



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Teaching and Learning

School Year 2018-2019

Division of Specialized Instruction (DSI): Special Education Programs and Resources Guide for Staff

Submitted by: Division of Specialized Instruction
Office of Teaching and Learning

Disclaimer: This document serves to provide *guidance and direction* for all DCPS staff who teach, serve and/or provide support to DCPS' special education population. This document does not supplant or replace any applicable local or federal laws or statutes. DCPS reserves the right to amend, revoke, or revise this guidance at any time.

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Overview

Introduction

The vision of the District of Columbia Public Schools (DCPS) is to be the district of choice for students with disabilities. This vision is aligned to our belief that all students, regardless of background or circumstance, can achieve at the highest levels.

The intent of this document is to provide DCPS staff with the philosophy behind programming for students with disabilities, to describe each special education program offered in the 2018–2019 school year, and to detail important special education resources and processes in DCPS. Each program description includes information regarding the students served, the academic programming of the class, staff roles and responsibilities, and the schools in which classrooms are located. The special education processes and resources sections of this document include information about the processes and staff available to support instruction for students with disabilities.

Inclusive Practices

DCPS believes that by meaningfully and purposefully including students with disabilities in the school environment to the greatest extent possible, all students will be better prepared for postsecondary success. Inclusion affords students access to the general education curriculum, fosters relationships among students with and without disabilities, and provides access to resources for all students. Even when students require instruction outside of the general education setting, DCPS is committed to creating opportunities for students to learn together regardless of ability. This commitment to inclusive practices drives our work.

The district commits resources to foster successful inclusive environments, including but not limited to: research-based reading and math interventions for students with disabilities, research-based curriculum based on student needs, professional development for teachers to align IEP goals to the Common Core State Standards to increase viable inclusive opportunities for students.

The Continuum of Services in DCPS

DCPS is committed to offering a high-quality continuum of services. This practice is consistent with the reauthorized Individuals with Disabilities Education Improvement Act (IDEA) 2004, which mandates that students with disabilities must be provided access to the same curriculum as, and be educated with, their nondisabled peers to the maximum extent appropriate. Our goal is to provide high-quality services to students so that they may develop the skills they need to meet their academic and personal goals.



The majority of students with disabilities may be served in the following three environments. The appropriate

setting for a student is based upon his or her individual needs and is determined by the IEP team:

- Inside of general education: The general education classroom with supplementary aids and services such as special education teacher support.
- Part-time outside of general education (OGE): A special education classroom for part of the day within a neighborhood school. The students spend the remainder of the day in the general education classroom or in activities with students who do not have disabilities.
- Full-time OGE: If a student has 20 or more hours of specialized instruction per week OGE, the student should receive instruction in a full-time special education classroom within the neighborhood school. If the neighborhood school does not have a full-time class, the DCPS Division of Specialized Instruction (DSI) will provide support to the school to appropriately service the student or identify an appropriate location of service.

A student may attend a school beyond his or her neighborhood school:

- If the student requires a level of support or a full-time program that is not offered or available at their neighborhood school;
- If the student requires a level of support offered at a DCPS separate school (River Terrace Education Campus); or
- If the student is in the Home and Hospital Instruction Program (HHIP) or at a residential school.

A student's IEP services and placement along the continuum are determined by the IEP team. The location of special education services for students is determined by DSI in consultation with school-based staff. Changes in a student's location of services that result from a change in the student's IEP must be determined via the Location of Services Review Process outlined in this guide. DSI prioritizes locations that are able to implement the IEP and closest to home.

DCPS schools are required to serve students based on the level of service determined in their Individualized Education Program (IEP) and are responsible for scheduling students accordingly. This requirement means that each school is responsible for providing services along the continuum based on the needs of its student population. When a school believes it requires additional resources to provide an appropriate setting, it should contact DSI which will complete a thorough analysis of the staffing and determine if additional resources are required. When the appropriate services are not or will not be available at a student's local school, DCPS may change the location of services after considering the following:

- Program classroom locations
- Program classroom capacity
- Proximity of classroom to home address

Models of Inclusion: Consultation, Co-Teaching, and Pull-Out Services

Inclusion occurs when students with disabilities receive services inside the general education setting. Our goal is to ensure that students have the opportunity to access instruction in the general education setting to the greatest extent possible. DSI utilizes three core models of inclusion that can be flexible and vary throughout a student's academic career.

General Education Setting

Some students may benefit from specialized instruction that is delivered by a general education teacher in a general education setting. In the consultation model, general education teachers consult with special education teachers on the development of lessons that are aligned to students IEP goals. This model offers the most independence and the least restriction for students.

Co-Teaching Model

For some students, the co-teaching model, where two or more adults share the responsibility for instructing some or all the students in the classroom, is most appropriate. Co-teaching is a practice that increases achievement for all students in the classroom. Effective co-teaching requires a school-based commitment to team-building, strategic scheduling, co-planning, and sharing the analysis of student work and direct instruction. When implemented effectively, most students with disabilities should be successful in this model for the majority of their specialized instruction. For more information on co-teaching please refer to the co-teaching section on page 8 of this guide.

Pull-Out Services

Some students have levels of need that require specialized instruction outside of the general education setting but do not require a full-time outside of general education setting. These students have fewer than 20 hours of specialized instruction OGE on their IEP. Often, part-time specialized instruction OGE (also referred to as pull out services) is provided in a Learning Lab. Learning Labs are resource rooms that provide a small, structured setting for students. These classrooms implement evidence-based practices to address student IEP goals to bolster success in the general education setting. Students' IEPs determine the quantity, scope and nature of the instruction to be provided in this setting.

Full-Time Classrooms

DSI oversees programmatic implementation and quality in full-time specialized programs. These classrooms serve a very specific population of students who require high levels of support, in accordance with their IEPs, to access the curriculum. As such, DSI allocates and supports these classrooms with content-specific coaching and targeted academic interventions. When allocating these full-time classrooms across the district, DSI considers factors such as DCPS feeder patterns, proximity of the classroom to students' home addresses, and building space.

Students in specialized program classes each have IEPs with 20 or more hours of specialized instruction per week OGE. Students are placed into these classes after schools collaborate with the DSI Least Restrictive Environment (LRE) Unit in accordance with the More Restrictive Environment (MRE) Guidelines and determine together that a full-time program is the most appropriate setting for the student. Students are then assigned a specific site through the DSI location review process. When determining placements in full-time programs, DSI considers the school closest to the student's home address with an appropriate special education program that has available seats.

Seats in these full-time classrooms are allocated to students across the district if they are found eligible through the processes described above. In other words, schools may not unilaterally place a student into a specialized program classroom without first going through the LRE and location processes. Students with full-time IEPs that are newly admitted to DCPS may not be required to go through the LRE Review process.

Grading for Students with Disabilities

Grading practices for students with disabilities shall follow the policies, procedures, and guidance provided by the District of Columbia Municipal Regulations Title 5 Chapter 22.

Grading for Elementary Students

As outlined in DCMR §2200.6, for elementary (PK – 5th grade) students, marks (grades) of 1 through 4 shall be assigned by the teacher to indicate the student’s degree of achievement of the standards in each content area.

For additional information, see DCMR §2200.6.

Grading for Secondary Students

Secondary students receiving specialized instruction through an IEP will:

- Have a course of study designed to meet their specific needs,
- Have an actual schedule with grades in ASPEN,
- Have access to instructional modifications and assessment accommodations in both the general education classroom and self-contained classrooms, as specified in the IEP, to allow them to make academic progress in all settings, and
- Receive a report card with grades from “A” through “F” outlining progress on scheduled courses.

For additional information, see DCMR §2200.5.

Student on Diploma Pathway

As outlined in DCMR §2200.7, for secondary (6th – 12th grade) students working toward a high school diploma, marks (grades) of A through F shall be assigned by the teacher to indicate the student’s degree of achievement of the content standards in each course.

For additional information, see DCMR §2200.7.

Students on Certificate Pathway

Students receiving a Certificate of IEP Completion must receive the same marks/grades—on an “A” through “F” scale—on their report cards and transcripts as their non-disabled peers who are completing a Standard High School Diploma. Students receiving a Certificate of IEP Completion will be graded on the courses outlined in the IEP Certificate Pathway document.

For additional information, see DCMR §2201.3.

Least Restrictive Environment Review Process

Contact: lre.review@dc.gov

Program Lead: Tiffany Galloway, Director, Special Education Inclusion Team

IDEA mandates that students with disabilities be educated with their nondisabled peers to the maximum extent appropriate; therefore, DCPS completes a Least Restrictive Environment (LRE) Review when a school is considering a more restrictive environment for a student. This includes when an IEP team is considering a more restrictive placement in the student's current school (i.e. movement from an inclusion setting to a full-time setting). DCPS considers students with 20 or more hours of specialized instruction outside of general education on their IEP eligible for a full-time program. Note: Students do not go through the LRE Review process prior to being placed by Early Stages.

The LRE Review ensures compliance with IDEA 2004 requirements that students are educated in the general education setting to the maximum extent possible and that all supports have been attempted before enacting a change in placement. The LRE Review is conducted by a member of OTL's Division of Specialized Instruction with extensive knowledge of IDEA practices, policies, and special education programs in local schools. Prior to submitting a request for LRE Review, schools should develop and implement interventions to provide opportunities for the student to remain in his or her current level of services. An IEP team should follow the LRE Review process before developing an IEP that would require a change in placement (CIP). While an LRE Review and CIP process is under way, the school must continue to provide appropriate services.

The process for considering placement in a more restrictive environment, including placement in a full-time program (20 + hours of specialized instruction outside of general education) consists of the following steps:

Step 1 — Document Interventions: The school develops, implements, and documents interventions (FBA/BIPs for students with behavioral concerns) prior to an LRE Review request.

Step 2 — Referral: The school local education agency (LEA) representative sends an e-mail to lre.review@dc.gov with the name of the student being referred. A return e-mail will direct the LEA rep to a referral form, which must be completed before the referral is officially accepted.

Step 3 — Case Assignment: The case is assigned to the reviewer from DSI within two school days.

Step 4 — Case Review: The reviewer conducts observations and staff interviews within 15 days of the referral.

Step 5 — Recommendation: Upon review of the records, observations, and staff interviews, a report is uploaded into SEDS and submitted to the school within 30 days of the referral.

*If the IEP team determines **no CIP** is required:*

Step 6A — No CIP: The IEP team reviews the recommendation and determines that no CIP is required.

Step 7A — Support Plan: The reviewer from DSI develops a support strategy with the school-based team.

Step 8A — Follow-Up: The reviewer from DSI conducts a follow-up to ensure that the support plan is in place and to determine next steps 60 days from the referral.

*If the IEP team determines **a CIP** is warranted:*

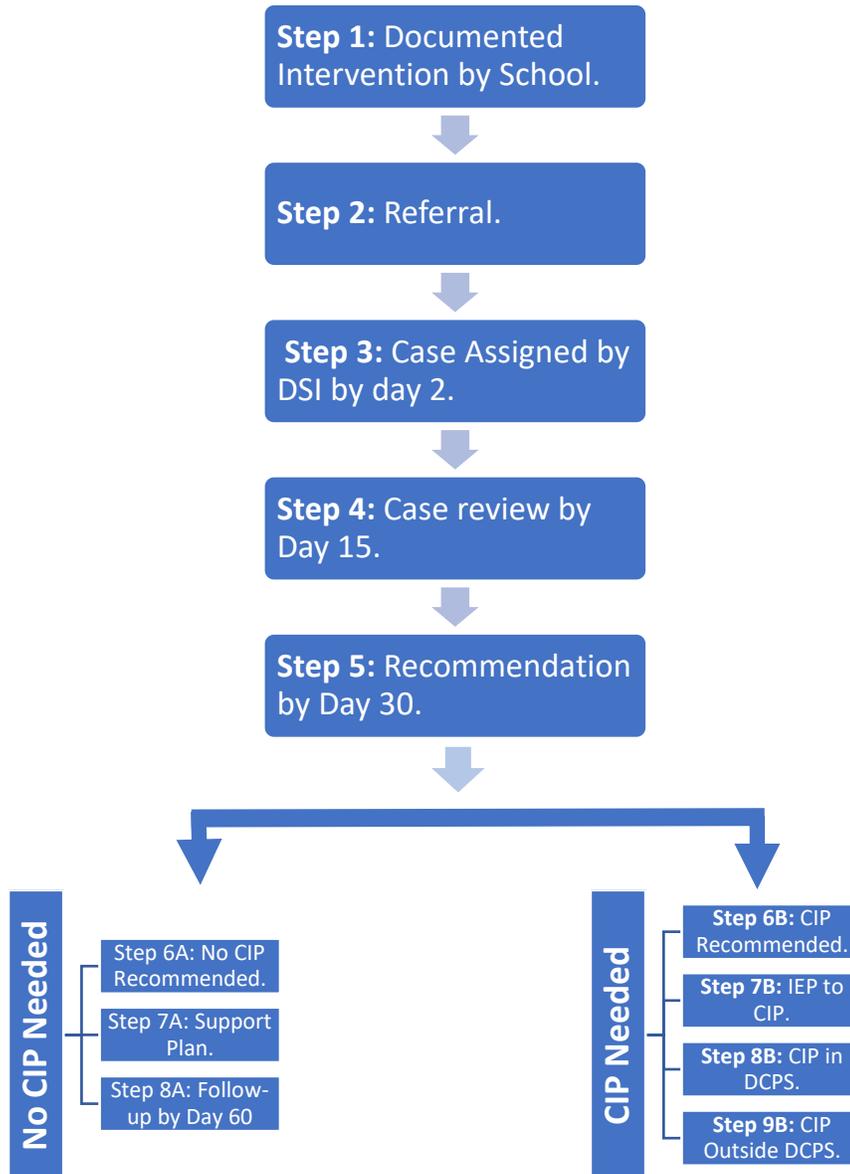
Step 6B — CIP Recommended: The IEP team reviews the recommendation and determines that a CIP is required.

Step 7B — IEP Developed: The school develops an IEP draft, and an IEP team placement meeting is scheduled and held. An appropriate IEP is developed and provided to DSI for review of location of service options.

Step 8B — CIP in DCPS: The reviewer presents the IEP for location review to determine the appropriate location of services for students within DCPS. The student is placed in a more restrictive environment (MRE) in the LEA.

Step 9B — CIP Outside DCPS: If DCPS seeks a location of service outside DCPS, the reviewer from DSI will submit the request to the Office of the State Superintendent of Education (OSSE).

LRE Review Process



Assistive Technology (AT)

Students Served: DCPS students with disabilities who have assistive technology prescribed in their IEP

Grades: PK3-12

Program Contact: dcps.assistivetech@dc.gov

The following headings provide a brief overview of the assistive technology process. Please see the Assistive Technology Guidebook and the Assistive Technology Canvas page for the complete policy, examples, and supplemental resources.

Assistive Technology (AT) is an umbrella term that includes devices, products, software, and other systems of support that increases, maintains, or improves the functional capabilities of individuals with disabilities. AT is used in schools to increase access to the learning curriculum or environment. AT in educational settings includes low to high tech supports that increase student access to the curriculum and learning environment. AT does not replace the curriculum or instruction provided by the school, but increases the students access to these school-based supports.

The Assistive Technology Process

The DCPS AT process is a collaborative process between the AT Department and IEP team. The goal of the process is to identify the necessary supports to increase the student's access to the curriculum or educational environment. The AT process includes IEP team implementation of appropriate modifications and accommodations in the classroom to support student needs, AT consideration, collaboration with the AT team, and appropriate update to the IEP. In addition, the AT team also provides formal AT assessments, implementation and training support, device troubleshooting, and procures AT as necessary.

District-Wide Assistive Technology Supports

IEP teams should ensure that students are receiving the necessary classroom accommodations and district-available AT required for students to access the curriculum and make progress on IEP goals. These supports may include AT, such as text to speech and dictation, which is available district-wide. Teams should collect data to determine the effectiveness of general technologies, modifications, and accommodations to determine if additional support is needed in an area of need. Collaboration with the AT team is not required to implement these district-wide supports.

AT Consideration

In addition to the implementation of appropriate supports in the educational environment, IEP teams must consider if the student requires AT to receive a free and appropriate education during the initial and each subsequent IEP meeting. During the IEP meeting, teams should engage in a thoughtful discussion to determine if the student is functioning independently within the educational environment, if current supports, such as technology available district wide, meets the student's needs, or if the student may benefit from additional supports through assistive technology. The team should answer the following questions:

- Is the student unable to access the learning environment due to deficits and delays in communication, learning, or physical access?

- Has the student made limited progress on IEP goals?
- Is the student unable to access the curriculum with the current classroom or school-based supports, educational technology, and accommodations and modifications listed in the IEP?

Based on this discussion, IEP teams must document their consideration of AT in the Special Consideration section of the IEP. If the team determines that the student may benefit from AT, the documentation must include the team's decision, rationale, previous supports and area of need. During consideration, identification of specific AT is not required, but rather, teams identify the general area of need that requires additional support. If the team determines that the student does not require AT to access the educational environment, teams should indicate that the student is functioning independently and does not require AT.

Collaborating with the AT Team

After considering AT in the IEP, the team may consult with the AT Team to receive additional support as needed. This level of support can include an AT screening, review of IEP team AT decisions, or a long-term device trial. Although school-based teams can make AT decisions without the support of the AT team, it is recommended that teams collaborate with the AT team prior to the addition of dedicated AT supports in the IEP to ensure that the IEP team implements the most effective tool for the student.

To collaborate with the AT Team, the LEA Representative submits a request for "Review of AT Consideration & Consultation" in the AT Quickbase Portal by completing the following steps:

1. Log-in to the AT Portal in QB.
2. Create a 'New AT Consideration Request'.
3. Fill out all necessary fields with information pertaining to the student's current functioning and identified needs.

The AT team will generate a written report that includes recommended strategies, assistive technologies and supports, either as classroom modifications or district wide supports, or AT that is supplementary to the curriculum. This written report is uploaded to SEDS. Teams should review these recommendations, agree on the specific supports, and modify the IEP as needed.

AT Assessments:

Since AT decisions can be made through the documented consideration in the IEP and subsequent consultation with the AT team, IEP teams should only request AT assessments when a parent requests an expert opinion on AT outside of the annual IEP meeting or when team members are unsure if the student would benefit from AT. The AT Assessment is a collaborative process through which the IEP and AT Team identifies technologies that may improve a student's performance, access, participation, and independence. This process is designed to match students with appropriate AT, as well as implement and measure the most effective solutions for academic success.

As with other DCPS assessments, the Analyze Existing Data section must be completed and reflect that the team needs additional data to meet the student's diverse needs. To request a formal assessment, the IEP team must obtain parental consent and order the assessment within 24-hours of the consent date in the student data system.

The AT team has 45-days from the consent date to complete the formal assessments. The AT team will complete a written assessment report, upload in SEDS and review with the IEP team members.

Documenting AT in the IEP

After documenting the AT consideration in the IEP, team members should make data informed decisions when determining the specific assistive technologies that supports the student's access to the curriculum or educational environment. This data can include data collected through device trials, AT screenings, or AT assessments. Teams should agree upon the AT required for the student to access the curriculum. This AT may be provided by implementing supports that are available district wide, or through the provision of assistive technologies that are not widely available and are supplementary to the curriculum.

To document classroom based or district wide assistive technologies, teams should list these supports in the special considerations and classroom and testing accommodations of the IEP. Teams should also include these features in specific IEP goals.

However, if teams determine the students require assistive technologies that are not widely available within the district, this AT should be documented under the Services and Supplemental Aids section of the IEP. To add AT as a Supplementary Aid, this AT is added in SEDS under *IEP Process -> Services & Supplemental Aids -> Supplemental Aids - Assistive Technology*. The team should choose from the following categories: *AT for Communication, AT for Access, and/or AT for Mobility*.

When documenting AT in the IEP, it is important to reference the type of AT by goal or function but not list items specifically. Brand names and sizes should not be written into the IEP, items should be listed generically by function.

Equipment Procurement

Based on the AT consultation and/or assessment and the information in the AT supplemental aids section of the IEP, the AT Team procures equipment. Certain items are available based on present inventory levels for immediate pick-up or delivery while specialty items require procurement within a reasonable timeframe. This timeframe varies per DSI budget and procurement process.

AT devices requiring specific measurements, sizing, or other student specific modifications, alterations, or customizations require the assistance of the student's Related Service provider to gather correct measurements, sizing information, etc. before the device will be ordered.

The DCPS AT Team reserves the right to reject requests resulting from an IEP Team decision without a recent AT collaboration or comprehensive AT Assessment and appropriate documentation in the IEP (within 3 years).

Students may use assistive technology that is a supplementary aid at home if the IEP determines the student requires this level of support to receive a free and appropriate education. *Home Use Forms* are found in the *Assistive Technology Guidebook and CANVAS* or may be requested from the AT department. Parents are required to sign and return the form prior to device use at home. Teams must upload the signed *Home Use Form* in SEDS.

AT Training and Implementation

Once the AT equipment or supports are procured and available for delivery, the AT team will provide available options for device use and strategy training session. The AT team encourages all IEP team members to attend these training sessions, including general and special education teachers, related service providers, and parents or guardians. If IEP team members are unable to attend one of the scheduled trainings, the team may request a specific training with a 30-day notice.

In addition, to ensure the AT equipment and supports are utilized in the curriculum and instruction for the student, the AT team will collaborate with IEP team members to develop an implementation plan. Once completed, the LEA Representative should upload the plan into SEDS using a re-labeled miscellaneous cover sheet. Refer to the AT Guidebook or CANVAS for a sample AT Implementation Plan.

Trial Equipment:

After IEP team consideration, the team may request a long-term device trial from the AT team. The AT department will collaboratively develop a trial plan with the school-based team, provide data collection forms, and specify a return date. Equipment Trial periods are temporary; typically, 30-60 days and therefore are not added to the IEP.

Equipment Pickup/ Delivery/Transfer – move to after equipment procurement

AT devices are provided to school-based teams after appropriate update to the IEP in the Services and Supplementary Aid section. The AT team will collaborate with the IEP team to coordinate device drop off or pick up. Device pick up occurs at the AT Office at the River Terrace Education Campus and must be scheduled in advance.

Technical Support and Troubleshooting

AT requiring technical support or troubleshooting due to malfunction, routine item wear and tear, or breakage is the initial responsibility of the location to which the item is assigned. Guidebook and manuals for devices are available on the AT Canvas page and a web search. Laptops and software related issues should be ticketed through OCTO. Once these means have been exhausted, a Repair/Replacement Device ticket can be entered on the AT Portal in QB.

Damaged/ Lost/ Stolen Assistive Technology

Schools experiencing difficulties with lost or stolen goods, or items noted as having excess or egregious physical damage will refer to the *Assistive Technology Acceptable Use Policy* contained within the *Assistive Technology Guidebook* for additional instruction. Questions can be directed to dcps.assistivetech@dc.gov or by calling the Assistive Technology Office (202) 442-7111.

Related Services

Occupational Therapy and Physical Therapy

Students Served: Students that meet criteria for services

Grades: PK3-12

Contact: DCPS.OTPTtherapyprogram@dc.gov

Occupational therapists work with students and teachers to improve a student’s ability to attend to and effectively carry out everyday tasks (such as reaching and grasping) so they can better access the school environment. Occupational therapy (OT) services help address the needs of children relative to self-help skills, adaptive behavior and play, sensory and motor skills, and more. After identifying areas presenting challenges, occupational therapists may provide support including consultation, direct service and identification of special equipment to help students.

Physical therapists work with students and teachers to help students with challenges related to movement, such as climbing stairs or transitioning from class to class. After identifying these challenges, physical therapists may provide support including consultation, direct service and identification of special equipment to help students travel around the school.

Occupational and physical therapists assess students based on an area of concern. Using a variety of methods, they determine levels of skill and potential areas of deficiency that impact children educationally. These professionals target services to improve adaptability in the school setting.

| Point of Contact | E-Mail |
|---|--------------------------------|
| Occupational Therapy & Physical Therapy Program | DCPS.OTPTtherapyprogram@dc.gov |

Speech-Language Pathology & Audiology

Students Served: Students diagnosed with a speech and/or language disorder, 504 Plan, PRO, HHIP or receiving Tier II Intervention

Grades: PK3 -12

Contact: speech.audiology@dc.gov

Program Lead: Tiffany White, GaBriana Dennis, & Darla Kimbrough, Managers, Speech-Language Pathology

Speech-Language Pathology Program

The mission for DCPS speech-language pathologists is to identify and provide therapeutic interventions for students with communication disorders so that they can participate fully in the academic setting. The Speech-Language Pathology unit serves children with specific disorders and delays related to language and communication. Direct and indirect interventions are provided to decrease the potential educational impact related to a speech and language deficit and to improve academic achievement. Support may include the implementation of evidence-based interventions and strategies and the use of technology (such as devices that assist nonverbal students with communication) to help students become more independent. Speech-language pathologists also work closely with teachers and parents to build speech-language skills and help students apply those skills to all learning opportunities.

Speech-language pathologists assess and provide services to students who demonstrate communication deficits/impairments within the following five domains in order to increase attention, comprehension and retention of orally presented information, and express their wants and needs to access the general curriculum: speech production (i.e., articulation, apraxia, dysarthria), receptive language (comprehension), expressive language (use of vocabulary, ability to request/reject/comment), pragmatic language (social use of language), fluency and voice.

The purpose of speech-language therapy is to remediate an identify communication disorders that may have an adverse impact on the student's access to academic, social-emotional and vocational curriculum. We strive to provide the following services:

- Identification of children with speech or language impairments
- Diagnosis and appraisal of specific speech or language impairments
- Referral for medical or other professional attention necessary for the habilitation of speech or language impairments
- Provision of speech and language services for the habilitation or prevention of communicative impairments
- Counseling and guidance of parents, children, and teachers regarding speech and language impairments

Prevention of communication disorders is one activity listed in the definition of speech-language pathology services in the Individuals with Disabilities Education Act. Speech-language pathologists offer expertise in the language base of literacy and learning. They have experience with collaborative approaches to instruction/intervention and an understanding of the use of student outcomes data when making instructional decisions.

Below are the steps provided by speech language pathologists to support student progress.



Audiology Program

The Audiology program consists of audiologists who assess and provide interventions for children with hearing impairments and auditory processing disorders, which may impact their ability to access curricular information and to engage in social interactions with peers. These interventions may include the use of hearing aids, cochlear implants, and FM systems, which are individualized to meet their needs. Audiologists work closely with parents and teachers to ensure that students have appropriate accommodations and modifications to support the students within their learning environments.

Audiologists provide diagnostic services to evaluate hearing and auditory processing and selection and fitting of amplification and hearing assistance technology. Educational audiologists may also provide direct intervention services. Their expertise in audiologic rehabilitation (AR), for example, makes them effective providers of AR services especially when paired with speech-language pathologists and classroom teachers. Other direct services may include in-service training for students, their parents, and school personnel on a variety of subjects, including care and use of amplification devices, strategies to improve communication, explanation of hearing loss, and hearing loss prevention.

Other services include calibration and maintenance of audiologic equipment, counseling students and parents about hearing loss and its psycho-social effects, overseeing or contributing to an early hearing detection and intervention program, and serving as a resource on educational laws that affect students with hearing needs.

| Program Managers | E-Mail |
|------------------|--|
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| GaBriana Dennis | Gabriana.Dennis@dc.gov |
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Continuum of Special Education Services

Inclusion Models

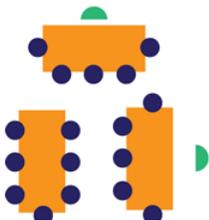
Co-Teaching

Program Lead: Tiffany Galloway, Director, Special Education Inclusion Team

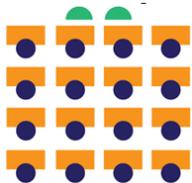
Co-teaching is a service delivery option that exists to provide specialized instruction to students with disabilities within the general education setting. Co-teaching occurs when two or more professionals with equivalent licensure and employment status share the responsibility for teaching some or all students in a classroom. This practice provides all students with an opportunity to learn from two educators in an integrated approach to the content. For students with IEPs, co-teaching may provide the least restrictive environment to receive specialized instruction.

Instructional Model

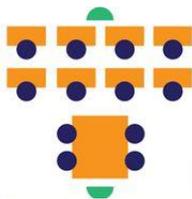
There are many different models of co-teaching. Some models that DCPS supports include but are not limited to:



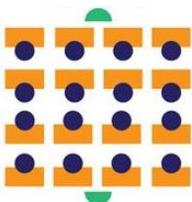
Station Teaching: In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently



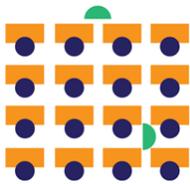
Parallel Teaching: In parallel teaching, both teachers teach the same information, divide the class group, and teach simultaneously. The distinction between this approach and station teaching is that in parallel teaching, the teachers work only with part of the students; they do not interact with all the students as is the case with station teaching.



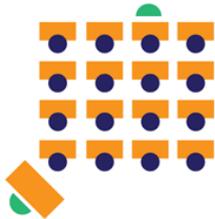
Alternative Teaching: In alternative teaching, one teacher works with a larger group while the other works with a smaller group. The purpose for grouping students may vary, as well as the educators assigned to either group.



Team Teaching: In team teaching, both teachers deliver the same instruction at the same time.



One teach, one assist: In this model, one person keeps primary responsibility for teaching while the other professional circulates through the room providing unobtrusive assistance to students as needed.



One Teach, One Observe: This co-teaching approach entails one teacher leading instruction while the other teacher gathers data regarding students' academic progress, behavior or social skills, or responsiveness to teacher directions. Data thus gathered should form the basis for instructional decision-making.

The curriculum is aligned to the Common Core State Standards as well as the DCPS Scope and Sequence. Instruction is also aligned to IEP goals and scaffolded to the appropriate level.

Part-time Outside of General Education in a Learning Lab

Students Served: Students with fewer than 20 hours of specialized instruction on their IEP designated as "Outside General Education"

Program Lead: Tiffany Galloway, Director, Special Education Inclusion Team

A Learning Lab is a classroom separate from the general education classroom where students with disabilities are given direct, specialized instruction and academic assistance. Sometimes this form of support is also referred to as "resource room" or "pull-out services." Students in this setting spend part of their time in the Learning Lab and part of their time in general education classroom with modifications and/or accommodations.

Eligibility

DCPS students who have been found eligible for special education and who require specialized instruction outside of general education are eligible for Learning Labs. A student with less than 20 hours per week of specialized instruction outside general education will typically receive some instruction in a Learning Lab. IEP teams decide whether the student requires instruction in a Learning Lab.

Instructional Model and Curriculum

Learning Lab teachers provide whole-group, small-group, and individual instruction and serve the accommodations and modifications included in students' IEPs. All instruction is aligned to DCPS Common Core State Standards and scaffolded to students' IEP goals. Targeted math and literacy interventions that are implemented in Learning Labs are Lexia, SpellRead, Do the Math, Do the Math Now, Fountas and Pinnell Leveled Literacy Intervention.

Classroom Staff Responsibilities

Teachers in Learning Labs design all instruction to meet the specific needs of their students. Special education teachers or general education teachers in consultation with a special education teacher or with specific training that would advance students' progress towards their IEP goals can teach in a Learning Lab.

Related Services

Related services may be provided in this setting when the service provider and teacher collaborate to implement instruction that meets academic as well as related service IEP goals.

10:6 Early Childhood Inclusion Classrooms

Students Served: Students with disabilities served in the general education setting

Grades: PK3-PK4

Contact: Tiffany Galloway, Director, Special Education Inclusion

The 10:6 Early Childhood Education Classroom represents a type of inclusion model used to students with disabilities in DCPS. Unlike DCPS academic programs like Early Learning Supports (ELS), Communication Education Supports (CES), and Medical Education Supports (MES), the 10:6 Early Childhood Education Classroom is a general education classroom and does not constitute a more restrictive environment. The classrooms are staffed with a general education teacher, a special education teacher, and a paraprofessional and maintain a student ratio of ten general education students and six students with special needs. Typically, these students have a Developmental Delay (DD), Other Health Impairment (OHI), demonstrate delays in cognition, communication, social/emotional, motor and adaptive skills.

Curriculum and Instruction

The Tools of the Mind curriculum allows teachers to work at each student’s individual developmental level and help the student reach his or her academic goals to ensure that the student is prepared for kindergarten. Children in the inclusive classroom also have the advantage of increased opportunities to develop their social-emotional skills such as empathy, tolerance, and understanding of differences as they interact and learn with children who have different abilities. At the PK3/PK4 level, children with special needs benefit greatly from peer modeling. The typically developing peers also benefit as they provide support and coaching to their classmates. Children in this setting are likely to be better problem solvers and more accepting of differences.

Instructors and Staff

Students receive the service hours designated on their IEPs while in a classroom with their peers. Related service providers support students within the classroom, as outlined on their IEPs. The inclusion classroom is staffed with either one teacher who is certified in both early childhood education and special education and two trained classroom instructional paraprofessionals, or one general education teacher and one special education teacher and two trained classroom instructional paraprofessionals.

Early Childhood Tools of the Mind Classrooms and Ratios

Students (general education/special education): Teachers: Classroom instructional paraprofessionals

| Grades: PK3/PK4 (Mixed Age) 16 (10/6):2:1 | |
|--|--|
| • Amidon-Bowen | • Cleveland |
| • Garrison | • J.O. Wilson |
| • LaSalle-Backus | • School Without Walls @ Francis-Stevens |
| | • Burroughs |

Related Services

Related services are available as identified and outlined in students’ IEPs.

Inclusive Scheduling

Creating an inclusive master-schedule is critical to the success of an instructional program that provides access to all students in the most appropriate setting. It is imperative to plan for students with specialized Instruction hours *before* creating a master schedule to ensure that all students' needs are met.

Scheduling Tips

1. Use the [SPED Service Provision Review template](#) to create a matrix that maps out service hours and settings described in all students' IEPs.
 - Determine the number of students with IEPs per grade level in your school
 - Determine the service hours and needs of those students
 - i. Note setting (inside vs. outside general education setting), specific content area foci, and students' hours and setting for related services.
 - Group or cluster students into classrooms
 - i. Avoid tracking (i.e. creating homogenous classrooms based off low academic proficiency and/or at-risk behavioral data.)
2. Compile the documents needed to review the master schedule and special education staffing plan
 - The draft master schedule
 - The completed SPED Service Provision Review template
 - Draft caseloads and service provision schedules for each special education teacher
 - Rosters for general education classes in which students will receive specialized instruction
3. Review and adjust the master schedule and class rosters as needed to ensure all student hours can be met in the appropriate setting.
4. Create a staffing plan, including individual special education teacher schedules, ensuring all students receive their services as described in their IEPs. Assign co-teaching pairs to those classes that require two teachers to meet the support of students with disabilities in those classes.
 - Consider staggering similar content blocks so that they are not occurring concurrently to allow for teachers to support the same content block across different classrooms and/or grades (i.e. if grades 3-5 all have math at the same time, a special education teacher will be unable to support all 3 math blocks because they are running concurrently).
5. Case managers will use the [Student Service Tracker](#) to document provision of special education services in accordance with their IEPs.
6. Share these schedules with related service providers that have RSPs schedule their services into the students' schedules.
7. Review students' individual schedules to ensure that students are still receiving all core components of the lessons and all services.
 - Students should not be consistently getting pulled out for services during key components of the day without proper planning.

As new students arrive and IEPs are reviewed and updated, the school special education leader will update the SPED Service Provision Review document to ensure continued compliance with IDEA.

Full-Time Special Education Programs

Full-Time Special Education Overview

Students Served: Students with more than 20 hours of specialized instruction on their IEP designated as “Outside General Education”

DSI oversees programmatic implementation and quality in full-time specialized programs. These classrooms serve a very specific population of students who require high levels of support, in accordance with their IEPs, to access the curriculum. As such, DSI allocates and supports these classrooms with content-specific coaching and targeted academic interventions. When allocating these full-time classrooms across the district, DSI considers factors such as DCPS feeder patterns, proximity of the classroom to students’ home addresses, and building space. The following are the district-level supports for all full-time special education program classrooms (any exceptions are noted):

Human Capital Support

First and foremost, please work with the Office of Talent and Culture (OTC) to identify candidates for your special education vacancies. Upon request, the DSI team members can provide support to administrators in the hiring process of a full-time program teacher vacancy. The DSI team can screen applicants and identify recommended candidates for in-person interviews. Support for in-person interviews is also available, though school administrators make the final decision on hiring. Please reach out to the DSI program lead noted in the program descriptions. Once individuals are on board, the DSI specialists may provide orientation to program expectations, as well as prioritized professional development and training.

Procurement Support

As full-time program classrooms do not require special furniture, school leaders should plan to outfit their full-time program classrooms like any general education classroom.

| Items | Party Responsible |
|--|-------------------|
| DSI identified curriculum resources and/or technology as appropriate | DSI |
| DSI identified reading intervention materials and training | DSI |
| Computers and printers (teacher use) | School |
| Classroom Furniture and consumables (teacher desks, student tables/desks, whiteboards, paper etc.) | School |

Professional Development

The Office of Instructional Practice (OIP) and the Office of Teaching and Learning (OTL) provide several professional development opportunities to full-time program teachers and staff. Additionally, itinerant DSI Specialists offer job-embedded learning throughout the year and professional development on district-wide professional development days to full-time program teachers and paraprofessionals.

| Program Type | Content Specific ELA or Math LEAP Groups | Specialized LEAP Groups |
|--------------|--|-------------------------|
| BES | X | |
| CES | | X |
| ELS | X | |
| ILS | | X |
| SLS | X | |

Progress Monitoring

Please note that students in full-time program classes should participate in all school-wide assessments with appropriate accommodations as indicated on their IEP. The only students that are exempt from progress monitoring are those that are NCSC eligible.

- ELA assessments include DIBELS, TRC, SRI
- Math assessments include iReady and SAGE

DCPS Policies & Procedures Related to Full-Time Program Classrooms

Least Restrictive Environment (LRE)

All full-time program classrooms (with the exception of the Sensory program) are considered a more restrictive placement. IEP teams considering a move to a more restrictive placement must follow the Least Restrictive Environment (LRE) review process outlined in the More Restrictive Environment (MRE) Guidelines, even if a full-time program classroom is located at the student's current school. (Please see LRE Review process on page 45 of this document or refer to the MRE Guidelines).

Location of Service (LOS)

IDEA mandates that students with disabilities be educated with their nondisabled peers to the maximum extent appropriate; therefore, DCPS completes a Least Restrictive Environment (LRE) Review when a school is considering a more restrictive environment for a student. This includes when an IEP team is considering a more restrictive placement in the student's current school (i.e. movement from an inclusion setting to a self-contained setting). DCPS considers students with 20 or more hours of specialized instruction outside of general education on their IEP eligible for a self-contained program.

Location of Services (LOS) refers to the specific self-contained, specialized instruction classroom in which a student receives his/her specialized instruction hours. Where placement is determined by a student's individualized education program (IEP) and refers to the level of services received (e.g. part-time or full-time hours of specialized instruction received outside of general education), location of services refers to the classroom and school where services will be provided.

A student's LOS may change based on several different circumstances. First, the IEP team may determine a more restrictive setting is required (i.e. typical LOS move). Second, a student may enroll at a school that does not have the type of programming a student requires, or space in the available program (i.e. expedited LOS move). Finally, changes in a student's LOS may happen as the result of a Hearing Officer's Determination or Settlement Agreement, or as the result of an involuntary or safety transfer.

Typical LOS Process

Most changes to an LOS occur following the standard process outlined below. This process primarily applies to students who have gone through the LRE process and possess an IEP that indicates a need for a self-contained program (i.e. an IEP that reflects 20 hours or more of specialized instruction outside of general education). Please note that all assessments/evaluations (including FBA II and BIP II for students being referred for a BES classroom) must be completed and IEP must be finalized before the referral can be made.

Step 1: Referral: Case is referred to Location Specialist by members of the LRE Team, Non-Public Unit, Resolution Team, Youth Engagement Division, or Central Office IEP Team.

Step 2: Review: LRE Team Member presents the case at the next Location Review Meeting.

Step 3: Determination: A location determination is made during an LOS meeting. Location determinations are based on the closest school to home, which houses the appropriate program, and has space available in the program.

Step 4: Outreach: The Location Specialist will email the receiving school the documents for the student, include the start date, and LOS letter within 5 school days of the Location Review Meeting. The LOS letter will be uploaded to SEDS within 2 days of this outreach.

Step 5: Transition and Enrollment: Receiving school sets up a transition meeting for the student and their family. The student will then enroll and start on the anticipated start date. Please see the table below for the planned start dates.

Students requiring a new location of service during the school year will move at one of the five transition points listed below according to when the LRE referral has been made and when the student is presented at the LOS meeting. If an LRE referral is made after the date listed for Transition 1, then the process will start to have a location of service in place for the student by Transition 2. This timeline was created to allow appropriate time for schools to gather student data, make a referral to the LRE team, and hold an IEP meeting with the family based on data. If you believe that you have a student that presents a significant safety concern, then please work with the Youth Engagement Division and your instructional superintendent to discuss a safety transfer.

Please note that student movement will slow down during PARCC testing to minimize disruption. The majority of referrals made to the LOS team after April 8 will receive a location of service for the SY19-20 school year.

Student Transition Timeline for Typical MRE Moves, SY18-19

| | Last LOS meeting date prior to next transition | Student start date at new location |
|---------------------|---|--|
| Transition 1 | October 11 | October 29 (Quarter 2 start) |
| Transition 2 | November 8 | November 26 (1 st day after Thanksgiving break) |
| Transition 3 | January 3 | January 24 (Quarter 3 start) |
| Transition 4 | January 31 | February 25 (1 st day after winter break) |
| Transition 5 | April 8 | April 8 (Quarter 4 start) |
| Transition 6 | (Any date after April 8) | First day of school SY19-20 |

Expedited LOS Process

There may be circumstances under which an expedited change in LOS is required. A student may enroll from outside DCPS with an IEP that indicates a need for a program the current school does not have or in which it does not have an available seat. In these cases, please follow the expedited protocol outlined below.

Step 1: Enroll Student: The student will enroll at the neighborhood school.

Step 2: Referral: Once the student has enrolled and populates in SEDS, the LEA Rep emails DCPS.Location@dc.gov and copies his/her School Support Liaison (SSL). Include the IEP and any other documentation you received.

Step 3: Review: The Location Specialist presents the case at the next Location Review Meeting.

Step 4: Determination: The program manager of the appropriate program type will determine the new location of services. Location determinations are based on the closest school to home, which houses the appropriate program, and has space available in the program.

Step 5: Outreach: The Location Specialist will email the receiving school the documents for the student, include the LOS letter within 2 school days. The LOS letter will be uploaded into SEDS within 2 days of this outreach.

Step 6: Transition and Enrollment: Receiving school sets up a transition meeting for the student and their family. The student will then enroll within 10 school days.

Behavior & Education Support (BES) Program

Students Served: Students with disabilities with significant behavioral presentation

Grades: 1-12

Program Lead: Jillian Fray-Evans, Manager, Behavior & Educational Support

The Behavior & Education Support program is designed to meet the individual needs of students with emotional/behavioral disabilities or who exhibit behaviors that significantly interfere with learning despite multiple interventions. Students in the BES program who have full-time IEPs (20+ hours of specialized instruction outside of general education) and current Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).

Academic Programming

BES classroom instruction is aligned to the Common Core State Standards with individual accommodations and modifications. The BES program integrates Scholastic research-based reading interventions Read 180 and System 44. Reading Wonders may be used on a case by case basis.

There are multiple modes of scheduling, DSI provides academic scheduling support upon request. Many secondary schools departmentalize teachers to reduce the burden of planning, accommodating and modifying multiple core content areas. However, BES students should be scheduled together and separate from other students and programs. Schools with one BES program should follow one grade in the grade band. In SY18-19 teachers should follow the middle grade in the band.

| Academic Component | DSI Program Elements and Guidance |
|-------------------------------|--|
| Student to Staff Ratio | <ul style="list-style-type: none"> ▪ Grades 1-8: 10 students: 1 special education teacher, 2 paraprofessionals (1 instructional, 1 behavioral technician) ▪ Grades 9-12: 12 students: 1 special education teacher: 2 paraprofessionals (1 instructional, 1 behavioral technician) |
| Core Content | <ul style="list-style-type: none"> ▪ Students are scheduled in ELA, mathematics, science and social studies. Reading intervention is a separate instructional block. ▪ BES follows the DCPS Scope and Sequence and unit plans for content. ▪ Modified literacy and numeracy block to accommodate appropriate pacing (elementary grades). ▪ Blended instruction utilizing the DCPS on-line platform (secondary grades). |
| Interventions | <ul style="list-style-type: none"> ▪ Reading Wonders (Grade 1-2) ▪ Scholastic Reading Interventions: System 44 and Read 180 (Grade 3-12) |
| Transition | <ul style="list-style-type: none"> ▪ Grades PK3-5: Foundational Skills Course, Elementary Transition Activities (ETAs) ▪ Grades 6 – HS: Refer to DCPS Transition Pathways Document. |
| Behavior Framework | All BES Program classrooms utilize the C.H.A.M.P.S. classroom management framework from Safe and Civil Schools. This framework promotes positive behavior expectations, procedures and management. |
| Assessments | BES students participate in the PARCC assessment with individual accommodations (per IEP). |

Additional Programming

Partners

DCPS partners with the Rehabilitation Services Administration (RSA) to connect students with disabilities to employment opportunities. All students who are interested in working and have a documented disability can apply at their local school through their case manager. RSA will then meet with students to determine eligibility for services to support them in their pursuit of employment.

Facilities

DSI *strongly* recommends each school with a BES program classroom to have a dedicated de-escalation space to help increase student achievement and engagement, as well as staff efficacy and retention. De-escalation spaces should be used only in situations where a student is displaying physical behavior that presents imminent risk of injury to the student or others. De-escalation spaces are appropriate only as a last-resort after all other methods of de-escalation have been attempted without success and should be discontinued as soon as the student no longer poses a threat to self or others. Additionally, when appropriate and with the supervision of a trained adult, a student can self-identify and elect to use the de-escalation space.

A trained adult must be in the de-escalation space with the student at all times. All uses of the space must be logged in the student behavior tracker. For more information on the appropriate use of de-escalation spaces, please contact the BES Program Manager.

Student Profile

DCPS students in grades 1 through 12 with full-time IEPs (20+ hours of specialized instruction outside of general education), FBAs, and BIPs are eligible for the BES program. The goal of the BES program is to promote inclusion by transitioning students to the general education setting once they are determined ready by the IEP team.

| Student Profile | |
|---|---|
| Most common primary disability served | Emotional Disturbance, Multiple Disabilities or Other Health Impairment |
| Hours of specialized instruction outside general educations | 20+ (Related Service hours are not factored) |
| Related Services | Per IEP |
| Graduation | Students in BES program classrooms pursue high school diplomas |
| Other requirements | Current FBA and BIP |

Staff Profile

Teacher certification and experience

BES classrooms are staffed with certified special education teachers who are responsible for planning and leading instruction. This includes aligning lessons to individual IEP goals, Common Core State Standards, and DCPS Scope & Sequence where appropriate. Both classroom teachers and instructional paraprofessionals should be included in the planning and implementing of all lessons.

Paraprofessional certification and experience

Classroom instructional paraprofessionals are consistent, active members of the classroom team and can provide specialized instruction under the direction of the special education teacher. BES paraprofessionals are also responsible for data collection and small group or individual interventions. They co-plan with classroom

teachers and provide additional behavioral support to students. Professional development is offered by itinerant DSI specialists and also provided during professional development days.

A strong BES teacher or paraprofessional candidate has experience in the following areas:

- Scholastic reading interventions
- Specific therapeutic interventions/ de-escalation strategies
- Culturally responsive pedagogy
- Engagement with family and community members

Behavior Technicians

Behavior technicians provide specialized instruction under the direction of the special education teacher. Behavior technicians are also the first responders to BES program students in crisis, assisting students through verbal de-escalation, redirection and implementation of Behavior Intervention Plans. They manage the collection of student behavioral data which include daily point sheets, frequency data, and incident reports. They are trained in Safety-Care and the reading interventions that are utilized in BES program classrooms. Behavior technicians and other BES staff also provide support to students who are transitioning back to the general education setting.

BES Specialists

All BES classrooms receive regular support from itinerant DSI BES specialists. Behavior specialists have a range of expertise that includes instruction, classroom management, verbal de-escalation, mental health diagnoses, school administration and operations, and school culture. All specialists are trained in Scholastic Reading Interventions and monitor their implementation.

BES Program Classroom Locations SY18-19

| Grades 1-3 | Grades 3-5 | Middle School | High School |
|------------|----------------|----------------|----------------|
| Cleveland* | C.W. Harris | Kelly Miller | Anacostia |
| Langley | Hendley | McKinley | Ballou STAY |
| Marie Reed | Langley | Cardozo | Cardozo |
| Payne | LaSalle Backus | Eliot-Hine | Coolidge |
| | Marie Reed | Hart | Dunbar |
| | Malcolm X | Johnson | Eastern |
| | Payne | Kramer | Roosevelt |
| | | LaSalle Backus | Washington Met |
| | | | H.D. Woodson |

Communication & Education Support (CES) Program

Students Served: Students with Autism Spectrum and related disorders

Grades: PK3- 12

Program Lead: Meghan Gregory-Morley, Specialist, Communication and Education Supports

The Communication & Education Support (CES) program is designed to meet the individual needs of students with significant communication issues and significant behavior issues. Primarily, CES classrooms serve students who have Autism Spectrum Disorders. Students who have full-time IEPs (20+ hours of specialized instruction outside of general education) may also be served in CES classrooms.

Academic Programming

The CES program integrates an Applied Behavior Analysis (ABA) instructional framework that includes discrete trial instruction, natural environment training, prompting and fading, and reinforcement.

| Academic Component | DSI Program Elements and Guidance |
|-------------------------------|--|
| Student to Staff Ratio | <ul style="list-style-type: none"> PK3–PK4: 6 students: 1 special education teacher: 2 instructional paraprofessionals K-12: 8 students: 1 special education teacher: 2 instructional paraprofessionals |
| Core Content | <ul style="list-style-type: none"> Students take ELA, mathematics, science and social studies utilizing the modified DCPS Scope & Sequence <ul style="list-style-type: none"> CES classroom instruction is aligned to the Common Core State Standards and scaffolded to meet the needs of individual students. Attainment Core Curriculum Solutions supplements the curriculum |
| Interventions | <ul style="list-style-type: none"> Edmark Reading Intervention (Grades 3-12) Failure-free Reading Intervention (Grades 3-12) Eureka Math |
| Transition | <ul style="list-style-type: none"> Grades PK3-5: Foundational Skills Course, Elementary Transition Activities (ETAs) Grades 6 – HS: Refer to DCPS Transition Pathways Document |
| Assessments | <ul style="list-style-type: none"> Students performing below five-year-old developmental level are assessed using Verbal Behavior Milestone Assessment and Placement Program (VB-MAPP) Students in DSI-selected PK3/PK4 classrooms are assessed using Strategies for Teaching Based on Autism Research (STAR) Students take the PARCC or NCSC assessment with individual accommodations as indicated on the IEP. |

Additional Programming

The CES program strongly recommends the following features to help increase student achievement and engagement, as well as staff efficacy and retention.

Partners

- Special Olympics: This non-profit organization provides year-round training in a variety of sports for DCPS students with intellectual disabilities.
- RSA: The Rehabilitation Services Administration (RSA) connects students with disabilities to employment opportunities. All students who are interested in working and have a documented disability can apply at

their local school through their case manager. RSA will then meet with students to determine eligibility for services to support them in their pursuit of employment.

Inclusion

- Students are included for lunch, recess, and specials. Students should be included into other classes as soon as they are ready. Some schools have inclusion strategy programs. CES students are included most of the day and pulled out for social skills.

Facilities

- Life Skills Suite (for high school): This instructional space provides students the opportunity to master daily living skills in a real-life setting.
- Multi-sensory space: Multi-sensory spaces are specifically designed and utilized to provide a relaxing, safe and engaging experience for students in the CES program. By establishing a controlled environment, students can self-organize and build positive behaviors. DSI recommends that this space offer a range of materials and objects to stimulate various sensory inputs i.e.: Tactile, visual, auditory, etc.

Student Profile

Students who are identified as having ASD, a Developmental Delay (DD), require support in communication development, social-emotional development, adaptive behavior, and academic support are eligible for the CES program. An expressed goal of CES is to include students with their non-disabled peers once they achieve academic and social readiness, as measured by the individual IEP.

| Student Profile | |
|--|---|
| Most common primary disability served | Autism Spectrum Disorder or Developmental Delay |
| Hours of specialized instruction outside general educations | 20+ (related service hours are not factored) |
| Related Services | Per IEP. CES students tend to require communication, social-emotional and adaptive support. |
| Graduation | Students in the CES Program pursue certificates of IEP completion. Students who are able to pursue a High School diploma are included with their general education peers. |

Staff Profile

Teacher certification and experience

CES program classrooms are staffed with certified special education teachers who are responsible for planning and leading instruction. This includes aligning lessons to individual IEP goals and Common Core State Standards. Both classroom teachers and instructional paraprofessionals should be included in the planning and implementing of all lessons.

Paraprofessional certification and experience

Classroom instructional paraprofessionals are consistent, active members of the classroom team and can provide specialized instruction under the direction of the special education teacher. CES paraprofessionals are also responsible for data collection and small group or individual interventions. They co-plan with classroom teachers and provide additional ABA support to students. Professional development is offered by itinerant DSI specialists and also provided during professional development days.

A strong CES teacher or paraprofessional candidate has experience in the following areas:

- Applied Behavior Analysis instructional techniques and practices

- Edmark, Failure Free reading interventions, or Eureka Math interventions
- De-escalation strategies
- Functional communication instruction
- Culturally responsive pedagogy
- Engagement with family and community members

CES Specialists

All CES classrooms receive regular support from itinerant DSI CES specialists, many of whom are either Board Certified Behavior Analysts (BCBAs) or pursuing certification. Specialists are assigned to several schools and visit each school weekly. They develop, train, and monitor teachers' application of ABA principles, while focusing on student learning and outcomes. Throughout each learning cycle, specialists work with teachers to set student and teacher learning goals. Specialists prioritize support to teachers based on their level of experience. Staff goals are monitored and tracked throughout the learning cycle.

Communication & Education Support Program Classroom (SY18-19)

| Grades PS/PK | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 |
|---------------|----------------------|----------------------------|------------------------------|-------------|
| Barnard | Barnard | Barnard | Brookland | Anacostia |
| Beers | Beers | Beers | Cardozo | Ballou |
| Browne | Browne | Burroughs | Deal | Cardozo |
| Bunker Hill | Bunker Hill | Garfield | Eliot-Hine | Coolidge |
| Burroughs | Burroughs | Garrison | Hardy | Eastern |
| Garfield | Dorothy Height | Goding | Hart | Roosevelt |
| Garrison | Garfield | Hearst | School-Without-Walls @ FS*** | |
| Hearst | Garrison | Langdon | Stuart Hobson | |
| Houston | Hearst | Langley | Whittier | |
| Langley | Houston | Ludlow-Taylor | | |
| Ludlow-Taylor | Langdon | Patterson | | |
| Moten | Langley | Plummer | | |
| Patterson | Ludlow-Taylor | School-Without-Walls @FS** | | |
| Plummer | Patterson | Seaton | | |
| Seaton | Plummer | Takoma | | |
| Simon | Seaton | Tyler | | |
| Takoma | School-Within-School | Walker-Jones | | |
| Tyler | Takoma | Whittier | | |
| Walker-Jones | Tyler | | | |
| Whittier | Walker-Jones | | | |
| | Wheatley | | | |
| | Whittier | | | |

*CES – HFA Full-Time

Grades 4-6 CES – HFA Full-Time*Grades 7-8 CES – HFA Full-Time

Early Learning Support (ELS) Program

Students Served: Students with Developmental Delays

Grades: PK3- 2

Program Lead: Mike Zuerblis, Manager, Specific Learning Support

The Early Learning Support (ELS) program is designed to meet the individual needs of students with developmental delays. Students in the ELS program have full-time IEPs (20+ hours of specialized instruction outside of general education) and frequently require a range of related services, such as speech and language, occupational therapy, and physical therapy.

Academic Programming

| Academic Component | DSI Program Elements and Guidance |
|-------------------------------|---|
| Student to Staff Ratio | 10 students: 1 special education teacher: 1 instructional paraprofessional |
| Core Content | <ul style="list-style-type: none"> Students are exposed to all areas of the core content including ELA, mathematics, science and social studies with instruction aligned to DCPS Scope & Sequence where appropriate. ELS classroom instruction is aligned to the Common Core State Standards and scaffolded to meet the needs of individual students. Modified literacy and numeracy blocks. |
| Interventions | Foundations (K-2) |
| Transition | Grades PK3-2: Foundational Skills Course, Elementary Transition Activities (ETAs) |

Student Profile

DCPS students in PK3 through 2nd grade with full-time IEPs (20+ hours of specialized instruction outside of general education) are eligible for the ELS program. Typically, these students have a Developmental Delay (DD), Other Health Impairment (OHI), demonstrate delays in cognition, communication, social/emotional, motor and adaptive skills. Some students in an ELS program will have global delays, may be non-verbal, may not be ambulatory, or may have a G-tube or other medical device. An expressed goal of the ELS program is to promote inclusion by transitioning students to the general education setting once they are determined ready by the IEP team.

| Student Profile | |
|--|--|
| Most common primary disability served | Developmental Delay or Other Health Impairment |
| Hours of specialized instruction outside general educations | 20+ (related service hours are not factored) |
| Related Services | Per IEP |

Staff Profile

Teacher certification and experience

Teachers of students in the ELS program are certified in special education. This includes aligning lessons to individual IEP goals, Common Core State Standards, and DCPS Scope & Sequence where appropriate. Both classroom teachers and instructional paraprofessionals should be included in the planning and implementing of all lessons.

Paraprofessional certification and experience

Classroom instructional paraprofessionals are consistent, active members of the classroom team and can provide specialized instruction under the direction of the special education teacher. ELS paraprofessionals are also responsible for data collection and small group or individual interventions. They co-plan with classroom teachers and provide additional behavioral support to students. Professional development is provided by itinerant DSI Specialists, and it is also offered during professional development days.

A strong ELS teacher or paraprofessional candidate has experience in the following areas:

- Differentiating instruction in elementary grades
- De-escalation strategies
- Culturally responsive pedagogy
- Engagement with family and community members

ELS Specialists

All ELS classrooms receive regular support from itinerant ELS Specialists. Specialists provide support in the areas of implementation of interventions, utilization of co-teaching and intensive teaching strategies, as well as classroom management.

Early Learning Support Program Classroom Locations (SY18-19)

| Grades PS/PK | Grades K-2 |
|--------------|----------------|
| Bancroft | Aiton |
| C.W. Harris | Amidon-Bowen |
| Miner | C.W. Harris |
| Noyes | Dorothy Height |
| Oyster-Adams | Drew |
| Patterson | J.O. Wilson |
| Smothers | Lafayette |
| Stanton | Langley |
| Thomas | Ludlow-Taylor |
| Tubman | Miner |
| Van Ness | Noyes |
| | Patterson |
| | Smothers |
| | Stanton |
| | Thomas |
| | Tubman |
| | Whittier |

Independence & Learning Support (ILS) Program

Students Served: Students with Intellectual Disabilities and other related disorders

Grades: 3- 12

Program Lead: Anna Chirighin, Manager, Low Incidence Disabilities

The Independence & Learning Support (ILS) program is designed to meet the individual needs of students with intellectual disabilities as well as adaptive functioning needs. Students in the ILS program have full-time IEPs (20+ hours of specialized instruction outside of general education) and frequently require a range of related services such as speech and language, occupational therapy, physical therapy, assistive technology, transportation, and/or adaptive physical education in addition to specialized instruction. Some students with medical complexities and cognitive impairments may be candidates for a separate school such as River Terrace Education Campus.

Academic Programming

| Academic Component | DSI Program Elements and Guidance |
|-------------------------------|--|
| Student to Staff Ratio | 10 students: 1 special education teacher: 1 instructional paraprofessional |
| Core Content | <ul style="list-style-type: none"> Students are scheduled to take classes in ELA, mathematics, science and social studies with instruction aligned to DCPS Scope & Sequence where appropriate. ILS classroom instruction is aligned to the Common Core State Standards and scaffolded to meet the needs of individual students. Attainment's Core Curriculum Solutions supplements the curriculum |
| Interventions | <ul style="list-style-type: none"> Edmark Reading Intervention (Grades 3-12) Failure-free Reading Intervention (Grades 3-12) |
| Transition | <ul style="list-style-type: none"> Grades PK3-5: Foundational Skills Course, Elementary Transition Activities (ETAs) Grades 6 – HS: Refer to DCPS Transition Pathways Document |
| Assessment | <ul style="list-style-type: none"> ILS students may take the NCSC alternate assessment or the PARCC assessment with accommodations as determined by the IEP team |

Additional Programming

The ILS program strongly recommends the following features to help increase student achievement and engagement, as well as staff efficacy and retention.

Partners

- Special Olympics: This non-profit organization provides year-round sports training and athletic competition in a variety of sports for DCPS students with intellectual disabilities.
- RSA: The Rehabilitation Services Administration (RSA) connects people with disabilities to employment opportunities. All students who are interested in working and have a documented disability can apply at their local school through their case manager. RSA will then meet with students to determine eligibility for services to support them in their pursuit of employment.

Facilities

- Life Skills Suite (for high school): This instructional space provides students the opportunity to master daily living skills in a real-life setting.

Student Profile

Students with full-time IEPs (20+ hours specialized instruction outside of general education) and identified as having a primary diagnosis of Intellectual Disability or who exhibit cognitive and adaptive functioning delays may be eligible for the ILS program. An expressed goal of the ILS program is to promote inclusion by transitioning students to the general education setting once they are determined ready by the IEP team.

| Student Profile | |
|---|--|
| Most common primary disability served | Intellectual Disability or Developmental Delay |
| Hours of specialized instruction outside general educations | 20+ (related service hours are not factored) |
| Related Services | Per IEP |
| Graduation | Students in the ILS Program pursue certificates of IEP completion. |

Staff Profile

Teacher certification and experience

ILS program classrooms are staffed with certified special education teachers who are responsible for planning and leading instruction. This includes aligning lessons to individual IEP goals and Common Core State Standards where appropriate. Both classroom teachers and instructional paraprofessionals should be included in the planning and implementing of all lessons.

Paraprofessional certification and experience

Classroom instructional paraprofessionals are consistent, active members of the classroom team and can provide specialized instruction under the direction of the special education teacher. ILS paraprofessionals are also responsible for data collection and small group or individual interventions. They co-plan with classroom teachers and provide additional support to students. Professional development is offered by itinerant DSI specialists and provided during professional development days.

A strong ILS teacher or paraprofessional candidate had experience in the following areas:

- Attainment curriculum
- Edmark or Failure Free reading interventions
- Functional communication instruction
- Independent living skills instruction (secondary grades)
- Culturally responsive pedagogy
- Engagement with family and community members

ILS Specialists

Itinerant DSI ILS specialists provide coaching cycle support to specific classrooms and work with school-based coaches to provide direct support to all ILS classes. During coaching cycles, they develop, train, and monitor teachers’ application of reading interventions along with other learning interventions. Specialists also work directly with teachers to improve the quality of instruction and services in the classroom. They then identify areas of improvement and support teachers in these areas.

Independence & Learning Support Program Classroom Locations (SY18-19)

| Grades 3-5 | Grades 6-8 | Grades 9-12 |
|---------------------------|-------------------|--------------------|
| C.W. Harris | Cardozo | Anacostia |
| J.O. Wilson | Eliot-Hine | Ballou |
| Langley | Hardy | Cardozo |
| Ludlow-Taylor | Hart | Columbia Heights |
| Miner | Johnson | Coolidge |
| Seaton | Kelly Miller | Dunbar |
| School-Without-Walls @ FS | Lasalle-Backus | Eastern |
| Thomas | McKinley | Roosevelt |
| | Stuart-Hobson | Wilson |
| | | Woodson |
| | | |

Medical & Education Support (MES) Program

Students Served: Students with complex medical conditions and cognitive impairments

Grades: PK3-2

Program Lead: Michael Zuerblis, Manager, Specific Learning Supports

The Medical & Education Support (MES) program is designed to meet the individual needs of students who have complex medical conditions and severe cognitive impairments. Students in MES program classrooms have full-time IEPs (20 or more hours of specialized instruction outside of general education) and frequently require a range of related services, such as speech and language therapy, occupational therapy, and physical therapy. Some students with medical complexities and cognitive impairments may be candidates for a separate school such as River Terrace Education Campus.

Academic Programming

The MES program features services and supports to address students’ intellectual, physical, social-emotional, and medical conditions. Students in the MES program receive instruction in literacy, numeracy, life skills and activities of daily living, which are aligned to the Common Core State Standards and scaffolded to individual student needs.

| Academic Component | DSI Program Elements and Guidance |
|-------------------------------|---|
| Student to Staff Ratio | <ul style="list-style-type: none"> PK3 – 2: 8 students: 1 special education teacher: 1 instructional paraprofessional: 1 nurse |
| Core Content | <ul style="list-style-type: none"> Students are scheduled to take classes in ELA, mathematics, science and social studies with instruction aligned to DCPS Scope & Sequence where appropriate. MES classroom instruction is aligned to the Common Core State Standards and scaffolded to meet the needs of individual students. |
| Interventions | <ul style="list-style-type: none"> AEPS® The Assessment, Evaluation, and Programming System for Infants and Children (AEPS®), Second Edition is used in MES classrooms. The assessment, intervention, and programming system assess children across six major developmental areas—fine motor, gross motor, cognitive, adaptive, social-communication, and social. The assessment encompasses pre-academic content areas such as pre-literacy, numeracy, and pre-writing. |
| Transition | <ul style="list-style-type: none"> Grades PK3-2: Foundational Skills Course, Elementary Transition Activities (ETAs) |
| Assessments | <p>Students in the MES program may take the NCSC alternate assessment or the PARCC assessment with accommodations as determined by the IEP team upon reaching 3rd grade.</p> |

Student Profile

Students identified as having a complex medical diagnosis (has a nursing plan requiring direct intervention or monitoring by a nurse throughout the day) and require intensive support relating to communication, functional skills, adaptive behavior, and academic support are eligible for the MES program.

| Student Profile | |
|--|---|
| Most common primary disability served | Other Health Impaired or Multiple Disabilities |
| Hours of specialized instruction outside general education | 20+ (related service hours are not factored) |
| Related Services | Per IEP. MES students tend to require communication, social-emotional and adaptive support. |

Staff Profile

Teacher certification and experience

MES program are staffed with certified special education teachers who are responsible for planning and leading instruction. This includes aligning and scaffolding lessons to meet individual IEP goals and Common Core State Standards. Both classroom teachers and instructional paraprofessionals should be included in the planning and implementing of all lessons.

Paraprofessional certification and experience

Classroom instructional paraprofessionals are consistent, active members of the classroom team and can provide specialized instruction under the direction of the special education teacher. MES paraprofessionals are also responsible for data collection and small group or individual interventions. They co-plan with classroom teachers and provide additional support to students. Paraprofessionals in the MES program also assist in the daily care of students in the MES classroom who lack functional/life skills. For example, MES paraprofessionals assist with toileting, feeding, and changing of students, when appropriate.

A strong MES teacher or paraprofessional candidate has experience in the following areas:

- Caring for and addressing the needs of individuals with medical complexities
- Instruction of individuals with profound disabilities
- Functional communication instruction
- Culturally responsive pedagogy
- Engagement with family and community members

Nurses

MES programs include classroom nurses, in addition to the school nurse that may already work at as specific site. Students in the MES program have a wide range of medical complexities that may require the regular support of a nurse. Classroom nurses implement students' nursing plans as needed and ensure that the nursing plans are up-to-date. They collaborate with the school nurse, individual student health teams, paraprofessionals and the IEP team.

Medical & Education Support Program Classroom Locations (SY18-19)

| Grades PS/PK | Grades K-2 |
|-------------------------------|-------------------------------|
| School-Within-School @ Goding | School-Within-School @ Goding |
| Turner | Turner |

Sensory Support Programs

Students Served: Students with hearing or visual impairment

Grades: PK3-12

Ratio: 12 students; 1 teacher; 1 instructional paraprofessional

Program Lead: Anna Chirighin, Manager, Low Incidence Disabilities

Sensory Support Programs are offered to students who are deaf/hard of hearing or blind/visually impaired. A full array of services and supports are offered to meet their unique educational needs. Most students with these sensory impairments are educated in neighborhood schools that house Sensory Support Programs. This affords students with sensory impairments the opportunity to learn alongside their nondisabled peers and access the Common Core curriculum. Sensory Support Programs do not exclusively serve students with 20 or more hours of specialized instruction outside of general education on their IEP. Instead, most students in these programs spend the majority of their day in the general education setting. Therefore, Sensory Support Programs are not necessarily considered full-time programs.

Academic Programming

In addition to the Common Core curriculum, students with sensory impairments access the expanded core curriculum, which includes instruction in daily living skills, functional academic skills, sensory efficiency skills, communication skills, social skills, community access skills, assistive technology skills, access to public transportation skills, self-advocacy skills, and career education. Students who are blind or visually impaired receive braille literacy and numeracy instruction, as well as orientation and mobility training. Students who are deaf/hard of hearing receive instruction in American Sign Language and audiology services. Students receive the specific accommodations, supports, and assistive technology required to access the general education curriculum as determined by their IEP.

Student Profile

DCPS students whose educational disability includes a sensory impairment are eligible to receive support in Sensory Support Programs. Participation in a Sensory Support Program does not constitute a more restrictive educational placement in most cases, as students typically spend most of the school day in inclusive settings. Key stakeholders from the Vision and/or Hearing Teams serve on the IEP team for students with sensory impairments. These programs are most appropriate for students who have average to above average cognitive abilities. Other programs, however, have the capacity to meet the needs of students with cognitive impairment or multiple disabilities. If an IEP team suspects a student may have a sensory impairment (either with or without a cognitive disability as well), they should contact the Low Incidence Disability Support Team via e-mail at dcps.sensorysupport@dc.gov for more information.

| Student Profile | |
|--|---|
| Most common primary disability served | Visual Impairment (including blindness), Deafness, Hearing Impairment |
| Related Services | Per IEP |
| Graduation | Students with the primary disability as a sensory impairment s pursue high school diplomas. |

Additional Programming

DCPS also partners with the Rehabilitation Services Administration (RSA) to connect students with disabilities to employment opportunities. All students who are interested in working and have a documented disability can apply at their local school through their case manager. RSA will then meet with students to determine eligibility for services to support them in their pursuit of employment.

Staff Profile

Teacher certification and experience

Sensory Support program classrooms are staffed with certified teachers of the deaf or teachers of the visually impaired as well as instructional paraprofessionals. Sensory Support Program staff, in collaboration with general education teachers and school support staff, support students with sensory impairments across educational settings. Sensory Support teachers are responsible for planning and leading instruction. This includes aligning lessons to individual IEP goals and Common Core State Standards where appropriate.

Depending on a student’s hearing loss, teachers of the deaf teach communication and academic skills using auditory/oral techniques or American Sign Language (ASL). Teachers of the Visually Impaired (TVIs) provide braille instruction and Orientation and Mobility instructors provide orientation and mobility training.

Hearing Program Classroom Locations (SY18-19)

| Grades PS/PK | Grades K-2 | Grades 3-5 | Middle School | High School |
|--------------|------------|------------|---------------|-------------|
| Payne | Payne | Payne | Hardy | Wilson |

Specific Learning Supports (SLS) Program

Students Served: Students with Specific Learning Disabilities or who have complex learning needs

Grades: 3-12

Program Lead: Mike Zuerblis, Manager, Specific Learning Support

The Specific Learning Support (SLS) program is designed to meet the individual needs of students who have been diagnosed with a specific learning disability (SLD) or who demonstrate complex learning needs requiring intensive specialized instruction. Students in the SLS program have full-time IEPs (20+ hours of specialized instruction outside of general education).

Academic Programming

SLS classroom instruction follows the DCPS Scope and Sequence for all subjects, is aligned to the Common Core State Standards and scaffolded to meet individual student needs. The SLS program utilizes Scholastic research-based reading interventions Read 180 & System 44, as well as SpellRead, and Lexia.

There are multiple modes of scheduling and DSI provides academic scheduling support upon request. Many secondary schools departmentalize teachers to reduce the burden of planning, accommodating and modifying multiple core content areas. However, SLS students should be scheduled together and separate from other students and programs. Elementary schools with one SLS program would follow one grade in the grade band.

| Academic Component | DSI Program Elements and Guidance |
|--|---|
| Student to Staff Ratio | <ul style="list-style-type: none"> Grades 3-8: 12 students: 1 special education teacher, 1 paraprofessional Grades 9-12: 15 students: 1 special education teacher: 1 paraprofessional |
| Core Content | <ul style="list-style-type: none"> Students are scheduled to take classes in ELA, mathematics, science and social studies with instruction aligned to DCPS Scope & Sequence. SLS classroom instruction is aligned to the Common Core State Standards and scaffolded to meet the needs of individual students. Blended Instruction via DCPS on-line platform (secondary grades) |
| Additional Academic Interventions | <ul style="list-style-type: none"> SpellRead/Lexia Read 180/System 44 (Scholastic Reading Interventions) |
| Transition | <ul style="list-style-type: none"> Grades 3-5: Foundational Skills Course, Elementary Transition Activities (ETAs) Grades 6 – HS: Refer to DCPS Transition Pathways Document. |
| Assessments | <ul style="list-style-type: none"> SLS students participate in the PARCC assessment with accommodations as indicated by the IEP team. |

Student Profile

DCPS students in grades 3 through 12 with full-time IEPs (20+ hours of specialized instruction outside of general education) are eligible for the SLS program. These students have been diagnosed with a specific learning disability (SLD) or demonstrate complex learning needs requiring intensive specialized instruction. An expressed goal of the SLS program is to promote inclusion by transitioning students to the general education setting once they are determined ready by the IEP team.

| Student Profile | |
|--|--|
| Most common primary disability served | Specific Learning Disability or Other Health Impairment |
| Hours of specialized instruction outside general educations | 20+ (related service hours are not factored) |
| Related Services | Per IEP |
| Graduation | Students in the SLS program pursue high school diplomas. |

Staff Profile

Teacher certification and experience

SLS classrooms are staffed with certified special education teachers who are responsible for planning and leading instruction. This includes aligning and scaffolding lessons to individual IEP goals and Common Core State Standards. Both classroom teachers and instructional paraprofessionals should be included in the planning and implementing of all lessons.

Paraprofessional certification and experience

Classroom instructional paraprofessionals are consistent, active members of the classroom team and can provide specialized instruction under the direction of the special education teacher. SLS paraprofessionals are also responsible for data collection and small group or individual interventions. They co-plan with classroom teachers and provide additional behavioral support to students. Professional development is provided by itinerant DSI specialists and is offered during professional development days.

A strong SLS teacher or paraprofessional candidate has experience in the following areas:

- Differentiated instruction
- Scholastic reading interventions
- De-escalation strategies
- Culturally responsive pedagogy
- Engagement with family and community members

SLS Specialists

DSI itinerant SLS specialists provide classrooms with direct support and job-embedded professional development in the implementation of interventions, utilization of co-teaching and intensive teaching strategies and classroom management. Additionally, they collaborate with teachers and staff to improve instructional practices aligned to the Common Core.

Specific Learning Support Program Classroom Locations (SY18-19)

| Grades 3-5 | Grades 6-8 | Grades 9-12 |
|-------------------|-------------------|--------------------|
| Amidon-Bowen | Cardozo | Anacostia |
| Aiton | Deal | Ballou |
| Dorothy Height | Jefferson | Ballou STAY |
| Drew | Sousa | Cardozo |
| Hyde-Addison | | Dunbar |
| J.O. Wilson | | Eastern |
| Kimball | | Roosevelt |
| Lafayette | | Washington MET |
| Murch | | Wilson |
| Noyes | | Woodson |
| Tyler | | |

Extended School Year

Students Served: All students with disabilities who have ESY prescribed in their IEP

Grades: PK3-STAY

Program POC: Shirley Emile, Manager, Academic Supports

Extended School Year (ESY) refers to special education and/or related services provided beyond the normal school year to a student with a disability in accordance with his or her IEP. The purpose of ESY is to ensure that students with disabilities have access to a free, appropriate public education (FAPE). Individual student eligibility is considered and discussed at least annually, as part of the IEP meeting.

To support the individual needs of students found eligible for ESY throughout the year, DCPS offers a summer program focused on providing opportunities to help assist critical skill retention so these students are ready to begin school in the fall. ESY summer sites are located at various schools each year.

Eligibility Guidelines

In accordance with the guidance set forth by the Office of the State Superintendent of Education (OSSE), individual student eligibility must be considered annually. To be considered eligible for ESY, a student must qualify under the following three criteria:

1. The IEP team must identify a critical skill or skills that will be at risk if a break in the student's services occurs. A critical skill is something essential to a student's progress.
2. Once the critical skill(s) has been identified, the team must determine if the student will experience unusual levels of regression, or a loss in skill proficiency, if a break in services occurs.
3. If the IEP team is concerned about the level of regression of a critical skill, they must then determine if the student will take an unusual amount of time to re-learn, or recoup, that skill to his or her previous level of mastery.

If an IEP team determines that a student meets *all three* criteria and documents this in the IEP, the student is eligible for ESY. IEP teams should consider the criteria for every student at the Annual IEP meeting. For additional information on eligibility determinations and the ESY portion of the IEP, please refer to the ESY Policy Guidelines or Guidelines for Extended School Year Determinations and Service located on the Ed. Portal.

Instructors and Staff

ESY is staffed with certified special education teachers and classroom instructional paraprofessionals on an as-needed basis. Staff provide instruction specific to the critical skills outlined in each student's IEP. Additionally, trained special education leadership staff work in support of the summer program to help provide an educational environment focused on student achievement.

Related Services

Related services are provided as identified and outlined in the ESY section of the student's IEP.

Home and Hospital Instruction Program (HHIP)

Students Served: Students who are unable to attend school due to medical conditions

Grades: PK3-STAY

Program Lead: Shirley Emile, Manager, Academic Supports

DCPS Home and Hospital Instruction Program (HHIP) services students who, due to a medical or emotional condition, are confined to the home or hospital thus interfering with their ability to attend school in a traditional classroom setting.

Eligibility

In order to meet the HHIP eligibility requirements,

- Students must be enrolled in either a DCPS public school, DCPS LEA charter school, or attending non-public schools and are monitored by DCPS.
- The student's anticipated length of absence from school must be two weeks or more. However, a student with a chronic illness may be eligible for HHIP instruction if they have experienced intermittent absences equal to or more than two weeks of instruction.
- Medical documentation must be provided to the HHIP program. The Physician's Verification Form must include the student's medical and/or psychological diagnosis and anticipated length of time the student will be unable to attend school. This form must be completed by a physician and/or licensed psychiatrist or psychologist who is providing treatment to the student. DCPS requires a medical re-certification form verifying the need for continued Home and Hospital Instruction at least every 60 days. Under no circumstances can eligibility be determined without the required medical documentation. Incomplete forms will be returned to the physician for completion. Failure to provide the necessary medical documentation may delay the determination of eligibility or in some cases cause the student to be ineligible for services with the Home and Hospital Instruction Program.

Instructional Model and Curriculum

HHIP offers the same high-quality curriculum that student would receive at the local school. HHIP curriculum incorporates the Common Core State Standards and is aligned to the DCPS Scope and Sequence.

Elementary General Education:

Students receive one-on-one instruction from a HHIP instructor. Students receive instruction in reading and math while social studies and science are taught across the curriculum.

Secondary General Education:

Students receive live support and live online instruction from a HHIP instructor based on their individual course schedule generated at their local home school. HHIP offers instruction in English, math, social studies and science via online format. For classes not offered through HHIP (such as Art, Music, Physical Education, other electives or specialty courses) students receive work supported by their local home school. The local home school teacher may provide these materials directly to the student by uploading them into Blackboard. The local home school teacher can access and review grades in the Blackboard gradebook.

Special Education:

Students with an IEP receive instruction from a HHIP special education instructor. This includes both elementary and secondary special education students. Instruction is individualized according to the goals and objectives outlined in their IEP. For those secondary special education students who are on the diploma track, in addition to the instruction from a HHIP special education instructor, they receive live support and live online instruction from HHIP content teachers to earn Carnegie units. Elective course instruction is not delivered by HHIP teachers.

Evidence-Based Interventions

Students have access to research-based interventions such as Edmark Reading, Failure Free Reading, SpellRead and Lexia.

Staff Responsibilities

Teachers

DCPS Home and Hospital Instruction Program staff includes certified special education and general education instructors. Special education instructors are members of the IEP team, attend student-specific meetings, administer assessments and collaborate with related service providers to provide comprehensive services. General education instructors collaborate and receive guidance from the local home school teachers so that they can then adjust instruction accordingly for the student.

Coordinators

A HHIP coordinator is assigned to all secondary students. The coordinator meets with the parent/guardian and the student at their home during orientation to set up the student's laptop/netbook and any other technological needs. Secondary students are given a loaned laptop for the duration of received services. In addition, the HHIP coordinator provides tutorials for the local school teachers on how to access and use Blackboard, PLATO and Edmodo.

Professional Development

Home and Hospital Instruction Program instructors receive professional development and training throughout the school year on DCPS professional development days as well as program specific training within the Home and Hospital Instruction Program.

Related Service Providers

Students receive the services written as prescribed in their IEP or 504 Plan.

Transition to School Support

School based teams and the HHIP team work collaboratively with parents/guardians and medical and/or community resources to coordinate the reintegration of the student back to school-based instruction, including any reasonable accommodations that will enhance the student's opportunities for success.

Transition Programs

Competitive Employment Opportunities (CEO) Program

Students Served: High school students with a documented disability who are pursuing a diploma.

Grades: 9-12

Ages: 14-22

Program POC: Ashlie Roney, Manager, Transition

Competitive Employment Opportunities (CEO) consists of preparatory experiences designed to help students with disabilities attain their postsecondary goals. The CEO model aims to expose students to career-based learning experiences to equip them with the knowledge and skills needed to be successful in a postsecondary environment. CEO is a paid postsecondary training program for students, and is comprised of three academies:

1. PRE-EMPLOYMENT TRANSITION SERVICES (PRE-ETS) ACADEMY – 9th/10th grade students engage in career awareness experiences in various fields to shape their field(s) of interest. Students will engage in instructional activities that provide a foundation of the skills needed to be successful in the workforce.
2. MENTORING ACADEMY – 11th/12th grade students are paired with a mentor who works in the student’s career field of interest. Mentors and students work together to create a “Career-Focused Project”. Students attend an 8-part professional development series from January to May. During the summertime, students apply skills learned by working an 80-hour internship at their mentor’s place of employment.
3. EXPERIENCES IN TRANSITION (EXIT) ACADEMY – Students in their final year of high school are engaged in professional development sessions and exposed to real life application designed to teach them how to navigate and manage the expectations of a postsecondary education or workplace setting.

Eligibility Criteria

- Enrolled as a DCPS high school student, ages 14-22
- Have a documented disability
- Demonstrate consistent, timely school attendance
- Be pursuing a Diploma, as reflected in the IEP Diploma Decision Status
- Agree and adhere to the CEO student contract and code of conduct
- Utilize public transportation to travel to and from program activities (free travel training is provided)
- Express desire to engage in career training

Student Selection

Eligible, interested candidates may attain information about the CEO program from their school’s Workforce Development Coordinator, or by visiting <http://dcpsceo.com>. CEO’s student application window opens in early Fall; eligible candidates are then extended an interview invitation. Interviews are scheduled and conducted by the students’ school. Following the conclusion of all school site interviews, the CEO team sends out decision notifications to all applicants who interviewed.

CEO Location

CEO program sessions take place at DC Department on Disability Services, located 250 E Street SW. Additional program experiences take place in the community.

Project SEARCH Hilton – Capital Area Region

Students Served: Students with intellectual or other developmental disabilities, who are pursuing a certificate of IEP completion

Grades: C4 and up

Ages: 18-21

Program POC: Ashlie Roney, Manager, Transition

PROJECT SEARCH HILTON CAPITAL AREA REGION is a “school-to-work” transition program offered through a partnership between DC Public Schools, DC Rehabilitation Services Administration, Hilton Worldwide and SEEC. The one-year program, which features full immersion in a workplace setting, is designed to prepare DCPS adult students with intellectual and other developmental disabilities for competitive employment. Project SEARCH Interns receive daily instruction in employability skills and gain hands-on work experiences by rotating among three 10-week unique paid internships at one of four Hilton Worldwide host site locations. The goal for each student is competitive, integrated employment by the end of the experience.

Eligibility Guidelines

- Enrolled as a DCPS student, and receiving Special Education services
- Pursuing a Certificate of IEP Completion, as reflected in IEP Diploma Decision
- Documented as having an Intellectual or other Development Disability
- Be between the ages of 18 and 21
- Express desire to train and attain employment
- Agree and adhere to following a code of conduct in workplace environment
- Agree to conclude enrollment with DCPS/graduate at the end of the Project SEARCH program
- Be willing to utilize public transportation to travel (free travel training is available)

Project SEARCH Locations

Project SEARCH participants undergo three internship rotations within one or more of four corporate hotel host sites: 1) Embassy Suites Convention Center DC, 2) Capital Hilton, 3) Doubletree Crystal City and 4) Embassy Suites Crystal City.

Student Selection

Eligible, interested students are to complete an application and return their completed application to their school’s Workforce Development Coordinator or DCPS Project SEARCH staff. The student application window opens in the Winter. Eligible applicants will then be invited to DCPS Central Office for an interview. Those selected to proceed will then be invited to a Skills Assessment Day at the host site – candidates will receive decision notification following Skills Assessment Day.

Related Services

Related services are available, in accordance with students’ IEPs.

Workforce Development Center at River Terrace EC

Students Served: DCPS students with Intellectual or other Developmental Disabilities, pursuing a certificate of IEP completion

Grades: C4, and above

Age: 18–21 years of age

Program POC: Wendy Parker, Specialist, Transition, Division of Specialized Instruction

The Workforce Development Center (WDC) is a combined instructional and work-based learning program for students with intellectual or other development disabilities, who are in their last year of high school. The one-year program prepares participating students, who receive special education services through DCPS, for competitive employment in the community. Through WDC, specialized training is available in the areas of Horticulture, Health Sciences, and Hospitality. Up to 45 students will receive instruction through functional literacy, workforce development curricula, independent living and career skills. The goal for each student is competitive employment at the end of the experience.

Eligibility Guidelines

- Documented as having an intellectual or other developmental disability
- Pursuing a Certificate of IEP Completions, as reflected in IEP Diploma Decision
- Between ages 18-21, grades C4 and above, and in last year of high school with plans to graduate after completing the program
- Have a good attendance record
- Have participated in a community-based work experience or transition courses at home school
- Demonstrate a need for intensive employment and independent living skills instruction as evidenced by his/her transition plan
- Have the mobility and stamina to perform workplace tasks with support and accommodations
- Have a desire to work in the community during and at the end of the program
- Have appropriate hygiene, social and communication skills
- Willing to learn to utilize public transportation, including Metro Access (free travel training is provided)

Workforce Development Center Location

The Workforce Development Center is located at River Terrace Education Campus. Students will participate in internships with various community partners across the District of Columbia.

Student Selection

School-based staff are responsible for recommending students to the Workforce Development Center. The student application opens in the Winter and may be submitted online. Eligible students will receive an interview invitation and have an opportunity to tour the WDC suites. Accepted students and their families are required to attend orientation and complete all onboarding paperwork.

Related Services

Participants of WDC receive related services in accordance with their IEP.

Special Education Resources

Guideline for the Provision of Specialized Instruction: Continuum of Special Education Services Matrix

When considering how many hours of specialized instruction a student needs to meet his or her goals, the IEP team may use the matrix below. This tool is designed to assist the IEP team during review of the students’ work and present level of performance and helps the team determine an appropriate number of hours and setting for specialized instruction. While a very useful tool, this matrix does not include some factors, such as behavior or social emotional needs that the IEP team will also consider.

These matrices are aligned to IDEA and are based on analyzing existing data, including present levels of performance, to determine hours of specialized instruction and inform the development of the IEP. The key (section D) provides a range of hours and is offered as a tool for teams to consider, not as a pre-determined amount of support.

Continuum of Special Education Services Matrix: Grades K-5

| Factors to Consider | | 0 points | 1 point | 2 point | 3 point | 4 point | Total Points |
|--|--------------|---|---|---|---|---|--------------|
| Factor 1: <i>IEP Goal Mastery (Reading, Writing, Math)*</i> | | >85% of goals are mastered *Students identified as ELLs should have language goals in the areas of listening, speaking, reading, and writing | 66-85% of goals are mastered *Students identified as ELLs should have language goals in the areas of listening, speaking, reading, and writing | 36-65% of goals are mastered *Students identified as ELLs should have language goals in the areas of listening, speaking, reading, and writing | 15-35% of goals are mastered *Students identified as ELLs should have language goals in the areas of listening, speaking, reading, and writing | <15% of goals are mastered *Students identified as ELLs should have language goals in the areas of listening, speaking, reading, and writing | |
| Factor 2: <i>Accommodations & Modifications</i> **CCSS refers to Common Core State Standards | | Student can access grade-level CCSS*-based curricula when no more than 20% of assignments include accommodations (no modifications) | Student can access grade-level CCSS-based curricula when 20-50% of assignments include accommodations (no modifications) | Student can access grade-level CCSS-based curricula when given a combination of accommodations and modifications (less than 50% modifications) | Student can access grade-level CCSS-based curricula when 50-80% of assignments are modified | Student can access grade-level CCSS-based curricula when more than 80% of assignments are modified | |
| Factor 3: <i>Student's Reading Level</i> | K - 2 | Student can independently access text at grade level | Student can independently access text 0.5 years below grade level | Student can independently access text 0.5-1 years below grade level | Student can independently access text 1-1.5 years below grade level | Student can independently access text 1.5-2 years below grade level | |

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| | | | | | | | |
|--|--------------|--|---|---|---|---|--|
| | 3 - 5 | *Student can read grade-level text without accommodation or modification. | Student can independently access text 1 year below grade level | Student can independently access text 2 years below grade level | Student can independently access text 3 years below grade level | Student can independently access text 4 or more years below grade level | |
| Factor 4: <i>Student's Math Level</i> | K - 2 | Student can independently access CCSS math standards at grade level *Student can access grade-level math instruction without accommodation or modification. | Student can independently access CCSS math standards at grade level | Student can independently access CCSS math standards 0.5 years below grade level* | Student can independently access CCSS math standards 1-1.5 years below grade level | Student can independently access CCSS math standards 1.5-2 years below grade level | |
| | 3 - 5 | | Student can independently access CCSS math standards 1 year below grade level | Student can independently access CCSS math standards 2 years below grade level | Student can independently access CCSS math standards 3 years below grade level | Student can independently access CCSS math standards 4 years below grade level | |
| Factor 5: <i>Student's Writing Level</i> <i>*See the WIDA writing rubric (Appendix K)</i> | | Student scored 7-8 points on PARCC rubric *Students identified as ELLs should be evaluated using the WIDA writing rubric and ACCESS Scores | Student scored 6 points on PARCC rubric *Students identified as ELLs should be evaluated using the WIDA writing rubric and ACCESS Scores | Student scored 5 points on PARCC rubric *Students identified as ELLs should be evaluated using the WIDA writing rubric and ACCESS Scores | Student scored 4 points on PARCC rubric *Students identified as ELLs should be evaluated using the WIDA writing rubric and ACCESS Scores | Student scored 3 points on PARCC rubric *Students identified as ELLs should be evaluated using the WIDA writing rubric and ACCESS Scores | |
| Total Points | | | | | | | |

Continuum of Special Education Services Matrix: Middle School & High School

| Factors to Consider | 0 points | 1 point | 2 point | 3 point | 4 point | Total Points |
|--|---|---|---|---|--|--------------|
| Factor 1: <i>IEP Goal Mastery (Reading, Writing, Math)*</i> | >80% of goals are mastered *Students identified as ELLs should have language goals in the areas of listening, speaking, reading, and writing | 66-79% of goals are mastered *Students identified as ELLs should have language goals in the areas of listening, speaking, reading, and writing | 36-65% of goals are mastered *Students identified as ELLs should have language goals in the areas of listening, speaking, reading, and writing | 20-35% of goals are mastered *Students identified as ELLs should have language goals in the areas of listening, speaking, reading, and writing | Less than 20% of goals are mastered *Students identified as ELLs should have language goals in the areas of listening, speaking, reading, and writing | |
| Factor 2: <i>Accommodations & Modifications</i> *CCSS refers to Common Core State Standards | Student can access grade-level CCSS*-based curricula when no more than 20% of assignments include accommodations (no modifications) | Student can access grade-level CCSS-based curricula when 20-50% of assignments include accommodations (no modifications) | Student can access grade-level CCSS-based curricula when given a combination of accommodations and modifications (less than 50% modifications) | Student can access grade-level CCSS-based curricula when 50-80% of assignments are modified | Student can access grade-level CCSS-based curricula when more than 80% of assignments are modified | |
| Factor 3: <i>Student's Reading Level</i> | Student can independently access text at grade level | Student can independently access text at a 9 th grade level or higher (SRI Lexile Level >1000) | Student can independently access text at 6 th to 8 th grade levels (SRI Lexile Level 800-999) | Student can independently access text at 4 th to 5 th grade levels (SRI Lexile Level 600-799) | Student can independently access text at a 3 rd grade level or below (SRI Lexile Level <599) | |
| Factor 4: <i>Student's Math Level</i> | Student can independently access grade-level CCSS math standards | Student can independently access CCSS math standards at an 8 th grade level or higher | Student can independently access CCSS math standards at a 6 th or 7 th grade level | Student can independently access CCSS math standards at a 4 th or 5 th grade level | Student can independently access CCSS math standards at a 3 rd grade level or below | |
| Factor 5: <i>Student's Writing Level</i> | Student scored 6-7 points on PARCC rubric *Students identified as ELLs | Student scored 5 points on PARCC rubric *Students identified as ELLs | Student scored 3-4 points on PARCC rubric *Students identified as ELLs | Student scored 2 points on PARCC rubric | Student scored 0-1 points on PARCC rubric | |

| | | | | | | |
|---|---|---|---|--|--|--|
| *See the WIDA writing rubric (Appendix K) | should be evaluated using the WIDA writing rubric and ACCESS Scores | should be evaluated using the WIDA writing rubric and ACCESS Scores | should be evaluated using the WIDA writing rubric and ACCESS Scores | *Students identified as ELLs should be evaluated using the WIDA writing rubric and ACCESS Scores | *Students identified as ELLs should be evaluated using the WIDA writing rubric and ACCESS Scores | |
| Total Points: | | | | | | |

After the IEP team calculates the total points for the student, they may write the IEP hours in accordance with the following point specifications:

1. DSI recommends students who score 5 or fewer points receive instruction in the inclusive setting, with all hours provided inside general education.
2. DSI recommends students who score between 6-9 points should receive instruction in a combination setting of inclusion and resource, with no more than 5 hours spent in resource settings.
3. DSI recommends students who score between 10-15 points should receive instruction in a combination setting of inclusion and resource, with no more than 10 hours spent in resource settings.
4. DSI recommends students who score 16-19 points should receive instruction in a combination setting of inclusion and resource, with no more than 15 hours in resource settings.
5. DSI recommends students who score more than 19 points should be considered for an LRE review for consideration of a change of placement to a more restrictive environment, possibly a full-time district-wide program.

Course of Study

All students with disabilities must have a schedule of courses each year. The courses must align with the student’s career interests and goals. Grades for the courses must appear on the student’s transcript.

Essential Elements

- The course of study is a multi-year description of coursework or list of classes from the student’s current to anticipated exit year that is designed to help achieve the student’s desired post-school goal(s).
- The courses of study must align with the postsecondary goals.
- Course of study must be reviewed annually to ensure the student did not drop a course or was denied access to a course, and to ensure he or she passed all courses.
- The course of study must be reviewed to ensure it reflects the planning that relates to the student achieving their desired measurable postsecondary goals and helps them make a successful transition to post-school adult life.

The District of Columbia Public Schools (DCPS) Pathways document outlines the courses of study for students working toward a Certificate of Individualized Education Program (IEP) completion. Please also refer to the “Guidelines for the Selection of a Standard High School Diploma or Certificate of IEP Completion.” These documents can be found in the scheduling section of the Educator Portal or on the www.DCPSTransition.com website under “Transition Toolkit” link.

Students working toward earning a Standard High School Diploma utilize the course of study authorized by the Office of the State Superintendent of Education (OSSE) to earn the required number of credits toward graduation. However, students working toward a Diploma may select electives from the Pathways document.

Universal Courses

| | Course Title | Grade Level |
|---------------------|-------------------------------|---------------------------------|
| Core Subjects | English/Language Arts | All Grade Levels |
| | Science | All Grade Levels |
| | Mathematics | All Grade Levels |
| | Social Studies/History | All Grade Levels |
| Transition Planning | Self-Advocacy | All Grade Levels |
| | Computer Skills | Grades 6 through 12 |
| | Learning Labs | Grades 10 through 12 |
| | Community Based Living Skills | Grades 9 through 12 (Full Time) |

Elective Course Offerings

Students pursuing a Standard High School Diploma or Certificate of IEP Completion may take the elective courses below based on their preference and scheduling accommodations.

- Character Development
- Community Based Living Skills
- Computer Skills
- Learning Labs (4)
- Real World Applications
- Self Advocacy
- Study Skills
- Test Taking Strategies
- Transition Skills

Transfer of Rights Guidelines and Supported Decision-Making

In accordance with the Individuals with Disabilities Education Improvement Act (IDEA) (20 USC § 1415(m)) and the District of Columbia Municipal Regulations (DCMR) (Title 5 § 3023.1), rights given to parents under Part B of IDEA automatically transfer to a child with a disability when that child reaches the age of eighteen. This also applies to youth who are incarcerated. To comply with IDEA and the DCMR, LEA Representatives, special education teachers, case managers, and IEP team members shall adhere to the following guidelines when parental rights transfer to an adult student.

In the District of Columbia, a student shall be presumed competent to assume rights upon reaching age 18, including the rights to make all educational decisions and sign legal documents. In some instances, a court may find the adult student incompetent and create a legal guardianship in which a parent or other adult is granted the power to make all decisions for the adult student.

However, there are alternatives to guardianship in which family members or former guardians can make educational decisions for or support adult students in the decision-making process, even when they are competent and capable of making decisions on their own. Moreover, the District of Columbia Special Education Student Rights Act of 2004 states “An adult student shall be allowed to designate, in writing, by power of attorney or similar legal document, another competent adult to be the student’s agent to receive notices and to participate in meetings and all other procedures related to the student’s educational program.”

Beginning when the student is in 9th grade, but in no cases later than the year the student will turn 16 and in all subsequent IEP meetings before the student’s 18th birthday, the LEA Representative shall:

- Inform parents and students that parental rights under IDEA Part B will transfer to the student when the student reaches age 18, unless the student has been determined, by court order, to be incompetent.
- Offer parents information on the various ways in which they continue to offer support to their adult student, including supported decision-making.
- If parents express concern regarding the ability of their student to assume rights, LEA Representatives shall refer parents to the following organizations for more information:
 - Quality Trust for Individuals with Disabilities, 5335 Wisconsin Avenue NW, Suite 825, Washington, DC 20015. (202) 448-1450.
 - Department on Disability Services (DDS), One Independence Square, 250 E Street, SW Washington, DC 20024
 - The Department of Human Services (DHS), 64 New York Avenue, NE, 6th Floor, Washington, DC 20002. dhs@dc.gov, 202-671-4200
 - DC Superior Court, Probate Division, 500 Indiana Ave, 5th Floor, Washington, DC 20001. 202-879-9640.
- Review the procedural safeguards document (*Caring for Our Students with Disabilities: A Procedural Manual for Parents*) with parents and students. A copy of the document is distributed at the IEP team meeting.
- Verify in SEDS and document in the IEP meeting notes that the transfer of rights was discussed, confirming that both the student and the parent were informed that parental rights under IDEA will transfer to the student upon reaching the age of majority.

The LEA Representative shall convene an IEP team meeting as soon as possible after the student’s 18th birthday to confirm the transfer of parental rights to the student. This meeting may be combined with the student’s annual IEP review meeting if appropriate.

At the meeting following the student’s 18th birthday, the LEA Representative shall:

- Generate a pre-transfer of rights document in SEDS under the Student/Parent Information section. For more information, see the SEDS Resource Site.
- Inform parents and students that parental rights under IDEA Part B transferred to the student on the student’s 18th birthday, unless the student has been determined incompetent and a guardian has been appointed. The LEA Representative should also inform parents about how they can assist their adult student through supported decision-making and other methods of assistance.
- Discuss the rights that accrue to the student on the student’s 18th birthday, as outlined in IDEA Part B and the procedural safeguards manual (*Caring for Our Students with Disabilities: A Procedural Manual for Parents*).
- Review the “Notice of Transfer of Parental Rights” form and procedural safeguards manual (*Caring for Our Students with Disabilities: A Procedural Manual for Parents*) with parents and students.
- Obtain signatures from the parent and student on the “Notice of Transfer of Parental Rights” form.
- At this meeting, the LEA Representative should reiterate that the adult student has the option of ensuring that their parents remain informed and active in the special education process through supported decision-making. The LEA Representative should provide a copy of the consent to the student and explain that they may provide consent for their parent to remain involved through the supported decision-making process.
- Fax the completed “Notice of Transfer of Parental Rights” form into SEDS, verifying that both the student and the parent have been informed that parental rights under IDEA transferred to the student on the student’s 18th birthday.
- Additionally, if the adult student and their parent wish to create a supported decision-making model either at the meeting or following the meeting, both the student letter and the “Supported Decision-Making Request Form” release should be uploaded into SEDS with a miscellaneous fax sheet titled, “Supported Decision-Making Model”.

Supported Decision-Making

When a student turns 18, parents and other IEP Team members should keep in mind that the ability to make sound, reasoned decisions is a skill acquired over time, and that students with disabilities would benefit from the opportunity to practice making decisions in a supported environment. Even though educational rights are essentially automatically transferred to a student with a disability at age 18, there are still ways to grant parents some ability to assist and be considered in the educational decision-making process, without completely taking away an individual’s rights through a guardianship hearing. Supported decision-making is a method by which both parents and students can remain involved in the educational decision-making process.

What is Supported Decision-Making?

Supported decision-making is when a student over the age of 18 years retains their rights as the ultimate decision-maker, but consents to select the parent or other persons to become part of a network of individuals to assist them with making educational decisions.

Steps to creating a supported decision-making environment:

- Persons the adult student selected as part of their network must sign the “Supported Decision-Making Form”, to support the student and gain access to educational records and information, including all educational notices sent to the student. Parents may have access to educational records based on the provisions noted below.

- Note: Although educational rights under IDEA Part B transfer to the student, parents continue to be allowed access to their child's educational records under the Family Educational Rights and Privacy Act (FERPA) (20 USC § 1232 g) if the student is the parent's dependent, as defined in Section 152 of the Internal Revenue Code. When the student is a dependent of the parents, the parents will also continue to receive meeting notices, but may only participate in these meetings if allowed by the student.
- The "Supported Decision-Making Form", and any other documents regarding Supported Decision Making must be uploaded in SEDS using the miscellaneous fax sheet titled, "Supported Decision-Making Model".

Suggestions for supported decision-making:

- Network members should help the student prepare for school meetings by:
 - Discussing the last IEP and any new evaluations or results
 - Discussing what they do or do not like about school
 - Helping the student prepare questions to ask at the meeting
- Network members should attend the school meetings, but let the student speak.
- Network members should only offer reminders and share opinions or ideas when asked for assistance.
- Network members should may step out of meetings to share concerns or discuss an issue with the student one-on-one.
- Network members should remind the student that their decision may be made after reviewing all necessary paperwork, the decision does not necessarily have to occur during the meeting.

Even if a formal supported decision-making environment is not created, IEP team members should encourage families to support all adult students in their decision-making process. Additionally, school representatives should encourage families to pursue less restrictive options such as the models discussed above before attempting to establish legal guardianship. Establishing legal guardianship deprives adults of their decision-making capacity in all areas well beyond their involvement in school.

If a parent does not attend the IEP meeting where transfer of rights is discussed:

If the IEP meeting has been confirmed but the parent does not attend, the LEA Representative shall:

- Send the "Notice of Transfer of Parental Rights" form to the parent(s) both by certified mail with a return receipt and by first class mail.
- Document in the SEDS Communication Log at least three diligent efforts (phone calls, home visits, etc.) to obtain parental signature on the "Notice of Transfer of Parental Rights" form.

If parental signature cannot be obtained after making the notice efforts outlined above, rights will still transfer to the adult student in accordance with the IDEA and DCMR.

If school or district personnel suspect the student is incompetent but a guardian has not been appointed:

When the student reaches age 18, the student is presumed to be competent and parental rights will transfer to the student unless a court order is presented that declares the student incompetent.

While a school or staff member may have doubts regarding a student's competence, this cannot in any way impede the transfer of rights to the student. School and district personnel shall not use the transfer of parental rights to an adult student as an opportunity to encourage the student to exit from special education services.

Local Education Agency Representative

Requirements for Serving

Under IDEA, each IEP team is to include an individual who serves as the local education agency (LEA) representative (“LEA Rep”). This person must be:

- Qualified to provide or supervise the provision of specialized instruction;
- Knowledgeable about the general education curriculum; and
- Knowledgeable about the availability of resources of the LEA.

Principals, assistant principals, managers of special education, directors of special education, special education teachers, or special education coordinators are potential LEA Representatives. The principal is the default LEA Representative if they have not identified a designee. DSI strongly discourages the designation of a psychologist or other related services provider to serve in this role.

The LEA Representative and Meeting Attendance

An LEA Representative must attend every IEP team meeting. DSI recommends that schools designate a primary LEA Representative as well as a back-up LEA Representative to ensure coverage for all meetings. Each back up LEA Representative must also meet ALL three of the criteria listed above. The principal only needs to be present at every IEP meeting if he or she is the acting LEA Representative.

A teacher (general or special education) can serve as both the teacher and LEA representative at an IEP team meeting if the teacher meets **ALL** the requirements of an LEA Representative as defined by the IDEA; one of which is being able to speak to the resources available in the District. This model is not recommended for complex IEP team meetings or meetings during which attorneys or advocates are involved. However, this model would be appropriate for annual IEP team meetings during which service changes are not being proposed.

When the IEP team is developing the meeting calendar for the year, the team should identify who will serve as the LEA Representative at each meeting. If there will be complex eligibility or complex annual IEP meetings (potentially contentious meetings or cases in which the student has a significant due process history), the best practice is to ensure that the LEA Representative for those meetings is either the person with the most experience in special education, or the principal. The Office of the General Counsel (OGC) may also be contacted for complex eligibility or complex annual IEP meetings.

Special education team meetings should be scheduled monthly. During these monthly meetings, the academic leadership team will meet with the entire special education team. The teams will then review all cases with meetings scheduled for the next 30-60 days. This will ensure that the IEP team has designated an appropriate LEA representative for the meetings and that all participants are prepared for the meeting discussion.

The LEA Representative should ensure that all required documents are provided before and after each IEP team meeting in accordance with DC Municipal Regulations/Special Education Legislation.

Centralized IEP Support Unit (CIEP)

The Centralized IEP Support Unit was created to assist DCPS with IDEA's requirement for ensuring a free and appropriate education (FAPE) to all eligible children with disabilities. The purpose of CIEP is to support the District with its requirements to locate, identify, and evaluate all children with disabilities.

The CIEP team allows for consistent special education expertise and collaboration of staff throughout the evaluation process of students in atypical circumstances. CIEP's focus on a unique array of cases allows for in-depth collection, analysis, and interpretation of data in a timely fashion to make informed educational decisions for students.

CIEP facilitates the special education eligibility process, the eligibility process includes:

- Student observations
- Student data reviews,
- Assessments,
- Convening of eligibility determination meetings
- Individualized Education Programs [IEPs]
- Individualized Service Plan [ISPs] for students who are not enrolled in a local or dependent charter school and for whom DCPS was not their last school of attendance, as well as parentally-placed, self-funded students attending private/religious schools and OSSE approved home-schooled students.

The student's school is responsible for holding all meetings, updating eligibility, and IEPs if:

- The student is currently attending a local school.
- The student is currently attending a dependent charter school.
- The student's last school of attendance is a DCPS local school.
- The student's last school of attendance is a dependent charter school.

Early Stages

Students Served: 2.8 – 5.10 years of age

Grades: PK3 through kindergarten

Contact: referral@earlystagesdc.org, 202-698-8037, Fax: 202-654-6079

Executive Director: Sean Compagnucci

Early Stages fulfills the District's obligation under IDEA to execute child find activities for all children ages 2.8- to 5.10-years-old residing in DC. This includes not only children who are enrolled in DCPS, but also children who are enrolled in private/religious schools or, child care centers, as well as children who are not yet enrolled in school, including those who may have exiting IEPs. In addition, Early Stages manages Part C Transition for children turning 3. Part C Transition involves determining special education eligibility for children enrolled in Strong Start, the DC Early Intervention program. Early Stages has two sites:

- Walker-Jones Education Campus at 1125 New Jersey Avenue, NW; and
- Department of Employment Services building at 4058 Minnesota Avenue, NE.

Main Activities

Together with a team of related service providers, Early Stages works to provide caregivers with a comprehensive understanding of their child's needs. Below are the ways that Early Stages provide supports:

- Perform developmental screenings
- Manage referrals from parents, schools, child care providers, pediatricians, community organizations, and government agencies
- Conduct assessments
- Develop IEPs
- Identify locations for service provision.

All children referred for evaluation are assigned to a team that consists of a family care coordinator, who provides family support through the process, and an evaluation coordinator, who coordinates the assessments and development of the IEP. Together with a team of related service providers, they work to provide caregivers with a comprehensive understanding of their child's needs.

Service Delivery

Early Stages is not a direct service provider. All services are delivered by DCPS school-based personnel. Children who qualify for an IEP and whose parents wish to seek services are offered a seat at their school of right (either neighborhood school or lottery placement, if appropriate) or at the next closest school that can meet their needs if the neighborhood school is not available or lacks a needed program.

Outreach

Part of the child find obligation under IDEA is to conduct outreach activities in all wards of the city. Early Stages has a team of field-based coordinators (Child Find Field Coordinators) who develop and maintain referral relationships with diverse organizations and manage the initial screening process for families. In addition, they distribute educational materials, provide professional development sessions, train organizations to implement screening programs, and create or attend community events. Early Stages also produces a quarterly newsletter and maintains a website (www.earlystagesdc.org).

Referral to Early Stages

Anyone can make a referral to Early Stages. Referrals can be made several ways:

- Phone: 202-698-8037;
- Fax: 202-654-6079;
- E-mail: referral@earlystagesdc.org; and
- Online form: www.earlystagesdc.org.

Division of Specialized Instruction Contact Information

Division of Specialized Instruction

E-mail: dcps.specialed@dc.gov

Senior Deputy Chief: Kerri Larkin

Director, Academic Programs: Bridget Humphries

Director, Monitoring and School Support: Sandy Watson

Director, Non-Public: Joshua Wayne

Director, Transition: Willina Robson

Director, Special Education Inclusion Team: Tiffany Galloway

Director, Related Services: Regina Grimmett

Director, Resolution: Nicholas Weiler

Assistive Technology Team

Dcps.assistivetech@dc.gov

Program Lead: Andrea Boykin, Specialist, Assistive Technology

Behavior & Education Support Program

Dcps.bes@dc.gov

Program Lead: Jillian Fray-Evans, Manager, Behavior & Education Support Program

Communication & Education Support Program

Dcps.ces@dc.gov

Program Lead: Megan Gregory-Morley, Specialist Communication & Education Support Program

Early Learning Support Program

Dcps.specialed@dc.gov

Program Lead: Michael Zuerblis, Manager, Specific Learning Support Program

Extended School Year

Dcps.esy@dc.gov

Program Lead: Shirley Emile, Manager, Academic Supports

Home and Hospital Instruction Program

HHIP.dcps@dc.gov

Program Lead: Shirley Emile, Analyst Home and Hospital Instruction Program

Independence & Learning Support Program

Dcps.ils@dc.gov

Program Lead: Anna Chirighin, Manager, Low Incidence Disabilities

Location of Services

Dcps.location@dc.gov

Program Lead: David Payne, Specialist, Location of Services

LRE Unit

lre.review@dc.gov

Program Lead: Tiffany Galloway, Director, Special

Medical & Education Support Program

Dcps.specialed@dc.gov

Program Lead: Michael Zuerblis, Manager, Specific Learning Supports

Transition Programs

Dcps.transition@dc.gov

Program Lead: Willina Robson, Director, Transition

CEO Program: Ashlie Roney, Specialist, Transition

Project SEARCH Program: Ashlie Roney, Specialist, Transition

Workforce Development Center at River Terrace EC, Wendy Parker, Specialist, Transition

Professional Development

Program Lead: TBD

Sensory Support Programs

Dcps.sensorysupport@dc.gov

Program Lead: TBD, Manager, Low Incidence Disabilities

Specialized Education Inclusion and Intervention Team

Sped.inclusion@dc.gov

Program Lead: Tiffany Galloway, Director, Special Education Inclusion Team

Specific Learning Support Program

Dcps.specialed@dc.gov

Program Lead: Michael Zuerblis, Manager, Special Learning Support Program

Early Stages Team

E-mail: referral@earlystagesdc.org

Executive Director: Sean Compagnucci

Physical Supports: Occupational and Physical Therapy

E-mail: DCPS.OTPTtherapyprogram@dc.gov

Manager, Occupational & Physical Therapy: Yaritza Croussett

Speech-Language Pathology

E-mail: gabriana.dennis@dc.gov or tiffany.white@dc.gov or darla.kimbrough@dc.gov

Program Managers: Tiffany White, GaBriana Dennis, and Darla Kimbrough

Resolution Team and Early Dispute

E-mail: josh.wayne@dc.gov

Program Lead: Josh Wayne, Director

Monitoring and Local School Support

Email: sandy.watson@dc.gov

Program Lead: Sandy Watson, Director

Please note that as of SY15-16, the School Mental Health Team and the Section 504 Program are now part of the Student Wellness Division, for information on these programs and resources, please contact these teams directly.

Deitra Bryant-Mallory – Director, School Mental Health (Social Work, Psychology) (Deitra.bryant-mallory@dc.gov)

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