



District of Columbia
Office of the State Superintendent of Education



SPECIAL EDUCATION RESOURCE HUB: What Families and Students Need to Know This Year

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INTRODUCTION

The impacts of COVID-19 and uncertainty we all face is stressful. We at the Office of the State Superintendent of Education (OSSE) know families have a lot of questions as we start this new school year. OSSE cares about and is committed to every student in DC, especially students with disabilities. We want to help parents and families of students with disabilities get answers to their questions. The resources contained here are for families whose child:

- Attends a school that is part of District of Columbia Public Schools
- Attends a public charter school
- Is placed in a [nonpublic special education school](#)

To see a list of terms and definitions that may be helpful as you learn more to support your child, visit [this resource from DC's Office of the Student Advocate](#).

Who is OSSE? We are the state education agency for DC. This means we monitor and support DC public schools in following federal and local law. While OSSE has a lot of resources and guidance for schools, your school will have the most information about their plans for this school year. You can always contact your school directly with questions. School directory and contact information can be found here:

- [DC Public Schools](#)
- [DC Public Charter Schools](#)
- [Nonpublic Special Education Schools](#)

YOUR CHILD'S RIGHTS

1

MY CHILD HAS A DIAGNOSED DISABILITY. WHAT SUPPORT SHOULD I EXPECT FROM THEIR SCHOOL?

Your school will give your child a specially designed education at no cost to you that meets your child's unique needs. This will include:

- Your child will receive specially designed instruction. Depending on their needs, they may also qualify for services like speech therapy or counseling.
- A team made up of teachers and others, including you the parent, decides what services and support the student gets.
- The plan for providing this education must be written down in an individualized education program (IEP).
- Your school will provide you with reports or updates on your child's progress throughout the year. You can also discuss any concerns you have.
- You as a parent may be able to receive training as part of your child's IEP to help you understand and assist with your child's special needs.

The Individuals with Disabilities Education Act (IDEA), a federal law, guarantees this right to a “[free and appropriate public education](#)” (also known as FAPE) for children with disabilities. This right applies whether your child is enrolled in a DCPS school or a DC public charter school, or attending a [nonpublic special education school](#).

The IDEA also guarantees many other rights, known as “procedural safeguards,” to ensure that your child receives FAPE. OSSE's [Notice of Procedural Safeguards](#) has more detailed descriptions of these rights.

COVID-19 does not change your child's rights. These are the same whether your child is learning at school or virtually. However, special education might look and feel different for your child this year. The question, “What support can I expect from my child's school in the upcoming school year, given COVID-19?” offers more information about this.

If you have questions, contact your child's teacher or special education coordinator.

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IF IT IS NOT SAFE FOR MY CHILD TO RETURN TO SCHOOL, WILL MY SCHOOL HELP THEM LEARN AT HOME?

Your school must continue providing special education, even if your child can not return to school but other students are returning to in-person services.

If school buildings are closed, or health officials or your child's doctor say your child should stay home, your child's individualized education program (IEP) team will help.

Individual home instruction can be delivered in many ways, below are some of several options your child's IEP team will consider. This can include things like:

- Telephone calls
- Homework packets
- Internet-based lessons

Your child's IEP team will work with you on planning for your child to learn at home. This will include getting the special education required by your child's IEP that can be delivered through a distance learning model, while balancing the health and safety needs of your family. This may mean that some, but not all, of your child's IEP services will be delivered while your child is learning at home. This may also mean that IEP services may look different than they have before. For example, your child may receive only a portion of their IEP-required specialized instruction hours, based on how many hours of virtual classroom time your child is attending, or your child may receive speech and language services alone with the therapist instead of in a group with their peers. You should discuss with your child's school how these services will be recovered during this school year.

Remember that home instruction as part of an IEP is not the same as homeschooling. Students receiving home instruction are still enrolled at their DC school. Homeschooled students do not get any special education or services from DC schools.

For more information, see [OSSE's guidance on special education and COVID-19](#).

NEW TO SPECIAL EDUCATION

3

I HAVE CONCERNS ABOUT THE DEVELOPMENT OF MY CHILD YOUNGER THAN AGE 3. WHO CAN I REACH OUT TO FOR SUPPORT?

You, your family or your child's doctor may notice your child is developing differently than other children. This can be stressful, but there are resources to support you.

If you have any concerns, contact [Strong Start](#), DC's early intervention program, by calling (202) 727-3665. Strong Start is run through OSSE and offers free supports and services to infants and toddlers with disabilities or developmental delays and their families. Their team will explain your rights, determine if your child is eligible for early intervention services, and support you in building your confidence to use child interests and everyday activity settings to promote your child's learning. This [Strong Start Road Map](#) explains each step in the process.

Some examples of services available are:

- Developmental evaluations
- Speech, physical, occupational and developmental therapies
- Hearing or vision services
- Service coordination

For more information about young children, you can check out these resources:

- [Strong Start Brochure](#)
- [CDC's Developmental Milestones](#)
- [Families Have Rights: IDEA Part C Procedural Safeguards](#)

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I HAVE CONCERNS ABOUT THE DEVELOPMENT OF MY CHILD AGE 3-5. WHO CAN I REACH OUT TO FOR SUPPORT?

If you have concerns about your child age 3-5, [DCPS Early Stages](#) is here to support you. DC Public Schools Early Stages is DC's evaluation center for children ages 2 years, 8 months through 5 years, 10 months. They help identify any delays that your child may have and, with your consent and participation, arrange services to address them. Their services are free and open to all children who live in or attend school in DC.

If your child is attending a DC public charter school, you can ask anyone at the school for an evaluation.

If possible, please make requests for an evaluation in writing (email or a letter). DC Early Stages or the school in which your child is enrolled, however, is required to accept oral requests for an evaluation.

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MY CHILD IS STRUGGLING IN SCHOOL. HOW DO I FIND OUT IF MY CHILD NEEDS SPECIAL EDUCATION RESOURCES?

It can be stressful to see your child struggle in school. **If you think your child might have a disability, there is a process to see whether special education services may help them. You can start this process by talking to your child's teacher.** Bring up your concerns and ask for an "evaluation" for your child. Your request starts the process as follows:

- 1) Referral:** The school will start by reviewing all of your child's information. This review is to determine if the information leads them to suspect that your child might have a disability.
 - If they do suspect your child might have a disability, they will ask for your consent for an evaluation. This means you move to the next step below.
 - If they decide the information does not raise concerns about a possible disability, they will send you written notice of that. This means your child will not move forward with an evaluation. If they decide not to evaluate your child and you disagree, you have options to dispute this decision.
- 2) Evaluation:** Your school will bring together a team to determine if your child has a disability that qualifies them for special education. This team will review the information they have about your child and may need to gather new information to complete the evaluation. They might gather new information by giving your child an education or psychological assessment.
- 3) Eligibility:** A team of professionals will meet with you to talk about the evaluation. They will discuss with you whether or not your child "qualifies" for special education services. Qualification is based on the law for special education. The federal law for special education is called the Individuals with Disabilities Education Act (IDEA). Whether or not your child qualifies, they will talk to you about next steps.
- 4) Create an Individualized Education Program (IEP):** If your child qualifies for special education, an IEP will be developed for your child. The IEP is a written document that includes your child's goals, strengths and unique needs. It will describe the services and supports your school will provide to help your child reach these goals. This document will be created by your child's IEP team. As a parent, you are an equal member of this team. It is your choice whether or not your child receives special education services.

If your child does not need special education services, they still might benefit from other supports. These other supports may be part of a "504 plan." For more information, you can talk to your child's school or read more on [OSSE's Section 504 website](#).

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NEW TO SPECIAL EDUCATION (CONTINUATION)

The timeline for these steps in the process may be delayed due to COVID-19. For example, not being able to meet in person may make it difficult to complete an evaluation. Your school should work with you to consider creative and flexible options to complete evaluations when possible. If moving forward is impossible, you should receive written notice of this from your school. You may also work with your school to agree upon a new due date.

These resources have more information:

- [OSSE Special Education Parent Brochure](#)
- [Understood.org - 6 Benefits of Having Your Child Evaluated](#)
- [Office of the Student Advocate - Parent & Family Go-To Guide](#)

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MY CHILD HAS JUST BEEN DIAGNOSED WITH A DISABILITY. WHAT RESOURCES ARE AVAILABLE TO HELP ME LEARN ABOUT WHAT THIS MEANS?

There are many resources available to help you learn more and support your child. Here are some that might be helpful:

Resources to review:

- [Questions Often Asked by Parents about Special Education Services](#)
- [Understood.org](#) is a resource to learn more about specific disability types and to connect with other families. Some helpful links on their website are:
 - [Understanding Special Education](#)
 - [The 13 Disability Categories Under IDEA](#)
 - [Understanding IEPs](#)
 - [List of terms and definitions](#)

People to talk to:

- [Advocates for Justice and Education \(AJE\)](#) is DC's parent training and information center for families of students with disabilities.
- The DC [State Advisory Panel on Special Education](#) (SAPSE) meetings are open to the public and are a great way to connect with other families.



WHAT TO EXPECT THIS SCHOOL YEAR

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WHAT SUPPORT CAN I EXPECT FROM MY CHILD'S SCHOOL IN THE UPCOMING SCHOOL YEAR, GIVEN COVID-19?

Your school has been hard at work planning for this school year. Below are key things to keep in mind about what you and your child can expect from your school. If you have any questions, contact your school.

- 1) **Your school must keep providing special education**, even if the school is not returning in person. This will include getting the special education required by your child's individualized education program (IEP) that can be delivered through a distance learning model, while balancing the health and safety needs of your family. However, some learning and services might look different during distance learning. For example:

- Learning might involve [virtual ways to accommodate your child's disability](#)
- You might meet with service providers over phone or video
- Your child may need new technology to help them do work at home (called "assistive technology"). This is different from the device used for remote learning and may include software to enlarge text or read it aloud.

You should discuss with your child's school how any services that cannot be delivered will be recovered during this school year.

- 2) **Your school should partner with you, as needed, to review and update your child's IEP.** If necessary for your child, this process should consider how your child's needs may have changed and how they will be met if your child is learning from home or at school. It should also consider your needs as a parent for training to support your child. If your child attends a DCPS school, [DCPS has committed to creating a distance learning plan](#) for each student with a disability.
- 3) **Your school should test your child's learning levels at the start of the school year and share those results with you.** This test, known as a "formative assessment," will help the school understand how your child's needs may have changed.
- 4) **Your school should help you support your child.** This includes providing training and resources for distance learning. They should also help you learn how to use new technology.
- 5) **Your school should communicate with you about how they are going to take these steps within the first two weeks of school.** Your school has been developing a plan called a "Continuous Education and School Recovery Plan." This plan should be shared directly with you. It will also be on your school network's website and [OSSE's website](#), once finalized. This plan will explain, among other things, how your school will:
 - Teach students at home and in person
 - Take attendance
 - Connect families with needed technology
 - Adapt academic, behavior and specialized supports for distance learning

Read more about these expectations in [OSSE's Guiding Principles for Continuous Education](#) and [OSSE's IDEA, Part B Provision of FAPE: Guidance Related to Remote and Blended Learning](#).

Here you can find school contact information:

- [DC Public Schools](#)
- [DC Public Charter Schools](#)
- [Nonpublic Special Education Schools](#)

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I AM CONCERNED MY CHILD MAY HAVE LOST LEARNING PROGRESS THIS SPRING. WHAT CAN I EXPECT MY SCHOOL TO DO TO HELP MY CHILD CATCH UP?

For the 2020-21 school year, schools are developing plans for "recovery services" for all students, including recovery services considerations for your child. These plans, generally, will help your child with learning loss that may have occurred last spring. Your child should receive recovery services that are delivered alongside the regular school-year education.

Beyond recovery services, some students may need "compensatory services." Compensatory services are designed to make up for education a child loses when a school does not provide individualized education program (IEP) services. These services would be in addition to "recovery services." Your child's IEP team, including you, should discuss whether your child might need compensatory services.

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MY CHILD IS PLACED IN A NONPUBLIC SPECIAL EDUCATION SCHOOL. HOW CAN I LEARN MORE ABOUT THEIR SCHOOL'S PLAN FOR THE FALL?

Your child's [nonpublic special education school](#) is working with the public school in DC that referred them to create plans for this school year. These plans will include details about how learning will take place - at school or virtually. They will also describe how the school plans to operate safely. **For questions about learning or safety plans, ask your child's nonpublic school or DC school.**

In general, if you have concerns about the nonpublic school your child is attending, you should reach out to the public school in DC that referred your child and your child's individualized education program (IEP) team.

Here you can find school profiles, along with contact information:

- [Nonpublic Special Education Schools](#)
- [DC Public Schools](#)
- [DC Public Charter Schools](#)

For more information, see [OSSE's guidance for nonpublic schools](#).

WHO TO REACH OUT TO FOR HELP

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HOW CAN I ADVOCATE FOR SERVICES AND SUPPORTS FOR ME AND MY CHILD AT THEIR SCHOOL?

The DC school where your child is enrolled is the first point of contact for you to advocate for your child. If you have concerns, you should start by sharing them with your child's DC school. You can contact your child's teacher, special education coordinator or other school officials.

You can talk about this over the phone, email or video. Here are [sample resources and letters](#) that may be helpful.

Several organizations in DC can help you advocate. They can also talk to you about next steps if you are having trouble working with your school. These organizations are:

- [Office of the Student Advocate](#): Supports DC students and families through parent education, coaching, resources and training.
- [Office of the Ombudsman](#): A neutral office that uses mediation and conflict resolution to help families with concerns about public education in DC.
- [Advocates for Justice and Education](#) (AJE): DC's Parent Training and Information Center. They help parents advocate on behalf of their children and provide parent training and resources.



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WHO DO I REACH OUT TO IF I BELIEVE MY CHILD'S NEEDS HAVE CHANGED OR IF THEIR LEARNING OR SKILLS HAVE REGRESSED?

If you have concerns about your child's needs, talk to their teacher or special education coordinator to request an **individualized education program (IEP) meeting for review of their special education services**. You can prepare for a conversation with your child's school by:

- Writing down your thoughts about your child's learning
- Keeping a home log of your child's services

A review by your child's IEP team may result in the need for a "reevaluation" of your child's needs. A reevaluation is a formal process to check in on your child's academic performance and needs to see if they would benefit from different special education or services, based on a redetermination of the child's disability classification. A reevaluation is required every three years, but you can also request it at any time.

OSSE's [Office of Dispute Resolution](#) or [State Complaints Office](#) are the next places to go. The Office of Dispute Resolution [Parent's Guide](#) has more information on next steps.

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WHERE DO I GO IF MY CHILD AND I ARE NOT GETTING THE SUPPORT WE NEED FROM MY SCHOOL?

If you try and are not able to come to an agreement with your school about special education issues, you have other options. If your child attends a DCPS school, you can contact the [DCPS Office of Integrity](#) to ask for support first. Otherwise, OSSE's [Office of Dispute Resolution](#) or [State Complaints Office](#) are the first places to go for these next steps:

- **[Facilitated Individualized Education Program \(IEP\) Meeting](#)**: an IEP team meeting led by a neutral person. This is likely the first step you should consider. It gives you a chance to solve problems quickly among the people who know your child best.
- **[Mediation](#)**: a conversation with the school led by a neutral third person. The goal is for you and the school to come to an agreement. This is often faster than due process.
- **[Due Process Hearing](#)**: both you and the school share their respective point of view through witnesses and relevant documents presented to a neutral hearing officer. The hearing officer makes the decision. This can be appealed to court.
- **[State Complaint](#)**: you file a written complaint to OSSE and an investigation takes place to see if the law has been broken.

The Office of Dispute Resolution [Parent's Guide](#) has more information.

SUPPORTING YOUR CHILD AND FAMILY THIS SCHOOL YEAR

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WHAT QUESTIONS CAN I ASK MY SCHOOL TO ENSURE MY CHILD IS GETTING THE SUPPORT THEY NEED AT HOME?

Your school has been planning how to support students with disabilities for this new school year. Your school should share their plan for supporting your child with you within the first two weeks of school. They should also put this information on their website.

Here are a few questions you can ask your child's teacher or special education coordinator to learn more:

School-wide plans for the school this year:

- What supports and services will be provided to all students at this school? Will additional supports be available to my child and family?
- How are you choosing technology? How are you making sure my child can use it?
- How much time will my child have with their teacher each day?

Learning expectations:

- What services in my child's individualized education program (IEP) will be online?
- How will my child's progress be reviewed virtually? What will this look like? How can I help at home?
- What is the school's timeline and plan for reviewing and, if needed, revising IEPs to account for student-specific needs, such as behavioral differences?
- What worked and didn't work well for my child this spring? How should we make adjustments based on that?

For more questions you can ask your school, see here:

- [Top Tips for Parents of Students with Disabilities during COVID-19](#)
- [National Center for Learning Disabilities](#)

Here, you can find school profiles, along with contact information:

- [DC Public Schools](#)
- [DC Public Charter Schools](#)
- [Nonpublic Special Education Schools](#)

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HOW CAN I LEARN ABOUT MY CHILD'S PROGRESS?

Your child's school is responsible for monitoring your child's receipt of special education and related services and providing you with periodic progress reports. They should communicate this information to you throughout the school year. In particular:

- **At the start of the school year**, your school should check on your child's learning levels. They should share this information with you, and they should use this information to consider whether any changes are needed to your child's individualized education program (IEP).
- **Throughout the school year**, your child's school should monitor progress from your child's IEP. They will communicate with you regularly. This will all be based on the goals in your child's IEP. If you need help understanding your child's IEP, ask your child's teacher or school.

If you have questions, you can ask your child's teacher or special education coordinator.

Schools are required to continue to monitor your child's progress during distance learning during the COVID-19 public health emergency.



SUPPORTING YOUR CHILD AND FAMILY THIS SCHOOL YEAR (CONTINUATION)

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HOW CAN I BEST SUPPORT MY CHILD AT HOME DURING DISTANCE LEARNING?

You are doing so much by providing a safe and loving home for your child and encouraging them to engage with school. Supporting your child or children at home during this time can feel overwhelming, but your child's teachers care and are there to support you.

Your school should provide training and resources to help you support your child's learning at home. You can always ask your child's teacher for help.

Here are some suggestions for supporting your child(ren) at home:

- **Set up a space for them to learn.** If possible, set up a space just for learning. Try to find a place that avoids distractions and can be organized. See [School Virtually](#) for more tips.
- **Help them structure their day.** Distance learning provides less structure than being at school. Your child may benefit from help creating a schedule and staying on task. If possible, create a daily schedule that is similar to what it would be in school.
 - Here is a set of [posters, printouts and other resources](#) you can use to build structure.
- **Help with teletherapy.** Teletherapy is therapy provided virtually. Your child may be working with an outside therapist or counselor at home. [Family tips for teletherapy](#) include being ready to join video or phone calls if needed and ensuring your child's face is visible to the service provider.
- **Take Good Care of Yourself.** Managing your own mental health is important. You can start by calling the Access HelpLine at 1(888) 7WE-HELP or 1(888) 793-4357.

Additional Resources:

- [Family Guide to At-Home Learning](#)
- [Distance Learning Resources for Learners with Disabilities](#)
- [Best Special Education Apps and Websites](#)
- [Remote Learning for Students with Significant or Multiple Disabilities](#)
- [Helping Students with Special Needs Cope with Remote Learning](#)

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WHAT CAN MY FAMILY DO TO MANAGE STRESS AND WELLNESS DURING THIS TIME?

We know this is a stressful time for families and students across DC. There are many resources available to help.

Attend a virtual training/ workshop:

- DCPS [Parent University Online](#) has virtual workshops for all families in DC. The [workshop schedule](#) and [past recordings](#) are available online.
- If you care for a child younger than age 6, you can participate in the online [Positive Parenting Program](#). This program is provided by the DC Department of Behavioral Health. This program will help you practice handling challenging situations. To access the program, enter "dcparents" as the enrollment key when you create an account.

Access support or resources:

- Resources from the Department of Behavioral Health:
 - You can call DC's Access HelpLine, 1(888) 7WE-HELP or 1(888)793-4357.
 - This one-page [behavioral health flyer](#) explains the types of supports available.
 - The [Department of Behavioral Health](#) has more information and resources.
- The Centers for Disease Control and Prevention (CDC) has a [resource page](#) to help students and families.
- Interested in more support for your child? Call your school and ask to be connected with the "Behavioral Health Coordinator." They can help connect your student to services.

Connect with other families:

- The [State Advisory Panel on Special Education](#) (SAPSE) has open meetings where you can meet other families.
- The Family and Youth Engagement Committee on DC School Behavioral Health is a space for parents to share experiences, concerns, and ideas. The committee meets every third Friday of the month. You can email Dr. Chioma Oruh at chioma@drchibornfree.com for the virtual meeting link.
- [Understood.org's collection of stories](#) shares how families of students with disabilities are coping with COVID-19.

CHANGING SCHOOLS, TRANSITION, HOMESCHOOLING

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HOW CAN I SUPPORT MY CHILD WHO IS CHANGING SCHOOLS THIS YEAR?

While your child's new school is preparing to educate your child, here are some specific actions you can take:

Learn more about your child's new school. [DC School Report Card](#) is a good place to find information. Also, here you can find [nonpublic school profiles](#).

Meet your child's teacher and special education coordinator and ask them any questions you have. Here you can find contact information for your child's school:

- [DC Public Schools](#)
- [DC Public Charter Schools](#)
- [Nonpublic Special Education Schools](#)

Share what you know about your child. As the person who knows your child best, you can help by:

- Describing your child's strengths and needs
- Sharing what did and didn't work during distance learning this spring
- Sharing why your child is changing schools

You can also support your child by:

- Helping your child build skills and routines to stay on top of their school work. This is particularly helpful when your child is starting middle school or high school for the first time.
- Connecting with other families of students with disabilities. Ask them how they supported their child when changing schools or through distance learning. Groups like the [State Advisory Panel on Special Education](#) (SAPSE) have meetings where you can meet other families.
- Have your child participate in individualized education program (IEP) team meetings, if possible

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IF MY CHILD IS ATTENDING A NEW SCHOOL THIS YEAR, HOW WILL THE NEW SCHOOL KNOW WHAT MY CHILD NEEDS?

Your child's new school must provide the special education services and supports your child needs, as described in their individualized education program (IEP).

Your child's new school will start by reviewing your child's IEP. They will include you in the review process and any decisions about making changes to your child's IEP. This should happen within 30 days after your child is enrolled at the new school.

Your child's new school will have access to their records and IEP from the school your child used to attend. They will also look at information from your child's old school when reviewing the IEP. This information will include things like:

- Your child's current performance in areas not addressed by the IEP
- Your concerns as a parent
- Data from your child's old school related to progress on their IEP goals

Your new school will receive your child's records, but it may take time for them to be sent. If you have a copy available, it can be helpful to share your child's IEP with the new school so they can begin planning as early as possible.

If you need to find contact information for the new school, you can look here:

- [DC Public Schools](#)
- [DC Public Charter Schools](#)
- [Nonpublic Special Education Schools](#)



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I AM STARTING TO THINK ABOUT MY CHILD'S FUTURE AFTER HIGH SCHOOL. HOW WILL MY SCHOOL HELP PREPARE MY CHILD FOR WHAT COMES NEXT?

While thinking about life after high school can be stressful, your school will support your child in helping plan for the future.

The process: This process is called “[transition planning](#).” It involves helping your child figure out what they want to do after high school and how to get there. In DC, it should begin by the time your child turns 14 and be reviewed annually. The goal is to help your child prepare to be an independent young adult and consider whether they want to attend college, pursue a particular career, or access other supports.

The team: A transition team will work with you and your child. A transition team can include teachers, other school staff, and agency or community representatives. In addition, the school must invite your child to attend an IEP meeting where your child's goals and planning for after high school will be discussed. Your child is encouraged to play a leading role in post high school transition planning.

The plan: Together you will create a written “transition plan.” This plan will be based on your child's strengths, needs and goals for after school. Once this plan is written, your child's IEP team, which includes you, will update goals in their IEP. These new goals are meant to help your child prepare for transition while still in school.

Additional resources:

- [OSSE's Secondary Transition Process Toolkit](#)
- [SchoolTalk's website](#) and “[What Comes Next](#)” document
- [DC Partners in Transition](#)

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I AM CONSIDERING HOMESCHOOLING MY CHILD. CAN I RECEIVE SPECIAL EDUCATION SUPPORTS?

No, special education services are only available to students enrolled in a DC public school.

Homeschooling is not the same as distance learning through a DC public school. As long as your child is enrolled in a public school in DC, they can receive special education services. This year, these services might be provided at home.

If you decide to homeschool your child and withdraw your child from public school, you are still entitled to request that your child be evaluated for special education services at any time. If your child is eligible for special education, you will receive information on what special education services your child would receive if you choose to enroll them in public school. Such requests must be directed to DCPS. Please visit DCPS' website on [pre-K students](#) and [students K-12](#) for additional information.

Additionally, your child might need home or hospital instruction as part of their individualized education program (IEP), as long as you maintain enrollment of your child in a DC public school. You can discuss all of these options with your child's IEP team. You may request an IEP team meeting at any time by contacting your child's school.



TRANSPORTATION, ATTENDANCE, DISCIPLINE, SCHOOL RECORDS

21 IF SCHOOL BUILDINGS ARE OPEN, HOW CAN I MAKE SURE MY CHILD RECEIVES SAFE TRANSPORTATION?

Your child's individualized education program (IEP) may include transportation services. If this is the case, OSSE will provide bus transportation or reimbursement, depending on the operational status and public health actions of DC and surrounding areas.

This is for the safety and protection of students and staff during the COVID-19 public health emergency. **You can contact the OSSE Division of Student Transportation's Parent Resource Center at (202) 576-5000 or osse.dot@dc.gov with any questions.**

Contact your school directly if you have questions about the school calendar, whether or not the school building is open, and to make sure a transportation request has been submitted for your child.

To read more about transportation and safety during COVID-19, visit the links below:

- [Phase 2 Health and Safety Guidance for Schools](#)
- [COVID-19 DOT Policy Updates](#)
- [For Parents: Transportation for Students with Disabilities](#)

22 HOW WILL ATTENDANCE WORK THIS YEAR IF SCHOOL IS VIRTUAL?

Schools will still take attendance every day this school year. If your school is providing distance learning, they have several options to track attendance. These options include:

- Monitoring when your child logs in to technology
- Submitting a particular assignment
- Making contact with the teacher over phone or email

More detail can be found in [OSSE's attendance policy](#). If you have questions about how your school is taking attendance, ask your school. You should also contact your school if your child needs help with technology to log in on time.

23 HOW IS MY CHILD'S SCHOOL HANDLING DISCIPLINE THIS YEAR?

All students must follow their schools' discipline policies and code of conduct. This includes things like appropriate use of school technology. However, your child has special protections under IDEA, the federal special education law, that require the school to take extra steps before disciplining them. To learn more about these rights, see this short [video on school discipline](#). These rights remain in place during distance learning.

Your school may update its discipline policy this year when considering distance learning. Your school should have this updated policy available and easy to find on its website. The policy will explain what happens if your child does not follow the school's rules.

For more information:

- [School Discipline: The Rights of Students With IEPs and 504 Plans](#)

24 HOW CAN I GET A COPY OF MY CHILD'S SCHOOL OR SPECIAL EDUCATION RECORDS?

You can request a copy of your child's records from their school. This includes special education records.

- If your child attends a school that is part of the **District of Columbia Public Schools (DCPS)** (or attended a DCPS school that is now closed), [request records from DCPS](#).
- If your child attends a **DC public charter school**, [request records from DC public charter schools](#).
- If your child attended a **DC public charter school that is now closed**, call (202) 328-2660 or email dcpublic@dcpcsb.org.
- If your child attends a **nonpublic special education school**, you should request records from the public DC school that referred your child. Use the categories above to select which option applies to you.

If you need more information or have trouble with the above, you can learn more or visit OSSE's website on [Accessing Student Records](#).




District of Columbia
Office of the State Superintendent of Education
1050 First Street, NE, Washington, DC 20002

osse.dc.gov

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 (202) 727-6436

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DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR