

11. Missed Services Compensatory Education

- a. DCPS Compensatory Education Authorization Form with Rates (Sample of Form School District may provide to award a parent compensatory education services as a result of a Hearing Officer's Decision, Settlement Agreement or informal resolution).
- b. Charter School Compensatory Education Authorization Form
- c. Sample Compensatory Education Plan



Via electronic correspondence

Student:
DOB:
State ID:
Attending School: Chelsea School

July 23, 2019

RE: Independent Services Authorization for : _____ **(DOB:** _____

Dear Parent:

This letter authorizes you to obtain the following services, independently, at the specified duration and rate for

Service	Total Hours	Maximum cost per hour	Maximum Total Cost	Deadline for completion
Tutoring	200	\$126.00	\$25,200.00	12/31/2020

Pursuant to the settlement agreement executed between DCPS and the parent on or about 7/16/19, these services are to be provided by Lindamood Bell for the duration and rate listed above. Also pursuant to the 7/16/19 SA, this letter voids previous service authorization letters DCPS has issued for the student (e.g., service authorization letter issued 10/30/18).

Pursuant to local regulations, an employee of the District of Columbia may not provide these independent services. The independent service provider that you select is not considered a DCPS employee. DCPS makes no guarantees regarding the quality of the provider that you select and is not liable for any damages incurred by you or your child as a result of the provider's actions or omissions.

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.

If you have any questions or concerns, you may contact me at 202-650-7280 or sean.bradley@k12.dc.gov and I will be happy to assist you.

Regards,

Sean Bradley
Resolution Specialist
Office of Teaching and Learning



Public Charter School

Community Vision...World Class Education

AUTHORIZATION LETTER

May 17, 2019


VIA E-MAIL

Re:

Dear Ms.

FPCS authorizes the parent to select a qualified provider to provide the student with 39 hours of compensatory education in the form of individual tutoring to be used over the course of one year, starting at the date of this letter, not to exceed \$65.00 per hour. The parent must provide FPCS with the name of the provider along with their qualifications prior to the beginning of services.

FPCS requires that the provider submit an itemized accounting of the tutoring to include the date, length of session as well as work completed. FPCS requires the independent provider's tax identification number be included on the invoice along with the mailing address to which the reimbursement should be sent. The independent provider shall submit their invoice to Ellen Dalton, General Counsel for FPCS by email to edalton@friendshipschools.org. Upon receipt of the invoice, FPCS will remit payment to the provider within 45 calendar days.



Felicia Owo Grant, Principal
Friendship Woodridge International School



**Compensatory Education Services Recommendation for
Prepared by Rich Weinfeld, Educational Consultant
July 3, 2013**

The following are my recommendations for compensatory education for [redacted]. The IEP team should have determined at the reevaluation meeting of October 2011, that [redacted] had significant academic deficits as caused by his learning disabilities and speech and language disabilities. He also had emotional challenges that I believe were more of a symptom of his other challenges than a cause. I believe that he should have been placed in a program for students with severe learning disabilities at that time. He has always needed a small classroom with a very small teacher to student ratio, probably no more than 1:5, and most importantly a teacher who had the training and resources to provide evidence-based reading, writing and math methodologies. In addition at the same meeting in October of 2011, a decision was made that he would be given the Alternative Assessment. This assessment is for students who are not diploma bound. In making this decision the IEP team accurately saw the significance of his learning issues, but overlooked that fact that he had cognitive scores and general aptitude scores in the low average range (84 and 81 respectively), indicating that he was capable of grade level work and assessment, if his learning disabilities could be remediated and accommodated for.

The July, 2012 IEP would have been another opportunity to make the right placement for [redacted] but this was not done. The Options inclusion program was not appropriate because it had him in the general education environment, when he did not have the reading, writing or math skills to keep up with the grade level academics without significant adaptations and accommodations. On February 20, 2013, when he was sent to Options Academy, another opportunity to provide appropriate education for him was missed. At the Options Academy, he has benefited from having a small class environment with special education teachers serving him all day. It is clear, in this environment, that he is not primarily emotionally disturbed but, primarily, severely learning disabled. The Options Academy has been inappropriate because it has not included a full day of instruction and because the teachers do not provide methodologies that are evidence based and targeted at addressing the needs of learning disabled students.

My recommendation for compensatory education is that [redacted] received two full years (including summers) of reading, writing and math individualized tutoring, from a tutor(s) that has been trained in evidence based methods for reading, writing and math. I recommend that he receive 5 hours of total tutoring a week. There should be formalized assessment of [redacted] progress in these areas at least every six months, and if he is not responding to the methodologies that are being used, these methodologies need to be adjusted. I make this recommendation based on the belief that [redacted] will also be placed in a full time program for students with severe learning disabilities and will receive research based interventions in reading, writing and math during the school day. School personnel

should communicate and coordinate efforts closely with the tutors. If, for any reason, is not placed in a full time program for students with severe learning disabilities, than he would need much more compensatory education service.

With this compensatory service and appropriate placement, I believe that has a reasonable chance to achieve a high school diploma and become a functioning independent adult.