

16. Other Information

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DCPS Academic Plan	<h2>Visiting Instruction Service</h2> <p>SHARE f t ...</p> <p>f Like Tweet 0</p> <p>The Visiting Instruction Service (VIS) provides instruction to students who have had their educational programs interrupted because of temporary physical disability and/or health impairment resulting in confinement to home and/or hospital for three weeks or more.</p> <p>This service must be requested by the student's school and certified by the student's physician. It is an instructional program that is sensitive to the medical factors related to the disability and/or the health impairment indicated. The goal is to establish a continuous, individualized education program closely related to that of the student's local school.</p> <p>Contact Us</p> <p>Janice Talley, Principal Visiting instruction Service 1150 5th St SE. Washington, DC 20003 T (202) 939-3506 F (202) 698-3451 E Janice.Talley@dc.gov</p>
What Students Are Learning	
Academic Offerings	
How Students Are Supported	
Social Education	
Expectations of Students	
How Students Are Assessed	
Ensuring Teacher Success	
Health and Wellness	
Student Gallery	



DISTRICT OF COLUMBIA

Visiting Instruction Service

Logan Building
215 G. St. NE
Washington, DC 20002
(202) 698-4519

PHYSICIAN'S VERIFICATION FORM

Part I to be completed by professional school counselor or social worker

Name of Student: _____ Telephone: _____

Address: _____

School: _____ Grade: _____

Date Parent Received Form: _____

Date Counselor/Social Worker Received Form: _____

School Staff who Received Form: _____

Part II to be completed by physician

Dear Physician:

Before initiating Visiting Instruction Services, we are required to obtain written verification of the physical condition from a licensed physician. Written verification of a mental health condition must be provided by a licensed psychologist or psychiatrist.

1. Specify the physical/mental health condition that prevents the student from attending his/her school of enrollment:

2. Reasons the condition prevents the student from attending school:

3. Is this condition contagious? No Yes (Describe).

4. Describe the treatment plan. (Optional):

5. What medication is student receiving? Side effects? (Optional):

6. Date to begin VIS: _____ Date student is to return to school: _____

Continuation of the service beyond 60 calendar days requires written re-verification of the service need. Therefore, a new *Physician's Verification Form* must be submitted to the Visiting Instruction Service office prior to the expiration of the 60 calendar days if the need continues beyond the initial term.

7. Recommendations regarding class participation: (i.e. activities to avoid, activities to encourage): _____

8. Physician's Name (Print): _____

9. Physician's License Number: _____

Address: _____ Phone: _____

(Physician's Signature): _____ Date: _____

Office Use Only Reviewed by Director of VIS _____ Date _____ Final determination of acceptance by the Visiting Instruction Service will be made by the Instructional Superintendent Cluster XI or designee.

Questions and Answers

Services for Children with Disabilities Placed by Their Parents in Private and Religious Schools

(REVISED 3-5-10)

DCPS PRIVATE AND RELIGIOUS OFFICE (PRO)

Early Stages Center

1125 New Jersey Ave NW, 3rd floor

Washington, DC 20001

(202) 698-8037

District of Columbia Public Schools (DCPS) is responsible for Child Find activities which include locating, identifying, and evaluating all students with disabilities who are enrolled by their parents in private or religious schools in the District of Columbia. This includes children who do not live in the District and whose parents have enrolled them in private schools in the District.

The DCPS Private and Religious Office (PRO) manages referrals for parentally placed private school students ages 5 to 21. To begin the referral process parents must register their child as non-attending and complete a referral packet. Referral forms are available at the DCPS Private and Religious Office (PRO), private and religious schools in the District, five DCPS cluster schools, and the PRO website.

1. What is Child Find?

Child Find refers to the active and continuing efforts of the school division to identify, locate, and evaluate any child, birth to 21 years inclusive, who resides within the jurisdiction of the District of Columbia and is thought to be a child with a disability. This includes resident children who do not attend public school, but attend private schools in the District of Columbia. It also includes non-resident children whose parents place them in private schools in the District of Columbia.

2. How can private schools and parents obtain information regarding the special education and related services that may be available for their students with disabilities?

General information for parents who place their children with disabilities in private schools is available through the DCPS Private and Religious Office. The web-site for the Private and Religious office is <http://www.k12.dc.us/pro>

3. What can parents of private school students do when they believe a student needs special education assistance?

Parents must first register their child as a non-attending student at the Private-Religious Office (PRO) or the appropriate cluster school. After registering, the parent must submit a completed referral form. Referral forms are available at the previously identified sites as well as at the PRO website and at D.C. private and religious schools. For students who reside in the District of Columbia, PRO will send the completed and signed referral packet to the child's neighborhood school. For private school students who do not reside in the District of Columbia, PRO will send the packet to the neighborhood school nearest to the private-religious school.

4. Where do private and religious students receive evaluations and services?

Once DCPS PRO submits the completed referral packet to the student's school, all screening and any provision of special education services will take place at the student's neighborhood D.C public school. For private school students who do not reside in the District of Columbia, the neighborhood school is the D.C. public school nearest to the student's private-religious school. Parents may contact the Private and Religious Office if the child's neighborhood school is not known.

5. How long does it take to find a student eligible for special education services?

Once a DCPS school receives a student referral, the neighborhood school must convene a Multi-Disciplinary Team (MDT) meeting to determine whether or not the student needs to be evaluated for special education. If they determine that assessments are required, the school will complete the assessments and hold an eligibility meeting. The time period for this entire process must not exceed 120 days from the date of the signed consent.

6. Can consent for evaluations be withdrawn before testing is completed and restarted at a later date?

Consent for evaluations may be withdrawn but the school system will retain a file of any testing completed up to the point of the withdrawal. A parent may make a referral to restart the testing at any time in the future. The Local Multi-Disciplinary Team will review the referral and determine whether testing is warranted.

7. Will public school staff be sent to the private school to do the screening? Can the speech and language clinician be sent to the private school?

Screenings and speech/language services will be provided within a DCPS school. This is necessary due to the number of schools, the available resources, and the time required to serve students. On-call observations and teacher interviews will be available.

8. What services are available to a private-religious school student with disabilities?

After evaluations are completed, an MDT/IEP meeting is held at the neighborhood school to determine eligibility. If the student is found eligible for special education, he/she will be offered placement at the neighborhood school with an Individualized Education Program (IEP). If the parent declines the placement and chooses to have the student remain at the private-religious school the student may be eligible for an Individualized Services Plan (ISP) if the services are appropriate for the student's needs. If the eligible student is not a resident of DC, he/she will be offered an ISP if appropriate. If the parent prefers an IEP he/she will need to take the documents to the county of residence for further assistance.

9. What is the difference between an IEP (Individualized Education Program) and an ISP (Individualized Services Plan)?

The IEP is a written statement that specifies the individual needs of the child and what special education and related services are necessary to meet those needs. The services are provided through the public schools. The ISP indicates the service(s) the student may receive when the student attends a parentally-placed private school. A student with an ISP may receive the following

services: speech/language services once a week and occupational therapy consultations twice a year.

10. Can a student receive the same amount of special education service through an ISP as he or she would receive through an IEP?

A parentally-placed private school student with a disability is not entitled to receive some or all of the special education and related services that the student would receive if enrolled in a public school. The services DCPS offers in an ISP were established in the Statement of Services Agreement. [See page 4 of this document for Statement of Services Agreement].

11. What services are available to parentally placed private school bi-lingual students with a disability?

If the student has been found eligible for special education services, he/she will be offered placement at the neighborhood school with an IEP. If the parent declines the placement and chooses to have the student remain at the private-religious school the student may be eligible for an ISP.

12. If a private school student is determined to be eligible for special education services and the parent rejects services offered through an IEP, what is the process if the parent later requests support?

For resident students, the parents would make a request for services by contacting the neighborhood school. The IEP/ISP team would convene to determine whether updated information is needed and what, if any, services the student would receive. If the parent chooses to enroll his/her child in the public school, the IEP will be implemented at the neighborhood school. If the parent decides to have the student continue at the private school, an ISP may be offered if the services in an ISP are appropriate for the student's needs. ISP services are outlined in the Statement of Services Agreement. [See page 4 of this document for Statement of Services Agreement].

For non-resident students attending a private-religious school located within the District of Columbia, the parents would contact the D.C. public school closest to the private school and request an ISP meeting. If the parent wants an IEP for the student, he/she would contact the school district in his or her county of residence.

13. Who is responsible for conducting the reevaluation and managing special education services for a parentally placed private school student with an ISP?

The reevaluation should take place in the school where the student is receiving special education services. The school providing services manages the student's ISP.

District of Columbia Public Schools, Office of Special Education Statement of Services Agreement For Private-Religious Schools

Historical Perspective

The District of Columbia Public Schools (DCPS) wants to ensure that all students with disabilities receive special education services, including students attending private-religious schools. A team consisting of representatives from the DCPS Office of Special Education and private-religious schools was formed in the spring of 2003. The team met on five separate occasions to work together in developing the Statement of Services Agreement as well as the Procedures for Parentally Placed Students Enrolled in Private-Religious Schools.

On October 22, 2003, the DC Public Schools and the Private-Religious Team members held their first conference. The Private-Religious Team members presented THE STATEMENT OF SERVICES AGREEMENT, as well as the procedures, to the DCPS and the private-religious schools representatives and requested their comments.

Through teamwork a Statement of Services Agreement for the District of Columbia Schools, Office of Special Education and Private-Religious Schools has been developed. The Individuals with Disabilities Education Act was reauthorized in 2004. The provisions of the new law went into effect July 1, 2005. The Private-Religious Steering Committee met in the spring of 2005 to review and align the agreement with IDEIA 2004. The revised language in the law states: "Each Local Education Agency (LEA) must provide services to parentally-placed private school children with disabilities who attend private schools located in the LEA *without regard to where the children reside.*" The Private-Religious Steering Committee worked collaboratively to modify the provisions of the agreement. With team effort, the Statement of Services Agreement has been revised to comply with the changes in the law.

Statement of Services (Revision)

This document outlines the special education services based on the reauthorization of IDEIA, to be provided by the District of Columbia Public Schools, Office of Special Education (DCPS) for students enrolled in private-religious schools. This applies only to students who are residents of the District of Columbia and/or students who live in other jurisdictions who attend private or religious schools in the District of Columbia. Students meeting these criteria are enrolled by their families or guardians and the tuition is funded by sources other than the DC Public Schools.

DCPS will provide services as outlined below:

1. DCPS will engage in Child Find activities in locating, identifying, and evaluating children who are legal residents residing in the District of Columbia, or wards of the District, and students who live in other jurisdictions who attend private or religious schools in the District of Columbia. DCPS will send a copy of the Agreement, information request form and brochure to each private-religious school. Child Find activities for parentally placed private-religious school students will take place at the C.A.R.E. Center located at Shaw JHS, which officially opened July 1, 2004.

2. DCPS will collect Child Count data to give an accurate account on the number of students enrolled in private-religious schools in the District of Columbia, to determine the number of children with disabilities who are parentally placed in private and religious schools that:

- Seek to obtain a DCPS evaluation for special education
- Qualify as having a disability
- Receive services under IDEIA

3. DCPS will provide screenings, assessments and multi-disciplinary meetings as determined by the Multi-Disciplinary Team (MDT) to all referred students between the ages of 3-22 within the timeline of 120 days, which is comparable to that for the public school students, as long as the students are either residents or wards of the District of Columbia or students who are residents of other jurisdictions who attend private-religious schools in the District of Columbia.

4. DCPS will provide the following service only for students attending private and religious schools in the District of Columbia:

4a. Per the agreement, DCPS has designated a liaison for private-religious schools.

4b. **Speech and language services** will be offered to eligible students, not to exceed one (1) hour per week. Services will be provided at identified schools within the District of Columbia.

4c. **Consultative Occupational Therapy** will be provided for eligible students for no more than (2) school-based consultations per school year. The Occupational Therapist will also be available by phone if necessary.

5. The delivery of services will be determined with flexibility to best serve each eligible student by determining how, where, and by whom special education services will be provided.

Considerations include, but are not limited to:

- Services provided at the private-religious schools;
- Services provided at DCPS neighborhood schools;
- Negotiations with individual schools to develop a creative delivery service system.

6. A Free Appropriate Public Education (FAPE) will be offered to eligible students and an IEP will be developed. If parents decide to continue enrollment in the private-religious schools, Individual Service Plans (ISP) will be developed only for services specified in the agreement.

7. The amount spent on special education services for private and religious school children will be proportionate to the amount of federal funds available consistent with IDEIA.

8. DCPS will maintain and provide data as requested to private and religious schools consistent with IDEIA.

9. DCPS and the private-religious schools will maintain an ongoing dialogue related to the implementation of this agreement through designated liaison representatives.

10. The private-religious schools agree to work together with DCPS to advise all appropriate faculty, administrators, staff and parents of the availability of service and the procedures for obtaining these

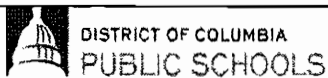
services. DCPS will inform all DCPS principals, administrators, and local school staff.

11. DCPS will hold an annual conference with input from representatives from private-religious schools.

12. Any service that is not explicitly delineated above is not provided by DCPS to private and religious school students under this agreement.

13. This agreement does not apply to students whose parents have chosen to home-school their children.

Revised March 5, 2010



District of Columbia Public Schools
Office of Special Education/Early Stages
DCPS PRIVATE- RELIGIOUS OFFICE (DCPS- PRO)
 1125 New Jersey, Avenue NW
 Washington, DC 20001

PRIVATE-RELIGIOUS SCHOOL
STUDENT REFERRAL
FOR SPECIAL EDUCATION SERVICES

Student: _____ Student ID# _____ Grade _____

Race: _____ Sex: _____ Date of Birth: ____/____/____ Primary Language: _____

Parent/Guardian: _____ Work Phone: () _____

Address: _____ Home Phone: () _____

City/State/Zip: _____

DCPS Neighborhood School: _____ DCPS School ID#: _____

Private-Religious School: _____ Private-Religious School ID#: _____

Private-Religious School Address: _____

Principal/Headmaster of Private-Religious School: _____ Phone: () _____

Referral Submitted By: _____ Date: ____/____/____

Summarize the student's educational or learning problem(s) that necessitates this referral.

Chronological List of Information and Records

List all documents and date submitted.

Check here and attach list if more space is needed.

	Document Name	Date		Document Name	Date
1			6		
2			7		
3			8		
4			9		
5			10		

Type of Service(s) Requested: _____

Special or Remedial Service Currently Provided: _____

Student Performance Summary (Code: 1 = Above Average 2 = Average 3 = Below Average)

Reading Written/Oral Language Mathematics Perception/Motor Functioning Spelling Other

Comments: _____

I have reviewed this application and the information/records specified and authorize their release to the District of Columbia Public Schools for use in the Individualized Education Program (IEP) process to determine the eligibility of my child for special education services. I understand I will be asked to sign an informed consent form before any evaluations will be administered.

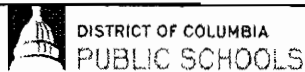
Parent/Guardian Signature: _____ Date: ____/____/____

←-----→

I have reviewed the documentation compiled for this student and authorize transmittal of the records specified.

Principal/Headmaster Signature: _____ Date: ____/____/____

Signature and Title of Person Completing This Form: _____ Date: ____/____/____



District of Columbia Public Schools
Office of Special Education/Early Stages
DCPS PRIVATE- RELIGIOUS OFFICE (DCPS- PRO)
1125 new Jersey Avenue, NW
Washington, DC 20001



Student Name: _____ Student ID#: _____

Private-Religious School Name: _____

Subject: _____ Grade: _____

PART 1: (Check only where applicable)

Report/s

- Progress Report
Referral
Was referral discussed with parent? Yes No
If yes, date of discussion
Parent conference notes attached? Yes No

MDT Report

- MDT Screening
Annual Review
Progress Update

PART 2: Reason for Referral/Report

Please indicate the reason for the referral/report. Include a summary of the student's strengths and weaknesses. Attach all supporting documentation.

Empty box for providing reasons for referral/report and supporting documentation.

Check any interventions used:

- Student conference
Note/call to parent
Consultation with specialist(s)
Consultation with colleague(s)
Counselor involvement
Tutoring
Behavior management techniques
Referral to principal
Adjusted workload
Modifying methods, materials, and presentations
Change of text/materials
Change in grouping
None
Other (specify)

Which interventions were the most effective? Explain.

Estimate the student's level of ability as compared to expectations for students in that grade.

Table with 4 columns: Skill Area, Above Average, Average, Below Average. Rows include Listening Comprehension, Oral Expression, Basic Reading Skills, Reading Comprehension, Written Expression, Math Calculation, Math Reasoning, Social Studies, Science.

Reading Level: _____

ISM Level: _____

Student Name: _____ Student ID#: _____

PART 2: Reason for Referral/Report (continued)

Based on your observation, evaluate the student in comparison to other students in the same grade. Use a minus (-) sign to indicate weaknesses and a plus (+) to indicate strengths frequently observed.

Listening Comprehension

- Understanding spoken language
 Following verbal directions

Oral Expression

- Expressing thoughts and ideas
 Speaking vocabulary

Reading

- Letter/word recognition
 Word attack skills
 Oral reading fluency
 Comprehension (factual)
 Comprehension (inferential)

Written Expression

- Spelling
 Writing speed
 Completing written work
 Punctuation
 Writing a sentence
 Organizing sentences and ideas into meaningful paragraphs

Mathematics Number recognition

- Number concepts
 Basic operations
 Addition
 Subtraction
 Multiplication
 Division
 Understanding place value
 Solving word problems

Speech

- Stutters
 Articulating speech sounds
 Voice quality

Discrimination

- Discriminating letter symbols
 Discriminating letter sounds

Memory

- Remembering what is seen
 Remembering what is heard
 Retaining information over a period of time

Visual Motor Coordination

- Small motor tasks
 Paper/pencil tasks
 Copying from the board

Social/Emotional

- Motivation
 Self-control
 Frustration tolerance
 Consistency in performance
 Interpreting social cues
 Making and keeping friends
 Accepts responsibility for own behavior
 Gets along with adults
 Sudden changes in mood throughout day
 Needs constant approval
 Interrupts and distracts class
 Unusually aggressive toward others
 Unusually shy or withdrawn
 Easily influenced by others

Attention/Organization/Activity Level

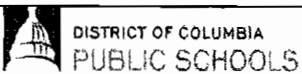
- Beginning a task
 Maintaining attention
 Has work and/or materials
 Organization
 On time for class
 Completing tasks
 Changes in routine
 Distractibility
 Overactive
 Underactive

General

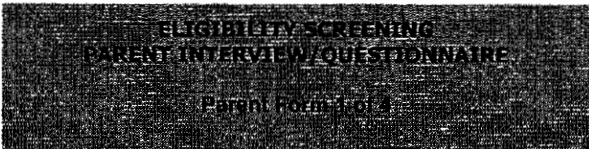
- Completes homework
 Study habits
 Follows school rules
 Attendance (explain)

Other (specify) _____

Submitted by: _____ Date: _____



District of Columbia Public Schools
Office of Special Education/Early Stages
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1125 New Jersey Avenue, NW
Washington, DC 20001



PART 1: STUDENT INFORMATION

Student's Name: Student ID#:

Student's Date of Birth: Grade: Primary Language:

Parent/Guardian Name:

Address:

City/State/Zip:

Home Phone No.: Work Phone No.:

Attending School: Neighborhood School:

PART 2: FAMILY DATA

Do you have any serious concerns about your child? Yes No If yes, explain below:

Has any other family member experienced school-related problems? Yes No if yes, explain below:

Has your child experienced any traumatic events such as the death of a close relative, divorce, or family crisis? Yes No If yes, explain below:

Part 3: Medical History

Did the mother experience any health problems during this pregnancy? Yes No If yes, explain below:

Student's Name _____ Student ID# _____

Birth weight: _____ Pounds _____ Ounces _____ Apgar Score(s) _____ 1-minute _____ 5-minute

Did any of the following occur during the birth process?

- Premature birth Transfusion Caesarean section Breech birth Prolonged oxygen problem Blood incompatibility (RH factor)

Other birth problems and/or concerns:

Did the child have any difficulty learning to eat, sleep, sit, walk, or talk? Yes No If yes, explain below:

Has your child experienced any of the following?

- | | | |
|--|--|---|
| <input type="checkbox"/> Physical defect
<input type="checkbox"/> Asthma
<input type="checkbox"/> Operations
<input type="checkbox"/> Frequent colds
<input type="checkbox"/> Dietary problems
<input type="checkbox"/> Heart disease | <input type="checkbox"/> Allergies
<input type="checkbox"/> Ear problems
<input type="checkbox"/> Diabetes
<input type="checkbox"/> Speech problems
<input type="checkbox"/> Headaches
<input type="checkbox"/> Temperature above 104 | <input type="checkbox"/> Eye problems
<input type="checkbox"/> Epilepsy
<input type="checkbox"/> Frequent sore throats
<input type="checkbox"/> Serious accidents or injuries
<input type="checkbox"/> Other _____
_____ |
|--|--|---|

Describe any of the problems checked above:

Has the child ever been hospitalized? Yes No How long? _____ Age at time: _____

Reason:

Is the child under treatment or on medication at the present time? Yes No If yes, explain below:

How would you rate the child's general health? Excellent Good Fair Poor

Student's Name _____ Student ID# _____

Part 4: Social/Behavioral Characteristics

Please check any of the following behaviors that describe your child:

- | | | |
|--|---|---|
| <input type="checkbox"/> Flexible | <input type="checkbox"/> Sleepwalking | <input type="checkbox"/> Doesn't seem to understand questions or directions |
| <input type="checkbox"/> Outgoing | <input type="checkbox"/> Lacks motivation | <input type="checkbox"/> Difficulty making and keeping friends |
| <input type="checkbox"/> Consistently short attention span | <input type="checkbox"/> Creative | <input type="checkbox"/> Difficulty using numbers |
| <input type="checkbox"/> Daydreams | <input type="checkbox"/> Bedwetting | <input type="checkbox"/> Lacks self-control |
| <input type="checkbox"/> Cooperative | <input type="checkbox"/> Thumb sucking | <input type="checkbox"/> Frequent sudden changes in mood |
| <input type="checkbox"/> Nightmares | <input type="checkbox"/> Nail biting | <input type="checkbox"/> Excessive inconsistency in behavior |
| <input type="checkbox"/> Temper tantrums | <input type="checkbox"/> Mechanical | <input type="checkbox"/> Needs constant approval or reassurance |
| <input type="checkbox"/> Unreasonable fears | <input type="checkbox"/> Overactive | <input type="checkbox"/> Unusually aggressive towards others |
| <input type="checkbox"/> Gets ideas quickly | <input type="checkbox"/> Athletic | <input type="checkbox"/> Difficulty completing tasks and activities |
| <input type="checkbox"/> Fantasies | <input type="checkbox"/> Musical | <input type="checkbox"/> Difficulty with organization |
| <input type="checkbox"/> Artistic | <input type="checkbox"/> Rocking | <input type="checkbox"/> Avoids reading |
| <input type="checkbox"/> Frequently tells lies | <input type="checkbox"/> Underactive | <input type="checkbox"/> Difficulty telling time |
| <input type="checkbox"/> Avoids homework | <input type="checkbox"/> Self-confident | |
| <input type="checkbox"/> Uncooperative | <input type="checkbox"/> Enjoys reading | |
| <input type="checkbox"/> Frequently talks to self | <input type="checkbox"/> Frequently late | |

Has your child had any evaluations of which the school may be unaware: Educational Psychological Medical Other

Explain (what, when, and by whom):

What are your child's interests?

What does your child do well?

What do you like best about your child?

How do you think the school can help your child?

Student's Name: _____ Student ID: _____

Is there additional information that you feel will help us to understand your child better?

I understand that this information will be used to help determine whether my child has an educational disability. This material will be kept in my child's confidential file.

Name (Printed)

Signature

Relationship to Child

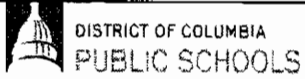
Date

Interview: _____
Name (Printed)

Signature

Position/Title

Date



District of Columbia Public Schools
Office of Special Education/Early Stages
DCPS PRIVATE- RELIGIOUS OFFICE (DCPS- PRO)
1125 New Jersey Avenue, NW
Washington, DC 20001



This observation should focus on the problems identified in the referral.

Part 1: General Information

Student's Name: _____ Student ID# _____

Student's Date of Birth: ____/____/____ Subject/Area/Class Observed: _____

Teacher: _____ Teacher/Pupil Ratio: _____

Part 2: Setting

Describe Observation Setting:

Empty lined box for describing the observation setting.

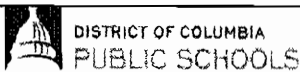
Part 3: Observation

Describe the task:

Empty lined box for describing the task.

Describe the student's performance:

Large empty lined box for describing the student's performance.



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Student's Name: _____ Student ID# _____

Student's Date of Birth: ____/____/____ Current Grade: ____ Teacher: _____

Private-Religious School: _____ DCPS Neighborhood School: _____

Part 1: Health Record Review

A. Vision Screening: ____/____/____ Date Results Glasses: ____ Yes ____ No

B. Hearing Screening ____/____/____ Date Results Hearing Aid: ____ Yes ____ No

C. Indication of Medical Concerns: ____ Yes ____ No If yes, explain below:

Empty table with 6 rows for medical concerns explanation.

Part 2: School History Information

A. Preschool: ____ Yes ____ No ____ Not applicable after the third grade

B. Schools Attended (K through present)

Table with 4 columns: School, Grade(s) Completed, School, Grade(s) Completed. Contains 5 empty rows.

C. List all grades student had absences of over 20 days/year or loss of credit due to attendance. _____

If indicated in record, list cause of absence(s):

Empty table with 6 rows for absence causes.

D. Retention: ____ Yes ____ No If yes, grade of retention: _____

Part 3: Academic Record Review

A. General Education Program: Include synthesis of past classroom performance, classroom accommodations, and general test information. Attach all appropriate documentation.

Empty table with 6 rows for academic record review.

Student's Name: _____ Student's ID# _____

Part 3: Academic Record Review (continued)

B. Is previous testing being used for consideration for special education services? If yes, list type of evaluation(s) and date(s) of administration.

C. IEP for Special Education Services _____ Yes _____ No

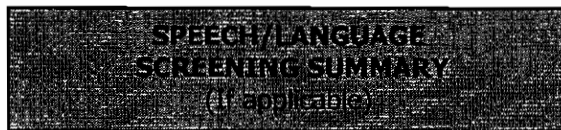
Disability Code(s)	Program(s)

Completed by: _____ Date: ____/____/____



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

District of Columbia Public Schools
Office of Special Education/Early Stages
DCPS PRIVATE- RELIGIOUS OFFICE (DCPS- PRO)
1125 New Jersey Avenue, NW
Washington, DC 20001



Student's Name: _____ Student ID# _____

Student's Date of Birth: ____/____/____ Grade: ____ Primary Language: _____

Parent/Guardian: _____

Address: _____

City/State/Zip: _____

Home Telephone: () _____ Work Telephone: () _____

Part 1: Referral

A. Reason for referral: _____

B. Any instructional accommodations or supports: ____ Yes ____ No If yes, specify services and level: _____

C. Student has received speech/language assessment/therapy: ____ Yes ____ No If yes, specify source(s) and date(s): _____

Hearing Status: _____ Source: _____ Date: _____

Part 2: Summary of Findings

A. Observations

Articulation:

Intelligibility: ____ Good ____ Fair ____ Poor
Sound Productions: ____ No Errors ____ Errors Within Normal Limits ____ Errors Inappropriate for Age
Oral Motor Functioning: ____ Normal ____ Suspect

Language

Receptive: ____ Within Normal Limits ____ Inappropriate for Age
Expressive: ____ Within Normal Limits ____ Inappropriate for Age

Fluency

____ Within Normal Limits ____ Repetitions ____ Prolongations ____ Hesitations ____ Secondary Behaviors ____ Other

Voice

____ Within Normal Limits ____ Inappropriate for Age (____ Quality ____ Pitch ____ Intensity)

B. Impressions

- ____ Appears to be within normal limits for age
- ____ Possible disorder or delay
- ____ Difference may be related to other factor(s)
- ____ Unable to make a judgment

C. Recommendations from initial screening

- ____ No follow-up necessary
- ____ Referral to MDT for additional assessment(s) by: _____
- ____ Further speech and language assessment recommended: _____
- ____ Other: _____

D. Comments

Screening Completing by: _____ Date: _____

Name (printed)

Signature: _____

CLC Tip Sheet

Attendance and Truancy

Parent/Caregiver Responsibility

- It is the responsibility of the parent, guardian (or person who has custody or control of a minor) to place minors who will be 5 years old on or before September 30th of the current school year in an educational institution (whether it be public, private, independent, or parochial school, or private instruction). DC Code § 38-202(a).
- Seventeen-year old minors who are “actually, lawfully, gainfully, and regularly employed” may be allowed flexible school hours. DC Code § 38-202(c). However, flexible school hours do not mean that the child will be excused entirely from regular attendance, or excused to the extent that it may jeopardize graduation. DC Code § 38-202(c).

What is an absence?

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

What is a valid excuse?

- Pursuant to 5 DCMR §§ A2102.2. and A2102.3, each educational institution should have its own list of what constitutes an acceptable absence, which should be published and made available to parents and students, and should include the following:
 - Illness or other bona fide medical cause experienced by the student;
 - Exclusion, by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
 - Death in the student’s family;
 - Necessity for a student to attend judiciary or administrative proceedings as a party to the action or under subpoena;
 - Observance of a religious holiday;
 - Lawful suspension or exclusion from school by school authorities;
 - Temporary closing of facilities or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other condition(s) or emergency requiring a school closing or suspension of classes;
 - Employment or other volunteer work approved by the school, provided that the student is seventeen (17) years of age, and provided further that any excused absences under this paragraph shall not adversely impact the student’s academic performance or timely graduation;
 - Failure of the District of Columbia to provide transportation in cases where the District of Columbia has a legal responsibility for the transportation of the student;
 - Medical or dental appointments for the student; and

- An emergency or other set of circumstances approved by an LEA, independent, private or parochial school in conformance with published policies distributed to parents and guardians.
- ➔ Parents/guardians are required to indicate in writing reasons for a student's absence, in advance if possible. 5 DCMR §A2102.4.

Attendance Record

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

Consequences

- ➔ "Unexcused lateness for school or class" is listed as a "Tier 1" behavior in DCPS' disciplinary scheme, which includes behaviors which are "insubordinate or cause minor disruptions to the academic environment but do not involve damage to property, self, or others." 5 DCMR § B2502.1(a). "Unexcused absence from class" as well as "unexcused absence from school" are listed as "Tier II" behaviors. 5 DCMR §B-2502.2(a). According to 5 DCMR §§ B2502.1(b), B2502.2(b), disciplinary responses for both Tiers include:
 - Verbal redirection or reprimand;
 - Teacher/student conference (Tier II includes administrator/student conference);
 - Parental contact in writing or by phone;
 - Teacher/parent conference (Tier II includes Administrator/parent conference);
 - Temporary Removal of Student from Classroom;
 - In-School Disciplinary Action;
 - Behavior contract;
 - Other school-based consequences as approved by a person designated by the Chancellor;
 - *Off-site suspension and expulsion*, however, shall NOT be used in response to unexcused absences, according to 5 DCMR § B2504.2.
- ➔ A DCPS student who receives a reduced or failing grade due to unexcused absences may file a written appeal to the principal within 10 business days after receiving the grade. 5 DCMR §§ E2103.13, E2103.14. Upon receiving an appeal, the principal must appoint an "Appeals Panel" and forward all written appeal requests to the panel chairperson within three business days. 5 DCMR § E2103.15. The Panel must have at least 3 members, chosen from the following pool of people: the principal's designee (panel chairperson), a guidance counselor, a department chairperson, a teacher (other than the one involved), an attendance staff person, a student body representative, or a parent organization representative. 5 DCMR § E2103.16. A hearing must be held within 10 calendar days after the Panel has been appointed, and the student/parent/guardian/representative shall be given the opportunity to present the student's case and, upon request, question the teacher involved. 5 DCMR § E2103.18, E2103.19. The Appeal Panel's recommendation is forwarded to the principal, who issues the Panel's decision within 10 calendar days. 5 DCMR § E2103.22. Appeal of the Panel's decision may be made to the DC Public Schools Student Hearing Office within 10 calendar days of receiving the decision. 5 DCMR § E2103.23.

- The parent or guardian of a minor who is absent from school without a valid excuse shall be guilty of a misdemeanor and may be fined not less than \$100 or imprisoned for not more than 5 days, or both for each offense. DC Code §§ 39-203(d),(e).
- The parent or guardian of a minor who is absent from school without a valid excuse may also be charged with educational neglect.

Truancy

- If a police officer has reasonable grounds to believe that a child is truant from a public or public charter school, they will take him/her to the nearest truancy center. DC Code § 38-251(a)(2). If the child goes to an independent, private, or parochial school, then he/she will be taken into custody. DC Code § 38-251(a)(3).
- A child who is habitually truant from school without justification may also be ultimately adjudicated a “child in need of supervision” or a PINS (“person in need of supervision”) child for truancy, under D.C. Code § 16-2301 (a). A school may petition a child as a “person in need of supervision” if a child has missed several school days without appropriate justification.
- Business owners and employees are not allowed to permit “loitering” of minors under 16 during school hours if they have reasonable grounds to believe that they’re truant. DC Code § 32-221. Violation is punishable by a \$25-300 fine or 10-30 days in prison.
- Adults (4 or more years older than a minor) who “contribute” to a minor’s truancy (“invite, solicit, recruit, assist, support, cause, encourage, enable, induce, advise, incite, facilitate, permit, or allow”), will be fined up to \$1,000 or imprisoned for up to 6 months. DC Code § 22-811.
- Truancy records can be sealed upon request when a student has reached the age of 18, graduated high school, or received a general equivalency diploma. DC Code § 38-251(b).



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TITLE 5. BOARD OF EDUCATION
SUBTITLE A. OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION (OSSE)
CHAPTER 21. COMPULSORY EDUCATION AND SCHOOL ATTENDANCE

CDCR 5-A2100 (2011)

5-A2100. GENERAL PROVISIONS.

2100.1 The legal authority for this chapter is based upon section 3(b)(11) of the State Education Office Establishment Act of 2000 (OSSE Act), effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code §38-2602(b)(11))(2009 Supp.); section 7c(c)(2)(A) of the OSSE Act, effective September 18, 2007 (D.C. Law 17-20; §38-2609(c)(2)(A)) (2009 Supp.); Section 403(a)(14) of the State Board of Education Establishment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code §38-2652(a)(14)) (2009 Supp.); and Article II of An Act to provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes, approved February 4, 1925 (*43 Stat. 806*; D.C. Official Code §§38-202 et seq.) (2001 and 2009 Supp.).

2100.2 Each school-age child who is a resident of the District of Columbia shall attend a public, independent, private, or parochial school or shall receive private instruction.

2100.3 A school-age child and his or her parents or guardians shall be exempt from the requirements of this chapter if the child:

- (a) Has earned a high school diploma or its equivalent; or
- (b) Participates in a home schooling program that complies with all District of Columbia laws and regulations.

2100.4 A school year for attendance purposes shall include a minimum of one hundred eighty (180) regular instructional days.

2100.5 An instructional day shall be at least six (6) hours in length for students, including time allotted for lunch periods, recess, and class breaks; provided, the six (6)-hour minimum instructional day requirement shall not be applicable to an evening school program, prekindergarten program, or kindergarten program.

2100.6 Student attendance shall be based upon the number of days the student is in attendance during the entire year.

2100.7 Daily attendance shall include participation in school-sponsored field trips; participation in an off-site school sponsored or approved activity during a regularly scheduled school day; in-school suspensions; and the number of days a student receives instructional services while expelled or while serving an out-of-school suspension.

STATUTORY AUTHORITY: Unless otherwise noted, the authority for this chapter is section 3(b)(11) of the State Education Office Establishment Act of 2000 (OSSE Act), effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code §38-2602(b)(11))(2009 Supp.); section 7c(c)(2)(A) of the OSSE Act, effective September 18, 2007 (D.C. Law 17-20; §38-2609(c)(2)(A)) (2009 Supp.); Section 403(a)(14) of the State Board of Education Establishment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code §38-2652(a)(14)) (2009 Supp.); and Article II of An Act to provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes, approved February 4, 1925 (*43 Stat. 806*; D.C. Official Code §§38-202 et seq.) (2001 and 2009 Supp)

SOURCE: Final Rulemaking published at 56 DCR 8978, 8979 (November 20, 2009).



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TITLE 5. BOARD OF EDUCATION
SUBTITLE A. OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION (OSSE)
CHAPTER 21. COMPULSORY EDUCATION AND SCHOOL ATTENDANCE

CDCR 5-A2101 (2011)

5-A2101. ATTENDANCE RECORDS.

2101.1 Each educational institution shall maintain an accurate daily record of attendance and absences, consistent with data and reporting requirements specified by the Office of the State Superintendent of Education for each school-age child.

2101.2 The attendance and absence record for each student shall include:

- (a) Date(s) of enrollment;
- (b) Current grade level assignment and date(s) of promotion to each grade level;
- (c) Daily attendance;
- (d) Daily absence or late arrival time, with an explanation from parents or guardians;
- (e) Date and brief description of communications with parents or guardians with regard to school attendance and absences, including the record of or a cross reference to the record documenting:
 - (1) Contact with parents, guardians, or other primary caregivers; and
 - (2) Interventions, services, and referrals related to absences; and
- (f) Date of withdrawal from or transfer to another school, the name and location of the school to which a student transfers and follow up notation(s) to confirm the child's new placement.

2101.3 Educational institutions are encouraged to maintain attendance and absence records required by this chapter in an electronic format.

STATUTORY AUTHORITY: Unless otherwise noted, the authority for this chapter is section 3(b)(11) of the State

Education Office Establishment Act of 2000 (OSSE Act), effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code §38-2602(b)(11))(2009 Supp.); section 7c(c)(2)(A) of the OSSE Act, effective September 18, 2007 (D.C. Law 17-20; §38-2609(c)(2)(A)) (2009 Supp.); Section 403(a)(14) of the State Board of Education Establishment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code §38-2652(a)(14)) (2009 Supp.); and Article II of An Act to provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes, approved February 4, 1925 (*43 Stat. 806*; D.C. Official Code §§38-202 et seq.) (2001 and 2009 Supp)

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TITLE 5. BOARD OF EDUCATION
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CHAPTER 21. COMPULSORY EDUCATION AND SCHOOL ATTENDANCE

CDCR 5-A2102 (2011)

5-A2102. ABSENCES.

2102.1 Any absence, including an absence from any portion of the day, without a valid excuse shall be presumed to be an unexcused absence.

2102.2 An educational institution shall define categories of valid excuses for an absence, which shall include the following:

- (a) Illness or other bona fide medical cause experienced by the student;
- (b) Exclusion, by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
- (c) Death in the student's family;
- (d) Necessity for a student to attend judiciary or administrative proceedings as a party to the action or under subpoena;
- (e) Observance of a religious holiday;
- (f) Lawful suspension or exclusion from school by school authorities;
- (g) Temporary closing of facilities or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other condition(s) or emergency requiring a school closing or suspension of classes;
- (h) Employment or other volunteer work approved by the school, provided that the student is seventeen (17) years of age, and provided further that any excused absences under this paragraph shall not adversely impact the student's academic performance or timely graduation;

(i) Failure of the District of Columbia to provide transportation in cases where the District of Columbia has a legal responsibility for the transportation of the student;

(j) Medical or dental appointments for the student; and

(k) An emergency or other set of circumstances approved by an LEA, independent, private or parochial school, in conformance with published policies distributed to parents and guardians.

2102.3 An educational institution shall publish and make available to parents and students the list of valid excused absences.

2102.4 An educational institution shall require a written statement from the student's parent or guardian verifying the reason for an absence and shall require that the written statement be provided in advance, if practicable, and, if not practicable, upon the student's return to school.

STATUTORY AUTHORITY: Unless otherwise noted, the authority for this chapter is section 3(b)(11) of the State Education Office Establishment Act of 2000 (OSSE Act), effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code §38-2602(b)(11))(2009 Supp.); section 7c(c)(2)(A) of the OSSE Act, effective September 18, 2007 (D.C. Law 17-20; §38-2609(c)(2)(A)) (2009 Supp.); Section 403(a)(14) of the State Board of Education Establishment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code §38-2652(a)(14)) (2009 Supp.); and Article II of An Act to provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes, approved February 4, 1925 (*43 Stat. 806*; D.C. Official Code §§38-202 et seq.) (2001 and 2009 Supp)

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CDCR 5-A2103 (2011)

5-A2103. TRUANCY PROCEDURE.

2103.1 Each school-age child who resides in the District of Columbia shall attend a public, independent, private, or parochial school or otherwise receive a thorough and regular education through private instruction pursuant to rules established by the Office of the State Superintendent of Education.

2103.2 Each LEA shall develop and implement in each of its schools a specific protocol for absenteeism (absenteeism protocol) that focuses on prevention of unexcused absences, also referred to as truancy, including academic and behavioral interventions to address the needs of students.

2103.3 Each LEA shall include as part of its absenteeism protocol the following:

- (a) A description of valid excused absences consistent with this chapter;
- (b) A process for informing, training, and educating school staff, students, parents, guardians, and the community of the LEA with regard to enhancing school attendance, implementing truancy reduction methods, administering attendance policies and procedures, and related collaborative services;
- (c) Procedures for monitoring, reporting, addressing, and evaluating attendance and absences consistent with District of Columbia attendance and absence reporting requirements including:
 - (1) A procedure requiring personal contact(s) with the parent or guardian of a student, each time a student has the equivalent of one (1) day of unexcused absence and defining the reasonable timeframe in which this contact must be made;
 - (2) A continuum of school practices and services including meaningful supports, incentives, intervention strategies, and consequences for dealing with absenteeism and consultation with parents or guardians, both at the onset of absenteeism and in those circumstances where chronic absenteeism persists;
 - (3) A referral process whereby within two (2) school days after a student has accumulated five (5) or more

unexcused absences in one (1) marking period or other similar time frame, the student shall be referred to a school-based student support team which will meet within two (2) days of the referral and regularly thereafter to:

- (A) Review and address the student's attendance and related issues;
 - (B) Communicate and/or collaborate with the parents or guardian;
 - (C) Provide timely response to the student's truant behavior;
 - (D) Make recommendations for academic, diagnostic, or social work services;
 - (E) Use school and community resources to abate the student's truancy including referral to a community-based organization when available; and
 - (F) Develop an attendance intervention plan in consultation with the student's parents or guardian.
- (4) If a student accumulates ten (10) unexcused absences at any time during a school year, the school-based student support team assigned to the student shall notify the school administrator within two (2) days after the tenth (10th) unexcused absence with a plan for immediate intervention including delivery of community-based programs and any other assistance or services to identify and address the student's needs on an emergency basis; and
- (5) A process at the LEA, including specific due process procedures, for a parent, guardian, or student to appeal any attendance violation decisions made by the LEA or an individual school within an LEA.

2103.4 Each LEA shall maintain records and report in a format consistent with data reporting requirements specified by the Office of the State Superintendent of Education.

2103.5 Each LEA shall develop a process to refer students to District of Columbia entities outside the LEA under the following circumstances:

- (a) Students between the ages of five (5) and thirteen (13) shall be referred by the LEA to the Child and Family Services Agency (CFSA) no later than two (2) school days after the accrual of ten (10) consecutive unexcused absences and/or completion of the procedures specified in Section 2103.3 of this chapter, or immediately at any time that educational neglect is suspected;
- (b) Students between the ages of five (5) and thirteen (13) shall be referred by the LEA to the Child and Family Services Agency (CFSA) no later than two (2) school days after the accrual of twenty (20) unexcused absences within one (1) school year and completion of the intervention process or immediately at any time educational neglect is suspected; and
- (c) Students over the age of thirteen (13) shall be referred by the LEA to the Court Social Services Division of the Superior Court of the District of Columbia and the Office of the Attorney General (OAG) Juvenile Section no later than two (2) school days after the accrual of twenty five (25) or more unexcused absences at any time within one (1) school year.

2103.6 Copies of the following documents shall be provided with a referral made pursuant to this chapter:

- (a) The student's attendance and absence record;
- (b) Any prevention and intervention plans;
- (c) Documentation related to referrals and outcome of such referrals;

CDCR 5-A2103

(d) Documentation representing evidence of communications, services, and attendance related interventions taken by the school;

(e) Documentation of suspected educational neglect;

(f) Documentation of personal contacts with, and written notification to, parents or guardians with regard to the unexcused absences; and

(g) If applicable, the student's Individualized Education Program with any supporting evaluations or assessments.

2103.7 Written notification of any referral made pursuant to this Section shall be provided to a parent or guardian at the time a referral is made.

2103.8 The standards for school attendance may identify a specific number of excessive or unexcused absences allowed within a marking period, semester, or school year, provided that reporting is consistent with applicable laws and regulations.

2103.9 The Office of the State Superintendent of Education shall develop reporting procedures as appropriate to assist educational institutions and private instructors with compliance with reporting requirements under applicable federal and District of Columbia laws.

2103.10 The Office of the State Superintendent of Education shall evaluate the effectiveness of these regulations and make further recommendations as appropriate to the State Board of Education. The State Board of Education shall have the opportunity to revisit the regulation's effectiveness on an annual basis.

STATUTORY AUTHORITY: Unless otherwise noted, the authority for this chapter is section 3(b)(11) of the State Education Office Establishment Act of 2000 (OSSE Act), effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code §38-2602(b)(11))(2009 Supp.); section 7c(c)(2)(A) of the OSSE Act, effective September 18, 2007 (D.C. Law 17-20; §38-2609(c)(2)(A)) (2009 Supp.); Section 403(a)(14) of the State Board of Education Establishment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code §38-2652(a)(14)) (2009 Supp.); and Article II of An Act to provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes, approved February 4, 1925 (*43 Stat. 806*; D.C. Official Code §§38-202 et seq.) (2001 and 2009 Supp)

SOURCE: Final Rulemaking published at 56 DCR 8978, 8981 (November 20, 2009).



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TITLE 5. BOARD OF EDUCATION
SUBTITLE A. OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION (OSSE)
CHAPTER 21. COMPULSORY EDUCATION AND SCHOOL ATTENDANCE

CDCR 5-A2104 (2011)

5-A2104. REPORTING REQUIREMENTS.

2104.1 An educational institution shall submit to the Office of the State Superintendent of Education, upon request, information relating to attendance and compulsory education in conformance with this chapter.

2104.2 Each educational institution subject to this chapter shall provide to the State Superintendent of Education, upon request, information relating to a report of enrollments and withdrawals in conformance with D.C. Official Code §38-205.

2104.3 The reports required under this chapter shall, to the extent practicable, conform to the format requested by the Office of the State Superintendent of Education and include the name, address, sex, date of birth, and student identification number as appropriate, of each minor residing permanently or temporarily in the District of Columbia who enrolls in, withdraws from, or transfers from an educational institution.

2104.4 An educational institution shall notify the Office of the State Superintendent of Education immediately upon information, reason, or belief that a school-age child who has been withdrawn from a school has not been re-enrolled in a school following withdrawal from school or is not receiving private instruction.

STATUTORY AUTHORITY: Unless otherwise noted, the authority for this chapter is section 3(b)(11) of the State Education Office Establishment Act of 2000 (OSSE Act), effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code §38-2602(b)(11))(2009 Supp.); section 7c(c)(2)(A) of the OSSE Act, effective September 18, 2007 (D.C. Law 17-20; §38-2609(c)(2)(A)) (2009 Supp.); Section 403(a)(14) of the State Board of Education Establishment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code §38-2652(a)(14)) (2009 Supp.); and Article II of An Act to provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes, approved February 4, 1925 (*43 Stat. 806*; D.C. Official Code §§38-202 et seq.) (2001 and 2009 Supp)

SOURCE: Final Rulemaking published at 56 DCR 8978, 8985 (November 20, 2009).



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TITLE 5. BOARD OF EDUCATION
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CHAPTER 21. COMPULSORY EDUCATION AND SCHOOL ATTENDANCE

CDCR 5-A2199 (2011)

5-A2199. DEFINITIONS.

2199.1 All definitions set forth in Title 5, Section E-2099 are incorporated herein by reference and shall apply to the terms used in this chapter unless modified by definitions listed in this chapter.

2199.2 For the purposes of this chapter:

"Educational institution" means a school in the District of Columbia Public Schools system, a public charter school, an independent, private school, parochial school, or a private instructor.

"Educational neglect" means the failure of a parent or guardian to ensure that a child attends school consistent with the requirements of the law including, without limitation, the failure to enroll a school-age child in an educational institution or provide appropriate private instruction; permitting habitual absenteeism from school; inattention to special education needs; refusal to allow or failure to obtain recommended remedial education services; or the failure to obtain treatment or other special education services without reasonable cause.

"Local education agency or LEA" means an educational institution at the local level that exists primarily to operate a publicly funded school or schools in the District of Columbia, including the District of Columbia Public Schools (DCPS) and a District of Columbia public charter school.

"Minor" means a child who has not yet reached 18 years of age.

"School-based student support team" means a team formed to support the individual student by developing and implementing action plans and strategies that are school-based or community-based depending on the availability to enhance the student's success with services, incentives, intervention strategies, and consequences for dealing with absenteeism.

"School-age child" means a child who is five (5) years of age or older by September 30 of a current school year but who has not yet reached his or her eighteenth (18th) birthday.

"Truant" means a school-age child who is absent without a valid excuse in compliance with section 2103 of this chapter.

" Unexcused absence " means an absence of a school-age child from any portion of the school day without a valid excuse consistent with the requirements of this chapter.

STATUTORY AUTHORITY: Unless otherwise noted, the authority for this chapter is section 3(b)(11) of the State Education Office Establishment Act of 2000 (OSSE Act), effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code §38-2602(b)(11))(2009 Supp.); section 7c(c)(2)(A) of the OSSE Act, effective September 18, 2007 (D.C. Law 17-20; §38-2609(c)(2)(A)) (2009 Supp.); Section 403(a)(14) of the State Board of Education Establishment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code §38-2652(a)(14)) (2009 Supp.); and Article II of An Act to provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes, approved February 4, 1925 (*43 Stat. 806*; D.C. Official Code §§38-202 et seq.) (2001 and 2009 Supp)

SOURCE: Final Rulemaking published at 56 DCR 8978, 8985 (November 20, 2009).



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*** D.C. REGISTER, VOL. 58, ISSUE 30, July 29, 2011 ***

TITLE 5. BOARD OF EDUCATION
SUBTITLE E. FORMER TITLE 5
CHAPTER 22. GRADES, PROMOTION, AND GRADUATION

CDCR 5-E2202 (2011)

5-E2202. GRADUATION: GENERAL POLICY.

2202.1 Each student who meets the following requirements shall be eligible to receive a high school diploma:

(a) Achievement of course content standards as required for the diploma, as set forth in § 2203.1; 2203.2; 2203.3 and 2203.4; and

(b) Enrollment and regular attendance in the DC Public Schools for a minimum of eight (8) consecutive months prior to graduation.

2202.2 Each student who meets the requirements set forth in this section shall be certified as eligible to receive the high school diploma by the principal or other person in charge of the school or program in which the student is enrolled.

2202.3 The high school diploma shall be conferred upon the student by the Superintendent of Schools or the Superintendent's designee in the name of the Board of Education, upon certification.

2202.4 Each diploma shall bear the signature of the Superintendent of Schools and the seal of the Board of Education.

2202.5 No student shall receive a high school diploma unless the student has first completed all requirements for the diploma.

2202.6 If a student does not meet the requirements set forth in § 2202.1, 2203.2, 2203.3 or 2203.4, the procedures in § 2202.7 through § 2202.9 shall apply.

2202.7 If the prior academic record of a transfer student and the course work and skill level achievement of the student during enrollment in the D.C. Public Schools are satisfactory, the student may be granted an exemption from the requirement of § 2201.1(b) by the Regional Superintendent whose jurisdiction encompasses the school which the student attends, the principal or other person in charge of the school or program in which the student is enrolled.

2202.8 The course work credits received by the student prior to transfer into D.C. Public Schools may be used to meet the D.C. Public Schools graduation requirements of that school system upon verification of successful completion of this comparable course work.

2202.9 If the D.C. Public School student is receiving a diploma from another school system but is unable to attend graduation exercises held by the school system, the student may be allowed to participate in the graduation exercises of the D.C. Public School being attended upon the approval of the Superintendent of Schools.

STATUTORY AUTHORITY: Unless otherwise noted, the authority for this chapter is Section 2 of an Act approved June 20, 1906, *34 Stat. 317*, ch. 3446, D.C. Official Code § 38-102 (2001); D.C. Official Code § 38-101; section 309 of the District of Columbia Administrative Procedure Act, approved October 21, 1968 (*82 Stat. 1203*; D.C. Official Code § 2-559), and the Interim State Superintendent of Education, pursuant to the authority set forth in Section 3(b)(11) of the District of Columbia State Education Office Establishment Act of 2000, effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code §§ 38-2602 (b) (11) (2008 Supp.)

SOURCE: Final Rulemaking published at 24 DCR 1005, 1025 (July 29, 1977); as amended by: Final Rulemaking published at 31 DCR 1979 (April 27, 1984); Final Rulemaking published at 36 DCR 180, 184 (January 6, 1989); Final Rulemaking published at 45 DCR 5222, 5223 (August 7, 1998); and Final Rulemaking published at 54 DCR 4382 (May 11, 2007).



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TITLE 5. BOARD OF EDUCATION
SUBTITLE E. FORMER TITLE 5
CHAPTER 22. GRADES, PROMOTION, AND GRADUATION

CDCR 5-E2203 (2011)

[Click here to view Emergency Reg. 58 D.C. REG. 4670](#)

5-E2203. GRADUATION: ACADEMIC REQUIREMENTS.

2203.1 The following course work shall be required of students who enrolled in 9th grade in school year 2007-2008 and thereafter in order to be certified as eligible to receive the high school diploma. At the beginning of the 9th grade, students shall develop a graduation plan pacing the courses they will take to complete high school. This shall be done with the assistance and signed approval of the school counselor.

2203.2 A total of twenty-four (24) Carnegie Units shall have been satisfactorily completed as follows:

(a) The following Carnegie Units in the corresponding subjects shall be required:

Display Table

(b) All students must enroll in Algebra no later than 9th grade commencing with the 2007-2008 school year; and

(c) The Career/Technology Education (CTE) and college level course requirement shall be met by identified AP, IB, HI-SCIP and CTE courses as well as courses taken at accredited colleges.

(d) For all students entering the 9th grade beginning school year 2009-2010, one of the three lab science units, required by paragraph (a) of this subsection, shall be a course in Biology.

2203.3 The Superintendent of Schools may establish specialized or career focused programs or courses of study, which lead to the high school diploma in accordance with 2203.4. These courses of study can include academic, performing arts, science and mathematics, career or vocational education focuses or other areas of concentration. The programs or courses of study may require additional coursework.

2203.4 Electives taken to fulfill the requirements of section 2203.2 shall be required to be taken in courses established by the Superintendent for each area of concentration in order to receive certification in the area of concentration.

2203.5 Each student who completes the requirements for specialized courses of study shall receive appropriate recognition on the student's diploma.

2203.6 A student with special needs who does not achieve a diploma, as set forth in § 2203.4 shall be eligible to receive a Certificate of Individual Educational Program (IEP) completion. The decision to pursue a program leading to an IEP Certificate of Completion shall be made by the IEP team including the parent(s) and where possible, the student.

The decision shall be made no earlier than the 9th grade and shall be attached in writing to the student's Individualized Education Program (IEP). DCPS shall comply with the Individuals with Disabilities Act, 2004 (IDEA) as addressed in DCMR, Title V, Chapter 30, with regards to appropriate transition assessments.

2203.7 Graduation Requirements from Previous Years: The following coursework shall be required of students who enrolled in 9th grade prior to 1983 in order to be certified as eligible to receive the high school diploma:

(a) A total of seventeen point five (17.5) Carnegie Units; and

(b) The Carnegie Units shall include 4 Carnegie Units in English; 1 in US History; .5 in US Government; 1 in Mathematics and 1 in Science; one point five in Health/Physical Education and eight point five electives.

2203.8 The following coursework shall be required of students who enrolled in 9th grade between 1984 and 1992 in order to be certified as eligible to receive a diploma.

(a) A total of twenty point five (20.5) Carnegie Units; and

(b) The Carnegie Units shall include 4 in English; 1 in Foreign Language; .5 in DC History - Government; 1 in US History; .5 in US Government; 2 in Mathematics; 2 in Science; 1.5 in Health/Physical Education; 1 in Life Skills Seminar and 7 Electives.

2203.9 The following coursework shall be required of students entering 9th grade between the school year 1992-1993 and school year 2006-2007 in order to be certified as eligible to receive the high school diploma.

(a) A total of twenty-three and one-half (23 1/2) Carnegie Units shall have been completed.

(b) The following Carnegie Units in the corresponding subjects shall be required:

Display Table

(c) One and one-half (1 1/2) Carnegie Units in health and physical education shall not be required for the evening program high school diploma; and

(d) One hundred (100) hours of community service shall be required for graduation.

STATUTORY AUTHORITY: Unless otherwise noted, the authority for this chapter is Section 2 of an Act approved June 20, 1906, *34 Stat. 317*, ch. 3446, D.C. Official Code § 38-102 (2001); D.C. Official Code § 38-101; section 309 of the District of Columbia Administrative Procedure Act, approved October 21, 1968 (*82 Stat. 1203*; D.C. Official Code § 2-559), and the Interim State Superintendent of Education, pursuant to the authority set forth in Section 3(b)(11) of the District of Columbia State Education Office Establishment Act of 2000, effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code §§ 38-2602 (b) (11) (2008 Supp.)

SOURCE: Final Rulemaking published at 24 DCR 1977 (July 29, 1977); as amended by: Final Rulemaking published at 27 DCR 4187 (September 26, 1980); Final Rulemaking published at 28 DCR 4477 (October 16, 1981); Final Rulemaking published at 31 DCR 1979 (April 27, 1984); Final Rulemaking published at 31 DCR 4806 (September 28, 1984); Final Rulemaking published at 38 DCR 7200 (November 29, 1991); Final Rulemaking published 39 DCR 7291 (September 25, 1992); Final Rulemaking published at 43 DCR 2800 (May 24, 1996); Final Rulemaking published at 51 DCR 6024 (June 11, 2004); Final Rulemaking published at 54 DCR 4382 (May 11, 2007); Final Rulemaking published at 56 DCR 6049 (July 31, 2009); and ERRATA published at 57 DCR 9128 (October 1, 2010).



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TITLE 5. BOARD OF EDUCATION
SUBTITLE E. FORMER TITLE 5
CHAPTER 22. GRADES, PROMOTION, AND GRADUATION

CDCR 5-E2204 (2011)

5-E2204. GRADUATION STATUS OF STUDENTS.

2204.1 Each adult student, or the parent or guardian of a minor student, shall be informed in writing not later than ten (10) days after the close of the third (3rd) advisory period of the student's graduation status.

2204.2 The notice required by this section shall include a warning that the student may not be eligible for graduation in June, if applicable.

STATUTORY AUTHORITY: Unless otherwise noted, the authority for this chapter is Section 2 of an Act approved June 20, 1906, *34 Stat. 317*, ch. 3446, D.C. Official Code § 38-102 (2001); D.C. Official Code § 38-101; section 309 of the District of Columbia Administrative Procedure Act, approved October 21, 1968 (*82 Stat. 1203*; D.C. Official Code § 2-559), and the Interim State Superintendent of Education, pursuant to the authority set forth in Section 3(b)(11) of the District of Columbia State Education Office Establishment Act of 2000, effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code §§ 38-2602 (b) (11) (2008 Supp.)

SOURCE: Final Rulemaking published at 24 DCR 1005, 1026 (July 29, 1977); as amended by: Final Rulemaking published at 54 DCR 4382 (May 11, 2007).



District of Columbia Public Schools

Transcript Analysis Worksheet

School Name: _____

School Year: _____

Assignment Year _____ 23.5 CUs 24 CUs

Total CUs Transferred _____

Total Needed _____

Student Name: _____ ID Number: _____ Date of Review: _____

English	Social Studies	World Languages	Math	Science
English I _____ 1.0 English II _____ 1.0 English III _____ 1.0 English IV _____ 1.0 <input type="checkbox"/> 4 CUs required Total _____ Needs _____	DC History _____ .5 World Geo _____ .5 (23.5) World History 1 _____ 1.0 US History _____ 1.0 US Gov _____ .5 World History 2 _____ 1.0 (24) <input type="checkbox"/> 3.5 CUs required <input type="checkbox"/> 4.0 CUs required (07-08) Total _____ Needs _____	French I _____ French II _____ Spanish I _____ Spanish II _____ Italian I _____ Italian II _____ _____ _____ 2 CUs required Total _____ Needs _____	Algebra I _____ 1.0 Geometry _____ 1.0 Algebra II/Trig _____ 1.0 Integrated Math _____ 1.0 Pre-Calculus _____ 1.0 <input type="checkbox"/> 3 CUs required <input type="checkbox"/> 4 CUs required (07-08) Total _____ Needs _____	Enviro Sci. _____ Biology _____ Chemistry _____ Earth Sci. _____ Physics _____ Botany _____ .5 Zoology _____ .5 Lab _____ 1.0 <input type="checkbox"/> 3 CUs required <input type="checkbox"/> 4 CUs required(07-08) Total _____ Needs _____
Physical Education	Art	Music	Electives	Career/Vocational College
PE/ Health 9 _____ PE/Health 10 _____ 1.5 CUs required Total _____ Needs _____	Art _____ .50 CU required Total _____ Need _____	Music _____ .50 CU required Total _____ Needs _____	Course Code CUs _____ _____ _____ _____ _____ <input type="checkbox"/> 4.5 CUs required <input type="checkbox"/> 1.5 CUs required (07-08)	_____ _____ <input type="checkbox"/> 1 CUs required <input type="checkbox"/> 2 CUs required (07-08) Total _____ Needs _____

Letter of Understanding



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TITLE 5. BOARD OF EDUCATION
SUBTITLE E. FORMER TITLE 5
CHAPTER 22. GRADES, PROMOTION, AND GRADUATION

CDCR 5-E2201 (2011)

5-E2201. PROMOTION.

2201.1 Promotion shall be defined as the movement of students to higher grade levels or/course levels and to graduation from high school in accordance with DC School Board Policy.

2201.2 Promotions shall be made at the end of the school year. Special promotions may be made at any time with the documented assessment conducted and certified by the Chief Academic Officer and the written approval of the Regional Superintendent whose jurisdiction encompasses the school that the student attends.

2201.3 Students with disabilities, identified through the Individuals with Disabilities in Education Act (IDEA) 2004, are eligible for promotion as determined in accordance with the goals and objectives, accommodations and modifications as it relates to the content standards developed and agreed upon by the IEP Team. For English Language Learners, any decision on retention must be made in conjunction with the bilingual/ English Second Learner (ESL) teacher.

2201.4 A student may only be retained at grades three (3), five (5) and eight (8) with the following requirements:

(a) A student cannot be retained more than once during his enrollment in the District of Columbia Public Schools unless there is a comprehensive review by multiple school personnel and approval from the Regional Superintendent whose jurisdiction encompasses the school the student attends; and

(b) If a student does not meet all requirements for promotion, but moves on to middle or high school because s/he has been previously retained, the principal must submit a report to the receiving school detailing all unmet requirements. This report must be received by June 30 and updated at the close of summer school. For students who move prior to the end of the school year, the report must be provided to the receiving school within thirty (30) calendar days of the student's enrollment in the school. Students in this situation will be enrolled in support services in the receiving school.

2201.5 Students who do not achieve the grade level content standards at the end of the academic year will be given additional support as defined in DCMR 2200.9. Only when all other interventions have been unsuccessful, and the student has not made sufficient academic progress during the course of a school year in the gate grades of three (3), five (5), or eight (8), will the student be considered for retention. A review team consisting of the principal, a guidance counselor, the student support team, the student's teachers, and his/her parent shall review all potential retentions. Principals have the final authority for all first time promotion/retention decisions. The review team will include the liaison teacher for any student with an IEP and a bilingual/ESL teacher for any student enrolled in a bilingual or ESL program.

2201.6 Promotion of students in pre-kindergarten through fifth (5th) grade to the next level shall include consideration of the following criteria. Students shall receive:

CDCR 5-E2201

(a) Proficient or advanced marks in the core subjects of:

1. Reading/language arts;
2. Mathematics;
3. Science; and
4. Social studies.

(b) Achievement of the goals of the intervention learning plan where applicable;

(c) Meet the requirements of the system's attendance policy;

(d) If a student in pre-kindergarten or kindergarten has met the proficiency requirements in the core subject areas but is not functioning at a skill level deemed ready for promotion to kindergarten or first grade by a teacher or a parent in the areas of physical, social or emotional development, an option of repeating a pre-kindergarten or kindergarten may be considered without being regarded as a retention.

2201.7 Promotion of students in grades six through eight to the next level shall include consideration of the following criteria: Students shall:

- (a) Complete three courses in English Language Arts;
- (b) Complete three courses in mathematics;
- (c) Complete three courses in science;
- (d) Complete three courses in social studies;
- (e) Achieve the goals of the intervention learning plan where applicable; and
- (f) Meet the requirements of the system's attendance policy.

2201.8 Students may complete the high school graduation requirements over a three, four, or five year period, depending upon the time and support they need to complete graduation requirements as stated in their individualized graduation plan signed and verified by the counselor. The following guidelines shall apply for testing purposes where a grade definition is required:

(a) Any student who earns six (6) Carnegie Units by completing content standards of the required courses including units in ninth (9th) grade English and Algebra I, shall be eligible to be classified as a tenth (10th) grade student.

(b) Any student who earns twelve (12) Carnegie Units by completing content standards of the required courses including tenth (10th) grade English, shall be eligible to be classified as an eleventh (11th) grade student.

(c) Any student who earns eighteen (18) Carnegie Units by completing content standards of the required courses including eleventh (11th) grade English, shall be eligible to be classified as a twelfth (12th) grade student.

STATUTORY AUTHORITY: Unless otherwise noted, the authority for this chapter is Section 2 of an Act approved June 20, 1906, *34 Stat. 317*, ch. 3446, D.C. Official Code § 38-102 (2001); D.C. Official Code § 38-101; section 309 of the District of Columbia Administrative Procedure Act, approved October 21, 1968 (*82 Stat. 1203*; D.C. Official Code § 2-559), and the Interim State Superintendent of Education, pursuant to the authority set forth in Section 3(b)(11) of the District of Columbia State Education Office Establishment Act of 2000, effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code §§ 38-2602 (b) (11) (2008 Supp.)

SOURCE: Final Rulemaking published at 24 DCR 1005, 1024 (July 29, 1977); as amended by: Final Rulemaking published at 27 DCR 4186 (September 26, 1980); Final Rulemaking published at 31 DCR 5867 (November 23, 1984); Final Rulemaking published at 36 DCR 180, 183 (January 6, 1989); Final Rulemaking published at 39 DCR 5564 (July 24, 1992); Final Rulemaking published at 45 DCR 5222 (August 7, 1998); Final Rulemaking published at 45 DCR 7715 (October 30, 1998); and Final Rulemaking published at 54 DCR 4382 (May 11, 2007).



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TITLE 5. BOARD OF EDUCATION
SUBTITLE E. FORMER TITLE 5
CHAPTER 21. ATTENDANCE AND TRANSFERS

CDCR 5-E2105 (2011)

5-E2105. TRANSFERS DUE TO CHANGE OF ADDRESS.

2105.1 Except as provided otherwise in this chapter, a student shall be required to attend the school for which the student is eligible which serves the attendance zone established for his or her place of residence, as defined in § 2199.

2105.2 A student whose place of residence within the District of Columbia changes from one attendance zone to a different attendance zone shall be transferred to the school serving the attendance zone where the student's new place of residence is located. This requirement is subject to the exceptions set forth in §§ 2105.5 and 2105.7.

2105.3 Transfers due to change of address shall be effected by the principal of the school from which the student is being transferred.

2105.4 Prior to effecting a transfer due to change of address, the principal shall do the following:

- (a) Verify the validity of the change of address;
- (b) Identify the proper school serving the attendance zone where the student's new place of residence is located; and
- (c) Notify the student's parents or guardian, or the adult student, in writing of the proposed transfer, including the following information:
 - (1) The name and location of the school to which the student will be transferred;
 - (2) The effective date of the transfer;
 - (3) The exceptions to the transfer requirement provided by §§ 2105.5 and 2105.7, and the procedures for making application for an exception; and
 - (4) The right to appeal the transfer and the procedures for bringing an appeal.

2105.5 To provide for continuity of instruction, especially in the case of high school seniors scheduled to graduate

the following June, the principal may authorize the continued attendance of the student at the school currently being attended for the remainder of the term or school year.

2105.6 Requests for permission to continue in attendance at a school out-of-zone must be made to the principal by the student's parent or guardian, or by the adult student, prior to the effective date of the transfer.

2105.7 The provisions of § 2106 may be applied to a student whose change of place of residence would require a transfer under this section. A student who meets the requirements of § 2106 for out-of-zone attendance may be allowed to remain at the school currently being attended notwithstanding his or her change of address.

2105.8 An adult student, or a minor student's parent or guardian, may appeal a transfer due to change of address on either of the following grounds:

(a) The student's actual and lawful place of residence, as defined in Chapter 2199, is within the attendance zone for the school currently being attended; or

(b) The denial of a request to remain at the school currently being attended pursuant to §§ 2105.5 or 2105.7 was arbitrary or in violation of the rules of the Board of Education.

2105.9 Appeals of transfers shall be brought using the rules and procedures set forth in § 2504.

STATUTORY AUTHORITY: Unless otherwise noted, the authority for this chapter is § 2 of An Act approved June 20, 1906, *34 Stat. 317*, ch. 3446, D.C. Official Code § 38-102 (2001); section 103 of the District of Columbia Public Education Reform Amendment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code § 38-172) (2007 Supp.), and Mayor's Order 2007-186 (August 10, 2007); 3(b)(11) of the State Education Office Establishment Act of 2000 (OSSE Act), effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code §§38-2602(b)(11))(2009 Supp.); section 7c(c)(2)(A) of the OSSE Act, effective September 18, 2007 (D.C. Law 17-20; §38-2609(c)(2)(A)) (2009 Supp.); Section 403(a)(14) of the State Board of Education Establishment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code §38-2652(a)(14)) (2009 Supp.); and Article II of An Act to provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes, approved February 4, 1925 (*43 Stat. 806*; D.C. Official Code §§38-202 et seq.) (2001 and 2009 Supp)

SOURCE: Final Rulemaking published at 24 DCR 1005, 1031 (July 29, 1977).



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TITLE 5. BOARD OF EDUCATION
SUBTITLE E. FORMER TITLE 5
CHAPTER 21. ATTENDANCE AND TRANSFERS

CDCR 5-E2108 (2011)

5-E2108. IMMEDIATE INVOLUNTARY TRANSFERS.

2108.1 Whenever a student is charged with or accused of a criminal offense, either as a juvenile or an adult, the Superintendent or designee, based upon a review of the allegations associated with the arrest or accusation, shall have the authority to effect an immediate involuntary transfer without meeting the requirements of §§ 2107 and 2509 of this title if the Superintendent or designee, based upon a preponderance of the evidence, is of the opinion that the peace, health, safety or welfare of the students or staff of the D.C. Public Schools may be disturbed by maintaining the student in his or her prior placement.

2108.2 The adult student, or minor student's parent or guardian, may subsequently request a hearing to review the involuntary transfer pursuant to §§ 2504.11, 2504.12, and 2504.13, of this title. A final administrative decision shall be rendered thereafter pursuant to §§ 2505 and 2506 of this title.

2108.3 Notwithstanding the provisions of §§ 2108.1 and 2108.2, if a student is subsequently found to have engaged in conduct prohibited under §§ 2501 or 2502 of this title, the student may subsequently be excluded, suspended, or transferred pursuant to these rules.

2108.4 Notwithstanding the provisions of §§ 2108.1 and 2108.2, if a student is subsequently found to be not guilty of, or not involved in, the accusation or offense, the student shall, upon written request, be transferred back to the student's former placement, unless, in the discretion of the Superintendent or designee, there is a compelling reason why the student should not be returned to the former placement.

STATUTORY AUTHORITY: Unless otherwise noted, the authority for this chapter is § 2 of An Act approved June 20, 1906, *34 Stat. 317*, ch. 3446, D.C. Official Code § 38-102 (2001); section 103 of the District of Columbia Public Education Reform Amendment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code § 38-172) (2007 Supp.), and Mayor's Order 2007-186 (August 10, 2007); 3(b)(11) of the State Education Office Establishment Act of 2000 (OSSE Act), effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code §38-2602(b)(11))(2009 Supp.); section 7c(c)(2)(A) of the OSSE Act, effective September 18, 2007 (D.C. Law 17-20; §38-2609(c)(2)(A)) (2009 Supp.); Section 403(a)(14) of the State Board of Education Establishment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code §38-2652(a)(14)) (2009 Supp.); and Article II of An Act to provide for compulsory

school attendance, for the taking of a school census in the District of Columbia, and for other purposes, approved February 4, 1925 (*43 Stat. 806*; D.C. Official Code §§38-202 et seq.) (2001 and 2009 Supp)

SOURCE: Final Rulemaking published at 33 DCR 5652 (September 12, 1986).



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TITLE 5. BOARD OF EDUCATION
SUBTITLE E. FORMER TITLE 5
CHAPTER 21. ATTENDANCE AND TRANSFERS

CDCR 5-E2106 (2011)

5-E2106. OUT-OF-BOUNDARY TRANSFERS.

2106.1 Nothing in this Section shall be interpreted to supercede measures adopted by the Board or Superintendent necessary to comply with Federal requirements related to the Americans with Disabilities Act, the Leave No Child Behind Act -- Title 1, or the Individuals with Disabilities Education Act.).

2106.2 Nothing in this Section shall be interpreted to require the displacement from his or her current school of any student attending a D.C. public school pursuant to an out-of-boundary transfer at the time this Section is enacted.

2106.3 An adult student, an emancipated student, or a minor student's parent or guardian may apply for an out-of-boundary transfer for any of the following reasons:

- (a) His or her sibling currently attends the requested school;
- (b) He or she resides within a three city-block radius, for elementary schools, or a five city-block radius for middle and junior high schools; or
- (c) The adult student or minor student's parent or guardian prefers the requested school to his or her designated in-boundary school.

2106.4 Applications for out-of-boundary transfers for the following school year shall be submitted through the formal application process as defined and publicized by DCPS, not earlier than January 28 [th]nor later than March 13 [th], stating the reasons for the request. The Chancellor or his/her designee shall send a response to any such request no later than March 31 [st].

2106.5 In reviewing the request for discretionary transfers, the Chancellor shall verify stated reasons for the request and fairly administer a lottery held in DCPS headquarters, giving preferences to students in accordance with the reasons for their transfer requests in the following order until available spaces are filled or all requests are granted:

- (a) His or her sibling currently attends the requested school;

(b) He or she resides within reasonable walking distance of the requested school (within a three city-block radius for elementary students and a five city-block radius for middle and junior high school students); or

(c) The adult student of the minor student's parent or guardian prefers the requested school to his or her designated in-boundary school.

2106.6 The Chancellor, and only the Chancellor, is authorized to grant a discretionary transfer and set the duration of the approval of the transfer when the Chancellor determines that the transfer would be in the best interests of the student, and that the transfer would promote the overall interests of the school system.

2106.7 The Superintendent may recommend that the Board designate a given school, program, or academy, including an early childhood school or program, as a specialized school, program or academy due to the unique academic character of the school, program or academy and the importance of matching children's needs and strengths to the mission of a school, program or academy. When applicable, the Superintendent shall then recommend admission criteria for any approved specialized school, program or academy for adoption by the Board.

2106.8 Each year, the Superintendent shall inform all DCPS students and parents of the availability of all DCPS specialized schools, programs and academies.

2106.9 Students applying to specialized schools, programs or academies must meet the specific criteria established for the schools, programs or academies to which they are applying. Eligibility requirements and selection criteria shall be published and made available upon request to parents. When there are more students than there are available vacancies, students who are ranked equally on the selection criteria shall be selected by lottery.

2106.10 The number of spaces available to students transferring from out of boundary schools shall be determined annually through a standardized process set forth by the Superintendent or designee. The number of vacancies and updated information about the application process shall be shared with parents and the public prior to the out-of-boundary transfer review period and in sufficient time to allow parents to make informed choices about school options for the coming academic year.

2106.11 (a) Students who are admitted to schools outside the attendance zones established for their place of residence shall be entitled to attend these schools for the duration of their participation in the academic program except in the following circumstances:

(1) If the student is involuntarily transferred pursuant to section 2107 or;

(2) If the students are admitted to specialized schools, programs, or academies and the students no longer meet the criteria established for the specialized schools, programs or academies.

(b) A student who has been admitted to a school outside the attendance zone for his or her place of residence which has been designated as a feeder school by the Chancellor shall be entitled to attend the next-level school in the designated feeder pattern upon the student's completion of the program at the feeder school.

2106.12 The Superintendent shall report annually on the impact of the implementation of sections 2106.1 through 2106.5 by collecting data including, but not limited to:

(a) The number of children seeking out of boundary transfers from each school and zip code; the school(s) and zip code to which they sought to transfer; and the priority category under which each applied;

(b) The number of out of boundary applicants admitted and in attendance in each school and zip code and the category under which each was admitted;

(c) The number of students enrolled at each school pursuant to the No Child Left Behind Act who reside outside of

the school's attendance zone; and

(d) For students admitted pursuant to Section 2106.3(d) above, a survey of parents to determine their reasons for seeking out of boundary transfer.

2106.13 [Repealed] 53 DCR 1542 (March 3, 2006)

2106.14 Parents shall be entitled to appeal the denial of eligibility through the student grievance procedure set forth in Section 2405. Any such grievance shall be resolved prior to the commencement of the lottery process.

STATUTORY AUTHORITY: Unless otherwise noted, the authority for this chapter is § 2 of An Act approved June 20, 1906, *34 Stat. 317*, ch. 3446, D.C. Official Code § 38-102 (2001); section 103 of the District of Columbia Public Education Reform Amendment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code § 38-172) (2007 Supp.), and Mayor's Order 2007-186 (August 10, 2007); 3(b)(11) of the State Education Office Establishment Act of 2000 (OSSE Act), effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code §38-2602(b)(11))(2009 Supp.); section 7c(c)(2)(A) of the OSSE Act, effective September 18, 2007 (D.C. Law 17-20; §38-2609(c)(2)(A)) (2009 Supp.); Section 403(a)(14) of the State Board of Education Establishment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code §38-2652(a)(14)) (2009 Supp.); and Article II of An Act to provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes, approved February 4, 1925 (*43 Stat. 806*; D.C. Official Code §§38-202 et seq.) (2001 and 2009 Supp)

SOURCE: Final Rulemaking published at 43 DCR 5777 (October 25, 1996); as amended by: Final Rulemaking published at 50 DCR 1850 (February 28, 2003); Final Rulemaking published at 53 DCR 1542 (March 3, 2006); Final Rulemaking published at 53 DCR 9195 (November 10, 2006); and Final Rulemaking published at 56 DCR 4183 (May 29, 2009).

School Year 2010-2011

Public School Choice Guide

Title I School Enrollment Options



August 2010

Dear Parents and Guardians,

We wanted to make sure you have everything you need to make the best decision for your child regarding school enrollment. While we are proud of the accomplishments of our students, we acknowledge that we still have much work to do.

In the meantime, federal law requires that parents who have children in Title I schools (schools that receive federal funds because a high percentage of its children are in low-income households) have choices when the school is struggling to perform. These choices are available when the school has not made Adequate Yearly Progress (AYP) in the same subject (reading or math) for at least 2 years in a row based on DC CAS data. If your child is in a Title I school, you may have one of these choices:

- If the school is Title I and in *year one* of “School Improvement,” (has not met AYP for 2 years in a row), you can send your child to a higher performing school under the “parent Choice transfer option.”
- If your child’s school is Title I and in *year two* of “School Improvement” or *higher* (has not met AYP for at least 3 years in a row), you also have the parental Choice transfer option. Additionally for schools at this level, children may have access to added support. If you decide to keep your child in the school, and he/she qualifies for a free or reduced lunch, your child may also receive free tutoring services through DCPS-approved Supplemental Education Services (SES) providers. These are groups that specialize in tutoring in reading, language arts, math and/or science.

Thank you for reading this guide carefully. It will tell you if your child’s school is Title I, and if it is in one of the above stages of School Improvement. It will also describe your options so that you may make the decisions that are right for your child’s education. You can learn more about the SES tutoring services and providers in the Title I Supplemental Educational Services Guide that will go home with children this fall. The principal of your child’s school will also hold a briefing for parents about your school’s academic performance and supplemental services options, providing a schedule for the briefing in advance.

If you have any questions, we are here to assist you. Please call the Office of Federal Programs and Grants at (202) 442-5149. Best of luck to you and your child in the coming school year.

Sincerely,

Michelle Rhee

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School Choice: Parent Choice Transfer Options

What is a Title I School?

A school is designated as a Title I school if the school has a high concentration of students from low-income families. Title I schools are schools in the District whose poverty percentage is greater than 35 percent as measured by the national free or reduced meals data.

What is AYP?

Adequate Yearly Progress (AYP) is the term that the Elementary and Secondary Education Act (ESEA) uses to explain your school's progress towards reaching the national goal of 100 percent student proficiency in Reading and Mathematics in all schools by the year 2014.

What is Title I Public School Choice?

ESEA requires Title I schools that have not made AYP for two years in a row to enter into a School Improvement status. **Under ESEA, all students who attend a Title I school in need of improvement must be provided with an option to transfer to a higher performing public school.** This transfer must be to a school that is not in a School Improvement status and is not considered to be persistently dangerous. This transfer option is called Title I Public School Choice.

Which Schools must offer Title I Public School Choice?

Title I School Choice must be offered to parents beginning no later than the first day of school in the next school year and throughout the entire time the school is in a School Improvement status. Title I School Improvement schools exit that status only after they have made AYP for two consecutive years. Although **all students from schools in School Improvement status are eligible**, students with the highest academic need and from families in the lowest income bracket have first priority when considering their first choice of school transfer options. There is no guarantee that all students will be assigned to the school of their choice.



ESEA School Designations

To assist you in making selections, information on each school designated as an “ESEA transfer school” and as an “ESEA Choice school” is highlighted in this guide. Following this page are the spring 2009 – 2010 DC CAS Data and the 2010-11 School Choice Enrollment Options charts. The charts list each “ESEA transfer school” along with the school’s AYP designation. The ESEA designation tells you the status of your child’s school as it relates to meeting the AYP targets that each school’s students must meet each year. Schools that do not meet the AYP targets become “ESEA transfer schools” in the School Choice Program. Each ESEA designation is listed below with an explanation of that status.

Schools in Need of Improvement – Year 1 (SI Y1)

Schools that are in Need of Improvement – Year 1 have not made AYP for two consecutive years. Teachers in these schools receive professional development to improve the effectiveness of their instruction. Schools must also offer parents the option of transferring to a higher performing school through the Public School Choice Program.

Schools in Need of Improvement – Year 2 (SI Y2)

Schools that are in Need of Improvement – Year 2 have not made AYP for three consecutive years. Teachers in these schools continue to receive professional development to improve the effectiveness of their instruction. In addition to offering parents the option of transferring to a higher performing school, schools must also offer Supplemental Educational Services (SES) to students who receive free and reduced meals. An approved school improvement plan is implemented.

Corrective Action (CA)

Schools that are in Corrective Action have not made AYP for four consecutive years. At this point, targeted changes occur in the internal organization of the school. Parents continue to have the option of transferring their child to a higher performing school or accepting Supplemental Educational Services (SES) for their child. A comprehensive strategy for a school improvement plan is implemented with added District resources for success.

Restructuring – Year 1 (R Y1)

Schools that are in Restructuring – Year 1 have not made AYP for five consecutive years and must undergo major restructuring, this may include changes in staff and/or the school leadership and governance. Parents continue to have the option of transferring their child to a higher performing school or accepting Supplemental Educational Services (SES) for their child. During Restructuring – Year 1, schools must also develop a restructuring plan.

Restructuring – Year 2 (R Y2)

Schools that are in Restructuring – Year 2 must now implement their restructuring plans at the beginning of the school year. Parents continue to have the option of transferring their child to a higher performing school or accepting Supplemental Educational Services for their child. Schools in both the planning for restructuring and restructuring phases must continue to offer Public School Choice as well as Supplemental Educational Services to eligible students.

DCPS School Improvement Status Data

School Name	School Improvement Status 2010	School Improvement Status 2009	Reading Proficiency 2010 (%)	Reading Proficiency 2009 (%)	Math Proficiency 2010(%)	Math Proficiency 2009 (%)
Aiton Elementary School	CA	SI Y2	25.58	44.72	26.36	46.34
Amidon-Bowen Elementary School	R Y2	R Y1	29.75	33.33	24.05	20.75
Anacostia High School	R Y2	R Y2	16.07	18.13	18.75	16.88
Ballou High School	R Y2	R Y2	30.22	24.05	25.82	22.36
Bancroft Elementary School	R Y2	R Y2	40.37	38.33	45.34	46.96
Banneker High School	None	None	96.3	97.03	100	98.02
Barnard Elementary School	None	None	67.31	84.83	64.42	80
Beers Elementary School	R Y1	CA	45.69	40.6	44.35	41.35
Brent Elementary School	SI Y1	SI Y1	55.56	39.06	55.56	64.06
Brightwood Education Campus	R Y1	CA	36.54	47.12	37.16	48.17
Brookland at Bunker Hill Education Campus	SI Y2	SI Y1	46.27	45.81	43.07	41.38
Browne Education Campus	R Y2	R Y2	22.9	20.59	14.5	19.93
Bruce-Monroe at Park View Elementary School	CA	SI Y2	24.05	38.81	23.42	49.25
Burroughs Education Campus	CA	SI Y2	48.65	61.72	33.11	51.56
Burrville Elementary School	CA	SI Y2	47.79	62.42	50.74	75.8
C.W. Harris Elementary School	CA	SI Y2	25	43.62	20	31.91
Cardozo High School	R Y2	R Y2	20.45	25.95	23.86	28.46
Cleveland Elementary School	None	None	64.52	78.65	82.98	75.28
Columbia Heights Education Campus	SI Y1	None	30.78	40.19	34.48	47.81
Coolidge High School	R Y2	R Y2	56.57	36.17	48.48	42.55
Davis Elementary School	R Y1	CA	23.86	17.14	22.99	21.9
Deal Middle School	SI Y2	SI Y1	83.05	78.37	84.12	77.63
Drew Elementary School	CA	SI Y2	19.54	30.77	14.94	34.07
Dunbar High School	R Y2	R Y2	29.46	18.82	23.08	24.71
Eastern High School	R Y2	R Y2	20.98	21.54	8.39	8.46
Eaton Elementary School	None	None	78.31	85.57	74.7	80.1
Eliot- Hine Middle School	R Y2	R Y2	38.65	37.75	49.4	41.53
Ellington School of the Arts	SI Y2	SI Y1	72.5	77.42	60	61.29
Emery Education Campus	R Y1	CA	47.2	56.12	36.65	53.24
Ferebee-Hope Elementary School	R Y2	R Y1	30.65	36.67	31.72	35.83
Francis-Stevens Education Campus	R Y2	R Y1	45.14	47.46	39.58	42.61

School Name	School Improvement Status 2010	School Improvement Status 2009	Reading Proficiency 2010 (%)	Reading Proficiency 2009 (%)	Math Proficiency 2010(%)	Math Proficiency 2009 (%)
Garfield Elementary School	R Y2	R Y2	19.49	26.23	16.1	26.23
Garrison Elementary School	R Y1	CA	54.65	39.58	46.51	40.63
H.D. Cooke Elementary School	R Y2	R Y2	36.26	31.86	38.46	38.05
Hamilton Center	R Y2	R Y2	7.79	8.57	17.11	8.57
Hardy Middle School	SI Y1	None	74.63	72.85	66.67	69.21
Hart Middle School	R Y2	R Y2	21.51	17.8	17.96	13.99
Hearst Elementary School	None	None	75.56	80.77	66.67	92.31
Hendley Elementary School	R Y2	R Y1	22.98	48.46	23.6	37.69
Houston Elementary School	None	CA	52.13	58.77	55.32	45.61
Hyde-Addison Elementary School	None	None	78.26	82.89	88.41	85.53
J.O. Wilson Elementary School	None	None	67.57	71.43	76.58	75.94
Janney Elementary School	SI Y1	None	88.21	90.8	88.21	85.44
Jefferson Middle School	R Y2	R Y2	46.42	47.85	55.78	52.64
Johnson Middle School	R Y2	R Y2	14.29	14.55	14.46	13.75
Kelly Miller Middle School	R Y2	R Y1	19.47	26.48	18.5	24.86
Kenilworth Elementary School	R Y2	R Y2	30.56	19.44	43.06	20.83
Ketcham Elementary School	CA	CA	38.1	26.79	32.14	30.36
Key Elementary School	None	None	89.84	84.73	90.63	86.26
Kimball Elementary School	R Y2	R Y1	40.71	45.38	46.9	59.23
Kramer Middle School	R Y2	R Y2	19.05	24.04	17.6	20.63
Lafayette Elementary School	None	None	87.16	90.56	84.44	89.51
Langdon Education Campus	None	None	69.19	66.85	74.62	71.82
LaSalle-Backus Education Campus	R Y1	CA	44.81	43.01	39.89	28.11
Leckie Elementary School	None	None	46.38	54.41	52.9	52.21
Ludlow-Taylor Elementary School	CA	CA	73.85	57.35	75.38	57.35
Luke C. Moore High School	R Y1	CA	18.18	16.67	11.36	5.56
M.C. Terrell Elementary School	R Y2	R Y1	28.23	41.94	23.39	26.61
MacFarland Middle School	R Y2	R Y2	28.24	26.72	36.69	35.34
Malcolm X Elementary School	R Y1	CA	22.99	20.93	9.2	31.4
Mamie D Lee Center	None	SI Y2	96.67	66.67	96.67	72.22
Mann Elementary School	None	None	90.09	91.89	89.19	88.29
Marie Reed Learning Center	R Y2	R Y1	48.70	69.42	51.75	73.55
Marshall Elementary School	CA	SI Y2	49.09	49.43	39.45	40.7

School Name	School Improvement Status 2010	School Improvement Status 2009	Reading Proficiency 2010 (%)	Reading Proficiency 2009 (%)	Math Proficiency 2010(%)	Math Proficiency 2009 (%)
Martin Luther King Elementary School	SI Y2	SI Y1	40.79	58.52	40.79	34.81
Maury Elementary School	CA	SI Y2	37.93	46.43	36.21	30.36
McKinley Technology High School	None	None	72.02	68.5	76.19	70.5
Miner Elementary School	R Y2	R Y2	28.57	35.36	31.17	31.49
Moten at Wilkinson Elementary School	R Y2	R Y2	21.43	20.69	22.73	22.22
Murch Elementary School	None	None	86.91	83.84	80.21	82.1
Nalle Elementary School	R Y1	CA	24.17	26.72	31.67	24.43
Noyes Education Campus	None	None	61.35	84.71	53.14	63.69
Orr Elementary School	CA	SI Y2	33.01	32.43	38.83	45.05
Oyster-Adams Bilingual Education Center	SI Y2	SI Y1	75.41	77.46	72.13	72.96
Patterson Elementary School	SI Y2	SI Y1	37.69	27.27	23.62	25.21
Payne Elementary School	None	None	37.18	39.76	30.38	40.96
Phelps Architecture, Construction, and Engineering High School	None	None	47.37	*	42.98	*
Plummer Elementary School	R Y2	R Y1	33.33	34.48	26.44	36.78
Powell Elementary School	R Y2	R Y1	39.66	26.22	34.48	43.03
Prospect Learning Center	R Y2	R Y2	4.17	4.24	28.13	3.39
Randle Highlands Elementary School	CA	SI Y2	42.42	40.12	46.06	47.67
Raymond Education Campus	R Y2	R Y1	36.73	61.07	36.05	50.38
River Terrace Elementary School	R Y1	CA	34.43	29.69	31.15	35.94
Ron Brown Middle School	R Y2	R Y2	28.85	27	36.23	28.86
Roosevelt High School	R Y2	R Y2	32.04	29.27	43.14	26.02
Ross Elementary School	None	None	76.79	77.05	58.93	70.49
Savoy Elementary School	R Y2	R Y1	21.62	29.31	19.59	26.32
School Without Walls High School	None	None	96.12	98.02	95.15	94.06
Seaton Elementary School	CA	SI Y2	47.83	27.88	40.22	46.15
Shaed Education Campus	R Y1	CA	36.36	43.53	38.16	35.29
Sharpe Health School	None	None	100.00	68.57	92.86	68.57
Shaw at Garnet-Patterson Middle School	R Y2	R Y2	25.97	29.2	33.33	29.02
Shepard Elementary School	None	None	63.16	77.78	63.16	76.47
Simon Elementary School	R Y1	CA	22.88	28.46	18.3	27.69

School Name	School Improvement Status 2010	School Improvement Status 2009	Reading Proficiency 2010 (%)	Reading Proficiency 2009 (%)	Math Proficiency 2010(%)	Math Proficiency 2009 (%)
Smothers Elementary School	R Y1	CA	30.21	29.03	32.63	37.63
Sousa Middle School	R Y2	R Y2	41.6	39.42	46.4	41.83
Spingarn High School	R Y2	R Y2	17.24	17.07	12.64	14.63
Stanton Elementary School	R Y2	R Y2	12.71	22.97	8.47	23.13
Stoddert Elementary School	None	None	90.48	74.55	92.38	80
Stuart-Hobson Middle School	R Y2	R Y1	69.12	74.87	66.83	75.38
Takoma Education Campus	CA	SI Y2	46.47	68.02	46.2	51.74
Thomas Elementary School	R Y1	CA	28.23	41.38	34.65	52.87
Thomson Elementary School	SI Y2	SI Y1	45.77	43.97	51.41	44.44
Transition Academy at Shadd	None	None	3.33	*	3.57	*
Truesdell Education Campus	R Y2	R Y2	41.53	49.75	36.29	56.72
Tubman Elementary School	R Y2	R Y1	45.29	43.02	63.53	63.01
Turner at Green Elementary School	None	SI Y2	46.96	38.81	44.35	39.1
Tyler Elementary School	None	None	13.04	45.45	19.57	33.71
Walker-Jones Education Campus	R Y2	R Y2	24.44	38.39	28.89	41.07
Washington Metropolitan School	None	None	25.58	*	14.29	*
Watkins Elementary School	None	None	64.65	69.23	59.53	67.42
West Education Campus	CA	SI Y2	49.6	61.76	44.35	53.92
Wheatley Education Campus	R Y2	R Y2	19.05	12.82	16.67	12.82
Whittier Education Campus	SI Y2	SI Y1	49.81	44.93	54.96	52.17
Wilson High School	R Y2	R Y2	64.71	72.18	67.72	67.17
Winston Education Campus	R Y2	R Y1	23.88	25.13	20.4	27.69
Woodson High School at Fletcher Johnson	R Y2	R Y2	25	23.78	17.89	25.17

¹ No scores are reported for schools or programs with fewer than 10 tested students. Scores are reported at schools or programs with more than 10 but fewer than 25 tested students. These schools do not receive an AYP status.

² A school achieved “Safe Harbor.” Safe Harbor is made when the percentage of students who meet the basic proficiency requirements improves by 10 percent from the previous school year.

ESEA School Enrollment Options for 2010-11

If your current school is in school improvement status, you have the option of transferring to one of the following schools for 2010-2011.

Elementary Grades (K through 5)

Houston Elementary School

1100 50th Place NE
Washington, DC 20019

Leckie Elementary School

4201 M.L. King Avenue SW
Washington, DC 20032

Payne Elementary School

305 15th Street SE
Washington, DC 20003

Turner at Green Elementary

1500 Mississippi Avenue SE
Washington, DC 20032

Tyler Elementary School

1001 G Street SE
Washington, DC 20003

J.O. Wilson Elementary School

660 K Street NE
Washington, DC 20002

Middle Grades (6 – 8)

Langdon Education Campus

1900 Everts Street NE
Washington, DC 20018

Noyes Education Campus

2725 10th Street NE
Washington, DC 20018

High School Grades (9 – 12)

High school students have the option of applying to one of our Selective Citywide High Schools. However, all applicants must go through the application process and adhere to the admission requirements for these schools. Please visit the DCPS website at www.dcps.dc.gov/DCPS/selective-hs for these admission requirements.



Frequently Asked Questions

What is Adequate Yearly Progress (AYP)?

Under ESEA, each state has developed and implemented measurements for determining whether its schools and local educational agencies (LEAs) are making Adequate Yearly Progress (AYP). In the District of Columbia, the state education agency responsibilities are performed by the Office of the State Superintendent of Education (OSSE). The OSSE is a separate agency from DCPS. DCPS is a LEA. Most responsibilities related to defining and calculating AYP are performed by the OSSE.

AYP is an individual state's measure of progress toward the goal of 100 percent of students achieving state academic standards in at least Reading/Language Arts and Math by 2014. It sets the minimum level of proficiency that the state, its school districts, and schools must achieve each year on annual tests and related academic indicators. The four indicators for AYP for DCPS are **proficiency rates** on Reading and Math, **testing participation rate**, **attendance rate** (for elementary and middle schools only) and **graduation rate** (for high schools only). Science and Composition do not count for AYP for 2010.

What does my school have to do to meet AYP?

To achieve AYP, a school must meet all three of the following targets:

1. Have 95percent Test Participation: Schools must test at least 95 percent of the students enrolled for a “full academic year.”
2. Meet DC CAS target scores: The state annual academic proficiency targets must be met for each student group. Student proficiency rates are examined for the school as a whole AND for each of the student groups below in which the school has at least 25 students.
 - Asian/Pacific Islander
 - American Indian
 - Black, non-Hispanic
 - Hispanic
 - White, non-Hispanic
 - Special Education
 - Limited English Proficient
 - Economically Disadvantaged
3. Meet target for “Other Academic Indicators”: Achieve the targets for the “other academic indicators.”
 - Graduation rate (for High Schools)
 - Attendance rate (for Elementary & Middle Schools)

All four targets described above must be met in order to make AYP.

All four must be met by the WHOLE SCHOOL including each student group each year.

What is the DC CAS?

The District of Columbia Comprehensive Assessment System (DC CAS) is a test that measures students’ knowledge and skills in reading and math. The test is aligned to DCPS learning standards and is administered to students in grades 3 – 8 and 10.

What were the DC CAS target scores required in reading and math for school year 2009-2010?

The following table shows the minimum percentages of students needed to achieve proficient or above in reading and math on the DC CAS for a school to meet AYP in 2009 – 2010. The table is broken down by grade level.

Annual Targets

	2009	2008	2007	2006	2005
Participation Target					
ES/MS/HS Targets	95%	95%	95%	95%	95%
DC CAS Target					
ES Math Target	70.14%	55.21%	40.27%	40.27%	48.67%
ES Reading Target	73.69%	60.53%	47.37%	47.37%	41.92%
MS Math Target	70.27%	55.41%	40.54%	40.54%	33.17%
MS Reading Target	71.79%	57.69%	43.58%	43.58%	28.08%
HS Math Target	70.27%	55.41%	40.54%	40.54%	33.17%
HS Reading Target	71.79%	57.69%	43.58%	43.58%	28.08%
Other Academic Indicators					
ES & MS Attendance	90%	90%	90%	90%	90%
HS Graduation Rate	66%	66%	n/a	n/a	n/a

What is the Local School Report Card?

The law requires that parents have access to DC CAS testing results so that they are empowered to make informed decisions regarding their child's education. Issued in the form of a report card, this information is intended to provide an easy-to-read report on how the total student population scored on the DC CAS. This report card will provide important facts on how African-American students, Hispanic students, White students, students with disabilities, students with limited English proficiency and students who are economically disadvantaged scored on the DC CAS if there are 40 or more students in that particular subgroup taking the test. A Local School Report Card for each school can be found at <http://ESEA.osse.dc.gov/>.

How can parents become involved in addressing the academic issues that caused the school to be identified for School Improvement?

- ESEA empowers parents to ask important questions and to make informed decisions about their child's education by ensuring that schools are held accountable and parents receive up-to-date information. ESEA focuses on school success and building the habits of lifelong learning for success in life. **As your child's first teacher, you help with both of these goals by being actively involved in your child's learning. In order to do so, it is suggested that you:**
 - Encourage your child to read
 - Talk with your child
 - Monitor his or her homework
 - Monitor TV viewing and video game playing
 - Encourage your child to be responsible, and work independently

What is a “Persistently Dangerous” School?

According to DC law, a school will be designated as persistently dangerous if the annual number of officially reported violent crimes against students on the school grounds during school hours over a period of two consecutive years is equal to or greater than:

- **Five (5) for schools with enrollments of 500 students or less; or**
- **1 percent of the school’s official enrollment for schools with enrollments of 501 students or more.**

Students who attend such schools, or who are the victims of a violent crime while on the grounds of the school they attend, are allowed to transfer to a safe public elementary or secondary school, including a public charter school, in the same district. **DCPS currently does not have any schools that meet the definition of persistently dangerous.**

Schools at risk of being identified as persistently dangerous are monitored in an effort to address and correct those areas posing risks within the schools. If the need arises, parents of students attending schools identified as persistently dangerous will be provided notice of the school’s status and of the option of allowing their children to transfer.

How does a parent request a School Choice transfer?

Parents may apply in person, by mail or fax, or online. The school district then looks at parent responses, determines final Choice options and notifies parents of the decisions. Parents must then communicate whether they accept the final Choice option or choose to remain at the original school. Parents always have the option of declining their final Choice option.

Are mid-year transfers allowed?

The law allows for this decision to be made at the school district level. Most districts will probably not allow mid-year transfers from their public school Choice option back to their original school. DCPS does not allow for mid-year transfers unless a student enrolls in the neighborhood school mid-year.



How can parents evaluate the Choice option? What are the characteristics parents should look for in the schools they are considering for their child?

A Choice option will be a school that is not in Title I School Improvement or considered to be a persistently dangerous school, but there are many other factors parents should consider when choosing a school. Parents should match the strengths of a particular school with the needs of their child so that the child will be able to access appropriate instruction geared toward improving his or her academic achievement. Be sure to visit the school, and ask yourself the following questions:

- Is the school welcoming, respectful of children and adults, orderly and full of displays of high-quality student work?
- Do the principal and staff seem caring and professional?
- Are students spending a lot of time on the academic subject, especially reading and math?
- Are students actively engaged in learning?
- Are there opportunities for music, art and physical exercise?
- Are there adequate books and materials for all students?
- What are End-of-Grade or End-of-Course and other test results and how they have changed over time?
- What percentage of the teachers are “Highly Qualified?”
- How does the school address the needs of struggling students?
- What will the school do to help your child achieve at higher levels?

Must parents accept a Choice option?

Parents always have the option of declining a School Choice option(s) and continuing at the original school. Instead of transferring them to another school, parents of eligible students in these schools also may choose to obtain Supplemental Educational Services for their children if their child’s school is in its second year of Student Improvement status, and their child is eligible for free or reduced-cost school meals . Students cannot transfer to a Choice school AND receive supplemental educational services.

What are Supplemental Educational Services?

Supplemental Educational Services (SES) are tutoring and other high quality academic enrichment services that are designed to improve the reading and math skills of eligible students. These services are offered in addition to instruction provided during the school day. The services are free, but the law does not require that a district provide transportation to or from the program. Please note that these services may be provided in a student’s school or at another location and hours and content will vary by program. SES programs are provided by several independent agencies contracted by the state. Districts provide parents with information regarding supplemental educational services, when applicable, so that parents can choose the SES provider for their children.

Will transportation be offered to students who transfer using ESEA Choice?

School districts are responsible for providing transportation to the new school as long as the neighborhood school is in a School Improvement status. In DCPS, elementary students will be shuttled from the neighborhood school to the approved Choice school. Middle and senior high school students will receive tokens for public transportation to Choice schools.

How long are students allowed to attend the school of their choice?

If a student exercises the option to transfer to another public school, the school district must permit the student to remain in that school until he or she has completed the highest grade in the school. However, the school district is no longer obligated to provide transportation for the student after the end of the school year in which the student's original school is no longer in School Improvement status. If the new school is placed in School Improvement status, the student would have the option to move to another school for the subsequent year.

Can DCPS limit my Title I Public School Choice options?

If a parent chooses to use the Title I Public School Choice transfer option, DCPS must take into account parental preferences. But, **please note that parents are not guaranteed their first choice of schools. The federal law states that districts must provide parents with "reasonable" options.** This is generally interpreted to mean that parents must have at least two choices within the district. School districts must strive to provide the fullest possible menu of school choices to parents, and must take into account the parents' preferences among the choices offered. However, a district has flexibility under the law to determine which schools, among those not identified for improvement, will comprise the range of alternatives for students eligible to transfer. The district may use reasonable discretion in determining the available choices, provided that the choices offer students in low-performing schools with real alternatives for obtaining a better education. **A school district may not use lack of capacity (overcrowding) to deny students the option to transfer.**

Who is eligible for Supplemental Educational Services?

Students who are eligible for free or reduced-cost school meals enrolled in Title I schools that are in their second year of School Improvement are eligible for Supplemental Educational Services. Because federal funding is limited there is no guarantee that every eligible child who requests supplemental educational services will receive them. If this happens, students with the greatest academic need among those eligible will receive first priority. Please note that eligibility for supplemental educational services differs from eligibility for Choice transfer options.



Choosing a School: Four Steps

Remember: Public School Choice is an option! You should have a conversation with your principal and ask the following questions:

- What are the specific reasons the school has been identified as “in need of improvement” and what is the plan to address core challenges?
- What current and planned resources are in place at the school to help students academically and to improve the quality of instruction?

Also, if you decide to stay at your neighborhood school your child may be eligible for Supplemental Educational Services (SES). These services are *not* available at Choice schools.

Step 1: Consider Your Child and Your Family

- Does your child have any special needs?
- How does your child learn best?
- Do you want your child to go to a school within walking distance of your home?
- Does your child want to be in a school with his/her friends?
- Do you want your child to go to a school near your after-school care, where you work, or near a close relative?

Step 2: Gather Information about Schools

- Does the school offer courses in addition to the core subjects?
- Does the school have a special focus or theme for the curriculum?
- Do school personnel call parents when students are absent?
- What measures does the school take to ensure safety?
- What extracurricular activities does the school offer?
- Is there a well-stocked library for students to take out books and do research?
- Does the school have a computer lab?

Step 3: Visit and Observe Schools

- How does the school communicate with students and parents?
- What is the principal’s philosophy on education?
- How often does the principal observe students?
- Do teachers have high expectations for all children? How do they communicate these expectations to the children?
- Do teachers share the class content and objectives with parents?

Step 4: Decide and Plan

- If you decide to transfer your child:
 - Complete and Submit your School Choice Application.
 - Once you receive your placement letter and agree with the placement, withdraw your child from his/her “transfer” school and enroll him/her in their “choice” school.
 - Know the distance and amount of traveling time required to reach the school.
 - Begin to establish a partnership with the school and your child’s teacher.

Federal Resources

United States Department of Education

U.S. Department of Education
400 Maryland Avenue SW
Washington DC 20202
(800) 872-5327
www.ed.gov

Provides information on Department of Education's programs, policies, publication, ESEA and referrals.

National Dissemination Center for Children with Disabilities

1825 Connecticut Avenue NW Suite 700
Washington DC 20009
(800) 695-0285
www.nichcy.org

Provides research based programs and practices for exceptional children from infancy to age 22.

Parents' Tool Box

www.ed.gov/parents/academic/help/succeed/partx.html

Parent resource site on ESEA.

Publications for Parents

Helping Your Child Become a Reader. This booklet offers pointers on how to build the language skills of young children, from infancy to age 6, and provides numerous activities to boost children's love of reading. www.ed.gov/parents/academic/help/reader/index.html

Helping Your Child with Homework. This booklet helps parents of elementary and middle school students understand why homework is important, and provides suggestions for helping children complete assignments successfully. www.ed.gov/parents/academic/help/homework/index.html

Helping Your Child through Early Adolescence. This booklet addresses questions, provides suggestions and tackles issues that parents of young teens generally find most challenging. www.ed.gov/parents/academic/help/adolescence/index.html

Helping Your Child Succeed in School. This booklet provides parents with information, tools, and activities they can use in the home to help their child develop the skills critical to academic success. www.ed.gov/parents/academic/help/succeed/index.html

Questions Parents Ask About Schools. This publication provides answers to commonly asked questions on topics such as getting ready for school, monitoring school, helping with reading and working with schools and teachers. www.ed.gov/parents/academic/help/questions/index.html

This form is to be used when requesting a transfer for your child to attend another school as provided by the Elementary and Secondary Education Act (ESEA). To complete this form, please review the Public School Choice enrollment options and choose no more than two (2) schools in order of preference. No action is required if you choose to keep your child in his/her current school. **Please be sure to PRINT and fill out ALL required information. COMPLETE ONE (1) FORM PER STUDENT.**

There is no guarantee that your child will be enrolled in the designated school of Choice if you submit this form. The number of seats at each "ESEA Choice school" is limited. If there are more applications than seats in certain schools, students may be assigned to their second choice. Students must have current immunizations prior to enrollment in all DC Public Schools. Furthermore, each student must be enrolled in his or her neighborhood school before this application can be submitted. The Office of Federal Programs and Grants (OFPG) will contact you after your application is submitted. Please submit your application to address listed on the right.

Office of Federal Programs and Grants
1200 First St NE
Washington, DC 20002
(202) 442-5149
Hrs: 9:00 a.m. – 5:00 p.m.

For more information, visit us on the web at:
<http://www.dcps.dc.gov/DCPS/schoolchoice>

I. School Information

<p align="center">ESEA TRANSFER SCHOOL</p> <p align="center">(Write your child's neighborhood in the box below)</p>	<p align="center">I WOULD LIKE MY CHILD TO TRANSFER TO:</p> <p align="center">(See attached list for designated "ESEA Choice schools")</p>
	<p>List in order of preference:</p> <p>1. _____</p> <p>2. _____</p>

II. Student Information

NAME OF STUDENT	STUDENT'S GRADE FOR 2010-2011 SCHOOL YEAR	DATE OF BIRTH	GENDER (M/F)
Is this student enrolled in the free or reduced meals program? Please circle one.	Yes	No	
Is this student receiving special education services? Please circle one.	Yes	No	

III. Parent/Guardian Information

Name of Parent/Guardian _____

Address _____

Home Phone: _____ Work Phone: _____

According to Title I Public School Choice, Local Education Agencies (LEAs) are required to provide transportation to and from receiving schools. Would you prefer that your child use this service? Please check the box that applies.

I would like my child to use the provided transportation service.
 I would prefer to opt out and arrange transportation myself

I certify that all information on this application is true. I understand that school officials will verify the information on this application

Parent/Guardian Signature _____ Date _____



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*** D.C. REGISTER, VOL. 58, ISSUE 26, July 1, 2011 ***

TITLE 5. BOARD OF EDUCATION
SUBTITLE E. FORMER TITLE 5
CHAPTER 21. ATTENDANCE AND TRANSFERS

CDCR 5-E2109 (2011)

5-E2109. HIGH SCHOOL SELECTION TRANSFERS.

2109.1 A student shall be granted the opportunity for transfer, pursuant to this section, to high schools with special programs having specific entrance requirements, specialized curricula, and specific student performance requirements; provided, however, that a transfer under this section shall be granted only to the extent it is possible to do so without overcrowding schools, displacing other students, or disrupting the educational process.

2109.2 A transfer granted pursuant to this section shall become effective at the beginning of a school year in September, and shall remain in effect during the entire period the student remains at the school; provided, however, that a student who enrolls in the public high schools of the District of Columbia after the beginning of the school year may be granted a transfer under this section at the time of his or her application.

2109.3 A student who has enrolled in school pursuant to a transfer received under this section shall continue attendance at the high school of his or her choice for the remainder of the school year, unless the student applies and is eligible for a transfer under allowances set forth in §§ 2105 and 2106 of this chapter.

2109.4 A student who lives within a school's attendance zone shall be given priority over a student seeking to transfer into the school.

2109.5 A student who qualifies for a transfer to programs at designated high schools that are prime partners with career centers shall be given priority over other students seeking to transfer to the school pursuant to this section.

2109.6 In the event the number of students to transfer into a school under this section exceeds the available space, transfers shall be determined by an impartial random selection process established by the Superintendent of Schools.

STATUTORY AUTHORITY: Unless otherwise noted, the authority for this chapter is § 2 of An Act approved June 20, 1906, *34 Stat. 317*, ch. 3446, D.C. Official Code § 38-102 (2001); section 103 of the District of Columbia Public Education Reform Amendment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code § 38-172) (2007 Supp.), and Mayor's Order 2007-186 (August 10, 2007); 3(b)(11) of the State Education Office Establishment Act of 2000 (OSSE Act), effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code §38-2602(b)(11))(2009

Supp.); section 7c(c)(2)(A) of the OSSE Act, effective September 18, 2007 (D.C. Law 17-20; §38-2609(c)(2)(A)) (2009 Supp.); Section 403(a)(14) of the State Board of Education Establishment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code §38-2652(a)(14)) (2009 Supp.); and Article II of An Act to provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes, approved February 4, 1925 (*43 Stat. 806*; D.C. Official Code §§38-202 et seq.) (2001 and 2009 Supp)

SOURCE: Final Rulemaking published at 32 DCR 6888 (November 29, 1985).



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*** D.C. REGISTER, VOL. 58, ISSUE 26, July 1, 2011 ***

TITLE 5. BOARD OF EDUCATION
SUBTITLE E. FORMER TITLE 5
CHAPTER 21. ATTENDANCE AND TRANSFERS

CDCR 5-E2107 (2011)

5-E2107. INVOLUNTARY TRANSFERS.

2107.1 A student shall not be involuntarily transferred without receiving notice of the reasons for the transfer and an opportunity for a hearing prior to the proposed transfer pursuant to the hearing provisions of Chapter 25, except as provided in this section.

2107.2 The provisions for a hearing in § 2107.1 shall not be applicable to a transfer due to any of the following reasons:

- (a) Change of address;
- (b) Failure to enroll and attend (after having been accepted) a career education program or other city-wide program or school;
- (c) The closing of a facility or program; or
- (d) The failure of a student to maintain eligibility for a special or city-wide program.

2107.3 A student who is transferred due to special education placement shall be provided an opportunity to request a hearing on the proposed placement, as provided in Chapter 30; however, since the issue of involuntary transfer may be included in the placement hearing, no separate hearing on the transfer is required.

2107.4 A student who has been granted a discretionary transfer, pursuant to the provisions of § 2106, shall not be involuntarily returned to the school from which the transfer was made during the effective period of the transfer without a hearing as provided in this section.

2107.5 It shall be the responsibility of the principal or other school official recommending a proposed involuntary transfer to notify the student, parent, or guardian, and principal of the school to which the proposed transfer will be made. The principal or school official shall include notice of hearing rights and procedures in the notice of proposed transfer.

2107.6 All involuntary transfers shall be approved by the Assistant Superintendent whose jurisdiction encompasses the school recommending the transfer.

2107.7 The Assistant Superintendent shall also be responsible for assuring that the right to a hearing is protected and that proper notice of the proposed transfer and hearing rights and procedures have been given.

STATUTORY AUTHORITY: Unless otherwise noted, the authority for this chapter is § 2 of An Act approved June 20, 1906, *34 Stat. 317*, ch. 3446, D.C. Official Code § 38-102 (2001); section 103 of the District of Columbia Public Education Reform Amendment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code § 38-172) (2007 Supp.), and Mayor's Order 2007-186 (August 10, 2007); 3(b)(11) of the State Education Office Establishment Act of 2000 (OSSE Act), effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code §38-2602(b)(11))(2009 Supp.); section 7c(c)(2)(A) of the OSSE Act, effective September 18, 2007 (D.C. Law 17-20; §38-2609(c)(2)(A)) (2009 Supp.); Section 403(a)(14) of the State Board of Education Establishment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code §38-2652(a)(14)) (2009 Supp.); and Article II of An Act to provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes, approved February 4, 1925 (*43 Stat. 806*; D.C. Official Code §§38-202 et seq.) (2001 and 2009 Supp)

SOURCE: Final Rulemaking published at 24 DCR 1005, 1034 (July 29, 1977); as amended by: Final Rulemaking published at 36 DCR 180, 183 (January 6, 1989).

April 11, 2012

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

Re: Joseph Smith—Request for Safety Transfer

Dear Ms. Adderley,

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

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

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

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

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

1. Beers Elementary School
2. Randle Highlands Elementary School
3. Turner at Green Elementary School

Please contact me as soon as possible if you have any questions or need any further information. You may contact me at (202) 246-2836.

I look forward to hearing from you.

Sincerely,

Colanna Lester

Cc: Clara Canty, Instructional Superintendent for Cluster II (including Beers and Randle Highlands), Clara.Canty@dc.gov

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

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

Programs

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

Common Core State Standards

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

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


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

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

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

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

Strong Start Campaign



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

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

Go to College Now!

Let Higher Education Financial Services Show You How

DC TAG
Up To
\$10,000
Per Year


Follow
Your
Dreams

Achieve
Your
Goals



Complete
Your
DC OneApp

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

Community Building Often Starts with OSSE Dollars



OSSE DC CAS Information: <http://osse.dc.gov/service/assessment>

<p>Programs</p> <ul style="list-style-type: none"> ▶ Adult and Family Education ▶ Assessment and Accountability <ul style="list-style-type: none"> ▶ Accountability ▶ Assessment <ul style="list-style-type: none"> ◦ ACCESS for ELLs ◦ Accommodations ◦ DC CAS ◦ DC CAS-Alt ◦ National Assessment of Educational Progress ◦ Test Security ▶ Standards ▶ Data ▶ Division of Special Education ▶ Early Childhood Education ▶ Educator Licensure and Accreditation ▶ General Education Development Tests (GED) ▶ Education Licensure Commission ▶ Elementary & Secondary Ed ▶ Grants Management ▶ Higher Education Financial Services ▶ Public Charter School Financing ▶ Race-to-the-Top ▶ Special Education Transportation ▶ SLED ▶ Student Hearing Office ▶ Wellness and Nutrition Services 	<h2 style="text-align: center;">Assessment</h2> <p>The District of Columbia administers multiple assessment annually. The assessments include:</p> <ul style="list-style-type: none"> • The DC CAS which is administered to general students in grades 3 - 8 and 10; • The DC CAS-Alt which is administered to students with severe cognitive disabilities; and • ACCESS for English language learners. <h3>Testing Policies</h3> <p>OSSE is also responsible for developing policies associated with testing. Information is available on permissible accommodations for testing and test security.</p> <h3>DC CAS Test Chairperson Training</h3> <p>OSSE has led trainings for all DC CAS Test Chairs, both in-person and via webinars. Use the link below to view the 2012 training power point.</p> <p style="text-align: center;">2012 DC CAS Test Chairperson Training Power Point.</p> <h3>Accommodations: Training Tools and Frequently Asked Questions</h3> <ul style="list-style-type: none"> • Master Accommodations Training Power Point • SWD Training Power Point • ELL Training Power Point • Accommodations FAQs • Guidance for the Oral Reading of Test Questions Accommodation <h3>NAEP</h3> <p>Students within the District of Columbia may also be asked to participate in the National Assessment of Educational Progress (NAEP). More information about NAEP and the District of Columbia's past performance on NAEP may be found below:</p> <p style="text-align: center;">National Assessment of Educational Progress (NAEP)</p> <p style="text-align: center;">NAEP Inclusion Fact Sheet</p>	<h3>Strong Start Campaign</h3>  <p>If your child isn't walking, maybe you should take the next step.</p> <p>Learn about the Strong Start Campaign.</p> <hr/> <h3>Go to College Now!</h3> <p>Let Higher Education Financial Services Show You How</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #0056b3; color: white; padding: 5px;">DC TAG Up To \$10,000 Per Year</td> <td style="background-color: #ff9900; color: white; padding: 5px;">Follow Your Dreams</td> </tr> <tr> <td style="background-color: #cc0000; color: white; padding: 5px;">Achieve Your Goals</td> <td style="background-color: #0056b3; color: white; padding: 5px;">Complete Your DC OneApp</td> </tr> </table> <p>Get up to \$10,000 for college. Learn more.</p> <hr/> <h3>Community Building Often Starts with OSSE Dollars</h3>  <p>OSSE contributed over \$4 million to Washington, DC's public...</p>	DC TAG Up To \$10,000 Per Year	Follow Your Dreams	Achieve Your Goals	Complete Your DC OneApp
DC TAG Up To \$10,000 Per Year	Follow Your Dreams					
Achieve Your Goals	Complete Your DC OneApp					

DCPS Office of General Counsel Contact Information

<http://dc.gov/DCPS/About+DCPS/Office+Directory/Office+of+the+General+Counsel>

> > About DCPS > Office Directory

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Office of the General Counsel



Description:

The Office of the General Counsel is responsible for:

- Providing legal advice and counsel to DC Public Schools
- Responding to Freedom of Information (FOIA) requests
- Representing DC Public Schools in administrative proceedings, including Special Education due process hearings

Departments

- **Policy and Contracts**
- **Employment Group**
- **Freedom of Information Act Officer (FOIA)**
- **Special Education**
- **Special Education Due Process Complaints**

Contact Information:
 Director/Manager: Bob Utiger, DCPS General Counsel
 Contact Phone:  (202) 442-5000 
 Contact Fax: (202) 442-5115
 Address: 1200 First St., NE, Washington, DC 20002
 Suite/Room: 10th floor

[Contact](#)

DCPS Office Directory

(available at <http://dcps.dc.gov/DCPS/About+DCPS/Office+Directory>)

Use this office directory to find out the function of each office, its areas of responsibility, and contact information.

If you are unable to find the contact information you need, contact us at the Central Office.

1200 First Street, NE

Washington, DC 20002

Telephone: (202) 442-5885

Fax: (202) 442-5026

Office of the Chief Academic Officer

Focuses on ensuring that every child, in every classroom, has access to engaging instruction.

Departments

- Teaching and Learning
- Youth Engagement
- Professional Development
- Federal Programs, Grants
- School Restructuring
- Supplemental Educational Services (SES) and School Choice
- School Innovation
- School Management & Support

Contact Information:

Director/Manager: Dr. Carey M. Wright, Chief

Contact Phone: (202) 442-5668

Contact Fax: (202) 442-5081

Contact Email: OCAO@dc.gov

Address: 1200 First St., NE, Washington, DC 20002

Suite/Room: 8th floor, Room 876

Office of the Chief Financial Officer

Oversees budget and accounting operations.

Departments

- Budget Operations
- Accounting Operations
- CFO-DCPS Operations

Contact Information:

Director/Manager: George B. Dines, Interim CFO

Contact Phone: (202) 442-5300

Contact Fax: (202) 442-5807

Contact Email: DCPSCFO@dc.gov
Address: 1200 First St., NE, Washington, DC 20002
Suite/Room: 11th floor

Office of the Chief Operating Officer

Oversees matters relating to procurement, realty, textbooks, technology, logistics and warehouse functions, and food services.

Departments

- Logistics
- Realty
- Office of Contracts and Acquisitions (Procurement)
- Office of Food and Nutrition Services

Contact Information:

Director/Manager: TBD
Contact Phone: (202) 442-5112
Contact Email: OfficeoftheCOO.Inquiries@dc.gov
Address: 1200 First St., NE, Washington, DC 20002
Suite/Room: 11th floor

Office of the Chief Technology Officer for DC Government

This office is responsible for:

- Developing, implementing, and maintaining the District's IT and telecommunications infrastructure
- Developing and implementing major citywide applications
- Establishing and overseeing IT enterprise architecture and website standards for DCPS and the District
- Advising DCPS and other District agencies on technology solutions to improve services to businesses, residents, and visitors in all areas of the District government, including DCPS

Departments

- ITServUs

Contact Information:

Director/Manager: -
Contact Phone: (202) 727-2277
Contact Email: helpdesk.servus@dc.gov
Address: 441 4th Street, NW, Suite 930S, Washington, DC 20001

Office of the Chief of Staff

Manages school operations, compliance, enrollment, intergovernmental affairs, Critical Response Team, and school security

Departments

- School Operations
- Enrollment
- Compliance
- Intergovernmental Affairs
- School Security
- Critical Response Team

Contact Information:

Director/Manager: Lisa Ruda, Chief
 Contact Phone: (202) 442-5075
 Contact Fax: (202) 442-5026
 Contact Email: lisa.ruda@dc.gov
 Address: 1200 First St., NE, Washington, DC 20002
 Suite/Room: 12th floor

Office of Data and Accountability

Collects and analyzes data for assessments, adequate yearly progress (AYP), student achievement, and surveys

Contact Information:

Director/Manager: Erin McGoldrick, Chief
 Contact Phone: (202) 442-4763
 Contact Fax: (202) 442-5793
 Address: 1200 First St., NE, Washington, DC 20002
 Suite/Room: 12th floor

Office of Human Capital

Manages all areas of human resources and community relations.

Departments

- Human Resources
- Office of Community Partnerships
- Human Capital

Contact Information:

Director/Manager: Jason Kamras
 Contact Phone: (202) 442-5885
 Contact Fax: (202) 442-5315
 Address: 1200 First St., NE, Washington, DC 20002
 Suite/Room: 12th floor

Office of Family and Public Engagement

Oversees DCPS' work with parents, families and community partners, and leads community engagement, strategic communications, and press.

Departments

- Parents and Families
- Parent and Family Resource Centers
- Website Development and Strategy

Contact Information:

Director/Manager: Kelly Young, Interim Chief

Contact Phone: (202) 719-6613

Contact Email: kelly.young@dc.gov

Address: 1200 First St., NE, Washington, DC 20002

Suite/Room: 12th floor

Office of the General Counsel

Provides legal advice and counsel and handles other legal matters.

Departments

- Policy and Contracts
- Employment Group
- Freedom of Information Act Officer (FOIA)
- Special Education
- Special Education Due Process Complaints

Contact Information:

Director/Manager: Bob Utiger, DCPS General Counsel

Contact Phone: (202) 442-5000

Contact Fax: (202) 442-5097

Address: 1200 First St., NE, Washington, DC 20002

Suite/Room: 10th floor

Office of Special Education

Works with schools to ensure that students with disabilities have the services and support they need.

Departments

- Strategy & Performance Team
- Monitoring & Compliance Team
- Programming Team
- Related Services Team
- Non-Public Team
- Critical Response Team for Special Education

Contact Information:

Director/Manager: Nathaniel Beers, Chief

Contact Phone: (202) 442-4800

Address: 1200 First St., NE, Washington, DC 20002

Suite/Room: 9th floor

Office of Transformation Management

Provides strategic planning and other areas relating to the school district's transformation and growth.

Departments

- Capital Gains
- Facilities Planning
- SchoolStat

Contact Information:

Director/Manager: Abigail Smith, Chief

Contact Phone: (202) 442-5885

Contact Fax: (202) 442-5026

Address: 1200 First St., NE, Washington, DC 20002

Suite/Room: 12th floor



School ID	School Name	School Address	Zip	School Phone Number (202)	School Fax Number (202)	Principal Email	Grade Configuration	Ward	Cluster	School Website
202	Aiton ES	533 48th Pl. NE	20019	671-6060	724-4630	shahid.muhammad@dc.gov	PS-5	7	4	www.dcps.dc.gov/ DCPS/aiton
203	Amidon-Bowen ES	401 I St. SW	20024	724-4867	724-4868	izabela.miller@dc.gov	PS-5	6	3	www.dcps.dc.gov/ DCPS/amidon
450	Anacostia HS	1601 16th St. SE	20020	698-2155	698-2188	ian.roberts@dc.gov	9th-12th	8	9	www.dcps.dc.gov/ DCPS/anacostia
452	Ballou HS	3401 4th St. SE	20032	645-3400	645-3397	rahman.branch@dc.gov	9th-12th	8	9	www.dcps.dc.gov/ DCPS/ballou
462	Ballou STAY	3401 4th St. SE 1755 Newton St. NW	20032	645-3390	645-3935	wilbert.miller@dc.gov	Adult Education	8	11	www.dcps.dc.gov/ DCPS/ballouSTAY
204	Bancroft ES	430 Decatur St. NW	20010	673-7280	673-6991	zakiya.reid@dc.gov	PS-5	1	3	www.dcps.dc.gov/ DCPS/bancroft
205	Barnard ES	430 Decatur St. NW	20011	576-1100	541-6010	grace.reid@dc.gov	PS-5	4	7	www.dcps.dc.gov/ DCPS/barnard
206	Beers ES	3600 Alabama Ave. SE	20020	939-4800	645-3225	gwendolyn.payton@dc.gov	PS-5	7	2	www.dcps.dc.gov/ DCPS/beers
402	Benjamin Banneker HS	800 Euclid St. NW 301 North Carolina Ave. SE	20001	671-6320	673-2231	anita.berger@dc.gov	9th-12th	1	10	www.dcps.dc.gov/ DCPS/banneker
212	Brent ES	301 North Carolina Ave. SE	20003	698-3363	698-3369	peter.young@dc.gov	PS-5	6	3	www.dcps.dc.gov/ DCPS/brent
213	Brightwood EC	1300 Nicholson St. NW	20011	722-5670	576-6168	wanda.fox@dc.gov	PS-8	4	6	www.dcps.dc.gov/ DCPS/brightwood
346	Brookland EC @ Bunker Hill	1401 Michigan Ave. NE	20017	576-6095	576-4632	irina.malykhina@dc.gov	PS-8	5	6	www.dcps.dc.gov/ DCPS/brookland
404	Browne EC	850 26th St. NE	20002	671-6210	724-1530	naimah.salahuddin@dc.gov	PS-8	5	6	www.dcps.dc.gov/ DCPS/browne



School ID	School Name	School Address	Zip	School Phone Number (202)	School Fax Number (202)	Principal Email	Grade Configuration	Ward	Cluster	School Website
296	Bruce-Monroe ES @ Park View	3560 Warder St. NW	20010	576-6222	576-6225	marta.palacios@dc.gov	PS-5	1	3	www.dcps.dc.gov/DCPS/bruce-monroe
220	Burroughs EC	1820 Monroe St. NE	20018	576-6150	541-6477	mary.weston@dc.gov	PS-8	5	7	www.dcps.dc.gov/DCPS/burroughs
221	Burrville ES	801 Division Ave. NE	20019	671-6020	724-5578	tui.roper@dc.gov	PS-5	7	4	www.dcps.dc.gov/DCPS/burrville
247	C.W. Harris ES	301 53rd St. SE	20019	645-3188	645-3190	tiffany.clemmons@dc.gov	PS-5	7	4	www.dcps.dc.gov/DCPS/harris
360	Capitol Hill Montessori School @ Logan	215 G Street NE	20002	698-4467	698-4533	brandon.eatman@dc.gov	PS-5		2	TBD
454	Cardozo HS @ Meyer	2501 11th Street NW	20009	673-7385	673-2232	tanya.roane@dc.gov	9th-11th	1	9	www.dcps.dc.gov/DCPS/cardozo
947	CHOICE Academy MS/HS	1401 Brentwood Pkwy. NE	20002	939-4350	673-8123	william.chiselom@dc.gov	6th-12th	5	11	www.dcps.dc.gov/DCPS/CHOICE
224	Cleveland ES	1825 8th St. NW	20001	939-4380	673-6461	annie.mair@dc.gov	PS-5	1	4	www.dcps.dc.gov/DCPS/cleveland
442	Columbia Heights EC (CHEC)	3101 16th St. NW	20010	939-7700	576-9147	maria.tukeva@dc.gov	6th-12th	1	10	www.dcps.dc.gov/DCPS/chec
455	Coolidge HS	6315 5th St. NW	20011	671-6080	576-3147	thelma.jarrett@dc.gov	9th-12th	4	10	www.dcps.dc.gov/DCPS/coolidge
229	Davis ES	4430 H St. SE	20019	729-4340	645-3215	maisha.riddlesprigger@dc.gov	PS-5	7	2	www.dcps.dc.gov/DCPS/davis
405	Deal MS	3815 Fort Dr. NW	20016	939-2010	282-1116	james.albright@dc.gov	6th-8th	3	8	www.dcps.dc.gov/DCPS/deal
231	Drew ES	5600 Eads St. NE	20019	671-6040	724-4924	kimberly.davis2@dc.gov	PS-5	7	4	www.dcps.dc.gov/DCPS/drew



School ID	School Name	School Address	Zip	School Phone Number (202)	School Fax Number (202)	Principal Email	Grade Configuration	Ward	Cluster	School Website
467	Dunbar HS	1301 New Jersey Ave. NW	20001	698-3762	673-2233	stephen.jackson@dc.gov	9th-12th	5	10	www.dcps.dc.gov/DCPS/dunbar
457	Eastern HS	1700 East Capitol St. NE	20003	698-4500	698-4800	rachel.skerritt@dc.gov	9th-10th	6	10	www.dcps.dc.gov/DCPS/eastern
232	Eaton ES	3301 Lowell St. NW	20008	282-0103	282-0074	dale.mann@dc.gov	PK-5	3	5	www.dcps.dc.gov/DCPS/eaton
407	Eliot-Hine MS	1830 Constitution Ave. NE	20002	939-5380	698-0808	tynika.young@dc.gov	6th-8th	6	8	www.dcps.dc.gov/DCPS/eliothine
471	Ellington School of the Arts	3500 R St. NW	20007	282-0123	282-1106	rory.pullens@dc.gov	9th-12th	2	9	www.dcps.dc.gov/DCPS/ellington
235	Emery EC	1720 1st Street NE	20002	576-6034	576-7365	kelvin.moore@dc.gov	PS-8	5	7	www.dcps.dc.gov/DCPS/emery
343	Ferebee-Hope ES	3999 8th St. SE	20032	645-3100	645-3104	jeffrey.grant@dc.gov	PS-5	8	1	www.dcps.dc.gov/DCPS/ferebee-hope
-112	Fillmore Arts Center (East)	915 Spring Rd. NW 3rd Fl	20010	576-9709	576-7387	katherine.latterner@dc.gov	NG	1	11	www.dcps.dc.gov/DCPS/fillmore
-111	Fillmore Arts Center (West)	1819 35th St. NW	20007	729-3794	724-3680	katherine.latterner@dc.gov	NG	3	11	www.dcps.dc.gov/DCPS/fillmore
409	Francis-Stevens EC	2425 N St. NW	20037	724-4841	724-3957	maurice.kennard@dc.gov	PS-8	2	6	www.dcps.dc.gov/DCPS/francis-stevens
238	Garfield ES	2435 Alabama Ave. SE	20020	671-6140	698-1614	kennard.branch@dc.gov	PS-5	8	1	www.dcps.dc.gov/DCPS/garfield
239	Garrison ES	1200 S St. NW	20009	673-7263	673-6828	collin.hill@dc.gov	PS-5	2	3	www.dcps.dc.gov/DCPS/garrison



School ID	School Name	School Address	Zip	School Phone Number (202)	School Fax Number (202)	Principal Email	Grade Configuration	Ward	Cluster	School Website
227	H.D. Cooke ES	2525 17th St. NW	20009	939-5390	671-2757	kathleen.black@dc.gov	PS-5	1	4	www.dcps.dc.gov/DCPS/hdcooke
567	Hamilton Center	1401 Brentwood Pkwy. NE	20002	939-3500	698-3790	scott.sugarman@dc.gov	1st-8th	5	8	www.dcps.dc.gov/DCPS/hamilton
246	Hardy MS	1819 35th St. NW	20007	729-4350	673-8123	mary.stefanus@dc.gov	6th-8th	2	8	www.dcps.dc.gov/DCPS/hardy
413	Hart MS	601 Mississippi Ave. SE	20032	671-6426	645-3426	billy.kearney@dc.gov	6th-8th	8	8	www.dcps.dc.gov/DCPS/hart
258	Hearst ES	3950 37th St. NW	20008	282-0106	282-2303	deborah.bergeron@dc.gov	PK-5	3	3	www.dcps.dc.gov/DCPS/hearst
249	Hendley ES	425 Chesapeake St. SE	20032	645-3450	645-7098	sean.davis@dc.gov	PS-5	8	1	www.dcps.dc.gov/DCPS/hendley
251	Houston ES	1100 50th Pl. NE	20019	671-6170	724-4625	charlotte.whitten@dc.gov	PS-5	7	2	www.dcps.dc.gov/DCPS/houston
252	Hyde-Addison ES	3219 O St. NW	20007	282-0170	282-0087	dana.nerenberg@dc.gov	PK-5	2	5	www.dcps.dc.gov/DCPS/hyde
480	Incarcerated Youth Program, Correctional Detention Facility	1901 D St. SE	20003	698-5978	698-8320	soncyreel.lee@dc.gov	NG	6	11	www.dcps.dc.gov/DCPS/iyp
339	J.O. Wilson ES	660 K St. NE	20002	698-4733	698-4727	cheryl.warley@dc.gov	PS-5	6	3	www.dcps.dc.gov/DCPS/wilsonjo
254	Janney ES	4130 Albemarle St. NW	20016	282-0110	282-0112	norah.lycknell@dc.gov	PK-5	3	5	www.dcps.dc.gov/DCPS/janney
433	Jefferson Middle School Academy	801 7th St. SW	20024	671-6376	724-2459	natalie.gordon@dc.gov	6th	6	8	



School ID	School Name	School Address	Zip	School Phone Number (202)	School Fax Number (202)	Principal Email	Grade Configuration	Ward	Cluster	School Website
415	Jefferson MS	801 7th St. SW	20024	729-3270	724-2459	patricia.pride@dc.gov	8th	6	8	www.dcps.dc.gov/DCPS/jefferson
416	Johnson, John Hayden MS	1400 Bruce Pl. SE	20020	939-3140	645-5882	carol.campbell-fullard@dc.gov	6th-8th	8	8	www.dcps.dc.gov/DCPS/johnson
421	Kelly Miller MS	301 49th St. NE	20019	388-6870	727-8330	abdullah.zaki@dc.gov	6th-8th	7	8	www.dcps.dc.gov/DCPS/kelly-miller
256	Kenilworth ES	1300 44th St. NE	20019	724-4643	724-3890	fatima.johnson@dc.gov	PS-5	7	1	www.dcps.dc.gov/DCPS/kenilworth
257	Ketcham ES	1919 15th St. SE	20020	698-1122	698-1113	tandi.tyler@dc.gov	PS-5	8	1	www.dcps.dc.gov/DCPS/ketcham
272	Key ES	5001 Dana Pl. NW	20016	729-3280	282-0188	david.landeryou@dc.gov	PK-5	3	5	www.dcps.dc.gov/DCPS/key
259	Kimball ES	3375 Minnesota Ave. SE	20019	671-6260	645-3147	sheila.miller@dc.gov	PS-5	7	1	www.dcps.dc.gov/DCPS/kimball
344	King, M.L. ES	3200 6th St. SE	20032	939-4900	645-7308	asa.daniels@dc.gov	PS-5	8	2	www.dcps.dc.gov/DCPS/king
417	Kramer MS	1700 Q St. SE	20020	939-3150	698-1171	Kwame.simmons@dc.gov	6th-8th	8	8	www.dcps.dc.gov/DCPS/kramer
261	Lafayette ES	5701 Broad Branch Rd. NW	20015	282-0116	282-1126	lynn.main@dc.gov	PK-5	4	3	www.dcps.dc.gov/DCPS/lafayette
262	Langdon EC	1900 Evarts St. NE	20018	576-6048	576-7976	shannon.foster@dc.gov	PS-8	5	6	www.dcps.dc.gov/DCPS/langdon
370	Langley EC	101 T Street NE	20002	724-4223	576-7365	crystal.thomas@dc.gov	PS-8	5	7	www.dcps.dc.gov/DCPS/langley



School ID	School Name	School Address	Zip	School Phone Number (202)	School Fax Number (202)	Principal Email	Grade Configuration	Ward	Cluster	School Website
264	LaSalle-Backus EC	501 Riggs Rd. NE	20011	671-6340	541-3859	richard.rogers@dc.gov	PS-8	4	6	www.dcps.dc.gov/DCPS/lasalle-backus
266	Leckie ES	4201 M.L. King Ave. SW	20032	645-3330	645-3331	jermall.wright@dc.gov	PS-6	8	2	http://dcps.dc.gov/DCPS/leckie
271	Ludlow-Taylor ES	659 G St. NE	20002	698-3244	698-3250	carolyn.cobbs@dc.gov	PS-5	6	2	www.dcps.dc.gov/DCPS/ludlow-taylor
884	Luke Moore Alternative HS	1001 Monroe St. NE	20017	281-3600	526-5022	azalia.hunt-speight@dc.gov	9th-12th	5	11	www.dcps.dc.gov/DCPS/lukecmoore
353	M.C. Terrell/McGogney ES	3301 Wheeler Rd. SE	20032	645-3740	645-7322	atasha.james@dc.gov	PS-5	8	4	www.dcps.dc.gov/DCPS/mc-terrell
420	MacFarland MS	4400 Iowa Ave. NW	20011	576-6207	576-6212	andre.samuels@dc.gov	5th-8th	4	8	www.dcps.dc.gov/DCPS/macfarland
308	Malcolm X ES	1351 Alabama Ave. SE	20032	645-3409	645-7219	jharrison.coleman@dc.gov	PS-5	8	2	www.dcps.dc.gov/DCPS/malcolm-x
265	Mamie D. Lee School	100 Gallatin St. NE	20011	576-6090	576-6386	aimee.pressley@dc.gov	PK-12	5	7	www.dcps.dc.gov/DCPS/mamielee
273	Mann ES	4430 Newark St. NW	20016	282-0126	282-0128	elizabeth.whisnant@dc.gov	PK-5	3	5	www.dcps.dc.gov/DCPS/mann
284	Marie Reed ES	2201 18th St. NW	20009	673-7308	673-3410	eugene.pinkard@dc.gov	PS-5	1	3	www.dcps.dc.gov/DCPS/mariehreed



School ID	School Name	School Address	Zip	School Phone Number (202)	School Fax Number (202)	Principal Email	Grade Configuration	Ward	Cluster	School Website
351	Marshall ES	3100 Fort Lincoln Dr. NE	20018	576-6900	576-7932	sharon.wells@dc.gov	PS-5	5	4	www.dcps.dc.gov/DCPS/thurgood-marshall
274	Maury ES	1250 Constitution Ave. NE	20002	698-3838	698-3844	carolyne.albert-garvey@dc.gov	PS-5	6	5	www.dcps.dc.gov/DCPS/maury
458	McKinley Technology HS	151 T St. NE	20002	281-3950	576-6279	david.pinder@dc.gov	9th-12th	5	9	www.dcps.dc.gov/DCPS/mckinley
280	Miner ES	601 15th St. NE	20002	397-3960	724-4957	lavonne.taliaferro-bunch@dc.gov	PS-5	6	5	www.dcps.dc.gov/DCPS/miner
285	Moten ES	1565 Morris Rd. SE	20020	698-1111	698-1112	mireille.lopez@dc.gov	PS-5	8	4	www.dcps.dc.gov/DCPS/moten
287	Murch ES	4810 36th St. NW	20008	282-0130	282-0132	chris.cebrzynski@dc.gov	PK-5	3	5	www.dcps.dc.gov/DCPS/murch
288	Nalle ES	219 50th St. SE	20019	671-6280	645-3196	kim.burke@dc.gov	PS-5	7	2	www.dcps.dc.gov/DCPS/nalle
290	Noyes EC	2725 10th St. NE	20018	281-2580	576-7397	winston.cox@dc.gov	PS-8	5	6	www.dcps.dc.gov/DCPS/noyes
291	Orr ES	2200 Minnesota Ave. SE	20020	671-6240	645-3292	michelle.edwards@dc.gov	PS-5	8	5	www.dcps.dc.gov/DCPS/orr
-292	Oyster-Adams Bilingual School (Adams)	2020 19th St. NW	20009	673-7311	673-7500	monica.liang-aguirre@dc.gov	4th-8th	1	6	www.dcps.dc.gov/DCPS/oyster
292	Oyster-Adams Bilingual School (Oyster)	2801 Calvert St. NW	20008	671-6130	671-3087	monica.liang-aguirre@dc.gov	PK-3	3	6	www.dcps.dc.gov/DCPS/oyster
294	Patterson ES	4399 South Capitol Terr. SW	20032	939-5280	645-3851	victoria.privott@dc.gov	PS-5	8	1	www.dcps.dc.gov/DCPS/patterson
295	Payne ES	1445 C St. SE	20003	698-3262	698-3263	vielka.scott@dc.gov	PS-5	6	2	www.dcps.dc.gov/DCPS/payne



School ID	School Name	School Address	Zip	School Phone Number (202)	School Fax Number (202)	Principal Email	Grade Configuration	Ward	Cluster	School Website
301	Peabody ES (Capitol Hill Cluster)	425 C St. NE	20002	698-3277	698-3275	dawn.clemens@dc.gov	PS-K	6	7	www.dcps.dc.gov/DCPS/peabody
478	Phelps Architecture, Construction and Engineering HS	704 26th St NE	20002	729-4360	442-8438	willie.jackson@dc.gov	9th-11th	5	9	www.dcps.dc.gov/DCPS/phelps
299	Plummer ES	4601 Texas Ave. SE	20019	939-4360	645-3176	christopher.gray@dc.gov	PS-5	7	1	www.dcps.dc.gov/DCPS/plummer
300	Powell ES	1350 Upshur St. NW	20011	671-6270	576-7155	janeece.docal@dc.gov	PS-5	4	7	www.dcps.dc.gov/DCPS/powell
486	Prospect LC	920 F St. NE	20002	548-4380	698-5073	heidi.haggerty@dc.gov	PK-8	6	7	www.dcps.dc.gov/DCPS/prospect
316	Randle Highlands ES	1650 30th St. SE	20020	729-3250	645-3911	tracy.foster@dc.gov	PS-5	7	2	www.dcps.dc.gov/DCPS/randle-highlands
302	Raymond EC	915 Spring Rd. NW	20010	576-6236	576-7275	natalie.hubbard@dc.gov	PS-8	4	6	www.dcps.dc.gov/DCPS/raymond
425	Ron Brown MS	4800 Meade St. NE	20019	724-4632	724-4635	darrin.slade@dc.gov	6th-8th	7	8	www.dcps.dc.gov/DCPS/ron-brown
459	Roosevelt HS	4301 13th St. NW	20011	576-6130	541-6449	Ivor.mitchell@dc.gov	9th-12th	4	10	www.dcps.dc.gov/DCPS/roosevelt
456	Roosevelt STAY	4301 13th St. NW	20011	576-8399	576-8478	sean.yisrael@dc.gov	Adult Education	4	11	www.dcps.dc.gov/DCPS/rooseveltstay
305	Ross ES	1730 R St. NW	20009	673-7200	673-6644	holly.searl@dc.gov	PS-5	2	3	www.dcps.dc.gov/DCPS/ross



School ID	School Name	School Address	Zip	School Phone Number (202)	School Fax Number (202)	Principal Email	Grade Configuration	Ward	Cluster	School Website
307	Savoy ES	2400 Shannon Pl. SE	20020	939-2000	535-1415	patrick.pope@dc.gov	PS-5	8	1	www.dcps.dc.gov/DCPS/savoy
466	School Without Walls HS	2130 G St. NW	20037	645-9690	724-8536	richard.trogisch@dc.gov	9th-12th	2	10	www.dcps.dc.gov/DCPS/sww
943	School-Within-School @ Logan Annex Building	215 G Street NE	20002	698-3283	727-9276	john.burst@dc.gov	PK-1	6	7	www.dcps.dc.gov/DCPS/sws
309	Seaton ES	1503 10th St. NW	20001	673-7215	673-7216	kim.jackson@dc.gov	PS-5	2	3	www.dcps.dc.gov/DCPS/seaton
311	Shaed EC	301 Douglas St. NE	20002	576-6052	576-6455	cheryl.taylor2@dc.gov	PS-8	5	7	www.dcps.dc.gov/DCPS/shaed
312	Sharpe Health School	4300 13th St. NW	20011	576-6161	576-6166	Savetria.francis@dc.gov	PK-12	4	7	www.dcps.dc.gov/DCPS/sharpe
432	Shaw MS @ Garnet-Patterson	2001 10th St. NW	20001	673-7329	673-6543	guillaume.gendre@dc.gov	6th-8th	1	8	www.dcps.dc.gov/DCPS/shaw
313	Shepherd ES	7800 14th St. NW	20012	576-6140	576-7578	jamie.miles@dc.gov	PK-5	4	4	www.dcps.dc.gov/DCPS/shepherd
315	Simon ES	401 Mississippi Ave. SE	20032	645-3360	645-3359	adelaide.flamer@dc.gov	PS-5	8	4	www.dcps.dc.gov/DCPS/simon
322	Smothers ES	4400 Brooks St. NE	20019	939-3600	724-2377	shannon.feinblatt@dc.gov	PS-5	7	5	www.dcps.dc.gov/DCPS/smothers
427	Sousa MS	3650 Ely Pl. SE	20019	729-3260	645-0456	clarence.humes@dc.gov	6th-8th	7	8	www.dcps.dc.gov/DCPS/sousa
460	Spingarn HS	2500 Benning Rd. NE	20002	724-4525	724-7811	gary.washington@dc.gov	9th-12th	5	9	www.dcps.dc.gov/DCPS/spingarn
461	Spingarn STAY	2500 Benning Rd. NE	20002	724-4538	724-4461	gary.washington@dc.gov	Adult Education	5	11	www.dcps.dc.gov/DCPS/spingarnstay



School ID	School Name	School Address	Zip	School Phone Number (202)	School Fax Number (202)	Principal Email	Grade Configuration	Ward	Cluster	School Website
319	Stanton ES	2701 Naylor Rd. SE	20020	671-6180	645-3264	caroline.john@dc.gov	PS-5	8	11	www.dcps.dc.gov/DCPS/stanton
321	Stoddert ES	4001 Calvert St. NW	20007	671-6030	282-0145	patricia.pride@dc.gov	PK-5	3	5	www.dcps.dc.gov/DCPS/stoddert
428	Stuart-Hobson MS (Capitol Hill Cluster)	410 E St NE	20002	671-6010	698-4720	dawn.clemens@dc.gov	5th-8th	6	7	www.dcps.dc.gov/DCPS/stuart-hobson
324	Takoma EC	7010 Piney Branch Road NW	20012	671-6050	671-5305	rikki.taylor@dc.gov	PS-8	1	6	www.dcps.dc.gov/DCPS/takoma
325	Thomas ES	650 Anacostia Ave NE	20019	724-4593	724-5053	ruth.barnes@dc.gov	PS-5	7	1	www.dcps.dc.gov/DCPS/thomas
326	Thomson ES	1200 L St. NW	20005	898-4660	442-8706	carmen.shepherd@dc.gov	PS-5	2	4	www.dcps.dc.gov/DCPS/thomson
953	Transition Academy @ Shadd	5601 East Capitol St. SE	20019	671-6290	645-3154	TBD	9th-12th	7	8	www.dcps.dc.gov/DCPS/transition-shadd
327	Truesdell EC	800 Ingraham St. NW	20011	576-6202	576-6205	maryann.stinson@dc.gov	PS-8	4	6	www.dcps.dc.gov/DCPS/truesdell
328	Tubman ES	3101 13th St. NW	20010	673-7285	673-7287	harry.hughes@dc.gov	PS-5	1	3	www.dcps.dc.gov/DCPS/tubman
329	Turner ES	3264 Stanton Rd. SE	20032	645-3470	645-3467	robert.gregory@dc.gov	PS-5	8	1	www.dcps.dc.gov/DCPS/turner
330	Tyler ES	1001 G St. SE	20003	939-4810	698-3848	jennifer.frentress@dc.gov	PS-5	6	2	www.dcps.dc.gov/DCPS/tyler



School ID	School Name	School Address	Zip	School Phone Number (202)	School Fax Number (202)	Principal Email	Grade Configuration	Ward	Cluster	School Website
332	Walker-Jones EC	1125 New Jersey Ave. NW	20001	939-5934	535-1307	michael.moss@dc.gov	PS-8	6	5	www.dcps.dc.gov/DCPS/walkerjones
474	Washington Metropolitan HS (formerly YEA)	300 Bryant Street NW	20001	939-3610	698-3443	carlos.perkins@dc.gov	9th-12th	1	11	www.dcps.dc.gov/DCPS/washingtonmetro
333	Watkins ES (Capitol Hill Cluster)	420 12th St SE	20003	698-3355	698-3340	dawn.clemens@dc.gov	1st - 5th	6	7	www.dcps.dc.gov/DCPS/watkins
336	West EC	1338 Farragut St. NW	20011	576-6226	541-6087	andria.caruthers@dc.gov	PS-8	4	6	www.dcps.dc.gov/DCPS/west
335	Wheatley EC	1299 Neal St. NE	20002	939-5970	724-9090	marshall.cartland@dc.gov	PS-8	5	5	www.dcps.dc.gov/DCPS/wheatley
338	Whittier EC	6201 5th St. NW	20011	576-6156	576-6158	tenia.pritchard@dc.gov	PS-8	4	7	www.dcps.dc.gov/DCPS/whittier
463	Wilson HS	3950 Chesapeake St. NW	20008	282-0120	282-0077	pete.cahall@dc.gov	9th-12th	3	9	www.dcps.dc.gov/DCPS/wilson
355	Winston EC	3100 Erie St. SE	20020	645-3300	645-5941	charlotte.spann@dc.gov	PS-8	7	7	www.dcps.dc.gov/DCPS/winston
933	Woodson Academy @ Ron Brown	4800 Meade St. NE	20019	724-4632	724-4635	darrin.slade@dc.gov	9th	7	9	www.dcps.dc.gov/DCPS/woodson-academy
464	Woodson, H.D. HS	540 55th St. NE	20019	939-2030	645-4193	richard.jackson4@dc.gov	9th-12th	7	10	www.dcps.dc.gov/DCPS/woodson
861	Youth Services Center	1000 Mt. Olivet Rd. NE	20002	576-8388	576-9073	arthur.linder@dc.gov	7th-12th	5	11	www.dcps.dc.gov/DCPS/youth-services-center



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Organizational Charts

Instructional Superintendents

Cluster I	Cluster II	Cluster III	Cluster IV	Cluster V	Cluster VI
Barbara Adderley	Clara Canty	Amanda Alexander	Errick Greene	Jacqueline Gartrell	Stephen Zagami
Ferebee-Hope ES	Beers ES	Amidon-Bowen ES	Aiton ES	Eaton ES	Brightwood EC
Garfield ES	Capitol Hill Montessori School	Bancroft ES	Burrville ES	Hyde-Addison ES	Brookland EC @ Bunker Hill
Hendley ES	Davis ES	Brent ES	Cleveland ES	Janney ES	Browne EC
Kenilworth ES	Houston ES	Bruce-Monroe ES @ Park View	Cooke, H.D. ES	Key ES	Francis-Stevens EC
Ketcham ES	King ES	Garrison ES	Drew ES	Mann ES	Langdon EC
Kimball ES	Leckie ES	Hearst ES	Harris, C.W. ES	Maury ES	LaSalle-Backus EC
Patterson ES	Ludlow-Taylor ES	Lafayette ES	Marshall ES	Miner ES	Noyes EC
Plummer ES	Malcolm X ES	Reed ES	Moten ES @ Wilkinson	Murch ES	Oyster-Adams Bilingual School
River Terrace ES	Nalle ES	Ross ES	Shepherd ES	Orr ES	Raymond EC
Savoy ES	Payne ES	Seaton ES	Simon ES	Smothers ES	Takoma EC
Thomas ES	Randle Highlands ES	Tubman ES	Terrell, M.C./McGogney ES	Stoddert ES	Truesdell EC
Turner ES @ Green	Tyler ES	Wilson, J.O. ES	Thomson ES	Walker-Jones EC Wheatley EC	West EC

Cluster VII	Cluster VIII	Cluster IX	Cluster X	Cluster XI
Lolli Haws	Mark King	Dan Shea	Thomas Anderson	Terry DeCarbo
Barnard ES	Deal MS	Anacostia SHS	Benjamin Banneker SHS	Ballou STAY
Burroughs EC	Eliot-Hine MS	Ballou SHS	Columbia Heights EC	CHOICE Academy
Langley EC	Hardy MS	Cardozo SHS	Coolidge SHS	Fillmore Arts Center
Lee, Mamie D. School	Hart MS	Ellington School of the Arts	Dunbar SHS	Incarcerated Youth Program
Peabody ES	Jefferson Academy	McKinley Technology SHS	Eastern SHS	Luke C. Moore Academy
Powell ES	Jefferson MS	Spingarn SHS	Roosevelt SHS	Roosevelt STAY
Prospect LC	Johnson MS	Phelps SHS	School Without Walls HS	Spingarn STAY
Sharpe Health School	Kelly Miller MS	Wilson SHS	H.D. Woodson SHS	Stanton ES
Stuart Hobson MS	Kramer MS			Visiting Instruction Services

SWS @ Peabody	MacFarland MS			Washington Metropolitan
Watkins ES	Ronald Brown MS			Youth Services Center
Whittier EC	Shaw MS @ Garnet-Patterson			
Winston EC	Sousa MS			

Jacqueline Gartrell

Mrs. Jacqueline Gartrell is the Instructional Superintendent for Cluster V, where she supports principals and staff in the DC Collaborative for Change (DC3). [Learn More »](#)

Amanda Alexander

Dr. Amanda Alexander is the Instructional Superintendent for Cluster III, where she supports principals and staff in elementary schools. [Learn More »](#)

Clara Canty

Clara Canty is the Instructional Superintendent for Cluster II, where she supports principals and staff in elementary schools. [Learn More »](#)

Errick Greene

Errick Greene is the Instructional Superintendent for Cluster IV, where he supports principals and staff in elementary schools. [Learn More »](#)

Thomas Anderson

Thomas Anderson is the Instructional Superintendent for Cluster X, where he supports principals and staff in high schools. [Learn More »](#)

Lolli Haws

Dr. Lolli Haws is the Instructional Superintendent for Cluster VII, where she supports principals and staff at K-8 education campuses. [Learn More »](#)

Barbara Adderley

Barbara Adderley is the Instructional Superintendent for Cluster I, where she supports principals and staff in elementary schools. [Learn More »](#)

Stephen Zagami

Stephen Zagami is currently an Instructional Superintendent for Cluster VI, where he supports principals and staff at K-8 education campuses. [Learn More »](#)

Daniel Shea

Mr. Dan Shea is the Instructional Superintendent for Cluster IX where he supports principals and staff in high schools. [Learn More »](#)

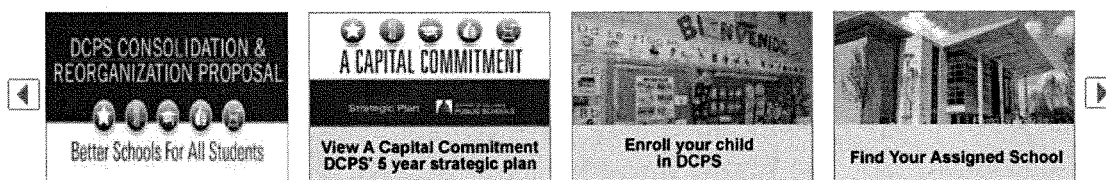
Mark King

Mark King is the Instructional Superintendent for Cluster VIII, where he supports principals and staff in middle schools. [Learn More »](#)

Terry DeCarbo

Mr. Terry DeCarbo is the Instructional Superintendent for Cluster XI, where he supports principals and staff in alternative high schools and programs. [Learn More »](#)

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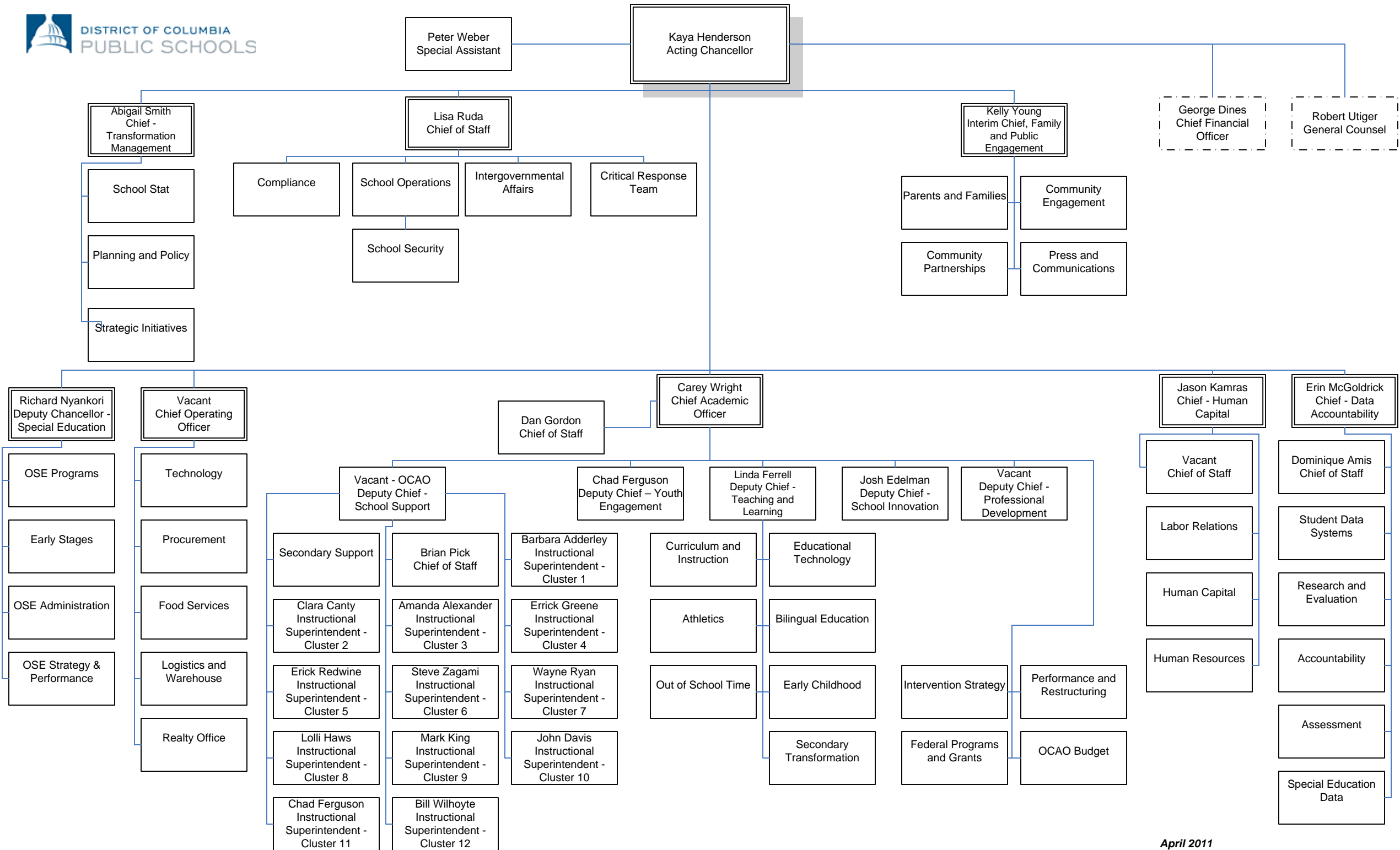


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Contact information for DCPS Instructional Superintendents:

<http://dc.gov/DCPS/About+DCPS/Who+We+Are/Instructional+Superintendents>



Other DCPS Contact Information

1) Special Education and Compliance

Contacts: Office of Special Education (OSE) – Main Office

(202) 442-4800

Special Education Critical Response Team

(202) 442-5400

2) Early Stages (Special Education for Children 3-5)

Contact: (202) 698-8037

3) Non-Public Schools, Residential Programs or Transitioning Students

Contact: Milo Howard, Director of Non-Public Programs, Office of Special Education

(202) 442-4800; miloahoward@dc.gov

4) Related Services

Contact: Erica Fener, Director of Related Services Team, Office of Special Education

(202) 442-4800; OSE.RelatedServices@dc.gov

5) Special Education Transportation

Contact: Parent Call Center (for information on bus assignment/routing)

(202) 576-5000

Maureen Anderson, DCPS Transportation (to request transportation/changes)

(202) 442-5399; maureenanderson@dc.gov

Mike Zuerblis, Director of Investigations and Complaints (to report problems)

(202) 576-5525; Mike.Zuerblis@dc.gov

6) Visiting Instruction Services

Contact: Janice-Talley-Melvin, Director, Families/Visiting Instruction Service

(202) 939-3506

7) Special Education Noncompliance or Compensatory Education Issues

Contact: Resolution Team, Office of Special Education

(202) 442-4800; Resolution.Team@dc.gov

8) Special Education Concerns/Compliance Issues Concerning DC Wards in PG County Schools

Contact: Monique Bass, Placement Specialist/Monitor, OSSE

(202) 607-1119; Monique.bass@dc.gov

9) Disciplinary Issues/Concerns

Contact: Student Disciplinary Hearing Office (to request/schedule hearings)
(202) 719-6554
Chad Ferguson, Director, Office of Youth Engagement (to request appeal)
(202) 442-5099; chad.ferguson@dc.gov

Child and Adolescent Mental Health Services ~ Southeast

***Call for an intake - BY APPOINTMENT ONLY!**

Agency: Department of Mental Health—ACCESS Helpline

Phone: (888) 7WE-HELP or 1-888-793-4357.

**This is a clearinghouse that will connect callers with any type of mental health services, including crisis services.

Agency: Integrated Behavioral Services Group – Mrs. Nanda – intake coordinator

Address: 2041 Martin Luther King Jr. Ave. SE suite 201 (near the BIG chair) Age: 6-13

Phone: 202-610-1444 or website: www.ibsginc.com “Social Impact Therapy”

Agency: Scruples Corporation Ages: 3 to 21 Individual and family

2811 Pennsylvania Ave. SE

Phone: 202- 581-2457

Agency: Sandra Mullen Barrett, LPC

1720 Minnesota Ave. SE 202-210-9098 Ages: 6 to 21

Agency: PSI Darlene Tucker -intake coordinator Ages: 4 to 21 Individual/ Family & Group

701 L. Street SE (near Navy Yard)

Phone: 202- 547-3870

Agency: Ascensions Community Services (Dr. Streeter)

Address: 1526 Howard Road SE 20020 Ages: 4 to 21

Phone: (202)399-6281 Family Therapy/ Play Therapy

Agency: Fihankra Place- Ages: 5 to 21

2041 Martin Luther King Ave. 205 (near the Big chair)

Phone: 202-547-8450 Individual therapy

Agency: Universal Health Care Ages: 5 to 21

3230 Pennsylvania SE

Phone: 202- 583-1181

Agency: Launch, LLC- 6856 Eastern Ave NW #211 Ages: 4 to 21 Individual/ Family/ Group

Phone: 202- 291-0951 Note: (Will do home visit after 1st assessment in NW)

Agency: RCI-DC Mental Health Ages: 6 to 21 Individual / Family/ Group

2526 Pennsylvania Ave SE

Phone: 202-581-6328

Agency: Total Family Care Coalition: 1214 I. Street SE Apt 11 Gail Avent -202-747-8878

Ages: 6 to 21

Agency: Family and Medical Counseling Service, Inc (FMCS)

Address: 2041 Martin Luther King Jr. Ave. (near The BIG chair) Suite M-8 Ages: 18+

Phone: (202) 889-7900 *Ask for the Behavioral Health Specialist -Mary Johnson

Agency: Physician’s Practice Group (affiliated with DMH)

Address: Psychiatric assessments & med management
821 Howard Road SE
Phone: Contact Ms. Bolding for intake, 202-698-2611

Agency: **Alternative Solutions for Youth**
Address: 1301 L'Enfant Square, SE (intersection of Pennsylvania & Minnesota Aves)
Phone: (202) 584-1244
*Primarily accepts HSCSN

Agency: **First Home Care**
DMH Core Service Agency, can provide most mental health services
Address: 1012 14th St. NW, 14th Floor
Phone: (202) 737-2554 (can contact directly for intake or through ACCESS helpline)

Agency: **Community Connections**
DMH Core Service Agency, can provide most mental health services
Address: 801 Pennsylvania Avenue Southeast
Phone: Intake contact is Faimbridge Grey (202) 608-4741

Agency: **PIECE Program (ages 0-6)**
Department of Mental Health
Address: 801 Howard Road SE
Phone: (202) 698-1838

Agency: **Capital Region Children's Center**
**accepts only HSCSN or Crime Victim's Compensation funding
Address: in-home services (including intake)
Phone: 202.596.5951
Email : crcc@dccrcc.com



Unfortunately, Children's Law Center cannot represent you in your public benefits or SSI case. Below is a list of other legal services organizations which may be able to help you.

Bread for the City

Southeast Center

1640 Good Hope Road, SE
Washington, DC 20020
202-561-8587
Fax: 202-574-1536

Northwest Center:

1525 7th St NW
Washington, DC 20001
202- 265-2400
Fax: 202-745-1081

Walk In Hours: Monday 1pm-3pm

Phone Inquiries: Monday-Thursday 9am-5pm, Friday 9am-12pm

Legal Aid Society of the District of Columbia

1331 H Street, NW, Suite 350
Washington, DC 20005
202-628-1161
Fax: 202-727-2132

SW Site:

900 Delaware Ave. SW
Washington, DC 20024

SE Site:

2041 MLK Jr. Ave SE, Suite LL-1
Washington, DC 20020

First come, first serve at the intake locations. Call (202)628-1161 with any questions.

NW Site Hours: Monday 12:30pm-6pm, Thursday 12:30pm-4pm

SW Site Hours: Tuesday 9:30am-12:30pm, Friday 9:30am-12:30pm

SE Site Hours: Monday 12:30pm-4pm, Thursday 12:30pm-4pm



Neighborhood Legal Services Program (NLSP) of the District of Columbia

NW Site:

680 Rhode Island Ave NE
Washington, DC 20002

NE Site:

4609 Polk St. NE
Washington, DC 20019

SE Site:

2811 Pennsylvania Ave. SE
Washington, DC 20020

Come in person to any intake location or call during intake hours at (202)832-6577,
Monday, Wednesday, and Friday: 10am-3pm

Washington Legal Clinic for the Homeless

1200 U street NW
Washington, DC 20009

Call (202)328-5500 to find out about frequently changing intake schedule.

Catholic Charities

924 G St. NW
Washington, DC 20004

Call (202) 350-4305 or (202)772-4325 (Spanish) during intake hours

Monday: 9:30am-12pm, 2pm-4:30pm

Tuesday: 9:30am-12pm, 2pm-4:30pm

Wednesday: 9:30am-12pm, 2pm-7:30pm

Thursday: 9:30am-12pm, 2pm-7:30pm

Friday: 9:30am-12pm, 2pm-4:30pm

Quality Trust for Individuals with Disabilities

Represents persons with intellectual disabilities.

5335 Wisconsin Ave. NW
Washington, DC 20015
(202)448-1450

Call to speak with staff about legal issue

Last updated 9/4/2014



DC Bar Pro Bono Advice and Referral Clinic

This is a free legal advice clinic on the second Saturday of every month from 10am-12pm. There are lawyers who can give you advice on your case, but they probably will not be able to represent you. To register, call: 202-737-4700, ext. 3292.

The walk-in clinic is located at two locations:

Bread for the City—Northwest Center

1525 7th Street NW

- To arrive by Metro take the Green Line to Shaw–Howard University Metro Station.

Bread for the City—Southeast Center

1640 Good Hope Road SE

- To arrive by Metro take the Green Line to the Anacostia Metro Station.

<http://www.dcbbar.org/for-the-public/help-for-individuals/advice.cfm>

Legal Counsel for the Elderly

601 E St. NW

Washington, DC 20049

(202) 434-2170

Call legal hotline, (202) 434-2120, Monday through Friday between 9:30 a.m. and 3:30 p.m. They also speak Spanish.

****Clients must be aged 60 or over****

For Questions Regarding Medicaid Coverage:

Office of Health Care Ombudsman and Bill of Rights

One Judiciary Square

441 4th Street, N.W.

900 South – 9th Floor

Washington, DC 20001

General: 202-724-7491

Toll-Free: 1-877-685-6391

Confidential Fax: 202-535-1216

Office E-Mail: healthcareombudsman@dc.gov

Website: www.healthcareombudsman.dc.gov

DC Bar Pro Bono Advice and Referral Clinic

This is a free legal advice clinic on the second Saturday of every month from 10am-12pm.

There are lawyers who can give you advice on your case, but they probably will not be able to represent you. To register, call: 202-737-4700, ext. 3292.

Last updated 9/4/2014



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1640 Good Hope Road SE

- To arrive by Metro take the Green Line to the Anacostia Metro Station.

<http://www.dcbart.org/for-the-public/help-for-individuals/advice.cfm>



Legal Resources for Landlord-Tenant Cases

Unfortunately, Children's Law Center does not represent clients in landlord-tenant cases (evictions). Below is a list of other legal services organizations which may be able to help you. Organizations that provide emergency rental assistance are listed at the end of this list.

Landlord/Tenant Resource Center (Walk-in intakes only)

Phone: 202-508-1710

Court Building B; 510 4th St. NW, Room 115

Mon.-Fri. 9:15 am –12 pm

If you do not have a lawyer before your court date, you should go to the Landlord-Tenant Resource Center in Room 115 of the Courthouse Building B (where Landlord-Tenant Court is located). You can go the Landlord-Tenant Resource Center anytime before your court date or on the day of your court date. They are open from 9:15am to 12pm, Monday through Friday.

Bread for the City

Southeast Center

1640 Good Hope Road, SE

Washington, DC 20020

202-561-8587

Fax: 202-574-1536

Northwest Center:

1525 7th St NW

Washington, DC 20001

202- 265-2400

Fax: 202-745-1081

Walk In Hours: Monday 1pm-3pm

Phone Inquiries: Monday-Thursday 9am-5pm, Friday 9am-12pm

Legal Aid Society of the District of Columbia

1331 H Street, NW, Suite 350

Washington, DC 20005

202-628-1161

Fax: 202-727-2132

SW Site:

900 Delaware Ave. SW

Washington, DC 20024

Updated 9/5/2014

SE Site:

2041 MLK Jr. Ave SE, Suite LL-1
Washington, DC 20020

First come, first serve at the intake locations. Call (202)628-1161 with any questions.

NW Site Hours: Monday 12:30pm-6pm, Thursday 12:30pm-4pm

SW Site Hours: Tuesday 9:30am-12:30pm, Friday 9:30am-12:30pm

SE Site Hours: Monday 12:30pm-4pm, Thursday 12:30pm-4pm

Neighborhood Legal Services Program (NLSP) of the District of Columbia

NW Site:

680 Rhode Island Ave NE
Washington, DC 20002

NE Site:

4609 Polk St. NE
Washington, DC 20019

SE Site:

2811 Pennsylvania Ave. SE
Washington, DC 20020

Come in person to any intake location or call during intake hours at (202)832-6577,
Monday, Wednesday, and Friday: 10am-3pm

Catholic Charities

924 G St. NW
Washington, DC 20004

Call (202) 350-4305 or (202)772-4325 (Spanish) during intake hours

Monday: 9:30am-12pm, 2pm-4:30pm

Tuesday: 9:30am-12pm, 2pm-4:30pm

Wednesday: 9:30am-12pm, 2pm-7:30pm

Thursday: 9:30am-12pm, 2pm-7:30pm

Friday: 9:30am-12pm, 2pm-4:30pm

Washington Legal Clinic for the Homeless

Provides services to any person who is homeless or at risk of becoming homeless.

1200 U Street NW

Washington, DC 20009

(202)328-5500

Legal Counsel for the Elderly

601 E St. NW
Washington, DC 20049
(202) 434-2170

Call legal hotline, (202) 434-2120, Monday through Friday between 9:30 a.m. and 3:30 p.m. They also speak Spanish.

****Clients must be 60 or older.****

DC Law Students in Court

Monday and Tuesday
10:00AM – 1:00PM
Court Building B
510 4th Street N.W., Room 113
Washington, DC 20001
(202) 638-4798

DC Bar Pro Bono Advice and Referral Clinic

This is a free legal advice clinic on the second Saturday of every month from 10am-12pm. There are lawyers who can give you advice on your case, but they probably will not be able to represent you.

The walk-in clinic is located at two locations:

Bread for the City—Northwest Center

1525 7th Street NW

- To arrive by Metro take the Green Line to Shaw–Howard University Metro Station.

Bread for the City—Southeast Center

1640 Good Hope Road SE

- To arrive by Metro take the Green Line to the Anacostia Metro Station.

If you need the help of an interpreter at the clinic, please call the Legal Information Help Line, 202-626-3499, press 3 for information about the free legal clinic, then press 9 to leave a message with the information requested.

<http://www.dcb.org/for-the-public/help-for-individuals/advice.cfm>

Office of the Tenant Advocate

OTA is a DC Government agency that can provide legal advice, representation and some emergency resources.

2000 14th Street, NW, Suite 300 North, Washington, DC 20009

Phone: (202) 719-6560

Office Hours

Monday to Friday, 8:45 am to 4:45 pm, except District holidays

Organizations that Provide Emergency Rental Assistance (ERAP):

Catholic Community Services: 202-574-3442

Housing Counseling Services: 202-667-7006

Salvation Army: 202-561-2000

The Community Partnership for Prevention of Homelessness: 202-863-1370



Unfortunately, Children's Law Center cannot represent you in your family law matter. Below is a list of free legal service providers who may be able to represent you or give you advice about your case.

Legal Aid Society of the District of Columbia

1331 H Street, NW, Suite 350

Washington, DC 20005

202-628-1161

Fax: 202-727-2132

SW Site:

900 Delaware Ave. SW

Washington, DC 20024

SE Site:

2041 MLK Jr. Ave SE, Suite LL-1

Washington, DC 20020

First come, first serve at the intake locations. Call (202)628-1161 with any questions.

NW Site Hours: Monday 12:30pm-6pm, Thursday 12:30pm-4pm

SW Site Hours: Tuesday 9:30am-12:30pm, Friday 9:30am-12:30pm

SE Site Hours: Monday 12:30pm-4pm, Thursday 12:30pm-4pm

Bread for the City

Southeast Center

1640 Good Hope Road, SE

Washington, DC 20020

202-561-8587, say you have a legal problem

Fax: 202-574-1536

Northwest Center:

1525 7th St NW

Washington, DC 20001

202- 265-2400

Fax: 202-745-1081

Walk In Hours: Monday 1pm-3pm

Phone Inquiries: Monday-Thursday 9am-5pm, Friday 9am-12pm



Neighborhood Legal Services Program (NLSP) of the District of Columbia

NW Site:

680 Rhode Island Ave NE
Washington, DC 20002

NE Site:

4609 Polk St. NE
Washington, DC 20019

SE Site:

2811 Pennsylvania Ave. SE
Washington, DC 20020

Come in person to any intake location or call during intake hours at (202)832-6577,
Monday, Wednesday, and Friday: 10am-3pm

Washington Legal Clinic for the Homeless

Provides services to any person who is homeless or at risk of becoming homeless.

1200 U street NW
Washington, DC 20009
(202)328-5500

Catholic Charities

924 G St. NW
Washington, DC 20004

Call (202) 350-4305 or (202)772-4325 (Spanish) during intake hours

Monday: 9:30am-12pm, 2pm-4:30pm

Tuesday: 9:30am-12pm, 2pm-4:30pm

Wednesday: 9:30am-12pm, 2pm-7:30pm

Thursday: 9:30am-12pm, 2pm-7:30pm

Friday: 9:30am-12pm, 2pm-4:30pm

Break the Cycle

Provides representation in family law and domestic violence cases to survivors of dating violence ages 12-24 years old.

Contact Break the Cycle's legal services program at 202.824.0707
or legalservices@breakthecycle.org.



DC Bar Pro Bono Advice and Referral Clinic

This is a free legal advice clinic on the second Saturday of every month from 10am-12pm. There are lawyers who can give you advice on your case, but they probably will not be able to represent you. To register, call: 202-737-4700, ext. 3292.

The walk-in clinic is located at two locations:

Bread for the City—Northwest Center

1525 7th Street NW

- To arrive by Metro take the Green Line to Shaw–Howard University Metro Station.

Bread for the City—Southeast Center

1640 Good Hope Road SE

- To arrive by Metro take the Green Line to the Anacostia Metro Station.

<http://www.dcbbar.org/for-the-public/help-for-individuals/advice.cfm>

Advocacy Code Card

Health Insurance

DC Medicaid (202) 724-5506
DC Medicaid is a healthcare program that pays for medical services for low-income and disabled DC residents.

DC Healthy Families (SCHIP) (202) 639-4030
Free health insurance program, funded by the District of Columbia and federal governments for low-income families with children.

The DC HealthCare Alliance (Alliance) (202) 639-4030
Free health insurance for needy District residents who are not eligible for federally financed Medicaid benefits. This includes non-disabled childless adults, immigrants, and individuals who are over-income for Medicaid.

Additional Health Insurance Resources

Maryland Medicaid (MCHP) (800) 456-8900
Virginia Medicaid (FAMIS Plus) (866) 873-2647

Health Insurance Screening Questions

- Are you having problems getting services or prescriptions through your insurance company?
- Are you being billed for medical services?
- Have any services been terminated by your insurance company?

Housing

Tenant's Rights

No one has to live in unsafe, hazardous, or unsanitary conditions. Tenants have the right to request an inspection and if necessary proactively sue their landlord to enforce the D.C. housing code. It is a violation of local housing laws for landlords to ignore any problem that constitutes a fire hazard or a serious threat to the life, health, or safety of the tenant. These conditions include but are not limited to the following:

- Mice
- Rats
- Roaches
- Mold
- Lead
- Leaky pipes
- Lack of heat and hot water
- Electrical problems
- Inoperable smoke or carbon monoxide detectors

Reasonable Accommodations

Landlords are required to make reasonable accommodations to an apartment or to the program rules in order to accommodate a household member's physical or mental disability. Accommodations or modifications that are considered reasonable and are required under the law include:

- Lower cabinets for someone in a wheelchair.
- Install grab bars in bathrooms.
- Install ramps when there are less than five steps.
- Install fire alarms that flash for people with hearing impairments.

Housing Resources

DC Housing Authority (202) 535-1000
Department of Consumer & Regulatory Affairs (for housing inspections) (202) 442-4400
The Virginia Williams Resource Center (for emergency housing) (202) 724-3932
Department of Housing and Urban Development—DC Field Office (202) 275-9200
Department of Housing and Urban Development—Maryland Field Office (410) 962-2520
Department of Housing and Urban Development—Virginia Field Office (800) 842-2610

Housing Screening Questions

- Do you have a stable place to live?
- Do you have mold, mice, roaches, rats, or bed bugs in your home?
- Have you or your child ever been tested for lead?
- Do you have smoke detectors, carbon monoxide detectors, and window guards?

Special Education

Free and Appropriate Public Education (FAPE): Every student with a disability is entitled to receive a FAPE in the least restrictive environment that can meet the child's unique needs.

FAPE includes: Any services that a child requires in order to learn such as: specialized instruction, speech, occupational or physical therapy, or psychological counseling.

Child Find: State-mandated plan to ensure that all children, ages 3-22, who need special education and related services are identified and evaluated.

Individualized Education Plan (IEP): A document that describes the special education and related services a child who qualifies for services is to receive.

504 Plan Accommodations: Some children with disabilities may not qualify for an IEP, but may qualify for accommodations under a 504 plan.

Obtaining Special Education Services

1. **Request for Special Education Evaluation:** Anyone, including a doctor, can make a request, which must be in writing. Parental consent is required before the school may evaluate the child. The school must assess in all areas of suspected disability.
2. **Evaluation Timeframe:** DC schools have 120 days from the date the referral is received to complete the assessment and determine if the child has a disability that affects his or her learning. The evaluation tests are free.
3. **IEP Development:** If at a meeting of all relevant school staff and the parent, it is determined that the child has a disability that affects his or her classroom experience, an IEP must be developed by the MDT/IEP team within 30 days.
4. **Placement:** The child should receive special education services with typically developing peers as much as possible, unless the child's needs require a different setting.

Children Birth to Age 3

Children birth to age 3 who have developmental delays also have a right to be provided early intervention services that include having service providers come to the child's home or day care setting.

School Discipline Concerns

Students with special needs cannot be suspended for more than 10 days in a school year if the behaviors are a manifestation of the child's disability. Regardless, a school must provide services to special needs students during a suspension.

Regular education students have protections for suspensions and expulsions as well—including the right to written notice of the suspension and the right to challenge it legally.

Visiting Instruction Services

All students unable to attend school due to a disability or health impairment have the right to receive education services at home or in the hospital.

Special Education Resources

DCPS Office of Special Education (202) 442-4800
DC Early Intervention Program/Strong Start (children ages 0-3) (202) 727-3665
DC Early Stages Program (children ages 3-5) (202) 698-8037
MD Division of Special Education/Early Intervention (410) 767-0261
VA Department of Education Division of Special Education (804) 225-3252
DC Public Schools Visiting Instruction Services (202) 673-8932

Special Education Screening Questions

- Is your child failing any of his or her classes?
- Is your child performing below grade level?
- Has your child been required to repeat any grades?
- Is your child having behavioral problems at school?
- Has your child been evaluated for special education services?

Advocacy Code Card

Supplemental Security Income

Understanding SSI for Children

Social Security Administration: (800) 772-1213

- Child must be younger than 19 and regularly attending school. After age 19, adult criteria apply.
- Child cannot be married or head of household.
- Child must have a physical or mental condition that can be supported by medical evidence; and
- Condition must result in marked or severe functional limitations; and
- Condition must have lasted or be expected to last at least 12 months or end in death.
- Income eligibility requirement applies.

Presumed Disabilities

SSA begins paying SSI immediately for the following conditions and for a period of up to 6 months while the final determination is made:

- HIV Infection
- Birth weight less than 1200 grams
- Blindness
- Severe mental deficiency in a child at least 7 years old
- Deafness
- Total bed confinement due to a longstanding commitment
- Down Syndrome
- A stroke with continued marked difficulty
- Cerebral Palsy
- Muscular Dystrophy
- Amputation of leg at hip

SSI Screening Questions

- Does your child have a physical, mental or learning disability?
- Do you receive SSI for your child?
- Have you applied for SSI benefits for your child?
- What is the status of your application: granted, pending, or denied?
- If the application has been denied, have you filed an appeal?

Public Benefits

Types of Public Benefits

To receive public benefits, one must meet income eligibility. Clients must contact their local Department of Human Services Economic Security Administration Office (ESA) to apply for these programs. Examples of common public benefit programs in DC:

- **Temporary Assistance for Needy Families (TANF):** Provides cash assistance to low income families with children.
- **Supplemental Nutritional Assistance Program (SNAP):** Provides vouchers to buy food.
- **Women, Infants, and Children Program (WIC):** Provides nutritional counseling and vouchers to supplement the diets of low-income women, infants, and children up to age 5.

Utility Assistance Resources

DC, MD, and VA offer a variety of utility assistance programs for poor and low-income families. These programs provide financial assistance with heating and cooling bills as well as discounts on gas, electric and telephone bills.

DC Department of the Environment Energy Assistance Line	(202) 673-6750
MD Energy Assistance (help with home heating bills)	(800) 352-1446
MD Fuel Fund (help with paying energy bills)	(410) 235-9080
VA Low-Income Home Energy Assistance	(800) 230-6977

Public Benefits Screening Questions

- Are you working?
- Do you have enough food?
- Do you have enough money to pay your bills?
- Are you receiving income assistance? If not, have you applied for income assistance?
- What is the status of your application: granted, pending, or denied?
- If the application has been denied, have you filed an appeal?

Mental Health Services

Mental health services are available to low income children and adolescents in the District. Families can contact the DC Department of Health's Access Helpline for assistance in locating a mental health provider. The helpline can also activate emergency mobile crisis teams to respond to children and adults in crisis.

Access Helpline, available 24 hours a day, 7 days a week **888-793-4357**

Children receiving their health insurance through Medicaid are entitled to receive medically necessary mental health services at no cost. These may include:

- Psychiatric medication management
- Wraparound services
- Individual and/or family therapy
- Community support workers
- Community-based intervention workers
- Multi-systemic therapy
- Substance abuse treatment and counseling
- Inpatient psychiatric hospitalization
- Placement at a psychiatric residential treatment facility

Additional Mental Health Resources

Maryland Department of Health and Mental Hygiene (877)463-3464
Virginia Department of Behavioral Health and Developmental Services (804) 786-3921

Mental Health Screening Questions

- Have you been able to secure therapy for your child?
- Have you had any problems filling your prescriptions?
- Has your child's behavior been getting worse?

How You Can Be An Advocate

- Take a few minutes to learn more about the family's living situation.
- Ask about housing, school, food, guardianship, and benefits.
- Ask whether the family has any legal problems that they would like to discuss with a free attorney.
- Document the patient's need.
- Educate families about their rights for services and benefits.
- Encourage families to apply and reapply for benefits or services in order to maximize their household income.
- Telephone or write a letter to a landlord, attorney, or caseworker on behalf of the family or child.
- Get involved in the legislative process.

If you believe the child or family requires legal assistance please contact:

Children's Law Center
(202) 467-4900, option 3
www.childrenslawcenter.org

Other Resources

Hotlines

National Domestic Violence Hotline (800) 799-7233
National Suicide and Crisis Hotline (800) 784-2433

In Maryland

Maryland Office of the Public Defender (877) 430-5187
Maryland Legal Aid Bureau (800) 999-8904
Maryland Disability Law Center (410) 727-6352
Maryland Volunteer Lawyers Service (800) 510-0050

In Virginia

Virginia Indigent Defense Commission (804) 662-7249
Legal Services of Northern Virginia (866) 534-5243

Overview

Other School Policies and Resources

In this section, you will find resources and information on several different topics – some that are relevant to all students, such as standardized testing, and some information that is only relevant for special populations of students, such as clients with health needs that require temporary home instruction, and pregnant or English language learning students. First, you will find materials on requesting Home and Hospital Instruction in both the District of Columbia and Prince George’s County. You will also find information on English Language Learner (ELL or ESL) programs for students in DCPS or Prince George’s County Public School. This section also provides information about specialized programs and supports for pregnant and parenting teens in both DC and Maryland. Lastly, you will find information on the standardized testing administered in both jurisdictions.

From CLC's Education Practice Kit:

<http://www.childrenslawcenter.org/resource/practice-kit-06-education-toolkit>

English Language Learners (ELL)

Programs and Support



- **Who is an English language learner?**
- **How are students placed in ELL programs?**
- **What types of ELL programs are available?**
- **What is the ACCESS for ELLs™ test?**
- **Who do I contact for help?**
- **Acronyms and Definitions of Terms**

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Who is an English language learner?

An English language learner (ELL) student is defined as a linguistically and culturally diverse (LCD) student who has an overall English Language Proficiency (ELP) level of 1-4 on the ACCESS for ELLs™ test administered each year.

Students who reach ELP Level 5 or above are considered English Proficient (EP) students and are no longer ELL students.

ELL students also may be called "limited English proficient" (LEP) in legal

documents.

DCPS serves more than 4,200 ELL students (see our Fact Sheet below). Our students come from 133 different countries and speak 107 different languages.

The five languages other than English spoken most often are:

- Spanish
- Vietnamese
- Chinese
- Amharic
- French

ELL students receive services that help them attain English language proficiency and be academically successful.

- [Fact Sheet](#)
- [Fact Sheet - Home Language](#)
- [Fact Sheet - ELL Level X Schools](#)
- [Fact Sheet - Country of Origin](#)

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How are students placed in ELL programs?

Every parent enrolling a child in DCPS must complete a [home language survey](#). If the survey indicates that the child might qualify for ELL services, the district then assesses the child's English proficiency in the four domains of listening, speaking, reading, and writing through the English language screener proficiency test ([IPT](#), [W-APT](#) or [K-WAPT](#)).

The school will provide a welcome letter (see below) to families indicating additional steps to follow. Parents and guardians of children who qualify for ELL services have the legal right to be informed, in a language they can understand, about the available programs and services. They can then choose the program they believe best fits their child's needs.

Students who score a Level 1 to Level 4.9 on the screener test are eligible for services and will participate in the annual language proficiency test, **ACCESS for ELLs™** each spring until they score an ELP level 5, which indicates the student should exit the program.

Students who score a level 5 or above are no longer eligible for services (because they are proficient in English), but they will be monitored for a two-year period in case a re-evaluation is necessary.

- **[Welcome Letter](#)**
- **[Welcome Letter - Amharic](#)**
- **[Welcome Letter - Chinese](#)**
- **[Welcome Letter - French](#)**
- **[Welcome Letter - Spanish](#)**
- **[Welcome Letter - Vietnamese](#)**

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What types of ELL programs are available?

Content-Based English as a Second Language (ESL) Programs: The academic content areas of English/language arts, social studies, science, and mathematics are used as the vehicle for language learning and to ensure that students master academic content and performance standards.

Instruction is primarily in English, although native language support is provided when necessary and when possible. These classes are taught by ESL-certified teachers.

Dual Language Education Programs: Students in this instructional program develop literacy skills in their native language while simultaneously learning a second language. Students must master standards in both languages. Instruction occurs in both of the languages supported by the program. (Bancroft: grades PreK–5; Bruce-Monroe: grades PreK-5; Cleveland: grades PreK-5; Oyster/Adams: grades PreK-8; Marie Reed: grades PreK-5, Powell: grades PreK-3; Tyler: grades PreK-2).

Secondary Newcomer Literacy Program: This program supports those immigrant students who come to DCPS with a limited formal education background and prepares them to become successful both in school and in the post-secondary world. Classes provide students with core academic and literacy skills and knowledge that address gaps in their prior education. This is a full-day intensive program that focuses on literacy development, language acquisition, and mastery of academic content. In addition, the program offers orientation on adapting to the life, culture, and educational system in the United States, as well as tutoring, parent workshops, and links to community resources. (McFarland MS and Roosevelt SHS).

Sheltered Content: The goal of Sheltered Content programs is for ELL students to develop English proficiency, content knowledge, and academic language skills such that they can enjoy success in mainstream classes with no ELL services. Sheltered classes are taught by either a dually certified teacher who holds licenses both in ESL and in the content being

taught, or a content-certified teacher who has completed a minimum of 90 hours of professional development in ESL instruction.

Opting Out: After the students take the screener test and are found eligible, parents/guardians can choose to have their children opt out of these programs by submitting a written letter to the Office of Bilingual Education. Please note that even if the parent chooses to opt out of receiving ELL services, ELL students in regular education are still eligible to receive additional support services and will be considered ELLs until they score a ELP level 5 or above on the spring assessment.

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What is the ACCESS for ELLs™ test?

The *Assessing Comprehension and Communication in English State to State* (ACCESS for ELLs™) test places students in English language proficiency (ELP) levels 1 to 5.

DCPS provides services to students scoring levels 1 to 4 and exits students from support programs when they reach Level 5.

See the chart below for an explanation of the five scoring levels. It is expected that at level 5, students are ready to meet state academic content standards with no language support services. ACCESS for ELLs™ measures language across the four domains: listening, speaking, reading, and writing, and across the following content areas: social and instructional English, language arts, math, science, and social studies.

Level	Name	Description
-------	------	-------------

- 1 Entering Knows and uses minimal social language and minimal academic language with visual and graphic support.
- 2 Beginning Knows and uses some social English and general academic language with visual and graphic support.
- 3 Developing Knows and uses social English and some specific academic language with visual and graphic support.
- 4 Expanding Knows and uses social English and some technical academic language.
- 5 Bridging Knows and uses social English and academic language working with modified grade level material.

For more information, visit the [Wida Website](#).

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Who do I contact for help?

Office of Bilingual Education

Office of Bilingual Education, Garrison Administrative Unit – East Wing

1200 S Street NW

Washington, D.C. 20009

Main Office: 202-671-0750

Fax: 202-671-2667

Office Hours: 7:30 a.m. – 5:00 p.m.

Intake and Assessment Center: 202-671-2344 (Marsella Herran, Coordinator)

Appointments for orientation, initial language screening, and information on how to register.

Family & Community Engagement: 202-671-0755 (Ivy Chaine, Coordinator)

Foreign transcript evaluation, translation, and interpretation services.

Language Access: 202-671-0754 (Arnoldo Ramos, Coordinator)

Community and parent liaison, outreach, and compliance.

Instructional Support

- Secondary ESL Programs: 202-671-0762 (Jeanne Castro, Content Specialist)
- Elementary ESL Programs: 202-671-0761 (Lorna Jefferson, Content Specialist)
- Dual Language Programs: 202-671-2591 (Katarina Brito, Dual Language Developer)
- Professional Development: 202-671-0750 (Deborah Maatta, Language Acquisition Coach)

Data and Assessment for ELLs: 202-671-0751 (Margaret Miller, IT Specialist) Student test histories, language test scores, enrollment reports, and school reports.

Office of the State Superintendent for Education (OSSE): State English language proficiency standards, accommodation for State Test, and education laws.

Acronyms and Definitions of Terms

ACCESS for ELLs™ – Assessing Comprehension and Communication in English State-to-State for English Language Learners. This large-scale test addresses the academic English language proficiency (ELP) standards at the core of the WIDA Consortium's approach to instructing and evaluating the progress of English language learners. The ACCESS for ELLs™ test is the annual assessment required by NCLB.

AMAO – Annual Measurable Achievement Objectives. AMAOs are set annually by the Office of the State Superintendent of Education and specify the percentage of ESOL students yearly who are expected to progress toward English language proficiency (AMAO I), attain English language proficiency (AMAO II), and demonstrate adequate yearly progress in reading and math at the county level (AMAO III). The AMAOs are assessed through the ACCESS for ELLs™ test.

AYP – Adequate Yearly Progress. Under NCLB, each state establishes a definition of AYP that is used annually to determine the achievement of each school district and school in both reading and mathematics. States then identify for improvement any school that does not meet the state's definition of AYP for two consecutive years. AYP is designed to ensure continuous improvement each year toward the goal of 100% proficiency in 2014.

CTBS – Comprehensive Tests of Basic Skills in Mathematics.

ELL – English Language Learner. An ELL is a student who uses another

language in addition to or other than English.

ELP – English Language Proficiency. ELP is the degree to which a student is able to use standard American English as the language of instruction.

FEP – Fluent English Proficient

DC CAS – D.C. Comprehensive Assessment System. DC CAS is the annual assessment in reading and mathematics that the District of Columbia uses under NCLB to measure Adequate Yearly Progress.

DC BAS – D.C. Benchmark Assessment System. DC BAS is the system of interim assessments that are used throughout the academic year to measure students' progress towards proficiency in reading and mathematics on the DC CAS.

DC STARS – Student Tracking and Reporting System. DC STARS is DCPS's student information system, which contains all the information about students' attendance, grades, transcripts, and graduation requirements, among other things.

HLS - Home Language Survey. All students enrolling in DCPS take the HLS to determine if language screening and ELL services may be necessary.

IPT – The Pre-Idea Proficiency Test. The IPT is the language screening test given to 3-year-olds.

K-WAPT – Kindergarten-WIDA Assessment Placement Test. K-WAPT is the

language screening test given to kindergarten students.

LCD – Linguistically and Culturally Diverse.

LEP – Limited English Proficient. LEP is an acronym used at the federal level to describe English language learners who participate in ESL programs.

NCLB – No Child Left Behind Act of 2001. NCLB expands the scope and frequency of student testing, revamps accountability systems and guarantees that every teacher is qualified in their subject area. It also requires states to make demonstrable annual progress in raising the percentage of students proficient in reading and math.

NEP - Non-English Proficient

OBE – Office of Bilingual Education, District of Columbia Public Schools

OELA – Office of English Language Acquisition, Language Enhancement, & Academic Achievement for Limited English Proficient Students, U. S. Department of Education

OCR - Office for Civil Rights

OSSE – Office of the State Superintendent of Education

PHLOTE – Primary Home Language Other than English

SABE – Spanish Assessment of Basic Education

SPI – Student/Parent Interview Form

WIDA – World-Class Instructional Design and Assessment

W-APT – WIDA-ACCESS Placement Test. W-APT is the language screening test given to students in grades 1 and higher.

[http://dc.gov/DCPS/In%20the%20Classroom/How%20Students%20Are%20Supported/English%20Language%20Learners%20\(ELL\)](http://dc.gov/DCPS/In%20the%20Classroom/How%20Students%20Are%20Supported/English%20Language%20Learners%20(ELL))



SCHOOL REQUEST FOR SERVICE FORM

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

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

Student Profile (please print):

Name _____ Age _____

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

School _____ Grade _____ GPA _____

Counselor/LEA Representative _____ School Phone _____

Home Address _____

_____ Zip Code _____

Parent/Guardian _____

Home Phone _____ Work Phone _____

Additional Information:

Reason for Referral: _____

Special information/Comments _____

The student has: ___ IEP ___ 504 plan

SIGNATURES REQUIRED BEFORE SUBMITTING APPLICATION:

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

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

School’s HIP Designee Signature

Date

Principal’s/ Designee’s Signature

Date

FOR OFFICE USE ONLY

Educational Setting:

General Ed Special Ed Public Non Public

Non-Resident Tuition Homebound Hospital Name: _____

Date Application Received: _____ Received by: _____

Date Application Assigned: _____ HIP Teachers: _____

Service Begin Date: _____ Service End Date: _____

**UPLOAD ALL FORMS TO THE HOME/HOSPITAL INSTRUCTION PROGRAM (HIP)
QUICKBASE APPLICATION or FAX to (202) 698-3451**



PROOF OF IMMUNIZATION FORM

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

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

STUDENT: _____ DATE OF BIRTH: _____

STUDENT ID NO. _____ GRADE: _____ SCHOOL: _____



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

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

School's HIP Designee's Signature: _____

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

School Nurse's Signature: _____



PHYSICIAN VERIFICATION FORM

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

Part I: To be completed by the School's HIP Designee

Name of Student: _____ Telephone: _____

School: _____ Grade: _____

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

School Staff who Received Form: _____

Part II: To be completed by a licensed physician or psychiatrist

Before initiating Home/Hospital Instruction services, we must obtain written verification of the physical or psychiatric condition from a licensed physician or psychiatrist. The licensed physician must verify that the student meets the criteria for eligibility.

Yes **No**

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Is the student under medical care for illness or injury which is acute, catastrophic, or chronic in nature? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the student expected to be absent from school due to a physical or psychiatric condition for at least 15 consecutive school days, or due to a chronic condition, for at least fifteen (15) school days which need not run consecutively? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the student confined to the home or hospital (facility)? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the student well enough to participate in and benefit from an instructional program? |
| <input type="checkbox"/> | <input type="checkbox"/> | Can the student receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact? |

RECOMMENDED SERVICE DELIVERY MODE (please select one below):

_____ Full-time Hospital/Homebound - *Student is UNABLE to attend ANY portion of the school day*

_____ Part-time Hospital/Homebound-*Student is ABLE to attend a partial school day/week*
(_____ hours per day) or (_____ days per week)

_____ Attend school on non-consecutive days based on chronic condition

PART III: Physician Treatment Plan

1. Please indicate the student's diagnosis: _____

2. Explain in detail how the physical or psychiatric condition you have diagnosed will significantly limit the child's ability to receive educational benefit in the regular school setting. In what way(s) would the child's ability to function in the school setting be jeopardized?

3. Describe your treatment plan for the child (include the frequency and duration of the treatment for psychiatric conditions.)

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

5. Pregnancy Only—Please provide the Expected Date of Delivery: _____.

- Is the student on bed rest? **Yes** **No**

- HIP will provide instruction for 6 weeks (regular) or 8 weeks (cesarean) after delivery.**

6. Date to begin HIP: _____ Date student is to return to school: _____

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

This certifies that this treatment plan is medically necessary.

(Print) Physician's Name	Physician's Signature	Date
Address	Telephone	License #

PHYSICIAN SHOULD FAX COMPLETED FORM TO (202) 698-3451



PARENT/GUARDIAN AGREEMENT

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

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

Parent/Guardian Signature

Date

No Child Left Behind (NCLB)
Parent's Right to Know Request Form

Student's Name: _____
(Child's) Last Name First Name MI

School Name: _____

Parent's Name: _____
Last Name First Name MI

Parent's Address: _____

City : _____ State: _____ Zip: _____ Contact #: (_____) _____ - _____



I am requesting information on my child's teacher(s) and/or paraprofessional(s) named below:
(Please indicate the last name, first name of the teacher(s) / paraprofessional(s), if necessary contact the school office for this information)

No.	Last Name, First Name MI	Position (Teacher /Parapro)	Subject taught
1			
2			
3			
4			
5			
6			
7			
8			
9			

Note:

- ❖ This notice is to request information on the teacher(s) and/or paraprofessional(s) qualifications that parents have a right to know under *NCLB*.
- ❖ Notification of a teacher's qualifications does not include the right to request that your child be reassigned to another classroom.
- ❖ Fax this form at **(202) 535-2483** to the attention of **Licensure and Highly Qualified Compliance Unit**

Parent/ Guardian's Signature: _____ Date: ____/____/____

Verification from School Office

I verify that the personnel named above is/was the teacher(s) and/or paraprofessional(s) for the stated student.

Print Name: _____ Signature: _____

Title: _____ Date: _____

CLC Information Sheet

Education Resources for Pregnant and Parenting Teenagers*

District of Columbia Public Schools:

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

Prince George's County Public Schools:

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

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

Are you . . .

- ⇒ An expectant or parenting Mom or Dad in high school?
- ⇒ A parent in need of help, advice, or someone to talk to?
- ⇒ A parent serious about taking charge of your life?

Then the
New Heights
Program
Is right for you!



New Heights seeks to:

- ⇒ Improve attendance;
- ⇒ Increase graduation rates;
- ⇒ Improve/maintain the health of these students and their children;
- ⇒ Prevent subsequent pregnancies
- ⇒ Prepare students for higher education or joining the workforce.

New Heights



**PROVIDING HELP, SUPPORT AND
INFORMATION FOR EXPECTANT AND
PARENTING STUDENTS**

New Heights provides assistance with and information about services and programs across the city!

Assistance with:

- ⇒ Securing a Childcare Voucher
- ⇒ Applying for Visiting Instruction Services while out of school on bed rest or as a result of child birth
- ⇒ And receiving **FREE** items for your child offered through an incentive program

Information about:

- ⇒ WIC
- ⇒ Housing
- ⇒ TANF, Medicaid and Food Stamps
- ⇒ Employment and Job Training Opportunities
- ⇒ College/University Admissions

Also, if eligible -

- ⇒ Tokens for transportation
- ⇒ Daily TANF stipend

In collaboration with various government agencies and community based organizations, New Heights provides education/training on a host of topics such as:

- Pre-natal Care
 - Child Birth
 - Parenting Skills
 - Life Skills
 - Financial Literacy
 - College Admissions
 - Financial Aid
 - Career Planning
 - Health-Related Issues
 - Love, Life & Relationships
- And much, much more!***

****The New Heights program is supported by Grant Number SP1AH000007-03-00 from the Office of Adolescent Health.***

For more information, contact the New Heights office near you:

Anacostia HS	202-645-4040
Ballou HS	202-499-0505
Ballou STAY HS	202-499-0484
Cardozo HS	202-671-1995
Columbia Heights Education Campus (CHEC)	202-499-0501
Coolidge HS	202-282-0081
Dunbar HS	202-499-0485
Luke C. Moore HS	202-678-7890
Roosevelt HS	202-499-0489
Roosevelt STAY HS	202-713-2052
Washington Met. HS	202-727-4985
Wilson HS	202-499-0502
Woodson HS	202-499-0486
Next Step Charter	202-215-9051
IDEA Public Charter	202-215-9024
Special Populations	202-288-6251





HELPING STUDENTS SUCCEED

A Guide to the New PARCC Assessment

The District of Columbia public and public charter schools are switching to the Partnership for Assessments of Readiness for College and Careers (PARCC) test for school year 2014-15. This new test replaces the DC Comprehensive Assessment System (DC CAS) exam in math, reading, and writing. The new test will be challenging, provide helpful measures of student growth, and is one of the ways that the District of Columbia Office of the State Superintendent (OSSE) will work to ensure that every student graduates from high school ready for college or a career.

Frequently Asked Questions about PARCC

1 What is PARCC?

PARCC is an interactive, computer-based test that is in line with the Common Core State Standards. This test will measure student learning in reading, writing, and mathematics for students in grades 3-8 and at least once in high school.

2 How is PARCC different from the DC CAS?

- PARCC is based on Common Core State Standards (DC CAS was not).
- Students use technology (e.g., desktop computers, laptops, and/or tablets) to take the PARCC test.
- Students read text and solve problems based on classroom instruction.
- Students are asked to explain mathematical thinking beyond choosing the correct answer.
- Students are asked to read complex passages and identify facts that can be used to make an argument.

3 What are the benefits of PARCC?

- Families will have clear information about student progress.
- Teachers will have access to timely data to guide learning and instruction.

4 How will the PARCC test be given?

PARCC is divided into two parts:

1. Performance Based Assessment (PBA) - Measures writing, research skills, and the student's ability to solve multi-step math problems. **Test Date:** Early Spring.
2. End of Year (EOY) Assessment - Measures reading comprehension and math concepts and skills through multiple choice and short answer questions. **Test Date:** Late Spring.

5 What accessibility features does PARCC offer?

The PARCC test provides students with tools to help them do their best and provides access for students with an IEP (Individualized Education Program) or 504 plan as well as English Language Learners (ELL) through a range of accommodations.

6 During the PARCC test, students can:

- Use a highlighter tool to shade text on the screen;
- Have test directions read aloud and repeated as needed;
- Enlarge texts and pictures;
- Use a spell checker;
- Use a pop-up glossary;
- Write notes on an on-screen notepad;
- Flag items they want to come back to later; and
- Cross out answers for multiple choice items.

7 Learn more about the Common Core State Standards by:

- Talking to your child's teachers about what he/she is learning and how you can support those efforts at home.
- Asking your child's teachers how they are preparing for the new assessments and how they are helping your child get ready.
- Talking to your child about the accessibility features they already use in the classroom and on tests.

DC's New Assessments Timeline:

2014-2015

- PARCC replaces the DC CAS for Reading, Math and Composition
- A new science exam aligned to the Next Generation Science Standards replaces the DC CAS for Science
- A new health exam replaces the DC CAS for Health
- National Center State Collaborative (NCSC) will replace the DC CAS-Alternate for students with severe cognitive disabilities

2015-2016

- Assessment Services Supporting ELs through Technology Systems (ASSETS) will replace Assessing Comprehension and Communication in English State to State (ACCESS) as DC's assessment of English Language Proficiency





PARCC Accessibility Features and Accommodations Manual

On June 26, 2013, the PARCC Governing Board approved the policies in the first edition of the *PARCC Accessibility Features and Accommodations Manual*. The manual will undergo a number of iterations, as data on student performance is collected during PARCC item development research (being conducted this spring and summer), field testing in spring 2014, and the first operational year of administration in school year 2014-2015. This iterative process will ensure that the accommodations students receive on the PARCC assessments provide a valid reflection of what they know and can do, and do not alter the construct of what is being assessed.

PARCC is committed to providing *all* students with access to high-quality assessments. For the assessment system as a whole, PARCC is committed to ensuring that *all participating students*, including students with disabilities, English learners, and English learners with disabilities, are able to engage in a meaningful and appropriate manner so valid results can be obtained for all students. Through a combination of universal design principles and computer-embedded features, PARCC is designing an assessment system that is inclusive of all students ? from initial design through implementation.

The second edition of the [PARCC Accessibility Features and Accommodations Manual](#) ^[1] is a **comprehensive policy document** that provides guidance to districts and decision-making teams to ensure that the PARCC Mid-Year, Performance-Based, and End-of-Year Assessments provide valid results for all participating students.

The majority of the proposed accommodations policies are currently in use across PARCC states. What is different from many current state accommodations manuals, however, is that the PARCC manual includes not only proposed participation and accommodations policies for students with disabilities and English learners, but also information about accessibility features that will be provided through PARCC?s computer-based assessment delivery system for all students to optimize their performance on the assessments.

By assessing students on computer devices, PARCC states will now have the opportunity to provide all students with tools they frequently use in the classroom and daily life (e.g. highlighters and enlarged font) that were once provided only as accommodations for students with disabilities and English learners.

The manual details three ways in which PARCC?s computer-delivered assessments are designed to provide students with increased access to the assessments:

- **Features for All Students:** Features for all students, which will be embedded through the

PARCC online delivery platform, or part of the PARCC assessment administration.

- Accessibility Features for All Students (identified in advance): Features available to all students but provided to students who have a need identified ahead of the PARCC assessment.
- Accommodations: Supports for students with disabilities, English learners, and English learners with disabilities that increase access while maintaining a valid and reliable score.

Here are the links to the second edition of the *PARCC Accessibility Features and Accommodations Manual* and the supporting implementation materials:

****NEW** Field Test Guidance**

- [Overview of the Accessibility Features and Accommodations Available for the PARCC Field Test](#) ^[2] (****new****)
- [PARCC Field Test Accessibility Features and Accommodation Documentation Form \(Optional\)](#) ^[3]
- [PARCC Field Test Assistive Technology Guidelines](#) ^[4] ^[5] (March 2014)
- [PowerPoint on How to Administer Accessibility Features & Accommodations on the Computer-Based Field Test](#) ^[6]
- [PowerPoint on How to Administer Accessibility Features & Accommodations on the Paper-Based Field Test](#) ^[7]
- [PowerPoint on How to Register Accessibility Features & Accommodations for Computer-Based Testing](#) ^[8]

Policies

- [PARCC Accessibility Features and Accommodations Manual](#) ^[1]
- [PARCC Translation Policy Memo](#) ^[9]

Communications Resources

- [Frequently Asked Questions on the PARCC Accessibility Features and Accommodations Manual](#) ^[10]
- [PowerPoint Presentation](#) ^[11]
- [Cover Page for the PARCC Accessibility Features and Accommodations Manual](#) ^[12]

Appendices

- [Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-and-Pencil PARCC Assessments](#) ^[13]
- [Appendix B: Test Administration Protocol for the Read-Aloud Accommodation for English Language Arts/Literacy Assessments and Accessibility Feature for Mathematics Assessments](#) ^[14]
- [Appendix C: Protocol for the Use of the Scribe Accommodation](#) ^[15]

- [Appendix D: Text-to-Speech, Human Reader, or Interpreter Accommodation Guidance for English Language Arts/Literacy Assessments](#) ^[16]
- [Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation](#) ^[17]
- [Appendix F: Unique Accommodation Request Form](#) ^[18]
- [Appendix G: Use of an Emergency Accommodation on a PARCC Assessment](#)^[19]
- [Appendix H: Student Accommodation Refusal Form](#)^[20]
- [Appendix I: Audio and Human Reader Guidelines for the ELA/Literacy Assessments](#) ^[21]
- [Appendix J: Audio and Human Reader Guidelines for the Mathematics Assessments](#)^[22]
- [Appendix K: Legal Background](#)^[23]

Additional Resources

- [Accessibility Features and Accommodations Manual Reference List](#) ^[24]
- [Reading Access White Paper](#)^[25]

Development Process

The first edition of the *PARCC Accessibility Features and Accommodations Manual* was developed and reviewed over the past year through an iterative process involving the following groups of PARCC stakeholders:

- State experts serving on the PARCC Accommodations, Accessibility, and Fairness Operational Working Group;
- K-12 PARCC State Leads;
- Additional state agency experts (including special education, English learner, and content area experts);
- External experts, including representatives from the National Center on Educational Outcomes (NCEO), and the PARCC Technical Working Groups on Equity, English Learners, and Students with Disabilities;
- National advocacy groups for students with disabilities, English learners, and equity and fairness; and
- Staff from PARCC's project management partner Achieve, Inc.

PARCC released accessibility and accommodations policies for public comment on three separate occasions over the course of five months. Reviews included the following:

- Reading access and calculator accommodations (January 2013)
- Writing access accommodations (February 2013)
- Full draft *PARCC Accessibility Features and Accommodations Manual* (April-May 2013)

During the three public review periods, PARCC received more than 4,000 individual survey responses and approximately 40 pieces of written feedback from national organizations

representing students with disabilities, English learners, and equitable access. Each piece of feedback was read and reviewed carefully by state representatives on the PARCC Accessibility, Accommodations, and Fairness Operational Working Group, as well as its supporting project management team at Achieve Inc. Throughout the development process, PARCC also conducted several dozen small group and one-on-one meetings with national and state organizations that have provided written feedback during the comment periods. For more information on the themes from the feedback, please refer to slides 22-23 in the PowerPoint Presentation found above.

Additional Information

 [Administering Accessibility Features and Accommodations on PARCC CBT FT for website.pptx](#)^[6]

 [Administering Accessibility Features and Accommodations on PARCC PBT FT for website.pptx](#)^[7]

 [Overview - Accessibility Features and Accommodations for Field Test March 2014.pdf](#)^[2]

 [PARCC Accessibility Features and Accommodations Manual November 2013.pdf](#)^[26]

 [PARCCAccessibilityFeaturesandAccommodationsManualNovember2013.pdf](#)^[1]

Source URL: <http://parconline.org/parcc-accessibility-features-and-accommodations-manual>

Links:

[1]

<http://parconline.org/sites/parcc/files/PARCCAccessibilityFeaturesandAccommodationsManualNovember2013.pdf>

[2] [http://parconline.org/sites/parcc/files/Overview%20-](http://parconline.org/sites/parcc/files/Overview%20-%20Accessibility%20Features%20and%20Accommodations%20for%20Field%20Test%20March%202014.pdf)

[%20Accessibility%20Features%20and%20Accommodations%20for%20Field%20Test%20March%202014.pdf](http://parconline.org/sites/parcc/files/Overview%20-%20Accessibility%20Features%20and%20Accommodations%20for%20Field%20Test%20March%202014.pdf)

[3]

<http://www.parconline.org/sites/parcc/files/PARCC%20Field%20Test%20Accessibility%20Features%20and%20Accommodations%20Manual%20November%202013.pdf>

[4]

<http://parconline.org/sites/parcc/files/PARCC%20Field%20Test%20Assistive%20Technology%20Guidelines%20Manual%20November%202013.pdf>

[5]

<http://parconline.org/sites/parcc/files/PARCC%20Field%20Test%20Assistive%20Technology%20Guidelines%20Manual%20November%202013.pdf>

[6]

<http://parconline.org/sites/parcc/files/Administering%20Accessibility%20Features%20and%20Accommodations%20on%20PARCC%20CBT%20FT%20for%20Website.pptx>

[7]

<http://parconline.org/sites/parcc/files/Administering%20Accessibility%20Features%20and%20Accommodations%20on%20PARCC%20PBT%20FT%20for%20Website.pptx>

[8]

<http://parconline.org/sites/parcc/files/PARCC%20Field%20Test%20Registration%20for%20Accessibility%20Features%20and%20Accommodations%20Manual%20November%202013.pdf>

[9] http://www.parconline.org/sites/parcc/files/PARCC%20Translation%20Policy%20Memo_final.pdf

[10]

<http://www.parconline.org/sites/parcc/files/AAF%20Manual%20First%20Edition%20Release%20FAQ%20final.pdf>

[11]

<http://www.parconline.org/sites/parcc/files/First%20Edition%20PARCC%20Accessibility%20Features%20and%20Accommodations%20Manual%20November%202013.pdf>

[12] http://www.parconline.org/sites/parcc/files/Cover%20Page%20Final%207-25-13%20_final.pdf

[13]

<http://www.parconline.org/sites/parcc/files/Appendix%20A%20Accessibility%20Features%20and%20Accommodations%20Manual%20November%202013.pdf>

[and-Pencil%20Administration.pdf](http://www.parconline.org/sites/parcc/files/Appendix%20A%20Accessibility%20Features%20and%20Accommodations%20Manual%20November%202013.pdf)

[14]

<http://www.parconline.org/sites/parcc/files/Appendix%20B%20Test%20Administration%20Protocol%20for%20the%20PARCC%20Field%20Test%20March%202014.pdf>

[15]

<http://parconline.org/sites/parcc/files/Appendix%20C%20Protocol%20for%20the%20Use%20of%20the%20Scribe%20Software%20Manual%20November%202013.pdf>

20-14.pdf

[16]

<http://www.parcconline.org/sites/parcc/files/Appendix%20D%20Reading%20Access%20and%20Sign%20Interpreter%20Making%20Tool.pdf>

[17]

<http://www.parcconline.org/sites/parcc/files/Appendix%20E%20Extended%20Time%20Accommodation%20Guidance.pdf>

[18]

<http://www.parcconline.org/sites/parcc/files/Appendix%20F%20Unique%20Accommodation%20Request%20Form.pdf>

[19]

<http://www.parcconline.org/sites/parcc/files/Appendix%20G%20Emergency%20Accommodation%20Form.pdf>

[20]

<http://www.parcconline.org/sites/parcc/files/Appendix%20H%20Student%20Accommodation%20Refusal%20Form.pdf>

[21] <http://parccconline.org/sites/parcc/files/AppendixI%20PARCC%20CELA%20Audio%20Guidelines%20for%20Readers%202-20-14.pdf>

[22] http://parccconline.org/sites/parcc/files/PARCC%20Math%20Audio%20Guidelines%20_1.2.pdf

[23] <http://www.parcconline.org/sites/parcc/files/Appendix%20K%20Legal%20Background.pdf>

[24] <http://www.parcconline.org/sites/parcc/files/PARCC%20Manual%20Reference%20List.pdf>

[25]

http://www.parcconline.org/sites/parcc/files/PARCC%20Accessible%20Reading%20Assessments%20Paper%20FINAL%20_0_0.pdf

[26]

<http://parccconline.org/sites/parcc/files/PARCC%20Accessibility%20Features%20and%20Accommodations%20Manual.pdf>

High School Assessment

PGCPS Gets You Ready for the HSA!

- [PGCPS Gets You Ready for the HSA!](#)
- [HSA Resources](#)
- [What are the Maryland High School Assessments \(HSA\)?](#)
- [What is the Modified HSA?](#)
- [How do the HSA relate to the Maryland School Assessment \(MSA\)?](#)
- [How and when are scores reported?](#)
- [HSA Passing Scores](#)
- [Must students pass the HSA in order to graduate from high school?](#)
- [What happens if a student does not pass a test?](#)

Parents: HSA scores from the May 2010 and Summer 2010 test administrations have been received by the district. Home Reports have been sent to schools for students to take home. If your child took a HSA test in either May or Summer of 2010 you should have received a Home Report.

Starting in 2009, students **must** pass all four high school assessment tests in Algebra, English, Biology and Government or obtain a combined score of 1602, to **receive** a high school diploma.

In Prince George's County Public Schools, extended learning opportunities are available before and after school for Biology and Algebra. You may also explore this site to practice the HSA or for more information about the assessments.

HSA Resources to Get You Ready!

- [Top 10 Things Parents Need to Know | en español](#)
- [HSA Exam overview](#)

- [Bridge Plan to Academic Validation HSA Bridge Plan Flyer](#)
- [HSA Fact Sheet](#) | [en español](#)
- [HSA Testing Schedule](#)
- **Download and Take a Practice HSA on the MSDE website, www.mdk12.org:**
 - [Algebra](#)
 - [Government](#)
 - [Biology](#)
 - [English](#)


- **Maryland State Department of Education HSA Resources**

Last modified: 9/28/2010 4:31:43 PM



 login



Accommodations for persons with disabilities attending events/meetings/hearings are available upon request. Requests must be provided as soon as possible. For requests click 

[Google Mail](#) | [SchoolMax Family Portal](#) | [Intraweb](#) | [Privacy Policy](#) | [Contact Us](#) | *Maintained by Web Services*

Prince George's County Public Schools • 14201 School Lane • Upper Marlboro, MD 20772 • 301-952-6000

Testing

Testing > Maryland School Assessment

Overview

The Maryland School Assessment (MSA) is a test of reading and math achievement that meets the testing requirements of the federal No Child Left Behind Act. The test is given each year in early March in reading and math at grades 3 through 8. The science test is given in April or early May. Your child's school system will choose the exact testing dates within the testing window designated by the State. Scores from the MSA and other state tests are posted on the Web at www.mdreportcard.org. The [testing calendar](#) is available as an Adobe PDF document. [Sample test items](#) are available on mdk12.org.

A Parent's Guide to the MSA

[English](#) - [Spanish](#)

(The Spanish version is currently under revision)



December 2012

In Focus

[MSA Technical Reports](#)



General MSA Information

- The test includes multiple-choice questions and questions requiring written responses.
- It measures basic as well as higher level skills.

- Students take the tests for approximately 90 minutes each day. There are four days of testing-- two days for reading and two days for math.
- The testing vendor sends the scores for individual students to local school systems. The school systems then distribute the scores to parents.
- The MSA scores show how well students learned the reading and mathematics skills in the State Curriculum. A norm-referenced score is also provided to show how students performed compared to other students across the nation.

The documents below explain more about the test. For even more information, and to see sample MSA test questions, visit the MSA section of the School Improvement in Maryland Web site.

The following links provide additional information about the Maryland School Assessment:

- Sample MSA Home Reports
These are sample versions of the Home Report that is sent home to parents of children who took the MSA.
- Maryland School Assessment Facts
The School Improvement in Maryland Web site, designed especially for educators, provides sample MSA test items in reading and math. For more MSA information from School Improvement in Maryland, click here.
- A Parent's Guide
Maryland's plan for preK-12 education 2011-2012
This booklet explains to parents Maryland's state testing and reporting processes; programs available to support student achievement; ways parents can be involved in their child's education; help for children with disabilities and special needs; and programs to help parents plan for their child's future.
- Information Sheet: MSA Reading
This information sheet on the MSA reading test is designed to give educators specific information about test items, content covered, scoring and more. This attachment will launch a PDF file in Adobe Acrobat.
- Information Sheet: MSA Mathematics
This information sheet on the MSA mathematics test is designed to give educators specific information about test items, content covered,

scoring and more. This attachment will launch a PDF file in Adobe Acrobat.

Contact Information

Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

A Parent's Guide to the MSA

The Maryland School Assessment



If your child attends a Maryland public school, you may already be aware that he or she will take a test called the Maryland School Assessment — MSA for short.

But what is the Maryland School Assessment, and how can you help your child prepare for it? What subjects will the test cover, and what do the questions look like? This publication answers these questions and points you toward more MSA information on the Web.

What is the Maryland School Assessment?

The MSA is a reading, math, and science test given to elementary and middle school students every spring. The reading and math tests are taken by students in grades 3–8, while the science test is taken by 5th and 8th graders only. Students in each grade take each test over two days—that is, two days for reading, two for math, and two for science. The amount of time students spend in testing varies by subject and grade, but all testing sessions are broken into shorter time blocks for tests of specific skills.

When is the MSA given?

The reading and math tests are usually administered in March. The science test is given in April or early May. Your child's school system will choose the exact testing dates within the testing window designated by the State.

Why is the MSA given?

The MSA measures how well children are learning so that parents and educators can be sure every child has the opportunity to succeed. Along with other measures (such as homework, classwork, quizzes, projects, and other assessments), the MSA provides information about students' academic progress—information that can help teachers and parents better support students' school work.

Also, under the federal No Child Left Behind Act (NCLB), every state must measure reading, math, and science achievement at the elementary, middle, and high school levels. Maryland fulfills this requirement with the MSA in elementary and middle school and with the High School Assessments (English, algebra/data analysis, biology, and government) in high school.

What does the MSA look like?

The tests include multiple-choice and written-response questions. For sample questions, go to <http://mdk12.org/>.

What does the MSA test cover?

The MSA covers content that your child should be learning in reading, math, and science classes. The content is from Maryland's State Curriculum (SC). All public schools use either the SC or a curriculum that includes it. You can see the SC—along with tools and resources that help teachers teach it—on <http://mdk12.org/>.

The reading MSA tests three topic areas: general reading processes, informational text comprehension, and literary text comprehension. The math MSA tests algebra/patterns, geometry/measurement, statistics/probability, number concepts/computation, and processes of mathematics. The science MSA tests skills and processes, Earth/space science, life science, chemistry, physics, and environmental science.

Are students with special needs tested?

Yes. Federal law requires that all students—even those with special needs—be included in State tests. And since Maryland is committed to improving achievement for every student, measuring the progress of students with disabilities and those learning English is very important.

Accommodations

But just as students have a legal right to be included to the fullest extent possible in all statewide tests and to have their test results be a part of Maryland's accountability system, students also have a legal right to instructional and testing accommodations that will help them succeed on those tests. Your child's teacher can explain the accommodations to which your child is entitled. The Individualized Education Program (IEP) team, which includes the parent, determines the appropriate accommodation for your child. Additional information is available in the Maryland Accommodations Manual at www.MarylandPublicSchools.org/MSDE/testing/.

Alt-MSA

Students with significant cognitive disabilities who cannot take the MSA, even with accommodations, take the Alternate MSA (Alt-MSA). The Alt-MSA is a portfolio assessment that measures students' progress on indicators and objectives individually selected from the State's curricular standards. For more information on the Alt-MSA, go to www.MarylandPublicSchools.org/MSDE/testing/alt_msa/.

The Maryland School Assessment...

- **Is a reading and math test given statewide to students in grades 3–8 and a science test given to students in grades 5 and 8.**
- **Is required by the federal No Child Left Behind Act (NCLB).** While schools and school systems are accountable for meeting Annual Measurable Objectives (AMOs) each year, students' scores do not appear on their report cards, nor are they factored into their course grades.
- **Includes multiple-choice, short-answer, and long-answer questions.** Parents can see sample questions at <http://mdk12.org/>.
- **Measures how well students have learned the curriculum.** Parents can see Maryland's State Curriculum on <http://mdk12.org/>.
- **Produces scores for students, schools, districts, and the state.** Parents will receive their child's scores. All school, school system, and State scores are posted on www.MdReportCard.org.

What if my child is absent during testing?

Students absent during regular testing must take the MSA on one of the scheduled make-up days. Your child's teacher will be able to provide the testing make-up dates for each tested content area.

How is the MSA scored?

The MSA's multiple-choice questions are scored by machine; the short- and long-answer questions are scored by at least two trained scorers, based on criteria set by Maryland educators. Short and long answer questions for science are scored by one trained scorer plus computerized scoring.

MSA scores are reported in terms of basic, proficient, and advanced performance.¹ **Basic** indicates that a student is not passing standards and that more work is needed to meet grade-level expectations. **Proficient** indicates that a student is passing standards and is considered a realistic and rigorous level of achievement. **Advanced** indicates that a student is performing above standards and is considered a highly challenging and exemplary level of achievement.

Each year, schools and school systems must make a certain amount of progress toward their proficiency goals.

¹ In 2003, Maryland teachers, principals, and school system officials set performance-level cut-off scores for the reading and math MSAs. Cut-off scores for the science MSA were set in fall 2007. Cut-off scores vary by subject and grade.



December 2012

When will I see my child's results?

You'll receive your child's reading, math, and science scores from your local school system, most likely over the summer. The score reports contain MSA results for your child, your child's school and school system, and the State.

How can I help prepare my child for the MSA?

There are many ways to encourage your child to achieve. The best preparation takes place throughout the school year.

- Talk with your child's teachers regularly about your child's progress and what you can do to help him or her improve.
- Set high expectations for your child. Make it clear that school should be priority #1.
- Dedicate at least 15 minutes each day to talking with your child and reading with him or her.
- Provide a quiet place for your child to study.
- Help your child with homework.
- Show interest in what your child is doing in school.
- Limit the amount of television your child watches and discuss what he or she sees on TV.
- Monitor the time your child spends playing video games and is on the Internet.
- Encourage your child to eat a balanced breakfast.

For more information ...

Visit these Web sites to learn more about the MSA. You can also contact your child's school, or call the Maryland State Department of Education at 1.888.246.0016.

General MSA Information

www.MarylandPublicSchools.org/MSDE/testing/msa/

Basic facts and links to more in-depth information, such as sample test items, sample score reports, and technical reports.

MSA Content

<http://mdk12.org/>

Specific curricular skills and content tested by the MSA.

Sample Test Items

<http://mdk12.org/>

Sample MSA questions with sample or actual student responses, scoring information, and question-by-question links to the portion of the curriculum tested.

School, District, and State Scores

www.MdReportCard.org

School, school system, and State results for the MSA, Alt-MSA, and other Maryland tests, broken down by students' race, gender, and special services received.

Alt-MSA Information

www.MarylandPublicSchools.org/MSDE/testing/alt_msa/

Alt-MSA participation guidelines and links to resources like the Alt-MSA Handbook.

Lillian M. Lowery, Ed.D.

State Superintendent of Schools

Charlene M. Dukes, Ed.D.

President, State Board of Education

Martin O'Malley
Governor

If you have questions / comments about this publication, contact 410-767-0473.



ADMINISTRATIVE PROCEDURE

LANGUAGE MINORITY STUDENTS

5111.3

Procedure No.

March 20, 1997

Date

- I. **PURPOSE:** To provide guidelines for the identification, assessment, and instruction of non- and limited-English proficient language minority students.
- II. **POLICY:** Consistent with requirements of both Federal and State regulations all students who were born outside of the United States or who come from a home in which the language spoken is other than English must be identified upon enrollment in Prince George's County Public Schools (PGCPS) and must have their English language skills assessed. Those students evaluated as non- or limited-English proficient must be offered English for Speakers of Other Languages (ESOL) instruction and their English language skills must be assessed annually by ESOL professionals.
- III. **DEFINITIONS:**
 - A. **Non- or Limited-English Proficient (NEP/LEP):**

A student who:

 - * was born outside of the United States or whose native language is not English;
 - * comes from an environment where a language other than English is dominant; or
 - * is an American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and
 - * has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny the student the opportunity to learn successfully in classrooms where the language of instruction is English.
 - B. **Language Minority:** A student who meets one or more of the first three criteria stated above. When evaluated in listening, speaking, reading, and writing in English, the student may or may not demonstrate a need for instructional assistance in English.
 - C. **Home Language Survey:** Written questions for parents, guardians, or students that are included on registration forms to determine the language(s) spoken in the home and by the student.
 - D. **Interrupted Schooling:** A situation in which a language minority student enrolls in PGCPS having missed six or more months of school during the course of his/her school career.



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LANGUAGE MINORITY STUDENTS

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- E. **Illiterate in Native Language:** A student who has not learned to read or write his/her native languages.
- F. **ESOL-LMP:** English for Speakers of Other Languages-Language Minority Program, PGCPS.
- G. **ISGO:** International Student Guidance Office, PGCPS.

Definitions A, C, D, and E are consistent with federal and/or state definitions.

IV. **PROCEDURES:**

- A. All language minority students, whether United States citizens or not, must begin the registration process in PGCPS at the ISGO. No individual school may register a language minority student, grades Pre-K through 12, without prior registration at ISGO.
- B. At ISGO, the parents/guardians of all language minority students complete the Student Registration Form (PA-14). This includes the home language survey questions which all the parents/guardians to specify both the primary language in the home and the primary language of the student. Students who have experienced interrupted schooling or who are non-literate will be identified at this time, as required by Maryland State Department of Education (MSDE). County registration forms will be initiated by ISGO staff, including Part I of the PS-88 (Language Minority Student's Initial Instructional Assessment). This must be completed by school staff and filed as per instructions on the form. A packet of all required registration forms will be given to the parents/guardians to bring to each student's school.
- C. During the registration process, ISGO will request English language proficiency testing by an ESOL-LMP professional. The test results will be used by the ESOL-LMP tester to make a recommendation of appropriate ESOL or English class placement. ISGO and ESOL teacher forms will reflect the testing results and will be included in the registration packet taken to the schools by the parents/guardians.
- D. Students will be assigned to a school based on their address and English language proficiency. If a boundary school does not house an ESOL program, a student needing ESOL will be assigned to a school that does. Transportation will be provided to the assigned school. Parents have the right to refuse the assigned, but must do so in writing.



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LANGUAGE MINORITY STUDENTS

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Date

- E. High School students should take the County mathematics placement test for international students upon registration at their school. Results of this test should be used to determine the appropriate mathematics class placement and should be filed in the student's cumulative folder.
- F. High School ESOL students earn English and/or elective credit toward graduation from their ESOL-LMP classes. A maximum of three English credits may be earned from ESOL English classes.
- G. All ESOL students must meet the same credit, service learning, and functional test requirements for graduation as non-ESOL students. ESOL students do not necessarily take all tests at the first opportunity, however. To determine whether an ESOL student is eligible for waiver from a specific test, refer to the current county policy for testing of ESOL students. The policy may be obtained from the WSOL-LMP Office or the Test Development and Administration Office. If a student is eligible for a waiver, a written permission, signed by the parents/guardians, must be on file in the student's cumulative folder in order for the waiver to occur.
- H. Direct ESOL instruction is provided to identified students by ESOL teachers on a daily or other regularly scheduled basis. Cancellation of such instruction for non-instructional purposes should be kept to an absolute minimum, i.e., substitution in classrooms, supervision of non-ESOL student activities, translation at unscheduled IEP and/or other parent conferences.
- I. NEP/LEP students receive instruction through the ESOL-LMP until they demonstrate through the program's test battery, and through their success in the mainstream classroom, that they have sufficient listening, speaking, reading, and writing skills in English to function in grade level classes. ESOL, mainstream classroom teachers and specialists, such as reading teachers, share the responsibility of educating NEP/LMP students to function successfully.
- J. NEP/LMP students should not receive failing grades nor be retained solely on the basis of their lack of proficiency in English. In grades K-6, ESOL students receive an ESOL report card which provides supplemental grades that reflect their progress and aid classroom teachers in evaluating student learning. Secondary level ESOL students receive English grades from their ESOL teachers. Content teachers are encouraged to communicate with ESOL teachers throughout the semester and prior to assigning grades.



ADMINISTRATIVE PROCEDURE

LANGUAGE MINORITY STUDENTS

5111.3

Procedure No.

March 20, 1997

Date

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- V. **RELATED PROCEDURES:** Administrative Procedure 5111, Registration and Withdrawal of Students and the International Student Guidance Office Handbook.
- VI. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** These procedures originate with the Division of Instruction which is responsible for procedural review and update.
- VII. **CANCELLATIONS AND SUPERSEDURES:** This procedure supersedes Administrative Procedures 5111.3, dated September 12, 1977.
- VIII. **EFFECTIVE DATE:** March 20, 1997.

Approved by:
Jerome Clark
Superintendent of Schools



ADMINISTRATIVE PROCEDURE

EDUCATIONAL PROGRAMS/SERVICES FOR PREGNANT GIRLS

5119.3

Procedure No.

September 2, 2008

Date

- I. **PURPOSE:** To provide information and guidelines for educational programs/services for pregnant girls enrolled in Prince George's County Public Schools.
- II. **BACKGROUND:** The Prince George's County Public School System is required to provide appropriate school programs/services for all students, including pregnant girls whether married or unmarried, in accordance with the Annotated Code of Maryland, Education Article, Section 7-301, and the Code of Maryland Regulations (COMAR), 13A.08.01.06. These programs/services shall include provisions for counseling, pupil personnel work, social work, and psychological services, as needed.
- III. **PROCEDURES:**
 - A. Pregnant Girls Over 16 Years of Age
 1. A pregnant girl 16 years or older, married or unmarried, who has not received her high school diploma or certificate of completion, may elect to remain in her regular school program and may not be involuntarily excluded from any part of the program or withdrawn from school.
 2. The decision to modify the program or provide an alternative program shall be reached in consultation with the girl and appropriate educational and medical personnel.
 - B. Pregnant Students Under 16 Years of Age
 1. A pregnant girl, married or unmarried, who is under the age of 16 may voluntarily withdraw from her regular school program provided she enrolls in an appropriate educational program.
 2. The decision concerning an appropriate program shall be reached in consultation with the girl, her parents, her guardians, her husband, and appropriate educational and medical personnel.
 - C. Services Available To Pregnant Girls
 1. Pregnant girls of any age shall be informed of available services, inclusive of but not limited to health, psychological, counseling, pupil personnel, and educational services.
 2. Appropriate educational services may include the following:
 - a. Continuation in the regular school program as long as the physician deems appropriate;



ADMINISTRATIVE PROCEDURE

EDUCATIONAL PROGRAMS/SERVICES FOR PREGNANT GIRLS

5119.3

Procedure No.

September 2, 2008

Date

- b. Modified school day based on individual needs;
 - c. Enrollment in Evening High School or Saturday School;
 - d. Home and Hospital Teaching; (Refer to Administrative Procedure 5011)
 - e. Virtual Learning Opportunities;
 - f. Combination of the above programs.
3. The school system shall cooperate with other State, county, and local agencies and with private medical services to assure that the pregnant girl receives appropriate medical, psychological, and social services during and after pregnancy.
- D. Consultation with Student
1. An Educational Plan for Pregnant Girls form (PS-9) shall be completed.
 2. Copies of this plan shall be placed in both the health and cumulative folders.
- E. Responsibilities of the Principal
1. The principal of each school will take the necessary steps to ensure that parents, guardians, students, and staff members are aware of the procedures contained herein.
 2. Such measures may utilize student handbooks, PTA discussions, faculty meetings, etc.
- IV. **RELATED PROCEDURES:** Administrative Procedure 5011, Home and Hospital Teaching; Administrative Procedure 5113, Student Attendance, Absence, and Truancy; Administrative Procedure 5113.5, Home Schooling; Administrative Procedure 5121.1, Grading and Reporting for Elementary Schools, Pre-Kindergarten Through Grade Five; Administrative Procedure 5121.2, Grading and Reporting for Secondary Schools, Grade Six Through Grade Twelve; Administrative Procedure 6150, Student Enrollment in Courses and Educational Requirements and Options in Secondary Schools.
- V. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** These procedures originate with the Department of Student Services, Office of Professional School Counseling Services. A review of these procedures is recommended every three (3) years or as deemed necessary.
- VI. **CANCELLATIONS AND SUPERSEDES:** This Administrative Procedure cancels and supersedes Administrative Procedure 5119.3, dated February 1, 1993.



ADMINISTRATIVE PROCEDURE

EDUCATIONAL PROGRAMS/SERVICES FOR PREGNANT GIRLS

5119.3

Procedure No.

September 2, 2008

Date

VII. **EFFECTIVE DATE:** September 2, 2008.

Approved by:
John E. Deasy
Superintendent of Schools

Attachment: Educational Programs for Pregnant Girls (DDS-9)

Distribution: Lists 1, 2, 3, 4, 5, 6, 10, 11, and 12