



# **DISTRICT OF COLUMBIA**

STATE ADVISORY PANEL  
ON SPECIAL EDUCATION

**2009 - 2010 ANNUAL REPORT**

Findings, Analysis and Recommendations:  
A Review of Education Programs and Services for  
Students with Disabilities in the District of Columbia

**July 1, 2010**



## The District of Columbia State Advisory Panel on Special Education

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*July 1, 2010*

**The Honorable Adrian M. Fenty, Mayor**

Executive Office of the Mayor  
John A. Wilson Building  
1350 Pennsylvania Avenue, NW  
Washington, DC 20004

**The Honorable Vincent C. Gray, Council Chairman**

Council of the District of Columbia  
1350 Pennsylvania Avenue, NW  
Suite 504  
Washington, DC 20004

**Victor Reinoso, Deputy Mayor for Education**

Office of the Deputy Mayor for Education  
1350 Pennsylvania Avenue, NW  
Suite 303  
Washington, DC 20004

**Kerri L. Briggs, Ph.D. State Superintendent of Education**

Office of the State Superintendent of Education (OSSE)  
810 First Street, NE – 9<sup>th</sup> Floor  
Washington, DC 20002

**Ted Trabue, President**

District of Columbia State Board of Education  
441 4<sup>th</sup> Street, NW  
Suite 723 North  
Washington, DC 20001

Dear Mayor Fenty, Council Chairman Gray, Deputy Mayor for Education Reinoso, State Superintendent of Education Briggs and State Board of Education President Trabue:

The State Advisory Panel on Special Education (“Panel”) is pleased to deliver its 2009-2010 Annual Report.

The Panel’s primary responsibility is to ensure that state educational policies reflect input from relevant constituencies and that federal, state and local educational policies and laws are enforced across all Local Education Agencies (“LEAs”) in the District of Columbia. The Panel serves as an advisory body to the Mayor, and the Office of the State Superintendent of Education (OSSE), the District’s State Education Agency (SEA), on matters pertaining to the education of children and youth with disabilities served by public and private agencies in the District of Columbia. A summary of our activities, findings and recommendations are included in this report.

The Panel commends the continued budgetary and organizational support by the District’s leadership for the OSSE as the State Education Agency (SEA) for the District. As the OSSE enters its fourth year as the SEA, it is apparent that this change in governance structure allows for a stronger and more effective policy formulation and oversight role for the agency. The Panel has worked closely with the staff of the OSSE’s Division of Special Education, and it is clear to the members of the Panel that the staff and leadership of this department are deeply committed to the transformation of special education within the District as evidenced by its quickly addressing many issues which have been problematic for years. The Panel urges the city leadership to continue to strengthen the OSSE and provide resources to this agency which will ensure continued growth, significant education reform and improved regulation and oversight.

The Panel is pleased to report that progress has been made on several recommendations which were contained in the 2008-2009 report. There has been significant improvement in the areas of staffing key leadership roles; data collection and reporting; training and professional development; monitoring and policy formation; and transportation.

Two areas of great progress are: 1) Policy formation and 2) Training and Professional Development. OSSE has finalized and issued several crucial policies including policies on IEP Amendment Guidance, Child Find and Early Childhood Transition. Several policies are upcoming very soon. They include a policy on Nonpublic Certificates of Approval and one on Related Services. By providing clarity in these areas of policy, OSSE has established necessary parameters for the complexity of LEAs in our District to follow. These steps are both immensely needed and the Agency should be commended. In the area of training and professional development the efforts have been wide-spread. The Panel has been increasingly pleased and impressed with the wide-array of training efforts and programs put on by the OSSE Training & Technical Assistance Unit. During the period of October 2009 – June 2010, OSSE trainings have attracted over 1500 participants. The Panel members have heard great praise from teachers and administrators from all the LEAs for these trainings and professional development. The agency, however, still has some difficulty ensuring that that front line teachers and staff have

timely notification of these important offerings so that more can participate. In addition, the Panel remains concerned that because we have begun to put the pieces in place, and have built scaffolding for a better and functioning special education system, the System could “slow down” and not complete the job of total reform. We must not slow down. The Panel urges the city leadership to continue to strengthen the OSSE and provide resources to this agency to allow for continued growth, education reform, and regulation.

We ask each of you to visit and revisit our recommendations as you proceed with the Education Reform agenda. We continue to believe that close attention needs to be paid to the Panel's recommendations on (1) the alignment of special education reform with that of general education (2) parent and community engagement and communication, (3) monitoring, transition and placement, and (4) Multi-system populations' coordination.

The delivery of special education and related services remains a critical challenge for the District of Columbia. We urge you not only to ensure that it remains a top priority, but also to ensure that our educational system has the requisite resources to direct and implement these reforms. We also encourage you to engage families, caregivers, administrators, teachers, and service providers at the earliest developmental stages of reforms and to leverage the expertise of the District of Columbia's many local institutional resources (universities, non-governmental organizations) as you develop and continued to implement the next stages of the education reform strategy.

We would like to commend Assistant Superintendent of Special Education Tameria Lewis and her staff for providing the Panel with regular and comprehensive updates. They have been frank and forthcoming as we discuss challenging issues within special education as they solicited the Panel's opinions on special education initiatives, and their efforts to improve special education services in oversight, training, and monitoring. The Panel looks forward to enhancing this collaboration and institutionalizing these improvements within the OSSE; along with establishing a firm and cemented relationship between the Panel and the OSSE special education staff.

It is of particular note that in 2009 the US Department of Education (US DOE) – Office of Special Education put Washington DC in the critical category of “needs intervention” under IDEA, which the city has received for the fourth consecutive year. This determination allows the US DOE to withhold Part B funding until the Secretary of Education determines that DC has sufficiently addressed the critical areas. However, just within the past month (June 2010), OSSE received notification that due to the substantial efforts of OSSE to improve critical areas, DOE would not withhold funds, but instead direct the use of funds in a particular manner. While clearly our system is far from adequate, this is a sign that truly points to improvement and attention in the correct arenas, and OSSE should be commended for their efforts, while cautioned to continue the appropriate efforts in all the key areas needing intervention as categorized by DOE.

The Panel had another productive year identifying and examining issues facing our students receiving special education services and supports in the District of Columbia. This year, we focused our monthly meetings to learn more intimately about various areas

within special education services, which are described in detail in Section IV. This year the monthly meetings of the Panel afforded an opportunity for members to be apprised of varying supports offered by community based or government organizations regarding special education and related services.

We have offered what we believe are concrete, actionable recommendations to improve outcomes for our students who receive special education services and their families and caregivers.

It has become apparent that the work of the Panel must not be in a vacuum from year to year; therefore, it will be vital for the 2010-2011 Panel to build upon the work of this year and continue to focus on key areas within special education that require ongoing external examination and attention. The State Advisory Panel for Special Education is made up of volunteers who are either individuals with disabilities, parents of children with disabilities, or very proactive community advocates, government and nonprofit stakeholders who have had many years of special education involvement. Therefore, we believe that the Panel brings a unique insight into the Special Education concerns of the citizens of the District of Columbia. We could be used more effectively by OSSE, all the LEAs as well as the city leadership when these groups are making critical policy decisions and determining the allocation of resources which will impact the Special Education community.

It has been an honor for me to serve with the members of the Panel, who have devoted so much volunteer time and energy on behalf of our students who receive special education service. I encourage you, our city leadership and your staff to continue to support the work of the Panel, to recognize the Panel's importance in policy formation, to continue to mandate active participation by all District agencies because their input is so important. We urge you to consider the Panel as a resource and sounding board whenever possible. Our members will willingly share their extensive experience and expertise, which will help to shape special education policies and service delivery systems that meet all of the community needs.

I came to this position by credit that I am a parent of two children with special needs who need to access the District's special education services. I am a District resident and a proud lifelong citizen of our city. It is my hope that the work of this Panel provides insight and awareness to the needs of special children like mine, so that there will be continued reform of Special Education in this city.

Respectfully submitted,

**Molly L. Whalen**, *Chair*

District of Columbia

State Advisory Panel on Special Education

## ACKNOWLEDGEMENTS

The members of the State Advisory Panel on Special Education (Panel) thank all of the individuals and groups who worked with the Panel over the past year - for the contribution of their time, support, and commitment to addressing the needs of children with disabilities in the District of Columbia. Our work and the development of this report would not be possible without the contributions of many dedicated people. We appreciate the contribution of stakeholders and practitioners who made presentations and shared invaluable resources with the Panel.

The state of special education in the District of Columbia is one of progress and positive change. While the Panel must highlight that not all needs have been addressed, we also acknowledge that there are many areas in which progress has been made. The amount of challenging work completed by the Office of the State Superintendent of Education (OSSE) and its partners has been remarkable. The OSSE has briefed and consulted with the Panel during this time of continued reform, and we look to cementing this relationship in order to improve outcomes for our students receiving special education services. Representatives from the District of Columbia Public Charter Schools and Board shared with the Panel their insights, challenges and success in the system. Several DC Agency and community based organization representatives have been dedicated members - their expertise is invaluable for the work of the Panel. One area that the Panel has seen improvement this year is DCPS's level of active representation and involvement with the Panel. We encourage the Office of the Mayor and the City Council to explore additional ways in which the expertise of the Panel can be drawn upon in interagency collaborations.

The establishment of OSSE as the SEA four years ago began a marathon race to build from the ground up a functioning special education system with appropriate monitoring, policy and support in place for all LEAs in the District. We would be remiss if we did not applaud and gratefully thank the dedicated staff members at OSSE Department of Special Education – they have worked tirelessly to create the scaffolding of this new structure and the work is far from over – but they have certainly left a tremendous mark to date, Tameria Lewis, and her leadership staff: Melanie Byrd, Gregory Ellis, Bill Knudson, Amy Maisterra, Elisabeth Morse, and Chandra Williams, as well as Katterina Bravo, Desiree Brown, and Yuliana Del Arroyo, and other members of the District of Columbia Office of the State Superintendent of Education staff. A special appreciation must be extended to Tameria Lewis, Assistant Superintendent for Special Education, for her passion, commitment and patience in her partnership with the Panel and in her commendable dedication to improving the state of special education in the District of Columbia; and to Amy Maisterra and Cathie Carothers for serving as interim point of contacts for the Panel for several months. All provided invaluable support and resources to the Panel including scheduling meetings, staffing support for the Panel and attending to numerous details in enabling our work throughout the year.

A special thank you to those on the Panel who served as leads for the workgroups: Julie Camerata, Shawn Ullman, and Laurie Ellington. Because of the leadership, commitment, and contributions of all these talented individuals, the Panel has been able to move a step

closer to its goals in providing improved educational opportunities to children with disabilities in the District of Columbia.

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## **I. OVERVIEW**

This 2010 annual report of the State Advisory Panel on Special Education for the District of Columbia is respectfully submitted to the Mayor and Council of the District of Columbia. The Individuals with Disabilities Education Act (IDEA), (Authority) 20 U.S.C. 1412(a)(21)(A)) CFR 34 Part 300 §300.167, requires that the state establish and maintain an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the state. The State Advisory Panel for the District of Columbia is appointed by the Mayor and is composed of members from the public and private sectors – including parents of children with disabilities, advocates, representatives of state agencies and educators - representing a wide variety of perspectives and interests related to the education of children with disabilities. Throughout the year, Panel members meet to discuss, review and analyze issues relevant to the education of children and youth with disabilities in the District of Columbia. This report summarizes the activities and recommendations of the District's State Advisory Panel for the period of time from July 1, 2009 through June 30, 2010.

According to the official Child Count data, conducted on December 1, 2009 by each LEA and certified to OSSE there are 11,382 students in DC special education.

This Panel focused not only on compliance of federal and state requirements, but examined its unique role in the state education functions in Washington, DC. Since the District of Columbia must act as a City and a State, it must ensure rich, supportive and quality learning environments and activities at the local level as well as promulgate State level policies and procedures which will enable all children, with their diverse learning needs, to succeed. The State Advisory Panel is constantly examining opportunities to increase its visibility and accountability to the citizens and appropriate agencies of the District of Columbia. During the 2009-10 terms, the Panel and its members have made a concentrated effort to be very active participants in City Council hearings and citywide education-focused events. These have included the Inclusive Schools Week, the Transition Stakeholder Forum, and special OSSE policymaking focus groups. We believe that our students' educational experiences and personal futures should be founded on progressive, data-driven policies. It is also critical that we have successful coordination of educational and related services across public agencies and among educators and service providers. This is important if we are to ensure appropriate prevention and intervention strategies as well as effective communication among the home, school and providers. There must be knowledgeable leadership and adequate staff from the classroom to the highest level of administration.

The purpose of this report is to provide policymakers, educators, parents, and the general public with an overview of the major concerns and issues raised and reviewed by the members of the Panel during the 2009-10 terms and to provide recommendations and benchmarks for future, necessary improvement in Special Education which can be used by succeeding panels.

The report is published by the Office of the State Superintendent of Education (OSSE) and is available at the OSSE website: <http://osse.dc.gov>.

## **II. PURPOSE, FUNCTION AND COMPOSITION OF THE STATE ADVISORY PANEL ON SPECIAL EDUCATION**

### **Purpose and Functions**

As detailed in the Mayor's Order 2004-187, the purpose of the District of Columbia's State Advisory Panel on Special Education ("the Panel") is to serve as an advisory body to the Mayor, the District of Columbia Public Schools and the Office of the State Superintendent of Education (OSSE - formerly the State Education Office) on matters pertaining to the education of children and youth with disabilities served by public and private agencies of the District of Columbia.

The primary functions of the Panel include:

- Advising on unmet needs within the District in the education of children with disabilities;
- Commenting publicly on any legislation, rules or regulations proposed by the state regarding the education of children with disabilities;
- Providing advice on systemic and other issues affecting the coordination and delivery of special education and related services to children and youth with disabilities;
- Advising on developing evaluations and reporting on data to the United States Department of Education in the implementation of IDEA;
- Providing advice in developing corrective action plans to address findings identified in federal monitoring reports;
- Advising on the development and implementation of policies relating to the coordination of services for children with disabilities, including advising on eligible students with disabilities in adult prisons; and
- Preparing an annual report of its activities and recommendations on or by July 1 of each calendar year, and submitting it to the Mayor, the District of Columbia Public Schools, the Office of the State Superintendent of Education (formerly the State Education Office), other appropriate District government officials and the public.

### **Composition of the Panel**

The Mayor's order further delineates the composition of the Panel as follows:

- The Panel consists of *at least 21* voting members who are appointed by the Mayor;

- The members appointed to the Panel demonstrate interests in issues affecting special education, or the coordination and delivery of special education and related services to children and youth with disabilities;
- A majority of the members are individuals with disabilities, or parents of children and youth with disabilities;
- The members appointed by the Mayor to the Panel consist of:
  - Parents or guardians of children with disabilities who reside in the District;
  - Individuals with disabilities who reside in the District;
  - Teachers who reside in the District;
  - Representatives of institutions of higher education that prepare special education and related services personnel;
  - District education officials;
  - Representatives of public, public charter and private schools;
  - Representatives of District government agencies involved with financing or delivery of services to persons with disabilities;
  - Representatives of business, community, or vocational organizations in the District concerned with the provision of transition services to children with disabilities;
  - Representatives of the service provider community who serve children and youth with disabilities in the District of Columbia;
  - Administrators of programs for children with disabilities; and
  - Representatives of District juvenile and adult corrections agencies.

(See Appendix B for a complete list of Panelists and their area of representation.)

### III. SCHEDULE OF MEETINGS

The Panel is required to convene at least four (4) meetings each calendar year. The schedule of meetings for school year 2009-2010 was as follows:

<b>Meeting Date</b>	<b>Time</b>	<b>Location</b>
October 17, 2009 <sup>1</sup>	9:00 – 2:00	Office of the State Superintendent of Education 51 N. Street, NE LL Conference Room Washington, DC 20002
November 19, 2009	5:30 – 7:30	Office of the State Superintendent of Education 51 N. Street, NE LL Conference Room Washington, DC 20002
December 17, 2009	5:30 - 7:30	Office of the State Superintendent of Education 51 N. Street, NE LL Conference Room Washington, DC 20002
January 21, 2010	5:30 – 7:30	Office of the State Superintendent of Education 51 N. Street, NE LL Conference Room Washington, DC 20002
February 18, 2010 <sup>2</sup>	5:30 – 7:30	Office of the State Superintendent of Education 51 N. Street, NE LL Conference Room Washington, DC 20002
March 18, 2010	5:30 – 7:30	The Charles Sumner School 1201 17 <sup>th</sup> Street, NW Washington, DC 20036
April 15, 2010	5:30 – 7:30	The Charles Sumner School 1201 17 <sup>th</sup> Street, NW Washington, DC 20036
May 20, 2010	5:30 – 7:30	DCPS – Office of Special Education 1200 First Street, NE – 9 <sup>th</sup> Floor Washington, DC 20002
June 17, 2010	5:30 – 7:30	The Charles Sumner School 1201 17 <sup>th</sup> Street, NW Washington, DC 20036

<sup>1</sup> New Member Orientation and Annual Retreat

<sup>2</sup> Meeting cancelled

## **IV. ACTIVITIES AND ACCOMPLISHMENTS**

### **A. PRIORITIES**

The Panel launched its 2009-10 activities and efforts on Saturday, October 17, 2009, with the SAP new member orientation and annual planning retreat. The retreat's purpose was to review the prior year's work while creating an agenda for 2009 – 2010 work.

The following topics were discussed in an effort to determine the goals of the SAP for 2009 – 2010:

- 1. Dispute Resolution**
  - State Complaints and Mediation
  - Informal Complaints
- 2. Role of SAP with the OSSE**
- 3. Transition**
  - Diplomas Versus Certificates of Completion
  - Early Childhood Transition
  - Continuity of Placement/Levels of Services (i.e. – transitions at every level, transitions to and from public to non-public schools, and grade-to-grade transitions)
- 4. Record Keeping**
- 5. Transportation**
  - Data System
- 6. Data**
  - The City's Progress with Data Collection/Record Keeping
- 7. English Language Learners**
- 8. Student Teachers -Appropriate Qualifications for Children with Disabilities**
- 9. Least Restrictive Environment (LRE) and Inclusion**
  - Defining True LRE
  - Individualized Placement Determinations
  - Continuum of Service
- 10. Funding**
  - Structure
  - Use of Resources
  - Data/Information
- 11. Parental Engagement and Communication**
  - Centralized Places to Go
  - Building Trust and Community
  - Ensuring Accuracy of Information (phone numbers, email) in Publications
- 12. Quality Instruction and Knowledgeable Staff, Teachers, and Administration**
  - Training for Teachers
- 13. Connections to Students who are Homeless**
  - Resources and Programs that Meet the Needs of Homeless Children with Disabilities
- 14. Monitoring**

- Filling of Vacancies and Staff Retention for the OSSE

### **15. Committed Youth**

- Ways to Better Serve Students Returning from Out-of-state Placements
- Building Capacity in DC
- Monitoring of DYRS Placements
- Cross-Agency Coordination

### **16. Multi-System Populations**

- System of Care
- Teaming

## **SAP 2009 – 2010 Goals**

The following is a summation of the goals (Categories 1 – 4) identified by retreat attendees of the SAP for 2009 – 2010. These Goals were approved by vote of the Panel at the November 19, 2009 meeting.

### **1. Monitoring**

- Data
- Funding
  - a) Based on services
  - b) Cost analysis
  - c) Flexibility
  - d) Money follows the child
  - e) Special education levels
- QSR
- Quality Training (School Staff)
- Staffing
- Transportation
  - a) Data systems

### **2. Transition and Placements**

- Secondary
- Early childhood
- Continuity of services
- LRE/inclusion
- Student-teacher ratio
- English Language Learners

### **3. Parent Engagement and Community**

- Dispute resolution/mediation
- Options
- Contacts/support information
- Building community support
- Visibility

#### **4. Multi-System Populations**

- Foster care
- DYRS
- Homeless
- Capacity building in DC
- Cross- agency coordination
- Options

#### **B. PANEL ACTIVITIES – LISTED CHRONOLOGICALLY**

The Panel requested and received presentations from the following agencies, organizations and individuals on a variety of topics, and were active participants in various city-wide events and hearings:

- OSEP Verification Visit – members of the Panel participated in this visit as a key stakeholder group, by attending conference call interviews and individual interviews with the OSEP review team
- DCPS Scorecard Discussion – Dominique Amis, DCPS, ODA presented a focus group session to the Panel on the DCPS Scorecard project
- OSSE Annual LEA determination letters – Panel received ongoing updates and status reports on the LEA monitoring process
- Draft testimony on behalf of the Developmental Disabilities Reform Act of 2009 – Panel prepared testimony – hearing has been postponed to Fall 2010
- Update on the Annual Performance Report (APR) & Indicators – Panel received a review and had discussion on the upcoming APR and indicators from Adam Thibault, Deputy Chief of Staff on Special Assignment
- Participation by Panel in the District of Columbia Inclusive Schools Week (December) – including presentation and public viewing of the filed “Including Samuel”
- Viewing of video on Parent Engagement and Support from the LAMB PCS per Julie Camerata, Special Education Cooperative
- Update on new OSSE website additions – focus on community resources
- Report on status of the DCPS Early Stages program & services– by Dr. Nathaniel Beers, Executive Director
- Overview of the submission of the Part B FFY 2008 Annual Performance Report (APR) and review of the 20 indicators for reporting by OSSE – William Knudsen, Deputy Assistant Superintendent, Monitoring and Compliance
- Members of the Panel participated in an on-site tour of the DCPS Early Stages facility
- Status of Blackman Jones and Petties Cases – Tameria Lewis, Assistant State Superintendent of Special Education

- Update on New Beginnings & DC-CAS testing of students in residence – Cathie Carothers, Assistant State Superintendent for Elementary and Secondary Education Administration
- Report on the new OSSE structure for monitoring systems to include: LEA, Nonpublic, Secondary Transition and Part C ; and the status of the State Complaint system – Melanie Byrd, Director of Compliance Monitoring
- The Panel provided OSSE with guidance for the State Performance Plan (SPP) regarding the Indicator on Disproportionality. The Panel approved a motion to support OSSE in moving forward with a risk ratio of 5.0; with the definition as presented and a request to further discuss the ratio when updating the SPP
- The Panel reviewed the budget status reports of both DCPS and OSSE in preparation of the City Council Budget Hearings. Chair Molly Whalen testified on behalf of the Panel at the OSSE Budget status hearing before the City Council on April 27, 2010
- Overview and meeting of senior leadership team of DCPS OSE – hosted by Matthew Bachand, Chief of Staff, DCPS OSE
- Discussion of the DCPS Reintegration Planning Guidelines by DCPS regarding special education students in Nonpublic and Residential placements - Matthew Bachand, Chief of Staff, DCPS OSE
- Members of the SAP attended the DCPS Chancellor’s Community Forum on Special Education on May 26, 2010; Chair Molly Whalen made public comments at the breakout on Nonpublics
- Chair Molly Whalen made public comments on behalf of the Panel at the June 16, 2010 DC State Board of Education (SBOE) hearing on OSSE Special Education
- The Panel provided a proclamation of re-commitment for the Americans with Disabilities Act 20<sup>th</sup> Anniversary Celebration as part of the “2010 by 2010 Campaign”
- Update and status report on the OSSE Training and Technical Assistance Unit – Chandra Williams, Director, Training & Technical Assistance
- Update and discussion of the forthcoming proposed regulations: Nonpublic Certificates of Approval - Tameria Lewis, Assistant State Superintendent of Special Education
- Members of the Panel attended the Early Intervention Workgroup organized by the ARC of DC
- Chair Molly Whalen attended the OSSE Quarterly LEA to promote the Panel to the LEAs and encourage parent and stakeholder involvement
- The Panel has been invited to be active participants in the 2010 Transition Stakeholders Community Forum



## V. REPORTS AND RECOMMENDATIONS

### A. Monitoring

Between April 15 and May 7, 2010, the State Advisory Panel on Special Education (SAP) collected survey responses from special education stakeholders in the District of Columbia on three issues: child find, least restrictive environment, and secondary transition. A chart of the survey results is located after the Monitoring section's Recommendations.

#### General Information

Following its first attempt to survey special education stakeholders in the District, the SAP is pleased with the survey's turnout and the variety of experiences represented by the responders. The Panel received 128 responses, including responses from 23 parents, 62 school staff (regular and special education teachers, administrators, and other staff), and 39 advocates or community providers. 87.9% of the responders reported having experience with the District of Columbia Public Schools (DCPS). 54% of the responders had experience with the District's public charter schools. 47.5% of the responders had experience with non-public schools serving District students. Only 8.5% of responders reported less than one year of experience with schools in the District. The majority of responders (33.5%) had 1 to 5 years experience. 25% of responders had 6 to 10 years experience. 12.5% of responders had 11 to 15 years experience. 19.5% had more than 15 years experience.

#### Child Find

The Individuals with Disabilities Education Act (IDEA) requires schools to have a process for identifying and evaluating students with disabilities who are in need of special education. This process is called *Child Find*. In the District of Columbia, the child, child's parents, school employees, or employees of another public agency can refer a child for a special education evaluation. Referrals for children who are three to five years old should be made to Early Stages, a DCPS program. Referrals for most school-age children should be made in writing to the principal of the child's DCPS or public charter school. Schools have 120 days from the date of referral to complete an evaluation. Although many District public schools have a Student Support Team (SST) to identify any student who is struggling and how the school can help that student succeed, the SST process is not a special education process and does not replace or delay the 120-day timeline for completing a special education evaluation.

More than 90% of the responders to this survey reported that if they thought a child needed special education, they knew how to start the special education evaluation process. However, half of the responders also reported that schools must use the SST process before starting a special education evaluation. Many responders commented that the SST process is often used to "delay evaluations." Only 40% of responders reported that schools have 120 days to complete a special education evaluation. 7% reported that schools have 30 days. 22.6% reported that schools have 60 days. 11.7% reported that schools have 90 days. One responder commented that "Many states follow the IDEA

guideline: determine eligibility within 60 days, implement 30 days after that. DC takes 120!”

45 responders reported having experience with DCPS’ Early Stages Center. These responders were nearly evenly split on whether they were happy with their experience – 46.7% reported that they were happy. One respondent commented that “I found the staff to be professional and very responsive and supportive to my needs on behalf of several families in our Early Care and Education Center.” 53.3% of respondents reported that they were not happy with their experience. Comments ranged from concern about the center using a “medical” model, not an educational one to general disorganization. The survey did not determine more specifically who the responders were or when they worked with Early Stages.

Responders offered the following recommendations for improving the *Child Find* process in the District:

- Move from a “wait to fail” model to one that values early identification.
- Increase the number and quality of evaluators. This deficiency impacts the identification process.
- Provide general education teachers more training on the SST and referral processes.
- Create an easy way for parents to communicate concerns with the school, follow up on referrals, and meet IDEA deadlines.

#### Least Restrictive Environment (LRE)

The IDEA requires schools to provide special education services for students with disabilities in the *Least Restrictive Environment*, or LRE. This means that schools must teach children with disabilities in classrooms and schools with children without disabilities, to the maximum extent appropriate. LRE is generally based on the least restrictive placement where a student’s needs, as identified in their individualized education program (IEP), can be met. Placements from least to most restrictive include general education classrooms, special education classrooms, special schools, home instruction, and instruction in hospitals or institutions. Placements can include a combination of these settings. The LRE necessary to meet a child’s needs can change, particularly if the child’s needs change.

The overwhelming number of responders (87.5%) reported that the best statement to describe LRE was “All students with disabilities are educated in the LRE that meets their IEP.” Only 2.3% of responders reported that LRE meant all students were educated in their neighborhood school. More than 95% of responders reported that the LRE can change for a student with a disability. 73.4% of responders reported that schools are not serving students in the appropriate LRE while 58.5% of responders reported that more students should receive special education services in a general education classroom. 14% of responders reported that schools were serving students in the appropriate LRE, and 28.8% of responders did not agree that more students should receive services in a general education classroom.

For more students with disabilities to be successfully educated in a general education classroom, responders offered the following recommendations:

- Provide general education classrooms more resources, including training on special education, meeting behavioral needs, and differentiating instruction, more expert personnel, assistive technology, and smaller student-to-teacher ratios.
- Provide schools more funding for materials and training of teachers, administrators, and parents.

One responder summed up LRE with “Stop putting special education last in reforms and see it as part of excellent schools to meet all kids’ needs now.”

### Secondary Transition

The IDEA requires schools to include measurable postsecondary goals based on age-appropriate transition assessments, as well as the transition services needed to meet those goals, in a student’s IEP no later than the year the student turns 16. The purpose of these *Secondary Transition* goals and services is to help students with disabilities move from school to post-school activities, including post-secondary education, vocational education, integrated or supported employment, continuing and adult education, adult services, independent living, and community participation.

While 83.5% of responders reported knowing the difference between a regular high school diploma and an IEP certificate, 15.6% did not. 59.2% of responders reported that students with disabilities who are leaving high school are not receiving quality services to help them transition to adult life. Only 12.4% of responders did report that students were receiving quality services. 51.5% of responders reported that students were not being connected to appropriate adult-serving agencies. Only 10.8% of responders reported that students were being connected. 62.4% of responders reported that schools do not have the resources they need to provide effective transition services for students with disabilities. Only 6.9% of responders reported that schools did have the resources.

To improve *Secondary Transition* in the District, responders offered the following recommendations:

- Develop meaningful and individualized transition plans that are really geared towards preparing students to be self-sustaining, independent adults.
- Provide more high quality vocational assessments.
- Provide more vocational coaches and vocational programs.
- Start “transition awareness” earlier for students with disabilities.

### **Recommendations**

Although the Panel wishes to acknowledge that the OSSE continues to make great strides in overseeing the provision of special education services to students with disabilities in the District of Columbia, we also want to note that identifying and evaluating students with disabilities, providing integrated special education services, and successfully transitioning students out of school have been problem areas for the District for years.

Though these areas have received a lot of attention in the last year, there is still clearly much more work to be done.

Therefore, the Panel has the following recommendations:

1. The OSSE should propose and implement regulations changing the evaluation timeline in the District to 60 days. The District should not provide fewer protections than the IDEA, which includes a 60-day timeline. More importantly, children will benefit by receiving special education services sooner and not losing four months of assistance during the evaluation process.
2. OSSE should amend its Child Find Policy to clarify the District's evaluation timelines and how other referral processes, like the SST process, may be incorporated into but not replace or delay a special education evaluation.
3. Early Stages should consider using a more targeted but anonymous survey for the parents and schools with whom they work to evaluate the satisfaction with and efficacy of their services.
4. OSSE should conduct focused monitoring of school districts on serving students with disabilities in the LRE and continue to provide professional development and technical assistance for school districts on meeting the needs of students with disabilities in integrated settings.
5. OSSE should also provide informational materials and presentations for parents on LRE, including best practices and working with schools to determine the appropriate LRE for their child.
6. OSSE should continue to conduct focused monitoring of school districts on writing appropriate secondary transition plans and continue to provide professional development and technical assistance for school districts on helping students with disabilities transition from school to post-school activities.
7. OSSE should also provide informational materials and presentations for parents and high-school aged students on secondary transition, including what to expect during the transition process and how to work with schools to ensure appropriate transition assessments, goals, and services are provided.

**Overall State Advisory Panel Survey Results:**









Survey of Special Education Stakeholders in the District of Columbia

Sponsored by the State Advisory Panel on Special Education  
 Please respond by Friday, May 7, 2010  
 Please note:

Ø These questions apply to all schools that serve District of Columbia students with disabilities, including DC Public Schools, public charter schools, and nonpublic/private schools.


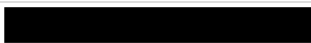

Ø Please check only one response, unless the question indicates otherwise.

**1 I am a (check all that apply):**



Answer	0%	100%	Number of Responses	Response Ratio
Parent of a child with no disability			10	7.8%
Parent of a child with a disability			13	10.2%
Regular education teacher			20	15.7%
Special education teacher			16	12.5%
School administrator			9	7.0%
Other school staff			17	13.3%
Community provider/advocate			39	30.7%
Other			23	18.1%
<b>Totals</b>			<b>127</b>	<b>100%</b>

**2 I have experience with (check all that apply):**

Answer	0%	100%	Number of Responses	Response Ratio
--------	----	------	---------------------	----------------




DC public schools		109	87.9%
DC public charter schools		67	54.0%
Non-public schools		59	47.5%
<b>Totals</b>		<b>124</b>	<b>100%</b>

3 I have been involved with schools in the District of Columbia for:




Answer	0% 100%	Number of Responses	Response Ratio
Less than 1 year		11	8.5%
1 to 5 years		43	33.5%
6 to 10 years		32	25.0%
11 to 15 years		16	12.5%
More than 15 years		25	19.5%
No Responses		1	<1%
<b>Totals</b>		<b>128</b>	<b>100%</b>

**Child Find**

4 If I think a child needs special education, I know how to start the special education evaluation process:

Answer	0% 100%	Number of Responses	Response Ratio
Yes		116	90.6%
No		11	8.5%
No Responses		1	<1%
<b>Totals</b>		<b>128</b>	<b>100%</b>

5 Schools must use the Student Support Team (SST) process before starting a special education evaluation:

<b>Answer</b>	0% <span style="float: right;">100%</span>	<b>Number of Responses</b>	<b>Response Ratio</b>
True		65	50.7%
False		44	34.3%
I don't know		18	14.0%
No Responses		1	<1%
<b>Totals</b>		<b>128</b>	<b>100%</b>

6 Schools must complete a special education evaluation within:

Answer	0% 100%	Number of Responses	Response Ratio
30 days		9	7.0%
60 days		29	22.6%
90 days		15	11.7%
120 days		51	39.8%
I don't know.		18	14.0%
No Responses		6	4.6%
<b>Totals</b>		<b>128</b>	<b>100%</b>

7 I have received services from or worked with the DCPS Early Stages Center:

Answer	0% 100%	Number of Responses	Response Ratio
Yes (please answer question no. 8)		45	35.1%
No (please skip to question no. 9)		81	63.2%
No Responses		2	1.5%
<b>Totals</b>		<b>128</b>	<b>100%</b>

8 I was happy with my experience at the DCPS Early Stages Center:

Answer	0% 100%	Number of Responses	Response Ratio
Strongly agree		7	5.4%
Agree		14	10.9%
Disagree		14	10.9%
Strongly disagree		10	7.8%
No Responses		83	64.8%
<b>Totals</b>		<b>128</b>	<b>100%</b>









- 9 In order to more quickly and effectively evaluate students who might need special education, schools need to:

	Number of Responses
	102

**Least Restrictive Environment (LRE)**

- 10 The following statement best describes LRE for students with disabilities (SWD):

Answer	0% 	100% 	Number of Responses	Response Ratio
All SWD are educated in their neighborhood school.			3	2.3%
All SWD are educated in special education centers.			0	0.0%
All students w/significant disabilities are educated in nonpublic/private school			0	0.0%
All SWD are educated in the LRE that meets their IEP (indiv. education program)			112	87.5%
I don't know			11	8.5%
No Responses			2	1.5%
<b>Totals</b>			<b>128</b>	<b>100%</b>

- 11 The LRE for a student with a disability can change:

Answer	0% 100%	Number of Responses	Response Ratio
True		122	95.3%
False		0	0.0%
I don't know.		5	3.9%
No Responses		1	<1%
<b>Totals</b>		<b>128</b>	<b>100%</b>

12 Schools are serving ALL students with disabilities in the appropriate LRE:

Answer	0% 100%	Number of Responses	Response Ratio
Strongly agree		5	3.9%
Agree		13	10.1%
Disagree		48	37.5%
Strongly disagree		46	35.9%
I don't know.		13	10.1%
No Responses		3	2.3%
<b>Totals</b>		<b>128</b>	<b>100%</b>

13 More students with disabilities should receive special education services in a regular education classroom:




Answer	0% 100%	Number of Responses	Response Ratio
Strongly agree		31	24.2%
Agree		44	34.3%
Disagree		27	21.0%
Strongly disagree		10	7.8%
I don't know.		11	8.5%
No Responses		5	3.9%
<b>Totals</b>		<b>128</b>	<b>100%</b>

- 14 For students with disabilities to receive appropriate special education services in a regular education classroom, schools need to:

	Number of Responses
	111

**Secondary Transition**

- 15 I know the difference between a regular high school diploma and an IEP certificate

Answer	0% <span style="margin-left: 100px;">100%</span>	Number of Responses	Response Ratio
Yes		107	83.5%
No		20	15.6%
No Responses		1	<1%
<b>Totals</b>		<b>128</b>	<b>100%</b>

16 Students with disabilities who are leaving high school receive quality services that help them transition to adult life:




Answer	0% 100%	Number of Responses	Response Ratio
Strongly agree		2	1.5%
Agree		14	10.9%
Disagree		33	25.7%
Strongly disagree		43	33.5%
I don't know.		34	26.5%
No Responses		2	1.5%
<b>Totals</b>		<b>128</b>	<b>100%</b>

17 Students with disabilities who are leaving high school have been connected to the appropriate adult-serving agencies:

Answer	0% 100%	Number of Responses	Response Ratio
Strongly agree		2	1.5%
Agree		12	9.3%
Disagree		31	24.2%
Strongly disagree		35	27.3%
I don't know.		46	35.9%
No Responses		2	1.5%
<b>Totals</b>		<b>128</b>	<b>100%</b>

18 Schools have the resources they need to provide effective transition services for students with disabilities:

Answer	0% 100%	Number of Responses	Response Ratio
Strongly agree		2	1.5%
Agree		7	5.4%
Disagree		38	29.6%

Strongly disagree		42	32.8%
I don't know		38	29.6%
No Responses		1	<1%
<b>Totals</b>		<b>128</b>	<b>100%</b>

19

**In order for students with disabilities to better transition to adult life, schools need to...**

	<b>Number of Responses</b>
	93

For questions about special education in the District of Columbia, please contact the District's State Education Agency (SEA):  
 Office of the State Superintendent of Education  
 Division of Special Education  
 810 1st Street, NE, 9th Floor  
 Washington, DC 20002  
 (202) 727-6436  
 Email: [osse@dc.gov](mailto:osse@dc.gov)  
<http://osse.dc.gov>

You can also contact the District's Parent Training and Information Center:  
 Advocates for Justice and Education  
 2041 Martin Luther King, Jr. Avenue, SE, Suite 400  
 Washington, DC 20020  
 (202) 678-8060  
 F: (202) 678-8062  
 Email: [info@aje-dc.org](mailto:info@aje-dc.org)  
<http://www.aje-dc.org/>

## **B. Multi-system Populations**

The work group's mission was to explore ways to promote integrated family-driven youth-guided planning and support/service delivery for children and youth involved in the special education process and their families through a system of care framework and team-based approach. The team involved panel members who represented the entire spectrum of the Panel, so the recommendations were derived from staff and family who have experienced successful models of reform as well as the dysfunctional parts of the system which have prevented quality service delivery. Because these recommendations represent cross-cutting issues, some will require higher administrative levels of intervention and some may require legislative changes.

In addition to the specific recommendations provided in this report, the work group has formulated many specific tasks and strategies which could be used to accomplish the recommendations in each category. These have been made available to the appropriate staff within the OSSE.

### **Recommendations:**

1. Develop a unified child/youth and family teaming practice model to be implemented across the District with all child-serving systems, community stakeholders, and youth/family members.
2. Implement a Family-Professional Partnership training and coaching approach to improving authentic youth and family engagement in planning and service delivery/child and family teams
3. Develop a process of information sharing between child-serving agencies, family members, and youth whenever multi-system are involved in a consumer's case.
4. Improve the coordination of care and service delivery for the Transition to Adult population who are in the special education process.
5. Improve the coordination of care and identification of youth who are homeless and are involved in multiple child-serving systems in the District of Columbia.

### **C. Parent & Community Engagement & Communication**

Substantive efforts have been made by the OSSE in the area of community engagement. OSSE has scheduled regular state advisory group meetings to seek input on key decisions. OSSE has held regular quarterly LEA Special Education Meetings have been held to provide updates and solicit feedback. OSSE created an expanded webpage to include a link for parent and community resources is now current. In addition, OSSE has created workgroups on the two key issues of secondary transition workgroup and Least Restrictive Environment (LRE).

However, parent involvement in these initiatives has been minimal, and the area of parent & community outreach continues to be a challenge and concern. The District's special education system continues to be challenged by the lack of understanding of parental and student rights, and system knowledge not just by parents but by providers and school staff as well. Too many parents still do not know the various options for special education in our city, including LRE, the continuum of service and inclusion practices. In addition, the various arms of communication are too scattered and sporadic to make a long lasting impact. In addition, the "brand" of DC special education needs to change – too many parents still do not trust DC special education.

#### **Recommendations:**

1. Develop more dynamic methods of communication, outreach and training to the special education stakeholders; with a special focus on parental rights, support and system-wide understanding, utilizing advanced technological communication and training methods (website, email lists-serve, webinars, etc.) as well as in-person communication and trainings.
2. Ensure that all new policies, procedures and directives that are produced by OSSE are written in language which is easy for parents and average stakeholders to understand and can be competently reviewed and critiqued without the need for an extensive legal or policy background,
3. Determine the feasibility of establishing a "layman's review group" to review materials for public comment in advance of posting dates which may enhance the possibility of general public comprehension and participation.

### **D. Transportation**

While the Panel did not have a workgroup actively monitoring transportation issues, transportation services for special education students have consistently been a focus and concern of the Panel's Annual Report over the past years. Considering that there have been significant changes in the transportation system occurring this calendar year, the issue warrants comment in this report.

**Budget Information – Funding for Special Education Transportation**

FY10 \$77,430,582 (1660.5 FTEs)

FY11 \$89,171,281 (1666.6 FTEs)

**Student & Route Information**

**Total Number of Students Transported by School Year**

	<b>SY 06-07</b>	<b>SY 07-08</b>	<b>SY 08-09</b>	<b>SY 09-10</b> as of 4/21/10
<b>Total</b>	3932	3950	4036	3977

**Total Number of Routes by School Year**

	<b>SY 06-07</b>	<b>SY 07-08</b>	<b>SY 08-09</b>	<b>SY 09-10</b> as of 4/21/10
<b>Total</b>	644	655	710	734

According to a press release from the DC Government dated May 13, 2010:

District Court Judge Paul L. Friedman's decision to transition the management of the Division of Transportation (DOT) from a court-appointed transportation administrator to the OSSE. The Division of Transportation, which serves special education students in the District of Columbia, was under the purview of the District of Columbia Public Schools (DCPS) until 2003 when control moved to Transportation Administrator David Gilmore. Transportation Administrator Gilmore was appointed to oversee the Division of Transportation in response to a 1995 class action lawsuit, *Petties v. District of Columbia*, that required the District to pay for instruction, transportation and overall services for special education students. □□The court order, signed by District Judge Paul L. Friedman on May 5, 2010, in the *Petties* matter is the result from an agreement with the plaintiffs, the District, and Transportation Administrator Gilmore. The agreement reflects the significant work Transportation Administrator Gilmore has completed in bringing the District's transportation performance in line with court-ordered standards. Additionally, Transportation Administrator Gilmore and the District are confident in OSSE's ability to build upon the progress that has been made and continue to improve so that the transportation needs of the District's special education students are met.

During the transition, OSSE assumes all powers granted to the Transportation Administrator such as contracting authority, personnel decisions, budget authority, and the power to negotiate and enter into labor agreements. Transportation Administrator Gilmore is serving as the



Supervising Court Master during this time and monitors and reports on OSSE's progress. The transition of control of the Division of Transportation back to OSSE ends on October 1, 2010. After the transition, OSSE is expected to continue to meet performance benchmarks around punctuality, ride times and response times to changes in educational placements among other requirements set by the court. The District has also committed to meet all financial obligations.

The court's decision is certainly a reflection that OSSE has demonstrated the ability to meet the transportation obligations to DC's special education students. However, because transportation services for special education is a continuous work in progress, presenting the opportunity for dramatic achievements and continuing challenges, the Panel expects further involvement in both monitoring implementation of improvement plans and identifying additional priority areas for action. The Panel welcomes this transition development and will continue to expect OSSE to provide ongoing progress reports on the transition, as well as updates on the performance metrics of transportation services required by the court.

Below is a reprint of the recommendations from the 2009 SAP Annual Report which continue to be appropriate, especially during this transition time.

### **Recommendations:**

1. Build on existing recruitment and retention plan to include bilingual transportation personnel.
2. Establish, maintain, and deliver a more complete, accurate outreach strategy to parents, which includes a single point access for real-time transportation information, integrated into the DCPS (now OSSE) website, for all students receiving special education services in the DC.
3. Promote, advance, and support strategies for greater independent mobility for students receiving special education services, including developing and implementing travel training IEP goals, and ensuring that those who will have input into the creation of IEPs understand the importance of also providing appropriate transportation.
4. Ensure a seamless transition of the management of the Division of Transportation (DOT) from a court-appointed transportation administrator to the OSSE. Continue to use the policies and procedures which stabilized the system and implement continued quality improvement strategies which will provide early alerts to any actions which may destabilize the system.

## **E. Legislative Affairs**

The State Advisory Panel strongly believes that our legislative leaders should continually be apprised of the issues facing students in special education in Washington. It will continue to participate in legislative and budget hearings and oversight meetings; however, the legislative staff and leaders should request Panel input as a Standard operating procedures.

### **Recommendation:**

1. Continue to educate the District's legislative leaders on the issues surrounding special education through testifying, authoring public comments, and scheduling meetings with council members, board of education members and other members of commissions on special education issues.

## **F. Miscellaneous Reports & Recommendations**

The Panel discussed state testing of students in correctional institutions, particularly New Beginnings. The Panel has a special interest in this population because students in special education are incarcerated and involved in the justice system at significantly higher rates than their non-disabled peers. The Panel learned that only a small number of students at New Beginnings qualify to participate in the DC-CAS. Data was not available regarding the participating rate of students residing in other correctional facilities. Thus, the Panel is not positive that structures exist to ensure quality education for this vulnerable population and believes that this is clearly an area which needs to be addressed as an unmet or inadequately met need.

### **Recommendations:**

1. Develop, implement, or augment OSSE's monitoring processes on the academic progress of students in correctional facilities
2. Develop and implement a transparent system, which assesses the academic effectiveness of correctional programs including the programs for students with special needs.

## APPENDIX A

### Data on Students Receiving Special Education Services:

#### *Data by Disability Category*

DC Special Education Students by Disability Category <sup>11</sup>		
Primary Disability	Total Number	Percentages (%)
Emotional Disturbance	1596	14.02
Other Health Impairment	736	6.47
Multiple Disabilities	1373	12.06
Mental Retardation	986	8.66
Autism	429	3.77
Speech or Language Impairment	943	8.28
Hearing Impaired	47	0.41
Orthopedic Impairment	23	0.20
Traumatic Brain Injury	34	0.30
Visual Impairment	18	0.16
Developmental Delay	541	4.75
Specific Learning Disability	4656	40.91
Total	11382	100

<sup>11</sup> These statistics are based on child counts conducted on December 1, 2009 by each UEA and certified to OSSE. These data were submitted by OSSE to OSEP on February 1, 2010.

*Data by Number of Student by certain age group and individual age*

<b>Number of Students by certain age group and individual age</b>							
	3	4	5				Total 3-5 yo
<b>3-5 yo</b>	122	242	319				683
	6	7	8	9	10	11	Total 6-11 yo
<b>6-11 yo</b>	376	485	575	790	751	796	3773
	12	13	14	15	16	17	Total 12-17 yo
<b>12-17 yo</b>	894	932	937	1008	1061	922	5754
	18	19	20	21	22		Total 18-22 yo
<b>18-22 yo</b>	654	302	141	64	11		1172
<b>Total 3-22 year olds in the District of Columbia as of December 1, 2009</b>							<b>11382</b>
<b>Total 6-22 year olds in the District of Columbia as of December 1, 2009</b>							<b>10699</b>
<b>Total 3-21 year olds in the District of Columbia as of December 1, 2009</b>							<b>11371</b>
<b>Total 6-21 year olds in the District of Columbia as of December 1, 2009</b>							<b>10688</b>

<sup>1</sup> These statistics are based on childcounts conducted on December 1, 2009 by each LEA and certified to OSSE. These data were submitted by OSSE to OSEP on February 1, 2010.

<b>3-5 year olds</b>	
Independent Charters*	130
District of Columbia Public Schools	363
District Charters	23
Only attending a special education program--separate class	125
Only attending a special education program--separate school	34
Only attending a special education program--residential facility	0
Not attending a special education program--home	5
Not attending a special education program--service provider location	3
<b>Total 3-5 year olds</b>	<b>683</b>
*Excludes one Independent charter LEA that did not report	

<sup>1</sup> These statistics are based on childcounts conducted on December 1, 2009 by each LEA and certified to OSSE. These data were submitted by OSSE to OSEP on February 1, 2010.

<b>6-21 year olds</b>	
Independent Charters*	1592
District of Columbia Public Schools	5086
District Charters	820
Separate School	2943
Residential Facility	148

Homebound/Hospital	5
Correctional Facilities	53
State School	25
Parentally placed in private schools	16
<b>Total 6-21 year olds</b>	<b>10,688</b>
*Excludes one independent charter LEA that did not report	

<sup>1</sup> These statistics are based on childcounts conducted on December 1, 2009 by each LEA and certified to OSSE. These data were submitted by OSSE to OSEP on February 1, 2010.

SECTION F: EDUCATIONAL ENVIRONMENT AND AGE CATEGORY OF CHILDREN WITH DISABILITIES AGES 6 -21 BY DISABILITY

<sup>1</sup> These statistics are based on childcounts conducted on December 1, 2009 by each LEA and certified to OSSE. These data were submitted by OSSE to OSEP on February 1, 2010.

DISABILITY	EDUCATIONAL ENVIRONMENT (PERCENT) <sup>1</sup>							
	(A) INSIDE THE REGULAR CLASS 80% OR MORE OF DAY (PERCENT)	(B) INSIDE THE REGULAR CLASS 40-79% OF DAY (PERCENT)	(C) INSIDE THE REGULAR CLASS LESS THAN 40% OF DAY (PERCENT)	(D) SEPARATE SCHOOL (PERCENT)	(E) RESIDENTIAL FACILITY (PERCENT)	(F) HOMEBOUND/ HOSPITAL (PERCENT)	(G) CORRECTIONAL FACILITY (PERCENT)	(H) PARENTALLY PLACED IN PRIVATE SCHOOLS (PERCENT)
MENTAL RETARDATION	2%	5%	31%	12%	9%	20%	5%	0%
HEARING IMPAIRMENTS	0%	0%	1%	0%	0%	0%	0%	0%
SPEECH OR LANGUAGE IMPAIRMENTS	13%	6%	2%	3%	0%	0%	0%	31%
VISUAL IMPAIRMENTS	0%	0%	0%	0%	0%	0%	0%	0%
EMOTIONAL DISTURBANCE	6%	6%	19%	28%	57%	20%	45%	0%
ORTHOPEdic IMPAIRMENTS	0%	0%	0%	0%	0%	0%	0%	0%
OTHER HEALTH IMPAIRMENTS	9%	7%	3%	5%	2%	0%	4%	25%
SPECIFIC LEARNING DISABILITIES	56%	63%	17%	24%	9%	20%	37%	19%
DEAF-BLINDNESS	0%	0%	0%	0%	0%	0%	0%	0%
MULTIPLE DISABILITIES	8%	9%	10%	22%	18%	40%	8%	19%
AUTISM	2%	1%	13%	4%	3%	0%	0%	0%
TRAUMATIC BRAIN INJURY	0%	0%	0%	1%	0%	0%	1%	0%
DEVELOPMENTAL DELAY <sup>2</sup>	2%	3%	3%	1%	0%	0%	0%	6%
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%

## **APPENDIX B**

Members of the Panel consist of representatives from both public and private sectors who by virtue of their position, interest and training can contribute to the education of children with disabilities. A majority (51%) of the members of the Panel must be individuals with disabilities or parents of children with disabilities.

### **Panel Members:**

*Molly L. Whalen – Chair/ Parent*

**Carol Arledge** – Rehabilitation Services Administration (RSA)

**JaSent Brown** – State Representative for McKinney-Vento

**Stephanie Byrd** – District of Columbia Public Schools Teacher

**Julie Camerata** – DC Public Charter School Cooperative (DC Public Charter Schools)

**Corola Cerezo-Allen** – Parent

**Laurie Ellington** – Department of Mental Health

**Loren Ganoe** – Child and Family Services Agency

**Arthur Ginsberg** – St. John’s Community Services (Community Services Provider)

**Julia Howell-Barros** – Parent

**Kim Y. Jones** – Advocates for Justice in Education, Inc. (Community Services Provider)

**Maurice Rawles** – Department of Youth Rehabilitation Services

**Sam Reheard** – DC Public Charter Schools (Knowledge Is Power Program – KIPP) Teacher

**Karla Reid-Witt** – Parent

**Senora D. Simpson** – Parent

**Salanda Thomas** – Parent

**Clifford Thorne** – Parent

**Karen Wills-Henry** – Parent

### **Ad Hoc members:**

**Anne Chambers-Gay** – DC Association for Special Education (DCASE)

**Shawn Ullman** – University Legal Services (ULS)

### **For Additional Information, Please Contact:**

**Tameria Lewis**, Assistant Superintendent of Special Education

Division of Special Education

Office of the State Superintendent of Education (OSSE)

810 First Street, NE – 5<sup>th</sup> Floor

Washington, DC 20002

Phone: (202) 741-5525

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Tameria.Lewis@dc.gov