



March 4, 2026

VIA Electronic Mail

[REDACTED]

District of Columbia Public Schools

[REDACTED]

RE: State Complaint No. 025-018 Letter of Decision

LETTER OF DECISION

PROCEDURAL BACKGROUND

On [REDACTED], the State Complaint Office (SCO) of the Office of the State Superintendent of Education (OSSE), Division of Strategic Funding for School Quality received a State complaint from [REDACTED] (parent or complainant) against the District of Columbia Public Schools (DCPS) alleging violations in the special education program of their child, [REDACTED] (Student ID # [REDACTED]), hereinafter “student” or “child.”

The complainant alleged that DCPS violated certain provisions of the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1400 et seq. and regulations promulgated at 34 CFR Part 300, specifically, failure to appropriately review and revise the child’s individualized education program (IEP) and to make available special education and related services.

The SCO for OSSE has completed its investigation of the State complaint. During the course of the investigation OSSE determined that DCPS has complied with appropriately revising the child’s IEP based on parental concerns and the child’s needs, but it has not complied with timely conducting the child’s annual IEP review and with providing specialized instruction and related services in accordance with the student’s IEP. This Letter of Decision is the report of the final results of OSSE’s investigation.

COMPLAINT ISSUES

The allegations raised in the complaint, further clarified by a review of documents and interviews revealed in the course of the investigation, raised the following issues under the jurisdiction of the OSSE SCO:

- 1. IEP revision at 34 CFR §300.324(b)**
 - a. Failure to review and revise the student’s IEP as appropriate to address

safety and parental concerns.

2. IEP services at 34 CFR §300.323(c)(2)

- a. Failure to make available special education and related services in accordance with the student’s IEP.

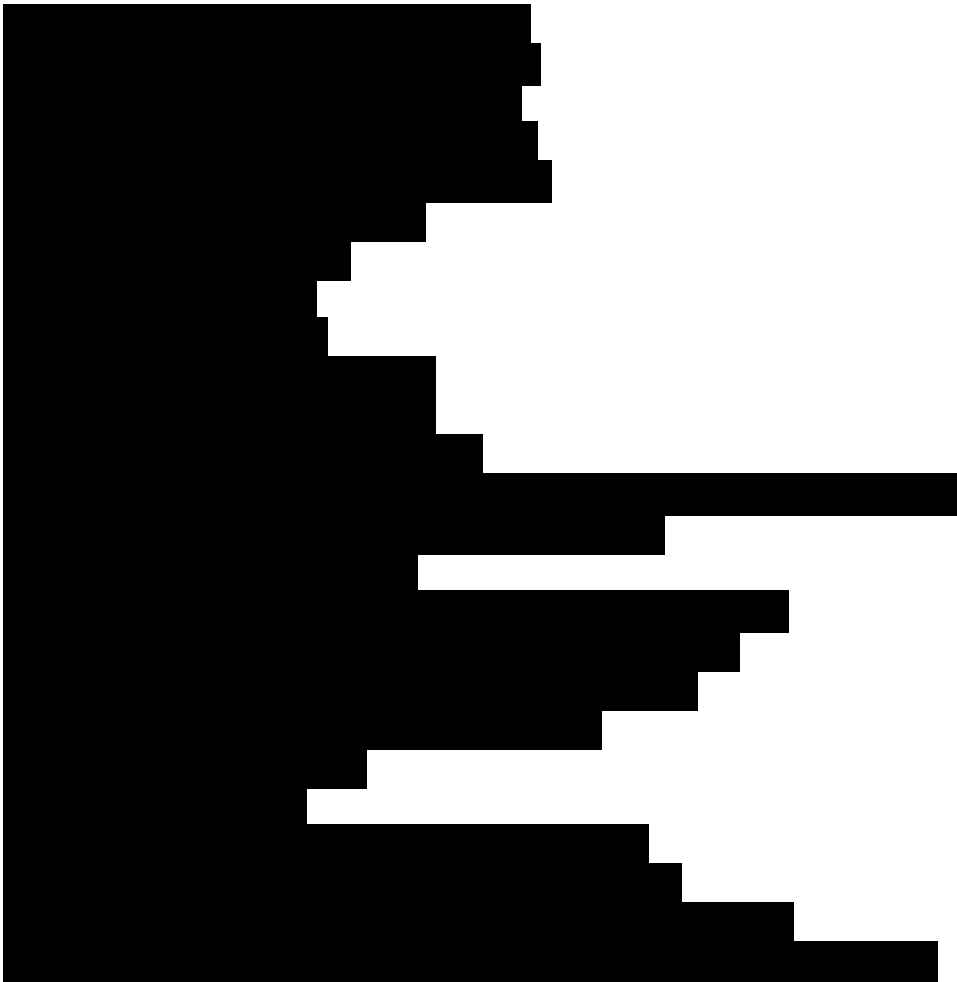
INVESTIGATIVE PROCEDURE

The investigation included interviews with the following individuals:

- 1. Complainant
- 2. DCPS [REDACTED]
- 3. DCPS [REDACTED]
- 4. DCPS [REDACTED]
- 5. DCPS [REDACTED]
- 6. DCPS [REDACTED]

The investigation also included review of the following documents which were either submitted by the complainant, submitted by DCPS, or accessible via the Special Programs data system:

[REDACTED]



FINDINGS OF FACT

1. The student is [REDACTED] years old and qualifies for special education and related services under the primary classification of Autism as defined by 34 CFR §300.8.
2. The student’s local education agency during the [REDACTED] school year is DCPS. The student attended DCPS [REDACTED] HS from [REDACTED] to approximately [REDACTED]. On or around [REDACTED], the student began to attend DCPS [REDACTED] HS.
3. On [REDACTED], the complainant met with the child’s [REDACTED] school year LEA, [REDACTED] PCS, to amend the child’s [REDACTED] IEP. [REDACTED] PCS sent a copy of the amended IEP to the DCPS [REDACTED] via email on [REDACTED]. The complainant, DCPS, and [REDACTED] met on [REDACTED] to review the student’s IEP.
4. The student’s [REDACTED] IEP prescribed the following special education and related services:

IEP Services
Specialized Instruction:
<ul style="list-style-type: none"> ➤ Two hours weekly of reading specialized instruction outside the general education environment ➤ Two hours weekly of written expression specialized instruction inside the general education environment ➤ Five hours weekly of math specialized instruction inside the general education environment ➤ Five hours weekly of reading specialized instruction inside the general education environment ➤ Three hours weekly of specialized instruction inside the general education environment
Related Services:
<ul style="list-style-type: none"> ➤ Two hours weekly of behavior support services inside the general education environment ➤ One hour weekly of behavior support services outside the general education environment ➤ 30 minutes weekly of speech-language services outside the general education environment
Consultation Services:
<ul style="list-style-type: none"> ➤ 30 minutes monthly of consultation services in behavioral support
Dedicated Aide Services:
<ul style="list-style-type: none"> ➤ 18.5 hours weekly of dedicated aide services (part-time)
Transportation Services

5. The [REDACTED] IEP prescribed various accommodations for the student such as extended time on assignments and assessments, check-ins, sentence starters, and graphic organizers.
6. While at [REDACTED] PCS, the student's grades were calculated based on a 60% effort and 40% mastery scale. The grading scale was implemented outside of the formal special education process and was not an accommodation prescribed by the student's [REDACTED] IEP.
7. The student's [REDACTED] IEP did not prescribe applied behavioral analysis (ABA) services.
8. DCPS met with the complainant on the first day of school, [REDACTED], on [REDACTED] [REDACTED] for a 30-day review meeting, and on [REDACTED] for an accommodations review meeting. None of the aforementioned meetings were IEP Team meetings as not all required IEP Team members were in attendance.
9. Although the student's annual review meeting was due to occur no later than [REDACTED] [REDACTED], DCPS initially proposed the dates of [REDACTED] to the parent

for convening the IEP Team meeting. Due to scheduling conflicts and concerns derived from communications between the complainant and DCPS, the annual review meeting ultimately did not take place until [REDACTED].

10. All required IEP Team members were in attendance at the child's [REDACTED] annual review meeting. The IEP Team was unable to finish its review of the child's IEP on [REDACTED]. Therefore, a subsequent IEP Team meeting was held on [REDACTED]. In order to ensure that all required IEP Team members were present, different staff members were in attendance at the [REDACTED] meeting. The child's [REDACTED] IEP accurately reflects all team members who attended one or both of the [REDACTED] IEP Team meetings.
11. The child's [REDACTED] IEP prescribes the following special education and related services:

[REDACTED] IEP Services
Specialized Instruction:
<ul style="list-style-type: none"> ➤ Two hours and 30 minutes weekly of math specialized instruction inside the general education environment ➤ One hour and 30 minutes weekly of reading specialized instruction outside the general education environment ➤ One hour weekly of written expression specialized instruction outside the general education environment
Related Services:
<ul style="list-style-type: none"> ➤ Two hours monthly of counseling services outside the general education environment ➤ 30 minutes monthly of speech-language services outside the general education environment
Consultation Services:
<ul style="list-style-type: none"> ➤ One hour monthly of speech-language consultation services
Dedicated Aide Services:
<ul style="list-style-type: none"> ➤ 22 hours weekly of dedicated aide services (full-time)

12. The [REDACTED] IEP prescribes various accommodations for the child including but not limited to sentence starters, modeling, checklists, and graphic organizers.
13. DCPS sent the [REDACTED] IEP to IEP Team members on [REDACTED] for signature. The IEP was sent using the Special Program Digital Signature feature and was routed to send to staff members prior to the parent. The child's father was sent the IEP on [REDACTED] as the father was list as "other staff member" on the IEP. As not all signatures from individuals designated as staff members have been provided, the IEP has not been sent to the complainant, who is the child's other parent.
14. The [REDACTED] and [REDACTED] IEP meeting notes indicate both parents, including the complainant, were in attendance. The complainant raised various concerns on bullying, the effectiveness of the assigned dedicated aide, and the student's grades. The IEP

Team made revisions to the child's services in response to the student's progress, the child's needs, and the complainant's concerns. For example, the complainant raised concern regarding the child's grade in English class. The student's assigned dedicated aide prior to [REDACTED] did not provide support to the child in this course due to the [REDACTED] IEP prescribing part-time dedicated aide services. Therefore, the IEP Team increased the dedicated aide service hours to full-time so that the student has one-to-one support in all courses. Of note, the IEP Team meeting notes indicate the complainant's disagreement with increasing the hours of dedicated aide services as well as moving the child to a resource classroom for English.

15. The DCPS teachers interviewed as part of the State Complaint investigation all shared that the student was provided with the accommodations outlined the child's IEPs consistently including extended time, sentence starters, breaks, and preferential seating. The [REDACTED] IEP Team meeting notes also reference information provided by the child's teachers pertaining to the consistent provision of the student's accommodations.
16. From approximately [REDACTED] through [REDACTED], the complaint raised concerns on multiple occasions regarding peer bullying. [REDACTED] HS investigated these allegations in [REDACTED] and determined bullying did not occur. Additionally, all DCPS staff members contacted by the SCO expressed that they did not witness any bullying or other altercations during or in-between class time involving the student. One of the child's teachers specifically noted that they witnessed the student having positive interactions with other children in the hallways at school. While there was no evidence of bullying, the DCPS [REDACTED] did request the child's dedicate aide accompany the student during lunch as this was the time of day that the complainant reported an alleged incident of peer bullying occurred.
17. The child's part-time dedicated aide was present at [REDACTED] HS from 9:00 AM to 1:30 PM daily to provide one-to-one support to the child.
18. Since the start of the [REDACTED] school year, the complainant has raised ongoing concerns regarding the child's dedicated aide. Most of the concerns were regarding the effectiveness of the aide in supporting the child; however, in [REDACTED], the complainant also raised safety concerns.
19. In response to the complainant's concerns regarding the aide's effectiveness, the DCPS [REDACTED] requested a change in aide for the student on [REDACTED]. In the request, the DCPS [REDACTED] referenced that on a few occasions they observed the aide distracted by a personal cell phone. It was noted that the DCPS [REDACTED] had multiple conversations with the aide regarding their duties and the need to remain present.

20. On that same date, [REDACTED], DCPS Central Office notified the DCPS [REDACTED] [REDACTED] that the aide could be removed immediately but it would take time to find a replacement aide. DCPS Central Office also stated that a supervisor would speak with the dedicated aide to discuss the aide's responsibilities. The DCPS [REDACTED] [REDACTED] ultimately responded stating that the aide could remain in place until a replacement is found.
21. On [REDACTED], the DCPS [REDACTED] contacted DCPS Central Office again regarding the request to provide a replacement aide for the student. DCPS Central Office responded that it was still working on securing a replacement aide.
22. On [REDACTED], DCPS issued prior written notice to the complainant in response to the complainant's requests on [REDACTED] to remove the dedicated aide. DCPS interpreted the complainant's request as a removal of the service rather than of the assigned aide. Therefore, DCPS rejected removing dedicated aide services from the child's IEP.
23. On [REDACTED], the complainant raised safety concerns to DCPS regarding the dedicated aide. Specifically, the complainant alleged that an incident occurred during class where the aide made the child feel bullied, fearful, and physically ill. DCPS immediately initiated an investigation into the allegations. Employee misconduct investigations are confidential and, therefore, DCPS is unable to provide the SCO with specific information regarding the investigation. [REDACTED] HS did share with the SCO a statement from one of the child's teachers whose class is where the alleged incident occurred. The teacher reported that the allegations regarding bullying by the dedicated aide in their class was unfounded and that the dedicated aide was very respectful to the student.
24. On [REDACTED], the DCPS [REDACTED] contacted DCPS Central Office for a third time to request a new aide. In the third request, the DCPS [REDACTED] [REDACTED] noted the complainant's safety concerns.
25. While the investigation occurred, the complainant stopped sending the child to school starting on [REDACTED] until DCPS removed the assigned dedicated aide. DCPS removed the dedicated aide on [REDACTED], and the student returned to school on [REDACTED].
26. A new dedicated aide began supporting the student on [REDACTED].
27. During the student's [REDACTED] absence due to safety concerns, all DCPS teachers included in this investigation stated that the child was given access to all assignments during this time. Further, upon the student's return, a few of the child's teachers noted that the student was able to stay after school for support in making up any work. Two of the child's teachers also stated the child was excused from all assignments in their class during the child's absence.

28. While the DCPS [REDACTED] witnessed the dedicated aide was distracted on a few occasions, the child's teachers report that the aide was consistently present in class and provided the child with accommodations such as check-ins, reviewing student work, positive reinforcement, clarifying of directions, and assistance with technology use.
29. From [REDACTED] to [REDACTED], the date in which the IEP Team completed its review and revision of the child's IEP, the student received 0 hours of reading specialized instruction hours outside the general education environment. During the same time period, the student only received 7 total hours of specialized instruction inside the general education environment when the student cumulatively should have received 15 hours of specialized instruction per week inside the general education environment.
30. From [REDACTED] to [REDACTED], the student only received 4.25 hours total of behavioral support services out of the 45 total hours the student should have received. Additionally, the student received 4.5 total hours of speech-language services during the aforementioned time period when the student should have received 7.5 hours.
31. Following the finalization of the student's [REDACTED] IEP, the student received 0 hours of both speech-language services and counseling services. The student received the correct number of math specialized instruction hours inside the general education environment after this date. The child's schedule was not updated until [REDACTED] due to the grading term ending in [REDACTED]. Therefore, the student did not receive reading and writing specialized instruction outside the general education environment during this time; however, the student did receive it inside the general education environment.

ISSUE ONE: IEP REVISION

DCPS has not complied with 34 CFR §300.324(b)(1)(i), because it did not timely hold the child's annual IEP meeting or timely provide a copy of the IEP to both parents, but has complied with 34 CFR §300.324(b)(1)(ii) because it appropriately revised the child's IEP in response to parental concerns and the child's needs.

Pursuant to 34 CFR §300.324(b)(1)(i), each public agency shall review and revise, as appropriate, the child's IEP no less than annually. Each public agency must ensure that it revises the IEP to address information about the child provided to, or by, the parents, the child's anticipated needs, or other matters.¹ The complainant alleges that DCPS failed to appropriately review and revise the child's IEP.

Discussion

The child's annual IEP review meeting was due to occur no later than [REDACTED]. The IEP

¹ 34 CFR §300.324(b)(1)(ii)

Team did not convene until [REDACTED] for the child's annual review meeting. The IEP Team did not complete its review on this date and subsequently met on [REDACTED]. The DCPS [REDACTED] acknowledged the untimeliness in their interview and stated that scheduling and communication issues between the complainant and LEA contributed to the delay.

The complainant alleges that DCPS did not appropriately revise the child's IEP to address the parent's concerns as well as child's needs. The [REDACTED] and [REDACTED] annual IEP meeting notes indicate that both of the parents were provided with the opportunity to meaningfully participate during the meeting. The complainant made multiple requests during the meeting for various revisions to the child's IEP such as the addition of ABA services and a modified grading scale. On the [REDACTED] PWN, DCPS notes it rejected the complainant's request for ABA services as the child does not show a need for it. The IEP meeting notes also indicate that DCPS explained to the complainant that there is no alternate grading scale for the child if the student is to proceed on the high school diploma track.

During the IEP meeting, the complainant raised concerns regarding bullying and the effectiveness of the dedicated aide. The IEP meeting notes indicate that a bullying report statement was sent to the complainant, and the complainant would have the student complete the document. With regard to the effectiveness of the aide, the DCPS [REDACTED] [REDACTED] stated that the complainant raised specific concern regarding the child's English class grade as the complainant felt the student's grade would be better if the dedicated aide was providing appropriate support. However, the student's dedicated aide only provided support part-time and not in the child's English class. Therefore, the IEP Team determined that the student would benefit by having a dedicated aide full-time. The IEP Team ultimately determined that based on the child's needs, the child would benefit from an outside of general education English class and an increase in dedicated aide service hours. The IEP Team meeting notes indicate the complainant's disagreement with both of the aforementioned changes. While the complainant expressed disagreement, the other IEP Team members supported these revisions. Ultimately, the LEA is not required to adopt every request made by a parent and changes are made by team consensus. Therefore, revisions may be made by the IEP Team even if a singular team member expresses disagreement. The SCO finds that DCPS appropriately provided the parents with the opportunity to participate in the child's IEP meeting, and it made revisions in response to concerns raised by the complainant and the child's needs.

Importantly, the complainant raised safety concerns regarding the dedicated aide following an alleged incident that took place on [REDACTED]. DCPS immediately initiated an investigation; however, the investigation was ongoing during the second IEP meeting, which occurred the day after the alleged incident. Due to the complainant's concerns for the child's safety, the

complainant removed their child from school until the assigned dedicated aide was removed. The assigned dedicated aide was removed on [REDACTED], and the student returned to school on [REDACTED]. The details of DCPS' internal investigation are confidential; however, [REDACTED] HS provided a statement from the child's teacher whose classroom the alleged incident occurred in. The teacher reported that no incident or bullying occurred in the classroom, and the aide was always respectful towards the student. Therefore, absent evidence that the child was bullied or harmed by the dedicated aide, the SCO declines to find that DCPS should have revised the IEP in response. As will be discussed further in Issue Two, a new dedicated aide was assigned to the child in [REDACTED].

In the complainant's [REDACTED] reply to the DCPS response to State Complaint 025-018, the complainant asserted that DCPS (1) did not ensure that all required IEP Team members were present at the annual review meeting and (2) the [REDACTED] IEP inaccurately lists staff members who were not present at the IEP Team meeting. The SCO reviewed the virtual meeting attendance tracker and determined that all required IEP Team members were in attendance, and the IEP accurately lists all staff members who attended one or both of the [REDACTED] annual review meetings.² The DCPS [REDACTED] stated that there were a few different staff members present at the [REDACTED] meeting than those who attended the [REDACTED] meeting in order to ensure all required IEP members were in attendance.

During the course of the investigation, the complainant raised concern that DCPS did not timely provide a copy of the child's IEP following the [REDACTED] and [REDACTED] annual IEP meeting. The DCPS [REDACTED] sent the IEP through the Digital Signature feature in Special Programs. The IEP was routed to be sent to staff members for signature prior to the parent. As of [REDACTED], the IEP has not been sent to the complainant due to an outstanding signature. Importantly, DCPS listed the child's father as "other staff member" on the IEP. Due to this designation, the child's father was provided a copy of the IEP timely on [REDACTED].³ DCPS did not ensure that the complainant also received a copy of the updated IEP. As such, the SCO finds that DCPS did not timely hold the child's annual review meeting or timely provide the IEP to all parents, but did appropriately revise the IEP and ensure meaningful parental participation.

Therefore, DCPS has complied with 34 CFR §300.324(b)(1)(ii) but did not comply with 34 CFR

² See IEP Team at 34 CFR §300.321

³ While the child's father was sent the IEP on [REDACTED], the father has not signed the IEP. This missing signature is resulting in the IEP to not send to the complainant due to the father's "other staff member" designation.

§300.324(b)(1)(i).

ISSUE TWO: IEP SERVICES

DCPS has not complied with 34 CFR §300.323(c)(2), because it did not provide specialized instruction and related services in accordance with the child's IEP.

Pursuant to 34 CFR §300.323(c)(2), each public agency must ensure as soon as possible following development of the IEP, special education and related services are made available to a child with a disability in accordance with the child's IEP. The complainant alleges that DCPS did not provide special education and related services to the child in accordance with the child's IEP.

Discussion

Specialized Instruction

In the initial State Complaint filing, the complainant alleged that the child was not provided with two hours weekly of pull-out reading specialized instruction in accordance with the child's [REDACTED] IEP. The DCPS [REDACTED] acknowledged in their interview that the child was not provided with this specialized instruction. Based on a review of the child's class schedule and the [REDACTED] HS bell schedule, the SCO finds that DCPS has also not provided the child with the full amount of weekly specialized instruction hours inside the general education environment prescribed by the student's [REDACTED] IEP. From [REDACTED] to [REDACTED], the student should have been provided with 15 hours weekly of specialized instruction cumulatively inside the general education environment. While the student was placed in an inclusion math and English class, the student only received seven hours weekly of specialized instruction. Following the child's annual review meeting on [REDACTED] and [REDACTED], the student's IEP and class schedule were in alignment.

Related Services

The student's [REDACTED] IEP prescribed 30 minutes weekly of speech-language services and one hour weekly of behavioral support services outside of the general education environment as well as two hours weekly of behavioral support services inside the general education environment. From the beginning of the [REDACTED] school year to the student's annual review meeting in [REDACTED], the student only received 4.5 hours total of speech-language services and 4.25 hours total of behavioral support services.

The child's [REDACTED] IEP prescribes 30 minutes monthly of speech-language services and two hours monthly of counseling services. DCPS did not provide the student with any related services following the child's annual review meeting despite the student's IEP prescribing such.

Of note, the complainant raised an allegation that DCPS failed to provide ABA services in accordance with the child's IEPs. The SCO finds that ABA services are not specifically prescribed by either of the child's IEPs that were in effect during the [REDACTED] school year and, therefore, DCPS is not required to provide this service.

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

1050 First Street NE, Washington, DC 20002

(202) 727-6436 TTY: 711 | osse.dc.gov

Dedicated Aide Services

The child's [REDACTED] IEP prescribed part-time dedicated aide services. The complainant alleges that the child's assigned part-time dedicated aide did not appropriately provide one-to-one support to the child. Specifically, the complainant asserts that the aide did not provide the student with the child's accommodations. The child's teachers reported to the SCO that the aide was consistently present in class and provided the child with various accommodations including check-ins, positive reinforcement, and assistance with technology. The student's IEP did not specify what support the aide would specifically provide, and there was not a student support plan in place at this time. The DCPS [REDACTED] did note in an email to DCPS Central Office that they personally observed the dedicated aide being distracted by the aide's personal cell phone on a few occasions and stepped out of class to use the cell phone on one occasion. In response, the DCPS [REDACTED] as well as the dedicated aide agency that DCPS utilizes spoke to the assigned dedicated aide to review expectations. While there are a couple instances documented of the assigned aide being on their cell phone, the facts of the case indicate there was not a loss in service hours.

The student's IEP was revised to prescribe full-time dedicated aide services at the [REDACTED] IEP meeting. Following the removal of the student's first assigned aide on [REDACTED], a new aide began providing full-time services on [REDACTED]. The child's first dedicated aide departed a few days before the DCPS Winter Break, and the second assigned dedicated aide started two weeks after the break. While the student did not have a dedicated aide during this two-week period, the SCO recognizes that DCPS assigned a new full-time dedicated aide as soon as possible.

Accommodations

The complainant alleges that DCPS has failed to consistently provide accommodations, including but not limited to extended time and grade scaling during the [REDACTED] school year. The child's teachers reported to OSSE and at the child's annual IEP meeting that the student consistently was provided with all accommodations prescribed by the child's IEP. The SCO finds no evidence to the contrary.

With regard to the complainant's allegation that the child was not provided with a grade scaling accommodation, this is not prescribed by either the [REDACTED] or [REDACTED] IEPs. Therefore, DCPS is not required to utilize the same grading scale that the child was assessed with at the student's prior LEA.

As such, the SCO finds that while DCPS did not appropriately provide the child with specialized instruction and related services prescribed by the child's IEP, it did appropriately provide dedicated aide services and accommodations.

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

1050 First Street NE, Washington, DC 20002

(202) 727-6436 TTY: 711 | osse.dc.gov

Therefore, DCPS has not complied with 34 CFR §300.323(c)(2).

COMPLIANCE FINDINGS

1. DCPS has not complied with 34 CFR §300.324(b)(1)(i), because it did not timely hold the child’s annual IEP meeting or timely provide a copy of the IEP to both parents but has complied with 34 CFR §300.324(b)(1)(ii) because it appropriately revised the child’s IEP in response to parental concerns and the child’s needs.
2. DCPS has not complied with 34 CFR §300.323(c)(2), because it did not provide specialized instruction and related services in accordance with the child’s IEP.

CORRECTIVE ACTION

IDEA requires that State complaint procedures include those for effective implementation of decisions made as a result of a State complaint investigation, including corrective actions to achieve compliance.⁴ Accordingly, the SCO has established reasonable time frames below to ensure that noncompliance is corrected in a timely manner. The SCO will follow up with the public agency to ensure that it completes the required actions and provides the documentation of the completion of the corrective actions listed below.

Corrective Action	Documentation Required to Demonstrate Compliance	Action Shall Be Completed No Later Than:
In order to correct the noncompliance with 34 CFR §300.324(b)(1)(i), DCPS must do the following:		
1a. Train relevant school staff members on the procedural requirements regarding IEP annual reviews and the requirement to provide a copy of the updated IEP to parents following the meeting.	DCPS shall submit training materials (i.e. slideshow) prior to conducting the training for approval. Following approval and completion of training, DCPS shall provide: <ul style="list-style-type: none"> ▪ A sign-in sheet, list, or email documenting required staff completed the training. 	Training materials shall be submitted to OSSE for approval within 20 days of this letter of decision. Documentation of the completion of the training shall be provided to OSSE within 15 business days of approval of training materials.
In order to correct the noncompliance with 34 CFR §300.323(c)(2), DCPS must do the following:		

⁴ 34 CFR §300.152(b)(2)(iii)

<p>2a. Provide compensatory education in the amount of:</p> <ul style="list-style-type: none"> ▪ 48 hours of specialized instruction ▪ 3.5 hours of speech-language services ▪ 42 hours of behavioral support services <p>DCPS should convene an IEP meeting with the parent to develop a plan for how and when the student will receive the compensatory education. The IEP Team may choose to authorize independent service hours or for DCPS to provide these services internally.</p>	<p>DCPS shall provide the following to the SCO:</p> <ul style="list-style-type: none"> ▪ IEP meeting notes or PWN documenting the IEP Team’s decision, and ▪ A copy of an independent services authorization letter or service plan, and ▪ Documentation of the completion of services 	<p>Documentation of the completion of the IEP meeting shall be provided to OSSE within 30 days of this letter of decision.</p> <p>Documentation of the completion of services shall be provided to OSSE within 10 business days of the completion of services.</p>
--	---	--

All corrective actions must be completed by the date specified above, but in no case later than one year from the date of this letter. Failure by the LEA to meet any of the timelines set forth above may adversely affect the agency’s annual determination under the IDEA and subject the LEA to enforcement action by OSSE.

CONCLUSION

The Decision of the SCO is final and is not subject to further agency administrative review. Pursuant to 5-A DCMR §3048.6, if an issue is still in dispute, the parent or LEA may, to the extent permitted under IDEA, request mediation or file a due process complaint on the issue with which the party disagrees. This Decision shall become final as dated by the signature of the undersigned. If you have any questions regarding this decision, please contact me at Kirstin.Hansen@dc.gov or 202-741-0274.

Sincerely,

Kirstin Hansen

Kirstin Hansen
State Complaints Manager
Office of Special Education

cc:

[REDACTED], Complainant
[REDACTED], DCPS
[REDACTED], DCPS