

9. The Individualized Education Plan (IEP)

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Howard Road Academy PCS - Main
701 Howard Road, SE
Washington, DC 20020

CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

Student Information
Student: [REDACTED] Local ID: [REDACTED] State USI: [REDACTED] DOB: [REDACTED] Grade: 6
Last Eligibility Meeting Date: 11/28/2011 Last IEP Annual Review Meeting Date: [REDACTED]

LEA/School Information
LEA of Enrollment: Howard Road Academy PCS
School/Site: Howard Road Academy PCS - Main
School Address: 701 Howard Road, SE, Washington, DC 20020

Case Manager: Lonette Little
School Phone: [REDACTED]

Dear Parent:

Date: 11/28/2011

The student referenced above has been determined to be a student with a disability and is eligible for special education and related services. Before the LEA can provide the services described in this student's IEP, your informed written consent is required. Your consent is voluntary. You may revoke your consent in writing at any time.

As the parent of a student entitled to Part B services, you have certain protections under the procedural safeguards of the Individual with Disabilities Education Act. These protections are explained in the 'Procedural Safeguards (English) Revised January 2011'. This manual contains information about whom to contact to receive assistance in understanding your protections as well as a description of the state complaint process.

- ☐ I CONSENT to the initial provision of special education and related services.
I understand my consent is voluntary. I understand that my consent is not required for continued services, and that at least once a year, I will be able to participate in review of and update to the student's IEP.
- ☐ I DO NOT CONSENT to the initial provision of special education and related services.
I understand that if I refuse to give my consent for the student to receive special education and related services the LEA is not permitted to implement the initial IEP, and is not required to convene any subsequent IEP team meetings. I understand that the LEA will not be in violation of the requirement under the federal Individuals with Disabilities Education Act (IDEA) to make available a free appropriate public education for my student if I refuse to give consent.

Parent Signature: _____

Date: _____

1.866.610.8030

EASY FAX

Page: 1

State USI: [REDACTED]

Fax Generated on '11/28/2011'
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Local ID: [REDACTED]
Howard Road Academy PCS - Main



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

District of Columbia

IDEA Part B

Notice of Procedural Safeguards

Rights of Parents of Students with Disabilities

Revised March 2016

INTRODUCTION

DISTRICT OF COLUMBIA PROCEDURAL SAFEGUARDS NOTICE

SPECIAL EDUCATION PROCEDURAL SAFEGUARDS REQUIREMENTS UNDER PART B OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Revised March 2016

“Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.” **IDEA Preamble**

The Individuals with Disabilities Education Act (IDEA), the federal law which speaks to the education of students with disabilities, requires schools to provide a comprehensive notice of the procedural safeguards applicable to all parents of children with disabilities. The Office of the State Superintendent of Education (OSSE), as the State Education Agency (SEA), is required to provide notice of these procedural safeguards.

A copy of this notice must be provided to parents by schools one time per school year, except that a copy must also be given to parents:

- Upon initial referral or your request for evaluation;
- If you file a State complaint under 34 CFR §§300.151 through 300.153 or due process complaint under 34 CFR §300.507 during a school year¹;
- When a decision is made to take a disciplinary action against your child that constitutes a change of placement; and
- Upon your request.

This document reflects procedural safeguards afforded by Part B of IDEA (20 USC § 1400 *et seq.*) and District of Columbia law (5-E DCMR §3000 *et seq.* and Title 38 D.C. Code Chapters 25 through 25C.). This document conforms to the U.S. Department of Education’s Model Procedural Safeguards Notice and includes specific District of Columbia requirements that must be included in this Notice.

Questions regarding this document may be referred to:

Office of the State Superintendent of Education
Division of Elementary, Secondary, and Specialized Education
810 First Street NE, 8th Floor
Washington, DC 20002
(202) 741-0273

This document is available electronically at: <http://www.osse.dc.gov>

¹ Schools must provide you with a copy of procedural safeguards at the point at which you file your first State complaint under 34 CFR §§300.151 through 300.153 or due process complaint under 34 CFR §300.507 during a school year; however, not if subsequent State complaints or due process complaints are filed within the same school year.

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OVERVIEW: PART B PROCEDURAL SAFEGUARDS NOTICE

As a parent, you have rights known as *procedural safeguards* that apply to every aspect of the special education process. Federal and state laws and regulations outline the procedural safeguards that are designed to ensure that children with disabilities with an Individualized Education Program (IEP) receive a free appropriate public education (FAPE).

This document serves as your procedural safeguards notice and will help you understand specific rights available to you and your child through the Individuals with Disabilities Education Act (IDEA) and District of Columbia laws regarding special education. The full text of these procedural safeguards is found in Title 34 of the Code of Federal Regulations (CFR), Part 300; Title 38, Chapters 25B and 25C of the District of Columbia Code; and Title 5, Subtitle E, Chapter 30 of the District of Columbia Municipal Regulations (5E DCMR).

This procedural safeguards notice includes a full explanation of all of the procedural safeguards available under §300.148 (unilateral placement of a child in a private school at public expense), §§300.151 through 300.153 (State complaint procedures), §300.300 (parental consent), §300.502 (independent educational evaluations), §300.503 (prior written notice), §§300.505 through 300.518 (other procedural safeguards, e.g., mediation, due process complaints, the resolution process, and impartial due process hearings), §§300.530 through 300.536 (procedural safeguards in discipline procedures under Subpart E of the Part B regulations), and §§300.610 through 300.625 (confidentiality of information provisions in Subpart F).

If you have any questions regarding the information provided in this manual, please contact your local school; your local school district, also known as the local education agency (LEA); or the Office of the State Superintendent of Education (OSSE), which is the State Education Agency (SEA) within the District of Columbia.

[NOTE: The LEA in which your child attends school may have additional procedural safeguards applicable to students enrolled in that LEA. Your LEA is obligated to provide you with this information. You may contact your LEA for information regarding any such additional safeguards.]

GENERAL INFORMATION

OPPORTUNITY TO INITIATE REFERRAL AND PROCEDURES FOR EVALUATION

34 CFR §§300.301, 300.304, and 300.305; D.C. Official Code § 38-2561.02; 5E DCMR §§ 5-3004 and 5-3005.2

An evaluation is a process consisting of a set of procedures and/or assessments used in accordance with the IDEA and District of Columbia law to determine: (1) whether a child has a disability, and if so, (2) the nature and extent of the special education and related services that the child needs. Either the LEA or you may initiate a request for an evaluation to determine if your child is a child with a disability. You may make this request orally or in writing. The LEA must document any oral referral within three (3) business days of receipt.

In conducting the evaluation, the LEA must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent. In addition, the LEA must not use any single measure or assessment as the sole criteria for determining whether your child is a child with a disability and for determining an appropriate

educational program for your child. The LEA must use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

Each LEA must ensure that assessments are selected and administered so as not to be discriminatory on a racial or cultural basis. Furthermore, all assessments must be administered in your child's native language. Native language, in the context of the evaluation of your child, is defined as the language normally used by your child in the home or learning environment (not by you if there is a difference between the two).

The evaluation must be administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessment, and used for the purpose for which the measurements obtained through the assessment are valid and reliable.

Additional procedures for evaluation are as follows:

- The LEA must ensure that assessments are tailored to assess specific areas of educational need and are not merely designed to test your child's Intelligence Quotient (IQ);
- The LEA must ensure that assessments are selected and administered in a manner to best ensure that the results accurately reflect your child's aptitude or achievement level or other factors the test is intended to measure and not any other impairments in sensory, manual, or speaking skills that your child may have;
- The LEA must ensure that your child is tested in all areas of suspected disability;
- If your child is transferring from one LEA to another in the same school year, both LEAs must coordinate as necessary and as quickly as possible to ensure prompt completion of the evaluation;
- The LEA must ensure that the evaluation is comprehensive enough to identify all of your child's special education and related service needs; and
- The LEA must ensure that persons who are responsible for determining the educational needs of your child are provided with assessment tools and strategies that provide relevant information.

Timeframe for an Initial Evaluation

Under District of Columbia law, the LEA must complete an initial evaluation of a child suspected of having a disability, including the determination of eligibility, within one hundred twenty (120) calendar days of receiving the written or oral referral. However, the one hundred twenty (120) day timeframe does not apply to an LEA if:

- You repeatedly fail or refuse to produce the child for evaluation;
- You fail or refuse to respond to a request for consent for the evaluation; or
- You enroll your child in a school of another LEA after the 120 day timeline has begun, but before the previous LEA has determined whether your child is a child with a disability. This special circumstance only applies if:
 - The new LEA is making sufficient progress to ensure a prompt completion of the evaluation, and
 - You and the new LEA agree to a specific time when the evaluation will be completed.

Reevaluation

A reevaluation is defined as an evaluation, conducted after the initial evaluation, to determine whether a child with a disability still has a disability. The purpose of a re-evaluation is to:

- Identify a child's present levels of academic achievement and related developmental needs;
- Review whether the child continues to need special education and related services; and
- If so, determine whether any additions or modifications to these services are needed.

A reevaluation must occur at least once every three years, whether or not your child's needs have changed, unless you and the LEA agree that a reevaluation is unnecessary. Reevaluations may occur more frequently if conditions warrant, or if you or your child's teacher requests a reevaluation. A reevaluation need not occur more than once a year, unless you and the LEA agree otherwise.

PRIOR WRITTEN NOTICE

34 CFR §300.503; D.C. Official Code § 38-2571.03; and 5E DCMR §3025.1

Your LEA must give you written notice (provide you specific information in writing), within a reasonable amount of time, before it:

- Proposes to initiate or to change the identification, evaluation, educational placement, or service location of your child, or the provision of FAPE to your child; or
- Refuses to initiate or to change the identification, evaluation, educational placement, or service location of or the provision of FAPE to your child.

Content of Prior Written Notice

The *prior written notice* must:

- Describe the action that the LEA is proposing or refusing to take;
- Explain why the LEA is proposing, or refusing to take, the action;
- Describe each evaluation procedure, assessment, record, or report the LEA used in deciding to propose or refuse the action;
- Include a statement that you have protections under the procedural safeguards provisions in Part B of the IDEA;
- Provide information on the manner in which you may obtain a copy of these procedural safeguards;
- Tell you that you have procedural protections under Part B of the IDEA, and tell you how you can, at your discretion, obtain a copy of the procedural safeguards notice that describes the protections (unless the action that the LEA is proposing or refusing is an initial referral for evaluation, in which case the LEA must provide you with a copy of the procedural safeguards notice);
- Include resources you can access for help in understanding Part B of the IDEA, including contact information for the:
 - a. Parent Training and Information Center established under IDEA;
 - b. D.C. Office of the Ombudsman for Public Education; and
 - c. D.C. Office of the Student Advocate.

- Describe any other choices that the LEA considered, and the reasons why those choices were rejected; and
- Provide a description of any other factors relevant to why the LEA proposed or refused the action.

Notice in an Understandable Language

The notice must be:

- Written in language understandable to the general public; and
- Provided in the native language or other mode of communication you use, unless it is clearly not feasible to do so.

If your native language or other mode of communication is not a written language, the LEA must ensure that:

- The notice is translated for you orally, or by other means, in your native language or other mode of communication;
- You understand the content of the notice; and
- There is written evidence that these two requirements have been met.

NATIVE LANGUAGE

34 CFR §300.29

Native language, when used with an individual who has limited English proficiency, means the following:

- The language normally used by that person, or in the case of a child, the language normally used by the child's parents; and
- In all direct contact with a child (including an evaluation of the child), the language normally used by the child in the home or learning environment, for a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication).

ELECTRONIC MAIL

34 CFR §300.505

If the LEA offers parents the choice of receiving documents by e-mail, you may choose to receive the following by e-mail:

- Prior written notice;
- Procedural safeguards notice; and
- Notices related to a due process complaint.

PARENTAL CONSENT

34 CFR §§300.9 and 300.300; 5E DCMR §§3026.1 and 3005.2(b)

Definition of Parent (34 CFR §300.30 and 5E DCMR §3001.1)

The term “*parent*” means (a) a biological or adoptive parent; (b) a foster parent (but only if the biological or adoptive parent’s authority to make educational decisions on the child’s behalf has been extinguished under applicable law; and the foster parent has an ongoing, long-term parental relationship with the child, is willing to make educational decisions for the child as required under the IDEA, and has no interest that conflicts with the interests of the child); (c) a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child; (d) a person acting in the place of a biological or adoptive parent (such as a grandparent, stepparent or other relative) with whom the child lives or a person who is legally responsible for the child’s welfare); or (e) an educational surrogate who has been appointed in accordance with the IDEA and District of Columbia law. This term does not include the District of Columbia if the child is a ward of the District of Columbia.

Definition of Consent

Consent means:

- You have been fully informed in your native language or other mode of communication (such as sign language, Braille, or oral communication) of all information about the action for which you are giving consent;
- You understand and agree in writing to that action, and the consent describes that action and lists the records (if any) that will be released and to whom; and
- You understand that the consent is voluntary on your part and you may withdraw your consent at any time.

If you wish to revoke (cancel) your consent after your child has begun receiving special education and related services, you must do so in writing. Your withdrawal of consent does not negate (undo) an action that has occurred after you gave your consent but before you withdrew it. In addition, the LEA is not required to amend (change) your child’s education records to remove any references that your child received special education and related services after your withdrawal of consent.

Parental Consent for Initial Evaluation

The LEA cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of the IDEA to receive special education and related services without first:

- Providing you with prior written notice of the proposed action; and
- Obtaining your consent as described under the headings ***Prior Written Notice*** and ***Parental Consent***.

The LEA must make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability. Your consent for initial evaluation does not mean that you have also given your consent for the LEA to start providing special education and related services to your child.

The LEA may not use your refusal to consent to one service or activity related to the initial evaluation as a basis for denying you or your child any other service, benefit, or activity, unless another Part B requirement requires the LEA to do so.

If your child is enrolled in public school or you are seeking to enroll your child in a public school and you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, the LEA may, but is not required to, seek to conduct an initial evaluation of your child by utilizing the District of Columbia's IDEA mediation or due process complaint, resolution meeting, and impartial due process hearing procedures. The LEA will not violate its obligations to locate, identify and evaluate your child if it does not pursue an evaluation of your child in these circumstances.

Special Rules for Initial Evaluation of Wards of the State

Ward of the State, as used in the IDEA, refers to a child who, as determined by the State where the child lives, is:

- A foster child;
- A ward of the State under State law; or
- In the custody of a public child welfare agency.

There is one exception that you should know about. This definition does not apply to a foster child who has a foster parent who meets the definition of a parent as defined in IDEA and District of Columbia law.

If a child is a Ward of the State and is not living with his/her parents, the LEA does not need consent from the parent for an initial evaluation to determine if the child is a child with a disability if:

- Despite reasonable efforts to do so, the LEA cannot find the child's parent;
- The rights of the parents have been terminated in accordance with State law; or
- A judge has assigned the right to make educational decisions to an individual other than the parent, and that individual has provided consent for an initial evaluation.

Parental Consent for Services

Your LEA must obtain your informed consent before providing special education and related services to your child for the first time and before making any change in your child's placement.

The LEA must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent or later revoke (cancel) your consent in writing, your LEA may not use the procedural safeguards (i.e., mediation, due process complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services (recommended by your child's IEP Team) may be provided to your child without your consent.

If you refuse to give your consent for your child to receive special education and related services for the first time; or if you do not respond to a request to provide such consent, or provide consent but later revoke (cancel) your consent in writing; and the LEA does not provide your child with the special education and related services for which it sought your consent, your LEA:

- Is not in violation of the requirement to make a free appropriate public education (FAPE) available to your child for its failure to provide those services to your child; and
- Is not required to have an individualized education program (IEP) meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

If you revoke (cancel) your consent in writing at any point after your child is first provided special education and related services, then the LEA may not continue to provide such services, but must provide you with prior written notice, as described under the heading **Prior Written Notice**, before discontinuing those services.

Parental Consent for Reevaluations

Your LEA must obtain your informed consent before it reevaluates your child, unless your LEA can demonstrate that:

- It took reasonable steps to obtain your consent for your child's reevaluation; and
- You did not respond.

If you refuse to consent to your child's reevaluation, the LEA may, but is not required to, pursue your child's reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, your LEA does not violate its obligations under Part B of IDEA if it declines to pursue the reevaluation in this manner.

Documentation of Reasonable Efforts to Obtain Parental Consent

The LEA must maintain documentation of reasonable efforts to obtain your consent for initial evaluations, to provide special education and related services for the first time, to reevaluate your child, and to locate parents of wards of the State for initial evaluations. Reasonable efforts include at least three (3) attempts using at least two (2) of the following means of communication:

- Detailed records of telephone calls made or attempted, and the results of those calls;
- Copies of correspondence sent to you and any responses received; or
- Detailed records of visits made to your home or place of employment and the results of those visits.

Other Consent Requirements

Your consent is not required before the LEA may:

- Review existing data as part of your child's evaluation or a reevaluation; or
- Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from all parents of all children.

If you have enrolled your child in a private school at your own expense or if you are home schooling your child, and you do not provide your consent for your child's initial evaluation or your child's reevaluation, or you fail to respond to a request to provide your consent, the LEA may not use its dispute resolution procedures (i.e., mediation, due process complaint, resolution meeting, or an impartial due process hearing) and is not required to consider your child as eligible to receive equitable services (services made available to some parentally-placed private school children with disabilities).

INDEPENDENT EDUCATIONAL EVALUATIONS

34 CFR §300.502

Definitions

An *independent educational evaluation* (IEE) is an evaluation conducted by a qualified examiner who is not employed by the LEA responsible for the education of your child. As described below, you have the right to obtain an IEE if you disagree with the results of the evaluation of your child completed by the

LEA. If you request an IEE, the LEA involved must provide you with information about where you may obtain an IEE and about the LEA's criteria that apply to IEEs.

Public expense means that the LEA either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you. This provision is consistent with Part B of IDEA, which allows each State to use whatever State, local, Federal, and private sources of support are available in the State to meet the requirements of Part B of the Act.

Parent Right to Evaluation at Public Expense

You have the right to an IEE of your child at public expense if you disagree with an evaluation of your child obtained by the LEA involved, subject to the following conditions:

- If you request an independent educational evaluation of your child at public expense, your LEA must, without unnecessary delay, either: (a) file a due process complaint to request a hearing to show that its evaluation of your child is appropriate; or (b) provide an independent educational evaluation at public expense, unless the LEA demonstrates in a hearing that the evaluation of your child that you obtained did not meet the LEA's criteria.
- If your LEA requests a hearing and the final decision is that the LEA's evaluation of your child is appropriate, you still have the right to an IEE, but not at public expense.
- If you request an IEE of your child, the LEA may ask why you object to the evaluation of your child obtained by the LEA. However, the LEA may not require an explanation and may not unreasonably delay either providing the IEE of your child at public expense or filing a due process complaint to request a due process hearing to defend the LEA's evaluation of your child.

You are entitled to only one IEE of your child at public expense each time the LEA conducts an evaluation of your child with which you disagree.

Parent-Initiated Evaluations

If you obtain an IEE of your child at public expense or you share with the LEA an evaluation of your child that you obtained at private expense, then the following apply:

- The LEA must consider the results of the evaluation of your child, if it meets the LEA's criteria for IEEs, in any decision made with respect to the provision of FAPE to your child; and
- You or the LEA may present the evaluation as evidence at a due process hearing regarding your child.

Requests for Evaluations by Hearing Officers

If a hearing officer requests an IEE of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

LEA Criteria

If an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the LEA uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an IEE).

Except for the criteria described above, an LEA may not impose conditions or timelines related to obtaining an IEE at public expense.

PROVISION OF DOCUMENTS BEFORE AND AFTER IEP MEETINGS

D.C. Official Code § 38-2571.03

The LEA must give you copies of certain documents before or after an IEP team meeting takes place. No fewer than 5 business days before an IEP team meeting where the team will discuss an IEP or eligibility for special education, the LEA must give you an accessible copy of any evaluation, assessment, report, data chart, or other document that will be discussed at the meeting. If the meeting is scheduled fewer than 5 business days before it is to occur, the LEA must give you these documents at least 24 hours before the IEP meeting.

No later than 5 business days after an IEP meeting at which a new or amended IEP has been agreed upon, the LEA must give you a copy of the IEP. If the IEP has not been completed by the 5th business day, or the LEA needs additional time to translate the document for you into another language as may be required by the D.C. Language Access Act (D.C. Code § 2-1931 *et seq.*), the LEA must give you a copy of the latest available draft IEP and a final copy when it is completed. The LEA must give you the final copy within 15 business days of the meeting at which the IEP was agreed upon.

PARENT OBSERVATION

D.C. Official Code § 38-2571.03

Upon your request, the LEA must provide you or your designee with timely access to observe your child's current or proposed program. Your designee must:

- Have professional expertise in the area of special education being observed; or
- Be necessary to enable you to observe the program if you have a disability or need language translation assistance.

Your designee must **NOT**:

- Be an attorney representing you in litigation related to the provision of FAPE to your child; or
- Have a financial interest in the outcome of the litigation.

Neither you nor your designee may disclose or use information obtained during an observation to seek or engage clients in litigation against the District of Columbia or the LEA.

The LEA must give you sufficient time to observe your child's program so as to enable you or your designee to evaluate a child's performance in the current program or the ability of a proposed program to support your child. The LEA must allow you or your designee to view your child's instruction in the setting where it normally occurs, or will occur if your child attends the proposed program.

The LEA may require advance notice of your observation, and may require you to appoint your designee in writing. The LEA cannot place other conditions or restrictions on your observation except those necessary to:

- Ensure the safety of other children in the program;
- Protect other children from disclosure by an observer of confidential information; or
- Avoid potential disruption caused by multiple observations occurring in the classroom at the same time.

The LEA must make its observation policy publicly available.

Your right to observation as described above does not limit or restrict any rights to observation established by the IDEA or other applicable law.

CONFIDENTIALITY OF INFORMATION

DEFINITIONS

34 CFR §§300.611 and 300.32

As used under the heading **Confidentiality of Information**:

- *Destruction* means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- *Education records* means the type of records covered under the definition of “education records” in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).
- *Participating agency* means any school district, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of IDEA.
- *Personally identifiable* information means information that includes:
 - a. Your child's name, your name as the parent, or the name of another family member;
 - b. Your child's address;
 - c. A personal identifier, such as your child’s social security number or student identification number; or
 - d. A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

NOTICE TO PARENTS

34 CFR §300.612

OSSE, as the SEA, must give notice that is adequate to fully inform you about the confidentiality of personally identifiable information, including:

- A description of the extent to which the notice is given in the native languages of the various populations within the District of Columbia;
- A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the District of Columbia intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
- A summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and
- A description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations in 34 CFR Part 99.

Before any major activity to identify, locate, or evaluate children in need of special education and related services (also known as *Child Find*), the notice must be published or announced in newspapers and/or other media, with circulation adequate to notify parents throughout the District of Columbia of these activities.

ACCESS RIGHTS

34 CFR §300.613 and 5E DCMR §2600.2

The participating agency must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by your LEA under Part B of the IDEA. The participating agency must comply with your request to inspect and review any education records on your child without unnecessary delay and before any meeting regarding an IEP, or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than forty five (45) calendar days after you have made a request.

Your right to inspect and review education records includes:

- Your right to a response from the participating agency to your reasonable requests for explanations and interpretations of the records;
- Your right to inspect and review your child's education records includes the right to obtain copies of the information at a reasonable cost as described under the subheading ***Fees***; and
- Your rights to have your legal representative inspect and review the records.

The participating agency may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable District of Columbia law governing such matters as guardianship, separation and/or divorce.

RECORD OF ACCESS

34 CFR §300.614

Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

RECORDS ON MORE THAN ONE CHILD

34 CFR §300.615

If any education record includes information on more than one child, you have the right to inspect, review, and to be informed of only the information relating to your child.

LIST OF TYPES AND LOCATIONS OF INFORMATION

34 CFR §300.616

Upon request, each participating agency must provide you with a list of the types and locations of education records collected, maintained, or used by the agency.

FEES

34 CFR §300.617

Each participating agency may charge a reasonable fee for copies of records that are made for you under Part B of IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records.

A participating agency may not charge a fee to search for or to retrieve information under Part B of IDEA.

AMENDMENT OF RECORDS AT PARENT'S REQUEST

34 CFR §300.618

If you believe that information in the education records collected, maintained, or used under Part B of the IDEA regarding your child is inaccurate, misleading, or violates the privacy or other rights of your child, you may request that the participating agency that maintains the information change the information.

The participating agency must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request.

If the participating agency refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing as described under the heading ***Opportunity For a Hearing.***

OPPORTUNITY FOR A HEARING

34 CFR §300.619

The participating agency must, upon request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

HEARING PROCEDURES

34 CFR §300.621

A hearing to challenge information in education records must be conducted according to the procedures for such hearings under the Family Educational Rights and Privacy Act (FERPA).

RESULT OF HEARING

34 CFR §300.620

If, as a result of the hearing, the participating agency decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of your child, it must change the information accordingly and inform you in writing.

If, as a result of the hearing, the participating agency decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, it must inform you of your right to place in the records that it maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency.

Such an explanation must:

- Be maintained by the participating agency as part of the records of your child as long as the record or contested portion is maintained by the participating agency; and
- If the participating agency discloses the records of your child or the challenged information to any party, the explanation must also be disclosed to that party.

CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION

34 CFR §300.622

Unless the information is contained in education records and the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act (FERPA), your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for the purposes of meeting a requirement of Part B of the IDEA.

Your consent, or consent of an eligible child who has reached the age of majority (eighteen (18) years old) under District of Columbia law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If your child is attending or going to attend a private school that is not located in the same LEA you reside in, your consent must be obtained before any personally identifiable information about your child is released between officials in the LEA where the private school is located and officials in the LEA where you reside.

SAFEGUARDS

34 CFR §300.623

Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or utilizing personally identifiable information must receive training or instruction regarding the District of Columbia's policies and procedures regarding confidentiality under Part B of the IDEA and the FERPA. Each participating agency must maintain, for public inspection, a current listing of the names and positions of agency employees who may have access to personally identifiable information.

DESTRUCTION OF INFORMATION

34 CFR §300.624

The LEA must inform you when personally identifiable information collected, maintained, or used under Part B of IDEA is no longer needed to provide educational services to your child.

The information must be destroyed at your request. However, a permanent record of your child's name, address, and phone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

COMPLAINT PROCEDURES

DIFFERENCE BETWEEN DUE PROCESS HEARING COMPLAINT AND STATE COMPLAINT PROCEDURES

Part B of the IDEA sets forth separate procedures for State complaints and for due process complaints and hearings. As explained below, any individual or organization may file a State complaint alleging a violation of any requirement of Part B of the IDEA and/or a requirement of District of Columbia law regarding special education by an LEA, OSSE or any other public agency. Only you or an LEA may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of a child with a disability, or the provision of a free appropriate public education (FAPE) to the child. While staff of OSSE generally must resolve a State complaint within a sixty (60) calendar day timeline, unless the timeline is properly extended, an impartial hearing officer must hear a due process complaint (if not resolved through a resolution meeting or through mediation) and issue a written decision within forty five (45) calendar days after the end of the resolution period, as described in this document under the heading Resolution Process, unless the hearing officer grants a specific extension of the timeline at your request or the LEA's request. The State complaint and due process complaint, resolution and hearing procedures are described more fully below. OSSE must develop model forms to help you file a due process complaint and help you or other parties to file a State complaint as described under the heading **Model Forms**.

ADOPTION OF STATE COMPLAINT PROCEDURES

34 CFR §300.151

OSSE must have written procedures for:

- Resolving any complaint, including a complaint filed by an organization or individual from another State;
- The filing of a complaint with OSSE; and
- Widely disseminating the State complaint procedures to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities.

Remedies for Denial of Appropriate Services

In resolving a State complaint in which OSSE has found a failure to provide appropriate services, OSSE must address the failure to provide appropriate services, including corrective action appropriate to address the needs of the child (such as compensatory services or monetary reimbursement), and appropriate future provision of services for all children with disabilities.

MINIMUM STATE COMPLAINT PROCEDURES

34 CFR §300.152 and OSSE Formal State Complaint Policy & Procedures

Time Limit; Minimum Procedures

OSSE must include in its State complaint procedures a time limit of sixty (60) calendar days after a complaint is filed to:

- Carry out an independent on-site investigation, if OSSE determines that an investigation is necessary;

- Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
- Provide the LEA or other public agency with the opportunity to respond to the complaint, including at a minimum: (a) at the option of the agency, a proposal to resolve the complaint; and (b) an opportunity for a parent who has filed a complaint and the agency to agree voluntarily to engage in mediation;
- Review all relevant information and make an independent determination as to whether the LEA or public agency is violating a requirement of Part B of the IDEA or District of Columbia special education law; and
- Issue a written decision to the complainant that addresses each allegation in the complaint and contains (a) findings of facts and conclusions and (b) the reasons for OSSE's final decision.

The decision will be sent to the complainant and public agency involved.

Time Extension; Final Decision; Implementation

OSSE's procedures described above also must:

- Permit an extension of the sixty (60) calendar day time limit only if:
 - a. Exceptional circumstances exist with respect to a particular State complaint; or
 - b. You and the LEA or other public agency involved voluntarily agree to extend the time to resolve the matter through mediation or alternative means of dispute resolution, if available in the State.
- Include procedures for effective implementation of OSSE's final decision, if needed, including:
 - a. Technical assistance activities;
 - b. Negotiations; and
 - c. Corrective actions to achieve compliance.

State Complaints and Due Process Hearings

If a written complaint is received that is also the subject of a due process hearing as described under the heading ***Filing a Due Process Complaint***, or the State complaint contains multiple issues of which one or more are part of such a hearing, OSSE must set aside any part of the State complaint that is being addressed in the due process hearing until the hearing is over. Any issue in the State complaint that is not a part of the due process hearing must be resolved using the time limit and procedures described above.

If an issue raised in a State complaint has previously been decided in a due process hearing involving the same parties (for example, you and the LEA), then the due process hearing decision is binding on that issue and OSSE must inform the complainant that the decision is binding.

A complaint alleging an LEA or public agency's failure to implement a due process hearing decision must be resolved by OSSE. Additionally, complaints alleging a failure to implement a settlement agreement resolving a due process hearing request may be reviewed and resolved through the State complaint process but the availability of the State complaint process for the alleged failure to implement a settlement agreement does not delay or deny a party the right to seek enforcement of a settlement agreement in a court of competent jurisdiction.

FILING A STATE COMPLAINT

34 CFR §300.153 and OSSE Formal State Complaint Policy & Procedures

An organization or individual may file a signed written State complaint under the procedures described above.

The State complaint must include:

- A statement that the LEA or other public agency has violated either a requirement of Part B of the IDEA or its implementing regulations in 34 CFR Part 300 and/or a requirement of District of Columbia law regarding special education;
- The facts on which the statement is based;
- The signature and contact information for the party filing the complaint; and
- If alleging violations with respect to a specific child, the complaint must also include:
 - a. The name of the child and address of the residence of the child;
 - b. The name of the school the child is attending;
 - c. For a homeless child or youth (McKinney-Vento Homeless Act), available contact information for the child and the name of the school the child is attending;
 - d. A description of the nature of the problem of the child, including facts relating to the problem; and
 - e. A proposed resolution to the problem to the extent known and available to the party filing the complaint at the time the complaint is filed.

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received as described under the heading ***Adoption of State Complaint Procedures***.

The party filing the State complaint must forward a copy of the complaint to the LEA or other public agency serving the child at the same time the party files the complaint with OSSE. OSSE will send a copy of the complaint to a parent or adult child where the complaint was filed by someone other than the parent or adult child.

DUE PROCESS COMPLAINT PROCEDURES

FILING A DUE PROCESS COMPLAINT

34 CFR §300.507

Either you or the LEA may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of your child or the provision of FAPE to your child.

Note, prior to the opportunity to have a due process hearing, you will need to participate in a resolution meeting with the school/LEA to try to resolve the issues in the complaint, unless both you and the school/LEA waive the resolution meeting or decide to go to mediation.

The due process complaint must allege a violation that happened not more than two (2) years before you or the LEA knew or should have known about the alleged action that forms the basis of the due process complaint.

The above timeline does not apply to you if you could not file a due process complaint within the timeline because:

- The LEA specifically misrepresented that it had resolved the issues identified in the complaint; or
- The LEA withheld information from you that it was required to provide you under Part B of the IDEA.

Information for Parents

The LEA must inform you of any free or low-cost legal and other relevant services available in the area if you request the information, or if you or the LEA file a due process complaint.

DUE PROCESS COMPLAINT

34 CFR §300.508

In order to request a hearing, you or the LEA (or your attorney or the LEA's attorney) must submit a due process complaint to the other party. That complaint must contain all of the content (listed below) and must be kept confidential. The filing party must also file a copy of the complaint with OSSE.

Content of the Complaint

The due process complaint must include:

- The name of the child;
- The address of the child's residence;
- The name of the child's school;
- If the child is a homeless child or youth, the child's contact information and the name of the child's school;
- A description of the nature of the problem of the child relating to the proposed or refused action, including facts relating to the problem; and
- A proposed resolution of the problem to the extent known and available to the filing party (you or the LEA) at the time.

Notice Required Before a Hearing on a Due Process Complaint

You or the LEA may not have a due process hearing until you or the LEA (or your attorney or the LEA's attorney), files a due process complaint that includes the information listed above.

Sufficiency of Complaint

In order for a due process complaint to go forward, it must be considered sufficient. The due process complaint will be considered sufficient (to have met the content requirements above) unless the party receiving the due process complaint (you or the LEA) notifies the hearing officer and the other party in writing, within fifteen (15) calendar days of receiving the complaint, that the receiving party believes that the due process complaint does not meet the requirements listed above.

Within five (5) calendar days of receiving the notification that the receiving party considers a due process complaint insufficient, the hearing officer must decide if the due process complaint meets the requirements listed above, and notify you and the LEA in writing immediately.

Complaint Amendment

You or the LEA may make changes to the complaint only if:

- The other party approves of the changes in writing and is given the chance to resolve the due process complaint through a resolution meeting, described below under the subheading ***Resolution Process***; or
- By no later than five (5) calendar days before the due process hearing begins, the hearing officer grants permission for the changes.

If the filing party (you or the LEA) makes changes to the due process complaint, the timelines for the resolution meeting (within fifteen (15) calendar days of receiving the complaint) and the time period for resolution (within thirty (30) calendar days of receiving the complaint) start again on the date the amended complaint is filed.

LEA Response to a Due Process Complaint

If the LEA has not sent a prior written notice to you, as described under the subheading ***Prior Written Notice***, regarding the subject matter contained in the due process complaint, the LEA must, within ten (10) calendar days of receiving the due process complaint, send to you a response that includes:

- An explanation of why the LEA proposed or refused to take the action raised in the due process complaint;
- A description of other options that the IEP team considered and the reasons why those options were rejected;
- A description of each evaluation procedure, assessment, record, or report the LEA used as the basis for the proposed or refused action; and
- A description of the other factors that are relevant to the LEA proposed or refused action.

Providing the information listed above does not prevent the LEA from asserting that your due process complaint was insufficient.

Other Party Response to a Due Process Complaint

Except as stated under the section, *LEA Response to a Due Process Complaint*, the party receiving a due process complaint must, within ten (10) calendar days of receiving the complaint, send the other party a response that specifically addresses the issues in the complaint.

MODEL FORMS

34 CFR §300.509

OSSE has developed model forms to help you file a due process complaint and to help you and other parties to file a State complaint; however, neither OSSE nor the LEA may require you to use these model forms. In fact, you can use these forms or other appropriate forms, so long as the forms contain the required information for filing a due process complaint or a State complaint.

34 CFR §300.506

Mediation must be made available to allow you and the LEA to resolve disagreements involving any matter under Part B of the IDEA, including matters arising prior to the filing of a due process complaint. Thus, mediation is available to resolve disputes under Part B of the IDEA, whether or not you have filed a due process complaint to request a due process hearing.

Requirements

The procedures must ensure that the mediation process:

- Is voluntary on your part and the LEA's part;
- Is not used to deny or delay your right to a due process hearing, or to deny any other rights afforded under Part B of the IDEA; and
- Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

The LEA may develop procedures that offer parents and schools that choose not to use the mediation process, an opportunity to meet, at a time and location convenient to you, with a disinterested party:

- Who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center or community parent resource center in the District of Columbia; and
- Who would explain the benefits and encourage the use of the mediation process to you.

OSSE must have a list of people who are qualified mediators and know the laws and regulations relating to the provision of special education and related services. OSSE must select mediators on a random, rotational, or other impartial basis. OSSE is responsible for the cost of the mediation process, including the costs of meetings. Each meeting in the mediation process must be scheduled in a timely manner and held at a place that is convenient for you and the LEA.

If you and the LEA resolve a dispute through the mediation process, both parties must enter into a legally binding agreement that sets forth the resolution and that:

- States that all discussions that happened during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding (court case); and
- Is signed by both you and a representative of the LEA who has the authority to bind the LEA.

A written, signed mediation agreement is enforceable in any State court of competent jurisdiction (a court that has the authority under State law to hear this type of case) or in a District court of the United States.

Discussions that happened during the mediation process must be confidential. They cannot be used as evidence in any future due process hearing or civil proceeding of any Federal court or State court of a State receiving assistance under Part B of the IDEA.

Impartiality of Mediator

The mediator:

- May not be an employee of OSSE or the LEA that is involved in the education or care of your child; and
- Must not have a personal or professional interest which conflicts with the mediator's objectivity.

A person who otherwise qualifies as a mediator is not an employee of OSSE solely because he or she is paid by OSSE to serve as a mediator.

RESOLUTION PROCESS

34 CFR §300.510 and 5E DCMR §§3030.5, 3030.6, 3030.9, and 3030.10

Resolution Meeting

Within fifteen (15) calendar days of receiving notice of your due process complaint, and before the due process hearing begins, the LEA involved must convene a meeting with you and the relevant member or members of the IEP team who have specific knowledge of the facts identified in your due process complaint. The meeting:

- Must include a representative of the LEA who has decision-making authority on behalf of the LEA; and
- May not include an attorney of the LEA unless you are accompanied by an attorney.

You and the LEA determine the relevant members of the IEP team to attend the meeting. The purpose of the meeting is for you to discuss your due process complaint, and the facts that form the basis of the complaint, so that the LEA has the opportunity to resolve the dispute.

The resolution meeting is not necessary if:

- You and the LEA agree in writing to waive the meeting; or
- You and the LEA agree to use the mediation process, as described under the section *Mediation*.

Resolution Period

If the LEA has not resolved the due process complaint to your satisfaction within thirty (30) calendar days of the receipt of the due process complaint (during the time period for the resolution process), the due process hearing may occur.

A forty five (45) calendar day timeline for issuing a final due process hearing decision begins at the expiration of the thirty (30) calendar day resolution period, with certain exceptions for adjustments made to the thirty (30) calendar day resolution period, as described below.

Except where you and the LEA have both agreed to waive the resolution process or to use mediation, if you fail to participate in the resolution meeting, the LEA may request that a hearing officer order a continuance to delay the timelines for the resolution process and due process hearing until the meeting is held. Any such request must include evidence of the LEA's reasonable measures to convene a resolution meeting with the parent. The reasonable measures shall be documented as described below. You would then have an opportunity to respond to the request and related evidence prior to the hearing officer ruling on the request.

In addition, if after making reasonable efforts and documenting such efforts, the LEA is not able to obtain your participation in the resolution meeting, the LEA may, at the end of the thirty (30) calendar day resolution period, request that a hearing officer dismiss your due process complaint. As with the LEA's request for a continuance to delay the timelines, any request to dismiss your due process complaint must include evidence of the LEA's reasonable measures to convene a resolution meeting with the parent. The reasonable measures must be documented as described below. Again, you would then have an opportunity to respond to the request and related evidence prior to the hearing officer ruling on the request.

Documentation of such efforts must include a record of the LEA's attempts to arrange a mutually agreed upon time and place, such as:

- Detailed records of telephone calls made or attempted and the results of those calls;
- Copies of correspondence sent to you and any responses received; and
- Detailed records of visits made to your home or place of employment and the results of those visits.

If the LEA fails to hold the resolution meeting within fifteen (15) calendar days of receiving notice of your due process complaint or fails to participate in the resolution meeting, you may ask a hearing officer to begin the forty five (45) calendar day due process hearing timeline.

Adjustments to the Thirty (30) Calendar Day Resolution Period

If you and the LEA agree in writing to waive the resolution meeting, then the forty five (45) calendar day timeline for the due process hearing starts the next day. After the start of mediation or the resolution meeting and before the end of the thirty (30) calendar day resolution period, if you and the LEA agree in writing that no agreement is possible, then the forty five (45) calendar day timeline for the due process hearing starts the next day.

If you and the LEA agree to use the mediation process but have not yet reached agreement, at the end of the thirty (30) calendar day resolution period, the mediation process may be continued until an agreement is reached if both parties agree to the continuation in writing. However, if either you or the LEA withdraws from the mediation process during this continuation period, then the forty five (45) calendar day timeline for the due process hearing starts the next day.

Written Settlement Agreement

If a resolution to the dispute is reached at the resolution meeting, you and the LEA must enter into a legally binding agreement that is:

- Signed by you and a representative of the LEA who has the authority to bind the LEA; and
- Enforceable in any State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a District court of the United States.

Agreement Review Period

If you and the LEA enter into an agreement as a result of a resolution meeting, either party (you or the LEA) may void the agreement within three (3) business days of the time that both you and the LEA signed the agreement. The party who voids the agreement must provide written notice to all other parties.

IMPARTIAL DUE PROCESS HEARING

34 CFR §300.511

Whenever a due process complaint is filed, you or the LEA involved in the dispute must have an opportunity for an impartial due process hearing. OSSE is responsible for convening the due process hearing.

Impartial Hearing Officer

At a minimum, a hearing officer:

- Must not be an employee of OSSE or LEA that is involved in the education or care of the child; however, a person is not an employee of OSSE or LEA solely because he/she is paid by the agency to serve as a hearing officer;
- Must not have a personal or professional interest that conflicts with the hearing officer's objectivity in the hearing;
- Must be knowledgeable and understand the provisions of IDEA, and Federal and State regulations pertaining to IDEA, and legal interpretations of IDEA by Federal and State courts; and
- Must have the knowledge and ability to conduct hearings, and to make and write decisions, consistent with appropriate, standard legal practice.

OSSE must keep a list of those persons who serve as hearing officers that includes a statement of the qualifications of each hearing officer.

Subject Matter of Due Process Hearing

The party (you or the LEA) that requests the due process hearing may not raise issues at the due process hearing that were not addressed in the due process complaint, unless the other party agrees.

Timeline for Requesting a Hearing

You or the LEA must request an impartial hearing on a due process complaint within two (2) years of the date you or the LEA knew or should have known about the issue addressed in the complaint.

Exceptions to the Timeline

The above timeline does not apply to you if you could not file a due process complaint because:

- The LEA specifically misrepresented that it had resolved the problem or issue that you are raising in your complaint; or
- The LEA withheld information from you that it was required to provide to you under Part B of the IDEA.

Burdens of Production and Persuasion (Complaints filed after July 1, 2016)

Generally, the filing party bears the burden of production and the burden of persuasion. The burden of production means the obligation to present evidence first and to provide sufficient evidence to support the allegations, or the description of the problem, contained in the complaint. The burden of persuasion refers to the standard of proof. In due process cases, the standard of proof is "by a preponderance of the evidence." This means the party filing the due process complaint must prove the allegations to be true by a preponderance of the evidence. There are two exceptions to the general rule that the filing party bears the burdens of production and persuasion. The exceptions are as follows:

- If the due process complaint is about the appropriateness of the student's IEP or placement, or a proposed IEP or placement, the party filing the complaint bears the burden of production; that is, they must first provide evidence that the student's IEP or placement is inappropriate. The LEA has the burden of persuasion to prove the appropriateness of the existing IEP or placement.
- If a party is seeking tuition reimbursement for unilateral placement of a student in a nonpublic school, that party has the burdens of production and persuasion on the appropriateness of the unilateral placement. A hearing officer may decide to bifurcate, or separate, a hearing regarding unilateral placement. If the hearing officer determines that the program offered by the LEA is appropriate, it is not necessary to inquire into the appropriateness of the unilateral placement.

HEARING RIGHTS

34 CFR §300.512 and 5E DCMR §3029.5

You have the right to represent yourself at a due process hearing. In addition, any party to a due process hearing (including a hearing relating to disciplinary procedures) has the right to:

- Be accompanied and advised by an attorney and/or persons with special knowledge or training regarding the problems of children with disabilities;
- Be represented at the due process hearing by an attorney;
- Present evidence and confront, cross-examine, and require the attendance of witnesses;
- Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five (5) business days before the hearing;
- Obtain a written, or, at your option, electronic, word-for-word record of the hearing; and
- Obtain written, or, at your option, electronic findings of fact and decisions.

Additional Disclosure of Information

At least five (5) business days prior to a due process hearing, you and the LEA must disclose to each other all evaluations completed by that date and recommendations based on those evaluations that you or the LEA intend to use at the hearing.

A hearing officer may prevent any party that fails to comply with this requirement from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

In addition, if you are represented by an attorney, your attorney must disclose any financial interest, of which he or she is aware, of any participant in the due process hearing in a non-public provider that may be at issue in the hearing.

Parental Rights at Hearings

You must be given the right to:

- Have the child present;
- Open the hearing to the public; and
- Have the record of the hearing, the findings of fact and decisions provided at no cost.

HEARING DECISIONS

34 CFR §300.513

Decision of Hearing Officer

A hearing officer's decision on whether your child received a Free and Appropriate Public Education (FAPE) must be based on evidence and arguments that directly relate to FAPE.

In matters alleging a procedural violation (such as "an incomplete IEP Team"), a hearing officer may find that your child did not receive FAPE only if the procedural violations:

- Interfered with your child's right to FAPE;
- Significantly interfered with your opportunity to participate in the decision-making process regarding the provision of FAPE to your child; or
- Caused your child to be deprived of an educational benefit.

None of the provisions described above can be interpreted to prevent a hearing officer from ordering the LEA to comply with the requirements in the procedural safeguards section of the Federal regulations under Part B of the IDEA (34 CFR §§300.500 through 300.536).

Separate Request for a Due Process Hearing

Nothing in the procedural safeguards section of the Federal regulations under Part B of the IDEA (34 CFR §§300.500 through 300.536) can be interpreted as preventing you from filing a separate due process complaint on an issue separate from a due process complaint already filed.

Findings and Decision to Advisory Panel and General Public

After deleting any personally identifiable information, OSSE must:

- Provide the findings and decisions in the due process hearing to the State special education advisory panel; and
- Make those findings and decisions available to the public.

APPEALS

FINALITY OF DECISION; APPEAL

34 CFR §300.514

A decision made in a due process hearing (including a hearing relating to disciplinary procedures) is final, except that any party involved in the hearing (you or the LEA) may appeal the decision by bringing a civil action, as described below.

TIMELINES AND CONVENIENCE OF HEARINGS

34 CFR §300.515 and 5E DCMR §§3030.11 and 3030.12

OSSE must ensure that not later than forty five (45) calendar days after the expiration of the thirty (30) calendar day period for resolution meetings or as described under the section *Adjustments to the Thirty (30) Calendar Day Resolution Period* not later than forty five (45) calendar days after the expiration of the adjusted time period:

- A final decision is reached in the hearing; and
- A copy of the decision is mailed to each of the parties or alternatively is transmitted electronically or by facsimile if all parties to the due process complaint consent to transmission electronically or by facsimile.

A hearing officer may, for good cause shown, grant specific extensions of time beyond the forty five (45) calendar day time period described above at the request of either party.

Each hearing must be conducted at a time and place that is reasonably convenient to you and your child.

CIVIL ACTIONS, INCLUDING THE TIME PERIOD IN WHICH TO FILE THOSE ACTIONS

34 CFR §300.516

Any party (you or the LEA) who does not agree with the findings and decision in the due process hearing (including a hearing relating to disciplinary procedures) has the right to bring a civil action with respect to the matter that was the subject of the due process hearing. The action may be brought in the Superior Court of the District of Columbia (or other state court that has authority to hear this type of case) or in a District court of the United States without regard to the amount in dispute.

Time Limitation

The party (you or the LEA) bringing the action has 90 calendar days from the date of the decision of the hearing officer to file a civil action.

Additional Procedures

In any civil action, the court:

- Receives the records of the administrative proceedings;
- Hears additional evidence at your request or at the LEA's request; and
- Bases its decision on the preponderance of the evidence and grants the relief that the court determines to be appropriate.

Under appropriate circumstances, judicial relief may include reimbursement of private school tuition and compensatory education services.

Jurisdiction of District Courts

The District courts of the United States have authority to rule on actions brought under Part B of the IDEA without regard to the amount in dispute.

Rule of Construction

Nothing in Part B of the IDEA restricts or limits the rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973 (Section 504), or other Federal laws protecting the rights of children with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under Part B of the IDEA, the due process procedures described above must be exhausted to the same extent as would be required if the party filed the action under Part B of the IDEA. This means that you may have remedies available under other laws that overlap with those available under IDEA, but in general, to obtain relief under those other laws, you must first use the available administrative remedies under IDEA (i.e., the due process complaint; resolution process, including the resolution meeting; and impartial due process hearing procedures) before going directly to court.

THE CHILD'S PLACEMENT WHILE THE DUE PROCESS COMPLAINT AND HEARING ARE PENDING

34 CFR §300.518

Except as provided below under the section *Procedures When Disciplining Children with Disabilities*, once a due process complaint is sent to the other party, during the resolution process time period, and while waiting for the decision of any impartial due process hearing or court proceeding, unless you and OSSE or LEA agree otherwise, your child must remain in his or her current educational placement.

If the due process complaint involves an application for initial admission to public school, your child, with your consent, must be placed in the regular public school program until the completion of all such proceedings.

If the due process complaint involves an application for initial services under Part B of the IDEA for a child who is transitioning from being served under Part C of IDEA to Part B of the IDEA and who is no longer eligible for Part C services because the child has turned three, the LEA is not required to provide the Part C services that the child has been receiving. If your child is found eligible under Part B of the IDEA and you consent for the child to receive special education and related services for the first time, then, pending the outcome of the proceedings, the LEA must provide those special education and related services that are not in dispute (those which you and the LEA both agree upon).

If a hearing officer in a due process hearing conducted by OSSE agrees with you that a change of placement is appropriate, that placement must be treated as your child's current educational placement where your child will remain while waiting for the decision of any impartial due process hearing or court proceeding.

ATTORNEYS' FEES AND EXPERT WITNESS FEES

34 CFR §300.517 and 5E DCMR §3032.4; D.C. Official Code §38-2571.03(7)(A)

Attorneys' Fees

In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you, if you prevail (win).

In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to the prevailing LEA or other public agency, to be paid by your attorney, if the attorney:

- Filed a complaint or court case that the court finds is frivolous, unreasonable, or without foundation; or
- Continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; or
- In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to the prevailing LEA or other public agency, to be paid by you or your attorney, if your request for a due process hearing or later court case was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to unnecessarily increase the cost of the action or proceeding (hearing).

Expert Witness Fees

In any action or proceeding brought under Part B of the IDEA and filed after July 1, 2016, the court, in its discretion, may award reasonable expert witness fees as part of the costs to you, if you prevail (win).

In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable expert witness fees as part of the costs to the prevailing LEA or OSSE against your attorney if he/she filed a complaint or subsequent cause of action that was frivolous, unreasonable, or without foundation or continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation.

In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable expert witness fees as part of the costs to the prevailing LEA or OSSE, to be paid by you or your attorney, if your request for a due process hearing or later court case was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to unnecessarily increase the cost of the action or proceeding (hearing).

Award of Attorneys' Fees and Expert Witness Fees

A court awards reasonable attorneys' and/or expert witness fees as follows:

- Fees must be based on rates prevailing in the community in which the action or hearing arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded.
- Expert witness fees must not exceed \$6,000 per action or proceeding.
- Expert witness fees must not be awarded to compensate the moving party for an independent educational evaluation unless that party would be entitled to compensation for the evaluation under IDEA (see the heading ***Independent Educational Evaluations*** for more information).
- Fees may not be awarded and related costs may not be reimbursed in any action or proceeding under Part B of the IDEA for services performed after a written offer of settlement to you if:
 - a. The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of a due process hearing, at any time more than ten (10) calendar days before the proceeding begins;
 - b. The offer is not accepted within ten (10) calendar days; and
 - c. The court or administrative hearing officer finds that the relief finally obtained by you is not more favorable to you than the offer of settlement.

Despite these restrictions, an award of attorneys' fees and related costs and/or expert witness fees may be made to you if you prevail and you were substantially justified in rejecting the settlement offer.

- Fees may not be awarded relating to any meeting of the IEP team unless the meeting is held as a result of an administrative proceeding or court action.

A resolution meeting, as described under the heading ***Resolution Process***, is not considered a meeting convened as a result of an administrative hearing or court action, and also is not considered an administrative hearing or court action for purposes of these fees provisions.

The court reduces, as appropriate, the amount of the attorneys' fees and/or expert witness fees awarded under Part B of the IDEA, if the court finds that:

- You or your attorney, during the course of the action or proceeding, unreasonably delayed the final resolution of the dispute;

- The amount otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys or experts of reasonably similar skill, reputation, and experience;
- The time spent and legal services furnished were excessive considering the nature of the action or proceeding; or
- The attorney representing you did not provide to the LEA the appropriate information in the due process request notice as described under the section, *Due Process Complaint*.

However, the court may not reduce fees if the court finds that OSSE or LEA unreasonably delayed the final resolution of the action or proceeding or there was a violation under the procedural safeguards provisions of Part B of the IDEA.

All requests to the LEA for attorneys' fees by you, if you have prevailed against the LEA, must be submitted within forty five (45) days of the issuance of the hearing decision or execution of a settlement agreement requiring the payment of such fees. Failure to do so may result in delayed processing by the LEA.

PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES

[NOTE: THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS (DCPS) HAVE ADOPTED DIFFERENT PROCEDURES REGARDING THE DISCIPLINE OF CHILDREN WITH DISABILITIES. IF YOUR CHILD IS ENROLLED AT A DCPS SCHOOL OR A PUBLIC CHARTER SCHOOL THAT HAS ELECTED DCPS TO SERVE AS THE LEA, YOU SHOULD BE PROVIDED WITH A COPY OF DCPS' PROCEDURAL SAFEGUARDS REGARDING DISCIPLINE AS REQUIRED BY THE IDEA.]

AUTHORITY OF SCHOOL PERSONNEL

34 CFR §300.530

Case-by-Case Determination

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than **ten (10) school days** in a row, remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than **ten (10) school days** in a row in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see the subheading ***Change of Placement Because of Disciplinary Removals*** for the definition).

Once a child with a disability has been removed from his or her current placement for a total of **ten (10) school days** in the same school year, the LEA must, during any subsequent days of removal in that school year, provide services to the extent required below under the subheading ***Services***.

Additional Authority

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see the section **Manifestation Determination**) and the disciplinary change of placement would exceed **ten (10) school days** in a row, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under the section **Services**. The child's IEP Team determines the interim alternative educational setting for such services.

Services

Your LEA may, but is not required to, provide services to both a child with a disability and a child without a disability who has been removed from his or her current placement for **ten (10) school days or less** during that school year. You should contact your LEA to determine whether such services are provided.

For a child with a disability who is removed from the child's current placement for **more than ten (10) school days** when the behavior is not a manifestation of the child's disability (see section **Manifestation Determination**) or who is removed under special circumstances (see the section **Special Circumstances**), he or she must:

- Continue to receive educational services (have available a Free Appropriate Public Education (FAPE)), so as to enable the child to continue to participate in the general education curriculum, although in another setting (that may be an interim alternative educational setting), and to progress toward meeting the goals set out in the child's IEP; **and**
- Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for **ten (10) school days** in that same school year, and **if** the current removal is for **ten (10) school days** in a row or less **and** if the removal is not a change of placement (see definition below), **then** school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see the heading, **Change of Placement Because of Disciplinary Removals**), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting (that may be an interim alternative educational setting), and to progress toward meeting the goals set out in the child's IEP.

Manifestation Determination

Within **ten (10) school days** of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that is for **ten (10) school days** in a row or less and not a change of placement), the LEA, you, and other relevant members of the IEP Team (as determined by you and the LEA) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by you to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; **or**
- If the conduct in question was the direct result of the LEA's failure to implement the child's IEP.

If the LEA, you, and other relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

If the LEA, you, and other relevant members of the child's IEP Team determine that the conduct in question was the direct result of the LEA's failure to implement the IEP, the LEA must take immediate action to remedy those deficiencies.

Determination that Behavior Was a Manifestation of the Child's Disability

If the LEA, you, and other relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

- Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
- If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the section ***Special Circumstances***, the LEA must return your child to the placement from which your child was removed, unless you and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

Special Circumstances

Whether or not the behavior was a manifestation of your child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for not more than forty five (45) school days, if your child:

- Carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or an LEA;
- Knowingly has or uses illegal drugs (see the definition below), or sells or solicits the sale of a controlled substance, (see the definition below), while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or an LEA; or
- Has inflicted serious bodily injury (see the definition below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or an LEA.

Definitions

Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

Serious bodily injury has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

Weapon has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

Notification

On the date it makes the decision to make a removal that is a change of placement of your child because of a violation of a code of student conduct, the LEA must notify you of that decision and provide you with a procedural safeguards notice.

CHANGE OF PLACEMENT BECAUSE OF DISCIPLINARY REMOVALS

34 CFR §300.536

A removal of your child with a disability from your child's current educational placement is a **change of placement** if:

- The removal is for more than ten (10) school days in a row; or
- Your child has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than ten (10) school days in a school year;
 - b. Your child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
 - c. Of such additional factors as the length of each removal, the total amount of time your child has been removed, and the proximity of the removals to one another.

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the LEA and, if challenged, is subject to review through due process and judicial proceedings.

DETERMINATION OF SETTING

34 CFR §300.531

The individualized education program (IEP) Team determines the interim alternative educational setting for removals that are **changes of placement**, and removals under the sections ***Additional Authority*** and ***Special Circumstances***.

APPEAL

34 CFR §300.532

General

You may file a due process complaint (see the heading ***Due Process Complaint Procedures***) to request a due process hearing if you disagree with:

- Any decision regarding placement made under these discipline provisions; or
- The manifestation determination described above.

The LEA may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

Authority of Hearing Officer

A hearing officer that meets the requirements described under the subheading ***Impartial Due Process Hearings*** must conduct the due process hearing and make a decision. The hearing officer may:

- Return your child with a disability to the placement from which your child was removed if the hearing officer determines that the removal was a violation of the requirements described under the subheading ***Authority of School Personnel***, or that your child's behavior was a manifestation of your child's disability; or
- Order a change of placement of your child with a disability to an appropriate interim alternative educational setting for not more than forty five (45) school days if the hearing officer determines that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

These hearing procedures may be repeated, if the LEA believes that returning your child to the original placement is substantially likely to result in injury to your child or to others.

Whenever you or an LEA files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings ***Due Process Complaint Procedures, and Hearings on Due Process Complaints***, except as follows:

- The State Educational Agency or LEA must arrange for an expedited due process hearing, which must occur within **twenty (20)** school days of the date the hearing is requested and must result in a determination within **ten (10)** school days after the hearing.
- Unless you and the LEA agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within **seven (7)** calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within **fifteen (15)** calendar days of receipt of the due process complaint.
- A State may establish different procedural rules for expedited due process hearings than it has established for other due process hearings, but except for the timelines, those rules must be consistent with the rules in this document regarding due process hearings.

You or the LEA may appeal the decision in an expedited due process hearing in the same way as for decisions in other due process hearings (see the heading ***Appeal***).

PLACEMENT DURING APPEALS

34 CFR §300.533

When, as described above, you or the LEA file a due process complaint related to disciplinary matters, your child must (unless you and the State Educational Agency or LEA agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the subheading ***Authority of School Personnel***, whichever occurs first.

34 CFR §300.534

General

If your child has not been determined eligible for special education and related services and violates a code of student conduct, but the LEA had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that your child was a child with a disability, then your child may assert any of the protections described in this notice.

Basis of Knowledge for Disciplinary Matters

An LEA will be deemed to have knowledge that your child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

- You expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or to your child's teacher that your child is in need of special education and related services;
- You requested an evaluation related to eligibility for special education and related services under Part B of IDEA; or
- Your child's teacher or other LEA personnel expressed specific concerns about a pattern of behavior demonstrated by your child directly to the LEA's director of special education or to other supervisory personnel of the LEA.

Exception

An LEA would not be deemed to have such knowledge if:

- You have not allowed an evaluation of your child or have refused special education services; or
- Your child has been evaluated and determined to not be a child with a disability under Part B of IDEA.

Conditions that Apply if There Is No Basis of Knowledge

If prior to taking disciplinary measures against your child, an LEA does not have knowledge that your child is a child with a disability, as described above under the sections ***Basis of Knowledge for Disciplinary Matters*** and ***Exception***, your child may be subjected to the disciplinary measures that are applied to children without disabilities who engage in comparable behaviors.

However, if a request is made for an evaluation of your child during the time period in which your child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, your child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If your child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the LEA, and information provided by you, the LEA must provide special education and related services in accordance with Part B of IDEA, including the disciplinary requirements described above.

34 CFR §300.535

Part B of IDEA does not:

- Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; or
- Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

Transmittal of Records

If an LEA reports a crime committed by a child with a disability, the LEA:

- Must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; and
- May transmit copies of the child's special education and disciplinary records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

**REQUIREMENTS FOR UNILATERAL PLACEMENT BY PARENTS OF CHILDREN
IN PRIVATE SCHOOLS AT PUBLIC EXPENSE**

GENERAL

34 CFR §300.148 and 5E DCMR §3018.5

Part B of the IDEA does not require an LEA to pay for the cost of an education, including special education and related services, of your child with a disability at a private school or facility if the LEA made FAPE available to your child and you choose to place the child in a private school or facility. However, DCPS (as the only geographic LEA in the District of Columbia) must include your child in the population whose needs are addressed under the Part B provisions regarding children who have been placed by their parents in a private school under 34 CFR §§300.131 through 300.144.

Reimbursement for Private School Placement

If your child previously received special education and related services under the authority of an LEA, and you choose to enroll your child in a private preschool, elementary school, or secondary school without the consent of or referral by the LEA, a court or a hearing officer may require the agency to reimburse you for the cost of that enrollment if the court or hearing officer finds that the LEA had not made a FAPE available to your child in a timely manner prior to that enrollment and that the private placement is appropriate. A hearing officer or court may find the private placement to be appropriate even if it does not meet the State standards that apply to education provided by OSSE and the LEA.

Limitation on Reimbursement

The cost of reimbursement described in the paragraph above may be reduced or denied:

- If, at the most recent IEP meeting that you attended prior to your removal of your child from the public school, you did not inform the IEP team that you were rejecting the placement proposed by the LEA to provide FAPE to your child, including a statement of your concerns and your intent to enroll your child in a private school at public expense;

- If, at least ten (10) business days (including any holidays that occur on a business day) prior to your removal of your child from the public school, you did not give written notice to the LEA of that information;
- If, prior to your removal of your child from the public school, the LEA provided prior written notice to you of its intent to evaluate your child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but you did not make your child available for the evaluation; or
- Upon a court's finding that your actions were unreasonable.

However, the cost of reimbursement:

- Must not be reduced or denied for failure to provide the notice if:
 - a. The parent is not literate and cannot write in English;
 - b. The LEA or school prevented you from providing the notice;
 - c. You had not received notice of your responsibility to provide the notice described above; or
 - d. Compliance with the requirements above would likely result in physical or serious emotional harm to your child.

FOR FURTHER INFORMATION, PLEASE CONTACT:

Office of the State Superintendent of Education

Office of Special Education

810 First Street, NE, 8th Floor

Washington, DC 20002

(202) 741-0273

This document is available electronically at:

<http://www.osse.dc.gov>



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

**District of Columbia
Notice of IDEA Part B Procedural Safeguards
Rights of Parents of Students with Disabilities**

RECEIPT

I, _____, received a copy of
(Parent/Guardian name)

The District of Columbia's Notice of IDEA Part B Procedural Safeguards: Rights of Parents of Students with Disabilities,

from: _____
(Name and Title of Person Issuing Document)

at: _____
(Name of School)

_____/_____/_____
(Date)

(Parent/ Guardian Signature)

(This receipt is to remain in a designated file in the school, with a copy provided to the parent/ guardian upon request.)

Individualized Education Program (IEP)

STUDENT INFORMATION

Student Name	Local ID	State USI	Grade	Gender	DOB	Language
[REDACTED]	[REDACTED]	[REDACTED]	10th Grade	M	[REDACTED]	
Student's Address	City	State	Zip Code			
[REDACTED]	Washington	DC	20020			
LEA of Enrollment	Case Manager	School Phone				
Maya Angelou PCS	Shelly Bryant					
School / Site	School Address	City	State	Zip Code		
North Spring Behavioral Health Care (Leesburg, VA)						

ELIGIBILITY / IEP INFORMATION

Last Eligibility Meeting Date	Last IEP Annual Review Meeting Date	Disability
05/06/2010	03/26/2013	Multiple Disabilities

IEP MEETING DETAILS

Type of Meeting	Meeting Date
Annual Review	10/04/2013

SIGNATURES OF IEP TEAM PARTICIPANTS

IEP MEETING PARTICIPANTS
The list below documents the individuals who participated (attended and had opportunity to provide input) in the development of this IEP; signatures do not constitute agreement or disagreement with the content of this IEP, or authorize consent for Part B services. Parents indicate consent for service implementation by signing the Consent for Initial Provision of Services Form when the student is initially deemed eligible for IDEA, Part B services.

Participant Role	Name	Attended Meeting?	Signature
Parent	[REDACTED]	Attended by phone	
Parent	[REDACTED]	Attended by phone	
Student	[REDACTED]	Attended in person	
Special Education Teacher	Shelly Bryant	Attended in person	
Evaluator/ Individual who can interpret assessment results		Did not attend	
LEA/School Representative	Maxine Swann	Attended by phone	
Director of Sped			
General Education Teacher	jones	Did not attend	
Rehabilitation Services Administration (RSA)/Other Agency Representative		Did not attend	
attorney	Kathy Zeisel	Attended by phone	

1.866.610.8030

EASYFAX

, ,

Individualized Education Program (IEP)

TRANSFER OF EDUCATIONAL RIGHTS

The student and the parent have been informed of the transfer of rights, under 34 CFR §300.520 of the Individual with Disabilities Education Act, that will take place when the student reaches the age of majority (18 years old in the District of Columbia).

1.866.610.8030

.....**EASYFAX**

Document Created on '11/21/2013'



10/- .001C9370

[REDACTED]

State USI: [REDACTED]

Local ID: [REDACTED]

Page: 2

North Spring Behavioral Health Care (Leesburg, VA)

Individualized Education Program (IEP)

CONSIDERATION OF SPECIAL FACTORS

Positive Behavior Interventions and Supports

Does the child's behavior impede the child's learning or that of other children? [] YES [X] NO

Limited Language Proficiency

Does the child have language needs that relate to the child's IEP? [] YES [X] NO

Blind/Visually Impaired

Is the child a child who has been identified as blind or visually impaired? [] YES [X] NO

Deaf/Hard of Hearing

Is the child a child who has been identified as deaf or hard of hearing? [] YES [X] NO

Communication

Consideration:

The student does not have communication needs at this time.

Assistive Technology

Consideration:

Student does not require assistive technology devices or services at this time.

Individualized Education Program (IEP)

PRESENT LEVEL OF PERFORMANCE AND ANNUAL GOALS (By Area of Concern)

AREA OF CONCERN: Academic-Mathematics		
Present Levels of Academic Achievement and Functional Performance: <p>██████████ is enrolled in Algebra 1 for the 2012-2013 school year. During the first semester, he earned an average letter grade of A (93). The class instruction included solving one step equations containing whole numbers, decimals, fractions and exponents. In addition, he received instructions in solving absolute value equations and analyzing and graphing inequalities on a number line. When he is on task and focused, ██████████ would participate in group activities and discussions by verbally responding to questions asked or he would work problems out on the board when prompted. However, at the end of the class period, ██████████ would rarely submit completed assignments and often left his homework assignments behind. Overall, ██████████ has shown an ability to complete modified, grade-level assignments with minimal prompting from staff. However, if he decides that he is not going to work, he will often disrupt class by talking and/or "joking" on his peers, making inappropriate comments when he thinks that staff cannot hear, and even leave class in favor of hanging out in the hall. In order to continue to progress and achieve his annual objectives, ██████████ will require the use of a calculator, formula sheet, modeled examples, explicit repeated instruction and extended processing time on most assignments. In addition, he continues to benefit from small group settings with minimal opportunity for disruptions to either himself or his peers. Lastly, ██████████ needs to attend class regularly, complete all assignments and remain focused and on task in order to maintain success in math./akc 3-15-13</p>		
Description of how the student's disability affects the student's access to the general education curriculum: <p>██████████ requires a calculator, formula sheet, modeled examples, modified assignments, extended time, and explicit repeated instruction, and chunking of content. Although he does not prefer to use a calculator, he relies on a calculator for basic multiplication and division beyond two by two digits. ██████████ tends to be easily distracted by his peers and needs additional staff prompts and behavioral supports to access the curriculum.</p>	Description of how the student's disability affects the student's progress in the general education curriculum: <p>██████████ inability to focus for long periods and his math deficits prevent him from accessing the general education curriculum.</p>	
Annual Goal 1: <p>Given a calculator, formula sheet, modeled examples and explicit repeated instructions, ██████████ will identify interior, exterior, corresponding, alternate interior, and supplementary angles with 80% accuracy in 4 out of 5 trials.</p>		
Common Core Standard: <p>G.MG.1 - Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*</p>		
Baseline: <p>Not yet introduced. Baseline not available.</p>	Anticipated Date of Achievement: <p>03/26/2014</p>	Evaluation Procedures and Schedule: <p><i>Work Samples / Each Nine Weeks</i> <i>Test / Each Nine Weeks</i></p>
Annual Goal 2: <p>Given a calculator, formula sheet, modeled examples and explicit repeated instructions, ██████████ will be able to describe the characteristics of and classify regular polygons with 80% accuracy on 4 out of 5 trials.</p>		
Common Core Standard: <p>G.GMD.4 - Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.</p>		

Individualized Education Program (IEP)

Baseline: Just introduced. Progressing with 20% accuracy.	Anticipated Date of Achievement: 03/26/2014	Evaluation Procedures and Schedule: <i>Work Samples / Each Nine Weeks</i> <i>Exam /</i>
Annual Goal 3: Given a calculator, formula sheet, modeled examples and explicit repeated instructions, [REDACTED] will use theorems to find the measure of angles formed by parallel lines and transversals with 80% accuracy in 4 out of 5 trials.		
Common Core Standard: G.CO.9 - Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.		
Baseline: Not yet introduced. Baseline not available.	Anticipated Date of Achievement: 03/26/2014	Evaluation Procedures and Schedule: <i>Work Samples /</i> <i>Observation / Each Nine Weeks</i>
Annual Goal 4: Given a calculator, formula sheet, modeled examples and explicit repeated instructions, [REDACTED] will set up and solve word problems using linear equations with 80% accuracy in 4 out of 5 trials.		
Common Core Standard: A.REI.3 - Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.		
Baseline: Baseline: Progressing with 25% accuracy when given the appropriate supports and modifications.	Anticipated Date of Achievement: 03/26/2014	Evaluation Procedures and Schedule: <i>Work Samples /</i> <i>Observation / Each Nine Weeks</i>

AREA OF CONCERN: Academic-Reading	
Present Levels of Academic Achievement and Functional Performance: According to the NWEA, [REDACTED] is currently reading on about a third grade level. [REDACTED] enjoyed reading aloud in class more so last school year than present. [REDACTED] has made no progress toward his IEP goals this school year. He has been unavailable physically as well as mentally. [REDACTED] is more than capable of doing the work at hand, but he often refuses. [REDACTED] is currently failing English class due to the enormous amount of assignments [REDACTED] has made no effort to make up. Work is offered to [REDACTED] daily, but he refuses.	
Description of how the student's disability affects the student's access to the general education curriculum: [REDACTED] needs modified assignments, extended time, chunking of texts, graphic organizers, teacher support and guided notes. [REDACTED] is easily distracted by his peers and needs supports to access the curriculum.	Description of how the student's disability affects the student's progress in the general education curriculum: Deficits in reading negatively impact [REDACTED]'s progress. He is currently functioning well below grade level which prevents him from accessing the general education curriculum.
Annual Goal 1: After reading a passage, [REDACTED] will make one summary statement in 4 out of 5 instances.	
Common Core Standard: 9.RL.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	

Individualized Education Program (IEP)

Baseline: 10%	Anticipated Date of Achievement: 03/26/2014	Evaluation Procedures and Schedule: <i>Work Samples / Verbal Response / Each Nine Weeks</i>
Annual Goal 2: After reading a text, [REDACTED] will make connections to the text with real life events on 4 out of 5 instances.		
Common Core Standard: 9.RL.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
Baseline: 20%	Anticipated Date of Achievement: 03/26/2014	Evaluation Procedures and Schedule: <i>Work Samples / Each Nine Weeks Quiz /</i>
Annual Goal 3: [REDACTED] will learn 20 new vocabulary terms per month covering all subject areas with 80% accuracy.		
Common Core Standard: 9.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 10 reading and content, choosing flexibly from a range of strategies. 9.L.4.a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
Baseline: 20%	Anticipated Date of Achievement: 03/26/2014	Evaluation Procedures and Schedule: <i>Work Samples / Each Nine Weeks Verbal Response /</i>

AREA OF CONCERN: Academic-Written Expression	
Present Levels of Academic Achievement and Functional Performance: [REDACTED] has made little to no progress toward his IEP goals. This school year he has frequent absences. When present to school, [REDACTED] seldom attends class. He will often choose to roam the halls or sit in the support area. The few times that he has attended class, [REDACTED] has been in compliant. He will attempt to engage his peers in inappropriate conversation or simply refuse to participate or complete the assignment at hand. Since he has had so many absences, he has many missing assignments that he has yet to make up. [REDACTED] showed 2 days of effort in class when he was trying to become an active member on the basketball team. [REDACTED] does not appear invested in the learning process at all this year and have made attempts to avoid it at all possible costs.	
Description of how the student's disability affects the student's access to the general education curriculum: [REDACTED] needs writing prompts, graphic organizers/ outlines, and a dictionary/ thesaurus. [REDACTED] is easily distracted by his peers and needs supports to access the curriculum.	Description of how the student's disability affects the student's progress in the general education curriculum: Deficits in written expression negatively impact the student's progress. He is currently functioning well below grade level which prevents him from accessing the general education curriculum
Annual Goal 1: [REDACTED] will edit his work for correct spelling, verb usage and punctuation 100% of the time.	

Individualized Education Program (IEP)

Common Core Standard:

9.W.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Baseline:

10%

Anticipated Date of

Achievement:

03/26/2014

Evaluation Procedures and Schedule:

Work Samples / Each Nine Weeks

Annual Goal 2:

██████████ will write a 5-7 sentence paragraph on a given topic, using the correct format on 4 out of 5 instances.

Common Core Standard:

9.W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9.W.1.a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Baseline:

10%

Anticipated Date of

Achievement:

03/26/2014

Evaluation Procedures and Schedule:

Work Samples / Each Nine Weeks

Annual Goal 3:

Given a list of transitional words, ██████████ will use a minimum of 3 to help expand his writing on 4 out of 5 instances.

Common Core Standard:

9.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Baseline:

0%

Anticipated Date of

Achievement:

03/26/2014

Evaluation Procedures and Schedule:

Work Samples / Each Nine Weeks

Practice and Drill /

AREA OF CONCERN:

Emotional, Social, and Behavioral Development

Present Levels of Academic Achievement and Functional Performance:

(Counseling) ██████████ has built a therapeutic rapport with his counselor that allows him to utilize individual counseling sessions to address his counseling goals. Within the individual setting, he is able to openly and honestly express the underlying emotions that effect his behaviors and interactions with others. However, he struggles to transfer the healthier skills identified and situations processed within the general education setting.

██████████ does attend group counseling sessions when he is present in school. He participates in the group process and group discussion. Within the group setting his counseling goals have been addressed through processing group topics connected to bullying/anti-bullying, anger management, healthy coping skills, grief and loss, and healthy relationships.

██████████ continues to require structured counseling sessions and behavioral supports in order to address his social/emotional goals to improve his achievement and functional performance within the educational setting.

Individualized Education Program (IEP)

Description of how the student's disability affects the student's access to the general education curriculum: [REDACTED] needs to continue working on improving his self-advocacy skills, avoiding negative interactions, developing more age appropriate social skills, and developing more insight into his behaviors. He continues to be in need of the therapeutic setting the provides both counseling and behavior support to identify and utilize his strengths and improve his understanding of how his emotions affect his social and academic progress.		Description of how the student's disability affects the student's progress in the general education curriculum: [REDACTED]'s social and behavioral needs impact his ability to access the general education curriculum.
Annual Goal 1: (Counseling) With the assistance of his counselor, [REDACTED] will develop coping skills, including but not limited to seeking staff assistance, improving his self-advocacy and assertiveness skills to help manage feelings of frustration and stress in 2 out 4 occasions/situations.		
Baseline: 25%	Anticipated Date of Achievement: 03/26/2014	Evaluation Procedures and Schedule: Log / Twice a Semester Observation / Twice a Semester
Annual Goal 2: (Counseling) [REDACTED] will utilize counseling services to develop more mature, positive, age appropriate social interactions with peers as demonstrated by not making instigating comments, using profanity, or being physically aggressive with peers and adults in 4 of 5 situations.		
Baseline: 50%	Anticipated Date of Achievement: 03/26/2014	Evaluation Procedures and Schedule: Log / Twice a Semester Observation / Twice a Semester
Annual Goal 3: (Counseling) [REDACTED] will process ways to avoid or ignore conflicts that lead to verbal/physical aggression and provoke negative behaviors of peers with 80% accuracy.		
Baseline: 50%	Anticipated Date of Achievement: 03/26/2014	Evaluation Procedures and Schedule: Log / Twice a Semester Observation / Twice a Semester
Annual Goal 4: (Counseling) With the assistance of his counselor, [REDACTED] will develop honest insight regarding the emotions behind his behaviors, both positive and negative 75% of the time (in 3 out of 4 sessions per month).		
Baseline: 50% of the time	Anticipated Date of Achievement: 03/26/2014	Evaluation Procedures and Schedule: Log / Twice a Semester Observation / Twice a Semester
Annual Goal 5: [REDACTED] will refrain from making provoking and/or agitating comments toward his peers 80% of the time.		
Baseline: 40%	Anticipated Date of Achievement: 03/26/2014	Evaluation Procedures and Schedule: Log / Observation / Each Nine Weeks
Annual Goal 6: [REDACTED] will follow directions without becoming argumentative/mouthy 80% of the time.		

Individualized Education Program (IEP)

Baseline:	Anticipated Date of Achievement: 03/26/2014	Evaluation Procedures and Schedule: <i>Log / Observation / Each Nine Weeks</i>
Annual Goal 7: [REDACTED] will refrain from touching others' property 100% of the time.		
Baseline: 70%	Anticipated Date of Achievement: 03/26/2014	Evaluation Procedures and Schedule: <i>Log / Observation / Each Nine Weeks</i>
Annual Goal 8: [REDACTED] will remain in designated area 80% of the time.		
Baseline: 50%	Anticipated Date of Achievement:	Evaluation Procedures and Schedule: <i>Log / Observation / Each Nine Weeks</i>

Individualized Education Program (IEP)

SPECIAL EDUCATION AND RELATED SERVICES

Special Education Services

Service	Setting	Begin Date	End Date	Time/Frequency
Specialized Instruction	Outside General Education	10/04/2013	10/03/2014	26.5 hr per wk

Related Services

Service	Setting	Begin Date	End Date	Time/Frequency
Behavioral Support Services	Outside General Education	10/04/2013	10/03/2014	1 hr per wk

DEDICATED AIDES

Student requires the support of a dedicated aide: [] Yes [X] No

Individualized Education Program (IEP)

LEAST RESTRICTIVE ENVIRONMENT (LRE)

This section describes student needs that require removal from general education to receive the following special education and related services. Note: The nature and/or severity of the disability must be such that the student can only make progress on IEP goals and objectives by being removed from the general education classroom to receive these services.

Service	Time/Frequency	Reason services cannot be provided in general education setting
Specialized Instruction	26.5 hr per wk	Student requires a highly structured, 9:2 student to staff ratio to access the general education curriculum.
Behavioral Support Services	1 hr per wk	Student continues to be in need of a therapeutic educational setting that provides him with counseling services and behavior supports.

Describe supplemental supports and services that were previously attempted in a general education setting.

General Education - rejected - does not meet student needs Combo - Resource/General Ed - rejected - does not meet student needs

Individualized Education Program (IEP)

CLASSROOM ACCOMMODATIONS AND STATE ASSESSMENT (DC-CAS) PARTICIPATION

Accommodations are made as appropriate to allow the student to advance toward attaining his/her annual goals and be involved and progress in the general curriculum. Accommodations in general and special education settings may include several areas (e.g. transportation, school discipline policy, conditional behavioral intervention, assistive technology, grading modifications, curriculum, materials and equipment, limited English proficiency services, professional services, and other services). Any accommodations listed are in effect for the duration of the IEP unless otherwise indicated.

Student will participate in: ☐ Regular Statewide Assessment without accommodations
☒ Regular Statewide Assessment with accommodations
☐ Alternate Assessment

Classroom Accommodations	Statewide Assessment Accommodations
<i>Presentation</i>	<i>Presentation</i>
Reading of test questions (math, science, and composition only)	Reading of test questions (math, science, and composition only)

Individualized Education Program (IEP)

SPECIAL EDUCATION TRANSPORTATION

Student requires transportation services: ☒ Yes ☐ No

Mode of Transportation:

Bus

EXTENDED SCHOOL YEAR

Eligibility for receiving extended school year services must be discussed each year at the student's annual IEP meeting.

ESY Services are required for the provision of FAPE: ☐ Yes ☒ No

Individualized Education Program (IEP)

POST-SECONDARY TRANSITION PLAN

STUDENT INPUT

Academic Interests:

██████████ would like to attend college. He is interested in going out of state but has not yet settled on one school.

Functional Interests:

██████████ has an interest in improving his time management and money management skills.

Employment Interests:

██████████ has career interest in sports and medicine. He would like to professional athlete - football, baseball or basketball.

Other:

AGE-APPROPRIATE TRANSITION ASSESSMENT RESULTS

Assessment Type	Date Completed	Provider or Reviewer
Functional Skills Assessment	04/10/2012	Leneen Alston
Assessment Tool(s): PSL Inventory		
Interpretation of Results Summary for Post-secondary education and training: Results indicate a basic knowledge of post-secondary options, Education and training exploration - assessment, research, and development - is recommended. Summary for Employment: Results indicate limited employment/career skills and experience. Career exploration - assessment, research, and development - is recommended.		

COORDINATED SET OF ACTIVITIES FOR POST-SECONDARY EDUCATION AND TRAINING

The Transition section should identify appropriate, measurable post-secondary outcomes/goals. Goals should be based upon age-appropriate transition assessments related to employment, education and/or training, and where appropriate, independent living skills.

AREA: Post-secondary education and training

Long Range Goal(s): Upon completion of high school, ██████████ will attend college and complete a course of study in the field of sports medicine.

SHORT-TERM MEASURABLE GOALS

Short Term Measurable Goal: Complete homework with 70% consistency.

Baseline: 0%

Anticipated Date of Achievement: 04/19/2013

Individualized Education Program (IEP)

TRANSITION SERVICES FOR POST-SECONDARY EDUCATION AND TRAINING

Service	Setting	Time	Projected Begin Date	Projected End Date
transition planning	High School	2 hr per year	03/27/2013	03/25/2014

EXTRACURRICULAR ACTIVITIES AND COMMUNITY PARTICIPATION:

Research colleges/universities of interest and discuss pros and cons.

COURSE OF STUDY

A course of study is a long-range education plan or multi-year description of the educational program that directly relates to the student's anticipated post-school goals, preferences and interests as described above.

Academic courses to include English, Math, Science, Social Studies and Electives.

COORDINATED SET OF ACTIVITIES FOR EMPLOYMENT

The Transition section should identify appropriate, measurable post-secondary outcomes/goals. Goals should be based upon age-appropriate transition assessments related to employment, education and/or training, and where appropriate, independent living skills.

AREA: Employment

Long Range Goal(s): After graduation from high school, [REDACTED] will be employed in the medical field.

SHORT-TERM MEASURABLE GOALS

Short Term Measurable Goal: Complete an OARS Work Readiness Assessment.

Baseline: 0 out of 4 sections completed

Anticipated Date of Achievement: 03/27/2014

TRANSITION SERVICES FOR EMPLOYMENT

Service	Setting	Time	Projected Begin Date	Projected End Date
Career exploration	High School	2 hr per year	03/27/2012	03/25/2014

EXTRACURRICULAR ACTIVITIES AND COMMUNITY PARTICIPATION:

Seek and participate in job shadowing and volunteer at an appropriate organization for required Service Learning Hours as part of career exploration.

Individualized Education Program (IEP)

COURSE OF STUDY

A course of study is a long-range education plan or multi-year description of the educational program that directly relates to the student's anticipated post-school goals, preferences and interests as described above.

Complete courses such as Career Research and Development, Diversified Occupations I and II.

Individualized Education Program (IEP)

GRADUATION PLANNING

Projected Exit Category: ☒ H.S. Diploma
 ☐ H.S. Certificate prior to age 21
 ☐ H.S. Certificate at age 21

Date of Projected Graduation: 06/01/2015

The terms set forth in this IEP are not invalidated, in whole or in part, by disagreement from any participant, including the parent. A parent who disagrees with an IEP Team decision regarding the student's eligibility, evaluation, placement, or terms of service may challenge the decision by exercising the rights afforded to all parents under the procedural safeguards. A parent may refuse to provide consent for the initial provision of services, or revoke previously provided consent at any time if disagreement about services arises after the initial provision of services. [34 C.F.R. §300.9(c)(1); 34 C.F.R. §300.300(b)(4)] A parent who revokes consent for Part B services does so fully for all special education and related services listed on the student's IEP.

[REDACTED]
[REDACTED] NW [REDACTED]
Washington, DC, 20001
Individualized Education Program (IEP)

STUDENT INFORMATION

Student Name [REDACTED]	Student ID [REDACTED]	Grade 11 th Grade	Gender F	DOB [REDACTED]	Primary Language English
Student's Address [REDACTED]	City Washington DC	State [REDACTED]	Zip Code [REDACTED]		
Attending School [REDACTED] Shaw Campus	School Phone Number [REDACTED]				

PARENT INFORMATION

Name [REDACTED]	Relationship Parent	Home Phone [REDACTED]	Work Phone [REDACTED]	Cell Phone [REDACTED]
Address [REDACTED]	City Washington DC	State [REDACTED]	Zip Code [REDACTED]	

IEP INFORMATION

Last Eligibility Date [REDACTED]	Last IEP Date Initial	Primary Disability Multiple Disabilities	Current IEP Date 09/15/2010
Case Manager [REDACTED]	Phone # [REDACTED]		

IEP MEETING PARTICIPANTS

Name, Title	Attended Meeting	Participated by Phone	Signature
Student, [REDACTED]	[]	[]	
Parent, [REDACTED]	[]	[]	
Step Parent, [REDACTED]	[]	[]	
Parent Advocate, [REDACTED]	[]	[]	
Lead Special Education Teacher, [REDACTED]	[]	[]	
Director of Special Education, [REDACTED] [REDACTED]	[]	[]	
US History Teacher, [REDACTED]	[]	[]	
Counselor, [REDACTED]	[]	[]	
Assistant Principal, [REDACTED]	[]	[]	
	[]	[]	

[] I agree with the contents of this IEP. I have had an opportunity to be involved in the development of this IEP. I have received a copy of this IEP and a copy of the procedural safeguards and parent rights pertaining to special education. I provide consent for services to be initiated as indicated in this IEP document.

Parent/Guardian Signature : _____ Date: _____

[REDACTED]
[REDACTED]
Washington, DC, 20001
Individualized Education Program (IEP)

PRESENT LEVEL OF PERFORMANCE AND ANNUAL GOALS (By Area of Concern)

AREA OF CONCERN: Academic-Mathematics		
Present Level of Education Performance <p>According to [REDACTED] Psychological/Psycho-educational Evaluation (Report Date: 06/28/2010), [REDACTED]'s math skills were a specific weakness for her. [REDACTED]'s performance showed some discrepancy between her general knowledge of mathematical principals and her ability to put the knowledge into practice, and both also showed some effects of inattention. Her knowledge of simple calculations-addition, subtraction, and multiplication, and division was fairly good, but she has limited understanding of calculations using fractions and decimals. On more than a few occasions, she miscomputed information by not attending to the proper sign (e.g. adding instead of subtracting). She also struggled to set up and solve word problems. On a subtest that assessed quickness of completion of very simple math problems, [REDACTED] performed lower than she had on other math tasks which demonstrate [REDACTED]'s difficulty with processing during timed activities.</p> <p><i>Broad Math</i> SS:87; 7.1. GE <i>Math Calculation Skills</i> SS:86; 7.1 GE</p>		
Needs: <p>[REDACTED] needs a small classroom size (low student-teacher ratio), a calculation device when working on word problems in repetition of directions, multiple cues (visual or oral), modeling (providing examples), in order to be successful within the general curriculum.</p>	Impact on the student: <p>[REDACTED] Specific Learning Disability (LD) and Other Health Impairment (OHI) causes her to have difficulty with processing information under timed constraints, retaining information for long periods of time and manipulating information, and staying on task for an extended period of time.</p>	
Annual Goal 1: <p>Given a set of 10 fraction problems, [REDACTED] will find the common denominator and perform the operation required, with fading support, with 80% accuracy as measured by teacher observation.</p>		
Baseline: <p>[REDACTED] has difficulty performing operations with fractions.</p>	Anticipated Date of Achievement: <p>06/01/2011</p>	Evaluation Procedures and Schedule: <p>Work Samples/Each Nine Weeks</p>
Annual Goal 2: <p>After finding a solution to the problem, [REDACTED] will plug in values to check for accuracy in 4 out of 5 trials as measured by teacher observation.</p>		
Baseline: <p>[REDACTED] makes frequent errors when performing different operations. Checking for accuracy will allow her to check and correct her mistakes.</p>	Anticipated Date of Achievement: <p>06/01/2011</p>	Evaluation Procedures and Schedule: <p>Work Samples/Each Nine Weeks</p>
Annual Goal 3: <p>[REDACTED] will evaluate functions by creating a table of values and plotting the function on a coordinate plane in 3 out of 5 trials as measured by teacher accuracy.</p>		
Baseline: <p>In Algebra II, [REDACTED] will be learning about functions, and will need to know how to correctly plug in values to plot a function a coordinate plane.</p>	Anticipated Date of Achievement: <p>06/01/2011</p>	Evaluation Procedures and Schedule: <p>Work Samples/Each Nine Weeks</p>

Washington, DC, 20001
Individualized Education Program (IEP)

AREA OF CONCERN: Emotional, Social, and Behavioral Development		
Present Level of Educational Performance: According to [REDACTED] Psychological/Psycho-educational Evaluation (Report Date: 06/28/2010), [REDACTED] shows signs of depression and anxiety, as well as problems with impulse control. [REDACTED]'s self esteem is poor, and she has significant feelings of insecurity and inadequacy in dealing with problems. She has innate psychological resources for coping with difficulties, but often feels overwhelmed by negative feelings which compromises her ability to use those coping strategies. She feels rejected, hurt, and misunderstood by others. Testing also indicates that she also tends to view the world as an environment in which she does not perceive nor anticipate positive interactions with others to be a matter of course. This pushes her away from other people and forming deep and meaningful relationships with them. Organization: [REDACTED] has difficulty organizing her class work materials, prioritizing assignments/tasks that need to be completed, and starting or initiating these tasks in a timely manner (executive functioning).		
Needs: [REDACTED] needs individual and group counseling to develop better ways to manage her emotions and behaviors. [REDACTED] also needs to be encouraged to use the organizational system that has been set in place for her (i.e. expandable folder). [REDACTED] on task behavior and work completion should be monitored through a daily log.	Impact of the Student: [REDACTED] Emotional Disability (ED) and Other Health Impairment (OHI) causes [REDACTED] to have difficulty with impulsivity, and responding to frustrating situations appropriately.	
Goal 1 [REDACTED] will gain an awareness of her behaviors that lead to conflict by participating in self-reflections, self-assessments and taking accountability for her actions in 4 out of 5 trials as measured by teacher observation and counselor's logs.		
Baseline Student demonstrates the ability to identify "fault/blame" in others but has great difficulty with identifying her own poor choices and actions.	Anticipated Date of Achievement: 06/01/2011	Evaluation Procedures and Schedules: Observations, logs/Each Nine Weeks
Goal 2 [REDACTED] will demonstrate improved social skills with peers and adults in 4 out of 5 trials as measured by teacher observations and counselor's logs.		
Baseline: Student appears to be longing for acceptance by the MAPCS community. Unfortunately, in her effort to gain acceptance, student inadvertently contributes to conflicts through her verbal and physical responses.	Anticipated Date of Achievement: 06/01/2011	Evaluation Procedures and Schedules: Observations, logs/Each Nine Weeks
Goal 3 [REDACTED] will learn how to appropriately manage her emotions when in conflict by participating in role plays and processing thoughts and behaviors in 4 out of 5 trials as measured by teacher observation and counselor's logs.		
Baseline: Student has exhibited a high level of frustration by means of yelling, threatening and the use of vulgar and explicit language.	Anticipated Date of Achievement: 06/01/2011	Evaluation Procedures and Schedules: Observations, logs/Each Nine Weeks

Goal 4

When given assigned academic work in the content area classes, [REDACTED] with fading teacher support/prompting, will utilize a self-selected strategy (i.e. structured assignment), to assist with tracking assignment in 4 out of 5 trials as measured by teacher observation.

Baseline: [REDACTED] struggles with organization and remember the assignments/tasks she must complete in a timely manner.	Anticipated Date of Achievement: 06/01/2011	Evaluation Procedures and Schedules: Observations, logs/Each Nine Weeks
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Goal 5

During content area classes, [REDACTED] will use a Daily Activities Log in order to monitor academic performance as measured by observation with 80% accuracy

Baseline: [REDACTED] has difficulty recalling positive moments in her day. Reflecting on behaviors will improve [REDACTED]'s self-esteem.	Anticipated Date of Achievement: 06/01/2011	Evaluation Procedures and Schedules: Observations, logs/Each Nine Weeks
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Goal 6

When [REDACTED] is in class, [REDACTED] will stay on task (completing assigned task or assignment) with minimal teacher prompting or redirection in 4 out of 5 trials as measured by teacher observation.

Baseline: [REDACTED] has difficulty staying focused for long periods of time.	Anticipated Date of Achievement: 06/01/2011	Evaluation Procedures and Schedules: Observations, logs/Each Nine Weeks
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Goal 7

Before the end of each class, [REDACTED] will submit assignments, with fading teacher prompting, in 4 out of 5 trials as measured by teacher observation.

Baseline: Although [REDACTED] may complete her assignments in class, she does not submit them in a timely manner.	Anticipated Date of Achievement: 06/01/2011	Evaluation Procedures and Schedules: Observations, logs/Each Nine Weeks
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[REDACTED] PCS S [REDACTED]
[REDACTED]
[REDACTED]
Individualized Education Program (IEP)

SPECIAL EDUCATION AND RELATED SERVICES

Service	Setting	Begin Date	End Date	Time/Frequency
Specialized Instruction	Outside General Education	09/15/2010	09/15/2011	4 hrs per wk
Specialized Instruction	General Education	09/15/2010	09/15/2011	9 hrs per wk
Behavioral Support Services	Outside General Education	09/15/2010	09/15/2011	90 min per week

Consultation

Service	Setting	Begin Date	End Date	Time/Frequency
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Other Classroom Aids and Services

This section documents aids, services, and other supports that are only provided in regular education classes or other education related settings to enable children with disabilities to access the curriculum and are not accommodations provided in the DCCAS.

DEDICATED AIDES

Student requires the support of a dedicated aide: [] Yes [X] No

[REDACTED]
[REDACTED]
Washington, DC, 20001
Individualized Education Program (IEP)

LEAST RESTRICTIVE ENVIRONMENT (LRE)

Make a brief statement describing student needs that require removal from general education to receive the following special education and related services. *Note: The nature and/or severity of the disability must be such that the student can only make progress on IEP goals and objectives by being removed from the general education classroom to receive these services.*

Service	Time/Frequency	Justification
Specialized Instruction	3 hr per wk	[REDACTED] needs an Academic Resource class where objectives of core content classes are remediated or re-taught so that she may successfully access the general education curriculum.
Behavioral Support Services	90 min per wk	The impact of [REDACTED] disability on her academic progress requires counseling services in a small group setting or individual setting in order to successfully access the general curriculum.

Describe supplemental supports and services that were previously attempted in a general education setting.

Here at [REDACTED], [REDACTED] is currently receiving the following instructional modifications in order to successfully access the general education curriculum: graphic organizers, organizational aids, varying method of instruction/content of lesson, chunking of instruction, frequent reminders from co-teachers to stay on task, and incentives for [REDACTED] to use organizational strategies and Daily Activities Log that monitors on task behavior and work completion.

[REDACTED] also receives breaks to see her counselor or her case manager when she has difficulty de-escalating or when she needs a "breather."

All major projects should be divided into "tasks" or parts with individual due dates. This will allow [REDACTED] to focus on one aspect of the project at a time.

Individualized Education Program (IEP)

CLASSROOM ACCOMODATIONS AND STATE ASSESSMENT (DCCAS) PARTICIPATION

Accommodations are made as appropriate to allow the student to advance toward attaining his/her annual goals and be involved and progress in the general curriculum. Accommodations in general and special education settings may include several areas (e.g. transportation, school discipline policy, conditional behavioral intervention, assistive technology, grading modifications, curriculum, materials and equipment, limited English proficiency services, professional services, and other services). Any accommodations listed are in effect for the duration of the IEP unless otherwise indicated.

Student will participate in: ☐ Regular Statewide Assessment without accommodations
☒ Regular Statewide Assessment with accommodations
☐ Alternate Assessment

Classroom Accommodations	Statewide Assessment Accommodations
<i>Presentation</i>	<i>Presentation</i>
Repetition of Directions	Repetition of Directions
<i>Response</i>	<i>Response</i>
Calculators	Calculators
<i>Setting</i>	<i>Setting</i>
Preferential seating	Preferential seating
Small group testing	Small group testing
Individual testing	Individual testing
Location with minimal distractions	Location with minimal distractions
<i>Timing and Schedule</i>	<i>Timing and Schedule</i>
Breaks between subtests	Breaks between subtests
Extended time on subtests	Extended time on subtests

TRANSPORTATION

Student requires transportation services: ☐ Yes ☒ No

COMPENSATORY EDUCATION

Compensatory Education was discussed at the IEP meeting: ☒ Yes ☐ No

Comments:

The team discussed the documentation that was presented at the meeting and questioned the delay in determining eligibility at [redacted] previous school considering the amount of time and the time period the information was available for review.

[REDACTED] Campus
[REDACTED], NW [REDACTED]
Washington, DC, 20001
Individualized Education Program (IEP)

EXTENDED SCHOOL YEAR

Eligibility for receiving extended school year services must be discussed each year at the student's annual IEP meeting.

Are extended school year services required for this pupil? ☐ Yes ☒ No ☐ Don't know yet

Rationale:

Based on recent psychological evaluations, [REDACTED] will not encounter regression of critical life skills caused by normal breaks. Therefore, [REDACTED] does not need ESY services at this time.

**[REDACTED] Campus
[REDACTED]
Washington, DC, 20001
Individualized Education Program (IEP)**

STUDENTS LONG-RANGE GOALS AND INTERESTS

Post-secondary education and training	Four year college
Employment	Full-Time Competitive Employment Part-Time Competitive Employment

AGE APPROPRIATE TRANSITION ASSESSMENTS UTILIZED TO DETERMINE LONGRANGE GOALS AND INTERESTS

Include all formal and informal transition assessments. These assessments can be interest inventories, observations, meetings with students, task analysis, student grades, self-determination scales, self-determination assessments, etc.

Area	Assessment Tool	Date Administered	Results
Post-secondary education and training	Transition Planning Inventory (TPI)	Needs to be conducted	Through conversation, [REDACTED] has stated that she would like to attend a prestigious university where she can study Forensics.
Employment	Career Cruiser	09.14.2010	Overall, [REDACTED] responses indicated that she wants to have a career where she is working or helping others. Many of her suggested careers dealt with creativity and investigation.

ANNUAL MEASURABLE GOALS FOR POST-SECONDARY TRANSITION

<p align="center">AREA: Post-secondary education and training</p>	
<p>Annual Goal [REDACTED] will meet with her case manager once a month to research universities that are of interest to her based on their programs and support services they offer.</p>	
<p>Baseline: [REDACTED] has mentioned that she would like to attend a university like New York University, but is unable to discuss other schools and their programs in which she may be interested.</p>	<p>Anticipated Date of Achievement: 06/010/2010</p>

[REDACTED]
1 [REDACTED]
Washington, DC, 20001
Individualized Education Program (IEP)

AREA: Employment	
Annual Goal [REDACTED] will seek an internship/employment that is related to her field of interest and arrive in a timely manner to her work site and have supervisor complete evaluation once a week.	
Baseline: [REDACTED] will need to obtain in internship during her junior year to start obtaining the necessary work credits to graduate.	Anticipated Date of Achievement: 06/01/2011
Annual Goal [REDACTED] will submit time sheets on a weekly basis to the Transition Counselor in order to receive credit for work hours and get paid.	
Baseline: [REDACTED] will be responsible for checking in with her transition counselor on a weekly basis.	Anticipated Date of Achievement: 06/01/2011

POST-SECONDARY TRANSITION ACTIVITIES AND SERVICES

Activity/ Service	Location	Time Frequency	Responsible Agency	Begin Date	End Date	Completion Date
Career Prep	Classroom and internship site	4 hrs per week	LEA-Transition Specialist/Coordinator	09/15/2010	06/01/2011	
Career Prep	Individual Consultation with Transition Counselor	1 hr per week	LEA-Transition Specialist/Coordinator	01/04/2010	06/01/2011	

GRADUATION/EXIT INFORMATION

Projected Exit Category:

☒ H.S. Diploma
☐ H.S. Certificate prior to age 21
☐ H.S. Certificate at age 21



DISTRICT OF COLUMBIA

Department of Education

Individualized Education Program (IEP)

STUDENT INFORMATION

Student Name [REDACTED]	Student ID [REDACTED]	Grade Pre-kindergarten	Gender M	DOB [REDACTED]	Primary Language
Student's Address	City	State	Zip Code		
Attending School Truesdell EC	School Phone Number 576-6202				

PARENT INFORMATION

IEP INFORMATION

Last Eligibility Date 10/01/2010	Last IEP Date 11/16/2010	Primary Disability Developmental Delay	Current IEP Date 05/10/2011
Case Manager Jennifer Caine	Phone # 576-6202		

IEP MEETING PARTICIPANTS

Name, Title	Attended Meeting	Participated by Phone	Signature
Student, [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	
Guardian(s), [REDACTED]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Advocate, Ms. Zeisel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Regular Ed Teacher, Ms. Hines	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Special Education Teacher, Jennifer Caine	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Social Worker, Paul Williams	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Special Education Coordinator, Kathleen Guerzon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Psychologist, Ana Cristina Rivas Psy.D	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Occupational Therapist, Whitney Simms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Social Worker, Gisele Perez	<input type="checkbox"/>	<input type="checkbox"/>	

☐ I agree with the contents of this IEP. I have had an opportunity to be involved in the development of this IEP. I have received a copy of this IEP and a copy of the procedural safeguards and parent rights pertaining to special education. I provide consent for services to be initiated as indicated in this IEP document.

Parent/Guardian Signature : _____

Date: _____

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DISTRICT OF COLUMBIA

Individualized Education Program (IEP)

PRESENT LEVEL OF PERFORMANCE AND ANNUAL GOALS (By Area of Concern)

AREA OF CONCERN: Adaptive/Daily Living Skills		
Present Level of Educational Performance: [REDACTED] is a young child who according to teacher's reports and the BASC-II TR, presented maladaptive behaviors in the areas of aggression, hyperactivity and atypically. He also presented At Risk for attention problems and functional communication. It was observed during the evaluation and school observation that [REDACTED] is at times very active and easily distracted. Teacher said that he is also can be aggressive towards other peers and is easily frustrated. He also throws tantrums when not getting his way. [REDACTED] social skills were average; he is able to play with other kids and initiate proper interactions. [REDACTED] cognitive abilities are in the Low average range and there were mostly affected by his short attention span.		
Needs: [REDACTED] needs a structure environment in a general classroom where he can continue to increase his learning abilities. He will also need special instruction to modify his behavior. He needs to be able to recognize his emotions when he is getting frustrated and be able to choose appropriate ways to handle his frustrations as well as attend to learning tasks.	Impact on the student: [REDACTED] decreased emotional/behavioral skills impact his ability to interact with others in his environment. He is unable to express himself to satisfy his needs. His disruptive behaviors will limit him to follow structure task and take advantage of the classroom learning tools.	
Annual Goal 1: [REDACTED] will be able to follow the basic classroom rule of no physical aggression towards peer and teachers including no hitting, scratching, pinching, or kicking 80% of the school days over 4 consecutive weeks.		
Baseline:	Anticipated Date of Achievement: 11/01/2011	Evaluation Procedures and Schedule: Log / Weekly
Annual Goal 2: [REDACTED] will demonstrate ability to sit in his seat for a period of five to ten minutes during a table time activity; either group or individual with verbal prompts and reinforcement every minute. Success is 4 out of 5 trials measured weekly.		
Baseline:	Anticipated Date of Achievement: 11/01/2011	Evaluation Procedures and Schedule: Log / Weekly
Annual Goal 3: Upon verbal and visual prompt using a visual schedule, [REDACTED] will follow the classroom routine; he will transition independently between activities within the classroom without throwing objects, having a temper tantrum, nor demonstrating behavioral outburst; on 9/10 times over 4 out of 5 days of the week.		
Baseline:	Anticipated Date of Achievement: 11/01/2011	Evaluation Procedures and Schedule: Log / Weekly
Annual Goal 4: [REDACTED] will increase his/her social communication skills by refining two skills including; requesting help and using pictures or words in order to have basic needs met 3 out of 5 opportunities to do so.		

Truesdell EC



DISTRICT OF COLUMBIA

Department of Education

Individualized Education Program (IEP)

Baseline:	Anticipated Date of Achievement: 11/01/2011	Evaluation Procedures and Schedule: <i>Log / Weekly</i>
Annual Goal 5: [REDACTED] will actively participate in circle time. He will sit on his assigned seat and demonstrate active involvement with the group activity by looking at the teacher; attend to a story and respond appropriately to teacher questions; on 4 out of 5 days of the week.		
Baseline:	Anticipated Date of Achievement: 11/01/2011	Evaluation Procedures and Schedule: <i>Log / Weekly</i>
Annual Goal 6: [REDACTED] will follow verbal commands during games to increase his skills to listen to direction and attention by (i.e. Simon says with eyes cover etc...) on 4 out of 5 trials.		
Baseline:	Anticipated Date of Achievement: 11/01/2011	Evaluation Procedures and Schedule: <i>Log / Weekly</i>

AREA OF CONCERN:**Emotional, Social, and Behavioral Development****Present Level of Educational Performance:**

[REDACTED] is a young child who according to teacher's reports and the BASC-II TR, presented maladaptive behaviors in the areas of aggression, hyperactivity and oppositional/defiant behavior. He also presented At Risk for attention problems and functional communication. It was observed during the evaluation and school observation that [REDACTED] is at times very active and easily distracted. Teacher said that he also can be aggressive towards other peers and is easily frustrated. He also throws tantrums when not getting his way. [REDACTED] cognitive abilities are in the Low average range and they were mostly affected by his short attention span.

Needs:

[REDACTED] needs a structure environment in a general classroom where he can continue to increase his learning abilities. He will also need special instruction to modify his behavior. [REDACTED] needs to learn to improve his in seat/on task behavior, problem solving skills, coping skills, anger management skills and interpersonal relationship skills.

Impact on the student:

[REDACTED] deficits in social emotional functioning significantly impact his ability to interact with others in his environment. He has trouble expressing himself to satisfy his needs. His disruptive behaviors limit him from following structured task and taking advantage of the classroom learning tools.

Annual Goal 1:

[REDACTED] will demonstrate improvements in his social emotional functioning, especially as it relates to self-control. [REDACTED] will master the following short term objectives at a 60% mastery level. Obj.#1= During specified counseling/classroom activities [REDACTED] will stay on task with minimal verbal reminders, in 60% of the trials. Obj.#2= [REDACTED] will discuss 3 situations in which he lacked self-control, when requested, in 60% of the trials. Obj.#3= [REDACTED] will discuss the meaning of self-control, when requested, in 60% of the trials. Obj.#4= Given an opportunity in a group setting, [REDACTED] will spontaneously take turns and offer to share one of toy with peers with minimal prompting in 60% of the trials. Obj.#5= Given social stories or visuals, [REDACTED] will be able to describe the plot of the story, the characters emotions and will identify (verbally or by pointing to pictures) the adequate behavioral response in 60% of the trials.



DISTRICT OF COLUMBIA

Office of the Superintendent of Schools

Individualized Education Program (IEP)

Baseline: [REDACTED] has a very hard time remaining focused and on task. He also exhibits defiant behavior and has trouble following staff directives. During specified activities, [REDACTED] is able to stay on task approximately 50% of the time.	Anticipated Date of Achievement: 04/04/2012	Evaluation Procedures and Schedule: Log / Observation / Weekly
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AREA OF CONCERN:**Motor Skills/ Physical Development****Present Level of Educational Performance:**

[REDACTED] is a pleasant and cooperative child during therapy sessions. [REDACTED] has improved in his ability to cross midline, without compensatory trunk movements. He continues to demonstrate an immature grasp on age appropriate writing, coloring, and cutting utensils. Hand dominance is not well established. [REDACTED] demonstrates a decreased ability to sit and attend to adult directed tasks, however, with frequent movement breaks or an opportunity to perform preparatory heavy work activities, this seems to improve.

Needs:

[REDACTED] needs to improve his grasping skills and fine precision for copying prewriting forms, cutting, self-care skills. [REDACTED] needs to improve his ability to attend to adult-directed tasks.

Impact on the student:

[REDACTED] decreased efficient motor skills will impact how he manipulates classroom tools, his endurance to color and draw, and his participation in school-related activities. His handwriting development is delayed he needs to develop pre-writing skills to achieve success with writing and drawing stories in the classroom.

Annual Goal 1:

[REDACTED] will cut along straight and curved lines, and cut out simple shapes with a 1/4" border, demonstrating improved scissor control while maintaining a "thumbs up" position and forearm close to his body, while staying within 1/8" of the boundary lines 80% of this time on 4/5 trials presented.

Baseline: cut paper in 2 pieces with guidance in grasping.	Anticipated Date of Achievement: 04/04/2012	Evaluation Procedures and Schedule: Work Samples / Once a Month Observation / Once a Month
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Annual Goal 2:

Following a preparatory activity, [REDACTED] will complete an age appropriate coloring task, while maintaining an efficient grasping pattern on coloring tools, given no more than 2 physical prompts for grasp on 4/5 trials presented.

Baseline: Uses a fist grasp or excessive wrapping of pencil with no web space.	Anticipated Date of Achievement: 04/04/2012	Evaluation Procedures and Schedule: Log / Once a Month Observation / Once a Month
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Annual Goal 3:

[REDACTED] will imitate prewriting forms (l, -, x, cross, o, square, /, \, etc.) with 80% accuracy on 4/5 trials presented.

Baseline: imitates strokes	Anticipated Date of Achievement: 04/04/2012	Evaluation Procedures and Schedule: Work Samples / Practice and Drill / Once a Month
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Annual Goal 4:

Following a sensory preparatory activity, [REDACTED] will complete a 15 structured fine motor/art task with 80% accuracy, requiring no more than 2 sensory/movement breaks.

Truesdell EC



DISTRICT OF COLUMBIA

Department of Education

Individualized Education Program (IEP)

Baseline: definite difference in multisensory processing: attention/regulation	Anticipated Date of Achievement: 04/04/2012	Evaluation Procedures and Schedule: <i>Log / Observation / Once a Month</i>
Annual Goal 5: [REDACTED] will catch a playground and/or tennis sized ball 2/4 times from a distance of 5 ft. over 3 consecutive sessions.		
Baseline: unable to catch a playground ball.	Anticipated Date of Achievement: 04/04/2012	Evaluation Procedures and Schedule: <i>Log / Observation / Once a Month</i>
Annual Goal 6: [REDACTED] will complete age-appropriate self-care tasks (buttons, snaps, zippers, belt buckles) with minimal assistance on 4/5 trials presented.		
Baseline: [REDACTED] has difficulty completing self-care tasks.	Anticipated Date of Achievement: 04/04/2012	Evaluation Procedures and Schedule: <i>Observation / Practice and Drill /</i>



DISTRICT OF COLUMBIA

DEPARTMENT OF EDUCATION

Individualized Education Program (IEP)**SPECIAL EDUCATION AND RELATED SERVICES****Special Education Services**

Service	Setting	Begin Date	End Date	Time/Frequency
Specialized Instruction	Outside General Education	05/11/2011	10/01/2011	90 min per wk
Specialized Instruction	Outside General Education	09/01/2011	05/01/2012	5 hr per wk
Specialized Instruction	General Education	05/11/2011	05/01/2012	5 hr per wk

Related Services

Service	Setting	Begin Date	End Date	Time/Frequency
Occupational Therapy	Outside General Education	04/04/2011	04/04/2011	2 hr per mon
Behavioral Support Services	Outside General Education	04/05/2011	04/01/2012	30 min per wk

Consultation Services

Service	Begin Date	End Date	Time/Frequency
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Other Classroom Aids and Services

This section documents aids, services, and other supports that are only provided in regular education classes or other education-related settings to enable children with disabilities to access the curriculum and are not accommodations provided in the DC-CAS.

Visual aids, modelling, differentiated instruction, small group instruction and individual instruction

DEDICATED AIDES

Student requires the support of a dedicated aide: ☒ Yes ☐ No

Daily Schedule of Assistance:

Location: General Education	Begin Date:	End Date:
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DISTRICT OF COLUMBIA

OFFICE OF THE SUPERINTENDENT

Individualized Education Program (IEP)**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

Make a brief statement describing student needs that require removal from general education to receive the following special education and related services. *Note: The nature and/or severity of the disability must be such that the student can only make progress on IEP goals and objectives by being removed from the general education classroom to receive these services.*

Service	Time/Frequency	Justification
Specialized Instruction	90 min per wk	needs intensive intervention in an out of general ed. setting to effectively meet his needs.
Specialized Instruction	5 hr per wk	needs intensive intervention in an out of general ed. setting to effectively meet his needs.
Occupational Therapy	2 hr per mon	needs OT services outside the general education setting to address motor and sensory difficulties.
Behavioral Support Services	30 min per wk	needs behavioral services outside the general education setting to address behavioral difficulties.

Describe supplemental supports and services that were previously attempted in a general education setting. Visual aids, modeling, small group setting, differentiated instruction, individual instruction.

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DISTRICT OF COLUMBIA

TRUESDELL EDUCATION CENTER

Individualized Education Program (IEP)**CLASSROOM ACCOMMODATIONS AND STATE ASSESSMENT (DC-CAS) PARTICIPATION**

Accommodations are made as appropriate to allow the student to advance toward attaining his/her annual goals and be involved and progress in the general curriculum. Accommodations in general and special education settings may include several areas (e.g. transportation, school discipline policy, conditional behavioral intervention, assistive technology, grading modifications, curriculum, materials and equipment, limited English proficiency services, professional services, and other services). Any accommodations listed are in effect for the duration of the IEP unless otherwise indicated.

Student will participate in: ☐ Regular Statewide Assessment without accommodations
☒ Regular Statewide Assessment with accommodations
☐ Alternate Assessment

Classroom Accommodations	Statewide Assessment Accommodations
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TRANSPORTATION

Student requires transportation services: ☐ Yes ☒ No

COMPENSATORY EDUCATION

Compensatory Education was discussed at the IEP meeting: ☐ Yes ☒ No

Comments:

Truesdell EC



DISTRICT OF COLUMBIA

Office of the Superintendent of Schools

Individualized Education Program (IEP)**EXTENDED SCHOOL YEAR**

Eligibility for receiving extended school year services must be discussed each year at the student's annual IEP meeting.

Are extended school year services required for this pupil? ☐ Yes ☒ No ☐ Don't know yet

Rationale:



DISTRICT OF COLUMBIA

OFFICE OF THE ATTORNEY GENERAL

Parent/Guardian Information

Parent/Guardian:	[REDACTED]	Relationship:	[REDACTED]
Home Address:	[REDACTED] Washington DC 20011	Home Phone:	[REDACTED]
		Work Phone:	
		Cell Phone:	

Background Information:**Reason for Referral:**

[REDACTED] was referred for a Functional Behavior Assessment to identify behaviors that interfere with his academic achievement and to offer recommendations concerning the management of his behavior in the school setting.

Educationally Relevant Background Information: concentration depends upon activity, activity level is hyperactive, currently not taking medications, generally off-task, short concentration, difficulty following directions, highly distractible, does not follow rules, immature for his/her age, unfocused attention level, aggressive, appears to be purposely inattentive, relates poorly with others, lives in foster care.

Additional educationally relevant background information:

[REDACTED] many times exhibits oppositional/defiant behavior, throws temper tantrums and is verbally and physically aggressive with peers.

Provide relevant information about the student's home environment which may impact this FBA:

[REDACTED] presently lives with his foster parents and his half sister. The foster mother reports that [REDACTED] exhibits out of control/acting out behavior at home. Reports state that [REDACTED]'s biological mother had a mental disorder and that she abused drugs when she was pregnant with [REDACTED].



DISTRICT OF COLUMBIA

Office of the Superintendent

I. Describe the Behavior of Concern:

Specifically describe what the behavior looks like in observable, measurable terms. You must include baseline data that includes frequency (how often behavior occurs - hour, day, etc.) and duration (how long does the behavior last - each occurrence).

1. **Behavior of Concern:** Being out of seat, Defiance, Physical aggression, Social skills, Bossiness, Noncompliance, Picks on others, Bullying, Fighting, Off task, Talking out, Hyperactivity, Crying, Distracting others, Seeks attention
If you chose "Other", describe:
2. **Location of Target Behavior:** Occurs in all settings.
3. **Time of Day:** continuously.
4. **Describe the duration of the behavior:**
The behavior can last from a few minutes up until over 30 minutes.
5. **Describe the frequency of the behavior:**
The behavior occurs multiple times a day, throughout the course of the school day.

II. Antecedents to the Behavior of Concern:

1. Does the behavior allow the student to gain activities, items, personal attention and/or sensory stimulation? Yes
Describe:
The behavior allow [REDACTED] to gain personal attention and to get his own way.
2. Are there circumstances in which the behavior NEVER or ALWAYS occurs? No
Describe:
3. Does the behavior occur LESS or MORE often during particular activities, with certain people, or during specific times of the day? Yes
Describe:
The behavior is less likely to occur in one on one sessions, small group sessions, computer time or when [REDACTED] is able to do what he pleases. The behavior is more likely to occur when [REDACTED] is doing a full classroom activity.
4. Does the behavior occur in response to demands, termination of preferred activities, tone of voice, change in routine, transitions or the number of other people in the room? Yes
Describe:
The behavior many times occurs when [REDACTED] is asked to do something he does not want to do or when he is not allowed to do something that he wants to do.



DISTRICT OF COLUMBIA

SCHOOL OF EDUCATION

5. Could the behavior be related to educational or skills deficits (academic, communications, social or sensory processing)? Yes

Describe:

The behaviors maybe related to social skills deficits. [REDACTED] has deficits with problem solving skills, coping skills, anger management skills and interpersonal relationship skills.

III. Reinforcers (Consequences) That Maintain the Behavior of Concern:

1. Does the behavior allow the student to gain activities, items, personal attention and/or sensory stimulation? Yes

Describe:

The behavior allows [REDACTED] to gain personal attention and get activities that he prefers to do.

2. Does the behavior allow the student to postpone, avoid, escape or delay activities, items, personal attention and/or sensory stimulation? Yes

Describe:

The behavior allows [REDACTED] to avoid, escape and/or delay group work, taking turns, following directions and staying on task.

3. The negative ramifications of these behaviors are: disruption, impedes educational progress, interferes with social interactions, dangerous to others, impacts interpersonal relationships with peers, interferes with instruction, intimidates others.

IV. Perceived Function of the Behavior of Concern:

Describe why the Team believes the student does what he/she does. What is the reason? What does the student gain? What does the student avoid, postpone or escape from? Why?

[REDACTED] has weaknesses with his hyperactivity, attention deficits, impulsivity and interpersonal relationship skills. It is hard for [REDACTED] to remain focused and on task in large group settings and when he is not the center of attention. [REDACTED] behaviors are many times attempts to gain personal attention and avoid, postpone and/or delay following rules or doing tasks that he does not want to do.

V. Summary of Assessments:

Date: 09/02/2010	Assessment: Batelle Development Inventory 2nd Edition
Date: 09/02/2010	Assessment: Behavioral Assessment System for Children-Second Edition (BASC-II)
Date: 09/02/2010	Assessment: Vineland Adaptive Behavior Scales



DISTRICT OF COLUMBIA

Office of the Superintendent of Schools

Date: 09/02/2010

Assessment: Weschler Preschool and Primary Scales of Intelligence Third Edition (WPPSI-III)

Additional Information from Previous Assessments:**Direct/Indirect Assessments:**

Interviews were done with 2 of [REDACTED] teachers, observations were done during 2 of his classroom activities, a data triangulation chart was done. A psychological report dated 9/7/2010, a speech/language report dated 9/2/2010, and an occupational therapy report dated 6/10/2010 were reviewed for information.

VI. Observations:**Observation 1 Date:** 03/29/2011**Observation Setting:** Self-Contained

Observed Behaviors: did not work cooperatively with others, distracted others verbally, did not follow teacher directions, did not relate well to others, hyperactive, off-task most of the observation

Additional Observation Detail:

[REDACTED] was observed for 30 minutes during one of his classroom group activities. The teacher had to ask [REDACTED] to wait his turn, go back to his seat on the rug and come back to the group a number of the times during the observation period. He sat in his assigned spot for only a few minutes then went to another area of the room to get a book. He refused to come back to the group near the end of the observation period.

Observation 2 Date: 04/27/2011**Observation Setting:** Self-Contained

Observed Behaviors: inconsistently followed teacher directions, distracted others verbally, invested little effort, hyperactive, off-task most of the observation

Additional Observation Detail:

[REDACTED] was observed for 30 minutes during one of his classroom activities. [REDACTED] had a hard time consistently following the teachers directives. He kept getting out of his seat, he pushed one of his classmates. He got up and left the group and refused to return when requested by teacher a number of times.

VII. Summary Statement Including Antecedents, Behavior and Function:

The Team should carefully develop one or more statements using the following format that summarizes the information in this FBA. When (antecedents to the behavior) occurs, the student does (specific behavior of concern), in order to get (the perceived function of the behavior):

When [REDACTED] is asked to do something he doesn't want to do or when he is not allowed to do something that he wants to do, many times [REDACTED] will refuse to cooperate. He many times throws temper tantrums, walks away from the group, becomes aggressive with his peers or refuses to follow group rules. This behavior appears to be [REDACTED] way of attempting to gaining personal attention, have his own way, and deal with the trouble he has staying focused and on task.



DISTRICT OF COLUMBIA

The Board of Education

VIII. Educational or Skill Deficit(s) Related to the Behavior of Concern:

The Team should consider and carefully describe any specific deficits the student may have and that may be serving as an antecedent to the behavior of concern:

██████████ has weaknesses in his hyperactivity, attention skills, adaptive/daily living skills, motor skills, problem solving skills, coping skills, anger management skills, and interpersonal relationship skills.

The Team should indicate how the student's IEP through his/her special education program, supports and related services can address the identified deficit(s):

██████████ should receive plenty of praise/encouragement for efforts made and task completed. He should be given positive feedback which indicates that he is important, respected and successful. He should be given plenty of small group activities. He should be given plenty of one on one attention when possible. He should be given structured breaks when necessary. He should be given consistent rewards and consequences. He should be given many opportunities for social and academic success. He should be given options toward appropriate behavior. ██████████ should continue to receive counseling services to work on his problem solving skills, coping skills, anger management skills, interpersonal relationship skills and his in seat/on task behavior. He should continue to receive occupational services to address his motor skills/physical development needs.

IX. Other Information:

The Team should indicate any other information that may assist in developing a Behavioral Support Plan for

██████████



DISTRICT OF COLUMBIA

Office of the Superintendent of Schools

Date: 06/06/2011

Step 1: List what we want the student to do instead of the old behavior.(Define the new or replacement behavior.)

██████████ will remain in his assigned area and stay on task consistently. ██████████ will display listening skills and follow teacher/staff directives consistently. ██████████ will utilize appropriate interpersonal relationship skills with his peers and staff at all times.

Step 2: List what the teacher/staff do that is different than what is normally/usually done? How/when will the teacher/staff help the student practice the new behaviors?(Arrange context and intervention strategies. Positive Behavior Supports)

Context and Intervention Strategies - Positive Behavior Supports - Actions	Person Responsible
-School/classroom rules and classroom behavior plan should be reviewed with ██████████ regularly and implemented consistently. ██████████ should receive plenty of verbal praise and encouragement for efforts made and task completed. ██████████ should receive plenty of positive feedback showing him that he is important, respected and successful. Rewards and consequences should be implemented consistently. -If ██████████ exhibits off task behavior, he should be verbally reminded to refocus and stay on task. -██████████ should be provided with optional courses of action to prevent total refusal to obey classroom rules. -Make sure that ██████████ has many opportunities for social and academic success. -Give ██████████ leadership roles in the classroom. -Give ██████████ structured breaks when they are necessary. -Provide many small group activities for ██████████ - Provide one on one assistance for ██████████ when possible. -Give ██████████ clear and concise verbal instruction for each assignment. - Give ██████████ short directions, explanations and instructions to follow. ██████████ will receive weekly counseling to work on his problem solving skills, coping skills, anger management skills, character building skills, in seat/on task behavior and interpersonal relationship skills.	Special ed. teacher, general ed. teacher, sp ed sw, mental health team

Step 3: List rewards/reinforcement.

(Be sure to ask student what he/she would like to earn. Try to include their interests and enthusiasms.)

Rewards/Reinforcements	Person Responsible
-Plenty of praise/encouragement. -Extra computer time and free time. -Leadership roles. - Classroom honors/recognition. -Positive notes/calls home.	Special ed. teacher, general ed. teacher, social worker, mental health

Step 4: Consequences.

(Clear concise enforceable related to target behavior.)

Consequences	Person Responsible
-Verbal warnings/redirection. -Loss of computer and free time privileges. -Referrals to support team(Mental Health Team, Administration) -Progress notes/call between teacher/parent. MDT/Parent meetings.	Special ed. teacher, General ed. teacher, Social worker, Mental Health Team

Set time for review of plan (3-6 weeks): 12/16/2011

Page: 1

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**The Childrens Guild PCS
2146 24th Place NE
Washington, DC 20018**

Individualized Education Program (IEP)

STUDENT INFORMATION

Student Name	Local ID	State USI	Grade 5th Grade	Gender M	DOB	Language
Student's Address		City	State	Zip Code		
LEA of Enrollment The Childrens Guild PCS		Case Manager Nancy Ewart		School Phone 301-853-7370		
School / Site Childrens Guild Prince Georges Chillum MD		School Address 5702 Sargent Rd		City Chillum	State MD	Zip Code 20782

ELIGIBILITY / IEP INFORMATION

Last Eligibility Meeting Date 09/14/2016	Last IEP Annual Review Meeting Date 09/22/2017	Disability Autism Spectrum Disorder (Known as Autism)
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IEP MEETING DETAILS

Type of Meeting Annual Review	Meeting Date 09/18/2018
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SIGNATURES OF IEP TEAM PARTICIPANTS

IEP MEETING PARTICIPANTS			
<i>The list below documents the individuals who participated (attended and had opportunity to provide input) in the development of this IEP; signatures do not constitute agreement or disagreement with the content of this IEP, or authorize consent for Part B services. Parents indicate consent for service implementation by signing the Consent for Initial Provision of Services Form when the student is initially deemed eligible for IDEA, Part B services.</i>			
Participant Role	Name	Attended Meeting?	Signature
Parent		Attended in person	
Student		Did not attend	
Special Education Teacher	Estrella Lorenzo	Attended in person	
Evaluator/ Individual who can interpret assessment results	Nancy Ewart	Attended in person	
LEA/School Representative Director of Student Support	Tanna Jackson	Attended by phone	
General Education Teacher		Did not attend	
Occupational Therapist	Ishita Shah	Attended in person	
Speech Language Pathologist	Elizabeth Arginteanu	Attended in person	
School Social Worker	Natashia Rhoden	Attended in person	
Counsel for Ms.	Evan Cass	Attended in person	

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State USI:

Local ID:

The Childrens Guild PCS
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Individualized Education Program (IEP)

CONSIDERATION OF SPECIAL FACTORS

Positive Behavior Interventions and Supports

Does the child's behavior impede the child's learning or that of other children? ☒ YES ☐ NO

Consideration:

Behaviors include of physical aggression toward staff and elopement impede his ability to learn. He has exhibited aggressive behaviors when frustrated and elopement when he is not highly engaged. Differential reinforcement has and is being used to support an increase in preferred behaviors and a decrease in non-preferred behaviors such as being out of his seat.

Crisis intervention strategies including verbal deescalation, physical restraint and seclusion implemented by staff certified in Professional Crisis Management may be implemented if necessary to protect from imminent, serious, physical harm. These techniques will be used only after it has been determined that the less intrusive proactive and reactive behavior management strategies are ineffective or cannot be safely implemented.

Limited English Proficiency

Does the child have language needs that relate to the child's IEP? ☐ YES ☒ NO

Blind/Visually Impaired

Is the child a child who has been identified as blind or visually impaired? ☐ YES ☒ NO

Deaf/Hard of Hearing

Is the child a child who has been identified as deaf or hard of hearing? ☐ YES ☒ NO

Communication

Consideration:

presents communication delays that impede his ability to engage in direct instruction. Verbal communication is his current mode of getting his wants and needs fulfilled. is able to answer in complete sentences, and answer yes or no questions. is able to verbally request to go to the bathroom, when he needs help, or wants something as water, snacks, lunch, etc. currently does not communicate with any of his peers but will communicate with familiar adults only.

Assistive Technology

Consideration:

Assistive technology devices and services are not needed at the present time.

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Individualized Education Program (IEP)

PRESENT LEVEL OF PERFORMANCE AND ANNUAL GOALS (By Area of Concern)

AREA OF CONCERN: Academic-Mathematics		
Present Levels of Academic Achievement and Functional Performance: <p>is a newly enrolled student at The Children's Guild, Prince George's Campus. Calvin continues to work on identifying numbers using a number chart. When given the instruction "Point to the number ____", is able to recognize and identify the numbers 1 to 5 with 80% accuracy. currently works on a task folder with a number chart from 1 to 10 that requires him to arrange the numbers from lowest to highest. Given verbal prompts, performs this task with 50% accuracy.</p> <p>rote counts from 1 to 10 independently. He currently works on a task folder that requires him to match a set of objects to the corresponding numeral from 1 to 10. When given the instruction to count and answer to "How many?" he is able to count and match the correct numeral from 1 to 5 with 60% accuracy. He still requires support with one to one correspondence.</p>		
Estrella Lorenzo - Special Education teacher 9/6/2018		
Description of how the student's disability affects the student's access to the general education curriculum: <p>s disability of Autism impacts his ability to actively participate in a classroom environment. He demonstrates maladaptive behaviors such as elopement, aggression, physical disruption, and non-compliance. He requires a structured, predictable environment and one to one support throughout the school day to instruction and transitions. He requires an individualized schedule with small group and one to one instruction.</p>	Description of how the student's disability affects the student's progress in the general education curriculum: <p>s disability of Autism impacts his ability to stay on task, follow directions, learn, and generalize new information across all academic domains. In order to follow directions and comprehend material, he requires structured activities and visual supports. He performs significantly below grade level in the area of mathematics. This interferes with his ability to understand and perform tasks from general education standards.</p>	
Annual Goal 1: <p>will analyze number relations and apply computation strategies, involving situations of adding to, taking from, putting together and taking apart with 80% accuracy over 3 consecutive trials.</p>		
Common Core Standards: 2.NBT.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.OA.1 - Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.OA.2 - Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.		
Baseline: <p>s currently able to count pictures of groups of objects up to 8 with less than 50% accuracy.</p>	Anticipated Date of Achievement: 09/17/2019	Evaluation Procedures and Schedule: <i>Work Samples / Daily</i> <i>Observation / Daily</i>

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Objectives:

1. Given modeling and verbal prompts (no more than 3), _____ will match a set of objects (1-15) with its corresponding numeral with 80% accuracy on 3 consecutive trials as measured by data collection and classroom assessments.
2. Given modeling and verbal prompts (no more than 3), manipulatives and visual support _____ will add whole numbers to 10 with 80% accuracy on 3 consecutive trials as measured by data collection and classroom assessments.
3. Given modeling and verbal prompts (no more than 3), manipulatives and visual support, _____ will subtract whole numbers within 10 with 80% accuracy on 3 consecutive trials as measured by data collection and classroom assessments.

Annual Goal 2:

Given manipulatives and/or pictures, _____ will identify and represent quantities within 10 with at least 80% accuracy in 3 out of 4 trials.

Common Core Standards:

K.CC.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Baseline:

_____ can write the numbers 1, 2, and 3 when given a model. He attempts to copy numbers to 9 but does so inaccurately. He has not shown the ability to identify numbers.

Anticipated Date of Achievement:

09/17/2019

Evaluation Procedures and Schedule:

*Work Samples / Daily
Observation / Daily*

Objectives:

1. Given written numbers, _____ will identify numbers 0-10 with 80% accuracy in 3 out of 4 trials.
2. Calvin will write numbers 0-10 through dictation with 80% accuracy in 3 out of 4 trials.

AREA OF CONCERN:

Academic-Reading

Present Levels of Academic Achievement and Functional Performance:

_____ is a newly enrolled student at The Children's Guild, Prince George's Campus. _____ can sing the A-B-C song independently and is able to recognize 15 uppercase letters using foam letters. When given the instruction to point to the correct letter, _____ would often repeat the letter name as staff reads each letter aloud. Given two answer choices and the instruction "Give me the ____", _____ is able to identify the correct letter read to him with 60% accuracy.

_____ is encouraged to participate in shared reading during small group instruction. Stories are read and reread to him individually when he is available for learning. _____ likes it when staff reads with him. He requires text with illustrations at this time in order to maintain focus and increase stamina for reading activities. Through modeling, verbal and gesture prompts, text is read to him by tracking print with his finger from left to right and top to bottom and page by page. He is able to refer to the illustrations to demonstrate understanding of what he reads.

Estrella Lorenzo - Special Education Teacher 9/6/18

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Description of how the student's disability affects the student's access to the general education curriculum: 's disability of Autism impacts his ability to actively participate in a classroom environment. He demonstrates maladaptive behaviors such as elopement, aggression, physical disruption, and non-compliance. He requires a structured, predictable environment and one to one support throughout the school day to instruction and transitions. He requires an individualized schedule with small group and one to one instruction.	Description of how the student's disability affects the student's progress in the general education curriculum: ; disability of Autism impacts his ability to stay on task, follow directions, learn, and generalize new information across all academic domains. In order to follow directions and comprehend material, he requires structured activities and visual supports. He performs significantly below grade level in the area of reading. This interferes with his ability to understand and perform tasks related to general education standards.	
Annual Goal 1: will know and apply instructional level phonics and word analysis skills in decoding words with 80% accuracy in 4 out of 5 trials as measured by data collection and classroom assessment.		
Common Core Standards: 3.RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. 3.RF.3.c - Decode multisyllable words.		
Baseline: is inconsistent with decoding skills. He is easily frustrated when participating in reading readiness activities.	Anticipated Date of Achievement: 09/17/2019	Evaluation Procedures and Schedule: <i>Work Samples / Daily</i> <i>Observation / Daily</i>
Objectives: 1. Given modeling and verbal prompts (no more than 3) will identify letter sound correspondence in 4 out of 5 trials as measured by data collection and classroom assessments. 2. Given modeling and verbal prompts (no more than 3), will decode and apply vowel pronunciation rules to read 10 CVC words like cat, pan, hen, in 4 out of 5 trials as measured by data collection and classroom assessments.		
Annual Goal 2: Given Dolch pre-primer sight words, will identify and/or read them with 80% accuracy in 3 out of 4 trials.		
Common Core Standards: K.RF.3.c - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). K.RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. K.RF.3.a - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.		
Baseline: will point to a the word given a field of 2 with prompting and encouragement from the teacher.	Anticipated Date of Achievement: 09/17/2019	Evaluation Procedures and Schedule: <i>Observation / Daily</i> <i>Practice and Drill / Daily</i>

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Objectives:

1. _____ will identify and/or read the words: a, and, big, can, for, go, I, in, it, and look with 80% accuracy in 3 out of 4 trials.
2. _____ will identify and/or read the the words: is, it, me, my, not, one, red, run, see and the with 80% accuracy in 3 out of 4 trials.
3. _____ will identify and/or read the the words: come, find, make, yellow, three, to, two, up, we and you with 80% accuracy in 3 out of 4 trials.
4. _____ will identify and/or read the the words: away, blue, down, funny, help, here, jump, little, said, and where with 80% accuracy in 3 out of 4 trials.

Annual Goal 3:

Given a field of 2-3 picture choices, highlighting, 0-1 prompts, and/or repeated opportunities to listen to an instructional level text, _____ will sequence the beginning, middle and end of the story in 3 out of 4 trials.

Common Core Standards:

2.RL.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Baseline:

_____ s able to answer "what" questions about a text when provided picture choices in 2 out of 3 opportunities.

Anticipated Date of Achievement:

09/17/2019

Evaluation Procedures and Schedule:

*Work Samples / Daily
Observation / Daily*

Objectives:

1. _____ will identify the beginning of the story for text that is read aloud in 3 out of 4 trials.
2. _____ will identify the middle of the story for text that is read aloud in 3 out of 4 trials.
3. _____ will identify the end of the story for text that s read aloud in 3 out of 4 trials.

AREA OF CONCERN:

Academic-Written Expression

Present Levels of Academic Achievement and Functional Performance:

_____ is a newly enrolled student at The Children's Guild, Prince George's Campus. _____ continues to do writing assignments through dot trace practice sheets and copying. He is able to copy letters, words and numbers through copying. When given the instructions to write his name, _____ waits for staff to dictate and write for him the letters of his name. He still requires verbal prompts when writing his first name. Given the letters of his name, _____ is able to arrange and spell his name correctly with 70% accuracy.

Estrella Lorenzo- Special Education Teacher 9/6/18

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Description of how the student's disability affects the student's access to the general education curriculum: ; disability of Autism impacts his ability to actively participate in a classroom environment. He demonstrates maladaptive behaviors such as elopement, aggression, physical disruption, and non-compliance. He requires a structured, predictable environment and one to one support throughout the school day to instruction and transitions. He requires an individualized schedule with small group and one to one instruction.	Description of how the student's disability affects the student's progress in the general education curriculum: ; disability of Autism impacts his ability to stay on task, follow directions, learn, and generalize new information across all academic domains. In order to follow directions and comprehend material, he requires structured activities and visual supports. He performs significantly below grade level in the area of writing. This interferes with his ability to understand and perform tasks from general education standards.	
Annual Goal 1: Given 10 dictated words, will apply correct spelling with 80% accuracy in 3 out of 4 trials.		
Common Core Standards: K.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. K.L.1.a - Print many upper- and lowercase letters.		
Baseline: can write his first name when given a model in 3 out of 5 attempts.	Anticipated Date of Achievement: 09/17/2019	Evaluation Procedures and Schedule: <i>Work Samples / Daily</i> <i>Observation / Daily</i>
Objectives: 1. Given verbal prompts (no more than 3) will spell and write his first and last name correctly in 3 out of 4 trials as measured by data collection and classroom assessment. 2. Given verbal prompts (no more than 3), will spell and write 10 high frequency words with 80% in 3 out of 4 trials as measured by data collection and classroom assessments.		
Annual Goal 2: Given a set of 3 to 4 picture cards including words, will arrange them in the correct order to produce a complete sentence with capitalization at the beginning and correct punctuation at the end with 80% accuracy in 3 out of 4 trials.		
Common Core Standards: K.W.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		
Baseline: When highly motivated, vill dictate sentences about pictures. Performance is inconsistent.	Anticipated Date of Achievement: 09/17/2019	Evaluation Procedures and Schedule: <i>Work Samples / Daily</i> <i>Observation / Daily</i>
Objectives: 1. i will arrange word cards from a field of 4 to create a focused sentence in 3 out of 4 attempts. 2. will place a word card beginning with a capital letter at the beginning of the sentence in 3 out of 4 attempts. 3. will place a word card with correct punctuation at the end of a sentence in 3 out of 4 attempts. 4. will re-write the sentence he created and underline the beginning capital letter in 3 out of 4 attempts.		

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AREA OF CONCERN: Communication/ Speech and Language	
Present Levels of Academic Achievement and Functional Performance: <p>is a 10 year old, male, newly enrolled student at The Children's Guild, PG campus. Though is new at The Children's Guild, he is regarded as a sweet and engaging student by staff.</p> <p>present levels of performance for communication are based on clinical observations, informal assessments (test items from the Clinical Evaluation of Language Fundamentals), data analysis, and a file review. is a verbal communicator. He uses 4-8 word phrases to communicate his wants and needs, to answer questions, and to describe visual material (ie.: pictures, his environment) at an independent level.</p> <p>During the 2017-2018 school year worked on using phrases to communicate his wants and needs, following 1-2 step directions, answering wh-questions related to a story, expanding his vocabulary, and interacting/ taking turns with others. uses functional communication to communicate his wants, needs, and desires with an average accuracy of 96%, and has therefore mastered this goal. He has also mastered his objective of following 1 and 2 step directions containing prepositions (in, on, next to, under, over) with 80% accuracy. Additionally, achieved an average accuracy of 85% on his goal to "expand his vocabulary by pointing to pictures/words, answering questions and by completing auditory closure tasks". According to the most recent progress report: "He pointed to pictures in 89% of trials, answered questions in 100% of trials and completed auditory closure tasks in 67% of trials". Regarding his goal to "interact with a peer or staff by sitting near, looking at, taking turns and sharing games/toys/books", has exhibited these behaviors with 80% accuracy during his most recent sessions.</p> <p>requires support with phonemic awareness tasks including initial and final phoneme identification, rhyme identification, and rhyme production. He also requires support when answering wh-questions related to a story, and sequencing events from narratives. This areas will be addressed in upcoming therapy sessions.</p> <p>Elizabeth Arginteanu, MS, CCC-SLP</p>	
Description of how the student's disability affects the student's access to the general education curriculum: <p>'s access to the general education curriculum is affected by his deficits in receptive, expressive and pragmatic language. He will have difficulty following along in the classroom during instruction and his educational success will be impacted.</p>	Description of how the student's disability affects the student's progress in the general education curriculum: <p>disability affects his progress in the general education curriculum. His receptive, expressive and pragmatic language deficits affect his ability to learn and retain the information learned in the classroom. He requires direct therapeutic instruction, visual supports, comprehension checks and modeling frequently. His motivation increases with reward systems in place.</p>
Annual Goal 1: <p>will answer "wh" questions related to a narrative or procedure, given visual supports, with 80% accuracy.</p>	

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Baseline: Based on a his most recent progress report, responded to simple who, what, where questions related to a story in 63% of trials, though his performance is inconsistent and can range from 50-63% accuracy.	Anticipated Date of Achievement: 09/17/2019	Evaluation Procedures and Schedule: <i>Log / At Opportunity</i> <i>Observation / At Opportunity</i>
Objectives: 1. will answer "what" and "who" questions related to a narrative or procedure, given visual supports, with 80% accuracy. 2. will answer "where" and "when" questions related to a narrative or procedure, given visual supports with 80% accuracy.		
Annual Goal 2: will demonstrate phonemic awareness skills by identifying initial and final sounds in CVC words, and identifying rhyming words, with 70% accuracy given visual supports and cues.		
Baseline: identifies initial and final sounds in CVC words with 10% accuracy at an independent level. He identifies rhyming words with 20% accuracy given cues.	Anticipated Date of Achievement: 09/17/2019	Evaluation Procedures and Schedule: <i>Practice and Drill / At Opportunity</i> <i>Verbal Response / At Opportunity</i>
Objectives: 1. will identify beginning sounds in CVC words, when presented verbally and orthographically, with 70% accuracy, given visual supports and cues. 2. will identify ending sounds in CVC words, when presented verbally and orthographically, with 70% accuracy, given visual supports and cues. 3. will identify rhyming words with 80% accuracy given visual supports and cues.		

AREA OF CONCERN: Emotional, Social, and Behavioral Development	
Present Levels of Academic Achievement and Functional Performance: 9/10/18 is a 10-year-old fifth grade student at The Children's Guild-Prince George's Campus. enrolled at The Children's Guild on 9/4/18 and currently receives 30 minutes of counseling per week. requires frequent redirection and prompting throughout the school day in order to remain on task. There are times throughout the day where will appear to be off task during academic instruction and will request for a break to participate in a preferred activity such as going outside or visiting the pond area to see the turtles. struggles to transition from preferred tasks to non-preferred tasks and will engage in unsafe behaviors such as eloping, hitting, and kicking. has demonstrated his ability to complete work assignments individually with verbal and gestural prompts. Natashia Rhoden, LMSW School Social Worker	

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Description of how the student's disability affects the student's access to the general education curriculum: disability requires individual instruction, constant redirection, verbal/ gestural prompts, frequent breaks which affect his ability to successfully access to the general education curriculum.	Description of how the student's disability affects the student's progress in the general education curriculum: Academic achievement and functional performance are affected by disability. Lack of self-regulation and aggressive behaviors prevents him from attending to academic tasks and continued progress in the general education curriculum. It is recommended that be provided with behavior support services to include behavior management and consultation with teacher and parent to ensure that interventions are consistently implemented in the classroom/school and home setting.	
Annual Goal 1: With adult support, given visual and verbal prompting i will improve on his ability to interact appropriately with staff and/or peers during group and/or individual tasks throughout the school day in 4 out of 5 opportunities with no more than 3 prompts.		
Baseline: Currently, struggles to interact with classroom peers and will engage in individual activities and tasks.	Anticipated Date of Achievement: 09/17/2019	Evaluation Procedures and Schedule: Log / Weekly Observation / Weekly
Objectives: 1. will participate in social skills group in order to learn appropriate peer interaction skills (i.e. requesting an item from a peer, sharing) in 4 out of 5 opportunities. 2. will work towards responding, either verbally or non-verbally, to statements and questions made by peers and/or adults 4 in out of 5 opportunities.		
Annual Goal 2: Given positive behavior supports and interventions will decrease episodes of engaging in unsafe behaviors (aggression, elopement, and noncompliance) by 50% from baseline and maintain a safe body as evidenced by standing calmly on two feet, keeping his hands and his feet to himself.		
Baseline: When frustrated or agitated will exhibit unsafe behaviors such as hitting, kicking and inappropriate language.	Anticipated Date of Achievement: 09/17/2019	Evaluation Procedures and Schedule: Log / Each Nine Weeks Observation / Weekly
Objectives: 1. As a replacement for exhibiting physical aggression (hitting, kicking) when experiencing frustration or feeling upset, will demonstrate positive coping skills (i.e. counting to 10, take deep breaths) within 4 verbal and/or prompts in 4 out of 5 opportunities. 2. will accept redirection from staff by correcting inappropriate behavior towards peers and/or staff with no more than 3 verbal and/or visual prompts in 4 out 5 opportunities.		

AREA OF CONCERN: Motor Skills/ Physical Development
Present Levels of Academic Achievement and Functional Performance:

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_____ is an energetic and creative student. _____ can independently open and close containers to access materials and his lunch, he is able to utilize bilateral coordination skills to complete life skill tasks such as clothing management. He can independently zip and button his clothing when completing hygiene and toileting tasks. _____ is also able to utilize school tools including scissors to cut straight and curved lines with accuracy. He has some foundational fine motor skills relating to handwriting, including utilizing a functional right handed dynamic tripod grasp on the writing utensil, but requires support for letter formation and legibility. _____ writes with increased precision when an additional visual aid like a highlighted word or letter is given. In the upcoming year, it is recommended that occupational therapy services continue to address _____ acquisition of motor skills, word processing and copying with increased legibility through use of visual supports, environmental adaptations and sensory supports so _____ can complete school based tasks with increased independence.

- Ishita Shah MS, OTR/L

Description of how the student's disability affects the student's access to the general education curriculum: _____ requires visual materials and frequent sensory-motor movement breaks such as walks in the halls, access to a chewy and fidgets across the school environment and access to sensory interventions including a rocking chair and theraband on his desk to promote in-seat behavior and attention to task. _____ currently has access to chair band to help him receive proprioceptive input and be able to fidget with his legs.	Description of how the student's disability affects the student's progress in the general education curriculum: _____ needs visual models and checklists, and staff prompts to initiate, stay on task and complete work. He requires access to sensory breaks during the day to maintain self-regulation.
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Annual Goal 1:
 Following sensory interventions and given a far or a near point model fading to no model by September 2019 year, modifications and adaptive equipment as needed, with no more than 3 verbal and/or gesture prompts, _____ will demonstrate written output of short words using lowercase letters with at least 70% accuracy in 3 out of 4 trials.

Baseline: _____ is able to demonstrate adequate manipulation and hold of classroom utensils using right handed tripod grasp. He is able to copy upper and lower case alphabets and his full name given additional visual inputs like highlighted lines and words. He is accurate with tracing and is able to produce all writing strokes with adequate fluency.	Anticipated Date of Achievement: 09/17/2019	Evaluation Procedures and Schedule: <i>Log / Weekly</i> <i>Observation / Weekly</i>
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Objectives:

1. will write be able to copy from a near or far point model all upper and lower case letters with 80% accuracy with strokes, size and legibility following adequate writing mechanics with no more than 3 visual and 3 verbal or tactile cues in 3 out of 4 trials.
2. will write be able to free write all upper and lower case letters with no model presented with 80% accuracy with strokes, size and legibility following adequate writing mechanics with no more than 3 visual and 3 verbal or tactile cues in 3 out of 4 trials.
3. By September 2019, will be able to use sensory strategies and request for sensory tools to follow a structured schedule to demonstrate self regulation abilities for 15 to 30 min by staying seated at his desk and while engaging in classroom or special curriculum

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Individualized Education Program (IEP)

SPECIAL EDUCATION AND RELATED SERVICES

Special Education Services

Service	Setting	Begin Date	End Date	Time/Frequency
Specialized Instruction	Outside General Education	09/18/2018	09/17/2019	30.5 hr per wk

Related Services

Service	Setting	Begin Date	End Date	Time/Frequency
Speech-Language Pathology	Outside General Education	09/18/2018	09/17/2019	60 min per wk
Occupational Therapy	Outside General Education	09/18/2018	09/17/2019	30 min per wk
Behavioral Support Services	Outside General Education	09/18/2018	09/17/2019	30 min per wk

Consultation Services

Service	Begin Date	End Date	Time/Frequency
Occupational Therapy	09/18/2018	09/17/2019	30 min per mon

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Individualized Education Program (IEP)

Other Classroom Aids and Services

This section documents aids, services, and other supports that are only provided in regular education classes or other education-related settings to enable children with disabilities to access the curriculum and are not accommodations provided in the Statewide-Assessment.

In order to access instruction and participate in the school environment, _____ requires the following instructional supports throughout the school day: Allow use of manipulatives, allow use of organizational aids, check for understanding, frequent and/or immediate feedback, information repeated and/or paraphrased, limited amount of text to be copied from the board, independent work monitored, alternative ways to demonstrate learning provided, questions and instruction paraphrased, picture schedule, alternative ways to demonstrate learning, repetition of directions, and assistance provided with organization. _____ requires access to above mentioned aids, services, modifications, and supports in all academic settings in the school building throughout the school day.

In order to access instruction and participate in the school environment, _____ requires the following classroom program modifications throughout the school day: break down assignments into smaller units, chunking of texts, delete extraneous information on assignments and assessments, when possible, limit amount of required reading, modified content, reduce number of answer choices, remove "except" and "not" questions, when possible, revised format of test (i.e. fewer questions, fill-in-the-blank), separate long paragraph questions into bullets, whenever possible, simplified sentence structure, vocabulary, and graphics on assignments and assessments, use pictures to support reading passages, whenever possible, and altered/modified assignments. _____ requires access to above mentioned aids, services, modifications, and supports in all academic settings in the school building throughout the school day.

In order to access instruction and participate in the school environment, _____ requires the following social/behavior throughout the school day: direct teacher support and instruction, advance preparation for schedule changes, checks for understanding, encouragement to ask for assistance when needed, encourage/reinforce appropriate behavior in academic and non-academic settings, frequent reminder of rules (visual and verbal), frequent eye contact/proximity control, home-school communication system, frequent changes in activities or opportunities for movement, provide manipulatives and/or sensory activities to promote listening and focusing skills, structured time for organization of materials, reinforcement of positive behavior through non-verbal/verbal communication, social skills training, strategies to initiate and sustain attention, and use of positive/concrete reinforcers. _____ requires access to above mentioned aids, services, modifications, and supports in all academic settings in the school building throughout the school day.

_____ presents as a student with individualized needs requiring a sensory plan _____ should have access to a chew tube and fidgets across the school environments. _____ benefits from having bands around his desk providing feedback and promoting in seat behaviors. _____ should also have access to frequent structured movement breaks and sensory intervention, Further development of a sensory diet will occur as _____ will continue to trial sensory strategies to help him regulate throughout the day, across the school environment under direction of the occupational therapist.

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DEDICATED AIDES

Student requires the support of a dedicated aide: ☒ Yes ☐ No

Plan for Dedicated Aide

Amount of Time: 7 hr per day		
Location: Outside General Education	Begin Date: 09/18/2018	End Date: 09/17/2019

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Individualized Education Program (IEP)

LEAST RESTRICTIVE ENVIRONMENT (LRE)

This section describes the Least Restrictive Environment (LRE) identified in previous IEP, the percentage of time that the student will be serviced outside the general education classroom, and the LRE placement category.

Least Restrictive Environment	
Least Restrictive Environment (LRE) identified in previous IEP	Separate school
Based on service decisions made by the IEP Team, the percentage of time that the student will be serviced outside the general education classroom is	100.00%
The LRE placement category that corresponds to the percentage of time the student is served outside the general education classroom is	Separate school

This section describes student needs that require removal from general education to receive the following special education and related services. Note: The nature and/or severity of the disability must be such that the student can only make progress on IEP goals and objectives by being removed from the general education classroom to receive these services.

Service	Time/Frequency	Reason services cannot be provided in general education setting
Specialized Instruction	30.5 hr per wk	Academic and therapeutic needs exceed that which can be provided in the general education setting. During the shortened summer session, specialized instruction hours = 20 hours/week.
Speech-Language Pathology	60 min per wk	Academic and therapeutic needs exceed that which can be provided in the general education setting.
Occupational Therapy	30 min per wk	Academic and therapeutic needs exceed that which can be provided in the general education setting.
Behavioral Support Services	30 min per wk	Academic and therapeutic needs exceed that which can be provided in the general education setting.

Describe supplemental supports and services that were previously attempted in a general education setting.
Specialized instruction provided in the following LRE options: A - 0-20% outside general education classroom B - 21-60% outside general education classroom C - 61-100% outside general education classroom
See Historical Data and previous IEPs.

Possible harmful effects that the proposed placement will have on the student or on the quality of the services the student Receives include

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will not have access to non-disabled peers during the school day.

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Individualized Education Program (IEP)

CLASSROOM ACCOMMODATIONS AND STATEWIDE OR ALTERNATE ASSESSMENT PARTICIPATION

Accommodations are made as appropriate to allow the student to advance toward attaining his/her annual goals and be involved and progress in the general curriculum. Accommodations in general and special education settings may include several areas (e.g. transportation, school discipline policy, conditional behavioral intervention, assistive technology, grading modifications, curriculum, materials and equipment, limited English proficiency services, professional services, and other services). Any accommodations listed are in effect for the duration of the IEP unless otherwise indicated.

Student will participate in:

☐ Regular Statewide Assessment without accommodations
☒ Regular Statewide Assessment with accommodations
☐ Alternate Assessment - No Accommodations
☐ Alternate Assessment - With Accommodations

Classroom Accommodations	Statewide or Alternate Assessment Accommodations
<i>Presentation</i>	<i>Presentation</i>
Clarification/ Repetition of Directions Calvin has significant needs and is performing below grade level across all academic subjects.	Clarification/ Repetition of Directions Calvin has significant needs and is performing below grade level across all academic subjects.
Redirect Student to Test Calvin has significant needs and is performing below grade level across all academic subjects.	Redirect Student to Test Calvin has significant needs and is performing below grade level across all academic subjects.
<i>Response</i>	<i>Response</i>
Non-Standard Calculation Device on Calculator Sections	Non-Standard Calculation Device on Calculator Sections Calvin's deficits with acquisition of basic math facts impede him from accessing higher level math concepts. A calculator will assist in exposing him to critical thinking skills during math instruction.
Calculation Device on Non-Calculator Sections	Calculation Device on Non-Calculator Sections Calvin's deficits with acquisition of basic math facts impede him from accessing higher level math concepts. A calculator will assist in exposing him to critical thinking skills during math instruction.
Human Scribe, Speech-to-Text, Human Signer, or External Assistive Technology for Selected Responses on ELA/Literacy Assessments	Human Scribe, Speech-to-Text, Human Signer, or External Assistive Technology for Selected Responses on ELA/Literacy Assessments Calvin struggles with paper pencil tasks. If a scribe is provided to him, he will have an opportunity to demonstrate understanding of literacy skills.

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Human Scribe, Speech-to-Text, Human Signer, or External Assistive Technology for Responses on Non-ELA/Literacy Assessments	Human Scribe, Speech-to-Text, Human Signer, or External Assistive Technology for Responses on Non-ELA/Literacy Assessments struggles with paper pencil tasks. If a scribe is provided to him, he will have an opportunity to demonstrate understanding of literacy skills.
Human Scribe, Speech-to-Text, Human Signer, or External Assistive Technology for Constructed Responses on ELA/Literacy Assessments	Human Scribe, Speech-to-Text, Human Signer, or External Assistive Technology for Constructed Responses on ELA/Literacy Assessments struggles with paper pencil tasks. If a scribe is provided to him, he will have an opportunity to demonstrate understanding of literacy skills.
<i>Setting</i>	<i>Setting</i>
<p>Preferential seating has significant needs and is performing below grade level across all academic areas. He requires these setting accommodations in order to stay on task, stay focused, and to limit his frustration. requires reduction in distractions to himself throughout the school day during instruction and assessments in order to successfully access the material.</p>	<p>Preferential seating has significant needs and is performing below grade level across all academic areas. He requires these setting accommodations in order to stay on task, stay focused, and to limit his frustration. requires reduction in distractions to himself throughout the school day during instruction and assessments in order to successfully access the material.</p>
<p>Location with minimal distractions has significant needs and is performing below grade level across all academic areas. He requires these setting accommodations in order to stay on task, stay focused, and to limit his frustration. requires reduction in distractions to himself throughout the school day during instruction and assessments in order to successfully access the material.</p>	<p>Location with minimal distractions has significant needs and is performing below grade level across all academic areas. He requires these setting accommodations in order to stay on task, stay focused, and to limit his frustration. requires reduction in distractions to himself throughout the school day during instruction and assessments in order to successfully access the material.</p>
<p>Small group testing has significant needs and is performing below grade level across all academic areas. He requires these setting accommodations in order to stay on task, stay focused, and to limit his frustration. requires reduction in distractions to himself throughout the school day during instruction and assessments in order to successfully access the material.</p>	<p>Small group testing has significant needs and is performing below grade level across all academic areas. He requires these setting accommodations in order to stay on task, stay focused, and to limit his frustration. requires reduction in distractions to himself throughout the school day during instruction and assessments in order to successfully access the material.</p>

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SPECIAL EDUCATION TRANSPORTATION

Student requires transportation services: ☒ Yes ☐ No

Category under which student qualifies for special education transportation: ASP

Mode of Transportation: DOT Vehicle

Support Area	Details
Behavior Intervention Needs	Due to the students behavior dis-regulation, requires the support of a Dedicated Aide on the bus.

EXTENDED SCHOOL YEAR

Eligibility for receiving extended school year services must be discussed each year at the student's annual IEP meeting.

ESY Services are required for the provision of FAPE: ☒ Yes ☐ No

Student is eligible for ESY related Special Education Transportation services: ☒ Yes ☐ No

ESY Goals

Goal	Area of Concern	Grade Level Standards	Critical Skill
Given manipulatives and/or pictures, will identify and represent quantities within 10 with at least 80% accuracy in 3 out of 4 trials.		K.CC.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Foundational Math
will know and apply instructional grade-level phonics and word analysis skills in decoding words with 80% accuracy as measured by data collection and classroom assessment.		K.RF.1.d - Recognize and name all upper- and lowercase letters of the alphabet. K.RF.1 - Demonstrate understanding of the organization and basic features of print.	Reading Readiness

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... will apply correct spelling in written words and will understand that writing conveys meaning with 80% accuracy.		K.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. K.L.1.a - Print many upper- and lowercase letters.	Foundational Literacy
--	--	--	-----------------------

ESY Special Education Services

Service	Setting	Begin Date	End Date	Time/Frequency
Specialized Instruction	Outside General Education	07/08/2019	08/08/2019	20 hr per wk

ESY Related Services

Service	Setting	Begin Date	End Date	Time/Frequency
Speech-Language Pathology	Outside General Education	07/08/2019	08/08/2019	30 min per wk
Occupational Therapy	Outside General Education	07/08/2019	08/08/2019	30 min per wk
Behavioral Support Services	Outside General Education	07/08/2019	08/08/2019	30 min per wk

ESY TRANSPORTATION

Student requires ESY transportation services: ☒ Yes ☐ No

Category under which student qualifies for special education transportation: STS

Mode of Transportation: DOT Vehicle

Student Transportation Support Details

Support Area	Details
Behavior Intervention Needs	is a documented flight risk and requires adult supervision and monitoring during transportation. He has a behavior intervention plan that addresses elopement.

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The terms set forth in this IEP are not invalidated, in whole or in part, by disagreement from any participant, including the parent. A parent who disagrees with an IEP Team decision regarding the student's eligibility, evaluation, placement, or terms of service may challenge the decision by exercising the rights afforded to all parents under the procedural safeguards. A parent may refuse to provide consent for the initial provision of services, or revoke previously provided consent at any time if disagreement about services arises after the initial provision of services. [34 C.F.R. §300.9(c)(1); 34 C.F.R. §300.300(b)(4)] A parent who revokes consent for Part B services does so fully for all special education and related services listed on the student's IEP.

April 25, 2016

Via Email

Gabrielle Smith, Special Education Coordinator
Eliot Hine, Middle School
1830 Constitution Avenue, N.E.
Washington, D.C. 20002

Re: Request for IEP/MDT meeting

(DOB: -- -- --)

Dear Ms. Smith:

I am the attorney for _____ the father of _____ . Mr. _____ has concerns about the services _____ is receiving and his progress. Mr. _____ would like to convene an IEP meeting and is proposing the following dates to meet:

Monday, May 2nd 9:30am
Monday May 2nd 10:00am
Monday, May 2nd 10:30am
Monday May 2nd 11:00am

Thursday, May 5th 9:30am
Thursday, May 5th 10:00am
Thursday, May 5th 10:30am

Friday, May 6th 12:00pm
Friday, May 6th 1:00pm

Tuesday, May 10th 1:00pm
Tuesday, May 10th 1:30pm
Tuesday, May 10th 2:00pm

If none of these dates are available, please propose alternative dates and times by no later than **Friday, April 29, 2016**. Thank you for your attention in this matter.

Sincerely,

Jani S. Tillery, Esq.

cc:

Tynika Young, Principal

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
TRANSPORTATION DIVISION
STUDENT TRANSPORTATION DATA FORM
IEP ATTACHMENT B TRANSPORTATION FORM
SY 2010-2011

Student Identification Number

Parent/Guardian First and Last Name

Home Telephone #

Work Telephone #

Emergency Contact First and Last Name

Relationship to the Student

Home Telephone #

Pager/or Cell Phone #

Students will be taken to a central location until 6:00 pm if the bus attendants are unable to deliver them to the designated location. After 6:00 pm the police will be contacted. This year's central location is:

Address

Phone #

Attachment (4)

(MDT must first determine if student meets the requirements for transportation services. Transportation must be included in the IEP.)

Name of Person Making Request

Date of Request 10/01/10

Status of Request

Date Request Received

Name of Person Receiving Request

Name of Requesting School

Student: Last Name

First Name

MI

Street Address (Include House #, Quad#, or Apt#)

City

State

Zip Code

Student DOB Gender Female

Primary Language Spoken in Home English

Primary Language Spoken by the Student

Submitting School Name

Submitting School Telephone#

Disability Classification

Medical Issues

MODE OF TRANSPORTATION (Please check one box)

☐ Bus ☐ Tokens ☐ Fare ☐ DOT Approved Parent Reimbursement
☐ Latch Key Parent Approved

☐ Mobility ☐ Ambulatory (☐ Cane, ☐ Crutch, ☐ Walker)
☐ Ambulatory w/assistance (☐ Cane, ☐ Crutch, ☐ Walker)
☐ Wheelchair (☐ standard, ☐ motorized, ☐ oversized)
☐ w/lap tray

☐ Oxygen ☐ Booster Seat ☐ Car Seat
☐ Tracheotomy Tube ☐ Seizure Disorder

☐ Nurse required on the Bus (Stated in IEP)

☐ Protective Head Gear ☐ Harness ☐ Other (Explain)

☐ 1:1 Aide on the Bus

☐ No Aide Required on the Bus

☐ Hand to Hand

☐ Runner [Supervision at all Times]

Height Weight

Medication

Specific Allergies

Parent/ Guardian/ Parent Surrogate Signature

*If parent contact is by phone, the following information must be provided

Name of Contact Date Information Obtained

Relationship to Student Telephone #

AM Pick up and PM Drop off is the same address ☒ Yes ☐ No (If no, complete AM and PM below)

AM Pick- Address (Must Be Completed)

PM Drop-Off Address

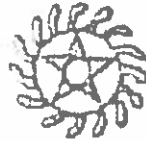
The school official requesting the transportation services must explain justification for other than neighborhood settings on the back of this form.

*Evaluation to Justify Transportation Must Be Completed

Individual Requesting Transportation Services Telephone # Date

School to Attend Address of School Telephone #

Mid-Atlantic Children's Services, Inc.
Psychological Services for Children and Families
9658 Baltimore Avenue, Suite 240
College Park, MD 20740



CONFIDENTIAL BEHAVIORAL INTERVENTION PLAN

Name: _____
Dates of Assessment: 11/21/17, 11/28/17, 11/30/17 (attempted assessments or observations on 11/21/17, 12/4/17, 12/5/17, 12/7/17, 12/11/17)
DOB: _____
Age at Evaluation: 12-years-old
Date of Report: December 18, 2017

REASON FOR REFERRAL:

_____ is a 12-year-old African American female referred for a Functional Behavior Assessment/Behavioral Intervention Plan to assist with the development of appropriate strategies for behavioral intervention.

Documents Reviewed:

Functional Behavioral Assessment conducted by Dr. Charla McKinzie, Ph.D., M.S.ed., Mid-Atlantic Children's Services dated December 18, 2017

DESCRIPTION OF BEHAVIOR:

_____ behavioral concerns have been described as inattentive and insubordinate. Most outstanding is _____'s desire for peer acceptance. It is this peer acceptance that has caused her to have issues both academic and socially in the home and at school.

BEHAVIORAL ANALYSIS

Antecedents Analysis

Antecedents are factors present in the environment that precipitate negative behaviors. According to all individuals interviewed during this assessment, _____ is triggered when she is _____

in proximity of others. She prefers to talk and socialize in a manner that is off-task, thereby disrupting the learning environment and others.

Function of Behavior

Her inattentive and insubordination serve the purpose of escapism and the avoidance of academic work for the enjoyment of more preferred activities. Furthermore, her inappropriate social behavior seems to serve the purpose of peer acceptance.

Consequent Analysis

Consequent analysis refers to the situations that occur after the behavior occurs that maintain the presence of negative behaviors. [redacted] is referred for counseling services at school with Mr. Adediji, and at home she has privileges removed (i.e. cell phone usage). These methods have not yet decreased her need for social attention or increased her ability to engage in critical thought in social situations.

Results

In her counseling sessions, she may be hesitant to talk about certain issues related to her socially risky behavior. Her punishment at home seems to serve the purpose of decreasing unwanted behaviors, but has caused other social concerns for [redacted]. Because Ms. [redacted] works at [redacted]'s school, peers tend to avoid socializing with her for fear that she will tell her mother of any inappropriate behavior. Additionally, this has caused [redacted] to reduce the amount of information that she shares with her mother in order to increase peer acceptance and trust. Therefore, at home punishments may cause [redacted] to share less information about her social life with her mother. However, [redacted] lacks the appropriate social judgement necessary to make appropriate social decisions for herself without support.

Implementation Description:

Preventative measures should be attempted to reduce [redacted]'s frequency of inappropriate behaviors. These measures should include structured lessons with worksheets or manipulatives and quiet classrooms. [redacted] tends to lose focus, and this leads to inappropriate classroom behaviors. Additionally, teachers should check in with [redacted] periodically (every ten minutes), to make sure she remains on task or ask if he needs any assistance because she is unlikely to ask. Additionally, [redacted] will receive weekly behavioral support services.

[redacted]'s classwork assignments should be charted daily, and this chart should be shared with her on a weekly basis during her counseling sessions to process her progress. Each teacher can document her completion of work via a check list in each class. Once [redacted] has not had any missed assignments for a full academic week (Monday-Friday), she should receive a reward. The award should be determined by [redacted] and behavioral staff.

More importantly, [redacted] has a great deal of social neediness coupled with underdeveloped social cognition skills. It is important that all students involved in the most recent social concern

receive counseling and education on the legal, ethical, and social consequences of their actions. Their parents should be made aware and educated on these matters, as well. I would be optimal to also hold a general assembly for middle school students on peer pressure, adolescent health, social media, and social decision making. [redacted] should specifically have support at home and school about the physical changes associated with puberty and responsibilities related to adolescence. Social skills development is necessary for her using a social skills group and great emphasis should focus on critical thinking and consequences.

Positive Intervention Strategies:

As stated previously, teachers should give positive verbal and non-verbal affirmations when [redacted] is on-task. It is also effective for teachers to check-in with his progress periodically in class in order to reduce feelings of uncertainty and increase prosocial behaviors. A weekly conduct sheet should be given to [redacted] s mother, signed by her mother, and returned to the school the following Monday. These progress reports will serve the purpose of keeping the family abreast of [redacted] s academic progress and may stimulate a reward system in the home, as well. [redacted] s counselor should continue to monitor her social responsibility, self-esteem, and decision making.

Data Collection Timeline:

The data collected via the weekly behavioral progress chart and home progress reports should be on-going and used to monitor [redacted] s progress. This information will be used in parent conferences, and IEP meetings to track and monitor goals. This information should be followed up and reviewed for successfulness and progress in March of 2018, thereby allowing for two months for this process to support his behavioral growth.

It was a pleasure working with [redacted]. If you have any questions with regard to this report, please do not hesitate to contact me at (240) 297-9857.

Reported by:



Charla McKinzie, Ph.D., M.S.Ed.
Evaluators

IEP PARAPROFESSIONAL JUSTIFICATION

Name of Student: _____

DOB: _____

School: _____

I.D.#: _____

Cluster: _____

Date Completed: _____

Date Submitted to Cluster Supervisor: _____

Completed by: _____

I. Area of Concern(s)/Need(s)- completion of this section required before submission.

EXPLANATION MUST BE PROVIDED

Check/explain the concern(s)/need(s) warranting assignment of an IEP Paraprofessional:

_____ safety of self and/or others. (attach FBA,BIP, and data to support implementation of BIP)
Explanation:

_____ instructional/educational requirements. Explanation:

_____ lack of functional/self-help skills, e.g., toileting, mobility, feeding, dressing.
Explanation:

_____ building limitations, e.g., lack if wheelchair ramps or elevators.
Explanation:

_____ other. Explanation:

II. Relationship Between Concern and Disability

Indicate the child's disability and the relationship between this disability and the concern(s)/needs(s) listed above.

** Revised March 2012 OSE*

List documentation used to support the relationship.

III. Relationship Between Concern and IEP

A. Date of Current IEP: _____

B. Date of Scheduled IEP meeting to discuss potential need for an IEP Paraprofessional or goals, objectives, supplementary aides and services or accommodations: _____

IV. Alternative (to address concerns that are not instructional/educational concerns

What accommodations have you put in place to address this child's progress towards meeting the goals and objectives? Explain why existing school staff and/or new or existing non-personnel resources cannot address this concern, e.g., building modifications, equipment.

V. Alternative to address instructional/educational concerns

Explain why the use of the following have or will not satisfactorily address this concern:

- BIP;
- Positive behavioral supports;
- Instructional strategies;
- Different groupings;
- Rearranging staff or student schedules;
- Use of other resources;
- Equipment;
- Parental involvement;
- Consultations;
- Peer support; and
- Other related services and/or support

**Revised March 2012 OSE*

VI. Extent/Duration of IEP Paraprofessional Deployment

A. Work Day

_____ part-time. Specify period/hours of work:

_____ full-time. Specify why full- time deployment is necessary.

B. Period of Employment

_____ time-limited. Specify estimated date when aide will no longer be necessary and intervening activities that will make aide necessary.

_____ indefinite. Explanation:

* Revised March 2012 OSE

IEP PARAPROFESSIONAL USER MANUAL

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1. Purpose

This document outlines the Office of Special Education (OSE) IEP Paraprofessional procedures. Specifically, the document provides a comprehensive explanation of how OSE will oversee the utilization, allocation, and monitoring of IEP paraprofessionals in schools, with a specific focus on transforming the role that the OSE plays in this process and the consequences when schools do not adhere to these procedures.

2. IEP Paraprofessional – Overview & Consideration of Use

Students with disabilities may be deemed eligible to receive the services of an IEP Paraprofessional to assist them in accessing the general education curriculum and meeting their Individualized Education Plan (IEP) goals. Regardless of whether this service is delineated on a student's IEP, the IEP Case Manager and /or Special Education Coordinator must initiate the process pursuant to the guidelines outlined in this user manual. IEP Paraprofessional services may be needed to support a student for part of the school day or across the entire school day.

There are 3 types of IEP Paraprofessional services:

1. IEP Instructional Paraprofessional Services could be considered if the student requires:
 - Intensive Applied Behavior Analysis (ABA): The design, implementation and evaluation of environmental modifications to produce socially significant improvement in human behavior; and/or
 - Physical Prompting: A Full physical prompt might involve moving the student through the entirety of the behavior (for example, guiding the student's hand to select the right card from an array, and then guiding it further to hand the card to the adult). A partial physical prompt might be simply touching a hand or shoulder to get the child started on the behavior; and/or
 - Hand over Hand assistance; and/or
 - Intensive assistance with daily living skills such as toileting, feeding, dressing; and/or
 - Orientation and Mobility assistance: Focuses on supporting individuals who are blind or visually impaired with safe and effective travel through their environment.
2. IEP Behavioral Paraprofessional Services could be considered if the student requires:
 - Crisis Intervention: Psychological care aimed at assisting individuals in a crisis situation to produce socially significant improvement in human behavior; and/or
 - Passive Physical Restraint: The least amount of direct physical contact required by an aide using appropriate methods of making such physical contact to restrain a child from harming self or others; and/or

- Implementation of a Behavior Intervention Plan; and/or
- Functional Behavioral Assessment: Problem solving process for addressing challenging behavior in students with special needs. It is an attempt to look beyond the obvious interpretation of behavior as “bad” and determine what function it may be serving for a child; and/or
- Data collection on strategies and interventions that are or need to be implemented: and/or
- Data collection on positive behavioral supports and positive reinforcement; and/or
- Intervention to prevent dangerous elopement; and/or
- Intervention to prevent major property destruction; and/or
- Intervention to prevent serious imminent danger to self or others.

3. IEP Medical Paraprofessional Services could be considered if the student requires:

- G Tube/ Feeding: A feeding tube is a medical device used to provide nutrition to patients who cannot obtain nutrition by swallowing; and/or
- Suctioning: Clears mucus from the tracheotomy tube and is essential for proper breathing; and/or
- Tracheotomy: A surgical procedure that opens up the windpipe; and/or
- Ventilator: A machine designed to mechanically move breathable air into and out of the lungs, to provide the mechanism of breathing for a patient who is physically unable to breathe, or breathing insufficiently; and/or
- Nebulizer Treatments: A device used to administer medication in the form of a mist inhaled into the lungs; and/or
- Chest Physical Therapy: Treatment designed to improve respiratory efficiency, promote expansion of the lungs, strengthen respiratory muscles, and eliminate secretions from the respiratory system; and/or
- Urinary Catheterization: A plastic tube known as a urinary catheter that is gently slid into a patient’s bladder via urethra; and/or
- Diabetes Blood Sugar Monitoring: A meter used to check diabetes control. This check tells blood glucose level at any one time; and/or
- Diabetes insulin injection: Students with type 1 diabetes produce inadequate amounts of insulin, so insulin replacement is their key treatment. Most people use insulin in disposable insulin pens, cartridges that go in multiple- use insulin pens, or needles that are disposable and/or
- Other medical conditions, as appropriate.

The rationale for consideration of an IEP paraprofessional should include a discussion of what type of IEP paraprofessional services might be needed and why. Please be aware that DCPS can bill Medicaid for Behavioral and Medical IEP Paraprofessional services, making it necessary that these services be clearly identified and outlined on the IEP.

3. Determining the Need for a Paraprofessional

The IEP Team will determine whether or not a student will require the services of an IEP Paraprofessional to access the general education curriculum and have the opportunity to make meaningful progress towards his or her IEP goals and objectives. This will be determined through the process of data collection, documentation, review of existing data, observation, class size and current staff utilization. Throughout this assessment process, recommendations will be given and data collected to assist the IEP team in reaching an informed decision related to the need for an IEP Paraprofessional.

4. Maximizing Utilization of Current Resources

Prior to the submission of a request for an IEP Paraprofessional, schools must utilize the resources within their buildings. This means that efforts should be made to:

- utilize existing paraprofessionals already on the local school budget. This would include classroom instructional paraprofessionals.
- utilize a time-share arrangement among existing paraprofessionals in the building by creating a schedule of IEP goal driven support for 2 or more students by one paraprofessional;
- utilize teachers by monitoring their implementation of targeted strategies and research-based interventions (refer to their data collection instruments);
- utilize natural environment supports such as having other students provide help and assistance (seating on the carpet, getting ready for snack time or getting materials);
- utilize evidence-based strategies and interventions such as Applied Behavioral Analysis, the recommendations contained in the request for Dedicated Aide observation report or those listed in the PRIM Manual;
- utilize assistive technology such as screen readers, voice output devices, switch operated computer functions, audio recorders, books on tape or touch tablets.

Complete Utilization of Current Resources Template and Attach to Dedicated Aide Justification Form

5. Individual Education Plan (IEP)

Schools must prove that they have put proper accommodations in place to address a student's progress in reaching his/her IEP goals. An operational definition for "Proper Accommodations" is practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities. Accommodations are intended to reduce or even eliminate the effects of a student's disability without reducing learning expectations.

Complete *IEP Template and Attach to Dedicated Aide Justification Form*

6. Classroom Strategies & Interventions

Schools must prove that they have implemented various classroom strategies and techniques to address student needs, including:

- Student seating arrangement;
- Instructional material accommodations;
- Flexible grouping arrangements;
- Roles and responsibilities of the classroom instructional paraprofessional;
- Teacher lesson plans;
- Related Services;
- Assistive Technology; and
- Class wide/School wide System of Positive Behavioral Supports.

Complete *Classroom Strategies & Interventions Template and Attach to Dedicated Aide Justification Form*

7. Sharing Existing Paraprofessionals

An IEP Instructional Paraprofessional may provide support to more than one student during an individual class, and a student may receive support from various paraprofessionals during the day, provided that it is so noted in the IEP. It is presumed that for most activities a dedicated aide can work with more than one student during an individual class. Therefore, a discussion should focus on whether the IEP Instructional Paraprofessional can assist other students while implementing a particular

student's IEP or whether the student's needs necessitate the assignment of an IEP Instructional Paraprofessional during specific times of the day. If the IEP Instructional Paraprofessional can work with other students, the IEP should document that the aide will be "shared." If the student requires dedicated support from the aide this should also be documented in the student's IEP.

Planners should keep in mind that IEP Paraprofessionals may be assigned to one or more students with particular, intensive needs, pursuant to the students' IEPs. In short, by authoring IEP goals that provide students access to a paraprofessional in support of specific IEP goals rather than requiring the presence of an adult to support the student generally throughout the entire instructional day, schools can better target the use of paraprofessional time and effort toward goals pertaining to student achievement.

Complete *Sharing Existing Paraprofessionals* Template and Attach to *Dedicated Aide Justification Form*

8. Analyzing Existing Data

Existing data should be analyzed before determining the need for an IEP Paraprofessional. This data should include but are not limited to quarterly IEP progress reports, quarterly report card grades, standardized test results, disciplinary records, nursing plans, assessment reports and observation reports.

Complete *Analyzing Existing Data* Template and Attach to *Dedicated Aide Justification Form*

9. Paraprofessional Request and Assignment

It is the responsibility of the IEP Case Manager and/or Special Education Coordinator to complete the initial process of requesting an IEP Paraprofessional for a student with a disability. Staff must adhere to the specific procedures outlined in this document.

Complete the *Dedicated Aide Justification Form* and attach all appropriate completed templates.

Request process

Thirty (30) days prior to the scheduled IEP meeting where the need for an IEP paraprofessional will be determined, the IEP Case Manager and/or Special Education Coordinator are required to complete an IEP Dedicated Aide Justification Form. Please note that where a dedicated aide is currently on the IEP, the IEP Paraprofessional Justification Form must **STILL** be submitted at least 30 school days prior to the scheduled IEP annual review meeting.

The IEP Case Manager/Special Education Coordinator will submit a completed IEP Dedicated Aide Justification Form to the Office of Special Education. Please indicate whether an Instructional, Behavioral, or Medical Paraprofessional is to be considered. In the event that justification for the continued services of an IEP Paraprofessional is being submitted, a Fade Plan and corresponding data collection instrument must also be submitted. A Fade Plan is a plan developed to begin the process of removing the support of a 1:1 aide. The removal of the aide will support the goals of long-term independence and ensure the student's placement in the least restrictive educational environment. Upon receipt of the Dedicated Aide Justification Form with appropriate attachments and Fade Plan, OSE will:

- Conduct a record review;
- Conduct interviews, as appropriate;
- Conduct a classroom observation; and
- Write a report, which contains recommendations to school staff for lesser restrictive options, interventions, strategies and recommendations to the IEP team.

Upon receipt of the written observation report from OSE, the IEP Case Manager or Special Education Coordinator will ensure that;

- Ten days written notice will be given to all IEP team participants to include the OSE staffer who completed the written report. If at all possible, the OSE staffer will attend the meeting in person or by teleconference. The report will have enough information to be used at an IEP meeting and any questions and issues should be addressed with the OSE staffer prior to the meeting. A packet containing the IEP Paraprofessional Justification Form, the corresponding required documentation, the written report containing recommendations from OSE, and all data collection should be made available for each member of the IEP team.
- If the IEP team has determined that the services of an IEP Paraprofessional are not required, the written OSE recommendations should be implemented and data collected for a period of at least 90 school days. During the 90 day period, school based staff should meet regularly to discuss student progress using the results of the data being collected. Informal meetings to review progress should be documented.

Once the IEP team determines that the services of an IEP paraprofessional are required for a student with disabilities to access the general curriculum and be afforded the opportunity to make meaningful progress toward IEP goals, the specific type of IEP paraprofessional services must be identified on the IEP and goals developed to indicate what the student is expected to know and be able to do with the assistance of the IEP Paraprofessional.

Example:

Given a toileting protocol to include an hourly schedule, a task-analyzed picture routine with corresponding reinforcers, and the assistance of an IEP Educational Paraprofessional, student (name of student) will complete the toileting protocol with 100% accuracy in 4 out of 5 opportunities, with moderate physical prompting.

Example:

Given a behavior intervention plan, corresponding reinforcers, and the assistance of an IEP Behavioral Paraprofessional, student (name of student) will decrease incidents of self –injury across all educational settings, defined as intentional harm to his own body without suicidal intent, as manifested by face slapping and hitting his arm with a ruler, to no more than 5 incidents per week for 4 consecutive weeks.

Example:

Given a nursing plan which specifies the schedule for diabetes blood sugar monitoring, a system of positive reinforcement, and the assistance of a Medical Paraprofessional, student (name of student) will Check his own blood sugar levels and record the results with 100% accuracy at the specified intervals, as evidenced by a data collection instrument.

Once the IEP Paraprofessional has been indicated on the IEP. The school should contact the Office of Special Education. The call will be routed to the Program Manager for Dedicated Aides. The Program manager will facilitate the assignment of the IEP Paraprofessional within 2 school days. The Program Manager will notify the school of the name and report date of the IEP Paraprofessional.

10. Non-Permissible Aide Uses

IEP Paraprofessionals are assigned to a specific student for specific purposes through the IEP Process. Do not use IEP Paraprofessionals in the following capacities unless it specifically correlates with the IEP goals of a specific student:

1. Playground duty;
2. Cafeteria duty;
3. Bus duty;
4. Office assistant;
5. Classroom aide; or
6. Aide to a different student.

11. Monitoring

The services of an IEP Paraprofessional are goal specific. Goals must be individualized to the student's needs and indicated on the IEP. The IEP Case Manager or Special Educator must produce quarterly progress reports toward IEP goals and objectives as required by law.

School responsibilities

Principal Responsibilities

- Maximize the utilization of school resources;
- Evaluate the performance of IEP Paraprofessionals;
- Implement progressive discipline for DCPS IEP Paraprofessionals, as appropriate;
- Notify OSE of concerns related to the performance of contractual IEP Paraprofessionals;
- Complete incident reports, conduct internal investigations, and ensure mandatory reporting with regard to any incident or suspicion of neglect or abuse of a student by an IEP Paraprofessional.

Teacher Responsibilities

- Supervise the work of IEP Paraprofessionals;
- Communicate and make recommendations to the building principal related to the evaluation of the IEP Paraprofessional's performance;
- Maintain accurate and consistent data related to progress toward IEP goals where the assistance of an IEP Paraprofessional is required;
- Ensure the implementation of the Fade Plan;
- Fulfill responsibilities as a mandated reporter, as appropriate.

IEP Instructional Paraprofessional Responsibilities

- Provide supervision and protective oversight of assigned student throughout the school day to ensure their safety and well-being;
- Assist the student in accessing the general education curriculum;
- Respond to directions of the teacher and participate in planning and implementation of classroom activities and IEPs;
- Assist in the implementation of the student's behavior plan if appropriate;
- Assist teacher in maintaining appropriate cleanliness of the classroom;
- Attend and participate in staff activities, meetings and trainings;
- Assist with other students when assigned student is not present;
- Assist with student's personal care (i.e. toileting, dressing, hygiene, etc.) if appropriate;
- Assist students with personal needs (i.e. eating, dressing, positioning, lifting/carrying, etc);
- Provide student redirection when necessary;

- Assist student with transitions during the school day;
- Provide student with behavioral support during classroom activities, field trips, recess (if necessary), during transition, etc.;
- Provide assistance to students with mobility issues;
- Assist student with note-taking if appropriate;
- Provide assistance to students with various disabilities in use of technology and equipment adaptation to facilitate learning, mobility and/or communication;
- Facilitate appropriate peer interactions and social skills;
- Serve as a positive role model to student with behavioral/emotional disabilities;
- Develop positive working relationship with school personnel and families;
- Provide assistance with checking student's work;
- Assist student with classroom projects;
- Accompanying student (i.e. in hallways, at lunch, and recess, in all classroom activities, to the restroom, etc.);
- Participate in planning sessions with teachers;
- Reinforce educational concepts using instructional objectives and lessons developed by the teacher;
- Assist in the implementation of the student's IEP;
- Demonstrate creativity, flexibility, and perseverance in dealing with challenging learning, behavioral, family and classroom situation;
- Demonstrate an ability to learn new and specialized approaches for atypical learners;
- Assist with paperwork and clerical duties associated with educational services;
- Participate in teacher-parent conferences regarding students progress or problems;
- Perform other reasonable related duties in relation to the student as assigned by supervisor.

12. Fade Out Process

Potential harmful effects such as over-dependence on the paraprofessional, limited peer interaction and stigmatization associated with having an IEP Paraprofessional should also be considered by the IEP team. A Fade Plan should be developed and implemented to facilitate the long-term independence of a student should the IEP team determine the necessity of an IEP Paraprofessional.

In the event that the need for the services of an IEP Paraprofessional is determined by the IEP team, a Fade Plan for this service must be developed and implemented, and faxed into SEDS as a miscellaneous document. School staff is required to implement the Fade Plan during the period of the IEP and maintain appropriate data to be discussed at the next IEP annual review meeting. Development of Fade Plans should involve professionals, parents and the student receiving the support, as appropriate. This

document will become part of the IEP. The Fade Plan should also include fading the support during parts of the school day where possible so that these supports may be considered temporary or transitional. This can be accomplished through a combination of student skill development and alternative supports.

Goals and objectives should be developed that contain reduced levels of support and prompting for the student. If appropriate, a specific plan should be included to reinforce positive behavior or specific steps should be taken to implement the student's Behavior Intervention Plan to include more than just the IEP Paraprofessional. Specify any accommodations/modifications to be provided to the student, which would assist the student in gaining further independence. The development of goals, and the Fade Plan are a part of the IEP process, but the specifics contained within are at the discretion of the IEP Team.

It is expected that all DCPS staff will follow the procedures contained within this User's Manual. If it is found that a dedicated aide is assigned through the IEP Process without having followed the procedures contained within this User's Manual, responsible staff will be subject to disciplinary action up to and including separation from the school system.

IEP Paraprofessional Procedures

The following procedures must be followed when determining the need for an IEP Paraprofessional:

1. 30 school days prior to the IEP meeting where the need for an IEP paraprofessional will be determined, the Special Education Coordinator (SEC), IEP Case Manager, or any other individual the school has designated as the point of contact with the Office of Special Education (OSE); Compliance Case Manager; or LRE Support Team Facilitator must complete the IEP Paraprofessional Justification Form. For a DCPS student placed at a non-public facility or a public charter school for which DCPS is the Local Educational Agency (LEA), the non-public administrator or SEC in collaboration with the DCPS Progress Monitor should complete the form. Please note that where a dedicated aide is currently on the IEP, the IEP Paraprofessional Justification Form must also be submitted at least 30 school days prior to the scheduled IEP annual review meeting. The service of an IEP Paraprofessional is not automatically continued from year to year.
2. The completed IEP Paraprofessional Justification Form should be faxed to OSE/ Attention: Natalia Houston at 202 654-6076. In the case of a DCPS student placed at a non-public facility or enrolled at a public charter school for which DCPS is the LEA, the non-public administrator or SEC will submit the completed form to the assigned DCPS Progress Monitor who will submit the completed form to OSE.
3. The OSE Central Office staff or the Progress Monitor for a non-public facility or DCPS LEA Charter School, will conduct:
 - ◆ Record review
 - ◆ Interviews, as appropriate
 - ◆ Observation(s)

A report will be generated based on relevant information obtained from the record review, interviews, and observation(s). The report should contain recommendations for strategies and interventions that represent options less restrictive than an IEP Paraprofessional and a statement as to whether or not the observer concurs with the need for the services of an IEP Paraprofessional for the student to access his/her educational plan.

4. The report will be sent to the SEC, IEP case manager, school Special Education Designee, non-public administrator, public charter school SEC, DCPS Progress Monitor or LRE Support Team Facilitator, as appropriate, within 5 school days of having received the IEP Paraprofessional Justification Form. If the report is not received within 5 school days, notify Norma Villanueva in the Office of Special Education (OSE) at 202 270-5403 or norma.villanueva@dc.gov

5. The recommended strategies and interventions should be implemented without delay, and corresponding data should be collected and maintained up to the day of the scheduled IEP meeting. If an IEP Paraprofessional is already in place, he/she is to continue to serve the child while the strategies are being implemented, the data are collected, and the IEP team renders a decision related to the continued need for the service.
6. At the IEP meeting, the SEC, IEP Case Manager, school Special Education Designee, or Progress Monitor should discuss the information contained in the IEP Paraprofessional Justification, the observation report, and the data related to any strategies and interventions that were implemented.
7. If the IEP team determines that an IEP Paraprofessional is required, the IEP document should reflect that need. The SEC, IEP Case Manager, school Special Education Designee, or Non-Public Progress Monitor should then notify Natalia Houston (fax: 202 654-6076) in OSE of the need for the service by faxing:
 1. IEP Paraprofessional Justification Form
 2. Observation Report
 3. Confirmation that the service is noted on the IEP
8. OSE should also be notified if an IEP Paraprofessional is already in place and the team has recommended that the service should continue. This means that at least 30 days prior to the IEP annual review meeting, the SEC, IEP Case Manager, school Special Education Designee or Non-Public Progress Monitor should initiate the IEP Paraprofessional procedures. It should be assumed that the assignment of an IEP Paraprofessional is only effective for term of the IEP document (usually one year).
9. OSE will work with the current representative in hiring an IEP Paraprofessional or to remove an IEP Paraprofessional.
10. Whenever an IEP Paraprofessional is assigned through the IEP process, a fade plan must be developed and implemented throughout the term of the IEP document.
11. Should an IEP Paraprofessional be assigned through the IEP process without having followed the above-referenced process, those who obligate District resources by indicating the need for an IEP Paraprofessional on the student's IEP, will be subject to disciplinary action, up to and including termination.



**DISTRICT OF COLUMBIA
PUBLIC SCHOOLS**

Office of Special Education

**Prior Written Notice - Determination of Special Education Eligibility
or Non-Eligibility**

Date of Notice: 04/01/2019

Student Information				
Student:	Local ID:	State USI	DOB:	Grade: 3
Last Eligibility Meeting Date: 01/16/2018		Last IEP Annual Review Meeting Date: 11/26/2018		

LEA/School Information	
LEA of Enrollment: District of Columbia Public Schools	Case Manager: Karen Neal
School/Site: Kimball Elementary School @ Davis	School Phone: 202-671-6260
School Address: 4430 H St. SE, Washington, DC 20019	

Dear Sonya Marchi:

The Individual with Disabilities Education Act (IDEA), 34 C.F.R. §300.503(a), requires the LEA to provide you with prior written notice before the LEA (1) proposes to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free and appropriate public education (FAPE) to the student referenced above; or (2) refuses to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE to the student.

This document serves as prior written notice to inform you that the LEA will implement the following change:

Determination of Special Education Eligibility or Non-Eligibility

Description of the proposed or refused action(s)
MDT team convened - Purpose of meeting - review Functional Behavior Assessment - develop Behavior Intervention Plan with team. MDT team amended IEP to include additional Social, Emotional Behavioral Support - total 600 mins/month.
Explanation of reasons for proposal or refusal of action
MDT team - agreed to complete Functional Behavior Assessment in order to develop a Behavior Intervention Plan that the teachers and school team can follow to aide in improvement of 's behavior concerns.
Description of each evaluation procedure, assessment, record, or report used as a basis for the proposed or refused action:
School Social Worker completed a Functional Behavior Assessment to aide the team in developing a Behavior Intervention Plan.
Description of other options considered by the IEP Team, if any, and reason for rejecting them, if warranted
<input type="checkbox"/> Additional options were considered.
<input checked="" type="checkbox"/> No additional options considered.
Description of other factors related to the proposal or refusal
<input type="checkbox"/> Additional factors related to the proposal were considered.
<input checked="" type="checkbox"/> No additional factors apply

Parents of a student with a disability have specific rights under IDEA, Part B that are outlined in the procedural safeguards notice. Please feel free to contact the person listed below to receive a copy of the procedural safeguards notice, receive assistance understanding the procedural safeguards notice, or receive additional information about the Part B process. The person identified below may also assist you in identifying resources to help understand Part B of the IDEA or with any additional questions regarding the student's educational needs.

Sincerely,

Karen Neal
(202) 671-6260
Karen.Neal@dc.gov

State USI:

Local ID:

Page: 1

Kimball Elementary School @ Davis



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Special Education

Procedural safeguards enclosed with prior written notice (Required for referral and initial evaluation)

CLC Tip Sheet

Preparing for an IEP Meeting

Eligibility Meeting

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

Review Meeting

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

CLC Tip Sheet

Questions to Ask at IEP Meetings

Eligibility Meetings

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

Review Meetings

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

THE HEALTH ACCESS PROJECT AT CHILDREN'S NATIONAL MEDICAL CENTER

June 23, 2008

[REDACTED]

Transmitted via fax to [REDACTED]

Re: [REDACTED] (DOB: [REDACTED])

Dear Ms. [REDACTED]:

I am writing in reference to the IEP created on [REDACTED] during [REDACTED]'s most recent MDT/IEP meeting. *The parent consents to services being implemented for [REDACTED] pursuant to this IEP dated [REDACTED].* To that end, I have attached a signed front page of the IEP to this letter. The parents are also looking forward to [REDACTED] attending ESY this summer at [REDACTED].

Please note that the parent has not checked off that she agrees with the contents of the IEP. There are a few issues with the document that prevent her from signing to indicate her agreement. We would be happy to reconvene the meeting to discuss and remedy the deficiencies with the document some time in the beginning of SY [REDACTED]. This letter serves to provide you with the general nature of the parent's concerns with the document.

First, the School Health Services in Section IV of the IEP do not reflect the true nature of the related services provided—as you know, [REDACTED] requires a 1:1 dedicated aide in the classroom to be with him at all times. [REDACTED] requires this 1:1 aide not just for the tracheotomy care, but also for help accessing the classroom and elevator/stairs, toileting needs, and academic support. It is therefore necessary for the IEP to reflect the fact that the aide/nurse is with [REDACTED] at all times. Furthermore, it should be made clear what all of the functions the aide is performing because this is what [REDACTED] requires in order to receive a free and appropriate public education—this information must therefore be on the IEP itself. Even when [REDACTED] no longer needs a nurse to care tend to his trache-related needs, he will still require an aide to assist him with the other issues.

Second, as discussed at length at the meeting (but not reflected in the notes you provided me), there are unresolved issues related to [REDACTED]'s fine motor and self-care skills, and occupational therapy consultation services. At the [REDACTED] MDT meeting, it is our understanding that DCPS agreed to do an addendum/follow-up observation to the occupational therapy evaluation in order

to assess [REDACTED]'s self-care/fine motor skills. The concern raised at the [REDACTED] meeting and on [REDACTED] is that the occupational therapist did not specifically look at [REDACTED]'s ability to perform certain self-care skills—for example, [REDACTED] is able to use the bathroom on his own, but has difficulty with dressing himself afterwards—the occupational therapist who conducted the evaluation failed to assess [REDACTED] in those areas. Furthermore, the occupational therapist indicated that although she does not believe [REDACTED] requires occupational therapy, that she does recommend that someone come in and make sure the modifications and accommodations are appropriate.

Third, Section VII of the IEP fails to include complete information related to [REDACTED]'s present educational performance levels in all areas affected by his disability.

Fourth, Section XII fails to include all of the areas requiring specialized instruction and related services.

Also, we still have not received the MDT meeting notes and related documents from the [REDACTED] MDT meeting. Please fax them to me at (202) 552-6003.

Finally, I will be going on maternity leave from June 26, 2008 through approximately September/October 2008. While I am on leave, for any issues related to [REDACTED], please contact Megan Blamble at (202) 467-4900, x583.

Thank you for your assistance.

Sincerely,

Tracy L. Goodman
Attorney for parent of [REDACTED]

CC: [REDACTED], DCPS OSE (via email)
[REDACTED], DCPS Bilingual Case Manager (via email)