



DCASE

District of Columbia
Association for Special Education

A rising tide lifts all boats

711-A Edgewood Street NE
Washington, DC 20017
202-615-3070 | info@dcase.org
www.dcase.org

DCASE Resource Bank

The member schools of DCASE collectively represent among the most highly regarded providers of education and related services for DC children and youth with special needs. This table highlights the types of services that DCASE is able to develop, tailor, and implement for special populations in a variety of locations. Please contact DCASE for further information.

TYPE OF SERVICE	LOCATION OF SERVICE	TARGET POPULATION	AGES SERVED	SPECIAL FEATURES
EVALUATIONS AND ASSESSMENTS	Flexible locations to be determined by child's needs and type of testing required	ED, Learning Disabilities, Speech/Language Impairments, Mental Retardation, Autism, Developmental Delays	All ages 3-22	<ul style="list-style-type: none"> • Provide requested evaluations: • Psychiatric • Psychological • Speech and language • Occupational therapy • Social history • Educational testing • Functional behavior • Physical therapy
INCLUSION IN OR RE-ENTRY TO DCPS SCHOOLS	DCPS school buildings, other appropriate sites	Autism, ED, Multiple Disabilities, Asperger Syndrome, Speech/Language Impairments, MR	6-21	<ul style="list-style-type: none"> • Collaborate or co-teach with receiving school • Involve parents • Ensure all needed services are available • Provide self-contained and integrated classes as appropriate • Enable gradual integration to ensure success
EARLY CHILDHOOD INCLUSION	Daycare centers, Head Start programs	All DC children with developmental or behavior problems	Teachers, staff of pre-K through kindergarten (ages 3-6)	<ul style="list-style-type: none"> • Child-find techniques • Inclusion of children with developmental delays • Parent training
PUBLIC SCHOOL RETENTION	DC public schools	Chronic Truants, ED, Multiple Disabilities, Autism, Speech/Language Impairments	5-21 in variety of inclusion programs, pull-out programs and out-of-school support services; adult parents, foster parents and family members	<ul style="list-style-type: none"> • Hands-on vocational training adapted to special needs • Teacher training and coaching • Co-teaching in DCPS classrooms • E-learning off site or in classroom • Evening classes • Access to ancillary support services • Art, music, drama adapted to special needs • On-site crisis intervention training • Class meetings to foster problem resolution • Case Management • Curriculum adaptation
STEP-DOWN SERVICES	DCPS school buildings, other appropriate sites	Students returning from residential settings, incarceration, or long-term hospitalization	All ages	<ul style="list-style-type: none"> • Recoupment of Carnegie credits • Successful and timely transition to neighborhood school

TYPE OF SERVICE	LOCATION OF SERVICE	TARGET POPULATION	AGES SERVED	SPECIAL FEATURES
WRAP-AROUND SUPPORT SERVICES	Flexible locations; to be determined by needs of children, families, DCPS or other staff	ED, Learning Disabilities, Speech/Language Impairments, Mental Retardation, Autism, Preschool Children	3-22 in various programs	<ul style="list-style-type: none"> • Compensatory Education • In-home therapy • Access to community-based services • Early identification and intervention • Links to after-school programs • Smooth transition to DCPS classrooms • Transition to adult services • Transition to job training
VOCATIONAL EDUCATION	DCPS school buildings, construction sites, or other appropriate sites	High School and Young Adult	14-22	<ul style="list-style-type: none"> • All vocational programs also support drop-out prevention and transition to independent living • Programs include: Building Trades, Graphic Arts, Video Skills, Cosmetology, Food Service, Clerical, Building Maintenance, Data Entry, Auto Mechanics • Vocational placement and job coaching
DROP-OUT PREVENTION	DCPS school buildings, other appropriate sites	Autism, Asperger Syndrome, ED, Multiple Learning Disabilities, Teen Parents	Middle school, high school, or young adults	<ul style="list-style-type: none"> • E-Learning Cyber School • Individualized instruction • Teach academic skills through vocational curriculum • Increase NCLB target performance rates • GED preparation • Job coaching
DAILY LIVING SKILLS	DCPS school buildings, other appropriate sites	Cognitive, Emotional, or Learning Disabilities	Teenagers and young adults	<ul style="list-style-type: none"> • Support drop-out prevention • Support transition to adult independent living
STAFF TRAINING	DCPS school buildings, other appropriate sites	Teachers, Administrative Staff, Building Support Staff, Bus Drivers, Custodial Staff	Any school employees including IEP teams; bus drivers	<ul style="list-style-type: none"> • Response to Intervention (RtI) • Behavior management • IEP process • Inclusion techniques for disruptive youth • Inclusion of children with autism • Brain-compatible techniques • Record-keeping • Universal Design for Learning (UDL)
PARENT/ FOSTER PARENT TRAINING	Designated sites TBD	DCPS, CFSA and DYRS Parents, Foster Parents	Parents, guardians, foster parents, and families	<ul style="list-style-type: none"> • Training and certification available to CFSA and DYRS foster parents • Training for birth parents • Training for teen moms • Foster parent teaching homes



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DISTRICT OF COLUMBIA ASSOCIATION FOR SPECIAL EDUCATION

From a Cycle of Blame to a Rising Tide

The Story of DCASE

In June 2007, at a pivotal time for education reform in the District of Columbia, a group of recognized special education professionals joined together to create an organization dedicated to bringing meaningful change to DC students with disabilities.

The **District of Columbia Association for Special Education (DCASE)**, comprised of nonpublic special education and charter schools that serve students with disabilities from the District of Columbia, is a non-profit alliance committed to providing **technical assistance, on-site training, and advocacy** to expand and improve services in a variety of public school and community settings.

A cycle of blame has surrounded special education in the District of Columbia, a cycle in which some have blamed the District of Columbia Public Schools (DCPS) for failing to promptly assess students with special needs or provide adequate education in clean and safe schools; others have blamed parents who retain lawyers and seek nonpublic placements, leading to public expenditures for legal fees, tuition and transportation; still others have blamed nonpublic and charter programs for consuming funds that DCPS could use for special education, general education or even building repairs. DCASE is focused on breaking that cycle of blame and improving the educational opportunities for all District of Columbia students with disabilities, wherever their needs are best served.

Improving special education in every school – DCPS, nonpublic, and charter – will improve the effectiveness and success of all schools, benefiting all students.

DCASE members are inspired by the motto...

a rising tide lifts all boats.

DCASE MEMBERS

**Adventist Behavioral
Health**

Chelsea School

The Children's Guild

**Episcopal Center for
Children**

**Florence Bertell
Academy of Prince
George's County**

Focus Point School

The Foundation Schools

The Frost School

High Road Schools

The Ivymount School

**The Katherine Thomas
School**

**Lt. Joseph P. Kennedy
Institute of
Catholic Charities**

**Kennedy Krieger
Institute**

**The Kingsbury Day
School**

The Lab School

Leary Schools

Monroe School

**National Children's
Center**

The Pathways Schools

**Phillips Programs for
Children and Families**

Rock Creek Academy

St. Coletta PCS

**St. John's
Community Services**



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The DCASE/BLACKMAN-JONES ASSESSMENT PROJECT

Soon after its inception in June 2007, DCASE (*District of Columbia Association for Special Education*) launched an effort to address directly one of the central issues in the Blackman-Jones Consent Decree—the backlog of assessments resulting in or from due process complaints. Many of the students involved in these complaints were placed in DCASE member schools without appropriate and/or updated assessment information, making it very difficult to serve these students.

The District of Columbia Public Schools (DCPS) agreed to contract with DCASE to reduce these backlogged assessments, empower member schools to do their own assessments, and help clean up student data long known to be inaccurate. DCASE built a database and created a monitoring system to closely track assessment progress and timelines. It was an enormous project, and we are proud to have made significant progress in a very collegial way with DCPS.

Getting Assessments Done

Under the project, **our member schools had the autonomy** to assess students who had been identified by the IEP team as needing one or more assessments. If schools had internal capacity, they performed these assessments themselves. If not, they tapped into the DCASE Qualified Provider Network (QPN) for **highly qualified providers** to do the assessments for them. DCASE worked to ensure all assessments were then reimbursed by DCPS through the Assessment Project.

Important Benefits

The Assessment Project offered real cost savings.

Any provider participating in the Project—school-based or QPN—agreed to abide by the DCPS Chancellor rate schedule. These rates were fair market rates that “capped” any assessment service to an appropriate maximum, making it more cost-effective for any school to provide much-needed assessments in an economical, but thorough, manner.

Addressing Students’ Needs

Ultimately, the Assessment Project enabled DCASE and our members to offer a better option to **meet our students’ needs: timely, well-done assessments** that contribute to students’ overall well being and success in the school environment.

The Final Report is now available online at www.dcase.org.

For More Information...

or to ask questions about the DCASE/Blackman-Jones Assessment Project, please contact:

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