FOR SCHOOLS LOCATED IN THE DISTRICT OF COLUMBIA

Application for a Certificate of Approval

from the Office of the State Superintendent of Education (OSSE)
to Serve Students with Disabilities Whose Education is Publicly Funded

Type of Application

- ☒ Initial
- ☐ Renewal

Core Requirements

- The school or program meets the definition of a nonpublic special education school or program.[1]
- The school or program can implement each student's individualized education program (IEP).
- The school or program can demonstrate that it protects the health and safety of students.
- The school or program prohibits the use of aversive interventions.[2]

Name of Overarching Entity or School Network, if applicable

Name of School or Program	Type of School or Program
1.	☐ Day School ☐ Residential Treatment Center ☐ Psychiatric Residential Treatment Facility
2.	☐ Day School ☐ Residential Treatment Center ☐ Psychiatric Residential Treatment Facility
3.	☐ Day School ☐ Residential Treatment Center ☐ Psychiatric Residential Treatment Facility

Add rows as needed.

[1] A nonpublic special education school or program is defined as a privately owned or operated preschool, school, educational organization, or program, no matter how titled, that maintains or conducts classes for the purpose of offering instruction, for a consideration, profit, or tuition, to students with disabilities.

[2] Aversive intervention means specific strategies for behavioral-treatment intervention, including: (A) Noxious, painful, intrusive stimuli or activities that result in pain; (B) Any form of noxious, painful, or intrusive spray or inhalant; (C) Electric shock or use of a graduated electronic decelerator; (D) Pinches and deep muscle squeezes; (E) Withholding adequate sleep, shelter, clothing, bedding, or bathroom facilities; (F) Withholding meals, essential nutrition, or hydration, or intentionally altering staple food or drink to make it distasteful; or (G) The use of chemical restraints, instead of positive programs or medical treatments.

For Internal Use Only
SLIMS Number(s):
Date Application Received by OSSE:
Mode of Submission:

Individual who will serve as OSSE's main point of contact for the application

Name:
Position:
Email Address:
Phone Number:

I. Legal Authority

Name of the individual or entity responsible for school governance and operation:
Address:
Email Address:
Phone Number:

II. Executive and Administrative Leadership

Chief Executive Officer	Chief Operating Officer	Chief Financial Officer	Director of Education/ IEP Coordinator
Address:	Address:	Address:	Address:
Phone Number:	Phone Number:	Phone Number:	Phone Number:
Email Address:	Email Address:	Email Address:	Email Address:

Director of Residential Facilities and Services, if applicable	Admissions Officer	OSSE Student Records (Special Education Data System[3]) Point of Contact	OSSE Invoice Submission Point of Contact
Address:	Address:	Address:	Address:
Phone Number:	Phone Number:	Phone Number:	Phone Number:
Email Address:	Email Address:	Email Address:	Email Address:

[3] Special Programs is an online system used by schools who serve District of Columbia students with disabilities to collect and store student-level data for local and federal reporting purposes. It is the responsibility of the nonpublic school to designate an individual who will comply with Special Programs-related training and reporting requirements. Each nonpublic school must coordinate with the student's local educational agency (LEA) to ensure ongoing compliance with data requirements as delineated by the LEA.

III. School/Program Overview

Complete this page for each school. Copy the page as needed.

Legal Name of School	_____	Physical Address	_____ County:
Name Commonly Used	_____	Website Address	_____
Name of Principal		Email and Phone	

Level of School/Program	Ages and Grades Served	Sexes and Genders Served	Graduation Tracks Offered	Disability Categories Served
☐ Pre-K ☐ Kindergarten ☐ Elementary ☐ Secondary ☐ Other	Ages: _____-_____ Grades: _____-_____	☐ Boys ☐ Girls ☐ Coed ☐ Nonbinary	☐ Diploma ☐ Certificate of Completion ☐ GED	☐ Autism ☐ Deaf-Blindness ☐ Deafness ☐ Developmental Delay ☐ Emotional Disturbance ☐ Hearing Impairment ☐ Intellectual Disability ☐ Multiple Disabilities ☐ Orthopedic Impairment ☐ Other Health Impairments ☐ Speech Language Impairment ☐ Specific Learning Disability ☐ Traumatic Brain Injury ☐ Visual Impairment
Tax Identification Number:	_____			
OSSE SLIMS Number:	_____Leave blank if not known			

Dates of school year	Number of school days	Total number of instructional hours per day[4]	Class start time	Class dismissal time	Does the school offer extended school year (ESY) services?
From To		Monday Tuesday Wednesday Thursday Friday			☐ Yes ☐ No

[4] Indicate number of instructional hours for students. If professional development for all staff occurs regularly during normal school hours, do NOT count the hours as instructional.

IV. Special Education and Related Services

Provide the school's mission statement.

Describe the school's educational program. Does the school offer any special or specialized programs? If yes, provide a statement for each program that includes the name of the program and a description of the program and its goals.

Identify all related services that are offered:

- ☐ Audiology
- ☐ Occupational Therapy
- ☐ Orientation and Mobility
- ☐ School Health/Nursing
- ☐ Physical Therapy
- ☐ Speech-Language Pathology
- ☐ Parent Counseling and Training
- ☐ Recreation
- ☐ Rehabilitation Counseling
- ☐ Behavioral Support
- ☐ Other (Please list):

Are all related services provided on-site and in-person? If not, please describe how services are delivered.

V. Organizational Capacity and Staff Qualifications

A nonpublic special education school or program is required to ensure that its organizational structure provides for the effective and efficient operation of the school or program, supervision of school personnel, and supervision of students.[5] Additionally, each member of the teaching staff shall hold a teaching certification from the state or district in which the school is located, to the same level as required for teaching staff in public schools of that state or district.[6] Related service providers, whether employed or contracted by the nonpublic special education school or program, shall be appropriately certified, licensed, or registered in their professional areas in alignment with requirements from the state or district in which the school is located, to the same level as required for providers in public schools of the state or district.[7]

Complete the attached Appendix A.

[5] 5 DCMR §A-2823.1.
[6] 5 DCMR §A-2823.2.
[7] 5 DCMR §A-2823.3.

VI. Facility Information

Location: Identify the location of and the distance to the nearest public transportation access points (airport, bus, train, local subway):
Location of nearest public transportation access points:
Distance of access points from the school/program:

Transportation: Do any of the sites/programs provide a bus or shuttle services to public transportation access points to drop off or pick up any students at or from home or another location? (Note that nonpublic schools are not obligated to provide this service.)
☐ Yes ☐ No

If yes, describe.

Cafeteria and Meals: Does the school provide a meal program? If yes, include a description of the meals offered and the name of the provider. Attach sample menus to demonstrate that meals are nutritious and balanced. If students are required to bring their own lunch, describe how provisions are made to ensure all students have a meal every day.

Recreational Spaces: Does the school have any indoor or outdoor recreational spaces, such as a gymnasium or a playground, where students can engage in physical health activities? If yes, describe.

Infirmary/Nursing Station: Does the school have a dedicated area for the administration of medicine and the examination and treatment of injuries and the provision of first aid?

Ownership of Facilities: Are the school or program's facilities rented or owned?

VII. Certification & Licensure

Is the school currently certified or licensed by an agency in a jurisdiction outside of DC? ☐ Yes ☐ No
Type of license or certification:
Name of issuing agency:
Address of issuing agency:
Name and email address of agency contact:
Has the owner ever been denied authorization to operate a private special education school in another state?
☐ Yes ☐ No ☐ N/A
If yes, please identify the state:

For PRTFs Only
Has the facility been certified as a Psychiatric Residential Treatment Facility (PRTF) by the District of Columbia Department of Behavioral Health (DBH)?[8] ☐ Yes ☐ No
If not, has the facility applied to be certified as a PRTF by DBH? ☐ Yes ☐ No

VIII. Accreditation

Is the school currently accredited by a recognized national or regional organization? ☐ Yes ☐ No
Type of accreditation:
Name of accreditation agency:
Address of accreditation agency:

IX. Inspections

Enter the name of the inspection agency for each inspection the school is required to undergo per local laws and regulations, as well as the date on which the inspection certificate expires or the date on which the inspection took place if the certificate does not include an expiration date.

Inspection Type	Inspection Agency or Certificate	Date of Issuance	Date of Expiration
Certificate of Occupancy			
Building Code[9]			
Fire Safety			
Health & Sanitation			
Air Quality (Indoor)			
Water Safety			
Waste Management Systems			
Pest Control			
Lead Safety			
Carbon Monoxide Detectors			

[8] DC Official Code §7-1131.04.
[9] To ensure structural and system integrity of building (HVAC, roofing, plumbing, electrical).

X. Statement of Fiscal Responsibility

Financial Model: ☐ Nonprofit ☐ For-Profit

Type of Ownership

- ☐ Corporation
- ☐ Partnership
- ☐ Sole Proprietorship
- ☐ Other (explain):

If the ownership is in the form of a partnership or corporation, list the name and address of the entity and list below, as applicable, all members, officers, partners, principals, owners, and members:

Partnership/Corporation Name: _____
Partnership/Corporation Address: _____

Name	Position	Address

XI. Insurance

Does the school carry comprehensive general liability insurance? ☐ Yes ☐ No
Does the school carry vehicle insurance? ☐ Yes ☐ No
Will the school, if approved by OSSE, add the District of Columbia government as an "Additional Insured" on their certificate(s) of liability insurance policy and maintain coverage at the appropriate levels or limits?
☐ Yes ☐ No

XII. Rates

Are the school or program's rates state-approved? ☐ Yes ☐ No
If yes, by which state(s)? _____

XIII. Required Information and Documentation

Submit a copy of the following documents:

(1) ☐ Complete, signed, and notarized Initial Certificate of Approval application form
(2) ☐ School calendar for the current school year for each school
(3) ☐ Organizational chart
(4) ☐ All inspection certificates (certificate of occupancy, fire safety,[10] health, sanitation, etc.)
(5) ☐ For PRTFs only: Certificate or letter identifying the school as a PRTF by DC DBH
(6) ☐ Evidence of accreditation by a national or regional organization
(7) ☐ Professional licenses for all teachers and related service providers (see Appendix A)
(8) ☐ Reports demonstrating staff have undergone child protective and criminal background checks (see Appendix A)
(9) ☐ Certificates demonstrating staff members have been trained and certified in verbal de-escalation and appropriate use of specific, authorized techniques for physical restraint in emergency circumstances
(10) ☐ Student handbook which includes full and up-to-date information about the program, including, at minimum, its academic policies, IEP process, policies on behavior management, student rights and privileges, and the process for the student to make a confidential complaint about the services or treatment they are receiving at the school or program
(11) ☐ Parent handbook which includes complete and up-to-date information about the program, including, at minimum, its academic policies, IEP process, policies on behavior management, student rights and privileges, and the process for a parent to make a complaint about the services or treatment a student is receiving at the school or program
(12) ☐ Crisis preparedness plan to include policies covering all relevant natural and human-made emergencies, including terrorism and shootings
(13) ☐ Copy of Articles of Incorporation, if incorporated entity, or governing document, if unincorporated entity
(14) ☐ Lease, mortgage statement, or deed
(15) ☐ Independent fiscal audits for the past two fiscal years
(16) ☐ State approval document for established rate, if applicable
(17) ☐ General liability insurance policy
(18) ☐ Vehicle insurance policy

[10] Fire alarm inspections are not sufficient to comply with this requirement. A fire inspection report is completed by the fire marshal from within the city in which the site/program is located.

XIV. Required Policies & Procedures

Submit one copy of each of the following policies or procedures:

(1) ☐ Positive behavior intervention and support policy statement and school-wide positive behavior plan, including a school-wide crisis plan
(2) ☐ Emergency behavioral interventions, including use of seclusion and restraint
(3) ☐ Participation of District of Columbia students in state-wide assessments
(4) ☐ Opportunities for enrolled students to interact maximally with their non-disabled peers
(5) ☐ Reintegration plan for return to a less restrictive environment
(6) ☐ Postsecondary transition services and transition planning
(7) ☐ Attendance and truancy
(8) ☐ Records management and confidentiality of student records
(9) ☐ Process for students and parents to make complaints to the nonpublic special education school or program about the services a student is receiving, including how to access OSSE's state complaint process
(10) ☐ Employee policies including position descriptions; staff evaluation templates; staff discipline policies (including suspensions and dismissals); procedures for handling complaints by staff; and a statement of equal employment and educational opportunities in regard to race, color, creed, religion, national origin, sex, sexual orientation, and disability
(11) ☐ A plan for meaningful participation by the parent and other family members authorized by the parent
(12) ☐ Supervision of students
(13) ☐ A plan for serving students with limited English proficiency
(14) ☐ Admissions and termination criteria
(15) ☐ Reporting of suspected child abuse or neglect
(16) ☐ Timely IEP development and implementation, including conducting and participating in IEP team meetings
(17) ☐ Timely evaluations and reevaluations
(18) ☐ Professional development plan which ensures adequate staff education on policies and procedures
(19) ☐ Policy on prevention of bullying
(20) ☐ Policy pertaining to the use of electronic devices, including phones

XV. Conflicts of Interest

A. Is any owner, officer, director, manager, stockholder, or partner of your organization serving in any capacity with or under the District of Columbia government or a District of Columbia public charter school?

☐ Yes ☐ No

B. Does any owner, officer, director, manager, stockholder, or partner of your organization have a spouse, significant other, or member of household serving in any capacity with or under the District of Columbia government or a District of Columbia public charter school?

☐ Yes ☐ No

C. Is any owner, officer, director, manager, stockholder, or partner of your organization receiving, officially or personally, any other compensation, payment, or remuneration of any kind from the District of Columbia government or a District of Columbia public charter school?

☐ Yes ☐ No

D. Does any owner, officer, director, manager, stockholder, or partner of your organization have a spouse, significant other, or member of their household who is receiving, officially or personally, any other compensation, payment, or remuneration of any kind from the District of Columbia government or a District of Columbia public charter school?

☐ Yes ☐ No

E. Does any owner, officer, director, manager, stockholder, partner, or employee with decision-making authority regarding the provision of services to a District of Columbia student at the school have any personal or contractual relationship with another person or entity providing services to a District of Columbia student enrolled at this school?

☐ Yes ☐ No

F. Does any owner, officer, director, manager, stockholder, partner, or employee with decision-making authority regarding the provision of services to a District of Columbia student at the school have a spouse, significant other, or member of their household that has a personal or contractual relationship with another person or entity providing services to a District of Columbia student enrolled at this school?

☐ Yes ☐ No

G. Does any owner, officer, director, manager, stockholder, partner, or employee with decision-making authority regarding the provision of services to a District of Columbia student at the school have a business or a financial interest in a business that provides services to a District of Columbia student enrolled at the school?

☐ Yes ☐ No

H. Does any owner, officer, director, manager, stockholder, partner, or employee with decision-making authority regarding the provision of services to a District of Columbia student at the school have a spouse, significant other, or member of their household with a business or a financial interest in a business that provides services to a District of Columbia student enrolled at the school?
☐ Yes ☐ No

I. Does any owner, officer, director, manager, stockholder, partner, or employee with decision-making authority regarding the provision of services to a District of Columbia student at the school have a business or a financial interest in a business or a spouse, significant other, or member of their household with a business or a financial interest in a business that provides services to District of Columbia students enrolled or not enrolled at the school?
☐ Yes ☐ No

If "yes" to any of the above inquiries, please explain in detail:

_____

_____

_____

_____

_____

_____

_____

Please add additional page(s) if necessary.

XVI. Assurances

The school makes the following assurances that it has policies and procedures in place as required by Part B of the Individuals with Disabilities Education Act (20 USC 1411-1419; 34 CFR §§300.100-300.174) and the District of Columbia Municipal Regulations (Subtitle A, Title 5 DCMR Chapter 28) as indicated by the Chief Executive Officer's **initials in each space below** unless not applicable. Enter N/A for provisions that are not applicable.

Initials	Provisions
	The school will adhere to and maintain policies and procedures in conformance with the attendance and truancy policies and procedures of the sending LEA and the District of Columbia as set forth in chapter 21 subtitle A of Title 5 of the DCMR, as required by 5A DCMR §2821.2.
	The school will submit to the student's sending LEA and OSSE the attendance record at the time an invoice is submitted to OSSE for payment, and the roster shall accurately reflect each student's attendance for every regular instructional school day for the respective billing cycle, identifying excused and unexcused absences, as required by 5A DCMR §2821.7.
	The school calendar includes a minimum of 180 regular instructional days, exclusive of any extended school year period mandated by an IEP, as required by 5A DCMR §2806.1.
	Each regular instructional day is at least 6 hours in length for students, inclusive of time allotted for lunch periods, recesses, and class breaks, except that the 6-hour minimum instructional day

Initials	Provisions
	requirement shall not be applicable to any evening school program, pre-kindergarten program, or other alternative program approved by OSSE, as required by 5A DCMR §2806.2.
	Each member of the teaching staff shall hold a teaching certification from the state or district in which the school is located, to the same level as required for teaching staff in public schools of that state or district, as required by 5A DCMR §2823.2.
	Related service providers, whether employed or contracted by the nonpublic special education school or program, shall be appropriately certified, licensed, or registered in their professional areas in alignment with requirements from the state or district in which the school is located, to the same level as required for teaching staff in public schools of that state or district, as required by 5A DCMR §2823.3.
	A nonpublic special education school or program shall maintain personnel files including, at minimum, resumes, attendance records, contracts, driver's licenses (or equivalent), and evidence of child protective service and criminal background checks. Access to personnel policies and files shall be available to OSSE upon request for the purposes of monitoring compliance with the requirements of this chapter, as required by 5A DCMR §2823.4.
	The school provides education that meets the standards that apply to education provided by the SEA and LEA (i.e., the school teaches the District of Columbia Standards of Learning), as required by 34 CFR §300.146(b).
	The school ensures instructional alignment with the District of Columbia's learning standards, grades, promotion, and graduation requirements, consistent with Title 5 of the DCMR, including compliance with any amendments to these respective policies, procedures, and rules, as required by 5A DCMR §2805.2.
	The school shall provide the facilities, textbooks, equipment, technology, materials, and supplies need to provide the special education and related services specified by the students' IEP, as required by 5A DCMR §2807.1.
	The school makes available all resources and materials necessary to accommodate students with disabilities, as required by 5A DCMR §2807.2.
	The school adheres to the grades and promotion policies and procedures of the sending LEA in which each student is enrolled, as required by 5A DCMR §2813.1.
	School offers subjects and volunteer community service hours to enable enrolled students to meet the high school graduation requirements of the District of Columbia: **District of Columbia High School Graduation Requirements** A total of 24 Carnegie Units in corresponding subjects and required volunteer community service hours shall have been satisfactorily completed for graduation. (5A DCMR §2203.3(a)) The following Carnegie Units in the following subjects shall be required: (5A DCMR §2203.3(b)) • English – 4.0 units • Mathematics; must include Algebra I, Geometry, and Algebra II at a minimum – 4.0 units • Science; must include three lab sciences – 4.0 units • Social Studies; must include World History 1 and 2, United States History, United States Government, and District of Columbia History – 4.0 units • World Language – 2.0 units • Art – 0.5 units • Music – 0.5 units • Physical Education/Health – 1.5 units • Electives – 3.5 units • Total Units – 24.0 units

Initials	Provisions
	At least two of the 24 Carnegie Units for graduation must include a college-level or career preparatory (CLCP) course approved by the LEA and successfully completed by the student. The course may fulfill subject matter or elective unit requirements as deemed appropriate by the LEA. CLCP courses approved by the LEA may include courses at other institutions. (5A DCMR §2203.3(c)) All students must enroll in Algebra I no later than grade 10. (5A DCMR §2203.3(d)) For all students entering grade 9, one of the three lab science units shall be a course in Biology. (5A DCMR §2203.3(e)) In addition to the 24 Carnegie Units, 100 hours of volunteer community service shall be satisfactorily completed. The specific volunteer community service projects shall be established by the LEA. (5A DCMR §2203.3(f)) The 1.5 Carnegie Units in health and physical education shall not be required for the evening program high school diploma. (5A DCMR §2203.3(g))
	Every District of Columbia student with an IEP enrolled in an LEA will be appropriately included in either the District of Columbia statewide assessment system or alternate assessment approved by OSSE, as required by 5A DCMR §§2812.1 and 2301.6.
	The school will administer statewide assessments according to the test security guidelines published by OSSE, as required by 5A DCMR §2812.2.
	The first IEP in effect after a student reaches age 14 shall include appropriate, measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services (including courses of study) needed to assist the child in reaching the goals, as required by 5A DCMR §3026.1(a).
	IEP planning and service delivery by the school is designed to support a transition of the student to a less restrictive setting when determined appropriate by the IEP team, and students' transition status is considered at least annually as a component of annual IEP review, as required by 5A DCMR §2810.1.
	The school will collaborate with each student's sending LEA to ensure that extended school year services are provided, as necessary, on an individual basis, to each child in accordance with the child's IEP, as required by 34 CFR §300.106.
	The school does not use aversive interventions, specifically noxious, painful, intrusive stimuli or activities that result in pain; any form of noxious, painful, or intrusive spray or inhalant; electric shock or use of a graduated electronic decelerator; pinches and deep muscle squeezes; withholding adequate sleep, shelter, clothing, bedding, or bathroom facilities; withholding meals, essential nutrition, or hydration, or intentionally altering staple food or drink to make it distasteful; or the use of chemical restraints, instead of positive programs or medical treatments, as prohibited by DC Code §38-2561.01(1).
	The school will report suspected neglect or abuse as defined in DC Official Code §§16-2301(9) and (23), respectively (including compliance with the law on compulsory school attendance) as required by all relevant federal, state, and local laws, as required by 5A DCMR §2811.1.
	The school will report fire or any other form of emergency situation, including events associated with any public health emergency, to the sending LEA and OSSE with written notification as soon as is feasible, and status reports thereafter as requested by OSSE as required by 5A DCMR § 2831.1.
	The use of physical restraints is prohibited in all nonpublic special education schools and programs except when the intervention is necessary in emergency circumstances, to protect the child or other person from imminent, serious physical harm and other less intrusive, non-physical interventions have failed or been determined inappropriate, as required by 5A DCMR § 2816.1.

Initials	Provisions
	Physical restraint is applied only by school personnel who are trained and certified in the appropriate use of specific, authorized techniques, as required by 5A DCMR §2816.2.
	The school will not administer physical restraint to a student with a medical or psychological condition contraindicative to restraint, as prohibited by 5A DCMR §2816.5.
	The school does not use any form of mechanical restraint on District of Columbia students, as prohibited by 5A DCMR §2817.1.
	The school does not use any form of prone restraint on District of Columbia students, as prohibited by 5A DCMR §2818.1.
	No form of seclusion will be used on a District of Columbia student, as prohibited by 5A DCMR §2819.1, unless it is under emergency circumstances as defined in 5A DCMR §2899.
	If seclusion is used, the space used for seclusion is free of objects and fixtures with which a student could self-inflict bodily harm; provides school personnel an adequate view of the student from an adjacent area; and provides adequate lighting, ventilation, and appropriate temperature controls, as required by 5A DCMR §2819.2.
	No form of seclusion shall continue longer than 1 hour, as required by 5A DCMR §2819.5.
	If the school's space for seclusion has a locking mechanism, it is only engaged when it is held in position by a person, or if electronically engaged, automatically releases if the building's fire alarm system is activated, as required by 5A DCMR §2819.6.
	If any form of restraint or seclusion is used, the school will prepare and file a written report including the student's name; the date of the incident; the beginning and ending times of the incident; the beginning and ending times of the actual restraint or seclusion; a description of relevant event leading up to the incident; a description of any interventions used prior to the implementation of restraint or seclusion; a log of events during the restraint, including restraint techniques used; a log of events during the seclusion; a description of any injuries (whether to students, personnel, or others) and/or property damage; a list and signatures of the school personnel who participated in the implementation, monitoring, and supervision of the restraint or seclusion event; and a description of the short-term planned approach to addressing the student's behavior in the future, as required by 5A DCMR §2820.2.
	For all incidents involving a restraint or seclusion of a DC student, the school will prepare a written incident report and will place them in the student's permanent file (i.e., in Special Programs within 24 hours of the incident), as required by 5A DCMR §2820.3.
	For all incidents of a qualifying type – any incident involving a restraint or seclusion, suspicion or knowledge of child abuse or neglect, student injury, or an emergency (any incident involving an emergency response agency including fire department and/or law enforcement agency) - the school will send a copy of the written incident report within one business day of the incident to the student's parent(s), the sending LEA, and any other DC agency involved in the student's placement, as required by 5A DCMR §. 2836.1.
	The school provides information to each student with full and up-to-date information about its program, including, at minimum, its academic policies, IEP process, policies on behavior management, student rights and privileges, and the process for making a confidential complaint about the services or treatment they are receiving at the school or program, as required by 5A DCMR §2826.1.
	The school provides information to every parent with complete and up-to-date information about its program, including, at minimum, its academic policies, IEP process, policies on behavior management, student rights and privileges, and the process for a parent to make a confidential complaint about the services or treatment a student is receiving at the school or program, and provides information to parents regarding monitoring by OSSE, including the fact that students may be asked to participate in interviews or other fact-gathering activities with OSSE representatives, as required by 5A DCMR §2827.

Initials	Provisions
	The school cooperates with LEAs to maintain each enrolled student's IEP in Special Programs, the District of Columbia's special education data system, as required by 5A DCMR §2808.2.
	The school maintains current licenses, approvals, and certificates of inspection by state and local agencies, covering safety, fire, lead paint, health, building code, Americans with Disabilities Act (ADA), and any other inspections that may be required by local or state authorities, as required by 5A DCMR §2828.1.
	The school is in compliance with the ADA, as required by 5A DCMR §2801.1.
	The school is in compliance with Section 504 of the Rehabilitation Act of 1973, as required by 5A DCMR §2801.1.
	The school acknowledges consequences for providing false, misleading, or incomplete information, or failing to provide information requested by the SEA or DCPS as outlined in DC Code §38-2561.11(a)(2).
	The school adheres to all federal and District of Columbia laws, regulations, and guidance governing Medicaid reimbursable services, as required by 5A DCMR §2834.
	The school invoices OSSE according to provisions in 5A DCMR §2833.
	The school maintains personnel files including evidence of child protective service and criminal background checks as required by 5A DCMR §2823.4.
	The school will notify OSSE in writing and submit an application to amend its certificate of approval before a change of circumstances occurs according to the provisions in 5A DCMR §2803.4.
	The school obtains written authorization from the responsible LEA to hold a placement open and to continue billing for tuition if a student has accrued 10 unexcused absences at any time during the school year or seven consecutive unexcused absences, as required by 5A DCMR §2821.12.
	The school adheres to and maintains policies and procedures in conformance with the attendance and truancy policies and procedures of each sending LEA according to the provisions in 5A DCMR §2821.3.
	If the school serves students from only one District of Columbia LEA, the school applies the sending LEA's policy to each student enrolled in that LEA. If the school serves students from multiple District of Columbia LEAs, the school either applies the sending LEA's policy to each student enrolled in that LEA; **or** selects one District of Columbia sending LEA's attendance policy to apply to all students attending the school and provides a written notification of such designation to each LEA and OSSE according to the provisions in 5A DCMR §2821.4. Please specify LEA used: _____
	OSSE shall schedule periodic monitoring visits to each nonpublic special education school or program at least once during the validity of each certificate of approval, to verify compliance with applicable District of Columbia regulations, as well as federal and local law. Prior to a scheduled monitoring visit, a nonpublic special education school or program shall inform all parents of enrolled District of Columbia students that a scheduled monitoring visit shall occur, according to DC Official Code § 38-2561.09.
	Representatives of OSSE may make unannounced visits to a nonpublic special education school or program, review student records, and conduct interviews with students and staff. OSSE, as the District of Columbia's SEA, is entitled to immediate access to all student records for monitoring and investigative purposes and shall maintain their confidentiality as required by law. The nonpublic special education school or program shall cooperate in full with any requests for documentation, file review, interviews, and access to the facility during an unannounced visit. OSSE may interview students on site at a school or program without school representatives being present. OSSE shall make its requests in a manner least intrusive to the delivery of services to students, according to 5A DCMR 2837.2.

XVII. Notarization

I, _____ (print or type), hereby certify that all of the facts, figures, information, representations, and assurances made by me in this application, including all exhibits and attachments, are true and correct to the best of my knowledge and belief. I certify that I am authorized to execute this application on behalf of the school or program.

_____

Signature of Chief Executive Officer Date

_____

Legal Name of School or Program

Notary Public will complete portion below the bold line.

_____

Name of Notary Public

_____

Expiration Date of Notary's Commission

_____

Date of Notary

_____

Signature of Notary Public

Seal of Notary Public