		
	Financial Management Using Software Applications	Information Processing	Business Technology and Procedures



Academy of Business and Finance

Business Management

MSDE-Approved Completer

College-Level Examination Program college credits

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Elective
Foundations of Technology		Elective	Advanced Business Management*	Business Management Capstone*
Business Communications	Computer Software Applications	Principles of Business Administration and Management*	Principles of Accounting and Finance*	Internship

Recommended Electives: Advanced Placement Economics, Business Economics, Business Law, Keyboarding, Business Technology & Procedures

Academy High Schools: Charles Herbert Flowers, Dr. Henry A. Wise, Jr., Eleanor Roosevelt, Largo, Northwestern, Oxon Hill, Suitland

*MSDE Completer Requirement

Sequence Phase-out

The Business Management sequence of courses being **phased out** is shown below.

	Principles of Business Administration and Management		
	Financial Management Using Software Applications	First Year Accounting	Entrepreneurship



Academy of Business and Finance

Finance – National Academy Foundation

*MSDE-Approved Completer
Accounting Dual Enrollment
Microsoft Office Specialist Excel Certification
College-Level Examination Program college credits*

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10		GRADE 11		GRADE 12	
English 9		English 10		English 11		English 12	
Algebra 1 Common Core or above		Geometry Common Core or above		Algebra 2 Common Core or above		Mathematics	
Integrating the Sciences		Biology		Chemistry		Science Elective	
US History Reconstruction to Present		Local, State, and National Government		World History		Social Studies Elective	
Physical Education	Health Education	Fine Arts		Elective		Elective	
World Language 1 or above		World Language 2 or above		Elective		Elective	
Foundations of Technology		Elective		Financial Services NAF*	Applied Finance NAF*	Business Economics NAF*	Ethics in Business NAF*
Business Communications	Computer Software Applications	Principles of Finance NAF*	Financial Planning NAF*	NAF Principles of Accounting*	Managerial Accounting NAF*	NAF Entrepreneurship	Internship

Recommended Electives: Advanced Placement Economics, Business Economics, Business Law, Keyboarding, Insurance

Academy High Schools: Charles Herbert Flowers, Eleanor Roosevelt, Largo, Northwestern, Oxon Hill, Suitland

*MSDE Completer Requirement

Sequence Phase-out

The Academy of Finance sequence of courses being **phased out** is shown below.

	Entrepreneurship		Securities and Insurance		
	Banking & Credit	Economics and Finance	College Accounting	Financial Planning	Intl Finance



Academy of Consumer Services, Hospitality and Tourism

Careers in Barbering • Careers in Cosmetology • Culinary Arts • ProStart

The Academy of Consumer Services, Hospitality and Tourism introduces students to service as a critical component of a hospitality or tourism business. Students examine the environmental and socioeconomic impacts and interrelationships of tourism, as well as the transition to a greener tourism economy. Students analyze customer service in a variety of contexts and through various methods. Students explore communication skills and strategies, and they use a problem solving perspective to understand barriers to communication and good service.

Careers in Barbering

*MSDE-Approved Completer
Maryland Board of Barbers License*

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11		GRADE 12	
English 9		English 10	English 11		English 12	
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above		Mathematics Elective	
Integrating the Sciences		Biology	Chemistry		Science Elective	
US History Reconstruction to Present		Local, State, and National Government	World History		Social Studies Elective	
Physical Education	Health Education	Fine Arts	Barbering 1*	Barbering 2*	Barbering 3*	Elective
World Language 1 or above		World Language 2 or above	Barbering 1*	Barbering 2*	Barbering 3*	Elective
Foundations of Technology		Elective	Barbering 1*	Barbering 2*	Barbering 3*	Internship*
Elective		Elective	Barbering 1*	Barbering 2*	Barbering 3*	Internship*

Recommended Electives: Advanced Placement Sciences, Anatomy and Physiology

CTE High Schools: Crossland, Suitland

*MSDE Completer Requirement

Sequence Phase-out

The Barbering sequence of courses being **phased out** is shown below.

		Barbering/ Hairstyling (4 credits)	Barbering/ Hairstyling (2 credits)
			Work-Based Learning



Academy of Consumer Services, Hospitality and Tourism

Careers in Cosmetology

MSDE-Approved Completer

Maryland Board of Cosmetologists License

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11		GRADE 12
English 9		English 10	English 11		English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above		Mathematics Elective
Integrating the Sciences		Biology	Chemistry		Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History		Social Studies Elective
Physical Education	Health Education	Fine Arts	Principles of Cosmetology 2*	Advanced Cosmetology*	Elective
World Language 1 or above		World Language 2 or above	Principles of Cosmetology 2*	Advanced Cosmetology*	Mastery of Cosmetology*
Foundations of Technology		Principles of Cosmetology 1*	Principles of Cosmetology 2*	Advanced Cosmetology*	Mastery of Cosmetology*
Introduction to Barbering & Cosmetology		Principles of Cosmetology 1*	Principles of Cosmetology 2*	Advanced Cosmetology*	Barbering/Cosmetology Internship*

Recommended Electives: Advanced Placement Sciences, Anatomy and Physiology

Academy High Schools: Bladensburg, Gwynn Park

*MSDE Completer Requirement

Two-Year Sequence

		Principles of Cosmet 1*	Principles of Cosmet 2*	Advanced Cosmetology*	Mastery of Cosmetology*
		Principles of Cosmet 1*	Principles of Cosmet 2*	Advanced Cosmetology*	Mastery of Cosmetology*
		Principles of Cosmet 1*	Principles of Cosmet 2*	Advanced Cosmetology*	Mastery of Cosmetology*
		Principles of Cosmet 1* (2 credits)	Principles of Cosmet 2* (2 credits)	Advanced Cosmetology* (2 credits)	Mastery of Cosmetology* (2 credits)*
				Barbering/Cosmetology Internship (1 credit)*	

CTE High Schools: Crossland, Laurel, Suitland

*MSDE Completer Requirement

Sequence Phase-out

The Cosmetology sequence of courses being **phased out** is shown below.

		Principles and Practice of Cosmetology I (4 credits)	Advanced Cosmetology (2 credits)
			Mastery of Cosmetology (2 credits)
			Work-Based Learning



Academy of Consumer Services, Hospitality and Tourism

Culinary Arts

MSDE-Approved Completer
Certified Junior Culinarian Certification
ServSafe Certification
ProStart Certification

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Professional Cooking 2 or Professional Baking/Pastry 2
Foundations of Technology		Culinary Basics: Foundations of Professional Cooking*	Professional Cooking 1* 684713 or Professional Baking/Pastry 1*	Professional Cooking 2 or Professional Baking/Pastry 2
Foods and Nutrition 1	Food Trends and Technology 1	Culinary Basics: Foundations of Professional Cooking*	Professional Cooking 1* 684713 or Professional Baking/Pastry 1*	Culinary Internship*

Recommended Electives: Accounting, Entrepreneurship, Financial Literacy for Teens, Physics, Psychology, International Cuisine.

Academy High Schools: Bladensburg, DuVal

*MSDE Completer Requirement

Two-Year Sequence

		Culinary Basics*	Professional Cooking 1*	Professional Cooking 2*
		Culinary Basics*	Professional Cooking 1*	Professional Cooking 2*
		Culinary Basics*	Professional Cooking 1*	Culinary Internship*
		Culinary Basics* (2 credits)	Professional Cooking 1* (2 credits)	

CTE High Schools: Crossland

Sequence Phase-out

The Culinary Arts sequence of courses being **phased out** is shown below.

		Grades 11 and 12: Culinary Arts (4 credits)	
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Academy of Consumer Services, Hospitality and Tourism

ProStart (Food and Beverage Management)

MSDE-Approved Completer (approval pending)

ServSafe Certification

ProStart Certification

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Elective
Foundations of Technology		Food Service Professional 1 (ProStart 1)*	Food Service Professional 2 (ProStart 2)*	Food Service Professional Internship (ProStart Internship)*
Food and Nutrition 1	Food Trends and Technology 1	Food Service Professional 1 Lab (ProStart 1 Lab)	Food Service Professional 2 Lab (ProStart 2 Lab)	Food Service Professional Internship (ProStart Internship)*

Recommended Electives: Accounting, Entrepreneurship, Financial Literacy for Teens, Psychology, International Cuisine.

Academy High Schools: Bladensburg, DuVal, Gwynn Park

*MSDE Completer Requirement

Two-Year Sequence

		Food Service Professional 1 Lab (ProStart 1 Lab)* (1 credit), Food Service Professional 1 Lab (ProStart 1 Lab) (1 credit)	Food Service Professional 2 (ProStart 2)* (1 credit), Food Service Professional 2 Lab (ProStart 2 Lab) (1 credit) Food Service Professional Internship (ProStart Internship) (2credits)
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CTE High Schools: Bowie, Charles Herbert Flowers, Dr. Henry A. Wise, Jr., Fairmont Heights, Friendly, High Point, Laurel, Parkdale, Suitland

Sequence Phase-out

The CTE ProStart sequence of courses being **phased out** is shown below.

Foods and Nutrition 1	Food Trends & Tech 1	International Culture and Cuisine (recommended)	ProStart 1	ProStart 2
				ProStart Internship
				ProStart Internship



Academy of Engineering and Science

Computer Science • Engineering (PLTW)

The Academy of Engineering & Science provides students with exposure to a wide array of Science, Technology, Engineering, and Mathematics (STEM) careers. The Academy philosophy is based on state and national standards, strong industrial partnerships, numerous research opportunities, and continuous technological improvements.

Computer Science

MSDE-Approved Completer

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Elective
Foundations of Technology		Elective	Computer Science Principles*	Elective
Introduction to Computer Science		Foundations of Computer Science*	Advanced Placement Computer Science*	Microcomputer Operating Systems* or Ethics and the Information Age* or Dual Enrollment in CS/IT College Course*

Recommended Electives: Advanced Placement Calculus

Academy High Schools: High Point, Flowers

*MSDE Completer Requirement



Academy of Engineering and Science

Pre-Engineering (Project Lead the Way)

MSDE-Approved Completer

Transcribed Credit

(University of Maryland Baltimore County or Rochester Institute of Technology)

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics
Biology		Chemistry	Physics	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Elective
Elective		Elective	Civil Engineering and Architecture* or Aerospace*	Internship
Introduction to Engineering Design*		Principles of Engineering* (Technology Education)	Digital Electronics*	Engineering Design and Development*

Recommended Electives: Advanced Placement Calculus

Academy High Schools: Charles H. Flowers, DuVal, High Point, Northwestern

*MSDE Completer Requirement



Academy of Environmental Studies

Environmental Science Pioneers

The Academy of Environmental Studies embraces an interdisciplinary approach to the study of earth systems and the human impact on the environment. Fundamental science principles are used to analyze and formulate solutions to environmental problems. Students successfully completing the program are equipped to pursue areas of study in college and the expanding career fields related to environmental science.

Environmental Science Pioneers Curriculum for Agricultural Science Education (CASE)

MSDE-Approved Completer

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Biology		Chemistry	Environmental Science	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Elective
Foundations of Technology		Elective	Elective	Elective
Introduction to Agriculture, Food, and Natural Resources*		Principles of Agriculture - Plants*	Animal and Plant Biotechnology*	Agriculture Research and Development (Capstone)*

Recommended Electives:

English: Journalism

Mathematics: Advanced Placement Calculus, Advanced Placement Statistics, Pre-Calculus, Statistics

Science: Advanced Placement Biology, Advanced Placement Chemistry, Advanced Placement Environmental Science, Environmental Issues

Social Studies: Advanced Placement Human Geography, Economics, Environmental Law and Policy, Geography, Social Issues

Academy High School: Gwynn Park

*MSDE Completer Requirement



Academy of Global Studies

International Business and Finance • International Relations and Studies

The Academy of Global Studies engages students in an educational experience that fosters international understanding and welcomes diversity of thought while preparing students for a globally interconnected world. Students will understand and accept the differences they encounter in our increasingly global society and understand the importance of global awareness and the ways in which globalization shapes history, international cultures, the economy, politics, and society.

International Business and Finance – National Academy Foundation

Elective Program of Study

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10		GRADE 11		GRADE 12	
English 9		English 10		English 11		English 12	
Algebra 1 Common Core or above		Geometry Common Core or above		Algebra 2 Common Core or above		Mathematics	
Integrating the Sciences		Biology		Chemistry		Science Elective	
US History Reconstruction to Present		Local, State, and National Government		World History		Social Studies Elective	
Physical Education	Health Education	Fine Arts		Elective		Elective	
Foundations of Technology		Elective		Elective		Elective	
World Language		World Language		World Language		World Language	
Geography	Global Issues	Principles of Finance	Financial Services	Business in a Global Economy	Business Economics	Ethics in Business	Internship

World Language levels 1 and 2 in middle school are recommended.

Recommended Electives: Advanced Placement Economics, Business Law, Computer Software Applications, Entrepreneurship, Foreign Policy Issues, Keyboarding, Web Page Design

Academy High Schools: Central, Crossland, Laurel, Parkdale



Academy of Global Studies

International Relations and Studies

Elective Program of Study

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10		GRADE 11		Summer	GRADE 12
English 9		English 10		English 11		Study Abroad or Internship	English 12
Algebra 1 Common Core or above		Geometry Common Core or above		Algebra 2 Common Core or above			Mathematics Elective
Integrating the Sciences		Biology		Chemistry			Science Elective
US History Reconstruction to Present		Local, State, and National Government		World History			Social Studies Elective
Physical Education	Health Education	Fine Arts		Elective			Elective
Foundations of Technology		Elective		Elective			Elective
World Language		World Language		World Language			World Language
Geography	Global Issues	Linguistics	Study Abroad Seminar	World Language Conversation	World Language Writing		Internship or Foreign Policy Issues and Philosophy

World Language levels 1 and 2 in middle school are recommended.

Recommended Electives: Advanced Placement European History, Advanced Placement Human Geography, Advanced Placement World Languages, Advanced Placement World History

Academy High Schools: Central, Crossland, Laurel, Parkdale



Academy of Graphic Arts, Media, and Communication

Communications and Broadcast Technology • Computer Graphics
Interactive Media Production • Publishing and Graphics

The Academy of Graphic Arts, Media, and Communication provides students the opportunity to explore the world of graphic arts, graphic design, multimedia, audio, and video production. Students are provided with knowledge of the equipment, materials, and processes currently used in the industry.

Communications and Broadcast Technology

Elective Program of Study

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Elective	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Elective
Foundations of Technology		Fine Arts**	Recording Technology	TV Production 3 and TV Production 4 or C&B Internship
Foundations of Media Production		TV Production 1	TV Production 2	TV Production 3 and TV Production 4 or C&B Internship

Recommended Electives: Advanced Technology Courses, Yearbook, Speech/Public Speaking, Performing Arts courses, visual arts courses

Academy High School: Central, DuVal, Surrattsville

**Fine Arts course must be Dance, Drama, Instrumental Music, or Vocal Music

HIGH SCHOOL

CAREER ACADEMY PROGRAM



Academy of Graphic Arts, Media, and Communication

Computer Graphics

Elective Program of Study

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Elective	Elective	Elective
World Language 1 or above		World Language 2 or above	Drawing and Painting or Art 2 or Intro to Photography	Elective
Art 1		Foundations of Technology	Computer Graphics 2	Digital Photography or Animation or CG Internship
Foundations of Media Production		Computer Graphics 1	Computer Graphics 2	Digital Photography or Animation or CG Internship

Recommended Electives: Drawing and Painting, Art 2, Art 3, Art 4, Yearbook, Keyboarding, Intro Photo, AP Studio Art. If Intro Photo is used as an elective prior to Grade 12, student may enroll in Photo 1 and Intermediate Photo in later years with prerequisites

Academy High Schools: Central, DuVal, Surrattsville

**Fine Arts courses must be Art 1 or Drawing and Painting 1



Academy of Graphic Arts, Media, and Communication

Interactive Media Production

MSDE-Approved Completer

Adobe Creative Suite Web Design Certification

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	World Language 2 or above	Elective	Elective
World Language 1 or above		Foundations of Technology	Elective	Elective
Fine Art		Elective	Elective	Advanced Interactive Media Production* or Advanced Simulation & Gaming*
Foundations of Media Production		Principles of Art, Media & Communication*	Interactive Media Production*	Advanced Interactive Media Production* or Advanced Simulation & Gaming*

Recommended Electives: AP Studio Art: Drawing, AP Studio Art 2D or 3D Design (see course offerings for prerequisites)

Academy High Schools: Central, DuVal, Surrattsville

*MSDE Completer Requirement



Academy of Graphic Arts, Media, and Communication

Publishing and Graphics

MSDE-Approved Completer

Graphic Communications Certification

Transcribed Credit (Montgomery College)

HIGH SCHOOL

Publishing and Graphics Programs are national accreditation programs based on industry standards for graphic communications courses of study at the secondary level. The PrintED programs meet the following areas of accredited: Introduction to Graphic Communications, Digital File Preparation/Digital File Output, Digital Production Printing and Offset Press Operations/Binding and Finishing. Instruction and experiences include computerized layout and design of publications; materials, equipment and processes for photography; pre-press procedures of stripping and plate making; printing press preparation and operation; and bindery operations to finish published products.

WORK COMPONENT

Students prepare printing orders for school and community clients, completing pre-press, press, and binding/finishing operations.

A SAMPLING OF RELATED CAREERS

- Graphic Designer
- Desktop Publisher
- Press Operator
- Bindery and Finishing Technician

RELATED COLLEGE PROGRAMS

- Business Management
- Graphic Design
- Marketing
- Communications

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12	COLLEGE CREDIT
English 9	English 10	English 11	English 12	PGCPS Publishing and Graphics completers will be awarded 3 to 10 college credits (Tech Prep) upon enrollment in the appropriate program at Montgomery College. 
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Math Elective	
Integrating the Sciences	Biology	Chemistry	Science Elective	
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective	
Physical Education	Fine Arts	Grade 11 OR 12 Graphic and Printing Operator* (4 credits)		
Health Education	Foundations of Technology			
World Language 1 or above	World Language 2 or above			

CTE High Schools: Crossland and Suitland

*MSDE-Approved Completer Requirement

CTE



Academy of Health and Biosciences

Biomedical Sciences • Health Professions

The Academy of Health and Biosciences provides a rigorous academic experience and prepares students for initial employment or post-secondary training in the health occupations field and biosciences industry. Students will gain insights on the roles of doctors, nurses, psychologists, forensic scientists, and veterinarians.

Biomedical Sciences – Project Lead the Way

MSDE-Approved Completer

Transcripted Credit

(University of Maryland Baltimore County or Rochester Institute of Technology)

HIGH SCHOOL

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Biology		Chemistry	Physics	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Elective
Foundations of Technology		Elective	Elective	Biomedical Innovation*
Principles of Biomedical Sciences*		Human Body Systems*	Medical Interventions*	Internship or Guided Research

Recommended Electives: Anatomy and Physiology, Microbiology, AP Biology, AP Chemistry, AP Physics, AP Environmental Science

Academy High Schools: Bladensburg, Dr. Henry A. Wise, Jr., Friendly

*MSDE Completer Requirement

CAREER ACADEMY PROGRAM



Academy of Health and Biosciences

Health Professions

**MSDE-Approved Completer
Certified Nursing Assistant License
Geriatric Nursing Assistant License**

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12	
English 9		English 10	English 11	English 12	
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics	
Biology		Chemistry	AP Biology or Physics	Science Elective	
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective	
Physical Education	Health Education	Fine Arts	Elective	Nursing Asst or Pharmacy Technician	Internship/ Capstone
World Language 1 or above		World Language 2 or above	Elective	Nursing Asst or Pharmacy Technician	Internship/ Capstone
Foundations of Technology		Elective	Elective	Nursing Asst or Pharmacy Technician*	Internship/ Capstone*
Medical Science 1		Foundations of Medical and Health Science*	Structure and Functions of the Human Body*	Nursing Asst or Pharmacy Technician*	Internship/ Capstone*

Recommended Electives: AP Biology, AP Calculus, AP Chemistry, AP Economics, AP Statistics, Economics, Physics, Probability/Statistics

Academy High Schools: Bladensburg, Dr. Henry A. Wise, Jr., Friendly

*MSDE Completer Requirement

One-Year Elective Sequence

			Nursing (4 credits)
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CTE High Schools: Bladensburg, Crossland, Laurel, Suitland



Academy of Homeland Security and Military Science

Information/Communications Technology • Homeland Security Sciences
IT - Cyber Security • Military Science

The Academy of Homeland Security and Military Science integrates government, academia, and private sector training/educational initiatives to help students understand how the United States and its interests worldwide are protected against threats to public safety, both natural and manmade, through effective communication, preparedness, detection, prevention, response and recovery. The Military Science program of study instills in students in secondary educational institutions the values of citizenship, service to the United States, and personal responsibility and a sense of accomplishment.

Information/Communications Technology

MSDE-Approved Completer

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11		GRADE 12	
English 9		English 10	English 11		English 12	
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above		Mathematics Elective	
Integrating the Sciences		Biology	Chemistry		Science Elective	
US History Reconstruction to Present		Local, State, and National Government	World History		Social Studies Elective	
Physical Education	Health Education	Fine Arts	Elective		Elective	
World Language 1 or above		World Language 2 or above	World Language		World Language	
Foundations of Technology		Elective	Elective		Internship/Capstone*	
Practical Law	Global Issues	Foundations of Homeland Security and Emergency Preparedness*	S.T.A.R.S. 1*	S.T.A.R.S. 2*	S.T.A.R.S. 3*	S.T.A.R.S. 4*

Recommended Electives: Probability and Statistics, Environmental Science, AP Government and Politics, AP Human Geography, Physics, AP Computer Science

Academy High Schools: Forestville, Parkdale, Suitland

*MSDE Completer Requirement

HIGH SCHOOL

CAREER ACADEMY PROGRAM



Academy of Homeland Security and Military Science

Homeland Security Sciences

MSDE-Approved Completer

Geographical Information Systems/Remote Sensing Certification

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	World Language	World Language
Foundations of Technology		Elective	Elective	Internship/Capstone*
Practical Law	Global Issues	Foundations of Homeland Security and Emergency Preparedness*	Homeland Security Science 1*	Homeland Security Science Research Methods and Applications*

Recommended Electives: Probability and Statistics, Environmental Science, AP Government and Politics, Physics, Microbiology

Academy High Schools: Forestville, Parkdale, Suitland

*MSDE Completer Requirement

PGCPS Homeland Security Sciences completers will have the opportunity to take the GIS/RS examination for certification and may be awarded **3 college credits** (Tech Prep) upon enrollment in the appropriate program at Anne Arundel Community College, Prince George's Community College, or the University of Maryland University College, provided the student has met all conditions.



Academy of Homeland Security and Military Science

IT – Cybersecurity

MSDE-Approved Completer (approval pending)

*Certifications: Cisco Certified Entry Networking Technician,
Cisco Certified Network Association, A+*

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	World Language
World Language 1 or above		World Language 2 or above	World Language	Internship/Capstone
Foundations of Technology		Elective	Elective	IT Essentials 2*
Practical Law	Global Issues	IT Essentials 1*	Cyber Watch: Ethics and the Information Age*	Cyber Watch: Security+*

Recommended Electives: AP Calculus

Academy High School: Suitland

*MSDE Completer Requirement

Sequence Phase-outs

The IT Essentials and Computer Networking sequences of courses being **phased out** are shown below.

		IT Essentials (4 credits)	IT Essentials (2 credits)
		Computer Networking (2 credits)	Computer Networking (2 credits)



Academy of Homeland Security and Military Science

Military Science

Elective Program of Study

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Internship/Capstone
World Language 1 or above		World Language 2 or above	World Language	World Language
Foundations of Technology		American Veterans: Profiles in Leadership	American Defense Policy and Leadership	Cultural Understanding of Leadership through Global Studies
JROTC 1		JROTC 2	JROTC 3	JROTC 4

Recommended Electives: Probability and Statistics, Environmental Science, AP Government and Politics

Recommended Languages: Arabic, Chinese, or Russian

Academy High Schools: Forestville, Parkdale, Suitland



Academy of Information Technology

IT Networking Academy CISCO • IT Software Programming • IT Systems Engineering

The Academy of Information Technology prepares students to meet the demands of the 21st century with a rigorous academic curriculum while exposing them to the varied career paths and opportunities available in the information technology industry. Students are provided concentrated coursework in networking, computer science, database, geo-spatial technology, and interactive media production in preparation for post secondary training and/or a career path in the information technology field.

IT Networking Academy CISCO

MSDE-Approved Completer (approval pending)

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11				GRADE 12			
English 9		English 10	English 11				English 12			
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above				Mathematics Elective			
Integrating the Sciences		Biology	Chemistry				Science Elective			
US History Reconstruction to Present		Local, State, and National Government	World History				Social Studies Elective			
Physical Education	Health Education	Foundations of Technology	IT 1*	IT 2*	IT 3*	IT 4*	Elective			
World Language 1 or above		World Language 2 or above	IT 1*	IT 2*	IT 3*	IT 4*	Elective			
Fine Arts		Elective	IT 1*	IT 2*	IT 3*	IT 4*	IT 5*	IT 6*	IT 7*	IT 8*
Elective		Elective	IT 1*	IT 2*	IT 3*	IT 4*	IT 5*	IT 6*	IT 7*	IT 8*

CTE High Schools: Crossland, Dr. Henry A. Wise, Laurel

*MSDE Completer Requirement



Academy of Information Technology

IT Software Programming

MSDE-Approved Completer

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Foundations of Technology	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Elective
Fine Arts		AP Computer Science	Introduction to SQL*	Android Apps Development & Apps Project or Web Development & Web Project
PC Hardware and Software		Database Design and Programming with SQL*	Database Programming with PL/SQL*	Oracle III: Database Fundamentals 1*

Academy High Schools: Fairmont Heights,

*MSDE Completer Requirement

Sequence Phase-out

The sequence of courses, formerly IT High, being **phased out** is shown below. See your high school's Professional School Counselor for more information.

Computer Repair & Operating Systems	Microsoft IT Academy 1 – MCSE	Microsoft IT Academy 2 – MCSE	IT Essentials 2
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HIGH SCHOOL

CAREER ACADEMY PROGRAM



Academy of Information Technology
IT Systems Engineering
MSDE-Approved Completer (approval pending)

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Elective
Foundations of Technology		System Engineering 1	System Engineering 2	CCNA Discovery 3
PC Hardware and Software		CCNA Exploration 1*	CCNA Exploration 2*	CCNA Discovery 4

Academy High Schools: DuVal, Fairmont Heights, Gwynn Park

*MSDE Completer Requirement



Academy of Law, Education and Public Service

Child Growth and Development • Fire/Emergency Medical Services • Forensics • Pre-Law and Social Justice • Teacher Academy

The Academy of Law and Public Service provides students with a rigorous academic environment and a personalized educational experience that will lead to future academic study in law, education, public safety, and government. The goal is to integrate practical experience with quality academic courses to aid students in the development of pre-college career skills. Students gain insight on the roles of attorneys, paralegals, social workers, teachers, law enforcement, corrections professionals, and government service professionals.

Child Growth and Development

MSDE-Approved Completer / 90-Clock Hour Senior Staff Certification

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Child Development Internship* - 2 credit
World Language 1 or above		World Language 2 or above	Elective	Child Development Internship* - 2 credit
Foundations of Technology		Elective	Child Development 2*	Child Development Internship (3 credits)
Foundations of Education		Child Development 1*	Child Development 2*	Child Development Internship (4 credits)

Recommended Electives: AP Biology, AP Psychology, Art, Entrepreneurship, Financial Literacy, Psychology, Sociology

Academy High Schools: Central, Laurel, Potomac, Surrattsville

*MSDE Completer Requirement

Two-Year Sequence

		Child Development 1	Child Development 2 Child Development Internship
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CTE High Schools: Bowie, Charles Flowers, Dr. Henry A. Wise, Jr., Frederick Douglass, High Point, Northwestern, Suitland

Sequence Phase-out

The Child Growth and Development sequence of courses being **phased out** is shown below.

	Human Growth and Development through Adolescence	Child Growth and Development 2	Child Growth and Development 3 (1-3 credits)
		Child Growth and Development 2	



Academy of Law, Education and Public Service

Fire Fighter and Emergency Medical Technician

MSDE-Approved Completer

18 credits Maryland Fire Rescue Institute

Certifications: Emergency Medical Technician B, Fire Fighter I/II, Rescue Tech, Confined Space, Hazardous Materials Operations, CPR

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Biology		Chemistry	Anatomy/Physiology Microbiology	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	First Quarter: Fire Fighter 1*	First Quarter: Emergency Medical Technician (daily block)* (SY 2013-2014)
World Language 1 or above		World Language 2 or above	Second Quarter: National Incident Mgt* HazMat Operations*	Second Quarter: Fire Fighter 2 (daily block)*
Foundations of Technology		Elective	Third Quarter: Emergency Medical Technician (daily block)*	Third Quarter: Rescue Technician Sight Operations* Rescue Technician Extrication*
Elective		Elective	Fourth Quarter: Building Construction Noncombustible Emergency Response to Terrorism	Fourth Quarter: Building Construction Combustible

Recommended Electives: Advanced Placement Biology, Psychology, Spanish

CTE High School: Flowers

*MSDE Completer Requirement

PGCPS Fire Fighter and Emergency Medical Technician completers will have the opportunity to take the Maryland Fire and Rescue Institute examinations for certification and may be awarded **6-18 college credits** (Tech Prep) upon enrollment in the appropriate program at Anne Arundel Community College, College of Southern Maryland, Montgomery College, the University of Maryland University College, or Wor-Wic Community College, provided the student has met all conditions.



Academy of Law, Education and Public Service

Forensics

Elective Program of Study

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10		GRADE 11	GRADE 12
English 9		English 10		English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above		Algebra 2 Common Core or above	Mathematics Elective
Biology		Chemistry		Physics or AP Biology	AP Biology AP Chemistry or AP Environmental Science
US History Reconstruction to Present		Local, State, and National Government		World History	Social Studies Elective
Physical Education	Health Education	Fine Arts		Elective	Elective
World Language 1 or above		World Language 2 or above		Elective	Elective
Foundations of Technology		Elective		Elective	Internship
Forensic Law	Forensic Psychology	Anatomy and Physiology	Microbiology	Forensics 1	Forensics 2

Recommended Electives: Advanced Placement Science, Biotechnology Applications 1, Biotechnology Applications 2, Genetics.

Academy High Schools: Laurel, Potomac, Surrattsville



Academy of Law, Education and Public Service

Pre-Law and Social Justice

Elective Program of Study

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10		GRADE 11		GRADE 12	
English 9		English 10		English 11		English 12	
Algebra 1 Common Core or above		Geometry Common Core or above		Algebra 2 Common Core or above		Mathematics Elective	
Integrating the Sciences		Biology		Chemistry		Science Elective	
US History Reconstruction to Present		Local, State, and National Government		World History		Social Studies Elective	
Physical Education	Health Education	Fine Arts		Elective		Elective	
World Language 1 or above		World Language 2 or above		Elective		Elective	
Foundations of Technology		Elective		Elective		Elective	
Practical Law	LEPS Debate	Civil Rights Law	Criminal & Constitutional Law	Law, Writing, and Research	Law Seminar	Law Internship/ Capstone Project	Elective

Recommended Electives: Advanced Placement Economics, Advanced Placement Psychology, Advanced Placement World History, Economics, Philosophy, Sociology, Speech

Academy High Schools: Central, Laurel, Potomac, Surrattsville

HIGH SCHOOL

CAREER ACADEMY PROGRAM



Academy of Law, Education and Public Service

Teacher Academy

*MSDE-Approved Completer
ParaProfessional Certification
Transcripted Credit (Coppin State)*

HIGH SCHOOL

CAREER ACADEMY PROGRAM

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Education Academy Internship daily block (1 credit)*
Foundations of Technology		Elective	Elective	Education Academy Internship daily block*
Foundations of Education		Human Growth and Development through Adolescence*	Teaching as a Profession*	Foundations of Curriculum and Instruction*

Recommended Electives: Advanced Placement Biology, Advanced Placement Psychology, Child Growth and Development 2, Financial Literacy, Psychology, Sociology, Art.

Academy High Schools: Central, Laurel, Potomac, Surrattsville

*MSDE Completer Requirement



Advanced Placement

COURSE SEQUENCE

HIGH SCHOOL

The College Board's Advanced Placement (AP) program's major focus is to facilitate the transition of high school students into successful college experiences. The thirty-four courses offered by The College Board are developed in conjunction with college and university faculty members. The AP program allows students to complete college-level studies while still in high school. All students enrolled in the program must take the appropriate AP course exam and are awarded weighted grades for the additional work required by the courses. Each student must check with the desired college/university to determine the respective requirements to earn course credit for an AP course. Each high school in PGCPs offers a minimum of the following eight AP courses: Biology, English Language, English Literature, Government & Politics: U.S., Human Geography, Psychology, Statistics, and World History.

Content	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Mathematics	6th grade Math Course	Math 7 or Algebra 1	Algebra 1 or Geometry	Geometry or Algebra 2/Trig	Algebra 2/Trig Trig Analysis Pre-Calculus	Pre-Calculus AP Calculus BC AP Statistics	AP Calculus AB AP Calculus BC AP Statistics
Reading/ English Language Arts	Rdg./Eng./L.A Honors	Rdg./Eng./L.A Honors	Rdg./Eng./L.A Honors	English 9 Honors	English 10 Honors	English 11 Honors AP English Language	AP English Literature
Science	Science 6 Science 6 Honors	Science 7 Science 7 Honors	Science 8 Science 8 Honors	Biology Honors	AP Biology	AP Biology AP Chemistry	AP Biology AP Chemistry, AP Physics, AP Env. Science
Social Studies	World Cultures Western Hemisphere Honors	World Cultures Eastern Hemisphere Honors	United States History 1776– 1877 Honors	United States Reconstruction to the Present Honors AP US History	AP Government & Politics United States	AP World History	AP Human Geography AP Psychology AP Macroeco- nomics AP Microeco- nomics AP European
World Language	Introduction to World Language	World Language 1	World Language 2	World Language 3	World Language 4	AP World Language (Language)	AP World Language (Language)

The College Board has been working diligently to provide all students with the opportunity to take a rigorous high school curriculum by expanding access to AP, especially to underrepresented minorities. Through the use of the Preliminary SAT and AP Potential, a web-based program, students will be identified who may not be enrolled in honors/challenging courses. School counselors can notify parents of the student's potential and encourage the students to enroll in courses that will be more academically challenging. PGCPs has an open door policy for Advanced Placement courses.

Additional AP courses

AP Art History	AP French Literature	AP Russian
AP Government and Politics: Comparative	AP German Language and Culture	AP Spanish Language and Culture
AP Computer Science	AP Italian Language and Culture	AP Spanish Literature
AP French Language and Culture	AP Japanese Language and Culture	AP Studio Art: 3-D Design
	AP Music Theory	AP Studio Art: Drawing



Advanced Placement Guidelines

The following guidelines are provided for any student who plans to enroll in an AP course.

- All students are encouraged to take AP courses. The student's Preliminary SAT (PSAT) data, AP Potential, may be used to guide the student into AP courses.
- All students enrolled in an AP course will be automatically registered for the respective AP course exam.
- Completed AP courses will earn a weighted grade per Administrative Procedure 5121.3.

Online Advanced Placement Courses

High quality online courses approved by the Maryland State Department of Education (MSDE) for credit offer PGCPs high school students the opportunity to benefit from the following Online AP options:

- Online AP American History
- Online AP Art History
- Online AP Biology
- Online AP Calculus
- Online AP Chemistry
- Online AP Comparative Government
- Online AP Computer Science
- Online AP English Language and Composition
- Online AP English Literature and Composition
- Online AP Environmental Science
- Online AP French Language
- Online AP Macroeconomics
- Online AP Microeconomics
- Online AP Physics
- Online AP Spanish Language
- Online AP Statistics
- Online AP Studio General Portfolio
- Online AP U.S. Government and Politics



Biomedical

Elective Program of Study

The Biomedical Program, located at Bladensburg High School, focuses on medical and health careers, such as physicians and research doctors. Students who have a strong interest in pursuing a career in health related fields have an opportunity to engage in biomedical research, internships, practicums, and to enroll in courses including medical related science courses and Advanced Placement courses. The curriculum provides an opportunity for students to be introduced to a wide variety of medical careers through engaging field trips, speakers in the medical field, internships, accelerated courses, a wide variety of electives related to the biological and social sciences, and independent research.

To apply, students must submit an application, middle school report cards, letters of recommendation, documented service-learning hours, and personal statements. To acquire an application and to learn more information about Biomedical visit the Bladensburg High School website at www.pgcps.org/~blade/.

HIGH SCHOOL

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9 Honors		English 10 Honors	English 11 Honors OR Advanced Placement Language	English 12 OR Advanced Placement Literature
U.S. History Honors Reconstruction to Present		Advanced Placement Government & Politics: United States	Advanced Placement World History	Advanced Placement Calculus OR Advanced Placement Statistics
Geometry Honors OR Algebra 2/Trig		Algebra 2/Trig OR Pre-Calculus	Pre-Calculus OR Calculus	Bio-Organic Chemistry OR Physics Honors
Biology Honors		Chemistry Honors	Advanced Placement Biology	Advanced Placement Chemistry
Foundations of Technology		Anatomy/Physiology Microbiology		
World Language 1 or above		World Language 2	Bio-Organic Chemistry OR Physics Honors	Research
Physical Education	Health Education	Advanced Reading	World Language	
Critical Reading		Fine Arts Elective	SAT Prep	

Interested students should contact the Biotechnology Coordinator at the appropriate site.



International Baccalaureate

COURSE SEQUENCE

HIGH SCHOOL

The International Baccalaureate (IB) Diploma Programme is rigorous international education offered to motivated students in more than 108 countries. For diploma consideration, students study in six subjects concurrently, complete a Theory of Knowledge course, an extended essay, and 150 hours of creative action service. The program culminates in a final examination in six subject areas and is widely recognized for college credit eligibility. A student who takes fewer than six IB subjects may be awarded a certificate for the examinations completed and college credit for individual courses.

Honors courses and accelerated course sequences for world language and mathematics are prerequisites to enroll in IB, which is available at Central, Crossland, Laurel, Parkdale, and Suitland High Schools. Not all courses are available at all sites. For more information, see the high school counseling office.

Content	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Mathematics	Math 6	Math 7 or Algebra 1	Algebra 1 or Geometry	Geometry or Algebra 2/Trig	Algebra 2/Trig or Pre-Calculus	IB Math 1	IB Math 2
Reading/English Language Arts	Rdg./Eng./L.A Honors	Rdg./Eng./L.A Honors	Rdg./Eng./L.A Honors	English 9 Honors	English 10 Honors	IB World Literature 1	IB World Literature 2
Science	Science 6 Science 6 Honors	Science 7 Science 7 Honors	Science 8 Science 8 Honors	Biology Honors	Chemistry Honors	IB Science 1	IB Science 2
Social Studies	World Cultures Western Hemisphere Honors	World Cultures Eastern Hemisphere Honors	United States History 1776-1877 Honors	United States Reconstruction to the Present Honors	Local, State, and National Government Honors	IB Modern World History	IB History of the Americas
World Language	Introduction to World Language	World Language I	World Language 1/2	World Language 2/3	World Language 3/4	IB World Language A	IB World Language B
						IB Theory of Knowledge 1	IB Theory of Knowledge 2

Students who enroll in an International Baccalaureate (IB) course are required to take the IB exam upon completion of each course.

To be awarded an IB diploma in addition to the standard high school diploma, a student must acquire a minimum of 24 out of 45 possible points combined on the IB examinations. In addition, the following course requirements must be completed by the end of the senior year in high school: three to four Higher Level (HL) IB courses which constitute a total of 240 hours of instruction. Likewise, students are required to take two to three Standard Level (SL) IB courses which constitute a total of 150 hours of instruction. Students must pass assessments—written, specialized, internal, or external—determined by the nature of the HL or SL course. Additional requirements for the IB diploma include Theory of Knowledge; the Extended Essay; and Creativity, Action, Service (CAS) three to four hours per week for the two years of the program.

<u>IB Science:</u> IB Biology 1, 2 IB Chemistry 1, 2 IB Environmental Systems IB Physics	<u>IB World Language:</u> IB French A, B IB German A, B IB Japanese A, B IB Spanish A, B IB Latin A, B	<u>Additional IB:</u> <u>(see course prerequisites):</u> IB Art/Design 1, 2 Research Practicum IB Geography 1, 2 IB Psychology 1, 2 IB Music (at Suitland High)
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Junior Reserve Officer Training Corps (JROTC)

HIGH SCHOOL

The goal of the Junior Reserve Officer Training Corps (JROTC) is to provide secondary school students the opportunity to become informed, responsible citizens prepared for college and the workforce beyond high school graduation. The curriculums focus on academics including United States military history; exploration of national security issues; the study of meteorology and astronomy; communications and advanced technologies employed by the Armed Services; navigation and basic military skills; healthy lifestyles and physical fitness; organizational skills and financial management; career exploration in a wide variety of fields (both military and nonmilitary) and the foundations of responsible leadership.

Cadets learn and continue to develop leadership skills and application of military courtesies and customs as they complete each year of their JROTC programs. Each of the four branches structures its curriculum for success in high school and beyond. Through the demonstration of discipline, honor, self-respect, and commitment cadets gain increasing responsibilities within their programs.

JROTC cadet units must complete civic action projects and community service. As part of the program's co-curriculum requirement, field trips to historical military sites and institutions and visits to colleges/universities and military academies are conducted to increase awareness and opportunities. Participation on one of the various Drill Teams provides opportunities to travel to neighboring counties, states, and competitions held nationwide.

The programs provide college scholarships and Military Academy appointment opportunities for qualified cadets. Completion of specific course requirements within the JROTC curriculum can earn cadets college credits at several US colleges/ universities that participate in a dual enrollment agreement with the services. Students who successfully complete a minimum of three years of the JROTC program and qualify to enter the active duty military service receive pay/rank increases of two grades above non-JROTC recruits.

Prerequisite: Students must be enrolled and attending regular courses of instruction at the school hosting the JROTC program; be a US citizen, national or legal alien; be physically qualified to participate in physical activities; be selected by the JROTC instructor with approval of the principal to continue in the JROTC; be meeting graduation and academic requirements; display acceptable standards of conduct; and be willing to meet the standards of military grooming.

This is a progressive coeducational elective leadership program, offering one credit per year toward graduation. PGCPSS has one of the four branches of the US Military Armed Forces represented at each of the county's high schools.

PROGRAMS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Air Force JROTC	Aerospace Science 1	Aerospace Science 2	Aerospace Science 3	Aerospace Science 4
Army JROTC	Leadership Ed 1	Leadership Ed 2	Leadership Ed 3	Leadership Ed 4
Marine JROTC	Leadership Ed 1	Leadership Ed 2	Leadership Ed 3	Leadership Ed 4
Navy JROTC	Naval Science 1	Naval Science 2	Naval Science 3	Naval Science 4

Aerospace Science 5/6; Aviation Honors Ground School is a course designed for completion of the FAA private/recreational pilot license offered at Oxon Hill High School and Dr. H.A. Wise High School.



Science and Technology Program (S/T)

The PGCPs Science and Technology Program (S/T) is a rigorous four-year high school course of study that provides broad and intensive college-level academic experiences, with content and application focused on science, mathematics, pre-engineering and technology. S/T is offered at Eleanor Roosevelt High School, Oxon Hill High School, and Charles Herbert Flowers High School. Students may only attend the center that serves their legal residence. Transportation is provided for all students. S/T schools are active members of the National Consortium of Specialized Secondary Schools of Mathematics, Science and Technology (NCSSMST). Students are required to obtain a minimum of thirteen (13) credits in mathematics, engineering, research and science courses. External experiences are a major component of the program, enrollment in Advanced Placement (AP) coursework and completion of exams is strongly encouraged, and completion of a Research Practicum is mandatory. A certificate of completion will be awarded to each student who completes the minimum 13 Science and Technology credits, meets the minimum requirements for high school graduation, and maintains a minimum four-year cumulative quality point average of 2.0. All interested eighth and ninth grade students who are residents of Prince George's County are eligible to apply for admission. Applications may be obtained from school counseling offices and must be submitted by the deadline each year (generally October in the year preceding enrollment). The Admissions test generally takes place in December in the year preceding enrollment. Required course credits are distributed according to the selected area of study.

	Biological Science	Physical Science	Engineering Technology	Science/Technology Exploration
Mathematics	4	4	4	4
Engineering Technology	2	2	4	>8
Science/Computer Science	6	6	4	
Research	1	1	1	1

Biological Science Major S/T

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9 Honors		English 10 Honors	English 11 Honors / AP Language	English 12 / AP Literature / AP Language
US History Reconstruction to Present Honors		Local, State, and National Government Honors OR AP Government	World History Honors OR Advanced Placement World History	Research Practicum (Required)
Advanced Algebra Common Core or above		Geometry S/T or above	Algebra 2/Trig or above	Pre-Calculus Honors or above
Biology S/T		Chemistry S/T	Physics S/T OR AP Physics B	AP Biology
World Language 1 or above		World Language 2 or above	Introduction to BioOrganic Chemistry OR AP Chemistry	
Elective		Engineering Foundations 2 Fine Arts		
Physical Education	Health Education	Choose one credit: <ul style="list-style-type: none"> Anatomy/Physiology (.50) Microbiology (.50) Forensic Science 1 or 2 (1.0) AP Environmental Science (.50 or 1.0) (prerequisite Biology and Chemistry) Genetics (1.0) Advanced Organic Chemistry (1.0) (prerequisite AP Chemistry) 		
Foundations of Technology S/T				



Engineering Major S/T

A SAMPLE PROGRAM PLANNER

HIGH SCHOOL

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9 Honors		English 10 Honors	English 11 Honors / AP Language	English 12 / AP Literature / AP Language
US History Reconstruction to Present Honors		Local, State, and National Government Honors OR AP Government	World History Honors OR Advanced Placement World History	Research Practicum (Required)
Advanced Algebra Common Core or above		Geometry S/T or above	Algebra 2/Trig or above	Pre-Calculus Honors or above
Biology S/T		Chemistry S/T	Physics S/T OR AP Physics B	
World Language 1 or above		World Language 2 or above	Choose one credit: <ul style="list-style-type: none"> • Electrical Systems • Energy Systems • Production Systems • Structural Systems 	
Elective		Engineering Foundations 2	Choose one credit: <ul style="list-style-type: none"> • AP Chemistry • P Physics C 	
Foundations of Technology S/T		Fine Arts		
Physical Education	Health Education	Choose one credit: <ul style="list-style-type: none"> • Architectural Drafting S/T • Architectural Graphics S/T • Engineering Drafting S/T • Engineering Graphics S/T 		

Physical Science Major S/T

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9 Honors		English 10 Honors	English 11 Honors / AP Language	English 12 / AP Literature / AP Language
US History Reconstruction to Present Honors		Local, State, and National Government Honors OR AP Government	World History Honors OR Advanced Placement World History	Research Practicum (Required)
Geometry S/T or above		Algebra 2/Trig or above	Pre-Calculus Honors or above	Mathematics (AP Calculus)*
Biology S/T		Chemistry S/T	Physics S/T OR AP Physics B	AP Physics C
World Language 1 or above		World Language 2 or above	AP Chemistry	
Elective		Engineering Foundations 2		
Foundations of Technology S/T		Fine Arts		
Physical Education	Health Education	Choose one credit: <ul style="list-style-type: none"> • Geology 1.0 (prerequisite Chemistry S/T) • Introduction to Computer Science 1.0 (prerequisite Algebra 2 Honors) • Advanced Organic Chemistry 1.0 (prerequisite AP Chemistry) 		



Science/Technology Exploration Major S/T

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9 Honors		English 10 Honors	English 11 Honors / AP Language	English 12 / AP Literature / AP Language
US History Reconstruction to Present Honors		Local, State, and National Government Honors AP Government	World History Honors OR Advanced Placement World History	Research Practicum (Required)
Advanced Algebra Common Core or above		Geometry S/T or above	Algebra 2/Trig or above	Mathematics (Pre-Calculus Honors)*
Elective		Engineering Foundations 2	Physics S/T OR AP Physics B	Select three credits of Advanced Science/Tech courses—follow the instructions listed below.
Foundations of Technology S/T		Fine Arts		
Biology S/T		Chemistry S/T		
World Language 1 or above		World Language 2 or above		
Physical Education	Health Education	<p>Choose at least three credits of the following Advanced Science/Tech courses:</p> <p>At least one must be: AP Biology (1.0), AP Chemistry (1.0), or AP Physics C (1.0).</p> <ul style="list-style-type: none"> • Anatomy/Physiology .50 • Astronomy .50 • Forensics I .50 • Forensics II .50 • Microbiology .50 • Electrical Systems .50 OR 1.0 • Energy Systems .50 OR 1.0 • Production Systems .50 OR 1.0 • Structural Systems .50 OR 1.0 • AP Environmental Science 1.0 • AP Statistics 1.0 • Architectural Drafting S/T .50 or 1.0 • Architectural Graphics S/T .50 or 1.0 • Engineering Drafting S/T .50 or 1.0 • Engineering Graphics S/T .50 or 1.0 • Genetics 1.0 • Geology 1.0 • Introduction to Biochemistry 1.0 • Introduction to Computer Science 1.0 • Advanced Organic Chemistry 1.0 		

HIGH SCHOOL



Visual and Performing Arts (VPA)

Visual and Performing Arts, located at Suitland High School (county-wide application) and Northwestern High School (boundary student application), offers all high school students in Prince George’s County educational opportunities designed to prepare them for further scholastic or professional study and career options in the arts. This artistically challenging curriculum combines an educational program that is academically sound and that offers training in the areas of visual and performing arts. Strong association with various arts organizations in the Washington, DC area provides students of the program with unique and distinctive artistic experiences and opportunities. Students study with professional artists, dancers, actors, musicians, singers, and directors/producers as they explore and select to major in one of the six principle concentrations: **instrumental music, vocal music, dance, theatre, TV production/media arts, and visual arts.**

HIGH SCHOOL

Dance VPA

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Math Elective
Integrating the Sciences		Biology	Chemistry or Env. Science	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Foundations of Technology	World Language	World Language
World Language 1 or above				
<ul style="list-style-type: none"> • Modern Dance 1 • Ballet 1 • Jazz 1 		<ul style="list-style-type: none"> • Modern Dance 2 • Ballet 2 • Jazz 2 	<ul style="list-style-type: none"> • Modern Dance 3 • Ballet 3 • Ethnic Dance • Choreography 	<ul style="list-style-type: none"> • Modern Dance 4 / Ballet 4 / • Repertory Dance 4 / • Choreography / Dance History

High Schools: Northwestern and Suitland



Music VPA

A SAMPLE PROGRAM PLANNER

HIGH SCHOOL

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Math Elective
Integrating the Sciences		Biology	Chemistry or Env. Science	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Foundations of Technology	World Language	World Language
World Language 1 or above				
<ul style="list-style-type: none"> • Applied Music 09 • Piano Theory 09 • Major Ensemble 09 		<ul style="list-style-type: none"> • Applied Music 10 • Piano Theory 10 • Major Ensemble 10 	<ul style="list-style-type: none"> • Applied Music 11 • Piano Theory 11 • Major Ensemble 11 	<ul style="list-style-type: none"> • Applied Music 12 • Theory 12 <u>OR</u> AP Piano • Major Ensemble 12

High School: Suitland

Theatre VPA

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Math Elective
Integrating the Sciences		Biology	Chemistry or Env. Science	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Foundations of Technology	World Language	World Language
World Language 1 or above				
<ul style="list-style-type: none"> • Acting Studio 1 • Intro to Theatre 		<ul style="list-style-type: none"> • Acting Studio 2 • Theatre Survey 	<ul style="list-style-type: none"> • Performance Styles • Theatric Design • Theatre Topics 	<ul style="list-style-type: none"> • Repertory • Playwright

High Schools: Northwestern and Suitland



Visual Arts VPA

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Math Elective
Integrating the Sciences		Biology	Chemistry or Env. Science	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Foundations of Technology	World Language	World Language
World Language 1 or above		World Language 2 or above		
<ul style="list-style-type: none"> • Intro to Art 1.0 • Intro to Drawing 1.0 • Intro to Photography 1.0 		<ul style="list-style-type: none"> • Art History 1.0 • Intro to Painting 1.0 • Intro to Sculpture .5 • Intro to Printmaking .5 	Select 2 courses (2 credits each): <ul style="list-style-type: none"> • Draw/Painting 1 • Commercial Illustration 1 • Printmaking 1 • Sculpture 1 • Comp. Graphics 1 • Photography 1 	Select 2 courses (2 credits each) from 11 or 12: <ul style="list-style-type: none"> • Draw/Painting 2 • Commercial Illustration 2 • Printmaking 2 • Sculpture 2 • Comp. Graphics 2 • Photography 2

High Schools: Northwestern and Suitland

HIGH SCHOOL



Selected Electives

Vocal and General Music Program

A student in Prince George's County Public Schools is required to complete one (1) credit in Fine Arts in order to graduate. Vocal and General Music classes fulfill this requirement (see Fine Arts Graduation Credit page). These courses are designed for the beginning student as well as those that intend to enter college to obtain a music degree. Students who fulfill this graduation requirement with a vocal concentration may participate in choirs of various levels and specialties as offered. Each music educator offers a choral experience that may include Chamber ensembles, Gospel choir, and/or Concert choir experiences. Within the general music component, students can receive specialized instruction in piano, guitar, recording technology and handbell choir. Additionally, students may also select classes that concentrate on more general exposure to music through musicianship, music survey or music theatre. For the more advanced student, Advanced Placement classes in theory are also available. For more information contact the Vocal and General Music Office at (301) 333-0961.

Instrumental Music

The following courses are offered in Instrumental Music: Basic, Intermediate, and Advanced Band; Basic, Intermediate, and Advanced Orchestra; Special Instrumental Ensemble (must take a band or orchestra course concurrently). All instrumental music courses qualify for Fine Arts credit to meet graduation requirements. All courses require instructor approval to insure appropriate course placement based upon skill level.

Independent Study

Independent Study may be taken for credit with special approval of the principal according to Prince George's County Public Schools guidelines.

Work/Study Waiver

Any grade 12 student who has requested to be on work release and cannot enroll in the College Career Research and Development course and can provide documentation of financial hardship may request a half-day academic schedule. The following steps must be implemented:

1. The student meets all of the requirements identified above.
2. The student provides a letter to the principal documenting the reasons for requesting a work/study waiver that substantiates financial hardship. The letter must be written by the parent/guardian and confirmed by the principal or his/her designee via telephone. The principal will then determine approval or denial. Communication must be made by the principal to the parent and student informing them of his/her decision.
3. If approved, the student must present a letter from his or her employer on letterhead within 5 school days stating that the student is currently employed with the company. Once this information is received the student is granted a half-day schedule.
4. The student is then required to provide a letter of work confirmation from the employer quarterly. The window for accepting the letter is listed below:
 - a. End of 1st Quarter: If the student fails to provide employment documentation, the parent will receive written notification from the school that the student will possibly be enrolled in a full day schedule.
 - b. End of 2nd Quarter: If the student fails to provide employment documentation, the parent will receive written notification from the school that the student will be enrolled in a full day schedule.
 - c. End of 3rd Quarter: If the student fails to provide employment documentation, the parent will receive written notification from the school that the student will possibly be enrolled in a full day schedule.
5. All work/study approval files must be kept in the principal's office for further review if needed. Contents of the student file are as follows:
 - a. Letter from parent requesting work/study waiver due to financial hardship. Notes from principal stating approval or denial of request and time/date of verbal confirmation with parent.
 - b. Letter from employer on letterhead confirming student is currently employed.
 - c. Quarterly documentation showing proof of employment or letters from the school informing the parent that the student will be placed on a full day schedule.



International Students Transfer Credits Towards Graduation

Course credits for international transfer students will be reviewed and evaluated by International Student Counseling Office (ISCO) staff. Entering students who have previously completed and passed the subject of interest in their home countries will be awarded credits for course work as reflected below. International transfer students are required to meet the same Prince George's County Public Schools course and assessment requirements for graduation as any other transfer student.

These native language credits may be awarded, in lieu of taking world language classes.

Native Language 1 — (9th grade and above)

Native Language 2 — (generally 10th grade and above)

Native Language 3 — (generally 11th grade and above)

Mathematics 1 ISCO Semester

Credits: 0.5 Math

A half credit of Mathematics instruction received in a school outside the United States. Credit may only be granted by the International Student Counseling Office upon evaluation of a foreign transcript.

Mathematics 1 ISCO

Credits: 1.0 Math – see testing requirements below.

International students entering Prince George's County Public Schools with a course title of Mathematics on their school records will be assigned this transfer credit for the mathematics course completed and passed in their home country in the equivalent of grade 9 and above. This course code may be changed as a result of the administration of the *Mathematics Placement Test for ESOL and International Students* (see Bulletin PS -05-97, Mathematics Credits for International Students). If a student passes the locally administered test for Algebra 1 Common Core or above, the credits will be changed to reflect a passing score for the course for which the test was taken and passed.

Mathematics 2 ISCO

Credits: 1.0 Math – see testing requirements below.

International students entering Prince George's County Public Schools with a course title of Mathematics on their school records will be assigned this transfer credit for the mathematics course completed and passed in their home country in the equivalent of grade 10 and above. This course code may be changed as a result of the administration of the *Mathematics Placement Test for ESOL and International Students* (see Bulletin PS -05-97, Mathematics Credits for International Students). If a student passes the locally administered test for Algebra 1 Common Core or above, the credits will be changed to reflect a passing score for the course for which the test was taken and passed.

Mathematics 3 ISCO

Credits: 1.0 Math – see testing requirements below.

International students entering Prince George's County Public Schools with a course title of Mathematics on their school records will be assigned this transfer credit for the mathematics course completed and passed in their home country in the equivalent of grade 10 and above. This course code may be changed as a result of the administration of the *Mathematics Placement Test for ESOL and International Students* (see Bulletin PS -05-97, Mathematics Credits for International Students). If a student passes the locally administered test for Algebra 1 Common Core or above, the credits will be changed to reflect a passing score for the course for which the test was taken and passed.



International Students Transfer Credits Towards Graduation (cont'd)

Science 1 ISCO

Credits: 0.5 Science

A semester (1/2) credit of Science taken in a school outside the United States. Requires evaluation of foreign transcript by the International Student Counseling Office..

Science 1 ISCO

Credits: 1.0 Science

International students entering Prince George's County Public Schools with a course title of Science on their school records will be assigned this transfer credit for the science completed and passed in their home country in the equivalent of grade levels 9 and above.

Science 2 ISCO

Credits: 1.0 Science

International Students entering Prince George's County Public Schools, having completed a second science course in their home country, will be assigned this transfer credit for the science completed and passed in their home country in the equivalent of grade levels 9 and above.

Science 3 ISCO

Credits: 1.0 Science

International Students entering Prince George's County Public Schools, having completed a third science course in their home country, will be assigned this transfer credit for the science completed and passed in their home country in the equivalent of grade levels 9 and above.



Service-Learning as a Graduation Requirement

See Administrative Procedure 6151

The Service-Learning Graduation Requirement was passed in 1992 by the Maryland State Department of Education. This requirement mandates that public school students earn a minimum of 75 hours of service-learning prior to graduation. Service-learning is a teaching method that combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning. (*Learning In Deed*)

All Prince George’s County Public Schools students must engage in infused and independent service-learning hours in order to graduate from high school. Infused service-learning hours are service-learning hours earned within the context of a structured service activity included in an academic course. Independent service-learning hours are service-learning hours that are independently earned at a community-based site that is chosen by the student.

Service-Learning has been infused into the science and social studies curricula for grades 5–10. To earn infused service-learning hours, students must (1) actively engage in all service activities in the class, (2) earn a letter grade of at least a “D,” and (3) submit the Service-Learning Verification Form to the curriculum teacher for review, approval, and signature. Students who successfully complete the above requirements in every course where service-learning has been infused will earn a total of 51 infused service-learning hours by 10th grade (see following table).

Curriculum-Infused Service Learning

GRADE	DEPT.	COURSE NAME	HOURS
5	Science	Grade 5 Science	4
6	Science	Grade 6 Science	4
6	Social Studies	World Cultures and Geography I: The Western Hemisphere	4
7	Science	Grade 7 Science	4
7	Social Studies	World Cultures and Geography II: The Eastern Hemisphere	4
8	Science	Grade 8 Science	4
8	Social Studies	United States History I: The Revolution to Reconstruction	4
9	Social Studies	United States History II: Reconstruction to the Present OR Honors United States History II: Reconstruction to the Present	7
9	Science	Integrating the Sciences	7
10	Social Studies	Local, State, and National Government	9
Total			51

Additionally, students must complete 24 independent service-learning hours between grades 6–12. The chart below lists expected hours earned by grade for independent student service-learning projects.

Independent Service Learning

GRADE	EXPECTED HOURS
6	4
7	4
8	4
9	6
10	6
Total 24	



Service-Learning as a Graduation Requirement (cont'd)

For students who transfer into Prince George's County Public Schools

The student service-learning graduation requirement is linked to the grade of first enrollment into Prince George's County Public Schools. Service-learning hours will be prorated for students transferring into Prince George's County Public Schools **for the first time** in Grade 8.

For students transferring into Prince George's County Public Schools for the first time between grade 1 and grade 7, there will be no proration of required service-learning hours (these students must earn all 75 service-learning hours). Required service-learning hours will be adjusted for students who transfer into the system at 8th grade or later in the following manner:

- Students who enroll in PGCPSS for the first time during Grade 8 must complete **31 infused** service-learning hours and **20 independent** service-learning hours before high school graduation.
- Students who enroll in PGCPSS for the first time during Grade 9 must complete **23 infused** service-learning hours and **20 independent** service-learning hours before high school graduation.
- Students who enroll in PGCPSS for the first time during Grade 10 must complete **9 infused** service-learning hours and **21 independent** service-learning hours before high school graduation.
- Students who enroll in PGCPSS for the first time during Grade 11 must complete **20 independent** service-learning hours before high school graduation.
- Students who enroll in PGCPSS for the first time during Grade 12 must complete **10 independent** service-learning hours before high school graduation.

The student should check with the School-Based Service-Learning Coordinator to confirm that hours have been recorded. For more information, visit <http://www1.pgcps.org/ssl/> or call (301) 808-5956.



Benefits of Service-Learning

Service-learning enriches the lives of all students. It promotes personal, social, and intellectual growth, as well as civic responsibility. Desirable outcomes through participation in service-learning activities include:

Personal Growth

- Self-confidence, self-understanding, and self-respect
- A sense of identity
- Independence and autonomy
- Openness to new experiences and roles
- Ability to take risks and accept consequences
- A sense of usefulness and purpose
- Development of personal values and beliefs
- Responsibility for oneself
- Ability to follow directions
- Ability to function as a member of a team
- Workplace etiquette and attendance skills (punctuality and consistency)

Social Growth

- Communication skills
- Leadership skills
- Ability to work cooperatively with others
- A sense of caring for others
- A sense of belonging
- Acceptance and awareness of others from diverse and multicultural backgrounds
- Peer group affiliation

Intellectual Growth

- Application of knowledge derived from the curriculum
- Problem solving and decision making skills
- Critical thinking skills
- Skills in learning experience
- Use of all learning styles
- Development of positive attitude toward learning

Citizenship and Civic Responsibility

- A sense of societal responsibility
- Democratic participation
- Awareness of community needs
- Organization skills
- Social action skills
- Community empowerment



Independent Service-Learning Procedures for All Students

1. Selecting a Service Site

- Students may find an approved service-learning site by going to <http://www1.pgcps.org/ssl/> and clicking on the “Students” link and then the “Prince George’s Volunteer Center” link (www.1800volunteer.org). Students who want to complete independent service-learning hours at a site that is not listed must complete the Site Approval Form and submit it to their School-Based Service-Learning Coordinator for approval **prior** to starting any service activities at the site.
- Sites must be non-profit, tax-exempt, community-based organizations or for-profit nursing homes, hospitals, or licensed day-care facilities. Government facilities (federal, state, and local) are considered non-profit organizations.
- Service-learning activities whose purposes are to collect food, clothing, or other items necessary to benefit others and meet human needs, even if done in conjunction with a faith-based agency or institution, may be counted toward the service-learning graduation requirement.
- Service-learning activities whose purposes are to increase voter registration and participation and/or implement voter education activities on particular issues may be counted toward the service-learning graduation requirement. Students may not endorse or campaign for an individual candidate.
- Students may not earn hours proselytizing. Any service-learning activity whose chief purpose is to convert others to a particular religious or spiritual view and/or which denigrates the religious or spiritual views of others may not be counted toward the service learning graduation requirement.
- Any service-learning activity whose chief purpose is to help prepare and/or participate in the performance of a religious service or religious education activity may not be counted toward the service-learning graduation requirement.
- Baby-sitting at home, for a neighbor, or a relative is not acceptable for service hours.
- Students may complete independent service-learning hours at more than one location.

2. Earning Service-Learning Hours

- The student must make arrangements with the approved site to perform the service hours. Students should identify ahead of time the site representative that will supervise and verify the hours that will be earned by the student.
- If the student would like to earn hours at a site that is not an approved site (i.e. the site is not listed on the PGCPSS Service-learning Web Site, <http://www1.pgcps.org/ssl/>), then he/she must get approval to complete service at that site by completing the Service-Learning Site Approval Form and submitting it to the School-Based Service-Learning Coordinator. **Hours completed at an unapproved site will not count toward meeting the service-learning requirement.**
- The site representative reviews, approves, and signs the verification form.

3. Submitting Service-Learning Hours

- The student must take the completed and signed verification form to the School-Based Service-Learning Coordinator at his/her school. Note that parents and guardians may not verify hours for their own children.
- The School-Based Service-Learning Coordinator reviews and signs the form and keeps a copy so the hours can be recorded on the student’s permanent record. The student should keep a copy of all submitted Student Service-Learning Verification Forms for his/her portfolio and as proof of completing the hours.



- The deadlines for submission of the Student Service-Learning Verification forms are as follows:
 - October 15 (for any independent hours obtained between July 1 and August 30),
 - January 31 (for any independent hours obtained between September 1 and January 31),
 - July 15 (for any independent hours obtained between February 1 and June 30).

Any forms submitted after the stated deadlines are invalid and students will not be given credit for those hours.

- Upon approval of the Student Service-Learning Verification form, the School-Based Service-Learning Coordinator will then submit the verification form for entry into the student's file in the SchoolMAX database.

All Service-Learning Forms are available on the service-learning website at <http://www1.pgcps.org/ssl/> or from your School-Based Service-Learning Coordinator.

Examples of Independent Service-Learning Projects

- Tutor at an after-school program
- Work with a program that promotes positive messages to young children
- Volunteer to read to children at a local library
- Assist city governments or civic associations with the planting of trees, flowers, or a park clean-up
- Participate in the Adopt-A-Highway program
- Establish a recycling program in the community
- Work with the local Boys and Girls Club
- Help with the Boy Scouts/Girl Scouts or Little League
- Work on a graffiti clean-up campaign in the community
- Assist at the local nursing home or hospital
- Organize a walk-a-thon to support diabetes research
- Set-up a tutor/buddy program for international students

This list includes only a few suggestions for independent service-learning activities and is not a complete list. Students are encouraged to be creative in developing their own service-learning projects. Remember that service-learning hours must be earned in a non-profit setting. The only for-profit organizations that are permitted are nursing homes, hospitals, and licensed day-care facilities.

For more information, visit <http://www1.pgcps.org/ssl/> or call (301) 808-5956.



Preparation, Action, and Reflection are Central to Service-Learning

According to the Maryland State Department of Education (2007), service-learning projects must include academic preparation, service activities, and structured reflection.

1. Preparation

Equipping students with the knowledge and skills needed for service. This includes teaching students about their community and how to identify needs, as well as providing them with the specific skills needed to perform the service activity. It should include an exploration of why it is important to perform service and what it means to be an active citizen. Ideally, service-learning should be used to teach curricular objectives, so preparation activities could be tied to classroom lessons.

2. Action

Performing one or more of the following activities:

- **Direct Service:** Students have face-to-face contact with the service recipients. For example: tutoring; serving meals at a homeless shelter; working with the elderly in a nursing home, etc.
- **Indirect Service:** Students perform a service without having face-to-face contact with the recipient. Usually resources are channeled to help alleviate a problem. For example: food & clothing drives; thons or fundraisers; environmental projects, etc.
- **Advocacy:** Students educate others about a particular issue with the goal being to eliminate the cause of a particular problem. For example: writing letters to legislators or editors; preparing and displaying posters, plays, or other educational materials for others, etc.

3. Reflection

Thinking about the service performed and how it impacted the community. Considering what worked well and what could be changed to make the project better. This contemplation and evaluation should occur throughout the service experience, not just at the end of the project.

Examples: responding to guided questions in a journal; having a classroom discussion; preparing a piece of artwork or skit about the service experience; videotaping the project and reviewing/discussing it afterwards, etc.

Service-Learning is not the same as...

Volunteerism: Volunteers engage in service for a variety of personal reasons. They do not necessarily link their service to academic studies nor do they receive academic credit for their efforts.

Community Service: People engaging in community service do so for a variety of reasons. This is a broad term that can encompass court ordered, stipended or volunteer service. It also does not necessarily link to academic studies.

Work Study Internship: Student interns frequently work at a for-profit business to benefit the financial standing of that business. They are not necessarily working to improve their communities through these internship experiences. There can be overlap between work study internships and service-learning. Students are engaged in service-learning if through their internship experiences they work to improve the health or welfare of their community while linking this to their academic studies. (MSDE, 2007).



Assessment Requirements for High School

For students entering 9th grade in school year 2013-2014

School Year 2013-2014 - Grade 9

- HSA Algebra Data Analysis
- HSA Biology
- HSA Government

School Year 2014-2015 - Grade 10

- PARCC* Algebra 1 or PARCC Geometry or PARCC Algebra 2
- PARCC English 10
- HSA Biology
- HSA Government

Retake opportunities for HSAs

School Year 2015-2016 - Grade 11

- PARCC Algebra 1 or PARCC Geometry or PARCC Algebra 2
- PARCC English 11*
- HSA Biology
- HSA Government

Retake opportunities for HSAs/PARCC

*College and Career Ready Determination

School Year 2016-2017 - Grade 12

- PARCC Algebra 1 or PARCC Geometry or PARCC Algebra 2
- HSA Biology
- HSA Government

Retake opportunities for HSAs/PARCC

Transition courses if a student is not college and career ready

*The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of 22 states plus the U.S. Virgin Islands working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers. These new K-12 assessments will build a pathway to college and career readiness by the end of high school, mark students' progress toward this goal from 3rd grade up, and provide teachers with timely information to inform instruction and provide student support.



Assessment Requirements for High School

For students entering 9th grade in school year 2014-2015

School Year 2014-2015 - Grade 9

- PARCC English 9
- PARCC Algebra 1
- HSA Biology
- HSA Government

School Year 2015-2016 - Grade 10

- PARCC Algebra 1 or PARCC Geometry or PARCC Algebra 2
- PARCC English 10
- HSA Biology
- HSA Government

Retake opportunities for HSAs/PARCC

School Year 2016-2017 - Grade 11

- PARCC Algebra 1 or PARCC Geometry or PARCC Algebra 2
- PARCC English 11*
- HSA Biology
- HSA Government

Retake opportunities for HSAs/PARCC

*College and Career Ready Determination

School Year 2017-2018 - Grade 12

- PARCC Algebra 1 or PARCC Geometry or PARCC Algebra 2
- HSA Biology
- HSA Government

Retake opportunities for HSAs/PARCC

Transition courses if a student is not college and career ready



Lillian M. Lowery
State Superintendent of Schools
Marylandpublicschools.org

High School Graduation Requirements Questions and Answers

Provided by the Maryland State Department of Education, January 2013
Check the MSDE website, marylandpublicschools.org, for updates to this information.

LATEST NEWS

Government High School Assessment (HSA) Reinstated

Beginning in the 2012-13 school year, all students enrolled in the Government course will take the Government High School Assessment. The first administration will occur in January 2013. The Government High School Assessment will become a graduation requirement for students entering the 9th grade in the 2013-14 school year and each school year thereafter.

The following information contains answers to the most frequently asked questions related to high school graduation in Maryland. Questions are categorized by topic as much as possible; however, some questions may be related to more than one topic. Answers will be updated as new information becomes available and new regulations are adopted. The Code of Maryland Regulations (COMAR) is available on line at <http://www.dsd.state.md.us/comar/comar.aspx>

Maryland Requirements for High School Graduation

1. **Can a local school system have local graduation requirements beyond the minimum requirements established by the state?** Yes. For specific graduation requirements, contact the appropriate school system personnel listed at the end of this document. See COMAR 13A.03.02.01C.

High School Graduation Requirements Questions & Answers

2. **How does a student meet both the Maryland and the No Child Left Behind (NCLB) high school reading requirement for graduation?**

For Students Who Entered Grade 9 in the 2005-06 School Year and Later

To fulfill the Maryland High School Assessment requirement for graduation, the student must pass the English assessment. The English course is defined as the second year of high school English, typically taken after the student completes the grade 10 English course. The assessment will be scored and reported in two ways: Basic, Proficient, or Advanced for NCLB accountability and numerically for the HSAs.

3. **What are the graduation credit requirements for students with disabilities who are placed in non-public schools?**
The answer to this question was the subject of a memo to local school superintendents from Former Superintendent, Dr. Grasmick dated November 14, 2005 regarding Graduation Requirements for Students in Non-Public Placements. State regulations address disparities between local school system graduation requirements and those of non-public special education schools. COMAR 13A.03.02.08B requires students in a non-public special education school to meet the graduation requirements of the placing local school system. There are alternative ways to do so. COMAR 13A.03.02.11 provides local school systems with an opportunity to develop "alternative ways for individuals or groups of students to fulfill graduation requirements."



High School Graduation Requirements Questions and Answers

Local school systems can work with the non-public school to agree on a curricular program that meets the instructional needs of the student and addresses the normal content specified generally in the local school system's graduation requirements. The curricular program for these students can include fewer than the requisite number of credits in the local school system graduation requirements, but no fewer than the state minimum of 21 credits as identified in COMAR 13A.03.02-.04A. The student must also meet the service learning requirement, and he or she must take and pass the Maryland High School Assessments as appropriate to the date of entry into grade 9 or satisfy the HSA graduation requirement by achieving the required combined score or successfully complete the Bridge Plan for Academic Validation (see section on High School Assessments).

- 4. What notification must parents or guardians and students receive?** In accordance with COMAR 13A.03.02.12(C), each principal shall inform all students and their parents or guardians annually of no less than the following:
 - Maryland's graduation requirements and any local graduation requirements;
 - the student's progress on fulfilling the credit, HSA, service, and any applicable IEP requirements for graduation;
 - the schedule for administering the HSA, the results of each HSA taken by the student; and
 - a plan for appropriate assistance or remediation for the student if he or she did not pass the HSA.
- 5. Up to what age may a student remain in school if he/she is working to complete the requirements for a high school diploma?** A student may remain in school if he/she is working to meet the requirements for a high school diploma until the age of 21. As defined in COMAR 13A.02.06.02B(4), age 21 means the student is not 21 years old on the first day of the school year. See also COMAR 13A.02.06.03A(1) and §7-101(a) of the Annotated Code of Maryland.

Graduation Credits: Defined/Earning

- 1. How are units of high school credit defined?** A credit means successful demonstration of a specified unit of study. See COMAR 13A.03.02.02B(2).
- 2. Can high school credits be earned in ways other than going to school during regular days/year?** Yes. See COMAR 13A.03.02.05 Other Provisions for Earning Credit.
- 3. Can a student earn a Maryland High School Diploma online?** No. The Maryland Virtual Learning Opportunity (MVLO) program has a state-run virtual school project, Maryland Virtual School (MVS) that is managed by MSDE. MVS is primarily used for supplemental instruction. Students cannot earn a high school diploma by solely completing online courses. MVS does not offer a high school diploma online. The majority of students served take one or two online courses to supplement their traditional school program. Enrollment in MVS online courses requires local school system approval.
- 4. Can online courses be accepted for credit by a school? Is there a criterion by which these courses are evaluated?** For students currently enrolled in a Maryland public school, credit can only be awarded for MSDE-approved online courses. See COMAR 13A.03.02.05D. Correspondence and Online Courses. An online course is a course provided through the Internet and other technologies in which 80% or more of the instruction is conducted online with the teacher and student separated by distance or time or both and in which two-way communication between the teacher and student is required. For online courses, COMAR 13A.03.02.05D(1) specifies that "Consistent with local school system policy and procedure, credit may be given...for Department-approved online courses. If credit is to be applied toward minimum graduation requirements, the...Department-approved online course shall be provided by the local school system." The State Department of Education has developed an approval process for online courses that are administered by a local school system. This approval process helps ensure the quality of the online courses offered by our public schools and ensures that such courses align with state content standards and core learning goals. A list of MSDE-approved



High School Graduation Requirements Questions and Answers

online courses is updated periodically and available on the MVLO website at <http://www.mdk12online.org>. For students transferring into a Maryland public school, see Question 2 under Transfer Students.

5. **Can a local school system award high school credit to a middle school student who completes a high school course?** Yes. See COMAR 13A.03.02.05I(2) and (3).
6. **Can a student exclude from the transcript an 8th grade course for which high school credit was received?** No. If a student receives credit, the credit needs to be on the transcript.
7. **What alternatives can local school systems offer/provide students so they can fulfill graduation requirements?**
At the discretion of the local school superintendent an alternative plan to fulfill graduation requirements may be developed as described in COMAR 13A.03.02.11 Alternatives For Structuring Programs. In addition, graduation requirements may also be fulfilled through the Early College Admission Program or the Early Admission to Approved Vocational, Technical or Other Postsecondary School Program as described in COMAR 13A.03.02.10. See also COMAR 13A.03.02.05 Other Provisions for Earning Credit.
8. **Can students receive credits for subjects taken previously from a school when no official transcript is available?**
Yes. There are several ways as described in COMAR 13A.03.02.12B(4) Unavailability of Official Transcript. A local superintendent of schools shall determine by an evaluation of a student whether credits earned at a high school will be accepted at the public high school to which the student transfers. This evaluation may include administration of standardized tests and examinations, observation of student in a classroom setting, and the use of interviews, as well as the inspection of transcripts, report cards, and other documentation.
9. **Is biology required?** Yes, since 2001. Students are required to take both the biology course and the High School Assessment for biology. See COMAR 13A.03.02.04(A)(6). Also, see question 2 under Transfer Students.
10. **Is algebra/data analysis required?** Yes. Students are required to take both the algebra/data analysis course and the High School Assessment for algebra/data analysis. See COMAR 13A.03.02.04(A)(3).
11. **Do credits in American Sign Language satisfy the requirement for credits in foreign language?** COMAR 13A.03.02.04, adopted by the State Board of Education in 2007, allows students to earn two credits in foreign language or two credits in American Sign Language. The COMAR regulation does not allow students to meet the graduation requirement by taking one credit in foreign language and one credit in American Sign Language.
12. **Can local school systems add endorsements to the Maryland High School Diploma to recognize students for achievement?** Yes. Local school systems have the option to add endorsements to the diploma as incentives for students to meet locally established requirements and outcomes in instruction beyond the minimums specified by the State. See COMAR 13A.03.02.08D and COMAR 13A.03.02.09E.

Graduation Records

1. **How can I obtain my student records or a duplicate high school diploma?** Contact the student records department in the local school system where you (the student) attended high school to request a copy of the transcript or a copy of the diploma. All school systems may not have copies of the diploma. There may be a fee for copies.
2. **How can a foreign student receive a translated transcript?** Call World Educational Services at (212) 966-6311 for assistance.



High School Graduation Requirements Questions and Answers

High School Assessments

- When do students take the High School Assessment?** Students who take high school level courses take the Maryland High School Assessment after the student completes the required course. See COMAR 13A.03.02.07. Awarding credit for the course is the acceptable definition for completing the course. Some students enrolled in HSA courses may show indications they will not receive credit for the course before the HSA is administered. In such cases, the school system will determine whether it is in the best interest of the student to sit for the test prior to completing the course or to take the HSA at a later date following the student's successful completion of the course.
- Do students who take "on-line" or "virtual" courses have to take the High School Assessments?** Yes. If the student receives credit and the course is one of the courses for which the high school assessment is given, the student must take the high school assessment regardless of how the student received the instruction for the course. See COMAR 13A.03.02.05J.
- Is a student required to take the High School Assessments if the student is home-schooled, moves here from another state or foreign country, or transfers from a private school, and is granted credits in the HSA-aligned courses?** Transfer students who receive credit for HSA-aligned course(s) taken prior to enrolling in a Maryland public school do not have to take the assessment for those courses. See COMAR 13A.03.02.12B(2). The Maryland public school principal makes the decision on whether or not to award credit.
- Are students who are on home and hospital instruction required to take HSA exams if they are taking/enrolled in an HSA course? Who administers the exam(s)?** Students on home and hospital teaching who are completing a course for which there is a High School Assessment must participate in the HSA testing. These students would take the test on the same primary administration or make-up testing day as students attending school but would have the test administered in their home and hospital setting. The test examiner administering the test in the home and hospital setting, just like an in-school test examiner, must meet all the qualifications to be a Certified Test Examiner as outlined in the Test Administration and Coordination Manual (TACM) for the High School Assessments.
- Is a student required to take the HSA if the student transfers from one public school to another in Maryland and the student's record indicates the student took an HSA-aligned course but there is no record of taking the HSA?** Yes. Check the roster for the names of students who took the test at the school. The school must maintain a roster of who took the HSA. Students who entered grade 9 in the 2005-06 school year or later are required to pass the High School Assessments to graduate. Students may also satisfy the HSA graduation requirement by achieving the required combined score or successfully completing the Bridge Plan for Academic Validation (see questions 20 and 21 later in this section).
- Does a public school student who takes an HSA-aligned course at a private school during the summer term still have to take the HSA?** Yes. See COMAR 13A.03.02.05J.
- Does a foreign exchange student enrolled in an HSA-aligned course have to take the HSA?** No, as long as the student is definitely returning to his/her own country and has no expectation of receiving a Maryland diploma. If, however, the student requests a Maryland High School Diploma, the student must satisfy the applicable assessment requirements.
- Does a student have to retake the HSA if the student is repeating an HSA-aligned course?** The high school graduation regulations passed by the State Board specify testing requirements for students. Students who entered ninth grade in the fall of 2005 and later must pass the High School Assessments to receive the Maryland High School Diploma. There are multiple options available to help students meet the passing requirement. A student who passes an HSA test but fails the corresponding HSA course does not have to take the HSA test again.



High School Graduation Requirements Questions and Answers

9. **What are the passing scores for the HSA?** The HSA passing scores are:

- Biology 400
- Algebra/Data Analysis 412
- English 396
- Government 394

For information about HSA scores and scoring, contact your school counselor.

10. **Do students have to pass all HSAs?**

Algebra/Data Analysis, English 10, and Biology - Students who entered grade 9 in the fall of 2005 and later (COMAR 13A.03.02.09) must obtain either a passing score on Algebra/Data Analysis, English 10, and Biology or obtain an overall combined score. Students who meet specific criteria may use the Bridge Plan for Academic Validation to meet the passing requirement. See questions 20 and 21 for information about the Bridge Plan option.

Government - Starting with the administration of the Government HSA in the 2012-13 school year, the following rules apply: Students entering 9th grade in the 2012-13 school year or in a prior year (including students who entered 9th grade in 2011-12, 2010-11, or 2009-2010) do not need to pass the Government HSA for graduation but may use it for a combined score. These students have two options:

- o Students MAY achieve a combined score of 1602 for English, Algebra/Data Analysis, Biology, and Government. OR
- o Students MAY achieve a combined score of 1208 for English, Algebra/Data Analysis, and Biology.

Students entering 9th grade in school year 2013-14 and beyond MUST pass the Government HSA or meet a combined score of 1602.

11. **Can a student who has met all other graduation requirements except passing an HSA be kept from graduation?**

Yes. Students who entered grade 9 in the fall of 2005 and later are required to pass the HSA. Students may also satisfy the HSA requirement by obtaining the combined score or successfully completing the Bridge Plan for Academic Validation.

12. **Must a middle school student take the HSA even if the school system does not award credit for the course?**

Any student who takes a high school course based on the Core Learning Goals must take the HSA regardless of whether or not the student receives credit for the course.

13. **Are students who do not pass the HSA required to attend remediation?**

School systems are required to offer remediation to students. Students and their parents should be made aware of the availability of different types of remediation, the benefits of remediation, and the risks of choosing not to attend remediation. There is no Maryland law or regulation that requires students to attend remediation. However, school systems can develop their own local policy about participation requirements related to remediation. School systems will need to maintain documentation that remediation was offered to students who did not pass any or all of the HSAs.

14. **What is the combined-score option?**

The combined-score option allows a student to offset lower performance on one test with higher performance on another. Students who use the combined-score option must obtain an overall combined score on the Algebra/Data Analysis, Biology, Government, and English HSAs to meet the HSA passing requirement. The student does NOT have to attain a minimum score on each test.



High School Graduation Requirements Questions and Answers

15. **Can a student take an HSA multiple times in order to raise his/her score to meet the combined score passing option?** Yes, but there is no mandate to provide additional instructional assistance if the student has already passed the HSA. Additional instructional assistance must be offered to students who do not achieve the passing score on the HSA before they can retake the test.
16. **When a student retakes an HSA and scores lower than the first time, which score counts toward the combined score?** The higher score counts toward the combined score.
17. **Can a student use the combined-score option regardless of how many assessments the student actually passes?** Yes.
18. **Is the local school system required to offer the combined-score option for students?** Yes. COMAR 13A.03.02.09B(3) (b) provides the combined-score option for students. All students must have access to options provided under the regulations.
19. **Can high school students opt to substitute certain AP and IB tests for High School Assessments?** Yes. Students can substitute certain AP and IB tests for the HSA in English, algebra/data analysis, and biology if they achieve specific scores on the AP and IB tests. See the following table:

High School Assessment		
Allowable substitute tests for students who entered grade 9 in or after 2005-06 school year		
HSA	AP exam (must have score of 3, 4 or 5)	IB exam (must have score of 5, 6, or 7)
Algebra/data analysis	<ul style="list-style-type: none"> • Calculus AB • Calculus BC • Statistics 	<ul style="list-style-type: none"> • Mathematical Studies SL • Mathematics SL • Mathematics HL
English 2	<ul style="list-style-type: none"> • English Language • English Literature 	<ul style="list-style-type: none"> • English A1
Biology	<ul style="list-style-type: none"> • Biology 	<ul style="list-style-type: none"> • Biology SL • Biology HL

20. **What is the Bridge Plan for Academic Validation?** The Bridge Plan for Academic Validation offers students the opportunity to complete an Academic Validation Project package that is selected to help the student demonstrate the content and skills related to one or more HSAs that the student has failed to pass after at least two attempts. Participation in the Bridge Plan is voluntary.
21. **Who can participate in the Bridge Plan?** Participation in the Bridge Plan is earned by students as they work toward their high school diploma. To participate, students must:
- have passed or be enrolled in the HSA-related course, taken the specific HSA or Mod-HSA test twice without passing or earning a score that would satisfy the combined-score option (juniors and seniors may begin Bridge Plan projects and submit them for scoring before results are received from a second HSA administration),
 - be firmly on the path to completing other graduation requirements,
 - have participated in approved assistance, and
 - have met the local school system's attendance requirement.



High School Graduation Requirements Questions and Answers

22. ***Is a student who has not passed an HSA exam or met the testing requirement using the combined-score or Bridge options required to retake the exam every time it is offered?*** No, once a student has failed an HSA twice, the student has the option of retaking the exam, but the student is not required to take the exam every time it is offered. Students may satisfy the HSA graduation requirement by the combined-score or Bridge options. However, school systems may encourage students to retake HSAs to achieve the passing score.

Transfer Students

1. ***Do students transferring to another high school have to be in attendance at the new school a certain period of time before they can receive a high school diploma from that school?*** Yes. Students must attend the new school for one full semester preceding graduation to receive a high school diploma from the newly attended school. Exceptions may be made if this creates undue hardship for a transferring student or for special education students in state-approved, non-public programs. See COMAR 13A.03.02.12B(1) Transfer Students. A school superintendent may arrange for students to have credits transferred back to their prior high school in order for the students to graduate from their prior high school. This option would have to be approved by the prior system/school.
2. ***Can students be admitted to a public high school if transcript records or report cards are not available?*** Yes. A local school superintendent or the superintendent's designee shall make this determination. See COMAR 13A.03.02.12B(4) Unavailability of Official Transcript or School Report Card. See also question 6 under Graduation Credits: Defined/Earning. Student transcripts that contain out-of-state or non-MSDE approved online courses should be reviewed based on Local School System policies.
3. ***Can a 19 year old who has not earned a diploma return to school to earn a diploma?*** A person who is a bona fide resident of Maryland and under 21 years of age can return to school to earn a diploma. Also, persons 16 years of age who have dropped out of school and want to earn a diploma by examination may enroll in a GED preparation program. A third option is the Adult External Diploma Program. Persons 18 years of age may be eligible to enroll in the Adult External Diploma Program. See COMAR 13.A.03.03.01 for information about the GED and Adult External Diploma programs.
4. ***Do transfer students who complete algebra/data analysis in a middle school outside the Maryland Public School System or who complete algebra/data analysis in a Maryland non- public school and who do not receive a credit have to take the algebra/data analysis High School Assessment?*** Students who have completed and passed algebra/data analysis in a non-public middle school or out-of-state middle school and have mastered the core learning goals as evidenced from (1) the successful completion of subsequent mathematics courses or (2) through an evaluation of the acquisition of the core learning goals are exempt from the algebra/data analysis HSA. These students may fulfill the state graduation requirements by earning three credits in subsequent mathematics courses for which algebra/data analysis was a prerequisite.
5. ***Can a student use the combined-score option to meet the graduation requirement for passing the high school assessment if the student completes algebra/data analysis in a middle school outside the Maryland Public School System or completes algebra/data analysis in a Maryland non-public school, does not receive a credit, and does not have to take the algebra/data analysis High School Assessment (see previous question)?*** Yes. If the student chooses to use the combined-score option, the student will be assigned the passing score for the algebra/data analysis High School Assessment for the purpose of calculating the combined score.



High School Graduation Requirements Questions and Answers

Other

- 1. Can a student complete high school graduation requirements by attending an accredited college or approved vocational, technical or other postsecondary school program?** Yes. A student may receive a Maryland High School Diploma through acceptance in the early college admission program when:
 - All Maryland High School Assessment and student service learning requirements have been met; and
 - A written request by the student and parent or guardian is made to and approved by the local superintendent of schools; and
 - The student's program for the first year of college is approved by the local superintendent of schools if this program is included toward the issuance of a diploma; and
 - At the conclusion of the first year of study, a written request and a transcript is submitted to the local superintendent requesting a Maryland High School Diploma. (COMAR 13A.03.02.10 Alternatives to 4-Year Enrollment)
- 2. Can a student attend high school and college simultaneously?** Yes. Students may opt for a dual enrollment program during their junior and/or senior year of high school. Dual enrollment is defined in COMAR regulations governing higher education. COMAR 13B.07.01.02B(10) defines a "dual enrollment student" as a "secondary student who is enrolled in college courses and receives high school and college credit for the courses completed."
- 3. Can a student complete "dual enrollment" if he or she is enrolled in online college courses?** Yes. Credit can be awarded for college online courses that are MSDE-approved. See COMAR 13A.03.02.05D. Correspondence and Online Courses. Higher education institutions must have online courses reviewed and approved by MSDE. See also question 4 under Graduation Credits: Defined/Earning.
- 4. Can a student attend college after the junior year if all graduation requirements have been met?** Yes. Local school systems may develop alternative plans for students who have completed all credit, assessment, and service learning graduation requirements, which may include a waiver of the fourth year of high school if the local superintendent of schools or designee determines that his waiver is in the best interest of the student. (COMAR 13A.03.02.11B Alternatives Structuring Programs)
- 5. Can a non-failing student opt to spend five years in high school to gain extra credits and become better prepared for college?** No. Once a student has fulfilled all state and local credit, assessment, and service-learning requirements, the student is eligible for a high school diploma and can no longer be enrolled in high school. See COMAR 13A.03.02.01-.12.
- 6. What options are available to permit a student to graduate early?**

COMAR 13A.03.02.03 specifies "The student shall satisfactorily complete 4 years of approved study beyond the eighth grade unless one of the alternatives in Regulation .10 or 11 of this chapter is satisfied."

COMAR 13A.03.02.10 Alternatives to a 4-year Enrollment Requirement recognizes that four- year enrollment in a public high school may not serve the best interests of some students and allows for early college admission and early admission to approved vocational, technical, or other postsecondary school program. See the regulation for specific details.

COMAR 13A.03.02.11 Alternatives for Structuring Programs permits a local school system to develop alternative ways for individual or groups of students to fulfill graduation requirements. This includes a waiver of the fourth year enrollment requirement if all credit, assessments, and student service requirements are met and if the local superintendent of schools or designee determines that the waiver is in the best interest of the student. See the regulation for specific details.



Lillian M. Lowery
State Superintendent of Schools
Marylandpublicschools.org

High School Graduation Requirements Questions and Answers

7. **Can a military veteran who withdrew from school to enlist in the armed forces obtain a high school diploma?** Maryland Education Code Annotated § 7-206.1 permits the awarding of a high school diploma to certain individuals who were unable to complete their high school graduation requirements because they enlisted in the armed forces. An individual honorably discharged from military service may apply to obtain a diploma if the individual withdrew from a regular full-time public or private high school accredited by the State Board to enlist in the armed forces during World War II, The Korean Conflict, or The Vietnam Conflict. The individual shall apply to the county board in the county where the individual resides or where the school from which the individual withdrew was located. Each county shall adopt rules and regulations to establish procedures for awarding diplomas under this section.
8. **Who is eligible to take the GED examination?** The GED Tests offer an alternate and acceptable way for an individual to earn a high school diploma by written examination. An applicant is eligible if the applicant is a resident of Maryland, at least 16 years old, and not currently enrolled in school. For more information, call the GED testing office at 410-767-0538.
9. **How does someone become eligible for the Maryland Adult External High School Diploma Program?** The Maryland Adult External High School Diploma is designed to recognize demonstrated competence in adults regardless of whether the knowledge and skills were acquired in a formal school setting. Residents of Maryland 18 years old or older who are not currently enrolled in a high school, who are not high school graduates, and who pass a screening test, are eligible to register for the program. See COMAR 13A.03.03.02. For more information, call 410-767-0334.
10. **Do students who complete their high school education through home schooling receive the Maryland High School Diploma?** No. For additional information about home schooling, contact the Student Services and Alternative Programs Branch at MSDE at 410-767-0288.
11. **Is Maryland a member of the Interstate Compact on Educational Opportunity for Military Children?** Yes. For more information, go to <http://www.marylandpublicschools.org/MSDE/programs/brac/ic>.



Additional Ways for Earning Graduation Credit

High School Graduation Credit for Middle School Coursework

Pursuant to COMAR 13A03.02.05, credit toward high school graduation may be earned by middle school students if the student passes a high school level course meeting the local school system curricular objectives and the student passes an examination that assesses student demonstration of course objectives and the examination is equivalent in content coverage and rigor to examinations given to high school students for the course content area. Students in middle school may earn credit for successful completion of Level 1 and beyond world language courses and Algebra 1 and beyond mathematics courses. Both requirements must be fulfilled to continue to the next level of study and to receive high school credit in world languages. Students will have grades and credits posted to their permanent records. The course will appear on the high school transcript.

Online Courses

1. Distance Learning -- Through a grant funded by the Maryland State Department of Education (MSDE), students in Prince George's County Public Schools have the opportunity to take certain approved online courses needed for credit recovery, graduation credit and accelerated learning opportunities. The online course must be a scheduled period in the student's school day. Online students must be highly motivated, independent learners. They must have approval from their parent, principal, school counselor and content area teacher. Obtaining the approved signatures is the responsibility of the school and the paperwork should be kept on file at the school as well as submitted to the Instructional Technology Office. For additional information, contact the Distance Learning Office at (240) 264-1771.
2. ACCESS Online -- Students interested in this hybrid program are those who need a limited number of credits in order to earn their diploma, need a flexible alternative to the standard high school schedule, and have a desire to use technology to meet their school graduation goals. For additional information, contact the Office of Portfolio Schools at 301-618-7320.

Summer School

The secondary Summer School program is planned for students who are presently enrolled in grades 9–12 during the day or evening. Semester courses (half credit courses) meet three hours (3) a day, and year courses (full credit courses) meet for six (6) hours a day, Monday through Thursday.. A student has the opportunity to attend summer school where he/she may take either repeat courses or original credit courses upon prior approval by the principal of the home school.

The Principal must give prior written approval for a student planning to attend a summer school other than Prince George's County Public Schools' Summer School. Courses taken outside of the county public schools must be taken in schools that are accredited and/or state approved in order to receive credit. If he/she intends to graduate, the student is responsible for submitting a diploma request form prior to attendance and the home school is responsible for submitting the student's name for diploma printing in accordance with established procedure.

A student enrolled in Prince George's County Public Schools may earn no more than two full credits in any approved/accredited summer school in any one year. Courses may be taken in the day school and/or the evening high school programs, or other approved/accredited summer school programs.

Students may take original credit courses for high school graduation, with the exception of English, upon completion of the ninth grade in June. Students may take Algebra 1, Algebra 2, or Algebra 2/Trig for high school graduation upon completion of the ninth grade in June. A student on an approved waiver including ESOL students, may register for original credit. ESOL courses are available for repeat and original credit.

Registration forms are available in the counseling offices of all middle, high and evening high schools. Tuition fees are charged to all students and are to be paid at the time of registration. These fees are determined by the Board of Education and may change from year to year.

For additional information call the Office of Portfolio Schools at (301) 618-7320.



Additional Ways for Earning Graduation Credit (cont'd)

Evening High School

The Evening High School (EHS) is an optional high school instructional program that is conducted in the evenings. Credits earned by successful completion of courses in EHS count toward fulfilling requirements for graduation from day school if concurrently enrolled, or obtaining the Maryland High School Diploma if withdrawn from day school. A maximum of four (4) credits may be taken in the year long program with additional opportunities for Work Experience credit; a maximum of two credits may be earned in the Term Length Courses offered second semester only for repeat credit. (Preference Given to seniors) There are two periods per night in which classes meet for two hours twice a week.

- a. Evening high school courses will follow the same guidelines for time and credit as the day school program.
- b. A student concurrently enrolled in the day and evening programs may elect to receive his/her diploma from either of the schools he/she is attending.
- c. A student not concurrently enrolled who has been out of school less than a year is eligible to receive his/her diploma from either the day school attended during the past year or the evening high school. If a student wishes to receive his/her diploma from the day school, he/she must bring with him/her an approved Concurrent Enrollment Form EHS-8 from the appropriate day school.
- d. A nominal registration fee is required for Evening High School. The tuition costs of Evening High School may be waived or partially waived to provide free educational programs when:
 - (1) there is financial hardship.
 - (2) a required course is available in Evening High School but not in regular day school.
 - (3) there are other circumstances deemed appropriate by the Superintendent of Schools.
 - (4) pregnant students transfer from day school programs.

To be eligible for admission, students must be enrolled in regular day school, have concurrent enrollment forms signed by their principal, and pay fees. Any person 16–21 who is not enrolled in the regular day school, has passed eighth grade, and is not currently suspended or expelled, pays a registration fee only. Any student 21 and above, without a high school diploma, may enroll by taking a transcript from his/her last school attended and paying specified fees per course. For additional information call the Office of Portfolio Schools at 301-618-7320.

Tests of Achievement and Proficiency (TAP) and National Proficiency Survey Series (NPSS)

Credits earned at a non-accredited high school may not be accepted in a Maryland Public High School unless they have been validated by an appropriate standardized examination given by the school to which the student transfers. The Tests of Achievement and Proficiency (TAP) and the National Proficiency Survey Series (NPSS) are the standardized tests used to validate credits in General Mathematics, English, Social Studies, Science, Algebra and Geometry for grades 9–12. These tests also have been instituted for placement of Home Instructed students returning to the public school system.

Counselors will administer the tests at the school level. Upon completion of testing, the tests and answer sheets will be forwarded to the Department of Test Administration for scoring. The test will be scored and results recorded on the "Request for Tests for Student Programs: Course Credit by Examination for Grades 9–12" and returned to the school counselor. For additional information, contact your school counselor.

Concurrent Enrollment

A student may fulfill graduation requirements by being concurrently enrolled in two different educational programs such as Evening High School or a local college or university. High school credit may be applied toward graduation requirements; post-secondary credit may be applied toward elective graduation requirements. Students must meet the college entrance requirements for concurrent enrollment in post-secondary schools. The student (and parent/guardian) who desires to apply for concurrent enrollment must work very closely with the school counselor in preparation for this option and must complete the appropriate concurrent enrollment form.



Additional High School Programs

Interested students should see the school counselor for information on how to apply.

Alternative centers at **Annapolis Road Academy** and **Green Valley Academy** provide an intervention program for ninth and tenth grade students as well as educational opportunities for expelled students. **Croom Technical Academy** and **Tall Oaks Technical Academy** provide intervention programs for eleventh and twelfth grade students, and educational opportunities for expelled students. The academy program provides students an opportunity to earn credits in a small class setting with an emphasis on behavior modification and goal setting. The program components of mandatory school uniforms, Positive Behavioral Interventions and Supports (PBIS) behavior management model, strict attendance guidelines, and small class size are implemented for positive skill development. Transportation is provided for all students.

All students complete an application and participate in an interview prior to an admission decision. The best student candidates for the academy program are those who would benefit from a short-term, highly structured and supportive environment. Generally, these students have a history of behavioral and/or attendance problems but are likely to earn a high school diploma upon the successful completion of an intervention program. Understanding the importance of positive home school relationships, parents must participate in monthly meetings. The academy transition team determines when a student is ready to return to his or her base school. The team considers input from parents, staff and other available data when making that decision.

The alternative centers are committed to equipping high school students with the competencies and tools necessary for success in the 21st Century. The program is restricted to students 16 years or older who have started their educational process in their base high school. The technical high school program facilitates a positive instructional climate with core academic course offerings including High School Assessment preparation, Career and Technology Education offerings including Automotive and Technology/Child Development/Pro Start, and other electives focusing on Arts and Humanities. The Instructional Team is focused on student preparation for post-secondary experiences and life-long careers.

Green Valley Academy also provides a transitional intervention program for students experiencing behavioral concerns in grades 6 through 10 and an educational opportunity for expelled students in grades 6 through 10. The academy program provides students an opportunity to earn credits in a small class setting with an emphasis on behavior modification and goal setting. The program components of mandatory school uniforms, Positive Behavioral Interventions and Supports (PBIS) behavior management model, strict attendance guidelines, and small class size are implemented for positive skill development. Transportation is provided for all students. All students complete an application and participate in an interview prior to an admission decision. The best student candidates for the academy program are those who would benefit from a short-term, highly structured and supportive environment. Generally, these students have a history of behavioral and/or attendance problems but are likely to earn a high school diploma upon the successful completion of an intervention program. Understanding the importance of positive home school relationships, parents must participate in monthly meetings. The academy transition team determines when a student is ready to return to his or her base school. The team considers input from parents, staff and other available data when making that decision.

The Incarcerated Youth Program serves juveniles who have been charged as adults and are incarcerated in the Prince George's County Department of Corrections (DOC) adult facility. The Prince George's County Public Schools (PGCPS) and the DOC collaborate together to provide juvenile offenders with a full range of educational instruction, despite being incarcerated. PGCPS AND DOC have developed a Memorandum of Understanding (MOU) designating the responsibilities of each agency and the details for the deliverance of educational for incarcerated juveniles. The instruction is provided by PGCPS teachers following school system curriculum guides and procedures. Students are able to earn credits toward their high school diploma.

Community-Based Classroom (CBC) is an alternative high school program designed for school system students between the ages of 16 and 20 years old who have been withdrawn from their traditional (base) school program. These students must be within 10 credits of graduation. The instructional program implements the county approved curriculum and provides support services to assist students in completing their high school requirements for graduation, while preparing them for a variety of post secondary options. CBC offers two-hour classes on Mondays and Wednesdays or Tuesdays and Thursdays during four class periods. A variety of academic options including technology access, on-line courses and employment skills preparation are incorporated into the program design. Upon successful completion of the CBC program offerings, students receive a high school diploma from their traditional "base" school.



Additional High School Programs (cont'd)

Middle College is a partnership between Prince George's Community College (PGCC) and Prince George's County Public Schools (PGCPS) to create a school whose graduates are all college students. Students will graduate from the Academy of Health Sciences at PGCC with between one and two years of college credit. They will be prepared to transfer into a four year institution of higher education, or apply for entrance to Nursing and Allied Health programs at the college, or complete their Associate Degree.

Public Charter Schools

Public Charter Schools are nonsectarian, chosen by parents, and are open to all students on a space available basis. Enrollment in Public Charter Schools is open to all students who are residents of Prince George's County, do not have an attendance area boundary, and families may select their school(s) of choice directly on the lottery application regardless of residence.



High School Graduation Fact Sheet

Unit of Credit

A unit of credit is locally assigned by clock hours or by successful demonstration of learning outcomes.

Promotion and Retention

- From grade nine to ten, a student must have a total of five units of credit, including one credit of English.
- From grade ten to eleven, a student must have a total of ten units of credit, including two credits of English, one credit of mathematics, one credit of science, and one credit of social studies.
- From grade eleven to twelve, a student must have a total of fourteen units of credit, including three credits of English, two credits of mathematics, one credit of science, and one credit of social studies, and be able to fulfill all requirements, not to exceed nine credits per year, for a Maryland High School diploma in June.

Prerequisites

Enrollment in a course may be allowed only if a previous course has been completed. See the High School Courses and Programs of Study publication which describes the content of each course offered in Prince George's County Public Schools and course prerequisites.

Quality Point Average

The following numerical equivalents will be used in computing the QPA from report card letter grades:

A = 4.00 B = 3.00 C = 2.00 D = 1.00 E = 0.00

Weighted Grades

Selected courses are approved for additional weighting. In computing the GPA's from letter grades at the high school level, the numerical equivalents for weighted classes will be used: A=5; B=4.0; C=3.0; D=2.0; E=0.

Final Grades

For semester and yearlong courses, the procedures for determination of final grades are found in Administrative Procedure 5121.

Certificate of Merit

To be awarded the Certificate of Merit, along with the Maryland High School diploma, a student must be in the top 5% of his or her graduating class.

College Credit

College level curriculum in a variety of subjects is available in high schools for qualified students through Advanced Placement, International Baccalaureate, and Tech Prep courses. Tests are given at the end of the course for a fee. Satisfactory scores on these examinations, with the approval of the receiving college, provide students an opportunity to earn credit for, and exemption from, these courses in college.

Course Descriptions

The publication High School Courses and Programs of Study contains descriptions of each course offered in Prince George's County Public Schools and is available online at www1.pgcps.org/students/ or in the school counseling office.



High School Graduation Fact Sheet (cont'd)

World Exchange Program

There will be a Maryland International Student certificate for students who participate in a World exchange program and who complete at least one year of study in a Maryland public high school. World exchange students who meet all of the graduation requirements may be awarded a Maryland High School Diploma in addition to the Maryland International Student Certificate.

Transfer Students

The proficiencies of transfer students should be assessed before the students are scheduled into required courses. The principal is responsible for ensuring that students are placed in courses that parallel the content of previous school course work. Consideration must be given to appropriate placement in order to minimize any penalty to the transfer student. However, scheduling of a transfer student may be accomplished tentatively in accordance with Administrative Procedure 5111, utilizing the Tentative Grade or Subject Agreement for Placement of Enrolling Students, PS-126, when records are not available or the student is from a non-accredited school.

General Educational Development (GED) Test

A student may be awarded a high school diploma, issued by the state of Maryland, upon successful completion of the General Educational Development Test, provided the student is 16 years of age or older and has officially been withdrawn from a regular high school program for at least three months.

Programs of Study

Along with academic requirements, students have the option to complete a sequence of career related courses that connect the classroom to the real world practical application of knowledge. Depending on the program, students may also earn professional certifications, licenses, or college credit as well as work-based learning experience while still in high school.



Retaking Classes

Courses on a grade level are meant to be sequential with successful completion of one grade level being a prerequisite for enrolling in the next grade level. Students failing a grade level course have the following options to make it up. They may repeat that course in:

- Evening High School.
- Summer School
- Day School

A student failing a High School Assessment (HSA) course (Algebra 1, English 10, or Biology) may repeat the course during the day for credit recovery. In addition, students may make it up in one of the following ways for a fee:

- Evening High School.
- Summer School.

The student will retake the HSA upon completion of the course unless the student passed the assessment.

A student who passes an HSA course but fails the HSA may take an HSA Preparation opportunity that will assist the student in preparing to retake the assessment. Students will receive four preparation attempts free and be billed a nominal fee for preparations taken after the four free opportunities. Students may take advantage of a 30-hour preparation if they have failed the HSA by 15 points or less or a 60-hour preparation if they have failed by 16 points or more. The HSA preparation opportunities will be offered with the following options:

- Evening Hours
- Before School Hours
- Distance Learning Opportunities

A senior who fails a course during the first semester and needs that half credit for graduation can make up that credit only through enrollment in evening high school during the second semester or summer school.

The principal may authorize exceptions based on the needs of a student.



Withdrawal Procedure

If a student drops a course prior to the 21st school day (in the case of a 4-period day, the drop must occur before the 11th day) from the start of a course, and there will be no recording of the course or grade on any office school system documents.

If a student drops a course after twenty (20) school days from the start of the course (in the case of a 4-period day, after the 10th day), the grade achieved must be recorded on that quarter's report card. The grade must be used in determining the student's quality point average (QPA) for that specific quarter only. For grade reporting purposes, the date of withdrawal will be the start of the next quarter.

When a student drops a course after twenty (20) school days from the start of a course (in the case of a 4-period day, after the 10th day), the dropped course title, a "W" (Withdrawal), and no credit (0.00) will appear on all official school system documents beginning with the marking period immediately following the marking period in which the course was dropped.

Students withdrawing from a course after the twentieth (20th) school day from the start of a course (in the case of a 4-period day, after the 10th day), may enroll in another credit-bearing course during the semester in which the withdrawal occurs only if it is within the same content area as the dropped course, e.g., Chemistry to Earth Science.

When a student withdraws from a course on or after the first day of the beginning of a course, Form PS-141 (Course Withdrawal Form) must be completed.

In special circumstances where it is necessary for a student to withdraw from school one month or less before the end of the school year, it shall be necessary for the student to resolve the awarding of credit with the principal prior to leaving school. Exceptions to this policy are to be referred to the Associate Superintendent.

A student 16 years of age or over may enroll initially in a school no later than four weeks (20 school days) after the semester has begun (in the case of a 4-period day, after the 10th day). An exception may be made in special circumstances and with the approval of the principal. All students requesting admission after twenty (20) days must have the opportunity to have a conference with the principal and school counselor prior to a decision on an exception. Special consideration should be given to international students (new immigrants and refugees) who can only enter the United States at times designated by federal agencies. These students need to begin learning English and the process of acculturation as soon as possible.



Concurrent Enrollment with a Postsecondary School

Educational options are available to students presently enrolled in the Prince George's County Public Schools. The student and parent(s)/guardian(s) must work very closely with the school counselor in preparation for the option of concurrent enrollment.

- a. A student may fulfill graduation requirements by being concurrently enrolled in two different educational programs. A student may carry a total of eight courses during a semester, some of which may be in the Evening High School or a post-secondary school. High school credit and post-secondary credit may be applied toward graduation requirements.
- b. A student may apply credit earned in college courses toward elective high school graduation requirements. To do this, the following procedures must be followed:
 1. The high school principal must approve all requests prior to student enrollment in a college course.
 2. The student, parent /guardian, counselor, and principal must sign the Concurrent Enrollment Form PS-109, Request for Concurrent Course Enrollment Form.
 3. In order to apply college credit toward high school credit, the college course (content, not title) must be different from courses available at the student's home high school. The student will be responsible for submitting a copy of the course outline or syllabus to the Chief Academic Officer.
 4. Supervisory staff will assist in recommending whether such college courses meet state criteria for application toward fine arts or Certificate of Merit credit on a course-by-course basis. The student will be responsible for submitting a copy of the course outline or syllabus to the Chief Academic Officer.
 5. The student is responsible for requesting that the college records office send an official college transcript to the principal at his/her home school immediately upon completion of the course.
 6. A student will earn one-half (.50) high school credit per semester, per college course, no matter how many credits the college awards.
 7. A student may earn a maximum of two high school credits per year, including summers, through college course work.
 8. In recognition that the conditions presented above may not be appropriate for particularly exceptional students, a request for exemption from any of these conditions may be made in advance of enrollment in a college course. The exemption must be requested in writing and approved by the high school principal and the Director of Curriculum and Instruction.
 9. The grade earned from course(s) taken at institutions of higher learning will be included in the computation of the high school grade point average.

Parents/guardians may appeal a decision on an educational options request upon receipt of the denial letter by writing to the Chief of Student Services.



Dual Enrollment with a Postsecondary School

Dual enrollment allows PGCPs students to enroll in college courses taught by college professors at their high school while they receive credit for the course both at the high school and college level. Eligible students will have early exposure to college level course work, preparation for the rigors of college, and the ability to earn credits toward an undergraduate degree upon success of the program. The student and parent(s)/guardian(s) must work very closely with the school counselor in preparation for the option of dual enrollment. In order to participate, students must meet the following prerequisites:

- Grade 11 or 12 student
- Grade Point Average of 2.5 or higher.
- No grade lower than a B in Algebra and Geometry.
- Must have successfully passed all High School Assessments taken.

Participants must adhere to Policies and Procedures of both the secondary and the postsecondary institution.

Dual Enrollment with Prince George's Community College

Drop and Withdrawal

Prince George's Community College

A Drop occurs when a student removes him/herself from a class roster using an administrative process before the class meets for the second time or within the first week of instruction. There is no evidence of the course on transcripts; there is appropriate monetary credit for the tuition and fees paid for the course.

A Withdrawal occurs when a student removes him/herself from a class roster using an administrative process after the class has met twice. There is a permanent record, 'W,' of the course attempt on the student's transcripts, and there is no tuition or fee refund. A 'W' has no bearing on the total grade point average, but does remain on the transcript.

There is also an instructor initiated administrative procedure called a 'Q' grade. The instructor assigns all students failing to show regular class attendance by the third week a 'Q' grade. This removes the student from the class, counts as a course attempt but does not contribute to the GPA, and has no tuition or fee refund. 'Q' grades have financial aid consequences and are irreversible.

While one 'W' or 'Q' has little consequence, several are a red flag to transfer institutions and professional programs

Prince George's County Public Schools

If a student drops a dual enrollment course within the first ten (10) school days, there will be no record of the course or grade on any official Prince George's County Public Schools system documents. The student must also follow the procedure to drop the course from the college.

A student may not withdraw from a dual enrollment course after ten (10) school days in a semester course. Exceptional cases will be referred to the School Instructional Team for review and final determination.

In dual enrollment courses, five (5) days of lawful absence per semester will result in the assignment of an "E" for the course if a student did not complete make-up work for missed time or receive home teaching.

An "E" should be assigned to a student with excessive lawful absences who has not completed make-up work within the prescribed time period and who otherwise would have received a passing grade.

A student with unlawful absences will receive a "failing" grade for any day(s) of such absence(s). The failing grades will be averaged with other daily grades. In dual enrollment courses, five (5) days of unlawful absence per semester course will result in the assignment of an "E" for the course. The instructor(s) is not required to provide make-up work for unlawful absence. A final grade of "E" should be given to a student with excessive unlawful absences who otherwise



would have received a passing grade. At all grade levels, students with unlawful absence(s), including so-called “cut days,” shall receive a zero for any day(s) of such absence(s). The zero(s) will be averaged with other daily grades. Teachers are not required to provide make-up work for students when their absences are unlawful.

Repeating a course

Prince George’s Community College

A student may need to repeat if he or she withdrew or failed a course. In these cases, the student is indeed a PGCC college student and is able to repeat the desired class as another attempt. This student would be considered ‘concurrent enrollment’ and not ‘dual enrollment’ as the repeated classes must occur outside the PGCCPS daily schedule, and the student will incur the cost of all fees, tuition and materials.

Prince George’s County Public Schools

- Except in specific cases such as music, if a student fails and then repeats a course then the (higher attempt) will be the grade of record.

Questions about grades

Prince George’s Community College

- All questions pertaining to the PGCC college grade should be presented to the professor. Please know that all college faculty and staff must abide by the Federal Education and Right to Privacy Act (FERPA). Therefore, college personnel communicate only with the student, and never with other individuals.

Prince George’s County Public Schools

- All questions pertaining to the PGCCPS grade should be presented to the PGCCPS Teacher of Record. This instructor will follow all PGCCPS guidelines with respect to privacy and notification.

Transcript requests

Prince George’s Community College

- Students can order transcripts through OwlLink, and can print unofficial transcripts. The link for transcripts is on the lower right side of the screen.

Prince George’s County Public Schools

- Current students may order a transcript from their current high school.

Cheating and Plagiarism

Prince George’s Community College

- As an institution of higher learning, the college strictly enforces cheating and plagiarism policies. All students are required to read the Student Handbook and Code of Conduct, and follow the guidelines and policies therein.

Prince George’s County Public Schools

- A zero percentage will be given when a student has cheated on a test, quiz, or assignment project.

Passing grades

Prince George’s Community College

- ‘A’, ‘B’, ‘C’ and ‘D’. While a ‘D’ is technically passing, it is not transferable.

Prince George’s County Public Schools

- ‘A’, ‘B’, ‘C’ and ‘D’.

Additional Prince George’s Community College policies

Consequences of failing a course: A letter grade of ‘F’ is considered a failed attempt, and has a dramatic and deleterious effect on the student’s grade point average. Failed classes are not transferable, and must be repeated if a student ever wishes to move past the course. In the Dual Enrollment program, a student must pass the fall semester course(s) to qualify for the spring course. Therefore, a final grade of ‘F’ in a course will result in the removal of that student from the MSP2 Dual Enrollment program, and the student is no longer scheduled for these college courses. There are no exceptions to this policy, and it is strictly enforced.



Taking additional classes at PGCC: All dual enrollment students are invited to continue their academic careers at PGCC. The student must pay in full for tuition, books, and fees for all other courses taken at the college. Again, these classes must be taken outside of the PGCPs daily schedule under the concurrent enrollment college policy.

Gap Day: There will be days when PGCPs classes are in session, but PGCC classes are not. These times are referred to as 'gap days', and attendance is required. The PGCPs Teacher of Record will provide, collect and grade gap day projects and assignments. These scores will be used for the high school science grade only. The college course grade will be based on assessments and assignments provided and collected by the PGCC professor only.

PGCC ID: Students can get a PGCC ID at the Student Center in the College Life Services window, or at the library. They need to bring a copy of their paid bill, which is available in OwlLink, on the left side by clicking 'view my bill'. Each semester students must bring their bill to the same place to have the photo ID validated.

Dual Enrollment Courses

Students receive credit for each course both at the high school and college level.

Area of Study	Prince George's Community College Title Number Credits	Prince George's County Public Schools Title Number Credits
Art	Introduction to Computer Graphics ART 1570 3.0 credits	Computer Graphics 619403 2.0 Fine Art
Business	Principles of Accounting I ACC 1010 4 credits	First Year Accounting 535103 1.0 elective credit
	Principles of Accounting II ACC 1020 3.0 credits	Principles of Accounting II 535203 1.0 elective credit
	Introduction to Business BMT 1010 3.0 credits	Introduction to Business 553103 1.0 elective credit
	Computer Literacy CIS 1010	Technology Education 1.0 credit
English	Composition I: Expository Writing EGL 1010 3.0 credits	English 12 106503 1 Credit
Health Education	First Aid-Responding to Emergency/CPR FPR HLE 2130 3.0 credits	Health DE 744200 .50 credit
Music	Music MUS 1010 3.0 credits	Music Survey DE 645110 .50 credit
Physical Education	Lifetime Fitness and Leisure Activities PED 1030 2.0 credits	Personal Fitness I DE 718000 .50 credit
Science	Environmental Biology BIO 1110 3.0 credits	Co-Academic Environmental Biology Lecture 425100 1.0 elective science credit



Area of Study	Prince George's Community College Title Number Credits	Prince George's County Public Schools Title Number Credits
	Environmental Biology Laboratory BIO 1120 1.0 credit	Co-Academic Environmental Biology Laboratory 425200 0.5 elective science credit
	Forensic Biology BIO 1100 4.0 credits	Co-Academic Forensic Biology Lecture and Lab 425303 1.0 elective science credit
	General Biology BIO 1010 3.0 class credits; 3.0 lab hours	Biology 420003 1.0 science credit
	Human Anatomy and Physiology I BIO 2050 3.0 class credits; 3.0 lab hours; 1.0 recitation hour	Anatomy and Physiology 492100 0.5 elective science credit
	Microbiology BIO 2010 2 class credits; 4 lab hours; 1.0 recitation hour	Microbiology 440200 0.5 elective science credit
Social Studies	General Psychology PSY 1010 3.0 credits	Psychology 220000 0.5 social studies elective credit
	Introduction to Sociology SOC 1010 3 credits	Sociology 290610 0.5 social studies elective credit



Early Admissions Program

Students may opt to pursue an alternative to the four-year enrollment requirement by applying for an early admissions program. Students may be considered for an early admissions program if they meet either of the following criteria:

Option 1: Students who will complete their high school requirements in three years and desire to graduate early.

Option 2: Students who plan to attend an accredited post high school institution as a full-time student for one year in lieu of the final year of high school.

Students may be considered for an early admissions program if they meet either of the following criteria:

1. Students who have demonstrated success clearly by their scholastic achievement and academic precociousness.
2. Students who have demonstrated success clearly by their school achievement and readiness for technical training.

To apply for early admission the following steps must be taken:

- a. During the fourth quarter of the tenth grade:
 1. The counselor must have a conference with the student and parents/guardians to discuss the requirements for early admissions.
 2. Recommendations from two major subject area teachers must be obtained.
 3. A completed request for early admissions to post high school institution (Form PS-109) including the plan for completion of graduation requirements must be submitted to the counselor.
 4. The early admissions form, current transcripts, a progress report, and teacher recommendations must be submitted to the principal for approval to pursue the process.
 5. If appropriate, the pre-approval letter will be forwarded to the student and parent/guardian from the principal.
 6. The letter of approval to pursue the process from the principal and the application packet must be placed in the student's cumulative folder.
- b. During the first quarter of the third year of high school, the counselor and student must complete a graduation agreement.
- c. Before the end of the third quarter of the third year in high school:
 1. The completed pre-approved packet with the letter of acceptance from the post-secondary institution, placement test scores for community college consideration (note: placement test scores must reflect no developmental course work is needed) and an up-to-date transcript and progress report must be forwarded to the Supervisor of School Counseling.
 2. A final letter of approval for the early admissions option will be forwarded from the Superintendent of Schools.



College Entrance Tests: ACT or SAT?

It is the recommendation of Prince George's County Public Schools (PGCPS) that students take a college entrance test by the end of the junior year* of high school to prepare for college admission. Many colleges and universities require one of two evaluations as a prerequisite for acceptance into school: SAT or ACT.

Most students take the SAT because it is popular on the east coast. The ACT is also widely accepted by colleges and universities across the country. Listed below is a comparison of the two tests. Students are encouraged to take a preparation program before taking either test. Practice tests are available on the PGCPS website: www.pgcps.org, other websites and public libraries.

SAT	ACT
Evaluates critical thinking	Evaluates content knowledge
Administered 7 times a year	Administered 6 times a year
Ten sections: 3 Critical reading 3 Mathematics 3 Writing (includes an essay) 1 Experimental	Four sections: English Mathematics Reading Science Reasoning Writing (Additional fee, if needed)
Administration time: 3 hours 45 minutes	Administration time: 3 hours without writing
1/4 point deducted for a wrong answer	0 points deducted for a wrong answer
Highest possible score: 2400 200 – 800 points per section	Highest possible score is 36
Practice Tests online: YES	Practice Tests online: YES
Websites: www.collegeboard.com	Website: www.act.org

*Many colleges use the highest combined score of multiple test scores to determine qualifications for admission. Taking a test multiple times to obtain the highest possible score will often work to the student's advantage.



Prince George's Community College Admissions Requirements

Source: PGCC Website - www.pgcc.edu/prospective/default.aspx; Click on Apply and Register.

ELIGIBILITY FOR ADMISSION

Admissions to Prince George's Community College is open to:

- All high school graduates.
- Any person with high school equivalency certificates or equivalency diplomas.
- Any person 16 years of age or older who has permanently left elementary or secondary school according to the policies defined by the County Board of Education.
- Underage students identified as "talented and gifted" in accordance with state law and college procedure.
- Other high school junior and senior students who meet criteria for concurrent enrollment, as established by the college in coordination with the County Board of Education.

ADMISSION FOR FIRST TIME STUDENTS

1. While Prince George's Community College processes admissions continually year round, students are encouraged to submit their application for admission at least three months prior to the semester in which they plan to begin.
2. Students under the age of 21 must also submit an official high school transcript or General Education Diploma (GED). Persons under 18 who are not high school graduates must provide a letter from the appropriate educational authority verifying permanent withdrawal from the school system. NOTE: Applicants seeking entry into any health technology program must provide a complete transcript, copy of the high school diploma, or GED.
3. All first time students are required to take the college's placement test prior to registering for courses. There is no need to study for this examination as it tests your general knowledge and helps determine those classes for which you are eligible. Some students may need to begin by taking courses for developmental skills such as math or English.

The application is valid for one year from the date of submission. Notification regarding admission status typically takes less than two weeks.



University System of Maryland Requirements

Source: University System of Maryland Website — www.usmd.edu

For more information, check with the USM campus of your choice.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	English	English	English
Algebra 1	Geometry	Algebra 2	Students who complete Algebra 2 prior to their final year must complete the four year mathematics requirement by taking a course or courses that utilize non-trivial algebra**.
Science (Lab)	Biology	Chemistry	Academic Elective
Social Studies	Social Studies	Social Studies	Academic Elective
Foreign Language 1, American Sign Language 1, OR *Advanced Technology	Foreign Language 2, American Sign Language 2, OR *Advanced Technology	Fine Arts	Academic Elective
		Academic Elective	Academic Elective

Grade Point Average

A high school grade point average equivalent to a “C” or better is required for admission of full-time and part-time entering freshmen who have graduated from high school within three years of intended enrollment.

Test Score

A score on a nationally standardized examination such as the SAT or ACT is required of all applicants who have graduated from high school within three years of intended enrollment.

Other Criteria

Each institution shall publish other criteria for admission that may include (a) rigor of the high school curriculum as demonstrated by advanced level coursework, (b) academic electives, (c) performance on high school assessments, (d) trends in performance, (e) citizenship and leadership, (f) special talents, and (g) personal circumstances.

*Advanced Technology

Students should consult the admissions office of the particular institution they are seeking to attend to determine if advanced technology is accepted in fulfillment of this requirement.

Academic Electives

Students should choose academic electives based on their intended course of study, special interests, and personal needs.

Senior Year

The University System of Maryland strongly encourages students to prepare for college during their senior year of high school by continuing to take a challenging academic program. In a significant number of cases, the senior year curriculum and grades are examined closely during the admissions review process.

**Non-trivial algebra

The level of mathematical concepts and problems would be at least as sophisticated as those that relate to problems appearing in the Achieve ADP Algebra II test. Examples of courses meeting this requirement include Algebra II, Trigonometry, Precalculus, Calculus and successor courses, Statistics, and College Algebra.



PGCPS Compared to University System of Maryland Course Requirements

SUBJECT AREA	PGCPS GRADUATION REQUIREMENT	UNIVERSITY SYSTEM OF MARYLAND <u>MINIMUM</u> REQUIREMENTS
English	4	4
Mathematics	3 (Algebra, Geometry, and 1 optional course)	4 (including Algebra 1, Geometry, and Algebra 2)
Science	3 (Biology and 2 that include labs)	3 (Two lab experiences)
Social Studies	3	3
Fine Arts	1	None specified
Physical Education	1/2	None specified
Health	1/2	None specified
Technology	1	None specified
World Language	None	2 (or Advanced Technology Education at some institutions)



Directory

Contact appropriate program personnel for further information. For updates to phone information, see the PGCPs phone directory online at www.pgcps.org.

NAME	PHONE NUMBER/WEB ADDRESS
Advanced Technology Education/Technology Education	(301) 669-6012
Advanced Placement/International Baccalaureate/Science and Technology	(301) 808-8274
Business Education	(301) 669-6012
Career and Technology Education	(301) 669-6012
Code of Maryland Regulations (COMAR)	(800) 633-9657; www.dsd.state.md.us
Creative Arts	(301) 808-8317
Curriculum and Instruction.....	(301) 808-8240
Department of Test Administration.....	(301) 430-5800
Distance Learning	(240) 264-1771
English for Speakers of Other Languages (ESOL).....	(301) 445-8450
Fine Arts (Dance, Drama/Theatre).....	(301)-808-8317
Family and Consumer Sciences.....	(301) 669-6012
World Language	(301) 808-8265
School Counseling.....	(301) 567-8669
Health	(301) 808-4080
High School Performance Office	(301) 669-6000
International Student Counseling Office	(301) 445-8460
Maryland State Department of Education.....	(888) 246-0016; www.marylandpublicschools.org
Mathematics	(301) 749-5610
Media Arts/Television Production.....	(301) 808-8317
Military Science	(301) 669-6012
Music (Vocal/General)	(301) 333-0961
Music (Instrumental).....	(301) 333-0963
Office of Experiential Learning	(301) 669-6012
Physical Education	(301) 333-0970
Portfolio Schools.....	(301) 618-7320
Prince George's Community College	(301) 322-6000; www.pgcc.edu
Prince George's County Public Schools.....	(301) 952-6000; www.pgcps.org
Reading/English Language Arts	(301) 808-8284
Science	(301) 918-8750
Service Learning	(301) 808-5956
Social Studies.....	(301) 808-8240
Special Education 9-12 Supervisor	(301) 702-2890
Talented and Gifted (TAG).....	(301) 808-3790
Tech Prep	(301) 669-6012
Technical Academy.....	(301) 669-6012
University System of Maryland	(301) 445-2740; www.usmd.edu
Visual Arts.....	(301) 333-0966

Dr. A. Duane Arbogast, *Chief Academic Officer*
Dr. Gladys Whitehead, *Director, Curriculum and Instruction*
Dr. Kara Libby, *Coordinating Supervisor, Academic Programs*
Ms. Anita Lambert, *Coordinating Supervisor, Creative Arts Programs*
Ms. Pamela Smith, *Coordinating Supervisor, Career and Technical Education*
Ms. Alison Sloan-Hanks, *Coordinating Supervisor, International Programs*
Ms. Toni Brooks, *Editor*
Cover by Ms. Birgitt Brevard, *Office of Communications*



RELATED PROCEDURES, BYLAWS, AND GUIDELINES:

Administrative Procedure 5111.2, Admission of Students from Non-Approved or Non-Accredited Schools, Grades 9 to 12;
Administrative Procedure 5118.4, Tuition Waiver for Summer School;
Administrative Procedure 5121.2, Grading and Reporting Middle School
Administrative Procedure 5121.3, Grading and Reporting High School
Administrative Procedure 5123.2, Promotion of Students;
Administrative Procedure 5127, Graduation Exercises;
Administrative Procedure 6142.1, Technical Academy Program Enrollment Criteria and Procedures;
Administrative Procedure 6179, Evening High School;
Administrative Procedure 6151, Student Service-Learning Guidelines;
Maryland State Department of Education Bylaw: Graduation Requirements for Public High Schools in Maryland;
Independent Study Guidelines; and
Student Assistant Guidelines.

MAINTENANCE AND UPDATE OF THESE PROCEDURES:

These procedures originated with the Division of Academics, Department of Curriculum and Instruction, and review and any necessary update will be accomplished as appropriate.

CANCELLATIONS AND SUPERSEDURES:

These procedures specifically cancel and supersede Administrative Procedure 6150, dated July 1, 2012.

EFFECTIVE DATE: August 1, 2013



Prince George's County Public Schools
14201 School Lane • Upper Marlboro, Maryland 20772
www.pgcps.org





District of Columbia Public Schools

Transcript Analysis Worksheet

School Name: _____

School Year: _____

Student Name: _____

ID Number: _____

Date of Review: _____

Placement Year _____

23.5 CUs

24 CUs

Total CUs Transferred _____

Total Needed _____

English	Social Studies	World Languages	Math	Science
English I _____ 1.0 English II _____ 1.0 English III _____ 1.0 English IV _____ 1.0 <input type="checkbox"/> 4 CUs required Total _____ Needs _____	DC History _____ .5 World Geo _____ .5 (23.5) World History 1 _____ 1.0 US History _____ 1.0 US Gov _____ .5 World History 2 _____ 1.0 (24) <input type="checkbox"/> 3.5 CUs required <input type="checkbox"/> 4.0 CUs required (07-08) Total _____ Needs _____	French I _____ French II _____ Spanish I _____ Spanish II _____ Italian I _____ Italian II _____ Total _____ 2 CUs required Needs _____	Algebra I _____ 1.0 Geometry _____ 1.0 Algebra II/Trig _____ 1.0 Integrated Math _____ 1.0 Pre-Calculus _____ 1.0 <input type="checkbox"/> 3 CUs required <input type="checkbox"/> 4 CUs required (07-08) Total _____ Needs _____	Enviro Sci. _____ Biology _____ Chemistry _____ Earth Sci. _____ Physics _____ Botany _____ .5 Zoology _____ .5 Lab _____ 1.0 <input type="checkbox"/> 3 CUs required <input type="checkbox"/> 4 CUs required(07-08) Total _____ Needs _____
Physical Education	Art	Music	Electives	Career/Vocational College
PE/Health 9 _____ PE/Health 10 _____ 1.5 CUs required Total _____ Needs _____	Art _____ .50 CU required Total _____ Needs _____	Music _____ .50 CU required Total _____ Needs _____	Course Code _____ CUs _____ <input type="checkbox"/> 4.5 CUs required <input type="checkbox"/> 1.5 CUs required (07-08)	_____ <input type="checkbox"/> 1 CUs required <input type="checkbox"/> 2 CUs required (07-08) Total _____ Needs _____

Letter of Understanding



ADMINISTRATIVE PROCEDURE

STUDENT TRANSCRIPT REQUEST

5129

Procedure No.

April 1, 2008

Date

- I. **PURPOSE:** To provide general, uniform, and consistent procedures for completion, collection, and dissemination of student transcript requests.
- II. **INFORMATION:** Prince George's County Public Schools will ensure the timely release of official and unofficial transcript requests submitted by students and/or guardians.
- III. **DEFINITIONS:** A transcript includes a copy of the Annual Secondary School Performance Data Summary – Grade Levels 9-12 (also known as Student Record Card 3). This card includes: graduation dates, credit requirements, subject studies by year, final grades earned, credits earned, grade point averages, Maryland High Assessment scores, diploma and/or certificate completion and date, school name, address, phone number, and principal/designee signature.
- IV. **PROCEDURES:** PGCPs system procedures as follows:
 - A. Current student and/or guardian must retrieve the Request for Official Transcript form from the School Counseling Office, Registrar's Office, School System's Website, or Parent Liaison's Resources Room. All Official and Unofficial transcripts are free for current, graduated, or withdrawn students.
 - B. Student and/or guardian must complete the form and provide a stamped, addressed envelope(s) for each college;
 - C. Student and/or guardian must return the completed form and stamped address envelope(s) to the School Registrar;
 - D. School Registrar requires 3 working days to comply with request; once the transcript is mailed, a copy of the Request for Official Transcript form will be returned to the student;
 - E. Students who graduated or withdrew less than three (3) years from the date of graduation should request transcripts directly from the high school attended;
 - F. Students requesting transcripts three (3) years or more after graduation/withdrawal should contact the Microfilming Office at 301-952-6174.
- V. **RELATED PROCEDURES:** Administrative Procedure 5125, Individual Student School-Based Records.



ADMINISTRATIVE PROCEDURE

STUDENT TRANSCRIPT REQUEST

5129

Procedure No.

April 1, 2008

Date

- VI. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** This Administrative Procedure originates with the Division of Student Services. Regular updating of procedures will be accomplished when changes are required.
- VII. **CANCELLATIONS AND SUPERSEDURES:** None. This is a new Administrative Procedure.
- VIII. **EFFECTIVE DATE:** April 1, 2008.

Approved by:
John E. Deasy
Superintendent of Schools

Attachment: Request for Official Transcript form

Distribution: Lists 1,2,3,4,5,6,10,11, and 12

CLC Information Sheet

Section 504 v. IDEA

Overview

Most children with disabilities receive special education and related services through the public schools under the Individuals with Disabilities Education Act (IDEA) (*see* 20 U.S.C. § 1400 *et seq.*), the federal law that governs special education. However, the IDEA is not the only law that gives students with disabilities an entitlement to accommodations and supports in the school setting. Section 504 of the Rehabilitation Act of 1973 (*see* 29 U.S.C. §701 *et seq.*) also entitles students who have disabilities to receive reasonable accommodations in their general education classroom (and less commonly specialized instruction) as needed in order to be able to access their education and participate in an equal manner as their nondisabled peers.

Children covered under the more expansive Section 504 often have less severe disabilities than those covered under the narrower IDEA or have disabilities that do not fit neatly in the enumerated disability classifications defined under the IDEA. Eligibility for school-based accommodations under the broader Section 504 is always something that can be considered for children who are denied eligibility for services under the IDEA. For these reasons, it is critical for advocates to have a working knowledge of both of these statutes, and their differences, in order to counsel their clients effectively about the full array of options children with disabilities have to secure an appropriate education in any public school setting. This information sheet highlights some of the primary differences between these two fundamental disability laws.

Comparison Chart

	IDEA	Section 504
PURPOSE	To ensure that all children with disabilities have available to them a free appropriate public education.	To prohibit discrimination on the basis of disability in any program (including public schools) that receives federal funds.
WHO IS ELIGIBLE AND PROTECTED UNDER THE ACT	Any “child with a disability” which the Act defines via the delineation of 13 enumerated categories of disability (including specific learning disabilities, emotional disturbance, speech and language impairment) that can make a child eligible for services.	Eligibility is much broader. A student is eligible so long as he/she meets the definition of a qualified handicapped person (i.e., has a physical or mental impairment that substantially limits a major life activity - which includes learning).
SPECIAL EDUCATION versus GENERAL EDUCATION	A student is only eligible to receive IDEA services if the multidisciplinary team determines that the student meets all the criteria of one of the qualifying disabilities and needs special education in order to be able to access the general education curriculum.	A student is eligible so long as he/she meets the definition of a qualified handicapped person. The student is not required to need special education in order to be protected. In fact, the student is most often educated in the regular education setting with accommodations.

CHILD FIND	Required under the Act.	Required under the Act.
NOTICE REQUIREMENTS	<p>Requires notification of parental rights.</p> <p>Requires notice to parent/guardian with respect to identification, evaluation, and placement and specifically, written notice prior to any change in educational placement.</p>	Districts must include notice of nondiscrimination in its employee, parent and student handbooks, and must designate the district's 504 coordinators.
CONSENT FOR SERVICES	Requires parental consent for initial evaluation and placement.	No parental consent required for the initial provision of services.
EVALUATIONS	<p>Requires consent before initial evaluation is conducted.</p> <p>Reevaluations must be conducted at least every three years.</p> <p>Provides for independent evaluations at public expense whenever a parent disagrees and puts the parent on notice.</p>	<p>No consent requirement, only notice.</p> <p>Requires periodic evaluations, but offers no specific timeframe.</p> <p>Independent evaluations not offered.</p>
ELIGIBILITY DETERMINATIONS	Made by the Individualized Education Program (IEP) Team and the parent is a required member of that team.	<p>Requires notice to parent/guardian with respect to identification, evaluation, and placement.</p> <p>Decisions made by a group of persons knowledgeable about the child, the evaluation data, and placement options.</p>
PROGRAM/PLAN DEVELOPMENT	Requires the school to "invite" the parent and encourage them to come.	Parental participation in is not required, but it is arguably still in the child's best interest to have them present for the meeting as they are able.
DUE PROCESS	Require districts to provide impartial hearings for parents or guardians who disagree with the identification, evaluation or placement of a student with disabilities.	Require districts to provide impartial hearings for parents or guardians who disagree with the identification, evaluation or placement of a student with disabilities.

<p>DUE PROCESS CONT...</p>	<p>Hearings conducted by a hearing officer selected by DC's Office of the State Superintendent of Education (OSSE) who is an attorney, trained in IDEA law and practice.</p> <p>Decisions may be appealed to the local state trial court or in federal court.</p>	<p>Hearings are conducted by an impartial person not connected with the school district who may or may not be an attorney.</p> <p>Decisions may be appealed to the local state trial court or in federal court.</p>
<p>ENFORCEMENT</p>	<p>Compliance is monitored by OSSE, which can also receive and resolve complaints regarding IDEA.</p> <p>Allows for a private right of action, but no monetary relief.</p>	<p>Enforced by the Office of Civil Rights by complaint investigation and monitoring activities.</p> <p>Does not allow for any private right of action.</p>

CLC Tip Sheet

Special Education Process in DC Public Schools

Step 1: Child Find—Identifying if a Child Has a Disability (5 DCMR § E-3002)

IF YOU HAVE CHILD CLIENT WHO IS:

- Delayed in reaching developmental milestones
- Getting poor grades on his/her report card
- Acting out in class and getting suspended

CONSIDER THE FOLLOWING INTERVENTIONS:

- If the child is 0-2, referral to OSSE for Strong Start DC Early Intervention Services.
- If the child is 3-5, referral to Early STAGES.
- If the child is 5-22, referral for special education or to the Student Support Team (SST) for less intensive support.

DC Early Intervention Program for Infants and Toddlers

- What is It?: The Early Intervention Program for Infants and Toddlers is an entitlement program under Part C of the IDEA for children birth through 2 years who are experiencing developmental delays or who have a mental or physical condition placing them at risk of a developmental delay. See 20 U.S.C. § 1431 *et seq.* In DC, the Strong Start Early Intervention program is operated by the DC Office of the State Superintendent of Education's ("OSSE"), Division of Early Learning ("DEL").
- Early Intervention Services: Services for eligible children are set forth in an **Individualized Family Service Plan ("IFSP")** developed by the family in collaboration with the evaluator and early intervention specialists in the ITDD.
- What are Early Intervention Services ("EIS")?:
 - Specialized health, educational, and therapeutic services that are specifically designed to meet the developmental needs of an infant or toddler with a disability and the needs of the family related to enhancing the child's development in the area(s) of:
 - Physical Development (reaching, rolling, walking)
 - Cognitive Development (thinking, learning, solving problems)
 - Communication Development (talking, listening, understanding)
 - Social Emotional Development (playing, feeling secure and happy); or
 - Adaptive Development (eating, dressing, etc.)

- In DC, to make a referral to early intervention services, contact 202-727-3665 or visit OSSE's Strong Start website at: <http://osse.dc.gov/service/strong-start-dc-early-intervention-program-dc-eip-screening-and-referral-information>.
- The **Child Abuse Prevention and Treatment Act (CAPTA)** is one of the key pieces of federal legislation governing child protection. **CAPTA** requires jurisdictions to refer *every* child under the age of 3 in a substantiated case of child abuse or neglect for early intervention services. See Public Law 111-320, at § 106(b)(2)(B)(xxi).

Early STAGES Center

- What is Early STAGES?: Early STAGES is the entity responsible for helping children with special needs who are between the ages of 2 years 8 months to 5 years 10 months in order to transition into the DC Public Schools and receive the early intervention services they need.
- When should you make a referral?: If you have a child between the ages of 2 years 8 months to 5 years 10 months who has developmental delays or other disabilities that require early intervention services (defined below).
- What do they do?: Early STAGES will:
 - Screen the child for any disabilities and perform full evaluations if needed.
 - Meet with the parent or caretaker to discuss the screening findings and develop an IEP (Individualized Education Program) which details the services that the child needs to receive to address the disability.
 - Determine which DCPS placements can serve the child's IEP.
 - Inform the parent or caretaker which DCPS school placement or program is available to their child.
- How can you get the process started?: Anyone who has a relationship with the child can call Early STAGES at (202) 698-8037 to make a referral. You can also complete and submit an online referral form which is accessible at: www.earlystagesdc.org. Early Stages is located on the 4th floor of the Walker Jones Education Campus located at 1125 New Jersey Avenue NW, Washington DC 20001.
- How long does the process take:
 - Once you have the initial appointment, you can complete the entire process all in one day, unless more evaluation data is needed and additional testing is requested.
 - According to DC law, DCPS has a total of 120 days from the date of the initial appointment to complete the evaluations and identify a proper school placement or program for the child.

The SST Process: A means to get intervention and supports outside of special education

- **What is an SST?**: The Student Support Team (SST) provides assistance to students who are struggling academically and/or behaviorally in the general education setting.
- **Who can make a referral?**: The student, his or her parent, his or her teacher, or anyone who has a relationship to the student (*i.e.*, GALs, social workers, etc.) can refer the child to the SST by submitting a referral letter to the school principal or SST Coordinator.
 - ***The GAL can request an SST and participate in the SST process.***
- **When should you use it?**: If you're not really sure if a student needs special education services, the SST can provide interventions short of labeling the child "special ed."
- **What happens when a referral is made?**: The school will convene a meeting with all the school staff who interact with the student (teachers, guidance counselors, administrators, etc.) and others with a relationship to the student (parent, GAL, social worker) to discuss the student's needs and identify some classroom and school interventions and supports (otherwise known as "Academic Behavioral/Instructional Strategies") to help the student over the next 6 weeks.
 - Interventions can include such things as:
 - Behavior contracts or daily behavior charts
 - Preferential seating in the classroom
 - Counseling services
 - Tutoring or ESL instruction
 - School-based mental health services
- **What happens after 6 weeks of putting the SST into effect?**: The SST Team meets again to determine if the interventions were sufficient to help the student improve his/her performance.
 - If the SST Plan works, the interventions are continued.
 - If the SST Plan doesn't work, then the child can then be referred for a special education evaluation.

OR, if you know the child has a disability and needs special education services immediately....

Step 1: Direct Referral for Special Education Evaluations

- Skip the SST: The parent, the teacher, or other school personnel can request special education evaluations and services without having a SST meeting if they know that the child has a disability that is interfering with their education.

THE GAL CAN:

- ***Make the initial request for evaluations (NOTE: it is always best to do so in writing – a simple letter will suffice). The letter should be sent to the school’s special education coordinator or principal.***
- ***Provide the school with any outside evaluations that have been conducted on the child that may document a disability (i.e., an assessment conducted by the Court’s Assessment Center) if one is available and the GAL has obtained the parent or other educational decision maker’s consent to release it to the school for consideration.***

Step 2: Initial Evaluation (5 DCMR § E-3005)

- Evaluation Meeting: Once a referral for special education is made, the school will convene an MDT (Multi-Disciplinary Team) meeting to determine which evaluations should be completed.
 - In the DC regulations (5 D.C.M.R. § E-3003.1), this team is called the Individualized Education Program (IEP) team and it is required to include:
 - The parent(s) of the child;
 - At least one regular education teacher of the child;
 - At least one special education teacher of the child;
 - A representative of the school system or LEA (local education agency);
 - A person(s) who can interpret the instructional implications of the evaluation results;
 - Other individuals who have knowledge or special expertise regarding the child (GAL, social workers, etc.); and
 - The child, if appropriate.
- Student Evaluation Plan: At this meeting the school should develop a Student Evaluation Plan (SEP) which identifies each evaluation that will be performed, who will be conducting the evaluation, and when it will be administered.
 - In the DC Public Schools (DCPS), no matter what the student’s suspected disability is, an initial evaluation is usually comprised of:
 - 1) a psycho-educational evaluation (tests IQ and academic skills);
 - 2) a speech and language evaluation; and
 - 3) a social history.
 - The law requires that a child be assessed in all areas of suspected disability (5 D.C.M.R. § E - 3005.9(g)).

THEREFORE, GALS CAN AND SHOULD:

- *Request that additional evaluations be performed if necessary to identify all of the student's needs.*
- *Alternatively, request that the child be determined immediately eligible for special education on the basis of existing evaluations, or even without evaluations if the child's needs are clear.*

EXAMPLES OF ADDITIONAL TESTING GALS CAN REQUEST:

- *If a student is primarily having behavioral/emotional problems, ask for a clinical psychological evaluation.*
- *If a student is having motor or coordination problems (i.e. has trouble with handwriting, cutting, maintaining balance, etc.) ask for an occupational evaluation.*
- *If the student is over 14, you may also want to request a vocational assessment.*

- Consent for evaluations:

- Before evaluations can begin, the school will request that the parent, or the person acting in the role of the parent, sign a "Consent for Evaluation" form.
EXCEPTION: Under the revised IDEA federal statute (20 U.S.C. §1414(a)(1)(D)(iii))

THEREFORE, GALS MAY BE ABLE TO CONSENT TO INITIAL EVALUATIONS IF NO SURROGATE PARENT HAS YET BEEN APPOINTED, AND:

- *The whereabouts of the parent are unknown;*
- *The rights of the parents have been terminated; or*
- *The rights of the parents to make educational decisions have been subrogated by a judge under State law.*

- Timeline for conducting evaluations: The school has 120 days from when the child is referred for special education to complete all of the evaluations, hold an eligibility meeting and identify an appropriate educational placement if special education is needed. (NOTE: In Maryland, the school has only 60 days.)

ALTERNATIVELY: GALS MAY REQUEST (BY MOTION) AN EVALUATION BY COURT'S ASSESSMENT CENTER

- *Assessment Center evaluations will be paid for if court ordered.*
- *Assessment Center evaluations may be done more quickly than the 120 days which DC schools currently has to complete evaluations.*

Step 3: Eligibility Determination (5 DCMR §E-3006)

- **Eligibility Meeting:** When the child’s evaluations are complete, the school should convene another MDT meeting to review and discuss the results of the tests and determine if the child has a disability which qualifies him or her for special education. Note that by law, the disability must impact the child’s school performance in order to qualify him or her for special education.

GALS MAY ALSO:

- ***Provide the school with copies of court-ordered evaluations for consideration at the eligibility determination meeting, if the parent (or other court appointed decision maker) has consented to the evaluation being released to the school.***
- **Disability Classifications:** Under DC law, there are 14 recognized disability classifications (found under 5 D.C.M.R. § E-3001.1 – definition of “Child with a disability”):
 1. Autism
 2. Deaf-blindness
 3. Deafness
 4. Developmental delay
 5. Emotional disturbance
 6. Hearing impairment
 7. Mental retardation
 8. Multiple disabilities
 9. Orthopedic impairment
 10. Visual impairment, including blindness
 11. Traumatic brain injury
 12. Other health impairment (including asthma, diabetes, epilepsy, & ADHD)
 13. Learning disability
 14. Speech and language impairment
 - The legal criteria and definition of each of these disability classifications can be found in the “Definitions” section of the D.C.M.R. at 5 D.C.M.R. § E- 3001.1. However, all DC schools are also advised to adhere to OSSE’s eligibility determination requirements and criteria for each disability classification as found in their Part B Initial Evaluation/Reevaluation Policy, pp. 19-34.

THE GAL CAN AND SHOULD:

- ***Request copies of the evaluations ahead of time in order to prepare for the meeting.***
- ***Ask questions about the evaluation results and their meaning.***
- ***Ask to correct any factual inaccuracies in the evaluations or reports***
- ***Suggest that a certain disability (or disabilities) be considered or disregarded by the team***
- ***Document any disagreement with the eligibility determination decision and ask that those notes be included in the child’s file.***

- Post-Eligibility determination:
 - If the child is found eligible, the school will either:
 1. immediately proceed to write up an initial Individualized Education Program (IEP) for the child; OR
 2. agree to convene another IEP meeting for that purpose within 30 days.
 - If the child is found ineligible for special education:
 1. the process is completed; or
 2. the parent can request a hearing to challenge the decision.

Step 4: IEP Development (5 DCMR §E-3007)

- Timeline for developing the IEP: Under DC law, the MDT must meet and develop an IEP for a child with a disability within 30 days of the eligibility determination. (5 D.C.M.R. § E-3007.1).
- IEP Contents: The IEP includes:
 1. What kind of classroom the child needs (*i.e.*, combination, out of general education)
 2. How many hours of special education instruction the student will receive
 3. Any “**related services**” that must be provided (*i.e.*, transportation and developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education)
 - some examples:
 - i. transportation
 - ii. speech and language pathology and audiology services
 - iii. interpreting services
 - iv. psychological, counseling, or social work services
 - v. physical therapy and occupational therapy
 - vi. parent counseling and training
 - vii. school health/nurse services
 4. The goals and objectives the student will work towards in the classroom and in their therapy sessions
 5. A decision as to whether a child in high school will work toward a high school diploma or a certificate of IEP program completion
 6. Other addenda as appropriate
 - If the student is over the age of 14, a Transition Services Plan (*i.e.*, vocational training, continuing adult education, independent living, etc.) should also be included in the IEP.
 - If the student has behavior/emotional issues, a Behavior Intervention Plan (BIP) should be included based on a Functional Behavioral Assessment (FBA).
 - If the student is placed at a school other than the neighborhood school or has special needs that require transportation services, a Transportation Plan should be included.
 - If the student has been in special education and it is recognized that the student will regress if educational services are not continued over the summer months, an Extended School Year (ESY) Plan should be included.

- Finalizing the IEP: The IEP is not a valid legal document until it has a parent’s signature that he or she is in agreement with the contents of the IEP.
 - If the parent does not agree with the contents of the IEP, the parent can request a hearing.

Step 5: Placement (5 DCMR §E-3013)

- Placement Meeting: After the IEP is developed, the IEP team should discuss what placement options are available that can implement the student’s IEP
 - *NOTE: sometimes schools will try to write the IEP to fit a certain placement or say that something cannot be put in the IEP b/c the school cannot provide it – this is not permitted under federal law*
- Participants:
 - According to the law, DCPS must ensure that “the educational placement for a child is made by a group of persons, including the parent, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.” 5 D.C.M.R. § E-3013.1(a). This means that the parent and the GAL should be informed of all placement options and have an opportunity to ask questions and visit the programs before making a final collective placement decision.
- Other Requirements:
 - Least Restrictive Environment (LRE)
 - According to the law, the child should be educated with his/her non-disabled peers to the maximum extent possible and only removed from the regular education environment if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. 5 D.C.M.R. § E-3011.
 - The local educational agency or LEA (e.g., DCPS) shall place a child in need of special education who requires a non-public day school in a program within the District if a suitable program is available and only place them outside of the District if there is no appropriate program within the District. 5 D.C.M.R. §E-3013.6.
 - Proximity to home - The student should also be placed in the setting as close as possible to the student’s home and in the school that the child would attend if not disabled, unless the IEP of a child requires some other arrangement. 5 D.C.M.R. § E-3013.1(f).

THE GAL CAN:

- *Ask questions about the proposed placement or program and ask to visit.*
- *Suggest that certain placements (including non-public schools) or programs be considered.*
- *Document disagreement with the proposed placement at the meeting.*

- If the parent or educational decision maker disagrees with the proposed placement, the parent or educational decision maker can request a hearing.

Step 6: IEP Review (5 DCMR §E-3008)

- Annual Review: Under DC law, DCPS is required to have an IEP Review meeting at least once a year to review and revise the IEP, review the student's goals, discuss what progress the student has made, and make any necessary changes or modifications to the IEP.

A GAL CAN:

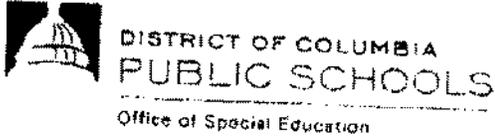
- *Request an IEP Review meeting at any time in order to review data from a new assessment, address the child's anticipated needs, or discuss any changes in the child's behavior or performance.*

Step 7: Re-Evaluation (5 DCMR §3005.7)

- The school must re-evaluate the student every 3 years or more frequently if conditions warrant re-evaluation (*i.e.*, the child's performance declines for an unknown reason, the child has frequent disciplinary problems, etc).
- The school must evaluate the student before taking a child out of special education and/or determining that a child is longer a child with a disability.

A GAL CAN:

- *Request that new evaluations be performed at any time if the child's situation or school performance changes significantly or if a new disability is suspected.*



June 2010

Guidelines for IEP Team Meetings to Consider Placement in a More Restrictive Environment

OSE-IIST001

Approved by: Michelle Rhee, Chancellor
Richard Nyankori, Deputy Chancellor for Special Education
James Sandman, General Counsel


RSM 6/2/10
S 6/1/10

More Restrictive Environment Guidelines

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More Restrictive Environment Guidelines

Purpose

The purpose of these guidelines is to effectuate the least restrictive environment requirement in the IDEA¹: that to the maximum extent appropriate, children with disabilities be educated with children who are not disabled, and that special classes, separate schools or other removal of children with disabilities from the regular education environment occur only when the nature or severity of the disability is such that education in regular classes, with the use of supplemental aids and services, cannot be achieved satisfactorily. To accomplish this goal, the IEP team meeting process will be structured so as to permit full consideration of appropriate strategies and services within the neighborhood school as well as appropriate school placements and services when the IEP team determines a student needs a more restrictive setting.

¹ 20 U.S.C. 1412(a)

More Restrictive Environment Guidelines

Case Types /Team Members/Location

These guidelines should be followed whenever school staff or a parent believe that a student with a disability may need to move to a more restrictive environment or that the needs of the student exceed the capacity of the student's neighborhood school. The following types of changes in placement scenarios would warrant use of these guidelines: a move from regular education classroom or regular education/outside general education combination to 100% out-of-general education; a move from a resource classroom to a non-public placement; or a move from a day school to a residential facility, hospital, or homebound setting. An increase in hours outside general education that would still provide a combination of inside and outside general education does not trigger use of these guidelines.

Other cases that are not appropriate for these guidelines include, but are not limited to, students who have HODs ordering placement and students who already have an appropriate placement but who have not enrolled.

The IEP team to consider placement is comprised of the parents of a child with a disability; not less than one regular education teacher of such child (if participating in the regular education environment); not less than one special education teacher of such child; a representative of the local education agency (DCPS) who is qualified to provide or supervise specially designed instruction, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources of DCPS; an individual who can interpret evaluation results; at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child; and whenever appropriate, the child with a disability.

Prior to an IEP meeting to discuss a more restrictive environment for a student, the school's Special Education Coordinator or Placement Specialist will notify the DCPS Office of Special Education (OSE) via email as explained below. The notification should provide background information on the student and a narrative outlining the reasons the school or parent feels the student may need a more restrictive environment. The IEP meeting must be held within a reasonable time, not to exceed 30 days after the notification email.

IEP Team meetings to discuss a more restrictive environment shall be held at a mutually agreed upon time and location. These meetings can be held at 1200 First Street, NE, Washington, DC 20002 if that is a mutually acceptable location.

More Restrictive Environment Guidelines

Process for Considering Placement in a More Restrictive Environment

The process for considering placement in a more restrictive environment consists of 10 steps. The 10 steps are:

- Receipt by the DCPS OSE of notification that placement in a more restrictive environment will be discussed
- Assignment of the case to liaison in OSE
- Data gathering/review by OSE
- Observation of student by OSE liaison
- Preparation of summary report and recommendation by OSE liaison
- Scheduling of IEP meeting and issuance of letter of invitation
- Meeting of LEA reps and school staff
- Preparation of draft IEP
- IEP team meeting
- Follow-up

Special Education Coordinators, Non Public Unit Program Managers or Placement Specialists, or charter school personnel must send notification that placement in a more restrictive environment will be discussed to OSE at ire_review@dc.gov. When submitting notification, the referring person will first ensure that all required documents are in SEDS, including the most recent IEP, FBA/BIP (if appropriate), recent evaluations, and school-documented interventions, supports, and services. The notification should also include a narrative justification for a more restrictive environment if the school is recommending the change in placement or a brief summary of why the parent is requesting a change in placement. The OSE Data Manager will acknowledge receipt of the referral via email. Upon receipt of a referral, the Data Manager will assign the student to a Liaison in OSE on a rotating basis, with consideration taken of the Liaison's expertise. The Liaison is similar to a case manager and will oversee the case from referral to resolution.

The Liaison will review the data from the student's file, request any additional information needed, and create both a paper and an electronic file at OSE for the student. The assigned Liaison will schedule and complete an observation of the student at his or her current school. The Liaison will use the DCPS Observation Form and place the original Observation Form in the Student's paper file and an electronic copy in the electronic file.

More Restrictive Environment Guidelines

After the observation, the Liaison will complete a Summary Report and Recommendations form that summarizes the findings of the Liaison's observation and data review and makes recommendations to the IEP team based on those findings. This document will supplement the observations and data from school personnel. Copies of the Summary Report and Recommendations go to the student's school and in the student's electronic and paper file. Based on a review of the existing data, the OSE Liaison will give the OSE Data Manager a list of the IEP team members to invite to the IEP meeting through a letter of invitation generated in SEDS. The OSE Liaison will ensure that the team is comprised of the persons described on page 4 above and includes the members of the student's school-based IEP team.

The LEA representatives and school staff who are on the IEP Team will meet to review and discuss the Liaison's findings and recommendations. After this meeting, but before the IEP meeting, the student's SEC or Placement Specialist will prepare a draft IEP for the student for discussion at the IEP team meeting. No later than 30 days after the referral, the entire IEP Team will meet to discuss the IEP, placement, and location of services, unless the parent agrees to a later date. At this meeting an LEA representative with knowledge of the child will chair the meeting and the school's SEC or Placement Specialist will input information into SEDS. If the team decides a change of location is warranted, the team will work through the Location Assignment Checklist provided by the Office of the State Superintendent of Education. The IEP will be finalized before the completion of the meeting.

Within 24 hours of the IEP meeting, the SEC/Placement Specialist will distribute the finalized IEP to all adults who work with the student if the student remains at his or her current school. The SEC/Placement Specialist will also meet with the child's teachers and Related Service Providers within 24 hours to determine the scheduling of services and who the assigned provider will be. If the student's location of services changes, the SEC/Placement Specialist will provide the receiving school with the finalized IEP, within 24 hours of the IEP meeting if possible. The SEC/Placement Specialist will also send a Prior Written Notice notifying in writing the decisions of the IEP Team.

Updated 6.15.12

Parent Guide

A DCPS Office of Special Education Guide

1200 1st Street, NE

Washington, DC 20002

Obtaining an Independent Educational Evaluation (IEE) For Your Child

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Introduction

Who is this guide designed to support?

- Parents and Guardians of children who have been approved for a funded Independent Educational Evaluation (IEE).
- Providers who conduct the evaluations by providing information on submitting evaluations to DCPS and receiving payment.

What information is included in this guide?

- For the parent: Step by step guidelines for obtaining an independent educational evaluation, which includes your responsibilities, understanding the recommended evaluation (s) for your child, and selecting a provider.
- For the provider: Step by step guidelines for DCPS established vendors, which includes requirements of all IEEs, submissions procedures, and process to receive payment.
- Appendix I: SY 09-10 DCPS/Chancellors Approved Rates

What are the steps to getting a funded Independent Educational Evaluation?

- Receive DCPS approval for a funded Independent Educational Evaluation (IEE)
- Return IEE Acceptance Form to the DCPS representative who authorized the IEE
- Understand what costs are covered
- Understand the type of evaluation recommended for your child
- Select and contact a provider
- Locate a provider convenient to you and your child
- Attend the evaluation
- Give the provider the enclosed invoicing information (For the Provider and Appendix I)
- DCPS follow-up and parent expectations after your child receives an IE

Section 1 - For the Parent

Step 1 - Receive approval for a funded independent educational evaluation

- If you are receiving this guide, you have also received an approval letter from DCPS to obtain an Independent Educational Evaluation (IEE) for your child at the expense of DCPS. Please retain this approval letter.
- To obtain the evaluation specified in your approval letter, complete the steps in this guide, with special attention paid to Part B as to ensure that all important evaluation submission and billing information for the provider is delivered to them and the invoice is processed by DCPS or the Office of the State Superintendent of Education (OSSE)
- If you have any questions during this process, please contact the DCPS LEA staff person associated with your student (e.g. the Special Education Coordinator, Progress Monitor, or Compliance Case Manager)

Step 2 - Understand what costs are covered

- A provider conducting a funded Independent Educational Evaluation (IEE) will bill DCPS directly, not you the parent. The provider should bill within the DCPS Assessment Rate Guidelines listed in Appendix I. If you choose a provider not on the IEE vendor list, the cost of your assessment may not be covered by DCPS.
- For low incidence evaluations such as Assistive Technology, Adaptive Physical Education, and Vocational assessments not addressed by the Rate Guidelines in Appendix 1, payment will be rendered on a case-by-case basis in conjunction with DCPS, the OSSE, and the provider involved. DCPS or the OSSE will pay reasonable rates for these assessments.

Step 3 - Understand the evaluation recommended for your child

Below is a table that outlines evaluations that your child may need. Please look at each evaluation recommended for your child and take note of what is involved and why it is done.

DISCIPLINE	EVALUATION	WHAT'S INVOLVED	WHY IT'S DONE
Audiology	Audiological	Interview and testing of student, including use of audiology booth, collecting information from teachers and parent or guardian.	To assess student's hearing abilities and likely impact of deficits on academic learning.
Audiology	Auditory Processing Disorder (APD)	Interview and testing of student, including use of audiology booth, collecting information from teachers and parent or guardian.	To assess the way in which the student cognitively processes the things they hear.
Psychology	Psychological: Adaptive Functioning component	Interview and observations of student. Administering questionnaires from teachers and parent or guardian	Evaluates daily living skills and level of independence in daily functioning
Psychology	Psychological: Clinical component	Interview and testing of student. Gathering of questionnaires from teachers and interview of parent or guardian	Evaluates social, emotional, and behavior functioning including mood, coping skills, social interaction, and acting out behaviors, amongst other mental and behavioral health concerns.
Psychology	Psychological: Cognitive component	Interview and testing of student. Gathering of questionnaires from teachers and interview with parent or guardian, review of work samples and education records.	Evaluates intellectual functioning and cognitive ability. Tests can include, visual-motor processing, cognitive processing, decision-making, planning & organization skills.
Psychology	Psychological: Educational	Interview, observation and testing of student. Gathering of questionnaires from teachers and parent or guardian, review of work samples and education	Assesses academic achievement. Includes reading, math, and written expression abilities.

DISCIPLINE	EVALUATION	WHAT'S INVOLVED	WHY IT'S DONE
		records.	
Psychology	Psychological: Comprehensive	Any combination of: Clinical Cognitive Educational	Evaluation in all areas of concern requires a comprehensive assessment of the student.
Psychology	Neurological	Medical exam	Measures neurological function, including muscle strength, how autonomic nerves are functioning, and primary neurological function
Psychology	Neuropsychological	Testing of student and review of education and medical history. Gathering of feedback from teachers and parent or guardian as well as medical caregivers.	Evaluates processing of visual and auditory material. Includes evaluation of profound attention deficits, problem solving, organization, motor functioning, and others areas of cognitive processing believed to result from physical deficits.
Psychology	Psychiatric	Testing of student and review of education and medical history. Gathering of feedback from teachers and parent or guardian as well as medical caregivers.	To diagnose emotional, behavioral or development disorders and determine educational impact
Social	Functional Behavioral Analysis (FBA)	In-classroom observation of student by provider and teachers. Gathering of feedback from teachers and parent or guardian.	Observation and modification to environment and structure to effect change in behavior
Social	Social History	Interview with parent or guardian, and also potentially the student or other relevant persons in the student's life	Evaluates the current and past factors contributing to the student's ability to be successful at school

DISCIPLINE	EVALUATION	WHAT'S INVOLVED	WHY IT'S DONE
Speech & Language	Speech & Language	Testing of student, review of education and developmental history, observation and gathering feedback from teachers and parent or guardian.	Assesses articulation, speech intelligibility, voice, fluency, pragmatics, vocabulary, receptive and expressive language
Occupational Therapy	Occupational Therapy	Testing of the student, In-classroom observation, interview of teachers, caregivers, parent/guardian.	To determine skill level and what is needed to develop and sustain the independence of the student through skill acquisition as it relates to motor difficulties, and promote involvement in daily activities.
Physical Therapy	Physical Therapy	Testing of the student, In-classroom observation, gathering feedback from teachers, caregivers, parent or guardian.	To determine skill level and intervention needed to aid the student in rehabilitation for physical manifestations of child's needs.
Assistive Technology	Assistive Technology	Testing of the student, observations, gathering of student, teacher and parent or guardian feedback.	To determine what types of technology the student may require for success at school.
APE	Adapted Physical Education	Testing of the student	To determine what type of support is required for students with special needs in physical activities

Step 4 - Select and contact a provider

- After you've reviewed the type of evaluation recommended for your child (Step 4) you will need to contact one or more potential providers and schedule an evaluation.

Key things to consider in selecting a provider:

- **Capability:** Is the provider able to deliver the recommended evaluation?
- **Location:** Is the provider located somewhere that you can easily get to?
- **Availability:** Is the provider able to schedule an evaluation session at a time that you can attend and will not delay the process for your child?
- **Approval:** Is your provider willing to accept DCPS rates for services? Please see Appendix I for rates information for evaluations. If you have any comments, please contact Gregory Hall at Gregory.Hall@dc.gov or (202) 442-5490.

When you talk to the provider, make sure that you:

- Explain that you have an authorization from DCPS for an Independent Educational Evaluation (IEE). Providers regularly conduct Independent Educational Evaluations when provided with an authorization form and bill DCPS/OSSE directly. If your provider has any questions or concerns have them contact Gregory Hall. (Gregory.Hall@dc.gov)
- Confirm the specific evaluation the provider will perform
- Schedule a time and date for the evaluation
- Verify that you know where the evaluation will be conducted

Step 5 - Attend the Evaluation

Be sure to arrive on time for your scheduled evaluation. When you attend your scheduled evaluation, your provider will interact with you and your child, which may include testing and interviews. Many evaluations take a full day to complete and require your participation.

At the start of your evaluation, **give a copy of the 'For the Provider' part of this guide to the provider.** The provider must use this section of the guide along with the completed evaluation to ensure timely payment for services.

For a summary of what's involved for the specific evaluations recommended for your child, see Step 4 of this guide.

Step 6 - What follow up to expect from DCPS

When we receive the completed evaluation report from your selected provider, the DCPS Local Education Agency LEA representative (e.g. the Special Education Coordinator, Progress Monitor, or Compliance Case Manager) assigned to your child will contact you to schedule a review meeting. Please also follow up with your DCPS LEA to ensure that the evaluation has been completed and that a review meeting may be scheduled. At the review meeting, your child's DCPS LEA representative will discuss the evaluation findings with you and other DCPS and school personnel. If appropriate, an Individual Education Plan (IEP) for your child may also be created or updated.

The next page lists some local providers in the Washington, DC area as a place to start your search. You may select a provider not on this list, as long as they are qualified to conduct the assessment your child will receive.

Psychology

Provider Name	Type of Assessments Conducted
Outreach Solutions, Inc. 14760 Main Street, #117 Upper Marlboro, MD 20772 240-274-1056 (Transportation provided)	Psychological, Educational, Comprehensive
Psychological Group of Washington 2141 K Street, NW Washington, DC 20037 202-223-9844	Psycho-Educational Clinical
Transatlantic Professional Group, LLC 1220 L Street, NW Ste 100-152 Washington, DC 20005 301-910-2758 Fax: 240-554-2445 Transatlanticprogroup@gmail.com	Psychological
St. John's Community Services 2201 Wisconsin Ave., NW Suite 120 Washington, DC 20007 301.274.3461	Psychological
The Mecca Group, LLC 1629 K Street NW, Suite 300 Washington, DC 20006 202-529-3117	Neuropsychological

Speech Language Pathology

<p>Chesapeake Children’s Therapy Center 6506 Loisdale Road, Suite 302 Springfield, VA 22150 703-924-4148 Fax: 703-922-5048</p>	<p>Speech & Language</p>
<p>The Foundation School 1330 McCormick Drive Largo, MD 20774 301.773.3500</p>	<p>Speech & Language</p>
<p>The Foundation School of Montgomery County 220 Girard Street Suite 300 Gaithersburg, MD 20877 301.740.7807</p>	<p>Speech & Language</p>
<p>The Katherine Thomas School 9975 Medical Center Drive Rockville, MD 20850 301-738-9691 (T) 301-738-8997 (F)</p>	<p>Speech & Language</p>
<p>Multicultural Rehab, Inc. 9801 Georgia Avenue Suite 229 Silver Spring, MD 20902 301-754-2200 Fax: 301-754-2226</p>	<p>Speech & Language</p>
<p>Outreach Solutions, Inc. 14760 Main Street, #117 Upper Marlboro, MD 20772 240-274-1056 (Transportation provided)</p>	<p>Speech & Language</p>
<p>Riley Bridgeforth, LLC 3817 A 14th Street NW Washington, DC 20011 202-291-0222 Fax: 202-291-5155</p>	<p>Speech & Language</p>

<p>St. John’s Community Services 2201 Wisconsin Ave., NW Suite 120 Washington, DC 20007 301.274.3461</p>	<p>Speech & Language</p>
<p>The Treatment and Learning Centers, Inc. 2092 Gaither Road, Suite 100 Rockville, MD 20850 301.424.5200 Fax: 301.424.8063</p>	<p>Speech & Language</p>

Physical Therapy

<p>Chesapeake Children’s Therapy Center 6506 Loisdale Road, Suite 302 Springfield, VA 22150 703-924-4148 Fax: 703-922-5048</p>	<p>Physical Therapy</p>
<p>The Katherine Thomas School 9975 Medical Center Drive Rockville, MD 20850 301-738-9691 (T) 301-738-8997 (F)</p>	<p>Physical Therapy</p>
<p>St. John’s Community Services 2201 Wisconsin Ave., NW Suite 120 Washington, DC 20007 301.274.3461</p>	<p>Physical Therapy</p>
<p>The Treatment and Learning Centers, Inc. 2092 Gaither Road, Suite 100 Rockville, MD 20850 301.424.5200 Fax: 301.424.8063</p>	<p>Physical Therapy</p>

Educational Evaluation

<p>The Foundation School 1330 McCormick Drive Largo, MD 20774 301.773.3500</p>	<p>Educational Evaluation</p>
<p>The Foundation School of Montgomery County 220 Girard Street Suite 300 Gaithersburg, MD 20877 301.740.7807</p>	<p>Educational Evaluation</p>
<p>The Katherine Thomas School 9975 Medical Center Drive Rockville, MD 20850 301-738-9691 (T) 301-738-8997 (F)</p>	<p>Educational Evaluation</p>
<p>The Treatment and Learning Centers, Inc. 2092 Gaither Road, Suite 100 Rockville, MD 20850 301.424.5200 Fax: 301.424.8063</p>	<p>Educational Evaluation</p>

Occupational Therapy

<p>Riley Bridgeforth, LLC 3817 A 14th Street NW Washington, DC 20011 202-291-0222 Fax: 202-291-5155</p>	<p>Occupational Therapy</p>
<p>Chesapeake Children's Therapy Center 6506 Loisdale Road, Suite 302 Springfield, VA 22150 703-924-4148 Fax: 703-922-5048</p>	<p>Occupational Therapy</p>

<p>The Katherine Thomas School 9975 Medical Center Drive Rockville, MD 20850 301-738-9691 (T) 301-738-8997 (F)</p>	<p>Occupational Therapy</p>
<p>Multicultural Rehab, Inc. 9801 Georgia Avenue Suite 229 Silver Spring, MD 20902 301-754-2200 Fax: 301-754-2226</p>	<p>Occupational Therapy (fine motor only)</p>
<p>St. John's Community Services 2201 Wisconsin Ave., NW Suite 120 Washington, DC 20007 301.274.3461</p>	<p>Occupational Therapy</p>
<p>The Treatment and Learning Centers, Inc. 2092 Gaither Road, Suite 100 Rockville, MD 20850 301.424.5200 Fax: 301.424.8063</p>	<p>Occupational Therapy</p>

Social Work

<p>The Mecca Group, LLC 1629 K Street NW, Suite 300 Washington, DC 20006 202-529-3117</p>	<p>Social History Functional Behavioral Assessment (FBA)</p>
<p>The Foundation School 1330 McCormick Drive Largo, MD 20744 301.773.3500</p>	<p>Social History Functional Behavioral Assessment (FBA)</p>
<p>The Foundation School of Montgomery County 220 Girard Street Suite 300 Gaithersburg, MD 20877 301.740.7807</p>	<p>Social History Functional Behavioral Assessment (FBA)</p>

<p>The Katherine Thomas School 9975 Medical Center Drive Rockville, MD 20850 301-738-9691 (T) 301-738-8997 (F)</p>	<p>Social History Functional Behavioral Assessment (FBA)</p>
<p>Khalida T. Smalls 9617 Woodyard Circle Upper Malboro, MD 20772 301-233-7223</p>	<p>Social History Functional Behavioral Assessment (FBA)</p>
<p>The Treatment and Learning Centers, Inc. 2092 Gaither Road, Suite 100 Rockville, MD 20850 301.424.5200 Fax: 301.424.8063</p>	<p>Social History Functional Behavioral Assessment (FBA)</p>

Assistive Technology

<p>Columbia Lighthouse for the Blind 1825 K Street NW Washington, DC 20006 202-454-6400 Fax: 202-454-6401</p>	<p>Assistive Technology</p>
<p>Weinfield Education Group 104 Northwood Avenue Silver Spring, Maryland, 20901 (301) 681-6233</p>	<p>Assistive Technology</p>

Section 2 - For the Provider

Step 1 – DCPS Requirements for Independent Educational Evaluations (IEEs)

If you are in receipt of this document, you have been asked to complete an Independent Educational Evaluation (IEE) for a DCPS student.

The Individuals with Disabilities Education Act (IDEA), 20 U.S.C. 1400, et seq., mandates that all states and school districts must make available a free and appropriate education to all disabled students between the ages of three and twenty-one. States and school districts must ensure that each student receiving special education services must have an Individual Education Program (IEP) that identifies the special education and related services that must be provided to meet each child’s individual needs.

DCPS requires that all funded IEEs summarize in writing:

- The procedures used
- The assessments used
- Results
- Diagnostic impressions
- Relevant recommendations for meeting identified needs of the student

All funded IEE reports must be completed by a professional who meets the licensure, certification, and credentialing criteria for his or her discipline in Washington, DC, or the locality of practice, or is appropriately supervised by a clinician who does meet these criteria.

For providers working in Washington, DC, these criteria are listed below:

Discipline	Assessments can conduct	Credentials required
Psychologist	Psychological Assessment, Functional Behavior Assessment	DC Department of Health licensure as a psychologist
Social Worker	Social History Assessment, Functional Behavior Assessment	DC Board of Social Work licensure as a social worker
Speech Language Pathologist	Speech Language Assessment, Assessment, Assistive Technology Assessment (depending on referral questions)	1) MA/MS in Communication Sciences and Disorders or Speech Language Pathology, and 2) Eligible for American Speech Hearing Association Certificate of Clinical Competency in Speech Language Pathology

Occupational Therapist	Occupational Therapy Assessment, Assistive Technology Assessment (depending on referral questions)	Licensed by DC Occupational Therapy Board of Licensure
Physical Therapy	Physical Therapy Assessment, Assessment, Assistive Technology Assessment (depending on referral questions)	License by DC Physical Therapy Board of Licensure

All funded IEE reports must be signed, dated, and on appropriate letterhead.

DCPS expects that all IEE reports will contain an educational component, including an observation of the student in his or her educational environment. All reports should be clearly written and include a robust examination of the student and review of all pertinent historical information relating to the student

Upon completion of your report, please follow the billing and payment directions below in order to receive payment.

Step 2 - Billing Information and Invoicing Process

- Please work with DCPS LEA representative of the DCPS student you’ve evaluated to determine whether the student attends a Non Public, DCPS-LEA Charter, or DCPS school.
- Per the court order issued in *Petties v. District of Columbia*, civ. Action 95-0148, all payment invoices for DCPS students placed in Non Public schools will be processed by the Office of the State Superintendent of Education (OSSE).
- All payment invoices for students in DCPS schools or DCPS-LEA Charter schools will be processed by DCPS. Details about this distinction may be found at the OSSE website <http://osse.dc.gov> under the section “Special Education.”
- In addition to submitting your report to the appropriate address along with the invoice, you should also provide copies of the report to the parent and appropriate DCPS staff member as described in the authorizing document.

For students attending DCPS schools and DCPS-LEA Charter Schools

- Please send a complete invoice, a copy of the authorizing letter, and a copy of the evaluation report to DCPS for processing. The invoice must include the student's name, date of birth, attending school, and DCPS student ID #. If you have any questions prior, please contact Greg Hall (gregory.hall@dc.gov) or at (202) 442-5490.
 - Billing address for DCPS (Postmarked Invoices via U.S. Mail)
District of Columbia Public Schools
Office of the Chief Financial Officer
P.O. Box 75047
Washington, DC 20013
Attn: Special Education Payment Unit
 - Billing address for DCPS (Hand Deliveries/Express Mail)
District of Columbia Public Schools
Office of the Chief Financial Officer
1200 1st Street, NE
11th Floor
Washington, DC 20002
Attn: Special Education Payment Unit

For students attending Non Public schools

- Please send a complete invoice, a copy of the authorizing letter, and a copy of the evaluation report to the OSSE for processing. The invoice must include the student's name, date of birth, attending school, and DCPS student ID #. If you have any questions prior, please contact Yvonne Smith (yvones.smith@dc.gov) or at (202) 741-5996.
 - Billing address for the OSSE (Postmarked invoices via U.S. Mail):
Office of State Superintendent of Education
Non Public Payment Program
P.O. Box 77167
Washington, DC 20013-8167
 - Billing address for the OSSE (Hand Deliveries/Express Mail):
Office of State Superintendent of Education
Non Public Payment Program
441 4th Street NW, Ste. 350 North
Washington, DC 20001

Chancellor's Evaluation Rates

- Please see below the approved maximum hourly rates and maximum total rates DCPS or the OSSE will pay for any assessment (*source: July 2011 5 §DCMR A-2853 OSSE*). The specific rate cap for an assessment may also be stipulated on the IEE letter itself for an assessment type not included on the below list. For assessments not on this list, DCPS or the OSSE will pay reasonable costs.
 - **Comprehensive Psychological** (cognitive, achievement, social-emotional, possible depression/anxiety): maximum hourly rate: \$99.50, maximum total amount: \$1293.50
 - **Neuropsychological** (cognitive, achievement and comprehensive neuropsychological battery): maximum hourly rate: \$99.50, maximum total amount: \$2,288.50
 - **Psychiatric**: maximum hourly rate: \$163.40, maximum total amount: \$1,634.00
 - **Educational**: maximum hourly rate: \$140.00, maximum total amount: \$980.00
 - **Occupational Therapy**: maximum hourly rate: \$105.57, maximum total amount: \$633.42
 - **Physical Therapy**: maximum hourly rate: \$98.90, maximum total amount: \$395.60
 - **Speech and Language**: maximum hourly rate: \$100.90, maximum total amount: \$807.20
 - **Audiological**: maximum hourly rate: \$88.35, maximum total amount: \$353.40
 - **Social History**: maximum hourly rate: \$80.00, maximum total amount: \$160.00

Updated 6.15.12

Compensatory Education Service Provider List

A DCPS Office of Special Education Guide
1200 1st Street, NE
Washington, DC 20002

Overview

Dear Parent,

Your child has been found eligible to receive independent compensatory education services. These services were awarded as a result of a compensatory education plan authorized by a DCPS Compliance Case Manager or ordered by an independent hearing officer. The duration, intensity, and maximum cost of these services are detailed in the attached authorization letter. These services are rendered outside of the school day and provided at no cost to you.

Below, you will find a list of some local independent related service providers that may be able to provide services to your child. This is not a complete list of providers in the area. You should feel free to choose any provider that you believe will best serve your child, as long as he or she is not employed by the Government of the District of Columbia and works within the guidelines contained in the authorization letter. DCPS does not endorse any related service provider or tutor and this guide is merely intended to assist you in locating a provider. You are also able to change providers if you not satisfied with the vendor's services.

In addition to the list of service providers, we have also provided the billing guidelines that your provider must use to receive payment for these services. Providers should bill DCPS directly.

Our team is happy to assist in any way that we can and answer any questions that you may have. If you have any concerns or need any help in this process you may contact CASE MANAGER NAME at PHONE NUMBER or EMAIL.

Regards,

Name

Case Manager

Provider Directory

Individual Tutoring

Tutoring is one to one instruction provided by a qualified educator. Unlike traditional tutoring services which support students in completing assignments, individual tutoring services should help a student develop and fine tune his or her basic skills in the core academic areas of reading, math, and written expression.

Maximum Hourly Rate: \$65

Providers

1. Advent Educational Specialists, Inc.: Ron Mills-202-787-0036
 - Hours of Operation: Sun-Fri 8:30am-6:30pm
 - Language(s): English
 - Services can be provided at the student's home

2. Capitol Region Children's Center: (202) 596-5951 www.dccrcc.com
 - Hours of Operation: Based on student's availability 7 days a week
 - Language(s): English
 - Services provided at home to students in DC, PG, Montgomery and Anne Arundel and Fairfax

3. Club Z tutoring: Ron Joiner, (202) 269-2718 www.clubztutoring.com
 - Hours of Operation: 9:00am-5:00pm
 - Language(s): English, Spanish, French and German
 - Services can be provided at the student's home

4. C-3 Solutions: Charles Thomas, (443) 404-5101
 - Hours of Operation: 8:00am-6:00pm
 - Language(s): English
 - Services provided at home, closest library or at the school

5. Educational Outreach Solutions: (703) 312-5300
 - Hours of Operations: Hours based on student's availability, including weekends
 - Language(s): English and Spanish
 - Services can be provided in the home

6. Future Leaders of America: (240) 770-7153 www.leadersfirst.us
 - Hours of Operation: Based on student's availability
 - English

7. H.E.L.P/ Educational Support Services: Shawn Strader, (202) 232-1137
 - Hours of Operation: M-F; school hours and after school, last client seen at 7pm.
 - Language(s): Spanish, Amharic and French

8. Magari: Mr. Fernandez, (202) 416-1663
 - Hours of Operation: M-F 9:00am-5:00pm (office) weekends and evenings available outside office
 - Language(s): English and Spanish
 - Services provided in home; Office two blocks from Foggy Bottom Metro Station

9. Newlen Educational Services: (301) 599-1673
 - Hours of Operation: M-F and weekends if requested
 - Language(s): English and Spanish
 - Services can be provided in the student's home

10. Pathway to Success: Terrance Jackson, (202) 469-0944
 - Hours of Operation: Monday-Sat. Flexible Hours
 - Language(s): English and Spanish
 - Services can be provided in the student's home; DC and PG County

11. Riley Bridgeforth: (202) 291-0222 www.rileybridgeforth.com
 - Hour of Operation: M-F 7:30am-5:00pm; Saturdays depending on need and library hours
 - Language(s): English
 - Services at the student's school or library

12. Charmaine Ravizee, M.A.: 202-497-5003 charrav@gmail.com

- Hours of Operation: M-F 9:00am-5:00pm
- Language(s): English
- Services can be provided at the student's home

Occupational Therapy

Occupational Therapy (OT) services may address the functional needs of a child related to the performance of self-help skills, adaptive behavior and play, and sensory, motor, and postural development.

These services are designed to improve the child's functional ability to perform tasks at home, school, and community settings, and may include:

- Identification, assessment, and intervention;
- Adaptation of the environment;
- Selection, design and fabrication of assistive and orthotic devices to facilitate development and promote the acquisition of functional skills;
- Prevention or minimization of the impact of initial or future impairment, delay in development, or loss of functional ability.

In order to perform Occupational Therapy services, a provider must be licensed by the DC Occupational Therapy Board of Licensure.

Maximum hourly rate: \$105.57/hour

Providers

1. Advent Educational Specialists, Inc: Ron Mills, (202) 787-0036
 - Hours of Operation: Sun-Fri 8:30am-6:30pm
 - Language(s): English
 - Services can be provided at the student's home

2. BHI: Dr. Cephas, (301) 908-0642
 - Hours of Operation: M-F 7:00am-6:00pm
 - Language(s): English
 - Services provided in office 13 months-4 years old; Minnesota Ave. metro, take the U8 bus

3. Conaboy and Associates: (202) 544-2320 www.conaboy.com
 - Hours of Operation: M-F 9:00am-6:00pm, weekends by request
 - Language(s): English
 - Services provided in the office; Union Station metro

4. Future Leaders of America: (240) 770-7153 www.leadersfirst.us
 - Hours of Operation: Based on student's availability
 - English

5. Jewel Therapy: Winfield White and Diana Davenport, (301) 520-9376
 - Hours of Operation: 3:30pm-5:30pm; Saturdays on request
 - Language(s): English and Spanish (if interpreter is provided)
 - Services provided in student's home

6. The Katherine Thomas School: (301) 738.9691 Hours of Operation: M & F 8:00 a.m.-6:30 p.m. T, W, TH 8:00 a.m.-7:30 p.m., Sat 8:00 a.m.-2:00 p.m

7. Multicultural Rehab, Inc: (301) 754-2003 www.mrehab.com
 - Hours of Operation: M-F 9:00am-5:00pm
 - Language(s): English and Spanish
 - Services can be provided in the student's home

8. Skills on the Hill: Kristen Masci, (202) 544-5439
 - Hours of Operation: based on student's availability

9. St. John's Community Services: (202) 274.3461

10. The Treatment and Learning Centers, Inc. (301)424.5200

Physical Therapy

Physical Therapy services may address the promotion of sensory-motor function through enhancement of musculoskeletal status, neurobehavioral organization, perceptual and motor development, cardiopulmonary status, and effective environmental adaptation.

In order to perform physical therapy, the clinician must be licensed by DC Physical Therapy Board of Licensure

Maximum hourly rate: \$98.90/hour

Providers

1. Advent Educational Specialists, Inc: Ron Mills, (202) 787-0036
 - Hours of Operation: Sun-Fri 8:30am-6:30pm
 - Language(s): English
 - Services can be provided at the student's home

2. BHI: Dr. Cephas, (301) 908-0642
 - Hours of Operation: M-F 7:00am-6:00pm
 - Language(s): English
 - Services provided in office 13 months-4 years old; Minnesota Ave. metro, take the U8 bus

3. Conaboy and Associates: (202) 544-2320 www.conaboy.com
 - Hours of Operation: M-F 9:00am-6:00pm, weekends by request
 - Language(s): English
 - Services provided in the office; Union Station metro

4. Future Leaders of America: (240) 770-7153 www.leadersfirst.us
 - Hours of Operation: Based on student's availability
 - English

5. Jewel Therapy: Winfield White and Diana Davenport, (301) 520-9376
 - Hours of Operation: 3:30pm-5:30pm; Saturdays on request
 - Language(s): English and Spanish (if interpreter is provided)
 - Services provided in student's home

6. The Katherine Thomas School: (301) 738.9691 Hours of Operation: M & F 8:00 a.m.-6:30 p.m. T, W, TH 8:00 a.m.-7:30 p.m., Sat 8:00 a.m.-2:00 p.m

7. Multicultural Rehab, Inc. : (301) 754-2003 www.mrehab.com
 - Hours of Operation: M-F 9:00am-5:00pm

- Language(s): English and Spanish
- Services can be provided in the student's home

8. St. John's Community Services: (202) 274-3461

9. The Treatment and Learning Centers, Inc. (301)424.5200

Behavioral Support Services

Behavioral support service providers work with children in need of additional support in their social-emotional development. Therapists provide individual and group counseling to students and apply appropriate social skill building activities where necessary. Clinicians may also assist in identifying, mobilizing, and coordinating community resources and services to enable the child and family to receive maximum benefit from services.

A psychologist, social worker, or licensed counselor can provide behavioral support services. The clinician must hold a valid license from the state within which they are practicing.

Maximum hourly rate: \$99.50/hour

Providers

1. Advent Educational Specialists, Inc.: Ron Mills, (202) 787-0036

- Hours of Operation: Sun-Fri 8:30am-6:30pm
- Language(s): English
- Services can be provided at the student's home

2. Capitol Region Children's Center: (202) 596-5951 www.dccrcc.com

- Hours of Operation: Based on student's availability 7 days a week
- Language(s): English
- Services provided at home to students in DC, PG, Montgomery and Anne Arundel and Fairfax

3. Conaboy and Associates: (202) 544-2320 www.conaboy.com

- Hours of Operation: M-F 9:00am-6:00pm, weekends by request
- Language(s): English
- Services provided in the office; Union Station metro

4. Crawford Consulting and Mental Health Services: Patrick A. Crawford, (301) 341-5111 www.crawfordconsulting.org

- Hours of Operation: M-F 9:00am-8:30pm; Sat. 9:00am-3:00pm
 - Language(s): English
 - Services provided in office (DC: Anacostia Metro; MD: Cheverly metro)
5. Future Leaders of America: (240) 770-7153 www.leadersfirst.us
- Hours of Operation: Based on student's availability
 - English
6. The Katherine Thomas School: (301) 738.9691 Hours of Operation: M & F 8:00 a.m.-6:30 p.m. T, W, TH 8:00 a.m.-7:30 p.m., Sat 8:00 a.m.-2:00 p.m.
7. Outreach Solutions, Inc. (240) 274.1056 www.wereachpeople.com
- Hours of Operation: Based on student's availability 7 days a week
 - Language: English
 - Services provided in home and office (transportation provided)
8. The Treatment and Learning Centers, Inc. (301)424.5200

Speech Pathology Services

Speech- Language Pathologists provide therapy in the areas of articulation, fluency, receptive language, expressive language, pragmatics, and voice to assist students with accessing the general education curriculum. Speech – Language Pathologists must hold a license by the DC Board of Audiology and Speech Language Pathology and both of the following credentials:

- A Speech Language Pathologist with a M.Ed., M.S. or M.A. in Communication Sciences Disorders
- A Speech Language Pathologist who holds the Certificate of Clinical Competence (CCC) from the American Speech Language Hearing Association (ASHA) or Clinical Fellow (CF) SLP who is in the process of acquiring their ASHA certification with supervision by a CCC-SLP per ASHA guidelines

Maximum Hourly Rate: \$100.90

Providers

1. Advent Educational Specialists, Inc.: Ron Mills, (202) 787-0036
 - Hours of Operation: Sun-Fri 8:30am-6:30pm
 - Language(s): English
 - Services can be provided at the student's home

2. BHI: Dr. Cephas, (301) 908-0642

- Hours of Operation: M-F 7:00am-6:00pm
 - Language(s): English
 - Services provided in office 13 months-4 years old; Minnesota Ave. metro, take the U8 bus
3. The Katherine Thomas School: (301) 738.9691
Hours of Operation: M & F 8:00 a.m.-6:30 p.m. T, W, TH 8:00 a.m.-7:30 p.m.,
Sat 8:00 a.m.- 2:00 p.m.
4. On Target Speech and Language Consulting, Bradley M. Zambanini, (888) 291-7840 or (202) 421-6604 www.ontargetspeech.com
- Hours of Operation: M-F 8:00am-8:00pm, by appointment
 - Language(s): English
 - Services can be provided in the student's home or school
5. Riley Bridgeforth: (202) 291-0222 www.rileybridgeforth.com
- Hour of Operation: M-F 7:30am-5:00pm; Saturdays depending on need and library hours
 - Language(s): English
 - Services at the student's school or library
6. St. John's Community Services: (202) 274.3461
7. The Treatment and Learning Centers, Inc.: (301)424.5200

Applied Behavior Analysis (ABA) Providers

ABA is a research-based methodology that has proven to be effective for children with autism. It is a behavioral based therapy that teaches children basic skills, using discrete trial methods and it can also be used to help children learn language. It can also be effective in decreasing behaviors for children with autism. It is typically used for younger children with autism or for older children who are more impacted by autism. The services are usually provided in the home and there is a parent-training component that can empower parents.

The way that ABA is provided is that there is typically a consultant, who is usually certified in Behavior Analysis and then there are therapists, either college students or graduate students who provide the therapy and work one on one with the kids.

Maximum Hourly Rate-Direct ABA Therapy: \$65

Maximum Hourly Rate-ABA Consultation: \$135

Providers

1. Autism Outreach Inc.: Leslie Smith and Kelli O'Donnell, (703) 789-0019 www.autismoutreach.org
 - Hours of Operation: M-F 8:00am-7:00pm, Sat. by appointment
 - Language(s): English
 - Services can be provided at the student's home
2. Center for Autism Related Disorders, (703) 229-0202
 - Hours of Operation: M-F 9:00am-5:00pm; Sat. 8:30-6:30pm; Sat. and Sun. based on student's need
 - Language(s): English and Spanish
 - Services can be provided in the student's home or school

Billing guidance

Submitting invoices

Vendors should submit the following information when requesting payments or reimbursements from the District of Columbia Public School (DCPS), Office of Special Education:

Authorization for completion of service

- Copy the authorization for services such as a settlement agreement (SA), compensatory education authorization letter, Hearing Officer Determination (HOD), or other document extended by an authorized employee of the District of Columbia Public Schools Office of Special Education.

A detailed invoice that includes:

- Student's full name, date of birth (DOB), and DCPS ID number
- The total cost and time period covered
- The date (s) and hour(s) when the service was provided
- Itemization of the services provided including
 - The unit of service (typically hour).
 - The frequency of service, e.g. number of hours, days, weeks, etc.
 - The rate per unit of service, e.g. cost per hour, day, week
- Your W-9 (Corporations or individuals conducting business with the Government of the District of Columbia should submit their fiscal identity with the first invoice.) with a valid current telephone number. If the business uses a PO Box, the vendor still needs to list a physical address on W-9 form. The W-9 form should be submitted once with the first invoice.

All invoices should be submitted to the following address.

By Mail:

DCPS Office of the Chief Financial Officer,

P.O. Box 75047

Washington, DC 20013

Attn: Special Education Payment Unit

By Hand delivery

DCPS Office of the Chief Financial Officer,

1200 1ST Street, 11th Floor

Washington, D.C. 20002

Attn: Special Education Payment Unit



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Chancellor's Directive

School Visitors, School Records Release, and Barring Notice Procedures

Responsible Office(s):

Office of the General Counsel
Office of School Operations

A handwritten signature in black ink, appearing to read "Kaye H.", with a long horizontal flourish extending to the right.

February 19, 2013

Signature

Date

Rescinds: Superintendent's Directive 260.1 (issued 10/29/84)

School Visitors, School Records Release, and Barring Notice Procedures

Schools are public institutions and they should be open to visits from parents and other interested parties to the extent that visits do not compromise student or staff safety, and do not disrupt the education process or school’s operation. As such, District of Columbia Public Schools (DCPS) will continue to be open to the public as long as visitors do not disrupt school instruction, operation or activities, or compromise the safety and security of students and staff. This directive delineates the procedures for school visits and the circumstances under which those visits may be limited or prohibited.

The school principal has primary responsibility for regulating access of visitors in the school building and for ensuring that visitor conduct is monitored and supervised while in the building. This directive delineates the procedures for visitor access to school buildings. The principal has the authority to deny access to any individual seeking to enter the school if the principal determines that the visitor’s presence poses a danger to or disrupt school activities, school instruction or students and staff. The procedures principals must follow to deny access are specified in this directive. Visitors who are granted access to the school and who subsequently pose a threat or disruption to the school environment, may be subject to removal, barring, or arrest and prosecution.

The school building includes the exterior grounds of the school, including the playground and any other buildings that may be on the DCPS property.

This Directive rescinds Superintendent’s Directive Number 260. 1, *Procedures For School Visitors*, issued on October 29, 1984, and further rescinds any other document subsequently issued by DCPS regarding procedures for school visitors and the issuance of barring notices.

General Procedures

A. Security Procedures for All School Visitors

- The main entrance of the school building shall be used for all exits and entries to the school except in cases of fire or emergency. Anyone found to be violating this rule should be immediately reported to the principal or the school security officer.
- The following sign shall be posted at the main entrance to all school buildings:

ALL VISITORS
Upon entering this building you must report immediately to the administrative office and receive permission to be on the premises. Only those individuals who have school related business will be granted permission to remain. Any unauthorized entrant is in violation of Section 22-3102 of the D.C. Code and will be criminally prosecuted.

- All visitors must report to the security desk or station to identify themselves and receive a visitor's badge, prior to having access to the building. Proper identification must be presented in order to receive a badge. Proper identification includes a driver's license or other government issued personal identification card, passport, or a current employee identification card from a local or federal government agency or private entity.
- All visitors must sign the school security visitor's log. The log shall have appropriate columns so that visitors can provide their name, agency/office, purpose of visit or person they are visiting, times of entry and departure, and badge number if applicable.
- Visitors must follow the instructions provided to them at the security station. As directed by the principal, school security may limit the areas and time during which the visitor may access the building. The scope and duration of the visit will be tied to the purpose of the visit.
- Visitors must wear or display their visitor's badge at all times while on school premises.
- Upon exiting the building, the visitor shall return the visitor's badge to the security station.
- All visitors must sign out on the visitor's log prior to exiting the building.
- All staff members shall relay concerns regarding the presence or conduct of visitors to school security or the principal immediately so that further appropriate action may be taken.

B. Parents and Legal/Court-Appointed Guardians

Parents and guardians - including educational surrogate parents appointed by the Office of the State Superintendent of Education (OSSE) or the Family Court - should be given the widest possible latitude regarding access to the school for the purposes of meeting with their child's teacher or other school staff, or observing their child's class. Parents and guardians of prospective students should also be given an opportunity to visit the school and to observe proposed classes upon request. However, a parent or guardian's presence in the school must never cause a disruption to the functioning of the school or the instructional program of their child or any other student or in any way compromise the safety or security of the school, its students or staff. A parent or guardian's school visit must also not cause any disruption to the school environment or operations.

Relatives or caretakers, who are not the child's guardian, will be allowed to visit the school if they are accompanied by a parent or guardian or if they have received permission in advance from the child's parent or guardian and the school principal. If a relative or caretaker appears on the emergency contact list for a student, the relative or caretaker may be allowed access to the school to drop the student off or pick the student up.

In the event that a court order, decree or agreement delineates the rights of parents, guardians and/or other relatives with respect to a child, the access that the school may provide to the child must be consistent with that order, decree or agreement. Applicable court orders, decrees or agreements supercede all other provisions of this directive. School staff should contact the DCPS Office of the General Counsel for guidance on interpreting the terms of a court order, decree or agreement.

C. Professionals Visiting Schools

1. IEP Meetings

Visitors may be allowed entry to the school for the purpose of meeting with school staff regarding a student who is receiving special education services pursuant to the *Individuals With Disabilities Improvement in Education Act of 2004 (IDEA)*. Such visitors may include: educational advocates, attorneys, guardian *ad litem* attorneys, and evaluators. However, these visitors should only remain in the building for the purpose and duration of their scheduled IEP meeting, and should not be allowed to roam the school or to observe any students in class unless the circumstances described below apply (2. *Classroom Observations for Students with Special Needs*). The following guidelines shall apply to visitors in the school for special education matters:

- All Security procedures in Section A, above, must be adhered to.
- Upon arrival to the school, the evaluator, educational advocate or outside observer must report to the principal or a designee.
- Individuals who have been barred from a school but who need to participate in an IEP meeting may participate by phone. See Section G.3 below, for further information.

2. Classroom Observations for Students with Special Needs

Classroom observations can be conducted by parents as stated in section B above. Professionals completing evaluations of a student at the school will be allowed to observe the child in the classroom. These professional evaluators must present a signed authorization letter (See Appendix A). Third party persons (including attorneys and educational advocates) who are not evaluators or parents shall not be allowed to observe classrooms while children are in the classroom.

- All Security procedures in Section A, above, must be adhered to.
- All classroom observations must be scheduled prior to the day of arrival at the school.
- Prior to the in-class observations, any observer must complete and provide to the principal the *Confidentiality Agreement* (See Appendix B).
- The evaluator will be limited to two hours. An extension of time is at the discretion of DCPS and must be requested in advance of the scheduled observation.
- The evaluator must act in such a manner that allows the regular school program to continue during the observation by refraining from engaging the attention of the teacher or student(s) through conversation or other means.
- The evaluator may be accompanied by DCPS personnel at the discretion of DCPS.
- In all instances of professionals visiting the school for special education matters, an appointment should be made with the relevant school staff person or an IEP meeting should be previously arranged and notice issued to all relevant attendees.

- In all instances of professionals visiting the school for special education matters, an appointment should be made with the relevant school staff person or an IEP meeting should be previously arranged and notice issued to all relevant attendees.
- School staff persons are under no obligation or requirement to meet with an attorney, educational advocate, or observer or to allow them access to the school, if prior arrangements have not been made and agreed upon.
- Professionals visiting the school for special education matters shall have no direct interaction with students, including the student who is the subject of the observation.

3. Guardian *ad litem* attorneys and Social Workers

4. Guardian *ad litem* attorneys and Social Workers

Guardian *ad litem* attorneys and social workers may observe a class if they present a court order which indicates that they be permitted to do so. All guardian *ad litem* attorneys and social workers must provide a valid court document demonstrating their relationship as a guardian *ad litem* or social worker for a particular child. The court document should be signed by a judge, indicate the student's name, and be dated within one calendar year of the visit.

5. Release of Student Records

DCPS cannot provide access to confidential student records without the expressed authorization granted by the parent/guardian or via court order. At no time should school staff discuss a student or the contents of their student records without written consent from parents or a valid court order. The principal should call the DCPS Office of the General Counsel with any questions.

- For private attorneys/third parties, the school should receive an authorization letter, signed within one year of the date of the records request.
- For Guardian *ad litem* and social workers, the school should receive a court order.

D. Local, State and Federal Police Officers/Investigators and Investigators from the DC Office of the Inspector General (OIG)

Schools should make every effort to cooperate with law enforcement and permit them access to the school but must also ensure that there are no disruptions to the school environment or to class instruction unless absolutely necessary.

- Police officers and government investigators must show their badge and identification at the security station. They must then be directed to the main office to speak with a principal or a designee.
- If the police have come to the school to handle an emergency situation, they shall be given complete authority to resolve the situation and all school staff must provide any necessary support.
- If the police have come to question a student regarding a criminal matter, the police must first obtain consent from the student's parent, if the student is under 18. The principal or a designee can contact

the student's parent to receive consent for the police to talk to the student or to allow the parent time to come to school to participate in the interview.

- If the police wish to receive documents, the principal or a designee must contact the DCPS Office of the General Counsel to receive clearance to release any educational records or other student data.
- If the police have come to the school to investigate a matter and wish to speak with school staff, the principal and all school staff should cooperate and answer any questions, as long as no undue disruptions are caused to the school environment or to class instruction.

E. Attorneys from United States Attorney's Office (USAO), or the Office of the Attorney General of the District of Columbia (OAG), Public Defender Service, and private attorneys

- All attorneys must show their badge and identification at the security station. They must then be directed to the main office to speak with a principal or a designee.
- If an attorney from OAG or USAO has come to question a student regarding a matter, the attorney must first obtain consent from the student's parent, if the student is under 18. The principal or a designee can contact the student's parent to receive consent for the attorney to talk to the student or to allow the parent time to come to school to participate in the interview, but is not required to do so.
- If any attorney wishes to receive documents, the principal or a designee must contact the DCPS Office of the General Counsel to receive clearance to release any educational records or other student data.
- If an attorney from OAG or USAO has come to the school to investigate a matter and wishes to speak with school staff, the principal and all school staff should cooperate and answer any questions, as long as no undue disruptions are caused to the school environment or to class instruction.
- If any attorney (or an attorney's investigator or process server) wants to serve a subpoena on DCPS or a DCPS employee, the attorney shall be instructed to serve the subpoena on the DCPS Office of the General Counsel.
- For attorneys from the Public Defender Service (PDS), and Private Attorneys (and their investigators and process servers), the following shall apply:
 - Under no circumstances should these types of attorneys have any direct interaction with students.
 - School staff may cooperate with these attorneys in the investigation of a matter, but are not required to do so unless a valid subpoena has been issued against a particular staff person. School staff must ensure that any cooperation causes no disruptions to the school environment or to class instruction.
 - School staff should contact the DCPS Office of the General Counsel for guidance before cooperating with PDS and/or private attorneys in any matter.

F. Barring Notices and Procedures

Pursuant to 5 DCMR §E-501.3, principals are granted authority by the Chancellor to grant or deny a person's request to enter a school building or to be present on school premises in certain instances and

after following the procedures set forth below. The privilege to enter the school building or premises may be revoked for the following reasons:

- A person has posed a disruption to school activities, school events, or classroom instruction.
- A person has attempted to pose a disruption to school activities, school events, or classroom instruction.
- A person poses, has posed or attempted to pose a threat to any student or staff or otherwise compromise student or staff safety; or
- A person has endangered or intentionally caused destruction to school property.

A principal may revoke a person's privilege to enter the school building or premises by issuing a Barring Notice. Violation of the terms of a Barring Notice or a verbal order to leave the school premises may result in the person being subject to arrest and prosecution.

Effective immediately, all principals must be trained relative to the implementation of this directive in order to issue a barring notice. In the event that circumstances warrant a barring notice, but the principal has not received the requisite training, a request to issue a barring notice should be made to the Chancellor who will determine and issue, if warranted, the barring notice.

1. Procedures for Issuing a Barring Notice

- To initiate the issuance of a Barring Notice, the principal or designee must submit a written request to the Instructional Superintendent.
- The request must specify the reasons for the Barring Notice
- Requests that are approved by the Instructional Superintendent, are then submitted to the Chief of Schools for approval.
- The DCPS Office of the General Counsel must then review and approve the Barring Notice. The Barring Notice may be served in person or by mail.
- The Office of School Security or its designee shall be responsible for serving the Barring Notice in person and enforcing the Barring Notice, in conjunction with MPD when deemed appropriate.

2. Scope and Duration of the Barring Notice

- The Barring Notice shall indicate from which school the individual has been barred.
- A principal may only issue a Barring Notice for the school that the principal is responsible for; Barring Notices may not be issued that prevent entry into all DCPS buildings and facilities. Only the Chancellor may bar an individual from entering all DCPS buildings and facilities.
- Barring Notices will include an expiration date.
- If a Barring Notice is issued to a parent/guardian, the duration of the notice shall not exceed the current school year.
- For all other individuals, the duration may be longer, but the Barring Notice shall be subject to periodic review upon request of the barred individual to determine if circumstances have changed that will allow the person to be admitted onto the school premises.

3. Factors to Consider When Issuing a Barring Notice

- When determining whether or not an individual should be barred from a school, a principal should give wider latitude to parents/guardians than to other individuals who do not have a child enrolled in the school.
- If a parent or guardian is barred, school staff must still ensure that the parent/guardian has access to their child's education records and data. Parent-teacher conferences may be held by conference call and communication may also occur through email.
- A principal must also examine the behavior that led to the consideration of issuing a Barring Notice. The more extreme and outrageous the behavior, the more warranted the barring Notice.
- The principal must be able to articulate facts that substantiate the need to issue the Barring Notice. The conduct of the individual being barred must be consistent with one of the four reasons stated at the beginning of Section G, above.
- For individuals who have previously received Barring Notices from a DCPS school, a new Barring Notice may have a wider scope and longer duration, when warranted by the circumstances, to account for the fact that the individual has previously been barred.

4. Review Process

- An individual who has received a Barring Notice may request that the Chancellor review the Notice.
- The Chancellor or the Chancellor's designee will review the Barring Notice and may affirm, modify or rescind the Barring Notice within 15 school days of receiving the request for review. The review may relate to the reasons giving rise to the Barring Notice, as well as the scope and duration of the Notice.
- The individual may request that the Chancellor's decision be reviewed by the Deputy Mayor for Education or a designee.
- The Deputy Mayor for Education or a designee may approve, modify or reverse the Chancellor's decision.



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Special Education

August 2013

Transfer of Rights Guidelines

Approved by the Chancellor, Kaya Henderson: WR for K. Hend Date: 8/15/13

Transfer of Rights Guidelines

Purpose

- The purpose of these guidelines is to outline the procedures to be used when parental rights under Part B of the Individuals with Disabilities Act (IDEA) transfer to adult students, and to make recommendations regarding the support of adult students during this process, including ways in which parents and families can stay involved in the decision-making process. With the publication of these Guidelines, DCPS hereby revokes all prior guidance on the Transfer of Rights.

Guidelines

In accordance with the Individuals with Disabilities Education Improvement Act (IDEA) (20 USC § 1415(m)) and the District of Columbia Municipal Regulations (DCMR) (Title 5 § 3023.1), rights given to parents under Part B of IDEA automatically transfer to a child with a disability when that child reaches the age of eighteen. This also applies to youth who are incarcerated. To comply with IDEA and the DCMR, LEA Representatives, special education teachers, case managers, and IEP team members shall adhere to the following guidelines when parental rights transfer to an adult student.

In the District of Columbia, a student shall be presumed competent to assume rights upon reaching age 18, including the rights to make all educational decisions and sign legal documents. In some instances a court may find the adult student incompetent and create a legal guardianship in which a parent or other adult is granted the power to make all decisions for the adult student. However, there are alternatives to guardianship in which family members or former guardians can make educational decisions for or support adult students in the decision-making process, even when they are competent and capable of making decisions on their own.

Beginning when the student is in 9th grade, but in no cases later than the year the student will turn 16, and in all subsequent IEP meetings before the student's 18th birthday, the LEA Representative shall:

- Inform parents and students that parental rights under IDEA Part B will transfer to the student when the student reaches age 18, unless the student has been determined, by court order, to be incompetent.
- Offer parents information on the various ways in which they continue to offer support to their adult student, including supported decision-making.
- If parents express concern regarding the ability of their student to assume rights, LEA Representatives shall refer parents to the following organizations for more information:
 - ARC of DC, 415 Michigan Ave., NE, Suite 400, Washington, DC 20017. arcadc@arcadc.net. 202-636-2950.

- Quality Trust for Individuals with Disabilities, 5335 Wisconsin Avenue NW, Suite 825, Washington, DC 20015. (202) 448-1450.
- Department on Disability Services (DDS), 1125 15th Street, NW, Washington, DC 20005. dds@dc.gov. (202) 730-1700.
- The Department of Human Services (DHS), 64 New York Avenue, NE, 6th Floor, Washington, DC 20002. dhs@dc.gov. 202-671-4200
- DC Superior Court, Probate Division, 500 Indiana Ave, 5th Floor, Washington, DC 20001. 202-879-9640.
- Review the procedural safeguards document (*Caring for Our Students with Disabilities: A Procedural Manual for Parents*) with parents and students.
- Verify in SEDS and document in the IEP meeting notes that the transfer of rights was discussed, confirming that both the student and the parent were informed that parental rights under IDEA will transfer to the student upon reaching the age of majority.

The LEA Representative shall convene an IEP team meeting as soon as possible after the student's 18th birthday to confirm the transfer of educational rights to the student, and to discuss methods of supporting the adult student. This meeting may be combined with the student's annual IEP review meeting if appropriate.

At the meeting following the student's 18th birthday, the LEA Representative shall:

- Generate a pre-transfer of rights document in SEDS under the Student/Parent Information section. For more information, see the SEDS Resource Site at <https://sites.google.com/a/dc.gov/seds-help-resources/feedback/video/seds-basic-user-training-course/module-3-student-parent-information>
- Inform parents and students that parental rights under IDEA Part B transferred to the student on the student's 18th birthday, unless the student has been determined incompetent and a guardian has been appointed, The LEA Representative should also inform parents about how they can assist their adult student through supported decision-making and other methods of assistance.
- Discuss the rights that accrue to the student on the student's 18th birthday, as outlined in IDEA Part B and the procedural safeguards manual (*Caring for Our Students with Disabilities: A Procedural Manual for Parents*).
- Review the "Notice of Transfer of Parental Rights" form and procedural safeguards manual (*Caring for Our Students with Disabilities: A Procedural Manual for Parents*) with parents and students.
- Obtain signatures from the parent and student on the "Notice of Transfer of Parental Rights" form.
- At this meeting, the LEA representative should reiterate that the adult student has the option of ensuring that their parents remain informed and active in the special education process through supported decision-making. The LEA Representative should provide a copy of the consent to the student and explain that they may provide consent for their parent to remain involved through the supported decision making process. See page 5 for more information.
- Fax the completed "Notice of Transfer of Parental Rights" form into SEDS, verifying that both the student and parent have been informed that parental rights under IDEA transferred to the student on the student's 18th birthday.

- Additionally, if the adult student and their parent wish to create a supported decision-making model either at the meeting or following the meeting, both the student letter and the “Supported Decision-Making Request Form” release should be uploaded into SEDS with a miscellaneous fax sheet titled, “Supported Decision-Making Model”.

When a student turns 18, parents and other IEP team members should keep in mind that the ability to make sound, reasoned decisions is a skill acquired over time, and that students with disabilities would benefit from the opportunity to practice making decisions in a supported environment. Even though educational rights are essentially automatically transferred to a special education student at age 18, there are still ways to grant parents some ability to assist and be considered in the educational decision-making process, without completely taking away an individual's rights through a guardianship hearing. Supported decision-making is a method by which both parents and students can remain involved in the educational decision-making process:

- **Supported decision-making:** Supported decision-making is when a student over the age of 18 years retains their rights as the ultimate decision-maker but consents to let parents continue to be involved. It is essentially an option in which families remain engaged while children keep formal rights.
 - **Steps to creating a supported decision-making environment:**
 - Parents should have the student sign the "Supported Decision-Making Request Form" release (or a similar form), allowing the parent or former guardian to have access to educational records and information, including all educational notices sent to the student.
 - Parents should assist the student in writing a letter to the school explaining that they want their parents/ former guardians invited to all meetings.
 - Note: Although educational rights under IDEA Part B transfer to the student, parents continue to be allowed access to their child's education records under the Family Educational Rights and Privacy Act (FERPA) (20 USC §1232 g) if the student is the parent's dependent, as defined in Section 152 of the Internal Revenue Code. When the student is a dependent of the parents, the parents will also continue to receive meeting notices, but may only participate in these meetings if allowed by the student.
 - Both the student letter and the "Supported Decision-Making Request Form" release should be uploaded to SEDS into a "Supported Decision-Making Model" folder.
 - **Suggestions for supported decision-making:**
 - Parents should help the student prepare for school meetings by:
 - Discuss the last IEP and any new evaluations or results
 - Discuss what they do or do not like about school
 - Help the student prepare questions to ask at the meeting
 - Parents should attend the school meetings, but let the student speak, only offering reminders and sharing opinions and ideas when asked for assistance.
 - Parents should remember that they can step out of the meeting to share concerns or discuss an issue with the student one-on-one .
 - Parents should remind the student that they can bring home any papers that need to be signed and think through things before making a decision.

Even if a formal supported decision-making environment is not created, IEP team members should encourage families to support all adult students in their decision-making process, not just those whom have attempted to formally include their parents in these processes. Additionally, school representatives should encourage families to pursue less restrictive options such as the models discussed above before attempting to establish legal guardianship, which deprives adults of their decision-making capacity in all areas well beyond their involvement in school.

If a parent does not attend the IEP meeting where transfer of rights is discussed:

If the IEP meeting has been confirmed but the parent does not attend, the LEA Representative shall:

- Send the "Notice of Transfer of Parental Rights" form to the parent(s) both by certified mail with a return receipt and by first class mail.
- Document in the SEDS Communication Log at least three diligent efforts (phone calls, home visits, etc.) to obtain a parental signature on the "Notice of Transfer of Parental Rights" form.

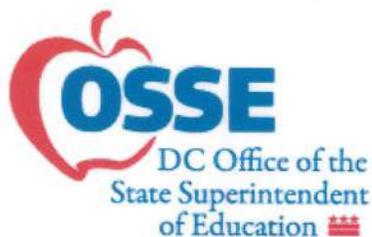
If a parental signature cannot be obtained after making the notice efforts outlined above, rights will still transfer to the adult student in accordance with the IDEA and DCMR.

If school or district personnel suspect the student is incompetent but a guardian has not been appointed:

When the student reaches age 18, the student is presumed to be competent and parental rights will transfer to the student unless a court order is presented that declares the student incompetent.

While a school or staff member may have doubts regarding a student's competence, this cannot in any way impede the transfer of rights to the student. School and district personnel shall not use the transfer of parental rights to an adult student as an opportunity to encourage the student to exit himself/herself from special education services. In cases where the school has concerns about the competence of the student, they should refer the parent to the ARC of Washington DC, arcadc@arcadc.net, or 202-636-2950 for support and guidance.

This guidance is current as of August 2013. DCPS has the discretion to revise, amend or revoke this guidance at any time.



March 22, 2010

(X) ACTION REQUIRED
() INFORMATIONAL

TO: Child and Family Services Agency
Department of Mental Health
Department of Health
Department of Health Care Finance
Chancellor, District of Columbia Public Schools (DCPS)
Public Charter School Board
Public Charter School Directors
Principals, DCPS

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

RE: Comprehensive Child Find System

CONTACTS: Amy Maisterra, Chief of Staff
Department of Special Education
Email: amy.maisterra@dc.gov
(202) 481-3757
Or
Jerri Johnston-Stewart, Early Intervention Program Manager
Department of Special Education
Email: Jerri.Johnston-Stewart@dc.gov
(202) 727-5853

This Memorandum serves to clarify what is required in order to ensure that the district has in place a comprehensive child find system for children from birth through age 21, as required in the Individuals with Disabilities Education Act (IDEA), its implementing federal regulations, the District of Columbia Code, and Title 5 of the District of Columbia Municipal Regulations (DCMR). This Memorandum supersedes all previous policy, memoranda and/or guidance promulgated by the Office of the State Superintendent of Education (OSSE).

With regard to Part B of the IDEA, each Local Education Agency (LEA) must have in place policies and procedures to ensure all children with disabilities and who are in need of special education and related services are identified, located, and evaluated. This includes all children ages three through 21 who are residents of the District: all children who attend public or private schools, are home schooled or are wards of the District. With regard to Part C, the OSSE, as the State Education Agency (SEA) and lead agency for the Part C, Early Intervention Program for Infants and Toddlers with Disabilities under IDEA, is responsible for child find activities for infants and toddlers from birth through age two.

PART C CHILD FIND REQUIREMENTS (Birth through Age Two)

BACKGROUND

The OSSE's Department of Special Education, DC Early Intervention Program (DC EIP), as the lead agency for Part C, is responsible for coordinating the planning and implementation of child find activities for children from birth through age two. With the advice and assistance of the State Interagency Coordinating Council (SICC), DC EIP ensures that a comprehensive system is in place to identify, locate, and evaluate infants and toddlers¹ who are eligible to receive Part C early intervention services in the District of Columbia.²

KEY TERMS/ACTIVITIES

A comprehensive child find system includes the following key components.

Assessment.³ Assessment means the ongoing procedures used by appropriate, qualified personnel throughout the period of a child's eligibility under this part to identify:

1. The child's unique strengths and needs and the services appropriate to meet those needs; and
2. The resources, priorities, and concerns of the family and the supports and services necessary to enhance the family's capacity to meet the developmental needs of their child with a disability.

¹ 34 C.F.R. §§303.7 and 303.16, Infants and toddlers with disabilities means individuals from birth through age two who need early intervention services. To clarify, "birth through age two" is birth up to the child's third birthday.

² 34 C.F.R. §§303.320 and 303.321

³ 34 C.F.R. §303.322

Obtaining Consent. Parental consent means:

1. The parent⁴ has been fully informed of all information relevant to the activity for which consent is being sought, in his or her native language, or other mode of communication.
2. The parent understands and agrees in writing to the proposed activities for which his or her consent is being requested. When an LEA is seeking informed consent, the notice must describe the activities and lists the records, if any, that will be released and to whom.
3. The parent understands that providing consent is voluntary and may be revoked at any time.

Parental consent is required prior to: (a) conducting the initial evaluation and assessment of a child; or (b) initiating the provision of early intervention services. If consent is not given for a full comprehensive, multidisciplinary evaluation, reasonable efforts should be made to ensure that the parent is fully informed of the nature of the evaluation and assessment or the services that would be available, and that the child will not be able to receive the evaluation and assessment or services unless the consent is given.⁵

Determining Eligibility. Eligibility for services is determined by a multidisciplinary team using assessment tools appropriate for this population, obtaining quantifiable measures such as percent of delay. Other less quantifiable criteria will also be considered, such as functional status, recent rate of change, prognosis for change in the near future based on anticipated medical/health factors, and other factors that may be relevant to the needs of that infant or toddler and the family. A child under the age of 36 months who is a District resident is eligible for early intervention services if that child:

1. Has a diagnosed medical condition with a high probability of developmental delay, including, but not limited to, Down's Syndrome, cerebral palsy, autism, visual impairment/blindness, or hearing impaired/deafness; or

⁴ 20 U.S.C. §1401(23). Parent is defined as (a) natural, adoptive, or foster parent of a child; (b) a guardian; (c) and individual acting in the place of a natural or adoptive parent; or (d) an individual assigned by the OSSE to be a surrogate parent.

⁵ 34 C.F.R. §303.404

2. Shows a 50 percent delay in one or more areas of development, including cognition, communication, adaptive social-emotional, or physical (including motor and sensory), or
3. Demonstrates a need for early intervention services through informed Clinical Opinion. Informed Clinical Opinion makes use of qualitative and quantitative information to assist in forming a determination of a child's eligibility regarding difficult-to-measure aspects of current developmental status and the potential need for early intervention services. The use of Informed Clinical Opinion seeks to add information regarding a child's abilities and needs within their natural environment. Natural environment means the settings that are natural or normal for the child's age and their non-disabled peers;⁶ for example, home, neighborhood, or community settings.

Multidisciplinary Team. The composition of the multidisciplinary that determines eligibility depends on the needs of the infant or toddler. A multidisciplinary team is defined as consisting of individuals from two or more disciplines or professions and the parent(s)/family member(s). The team may include a social worker, a special educator or developmental specialist, an occupational therapist, a physical therapist, or a speech- language pathologist. It may also include a nurse, a nutritionist, an audiologist, or a psychologist. The team determines the need for additional specialty evaluations. Each member of the team providing an evaluation of the child or family is responsible for submitting a written report of the evaluation, including any quantifiable results from standardized testing.

Evaluation.⁷ Evaluation means the procedures used by appropriate, qualified personnel to determine a child's initial and continuing eligibility consistent with IDEA definition of "infants and toddlers with disabilities"⁸, including determining the status of the child in each of the developmental areas:

- Cognitive development
- Physical development, including vision and hearing
- Communication development
- Social or emotional development

⁶ 34 C.F.R. §303.18

⁷ 34 C.F.R. §303.322

⁸ 34 C.F.R. §303.16

- Adaptive development

The evaluation is not intended to provide a medical diagnosis (such as an underlying genetic or metabolic disorder) or a developmental diagnosis. The results of the early intervention evaluation, however, may be helpful in guiding further diagnostic medical and developmental evaluations.

REFERRAL

Intake. A written referral to the DC EIP is made by a “primary referral source” which includes, but is not limited to: hospitals, physicians, parents, child care providers, local education agencies, public health facilities, and other governmental agencies serving children and families. The written referral is made when it is suspected that the child is developmentally delayed or has a physical/mental condition highly associated with developmental delay. Prior to submitting a written referral, the primary referral source, if other than the parent, must:

- Provide information to the family regarding the Part C early intervention services and the referral process;
- Provide information to the family on how to access the necessary Part C early intervening services; and
- Assist the family in making sure the referral form is completed correctly and, if supporting documents are required, correctly complete and attach those documents.

A referral may be faxed, mailed, or hand delivered. To request a referral form, the referral source should call the DC EIP central number at (202) 727-3665.

Timeline for Evaluation. Within two business days of receiving the referral, the DC EIP Intake Specialist must contact the family to inform the family of the need for an evaluation, obtain informed parental consent to evaluate and assign an evaluation team. The DC EIP must make reasonable efforts to notify the family and receive consent to ensure the evaluation and assessment, and eligibility meeting are conducted within forty-five (45) days from referral.

THE MULTIDISCIPLINARY EVALUATION AND ASSESSMENT

Each evaluation and assessment must include a timely, comprehensive, multidisciplinary evaluation which identifies the appropriate Part C early intervention services that will assist in the development of the child and provide support to the child's family.⁹ Each evaluation and assessment will include the following components:

1. A review of any available records pertaining to the child's current health and medical status; and
2. An evaluation of the child's level of functioning in each of the following developmental areas:
 - a. Cognitive development;
 - b. Physical development, including vision and hearing;
 - c. Communication development;
 - d. Social or emotional development; and
 - e. Adaptive development.

Family Assessment. The purpose of the family assessment is to determine the resources, priorities, and concerns of the family and the identification of the supports and services necessary to enhance the family's capacity to meet the developmental needs of the child.

1. Any assessment that is conducted must be voluntary on the part of the family.
2. If the assessment is carried out, the assessment must:
 - a. Be conducted by personnel trained to utilize appropriate methods and procedures;
 - b. Be based on information provided by the family through a personal interview; and
 - c. Incorporate the family's description of their strengths and needs related to enhancing their infant or toddler's development.¹⁰

Timelines. The evaluation and initial Individualized Family Service Plan (IFSP) of each child and family must be completed within 45 calendar days of a written referral.¹¹ In

⁹ 34 C.F.R. §303.322. The multidisciplinary evaluation for infants and toddlers is birth through age two. After age two, IDEA Part B evaluation is used to determine eligibility.

¹⁰ 34 C.F.R. §303.322(d)

the event of exceptional family circumstances that make it impossible to complete the evaluation and IFSP within 45 days of referral, (e.g., infant or toddler or family member is ill, family is on vacation, etc.) the evaluation and IFSP will be scheduled as soon as possible and an interim IFSP will be developed to the extent appropriate and consistent with the IFSP requirements.¹²

TARGET POPULATION FOR CHILD FIND

The District of Columbia's early intervention system is responsible for identifying and providing services to children birth through age 2 that are eligible to receive such services. A child under the age of 36 months who is a District resident may be eligible for early intervention services if that child:

1. Has a diagnosed medical condition with a high probability of developmental delay, including, but not limited to, Down's Syndrome, cerebral palsy, autism, visual impairment/blindness, or hearing impaired/deafness;
2. Has a current screening/evaluation demonstrating need or is currently receiving services for a diagnosed condition; or
3. Is at risk for developmental delay.

INTERAGENCY COORDINATION

The Part C Child Find System in the District is a collaborative effort between OSSE and other entities responsible for administering various education, health, and social service programs to children from birth through age 2. Those agencies include, but are not limited to: District of Columbia Public Schools (DCPS), Department of Human Services (DHS), Department of Healthcare Finance (DHCF), Department of Health (DOH), Department of Mental Health (DMH), and the Child and Family Service Administration (CFSA). Together these agencies take steps to ensure that:

1. There will not be unnecessary duplication of efforts by the various agencies involved in the District's child find system; and
2. OSSE will make use of the resources available through each public agency in the District to implement the child find system in an effective manner.

¹¹ 34 C.F.R §303.322(e)

¹² 34 C.F.R §303.322(e)(2)

The use of the Early Intervention Program Part C funds include the following activities: (1) improve collaboration in order to identify and evaluate infants and toddlers with suspected disabilities and/or delays, (2) make referrals to other agencies with available services for such children, (3) ensure that all at risk children are located, evaluated and served in a timely manner, and (4) conduct periodic follow-up reviews to determine if the eligibility status of infants or toddlers previously deemed ineligible has changed. OSSE is responsible for ensuring that a comprehensive child find system is in place that ensures:

1. All children in the District eligible for early intervention services are identified, located, and evaluated for eligibility and provided with service planning as appropriate;
2. An effective method is developed and implemented to determine which children are receiving needed early intervention services;²
3. There is a local community system in place within each designated service area to provide for a timely, comprehensive, multidisciplinary evaluation of each infant or toddler who is referred; and
4. A family-directed identification of the needs of each child's family to appropriately assist in the development of the child is completed.

Public Awareness

The OSSE, as the lead agency for Part C, has established a public awareness program that focuses on early identification of children who are eligible to receive early intervention services. This program includes the preparation and dissemination of information in various forms about the availability of early intervention services in the District to all primary referral sources, especially hospitals and physicians. Specifically, the public awareness program provides general information about the Early Intervention Program, the referral process, the process for gaining access to a comprehensive multi-disciplinary evaluation and other early intervention services, the central provider directory, and the statewide distribution of materials explaining services available in the District, as well as annual child find campaigns, which may

² 34 CFR §303.321

include the use of print and media, and training programs for parents, providers, staff, and others.

Coordination Activities: The Child Find System in the District, with the assistance of the State Interagency Coordinating Council (SICC), shall be coordinated with all other major efforts to locate and identify children conducted by District agencies responsible for administering the various education, health, and social service programs relevant to Part C, and organizations as appropriate, including efforts in the:

1. Child find authorized under Part B of the IDEA;
2. Maternal and Child Health program under Title V of the Social Security Act;
3. Medicaid's Early Periodic Screening, Diagnosis, and Treatment (EPSDT) program under Title XIX of the Social Security Act;
4. Developmental Disabilities Assistance and Bill of Rights Act;
5. Head Start Act; and
6. Supplemental Security Income program under Title XVI of the Social Security Act.¹³

MONITORING COMPLIANCE

OSSE utilizes an effective tracking system to ensure that: 1) there are activities related to referral, evaluation, and initial IFSP, and 2) children served by Part C, *who may be eligible for such preschool services*, transition successfully to Part B to avoid any lapse in service delivery.¹⁴

Part C funds shall be used by OSSE annually to improve collaboration in order to identify and evaluate at-risk children, make referrals to other available services for such children, and to conduct periodic follow-up to determine if the status of the child has changed and may be eligible for early intervention services as provided by Part C. The system enables detailed program information to be collected and aggregated centrally to meet state and federal planning and reporting needs.

OSSE has established systems used to support the data collection, tracking, and reporting needs of the Part C Program, including intake information, health, and developmental status, service coordination, IFSPs, referrals, and service provision. With informed consent from the parents,

¹³ 34 C.F.R §303.321

¹⁴ 34 C.F.R §303.148 (a)(2)(i)

information is shared with other programs serving the child and family.¹⁵ This centralized system of “registering” children and their families receiving early intervention services prevents duplication of services between programs, and tracks children who otherwise might be lost to services.

PARENTAL RIGHTS

During the child find process, a parent holds the same legal rights that apply to every aspect of the special education process. Therefore, when a disagreement occurs regarding evaluation or identification, the parent can request mediation or file a due process complaint. In addition, a parent can file a State complaint if the parent believes a public agency has violated IDEA Part C. For further information on the parents’ rights please refer to the Parent Procedural Safeguards Notice for Part C.

PART B CHILD FIND REQUIREMENTS (Children age 3 through 21)

BACKGROUND

Each Local Education Agency (LEA)¹⁶ must have policies and procedures in effect to ensure that all children with disabilities, regardless of the severity of the disability, and who are in need of special education and related services, are identified, located, and evaluated.¹⁷ Child Find requirements include activities to assist toddlers and their families, who are eligible for Part C early intervening services, in transitioning to Part B special education preschool services when appropriate. This requirement applies to: (1) children who attend private schools located in the District even if the children do not reside in the District,¹⁸ and (2) children residing in the District, including children who attend public or private school, are home schooled, are highly mobile and homeless children, are wards of the District, and/or are suspected of having a disability even though they are advancing from grade to grade.

¹⁵ The referral source must receive consent from the parent to release information to DC Early Intervention Program for the purpose of establishing eligibility for early intervention services.

¹⁶ Because LEA charter schools are not neighborhood schools and do not have geographic boundaries, they are only responsible for child find activities within their LEA. Therefore, DCPS is responsible for all other child find activities for the District of Columbia.

¹⁷ 34 C.F.R. §§300.111(a)(1)(i) and 300.201; DCMR §5-3002.1(d)

¹⁸ 34 C.F.R. §300.131(a). Including children with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools.

PUBLIC AWARENESS

Each LEA is responsible for conducting public awareness activities sufficient to inform parents and the community concerning the availability of special education and related services and the methods available to request those services and programs. The public notice may be provided through a variety of methods, such as:

- Notices in local newspapers;
- School handbooks and calendars;
- Brochures available in the main office of public and private schools;
- Posting of information in health departments or doctors offices, grocery stores, department stores and other public places;
- Posting of information on the LEA's website;
- Broadcast announcements on the radio or television; and
- Provision of information at parent-teacher conferences.

SCREENING

Child find activities may include some type of screening process to determine whether a child should be referred for an evaluation. For children age 3 through 21, when the LEA does not suspect the child may be disabled and in need of special education and related services, the LEAs should utilize a comprehensive screening process, the result of which is provided to the child's parent. This process includes, but is not limited to: (a) observations in a variety of settings; (b) multi-tiered problem solving approach; (c) parent/family interview(s); and (d) review of attendance and grades. Screenings must be available for children in public schools, private schools, or for children who are home-schooled or who are wards of the District and include the review of whether:

- Appropriate instruction in the general education setting was delivered by qualified personnel;
- Instruction and interventions were provided at varying intensity levels; and
- Progress monitoring data that was collected which reflected the child's progress during instruction

CHILD FIND FOR CHILDREN IN PRIVATE SCHOOL

IDEA requires Child Find activities for children enrolled by their parents in private schools, including religious, elementary schools, and secondary schools located in the school district

served by the LEA.¹⁹ Child Find must include children who are residents and non-residents who may be attending the private school.²⁰ DCPS, as the only LEA with geographical boundaries, is responsible for all Child Find activities for children enrolled by their parents in private school. All Child Find activities must include activities similar to the activities undertaken for children attending public school.²¹ In addition, all Child Find activities (e.g. initial evaluation) must be completed within the same time frame as Child Find activities for children attending public schools.²² DCPS must maintain an accurate count of these children and must also maintain records and provide to the OSSE upon request: (a) the number of children evaluated, (b) the number of children determined to be children with disabilities, and (c) the number of children served.²³

COMPLIANCE MONITORING

Please be advised the OSSE may conduct unannounced monitoring activities to ensure LEA and Early Intervention Program comply with the federal and local law.

ADDITIONAL GUIDANCE

Please direct questions regarding Part C Child Find to Jerri Johnston-Stewart, Early Intervention Program Manager, at (202) 727-5853 or by email at Jerri.Johnston-Stewart@dc.gov. Please direct questions regarding Part B Child Find to Amy Maisterra, Chief of Staff, Department of Special Education at (202) 481-3757 or by email at amy.maisterra@dc.gov.

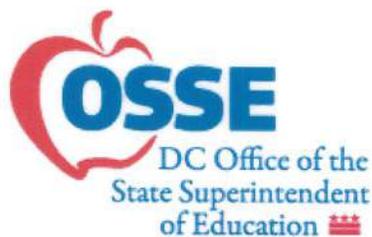
¹⁹ 34 C.F.R. §300.131(a)

²⁰ 34 C.F.R. §300.151(f)

²¹ 34 C.F.R. §300.151(c)

²² 34 C.F.R. §300.331(e)

²³ 34 C.F.R. §300.131(b)(2) and §300.132(c)



March 22, 2010

(X) ACTION REQUIRED
() INFORMATIONAL

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

FROM: Kerri L. Briggs, PhD 
State Superintendent of Education

RE: Early Childhood Transition Policy

CONTACTS: Amy Maisterra, Chief of Staff
Department of Special Education
Email: amy.maisterra@dc.gov
(202) 481-3757

OR

Jerri Johnston-Stewart, Early Intervention Program Manager
Department of Special Education
Email: Jerri.Johnston-Stewart@dc.gov
(202) 727-5853

This Memorandum serves to clarify what is required of all Local Educational Agencies (LEAs) regarding early childhood transition requirements as required in the Individuals with Disabilities Education Act (IDEA) of 2004 and its implementing federal regulations.¹ This Memorandum supersedes all previous policy, memoranda and/or guidance promulgated by the state education agency. This policy takes effect on March 22, 2010.

¹ This Memorandum is not intended to be a restatement of the requirements of the IDEA and the District of Columbia Code of Municipal Regulations (DCMR) in regard to early childhood transition. LEAs are responsible for knowing and implementing the requirements of IDEA and the DCMR applicable to LEAs.

Background

The IDEA Part C requires each State to designate a lead agency under Part C who is responsible for ensuring a smooth transition from the Part C (services to children with disabilities, birth through age two²) program to a preschool or another appropriate program delivering services to a child with early intervention service needs. The Office of the State Superintendent of Education (OSSE) is the lead agency for implementing Part C in the District of Columbia. The DC Early Intervention Program (DC EIP) within the OSSE's Department of Special Education is responsible for assisting children participating in early intervention programs under Part C in experiencing a smooth and effective transition to IDEA Part B (special education services to children with disabilities, age three through 21) programs.

DC EIP must have policies and procedures in effect to ensure that LEAs are invited to participate in the collaborative process required to transition eligible children from Part C early intervention services to Part B special education preschool or other programs with appropriate services. LEAs must respond to the Part C invitation to participate in the transition planning conference and must participate, when appropriate, with DC EIP in planning conferences. The conference invitation serves as notice to the LEA that a child will shortly reach the age of three years old, which is the age of eligibility for preschool services under Part B.³ Further, with parental approval and consistent with the *Early Childhood Transition Process from Part C to Part B* section of this policy, LEAs must determine Part B eligibility and develop an Individualized Education Program (IEP) to implement by each eligible child's third birthday.⁴

The District of Columbia Public Schools (DCPS), as the only LEA in the District of Columbia with geographic boundaries as defined in IDEA, is responsible for placement of children eligible for Part B special education services in preschool programs within DCPS. These responsibilities are carried out by DCPS Early STAGES. Charter schools that elect DCPS for the purposes of special education must follow DCPS's early childhood transition policies and procedures. A LEA charter school that has elected to be its own LEA for special education purposes (LEA Charter) is accountable for all LEA transition responsibilities for children enrolled in their preschool programs. Thus, if a child is enrolled in a LEA Charter, the LEA Charter must fulfill the same responsibilities DCPS Early STAGES would have fulfilled for that child. This includes, but is not limited to, participating in the Part C transition conference, conducting the Part B eligibility

² "Through age two" means until a child's third birthday.

³ 20 U.S.C. §1437(a)(9)(A) (ii)(I); 34 C.F.R. §303.148(b)(1)

⁴ 34 C.F.R. §300.124

meeting, and developing an IEP if the child is determined eligible for Part B special education and related services.

Key Terms and Concepts

- **Child Find.** DC EIP, with the advice and assistance of the State Interagency Coordinating Council (SICC), is responsible for coordinating the planning and implementation of child find activities for children from birth through age two to ensure that a comprehensive system is in place to identify, locate, and evaluate infants and toddlers⁵ who are eligible to receive Part C early intervention services in the District of Columbia.⁶ The District must have in place a comprehensive child find system for children from birth through age 21, as required in IDEA, its implementing federal regulations, the District of Columbia Code, and Title 5 of the District of Columbia Municipal Regulations. With regard to Part C of the IDEA, the OSSE, as the State Educational Agency (SEA) and lead agency for the Part C Early Intervention Program for Infants and Toddlers with Disabilities under IDEA, is responsible for child find activities for infants and toddlers from birth through age two. With regard to Part B of the IDEA, each LEA must have in place policies and procedures to ensure all children with disabilities and who are in need of special education and related services are identified, located, and evaluated. This includes all children ages three through 21 who are residents of the District: all children who attend public or private schools, are home schooled or are wards of the District.
- **Early Childhood Transition Process:** A carefully planned, proactive, outcome-oriented process initiated by DC EIP, which collaborates with the family, LEAs, and at the parents request, other program representatives to develop a plan to move children with disabilities to an appropriate program that meets their unique needs by the time they turn three years old and age out of the DC EIP.
- **Individualized Education Program (IEP):** An IEP is a written statement for each child determined to have a disability and be eligible for Part B special education and related services that is developed, reviewed, and revised by an appropriately assembled IEP Team.

⁵ 34 C.F.R. §§303.7 and 303.16. As used in this policy, “children” shall mean infants and toddlers with disabilities, ages birth through two, unless otherwise indicated.

⁶ 34 C.F.R. §§303.320 and 303.321

- Individualized Family Service Plan (IFSP): An IFSP is a multidisciplinary written plan for providing early intervention services to an eligible child and the child's family.⁷
- Part B Transition Coordinator: Each LEA that anticipates enrolling preschool-aged children must designate an onsite staff person to participate in transition activities and serve as the primary contact person for other agencies involved with the early childhood transition process.⁸
- Part C Service Coordinator: The DC EIP service coordinator is responsible for the implementation and coordination of the IFSP and early intervention services.
- Transition Plan: The steps, identified and documented on the IFSP, to be taken to initiate and support the transition of the child upon reaching the age of three to the preschool services under Part B of IDEA or to other community services, as may be appropriate or based on family preference.

Early Childhood Transition Process from Part C to Part B

Each LEA is responsible for ensuring that children enrolled in their program, and previously receiving Part C early intervention services, experience smooth transitions to preschool either within the LEA or at other appropriate program under Part B. To assist with the transition process, the LEA must designate a transition coordinator who is responsible for participating in the child's DC EIP transition conference and subsequent Part B eligibility process. The transition coordinator's primary goal is to ensure that eligibility for Part B services is determined, and that if warranted, an IEP is developed for delivery of Part B special education and related services and implemented by the child's third birthday. The child's IFSP must include the steps to be taken to support the transition of the child.⁹ It is the expectation of OSSE that Part C service coordinators will discuss with parents the referral process to Part B, if appropriate, at age two.

Because Part C eligibility is more restrictive than Part B eligibility in the District of Columbia, it is likely that many Part C children may also be eligible for Part B preschool services. Therefore, OSSE requires that transition planning occur for all children who are receiving Part C services and are approaching their third birthday.

⁷ 34 C.F.R. §303.340

⁸ The primary contact person's information must be made available and easily accessible through multiple formats.

⁹ 34 C.F.R. §303.344(h)

The following steps outline the early childhood transition process:

1. IFSP Meeting to Plan Transition Steps. After a child turns two years old, planning for transition should begin. The DC EIP service coordinator must convene an IFSP meeting with the parent(s) to develop and document steps to be taken to support the transition of the child to preschool services under Part B or other services that may be available, to the extent that the services are appropriate.¹⁰ The IFSP meeting must include discussions with, and training of, parents on potential future placements and other transition matters. Before the transition conference, the DC EIP service coordinator may encourage the parents to visit the possible future placements. The IFSP meeting should also include a discussion of the procedures to prepare the child for changes in service delivery, including steps to help the child adjust to, and function in, a new setting.¹¹ The IFSP must include a description of the appropriate transition services for the child.¹² To facilitate a smooth transition process, a statement regarding timelines for transition activities must be included in the IFSP that includes the activities and the responsible participating agencies who will be carrying out such activities.¹³ LEAs may participate in any IFSP meetings that address transition planning by mutual agreement of the parent and DC EIP. However, the LEA's participation in a formal transition conference, as described in the next section, is mandatory (with approval from the family).
2. Transition Conference. With the approval from the family of the child, the DC EIP service coordinator and LEA participate in a transition conference with the family not more than nine months and not less than 90 days before the child turns three years of age.¹⁴ The DC EIP service coordinator is responsible for completing the following steps to initiate the transition conference and support collaboration between the parent(s) and LEA responsible for Part B services:¹⁵

¹⁰ 34 C.F.R. §303.344(h)(1)

¹¹ 34 C.F.R. §303.344(h)(2)

¹² 20 U.S.C. §1436(a)(3)

¹³ The LEA will be included in this initial meeting if the parent has previously consented to sharing the child's service information with the LEA.

¹⁴ 20 U.S.C. § 1437(a)(9)(A)(ii)(II)

¹⁵ For sake of efficiency, the Part C coordinator may complete more than one step per interaction; for example, parental approval for the transition conference and parental consent for the release of the child's information may both occur at the same IFSP meeting.

- Obtain parental approval to hold a transition conference with the LEA;
- If DC EIP has not already obtained parental consent for the release of information about the child to the LEA to ensure continuity of services, including, but not limited to, evaluation and assessment information and copies of IFSPs that have been developed and implemented, DC EIP should request consent¹⁶ at this time;¹⁷
- Notify the LEA for the area in which the child resides;¹⁸ and
- Invite the LEA's Part B transition coordinator to participate in the transition conference.¹⁹

If the child is NOT going to be referred to a LEA/community based preschool program for Part B services, a transition conference is still required to write or review the IFSP to include activities to connect the family with community resources and programs.

3. Eligibility Determination for Part B Services. Each LEA must complete an initial evaluation before determining that a child has a disability. All LEAs must follow the District of Columbia initial evaluation/reevaluation policies and procedures for Part B.²⁰ Consistent with those policies and procedures, when appropriate and with parental consent, LEAs shall consider and use as part of the evaluation process relevant DC EIP documentation, including, but not limited to, IFSPs,

¹⁶ 34 C.F.R. §303.344 (h)(2)(iii)

¹⁷ 34 C.F.R. §303.460(a). DC EIP and the LEA shall ensure the protection of any personally, identifiable information collected, used, or maintained under Part C, including the right of parents to written notice of and written consent to the exchange of this information among DC EIP and the LEA.

¹⁸ 34 C.F.R. §303.148(a) and (b)(1). As explained above, charter schools that elect DCPS for the purposes of special education must follow DCPS's early childhood transition policies and procedures, unless the parent decides to enroll a child in a LEA charter school. LEA charters must assume all LEA transition responsibilities for children enrolled in their preschool programs. Therefore, DCPS is responsible for all Part B transition activities outlined in this policy for the District of Columbia, with the exception of the few children enrolled in LEA charter school preschools.

¹⁹ 34 C.F.R. §300.124

²⁰ 5 D.C.M.R. §5-3005

assessments, and evaluations when determining if a child is eligible for special education under Part B. Additional assessments should be administered only when required information is not available or available information is no longer current.

4. Initial IEP Meeting. Upon determining a child's eligibility, each LEA must schedule an initial IEP meeting²¹ to develop an appropriate IEP. Parents must be informed by the LEA that DC EIP service coordinators or other representatives of the Part C system may be invited to the IEP meeting. At the request of a parent, a LEA must send a meeting invitation to the appropriate DC EIP service coordinator or other representatives of the Part C system to assist with the smooth transition of services.²²
5. Implementation of the IEP. The obligation to make a free appropriate public education (FAPE) available to each eligible child begins no later than the child's third birthday;²³ and an IEP must be in effect for the child by that date.²⁴ LEAs can place children in programs at any point during the school year. If a child's third birthday occurs during the summer, the IEP team shall determine the date when services under the IEP begin, including determining whether a child qualifies for Extended School Year (ESY).²⁵ If the child does not qualify for ESY, the LEA must review the child's program options and provide the family information about community resources that may be available to support their child's developmental needs.²⁶ A child entering an LEA in the late spring/summer cannot be denied ESY solely because he/she has just entered the LEA.

Eligibility for ESY is determined by the IEP team. To make this determination, the IEP team must review relevant information, such as data on regression and recoupment, emerging skills, movement toward acquiring critical skills, and behavioral concerns. If the child is eligible for ESY, the IEP team must develop an IEP based on the IFSP that will go into effect during the summer.

²¹ 34 C.F.R. §300.323(c)

²² 34 C.F.R. §300.321(f)

²³ 34 C.F.R. §300.101(a)

²⁴ 34 C.F.R. §300.101(b)

²⁵ 34 C.F.R. §300.101(b)(2)

²⁶ 20 U.S.C. §1437(a)(9)(B); 34 C.F.R. §303.148(b)(3)

Late Referrals/Timeline Exception

For any child referred to DC EIP between 45 and 90 days before his/her third birthday, the service coordinator will solicit consent from the parent to contact the LEA for the area in which the child resides and refer the child to Part B for evaluation and eligibility determination. The LEA may serve a child eligible for Part B special education and related services at age two during the school year he/she turns three years of age and must develop an IEP to ensure appropriate supports and services are implemented by the child's third birthday.

LEA to LEA Transfer

Regardless of the timing of a child's enrollment, the receiving LEA is responsible for providing a FAPE²⁷ to the child upon his or her enrollment, including the delivery of services comparable to those described in the child's most current IEP from the previous public agency or LEA, until the receiving LEA either (1) adopts the child's preexisting IEP from the previous public agency, or (2) develops and implements a new IEP.²⁸ If the receiving LEA does not agree with the existing IEP and/or wants to conduct its own evaluation, it must hold an IEP meeting within a reasonable amount of time to ensure that the child continues to receive appropriate special education and related services in the least restrictive environment. The LEA must provide the special education and related services as prescribed in the current IEP until a new IEP is developed.

Non-Eligibility for Part B Services

If a child is determined not to be eligible for Part B preschool services, with the approval of the family, reasonable efforts must be made to convene a meeting with the DC EIP service coordinator, the family, and service providers to discuss other appropriate programs available to the child.²⁹ If a parent does not agree with the eligibility determination, the parent may pursue his/her rights, as defined under the Procedural Safeguards Notice.

Reporting Requirements

Each LEA must collect and report to the OSSE accurate, reliable and timely data. Specific data elements include:

- The date the LEA was notified for children exiting early intervention services who are potentially eligible for Part B preschool services;
- The date of the transition conference and reason(s) for delay, if untimely;

²⁷ 34 C.F.R. §300.323(e)

²⁸ The requirements for IEPs for students who transfer from one public agency to another public agency within the same school year are found in the regulations at 34 C.F.R. §§300.323(e) and (g). The new IEP must meet the applicable requirements in 34 C.F.R. §§300.320 through 300.324.

²⁹ 20 U.S.C. §1437(a)(9)(A)(ii)(III)

- The number of late referrals;
- Delays related to obtaining consent for initial evaluation;
- The dates of consent for evaluations and dates the evaluations were completed;
- Documentation related to dates on which IEPs were developed, implemented, and reviewed;
- Number of days after age three that services begin and/or the reasons for delay, including parental refusal; and
- Data related to early childhood outcomes upon program entry, defined as within the first 90 days, and exit, defined as 60 days prior to leaving the program.

Additional Guidance

Please direct any questions regarding the content of this policy to Amy Maisterra, Ed.D., Chief of Staff, Department of Special Education, at: (202) 481-3757, or by email at: Amy.Maisterra@dc.gov, or Jerri Johnston-Stewart, Early Intervention Program Manager, Department of Special Education, at: (202) 727-5853, or by email: at Jerri.Johnston-Stewart@dc.gov.

The OSSE has the authority as the SEA to issue additional guidance regarding policy and related practice implementation to ensure that all LEAs are complying with the law in providing transition services to all eligible students with disabilities in the District of Columbia.



NONREGULATORY GUIDANCE: EXTENDED SCHOOL YEAR SERVICES

The Office of the State Superintendent of Education (OSSE), Division of Special Education (DSE), issued the “Extended School Year (ESY) Services Policy” on March 10, 2011. Every local education agency (LEA) is responsible for making appropriate ESY eligibility determination and service designations for all students with Individualized Education Programs (IEPs). The purpose of this guidance document is to provide additional clarification to assist LEAs in implementing the policy in a manner consistent with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§1400 *et seq.*

FREQUENTLY ASKED QUESTIONS (FAQ)

I. Definition of Extended School Year (ESY) Services

1. What are Extended School Year (ESY) services?

Extended School Year (ESY) services are special education and related services that are provided to a student with an IEP, when determined appropriate by an Individualized Education Program (IEP) Team, beyond an LEA’s regularly scheduled school year.

2. Is the “regularly scheduled school year” the same for all LEAs in the District of Columbia?

No. Every LEA, including independent charter schools and District charter schools, sets its own school calendar. When making ESY decisions, an IEP Team should refer to the school calendar of the LEA that provides instruction and direct services to the student during the school year.

3. When are ESY services typically provided?

ESY services are often provided during the summer break, but may be provided during other times outside of the regularly scheduled school year, such as before and after regular school hours, weekends, or during winter or spring break, if the IEP Team determines that the student requires ESY services during those time periods in order to receive a free appropriate public education (FAPE).

4. Do special education and related services provided during the summer months by LEAs with all-year (year-round) or 11-month programs fall within the definition of ESY services?

Generally, no. Special education and related services provided on instructional days that fall within an all year or 11-month program’s regular school calendar are not considered ESY services, and should not be documented as ESY services on the student’s IEP, unless the services are provided before or after regular school hours or on weekends.

5. What is the difference between summer school and ESY services provided during the summer months?

Summer school programming is not individualized to meet the specific needs of any one student. Generally, summer school programs offer general education content and extracurricular activities for a set period of time on a pre-determined schedule. Programming that is not developed on an individualized basis and implemented according to a student’s IEP cannot fulfill the student’s need for ESY services. NOTE: OSSE does not provide transportation services for students attending summer school unless the students also have ESY and qualify for transportation to receive those ESY services.

6. If an LEA charges parents for optional summer school programming, can it also charge parents for ESY services?

No. Under IDEA, ESY services must be provided at no cost to the parents of the student. LEAs may charge students with IEPs for optional summer school programming at the same rate as general education students attending public school, but LEAs may not add any additional fees associated with the administration or provision of ESY services prescribed on a student’s IEP.



NONREGULATORY GUIDANCE: EXTENDED SCHOOL YEAR SERVICES

II. ESY Eligibility Determinations and Service Designations

1. How often does an IEP Team need to make a determination regarding ESY eligibility?

Eligibility for ESY services must be considered at least once a year as part of the IEP process for every student with an IEP. An IEP Team may need to reconvene to consider a student's ESY eligibility if there is not enough data to make a determination at the time of the annual IEP review.

2. At what point during the school year should IEP Teams make ESY determinations?

ESY-related decisions for the summer months should be made between the preceding months of December and April. This timeline allows for IEP Teams to collect and consider at least three months of progress monitoring data from the current school year to make informed ESY decisions. Decisions for ESY services taking place after school, on weekends, and/or during shorter breaks throughout the year should be made in a timely manner following any relevant needs identified by the LEA or members of the student's IEP Team. As with ESY for summer months, ESY decisions for after school, weekends, and breaks should consider at least three months of progress monitoring data.

3. Can an IEP Team designate any Part B special education service and related service as an ESY service?

Yes. The IEP Team may designate any Part B special education service and related service as an ESY service. However, in most cases, an IEP Team will designate services within the scope of what the student receives during the school year, as it is inappropriate for an IEP Team to designate an entirely new service that is not substantively linked to the student's existing needs.

4. How does an IEP Team determine whether a student is eligible for ESY-related transportation?

Generally, students eligible for transportation as a related service during the school year are eligible for transportation as a related service for the duration of ESY services.¹ Students who were not determined eligible for transportation as a related service during the school year may be eligible for transportation as a related service for the duration of ESY services, if the IEP Team determines that: 1) the student is eligible using the established state-level criteria and 2) establishes a location for ESY services that is different from the school location attended during the school year.

III. Provision of ESY Services

1. Are ESY services meant to maximize student performance?

No. The intent of ESY services is to provide FAPE, not to provide additional resources or maximize programming beyond FAPE. When an IEP Team makes a decision regarding ESY eligibility, it is determining whether the benefits gained during the regular school year would be significantly jeopardized if the student does not receive ESY services.

2. Do ESY services need to be provided in the exact manner as the services are provided during the school year?

No. ESY services do not need to be provided in the exact manner (*i.e.* amount of hours, location, etc.) as the services are provided during the school year. The IEP Team should consider the student's identified critical skill/skill set and goals, and make service decisions accordingly.

3. Can ESY services be implemented in a more limited timeframe than specified in a student's IEP, if the LEA ensures that the total service hours delivered remains the same?

No. The schedule of the delivery of services must be consistent to the specification in the student's IEP. Exceptions to schedule changes can occasionally be made to accommodate the delivery of a previously missed service session. Any necessary changes to ESY service delivery should be made appropriately through the IEP amendment process.



NONREGULATORY GUIDANCE: EXTENDED SCHOOL YEAR SERVICES

4. Can one LEA contract with another LEA to provide ESY services?

Yes. LEAs can contract with each other to share resources for the delivery of ESY services. However, the LEA in which the student is enrolled maintains responsibility, at all times, for the timely and adequate delivery of services according to the IEP.

IV. Documentation of ESY Eligibility Determination, Service Designation, and Service Provision

1. What supporting documentation needs to be completed and uploaded into the Special Education Data System (SEDS) in order for OSSE to deem a student's ESY determination complete?

The LEA must complete the ESY section in the IEP, which includes questions regarding the eligibility determination, ESY services, and ESY goals. To adequately support the eligibility determination, the IEP Team must complete and upload the ESY criteria worksheet and any data that was used to support the regression/recoupment analysis. If the IEP Team determines that the student is eligible for ESY-related transportation services, then the LEA must complete and submit the appropriate student transportation form to OSSE-DOT. All documentation should be uploaded into SEDS no later than five (5) business days after the eligibility determination.

2. Are related service providers required to log summer ESY services in SEDS similar to the way they log related services provided during the school year?

Yes. Providers must log ESY service sessions, both for ESY services provided during the summer months and school year, into SEDS as they would for related service sessions provided during the school year.

3. How does an LEA fulfill the "closeout summary" requirement?

LEAs should use their last summer ESY progress report to summarize: 1) the degree of progress made on the student's ESY goal(s) and 2) the status of the identified critical skill(s) related to the anticipated level of regression and the time required for recoupment. All summer closeout summaries must be completed prior to the beginning of the next school year. At minimum, LEAs should submit closeout summaries for ESY services provided during the school year on a quarterly basis.

V. Certification of ESY Services Provided at Nonpublic Programs and ESY-Related Transportation Services

1. What is the purpose of the certification process?

The certification process serves two main purposes. The certification process serves as an affirmation that LEAs are aware of and participate in all ESY decisions, including those decisions made for students attending nonpublic programs, as required by OSSE's ESY Policy. The certification process also produces student data that allows OSSE to anticipate state level expenses related to nonpublic ESY services and ESY-related transportation services.

2. How does an LEA fulfill the certification process?

Every LEA must complete and submit the official ESY-certification forms that are updated annually and available at the OSSE's main website: osse.dc.gov. The completed forms must be submitted no later than the first Monday of May every year.

3. Should an LEA submit any certification materials if it does not have any students who are in need of summer nonpublic ESY services or summer ESY-related transportation services?

Yes. An LEA without any students in need of summer nonpublic ESY services or summer ESY-related transportation services should submit certification confirming that there are no students in need of services no later than the first Monday of May every year.



NONREGULATORY GUIDANCE: EXTENDED SCHOOL YEAR SERVICES

VI. Funding for ESY Services

1. Do LEAs get funding specifically for the provision of ESY services?

Yes. Funding for ESY services is covered under the Uniform Per Student Funding Formula (UPSFF). LEAs ensure adequate funding for ESY services by tracking and appropriately reporting the number of students requiring ESY services on an annual basis.

2. Can LEAs decline to provide ESY services for reasons related to funding?

No. Under the Individual with Disabilities Education Act (IDEA), LEAs are legally obligated to provide services to students with disabilities in accordance to their IEPs, irrespective of the financial cost. When determined appropriate by an IEP Team, ESY services are a part of providing FAPE to a student with an IEP. LEAs are expected to manage their annual budgets to accommodate for the anticipated costs associated with providing ESY services.

3. How do public charter schools provide adequate documentation to support certification of ESY decisions?

LEAs provide documentation to the Public Charter School Board (PCSB). This documentation includes an excel package which details the students' special education levels, the IEP signature page, the hours page, and the section of the IEP which states that ESY is required. The PCSB then provides data regarding the number and level of students receiving ESY services to the Office of the Chief Financial Office (OCFO). Once the OCFO confirms all the relevant information, it then approves the amount of funding that OSSE will provide to each LEA for ESY services.

VII. ESY Services for Students Attending Nonpublic Programs

1. Are nonpublic programs, including those with all year (or year-round) or 11-month programming, required to consider ESY services for all students with IEPs?

Yes. At minimum, eligibility for ESY services must be considered on an annual basis as part of the IEP process for every student with an IEP, including all students served by nonpublic programs. On a case by case basis, an IEP Team may determine that it is appropriate for a student who is attending an all year or 11-month program to receive ESY services outside of the regularly scheduled school day and/or during the short breaks that occur throughout the year.

2. Can a nonpublic program designate or require ESY services for all of its students?

No. ESY decisions for students served by nonpublic programs must be made, at minimum, on an annual basis by each student's IEP Team. According to 5-A DCMR §2844.12(a), to ensure placement decisions are made on an appropriate and individual basis, no student shall be placed in a nonpublic school program that requires all students to receive ESY services regardless of need or as a condition of enrollment.

3. When making ESY decisions for a student enrolled at a nonpublic program, does an IEP Team consider the school calendar of the nonpublic program or LEA?

The IEP Team should consider the school calendar of the nonpublic program that provides instruction and direct services to the student during the school year.

4. Are LEAs required to participate in IEP Team decisions regarding ESY services for students attending nonpublic programs?

Yes. The LEA must fulfill the mandatory role of the LEA representative either through direct participation or designee for all IEP Team determinations for students attending nonpublic programs, including those decisions regarding ESY services.



NONREGULATORY GUIDANCE: EXTENDED SCHOOL YEAR SERVICES

5. How do nonpublic programs document ESY decisions?

According to 5-A DCMR § 2808.2, nonpublic programs serving District of Columbia students must work with LEAs to maintain accurate, up-to-date, and complete student files in the Special Education Data System (SEDS). Student files must include IEPs that document all special education related decisions, including those decisions related to ESY services, and records pertaining to ESY service delivery and progress reporting on related goals.

6. Are nonpublic programs required to complete the ESY services criteria worksheet in SEDS?

Yes. The ESY eligibility criteria worksheet issued by OSSE applies to all ESY determinations made for District of Columbia students, including those attending nonpublic programs. Additionally, nonpublic programs serving District of Columbia students are bound by the same IEP process and documentation requirements as LEAs.

7. Does OSSE pay for ESY services provided to students during the summer months provided by nonpublic programs?

Yes. OSSE will pay for ESY services that occur during the summer months that are appropriately designated by an IEP Team, documented in the IEP, and certified by the student's LEA. According to 5-A DCMR §2850, nonpublic programs must submit ESY rates to OSSE for approval, no less than sixty (60) sixty days before the first date of expected ESY invoicing.

8. Will OSSE pay for summer school or summer programming provided by nonpublic programs?

Generally, OSSE will pay only for nonpublic summer school or summer programming that results in coursework credit.

9. How do nonpublic programs communicate ESY determinations to OSSE?

Nonpublic programs do not need to communicate ESY determinations directly to OSSE. However, nonpublic programs are required to ensure that LEAs are included in all IEP considerations including ESY decisions.

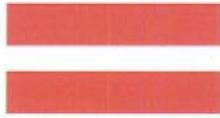
10. Who is responsible for providing ESY services to students attending nonpublic programs?

ESY services may be provided by either the nonpublic program or the LEA. However, if a nonpublic program is not operating during the scheduled times for ESY as determined by the IEP Team, it is ultimately the LEA's responsibility to ensure services are provided according to the terms of the IEP.

ADDITIONAL GUIDANCE

For additional information, please reference the "Extended School Year (ESY) Services Policy" located on the main OSSE website at <http://www.osse.dc.gov>. Please direct any questions regarding the content of this document to **Grace Chien, Director of Policy, at (202) 741-5089 or by email at Grace.Chien@dc.gov**. OSSE has the authority as the state educational agency (SEA) to issue additional guidance regarding LEA policy and related practice.

¹ Students who receive special education transportation services during the school year due to out of neighborhood school FAPE-related placement decisions may not be eligible for ESY-related transportation for the summer months if the student receives ESY services at their neighborhood school.



Office of the
State Superintendent of Education

MARCH 10, 2011

(X) ACTION REQUIRED
() INFORMATIONAL

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

FROM: Hosanna Mahaley 
Acting State Superintendent of Education

RE: Extended School Year (ESY) Services Policy

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

INTRODUCTION

The purpose of this Memorandum is to establish state-level standards and criteria for extended school year (ESY) services that are consistent with the Individuals with Disabilities Education Act (IDEA) requirement to provide a free appropriate public education (FAPE) to all students with disabilities. It is the expectation of the Office of the State Superintendent of Education (OSSE) that all local educational agencies (LEAs) implement this policy to support Individualized Education Program (IEP) Teams in making appropriate ESY eligibility determinations and service designations.¹ In order to facilitate implementation of this policy in a manner that accelerates reform without placing an undue burden on LEAs, for the 2010-2011 school year, LEAs need only comply with the certification requirements in this policy. See LEA Responsibility to Participate in and Certify ESY Decisions Section. Beginning in the 2011-2012 school year, and each year thereafter, LEAs are required to comply with all requirements set forth in this policy.

DEFINITION OF EXTENDED SCHOOL YEAR (ESY) SERVICES

Extended school year (ESY) services are IDEA Part B special education and related services that are provided to a student with a disability beyond an LEA's regularly scheduled school year. Similar to other Part B services, ESY services must be provided in accordance with the student's IEP and at no cost to the

¹ 34 C.F.R. §300.106(b)(2)



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parents of the student.¹ The designation of ESY services must be individualized to the unique needs of each student. LEAs may not limit ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of these services.² Furthermore, LEAs must consider and provide programs and services not currently available at the LEA, if such programs and services are necessary to address the individualized needs of a student.

DIFFERENCE BETWEEN ESY SERVICES AND SUMMER SCHOOL

By definition, ESY services are distinct from summer school and summer enrichment programs, which typically offer generalized content on a predetermined schedule. A student's need for ESY services cannot be fulfilled by summer programming that is not implemented according to the student's IEP. While ESY services are often implemented during the summer break, ESY services may be provided during other times outside of the normal school year, such as before and after regular school hours or during winter or spring break, if the IEP Team determines that a student requires ESY services during those time periods in order to receive FAPE.

ELIGIBILITY FRAMEWORK FOR EXTENDED SCHOOL YEAR (ESY) SERVICES

At minimum, eligibility for ESY services must be considered on an annual basis as part of the IEP process for every student with a disability.³ The intent of ESY services is to provide FAPE, not to provide additional resources or maximize programming beyond FAPE. When an IEP Team makes a decision regarding ESY eligibility, it is determining whether the benefits gained during the regular school year would be significantly jeopardized if the student does not receive ESY services. OSSE has established the following criteria for IEP Teams to apply in determining ESY eligibility:⁴

Criterion 1: Impact of Break in Service on Critical Skills

The IEP Team begins the ESY determination process by considering whether the break in service will jeopardize one or more critical skills. In the context of ESY services, the phrase *critical skill* refers to a skill that is essential to a student's overall educational progress. A critical skill may be an academic skill, such as reading, or a non-academic skill that has a direct educational impact, such as a fine motor skill.⁵ The IEP Team is required to describe the educational impact of the break in service on any identified critical skill and to support any identified concerns with student data. See Analysis of Student Data Section. ESY services are not necessary for FAPE if the

¹ 34 C.F.R. §300.106(b)(1)

² 34 C.F.R. §300.106(a)(3)

³ 34 C.F.R. §300.106(a)(2); 34 C.F.R. §300.324(b)(1)(i)

⁴ "States may use recoupment and retention as their sole criteria but they are not limited to these standards and have considerable flexibility in determining eligibility for ESY services and establishing State standards for making ESY determinations. However, whatever standard a state uses must be consistent with the individually-oriented requirements of [IDEA 2004] and may not limit eligibility for ESY services to students with a particular disability category or be applied in a manner that denies students with disabilities who require ESY services in order to receive FAPE access to necessary services." 71 Fed. Reg. 46582 – 46583 (August 14, 2006)

⁵ Non-academic skills also include social, functional, and behavioral skills that have a direct educational impact. ESY eligibility decisions based on the identification of a critical skill that is related to behavior must reference and build upon the student's behavioral intervention plan (BIP) and functional behavior assessment (FBA).



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IEP Team does not have concerns about the impact of the break in service on any of the student's critical skills.

Criterion 2: Degree of Regression of Critical Skill

The IEP Team must consider the degree of regression that the student will experience in any critical skill identified as potentially jeopardized by the break in service. In the context of ESY services, the term *regression* refers to a decrease in performance level or ability related to a previously attained or partially attained (emerging) critical skill. Since most students experience some natural regression during breaks in service, the IEP Team should use student data to determine if there is a likelihood of significant regression (*i.e.* the student would need to relearn the critical skill or skill set in its entirety, to the detriment of his/her overall educational progress). See Analysis of Student Data Section. ESY services are not necessary for FAPE if there is little or no risk of significant critical skill regression.

Criterion 3: Time Required for Recoupment of Critical Skill

The IEP Team must consider the time the student would require for recoupment of any critical skill identified as potentially being jeopardized by the break in service. In the context of ESY services, the term *recoupment* refers to a student's capacity to recover a regressed critical skill to a degree demonstrated prior to the break in service. Due to natural regression, most students will require a reasonable amount of time for recoupment once school reconvenes. The IEP Team must use student data to assess whether the time the student requires for critical skill recoupment is extraordinary. See Analysis of Student Data Section. ESY services are not appropriate for students with disabilities who can recoup critical skills with re-teaching in a reasonable amount of time.

ANALYSIS OF STUDENT DATA

IEP Teams must use student data to quantify, to the extent possible, the likely impact of a break in service on educational benefit, through a rigorous discussion of critical skill regression and recoupment. In order to make well-informed ESY eligibility and service decisions, IEP Teams must utilize at least three months of progress monitoring data from the current school year.⁶ The term *progress monitoring data* refers to student information that, collected and measured over time, demonstrates a performance trend toward or away from the achievement of a specified goal in the student's IEP. Examples of progress monitoring data include assessment data, progress or service notes, classroom observations, and student work samples. Other sources of data that IEP Teams must use, if available, to inform and support their decisions include:

- Historical data from the previous school year that documents the student's rate of progress toward critical skill attainment, and rate of regression of an identified critical skill and time needed for the recoupment of the critical skill following previous breaks from service;

⁶ LEAs should utilize any relevant current data for students for whom the LEAs cannot obtain three months of progress monitoring data from the current school year (*e.g.* students transitioning from Part C, students recently determined eligible for special education services under IDEA Part B, or students recently transferred from a different LEA).



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- Medical records or evaluations that speak to the nature and/or severity of the student's identified disability(ies) as it relates to the student's need for consistent, continued access to highly-structured programming; and/or
- Current developmental data that indicate that the student is at a critical stage of breakthrough or on the verge of acquiring an emerging skill within a skill set.

For an IEP Team's ESY decisions to be considered complete, the IEP Team must identify the source of student data utilized and describe the analysis of such student data for each eligibility criteria in the student's IEP. All supporting documentation must be uploaded to the Special Education Data System (SEDS) no later than five (5) business days after the ESY eligibility determination.

APPROPRIATE DESIGNATION OF ESY SERVICES

Once an IEP Team has completed its analysis of student data and has determined whether the student is eligible for ESY services, the IEP Team must designate special education and, as appropriate, related services that are directly relevant to preventing the anticipated significant regression of the identified critical skill. Designated ESY services may include all, some, or at minimum one, of the special education and/or related services that the student receives during the school year. It is inappropriate for an IEP Team to designate an entirely new service that is not substantively linked to the student's existing services.

The IEP Team must specify frequency, duration, and setting of ESY service delivery in the IEP in a manner consistent with OSSE's Related Services Policy. The term *frequency* refers to how often a special education or related service will be provided (*i.e.* the number of sessions per week and the length of each session). The term *duration* refers to how long the LEA will continue to provide the special education or related service (*i.e.* how many weeks or months of service as indicated by start and end date). The term *setting* refers to the decision regarding whether the designated services will be delivered in a general education or a non-general education learning environment.

Similar to special education and related services provided during the year, ESY services must be provided in the student's least restrictive environment (LRE). However, LEAs are not expected to create entire programs to accommodate individual students in a general education setting.⁷ The IEP Team may make alternative arrangements (*e.g.* services within the student's home) if such a location does not interfere with service delivery or conflict with ESY goals (*e.g.* those goals specific to socialization).

Eligibility for ESY-Related Special Education Transportation Services

Students eligible for transportation as a related service during the school year are eligible for transportation as a related service for the duration of ESY services. Students who were not determined eligible for transportation as a related service during the school year may be eligible for transportation as a related service for the duration of ESY services, if the IEP Team, applying new student data such as

⁷ ESY services must be provided in the LRE. However, LEAs are not required to create new programs as a means of providing ESY to students with disabilities in integrated settings if the LEA does not provide such programs at that time for its general education students. 64 Fed. Reg. 12406, 12577 (March 12, 1999)



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location of ESY services, determines that the student is eligible using the established state-level criteria. All ESY-related transportation eligibility decisions must be recorded in the student's IEP. LEAs must submit a completed administrative transportation request form to OSSE-DOT no later than five (5) business days after the ESY-related transportation eligibility determination.

DEVELOPMENT OF ESY GOALS

An IEP Team that determines that a student is eligible for ESY services must develop and document at least one ESY goal per identified critical skill. The goal should be designed to ensure that the student will retain the identified critical skill rather than acquire new skills. However, LEAs are not prohibited from teaching a new skill in addition to the identified critical skill, if the skill is required to assist the student with making meaningful educational progress toward IEP goals. The goal(s) must link service delivery to critical skill performance in a way that is specific, measurable, attainable, relevant, and time-limited. Each goal should have a clear description of the content taught, the way in which the student's progress will be measured, and the frequency with which the student's cumulative data will be assessed for necessary adjustments. All service decisions, terms, and goals must be documented in SEDS.

LEA RESPONSIBILITY TO PARTICIPATE IN & CERTIFY ESY DECISIONS

For ESY services that are designated for the summer months, LEAs must ensure that all ESY eligibility determinations, service designations, and location site decisions are made in a timely manner. An LEA's responsibility to ensure timely ESY decisions includes certification⁸ of affirmative ESY eligibility and service decisions, as detailed below. To comply with the requirement that IEP Teams must utilize at least three months of progress monitoring data from the current school year to make informed ESY decisions, and additionally must certify ESY decisions regarding nonpublic schools and ESY decisions that require transportation, LEAs shall ensure that all ESY-related decisions are made between the months of December and April.⁹

LEA Certification of ESY Decisions for Students Served by Nonpublic Schools

LEAs must certify all affirmative ESY eligibility and service decisions for all students served by nonpublic schools to OSSE¹⁰ no later than the first Monday of May every school year. To meet this certification requirement, LEAs must submit the LEA Certification Form listing all students eligible for ESY services to be provided by nonpublic schools. ESY service decisions that are not properly and timely certified by an LEA will be monitored by OSSE, for compliance with IDEA, to

⁸ The term "certification" refers to the requirement that LEAs provide adequate and timely notice to OSSE of ESY eligibility and ESY-related transportation services that result in state-level expenditures. ESY decisions for students served by nonpublic schools and ESY-related transportation service decisions made by "District Charters" must be submitted to, and certified by, the District of Columbia Public Schools (DCPS), which in turn must submit this information to OSSE. District Charters are public charter schools that have elected DCPS to serve as the LEA for purposes of special education.

⁹ LEAs will not be found noncompliant for ESY-related decisions or certifications that are untimely due to student enrollment or initial eligibility determinations for special education services under IDEA Part B that occur later than three months before the end of the school year.

¹⁰ The LEA at which the student is enrolled is responsible for being involved in all ESY decisions, including ESY decisions made in IEP Team meetings convened at nonpublic schools. LEAs may participate in IEP Team meetings in-person or through designation of nonpublic personnel. Regardless of the mode of participation, the LEA remains responsible for being actively involved in all IEP decisions. 34 C.F.R. §300.325(b)(2)



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ensure that LEAs have participated adequately in IEP Team decision-making.¹¹ OSSE will not pay invoices for ESY services where there is no documentation of the LEA's knowledge of, or involvement or participation in, the IEP Team decision regarding eligibility and service designation for ESY. Failure of an LEA to certify does not eliminate the ongoing obligation of the LEA to comply with the requirements set forth in IDEA. LEAs are responsible for any delays and expenses that result from failure to submit the necessary documentation in a complete and timely manner.

LEA Certification of ESY-Related Transportation Service Decisions

LEAs must certify all affirmative ESY-related transportation eligibility decisions, including all ESY service site location assignments, to the Department of Transportation at OSSE (OSSE-DOT) no later than the first Monday of May every school year. To meet this certification requirement, LEAs must submit the LEA Certification Form listing all students eligible for ESY-related transportation services. OSSE-DOT will not process requests for ESY-related transportation services resulting from IEP Team decisions made without appropriate knowledge or involvement of the LEA at which the student is enrolled, and will not process requests for students who did not receive transportation during the school year without proper documentation in SEDS as required.

DOCUMENTATION OF ESY SERVICE IMPLEMENTATION & CLOSEOUT SUMMARY REQUIREMENT

After all ESY decisions have been certified, LEAs must continue to fulfill their obligation to provide FAPE by ensuring that ESY services are provided by qualified service providers, implemented according to the terms specified in the student's IEP, and documented in service logs in SEDS.¹² Once ESY services have been rendered to the student for the duration specified in the student's IEP, the LEA must examine the service log record to ensure completeness, and must complete a final closeout summary in SEDS that summarizes 1) the progress made on the student's ESY goal(s) and 2) the status of the identified critical skill(s) in terms of the resulting level of regression and the anticipated time required for recoupment. All summer closeout summaries must be completed prior to the beginning of the next school year.

COMPLIANCE AND MONITORING

The U.S. Department of Education's Office of Special Education Programs (OSEP) requires that every state education agency (SEA) monitor LEAs to ensure compliance with Part B of the IDEA. A finding of LEA noncompliance by OSSE will result in the requirement to submit an improvement plan containing corrective actions for each area of noncompliance. OSSE may also recommend or require training and technical assistance to LEA staff when crafting corrective actions. All items of noncompliance must, by federal law, be corrected within one year of the finding; sustained noncompliance by an LEA may result in sanctions that include potential withholding of Part B grant funding.¹³

¹¹ 34 C.F.R. §300.325(b)

¹² Responsibility for service implementation remains with the LEA, even if a nonpublic school implements a student's IEP. 34 C.F.R. §300.325(c)

¹³ 34 C.F.R. §300.604(a)



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All LEAs must comply with monitoring requirements established annually by OSSE, which include the collection and submission of both quantitative and qualitative data that support monitoring for regulatory compliance and programmatic quality. Additionally, a subset of LEAs will be selected for OSSE's annual focused monitoring process.

ADDITIONAL GUIDANCE

This memorandum supersedes all previous policy, memorandum, and/or guidance promulgated by the SEA. Please direct any questions regarding the content of this document to Grace Chien, LEA Policy and Charter Implementation Specialist, at (202) 741-5089 or by email at Grace.Chien@dc.gov.



January 27, 2014

(X) ACTION REQUIRED
() INFORMATIONAL

TO: Local Educational Agencies
Public Agencies (providing educational services to children with disabilities)

CC: Public Charter School Board
Deputy Mayor of Education

FROM: Jesús Aguirre, Acting State Superintendent of Education 

RE: Individualized Education Program (IEP) Amendment Policy

CONTACTS: Grace Chien, Director of Policy
Division of Specialized Education
Grace.Chien@dc.gov
(202) 741-5089

INTRODUCTION

The purpose of this Memorandum is to provide guidance and establish state-level parameters for utilizing the documented written agreement amendment modality to amend Individualized Education Programs (IEPs). It is the expectation of the Office of the State Superintendent of Education (OSSE) that all local educational agencies (LEAs) and public agencies serving students with disabilities adhere to this Policy when initiating, responding to, and documenting proposals for IEP amendments. This Policy is effective as of March 3, 2014.

MONITORING AND COMPLIANCE

The U.S. Department of Education's Office of Special Education Programs (OSEP) requires that every state education agency (SEA) monitor local educational agencies (LEAs) to ensure compliance with Part B of the Individuals with Disabilities Education Act (IDEA). A finding of LEA noncompliance by the Office of the State Superintendent of Education (OSSE) will result in corrective actions for each area of noncompliance and may result in the requirement to submit an improvement plan. OSSE may also recommend or require training and technical assistance for LEA staff when crafting corrective actions. All items of noncompliance shall, by federal law, be corrected within one year of the finding; sustained noncompliance by an LEA may result in sanctions that include potential withholding of Part B grant funding.¹ Consistent with the IDEA and its regulatory framework, all LEAs shall comply with monitoring requirements established annually by OSSE, which include the collection and submission of both quantitative and qualitative data that support monitoring for regulatory compliance and programmatic quality. Additionally, a subset of LEAs will be selected for OSSE's annual monitoring process. OSSE, in its role as SEA, ensures access to a free and appropriate public education (FAPE) by meeting with other public agencies providing education services to children with disabilities to review and discuss the delivery of special education services. If any noncompliance is identified during OSSE's review, the public agency will be asked to take corrective action, as appropriate.

¹ 34 C.F.R. §300.600(a)(3)



INDIVIDUALIZED EDUCATION PROGRAM (IEP) REVIEW AND REVISION

LEAs must ensure that the IEP Team reviews the student's IEP at least once annually,² to determine whether the annual goals for the student are being achieved. When appropriate, the IEP Team should review the IEP to address concerns related, but not limited to:

- Any lack of expected progress toward the annual goals,³ and in the general education curriculum, if appropriate;⁴
- The results of any reevaluation;⁵
- Information about the student provided to, or by, the parents;⁶ and
- The student's anticipated needs.⁷

IEP Teams must consider the following factors when developing, reviewing, and revising an IEP: the strengths of the student; the concerns of the parents related to enhancing the education of the student; the results of the initial or most recent evaluation of the student; and the academic, developmental, and functional needs of the student.⁸ When appropriate, the IEP Team must consider the following additional factors: the use of positive behavioral interventions, supports, and other strategies to address student behavior that impedes the student's learning or that of other students; the language needs of a student with limited English proficiency as those needs relate to the student's IEP; the appropriateness of instruction in Braille or the use of Braille for a student who is blind or visually impaired; the comprehensive language and communication needs of a student who is deaf or hard of hearing; and the use of assistive technology devices and services.⁹

IEP AMENDMENT PROCESS

A student's special education needs may change throughout the year. If it becomes necessary to make changes to a student's IEP after the annual IEP review occurs during the school year, changes to an IEP may be made by amending the relevant section of the IEP rather than by redrafting the entire IEP.¹⁰ Completion of an IEP amendment does not change, replace, or extend the current IEP annual review date. An IEP Team may amend an IEP by convening an IEP Team meeting to consider the proposed amendment. All IEP Team participation, documentation, and notice requirements apply when an LEA convenes an IEP Team meeting to consider a proposed amendment.¹¹ Alternatively, a parent of a child with a disability and the LEA may agree not to convene an IEP Team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the student's current IEP.¹² When a parent and LEA agree to proceed with an amendment through documented written agreement rather than convening an IEP Team meeting to consider the proposed amendment, the parent and LEA, per this Policy, must provide signature on the appropriate form indicating consent to proceed using the documented written agreement amendment modality.

² For information regarding IEP documentation requirements for compliance, please refer to the "IEP DOCUMENTATION REQUIREMENTS" section on pages 7 and 8 of the Individualized Education Program (IEP) Process Policy (August 30, 2011).

³ 34 C.F.R. §300.320(a)(2)

⁴ 34 C.F.R. §300.324(b)(1)(ii)(A)

⁵ 34 C.F.R. §300.303

⁶ 34 C.F.R. §300.305(a)(2)

⁷ 34 C.F.R. §300.324(b)(1)(ii)(D)

⁸ 34 C.F.R. §300.324(a)(1)

⁹ 34 C.F.R. §300.324(a)(2)

¹⁰ 34 C.F.R. §300.324(a)(6)

¹¹ 34 C.F.R. §300.321; OSSE Individualized Education Program (IEP) Process Policy (August 30, 2011)

¹² 34 C.F.R. §300.324(a)(4)(i)





AMENDMENT THROUGH DOCUMENTED WRITTEN AGREEMENT

The following parameters apply when a parent and LEA agree to amend an IEP through the documented written agreement modality (rather than convening an IEP Team meeting to consider the proposed amendment):

- I. LEAs may not revise a student's special education eligibility status through the documented written agreement amendment modality.
- II. LEAs may not revise a student's disability category through the documented written agreement amendment modality.
- III. LEAs may not revise a student's placement between a public and nonpublic setting or change location assignment through the documented written agreement amendment modality.
- IV. When proposing to revise types or amounts of specialized instruction or related services using the documented written agreement amendment modality, LEAs must provide the parent with written input from the appropriate related service provider or specialized instructor, utilizing the appropriate state-level form, regardless of which party initiates the proposed amendment. A parent who refuses or is nonresponsive to a request for signature indicating consent to the documented written agreement amendment modality is constructively requesting that the LEA convene an IEP Team meeting for the purposes of considering the proposed amendment. In such circumstances, the LEA must follow the same IEP Team participation, documentation, and notice procedures required for an annual IEP Team meeting.
- V. Amendments made through the documented written agreement amendment modality must include signatures from both the LEA representative and parent in order to be considered valid.
- VI. Finalized documentation must be uploaded in the Special Education Data System (SEDS) within five (5) business days of the completed written agreement.

DOCUMENTATION OF A PROPOSAL TO AMEND AN IEP

Either an LEA or a parent can propose to amend a student's IEP through an IEP Team meeting or the documented written agreement amendment modality. Regardless of which party proposes the amendment or what modality the amendment takes, the LEA must proceed by completing the following information in SEDS:

- Identification of the party initiating the amendment;
- A detailed description of the proposed amendment;
- Justification of why the amendment is appropriate;
- Written input from the related service provider or specialized instructor (when proposing to revise types or amounts of specialized instruction or related services using the documented written agreement amendment modality);
- Proposed modality of the amendment; and
- The response to and outcome of the proposal.

PROCEDURAL REQUIREMENTS

Regardless of the proposed amendment outcome, the LEA must provide prior written notice (PWN) to the parent every time the IEP Team decides to initiate a change or decides against making a change to the student's IEP.¹³ The PWN must be finalized in SEDS within five (5) business days of the amendment outcome. The parent

¹³ 34 C.F.R. §300.503(a)



must be provided with the PWN,¹⁴ a copy of the signed agreement, and a copy of the amended IEP with the amendments incorporated within a reasonable time before the LEA implements the change.

ADDITIONAL GUIDANCE

This memorandum supersedes all previous policy, memoranda, and guidance issued by the state educational agency (SEA) regarding this topic. Please direct any questions regarding the content of this document to OSSE, Division of Specialized Education at OSSE.DSEPolicy@dc.gov.

¹⁴ 34 C.F.R. §300.503(a)



Office of the



State Superintendent of Education

August 30, 2011

Dear LEA Leaders,

Welcome to the start of the 2011-2012 school year! I am thrilled to continue building a strong partnership between OSSE and your LEA – our collaboration is critical to ensuring the success of the children and families that we all serve.

I am very pleased to share with you OSSE's Individualized Education Program (IEP) Process Policy, our first policy release of the year. This policy, effective today, is designed to assist LEAs with addressing concerns identified by both the federal Office of Special Education Programs (OSEP) and the Blackman Jones Evaluation Team regarding current rates of local education agency (LEA) compliance with the Individual with Disabilities Education Act (IDEA). Audited data revealed that student records did not consistently demonstrate that IEP Teams included all of the participants required by the IDEA, and furthermore, that convened IEP Teams did not understand the legal obligations involved in developing compliant IEPs. The attached policy provides the clarifications necessary to improve compliance by:

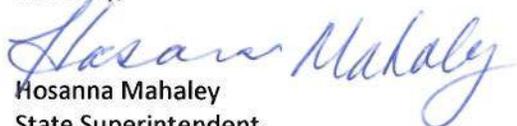
- Restating federally mandated factors of consideration when developing, reviewing and revising an IEP, 34 CFR §300.324(a)(1) and (2) (p. 1-2);
- Distinguishing between IEP Team participation and the legal requirement for parental consent prior to the initial provision of services as required by 34 CFR §300.300(b) (p. 2);
- Specifying explicit categories for mandatory and additional IEP Team participants that align to the intent of 34 CFR §300.321 (p. 2-5);
- Affirming the responsibility of the LEAs to participate in IEP Team meetings convened by nonpublic schools, 34 CFR §300.325(b)(2) (p. 3);
- Restating prior written notice requirements for changes to an IEP, 34 CFR §300.503 (p. 5-6); and
- Establishing standards for the demonstration of sufficient documentation of IEPs, which improves accuracy of student records and supports requirements for the timely transmittal of student records, 34 CFR §300.323(g) (p.7).

Issuance of this policy allows for LEAs to:

- 1) Improve overall compliance with IEP development and implementation;
- 2) Ensure alignment between practice and the upcoming SEDS release;
- 3) Address concerns raised by the Blackman Jones court monitor; and
- 4) Address key Corrective Action Plan (CAP) elements required by OSEP.

I hope that you will circulate the attached policy to all staff upon receipt.

Sincerely,



Hosanna Mahaley
State Superintendent



Office of the
State Superintendent of Education



AUGUST 30, 2011

(X) ACTION REQUIRED
() INFORMATIONAL

TO: Local Educational Agencies

CC: Public Charter School Board
De'Shawn Wright, Deputy Mayor of Education

FROM: Hosanna Mahaley, State Superintendent of Education 

RE: Individualized Education Program (IEP) Process Policy

CONTACT: Amy Maisterra, Interim Assistant Superintendent for Special Education
Division of Special Education
Email: Amy.Maisterra@dc.gov
(202) 481-3757
OR
Grace Chien, LEA Policy and Charter Implementation Specialist
Division of Special Education
Email: Grace.Chien@dc.gov
(202) 741-5089

INTRODUCTION

The purpose of this Memorandum is to assist local educational agencies (LEAs) with the implementation of the Part B requirements of the Individuals with Disabilities Education Act (IDEA) regarding individualized education programs (IEPs) for students with disabilities. It is the expectation of the Office of the State Superintendent of Education (OSSE) that all LEAs ensure that IEP Teams engage annually in the IEP process to develop compliant IEPs that are timely and include the participation of all appropriate IEP Team members.

MONITORING AND COMPLIANCE

The U.S. Department of Education's Office of Special Education Programs (OSEP) requires that every state education agency (SEA) monitor LEAs to ensure compliance with Part B of the IDEA. A finding of LEA noncompliance by OSSE will result in the requirement to submit an improvement plan containing corrective actions for each area of noncompliance. OSSE may also recommend or require training and technical assistance for LEA staff when crafting corrective actions. All items of noncompliance shall, by federal law, be corrected within one year of the finding; sustained noncompliance by an LEA may result in sanctions that include potential withholding of Part B grant funding.¹ All LEAs shall comply with monitoring requirements established annually by OSSE, which include the collection and submission of both quantitative and qualitative data that support monitoring for regulatory compliance and programmatic quality. Additionally, a subset of LEAs will be selected for OSSE's annual focused monitoring process.

FEDERALLY MANDATED FACTORS OF CONSIDERATION WHEN REVIEWING AND REVISING AN IEP

The IEP process is an opportunity for parents, teachers, LEA personnel, evaluators, and related services providers to pool their collective team knowledge and expertise to ensure that students with disabilities are

¹ 34 C.F.R. §300.604(a)



provided a free appropriate public education (FAPE) in the least restrictive environment (LRE). Where appropriate, students should be encouraged to participate as members of their IEP Teams in order to contribute feedback and ideas to the design of their programs. Together, IEP Team members develop an effective educational program, enumerated in the IEP document, which results in the delivery of specialized instructional supports, appropriate accommodations, and related services to help a student with disabilities access the curriculum and make meaningful educational progress.

IEP Teams shall consider the following factors when developing, reviewing, and revising an IEP:

- The strengths of the student;
- The concerns of the parents for enhancing the education of the student;
- The results of the initial or most recent evaluation of the student; and
- The academic, developmental, and functional needs of the student.²

When appropriate, the IEP Team shall consider the following additional factors:

- The use of positive behavioral interventions, supports, and other strategies to address student behavior that impedes the student's learning or that of other students;
- The language needs of a student with limited English proficiency as those needs relate to the student's IEP;
- The appropriateness of instruction in Braille or the use of Braille for a student who is blind or visually impaired; the comprehensive language and communication needs of a student who is deaf or hard of hearing; and
- The use of assistive technology devices and services.³

IEP TEAM MEMBER PARTICIPATION AND PARENTAL CONSENT

For the purposes of this policy, the term *participation* is defined as an opportunity for an individual to attend an IEP Team meeting and provide input toward IEP Team consensus. The term *input*, used in the context of an IEP Team meeting, refers to recommendations based on relevant historic and current student data derived from familial, academic, or service-based interactions. In the context of IEP Team meetings, the opportunity to provide input is distinct from unilateral decision-making. Decisions regarding eligibility or designation of special education and related services under Part B shall be made through IEP Team consensus. The term *consensus*, used in the context of an IEP Team meeting, refers to broad agreement reached through group decision-making such that the opinions of all IEP Team members are considered. However, no one team member can prevent the IEP Team from proceeding as a whole if there is general consensus.

IEP Team members demonstrate their participation in the IEP Team meeting by signing the IEP Meeting Participants Section of the IEP document. The signature of any participant, including the parents, does not constitute agreement or disagreement, in whole or in part, with the content of the resulting IEP document. Individual participant disagreement with the IEP Team consensus on any single issue does not prevent the IEP Team from proceeding with the IEP process as a whole or completing the IEP document. LEAs may not begin to provide special education and related services if the parent has not provided consent for the initial provision of services following the initial determination of eligibility.

² 34 C.F.R. §300.324(a)(1)

³ 34 C.F.R. §300.324(a)(2)



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PARENTAL DISAGREEMENT AND DISPUTE PROCEDURES

The terms set forth in an annual IEP review are not invalidated, in whole or in part, by disagreement from any participant, including the parent. A parent who disagrees with an IEP Team decision regarding the student's eligibility, evaluation, placement, or terms of service may challenge the decision by exercising the rights afforded to all parents under the Part B procedural safeguards including dispute resolution options such as the state complaint process, due process complaints, and impartial mediation to resolve any disagreements at the LEA level. If disagreement about an IEP Team decision arises after the parent's consent to the initial provision of services and development of the IEP, a parent may revoke consent.⁴ A parent who revokes consent for Part B services does so fully for all special education and related services listed on the student's IEP.⁵

IEP TEAM PARTICIPATION REQUIREMENTS

Mandatory Participants

The term *mandatory participant* refers to an individual whom the LEA shall ensure is included as a member of the IEP Team because he or she fulfills a team role explicitly identified by the IDEA.⁶ The following individuals are mandatory participants:

Parents of the student:⁷ Parents are important members of the IEP Team because, typically, they can offer unique insight regarding the student's strengths and needs, interests, and learning style. Parents can also enhance the student's overall learning experience and performance by providing an educational structure within the family home that is consistent with and builds upon the skills and curriculum that the student is learning at school. To adequately facilitate parent participation, the LEA shall notify parents of the meeting early enough to ensure that they will have an opportunity to attend and schedule the IEP Team meeting at a mutually agreed on time and place.⁸ If neither parent can attend an IEP Team meeting, the meeting may be conducted without parent participation if the LEA exercises reasonable efforts to secure the parent's agreement to participate. *Reasonable efforts* are defined as a minimum of three attempts using multiple modalities (e.g. phone, mailed correspondence, and in-person) by the LEA.⁹ The LEA shall document all attempts to contact the parent in the Special Education Data System (SEDS). The LEA shall also take whatever action necessary to ensure that the parent can understand the discussion and content of the IEP Team meeting, including arranging and providing translation services when needed.¹⁰

General education teacher of the student:¹¹ The general education teacher is an important member of the IEP Team because he or she can serve as a primary resource for information regarding the general education curriculum, positive behavioral interventions and supports, strategies for annual goal attainment, and potential opportunities for inclusion both inside and outside of the classroom.¹² A

⁴ 34 C.F.R. §300.300(b)(4). Note that disagreement about an IEP Team decision is not necessary in order for a parent to revoke consent; a parent may revoke consent at any time for any reason.

⁵ "Under § 300.300(b)(1), parental consent is for the initial provision of special education and related services generally, not for a particular service or services." 73 Fed. Reg. 73011 (December 1, 2008)

⁶ 34 C.F.R. §300.321(a) and (b)

⁷ 34 C.F.R. §300.321(a)(1); the definition of parent can be found at 34 C.F.R. §300.30. The definition of a foster parent is augmented by District of Columbia law at 5 DCMR §E-3001.1.

⁸ 34 C.F.R. §300.322(a)

⁹ 34 C.F.R. §300.322(d); OSSE's Part B Initial Evaluation/Reevaluation Policy (March 22, 2010)

¹⁰ 34 C.F.R. §300.322(e)

¹¹ The LEA must ensure that the IEP Team for each student with a disability includes not less than one regular education teacher of the student if the student is, or may be, participating in the regular education environment. 34 C.F.R. §300.321(a)(2)

¹² 34 C.F.R. §300.320(a)(4); 34 C.F.R. §300.324(a)(3)



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general education teacher's participation is especially important when the IEP Team is considering eligibility under the specific learning disability (SLD) category or a change to the student's existing level of service.

Special education teacher of the student:¹³ The special education teacher is an important member of the IEP Team because he or she can contribute both specific information regarding the individualized needs of the student, and more general information on how to educate students with disabilities based on past teaching experiences. The special education teacher may provide suggestions on how to modify the general curriculum, utilize supplementary aids and services, monitor student progress, and identify appropriate testing accommodations. Additionally, the special education teacher often provides specialized instruction, including instruction that is designated as extended school year (ESY) services.

LEA representative: The LEA representative is an important member of the IEP Team because he or she is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the student, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources of the LEA.¹⁴ The LEA representative is often the head administrator of the LEA's special education program or his or her designee. The LEA representative should have the authority to commit resources and ensure that the services designated in the IEP are provided. (Note: District Charters¹⁵ shall invite a representative from the District of Columbia Public Schools (DCPS) to participate in all IEP Team meetings. DCPS shall respond to a District Charter invitation by participating as the LEA representative or by designating¹⁶ an LEA representative at the District Charter to serve on its behalf. A nonpublic school, serving a District of Columbia student, shall invite the LEA to participate in all the student's IEP Team meetings.¹⁷ The LEA shall participate in all IEP Team meetings for students served by nonpublic schools by attending or at minimum designating an LEA representative at the nonpublic school or program to serve on its behalf.¹⁸)

Individual who can interpret the instructional implications of evaluation results:¹⁹ This individual is an important member of the IEP Team because he or she can accurately assess student's current level of performance, identify the student's areas of need, and make suggestions regarding appropriate strategies to address the student's needs. This individual's participation is especially important when the IEP Team is considering decisions regarding eligibility or a change to the student's educational program due to recent evaluation results.

¹³ The LEA must ensure that the IEP Team for each student with a disability includes not less than one special education teacher of the student, or where appropriate, not less than one special education provider of the student. 34 C.F.R. §300.321(a)(3)

¹⁴ 34 C.F.R. §300.321(a)(4)

¹⁵ District Charters are public charter schools that have elected DCPS as the LEA for special education purposes. D.C. Code §38-1802.02(19)

¹⁶ LEA designated representative must be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; knowledgeable about the general education curriculum; and knowledgeable about the availability of resources of the LEA. 34 C.F.R. §300.321(a)(4).

¹⁷ An IEP meeting may be initiated and conducted by a nonpublic school at the discretion of the LEA. 34 C.F.R. §300.325(b)

¹⁸ D.C. Code §38-2561.06; 34 C.F.R. §300.325(a) and 5 DCMR §E-3019.9

¹⁹ When appropriate, this participant role may be fulfilled by the general education teacher, special education teacher, LEA representative, a qualified evaluator, related service provider, or other persons with knowledge or expertise regarding the child. 34 C.F.R. §300.321(a)(5)



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Permitted Excusal of Mandatory Participants

Mandatory participants may be excused, in whole or in part, from the IEP Team meeting only if the parent and the LEA agree, in writing, that the attendance of the participant is not necessary because the participant's area of the curriculum or related services is not being modified or discussed in the meeting.²⁰ When the meeting involves a modification to or discussion of a mandatory participant's area of the curriculum or related services, the participant may be excused from attending the IEP Team meeting, in whole or in part, only if the parent and the LEA consent to the excusal in writing and the participant submits written input into the development of the IEP prior to the IEP Team meeting.²¹ The LEA is responsible for ensuring that all written input is received prior to the IEP Team meeting, and that all the required documentation is included in the student's special education file in SEDS.

Additional Participants

The term *additional participant* refers to an individual who does not fulfill a team role explicitly identified by the IDEA, but who may become a mandatory participant due to individual student factors or specific circumstances (*i.e.* IEP Team meeting purpose includes specific topics such as: transition; discussion regarding a change to a specific special education service or related service; or discussion about services provided by a nonpublic school or specialized program outside the LEA). If any of these circumstances applies, the LEA shall, with the consent of the parent when necessary, invite the following additional participants to the IEP Team meeting as appropriate:

Student: Generally, a student should be invited, and encouraged to, participate in the IEP Team meeting whenever he or she has input to provide, or whenever otherwise deemed appropriate by the IEP Team.²² The student becomes a mandatory participant if a purpose of the IEP Team meeting is to consider postsecondary goals for the student and the transition services needed to assist the student in reaching those goals.²³ If the student does not attend the IEP Team meeting to discuss secondary transition, the LEA shall take other steps to ensure that the student's preferences and interests are considered, such as allowing the student to submit written input to the IEP Team prior to the occurrence of the meeting.²⁴ Under District of Columbia law, educational rights under IDEA transfer from the parents to the student at age 18, unless there has been a determination under District of Columbia law that the student is not competent.²⁵ The student takes the place of the parent upon the transfer of rights, becoming a mandatory participant thereafter.

Early childhood transition participant: In the case of a student who was previously served under Part C of the IDEA, an invitation to the initial IEP Team meeting shall, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition to Part B services.²⁶

Secondary transition participant: If a purpose of the IEP Team meeting is to consider postsecondary goals for the student and the transition services needed to assist the student in reaching those goals,

²⁰ 34 C.F.R. §300.321(e)(1)

²¹ 34 C.F.R. §300.321(e)(2)

²² 34 C.F.R. § 300.321(a)(7)

²³ IEP Team consideration of appropriate postsecondary goals and transition services for a student with a disability must begin no later than the first IEP to be in effect when the student turns 16 years old or sooner if determined appropriate by the IEP Team. 34 C.F.R. §300.320(b); 34 C.F.R. §300.321(b)(1); 34 C.F.R. §300.322(b)(2)

²⁴ 34 C.F.R. § 300.321(b)(2)

²⁵ 34 C.F.R. § 300.520(a)(1)(ii); 5 DCMR §E-3023

²⁶ 34 C.F.R. §300.321(f)



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the LEA shall, with the consent of the parents or a student who has reached the age of majority,²⁷ invite a representative of the Rehabilitation Services Administration (RSA)²⁸ and any other participating agency that is likely to be responsible for providing or paying for postsecondary transition services.²⁹

Related service provider:³⁰ A related service provider's participation is critical when the IEP Team is considering a change to the student's service hours. The LEA shall invite the appropriate special education or related service provider to fulfill the mandatory role of the individual who can interpret the instructional implications of evaluation results if the proposed change to service hours is due to recent evaluation or assessment results in that specific service area.

Individual with knowledge and special expertise: At the discretion of the parent or LEA, the IEP Team shall include any individual who the parent or LEA has determined has knowledge or special expertise regarding the student.³¹

PARTICIPATION THROUGH THE IEP AMENDMENT PROCESS

A student's special education needs may change throughout the year. If it becomes necessary to make changes to the IEP after the annual IEP Team meeting occurs during the school year, the IEP Team may decide to convene an IEP Team meeting to amend the IEP, or the parent and the LEA may agree to amend the student's current IEP through written agreement without convening an IEP Team meeting.³²

To amend the IEP through written agreement, the LEA and parent shall complete the Standard IEP Amendment Form found in SEDS to indicate that both parties consent to amending the IEP without convening an IEP Team meeting.³³ A refusal of consent by either party or parent non-responsiveness to an LEA's attempts to obtain parent agreement to amend without convening an IEP Team meeting constitutes a request that the IEP Team convene for the purposes of considering the proposed change. In such circumstances, the LEA shall follow the same invitation and notice procedures required for an annual IEP Team meeting.³⁴

PROVISION OF APPROPRIATE NOTICE TO IEP TEAM MEMBERS

The LEA shall provide prior written notice (PWN) to the parents every time the IEP Team decides to initiate a change or decides against making a change to the student's IEP.³⁵ The PWN shall include:³⁶

1. A description of the action proposed or refused by the LEA;³⁷

²⁷ The age of majority in the District of Columbia is 18 years old. 5 DCMR §E-3023.1

²⁸ OSSE's Secondary Transition Policy requires LEAs, with the consent of the parents or a student who has reached the age of majority, to invite a representative of Rehabilitation Services Administration (RSA) to an IEP Team meeting where secondary transition will be discussed. (January 5, 2010)

²⁹ 34 C.F.R. §300.321(b)(3)

³⁰ 34 C.F.R. §300.321(a)(3) & (a)(6)

³¹ 34 C.F.R. §300.321(a)(6); 34 C.F.R. §300.321(c)

³² 34 C.F.R. §300.324(a)(4)

³³ A parent may propose an IEP amendment by contacting the LEA. The LEA will respond to the parent's request by either consenting to the amendment through written agreement or by sending a letter of invitation to the parent to participate in an IEP Team meeting to discuss the proposed IEP amendment.

³⁴ LEAs may not amend an IEP without convening an IEP Team meeting where the purpose is to discuss and/or make decisions regarding a potential change in least restrictive environment to a nonpublic placement. OSSE's Individualized Education Program Amendment Guidance (April 21, 2010)

³⁵ 34 C.F.R. §300.503(a)

³⁶ 34 C.F.R. §300.503(b)

³⁷ The proposal considered may be a change to the identification, evaluation, or educational placement of the student or the provision of FAPE to the student.



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2. An explanation of why the LEA proposes or refuses to take the action;
3. A description of each evaluation procedure, assessment, record, or report the LEA used as a basis for the proposed or refused action;
4. A statement that the parents of a student with a disability have protection under the Part B procedural safeguards;³⁸
5. Resources for parents to contact to obtain assistance in understanding Part B of the IDEA;
6. A description of other options that the IEP Team considered and the reasons why those options were rejected; and
7. A description of other factors which are relevant to the LEA's proposal or refusal.

The PWN shall be sent within a reasonable time³⁹ before the LEA implements the change.⁴⁰ The LEA shall take whatever action is necessary to ensure that the parent understands the PWN, including arranging for translation.⁴¹ LEAs shall provide PWN to all IEP Team members implementing the IEP and the parent, following an amendment to an IEP in the absence of a meeting.⁴²

COMPREHENSIVE IEP REVIEW

The IEP meeting type determines the scope and content that the IEP Team shall review. For IEP Team meetings to develop the initial IEP, an IEP Team shall review all required sections of the IEP document including:

- Present levels of performance and annual goals by area of concern;
- Special education and related services;
- Least restrictive environment (LRE);
- Classroom accommodations and state assessment participation;
- Extended school year; and
- Transition and behavior as appropriate.

For annual IEP Team meetings, the IEP Team shall review all current and new data to update and complete all required sections of the IEP and address any other concerns raised by the parent or other IEP Team members. For IEP Team meetings held to discuss changes to the IEP proposed after the annual IEP Team meeting occurs during the school year, the IEP Team shall review, at minimum, all items identified in the Standard IEP Amendment Form and/or any corresponding letter of invitation, and any concerns expressed by the parent prior to or at the meeting. Any additional proposed amendments that are agreed upon or refused, but not initially specified in the Standard Amendment Form shall be documented in the PWN.

IEP DOCUMENTATION REQUIREMENTS

Once the IEP Team has reviewed and come to a consensus on all required items according to meeting type, the IEP Team shall complete each required section of the IEP in SEDS (including the documentation of all eligibility and service decisions). The resulting finalized draft of the IEP and all corresponding documentation shall be captured in or uploaded in SEDS within 5 business days of the IEP Team meeting (or completion of the IEP amendment process as appropriate).⁴³ All LEAs are required to update student files in SEDS regularly

³⁸ If the PWN is not an initial referral for evaluation, the notice must also include the means by which a copy of a description of the procedural safeguards can be obtained. A copy of the procedural safeguards must be given to parents upon initial referral for evaluation. 34 C.F.R. §300.504(a)

³⁹ The determination of what constitutes a reasonable amount of time is made on a case by case basis. The term "reasonable" generally means without undue delay and within a timeframe that does not interfere with a student's right to receive FAPE.

⁴⁰ 34 C.F.R. §300.503(a)

⁴¹ 34 C.F.R. §300.503(c)

⁴² 34 C.F.R. §300.324(a)(4)(ii)

⁴³ LEA Data Management Policy (December 9, 2010)



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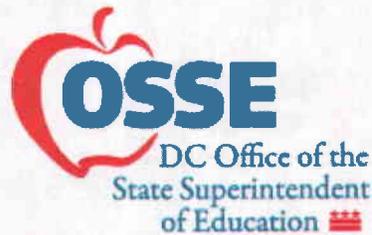
throughout the school year; all new information shall be captured or uploaded in SEDS within 5 business days of receipt.⁴⁴ Upon the enrollment of a new student, an LEA shall verify that the student's entire record is complete in SEDS; if the student's record is incomplete, the LEA shall take all appropriate steps to obtain any missing documentation and upload the documentation to SEDS within 10 business days of the student's enrollment.

The IEP document is considered compliant once all the following requirements are met: all notice requirements are fulfilled; all mandatory and appropriate additional IEP members are properly included by the LEA to participate in the IEP Team meeting; the IEP Team has reviewed and completed all required sections of the IEP and uploaded all of the supporting eligibility and evaluation documentation to SEDS; all regulatory and policy timelines are met; and the LEA finalizes the IEP draft. The LEA may implement the IEP once the parent gives consent for initial provision of IDEA service. Parental consent for services continues to be in effect, year after year, unless the parent formally revokes consent and the LEA appropriately issues PWN before discontinuing services.

ADDITIONAL GUIDANCE

This memorandum supersedes all previous policy, memoranda, and/or guidance promulgated by the SEA. Please direct any questions regarding the content of this document to Grace Chien, LEA Policy and Charter Implementation Specialist, at (202) 741-5089 or by email at Grace.Chien@dc.gov.

⁴⁴ LEAs must regularly update documentation in SEDS to ensure timely transfer of student records. LEA Data Management Policy (December 9, 2010); see 34 C.F.R. §300.323(g) regarding transfer of student records.



March 9, 2009

() Action Required
(X) Informational

MEMORANDUM NO. 09-004 Least Restrictive Environment and Inclusion Policy

TO: Local Education Agency Leaders

CC: Public Charter School Board

FROM: Deborah A. Gist 
State Superintendent of Education

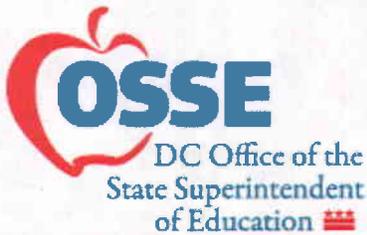
CONTACT: Tammie Picklesimer
Email: Tammie.Picklesimer@dc.gov
(202) 741-0274

RE: Least Restrictive Environment and Inclusion Policy

This policy is in reference to the Least Restrictive Environment requirements of the Individuals with Disabilities Education Act (IDEA). It supersedes all previous policy, memoranda and/or guidance promulgated by the State Education Agency. This policy takes effect on March 9, 2009.

Background

All children are entitled to an equal opportunity, to a high quality education and to be included in all aspects of society. The **No Child Left Behind Act (NCLB)** strongly emphasizes the importance of appropriate education for diverse learners and how critical rich curricula are in improving academic success for all children. Congressional intent during the 2004 reauthorization of the **Individuals with Disabilities Education Act (IDEA)** was to improve the quality of education children with disabilities were receiving in public schools and to overcome environmental and attitudinal barriers through equal access to the general education curriculum. Additionally, Congress continued to connect NCLB and IDEA by holding schools accountable for measuring academic performance for all students, including students with disabilities. Furthermore, Title II of the **Americans with Disabilities Act** and Section 504 of the **Rehabilitation Act** prohibit public schools and school systems from discriminating on the basis of disability and promote equal access to public education.



In accordance with the provisions of IDEA Part B, 34 CFR 300.604(a)(1), and (a)(3), (b)(2)(i) and (b)(2)(v), and (c)(2), the OSSE must monitor the number of hours special education students participate in the general education setting with the expectation of improving educational results and outcomes for all children with disabilities.¹ Today, the District of Columbia continues to score poorly on national measures of including children with disabilities in the general education classroom. According to the most recent comparative data from the US Department of Education, the District includes only 21 percent of students with disabilities in the general classroom for 80 percent or more of the day, compared to a national average of 58 percent. More District students with disabilities are educated in separate schools than in any other jurisdiction in the United States.² As a result of noncompliance with the federal Least Restrictive Environment requirements, the US Department of Education's Office of Special Education Programs (OSEP) placed the District of Columbia's IDEA grant funding under a Special Condition in federal Fiscal Year 2008.³

This Memorandum serves to clarify the expectations of the Office of the State Superintendent of Education (the OSSE) that every child with a disability residing within the District of Columbia receive an inclusive education that ensures equal opportunities to receive high quality instruction in the general education classroom. Enforcement of LRE is an effort to eliminate discrimination and promote the right for District children with disabilities to participate in all aspects of society, including public education.

Key Concepts to Inclusion

The requirements of IDEA as it references and promotes inclusion are as follows:

- **Free Appropriate Public Education**
IDEA requires that all children receiving special education services have access to and make meaningful progress in the general curriculum and have the right to full participation in all areas of school life. "Full participation" requires that children with disabilities have the "supplementary aids and services" necessary to assist them in participating in all areas of school life [34 C.F.R. §300.101].
- **Least Restrictive Environment**
IDEA mandates that to the maximum extent appropriate, all children with disabilities shall be educated with their non-disabled peers [34 C.F.R. §300.114]. "Maximum extent appropriate" means that each child with a disability is educated in the public school the

¹ <http://idea.ed.gov/explore/view/p/,root,dynamic,TopicalBrief,24>,

² http://www.ideadata.org/arc_toc9.asp#partbLRE

³ Grant award letter at <http://www.ed.gov/fund/data/award/idea/2008partb/dc-letter-2008b.doc>

child would attend if not disabled and has access to, and meaningful participation in, the general education curriculum unless the Individual Education Plan (IEP) determines that the nature of the child's disability is such that general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

- **Continuum of Service**

The 2004 IDEA regulations require that each LEA ensure that a "continuum of alternative placements" is available to meet the needs of children with disabilities. The continuum is a spectrum of placements where an IEP can be implemented. LEAs should consider placement in the general education classroom with appropriate supplementary aids and services before considering a more restrictive placement. Any alternative placement selected outside of the general education classroom must include appropriate opportunities for the child to interact with their non disabled peers to the maximum extent appropriate. The placement decision must always be based on the individual needs of the child.

- **Supplementary Aids and Services**

When contemplating educational placement, IDEA requires the IEP team to consider how the general education curriculum might be modified through the provision of supplementary aids and services to ensure accessibility of information as well enabling the child to be an active participant with their non disabled peers. Supplementary aids and services are "aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with non disabled children to the maximum extent appropriate in accordance with §300.114 through §300.116." [34 CFR §300.42] All supplementary aids and services determined necessary by the IEP team must be included in the child's IEP and implemented by the LEA.

The OSSE's Expectations for Inclusion

The OSSE defines inclusive practice as, **an environment in which all children, including those with significant disabilities, have an equal opportunity to receive a high quality instruction in the general education classroom, to the maximum extent possible, with the necessary supplementary aids and services the child needs to be successful in the general education curriculum.** Placement in an inclusive environment must be made available to every child with a disability. A general education classroom is inappropriate only if the child cannot achieve positive learning outcomes while receiving needed supplementary aids and supports services. Positive learning outcomes are measured by progress toward the goals of the child's IEP and not mastery of the general education curriculum. The LEA should not wait for the child to fail in the general education classroom before considering an alternative placement.

In an inclusive educational environment, general educators do not relinquish responsibility for students with special needs, but instead work cooperatively with special educators to provide a high quality program. Inclusive educational environments:

- Maintain high expectations for all children;
- Actively identify and capitalize upon student strengths;
- Pursue the most effective instructional methods to foster high levels of achievement;
- Regularly monitor student progress and redesign learning opportunities as needed;
- Collaborate with families and community members;
- Create educational programs that allow students with disabilities to participate fully in school life;
- Embrace diversity.

To be successful in implementing inclusive practices within the school, LEAs must promote collaboration and communication between general and special educators, parents, related service providers, and the community. Moreover, all teachers must have the opportunity to interact with one another to discuss and become aware of best practices in the field of education.

Technical Assistance and Training

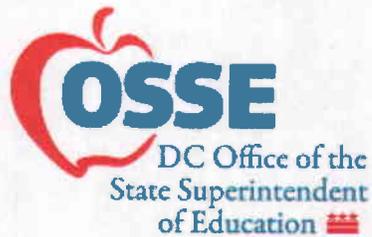
The OSSE is committed to ensuring that LEAs have the knowledge base and tools to implement inclusion and encourage all school staff, including teachers, administrators, and support staff, to obtain appropriate and consistent training. The OSSE will conduct a series of activities annually to support LRE, including, but not limited to:

- Providing clear written guidelines and toolkits for schools concerning specific inclusion strategies, to be made available through the State Advisory Panel on Special Education and via the OSSE website;
- Strengthening in-person professional development for school personnel; and
- Providing clarification on the use of supplementary aids and services in the regular classroom.

Compliance and Monitoring of Inclusive Practices

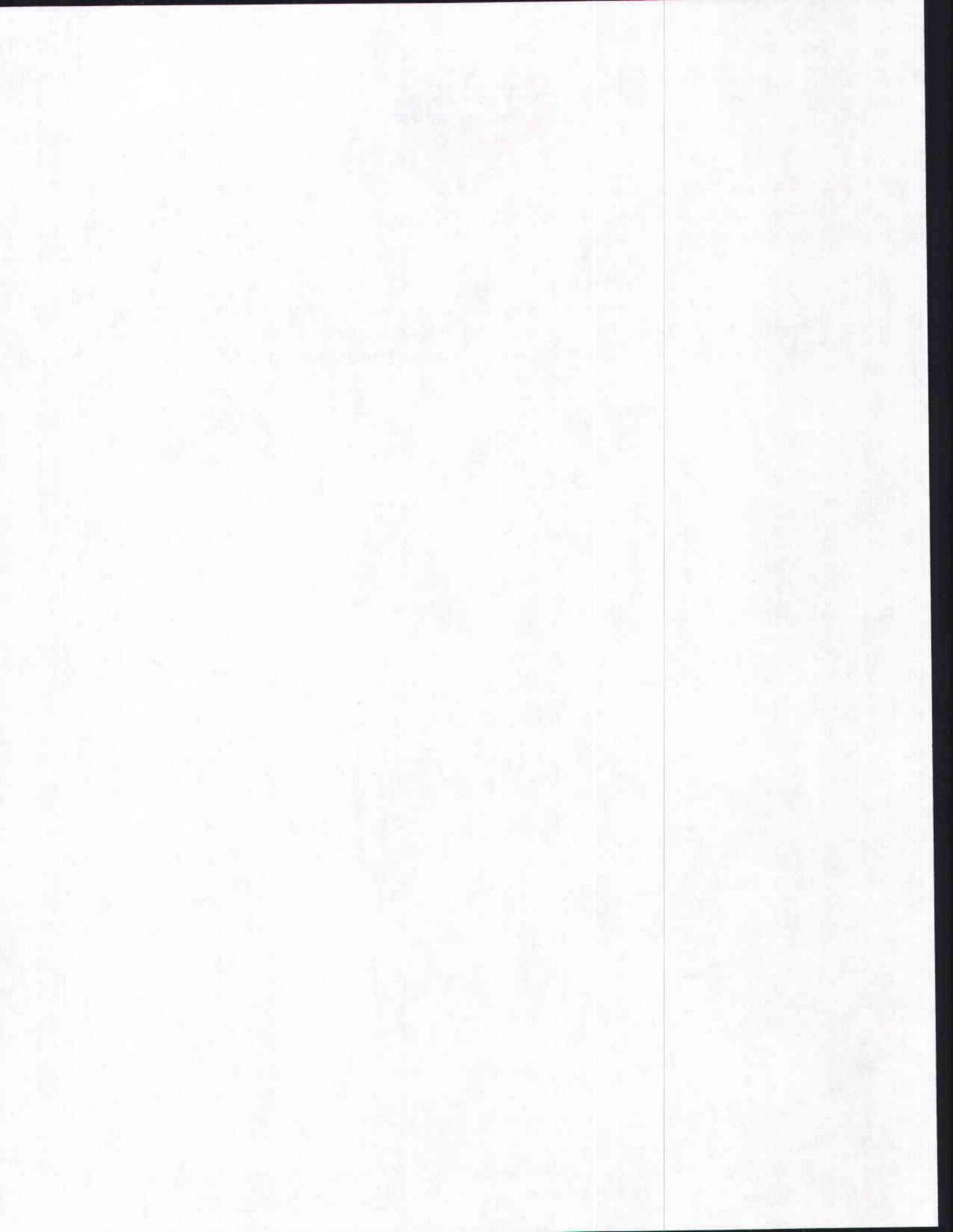
The U.S. Department of Education's Office of Special Education Programs (OSEP) requires every State Education Agency to monitor LEAs to ensure compliance with IDEA Part B, including the Least Restrictive Environment requirement.⁴ A Finding of noncompliance by the OSSE results in the requirement to submit an Improvement Plan containing Corrective Actions for each area of noncompliance. The OSSE may suggest or require training and technical assistance to LEA staff when crafting Corrective Actions around the LRE requirement. All items of noncompliance must, by

⁴ 34 CFR 300.600



federal law, be corrected within one year of the finding; sustained noncompliance by an LEA may result in withholding of Part B grant funding.

The OSSE is committed to ensuring all children with disabilities receive a free appropriate public education in the least restrictive environment. If you have questions or concerns regarding this memorandum, please contact Tammie Picklesimer, Director of Policy, Division of Special Education, at (202) 481-3870, or by e-mail at Tammie.Picklesimer@dc.gov.



March 22, 2010

(X) ACTION REQUIRED
() INFORMATIONAL

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

FROM: Kerri L. Briggs, PhD
State Superintendent of Education

RE: Part B Initial Evaluation/Reevaluation Policy

CONTACT: Amy Maisterra, Chief of Staff
Department of Special Education
Email: amy.maisterra@dc.gov
(202) 481-3757

This Memorandum serves to clarify what is required of all Local Education Agencies (LEAs) regarding the Part B Evaluation/Reevaluation and eligibility determination requirements of the Individuals with Disabilities Education Act (IDEA). This Memorandum supersedes all previous policy, memoranda and/or guidance promulgated by the Office of the State Superintendent of Education (OSSE).¹ This policy takes effect on March 22, 2010.

I. BACKGROUND

The IDEA contains specific requirements regarding the obligations of all LEAs to ensure that children in need of special education and related services are appropriately identified and served. This Memorandum addresses these obligations as they pertain to Part B evaluation, determination of eligibility, and the reevaluation process. Specifically, the Memorandum serves to:

¹ This Memorandum is not intended to be a restatement of the requirements of the IDEA and the District of Columbia Code of Municipal Regulations (DCMR) in regard to initial evaluations and reevaluations. LEAs are responsible for knowing and implementing the requirements of IDEA and the DCMR applicable to LEAs.

- Clarify the concepts of eligibility, evaluation and assessment, including the distinction between formal and informal assessment;
- Clarify the timeline requirements for initial evaluation and reevaluation;
- Clarify the Federal rules governing parental consent as altered by amendments to the IDEA Federal Regulations that were issued in December, 2008; and
- Establish clear criteria for each disability category that are aligned with Federal law and DC Municipal Regulations (DCMR), ensuring that the new requirements for the identification of children with Specific Learning Disabilities are incorporated.

II. KEY CONCEPTS

Most key terms have specific meanings assigned by IDEA and/or DCMR 5-3001. Other terms have the meanings set by this policy.

Assessment. Assessment is defined in DCMR² as a data collection procedure to examine a particular area of need in accordance with the rules in IDEA and DCMR. This procedure must be used by a group of qualified professionals³ to determine a child's educational needs and eligibility for special education and related services. An initial evaluation involves the use of a variety of assessment tools and strategies to 1) gather relevant functional, developmental and academic information to assist in determining if the child is eligible for special education and related services; and 2) inform the content of the IEP. To better facilitate the evaluation process, OSSE draws a distinction between formal and informal assessments and provides clarification below on how to utilize data driven information to determine eligibility and identify the educational needs of the child.

Formal Assessment. A formal assessment is a standardized test that measures overall student achievement that has been "normed," or administered to a representative sample. The mathematically computed score provides a summary using percentile, stanines, or standard scores to compare children of similar characteristics and indicate the child's relative performance in the group. Formal assessments must be administered by a qualified, trained professional, as specified by the producer of the assessment, to ensure valid and reliable results. One type of formal assessment is a medical assessment. If a formal assessment is not conducted under standard conditions, a description of the extent to which the assessment varied from standard conditions shall be included in the evaluation report.

² 5 D.C.M.R. §3001.1

³ In accordance with 5 D.C.M.R. §3005.3 the group of qualified professionals must be consistent with the IEP team members identified in 5 D.C.M.R. §3003.

Informal Assessment. An informal assessment is what teachers, related service providers or other educators use to find out how well a child is progressing in core academic, behavioral and/or functional areas. Informal assessment procedures may include, but are not limited to, scientific, research-based interventions, classroom activities such as group or individual projects, experiments, oral presentations, journals, essays, reports, anecdotal records, observations, reading and behavior logs or checklists. Curriculum-Based Measurement (CBM) is the best known method of progress monitoring that utilizes informal assessments to determine the success of the instruction and intervention the child is receiving.

The distinction between a formal or informal assessment does not determine whether a Prior Written Notice (PWN) or parental consent is required. If the assessment is conducted **after** a child is suspected of having a disability and is referred for an evaluation under the IDEA, then a PWN and parental consent are required. If the assessment is conducted before a child is suspected of having a disability, as part of a screening process, then a PWN and parental consent are not required.

Screening. For children age 3 through 21, the LEA should have in place a process to monitor academic progress of its students that includes but is not limited to: (a) observations in a variety of settings; (b) a multi-tiered problem solving approach; (c) parent/family communications; and (d) a review of attendance and grades. Screenings must be available for children in public schools, private schools, or for children who are home-schooled or who are wards of the District; and they must include the regular review of pertinent information and communication to parents regarding whether:

- Appropriate instruction in the general education setting is being delivered by qualified personnel;
- Instruction and interventions are provided at varying intensity levels; and
- Progress monitoring data are collected which reflected the child's progress during instruction.

Eligibility. A child is eligible for special education and related services if he/she meets the definition of "child with a disability" under the IDEA and DCMR 5-3001. This determination is premised upon whether the child has one of the designated disabilities under the IDEA and the DCMR and, as a result of that disability, requires special education and related services. To make this determination, a team consisting of a group of qualified professionals and the

parent⁴ must consider all reports of assessment procedures, including a review of informal and formal assessments, parent information, health records, and other independent evaluations. An LEA may not identify any child as a child with a disability if the determinant factor is a lack of appropriate instruction in reading and math and/or limited English proficiency and the child does not otherwise meet the eligibility criteria.⁵

Evaluation. An evaluation is a process consisting of a set of procedures and/or assessments used in accordance with the IDEA and DCMR to determine 1) whether a child has a disability, and if so, 2) the nature and extent of the special education and related services that the child needs.⁶ Each LEA is responsible for conducting a full and individualized initial evaluation, at no cost to the parent, before determining whether a child is a child with a disability.

Under IDEA, the evaluation must use “a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent...”⁷ Assessment tools and strategies may include, but are not limited to, observations, interviews, behavior checklists, criterion-referenced and norm referenced instruments, and tests of basic concepts or other techniques and procedures as deemed appropriate by the professional(s) conducting the evaluation. The term evaluation does not refer to a single testing procedure or report. Once a child has been determined eligible in the District of Columbia under the IDEA, any further evaluation process, including evaluation in a new area of suspected disability, constitutes a reevaluation.

Each LEA must ensure that assessments are selected and administered so as not to be discriminatory on a racial or cultural basis. Furthermore, all assessments must be administered in the child’s native language. Native language, in the context of the evaluation of the child, is defined as the language normally used by the child in the home or learning environment (not by the parent, if there is a difference between the two). For example, if a child’s primary mode of communication is sign language, Braille, or oral communication, the evaluation must utilize that modality.

⁴ In accordance with 5 D.C.M.R. §3005.3 the group of qualified professionals must be consistent with the IEP team members identified in 5 D.C.M.R. §3003.

⁵ 34 C.F.R. §300.306(b)

⁶ 34 C.F.R. §300.301 et seq; 5 D.C.M.R. §3001.

⁷ 34 C.F.R. §300.304(b)

Parental Consent. Parental consent is defined as follows:

1. The parent has been fully informed of all information relevant to the activity for which consent is being sought, in his or her native language, or other mode of communication.
2. The parent understands and agrees in writing to the proposed activities for which his or her consent is being requested. When an LEA is seeking informed consent, the notice must describe the activities and lists the records, if any, that will be released and to whom.
3. The parent understands that providing consent is voluntary and may be revoked at any time.

Types of Assessments. Both formal and informal assessments, and previously available screenings, are expected to be used to assist the group of qualified professionals in determining eligibility and special education and related services. During the evaluation, the group of qualified professionals may utilize, if appropriate, a combination of assessments, including, but not limited to, the assessments identified below. Appropriateness should be based on ensuring that sufficient comprehensive evidence is available to accurately identify strengths and weaknesses of the child and determine if a child is a child with a disability.

Adaptive Behavior Assessment. The adaptive behavior assessment provides a measure of adaptive skills required for success in educational settings. The assessment refers primarily to the effectiveness with which the child generally meets the standards of personal independence and social responsibility expected of his or her age and cultural group. The evaluation has two major components:

- The extent to which the child is able to function independently; and
- The extent to which the child can interact successfully across varied social settings. Assessments of adaptive behavior look at the total environment of the child. Adaptive behavior information should be obtained from two sources, one of which must be the child's parent. If the child's parent is unavailable, the LEA may solicit information from a family member. Additionally, the LEA must obtain input from non-family members close to the child, such as members in the community, mentors, or coaches. An LEA must obtain consent from the parent before contacting either family members other than the parent or individuals who are close to the child.

Audiological Assessment. An audiological assessment may include as appropriate the following: case history, otoscopy, air and bone conduction testing, speech reception/discrimination testing and impedance audiometry. Additional testing may be required including but not limited to Otoacoustic emissions (OAE) and auditory brainstem response (ABR) testing. The evaluation identifies the type and degree of hearing loss and its likely effect on academic learning.

Auditory Processing Assessment. Auditory processing testing is a series of specialized tests designed to assess the various functions of the brain, specifically auditory sensitivity, auditory extraction, auditory attention, auditory distractibility, auditory memory, auditory integration, and organization and sequencing. Testing is performed in a sound proof room by an audiologist. These test results must be considered in conjunction with other assessment areas including but not limited to hearing acuity, speech and language, and cognition (Full scale IQ should be 80 or above). A variety of assessment tools and strategies to gather relevant functional, developmental, and academic information should be used. Most of the tests of Auditory Processing Disorder (APD) require that a child be at least 7 or 8 years of age because the variability in brain function is so marked in younger children that test interpretation may not be possible.

Developmental Assessment. A developmental assessment includes an in-depth assessment of overall functioning. Areas to be assessed may include as appropriate: social/emotional- interaction with peers and/or adults and the ability to follow directions; adaptive- toileting, dressing, feeding, and attending to tasks; gross motor- large motor movements such as running, jumping, and skipping; fine motor- small motor movements such as cutting, drawing, and stringing beads; communication- ability to understand spoken language, express wants and needs clearly, and follow directions; and pre-academic skills- early learning skills such as matching, memory skills, counting, and naming colors.

Health Screening. Health screening may include, but is not necessarily limited to, as many of the following areas as may be appropriate: vision screening, hearing screening, dental screening, review of health history, review of developmental milestones, assessment of physical growth and assessment of nutritional status.

Motor/Occupational/Physical Screening. These screenings are for diagnostic or evaluation purposes. They are provided by a licensed physician to assist the LEA in determining a child's medically related disability that results in the child's need for special education and related services. Motor/occupational/physical screening may

include, when appropriate, a review of written and verbal information, observation of the child in a variety of settings, and/or the administration of screening instruments to determine adequacy of motor skills functioning and need for further evaluation.

Motor/Occupational Therapy/Physical Assessments. A motor assessment obtains information that assists in assessing a child's current level of motor skill functioning and any problems encountered in performing motor tasks. This information may be collected through a review of educational and medical records; interviews with teachers, parent(s), and others, including the child; clinical observations; and the administration of formal testing instruments, procedures, and techniques. A motor assessment should include, but is not limited to, the following areas as appropriate:

- musculo-skeletal status;
- neuromotor/neurodevelopmental status;
- gross-motor development and coordination;
- fine-motor development and coordination;
- sensory-motor skills;
- visual-motor skills;
- bilateral coordination;
- postural control and balance skills;
- praxis/motor planning skills;
- oral-motor skills; and
- gait and functional mobility skills.

Observation. Student observations usually occur in the regular classroom and/or settings related to the area(s) of concern, and must document areas of strength as well as areas of need. As appropriate, observations must assess academic skills and functional skills, including behavior. If an observation is conducted, it is recommended that at least one member of the team other than the child's regular teacher observes the child's academic performance in the regular classroom setting.⁸

Psychological Assessment. The psychological assessment may include an assessment of cognitive functioning as is appropriate based on the referral question. The assessment should include an assessment of cognitive functioning and may also include, but not be limited to, assessments of educational performance, social/emotional/behavioral functioning, and adaptive behavior. Procedures used by the psychologist may include

⁸ 5 D.C.M.R. §3005.10

formal and informal assessment measures, observations, interviews, and other techniques as deemed appropriate by the psychologist. The assessment of cognition may address areas such as intelligence, memory, reasoning, problem solving, attending, and processing. Where these instruments would not be valid and reliable for a particular purpose, the psychologist should use his or her professional judgment about the selection of instruments for assessing the intellectual functioning of children.

Social History. A social history assessment documents normal and abnormal developmental and/or medical events and may include a review of information gathered during the evaluation process. For preschool children, a social history must include an assessment of family composition, support systems, stressors, and environment as they correlate with the child's need or special services. The history also may include the family's or caregiver's perspective about the child and the need for special education services.

Speech-Language Screening and/or Evaluation. A speech-language evaluation may include, as appropriate, the following aspects of speech-language: articulation, fluency, voice, and language (form, content, and function, and pragmatics). A screening of areas including hearing, articulation, language, voice, and fluency should also be completed during every evaluation. A variety of assessment tools and strategies to gather relevant functional, developmental, and academic information should be used. Assessment instruments may include interviews; curriculum-based, authentic, dynamic assessment tools; norm referenced tests; or criterion referenced tests. For a child to be considered for intervention, the child's speech, language, voice, or fluency must be determined to have a negative impact on academic achievement and functional performance.

Evaluation Summary Report. Upon completion of appropriate evaluation procedures, the LEA must, with input from a group of qualified professionals and the parent, prepare a comprehensive written report to be provided at no cost to the parent.⁹ The report must include a description of the child's performance in each area evaluated, including specific strengths and weaknesses.

Extended School Year Services. These services are defined as special education and related services that are provided to a child with a disability beyond the normal school year, are in

⁹ 34 C.F.R. §300.306(a)(2); 5 D.C.M.R. §3006.5

accordance with a child's IEP, are provided at no cost to the parents of the child, and meet the standards of the SEA.¹⁰

Independent Educational Evaluation. An independent educational evaluation (IEE) may be obtained by the parent of a child suspected as having a disability or an adult child with a disability. The IEE may not be performed by individual(s) who are employed by the LEA and responsible for the education of the child. The individual(s) performing an IEE must meet state and local standards to conduct the examination. The parent has the right to request an IEE, at public expense, if the parent disagrees with the evaluation obtained by the LEA subject to the conditions in the IDEA.¹¹ A parent is entitled to only one IEE at public expense each time the public agency conducts an evaluation with which the parent disagrees.¹² If a parent requests an IEE of the child, the LEA, without unnecessary delay, must take one of the following actions:

1. Initiate a due process hearing to show that its evaluation is appropriate and hence, that an IEE is not warranted; or
2. Provide information to the parent about where an IEE may be obtained and the LEA's criteria prescribed under this subsection that apply to the IEE. If the LEA chooses this course, it must:
 - a. pay the full cost of the IEE or otherwise ensure that the evaluation is provided at no cost to the parent; or
 - b. initiate a due process hearing to show that the evaluation obtained by the parent does not meet agency criteria.

If a parent requests an IEE, the LEA may ask the reason for the objection to the public evaluation. However, an explanation by the parent is not required, and the LEA cannot unreasonably delay either providing the IEE at public expense or initiating a due process hearing to defend the LEA's evaluation. If the LEA initiates a hearing and the final decision is that the LEA's evaluation is appropriate, the parent must still have the right to an IEE, but the LEA is not required to pay the cost of that evaluation. If the parent obtains an IEE at public expense or provides the LEA with an evaluation obtained at private expense, the results of the evaluation must be considered by the LEA in any decision made with respect to the provision of FAPE to the child if the evaluation meets the LEA's criteria. If a hearing officer requests an IEE as part of a hearing, the cost of the evaluation shall be paid by the LEA.

¹⁰ 34 C.F.R. §300.106(b)(1) and (b)(2)

¹¹ 34 C.F.R. §300.502(b)(1)

¹² 34 C.F.R. §300.502(b)(5)

Each LEA must have in place a policy and procedure for obtaining an IEE at public expense. The policy and procedure may include the qualifications of the examiner and the location of the evaluation, but shall not impose other conditions or timelines for obtaining the evaluation. The criteria for IEEs must be the same as the criteria that the LEA uses when it conducts and completes an evaluation, to the extent that those criteria are consistent with the parent's right to obtain an IEE.

Parent Participation. LEAs must allow the parent the opportunity to be members of any decision making team for his or her child, including initial evaluation and reevaluation, eligibility, and development of an individualized education program (IEP) for the provision of a Free and Appropriate Public Education (FAPE) and placement. Parents are to be provided notice of meetings (consistent with Subsection V. Eligibility/IEP Team Meeting) to ensure that they have the opportunity to participate in the meetings.

The LEA must make reasonable efforts to ensure that the parent understands and has the opportunity to participate in meetings, including arranging for an interpreter for parents with deafness, or for parents whose native language is not English. The parent and the school may agree to use alternative means of meeting participation, such as video conferences or conference calls.¹³ These meeting requirements do not apply to informal or unscheduled conversation of school personnel on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities in which LEA personnel engage to develop a proposal or response to a parent's proposal that will be discussed at a later meeting.¹⁴

Prior Written Notice. A PWN must be provided to the parent within a reasonable amount of time before the date the LEA proposes or refuses to initiate or change the identification, evaluation, educational placement, or the provision of FAPE. The PWN must include:

- A description of the action proposed or refused by the LEA;
- An explanation of why the agency proposes or refuses to take the action;
- A description of each evaluation procedure, assessment, record or report the agency used as a basis for the proposed or refused action;
- A description of other options considered, if any, and the reason for rejecting them;
- A description of other factors related to the proposal or refusal;

¹³ 34 C.F.R. §300.322(e) and §300.328

¹⁴ 34 C.F.R. §300.501(b)(3)

- A statement that the parent has protection under the procedural safeguards of IDEA Part B and, if this notice is not an initial referral for evaluation, the means by which a copy of the procedural safeguards can be obtained; and
- Sources for the parent to contact to obtain assistance in understanding the provisions of IDEA Part B and DCMR Chapter 30.¹⁵

The notice must be written in a language that is understandable to the general public and must be provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. If the parent uses other modes of communication that are not a written language, the LEA must ensure that the notice is translated orally. Additionally, the LEA must have written evidence that the notice requirements have been met if the native language or other mode of communication is not a written language.¹⁶

Procedural Safeguards Notice. To ensure that the parent has knowledge about his or her rights under the IDEA, LEAs are required to provide a copy of the Procedural Safeguards Notice (PSN) only one time during each school year and also in the following circumstances:

- Upon initial referral or parent request for an evaluation of the child;
- Upon receipt of the first State complaint filed by the parent in a school year;¹⁷
- Upon receipt by an agency of the first due process complaint filed against it by the parent in a school year;
- Upon the parent's child being subjected to disciplinary removal from the child's current placement that constitutes a change of placement; and
- Any time, upon request of the parent.¹⁸

The PSN must be written in a language that is understandable to the general public and provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. If the language or mode of communication is not a written language, the LEA must translate the notice orally or use another mode of communication so that the parent understands the content of the notice. The LEA must have written evidence that the notice requirements have been met if the native language or other mode of communication is not a written language. Parents may elect to receive the PSN by

¹⁵ 34 C.F.R. §300.503(b)

¹⁶ 34 C.F.R. §300.503(c)

¹⁷ 34 C.F.R. §§300.151 through 300.153

¹⁸ 34 C.F.R. §300.504

electronic mail communication, if the LEA makes that option available.¹⁹ If the notice is provided electronically, the LEA should have a copy of the email sent to the parent and documentation that the notice was received. The LEA may place a current copy of the PSN on its Internet web site if one exists.²⁰ However, simply putting the notice on the LEA's website does not fulfill a school's obligation to provide the PSN to the parent.

Reevaluation. A reevaluation is defined as an evaluation conducted after the initial evaluation. It is the process by which the IEP team gathers data to determine if the child with a disability still has a disability, the present levels of academic achievement and related developmental needs of the child, whether the child continues to need special education and related services, and whether any additions or modifications to the special education and related services are necessary.²¹ As in the case of an initial evaluation, the IEP team may agree to determine eligibility without conducting additional assessments. Reevaluation is required before determining that a child is no longer eligible for special education and related services, unless the child is graduating with a regular high school diploma or aging out of the IDEA system.²² Reevaluation must occur at least once every three years, whether or not the child's needs have changed, unless the parent and LEA agree that a reevaluation is unnecessary. Reevaluations may occur more frequently if conditions warrant a reevaluation or if the child's parent or teacher requests a reevaluation. A reevaluation need not occur more than once a year, unless the parent and the LEA agree otherwise.²³

Referral. A referral is defined as written documentation provided by the child's parent, or others defined by DCMR 3004.1, which clearly states why it is thought that the child may have a disability. The referral must be submitted to the building principal or designee of the child's home school or public charter school on a form provided by the school at the time of the parent's referral. A referral must be in writing and address specific academic or behavior concerns. Upon an oral referral for an initial evaluation from a parent, the LEA must provide assistance, as needed, in completing a written referral. The referral may come from a variety of sources which include:

- Early Childhood Screening
- Part C Infant-Toddler Program

¹⁹ 34 C.F.R. §§300.504(b), 300.505

²⁰ 34 C.F.R. §300.504(b)

²¹ 34 C.F.R. §300.305(a)(2)

²² 34 C.F.R. §300.305(e)

²³ 34 C.F.R. §300.303

- General Education Intervention Team (Individual Problem-Solving or Student Support Team)
- Parent
- Self-Referral by Adult Student
- Public Agency²⁴

A referral for an initial evaluation should be made when a child is suspected to be a child with a disability. In determining whether to propose to evaluate the child, the LEA should review a variety of educational and behavioral assessments, interventions and strategies provided to the child in the general education setting; behavioral observations; health records; and parent information. In accordance with DCMR Section 3004.1(e), a group of qualified professionals²⁵ must meet following a referral to review:

- (1) Existing data;
- (2) Information from the parent;
- (3) Pre-referral interventions and strategies;
- (4) Current classroom-based assessments; and
- (5) Observations by teachers and related service providers.

Upon referral for an initial evaluation, regardless of the source, the LEA must provide the parent a copy of the PSN²⁶ and a written notification of the referral (referral acknowledgment). Once the team makes the determination regarding whether the child is suspected to be a child with a disability, the LEA must provide a PWN to the parent that provides the LEA's proposal or refusal to evaluate based on the suspicion that the child may be disabled and in need of special education and related services, or the absence of such suspicion. The above process must be completed in a reasonable time after receiving the referral (for more information see the PWN definition in the Key Concepts section of this memorandum).

Review of Existing Data. If the LEA's PWN is a proposal to conduct the initial evaluation or a reevaluation for a child suspected of being a child with a disability, a group of qualified professionals, consisting of individuals prescribed in DCMR 3003.1, must, if appropriate, consider all data that are currently available. The purpose of reviewing existing data is to identify what additional data, if any, are needed to determine:

²⁴ 34 C.F.R. §300.301(b)

²⁵ In accordance with 5 D.C.M.R. §3005.3 the group of qualified professionals must be consistent with the IEP team members identified in 5 D.C.M.R. §3003.

²⁶ 34 C.F.R. §300.504.

- If the child is a child with a disability;
- Whether the child needs special education and related services;
- The educational needs of the child;
- The present levels of academic achievement and related developmental needs of the child; and
- Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable goals set out in the IEP and to participate, as appropriate, in the general education curriculum.²⁷

If the team determines that no additional data are needed to determine eligibility and to determine the child's educational needs, the LEA must notify the parent, consistent with the PWN requirements, of that determination and of the reasons for the determination. The LEA must also inform the parent of his or her right to request an assessment to determine whether the child is a child with a disability and to determine the educational needs of the child. Furthermore, if the team determines that additional data are needed (formal or informal assessments), the LEA must complete these assessments in a timeframe that can ensure adherence to the 120 day overall evaluation timeline (discussed in Section III, Evaluation Timeline). The procedures used to collect data should be described on the PWN.

III. EVALUATION TIMELINE

Initial Evaluation. The LEA must complete an initial evaluation, including the determination of the eligibility, of a child suspected of having a disability within 120 calendar days of receiving the written referral. In order to meet this timeline, LEAs are encouraged to analyze existing data and proceed with additional assessments, if required, in a timely manner to determine whether a child has a disability. The LEA is not required to use the entire 120 days to complete the initial evaluation and determine eligibility and may proceed through the process in fewer than 120 days.

Exception. The 120 day timeframe does not apply to an LEA if:

- The parent of a child repeatedly fails or refuses to produce the child for the evaluation;
- The parent fails or refuses to respond to a request for consent for the evaluation; or
- A child enrolls in a school of another LEA after the 120 day timeline has begun, and prior to the determination by the child's previous LEA as to whether the child is a

²⁷ 34 C.F.R. §300.305(a)(2)

child with a disability under this policy. This only applies if the subsequent LEA is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent LEA agree to a specific time when the evaluation will be completed.²⁸

The LEA must document in the Special Education Data System (SEDS) its reasonable efforts to contact the parent regarding evaluation appointments, requests for consent, or its progress on completing the evaluation as outlined above. Reasonable efforts are defined as a minimum of three attempts and multiple modalities (e.g. phone and mailed correspondence) by the LEA.

Reevaluation. The LEA must hold a reevaluation meeting within three years of the date the previous initial evaluation or reevaluation was completed. The reevaluation meeting must be scheduled in time to allow the IEP team to conduct assessments, if necessary, and to reconvene within three years of the previous eligibility meeting. When appropriate, and for the convenience of both the parent and the LEA, the IEP team should attempt to consolidate the annual meeting and the reevaluation meeting.

IV. CONSENT REQUIREMENTS

The IDEA requires LEAs to obtain parental consent for an initial evaluation when the LEA suspects the child may be a child with a disability. The LEA is not required to obtain parental consent before taking either of the following actions:

1. Reviewing existing data as part of an evaluation or reevaluation, including the review of existing data for a functional behavioral assessment; or
2. Administering a test or other evaluation that is administered to all children, unless before administration of that test or evaluation, consent is required of the parents of all children.

In addition, the LEA is not required to obtain parental consent for the initial evaluation when the child is a ward of the State and is not residing with the child's parent and the conditions under 34 C.F.R. 300.300(a)(2) are met.

Parental consent for a reevaluation does not need to be obtained if the public agency can demonstrate that it made reasonable efforts to obtain consent, and the child's parent failed to

²⁸ 34 C.F.R. §300.301(d) and (e)

respond.²⁹ Reasonable efforts to obtain informed consent include a minimum of three attempts and multiple modalities (e.g. phone and mailed correspondence) by the LEA. Each attempt to inform the parent and obtain consent must be made in the parent's native language or other mode of communication to qualify as reasonable efforts. To demonstrate reasonable efforts, the LEA must maintain a record of its attempts in the Special Education Data System (SEDS) as noted above.³⁰

A PWN must accompany the request for consent for each proposed special education action except in the following situations: consent to excuse an IEP team member from the IEP meeting and consent to invite an outside agency. Parental consent for initial evaluation must not be construed as consent for initial provision of special education and related services. In addition, if a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).³¹

Failure to Respond or to Provide Consent

Initial Evaluation. If the parent does not provide (or refuses) consent or fails to respond to a request to provide consent for an initial evaluation, the LEA may, but is not required to, pursue the initial evaluation by utilizing mediation or by requesting a due process hearing.³² The LEA does not violate its obligation for child find or for conducting an initial evaluation if it declines to pursue the evaluation.³³

The LEA is required to locate, identify, and evaluate children who are home schooled, but it is not required to provide services unless the child is enrolled in a public school. If the parent of a child who is home schooled or voluntarily placed in a private school by the parent does not provide consent for the initial evaluation or the reevaluation, or if the parent fails to respond to a request to provide consent, the LEA may not use mediation or due process procedures to obtain consent. In this case the LEA is not required to consider the child as eligible for services for parentally placed students in private schools.³⁴

Reevaluation. The LEA must make reasonable efforts to obtain parental informed written consent as required for initial evaluations; however, if the parent fails or refuses

²⁹ 34 C.F.R. §300.300(c)(2)

³⁰ 5 D.C.M.R. §3026.4

³¹ 34 C.F.R. §300.9

³² 34 C.F.R. §300.300(a)(3)(i)

³³ 34 C.F.R. §300.300(a)(3)(ii)

³⁴ 34 C.F.R. §300.300(d)(4)

to respond, the LEA may proceed with the reevaluation without obtaining parental consent, as long as it can demonstrate it made reasonable efforts to obtain consent.³⁵ If the parent refuses to provide consent, the LEA may pursue the reevaluation through mediation or a due process hearing, but is not required to do so.³⁶ An agency shall not use a parent's refusal to consent to an activity or service to deny the parent or child other activities, benefits, or services offered by the agency.

Initial Consent for Services. If a parent refuses to provide consent or fails to respond after an LEA's reasonable attempts to obtain informed written consent, the LEA may not use mediation or due process procedures to obtain consent for the initial provision of special education and related services.³⁷ Furthermore, the LEA is not required to hold an IEP meeting or create an IEP³⁸ and is not in violation of providing FAPE to the child.³⁹

Parent's Right to Revoke Consent. The December 2008 IDEA regulations strengthen parental rights to unilaterally revoke consent to special education and related services.⁴⁰ Specifically, regulations require that parental revocation of consent for the continued provision of special education and related services must be in writing and that upon revocation of consent, a LEA must provide the parent with prior written notice in accordance with 34 CFR Section 300.503. Additionally, if at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the LEA:

1. May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with 34 CFR Section 300.503 before ceasing the provision of special education and related services;
2. May not use the procedures in subpart E of the regulations (including the mediation procedures under 34 CFR Section 300.506 or the due process procedures under 34 CFR sections 300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child;

³⁵ 34 C.F.R. §300.300(c)(2)

³⁶ 34 C.F.R. §300.300(c)(1)(ii)

³⁷ 34 C.F.R. §300.300(b)(3)

³⁸ 34 C.F.R. §300.300(b)(4)(ii)

³⁹ 34 C.F.R. §300.300(b)(4)(i)

⁴⁰ 34 C.F.R. §300.300(b)(4)

3. Will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services;
4. Is not required to convene an individualized education program (IEP) team meeting or develop an IEP under 34 CFR sections 300.320 and 300.324 for the child for further provision of special education and related services; and
5. In accordance with 34 CFR Section 300.9 (c)(3), if the parent revokes consent in writing for his or her child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

V. ELIGIBILITY/IEP TEAM MEETING

Notice of Meeting. The school must take steps to ensure that one or both parents are present at each IEP meeting or are otherwise afforded the opportunity to participate in the IEP meeting. The meeting is to be scheduled at a mutually agreed upon time and place. The school must provide notice of an IEP meeting to the parents for the initial IEP meeting and any subsequent IEP meetings. The notice must be provided in writing prior to the meeting and inform the parents that their child is invited to attend the meeting if the purpose of the meeting is for consideration of postsecondary goals and transition. The written notice must indicate the:

- Purpose;
- Date;
- Time;
- Location of the meeting;
- Titles or positions of the persons who will attend on behalf of the school (The LEA is to notify the parents about who will be in attendance at an IEP team meeting; however, individuals may be indicated by position only. The LEA may elect to identify participants by name, but they have no obligation to do so.);
- Inform the parents of their right to invite to the IEP meeting individuals whom the parents believe to have knowledge or special expertise about their child; and
- Inform the parents that, if their child was previously served in Part C, they may request that the local Part C coordinator or other representative be invited to

participate in the initial IEP meeting to ensure a smooth transition from Part C to Part B services.⁴¹

A required member of the IEP team may be excused in whole or in part from the IEP meeting if the LEA and parent agree in writing that the attendance of the member is not necessary because the member's areas of curriculum or related service are not being modified or discussed. When the meeting involves a modification to or discussion of a member's area of curriculum or related services, a required member may be excused from attending an IEP team meeting, in whole or in part, if the LEA and the parent, in writing, consent to the excusal. The member must also submit in writing, to the parent and the IEP team, input into the development of the IEP prior to the meeting.⁴² The written input must include educational and behavioral strengths and needs of the child as related to the member's area of curriculum or related services.

VI. ELIGIBILITY CATEGORIES AND CRITERIA

To be eligible a child must meet a two-pronged test to be considered a child with a disability: (1) have one of the specified disabilities; and (2) because of the impairment, need special education and related services.

The IEP team, consisting of a group of qualified professionals and the parent,⁴³ must make the eligibility determination. The LEA, with input from the team, must prepare an evaluation summary report that includes a statement regarding how each of the following areas was addressed:

1. The determination of whether the child has a disability;
2. The determination of whether the child needs special education and related services;
3. The basis for making the determination; and
4. The relationship of the child's behavior to the child's academic functioning.

In addition, if the child was evaluated for a specific learning disability (SLD), a review of, and response to, specified SLD eligibility criteria as outlined in this policy is required.⁴⁴ Furthermore, when a child is determined eligible for SLD, the team must include specific information in the

⁴¹ 34 C.F.R. §300.322(b)

⁴² 34 C.F.R. §300.321(e)

⁴³ In accordance with 5 D.C.M.R. §3006, the IEP team must make the eligibility determination.

⁴⁴ 5 D.C.M.R. §3006.5

report about the basis for making the determination of a learning disability, such as, but not limited to, severe decoding/ processing skills and dyslexia, and how it directly impacts the child in the general education classroom.⁴⁵

If determining whether a child is eligible for Other Health Impairment (OHI), the report must identify the child's specific chronic or acute health conditions limiting "strength, vitality, or alertness," that "result in limited alertness" to the educational environment and have an adverse effect on "educational performance."⁴⁶ These specific health conditions include "asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome."⁴⁷

Each team member must certify in writing whether the report reflects the member's conclusion. If the report does not reflect that member's conclusion, the member must submit a separate statement presenting the member's conclusions. If a parent does not agree with the conclusion in the report, the parent may contact the LEA for sources to contact to obtain assistance. The group shall not determine a child to be child with a disability if the determinant factor for that eligibility determination is the child's lack of appropriate instruction in reading or mathematics, limited English proficiency, cultural factors, environmental or economic disadvantage, or if the child does not otherwise qualify as a child with a disability.

Autism Spectrum Disorder (Known as Autism⁴⁸)

Definition: A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, but not necessarily so, that adversely affects a child's educational performance. Other characteristics often associated with Autism Spectrum Disorder (ASD) are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.⁴⁹ ASD does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance. ASD includes all subtypes of Pervasive Developmental Disorder (such as Autistic Disorder; Rett's Disorder; Childhood Disintegrative Disorder; Asperger Syndrome; and Pervasive Developmental

⁴⁵ 34 C.F.R. §300.311

⁴⁶ 34 C.F.R. §§ 300.8(c)(9); 5 D.C.M.R. §3001.1

⁴⁷ 34 C.F.R. §300.8(c)(9)(i); 5 D.C.M.R. §3001.1

⁴⁸ 5 D.C.M.R. §3001.1

⁴⁹ 34 C.F.R. §300.8(c)(1)(i); 5 D.C.M.R. §3001.1

Disorder, Not Otherwise Specified) provided that the child's educational performance is adversely affected and the child meets the eligibility criteria below.

Eligibility Criteria: To be eligible, a child must demonstrate Criterion 1, 2, and one or more criteria under Criterion 3 through 6.

Criterion 1: The child displays difficulties or differences or both in interacting with people and events. The child may be unable to establish and maintain reciprocal relationships with people. The child may seek consistency in environmental events to the point of exhibiting rigidity in routines.

Criterion 2: The child displays problems which extend beyond speech and language to other aspects of social communication, both receptively and expressively. The child's verbal language may be absent or, if present, lacks the usual communicative form which may involve deviance or delay or both. The child may have a speech or language disorder or both in addition to communication difficulties associated with autism.

Criterion 3: The child exhibits delays, arrests, or regressions in motor, sensory, social or learning skills. The child may exhibit precocious or advanced skill development, while other skills may develop at normal or extremely depressed rates. The child may not follow normal developmental patterns in the acquisition of skills.

Criterion 4: The child exhibits abnormalities in the thinking process and in generalizing. The child exhibits strengths in concrete thinking while difficulties are demonstrated in abstract thinking, awareness and judgment. Perseverant thinking and impaired ability to process symbolic information may be present.

Criterion 5: The child exhibits unusual, inconsistent, repetitive or unconventional responses to sounds, sights, smells, tastes, touch or movement. The child may have a visual or hearing impairment or both in addition to sensory processing difficulties associated with autism.

Criterion 6: The child displays marked distress over changes, insistence on following routines, and a persistent preoccupation with or attachment to objects. The child's capacity to use objects in an age—appropriate or functional manner may be absent, arrested or delayed. The child may have difficulty displaying a range of interests or imaginative activities or both. The child may exhibit stereotyped body movements.

Deaf-blindness

Definition: The concomitant existence of hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs designed solely for children with deafness or children with blindness.⁵⁰

Eligibility Criteria: To be eligible, the child must meet all criteria listed below:

Criterion 1: The child has a current (within one year) medical examination and report completed by either an optometrist or ophthalmologist that confirms a visual impairment.

Criterion 2: The child has a current (within one year) medical examination and report completed by an audiologist that confirms a hearing impairment.

Deafness

Definition: A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification and the impairment adversely affects the child's educational performance.⁵¹

Eligibility Criteria: To be eligible, the child can be characterized by the absence of enough measurable hearing (usually a pure tone average of 66-90+ decibels American National Standards institute without amplification) such that the primary sensory input for communication may be other than the auditory channel.

Developmental Delay (DD)

Definition: A child must be between three through seven,⁵² whose development and/or behavior is so significantly delayed or atypical that special education and related services required.

Eligibility Criteria: To be eligible, the child must experience severe developmental delays of at least two years below his or her chronological age and/or at least two standard deviations below the mean, as measured by appropriate standardized diagnostic instruments and procedures in one or more of the following five areas: physical development, language and

⁵⁰ 34 C.F.R. §300.8(c)(2); 5 D.C.M.R. §3001.1

⁵¹ 34 C.F.R. §300.8(c)(3)

⁵² 5 D.C.M.R. §3001.1

communication development; social or emotional development; cognitive development; or adaptive development. No child may be classified as having DD based solely on deficits in the area of social and/or emotional development. DD does not apply to children with the following disabilities:

- a) autism;
- b) traumatic brain injury;
- c) mental retardation;
- d) emotional disturbance;
- e) other health impairment;
- f) orthopedic impairment;
- g) visual impairment, including blindness;
- h) hearing impairment, including deafness; or
- i) speech/language impairment.⁵³

Emotional Disturbance (ED)

Definition: A condition exhibiting one or more of the characteristics described in the eligibility criteria below that exists over a long period of time and to a marked degree that adversely affects a child's educational performance. Emotional Disturbance includes schizophrenia. ED may not apply to children who are socially maladjusted, unless it is determined that they meet criteria for the ED disability category according to the criteria in this policy.⁵⁴

Eligibility Criteria: To determine a child to be eligible, a group of qualified professionals must review and/or conduct two scientific research-based interventions that are based on a problem solving model that addresses behavioral/emotional skill deficiency and documentation of the results of the intervention, including progress monitoring documentation. One of the following criteria must be exhibited and the child must display the criterion over a long period of time and with a degree of severity.

Criterion 1: An inability to make educational progress that cannot be explained by intellectual, sensory, or health factors;

Criterion 2: An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

Criterion 3: Inappropriate types of behavior or feelings under normal circumstances;

⁵³ 5 D.C.M.R. §3001.1

⁵⁴ 34 C.F.R. § 300.8(c)(4)(i-ii); 5 D.C.M.R. § 3001.1

Criterion 4: A general pervasive mood of unhappiness or depression; or

Criterion 5: A tendency to develop physical symptoms or fears associated with personal or school problems.

Hearing Impairment

Definition: Impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance, but that is not included under the definition of deafness in this section.⁵⁵

Eligibility Criteria: A child who has a hearing impairment typically relies upon the auditory channel for primary sensory input related to communication and must meet the criteria of absence of enough measurable hearing (usually a pure tone average range of 30-65 decibels American National Standards Institute without amplification) that the ability to communicate is adversely affected; however, the child who has a hearing impairment typically relies upon the auditory channel as the primary sensory input for communication.

Intellectual Disability (ID) (Also known as Mental Retardation (MR))

Definition: Intellectual Disability is a disability characterized by significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.⁵⁶

Eligibility Criteria: To be eligible, a child must demonstrate both criteria and be classified at one of the levels listed below.

Criterion 1: Intellectual functioning well below the mean on an individually administered standardized intelligence test, and the standard error of measurement of that test must be taken into account in the interpretation of the results. Measures below the mean are as follows:

Mild Intellectual Disability (MID)

(1) Intellectual functioning ranging between an upper limit of approximately 70 to a lower limit of approximately 55; and

⁵⁵ 34 C.F.R. §300.8(c)(5); 5 D.C.M.R. §3001.1

⁵⁶ 34 C.F.R. §300.8(c)(6); 5 D.C.M.R. §3001.1

- (2) Deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially school performance that is expected of the individual's age level and cultural group, as determined by clinical judgment.

Moderate Intellectual Disability (MOID)

- (1) Intellectual functioning ranging from an upper limit of approximately 55 to a lower limit of approximately 40; and
- (2) Deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially school performance that is expected of the individual's age-level and cultural group, as determined by clinical judgment.

Severe Intellectual Disability (SID)

- (1) Intellectual functioning ranging from an upper limit of approximately 40 to a lower limit of approximately 25; and
- (2) Deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially school performance that is expected of the individual's age-level and cultural group, as determined by clinical judgment.

Profound Intellectual Disability (PID)

- (1) Intellectual functioning below approximately 25; and deficits in adaptive behavior that meet Criterion 2 (see below).

Criterion 2: Adaptive behavior deficits at or below two standard deviations below the mean in one domain, or one and one-half standard deviations below the mean in two or more domains, which significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially school performance that is expected of the individual's age-level and cultural group, as determined by clinical judgment.

Multiple Disabilities (MD)

Definition: Two or more impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment) occurring together, the combination of which causes such severe educational needs that the child cannot be accommodated in special education programs solely for one of the impairments.⁵⁷ When the group of qualified professionals is discussing eligibility under MD, the team should consider whether the child's impairment is so severe that identification of solely one primary disability is not possible. Multiple disabilities shall not include deaf-blindness.

Eligibility Criteria: To be eligible, a child must have concomitant impairments, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments.

In addition, the following criteria should be met:

Criterion 1: The child should meet all of the criteria associated with the disability from at least two groups (e.g. intellectual disability – blindness).

Group A: Cognitive Disability (may select no more than 1)

- Autism Spectrum Disorder
- Emotional Disturbance
- Intellectual Disability (also known as MR)
- Specific Learning Disability
- Speech-Language Impairment
- Traumatic Brain Injury

Group B: Sensory Disability (may select no more than 1)

- Deaf-blindness
- Deafness
- Hearing Impairment
- Visual Impairment including Blindness

Group C: Other Disability (may select no more than 1)

- Orthopedic Impairment
- Other Health Impairment

⁵⁷ 34 C.F.R. §300.8(c)(7); 5 D.C.M.R. §3001.1

Criterion 2: The combination of coexisting impairments is so severe, complex and interwoven that identification in a single category of disability cannot be determined.

Criterion 3: The impairment results in multisensory or motor deficiencies and developmental lags in the cognitive, affective, or psychomotor areas designed solely to address single impairments.

Orthopedic Impairment

Definition: A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, disease (e.g., poliomyelitis, bone tuberculosis), and other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).⁵⁸

Eligibility Criteria: Review of screening and/or assessments that indicate the diagnosis/prognosis of the child's orthopedic impairment, along with information as applicable regarding medications, surgeries, specific health care procedures, and special diet or activity restrictions.

Other Health Impairment (OHI)

Definition: Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, resulting in limited alertness with respect to the educational environment, and adversely affecting a child's education performance, due to chronic or acute health problems.⁵⁹

Eligibility Criteria: To be eligible, a child must meet both criteria 1 and 2 and the disability must have an adverse effect on educational performance.

Criterion 1: The impairment is due to chronic or acute health problems such as asthma, attention deficit disorder, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

Criterion 2: The impairment adversely affects a child's educational performance.⁶⁰

⁵⁸ 34 C.F.R. §300.8(c)(8)

⁵⁹ 5 D.C.M.R. §3001.1

⁶⁰ 34 C.F.R. §300.8(c)(9)(i-ii); 5 D.C.M.R. §3001.1

It is the expectation of OSSE that OHI is treated as a separate and distinct classification from all other disability classifications, and not utilized as a spill over or default classification where other classifications do not fit data acquired and reviewed via the child's evaluation process.

Specific Learning Disability (SLD)

Definition: A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.⁶¹ SLD may include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. However, SLD may *not* include learning problems that are primarily the result of: visual, hearing, or motor disabilities; intellectual disability (known as mental retardation); emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.⁶² The DCMR adopts the federal definition of SLD.⁶³

Eligibility Criteria: In response to widespread concern about over-identification of children with SLD, the IDEA 2004 introduced new options/opportunities for the way in which states must define eligibility criteria. Consequently, LEAs are permitted to use a process based on scientific, research-based interventions. OSSE supports the use of identification procedures that are based on scientific research rather than identification through the use of a discrepancy model.

Eligibility Using Scientific Research-Based Interventions. An LEA may use a process based on a child's response to scientific research-based intervention. The use of scientific research-based interventions may be a part of a comprehensive evaluation process to determine eligibility in SLD but should not be the sole determinant. To determine eligibility using the Scientific Research-Based Interventions Model, observation in the child's learning environment (including regular classroom setting) and both criteria 1 and 2 must be met. A child's need for academic support alone is never sufficient for an SLD eligibility determination.

Criterion 1: The child's response to scientific research-based interventions must indicate the child is not achieving adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards:

- Oral expression;

⁶¹ 34 C.F.R. §300.8(c)(10)

⁶² 34 C.F.R. §300.309(a)(3)

⁶³ 5 D.C.M.R. §3001.1; 34 C.F.R. §300.8(c)(10)

- Listening comprehension;
- Written expression;
- Basic reading skill;
- Reading fluency skills;
- Reading comprehension;
- Mathematical calculation;
- Mathematics problem solving; **AND**

The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, District of Columbia Learning Standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, **OR**

The child does not make sufficient progress to meet age or District of Columbia Learning Standards in one or more of the areas identified above of this section, and the child exhibits characteristics of specific learning disabilities consistent with the definition.

Criterion 2 (exclusionary factors): The team's findings under Criteria 1 are **NOT** primarily the result of:

1. Lack of appropriate instruction in reading, to include the essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension);
2. Lack of appropriate instruction in math;
3. Limited English Proficiency (LEP);⁶⁴
4. Lack of appropriate instruction in writing;
5. A visual, hearing or motor disability;
6. Intellectual disability;
7. Emotional disturbance;
8. Cultural factors; or
9. Environmental or economic disadvantage.⁶⁵

Eligibility Using Discrepancy Model. To determine eligibility using the discrepancy model, all of the following three criteria must be met. It is necessary for the team to consider and document

⁶⁴With respect to the exclusionary factors 1-3, the child must not otherwise meet the eligibility criteria for SLD. 34 C.F.R. §300.306(b).

⁶⁵ 5 D.C.M.R. §3006.4; 34 C.F.R. § 300.306(b)

all aspects of each of the three criteria for the evaluation to be considered comprehensive, as required by IDEA. A child's need for academic support alone is never sufficient for an SLD eligibility determination.

Discrepancy Model Criterion 1: The child does not achieve adequately for his or her age or meet the District of Columbia Learning Standards in at least one of the following areas, when the child has been provided with learning experiences and instruction appropriate for the child's age and grade level:

1. Oral expression;
2. Listening comprehension;
3. Written expression;
4. Basic reading skills;
5. Reading fluency skills;
6. Reading comprehension;
7. Mathematics calculation; or
8. Mathematics problem solving.

Discrepancy Model Criterion 2: A discrepancy is demonstrated between achievement (as measured by the educational evaluation) and measured ability (as measured by the intellectual evaluation) of two years below a child's chronological age and/or at least two standard deviations below the child's cognitive ability as measured by appropriate standardized diagnostic instruments and procedures.⁶⁶

Discrepancy Model Criterion 3 (exclusionary factors): The team's findings under Criteria 1 and 2 are NOT primarily the result of:

1. Lack of appropriate instruction in reading, to include the essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension);
2. Lack of appropriate instruction in math;⁶⁷
3. Lack of appropriate instruction in writing;
4. A visual, hearing or motor disability;
5. Intellectual disability;
6. Emotional disturbance;
7. Cultural factors;

⁶⁶ 5 D.C.M.R. §3001.1

⁶⁷ For Findings 1, 2 and 9, the child must not otherwise meet the eligibility criteria for SLD. 34 C.F.R. §300.306(b)

8. Environmental or economic disadvantage; or
9. Limited English Proficiency.⁶⁸

Speech or Language Impairment

Definition: Consistent with OSSE's Related Service Policy, speech or language impairment is defined as a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance.⁶⁹

Specific areas of impairment include:

A. **Articulation Impairment:** The child's speech has atypical production of speech sounds characterized by substitutions, omissions, additions or distortions that interferes with intelligibility in conversational speech and obstructs learning successful verbal communication in the educational setting. The term may include the atypical production of speech sounds resulting from phonology, motor or other issues.

B. **Fluency Impairment:** Interruption in the flow of speech characterized by an atypical rate or rhythm; and/or repetitions in sounds, syllables, words and phrases that significantly reduces the speaker's ability to participate within the learning environment. Excessive tension, struggling behaviors, and secondary characteristics may accompany fluency impairments. Secondary characteristics are defined as ritualistic behaviors or movements that accompany dysfluencies. Ritualistic behaviors may include avoidance of specific sounds in words. Fluency impairment includes disorders such as stuttering and cluttering. It does not include dysfluencies evident in only one setting or reported by one observer.

C. **Language Impairment:** Impaired comprehension and/or use of spoken language which may also impair written and/or other symbol systems and is negatively impacting the child's ability to participate in the classroom environment. The impairment may involve, in any combination, the form of language (phonology, morphology, and syntax), the content of language (semantics), and/or the use of language in communication (pragmatics) that is adversely affecting the child's educational performance.

⁶⁸ 34 C.F.R. 300.306(b); 5 D.C.M.R. §3006.4

⁶⁹ 34 C.F.R. §300.8(c)(11); 5 D.C.M.R. §3001.1

D. Voice/Resonance Impairment: Interruption in one or more processes of pitch, quality, intensity, or resonance resonance that significantly reduces the speaker's ability to communicate effectively. Voice/resonance impairment includes aphonia, or the abnormal production of vocal quality, pitch, loudness, resonance, and/or duration, which is inappropriate for an individual's age and/or gender.

Eligibility Criteria: The team has reviewed, when appropriate, documented results of at least two or more measures or procedures, administered in the area of impairment and documentation of adverse affect. A child with a speech or language impairment in one or more of the above areas must meet the following criteria:

Criterion 1: The speech-language pathologist determines the presence or absence of speech and language impairment based on D.C. rules and regulations for special education, and

Criterion 2: Documentation exists of an adverse effect of the impairment on the child's educational performance.

Visual Impairment (Including Blindness)

Definition: Visual impairment, including blindness, is impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.⁷⁰

Eligibility Criteria: A child with visual impairment (including blindness) must meet one or more of the following minimum criteria:

Criterion 1: Central acuity with corrective lenses 20/70 or less in the better eye with correction, or

Criterion 2: Reduced visual field to 50 degrees or less in the better eye, or

Criterion 3: A diagnosis of cortical visual impairment, or

Criterion 4: A diagnosis of a degenerative condition that is likely to result in a significant loss of vision in the future.

⁷⁰ 34 C.F.R. §300.8(c)(13); 5 D.C.M.R. §3001.1

Traumatic Brain Injury (TBI)

Definition: An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition, language, memory, or attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, or motor abilities; psychosocial behavior; physical functions; information processing; and speech.⁷¹ TBI does not include brain injuries that are: (a) congenital or degenerative; or (b) brain injuries induced by birth trauma.

Eligibility Criteria: A child having traumatic brain injury must meet the criteria of deficits in one or more of the following areas:

Criterion 1: Cognitive - including areas such as memory, attention, reasoning, abstract thinking, judgment, problem solving, speed of information processing, cognitive endurance, organization, receptive and expressive language and speed of language recall, or

Criterion 2: Social/Behavioral - including areas such as awareness of self and others, Interaction with others, response to social rules, emotional responses to everyday situations and adaptive behavior, or

Criterion 3: Physical/Motor - including areas such as hearing and vision acuity, speech production, eye-hand coordination, mobility and physical endurance.

Compliance and Monitoring

The U.S. Department of Education's Office of Special Education Programs (OSEP) requires that every State Education Agency monitor LEAs to ensure compliance with IDEA Part B, including timely evaluations and reevaluations.⁷² A finding of LEA noncompliance by OSSE results in the requirement to submit an improvement plan containing corrective actions for each area of noncompliance. OSSE may also recommend or require training and technical assistance to LEA staff when crafting corrective actions. All items of noncompliance must, by Federal law, be

⁷¹ 34 C.F.R. §300.8(c)(12); 5 D.C.M.R. §3001.1

⁷² 34 C.F.R. §300.600

corrected within one year of the finding; sustained noncompliance by an LEA may result in sanctions that include potential withholding of Part B grant funding.⁷³

Due in part to longstanding noncompliance with initial evaluations and reevaluation timelines, the District of Columbia is currently under Special Conditions related to its Part B IDEA grant funding.⁷⁴ OSSE has therefore placed special emphasis on monitoring compliance with 1) employing practices that support education of children in the Least Restrictive Environment (LRE), 2) adherence to timelines for evaluation and reevaluation, and 3) timely and complete response to Hearing Officer Determinations (HODS). All LEAs must comply with monitoring requirements established annually by the OSSE, which include the collection and submission of both quantitative and qualitative data that support monitoring for regulatory compliance and programmatic quality.

Further Guidance, Training and Technical Assistance

The OSSE is committed to ensuring that LEAs have the knowledge base and tools to conduct timely and appropriate initial evaluations and reevaluations. OSSE will conduct activities to support LEA compliance, including, but not limited to:

- Clear written guidelines for schools on this issue, containing specific scenarios and examples; answers to frequently asked questions; and clarity concerning the use of the State Special Education Data System (SEDS) to document evaluations and reevaluations; and
- In-person professional development for school personnel to ensure knowledgeable implementation.

The OSSE is committed to ensuring that all children with disabilities receive a free appropriate public education, and in so doing, that evaluations and reevaluations are conducted appropriately and in compliance with the law. If you have questions or concerns regarding this Memorandum, please contact Amy Maisterra, Ed.D., Chief of Staff, Department of Special Education, at (202) 481-3757, or by email at Amy.Maisterra@dc.gov.

⁷³ 34 C.F.R. §300.604

⁷⁴ District of Columbia Part B grant award letter, July 2009, available at <http://www.ed.gov/fund/data/award/idea/2009partb/dc-letter-2009b.doc>



January 5, 2010

(X) ACTION REQUIRED
() INFORMATIONAL

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

FROM: Kerri L. Briggs, PhD 
State Superintendent of Education

RE: Policies and Procedures for Placement Review, Revised

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

This Memorandum serves to clarify the expectation of the Office of the State Superintendent of Education (OSSE) regarding changes to a child's placement that result in a more restrictive environment as outlined in the Individuals with Disabilities Education Act (IDEA), Title 38 of the District of Columbia Official Code, and Title 5 of the District of Columbia Municipal Regulations (DCMR). OSSE, in its role as SEA, has the authority to implement this policy in the manner which best ensures beneficial student outcomes in compliance with IDEA LRE provisions. This Memorandum supersedes all previous policy, memoranda and/or guidance promulgated by the OSSE as the state education agency (SEA), and in particular, replaces the Policy and Procedures for Placement Review, Version 1.0 issued on October 1, 2008. This policy takes effect on January 2010.

Background

The IDEA mandates that to the maximum extent appropriate, all children with disabilities be educated with their non-disabled peers in the least restrictive environment (LRE).¹ LRE can be achieved through inclusive practices in which all children, including those with significant disabilities, have an equal opportunity to receive a high quality instruction in the general education classroom with the necessary supplementary aids and services.² A general education classroom is inappropriate only if the IEP team determines that the nature or severity of the child's disability is such that education in the general education classroom with the use of supplementary aids and services cannot be achieved satisfactorily.

To ensure LRE, Local Education Agencies (LEAs) must provide a continuum of alternative placements to meet the needs of all children with disabilities.³ The continuum is a range of placements, such as general education classes, special classes, special schools, home instruction, and instruction in hospitals and institutions, where an IEP can be implemented.⁴ LEAs should always consider placement in the general education classroom within the District of Columbia public school or public charter school before considering a more restrictive placement.⁵ Any alternative placement selected outside of the general education classroom must include appropriate opportunities for the child to interact with his/her non non-disabled peers.⁶

Responsibilities of LEAs

If an LEA anticipates that it may be unable to meet its obligation to provide a full continuum of placements in the LRE, it must notify the OSSE, Department of Special Education ("OSSE DSE") prior to the IEP meeting which is scheduled to consider placement into a more restrictive environment. The OSSE DSE, in its advisory role to the IEP team, may provide technical assistance to support efforts related to LRE objectives.

Initiating the Placement Request Process

Prior to the IEP team meeting to discuss a possible Change in Placement (CIP), the LEA must document the need for a more restrictive environment in the Special Education Data System (SEDS). This documentation must include specific strategies that the LEA implemented and the supports and services utilized to ensure that the child had the opportunity to experience success in the classroom. Additionally, the LEA must submit a completed Justification for Removal Statement (JRS) with the following information:

¹ 34 C.F.R. §300.114

² See OSSE Memorandum No. 09-004 Least Restrictive Environment and Inclusion Policy

³ 34 C.F.R. §300.115(a)

⁴ 34 C.F.R. §300.115(b)

⁵ D.C. Code § 38-2561.02

⁶ 34 C.F.R. §300.114(a)(2)(i); OSSE Memorandum No. 09-004 Least Restrictive Environment and Inclusion Policy

- 1) A description of the child's special education and related service needs;
- 2) A description of the services that have been considered by the team and implemented as strategies for success in the general education classroom or LRE;
- 3) A description of any specific placements and/or locations under consideration or requested by the parents and/or the LEA; and
- 4) A description of provisional plans for reintegration back into a less restrictive learning environment.

LEAs must submit a completed JRS to the OSSE-DSE by email (preferred), fax, or postal mail to:

Office of the State Superintendent of Education
Department of Special Education, Placement Oversight Unit
Attn: Yuliana Del Arroyo
51 N Street NE, 7th Floor
Washington, DC 20002
(202) 741-0478 (Office)
(202) 741-0229 (Fax)
Yuliana.Delarroyo@dc.gov

An LEA that opts to send materials by fax or postal mail should keep confirmation of fax or delivery for their records. Incomplete requests may cause a delay in processing. Upon receipt of the JRS, a placement reviewer will be assigned to oversee the case within one (1) business day.

At minimum, the OSSE DSE requires 30 days notice between the time of JRS receipt and the IEP team meeting date to conduct a comprehensive review of the case in order to become well-informed of the issues, barriers to service, and placement options involved in each case.⁷ The IEP team may request an expedited review (i.e., that the IEP team meeting occur within less

than the 30 day notice period). The IEP team must include a detailed written rationale for the request. OSSE DSE may grant the request upon a showing of good cause by the IEP team as determined by OSSE DSE.

Placement Review

Once OSSE DSE has confirmed receipt of the JRS, the LEA must submit copies upon request, of the child's current and past IEPs, all recent evaluations, report cards, documentation of

⁷ A public charter school that has elected DCPS as its LEA for special education purposes ("District Charter") should follow guidelines set by the DCPS Office of Special Education. For more information, please visit <http://www.k12.dc.us/offices/ose/index.htm> or call (202) 442-4800.

behavioral incidents and/or related disciplinary actions, and any other relevant information that informs a determination regarding the child's level of need.

During the placement review process, the OSSE DSE may elect to visit a school site and speak with family members or staff familiar with the child. A representative from the OSSE DSE may attend the CIP meeting by phone or in person to provide constructive input to the IEP team and to ensure that the LEA has exhausted its efforts in serving the child onsite. The OSSE DSE placement review specialist will provide a recommendation regarding placement, indicating whether the placement into a more restrictive environment is "warranted" or "not warranted."⁸ A recommendation of "not warranted" does not negate the IEP team's placement decision nor prevent the child from being placed.

The IEP team, and not the OSSE DSE placement review specialist, will determine whether the needs of the child can be met in the current LRE with additional supports, or if the child's needs require a more restrictive placement. In this context, the term *placement* refers to the learning environment classified by level of restrictiveness (e.g. general education classroom, special education/resource classroom, or private facility).

Following an IEP team's decision to place a child into a more restrictive environment, OSSE DSE will make a decision regarding location assignment. In this context, the term *location* refers to the actual school site or facility at which the child will receive his/her instruction. The OSSE DSE will assign a location based on the following order:

- 1) DCPS schools, or District of Columbia public charter schools pursuant to an agreement between DCPS and the public charter school;
- 2) Private or residential District of Columbia facilities; and
- 3) Facilities outside of the District of Columbia.⁹

The OSSE DSE will issue a Notice of Location Assignment within ten (10) business days after the IEP team makes its placement decision. The OSSE DSE will mail a copy of this Notice to the child's parents, parents' representative, receiving school and nonpublic billing unit (if the child is attending a nonpublic school). The LEA will issue the Prior Written Notice as required by the IDEA.¹⁰

⁸ If for any reason the placement review specialist does not attend the change in placement meeting, the IEP team must provide the meeting date and a copy of the relevant documentation to him or her in as timely a manner as possible.

⁹ D.C. Code § 38-2561.02

¹⁰ 34 C.F.R. § 300.503

Transportation

IDEA defines transportation as: (a) travel to and from school and between schools, (b) travel in and around school buildings, and (c) specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.¹¹ Not all children with disabilities are eligible to receive transportation as a related service. Transportation is a related service when it is needed in order for the child to benefit from special education. If transportation to and from school for the general student population is provided, then transportation must be provided for a child with a disability in order to not discriminate against the child with a disability. If transportation is not provided for the general student population, then the issue of transportation for children with disabilities must be decided on a case-by-case basis by the IEP team.¹²

If the IEP team determines that the child needs transportation to benefit from his or her special education, then a statement to that effect must be included in the IEP, along with any relevant details regarding the transportation. Additionally, if the IEP team determines that the parent will provide transportation; this should also be indicated on the IEP in a manner which includes any necessary arrangements to ensure that it is at no cost to the parent if it is a related service.

Parental Rights

The parental right to dispute the location assignment is unaffected by this policy. The parent still holds the same legal rights that apply to every aspect of the special education process. Therefore, when a disagreement occurs, the parent can request mediation, file a state complaint, or file a due process complaint.¹³ For further information on the parents' rights please refer to the Procedural Safeguard Manual for parents.

Compliance and Monitoring

Please be advised the OSSE may conduct unannounced monitoring activities to ensure LEA compliance with federal and local law.

Additional Guidance

Please direct any questions regarding the content of this memorandum to Amy Maisterra, Ed.D., Chief of Staff, at (202) 481-3757 or by email at Amy.Maisterra@dc.gov, or Grace Chien, Charter LEA Policy and Implementation Specialist, at (202) 741-5098 or by email at Grace.Chien@dc.gov.

¹¹ 34 C.F.R. §300.34(c)(16)

¹² 34 C.F.R. §300.320(a)(4)

¹³ 34 C.F.R. §§ 300.506, 300.507



Office of the State Superintendent of Education

DISTRICT OF COLUMBIA
MAYOR ADRIAN M. FENTY

JUNE 2, 2010

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

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

RE: Prohibition on Mandatory Medication Guidance

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

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

¹ 34 C.F.R. §300.520; 5 DCMR §3023

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

³ 34 C.F.R. §§300.300 through 300.311

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

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



Office of the State Superintendent of Education



DISTRICT OF COLUMBIA
MAYOR ADRIAN M. FENTY

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

NON-REGULATORY GUIDANCE TO THE RELATED SERVICES POLICY— ISSUED ON JANUARY 5, 2010

The Office of the State Superintendent of Education, Department of Special Education (OSSE DSE), issued the “Related Services Policy” on January 5, 2010. Every Local Education Agency (LEA) is responsible for providing related services to students with disabilities in accordance with their Individualized Education Programs (IEPs). The purpose of this guidance document is to provide additional clarification to assist LEAs in implementing the policy in a manner consistent with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§1400 *et seq.*

Frequently Asked Questions (FAQ)

I. Eligibility and Determination of Appropriate Related Services

1. How does a student become eligible to receive related services?

A student must be determined, by the student’s IEP team, to be a “child with a disability” in order to be eligible to receive related services. To be considered a “child with a disability,” a student must have one of the disabilities specified by the IDEA and because of the disability, need special education and related services.ⁱ A student may also be found eligible for special education and related services if he or she, once evaluated, is determined to have a developmental delay.ⁱⁱ

2. Who determines which related service(s) should be provided to a student with a disability?

A student’s IEP team determines which related services should be provided. This determination is based on current data which may include formal and informal assessments, progress reports provided by related service providers, and teacher and parent observations. All related services designated on the IEP must assist the student to achieve annual goals and meet the student’s educational needs. Examples of questions that an IEP team should consider include:

- Does the student need the related service to access the general and/or special education curriculum?
- Will the student make educational progress, as described in the IEP, if he or she does not receive the related service?
- Is the related service needed to assist the student to benefit from special education?

3. What is meant by the frequency, location, and duration of a related service?

Frequency refers to how often a related service will be provided (i.e. the number of sessions per week and the length of each session). *Duration* refers to how long the LEA will continue to provide the related service (i.e. how many months of service as indicated by start and end date). *Location* refers to the physical site at which the related service will be provided. An IEP must state the frequency, duration, and location of the related services provided to the student.

4. Should related service decisions be based on a student’s disability category?

No. Students who fall in the same disability category may not, by default, have the same needs. The IEP team must determine appropriate related service provisions based on the unique educational needs of each student with a disability. Services should be designed to assist the student to benefit from his or her individualized educational program.

5. Should related service decisions be based on a student’s special education level?

No. Special education level is a classification based on the total number of hours of special education service provided to a student with a disability. A student’s special education level is only known after the IEP team determines the terms of service provision. Therefore, a student’s special education level is not a diagnostic tool and should not play a role in related service decisions.



**NON-REGULATORY GUIDANCE TO THE
RELATED SERVICES POLICY—
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6. Can a related service be added or removed from a student's IEP?

Yes. The IEP team determines if it is appropriate to add or remove a related service from the student's IEP. A request for such a change may indicate a significant change in the student's needs. The IDEA encourages IEP teams to meet throughout the year when necessary to review and revise the IEP as appropriate to address a student's lack of progress toward the annual goals or any new areas of concern.ⁱⁱⁱ

II. Documentation of Related Services

1. How should a related service session be documented?

Individual related service providers must complete a service log for each completed related service session. The purpose of a related service log is to capture data concerning the nature of the session (i.e. description of the IEP goal and corresponding skill/functionality taught) and any indicators of student progress demonstrated during the session. To be deemed complete, a related service log must include the date, start time, duration and location of the service, and the signature of the related service provider or qualified supervisor.

2. Are LEAs required to document related service provision in the Special Education Data System (SEDS)?

Yes. With the issuance of Title 5, Chapter 30, Section 3019 of the District of Columbia Municipal Regulations (DCMR) on December 4, 2009, all LEAs are required to fully utilize, implement, and enter accurate and complete data into SEDS for all aspects of special education practice.^{iv} In terms of related service provision, to fulfill the documentation requirement, LEAs must ensure that all related service logs are completed, and that corresponding service tracker forms are created, signed, and stored in SEDS. OSSE has developed and issued a new tool in SEDS, the Related Services Management Report (RSMR), to assist LEAs with managing related service delivery. LEAs should use this tool to review trends in service delivery at both the student and LEA level to ensure that services continue to be delivered as prescribed for all students. OSSE will be reviewing RSMR data during its on-site monitoring visits to verify service delivery.

3. Are LEAs responsible for ensuring that related services provided to students placed at nonpublic schools are documented in SEDS?

Yes. With the issuance of Title 5, Chapter 30, Section 3019 of the District of Columbia Municipal Regulations (DCMR) on December 4, 2009, all LEAs are required to ensure that an accurate, complete, and up to date record exists in the SEDS for every student with an IEP enrolled in the LEA, including those placed in nonpublic schools.^v An LEA determines the level of access that the nonpublic school has to student records in SEDS. Nonpublic school staff may be granted edit rights with full or limited responsibilities in SEDS or view only rights with no responsibilities in SEDS. Regardless of the type of access provided to the nonpublic school, the LEA remains responsible for ensuring that all related services are regularly documented and captured in SEDS.

III. Implementation of Related Services

1. Can an LEA be excused from its responsibilities to provide related services if it lacks resources or expertise?

No. An LEA's lack of resources or expertise does not release it from its legal responsibilities to provide appropriate and timely related services. LEAs are responsible for ensuring that qualified related service providers implement related services according to the terms outlined in each student's IEP. An LEA must make equitable, alternative arrangements if it is not equipped to provide designated related services. It is an LEA's responsibility to seek out guidance and technical assistance, as needed, when it has questions regarding related service implementation.

NON-REGULATORY GUIDANCE TO THE RELATED SERVICES POLICY— ISSUED ON JANUARY 5, 2010

2. What responsibilities do LEAs have regarding the oversight of related services?

LEAs must regularly monitor related service provision to ensure that service delivery occurs as required by the student's IEP, and that qualified related service providers implement, document and capture the delivery of services and the student's rate of progress in SEDS. Missed services must be addressed and documented in a timely manner, according to the LEA's policies and procedures, and reported to the IEP team when appropriate.

3. Are LEAs responsible for the oversight of related services provided to students placed at nonpublic school?

Yes. The responsibility for the oversight of related services in compliance with the IDEA remains with the LEA, even if a nonpublic school implements a student's IEP.^{vi} The LEA is responsible for taking the appropriate steps to ensure that the student is receiving a Free Appropriate Public Education (FAPE) at the nonpublic school. The LEA must initiate the nonpublic school's access to SEDS, participate in the annual IEP review, communicate regularly with the nonpublic school to receive progress reports, confirm that appropriate related services are being designated and provided, and take steps to work toward transitioning the student back into the Least Restrictive Environment (LRE). The LEA must also make certain that any amendments made to the student's IEP are justified and implemented.^{vii}

IV. Specially Designed Instruction

1. What is the difference between special education services and related services?

The term *special education services* refers to specially designed instruction provided at no cost to the parent which meet the unique needs of a student with a disability.^{viii} *Related services* are services that are required to assist a student with a disability with benefiting from special education.^{ix} Related services support special education services by directly or indirectly addressing an identified impairment resulting from a student's disability.

2. What is specially designed instruction?

The term *specially designed instruction* refers to the adaptation of content, methodology, or delivery of instruction as appropriate to meet the unique needs of a child with a disability. Specially designed instruction assists the student in accessing the general education curriculum, so that the student can meet the educational standards that apply to each student within the jurisdiction of the District.^x

3. Can a student have a disability or developmental delay that requires a related service, but not special education services?

A student may experience a delay or deficit that does not negatively impact academic performance. For example, a student may not require additional academic supports or accommodations, but instead may only need a specific related service to address a specific physical impairment. In these cases, the related service is considered specially designed instruction if it otherwise meets the requirements of special education.^{xi}

4. Which related services may be designated as specially designed instruction?

In the District of Columbia, related services that can be considered specially designed instruction under special education include: speech-language pathology services, vocational education, travel training, and instruction in physical education.^{xii}

5. Is physical education the same thing as physical therapy?

No. In the District of Columbia, physical education includes: (a) physical and motor fitness; (b) fundamental motor skills and patterns; and (c) skills in aquatics, dance, and individual and group games and sports, including intramural and lifetime sports. Students with disabilities must be provided physical education, specially designed if necessary, to the extent that physical education is provided to children without disabilities.^{xiii} Physical therapy may be a related service and it is defined as services provided by a qualified physical therapist.^{xiv}

**NON-REGULATORY GUIDANCE TO THE
RELATED SERVICES POLICY—
ISSUED ON JANUARY 5, 2010**

V. Parent Participation

1. Are parents involved in the determination and provision of related services?

Yes. Parents participate in the determination of appropriate related services through the IEP team decision-making process. Parents continue to play an active role even after services are designated. LEAs should regularly provide timely information regarding a student's related service delivery to parents, and afford parents opportunities to discuss the provision of related services with the related service providers. LEAs must notify parents of any proposed changes in service provision and provide parents with sufficient opportunities to participate in the IEP amendment process.

2. What if a parent disagrees with the terms of related service designation or implementation of a related service?

If the parent desires changes that are non-substantive in nature, such as scheduling changes regarding the date or time of service, the LEA should document the request and the agreed upon arrangement before implementing the change. However, more substantive changes such as type of related service or total service hours will require an amendment to the IEP. It is important for the related service provider to be present at any meetings that involve discussions about service implementation, so that the dialogue between parent and related service provider is captured as part of the student's special education record.

3. Can a parent refuse or revoke consent for related services on his or her student's behalf?

Yes. A parent may refuse to provide consent for special education and related services.^{xv} A parent may also revoke parental consent for special education and related services.^{xvi} A parent's revocation of consent must be submitted in writing. If a parent verbally revokes consent, the LEA should exercise due diligence in soliciting written documentation formally through calls, emails, and/or letters to the parent's residence.

4. Can a parent revoke consent to some related services and not others?

No. A parent's right to revoke consent applies to the provision of all special education and related services listed in the student's IEP. Once an LEA receives a parent's written revocation of consent for the continued provision of special education and related services and provides the parent with Prior Written Notice (PWN), the LEA must discontinue the delivery of all special education and related services to the student. In situations where a parent disagrees with the provision of a particular special education or related service and the parent and LEA disagree about whether the student would be provided with FAPE if the student did not receive a particular special education or related service, the parent may use due process procedures to obtain a ruling that the service with which the parent disagrees is not appropriate for the student.

5. How should an LEA respond to a parent who revokes consent for the provision of special education and related services?

Upon receiving written revocation of consent, an LEA must provide the parent with prior written notice before ceasing the provision of special education and related services.^{xvii} LEAs may not challenge the parent's decision to discontinue a student's special education and related services through mediation or a due process hearing.^{xviii} An LEA should continue to offer all interventions and supports available to students in general education. A student whose parent has revoked consent should be treated the same as any other general education student with regard to the LEA's Child Find and disciplinary procedures.

NON-REGULATORY GUIDANCE TO THE RELATED SERVICES POLICY — ISSUED ON JANUARY 5, 2010

VI. Transportation

1. Who is eligible for transportation as a related service?

Eligibility for transportation services is different from eligibility for special education services. Students who qualify for special education services do not automatically qualify for transportation services. It is the responsibility of a student's IEP team to determine if transportation, as a related service, is necessary in order for the student to receive FAPE and benefit from special education.

2. How should an IEP team determine whether a student is eligible for transportation as a related service?

When determining if transportation, as a related service, is necessary in order for the student to receive FAPE and benefit from special education, the IEP team should consider whether the student can readily access services and be transported safely to and from school without specialized transportation. If so, then the student can likely benefit from the special education services provided as a part of FAPE without transportation services. In cases such as this, it would not be appropriate for the IEP team to designate transportation as a related service due solely to factors such as distance or convenience to the parent or student.

3. How often does an IEP team need to review the appropriateness of transportation as a related service once it is designated on a student's IEP?

IEP teams must review the appropriateness of transportation as a designated related service a minimum of once a year during the annual IEP review process, and complete the corresponding documentation required in SEDS.

4. Can a student still receive transportation as a related service if the parent revokes consent for special education and related services?

No. Once an LEA receives a parent's written revocation of consent for the continued provision of special education and related services and provides the parent with PWN, the LEA must discontinue the delivery of all related services to the student, including transportation.

VII. Missed Related Services Sessions

1. How should LEAs determine whether to make up a missed related service session?

LEAs should develop guidance for IEP teams and related service providers that clarifies criteria for determining in what circumstances a related service provider should make up a missed related service session, set timelines for making up any missed related service sessions, and provide instructions for the documentation of such make up sessions. LEAs must align the development of such policies and procedures to federal IDEA requirements related to the provision of FAPE, and policy letters formally issued by the U.S. Department of Education, Office of Special Education Programs (OSEP).^{xx} In its authority as the State Education Agency (SEA), the OSSE will review LEA policies regarding related service delivery through the course of regular monitoring activities.

2. Are LEAs required to document missed and make up related service sessions in SEDS?

Yes. In terms of related service provision, to fulfill the documentation requirement,^{xx} LEAs must ensure that service logs are completed for all missed, attempted, and made-up related service sessions, according to the LEA's policies and procedures, and that corresponding service tracker forms are created, signed, and stored in SEDS.

3. How should LEAs demonstrate due diligence when making up missed related service sessions?

When making up service sessions, LEAs should make at least three attempts to make up the missed service session. LEAs should schedule make up sessions in the timeliest manner possible since missed services sessions may adversely affect a student's educational performance and progress toward IEP goals.



NON-REGULATORY GUIDANCE TO THE RELATED SERVICES POLICY— ISSUED ON JANUARY 5, 2010

4. Is it acceptable to “suspend” a related service when a student repeatedly misses the service?

No. The related service provider must be accessible onsite at scheduled session times, regardless of the number of previous sessions missed, unless alternative arrangements are agreed upon in advance by the parent. In cases of frequent/chronic absence, the LEA should contact the parent to provide notification of the missed service sessions and reschedule the sessions. If the parent does not respond to the first attempt, the next two attempts should vary in method of communication (e.g. phone call, email, letter sent home, etc.). The LEA should document each attempt in writing, recording the date, method of communication, summary of conversation or message left, and outcome. It may become necessary for an LEA to review the terms of service provision and amend the IEP. It is never appropriate for an LEA to amend the terms of service provision without first providing notice to the parent.

Additional Guidance

For additional information, please reference the “Related Services Policy” located on the OSSE website at <http://www.osse.dc.gov>. Please direct any questions regarding the content of this document to **Grace Chien, LEA Policy and Charter Implementation Specialist, at (202) 741-5098 or by email at Grace.Chien@dc.gov**. The OSSE has the authority as the SEA to issue additional guidance regarding LEA policy and related practice.

ⁱ “Child with a disability” means a child evaluated in accordance with §§300.304 through 300.311 as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services. 34 C.F.R. §300.8(a)(1)

ⁱⁱ The District of Columbia has adopted the term “developmental delay” to apply to a child aged 3 through 7 who (a) experiences severe developmental delays of at least two years below his or her chronological age and/or at least two standard deviations below the mean, as measured by appropriate standardized diagnostic instruments and procedures, in one or more of the following areas: 1) physical development, 2) language and communication development, 3) social or emotional development, 4) cognitive development, or 5) adaptive development; and (b) due to the delay(s) described above, requires special education and related services. No student shall be classified as having developmental delay based solely on deficits in the area of social and/or emotional development. Developmental delay does not apply to children with the following disabilities: (a) autism; (b) traumatic brain injury; (c) mental retardation; (d) emotional disturbance; (e) other health impairment; (f) orthopedic impairment; (g) visual impairment, including blindness; (h) hearing impairment, including deafness; or (i) speech/language impairment. District of Columbia Municipal Regulations (DCMR) Title 5, Chapter 30, §3001.1

ⁱⁱⁱ 34 C.F.R. §300.324(b)

^{iv} 5 DCMR §§3019.3(g) and 3019.4(d)

^v 5 DCMR §§3019.3(g), 3019.4(d) and 3019.9

^{vi} 5 DCMR §3019.9

^{vii} 34 C.F.R. §300.325; see generally 5 DCMR §3019

^{viii} Specially designed instruction can be conducted in the classroom, in the home, in hospitals and institutions, and in other settings. 34 C.F.R. §300.39(a)(1)

^{ix} Related services include speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training. Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device. 20 U.S.C. §1401(26); 34 C.F.R. §300.34

^x 34 C.F.R. §300.39(b)(3); 5 DCMR §3001.1

^{xi} 34 C.F.R. §300.39(a)(2)

^{xii} 5 DCMR §3001.1

^{xiii} 34 C.F.R. §300.108

^{xiv} 5 DCMR §3001.1

^{xv} 34 C.F.R. §300.300(b)(3)

^{xvi} 34 C.F.R. §300.300(b)(4)

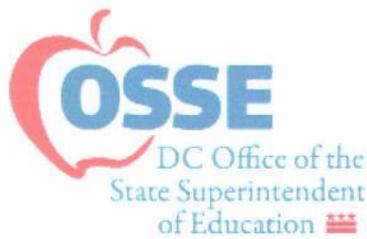
^{xvii} Prior written notice must be submitted in accordance with 34 C.F.R. §300.503.

^{xviii} 34 C.F.R. §300.300(b)(4)

^{xix} Letter to Clarke, 48 IDELR 77 (March 8, 2007); Letter to Balkman, 23 IDELR 646 (April 10, 1995); Letter to Copenhagen, 108 LRP 33574 (March 11, 2008)

^{xx} 5 DCMR §3019.3(g); 5 DCMR §3019.4(d)





January 5, 2010

(X) ACTION REQUIRED
() INFORMATIONAL

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

FROM: Kerri L. Briggs, PhD *KLB*
State Superintendent of Education

RE: Related Services

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

This Memorandum serves to clarify the expectation of the Office of the State Superintendent of Education (OSSE) regarding related service provision requirements as outlined in the Individuals with Disabilities Education Act (IDEA) 2004 and Title 5, Chapter 30 of the District of Columbia Municipal Regulations (DCMR). Local Education Agencies (LEAs) must provide related services to all eligible students with disabilities when such services are required in order for a child with a disability to benefit from special education. This Memorandum supersedes all previous policy, memoranda and/or guidance promulgated by the State Education Agency (SEA).¹ This policy takes effect on January 2010.

¹ This Memorandum is not intended to be a restatement of the requirements of the IDEA and the District of Columbia Code of Municipal Regulations (DCMR) in regard to related services. LEAs are responsible for knowing and implementing the requirements of IDEA and the DCMR applicable to LEAs.

Background

It is the responsibility of the OSSE, as the SEA, to ensure that all children with disabilities within the District of Columbia receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). As defined in the IDEA, FAPE includes both special education and related services, and must be provided to each child with a disability in accordance with the child's Individualized Education Program (IEP) at no cost to the parent.²

In order to be eligible for related services under the IDEA, a child must be identified as a child with a disability and the IEP team must determine that the related service(s) are required to assist the child with a disability to benefit from special education.³ To be appropriate, related services must be designed to meet a child's individual needs. Each child's IEP must include a statement of the special education, related services, and supplementary aids and services to be provided to the child, or on behalf of the child. In order to address the educational needs of the child, the IEP must also contain a statement of the program modifications or supports for school personnel that will enable the child to advance toward attaining the annual goals, be involved in and make progress in the general education curriculum, participate in extracurricular and other nonacademic activities, and be educated and participate with non-disabled peers.⁴

The implementation of appropriate related services is one of many LEA responsibilities in providing FAPE. The IDEA specifies that LEAs are also accountable for other responsibilities such as conducting Child Find activities, evaluating students, developing IEPs, and providing the full continuum of service that ensures that the special education and related service needs of each child with a disability are provided in the LRE.⁵ The OSSE expects LEAs to comply fully with all local and federal law in designating and implementing related services.

Key Terms

The key terms outlined below have specific meanings assigned by IDEA (34 C.F.R §300.34), and/or DCMR 5-3001. This is not an exhaustive list of the developmental, corrective and supportive services that a child with disabilities may require. However, to provide clarity on typical types of related services, definitions are provided below.

² 34 C.F.R. §300.17

³ 34 C.F.R. §300.34

⁴ 34 C.F.R. §300.320(a)(4)

⁵ 34 C.F.R. Part 300

- *Audiology*. Audiology services include: (a) the identification of children with hearing loss; (b) determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing; (c) provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation; (d) creation and administration of programs for prevention of hearing loss; (e) counseling and guidance of children, parents, and teachers regarding hearing loss; and (f) determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.
- *Counseling/behavioral support services*. Counseling/behavioral support services include supportive therapeutic services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel to improve a child's social-emotional, interpersonal, and academic functioning.
- *Early identification and assessment of disabilities in children*. Early identification and assessment refers to the implementation of a formal plan for identifying a disability as early as possible in a child's life.
- *Interpreting services*. Interpreting services include: (a) the following, when used with respect to children who are deaf or hard of hearing: oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and (b) special interpreting services for children who are deaf-blind.
- *Medical services*. Medical services are services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.
- *Occupational therapy*. Occupational therapy services are services provided by a qualified occupational therapist that include: (a) improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; (b) improving ability to perform tasks for independent functioning if functions are impaired or lost; and (c) preventing, through early intervention, initial or further

impairment or loss of function.

- Orientation and mobility. Orientation and mobility services are services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and which include teaching children in the following, as appropriate: (a) spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g. using sound at a traffic light to cross the street); (b) to use a long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision; (c) to understand and use remaining vision and distance low vision aids; and (d) other concepts, techniques, and tools.
- Parent counseling and training. Parent counseling and training includes: (a) assisting parents in understanding the special needs of their child, (b) providing parents with information about child development, and (c) helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.
- Physical therapy. Physical therapy is a service provided by a qualified physical therapist to increase mobility, dexterity, and overall range of physical movement/functioning.
- Psychological/behavioral support services. Psychological/behavioral support services are services that may include: (a) administering psychological and educational tests and other assessment procedures; (b) interpreting assessment results; (c) obtaining, integrating, and interpreting information about child behavior and conditions relating to learning; (d) consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations; (e) planning and managing a program of psychological services, including psychological counseling for children and parents; and (f) assisting in developing positive behavioral intervention strategies.

- Recreation. Recreation services are services that may include: (a) assessment of leisure function; (b) therapeutic recreation services; (c) recreation programs in schools and community agencies; and (d) leisure education.
- Rehabilitation counseling. Rehabilitation counseling services are services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, independence, and integration in the workplace and community for a child with a disability.⁶
- School health and school nurse services. School health and school nurse services are services designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person. These services may include the administration of medication required during the school day if needed to assist the child to benefit from special education. Specific instructions regarding the administration of medication must be documented in the child's IEP.⁷
- Social work/behavioral support services. Social work/behavioral support services in schools include: (a) preparing a social or developmental history on a child with a disability; (b) group and individual counseling with the child and family; (c) working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; (d) mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and (e) assisting in developing positive behavioral intervention strategies.
- Speech-language pathology services. Speech-language services include: (a) identification of children with speech or language impairments; (b) diagnosis and appraisal of specific speech or language impairments; (c) referral for medical or other professional attention necessary for the habilitation of speech or language

⁶ 34 C.F.R. §300.34(c)(12); the term also includes vocational rehabilitation services provided to a student with a disability by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended, 29 U.S.C. 701 et seq.

⁷ See Guidance document from OSEP: Letter to Anonymous, November 13, 1996 (25 IDELR 531)

impairments; (d) provision of speech and language services for the habilitation or prevention of communicative impairments; and (e) counseling and guidance of parents, children, and teachers regarding speech and language impairments. A child with a disability does not need to be identified or diagnosed as having speech and/or language disorders in order to receive speech-language pathology as a related service. Any child eligible for special education may receive speech-language therapy if the IEP team formally determines that the child requires the related service of speech-language services in order to benefit from special education.⁸

- Transportation. Transportation includes: (a) travel to and from school and between schools; (b) travel in and around school buildings; and (c) specialized equipment (such as special or adapted buses, lifts, and ramps), as required for a child with a disability.

Transportation

Not all children with disabilities are eligible to receive transportation as a related service. Transportation is an appropriately designated related service only when it is needed in order for the child to benefit from special education. If transportation to and from school for the general student population is provided, then transportation must be provided for a child with a disability in order to not discriminate against the child with a disability. If transportation is not provided for the general student population, then the issue of transportation for children with disabilities must be decided on a case-by-case basis by the IEP team. If the IEP team determines that transportation services are necessary, a statement to that effect must be included in the IEP, along with relevant details and arrangements.⁸ Additionally, if the team determines that the parent will provide transportation, that determination, as well as the specific arrangements, should also be indicated on the IEP to ensure that it is provided at no cost to the parent if it is a related service.

Speech-Language Pathology Services as Special Education

The term specially designed instruction refers to the adaptation of content, methodology, or delivery of instruction, as appropriate to meet the unique needs of a child with a disability in order to ensure access to the general curriculum, so that the child can meet the educational standards that apply to each child within the District of Columbia.⁹ Speech-language pathology

⁸ 34 C.F.R. §300.320(a)(4)

⁹ 34 C.F.R. §300.39(b)(3)

services that fall under specially designed instruction may be provided to a child as the only service on the IEP if it is determined that the child requires no other special education services due to a lack of deficit in the academic performance.¹⁰

Exception to Related Services

Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g. mapping), maintenance of that device, or the replacement of that device. However, nothing in this exception limits the right of a child with a surgically implanted device to receive related services that are determined by the IEP team to be necessary for the child to receive FAPE; limits the responsibility of LEAs to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school; or prevents the routine checking of an external component of a surgically-implanted device to make sure it is functioning properly.¹¹

Eligibility for Related Services

To be eligible for related services, a child must be a child with a disability. To be considered a child with a disability, a child must: (1) have one of the specified disabilities and (2) because of the disability, need special education and related services.¹² The related service must also be required in order to assist a child with a disability to benefit from special education.¹³ Additionally, a child can be found eligible for special education and related services if he or she is evaluated and determined to have a developmental delay.

The District of Columbia has adopted the term developmental delay to apply to a child aged 3 through 7 who (a) experiences severe developmental delays of at least two years below his or her chronological age and/or at least two standard deviations below the mean, as measured by appropriate standardized diagnostic instruments and procedures, in one or more of the following areas: 1) physical development, 2) language and communication development, 3) social or emotional development, 4) cognitive development, or 5) adaptive development; and (b) due to the delay(s) described above, requires special education and related services.¹⁴ Note

¹⁰ In such cases, the speech-language pathology services must be documented formally as specially designed instruction under special education services.

¹¹ 34 C.F.R. §300.8(a), 34 C.F.R. §300.113(b)

¹² 34 C.F.R. §300.34

¹³ 34 C.F.R. §300.34(a)

¹⁴ DCMR: Title 5, Chapter 30, Section 3001.1. No child shall be classified as having "Developmental Delay" based solely on deficits in the area of social and/or emotional development. "Developmental Delay" does not apply to

that an LEA is not required to adopt and use the term developmental delay, but if an LEA uses the term, the LEA must conform to the District of Columbia's definition.¹⁵

Parental Consent

Initial Consent for Services. An LEA that is responsible for making FAPE available to a child with a disability must obtain informed consent from the parent of the child before the initial provisions of special education and related services. If a parent(s) refuses to provide consent or fails to respond after an LEA's reasonable attempts to obtain informed written consent, the LEA may not use the due process procedures or mediation to obtain consent for the initial provision of special education and related services.¹⁶ Furthermore, the LEA is not required to hold an IEP meeting or create an IEP¹⁷ and is not in violation of providing FAPE to the child.¹⁸

Parent's Right to Revoke Consent. The December 2008 IDEA regulations strengthen parental rights to unilaterally revoke consent to special education and related services.¹⁹ Specifically, it was revised to require that parental revocation of consent for the continued provision of special education and related services must be in writing and that upon revocation of consent, a LEA must provide the parent(s) with prior written notice in accordance with 34 CFR Section 300.503. Additionally, if at any time subsequent to the initial provision of special education and related services, the parent(s) of a child revokes consent in writing for the continued provision of special education and related services, the LEA:

1. May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with 34 CFR Section 300.503 before ceasing the provision of special education and related services.
2. May not use the procedures in subpart E of the regulations (including the mediation procedures under 34 CFR Section 300.506 or the due process

children with the following disabilities: (a) autism; (b) traumatic brain injury; (c) mental retardation; (d) emotional disturbance; (e) other health impairment; (f) orthopedic impairment; (g) visual impairment, including blindness; (h) hearing impairment, including deafness; or (i) speech/language impairment.

¹⁵ 34 C.F.R. §300.111(b)(2)

¹⁶ 34 C.F.R. §300.300(b)(3)

¹⁷ 34 C.F.R. §300.300(b)(4)(ii)

¹⁸ 34 C.F.R. §300.300(b)(4)(i)

¹⁹ 34 C.F.R. §300.300(b)(4)

procedures under 34 CFR sections 300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child.

3. Will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services.
4. Is not required to convene an individualized education program (IEP) team meeting or develop an IEP under 34 CFR sections 300.320 and 300.324 for the child for further provision of special education and related services.
5. In accordance with 34 CFR Section 300.9 (c)(3), if the parent(s) revoke consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

Designation of Related Services

The designation of related services must be based on relevant, current data which indicate that the services are required to ensure that the child with a disability will benefit from special education. Relevant, current data may include a full spectrum of evaluation tools ranging from formal and informal assessments, progress reports provided by related service providers, teacher and parent observations, and all other relevant sources of information. The related service must relate to the child's educational needs and annual goals.

When determining appropriate related service(s), the IEP team members must consider the educational impact related services may have on both the child's academic achievement, but also on the child's functional performance such as social interactions, emotional development, communication, and behavior. To assist IEP teams in such tasks, LEAs are responsible for inviting and including related service providers on the IEP team. Related service providers play a critical role in designating services in addition to interpreting the child's evaluation results. Additionally, all IEPs must specify the following:

- The projected date that the related service(s) will begin;
- The anticipated frequency and duration of the related service(s); and

- Where the related service(s) will be provided.²⁰

Procedures Regarding Missed Related Services

LEAs are required to provide related services in a manner consistent with the frequency, location, and duration of related services as specified in a child's IEP. LEAs are responsible for ensuring that service providers implement and document all instances of actual and attempted service delivery.²¹ The occasional missed related service session may be unavoidable; however, the LEA must always consider the impact of the missed session on the child's progress and performance and ensure the continued provision of FAPE. Every LEA should develop its own related service policy that explains the procedure for missed services. This policy must be accessible to parents at all times and should detail the steps taken by the LEA to ensure that missed sessions are rescheduled in a timely manner.

Missed service due to provider absence. When related services are missed due to a provider's absence, the LEA must ensure that a substitute provider is available and a make-up session is scheduled. All make-up sessions must be delivered in accordance with the provisions in the child's IEP. Extended absence on the part of a related service provider is unacceptable and may lead to a denial of FAPE.

Missed service due to child's absence. Whether an interruption in service could be deemed a denial of FAPE is an individual determination that must be evaluated on a case-by-case basis by the IEP team. The IEP team must consider the impact of a provider's absence or a child's absence on the child's progress and performance, and determine appropriate next steps to ensure the provision of FAPE and that the child continues to progress towards meeting the annual goals in his or her IEP.²² If the IEP team believes that the missed session(s) may be deemed a denial of FAPE, the LEA must ensure that missed session(s) are available to the child and the make-up session are conducted in the timeliest manner possible.

Interruption in service. Under no circumstances should a LEA cease service provision. Related services must remain available and accessible as specified by

²⁰ 34 C.F.R. §300.320(a)(7)

²¹ 34 C.F.R. §300.154(b)(2) ("if a public agency other than an educational agency fails to provide or pay for the special education and related services... the LEA... shall provide or pay for these services to the child in a timely manner.")

²² Guidance document from OSEP: Letter to Clarke, March 8, 2007 (48 IDELR 77)

the IEP regardless of the frequency or cause of missed sessions; even when student absence occurs more than occasionally or is predictable. In addition, the provision of a related service to a child with disabilities who is subject to discipline must be in accordance with the IDEA.²³ LEAs should consult with the parent(s) when a child repeatedly misses related service provision due to frequent/chronic absences or student/parent refusal of services. Any change in the provision of a related service to a child with disabilities is a change in the IEP and may only be made in accordance with the revision/amendment provisions in the IDEA.

Due Diligence and IEP Amendment

A LEA must demonstrate its due diligence in providing related services to each child according to his or her IEP. To demonstrate due diligence, LEAs must maintain and provide accurate and clear documentation of all instances of attempted service provision, this includes the date, time, and explanation behind each missed session.

If a child's interests are potentially best served through revising the existing IEP, then team members can convene an IEP team meeting in a timely manner or when appropriate, utilize the IEP amendment process to consider and/or make changes to existing services, the frequency of those services, or the location or provider of those services. Prior to meeting, the LEA must follow the parent participation requirements in the IDEA for IEP meetings, including issuing the meeting notice or, if applicable, obtaining the agreement of the parent(s) not to convene the IEP team meeting for the purposes of amending the IEP.²⁴

Additional Guidance

Please direct any questions regarding the content of this Guidance to **Grace Chien, Charter LEA Policy and Implementation Specialist**, at (202) 741-5098 or by email at Grace.Chien@dc.gov. The OSSE has the authority as the State Education Agency (SEA) to issue additional guidance regarding policy and related practice implementation to ensure that all LEAs are complying with the law in providing related services to students with disabilities in the District of Columbia.

²³ 34 C.F.R. §300.530(d)

²⁴ 34 C.F.R. §§300.322 and 300.324(a)(4)

January 5, 2010

(X) ACTION REQUIRED
() INFORMATIONAL

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

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

RE: Secondary Transition

CONTACTS: Amy Maisterra, Ed.D., Chief of Staff
Department of Special Education
Email: Amy.Maisterra@dc.gov
(202) 481-3757

This Memorandum serves to clarify what is required of all Local Education Agencies (LEAs) in order to ensure that the District of Columbia has in place secondary transition policies and procedures as required by the Individuals with Disabilities Education Act (IDEA) 2004, its implementing federal regulations, and Title 5, Chapter 30 of the District of Columbia Municipal Regulations (DCMR). This Memorandum supersedes all previous policy, memoranda and/or guidance promulgated by the state education agency.¹ This policy takes effect on January 2010.

BACKGROUND

The IDEA and DCMR clearly identify the roles and responsibilities of all LEAs to adequately prepare students with disabilities for postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation upon graduating or exiting high school. Furthermore, IDEA requires all LEAs to have in effect, by the student's 16th birthday, or younger if determined appropriate by the Individualized Education Program (IEP) team, a

¹ This Memorandum is not intended to be a restatement of the requirements of the IDEA and the DCMR in regard to secondary transition. LEAs are responsible for knowing and implementing the requirements of IDEA and the DCMR applicable to LEAs.

coordinated set of activities that is results-oriented and focuses on improving the academic and functional achievement of the student.²

Transition services are intended to prepare students to make the transition from school to adulthood and may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.³ To assist with the transition process, the IEP team must consider appropriate services that would permit the student to leave secondary school with the necessary skills to achieve the transition goals determined by the IEP team. The entire transition process is a set of coordinated activities that is outcome-oriented and based on an individual transition assessment.

KEY TERMS/ACTIVITIES

- **Course of Study.** Prior to entering the ninth grade, but no earlier than eighth grade, the IEP team must determine the course of study and develop a graduation plan.⁴ A course of study is defined as a description of the coursework necessary to prepare the student for post-school activities. The course of study must be reviewed annually and modified, when necessary, to reflect the student's changing needs, interests, and performance. The LEA must provide all students with disabilities, including students with significant disabilities, the opportunity to earn a high school diploma. If the IEP team determines a high school diploma is not appropriate, then the course of study must assist the student in achieving an alternative to a high school diploma. The LEA must provide information in understandable language to the parents and student about the difference between having a diploma versus a non-diploma course of study. Additionally, the LEA must provide the parents with written notification that the IEP team has determined that the student will be placed on a non-diploma course of study. The LEA must obtain the parents' written acknowledgement that the parents have been informed and understand that the student will be placed on a non-diploma course of study. The IEP must contain a statement on why a standard diploma is not appropriate and that the parents and student have been fully informed of such decision. A transition plan and graduation plan are required regardless of whether the student is on a non-diploma or diploma track.

Consistent with the student's graduation plan, each IEP for a student with a disability, who will be 16 or older during the time period of the IEP, or younger if determined appropriate by the IEP team, must also contain a description of the course of study needed to assist the

² 34 C.F.R. §300.43(a)(1) and §300.320(b); DCMR 5-3001

³ 34 C.F.R. §300.43(b); DCMR 5-3001

⁴ 5 DCMR 2203.1

student in preparing for his/her post-school activities. To the extent consistent with the student's post-school goals, the course of study must ensure each student has the knowledge and skills to qualify for and successfully complete a two or four-year postsecondary program, technical/vocational program, apprenticeship, or on-the-job training leading to a postsecondary credential (i.e. certificate, license, Associates, or Bachelor's degree). Each year the IEP team must reconsider the student's post-school goals and align the course of study with those desired goals. Decisions regarding the course of study should relate directly to the student's current level of performance and what he/she intends to do after graduation. Specifically the course of study should:

- Improve the academic and functional achievement of the student to facilitate his/her movement from secondary to post-school;
- Align with the student's transition goal(s); and
- Align with the academic requirements for a high school diploma, or if determined eligible, a Certificate of Completion.

Students placed in a nonpublic residential or day school must have the same opportunities for a high quality education as students in a traditional secondary setting. The LEA in which the student is enrolled remains responsible for ensuring the course of study is consistent with the student's transition plan, which should be consistent with all diploma or Certificate of Completion requirements.

- Transition Assessment. The LEA must conduct age-appropriate transition assessment(s) at a minimum in the areas of education, training, and employment, and, where appropriate, independent living.⁵ Types of transition assessments include but are not limited to: behavioral assessment information, aptitude tests, interest and work values inventories, personality or preference tests, career maturity or readiness tests, self-determination assessments, work-related temperament scales, vocational assessment, and transition planning inventories.⁶

The purpose of transition assessment(s) is to provide information to the IEP team in developing and writing practical, achievable, and measurable post-school goals; and assist in the identification of transition services necessary in helping the student reach those

⁵ 34 C.F.R. §300.320(b)

⁶ National Secondary Transition Technical Assistance Center
http://www.nsttac.org/products_and_resources/tag.aspx

goals. The transition assessment must be conducted prior to the student reaching age 16 and before the development of the post-school goals and transition services in the student's IEP. The transition assessment must support each post-school goal and provide information regarding the student's needs, strengths, preferences, and interests. The LEA must ensure transition assessments are an ongoing process of collecting data that adequately captures the student's current reading, math, and communication ability, needs, preferences, and interests. The transition assessment should indicate, at a minimum, the following:

1. What the student would like to do beyond secondary school (e.g., further education or training, employment, military, continuing or adult education);
 2. Where the student would like to live (e.g., dorm, apartment, family home, group home, supported or independent living);
 3. How the student would like to take part in his/her community (e.g., transportation, recreation, community activities, etc.).
- Transition Goals. Beginning no later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually, the IEP must contain:
 1. Appropriate measurable postsecondary goal(s) based upon age-appropriate transition assessments related to:
 - a. Education,
 - b. Training,
 - c. Employment after high school, and
 - d. Independent Living Skills (when appropriate⁷);
 2. Transition services, including appropriate courses of study, needed to assist the student in reaching the stated postsecondary goals; and
 3. A statement of needed transition services for the student, including, when appropriate, a statement of the interagency responsibilities or any needed linkages.⁸

⁷ It is up to the student's IEP team to determine whether IEP goals related to the development of independent living skills are appropriate and necessary for the student to receive FAPE.

⁸ 34 C.F.R. §300.320(b)

Failure to provide transition services. If a participating agency, other than the LEA, fails to provide the transition services described in the IEP and in accordance with IDEA requirements, the LEA must reconvene the IEP team, or amend the IEP to identify alternative strategies to meet the transition goals.⁹

- Coordinated Set of Activities. The IEP team must consider in the development of the IEP, a coordinated set of activities to assist the student in reaching his/her post-school goals. Specifically, the activities must be based on the individual student's needs, taking into account the student's preferences and interests. Furthermore, the IEP team must consider:
 1. If the student is younger than 18 years of age, appropriate parental involvement in the student's transition;
 2. If the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the adult student or the LEA;
 3. A functional vocational evaluation and training;
 4. Acquisition of daily living skills, if appropriate;
 5. Any postsecondary education options;
 6. Integrated employment, including supported employment;
 7. Independent living goals and objectives;
 8. Continuing and adult education;
 9. Adult services;
 10. Appropriate circumstances for referring a student or the student's parents to a governmental agency for services.

- IEP Team. The LEA is responsible for ensuring each student with a disability has in place appropriate, measurable, post-school goals by age 16. To ensure the student's transition goals are relevant and individualized and to the extent appropriate, the LEA must invite a representative from the District of Columbia Rehabilitation Services Administration (DC RSA) and other public agencies that are likely to be responsible for providing or paying for transition services.¹⁰ The parents, or adult student, must provide consent for the LEA to invite any such agencies.¹¹ In addition, the LEA must invite the student to the IEP team meeting and document the measures it has taken to invite the student.¹² If the student is

⁹ 34 C.F.R. §300.324(c)

¹⁰ 34 C.F.R. §300.321(b)(3)

¹¹ 34 C.F.R. §300.321(b)(3)

¹² 34 C.F.R. §300.321(a) and (b)(1) and 34 C.F.R. §300.322(a)(2)(B)

unable to attend, the LEA must take other steps to ensure the student's preferences and interests are considered.¹³

Parental consent (or consent by an adult student) must be obtained before personally identifiable information is released to officials of participating agencies that provide or pay for transition services¹⁴ to ensure the protection of confidentiality of any personally identifiable data, information and records collected or maintained by the LEA. Although the LEA has the responsibility to invite (after receiving parent or adult student consent) individuals from other agencies, the LEA does not have the authority to require the other agency representative to attend the IEP meeting.

- Summary of Performance. A Summary of Performance (SOP) is required under the reauthorization of IDEA of 2004 and should be provided to the student no later than 60 days prior to graduation or the age at which the student exceeds the District of Columbia's age eligibility for Free Appropriate Public Education (FAPE);¹⁵ the LEA must ensure each student is provided, at no cost, a SOP. The SOP must include a summary of the student's academic achievement, cognitive, and functional performance; and recommendations on how to assist the student in meeting his/her post-school goals.¹⁶ The information provided in the SOP and accompanying documentation is important to assist the student in establishing eligibility for reasonable accommodations and supports in postsecondary settings and other public agency programs. Typically, an IEP and/or SOP alone are not sufficient documentation of a disability; therefore, accompany documentation such as a psychological or neuropsychological report (no more than three years old) is recommended and should be included. The SOP is most useful when the student (and parents when appropriate if the student is 18 years or older) has the opportunity to actively participate in the development of the document.
- Prior Written Notice. Prior to the student completing the last semester of secondary school in which he/she is expected to graduate with a diploma or a certificate of completion, the LEA must provide the student (if over age 18) AND the parents with a Prior Written Notice (PWN) of the discontinuation of services at the end of the school year. The PWN must clearly state that the student will no longer be entitled to receive special education services from the LEA.¹⁷

¹³ 34 C.F.R. §300.321(b)(2), 5 DCMR 3003.4(b)

¹⁴ 34 C.F.R. §300.622(b)(2)

¹⁵ 5 DCMR 3000

¹⁶ 20 U.S.C. 1414(c); 34 C.F.R. §300.305(e)(3)

¹⁷ 34 C.F.R. §300.102(a)(3)(iii)

- Transfer of Rights at Age of Majority. Beginning not later than one year before the student reaches the age of 18 (except for a student who has been determined to be incompetent under District of Columbia Law)¹⁸; the LEA must provide notice to both the student and the student’s parents of the rights under Part B of IDEA that will transfer to the student upon reaching the age of 18. Additionally, the student’s IEP must include a statement that the student and parents have been informed.¹⁹ When the student reaches 18, the LEA must provide notice to the student and the student’s parents of the transfer of rights as part of the procedural safeguards.²⁰ The rights regarding educational records must also be transferred to the student and the LEA must include a statement indicating such transfer in the notice.²¹
- Data Collection Requirements. The OSSE is responsible for administering within one (1) year of leaving high school a follow up survey for each student who had an IEP and is no longer in secondary school.²² Each LEA is responsible for providing the OSSE accurate demographic information prior to the student graduating or exiting high school.
- Monitoring and Compliance. Each LEA must certify and provide to the OSSE no later than July 31 of the current year, the total number of youth with IEPs aged 16 and above which had appropriate transition goals and services as outlined in this policy, DCMR, and IDEA.

Compliance and Monitoring

The U.S. Department of Education’s Office of Special Education Programs (OSEP) requires that every State Education Agency to monitor LEAs to ensure compliance with IDEA Part B, including timely evaluations and reevaluations.²³ A finding of LEA noncompliance by the OSSE results in the requirement to submit an improvement plan containing corrective actions for each area of noncompliance. The OSSE may also recommend or require training and technical assistance to LEA staff when crafting corrective actions. All items of noncompliance must, by federal law, be corrected within one year of the finding; sustained noncompliance by an LEA may result in sanctions that include potential withholding of Part B grant funding.²⁴

Further Guidance, Training and Technical Assistance

¹⁸ 34 C.F.R. §300.520(a)(1)(ii); 5 DCMR 3023

¹⁹ 34 C.F.R. §300.320(c)

²⁰ 34 C.F.R. §300.520(a)

²¹ 34 C.F.R. §§300.613 through 300.624; 34 C.F.R. § 300.625(c)

²² National Dissemination Center for Children with Disabilities: www.nichcy.org

²³ 34 C.F.R. §300.600

²⁴ 34 C.F.R. §300.604(a)

The OSSE is committed to ensuring that LEAs have the knowledge base and tools to conduct timely and appropriate evaluations and reevaluations. The OSSE will conduct activities to support LEA compliance, including, but not limited to:

- Clear written guidelines for schools on this issue, containing specific scenarios and examples; answers to frequently asked questions; and clarity concerning the use of the State Special Education Data System (SEDS) to document evaluations and reevaluations.
- In-person professional development for school personnel to ensure knowledgeable implementation.

If you have questions or concerns regarding this Memorandum, please contact Amy Maisterra, Chief of Staff, Department of Special Education, at (202) 481-3870, or by e-mail at amy.maisterra@dc.gov.



NOVEMBER 6, 2013

(X) ACTION REQUIRED
() INFORMATIONAL

TO: Local Educational Agencies
Public Agencies (providing educational services to children with disabilities)

CC: Public Charter School Board
Deputy Mayor of Education

FROM: Jesús Aguirre, Acting State Superintendent of Education 

RE: Special Education Transportation Services Policy

CONTACTS: Grace Chien, Director of Policy
Division of Specialized Education
Grace.Chien@dc.gov
(202) 741-5089

AND

Ryan Solchenberger, Director of Transportation
Division of Transportation
Ryan.Solchenberger@dc.gov
(202) 576-5555

INTRODUCTION

The purpose of this Memorandum is to establish a uniform system of standards and procedures for special education transportation services in the District of Columbia that is consistent with the Individuals with Disabilities Education Act (IDEA) requirement to provide a free appropriate public education (FAPE) to all students with disabilities. This purpose is accomplished through:

- Establishing state-level criteria that assist Individualized Education Program (IEP) Teams in making appropriate eligibility decisions.
- Clarifying local education agency (LEA) responsibilities, and establishing documentation and procedural requirements that enable timely coordination between LEAs and OSSE's Division of Transportation (OSSE-DOT).
- Establishing a bi-annual LEA certification requirement that enables OSSE-DOT to prepare for the provision of extended school year (ESY) related transportation services during the summer months and special education transportation services at the start of each school year.





It is the expectation of the Office of the State Superintendent of Education (OSSE) that all LEAs adhere to this Policy. OSSE-DOT shall provide special education transportation services to students with disabilities when transportation is appropriately identified and documented on an IEP as a related service under the IDEA. With the exception of the pick-up and drop-off residency address requirement, this Policy is effective as of January 6, 2014. The pick-up and drop-off residency address requirement will become effective at the start of the 2014-2015 school year.

MONITORING AND COMPLIANCE

The U.S. Department of Education's Office of Special Education Programs (OSEP) requires that every state education agency (SEA) monitor local educational agencies (LEAs) to ensure compliance with Part B of the Individuals with Disabilities Education Act (IDEA). A finding of LEA noncompliance by OSSE will result in corrective actions for each area of noncompliance and may result in the requirement to submit an improvement plan. OSSE may also recommend or require training and technical assistance for LEA staff when crafting corrective actions. All items of noncompliance shall, by federal law, be corrected within one year of the finding; sustained noncompliance by an LEA may result in sanctions that include potential withholding of Part B grant funding.¹ Consistent with the IDEA and its regulatory framework, all LEAs shall comply with monitoring requirements established annually by OSSE, which include the collection and submission of both quantitative and qualitative data that support monitoring for regulatory compliance and programmatic quality. Additionally, a subset of LEAs will be selected for OSSE's annual monitoring process. OSSE, in its role as SEA, ensures FAPE by meeting with other public agencies providing education services to children with disabilities to review and discuss the delivery of special education services. If any noncompliance is identified during OSSE's review, the public agency will be asked to take corrective action, as appropriate.

DEFINITION OF TRANSPORTATION IN THE CONTEXT OF SPECIAL EDUCATION

In the context of special education, *transportation* is a related service² that includes: travel to and from school and between schools; travel in and around school buildings; and specialized equipment such as special or adapted vehicles,³ lifts, and ramps, if they are required to provide transportation for a student with a disability.⁴ Special education transportation services shall be provided in accordance with a student's IEP, and at no cost to the parents of a student.⁵

ELIGIBILITY CATEGORIES FOR SPECIAL EDUCATION TRANSPORTATION SERVICES

It is the responsibility of the IEP Team to determine, on an individual basis, whether transportation is required to assist a student with a disability with accessing special education and related services, and if so, how the transportation services should be implemented. The intent behind special education transportation services is to ensure that children with disabilities receive transportation when it is necessary to enable the child to receive FAPE. It is inappropriate for IEP Teams to designate special education transportation services for the primary purpose of facilitating daily attendance or mitigating

¹ 34 C.F.R. §300.600(a)(3)

² Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education. 34 C.F.R. §300.34(a)

³ The IDEA does not require transportation on special or adapted buses for all students with disabilities who are eligible to receive transportation. The use of special or adapted buses is only required where specified by the IEP Team. See 71 Fed. Reg. 46,576 (Aug. 14, 2006).

⁴ 34 C.F.R. §300.34(c)(16)

⁵ 34 C.F.R. §300.34(a); 20 U.S.C. §1412(a)(1)(A); 34 C.F.R. §300.101



the increased distance between a student's residence and a school location which results from non-FAPE related parent choice/enrollment decisions.

OSSE has established the following eligibility categories that IEP Teams shall use in making special education transportation eligibility determinations and supporting related services designations. An IEP Team shall find that a student meets the requirements under at least one eligibility category before determining that the student is eligible to receive special education transportation services. LEAs have the duty to reevaluate and document a student's changing needs over time.⁶ Therefore, the IEP Team shall review and determine a student's need for special education transportation at least once annually as part of the IEP process.⁷

Eligibility Category 1: Medically Fragile Students (MFS) Requiring Transportation to Access FAPE

Medically fragile students may be eligible for special education transportation services. In the context of special education transportation services, the term *medically fragile* applies to students who cannot travel safely without a specialized or adapted vehicle due to a documented medical condition.⁸ In the context of special education transportation services, the term *specialized or adapted vehicle* refers to a vehicle that has specialized equipment such as a specialized seat or seatbelt, positioning device, or wheelchair lift/ramp. OSSE-DOT is responsible for providing specialized equipment when such equipment is deemed necessary by a student's IEP Team. OSSE-DOT is not responsible for providing assistive devices (*e.g.* wheel chairs, crutches, walkers), which constitute personal equipment belonging to the student. (More information on assistive devices is provided on page 8 of this Policy.)

Not all students with medical conditions are eligible for special education transportation services under the MFS category. To determine if a student is eligible for special education transportation services under the MFS category, the IEP Team shall review the student's medical history to consider any data that substantiates the existence of a chronic or persistent medical condition. An IEP Team that finds evidence of a documented chronic or persistent medical condition shall assess the impact of the medical condition on the student's ability to travel safely without a specialized or adapted vehicle or specialized medical equipment. IEP Teams should consider factors such as:

- The severity of the student's medical condition (*i.e.* Does the student's medical condition require constant monitoring?);
- The student's reliance on specialized medical equipment that is not readily transportable in a standard or non-adapted vehicle (*e.g.* oxygen delivery device, tracheotomy tube, feeding tube);
- The student's need for health-related services (*e.g.* health-related assistance from an aide, nursing services);
- The student's mode of transportation outside of school (*i.e.* Does the student travel safely in standard/non-adapted vehicles or access public transportation during week nights or weekends?); and

⁶ 34 C.F.R. §§ 300.301 and 300.303

⁷ 34 C.F.R. §300.324(b)

⁸ Distance is not an appropriate factor of consideration under the Medically Fragile Student (MFS) eligibility category.





- The restrictiveness of student activity during the school day (*i.e.* Is it safe for the student to participate in common physical activities during recess or physical education without specialized equipment or the aid of additional school personnel?).

Students who do not have a chronic or persistent medical condition, or who have a medical condition that does not prevent the student from traveling safely in a standard or non-adapted vehicle, are not eligible for special education transportation services under the MFS category.

An IEP Team that determines that a student is eligible for special education transportation services under the MFS category shall provide a written justification for its determination using the appropriate eligibility worksheet in SEDS, indicate its decision in the student's IEP, and substantiate its decision by obtaining a physician's note or by reviewing current medical evaluation data from the past year. The IEP Team shall also determine if the student requires specialized equipment on the OSSE-DOT vehicle and/or any additional supporting related services (*e.g.* health services, aide assistance) on a case-by-case basis, and shall similarly document the need for such equipment and/or services by obtaining a physician's note or by reviewing current medical evaluation data from the past year and providing a written justification for the IEP Team's decision. The IEP Team must designate any specialized equipment and/or supporting related services in the student's IEP. The LEA shall upload all documentation into the Special Education Data System (SEDS) and the Transportation Online Tool for Education (TOTE), as appropriate, within five (5) business days of the eligibility determination.

In assessing students under the MFS category, the IEP Team should consider whether it is appropriate to transport the student at all. Although uncommon, it is possible that a student's medical condition is so severe that he or she cannot be transported without presenting a serious risk to his or her personal health and safety. Under such circumstances, it may not be appropriate to provide services in a traditional school setting, but rather the student may need to receive services at the family's home, a hospital, or some other facility. In these cases, an IEP Team may determine that the family's home, a hospital, or other facility is the appropriate least restrictive environment (LRE) for a student.

Eligibility Category 2: Students Requiring Structured Transportation Supports (STS) to Access FAPE

Students with intellectual/cognitive, emotional, sensory/communication, or physical needs significant enough to prevent safe travel without structured transportation supports may be eligible for special education transportation services. The phrase *structured transportation supports* refers to a non-medical accommodation and/or form of assistance that addresses safety concerns such as unsafe behavior, compromised decision-making, or impaired navigation resulting from the child's disability.⁹

To determine whether a student is eligible for special education transportation services under the STS category, the IEP Team shall review the student's most recent functional assessment and evaluation data. An IEP Team that finds evidence of documented intellectual/cognitive, emotional, sensory/communication, or physical needs, related to disability, shall assess the impact that the disability has on the student's ability to travel safely without structured transportation supports. The IEP Team should consider factors such as:

- The severity of the student's disability (*i.e.* Does the manifestation of the student's disability require constant supervision?);

⁹ Distance is not an appropriate factor of consideration under the Structured Transportation Supports (STS) eligibility category.





- The student's documented deficit in assessing risk or advocating for personal safety;
- The student's behavior as it relates to any history of the student being dangerous to self or others;
- The student's ability to understand cues and instructions (*e.g.* ability to understand street signs/signals or navigate an established route); and
- The student's need for structured transportation supports during travel outside of school (*i.e.* Does the student travel safely without structured transportation supports during week nights or weekends?).

A student who has a disability that does not prevent the student from traveling safely without structured transportation supports is not eligible for special education transportation services under the STS category. An IEP Team that determines that a student is eligible for special education transportation services under the STS category shall provide a written justification for its determination using the appropriate eligibility worksheet in SEDS, indicate its decision in the student's IEP, and substantiate its decision by obtaining a note from an appropriate evaluator or summarizing the nature of the student's disability that warrants the eligibility determination. The IEP Team shall also determine if the student requires specialized equipment on the OSSE-DOT vehicle and/or any additional supporting related services (*e.g.* aide assistance) on a case-by-case basis, and shall similarly document the need for such equipment and/or services by obtaining an evaluator's note or by reviewing current evaluation data from the past year¹⁰ and providing a written justification for the IEP Team's decision. The IEP Team must designate any specialized equipment and/or supporting related services in the student's IEP. The LEA shall upload all documentation into SEDS and TOTE, as appropriate, within five (5) business days of the eligibility determination.

Eligibility Category 3: Students Accessing Specialized Program (ASP) to Access FAPE

Students, who are not eligible under the MFS or STS categories, may be eligible for special education transportation services if they are traveling to a school site for the purpose of accessing a specialized program due to an IEP Team placement decision. Students who elect to attend a school or program for non-FAPE related reasons (*e.g.* parent's school of choice, out of boundary lottery) are not eligible for special education transportation services under the ASP category. District of Columbia Public Schools (DCPS) is responsible for providing transportation to parentally-placed private school students receiving equitable services.¹¹

The term *specialized program* refers to a special education instructional setting, within an LEA or nonpublic school, in which the student is instructed apart from the general education population for the majority of the school day (*e.g.* separate special education classroom, separate school designed specifically for students with disabilities). To determine eligibility under the ASP category, the IEP Team shall review the student's special education record to ascertain whether the student's current program is a specialized program that an IEP Team has determined is the appropriate least restrictive environment (LRE) for the student, as evidenced by prior written notice (PWN) documenting the change in placement.¹² An IEP Team that determines that a student is eligible for special education transportation services under the ASP category shall provide a written justification for its determination

¹⁰ IEP Teams do not need to order a new evaluation if current evaluation data exists in the student's record that can be accurately summarized.

¹¹ 34 C.F.R. §300.139(b); 71 Fed. Reg. 46,596

¹² Nonpublic placements should be located as close as possible to the student's home residence. 34 C.F.R. §300.116(b)(3)





using the appropriate eligibility worksheet in SEDS, indicate its decision in the student's IEP, and substantiate its decision by uploading the applicable PWN. The LEA shall upload the PWN and, in the case of placement into a nonpublic program, the OSSE location assignment, into SEDS and TOTE, as appropriate, within five (5) business days of the eligibility determination.

Students eligible for special education transportation under the ASP category, who are over the age of twelve (12) years old, generally are not transported on an OSSE-DOT vehicle and will instead receive Metro fare cards for public transportation (rail or bus). An IEP Team may, however, determine that public transportation is not appropriate due to safety concerns or lack of feasible public transit options. An IEP Team that determines that public transportation is not appropriate for a student over the age of twelve (12) years old, eligible under the ASP category, shall justify in writing the need for OSSE-DOT transport.

TRAVEL TRAINING

Travel training is specialized instruction¹³ that enables students with disabilities who require this instruction to develop an awareness of the environment in which they live and to learn the skills necessary to move effectively and safely from place to place within that environment.¹⁴ Both special education transportation and travel training are important services that IEP Teams shall consider when they plan for a student's postsecondary transition needs. IEP Teams must formally consider a student's secondary transition needs when the student turns sixteen (16) years old, or younger, if determined appropriate.¹⁵ LEAs are responsible for providing travel training to a student as a part of FAPE if such services are designated on the IEP.

ORDERED TRANSPORTATION

Court Ordered/IDEA Hearing Officer Determinations (HODs). Special education transportation services that have been ordered by a District of Columbia court, a federal court, or by a hearing officer in an administrative due process case (HOD) fall outside of OSSE's eligibility category framework. Under these circumstances, an IEP Team is required to document in the student's IEP that the student qualifies for special education services through a court order or HOD. The order or HOD must be uploaded to SEDS to fulfill the documentation requirement. Once the court order or HOD expires or ceases to be in effect, an IEP Team shall use OSSE's eligibility determination framework to consider student eligibility for special education transportation services. LEAs are responsible for monitoring court orders and HODs to ensure that a valid court order, HOD, or IEP Team eligibility determination is in effect at all times. If the court order or HOD does not include effective dates or indicate the duration of time for which special education transportation services are ordered, an IEP Team's responsibility to review and determine eligibility for special education transportation services on an annual basis shall resume after one full year of court order/HOD implementation. LEAs are responsible for reimbursement costs related to the provision of special education transportation services that arise out of court orders or HODs that determine that the LEA has failed in its obligation to provide FAPE. If a court order or HOD finds that the student has been denied FAPE by the LEA which is attributable to a failure by OSSE-DOT to provide special education transportation services in accordance with the student's IEP, OSSE-DOT will be responsible for reimbursing the transportation costs in accordance with the order or HOD.

¹³ Transportation is included as a related service under the IDEA regulations in 34 CFR §300.34(a) and (c)(16). Travel training is included in the definition of special education in 34 CFR §300.39(a)(2)(ii), and is specifically defined in §300.39(b)(4). Travel training is not a related service.

¹⁴ 34 C.F.R. §§300.39(a)(2)(ii) and 300.39(b)(4)

¹⁵ 34 C.F.R. §§300.320(b) and 300.43(a)(1)





Settlement Agreements. LEAs must include OSSE-DOT in all settlement agreement meetings that involve potential designation of special education transportation services. LEAs are responsible for costs related to the provision of special education transportation services agreed to by the LEA without input or approval by OSSE-DOT. LEAs will be invoiced for the costs of transportation arising out of settlement agreements which have been entered into by the LEA without OSSE-DOT's written consent. Any designation of special education transportation services that arise out of a settlement agreement must be based upon a determination that the eligibility criteria set forth in this Policy are met. In cases in which the Parties agree that parents should be reimbursed for special education transportation costs related to an LEA's violation of FAPE, LEAs are responsible for these reimbursement costs.

APPROPRIATE DISCONTINUATION OF TRANSPORT

Health and Safety. OSSE-DOT personnel will utilize lifts, ramps, or other mechanized equipment to assist students with wheelchairs. Drivers and attendants are not responsible for providing physical assistance to student passengers other than providing occasional non-intrusive assistance that does not require lifting or carrying the student. OSSE-DOT retains the right to assess a student's condition to determine whether the student can be transported safely. OSSE-DOT reserves the right to refuse to transport a student on the basis of health and/or safety concerns. In such cases, OSSE-DOT shall provide same-day written notification to the parent and LEA with information regarding the basis of its refusal to transport. Upon notification, LEAs have the obligation to reconvene the student's IEP Team to discuss and address the health and/or safety concerns. LEAs will be responsible for providing alternative instructional options in the interim period before the IEP Team reconsiders the student's needs.

Chronic Student Absence from the Bus. To effectively provide special education transportation services, OSSE-DOT relies upon student data from LEAs and reviews data regarding student rider attendance on the bus. After three (3) consecutive school days of student absence from the bus, OSSE-DOT will contact the LEA and parents in writing and request information regarding the student's absence. The requested information shall include, as appropriate, an explanation for student rider absence, and any appropriate updated information including any change in the parents' and students' contact information and address. In such cases, LEAs are responsible for communicating with parents to resolve student rider absence issues and, if appropriate, convene the student's IEP Team to discuss and address any absence/truancy or related service concerns. After seven (7) consecutive school days of student absence from the bus, and does not receive a sufficient reason for continuing daily transportation in light of the student's absence, OSSE-DOT shall send to the LEA and parents a written notification of its intent to cease special education transportation services including the proposed date of termination. Following such notification, if OSSE does not receive a response from the parent or LEA within the following three (3) school days with regard to continuing transportation, OSSE-DOT shall remove the student from the route roster, send a written notice of termination of special education transportation services to the LEA and parents, and cease transportation services.

The LEA is responsible for uploading all notifications into SEDS and TOTE within five (5) business days. The LEA must assess the student's continued eligibility for special education transportation services by convening an IEP Team meeting or completing an IEP amendment to update the student's eligibility status, as appropriate. If the IEP Team determines that the student continues to be eligible for special education transportation services, the IEP Team must maintain and upload documentation related to the reason for the student's continued absence from the bus. If appropriate, a student's IEP Team may reestablish special education transportation services through the IEP process. The process to reestablish





special education transportation services includes the same application of state-level eligibility criteria, documentation, and timelines as an initial request for transportation submitted by an LEA.

STUDENT CONDUCT ON THE BUS

Repeated student misconduct on the bus may result in revocation of bus services. In such cases, DOT will send a same-day notice to both the LEA and parent describing the student's misconduct and the resulting consequence. Upon receipt of a notice advising of revocation of bus services or in cases in which similar behavior issues extend into the school day, LEAs are responsible for convening an IEP Team meeting to review the student's IEP to consider the use of positive behavioral interventions, supports, and strategies to address the behavior,¹⁶ and to consider other appropriate disciplinary consequences in accordance with the LEA's code of conduct and the procedural safeguards under IDEA Part B.¹⁷ DOT will provide alternative transportation in the form of parent reimbursement in any case of revocation from the bus that lasts longer than ten (10) consecutive school days or ten (10) cumulative school days in a school year. In cases of extreme infractions (*e.g.* possession of a weapon, repeated threats of violence, unsafe behavior that threatens the safety of others or self), DOT may revoke bus services for the remainder of the school year and provide alternative transportation in the form of parent reimbursement.

ADMINISTRATIVE INFORMATION

Assistive Devices. IEP Teams shall indicate any assistive device that the student will utilize during transport on the student's IEP. The term *assistive device* refers to personal equipment such as a wheelchair, walker, or helmet that the student utilizes throughout the school day. It is the responsibility of the parent to provide the student's wheelchair or other assistive devices that the student requires for personal use outside of school. This does not apply if the IEP Team determines that the student needs the assistive device to receive FAPE, and it does not eliminate the LEA's ultimate responsibility of providing assistive devices that are needed to provide FAPE.¹⁸ OSSE-DOT is not responsible for providing assistive devices to students, and will not transport students without assistive devices if such a device is specified in the IEP.

Pick-Up and Drop-Off Locations and Times. OSSE-DOT will provide one round trip from each student's residence in the District of Columbia to the student's attending school per school day. The student's address provided to OSSE-DOT shall match the address used to establish District of Columbia residency.¹⁹ OSSE-DOT will not change a student's route to accommodate the student or parent for personal reasons (*e.g.* accommodations of non-FAPE related child care, one-time or sporadic changes in pick-up or drop-off locations for the student's or parent's convenience). Parents are responsible for making their own arrangements for days that the student needs pick-up and drop-off services from locations other than the address on record with OSSE-DOT.

OSSE-DOT will not pick up or drop off students on official school snow days announced by the District of Columbia. When OSSE-DOT cannot transport due to poor or unsafe weather conditions, LEAs remain

¹⁶ 34 C.F.R. §300.324(a)(2)

¹⁷ 34 C.F.R. §300.530; DOT personnel shall participate in manifestation determination meetings as appropriate.

¹⁸ See *Letter to Stohrer*, 213 IDELR 209 (OSEP 1989). The LEA may access the student's public or private insurance for the purpose of procuring or seeking reimbursement for procuring assistive devices. See 34 C.F.R. §300.154(d) & (e).

¹⁹ Exceptions and accommodations will be made on case-by-case basis to account for students who are in foster care or living in group homes.





responsible for making up, as appropriate, missed instruction for special education students just as they are responsible for doing so for general education students.

Adult to Adult Transfer. Students who are eligible for special education transportation services under the MFS or STS category and students twelve (12) years of age or younger who are eligible under the ASP category shall be accompanied by an adult at pick-up and drop-off times. If no adult is waiting at the residence identified for drop-off, the student will be transported to the intake center at the end of the route.²⁰ OSSE-DOT will attempt to contact the parent to notify him or her that the student can be picked up at the intake center. Students over the age of twelve (12) who are eligible for special education transportation services under the ASP category may be dropped off at the parent's residence without an adult present if the parent submits written permission in advance to OSSE-DOT. LEAs must ensure that the appropriate parental consent form is completed and uploaded in TOTE.

Transportation Outside of the Daily School Route. In addition to the daily school route, OSSE-DOT provides transportation for eligible students to activities that are necessary for the provision of FAPE as specified in the student's IEP (*e.g.* secondary transition activities, education-related activities). To initiate transportation to such activities, LEAs shall submit the appropriate completed special accommodations request within five (5) business days of the IEP Team decision and at least ten (10) business days in advance of the activity. If the activity occurs after school hours, LEAs are responsible for making arrangements for transportation from the activity to the student's residence, subject to reimbursement from OSSE-DOT. Just as LEAs are responsible for transporting general education students to field trips, LEAs are also responsible for transporting students with disabilities to field trips, unless the student is eligible for special education transportation under the MFS category and needs specialized equipment/vehicle. LEAs are responsible for providing accommodations, as appropriate, to students with disabilities in order to enable them to be transported with their nondisabled peers (*e.g.* behavioral assistance for students with significant behavior problems).

LEA DOCUMENTATION AND SUBMISSION OF APPROPRIATE FORMS TO OSSE-DOT

LEAs shall complete and upload all documentation associated with special education transportation services to SEDS and TOTE within five (5) business days of the eligibility determination. The LEA shall document in SEDS its reasonable efforts to obtain completed documentation from parents. Reasonable efforts are defined as a minimum of three (3) contact attempts using at least two (2) different modalities (*e.g.* phone, mailed correspondence, and in-person visits) on three (3) different dates by the LEA.²¹ IEPs with incomplete documentation in SEDS may be considered noncompliant for monitoring and auditing purposes.

OSSE-DOT will not begin to route a student or initiate transport until all of the required documentation is uploaded in SEDS and TOTE.²² All data and supporting documentation must be completed and

²⁰ The intake center is identified in the OSSE-DOT Parent Handbook. After 6:00 p.m., students are released to the DC Department of Child and Family Services.

²¹ 34 C.F.R. §300.322(d)

²² LEAs are required to submit a completed administrative transportation form with completed documentation for every student determined eligible for special education transportation services. This documentation submission requirement is separate and apart from the bi-annual certification process required that enables OSSE-DOT to route students for the purposes of providing transportation during the summer months to support extended school year (ESY) services and transportation for the start of the school year.





accurately submitted at least seven (7) business days before the first day of school in order for transportation services to begin on the first day of school. Submissions with less notice than seven (7) business days before the first day of school will be processed on a rolling basis starting on the third day of the school year. LEAs will receive a final roster sheet five (5) business days before the start of school that will list all of the students who will receive special education transportation services starting on the first day of school. LEAs are responsible for contacting the parents of those students for whom transportation services will start after the first day of school, to inform the parent of the expected start date.

LEAs are responsible for any delays and expenses that result from failure to submit the necessary data and supporting documentation in a complete and timely manner. OSSE-DOT is responsible for ensuring that transportation services are implemented no later than three (3) business days after receiving a complete submission from the LEA initiating transportation or changing the student's school of attendance. After processing the initial transportation request, OSSE-DOT will implement any subsequent changes made to the pick-up or drop-off address within ten (10) business days. LEAs shall communicate any subsequent changes in student eligibility status to OSSE-DOT by submitting the appropriate documentation in SEDS and TOTE within five (5) business days of the eligibility determination.

OSSE-DOT will reimburse parents for mileage²³ for transportation provided by parents that results from untimely OSSE-DOT implementation after the three (3) or ten (10) business day processing period, as applicable. OSSE-DOT may reimburse expenses incurred by parents who opt to transport the student in the family vehicle, so long as the parent has obtained formal approval in advance from OSSE-DOT to transport the student under a reimbursement agreement.²⁴

BI-ANNUAL LEA CERTIFICATION OF ELIGIBILITY

LEAs are responsible for certifying²⁵ special education transportation services for students to OSSE-DOT twice a year. LEAs shall provide certification to OSSE-DOT of all students eligible to receive special education transportation services for extended school year (ESY) services,²⁶ including those students attending nonpublic schools and programs, no later than the first Monday of May every year. LEAs shall provide certification to OSSE-DOT of all students eligible to receive special education transportation services for the upcoming school year, including those students attending nonpublic schools and programs,²⁷ no later than the first Monday of June of the current school year. Certification includes

²³ Mileage rates set by the U.S. General Services Administration (GSA).

²⁴ Bus transportation may not be the most appropriate means of transporting a student. OSSE-DOT offers reimbursable transportation methods such as Metro or direct reimbursement to parents who transport their children to school.

²⁵ The term "certification" refers to the requirement that LEAs provide adequate and timely notice to OSSE of services that result in state-level expenditures. The term "certification" does not imply that LEAs have unilateral decision-making discretion over IEP Team decisions.

²⁶ OSSE-DOT will transport to an extended school year (ESY) services program or to and from off-site programs that are necessary for the provision of FAPE as specified in the student's IEP. OSSE-DOT does not provide transportation for summer school.

²⁷ The LEA at which the student is enrolled is responsible for participating in all eligibility determinations and service designations associated with special education transportation services made in IEP Team meetings initiated and convened by nonpublic school personnel. LEAs may participate in IEP Team meetings held at nonpublic schools in-person or through designee of the nonpublic school. Regardless of mode of participation, the LEA remains responsible for being actively involved in all IEP decisions. 34 C.F.R. §300.325(b)(2)





formal confirmation of school calendars and bell times for all schools attended by students receiving special education transportation services, including nonpublic schools and programs, on a yearly basis.

Certification is an LEA-level responsibility; nonpublic schools may not submit certification on behalf of LEAs. OSSE-DOT will not transport students who do not have completed documentation in SEDS and TOTE (*i.e.* current eligibility determination and supporting documents). LEAs are responsible for the costs of transporting students for whom they have failed to properly or timely certify (*i.e.* students who have completed documentation in SEDS and TOTE).²⁸ An LEA that fails to properly or timely certify shall continue to be responsible for transportation costs until the LEA completes certification.

ADDITIONAL GUIDANCE

This memorandum supersedes all previous policy, memoranda, and/or guidance promulgated by the state educational agency (SEA) on this topic. Please direct any questions regarding the content of this document to Grace Chien, Director of Policy, at (202) 741-5089 or by email at Grace.Chien@dc.gov.

²⁸ LEAs will not be responsible for the costs associated with eligibility determinations that occur after the certification date due to feasibility issues (*e.g.* students who transfer to the LEA after the certification date).



Educational Surrogate Parent Program

Educational Surrogate Parent Referral Form

Instructions: Please print using blue or black ink or type.

REFERRAL DATE: _____
(date form submitted to the OSSE)

A. Student Information

Name: _____
(Last) (First) (Middle)

Date of Birth: _____ Student ID: _____ Sex: F M

Current Living Arrangement (*residence, group home, etc*): _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone Number(s) (*list as many as known*): _____

How long has the student been at this address? _____

Reason for Referral

The Individuals with Disabilities Education Act requires that an Educational Surrogate Parent be appointed to ensure the rights of a child with a disability, or a child suspected of having a disability, when: 1) no parent, as defined by IDEA, can be identified; (2) a public agency, after reasonable efforts, cannot locate a parent; 3) the child is a ward of the District; or 4) the child is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act. All District agencies and contracted privates agencies must make a referral to the DC Office of the State Superintendent for the appointment of an Educational Surrogate Parent for any student who may meet this definition.

Please check all categories that apply (This is not an exclusive list, if the categories below do not accurately reflect the student's situation please check other and continue with the referral):

- The student's birth or adoptive parent(s) cannot be identified or located
- The student's birth or adoptive parent(s) do not regularly attend school meetings or make special education decisions
- The educational decision-making rights of the student's birth or adoptive parent(s) have been terminated by a court order
- The student is in foster care and the student's foster parent(s) are not able to attend school meetings or make special education decisions
- The student is living in a group home or other residential facility
- The student is an unaccompanied homeless youth
- Other: (Please explain briefly: _____)

B. School Information

School the Student is Currently Attending: _____

Address: _____

City: _____ State: _____ Zip: _____

Name & Title of Special Education Contact: _____

Telephone Number(s) For Contact: _____ Main School Number: _____

Type of School (*choose one*): DCPS Charter-Own LEA Charter-DCPS LEA

Public School in a Surrounding County (DC wards only)

Nonpublic Day Nonpublic Residential

Other Private Day Other Private Residential

C. Special Education Status (*please choose one & provide requested information*)

The student is currently receiving special education services.

Date of Current IEP: _____ (*please attach*)

Date of Next Team Meeting: _____

The student is not currently receiving special education services. An initial referral for a special education evaluation has been requested.

Date of Referral: _____

Referred by: _____ (*name & relationship to student*)

D. Family Information/Custody Status

Parent 1

Name: _____
(Last) (First) (Middle)

Current/Last Known Address: _____

City: _____ State: _____ Zip: _____

Telephone Number(s) (*list as many as known*): _____

Is this Parent deceased? Yes No Unknown

Does the student have any contact with this Parent? Yes No Unknown

If yes, please describe: _____

Have this Parent's education decision-making rights been terminated by court order?

Yes (*please attach order*) No Unknown

Parent 2

Name: _____
(Last) (First) (Middle)

Current/Last Known Address: _____
(If different than Parent 1)

City: _____ State: _____ Zip: _____

Telephone Number(s) (*list as many as known*): _____

Is this Parent deceased? Yes No Unknown

Does the student have any contact with this Parent? Yes No Unknown

If yes, please describe: _____

Have this Parent's education decision-making rights been terminated by court order?

Yes (*please attach order*) No Unknown

Other Family Members

Does the student currently reside with any adult family members? Yes No

If yes, please identify:

(Name) (Relationship) (Phone No.)

(Name) (Relationship) (Phone No.)

Are there any adult family members or any other adults who are willing to make educational decisions for the student? (*adult sibling, relative, mentor/tutor, foster parent, etc.*) Yes No

If yes, please identify:

(Name) (Relationship) (Phone No.)

(Name) (Relationship) (Phone No.)

E. Agencies Involved with the Student

Is the student a ward of the District of Columbia? Yes No

If yes, please provide the following information regarding the student's Social Worker or Case Manager:

Name: _____ Phone Number: _____

Agency: _____ Email: _____

Address: _____

City: _____ State: _____ Zip: _____

Supervisor's Name and Phone Number: _____

Please identify any other local agencies with which the student may have contact (*DYRS, DMH, etc.*) and provide any relevant contact information, if known:

F. Individuals to be Notified of any Education Surrogate Parent Appointment

Individuals who may be currently involved in other decision-making regarding the student will need to be notified if an Educational Surrogate Parent is appointed. Please list any individuals not previously identified in this referral including Guardian ad litem (GALs), other involved attorneys, judges, mentors, adult family members, etc. Please attach additional sheets as necessary.

Name: _____ Relationship: _____

Phone: _____ Fax: _____ Email: _____

Address: _____

Name: _____ Relationship: _____

Phone: _____ Fax: _____ Email: _____

Address: _____

H. Attachments/Additional Information

Upon the appointment of an Educational Surrogate Parent, the following documents should be provided immediately to the appointed Surrogate. To facilitate this process, please submit a copy of any of the following records with the completed referral form:

- Current IEP
- Evaluations
- Recent Report Cards
- Any known Hearing Officer Determinations or Settlement Agreements
- Any other relevant educational documents

G. Submission of Referral

To complete this referral, please sign and provide this form and any attachments to the Educational Surrogate Parent Program by email at surrogate.parent@dc.gov (preferred). If you need to fax or mail the form, please call the OSSE at (202) 727-6436 and ask for the current fax or mailing address for the Educational Surrogate Parent Program. *The OSSE must make reasonable efforts to ensure the assignment of an Educational Surrogate Parent not more than 30 days after a public agency determines that one should be appointed.*

Signature: _____ Date: _____

Position/Title: _____ Phone: _____

Mailing Address: _____

Email address: _____

D.C. Public Charter School Board Special Education LEA Status SY2013-2014

District Charters = 15

LEA Charters = 45

Schools	Special Education Status
Carlos Rosario International PCS	District
César Chávez PCS for Public Policy (All Campuses)	District
Early Childhood Academy PCS	District
Hospitality High PCS	District
Ideal Academy PCS	District
KIPP DC PCS (All Campuses)	District
LAYC Career Academy PCS	District
Paul PCS	District
Richard Wright PCS for Journalism and Media Arts	District
Roots PCS	District
St. Coletta Special Education PCS	District
The Next Step/EI Proximo Paso PCS	District
Thurgood Marshall Academy PCS	District
William E. Doar, Jr. PCS for the Performing Arts	District
YouthBuild PCS	District
Achievement Preparatory Academy PCS	LEA
AppleTree Early Learning PCS	LEA
Arts and Technology Academy PCS	LEA
BASIS DC PCS	LEA
Booker T. Washington PCS	LEA
Bridges PCS	LEA
Briya PCS (formerly Education Strengthens Families PCS)	LEA
Capital City PCS	LEA
Cedar Tree Academy PCS (formerly Howard Road Academy PCS)	LEA

Center City PCS (All Campuses)	LEA
Community Academy PCS (All Campuses)	LEA
Community College Preparatory Academy PCS	LEA
Creative Minds International PCS	LEA
DC Bilingual PCS	LEA
DC Prep PCS	LEA
DC Scholars PCS	LEA
E.L. Haynes PCS	LEA
Eagle Academy PCS	LEA
Elsie Whitlow Stokes Community Freedom PCS	LEA
Excel Academy PCS	LEA
Friendship PCS (All Campuses)	LEA
Hope Community PCS	LEA
Howard University Mathematics and Science PCS	LEA
Imagine Southeast PCS	LEA
Ingenuity Prep PCS	LEA
Inspired Teaching Demonstration PCS	LEA
Integrated Design Electronics Academy PCS	LEA
Latin American Montessori Bilingual PCS	LEA
Mary McLeod Bethune Day Academy PCS	LEA
Maya Angelou PCS (All Campuses)	LEA
Meridian PCS	LEA
Mundo Verde Bilingual PCS	LEA
National Collegiate Preparatory PCHS	LEA
Options PCS	LEA
Perry Street Preparatory PCS	LEA
Potomac Lighthouse PCS	LEA
SEED PCS of Washington, D.C.	LEA
Sela PCS	LEA
Shining Stars Montessori Academy PCS	LEA
Somerset Preparatory Academy PCS	LEA
Tree of Life PCS	LEA

Two Rivers PCS	LEA
Washington Latin PCS	LEA
Washington Math Science Technology PCHS	LEA
Washington Yu Ying PCS	LEA

SIT REFERRAL FORM
To Be Completed by the Referring Teacher(s)

School: _____ Date: _____

Student's Name: _____ Student's Number: _____ Date of Birth: _____

Gender: ___ Grade ___ Referred by: _____ Administrator Teacher Parent Other

Reason For the Referral: Academics Accelerated Program Behavior Attendance Health Needs

Has student ever received: Special Education? Disability _____ Initial IEP Date _____

504 Plan Date of 504 Plan _____

Functional Behavior Assessment FBA/BIP Dates _____

ESOL Student: L1 L2 L3 L4/Transitional Student Transitional 2 Reclassified English Language Learner

Vision/Hearing Screening: Y N Dates: _____ Glasses: Needed Worn Hearing Aid(s): Needed Worn

Schools Attended: _____ Other Jurisdictions? _____

Previous Referrals: Y N Previous Evaluations: Y N Dates: _____

Attendance: *(Please provide current attendance printout and PDS/SR Cards).*

Parent Contact(s) Y N Dates Parent Contacted: _____

Has the student experienced any traumatic events in the past or currently? Y N *(If yes, please explain briefly.)*

Is the student receiving in-school or private counseling? Y N

Is the student receiving assistance through: Tutoring ELO Other School Programs _____

Standardized Tests and Scores: *(Please attach school documentation.)*

PS 74's: **(Please attach school documentation).**

Additional Comments/Concerns: _____

**Response-to-Intervention (RTI)
(Tier One)**

Please be explicit in detailing Curriculum Framework Progress Guide research-based methods and/or strategies you have made in dealing with your concerns and what were the outcomes.

Research-Based Intervention Programs Used (if any): _____

What areas did it specifically address? _____

Current Level of Academic and/or Behavioral performance: _____

Additional Interventions: (Please check all that applies)

- | | |
|---|---|
| <input type="checkbox"/> Teacher/Student Conference | <input type="checkbox"/> Teacher/Parent Conference |
| <input type="checkbox"/> Teacher/Counselor Conference | <input type="checkbox"/> Teacher/Administrator Conference |
| <input type="checkbox"/> Counselor/Student Conference | <input type="checkbox"/> Counselor/Parent Conference |
| <input type="checkbox"/> Administrator/Student Conference | <input type="checkbox"/> Administrator/Parent Conference |
| <input type="checkbox"/> Program Adjustment | <input type="checkbox"/> Referral to Pupil Personnel Worker |
| <input type="checkbox"/> Consultation with Psychologist | <input type="checkbox"/> Referral to Neediest Kids |
| <input type="checkbox"/> Behavior Assessment Plan | <input type="checkbox"/> Behavior Intervention Plan |
| <input type="checkbox"/> Detention Hall | <input type="checkbox"/> Behavioral Probation |
| <input type="checkbox"/> Temporary Removal From Class | <input type="checkbox"/> Short-Term Suspension |

For SIT use only

Date Reviewed: _____ Next Review Date: _____ No Further Action Needed: _____

SIT Disposition:

RTI:

- Continue research-based interventions, strategies and methods in Response-to-Intervention Process (Tier One)

- Advance to more intensive research-based intervention (*Name the Program or strategies*) (Tier Two)

- Advance to intensive research-based intervention program (2-3 students) (*Name the Program*) (Tier Three) and/or research based intervention _____

Refer to SST: Yes No (Attendance/behavior case that does not require testing.)

SST date: _____ (Pupil Personnel Worker must be involved)

*** Please attach the SIT Referral which includes the initiation of Response-to-Intervention (Tier One)

Response-to-Intervention (RTI)

Tier Two Intervention Summary

Please provide a complete statement detailing the research-based methods and/or strategies you have implemented and the outcomes of the interventions.

Research-Based Strategies/Methods:

(i.e., differentiated instruction, graphic organizers, use of reading strategies, etc.)

List the specific research-based strategies used:

All documentation (i.e., baseline data, work samples, formative and summative assessments, lexile scores, DRA results, etc.) should be presented as an attachment.

For SIT use only

Date Reviewed: _____ **Next Review Date:** _____ **No Further Action Needed:** _____

SIT Disposition:

RTI:

- Continue research-based Interventions, strategies and methods in Response-to-Intervention Process (Tier One)
- Advance to more intensive research-based intervention *(Name the Program or Strategies)* _____ (Tier Two)
- Advance to intensive research-based intervention program (2-3 students) *(Name the Program)* _____ (Tier Three) and/or

Refer to SST: Yes No (Attendance/behavior case does not require testing.)

SST date: _____ (Pupil Personnel Worker must be involved)

**Response-To-Intervention (RTI)
Tier Three Intervention Summary**

*****Please attach the SIT Referral which includes the initiation of Response-to-Intervention (Tier One)**

Name of the Intervention Program Used: _____

Provide details of the components of the research-based intervention program which was chosen to address the student's specific needs:

Provide a brief summary of the student's progress on the research-based intervention program:

All documentation (i. e., baseline data, work samples, formative and summative assessments, lexile scores, DRA results, etc.) should be presented as an attachment.

For SIT use only

Date Reviewed: _____ **Next Review Date:** _____ **No Further Action Needed:** _____

SIT Disposition:

RTI:

- Continue research-based Interventions, strategies and methods in Response-to-Intervention Process (Tier One)
- Advance to more intensive research-based intervention (*name the program or strategies*) _____
(Tier Two)
- Advance to intensive research-based intervention program (2-3 students) (*Name the program*) _____
(Tier Three) and/or

Refer to SST: Yes No (Attendance/behavior case that does not require testing.)

SST date: _____ (Pupil Personnel Worker must be involved)



Child Find Notice

Section 504

The District of Columbia Public Schools is committed to providing accommodations or related services to students with identified disabilities, as defined by Section 504.

What is Section 504?

Section 504 of the Rehabilitation Act of 1973, enacted by Congress and reauthorized in January 2009, protects individuals with disabilities against discrimination in services, programs and activities administered by any entity that receives federal funds, including public schools.

What is Child Find for Section 504?

The District of Columbia Public Schools has a duty to locate, evaluate and identify any child residing in the District who may require Section 504 accommodations or services. Parents can help by bringing concerns to the attention of their child's school staff.

Who is eligible?

Children eligible for Section 504 accommodations or services include those children who have a physical or mental impairment that substantially limits one or more major life activities.

How can I get services for my child?

If you suspect your child has a disability and may need 504 accommodations, please contact your child's teacher or your school's 504 Coordinator. You can also contact the District's Director of Targeted Student Support at (202)299-2005 with any questions or concerns you may have.



NOTICE OF PARENT/GUARDIAN AND STUDENT RIGHTS

Section 504 of the Rehabilitation Act of 1973

The following is a description of the rights granted by Section 504 of the Rehabilitation Act ("Section 504") to parents and their children who are identified as disabled. The school district is obligated to inform you of decisions about your child and of your rights if you disagree with any of those decisions.

You have the following rights:

1. To have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability;
2. To have the school district advise you of your rights under federal law;
3. To receive notice from the school with respect to the identification, evaluation, educational program or placement of your child;
4. To have your child receive a free appropriate public education to include the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to reasonable accommodations, modifications, and related aids and services necessary for your child to benefit from his or her educational program.
5. To have your child educated in comparable facilities and receive comparable services to those provided non-disabled students;
6. To have decisions regarding your child's evaluation, program and placement based upon a variety of information sources, and made by persons familiar with the student, the evaluation data, and the placement options;
7. To have your child re-evaluated periodically, to the extent necessary, including before any significant changes are made to your child's educational program or placement;
8. To have your child receive an equal opportunity to participate in extra-curricular school activities;
9. To examine all relevant educational records relating to decisions regarding your child's identification, evaluation, education program, and placement;
10. To obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;
11. To receive a response from the school district to reasonable requests for explanations and interpretations of your child's records;
12. To request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing;
13. To grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by this part.
14. To request an impartial hearing, to dispute decisions or actions regarding your child's identification, evaluation, educational program or placement as a student with a disability. You and your child may take part in the hearing and be represented by an attorney. Questions about how to request a hearing shall be forwarded to the person responsible for the district's compliance with Section 504 listed below;
15. To have the decisions made by hearing officers or others reviewed in state or federal court.

Who do I contact with questions or concerns?

Parents, guardians and students are encouraged to speak with their school-based 504 Coordinator and /or Building Administrator. Parents, guardians and students may also contact Jane E. Golding, Director Targeted Student Support, with any questions or concerns at 202-299-2005 or jane.golding@dc.gov.



Section 504 Referral Form

Student Name: _____ Grade: _____
 Date of Birth: _____ Phone: _____
 School: _____ Referral Date: _____
 Name of referrer: _____ Relationship to student: _____

Does the student have a known disability? Yes No

If yes, please explain: _____

Part A. Mark the areas of concern that affect the child's ability to access the educational program.

- | | |
|---|--|
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Frustration threshold/gives up easily |
| <input type="checkbox"/> Language development | <input type="checkbox"/> Disruptive |
| <input type="checkbox"/> Articulation/speech intelligibility | <input type="checkbox"/> Response to questions |
| <input type="checkbox"/> Language fluency | <input type="checkbox"/> Personal responsibility |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Tired |
| <input type="checkbox"/> Vocabulary | <input type="checkbox"/> Disengaged in educational program |
| <input type="checkbox"/> Organizational skills | <input type="checkbox"/> Relationships with adults |
| <input type="checkbox"/> Ability to focus on task | <input type="checkbox"/> Relationships with peers |
| <input type="checkbox"/> Ability to follow directions | <input type="checkbox"/> Social/interpersonal skills |
| <input type="checkbox"/> Memory skills/retention | <input type="checkbox"/> Aggressive |
| <input type="checkbox"/> Listening skills | <input type="checkbox"/> Drug use/addiction |
| <input type="checkbox"/> Fine motor skills | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Mobility/gross motor skills/coordination | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Ability to complete tasks on time (including tests) | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Rate of academic progress (please list specific skills and/or content that are a concern): _____ | |

Part B. List any interventions that have been tried in the past, and their results. (Attach a separate sheet as necessary to list all attempted intervention.)

Area of Concern:	
	Attempted Intervention:
	Implemented by:
	Duration:
	Results:



Section 504 Referral Form

(Continued)

Part C. Please answer the following questions.

- Yes No 1. Attached are the most recent grades for this student.
- Yes No 2. The student has received disciplinary actions for inappropriate behavior.
If yes, you may attach discipline summary.
- Yes No 3. The student has been retained. If yes, which grade? _____
- Yes No 4. Does the student currently engage in any formal supports/services **inside** of school?
- | | |
|---|---|
| <input type="checkbox"/> Occupational Therapy | <input type="checkbox"/> Speech Therapy |
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Physical Therapy |
| <input type="checkbox"/> Tutoring | <input type="checkbox"/> Other: _____ |
- Yes No 5. Does the student currently engage in any formal supports/services **outside** of school?
- | | |
|---|---|
| <input type="checkbox"/> Occupational Therapy | <input type="checkbox"/> Speech Therapy |
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Physical Therapy |
| <input type="checkbox"/> Tutoring | <input type="checkbox"/> Other: _____ |
- Yes No 6. The student has special health needs (allergy, asthma, etc.) If yes, please explain:

- Yes No 7. The student has been evaluated for potential disabilities. If yes, please explain the source and findings: _____
- Yes No 8. The student has received or been considered for services under IDEA. If yes, please explain: _____
- Yes No 9. Are you aware of any significant health or emotional traumas that this child may have experienced?

Name of Person Completing Form: _____

Date: _____

Building 504 Coordinator: _____

Date Received: _____



Invitation to a 504 Team Meeting

Date: _____

Dear _____,

As the parent(s)/guardian of a child or as an adult student who has or may have a disability, you are entitled and encouraged to participate in the 504 Team meeting. We invite you to attend a 504 Team meeting that has been scheduled to discuss you/your child on:

- Date:
- Time:
- Place:

The purpose(s) of the meeting is:

- Initial Referral/Eligibility
- Annual Review
- Evaluation/Re-evaluation
- Parent/Guardian/Student Request
- Transfer Student
- Other: _____

Additional participants who have knowledge or special expertise regarding the child may be invited at the discretion of the parents or district. Members and participants invited to attend the 504 Team meeting may include the following:

- | Title: | Name: |
|---|--------------|
| <input type="checkbox"/> 504 Coordinators: | _____ |
| <input type="checkbox"/> Administrator: | _____ |
| <input type="checkbox"/> Regular Education Teacher: | _____ |
| <input type="checkbox"/> Evaluator(s): | _____ |
| <input type="checkbox"/> Child or adult student: | _____ |
| <input type="checkbox"/> Other: | _____ |

If you have questions or cannot attend at the scheduled time, please call _____, your school-based 504 Coordinator, at _____.

The Notice of Parent/Student Rights is provided for your information on the back of this letter.

Student's Name: _____ DOB: _____ Age: _____

School: _____ Grade: _____

Parent/Guardian: _____

Case Manager/Contact Person: _____



Section 504 Eligibility Form

Student Name:	Student ID:	Date of Birth:
Grade:	School:	Today's Date:

Purpose of Meeting:

- Determine initial eligibility under Section 504 and consider eligibility for accommodations/related aids or services.
- Review eligibility under Section 504 (must be completed every 3 years).
- Review eligibility and accommodations/related services before significant change in placement.

504 Eligibility Team Members:

For each person, please write in "Knowledgeable About" one or more of the following categories: **Child, Meaning of Evaluation Data, Accommodations and/or Placement.**

1. Name: _____ Position: _____

Knowledgeable About:

2. Name: _____ Position: _____

Knowledgeable About:

3. Name: _____ Position: _____

Knowledgeable About:

4. Name: _____ Position: _____

Knowledgeable About:

5. Name: _____ Position: _____

Knowledgeable About:

Additional Team Members, as needed:



Identification of Impairment

1. Supporting Documents/Information available during the meeting and used to determine eligibility

- | | | |
|--|--|---|
| <input type="checkbox"/> Grades | <input type="checkbox"/> Psycho Educational Report | <input type="checkbox"/> Teacher Report |
| <input type="checkbox"/> Health/Medical record | <input type="checkbox"/> Psychologist/Psychiatrist | <input type="checkbox"/> Other: Click here to enter text. |
| <input type="checkbox"/> Parent/student report | <input type="checkbox"/> School records | |
| <input type="checkbox"/> Physician | <input type="checkbox"/> Standardized testing | |

2. Is there enough information available to make a decision for eligibility? NO YES

If yes, continue with following section.

If no, what information is needed:

Eligibility Determination

Please complete the following sections to determine eligibility for Section 504 accommodations.

1) Does the student have a physical or mental impairment*? NO YES

* A "physical or mental impairment" means a) any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine or b) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Please specify the physical or mental impairment:

2) Please determine if the identified impairment impacts any major life activity.

ITEMS TO CONSIDER WHEN COMPLETING THE FOLLOWING CHART:

- In order to meet this standard, the student **must be unable to perform a major life activity** that the student's average peers can perform (compared to national norms, not local norms) OR, the student **must be restricted to a substantial degree** as to the condition, manner, or duration under which the major life activity is performed by the student's average peers (compared to national norms, not local norms).
- Short-term or temporary impairments/illnesses expected to last six months or less do not qualify as disabilities.
- The ameliorative effects of mitigating measures, such as the use of medications, personal devices such as hearing aids, learned behavioral or adaptive neurological modifications or reasonable accommodations may not be considered at this stage of the analysis, other than the use of eyeglasses or contact lenses.
- Conditions that are in remission or episodic in nature qualify as disabilities if substantially limiting in their active state.



Eligibility Determination (continued)

Place an "X" on the following scale to indicate the specific degree that the impairment(s) limits each of the major life activities checked above:

Life Activity	Restriction of Condition, Manner or Duration of Performing a Major Life Activity <i>To what degree is the student restricted as to the condition, manner, or duration under which the major life activity is performed in comparison to the average person in the general population.</i>						
Bending	No Restriction <input type="checkbox"/>	Mild <input type="checkbox"/>	Moderate <input type="checkbox"/>	Substantial <input type="checkbox"/>	Severe <input type="checkbox"/>	Unable to perform <input type="checkbox"/>	
Breathing	No Restriction <input type="checkbox"/>	Mild <input type="checkbox"/>	Moderate <input type="checkbox"/>	Substantial <input type="checkbox"/>	Severe <input type="checkbox"/>	Unable to perform <input type="checkbox"/>	
Caring for oneself	No Restriction <input type="checkbox"/>	Mild <input type="checkbox"/>	Moderate <input type="checkbox"/>	Substantial <input type="checkbox"/>	Severe <input type="checkbox"/>	Unable to perform <input type="checkbox"/>	
Concentrating	No Restriction <input type="checkbox"/>	Mild <input type="checkbox"/>	Moderate <input type="checkbox"/>	Substantial <input type="checkbox"/>	Severe <input type="checkbox"/>	Unable to perform <input type="checkbox"/>	
Communicating	No Restriction <input type="checkbox"/>	Mild <input type="checkbox"/>	Moderate <input type="checkbox"/>	Substantial <input type="checkbox"/>	Severe <input type="checkbox"/>	Unable to perform <input type="checkbox"/>	
Eating	No Restriction <input type="checkbox"/>	Mild <input type="checkbox"/>	Moderate <input type="checkbox"/>	Substantial <input type="checkbox"/>	Severe <input type="checkbox"/>	Unable to perform <input type="checkbox"/>	
Hearing	No Restriction <input type="checkbox"/>	Mild <input type="checkbox"/>	Moderate <input type="checkbox"/>	Substantial <input type="checkbox"/>	Severe <input type="checkbox"/>	Unable to perform <input type="checkbox"/>	
Learning	No Restriction <input type="checkbox"/>	Mild <input type="checkbox"/>	Moderate <input type="checkbox"/>	Substantial <input type="checkbox"/>	Severe <input type="checkbox"/>	Unable to perform <input type="checkbox"/>	
Lifting	No Restriction <input type="checkbox"/>	Mild <input type="checkbox"/>	Moderate <input type="checkbox"/>	Substantial <input type="checkbox"/>	Severe <input type="checkbox"/>	Unable to perform <input type="checkbox"/>	
Operation of a major bodily function	No Restriction <input type="checkbox"/>	Mild <input type="checkbox"/>	Moderate <input type="checkbox"/>	Substantial <input type="checkbox"/>	Severe <input type="checkbox"/>	Unable to perform <input type="checkbox"/>	
Performing manual tasks	No Restriction <input type="checkbox"/>	Mild <input type="checkbox"/>	Moderate <input type="checkbox"/>	Substantial <input type="checkbox"/>	Severe <input type="checkbox"/>	Unable to perform <input type="checkbox"/>	
Reading	No Restriction <input type="checkbox"/>	Mild <input type="checkbox"/>	Moderate <input type="checkbox"/>	Substantial <input type="checkbox"/>	Severe <input type="checkbox"/>	Unable to perform <input type="checkbox"/>	
Seeing	No Restriction <input type="checkbox"/>	Mild <input type="checkbox"/>	Moderate <input type="checkbox"/>	Substantial <input type="checkbox"/>	Severe <input type="checkbox"/>	Unable to perform <input type="checkbox"/>	
Sleeping	No Restriction <input type="checkbox"/>	Mild <input type="checkbox"/>	Moderate <input type="checkbox"/>	Substantial <input type="checkbox"/>	Severe <input type="checkbox"/>	Unable to perform <input type="checkbox"/>	
Speaking	No Restriction <input type="checkbox"/>	Mild <input type="checkbox"/>	Moderate <input type="checkbox"/>	Substantial <input type="checkbox"/>	Severe <input type="checkbox"/>	Unable to perform <input type="checkbox"/>	
Standing	No Restriction <input type="checkbox"/>	Mild <input type="checkbox"/>	Moderate <input type="checkbox"/>	Substantial <input type="checkbox"/>	Severe <input type="checkbox"/>	Unable to perform <input type="checkbox"/>	
Thinking	No Restriction <input type="checkbox"/>	Mild <input type="checkbox"/>	Moderate <input type="checkbox"/>	Substantial <input type="checkbox"/>	Severe <input type="checkbox"/>	Unable to perform <input type="checkbox"/>	
Walking	No Restriction <input type="checkbox"/>	Mild <input type="checkbox"/>	Moderate <input type="checkbox"/>	Substantial <input type="checkbox"/>	Severe <input type="checkbox"/>	Unable to perform <input type="checkbox"/>	
Working	No Restriction <input type="checkbox"/>	Mild <input type="checkbox"/>	Moderate <input type="checkbox"/>	Substantial <input type="checkbox"/>	Severe <input type="checkbox"/>	Unable to perform <input type="checkbox"/>	

Based upon the chart above, does the identified impairment substantially limit one or more major life activities? NO YES



Eligibility Determination (continued)

Based upon the information above, is this student eligible for accommodations or related services under Section 504?

The student does not have a physical or mental impairment that substantially limits a major life activity. The student is not eligible for Section 504 protections. Provide notice to parents of their procedural rights.

OR

The student has a physical or mental impairment that substantially limits a major life activity, and is eligible as a person with a disability. The team should next determine what, if any, specific accommodations and/or related aids or services are necessary for the student to have an opportunity commensurate with non-disabled students in the district. Some students, although disabled, may require no accommodations and/or related aids or services.

Eligibility Discussion Notes

Please write all pertinent information and notes from the discussion about student eligibility.

Name of 504 Coordinator

Signature of 504 Coordinator



Section 504 Plan

Student Name:

Student ID:

Student Date of Birth:

Grade:

School:

Today's Date:

Purpose of Meeting

- Annual Review
 Triannual review
 Other:

Participants in 504 accommodation plan meeting

1. Name:

Position:

Knowledgeable About:

2. Name:

Position:

Knowledgeable About:

3. Name:

Position:

Knowledgeable About:

4. Name:

Position:

Knowledgeable About:

5. Name:

Position:

Knowledgeable About:

Additional Team Members, as needed:



Meeting Notes (required)

504 Plan Details

Detail any identified disabilities and specifics regarding related accommodations below:

Specific Disability:	
	Required Accommodations*:
	Location/Time:
	Person Responsible:

* What accommodations are **necessary** to ensure that students can participate in and benefit from the educational program?

Specific Disability:	
	Required Accommodations*:
	Location/Time:
	Person Responsible:

* What accommodations are **necessary** to ensure that students can participate in and benefit from the educational program?

Specific Disability:	
	Required Accommodations*:
	Location/Time:
	Person Responsible:

* What accommodations are **necessary** to ensure that students can participate in and benefit from the educational program?

Additional Questions to Consider

(1. Does the student's impairment substantially impact his/her ability to participate in state and district-wide testing ?)	YES <input type="checkbox"/> NO <input type="checkbox"/>
<i>Required accommodations*:</i>	
2. Does the student's impairment require them to have access to school-provided transportation ?	YES <input type="checkbox"/> NO <input type="checkbox"/>
<i>Required accommodations*:</i>	
3. Does the student's impairment require them to have access to assistive technology or alternative materials ?	YES <input type="checkbox"/> NO <input type="checkbox"/>
<i>Required accommodations*:</i>	
4. Does the student's impairment require accommodations to be made to ensure compliance with school discipline policy?	YES <input type="checkbox"/> NO <input type="checkbox"/>
<i>Required accommodations*:</i>	

* What accommodations are **necessary** to ensure that students can participate in and benefit from the educational program?



504 Plan Distribution

This student's accommodation plan has been distributed to the following:

*Check which people received copies of the plan and put date of receipt. The parent/guardian, administrator and Director of Targeted Student Support **must** receive a copy of the plan. In addition, all teachers or staff required to implement plan must receive a copy.*

Date of Receipt

- Parent/Guardian
- Counselor
- SST Chair
- English Teacher
- Fine Arts Teacher
- Homeroom/Classroom Teacher
- Mathematics Teacher
- Physical Ed. Teacher
- Science Teacher
- Social Studies Teacher
- Vocational Teacher
- Other
- Other
- Administrator
- Director of Targeted Student Support

Signature of School Based 504 Coordinator

Date



Section 504 Consent to conduct evaluation(s)

Student's Name: _____ DOB: _____ Age: _____

School: _____ Grade: _____

Parent/Guardian: _____

Case Manager/Teacher: _____

The following is a description of the methods to be used to evaluate your child. You will be notified and given the opportunity to review and obtain copies of evaluation summaries or other reports to be discussed at a 504 Team meeting.

At the Team meeting, we will explain the results of the evaluation and discuss its significance to your child's educational program.

Assessments are designed to collect information on health, fine and gross motor skills, social or developmental history, behavior and academic functioning. **The following evaluations are recommended for your child:**

- 1.
- 2.
- 3.
- 4.
- 5.

I understand the nature of, and the reasons for, the evaluations identified above. I further understand that my consent is voluntary and may be revoked at any time. I also understand that I will be provided with a written copy of the evaluation reports and they will be communicated to me at a 504 Team Meeting.

YES, I give my consent for the above noted evaluation(s).

NO, I DO NOT give my consent for the above noted evaluation(s).

Parent/Guardian Signature

Date

Printed Name

Phone Number

Please return form to the 504 Coordinator of your school, _____, who you can also contact with questions about these procedures at _____.



Consent for Initial Section 504 Placement

Student's Name: _____ **DOB:** _____ **Age:** _____

School: _____ **Grade:** _____

Parent/Guardian: _____

Case Manager/Teacher: _____

Date: _____

Dear _____,

The 504 Team has found that your child, _____, qualifies as a student with a disability under Section 504. A 504 Plan will be developed to meet his/her individual educational needs annually. You must give your written consent before the District may place your child in the 504 system and implement a 504 Plan. Please indicate below whether or not you consent to the initial placement of your child in Section 504. You can withdraw your consent in writing at any time.

Yes, I consent to placement of my eligible child in the Section 504 system and implementation of a 504 Plan and I have received a copy of the procedural rights under Section 504.

No, I do not consent to placement of my eligible child in the Section 504 system or to implementation of a 504 Plan and I have received a copy of the procedural rights under Section 504.

Parent/Guardian Signature

Date



Section 504 Grievance Process

Informal Mediation Form

Date of Mediation Session: _____

This form is to be completed by the Principal and SST Chairperson.

Student Name: _____ Student ID #: _____ Date of Birth: _____
School: _____ Grade: _____
Date of Grievance Filing: _____
Name of Grievant: _____
Relationship to student: _____

Summarize the nature of the complaint and the remedy requested:

Indicate Principal's and SST Chairperson's determination or action to the complaint:

Mediation Participants:

	Name	Title/Relationship
1.		
2.		
3.		
4.		

Signature of Principal: _____ Date: _____

Telephone: _____ Email: _____

Signature of SST Chairperson: _____ Date: _____



Section 504 Grievance Process

Level One Grievance Form

This form is to be completed by the Grievant.

Student Name: _____ Student ID #: _____ Date of Birth: _____
School: _____ Grade: _____

Date of Grievance Filing: _____

Name of Grievant: _____

Relationship to student: _____

Address: _____ Telephone: _____

Alternate telephone: _____

Are you represented by an attorney or legal advocate? Yes No

If yes, please provide name and contact number:

Summarize the nature of the grievance:
What action are you requesting for resolution?

Signature of Grievant: _____

Date: _____



Section 504 Grievance Process

Informal Mediation: Principal and SST Chairperson

The **Informal Mediation** phase of the Section 504 Grievance Process is designed to allow an individual the opportunity to make an informal complaint to the local school principal and SST chairperson, regarding Section 504. During this phase of grievance, the grievant is encouraged to engage in an informal discussion of alleged violations of/or request for a remedy pursuant to Section 504. This phase also allows the grievant an opportunity to further gain clarity on rights and responsibilities under Section 504 and ultimately conclude with resolution.

The principal is required to:

1. Document this discussion by using the DCPS Informal Section 504 Grievance form
2. Make two copies of the completed form
3. Place the original in the student's file
4. Place one copy in the Section 504 Grievance Referral Log
5. Forward one copy to the Section 504 Coordinator located at central office

If informal discussion fails to resolve the concern, a Level One grievance can be filed by the individual using the DCPS Level One Section 504 Grievance form.

Level One Section 504 Grievance: Central Office Section 504 Coordinator

If the grievance is not resolved at Informal Mediation, the grievant may file a Level One written grievance stating:

- 1) the nature of the grievance;
- 2) the date of informal mediation and discussion of what remains unresolved;
- 3) the remedy requested; and
- 4) be signed and dated by the grievant.

The Level One grievance must be filed with the central office **Section 504 Coordinator** within fifteen (15) business days of the of the Informal Mediation Determination. The Section 504 Coordinator will review the grievance and respond within ten (10) business days after receipt of the Level One Grievance form, with a determination.

The **Section 504 Coordinator** will then forward the Level One Grievance form including determination to the grievant; a copy will be sent to the local school for placement in the student's file. If the Level One determination is not favorable to the grievant, the grievant may request a Level Two grievance form to submit a written appeal.



Section 504 Grievance Process (continued)

Level Two Section 504 Grievance: Impartial Hearing

Should none of the previous steps resolve the matter, the grievant may file a written request with the central office **Section 504 Coordinator** for an impartial hearing. All requests for a hearing must be filed with the Section 504 Coordinator within ten (10) business days of the receipt of the Level Two determination. The Section 504 Coordinator shall assign an impartial hearing officer within fifteen (15) business days of receipt of the request. The Office of Student Hearing is responsible for scheduling a hearing with the grievant and DCPS within thirty (30) business days of being assigned.

The hearing will be conducted in accordance with the procedures and regulations of the Family Educational Rights and Privacy Act (FERPA). The hearing officer will render a decision within fourteen (14) business days. The decision shall be based solely on the evidence presented at the hearing and shall provide a summary of the evidence and a rationale for the decision to all relevant parties.

The grievant is not precluded from addressing complaint with the U.S. Department of Education, Office of Civil Rights, Washington, DC while exercising this process.

ADMINISTRATIVE PROCEDURE

PROCEDURAL GUIDELINES FOR STUDENTS WITH DISABILITIES UNDER SECTION 504 OF REHABILITATION ACT OF 1973

5146

Procedure No.

April 7, 2014

Date

- I. **PURPOSE:** To provide guidelines and procedures for the evaluation, identification, and provision of services to students with disabilities under Section 504 of the Rehabilitation Act.

- II. **BACKGROUND:** Section 504 of the Rehabilitation Act prohibits discrimination against disabled persons, including students, parents, and staff members, by a school district receiving Federal financial assistance. Section 504 mandates that students with disabilities be provided a free appropriate public education (FAPE). Requirements include the identification, evaluation, and provision of appropriate services to students with disabilities and the provision of procedural safeguards to parents of students with disabilities. Section 504 protects all students with disabilities, defined as those “having any physical or mental impairment that substantially limits one or more major life activities (including learning)”. A Section 504 Plan is developed for students found eligible under this statute.

Section 504 mandates nondiscrimination on the basis of disability. Regulations state that “no otherwise qualified disabled person shall, on the basis of his/her disabilities, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity, which receives or benefits from Federal financial assistance.” Regulations assure that students with disabilities receive a free, appropriate public education designed to meet the students' unique needs. **Students with disabilities may not be excluded from participation in extracurricular activities and field trips and the attendance of a parent/guardian may not be required as a requirement for a student with a disability to participate in an extracurricular activity or field trip. Further, students with disabilities may not be prevented from attending field trips because of the need for specialized transportation.**

An appropriate education is defined as regular or special education and related aids and services (such as transportation, health services, related services, referrals to appropriate agencies, counseling services) that are designed to meet individual needs of disabled persons as adequately as the needs of students without disabilities are met. Qualified, handicapped students must be offered an equal opportunity for participation in physical education courses or interscholastic clubs or intramural athletics. A free education is defined as the provision of educational and related services without cost to the disabled person or his/her parents/guardians, except for those fees that are imposed on non-disabled students or their parents/guardians.

Prince George's County Public Schools shall provide a free, appropriate public education to each student with a disability, regardless of the nature or severity of

ADMINISTRATIVE PROCEDURE

PROCEDURAL GUIDELINES FOR
STUDENTS WITH DISABILITIES UNDER
SECTION 504 OF REHABILITATION ACT OF 1973

5146

Procedure No.

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Date

the student's disability. Further, the school system has a duty to locate and identify every qualified disabled student residing in Prince George's County.

Inquiries concerning Section 504 are made to the Prince George's County Public Schools Section 504 Coordinator.

III. DEFINITIONS:

- A. Qualified Person With a Disability - All students with disabilities within Prince George's County are qualified.
- B. Individual With a Disability - A student is considered disabled under Section 504 if he/she:
1. Has physical or mental impairment which substantially limits one or more major activities pertaining to school participation. A student is not disabled due solely to disadvantage as a result of cultural, environmental, or economic factors; or
 2. Has a record or history of such an impairment; or
 3. Is regarded as having such impairment.
 4. The ameliorative effect of medication or treatment shall not, alone, be a basis to decline to identify a student with a disability.
- C. Major Life Activity - These include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating and performing manual tasks. The disabling condition need only substantially limit one major life activity in order for the student to be eligible.
- Major Life activities also included operation of "major bodily functions" such as: functions of the immune system, normal cell growth, digestive, bowel functions, bladder, brain, circulatory, endocrine, reproductive, neurological and respiratory.
- D. A temporary condition- A temporary condition is one that exists for a short duration; generally less than six months. An example of a temporary condition is a broken arm that heals within the expected timeframe. A student with a temporary condition is not considered disabled under Section 504. In the event that the condition becomes chronic, the student may be evaluated under Section 504. A student with a temporary condition requiring accommodations shall be referred to the School Instructional Team.

ADMINISTRATIVE PROCEDURE

PROCEDURAL GUIDELINES FOR STUDENTS WITH DISABILITIES UNDER SECTION 504 OF REHABILITATION ACT OF 1973

5146

Procedure No.

April 7, 2014

Date

-
- E. Case manager – Principals in schools without a counselor must assign a person to serve as a case manager for students receiving Section 504 services. Teachers cannot serve in this role.

IV. **THE SECTION 504 EVALUATION PROCESS:**

The Prince George's County Public Schools system is obligated to locate and identify every qualified disabled student residing in the County, to take appropriate steps to notify such persons and their parents/guardians of the school system's duty to do so, and to provide a free appropriate public education to each student regardless of the nature of the severity of the disability. PGCPS shall identify all students who are disabled under Section 504, by taking the following steps:

- A. Students suspected of having a disability under Section 504 shall be referred to the Section 504 Team for an evaluation. A member of the school staff, parents/guardians/surrogate parents, physicians, or appropriate agency representatives may make written referrals to the Section 504 Team. The Evaluation meeting shall be held within 30 days after the request has been made to the school.
- B. Referrals to the Section 504 Team shall be made in writing. Supporting documentation of the condition (e.g., medical, psychological, agency reports), if available, shall be attached to the referral.
- C. The Section 504 Team shall be comprised of individuals knowledgeable about the student, the condition, evaluation procedures, and placement options. The Section 504 Team shall include the school administrator or designee, parents, the student's teacher, professional school counselor, and the student, as appropriate. The school administrator shall assume all obligations and responsibilities as the Chairperson of the Section 504 Team. A representative of Health Services shall participate on the Section 504 Team if the student has a health or medical condition. A representative of the Department of Transportation shall participate on the Section 504 Team if the student may require specialized transportation due to a physical or health condition. A school psychologist shall participate if the student may have a psychological or mental condition. Other individuals may participate, based on the student's individualized needs. Parents may invite other individuals to participate on the Section 504 Team.
- D. The Section 504 Team shall provide the parents/guardians/surrogate parents written notification of the evaluation meeting, including a copy of the Procedural Safeguards. A Section 504 Team meeting must proceed in the parent's absence if the school has made reasonable attempts to secure

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parental participation, including written notification and a record of telephone calls. A school must attempt to schedule Section 504 team meetings on dates convenient to both the school and parents.

- E. The Section 504 Team shall determine whether the student is disabled under Section 504 by considering multiple evaluative data including, but not limited to, assessments, student records, observations, anecdotal reports, teacher reports, medical information, physician's orders, emergency care plans, individual and group administered tests, achievement tests, and other data, as appropriate. A physician's diagnosis, alone, may not form the sole basis for finding a student disabled under Section 504. Written parental consent shall be secured prior to administering any standardized assessments. If additional assessments are required, they shall be completed within 60 days of parental consent.

1. Tests and other assessment materials must be validated for the specific purpose for which they are used and administered by trained personnel in conformance with the instructions provided by their producer;
2. Tests and other assessment materials include those tailored to assess specific areas of educational need and are not merely those which are designed to provide a single general intelligence quotient; and
3. Tests must be selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, test results accurately reflect the student's aptitude or achievement level or whatever other factor the test claims to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test claims to measure).

- V. **THE SECTION 504 PLAN:** A Section 504 Plan shall be developed as soon as possible, but in no case later than thirty (30) days after a student is identified as disabled under Section 504.

The Section 504 Plan shall be designed to provide the student a free and appropriate public education, and shall be based on the evaluation data, including classroom assessments, teacher recommendations, assessments and input from parents.

The Section 504 Team shall determine the student's placement. In determining the placement, the Section 504 Team shall consider supplemental aids and services appropriate to enable the student to be educated in the general education

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environment. The Section 504 Team shall ensure that a student is educated as close to his/her home as possible if it is determined that the Section 504 Plan cannot be implemented at the student's boundary school with the use of supplementary aids and services.

A student's Section 504 Plan shall be reviewed and revised, as appropriate, at least **annually**, or sooner at the request of a parent or teacher. The parent shall be provided with written notification of the review meeting.

All teachers and staff working with students receiving Section 504 services must receive a current copy of the Section 504 plan which must be implemented fully.

All students receiving Section 504 services must be identified and coded in School Max.

All seniors must receive a copy of their Section 504 plan as a part of the exit documents before graduation.

- VI. **TRANSPORTATION:** A student with a disability under Section 504 may be eligible for transportation as a related service to support his/her Section 504 Plan. A Section 504 Health/Medical Transportation Assessment Form shall be completed if a student is suspected of requiring specialized transportation, or if a parent requests specialized transportation.

A school shall complete the Section 504 Health/Transportation Assessment Form and forward it to the Supervisor of Health Services if transportation may be required, along with the Section 504 plan. If the parent has a statement from the student's physician, it shall be forwarded to Health Services with the Health/Transportation Assessment Form. A physician's statement must be signed by the physician and be on the physician's letterhead.

Health Services shall conduct an assessment to determine whether the student has health related needs, which require specialized transportation or other accommodations. The Supervisor of Health Services shall complete and return the Section 504 Health/Transportation Assessment Form to the student's school for consideration by the Section 504 Team. The Section 504 Team shall convene upon receipt of the assessment to determine if the student is disabled under Section 504 (if not previously identified) and whether the student requires specialized transportation or other accommodations. The Section 504 Team shall consider multiple confirming data, including the Health/Transportation Assessment Form, input from the student's teacher and parents, and all other relevant information. Students receiving specialized transportation must have been identified as disabled

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and have a Section 504 Plan. The need for specialized transportation must be reviewed **annually**, or sooner, if necessary, along with the Section 504 Plan.

Transportation for siblings is not provided under Section 504.

- VII. **RE-EVALUATION**: A student will be re-evaluated at least every **three** years, and prior to any significant change in the student's program or placement, including a disciplinary removal in excess of 10 school days, dismissal from services, or if a teacher or parent requests a re-evaluation. Re-evaluations will follow the same procedures used during the initial evaluation, including scheduling a Section 504 meeting, with prior written notification to the parents including the Procedural Safeguards. The Section 504 team shall determine whether the student continues to have a disability based on the Reevaluation data.
- VIII. **WRITTEN NOTICE**: The Section 504 Team shall provide the parent with prior written notification (invitation) of all team meetings prior to the meeting date. The parent shall also be provided written notice (minutes) of all Section 504 Team decisions reached at meetings, including a statement of the reasons for each decision. The written notice (minutes) shall also describe the evaluation data used to reach each decision.
- IX. **SPECIAL EDUCATION SERVICES**: If, at any time, the school team suspects that the student may have a disability under the IDEA, an IEP Team meeting shall be scheduled to conduct an evaluation.
- X. **PROCEDURAL SAFEGUARDS**: Parents shall be provided a copy of the Section 504 Procedural Safeguards with notification of each Section 504 meeting. The Procedural Safeguards shall contain information concerning a parent's right to notice, the opportunity to examine relevant records, and impartial hearing with opportunity for participation by the student's parents/guardians and representation by counsel, and a review procedure.
- XI. **DISCIPLINE**:
- A. A student with a disability under Section 504 may be suspended for up to 10 days in a school year for any violation of the Code of Student Conduct to the same extent that removal is applied to students without disabilities. A student receiving services under Section 504 may not be excluded from his/her current educational placement if the removal constitutes a significant change in placement. A significant change in placement occurs if the student is subjected to: a) a removal for more than 10 consecutive school days or b) a series of removals of 10 school days or less at a time that creates a pattern of exclusion. The factors that should be considered in

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determining whether a series of removals creates a pattern of exclusion include: a) the length of each exclusion; b) the proximity in time of the exclusions to one another; c) the total amount of time the student is excluded from services; and d) the similarity of the behavior which resulted in the disciplinary action. If the Section 504 Team determines that a removal constitutes a change in placement, the procedures set forth below apply.

- B. When a Principal requests that a student with a disability under Section 504 be suspended for more than 10 consecutive days, or be suspended for more than 10 cumulative days which constitutes a change in placement, the Section 504 Team shall conduct a Manifestation Determination review. The parents must be sent a copy of the Section 504 Procedural Safeguards along with the Notification of Request for Expulsion/Suspension and the invitation to the Manifestation meeting.
- C. The School Principal or designee must schedule a Section 504 meeting immediately, but not more than 10 school days after the date the disciplinary action was taken. The parent must be provided a written notification of the meeting specifying the purpose of the meeting and identifying the participant.
- D. The Section 504 Team must conduct a Manifestation Determination review to determine whether the conduct that prompted the disciplinary action was the manifestation of the student's disability. The Section 504 Team shall consider all relevant information in relation to the behavior that resulted in the disciplinary action including:
1. Diagnostic results and evaluations;
 2. Observations of the student;
 3. Information supplied by the parents;
 4. The student's Section 504 Plan and Behavior Intervention Plan, if applicable; and
 5. The student's current educational placement.
- E. The Section 504 Team may determine that the behavior is not a manifestation of the disability if:
1. The behavior subject to the disciplinary action was not a direct result of the failure to implement the Section 504 Plan and
 2. The conduct was not caused by and did not have a direct and substantial relationship to the disability.

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If any of the standards set forth are not met, the Section 504 Team must find that the behavior is a manifestation of the disability, and the student must be returned to school.

- F. If the Section 504 Team determines that the conduct that prompted the disciplinary action was a manifestation of the student's disability; it shall conduct a re-evaluation to:
1. Revise the student's Section 504 Plan to address needed services;
 2. Revise the student's Behavior Intervention Plan, if applicable, to address the behavior;
 3. Determine whether the student's current placement is appropriate;
 4. Implement services as soon as possible; and
 5. Discontinue the suspension/expulsion.

The Section 504 Team may, after a re-evaluation, determine an alternative placement that provides the student a free and appropriate public education. The Section 504 meeting minutes must provide a clear description of the specific actions taken and the reasons considered.

G. **Functional Behavioral Assessment/Behavior Intervention Plan**

The Section 504 Team shall meet and conduct a Functional Behavioral Assessment within 10 days of the decision to remove a student for more than 10 school days in a school year, if one had not been previously done. If the student already had a Behavioral Intervention Plan, the Section 504 Team must modify the Behavior Intervention Plan to address the behavior that led to the disciplinary action.

H. **Educational Services during Periods of Removal**

A school is not required to provide services to a student with a disability under Section 504 who has been disciplinarily removed for less than 10 school days, or for more than 10 days when the Section 504 Team has determined that the behavior is not a manifestation of the disability, if services are not provided to students without disabilities.

I. **Discipline of a Regular Education Student Suspected of Having a Disability under Section 504**

A student who has not been identified as disabled under Section 504 and who has engaged in behavior that violated the Code of Student Conduct may assert the protections available to disabled students, if the school had

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knowledge that the student was disabled before he/she engaged in the behavior which precipitated the disciplinary action. The school is deemed to have knowledge that a student is disabled if:

1. The parent has requested an evaluation, in writing to determine whether the student has a disability under Section 504; or
2. The student's teacher or other school personnel have made a written referral to the Section 504 team.

The school system does not have knowledge if the parent:

1. Has not allowed an evaluation of the student;
2. Has refused services under Section 504; or
3. The student has been evaluated and it was determined that the student did not have a disability.

If the school does not have knowledge that a student has a disability prior to taking disciplinary action, the student may be subjected to the same disciplinary measures as a student without disabilities who engages in comparable behaviors.

If a request for evaluation is made during the time in which the student is subjected to disciplinary measures, the evaluation must be expedited. Pending the results, the student remains in the educational placement determined by the school, including expulsion. If based on the school system's evaluation, the student is determined to be eligible for a Section 504 Plan, services will be provided and all procedural safeguards will be followed.

A school may seek a Court Order to remove a student with a disability under Section 504 who presents a danger to themselves or others. A request to remove a student shall be made by the Principal to the appropriate Regional Assistant Superintendent.

XII. APPEALS/COMPLAINT PROCEDURES:

- A. An impartial hearing may be requested to review the identification, evaluation or placement of a student with a disability under Section 504. Requests for hearing shall be forwarded to the Prince George's County Public Schools Section 504 Coordinator.
- B. A parent may also request a Prince George's County Public Schools

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Section 504 Central Office Review Panel to resolve any complaint regarding the evaluation, identification, disciplinary action, or placement of a student with a disability under Section 504. All requests for a Section 504 Review Panel shall be forwarded to the Section 504 Coordinator, who shall refer the matter to the Central Office Section 504 Review Panel. Central Office shall establish a Section 504 Review Panel which shall include the Section 504 Coordinator or designee, representatives of Health Services, Psychological Services, Professional School Counseling Office and other departments, as appropriate. A proceeding before the Central Review Panel, however, may not serve to delay or deny a parental request for an impartial hearing.

- C. A parent may also file a written complaint/grievance with the Prince George's County Public Schools Section 504 Coordinator
- D. A parent may also file a complaint with the Office for Civil Rights.
- XIII. **STUDENT RECORD PROCEDURES:** Administrative Procedure 5125 addresses procedures regarding maintenance and access to student records.
- XIV. **RELATED PROCEDURES:** Administrative Procedure 10101, Student Rights & Responsibilities and the Special Education Handbook of Administrative Procedures.
- XV. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** This Administrative Procedure originates with the Division of Student Services. Regular updating of procedures will be accomplished when changes are required.
- XVI. **CANCELLATIONS AND SUPERSEDES:** This Administrative Procedure cancels and supersedes Administrative Procedure 5146, dated July 1, 2012.
- XVII. **EFFECTIVE DATE:** April 7, 2014.

Attachments:

1. A and B, Section 504 Plan
2. Procedural Safeguards Section 504
3. Section 504 Procedural Safeguard Receipt
4. Parent/Guardian Notification of Section 504 Meeting
5. Section 504 Summary of Meeting
6. Testing Accommodations for Section 504 Students
7. Section 504 Health/Medical Transportation Assessment
8. Section 504 Manifestation Meeting Summary

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9. Section 504 Evaluation Checklist

Distribution: Lists 1, 2, 3, 4, 5, 9 and 10

**PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
SECTION 504 PLAN**

Name _____ Date _____

Student # _____ DOB _____

School _____ Grade _____

This Student has documentation supporting the following disability, which substantially limits one or more major life activities, including:

_____ (Disability)

_____ (Substantial life function/activity limited by the disability)

I. EVALUATION DATA: The following information was reviewed by the Section 504 Team on _____ (Date) (Include the date of the evaluation data)

Medical: _____ Anecdotal Reports: _____

Psychological: _____ Teacher Reports: _____

Student Records: _____ Formal Assessments: _____

Observations: _____

Other: _____

II. SECTION 504 TEAM MEMBERS

NAME	TITLE
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Procedural Safeguards Submitted to Parent/Guardian on _____ (Date)

Date of Reevaluation: _____

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
Section 504 Plan

Need Identified	Services/Accommodations	Frequency and Location of Service (Duration)	Persons Responsible

PLACEMENT:

LEAST RESTRICTIVE ENVIRONMENT (LRE) – If the student will be removed from the general education environment for any or all of the school day, explain the extent of the removal and the reasons for the removal:

**PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
PROCEDURAL SAFEGUARDS: SECTION 504**

The following is a description of the rights granted by Federal law to student with disabilities. You have the right to be fully informed concerning decisions about your child and of your options if you disagree with any of the Section 504 Team decisions. **You have the right to:**

1. Have your child take part in, and receive benefits from public education without discrimination because of his/her disability.
2. Have the school district advise you of your rights under Federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with students with disabilities to the maximum extent appropriate.
5. Have your child educated in facilities and receive services comparable to those provided students without disabilities.
6. Have your child receive special education and related services if he/she is found to be eligible under Individuals with Disabilities Education Act (IDEA).
7. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement options.
8. Have transportation provided to and from you child's placement if a necessary related service to the Section 504 plan.
9. Have your child given an equal opportunity to participate in non-academic and extracurricular activities offered by the district.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement.
11. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
12. Have a response from the school district to reasonable requests for explanation and interpretations of your child's records.
13. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing.
14. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you. Hearing requests must be made to the Section 504 Coordinator.
15. File a local grievance with the Section 504 Coordinator.
16. Request a review by the Regional Section 504 Review Panel which will review your complaint and render a decision on the matters raised in your complaint/grievance. Decisions of the Regional Section 504 Review Panel may be appealed to the Central Section 504 Review Panel. A Section 504 Review shall not delay or prevent you from filing an impartial due process appeal. A request for review by the Section 504 Panel shall be filed with the Section 504 Coordinator.

**PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
SECTION 504 PROCEDURAL SAFEGUARDS RECEIPT**

Student's Name _____

Date of Birth _____

School _____

My signature below indicates that I have received a copy of the Section 504 Procedural Safeguards.

Parent/Guardian Signature Date

**PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
PARENT/GUARDIAN NOTIFICATION OF SECTION 504 MEETING**

Date: _____

Re: _____

School: _____

Dear _____:

A meeting will be held at _____ School on _____ at _____
_____ to discuss your child's needs. The Section 504 Team is comprised of
individuals knowledgeable about your child. The following checked item(s) may be
discussed at the meeting.

- _____ Section 504 Evaluation/Re-evaluation
- _____ Development of Section 504 Plan
- _____ Section 504 Plan Review
- _____ Progress Update
- _____ Other: _____
- _____
- _____

You may raise additional concerns with the Section 504 Team. We would appreciate it if
you would advise us prior to the meeting of the matters you would like discussed.

If you have any questions before the meeting, please feel free to contact

at (301) _____.

Sincerely,

**PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
SECTION 504 SUMMARY OF MEETING**

To the Parents/Guardians of: _____ Date of Meeting: _____
Student Number: _____ Date of Birth: _____
School: _____ Grade: _____

I. Purpose of the Meeting:

II. The Following Decisions Were Made:

III. Basis for the Decisions:

IV. Follow-up:

1. _____
2. _____
3. _____

V. Members Present:

<u>Name (Signatures)</u>	<u>Title</u>
_____	_____
_____	_____
_____	_____
_____	_____

Prince George's County Public Schools
Testing Accommodations for Section 504 Students

NAME _____ ID# _____ GRADE _____ DATE _____
SCHOOL _____

I. Scheduling Accommodations

- 1. Period or rest breaks.
- 2. Extra Response or processing time allowed.
- 3. Tests administered at best time of day for the student.
- 4. Tests regularly given in a single day session may be administered over multiple days within same total time allowances.
- 5. Other:

II. Setting Accommodations

- 1. Special seating in the classroom (front of room, carrel, etc.).
- 2. Adjusted grouping in the classroom.
- 3. An additional support person (instructional assistant, guidance, etc.).
- 4. Use of electronic devices (mechanical speller, word processor, computer, augmented communication device etc.).
- 5. Small group setting with a teacher or school support staff (Speech Pathologist, Guidance, etc.) as examiner.
- 6. Individual administration within the school.
- 7. Individual administration outside the school (home/hospital, etc.).
- 8. Other:

III. Equipment Accommodations

- 1. Large print test materials.
- 2. Braille test materials.
- 3. Calculator for math testing.
- 4. Use of electronic devices (mechanical speller, word processor, computer, augmented communication device etc.).
- 5. Bilingual dictionary which is provided for daily instruction.
- 6. Other:

IV. Presentation Accommodations

- 1. Repetition of directions.
- 2. Written copied of orally presented materials.
- 3. Accessibility to close caption or video materials.
- 4. Sign language interpreter, implications, or visual display for test directions.
- 5. Other:

V. Response Accommodations

- 1. For machine –scored test, students may mark answers in test booklet.
(Transfer to answer sheet completed by school personnel).
- 2. Student may indicate by pointing or other method.
- 3. Student may use word processor.
- 4. Student may tape responses for later verbatim transcription by school personnel.
- 5. Student may sign/give responses to an interpreter or designated transcriber.
- 6. Student may be test orally.
- 7. Other:

Parent/Guardian Signature

Date

School Administrator Signature

Date

*NA = Not applicable and/or Not Yet Available. **Invalidated** = Score invalidated in the scoring/data processing process.
Other = As proposed by the Local Accountability Coordinator (LAC), 504 Coordinator, and MSDE.

Cc: File

Parent

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

SECTION 504 HEALTH/MEDICAL TRANSPORTATION ASSESSMENT

The parent is responsible for providing a physician's statement describing the child's condition and need for transportation to the school. The physician's statement must be on the physician's letterhead. The school will attach to this form the physician's statement and mail and fax them to the Supervisor of Health Services at 301-749-4721 Transportation for siblings is not provided under Section 504. This transportation request is only for the current school year. The parent must make a new request by having the school complete a new form for each year. Once completed, Health Services will return this form to the sending school. Through the Interdisciplinary Team meeting process, the sending school will make the final determination for services in this area

OFFICE USE ONLY

Date Request received: _____ Date Medical Statement received: _____

Transportation started: No Yes Date: _____

SCHOOL COMPLETES SECTION I AND II

I: STUDENT INFORMATION

- 1 Student Name: _____ D O B _____
2 Student ID number: _____ Grade: _____
3 Parent/Guardian: _____
4 Address: _____
5 Home telephone number: _____ Work telephone number: _____
6 Name of School completing form: _____
7 School telephone number: _____
8 Date when child was made eligible under Section 504 through SIT/SST: _____
9 Date when the Section 504 Accessibility Plan was developed or last reviewed: _____
10 School where child is to be transported: _____
11 Is the school out of regular attendance area for the parent's address? No Yes
12 Is the address where the child is to be transported out of school's attendance area? No Yes
If yes, to #11 or #12, has the Transportation Office been consulted? No Yes
13 Transport to: _____
14 Transport from: _____

II: MEDICAL INFORMATION

- 1 What is the child's disability? _____
2 What are the student's suspected needs? _____
3 Is a copy of the physician's medical statement attached? No Yes

School contact person: _____ Position: _____

Principal's Signature

Date

Mail and FAX (301-749-4721) to Supervisor of Health Services for completion of Part III

III: HEALTH SERVICES

Recommendations and Comments: _____

Supervisor of Health Services Signature

Date

**PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
SECTION 504 MANIFESTATION MEETING
SUMMARY**

To the Parents/Guardians of: _____ Date of Meeting: _____
Student Number: _____ Date of Birth: _____
School: _____ Grade: _____

I. Purpose of the Meeting:

II. The Following Decisions Were Made:

III. Basis for the Decisions:

IV. Follow-up:

1. _____
2. _____
3. _____

V. Members Present:

<u>Name (Signatures)</u>	<u>Title</u>
_____	_____
_____	_____
_____	_____
_____	_____

Section 504 Evaluation Checklist

Please Print:

Student Name: _____ Grade: _____ Date: _____
 School: _____ Date of Birth: _____

Request Information

Students suspected of having a disability under Section 504 shall be referred to the Section 504 Team for an Evaluation. A member of the school staff, parents/guardians/surrogate parents, physicians, or appropriate agency representatives may make referrals to the Section 504 Team. The Evaluation meeting shall be held within 60 days after the request has been made to the school. (Administrative Procedure 5146, Section IV, Letter A)

The evaluation has been requested by whom: _____ Date of request _____

For the following reasons: _____

Meeting Information

Section 504 Team meeting date: _____

Participating Members:

The Section 504 Team shall be comprised of individuals knowledgeable about the student, the condition, evaluation procedures, and placement options. (Administrative Procedure 5146, Section IV, Letter C)

Name	Title
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Data Information Reviewed

In determining eligibility, the Section 504 Team shall consider multiple evaluative data including, but not limited to, assessments, student records, observations, anecdotal reports, teacher reports, medical information, physician's orders, emergency care plans, individual and group administered tests, achievement tests, and other data as appropriate. A physician diagnosis, alone, may not form the sole basis for finding a student disabled under Section 504. (Administrative Procedure 5146, Section IV, Letter E)

<input type="checkbox"/> Aptitude or achievement test	<input type="checkbox"/> Student health records	<input type="checkbox"/> Results of IEP decisions (if appropriate)
<input type="checkbox"/> Report cards	<input type="checkbox"/> Educational records	<input type="checkbox"/> Information from parents
<input type="checkbox"/> Teacher reports	<input type="checkbox"/> Medical records	<input type="checkbox"/> Other
<input type="checkbox"/> Observations	<input type="checkbox"/> Psychological reports	
<input type="checkbox"/> Student attendance	<input type="checkbox"/> Developmental reports	

Student Name: _____ Grade: _____ Date: _____

School: _____ Date of Birth: _____

Part I: Determination of Physical or Mental Impairment

A student is considered disabled under Section 504 if he/she: 1. Has physical or mental impairment which substantially limits one or more major activities. (Administrative Procedure 5146, Section III, Letter, B)

Check all that apply

A. Physical Impairment

1. The student has ___ no physical impairment or condition
___ a physical impairment or condition ___ a cosmetic disfigurement ___ an anatomical loss
2. If a student has a physical impairment or condition, what body system is affected?

<input type="checkbox"/> Neurological	<input type="checkbox"/> Digestive
<input type="checkbox"/> Musculoskeletal	<input type="checkbox"/> Genito-urinary
<input type="checkbox"/> Special sense organs	<input type="checkbox"/> Hemic and lymphatic
<input type="checkbox"/> Respiratory, including speech organ	<input type="checkbox"/> Skin
<input type="checkbox"/> Cardiovascular	<input type="checkbox"/> End

3. Identify the supporting documentation by title, author, and date, and attach copy.

_____ Title _____ Author _____ Date

B. Mental or Psychological Disorder:

1. The student has ___ no mental or psychological disorder
___ organic brain syndrome ___ emotional or mental illness ___ serious attentional problems
Specify the mental or psychological disorder _____

2. Identify the supporting documentation by title, author, and date, and attach a copy

_____ Title _____ Author _____ Date

(If there is an impairment proceed to Part II, if there is no physical, mental or psychological disorder the student does not qualify for a Section 504, proceed to Part IV)

Part II: Major Life Activity/Activities Affected by the Impairment

These include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks. The disabling condition need only substantially limit one major life activity in order for the student to be eligible. (Administrative Procedure 5146, Section III, Letter, C)

A. If the student has been found (in Part I) to have either a physical or a mental impairment, check all the major life activities affected by the impairment:

Check all that apply:

<input type="checkbox"/> learning	<input type="checkbox"/> caring for oneself
<input type="checkbox"/> performing manual task	<input type="checkbox"/> walking
<input type="checkbox"/> seeing	<input type="checkbox"/> hearing
<input type="checkbox"/> speaking	<input type="checkbox"/> breathing
<input type="checkbox"/> working	<input type="checkbox"/> no major life activity is affected by the impairment

_____ Title _____ Author _____ Date

(If there is a major life activity impacted proceed to Part III, if no major life activity is affected by the impairment then the student does not qualify for a Section 504 Plan, move to Part IV)

Student Name: _____ **Grade:** _____ **Date:** _____
School: _____ **Date of Birth:** _____

Part III: Substantial Limitation

Section 504 protects all students with disabilities, defined as those "having any physical or mental impairment that substantially limits one or more major life activities (including learning)". (Administrative Procedure 5146, Section II)

To find that a student who has a physical or mental impairment that affects a major life activity is eligible for services under Section 504, the Section 504 school-based team must find that the impairment "substantially limits" the major life activity.

"the terms 'substantially' and 'major' in the definition of disability under the ADA 'need to be interpreted strictly to create a demanding standard for qualifying as disabled, 'and that to be substantially limited in performing a major life activity under the ADA 'an individual must have an impairment that prevents or severely restricts the individual from doing activities that are of central importance to most people's daily lives'" (Americans with Disabilities Act Amendments Act of 2008, Section 2, letter b, number 4)

A. Is the student able to access educational programs and activities without accommodations? ____ Yes
____ No

B. Is the student unable to perform the major life activity identified in Part II? ____ Yes ____ No

C. Is the student severely restricted as to the condition, manner, or duration under which he/she can perform the major life activity in Part II? ____ Yes ____ No

Part IV: Eligibility Determination

If the answer to either question B or C in Part III is "Yes," the student must be found eligible under Section 504

Part V: Follow-Up

A. For any student found eligible in part IV, the Section 504 school-based team develops a Section 504 plan to meet that student's needs. A Section 504 Plan shall be developed as soon as possible, but in no case later than thirty (30) days after a student is identified as disabled under Section 504. The Section 504 team uses Attachment 1A and 1B to Administrative Procedure 5146

B. For any student not found eligible under Section 504, the Section 504 team makes appropriate recommendations to address that student's identified needs. These should be documented in the notes.

C. The parents should be given a copy of the *Section 504 Procedural Safeguards*. (Attach the signed Section 504 Procedural Safeguards Receipt)

Comments:

Overview

Dispute Resolution: Due Process and Other Complaints

In this section of the Education Toolkit, you will find information and resources on the federal and state legal mechanisms you can use to protect your client's special education and other rights (such as the right not to be discriminated against based on gender, age or disability). While these materials focus primarily on DC mechanisms for dispute resolution that pertain to District residents and wards, some Maryland resources are provided as well.

Methods of dispute resolution that are discussed include: due process, state and Section 504 complaints, in addition to complaints through the Office of Civil Rights (OCR) and other formal grievances. Tip sheets are included on each of these types of complaints, as well as resources to support you in pursuing these complaints. Note, however, that none of these materials should supplant a strategic discussion with your client regarding what legal action to pursue, especially given that in many cases filing one complaint will preclude or stall pursuit of relief in another forum. Please consult the information sheet in this toolkit that provides a table of the types of dispute resolution available (and when each might be sought).

This section of the toolkit also includes tip sheets for each complaint process, citations to basic form documents to initiate complaints and references to additional resources that may be helpful in pursuing dispute resolution on behalf of a student.

Federal Regulations

- 34 C.F.R. § 300.507 *et. seq.* (procedures for filing a due process complaint)
- 34 C.F.R. § 300.153 *et. seq.* (procedures for filing a state complaint)

Local/State Law & Regulations

- 5 D.C.M.R. § E3029.1 *et. seq.* (DC due process complaint regulations)
- 5 D.C.M.R. §§ E-2405.1 *et. seq.* (DC Section 504 and other grievance regulations)
- D.C. Code Ann. §§ 2.1401.01 *et seq.* (DC's Human Rights Law)
- C.O.M.A.R. 13A.05. *et. seq.* (MD due process complaint regulations)

Additional Helpful Resources

- <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html> - for information about how to file an OCR Complaint
- <http://ohr.dc.gov/complaint> - for information about how to file a Discrimination Complaint under DC's Human Rights Act

CLC Information Sheet: Types of Dispute Resolution in DC

Complaint Type	Who can file?	What can you file on?	What is the process for resolving the dispute once the complaint is filed?	What relief is available?	What is the statute of limitations?	How long does it take?
Due Process Complaint	Parent or educational decision maker (<i>pro se</i> or through counsel); Local Education Agency.	Disputes between the educational decision maker and education agency over anything related to a child's identification, evaluation, IEP development or placement under IDEIA.	Administrative hearing before an Impartial Hearing Officer.	No damages, but the Hearing Officer has broad discretion to award services (including placement in another school program).	Two years, but longer if there is demonstrable fraud.	Quickest dispute resolution option. Hearing Officer's Decision must be issued within 75 days of the filing of the complaint.
State Complaint	Anyone (parent, agency, concerned citizen).	Same as due process complaints; but state complaints can also be filed to challenge systemic failures (e.g., school that uses inappropriate restraint tactics).	State Agency investigates and issues a written report.	If the State Agency finds that there are violations, they issue a corrective action plan as part of their written recommendation. This can include requests that the non-compliant agency fund services, develop new policies etc.	One year.	OSSE has 60 days to complete the investigation and issue a decision, but can grant itself a continuance. Additionally, mediation may extend the timeline.

CLC Information Sheet: Types of Dispute Resolution in DC

<p>Formal Grievances</p>	<p>Student, or parent or other individual on behalf of the student.</p>	<p>Violations of Section 504, Title II (prohibits disability discrimination), Title IX (sex), Title VI (race, color, national origin), DC Human Rights Law, Age Discrimination Act of 1975, and also applies in situations described in 5 D.C.M.R. § 2405.2, and “any other violation of a right granted by law that does not have a specific grievance procedure or hearing process provided in this title.</p>	<p>The grievance process provides a three-tiered investigative review (where the grievant can appeal at each stage), and a final review before a grievance review panel of three. <i>See 5 D.C.M.R. § 2405.1 et. seq.</i></p>	<p>The regulations only discuss resolution of the complaint (and not specific types of relief available). However, in practice, grievances have been used to request, among other things: firing or training of staff, failure to respond to school transfer requests (with the transfer requested as relief).</p>	<p>No statute of limitations is given in the grievance procedures for the initial grievance, but review the regulations for appeal timelines.</p>	<p>Each tier of investigation has a ten day window to complete the investigation and propose resolution.</p>
<p>Complaints with the Office of Civil Rights (“OCR”).</p>	<p>A victim of the discrimination or someone complaining about the</p>	<p>Discrimination on the basis of race, color, national origin, sex, disability or</p>	<p>OCR conducts an investigation of the allegations as a neutral-fact finder.</p>	<p>OCR issues a Letter of Findings after the investigation and if it is determined</p>	<p>No more than 180 calendar days (6 months) from when the incident</p>	<p>Generally takes up to 6 months for OCR to investigate</p>

CLC Information Sheet: Types of Dispute Resolution in DC

	<p>discrimination on behalf of an individual or group.</p>	<p>age by an educational institution that receives federal funding.</p>		<p>that a party failed to comply with a civil rights law OCR enforces, OCR will attempt to secure the party's willingness to negotiate a voluntary resolution agreement; if the party refuses to negotiate a resolution agreement, OCR will issue a Letter of Impending Enforcement Action and may initiate administrative enforcement proceedings to suspend, terminate or refuse to grant federal financial assistance to the school or refer the case to the Department of Justice.</p>	<p>occurred.</p>	<p>the complaint and issue a Letter of Findings.</p>
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CLC Tip Sheet

DC Administrative Due Process Hearings

Who Can File A Due Process Complaint?

The Parent or educational decision maker, or the educational agency for a child (schools) can file a due process complaint over any dispute between the educational decision maker and the educational agency related to the identification, assessment, Individualized Education Program (“IEP”) or placement of a student (essentially any disputes over service provision under the Individual with Disabilities Education Improvement Act (“IDEIA”)).

Wait ... Schools Can File Due Process Complaints Against Parents?

Yes, although this is unusual. As an example, schools sometimes will file due process complaints against parents where a parent has requested an independent evaluation and the school refuses to authorize it, and where the school wants a child to move to a more restrictive school placement and the parent disagrees.

Do You Need a Lawyer to File a Due Process Complaint?

Technically no. However, given the highly nuanced and technical provisions of the IDEIA, it is often helpful to be represented by an attorney who has experience practicing in this area of the law.

The DO’s and DON’Ts of Due Process Complaints and Hearings

- **DO** make sure that your complaint contains all of the information requested by the due process complaint form (either include your complaint in the form, or fill out the form and attach it).
- **DON’T** provide only minimal details in your complaint if you can help it. The Hearing Officer does not receive school records in advance of a hearing, so you want to make as compelling a case as possible from the start. However, an important caveat is necessary to mention:
- **DON’T** plead facts in a due process complaint unless you are *absolutely* sure that you can prove them at a hearing using multiple sources of evidence. Witnesses can disappear or become unavailable so don’t plead facts you can only prove through testimony.

- **DO** put the due process complaint timeline on your calendar and keep track of it once you have filed. You can calculate deadlines using <http://www.timeanddate.com/date/dateadd.html> or other internet resources (for timelines see the information sheet in this Toolkit). You can ask for sanctions where the other party fails to comply with timelines, but keep in mind you also can be sanctioned if you miss them.
- **DO** be extra careful when calculating the deadline for disclosures. Federal and local holidays (e.g., Emancipation Day in DC) can truncate your timeline.
- **DO** prepare carefully for the Pre-Hearing Conference. Make sure you can answer all of the questions on the Pre-Hearing Conference check list (including student ID number, the names of your witnesses and what they will testify to) and review closely each of the presumptions listed to make sure you agree with them.
- **DO** use the Pre-Hearing Conference to address logistical or evidentiary issues, including concerns about records or witnesses not being provided, and to confirm disclosure and motion deadlines as well as the manner of service (e.g., electronic versus facsimile).
- **DON'T** assume witnesses can testify by telephone. You should be able to confirm at the Pre-Hearing Conference which witnesses are available to testify in person or by phone and that the Hearing Officer will allow telephone testimony when requested.
- **DO** make sure your witnesses have copies of all the disclosures (yours AND the school's) before the hearing. Witnesses testifying by telephone are often barred from testifying if they don't have the disclosures available to reference when necessary.
- **DON'T** assume the hearing will start on time (in terms of scheduling witness testimony). Preliminary matters can take any time from ten minutes to over an hour. Ask your witnesses to have a window of time when they can be available so you don't lose the opportunity to present important testimony if the hearing is not on schedule.

I'm a GAL Representing a Student Who Needs Special Education Services. What Can I Do to Help?

- **IF THE CHILD'S PARENT HAS A SPECIAL EDUCATION ATTORNEY AND IS PURSUING DUE PROCESS:** Reach out to the attorney and see if there is any assistance you can provide in preparing for the due process hearing, or if you might be able to serve as a witness. While it may not be appropriate for some attorneys to testify or they may need to give very limited testimony (e.g., juvenile defense attorneys), GALs can often be very helpful witnesses and provide context to the Hearing Officer about the child's history and service needs.
- **IF THERE ISN'T A SPECIAL EDUCATION ATTORNEY INVOLVED:** You may want to consider requesting a special education attorney be appointed in the child's neglect case if there is an educational decision maker identified.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Clifford B. Janey, Ed. D, Chief State School Officer



The Special Education Student Hearing Office Due Process Hearing Standard Operating Procedures

***A Handbook for Hearing Officers, the Local and State Educational Agencies,
Parent / Child's Representatives, and the Student Hearing Office Staff***

**District of Columbia Public Schools
State Enforcement & Investigation Division
Special Education Programs
Student Hearing Office
825 North Capitol Street NE, Suite 8076
Washington, DC 20002-1994
Phone: (202)442-5432 / Fax: (202)442-5556**

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SECTION I INTRODUCTION

- FACT** More than 11,000 children receive special education and related services in the District of Columbia.
- FACT** Parents and schools do not always agree about a child's special education identification, evaluation, eligibility, program, or placement.
- FACT** Children are best served when parents and educators work together.
- FACT** Federal special education law affords children, their parents, and educational systems certain legal rights when disputes arise, including the right to a due process hearing.

The information in the Standard Operating Procedures Manual for the Student Hearing Office is not intended as legal advice or as an interpretation of the laws and regulations governing special education in the United States. All individuals are urged to seek professional legal advice for guidance in understanding the laws, rules, and regulations that govern special education. The Student Hearing Office will provide information about any free or low-cost legal services available in the District of Columbia upon request. These guidelines will, however, help individuals understand the implementation of these laws in the District of Columbia and the steps for filing a due process complaint to obtain a due process hearing. This document also details procedures to be followed by the Student Hearing Office (“SHO”), the Independent Hearing Officers assigned to conduct due process hearings on disputed issues, and the representatives of the Local Educational Agency (LEA), the State Educational Agency (SEA), and parents/children. You are also invited to visit the District of Columbia Public

Schools (DCPS) website (www.k12.dc.us) for additional information about special education and other dispute resolution options. Unless otherwise specified, all days in this handbook are defined as calendar days.

SECTION II

THE SPECIAL EDUCATION STUDENT HEARING OFFICE

§ 200 PURPOSE

The Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 *et seq.*, requires each state and the District of Columbia to establish and maintain procedures to ensure that parents and children with disabilities have an opportunity to seek mediation and/or an impartial due process hearing to resolve disagreements over the identification, evaluation, educational placement, or provision of a free appropriate public education for students with disabilities. These Standard Operating Procedures are designed to implement the requirements of the IDEA and to give notice to the public. Copies of these procedures shall be maintained at all District of Columbia Public and Charter schools and a copy shall be provided without cost or delay to any person on oral or written request. If there is any conflict between the Standard Operating Procedures and the IDEA or the *Blackman/Jones* Consent Decree, the IDEA or the *Blackman/Jones* Consent Decree govern.

§ 201 GENERAL RESPONSIBILITIES

- A. The due process system is administered in the District of Columbia by the Student Hearing Office in the State Enforcement & Investigation Division for Special Education Programs in accordance with the IDEA, 20 U.S.C. § 1400 *et seq.* and Title 5 of the District of Columbia Municipal Regulations

(5 DCMR § 3000, *et seq.*). The Student Hearing Office is responsible for the following:

1. Receiving the written due process complaint for requesting a due process hearing;
2. Scheduling, or coordinating with the Hearing Officer to schedule the hearing, within the statutory time limit;
3. Contracting and assigning an impartial Hearing Officer;
4. Notifying the parties to the hearing of the time and place of the hearing;
5. Providing and coordinating logistical support for the hearing such as adequate space, recording equipment, and an impartial and qualified interpreter who is not an employee of DC Public Schools, if needed;
6. Obtaining transcripts and audio recordings of hearings and retaining copies;
7. Providing copies of transcripts and recordings upon request;
8. Maintaining historical statistical data and archiving hearing files;
9. Processing pre-hearing matters;
10. Maintaining records of due process hearings;
11. Publishing Hearing Officer Determinations; and
12. Promptly and professionally respond to inquiries.

B. The Student Hearing Office shall maintain sufficient staff, equipment, and other resources and implement appropriate training, supervision, and other practices to ensure that hearings are held in a timely and professional manner. The Student Hearing Office administrative support staff will ensure:

1. Office staff promptly and professionally respond to inquiries and otherwise perform their duties competently.
2. Office space is sufficient to provide reasonable working space for the staff at all times and for the use of Hearing Officers in the period before, after and between hearings.
3. Hearings have adequate time and space to be conducted in the time reasonably requested by the parties or allotted by a Hearing Officer.
4. The telephone is answered promptly and professionally during normal business hours; in the exceptional situations in which the telephone cannot be answered promptly (e.g., 5 or more calls come in simultaneously), calls immediately roll over to an answering machine or voice mail system that has sufficient memory to handle all messages.

5. After normal business hours, calls immediately roll over to an answering machine or voice mail system that has sufficient memory to handle all messages.
6. All messages handled by the answering machine or voice mail are retrieved promptly and calls returned no later than the close of the next business day, unless exceptional circumstances prevent it.
7. Incoming communications and documents, including faxes, are received and documented promptly by date stamp; outgoing faxes are sent promptly, and the fax machine produces written transmittal confirmation for each fax attempted. Requests for copies of certified records, transcripts and audio recordings of pre-hearing conferences and hearings shall be kept in a log maintained by the SHO. Five-day disclosures, due process complaints, amended complaints, and HODs shall be logged into the ENCORE data base and tracking system.
8. The Student Hearing Office shall provide and maintain in working order a date stamp machine for use by persons submitting documents by hand and will provide personnel to date stamp documents received by mail. SHO personnel shall return date-stamped documents by mail no later than the next business day if self-addressed postage-prepaid envelopes are provided.
9. Case files for each Hearing Request are accurately maintained and include documentation of all correspondence, including fax transmittal confirmations, 5-day disclosures, and all documents from related cases involving the same student.
10. All notices, decisions, and other correspondence are transmitted in a timely manner to the parties.
11. The Student Hearing Office shall maintain and provide for staff and Hearing Officers reasonable working conditions.
12. Hearing Officers shall be adequately and timely compensated. Hearing Officer compensation shall be competitive with comparable jurisdictions and sufficient to ensure there are enough Hearing Officers to ensure timely hearings. In addition, Hearing Officers shall be provided reasonable assistance from the Student Hearing Office staff so that the Hearing Officers can function efficiently without undue burdens from clerical responsibilities.

§ 202 SHO HOURS OF OPERATION

The Student Hearing Office shall open at 8:30a.m. and remain open until 5:00p.m. Monday through Friday except for District of Columbia holidays.

§ 203 FILING OF PLEADINGS & DOCUMENTS

1. Except as otherwise provided, all documents, pleadings, and motions shall be filed with the State Enforcement & Investigation Division for Special Education Programs, Student Hearing Office, 825 North Capitol St., N.E., Washington, D.C. 20002. All facsimile filings shall be sent to the following facsimile number: (202)442-5556, which is a dedicated fax line.
2. Electronic filing of documents is not permitted and will not be accepted for filing.
3. All documents received for filing by 5:00 p.m. Eastern Time will be accepted for filing that day. All documents filed after 5:00 p.m. Eastern Time, and all documents filed on any designated holiday, Saturday, or Sunday shall be deemed filed on the following business day, except as provided in ¶ 1 above.
4. Upon the filing of any pleading or motion an attorney is certifying that to the best of the his/her knowledge, information and belief, after an inquiry reasonable under the circumstances, that (a) it is not being presented for any improper purpose, such as to harass or to cause unnecessary delay or needless increase in the cost of litigation; (b) the claims, defenses, and other legal contentions therein are warranted by existing law or by a non-frivolous argument for the extension, modification or reversal of existing law or the establishment of new law; (c) the allegations and other factual contentions have evidentiary support or, if specifically so identified, are likely to have evidentiary support after a reasonable opportunity for further investigation or discovery; and (d) the denials of factual contentions are warranted on the evidence or, if specifically so identified, are reasonably based on a lack of information or belief.
5. Notice of Appearance of Legal Counsel. The filing of a Notice of Appearance or other pleading by an attorney on behalf of a party in conformity with the requirements of this section shall constitute the entry of an appearance by the party. All pleadings and other papers filed by the attorney shall set forth the name, full business or street address, telephone number, and fax number, if any, of the attorney. Subsequent notices, pleadings, and documents shall be served on the attorney of record or, if not represented, the party.

§ 204 SERVICE OF DOCUMENTS

Unless otherwise provided by law, every letter or document, including every pleading, motion, or notification filed with the Student Hearing Office shall simultaneously be served on all parties or party representatives by the same method as the document was filed with the SHO, except that service by facsimile may be substituted for personal service.

§ 205 FAIRNESS AND IMPARTIALITY

The staff of the Student Hearing Office is not part of nor under the supervision of any District of Columbia Public Schools division or staff office that will participate in the hearing or implement the decision of the Hearing Officer. In fairness to all parties, the Staff shall maintain neutrality and neither favor nor promote the interests of the litigants who participate in due process hearings, and will neither express nor imply an opinion about the outcome of a hearing to anyone seeking information regarding the substantive merit of any claim. The Staff may advise parents/students where to obtain low or no cost legal counsel and refer inquiries to other offices in DCPS.

§ 206 CIVILITY AND DECORUM

All parties and counsel involved in a Special Education Due Process Hearing, including hearing officers, are expected to act with respect and decorum. Rude, offensive, and unprofessional conduct such as inappropriate language, angry outbursts and threatening statements directed at any other person or party is absolutely prohibited. All attorneys are governed by the D.C. Rules of Professional Conduct. The hearing officer has the responsibility for maintaining the integrity and orderly conduct of the hearing process, ensuring that the rights of all parties are protected, and maintaining an atmosphere conducive to impartiality and fairness at all times. When appropriate, the hearing officer may exclude any person, halt or suspend a hearing, consider a referral to Bar Counsel and/or summon appropriate law enforcement authorities to address any inappropriate conduct or misbehavior by any person that disrupts a hearing.

Section III

THE DUE PROCESS HEARING

§ 300 OVERVIEW

A special education due process hearing is an administrative proceeding during which the parties are given the opportunity to present witnesses, documentary evidence, and oral and written argument in support of their respective positions on disputed special education issues. A Hearing Officer then issues a written decision concerning the matters in dispute.

§ 301 REQUESTING A DUE PROCESS HEARING

§ 301.1 Filing a Due Process Complaint

A. What must be filed.

To obtain a due process hearing, the complaining party must file a due process complaint. A party may not have a due process hearing until a party, or the attorney representing the party, files notice of a due process complaint.

B. Who may file a due process complaint.

Anyone (parent, student, Local Educational Agency (LEA), or the State Educational Agency (SEA)) may file a due process complaint. Typical reasons for filing a due process complaint by parents and students include, but are not limited to, disputes regarding:

1. Eligibility for special education services;
2. Identification of the child as a student with a disability;
3. Results of an evaluation or need for an evaluation;
4. The appropriate educational placement of the student;
5. Entitlement to, types of, and quantity of compensatory education services/products;
6. Appropriateness of the student's IEP;
7. Proper implementation of the student's IEP;
8. Transportation problems;
9. Disciplinary actions taken by the school; or
10. The provision of a free appropriate public education to a child with a disability.

C. Typical reasons for which the Local Educational Agency (LEA) or State Educational Agency (SEA) may file a due process complaint to initiate a hearing include, but are not limited to, disputes regarding:

1. A parent's refusal to consent to an initial evaluation or reevaluation;
2. A parent's refusal to consent to the release of a record;
3. Placement of a child with a disability in an interim alternative educational placement for disciplinary reasons; or
4. The need for an independent evaluation.

D. Notice

1. LEA: Parents initiating a complaint must provide notice of the due process complaint to the Local Educational Agency ("LEA"). For students in traditional public schools, non-public day school, or residential treatment facility, notice to the LEA shall be provided to the Office of the General Counsel, 825 N. Capitol St., NE, Washington, D.C. 20002. If the student attends a charter school, the parents must file notice of the due process complaint with the principal or director of the charter school. LEAs or SEAs initiating a complaint must provide notice of the due process complaint to the parents.
2. Student Hearing Office: A written copy of the due process complaint must be filed with the Student Hearing Office, 825 N. Capitol St., NE, Washington, D.C. 20002. The complaint may be filed by mail, hand-delivery, or facsimile (unless the parent is unable to read or write or has a disability that prevents a written request). If a parent or guardian is unable to read or write, is not fluent in English or has a disability that prevents a written request, Student Hearing Office personnel shall assist the parent or guardian in filling out the complaint or refer the parent to a legal services program that handles special education matters without charge and is open for intake or Advocates for Justice in Education, the District's Parent Training and Information Center.
3. Model Form: A model "Due Process Complaint Notice" form created by the State Education Agency may be used to give proper notice. A copy of the model form is provided in the Appendix of this procedural manual. DCPS will provide a copy of the form upon oral or written request. DCPS shall maintain an electronic copy of the form on its website with an easily identifiable link to the form from its homepage. Copies of the form shall also be available on request by a parent at every District of Columbia Public School and Charter School and in the Office of Special Education, Office of the General Counsel, Student Hearing Office, State Complaint Office, the DCPS Care Center, Parent Resource Centers, Office of the

Superintendent, and the general office of the State Enforcement & Investigation Division. Nothing in these procedures shall be construed to require use of the model form so long as hearing requests filed in another manner comply with 20 U.S.C. § 1415(a)(7)(A) and § 301.2.B of these standard operating procedures.

§ 301.2 Contents of and Timeline for Filing the Due Process Complaint

A. Timeline for Requesting Hearing: Two Year Limitation Period

1. Unless otherwise provided by law or regulation and except as provided in § 301.2.B., the due process complaint must be filed not more than two (2) years after the date that the parent or public agency knew or should have known about the alleged action that forms the basis of the due process complaint.

B. Exceptions to the Two Year Statute of Limitation Period

1. The timeline described in § 301.2.A.1 shall not apply to a parent if the parent was prevented from requesting the hearing due to:
 - (a) Specific misrepresentations by the local educational agency that it had resolved the problem forming the basis of the complaint; or
 - (b) The local educational agency's withholding of information from the parent that was required under this subchapter to be provided to the parent.
2. Nothing stated above should be construed to limit the right of the parties to rely upon other applicable exceptions to the statute of limitations period.

C. Contents of a Due Process Complaint. The Due Process Complaint must contain the following information:

- a. The name and address of the child. In the case of a homeless child, available contact information for the child;
- b. The name of the school the child currently attends;
- c. A brief fact-based description of the problem or disagreement about the child's education;
- d. A proposed resolution of the problem to the extent known, and

- e. The signature of the parent or complaining party.

§ 302 REQUESTING A HEARING WHEN THE STUDENT ATTENDS A CHARTER SCHOOL

The parents of a student who attends a charter school have the same right to request a due process hearing as the parent of a student who attends a traditional public school. If the Charter School is a named party, a copy of the due process complaint must be provided to the principal or director of the charter school at the same time that it is filed with the Student Hearing Office. The failure to issue notice of the complaint to a charter school that is a party will result in a delay in scheduling a due process hearing.

§ 302.1 Notice of Appearance For Charter School

The filing of a Notice of Appearance or other pleading by an attorney on behalf of a charter school in conformity with the requirements of this section shall constitute the entry of an appearance by the charter school. All pleadings and other papers filed by the attorney shall set forth the name, full business or street address, telephone number, and fax number, if any, of the attorney. Subsequent notices, pleadings, and documents shall be served on the attorney of record for the charter school.

§ 303 RESPONDING TO A COMPLAINT

A. Sufficiency of Complaint.

A due process complaint shall be deemed sufficient unless the party receiving the due process complaint notifies the Student Hearing Office or assigned Impartial Hearing Officer (if a hearing officer has been assigned to the complaint) and the other party in writing within fifteen (15) days of receipt of the due process complaint that the receiving party believes the due process complaint does not meet the requirements of § 301.2.C. For purposes of this provision, and consistent with § 204 above, the receiving party shall be presumed to have received the complaint on the date received by the student hearing office.

1. Hearing Officer Decision on Sufficiency. Within five (5) days of receipt of notification that a party believes the due process complaint is legally insufficient, an Impartial Hearing Officer shall make a determination based on the face of the notice whether the due process complaint is sufficient to meet the requirements of 301.2.C. and shall immediately notify the parties in writing of that determination.
2. Amending the Due Process Complaint.
 - a. A party may amend its due process complaint only if:
 - i. The other party consents in writing to the amendment and is given the opportunity to resolve the due process complaint through a resolution session meeting held pursuant to 20 U.S.C. § 1415 (f)(1)(B) and any controlling federal or local regulations; or
 - ii. The hearing officer grants permission, except that the hearing officer may only grant permission to amend at any time not later than five (5) days before the due process hearing begins.
 - b. If a party files an amended due process complaint, the timelines for the resolution meeting and the time period to resolve the complaint begin again with the filing of the amended due process complaint.
3. A party may not have a hearing on a due process complaint until the party, or the attorney representing the party, files a due process complaint notice that meets the above requirements.

B. Response to Complaint by the Local Educational Agency

1. If the Local Educational Agency has not sent a prior written notice to the parent regarding the subject matter contained in the parent's due process complaint, the LEA shall, within ten (10) days of receiving the due process complaint, send to the parent a response that includes:
 - a. An explanation of why the agency proposed or refused to take the action raised in the due process complaint;
 - b. A description of other options that the IEP Team considered and the reasons why those options were rejected;

- c. A description of each evaluation procedure, assessment, record, or report the agency used as the basis for the proposed or refused action; and
 - d. A description of the other factors that are relevant to the agency's proposed or refused action.
2. A response by an LEA under this subsection B shall not be construed to preclude the LEA from asserting that the parent's due process complaint was insufficient, where appropriate.

C. Other Party Response to a Due Process Complaint

Except as provided in section B. above, the party receiving a due process complaint must, within ten (10) days of receiving the due process complaint, send to the other party a response that specifically addresses the issues raised in the due process complaint as set out at 20 U.S.C. 1415(c)(2).

- D. Parties should be cognizant of the 10 day statutory period for filing the response noted in § 303.C.1. Hearing officers may take the failure to so file into consideration in determining how to proceed on a case by case basis, considering the equities of the circumstances.

§ 304 PRE-HEARING MATTERS

A. PRE-HEARING CONFERENCES.

1. General Information about Pre-hearing Conferences. The purpose of a pre-hearing conference is to identify all ripe issues that are truly in dispute and that could benefit from a joinder of claims and remedies. Pre-hearing conferences are not mandatory, however, the Hearing Officer may order the conference or either party may request a conference. It permits the Hearing Officer to raise the issue of settlement or mediation if the circumstances suggest that exploration of this issue would be beneficial to the parties and not result in delaying resolution of the complaint. However, hearing officers shall not discuss the terms of settlement or mediate settlement discussions. Conducting a pre-hearing conference also provides the Hearing Officer the opportunity to advise all parties how the hearing will be conducted. Establishing ground rules, which

remove surprise from the proceedings, will result in a more efficient and focused evidentiary hearing.

The Hearing Officer shall not offer advice to any of the parties and/or their representatives, however, a Hearing Officer shall advise pro se litigants that they have a right to counsel and where free legal services may be obtained. The pre-hearing conference must be held in the presence of all parties concerned (either telephonically or face-to-face). Discussion with either party separately could result in an *Ex Parte* relationship that would taint the impartiality of the process and violate the Judicial Code of Conduct. No delay in the hearing date should result from a pre-hearing conference absent the consent of both parties or an Order of the Hearing Officer.

The pre-hearing Order should contain a confirmation of matters addressed during the pre-hearing conference including: (1) a statement of the issues to be resolved at the hearing, (2) the time, date, place, and other physical arrangements for the hearing, and (3) clarification of any procedural points including pre-hearing deadlines, and other various responsibilities of the parties. The Order can also help avoid unnecessary issues arising at the hearing, such as (1) a party's failure to appear, (2) a party's failure to meet a pre-hearing deadline, (3) a party not being prepared to proceed with the provision of evidence, (4) a party seeking a last-minute continuance where good cause is not shown, and (5) confirming special requests. The Order does not have to be a verbatim recitation of everything discussed in the pre-hearing conference; its chief purpose is to set forth the matters either stipulated to by the parties or ordered by the Hearing Officer.

Unless otherwise agreed to by the parties, the hearing officer should transmit the Order to the parties for receipt by each of them within 3 business days after the pre-hearing conference or at least seven business days prior to the hearing, whichever is earlier. The Order shall be sent by fax whenever possible and otherwise by mail to the parties. The Hearing Officer must also provide a copy to the Student Hearing Office.

2. Prior to a hearing, the hearing officer or a party may move for the setting of a pre-hearing conference. At the hearing officer's discretion, the parties shall be directed to appear, either in person or by telephone, at a specific time for a conference prior to a

hearing on the merits for the purposes of considering preliminary matters, including any of the following:

- a. Setting the date and amount of time for the hearing;
- b. The formulation or simplification of issues;
- c. Admission of certain assertions of fact or stipulations;
- d. The procedures at the hearing on the merits;
- e. To establish any limitation on the number of witnesses and the time to be allotted each party to present their case in chief;
- f. Consideration of any motions; and/or
- g. To discuss any other matter that may aid in simplifying the proceeding, disposing of any matter in controversy, up to and including settlement of the dispute.

3. Motions for pre-hearing conferences.

- a. Motions by parties for a pre-hearing conference, unless by consent, shall be filed with the SHO and served on opposing parties (by facsimile whenever possible) no more than ten (10) calendar days after the Notice of Hearing is issued by the SHO. All motions should include a proposed order. Consent motions for a pre-hearing conference shall be filed at least 20 days before the hearing date and include a proposed order.
- b. Any reply or opposition to a non-consent motion under 3.a shall be filed and served not later than 5 business days after receipt.
- c. Hearing officers shall rule on motions for a pre-hearing conference in sufficient time to allow the conference to be held and a pre-hearing Order issued within 3 business days after the pre-hearing conference or no later than 7 days before the hearing, whichever is earlier.

4. In exercising discretion under this provision, hearing officers shall not unreasonably deny a request for a pre-hearing conference.

The pre-hearing conference is not to be used in lieu of a resolution session.

5. To ensure implementation of this section, the SEA shall ensure that there are sufficient hearing officers to accommodate reasonable requests for pre-hearing conferences and that hearing officers are assigned to cases in a timely manner.
6. Action taken at the pre-hearing conference shall be on the record.
7. A written request to reschedule a pre-hearing conference must contain a statement that all parties have been consulted or the reason why all parties were not consulted and list any objection and shall set forth three alternate dates and times for rescheduling the conference. Unless consented to by the parties, continuances shall not be granted without a showing of good cause.

§ 400 DUE PROCESS HEARING

§ 400.1 Scheduling the Hearing

- A. If the LEA has not resolved the due process complaint to the satisfaction of the parents within thirty (30) days of the receipt of the due process complaint, the due process hearing must occur.
- B. The timeline for issuing a final hearing officer's determination begins at the expiration of this 30-day period. Pursuant to federal law, not later than 45 days after the expiration of the 30 day resolution period:
 1. A final hearing decision shall be issued by the hearing officer; and
 2. A copy of the decision shall be faxed when possible and otherwise is mailed to each of the parties.
- C. Exceptions:
 1. Waiver of the 30-day resolution period. The parties may jointly waive the resolution session. When the parties have jointly agreed to waive the Resolution Session, the due process hearing will be set for an expedited hearing, not later than 20 days following the date of the waiver.

2. OGC determination that settlement discussions not productive. If the resolution session was unsuccessful, as soon as the OGC determines that further settlement discussions would not be productive, the OGC is obligated to immediately notify the SHO to schedule the case for hearing.

D. General Procedures

1. The Student Hearing Office and the parties shall work reasonably in scheduling the case for a hearing. The date and time of the due process hearing may be set during a pre-hearing scheduling conference at the discretion of the Impartial Hearing Officer assigned to preside over the case. However, if the date of the hearing is not set during a pre-hearing scheduling conference, the following general guidelines shall apply:
 - a. Upon notification that the due process complaint has not been resolved, (SHO will receive a Due Process Complaint Disposition Form), upon request by mutual agreement of the parties, or upon the expiration of the 30 day resolution period, whichever occurs first, the SHO Hearing Coordinator will schedule the matter for a due process hearing.
 - b. The complaining party may indicate on the Due Process Complaint Form the estimated amount of time that will be needed for the hearing. All hearings will be scheduled for two hours unless a party requests otherwise. Unless the requesting party agrees to a modification of their request for a particular time allotment, only Hearing Officers may deny or modify a party's request to alter the time allotted for a hearing. If the Student Hearing Office has good cause to believe the time request is unreasonable, the matter shall immediately be referred to the Chief Hearing Officer who shall convene a pre-hearing conference call with the parties' counsel within 3 business days for the purpose of scheduling the hearing and establishing the time allotment. Hearing Officers may deny or modify a party's request to alter the time only after allowing the requesting party an opportunity to be heard about the reason for the request, and may grant such request only after allowing the opposing party an opportunity to be heard.

- c. The parent, or the parent's attorney if the parent is represented by legal counsel, will be contacted and requested to provide 3 available days for scheduling the hearing, and the amount of time needed for the hearing. At this time, the complaining party is required to notify the SHO if the case will require more than 2 hours for the hearing.
 - d. The SHO will make every effort to schedule the hearing on one of the requested dates if one of the dates is available. If one of the 3 (three) dates is available, a Notice of Hearing will be sent by fax to every party/counsel who has a fax and by mail to any party/counsel who does not have a fax.
 - e. If none of the 3 dates are available, and if a date and time has not otherwise been determined by a pre-hearing conference, SHO will propose the next available open hearing date and shall issue a Provisional Notice of Hearing to the parties.
 - f. If any party objects to the provisional hearing date selected by the Hearing Coordinator, and no other date is agreed to between the parties, the matter will be referred to an Impartial Hearing Officer for a telephone pre-hearing conference, and the hearing officer shall render a final decision on the date and time of the hearing. Oral requests for a continuance will be ruled upon during the teleconference.
- 2. When the parties have jointly agreed to waive the Resolution Session, the due process hearing will be set for an expedited hearing, not later than 20 calendar days following the date of waiver. See § 1007 for the procedures that govern expedited hearings.
 - 3. Not less than 10 business days before the hearing, the SHO will notify the parties of the hearing officer assigned to the case. This does not preclude the substitution of another hearing officer after the notice of the assignment as a result of unexpected emergencies or other exceptional circumstances.

§ 401 MOTIONS

- A. A motion is a request that a Hearing Officer rule or make a decision on a particular issue prior to or during a hearing. Pre-hearing motions are normally heard by the presiding Hearing Officer, but may be heard by another Hearing Officer for expediency.
- B. The following are examples of issues that are appropriate for resolution through a pre-hearing motion:
 - 1. Whether good cause exists for continuance;
 - 2. The child's stay-put placement pending resolution of the dispute;
 - 3. Dismissal of a party or parties to the hearing;
 - 4. Recusal of the Hearing Officer;
 - 5. Clarification of the issues in dispute;
 - 6. Consolidation of multiple cases into one hearing.
- C. Procedures for Filing Motions:
 - 1. A party may obtain a ruling on a pre-hearing issue by submitting a motion in writing to the presiding Hearing Officer (with a copy to the Student Hearing Office).
 - 2. A copy of the motion must be simultaneously faxed when the party or counsel has a fax machine and otherwise mailed to all other parties. A certificate of service must be attached to the motion verifying that all other parties, or, if represented, their attorney of record, have been served with a copy of the motion. Failure to timely serve the motion to all other parties may result in denial of the motion or scheduling of a contested hearing on the motion at the discretion of the Hearing Officer.
 - 3. The party making the motion must set forth the specific facts supporting the motion and attach supporting affidavits, declarations or documents when appropriate.
 - 4. All motions must be filed no later than the 5-day deadline for disclosing evidence and witnesses. Any motion filed after that date shall be considered untimely, and may be denied at the discretion of the Hearing Officer without further consideration. This rule does not limit the Hearing Officer's discretion to grant a motion filed after the 5-day disclosure deadline upon a showing of good cause by the party for the late filing.

5. Any party wishing to respond to or oppose the motion shall file and serve by fax or mail as specified in 2 above a written response no later than 3 business days from the date the motion is filed with the Student Hearing Office or with the Hearing Officer if one has been assigned. Responses contesting facts shall so state and supply supporting affidavits, declarations or documents as appropriate. Failure to timely respond may be taken as concession of the motion. Failure to timely serve the response motion to all other parties may result in granting of the motion or scheduling of a contested hearing on the motion at the discretion of the Hearing Officer.
6. Requests that require an immediate ruling may be directed to the Chief Hearing Officer at any time prior to the appointment of the hearing officer who will be assigned to preside over the case, or at the pre-hearing conference. No motion shall be decided before the time periods specified above have passed. Hearing officers shall be cognizant of timelines when considering motions and shall decide motions so as not to delay hearings or necessitate requests for continuances.
7. If the parties disagree as to the facts relating to the motion, and both parties have supported their positions with appropriate affidavits, declarations, or documents, if necessary, the Hearing Officer may convene a pre-hearing conference to receive sworn testimony related to the disputed facts, or delay ruling on the motion until the hearing convenes to allow the parties to provide evidence relating to the disputed facts. In ruling on disputed facts, the Hearing Officer will not rely solely on statements made by an attorney or advocate representing a party.

§ 402 CONTINUANCES

It is the policy of the Student Hearing Office to render final hearing decisions within all stated federal and local rules. Continuances often cause unreasonable delays in the resolution or development of an appropriate educational plan for the student. The SHO discourages the use of continuances; the granting of an extension of time to render the final hearing decision is prohibited in the absence of good cause.

- A. Continuance defined

1. A continuance is a request by one or more of the parties that a scheduled hearing, pre-hearing conference, or other event be rescheduled to a later date, and may request an extension of time for issuance of the final hearing officer's determination be granted. A party may only request a continuance for "good cause." In determining whether good cause exists for a continuance, the Hearing Officer will consider the facts supporting the request for the continuance, prior rulings, and the legal mandate for prompt resolution of special education disputes. The Hearing Officer may require documentation prior to granting a continuance request and an extension of time to issue a final determination.
2. Pursuant to the *Blackman/Jones* Consent Decree, there is a rebuttable presumption that good cause does not exist for a continuance sought by DCPS for any of the following reasons:
 - a. Unavailability of DCPS witnesses or counsel, unless DCPS has made a diligent effort to have such persons appear;
 - b. Hearing officer unavailability, unless SHO has made a diligent effort to have such persons appear;
 - c. The SHO's or Hearing Officer's decision to allot a different amount of time from that requested by the parent;
 - d. The SHO's failure to secure adequate physical space for the hearing, unless SHO made a diligent effort to schedule reasonable space under the circumstances known to them at the time of the hearing;
 - e. SHO failure to transmit in a timely manner those notices and documents which it is responsible for distributing;
 - f. Late arrival of the Hearing Officer or DCPS attorney to the scheduled hearing; or
 - g. SHO failure to provide the necessary recording equipment to adequately capture the entire proceeding.

B. Procedures for Requesting a Continuance:

1. A request or motion for a continuance shall be submitted to the Student Hearing Office in writing. Only hearing officers can grant a continuance of hearings that have already been set on the hearing docket.
2. A copy of the request shall be provided simultaneously to all other parties by facsimile if the party or counsel has a facsimile. If the other party does not have a facsimile the requesting party shall call

the other party or counsel and leave a voice mail message or leave a message with a responsible adult over the age of 18 and also mail a copy of the request. The requesting party shall make diligent efforts to confer with all other parties or counsel to seek agreement with the continuance. If the parties agree to a continuance, the agreed motion or request should be filed with the Student Hearing Office. In general, the parties' agreement to a continuance constitutes "good cause" to reschedule the hearing to another date and to extend the deadline for issuance of a final determination.

3. A certificate of service must be attached to the request or motion verifying that all other parties have been served and/or notified as provided above. Unless good cause is shown, failure to provide timely notice of the motion to all other parties shall result in denial of the motion or scheduling of a hearing on the motion at the discretion of the hearing officer.
4. Parties opposed to a continuance must submit a written objection to the continuance within 3 business days of the date the motion is filed with the Student Hearing Office and serve same or provide notice as provided for in 2 above.
5. All requests or motions for a continuance shall be submitted and filed no later than the 5-day deadline set for disclosing witnesses and evidence. Any request or motion for a continuance made or filed after that date shall be considered untimely, and may be denied at the discretion of the Hearing Officer without further consideration. This does not prohibit the Hearing Officer from granting a continuance submitted or requested after the 5-day disclosure deadline upon a showing of good cause by the party for the late request.
 - a. **Exception.** This rule imposing a deadline for filing a request or motion for a continuance does not apply to a request or motion that is based upon the unavailability of the student, the student's parent or guardian. Such requests or motions shall be considered timely filed even if filed after the disclosure deadline.
6. The Chief Hearing Officer shall rule on all requests or motions for a continuance unless the case has already been assigned to another Hearing Officer.

7. Until a ruling has been made on the continuance request, the parties should be prepared to proceed on the date and time for hearing indicated on the Notice of Hearing.
8. A Hearing Officer must rule upon all continuance requests within 5 business days of the request or sooner, if practicable. To comply with this provision, the Hearing Officer must issue a written determination whether to grant or deny the continuance stating the basis for the decision, including whether good cause was found. If the factual circumstances relating to the continuance are in dispute, the Hearing Officer may ask the parties to submit declarations, affidavits or other evidence, including witness testimony, which may be taken by telephone.
9. When the Hearing Officer grants the request, the hearing shall be rescheduled and the 45-day time limit will be extended for the duration of the continuance. The case must be reset to a date certain, with notice to all counsel and unrepresented parties, and the final hearing decision must be issued within the extended timelines.
10. No more than one (1) continuance per side shall be granted in any case unless the Chief Hearing Officer grants another continuance based on exceptional circumstances. All continuances shall be limited to ten (10) days, except by the agreement of the parties, or if the applicable Hearing Officer orders otherwise after review.
 - a. **Continuance granted.** The Hearing Officer shall issue an Order confirming that the continuance was granted and provide the parties with notice of the new hearing date. The order shall identify (1) the good cause grounds for granting the extension of time, and (2) the new date for the hearing. The extension of time for issuance of the final hearing determination will only be for the number of days covered by the extension. No open-ended continuance requests will be granted or allowed unless good cause is shown or the parties agree.
 - b. **Continuance denied.** If the continuance request is denied, the hearing will proceed as scheduled and the original deadline for issuance of a final determination will apply.
11. **Recessing a Hearing From Day to Day.** If a hearing cannot be concluded within the time allotted for the hearing, and the case

needs to be recessed from day to day, the hearing will be reconvened as soon as reasonably possible, but in no event shall the case be recessed for more than ten (10) business days, except upon the mutual agreement of the parties, or upon the finding of good cause for a longer delay. The deadline for the issuance of the final hearing decision will be extended only for the duration of the recess period.

12. **No continuance for DCPS failure to attempt Resolution Session**, In the absence of agreement of the parties, if DCPS fails to make any attempt to schedule a Resolution Session within the statutory fifteen (15) days, DCPS shall not be granted a continuance of the due process hearing, except under exceptional circumstances. The failure to notice and conduct a Resolution Session shall not constitute an exceptional circumstance.
13. **Expedited Hearings**. No continuance shall be granted on any case set for an expedited hearing unless the party was not consulted regarding the date or the parties agree. Where parties have no counsel a hearing officer must determine if the pro se parent's assent is knowing and willing.

§ 500 PREPARING FOR THE HEARING

In preparing for a hearing, a party must not only determine what issues need to be addressed by the Hearing Officer but also arrange to provide evidence to support the party's position on those issues during the hearing.

- A. Five (5) Day Disclosure Rule.
 1. At least five business days prior to a scheduled due process hearing, each party must disclose and provide to all other parties and the Student Hearing Office copies of all evidence which the party intends to use at the hearing. This rule requires specific disclosure of:
 - a. All documents and tangible things the party wants admitted into evidence for the Hearing Officer to consider;
 - b. The names, addresses, and telephone numbers of all witnesses the party intends to call to testify during the hearing; and

- c. All evaluations completed by that date and recommendations based upon the offering party's evaluations that the party intends to use at the hearing.
2. A party who does not receive adequate prior disclosure of evidence may ask the Hearing Officer to exclude the evidence from the hearing. It is within the discretion of the Hearing Officer to determine whether the evidence will be excluded.

§ 600 THE HEARING OFFICER

§ 600.1 Authority and Responsibilities

The Hearing Officer has the authority and responsibility to conduct the hearing with integrity and dignity; ensure the rights of all parties are protected; rule on procedural matters; take actions necessary to complete the hearing in an efficient and expeditious manner; to be fair and impartial, and to render a final independent administrative decision. The Hearing Officer has additional specific authority to:

1. Administer oaths or affirmations and question a witness on the record.
2. With the consent of all parties to the hearing, request that conflicting experts discuss an issue with each other while on the record.
3. Visit the proposed placement site when the physical attributes of the site are at issue.
4. Call a witness to testify at the hearing if all parties to the hearing consent to the witness giving testimony, or if the hearing is continued for at least five days prior to the witness testifying.
5. Order that an impartial assessment of the child be conducted (the cost of which will be paid by the school system).
6. Restrict the number of witnesses and limit the length of their testimony, provided such limitations do not prohibit a party from introducing relevant material and competent evidence.
7. Ask questions of counsel and parties in order to fully develop an appropriate record.

Hearing Officers have discretion in managing a due process hearing. Hearing Officers may have individualized procedures or rules concerning the handling of documents, exhibits, witnesses and the like. Such preferences shall be expressed in writing and made available upon request by the Student Hearing Office, and posted with timely updates on the DCPS website.

§ 600.2 Qualifications of Hearing Officers

Impartial special education hearing officers are not employees of the DC Public Schools. They are private attorneys who have qualified to serve as hearing officers and who have executed a contract with the DC Public Schools for that purpose. The Student Hearing Office will assign impartial Hearing Officers to cases on a rotating basis. Hearing Officers are selected based on their academic achievement, background in special education and special education law, professional experience, writing ability, and personal qualities. All Hearing Officers are members in good standing of the District of Columbia Bar, have at least five years of active legal experience as an attorney, and have received special training in conducting administrative hearings. Hearing Officers also receive training in special education laws, regulations, procedures, and programs.

The Student Hearing Office shall also maintain a statement of the qualifications of each person who serves as a Hearing Officer and make it available to the public without charge or undue delay upon request.

To ensure impartiality, every Hearing Officer is held to the American Bar Association's Code of Judicial Conduct. Additionally, no Hearing Officer may be employed by DCPS or any agency or organization involved with the care or education of the child in the case, have any other professional or personal interest that would conflict with his or her objectivity in the hearing, or have a prior involvement with the child. A person who otherwise qualifies to conduct a hearing is not an employee of DCPS solely because he or she is paid by DCPS to serve as a Hearing Officer. Additionally, a Hearing Officer may not be employed by or represent schools or parents in any manner in any jurisdiction, nor be an employee of any parent rights or disability rights agency or organization. A Hearing Officer must decline an assignment or ask to be recused as soon as a conflict is known .

§ 600.3 Ex Parte Communications Prohibited

A Hearing Officer may not communicate with either party or counsel about substantive matters in the case without the knowledge and/or participation of the other party(ies) or counsel when the party is represented. This prohibition does not include communication regarding scheduling. If an unrepresented parent is uncertain about what matters may or may not be discussed, they may ask the Hearing Officer what is appropriate. Especially when a parent or student is not represented, a Hearing Officer shall, to the extent possible, without becoming an advocate, assist the unrepresented party in developing the record. Counsel seeking clarification from a Hearing Officer shall always involve the other party's/parties' counsel.

§ 600.4 Disqualification of Hearing Officer

The Student Hearing Office shall ensure that the Hearing Officer assigned to a particular hearing is fair and impartial. The Hearing Officer shall disqualify him/herself from presiding over any case in which the Hearing Officer has a personal or professional interest which might conflict with the Hearing Officer's objectivity in the hearing. If a Hearing Officer is recused, the Student Hearing Office shall appoint another Hearing Officer as a replacement.

A. PROCEDURES FOR DISQUALIFYING A HEARING OFFICER

1. Any party to a hearing may challenge the assignment of a particular Hearing Officer. If any party to the hearing objects to the assigned Hearing Officer based on conflict of interest, bias or other reason, the objection shall be presented to the Hearing Officer in writing not less than five (5) business days prior to the date of the hearing.
2. If any party to the hearing objects to the participation of the assigned Hearing Officer for any reason except bias after the five-day disclosure, the Hearing Officer shall use discretion in determining whether to disqualify him/herself from the proceedings. The Hearing Officer assignment will be changed if the Hearing Officer agrees.
3. The Hearing Officer shall issue a written ruling on any objection to their participation. The written objection of any party to the participation of the Hearing Officer and the subsequent written ruling by the Hearing Officer shall preserve the issue for appellate review.
4. No objection to the participation of a Hearing Officer shall be raised for the first time at the hearing itself, unless the grounds for such objection first became known after the deadline for filing the request for recusal or at the time of the hearing.
5. All requests for recusal based on allegations of bias shall be reviewed by the Director of the SHO or an impartial and independent person, designated by the Director of the SHO, who meets the qualifications required for a hearing officer outlined above. In the event that the allegation of bias is substantiated, or upon a determination that it is in the best interests of the student and the parties, the Student Hearing Office shall assign a different Hearing Officer to the case within 2 business days.

§ 700 HELPFUL INFORMATION ABOUT ADMINISTRATIVE HEARINGS

§ 700.1 General Information

Hearings will normally be held during regular business hours. Hearings may be scheduled outside regular business hours upon request. Hearings will not be scheduled on weekends or holidays without the consent of all parties. An impartial Hearing Officer assigned by the Student Hearing Office on a rotating basis will conduct the hearing.

§ 700.2 Purpose

The purpose of the hearing is to allow all parties to present evidence supporting their positions and to explain to the Hearing Officer why they believe they should prevail on the issues in the hearing.

§ 700.3 Failure to Appear

If the party who requested the hearing (complainant) does not appear at the hearing, the hearing may be dismissed by the Hearing Officer. If the party who did not request the hearing (respondent) does not attend the hearing, the hearing may proceed without that party and a decision will be rendered based upon the evidence presented during the hearing. If for some unexpected reason, a Hearing Officer is absent from a scheduled hearing, the Student Hearing Office will expedite a rescheduling by either rescheduling the hearing for the next available date or assigning another Hearing Officer who can hear the case sooner than the next available date.

§ 700.4 Conducting the Hearing

The hearing is not governed by formal rules of procedure or evidence. The Hearing Officer will attempt to ensure that all parties have an adequate opportunity to present their cases. Although less formal than a court trial, the hearing will proceed in an orderly fashion. Timeliness is important. Unjustified delays that prevent hearings from starting on time should be avoided. Hearing Officers may take such delays into consideration in determining how to proceed on a case by case basis, considering the equities of the circumstances.

At the beginning of the hearing, the Hearing Officer turns on a recorder to make a record of the hearing and, after identifying the case and the parties for the record, briefly explains how the hearing will proceed. The Hearing Officer then usually clarifies the issues to be decided by discussing the case with the parties (and reviews the pre-hearing conference stipulations). If the recorder malfunctions during the hearing, the proceedings must be stopped and an attempt made to remedy the situation. If the problem cannot be solved, the hearing must be continued until such time when proper recording equipment is available. The Student Hearing Office shall ensure that all equipment is in good working order.

The Hearing Officer will ask the parties whether they have discussed settlement of the case. At the parties' request, the Hearing Officer will provide the parties an opportunity to discuss settlement off the record or to request a mediator, if desired. The Hearing Officer will ask whether there are preliminary issues, then will rule on accepting into evidence the documents that the parties have presented. The Hearing officer will determine the order in which the witnesses will be presented.

Once preliminary matters are completed, the parties are generally given an opportunity to make opening statements. Opening statements should provide the Hearing Officer with a brief summary of the parties' positions on the issues for hearing. Following opening statements, the party presenting first will call its witnesses. Oral evidence may be taken only after oath or affirmation and may be provided via telephone. In cases where oral evidence is provided via telephone, the hearing officer shall use appropriate measures to ensure that the circumstance for the taking of that testimony are fair, appropriate, and designed to ensure accuracy and credibility. For example, a hearing officer may ask a witness testifying by telephone to state on the record, under oath, whether anyone else is present in the room from which he or she is giving testimony by telephone and if so, allow the other party to object.

After one party has presented its witnesses and other evidence, the other party(ies) will call its (their) witnesses. Each party will be given an opportunity to ask questions of the other parties' witnesses, and the Hearing Officer may also ask questions of the witnesses. The length of the due process hearing can vary, but the hearing officer shall run the hearing efficiently.

At the end of the hearing, each party is allowed to make a closing statement. The Hearing Officer may ask the parties to make oral closing statements, or if necessary because of the complexity of the issues, submit them in writing after the hearing. The Hearing Officer may also continue the hearing to request written briefs on particular legal issues and schedule additional oral argument, if necessary. No request for written closing statements or briefs shall be grounds for extending the timeline for issuing a hearing decision without the express consent of the parties/counsel. After closing statements are presented, the hearing record is closed. The Hearing Officer then has up

to 10 days to prepare a written decision, unless a decision is due sooner, which will be provided to the Student Hearing Office for distribution to all parties.

§ 700.5 Burden of Proof

As of June 30, 2006, DCPS Board of Education policy regarding the burden of proof was amended (53 DCR 5249 (June 30, 2006)). The revised rule shall apply to all hearing requests filed on or after Monday July 3, 2006.

§ 800 RIGHTS

§ 800.1 Rights of All Parties

All parties have the following rights:

1. Right to representation. All parties have the right to be represented by legal counsel, and to be accompanied and assisted by persons with special knowledge or training related to the problems of disabled children.
2. Right to present evidence and argument. All parties have the right to call witnesses and present written and other evidence that will help them prove their cases. They will also be given the opportunity to argue the merits of their cases.
3. Right to confront and cross-examine adverse witnesses. All parties have the right to be present when witnesses testify against their positions and to ask them questions concerning their views.
4. Right to compel the presence of witnesses. It is the responsibility of the party seeking relief to secure the presence of their witnesses for due process hearings by serving the witness with a Notice to Appear or other form of notification. Only if a relevant witness refuses to appear at the hearing voluntarily, the party requesting the witness has the right to request the hearing officer to issue a "Notice to Appear" to the requested party. Any Notice to Appear shall be issued by the Chief Hearing Officer and shall be served by the party requesting the Notice.

Procedures:

- a. The party should complete and file a Notice to Appear no later than fourteen (14) calendar days prior to the date of the scheduled

- hearing. A copy of the Notice must be served on all counsel of record.
- b. The Notice to Appear must specifically identify the witness or witnesses who are the subjects of the Notice, and must state the relevance of the requested testimony to the pending case.
 - c. The Notice to Appear shall be signed and issued by the Chief Hearing Officer within two (2) business days. [A]ny opposing party has a right to request that the hearing officer withdraw or quash the Notice to Appear.
 - d. Service. It is the responsibility of the requesting party to serve the Notice to Appear. The Notice to Appear must be served by delivering a copy to the witness by certified mail, fax transmission, or hand delivery. If the witness is a party, or an employee of a party, the Notice to Appear shall be served on the witness' attorney of record.
 - e. Proof of Service. Proof of service must be made by filing a statement by the person who made the service stating the date, time, and manner of service, and the name of the person served.
5. Right to a record of the hearing. The Hearing Officer shall make an electronic record of the hearing. The Student Hearing Office shall maintain the electronic record at all times, including during recesses to new dates, and make it available for review by any party upon request. The parties have a right to a written or electronic copy of the electronic recording at no cost. A copy of the electronic recording will be provided within 5 (five) business days of the request. A transcript will be provided within 30 (thirty) calendar days of the request.
 6. Right to written finding of fact and decision. The Hearing Officer must prepare a written decision setting forth his or her findings of fact, analysis of the law, and final order. Copies of the decision will be provided to the parties by the Student Hearing Office.
 7. Right to prohibit the introduction of surprise evidence. The Hearing Officer may prohibit the introduction of any evidence at the hearing that has not been disclosed to all parties at least five (5) business days before the hearing. This includes all evaluations and recommendations based upon those evaluations that the party intends to use at the hearing

8. Right to request the exclusion of witnesses. A party may ask the Hearing Officer to order the prospective witnesses to remain outside the hearing room while other witnesses are testifying. The hearing officer shall have the discretion to rule on a motion by either party to allow expert witnesses, who offer opinion testimony (based on their understanding of the facts) to remain in the hearing room while other witnesses are testifying. A party making such a motion shall support it with reference to legal authority and the facts of the particular case.
9. Right to an interpreter. If the primary language of a party is other than English, an interpreter will be provided by the Student Hearing Office without charge. It is important that the parties notify the Student Hearing Office at least 10 days before the hearing when an interpreter is needed. In such circumstances, the party whose primary language is other than English shall also have a right to have their own interpreter present for confidential communications with their counsel. Neither DCPS nor the Student Hearing Office shall be required to pay for this interpreter. When an interpreter is present, the hearing officer will allow time for a verbatim oral interpretation of all statements and all testimony at the hearing, stopping every two to three sentences to allow for such interpretation. The Student Hearing Office, all parties and the Hearing Officer shall plan for the hearing with the recognition that this process requires approximately twice the amount of time that would otherwise be needed for the hearing

§ 800.2 Special Rights of Parents

The law also provides the following special rights of parents in addition to the rights set out above:

1. Right to examine pupil records. Parents have the right to examine all records maintained by the school that are related to their child. Parents should call or write their individual LEA or school(s) to request access to pupil records. Parents may authorize counsel, advocates, investigators or other individuals to review and obtain copies of their children's records.
2. Right to a public hearing. Parents have the right to elect to have a hearing closed to the public or to allow members of the public to attend the hearing.
3. Right to have the child present at the hearing. Parents have the right to have the child involved in the dispute present at the hearing.

4. Right to a written verbatim transcript of the hearing. If a parent wishes to have an electronic copy or written verbatim transcript of the hearing, the parent or parent's counsel should submit a request in writing to the Student Hearing Office. There is no cost to the parent(s) or their counsel.

§ 900 PRACTICE OF LAW

All attorneys and other persons who appear for the purpose of providing legal representation on behalf of a party must be licensed and in good standing to practice law in the District of Columbia. This provision is not intended to exclude law students who are working under the appropriate supervision of a licensed attorney.

§ 1000 ATTORNEYS AND ATTORNEYS FEES

All parties have the right to be represented at all stages of the hearing process by an attorney of their choosing. This does not mean that DCPS must pay for the parent's attorney. Parents may be entitled to have costs of attorney's fees reimbursed if they prevail as a consequence of initiating a due process hearing. A court of competent jurisdiction, in its discretion, may award reasonable attorney's fees to the parent(s) of a child who is the prevailing party. The Student Hearing Office will provide all parties, if requested, with a list of local persons and organizations that can provide free or low cost representation, and this list shall be posted on the DCPS website and updated regularly. No referral to any public or private attorney, law firm, or legal service provider shall constitute an endorsement, representation, warranty, or guarantee by DCPS, the government of the District of Columbia, or the Student Hearing Office about the quality of the legal work or services provided by the attorney, law firm, or legal service provider.

§ 1001 EVIDENCE

Evidence is anything that helps a party prove a fact that is necessary for that party to prevail in the hearing. Common forms of evidence include testimony of witnesses, including the parent's own testimony, and documents. Often, many documents in the child's educational record are put into evidence.

All witnesses must give testimony under oath if their testimony is to be used as evidence in the hearing. The Hearing Officer will give the affirmation or oath whether the matter is being heard by telephone or in person during a hearing. When there is a dispute as to what the facts are, the parties will need to present evidence or witnesses who have direct knowledge of the facts.

To enter documents into evidence, the party must present documents to the Hearing Officer and ask that they be put into evidence. Normally this is done at the beginning of the hearing. As indicated above, all parties must provide copies of the documents they wish to offer as evidence to the other party(ies) at least five business days prior to the hearing.

Documentary evidence is often cumbersome, and dealing with it in the hearing can be confusing and time-consuming. To avoid this problem, each party should logically organize its own documents. All parties should also bring an extra copy of their evidence in a folder for use by witnesses.

Parties wishing to call witnesses should request their presence by contacting him or her to come to the hearing voluntarily. Parents wishing to call a witness who is an employee of the LEA should follow the procedures in § 800.1.4.

§ 1002 OUTCOMES

§ 1002.1 Settlement

It is the policy of the DC Public Schools to encourage resolution of disputes in special education through negotiation and other alternative dispute devices. The resolution process and mediation may prevent future costs to all participants by establishing a partnership between parents and educators, thereby protecting the cooperative relationship between them. Together, the parent(s) and the school system may reach an agreement, thus eliminating the need for a due process hearing or any other resolution action. The Hearing Officer has authority to dismiss a hearing when informed by the parties that the case has been settled (other than those that have been formally mediated), and may, if requested, incorporate the terms of an agreement into an Order with consent of both parties. Settlement negotiations are confidential and details of such shall not be brought to the attention of the Hearing Officer if the hearing goes forward.

§ 1002.2 Dismissal

The Hearing Officer shall dismiss the case if he/she determines that a hearing has been initiated for reasons other than those under the Hearing Officer's jurisdiction

or authority to resolve under IDEA. The Hearing Officer will have a maximum of 10 days from the date of the hearing to issue an Order of Dismissal, noting the reason for dismissal of the hearing.

§ 1002.3 Withdrawal

If the party requesting the hearing decides it does not want to proceed to hearing, that party shall inform the Student Hearing Office and the other party(ies) in writing of the decision to withdraw at the earliest opportunity. If the party requesting the hearing wishes to withdraw the case after the hearing has begun and testimony has been heard, the party shall make a motion to the presiding Hearing Officer. It is within the discretion of the Hearing Officer whether to grant the withdrawal with or without prejudice.

§ 1003 THE HEARING OFFICER'S DETERMINATION

The final decision of the Hearing Officer in the case is formalized in a document referred to as the Hearing Officer's Determination (HOD). The decision must include the identity of the parties, the final determination, and appeal rights. The Hearing Officer's Determination must also include findings of fact and conclusions of law; identify who prevailed on what issue; and specify what the school system, the parent(s), and the child are expected to do to carry out the decision.

The decision of the Hearing Officer shall be based solely upon the oral and written evidence presented at the hearing and any other additional written documents requested by the Hearing Officer prior to closing arguments.

Except as provided in this Standard Operating Procedures Manual or in the *Blackman/Jones* Consent Decree, the final decision must be signed, dated, and issued within 10 days following the hearing and no more than seventy-five (75) days following the request for hearing (subject to any extensions requested by a party and granted by the Hearing Officer). A final decision must be in writing and must include findings of fact and conclusions of law separately stated. Findings of fact must be based solely on the evidence presented at the hearing. The Hearing Officer may at his or her discretion render his or her decision orally at the conclusion of the hearing, to be followed by the written final decision. The Hearing Officer's final decision is considered "issued" on the date that the Student Hearing Office transmits the decision of the Hearing Officer to the parties by Certified Mail/Return Receipt Requested, in person, or by facsimile. All final decisions received from the Hearing Officer and arriving in the Student Hearing Office prior to 3:00 p.m. on a regular business day will be transmitted to the parties that day; all final decisions received after 3:00 p.m. on a regular business day will be transmitted the next business day.

The Student Hearing Office will transmit the Hearing Officer's Determination to all parties as near-simultaneously as possible and will not disclose the content of any Hearing Officer's Determination to any party prior to the dissemination of the decision to all parties. Specifically, the Student Hearing Office will distribute a copy of the Hearing Officer's Determination to: (1) the Superintendent or Director of the LEA or their representative, (2) the child's parent or representative, and (3) the student (if greater than 18 years of age). The Student Hearing Office and the Hearing Officer will retain a copy of the final decision and maintain a record of the transmittal (fax confirmation, signature of personal delivery, and/or certified mail receipt). After deleting personally identifiable information from the Hearing Officer's Determination, the Student Hearing Office shall make the findings and decisions available to the public by publication or at a reasonable cost and within 30 days of issuance.

§ 1004 FINAL DECISION AND RIGHT OF APPEAL

The decision issued by the Hearing Officer is final, except that any party aggrieved by the findings and decision of the Hearing Officer shall have 90 days from the date of the decision of the hearing officer to file a civil action with respect to the issues presented at the due process hearing in a district court of the United States or a District of Columbia court of competent jurisdiction, as provided in 20 U.S.C. § 1415(i)(2).

§ 1005 RECONSIDERATION OF HEARING DECISION

Reconsideration of a hearing decision may be granted on the timely filing of a motion for reconsideration.

Any motion for reconsideration must be filed within ten (10) days of the date of the Order is issued. The hearing officer shall afford the opposing party or parties an opportunity to respond prior to granting the motion. No response to a motion for reconsideration is required unless ordered by the Hearing Officer, which order shall specify the deadline for filing of a response.

Unless otherwise ordered by the hearing officer, the filing of a motion for reconsideration shall not stay the effectiveness of the order. The filing of a motion for reconsideration on a final order, if such motion is timely filed, the order shall not be deemed final for purposes of judicial review until the motion is ruled upon by the Hearing Officer or is denied by operation of law.

A motion for reconsideration shall be deemed denied by operation of law if the Hearing Officer has not ruled upon the motion within thirty (30) days of the date that the motion is filed with the Student Hearing Office.

If a motion for reconsideration is granted, the Hearing Officer may reopen the record in the matter, amend the findings of fact and conclusions of law, correct errors or mistakes, or make new findings of fact, conclusions of law, and issue a new order.

§ 1006 HEARING RECORD AND TRANSCRIPTS

After the hearing and all other legal proceedings have been completed, the Hearing Officer shall deliver all documents (which constitute the complete record of the due process hearing) to the Student Hearing Office. The following items shall constitute the hearing record:

- a. All documents and tangible things submitted to the Hearing Officer during the hearing, whether or not formally admitted into evidence, along with an index of exhibits admitted;
- b. All correspondence and pleadings filed with the Student Hearing Office (exhibits, letters, pleadings, files or orders); and
- c. All Interim Orders and the Hearing Officer's Determinations.

In addition, the Student Hearing Office and/or the Hearing Officer shall complete a "Certification of Record" to certify that the above listed documents itemize the entire record. The original Certification of Record will be provided to and retained by the Student Hearing Office along with the record.

§ 1007 REQUESTING A TRANSCRIPT

Unless a court reporter is used, the Hearing Officer will make an electronic record of the hearing which will be maintained by the Student Hearing Office. Any party to the hearing may request a copy of the hearing audio tape or a verbatim written transcript of the hearing by submitting a request in writing to the Student Hearing Office. The parent has a right to a written or electronic copy of the record at no cost to the parent. A copy of the audio tape of the hearing will be provided within 5 business days of the request.

§ 1008 EXPEDITED DUE PROCESS HEARING

(A.) Special Rule for Expedited Due Process Hearings

A due process complaint involving a request for an expedited hearing shall be governed by the same rules as are applicable to due process hearings generally. Special education law authorizes certain issues be heard in an expedited time frame. Expedited hearings generally are required when the dispute is related to discipline, including a proposal to expel a student.

- (1.) An expedited hearing must occur within twenty (20) days after the hearing is requested, and will result in a determination within ten (10) days after the hearing.
- (2.) Resolution Meeting. When an expedited hearing is requested, a resolution meeting must occur within ten (10) days of the date the hearing is requested, and the hearing must proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) days of the receipt of the request for an expedited hearing.
- (3.) Each party must disclose its list of prospective witnesses and documents as specifically described in Rule 305 described in Rule 305 no later than three (3) business days before the date of the hearing.
- (4.) No continuances will be granted for expedited hearings unless the party was not consulted regarding the date or the parties agree. Where parties have no counsel a hearing officer must determine if the pro se parent's assent to the continuance is knowing and willing.

Section IV CONCLUSION

It is the intent of the District of Columbia Public Schools, State Enforcement & Investigation Division for Special Education Programs representing the State Education Agency (SEA) in the execution of IDEA, to resolve all disputes related to special education in as efficient and cooperative a manner as possible. DCPS also encourages the use of mediation processes and other less formal dispute resolution options to the maximum extent possible when a parent is dissatisfied with a decision, or lack thereof, regarding identification, evaluation, the educational placement of a child, or the

provisions of free appropriate public education. Any suggestions for improving this handbook should be forwarded to the Student Hearing Office.

APPENDIX

*State Educational Agency for the District of Columbia
State Enforcement and Investigation Division (SEID)
Special Education Programs*



Due Process Complaint Notice

- The form is used to give notice of a due process complaint to the **District of Columbia Public Schools, District of Columbia Public Charter Schools (DCPS or LEA) and/or parents** with respect to any matter relating to the identification, evaluation, or educational placement of a child with a disability, or the provision of a free appropriate public education to that child. **A party may not have a due process hearing until the party, or the attorney representing the party, files a due process complaint notice that meets the requirements of the Individuals with Disabilities Education Improvement Act (IDEIA).**
- Parents initiating a complaint must provide a completed due process complaint form to the Local Education Agency (“LEA”). For students in traditional public schools, non-public day school, or residential treatment facility, notice to the LEA shall be provided to the Office of the General Counsel, 825 N. Capitol St. NE, Washington, D.C. 20002, with a copy to the Student Hearing Office. If a charter school is a named party, the due process complaint must be provided to the principal or director of the charter school, with a copy to the Student Hearing Office.
- Unless the other party agrees, the party requesting the due process hearing shall not be allowed to raise issues at the due process hearing that are not raised in this Due Process Complaint Notice. Therefore, please be thorough in providing the information requested.
- Prior to the opportunity for an impartial due process hearing, the Local Educational Agency (LEA) shall convene a meeting (called a “**Resolution Session**”) with the parent(s) unless the parent(s) and the Local Educational Agency agree in writing to waive this meeting. You will be contacted by a representative of the Local Educational Agency to schedule the meeting. **The Student Hearing Office does NOT schedule resolution sessions.**
- Mediation is also available to all parties as an alternative to a resolution meeting or a Due Process Hearing.
- Policies and Procedures governing due process hearings are contained in federal and local law and the SHO SOP. You may obtain a copy of the SOP from the Student Hearing Office or any D.C. Public or Charter School without cost. The SOP is also at the DCPS website.

A. INFORMATION ABOUT THE STUDENT:

Student Name: _____ Birth Date: _____

Address: _____

Home School: _____

Present School of Attendance: _____

Is this a charter school? _____ (If yes, you must also provide a copy of this notice to the charter school principal or director)

Parent/Guardian of the Student: _____

Address (if different from the student's above): _____

Phone/Contact Number: _____ Fax Number (if applicable): _____

B. Individual Making the Complaint/Request for Due Process Hearing:

Name: _____

Complete Address: _____

Phone: (h) _____ (w) _____ (Fax) _____ (e-mail) _____

Relationship to the Student:

- | | | |
|---------------------------------------|---|---|
| <input type="checkbox"/> Parent | <input type="checkbox"/> Legal Guardian | <input type="checkbox"/> Parent Surrogate |
| <input type="checkbox"/> Self/Student | <input type="checkbox"/> Local Education Agency (LEA) | <input type="checkbox"/> Parent Advocate |

C. Legal Representative/Attorney (if applicable):

Name: _____

Address: _____

Phone: (w) _____ (Fax) _____ (e-mail) _____

Will attorney / legal representative attend the resolution session? Yes No

D. Complaint Made Against (check all that apply):

- DCPS school (name of the school if different from page one) _____
- Charter school (name of the charter school if different from page one) _____
- Non-public school or residential treatment facility (name) _____
- Parent

E. Resolution Session Between Parent and LEA:

I understand that it is my right to have a resolution session to resolve this complaint. I also understand that I may voluntarily waive this right if I choose. (Note: All parties must agree to waive the resolution session to avoid having this meeting.)

I wish to waive the Resolution Session.

F. Mediation Process:

IDEA requires that any time a party requests a due process hearing, mediation should be offered at no cost to the parent. Both parties can request mediation as an alternative to the Resolution Session. Mediation is also available prior to a due process hearing, but mediation may not be used to deny or delay a parent's right to a hearing on the parent's due process complaint. Please check all that apply:

- I am requesting mediation as an alternative to the resolution session meeting.
- I am requesting mediation services **only**.
- I do not wish to use a mediator at this time.

G. Facts and Reasons for the Complaint:

In accordance with the Individuals with Disabilities Education Improvement Act (IDEIA), please complete the following questions. Provide complete details about all the facts supporting your claims. (You may attach additional pages if needed):

1. What is the nature of the problem, including the facts relating to the problem, that will need to be addressed at a Resolution Session meeting, a Mediation Conference, and/or a Due Process Hearing?

2. To the extent known to you at this time, how can this problem be resolved?

3. Issues presented:

H. Estimated amount of time needed for the hearing: _____

Note: In the absence of a specified amount of time, the SHO schedules hearings in two hour blocks of time and will allocate two hours to conduct the hearing. Please indicate if you believe more than two hours will be needed.

I. Accommodations and Assistance Needed:

Please list any special accommodations you may require for a Resolution Session Meeting/Mediation Conference/Due Process Hearing.

- Interpreter (please specify the type)_____
- Special Communication (please describe the type)_____
- Special Accommodations for Disability (please be specific)_____
- Other_____

J. Waiver of Procedural Safeguards (Optional):

I (parent/guardian) waive receiving a copy of the procedural safeguards at this time. I understand that waiver of this right is optional and not a requirement for filing this Complaint.

K. Requirement to Consider Compensatory Education:

If a hearing is held on a date that is past the date on which the Hearing Officer’s Determination was required to be issued, there is a rebuttable presumption of harm and compensatory education must be an issue considered by the Hearing Officer during the hearing.

L. Parent or Local Educational Agency Signature and Affirmation:

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

Signature of Parent or Guardian Date

Signature of Representative of the Local Educational Agency Date
(if hearing requested by a LEA)

M. Signature of Attorney/ Legal Representative:

Legal Representative / Advocate Date

**Mail, fax or deliver this complaint notice to:
State Enforcement and Investigation Division
For Special Education Programs (SEID)
Student Hearing Office (SHO)
825 North Capitol Street, NE, 8th Floor
Washington, DC 20002**

STATE EDUCATION AGENCY
DISTRICT OF COLUMBIA PUBLIC SCHOOLS

In the matter of:	§	BEFORE A SPECIAL EDUCATION
	§	
_____	§	
<i>Petitioner</i>	§	
	§	HEARING OFFICER
vs.	§	
	§	
_____	§	
<i>Respondent</i>	§	DC PUBLIC SCHOOLS

NOTICE TO APPEAR

To: _____

This is to notify you that you are required to appear and under oath to give testimony as a witness at the Special Education Due Process Hearing in the above styled cause. The hearing is scheduled for:

Date: _____

Time: _____

Place: Special Education Student Hearing Office
825 North Capitol St., NE
8th Floor
Washington, DC 20002

This Notice to Appear is issued under the authority of the Individuals with Disabilities Education Act, 20 U.S.C. § 1415(h)(2), 5 D.C.M.R. § 3031.1(b), and § 800.1(4), Student Hearing Office Standard Operating Procedures. Any party to a special education administrative hearing has the right to present evidence and compel the attendance of witnesses who have knowledge of relevant facts or whose opinions are important for reaching an appropriate disposition on the merits of this case.

The exact time of your testimony cannot be determined prior to the date of the hearing. Under the hearing rules please be advised that you might be excluded from the hearing room prior to your testimony. You are welcome to bring reading material or such other activities as you may need to pass the time while waiting.

Your appearance has been requested by:

Name: _____

Address _____

Phone: _____

Signed this _____ day of _____, 2006.

ATTORNEY

SPECIAL EDUCATION HEARING OFFICER

PROOF OF SERVICE

This will certify that a true and correct copy of this Notice to Appear was served on:

Name of witness: _____

Date: _____

Time: _____

Manner of Service:

_____ Certified mail, return receipt requested

_____ Fax transmission

_____ Hand delivery

By: _____
(Person executing service)

Date: _____

GUIDELINES FOR THE FILING OF A GRIEVANCE AGAINST AN IMPARTIAL HEARING OFFICERS OR THE CHIEF HEARING OFFICER

The following guidelines shall be implemented when any representative of the Office of the State Superintendent of Education (OSSE) receives a grievance against a hearing officer or the Chief Hearing Officer under contract with the Student Hearing Office (SHO).

1. A “grievance” shall be defined as any written allegation that a hearing officer or the Chief Hearing Officer has engaged in inappropriate conduct of such significance that if found to be valid it would warrant consideration of discipline or sanction. Any person making such an allegation verbally will be requested to reduce it to writing. Such inappropriate conduct shall not be deemed to include a ruling, decision or other action taken by the hearing officer during the course of the hearing process which a party could challenge on appeal, and if the party did so, could provide all the relief appropriate to address the alleged improper conduct.
2. Any grievance shall be promptly referred to the Chief Hearing Officer (CHO), unless the grievance is against the CHO, in which case the grievance shall be referred to the independent evaluator of the CHO (who shall thereafter handle the matter as if the CHO under these guidelines utilizing the Evaluation Work Plan for the CHO).
3. The CHO shall review the situation underlying the grievance by initially interviewing the complainant, then the hearing officer and thereafter taking such other steps as the CHO deems necessary, if any, to determine whether the hearing officer engaged in the alleged inappropriate conduct. If the CHO finds the hearing officer did engage in inappropriate conduct, the conduct shall be addressed in accordance with the provisions of the Evaluation Work plan for Hearing Officers, which includes various possible sanctions.
4. The CHO shall advise the grievant in writing when the review of the grievance has been completed and that any conduct found inappropriate is being addressed with the hearing officer in accordance with the Evaluation Work Plan.

7/2009



Office of the



State Superintendent of Education

DUE PROCESS COMPLAINT

PURPOSE: This model form can be used to request a due process hearing under the Individuals with Disabilities Education Act (IDEA). The party, or the attorney representing a party, must file a Due Process Complaint with the other party and forward a copy of the Complaint to the OSSE, c/o the Student Hearing Office: 810 First St., NE, 2nd Floor Washington, DC 20002 or email a copy to Hearing.Office@dc.gov or fax at (202) 478-2956. You are not required to use this form; however, you may not have a hearing on a Due Process Complaint until a Complaint is filed that meets the requirements of the IDEA (34 C.F.R. §300.508(b)). Filling out this form will meet those requirements and provide additional important information to the Hearing Officer.

A. INFORMATION ABOUT THE STUDENT

Name of the student:¹ _____ Date of Birth: _____

Address of the residence of the student:² _____

Present School of Attendance: _____

Uniform Student Identification Number: _____

B. INFORMATION REGARDING THE PARENT OF THE STUDENT (IF THE STUDENT IS A MINOR OR DETERMINED LEGALLY INCOMPETENT)

Name of the Parent(s): _____

Address of the Parent(s), (if different from the student's above):

Home Phone Number(s): _____

Mobile Phone Number(s): _____

Fax Number: _____

Email Address(es): _____

¹ In the case of a child who is a ward of the District of Columbia, the request must so state, provided, that a child who is a ward of the District shall be listed "c/o Child and Family Services". (DCMR, Chapter 5-E30-§3029.3(b))

² In the case of a homeless child or youth, provide the available contact information for the child for residence.



Office of the



State Superintendent of Education

C. ATTORNEY, (IF APPLICABLE)*

Name: _____

Address: _____

Office Phone Number(s): _____

Mobile Phone Number(s): _____

Fax Number(s): _____

Email Address (es): _____

**If this section is completed all further communication from the Student Hearing Office and the Hearing Officer will be with the attorney.*

D. COMPLAINT MADE AGAINST

Public Educational Agency:

Name(s) of the agency(s) and known contact information: _____

Or

Parent or Eligible Student:

Name(s) and contact information, if not provided above: _____

E. AVAILABILITY OF MEDIATION

Notice: The Individuals with Disabilities Education Act (IDEA) requires that any time a party requests a due process hearing; mediation must be available at no cost to allow the parties to resolve the dispute. In addition the parties may agree to use mediation instead of the Resolution Session Meeting.

H. ACCOMMODATIONS AND ASSISTANCE NEEDED:

Please note any accommodations you may require.

- Interpreter (please specify the type): _____
- Special Communication (please describe the type): _____
- Special Accommodations for Disability (please describe the type): _____
- Other: _____



Office of the



State Superintendent of Education

F. DESCRIPTION OF THE PROBLEM

Provide a description of the nature of the problem of the student relating to the proposed or refused initiation or change of the identification, evaluation, or educational placement of the student or the provision of Free Appropriate Public Education to the student, **including** facts relating to the problem

G. DESCRIPTION OF THE PROPOSED RESOLUTION OF THE PROBLEM

To the extent known and available at this time

G. NAME AND SIGNATURE OF REQUESTING PARTY

Name

Signature

Date: _____

Mail, fax or hands deliver this Complaint Notice to:
Student Hearing Office
810 First Street, N.E., 2nd Floor, Suite 2001
Washington, DC 20002
Fax: (202) 478-2956
Email Address: Hearing.Office@dc.gov

**DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION**

Student Hearing Office
1150 Fifth Street, S.E.
Washington, DC 20003

PARENT NAME, on behalf of
STUDENT,*

Petitioner,

Hearing Officer:

v

Case No:

LEA,

Respondent.

NOTICE TO APPEAR

To: _____

This is to notify you that you are required to appear and under oath to give testimony as a witness at the Special Education Due Process Hearing in the above cause. The relevance of the requested testimony to this cause is: _____

_____.

Date: _____

Time: _____

Place: Special Education Student Hearing Office
1150 Fifth Street, S.E.
First Floor
Washington, DC 20003

This Notice to Appear is issued under the authority of the Individuals with Disabilities Education Act, 20 U.S.C. §1415(h)(2), 5 D.C.M.R. §3031.1(b), and §800.1(4), Student Hearing Office Standard Operating Procedures. Any party to a special education administrative hearing has the right to present evidence and compel the attendance of witnesses who have knowledge of relevant facts or whose opinions are important for reaching an appropriate disposition on the

*If Student is a minor.

merits of this case. If you refuse to appear, the party who requested this subpoena may seek the Order of an appropriate court with jurisdiction, pursuant to statute, to force your attendance and compliance. If you have any questions or objections to appearing, please call the person who requested this subpoena noted below.

The exact time of your testimony cannot be determined prior to the date of the hearing. Under the hearing rules please be advised that you might be excluded from the hearing room prior to your testimony. You are welcome to bring reading material or such other activities as you may need to pass the time while waiting.

Your appearance has been requested by:

Name: _____

Address: _____

Phone: _____

Date: _____

Hearing Officer

PROOF OF SERVICE

This will certify that a true and correct copy of this Notice to Appear was served on:

Name of Witness: _____

Date: _____

Time: _____

Manner of Service:

_____ Certified mail, return receipt requested

_____ Fax transmission

_____ Hand delivery

By: _____
(Person executing service)

Date: _____

**DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION**

Student Hearing Office
1150 5th Street, S.E.
Washington, DC 20003

PARENT NAME, on behalf of
STUDENT,*

Petitioner,

Hearing Officer:

v

Case No:

LEA,

Respondent.

MOTION FOR CONTINUANCE

This Motion by the Petitioner/Respondent [strike one] is to request a continuance of the due process hearing currently scheduled to take place on _____ for _____ days.

The reason for the continuance is:

The Parent/Parent representative [strike one] is not prepared to proceed with the properly scheduled hearing because:

_____.

The Parent/Student/Parent representative/Parent witness [strike those not applicable] is unavailable because:

_____.

The LEA representative/LEA witness/LEA counsel is unavailable because:

_____.

*If the Student is a minor.

Further, the timely efforts made by the LEA to have such person(s) appear were:

Other reason for request of Parent/LEA [strike one]:

Second Or Greater Continuance. This is the second or more continuance for the party requesting it in this matter. Within the meaning of the Blackman/Jones Consent Decree, the following “exceptional circumstance” warrants it being granted:

I have contacted opposing counsel who [does] [does not] object to the continuance requested.

By my signature below I certify that I have provided the opposing party with a copy of this Motion.

Date: _____

Petitioner/Respondent [strike one] Counsel

[Mailing Address]

[Phone Number and Email Address]



Office of the



State Superintendent of Education

RESOLUTION PERIOD DISPOSITION FORM

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

Student and Case Information

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

Parent Information

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

LEA Information

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

Resolution Meeting Information

Date Due Process Complaint Filed: _____
Date of Resolution Meeting(s): _____

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

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



Resolution Outcome

I. Resolution Agreement

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

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

II. Partial Resolution Agreement

_____Resolution Agreement reached that satisfies one or more of the issues in the complaint, but does not satisfy all issues in the complaint. (The issues in the complaint have been partially resolved and an agreement has been reached on these issues to the satisfaction of the parties.) The parties agree that the resolved issues should be dismissed and all outstanding issues should proceed to a due process hearing.²

III. No Resolution Agreement

- A. _____No agreement was reached by the end of the 30 day resolution period and the case should proceed to a due process hearing.
- B. _____Although an agreement was not reached at the resolution meeting, the LEA and parent agree to continue to attempt to resolve the complaint prior to the end of the 30 day resolution period. The 45 day timeline will not begin until the 30 day resolution period has expired.
- C. _____Although the 30 day resolution period has not yet expired, the LEA has not resolved the issues in the complaint to the satisfaction of the parent and the LEA and parent agree no agreement is possible prior to hearing. The LEA and parent agree that the case should proceed to due process hearing.

¹ If all issues in the due process complaint were resolved to the satisfaction of the parties, provide a copy of the Resolution Agreement to the Hearing Officer, the SHO, and the Blackman/Jones Database email address below.

² If some, but not all, issues in the due process complaint were resolved to the satisfaction of the parties, provide a copy of the Resolution Agreement to the Hearing Officer, the SHO, and the Blackman/Jones Database email address below.



Office of the



State Superintendent of Education

Signatures and Affirmation

I affirm that if an offer of substantive relief was made, and one or more issues in the complaint are resolved at the resolution meeting, a legally binding agreement was executed on or before the date of this form. I further affirm that the information provided in this form is true and correct.

Signature of Parent/guardian

Date

Signature of LEA Representative

Date

Mail, fax, e-mail, or deliver this form to:
Office of the State Superintendent of Education
Student Hearing Office
810 First Street, NE 2nd floor
Washington, DC 20002
(202) 478-2956
hearing.office@dc.gov

In addition, please email this form to the Blackman Jones Database:
dueprocess@dc.gov



-----Mandatory Notice Regarding Mediation-----

You Have a Right to Resolve Your Dispute through Mediation

If, after attempting to resolve your dispute through Resolution, you are still not satisfied with the results, the Office of the State Superintendent of Education provides a mediation process which is voluntary on the part of all participants and is in compliance with the INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA). Participating in a Due Process Hearing can be stressful, and in the end, a Hearing Officer determines the results. With Mediation, both sides have the opportunity to frame what the results will ultimately be.

Under IDEA, the Office of the State Superintendent of Education must ensure that procedures are established and implemented to allow parties to disputes involving any matter under 34 CFR Part 300, including matters arising prior to the filing of a due process complaint, to resolve disputes through a mediation process. [34 CFR 300.506(a)] [20 U.S.C. 1415(e)(1)]

By law, Mediation cannot be used to deny or delay any participant's right to a due process hearing, or to deny any other rights afforded under IDEA. Mediations are conducted by qualified and impartial mediators who are trained in effective mediation techniques. At the agreement of both parties to participate in mediation, the Office of the State Superintendent of Education will assign a mediator. The purpose of mediation is to provide a way for people who are parties to a dispute to discuss and resolve their concerns openly, without fear that what they say will be used against them.

If you are interested in mediating your dispute, OSSE will provide a fair, impartial mediator who is both qualified and knowledgeable in the laws and regulations of IDEA to mediate your concerns. This service is absolutely FREE to parents, and will be scheduled in a location and at a time that is convenient to the parties to the dispute. [34 CFR 300.506(b)(5)] [20 U.S.C. 1415(e)(2)(E)]

Your Mediation Agreement is Enforceable by Law: A written, signed mediation agreement under 34 CFR 300.506(b) is enforceable in any State court of competent jurisdiction or in a district court of the United States. [34 CFR 300.506(b)(7)] [20 U.S.C. 1415(e)(2)(F)]

Why Choose Mediation?

SPEED: In resolving or narrowing disputes through mediation, parties avoid the delay of a third party or judicially decided outcome.

ECONOMY: In resolving or narrowing areas of disputes through mediation, parties save an enormous amount of time, energy, and expense associated with hearings, protracted conflict and litigation.



Office of the



State Superintendent of Education

QUALITY OF SETTLEMENT: Studies indicate parties entering into voluntary agreements through mediation are far more likely to adhere to and fulfill commitments made in such agreements than they are with judicially imposed resolutions.

PROMOTE COOPERATIVE OUTCOMES: Through mediation, parties avoid the "win-lose" outcome that may result from a hearing because the parties work together to create a "win-win" for everyone.

YES:

Parent: I, _____, **am interested** in resolving this complaint through Mediation.

LEA Representative: I, _____, on behalf of _____ **am interested** in resolving this complaint through Mediation.

If you checked "yes", you will be contacted by a representative from the OSSE Student Hearing Office's Mediation Team.

NO:

Parent: I, _____, **am not interested** in resolving this complaint through Mediation.

LEA Representative: I, _____, on behalf of _____ **am not interested** in resolving this complaint through Mediation.

Signature of Parent/Guardian _____ Date _____

Signature of LEA Representative _____ Date _____

For more information about Mediating a Dispute, contact the OSSE Student Hearing Office at (202) 698-3819.

COMPENSATORY EDUCATION
HEARING OFFICER TRAINING – D.C.
Wednesday, February 9, 2011

Deusdedi Merced
Deusdedi Merced, P.C.
923 Saw Mill River Road, #277
Ardsley, New York 10502
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I. INTRODUCTION

A. This outline provides a concise summary of the case law concerning compensatory education services under the Individual with Disabilities Education Act¹ (“IDEA”).

B. Recent decisions handed down by district courts in the District of Columbia can be read to suggest that compensatory education is a matter of absolute right once a denial of a free and appropriate public education (“FAPE”) has been established. These decisions also raise a question on who bears the burden of producing evidence and ultimately fashioning a fact-specific award of compensatory education.²

C. It is this writer’s opinion that there is not an absolute right to compensatory education and that an award of compensatory education continues to be discretionary with the hearing officer and/or court. It is also the writer’s opinion that the parent bears responsibility to present sufficient evidence to justify a specific award of compensatory education but that the hearing officer ultimately should fashion an award of

¹ In 2004, Congress reauthorized the Individuals with Disabilities Education Act as the Individuals with Disabilities Education Improvement Act. *See* Pub. L. No. 108-446, 118 Stat. 2647 (Dec. 3, 2004), effective July 1, 2005. The amendments provide that the short title of the reauthorized and amended provisions remains the Individuals with Disabilities Education Act. *See* Pub. L. 108-446, § 101, 118 Stat. at 2647; 20 U.S.C. § 1400 (2006) (“This chapter may be cited as the ‘Individuals with Disabilities Education Act.’”).

² *See, e.g., Gill v. District of Columbia*, 55 IDELR 191, n.2 (D.D.C. 2010) (“A remaining question is who bore the burden of producing evidence and ultimately fashioning a fact-specific award of compensatory education.”); *Cf. Henry v. District of Columbia*, 55 IDELR 187 (D.D.C. 2010) (“The task of ‘designing [the student’s] remedy will require a fact-specific exercise of discretion by either the district court or a hearing officer’ ... not by the parties themselves.”) (*citing Reid v. District of Columbia*, 401 F.3d 516, 524 (D.C. Cir. 2005)).

compensatory education when s/he determines that there has been a denial of a FAPE and compensatory education is due.

II. OVERVIEW

A. Remedies Under IDEA and/or Caselaw. The IDEA empowers a hearing officer and/or court to grant the relief that s/he / it determines to be appropriate.³ Some of the commonly requested and awarded remedies are as follows:

1. Appropriate education to meet the unique needs of a child with a disability, such as:
 - a. A particular educational placement⁴
 - b. Specially designed instruction
 - c. Related services
 - d. Test accommodations
 - e. Qualified personnel that can implement the child's Individualized Education Program ("IEP")⁵
2. Tuition reimbursement
 - a. A local educational agency ("LEA") may be required to reimburse parents for their tuition payment to a private school for the services obtained for the student by his or her parents if the services offered by the LEA were inadequate or inappropriate, the services selected by the parents were appropriate under the Act, and equitable considerations support the parents' claim.⁶
 - b. In *Burlington*, the Court found that Congress intended retroactive reimbursement to parents by an LEA as an available remedy in a proper case.⁷

³ 34 C.F.R. § 300.516(c)(3).

⁴ See *Educational Placements: Decoded* outline dated Wednesday, January 12, 2011 for a full discussion of the term "educational placement."

⁵ This is other than a "highly qualified special education teacher," as the term is defined by IDEA. See 20 U.S.C. § 1401(10)(F); 34 C.F.R. § 300.18.

⁶ *Florence County Sch. Dist. Four v. Carter*, 510 U.S. 7, 20 IDELR 532 (1993); *Sch. Comm. of Burlington v. Dep't of Educ.*, 471 U.S. 359, 103 LRP 37667 (1985).

⁷ *Burlington*, 471 U.S. at 370-71.

- c. “Reimbursement merely requires [an LEA] to belatedly pay expenses that it should have paid all along and would have borne in the first instance had it developed a proper IEP.”⁸
 - d. The mere fact that the state educational agency and/or the LEA has not approved the private school placement does not bar the parents from reimbursement.⁹
3. Order related to evaluations, IEPs or placements
- a. An order requiring one of the parties to take a specific action (e.g., development/implementation/revision of IEP¹⁰; allow the observation of a student by an independent evaluator¹¹)
 - b. Independent educational evaluation (“IEE”)¹²
4. Preliminary injunctive relief
- a. When seeking an order preventing an LEA from taking certain action, the parents must demonstrate
 - i. irreparable harm; and
 - ii. either a likelihood of success on the merits, or sufficiently serious questions going to the merits of the case, and a balance of hardships tipping decidedly in the parents’ favor.¹³

⁸ *Id.*

⁹ *Florence County Sch. Dist. Four v. Carter*, 510 U.S. 7 (1993).

¹⁰ *See, e.g., Williamson County Bd. of Educ. v. C.K.*, 52 IDELR 40 (M.D. Tenn. 2009) (upholding the ALJ’s administrative order requiring the LEA to develop an IEP for a gifted student with AD/HD).

¹¹ *See, e.g., School Bd. of Manatee County, Fla. v. L.H.*, 666 F. Supp. 2d 1285, 53 IDELR 149 (M.D. Fla. 2009) (upholding the ALJ’s due process decision ordering the LEA to allow an in-school observation of a child with Asperger Syndrome by an independent evaluator).

¹² 20 U.S.C. § 1415(d)(2)(A); 34 C.F.R. § 300.502. Also note that the hearing officer can request an IEE as part of a hearing on a due process complaint to, for example, enable him/her to craft a remedy. *See* 34 C.F.R. § 300.502(d).

¹³ *D.D. v. New York City Dep’t of Educ.*, 465 F.3d 503, 46 IDELR 181 (2d Cir. 2006); *see also B.T. v. Department of Educ., State of Hawaii*, 51 IDELR 12 (D. Hawaii 2008) (The court enjoined the Hawaii ED from terminating the special education services of a 20-year-old student with autism who had purportedly “aged-out” because the ED allowed non-disabled students to attend high school through age 21.)

- b. When seeking an order requiring an LEA to perform a certain action, the parents must demonstrate
 - i. irreparable harm; and
 - ii. make a clear or substantial showing that they are likely to succeed on the merits of their claim.¹⁴

5. Permanent injunctive relief

- a. A party seeking a permanent injunction must satisfy a four-factor test before a court may grant such relief. A party must demonstrate:
 - i. that it has suffered an irreparable injury;
 - ii. that remedies available at law, such as monetary damages, are inadequate to compensate for that injury;
 - iii. that, considering the balance of hardships between the parties, a remedy in equity is warranted; and
 - iv. that the public interest would not be disserved by a permanent injunction.¹⁵
- b. The decision to grant or deny permanent injunctive relief is an act of equitable discretion by the district court, reviewable on appeal for abuse of discretion.¹⁶

¹⁴ *D.D. v. New York City Dep't of Educ.*, 465 F.3d 503, 46 IDELR 181 (2d Cir. 2006); *see also Cave v. East Meadow Union Free Sch. Dist.*, 480 F. Supp. 2d 610, 47 IDELR 162 (E.D.N.Y. 2007) (The court denied a request for a mandatory injunction that would allow a student with a hearing impairment to bring his service dog to school.)

¹⁵ *See, e.g., Weinberger v. Romero-Barcelo*, 456 U.S. 305, 311-313 (1982); *Amoco Production Co. v. Gambell*, 480 U.S. 531, 542 (1987).

¹⁶ *See, e.g., Romero-Barcelo*, 456 U.S., at 320.

6. Monetary damages

a. The U.S. Supreme Court has not decided whether parents can seek monetary damage for a denial of a free appropriate public education (“FAPE”). In *Burlington*, however, the Court noted that tuition reimbursement is permissible because it does not qualify as monetary damages, suggesting that the Court does not see IDEA as permitting awards of compensatory or punitive damages.¹⁷

b. However, a majority of Circuit Courts have held that compensatory or punitive damages are not available under the IDEA.¹⁸

c. A number of Circuit Courts have held that monetary damages are available under Section 504¹⁹ and at least one Circuit decision suggests that it may be available under Section 1983²⁰.

7. Compensatory education

¹⁷ *Sch. Comm. of Burlington v. Dep’t of Educ.*, 471 U.S. 359, 103 LRP 37667 (1985) (“In this Court, the Town repeatedly characterizes reimbursement as “damages,” but that simply is not the case. Reimbursement merely requires the Town to belatedly pay expenses that it should have paid all along and would have borne in the first instance had it developed a proper IEP. Such a post hoc determination of financial responsibility was contemplated in the legislative history[.]”)

¹⁸ *See Nieves-Marquez v. Commonwealth of Puerto Rico*, 353 F.3d 108, 40 IDELR 90 (1st Cir. 2003); *Polera v. Board of Educ. of the Newburgh Enlarged City Sch. Dist.*, 288 F.3d 478, 36 IDELR 231 (2d Cir. 2002); *Sellers v. School Bd. of the City of Manassas*, 141 F.3d 524, 27 IDELR 1060 (4th Cir. 1998); *Gean v. Hattaway*, 330 F.3d 758, 39 IDELR 62 (6th Cir. 2003); *Charlie F. v. Board of Educ. of Skokie Sch. Dist.* 68, 98 F.3d 989, 24 IDELR 1039 (7th Cir. 1996); *Heidemann v. Rother*, 84 F.3d 1021, 24 IDELR 167 (8th Cir. 1996); *Robb v. Bethel Sch. Dist. #403*, 308 F.3d 1047, 37 IDELR 243 (9th Cir. 2002); *Ortega v. Bibb County Sch. Dist.*, 397 F.3d 1321, 42 IDELR 200 (11th Cir. 2005).

¹⁹ *See, e.g., Mark H. v. Lemahieu*, 513 F.3d 922, 49 IDELR 91 (9th Cir. 2008); *Sellers v. School Bd. of the City of Manassas*, 27 IDELR 1060 (4th Cir. 1998).

²⁰ *See N.B. v. Alachua County Sch. Bd.*, 84 F.3d 1376, 24 IDELR 270 (11th Cir. 1996). For a district court decision in the District of Columbia finding that monetary damages are available for IDEA violations under Section 1983 *see, e.g., Walker v. District of Columbia*, 969 F. Supp. 794, 26 IDELR 996 (D.D.C. 1997).

B. Definition. An award of compensatory education is an equitable remedy²¹ that “should aim to place disabled children in the same position they would have occupied but for the school district’s violation of the IDEA.”²² It is not a contractual remedy.²³ More specifically, “[c]ompensatory education involves discretionary, prospective, injunctive relief crafted by a court [and/or hearing officer] to remedy what might be termed an educational deficit created by an educational agency’s failure over a given period of time to provide a FAPE to a student.”²⁴

C. Authority of HO to Grant. Both the Office of Special Education Programs²⁵ (“OSEP”) and the courts²⁶ have established that hearing officers do have the authority to award compensatory education.

²¹ *Reid v. District of Columbia*, 401 F.3d 516, 523 – 524, 43 IDELR 32 (D.C. Cir. 2005) (finding that compensatory education is not a “form of damages” because the courts act in equity when remedying IDEA violations and must “do equity and ... mould each decree to the necessities of the particular case”) (quoting *Hecht Co. v. Bowles*, 321 U.S. 321, 329 (1944)); *Gill v. District of Columbia*, 55 IDELR 191 (D.D.C. 2010) (“[W]hether to award compensatory education is a question for the Court’s equity jurisdiction, and is not a matter of legal damages.”)

²² *Reid*, 401 F.3d at 518 (Compensatory education is “replacement of educational services the child should have received in the first place.”)

²³ *Reid*, 401 F.3d at 523 citing *Parents of Student W. v. Puyallup Sch. Dist., No. 3*, 31 F.3d 1489, 21 IDELR 723 (9th Cir. 1994).

²⁴ *Reid*, 401 F.3d at 523 citing *G. ex rel. RG v. Fort Bragg Dependent Schs.*, 343 F.3d 295, 309, 40 IDELR 4 (4th Cir. 2003).

²⁵ See, e.g., *Letter to Riffel*, 34 IDELR 292 (OSEP 2000) (discussing a hearing officer’s authority to grant compensatory education services); *Letter to Anonymous*, 21 IDELR 1061 (OSEP 1994) (advising that hearing officers have the authority to require compensatory education); *Letter to Kohn*, 17 IDELR 522 (OSEP 1991).

²⁶ See, e.g., *Reid v. District of Columbia*, 401 F.3d 516, 522, 43 IDELR 32 (D.C. Cir. 2005); *D.W. v. District of Columbia*, 561 F. Supp. 2d 56, 50 IDELR 193 (D.D.C. 2008); *Diatta v. District of Columbia*, 319 F. Supp. 2d 57, 41 IDELR 124 (D.D.C. 2004) (finding that the hearing officer erred in determining that he lacked authority to grant the requested compensatory education); *Harris v. District of Columbia*, 1992 WL 205103, 19 IDELR 105 (D.D.C. Aug. 6, 1992) (declaring that hearing officers possess the authority to award compensatory education, otherwise risk inefficiency in the hearing process by inviting appeals); *Cocores v. Portsmouth Sch. Dist.*, 779 F. Supp. 203, 18 IDELR 461 (D.N.H. 1991) (finding that a hearing officer’s ability to award relief must be coextensive with that of the court); cf. *Lester H. v. Gilhool*, 916 F.2d 865, 16 IDELR 1354 (3d Cir. 1990) (where the Third Circuit commented, in dicta, that the hearing officer “had no power to grant compensatory education.”)

D. Threshold Matters to Consider.

1. Available beyond age 21²⁷
2. Two year statute of limitations applies²⁸
3. Exhaustion doctrine applies²⁹
4. Mootness doctrine applies when the student is no longer eligible under IDEA.³⁰ It possibly applies when the student has graduated.³¹ It does not apply when the student moves from one LEA to another and the first LEA denied the student a FAPE³²; the student has dropped out of school and s/he is no longer required to attend school³³; or the parties reached an agreement but did not resolve the compensatory education issue.³⁴

²⁷ *Barnett v. Memphis City Schools*, 113 F. App'x 124, 42 IDELR 56 (6th Cir. 2004) (holding that the now 24-year-old student was entitled to compensatory education).

²⁸ 20 U.S.C. § 1415(f)(3)(C); *see also* 20 U.S.C. § 1415(b)(6)(B); *but see Draper v. Atlanta Indep. Sch. System*, 518 F.3d 1275, 49 IDELR 211 (11th Cir. 2008) (finding that because the family did not have enough information about the student's misdiagnosis and misplacement by the LEA until several years later, the family should not be blamed for not being experts about learning disabilities).

²⁹ *Honig v. Doe*, 484 U.S. 305 (1988) (failure to exhaust administrative remedies under the IDEA generally precludes judicial review).

³⁰ *M.L. v. El Paso Independent Sch. Dist.*, 610 F. Supp. 2d 582, 52 IDELR 159 (W.D. Tex. 2009).

³¹ *See, e.g., San Dieguito Union High Sch. Dist. v. Guray-Jacob*, 44 IDELR 189 (S.D. Cal. 2005) (“[G]raduation from high school is not a per se indication that a student has received a FAPE. [It] is certainly a factor in determining whether a student has received a FAPE”); *Jessie v. Bullitt County Bd. Of Educ.*, 43 IDELR 112 (W.D. Ky. 2005) (a factor to consider among others). *See also Barnett v. Memphis City Sch. Sys.*, 113 Fed. Appx. 124 (6th Cir. 2004) (“Compensatory education is a judicially-constructed form of relief designed to remedy past educational failings for students who are no longer enrolled in public school due to their age or graduation.”)

³² *Shank v. Howard Road Academy*, 562 F. Supp. 2d 126, 50 IDELR 191 (D.D.C. 2008); *Brown v. Bartholomew Consol. Sch. Corp.*, 442 F.3d 588 (7th Cir. 2006).

³³ *See Garcia v. Bd. of Educ.*, 520 F.3d 1116, 49 IDELR 241 (10th Cir. 2008).

³⁴ *See Lesesne v. Dist. of Columbia*, 447 F.3d 828, 45 IDELR 208 (D.C. Cir. 2006); *Flores v. District of Columbia*, 437 F. Supp. 2d 22, 46 IDELR 66 (D.D.C. 2006).

However, although the mootness doctrine may not apply in instances where the parties execute a settlement agreement, consideration should be given to whether the settlement agreement includes a broad form release and, if so, whether compensatory education is carved out in said release.

5. Whether it needs to be pled depends on whether it is perceived as an issue that warrants inclusion in the due process complaint³⁵ or simply a remedy available to the hearing officer should s/he find a denial of a FAPE for which compensatory education may be warranted.³⁶

³⁵ The IDEA requires the complaining party to provide sufficient notice to the other side. Failure to provide sufficient notice may result in the complaining party not having a hearing or in a reduction of attorneys' fees if the attorney representing the parent did not provide to the school district the appropriate information in the due process complaint. 34 C.F.R. § 300.507(c); 34 C.F.R. § 300.517(c)(4)(iv).

The complaining party, however, is not required to include in the due process complaint all the facts relating to the nature of the problem. *Escambia County Bd. of Educ. v. Benton*, 406 F. Supp. 2d 1248, 1259 – 1260, 44 IDELR 272 (S.D. Ala. 2005). Nor is the complaining party required to set forth in the due process complaint all applicable legal arguments in “painstaking detail.” *Id.* See also *Anello v. Indian River Sch. Dist.*, 47 IDELR 104 (Del. Fam. Ct. 2007) (finding that the alleged facts and requested relief contained in the parents' due process complaint were consistent with a child find claim and that the school district was not denied ample notice to prepare for a child find claim because of the parents' failure to explicitly cite the child find provisions of the IDEA). *But see Lago Vista Independent Sch. Dist. v. S.F.*, 50 IDELR 104, (W.D. Tex. 2007) (finding that the hearing officer acted outside the scope of his authority by deciding the appropriateness of the 2006 – 2007 IEP despite the issue not being properly raised in the due process complaint).

The IDEA's due process requirements imposes “minimal pleading standards.” *Schaffer v. West*, 546 U.S. 49, 54, 44 IDELR 150 (2005). *But see M.S.-G., et. al v. Lenape Regional High Sch. Dist. Bd. of Ed.*, 306 Fed. Appx. 772, 775, 51 IDELR 236 (3d Cir. 2009) (unpublished) (refusing to accept the suggestion that Schaffer's “minimal” pleading standard equates to a “bare notice pleading requirement”).

³⁶ The IDEA does not require that the complaining party specify a particular remedy when filing a due process complaint. Specifically, the IDEA simply requires that the complaining party proposes a solution to the problem, to the extent known and available to the complaining party at the time. See 34 C.F.R. § 300.508(b)(6). See also *Dep't of Educ., State of Hawaii v. E.B.*, 45 IDELR 249 (D. Hawaii 2007) (finding that where the Hearing Officer clearly articulated at a pre-hearing conference his understanding that the parent requested an award of compensatory education, and the Hearing Officer indicated at that conference (and in a subsequent letter and order) that he would consider making such an award, the Hearing Officer was not barred from making such an award simply because compensatory education was not explicitly requested in the DPC).

III. AVAILABILITY – THE WHEN

A. For Denials of FAPE. When an LEA deprives a child with a disability of a FAPE in violation of the IDEA, a court and/or hearing officer fashioning appropriate relief³⁷ may order compensatory education.³⁸ Said denial must be more than *de minimis*.³⁹ Only material failures are actionable under the IDEA.⁴⁰ Thus, under the IDEA for an award of compensatory education to be granted, a court and/or hearing officer must first ascertain whether the aspects of the IEP that were not followed were “substantial or significant,” or, in other words, whether the deviations from the IEP’s stated requirements were “material.”⁴¹

B. Presumption of Educational Deficit. If a parent presents evidence that her child has been denied a FAPE, she has met her burden of proving that the child may be entitled to compensatory education.⁴²

C. Limited for Procedural Violations. While substantive violations of the IDEA may give rise to a claim for compensatory relief, “compensatory education is not an appropriate remedy for a purely procedural violation of the IDEA.”⁴³

³⁷ See 20 U.S.C. 1415(i)(2)(C)(iii); 34 C.F.R. 300.516(c)(3); *Sch. Comm. of Burlington v. Dep’t of Educ.*, 471 U.S. 359, 103 LRP 37667 (1985).

³⁸ *Reid*, 401 F.3d at 522 – 523. The refusal of a parent to cooperate with an evaluation request or participate in an IEP Team meeting cannot serve as the basis for denying the parent’s claim for compensatory education for IDEA violations that preceded an evaluation or IEP Team meeting request. *Peak v. District of Columbia*, 526 F. Supp. 2d 32, 36, 49 IDELR 38 (D.D.C. 2007).

³⁹ *Catalan v. District of Columbia*, 478 F. Supp. 2d 73, 75, 47 IDELR 223 (D.D.C. 2007) (court found no evidence that the handful of missed speech therapy sessions added up to a denial of FAPE) quoting *Houston Indep. Sch. Dist. v. Bobby R.*, 200 F.3d 341, 348 – 349, 31 IDELR 185 (5th Cir. 2000).

⁴⁰ *Banks v. District of Columbia*, 720 F. Supp. 2d 83, 54 IDELR 282 (D.D.C. 2010); 583 F. Supp. 2d 169; *S.S. v. Howard Rd. Acad.*, 585 F. Supp. 2d 56, 51 IDELR 151 (D.D.C. 2008); *Catalan v. District of Columbia*, 478 F. Supp. 2d 73, 47 IDELR 223 (D.D.C. 2007).

⁴¹ *Catalan v. District of Columbia*, 478 F. Supp. 2d 73, 47 IDELR 223 (D.D.C. 2007).

⁴² *Mary McLeod Bethune Day Acad. Pub. Charter Sch. v. Bland*, 534 F. Supp. 2d 109, 49 IDELR 183 (D.D.C. 2008); *Henry v. District of Columbia*, 55 IDELR 187 (D.D.C. 2010).

⁴³ *Maine Sch. Admin. Dist. No. 35 v. Mr. R.*, 321 F.3d 9, 19 (1st Cir. 2003). See also 20 U.S.C. § 1415(f)(3)(E)(ii); 34 C.F.R. § 300.513(a)(2).

D. Sins of the Father Can Be Visited on the Child.⁴⁴ Courts have recognized that in setting an award of compensatory education, the conduct of the parties' may be considered.⁴⁵

IV. CALCULATING THE AWARD – THE HOW

A. Period. Generally, the starting point in calculating a compensatory education award is when the parent knew or should have known of the denial of a FAPE.⁴⁶ Its duration (i.e., the end point) is the period of denial.⁴⁷

B. Extent. An award of compensatory education “must be reasonably calculated to provide the educational benefits that likely would have accrued.”⁴⁸ “This standard ‘carries a qualitative rather than quantitative focus,’ and must be applied with ‘[f]lexibility rather than rigidity.’”⁴⁹ In crafting the remedy, the court or hearing officer is charged with the responsibility of engaging in “a fact-intensive analysis that includes

⁴⁴ See *Exodus* 20:5.

⁴⁵ *Parents of Student W.* 31 F.3d 1489, 1497, 21 IDELR 723 (9th Cir. 1994) (holding that the parent’s behavior is also relevant in fashioning equitable relief but cautioning that it may be in a rare case when compensatory education is not appropriate); *Reid v. District of Columbia*, 401 F.3d 516, 524, 43 IDELR 32 (D.C. Cir. 2005); *Hogan v. Fairfax Cty. Sch. Bd.*, 645 F. Supp. 2d 554, 572, 53 IDELR 14 (E.D. Va. 2009).

⁴⁶ 20 U.S.C. § 1415(f)(3)(C); 20 U.S.C. § 1415(b)(6)(B); See also *Reid*, 401 F.3d at 523 (“[C]ompensatory education involves discretionary, prospective, injunctive relief crafted by a court to remedy what might be termed an educational deficit created by an educational agency’s failure over a given period of time to provide a FAPE to a student.”) (quoting *G. ex rel. RG v. Fort Brag Dependent Schs.*, 343 F.3d 295, 343 F.3d 295, 309 (4th Cir. 2003)). *Brown v. District of Columbia*, 568 F. Supp. 2d 44, 50 IDELR 249 (D.D.C. 2008) citing *Peak v. District of Columbia*, 526 F. Supp. 2d 32, 49 IDELR 38 (D.D.C. 2007) (“Because compensatory education is a remedy for past deficiencies in a student’s educational program, however, [] a finding [of the relevant time period] is a necessary prerequisite to a compensatory education award.”) Note, however, that although the comments to the regulations suggest that the statute of limitations discuss in § 1415(f)(3)(C) is the same as § 1415(b)(6)(B), see *Analysis and Comments to the Regulations*, Federal Register, Vol. 71, No. 156, 46706 (August 14, 2006), this is open to interpretation. § 1415(f)(3)(C) requires a party to request an impartial due process hearing within 2 years of the date the parent or agency knew or should have known about the alleged action that forms the basis of the complaint. In contrast, § 1415(b)(6)(B) allows a party to present a complaint which sets forth an alleged violation that occurred not more than 2 years before the date the parent or public agency knew or should have known about the alleged action that forms the basis of the complaint. Arguably, read together, the claim may extend back as much as four years.

⁴⁷ See *id.*

⁴⁸ *Reid*, 401 F.3d at 524.

⁴⁹ *Mary McLeod Bethune Day Academy Pub. Charter Sch. v. Bland*, 555 F. Supp. 2d 130, 135, 50 IDELR 134 (D.D.C. 2008) (quoting *Reid*, 401 F.3d at 524).

individualized assessments of the student so that the ultimate award is tailored to the student's unique needs."⁵⁰ For some students, the compensatory education services can be short, and others may require extended programs, perhaps even exceeding hour-for-hour replacement of time spent without FAPE.⁵¹

Reid rejects an outright "cookie-cutter approach," i.e., an hour of compensatory instruction for each hour that a FAPE was denied.⁵² However, while there is no obligation, and it might not be appropriate to craft an hour for hour remedy, an "award constructed with the aid of a formula is not *per se* invalid."⁵³ Again, the inquiry is whether the "formula-based award ... represents an individually-tailored approach to meet the student's unique needs, as opposed to a backwards-looking calculation of educational units denied to a student."⁵⁴

An IEP must provide some educational benefit going forward.⁵⁵ Conversely, compensatory education must compensate for the prior FAPE denials⁵⁶ and must "yield tangible results."⁵⁷

⁵⁰ *Mary McLeod*, 555 F. Supp. 2d at 135 (citing *Reid*, 401 F.3d at 524).

⁵¹ *Id.*

⁵² *Reid*, 401 F.3d at 523.

⁵³ *Friendship Edison Pub. Charter Sch. Collegiate Campus v. Nesbitt ("Nesbitt I")*, 532 F. Supp. 2d 121, 124 (D.D.C. 2008).

⁵⁴ *Id.* See, e.g., *Mary McLeod Bethune Day Acad. Pub. Charter Sch.*, 555 F. Supp. 2d 130, 50 IDELR 134 (D.D.C. 2008) (finding that, although the hearing officer awarded the exact number of service hours that the LEA had denied, the hearing officer nonetheless conducted a fact-specific inquiry and tailored the award to the student's individual needs by taking into account the results of an assessment and the recommendations of a tutoring center). *But see Brown v. District of Columbia*, 568 F. Supp. 2d 44, 50 IDELR 249 (D.D.C. 2008) (though agreeing with the hearing officer that a "cookie-cutter" approach to compensatory education was inappropriate, remanded the matter to the hearing officer for further proceedings).

⁵⁵ *Bd. of Educ. v. Rowley*, 458 U.S. 176, 207, 553 IDELR 656 (1982).

⁵⁶ *Reid*, 401 F.3d at 525.

⁵⁷ *D.W. v. District of Columbia*, 561 F. Supp. 2d 56, 61, 50 IDELR 193 (D.D.C. 2008).

A presently appropriate educational program does not abate the need for compensatory education.⁵⁸ However, even if a denial of a FAPE is shown, “[i]t may be conceivable that no compensatory education is required for the denial of a [FAPE] ... either because it would not help or because [the student] has flourished in his current placement.”⁵⁹

C. Sufficient Record. The hearing officer cannot determine the amount of compensatory education that a student requires unless the record provides him with sufficient “insight about the precise types of education services [the student] needs to progress.”⁶⁰ Pertinent findings to enable the hearing officer to tailor the ultimate award to the student’s unique needs should include the nature and severity of the student’s disability, the student’s specialized educational needs, the link between those needs and the services requested, and the student’s current educational abilities.⁶¹

The parent has the burden of “propos[ing] a well-articulated plan that reflects [the student’s] current education abilities and needs and is supported by the record.”⁶² However, “*Reid* certainly does not require [a parent] to have a perfect case to be entitled to a compensatory education award....”⁶³ Once the parent has established that the student may be entitled to an award because the LEA denied the student a FAPE, simply refusing

⁵⁸ See, e.g., *D.W. v. District of Columbia*, 561 F. Supp. 2d 56, 61, 50 IDELR 193 (D.D.C. 2008) citing *Flores ex rel. J.F. v. District of Columbia*, 437 F. Supp. 2d 22, 46 IDELR 66 (D.D.C. 2006) (holding that even though the LEA had placed the student in an appropriate school and revised the IEP, the student may still be entitled to an award of compensatory education).

⁵⁹ *Phillips v. District of Columbia*, 55 IDELR 101 (D.D.C. 2010) citing *Thomas v. District of Columbia*, 407 F. Supp. 2d 102, 115, 44 IDELR 246 (D.D.C. 2005). See also *Gill v. District of Columbia*, 55 IDELR 191 (D.D.C. 2010) (“The Court agrees that there may be situations where a student who was denied a FAPE may not be entitled to an award of compensatory education, especially if the services requested, for whatever reason, would not compensate the student for the denial of a FAPE.”)

⁶⁰ *Mary McLeod Bethune Day Acad. Pub. Charter Sch.*, 555 F. Supp. 2d 130, 50 IDELR 134 (D.D.C. 2008) citing *Branham v. District of Columbia*, 427 F.3d 7, 44 IDELR 149 (D.C. Cir. 2005). See also *Stanton v. District of Columbia*, 680 F. Supp. 2d 201, 53 IDELR 314 (D.D.C. 2010) (“[T]he record in an IDEA case is supposed to be made not in the district court but primarily at the administrative level[.]”)

⁶¹ *Branham v. District of Columbia*, 427 F.3d 7, 44 IDELR 149 (D.C. Cir. 2005). See also *Mary McLeod Bethune Day Acad. Pub. Charter Sch.*, 555 F. Supp. 2d 130, 50 IDELR 134 (D.D.C. 2008).

⁶² *Phillips v. District of Columbia*, 2010 WL 3563068, at *6, 55 IDELR 101 (D.D.C. Sept. 13, 2010) quoting *Friendship Edison Pub. Charter Sch. Collegiate Campus v. Nesbitt* (“*Nesbitt II*”), 583 F. Supp. 2d 169, 172, 51 IDELR 125 (D.D.C. 2008). But see *Gill v. District of Columbia*, 55 IDELR 191 (D.D.C. 2010) (commenting that a remaining question is who bears the burden of producing evidence and ultimately fashioning a fact-specific award of compensatory education).

⁶³ *Phillips*, 2010 WL 3563068, at *6 quoting *Stanton v. District of Columbia*, 680 F. Supp. 2d 201, 53 IDELR 314 (D.D.C. 2010).

to grant one clashes with *Reid*.⁶⁴ The hearing officer may provide the parties additional time⁶⁵ to supplement the record if the record is incomplete to enable the hearing officer to craft an award.⁶⁶ Simply “[c]hoosing instead to award [the parent] nothing does not represent the ‘qualitative focus’ on [the child’s] ‘individual needs’ that *Reid* requires.”⁶⁷

V. SCOPE – THE WHAT

A. Form. Compensatory education can come in many forms and both hearing officers and courts have fashioned varying awards of services to compensate for denials of FAPE. Awards have included, but are not limited to, tutoring, summer school⁶⁸, teacher training⁶⁹, assignment of a consultant to the LEA⁷⁰, postsecondary education⁷¹, prospective tuition award⁷², full-time aides⁷³ and assistive technology^{74 75}.

B. Continued Eligibility. Courts have also awarded compensatory education beyond age 22.⁷⁶

⁶⁴ *Id.*

⁶⁵ Should said additional time go beyond the 45-day timeline, the hearing officer may grant an extension of time at the request of either party. 34 C.F.R. § 300.515(c). The hearing officer cannot unilaterally extend the 45-day timeline. *See id.*

⁶⁶ *Nesbitt I*, 532 F. Supp. 2d at 125. If the parent is unable to provide the hearing officer with additional evidence that demonstrates that additional educational services are necessary to compensate the student for the denial of a FAPE, then the hearing officer may conclude that no compensatory award should be granted. *Phillips*, 2010 WL 3563068, at *8 n.4.

⁶⁷ *Phillips*, 2010 WL 3563068, at *6 quoting *Nesbitt I*, 532 F. Supp. 2d at 125.

⁶⁸ *Jeremy H. v. Mount Lebanon Sch. Dist.*, 95 F.3d 272, 24 IDELR 831 (3d Cir. 1996).

⁶⁹ *See, e.g., Park v. Anaheim Union High Sch. Dist.*, 464 F.3d 1025, 46 IDELR 151 (9th Cir. 2006).

⁷⁰ *P. v. Newington Bd. Of Educ.*, 546 F.3d 111, 51 IDELR 2 (2d Cir. 2008).

⁷¹ *Streck v. Board of Educ. of the E. Greenbush Cent. Sch. Dist.*, 642 F. Supp. 2d 105, 52 IDELR 285 (N.D.N.Y. 2009) (ordering a New York district to pay \$7,140 for a graduate’s compensatory reading program at a college for students with learning disabilities) *aff’d Streck v. Bd. of Educ. of the E. Greenbush Cent. Sch. Dist.*, 55 IDELR 216 (2d Cir. 2010) (unpublished).

⁷² *Draper v. Atlanta Indep. Sch. System*, 518 F.3d 1275, 49 IDELR 211 (11th Cir. 2008).

⁷³ *See, e.g., Prince Georges Cty. Pub. Sch.*, 102 LRP 12432 (SEA Md. 2001).

⁷⁴ *See, e.g., Matanuska-Susitna Borough Sch. Dist. v. D.Y.*, 54 IDELR 52 (D. Ak. 2010).

⁷⁵ Thought should also be given to whether the child requires ancillary services to effectuate the compensatory education (e.g., transportation to the tutoring site when said services are being provided by an independent provider).

⁷⁶ *Ferren C. v. Sch. Dist. of Philadelphia*, 612 F.3d 712, 54 IDELR 274 (3d Cir. 2010); *Barnett v. Memphis City Schools*, 113 F. App’x 124, 42 IDELR 56 (6th Cir. 2004); *Manchester Sch. Dist. v. Christopher B.*, 807 F. Supp. 860, 19 IDELR 389 (D.N.H. 1992).

VI. IMPLEMENTATION

A. Who Decides. Compensatory education is to be determined by a hearing officer or a court.⁷⁷ The hearing officer “may not delegate his authority to a group that includes an individual specifically barred from performing the hearing officer’s functions.”⁷⁸

B. Who Provides. Both independent providers and/or school personnel can provide compensatory education. However, school personnel providing compensatory services should meet the same requirements that apply to personnel providing the same types of services as a part of a regular school program.⁷⁹

C. Failure to Provide. The failure to provide the student an award of compensatory education is not necessarily a harmless procedural violation.⁸⁰

VII. DEVELOPING / COMPLETING THE RECORD

A. Can It Be Done. IDEA mandates resort in the first instance to the administrative due process hearing so as to develop the factual record and resolve evidentiary disputes concerning the identification, evaluation or educational placement of a child with a disability, or the provision of a free and appropriate public education to the child.⁸¹ The

⁷⁷ *Reid v. District of Columbia*, 401 F.3d 516, 523 – 524, 43 IDELR 32 (D.C. Cir. 2005); see also *Bd. of Educ. of Fayette Cty, Ky. v. L.M.*, 478 F.3d 307, 47 IDELR 122 (6th Cir. 2007) (“We therefore hold that neither a hearing officer nor an Appeals Board may delegate to a child’s IEP team the power to reduce or terminate a compensatory-education award.”); *Cf. State of Hawaii, Dept. of Educ. v. Zachary B.*, 52 IDELR 213 (D. Haw. 2009) (where the court distinguished *Reid* and upheld a hearing officer’s decision to allow the private tutor and psychologist who were to provide the compensatory education the responsibility to determine the specific type of tutoring the child would receive provided that it did not exceed once weekly sessions for 15 months); *Mr. I. and Mrs. I. v. Maine Sch. Admin. Dist. No. 55*, 480 F.3d 1, 47 IDELR 121 (1st Cir. 2007) (where the First Circuit upheld the district court’s decision declining to award compensatory education on the grounds that the ordered “IEP will necessarily take into account” the effect of the denial of a FAPE).

⁷⁸ *Reid*, 401 F.3d at 526.

⁷⁹ *Letter to Anonymous*, 49 IDELR 44 (OSEP 2007).

⁸⁰ *D.W. v. District of Columbia*, 561 F. Supp. 2d 56, 50 IDELR 193 (D.D.C. 2008).

⁸¹ See, e.g., *W.B. v. Matula*, 67 F.3d 484, 23 IDELR 411 (3d Cir. 1995) (determining that the parents were not required to exhaust their administrative remedies prior to coming to the district court because, in part, the factual record had been developed, and the substantive issues were addressed, at the administrative due process hearing rendering the action ripe for judicial resolution); see also, *Hesling v. Avon Grove Sch. Dist.*, 428 F. Supp. 2d 262, 45 IDELR 190 (E.D. Pa. 2006) *aff’d sub nom. Hesling v. Seidenberger*, 286 F. App’x 773, 108 LRP 39506 (3d Cir. 2008) (unpublished) (explaining that allowing the parent not to exhaust her administrative remedies would promote judicial inefficiency).

hearing officer's primary role is to make findings of fact and ultimately decide the issues raised in the due process complaint.⁸²

When the record evidence is insufficient – whether because the parent appears pro se or counsel has done an inadequate job – and prior to the conclusion of the hearing, the hearing officer has the authority/discretion and, perhaps, the obligation or responsibility, to develop at least the minimal record necessary to determine the issue(s) presented and craft appropriate remedies for denials of FAPE.⁸³

B. When and How. Should the hearing officer exercise his authority/discretion, or state law mandates that the hearing officer completes the record, the following steps would constitute good practice:

1. Consider the issue(s) prior to the pre-hearing conference and, if necessary, research the law applicable to the issue(s). At the pre-hearing conference, when reviewing the issue(s), also discuss the type of evidence necessary for the hearing officer to decide the issue(s) and craft a remedy.⁸⁴
2. During the hearing, ask the party, or his representative, whether the answer to a particular question, or a particular line of questioning, document or testimony, might be necessary to determine an issue / craft a remedy. Should the party agree, the party should then be given the opportunity to ask the question, admit the document, or present the testimony of a witness.
3. Should the party disagree, consider asking the question(s) directly or calling the additional witness. The hearing officer should explain on the record why he has chosen to seek the additional evidence despite whatever objection might have been voiced by any given party; phrase questions carefully; and, allow the parties to ask follow up questions of their own.

⁸² See, generally, 34 C.F.R. § 300.512(a)(5) and 34 C.F.R. § 300.513.

⁸³ The hearing process and, by extension, the hearing officer, serves as the primary vehicle by which all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. See, generally, 34 C.F.R. § 300.1(a), 34 C.F.R. § 300.2 and 34 C.F.R. § 300.511. A further purpose of IDEA is to ensure that the rights of children with disabilities and their parents are protected, and the hearing officer is charged with the specific responsibility to accord each a meaningful opportunity to exercise his rights during the course of the hearing. 34 C.F.R. § 300.1(b); *Letter to Anonymous*, 23 IDELR 1073 (OSEP 1995).

⁸⁴ The Pre-Hearing Conference Summary and Order should accurately reflect the discussions had with the parties. Should any given party choose not to present the needed evidence, the hearing officer would have afforded the party the opportunity to develop the record without necessitating the hearing officer's direct involvement in the hearing.

4. Grant the parties additional time to supplement the record if the record is incomplete to enable the hearing officer to craft an award.
5. Consider an IEE.⁸⁵

VIII. DISCUSSION

NOTE: REDISTRIBUTION OF THIS OUTLINE WITHOUT EXPRESSED, PRIOR WRITTEN PERMISSION FROM ITS AUTHOR IS PROHIBITED.

THIS OUTLINE IS INTENDED TO PROVIDE WORKSHOP PARTICIPANTS WITH A SUMMARY OF SELECTED STATUTORY PROVISIONS AND SELECTED JUDICIAL INTERPRETATIONS OF THE LAW. THE PRESENTER IS NOT, IN USING THIS OUTLINE, RENDERING LEGAL ADVICE TO THE PARTICIPANTS.

⁸⁵ When weighing whether to seek an IEE, thought should be given to the impact on the 45-day timeline. Keep in mind, however, that a hearing officer may grant specific extensions of time beyond the 45 days only when it is at the request of either party. 34 C.F.R. § 300.515(c). The hearing officer cannot unilaterally extend the 45-day timeline. *See id.*

EDUCATIONAL PLACEMENTS: DECODED

HEARING OFFICER TRAINING – D.C.

Wednesday, January 12, 2011

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I. OVERVIEW

A. Once an Individualized Education Program (“IEP”), or its contents, is determined, a multidisciplinary team (“MDT”) is tasked with identifying an appropriate educational placement where the IEP can be implemented.¹

B. Neither the Individuals with Disabilities Education Act² (“IDEA”), nor its implementing regulations, however, define the term “educational placement.”³

C. Too often parties use the term “educational placement” without precisely identifying its significance in the context that it is being used. Some, for example, liberally substitute the term “placement” with “location.” Clarifying the difference between the two is essential to managing the issues presented in a due process complaint.

D. Managing the issues presented is critical to effective and efficient management of the hearing process. When the issues in the due process complaint are clear, the responding party is able to prepare for the hearing, the hearing is focused, there is meaningful opportunity for resolving the complaint during the resolution meeting or thereafter, and the hearing officer is able to better determine whether s/he has jurisdiction

¹ 34 C.F.R. § 300.116.

² In 2004, Congress reauthorized the Individuals with Disabilities Education Act as the Individuals with Disabilities Education Improvement Act. *See* Pub. L. No. 108-446, 118 Stat. 2647 (Dec. 3, 2004), effective July 1, 2005. The amendments provide that the short title of the reauthorized and amended provisions remains the Individuals with Disabilities Education Act. *See* Pub. L. 108-446, § 101, 118 Stat. at 2647; 20 U.S.C. § 1400 (2006) (“This chapter may be cited as the ‘Individuals with Disabilities Education Act.’”).

³ *See, generally*, 20 U.S.C. § 1400 *et seq.*; 34 C.F.R. § 300 *et seq.*

over the specific issues.⁴

II. PLACEMENT DECISIONS – GENERALLY

A. A placement decision is a determination of where the local educational agency (“LEA”) will implement the student’s IEP in the least restrictive environment (“LRE”).⁵

B. In determining the educational placement of a child with a disability, 20 U.S.C. § 1412(a)(5) and 34 C.F.R. § 300.116 require of the LEA that –

1. The placement decision –

a. Is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options;⁶ and

b. Is made in conformity with IDEA’s LRE provisions, including 34 C.F.R. §§ 300.114 through 300.118;⁷

2. The child’s placement –

a. Is determined at least annually;

b. Is based on the child’s IEP⁸; and

c. Is as close as possible to the child’s home;⁹

⁴ See Letter to Wilde (OSEP 1990)(unpublished)(“Determinations of whether particular issues are within the hearing officer’s jurisdiction ... are the exclusive province of the impartial due process hearing officer who must be appointed to conduct the hearing.”).

⁵ An LEA must ensure that, to the maximum extent appropriate, children with disabilities are educated with children who are not disabled. 20 U.S.C. § 1412(a)(5); 34 C.F.R. § 300.114(2)(i).

⁶ 34 C.F.R. § 300.116(a)(1).

⁷ 34 C.F.R. § 300.116(a)(2).

⁸ Placement decisions can only be made after the development of the IEP. *Spielberg v. Henrico County Public School*, 853 F.2d 256, 441 IDELR 178 (4th Cir. 1988). Only after the IEP has been developed does the MDT have a basis for determining where the student’s needs can be served. Should the process be reversed, the child’s IEP would be written to conform with a predetermined setting, possibly denying the child a free and appropriate public education (“FAPE”).

⁹ 34 C.F.R. § 300.116(b).

3. Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that s/he would attend if nondisabled;¹⁰
4. In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that s/he needs; and¹¹
5. A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.¹²

¹⁰ 34 C.F.R. § 300.116(c). There is not an absolute requirement that a child with disability be placed in his or her neighborhood school. *See, e.g., White v. Ascension Parish Sch. Bd.*, 343 F.3d 373, 39 IDELR 182 (5th Cir. 2003)(the LEA’s policy of providing cued speech transliterators at centralized locations rather than in neighborhood schools did not violate IDEA because there is no right to a neighborhood school assignment under the IDEA); *McLaughlin v. Holt Public Sch. Bd. of Educ.*, 320 F.3d 663, 38 IDELR 152 (6th Cir. 2003)(holding that the LRE mandate and regulations do not mandate placement in the neighborhood school); *Kevin G. v. Cranston Sch. Comm.*, 130 F.3d 481, 27 IDELR 32 (1st Cir. 1997)(“[W]hile it may be preferable for Kevin G. to attend a school located minutes from his home, placement [where a full-time nurse is located] satisfies the [IDEA]. ... The school district has an obligation to provide a school placement which includes a nurse on duty full-time, but it is not required to change the district’s placement of nurses when, as in this case, care is readily available at another easily accessible school.”); *Hudson v. Bloomfield Hills Public Sch.*, 108 F.3d 112, 25 IDELR 607)(upholding the lower court’s opinion that concluded that neither the IDEA nor its regulations required a neighborhood placement); *Urban v. Jefferson County Sch. Dist. R-1*, 89 F.3d 720, 24 IDELR 465 (10th Cir. 1996)(IDEA does not entitle the student to transition services delivered at his neighborhood school); *Schuldt v. Mankato Indep. Sch. Dist. No. 77*, 937 F.2d 1357, 18 IDELR 16 (8th Cir. 1991)(LEA not required to modify a neighborhood school for a student with spina bifida); *Barnett v. Fairfax County Sch. Bd.*, 927 F.2d 146, 17 IDELR 350 (4th Cir. 1991)(LEA complied with IDEA by providing a deaf student with a cued speech program in a centralized school approximately five miles farther than the neighborhood school), *cert. denied*, 502 U.S. 859 (1991); *Wilson v. Marana Unified Sch. Dist. of Pima County*, 735 F.2d 1178, 556 IDELR 101 (9th Cir. 1984)(LEA may assign child to a school 30 minutes away because teacher certified in the child’s disability was assigned there, rather than move the service to the neighborhood school).

Rather, the neighborhood school requirement is one of a number of relevant factors to be considered when making the placement decision and, at most, IDEA creates a “preference” for education in the neighborhood school. *Murray v. Montrose County Sch. Dist. Re-1J*, 51 F.3d 921, 22 IDELR 558 (10th Cir. 1995); *Accord Flour Bluff Indep. Sch. Dist. v. Katherine M.*, 91 F.3d 689, 24 IDELR 673 (5th Cir. 1996).

¹¹ 34 C.F.R. § 300.116(d).

¹² 34 C.F.R. § 300.116(e).

C. Placement Decision Need Not Be Made by IEP Team. Note that 34 C.F.R. § 300.116(a)(1) does not require the IEP Team to make the placement decision.¹³ Because IDEA does not assign any particular name to the placement team, MDT is common nomenclature.

D. Continuum of Alternative Placements. Each LEA must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.¹⁴ In general, the continuum must include the alternative placements listed in the definition of special education under 34 C.F.R. § 300.39¹⁵ and make provision for supplementary services¹⁶ to be provided in conjunction with regular class placement.¹⁷

E. No Right To Veto. The proposed IDEA regulations in 2005 included language in 34 C.F.R. §§ 300.116(b)(3) and (c) intended to clarify that a parent may send a child to a charter, magnet, or other specialized school without violating the LRE mandate. Specifically, proposed IDEA regulation 34 C.F.R. § 300.116(b)(3) said that the placement must be as close as possible to the child's home, "unless the parent agrees otherwise." 34 C.F.R. § 300.116(c) had the same proviso (i.e., it provided that unless the IEP requires another arrangement, the child must be educated in the school the child would attend if not disabled, "unless the parent agrees otherwise").

The 2006 IDEA Part B regulations removed the "unless the parent agrees otherwise" qualification from the dual requirements¹⁸ because the phrase was "unnecessary, confusing," and could have been understood to mean that parents have a right to veto the placement decision made by the MDT.¹⁹

¹³ Generally, in D.C., the IEP Team also functions as the placement team but IDEA does not mandate it. See D.C. Mun. Reg. tit. 5-E § 3001.1 (definition of "IEP team"). *But see* Briggs, Ph.D., Kerri L. Memo to Chancellor, *et. al*, Policies and Procedures for Placement Review, Revised, Office of the State Superintendent of Education, 5 Jan. 2010 (advising LEAs that when an LEA anticipates that it may not be able to meet its obligations to provide a full continuum of placements in the LRE, it must notify the OSSE, Department of Special Education ("DSE"). The OSSE DSE will assume an "advisory role" to the IEP Team and will provide "technical assistance to support efforts related to LRE objectives. *Id.* at 2.

¹⁴ 34 C.F.R. § 300.115(a).

¹⁵ Specifically, the alternative placements are instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. 34 C.F.R. § 300.39(a)(1)(i); 34 C.F.R. § 300.115(b)(1).

¹⁶ For example, resource room or itinerant instruction. 34 C.F.R. § 300.115(b)(1).

¹⁷ 20 U.S.C. § 1412(a)(5); 34 C.F.R. § 300.115.

¹⁸ See 34 C.F.R. §§ 300.116(b)(3) and (c).

¹⁹ See *Analysis and Comments to the Regulations*, Federal Register, Vol. 71, No. 156, Page 46588 (August 14, 2006).

F. Extent of Participation. Parents do have the right to participate in decisions about their children's placements. However, the IDEA does not give parents the right to control or veto placement decisions.²⁰

1. Parents are an essential part of the placement team.²¹ However, parents are not necessarily denied a meaningful opportunity to participate in the placement decision when the LEA engages in preparatory activities in advance of the IEP / placement meeting. The IEP Team or MDT may meet in advance of the placement meeting to discuss potential placements for the child.²² Nonetheless, the LEA must keep an open mind and must give meaningful consideration to the parents' input on the child's placement.²³ Failure to give meaningful consideration to the parents' input may be a denial of a FAPE.²⁴

2. A placement decision may be made without the involvement of the parent, provided the LEA is unable to obtain the parent's participation in the decision.²⁵ As with the IEP process, however, the LEA must document its attempts to ensure parental involvement before the placement team makes the placement decision without the parent's participation.²⁶ Failure by the LEA to make meaningful attempts to ensure parental involvement in the placement decision may be a denial of FAPE.²⁷

²⁰ See Section II. D., *supra*. See also *White v. Ascension Parish Sch. Bd.*, 343 F.3d 373, 39 IDELR 182 (5th Cir. 2003)(noting that, while the IDEA requires the LEA to provide services to allow the child the requisite basic floor of opportunity, it does not require the LEA to make special accommodations at the parent's request, particularly where the request is not related to helping the child achieve academic potential).

²¹ 20 U.S.C. § 1414(e); 34 C.F.R. § 300.116(a)(1); 34 C.F.R. § 300.116(c); See *Analysis and Comments to the Regulations*, Federal Register, Vol. 71, No. 156, Page 46585 (August 14, 2006).

²² See, e.g., *T.P. v. Mamaroneck Union Free Sch. Dist.*, 554 F.3d 247, 51 IDELR 176 (2d Cir. 2009)(noting that the school staff can discuss potential services and placements in advance of the IEP / placement meeting, so long as the school staff arrives at the meeting with an open mind).

²³ *H.B. by Penny B. v. Las Virgenes Unified Sch. Dist.*, No. 04-cv-08572-FMC, 52 IDELR 163 (C.D. Cal. 2008) *aff'd*, 370 F. App'x 843, 54 IDELR 73 (9th Cir. 2010)(holding that the superintendent's pronouncement at the start of the meeting that the IEP Team would discuss the student's transition to public school showed that the LEA predetermined the child's placement).

²⁴ See, e.g., *H.B. by Penny B. v. Las Virgenes Unified Sch. Dist.*, No. 04-cv-08572-FMC, 52 IDELR 163 (C.D. Cal. 2008) *aff'd*, 370 F. App'x 843, 54 IDELR 73 (9th Cir. 2010).

²⁵ 34 C.F.R. § 300.501(c)(4).

²⁶ *Id.*

²⁷ See, e.g., *Drobnicki v. Poway Unified Sch. Dist.*, 358 F. App'x 788, 53 IDELR 210 (9th Cir. 2009)(unpublished)(holding that a California LEA should have attempted to schedule an IEP meeting at a mutually agreeable time and place rather than offering to allow the parent to participate by teleconference).

3. Meaningful opportunity to participate in the placement decision is achieved when, for example, parents help to develop the IEP itself and are afforded the chance to share with the other members of the MDT their (the parents) educational preferences.²⁸

4. IDEA, however, does not permit a placement decision to be based solely on parental preference. 34 C.F.R. § 300.116(b)(2) requires that the educational placement for each child be based on his or her IEP.²⁹ However, although parental preference cannot be the sole or predominant factor in a placement decision, parental choice is not inconsistent with the IDEA, provided the chosen placement is consistent with 34 C.F.R. § 300.116 and meets the LRE requirements found at 34 C.F.R. § 300.114 through § 300.118.³⁰

G. Designation of Specific Site, Classroom or Teacher. IDEA does not require a placement decision to identify the particular site, classroom or teacher in which a child's IEP must be implemented.³¹ The MDT, however, may make such decisions.³²

²⁸ *Paolella v. District of Columbia*, 210 F. App'x 1, 46 IDELR 271 (D.C. Cir. 2006)(unpublished). See also *Holdzclaw v. District of Columbia*, 524 F. Supp. 2d 43, 49 IDELR 71 (D.D.C. 2007); *T.T. v. District of Columbia*, No. 06-0207-JDB, 48 IDELR 127 (D.D.C. 2007).

²⁹ See also *Letter to Burton*, 17 IDELR 1182 (OSERS 1991)(OSEP found Indiana's "parent option" provision to be inconsistent with IDEA because the State law permitted the LEA to base a placement decision solely on "parent option" or "parent preference") But see *Board of Educ. Of Community Consol. Sch. Dist. No. 21, Cook County v. Illinois State Bd. Of Educ.*, 938 F.2d 712, 18 IDELR 43 (7th Cir. 1991), *cert. denied*, 502 U.S. 1066 (1992)("a child whose parents oppose an IEP so vehemently and vocally as to 'doom' its prospects should not be enrolled in the placement merely to enable educational agencies and federal courts to 'discipline' parents").

³⁰ *Letter to Bina*, 18 IDELR 582 (OSERS 1991).

³¹ *Letter to Wessels*, 16 IDELR 735 (OSEP 1990). But see *A.K. v. Alexandria City Sch. Bd.*, 484 F.3d 672, 47 IDELR 245 (4th Cir. 2007), *cert. denied*, 552 U.S. 1170, 110 LRP 19412 (2008)(holding that the IEP must identify a particular school to offer a FAPE when the parents express doubt concerning the existence of said school).

³² *Id.*

The assignment of a child to a specific site, classroom or teacher can be an administrative determination that need not be made by the placement team, provided that the particular site, classroom or teacher is consistent with the placement decision, including the LRE aspect.³³

H. Relevant Factors. Although IDEA does not require that each school building in an LEA be able to provide all the special education and related services for all types and severities of disabilities, the LEA has an obligation to make available a full continuum of alternative placement options that maximize opportunities for its children with disabilities to be educated with nondisabled peers to the extent appropriate.³⁴

Placement decisions must be determined individually based on each child's abilities, unique needs, and IEP, and not solely on factors such as category of disability, severity of disability, availability of special education and related services, configuration of the service delivery system, availability of space, or administrative convenience.³⁵

³³ See *White v. Ascension Parish Sch. Bd.*, 343 F.3d 373, 39 IDELR 182 (5th Cir. 2003) (“Schools have significant authority to determine the school site for providing IDEA services.”). See also *Letter to Veazey*, 37 IDELR 10 (OSEP 2001) (advising that if an LEA has two or more equally appropriate locations that meet the child's special education and related services needs, the assignment of a particular school may be an administrative determination, provided that the determination is consistent with the placement team's decision); *Letter to Anonymous*, 21 IDELR 674 (OSEP 1994) (advising that it is permissible for a student with a disability to be transferred to a school other than the school closest to home if the transfer school continues to be appropriate to meet the individual's needs of the student); *Letter to Wessels*, 16 IDELR 735 (OSEP 1990) (advising that OSEP does not interpret the educational placement regulations as requiring a placement decision to identify the particular classroom or teacher in which a child's IEP must be implemented, if more than one of these is available and would be consistent with the placement decision).

³⁴ See *Analysis and Comments to the Regulations*, Federal Register, Vol. 71, No. 156, Page 46588 (August 14, 2006).

³⁵ See *Analysis and Comments to the Regulations*, Federal Register, Vol. 71, No. 156, Page 46588 (August 14, 2006). See also *Letter to Anonymous*, 21 IDELR 674 (OSEP 1994) (clarifying that the LEA does not have a “main goal” which it must achieve when making a placement decision and that what is pertinent in making the placement decision will vary based upon the child's unique and individual needs).

III. EDUCATIONAL PLACEMENT DEFINED

A. Definition. The term “educational placement” refers only to the general type of educational program in which the child is placed.³⁶ Stated differently, “educational placement” is the “overall instructional setting in which the student receives his education.”³⁷

B. Location. IDEA defines IEP to include, *inter alia*, “the anticipated frequency, location, and duration of those services.”³⁸ The term “location,” however, as used in IDEA, refers to the type of environment that is the appropriate place for the delivery of services, and not a *particular* school or facility, classroom or teacher.³⁹

The Comments to the IDEA regulations discuss the difference between placement and location. “Placement” refers to the points along the continuum of placement options available for a child with a disability, and “location” refers to the physical surrounding, such as the classroom, in which a child with a disability receives special education and related services.⁴⁰ When an LEA has two or more equally appropriate locations that meet

³⁶ *Concerned Parents v. New York City Bd. of Educ.*, 629 F.2d 751, 552 IDELR 147, (2d Cir. 1980), *cert. denied*, 449 U.S. 1078, 110 LRP 34494 (1981). *See also White v. Ascension Parish Sch. Bd.*, 343 F.3d 373, 39 IDELR 182 (5th Cir. 2003)(placement does not mean a “particular school,” and instead means “a setting”); *Hale v. Poplar Bluff R-1 Sch. Dist.*, 280 F.3d 831, 36 IDELR 61 (8th Cir. 2002)(change from home to school was a change in placement); *Bd. of Educ. of Cmty. High Sch. Dist. No. 218, Cook County, Ill. v. Ill. State Bd. of Educ.*, 103 F.3d 545, 25 IDELR 132 (7th Cir. 1996)(finding that expulsion was a change in educational placement but when fiscal concerns cause a transfer of the student, the focus is on the student’s general educational program); *Lunceford v. District of Columbia Bd. of Educ.*, 745 F.2d 1577, 556 IDELR 270 (D.C. Cir. 1984)(adopting the *Concerned Parents* definition of the term “educational placement”); *DeLeon v. Susquehanna Cmty. Sch. Dist.*, 747 F.2d 149, 556 IDELR 260 (3d Cir. 1984)(noting that parents are not entitled to a due process hearing when a “minor” decision alters the school day of their children and finding that a change in transportation services was not a change in placement); *Tilton v. Jefferson County Bd. of Educ.*, 705 F.2d 800, 554 IDELR 513 (6th Cir. 1983)(distinguishing *Concerned Parents* in finding that a change in placement did occur when students were transferred from a year-round school to a 180-day program).

³⁷ *N.D. v. State of Hawaii Dept. of Educ.*, 600 F.3d 1104, 54 IDELR 111 (9th Cir. 2010) *citing A.W. v. Fairfax County Sch. Bd.*, 372 F.3d 674, 41 IDELR 119 (4th Cir. 2004).

³⁸ 20 U.S.C. § 1414(d)(1)(A)(i)(VII) (emphasis added).

³⁹ *T.Y. v. New York City Dept. of Educ.*, 584 F.3d 412, 53 IDELR 69 (2d Cir. 2009), *cert. denied*, No. 09-1066, 110 LRP 28696 (U.S. May 17, 2010). *See also* Section II. G., *supra*.

⁴⁰ *Analysis and Comments to the Regulations*, Federal Register, Vol. 71, No. 156, Page 46588 (August 14, 2006).

the child's special education and related services needs, the MDT has the flexibility to assign the child to a particular school or classroom.⁴¹

C. Change in Educational Placement. An LEA, in the traditional exercise of its discretions, can implement minor changes to the educational program as it may determine to be necessary within the educational programs provided for its students.⁴² Said adjustments do not constitute a change in the educational placement sufficient to trigger the prior written notice provisions.⁴³ In order for the change to qualify as a change in educational placement, a fundamental change in, or elimination of a basic element of the education program, must be identified.⁴⁴ [T]he 'touchstone' is whether the modification 'is likely to affect in some significant way the child's learning experience.'⁴⁵

A case-by-case analysis must be conducted to determine whether a change in placement materially or substantially alters a student's program. In making such a determination, the effect of the change in location on the following factors must be examined: whether the educational program set out in the child's IEP has been revised; whether the child will be able to be educated with nondisabled children to the same extent; whether the child will have the same opportunities to participate in nonacademic and extracurricular services; and whether the new placement option is the same option on the continuum of alternative placements.⁴⁶

If this inquiry leads to the conclusion that a substantial or material change in the child's educational program has occurred, the public agency must provide prior written notice.⁴⁷

IV. THE PLACEMENT OFFER

A. The placement offer must be in writing, and must meet certain procedural and substantive requirements.⁴⁸ The requirement of a formal, written offer –

⁴¹ *Id.*

⁴² *Concerned Parents v. New York City Bd. of Educ.*, 629 F.2d 751, 552 IDELR 147, (2d Cir. 1980), *cert. denied*, 449 U.S. 1078, 110 LRP 34494 (1981).

⁴³ *See id.*

⁴⁴ *Lunceford v. District of Columbia Bd. of Educ.*, 745 F.2d 1577, 556 IDELR 270 (D.C. Cir. 1984). *Compare Knight v. District of Columbia*, 877 F.2d 1025, 441 IDELR 505 (D.C. Cir. 1989)(a change from a private school placement to a public school placement, when that is the only significant difference between programs offered, does not constitute a change in educational placement) *with McKenzie v. Smith*, 771 F.2d 1527, 557 IDELR 119 (D.C. Cir. 1985)(moving a learning disabled child from a full-time special education program to a part-time regular education program did result in a change in educational placement).

⁴⁵ *J.R. v. Mars Area Sch. Dist.*, 318 F. App'x 113, 52 IDELR 91 (3d Cir. 2009) *citing DeLeon v. Susquehanna Cmty. Sch. Dist.*, 747 F.2d 149, 556 IDELR 260 (3d Cir. 1984).

⁴⁶ *Letter to Fisher*, 21 IDELR 992 (OSEP 1994).

⁴⁷ *Id.*

⁴⁸ 20 U.S.C. §§ 1415(b)(3) and (4), 1415(c)(1); 34 C.F.R. § 300.503.

creates a clear record that will do much to eliminate troublesome factual disputes many years later about when placements were offered, what placements were offered, and what additional educational assistance was offered to supplement a placement, if any. Furthermore, a formal, specific offer from a school district will greatly assist parents in ‘present[ing] complaints with respect to any matter relating to the...educational placement of the child.’⁴⁹

B. The LEA’s failure to make a formal, written offer of placement may give rise to a per se denial of a FAPE.⁵⁰

C. The failure to provide specificity in the formal, written offer, or in the IEP⁵¹, may amount to a denial of a FAPE.⁵² However, identifying a particular location at which the

⁴⁹ *Union Sch. Dist. v. Smith*, 15 F.3d 1519, 20 IDELR 987 (9th Cir. 1994), *cert. denied*, 513 U.S. 965, 109 LRP 36508 (1994). *See also Letter to Lieberman*, 52 IDELR 18 (OSEP 2008)(advising that prior written notice would be required even when the LEA and the parent agreed to a change in the child’s services because it would allow the parent the time to fully consider the change and determine if s/he has additional suggestions, concerns, questions, and so forth).

⁵⁰ *See, e.g., Redding Elementary Sch. Dist. v. Goynes*, No. Civ. S-00-1174 WBS, 34 IDELR 118 (E.D. Ca. 2001)(relying on *Smith* that the requirement of a formal, written offer “should be enforced rigorously,” the district court concluded that, for purposes of determining a parent’s right to reimbursement for the unilateral placement of a child in private school, an LEA’s failure to make a formal offer of placement constitutes a per se denial of a FAPE). *But see T.Y. v. New York City Dept. of Educ.*, 584 F.3d 412, 53 IDELR 69 (2d Cir. 2009)(in denying reimbursement to the parents, the Second Circuit explained that an IEP’s failure to identify a specific location does not constitute a per se procedural violation of the IDEA), *cert. denied*, No. 09-1066, 110 LRP 28696 (U.S. May 17, 2010).

⁵¹ An LEA can use the IEP as part of the prior written notice so long as the document(s) the parent receives meets all the requirements in 34 C.F.R. § 300.503. *Analysis and Comments to the Regulations*, Federal Register, Vol. 71, No. 156, Page 46691 (August 14, 2006); *Letter to Lieberman*, 52 IDELR 18 (OSEP 2008).

⁵² *See, e.g., A.K. v. Alexandria City Sch. Bd.*, 484 F.3d 672, 47 IDELR 245 (4th Cir. 2007), *cert. denied*, 552 U.S. 1170, 110 LRP 19412 (2008)(holding that, because the parents expressed doubt concerning the existence of a particular school that can satisfactorily provide the level of services that the IEP described, the failure of the LEA to identify a particular location on the IEP denied the student a FAPE). *See also Mill Valley Elem. Sch. Dist. v. Eastin*, No. 98-03812 CW, 32 IDELR 140 (N.D. Ca. 1999)(an LEA’s mere skeletal outline of a proposed plan that informed the parents that the LEA was “looking at” three schools did not constitute the formal, written offer of placement required by IDEA and resulted in a reimbursement award to the parents).

special education services are expected to be provided is not always required, and a fact specific inquiry is necessary to determine whether a FAPE has been offered.⁵³

⁵³ Compare *A.K. v. Alexandria City Sch. Bd.*, 484 F.3d 672, 47 IDELR 245 (4th Cir. 2007), *cert. denied*, 552 U.S. 1170, 110 LRP 19412 (2008) with *T.Y. v. New York City Dept. of Educ.*, 584 F.3d 412, 53 IDELR 69 (2d Cir. 2009), *cert. denied*, No. 09-1066, 110 LRP 28696, (U.S. May 17, 2010).

V. MANAGING EDUCATIONAL PLACEMENT ISSUES

A. Authority. Hearing Officers have expansive discretionary authority when handling pre-hearing procedural matters. IDEA and its implementing regulations delineate the specific rights accorded to any party to a due process hearing.⁵⁴ The hearing officer is charged with the specific responsibility “to accord each party a meaningful opportunity to exercise these rights during the course of the hearing.”⁵⁵ It is further expected that the hearing officer “ensure that the due process hearing serves as an effective mechanism for resolving disputes between parents” and the school district.⁵⁶ In this regard, apart from the hearing rights set forth in IDEA and the regulations, “decisions regarding the conduct of [IDEA] due process hearings are left to the discretion of the hearing officer,” subject to appellate review.⁵⁷

Such discretionary authority also extends to various pre-hearing procedural matters, provided that any decision made by the hearing officer is consistent with basic elements of due process hearings and the rights of the parties set out in the statute and the regulations.⁵⁸ In this regard, the Comments to the Regulations are informative.⁵⁹

⁵⁴ See 34 C.F.R. § 300.512.

⁵⁵ *Letter to Anonymous*, 23 IDELR 1073 (OSEP 1995).

⁵⁶ *Id.*

⁵⁷ *Id.*

⁵⁸ See *Letter to Steinke*, 18 IDELR 739 (OSEP 1992)(regarding the applicability of the five-day rule and the discretion of the hearing officer to grant continuances); *Letter to Stadler*, 24 IDELR 973 (OSEP 1996)(advising that IDEA does not prohibit or require use of discovery proceedings and that the nature and extent of discovery methods used are matters left to discretion of the hearing officer, subject to State or local rules and procedures).

⁵⁹ Specifically, the Comments say, in part –

We do not believe it is necessary to regulate further on the other pre-hearing issues and decisions mentioned by the commenters because we believe that States should have considerable latitude in determining appropriate procedural rules for due process hearings as long as they are not inconsistent with the basic elements of due process hearings and rights of the parties set out in the Act and these regulations. The specific application of those procedures to particular cases generally should be left to the discretion of hearing officers who have the knowledge and ability to conduct hearings in accordance with standard legal practice. There is nothing in the Act or these regulations that would prohibit a hearing officer from making determinations on procedural matters not addressed in the Act so long as such determinations are made in a manner that is consistent with a parent’s or a public agency’s right to a timely due process hearing.

...

The Act does not address whether the non-complaining party may raise other

IDEA and its regulations do not comprehensively specify what particular remedies, including penalties and sanctions, are available to due process hearing officers.⁶⁰ Ultimately, the state educational agencies have the responsibility to ensure that hearing officers are given the authority required to grant whatever relief is necessary to effectively and efficiently resolve due process complaints.⁶¹ Nonetheless, a hearing officer has the authority to grant whatever relief he deems necessary, under the particular facts and circumstances of each case, to ensure that a child receives the FAPE to which the child is entitled.⁶² The due process hearing system established by a State must provide for such authority.⁶³

B. Specification of the Issues. Said authority extends to requiring specification of the issues raised in the due process complaint, even in the absence of a sufficiency

issues at the hearing that were not raised in the due process complaint, and we believe that such matters should be left to the discretion of hearing officers in light of the particular facts and circumstances of a case. The Act also does not address whether hearing officers may raise and resolve issues concerning noncompliance even if the party requesting the hearing does not raise the issues. Such decisions are best left to individual State's procedures for conducting due process hearings.

See Analysis and Comments to the Regulations, Federal Register, Vol. 71, No. 156, Pages 46704, 46706 (August 14, 2006).

⁶⁰ Unlike the specific rights accorded to any party to a due process hearing that are listed, primarily, at 34 C.F.R. § 300.512, the few remedies, penalties and sanctions specified in IDEA and its regulations are infused throughout various provisions. For example, when the school district is unable to obtain the participation of the parent in the resolution meeting after reasonable efforts have been made and documented, the school district can request that a hearing officer dismiss the parent's due process complaint. 34 C.F.R. § 300.510(b)(4).

⁶¹ *Letter to Armstrong*, 28 IDELR 303 (OSEP 1997). Equally important, the state educational agencies are also charged with the responsibility to ensure that a hearing officer's orders are implemented, and that whatever actions are necessary to enforce those orders are taken. *Id.*

⁶² *See Sch. Comm. of Burlington v. Dep't of Educ.*, 471 U.S. 359 (1985)(IDEA empowers courts [and hearing officers] to grant the relief that the court determines to be appropriate); *Cocores v. Portsmouth Sch. Dist.*, 18 IDELR 461 (D.N.H. 1991)(finding that a hearing officer's ability to award relief must be coextensive with that of the court); *Letter to Kohn*, 17 EHLR 522 (OSEP 1991). *See also Letter to Riffel*, 34 IDELR 292 (OSEP 2000)(discussing a hearing officer's authority to grant compensatory education services); *Letter to Armstrong*, 28 IDELR 303 (OSEP 1997)(relating to a hearing officer's authority to impose financial or other penalties on local school districts, issue an order to the state educational agency who was not a party to the hearing, and invoke stay put when the issue is not raised by the parties).

⁶³ *Letter to Armstrong*, 28 IDELR 303 (OSEP 1997).

challenge.⁶⁴ OSEP, too, suggests that hearing officers have a role to play in managing the issues presented. Specifically, the Comments to the Regulations states:

To assist parents in filing a due process complaint, § 300.509 and section 615(b)(8) of the Act require each State to develop a model due process complaint form. While there is no requirement that States assist parents in completing the due process complaint form, resolution of a complaint is more likely when both parties to the complaint have a clear understanding of the nature of the complaint. Therefore, the Department encourages States, to the extent possible, to assist a parent in completing the due process complaint so that it meets the standards for sufficiency. However, consistent with section 615(c)(2)(D) of the Act, the final decision regarding the sufficiency of a due process complaint is left to the discretion of the hearing officer.

...

With regard to parents who file a due process complaint without the assistance of an attorney or for minor deficiencies or omissions in complaints, we would expect that hearing officers would exercise appropriate discretion in considering requests for amendments.

Analysis and Comments to the Regulations, Federal Register, Vol. 71, No. 156, Page 46699 (August 14, 2006).

C. Addressing the Issue at the Pre-Hearing Conference. An objective of the due process complaint – and, specifically the requirement that the complaint includes a description of the nature of the problem – is to serve as the basis for discussion at the resolution meeting. Secondly, however, effective management of the issue(s) presented allows for the fair and timely conduct of the hearing in an efficient and effective manner. To assist the parties in identifying the issues with precision, the hearing officer should –

1. Review the due process complaint and the response to said complaint in advance of the pre-hearing conference to get acquainted with the problem identified in the complaint and to further consider the questions to ask of the parties to enable the hearing officer to narrow down the issue(s);
2. Get specifics by reviewing the IEP and/or placement offer in question (even if line-by-line) and the parties' relative position on each issue in dispute;

⁶⁴ See *Ford v. Long Beach Unified School District*, 37 IDELR 1, (9th Cir. 2002)(holding that the parents due process rights were not violated when the hearing officer, in her written decision, formulated the issues presented in words different from the words in the due process complaint).

3. Ask clarifying questions (What do you mean by educational placement? Are you taking issue with the setting, school site, or particular classroom? How was the parent denied meaningful participation in the placement decision?);
4. Consider starting from the end, when the complaining party is a pro se parent who has difficulty identifying the issue(s). Ask the parent to identify the remedy.
5. Consider issuing an order listing specific questions that would need to be answered by the complaining party when more time is needed to respond. A schedule should be set identifying by when the complaining party should submit the answers and by when the responding party should submit his relative position on each identified issue.

VI. DISCUSSION – HYPOTHETICALS

NOTE: REDISTRIBUTION OF THIS OUTLINE WITHOUT EXPRESSED, PRIOR WRITTEN PERMISSION FROM ITS AUTHOR IS PROHIBITED.

THIS OUTLINE IS INTENDED TO PROVIDE WORKSHOP PARTICIPANTS WITH A SUMMARY OF SELECTED STATUTORY PROVISIONS AND SELECTED JUDICIAL INTERPRETATIONS OF THE LAW. THE PRESENTER IS NOT, IN USING THIS OUTLINE, RENDERING LEGAL ADVICE TO THE PARTICIPANTS.

ARTICLE VII. OPINIONS AND EXPERT TESTIMONY

RULE 701. OPINION TESTIMONY BY LAW WITNESSES

If the witness is not testifying as an expert, the witness' testimony in the form of opinions or inference is limited to those opinions or inferences which are (a) rationally based on the perception of the witness and (b) helpful to a clear understanding of the witness' testimony or the determination of a fact in issue.

RULE 702. TESTIMONY BY EXPERTS

If scientific, technical, or other specialized knowledge will assist the trier of fact to understand the evidence or to determine a fact in issue, a witness qualified as an expert by knowledge, skill, experience, training, or education, may testify thereto in the form of an opinion or otherwise.

RULE 703. BASES OF OPINION TESTIMONY BY EXPERTS

The facts or data in the particular case upon which an expert bases an opinion or inference may be those perceived by or made known to the expert at or before the hearing. If of a type reasonably relied upon by experts in the particular field in forming opinions or inferences upon the subject, the facts or data need not be admissible in evidence.

RULE 704. OPINION ON ULTIMATE ISSUE

(a) Except as provided in subdivision (b), testimony in the form of an opinion or inference otherwise admissible is not objectionable because it embraces an ultimate issue to be decided by the trier of fact.

(b) [not pertinent]

RULE 705. DISCLOSURE OF FACTS OR DATA UNDERLYING EXPERT OPINION

The expert may testify in terms of opinion or inference and give reasons therefore without first testifying to the underlying facts or data, unless the court requires otherwise. The expert may in any event be required to disclose the underlying facts or data on cross-examination.

RULE 706. COURT APPOINTED EXPERTS

(a) Appointment. The court may on its own motion or on the motion of any party enter an order to show cause why expert witnesses should not be appointed, and may request the parties to submit nominations. The court may appoint any expert witnesses agreed upon by the parties, and may appoint expert witnesses of its own selection. An expert witness shall not be appointed by the court unless the witness consents to act. A witness so appointed shall be informed of the witness' duties by the court in writing, a copy of which shall be filed with the clerk, or at a conference in which the parties shall have opportunity to participate. A witness so appointed shall advise the parties of the witness' findings, if any; the witness' deposition may be taken by any party; and the witness may be called to testify by the court or any party. The witness shall be subject to cross-examination by each party, including a party calling the witness.

(b), (c) and (d) [not pertinent]

CLC Tip Sheet

Filing State Complaints

What is a State Complaint?

- A state complaint is a letter written to request that the state education agency investigate violations of the Individuals with Disabilities Education Act (“IDEA”) or alleged violation of the special education services provided to children in the District of Columbia.
- In the District, state complaints are filed with DC’s state education agency, the Office of the State Superintendent of Education (“OSSE”), which is then charged with investigating the complaint and issuing a Letter of Determination with findings and a corrective action plan to remediate the issue if noncompliance is found.

Who Can File A State Complaint?

- Any individual or organization may submit a state complaint that alleges any District of Columbia public agency has failed to comply with a requirement of the IDEA or the District’s laws and regulations regarding special education, including the identification, evaluation, and educational placement of the child or the provision of a Free and Appropriate Public Education (FAPE) to such child.
- Requirements for filing a state complaint are set forth at 34 CFR §§ 300.151-300.153.
 - In the District, for information about filing a state complaint with the Office of the State Superintendent of Education (“OSSE”), refer to policy and procedures available at <http://osse.dc.gov/service/specialized-education-state-complaints>.

What Are the Advantages of Filing a State Complaint Instead of a Due Process Complaint?

- No evidentiary hearing – it may be a good alternative for clients with limited time or who are nervous about testifying;
- Can be used to address systemic issues – one complaint may address the same problem with noncompliance for multiple students; and
- Relief can include orders that a public agency must take certain remedial action to address violations.

What are the Disadvantages of Filing a State Complaint Instead of a Due Process Complaint?

- Longer and more flexible timeline (a decision, or Letter of Determination, generally must be issued within 60 days of the Complaint being filed, but OSSE can request an extension to the 60-day timeline) so relief may be delayed;
- The statute of limitations for alleging violations is generally one year as opposed to two years;

- OSSE conducts an investigation (as opposed to an evidentiary hearing) so the filer has less control over what information is reviewed;
- Decisions are public and may be considered authoritative for substantive non-related proceedings, so if you lose on a systemic issue, it may hurt other students; and
- No clear appeal process.

Can I File Both a State Complaint and a Due Process Complaint at the same time?

Yes, but if a due process complaint is pending, OSSE will toll the investigation on the state complaint until the due process complaint has been adjudicated.

The DO's and DON'Ts of State Complaints

- **DO** make sure your complaint contains all of the information requested by the form.
- **DO** provide specific information where available and appropriate to assist OSSE with the investigation (e.g., school years, names of individuals spoken with or involved, case numbers of prior due process hearings where applicable).
- **DO** attach exhibits (school records, evaluations , affidavits, correspondence) where helpful to expedite the investigation.
- **DON'T** file a state complaint if you have already lost a due process hearing on the same case. Due process complaint holdings are binding on state complaints.



State Complaints

Pursuant to federal (Individuals with Disabilities Educational Act IDEA '04) and local laws, the Office of the State Superintendent of Education (OSSE) receives and investigates written complaints regarding an alleged violation of the special education services provided to children in the District of Columbia. The content of the complaint can include any issue related to compliance with IDEA including, but not limited to: disagreements about the identification of a child with a disability, an evaluation of a child with a disability, the educational placement and/or services of a child with disability, and the provision of a free and appropriate public education (FAPE) to a child with a disability. Upon completion of a thorough investigation, a Letter of Determination is issued explaining whether the local school district is in compliance or is not in compliance with federal and local laws. If the district is not in compliance, then a corrective action plan is issued to ensure compliance.

The OSSE seeks to resolve issues and/disputes **early** that arise in the delivery of special education services to children with disabilities through various Alternative Dispute Resolution (ADR) mechanisms such as mediation, state complaints, and early intervention strategies of staff. The goal is to assist parents and school system staff in working collaboratively together to resolve their concerns early. In this manner children with disabilities can receive a free and appropriate education without interruption. Some of the ways in which staff achieves this goal include the following:

- Provide training/workshops for school district personnel regarding the benefits of early dispute resolution like mediation and state complaints
- Provide information to school district staff to ensure that they are up to date with legal mandates, compliance issues and best practices in other jurisdictions
- Provide orientation and technical assistance to school districts on effective ways to resolve disputes through early intervention strategies
- Assist school districts in complying with mandated legal responsibilities to ensure that they are in compliance with all of the provisions necessary to provide children with disabilities a FAPE
- Effectively investigate and process disputes and written complaints to ensure that parents and children with disabilities receive what they are entitled to under federal and local laws

For additional information regarding the State complaint process, please contact:

Office of the State Superintendent of Education
Division of Special Education
810 First Street, N.E. – 5th Floor
Washington, D.C. 20002
Phone: 202-727-6436 Fax: 202-741-0227



Office of the State Superintendent of Education

DISTRICT OF COLUMBIA
MAYOR ADRIAN M. FENTY

DISTRICT OF COLUMBIA

FORMAL STATE COMPLAINT

POLICY & PROCEDURES

Revised November 2009

**District of Columbia Office of the State Superintendent of Education
State Complaint Office**

INTRODUCTION

The Individuals with Disabilities Education Act (IDEA), 34 CFR §300.151 through §300.153 require the State Education Agency, the Office of the State Superintendent of Education (OSSE)¹, to adopt written procedures for the investigation and resolution of any complaint alleging that a public agency has violated a requirement of the IDEA.

The State Complaint Office (SCO) of the OSSE will investigate and resolve complaints that allege a violation of Part B of IDEA or the District of Columbia's laws and policies regarding special education. The IDEA, 34 CFR § 303.510 through § 303.512 also require the lead agency for Part C of the IDEA to adopt written procedures for resolving any complaint that alleges a violation of Part C of the IDEA by a public agency or private service provider. The OSSE is the lead agency for Part C in the District of Columbia. This policy and procedures is intended to govern complaints alleging violations of both Part B and Part C of the IDEA, unless indicated otherwise.

As required by IDEA regulations, 34 CFR § 300.151(a)(2) and 34 CFR § 303.510(a)(2), this document will be distributed to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities. The procedures will also be available on the OSSE website (<http://www.osse.dc.gov>). In addition, the SCO will mail or e-mail a copy of these procedures to individuals and organizations upon request.

Complaints filed with the SCO should be directed to:

BY MAIL:

Office of the State Superintendent of Education
Division of Special Education - State Complaint Office
810 First Street, NE – 5th Floor
Washington, DC 20002
Telephone: (202) 727-6436

BY FAX:

Fax: (202) 741-0227

BY E-MAIL ATTACHMENT

(See Section I of this policy for the procedures for e-mailed complaints):

osse.IDEAstatecomplaints@dc.gov

NOTICE: All complaints must be signed and dated. Any questions regarding the State Complaint Policy and Procedures or requests for copies of this document should also be directed to the SCO by mail or fax as indicated above.

¹ In compliance with federal law, including but not limited to the provisions of Title IX of the Education Amendment of 1972 (20 U.S.C. § 1681 et seq.), Titles VI and VII of the Civil Rights Acts of 1964 (42 U.S.C. § 2000d et seq., 2000e et seq.), the Age Discrimination Act of 1967 (29 U.S.C. § 621 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794), and the Americans with Disabilities Act of 1990 (42 U.S.C. § 12101), the OSSE administers all state-operated programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color age, military service, disability or gender, except where exemption is appropriate and allowed by law.

**District of Columbia Office of the State Superintendent of Education
State Complaint Office
Procedures for Complaints Regarding Special Education**

Any individual or organization (“complainant”) may submit to the State Complaint Office (SCO) a written complaint that claims that any District of Columbia public agency, as defined in the glossary of this policy and procedure, has failed to comply with a requirement of Part B of the Individuals with Disabilities Education Act (IDEA) or the District’s laws and regulations regarding special education, including the identification, evaluation, educational placement of the child or the provision of a Free and Appropriate Public Education (FAPE) to such child. With respect to Part C of the IDEA, an individual or organization may file a written complaint that a public agency, as well as a private service provider, has not met the requirements of the IDEA or District of Columbia law regarding Part C.

A complaint alleging that a public agency in Part B matters, or a public agency or private service provider in Part C matters, has failed to implement a special education due process hearing officer decision resolving a due process hearing request will be reviewed and resolved by the SCO. Additionally, complaints alleging a failure to implement a settlement agreement resolving a due process hearing request may be reviewed and resolved through the State Complaint process but nothing herein shall delay or deny a party the right to seek enforcement of a settlement agreement in a court of competent jurisdiction.

I. FILING A STATE COMPLAINT

Any individual or organization (including but not limited to individuals or organizations outside of the District of Columbia) may file a signed, written complaint with the SCO.² A model complaint form is attached to these procedures; however, this form does not have to be used to submit a complaint. The SCO will accept complaints submitted by mail or fax. A faxed complaint received for filing by 5:00 p.m. (Eastern Time) will be accepted for filing on that day. A faxed complaint received after 5:00 p.m. (Eastern Time) will be accepted for filing on the next business day. The SCO will also accept complaints submitted by e-mail. However, a complaint submitted by e-mail must be signed, scanned, and attached to an e-mail to enable receipt of a signed complaint. **(Electronic or digital signatures are NOT accepted at this time.)** A complaint submitted by e-mail will be deemed filed/received when it arrives at the SCO, except that e-mailed complaints that arrive at the SCO after 5:00 p.m. will be deemed filed/received on the next business day.

BY MAIL:

Office of the State Superintendent of Education
Division of Special Education - State Complaint Office
810 First Street, NE – 5th Floor
Washington, DC 20002

Telephone: (202) 727-6436

BY FAX:

Fax: (202) 741-0227

BY E-MAIL ATTACHMENT:

osse.IDEAstatecomplaints@dc.gov

² Complaint(s) submitted by an organization must be signed by an individual authorized to represent the organization.

An individual who is unable to file a written complaint by mail, fax, or e-mail may contact the SCO for further assistance. The SCO has a maximum of 60 days after a complaint is filed to investigate the allegation(s) and issue a final written decision.

1. Under Part B of IDEA, the complainant filing a complaint must forward a copy of the complaint to the public agency serving the child at the same time the complainant files the complaint with the SCO. The SCO will not investigate complaints alleging violations that occurred more than one (1) year prior to the date that the complaint is received by the SCO.
 - a. For complaints involving a District of Columbia Public School (DCPS), a copy of the complaint should be submitted to the DCPS Central Office.
 - b. For complaints involving charter schools, contact the respective charter school or SCO to determine where to submit a copy of the complaint.
 - c. For complaints involving any other education agencies, contact the respective agency for further information.
2. Under Part C of IDEA, the complainant filing a complaint must forward a copy of the complaint to the public agency or private service provider serving the child. The one year limitations period for complaints regarding Part B is not applicable to Part C. For complaints alleging a violation of Part C, the SCO will investigate complaints alleging violations that occurred more than one (1) year prior to the date the complaint is received by the SCO if a longer period is reasonable because the alleged violation continues for that child or other children, or the complainant is requesting reimbursement or corrective action for a violation that occurred not more than three years before the date on which the complaint is received by the public agency.

A complaint regarding Part B must include:

- a. A statement that a public agency has violated a requirement of Part B of the IDEA and/or a requirement of District of Columbia law regarding special education;
- b. The facts on which the statement is based;
- c. The signature and contact information for the complainant; and
- d. If alleging violations with respect to a specific child,³ the complaint must include:
 - i. the name and address of the residence of the child;
 - ii. the name of the school the child is attending;
 - iii. in the case of a homeless child or youth (within the meaning of section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), available contact information for the child and the name of the school the child is attending;
 - iv. a description of the nature of the problem affecting the child, including facts relating to the problem; and
 - v. a proposed resolution to the problem to the extent known and available to the party at the time the complaint is filed.

A complaint regarding Part C must include:

³ If a complaint regarding a specific child is filed by someone other than the child's parent or an eligible adult student to whom rights under Part B of the IDEA have transferred pursuant to the IDEA and District of Columbia law, the SCO will notify and provide copies of the complaint and any relevant correspondence to the parent of the child or eligible adult student.

- a. A statement that a public agency, or private service provider has violated a requirement of Part C of the IDEA and/or a requirement of District of Columbia law regarding early intervention services;
- b. The facts on which the statement is based; and
- c. The signature and contact information for the complainant.

It is encouraged, but not required, that the complainant attach copies of any relevant documentation that supports the allegation(s) made in the complaint.

II. COMPLAINT PROCEDURES/RESOLUTIONS

Initiation of a Complaint Investigation

1. Upon the filing of a complaint, the SCO will assign an investigator to take responsibility for the complaint.
2. If the SCO determines that the complaint does not meet the requirements in Section I, the SCO will not investigate the complaint but will notify the complainant of the basis for the SCO's determination. The complainant may re-file, if desired. Re-submitted complaints will be treated as a new complaint.
3. If a complaint is received that is the subject of a due process complaint or contains multiple issues of which one or more are currently the subject of a due process complaint, the SCO will set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing. The SCO will notify the complainant and the relevant public agency or private service provider of any issues that will be set aside until the conclusion of the hearing. The SCO will investigate those issues that are not the subject of a due process complaint using the timeline and procedures in this policy.
4. If an issue raised in the complaint has previously been decided through a due process hearing involving the same parties:
 - i. The due process hearing decision is binding on that issue; and
 - ii. The SEA will inform the complainant to that effect.
5. If the SCO determines that an investigation will **NOT** be conducted:
 - a. The SCO will send a notification to the complainant; and
 - b. A copy of the notice will be forwarded to the relevant public agency or private service provider.
6. If the investigator determines that an investigation is warranted, the SCO will take the following action:
 - a. The SCO will send a written notification of receipt of the complaint to the complainant, along with copies of the Procedural Safeguards Notices for Part B and/or Part C. The written notification will include the date that the complaint was filed with the SCO, the individual or organization that filed the complaint, and the issue(s) raised in the complaint that will be investigated. See Section V regarding the process and procedures for the investigation.

- b. The SCO will send a notice as described below, along with a copy of the complaint, to the public agency or private service provider involved, with a request for a written response to the alleged violation(s) and supporting documentation. The notice will:
 - i. include the date that the complaint was filed with the SCO, the individual or organization that filed the complaint, and the issue(s) being addressed;
 - ii. provide an opportunity for the public agency or private service provider to include in its response to the complaint, at the discretion of the public agency or private service provider, a proposal to resolve the complaint;
 - iii. provide an opportunity for the public agency or private service provider to include in its response to the complaint a statement that the public agency or private service provider will voluntarily engage in mediation consistent with 34 C.F.R. § 300.506 with the complainant;
 - iv. request the public agency or private service provider to review the issue(s) and determine action(s) to resolve the issue; and
 - v. request the public agency or private service provider to provide the child's relevant records or other documentation within a specified time frame.
- c. The SCO will send a copy of the notice provided in Section II.4.b. to the complainant.
- d. The complainant and the public agency may submit additional information about the allegation(s) in the complaint, either orally or in writing. If the complainant raises new issues unrelated to the complaint, the investigator will immediately notify the SCO. The new issue(s) is treated as a new complaint and must follow the same procedures as a new complaint.

Public Agency: Response to Complaint Requirements

The public agency or private service provider must provide a written response to the SCO within ten (10) business days upon receipt of the complaint from the SCO. The public agency or private service provider must simultaneously send a copy of the written response (not supporting documentation) to the complainant consistent with the confidentiality requirements in federal and District of Columbia law and regulation. If the complaint was filed by an organization or individual who is not the parent of a child or an eligible adult student, the public agency or private service provider must also simultaneously send the response to the parent or eligible adult student.

Failure to respond within the allotted ten (10) business days may result in a finding of noncompliance or sanctions against the public agency or private service provider in question.

An extension of the ten (10) day timeline for a response may be granted if necessary to allow the complainant and public agency or private service provider to resolve the complaint themselves. A request for such an extension must be submitted in writing to the SCO by the public agency or private service provider. Both the complainant and the public agency or private service provider will be notified by the SCO of any extension granted.

III. MEDIATION SERVICES

As an alternative to filing a state complaint or after a complaint is filed, mediation services, in accordance with the IDEA 34 CFR §300.506 and 34 CFR § 303.419 are available, at no cost to the complainant, through the OSSE. Mediation is a voluntary process and both the complainant and public agency or private service provider must be willing to participate. Either the complainant or the public agency or private service provider may initially suggest this option by asking the other party if they are

willing to mediate the disputed issue. If a complaint is filed, mediation will not delay the issuance of the final decision unless, in complaints alleging a violation of Part B, the complainant and the agency agree to extend the timeline to engage in mediation. For more information about mediation contact:

Office of the State Superintendent of Education
Division of Special Education
810 First Street, NE – 5th Floor
Washington, DC 20002
Telephone: (202) 727-6436
BY FAX: (202) 741-0227
BY E-MAIL ATTACHMENT: osse.IDEAstatecomplaints@dc.gov

OR
Student Hearing Office
810 First Street, NE – 2nd Floor
Room 2001
Washington, DC 20003
Phone: (202) 698-3819
Fax: (202) 478-2956

IV. EARLY RESOLUTION

If the complainant and public agency or private service provider are able to resolve the complaint within 60 days after the complaint is filed, and so inform the SCO, the SCO will close the case without issuing a decision.

V. INVESTIGATION

Within 60 days following the SCO's receipt of a properly filed complaint that meets the requirements of Section I, the SCO will:

1. Conduct an independent investigation of the complaint which may include an on-site investigation, if necessary;
2. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
3. Provide the public agency or private service provider with the opportunity to respond to the complaint, including, at a minimum:
 - a. at the discretion of the public agency or private service provider, submission of a proposal to resolve the complaint; and
 - b. an opportunity for the complainant and the public agency or private service provider to voluntarily engage in mediation.
4. Review all relevant information and make an independent determination as to whether the public agency or private service provider violated a requirement of Part B or Part C of IDEA or corresponding District of Columbia law;

VI. FINAL DECISION

Upon completion of the investigation and within 60 days of the filing of the complaint, the SCO will determine whether the public agency or private service provider complied with the applicable provisions of Part B or Part C of the IDEA and regulations in a final written decision. The SCO will:

1. Issue and send the final written decision to the complainant and agency involved that addresses each issue raised in the complaint, except those excluded from consideration because they are the subject of a pending due process hearing. The final decision will include the following information:
 - a. summary of complaint issues, parties involved, and the investigatory process;
 - b. findings of facts, based on the information received during the investigation;
 - c. conclusions based on federal and District of Columbia law regarding whether the public agency is in compliance with the law;
 - d. corrective action(s) ordered by the SCO if the public agency or private service provider is found in non-compliance;
 - e. time lines by which the public agency or private service provider is required to respond to the letter and initiate the corrective action(s); and
2. Indicate the date the file was closed and that a decision was made with respect to compliance.
3. If in resolving a complaint, the SCO determines that the public agency or private service provider has failed to provide appropriate services, the OSSE, pursuant to its general supervisory authority under the IDEA will address:
 - a. the failure to provide appropriate services, including corrective action to address the needs of the child (such as compensatory services or monetary reimbursement), and
 - b. appropriate future provision of services for all children with disabilities.
4. To facilitate effective implementation of the SCO's final decision, the SCO may provide assistance to the complainant and public agency or private service provider with any negotiations between those parties that may be useful for implementation of the final decision.

The SCO may extend the 60-day deadline:

1. If exceptional circumstances exist; or
2. In complaints alleging a violation of Part B, the complainant and public agency involved agree to an extension in order to engage in mediation.

VII. CORRECTIVE ACTION PLANS

1. If in resolving a complaint the SCO finds the public agency or private service provider has failed to provide appropriate services to address the needs of a child with disability, and to facilitate effective implementation of the SCO's final decision, the SCO may require the public agency or private service provider to access training and technical assistance by the OSSE or other public agency.
2. In some cases the SCO may require the public agency to develop a corrective action plan (CAP) and may also require that it be submitted to the SCO for approval.

3. The complainant may also submit comments concerning the plan. The SCO may require revisions to the CAP before approving it. A copy of all communications concerning the plan will be provided to the complainant.

VIII. ENFORCEMENT

1. The SCO is responsible for tracking and ensuring that the final written decision, including any CAP, is enforced.
2. Upon verification of completion of all corrective action outlined in the CAP, the SCO will notify the public agency or private service provider. The SCO may, at its discretion, continue to monitor the public agency or private service provider and request additional action to ensure full compliance with federal and state regulations.

VIII. WITHDRAWAL OF COMPLAINT

At any time prior to the date that the SCO issues the final decision regarding a complaint, the complaint may be withdrawn by the complainant. Upon withdrawal of a complaint, the SCO will not take further action regarding the matter and will close the file.

The withdrawal of a complaint must be made in writing. If the complaint is withdrawn, the investigator will send a written confirmation of the withdrawal to the complainant and a copy of the confirmation to the other parties. Withdrawal of a complaint does not preclude the complainant from re-filing the complaint at a later date.

X. DISSEMINATION OF THE STATE COMPLAINT RESOLUTION PROCEDURES

This document will be widely disseminated to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities. The procedures will also be available on the OSSE website (<http://www.osse.dc.gov>). In addition, the SCO will mail or e-mail a copy of these procedures to individuals and organizations upon request. If you have any questions or need assistance regarding this State Complaint Policy and Procedures, please contact the OSSE-SCO.

GLOSSARY

CAP	Corrective Action Plan; plan of action to correct violations committed
Complaint	A signed, written document indicating that a District of Columbia public agency has failed to comply with a requirement of the Individuals with Disabilities Education Act (IDEA) Part B or with a requirement of the District's laws and regulations regarding special education (including the identification, evaluation, educational placement of the student(s) or the provision of a free and appropriate public education (FAPE) to such student(s)) or that a public agency or private service provider failed to comply with a requirement of IDEA Part C or of the District's laws and regulations regarding early intervention services.
Complainant	The student (aged 18-21 years inclusive or an emancipated minor), parent/guardian, advocate or other interested party or organization who has submitted the complaint to the Office of the State Superintendent of Education-State Complaint Office.
Day	Calendar day, unless specified otherwise
DC	District of Columbia
DCPS	District of Columbia Public School
Due Process Hearing	A formal adjudicatory hearing before an impartial Hearing Officer which is guaranteed under the IDEA and relevant state law and in which both parties may be represented by legal counsel and may present evidence and sworn testimony to be considered by the Hearing Officer.
Due Process Complaint	A request for a due process hearing that must be filed with the Student Hearing Office and copies served on all other parties.
FAPE	Free Appropriate Public Education, which is defined as an individualized education program, provided at public expense that emphasizes special education and related services designed to meet the unique needs of the student.
IDEA	Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq., 34 CFR Part B and C.
Mediation	A voluntary process in which a neutral individual (mediator) assists the parties in having a full discussion and reaching an agreement.
LEA	Local Education Agency. In the District of Columbia, LEAs also include public charter schools that have elected to be treated as an LEA for purposes of the IDEA.

Private Service Providers	A private, non-public entity that provides early intervention services under Part C of the IDEA.
Public agency	Any agency responsible for providing a free, appropriate public education (FAPE) to any child who is a resident of the District of Columbia. Public agencies include the SEA, LEA, educational service agencies, nonprofit public charter schools that are not otherwise included as LEAs or educational service agencies and are not a school of an LEA or educational service agency, and any other political subdivisions of the District of Columbia that are responsible for providing education to children with disabilities.
OSSE	Office of the State Superintendent of Education, the District of Columbia's state education agency
SEA	State Education Agency. In the District of Columbia the SEA is the Office the State Superintendent of Education.
SCO	State Complaint Office, where complaints are filed and investigated
Special Education	Specially designed instruction, at no cost to the parent, to meet the unique needs of a child with disability.
Student Hearing Office	The office within the OSSE that coordinates that provision of due process hearings and mediation services.



Model State Complaint Form

If you believe that a public agency has failed to comply with the Individuals with Disabilities Education Improvement Act (IDEA) or with a requirement of District of Columbia law regarding special education under Part B of IDEA or a public agency or private service provider with regard to early intervention services under Part C of the IDEA, you may file a complaint to initiate an investigation of the matter. Should you need assistance completing this form, please contact the State Complaint Office (SCO) for sources to contact to obtain assistance.

INSTRUCTIONS: This form has been developed to assist you in filing a state complaint. You do not need to use this form to request a complaint investigation; however, unless indicated otherwise all of the information in this form must be included in a written request for a complaint investigation. Failure to provide all required information may result in a determination by the SCO that the complaint will not be investigated by the SCO. Requests for complaint investigations **MUST be signed and dated and filed with the SCO and, for IDEA Part B, a copy must be forwarded to the public agency at the same time the complaint is filed with the SCO.**

FOR OFFICE USE	Case No.	Assigned To:	Date Received:	Due Date:
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Complainant Information

Name of Complainant:	Date:
	Relationship to child, if alleging violations with respect to specific child (Optional):
Address (Street, City, State, Zip):	Phone Number:
	Alternate Phone Number, if available (Optional):
	E-mail, if available:

PART B (children 3 through 21) ONLY:

Child Information, if alleging violations with respect to a specific child.

Name of Child:	Date of Birth (MM/DD/YYYY, if known (Optional):
Address of the residence of the child(Street, City, State, Zip):	If the child is homeless, available contact information of the child:
Name of Parent or Guardian (if other than person filing complaint), if known (Optional):	



Office of the State Superintendent of Education



DISTRICT OF COLUMBIA
MAYOR ADRIAN M. FENTY

Mediation⁴

Would you be interested in mediation to try to resolve the complaint? Yes No

Would you like more information about mediation? Yes No

Signature(s)

By federal regulation, you must sign the request for a complaint investigation.

Signature of the person(s) filing the complaint: _____

Date: _____

Checklist

Before mailing/faxing/e-mailing your request for a complaint investigation, make sure the items below have been completed.

_____ You have completed all sections

_____ You have provided detailed information in regard to the allegation (attached additional pages if needed).

_____ You have provided a proposed resolution of the problem if alleging violations with respect to a specific child and to the extent known and available.

_____ You have signed your complaint.

Please submit complaint to:

BY MAIL:

Office of the State Superintendent of Education
Division of Special Education - State Complaint Office
810 First Street, NE – 5th Floor
Washington, DC 20002
Telephone: (202) 727-6436

BY FAX: (202) 741-0227

BY E-MAIL ATTACHMENT: osse.IDEAstatecomplaints@dc.gov

⁴ Mediation is a voluntary process in which a neutral individual (mediator) assists the parties in having a full discussion and reaching an agreement. As an alternative to filing a state complaint or after a complaint is filed, mediation services are available, at no cost to the complainant, through the OSSE's Student Hearing Office. Mediation is a voluntary process and both the complainant and public agency or private service provider must be willing to participate. Mediation will not delay the issuance of the final decision unless, in complaints alleging a violation of Part B, the complainant and the agency agree to extend the timeline to engage in mediation.



State Complaint Form¹

An individual or organization may file a written, signed complaint alleging a violation of Part B or Part C of the Individuals with Disabilities Education Act. For a complete description of the State complaint procedures, see 34 C.F.R. §§ 300.151-300.153 for Part B and 34 C.F.R. §§ 303.432-303.434 for Part C.

Complainant Information

Name:	Relationship to Child, if alleging violations with respect to a specific child (<i>Optional</i>):
Address:	Phone Number and hours when you may be reached at this number:
	Alternate Phone Number, if available:
	E-mail Address, if available:

Child Information (If alleging violations about a specific child)

Name:	School Name (or Early Intervention Service (EIS) Provider if alleging a violation of Part C):
Date of Birth (<i>Optional</i>):	
Address:	If the child is homeless, available contact information for the child:

Mediation

Mediation is a voluntary process in which a neutral individual assists the parties in having a full discussion and reaching an agreement. Mediation services are available, at no cost to the complainant, through OSSE’s Student Hearing Office.

Would you be interested in mediation to try to resolve the complaint? Yes No

¹ This is a model form that was developed to assist you in filing a State complaint. You do not need to use this form to request a complaint investigation; however, unless indicated otherwise all of the information in this form must be included in a written request for a complaint investigation. Failure to provide all required information may result in a determination by the State Complaint Office that the complaint will not be investigated.



Statement of Complaint

Please describe the alleged violation(s). Number and list each alleged violation separately. Describe the violation and specific facts that relate to the violation including dates, names and locations. If possible, attach copies of any relevant documentation that supports the allegation(s) made in the complaint. Please include in your statement what school, EIS Provider, or public agency you allege violated the IDEA.

Please describe your proposed resolution of the problem.

Signature: _____ Date: _____

You may file a signed, completed complaint and any attachments or supporting documentation by mail, fax, or email. If you are alleging a violation of Part B, you must also submit a copy of the complaint to the Local Educational Agency or other applicable public agency at the same time you file your complaint with the OSSE State Complaint Office. If you are alleging a violation of Part C, you must also submit a copy of the complaint to the Early Intervention Provider or other applicable public agency at the same time you file your complaint with the OSSE State Complaint Office.

BY MAIL: Office of the State Superintendent of Education
Division of Special Education
Attn: Mary Boatright
810 First Street, NE, 5th Floor
Washington, DC 20002

BY FAX: 202-741-0227

BY EMAIL ATTACHMENT: osse.IDEAstatecomplaints@dc.gov

CLC Tip Sheet

Filing a Complaint with the U.S. Department of Education Office of Civil Rights (“OCR Complaints”)

What is an OCR Complaint?

An OCR Complaint is a complaint anyone can file with the U.S. Department of Education Office of Civil Rights where that person believes that an educational institution that receives federal funding is discriminating against someone on the basis of race, color, national origin, sex, disability or age. An OCR complaint can be filed by the victim of such discrimination, or by someone complaining on behalf of another person or group.

When Might You File an OCR Complaint?

- To allege a school's policy that all students who have repeated the 9th grade once must attend specialized programs has a disparate impact on students with disabilities;
- To allege that a college's failure in handling sexual violence allegations discriminated on the basis of gender;

What Happens Once I File an OCR Complaint?

- Evaluation of the Complaint: First, OCR evaluates the complaint (and each allegation contained therein) to determine whether OCR has the legal authority to investigate the complaint. Based on that evaluation, OCR will either dismiss the complaint or open the complaint for investigation.
 - NOTE: In certain cases, OCR may contact the complainant to request more information. When that occurs, the complaint is granted 20 calendar days to response to OCR's request for information.
- Opening of an Investigation: if OCR determines it will investigate the complaint, it will issue letters of notification to the complainant and the respondent. During the investigation, OCR serves as a neutral fact-finder and may take up to 180 days to fully investigate each allegation in the complaint, using such fact-finding techniques as reviewing documentary evidence submitted by both parties, conducting interviews with the complainant, the respondent and other sources as appropriate and/or conducting site visits.
- Issuing a Letter of Findings: at the conclusion of the investigation, OCR will issue a letter of findings with contains fact-specific investigative findings with respect to each allegation in the complaint.
- Efforts to Resolve the Complaint after a Determination of Noncompliance: if OCR determines that the respondent failed to comply with one of the civil rights laws that OCR enforces, it will contact the respondent and attempt to secure their participation in a voluntary resolution agreement. If the respondent refuses to negotiate a voluntary resolution agreement, OCR will inform the respondent that it has 30 days to indicate its willingness to engage in negotiations or OCR will issue a Letter of Finding to the parties providing a factual and legal basis for noncompliance. If after that letter is issued, the respondent continues to refuse to negotiate, OCR will issue a Letter of Impending Enforcement Action and try one more time to get voluntary compliance. If those efforts fail, OCR will either initiate administrative enforcement proceedings to suspend, terminate, or refuse to grant or continue Federal financial assistance to the respondent, or will refer the case to the Department of Justice for further legal action.

Does Filing an OCR Complaint Impact My Right to File Other Types of Complaints?

Yes. You cannot file a complaint with OCR if you are in the process of addressing the issues raised in your complaint with another agency, or through a school's grievance procedure "if OCR anticipates that agency [...] will provide you with a resolution process comparable to OCR's." You can refile your complaint with OCR after the other complaint process has completed, but OCR will independently determine whether or not to defer to the prior adjudication (but a prior adjudication is not *de facto* binding on the OCR complaint process).

The DO's and DON'Ts of filing an OCR Complaint

- **DO** keep track of your timeline! OCR has a relatively short statutes of limitations -- violations must have taken place within six months of filing your complaint.
- **DO** follow up with OCR to check on the status of the resolution process and remind them of their ability to take further legal action if the school continues to refuse to negotiate a resolution agreement.



**United States Department of Education
Office for Civil Rights**

DISCRIMINATION COMPLAINT FORM

District of Columbia Office
400 Maryland Avenue, SW
Washington, DC 20202-1475

TEL (202) 453-6020
FAX (202) 453-6021
TTY (877) 521-2172

You do not have to use this form to file a complaint with the U.S. Department of Education's Office for Civil Rights (OCR). You may send OCR a letter, instead of this form, but the letter must include the information in items one through nine and item fourteen of this form. If you decide to use this form, please type or print all information and use additional pages if more space is needed. An on-line version of this form, which can be submitted electronically, can be found at: <http://www.ed.gov/ocr/complaintintro.html>

Before completing this form please read all information contained in the enclosed packet including: Information About OCR's Complaint Resolution Procedures, Notice of Uses of Personal Information, Bases for Granting a Waiver, the Consent Form, and the Resolution Between Parties Process.

1. Name of person filing this complaint:

(Mr./Ms.) _____
(Last) (First) (Middle)

ADDRESS: _____

CITY & STATE: _____ (Zip Code)

TELEPHONE #: _____ (Home) _____ (Work)

E-MAIL ADDRESS: _____

2. Name of person discriminated against (if other than person filing). If 18 years or older please have this person also sign this complaint form and the consent/release form.

(Mr./Ms.) _____
(Last) (First) (Middle)

ADDRESS: _____

CITY & STATE: _____ (Zip Code)

TELEPHONE #: _____ (Home) _____ (Work)

E-MAIL ADDRESS: _____

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District of Columbia Discrimination Complaint Form

3. OCR investigates discrimination complaints against institutions and agencies which receive funds from the U.S. Department of Education and against public educational entities and libraries that are subject to the provisions of Title II of the Americans with Disabilities Act. Please identify the institution or agency that engaged in the alleged discrimination. If we cannot accept your complaint, we will attempt to refer it to the appropriate agency and will notify you of that fact.

NAME OF INSTITUTION: _____

ADDRESS: _____

CITY & STATE: _____
(Zip Code)

DEPT./SCHOOL: _____

4. The regulations OCR enforces prohibit discrimination on the basis of race, color, national origin, sex, disability, age or retaliation. Please indicate the basis of your complaint:

Discrimination based on race (specify)

Discrimination based on color (specify)

Discrimination based on national origin (specify)

Discrimination based on sex (specify)

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District of Columbia Discrimination Complaint Form

Discrimination based on disability (specify)

Discrimination based on age (specify)

Retaliation because you filed a complaint or asserted your rights (specify)

5. As of January 8, 2002, OCR enforces the Boy Scouts of America Equal Access Act, Section 9525 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001.

Violation of the Boy Scouts of America Equal Access Act (specify)

6. Please describe each alleged discriminatory act. For each action, please include the date(s) the discriminatory act occurred, the name(s) of each person(s) involved and, why you believe the discrimination was because of race, disability, age, sex, etc. Also please provide the names of any person(s) who was present and witnessed the act(s) of discrimination.

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District of Columbia Discrimination Complaint Form

7. What is the most recent date you were discriminated against?

8. If this date is more than 180 days ago, you may request a waiver of the filing requirement.

I am requesting a waiver of the 180-day time frame for filing this complaint. Please explain why you waited until now to file your complaint.

9. Have you attempted to resolve these allegations with the institution through an internal grievance procedure, appeal or due process hearing? YES NO

If you answered yes, please describe the allegations in your grievance or hearing, identify the date you filed it, and tell us the status. If possible, please provide us with a copy of your grievance or appeal or due process request and, if completed, the decision in the matter.

10. If the allegations contained in this complaint have been filed with any other Federal, state or local civil rights agency, or any Federal or state court, please give details and dates. We will determine whether it is appropriate to investigate your complaint based upon the specific allegations of your complaint and the actions taken by the other agency or court.

AGENCY OR COURT:

DATE FILED: _____ CASE NUMBER OR REFERENCE: _____

RESULTS OF INVESTIGATION/FINDINGS BY AGENCY OR COURT:

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District of Columbia Discrimination Complaint Form

11. If we cannot reach you at your home or work, we would like to have the name and telephone number of another person (relative or friend) who knows where and when we can reach you. This information is not required, but it will be helpful to us.

(Mr./Ms.) _____
(Last) (First) (Middle)

TELEPHONE #: _____ (Home) _____ (Work)

12. OCR has a voluntary expedited complaint resolution process called **Early Complaint Resolution (ECR)**. In this process, we attempt to help the complainant and the institution reach an agreement prior to OCR commencing its investigation and case resolution procedures. Both the complainant and the institution must want to take part in ECR. The complainant, the institution, or OCR may end the ECR process at any time if it appears that an agreement cannot be reached. If this happens, we will use other approaches to resolve the complaint allegations. One of the primary benefits of ECR is that it may be possible to resolve your complaint quickly.

Are you interested in the Early Complaint Resolution Process? YES NO
Note: If OCR determines ECR may be appropriate, we will contact you to discuss our ECR procedures in detail.

13. What would you like the institution to do as a result of your complaint — what remedy are you seeking?

14. We cannot accept your complaint if it has not been signed. Please sign and date your complaint below.

(Date)

(Signature)

(Date)

(Signature of person in Item 2)

Please mail the completed and signed Discrimination Complaint Form, your signed consent form and copies of any written material or other documents you believe will help OCR understand your complaint to:

U.S. Department of Education
Office for Civil Rights
District of Columbia Office
400 Maryland Avenue, S.W.
Washington, D.C. 20202-1475

FAX # (202) 453-6021

CLC Tip Sheet

Formal Grievances in the District of Columbia

What is a Formal Grievance?

A grievance is a complaint that can be filed directly with a local school or instructional superintendent when there has been a violation of one or more of several federal and District laws, including:

- Section 504 of the Rehabilitation Act of 1973 (prohibits discrimination based on individuals' disability) (see 29 U.S.C. §§ 701 *et seq.*);
- Title II of the Americans with Disabilities Act (also prohibits discrimination against individuals with disabilities) (42 U.S.C. §§ 12101 *et seq.*);
- Title IX of the Education Amendments Act of 1972 (prohibits discrimination based sex) (see 20 U.S.C. §§ 1681 *et seq.*);
- Title VI of the Civil Rights Act of 1964 (prohibits discrimination based on race, color or national origin) (see 42 U.S.C. §§ 2000d *et seq.*);
- The Age Discrimination Act of 1975 (prohibits discrimination based on age in employment) (see 42 U.S.C. §§ 6101-6107); and
- The District of Columbia Human Rights Law (prohibits discrimination based on race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, familial status, familial responsibilities, matriculation, political affiliation, disability, source of income, and place of residence or business) (see D.C. Code Ann. §§ 2.1401.01 *et seq.*).

The Grievance Procedures described in 5 D.C.M.R. §§ E-2405.1 *et seq.* also include a “catch all” provision that applies this procedure to bullying, harassment, denial of educational opportunity for a student or group, abridgment of a student’s rights or “any other violation or a right granted by law that does not have a specific grievance procedure or hearing process provided in this title.” 5 D.C.M.R. § E-2405.1 (f).

The Grievance Procedure **DOES NOT APPLY** to appeals of suspensions or expulsions, because those procedures are covered in Chapter 25 of the DCMR. See 5 D.C.M.R. § E-2405.3. (Refer to the section of this Toolkit discussing school discipline).

When Might You File a Grievance?

- When a school fails to follow its own bullying policy or intervene as requested in response to a report of bullying (e.g., parent requests a safety transfer and school fails to respond);
- When a school unfairly penalizes a parenting or pregnant teen for excused absences related to pregnancy (which equals discrimination under Title IX); or
- When a teacher makes inappropriate comments to a student (e.g., calling a student a homophobic slur, or making sexually inappropriate comments to a student).

Who Can File A Grievance?

The student may file a grievance on his or her own behalf, or the parent or guardian of the aggrieved student may file a grievance on the student's behalf. *See* 5 D.C.M.R. § 2405.4.

Does Filing a Grievance Impact My Right to File Other Types of Complaints?

No. You can file a grievance and still file other kinds of complaints in other forums. However, it is possible that if the resolution of the grievance is still pending other forums may wait for the adjudication of the grievance before processing your additional complaint.

The DO's and DON'Ts of Formal Grievances

- **DO** read the grievance procedure in its entirety before filing a grievance. In particular, 5 D.C.M.R. § 2405.5 provides specific information as to what a grievance should contain, and what the investigation process is once a grievance has been filed
- **DON'T** file your grievance with the school principal if the principal is referenced in your complaint, or if the principal knew about the subject of the grievance and failed to intervene. 5 D.C.M.R. § 2405.4 (b) allows you to go directly to the instructional superintendent.
- **DO** provide legal citations for your allegations where applicable (which rights are violated), as well as specific factual information when you have it. As an example, in a case of gender-based bullying in which students have called another student sexually derogatory names, an appropriate grievance may allege violations of the Student Bill of Rights, the "catch-all" bullying provision, and Title IX.
- **DO** keep track of the grievance timelines and follow up when they are not being followed.
- **DO** consider involving other community stakeholders when helpful and applicable. For instance, it may be useful to copy Suzanne Greenfield, Director of the Citywide Bullying Prevention Program, on a grievance regarding bullying that has not been remediated. (See contact information in the Toolkit section on Bullying).

Overview

Early Intervention/Special Education Services for Children Ages 0 to 5

In this Section of the Education Toolkit, you will find helpful information about obtaining special education services in the District of Columbia and in Maryland, for children ages 0 to 5. Early intervention services for children ages 0 through 3 are covered under Part C of the federal Individual with Disabilities Education Improvement Act (“IDEA”) (see 20 U.S.C. §§1400 *et seq.*). Now, under both DC and Maryland state law, a child may continue to receive services under Part C of the IDEA, past their third birthday, if the parent so elects. Special education services for children ages 3 to 5 are covered under Part B of the IDEA.

In this section, you will find information and referral forms for each of the administering agencies involved in early education in DC and in Maryland. You will also find a developmental chart to assist in determining if a child may qualify for services under the IDEA.

Services in DC

- ◆ In DC, the Strong Start program (for children being served under Part C of the IDEA) is operated by the Office of the State Superintendent of Education (OSSE).
- ◆ In DC, the Early Stages Office of DC Public Schools serves children ages 3 to 5 in need of special education services.
- ◆ In DC, there are several revised regulations which took effect in July 2014, please refer to the CLC Information Sheet on Early Intervention Regulations for this updated information.

Services in Prince Georges County

- ◆ In PG County, the Infant and Toddler Program provides early intervention services from birth through age 2 for children with developmental delays or disabilities.
- ◆ In PG County, the Child Find Program provides early intervention services for children ages 3 to 5 in need of special education services.

Legal Resources:

- ◆ DC
 - 5 DCMR § A-3108 (eligibility for services under Part C of the IDEA)
 - 5 DCMR § A-3107.1 (timeline for evaluation & development of IFSP)
 - 5 DCMR § A-3110 (extended IFSP provision)
- ◆ MD

CLC Information Sheet

Early Intervention: Recently Revised Regulations in the District of Columbia

Eligibility for Services:

- ◆ A child is eligible for services under Part C of the Individual with Disabilities Education Act (IDEA) (*see* 20 U.S.C. §§ 1400 *et seq.*) and pursuant to 5 DCMR § A-3108, if:
 - If the child is between the ages of birth to three (3) years old; **and**
 - The child demonstrates a fifty (50%) percent or more delay in one of the following developmental areas:
 - Physical development, including vision or hearing;
 - Cognitive development;
 - Communication development;
 - Social or emotional development; or
 - Adaptive development.
 - **Or** the child demonstrates a twenty-five (25) percent delay in two (2) or more of the following developmental areas:
 - Physical development, including vision or hearing;
 - Cognitive development;
 - Communication development;
 - Social or emotional development; or
 - Adaptive development.
 - **Or** the child has been diagnosed as having a physical or mental condition that has a high probability of resulting in developmental delay (including but not limited to: chromosomal abnormalities, genetic disorders, severe attachment disorder, or disorders related to secondary exposure to toxic substances).
- ◆ A child must be evaluated and the initial Individualized Family Service Plan (“IFSP”) must be held within 45 days of the date the agency receives the referral (5 DCMR § A-3107.1).

Extended IFSP:

- ◆ Pursuant to 5 DCMR § A-3110, a child may continue to receive community-based services through the IFSP past the child’s third birthday if the parent so elects.
 - If the parent chooses for the child to remain eligible under Part C of the IDEA, the child will continue to receive community-based services until the beginning of the school year following the child’s fourth (4th) birthday.
 - A child may **not** continue to receive Part C services past the date of which the child enters Kindergarten or is eligible to enter Kindergarten in the District of Columbia.
 - If the parent so chooses, a child may transition to school-based services under Part B of the IDEA at the age of three (3) years.

CLC Tip Sheet

CFSA Early Intervention Screening Process

Per the process outlined below, Child and Family Services (CFSA) has recently begun screening all children who come into care for disabilities. If the screening suggests that the child may have a disability, CFSA automatically refers the child to the appropriate education agency. The education agency then determines if the child is eligible for services.

Children Birth - 2 years, 10 months:

Children up to 2 years, 10 months who enter foster care will automatically receive an initial screening from staff in CFSA's Clinical and Health Services Administration (CHSA) within 30 days. If the screening suggests that the child may have a developmental delay, the results will be sent to DC's Office of the State Superintendent of Education's (OSSE) Strong Start program. Strong Start will seek consent to evaluate the child. After the evaluation is completed, the multidisciplinary team determines whether the child needs services; if so, the team will develop an IFSP (Individualized Family Services Plan).

Children in foster care can receive services through OSSE's Strong Start program regardless of the location of their home placement. Strong Start will report back to OSSE concerning whether the child was found eligible for services, what services were provided, or if the child was referred to Maryland for services. This report is to be filed with CHSA and a copy should be forwarded to the social worker. GALs may request a copy. If necessary, a nurse care manager or PEDS nurse will monitor the implementation of services. GALs should be involved in all multi-disciplinary team meetings and decisions and should have access to all documents created by CFSA, Strong Start, and Maryland Infants and Toddlers.

Children 2 years, 11 months - 5 years

The Office of Wellbeing (OWB) will screen all children in this age group who come into foster care using the Ages and Stages Questionnaire (ASQ). The results of screenings are sent to DC Public Schools' Early Stages program or to the appropriate charter school if the student is enrolled in a charter. For children enrolled in charter schools, OWB will only forward the ASQ report if the score is below certain score cut-off. Depending on where the child is enrolled, either Early Stages or the charter school should conduct a full evaluation if needed to determine whether the child is eligible for special education services and supports.

If the child is found eligible, then an Individualized Education Program (IEP) must be developed and a location of services must be assigned. Early Stages or the charter school will report back to OWB on whether evaluations were recommended, whether the child was found eligible for special education, and what services and placement were provided. That report will be entered into CFSA's FACES database and an OWB spreadsheet. OWB staff is responsible for confirming that the child is receiving the services outlined in the IEP. GALs should be involved in all IEP team meetings, decisions and should have access to all documents created by CFSA, Early Stages, and, if applicable, the charter school or Maryland school.

If you are serving as the GAL for a child going through this process, you should:

- ◆ Check that the initial screening has been completed by CFSA.
- ◆ Ask for copies of the written results of the initial screening from CFSA.
- ◆ If the screening suggests the child may have a disability or you are concerned that the child may have a disability, advocate for the child to be referred for a full evaluation.
- ◆ Even if CFSA determines that it's not necessary to refer the child to an education agency for a full evaluation, you can refer the child directly if you believe it's in the child's best interests.
- ◆ Help to identify an educational decision-maker if the child's birth parent is unavailable or unwilling to serve in that role. The parent's or surrogate parent's consent will be needed before the education agency may conduct an evaluation.
- ◆ Consider whether there should be a special education attorney appointed to represent the educational decision-maker.
- ◆ Ask for copies of the reports that the education agencies will send to CFSA regarding their determinations pertaining to the child's eligibility and necessary services.

Infant and Toddler Developmental Chart

No two babies are alike. Each child will grow and learn differently. Here's a checklist of developmental milestones—things most children can do by a certain age. Not reaching these milestones, or reaching them much later than other children, could be a sign of developmental delay.

Here are some things children are usually able to do at different ages:



1-2 Months

- Sucks and/or swallows easily
- Turns head from side to side when lying on tummy
- Startles easily in response to loud noises
- Turns head in direction that cheek is touched



12-15 Months

- Walks without help
- Drinks from a cup without help
- Picks up small objects and drops into a container
- Points and asks for things
- Scribbles on paper using crayon



3-4 Months

- Holds a rattle and smiles
- Makes cooing sounds like “ooh” or “aah”
- Rolls from tummy to back
- Plays with hands by touching them together or putting them in the mouth



15-18 Months

- Points to body parts—eyes, nose, mouth—when you name them
- Shows emotions—happy or sad
- Tries to talk and repeats words
- Feeds self with spoon but spills
- Looks at picture books and turns pages



4-6 Months

- Laughs and babbles, like saying “bababa” or “dadada”
- Balances self while sitting for a few seconds
- Moves toys from hand to hand
- Turns toward sounds like your voice or music



18-24 Months

- Points to pictures in a book when you name them
- Puts word together like “mommy shoes,” “see car,” “go bye-bye”
- Shows affection—offers hugs and kisses
- Plays actively with toys—kicks large ball, stacks things, etc.
- Takes off clothes on their own like hat, shoes, socks



6-9 Months

- Sits up without falling
- Crawls or creeps forward on tummy by moving arms and legs
- Holds something in each hand at the same time
- Pulls up to stand by holding on to furniture
- Shakes head to say “no”



24-36 Months

- Follows simple two step directions like, “Go to your room and bring me a diaper.”
- Uses 4 to 5 word sentences
- Plays make-believe with dolls, stuffed animals, and people
- Shows affection for playmates
- Jumps up and down



9-12 Months

- Takes steps by holding on to furniture
- Picks up small objects, toys and finger foods
- Waves “bye-bye”
- Says “Mama” or “Dada” to the right person
- Looks at pictures in a book

If your child is younger than three and you have questions, call **202-727-3665** or visit **www.strongstartdc.com**.

STRONG START

Referral Form

CHILD IDENTIFICATION INFORMATION	
Child's Legal Name [Last, First, Middle (Optional – nickname)]	Date of Birth
Gender <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Undetermined	Ethnicity/Race Black
Insurance Name	Insurance Number
Parent(s)/Legal Guardian	Telephone
Parent(s)/Legal Guardian Address	Ward
Primary Language Spoken by Parent(s)/Legal Guardian <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other _____	
Foster Parent(s) (if applicable)	Telephone
Foster Parent(s) Address (if applicable)	County/Ward
How long has child resided at residence?	Surrogate/Advocate/Guardian <i>ad Litem</i> ? <input type="checkbox"/> Yes <input type="checkbox"/> No
If <i>ad Litem</i> is yes, name	Telephone
Assigned CFSA Caseworker	Telephone

REFERRAL INFORMATION	
Name of Referring Person	Agency/Practice
Phone	Fax
Are you a Qualified Health Professional? <input type="checkbox"/> Yes Discipline _____ <input type="checkbox"/> No	Has a developmental screening been completed? <input type="checkbox"/> Yes Tools used _____ <input type="checkbox"/> No

Please check and complete one of the following boxes:

- This child has a current screening/evaluation demonstrating need or is currently receiving services for a diagnosed condition.
Describe: _____
- This child has been diagnosed with a physical or mental condition(s) known to have a high probability of resulting in significant delays in development (even if no delays are apparent at this time).
Describe: _____
- There are concerns for possible delays in development in the following areas: _____

Signature: _____ Date: _____
(Referring person)



Office of the State Superintendent of Education • Strong Start
810 First Street, NE, 5th Floor, Washington, DC 20002
Main: 202.727.3665 • Fax: 202.724.7230 • Email: osse.dceip@dc.gov • www.strongstartdc.com



STRONG START

PART C EVALUATION CONSENT TO RELEASE INFORMATION

It has been explained to me that because of my child's premature birth, birth complications, and/or developmental concerns, my child and family may be eligible for special services designed to assist my child in achieving his or her developmental milestones.

I hereby authorize _____ to release the following information to
(Referring source)

Strong Start for the purpose of establishing my child's eligibility for early intervention services.

Check all that apply:

- | | | |
|---|---|--|
| <input type="checkbox"/> Referral Information | <input type="checkbox"/> Physical Therapy Evaluations | <input type="checkbox"/> Developmental Screening Results |
| <input type="checkbox"/> Admission Summary | <input type="checkbox"/> Occupational Therapy Evaluations | <input type="checkbox"/> Hearing Screen/Test Results |
| <input type="checkbox"/> Discharge Summary | <input type="checkbox"/> Speech and Language Evaluations | <input type="checkbox"/> Vision Screen/Test Results |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Other _____ | <input type="checkbox"/> Other _____ |

Please **read and then initial all boxes** to indicate that you understand your rights before signing. If you have any questions about your rights, please call **Strong Start** at (202) 727-3665.

	I understand that signing this authorization is not a condition of receiving future medical treatment or early intervention services.
	I understand that I may revoke (i.e., cancel) this authorization at any time by notifying Strong Start in writing, and that any information shared prior to revoking this authorization will not be affected by a revocation.
	I understand that before any specific services for my child are provided, I also have a right to authorize or decline those services.
	I understand that feedback regarding this referral, including developmental and educational information about my child, may be provided to the referring professional in order to facilitate appropriate coordination of services.
	I understand that if my child is Medicaid eligible and covered under EPSDT (early periodic screening diagnosis and treatment), this referral will be shared with my Medicaid Managed Care Case Manager / Service Coordinator.
	I understand that once released, my information may be disclosed and may no longer be protected under the Health Insurance Portability and Accountability Act (HIPAA), but will not be re-disclosed by the DC Early Intervention Program in accordance with the Family Educational Rights and Privacy Act (FERPA). For more information, see 45 CFR (Code of Federal Regulations) 164.508 for HIPAA and 34 CFR Part 99 for FERPA.
	I understand that this consent will expire in one (1) year and that a new consent form will need to be completed should my child continue to be eligible for Strong Start .

Signature: _____ Date: _____
(parent/legal guardian)

RETURN REFERRAL TO:

Office of the State Superintendent of Education • **Strong Start**
810 First Street, NE, 5th Floor, Washington, DC 20002
Main: 202.727.3665 • Fax: 202.724.7230 • Email: osse.dceip@dc.gov • www.strongstartdc.com

STRONG START

INSTRUCTIONS

STEP 1 – ENTER CHILD IDENTIFICATION INFORMATION

ROW 1	ENTER CHILD'S LAST NAME, FIRST NAME, MIDDLE NAME, AND DATE OF BIRTH (DOB)
ROW 2	ENTER CHILD'S GENDER, ETHNICITY, INSURANCE PROVIDER, AND INSURANCE NUMBER (MEMBER ID)
ROW 3	ENTER GUARDIAN'S NAME AND TELEPHONE NUMBER
ROW 4	ENTER GUARDIAN'S ADDRESS AND WARD
ROW 5	CHECK THE CHILD'S PRIMARY LANGUAGE <i>IF OTHER INDICATE WHAT LANGUAGE</i>
ROWS 6-10	COMPLETE IF CFSA/COURTS ARE INVOLVED WITH CHILD Ad Litem = ATTORNEY ASSIGNED BY THE COURTS

STEP 2 – ENTER REFERRAL INFORMATION

ROW 1	PRINT FIRST AND LAST NAME OF REFERRING PERSON, ENTER REFERRING AGENCY/PRACTICE
ROW 2	ENTER YOUR CONTACT NUMBER AND EXTENSION IF APPLICABLE, AND FAX NUMBER
ROW 3	ARE YOU A QUALIFIED HEALTH PROFESSIONAL? IF YES, CHECK YES AND WRITE IN YOUR DISCIPLINE IF NO, CHECK NO
	HAS THE CHILD HAD A DEVELOPMENTAL SCREENING? IF YES, CHECK YES AND LIST TOOLS USED AND ATTACH SCREENING DOCUMENT IF NO, CHECK NO
ROW 4	CHECK AND COMPLETE THE APPLICABLE OPTIONS. SIGN YOUR NAME AND DATE THIS REFERRAL WITH TODAY'S DATE.

PAGE 2 – CONSENT TO RELEASE INFORMATION

****THIS PAGE SHOULD BE COMPLETED BY THE PARENT PRIOR TO REFERRAL****

- Parent will authorize you as the referral source to release any of the checked listed documents to: DC Part C **Strong Start**. *Please attach all checked.*
- Parent will initial each box stating he/she understands the statement of rights listed.
- Parent/guardian will sign and date. Witness (referral source) will sign and date.
- Parent should be issued a copy of the referral by the referral source.

RETURN REFERRAL TO:

Office of the State Superintendent of Education • Strong Start
810 First Street, NE, 5th Floor, Washington, DC 20002
Main: 202.727.3665 • Fax: 202.724.7230 • Email: osse.dceip@dc.gov • www.strongstartdc.com



Office of the



State Superintendent of Education

Division of Special Education

Tamera J. Lewis

Assistant Superintendent of Special Education

District of Columbia EARLY CHILDHOOD TRANSITION GUIDELINES

IDEA Part C/B Early Childhood Transition (ECT) Guidelines for Program Staff and Early Intervention Providers in the District of Columbia: *Release Date: February, 2011*



Office of the



State Superintendent of Education

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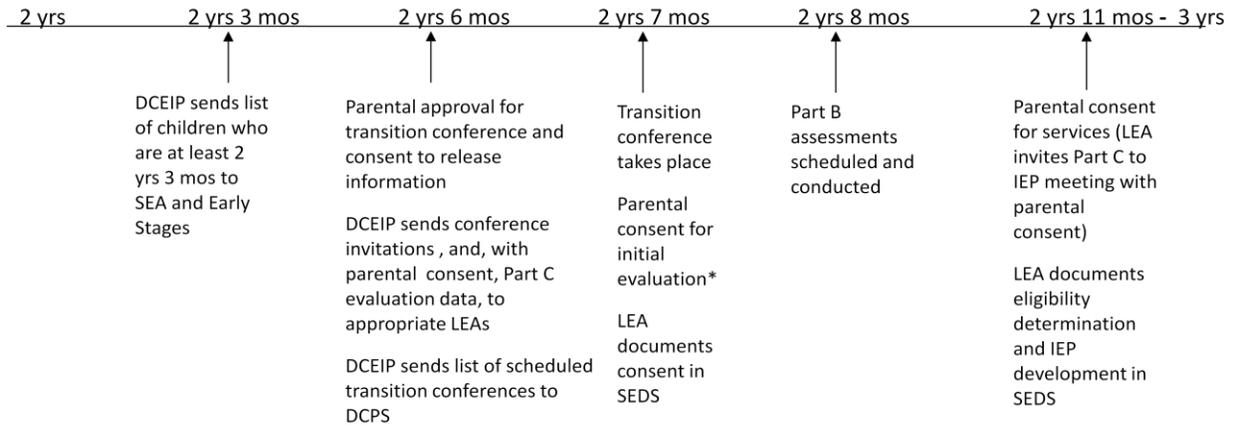
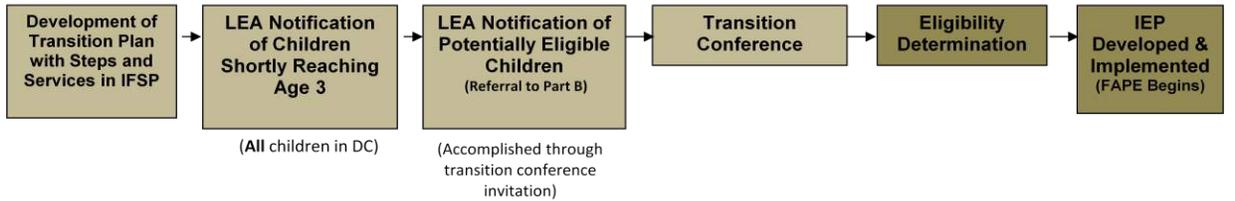


State Superintendent of Education

Part C

Part B

Accelerating Progress



*IEP must be developed and implemented by 3rd birthday even if evaluation period incorporated into SEDS extends past 3rd birthday

2 YEARS (24 MONTHS) – 2 YEARS and 6 MONTHS (30 MONTHS)
INITIATING THE TRANSITION DISCUSSION:
KEY COMPONENTS OF THE TRANSITION PLANNING MEETING

1) Overview of IDEA (B and C)

a) Suggested Script

“Under the federal law known as the Individuals with Disabilities Education Act, or IDEA, children with disabilities, birth through 21, are offered the right to access early intervention and special education services. Part C of IDEA addresses early intervention services, which are services and supports made available to infants and toddlers with disabilities from birth to age three. At age three, children who are eligible for special education services have the option to transition to Part B special education programs. While there are many similarities between Part C and Part B of IDEA, there are also differences. Today begins the process of assisting you and your family in exploring what is available to you so that you can find the best match for your child as he or she transitions out of the Part C Program at age three.”

2) Review of Differences between Part C and Part B Programs

a) Suggested Script

“As your child turns two, we are going to begin thinking about the transition process which will take place over the course of your child’s next year. The first step is to discuss some of the similarities and differences between Part C and Part B services by reviewing this chart together.”

Note: Parent should be provided with a copy of **Appendix A: IDEA Part C and Part B Comparison Table** and walk through that together with Coordinator.

Category 1: Continuing Part C Children with IFSPs Established Prior to 2 Years and 5 Months
(Entry to 2 Years and 5 Months (29 Months))

PRIMARY DIFFERENCES BETWEEN PART C AND PART B PROGRAMS

Points of Difference	IDEA Part C Early Intervention	IDEA Part B Special Education
Brief Description	Part C of IDEA relates to early intervention services for infants and toddlers who are ages birth to three . Early Intervention services are provided within a natural environment for the child and services are family centered. They can include nursing and medical care in some cases.	Part B of IDEA relates to services for children with disabilities who are ages three through 21 . These are called special education services . Special education services are usually provided in a public school, Head Start center, or inclusive community early care and education center. Only provides nursing or medical care services that are considered necessary for the child to access educational programs.
Services/ Plans	Services for birth to three year olds are listed on an IFSP (Individualized Family Services Plan) .	Services for three through twenty-one year olds are listed on an IEP (Individualized Education Program) or an ISP (Individualized Service Plan) .
Setting	Natural Environment: Home, Daycare, Child Development Center, Playground, etc.	Least Restrictive Environment within a school setting or other appropriate setting.
Focus	Family Centered, Developmental Interventions	Child Centered, Educational Services and Supports
Eligibility	IDEA, Part B and IDEA, Part C, have different eligibility criteria. During the transition process, children may require further evaluation. Some children who were eligible for early intervention services under IDEA, Part C, may not be eligible for IDEA, Part B, services. Even if a child is still eligible, some early intervention services that the family received while in Part C, may not be appropriate under IDEA, Part B.	

3) By 24 Months:

- a) **Part C Service Coordinator informs parents of DCPS' early entry lottery option.**

Suggested Script for Preschool Lottery: Children Turning Three (3) after September 30:

(i) *"There is an option for children receiving Early Intervention services who turn 3 years old between October 1 and January 31. If your child is in this category based on his or her date of birth, you will receive more information from Part C about how to participate in the Preschool/Out of Boundary Lottery. For children in this group who are accepted for early entrance, Early Stages will hold eligibility/IEP meetings prior to the start of the school year. Children will start receiving services on their 3rd birthday."*

4) Between the 24th Month and 30th Month:

- a) **Part C Service Coordinator initiates the transition planning discussion at either the annual or 6 month meeting, whichever occurs first between the 24th month and 30th month time frame.**
- i) Transition planning should begin at either the 6 month or annual IFSP meeting scheduled to occur during this time frame.

NOTE: If neither meeting occurs during the above timeframe, a separate transition planning meeting should be scheduled with the family by the Part C Service Coordinator.

- b) **Part C Service Coordinator discusses key elements of the transition process.**

c) Review Definition and Purpose of Transition

- i) **General Discussion of Transition**

(1) Overview of "Transition" in Terms of Life Experiences and Changes

(a) Suggested Script

(a) *"Transition means moving from one situation to another. For the purposes of this meeting, when we use the term "transitions," we will be talking about the times when young children move from one environment, program, or set of services to another. When a baby is welcomed into a family day care home for the first time or a five-year old enrolls in kindergarten, those are early childhood transitions."*

(b) *"Transition is not a singular event; it is a process that occurs over a period of time and will happen again and again as the child reaches yet another milestone in his or her young life. Like change in general, early childhood transitions are unavoidable; however, if done well, transitions offer an*

Category 1: Continuing Part C Children with IFSPs Established Prior to 2 Years and 5 Months
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opportunity for continued growth and learning. All young children go through transitions.”

- (c) *“Preparing children for change involves identifying and teaching children important skills that they will need in their next environment, including social skills and behaviors. We discuss how to do that today. The DC Early Intervention Program will make sure that you understand your options and what will be required of your family as you move through this transition from Early Intervention to preschool programs or another option of your choice. It is also important to ensure that your child’s services are not interrupted during this transition process. A lapse in therapy, special education or other services could slow your child’s progress. Early years are a time of rapid growth and development and we need to make the most of this time. It is important for you to involve yourselves in transition activities in both old and new settings.”*

ii) IDEA-Specific Transition Information

(1) Overview of IDEA (B and C)

(a) Suggested Script

- (i) *“Under the federal law known as the Individuals with Disabilities Education Act, or IDEA, children with disabilities, birth through 21, are offered the right to access early intervention and special education services. Part C of IDEA addresses early intervention services, which are services and supports made available to infants and toddlers with disabilities from birth to age three. At age three, children who are eligible for special education services have the option to transition to Part B special education programs. While there are many similarities between Part C and Part B of IDEA, there are also differences. Today begins the process of assisting you and your family in exploring what is available to you so that you can find the best match for your child as he or she transitions out of the Part C Program at age three.”*

(2) Part C Requirements

(b) Suggested Script

- (i) *“As a family served by the Part C DC EIP, you have the right to a smooth transition. Your child will continue to receive Part C Early Intervention services up until his/her 3rd birthday. While your child will no longer be eligible for Part C Early Intervention services after your child turns 3, he/she may be eligible for Part B Preschool services that will support your child’s learning. As mentioned earlier, it is important to minimize any*

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disruption to services and progress for your child during this transitioning period.”

- (ii) *“In an effort to ensure your child’s continued progress, Part C is required to schedule and complete a Transition Conference with your Family, your Part C Service Coordinator, a representative from a Local Education Agency, also known as an LEA or school district, and anyone else you would like in attendance.”*
- (iii) *“We are required to hold a transition conference for your child between the ages of 2 years and 6 months (30 months) and 2 years and 9 months (33 months).”*
- (iv) *“At the Transition Conference, your family, the Part C-DC EIP Service Coordinator, and any additional persons invited, will be your transition team, informing you of your options and rights, while finalizing your Transition Plan and next steps.”*

(3) Part B Requirements

(a) Suggested Script

- (i) *“Whether or not your child is eligible for preschool special education services, the transition process is where you explore agencies that can help your child learn and grow. You may choose to explore a preschool program in an LEA as a potential next step for your child. Should you choose to enroll your child in a public preschool program, the Part B LEA representative is required to attend and participate in your Transition Conference so that he or she can begin to determine your child’s eligibility for special education services. If you decide that you do not want to consider Part B services for your child, or if your child is found ineligible for Part B services, a transition conference will still take place to review the IFSP and ensure that you are provided with information on activities and contact information that help you support your child’s continued growth. In addition, you can consider a referral to Part B at any time in the future. More information about how to do this will be provided to you later in our discussion.”*
- (ii) *“The Part B representative is also required to provide you with your rights as you move from the Part C program to the Part B program.”*
- (iii) *“In the District of Columbia, DCPS is the LEA which manages preschool programs and services in your neighborhood school. The District also has several charter LEAs with preschool programs. These programs are*

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available to all DC residents; however, they accept students based on open enrollment if enough space is -available, or through a lottery if the number of applications exceeds available slots. We will talk more about charter LEA options in a moment.”

- (iv) *“If you are interested in receiving Part B services, the LEA in which you enroll your child is required to determine eligibility for preschool special education services for your child. If your child is eligible for services, the LEA is responsible for developing an IEP (Individualized Education Program) with your input by your child’s 3rd birthday and for implementing services upon enrollment in school at age three.”*

“If your child is determined to be eligible for Part B services and turns three before the beginning of the school year, the IEP Team must develop the IEP and determine what date the child’s services will begin. In developing the IEP, Extended School Year (ESY) services should be considered. The term ESY services means special education and related services that are provided beyond the regular school year that are necessary to make sure that a child with a disability receives a free appropriate public education. Eligibility for ESY is determined by the IEP team. To make this determination, the IEP team must review relevant information, such as data on regression and recoupment, emerging skills, movement toward acquiring critical skills, and behavioral concerns. If the child is eligible for ESY, the IEP team must determine what services will be delivered during the summer.”

- (v) *“An IEP is similar to an IFSP in that it identifies the specific set of services that you and other team members determine are necessary to ensure your child’s continued progress. However, an IEP is different from an IFSP because it addresses educational services. The aim of Part B services is to help your child access the general education curriculum in the least restrictive educational setting.”*

d) Transition Process Overview - Program Options

i) Overview

(1) Suggested Script

“As discussed above, your child will leave early intervention services by his/her third birthday. Some families choose to enroll their children into a public/private preschool program, Head Start program, or care giving setting until their child is of kindergarten age – typically between five and six years old. We are now going to review your options as you start to think about

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transition for your child. We are providing an outline for note-taking as we discuss each option.”

NOTE: Parent should be handed **Appendix B: Outline of Program Options** to take notes on while discussion takes place.

ii) DCPS Service Options

- (a) *“Should you choose to consider DCPS as your LEA, your child will be evaluated at Early Stages at no cost to you. Children can be served in a variety of ways once your child’s evaluation is completed and he/she has been found eligible for special education services. Once an Individualized Education Program (IEP) is developed, your child can receive services as an attending student or a non-attending student through DCPS.”*
- (b) *“Attending students are children who go to a full time preschool program in a neighborhood school. Non-attending students are children who go to the neighborhood school to receive their special education services as identified on their IEP. These children may be enrolled at a Head Start program or a care giving setting.”*
- (c) *“A child can also be served by DCPS through an Individualized Service Plan (ISP) if the child is enrolled in a Private or Religious School (PRO). A private or religious school is any school with a preschool or kindergarten that is not part of DCPS or a public charter LEA. Children served under an ISP are not afforded all of the services that a child would receive via an IEP and will only receive limited services from DCPS based on consultation with your child’s school. This consultation must occur annually.*

(d) DCPS Out of Boundary Lottery Option

(i) Suggested Script

- 1. *“If your child turns 3 years old by September 30th, he or she is eligible to enroll for preschool. At the preschool level, DCPS will provide a location for your child to receive services in the least restrictive setting that meets his/her needs.”*
 - i. *“If your child turns 3 by September 30, you may also participate in the Out of Boundary Lottery process. Parents can apply online to the Pre-School/ Pre-K Lottery between January 28 and February 28. Some schools may have seats open after the lottery, but those seats are available on a first come first serve basis.”*

- ii. *“If your child turns 3 between October 1 and January 31, there is an option for children receiving Early Intervention services. If your child is in this category based on his or her date of birth, you would receive more information from Part C about how to participate in the Preschool/Out of Boundary Lottery. For children in this group who are accepted for early entrance, Early Stages will hold eligibility/IEP meetings prior to the start of the school year. Children will start receiving services on their 3rd birthday.”*

iii) Other Program Options

(1) Head Start

(a) Suggested Script

- (i) *“Some parents are interested in having their child attend a Head Start program. If you are interested in Head Start, Early Stages will conduct your evaluation and facilitate the development of your child’s IEP. If your child is eligible for service in a Head Start program, he/she will receive his or her services in an inclusive setting determined by the IEP team. Head Start Programs have eligibility requirements. Contact the Head Start Program for more information and for an application. We are providing you with a list of programs with contact information should you want to explore this option.”*

NOTE: Parent should be handed **Appendix C: Head Start Program Contacts**.

- (ii) *“If your child is eligible for services in a Head Start program, specialized instruction would be in an inclusive setting within the Head Start Program. Any needed related services would be implemented at the neighborhood school.”*

(2) Charter Schools

(a) Suggested Script

- (i) *“Earlier, I mentioned that several charter schools have preschool programs, and that charter schools accept students through open enrollment if enough space is available, or through a lottery if the number of applications exceeds available slots. As you think about exploring this option, please keep the following in mind:*

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1. *Charters are required to ensure that there is no discrimination against children with disabilities in their application process. This means that they cannot request information related to a child's early intervention or special education needs or documents prior to acceptance or as a component of considering a child's qualification for acceptance.*
2. *There are two types of charter schools: Independent charter LEAs, which serve as their own LEA, or school district, for special education purposes, and charter schools that have chosen DCPS as their LEA for special education purposes. For purposes of our discussion, we will refer to these schools as DCPS charter schools."*

(ii) How does this affect you and your child?

1. *"If you decide to apply to a DCPS charter school and are accepted into the program, your child will be evaluated for eligibility through Early Stages at no cost to you. If your child is determined to be eligible for services, an IEP will be developed as well."*
2. *"If you decide to apply to an independent charter LEA and your child is enrolled in the program after the transition conference, but during the transition process, and DCPS Early Stages has begun the evaluation process, DCPS Early Stages staff will complete the required assessments and, with your consent, provide all reports to the charter LEA. Your charter school team will conduct an eligibility determination and develop an IEP, with your input, should your child be determined eligible for special education and related services."*
3. *"If you decide to apply to an independent charter school and your child is enrolled in the school before the transition conference takes place, the charter LEA will be responsible for evaluating your child, and developing and implementing the IEP with your input, at no cost to you. Early Stages may assist with the evaluation at the request of the LEA and with your permission."*
4. *"Please note that a charter LEA becomes responsible for your child's evaluation and IEP development only at the point at which you have enrolled your child in the LEA. Also, the charter LEA is not obligated to attend your transition conference unless you have enrolled your child in the LEA prior to the date of the conference."*

(3) Parentally Placed (Private/ Religious School)

(a) Suggested Script

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- (i) *“Last, we want to review what the process would look like if you decided to enroll your child in a private or religious program. In this case, the application process is school-specific. With your consent, your child will be eligible for an evaluation through Early Stages at no cost to you.”*

- (ii) *“You would be responsible for payment of tuition for your child. However, if your child is found eligible for services, DCPS would provide limited related services at no cost to you through an Individualized Service Plan. This plan would be developed with your input and services would be provided as agreed to in an agreement between the school and DCPS. This agreement is reviewed annually.”*

(4) Parents who Opt Out of the Part B Referral or whose Child is Found Ineligible

(a) Suggested Script

- (i) *“If you decide not to pursue preschool programming at all at this time, you can always do so at a later point in time. If you have not enrolled your child in school at all, you may access an evaluation for your child by contacting the Part B DCPS Early Stages office. Your child does not need to be enrolled in your neighborhood school in order for you to request an evaluation.”*

- (ii) *“If you subsequently enrolled your child in your neighborhood school, you may request an evaluation in writing at your child’s school.”*

- (iii) *“If you have enrolled your child in a charter school, you may request an evaluation in writing at that school.”*

- (iv) *“Under current DC law, the school is required to ensure that your child is evaluated within 120 calendar days of receipt of your written request.”*

- (v) *“In addition, when your child leaves Part C, if you choose to opt out of a Part B evaluation or if, upon the evaluation, your child is determined to be ineligible for Part B services, you will be provided with steps and strategies to support his or her continued growth in whatever setting he or she is located.”*

4) Review of Current Services on IFSP

a) Review of Concerns

- i) General

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- ii) Assistive technology/equipment
- iii) Nutrition
- iv) Medical

b) Review of Transition Activities

- i) For the child
- ii) For the parent

c) Identification of Priorities

- i) Discuss Next Steps
 - (1) Review administration of the Battelle, its purpose, and an overview of what to expect and way in which outcomes will be used to inform transition
 - (2) Discuss reasons seeking consent to release data (transition planning) and types of data that will be shared
- ii) Obtain Informed Consent
 - (1) To conduct the evaluation
 - (2) To release child specific information to the LEA
- iii) Complete Next Steps Regarding Scheduling of Transition Conference
 - (1) Identification of LEA that the parent would like to invite
 - (2) Identification of potential meeting dates
- iv) Ensure Transition Evaluation (Battelle) is Scheduled and Completed by 2 Years 6 Months
- v) Request Updated Progress Reports from All Providers and Invite LEA to Transition Conference for 2 Years 7 Months Meeting (see following section)

**2 YEARS 6 MONTHS (30 MONTHS-31 MONTHS)
PREPARATION FOR TRANSITION CONFERENCE**

- 1) Part C schedules 2 years 7 months Transition Conference meeting with family, LEA representative, MCO representative (as applicable), and any additional participants requested by parent.**
 - a) Part C contacts family and schedules Transition Conference at **2 years 6 months**.
Conference should be scheduled:
 - i) Upon completion of the transition evaluations (including Battelle) and receipt of progress notes
 - ii) No later than the child's 30th month
 - b) Part C sends transition conference invitation to identified LEA and other identified representatives
 - i) If DCPS is identified LEA, Part C inputs date of scheduled transition conference into shared planning calendar
 - ii) DCPS identifies Family Care Coordinator for the conference within one week of notification
 - c) If date changes due to parent conflict, Part C sends email to Part B representative with notification of new date
 - i) If DCPS is identified as LEA, Part C updates shared planning calendar with revised date and notifies assigned Family Care Coordinator
- 2) Part C obtains parental consent to share information with LEA no later than 1 month (2 years and 6 months) prior to scheduled meeting date.**
 - a) IFSP, evaluations, progress reports, etc.
- 3) Part C issues Prior Written Notice (IFSP invitation) no later than 2 weeks prior to scheduled meeting date.**
 - a) Should the family choose to hold the transition conference at Early Stages, Early Stages will provide transportation to the Early Stages center for families in need of assistance
 - b) If the Initial IFSP/Transition Conference meeting is not scheduled by age 2 years and 7 months, then referral will be sent to Part B with parental consent to release information

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4) Cancellation Consideration

- a) If a family cancels/does not attend the first scheduled conference, Part C and the LEA work together to reschedule the meeting
 - i) Part C Service Coordinator contacts all invited attendees and coordinates a new meeting date and time per the family's availability

**2 YEARS 7 MONTHS (31 MONTHS-32 MONTHS)
TRANSITION CONFERENCE**

1) Participants: Family members and other participants at the request of the family, Early Intervention Service Coordinator, Part B LEA representatives, Medicaid Managed Care representatives (as applicable), related service providers, and related case managers (eg. Head start coordinator).

2) Transition Conference Agenda

a) Part C Service Coordinator

i) Introductions

ii) Purpose of Meeting

(1) Suggested Script

(a) *“The purpose of this meeting is to discuss what options you can consider for your child after Part C services end and to share information between your family, the Early Intervention Program, and the LEA(s) of your choice about the needs of your child. You, your service coordinator and other team members will formalize the transition activities necessary to determine eligibility for preschool special education services and to secure any additional resources (e.g. medical care coordination, medically necessary related services) that your child may need. “*

(b) *“A very important part of the transition conference is to identify the steps of the Part B evaluation process and to gather evaluation information from the early intervention program, medical service providers, and your family. This information will help the Service Coordinator and LEA representatives determine what additional testing or observations are needed to help Part B determine eligibility.”*

iii) Discussion of Roles of Participants

(1) Suggested Script

(a) *“The Early Intervention Service Coordinator will review the Part C Families Have Rights Brochure, which reviews procedural safeguards that you are afforded, discuss the current IFSP and services, finalize the transition plan and identify your family concerns. The LEA will review the Part B procedural safeguards and registration process.”*

“You will have an opportunity to share your hopes and dreams for your child, share questions and concerns about anything that is unclear, participate in

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finalizing the transition plan at a level that feels comfortable to you, and sign any necessary consent form for further evaluations required to determine eligibility for preschool special education services for your child.”

(b) DCPS Specific Script:

(i) *“The Early Stages Family Care Coordinator will provide you with the registration packet and discuss your next steps with the Early Stages Center.”*

iv) Review of Part C Procedural Safeguards

v) Review of Differences Between Part C and Part B Programs

“We are now going to discuss some of the similarities and differences between Part C and Part B services by reviewing this chart together.”

Note: Parent should be provided with a copy of **Appendix A: IDEA Part C and Part B Comparison Table** to walk through together.

Category 1: Continuing Part C Children with IFSPs Established Prior to 2 Years and 5 Months
(Entry to 2 Years and 5 Months (29 Months))

PRIMARY DIFFERENCES BETWEEN PART C AND PART B PROGRAMS

Points of Difference	IDEA Part C Early Intervention	IDEA Part B Special Education
Brief Description	Part C of IDEA relates to early intervention services for infants and toddlers who are ages birth to three . Early Intervention services are provided within a natural environment for the child and services are family centered. They can include nursing and medical care in some cases.	Part B of IDEA relates to services for children with disabilities who are ages three through 21 . These are called special education services . Special education services are usually provided in a public school, Head Start center, or inclusive community early care and education center. Only provides nursing or medical care services that are considered necessary for the child to access educational programs.
Services/ Plans	Services for birth to three year olds are listed on an IFSP (Individualized Family Services Plan) .	Services for three through twenty-one year olds are listed on an IEP (Individualized Education Program) or an ISP (Individualized Service Plan) .
Setting	Natural Environment: Home, Daycare, Child Development Center, Playground, etc.	Least Restrictive Environment within a school setting or other appropriate setting.
Focus	Family Centered, Developmental Interventions	Child Centered, Educational Services and Supports
Eligibility	IDEA, Part B and IDEA, Part C, have different eligibility criteria. During the transition process, children may require further evaluation. Some children who were eligible for early intervention services under IDEA, Part C, may not be eligible for IDEA, Part B, services. Even if a child is still eligible, some early intervention services that the family received while in Part C, may not be appropriate under IDEA, Part B.	

4) Part B DCPS Early Stages Family Care Coordinator

- a) Reviews Part B Procedural Safeguards
- b) Discusses next steps, including the evaluation process and timeline:
 - i) Family will be invited to Early Stages center to complete needed evaluations
NOTE: The evaluation could be completed elsewhere as determined appropriate
 - ii) Family will be invited to an eligibility meeting to discuss results of the evaluations, and to determine eligibility for special education
 - iii) If eligible, the Individualized Education Program (IEP) will be written at the same meeting
 - iv) This entire process shall be completed by the child's 3rd birthday
 - v) If eligible, services shall begin on the child's 3rd birthday
 - vi) If the child turns three in the summer, the IEP team will determine the start date of services, considering the necessity for ESY. If DCPS staff will not be available during the summer to develop the IEP, the IEP must be developed before the end of the school year, including consideration of the necessity for ESY.

OR

5) Part B Charter LEA Representative

- a) Reviews Part B Procedural Safeguards
- b) Discusses next steps, including the evaluation process and timeline:
 - i) Needed evaluations will occur at the LEA
 - ii) Family will be invited to an eligibility meeting to discuss results of the evaluations, and to determine eligibility for special education
 - iii) If eligible, the Individualized Education Program (IEP) will be written at the same meeting
 - iv) This entire process will be completed by the child's 3rd birthday
 - v) If eligible, services will begin on the child's 3rd birthday or by the first day of school
 - vi) If the child turns three in the summer, the IEP team will determine the start date of services, considering the necessity for ESY. If charter LEA staff will not be available

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during the summer to develop the IEP, the IEP must be developed before the end of the school year, including consideration of the necessity for ESY.

6) Part C Service Coordinator

- a) Finalizes transition plan
- b) Discusses current services and progress made
- c) Discusses program considerations
- d) Identifies family concerns
- e) Discusses next steps in indicated concerns

7) Part B Early Stages Family Care Coordinator (DCPS-Specific)

- a) Provides family with Early Stages Registration packet and list of items needed to register.
 - i) Registers the child in the DCPS school system
 - ii) Obtains informed consent to evaluate
 - iii) Schedules evaluations and eligibility meeting
 - iv) Provides family with Transition Handbook and Part B Procedural Safeguards

8) Medicaid Managed Care Representative

- a) If present, Medicaid Managed Care representative to provide Part B Early Stages Family Care Coordinator with a signed Consent to Release Information/Feedback Form regarding Part B eligibility and authorized IEP services to ensure the complete capture of EPSDT data
- b) Medicaid Managed Care representative will discuss any possible service options for children who turn three in the summer and will not receive IEP services until fall, as applicable

**BETWEEN 2 YEARS 5 MONTHS (29 MONTHS) AND 2 YEARS 9 MONTHS (33 MONTHS)
POST- PART C ELIGIBILITY DETERMINATION**

PREP FOR TRANSITION CONFERENCE DISCUSSION

1) Part C Service Coordinator to Discuss Overview of Part C and Part B and Transition

a) Review Part C and B Services and the Definition and Purpose of Transition

i) General

(1) Overview of “Transition” in Terms of Life Experiences and Changes

(a) Suggested Script

- (i) *“I understand that your child is eligible for DC Early Intervention Services and would like to welcome you to the program. There are several items I would like to speak with you about today. Your child is entering the DC Early Intervention Program between age 2 and 3. The DC Early Intervention Program provides services to families through IDEA Part C, which provides services to families with eligible children between the ages of birth and three. Once children reach their third birthday they are no longer eligible for Part C Early Intervention; however, they may be eligible for IDEA Part B preschool services. Based on how close your child is to turning three, this next period of time will involve several transitions for you and your child.”*
- (ii) *“Transition means moving from one situation to another. For the purposes of this meeting, when we use the term “transitions,” we will be talking about the times when young children move from one environment, program, or set of services to another. When a baby is welcomed into a family day care home for the first time, or a five-year old enrolls in kindergarten, those are early childhood transitions.”*
- (iii) *“Transition is not a singular event; it is a process that occurs over a period of time—and that will happen again and again as your child reaches yet another milestone in his or her young life. Like change in general, early childhood transitions are unavoidable; however, if done well, transitions offer an opportunity for continued growth and learning. All young children go through transitions.”*
- (iv) *“Preparing children for change involves identifying and teaching children important skills that they will need in their next*

environment, including social skills and behaviors. We will begin that discussion today.”

- (v) *“We are here to make sure that you understand your options and what will be required of your family as you move through this transition both into the Early Intervention Program and then from our program to Part B preschool programs or another option of your choice. It is also important to ensure that your child’s services are not interrupted during this transition process. A lapse in therapy, special education or other services could slow your child’s progress. Early years are a time of rapid growth and development and we need to make the most of this time. It is important to involve yourselves in the transition activities in both old and new settings.”*

c) Overview of IDEA (B and C)

(a) Suggested Script

- (i) *“Under the federal law known as the Individuals with Disabilities Education Act, or IDEA, children with disabilities, birth through 21, are offered the right to access early intervention and special education services. Part C of IDEA addresses early intervention services, which are services and supports made available to infants and toddlers with disabilities from birth to age three. At age three, children who are eligible for special education services have the option to transition to Part B special education programs. While there are many similarities between Part C and Part B of IDEA, there are also differences. Today begins the process of assisting you and your family in exploring what is available to you so that you can find the best match for your child as he or she transitions out of the Part C Program at age three.”*

d) Review of Differences Between Part C and Part B Programs

(a) Suggested Script

- (i) *“The first step is to discuss some of the similarities and differences between Part C and Part B services by reviewing this chart together.”*

Note: Parent should be provided with a copy of **Appendix A: IDEA Part C and Part B Comparison Table** and walk through that together.

Category 2: Children Referred to DC EIP between 2 Years 5 Months (29 Months) and 2 Years 9 Months (33 Months)

PRIMARY DIFFERENCES BETWEEN PART C AND PART B PROGRAMS

Points of Difference	IDEA Part C Early Intervention	IDEA Part B Special Education
Brief Description	Part C of IDEA relates to early intervention services for infants and toddlers who are ages birth to three . Early Intervention services are provided within a natural environment for the child and services are family centered. They can include nursing and medical care in some cases.	Part B of IDEA relates to services for children with disabilities who are ages three through 21 . These are called special education services . Special education services are usually provided in a public school, Head Start center, or inclusive community early care and education center. Only provides nursing or medical care services that are considered necessary for the child to access educational programs.
Services/ Plans	Services for birth to three year olds are listed on an IFSP (Individualized Family Services Plan) .	Services for three through twenty-one year olds are listed on an IEP (Individualized Education Program) or an ISP (Individualized Service Plan) .
Setting	Natural Environment: Home, Daycare, Child Development Center, Playground, etc.	Least Restrictive Environment within a school setting or other appropriate setting.
Focus	Family Centered, Developmental Interventions	Child Centered, Educational Services and Supports
Eligibility	IDEA, Part B, and IDEA, Part C, have different eligibility criteria. During the transition process, children may require further evaluation. Some children who were eligible for early intervention services under IDEA, Part C, may not be eligible for IDEA, Part B, services. Even if a child is still eligible, some early intervention services that the family received while in Part C, may not be appropriate under IDEA, Part B.	

(e) Part C Coordinator

(i) Suggested Script

*“As you move through this transition process, a team will be formed to assist you and your child. This team will be composed of your family, your Part C Early Intervention Service Coordinator (**myself**), your service providers, and a representative from the LEA your child will attend. With your permission, Part C Early Intervention will share information about your child’s abilities and needs, including his/her current IFSP, developmental evaluations, and therapy progress notes. This helps the school where your child will go know what they need to do with your family to determine your child’s eligibility. They (example: Part B DCPS Early Stages) will share information about their program, activities, environment, daily routines, and how they can be modified to meet your child’s needs. As an integral member of this team you will share information regarding your child’s needs, priorities and your hopes for his/her future. The team will collaborate to ensure a smooth and comfortable transition for you and your family.”*

ii) IDEA-Specific Transition Information

(1) Part C Requirements

(a) Suggested Script

(i) “As a family served by the Part C DC EIP, you have the right to a smooth transition. Your child will continue to receive Part C Early Intervention services up until his/her 3rd birthday. While your child will no longer be eligible for Part C Early Intervention services after your child turns 3, he/she may be eligible for Part B Preschool services. As mentioned earlier, it is important to minimize any disruption to services and progress for your child during this transitioning period.”

(ii) “In an effort to ensure your child’s continued progress, Part C is required to schedule and complete a Transition Conference with your family, your Part C Service Coordinator, a representative from a Local Education Agency, also known as an LEA or school district, and anyone else you would like in attendance.”

(iii) “We are required to hold a transition conference for your child between the ages of 2 years and 6 months (30 months) and 2 years and 9 months (33 months).”

(iv) “At the Transition Conference, your family, the Part C-DC EIP Service Coordinator, and any additional persons invited, will be your

transition team, informing you of your options and rights, while finalizing your Transition Plan and next steps.”

(2) Part B Requirements

(a) Suggested Script

- (i) *“During this transitioning phase, you may choose to explore a preschool program in an LEA as a potential next step for your child. Should you choose to enroll your child in a public preschool program, the Part B LEA representative is required to attend and participate in your Transition Conference so that he or she can be informed as the LEA begins to determine your child’s eligibility for special education services. If you decide that you do not want to consider Part B services for your child, or if your child is found ineligible for Part B services, a transition conference will still take place to review the IFSP and ensure that you are provided with information on activities and contact information that help you support your child’s continued growth. In addition, you can consider a referral to Part B at any time in the future. More information about how to do this will be provided to you later in our discussion.”*
- (ii) *“The Part B representative is also required to provide you with your rights as you move from the Part C program to the Part B program.”*
- (iii) *“In the District of Columbia, DCPS is the LEA which manages preschool programs and services in your neighborhood school. The District also has several charter schools with preschool programs. These programs are available to all DC residents; however, they accept students based on an open enrollment process if enough space is -available, or through a lottery if the number of applications exceeds available slots. We will talk more about charter school options in a moment.”*
- (iv) *“If you are interested in receiving Part B services, the LEA in which you enroll your child is required to determine eligibility for preschool special education services for your child. If your child is eligible for services, the LEA is responsible for developing an IEP (Individualized Education Program) with your input and implementing services by your child’s 3rd birthday.”*

“If your child is determined to be eligible for Part B services and turns three before the beginning of the school year, the IEP Team must develop the IEP and determine what date the child’s services will begin. In developing the IEP, Extended

School Year, or ESY services, should be considered for children. The term ESY services means special education and related services that are provided beyond the regular school year that are necessary to make sure that a child with a disability receives a free appropriate public education. Eligibility for ESY is determined by the IEP team. To make this determination, the IEP team must review relevant information, such as data on regression and recoupment, emerging skills, movement toward acquiring critical skills, and behavioral concerns. If the child is eligible for ESY, the IEP team must develop an IEP and determine what services will be delivered during the summer.”

- (v) *“An IEP is similar to an IFSP in that it identifies the specific set of services that you and other team members determine are necessary to ensure your child’s continued progress. However, an IEP is different from an IFSP because it addresses educational services. The aim of Part B services is to help your child access the general education curriculum in the least restrictive educational setting.”*

b) Transition Process Overview

i) Overview

(1) Suggested Script

- (a) *“Your child will leave early intervention services by his/her third birthday. Some families choose to enroll their children into a public/private preschool program, Head Start program, or care giving setting until their child is of kindergarten age – typically between five and six years old.”*
- (b) *“We are now going to review your options as you start to think about transition for your child. We are providing an outline for note-taking as we discuss each option.”*

NOTE: Parent should be handed **Appendix B: Outline of Program Options** to take notes on while discussion takes place.

ii) DCPS Service Options

- (a) *“Should you choose to consider DCPS as your LEA, your child will be evaluated at Early Stages at no cost to you. Children can be served in a variety of ways once your child’s evaluation is completed and he/she has been found eligible for special education services. Once an Individualized Education Program (IEP) is developed, your child can receive services as an attending student or a non-attending student through DCPS.”*

Category 2: Children Referred to DC EIP between 2 Years 5 Months (29 Months) and 2 Years 9 Months (33 Months)

- (b) *“Attending students are children who go to a full time preschool program in a neighborhood school. Non-attending students are children who go to the neighborhood school to receive their special education services as identified on their IEP. These children may be enrolled at a Head Start program or a care giving setting.”*
- (c) *“A child can also be served by DCPS through an Individualized Service Plan (ISP) if the child is enrolled in a Private or Religious School (PRO). A private or religious school is any school with a preschool or kindergarten that is not part of DCPS or a public charter school. Children served under an ISP are not afforded all of the services that a child would receive via an IEP and will only receive limited services from DCPS. We will discuss this circumstance more a little bit later in our conversation.”*

(d) DCPS Out of Boundary Lottery Option

(i) Suggested Script

- 1) *“If your child turns 3 years old by September 30th, he or she is eligible to enroll for preschool. At the preschool level, DCPS will provide a location for your child to receive services in the least restrictive setting that meets his/her needs.”*

a. **Children turning three (3) by September 30:**

- i. *“If your child turns 3 by September 30, you may also participate in the Out of Boundary Lottery process. Parents can apply online to the Pre-School/ Pre-K Lottery between January 28 and February 28. Some schools may have seats open after the lottery, but those seats are available on a first come first serve basis.”*
- ii. *“If your child turns 3 between October 1 and January 31, there is an option for children receiving Early Intervention services. If your child is in this category based on his or her date of birth, you would receive more information from Part C about how to participate in the Preschool/Out of Boundary Lottery. For children in this group who are accepted for early entrance, Early Stages will hold eligibility/IEP meetings prior to the start of the school year. Children will start receiving services on their 3rd birthday.”*

iv) Other Program Options

(1) Head Start

(a) Suggested Script

- (i) *“Some parents are interested in having their child attend a Head Start program. If you are interested in Head Start, Early Stages will conduct your evaluation and facilitate the development of your child’s IEP. If your child is eligible for service in a Head Start program, he/she will receive his or her services in an inclusive setting determined by the IEP team. Head Start Programs have eligibility requirements. Contact the Head Start Program for more information and for an application. This is a list of programs with contact information should you want to explore this option.”*

NOTE: Parent should be handed **Appendix C: Head Start Program Contacts**.

- (ii) *“If your child is eligible for services in a Head Start program, specialized instruction would be in an inclusive setting within the Head Start Program. Any needed related services would be implemented at the neighborhood school.”*

(2) Charter Schools

(a) Suggested Script

- (i) *“Earlier, I mentioned that several charter schools have preschool programs, and that charter schools accept students through open enrollment if enough space is available, or through a lottery if the number of applications exceeds available slots. As you think about exploring this option, please keep the following in mind:*

- 1. Charters are required to ensure that there is no discrimination against children with disabilities in their application process. This means that they cannot request information related to a child’s early intervention or special education needs or documents prior to acceptance or as a component of considering a child’s qualification for acceptance.*
- 2. There are two types of charter schools: independent charter LEAs, which serve as their own LEA for special education purposes, and charters that have chosen DCPS as their LEA for special education purposes. For purposes of our discussion, we will refer to these schools as “DCPS charters schools.”*

(ii) ***How does this affect you and your child?***

1. *“If you decide to apply to a DCPS charter school and are accepted into the program, your child will be evaluated for eligibility through Early Stages at no cost to you. If your child is determined to be eligible for services, an IEP will be developed as well.”*
2. *“If you decide to apply to an independent charter LEA and your child is enrolled in the program after the transition conference but during the transition process, and DCPS Early Stages has begun the evaluation process, DCPS Early Stages staff will complete the required assessments and, with your consent, provide all reports to the charter LEA in order to conduct an eligibility determination and develop an IEP should your child be determined eligible for special education and related services.*
3. *“If you decide to apply to an independent charter LEA and your child is enrolled in the program before the transition conference takes place, the charter LEA will be responsible for evaluating your child, and developing and implementing the IEP at no cost to you. Early Stages may assist with the evaluation at the request of the LEA and with your permission.”*
4. *“Please note that a charter LEA becomes responsible for your child’s evaluation and IEP development only at the point at which you have enrolled your child in the LEA.*
5. *“The charter LEA is not obligated to attend your transition conference unless you have enrolled your child in the LEA prior to the date of the conference.”*

(3) Parentally Placed (Private/ Religious School)

(a) Suggested Script

- (i) *“Last, we want to review what the process would look like if you decided to enroll your child in a private or religious program. In this case, the application process is school-specific. With your consent, your child would be eligible for an evaluation through Early Stages at no cost to you. You would be responsible for payment of tuition for your child. However, if your child is found eligible for services, DCPS would provide limited related services at no cost to you through an Individualized Service Plan, as agreed to in an agreement between the school and DCPS. This agreement is reviewed annually.”*

(4) Parents who Opt Out of the Part B Referral or whose Child is Found Ineligible

(a) Suggested Script

- (i) *“If you decide not to pursue preschool programming at all at this time, you can always do so at a later point in time. If you have not enrolled your child in school at all, you may access an evaluation for your child by contacting the Part B DCPS Early Stages office. Your child does not need to be enrolled in your neighborhood school in order for you to request an evaluation.”*
- (ii) *“If you subsequently enrolled your child in your neighborhood school, you may request an evaluation in writing at your child’s school.”*
- (iii) *“If you have enrolled your child in a charter school, you may request an evaluation in writing at that school.”*
- (iv) *“Under current DC law, the school is required to ensure that your child is evaluated within 120 calendar days of receipt of your written request.”*
- (v) *“In addition, when your child leaves Part C, if you choose to opt out of a Part B evaluation or if, upon the evaluation, your child is determined to be ineligible for Part B services, you will be provided with steps and strategies to support his or her continued growth in whatever setting he or she is located.”*

2) Transition Services Coordinator to Identify Priorities and Next Steps with Family

a) For Families Selecting DCPS as Their LEA

i) Suggested Script

- (1) *“At your Initial IFSP and Transition meeting we will develop an Individualized Family Service Plan or IFSP and discuss your steps and services for transitioning your child to the next step of his/her early childhood learning experience. At this meeting we will share any current evaluations for your child and the Initial IFSP we develop for him/her. In order to ensure that your receiving program, in this case, DCPS Early Stages, is an active member of your transition team we will need your informed consent to invite them to your Transition Conference.”*

ii) Transition Services Coordinator to Obtain Consent

- (1) Invites DCPS Early Stages to Initial IFSP / Transition Conference meeting
- (2) Releases child specific information to DCPS Early Stages
- (3) Provides family with the Early Stages pre-registration packet

iii) Transition Services Coordinator to Coordinate with family, evaluation team, Medicaid Managed Care Representative (as applicable), and DCPS Early Stages to Schedule Late Referral Transition Conference

- (1) Contacts family to schedule Transition Conference
 - (a) Upon completion of eligibility determination, no later than child's 33rd month.
- (2) Issues Prior Written Notice (IFSP invitation)
 - (a) No later than 5 days prior to scheduled meeting date
- (3) In rare instances when Early Stages is unavailable to attend, Early Stages contacts the family to complete registration for DCPS and to obtain consent for evaluation.
- (4) Should the family elect to hold the IFSP/Transition meeting at the Early Stages center, Early Stages may provide transportation to Transition Conferences held at Early Stages for families in need of assistance.

iv) Transition Services Coordinator to Share Information with Early Stages

- (1) Eligibility Form and any additional available documents (screenings, discharge summaries, vision and hearing results, etc.)
 - (a) Within 2 business days of parental consent to release information.
- (2) For children found ineligible for Part C services, a referral will be made to Part B Early Stages, upon parental consent to release information.
 - (a) Within 2 business days from receipt of documentation.

v) Cancellation Consideration

- (1) If a family cancels/does not attend the first scheduled conference, the Transition Service Coordinator and the Early Stages and family will work together to reschedule the meeting.

b) For Families Selecting an Independent Charter LEA as their LEA, Without Evidence of Enrollment

i) Suggested Script

Category 2: Children Referred to DC EIP between 2 Years 5 Months (29 Months) and 2 Years 9 Months (33 Months)

- (1) *“At your initial IFSP and Transition meeting we will develop an Individualized Family Service Plan, or IFSP, and discuss the steps and services for transitioning your child to the next steps of his/her early childhood learning experience. At this meeting we will share any current evaluations for your child with you and other team members and will develop the initial IFSP for him/her. Even though you have indicated that you would like your child to attend an independent charter LEA, DCPS-Early Stages is the designated service provider for your child’s evaluation until you have enrolled your child in the charter to which you applied. In order to ensure a smooth transition to Part B, we will need your informed consent to invite both the charter representative and Early Stages representative to your Transition Conference. Early Stages staff will also need your consent to begin the evaluation process to determine if your child is eligible for Part B preschool services.”*

ii) Transition Services Coordinator to Obtain Consent

- (1) Invites charter LEA and DCPS ES to Initial IFSP / Transition Conference meeting
- (2) Releases child-specific information to charter LEA and DCPS ES

iii) Transition Services Coordinator to coordinate with Family, Evaluation Team, Charter Representative(s) and DCPS Early Stages to Schedule Late Referral Transition Conference

- (1) Contacts family to schedule Transition Conference upon completion of eligibility determination, no later than child’s 33rd month.
- (2) Issues Prior Written Notice (IFSP invitation) no later than 5 days prior to scheduled meeting date.
- (3) In rare instances when Early Stages is unavailable to attend, Early Stages contacts the family to complete registration for DCPS and to obtain consent for evaluation.
- (4) Should the family elect to hold the IFSP/Transition meeting at the Early Stages center, Early Stages may provide transportation to Transition Conferences held at Early Stages for families in need of assistance.

iv) Transition Services Coordinator to Share Information with Early Stages

- (1) Eligibility Form and any additional available documents (screenings, discharge summaries, vision and hearing results, etc.)

Category 2: Children Referred to DC EIP between 2 Years 5 Months (29 Months) and 2 Years 9 Months (33 Months)

(a) Within 2 business days of parental consent to release information.

(2) For children found ineligible for Part C services, a referral will be made to Part B Early Stages, upon parental consent to release information.

(a) Within 2 business days from receipt of documentation.

v) Cancellation Consideration

(1) If a family cancels/does not attend the first scheduled conference, the Transition Service Coordinator and the Early Stages and family will work together to reschedule the meeting.

c) For Families Which Have Enrolled Child in a Charter LEA

i) Suggested Script

“At your Initial IFSP and Transition meeting, we will develop an Individualized Family Service Plan, or IFSP, and discuss the steps and services for transitioning your child to the next step of his/her early childhood learning experience. At this meeting we will share any current evaluations for your child with you and other team members and will develop the Initial IFSP for him/her. You have enrolled your child in an independent charter LEA. Therefore, that charter LEA is the designated service provider for your child’s evaluation and the development of his or her IEP. In order to ensure a smooth transition to Part B, we will need your informed consent to invite the charter representatives to your Transition Conference.”

ii) Transition Services Coordinator to Obtain Consent

(1) Invites charter LEA to Initial IFSP / Transition Conference meeting

(2) Releases child specific information to charter LEA

iii) Transition Services Coordinator to Coordinate with Family, Evaluation Team, and Charter Representative to Schedule Late Referral Transition Conference

(1) Contacts family to schedule Transition Conference upon completion of eligibility determination, no later than child’s 33rd month.

(2) Issues Prior Written Notice (IFSP invitation) no later than 5 days prior to scheduled meeting date.

iv) Transition Services Coordinator to Share Information with Charter LEA

(1) Information should be shared within 2 business days of parental consent to release information.

Category 2: Children Referred to DC EIP between 2 Years 5 Months (29 Months) and 2 Years 9 Months (33 Months)

- (2) Information to be shared includes Eligibility Form and any additional available documents (screenings, discharge summaries, vision and hearing results, etc.)
- (3) For children found ineligible for Part C services, a referral will be made to a Charter LEA, upon parental consent to release information, within 2 business days from receipt of documentation.

v) Cancellation Consideration

- (1) If a family cancels/does not attend the first scheduled conference, the Transition Service Coordinator, the Charter LEA, and family will work together to reschedule the meeting.

TRANSITION CONFERENCE

- 1) **Participants: Family members and other participants at the request of the family, Early Intervention Service Coordinator, Early Stages or Charter LEA representatives, Medicaid Managed Care representatives (as applicable), related services providers, case managers (eg. Head Start coordinator), etc.**
- 2) **Transition Conference Agenda**
 - a) **Part C Services Coordinator**
 - i) **Introductions**
 - ii) **Purpose of Meeting**
 - (1) **Suggested Script**
 - (a) *“The purpose of this meeting is to discuss what options you are considering for your child after Part C services end and to share information between your family, the Early Intervention Program, and the LEA in which your child is enrolled about the needs of your child. You, your service coordinator and other team members will formalize the transition activities necessary to determine eligibility for preschool special education services and to secure any additional resources (medical care coordination and medically necessary related services) that your child may need.”*
 - (b) *“A very important part of the transition conference is to identify the steps of the Part B evaluation process and to gather evaluation information from the early intervention program, medical service providers and your family. This information will help the Service Coordinator and LEA representative determine what additional testing or observations are needed to help Part B determine eligibility.”*
 - (2) **Discussion of Roles of Participants**
 - (a) **Suggested Script**
 - (i) *“The Early Intervention service coordinator will review the Part C Families Have Rights booklet, also known as your Part C procedural safeguards, discuss the current IFSP and services, finalize the transition plan and review previously identified family concerns. The LEA will review the Part B Procedural Safeguards, which addresses your rights in the Part B system, and will review any details related to your registration process.”*

1. DCPS-Specific Script:

a. *“The Early Stages Family Care Coordinator will provide you with the registration packet and discuss your next steps with the Early Stages Center.”*

(ii) *“You will have an opportunity to share your hopes and dreams for your child, share questions and concerns about anything that is unclear, participate in finalizing the transition plan at a level that feels comfortable to you, and sign any necessary consent form for further evaluations required to determine your child’s eligibility for preschool special education services.”*

(3) Review of Part C Procedural Safeguards

(4) Transition Services Coordinator to Share Information with Early Stages or Applicable Charter LEA

(a) IFSP and Evaluation Reports/Battelle Developmental Inventory II protocols.

(5) Review of Differences between Part C and Part B Programs:

(a) Suggested Script

“We are now going to discuss some of the similarities and differences between Part C and Part B services by reviewing this chart together.”

Note: Parent should be provided with a copy of **Appendix A: IDEA Part C and Part B Comparison Table** and walk through that together.

Category 2: Children Referred to DC EIP between 2 Years 5 Months (29 Months) and 2 Years 9 Months (33 Months)

PRIMARY DIFFERENCES BETWEEN PART C AND PART B PROGRAMS

Points of Difference	IDEA Part C Early Intervention	IDEA Part B Special Education
Brief Description	Part C of IDEA relates to early intervention services for infants and toddlers who are ages birth to three . Early Intervention services are provided within a natural environment for the child and services are family centered. They can include nursing and medical care in some cases.	Part B of IDEA relates to services for children with disabilities who are ages three through 21 . These are called special education services . Special education services are usually provided in a public school, Head Start center, or inclusive community early care and education center. Only provides nursing or medical care services that are considered necessary for the child to access educational programs.
Services/ Plans	Services for birth to three year olds are listed on an IFSP (Individualized Family Services Plan) .	Services for three through twenty-one year olds are listed on an IEP (Individualized Education Program) or an ISP (Individualized Service Plan) .
Setting	Natural Environment: Home, Daycare, Child Development Center, Playground, etc.	Least Restrictive Environment within a school setting or other appropriate setting.
Focus	Family Centered, Developmental Interventions	Child Centered, Educational Services and Supports
Eligibility	IDEA, Part B and IDEA, Part C, have different eligibility criteria. During the transition process, children may require further evaluation. Some children who were eligible for early intervention services under IDEA, Part C, may not be eligible for IDEA, Part B, services. Even if a child is still eligible, some early intervention services that the family received while in Part C, may not be appropriate under IDEA, Part B.	

b) Part B LEA Representative

- i) Reviews Part B Procedural Safeguards
- ii) Discusses next steps , including the evaluation process and timeline
 - (1) Family invited to Early Stages or charter LEA location to complete needed evaluations
 - (2) Family invited to an eligibility meeting to discuss results of the evaluations, and to determine eligibility for special education
 - (3) If eligible, the Individualized Education Program (IEP) will be written at the same meeting
 - (4) This entire process will be completed by the child's 3rd birthday
 - (5) If eligible, services will begin on the child's 3rd birthday
 - (6) If the child turns three in the summer, the IEP team will determine the start date of services, considering the necessity for ESY. If LEA staff will not be available during the summer to develop the IEP, the IEP must be developed before the end of the school year, including consideration of the necessity for ESY

v) Part B Representative- DCPS-Specific: Early Stages Family Care Coordinator

- (1) Provides Family with Early Stages Registration packet and list of items needed to register
- (2) Registers the child in the DCPS school system
- (3) Obtains informed consent to evaluate child
- (4) Schedules evaluations and eligibility meeting
- (5) Provides family with Transition Handbook and Procedural Safeguards

c) Part C Services Coordinator

- i) Finalizes Transition Plan
 - (1) Discusses initial services to be implemented with Part C
 - (2) Discusses program considerations
- ii) Identifies Family Concerns
 - (1) Discuss next steps in indicated concerns

Category 2: Children Referred to DC EIP between 2 Years 5 Months (29 Months) and 2 Years 9 Months (33 Months)

e) Medicaid Managed Care Representative

- i) If present, Medicaid Managed Care representative to provide Part B Early Stages Family Care Coordinator or Charter LEA representative with a signed Consent to Release Information / Feedback Form regarding Part B eligibility and authorized IEP services to ensure the complete capture of EPSDT data
- ii) Medicaid Managed Care representative will discuss any possible service options for children who turn three in the summer and will not receive IEP services until fall, as applicable

**Between 2 YEARS 9 MONTHS (33 MONTHS) and 2 YEARS 10.5 MONTHS (34.5 MONTHS)
FROM REFERRAL TO PART C**

SIMULTANEOUS REFERRAL

1) When Part C receives a referral for a child between the ages of 2 years and 9 months and 2 years and 10.5 months, dual referrals will be initiated.

2) Part C Service Coordinator to Discuss Overview of Part C and Part B and Transition

b) Review Part C and B Services and the Definition and Purpose of Transition

i) General

(2) Overview of “Transition” in Terms of Life Experiences and Changes

(a) Suggested Script

(ii) *“You have referred your child for an evaluation for Early Intervention services, and we are looking forward to working with you. There are several items I would like to speak with you about today. Your child has been referred to our Program very close to age 3. The DC Early Intervention Program provides services to families through IDEA Part C, which provides services to families with eligible children between the ages of birth and three. Once children reach their third birthday they are no longer eligible for Part C Early Intervention; however, they may be eligible for IDEA Part B preschool services. Based on how close your child is to turning three, this next period of time will involve several activities to ensure that both Part C and Part B programs are determining whether your child is eligible and, if, so, are providing the appropriate services.”*

e) Overview of IDEA (B and C)

(a) Suggested Script

(i) *“Under the federal law known as the Individuals with Disabilities Education Act, or IDEA, children with disabilities, birth through 21, are offered the right to access early intervention and special education services. Part C of IDEA addresses early intervention services, which are services and supports made available to infants and toddlers with disabilities from birth to age three. At age three, children who are eligible for special education services have the option to transition to Part B special education programs. While there are many similarities between Part C and Part B of IDEA, there*

Category 3: Children Referred to DC EIP between 2 Years 9 Months (33 Months) and 2 Years 10.5 Months (34.5 Months)

are also differences. Today begins the process of assisting you and your family in exploring what is available to you so that you can find the best match for your child as he or she transitions out of the Part C Program at age three.”

f) Review of Differences between Part C and Part B Programs

(a) Suggested Script

“The first step is to discuss some of the similarities and differences between Part C and Part B services by reviewing this chart together.”

Note: Parent should be provided with a copy of **Appendix A: IDEA Part C and Part B Comparison Table** to walk through together.

Category 3: Children Referred to DC EIP between 2 Years 9 Months (33 Months) and 2 Years 10.5 Months (34.5 Months)

PRIMARY DIFFERENCES BETWEEN PART C AND PART B PROGRAMS

Points of Difference	IDEA Part C Early Intervention	IDEA Part B Special Education
Brief Description	Part C of IDEA relates to early intervention services for infants and toddlers who are ages birth to three . Early Intervention services are provided within a natural environment for the child and services are family centered. They can include nursing and medical care in some cases.	Part B of IDEA relates to services for children with disabilities who are ages three through 21 . These are called special education services . Special education services are usually provided in a public school, Head Start center, or inclusive community early care and education center. Only provides nursing or medical care services that are considered necessary for the child to access educational programs.
Services/ Plans	Services for birth to three year olds are listed on an IFSP (Individualized Family Services Plan) .	Services for three through twenty-one year olds are listed on an IEP (Individualized Education Program) or an ISP (Individualized Service Plan) .
Setting	Natural Environment: Home, Daycare, Child Development Center, Playground, etc.	Least Restrictive Environment within a school setting or other appropriate setting.
Focus	Family Centered, Developmental Interventions	Child Centered, Educational Services and Supports
Eligibility	IDEA, Part B and IDEA, Part C, have different eligibility criteria. During the transition process, children may require further evaluation. Some children who were eligible for early intervention services under IDEA, Part C, may not be eligible for IDEA, Part B, services. Even if a child is still eligible, some early intervention services that the family received while in Part C, may not be appropriate under IDEA, Part B.	

Category 3: Children Referred to DC EIP between 2 Years 9 Months (33 Months) and 2 Years 10.5 Months (34.5 Months)

(vi) *“Over the next few weeks, with your permission, we will be administering the Battelle Developmental Inventory to determine your child’s eligibility for Part C services. With your consent, the results of this assessment will be shared with Part B representatives, and you will also be asked to provide consent for additional assessments determined to be necessary once the Battelle results are reviewed by the team.”*

- 1) *“If your child is found eligible for **both Part C and Part B services**, then both programs will need to meet with you to talk about how your child is eligible. After explaining eligibility, you and each program will need to develop a service plan—one for services you will receive until your child turns three and one for services after your child turns three. Your Part B representative will also to meet with you before your child turns three to explain the results of the Part B evaluations, develop an IEP, which describes what services your child will receive when he starts school, and review program options¹. These meetings can be done with both programs together in the location of your choice or you may choose to have two separate meetings.”*
- 2) *“If your child is only found eligible for **Part C services**, but is ineligible for **Part B services**, then you and your Service Coordinator will meet to discuss how your child is eligible and develop an IFSP that determines which services your child will receive until he or she turns three. Your Part B representative will also meet with you to review the evaluations and explain why your child does not qualify for Part B services. These meetings can happen at the same time if you choose or can happen separately. Even though your child does not qualify for special education services after he or she turns three, your Service Coordinator can help you with strategies to try in the home to work with your child and can link you to other community resources that can help your child learn and grow.”*
- 3) *“If your child is found ineligible for **Part C services**, but is eligible for **Part B services**, then your Service Coordinator will meet with*

¹ Please Note: For a review of Part B program options, parent should be handed **Appendix B: Outline of Program Options** to take notes on while this discussion takes place. Staff should refer back to “Program Options” section beginning on page 9.

Category 3: Children Referred to DC EIP between 2 Years 9 Months (33 Months) and 2 Years 10.5 Months (34.5 Months)

you to discuss the results of the evaluation and explain why your child does not qualify for Part C services. Your Part B representative will also to meet with you before your child turns three to explain the results of the Part B evaluations, develop an IEP, which describes what services your child will receive when he starts school, and review program options². These meetings can be done with both programs together in the location of your choice or you may choose to have two separate meetings.”

4) *“If your child is found ineligible for services, then both Part C and Part B representatives will meet with you to review the evaluations and explain why your child does not qualify for Part C or Part B services. These meetings can happen at the same time if you choose, or can happen separately. Even though your child does not qualify for early intervention or special education services, you will receive strategies to try in the home to work with your child and can link you to other community resources that can help your child learn and grow.”*

(ii) *“As you move through this eligibility determination process, a team will support you and your child. This team will be composed of your family, your Part C Early Intervention Service Coordinator (**myself**), and a representative from the LEA in which your child is enrolled. Given the large number of activities that will be occurring during this short timeframe, the process can get confusing. We encourage you to ask questions along the way. We will provide you with contact names and numbers for this purpose.”*

a) Part C

i) Within 2 business days of referral to Part C, Part C sends referral to Part B Early Stages or appropriate independent charter LEA based on evidence of enrollment.

(1) For Families who Select DCPS or a DCPS Charter as Their LEA

(a) Service Coordinator obtains signed consent from parent to release information to Part B Early Stages

(i) Service Coordinator sends referral form to Part B LEA

² Please Note: For a review of Part B program options, parent should be handed **Appendix B: Outline of Program Options** to take notes on while this discussion takes place. Staff should refer back to “Program Options” section beginning on page 9.

Category 3: Children Referred to DC EIP between 2 Years 9 Months (33 Months) and 2 Years 10.5 Months (34.5 Months)

- (ii) If supporting documents are available (to include any screenings), Part C shares them with Part B Early Stages

(2) For Families who Select to Involve an Independent Charter LEA

- (a) Part C Service Coordinator requests evidence of enrollment letter
 - (i) if parent or guardian cannot produce evidence of enrollment
 1. Part C Service Coordinator assists the parent in confirming official enrollment
 2. Part C Service Coordinator informs parent that in interim, referral will go to DCPS Early Stages, with consent, to start the process
 - (ii) If parent can produce evidence of enrollment
 1. Part C Service Coordinator obtains consent from a parent or guardian to release information to the respective Independent charter LEA
 2. Sends referral form
 - (iii) If supporting documents are available (including any screenings), Part C shares them with the identified independent charter LEA
 - (iv) Within 2 business days of referral to Part C, Part C sends referral to Medicaid Managed Care representative if applicable

b) Part B

- ii) Designated LEA Representative contacts the Part C Transition Coordinators with relevant Part B transition point of contact information

ELIGIBILITY DETERMINATION EVALUATIONS – BATTELLE DEVELOPMENTAL INVENTORY / SINGLE DISCIPLINES

1) Part C

- a) Within 30 days of referral, assigned provider will complete Battelle Developmental Inventory (BDI) for Part C eligibility determination
 - i) Within 2 business days of evaluation, with parental consent, Part C will provide Part B Early Stages or respective charter LEA with Battelle results and evaluation reports

Category 3: Children Referred to DC EIP between 2 Years 9 Months (33 Months) and 2 Years 10.5 Months (34.5 Months)

- ii) Part C Service Coordinator will determine with family if a joint eligibility meeting meets the family's needs (If it does not, the Service Coordinator will inform the Part B coordinator that he or she must contact the family to schedule a separate Eligibility/IEP meeting)
- iii) Part C Service Coordinator will coordinate scheduling of joint Part C and Part B Eligibility/IFSP/IEP meeting
 - (1) Send out Part C IFSP invitation
 - (a) Include Medicaid Managed Care Representative (if applicable)
 - (i) To attend and provide Part B Early Stages or respective charter LEA with release of information/feedback form
 - (ii) To provide an alternate representative in the event that the primary representative is unable to attend the schedule meeting
 - (2) Share new documents with Part B Early Stages and or respective charter LEA

2) Part B

- a) Within 2 business days of referral receipt, contact parent to set up single discipline evaluations for Part B eligibility determination
 - i) Within 2 weeks, evaluations to be completed
 - ii) Part B Early Stages Family Care Coordinator or Part B charter LEA representative to coordinate with Part C Service Coordinator to schedule a joint Part C and Part B Eligibility/ IEP/ IFSP meeting or, should the family prefer separate meetings, coordinate with family to schedule an Eligibility/IEP meeting
 - (1) Send out Letter of Invitation to hold eligibility/IEP meeting
 - (2) Share new documents with Part C Service Coordinator

JOINT PART C AND PART B ELIGIBILITY MEETING/IFSP MEETING/IEP MEETING

1) Part C Service Coordinator

- a) Facilitates introduction of present participants

Category 3: Children Referred to DC EIP between 2 Years 9 Months (33 Months) and 2 Years 10.5 Months (34.5 Months)

- b) Explains the purpose of the joint meeting and reviews consent forms
- c) Reviews Part C Families Have Rights brochure with family and provides a copy to the family

2) Part B Early Stages Family Care Coordinator or Appropriate Charter Representative

- a) Reviews Part B Procedural Safeguards with family and provides a copy to the family

3) Part C Service Coordinator and Evaluation Provider

- a) Reviews Battelle Developmental Inventory (BDI) results with the family

4) Part B Early Stages Evaluation Team or Appropriate Charter Representative

- a) Reviews the single discipline evaluation results with the family

5) Part C Evaluation Provider

- a) Discusses Part C eligibility with the family
 - i) The IFSP team determines whether or not the child is eligible for Part C services
 - (1) If eligible:
 - (a) Part C Service Coordinator completes IFSP with the family
 - (2) If not eligible:
 - (a) Part C Service Coordinator completes eligibility form
 - (i) Parent to sign eligibility form indicated an understanding of why the child was found ineligible for Part C services

6) Part B Early Stages Evaluation Team or Appropriate Charter Representative

- a) Discusses Part B eligibility with the family
 - i) The IEP team to determine whether or not the child is eligible for Part B special education services
 - (1) If eligible:
 - (a) Part B Early Stages Coordinator and IEP team develops IEP
 - (2) If not eligible:
 - (a) Part B Early Stages Coordinator concludes eligibility meeting
 - (b) IEP team to sign Eligibility Determination Form indicated agreement of the IEP team decision of ineligibility for Part B services

7) Medicaid Managed Care Representative (if applicable)

- i) Medicaid Managed Care representative to provide Part B Early Stages Family Care Coordinator or charter LEA representative with a signed Consent to Release Information/Feedback Form regarding Part B eligibility and authorized IEP services to ensure the complete capture of EPSDT data
- ii) Medicaid Managed Care representative will discuss any possible service options for children who turn three in the summer and will not receive IEP services until fall, as applicable

ALL CHILDREN WITHIN 1.5 MONTHS (44 DAYS) OF 3RD BIRTHDAY

1) Part C Child Find Specialist

a) Suggested Script

- (i) *"You have referred your child for an evaluation for Early Intervention services very close to age 3. While the DC Early Intervention Program provides services to families with eligible children between the ages of birth and three. Given that your child will be turning three within X days, he or she will not be eligible to receive early intervention services. However, your child may be eligible for IDEA Part B preschool services."*
- (ii) *"Have you enrolled your child in a charter school?"*
 - 1. *If no: "I would like to give you the contact information for DCPS Early Stages, who will help to assist you in evaluating your child. With your permission, I will make a referral for you to Early Stages."*
 - 2. *If yes: "If you have enrolled your child in a charter school, then that charter may be responsible for the evaluation process. What is the name of the charter school in which you enrolled your child?"*
 - 3. *If an independent charter LEA: "With your permission, I will make a referral for you to that charter school, but you will need to provide the request for an evaluation in writing."*
- (iii) *If a DCPS charter school: "That charter school is under DCPS, therefore with your permission, I will make a referral for you to DCPS Early Stages, who will help to assist you in evaluating your child."*

APPENDICES

Appendix A: PRIMARY DIFFERENCES BETWEEN PART C AND PART B PROGRAMS

Points of Difference	IDEA Part C Early Intervention	IDEA Part B Special Education
Brief Description	Part C of IDEA relates to early intervention services for infants and toddlers who are ages birth to three . Early Intervention services are provided within a natural environment for the child and services are family centered. They can include nursing and medical care in some cases.	Part B of IDEA relates to services for children with disabilities who are ages three through 21 . These are called special education services . Special education services are usually provided in a public school, Head Start center, or inclusive community early care and education center. Only provides nursing or medical care services that are considered necessary for the child to access educational programs.
Services/ Plans	Services for birth to three year olds are listed on an IFSP (Individualized Family Services Plan) .	Services for three through twenty-one year olds are listed on an IEP (Individualized Education Program) or an ISP (Individualized Service Plan) .
Setting	Natural Environment: Home, Daycare, Child Development Center, Playground, etc.	Least Restrictive Environment within a school setting or other appropriate setting.
Focus	Family Centered, Developmental Interventions	Child Centered, Educational Services and Supports
Eligibility	IDEA, Part B and IDEA, Part C, have different eligibility criteria. During the transition process, children may require further evaluation. Some children who were eligible for early intervention services under IDEA, Part C, may not be eligible for IDEA, Part B, services. Even if a child is still eligible, some early intervention services that the family received while in Part C, may not be appropriate under IDEA, Part B.	

APPENDIX B: D.C. Program Options Note-Taking Sheet

Parent: This sheet is provided for you to take notes on as we walk through different program options that may be available to you. Please feel free to ask questions.

(1) District of Columbia Public Schools (DCPS) Service Options

- (a) Out of Boundary Lottery Option

- (b) Enrollment Outside of Lottery Window

(2) Other Program Options

- (a) Head Start

- (b) Charter Schools

- (c) Private/ Religious School Programs

- (d) Parents Who Opt Out of the Part B Referral

- (e) Parents Whose Child is Found Ineligible for Special Education Services

APPENDIX C: Head Start Contact Listing

D.C. Early Childhood Transition Guidelines
DC Head Start Contact Information Sheet



Early Childhood Development Centers

Early education is a foremost priority within the UPO family. It is the cornerstone for a solid structure later in life. By securing opportunities to education, UPO can help ensure success for later generations. Enrollment in UPO's Early Childhood Development Centers is open to children ages birth to five years old. Please contact your nearest Early Child Development Center for enrollment information.



Intake/Enrollment

301 Rhode Island Avenue, NW, Washington, DC 20001
(202) 238-4600 • Fax (202) 588-7179

Contact: Chanel Fogel, Ext. 637
Tyra Cotton, Ext. 636

UPO Funded Head Start Delegate Agencies & Slot Purchase Centers

Bright Beginnings

128 M Street, NW (Perry School)
Washington, DC 20001
(202) 842-9090 • Fax (202) 842-9095

DC Public Schools Head Start Program

12th & Jasper Place, SE
Washington, DC 20020
(202) 698-1077

Early Childhood ACS (Washington Estates and Johanning Campuses)

4301 9th Street, SE
Washington, DC 20032
(202) 373-0035

Edward C. Mazique (PCC)

1719 13th Street, NW
Washington, DC 20009
(202) 462-3375 • Fax (202) 939-8696

Eagle Academy PCS

770 M Street SE
Washington, DC 20003
(202) 544-2646

Matthews Memorial Child Development

2616 MLK Avenue, SE
Washington, DC 20020
(202) 889-3707

Rosemount Day Care Center

2000 Rosemount Avenue, NW
Washington, DC 20010
(202) 265-9885 • Fax (202) 265-2636

Sunshine Early Learning Center, Inc.

4224 6th Street, SE
Washington, DC 20032
(202) 561-1100 • Fax (202) 562-1550

What is Early Stages?

Early Stages is a DC Public Schools diagnostic center for children between the ages of 2 years 8 months and 5 years 10 months. We help identify any delays that a child may have and we arrange services to address them. These services are free and available to families that live in DC.

What services can Early Stages provide?

Children referred to Early Stages receive a developmental screening and, if necessary, a more in-depth evaluation. Generally, children are eligible for services if they have a developmental delay that will affect their learning, as defined by the Individuals with Disabilities Education Act (IDEA).

Some of the services that Early Stages can recommend include specialized instruction, speech/language therapy, physical therapy, occupational therapy, psychological services, and behavioral support services. These services are coordinated and delivered through DC Public Schools.

What are the benefits of these services?

Research shows that the first 5 years of life are the most important to a child's development, and that acting early can greatly improve education outcomes. Children who receive services at a young age demonstrate improved social, problem solving, communication and behavioral skills, which help them begin school ready to learn.

If you are concerned about a child's development, please don't wait to refer. The earlier children receive services, the more likely it is that their needs will be reduced or even eliminated as they get older.



For children under 2 years 8 months, please call Strong Start, the DC Early Intervention Program, at 202-727-3665.

Who can make a referral to Early Stages?

Parents, caregivers, teachers, doctors, social workers, childcare providers and other professionals can refer a child to Early Stages. Once we receive a referral, we require a parent or guardian's consent to move forward with the process.



What can I expect after I make a referral?

Early Stages will contact you to confirm your referral. We will notify you again when we complete the developmental screening, as well as when we are closing the case. If we have a parent or guardian's consent, we can share additional details of the child's case with you. If we have trouble reaching a family, we will get back in touch with you for any assistance you may be able to provide.

How can I learn more about Early Stages?

We are happy to meet with you one-on-one or with your organization to discuss the different ways that we can work together to serve children. The Child Find team is also available to give presentations to your staff about early intervention, special education, behavioral support and developmental screening. To schedule a meeting with Early Stages, please call 202-698-8037.



INFORMATION FOR PROFESSIONALS

who have a concern about a child

What is the best way to make a referral to Early Stages?

Each organization should refer in the way that works best for them.

- Phone: 202-698-8037
- Fax: 202-654-6079
- Email: referral@earlystagesdc.org
- Online Form: www.earlystagesdc.org
- Contact your Child Find Field Coordinator

Early Stages
1125 New Jersey Avenue NW
Washington, DC 20001
phone: 202-698-8037
fax: 202-654-6079



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Special Education



Identifying Children with Disabilities Ages Birth to 21

The State of Maryland, as required by the Individuals with Disabilities Education Act (IDEA), affirmatively attempts to **locate, identify, and evaluate all children with disabilities at no cost to families.**

The process of locating, identifying, and evaluating infants and toddlers ages **birth to 3** is the responsibility of the Infants and Toddlers Program in each Maryland jurisdiction. Infants and toddlers with delays or disabilities may be eligible for **early intervention services.** These services are designed to enhance a child's potential for growth and development and to promote the ability of families to meet the special needs of their children.

The process of locating, identifying, and evaluating children ages **3 to 21** is the responsibility of the local school system in each Maryland jurisdiction. Children with disabilities in this age range may be eligible for **special education** and related services (for example, speech therapy, physical therapy, or occupational therapy).

Call us for more information on early intervention and special education services in Maryland: **1-800-535-0182.**

Family Support Services For Families of Children With Disabilities Ages Birth-21

Maryland has Family Support Services Coordinators in each jurisdiction that assist families of children with disabilities ages birth to 21. A directory of Family Support Services is on the Web at www.mdecgateway.org. If you need further assistance or information about identifying children with disabilities, call us.

Maryland State Department of Education

Division of Special Education/
Early Intervention Services
Family Services and Interagency Branch
200 West Baltimore Street, 9th floor
Baltimore, Maryland 21201
Toll Free 1-800-535-0182
Fax 410-333-8165

Nancy S. Grasmick

State Superintendent of Schools

James H. DeGraffenreidt, Jr.

President, State Board of Education

Carol Ann Heath

Assistant State Superintendent
Division of Special Education/
Early Intervention Services

Martin O'Malley, Governor



Updated 5/10

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or disability in matters affecting employment or in providing access to programs. For inquiries related to departmental policy, contact the Equity Assurance and Compliance Branch at 410-767-0246 Voice, 410-333-2226 Fax, or 410-333-6442 TDD. • This document was developed and produced by the Division of Special Education/Early Intervention Services with funds from the U.S. Department of Education, Office of Special Education and Rehabilitative Services, IDEA, Part B, Grant #H027A080035A. • The views expressed herein do not necessarily reflect the views of the U.S. Department of Education or any other federal agency and should not be regarded as such. • The information is copyright free. Readers are encouraged to copy and share it, but please credit the Division of Special Education/Early Intervention Services, Maryland State Department of Education. • In accordance with the Americans with Disabilities Act (ADA) this document is available in alternative formats, upon request. Contact the Family Services and Interagency Branch at 410-767-0858 Voice, 410-333-1571 Fax.

Are you concerned about how your child sees, hears, moves, plays, talks, learns, or behaves?



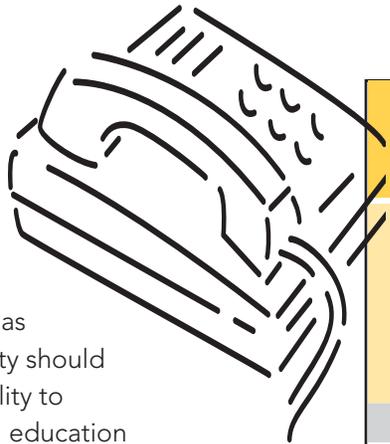
- Did you know your child **age birth to 21** may be eligible for **screening and evaluation** if you feel your child may have a disability or delay?

Call us!
1-800-535-0182



MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Special Education/Early Intervention Services

Referring a Child For Screening and Evaluation



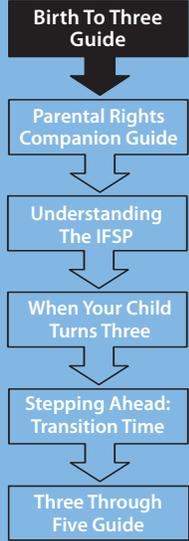
Anyone who suspects that a child has a developmental delay or a disability should refer that child to determine eligibility to receive early intervention or special education and related services (for example, speech, physical or occupational therapies).

Referrals for screening and evaluation may be made for any child presently living in Maryland, regardless of whether the child attends a public or private school, is educated at home, is homeless, a migrant, or a ward of the state. Even children who receive passing grades and who are advancing from grade to grade in school may be eligible for services.

If you suspect a child has a delay or disability, call us!

Call the appropriate referral number for the child's age and the jurisdiction in which the child lives. (Referral numbers are listed on the opposite page.) For assistance or more information, contact the Maryland State Department of Education Division of Special Education/Early Intervention Services toll free at 1-800-535-0182.

Local Referral Numbers in Maryland		
Local Jurisdiction	For Ages Birth-3 Maryland Infants and Toddlers Program "Single Point of Entry"	For Ages 3-21 Local School Systems In Maryland "Child Find"
Allegany County	301-689-0466	301-759-2082
Anne Arundel County	410-222-6911	410-766-6662
Baltimore City	410-396-1666	443-984-1011
Baltimore County	410-887-2169	410-887-3017
Calvert County	410-414-7034	410-535-7388
Caroline County	410-479-3246	410-479-3246
Carroll County	410-876-4437 ext. 277	410-751-3295 or 410-751-3033
Cecil County	410-996-5444	410-996-5444
Charles County	301-609-6808	301-753-1745
Dorchester County	410-221-1111 ext. 1023	410-221-1111 ext. 1023
Frederick County	301-600-1612	301-644-5292 or 301-644-5276
Garrett County	301-334-1189	301-334-7655
Harford County	410-638-3823	410-638-4386 or 410-638-4387
Howard County	410-313-7017	410-313-7046
Kent County	410-778-1350	410-778-7164
Montgomery County	240-777-3997	301-947-6050
Prince George's County	301-265-8415	301-808-2719 or 301-817-3147
Queen Anne's County	410-758-0720 ext. 356	410-758-2403 ext. 182
Somerset County	410-623-2037	410-651-1616
St. Mary's County	301-475-4393	301-475-5511 ext. 213
Talbot County	410-820-0319	410-820-8263
Washington County	301-766-8217	301-766-2964
Wicomico County	410-677-5250	410-677-5250
Worcester County	410-632-2582	410-632-5033
Maryland State Department of Education Division of Special Education/Early Intervention Services		1-800-535-0182 Toll Free



Birth To 3

A Family Guide To Early Intervention Services in Maryland

The Maryland Infants and Toddlers Program



Maryland's
*Birth
 through
 Five*

Early Childhood Intervention & Education System of Services For Young Children With Disabilities and Their Families

MARYLAND STATE DEPARTMENT OF EDUCATION
 Division of Special Education/Early Intervention Services
 Early Childhood Intervention and Education Branch
 Maryland Infants and Toddlers Program/Preschool Special Education Services



Welcome to Maryland's Early Intervention System of Services

About This Guide

This guide, *Birth To 3: A Family Guide To Early Intervention Services In Maryland*, is part of Maryland's Birth Through Five Parent Information Series—a collection of publications designed to support families in the early intervention and education birth through five system of services. With this guide, we wish to welcome you into a community dedicated to the enrichment of child development, and to guide you through a process created by parents and professionals to enhance the potential of your child and support your family.

To receive copies of this or other guides in the series, please contact your local Infants and Toddlers Program.

Your child is the most precious gift you give to this world. While all children grow and develop at their own rate, some infants and toddlers experience delays in their development. This can be cause for concern.

Early intervention is a system of services available to all children under the age of three who may have a developmental delay, a disability, or a special health condition that is likely to lead to non-typical development. The Maryland Infants and Toddlers Program and your local early intervention system can help address your concerns with a program specially designed to meet the unique needs of your child and family. **All services are provided at no cost to your family.**

Early intervention services can help you and your family to:

- Identify your child's needs
- Support and promote your child's development
- Include your child in your family and community life

Early intervention services can be provided anywhere in the community:

- Your home
- Your child care center or family day care home
- Libraries, recreational centers, playgrounds
- Any place parents and children go for fun and support

As a parent, you help decide:

- The outcomes of early intervention that are important for your child and family
- The early intervention services that your child and family need
- When and where your child and family will get early intervention services

Research shows that early intervention makes a difference! We welcome you and your family to Maryland's early intervention system of services—a community dedicated to the enhancement of your child's potential through family-centered support and practices.



A Window of Opportunity

A child's early years are full of excitement and change for every parent—a *great balancing act between dreams and challenges*. From the earliest stages of a child's life, a family can enhance all aspects of their child's development.

Over the past decade, advances in brain research have provided great insight into how the brain continues to grow and develop. It is now clear that a child's early childhood experiences can profoundly influence how their brain will develop and how they will interact with the world around them. The relationships children develop with adults in their lives lay the foundation for emotional development. Children who receive responsive, sensitive care from their parents and other caregivers in the first year of life, enjoy an important head start toward success in their lives.

Early intervention builds on the natural learning occurring during the first few years of life. The supports and services provided through early intervention can help you to *help your child* make all the powerful connections to improve his or her ability to learn and play. These early years are the prime time for your child's vision and hearing development, speech and language development, physical and motor development and social-emotional development. Early intervention helps to open this window of opportunity for your child.

As you open this window of opportunity for your child, use this guide to assist you in understanding:

- How the early intervention system works
- Your legal rights and protections
- The family supports and resources available to you and your family

What The Law Says

Recognizing the importance of early intervention, federal and State law guarantees your child's right to early intervention services. In 1986, Congress established *Part C of the Individuals with Disabilities Education Act (IDEA)* to reinforce the importance of early intervention services and supports available for infants and toddlers with disabilities, birth to age three, and their families. In Maryland, the Part C system of IDEA is called the **Maryland Infants and Toddlers Program (MITP)**. This comprehensive statewide program of early intervention services is coordinated by the Maryland State Department of Education (MSDE), in collaboration with many interagency partners. Each of Maryland's 24 jurisdictions implements a local Infants and Toddlers Program, coordinating services provided by education, health care, and social services agencies and private providers.

Teach me.

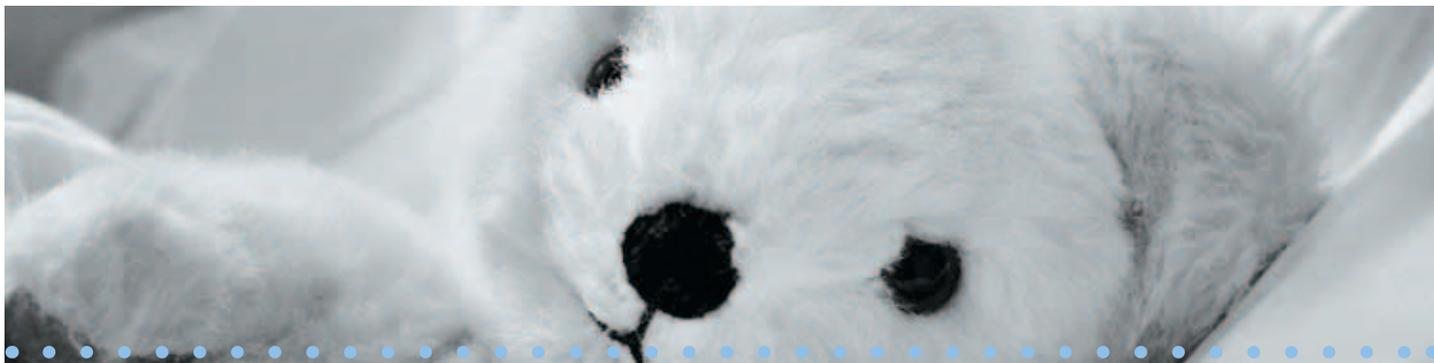
**Teach me to play.
Show me the way.**

**Help me to walk;
then help me to talk.**

**Teach me to sing;
such a wonderful thing.**

**Help me to grow
so I will know
all the love this
world has to give.**

Belle Nelson, Age 11
Past participant
in Maryland's Early
Intervention System
of Services



Critical Components of an Effective Early Intervention System

Eligibility

Your child and family may be eligible for early intervention services if your child is under three years of age **and** has at least one of the following:

- A delay of 25 percent or more in development;
or
- Is developing in a way that is considered “atypical” for most children his or her age;
or
- A diagnosed condition that is likely to affect development, such as a genetic disorder or severe hearing or vision impairment.

The first step in determining eligibility for early intervention services is a referral made to the local Infants and Toddlers Program.

When an infant or toddler is suspected of having a disability, developmental delay, or special health care need, he or she may be referred to the local Infants and Toddlers Program by a parent, health or education provider, child care or social service provider, or a staff person from the NICU or hospital, just to name a few.

The local Infants and Toddlers Program begins assisting the family by asking questions. Then, with the parent's consent, the local Infants and Toddlers Program arranges for a service coordinator to schedule an evaluation/assessment—**at no cost to the family**—to determine if your child is eligible for services.

Please refer to the back of this guide for contact information for each local Infants and Toddlers Program in Maryland.

Evaluation and Assessment

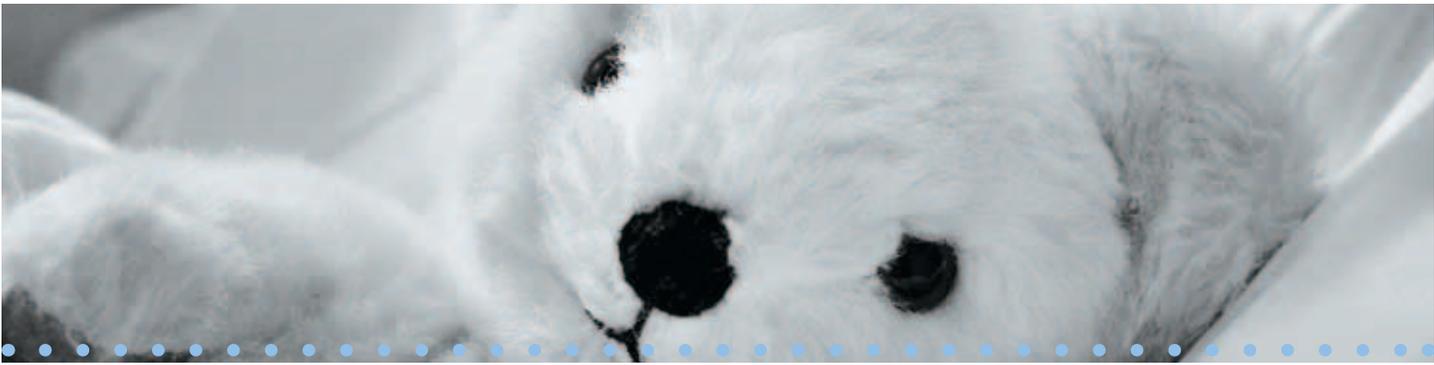
Your local Infants and Toddlers Program has 45 days from the date of your child's referral to complete an evaluation and assessment.

Your family will always be a part of the evaluation process, which is critical in determining your child's strengths and needs, and in planning the best course of action. Your child's evaluation and assessment will include a variety of tools and sources of information.

Qualified persons who are directly involved in the diagnosis of your child or in conducting the evaluation and assessment will determine your child's eligibility for early intervention services.

Family Tips:

- Provide relevant information about your child, including your child's medical history. Share any necessary documents, such as immunization records and results from prior testing, if you have them available.
- Share the priorities and concerns your family has about your child's development.
- Be present for all assessments. You may choose a time and location that are convenient for you.
- Ask questions so that you may understand the process and the program. Your service coordinator and local program providers know that these services are new to most families. They can help answer your questions.



Critical Components of an Effective Early Intervention System

Individualized Family Service Plan

Once your child's evaluation and assessment are complete and your child is found eligible for early intervention services, it is time to develop **a plan** for addressing the identified needs. The Individualized Family Service Plan (IFSP) is the foundation for providing services and support to meet the unique needs of your child and family.

The IFSP document is developed by an IFSP team that is made up of many individuals, including early intervention staff and an expert on your child—**you!** You are an important member of the IFSP team. No one knows your child better or better understands the needs of your family.

As required by law, the IFSP document puts in writing:

- Your child's strengths and needs;
- Your family's priorities;
- The services that your child and family will receive and where these services will be provided; *and*
- The outcomes you wish to achieve, timelines for achieving results, and details on how success toward outcomes will be measured.

The IFSP is more than just a written document. The IFSP represents a *working partnership* between you and the local Infants and Toddlers team and helps provide answers to questions you may have about your child's development.

To help your family better understand the IFSP process, Maryland's Birth Through Five Parent Information Series includes ***A Family Guide to Understanding the Individualized Family Service Plan.*** You may request a copy from your local Infants and Toddlers Program.

Services

Early intervention services are designed to enhance a child's potential at each stage of growth and development. The services offered are tailored to meet the unique needs of each child and family.

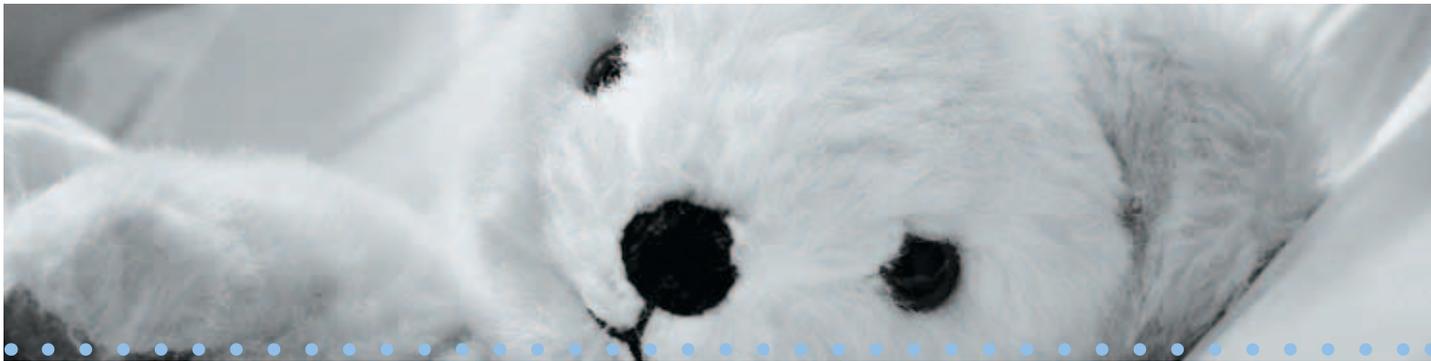
Examples of early intervention services include:

- Physical Therapy
- Occupational Therapy
- Nursing Care
- Social Work
- Special Instruction
- Nutrition Counseling
- Speech and Language Services
- Hearing and Vision Screenings/Services
- Family Counseling

Other services may also be available.

The types of services recommended for your child will depend upon the needs of your child and family. Services are recommended by a team of professionals, and are coordinated and delivered by your local Infants and Toddlers Program with support from various agencies in your jurisdiction. These agencies may include your local school system, local departments of health and social services, and other private and community-based providers and partners.

All early intervention services are provided at no cost to your family. Of course, none of the services may begin without your permission. Your family should understand all of the services and options presented to you so that you can make an informed decision. You may choose all of the services offered to you and your child, or you may choose only some of the services. *The choice is yours.*



Critical Components of an Effective Early Intervention System

An Ongoing Process To Review the IFSP

According to the law, once the necessary services are determined and the IFSP is written and agreed upon, early intervention services must begin within 30 days. The IFSP must be flexible in order to meet the ever-changing needs and priorities of your family. The IFSP should be reviewed at least every six months, or whenever your child has achieved an outcome as documented on the IFSP, or you identify a new area of need.

You may request a review of the IFSP with your service coordinator at any time.

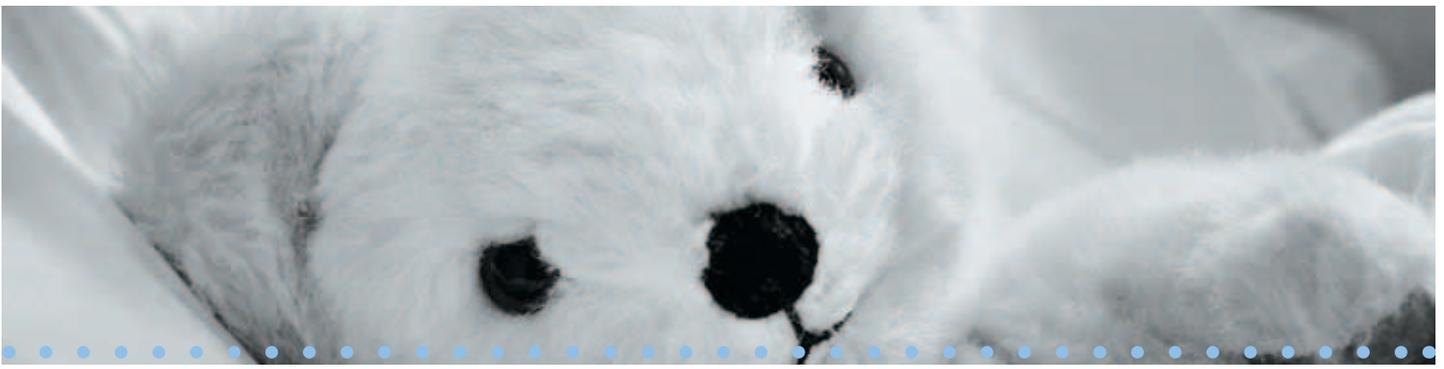
What One Family Says

"Our first experience with the Infants and Toddlers Program (ITP) happened soon after our first newborn son came home from the hospital. As new parents with a baby already exhibiting atypical development, we were nothing less than overwhelmed. Rather than joining infant play groups, we started researching support groups for parents of children with disabilities. Our son was referred to our local ITP. The ITP team came to our family and provided us with solutions after one simple phone call. Through the ITP, our son was evaluated by a team of professionals. Soon after the initial assessment, we began receiving therapeutic and family-focused interventions. The ITP taught us how to interact with our son in a way that supported his overall development. His once absent smile began to spread across his face when he recognized his family and surroundings.

When our third child was born with Down Syndrome, our prior experience with the ITP eliminated many fears. While medical staff cautiously delivered the diagnosis, we found ourselves experiencing an overwhelming sense of relief because we knew we had the ITP available to help us meet our daughter's needs. Once again, the ITP team came into our lives to share their talents with us. Our daughter's needs were very different from those of her older brother, but the individualized therapies and supports suited her perfectly. The ITP staff even took into consideration our typically-developing middle daughter. With their assistance, she learned how to bond with her brother and sister. She learned how to play and interact with them, to recognize their similarities, and to accept their differences.

Without the ITP, we're not sure how we could have grown to become the strong family team we are today. ITP services are a tremendous resource to families in preparing them to care for and raise their children with delays or life-long disabilities. We are forever grateful to the many professionals who have joined us on this journey."

–Michele Hart & Robert Bristown, Baltimore County



Your Rights and Protections

Federal and State laws provide many protections for children and families. These rights help assure that your early intervention program is implemented in a voluntary, nondiscriminatory manner, and at **no cost to your family**. Maryland summarizes these rights in its Parental Rights and Procedural Safeguards Notice.

Among the rights outlined in *Parental Rights: Maryland Procedural Safeguards Notice*, you have a right to:

- Consent to evaluation, assessment and the provision of services;
- Receive notice of your rights and actions proposed by the early intervention system;
- Review your child's early intervention record and request amendments;
- Keep your child's and family's personal information confidential, as required;
- File a complaint; and
- Play an active role in the early intervention process as a valued member of the IFSP team.

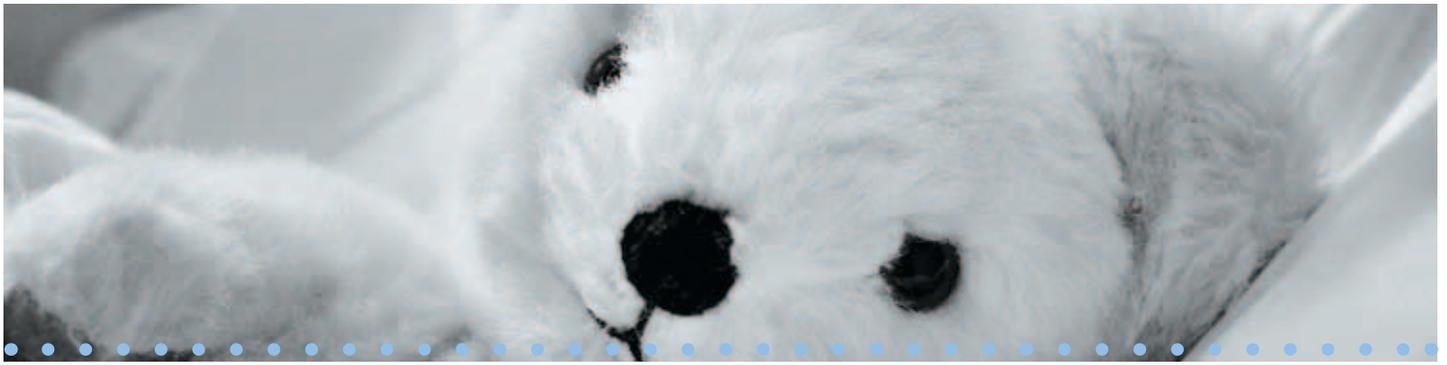
A copy of the Parental Rights and Procedural Safeguards Notice will be provided to you at least once a year from your local Infants and Toddlers Program; however, you may request a copy at any time. And to help you further understand your rights and protections, Maryland's Birth Through Five Parent Information Series includes a guide called, ***Parental Rights: A Companion Guide to the Maryland Procedural Safeguards Notice***. Request a copy from your local Infants and Toddlers Program. Your service coordinator may also provide information and guidance.

Transition Time

Transitioning from your local Infants and Toddlers Program is a process. Your local Infants and Toddlers Program will support you to develop a **transition plan** to meet the needs of your child and family. Part of the planning process involves considering if your child has needs that require services beyond age 3.

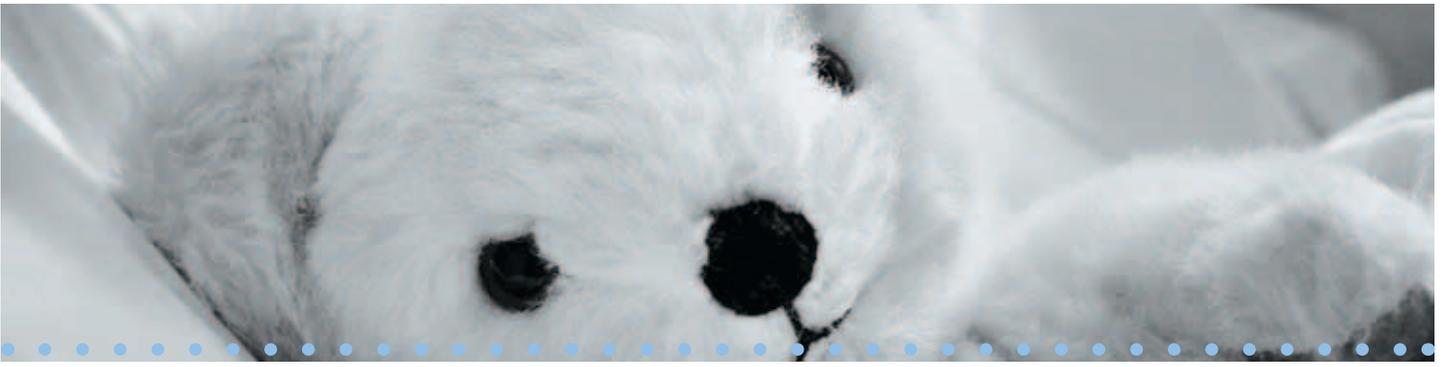
If your child may need services beyond age 3, your child will be assessed to see if he or she is eligible for services under *Part B of the IDEA*. As part of Maryland's birth through five system of services, if your child is found eligible for *Part B* services, your family will be presented with options. These options include the opportunity to continue services under an Individualized Family Service Plan (IFSP) or move to an Individualized Education Program (IEP). Services provided under an extended IFSP or an IEP will reflect the individual needs of your child and family and will be delivered in a range of early childhood community-based and school-based settings.

To help you better understand the transition process, Maryland's Birth Through Five Parent Information Series includes ***A Family Guide to Next Steps: When Your Child in Early Intervention Turns Three***, as well as ***Stepping Ahead To Success: A Family Guide To Transitioning***. You may request a copy of each guide from your local Infants and Toddlers Program.



10 Things Every Parent Should Know

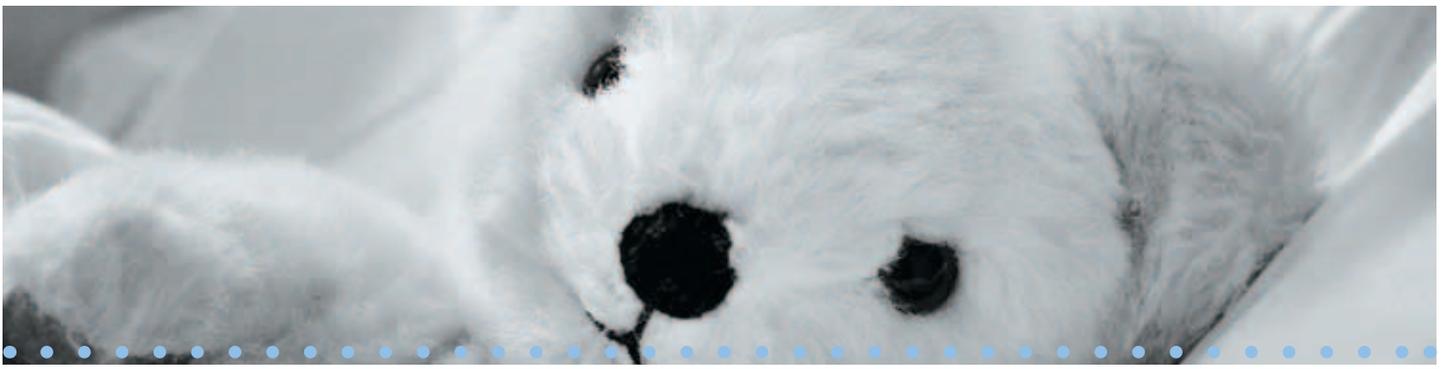
- 1 Early intervention services and supports are available through the Maryland Infants and Toddlers Program and delivered through **24 local Infants and Toddlers Programs**. Services are provided to eligible infants and toddlers, ages birth to 3. Certain services and supports are also available to parents and members of the immediate family.
- 2 The Maryland Infants and Toddlers Program is not a medical program that “treats” your child. While you may not be a trained specialist, you are your child’s most important teacher. You and your early intervention team will work together to support and enhance the development of your child. **Your team of professionals will demonstrate and model techniques for you to use with your child.** They will coach you and your family on how to implement strategies into your child’s daily routine and in-between provider visits.
- 3 **You are your child’s best advocate.** The relationship you develop with your early intervention team will be an important relationship for both you and your child. Clearly communicate what you think your child needs. Be sure to speak with your service coordinator often and collaborate with your entire team.
- 4 Local Infants and Toddlers Programs are staffed with qualified professionals who must meet Maryland’s personnel standards. **Providers are carefully screened before they are hired and are closely supervised** by local program administrators and participating agencies.
- 5 You and your IFSP team will create an Individualized Family Service Plan (IFSP). **Your child’s IFSP will not resemble anyone else’s.** It is unique and based on the needs of your child and family. It may also look different from what is offered in other states.
- 6 Your doctor or specialist may suggest a certain number of hours of therapy or services for your child. **Local Infants and Toddlers Programs use a coaching model to work with children and families;** this model may be different from the “clinical or medical” model used by many private therapists and agencies.
- 7 Early intervention services are family-centered. This means that the needs of your whole family are as important as the needs of your child. **Your early intervention services will be provided in your child’s natural environment where he or she lives, learns and plays.** Your child may be eligible for one service or several services. Once the services are identified, you may choose the services you want your child and family to receive. Remember that your early intervention team understands this may be an emotional or stressful time for you and your family. Your team will assist you in identifying resources to help you participate in the growth and development of your child and maintain your emotional well being.
- 8 **There is no charge to families for early intervention services.** Under State and federal law, all services delivered by a local Infants and Toddlers Program in Maryland must be provided free-of-charge, regardless of the family’s income, availability of insurance, or employment status. There is never a “wait list” for services. Your local program is supported by several sources, including local, State, and federal dollars.
- 9 Maryland has a strong Family Support Network (FSN) that includes parents of children with disabilities as well as professionals who can assist parents as they travel through the world of early intervention and beyond. Ask for the name of your local FSN coordinator if you need additional support and resources, including the opportunity to connect with other families who have received similar early intervention services.
- 10 Never forget that as a parent you and your child have certain rights under State and federal law. Each state must provide parents with a list of their rights. During the development of your IFSP, you will receive a copy of the document, **Parental Rights: Maryland Procedural Safeguards Notice**. There are other resources in this Parent Information Series to help you understand your rights.



Glossary of Terms

Words and Phrases You'll Hear In Early Intervention

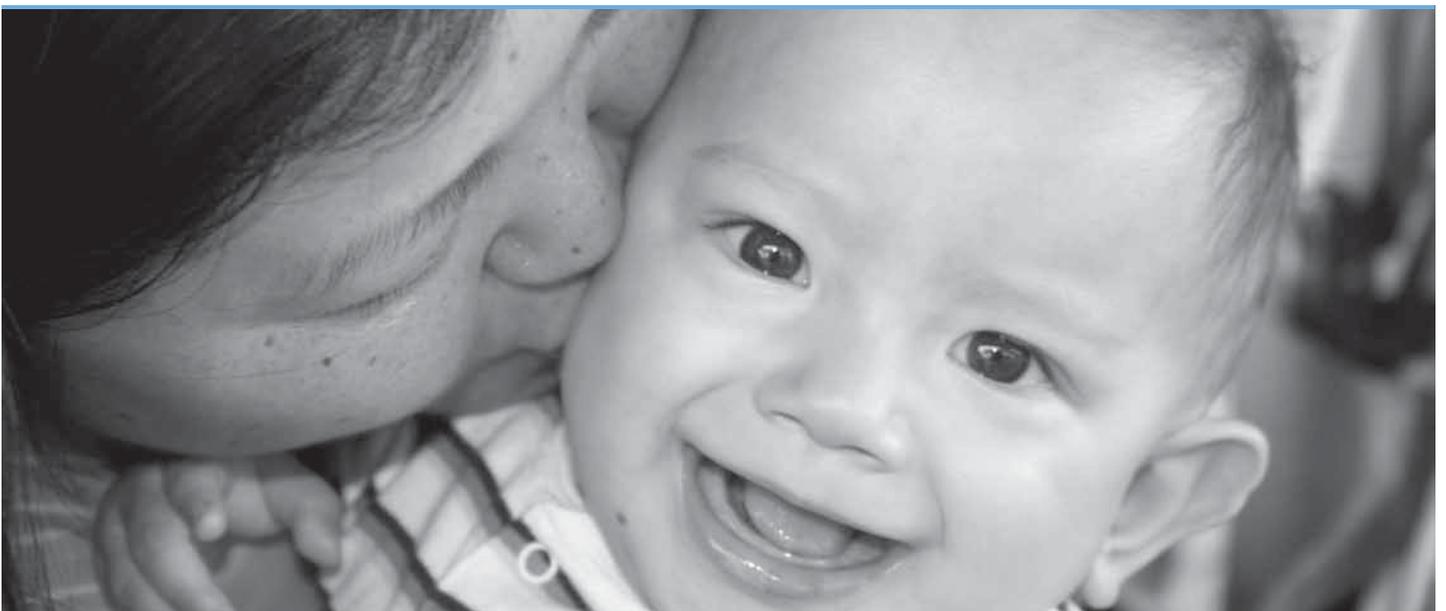
- **Assessment:** Ongoing procedures used by qualified professionals throughout a child's early intervention experience to identify the child's unique needs, the family's resources, concerns and priorities related to their child's development, and the nature and extent of services required to meet these needs.
- **Child Advocate:** A parent or professional, paid or unpaid, who acts on behalf of a child and family to protect their rights and interests and ensure their access to services for which they are eligible.
- **Early Intervention:** A collection of services provided by public and private agencies and designed by law to support eligible children and their families in enhancing a child's potential for growth and development from birth to age three.
- **Early Intervention Record:** Any personally identifiable information about a child or family generated by the early intervention system that pertains to evaluation and assessment, development of the IFSP, and delivery of early intervention services.
- **Evaluation:** Procedures used by qualified professionals to determine a child's initial and continuing eligibility for early intervention services, consistent with the definition of infants and toddlers with disabilities.
- **Impartial:** Describes the person appointed to implement the complaint resolution process. This person is not an employee of any agency or program involved in the provision of early intervention services or the care of a child, and does not have a personal or professional conflict of interest in the case.
- **Individualized Family Service Plan (IFSP):** The written plan for providing early intervention and other services to eligible children and families that:
 - Includes services necessary to enhance the development of the child *and* the family's capacity to meet their child's needs;
 - Is developed by the family and appropriate professionals working together; *and*
 - Is based on a multidisciplinary evaluation and assessment of the child and family, as required by law.
- **Infants and Toddlers with Disabilities:** Children from birth to age three determined eligible for early intervention services because they:
 - Are experiencing a developmental delay of at least 25 percent, as measured and verified by appropriate methods, in one or more of the following areas: Cognitive, Physical (fine/gross motor, sensory), Communication, Social and Emotional, Adaptive; *or*
 - Exhibit atypical development or behavior in at least one of the above areas, demonstrated by abnormal quality or function that interferes with current development and is likely to result in subsequent delay, even when diagnostic procedures do not indicate a delay of 25 percent; *or*
 - Have a diagnosed physical or mental condition that puts them at risk for developmental delay.
- **Interim Service Coordinator/Interim Case Manager:** The individual designated at the single point of entry to assist the referred child and family through the initial evaluation/assessment and IFSP process.

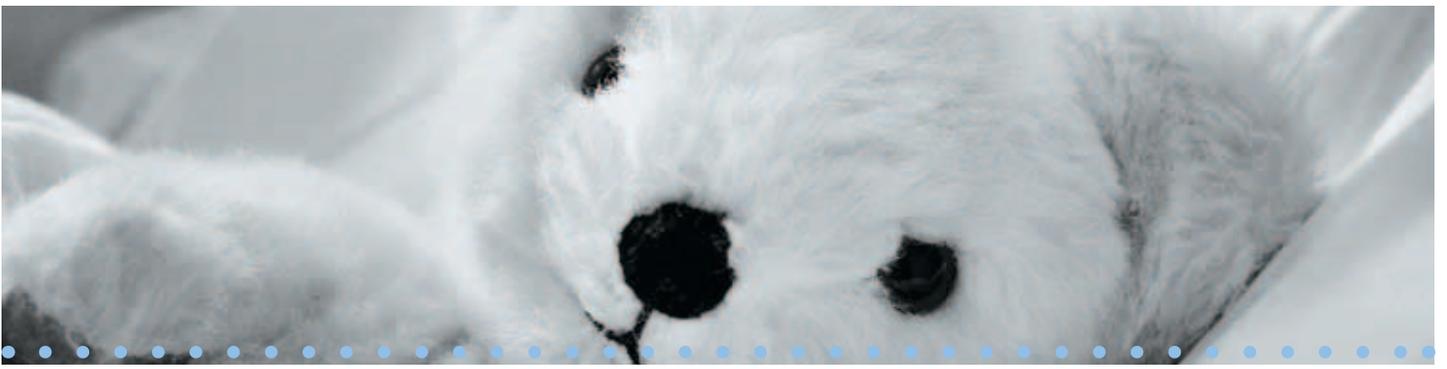


Glossary of Terms

Words and Phrases You'll Hear In Early Intervention

- **Multidisciplinary:** The involvement of two or more professions in the provision of integrated and coordinated services, including evaluation and assessment activities and IFSP development.
- **Native Language:** The language or mode of communication normally used by the parent of an eligible child.
- **Natural Environments:** Home and community settings that are natural or typical for a child of the same age without disabilities.
- **Parent:** A parent, guardian, acting parent, or surrogate parent; this term does not include the State if the child is a ward of the State.
- **Periodic Review:** A review of the IFSP conducted every six months, more frequently as conditions warrant, or at the family's request.
- **Service Coordinator/Case Manager:** The individual selected by an early intervention team and designated in an IFSP to coordinate and facilitate early intervention services and integrate the family into the process. This person must demonstrate an understanding of the laws and nature of the process.
- **Service Provider:** A public or private agency designated to provide early intervention services for an eligible child and the child's family, in accordance with an approved IFSP.
- **Single Point of Entry:** The local contact point designated to accept referrals from sources who suspect developmental delay in an infant or toddler.





Family Support Resources

Networks/Partners/Publications

Maryland Family Support Network/Preschool Partners

At any point during your journey, you may need the support of individuals who know about special resources, can share valuable information, or have life experiences similar to yours. In Maryland, families receiving early intervention services can find support through their local **Family Support Network**. Each Family Support Network is staffed by a parent of a child with a disability, and offers information on community services, referrals to local support and advocacy groups, and opportunities for families to network and share ideas and experiences with other families. In addition, as families transition to next steps, family support services are available through **Preschool Partners**. Each Preschool Partners program is staffed by a parent of a child with a disability, and can guide and support families as they move through the transition process from age 3 through age 5. Your local Family Support Network and Preschool Partners are just a call away. Ask your local Infants and Toddlers Program for contact information or go online to the Maryland Early Childhood (EC) Gateway: <http://www.mdecgateway.org>.

Maryland Early Childhood (EC) Gateway: www.mdecgateway.org

Visit the **Maryland Early Childhood (EC) Gateway** online at <http://www.mdecgateway.org>. There you will find a list of statewide family support services including your local Family Support Network, and resources for families and caregivers of children with disabilities birth through age five.

Maryland's Birth Through Five Parent Information Series

Maryland's *Birth Through Five Parent Information Series* is a collection of publications designed to assist families as they participate in Maryland's early intervention and education system of services for children with disabilities ages birth through five. Each publication is available from your local Infants and Toddlers Program.

Maryland's Birth Through Five Parent Information Series includes the following guides:

- *Birth to 3: A Family Guide to Early Intervention Services*
- *Parental Rights: A Companion Guide to the Maryland Procedural Safeguards Notice*
- *The IFSP: A Family Guide To Understanding the Individualized Family Service Plan*
- *A Family Guide to Next Steps: When Your Child In Early Intervention Turns Three*
- *Stepping Ahead to Success: A Family Guide to Understanding the Transition Process*
- *3 Through 5: A Family Guide to Preschool Special Education Services and Other Early Childhood Opportunities*

More resources for families:

For additional information, contact:

Local Infants and Toddlers Programs

Allegany County	301-689-0466
Anne Arundel County	410-222-6911
Baltimore City	410-396-1666
Baltimore County	410-887-2169
Calvert County	410-414-7034
Caroline County	410-479-3246
Carroll County	410-876-4437, x277
Cecil County	410-996-5444
Charles County	301-609-6808
Dorchester County	410-221-5207
Frederick County	301-600-1611 or 301-600-1612
Garrett County	301-334-1189
Harford County	410-638-3823
Howard County	410-313-7017
Kent County	410-778-8486
Montgomery County	240-777-3997
Prince George's County	301-265-8415
Queen Anne's County	410-827-4629, x108
Somerset County	410-623-2037
St. Mary's County	301-475-4393
Talbot County	410-820-0319
Washington County	301-766-8217
Wicomico County	410-677-5250
Worcester County	410-632-5033
Maryland School for the Blind	410-444-5000
Maryland School for the Deaf	410-480-4545

Online Resources:

www.mdecgateway.org - Resources and information for families and providers of children with disabilities age birth through five

www.marylandpublicschools.org - Find IEP related resources, including:

- *Building IEPs with Maryland Families: What A Great Idea! A Guide To Developing, Implementing and Reviewing IEPs For Students with Disabilities*
- *Understanding the Evaluation, Eligibility, and IEP Process in Maryland*
- *Parental Rights: Maryland Procedural Safeguards Notice*

<http://tinyurl.com/extendedifspoption> - Link to the Policies and Procedures document for the Maryland Extended IFSP Option

Additional information and resources may also be provided by the:

Early Childhood Intervention and Education Branch

Early Childhood Intervention and Education Branch
Maryland State Department of Education
Division of Special Education/Early Intervention Services
200 West Baltimore Street, 9th Floor
Baltimore, Maryland 21201
Phone: 410-767-0261
Toll Free: 1-800-535-0182
Fax: 410-333-8165



Maryland's
*Birth
through
Five*
Early Childhood Intervention
System of Services
For Young Children
With Disabilities
& Education and Their Families

This publication was developed and produced by the Maryland State Department of Education, Division of Special Education/Early Intervention Services with funds from the U.S. Department of Education, Grant #H393A090124A, Special Education-Grants for Infants and Families "Recovery Funds" under PL 105-17/111-5 Individuals with Disabilities Education Act/American Recovery and Reinvestment Act. The Maryland State Department of Education is the lead agency for the Maryland Infants and Toddlers Program, the statewide program of services and supports coordinated by State and local agencies and organizations. The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, disability, or sexual orientation in matters affecting employment or in providing access to programs. For inquiries related to Department policy, contact the Equity Assurance and Compliance Branch, Office of the Deputy State Superintendent for Administration, Maryland State Department of Education, 200 W. Baltimore Street, 6th Floor, Baltimore, MD 21201-2595, 410-767-0433, Fax 410-767-0431, TTY/TDD 410-333-6442, www.MarylandPublicSchools.org. The information in this publication is copyright free. If copied or shared by readers, please credit the Maryland State Department of Education, Division of Special Education/Early Intervention Services. For additional information, contact the Early Childhood Intervention and Education Branch at 410-767-0261.

James H. DeGraffenreid, Jr., President, State Board of Education

Bernard J. Sadusky, Interim State Superintendent of Schools

*Marcella Franczkowski, Assistant State Superintendent
Division of Special Education/Early Intervention Services*

Martin O'Malley, Governor

August 2011

Overview

Other School Policies and Resources

In this section, you will find resources and information on several different topics – some that are relevant to all students, such as standardized testing, and some information that is only relevant for special populations of students, such as clients with health needs that require temporary home instruction, and pregnant or English language learning students. First, you will find materials on requesting Home and Hospital Instruction in both the District of Columbia and Prince George’s County. You will also find information on English Language Learner (ELL or ESL) programs for students in DCPS or Prince George’s County Public School. This section also provides information about specialized programs and supports for pregnant and parenting teens in both DC and Maryland. Lastly, you will find information on the standardized testing administered in both jurisdictions.

English Language Learners (ELL)

Programs and Support



- **Who is an English language learner?**
- **How are students placed in ELL programs?**
- **What types of ELL programs are available?**
- **What is the ACCESS for ELLs™ test?**
- **Who do I contact for help?**
- **Acronyms and Definitions of Terms**

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Who is an English language learner?

An English language learner (ELL) student is defined as a linguistically and culturally diverse (LCD) student who has an overall English Language Proficiency (ELP) level of 1-4 on the ACCESS for ELLs™ test administered each year.

Students who reach ELP Level 5 or above are considered English Proficient (EP) students and are no longer ELL students.

ELL students also may be called "limited English proficient" (LEP) in legal

documents.

DCPS serves more than 4,200 ELL students (see our Fact Sheet below). Our students come from 133 different countries and speak 107 different languages.

The five languages other than English spoken most often are:

- Spanish
- Vietnamese
- Chinese
- Amharic
- French

ELL students receive services that help them attain English language proficiency and be academically successful.

- [Fact Sheet](#)
- [Fact Sheet - Home Language](#)
- [Fact Sheet - ELL Level X Schools](#)
- [Fact Sheet - Country of Origin](#)

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How are students placed in ELL programs?

Every parent enrolling a child in DCPS must complete a [home language survey](#). If the survey indicates that the child might qualify for ELL services, the district then assesses the child's English proficiency in the four domains of listening, speaking, reading, and writing through the English language screener proficiency test ([IPT](#), [W-APT](#) or [K-WAPT](#)).

The school will provide a welcome letter (see below) to families indicating additional steps to follow. Parents and guardians of children who qualify for ELL services have the legal right to be informed, in a language they can understand, about the available programs and services. They can then choose the program they believe best fits their child's needs.

Students who score a Level 1 to Level 4.9 on the screener test are eligible for services and will participate in the annual language proficiency test, **ACCESS for ELLs™** each spring until they score an ELP level 5, which indicates the student should exit the program.

Students who score a level 5 or above are no longer eligible for services (because they are proficient in English), but they will be monitored for a two-year period in case a re-evaluation is necessary.

- [Welcome Letter](#)
- [Welcome Letter - Amharic](#)
- [Welcome Letter - Chinese](#)
- [Welcome Letter - French](#)
- [Welcome Letter - Spanish](#)
- [Welcome Letter - Vietnamese](#)

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What types of ELL programs are available?

Content-Based English as a Second Language (ESL) Programs: The academic content areas of English/language arts, social studies, science, and mathematics are used as the vehicle for language learning and to ensure that students master academic content and performance standards.

Instruction is primarily in English, although native language support is provided when necessary and when possible. These classes are taught by ESL-certified teachers.

Dual Language Education Programs: Students in this instructional program develop literacy skills in their native language while simultaneously learning a second language. Students must master standards in both languages. Instruction occurs in both of the languages supported by the program. (Bancroft: grades PreK–5; Bruce-Monroe: grades PreK-5; Cleveland: grades PreK-5; Oyster/Adams: grades PreK-8; Marie Reed: grades PreK-5, Powell: grades PreK-3; Tyler: grades PreK-2).

Secondary Newcomer Literacy Program: This program supports those immigrant students who come to DCPS with a limited formal education background and prepares them to become successful both in school and in the post-secondary world. Classes provide students with core academic and literacy skills and knowledge that address gaps in their prior education. This is a full-day intensive program that focuses on literacy development, language acquisition, and mastery of academic content. In addition, the program offers orientation on adapting to the life, culture, and educational system in the United States, as well as tutoring, parent workshops, and links to community resources. (McFarland MS and Roosevelt SHS).

Sheltered Content: The goal of Sheltered Content programs is for ELL students to develop English proficiency, content knowledge, and academic language skills such that they can enjoy success in mainstream classes with no ELL services. Sheltered classes are taught by either a dually certified teacher who holds licenses both in ESL and in the content being

taught, or a content-certified teacher who has completed a minimum of 90 hours of professional development in ESL instruction.

Opting Out: After the students take the screener test and are found eligible, parents/guardians can choose to have their children opt out of these programs by submitting a written letter to the Office of Bilingual Education. Please note that even if the parent chooses to opt out of receiving ELL services, ELL students in regular education are still eligible to receive additional support services and will be considered ELLs until they score a ELP level 5 or above on the spring assessment.

Top

What is the ACCESS for ELLs™ test?

The *Assessing Comprehension and Communication in English State to State* (ACCESS for ELLs™) test places students in English language proficiency (ELP) levels 1 to 5.

DCPS provides services to students scoring levels 1 to 4 and exits students from support programs when they reach Level 5.

See the chart below for an explanation of the five scoring levels. It is expected that at level 5, students are ready to meet state academic content standards with no language support services. ACCESS for ELLs™ measures language across the four domains: listening, speaking, reading, and writing, and across the following content areas: social and instructional English, language arts, math, science, and social studies.

Level	Name	Description
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- 1 Entering Knows and uses minimal social language and minimal academic language with visual and graphic support.
- 2 Beginning Knows and uses some social English and general academic language with visual and graphic support.
- 3 Developing Knows and uses social English and some specific academic language with visual and graphic support.
- 4 Expanding Knows and uses social English and some technical academic language.
- 5 Bridging Knows and uses social English and academic language working with modified grade level material.

For more information, visit the [Wida Website](#).

[Top](#)

Who do I contact for help?

Office of Bilingual Education

Office of Bilingual Education, Garrison Administrative Unit – East Wing

1200 S Street NW

Washington, D.C. 20009

Main Office: 202-671-0750

Fax: 202-671-2667

Office Hours: 7:30 a.m. – 5:00 p.m.

Intake and Assessment Center: 202-671-2344 (Marsella Herran, Coordinator)

Appointments for orientation, initial language screening, and information on how to register.

Family & Community Engagement: 202-671-0755 (Ivy Chaine, Coordinator)

Foreign transcript evaluation, translation, and interpretation services.

Language Access: 202-671-0754 (Arnoldo Ramos, Coordinator)

Community and parent liaison, outreach, and compliance.

Instructional Support

- Secondary ESL Programs: 202-671-0762 (Jeanne Castro, Content Specialist)
- Elementary ESL Programs: 202-671-0761 (Lorna Jefferson, Content Specialist)
- Dual Language Programs: 202-671-2591 (Katarina Brito, Dual Language Developer)
- Professional Development: 202-671-0750 (Deborah Maatta, Language Acquisition Coach)

Data and Assessment for ELLs: 202-671-0751 (Margaret Miller, IT Specialist) Student test histories, language test scores, enrollment reports, and school reports.

Office of the State Superintendent for Education (OSSE): State English language proficiency standards, accommodation for State Test, and education laws.

Acronyms and Definitions of Terms

ACCESS for ELLs™ – Assessing Comprehension and Communication in English State-to-State for English Language Learners. This large-scale test addresses the academic English language proficiency (ELP) standards at the core of the WIDA Consortium's approach to instructing and evaluating the progress of English language learners. The ACCESS for ELLs™ test is the annual assessment required by NCLB.

AMAO – Annual Measurable Achievement Objectives. AMAOs are set annually by the Office of the State Superintendent of Education and specify the percentage of ESOL students yearly who are expected to progress toward English language proficiency (AMAO I), attain English language proficiency (AMAO II), and demonstrate adequate yearly progress in reading and math at the county level (AMAO III). The AMAOs are assessed through the ACCESS for ELLs™ test.

AYP – Adequate Yearly Progress. Under NCLB, each state establishes a definition of AYP that is used annually to determine the achievement of each school district and school in both reading and mathematics. States then identify for improvement any school that does not meet the state's definition of AYP for two consecutive years. AYP is designed to ensure continuous improvement each year toward the goal of 100% proficiency in 2014.

CTBS – Comprehensive Tests of Basic Skills in Mathematics.

ELL – English Language Learner. An ELL is a student who uses another

language in addition to or other than English.

ELP – English Language Proficiency. ELP is the degree to which a student is able to use standard American English as the language of instruction.

FEP – Fluent English Proficient

DC CAS – D.C. Comprehensive Assessment System. DC CAS is the annual assessment in reading and mathematics that the District of Columbia uses under NCLB to measure Adequate Yearly Progress.

DC BAS – D.C. Benchmark Assessment System. DC BAS is the system of interim assessments that are used throughout the academic year to measure students' progress towards proficiency in reading and mathematics on the DC CAS.

DC STARS – Student Tracking and Reporting System. DC STARS is DCPS's student information system, which contains all the information about students' attendance, grades, transcripts, and graduation requirements, among other things.

HLS - Home Language Survey. All students enrolling in DCPS take the HLS to determine if language screening and ELL services may be necessary.

IPT – The Pre-Idea Proficiency Test. The IPT is the language screening test given to 3-year-olds.

K-WAPT – Kindergarten-WIDA Assessment Placement Test. K-WAPT is the

language screening test given to kindergarten students.

LCD – Linguistically and Culturally Diverse.

LEP – Limited English Proficient. LEP is an acronym used at the federal level to describe English language learners who participate in ESL programs.

NCLB – No Child Left Behind Act of 2001. NCLB expands the scope and frequency of student testing, revamps accountability systems and guarantees that every teacher is qualified in their subject area. It also requires states to make demonstrable annual progress in raising the percentage of students proficient in reading and math.

NEP - Non-English Proficient

OBE – Office of Bilingual Education, District of Columbia Public Schools

OELA – Office of English Language Acquisition, Language Enhancement, & Academic Achievement for Limited English Proficient Students, U. S. Department of Education

OCR - Office for Civil Rights

OSSE – Office of the State Superintendent of Education

PHLOTE – Primary Home Language Other than English

SABE – Spanish Assessment of Basic Education

SPI – Student/Parent Interview Form

WIDA – World-Class Instructional Design and Assessment

W-APT – WIDA-ACCESS Placement Test. W-APT is the language screening test given to students in grades 1 and higher.

[http://dc.gov/DCPS/In%20the%20Classroom/How%20Students%20Are%20Supported/English%20Language%20Learners%20\(ELL\)](http://dc.gov/DCPS/In%20the%20Classroom/How%20Students%20Are%20Supported/English%20Language%20Learners%20(ELL))



SCHOOL REQUEST FOR SERVICE FORM

Directions: Type or print information in ink. This form must be completed in its entirety.
Home/Hospital Instruction Program (HIP) will not approve a referral unless the following are submitted:

- Request for Service Form
- Proof of Immunization Form
- Physician’s Verification Form
- Parent/Guardian Agreement
- IEP (if applicable)
- 504 plan (if applicable)

Student Profile (please print):

Name _____ Age _____

Date of Birth _____ Male _____ Female _____ Student ID No. _____

School _____ Grade _____ GPA _____

Counselor/LEA Representative _____ School Phone _____

Home Address _____

_____ Zip Code _____

Parent/Guardian _____

Home Phone _____ Work Phone _____

Additional Information:

Reason for Referral: _____

Special information/Comments _____

The student has: ___ IEP ___ 504 plan

SIGNATURES REQUIRED BEFORE SUBMITTING APPLICATION:

By signing below, we acknowledge that we are forming a partnership with the Home/Hospital Instruction Program staff in order to facilitate and support the delivery of educational services. THE PUBLIC SCHOOL WHERE THE STUDENT IS CURRENTLY ENROLLED WILL:

- Meet with the student’s HIP Coordinator prior to the start of HIP services;
- Provide all necessary instructional resources to the student during his/her enrollment in HIP (e.g., textbooks, assignments, etc.);
- Continue to manage the IEP and/or 504 process(es) (if applicable);
- Maintain constant communication with the student’s HIP Coordinator;
- Ensure that each teacher communicates with the student on a weekly basis.

School’s HIP Designee Signature

Date

Principal’s/ Designee’s Signature

Date

FOR OFFICE USE ONLY

Educational Setting:

- General Ed Special Ed Public Non Public
- Non-Resident Tuition Homebound Hospital Name: _____

Date Application Received: _____ Received by: _____

Date Application Assigned: _____ HIP Teachers: _____

Service Begin Date: _____ Service End Date: _____

**UPLOAD ALL FORMS TO THE HOME/HOSPITAL INSTRUCTION PROGRAM (HIP)
QUICKBASE APPLICATION or FAX to (202) 698-3451**



PROOF OF IMMUNIZATION FORM

THIS FORM MUST BE SUBMITTED WITH A COPY OF THE STUDENT'S
PROOF OF IMMUNIZATION DOCUMENTATION

To be completed by School's HIP Designee and School Nurse

STUDENT: _____ DATE OF BIRTH: _____

STUDENT ID NO. _____ GRADE: _____ SCHOOL: _____



This form is submitted to the Home/Hospital Instruction Program, along with appropriate documentation supporting proof of immunization for _____.
(Student)

Submittal of this form also verifies that the student is in compliance with the District of Columbia Public Schools (DCPS) Immunization Policy for SY 2012-2013.

School's HIP Designee's Signature: _____

School's HIP Designee's Title: _____ Date: _____

School Nurse's Signature: _____



PHYSICIAN VERIFICATION FORM

(NOTE: Provision of incomplete information below may delay application process)

Part I: To be completed by the School's HIP Designee

Name of Student: _____ Telephone: _____

School: _____ Grade: _____

Date Parent Received Form: _____ Date Designee Received Form: _____

School Staff who Received Form: _____

Part II: To be completed by a licensed physician or psychiatrist

Before initiating Home/Hospital Instruction services, we must obtain written verification of the physical or psychiatric condition from a licensed physician or psychiatrist. The licensed physician must verify that the student meets the criteria for eligibility.

Yes **No**

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Is the student under medical care for illness or injury which is acute, catastrophic, or chronic in nature? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the student expected to be absent from school due to a physical or psychiatric condition for at least 15 consecutive school days, or due to a chronic condition, for at least fifteen (15) school days which need not run consecutively? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the student confined to the home or hospital (facility)? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the student well enough to participate in and benefit from an instructional program? |
| <input type="checkbox"/> | <input type="checkbox"/> | Can the student receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact? |

RECOMMENDED SERVICE DELIVERY MODE (please select one below):

_____ Full-time Hospital/Homebound - *Student is UNABLE to attend ANY portion of the school day*

_____ Part-time Hospital/Homebound-*Student is ABLE to attend a partial school day/week*
(_____ hours per day) or (_____ days per week)

_____ Attend school on non-consecutive days based on chronic condition

PART III: Physician Treatment Plan

1. Please indicate the student's diagnosis: _____
2. Explain in detail how the physical or psychiatric condition you have diagnosed will significantly limit the child's ability to receive educational benefit in the regular school setting. In what way(s) would the child's ability to function in the school setting be jeopardized?
3. Describe your treatment plan for the child (include the frequency and duration of the treatment for psychiatric conditions.)
4. List any medication(s) the child is taking and explain the effects, if any, the medication(s) may have on the child's ability to achieve educational benefit in the school setting.
5. Pregnancy Only—Please provide the Expected Date of Delivery: _____

Is the student on bed rest? **Yes** **No**

HIP will provide instruction for 6 weeks (regular) or 8 weeks (cesarean) after delivery.
6. Date to begin HIP: _____ Date student is to return to school: _____

Physician's Certification: I certify that this student is under my care and treatment for the aforementioned illness. My recommendation has been made on the medical needs of the patient.

This certifies that this treatment plan is medically necessary.

(Print) Physician's Name	Physician's Signature	Date
Address	Telephone	License #

PHYSICIAN SHOULD FAX COMPLETED FORM TO (202) 698-3451



PARENT/GUARDIAN AGREEMENT

If my student, _____, is approved for home/hospital instruction, I understand the following (check the boxes below):

- I will provide a safe, quiet, clean, well-ventilated setting for student and teacher in my home. This includes **1) securing all animals while instruction is taking place; 2) refraining from smoking and drinking; and 3) minimizing any distractions (television, radio, video games, etc.).**
- I will ensure that a responsible adult is present (if required);
- I will establish a schedule for student study between delivered instructional times;
- I will foster my child's independent work ethic and will assist only as needed;
- I will communicate openly and consistently with my child's HIP Coordinator and HIP Instructor;
- If there is a change in physician, I will provide an additional HIP Physician Verification Form, completed by the new physician;
- I agree to provide the HIP program staff any updated information regarding the physician's treatment plan for my child;
- I give permission for the physician(s) and appropriate school personnel to exchange information and records regarding my child's medical condition, diagnosis and instructional program;
Parent/Guardian () initials
- I agree to cooperate with the DCPS policies including the Code of Student Conduct and those of HIP, during my child's enrollment in HIP;
- I am aware that some courses are not available through HIP;
- I understand that provision of incomplete information may delay the application and eligibility determination process for HIP.

Parent/Guardian Signature

Date

No Child Left Behind (NCLB)
Parent's Right to Know Request Form

Student's Name: _____
(Child's) Last Name First Name MI

School Name: _____

Parent's Name: _____
Last Name First Name MI

Parent's Address: _____

City : _____ State: _____ Zip: _____ Contact #: (____) _____ - _____



I am requesting information on my child's teacher(s) and/or paraprofessional(s) named below:
(Please indicate the last name, first name of the teacher(s) / paraprofessional(s), if necessary contact the school office for this information)

No.	Last Name, First Name MI	Position (Teacher /Parapro)	Subject taught
1			
2			
3			
4			
5			
6			
7			
8			
9			

Note:

- ❖ This notice is to request information on the teacher(s) and/or paraprofessional(s) qualifications that parents have a right to know under *NCLB*.
- ❖ Notification of a teacher's qualifications does not include the right to request that your child be reassigned to another classroom.
- ❖ Fax this form at **(202) 535-2483** to the attention of **Licensure and Highly Qualified Compliance Unit**

Parent/ Guardian's Signature: _____ Date: ____/____/____

Verification from School Office

I verify that the personnel named above is/was the teacher(s) and/or paraprofessional(s) for the stated student.

Print Name: _____ Signature: _____

Title: _____ Date: _____

CLC Information Sheet

Education Resources for Pregnant and Parenting Teenagers*

District of Columbia Public Schools:

- ◆ Home and Hospital Instruction:
 - If a student has medical complications related to pregnancy such that they cannot physically attend school, they may be eligible for Home and Hospital Instruction (please see information on this program in the School Contact section of this toolkit).
 - Students are eligible for Home and Hospital Instruction for several weeks after the birth of the baby.
- ◆ New Heights Teen Parenting Program:
 - The New Heights Teen Parenting Program is offered at Anacostia Senior High School and Cardozo Education Campus.
 - Through this program, students will continue to earn credits towards a diploma while also receiving the assistance, support, and guidance they will need to handle the responsibilities of parenting.
 - Students are eligible to receive assistance with employment, housing, and obtaining community resources until their 20th birthday.
- ◆ Students are eligible to continue at their school of origin.

Prince George's County Public Schools:

- ◆ Home and Hospital Instruction:
 - If a student has medical complications related to pregnancy such that they cannot physically attend school, they may be eligible for Home and Hospital Instruction (please see information on this program in the School Contact section of this toolkit).
 - Students are eligible for Home and Hospital Teaching for several weeks after the birth of the baby.
- ◆ Teen Adolescent and Parenting Program:
 - The Teen Adolescent and Parenting Program is offered at through the Career Academy Office at several area high schools.
 - Information about this program can be obtained by calling 301-669-6012.
- ◆ Students are eligible to continue at their school of origin. Expecting mothers under the age of 16 are permitted to withdraw from their school of origin and enroll in an appropriate educational program; appropriateness will be determined by the student, her family, school personnel, and medical personnel.
- ◆ See Administrative Issuance 5011 (Home and Hospital Teaching) and 5119.3 (Educational Programs/Services for Pregnant Girls) for further information.

*Please see the Children's Law Center Practice Kit on Sexual Health Issues and Teen Parents for additional resources.

Are you . . .

- ⇒ An expectant or parenting Mom or Dad in high school?
- ⇒ A parent in need of help, advice, or someone to talk to?
- ⇒ A parent serious about taking charge of your life?

Then the
New Heights
Program
Is right for you!



New Heights seeks to:

- ⇒ Improve attendance;
- ⇒ Increase graduation rates;
- ⇒ Improve/maintain the health of these students and their children;
- ⇒ Prevent subsequent pregnancies
- ⇒ Prepare students for higher education or joining the workforce.

New Heights



**PROVIDING HELP, SUPPORT AND
INFORMATION FOR EXPECTANT AND
PARENTING STUDENTS**

New Heights provides assistance with and information about services and programs across the city!

Assistance with:

- ⇒ Securing a Childcare Voucher
- ⇒ Applying for Visiting Instruction Services while out of school on bed rest or as a result of child birth
- ⇒ And receiving **FREE** items for your child offered through an incentive program

Information about:

- ⇒ WIC
- ⇒ Housing
- ⇒ TANF, Medicaid and Food Stamps
- ⇒ Employment and Job Training Opportunities
- ⇒ College/University Admissions

Also, if eligible -

- ⇒ Tokens for transportation
- ⇒ Daily TANF stipend

In collaboration with various government agencies and community based organizations, New Heights provides education/training on a host of topics such as:

- Pre-natal Care
 - Child Birth
 - Parenting Skills
 - Life Skills
 - Financial Literacy
 - College Admissions
 - Financial Aid
 - Career Planning
 - Health-Related Issues
 - Love, Life & Relationships
- And much, much more!***

****The New Heights program is supported by Grant Number SP1AH000007-03-00 from the Office of Adolescent Health.***

For more information, contact the New Heights office near you:

Anacostia HS	202-645-4040
Ballou HS	202-499-0505
Ballou STAY HS	202-499-0484
Cardozo HS	202-671-1995
Columbia Heights Education Campus (CHEC)	202-499-0501
Coolidge HS	202-282-0081
Dunbar HS	202-499-0485
Luke C. Moore HS	202-678-7890
Roosevelt HS	202-499-0489
Roosevelt STAY HS	202-713-2052
Washington Met. HS	202-727-4985
Wilson HS	202-499-0502
Woodson HS	202-499-0486
Next Step Charter	202-215-9051
IDEA Public Charter	202-215-9024
Special Populations	202-288-6251





HELPING STUDENTS SUCCEED

A Guide to the New PARCC Assessment

The District of Columbia public and public charter schools are switching to the Partnership for Assessments of Readiness for College and Careers (PARCC) test for school year 2014-15. This new test replaces the DC Comprehensive Assessment System (DC CAS) exam in math, reading, and writing. The new test will be challenging, provide helpful measures of student growth, and is one of the ways that the District of Columbia Office of the State Superintendent (OSSE) will work to ensure that every student graduates from high school ready for college or a career.

Frequently Asked Questions about PARCC

1 What is PARCC?

PARCC is an interactive, computer-based test that is in line with the Common Core State Standards. This test will measure student learning in reading, writing, and mathematics for students in grades 3-8 and at least once in high school.

2 How is PARCC different from the DC CAS?

- PARCC is based on Common Core State Standards (DC CAS was not).
- Students use technology (e.g., desktop computers, laptops, and/or tablets) to take the PARCC test.
- Students read text and solve problems based on classroom instruction.
- Students are asked to explain mathematical thinking beyond choosing the correct answer.
- Students are asked to read complex passages and identify facts that can be used to make an argument.

3 What are the benefits of PARCC?

- Families will have clear information about student progress.
- Teachers will have access to timely data to guide learning and instruction.

4 How will the PARCC test be given?

PARCC is divided into two parts:

1. Performance Based Assessment (PBA) - Measures writing, research skills, and the student's ability to solve multi-step math problems. **Test Date:** Early Spring.
2. End of Year (EOY) Assessment - Measures reading comprehension and math concepts and skills through multiple choice and short answer questions. **Test Date:** Late Spring.

5 What accessibility features does PARCC offer?

The PARCC test provides students with tools to help them do their best and provides access for students with an IEP (Individualized Education Program) or 504 plan as well as English Language Learners (ELL) through a range of accommodations.

6 During the PARCC test, students can:

- Use a highlighter tool to shade text on the screen;
- Have test directions read aloud and repeated as needed;
- Enlarge texts and pictures;
- Use a spell checker;
- Use a pop-up glossary;
- Write notes on an on-screen notepad;
- Flag items they want to come back to later; and
- Cross out answers for multiple choice items.

7 Learn more about the Common Core State Standards by:

- Talking to your child's teachers about what he/she is learning and how you can support those efforts at home.
- Asking your child's teachers how they are preparing for the new assessments and how they are helping your child get ready.
- Talking to your child about the accessibility features they already use in the classroom and on tests.

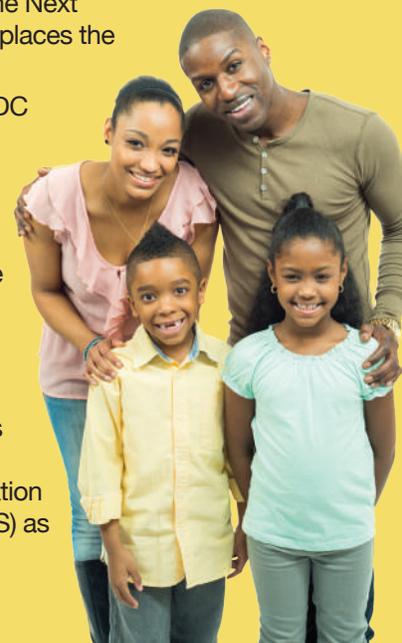
DC's New Assessments Timeline:

2014-2015

- PARCC replaces the DC CAS for Reading, Math and Composition
- A new science exam aligned to the Next Generation Science Standards replaces the DC CAS for Science
- A new health exam replaces the DC CAS for Health
- National Center State Collaborative (NCSC) will replace the DC CAS-Alternate for students with severe cognitive disabilities

2015-2016

- Assessment Services Supporting ELs through Technology Systems (ASSETS) will replace Assessing Comprehension and Communication in English State to State (ACCESS) as DC's assessment of English Language Proficiency





PARCC Accessibility Features and Accommodations Manual

On June 26, 2013, the PARCC Governing Board approved the policies in the first edition of the *PARCC Accessibility Features and Accommodations Manual*. The manual will undergo a number of iterations, as data on student performance is collected during PARCC item development research (being conducted this spring and summer), field testing in spring 2014, and the first operational year of administration in school year 2014-2015. This iterative process will ensure that the accommodations students receive on the PARCC assessments provide a valid reflection of what they know and can do, and do not alter the construct of what is being assessed.

PARCC is committed to providing *all* students with access to high-quality assessments. For the assessment system as a whole, PARCC is committed to ensuring that *all participating students*, including students with disabilities, English learners, and English learners with disabilities, are able to engage in a meaningful and appropriate manner so valid results can be obtained for all students. Through a combination of universal design principles and computer-embedded features, PARCC is designing an assessment system that is inclusive of all students ? from initial design through implementation.

The second edition of the [PARCC Accessibility Features and Accommodations Manual](#) ^[1] is a **comprehensive policy document** that provides guidance to districts and decision-making teams to ensure that the PARCC Mid-Year, Performance-Based, and End-of-Year Assessments provide valid results for all participating students.

The majority of the proposed accommodations policies are currently in use across PARCC states. What is different from many current state accommodations manuals, however, is that the PARCC manual includes not only proposed participation and accommodations policies for students with disabilities and English learners, but also information about accessibility features that will be provided through PARCC?s computer-based assessment delivery system for all students to optimize their performance on the assessments.

By assessing students on computer devices, PARCC states will now have the opportunity to provide all students with tools they frequently use in the classroom and daily life (e.g. highlighters and enlarged font) that were once provided only as accommodations for students with disabilities and English learners.

The manual details three ways in which PARCC?s computer-delivered assessments are designed to provide students with increased access to the assessments:

- Features for All Students: Features for all students, which will be embedded through the

PARCC online delivery platform, or part of the PARCC assessment administration.

- Accessibility Features for All Students (identified in advance): Features available to all students but provided to students who have a need identified ahead of the PARCC assessment.
- Accommodations: Supports for students with disabilities, English learners, and English learners with disabilities that increase access while maintaining a valid and reliable score.

Here are the links to the second edition of the *PARCC Accessibility Features and Accommodations Manual* and the supporting implementation materials:

****NEW** Field Test Guidance**

- [Overview of the Accessibility Features and Accommodations Available for the PARCC Field Test](#) ^[2] (****new****)
- [PARCC Field Test Accessibility Features and Accommodation Documentation Form \(Optional\)](#) ^[3]
- [PARCC Field Test Assistive Technology Guidelines](#) ^[4] ^[5] (March 2014)
- [PowerPoint on How to Administer Accessibility Features & Accommodations on the Computer-Based Field Test](#) ^[6]
- [PowerPoint on How to Administer Accessibility Features & Accommodations on the Paper-Based Field Test](#) ^[7]
- [PowerPoint on How to Register Accessibility Features & Accommodations for Computer-Based Testing](#) ^[8]

Policies

- [PARCC Accessibility Features and Accommodations Manual](#) ^[1]
- [PARCC Translation Policy Memo](#) ^[9]

Communications Resources

- [Frequently Asked Questions on the PARCC Accessibility Features and Accommodations Manual](#) ^[10]
- [PowerPoint Presentation](#) ^[11]
- [Cover Page for the PARCC Accessibility Features and Accommodations Manual](#) ^[12]

Appendices

- [Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-and-Pencil PARCC Assessments](#) ^[13]
- [Appendix B: Test Administration Protocol for the Read-Aloud Accommodation for English Language Arts/Literacy Assessments and Accessibility Feature for Mathematics Assessments](#) ^[14]
- [Appendix C: Protocol for the Use of the Scribe Accommodation](#) ^[15]

- [Appendix D: Text-to-Speech, Human Reader, or Interpreter Accommodation Guidance for English Language Arts/Literacy Assessments](#) ^[16]
- [Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation](#) ^[17]
- [Appendix F: Unique Accommodation Request Form](#) ^[18]
- [Appendix G: Use of an Emergency Accommodation on a PARCC Assessment](#)^[19]
- [Appendix H: Student Accommodation Refusal Form](#)^[20]
- [Appendix I: Audio and Human Reader Guidelines for the ELA/Literacy Assessments](#) ^[21]
- [Appendix J: Audio and Human Reader Guidelines for the Mathematics Assessments](#)^[22]
- [Appendix K: Legal Background](#)^[23]

Additional Resources

- [Accessibility Features and Accommodations Manual Reference List](#) ^[24]
- [Reading Access White Paper](#)^[25]

Development Process

The first edition of the *PARCC Accessibility Features and Accommodations Manual* was developed and reviewed over the past year through an iterative process involving the following groups of PARCC stakeholders:

- State experts serving on the PARCC Accommodations, Accessibility, and Fairness Operational Working Group;
- K-12 PARCC State Leads;
- Additional state agency experts (including special education, English learner, and content area experts);
- External experts, including representatives from the National Center on Educational Outcomes (NCEO), and the PARCC Technical Working Groups on Equity, English Learners, and Students with Disabilities;
- National advocacy groups for students with disabilities, English learners, and equity and fairness; and
- Staff from PARCC's project management partner Achieve, Inc.

PARCC released accessibility and accommodations policies for public comment on three separate occasions over the course of five months. Reviews included the following:

- Reading access and calculator accommodations (January 2013)
- Writing access accommodations (February 2013)
- Full draft *PARCC Accessibility Features and Accommodations Manual* (April-May 2013)

During the three public review periods, PARCC received more than 4,000 individual survey responses and approximately 40 pieces of written feedback from national organizations

representing students with disabilities, English learners, and equitable access. Each piece of feedback was read and reviewed carefully by state representatives on the PARCC Accessibility, Accommodations, and Fairness Operational Working Group, as well as its supporting project management team at Achieve Inc. Throughout the development process, PARCC also conducted several dozen small group and one-on-one meetings with national and state organizations that have provided written feedback during the comment periods. For more information on the themes from the feedback, please refer to slides 22-23 in the PowerPoint Presentation found above.

Additional Information

 [Administering Accessibility Features and Accommodations on PARCC CBT FT for website.pptx](#)^[6]

 [Administering Accessibility Features and Accommodations on PARCC PBT FT for website.pptx](#)^[7]

 [Overview - Accessibility Features and Accommodations for Field Test March 2014.pdf](#)^[2]

 [PARCC Accessibility Features and Accommodations Manual November 2013.pdf](#)^[26]

 [PARCCAccessibilityFeaturesandAccommodationsManualNovember2013.pdf](#)^[1]

Source URL: <http://parconline.org/parcc-accessibility-features-and-accommodations-manual>

Links:

- [1] <http://parconline.org/sites/parcc/files/PARCCAccessibilityFeaturesandAccommodationsManualNovember2013.pdf>
- [2] <http://parconline.org/sites/parcc/files/Overview%20-%20Accessibility%20Features%20and%20Accommodations%20for%20Field%20Test%20March%202014.pdf>
- [3] <http://www.parconline.org/sites/parcc/files/PARCC%20Field%20Test%20Accessibility%20Features%20and%20Accommodations%20Manual%20March%202014.pdf>
- [4] <http://parconline.org/sites/parcc/files/PARCC%20Field%20Test%20Assistive%20Technology%20Guidelines%20Manual%20November%202013.pdf>
- [5] <http://parconline.org/sites/parcc/files/PARCC%20Field%20Test%20Assistive%20Technology%20Guidelines%20Manual%20November%202013.pdf>
- [6] <http://parconline.org/sites/parcc/files/Administering%20Accessibility%20Features%20and%20Accommodations%20on%20PARCC%20CBT%20FT%20for%20website.pptx>
- [7] <http://parconline.org/sites/parcc/files/Administering%20Accessibility%20Features%20and%20Accommodations%20on%20PARCC%20PBT%20FT%20for%20website.pptx>
- [8] <http://parconline.org/sites/parcc/files/PARCC%20Field%20Test%20Registration%20for%20Accessibility%20Features%20and%20Accommodations%20Manual%20November%202013.pdf>
- [9] http://www.parconline.org/sites/parcc/files/PARCC%20Translation%20Policy%20Memo_final.pdf
- [10] <http://www.parconline.org/sites/parcc/files/AAF%20Manual%20First%20Edition%20Release%20FAQ%20final.pdf>
- [11] <http://www.parconline.org/sites/parcc/files/First%20Edition%20PARCC%20Accessibility%20Features%20and%20Accommodations%20Manual%20November%202013.pdf>
- [12] http://www.parconline.org/sites/parcc/files/Cover%20Page%20Final%207-25-13%20_final.pdf
- [13] <http://www.parconline.org/sites/parcc/files/Appendix%20A%20Accessibility%20Features%20and%20Accommodations%20Manual%20November%202013.pdf>
- [14] <http://www.parconline.org/sites/parcc/files/Appendix%20B%20Test%20Administration%20Protocol%20for%20the%20PARCC%20Field%20Test%20March%202014.pdf>
- [15] <http://parconline.org/sites/parcc/files/Appendix%20C%20Protocol%20for%20the%20Use%20of%20the%20Scribe%20Software%20for%20the%20PARCC%20Field%20Test%20March%202014.pdf>

[16]

<http://www.parcconline.org/sites/parcc/files/Appendix%20D%20Reading%20Access%20and%20Sign%20Interpreter%20Making%20Tool.pdf>

[17]

<http://www.parcconline.org/sites/parcc/files/Appendix%20E%20Extended%20Time%20Accommodation%20Guidance.pdf>

[18]

<http://www.parcconline.org/sites/parcc/files/Appendix%20F%20Unique%20Accommodation%20Request%20Form.pdf>

[19]

<http://www.parcconline.org/sites/parcc/files/Appendix%20G%20Emergency%20Accommodation%20Form.pdf>

[20]

<http://www.parcconline.org/sites/parcc/files/Appendix%20H%20Student%20Accommodation%20Refusal%20Form.pdf>

[21] <http://parccconline.org/sites/parcc/files/AppendixI%20PARCC%20CELA%20Audio%20Guidelines%20for%20Readers%202-20-14.pdf>

[22] http://parccconline.org/sites/parcc/files/PARCC%20Math%20Audio%20Guidelines_1.2.pdf

[23] <http://www.parcconline.org/sites/parcc/files/Appendix%20K%20Legal%20Background.pdf>

[24] <http://www.parcconline.org/sites/parcc/files/PARCC%20Manual%20Reference%20List.pdf>

[25]

http://www.parcconline.org/sites/parcc/files/PARCC%20Accessible%20Reading%20Assessments%20Paper%20FINAL_0_0.pdf

[26]

<http://parccconline.org/sites/parcc/files/PARCC%20Accessibility%20Features%20and%20Accommodations%20Manual.pdf>

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High School Assessment

PGCPS Gets You Ready for the HSA!

- [PGCPS Gets You Ready for the HSA!](#)
- [HSA Resources](#)
- [What are the Maryland High School Assessments \(HSA\)?](#)
- [What is the Modified HSA?](#)
- [How do the HSA relate to the Maryland School Assessment \(MSA\)?](#)
- [How and when are scores reported?](#)
- [HSA Passing Scores](#)
- [Must students pass the HSA in order to graduate from high school?](#)
- [What happens if a student does not pass a test?](#)

Parents: HSA scores from the May 2010 and Summer 2010 test administrations have been received by the district. Home Reports have been sent to schools for students to take home. If your child took a HSA test in either May or Summer of 2010 you should have received a Home Report.

Starting in 2009, students **must** pass all four high school assessment tests in Algebra, English, Biology and Government or obtain a combined score of 1602, to **receive** a high school diploma.

In Prince George's County Public Schools, extended learning opportunities are available before and after school for Biology and Algebra. You may also explore this site to practice the HSA or for more information about the assessments.

HSA Resources to Get You Ready!

- [Top 10 Things Parents Need to Know | en español](#)
- [HSA Exam overview](#)

- [Bridge Plan to Academic Validation HSA Bridge Plan Flyer](#)
- [HSA Fact Sheet](#) | [en español](#)
- [HSA Testing Schedule](#)
- **Download and Take a Practice HSA on the MSDE website, www.mdk12.org:**
 - [Algebra](#)
 - [Government](#)
 - [Biology](#)
 - [English](#)

- **Maryland State Department of Education HSA Resources**

Last modified: 9/28/2010 4:31:43 PM



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Accommodations for persons with disabilities attending events/meetings/hearings are available upon request. Requests must be provided as soon as possible. For requests click 

[Google Mail](#) | [SchoolMax Family Portal](#) | [Intraweb](#) | [Privacy Policy](#) | [Contact Us](#) | *Maintained by Web Services*

Prince George's County Public Schools • 14201 School Lane • Upper Marlboro, MD 20772 • 301-952-6000

Testing

Testing > Maryland School Assessment

Overview

The Maryland School Assessment (MSA) is a test of reading and math achievement that meets the testing requirements of the federal No Child Left Behind Act. The test is given each year in early March in reading and math at grades 3 through 8. The science test is given in April or early May. Your child's school system will choose the exact testing dates within the testing window designated by the State. Scores from the MSA and other state tests are posted on the Web at www.mdreportcard.org. The [testing calendar](#) is available as an Adobe PDF document. [Sample test items](#) are available on mdk12.org.

A Parent's Guide to the MSA

English - Spanish

(The Spanish version is currently under revision)



December 2012

In Focus

[MSA Technical Reports](#)



General MSA Information

- The test includes multiple-choice questions and questions requiring written responses.
- It measures basic as well as higher level skills.

- Students take the tests for approximately 90 minutes each day. There are four days of testing-- two days for reading and two days for math.
- The testing vendor sends the scores for individual students to local school systems. The school systems then distribute the scores to parents.
- The MSA scores show how well students learned the reading and mathematics skills in the State Curriculum. A norm-referenced score is also provided to show how students performed compared to other students across the nation.

The documents below explain more about the test. For even more information, and to see sample MSA test questions, visit the MSA section of the School Improvement in Maryland Web site.

The following links provide additional information about the Maryland School Assessment:

- Sample MSA Home Reports
These are sample versions of the Home Report that is sent home to parents of children who took the MSA.
- Maryland School Assessment Facts
The School Improvement in Maryland Web site, designed especially for educators, provides sample MSA test items in reading and math. For more MSA information from School Improvement in Maryland, click here.
- A Parent's Guide
Maryland's plan for preK-12 education 2011-2012
This booklet explains to parents Maryland's state testing and reporting processes; programs available to support student achievement; ways parents can be involved in their child's education; help for children with disabilities and special needs; and programs to help parents plan for their child's future.
- Information Sheet: MSA Reading
This information sheet on the MSA reading test is designed to give educators specific information about test items, content covered, scoring and more. This attachment will launch a PDF file in Adobe Acrobat.
- Information Sheet: MSA Mathematics
This information sheet on the MSA mathematics test is designed to give educators specific information about test items, content covered,

scoring and more. This attachment will launch a PDF file in Adobe Acrobat.

Contact Information

Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

A Parent's Guide to the MSA

The Maryland School Assessment



If your child attends a Maryland public school, you may already be aware that he or she will take a test called the Maryland School Assessment — MSA for short.

But what is the Maryland School Assessment, and how can you help your child prepare for it? What subjects will the test cover, and what do the questions look like? This publication answers these questions and points you toward more MSA information on the Web.

What is the Maryland School Assessment?

The MSA is a reading, math, and science test given to elementary and middle school students every spring. The reading and math tests are taken by students in grades 3–8, while the science test is taken by 5th and 8th graders only. Students in each grade take each test over two days—that is, two days for reading, two for math, and two for science. The amount of time students spend in testing varies by subject and grade, but all testing sessions are broken into shorter time blocks for tests of specific skills.

When is the MSA given?

The reading and math tests are usually administered in March. The science test is given in April or early May. Your child's school system will choose the exact testing dates within the testing window designated by the State.

Why is the MSA given?

The MSA measures how well children are learning so that parents and educators can be sure every child has the opportunity to succeed. Along with other measures (such as homework, classwork, quizzes, projects, and other assessments), the MSA provides information about students' academic progress—information that can help teachers and parents better support students' school work.

Also, under the federal No Child Left Behind Act (NCLB), every state must measure reading, math, and science achievement at the elementary, middle, and high school levels. Maryland fulfills this requirement with the MSA in elementary and middle school and with the High School Assessments (English, algebra/data analysis, biology, and government) in high school.

What does the MSA look like?

The tests include multiple-choice and written-response questions. For sample questions, go to <http://mdk12.org/>.

What does the MSA test cover?

The MSA covers content that your child should be learning in reading, math, and science classes. The content is from Maryland's State Curriculum (SC). All public schools use either the SC or a curriculum that includes it. You can see the SC—along with tools and resources that help teachers teach it—on <http://mdk12.org/>.

The reading MSA tests three topic areas: general reading processes, informational text comprehension, and literary text comprehension. The math MSA tests algebra/patterns, geometry/measurement, statistics/probability, number concepts/computation, and processes of mathematics. The science MSA tests skills and processes, Earth/space science, life science, chemistry, physics, and environmental science.

Are students with special needs tested?

Yes. Federal law requires that all students—even those with special needs—be included in State tests. And since Maryland is committed to improving achievement for every student, measuring the progress of students with disabilities and those learning English is very important.

Accommodations

But just as students have a legal right to be included to the fullest extent possible in all statewide tests and to have their test results be a part of Maryland's accountability system, students also have a legal right to instructional and testing accommodations that will help them succeed on those tests. Your child's teacher can explain the accommodations to which your child is entitled. The Individualized Education Program (IEP) team, which includes the parent, determines the appropriate accommodation for your child. Additional information is available in the Maryland Accommodations Manual at www.MarylandPublicSchools.org/MSDE/testing/.

Alt-MSA

Students with significant cognitive disabilities who cannot take the MSA, even with accommodations, take the Alternate MSA (Alt-MSA). The Alt-MSA is a portfolio assessment that measures students' progress on indicators and objectives individually selected from the State's curricular standards. For more information on the Alt-MSA, go to www.MarylandPublicSchools.org/MSDE/testing/alt_msa/.

The Maryland School Assessment...

- **Is a reading and math test given statewide to students in grades 3–8 and a science test given to students in grades 5 and 8.**
- **Is required by the federal No Child Left Behind Act (NCLB).** While schools and school systems are accountable for meeting Annual Measurable Objectives (AMOs) each year, students' scores do not appear on their report cards, nor are they factored into their course grades.
- **Includes multiple-choice, short-answer, and long-answer questions.** Parents can see sample questions at <http://mdk12.org/>.
- **Measures how well students have learned the curriculum.** Parents can see Maryland's State Curriculum on <http://mdk12.org/>.
- **Produces scores for students, schools, districts, and the state.** Parents will receive their child's scores. All school, school system, and State scores are posted on www.MdReportCard.org.

What if my child is absent during testing?

Students absent during regular testing must take the MSA on one of the scheduled make-up days. Your child's teacher will be able to provide the testing make-up dates for each tested content area.

How is the MSA scored?

The MSA's multiple-choice questions are scored by machine; the short- and long-answer questions are scored by at least two trained scorers, based on criteria set by Maryland educators. Short and long answer questions for science are scored by one trained scorer plus computerized scoring.

MSA scores are reported in terms of basic, proficient, and advanced performance.¹ **Basic** indicates that a student is not passing standards and that more work is needed to meet grade-level expectations. **Proficient** indicates that a student is passing standards and is considered a realistic and rigorous level of achievement. **Advanced** indicates that a student is performing above standards and is considered a highly challenging and exemplary level of achievement.

Each year, schools and school systems must make a certain amount of progress toward their proficiency goals.

¹ In 2003, Maryland teachers, principals, and school system officials set performance-level cut-off scores for the reading and math MSAs. Cut-off scores for the science MSA were set in fall 2007. Cut-off scores vary by subject and grade.



December 2012

When will I see my child's results?

You'll receive your child's reading, math, and science scores from your local school system, most likely over the summer. The score reports contain MSA results for your child, your child's school and school system, and the State.

How can I help prepare my child for the MSA?

There are many ways to encourage your child to achieve. The best preparation takes place throughout the school year.

- Talk with your child's teachers regularly about your child's progress and what you can do to help him or her improve.
- Set high expectations for your child. Make it clear that school should be priority #1.
- Dedicate at least 15 minutes each day to talking with your child and reading with him or her.
- Provide a quiet place for your child to study.
- Help your child with homework.
- Show interest in what your child is doing in school.
- Limit the amount of television your child watches and discuss what he or she sees on TV.
- Monitor the time your child spends playing video games and is on the Internet.
- Encourage your child to eat a balanced breakfast.

For more information ...

Visit these Web sites to learn more about the MSA. You can also contact your child's school, or call the Maryland State Department of Education at 1.888.246.0016.

General MSA Information

www.MarylandPublicSchools.org/MSDE/testing/msa/

Basic facts and links to more in-depth information, such as sample test items, sample score reports, and technical reports.

MSA Content

<http://mdk12.org/>

Specific curricular skills and content tested by the MSA.

Sample Test Items

<http://mdk12.org/>

Sample MSA questions with sample or actual student responses, scoring information, and question-by-question links to the portion of the curriculum tested.

School, District, and State Scores

www.MdReportCard.org

School, school system, and State results for the MSA, Alt-MSA, and other Maryland tests, broken down by students' race, gender, and special services received.

Alt-MSA Information

www.MarylandPublicSchools.org/MSDE/testing/alt_msa/

Alt-MSA participation guidelines and links to resources like the Alt-MSA Handbook.

Lillian M. Lowery, Ed.D.

State Superintendent of Schools

Charlene M. Dukes, Ed.D.

President, State Board of Education

Martin O'Malley
Governor

If you have questions / comments about this publication, contact 410-767-0473.



ADMINISTRATIVE PROCEDURE

LANGUAGE MINORITY STUDENTS

5111.3

Procedure No.

March 20, 1997

Date

- I. **PURPOSE:** To provide guidelines for the identification, assessment, and instruction of non- and limited-English proficient language minority students.
- II. **POLICY:** Consistent with requirements of both Federal and State regulations all students who were born outside of the United States or who come from a home in which the language spoken is other than English must be identified upon enrollment in Prince George's County Public Schools (PGCPS) and must have their English language skills assessed. Those students evaluated as non- or limited-English proficient must be offered English for Speakers of Other Languages (ESOL) instruction and their English language skills must be assessed annually by ESOL professionals.
- III. **DEFINITIONS:**
 - A. **Non- or Limited-English Proficient (NEP/LEP):**

A student who:

 - * was born outside of the United States or whose native language is not English;
 - * comes from an environment where a language other than English is dominant; or
 - * is an American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and
 - * has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny the student the opportunity to learn successfully in classrooms where the language of instruction is English.
 - B. **Language Minority:** A student who meets one or more of the first three criteria stated above. When evaluated in listening, speaking, reading, and writing in English, the student may or may not demonstrate a need for instructional assistance in English.
 - C. **Home Language Survey:** Written questions for parents, guardians, or students that are included on registration forms to determine the language(s) spoken in the home and by the student.
 - D. **Interrupted Schooling:** A situation in which a language minority student enrolls in PGCPS having missed six or more months of school during the course of his/her school career.



ADMINISTRATIVE PROCEDURE

LANGUAGE MINORITY STUDENTS

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Procedure No.

March 20, 1997

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- E. **Illiterate in Native Language:** A student who has not learned to read or write his/her native languages.
- F. **ESOL-LMP:** English for Speakers of Other Languages-Language Minority Program, PGCPS.
- G. **ISGO:** International Student Guidance Office, PGCPS.

Definitions A, C, D, and E are consistent with federal and/or state definitions.

IV. **PROCEDURES:**

- A. All language minority students, whether United States citizens or not, must begin the registration process in PGCPS at the ISGO. No individual school may register a language minority student, grades Pre-K through 12, without prior registration at ISGO.
- B. At ISGO, the parents/guardians of all language minority students complete the Student Registration Form (PA-14). This includes the home language survey questions which all the parents/guardians to specify both the primary language in the home and the primary language of the student. Students who have experienced interrupted schooling or who are non-literate will be identified at this time, as required by Maryland State Department of Education (MSDE). County registration forms will be initiated by ISGO staff, including Part I of the PS-88 (Language Minority Student's Initial Instructional Assessment). This must be completed by school staff and filed as per instructions on the form. A packet of all required registration forms will be given to the parents/guardians to bring to each student's school.
- C. During the registration process, ISGO will request English language proficiency testing by an ESOL-LMP professional. The test results will be used by the ESOL-LMP tester to make a recommendation of appropriate ESOL or English class placement. ISGO and ESOL teacher forms will reflect the testing results and will be included in the registration packet taken to the schools by the parents/guardians.
- D. Students will be assigned to a school based on their address and English language proficiency. If a boundary school does not house an ESOL program, a student needing ESOL will be assigned to a school that does. Transportation will be provided to the assigned school. Parents have the right to refuse the assigned, but must do so in writing.



ADMINISTRATIVE PROCEDURE

LANGUAGE MINORITY STUDENTS

5111.3

Procedure No.

March 20, 1997

Date

- E. High School students should take the County mathematics placement test for international students upon registration at their school. Results of this test should be used to determine the appropriate mathematics class placement and should be filed in the student's cumulative folder.
- F. High School ESOL students earn English and/or elective credit toward graduation from their ESOL-LMP classes. A maximum of three English credits may be earned from ESOL English classes.
- G. All ESOL students must meet the same credit, service learning, and functional test requirements for graduation as non-ESOL students. ESOL students do not necessarily take all tests at the first opportunity, however. To determine whether an ESOL student is eligible for waiver from a specific test, refer to the current county policy for testing of ESOL students. The policy may be obtained from the WSOL-LMP Office or the Test Development and Administration Office. If a student is eligible for a waiver, a written permission, signed by the parents/guardians, must be on file in the student's cumulative folder in order for the waiver to occur.
- H. Direct ESOL instruction is provided to identified students by ESOL teachers on a daily or other regularly scheduled basis. Cancellation of such instruction for non-instructional purposes should be kept to an absolute minimum, i.e., substitution in classrooms, supervision of non-ESOL student activities, translation at unscheduled IEP and/or other parent conferences.
- I. NEP/LEP students receive instruction through the ESOL-LMP until they demonstrate through the program's test battery, and through their success in the mainstream classroom, that they have sufficient listening, speaking, reading, and writing skills in English to function in grade level classes. ESOL, mainstream classroom teachers and specialists, such as reading teachers, share the responsibility of educating NEP/LMP students to function successfully.
- J. NEP/LMP students should not receive failing grades nor be retained solely on the basis of their lack of proficiency in English. In grades K-6, ESOL students receive an ESOL report card which provides supplemental grades that reflect their progress and aid classroom teachers in evaluating student learning. Secondary level ESOL students receive English grades from their ESOL teachers. Content teachers are encouraged to communicate with ESOL teachers throughout the semester and prior to assigning grades.



ADMINISTRATIVE PROCEDURE

LANGUAGE MINORITY STUDENTS

5111.3

Procedure No.

March 20, 1997

Date

-
- V. **RELATED PROCEDURES:** Administrative Procedure 5111, Registration and Withdrawal of Students and the International Student Guidance Office Handbook.
- VI. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** These procedures originate with the Division of Instruction which is responsible for procedural review and update.
- VII. **CANCELLATIONS AND SUPERSEDURES:** This procedure supersedes Administrative Procedures 5111.3, dated September 12, 1977.
- VIII. **EFFECTIVE DATE:** March 20, 1997.

Approved by:
Jerome Clark
Superintendent of Schools



ADMINISTRATIVE PROCEDURE

EDUCATIONAL PROGRAMS/SERVICES FOR PREGNANT GIRLS

5119.3

Procedure No.

September 2, 2008

Date

- I. **PURPOSE:** To provide information and guidelines for educational programs/services for pregnant girls enrolled in Prince George's County Public Schools.

- II. **BACKGROUND:** The Prince George's County Public School System is required to provide appropriate school programs/services for all students, including pregnant girls whether married or unmarried, in accordance with the Annotated Code of Maryland, Education Article, Section 7-301, and the Code of Maryland Regulations (COMAR), 13A.08.01.06. These programs/services shall include provisions for counseling, pupil personnel work, social work, and psychological services, as needed.

- III. **PROCEDURES:**
 - A. Pregnant Girls Over 16 Years of Age
 1. A pregnant girl 16 years or older, married or unmarried, who has not received her high school diploma or certificate of completion, may elect to remain in her regular school program and may not be involuntarily excluded from any part of the program or withdrawn from school.
 2. The decision to modify the program or provide an alternative program shall be reached in consultation with the girl and appropriate educational and medical personnel.

 - B. Pregnant Students Under 16 Years of Age
 1. A pregnant girl, married or unmarried, who is under the age of 16 may voluntarily withdraw from her regular school program provided she enrolls in an appropriate educational program.
 2. The decision concerning an appropriate program shall be reached in consultation with the girl, her parents, her guardians, her husband, and appropriate educational and medical personnel.

 - C. Services Available To Pregnant Girls
 1. Pregnant girls of any age shall be informed of available services, inclusive of but not limited to health, psychological, counseling, pupil personnel, and educational services.
 2. Appropriate educational services may include the following:
 - a. Continuation in the regular school program as long as the physician deems appropriate;



ADMINISTRATIVE PROCEDURE

EDUCATIONAL PROGRAMS/SERVICES FOR PREGNANT GIRLS

5119.3

Procedure No.

September 2, 2008

Date

- b. Modified school day based on individual needs;
 - c. Enrollment in Evening High School or Saturday School;
 - d. Home and Hospital Teaching; (Refer to Administrative Procedure 5011)
 - e. Virtual Learning Opportunities;
 - f. Combination of the above programs.
3. The school system shall cooperate with other State, county, and local agencies and with private medical services to assure that the pregnant girl receives appropriate medical, psychological, and social services during and after pregnancy.
- D. Consultation with Student
1. An Educational Plan for Pregnant Girls form (PS-9) shall be completed.
 2. Copies of this plan shall be placed in both the health and cumulative folders.
- E. Responsibilities of the Principal
1. The principal of each school will take the necessary steps to ensure that parents, guardians, students, and staff members are aware of the procedures contained herein.
 2. Such measures may utilize student handbooks, PTA discussions, faculty meetings, etc.
- IV. **RELATED PROCEDURES:** Administrative Procedure 5011, Home and Hospital Teaching; Administrative Procedure 5113, Student Attendance, Absence, and Truancy; Administrative Procedure 5113.5, Home Schooling; Administrative Procedure 5121.1, Grading and Reporting for Elementary Schools, Pre-Kindergarten Through Grade Five; Administrative Procedure 5121.2, Grading and Reporting for Secondary Schools, Grade Six Through Grade Twelve; Administrative Procedure 6150, Student Enrollment in Courses and Educational Requirements and Options in Secondary Schools.
- V. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** These procedures originate with the Department of Student Services, Office of Professional School Counseling Services. A review of these procedures is recommended every three (3) years or as deemed necessary.
- VI. **CANCELLATIONS AND SUPERSEDES:** This Administrative Procedure cancels and supersedes Administrative Procedure 5119.3, dated February 1, 1993.



ADMINISTRATIVE PROCEDURE

EDUCATIONAL PROGRAMS/SERVICES FOR PREGNANT GIRLS

5119.3

Procedure No.

September 2, 2008

Date

VII. **EFFECTIVE DATE:** September 2, 2008.

Approved by:
John E. Deasy
Superintendent of Schools

Attachment: Educational Programs for Pregnant Girls (DDS-9)

Distribution: Lists 1, 2, 3, 4, 5, 6, 10, 11, and 12