

17. Other Information

- a. DCPS Home and Hospital Instruction (“HHIP”) Information (formerly “Visiting Instruction”) (February 2015)
 - i. Information on HIP
 - ii. DCPS HHIP School Request for Service Form
 - iii. DCPS HHIP Proof of Immunization Form
 - iv. DCPS HHIP Parent Guide to Home and Hospital Instruction
 - v. DCPS Parent Guardian Agreement
 - vi. DCPS HHIP Responsibilities of the Home and Hospital Instruction Program Designee
 - vii. DCPS HHIP Consent to Share Form
 - viii. DCPS HHIP Physician Verification Form
- b. Determining if Private and Religious School Student Needs Special Education
- c. Attendance and Truancy
 - i. CLC Tip Sheet: Attendance and Truancy
 - ii. Link to Attendance and Truancy Regulations (DCMR Tit. 5, Ch 21)
- d. Graduation Requirements Regulations
- e. D.C. Retention and Promotion Regulations
- f. School Transfers
 - i. Statutory Authority Addressing School Transfers (Link and Citations)
 - ii. Sample Safety Transfer Request Letter
 - iii. Discretionary Out-of-Boundary Transfers Policy (June 2017)
- g. Information on Common Core Competency Standards from OSSE

- h. Information on PARCC Testing (Standardized testing)
- i. Key DCPS Contact Information
 - i. DCPS Office Directory (link)
 - ii. DCPS 2019-2020 School Directory
 - iii. DCPS Cluster Directory (link)
 - iv. DCPS Organizational Chart (April 2018)
- j. Miscellaneous Sample Letters
 - i. Sample Letter-Parent's Objection to Placement To Change in Placement
 - ii. Sample Letter- Parent's Objection to Delay
 - iii. Sample Letter-Parent's Request (Multiple)
 - iv. Sample Letter-Request for Nonpublic Placement
 - v. Sample Letter-Request for Compensatory Education
- k. Information on Other School Policies and Resources from CLC Education Practice Kit is available here:
<https://www.childrenslawcenter.org/resource/practice-kit-06-education-toolkit-0>



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Home and Hospital Instruction

The Home and Hospital Instruction Program (HHIP), provides instruction and support to students who have had their educational programs interrupted because of a physical disability and/or health impairment resulting in confinement to home and/or hospital for three weeks or more.

This service must be requested by the student's school and certified by the student's physician. It is an instructional program that is sensitive to the medical factors related to the disability and/or the health impairment indicated. The goal is to establish a continuous, individualized education program closely related to that of the student's local school.

Prior to receiving HHIP services please complete and submit the following [HHIP Forms](#):

- HHIP school request for service
- HHIP proof of immunization
- Physician verification
- Parent Agreement
- Consent to Share



Contact E-mail:
hip.dcps@dc.gov

Contact Phone:
(202) 939-3506

Related Content:

- [Home and Hospital Instruction Program \(HIP\) Forms](#)



SCHOOL REQUEST FOR SERVICE FORM

Directions: Type or print information in ink. This form must be completed in its entirety.
Home/Hospital Instruction Program (HIP) will not approve a referral unless the following are submitted:

- Request for Service Form
- Proof of Immunization Form
- Physician's Verification Form
- Parent/Guardian Agreement
- IEP (if applicable)
- 504 plan (if applicable)

Student Profile (please print):

Name _____ Age _____

Date of Birth _____ Male _____ Female _____ Student ID No. _____

School _____ Grade _____ GPA _____

Counselor/LEA Representative _____ School Phone _____

Counselor/LEA Rep Email Address _____

Home Address _____

_____ Zip Code _____

Parent/Guardian _____

Parent Email Address _____

Home Phone _____ Work Phone _____

Additional Information:

Reason for Referral: _____

Special information/Comments _____

The student has: _____ IEP _____ 504 plan

SIGNATURES REQUIRED BEFORE SUBMITTING APPLICATION:

By signing below, we acknowledge that we are forming a partnership with the Home/Hospital Instruction Program staff in order to facilitate and support the delivery of educational services. THE PUBLIC SCHOOL WHERE THE STUDENT IS CURRENTLY ENROLLED WILL:

- Meet with the student's HIP Coordinator prior to the start of HIP services;
- Provide all necessary instructional resources to the student during his/her enrollment in HIP (e.g., textbooks, assignments, etc.);
- Continue to manage the IEP and/or 504 process(es) (if applicable);
- Maintain constant communication with the student's HIP Coordinator;
- Ensure that each teacher communicates with the student on a weekly basis.

School's HIP Designee Signature

Date

Principal's/ Designee's Signature

Date

FOR OFFICE USE ONLY

Educational Setting:

☐ General Ed ☐ Special Ed ☐ Public ☐ Non Public

☐ Non-Resident Tuition ☐ Homebound ☐ Hospital Name: _____

Date Application Received: _____ Received by: _____

Date Application Assigned: _____ HIP Teachers: _____

Service Begin Date: _____ Service End Date: _____

**UPLOAD ALL FORMS TO THE HOME/HOSPITAL INSTRUCTION PROGRAM (HIP)
QUICKBASE APPLICATION or FAX to (202) 654-6020**



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Specialized Instruction

Home and Hospital instruction Program

PROOF OF IMMUNIZATION FORM

THIS FORM MUST BE SUBMITTED WITH A COPY OF THE STUDENT'S
PROOF OF IMMUNIZATION DOCUMENTATION

To be completed by School's HIP Designee and School Nurse

STUDENT: _____ DATE OF BIRTH: _____

STUDENT ID NO. _____ GRADE: _____ SCHOOL: _____

This form is submitted to the Home/Hospital Instruction Program, along with appropriate documentation
supporting proof of immunization for _____.
(Student)

Submittal of this form also verifies that the student is in compliance with the District of Columbia Public
Schools (DCPS) Immunization Policy for SY 2012-2013.

School's HIP Designee's Signature: _____

School's HIP Designee's Title: _____ Date: _____

School Nurse's Signature: _____



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Teaching and Learning

SY2018-19

Parent Guide to Home/Hospital Instruction Program (HHIP)

Version 01

Approved by: Kerri Larkin, Senior Deputy Chief, Specialized Instruction

What is the purpose of HHIP?

The DCPS Home and Hospital Instruction Program (HHIP) offers an individualized, blended-learning instructional model to students who are medically confined for two weeks or more. HHIP meets the academic and related service needs of students with health impairments by incorporating Common Core State Standards, as well as the DCPS Scope and Sequence. The HHIP team engages the student, parents/guardians, medical professional, and school-based team with the goal of successfully transitioning the student back to their school of enrollment or appropriate school-based setting.

Who is this guide designed to support?

Parents and guardians of children who are confined to the home and/or hospital for medical reasons for 2 weeks or more.

What information is included in this guide?

- Eligibility requirements
- Explanation of referral forms
- Referral and procedural steps
- FAQ

What are the eligibility requirements for HHIP services?

DCPS HHIP services are available to students who are:

- enrolled in a DCPS school
- a ward of DC
- placed in a private school by DCPS
- attend a nonpublic school that is being monitored by DCPS
- attend a dependent charter school (where DCPS is the LEA Representative) and receive SPED services

To be considered eligible for HHIP services, all forms must be completed & submitted. The student must meet the following criteria:

- confined to the home and/or hospital for two weeks or more for medical reasons, includes 6 weeks of post-partum recovery from pregnancy (which is extended to 8 weeks for Cesarean deliveries); OR
- experienced intermittent absences that are equivalent to 2 weeks or more (based on historical or present data) due to chronic health impairments, such as sickle cell disease

What forms are needed to submit a HHIP referral?

The forms required to be completed and submitted for a HHIP referral are listed below. They can be found on the DCPS website (<https://dcps.dc.gov/service/home-and-hospital-instruction>) and the appendix of this document.

Name of Form	Purpose	Completed By...
Physician Verification	States diagnosis which is confining student to the home/hospital or causing intermittent absences, a specified timeframe with a detailed treatment plan, a transition plan, and contact information for the physician	Treating physician, psychiatrist or licensed psychologist
Release of Records	Gives parental consent for treating physicians to share information with the DCPS HHIP team	Parents/Guardians
Parent/Guardian Agreement	Explains HHIP team expectations of parents/guardians and student while HHIP services are being given	Parents/Guardians
School Request for Service	Includes basic information about the student (e.g. date of birth, ID number, grade level) and contact information for the parents/guardians	School HHIP Designee
Immunization	Confirms the student's vaccinations are up-to-date	School nurse

Upon submission of the School Request for Service form, parents/guardians have 10 calendar days to submit the remaining documents. If the remaining documents are not received within 10 calendar days, an Incomplete Referral form letter will be sent to the HHIP Designee and the parents/guardians. The initial referral can be continued upon receipt of the remaining documents.

When a student is approved for HHIP services, the student must

- be free of infectious or communicable diseases, such as pink eye, flu, etc.
- be medically available to access the education
- not be a threat to others

What are the steps in the referral and determination process?

Steps	Action	What happens / Explanation
1. Parent tells HHIP Designee that HHIP services are needed	HHIP Designee gives parents <ul style="list-style-type: none"> Physician Verification (PV) form Release of Records form Parent/Guardian Agreement form 	<ul style="list-style-type: none"> Parent gives treating physician PV form Parent completes other 2 forms
2. Parent returns completed forms to HHIP Designee	<ul style="list-style-type: none"> HHIP Designee submits completed forms 	<ul style="list-style-type: none"> Centralized HHIP team begins processing referral
3. Decision of eligibility for HHIP services made within 5 instructional days	<ul style="list-style-type: none"> Attendance Counselor triggers HHIP referral code Centralized HHIP team reaches out to physician on PV 	<ul style="list-style-type: none"> Absences are medically excused Discusses condition, treatment plan, timeframe, transition plan with physician
4. Decision determined	<ul style="list-style-type: none"> Approved – Beginning of Service form sent to HHIP Designee and parents/guardians with start and end dates Denied – No Service form sent to HHIP Designee and parents/guardians with reasons why denied 	<ul style="list-style-type: none"> Approved – Attendance Counselor triggers HHIP approval code – absences medically excused Approved – HHIP Teacher(s) and Related Service Provider(s) (if appropriate) notified Denied – Centralized HHIP team calls parents/guardians to discuss reasons why ineligible; discusses next steps
5. HHIP teacher(s) notified	<ul style="list-style-type: none"> HHIP teacher(s) reach out to parent within 48 hours to schedule classes 	<ul style="list-style-type: none"> Instruction begins within 5 instructional days of scheduling Adult must be present during instruction
6. Collaboration between centralized HHIP team and school-based team	<ul style="list-style-type: none"> School-based team sends assignments/assessments for core classes to Centralized HHIP team; work for non-core classes goes to family 	<ul style="list-style-type: none"> HHIP teachers use notes and assignments from school-based teachers in sessions
7. HHIP services end	<ul style="list-style-type: none"> School is notified that end date is approaching and of any needs (e.g. transition meeting, 504 Plan Referral, SPED evaluation, etc.) observed End of Service form sent to HHIP Designee and parents/guardians 	<ul style="list-style-type: none"> Student returns to school Attendance counselor resumes normal attendance procedures Progress reports sent to HHIP Designee

Frequently Asked Questions (FAQ)

1. How do I make a HHIP referral?

- The following forms need to be completed and submitted to the school's HHIP Designee.
 - Physician Verification form
 - Release of Records form
 - Parent/Guardian Agreement form

2. Who is the HHIP Designee at my school?

- The school HHIP Designee is appointed by the school principal. If parents/guardians do not know who the HHIP Designee is, the school principal should be contacted.

3. How long does it take for a HHIP determination to be made?

- Once all forms have been completed and submitted, a determination is made within 5 instructional days. Inability to reach the physician who signed the Physician Verification form can cause a delay. The need for additional information can also cause a delay in determination.

4. How does HHIP work once my child is found eligible for services?

- The HHIP teacher(s) will contact the parents/guardians within 48 hours of being notified that the student is eligible for services. Scheduling will be done between the parents/guardians and the HHIP teacher(s). Classes will begin no later than 5 instructional days after scheduling.
- If the student has an IEP, the appropriate related services will be provided. The related service providers will schedule with the parents/guardians.

5. My child does not need special education, can she/he still receive HHIP services?

- Yes, all students are eligible for HHIP services if they meet all other eligibility requirements.

6. My child has a surgical procedure coming up next month, can I submit the referral now?

- Yes, HHIP referrals can be submitted in advance. When HHIP referrals are submitted in advance, services will be ready to begin as soon as the student is available for education.

7. My child missed two weeks of school but has now returned to school. Can she/he have services now?

- No, HHIP services are not retroactive.

8. I cannot be home when the HHIP teacher wants to come for instruction, can I have another family member or neighbor be present in the home for me?

- Yes, another responsible adult can be in the home if you are unable to be present at the time of instruction. Notice of this must be given to the instructor that this is occurring.

9. What kind of work will my child do with the HHIP teacher?

- HHIP teachers follow DCPS Scope and Sequence. HHIP teachers collaborate with the school-based team to ensure continuity of assignments, to the extent possible.

10. Can pregnant students receive HHIP services?

Yes, students who are on maternity leave will receive HHIP services for 6 weeks. These services will be extended to 8 weeks if there is a Cesarean delivery. These services begin when the baby is delivered,

unless the student is put on mandatory bed rest. In these cases, HHIP services begin as soon as the mandatory bed rest begins.

14. My child was found ineligible for HHIP services earlier in the year but has need for HHIP services now. Can she/he be referred?

Yes, a student can be re-referred at any time.

15. My child has a doctor's appointment during a scheduled class. What should I do?

Notify the HHIP teacher of the appointment and the class will be rescheduled if notification occurs at least 24 hours in advance.



PARENT/GUARDIAN AGREEMENT

If my student, _____, is approved for home/hospital instruction, I understand the following (check the boxes below):

- ☐ I will provide a safe, quiet, clean, well-ventilated setting for student and teacher in my home. This includes **1) securing all animals while instruction is taking place; 2) refraining from smoking and drinking; and 3) minimizing any distractions (television, radio, video games, etc.).**
- ☐ I will ensure that a responsible adult is present (if required);
- ☐ I will establish a schedule for student study between delivered instructional times;
- ☐ I will foster my child's independent work ethic and will assist only as needed;
- ☐ I will communicate openly and consistently with my child's HIP Coordinator and HIP Instructor;
- ☐ If there is a change in physician, I will provide an additional HIP Physician Verification Form, completed by the new physician;
- ☐ I agree to provide the HIP program staff any updated information regarding the physician's treatment plan for my child;
- ☐ I give permission for the physician(s) and appropriate school personnel to exchange information and records regarding my child's medical condition, diagnosis and instructional program;
Parent/Guardian () initials
- ☐ I agree to cooperate with the DCPS policies including the Code of Student Conduct and those of HIP, during my child's enrollment in HIP;
- ☐ I am aware that some courses are not available through HIP;
- ☐ I understand that provision of incomplete information may delay the application and eligibility determination process for HIP.

Parent/Guardian Signature

Date



Responsibilities of the Home/Hospital Instruction Program (HHIP) Designee

Students Served: Students who are confined to the home and/or hospital due to medical conditions

Grades: PK3-STAY

Contact: hip.dcps@dc.gov or (202)939-3506

Every DCPS school should have a HHIP Designee, designated by the school principal. The principal will serve as the HHIP designee if another staff member is not designated.

Responsibilities:

1. Managing the HHIP process, which includes the following:

Referral:

- Receiving referrals for students who may be eligible to receive HHIP services.
- HHIP designee is responsible for gathering and uploading four documents via the Quickbase application
 1. Request for Service form
 2. Proof of Immunization form
 3. Parent Agreement form
 4. Physician Verification form
- Gathering the relevant documents (outside medical information, grades, teacher reports, etc.) needed to make an eligibility determination
- HHIP office will determine student eligibility for services within five business days

Eligibility:

- Students must be registered in a District of Columbia Public School or be hospitalized within the boundaries of DCPS, have an IEP and enrolled in a DCPS LEA charter school, or attend a non-public school that is monitored by DCPS
- The student's anticipated length of absence from school must be two weeks or more.
- The student has a chronic illness and has experienced intermittent absences over significant period of time
- Student must be confined to a home or hospital

HHIP Determination of Services:

Approval of HHIP Services

- HHIP office will request an education plan meeting to meet with school based staff in order to develop an education plan for the student while they are receiving HHIP services. HHIP designee responsible for organizing and hosting the education plan meeting
 - Attendees should include HHIP designee, teachers, parent (and student when appropriate) and representative from HHIP office
- HHIP office will provide HHIP designee with a service form that will indicate the date that the student will begin to receive HHIP services
- HHIP office will provide HHIP designee with a service form upon termination of HHIP services



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Specialized Instruction

Denial of HHIP services

- HHIP designee will be notified that student does not qualify for HHIP services within five business days of receiving all completed documentation
 - HHIP office and/or school will contact parent to discuss denial of services
 - HHIP office will provide parent/guardian with a denial of service document that will indicate reason for service denial
2. **Serving as the school's main point of contact for questions from students, parents, and school staff regarding HHIP services**
 3. **Work with HHIP office to ensure that stakeholders are notified of any changes to students HHIP status, changes to student's access to education, changes to IEP or 504 Plan.**

Medical Provider - School Information Release

This form will authorize the exchange of information between the student's health care provider and school professionals as it relates to the diagnosis/condition listed. Once complete, this form should be returned to the school, at which time it will be uploaded to the EasyIEP database.

The District of Columbia Public Schools (DCPS) adheres to the standards and obligations set forth under the Family Educational Rights and Privacy Act (FERPA) (20 USC § 1232g) and the Health Insurance Portability and Accountability Act (HIPAA) (42 USC § 1320d) protecting the privacy of student information.

When completed, this form should be handed or mailed to the school designee.

Release of Information	Patient/Student's First & Last Name:		Parent/Guardian's Name:		Phone number:	
	Patient/Student's School & District:		Principal's Name (if known):		School phone number:	
	I, the undersigned, authorize the release of information relating to the diagnosis/condition listed below regarding the above-named student to the District of Columbia Public Schools and appropriate school personnel and authorize the school to release and discuss information and reports with the named physician and/or his/her assigned office personnel.					
	Parent/Guardian's Signature:		Date:		If applicable, my consent expires:	
	Not included in this release are:					

Physician Contact Info	Medical Provider (PCP, CNMC, PIW, other) Name:		Phone Number:		Fax Number:	
	Mailing Address:		E-mail address:			
	If not you, who is the best contact person:		Phone Number:		Fax Number:	
	Mailing Address:		E-mail address:			
	Preferred Method and Time for Contact:					

Diagnosis	Diagnosis/Condition:					
	Will this condition adversely affect the student's educational performance? YES Briefly describe impact: NO					
	Medical Provider Signature:				Date:	

School Info	District of Columbia Public Schools		School Name:			
	School Contact:		Position:			
	Phone:		Email Address:		Fax:	

Developed by the School Mental Health Team

For more information, please email schoolmentalhealth@dc.gov.



(NOTE: Provision of incomplete information below may delay application process)

Name: _____ DOB: _____ Telephone: _____

School: _____ Grade: _____

Date Parent Received Form: _____ Date Designee Received Form: _____

School Staff Who Received Form:

The treating physician for the diagnosis listed below should complete the following section. We will be contacting the physician with follow-up questions to help us determine the student's eligibility to receive HHIP services.

1. Please indicate the student's diagnosis:
2. How will the physical and/or psychiatric condition you have diagnosed significantly limit the student's ability to receive educational benefits in the regular school setting? In what way(s) would the student's ability to function in the school setting be impacted? Why is the student confined to the home or hospital?

3. Describe your treatment plan for the student. What is the frequency and duration of the treatment?

4. List any medication(s) the student is taking and explain the effects, if any, that the medication(s) may have on the student's ability to achieve educational benefit in the school setting.

5. **Psychological/Mental Health Cases ONLY**

Name of treatment program: _____

Intensive Day Treatment Program?

Start Date & Start Time: _____ End Date & End Time: _____

Partial-hospitalization?

Days: _____ Start Time: _____ End Time: _____

6. **Pregnancy ONLY** – Please provide the Expected Delivery Date: _____

Is the student on bed rest at this time? **YES** **NO**

HHIP will provide instruction for 6 weeks (regular) or 8 weeks (cesarean) after delivery. (*Note: Maternity leave and HHIP services begin on the delivery date.*)

7. Recommended date to begin HHIP: _____

Recommended date student is to return to school: _____

Physician's Certification: I certify that this student is under my care and treatment for the aforementioned illness. My recommendation has been made on the medical needs of the patient.

This certifies that this treatment plan is medically necessary. It MUST be completed by the treating physician or psychiatrist.

Continuation of service beyond 60 calendar days, including emotional conditions requires written re-verification and a medical review. A new Physician Verification Form must be submitted to the HHIP Office prior to the expiration of the 60 calendar days.

(Print) Physician's Name

Physician's Signature

Date

License #: _____

Hospital/Clinic: _____

Phone Number: _____

Email Address: _____

Physician should fax completed forms to 202-654-6020

PRIVACY: In accordance with the Family Educational rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) DCPS ensures that education records, including health records, are not released to third parties outside of emergency circumstances or consent from the parent/guardian. This form will only be accessed by staff either directly involved in deciding about a student's placement or directly involved in administering education services to the student. This form may be shared with school nurses, physicians, and health care providers for treatment purposes only. If there is an emergency threatening the student's safety this information may only be shared with individuals whose knowledge of these records will assist in protecting the student or others from the threat.



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Determining If Private and Religious School Students Need Special Education

The District of Columbia Public Schools (DCPS) is responsible for completing Child Find by, locating, identifying, and evaluating all parentally-placed children, ages 3 to 22 years old that attend a private or religious school and have a disability or are suspected of having a disability. We are here to help you identify any delays or disabilities that your child may have. Children will be evaluated to determine whether they are eligible for special education. If eligible, DCPS will review with the family their options to obtain special education services.

The age of the child determines how the referral is made.

Early Stages handles referrals for children ages 3 years to 5 years and 10 months. Please visit the link below to access the required referral forms and documentation.

[Ages 3 years to 5 years and 10 months](#)

Centralized IEP Support Unit handles referral for children 5 years and 10 months through 21 years old. Please visit the link below to access the required referral forms and documentation.

[Ages 5 years and 10 months through 21 years old](#)

Contact Information:

Early Stages

Email: referrals@earlystagesdc.org

Phone: (202) 698-8037

Fax: (202) 654-6079



Centralized IEP Support Unit

Email: dcps.childfind@dc.gov

Phone: (202) 442-5475

Fax: (202) 654-6071

CLC Tip Sheet

Attendance and Truancy in the District of Columbia

Who is Responsible for Making Sure Children Attend School?

- ◆ The parent, guardian or legal custodian
- ◆ Under the Attendance Accountability Amendment Act of 2013 (see 5 D.C.M.R. § A-2103.5), consequences for failure to attend school are applied as follows:
 - Children aged 5-13 – school refers a student to the Child and Family Services Administration (CFSA) after he has accumulated ten unexcused absences.
 - Children aged 14-17 – school refers a student to the Court Social Services Division of the Superior Court of the District of Columbia and the Office of the Attorney General Juvenile Division after he has accumulated fifteen unexcused absences.

What is an Absence?

- ◆ Missing any part of a school day without a valid excuse is presumed to be an unexcused absence. 5 D.C.M.R § A-2102.1.

How Can I Get an Absence Excused for My Child?

- ◆ Under DC regulations (see 5 D.C.M.R. §§ A-2102.2 and A-2102.3), each educational institution should have its own list of what constitutes an excused absence, which must be published and made available to parents and students.
 - Ex: For DC Public School students, a valid excuse is an illness or medical appointment, and an invalid excuse is oversleeping.
- ◆ Parents/guardians are required to indicate in writing the reason(s) for a student's excused absence, in advance if possible. 5 D.C.M.R. § A-2102.4,
 - But even if the parent/guardian did not provide written reason(s) for a student's absence in advance, the parent/guardian can still provide the reason(s) after the absence and request that the school excuse it.

Attendance Record

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

Legally Permissible Consequences for Students with Multiple Unexcused Absences

- ◆ Students may be referred to CFSA for educational neglect or the Juvenile Justice System for 10-15 unexcused absences (see above).
- ◆ Students may be required to participate in the creation of an Attendance Intervention Plan or regular meetings with the school to discuss their attendance issues.
- ◆ Students may permissibly receive certain disciplinary sanctions for attendance issues. For instance, “unexcused lateness for school or class” is listed as a “Tier 1” behavior in DCPS’s disciplinary scheme, which includes behaviors that are “insubordinate or cause minor disruptions to the academic environment but do not involve damage to property, self, or others.” 5 D.C.M.R. § B-2502.1.
- ◆ Students in non-public placements may lose their funding and placement if they miss ten days or more of school and do not follow through with appropriate attendance interventions.

Unlawful Consequences for Students with Multiple Unexcused Absences

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

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

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

Dos and Don’ts for Working with Students with Attendance Issues

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



The regulations for attendance and truancy for DC Public School Students can be found at 5 DCMR A-2100-A-2103, available online at: <https://www.dcregs.dc.gov/Common/DCMR/RuleList.aspx?ChapterNum=5-A21> (or go to the DCMR gateway and search, here: <http://www.dcregs.dc.gov/Default.aspx>).

Also see the D.C. Code §§ 38-201 – 38-209 available at: <https://code.dccouncil.us/dc/council/code/titles/38/chapters/2/subchapters/1/#>

Please note that some schools may have additional attendance requirements.



The regulations for graduation requirements for DC public school students are available at 5 DCMR E-2202 and 5 DCMR E-2203, (or go to the DCMR gateway and search, here: <http://www.dcregs.dc.gov/Default.aspx>).

Please note that some schools may have additional graduation requirements.



The regulations for retention and promotion for DC students can be found at 5 DCMR E-2201, available online at:
<http://www.dcregs.dc.gov/Gateway/RuleHome.aspx?RuleNumber=5-E2201> (or go to the DCMR gateway and search, here:
<http://www.dcregs.dc.gov/Default.aspx>).

Please note that some schools may have additional retention and promotion requirements.

REGULATIONS ADDRESSING SCHOOL TRANSFERS FOR DC STUDENTS

- ❖ Transfers due to Change of Address: 5 DCMR § E-2105
- ❖ Immediate Involuntary Transfers: 5 DCMR § E-2108
- ❖ Out-Of-Boundary Transfers: 5 DCMR § E-2106
- ❖ High School Selection Transfers: 5 DCMR § E-2109
- ❖ Involuntary Transfers: 5 DCMR § E-2107

All of these regulations can be located through the DC Regulations gateway, available here: <http://www.dcregs.dc.gov/Default.aspx>.

April 11, 2012

Barbara Adderley
Instructional Superintendent – Cluster I
DCPS
1200 First St NW
Washington, DC 20001

Re: Joseph Smith—Request for Safety Transfer

Dear Ms. Adderley,

I am writing to you regarding my son Joseph (“Joe”) Smith who is currently in the 5th grade at School A.

Joe transitioned to School A at the beginning of this school year from Maryland and unfortunately it has been an incredibly difficult school year for Joe. Joe has been repeatedly bullied by many of the students in his class. Two weeks ago, Joe was punched in the face by a boy in his class and during the same incident, another boy threatened to kill him with a pair of scissors. His grades have declined significantly. He has reported to me that he does not feel safe in the school, and, he is displaying behavioral difficulties nearly every day at school in reaction. I have never previously observed Joe having the types of difficulties that he has had at School A this school year.

I was recently forced to request that Joe not go to the special education classroom that he desperately needs to make academic and social-emotional progress, because Joe feels that his life is in danger due to threats from other students when he receives his special education services. I would have wanted Joe to still receive his special instruction in the general education class, but no meeting was held to amend his IEP. Now, his teacher has reported that she is concerned he will not be able to participate in his math class due to concerns about his safety and ongoing behavioral concerns specifically in this class.

I have discussed this issue on many occasions with his teachers, the Special Education Coordinator, and the Principal. Thus far, we have been unable to address the issue adequately and as a result, Joe’s academics are suffering, but even more importantly, his health is suffering. Joe’s behavior and attitude have changed dramatically since the bullying at School A began. I have never previously observed Joe having the types of difficulties that he has had at School A this school year. Just a few weeks ago Joe was admitted to the inpatient psychiatric unit of the Psychiatric Institute of Washington after a particularly alarming incident at school. After being hospitalized for about a week, the doctors determined that Joe needs another school at this point.

It is clear to me, and to Joe's doctors, that Joe cannot safely attend School A. Therefore, I am requesting that he be granted a safety transfer pursuant to District of Columbia Municipal Regulations 5 E-3809 as soon as possible. Yesterday, I gave Principal Grant a safety transfer request letter and talked to him, but he said he did not have the power to grant the request. I also called the Cluster I office today. I am requesting that Joe be transferred to one of the following schools, in our order of preference, and also based on the distance from our home:

1. School B
2. School C
3. School D

Please contact me as soon as possible if you have any questions or need any further information. You may contact me at (202) 222-3333.

I look forward to hearing from you.

Sincerely,

Ms. Smith



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

June 2017

Discretionary Out-of-Boundary Transfers Policy

Chancellor's Directive #103

Version 01

Approved by: Antwan Wilson, Chancellor
John Davis, Chief of Schools
Carla Watson, Chief Operating Officer
Scott Barash, General Counsel


Chancellor's Signature

6/22/17
Date

Table of Contents

Chancellor's Directive #103.....	1
I. Executive Summary	3
A. Introduction	3
B. Purpose	3
C. Roadmap	3
II. Parental and Adult/Emancipated Student Requests for Discretionary Transfers.....	4
A. General.....	4
B. Process	4
1. Parent/guardian or adult/emancipated student submits a discretionary transfer request	4
2. Preliminary screening of requests	5
3. Advisory Committee consideration of discretionary transfer request.....	5
4. Chancellor consideration of discretionary transfer request.....	7
5. Record keeping and reporting	7

I. Executive Summary

Originating Office: Office of the Chancellor	Number: #103
Subject: Chancellor's Authority to Grant Discretionary Out-of-Boundary Transfers Authority: 5-E DCMR § 2106.6; Mayor's Order 2017-125	Date: June 22, 2017 <hr/> Rescinds: N/A

A. Introduction

Students are assigned by right to one or more neighborhood, in-boundary schools for elementary school, middle school and high school. Students may also be assigned to an out-of-boundary school in the following ways: (i) The My School DC Lottery, which includes all DCPS schools and the vast majority of public charter schools; (ii) Direct DCPS assignments to address school safety,¹ and to accommodate special education needs,² student disabilities,³ and military families;⁴ and (iii) The Chancellor's authority to grant out-of-boundary assignments in unique and extenuating circumstances for students and families where the transfer would be in the best interest of the student and the school district.⁵

B. Purpose

This policy clarifies the criteria under which the Chancellor may exercise his or her limited authority to grant discretionary out-of-boundary transfers to students pursuant to 5-E DCMR § 2106.6, which provides that "[t]he Chancellor, and only the Chancellor, is authorized to grant a discretionary transfer and set the duration of the approval of the transfer when the Chancellor determines that the transfer would be in the best interests of the student, and that the transfer would promote the overall interests of the school system." Discretionary out-of-boundary transfers will only be considered for extenuating and unique circumstances related to an individual student and family. Families may not use this process to circumvent the My School DC Lottery process.

C. Roadmap

This policy lays out the extremely narrow circumstances under which a discretionary transfer will be considered; the process for requesting a discretionary transfer; the process by which an advisory committee is established to evaluate a discretionary transfer; the Chancellor's authority to approve or deny the committee's recommendation and resolution timeline; and record keeping and reporting requirements.

¹ Pursuant to 5-E DCMR § 3809.

² Pursuant to the Individual with Disabilities Education Act.

³ Pursuant to Section 504 of the Americans with Disabilities Act.

⁴ Pursuant to Chancellor's Directive Number 104.

⁵ Pursuant to 5-E DCMR § 2106.6.

II. Parental and Adult/Emancipated Student Requests for Discretionary Transfers

A. General

The discretionary transfer process is meant to give the Chancellor the ability to grant transfers in extremely limited situations where the extenuating and unique circumstances related to an individual student and family justify the transfer. Many circumstances that a family may find compelling will not be considered a sufficient reason to justify a discretionary transfer.

This discretionary transfer process is not available for current or former "public officials."⁶ Therefore, if the transfer request is for a student whose parent or guardian is a current or former public official, DCPS will deny the request immediately without further consideration.

This process is not meant to supplant or substitute school assignment through the My School DC Lottery. In addition, school assignments to address school safety, or to accommodate special education needs, student disabilities, and military families are exempt from the process outlined in this policy.

This process is not necessary to request an extension of time to finalize enrollment following a successful My School DC Lottery application.

Consistent with 5-E DCMR §§ 2106.6 and 2106.11, students receiving a discretionary transfer through this process may be (i) approved for a transfer for a set duration, (ii) involuntarily transferred, or (iii) removed from a specialized school, program, or academy if the student no longer meets the criteria established for admission to such specialized school, program, or academy.

B. Process

1. Parent/guardian or adult/emancipated student submits a discretionary transfer request

Discretionary transfer requests must be made on the Discretionary Transfer Request Form attached to this policy as Appendix A. The submitted form must be accompanied by a statement describing 1) why the request is being made; 2) how the proposed transfer would be in the best interests of the student; 3) how the proposed transfer would promote the overall interests of the school system; and 4) why the student's in-boundary or current school will not be able to meet the student's needs.

Only requests that clearly describe why the proposed transfer is due to extenuating circumstances and a unique situation that directly impacts the transferring student will be considered.

⁶ "Public official" is defined at Section 101(47) of the Board of Ethics and Government Accountability Establishment and Comprehensive Ethics Reform Amendment Act of 2011. Public officials include candidates for office; the Mayor; Council members; the Attorney General; Advisory Neighborhood Commissioners; and District government employees who make decisions or participate substantially in areas of contracting, procurement, administration of grants or subsidies, developing policies, land use planning, inspecting, licensing, regulating, or auditing, or areas of responsibility that may create a conflict of interest or the appearance of a conflict of interest.

Transfer requests for students whose parent or guardian is a current or former public official will be denied immediately without further consideration. Therefore, all requestors must certify on the Discretionary Transfer Request Form that they are not a current or former public official. No discretionary transfer requests will be considered without this certification.

Anyone who makes a request by contacting the Chancellor directly will be instructed to submit their request according to the Discretionary Transfer Request process described above. Only requests that adhere to this process will be considered.

2. Preliminary screening of requests

All requests for discretionary transfer pursuant to 5-E DCMR § 2106.6 will initially be screened by the Office of the Chief Operating Officer for completeness and to ensure the accompanying statement contains a description of extenuating and unique circumstances related to the individual student and family, as further explained below in Section 3. The Chancellor's Discretionary Transfer Advisory Committee (the "Advisory Committee"), which has been created pursuant to this policy, will not review requests that fail to meet these criteria.

3. Advisory Committee consideration of discretionary transfer request

The Chancellor has created an Advisory Committee to serve in an advisory capacity concerning qualifying discretionary transfer requests. The Advisory Committee solely makes recommendations to the Chancellor to deny or grant each request it reviews. All final decisions to grant discretionary transfers pursuant to 5-E DCMR § 2106.6 shall be made by the Chancellor as the only person with the authority to grant such requests.

The Advisory Committee shall be made up of no fewer than three members and one alternate, and shall at a minimum be comprised of one representative from each of the following DCPS offices:

- Office of the Chief Operating Officer;
- Office of the Chief of Schools; and
- Office of the General Counsel.

The Chancellor may appoint members of the Advisory Committee or delegate his or her authority to appoint Advisory Committee members.

The Advisory Committee will meet to consider and vote on requests that have cleared the pre-screening described in Section 2 above. Each such request will receive a recommendation by the committee to grant or deny the transfer within 15 business days of DCPS receiving the request.

When considering discretionary transfer requests, the Advisory Committee may consult with any necessary DCPS personnel for input and feedback including, for example, principals and members of the enrollment team.

Advisory Committee members having a conflict of interest with respect to the requester will recuse themselves from considering the matter. The Office of the General Counsel will evaluate

determinations regarding whether a conflict of interest exists. In cases of recusal, the Chancellor may appoint another person from the same office to the committee or delegate his or her authority to appoint a new member.

The Advisory Committee will evaluate the factors described below related to each request.

- A. Whether the proposed transfer is in the best interests of the student. In making this determination, the Advisory Committee should consider the following criteria:
 - Whether the student's unique physical and/or academic needs can only be met by the resources, programming, or the physical building of the proposed receiving school.
 - Whether the request demonstrates extenuating circumstances and exceptional hardship for reasons of familial, medical, emotional, or social adjustment.
 - In this instance, independent, **detailed** documentation or other information substantiating the circumstances (i.e., from physicians, psychologists, social workers, or counselors) is required and must be attached to the discretionary transfer request;
 - Whether the student's unique needs can be met by any available alternative, other than a discretionary transfer.
 - Whether the request adequately explains why the student's in-boundary or current school will not be able to meet the student's needs.
 - Any other compelling reason(s) or extenuating and unique circumstances that demonstrate why a transfer is in the best interests of the student.
- B. Whether the proposed transfer will promote the overall interest of the school system. In making this determination, the Advisory Committee should consider the following criteria:
 - Space in the student's proposed classroom at the receiving school.
 - Whether the proposed receiving school is over enrollment capacity.
 - Whether the transfer would open up an enrollment seat at a school with more demand for enrollment seats than there are available seats.
 - Whether the transfer would help promote socio-economic integration in the proposed receiving school.
 - The number of students, if any, on the proposed receiving school's waiting list at the time of the discretionary transfer request.
 - Time of year that the transfer may occur so as not to be unduly disruptive to instruction.
 - Any other compelling reasons or extenuating and unique circumstances that demonstrate why a transfer promotes the overall interest of the school system.

The Advisory Committee will assess the request and determine whether the request for discretionary transfer is recommended for approval or denial by the Chancellor. The Advisory Committee must then document, in writing, the following:

- Whether, and how, the transfer is in the best interests of the student, including consideration of the criteria described above;
- Whether, and how, the transfer would promote the overall interest of the school system, including consideration of the criteria described above;
- If requesting transfer to a specialized school, program, or academy, the Advisory Committee must confirm that the student has been accepted for admission to the school.

The Advisory Committee's recommendation should be sent to the Chancellor within three business days of the committee reaching a recommendation regarding approval or denial of the discretionary transfer request.

4. Chancellor consideration of discretionary transfer request

After the Advisory Committee communicates its recommendation to the Chancellor, the Chancellor shall review the recommendation and decide whether to approve or deny the request, noting this decision in writing for the requestor and the committee. *Notwithstanding the Advisory Committee's recommendation, the Chancellor must act impartially in making the approval decision and not give preferential treatment to any individual for any reason, such as their employer or standing in the community.*

The Chancellor may consult with the Board of Ethics and Government Accountability before granting all discretionary transfers pursuant to 5-E DCMR § 2106.6.

- The Chancellor's decision to approve or deny a request for discretionary transfer should be made within 7 business days of receiving the Advisory Committee's recommendation. The Office of the Chief Operating Officer shall be responsible for communicating the Chancellor's decision to the requester. The Chancellor's decision is final.

5. Record keeping and reporting

All Discretionary Transfer Request Forms and associated documentation submitted to DCPS shall be maintained as confidential education records according to the Family Educational Rights and Privacy Act (FERPA) and be included in appropriate education records file(s) (in paper form or electronically). Such records will be maintained by the Office of the Chief Operating Officer according to the document retention schedule for education records.

DCPS shall annually report on its website no later than July 31 each year the total number of discretionary transfer requests received and the number of discretionary transfers granted and denied. The Deputy Mayor for Education may request additional information about the discretionary transfers considered each year by DCPS and DCPS shall provide such information to the extent allowable by FERPA.

Instructions

The parent, guardian, adult student, or emancipated student is to complete Part I and submit this request form to student.placement@dc.gov. Please carefully read the information provided in the Discretionary Out-of-Boundaries Transfer Policy before completing this form. Incomplete forms and forms that do not document unique circumstances for the transfer request will not be referred to the Chancellor's Discretionary Transfers Advisory Committee (the "Committee") for consideration.

Reference: 5-E DCMR § 2106.6; Mayor's Order 2017-125; Chancellor Discretionary Out-of-Boundary Transfers Policy, Directive #103.

PART I. Student Transfer Request (please print)**Student Name**

Last Name _____ First Name _____ MI _____

Date of Birth

Month _____ Day _____ Year _____

Requested School Year (example: School Year 2017-18)

School Year _____

Current Grade (check one)PK3 _____ PK4 _____ Kindergarten _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____
10 _____ 11 _____ 12 _____ Other _____**Student ID Number** (contact your child's current school for ID numbers)

FIRST Parent or Guardian Name

Last Name _____ First Name _____ MI _____

I certify that I am not and never have been a "public official" in the District of Columbia as defined in section 101(47) of the board of Ethics and Government Accountability Establishment and Comprehensive Ethics Reform Amendment Act of 2011, effective April 27, 2012 (D.C. Law 19-124; D.C. Official Code § 1-1161.01(47)). Public officials include candidates for public election; elected officials; ANC Members, members of the Executive Service, Directors of WMATA; Board or Commission members listed in § 1-523.01(e); and Excepted Service employees in the District government paid over certain salary thresholds.

_____ [Signature] ***Please note if you are a public official your request will not be referred to the Committee for consideration. Note that you may still be able to apply for a transfer for safety or military reasons.***

Address

Street_____ City_____ State__ Zip Code_____

Student's In-Boundary or Current School

Student's Desired Transfer School(s)

Home Phone Number (XXX) XXX-XXXX

Work Phone Number (XXX) XXX-XXXX

SECOND Parent or Guardian Name (if applicable)

Last Name_____ First Name_____ MI_____

I certify that I am not and never have been a “public official” in the District of Columbia as defined in section 101(47) of the board of Ethics and Government Accountability Establishment and Comprehensive Ethics Reform Amendment Act of 2011, effective April 27, 2012 (D.C. Law 19-124; D.C. Official Code § 1-1161.01(47). Public officials include candidates for public election; elected officials; ANC Members, members of the Executive Service, Directors of WMATA; Board or Commission members listed in § 1-523.01€; and Excepted Service employees in the District government paid over certain salary thresholds.

_____ [Signature] ***Please note if you are a public official your request will not be referred to the Committee for consideration. Note that you may still be able to apply for a transfer for safety or military reasons.***

Address

Street_____ City_____ State__ Zip Code_____

Student's In-Boundary or Current School

Home Phone Number (XXX) XXX-XXXX

Work Phone Number (XXX) XXX-XXXX

Reason for Request (check one)

Please attach a written statement explaining the reason for request. Please describe in your statement 1) why the request is being made; 2) how the proposed transfer would be in the best interests of the student; 3) how the proposed transfer would promote the overall interests of the school system, and 4) why the student's in-boundary or current school will not be able to meet the

*student's needs. Independent, **detailed** documentation substantiating the circumstances (i.e., from physicians, psychologists, social workers, or counselors) is required and must be attached. For additional detail on matters that the Committee and Chancellor will consider, please see Chancellor's Directive #103 on the DCPS website. When making a request, please consider whether:*

- ☐ The student's unique physical and/or academic needs can only be met by the resources, programming, or the physical building of a specific school.
- ☐ Extenuating circumstances and exceptional hardship for reasons of familial, medical, emotional, or social adjustment.

*In this instance, independent, **detailed** documentation substantiating the circumstances (i.e., from physicians, psychologists, social workers, or counselors) is required and must be attached.*

- ☐ Other compelling reason(s) or extenuating and unique circumstances that demonstrate why a transfer is in the best interests of the student.

I certify that all the information on this request form is correct to the best of my knowledge.

Parent or guardian signature: _____

Month _____ Day _____ Year _____

PART II. Advisory Committee Review and Recommendation

Decision (circle one)

Approve

Deny

Reason

Advisory Committee Signatures

1. _____
2. _____
3. _____

Date

Month _____ Day _____ Year _____

PART III. Chancellor Review and Decision

Decision (circle one)

Approve

Deny

Reason

Signature

Date

Month_____ Day_____ Year_____

Information on Common Core Standards from OSSE: <http://osse.dc.gov/service/common-core-state-standards>

Core Standards are available at: <http://www.corestandards.org/>

- Adult and Family Education
- Assessment and Accountability
 - Accountability
 - Assessment
- Standards
 - Common Core State Standards**
- Data
- Division of Special Education
- Early Childhood Education
- Educator Licensure and Accreditation
- General Education Development Tests (GED)
- Education Licensure Commission
- Elementary & Secondary Ed
- Grants Management
- Higher Education Financial Services
- Public Charter School Financing
- Race-to-the-Top
- Special Education Transportation

Common Core State Standards

In July 2010, the District of Columbia adopted the [Common Core State Standards](#). In doing so, the District of Columbia joined 42 other states in formally signing on to the state-led initiative, which was coordinated by the [National Governor's Association](#) (NGA) and the [Council of Chief State School Officers](#) (CCSSO).

With the aim of ensuring students across the country graduate from high school prepared to succeed in post secondary courses and workforce training programs, the Common Core State Standards were created in collaboration with teachers, school administrators, and experts and define the knowledge and skills students should acquire in their Pre-K–12 academic careers. The grade-level standards:

- Are aligned with college and work expectations;
- Are clear, understandable, and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

In the District of Columbia, the new standards are beginning to be implemented in the 2011-2012 school year, and will be fully implemented in the 2014-2015 school year.

To see the alignment between the Common Core State Standards and the previous District of Columbia reading and mathematics standards, OSSE has created crosswalks for both reading and math. The crosswalks can be found here:

- [Reading Crosswalk](#) [Excel]
- [Math Crosswalk](#) [Excel]

Strong Start Campaign

If your child isn't walking, maybe you should take the next step.

Learn about the [Strong Start Campaign](#).

Go to College Now!

Let Higher Education Financial Services Show You How

DC TAG
Up To
\$10,000
Per Year


Follow
Your
Dreams

Achieve
Your
Goals

Complete
Your
DC OneApp

Get up to \$10,000 for college. [Learn more.](#)

Community Building Often Starts with OSSE Dollars





OSSE DC PARCC Information: <http://osse.dc.gov/service/partnership-assessment-readiness-college-and-careers> (last accessed February 2019)



Contact information for DCPS offices is available at: <http://dcps.dc.gov/page/dcps-offices> (last accessed February 2019)

DCPS School ID	School Name	Address	Zip Code	Phone Number	Fax Number	Principal Email	Grades	Ward
202	Aiton Elementary School	533 48th Pl. NE	20019	(202) 671-6060	(202) 724-4630	malaika.golden@k12.dc.gov	PK3-5th	7
203	Amidon-Bowen Elementary School	401 I St. SW	20024	(202) 724-4867	(202) 724-4868	tamikka.sykes@k12.dc.gov	PK3-5th	6
450	Anacostia High School	1601 16th St. SE	20020	(202) 698-2155	(202) 698-2188	william.haith@k12.dc.gov	9th-12th	8
452	Ballou High School	3401 4th St. SE	20032	(202) 645-3400	(202) 645-3397	willie.jackson@k12.dc.gov	9th-12th	8
462	Ballou STAY High School	3401 4th St. SE	20032	(202) 645-3390	(202) 645-3395	cara.fuller@k12.dc.gov	9th-12th, Adult	8
204	Bancroft Elementary School	1755 Newton St. NW	20010	(202) 673-7280	(202) 673-6991	jessica.morales@k12.dc.gov	PK3-5th	1
1058	Bard High School Early College DC (Bard DC)	4430 H St. SE	20019	(202) 898-4664		vanessa.anderson2@k12.dc.gov	9 and 11	7
205	Barnard Elementary School	430 Decatur St. NW	20011	(202) 576-1100	(202) 541-6010	grace.reid@k12.dc.gov	PK3-5th	4
206	Beers Elementary School	3600 Alabama Ave. SE	20020	(202) 939-4800	(202) 645-3225	gwendolyn.payton@k12.dc.gov	PK3-5th	7
402	Benjamin Banneker High School	800 Euclid St. NW	20001	(202) 671-6320	(202) 673-2231	anita.berger@k12.dc.gov	9th-12th	1
291	Lawrence E. Boone Elementary School	2200 Minnesota Ave. SE	20020	(202) 671-6240	(202) 645-3292	carolyn.jackson-king@k12.dc.gov	PK3-5th	8
212	Brent Elementary School	301 North Carolina Ave. SE	20003	(202) 698-3363	(202) 698-3369	norah.lycknell@k12.dc.gov	PK3-5th	6
213	Brightwood Education Campus	1300 Nicholson St. NW	20011	(202) 722-5670	(202) 576-6168	maurice.kennard@k12.dc.gov	PK3-5, 7-8	4
347	Brookland Middle School	1150 Michigan Ave NE	20017	(202) 759-1999	(202) 671-6251	kerry.richardson@k12.dc.gov	6th-8th	5
404	Browne Education Campus	850 26th St. NE	20002	(202) 671-6210	(202) 671-2305	dwight.davis@k12.dc.gov	PK3-8th	5
296	Bruce-Monroe Elementary School @ Park View	3560 Warder St. NW	20010	(202) 576-6222	(202) 576-6225	alethea.bustillo@k12.dc.gov	PK3-5th	1
219	Bunker Hill Elementary School	1401 Michigan Ave NE	20017	(202) 576-6095	(202) 576-4632	kara.kuchemba@k12.dc.gov	PK3-5th	5
220	Burroughs Elementary School	1820 Monroe St. NE	20018	(202) 576-6150	(202) 576-6819	levar.jenkins@k12.dc.gov	PK3-5th	5
221	Burrville Elementary School	801 Division Ave. NE	20019	(202) 671-6020	(202) 724-5578	william.taylor@k12.dc.gov	PK3-5th	7
247	C.W. Harris Elementary School	301 53rd St. SE	20019	(202) 645-3188	(202) 645-3190	heather.hairston2@k12.dc.gov	PK3-5th	7
360	Capitol Hill Montessori School @ Logan	2501 11th St. NW	20001	(202) 698-4467	(202) 698-4533	kim.adutwum@k12.dc.gov	PK3-8th	6
454	Cardozo Education Campus	1200 Clifton St. NW	20009	(202) 673-7385	(202) 673-2232	arthur.mola@k12.dc.gov	6th-12th	1
224	Cleveland Elementary School	1825 8th St. NW	20001	(202) 939-4380	(202) 673-6461	anna.krughoff2@k12.dc.gov	PK3-5th	1
442	Columbia Heights Education Campus	3101 16th St. NW	20010	(202) 939-7700	(202) 576-9147	maria.tukeva@k12.dc.gov	6th-12th	1
455	Coolidge High School	6315 5th St. NW	20011	(202) 671-6080	(202) 576-3147	semanthe.bright@k12.dc.gov	9th-12th	4
405	Deal Middle School	3815 Fort Dr. NW	20016	(202) 939-2010	(202) 282-1116	diedre.neal@k12.dc.gov	6th-8th	3
349	Dorothy I. Height Elementary School	1300 Allison St. NW	20011	(202) 723-4100	(202) 723-6867	masi.preston@k12.dc.gov	PK3-5th	4
231	Drew Elementary School	5600 Eads St. NE	20019	(202) 671-6040	(202) 724-4924	naimah.salahuddin@k12.dc.gov	PK3-5th	7
471	Duke Ellington School of the Arts	3500 R St. NW	20007	(202) 282-0123	(202) 337-7847	sandi.logan@k12.dc.gov	9th-12th	2
467	Dunbar High School	101 N St. NW	20001	(202) 698-3762	(202) 673-2233	nadine.smith@k12.dc.gov	9th-12th	5
457	Eastern High School	1700 East Capitol St. NE	20003	(202) 698-4500	(202) 698-4800	sah.brown@k12.dc.gov	9th-12th	6
232	Eaton Elementary School	3373 Van Ness St. NW	20008	(202) 684-5061	(202) 282-0074	dale.mann@k12.dc.gov	PK4-5th	3
407	Eliot-Hine Middle School	1840 Constitution Ave. NE	20002	(202) 939-5380	(202) 673-8063	marlene.magrino@k12.dc.gov	6th-8th	6
318	Excel Academy	2501 Martin Luther King, Jr. Ave. SE	20020	(202) 373-0097	(202) 373-0477	tenia.pritchard@k12.dc.gov	PK3-8th	8
238	Garfield Elementary School	2435 Alabama Ave. SE	20020	(202) 671-6140	(202) 671-3156	kennard.branch@k12.dc.gov	PK3-5th	8
239	Garrison Elementary School	1200 S St. NW	20009	(202) 673-7263	(202) 673-6828	brigham.kiplinger@k12.dc.gov	PK3-5th	2
227	H.D. Cooke Elementary School	2525 17th St. NW	20009	(202) 939-5390	(202) 671-2757	ryan.lam@k12.dc.gov	PK3-5th	1
246	Hardy Middle School	1819 35th St. NW	20007	(202) 729-4350	(202) 576-9443	lucas.cooke@k12.dc.gov	6th-8th	2
413	Hart Middle School	601 Mississippi Ave. SE	20032	(202) 671-6426	(202) 645-3426	charlette.butler@k12.dc.gov	6th-8th	8
258	Hearst Elementary School	3950 37th St. NW	20008	(202) 282-0106	(202) 282-2303	jen.thomas@k12.dc.gov	PK4-5th	3
249	Hendley Elementary School	425 Chesapeake St. SE	20032	(202) 645-3450	(202) 645-7098	sundai.riggins@k12.dc.gov	PK3-5th	8
251	Houston Elementary School	1100 50th Pl. NE	20019	(202) 671-6170	(202) 724-4625	rembert.seaward@k12.dc.gov	PK3-5th	7
252	Hyde-Addison Elementary School	3219 O St. NW	20007	(202) 282-0170	(202) 282-0087	calvin.hooks@k12.dc.gov	PK3-5th	2
1071	Ida B. Wells Middle School	405 Sheridan St. NW	20011	(202) 671-0693		megan.vroman@k12.dc.gov	6	4

DCPS School ID	School Name	Address	Zip Code	Phone Number	Fax Number	Principal Email	Grades	Ward
950	Inspiring Youth Program	1901 D St. SE	20003	(202) 523-7119	(202) 698-8320	tanya.roane@k12.dc.gov	9th-12th	7
339	J.O. Wilson Elementary School	660 K St. NE	20002	(202) 698-4733	(202) 698-4727	mittchell.brunson@k12.dc.gov	PK3-5th	6
254	Janney Elementary School	4130 Albemarle St. NW	20016	(202) 282-0110	(202) 282-0112	alysia.lutz@k12.dc.gov	PK4-5th	3
433	Jefferson Middle School Academy	801 7th St. SW	20024	(202) 729-3270	(202) 724-2459	greg.dohmann@k12.dc.gov	6th-8th	6
416	Johnson Middle School	1400 Bruce Pl. SE	20020	(202) 939-3140	(202) 645-5882	courtney.taylor@k12.dc.gov	6th-8th	8
421	Kelly Miller Middle School	301 49th St. NE	20019	(202) 388-6870	(202) 727-8330	kortni.stafford@k12.dc.gov	6th-8th	7
257	Ketcham Elementary School	1919 15th St. SE	20020	(202) 698-1122	(202) 698-1113	maisha.riddlesprigger@k12.dc.gov	PK3-5th	8
272	Key Elementary School	5001 Dana Pl. NW	20016	(202) 729-3280	(202) 282-0188	david.landeryou@k12.dc.gov	PK4-5th	3
259	Kimball Elementary School	3375 Minnesota Ave. SE	20019	(202) 671-6260	(202) 645-3147	johann.lee@k12.dc.gov	PK3-5th	7
344	King Elementary School	3200 6th St. SE	20032	(202) 939-4900	(202) 645-7308	angel.hunter@k12.dc.gov	PK3-5th	8
417	Kramer Middle School	1700 Q St. SE	20020	(202) 939-3150		katreena.shelby@k12.dc.gov	6th-8th	8
261	Lafayette Elementary School	5701 Broad Branch Rd. NW	20015	(202) 282-0116	(202) 282-1126	carrie.broquard@k12.dc.gov	PK4-5th	4
262	Langdon Elementary School	1900 Evarts St. NE	20018	(202) 576-6048	(202) 576-7976	kemi.husbands@k12.dc.gov	PK3-5th	5
370	Langley Elementary School	101 T Street NE	20002	(202) 724-4223	(202) 832-1377	vanessa.drumm@k12.dc.gov	PK3-5th	5
264	LaSalle-Backus Education Campus	501 Riggs Rd. NE	20011	(202) 671-6340	(202) 541-3859	shelly.gray@k12.dc.gov	PK3-5, 7-8	4
266	Leckie Education Campus	4201 M.L. King Ave. SW	20032	(202) 645-3330	(202) 645-3331	niyeka.wilson@k12.dc.gov	PK3-8th	8
271	Ludlow-Taylor Elementary School	659 G St. NE	20002	(202) 698-3244	(202) 698-3250	andrew.smith2@k12.dc.gov	PK3-5th	6
884	Luke C. Moore High School	1001 Monroe St. NE	20017	(202) 281-3600	(202) 526-5022	Rodney.wormsley@k12.dc.gov	9th-12th	5
420	MacFarland Middle School	4400 Iowa Ave. NW	20011	(202) 671-6033	(202) 671-6036	mark.sanders@k12.dc.gov	6-8th	4
308	Malcolm X Elementary School @ Green	1500 Mississippi Ave. SE	20032	(202) 645-3409	(202) 645-7219	zara.berry-young@k12.dc.gov	PK3-5th	8
273	Mann Elementary School	4430 Newark St. NW	20016	(202) 282-0126	(202) 282-0128	elizabeth.whisnant@k12.dc.gov	PK4-5th	3
284	Marie Reed Elementary School	2201 18th St. NW	20009	(202) 673-7308	(202) 671-5042	katie.lundgren@k12.dc.gov	PK3-5th	1
274	Maury Elementary School	1250 Constitution Ave. NE	20002	(202) 698-3838	(202) 698-3844	helena.chauvenet@k12.dc.gov	PK3-5th	6
435	McKinley Middle School	151 T. St. NE	20002	(202) 281-3950	(202) 832-1293	louise.jones@k12.dc.gov	6th-8th	5
458	McKinley Technology High School	151 T St. NE	20002	(202) 281-3950	(202) 576-6279	louise.jones@k12.dc.gov	9th-12th	5
280	Miner Elementary School	601 15th St. NE	20002	(202) 397-3960	(202) 724-4957	bruce.jackson@k12.dc.gov	PK3-5th	6
285	Moten Elementary School	1565 Morris Rd. SE	20020	(202) 698-1111	(202) 698-1112	akela.dogbe@k12.dc.gov	PK3-5th	8
287	Murch Elementary School	4810 36th St. NW	20008	(202) 282-0130	(202) 282-0132	chris.cebrzynski@k12.dc.gov	PK4-5th	3
288	Nalle Elementary School	219 50th St. SE	20019	(202) 671-6280	(202) 645-3196	jacob.lappi@k12.dc.gov	PK3-5th	7
290	Noyes Elementary School	2725 10th St. NE	20018	(202) 281-2580	(202) 576-7397	kermit.burks@k12.dc.gov	PK3-5th	5
292	Oyster-Adams Bilingual School	2801 Calvert St. NW and 2020 19th St. NW	20008	(202) 671-6130	(202) 671-3087	mayra.canizales@k12.dc.gov	PK4-8th	3
294	Patterson Elementary School	4399 South Capitol Terr. SW	20032	(202) 939-5280	(202) 645-3851	victorie.thomas@k12.dc.gov	PK3-5th	8
295	Payne Elementary School	1445 C St. SE	20003	(202) 698-3262	(202) 698-3263	stephanie.byrd@k12.dc.gov	PK3-5th	6
301	Peabody Elementary School (Capitol Hill Cluster)	425 C St. NE	20002	(202) 698-3277	(202) 698-3275	elena.bell@k12.dc.gov	PK3-K	6
478	Phelps Architecture, Construction and Engineering High School	704 26th St. NE	20002	(202) 729-4360	(202) 442-8438	joshua.emmett@k12.dc.gov	9th-12th	5
299	Plummer Elementary School	4601 Texas Ave. SE	20019	(202) 939-4360	(202) 645-3176	terri.fuller@k12.dc.gov	PK3-5th	7
300	Powell Elementary School	1350 Upshur St. NW	20011	(202) 671-6270	(202) 576-7155	okiyah.lyons-lucas@k12.dc.gov	PK3-5th	4
316	Randle Highlands Elementary School	1650 30th St. SE	20020	(202) 729-3250	(202) 645-3911	kristie.edwards@k12.dc.gov	PK3-5th	7
302	Raymond Education Campus	915 Spring Rd. NW	20010	(202) 576-6236	(202) 576-7275	natalie.hubbard@k12.dc.gov	PK3-5, 8	4
304	River Terrace Education Campus	405 Anacostia Ave. NE	20019	(202) 442-7111	(202) 442-8631	aimee.cepeda@k12.dc.gov	3-Adult	7
436	Ron Brown College Preparatory High School	4800 Meade St. NE	20019	(202) 729-4343	(202) 729-2156	benjamin.williams@k12.dc.gov	9th-12th	7
459	Roosevelt High School	4301 13th St. NW	20011	(202) 576-6130	(202) 541-6449	justin.ralston@k12.dc.gov	9th-12th	4
456	Roosevelt STAY High School	4301 13th St. NW	20011	(202) 576-8399	(202) 576-8478	dewayne.little@k12.dc.gov	9th-12th, Adult	4
305	Ross Elementary School	1730 R St. NW	20009	(202) 673-7200	(202) 673-6644	holly.searl@k12.dc.gov	PK4-5th	2

DCPS School ID	School Name	Address	Zip Code	Phone Number	Fax Number	Principal Email	Grades	Ward
307	Savoy Elementary School	2400 Shannon Pl. SE	20020	(202) 939-2000	(202) 535-1415	lisa.rosado@k12.dc.gov	PK3-5th	8
409	School Without Walls @ Francis-Stevens	2425 N St. NW	20037	(202) 724-4841	(202) 724-3957	richard.trogisch@k12.dc.gov	PK3-8th	2
466	School Without Walls High School	2130 G St. NW	20037	(202) 645-9690	(202) 724-8536	richard.trogisch@k12.dc.gov	9th-12th	2
943	School-Within-School @ Goding	920 F St. NE	20002	(202) 727-7377	(202) 727-9276	john.burst@k12.dc.gov	PK3-5th	6
309	Seaton Elementary School	1503 10th St. NW	20001	(202) 673-7215	(202) 671-5014	suzanne.peters@k12.dc.gov	PK3-5th	6
313	Shepherd Elementary School	7800 14th St NW	20012	(202) 576-6140	(202) 576-7578	phyllis.hedlund@k12.dc.gov	PK3-5th	4
315	Simon Elementary School	401 Mississippi Ave. SE	20032	(202) 645-3360	(202) 645-3359	sharon.holmes@k12.dc.gov	PK3-5th	8
322	Smothers Elementary School	4400 Brooks St. NE	20019	(202) 939-3600	(202) 724-2377	kiana.williams2@k12.dc.gov	PK3-5th	7
427	Sousa Middle School	3650 Ely Pl. SE	20019	(202) 729-3260	(202) 645-0456	courtney.wilkerson@k12.dc.gov	6th-8th	7
319	Stanton Elementary School	2701 Naylor Rd. SE	20020	(202) 671-6180	(202) 645-3264	harold.mccray@k12.dc.gov	PK3-5th	8
321	Stoddert Elementary School	4001 Calvert St. NW	20007	(202) 671-6030	(202) 282-0145	donald.bryant@k12.dc.gov	PK4-5th	3
428	Stuart-Hobson Middle School (Capitol Hill Cluster)	410 E St. NE	20002	(202) 671-6010	(202) 698-4720	kristofer.comeforo@k12.dc.gov	6th-8th	6
324	Takoma Education Campus	7010 Piney Branch Rd. NW	20012	(202) 671-6050	(202) 576-7592	loren.brody@k12.dc.gov	PK3-5, 7-8	4
325	Thomas Elementary School	650 Anacostia Ave. NE	20019	(202) 724-4593	(202) 724-5053	jaimie.trahan@k12.dc.gov	PK3-5th	7
326	Thomson Elementary School	1200 L St. NW	20005	(202) 898-4660	(202) 442-8706	carmen.shepherd@k12.dc.gov	PK3-5th	2
327	Truesdell Education Campus	800 Ingraham St. NW	20011	(202) 576-6202	(202) 576-6205	steve.aupperle@k12.dc.gov	PK3-5, 8	4
328	Tubman Elementary School	3101 13th St. NW	20010	(202) 673-7285	(202) 673-2172	amanda.delabar@k12.dc.gov	PK3-5th	1
329	Turner Elementary School	3264 Stanton Rd. SE	20032	(202) 645-3470	(202) 610-9515	jessica.morris@k12.dc.gov	PK3-5th	8
330	Tyler Elementary School	1001 G St. SE	20003	(202) 939-4810	(202) 698-3848	jasmine.brann@k12.dc.gov	PK3-5th	6
331	Van Ness Elementary School	1150 5th St SE	20003	(202) 727-4314	(202) 727-6781	cynthia.robinson@k12.dc.gov	PK3-4th	6
332	Walker-Jones Education Campus	1125 New Jersey Ave. NW	20001	(202) 939-5934	(202) 535-1307	clinton.turner3@k12.dc.gov	PK3-8th	6
474	Washington Metropolitan High School	300 Bryant St. NW	20001	(202) 939-3610	(202) 671-2101	ronald.bradford@k12.dc.gov	8th-12th	1
333	Watkins Elementary School (Capitol Hill Cluster)	420 12th St. SE	20003	(202) 698-3355	(202) 698-3340	elena.bell@k12.dc.gov	1st - 5th	6
336	West Education Campus	4300 13th St. NW	20011	(202) 576-6226	(202) 541-6087	nikeysha.jackson@k12.dc.gov	PK3-5, 8	4
335	Wheatley Education Campus	1299 Neal St. NE	20002	(202) 939-5970	(202) 724-9088	shenora.plenty@k12.dc.gov	PK3-8th	5
338	Whittier Education Campus	6201 5th St. NW	20011	(202) 576-6156	(202) 576-6158	tiffany.johnson3@k12.dc.gov	PK3-5, 7-8	4
463	Woodrow Wilson High School	3950 Chesapeake St. NW	20016	(202) 282-0120	(202) 282-0077	kimberly.martin@k12.dc.gov	9th-12th	3
464	H.D. Woodson High School	540 55th St. NE	20019	(202) 939-2030	(202) 645-4193	william.massey@k12.dc.gov	9th-12th	7
861	Youth Services Center	1000 Mt. Olivet Rd. NE	20002	(202) 576-8388	(202) 576-9073	tanya.roane@k12.dc.gov	7th-12th	5



Directory of Instructional Superintendents and the school clusters they supervise: <http://dcps.dc.gov/page/instructional-superintendents>
(last accessed February 2019)

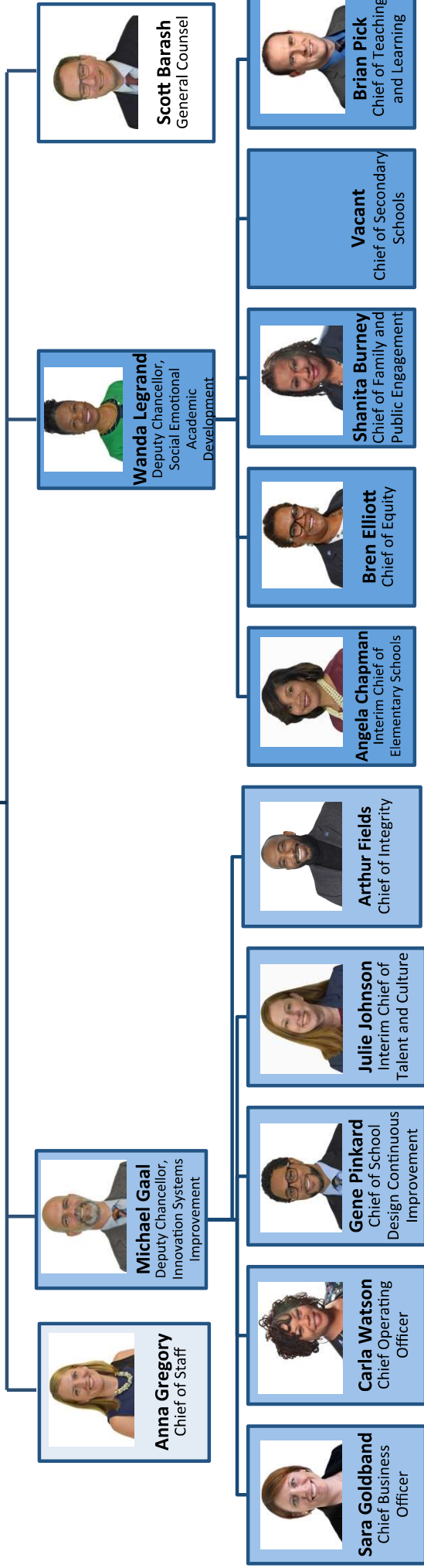


DC Public Schools Organizational Chart

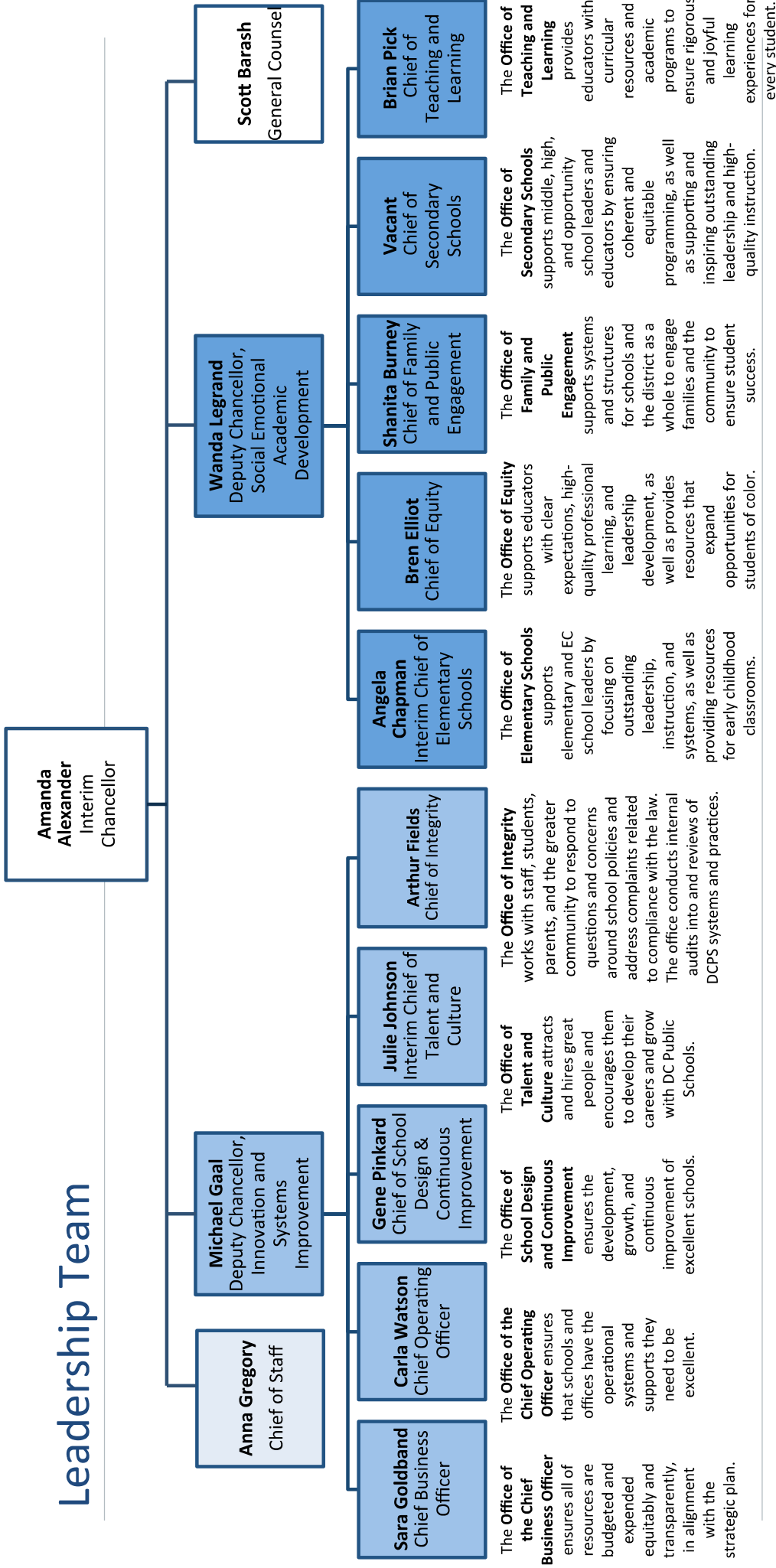
April 2018



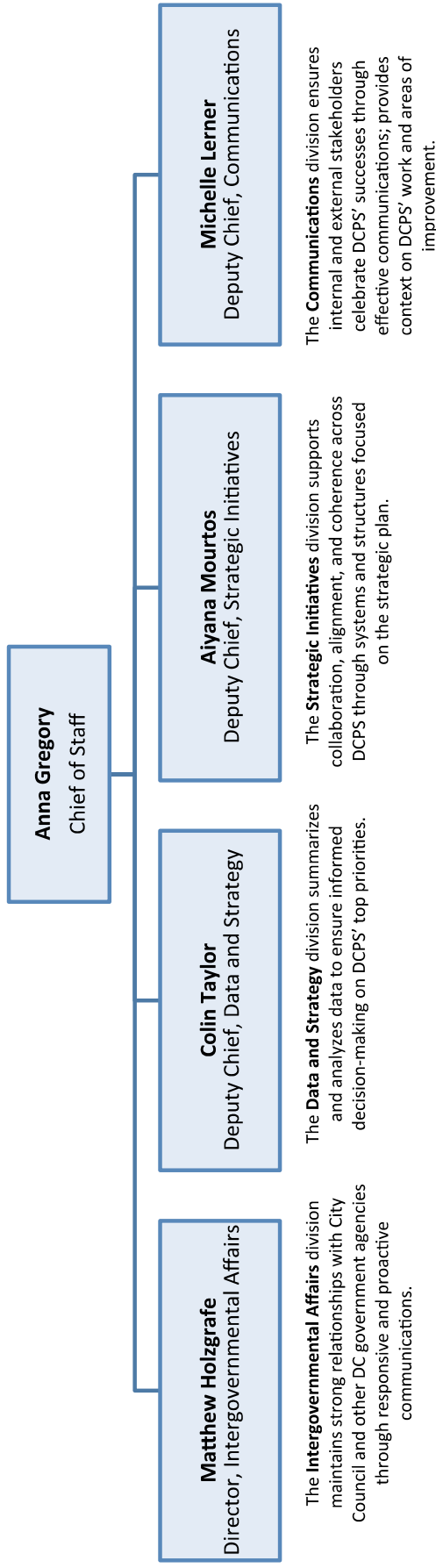
Leadership Team



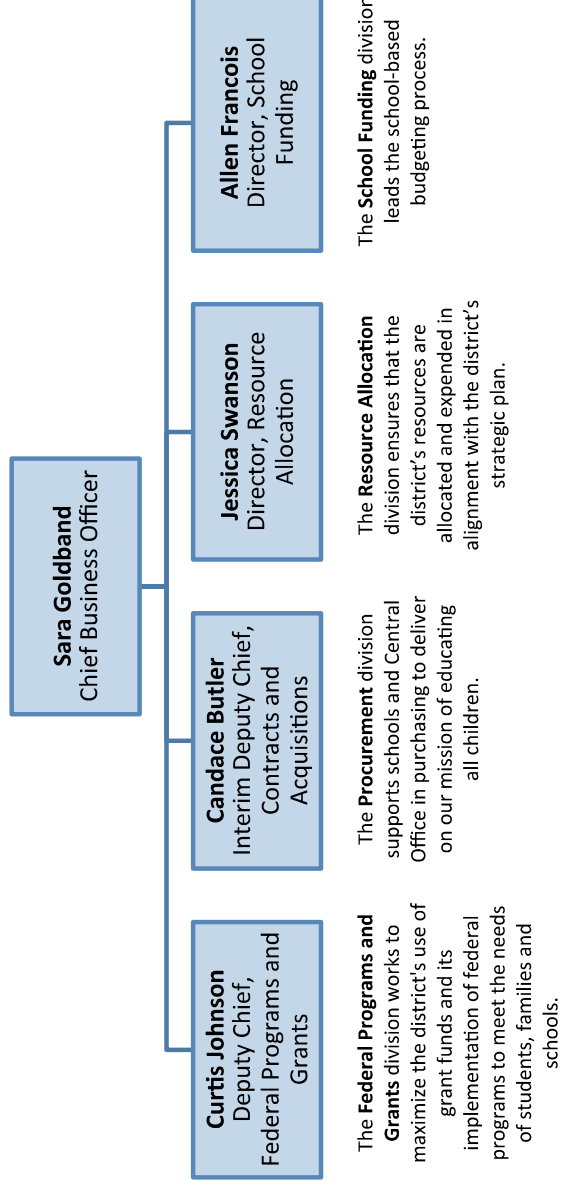
Leadership Team



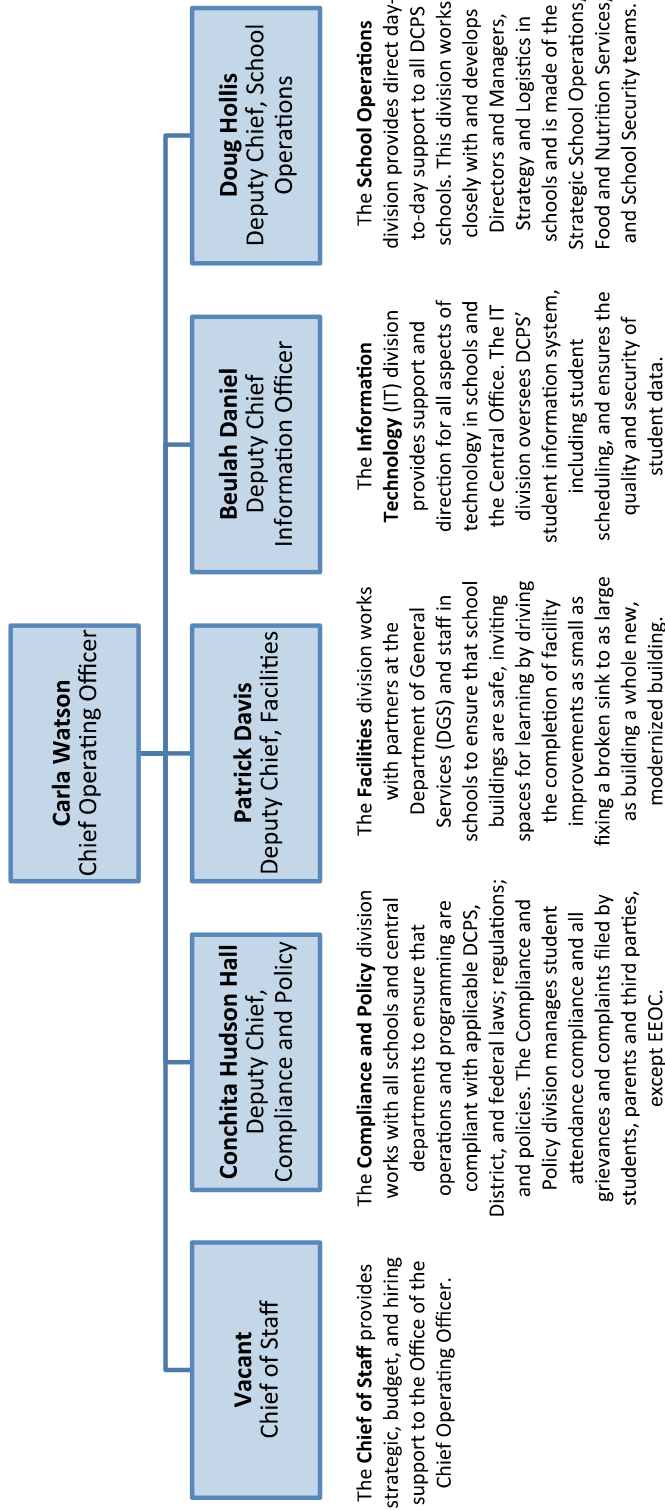
Office of the Chief of Staff



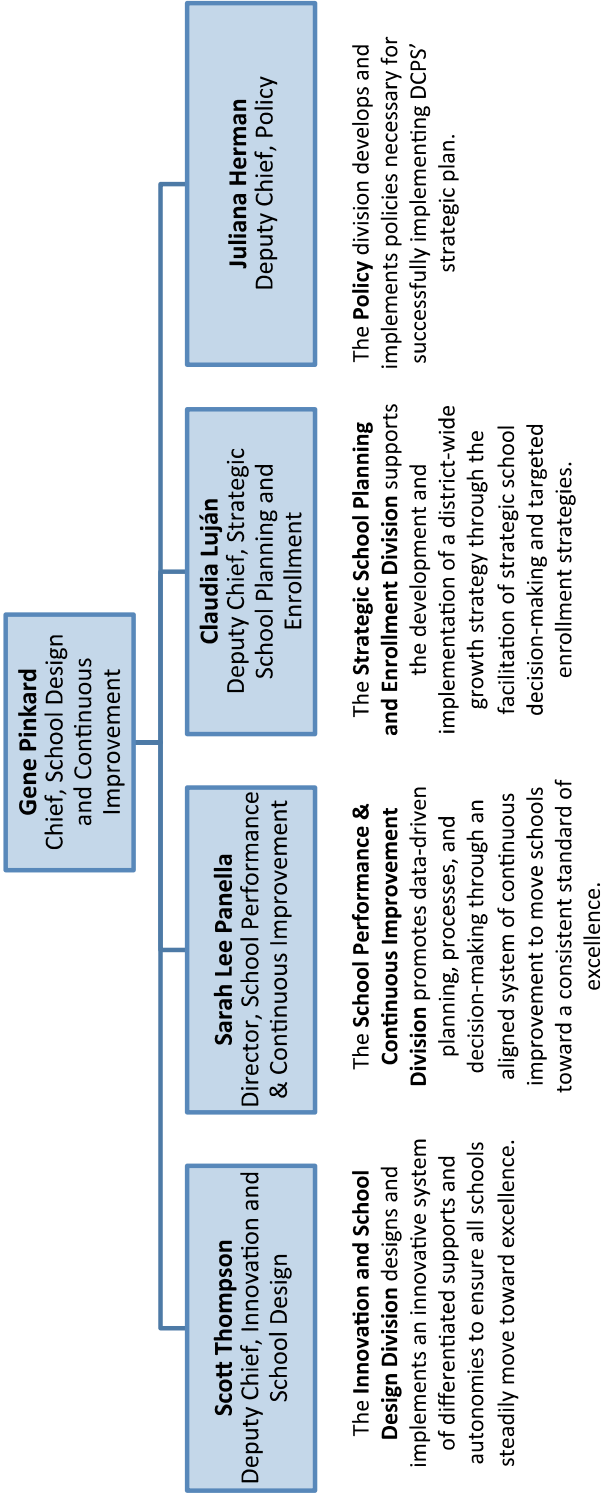
Office of the Chief Business Officer



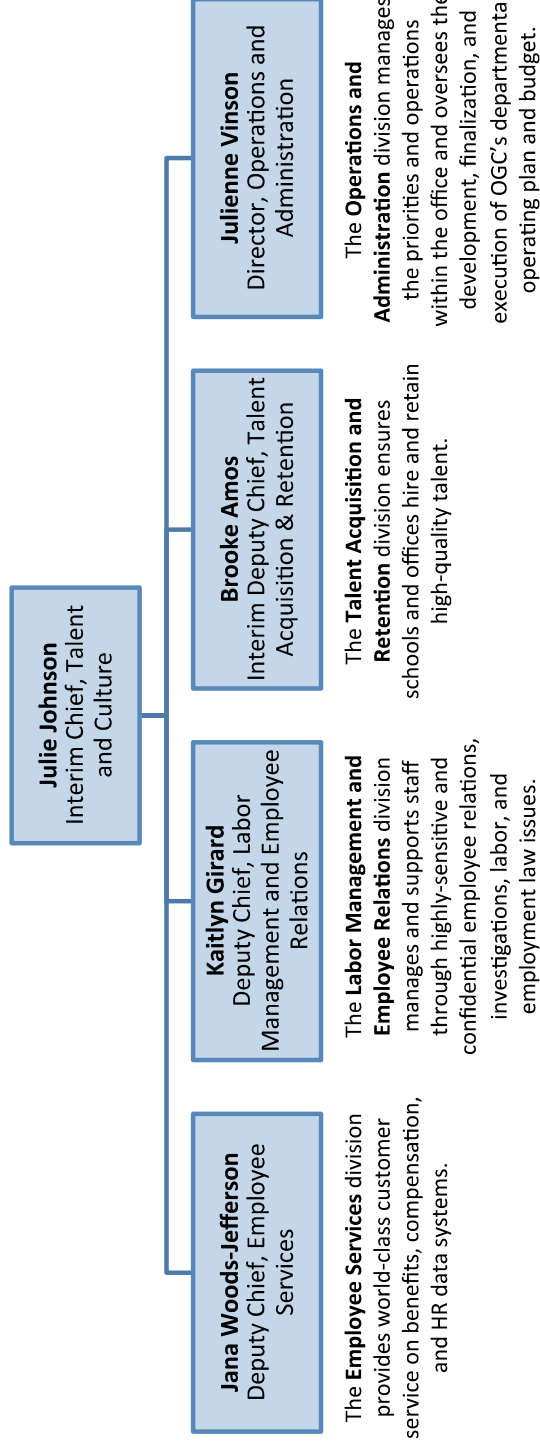
Office of the Chief Operating Officer



Office of School Design and Continuous Improvement



Office of Talent and Culture

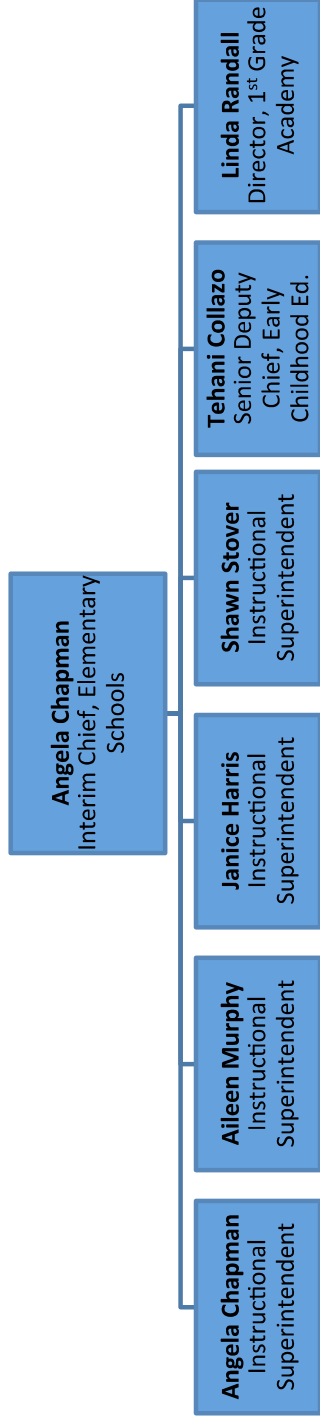


Office of Integrity

Arthur Fields
Chief, Integrity

Office of Integrity works with staff, students, parents, and the greater community to respond to questions and concerns around school policies and address complaints related to compliance with the law. The office conducts internal audits into and reviews of DCPS systems and practices.

Office of Elementary Schools

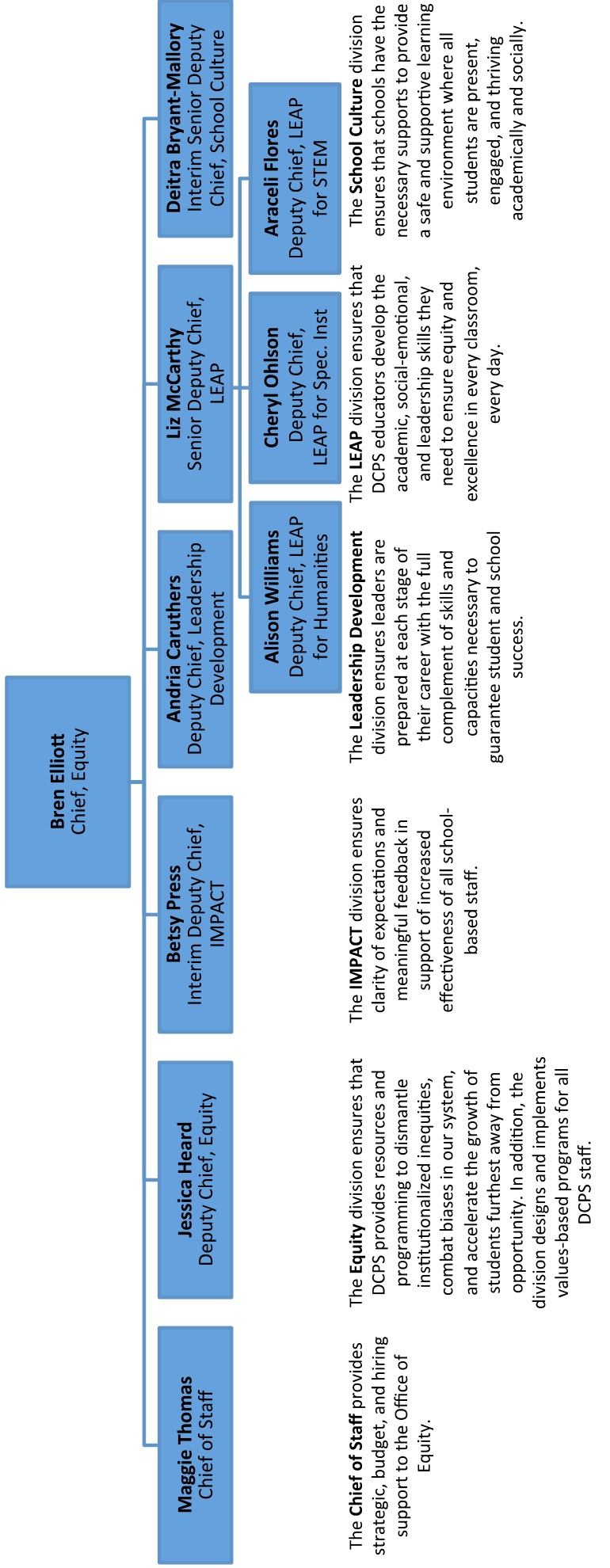


Instructional Superintendents supervise clusters of 10-14 principals. Instructional Superintendents provide principals with feedback, coaching, guidance, and support necessary for them to be effective school leaders—with a particular focus on instructional leadership. They help principals develop their staff's capacity to reach student achievement goals, and build positive relationships with their communities, while ensuring their schools are well-run, nurturing places of learning.

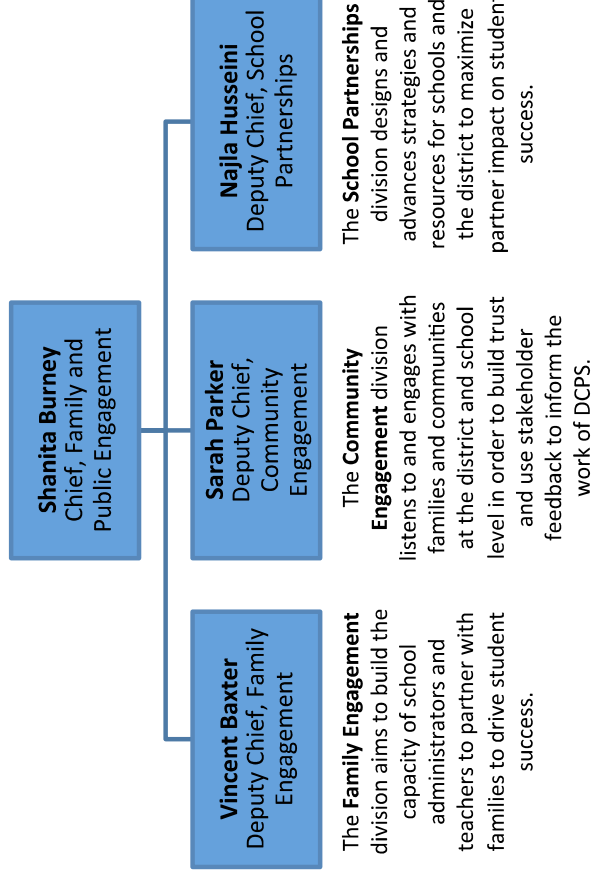
The **Early Childhood Education** division supports schools and families in providing PreK students with comprehensive learning experiences that foster confidence and independence. The division also manages the implementation of DCPS' Head Start grant.

1st Grade Academy works to reduce the achievement gap through accelerated student learning, extensive leadership for Reading Recovery®, supports for 1st grade programming, and the implementation of sound instructional practices in classrooms, as well as serves as a resource for PreK-K preparation.

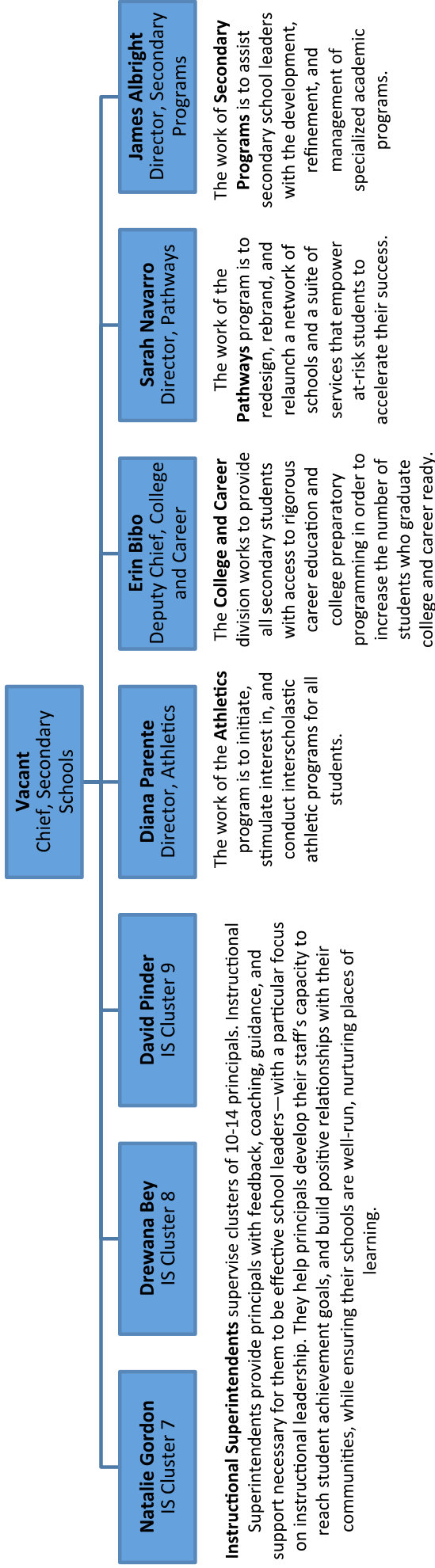
Office of Equity



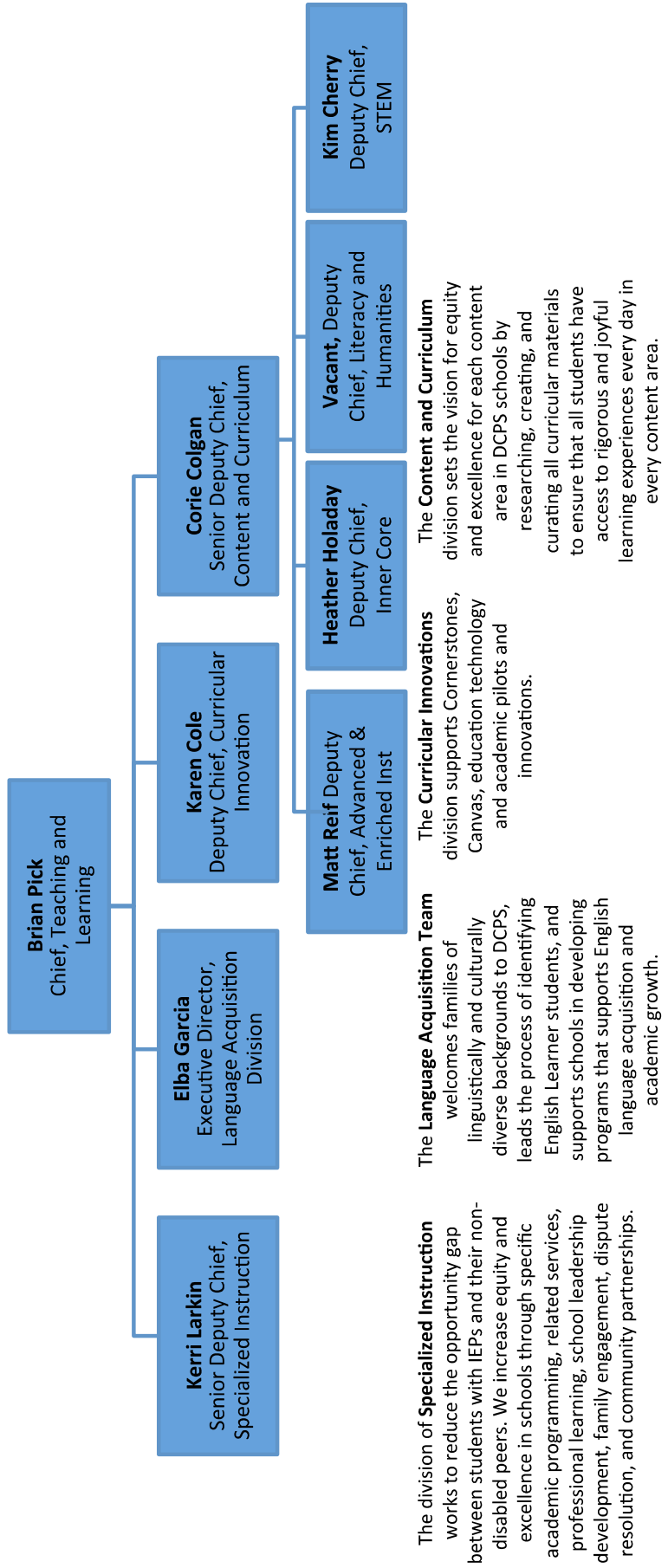
Office of Family and Public Engagement



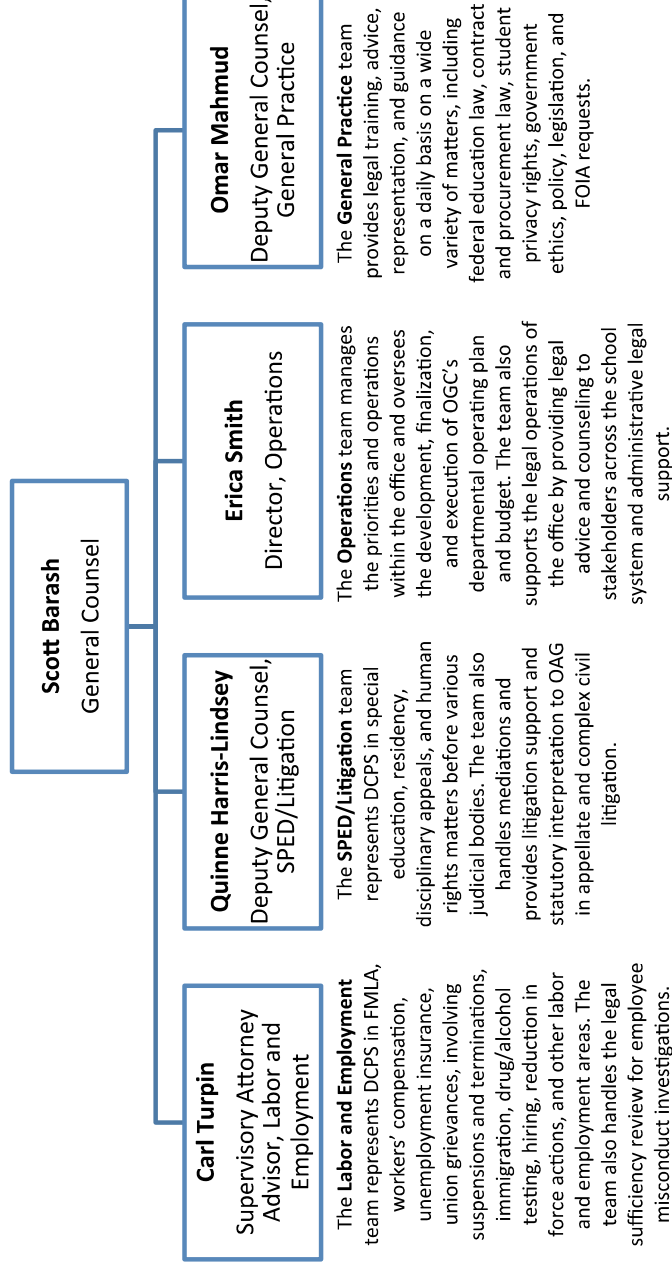
Office of Secondary Schools



Office of Teaching and Learning



Office of the General Counsel



Angela Chapman – Instructional Superintendent		Aileen Murphy – Instructional Superintendent	
Beers ES – Gwendolyn Payton	Watkins ES – Elena Bell	Aiton ES – Malaika Golden	Tubman ES – Amanda Delabar
Capitol Hill Montessori EC – Brandon Eatman	Kimball ES – Johann Lee	Brent ES – Norah Lycknell	C.W. Harris ES – Heather Hairston
Key ES – David Landeryou	Malcolm X ES – Zara Berry-Young	Burrville ES – Tui Roper	Moten ES – Akela Stansfield-Dogbe
Langley ES – Vanessa Drumm	Nalle ES – Kim Adutwum	Drew ES – Naimah Salahuddin	Savoy ES – Lisa Rosado
Leckie ES – Niyeka Wilson	Cleveland ES – Anna Krughoff	Hearst ES – Jen Thomas	Oyster Adams Bilingual School – Mayra Canizales
Murch ES – Chris Cebrzynski	Patterson ES – Victorie Thomas	Lafayette ES – Carrie Broquard	Marie Reed ES – Katie Lundgren
Payne ES – Stephanie Byrd	Houston ES – Rembert Seaward	Ross ES – Holly Searl	King ES – Angel Hunter
Peabody ES – Elena Bell	Randle Highlands ES – Kristie Edwards	Seaton ES – Kim Jackson	Turner ES – Eric Bethel
School Within School – John Burst	Hendley ES – Sundai Riggins	Simon ES – Sharon Holmes	Thomas ES – Davia Walker
Stanton ES – Caroline John Fisherow	Thomson ES – Carmen Shepherd		

DC Public Schools – April 2018			
Janice Harris Instructional Superintendent		Shawn Stover Instructional Superintendent	
Barnard ES – Grace Reid	Stoddert ES – Donald Bryant	Brightwood EC – Maurice Kennard	Whittier EC – Tenia Pritchard
Eaton ES – Dale Mann	Noyes ES – Kermit Burks	Bunker Hill ES – Kara Kuchemba	Browne EC – Dwight Davis
Garfield ES – Kennard Branch	Ketcham ES – Maisha Riddlesprigger	Burroughs ES – Levar Jenkins	Wheatley EC – Shenora Plenty
Hyde-Addison ES – Elizabeth Namba	Bruce-Monroe ES – Alethea Bustillo	Langdon EC – Kemi Baltimore-Husbands	Walker-Jones EC – Clinton Turner
J.O. Wilson ES – Derek Gorham (Interim)	Bancroft ES – Arthur Mola	LaSalle-Backus EC – Justin Ralston	Tyler ES – Mitchell Brunson
Janney ES – Alysia Lutz	Garrison ES – Brigham Kiplinger	Raymond EC – Natalie Hubbard	Powell ES – O’Kiyah Lyons-Lucas
Mann ES – Elizabeth Whisnant	Miner ES – Bruce Jackson (Interim)	River Terrace EC – Aimee Cepeda	Van Ness ES – Cynthia Robinson-Rivers
Maury ES – Carolyne Albert-Garvey	Plummer ES – Terri Fuller	Takoma EC – Loren Brody	Amidon-Bowen ES – TaMikka Sykes
Orr ES –Carolyn Jackson-King	Dorothy I Height ES – Masi Preston	Truesdell EC – Mary Ann Stinson	Ludlow-Taylor ES – Andrew Smith
Smothers ES – Kiana Williams	H.D. Cooke ES – Katie Larkin	West EC – Megan Vroman	Shepherd ES – Jade Brawley

Natalie Gordon Instructional Superintendent		Drewana Bey Instructional Superintendent		David Pinder Instructional Superintendent	
Brookland MS – Kerry Richardson		Ballou HS – Katreena Shelby (Interim)		Anacostia HS – Eric Fraser	
Deal MS – Diedre Neal (Interim)		Ballou STAY HS – Cara Fuller		Banneker HS – Anita Berger	
Eliot-Hine MS – Eugenia Young		Coolidge HS – Semanthe Bright		Cardozo EC – Tanya Roane	
Hardy MS – Lucas Cooke		Ellington School of the Arts –Sandi Logan		Columbia Heights EC – Maria Tukeva	
Hart MS – Charlette Butler		H.D. Woodson HS – Darrin Slade		Dunbar HS – Gary Washington (Interim)	
Jefferson MS – Greg Dohmann		Luke C. Moore HS – Jada Langston		Eastern HS – Sah Brown	
Johnson MS – Courtney Taylor		McKinley Tech EC – Louise Jones		Inspiring Youth Program –Soncyree Lee	
Kelly Miller MS – Kortni Stafford		Phelps ACE HS – Willie Jackson		Ron Brown College Prep HS – Benjamin Williams	
Kramer MS – Roman Smith		School Without Walls EC – Richard Trogisch		Roosevelt HS – Aqueelha James	
MacFarland MS – Mark Sanders		Wilson HS – Kim Martin		Roosevelt STAY HS – Dewayne Little	
Sousa MS – Courtney Wilkerson				Washington Met HS – Michael Alexander	
Stuart-Hobson MS – Kristofer Comeforo				Youth Services Center –Soncyree Lee	

October 1, 2018

Tiffany Ingram
School Support Liaison-Cluster 3
Monitoring and School Support
Division of Specialized Instruction
District of Columbia Public Schools
1200 First Street NE
Washington, DC 20002
tiffany.ingram@dc.gov

SENT VIA USPS AND EMAIL

Eric Dabney
Assistant Principal
Kimball Elementary School
3375 Minnesota Ave SE
Washington, DC 20019
eric.dabney@dc.gov

RE: _____ (DOB _____), Parent's Objection to Proposed Change in Placement and Request for IEP Meeting

Dear Ms. Ingram and Mr. Dabney:

I represent Ms. _____ in a case involving her son _____ (DOB _____), a student at Kimball Elementary School. The purpose of this letter is to request an IEP meeting to discuss the most recent evaluation data and then determine if a change in placement is warranted.

_____ is a fifth-grade student with an IEP. His disability classification is Other Health Impairment for ADD/ADHD. Currently, _____ receives 22 hours per week of specialized instruction outside general education, in addition to 180 minutes per month of occupational therapy and 90 minutes per month of behavioral support services. _____ spends a total of 71.5% of his school day outside the general education setting. It has been determined the Specific Learning Support (SLS) program is the most appropriate placement to implement _____'s IEP. He currently receives all 22 hours of specialized instruction inside Kimball's self-contained SLS classroom.

On September 25, 2018, DCPS sent a letter to my client informing her of its unilateral decision to change _____'s educational placement and location of services to a Behavior and Education

Support (BES) classroom at CW Harris Elementary School. Ms. [REDACTED] never received notice of an IEP meeting to discuss change in placement, nor has there been an IEP meeting held to discuss change in placement. Ms. [REDACTED] was never granted an opportunity to meet with the IEP team to provide feedback, ask questions or participate at all in the decision-making process. Change in placement was never mentioned at [REDACTED]'s last IEP meeting held April 24, 2018 and DCPS has failed to provide a cogent explanation for why it would like to change [REDACTED]'s educational placement. My client has never visited CW Harris and knows next-to-nothing about the BES program there.

The law requires more.

Under § 34 CFR 300.503(a), school districts must provide parents with prior written notice before proposing or refusing to change educational placement. The law also requires substantive changes in placement be accompanied by an IEP meeting prior to the implementation of those changes.¹ More generally, the IDEA mandates that school districts provide parents with the opportunity to meaningfully participate in IEP meetings, which includes considering parents' suggestions, discussing placement options and answering questions.² Finally, procedural violations such as the one in this case rise to the level of a denial of FAPE when the action "significantly impede[s] the parent's opportunity to participate in the decision-making process regarding the provision of a FAPE to the parent's child."³ My client was never given the opportunity to meaningfully participate in any discussion to change her son's educational placement. The letter she received on September 25, 2018 stated, in effect, the decision had already been made, without her. Therefore, Ms. [REDACTED] was denied her right to meaningfully participate in the education decision-making process.

Lastly, DCPS authorized an independent comprehensive psychoeducational evaluation for Lionel, which is expected to be completed within the next two weeks. Without this new data, the IEP team will not have all the necessary information to make appropriate decisions about [REDACTED]'s IEP, including changes to educational placement. It would be inappropriate and premature to make any decisions about [REDACTED]'s educational placement without this data. It is unclear why DCPS has already determined a new placement for [REDACTED] prior to receiving the psychoeducational evaluation data, which could possibly change his IEP. The IDEA requires school districts to ensure parents are members of any group that makes decisions about their

¹ See Letter to Lott, 213 IDELR 274 (OSERS 1989) and Letter to Fisher, 21 IDELR 992 (OSEP 1994).

² § 34 CFR 300.322. See also Deal v. Hamilton County Bd. of Educ., 42 IDELR 109 (6th Cir. 2004), cert. denied, 110 LRP 46999, 546 U.S. 936 (2005), on remand, 46 IDELR 45 (E.D. Tenn. 2006), aff'd, 49 IDELR 123 (6th Cir. 2008); Board of Educ. of Waterford-Halfmoon Union Free Sch. Dist., 20 IDELR 1092 (SEA NY 1994).

³ § 34 CFR 300.513(a)(2)(ii).

child's educational placement.⁴ Decisions that are predetermined by the school, such as unilaterally changing a student's placement in advance of an IEP meeting, are illegal.⁵

We are requesting an IEP meeting to discuss DCPS' proposed change of placement and object to any changes to [redacted]'s placement until an IEP meeting is held and the independent psychoeducational evaluation is reviewed by the IEP team. If DCPS refuses to meet to review the psychoeducational evaluation and discuss the placement decision prior to changing [redacted]'s placement, my client will be forced to consider all legal options including filing a due process complaint.

We are requesting a response to these requests by no later than Wednesday, October 3, 2018.

Respectfully,

Coulter Minix, Esq., M.Ed.

Staff Attorney

Children's Law Center

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⁴ § 34 CFR 300.327, § 34 CFR 300.501(c)(1).

⁵ See Deal v. Hamilton County Board of Education, 42 IDELR 109 (6th Cir. 2004), cert. denied, 110 LRP 46999, 546 U.S. 936 (2005).

August 13, 2019

Sean Bradley
Specialist, Resolution Team
District of Columbia Public Schools
1200 First Street, N.E.
Washington, D.C. 20002
sean.bradley@k12.dc.gov

Sent via USPS and Email

RE: Parent's Objection to DCPS Delaying Necessary Classroom Observation to Complete IEE

Dear Mr. Bradley:

I represent [redacted] in a case involving his son [redacted] (DOB [redacted]) a student at Patterson Elementary School. The purpose of this letter is to object to DCPS' inappropriate delay of [redacted]'s evaluation and to request written justification for the delay. In addition, Mr. [redacted] is requesting that DCPS send specific dates for when the psychologist completing the evaluation will be permitted to conduct an observation at the beginning of next school year.

[redacted] is a rising first-grade student with an IEP for developmental delay. He is also a six-year-old with multiple complex medical needs. [redacted]'s current medical diagnoses include global developmental delay, hypotonia, Lesch-Nyhan syndrome, self-injurious behavior, full incontinence of feces and urinary incontinence unspecified. Under his IEP, [redacted] is eligible to receive specialized instruction for 24.5 hours per week outside the general education classroom. He is eligible to receive physical therapy and speech-language therapy for 240 minutes per month and gets occupational therapy services on a consultation basis for 45 minutes per month.

On March 7, 2019, DCPS authorized an independent comprehensive psycho-educational evaluation for [redacted]. On March 28, 2019, Dr. Robert Foster agreed to complete the evaluation but said he would not be available to start until early May due to a full caseload. On May 10, 2019, Dr. Foster observed [redacted] at Patterson. Following the observation, Dr. Foster emailed me to say he completed the first observation but said he would like to see [redacted] in a different setting and planned to conduct another observation during Extended School Year (ESY) over the summer. He wrote: "I would like to observe [redacted] during his summer program which the teacher confirmed that he has been approved for ESY...Once the [sic] location of the summer program has been confirmed, I can plan to go and to complete another observation."

On June 20, 2019, I reached out to DCPS to find out when and where [redacted] would attend ESY. DCPS responded by forwarding the letter assigning [redacted] to ESY at Ketcham Elementary School. On July 11, 2019, I called and emailed the special education coordinator at [redacted]'s ESY program, Regina Kimbrough, to request access for Dr. Foster to observe [redacted] during ESY. Ms. Kimbrough said she

would need to speak with her supervisor before allowing access. That same day, Dr. Foster emailed Ms. Kimbrough requesting to do an observation. He wrote: "Hello I am the psychologist who is evaluating [redacted]. I would like to observe next Friday, July 19 or Thursday, July 25."

On July 12, 2019, I followed up with Ms. Kimbrough to check the status of the request. On July 12, 2019, DCPS responded and asked why Dr. Foster did not conduct an observation before the end of the school year. That same day, I responded that Dr. Foster did conduct an observation before the end of the school year, but he said it would be necessary to observe [redacted] again, ideally in a different setting (such as ESY), before finalizing the evaluation. As Dr. Foster explained to me, [redacted]'s unique and complex medical needs make it extremely difficult for him to undergo formalized assessment. As such, Dr. Foster felt more than one classroom observation would be necessary to compile the information critical to comprehensively evaluating [redacted]. On July 15, 2019, Dr. Foster emailed DCPS to confirm he observed [redacted] on May 10, 2019 and added: "I would like to collect additional information via another observation given [redacted]'s fragile medical status. I think observation can only add more comprehensive data to this evaluation effort to plan for [redacted]"

On July 16, 2019, I emailed DCPS to follow up on Dr. Foster's request to observe [redacted], but received no response. On July 17, 2019, I emailed DCPS again. On July 18, 2019, DCPS responded with the following: "Right now is not a good time for Dr. Foster to observe. Dr. Foster should finish the IEE report based on the information he has. Please send the report." This response was troubling given [redacted]'s unique and complex medical needs and the corresponding explanation shared by Dr. Foster. I responded to DCPS to request more information about why observing during ESY was "not a good time" and voiced my client's objections to delaying the evaluation process in this way. I added: "The purpose of the evaluation is to plan appropriately for [redacted]. If the psychologist is requesting to do an observation for the report, that should be granted. Is there something about [redacted]'s ESY program specifically that makes it so the psychologist cannot do a classroom observation?" We still have not received any specific information about why DCPS chose to bar Dr. Foster from observing during ESY, nor have we received adequate assurance, in writing, that Dr. Foster will be permitted to conduct his observation once the school year begins. My client is requesting both at this time.

Guidance published by the Office of Special Education Programs (OSEP), U.S. Department of Education, protects a parent's right to a comprehensive IEE by allowing the same access to conduct observations and gather necessary information to an independent evaluator as would be allowed an evaluator employed by the district. OSEP guidance states:

We also recognized in *Letter to Savit* that there are times when independent educational evaluators may need to have access to classrooms if the parents of a child with a disability invoke their right to an independent educational evaluation (IEE) of their child under 20 U.S.C. § 1415(b)(1) and the evaluation requires observing the child in the educational placement...As noted above, depending on the individual needs of the child, an evaluation conducted in accordance with the procedures in 34 CFR §§ 300.304 through 300.311 may require observing the child in his or her educational placement.¹

¹ 72 IDELR 251, *Letter to Anonymous*, Office of Special Education Programs, U.S. Department of Education, August 23, 2018.

The OSEP guidance continues:

Therefore, it would be inconsistent with the right of the parent to have an IEE considered by the public agency for a public agency to limit an independent evaluator's access in a way that would deny the independent evaluator the ability to conduct an evaluation in a way that meets agency criteria. Such criteria would include the amount of time that the independent evaluation spends with the child.²

DCPS routinely conducts two-to-three classroom observations when completing a comprehensive psycho-educational evaluation. In this case, [redacted] is medically fragile and unable to complete most formalized assessment at this time. Therefore, the need to collect data through classroom observation is even more necessary given the circumstances. As Dr. Foster put it: "observation can only add more comprehensive data to this evaluation effort to plan for [redacted]"

Mr. Baylor objects to DCPS delaying the evaluation process and requests more specific information about why the observation was not permitted during the summer. He is also requesting written assurance and specific dates from DCPS for when Dr. Foster will be permitted to conduct an observation as soon as the school year begins. Delaying the evaluation any more will only delay the IEP team's ability to plan appropriately for [redacted] and provide FAPE.

We are requesting a response to these requests by no later than Tuesday, August 20, 2019. For questions, please call me at 202-467-4900 ext. 627 or email cminix@childrenslawcenter.org.

Respectfully,

Coulter Minix, Esq., M.Ed.
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cc [redacted], client;
Daniel McCall, DCPS counsel.

² *Id.*

November 15, 2016

Via Email

Lauren Baum, Esq.
Tamara Clarke, LEA Representative
Kingsbury Day School
5000 14th Street, NW
Washington, D.C. 20011

**Re: Request to Reconvene MDT/IEP Meeting
Request for Behavior Intervention Plan (3rd Request)
Request for Compensation for Missed Services (3rd Request)
Status of [redacted] Current Placement and Request for Tutorial Services
Request for Prior Written Notice of Action**

Dear Ms. Baum and Ms. Clarke:

On behalf of Ms. [redacted] I am writing to make yet another request for a copy of the Behavior Intervention Plan. In addition, I am writing to inform you that Ms. [redacted] is still requesting compensation for missed services due to the LEA's failure to provide a FAPE while [redacted] was hospitalized. Ms. [redacted] is requesting the status of [redacted] current classroom placement as well as tutorial services.

Additionally, Ms. [redacted] was informed today that the team would like to have a meeting tomorrow. Because Ms. [redacted] has not been provided with appropriate notice she is unable to participate in tomorrow's meeting. As you know, the parent must be provided with notice early enough to ensure the opportunity to attend. Ms. [redacted] wants to participate in this meeting however, Ms. [redacted] must have reasonable notice so that she can attend. Please provide three alternative dates to reconvene the IEP/MDT meeting.

Background

[redacted] is a 5th grader at Kingsbury Day School. [redacted] has been diagnosed with Depression, ADHD-Combined Type and Anxiety Disorder. These diagnoses have also been documented by his treating psychiatrist, Dr. Dave. See letters from Dr. Bhavin Dave dated May 10, 2016 and June 3, 2016. These diagnoses can also be found in the recent psychological evaluation conducted in February of 2015. Nevertheless, [redacted] has been identified as having an Other Health Impairment (ADHD) which does not accurately reflect all his social-emotional profile.

On November 10, 2016, the IEP team held an MDT meeting wherein the team determined that they were unable to serve [redacted] due to his significant behavior needs. Ms. Clarke and Mr. [redacted]

Slopadoe agreed that OSSE would be notified of the request to make a change in the location of services. Since then _____ has been suspended again for two days.

3rd Request for Missed Services

While _____ was in the hospital the LEA did not ensure that _____ was provided any of his special education and related services. In fact, according to Ms. _____ no one even reached out to address if or how _____ would receive services. Instead, Ms. _____ was provided with a stack of papers from the teacher at the parent-teacher conferences. Because _____ is in a full-time special education day school, simply providing a stack of assignments is not appropriate nor does it satisfy the requirements of FAPE. Ms. _____ is therefore requesting compensatory education for missed services.

3rd Request for Behavior Intervention Plan

I requested a copy of the finalized copy of the BIP on Thursday, November 10, 2016 after the meeting and on Monday, November 14, 2016. As of today's date, the current BIP has not been received. Please send the finalized copy of the BIP by no later than Friday, November 17th. If the plan is not received by that date, my client can only assume that a revised BIP does not exist for _____ and a meeting will need to be reconvened to develop the revised plan.

Request for Status of Services

Current Classroom Placement and Request for Tutorial

Ms. _____ is also requesting a copy of _____ current classroom placement. According to Ms. _____, the team agreed that _____ safety plan had been revised to include moving _____ to an alternative safety room where he would receive instruction and that he would not be with his peers at any time. Nevertheless, this alternative room has not been effective and _____ was suspended for an incident that occurred with another student. Ms. _____ is concerned that even with a dedicated aide and the decision to move _____ to an alternative classroom, incidents are still occurring where it appears that _____ is not being appropriately supervised.

Ms. _____ is requesting that _____ be placed in an appropriate and safe setting in order for _____ to receive a FAPE while he is awaiting a new placement. Specifically, Ms. _____ is requesting that the LEA fund tutorial services for _____ for the remainder of the time he is at Kingsbury. Moreover, considering the urgent need for a new placement, Ms. _____ is requesting that LEA expedite the change in location request that was sent to OSSE.

Request to for Prior Written Notice of Proposed Actions

Pursuant to IDEA, an LEA must provide notice when it plans to make changes or refuses to make changes to the placement or provision of FAPE to a child. Thus, Ms. _____ is requesting a prior written notice indicating the proposed change in placement/location of services. In addition, Ms. _____ is requesting a response and or a prior written notice regarding her request for missed services due to the LEA's failure to ensure FAPE was provided while _____ was in the hospital. Lastly, Ms. _____ is requesting written notification of the proposed classroom setting for _____ while he is awaiting a change in location of services.

Please respond to the requests in this letter by no later than Thursday, November 17th. Thank you for your prompt assistance in this matter.

Sincerely,

Jani S. Tillery, Esq.

cc: ., Parent
Marlene Gustafson, IEP Coordinator
Gbenimah Slopadoe, Special Education Coordinator

January 19, 2017

Via Email

Anitra Allen-King, Program Director
Office of Specialized Instruction-Resolution Division
1200 First Street, N.E.
District of Columbia Public Schools
Washington, D.C. 20020

Re: Request for Nonpublic Special Education Day School

Brookland Middle School

Dear Ms. Allen-King:

On behalf of _____, the mother of _____, I am writing to inform you of my client's concerns and to request a nonpublic special education day school placement for _____. Ms. _____ is requesting a change in placement because she has significant concerns about _____'s lack of progress. Ms. _____ has met with the school multiple times this school year. At each meeting, Ms. _____ has expressed her strong concerns about _____'s lack of progress and wanting more supports for _____. Despite the services the school has put into place, it appears her current placement still continues to be inappropriate.

The CES program is not appropriate because _____ is not making academic progress and the IEP continues to be inappropriate.

_____ is a 8th grader at Brookland Middle School. _____ has been identified as having Autism. She is currently in a CES classroom with four other students. _____'s IEP's requires that _____ have 22.42 hours of specialized instruction outside of the general education setting. She also receives 180 minutes of occupational therapy services and 240 minutes of speech language services. _____'s IEP states that she is to receive 40 minutes daily of dance class. In spite of her supports, according to the most recent psychological evaluation, _____ has made limited progress:

Similarly, _____'s academic abilities were also measures to be significantly lower than average abilities of her peers in this evaluation. This is consistent with the information in the two IEPs I reviewed, which have placed her abilities between the pre-Kindergarten level through the 3rd grade. Of note, the data on the IEP's have indicated that _____ has made limited progress in mathematics over the past year (from Kindergarten through 2nd grade levels to 2nd grade level) and has regressed in reading (3rd grade level to 2nd grade

level). This, in combination with the scores on this testing indicating that her reading abilities range from the Kindergarten through 2nd grade levels and her mathematics abilities range from the Kindergarten through 1st grade levels, suggest that she is not making sufficient progress in academics, despite the provision of services. See Comprehensive Psychological Evaluation, conducted by Dr. Jessica Gurley, July 16, 2016.

Indeed, as far back as 2013, IEP's have indicated that her academic levels have been on the Kindergarten through 2nd grade levels. Additionally, according to IEP progress reports, has not mastered many of her goals over the years. There is also no documentation that indicates that her disability prevents her from making meaningful progress year to year. Moreover, even since the abovementioned evaluation was conducted and the IEP updated, 's academic progress still has not improved.

The CES classroom is not appropriate for because she needs a more restrictive setting.

On August 26, 2016, Ms. and her counsel met with the IEP team to discuss putting a safety plan in place for to address her concerns about bullying. At that meeting, the special education teacher talked briefly about the electives/specials that would have on her schedule. The special education teacher said that was not yet participating in specials because the elective schedule had not been set but that it would be set soon.

On October 27, 2016, with counsel, Ms. ; again met with the IEP team to review the psychological evaluation. At that meeting, the special education teacher said still had not started going to electives or specials. The special education teacher explained that had not moved to taking any electives because he did not think she was "ready". The special education teacher said that still needed time to build foundational skills so she was going to stay with him to get more time outside of the general education setting than what is indicated on her IEP.

In the most recent IEP meeting in December, it was revealed that never started going to specials and electives and remained with the special education teacher since the beginning of the year. At the December IEP meeting, s hours of specialized instruction were increased from 20 hours of outside specialized instruction to the current 22.42 hours of outside specialized instruction. Initially, the special education teacher proposed to increase the hours to 27 hours of specialized instruction so tha could be with the teacher the entire day. The other students in s class would go to electives and specials but would remain in a more restrictive setting by remaining with the special education teacher all day. would also eat lunch with an adult.

The special education teacher explained that the other students in ; class would get two specials and one elective language class. However, he said that would not be appropriate for . Further, although has dance elective folded in her IEP according Ms. she is not aware of participating in a dance class during the school day.

Request for Nonpublic Special Education Day School-Full-time Autism Program

At all of the above-referenced meetings, Ms. [redacted] as strongly expressed her concerns about [redacted]'s lack of progress. Ms. [redacted] is afraid her daughter will be lost in the cracks and will continue to fail to make meaningful progress. Ms. [redacted] is requesting that [redacted] be placed in a nonpublic special education autism program. Although [redacted]; IEP indicates that she is spending part of her day with her nondisabled peers, the special education teacher has told the IEP team that [redacted] is not able to interact with her nondisabled peers for any part of the school day. Thus, the IEP is not being implemented as written and it is not being implemented as written because [redacted] needs a more restrictive setting.

It is my understanding that the CES program is not designed to keep one student confined to one classroom for the entire school day. In addition, sequestering a child with a significant social and communication disability from specials and electives is counterintuitive and contrary to the spirit of IDEIA. Confining a child to one classroom for an entire school year certainly also seems harmful, punitive and an unrealistic solution for providing education in the long term.

[redacted] needs to be in appropriate autism program where she is able to participate in specials and electives with peers with similar needs. Further she needs an appropriate IEP in order to make academic progress. Ms. [redacted] has given DCPS the opportunity to appropriately serve [redacted]. Ms. [redacted] is extremely concerned that if [redacted] continues down this path that her education is in grave danger. On behalf of Ms. [redacted], I am writing to you because in order to save [redacted] future she needs help now. Ms. [redacted]; hope that you will grant her request and assist in starting the change in placement process. Thank you for your assistance.

Sincerely,

/s/

Jani S. Tillery, Esq.

cc: [redacted], Parent

March 30, 2017

Via Email

Anitra Allen-King, Program Director
Office of Specialized Instruction-Resolution Division
1200 First Street, N.E.
District of Columbia Public Schools
Washington, D.C. 20020

**Re: Request for Authorization for Compensatory Education for Missed Services
Request for Change in Placement (Full-time SLS Program)**

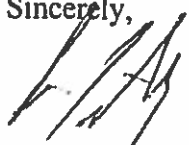
Eliot-Hine Middle School

Dear Ms. Allen-King:

I am writing to request assistance with placement for [redacted] (DOB [redacted]). [redacted] is an 8th grader at Eliot-Hine MS. [redacted] is currently struggling in his education and is functioning academically on a second-third grade level. On February 8, 2017, an eligibility meeting was held wherein the IEP team determined [redacted] was eligible as a child with Multiple Disabilities (SLD/OHI-ADHD). In addition, the team agreed that due to his significant needs, that his IEP hours should be increased to 27.5 hours and that he should be placed in a SLS program. The team agreed that [redacted] should be placed in an SLS program over 30 days ago. In addition, [redacted]'s IEP has been updated to reflect that he should be in a full-time program yet he is not in a fulltime SLS classroom and is not receiving 27.5 hours as is required by his IEP.

My client received an email this week from Ms. Nicole Garcia which stated [redacted] would be moved to a BES classroom which is contrary to what the IEP team agreed upon in the IEP meeting. Ms. Garcia then stated that email was a clerical error and [redacted] would be placed in an SLS placement. However, she did not say when he would be placed in the class. Meanwhile, [redacted]'s education is suffering and is not receiving the services on his IEP. Mr. [redacted] is therefore requesting that an appropriate placement in SLS be issued by no later than April 7th. Because [redacted]'s IEP is not being implemented as written, Mr. [redacted] is also requesting authorization for compensatory education in the form of tutoring. Please let me know if you are able to provide assistance. Thank you very much.

Sincerely,



Jani S. Tillery, Esq.