

Overview

Special Education and Section 504 of the Rehabilitation Act

In this Section of the Education Toolkit, you will find helpful information and resources concerning both Special Education under the IDEA and Section 504 of the Rehabilitation Act. One of these laws may prove the appropriate route to secure an appropriate education for children with disabilities, depending on the needs of the particular child.

→ **Special Education**, which is governed by the federal Individuals with Disabilities Education Improvement Act (“IDEIA” or “IDEA”) and its implementing federal and state regulations, provides that children with certain enumerated disability classifications receive a free appropriate public education (FAPE) that includes specialized education and related services.

→ **Section 504** is broader and protects all persons with a disability who:

- Have a physical or mental impairment which substantially limits one or more major life activities (including learning);
- Have a record of such an impairment; or
- Are regarded as having such an impairment.

This section of the Practice Kit includes a series of Children’s Law Center Tip Sheets pertaining to special education, as well as an information sheet that compares Section 504 to the IDEA. The Practice Kit includes information on relevant local policies and guides DCPS and OSSE have developed to guide DC schools in their implementation of the IDEA’s requirements, as well as certain special education and Section 504 resources pertinent to Prince George’s County Public Schools. In this section of the Practice Kit, we have included some key forms and documents that are not readily available online. However, since many policies and documents *are* available online, we have included website links and descriptions of the resources in the “Resource Links” document housed within this section of the Practice Kit; for ease of use, the individual resources included in this document are listed in alphabetical order based on topic.

For relevant legal resources on these topics, please see:

Federal Law:

- IDEIA
 - [20 U.S.C. §§ 1400-1487](#) (statute)
 - [34 C.F.R. § 300](#) (regulations)
- Section 504
 - [42 U.S.C. §§ 12101-12213](#) (ADA, as amended by the ADA Amendments Act of 2008)
 - [34 C.F.R. § 104](#) (regulations)

Local/State Law & Regulations (of special education):

- DC
 - o [D.C. Mun. Regs. 5-E, § 3000](#) (special education regulations)
 - o [D.C. Code § 38-2561.02](#) (assessment and placement of special education students)
- Maryland
 - o [Md. Code Regs. 13A.05.01](#) (special education regulations)

CLC Tip Sheet:

Special Education Process in DC Public Schools

Step 1: Child Find – Identifying if a Child has a Disability (D.C. Mun. Regs. tit. 5-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
- If the child is 0-2, referral to OSSE Strong Start.
- 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

CONSIDER THE FOLLOWING INTERVENTIONS:

DC Early Intervention Program for Infants and Toddlers

- The Early Intervention Program for Infants and Toddlers is an entitlement program under Part C of the IDEA for children birth through 3 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. §§ 1431-44. 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.
- 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: <https://osse.dc.gov/service/strong-start-dc-early-intervention-program-dc-eip>.

Early Stages

- 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.
 - The Early Stages Center at Walker Jones Education Campus is located at 1125 New Jersey Avenue NW.
 - The Early Stages Center at Minnesota Avenue is located at 4058 Minnesota Avenue NE.
- 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.
 - Previously, 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. However, pursuant to the Enhanced Special Education Services Act of 2014, **children who are referred for a special education evaluation on or after July 1, 2018 must be evaluated within 60 days from parental consent or 90 days from referral.**

Student Support Team (SST) Process

- 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 meeting 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 formally providing special education services through an IEP.
- 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.
 - **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 if it is in the child's best interests to share it.**

Step 2: Initial Evaluation (D.C. Mun. Regs. tit. 5-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 (D.C. Mun. Regs. tit. 5-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:
 - a psycho-educational evaluation (tests IQ and academic skills);
 - a speech and language evaluation; and
 - a social history.
 - The law requires that a child be assessed in all areas of suspected disability (D.C. Mun. Regs. tit. 5-E, § 3005.9 (g)).
 - 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.

- **THEREFORE, GALS CAN:**
 - **Request that additional evaluations be performed if necessary to identify all of the student’s needs.**

- **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.**

- Timeline for conducting evaluations: Previously, the school had 120 days from when the child was 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. However, pursuant to the Enhanced Special Education Services Act of 2014, **children who are referred for a special education evaluation on or after July 1, 2018 must be evaluated within 60 days from parental consent or 90 days from referral.** (NOTE: In Maryland, the school has only 60 days.)

- **ALTERNATIVELY: GALS MAY REQUEST (BY MOTION) AN EVALUATION BY THE COURT'S ASSESSMENT CENTER**
 - **Assessment Center evaluations will be paid for if court ordered.**
 - **Assessment Center evaluations may be done more quickly than DCPS evaluations.**

Step 3: Eligibility Determination (D.C. Mun. Regs. tit. 5-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 D.C. Mun. Regs. tit. 5-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. Intellectual disability
 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 at D.C. Mun. Regs. tit. 5-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:**

- 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/ies 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 (D.C. Mun. Regs. tit. 5-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. (D.C. Mun. Regs. tit. 5-E, § 3007.1).
- The IEP includes:
 - What kind of classroom the child needs (i.e., combination, out of general education)
 - How many hours of special education instruction the student will receive
 - 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:
 - transportation
 - speech and language pathology and audiology services
 - interpreting services
 - psychological, counseling, or social work services
 - physical therapy and occupational therapy
 - parent counseling and training
 - school health/nurse services
 - The goals and objectives the student will work towards in the classroom and in their therapy sessions
 - A decision as to whether a child in high school will work toward a high school diploma or a certificate of IEP program completion

- 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.
- If the parent does not agree with the contents of the IEP, the parent can request a hearing.

Step 5: Placement (D.C. Mun. Regs. tit. 5-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 because 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.” D.C. Mun. Regs. tit. 5-E, § 3013.1(a). This means that the parent 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. D.C. Mun. Regs. tit. 5-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. D.C. Mun. Regs. tit. 5-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. D.C. Mun. Regs. tit. 5-E, §§ 3013.1(f), 3013.2.
- **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 (D.C. Mun. Regs. tit. 5-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 MAY:**
 - **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. However, the school does not have to honor this request if the parent or educational decision-maker disagrees.**

Step 7: Re-evaluation (D.C. Mun. Regs. tit. 5-E, § 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. However, the school does not have to honor this request if the parent or educational decision-maker disagrees.**

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. §§ 1400-1482), 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. § 794) 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 IDEA disability classifications. Eligibility for school-based accommodations under the broader Section 504 is 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 services available to children with disabilities. This information sheet highlights some of the primary differences between these two fundamental disability laws.

Please visit the following link for further information about 504 plans under Title II of the Rehabilitation act; including law, DCPS forms, and a sample 504 plan:

<https://www.childrenslawcenter.org/sites/default/files/attachments/resources/Tab%2015.pdf>.

Comparison Chart

	IDEA	Section 504
PURPOSE	To ensure that all children with certain disabilities which adversely impact their education receive a “free appropriate public education” (FAPE).	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” in 13 enumerated categories of disability (including, among others, specific learning disabilities, emotional disturbance, and speech and language impairment) may qualify 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).

	IDEA	Section 504
SPECIAL EDUCATION v. GENERAL EDUCATION	A student is only eligible to receive IDEA services if the multi-disciplinary 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	Requires notification of parental rights. Requires notice to the parent/guardian with respect to identification, evaluation, and educational placement, and specifically, written notice prior to any change in educational placement.	Each school district must include a notice of nondiscrimination in its employee, parent and student handbook, and must designate a Section 504 coordinator.
CONSENT FOR SERVICES	Requires parental consent for initial evaluation and placement.	No parental consent required for the initial provision of services.
EVALUATIONS	Requires consent before initial evaluation is conducted. Reevaluations must be conducted at least every three years. Provides for independent evaluations at public expense whenever a parent disagrees and puts the school on notice.	No consent requirement, only notice. Requires periodic evaluations, but offers no specific timeframe. Independent evaluations not offered.
ELIGIBILITY DETERMINATIONS	Made by the Individualized Education Program (IEP) Team and the parent is a required member of that team.	Requires notice to the parent/guardian with respect to identification, evaluation, and placement. Decisions made by a group of persons knowledgeable about the child, the evaluation data, and placement options.

	IDEA	Section 504
PROGRAM/PLAN DEVELOPMENT	Requires the school to “invite” the parent and encourage them to come.	Parental participation in 504 meetings is not required, but it is arguably still in the child’s best interest to have them participate if possible.
DUE PROCESS	<p>Requires school districts to provide impartial hearings for parents or guardians who disagree with the identification, evaluation or placement of students with disabilities.</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 federal court.</p>	<p>Requires school districts to provide impartial hearings for parents or guardians who disagree with the identification, evaluation or placement of students with disabilities.</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 federal court.</p>
ENFORCEMENT	<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 redacted relevant evaluations.
- ◆ The school is required to provide you with copies of any documents (i.e., evaluations, draft IEP's) discussed at the meeting five days prior. If you do not receive the documents, make a written request.
- ◆ 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 phone.
- ◆ Collect any other relevant information including conducting observations, 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 to understand the criteria 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.
 - Review the draft IEP that the school should provide five days before the meeting.
- ◆ Consider your goals ahead of the meeting. Are specific changes to the IEP necessary to provide the child with additional services or a different level of service? Or is it your goal to ensure the child is continuing to progress toward his/her goals?
 - Are the child's IEP goals specific, measurable, achievable, rigorous, and is there a time frame set for goal achievement?
 - Is the child's transition plan appropriate?
 - Is the child's behavior plan appropriate?
 - Does the child need ESY?
- ◆ If specific changes are necessary what evidence can you show to prove changes 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 the child'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

- ◆ Ask for the reasons behind 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? Does the school have any data? If the child did not meet the goals, 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? Does the school have any documentation?
- ◆ Does the child need any accommodations/modifications (e.g., extended time, preferential seating) or supplementary aids (e.g., calculator, word processing device)?
- ◆ Does the child require transportation?
- ◆ Should the child receive Extended School Year (ESY) services?
- ◆ Is the current placement still appropriate for the child?

Special Education Reforms for 2018-19 School Year

Enhanced Special Education Services Act of 2014

In 2014, the DC Council passed a law to get special education services to children earlier, faster, and more effectively. However, funding for, and thus implementation of, three critical changes took longer than projected. The Mayor and the DC Council included that funding for the key remaining reforms in the DC Fiscal Year 2019 Budget. As a result, the following pieces of the *Enhanced Special Education Services Act of 2014* went into effect on July 1, 2018, in time for the 2018-2019 school year.

Specifically, the reforms effective July 1, 2018 are:

Faster Evaluation Deadline

Schools must finish the initial evaluations of children who may have disabilities more quickly. Children who are referred for a special education evaluation on or after July 1, 2018 must be evaluated within 60 days from parental consent or 90 days from referral. This reduces the timeframe from the current standard of 120 days from referral. Referrals may be made orally or in writing.

Earlier Post-Secondary Transition Planning

Schools must prepare students for adulthood at a younger age for a more successful post-secondary transition. This includes:

- Transition planning at age 14: assessment and services must begin with the first Individualized Education Program in effect when a student turns 14 (rather than age 16).
- Planning for Adult Services in Advance: At least a year before a student is anticipated to leave high school, the IEP team must identify which adult services may be appropriate for the student and what evaluations are needed to determine the student's eligibility for those services.

Broader Early Intervention Program

More young children are eligible for family-centered services from OSSE's Strong Start/DC Early Intervention Program. Infants and toddlers up to age three are eligible for early intervention services if they have a 25% delay in just one developmental area. This expands eligibility from the previous standard, which required infants and toddlers to display a 50% delay in any one area or a 25% delay in two or more areas.

DC Special Education Legislation Effective Dates – updated July 2018

Provision	Effective Date
Notice of Change of Location: Written notice must be given to parents before a change of location (address of child’s school) in writing.	March 10, 2015 DC CODE § 38-2571.03
Getting Documents to Parents: Copies of written documents (progress data, draft IEPs) must be provided 5 business days prior to an IEP meeting and final drafts within 5 days after.	March 10, 2015 DC CODE § 38-2571.03
Observation: Parents—or specific types of designees—are entitled to observe their child in his or her current or proposed special education classroom.	March 10, 2015 DC CODE § 38-2571.03
Transfer of Rights: Students over 18 are able to permit others to make educational decisions or use Supported Decision Making.	March 10, 2015 (regulations published 7/2016) DC CODE § 38-2571.04
Resources for Parents: Written notices must include resources for parents to resolve problems with a child’s education.	March 10, 2015 DC CODE § 38-2571.03
Hiring and Review of Hearing Officers: A community review panel will review hearing officer candidates for special education due process hearings.	March 10, 2015 (Panel developed 11/2016) DC CODE § 38-2572.02-3
Sanctions Against Attorneys: Attorneys can be restricted from special education due process hearings if they are found to engage in a pattern of frivolous pleadings.	March 10, 2015 DC CODE § 38-2572.04
Lottery Preference: Charter schools can establish a preference for students with an IEP or particular disability through the lottery system.	March 10, 2015 DC CODE § 38-1802.06
Ombudsman: The Ombudsman for Public Education has the authority to observe instruction in the school and identify school-level concerns.	March 10, 2015 DC CODE § 38-354
Transition Planning: One year before completion of school, the IEP team must identify any evaluations needed for adult services decisions. Schools will be required to provide transition plans and services to students with IEPs starting at age 14 rather than 16.	March 10, 2015 – identify evaluations needed July 1, 2018 – transition plan at 14 DC CODE § 38-2614
Burden of Proof in Due Process Hearings Shift: Except for reimbursement cases, burden of persuasion falls on the school district if the dispute is about educational placement and if the parent establishes a prima facie case.	For proceedings initiated after July 1, 2016 DC CODE § 38-2571.03
Expert Fees: Parents who prevail at a hearing can recover reasonable expert fees up to \$6,000.	For proceedings initiated after July 1, 2016 DC CODE § 38-2571.03
Evaluation: Children who have been referred for a special education evaluation must be evaluated within 60 days from parental consent or 90 days from referral.	July 1, 2018 DC CODE § 38-2561.02
Early Intervention: Children up to age three are eligible for early intervention services if they have a 25% delay in just one developmental area.	July 1, 2018 DC CODE § 38-2614
Elimination of Dependent Local Education Agencies: Every current charter school must become its own LEA for the purpose of Part B of the IDEA. Exception may be made for a school with more than 90% of the school’s students entitled to receive services pursuant to an Individualized Education Program (St. Coletta PCS).	August 1, 2017 DC CODE § 38-1802.10



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Teaching and Learning

SY 2018 - 2019

Parent Guide to Independent Services

Version 01

Approved By: Kerri Larkin, Deputy Chief, Specialized Instruction

Deputy Chief's Signature

8/1/18

Date

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Independent Educational Evaluations

Introduction

Who is this guide designed to support?

- Parents, adult students and guardians of children who have been approved for a funded independent educational evaluation (IEE).
- Providers who conduct the evaluations.

What information is included in this guide?

- For the parent: Step-by-step guidelines for obtaining an IEE, which includes outlining your responsibilities, understanding the recommended evaluation(s) for your child, and selecting a provider.
- For the provider: Step-by-step guidelines for vendors, which includes requirements for all IEEs, submission procedures, and process to receive payment.

What are the steps to getting a funded independent educational evaluation?

- Receive DCPS approval for a funded IEE.
- Review the costs that are covered.
- Confirm the type of evaluation recommended for your child.
- Locate a provider convenient to you and your child; this provider does not have to be one from the list provided.
- Attend the evaluation. Give the provider the enclosed invoicing information (For the Provider and Billing Guidance for Vendors).
- Send completed IEE to appropriate DCPS point of contact. Note: a DCPS employee will periodically follow-up with parent regarding the status of the independent educational evaluation until DCPS is in receipt of the evaluation.

For the Parent

Step 1 – Receive approval for a funded independent educational evaluation

- If you are receiving this guide, you have also received an authorization letter from DCPS to obtain an independent educational evaluation (IEE) for your child at the expense of DCPS. Keep this authorization letter for your records and future reference.
- To obtain the evaluation specified in your authorization letter, complete the steps in this guide 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 representative associated with your student (e.g. the Special Education Coordinator, Non-Public Monitoring Specialist, Compliance Case Manager, or School Support Liaison).

Step 2 – Review the costs that are covered

- A provider conducting a funded IEE will bill DCPS directly, not the parent. The provider should bill within the DCPS Maximum Evaluation Costs listed on page 22. If you choose a provider not on the IEE vendor list, please make sure the provider accepts these rates and agrees to bill DCPS directly for payment. If an extenuating circumstance prevents your chosen provider from billing DCPS directly, please contact your DCPS point of contact *before* beginning the evaluation.
- For low incidence evaluations such as Assistive Technology, Adaptive Physical Education, and Vocational assessments not addressed by the rate guidelines on page 22, payment will be made 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 – Confirm the type of 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 and 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 and collecting information from teachers and parent or guardian.	To assess the way in which the student cognitively processes the things he/she hears.
Psychology	Psychological: Adaptive Functioning Component	Interview and observations of student. Administering questionnaires from teachers and parent or guardian.	To evaluate 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.	To evaluate social, emotional, and behavior functioning including mood, coping skills, social interaction, and acting out behaviors, amongst other mental and behavioral health
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. Tests can include visual-motor processing, cognitive processing, decision-making, planning & organization skills	To evaluate intellectual functioning and cognitive ability.
Psychology	Psychological: Educational	Interview, observation and testing of student. Gathering of questionnaires from teachers and parent or guardian, review of work samples, and education records.	To assess academic achievement, to include reading, math, and written expression abilities.

DISCIPLINE	EVALUATION	WHAT'S INVOLVED	WHY IT'S DONE
Psychology	Psychological: Comprehensive	Any combination of the following components: Clinical Cognitive Educational	To measure all areas of concern requires a comprehensive assessment of the student.
Psychology	Neurological	Medical exam	To measure neurological function, including muscle strength, autonomic nerve functioning, and primary neurological function.
Psychology	Neuropsychological	Testing of student and review of education and medical history. Gathering of feedback from teachers, parent or guardian, and medical caregivers.	To evaluate the processing of visual and auditory material. Includes evaluation of profound attention deficits, problem solving, organization, motor functioning and other 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, parent or guardian, and 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.	To observe and modify the environment and structure to affect change in behavior.
Social	Social History	Interview with parent or guardian, and potentially the student, or other relevant persons in the student's life	To evaluate the current and past factors contributing to the student's ability to be successful at school
Speech & Language	Speech & Language	Testing of student, review of education and developmental history, observation and gathering feedback from teachers and parent or guardian.	To assess articulation, speech intelligibility, voice, fluency, pragmatics, vocabulary, and receptive and expressive language

DISCIPLINE	EVALUATION	WHAT'S INVOLVED	WHY IT'S DONE
Occupational Therapy	Occupational Therapy	Testing of the student, in-classroom observation, interview of teachers, caregivers, parent or 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 and 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 review the type of evaluation recommended for your child (Step 3), you will need to select a provider 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 the provider willing to accept DCPS rates for services? Please see the DCPS Maximum Evaluation Rates on page 22.

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.
- Confirm the specific evaluation the provider will conduct.
- Schedule a time and date for the evaluation.
- Verify where the evaluation will be conducted.

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 and accept the prescribed DCPS rates on page 22. A DCPS employee may not conduct an independent evaluation.

Independent providers conducting evaluations through an authorization letter are not considered DCPS employees. DCPS makes no guarantees or representations regarding the quality of the evaluation and assumes no liability, whether by way of contribution or otherwise, for any damages incurred by the parent or student in connection with the independent provider.

Psychology

Provider Name	Type of Assessments Conducted
Inner City Family Services 2307 Martin Luther King Jr. Ave SE, Washington DC 20020 202.525.4855	Psychological
Outreach Solutions 1460 Main Street #117 Upper Marlboro, MD 20772 301.574.8027	Psychological
Solutions Educational Consultants 4508 4th Rd N, Arlington, VA 22203 240.274.1497	Psychological
George Washington Meltzer Center 2125 G St NW #101K, Washington, DC, 20052 202.944.5395	Psychological
The Child and Family Practice 4800 Hampden Ln. Ste. 200 Bethesda, MD 20814 703.647.4197	Psychological
Newlen Education Group 9404 Shield Drive, Upper Marlboro, MD 20772 202.481.1397	Psychological
Lifelong Wellness 8403 Colesville Rd, Suite 1100, Silver Spring, MD 20910 301.367.4827	Psychological
Morgan Holdings Group, LLC 4309 Travancore Ct., Randallstown, MD 21133 443.413.9484	Psychological
Katherine A. Martin 932 Hungerford Dr. Ste. 18B 301.315.0917	Psychological
Alina Assessment Services 412 First St. SE, Washington, DC 20003 240.424.0073	Psychological
Campbell Psychological Services 8607 2 nd Ave. Silver Spring, MD 20910 301.589.5533	Psychological
Weinfeld Education Group 104 Northwood Avenue, Silver Spring, MD 20901 301.681.6233	Psychological
Joy Nagorniak 3 Washington Circle, NW #406, Washington, DC 20037 202.309.5830	Psychological

Behavioral and Educational Solutions 8609 2 nd Ave #506B, Silver Spring, MD 20910 240.398.3514	Psychological
Washington Psychology Associates 1313 L St. NW Washington, DC 20005 202.374.5756	Psychological
Mid-Atlantic Children's Services 9658 Baltimore Ave #240 College Park, MD 20740 240.297.9857	Psychological

Speech and Language Pathology

Provider Name	Type of Assessments Conducted
District Speech and Language Therapy 2604 Connecticut Ave. NW, Suite 202, Washington, DC 20017 202.417.6676	Speech and Language
HSC Pediatric Center 1731 Bunker Hill Rd. NE, Washington, DC 20017 202.832.4400	Speech and Language
Solutions Educational Consultants 4508 4 th Rd. N, Arlington, VA 22203 240.274.1497	Speech and Language
Capitol Kids Speech Therapy 201 8 th St. NE, Washington, DC 20017 202.544.5469	Speech and Language
Something 2 Talk About 9470 Annapolis Rd., Suite 409, Lanham, MD 20706 301.661.4729	Speech and Language
Behavior and Education Solutions 8609 2 nd Ave., Suite 404B, Silver Spring, MD 20910 240.398.3514	Speech and Language
The Connections Therapy Center 9470 Annapolis Rd., Suite 416, Lanham, MD 20706 301.577.4333	Speech and Language
Unlimited Expressions 3414 Summit Ct. NE, Washington, DC 20018 202.744.8158	Speech and Language
The Reading and Language Learning Center 8229 Boone Blvd., Suite 660, Vienna, VA 22182 703.821.1363	Speech and Language
Children's Speech and Language Services 6231 Leesburg Pike, Falls Church, VA 22044 703.685.1070	Speech and Language
Gallaudet University Hearing and Speech Center Sorenson Language and Communication Center 2200 800 Florida Ave. NE, Washington, DC 20002 202.250.2119	Speech and Language

Physical Therapy

Provider	Type of Assessment Conducted
Sensational Kids Therapy 4400 Jenifer St NW #280 Washington, DC 20015 202.244.8089	Physical Therapy
HSC Pediatric Center 1731 Bunker Hill Road, NE Washington, DC 20017 202.832.4400	Physical Therapy
Solutions Education Consultants 14808 Willoughby Road Upper Marlboro, MD 20772 240.274.1497	Physical Therapy
Unlimited Expressions 3414 Summit Ct. NE Washington, DC 20018 202.744.8158	Physical Therapy
The Connections Therapy Center 9470 Annapolis Road, Suite 416 Lanham, MD 20706 301.577.4333	Physical Therapy
Weinfeld Education Group 104 Northwood Avenue, Silver Spring, MD 20901 301.681.6233	Physical Therapy

Occupational Therapy

Provider	Type of Assessment Conducted
Sensational Kids Therapy Group 4400 Jenifer Street New Suite 280 Washington, DC 20015 202.244.8089	Occupational Therapy
Jeter Rehab Therapy 1900 L St NW #607 Washington, DC 20036 202.528.7223	Occupational Therapy
Something 2 Talk About 9470 Annapolis Road Suite 409 Lanham, MD 20706 301.661.4769	Occupational Therapy
The Connections Therapy Center 9470 Annapolis RD, Suite 416 Lanham, MD 20706 301.577.4333	Occupational Therapy
Weinfeld Education Group 104 Northwood Avenue, Silver Spring, MD 20901 301.681.6233	Occupational Therapy
HSC Pediatric Center 1731 Bunker Hill Rd. NE Washington, DC 20017 202.832.4400	Occupational Therapy

Social Work

Provider	Type of Assessment Conducted
The Mecca Group, LLC 1629 K Street NW, Suite 300 Washington, DC 20006 202.529.3117	Social History Functional Behavioral Assessment (FBA)
Weinfeld Education Group 104 Northwood Avenue, Silver Spring, MD 20901 301.681.6233	Social History Functional Behavioral Assessment (FBA)

Assistive Technology

Provider	Type of Assessment Conducted
Out of the Box Accessibility Solutions 571.439.5697	Assistive Technology
Columbia Lighthouse for the Blind 1825 K Street NW Washington, DC 20006 202.454.6400	Assistive Technology
Weinfeld Education Group 104 Northwood Avenue, Silver Spring, MD 20901 301.681.6233	Assistive Technology
HSC Pediatric Center 1731 Bunker Hill Road, NE, Washington DC 20017 202.832.4400	Assistive Technology

Audiology

Provider	Types of Assessment Conducted
Chattering Children 4880 MacArthur Blvd, NW Washington, DC 20007 202.333.1403	Auditory Processing Disorder Audiology

Step 5 – Attend the evaluation

- Be sure to arrive on time for your scheduled evaluation. When you attend your scheduled evaluation, your provider will meet 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.

Step 6 – What follow-up to expect from DCPS

- The provider must send the completed evaluation report to the appropriate DCPS contact.
- Upon receipt, the DCPS local education agency (LEA) representative (e.g. the Special Education Coordinator, Non-Public Monitoring Specialist, Compliance Case Manager, or School Support Liaison) assigned to your child will contact you to schedule a review meeting.
- Please also follow up with your DCPS LEA representative 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 individualized education program (IEP) for your child may also be created or updated.

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. As you are conducting an “independent” evaluation, you are not considered an employee of DCPS. Nothing in this *Parent Guide* or in the parent’s accompanying *IEE Authorization Letter* shall be deemed to constitute a partnership or joint venture between you and DCPS, or constitute either you or DCPS to be the agent of one another for any purpose. Neither you nor DCPS shall have any authority to act for or bind the other in any way, or to represent that such authority is held.

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 students with disabilities between the ages of three and twenty-one. States and school districts must ensure that each student receiving special education services must have an individualized 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 assessment instruments 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 meets these criteria.

For providers working in Washington, DC, these criteria are listed below:

Discipline	Assessment Can Conduct	Credentials Required
Psychologist	Psychological Assessment, Functional Behavior Assessment	DC Department of Health Psychology License
Social Worker	Social History Assessment, Functional Behavior Assessment	DC Board of Social Work licensure as a social worker
Audiologist	Audiological Assessment, Auditory Processing Disorder Assessment	DC Department of Health Audiology License
Speech Language Pathologist	Speech Language Assessment, Assistive Technology Assessment (depending on referral questions)	DC Department of Health Speech Language Pathology License
Occupational Therapist	Assessment, Assistive Technology Assessment (depending on referral questions)	DC Department of Health Occupational Therapy License
Physical Therapy	Physical Therapy Assessment, Assistive Technology Assessment (depending on referral questions)	DC Department of Health Physical Therapy License
Board Certified Behavior Analyst	Functional Behavioral Assessment	Licensed by Behavior Analyst Certification Board (Master's degree + passing of BCBA exam)

All funded IEE reports must be provided on the vendor's or provider's letterhead to include the evaluation date, evaluator's signature, and credentials.

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 provided herein in order to receive payment.

Step 2 – Billing Information and Invoicing Process

- Please work with the DCPS LEA representative of the DCPS student you have evaluated to determine whether the student attends a non-public, DCPS-LEA charter, or DCPS school.
- All invoices for DCPS students placed in non-public schools will be processed by the Office of the State Superintendent of Education (OSSE).
- All invoices for students in DCPS schools or a DCPS-LEA charter school 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.
- By submitting your invoice, you represent and acknowledge that you meet the licensure, certification, and credentialing criteria for your evaluation discipline established in Section 2, Step 1 of this document.
- If an extenuating circumstance prevents you from billing DC Government directly, you must notify the parent *before* beginning the evaluation. The parent will need to discuss this with their DCPS point of contact before proceeding.

For students attending DCPS schools and DCPS-LEA charter schools

- Each invoice packet must include the following documentation:
 - An invoice submission cover sheet (template provided)
 - An invoice for services on company letterhead that includes:
 - Student’s name
 - Student’s date of birth
 - Student’s attending school
 - Student’s DCPS ID number
 - Invoice number
 - A copy of the entire IEE authorization letter/HOD/SA
 - A copy of the evaluation report on company letterhead that includes:
 - Evaluator’s signature
 - Evaluator’s credentials
 - Evaluator’s email address
 - Evaluation date
 - A copy of the evaluator’s current license/credentials
- If you have not done business with DCPS before, you will also need to submit a completed W-9 tax form. This form only needs to be submitted with your first invoice and when there is any change to the information contained therein (ex. address, telephone number).

- Corporations must also complete a Master Supplier form along with a W-9 form and send it to kim.bryant3@dc.gov in order to receive payment.
 - Note: The Master Supplier form must be requested via email (comped.dcps@dc.gov).
 - Please allow up to 30 days for the Office of the Chief Financial Officer to input and confirm the accuracy of newly submitted W-9 and Master Supplier forms.
- If you have any questions prior to submitting your completed invoice packet, please contact the individual who authorized the evaluation (found on the authorization letter).
- Please submit your completed invoice packet to **DCPS.INVOICES@DC.GOV**.

For students attending non-public schools

- Please send a complete invoice, a copy of the authorization letter/HOD/SA 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 number. If you have any questions prior to submitting your completed invoice packet, please contact Yvonne Smith (yvonne.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

DCPS Maximum Evaluation Rates

- Please see below the approved maximum hourly rates and maximum total rates DCPS will pay for any assessment. The specific rate cap for an assessment may also be stipulated on the IEE authorization letter 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, educational component): maximum total amount: \$2,500.00
 - **Neuropsychological** (cognitive, achievement and comprehensive neuropsychological battery): maximum hourly rate: \$124.47, maximum total amount: \$2,862.81
 - **Educational**: maximum total amount: \$1,000.00
 - **Occupational Therapy**: maximum hourly rate: \$130.38, maximum total amount: \$782.28
 - **Physical Therapy**: maximum hourly rate: \$111.70, maximum total amount: \$446.80
 - **Speech and Language**: maximum hourly rate: \$108.33, maximum total amount: \$866.64
 - **Audiological**: maximum hourly rate: \$120.28, maximum total amount: \$481.12
 - **Social History**: maximum hourly rate: \$80.00, maximum total amount: \$160.00
 - **Functional Behavioral Assessment**: maximum total amount: \$1,200.00

- DCPS utilizes rates that are applicable to personnel utilized by public agencies pursuant to the District of Columbia Municipal Regulations. Reasonable and documented fees that exceed these rates may be allowed on a case by case basis at the discretion of the District of Columbia, when the evaluator you select can justify that the excess costs were essential for educational and/or diagnostic purposes. Should an evaluator believe a higher rate is required to complete the evaluation, he or she should immediately reach out to the DCPS point of contact listed on the authorization letter to provide justification.

Compensatory Education Services

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 official (a Compliance Case Manager, School Support Liaison or Non-Public Monitoring Specialist) 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 must be rendered outside of normal school hours (8:30am-3:30pm Monday-Friday) and provided at no cost to you.

Below, you will find a list of some local independent 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, meets the licensure requirements for the awarded service, and works within the cost and other guidelines contained in the authorization letter. DCPS does not endorse any independent service provider or tutor and this guide is merely to assist you in selecting a provider. You are also able to change providers if you are not satisfied with the vendor's services. If you change providers, please update the individual who authorized the independent services (found on the authorization letter).

All independent services are to be provided outside of normal school hours of operation, and under no circumstances are any of these services permitted to be provided on school property. Independent services are not intended to replace school-based services and your student must not receive compensatory service sessions during normal school hours if absent from school.

In addition to the list of service providers, you will find the billing guidelines that must be forwarded to the selected provider before services begin. The selected provider must follow these billing guidelines and invoice DCPS directly.

If an unusual circumstance prevents your chosen provider from billing DCPS directly, please contact your DCPS point of contact *before* beginning services.

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 the Resolution Team at 202.442.9252.

Regards,

DCPS Office of Teaching and Learning, Resolution Team

Compensatory Education Quick Tips for Parents

Please keep the following in mind as you arrange and receive compensatory education services for your student.

1. Maintain a copy of your authorizing document (Hearing Officer Determination, settlement agreement, or authorization letter).
2. Select a service provider. You can choose from the list in this guide or choose another provider who will best serve your student. Please keep in mind that the provider must meet the licensure or certification requirements contained in this guide.
3. Once you have selected a provider, provide your DCPS point of contact (compliance case manager, school support liaison, non-public monitoring specialist) with the name and current contact information, including email address, of the vendor you have selected.
4. Provide a copy of your authorizing document to your selected service provider.
5. Schedule and participate in service sessions.
 - o Again, compensatory education services cannot be provided on school property or during school hours (8:30am-3:30pm Monday-Friday). Your student must not receive compensatory service sessions during normal school hours if absent from school.
6. Independently track how many hours your child uses. Although the service provider will bill DCPS for the hours serviced, it is strongly recommended that parents track the date and time of each hour used. To ensure your child receives all hours authorized, you may be asked to verify the dates and times submitted by the service provider.
7. At the end of each service session, you will be asked to sign a service log verifying the date and time in which services occurred. If your student is at least 16 years old at the time of service, they may sign the log .
8. You may change providers at any point. You should alert the new provider of the number of authorized hours that have already been completed and give them a copy of the authorization letter. Also let your DCPS point of contact know you have switched providers.

Provider Directory

Tutoring

Maximum Hourly Rate: \$65.00

Providers

1. Advent Educational Specialists, Inc.: Ron Mills 202.787.0036
 - Hours of Operation: Sunday-Friday 8:30am-6:30pm
 - Language(s): English
 - Services can be provided at the student's home
2. Club Z Tutoring: Ron Joiner, 202.269.2718 www.clubztutoring.com
 - Hours of Operation: Monday-Friday 9:00am-5:00pm
 - Language(s): English, Spanish, French, German
 - Services can be provided at the student's home
3. C-3 Solutions: Elizabeth Smith, 443.404.5101
 - Hours of Operation: Monday-Friday 8:00am-6:00pm
 - Language(s): English
 - Services can be provided at the student's home or closest library
4. Future Leaders of America: 240.770.7153 www.leadersfirst.us
 - Hours of Operation: Based on student's availability
 - Language(s): English
5. H.E.L.P/Educational Support Services: Shawn Strader, 202.232.1137
 - Hours of Operation: Monday-Friday; after school, last client seen at 7pm
 - Language(s): Spanish, Amharic, and French
6. Pathway to Success: Terrance Jackson, 202.469.0944
 - Hours of Operation: Monday-Saturday; Flexible Hours
 - Language(s): English and Spanish
 - Services can be provided at the student's home
7. Prodigy Student Support Services, 202.510.5192
 - Hours of Operation: Monday-Saturday
 - Language(s): English
8. Project MBrace: Ms. Simpson, 202.621.3447
 - Hours of Operation: Monday-Saturday; Flexible Hours
 - Language(s): English
 - Services can be provided at the student's home

9. Ravizee Education Consulting: Charmaine Ravizee, 202.497.5003
 - Hours of Operation: Flexible Hours
 - Language(s): English
10. Educational Resources: Derek Marryshow, 301.661.2348
 - Hours of Operation: Flexible Hours
 - Language(s): English
11. Education Due Process Solutions: Jessica Williams, 240.294.6047, jessica@educationdps.com
 - Hours of Operation: Monday-Friday 8:00am-8:00pm
 - Language(s): English
12. Newlen Education: Dr. Lennon, 301.452.8760 or 202.248.1397 services@newleneducation.com
 - Hours of Operation: Monday-Friday Flexible Hours
 - Language(s): English
13. Education Solutions: Jay Michney, 703.312.5300, jmichney@verizon.net
 - Hours of Operation: Monday-Saturday Flexible Hours
 - Language(s): English
14. R&J Consulting, 202.269.2718
 - Hours of Operation: Monday-Friday
 - Language(s): English
15. Martha's Table, 202.328.6608
 - Hours of Operation: Monday-Friday
 - Language(s): English
16. Georgetown Tutoring, Lisa Kolovich, 301.919.4469, support@georgetowntutoring.com
 - Hours of Operation: Monday-Saturday
 - Language(s): English
17. Latin American Youth Center Programs (LAYC), 202.319.2225, www.layc-dc.org
 - Hours of Operation: Monday/Wednesday/Friday 8am-7pm, Tuesday/Thursday 8am-8pm
 - Language(s): English, Spanish
18. Lynn Kaplan (SPED Math Tutor, 301.300.6425, mathkaplan@gmail.com)
 - Hours of Operation: Monday-Friday Flexible Hours
 - Language(s): English

Counseling Services

Hourly Rate: Dependent on Qualifications

Providers

1. Pathways to Success: Terrance Jackson, 202.469.0944
 - Hours of Operation: Monday-Saturday Flexible Hours
 - Language(s): English, Spanish
2. Latin American Youth Center Program (LAYC), 202.319.2225, www.layc-dc.org
 - Hours of Operation: Monday/Wednesday/Friday 8am-7pm Tuesday/Thursday 8am-8pm
 - Language(s): English, Spanish
3. Affordable Behavioral Consultants, 301.386.7722, abcmaryland.com
 - Hours of Operation: Monday-Friday
 - Language(s): English
4. Inner City Family Services, 202.525.4855, www.innercityfamilieservices.com
 - Hours of Operation: Monday-Friday
 - Language(s): English
5. Life Enhancement Services, 202.269.2401, www.lifeenhancementservices.org/dc
 - Hours of Operation: Monday-Friday
 - Language(s): English
6. George Washington University Meltzer Center, 202.944.5395
 - Hours of Operation: Monday-Friday, Flexible Hours
 - Language(s): English
7. AAC Counselling Associates, Patricia Webbink, 301.229.0044
 - Hours of Operation: Monday-Friday Flexible Hours
 - Language(s): English

Mentoring Services

Maximum Hourly Rate: \$65.00

Providers

1. MEL Mentoring Program (for youth girls 8-15): Melissa Patterson-Latson, 240.504.2791
 - Hours of Operation: Flexible
 - Language(s): English
2. Life Enhancement Services, 202.269.2401, www.lifeenhancementservices.org/dc
 - Hours of Operation: Monday-Friday
 - Language(s): English
3. Affordable Behavioral Consultants, 301.386.7722
 - Hours of Operation: Monday-Friday
 - Language(s): English
4. Latin American Youth Center Program (LAYC), 202.319.2225, www.layc-dc.org
 - Hours of Operation: Monday/Wednesday/Friday 8am-7pm Tuesday/Thursday 8am-8pm
 - Language(s): English
5. Pathways to Success: Terrance Jackson, 202.469.0944
 - Hours of Operation: Monday-Saturday, Flexible Hours
 - Language(s): English and Spanish

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 acquisition of functional skills;
- Prevention or minimization of the impact of initial or future impairment, delay in development or loss of functional ability.

To perform Occupational Therapy services, a provider must be licensed by the DC Occupational Therapy Board of Licensure.

Maximum Hourly Rate: \$130.38

Providers

1. Advent Educational Specialists, Inc: Ron Mills, 202.787.0036
 - Hours of Operation: Sunday-Friday 8:30am-6:30pm
 - Language(s): English
 - Services can be provided at the student's home
2. C-3 Solutions: Charles Thomas, 443.404.5101
 - Hours of Operation: 8:00am-6:00pm
 - Language(s): English
 - Services provided at the student's home or closest library
3. Skills on the Hill: Kristen Masci, 202.544.5439
 - Hours of Operation: based on student's availability
 - Language(s): English
4. Something 2 Talk About, 301-661-4729, s2talkabout.net
 - Hours of Operation: Monday-Friday
 - Language(s): English, Spanish
5. HSC Pediatric Center, 202-832-4400, hscpediatriccenter.org
 - Hours of Operation: Monday-Friday
 - Language(s): English, Spanish

6. Jeter Rehab Therapy, 202.528.7223
 - Hours of Operation: Monday-Friday
 - Language(s): English

7. Sensational Kids Group Therapy, 202-244-8089
 - Hours of Operation: Monday-Friday
 - Language(s): English

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.

To perform Physical Therapy services, the clinician must be licensed by the DC Physical Therapy Board of Licensure.

Maximum Hourly Rate: \$111.70

Providers

1. Advent Educational Specialists, Inc: Ron Mills, 202.787.0036
 - Hours of Operation: Sunday-Friday 8:30am-6:30pm
 - Language(s): English
 - Services can be provided at the student's home
2. C-3 Solutions: Charles Thomas, 443.404.5101
 - Hours of Operation: 8:00am-6:00pm
 - Language(s): English
 - Services provided at the student's home or closest library
3. Jewel Therapy: Winfield White and Diana Davenport, 301.520.9376
 - Hours of Operation: 3:30pm-5:30pm; Saturdays on request
 - Language(s): English
 - Services provided at the student's home
4. Multicultural Rehab, Inc: 301.754.2003 www.mrehab.com
 - Hours of Operation: Monday-Friday 9:00am-5:00pm
 - Language(s): English and Spanish
 - Services can be provided at the student's home
5. HSC Pediatric Center, 202.832.4400, hscpediatriccenter.org
 - Hours of Operation: Monday-Friday 9:00am-5:00pm
 - Language(s): English

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

Providers

1. Advent Educational Specialists, Inc.: Ron Mills, 202.787.0036
 - Hours of Operation: Sunday-Friday 8:30am-6:30pm
 - Language(s): English
 - Services can be provided at the student's home

2. Crawford Consulting and Mental Health Services: Patrick A. Crawford, 301.341.5111, www.crawfordconsulting.org
 - Hours of Operation: Monday-Friday 9:00am-8:30pm; Saturday 9:00am-3:00pm
 - Language(s): English
 - Services provided in office (DC: Anacostia Metro; MD: Cheverly metro)

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 DC Department of Health Speech-Language Pathology license.

Maximum Hourly Rate: \$108.33

Providers

1. Advent Educational Specialists, Inc.: Ron Mills, 202.787.0036
 - Hours of Operation: Sunday-Friday 8:30am-6:30pm
 - Language(s): English
 - Services can be provided at the student's home

2. C-3 Solutions: Elizabeth Smith, 443.404.5101
 - Hours of Operation: Monday-Friday 8:00am-5:30pm
 - Language(s): English
 - Services can be provided at the student's home

3. On Target Speech and Language Consulting, Bradley M. Zambanini. 888291.7840 or 202.421.6604, www.ontargetspeech.com
 - Hours of Operation: Monday-Friday 8:00am-8:00pm, by appointment
 - Language(s): English
 - Services can be provided at the student's home

4. Outreach Solutions Inc., Mr. Bell, 301.574.8027
 - Hours of Operation: Monday-Friday 8:00am-6:00pm
 - Language(s): English
 - Services can be provided at the student's home or closest library

5. Unlimited Expressions, Jennifer Brooks, 202.744.8158
 - Hours of Operation: Monday-Friday 8:00am-6:00pm
 - Language(s): English
 - Services can be provided at the student's home or closest library

6. Behavior and Education Solutions, 240.398.3514
 - Hours of Operation: Flexible
 - Language(s): English

7. Something 2 Talk About, 301.661.4729, www.s2talkabout.net
 - Hours of Operation: Monday-Friday
 - Language(s): English, Spanish

8. Pathways to Success: Terrance Jackson, 202.469.0944
 - Hours of Operation: Monday-Saturday, Flexible Hours
 - Language(s): English and Spanish

9. HSC Pediatric Center, 202.832.4400, hscpediatriccenter.org
 - Hours of Operation: Monday-Friday
 - Language(s): English

Applied Behavioral Analysis (ABA)

ABA is a research-based methodology that has proven to be effective for children with autism. It is behavioral-based and teaches children basic skills using discrete trial methods. It can be effective in decreasing behaviors for children with autism and can also be used to help children learn language. ABA 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. ABA services are typically provided by a consultant, who is usually certified in Behavior Analysis, and therapists, either college students or graduate students, who work individually with the students.

Maximum Hourly Rate: Dependent on Qualifications

Providers

1. Autism Outreach Inc.: Leslie Smith and Kelli O'Donnell, 703.789.0019
 - Hours of Operation: Monday - Friday 8:00am-7:00pm, Saturday by appointment
 - Language(s): English
 - Services can be provided at the student's home
2. The Connections Therapy Center, 301.577.4333
 - Hours of Operation: Monday-Friday 9:00am-5:00pm
 - Language(s): English
3. Early Autism Solutions, 202-321-6305.
 - Hours of Operation: Monday-Friday 9:00-5:00pm
 - Language(s): English
4. Jacob's Promise, 301-576-5487, <http://jacobspromise.com/about/>
 - Hours of Operation: Monday-Friday 9:00-5:00pm
 - Language(s): English

Billing Guidance for Vendors

Invoice Submission

Please notify comped.dcps@dc.gov before you begin working with a student.

Vendors will bill DCPS directly and must submit the following information when requesting payments from the District of Columbia Public School (DCPS), Office of Teaching and Learning. Please submit one complete invoice packet per student, on single-sided, standard sized (8.5x11") paper. If an extenuating circumstance prevents you from billing DCPS directly, you must notify the parent *before* beginning services. The parent will need to discuss this with their DCPS point of contact before proceeding.

W-9 tax form

- Corporations or individuals conducting business with the Government of the District of Columbia must submit their fiscal identity with the first invoice.
 - The W-9 form must be submitted with the first invoice and when there is any change to the information contained therein (ex. address, telephone number).
 - The W-9 must contain 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.
 - Corporations must also complete a Master Supplier form along with a W-9 tax form and send to kim.bryant3@dc.gov in order to receive payment.
 - Note: The Master Supplier form must be requested via email (comped.dcps@dc.gov).
 - Please allow up to 30 days for the Office of the Chief Financial Officer to input and confirm the accuracy of newly submitted W-9 and Master Supplier forms.

Authorization for completion of service.

- Copy of the authorization for services.
 - This could be 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 Division of Specialized Instruction.
- The authorization document must be submitted with each invoice.

An invoice submission cover sheet (template provided).

A detailed invoice that includes:

- Student's full name, date of birth (DOB), and DCPS ID number
 - You must not bill for more than one student on an invoice
- Invoice number and date
- The total cost and time period covered

- Note: You must not bill for more than one month on an invoice
- The date(s) and time(s) when the service was provided
- Vendor email address

A signed service log verifying the completion of services (template provided).

- The service log must include:
 - Student's full name, date of birth (DOB), and DCPS ID number
 - Date(s), day(s), and time(s) when the service was provided
 - Signature of the parent/guardian or student, if at least 16 years old at the time of service, for each occurrence of the service.
 - First and last name of the provider(s) who provided services
 - Parent's printed name and email address
 - Vendor's printed name and email address

IMPORTANT: If services are provided during normal school hours (8:30am – 3:30pm), the following documentation is required:

- A copy of the school's calendar from the school website if services were provided on a weekday that is not a federal holiday.
- An email from the school regarding school hours if services were provided prior to 3:30pm due to the school's early dismissal schedule.

NOTE: Services provided on school property or during normal school hours on days in which a student is absent will not be approved for payment.

Credentials of the provider(s) who provided services to the student.

- Copy of the current license/certification of all providers who provided services to the student during the period covered by the invoice. See below for the licensure required for each service type.
- Credentials must be provided with each invoice.

Please submit your completed invoice packet to DCPS.INVOICES@DC.GOV.

IMPORTANT: Invoices submitted more than six (6) months after the date the services were provided shall not be accepted unless specifically approved by, and at the discretion of, DCPS Cf. (5A DCMR 2901.9).

By submitting your payment invoice, you represent and acknowledge that you meet the above established qualifications to provide independent services in your related discipline. Moreover, you acknowledge that nothing in this Parent Guide or in the parent's accompanying Independent Services Authorization Letter shall be deemed to constitute a partnership or joint venture between you and DCPS, or constitute either you or DCPS to be agent of one another for any purpose. Neither you nor DCPS shall have any authority to act for or bind the other in any way, or to represent that such authority is held.

Provider Credential Requirements

Providers working in Washington, DC must meet the following requirements. Providers working in other jurisdictions must meet the equivalent license requirements for the area in which they practice.

Service	Credential Requirement
Tutoring	Provider resume
Counseling	DC Department of Health Professional Counseling License, or DC Department of Health Social Work License, or DC Department of Health Psychology License
Mentoring	Provider resume
Occupational Therapy	DC Department of Health Occupational Therapy License
Physical Therapy	DC Department of Health Physical Therapy License
Behavior Support Services	DC Department of Health Psychology License, or DC Department of Health Social Work License, or DC Department of Health Professional Counseling License
Speech-Language Pathology	DC Department of Health Speech-Language Pathology License
Applied Behavioral Analysis	Provider resume

Invoice Submission Cover Sheet

Division of Specialized Instruction – Special Education

Vendor Name (as shown on your income tax return):		Invoice Number:
Invoice Date:	Invoice Amount:	Period of Service:
Vendor Email Address:		Vendor Phone Number:

Check the box below to indicate the type of service covered by your invoice and ensure all required supporting documentation listed is present before submitting your invoice.

Independent Educational Evaluation

If the following information is not included, your invoice submission is incomplete and cannot be processed:

- A copy of the evaluation report on company letterhead that includes the evaluator’s signature, evaluator’s credentials, evaluation date, and evaluator’s email address
- A copy of the evaluator’s current license/credentials
- A detailed invoice
- Authorization for completion of evaluation
- W-9 tax form (for the first invoice and when there is any change to the information contained therein (ex. address, telephone number)

Independent Services

If the following information is not included, your invoice submission is incomplete and cannot be processed:

- A detailed invoice
- A signed service log verifying the completion of services
- Authorization for completion of service
- Credentials of the provider(s) who provided services to the student
- W-9 tax form (for the first invoice and when there is any change to the information contained therein (ex. address, telephone number)

Please reference the “Billing Guidance for Vendors” section of the Parent Guide for a detailed explanation of these invoice requirements before submitting an invoice to DCPS.INVOICES@DC.GOV.

Invoice Service Log

Student's Name:	Attending School:
Student's DOB/DCPS ID:	Type of Service:

Day of the Week	Service Date	Time In	Time Out	Total Hours	Hourly Rate	Signature of parent/guardian (or student if at least 16 years old at time of service)

Parent's Name: _____ Email Address: _____

Vendor's Name: _____ Email Address: _____

Instructor's/Provider's Name: _____ Signature: _____

Reimbursement Guidance for Parents

Reimbursement Types and Checklists

If you were issued a settlement agreement or hearing officer determination (HOD) ordering DCPS to provide reimbursement upon receipt of satisfactory proof of payment, please reference the reimbursement types below. Each reimbursement type has a corresponding checklist (see Appendix I) that must be completed and submitted with the required documentation to your DCPS point of contact (compliance case manager, school support liaison, or non-public monitoring specialist).

Reimbursement Type	Required Reimbursement Checklist
Compensatory Education Services	Reimbursement Checklist – Compensatory Education Services
Independent Educational Evaluation (IEE)	Reimbursement Checklist - Evaluation
Other Compensatory Education Services (Outside of School Day)	Reimbursement Checklist – Other Compensatory Education Services (Outside of School Day)
Transportation (Privately Owned Vehicle)	Reimbursement Checklist – Transportation (Privately Owned Vehicle)
Transportation	Reimbursement Checklist - Transportation
Tuition	Reimbursement Checklist - Tuition

Frequently Asked Questions

1. Why do I need to submit a W-9 form?

A W-9 form is required to ensure that payment is issued and tracked properly. Without a W-9 on file, payment cannot be issued.

Please allow up to 30 days for the Office of the Chief Financial Officer to input and confirm the accuracy of newly submitted W-9 forms.

Helpful Tip: You may submit your completed, signed W-9 form to your DCPS point of contact prior to submitting your reimbursement request to ensure that your payment is not delayed.

2. Will my reimbursement be reported as income and/or taxed?

No. As a parent receiving reimbursement for services that were provided to your child, you will not receive a 1099 form. This means that your reimbursement payment will not be reported as income nor will taxes be applied.

3. Why do I need to complete a Certification Form for Compensatory Education Services/Other Compensatory Education Services?

When vendors submit invoices for compensatory education services, they submit an invoice service log that demonstrates date, start time & end time, and parent signature verifying services. Since the compensatory education services hours authorized by the HOD or SA could span over a long period of time or occur during normal school hours, parents can complete the certification form for compensatory education services/other compensatory education services upon requesting reimbursement.

- **How do I complete the “Service period” field?**

Specify the dates in which services were provided as ordered by the HOD or SA (i.e. March 2017 – June 2017).

4. Why do I need to submit an itemized account statement AND proof of payment (canceled check, credit card statement, or bank statement)?

The itemized account statement provides a detailed description regarding payments that have been made. Proof of payment demonstrates the method in which payments were made. It is imperative that sufficient proof of payment is provided so that DCPS can verify that the payments were applied to the time period that is mentioned in the HOD or SA.

- **What is a canceled check?**

A canceled check is a check that has been paid by the bank they are drawn on. After the money is deducted from your checking account, the bank will cancel the check so it can no longer be used.

5. How should I list and number my supporting documentation?

Number your supporting documentation in the order in which it is listed on the checklist (excluding your W-9 form). There is a space at the bottom of each checklist for you to number and list your supporting documentation.

Example: ① HOD
② Evaluation Report
③ Itemized Account Statement/Invoice
④ Proof of Payment

Then, you will need to write the corresponding numbers on the actual documents.

If you have any additional questions, please contact your DCPS point of contact.

Appendix I



Reimbursement Checklist – Compensatory Education Services

STUDENT INFORMATION

Name: _____ DOB: _____
State ID: _____ School: _____

PAYEE INFORMATION

- Submit a completed W-9 Request for Taxpayer Identification Number and Certification for payee
(Go to www.irs.gov/FormW9 for instructions and the latest information).

AUTHORIZING DOCUMENT

- Submit at least one of the following:
- Hearing Officer Determination (HOD)
 - Settlement Agreement (SA)
 - District Court Order
 - Reimbursement Authorization Letter
- List and number the type of document (number must be written on the document as well)

CERTIFICATION FORM

- Submit a signed “Comp Ed Services Certification Form” (must be signed by service provider and parent)

PAYMENT CONFIRMATION

- Submit payment confirmation from the provider (on company letterhead) to include the following:
- Student name
 - Service type
 - Service date(s)
 - Start & end time(s)
 - Hours completed
 - Amount paid

PROOF OF PAYMENT

- Submit one of the following types of proof of payment:
- Canceled check(s) – Details: Check number and amount(s) must match the provider’s payment confirmation
 - Credit card statement (filtered) – Details: Payment must be issued to the provider and amount(s) must match the provider’s payment confirmation
 - Bank statement (filtered) – Details: Payment must be issued to the provider and amount(s) must match the provider’s payment confirmation
- List and number each type of proof of payment below and include the details mentioned above (number must be written on the document as well). If any proof of payment amount does not match the individual charges on the itemized account statement, there must be a breakdown of the payment amount (attach additional pages as needed).
-
-



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Teaching and Learning

Certification Form for Compensatory Education Services

STUDENT INFORMATION

Name: _____ DOB: _____
State ID: _____ School: _____

SERVICE INFORMATION

Type of service: _____
Service period: _____
Hours completed: _____
Authorized Rate: \$ _____

Service Provider Signature

Date

CERTIFICATION

I, _____, certify that the above information is true to the best of my knowledge and belief and I understand that my reimbursement request is subject to verification by DCPS upon receipt of additional documentation as required.

CERTIFICATION SIGNATURE

Print Name

Date

Signature

Date

CRIMINAL PENALTIES FOR MAKING FALSE STATEMENTS

Any person convicted of making false statements shall be fined not more than \$1,000 or imprisoned for not more than 180 days, or both. A person commits the offense of making false statements if that person willfully makes a false statement that is in fact material, in writing, directly or indirectly to any instrumentality of the District of Columbia government, under circumstance which the statement could reasonably be expected to be relied upon as true (DC Code 22-2405).



Reimbursement Checklist – Independent Educational Evaluation (IEE)

STUDENT INFORMATION

Name: _____ DOB: _____
State ID: _____ School: _____

PAYEE INFORMATION

Submit a completed W-9 Request for Taxpayer Identification Number and Certification for payee
(Go to www.irs.gov/FormW9 for instructions and the latest information).

AUTHORIZING DOCUMENT

Submit at least one of the following:

- Hearing Officer Determination (HOD)
- Settlement Agreement (SA)
- District Court Order
- Reimbursement Authorization Letter

List and number the type of document (number must be written on the document as well) _____

EVALUATION REPORT

Submit a copy of the completed, signed evaluation report on company letterhead, with the evaluator's credentials (license/certification number).

ITEMIZED ACCOUNT STATEMENT/INVOICE

Submit an itemized account statement/invoice from the evaluator (on company letterhead) to include the following:

- Student name
- Evaluation type
- Evaluation date
- Amount paid
- Method of payment

PROOF OF PAYMENT

Submit one of the following types of proof of payment:

- Canceled check(s) – Details: Check number and amount to match the account statement
- Credit card statement (filtered) – Details: Payment must be issued to the school/provider and amount(s) must match the account statement
- Bank statement (filtered) – Details: Payment must be issued to the school/provider and amount(s) must match the account statement

List and number each type of proof of payment below and include the details mentioned above (number must be written on the document as well). If any proof of payment amount does not match the individual charges on the itemized account statement, there must be a breakdown of the payment amount (attach additional pages as needed).



Reimbursement Checklist – Other Compensatory Education Services (Outside of School Day)

STUDENT INFORMATION

Name: _____ DOB: _____
State ID: _____ School: _____

PAYEE INFORMATION

Submit a completed W-9 Request for Taxpayer Identification Number and Certification for payee
(Go to www.irs.gov/FormW9 for instructions and the latest information).

AUTHORIZING DOCUMENT

Submit at least one of the following:

- Hearing Officer Determination (HOD)
- Settlement Agreement (SA)
- District Court Order
- Reimbursement Authorization Letter

List and number the type of document (number must be written on the document as well) _____

CERTIFICATION FORM

Submit a signed “Certification Form for Other Comp Ed Services” (must be signed by service provider and parent)

PAYMENT CONFIRMATION

Submit payment confirmation from the provider (on company letterhead) to include the following:

- Student name
- Service type
- Service date(s)
- Start & end time(s)
- Hours completed
- Amount paid

PROOF OF PAYMENT

Submit one of the following types of proof of payment:

- Canceled check(s) – Details: Check number and amount must match the account statement
- Credit card statement (filtered) – Details: Payment must be issued to the school/provider and amount(s) must match the account statement
- Bank statement (filtered) – Details: Payment must be issued to the school/provider and amount(s) must match the account statement

List and number each type of proof of payment below and include the details mentioned above (number must be written on the document as well). If any proof of payment amount does not match the individual charges on the itemized account statement, there must be a breakdown of the payment amount (attach additional pages as needed).



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Teaching and Learning

Certification Form for Other Compensatory Education Services (Outside of School Day)

STUDENT INFORMATION

Name: _____ DOB: _____
State ID: _____ School: _____

SERVICE INFORMATION

Type of service: _____
Service period: _____
Hours completed: _____
Authorized Rate: \$ _____

Service Provider Signature

Date

CERTIFICATION

I, _____, certify that the above information is true to the best of my knowledge and belief and I understand that my reimbursement request is subject to verification by DCPS upon receipt of additional documentation as required.

CERTIFICATION SIGNATURE

Print Name

Date

Signature

Date

CRIMINAL PENALTIES FOR MAKING FALSE STATEMENTS

Any person convicted of making false statements shall be fined not more than \$1,000 or imprisoned for not more than 180 days, or both. A person commits the offense of making false statements if that person willfully makes a false statement that is in fact material, in writing, directly or indirectly to any instrumentality of the District of Columbia government, under circumstance which the statement could reasonably be expected to be relied upon as true (DC Code 22-2405).



Reimbursement Checklist - Transportation (Privately Owned Vehicle)

STUDENT INFORMATION

Name: _____ DOB: _____
State ID: _____ School: _____

PAYEE INFORMATION

Submit a completed W-9 Request for Taxpayer Identification Number and Certification for payee
(Go to www.irs.gov/FormW9 for instructions and the latest information).

AUTHORIZING DOCUMENT

Submit at least one of the following:

- Hearing Officer Determination (HOD)
- Settlement Agreement (SA)
- District Court Order
- Reimbursement Authorization Letter

List and number the type of document (number must be written on the document as well) _____

VERIFICATION FORM

Submit a signed "Parental Transportation Verification Form" for the current year, unless a previous year's IRS rate is specified on the authorizing document.

MILEAGE PRINTOUT

Submit a mileage printout that shows the distance from home to school (ex. Google Maps or Map Quest).

SUPPORTING DOCUMENTATION

List and number each type of supporting documentation below. The corresponding number must be written on the document as well. Attach additional pages as needed.



Reimbursement Checklist – Transportation

STUDENT INFORMATION

Name: _____ DOB: _____
State ID: _____ School: _____

PAYEE INFORMATION

Submit a completed W-9 Request for Taxpayer Identification Number and Certification for payee
(Go to www.irs.gov/FormW9 for instructions and the latest information).

AUTHORIZING DOCUMENT

Submit at least one of the following:

- Hearing Officer Determination (HOD)
- Settlement Agreement (SA)
- District Court Order
- Reimbursement Authorization Letter

List and number the type of document (number must be written on the document as well) _____

VERIFICATION FORM

Submit a signed “Parental Transportation Verification Form” for the current year, unless a previous year’s IRS rate is specified on the authorizing document.

PAYMENT CONFIRMATION

Submit payment confirmation from the provider (on company letterhead) to include the following:

- Student name
- Transportation date(s)
- Pick-up & drop-off location(s)
- Pick-up & drop-off time(s)
- Amount paid

PROOF OF PAYMENT

Submit one of the following types of proof of payment:

- Canceled check(s) – Details: Check number and amount(s) must match the provider’s payment confirmation
- Credit card statement (filtered) – Details: Payment must be issued to the provider and amount(s) must match the provider’s payment confirmation
- Bank statement (filtered) – Details: Payment must be issued to the provider and amount(s) must match the provider’s payment confirmation

List and number each type of proof of payment below and include the details mentioned above (number must be written on the document as well). If any proof of payment amount does not match the individual charges on the itemized account statement, there must be a breakdown of the payment amount (attach additional pages as needed).



Reimbursement Checklist – Tuition

STUDENT INFORMATION

Name: _____ DOB: _____
State ID: _____ School: _____

PAYEE INFORMATION

Submit a completed W-9 Request for Taxpayer Identification Number and Certification for payee
(Go to www.irs.gov/FormW9 for instructions and the latest information).

AUTHORIZING DOCUMENT

Submit at least one of the following:

- Hearing Officer Determination (HOD)
- Settlement Agreement (SA)
- District Court Order

List and number the type of document (number must be written on the document as well) _____

ITEMIZED ACCOUNT STATEMENT

Submit an itemized account statement from the school (on school letterhead) to include the following:

- Student name
- Parent name
- The type of individual charge and the applicable time period (ex. Tuition – January 2017)
- Confirmation of payment
- Method of payment

PROOF OF PAYMENT

Submit one of the following types of proof of payment:

- Canceled check(s) – Details: Check number and amount to match the account statement
- Credit card statement (filtered) – Details: Payment must be issued to the school/provider and amount(s) must match the account statement
- Bank statement (filtered) – Details: Payment must be issued to the school/provider and amount(s) must match the account statement

List and number each type of proof of payment below and include the details mentioned above (number must be written on the document as well). If any proof of payment amount does not match the individual charges on the itemized account statement, there must be a breakdown of the payment amount (attach additional pages as needed).



Parental Appointment of Designee for Observation

I/we, _____ hereby appoint
_____, as my/our designee to observe my child’s current
or proposed special educational program, at _____ School. I hereby represent
that he/she is neither representing my child in litigation related to the provision of free and
appropriate public education nor has a financial interest in the outcome of such litigation and will
not disclose nor use any information obtained during the course of an observation for the
purpose of seeking or engaging clients in litigation against the District or the LEA.

I further assert that this designee (Check at least one and all that apply)

- Has professional expertise in the area of special education
- Is necessary to facilitate an observation for me due to my disability, or
- Is providing language translation services for me

Parent Signature

Date

Print Name

Parent Signature

Date

Print Name

Frequently Asked Questions:

Does my student have to go through the Student Support Team (SST) process or Special Education eligibility process *before* being referred to Section 504?

No. If there is reason to believe that a student has a disability that substantially limits his or her ability to access the school's general education curriculum, the student should be referred to the Section 504 Program. Students who are not eligible for special education may be eligible to receive services through a 504 Plan.

My student has a 504 Plan from a different school district or from a local charter or private school. Now that my student attends a DCPS school, will DCPS implement the old 504 Plan?

No. Different school districts have different facilities, schedules, curricula, and expectations. The accommodations and related services in one school district may not be appropriate in another district. When enrolling at a DCPS school, students with 504 Plans should complete a referral form and provide supporting information so that a 504 meeting can be held as soon as possible.

Is Section 504 the same thing as Special Education or an IEP?

No. Not all students with disabilities are eligible for special education. Section 504 protects eligible students with disabilities even when they are not eligible for special education.

Section 504 ensures that these students are able to access the *general education curriculum* and are not subject to discrimination because of their disability.

Where can I find more information?

The best resource for information about Section 504 is the designated 504 Coordinator at your student's school.

You can read more about the law online at the U.S. Department of Education's website:

<http://www2.ed.gov/about/offices/list/ocr/504faq.html>

You can also contact the Section 504 Program team in the DCPS Central Office:

Phone: (202) 442-5471

Email: 504@dc.gov

What can I do if I have concerns about how the process has occurred at my student's school?

The best way to handle disagreements is by working directly with the 504 Team at your student's school.

You can obtain a copy of the DCPS 504 Grievance Process from your school's 504 Coordinator or by contacting the DCPS 504 Specialist.

The Grievance Process includes three steps:

1. Informal mediation with the principal,
2. Written grievance to the Section 504 Program Specialist, who will investigate and provide a written response,
3. Hearing before a grievance review panel.

You may also file a complaint with:

Office for Civil Rights / DC Office

U.S. Department of Education

400 Maryland Ave SW - Washington, DC 20202

Phone: (202) 453-6320

Email: OCR.DC@ed.gov

Online: www.ed.gov/OCR



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of the Chief of Schools

Information for Parents/
Guardians and Students:

Section 504

Section 504 is part of the Rehabilitation Act of 1973, which guarantees access to education for students with disabilities.

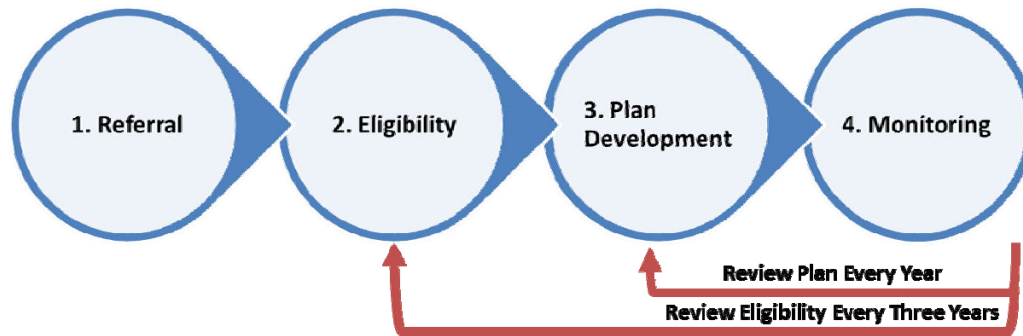
www.dcps.dc.gov/page/section-504

Updated April 2014

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

Because the Rehabilitation Act is an antidiscrimination law, Section 504 is focused on ensuring that students with disabilities are able to access the same DCPS curriculum and learning opportunities available to all students. Unlike special education, which is a separate program created by a different federal law, Section 504 does not provide specialized instruction or a different curriculum for eligible students. Instead, the Section 504 Program ensures that eligible students with disabilities receive the reasonable accommodations or services needed they need in order to access the DCPS curriculum and learning opportunities.

Section 504 Process in DCPS:



1. Referral:

Parents/Guardians are invited to complete a Section 504 Referral Form if they believe that their student has a physical or mental impairment that could make their student eligible for Section 504. Referral forms are available at your student's school.

2. Eligibility:

Once the referral form has been received by the school, the 504 Team will ask the parent/guardian to provide any medical documentation or additional information and invite the parent/guardian to attend a **504 Eligibility Meeting**. At the eligibility meeting, the team will review all available information and make determine whether the student is eligible for Section 504.

3. Plan Development:

If the student is determined to be eligible, the 504 Team, including the parent/guardian, will then write a 504 Plan for the student, describing the specific accommodations or services that the student needs in order to access the general education curriculum at the school.

4. Monitoring:

The 504 Team will meet annually to review the student's 504 Plan and determine whether any changes needed. Parents/Guardians can also request a meeting if they think that the 504 Plan needs to be reviewed or updated. In addition to reviewing the student's 504 Plan each year, the 504 Team will review the student's eligibility for Section 504 every three years.

Examples of physical impairments that *may* qualify a student for Section 504:

- Diabetes
- Cancer
- Severe Asthma
- Juvenile Arthritis
- Sickle Cell Disease
- Mobility difficulties due to an anatomical difference or loss

Examples of mental impairments that *may* qualify a student for Section 504:

- Anxiety Disorder
- Chronic Depression
- Eating Disorder
- Attention Deficit/Hyperactivity Disorder

Examples of major life activities that could be affected by an impairment:

- Caring for one's self
- Performing manual tasks
- Seeing
- Hearing
- Speaking
- Breathing
- Lifting
- Concentrating
- Communicating

The examples listed above are not an exhaustive list. Not all examples will be applicable to all students.

Each student will be evaluated individually by a team of knowledgeable individuals using available data.

Section 504 Referral Form

Please provide as much information as possible.

Student Name:	
Today's Date:	
Student's Date of Birth:	
Student's School:	Student's Grade:
Name of Person Making Referral:	
Relationship to Student:	
<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> DCPS Staff <input type="checkbox"/> Other:	

Does the student have a known disability? Yes No

If yes, please explain:

Does the student receive any supports or services outside of school? Yes No

If yes, please explain:

Please check areas of concern that affect your student's ability to access the educational program:

<input type="checkbox"/> Attendance	<input type="checkbox"/> Personal responsibility	<input type="checkbox"/> Hearing ability
<input type="checkbox"/> Frustration / Gives up easily	<input type="checkbox"/> Disengaged from education	<input type="checkbox"/> Vision
<input type="checkbox"/> Organizational skills	<input type="checkbox"/> Relationships with adults	<input type="checkbox"/> Fine motor skills
<input type="checkbox"/> Ability to stay on task	<input type="checkbox"/> Relationships with peers	<input type="checkbox"/> Gross motor skills / Coordination / Mobility
<input type="checkbox"/> Memory / Retention	<input type="checkbox"/> Social skills	<input type="checkbox"/> Movement
<input type="checkbox"/> Ability to focus on tasks	<input type="checkbox"/> Listening skills	<input type="checkbox"/> Communication
<input type="checkbox"/> Ability to follow directions	<input type="checkbox"/> Language skills	<input type="checkbox"/> Articulation / Speech
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

Has this student already been evaluated for possible disabilities? Yes No

If yes, please explain and provide copies of the evaluations:

Has this student received special education services? Yes No

If yes, please explain:

Are you aware of any significant health or emotional traumas this student may have experienced? Yes No

If yes, please explain:

Please provide any additional information you have related to this student that would help the 504 Team determine what accommodations or related services may be necessary.

504 Coordinator's Name:

Date Received:

Section 504: Notice of Parent/Guardian and Student Rights

The following is a summary of the rights granted by Section 504 of the Rehabilitation Act (“Section 504”) to parents/guardians and students who are identified as having a disability. 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 right...

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 or Principal. Parents/guardians and students can also contact the DCPS 504 Program team at **504@dc.gov** or **(202) 442-5471**.



Section 504 Eligibility

Student Name:	Student ID:
Today's Date:	
Current School:	Current Grade:

Purpose of Meeting

- Determine initial eligibility under Section 504
- Review eligibility under Section 504
- Review eligibility before a significant change in placement

Supporting Documentation

List the documents and information available during the meeting and used to determine eligibility:

- Grades/Attendance
- Standardized Test Scores
- Teacher/Staff Report
- Evaluation
- Health/Medical Records
- Letter/Report from Doctor
- Psycho-educational Evaluation
- Other: _____

Are all needed participants present for this meeting? Yes No

If yes, continue with the following sections to determine eligibility.
If no, determine who else is needed. Adjourn the meeting until all needed participants are available.

Is there enough information to make an eligibility decision? Yes No

If yes, continue with the following sections to determine eligibility.
If no, determine what additional information is needed. Adjourn the meeting until needed information is available.

Eligibility Determination

Answer the following questions to determine whether the student is eligible for Section 504.

1. Does the student have a physical or mental impairment? Yes No

“Physical or Mental Impairment” has a specific definition under the law.
See DCPS policy guidance for details.

Specify the physical or mental impairment:

2. Does the student’s physical or mental impairment substantially limit one or more major life activities?

Complete the chart on the following page to determine whether the student’s disability causes at least one major life activity to be restricted to a degree that is “substantial” or greater.

Life Activity	Restriction of Condition, Manner, or Duration in Performing the Activity					
Bending	No Restriction []	Mild []	Moderate []	Substantial []	Severe []	Unable to perform []
Breathing	No Restriction []	Mild []	Moderate []	Substantial []	Severe []	Unable to perform []
Caring for oneself	No Restriction []	Mild []	Moderate []	Substantial []	Severe []	Unable to perform []
Concentrating	No Restriction []	Mild []	Moderate []	Substantial []	Severe []	Unable to perform []
Communicating	No Restriction []	Mild []	Moderate []	Substantial []	Severe []	Unable to perform []
Eating	No Restriction []	Mild []	Moderate []	Substantial []	Severe []	Unable to perform []
Hearing	No Restriction []	Mild []	Moderate []	Substantial []	Severe []	Unable to perform []
Learning	No Restriction []	Mild []	Moderate []	Substantial []	Severe []	Unable to perform []
Lifting	No Restriction []	Mild []	Moderate []	Substantial []	Severe []	Unable to perform []
Operation of a major bodily function	No Restriction []	Mild []	Moderate []	Substantial []	Severe []	Unable to perform []
Performing manual tasks	No Restriction []	Mild []	Moderate []	Substantial []	Severe []	Unable to perform []
Reading	No Restriction []	Mild []	Moderate []	Substantial []	Severe []	Unable to perform []
Seeing	No Restriction []	Mild []	Moderate []	Substantial []	Severe []	Unable to perform []
Sleeping	No Restriction []	Mild []	Moderate []	Substantial []	Severe []	Unable to perform []
Speaking	No Restriction []	Mild []	Moderate []	Substantial []	Severe []	Unable to perform []
Standing	No Restriction []	Mild []	Moderate []	Substantial []	Severe []	Unable to perform []
Thinking	No Restriction []	Mild []	Moderate []	Substantial [x]	Severe []	Unable to perform []
Walking	No Restriction []	Mild []	Moderate []	Substantial []	Severe []	Unable to perform []
Working	No Restriction []	Mild []	Moderate []	Substantial []	Severe []	Unable to perform []

Based on the chart above, does the student's physical or mental impairment substantially limit one or more major life activities?
 No Yes

3. Based on answers to questions #1 and #2 above, is this student eligible for accommodations and/or related services under Section 504?

- No**, 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.

- Yes**, this student **has** a physical or mental impairment that substantially limits a major life activity and is eligible for Section 504.

Section 504 Coordinator: _____

Date: _____



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Section 504 Plan

Student Name:	Student ID:
Date:	

This cover page and all subsequent pages should be provided to each of the student's teachers and additional school staff as necessary.

504 Plan Details:

Specific Challenge	Accommodation or Strategy to Address Identified Challenge*	Person Responsible for Accommodation	Time and Location for Accommodation

Add additional rows if needed.

*What accommodations are necessary for the student to access the general education curriculum?

Testing Accommodations:

Classroom Tests and Quizzes: Does the student's disability make it necessary to provide accommodations during classroom tests and quizzes ?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Accommodations:	

District-wide Assessments: Does the student's disability make it necessary to provide accommodations during district-wide testing ? (For example, the PARCC assessment.)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable												
<p>All page references are to the <i>PARCC Accessibility Features and Accommodations Manual</i>, Third Edition, November 2014. Available: http://bit.ly/nov2014parcc</p>													
<hr/> <p>Administrative Considerations: <i>(See page 26)</i></p> <p> <input type="checkbox"/> Small group testing <input type="checkbox"/> Adaptive/specialized equipment or furniture <input type="checkbox"/> Frequent breaks <input type="checkbox"/> Separate or alternate location (this is NOT individual testing) <input type="checkbox"/> Different time of day <input type="checkbox"/> Specified area or seating </p>													
<p>Accessibility Features: <i>(See pages 21 – 25)</i></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 10%;">Item #</th> <th style="width: 80%;">Description</th> <th style="width: 10%; text-align: right;"><i>Add additional rows if needed.</i></th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>		Item #	Description	<i>Add additional rows if needed.</i>									
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<p>Presentation and Response Accommodations: <i>(See pages 31-36 and 37-42)</i></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 10%;">Item #</th> <th style="width: 80%;">Description</th> <th style="width: 10%; text-align: right;"><i>Add additional rows if needed.</i></th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>		Item #	Description	<i>Add additional rows if needed.</i>									
Item #	Description	<i>Add additional rows if needed.</i>											
<p>Timing and Scheduling Accommodations: <i>(See page 43)</i></p> <p><input type="checkbox"/> Extended Time</p>													
<hr/> <p>For PARCC and other district-wide assessments, the student will receive only the testing accommodations that are recorded in this section.</p> <p>If the student requires an accommodation during PARCC that is not listed in the <i>PARCC Accessibility Features and Accommodations Manual</i>, contact 504@dc.gov for more information.</p>													

Additional Considerations:

Related Services: Does the student's disability require him or her to receive a related service in order to access the general education curriculum?	<input type="checkbox"/> Yes <input type="checkbox"/> No												
If answering Yes , the 504 team must ensure the following: <ul style="list-style-type: none"> The relevant related service provider participated in the 504 team meeting and decision-making process. The relevant related service provider completed any/all required assessments or reviews prior to the 504 team deciding to prescribe the related service. The related service delivery, frequency, and goals/objectives are documented below. <p>Related Service: Delivery: <input type="checkbox"/> Consult <input type="checkbox"/> Direct service Frequency: <input type="checkbox"/> minutes per month</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 5%; padding: 5px;">#</th> <th style="width: 70%; padding: 5px;">Goal / Objective</th> <th style="width: 25%; padding: 5px;">Anticipated Date of Achievement</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td> </td> <td> </td> </tr> <tr> <td style="text-align: center;">2</td> <td> </td> <td> </td> </tr> <tr> <td style="text-align: center;">3</td> <td> </td> <td> </td> </tr> </tbody> </table> <p style="text-align: right; font-style: italic;">Add additional rows if needed.</p>		#	Goal / Objective	Anticipated Date of Achievement	1			2			3		
#	Goal / Objective	Anticipated Date of Achievement											
1													
2													
3													

Transportation: Does the student's disability require him or her to have access to school-provided transportation ?	<input type="checkbox"/> Yes <input type="checkbox"/> No
To answer this question, use the Section 504 Transportation Worksheet .	

Assistive Technology: Does the student's disability require him or her to have access to school-provided assistive technology or alternative materials ?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Requests for school-provided assistive technology are processed through the Office of Specialized Instruction, Assistive Technology Team. Email contact: OSI.AT@dc.gov	

Behavior Management: Does the student's disability require accommodations to the regular behavior management system?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If the student has a <i>Behavior Intervention Plan</i> (BIP), attach a copy. If there is no BIP, use this section to list required accommodations to the regular behavior management system. Accommodations:	

504 Plan Distribution

- This 504 Plan must be distributed to all school staff who typically work with the student as well as any substitute teachers.
- Upload this 504 Plan to the *504 Student Tracker*.

This 504 Plan has been distributed to the following individuals:

Name:	Role / Relationship to Student:	Date of Receipt

504 Coordinator Name: _____

Date: _____

**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:

Special Education and Section 504

Resources and Links

- ◆ **DCPS: Special Education Programs and Resources Guide for Families, SY 2017-2018 (March 2018)**
 - https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/Family%20Programs%20and%20Resources%20Guide%2017-18_1.pdf
 - This comprehensive document provides families details regarding DCPS's implementation of special education programming and services throughout DC Public Schools, including an overview of the special education process, the continuum of available services offered by DCPS, special education resources, and DCPS's Section 504 Program, as well as contact information for relevant persons/offices within the Division of Specialized Instruction.

- ◆ **DCPS: School Visitor Policy (January 2017)**
 - <https://dcps.dc.gov/publication/school-visitor-policy>
 - This policy explains DCPS's policies and procedures for school building visits and applies to the school building and all exterior grounds of the school, including the playground and any other buildings and areas on DCPS property.

- ◆ **DCPS: Section 504**
 - <https://dcps.dc.gov/page/section-504>
 - This website provides an overview of Section 504 of the Rehabilitation Act of 1973 and DCPS's practices regarding 504 plans, including the accommodations and related services eligible to students with disabilities who qualify as eligible for services under Section 504. The left column of this website includes subsections linking to the DCPS's Section 504 Process, Resources (including referral forms and parent brochures), and Contact Information for persons within DCPS who are relevant to the 504 process.

- ◆ **OSSE: Child Find Policies and Procedures**
 - <https://osse.dc.gov/page/child-find-and-initial-evaluation-resources>
 - This website links to OSSE's policies regarding the District's comprehensive child find system for children from birth through age 21, as required in IDEA, its implementing regulations, the District of Columbia Code, and Title 5 of the District of Columbia Municipal Regulations (DCMR). Portions of The Enhanced Special Education Services Act of 2014 took effect in July 2018, and include shorter evaluation timelines for children who are referred for a special education evaluation.

- ◆ **OSSE: Educational Surrogate Parent Program**
 - <https://osse.dc.gov/service/educational-surrogate-parent-program>
 - 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. OSSE's Educational Surrogate Parent Program appoints trained volunteers to act as special education decision-makers for students who do not have a "parent" meeting the requirements of federal and local special education laws. This website links to the referral form that should be submitted by individuals seeking the appointment of a surrogate educational decision-maker.

◆ **OSSE: Education Decision-Making & Transfer of Rights for Students Age 18 and Older**

- <https://osse.dc.gov/service/education-decision-making>
- This website links to OSSE's website providing an overview of supported decision-making and appointment of an educational representative for a student who has reached age 18. The website includes links to OSSE's approved forms regarding supported decision-making, as well as professional certification forms when students are unable to make their own educational decisions.

◆ **OSSE: Non-Regulatory Guidance: Extended School Year (ESY) Services (February 2012)**

- https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/ESY%20Certification%20Frequently%20Asked%20Questions_Guidance_v.2.2012_0.pdf
- The purpose of this guidance is to clarify to parents the responsibility of the LEA in making appropriate ESY eligibility determinations and service designations for all student with IEPs and to provide additional clarification to assist LEAs in implementing the policy consistent with the IDEIA. This guidance serves as a compliment to OSSE's Memorandum Regarding ESY Services Policy.

◆ **OSSE: Memorandum Regarding Extended School Year (ESY) Services Policy (March 2011)**

- <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Extended%20School%20Year%20%28ESY%29%20Services%20Policy.pdf>
- The purpose of this Memorandum is to establish state-level standards and criteria for extended school year (ESY) services that are consistent with the IDEIA requirement to provide FAPE to all students with disabilities. OSSE expects that all LEAs implement this policy to support IEP teams in making appropriate ESY eligibility determinations and service designations.

◆ **OSSE: Memorandum Regarding IEP Amendment Policy (January 2014)**

- https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Final_IEP%20Amendment%20Policy_01272014_0.pdf
- The purposed of this Memorandum is to provide guidance and establish state-level parameters for utilizing the documented written agreement amendment modality to amend IEPs. OSSE expects that all LEAs and public agencies serving students with disabilities adhere to this policy.

◆ **OSSE: Non-Regulatory Guidance Regarding IEP Amendment Policy (March 2014)**

- <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/FINAL%20IEP%20Amendment%20FAQ%202.24.14.pdf>
- This document provides additional guidance regarding the requirements LEAs must follow when initiating, responding to, and documenting proposals for IEP amendments.

- ◆ **OSSE: Memorandum regarding IEP Process Policy (August 2011)**
 - <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/FINAL%20IEP%20Process%20Policy%20and%20Memo.pdf>
 - The purpose of this Memorandum is to assist LEAs with the implementation of the Part B requirements of the IDEA regarding IEPs. OSSE expects 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. This memorandum was issued in August 2011.

- ◆ **OSSE: Least Restrictive Environment Toolkit (January 2011)**
 - <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE%20DSE%20LRE%20TOOLKIT%2001%2011.pdf>
 - This document is OSSE's guide to DC LEAs to ensure LEAs are well-versed in the IDEA's mandates for children to be educated in the least restrictive environment.

- ◆ **OSSE: Memorandum regarding Policies and Procedures for Placement Review (December 2011)**
 - <https://osse.dc.gov/publication/policies-and-procedures-placement-review>
 - This memorandum clarifies OSSE's expectations regarding changes to a child's placement to a more restrictive environment as outlined in the IDEA and relevant DC laws.

- ◆ **OSSE: Memorandum regarding Prohibition on Mandatory Medication Guidance (June 2010)**
 - <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Prohibition%20on%20Mandatory%20Medication%20Guidance%20-%20FINAL%20June%202%2C%202010.pdf>
 - This memorandum clarifies OSSE's expectations that all students with disabilities in DC have access to FAPE, as outlined in the requirements of the IDEA, without regard to parental or adult student decisions about medication; LEAs are prohibited from conditioning the provision of an evaluation, reevaluation, or services upon a parent's decision to medicate a student.

- ◆ **OSSE: Memorandum of Guidance Related to Prohibitions on Discrimination Against Children with Disabilities in the Charter School Application During the Enrollment Process (March 2009)**
 - <https://osse.dc.gov/publication/prohibitions-discrimination-against-children-disabilities-charter-school-application>
 - This memorandum reiterates that all DC charter schools, as LEAs, are bound by the same laws as other publicly funded schools and cannot discriminate against children on the basis of their disability status.

- ◆ **OSSE: Related Services Policy (January 2010)**
 - <https://osse.dc.gov/publication/related-services-policy-final-january-5-2010>
 - This guidance confirms the role and responsibilities of an LEA in providing related services to students with disabilities in accordance with their IEPs. This guidance provides additional clarification to assist LEAs in designating and implementing related services in a manner consistent with the IDEA and relevant District of Columbia laws.

- ◆ **OSSE: The District of Columbia Secondary Transition Website**
 - <http://www.ossesecondarytransition.org/>
 - This comprehensive website provides resources and links to other District agencies supporting students in secondary transitions, including links to resources pertaining to student-led IEP processes. As of August 2018, many of the documents available through this website had not been updated to account for the earlier post-secondary transition planning requirements authorized through the Enhanced Special Education Services Act of 2014, which took effect as of July 1, 2018.

- ◆ **OSSE: Secondary Transition Process Toolkit (November 2013)**
 - https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Secondary%20Transition%20Process%20Toolkit_v.November%202013.pdf
 - This website links to OSSE's toolkit for educators responsible for addressing the transition planning needs of students with disabilities who are preparing to transition from high school to postsecondary employment, education/training, and independent living. As of August 2018, many of the documents available through this website had not been updated to account for the earlier post-secondary transition planning requirements authorized through the Enhanced Special Education Services Act of 2014 and which took effect as of July 1, 2018.

- ◆ **OSSE: 2018 Secondary Transition Institute Resources (June 2018)**
 - <https://osse.dc.gov/page/secondary-transition-institute-resources>
 - This website links to an array of OSSE policies and resources related to secondary transitions for students with disabilities.

- ◆ **OSSE: Special Education Transportation Policy and Memo (2014)**
 - <https://osse.dc.gov/publication/special-education-transportation-services-policy>
 - The policy establishes a uniform system of standards and procedures for special education transportation services in DC that is consistent with the IDEIA requirement to provide FAPE to all students with disabilities. OSSE Department of Transportation (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.

- ◆ **OSSE DOT: Student Transportation**
 - <https://osse.dc.gov/service/student-transportation-osse-dot>
 - This website serves as OSSE's clearinghouse for all information related to transportation for students with special education needs. The website includes resources for parents and stakeholders, as well as contact information for the Parent Resource Center and links to various transportation-related policies and services.

- ◆ **OSSE: Rights of Parents of Students with Disabilities: IDEA Part B Notice of Procedural Rights Safeguards (March 2016)**
 - <https://osse.dc.gov/publication/rights-parents-students-disabilities-idea-part-b-notice-procedural-safeguards>
 - This document links to OSSE's Procedural Safeguards Notice, as required by the IDEIA and District of Columbia laws regarding special education.

- ◆ **PGCPS Administrative Procedure 5146, Procedural Guidelines for Students Disabled Under Section 504 of Rehabilitation Act of 1973 (September 2017)**
 - <https://www1.pgcps.org/WorkArea/DownloadAsset.aspx?id=161584>
 - This procedure provides PGCPS's guidelines for the evaluations, identification, and provision of services to students with disabilities under Section 504 of the Rehabilitation Act of 1973.

- ◆ **PGCPS Office of 504 Services**
 - <http://www.pgcps.org/504/>
 - This website links to PGCPS's Office of 504 Services.