

Know Your Rights:

SPECIAL EDUCATION

Understanding the Issues Surrounding Special
Education in the District of Columbia



LEAS DEFINED

An LEA is an **educational institution** at the local level that exists primarily to **operate a publicly funded school** or schools in the District of Columbia

Example:

DC Public Schools (DCPS)

&

individual public charter networks
(KIPP, Friendship, DC Prep...)

Under IDEA, students with disabilities are guaranteed the right to a Free and Public Education (FAPE) that accommodates their needs.

SPECIAL EDUCATION PROCESS

1

Referral

teacher or family makes a request or referral for special education services

2

Data & Evaluation*

The multidisciplinary team (parents, teachers, and related service providers) will review the student's existing data and determine if further evaluations are needed to make an eligibility decision.

3

Eligibility Determination

Evaluators share test results and the team determines if the student meets criteria for one of the disability categories

4

Individualized Education Plan (IEP) & Placement Determination & 504 Plans

Student is found eligible for services. An IEP is created and implemented. If the student is found ineligible, they can qualify for a 504 plan.



Alternative Supports

If student is not eligible for services the team considers other supports like tutoring or a behavior plan

Annual Review

The IEP team will reconvene to discuss progress and make any updates.

Re-Evaluation

The team will meet to determine if additional testing is required to accurately assess present levels of performance during the annual review.

Exit/Graduation

The IEP team will determine if the student is eligible to exit special education services.



DATA & EVALUATION

What data is considered and gathered during the evaluation process?

How your child functions at home

How your child adapts to changes in their environment

Your child's job related and other post school interests and abilities

Formalized assessments conducted by professionals

How your child speaks and understands language

How your child functions in a variety of areas including, movement, thinking, learning, seeing, hearing

How your child thinks and behaves

How your child performs academically

Information from their pediatrician or other physicians

DISABILITY CATEGORIES

There are 13 eligible disability categories.

intellectual
disability

speech or
language
impairment

orthopedic
impairment

other health
impairment*

multiple
disabilities

hearing
impairment

visual
impairment
including
blindness

autism

specific
learning
disability

deafness

emotional
disturbance

traumatic
brain injury

deaf-
blindness

*Other health impairment acts as a "catch all" category for unlisted disabilities like ADHD



WHAT'S IN AN IEP?

An Individualized Education Plan is a document that describes the education plan to meet a child's individual needs. It has 2 primary purposes:

- sets learning goals for your child
- names supports and services the school district will provide



present levels of performance



annual goals



related services (e.g. speech)



time spent in general education setting



dates and location of services



classroom & assessment accommodations



how progress will be measured



transition services (post secondary)



Individualized Education Program (IEP)

STUDENT INFORMATION

Student Name	Local ID	State USI	Grade	Gender	DOB	Language
[REDACTED]	[REDACTED]	[REDACTED]	9th Grade	M	[REDACTED]	
Student's Address		City	State	Zip Code		
[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]		
LEA of Enrollment		Case Manager		School Phone		
[REDACTED]		[REDACTED]		[REDACTED]		
School / Site	School Address		City	State	Zip Code	
[REDACTED]	[REDACTED]		Washington	DC	20003	

ELIGIBILITY / IEP INFORMATION

Last Eligibility Meeting Date	Last IEP Annual Review Meeting Date	Disability
[REDACTED]	[REDACTED]	Other Health Impairment (Other)

IEP MEETING DETAILS

Type of Meeting	Meeting Date
Annual Review	03/24/2022

SIGNATURES OF IEP TEAM PARTICIPANTS

IEP MEETING PARTICIPANTS			
<i>The list below documents the individuals who participated (attended and had opportunity to provide input) in the development of this IEP; signatures do not constitute agreement or disagreement with the content of this IEP, or authorize consent for Part B services. Parents indicate consent for service implementation by signing the Consent for Initial Provision of Services Form when the student is initially deemed eligible for IDEA, Part B services.</i>			
Participant Role	Name	Attended Meeting?	Signature
Parent	[REDACTED]	Attended by phone	
Parent	[REDACTED]	Did not attend	
Student	[REDACTED]	Attended by phone	
Special Education Teacher	[REDACTED]	Attended by phone	
Evaluator/ Individual who can interpret assessment results	[REDACTED]	Attended by phone	
LEA/School Representative	[REDACTED]	Did not attend	
General Education Teacher	[REDACTED]	Did not attend	
Rehabilitation Services Administration (RSA)/Other Agency Representative	n/a	Did not attend	



The first page of the IEP provides eligibility information including, last eligibility meeting date, the last IEP annual review, and the disability category.



Information about who attended the meeting is included as well.

Individualized Education Program (IEP)

CONSIDERATION OF SPECIAL FACTORS

Positive Behavior Interventions and Supports

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

Limited English Proficiency

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

Blind/Visually Impaired

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

Deaf/Hard of Hearing

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

Communication

Consideration:

██████ does not have communication concerns at this time.

Assistive Technology

Consideration:

██████ does not need assistive technology.



Together, the IEP team will review these questions and determine if the student requires consideration of special factors.

Individualized Education Program (IEP)

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

AREA OF CONCERN: Academic-Mathematics		
<p>Present Levels of Academic Achievement and Functional Performance: [REDACTED] He receives specialized instruction for his current disability classification of Other Health Impairment (Attention Deficit Hyper Activity or Attention Deficit Disorder). He receives small group pull out, modified classwork, frequent check ins and prompting, repetition of directions, use of a calculator, visual supports and videos. In the classroom he also benefits from preferential seating. [REDACTED] is much more receptive to help from a teacher when he is in a small group.</p> <p>[REDACTED] most recent i-ready scores from September 2020 are listed below. This is consistent with his classwork and his previous i-ready scores. Overall - Level 5 Number and Operations - Level 6 Algebra and Algebraic Thinking - Level 4 Measurement and Data - Level 5 Geometry - Level 7</p> <p>[REDACTED] has not taken his middle of year i-ready diagnostic assigned in January 2021. Distance Learning Attendance Quarter 1 - 76% Distance Learning Attendance Quarter 2 - 39% Anet 1 Score (Rational Numbers and Scientific Notation) - 19% Anet 2 Score (Transformations and Linear Equations) - 12%</p>		
<p>Description of how the student's disability affects the student's access to the general education curriculum: [REDACTED] disability prevents him from accessing the general education without special education services.</p>	<p>Description of how the student's disability affects the student's progress in the general education curriculum: [REDACTED] disability prevents him from progressing in the general education without special education services.</p>	
<p>Annual Goal 1: By 3/23/23, when given a figure on a graph and a description of a transformation (e.g., shift right 4 units, shift down 5 units), [REDACTED] will correctly name the types of transformation used (e.g., translation, dilation, rotation, reflection), draw the transformed figure on a graph, write the function or rule that moves the original to the transformed figure (e.g., $(x, y) \rightarrow (x + 4, y - 5)$), and determine if distances and angles are preserved (e.g., for a translation, distances and angles are preserved) for (4 out of 5) transformations.</p>		
<p>Common Core Standards: G.CO.2 - Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).</p>		
<p>Baseline: [REDACTED] currently is unable to perform this goal.</p>	<p>Anticipated Date of Achievement: 03/23/2023</p>	<p>Evaluation Procedures and Schedule: Work Samples / Once a Year Quiz / Each Nine Weeks</p>



Present levels of performance by areas of concern are listed.

After each area of concern, the annual goals the student will receive services around is listed.



The IEP considers the following areas of concern:

- Academic - Reading
- Academic - Written Expression
- Academic - Mathematics
- Emotional, Social, Behavioral Development
- Motor Skills & Physical Development



Individualized Education Program (IEP)

SPECIAL EDUCATION AND RELATED SERVICES

Special Education Services

Service	Setting	Begin Date	End Date	Time/Frequency
Specialized Instruction	General Education	████████	████████	5 hr per wk
Mathematics	General Education	████████	████████	5 hr per wk

Related Services

Service	Setting	Begin Date	End Date	Time/Frequency
Behavioral Support Services	Outside General Education	████████	████████	90 min per mon
Occupational Therapy	Outside General Education	████████	████████	90 min per mon

Other Classroom Aids and Services

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

Math suggestions: small grouping, 10 base blocks, highlighters, simplification of directions
 General suggestions: sentence starters, graphic organizers to organize thinking.

████████ does not require speech to text or a dedicated computer, however he will write in higher quantities with those modes are provided.

DEDICATED AIDES

Student requires the support of a dedicated aide: Yes No



An overview of provided services and hours that the team has decided together.

Individualized Education Program (IEP)

LEAST RESTRICTIVE ENVIRONMENT (LRE)

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

Service	Time/Frequency	Reason services cannot be provided in general education setting
Behavioral Support Services	90 min per mon	██████ requires behavioral support services that ensure he is ready to access learning daily.
Occupational Therapy	90 min per mon	██████ requires OT services outside of the general ed curriculum due to his low and inconsistent visual motor integration, sensory processing and pre-vocational skills.

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

Preferential seating, small group testing, and frequent check-ins with the teacher.

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

There are no harmful effects noted.

Individualized Education Program (IEP)

CLASSROOM ACCOMMODATIONS AND STATEWIDE OR ALTERNATE ASSESSMENT PARTICIPATION

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

Student will participate in:

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

Classroom Accommodations	Statewide or Alternate Assessment Accommodations
<i>Presentation</i>	<i>Presentation</i>
Clarification/ Repetition of Directions	Clarification/ Repetition of Directions
Read Aloud for Non-ELA/Literacy Assessments	Read Aloud for Non-ELA/Literacy Assessments Read Aloud for Non-ELA/Literacy Assessments
Redirect Student to Test	Redirect Student to Test
<i>Response</i>	<i>Response</i>
Calculation Device on Non-Calculator Sections	Calculation Device on Non-Calculator Sections
<i>Setting</i>	<i>Setting</i>
Preferential seating	Preferential seating
Location with minimal distractions	Location with minimal distractions
Small group testing	Small group testing
<i>Timing and Scheduling</i>	<i>Timing and Scheduling</i>
Extended Time	Extended Time



An overview of where supports will take place and what classroom accommodations will be provided.

Individualized Education Program (IEP)

SPECIAL EDUCATION TRANSPORTATION

Student requires transportation services: Yes No

Category under which student qualifies for special education transportation: STS

Mode of Transportation: DOT Vehicle

Support Area	Details
Medical Conditions	Medical Condition(s): [REDACTED] Self Administered Medications: [REDACTED]

EXTENDED SCHOOL YEAR

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

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

ESY TRANSPORTATION

Student requires ESY transportation services: Yes No



The team will decide if the student qualifies for transportation services or extended school year.



Any additional medical concerns the team should be aware of are listed.

PROCEDURAL SAFEGUARDS

As a parent/guardian, you have the right to refuse services, request changes to the IEP, or call an IEP meeting.

IDEA provides an extensive range of procedural safeguards for parents should they believe that there has been a denial of FAPE. Families can request formal mediation, file a state complaint, due process complaint, or a lawsuit.

As the state educational agency, the Office of the State Superintendent of Education (OSSE)'s Office of Dispute Resolution helps ensure that schools do not violate federal and local special education law. Parents may file a complaint with OSSE to initiate an investigation of potential denial of FAPE.



IEP IMPLEMENTATION FOR TRANSFER STUDENTS

Transferring Before Initial Evaluation

If a student enrolls in a new LEA after being identified, the new LEA has Child Find obligations using the date from the previous LEA as the start date for the evaluation timeline.

Transferring During Initial Evaluation

If a student enrolls in a new LEA after the previous LEA started the process of conducting an initial evaluation, both the previous LEA and the new LEA will coordinate efforts to ensure completion of a full evaluation within DC's evaluation timeline.

Transferring An Existing IEP

If a student is transferring from one LEA to another within the District of Columbia, the new LEA has 30 calendar days of enrollment to either adopt the student's IEP or to develop a new one. If the LEA chooses to develop a new IEP, it must be finalized within 60 days of enrollment.



*Existing IEPs will transfer to the new school, 504 plans will not.

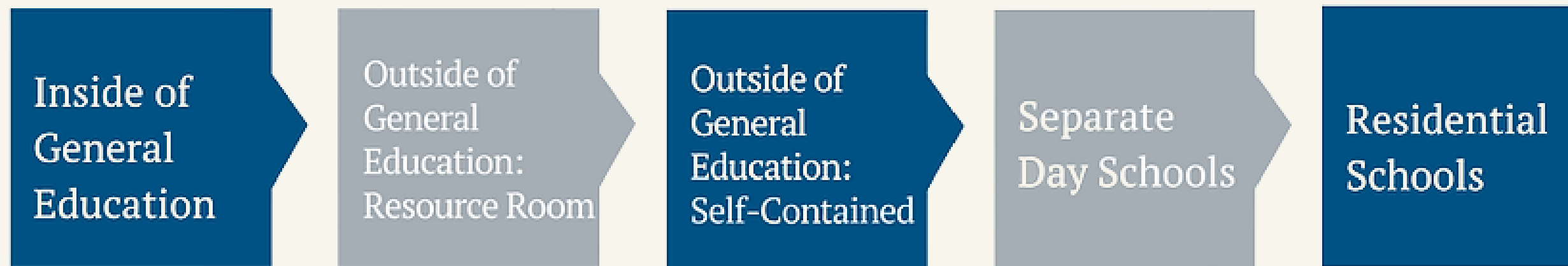
LOCATION OF SERVICES

DCPS

DCPS makes every effort to provide special education services in your child’s attending or neighborhood school. When this is not possible, DCPS assigns your child to a new location of service that is closest to the child's home and can implement the IEP with fidelity. There are different settings where these services can be provided, and all students with disabilities must be provided with an educational environment that meets the needs found in their IEP and that, to the maximum extent appropriate, ensure that the child will be educated with children without disabilities. This is also known as the child’s “**least**

restrictive environment.”

DCPS Division of Specialized Instruction



Visit the link below to learn more:
dcpsspecial.ed.wixsite.com/home/location-of-services



LOCATION OF SERVICES

DC CHARTERS

All charters must provide special education and related services for students with disabilities. Charters can't refuse to enroll a child because he/she has an Individualized Education Plan (IEP) or disability. If a child is enrolled in a charter school and the IEP team feels it can not meet the student's needs, the team may request a change in placement, and works with DC's Office of the State Superintendent of Education (OSSE) to find a more appropriate school for the child. Remember, as a parent, YOU are part of the IEP team!



DCPS SELF-CONTAINED PROGRAMS

Behavior Learning Support
Behavior & Education Support
Communication & Education Support
Early Learning Support
Independence & Learning Support
Medical & Education Support
Specific Learning Support
Sensory Support

Learn more about each
classroom setting at:
[dcpsspecial.ed.wixsite.com/
home/self-contained](https://dcpsspecial.ed.wixsite.com/home/self-contained)



RESOURCES





ADVOCATES FOR JUSTICE AND EDUCATION

Advocates for Justice and Education, Inc. (AJE) is the **federally designated Parent Training and Information Center for the District of Columbia**. AJE's mission is to empower families, youth, and the community to be effective advocates to ensure that children and youth, particularly those who have special needs, receive access to appropriate education and health services. AJE provides **free training, resources, individual assistance, and support** to parents and youth in navigating the special education process and addressing other educational and health-related issues.

(202) 678-8060

aje-dc.org/contact-us

aje-dc.org



CHILDREN'S LAW CENTER

Children's Law Center works to give every child in the District of Columbia a solid foundation of family, health, and education. We are the largest provider of **free legal services** in the District and the only to focus on children. We use this expertise to advocate for changes in the District's laws, policies, and programs. All of our **legal services are provided at no cost** to our clients.

(202) 467-4900

childrenslawcenter.org/get-help

childrenslawcenter.org



MAYOR'S OFFICE OF DEAF, DEAFBLIND AND HARD OF HEARING

The Mayor's Office of Deaf, DeafBlind, and Hard of Hearing addresses the disparities that adversely impact the Deaf, DeafBlind, Deaf Disabled, Hard of Hearing, and Late Deafened in the District of Columbia. The mission of the MODDHH is to address the important concerns of D/DB/DD/HH/LD residents through addressing a broad range of social and economic needs through strategic management of public and private partnerships, expertise on policy, community relations, civic engagement, building a cohesive community across all eight wards, and providing resources for marginalized D/DB/DD/HH/LD populations.

(202) 727-9493

moddhh@dc.gov

communityaffairs.dc.gov/moddhh



DECODING DYSLEXIA DC

Decoding Dyslexia DC is a grassroots movement driven by DC families concerned about the limited access to educational interventions for students with dyslexia and other reading difficulties within our schools. We aim to **raise awareness and empower families to support their children.** We also want to inform policy-makers on best practices for screening, identifying, remediating, and supporting students with dyslexia and reading difficulties in DC.

decodingdyslexiadc.org
DecodingDyslexiaDC@gmail.com



DISABILITY RIGHTS DC

Disability Rights DC (DRDC) is the Protection and Advocacy (P&A) program for individuals with disabilities in the District of Columbia. As the P&A, DRDC protects and advocates for the rights of individuals with developmental disabilities. DRDC provides individual and systemic legal representation, community outreach and education, investigation of abuse and neglect, and policy work. All services are free to eligible individuals.

(202) 547-0198
drdcintake@uls-dc.org
uls-dc.org



LIFE. YOUR WAY.
Department on
Disability Services

DEPARTMENT ON DISABILITY SERVICES

The mission of the Department on Disability Services (DDS) is to provide innovative high quality services that enable people with disabilities to lead meaningful and productive lives as vital members of their families, schools, workplaces and communities in every neighborhood in the District of Columbia.

(202) 730-1700
dds@dc.gov
dds.dc.gov



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Teaching and Learning

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

DIVISION OF SPECIALIZED INSTRUCTION

DC Public Schools aspires to be a model district for special education. Our goal is to provide high quality inclusion and special education services, and to dramatically improve academic outcomes for students with disabilities.

Our four strategic goals are to:

1. Increase academic achievement
2. Include more students
3. Involve families in their child's success
4. Prepare students for college and the workforce

dcps.specialed@k12.dc.gov

dcps.dc.gov/page/special-education-points-contact

EARLY

STAGES

STRONG BEGINNINGS • BRIGHT FUTURES

EARLY STAGES (DCPS)

Early Stages is a DC Public Schools diagnostic center for children between the ages of 2 years 8 months and 5 years 10 months. We help **identify any delays that your child may have and we arrange services to address them.** We can serve any child who goes to a DC public school, is home-schooled or has not yet entered the school system. If your child is in a DC private school or in a DC childcare center, we can work with you, even if you live outside of DC. **All services are FREE.**

(202) 698-8037

referral@earlystagesdc.org

www.earlystagesdc.org



GEORGIA AVENUE FAMILY SUPPORT COLLABORATIVE

Georgia Avenue Family Support Collaborative (GAFSC) was formed to respond to the needs of at-risk families and children in Northwest DC. GAFSC is one of five Healthy Families Thriving Communities (HFTC) Collaboratives in the District of Columbia. Although these nonprofit organizations focus primarily on their communities and therefore are Ward-based, we work collectively to plan programs and services, advocate for low-income families, and implement and maintain common practice standards.

(202)722-1815
gafsc-dc.org



MAYOR'S OFFICE ON LATINO AFFAIRS

MOLA focuses on establishing partnerships, engaging residents in all eight wards, and disseminating information to the District's Latino residents to increase their knowledge of and access to vital programs and services available to them.

(202) 671-2825

ola@dc.gov

communityaffairs.dc.gov/mola



MY SCHOOL DC

The Public School Lottery

[MySchoolDC.org](https://myschooldc.org)

MY SCHOOL DC THE PUBLIC SCHOOL LOTTERY

My School DC, in partnership with DC Public Schools (DCPS) and the majority of DC public charter schools, makes it easier for families to take advantage of DC's many school options.

REMINDER: PK3 – grade 8 application deadline is March 1, 2023

202-888-6336
info.myschooldc@dc.gov
myschooldc.org



OFFICE OF DISABILITY RIGHTS

The mission of the DC Office of Disability Rights (ODR) is to ensure that the programs, services, benefits, activities and facilities operated or funded by the District of Columbia are fully accessible to, and useable by people with disabilities.

ODR Services

- Investigation of discrimination complaints.
- ADA training and technical assistance for District agencies.
- Oversight of ADA Compliance within District government through monitoring of agencies' ADA plans.
- Olmstead (community integration) planning.

(202) 724-5055

odr@dc.gov

odr.dc.gov

DC Office of the
Ombudsman
for Public Education



DC OFFICE OF THE OMBUDSMAN FOR PUBLIC EDUCATION

We are an independent government agency that uses **conflict resolution** strategies to assist families and schools by **resolving questions, complaints, and concerns with public education** in the District. We are independent and impartial in our approach to solving problems. We listen to all parties involved and make recommendations to schools and families based on the students' best interests.

(202) 741-0886

ombudsman@dc.gov

educationombudsman.dc.gov



DC SPECIAL EDUCATION COOPERATIVE

WE CULTIVATE programs and professionals committed to the best outcomes for students with disabilities.

WE COLLABORATE by bringing together schools and community members to share ideas, leverage resources, and build capacity.

WE INNOVATE by offering programs and services that move school from compliance to quality.

(202) 656-2667

info@specialedcoop.org

specialedcoop.org



DC SPECIAL EDUCATION HUB

The DC Special Education Hub helps families understand special education in the District of Columbia. Our knowledgeable team connects families with tools, information, and 1:1 support so families can make informed decisions to guide their child's learning. We meet families with questions about special education where they are. We work with families and schools to incorporate family voice and build connections. The DC Special Education Hub is an initiative of the DC Ombudsman for Public Education.

(202) 671-2890
specialeducation@dc.gov
specialeducation.dc.gov



STRONG START DC EARLY INTERVENTION PROGRAM (OSSE)

Strong Start DC Early Intervention Program is a statewide, comprehensive, coordinated, multidisciplinary system that **provides early intervention therapeutic and other services for infants and toddlers with disabilities and developmental delays** and their families. Strong Start serves as the single point of entry for infants and toddlers in Washington DC whose families have concerns about their development.

(202) 727-3665

Refer a child:

eip.osse.dc.gov

THE OFFICE OF THE STUDENT ADVOCATE



(202) 741-4692



student.advocate@dc.gov



studentadvocate.dc.gov



DC_Advocate



DC.Advocate



**CONNECT
WITH
US!**