

VI. APPENDICES

APPENDIX A

**HANDOUT FROM PUBLIC HEARING ON FY 2000 BUDGET
DISTRICT OF COLUMBIA SCHOOLS – DECEMBER 15, 1998**

Emergency Transitional
Education Board of Trustees

825 North Capitol Street, N.E., Suite 9108
Washington, D.C. 20002
(202) 442-5454



***DISTRICT OF COLUMBIA PUBLIC SCHOOLS
EMERGENCY TRANSITIONAL EDUCATION BOARD OF TRUSTEES***

PUBLIC HEARING
825 North Capitol Street, NE
Fifth Floor Boardroom
Washington, D.C.

**Tuesday, December 15, 1998
7:00 p.m.**

AGENDA

- **Discussion of the FY 2000 Budget**
- **Public Comment Period**
- **Adjournment**

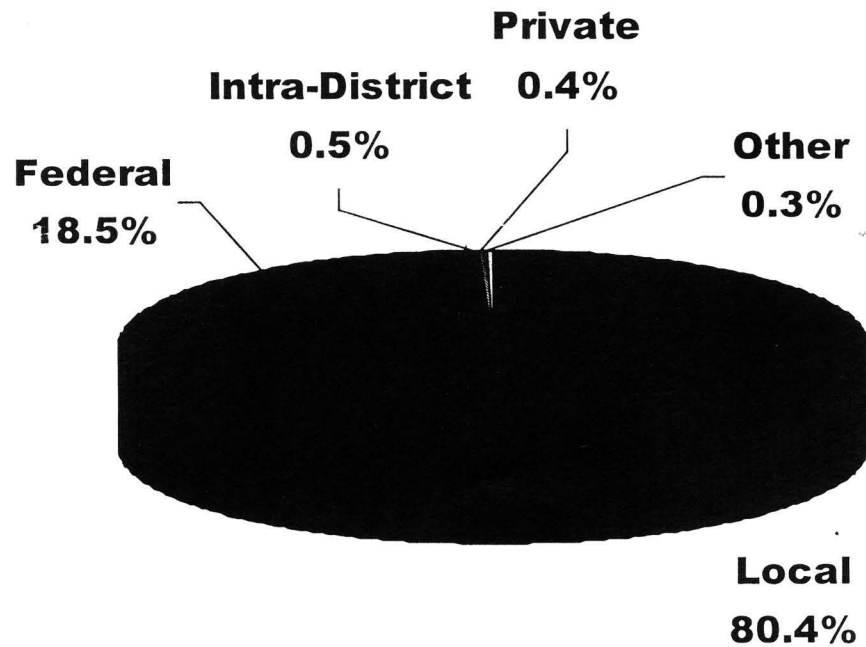
Public Hearing on FY 2000 Budget

District of Columbia Public Schools
December 15, 1998

Revenue Sources

FY 1999 Total Budget

In thousands



Local	\$545,000
Federal	\$125,121
Intra-District	\$3,354
Private	\$2,648
Other	\$2,036
Total	\$678,159

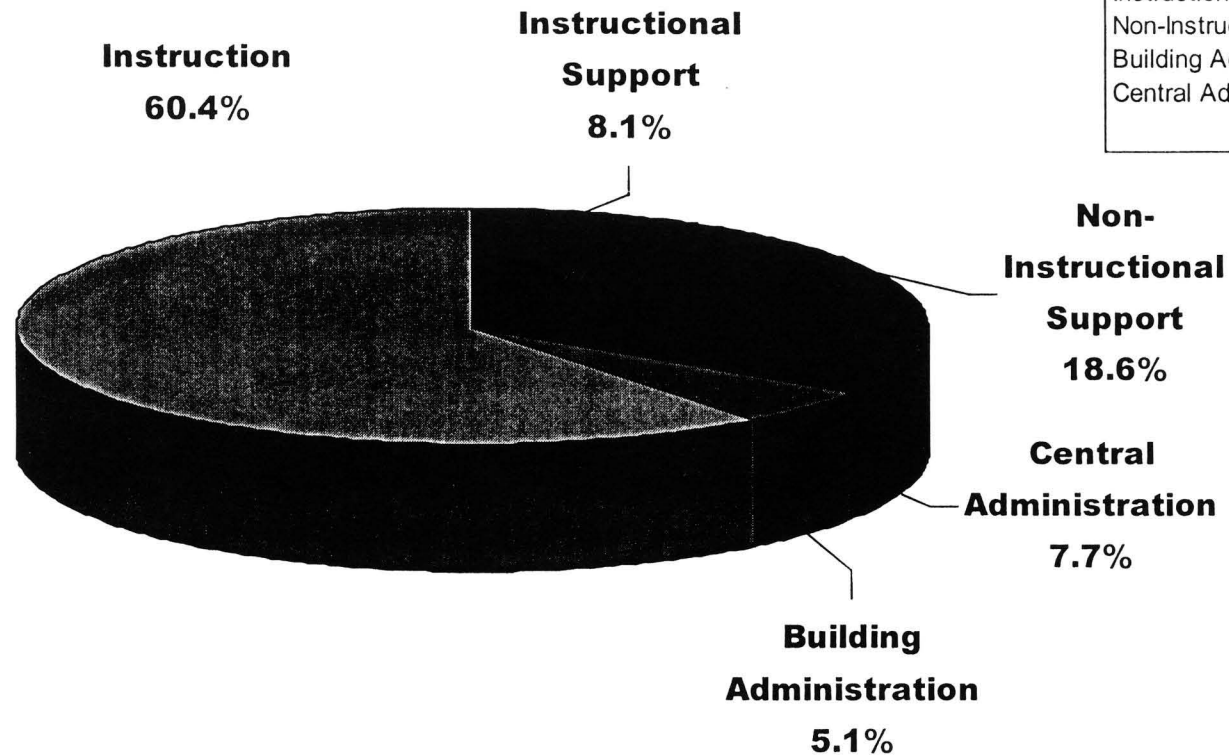
Description of Sources

- **Local** - money allocated from District of Columbia
- **Federal** - federal grants
- **Intra-District** - local \$\$\$ from other agencies
- **Private** - private grants
- **Other** - reimbursables, tuition

Expenses by Activity

FY 1999 Local Budget

In thousands



Instruction	\$329,358
Instructional Support	\$44,209
Non-Instructional Support	\$101,608
Building Administration	\$27,608
Central Administration	\$42,217
	<hr/>
	\$545,000

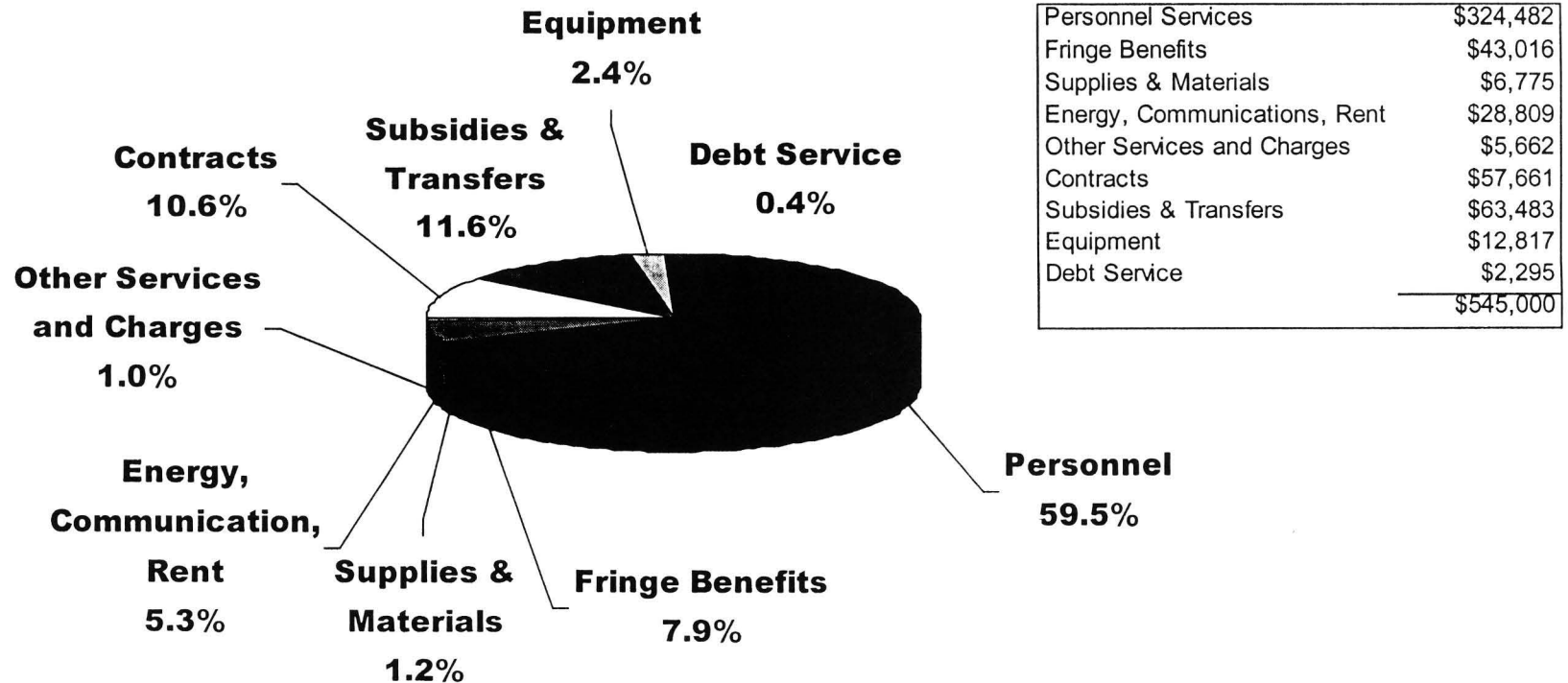
Explanation of Activities

- **Instruction** - teachers, aides and other educational staff
- **Instructional Support** - guidance counselors, librarians, psychological and social counselors, speech and hearing specialists
- **Non-Instructional Support** - food services, pupil transportation, facilities operation and maintenance, security, printing services, the District warehouse, debt service
- **Central Administration** - general and personnel administration, financial operations and budgeting, purchasing, leadership in instructional programs (assistant superintendents, etc.)
- **Building Administration** - management and coordination of individual schools and programs

Expenses by Object

FY 1999 Local Budget

In thousands



Budget Object Definitions

- **Personnel Services** - all employees (ft/pt), overtime, holiday pay, bonus pay, terminal leave pay, etc.
- **Fringe Benefits** - group life insurance, health benefits, Medicare benefits, retirement contributions, etc.
- **Supplies & Materials** - educational supplies and publications, classroom supplies, computer supplies, custodial and maintenance supplies, athletic supplies, automotive and consumable materials
- **Energy, Communications & Building Supplies** - fuels, electricity, telecommunications, land and building rentals

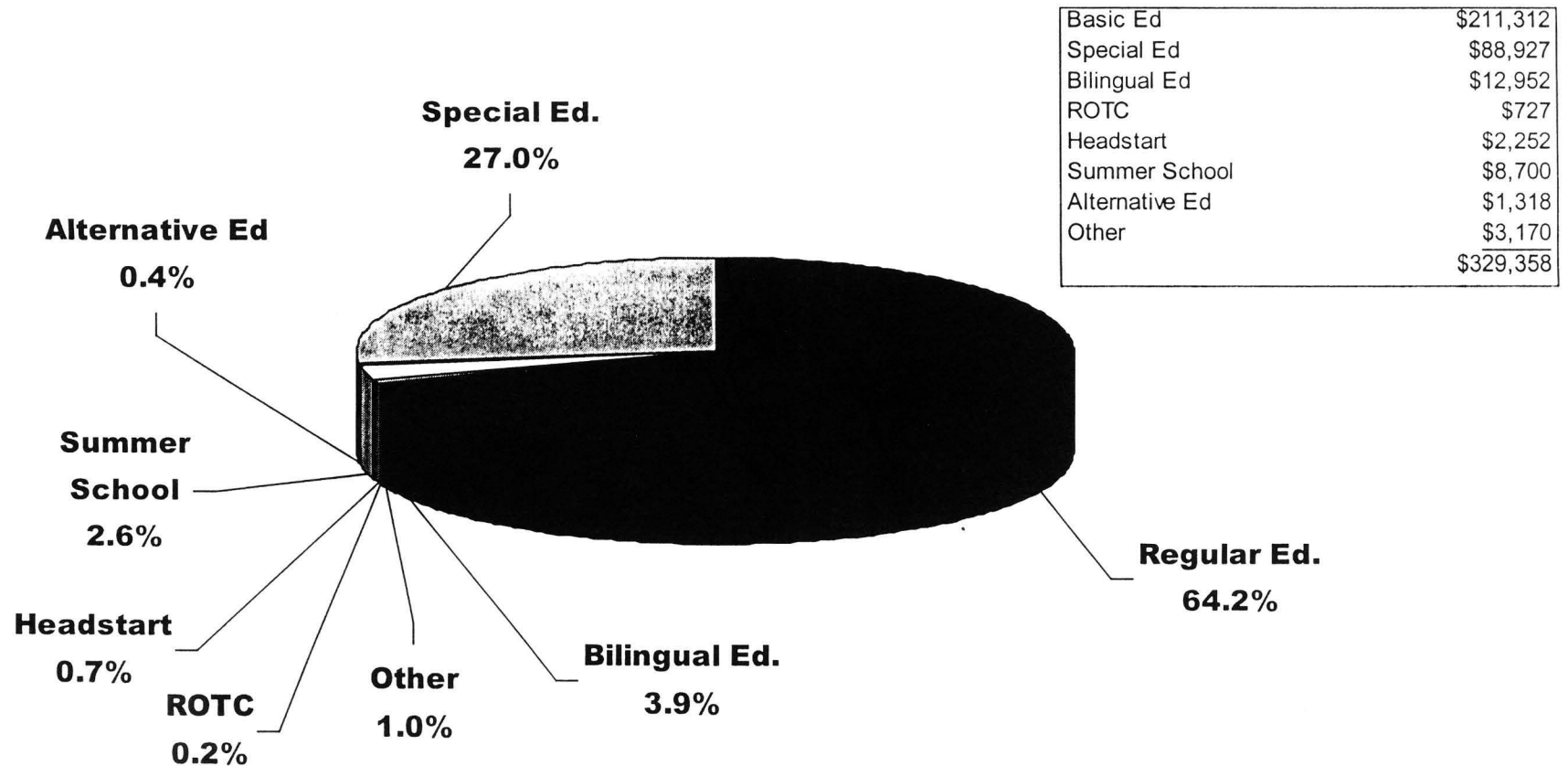
Budget Object Definitions

- **Other Services & Charges** - delivery and freight charges, equipment maintenance and repairs, printing and office equipment, consultant contracts, educational testing services and materials, printing and duplicating, advertising, audits, etc.
- **Contractual Services/Other** - negotiated services contracts, Transportation Division contracts, Capital Improvement contracts, personnel systems contracts, etc.
- **Equipment & Equipment Rental** - furniture and fixtures, buses and passenger vans, trucks, fax machines, computers, audio-visual equipment, computers, copiers, etc.
- **Subsidies & Transfers** - special education transportation and tuition, stipend payments, reimbursements to other funds, etc.

Instructional Dollars by Program

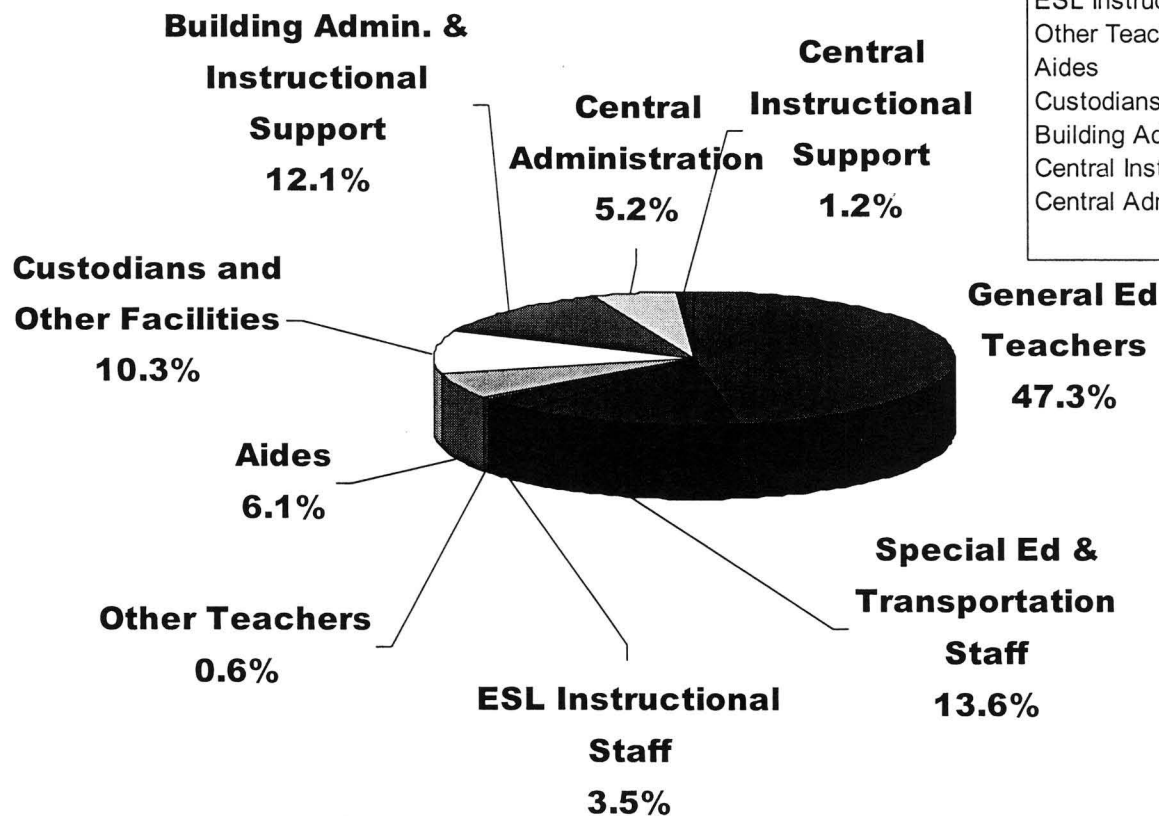
FY 1999 Local Budget

In thousands



Summary of FTEs

FY 1999 Local Budget



General Ed Teachers	3,850
Special Ed and Transportation Staff	1,108
ESL Instructional Staff	286
Other Teachers	47
Aides	500
Custodians and Other Facilities	838
Building Admin. and Instruct. Support	986
Central Instructional Support	100
Central Administration	419
	<hr/> 8,134

New Programs: Academic Achievement

- **Summer S.T.A.R.S.**
- **Literacy (Saturday S.T.A.R.S.)**
- **School-to-Career**
- **Professional Development**
- **Instructional Technology**

Improved Programs: Special Education

- **Rapid Response Teams**
- **Saturday Assessment Teams**
- **Program Development**
- **Eight new attorneys to aid with compliance**

APPENDIX B

**MEMORANDUM AND ATTACHMENTS FROM JUDITH HEUMANN,
ASSISTANT SECRETARY OF EDUCATION TO RICHARD RILEY,
SECRETARY OF EDUCATION – FEBRUARY 18, 1998**

MEMORANDUM

UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202-_____

PURPOSE: ACTION
REVIEW NEED BY
DAY:
DATE:
TIME:

DATE : FEB 18 1998

TO : The Secretary
Through: DS _____
ES _____

FROM : Judith Heumann 
Assistant Secretary

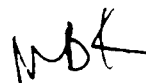
SUBJECT : Compliance Agreement Between the Department and the District of
Columbia Public Schools

ISSUE

Whether the Department should enter into a Compliance Agreement with the District of Columbia so that the District can continue to receive funds under Part B of the Individuals with Disabilities Education Act (Part B).

BACKGROUND

The District of Columbia Public Schools (DCPS) is currently not in compliance with its obligations, under Part B of the Individuals with Disabilities Education Act (Part B), to ensure that a free appropriate public education (FAPE) is available to all children with disabilities. 20 U.S.C. § 1412(1). The Department's Office of Special Education Programs (OSEP) has been working with DCPS over a number of years to address its serious and on-going failure to comply with the requirements of Part B. On February 4 and 5, 1997, OSEP - as part of its regular monitoring program - conducted public meetings at which parents, advocates, representatives of professional groups, and concerned members of the community provided testimony indicating that DCPS had failed to meet many of the requirements of Part B. The testimony indicated that several of the violations that had been identified in prior OSEP monitoring reports had not been corrected. On February 10, 1997, OSEP met with General Julius W. Becton, Jr., superintendent and chief executive officer for DCPS, and members of this staff to discuss OSEP's serious concerns with on-going compliance issues in DCPS' special education programs. General Becton and his staff acknowledged that the District's special education programs did not comply with the requirements of Part B and informed OSEP that DCPS was developing a strategic plan to address these violations.


9 8021801

DCPS is not providing required evaluations, reevaluations, and related services to thousands of children. DCPS is not meeting its obligation to locate and identify students with disabilities who may require special education and related services. Placements for special education services are not made in the least restrictive environment, in accordance with Part B. In addition, due process hearings are not held in a timely manner nor are decisions implemented within time lines determined by the independent hearing officers. As a consequence, DCPS has not yet received the fiscal year 1997 Part B funds. If DCPS enters into a Compliance Agreement with the Department, it can receive its 1997 Part B funds while it works to come into full compliance.

On March 27, 1997, DCPS requested, in writing (Attachment A), that this Department consider the possibility of entering into a Compliance Agreement. In accordance with the requirements of 20 U.S.C. § 1234f(b), a public hearing was conducted in the District of Columbia by Department officials on June 18, 1997. Many commenters supported the Department entering into a Compliance Agreement with DCPS but urged the Department to make the agreement as specific as possible. Since that time, representatives of DCPS and this Department have worked to develop an appropriate Compliance Agreement. The Compliance Agreement that has been developed through that process is Attachment B to this memorandum. In addition, the Written Findings and Decision you are required to issue, if a Compliance Agreement is entered into, are attachment C to this memorandum.

ANALYSIS

The evidence gathered through the public hearing and the negotiation of the Compliance Agreement establish that the District of Columbia: 1) cannot come into compliance with Part B until a future date and, 2) will be able to meet the terms and conditions of the Compliance Agreement it has agreed to sign. These are the criteria which must be met if the Department is to enter into a Compliance Agreement. 20 U.S.C. § 1234f.

The District of Columbia cannot come into compliance with Part B immediately because of the sheer magnitude of the problems it faces, plus the long-term and complex causes underlying those problems, including an inadequate management system. Already, specific steps have been taken, or are in the process of being planned, to address these problems. The new Chief Executive Officer, General Julius W. Becton, Jr., has pledged to rebuild the special education division of DCPS. DCPS has developed a strategic plan designed to reorganize its special education division and address the Part B requirements for which DCPS is currently not in compliance. DCPS has budgeted a total increase in resources dedicated to special education of \$20 million for the 1998-99 school year. For these reasons, we have concluded that the District can meet the terms and conditions of the Compliance Agreement and come into full compliance with Part B. Finally, the specific schedule for coming into the compliance and the reporting procedures set out in the Agreement will allow the Department to ascertain whether DCPS is making reasonable progress in meeting its commitments under the Compliance Agreement.

RECOMMENDATION

I recommend that you sign the Compliance Agreement because it is the most viable means available for bringing the District of Columbia into compliance with Part B. I also recommend you sign the Written Findings and Decision which serve as the legal basis for the Compliance Agreement.

COMMENTS BY PRINCIPAL OFFICES

The Office of the General Counsel has concluded that the Compliance Agreement and the Written Findings and Decision are legally sufficient.

DECISION

If you approve, please sign Attachment B, the Compliance Agreement and Attachment C, the Written Findings and Decision. The Effective Date of the Compliance Agreement is the date the Written Findings and Decision are signed, which will be the same date the Compliance Agreement is signed. The Expiration Date of the Agreement is three years from the date the Written Findings and Decision is signed. Both of these dates should be filled in at the bottom of the Compliance Agreement at the time it is executed.

Other/Comments _____

PREPARED BY OSEP : Gregg Corr

CONTACT OSEP : Gregg Corr 205-9027

TABS AND ATTACHMENTS

Attachment A	-	Letter from General Becton to Thomas Hehir
Attachment B	-	Compliance Agreement
Attachment C	-	Secretary's Written Findings and Decision

**Special Education Compliance Agreement
between the District of Columbia Public Schools (DCPS) and
the United States Secretary of Education**

INTRODUCTION

The Office of Special Education Programs of the United States Department of Education (OSEP) conducted public hearings during the week of February 3, 1997 regarding the District of Columbia Public Schools' (DCPS') implementation of Part B of the Individuals with Disabilities Education Act (Part B of IDEA)¹. Those hearings, and input from representatives of DCPS, lead OSEP to raise the possibility of the development of a compliance agreement to bring DCPS into full compliance with applicable portions of the law as soon as feasible. In a letter dated March 27, 1997, General Julius Becton, Jr., DCPS' Chief Executive Officer, confirmed DCPS' interest in developing a compliance agreement, believing that the execution of such an agreement would be in the best interests of the children of the District of Columbia.

Pursuant to this Compliance Agreement under 20 U.S.C. §1234 f, DCPS must be in full compliance with the requirements of Part B no later than three years from the date of the Department's written findings, a copy of which is attached to, and incorporated by reference into, this Agreement. Specifically, DCPS must ensure and document that no later than three years after the effective date of this Agreement, the following compliance goals are achieved:

1. An initial evaluation that meets the requirements of sections 614(a)(1),(b), and (c) of Part B of IDEA is completed for all children with disabilities, and an appropriate placement is made within the maximum number of days established by DCPS' policy, and a reevaluation that meets the requirements of sections 614(a)(2),(b) and (c) of Part B of IDEA, is completed for all children with disabilities no later than 36 months after the date on which the most recent previous evaluation or reevaluation was completed;
2. All children with disabilities receive the related services specified in their individualized education program as required by section 602 (8) of Part B of IDEA and 34 CFR §300.350.

¹ This agreement references the regulations in effect on the date that this agreement took effect. On October 22, 1997, the Department published proposed regulations to implement The Individuals with Disabilities Education Act, Amendments of 1997. When these regulations are published in final, the agreement will be amended to reflect any necessary changes to the regulatory citations. These amendments will not, however, alter the effective period of this agreement.

3. A final decision is issued not later than 45 calendar days after the receipt of a request for a due process hearing as required by 34 CFR 300.512, except in cases where the requester voluntarily withdraws the request (e.g., in favor of mediation, because the issues motivating the request were addressed, and/or a settlement has been reached).
4. Independent hearing officer determinations are implemented within the time-frame prescribed by the hearing determination as required by sections 615(f) and (i) of Part B of IDEA.
5. A Child-Find system is established which identifies and locates all children with disabilities, including those transitioning from Part H programs, who are in need of special education and related services as required by section 612(a)(3) of Part B of IDEA;
6. All children with disabilities are placed in the least restrictive environment appropriate to their individual needs, as required by section 612(a)(5)(A) of Part B of IDEA and 34 CFR 300.550-300.556.
7. State complaint procedures which meet the requirements of 34 CFR 300.660-300.662 are implemented.
8. Beginning no later than age 16, and at a younger age, if determined appropriate, a statement of needed transition services is included in each student's individualized education plan (IEP) as required by 34 CFR 300.346(b) and if a purpose of the IEP meeting is consideration of transition services, that all required participants have been invited and participate as required by 34 CFR 300.344(c) and that a notice containing all required content is issued as required by 34 CFR 300.345(b)(2).
9. A State Advisory Panel is established which meets the requirements of section 612(a)(21) of Part B of IDEA.
10. Procedures that meet the requirements of section 615 (b)(2) of Part B of IDEA are implemented to protect the rights of the child whenever the parents of the child are not known, the agency cannot, after reasonable efforts, locate the parents, or the child is a ward of the State.
11. Sufficient numbers of personnel are available to meet the need of students with disabilities who are limited English proficient.

During the period that this Compliance Agreement is in effect, DCPS is eligible to receive Part B funds if it complies with the terms and conditions of this Agreement, including the provisions of Part B of IDEA, as amended by the IDEA Amendments of 1997 (IDEA-97) and other applicable Federal statutory and regulatory requirements.

Specifically, the Compliance Agreement sets forth commitments and timetables for DCPS to meet in coming into compliance with its Part B obligations. In addition, DCPS is required to submit documentation concerning its compliance with these goals and timetables. Any failure by DCPS to comply with the goals, timetables, documentation, or other provisions of the Compliance Agreement, including the reporting requirements, will authorize the Department to consider the agreement no longer in effect. Under such circumstances, the Department may take any action authorized by 20 U.S.C. §1234c, including the withholding of Part B funds from DCPS. This Agreement will take effect on the day the Department issues its written findings of fact, pursuant to the requirements of 20 U.S.C. § 1234f, and will expire three years from that date.

The following pages of this compliance agreement address topic areas of DCPS' non-compliance, and include goals, verifiable outcomes, schedules for levels of compliance over the three year agreement, and DCPS' "Action Plan" for achieving compliance. Since several of the compliance goal areas are inter-related, some "Action Plan" items are duplicated between topic areas. Please note that "Action Plan" items for each goal are provided by DCPS for informational purposes only, to demonstrate DCPS' commitment to coming into full compliance with IDEA. DCPS and the Department agree that "Action Plan" items (activities, time line/status, responsibility, milestone/verification, and special resources) shall not be construed to bind DCPS legally or otherwise.* DCPS, however, is bound to comply with all other aspects of this Agreement.

TOPIC 1.0: INITIAL EVALUATIONS AND RE-EVALUATIONS

Current Status: DCPS' current policy, as set forth in the Mill's decree, is that a student who has been referred for a special education evaluation must be evaluated and placed within 50 days of the referral. On January 5, 1998, 2,331 students who had been referred for a special education evaluation awaited completion of an initial assessment and placement for longer than 50 days. Additionally, on March 31, 1998, 2,529 (data received March 31, 1998) students with disabilities will not have been re-evaluated for more than 36 months following their initial or most recent previous re-evaluation. Goals are:

*The Action Plan items are set out on the following pages of this Agreement: pages 8-10 (for Goal 1), page 15 (for Goal 2), pages 19-20 (for Goal 3), page 24 (for Goal 4), page 27 (for Goal 5), and page 30 (for Goal 6).

(d) Table A sets out, on a periodic basis, DCPS's commitment for incremental reduction to zero of the number of children waiting for initial evaluations and placements for longer than 50 days after referral. For children referred prior to January 5, 1998, this number will be reduced to zero by March 31, 1999. For children referred on or after January 5, 1998, this number will be reduced to zero by March 31, 2000. DCPS is obligated not only to meeting these final commitments to reduce the number of children awaiting timely initial evaluations and placements to zero, but also to meeting all of the periodic commitments for reducing that number set out in Table A.

(e) DCPS shall provide OSEP, by April 30, 1998, its policies and procedures for ensuring that evaluations and reevaluations are conducted in conformity with the evaluation procedures required in section 614(b) and (c) of Part B of IDEA.

**Table A - DCPS Periodic Reports to the Department:
Required Levels and Timelines for Achieving and Documenting Progress Toward Full Compliance (Initial Evaluations and Placements)**

Number of Children Awaiting Completion of Initial Evaluation and Placements for More Than 50 Days			Date Report Submitted to Department
Date of Reporting Period	Referrals Prior to 1/5/98	Referrals 1/5/98 and After	
1/5 to 6/30/98	1,748	85% of referrals	7/15/98
7/1 to 9/30/98	932	75% of referrals	10/15/98
10/1 to 12/31/98	233	60% of referrals	1/15/99
1/1 to 3/31/99	0	45% of referrals	4/15/99
4/1 to 6/30/99	0	30% of referrals	7/15/99
7/1 to 9/30/99	0	15% of referrals	10/15/99
10/1 to 12/31/99	0	5% of referrals	1/15/00
1/1 to 3/31/00	0	0	4/15/00
4/1 to 6/30/00	0	0	7/15/00
7/1 to 9/30/00	0	0	10/15/00
10/1 to 12/31/00	0	0	1/15/01
1/1 to 3/31/01	0	0	4/15/01

**Table B - DCPS Periodic Reports to the Department
Required Levels and Timelines for Achieving and Documenting Progress Toward Full Compliance
(Re-Evaluations)**

**Students Awaiting Re-evaluation More Than 36
Months After Initial Evaluation or Last Re-evaluation**

Date of Reporting Period	Re-evaluation due 1/5/98 or before	Re-Evaluation Due After 1/5/98	Date Report Submitted to Department
1/5 to 6/30/98	1,897 (data rec'd 3/31/98)	85% of Re-Evaluations due	7/15/98
7/1 to 9/30/98	1,012 (data rec'd 3/31/98)	75% of Re-Evaluations due	10/15/98
10/1 to 12/31/98	253 (data rec'd 3/31/98)	60% of Re-Evaluations due	1/15/99
1/1 to 3/31/99	0	45% of Re-Evaluations due	4/15/99
4/1 to 6/30/99	0	30% of Re-Evaluations due	7/15/99
7/1 to 9/30/99	0	15% of Re-Evaluations due	10/15/99
10/1 to 12/31/99	0	5% of Re-Evaluations due	1/15/00
1/1 to 3/31/00	0	0	4/15/00
4/1 to 6/30/00	0	0	7/15/00
7/1 to 9/30/00	0	0	10/15/00
10/1 to 12/31/00	0	0	1/15/01
1/1 to 3/31/01	0	0	4/15/01

Table C - DCPS Periodic Reports to the Department
Required Levels and Time lines for Achieving and Documenting Progress Toward Full Compliance
(Related Services)

Date of Reporting Period	Number of Children Not Receiving Related Services Provided For In Their Individualized Education Program (Students Eligible Prior to 1/5/98)	Number of Children Not Receiving Related Services Provided For In Their Individualized Education Program (Students Eligible on or after 1/5/98)	Date Report Submitted to Department
1/5 to 6/30/98	950 (data rec'd 3/31/98)	95% of newly eligible students	7/15/98
7/1 to 9/30/98	791 (data rec'd 3/31/98)	85% of newly eligible students	10/15/98
10/1 to 12/31/98	580 (data rec'd 3/31/98)	70% of newly eligible students	1/15/99
1/1 to 3/31/99	369 (data rec'd 3/31/98)	55% of newly eligible students	4/15/99
4/1 to 6/30/99	211 (data rec'd 3/31/98)	40% of newly eligible students	7/15/99
7/1 to 9/30/99	106 (data rec'd 3/31/98)	25% of newly eligible students	10/15/99
10/1 to 12/31/99	0	10% of newly eligible students	1/15/00
1/1 to 3/31/00	0	0	4/15/00
4/1 to 6/30/00	0	0	7/15/00
7/1 to 9/30/00	0	0	10/15/00
10/1 to 12/31/00	0	0	1/15/01
1/1 to 3/31/01	0	0	4/15/01

APPENDIX C

DISABILITY CODES AND DEFINITIONS FROM THE PARENT INFORMATION CENTER, CONCORD, NH – REVISED 03/96

PARENT INFORMATION CENTER

The Parent Information Center is a nonprofit organization which provides information, support and training to parents. The central office is located in Concord, and serves the entire state of New Hampshire. There are also seven satellite offices located throughout the state, whose staff are available to provide information and referral to parents in their own communities.

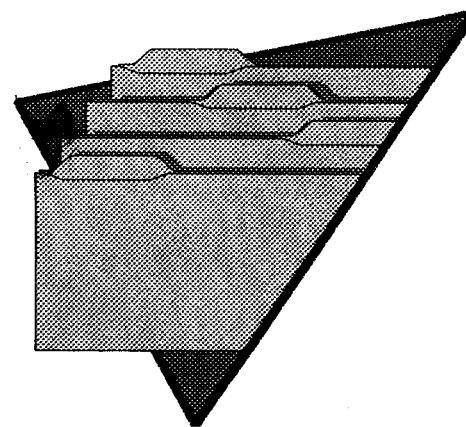


The Parent Information Center periodically schedules **free** workshops on a variety of topics. PIC also has a number of **free** or inexpensive materials on laws, parent rights, IEPs, communication, and other topics.

For further information, please contact:

Parent Information Center
P.O. Box 2405, Concord, NH 03302-2405
(603) 224-7005 (V/TDD)
(800) 232-0986 (N.H. only)
(800) 947-7005 (N.H. only)
(603) 224-4365 (FAX)
e-mail: picnh@aol.com

Rev. 3/96



DISABILITY CODES AND DEFINITIONS

Parent Information Center
P.O. Box 2405
Concord, NH 03302-2405
(603) 224-7005 (V/TDD)
(800) 232-0986 (N.H. only)
(800) 947-7005 (N.H. only)
(603) 224-4365 (Fax)
e-mail: picnh@aol.com

The following are the codes assigned to students with disabilities in New Hampshire, ages 3 - 21, who have been determined to be eligible for special education. The Evaluation Team assigns the student one or more appropriate codes after determining the student has an educational disability.

Definitions of disabilities taken from the New Hampshire Standards for the Education of Students with Disabilities, adopted by the New Hampshire State Board of Education, Fall of 1993.

Code #

Definition

12

(a) "Autism" means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's education performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has a serious emotional disturbance as defined in Ed 1102.28(j).



Code #

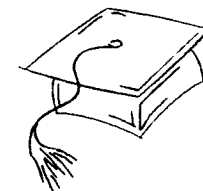
Definition

13

(m) "Traumatic brain injury" means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory; perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

05

(n) "Visual impairment including blindness" means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.



Code #

Definition

- 01 (f) **“Mental retardation”** means significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period which adversely affects a student’s educational performance.
- 11 (g) **“Multiple disabilities”** means concomitant impairments such as but not limited to mental retardation-blindness, mental retardation-orthopedic impairment, the combination of which causes such severe educational problems that cannot be accommodated in special education programs solely for one of the impairments. The term does not include children with deaf-blindness.
- 07 (h) **“Orthopedic impairment”** means a severe orthopedic impairment which adversely affects a student’s educational performance. The term includes impairments caused by congenital anomaly such as but not limited to clubfoot and absence of some member, impairments caused by disease such as but not limited to poliomyelitis and bone tuberculosis, and impairments from other causes such as cerebral palsy, amputations, and fractures or burns which cause contractures.
- 08 (i) **“Other health impairment”** means limited strength, vitality, or alertness due to chronic or acute health problems such as heart condition,

Code #

Definition

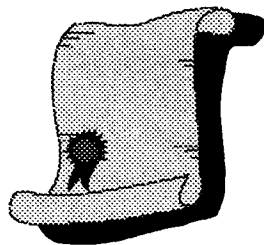
- tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a student’s educational performance.
- 06 (j) **“Serious emotional disturbance”** means:
- (1) A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:
- a. An inability to learn which cannot be explained by intellectual, sensory, or health factors;
 - b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
 - c. Inappropriate types of behavior or feelings under normal circumstances;
 - d. A general pervasive mood of unhappiness or depression; or
 - e. A tendency to develop physical symptoms or fears associated with personal or school problems.
- (2) The term includes students who are schizophrenic. The term does not include students who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

Code #

Definition

09 **(k) “Specific learning disability”** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include students who have learning problems which are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

04 **(l) “Speech or language impairment”** means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a student’s educational performance.



Code #

Definition

10 **(b) “Deaf-blindness”** means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that cannot be accommodated in special education programs solely for students with deafness or blindness.

30 **(c) “Child with developmental delay”** means a preschool child between 3 and 5 years of age, who, because of impairments in development, needs special education or special education and educationally related services and has been determined to have one of the other educationally disabling conditions defined in paragraphs (a) and (b) and (d) through (n).

03 **(d) “Deafness”** means a hearing impairment which is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, such that the impairment adversely affects educational performance.

02 **(e) “Hearing impairment”** means a hearing impairment, whether permanent or fluctuating, which adversely affects a student’s educational performance but which is not included under the definition of “deafness” in paragraph (d) of this section.

APPENDIX D

DRAFT - HIERARCHY OF OBJECTIVES/PROJECT EXPECTATIONS

H. ADAMS, CED STUDENT – JANUARY 1998

Hierarchy of Objectives/Project Expectations

Super Goal: To improve parent participation in the delivery of educational and related services to children with special needs within the Washington DC Public School system by establishing a community based parent owned resource center for parents of children with special needs

Goal: Increase parent understanding of how to effectively access and use the procedural safeguards and resources for education and related services for their children with special needs as designated by Public Law 105-17(IDEA) and related federal mandates

Purpose: Organize a community based not-for-profit organization(collective of parents of children with special needs) to study, plan, and create ~~an~~ alternative methodologies in response to the social and economic needs of parents of children with special needs in the Washington, DC area

Outputs:

1. Formation of focus group/parent collective
2. Formation of not-for-profit entity
3. Development of evaluation schema;parental needs/skills assessment; and service delivery analysis of DCPS Special Education Department

Activities:

- 1.1 Recruit focus group/parent collective members
- 1.2 Hold meetings to consolidate group
- 1.3 Develop and document support contact with parents to discuss parent/child issues
- 1.4 Create Steering Committee
- 1.5 Develop Mission Statement

- 2.1 Elect Officers
- 2.2 Select attorney and accountant
- 2.3 Select Advisory Board and temporary office location
- 2.4 Develop budget; development plans; and business plan
- 2.5 Apply for 501(c) 3 status with IRS

- 3.1 Document focus group discussion on process effectiveness of peer support and group participation
- 3.2 Focus Group development and public sampling of parental needs/skills assessment
- 3.3 Data Collection of service delivery records of DCPS Dept. Of Special Education over the last three years
- 3.4 Compilation and publication of Focus Group findings
- 3.5 Distribution and discussion of findings through a three year community outreach program to promote community education and parental self-advocacy around the issues of special education and service delivery within Washington, DC

Objectively Verifiable Indicators(OVI)

Increase parent understanding of how to effectively access and use the procedural safeguards and resources for education and related services for their children with special needs as designated by Public Law 105-17(IDEA) and related federal mandates

1. 100% of all parents in focus group will be able to identify their rights and their children's rights as specified in IDEA
By June 1998
2. 100% of all parents in focus group will have assisted in the successful placement of their child in the appropriate educational/vocational setting as mandated by federal law by September 1998

End of Project Impact(EOPI)

1. All of parents in focus group will be personal computer owners and operators
2. 90% of parents in focus group will serve as officers of the not-for-profit coporation
3. All of parents in focus group will receive Board training
4. All of funds necessary for purchase and operation of parent resource center will be raised
5. 1/3 of employees of parent resource center will be parents of children with special needs

Terms of Reference(TOR) for each output

- 1.1 Focus group/parent collective formed by June 1998 with a minimum of five members
- 2.1 Formation of not-for-profit entity completed by January 1999
- 3.1 100% of content for evaluation schema completed and reviewed by focus group by September 1998
- 3.2 First draft of parental needs/skills assessment tool developed and issued publicly by August 1998
- 3.3 Service delivery analysis of DCPS Special Education Department completed by August 1999

Inputs:(people, material, time, cost)

1.1	6 manmonths	\$ 50
1.2	12manmonth s	\$100
1.3	12manmonths	\$100
1.4	2manmonths	\$ 0
1.5	4manmonths	\$ 0
2.1	6manmonths	\$ 0
2.2	12manmonths	\$1000
2.3	12manmonths	\$3000
2.4	6manmonths	\$1000
2.5	12manmonths	\$1000
3.1	12manmonths	\$500
3.2	9manmonths	\$3000
3.3	18manmonths	\$7000
3.4	24manmonths	\$1000
3.5	36manmonths	\$7500

Means of Verification(MOV)

Goal

- 1.1 Parents of focus group will participate in the writing and publication of a parents' FAQ on parent and Childrens' rights under IDEA
- 2.1 Copies of Individual Education Plans and placement letters for pertinent children

Purpose

- 1.1 Receipts from purchases and donations of computer equipment
- 1.2 Copies of achievement certificates from mini-computer training course
- 2.1 Copies of incorporation documents
- 3.1 Copies of ceritficates of training from Board training received from The Development Leadership Network
- 4.1 Copies of A/C records; proposals; grant awards
- 5.1 Signed employment agreements/contracts

Outputs

- 1.1 Focus group minutes and newsletters
- 2.1 Copies of corporation documents
- 3.1 Project records

- 3.2 Project records; report of survey results
- 3.3 Project records; report of analysis; copies of data collection index

Activities/Inputs

- 1.1 Project Manager records
- 2.1 Project Manager records
- 3.1 Subcontractors and Project Manager records

Important Assumptions/Risks

Goal to Super Goal

1. Parents of special needs children are concerned about the types and quality of services their children are receiving from DCPS.
2. Parents of children with special needs are not fully exploiting their rights and the rights of their children as protected by IDEA.
3. Parents require additional ongoing support from other parents in meeting the challenges of rearing a child with special needs.
4. Parents of children with special needs are not utilizing the services of CaseManagers, Social Workers, and Psychologists/Psychiatrists and other social services effectively to mediate their challenges with their needs and their children's needs.

Purpose to Goal

1. No other organizations exist in Washington, DC that are taking a parent-based approach to information study and delivery.
2. Parents desire an organization to assist them in coping with their child's disability.

Outputs to Purpose

1. Parents of children with special needs are interested in joining the organization.
2. Parents of children with special needs are interested in operating a not-for-profit organization.
3. Parents of focus group are willing to acquire or already have the necessary literacy skills to generate, implement, and review evaluations; surveys; and cost-benefits analysis of services they have received.

Activities to Outputs

1. Parents are willing to take the necessary time to develop the organization.
2. Parents are willing to undergo the necessary training to complete project activities.
3. Parents will not end participation in group once they receive the information they require to modify their child's situation.
4. Fundraising effort are consistent and persistent.
5. Appropriate technical assistance is received.

APPENDIX E

**DRAFT - MAKESHIFT SIGN-IN; PARENT CONTACT;
AND PARENT OUTREACH FORMS
H. ADAMS, CED STUDENT – JANUARY 1998**

A PLACE IN THE SUN PARENT COLLECTIVE
MONTHLY MEETING SIGN-IN SHEET

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

**A Place in the Sun Parent Collective
Parent Contact Form**

Name of Parent Contact:

Family Identification #:

Address:

Telephone #:

E-Mail Address:

Age of Parents:

Level of Education - Parents:

Occupation of Parents:

Age of Child:

Present Grade of Child:

Present School:

Date of Last Individualized Education Plan:

Date/Type of Last Psychological Assessment:

Date/Type of Last Educational Assessment:

Date of Last Contact with (DCPS) Case Manager:

Initial Intake/Contact Interview:

Parent Outreach/Contact Form

Parent Identification #:

Date:

Time:

Nature of Contact:

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

APPENDIX F

DRAFT - JANUARY – AUGUST 1998

MINUTES AND ANNOUNCEMENTS

VARIOUS SAMPLES

H. ADAMS, CED STUDENT – JANUARY 1999

Minutes from A Place in the Sun Parent Collective Meeting - January 31, 1998

Location: Private home-2803 4th Street, NE Washington, DC
Invited Participants: Present: H. Adams; J. Detwyler; J. Johnson; C. Parker
Absent: T. Green; L. Lewis-Kalifa

The meeting started at 2:50 PM. The following agenda items were presented to the Collective for discussion:

- I. Introduction of participants and project concept
- II. Elements of community economic development
- III. Group review of project implementation plan
- IV. Group discussion/feedback
- V. Group assignments/agenda for next meeting

Group Discussion and Feedback

WHY ARE WE HERE?

- Parent Empowerment
- Helping the Community
- Information and Resources
- Mobilization of Parents/Families
- Entitlements under the law(Must become more familiar with services offered)
- Voice of the Parent(Vocal parents get services)
- Educational Advocacy(Politics of education now requires mediation and advocacy)

WHAT DO CHILDREN WITH SPECIAL NEEDS AND THEIR FAMILIES REQUIRE?

- Parents need to be made more fully aware of their rights and the related services their special needs children may receive under the law.
- Parents would like to have the ineffectual teachers out of the system, and the teachers that remain within the system provided with the necessary training to deal with and support the task of main streaming and including special needs children instead of isolating and ostracizing them.
- Parents, families, and teachers must realize that the major difference between “regular” and “special” education is how a child learns the information. We must focus on the child’s strengths and his/her particular learning “modalities”
- All children need encouragement and reinforcement; parent involvement in the classroom/educational process is key.

-Our children require “safe” environments and society as a whole has failed to provide this current generation with such an environment.

-Parents/families must help their children increase their capacities by utilizing the philosophy “TEACH.AND RETEACH.....LEARN.AND RELEARN”.

WHAT DOES THE COLLECTIVE REQUIRE IN ORDER TO BEGIN ORGANIZING?

The Collective requires start up funds for:

- office supplies
- postage
- post office box
- copying/duplicating materials
- reference books
- faxing

The Collective would also like to work on establishing a(n):

- website
- newsletter
- answering service
- office space

INDIVIDUAL INPUT ON MISSION STATEMENT DEVELOPMENT

Each member present was asked to give a statement, concept, or vision to contribute to the building of a Mission Statement for the organization. The input is as follows:

- Building and teaching a community of families, parents, and children to advocate for special needs children
- Bringing children and families out of isolation to empowerment and inclusion to create a feeling of belonging; of warmth; of understanding
- To provide technologically based resource information and services
- Less government; more grassroots, community based intervention
- To mobilize parents and families of special needs children in order to assist the children in realizing and actualizing their educational potential as to ensure that develop and remain viable members of the society

ASSIGNMENTS

Jennifer - develop letterhead/logo; produce draft of flyer for first publicly held meeting
Cyndi - acquire form for P.O. Box; serve as Secretary
Jenell - investigate cost/manner of website design
Hazel - draft Mission Statement; draft WHAM grant proposal; investigate acquiring personal computers for members of Collective

The next meeting is tentatively set for Saturday, February 14, 1998 at 2:00 PM. Location to be announced.

The meeting ended at 6:45 PM.

February 14th Scheduled Meeting.....which did not take place...hmmm????
Collective Update via Phone

Jennifer - completed drafts of letterhead for Collective

Cyndi- will acquire form for p.o. box and also price range

Jenell - spoke with webmaster contact; Collective will need to discuss
Content of website to confirm price

Hazel - finished proposal and mailed; drafted Mission Statement; still looking
Into computers and other funding sources

If any members are able, please try to contact any of these organization by phone (check
directory assistance) and request that they mail you any organizational materials they may have.
Also, ask about their meeting schedule.....

Parents United
Washington Parent Group Fund
Ad Hoc Parents Coalition
Project Voice
DC Parent and Community for Education
21st Century School Fund

A PLACE IN THE SUN PARENT COLLECTIVE

MARCH 5, 1998

Dear Sister and Friend,

Greetings!!

ALRIGHT LADIES.....YOU ARE NEEDED!!!! NEXT MEETING SCHEDULED FOR SATURDAY, MARCH 14TH..2:00 PM BRENT ELEMENTARY SCHOOL'S EXHIBIT HALL....3RD AND D STREETS, SE. WE NEED YOU THERE... COME EARLY..COME LATE..BUT PLEASE COME!!!!!!

Enclosed you will find the assignment updates from last month and a copy of the proposed agenda for the next meeting. The WHAM! Proposal for \$5,000 went out February 14th. No word as of yet. Jenell was of great assistance in getting the thing out of here. Cyndi is following up for via telephone. Jennifer has prepared a couple of versions of proposed letterhead which is the cover to this package. Thank you Jennifer!!!! Tuwana we really need your business expertise...so come on out. Florence we need you Commander's clarity...and Reverend Leslie, we need your prayers!!!! Things will be a lot easier once we get everyone's computers on line and can e-mail each other to death!!!! I will have computer acquisition update on Saturday.

I hope that all is well and you will be able to attend next weekend's meeting. Please contact me at (202) 396-1151 if you have any questions or comments.

Lots of Love,

Hazel

Minutes from A Place in the Sun Parent Collective Meeting - March 14, 1998

Location: Brent Elementary School, 3rd and D Streets, SE, Washington, DC

Invited Participants: Present: H. Adams; F. Blair; J. Detwyler; J. Johnson; C. Parker

The meeting began at 2:30 PM. The following items were presented to the Collective for discussion:

- I. Review of Minutes from January 1998 meeting
- II. Mission Statement Development
- III. Assignment Updates
- IV. Group Discussion/Feedback

Review of January 1998 Minutes

Jennifer read the minutes from the January 1998 meeting; the minutes were reviewed by the Collective and were accepted by the group via general consensus.

Mission Statement Development

The Collective engaged in a very interesting and active discussion of the Mission Statement. The statement was analyzed sentence by sentence.

It was agreed that use of the words "special needs" was meant to specifically address the thirteen handicapping conditions covered by the IDEA legislation.

The definitions of "parent and family" were discussed for the purposes of defining the group upon which the Collectives' focus should be directed. A parent can be the biological or legal guardian of the child or anyone serving as a surrogate for the biological/legal guardian. Definition of family was interpreted as including biological members as well as extended family and community.

The Collective's purpose was further examined to clarify whether the organization is simply for parents/guardians/surrogates/advocates of children with special needs or would include and encompass other and/or all other family members. It was agreed that the organization is established to primarily assist "parents", who will in turn be able to assist their child(ren) with special needs and the family as a whole, through their education and empowerment process.

It was agreed that the Collective would like to mobilize the parents of children with special needs; raise the level of awareness of their rights and their childrens' rights under the law; assist parents in actuating the desires for the best "free and appropriate education" for the child.

Florence has volunteered to further refine the statement for the next meeting.

Assignment Updates

Jennifer presented the Collective two (2) versions of the letterhead. The group chose the version which includes children. She will bring a final copy version to the next meeting.

Cynthia acquired the information on the cost of the post office box; Hazel acquired the form; Locations discussed were National Capital and Brentwood; Hazel will complete the form and use the letterhead to acquire the box.

Jenell has made contact with the webmaster and sought input on the contents of the website. Suggestions included utilizing the logo; listing areas for the Mission Statement; How to Contact Us; Questions and Comments; and a counter to keep track of visitors to the site. Contents will be finalized at next meeting. She also reminded us to be mindful of booking other sites for future meetings in advance, i.e. if we need to use Brent School again we need to complete a usage agreement in advance.

Florence brought each member a binder and set of dividers in which to file each child's "paperwork" to promote easy access to the child's educational, medical, and related reports/paperwork. She also volunteered her home for the next meeting site; to investigate the possibility of computer donations from her place of employment.

Hazel, along with Cynthia, contacted WHAM! About the minigrant application which was submitted in February. They stated a decision should be made by the end of March 1998. She also has been compiling a list of organizations to whom grant proposals may be submitted for funding of the Collective's activities. She is still investigating computer acquisitions for the Collective's members.

Group Discussion and Feedback

A considerable amount of discussion time was spent on working on the Mission Statement. The Collective agreed that during the next meeting we would use a substantial amount of discussion time to hear updates on our childrens' progress and to receive feedback from members.

The Collective took a few minutes to complete a visioning exercise constructed by Hazel which involved individual goals from participation in the Collective. These forms will be revisited at the end of the year.

Assignments for next meeting include a Mission Statement finalization; letterhead finalization; an update on post office box and toll free number acquisition; grant application; website design; and a "thinking back" exercise facilitated by Florence.

The meeting ended at 5:15 PM.



A PLACE IN THE SUN PARENT
COLLECTIVE WILL MEET ON
SATURDAY, JUNE 20, 1998 AT
6:00 PM.

CONTACT HAZEL ADAMS AT
202-398-6255 FOR LOCATION

PLEASE JOIN US !!!!!!!

June 21, 1998

Dear Collective Members:

It was so wonderful to see all of you yesterday. I hope that everyone enjoyed their meal. The food was actually pretty good there! You all have my sincere thanks for deciding to participate in the Collective and I hope that the activities you've participated in thus far have been helpful to you and your children

As this is the first day of Summer, I want to wish everyone a safe and healthy vacation season. As for July 1998's meeting, please feel free to volunteer a date and location. Also, I would like to suggest that everyone contribute a written piece for the newsletter, between July and December. It should be on a subject that is close to your heart; reflects some of your personal experiences with the process; or words of inspiration that can help us see our way through.

I have enclosed some supplemental information which may be of interest to you.

Have a good week; a good rest of the month; and don't forget to.....

Live life more abundantly!!!!!!

Best Regards,

Hazel

P.S. Don't forget to visit the temporary website
at.....<http://members.aol.com/HAZELCED/index.html>

PROPOSED AGENDA

A PLACE IN THE SUN PARENT COLLECTIVE
FOCUS GROUP MEETING
SATURDAY, AUGUST 15, 1998
1:00PM

MEETING OBJECTIVES: Discuss and address the individual needs of the Working Group with regards to their children's/client's special needs; Review assessment and evaluation strategies of summer activities; Discuss formation of not-for-profit entity

- I. Introductions (15 minutes)
 - . Ward 7 Task Force on Special Education
 - . Abu Bakr Karim, CED Practitioner

- II. Child Development Issues/Goals (60 minutes)
 - . Assessments/Parents' Rights/Hearing Requests
 - . IEP Development/Content
 (Therapeutic and Vocational Components)
 - . September 1998 Placements

- III. Fall 1998 Activities (30 minutes)
 - . Not-for-Profit Formation
 - . Grant Proposal for U.S. Dept. Of Education
 - . Television Segment - Evening Exchange

- IV. Group Assignments/Agenda for Next Meeting (5 - 10 minutes)

APPENDIX G

DRAFT - MISSION STATEMENT

MARCH 1998

MISSION STATEMENT

A Place in the Sun Parent Collective seeks to bring the parents and families of children with special needs within the Washington, DC area out of isolation and into an empowered zone of operation. The Collective will work to create a community based, parent operated Center. The purpose of the center will be to provide a warm, supportive, understanding, and technologically advanced environment that will be conducive to share, discuss, and review social, educational, and economic options for children with special needs and their families.

A Place in the Sun Parent Collective is committed to bringing together the parents of children with special needs to raise their level of awareness about the legal, moral, and ethical rights of their children to the appropriate educational and related services ~~as prescribed by law~~. The goal is to ensure that all children with special needs become adults who realize their full potential and who make a positive contribution to their respective communities ~~and to society as a whole.~~

APPENDIX H

**DRAFT - WOMEN'S HEALTH ACTION &
MOBILIZATION GRANT APPLICATION
AND PROPOSAL**

FEBRUARY 12,1998

WHAM!

Women's Health Action and Mobilization
PO Box 310281 • Brooklyn, NY 11231-0281
212-330-9392 • wham@listproc.net

*A direct action group committed to
demanding, securing and defending
absolute reproductive freedom and
quality health care for all women*

APPLICATION FOR MINI-GRANT

FUNDING CRITERIA: Applicants for WHAM! mini-grants will be given priority according to the following criteria:

- 1) focus on issues of women's health, reproductive rights, and economic justice for women;
- 2) grass-roots, volunteer-run, and/or direct action oriented structure;
- 3) projects that have difficulty getting funding from other sources;
- 4) projects run predominantly by low-income women or women of color.

You don't have to fit all of the categories to be eligible for a mini-grant, but you should indicate in your application how you do fit into any categories that apply.

Deadline for applications is February 15, 1998.

GENERAL INFORMATION:

Organization/name of project organizer: _____

Address: _____

Contact Person (name and title, if any): _____

Telephone/e-mail (if any): _____

Does your organization have a bank account? ☐ Yes ☐ No

If Yes, what is your employer identification number (EIN#)? _____

If No, you must indicate a fiscal sponsor to accept a grant check on your organization's behalf.
Please fill out the information below and attach a letter of agreement from your fiscal sponsor.

Name and EIN# of fiscal sponsor: _____

Contact Person: _____

What is your organization's annual operating budget (estimated, if necessary)? _____

ORGANIZATIONAL INFORMATION:

(for organizational requests only — you may attach additional paper if needed)

1) What is the purpose of your organization?

2) What are your organization's main programs or activities?

3) What is the organizational structure of your organization? (i.e., how are decisions made, how are members involved, etc.)

PROJECT SUMMARY:

4) Please indicate why you are applying for a grant at this time (e.g., new project, an emergency, etc.). Remember that the grant is on a one-time basis only, and so should not be counted on for ongoing expenses.

5) Describe how you intend to use the grant. Please refer specifically to: a) what programs/projects will be supported by the grant; b) goals/outcomes you hope to achieve with the grant; c) items you need funding for and how they fit in with a) and b).

REFERENCES:

Please attach names/phone numbers/e-mail addresses of at least two individuals or organizations that can verify your information.

FUNDING REQUEST:

List the items you are requesting funding for, in order of priority. Be as specific as possible and be sure that you have referred to these items in 5) above. (Or attach itemized budget if you prefer.)

Item:	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
Total amount requested (\$5,000 MAXIMUM)	\$ _____

Return your completed application to:

WHAM!, PO Box 310281, Brooklyn, NY 11231-0281

FEBRUARY 12, 1998

TO WHOM IT MAY CONCERN:

THIS LETTER IS TO VERIFY THAT THE ROBERT BRENT MUSEUM MAGNET SCHOOL OF WASHINGTON, DC IS A NOT-FOR-PROFIT ORGANIZATION, AS DESIGNATED UNDER THE INTERNAL REVENUE SERVICE CODE 501(C)3.

AS THE CHIEF ADMINISTRATOR OF THE SCHOOL AND ON BEHALF OF SAID ENTITY, I AGREE TO THE FISCAL SPONSORSHIP OF ANY GRANT FUNDING WHICH A PLACE IN THE SUN PARENT COLLECTIVE GROUP OF WASHINGTON, DC MAY RECEIVE FROM THE WOMEN'S HEALTH ACTION AND MOBILIZATION ORGANIZATION OF BROOKLYN, NEW YORK.

FURTHER TO THIS AGREEMENT, THE SCHOOL SHALL MAINTAIN ALL DOCUMENTATION REQUIRED BY LAW AND SUBMIT TO THE REPORTING OF ALL EXPENDITURES WHICH WILL TRANSPIRE AS AN EFFECT THE SUCCESSFULL AWARDDING OF THIS GRANT APPLICATION. THE ACTIVITIES PROPOSED FOR FUNDING UNDER THIS GRANT SHALL BE MONITORED QUARTERLY BY THE SCHOOL'S CHIEF ADMINISTRATOR

SIGNED,

DR. LYNNE G. LONG
PRINCIPAL AND CHIEF ADMINISTRATOR
ROBERT BRENT MUSEUM MAGNET ELEMENTARY SCHOOL
WASHINGTON,DC

**WOMEN'S HEALTH ACTION AND MOBILIZATION
MINI-GRANT APPLICATION**

**A PLACE IN THE SUN PARENT COLLECTIVE
WASHINGTON, DC**

Submitted: February 13, 1998

**Contact: Hazel Adams-Shango
202-396-1151**

**Jennifer Detwyler
202-726-0929**

GENERAL INFORMATION:

Organization:	A Place in the Sun Parent Collective
Address:	708-B Thirteenth Street, NW Washington, DC 20002-4438
Contact Person:	Hazel Adams-Shango Telephone: (202) 396-1151 E-mail: Hazel35@aol.com
Name and EIN# of fiscal sponsor:	Brent Museum Magnet School/Washington, DC EIN#:
Contact Person:	Dr. Lynne G. Long, Principal Telephone: (202) 724-4735
Organization's annual operating budget (estimate):	\$18,000

ORGANIZATIONAL INFORMATION:

A Place in the Sun Parent Collective seeks to bring the parents and families of special needs children within the Washington, DC area out of isolation and into empowerment and inclusion. The Collective will work to create a community based, parent operated Center which will provide a warm, supportive, understanding, and technologically advanced environment to share, discuss, and review social, educational, and economic options for special needs children and their families.

A Place in the Sun Parent Collective is committed to working with parents and families of children with special needs and different abilities with the goal of moving them towards socially effective organization, mobilization, and advocacy. This, to ensure that special needs children realize and actualize their full potential; grow and develop positively; and remain viable members of their respective communities and society as a whole.

The Collective has four major areas of programmatic thrust:

- (1) Establishment of a community based parent organization within Washington, DC named A Place in the Sun Parent Collective which will serve as the Steering Committee for the formation and operation of a Center that will serve as a centralized source of information and resources for parents of special needs children.
- (2) Promote and provide employment opportunities created by the Center's formation and existence(a minimum of one-third of the positions) for parents of special needs children to provide work experiences flexible enough to adequately care for their children while remaining gainfully employed with a living wage.
- (3) Develop and maintain an information network which has the ability to link parents of special needs children to resources and related services within Washington, DC and nationally by:
 - annual publication of a resource directory of schools, health care professionals, summer and vocational education programs, and other related services for special needs children
 - annual publication of a newsletter written by the parents of special needs children which will share experiences and lessons learned from dealing with their child's disability and abilities
 - Quarterly community outreach/"living room" meetings to recruit new members for the Collective; participate in grassroots parent to parent counseling; and discuss current social and economic policies which affect our "special" community
- (4) Assist families of special needs children to increase their access to technologically advanced information about services by helping them to acquire a personal computer and the competency skills to utilize them appropriately

A Place in the Sun Parent Collective, in its current formation, is an unincorporated association of five African-American women residing in Washington, DC. Each of the women either have a special needs child within their family and/or has special needs clients which they service. The women have been loosely organized as a parent support group for over five years and have envisioned the Collective as the beginning of taking grassroots services and information to the community of special needs parents within the Washington Metropolitan area.

The Collective's decision making processes are based upon consensus building efforts in every aspect of the organization's operation. Each individual is afforded one vote, however, through a very open and well-directed group discussion process all decisions are arrived at by general consensus.

Each member, thus far, has an opportunity to facilitate the discussion/feedback section of each monthly meeting agenda in order to strengthen her public speaking and organizational skills. Everyone is encouraged to gravitate towards utilizing their specialized skills in achieving the program/operational objectives of the organization. Assignments and tasks are a voluntarily undertaken and monitored by the administrative coordinator, Hazel Adams-Shango.

A Place in the Sun Parent Collective is the thesis project for Ms. Adams-Shango's master degree program in Community Economic Development at New Hampshire College, Manchester, New Hampshire.

The Collective's efforts, thus far, have been self-funded. Organizational start-up funds are desperately needed as the women involved are single parents and low to moderate wage earners.

CURRENT BOARD MEMBER LIST

(Steering Committee)

Hazel Adams-Shango, Parent
Washington, DC
Administrative Coordinator

Jennifer Detwyler, M.A.
Speech/Language Pathologist
Washington, DC
Educational Advocate

Jenell Johnson, Parent
Washington, DC
Technology Coordinator

Cynthia Parker, Parent
Washington, DC
Recording Secretary

Tuwana Greene, Parent
Suitland, MD
Paralegal/Treasurer

(Community Support Volunteers)

Reverend Leslie Dowdell
Associate Minister
Peoples Congregational Church
Washington, DC

Samuel Gordon, Ph.D.
Washington, DC
Clinical Psychologist
Washington Assessment and Therapeutic Services

OUR REQUEST

o Office Supplies/ Equipment Purchases/Postage

The Collective is in need of supplemental funds to cover the printing and distribution of the organization's community outreach materials, i.e., public meeting notices/mailings; resource lists generated to respond to requests for information mailings; refurbished PC, printer, Microsoft Office software, and Internet carrier fees for one year.

o Operational Maintenance Items

- Post Office Box rental for one year to collect correspondence to the organization
- Answering Service/toll free hotline number to receive responses from public on meeting and resource information requests
- Website design to offer access to our organization via the Internet

o May 1998 Washington DC Public Schools Special Needs Parents Listening Survey

Ten (10) special needs parents of Washington, DC will be paid to design and issue a listening survey geared towards documenting, assessing, and evaluating the experiences of Washington, DC parents of special needs children within the public school system. The information will then be compiled and published for community distribution in August 1998.

This information will also be used by the Collective as a tool to guide and direct the type of resources most useful to parents and children; to physically identify the families requiring resource services; recruitment of new members of the Collective; and use the information gathered as the basis for the creation of an annual community forum between the Washington DC Public Schools Division of Special Education and the special needs parents community to be tentatively held in September 1998.

FUNDING REQUEST

ITEM	AMOUNT
Phone/Answering Service	\$ 500.00
Fax Machine	350.00
Post Office Box	250.00
Postage	1, 000.00
Computer Equipment	1, 500.00
Office Supplies/Printing/Copying	950.00
Technical Assistance	450.00
Total amount requested	\$ <u>5,000.00</u>

A PLACE IN THE SUN PARENT COLLECTIVE

Proposed Budget

January 1998 - September 1998

INCOME

Grant - Nathan Cummings Foundation	5,000.00
Grant - DC Youth Initiative	5,000.00
Grant - WHAM!	5,000.00
In-Kind from participating members	
Phone and Fax	250.00
Photo Copying	250.00
Subtotal	\$15,500.00
Grassroots fundraising	2,500.00
Total Income	\$18,000.00

EXPENSES

Administrative Coordinator	
Salary	2,500.00
Fringes	850.00
Phone/Answering Service	500.00
Fax Machine	350.00
Computer Equipment/Internet Carrier	5,000.00
Office Supplies/Printing/copying	950.00
Post Office Box	250.00

Postage	1,000.00
Technical Assistance (quarterly public meetings and parent survey)	3,000.00
Family Computer Grants	3,600.00
Total Expenses	\$18,000.00

Johnson / well
3/14/98

>
> To Whom It May Concern:
>
> My name is Hazel Adams-Shango. I am the Administrative Coordinator for A
> Place in the Sun Parent Collective in Washington, DC. Our organization sent
> in a grant application in February 1998 to WHAM! We are inquiring about the
> current status of our application, as it is our first attempt at fundraising
> for the organization, outside of our personal funds.
>

We'll be deciding on minigrants by the end of this month. In the meantime, I'll double-check to make sure your application was received properly. Thanks for your patience.

Neil deMause

----- Headers -----

Return-Path: <neild@echonyc.com>
Received: from rly-za01.mx.aol.com (rly-za01.mail.aol.com [172.31.36.97]) by air-za01.mail.aol.com (v40.7) with SMTP; Wed, 11 Mar 1998 09:34:48 -0500
Received: from echonyc.com (echonyc.com [198.67.15.2])
by rly-za01.mx.aol.com (8.8.5/8.8.5/AOL-4.0.0)
with ESMTP id JAA16309 for <Hazel35@aol.com>;
Wed, 11 Mar 1998 09:34:47 -0500 (EST)
Received: (from neild@localhost)
by echonyc.com (8.8.7/8.8.7) id JAA19007
for Hazel35@aol.com; Wed, 11 Mar 1998 09:34:46 -0500 (EST)
From: Neil deMause <neild@echonyc.com>
Message-Id: <199803111434.JAA19007@echonyc.com>
Subject: Re: WHAM: Moderated Message
To: Hazel35@aol.com
Date: Wed, 11 Mar 1998 09:34:44 -0500 (EST)
In-Reply-To: <199803101442.JAA28262@list.cren.net> from "wham@listproc.net" at Mar 10, 98 09:42:08 am
X-Mailer: ELM [version 2.4 PL24]
MIME-Version: 1.0
Content-Type: text/plain; charset=US-ASCII
Content-Transfer-Encoding: 7bit

APPENDIX I

DRAFT - "SUN NOTES"

VOLUME I, NO. 2&3

MAY 1998

SUN NOTES

SPECIAL INFORMATION FOR PARENTS ENTERING
THE EMPOWERMENT ZONE

MONTHLY UPDATE

A PLACE IN THE SUN PARENT COLLECTIVE SETTING NEW STANDARDS FOR
PARENT/SCHOOL/CHILD /COMMUNITY INVOLVMENT AND ACCOUNTABILITY
FOR CHILDREN WITH SPECIAL NEEDS AND THEIR FAMILIES

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A PLACE IN THE SUN PARENT COLLECTIVE SEEKS TO BRING THE PARENTS AND FAMILIES OF CHILDREN WITH SPECIAL NEEDS WITHIN THE WASHINGTON, DC AREA OUT OF ISOLATION AND INTO AN EMPOWERED ZONE OF OPERATION.

THE COLLECTIVE WILL WORK TO CREATE A COMMUNITY BASED, PARENT OPERATED RESOURCE CENTER. THE PURPOSE OF THE CENTER WILL BE TO PROVIDE A WARM, SUPPORTIVE, UNDERSTANDING, AND TECHNOLOGICALLY ADVANCED ENVIRONMENT.

THIS ENVIRONMENT WILL BE CONDUCTIVE TO SHARING, DISCUSSING, AND REVIEWING THE SOCIAL, EDUCATIONAL, AND ECONOMIC OPTIONS FOR CHILDREN WITH SPECIAL NEEDS AND THEIR FAMILIES. A PLACE IN THE SUN PARENT COLLECTIVE IS COMMITTED TO BRINGING TOGETHER THE PARENTS OF CHILDREN WITH SPECIAL NEEDS IN ORDER TO RAISE THEIR LEVEL OF AWARENESS ABOUT THE LEGAL, MORAL, AND ETHICAL RIGHTS OF THEIR CHILDREN.

THE GOAL IS TO ENSURE THAT ALL CHILDREN WITH SPECIAL NEEDS BECOME ADULTS WHO REALIZE THEIR FULL POTENTIAL AND WHO MAKE A POSITIVE CONTRIBUTION TO THEIR RESPECTIVE COMMUNITIES.

NEXT MEETING Saturday

**MAY 9, 1998 at
6:00PM**

PLEASE CONTACT HAZEL
ADAMS AT 202-398-6255 IF YOU
ARE INTERESTED IN
ATTENDING.

100 % SUCCESSFUL PLACEMENT FOR OUR CHILDREN!!!!

Members of the Collective have their marching orders!!! We must ensure that all of our children are placed in the most appropriate educational placement by the end of this summer. Each of us now have an obligation to keep working towards this end.

Successful educational placement for your child is within your reach!!!! You have taken the most important step...the FIRST STEP!!!! Let's continue to support one another and share information freely.

Remember, three keys to a successful placement :

- 1) Good RECORDKEEPING.
- 2) Good thoughts about the PROCESS.
- 3) Good FOLLOW UP AND FOLLOW THROUGH.

Written documentation of everything you request; everyone you talk to; and

everything that you and your child require should be maintained in the binder notebooks Collective Member Florence Blair has so graciously donated.

DEFINITIONS OF DISABILITIES COVERED BY THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT(IDEA)

Many parents have asked questions concerning the meaning of such acronyms as SED; LD; NI; OI; etc. These letters serve as abbreviations for the formal names of educational disabilities which children can be diagnosed as having under the federal government legislation entitled IDEA, which protects children with special needs rights to "free and appropriate public education" within the "least restrictive environment".

There are thirteen such educational disability classifications. Children receiving special education services from their local Public School System have been identified as having one (or more) of the thirteen disabling conditions.

The conditions and their legal definitions are as follows:

1) "AUTISM" means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's education performance.

2) "DEAF-BLINDNESS" means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that cannot be accommodated in special education programs solely for students with deafness or blindness.(DB)

3) "DEAFNESS" means a hearing impairment which is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, such that the impairment adversely affects educational performance.

4) "HEARING IMPAIRMENT" means a hearing impairment, whether permanent or fluctuating, which adversely affects a student's educational performance but which is not included under the definition of deafness.(HI)

5) "MENTAL RETARDATION" means significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period which adversely affects a student's educational performance. (MR)

6) "MULTIPLE DISABILITIES" means concomitant impairments such as but not limited to mental retardation-blindness, mental retardation-orthopedic impairment, the combination of which causes such severe educational problems that cannot be accommodated in special education programs solely for one of the impairments. The term does not include children with deaf-blindness.

7) **"ORTHOPEDIC IMPAIRMENT"** means a severe orthopedic impairment which adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly such as but not limited to clubfoot and absence of some member, impairments caused by disease such as but not limited to poliomyelitis and bone tuberculosis, and impairments from other causes such as cerebral palsy, amputations, and fractures or burns which cause contractures.(OI)

8) **"OTHER HEALTH IMPAIRMENT"** means limited strength, vitality, or alertness due to chronic or acute health problems such as heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a student's educational performance.

9) **"SERIOUS EMOTIONAL DISTURBANCE"** means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

- a. An inability to learn which cannot be explained by intellectual, sensory, or health factors;
- b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- c. Inappropriate types of behavior or feelings under normal circumstances;
- d. A general pervasive mood of unhappiness or depression; or
- e. A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes students who are schizophrenic. The term does not include students who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.(SED/ED)

10) **"SPECIFIC LEARNING DISABILITY"** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematic calculations. The term includes such conditions as perpetual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include students who have learning problems which are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.(LD)

11) **"SPEECH OR LANGUAGE IMPAIRMENT"** means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a student's educational performance.

12) **"TRAUMATIC BRAIN INJURY"** means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory; perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma. (Neurologically Impaired(NI))

13) **"VISUAL IMPAIRMENT INCLUDING BLINDNESS"** means an impairment in vision that, even with

correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.(VI)

These "codes" are assigned to students with disabilities in Washington,DC, ages 3 - 21, who have been determined to be eligible for special education. The Evaluation Team assigns the student one or more appropriate "codes" after determining the student has an educational disability.

USE PEOPLE FIRST LANGUAGE

**A person is not handicapped.
A person is not disabled.
A person has a disability.**

A handicap has been defined as an obstacle which society imposes on a person with a disability, i.e. inaccessible transportation or buildings, no signage, etc. Handicapped is not a term to describe human beings! A disability has been defined as a body function that operates differently. It's that simple! It's just a body function that operates differently.

People First Language(PFL) seeks to put the person first and the disability second! People with disabilities are people, first and foremost.

So as we discuss our children's issues amongst ourselves and with others, let's remember to use PFL, i.e. people with disabilities; my child has a developmental delay; my father has a visual impairment; my son has an emotional disturbance; my sister has a speech impairment.

**CHANGE YOUR HABITS FIRST,
THEN WORK ON OTHERS!!!
PEOPLE FIRST LANGUAGE IS
RIGHT AND THE TIME FOR IT
IS NOW!!!!**

DC BOARD OF EDUCATION MOVING PUBLIC MEETINGS AROUND TOWN

The DC Board of Education, the elected school board, has begun moving its public sessions to various schools around the city in an effort to reach more residents. For more information on the next meeting, contact Chris Shaheen at 202-724-4289.

SCHOOL OPENS SEPTEMBER 1ST -- BEFORE LABOR DAY

School will be opening for students on September 1, 1998 (for teachers, August 27th). The last day of this school year is June 19th for students and June 22nd for teachers. The administration says the September 1st date was in their five year plan.

NEW PROMOTION POLICIES AND THE SAT-9 WILL NOT EFFECT STUDENTS WITH EDUCATIONAL DISABILITIES

Collective members Cynthia Parker and Hazel Adams recently attended a Citywide Parents Meeting sponsored by the Chief Academic Officer, Mrs. Arlene Ackerman, at Jefferson Junior High School in southwest DC.

Special education students and over-aged students will be exempt from the newly created DCPS Promotion Guidelines. Students receiving special education services are exempt because their Individualized Education Plan (IEP) specifies the academic and other related goals which should be met each year by the student.

Our attendance also provided us with an opportunity to meet Mrs. Ackerman and speak to her about the current thrust of the A Place in the Sun Parent Collective's activities. Mrs. Ackerman stated that she will be more than willing to work with the Collective's proposals for improvement of services to children with special needs.

TEMPORARY WEB SITE FOR THE COLLECTIVE

In an effort to solicit public response to our efforts thus far, i.e. our Mission Statement, a temporary web site has been established until the Collective decides on the contents of our permanent site currently being developed by Collective member Jenelle Johnson.

The temporary web site address is:

<http://members.aol.com/HAZELCED/index.html>

Check it out!!! Leave your input and comments in the e-mail address box at the bottom of the web site page.

Sun Notes Motivational Moment

From Reginald M. Clark's book "Family Life and School Achievement"

It is important that parents clearly define and fully accept their responsibilities for "parenting". This means being a provider, teacher, nurturer, coach, and a source of hope for the child.

Please feel free to share this information with other parents of children with special needs.

MAILING ADDRESS:
P.O. BOX 91733
WASHINGTON, DC 20090

Community Speak Out on Special Education Issues Scheduled

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Parents, Teachers, and the Community...Let Your Voices be Heard!!!!

On June 2, 1998 from 7:00 - 10:00 PM District of Columbia residents are invited to attend a Community Speak Out. The Speak Out will be held at Fletcher Johnson Junior High School located on Benning Road and C Streets, SE.

Although the identity of the group calling for this speak out is unknown, the idea itself is timely and much needed within our community.

A Place in the Sun Parent Collective membership is urged to attend this event and to fully participate in order to help build the necessary alliances all parents of children with special needs in the District of Columbia will require in order to have our children's issues effectively addressed.

Next Meeting of the Collective

The next meeting of A Place in the Sun Parent Collective will be in late June. Please contact Hazel Adams after June 15th at (202) 398-6255 for the location and time.

Agenda items will include:

- Review of April and May 1998 minutes
- Parent Updates on Assessment& Placement
- Explanation of Assessment and Testing Tools and Definitions of Clinical Diagnoses

Use Affirmative Phrases!!!Don't Use Negative Terms

Yes!!!	No.
People with disabilities	the handicapped
Unable to speak	dumb;mute
person who is blind	the blind
person with emotional disabilities	crazy; touched in the head

REMEMBER TO USE PEOPLE FIRST LANGUAGE(PFL) WHEN SPEAKING TO, ABOUT, AND ON BEHALF OF YOUR CHILD!!!!

THIS SPACE IS FOR YOU!!!!

THIS IS A CALL FOR MEMBERS OF THE COLLECTIVE TO PUBLISH THEIR THOUGHTS, CONCERNS, OR INTERESTS ON ISSUES FACED BY PARENTS OF CHILDREN WITH SPECIAL NEEDS.

YOU EMPOWER YOUR CHILD BY EMPOWERING YOURSELF.....

RELAX.
RELATE.
RELEASE.

SUN NOTES

P.O. Box 91733
Washington, Dc 20090
(202) 398-6255
e-mail: <http://members.aol.com/HAZELCED/index.html>

A Place in the Sun Parent Collective seeks to bring the parents and families of children with special needs within the Washington, DC area out of isolation and into an empowered zone of operation.

Sun Notes Motivational Moment

From Ross Campbell's book "How to Really Know Your Child"....

"Be mindful of your child's emotional needs. If he is not loved, he cannot feel worthy of anything else you give him or try to teach him."

BY THE BOOK

Special Education Law Tidbits from Public Law 105-17 Amendments to the Individuals with Disabilities Education Act

Section 614. Evaluations, eligibility Determinations, Individualized Education Programs, and Educational Placements

Initial Evaluations

The local educational agency shall conduct a full and individual initial evaluation before the initial provision of special education and related services to a child with a disability.

In other words, before your child can receive services for special education, he/she must be tested individually, not in a group setting.

Parental consent for evaluation shall not be construed as consent for placement for receipt of special education and related services.

In other words, you have to give your permission and receive information concerning your rights and your child's rights under the law before your child can be evaluated. And the permission that you give for the evaluation does not mean that you give the local educational agency the

right to place your child in a special educational setting.

Review and Revision of the IEP

The local educational agency shall ensure that the IEP Team

(I) reviews the child's IEP periodically, but not less than annually to determine whether the annual goals for the child are being achieved; and

(ii) revises the IEP as appropriate to address

(I) any lack of expected progress toward the annual goals and in the general curriculum, where appropriate

(II) the results of any reevaluation conducted

(III) information about the child provided to, or by, the parents

(IV) the child's anticipated needs

(V) other matters

In other words, the parent has the right to request in writing that their child's IEP(Individualized Education Program)be reviewed and/or adjusted to properly reflect what has and has not been going on with the child's progress.....that means, academic, emotional, or social developments. You, the parent, can have them "team" revise your child's IEP to reflect any changes which have occurred in your child's behavior which may be further hindering his/her progress...and of course, with other matters, you have the right to have your child's placement changed to a more appropriate one; you have the right to request "related services" such as therapeutic recreation services; specialized therapeutic services, such as art therapy; occupational therapy, etc.....

IN OTHER WORDS...YOU HAVE THE RIGHT TO MAKE THE SCHOOL GO BY THE BOOK!!!

ANY QUESTIONS?????????

SUPPLEMENTAL SECURITY INCOME(SSI) FOR CHILDREN WITH DISABILITIES

If you don't know by now, you better act like you know.... Your child (up to age 21)with special needs has a right to **apply** for Supplemental Security Income from your local Social Security Office. This income can be used to "supplement" or enhance your child's living situation. The funds can be used to open a bank account for your child and to save for a future activity; to purchase a home computer; recreational activities, such as the purchase of a bike; skates; karate lessons...even to purchase a vehicle in order to assist your child in receiving the critical services he may need.

All you have to do is call **1-800-772-1213** to make an appointment and request the necessary forms. You will have to provide proof of income; social security numbers for all family members; your child's IEP and any other supportive documentation of his disability; and any other information which the agency may deem relevant, i.e., bank account information; car registration; etc.

Get on the phone today...don't delay!!!!

Comments.....Questions...Issues...Answers
Please feel free to contact us.

■ 3 May 29, 1998

SUN NOTES

YOUR PLACE IN THE SUN PERSONAL NOTES

(BRING THEM WITH YOU TO THE
NEXT MEETING.)

APPENDIX J

**DRAFT - "THE DISTRICT OF COLUMBIA FAMILIES
AND CHILDREN WITH SPECIAL NEEDS
INDIVIDUAL DEVELOPMENT ACCOUNT ACT**

JULY 1998

A BILL

To provide for the establishment of a pilot system of an Individual Development Account(IDA) project designed to provide parents and families of children with special needs, especially those with limited means, an opportunity to accumulate assets, facilitate and mobilize savings, and promote education, vocational training and independent living skills.

TITLE

(1) This Act may be cited as The District of Columbia Families and Children with Special Needs Individual Development Account Act

FINDINGS

(1) Economic well-being does not come solely from income, spending, and consumption, but also requires savings, investment, and accumulation of assets, since assets can improve economic stability, connect people with a viable and hopeful future, stimulate development of human and other capital, enable people to focus and specialize, yield personal and social dividends, and enhance the welfare of offspring.

(2) One out of every four children in the District of Columbia live in poverty. Tens of thousands of District of Columbia residents live in poverty and receive public assistance. Poverty is a loss of human resources, an assault on human dignity, and a drain on the social and fiscal resources of the city.

(3) One out of eight school-age children in the District of Columbia have been diagnosed with a disabling condition, as identified by the Education for All Handicapped Children Act (Public Law 94-142) and its subsequent amendments. The parents and families of these children are faced with having to cope with the life long challenge of accessing and acquiring the appropriate educational, medical, housing, and social services of their children and for themselves.

(4) Traditional public assistance programs, concentrating on income and consumption, have rarely been successful in promoting and supporting the transition to economic self-sufficiency. Traditional special education programs, conducted by the Local Educational Agency, which focus upon warehousing special needs students and not engaging in collaborative efforts with the communities where these families live, have rarely been successful in promoting and supporting the parents' role in transitioning children with special needs into vocational and life skills self-sufficiency.

(5) Income based social policy should be complemented with asset-based social policy, because while income-based policies ensure that consumption needs (including food, child care, rent, and clothing) are met, asset-based policies provide the means to achieve economic self-sufficiency and to climb the economic ladder.

PURPOSES

(1) Purposes -- To provide for the establishment IDA projects designed to:

- (a) provide individuals and families of children with special needs, especially those with limited means, an opportunity to accumulate assets;
- (b) facilitate and mobilize savings;
- (c) promote education, training, transition services and/or independent living skills and
- (d) to stabilize families and build communities

DEFINITIONS

(1) INDIVIDUAL DEVELOPMENT ACCOUNT -- The term "individual development account" means an account exclusively for the purpose of paying the qualified expenses of an eligible individual or family. IDAs are special accounts similar to IRAs. They are optional, earnings bearing, subsidized, tax-benefitted accounts that can be used for any of the following qualified uses: home ownership, education, job training, or medical expenses.

(2) FIDUCIARY ORGANIZATION -- The term "fiduciary organization" means the organization that will serve as an intermediary between individual account holders and financial institutions holding account funds. Fiduciary Organizations may include: (I) one or more not-for-profit organizations described in section 501(c)(3) of the Internal Revenue Code and exempt from taxation under section 501(a) of such Code; or (ii) Federal or local government agencies submitting an application jointly with another organization.

(B) Nothing in this paragraph shall be construed as preventing an organization described in section (2) from cooperating with a financial institution or for-profit community development corporation to carry out the purposes of this section.

The fiduciary organization's responsibilities may include marketing participation, soliciting matching contributions, counseling program participants, and conducting required verification and compliance activities.

(3) FINANCIAL INSTITUTION -- The term "financial institution" means an organization authorized to do business under state or federal laws relating to financial institutions, and includes a bank, trust company, savings bank, building and loan association, savings and loan company or association, and credit union.

(4) ELIGIBLE EDUCATIONAL INSTITUTION -- The term “eligible educational institution” means the following:

- (I) An institution described in section 481(a)(1) or 1201(a) of the Higher Education Act of 1965 (20 U.S.C. 1088(a)(1) or 1411(a)), as such sections are in effect on the date of the enactment of this subsection.
- (ii) An area vocational education school (as defined in subparagraph © or (D) of section Of section 521(4) of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2471(4)) which is in any State (as defined in section 521(33) of such Act), as such sections are in effect on the date of the enactment of this subsection.

(5) POST-SECONDARY EDUCATION EXPENSES -- The “post-secondary” educational expenses means--

- (I) tuition and fees required for the enrollment or attendance of a student at an eligible educational institution, and
- (ii) fees, books, supplies, and equipment required for courses of instruction at an eligible educational institution

(6) QUALIFIED ACQUISITION COSTS -- The term ‘qualified acquisition costs’ means the costs of acquiring, constructing, or reconstructing a residence. The term includes any usual or reasonable settlement, financing, or other closing costs.

(7) QUALIFIED PRINCIPAL RESIDENCE -- The term ‘qualified principal residence’ means a principal residence (within the meaning of section 1034 of the Internal Revenue Code of 1986), the qualified acquisition costs of which do not exceed 100 percent of the average area purchase price applicable to such residence (determined in accordance with paragraphs (2) and (3) of section 143(e) of such Code).

(8) FEDERAL POVERTY LEVEL -- The term ‘federal poverty level’ means the poverty income guidelines published in the calendar year by the United States Department of Health and Human Services.

(9) HOUSEHOLD -- The term ‘household’ means the adults related by blood, marriage or adoption, or who are unrelated but have maintained a stable family relationship together over a period of time, and individuals under 18 years of age related to the above adults by marriage, blood or adoption, who are living together. Living together refers to domicile as evidenced by the parties’ intent to maintain a home for their family and does not include a temporary visit.

(10) NET WORTH -- The term ‘net worth’ means the amount equal to the aggregate market value of all assets that are owned in whole or in part by any member of a household, minus the obligations or debts of any member of the household.

(11) SPECIAL NEEDS -- The term 'special needs' is defined by the following thirteen disabling conditions qualified by the Education for All Handicapped Children Act (Public Law 92-142) and its subsequent amendment, for which an Individualized Education Plan has been issued by the Local Educational Agency for programmatic implementation::

Autism, Deaf-blindness, Deafness, hearing Impairment, Mental Retardation, Orthopedic Impairment, Emotional Disturbance, Speech or Language Impairment, Visual Impairment, Specific Learning Disability, and Traumatic Brain Injury.

(12) INDIVIDUALIZED EDUCATION PLAN(IEP) -- The term 'individualized education plan' or 'IEP' means a written statement for each child with a disability, as defined in Public Law 92-142 and its subsequent amendments, that is developed , reviewed and revised in accordance with section 614(d) of the Individuals with Disabilities Education Act Amendments of 1997(Public Law 105-17).

(13) LOCAL EDUCATIONAL AGENCY -- The term 'local educational agency' means a public board of education or other public authority legally constituted within the District of Columbia for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools.

(14) TRANSITION SERVICES -- The term 'transition services' means a coordinated set of activities for a special needs child that --

(A) is designed within an outcome-oriented process, which promotes movement from school to post-secondary education, vocational training, integrated employment(including supported employment), continuing and adult education, adult services, independent living, or community participation;

(B) is based upon the individual child's needs, taking into account the child's preferences And interests; and

© includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.

PROGRAM

(1) NUMBER OF ACCOUNTS -- For the calendar year period beginning January 1, 1999, and ending December 31, 2001, the total number of IDAs shall be limited to 1,000 accounts of District of Columbia residents whose household income does not exceed 300% of the federal poverty level. Not more than 300 accounts shall be established during the first calendar year of the period.

INDIVIDUAL CONTRIBUTIONS

(1) CONTRIBUTIONS TO BE MADE FROM EARNED INCOME - The individual account holder or the family of an account holder may match the contributions of the fiduciary organization by contributing such cash amounts which are derived from earned income. District of Columbia tax reports of earned income shall be used to verify compliance.

(2) LIMIT ON FUNDS ACCUMULATED IN AN IDA - The total amount of any individual development account(savings, matches, and interest) may not exceed twenty thousand dollars.

PERMISSIBLE USES

(1) PERMISSIBLE USES - The account holder may withdraw monies from the account on the approval of the fiduciary organization, without penalty, for any of the following expenditures:

- (1) Educational costs for any family member at an accredited institution of higher education;
- (2) Job training costs for any family member eighteen years of age or older, at an accredited or licensed training program;
- (3) Purchase of a primary residence;
- (4) Major repairs to a primary residence; or
- (5) Transitional services for a child with special needs.

Amounts withdrawn for purposes of this section shall be charged to the source of principal in the individual/family development account.

(2) WITHDRAWAL PROCEDURES --The District of Columbia shall establish such regulations as may be necessary to ensure that funds held in an individual development account are not withdrawn except for 1 or more of the qualified purposes(permissible uses) described above.

ELIGIBLE INDIVIDUALS

(1) INCOME LIMIT -- The income limit of the household of the account holder does not exceed 250% of the federal poverty level.

(2) AGREEMENT WITH THE FIDUCIARY ORGANIZATION -- The individual or family has entered into an individual development account agreement with a certified fiduciary organization or community based organization.

(3) NET WORTH LIMIT -- The net worth limit of the household does not exceed \$20,000(disregarding home equity and the value of one automobile).

FIDUCIARY ORGANIZATIONS

(1) FIDUCIARY ORGANIZATIONS --Locally based organizations(“fiduciary organizations”) serve as intermediaries between individual account holders and financial institutions holding accounts. Their responsibilities may include marketing participation, soliciting matching contributions, counseling program participants, and conducting verification and compliance activities.

(2) COMPETITIVE PROCESS --Locally based organization will enter into a competitive process for the right to become fiduciary organization for a portion of the 300 accounts that would be authorized initially. Organizations’ proposals would be evaluated and participation rights awarded on the he basis of such items as their:

(a) ability to market the program to potential account holders and potential matching fund contributors;

(b) ability to provide safe and secure investments for individual accounts;

© overall administrative capacity, including the certifications or verifications required to assure compliance with eligibility requirements, authorized uses of accounts matching contributions by individuals, and penalties for unauthorized distributions;

(d) capacity to provide financial counseling and other related service to potential participants; and

(e) links to other activities designed to increase the independence of individuals and their families through home ownership, enhance education and training, and community based transitional services.

(3) PROGRAM AUTHORITY - If the District of Columbia approves an application to fund an IDA project under this section, the District of Columbia shall, not later than 6 months after the date of the enactment of this Act, authorize the applicant to conduct the project for 3 project years in accordance with the approved application and this section.

(4) GRANT AUTHORITY - For the IDA program approved under this section, the District of Columbia shall make a grant to the qualified entity(fiduciary organization) authorized to conduct the District of Columbia Families and children with Special Needs Individual Development Account Act project on the first day of the project year in an amount not to exceed \$500,000.

(5) SELECTION OF PARTICIPANTS - From among the individuals eligible for assistance under the District of Columbia Families and Children with Special Needs IDA program, the qualified entity grantee(selected fiduciary organization) shall select the individuals(or families) whom the fiduciary organization deems best suited to receive such assistance.

PENALTIES

(1) **PENALTIES FOR NONAPPROVED WITHDRAWALS**-- If the Fiduciary organization receives evidence that monies withdrawn from IDAs are withdrawn under false pretenses and are used for purposes other than for the approved purposes indicated at the time of the withdrawal, the fiduciary organization should make arrangements with the financial institution to impose a 15% penalty on the monies withdrawn or loss of matches and close the account. All penalty monies and monies forfeited by account holders pursuant to this section shall be returned to the individual development account reserve fund of the fiduciary organization.

(2) **TAXATION OF NONAPPROVED WITHDRAWALS**--Any withdrawal for purposes other than the permissible uses, or withdrawn for purposes other than for the approved purpose indicated at the time of withdrawal are subject to taxation.

(3) **RESOLUTION OF DISPUTES** - The fiduciary organization shall establish a grievance committee and a procedure to hear, review, and decide in writing any grievance made by an IDA account holder who disputes a decision of the operating organization that a withdrawal is subject to penalty.

(4) **INDIVIDUALS UNABLE TO COMPLETE THE PROJECT** - The fiduciary organization shall establish such regulations as are necessary, including prohibiting eligibility for further assistance under the IDA project conducted under this section, to ensure compliance with the section if an individual participating in the IDA project moves from the District of Columbia or is otherwise unable to continue participating in the project. The account holder shall receive the monies which the account holder deposited in the account and all matching monies shall be forfeited.

IN THE EVENT OF DEATH

1. In the event of an account holder's death, the account may be transferred to the ownership of a contingent beneficiary. An account holder shall name contingent beneficiaries at the time the account is established and may change such beneficiaries at any time. If the named beneficiary is deceased or otherwise cannot accept the transfer, the monies shall be transferred to the individual development account reserve fund of the fiduciary organization.

FINANCIAL INSTITUTIONS

1. Financial institutions approved by the appropriate governing body of the District of Columbia shall be permitted to establish individual development accounts pursuant to this Act. The financial institution shall certify to the appropriate governing body, on forms prescribed by such body and accompanied by any documentation required by such body, that such accounts have been established pursuant to all the provisions of this act and that deposits have been made on behalf of the account holder.
2. A financial institution establishing an individual development account shall:
 - (1) Keep the account in the name of the account holder;
 - (2) Permit deposits to be made in the account by the following, subject to the indicated conditions:
 - (a) The account holder; or
 - (b) A contribution made on behalf of the account holder. Such a deposit may include Monies to match the account holder's deposits;
 - (3) Require the account to earn the market rate of interest; and
 - (4) Permit the account holder, after obtaining the cosignature of the administrator of the fiduciary organization, to withdraw monies from the account for any of the permissible uses.

INCLUSION IN WELFARE REFORM PLAN

(1) USE OF TANF FUNDS -- The District of Columbia Families and Children with special Needs Individual Development Account Act has been created, in part, in accordance with section 404(h) of HR 3734, the Personal Responsibility and Work Opportunity Reconciliation Act of 1996. State Temporary Assistance for Needy Families(TANF) funds may be used to match TANF recipient account holders contributions to their IDAs as provided in section 404(h).

(a) matches of up to \$500 per year in the account of TANF eligible individuals will be provided on a 1:1 basis through the fiduciary organization selected to run the program.

(b) TANF funds may also be used to provide operating expenses to the fiduciary organization selected to run the program.

(2) NO REDUCTION IN BENEFITS-- As provided in section 404(h) of HR3734, the Personal Responsibility and Work Opportunity Reconciliation Act of 1996--Notwithstanding any other provisions of Federal law(other than the Internal Revenue Code of 1986) that requires consideration of 1 or more financial circumstances of an individual, for the purpose of determining eligibility to receive, or the amount of, any assistance or benefit authorized by such law to be provided to or for the benefit of such individual, funds(including interest accruing) in an individual development account under this subsection shall be disregarded for such purpose with respect to any period during which such individual maintains contributions into such an account.

MATCHES

- (1) DISTRICT OF COLUMBIA GOVERNMENT MATCH LIMIT - Not more than \$500 in District of Columbia match should be deposited into any IDA in a given year.
- (2) MATCHING FUNDS- The selected fiduciary organization may receive no more than \$3,600,000 in matching funds in any given year.

TAX PROVISIONS

- (1) DISTRICT OF COLUMBIA TAX EXEMPTION-- All money contributed into an individual development account(including District government and private matches, individual savings, and interest earned) are not subject to District of Columbia tax.

TAX CREDIT

- (1) TAX CREDIT FOR PRIVATE CONTRIBUTORS -- Individuals, organizations, or businesses contributing matching funds for IDAs will receive a tax credit equal to 50% of the amount contributed.
- (2) CONTRIBUTIONS MADE THROUGH FIDUCIARY ORGANIZATION--Individuals, organizations, and businesses seeking the tax credit can contribute a matching share to designated individuals or contribute to the fiduciary organization(501(c)(3) organization that is administering the IDA program) and permit it to allocate the funds to all its participants on a proportionate basis.
- (3) CONTRIBUTION LEVELS -- Contributions up to \$100,000 per program contributor are eligible for the tax credit which shall not exceed fifty percent of the contribution amount.
- (4) TAX COMPLIANCE ISSUES --The governing District of Columbia body shall verify all tax credit claims by contributors. The administrator of the fiduciary organization, with the cooperation of the participating financial institutions, shall submit the names of contributors and the total amount each contributor contributes to the individual development account reserve fund for the calendar year. The director of the Department of Revenue shall determine the date by which such information shall be submitted by the administrator of the fiduciary organization. The fiduciary organization will submit verification of qualified tax credits to the Department of Revenue.
- (5) ANNUAL TAX CAP ON CREDITS-- The total tax credits authorized pursuant to this act shall not exceed three million dollars in any fiscal year.

ADMINISTRATION/EVALUATION/INFORMATION/REPORTING

(1) LOCAL CONTROL OVER IDA PROGRAM-- The qualified entity grantee(selected fiduciary organization) running the IDA program shall have sole authority over the administration of the project. The District of Columbia Government may prescribe only such regulations with respect to the demonstration project under this section as are necessary to ensure compliance with the approved application.

(2) PROGRAM REPORTING-- The IDA program shall report(at least annually) the number of accounts, the amount of savings and matches for each account, the uses of the account, and the number of homes, educations, and transitional programs purchased, as well as such other information as may be required by the District of Columbia Government to responsibly operate the program.

(3) DISTRICT GOVERNMENT REPORTING-- The Department of Revenue shall prepare a written report annually regarding the implementation of and recommendations concerning the IDA program. Said report shall be transmitted to the City Council and Control Board on or before October 1st of each year commencing in 1999.

(4) ADMINISTRATION COSTS -- The selected fiduciary organization may receive no more than \$250,000 to cover administrative costs in any given year.

EVALUATION

(1) The District of Columbia Government shall annually award up to one hundred thousand dollars for an independent evaluation of the program. Based upon the program evaluation, the Department of Revenue shall provide a comprehensive report on the program to the City Council and Control Board by January first of each year.

APPROPRIATION

(1) DISTRICT GOVERNMENT APPROPRIATION -- To effectively implement and manage the IDA program, the District of Columbia will appropriate \$1,000,000 million per year.

(2) TAX CREDITS -- The District of Columbia will provide no more than \$3,000,000 in tax credits for private individuals, businesses, and organizations contributing to the IDA program.

(3) TANF FUNDS -- The District of Columbia will provide up to 5% of TANF grant for support of the IDA program. Of these funds, 80%, 10%, 10% may be used respectively, for matches, program operation administrative costs, and evaluation/reporting expenses.

APPENDIX K

WASHINGTON POST NEWSPAPER, METRO SECTION

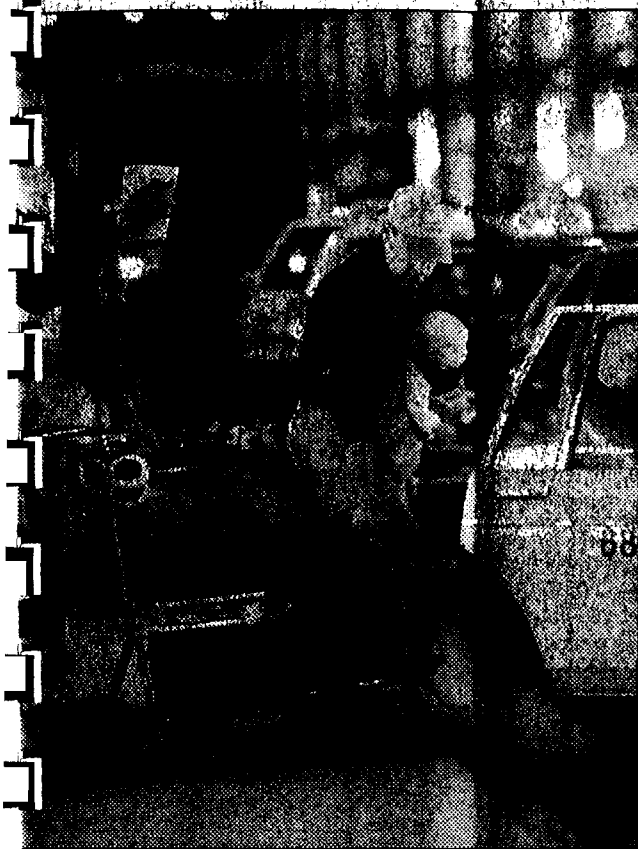
NOVEMBER 30, 1998



Two-year-old Nina Schlerow frolics among the National Capitol Columns at the National Arboretum.

BY BILL O'LEARY—THE WASHINGTON POST

Holiday, a Grueling Return to Routine



BY RICK BOWEN—THE WASHINGTON POST

er Natalie, 4½ months, as he loads luggage at Reagan National
Carolina. Daughter Halley, 3, uses the time to rest her eyes.

By ERIC L. WEE
Washington Post Staff Writer

The turkey leftovers had run out. The football games were over, and those afternoon naps on the couch were just a dim memory. After four days of gorging, lounging and shopping, yesterday was the day travelers had to make retribution for the long Thanksgiving weekend.

Tired holiday voyagers with cranky children in the back seat traded themselves for the prospect of getting back to the routine of work and school. Many worn-out families headed home to face empty refrigerators and overflowing clothes hampers.

But first, there was the traveling. Even before noon yesterday, the area's freeways were in a rush-hour commute mode. Travelers heading in and out of the metropolitan area were forced to cope with stop-and-go traffic.

"I dreaded this drive because I knew what it was going to be like," said Tim Day, who was heading south back to Greenville, N.C., from Arlington, where he and his family had spent the holiday with his in-laws. "Everyone seems upset out there on the roads after coming down from Thanksgiving. You can see the kids screaming... and everyone getting all stressed out."

Day had pulled over at a rest stop on Interstate 95 in Virginia, just south of Potomac Mills Mall, with his wife and their 4-month-old son inside their Honda Accord. He spread his

See RETURN, B4, Col. 2

Supervisors were set to meet
view these findings this morning in

See FAIRFAX, B8, Col. 1

Md. to Help D.C. Handle Special Ed Case Backlog

By VALERIE STRAUSS
Washington Post Staff Writer

In an unusual collaboration, a Maryland state agency has agreed to provide administrative judges to the D.C. public school system to help D.C. Schools Superintendent Arlene Ackerman reduce a long and illegal backlog of special education cases.

School officials hailed the new arrangement with the Maryland Office of Administration Hearings as the key to achieving due process for about 2,500 special-needs students who are waiting initial testing, evaluation and placement. The judges also would help those students already in special education programs who need to be retested every three years.

The agreement, the details of which were still being worked out last week, are part of Ackerman's effort to overhaul a special education system that has long failed to provide adequate services to thousands of physically, emotionally or mentally disabled students. The superintendent also plans to hire as many as eight new attorneys to represent the system in adjudicating these cases.

The special education backlog has persisted, educators say, because there are too few District services for disabled children and because the school system's method for testing and assisting those students is snarled. Such problems have prompted judges and hearing officers to send about 1,400 students to private schools—with the school system footing the bill for their tuition and attorney fees.

"We have now started to explore how to handle this backlog," said Freida Lacey, a special assistant to Ackerman on loan from Montgomery County's special education office. "I think this is phenomenal, and I find it extremely exciting."

But families and advocates for special education students are

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ndricks is the chair-
very Communications
media company best
annels. The couple
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y County. In no time,
nty Executive Doug-
Maryland Gov. Parris
uself a former soccer

plan to transform the
ntown Recreational



BY MARK FINKENSTADT FOR THE WASHINGTON POST

Beth Hendricks beats an opponent to the ball.
Her playing led her parents to back SoccerPlex.

MORE METRO NEWS

**The District: Mayor
Awaits Williams's Word**

■ Marion Barry says he will step down from the sports commission as soon as Mayor-elect Anthony A. Williams wants him to.

Page B3

**The District: Council
To Vote on Reform**

■ The debate over workers' compensation reform in the District has intensified as the D.C. Council prepares to vote on a measure.

Page B5

Ackerman Pushes to Md. Help with Cases

BY JAMES M. HANCOCK

Ackerman, saying they have seen improvement in services since Ackerman became superintendent last May.

"No difference," said Mark Kohn, a lawyer who handles a number of special education cases. "On occasion I have had someone call me and say they got a letter and they will get right on it, but we never hear from them again."

More than one in 10 students in the city's public school system requires special education. Ackerman said the cost of these services, particularly the need to send so many students to private schools, is preventing her from instituting other education reforms.

This year, more than \$125 million of the school system's \$565 million budget was earmarked for special education. Congress provided another \$30 million last month for new programs for special needs students.

But Don Rickford, chief financial officer for the schools, said in a recent interview that the extra \$30 million probably will be needed to help fund current special education services, whose true costs were not reflected in the budget he drew up. Actual expenditures, he said, could rise to \$156 million.

As part of its 1999 D.C. budget appropriation, Congress also agreed to extend from 50 to 120 days the time the school system has to test children once a request for special education assessment has been made. In the past, the system has routinely missed the deadline, allowing hundreds of parents to unilaterally place their children in private schools at taxpayers' expense.

Lawmakers also agreed to limit the fees private lawyers can charge for taking special education cases. The school system normally pays legal fees for lawyers if they prevail in court against the school administration—something that occurs with such frequency that the school system last year doled out nearly



Hazel Adams has been trying for months to get D.C. schools to reevaluate her son Jonathan's special education needs.

\$10 million to private lawyers.

For lawyers who ordinarily make \$150 to \$200 an hour, Congress set the fee at \$50 an hour, with a cap of \$1,300 for most cases.

Special education activists say many families have no choice but to hire lawyers because the school system chronically fails to evaluate students in a timely manner—and often can't provide legally required services. They also argue that the District drives up attorney fees by going to court to fight cases that legal authorities say the city cannot win.

There is still no informal mediation process—though school officials say one is in the works.

School officials say the fee cap is needed because many private lawyers charged too much. "I think attorneys who are invested in the rights of parents will still have their shingles out [in the District] and be available to those parents," said Lacey, Ackerman's special education assistant.

But special education advocates warn that capping attorney fees could make it harder for parents who are not wealthy to obtain legal counsel to maneuver through the school system's unwieldy bureaucracy.

A case in point is Hazel Adams, a federal employee and mother of three who has been trying for

months to get D.C. schools to reevaluate her disabled son, Jonathan, retested and placed in a private school closer to home. He had been attending a private school in Vermont but came home in October because he needed a new program and wanted to be with his family.

Jonathan is supposed to be in seventh grade. Instead, according to his mother, he has been sitting home for six weeks waiting for the District to process the paperwork that would allow him to attend a school in Rockville.

"It's very frustrating," Jonathan said. "I don't feel good at all about it. . . I should be in school right now. I'm losing a lot of time."

Last month, a frustrated Adams called two lawyers. But both turned her down, she said, because she could not pay them—and because the lawyers didn't think they would be fairly reimbursed by the District if they won.

"I'm livid," Adams said. "The system doesn't do its job. . . Lawyers tell me, 'Unless you are a millionaire, Miss Adams, you aren't going to find an attorney in this town willing to take your case.'"

Kohn and other lawyers said they cannot take on new cases for such low rates. "I am very sadly being exceedingly selective about what matters I will take that are new," she said, adding that most of her colleagues are doing the

"Why should District children be singled out" by having fees for legal services capped, said Denise L. Viktor, a lawyer who once had a client who missed school for nearly a year because of delays in testing and placement. "Are they less deserving than the children in the rest of the country? The solution is to fix the school system."

Ackerman said in a recent interview that she is trying to do that but expects it will take some time given the system's deterioration over many years.

Lacey said the arrangement with Maryland's Office of Administrative Hearings should have a major effect on the system because the state has dozens of administrative law judges who deal with government agencies on various issues, including special education. The District currently has only six part-time hearing officers to handle its 2,500 cases, hardly enough to make a dent in the backlog.

According to Lacey, the office already has assigned an administrator to work solely with the D.C. school system. In December, three judges will work with her to figure out how many judges are needed and how the collaboration will work. The District will compensate Maryland, she said, although the specifics have yet to be

APPENDIX L

**WITNESS LIST – COUNCIL OF THE DISTRICT OF COLUMBIA
COMMITTEE ON EDUCATION, LIBRARIES AND RECREATION**

DECEMBER 2,, 1998

**Council of the District of Columbia
Committee on Education, Libraries, and Recreation
WITNESS LIST**

One Judiciary Square 441 4th Street, N.W. Suite 705

Washington, D.C. 20001

**COUNCILMEMBER KEVIN P. CHAVOUS, CHAIRMAN
COMMITTEE ON EDUCATION, LIBRARIES AND RECREATION & PARKS**

ANNOUNCES A PUBLIC HEARING

ON

SPECIAL EDUCATION

**Wednesday, December 2, 1998
441 4th Street, N.W.
One Judiciary Square, Council Chambers
10:00 a.m.**

WITNESS LIST

PUBLIC WITNESSES

1. Theresa Bollech, parent
2. Phillip Feaster, Teamsters Union
3. Member-Elect Tom Kelly, Ward 7 Board of Education
4. Panel:
William Wilson
Kimball Elementary School students, parents and teachers

DISTRICT OF COLUMBIA PUBLIC SCHOOLS REPRESENTATIVES

5. Elois Brooks and staff

PUBLIC WITNESSES (continues)

6. Panel
 - a. Jesse Dudley, employee DCPS Transportation Division
 - b. Wanda Harrison, employee DCPS Transportation Division
 - c. Kenneth Prue, employee DCPS Transportation Division
 - d. Jesse Lambert, employee DCPS Transportation Division
7. Sheila Carson-Carr, citizen
8. Forest Wilson, Brent School

PAGE 2, Witness List
December 2, 1998

9. Adrienne Taylor, citizen
10. Panel:
 - a. Nancy Opalack, Educational Support Systems
 - b. Arthur Fawcett, Fawcett and Fawcett
11. Herman Barber III, CEO of Horton and Barber Professional Services, Inc.
12. Denise Francis, citizen
13. Brenda Jenkins, Vice President for Special Education, Washington Teacher's Union
14. Beth Goodman, Feldesman Tucker
15. Clifford Thorne, Chair of the Developmental Disabilities State Planning Counsel
16. Arthur Jackson, Citizen
17. Robert Rhine, Citizen
18. Susie Sutler, D.C. School of Law
19. Panel
 - a. Hazel Adams, A Place in the Sun and Parent
 - b. Jo Patteson, NCGRCW
 - b. Bernadette Reed, A Place in the Sun
21. Rosalind Parker, Parent
22. Carolyn Grey, D.C. Monitors

APPENDIX M

SPECIAL EDUCATION TASK FORCE LETTER OF THANKS

AND

**DCPS/SPECIAL EDUCATION DIVISION SERVICE DELIVERY
SYSTEM IMPROVEMENT RECOMMENDATIONS – DRAFT**

FEBRUARY 1999



COUNCIL OF THE DISTRICT OF COLUMBIA
WASHINGTON, D.C. 20004

February 16, 1999

Ms. Hazel Adams Sharp
708-B 13th St., NE
Washington, D.C. 20002

Dear Special Education Taskforce member:

Thank you again for your willingness to serve as a special education advisor to my office. We will, with your help, tackle special education issues and improve how the District delivers services to special needs students.

I'm glad you had the opportunity to meet Bonnie Cain. She will be working with me to pull together my special education initiative. Please feel free to contact Bonnie about any of your concerns. She will ensure that you are informed about taskforce meetings and keep you informed about special education issues in the District.

I have enclosed the most recent study of the DC public schools: *Rebuilding the D.C. Schools*. I would appreciate your comments on the recommendations on special education found on pages 27-32 and the materials found in Appendix A by February 26. Also, I've enclosed an organizational chart and telephone numbers provided by DCPS of its Special Education Division. In addition, enclosed is a hearing notice describing my committee's February 18th hearing on Special Education, which begins at 10:30am in Council chambers on the first floor of 441 4th St., NW.

Again, thank you for your work. Together, we will make a difference.

Sincerely,

A handwritten signature in cursive script, appearing to read "Kevin P. Chavous".

Kevin P. Chavous

**Policy, Procedure, and Programs: Issues Relevant to
Improving the Service Delivery System of the DCPS/Division
of Special Education - 02/10/99**

DRAFT

Document Purpose

- The purpose of this document is to propose a framework for the identification and discussion of the strengths and weaknesses of the service delivery system of the DCPS/Division of Special Education.

Procedures

- Systematic accountability for timely completion of assessments; IEP development; and placements(establishment of a parent monitoring committee per ward???)
- Clarify standardized testing requirements for children with special needs
- Written notification and information on legislative and funding changes affecting children with special needs before they take effect
- Thorough explanation to parents and students, when applicable, concerning the option of high school diploma or certificate choice

• Mediation

Programs

- Identification of location and capacity of level IV and level V programs within the District of Columbia, along with the creation of additional programs within one year which can replicate the qualitative aspects of out of district placements currently utilized for the same services - 4
- Clarity on the current funding and expenditures associated with program development and implementation
- Re-introduction and integration of qualitative vocational, technological, occupational, physical and life skill programs and services within mainstream programs

PROGRAMS - Cont'd

- Establishment of regular meetings between parents of children with special needs and the division of special education staff, inclusive of central administrators; supervisors; and team staff
- Creation of parent education /affairs component of the division, with guidance, development, and staffing to include parents of children with special needs

Feedback/Recommendations/Suggestions/Personal Notes

CITIZEN'S ADVISORY COMMITTEE FOR SPECIAL EDUCATION

- A Citizens' Advisory Committee is a group of people who serve in an advisory capacity on issues affecting their area of focus.
- Members may consist of parents of children with special needs, school administrators and teachers, staff from the Division of Special Education, and representatives from various community organizations.
- The committee's focus is to provide community input on special education issues and related services to the Board of Education. These areas can include budgetary matters; study of specific topics such as inclusion, transportation, staff development; and disability awareness.

APPENDIX N

BUSINESS START UP PROPOSAL FOR A NON-PROFIT

VENTURE – ABILITIES COUNT, INC.

DECEMBER 1998

BUSINESS START UP PROPOSAL

FOR A NON-PROFIT VENTURE

ABILITIES COUNT, INC.

Point of Contact:

*Hazel Adams
708-B 13 th Street, NE
Washington, DC 20002
202/307-3235*

The purpose of this plan is to concertize the proposal of the members of A Place in the Sun Parent Collective, an unincorporated association, to form a non-profit entity in response to a Request for Proposal (RFP) by the U.S. Department of Education, Officer of Special Education for a three year, \$400,000/year competitive grant This entity will serve as a grassroots, community based, parent operated disabilities information resource network for parents of children with special needs in Washington, D.C.

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- C. MARKET ANALYSIS/STRATEGY**
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- E. ORGANIZATIONAL PLAN**
- F. COMMUNITY BENEFITS**

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- B. PRO FORMA CASH FLOW STATEMENT**
- C. PRO FORMA BALANCE SHEET**
- D. BREAK EVEN ANALYSIS**

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- APPENDICES:**
- 1. MISSION STATEMENT**
 - 2. DRAFT OF ABI ARTICLES OF INCORPORATION**
 - 3. LOCAL NEWSPAPER ARTICLE**

SECTION ONE:

THE BUSINESS

A. DESCRIPTION OF BUSINESS

A Place in the Sun Parent Collective of Washington, DC is an unincorporated, grassroots, community-based resource support group of seven women who are parents of children with special needs. This business plan has been created for submission to the Collective in response to a general consensus endorsement of its members to start up a non-profit corporation, *Abilities Count, Inc. (ABI)*.

Abilities Count, Inc. will be a not-for-profit corporation, incorporated within the District of Columbia in January 1999. Thereafter, application for tax exempt status from the Internal Revenue Service and District of Columbia will be made within 30 days of incorporation.

ABI will seek to provide parent-centered consultative services to parents and families of children with special needs; the District of Columbia Board of Education; and community organizations within the city of the District of Columbia whose constituents are children with special educational, social, and recreational needs, in response to a RFP by the U.S. Department of Education, Office of Special Education for a three year competitive grant to provide such services, beginning October 1, 1999.

A central office location is currently being sought through contact made with a local CDC,

H Street Community Development Corporation, with current negotiations centered around the provision of a three year virtually rent free (\$1 per year) lease agreement. Current operations of the Collective are centralized at the home of the founder of the organization, Hazel Adams. Monthly networking meetings have been held since January 1998 at various public facilities and private homes throughout Washington , D.C.

Prospective hours of operation which the Collective have deemed responsive to the community's call for availability during weekends and after" regular" working hours, are Tuesday through Saturday 12:00 pm - 8:30 pm. ³Provisions are also being made for a toll free twenty-four hour hotline which will be established upon securing a permanent office facility.

The current service delivery crisis in the District of Columbia Public School's Division of Special Education coupled with the overall level of citizen dissatisfaction with the school system's lack of compliance with Federal law governing the provision of services is growing. ABI stands ready to fill the gap created by the lack of centralized parent information services for children with special needs in Washington, D.C.

Through strategically organizing and marketing the professional and life skills of the parents within the Collective, the targeted community of parents and families of children with special needs will have greater access to peer based case management services; parent to parent counseling services; and state of the art collaborative resource development materials which are currently unavailable in the District of Columbia, although significant amounts in Federal, local,

and foundation funding exists to promote such community based efforts.

B. PRODUCT/SERVICE DESCRIPTION

Abilities Count, Inc. will focus upon four (4) basic programmatic thrusts. The first three listed below will comprise the initial services which will be offered in 1999. The last service description is slated for development after the first year of operation.

Individual Peer Support; Mediation; and Case Management

ABI's parent-based consulting staff will provide individual peer support for parents of children with special needs within the Washington, DC area. It has been discovered, through focus group discussions with members of A Place in the Sun Parent Collective, that parents feel more comfortable discussing the issues surrounding their child's disabling condition with other parents who have had similar experiences with service delivery systems, related professional services providers, government agencies, and the community.

With the passage of new local legislation which "caps" attorneys' fees for special education cases within the District of Columbia at \$50 per hour, with a maximum of \$1,300, it is now virtually impossible for parents to afford or find legal representation for their children's cases. Peer case management and mediation from parents who have already undergone the process of administrative hearing and negotiation with the Division of Special Education can prove to be a cost-efficient and effective means of providing both parent and child with the tools to exert

their rights to due process in pursuing a free and appropriate public education for their child with special needs within the least restrictive environment.

Advocacy Education and Training Workshops

“Community Lounges” will be held on a quarterly basis for parents of children with special needs in the Washington, DC area. The “community lounge” concept consists of a four hour networking meeting between the parents and local professionals connected to the field of special education and related social services. During these parents meetings, parents are afforded the opportunity to meet, connect, and interact with their peers; share and receive information on relevant parenting, educational, economic and social issues pertaining to children with special needs.

Research and Development of Community Reference Materials

Through the systematic data collection of current qualitative and quantitative research, from sources such as federal, state, and private agencies; the Internet; and local community resource information on children with special needs, ABI will publish annually an “Abilities Count” Parent Resource Directory. This directory will be the first of its kind in the Washington, DC area. One of the major causes of misidentification, under identification, and lack of appropriate service delivery for children with special needs in Washington, DC is the lack of a centralized information resource base which identifies both specifically and generally the readily available resources within the community.

FAQ (Frequently Asked Questions) sheets and disability specific data will be developed by the parent consultant staff and this information will be written in “layman’s terms” so that parents of

children with special needs will be able to better understand the complexities of their child's individual needs so as to better mediate them within the context of the home/community environments.

Creation and Distribution of "Abilities Count" Trademark Paraphernalia

In an effort to promote increased community awareness around the issue of parents and children with special needs within the Washington, DC area and to assist in creating the conditions for more community-based discussion, support, and advocacy in the areas of special education, ABI has initiated the first phase of developing an 'Abilities Count' logo. The logo can will be attached to such items as bumper stickers, sweat shirts and T-shirts, as well as tote bags.

Although the idea is in an embryonic state of development, the universality of the slogan and concept that every child with special needs has abilities which need to be developed within the context of and in partnership with the community at large, is expected to generate a great deal of interest and support, perhaps even nationally.

C. MARKET ANALYSIS/STRATEGY

The market for the distribution of information on special educational and related services in the Washington, DC area is ripe for development. According to 1998 Child Find statistics from the as reported to the United States Department of Education by the District of Columbia Public Schools, estimates that there are currently 70,000 students currently enrolled in the public school system. 9% , or 6,300 students, are currently eligible to receive or is receiving services from the Division of Special Education.

Another 2,500 are awaiting adjudication of their administrative hearing requests for assessment and/or placement of students in special educational settings. In the same document, it is estimated that by the year 2001, approximately 15% of the public education school age population in the District of Columbia will be eligible for special education services.

As noted from the participants in A Place in the Sun Parent Collective, the parents of children with special needs in Washington, DC have an average age of 34; are functioning in a single parent home, unsupplemented by city of federal income or food supports; and has completed high school or GED equivalent. All of the parents in the focus group are African-American,

which is expected in a city whose population of 535,000 with a 63% African -American population, as reported in the 1990 United States Census.

All of the participants in the focus group are women ; employed by the federal or local governmental agencies with an average annual income which exceeds \$27,000. Each parent also had one or more siblings residing with them

The parents who have participated in the year long focus group thus far have stated that their impetus to remain active within the Collective was driven by their ongoing need to readily access resource information and support in acquiring services for their children with special needs.

Our current competition exists primarily of three entities:

-DC PARENT TRAINING AND INFORMATION CENTER which is a collaborative effort of DC ARC, Inc. And Advocates for Justice in Education, Inc. They are currently funded by the Office of Special Education Programs, Office of Special Education and Rehabilitative Service, U.S. Department of Education.

Due to this organization's limited visibility at public special education forums, lack of broad based advertisement of their existence, and because of its current position in the market as a "fill-in" organization for the original recipient of this competitive grant, COPE(Creating

Opportunities for Parent Empowerment) which is currently under investigation by the Inspector General of the District of Columbia for mismanagement of funds and fraud, they have yet to establish a credible working relationship with the community of parents of children with special needs.

-DISTRICT OF COLUMBIA PUBLIC SCHOOLS, DIVISION OF SPECIAL EDUCATION PARENT CENTER which has traditionally served as a “holding pen” for parents who have come to the Board seeking services for their child with special needs, maintains only a couch; a bookcase full of Exceptional Child magazines; and a sign-in sheet.

This center has been underutilized for years and contains absolutely no resource information on local resources; school placements; related services; or explanation of service delivery standards and federal law pertaining to the children with special needs.

-LOCAL SPECIAL EDUCATION/CIVIL RIGHTS ATTORNEYS who have made millions of dollars over the last ten years by representing parents and students with special needs against the public school system in the administrative hearing process. Recent changes in the local law with regard to limitations in legal fee reimbursements have forced the majority of them to abandon the once lucrative field. Thus, leaving a significant void in the provision of legal representation and protection of students constitutional rights to due process.

In order for ABI to successfully enter this industry it will be necessary to quickly position the

company as having a well-established track record of responding to community concerns and requests for information and action. The parents who have participated in the Collective thus far have stated that their major impetus for remaining active within the Collective is driven by their **ongoing** need to have access to a **continuum** of services for their child.

The areas of Pricing, Location, and Promotion formulate the key components of our proposed marketing strategy, as these are gaps within the current service delivery systems which exist. It would be more advantageous for ABI to refine the grassroots aspects of parent information and networking, and then integrate other products and services once initial success has been won.

Pricing

The costs of all parent consultant contracted work within the programmatic thrusts should reflect equally the costs of servicing parents on an individual and collective basis as well as be socially conscious of individual family situations. Therefore, a sliding scale fee for individual parent/family services based upon income will be enlisted; similar to that of current human services models, yet differing from said models and by responding and analyzing the parent's net income (actual dollars taken home). Community workshops and training will incorporate the sliding scale fee when training is community-based and adopt a corporate fee structure when services are rendered to entities which have the monetary resources available to reimburse services at current market value, such as governmental institutions and private corporations.

Location

Accessibility and strong community grounding are the key factors in developing a location for the parent resource center site. The site must be located upon a major transportation line, with facilities easily accessible to wheel chair bound and elderly constituents, in order to accommodate many grandparents who have taken on the parenting duties of their grandchildren and parents who may have physical limitations.

The office space must emanate a feeling of warmth, community, and acceptance as one of the major missions of the organization is to bring parents of children with special needs out of isolation and into a zone of empowerment. As such, kitchen and bathroom facilities, as well as adequate space for a resource library and conference room should be in place.

Promotion

The potential for market expansion because of the projected increase the population of children with special needs within Washington, D.C.; the legislative restrictions now imposed upon parents with regards to acquiring legal representation; and the average citizen's need, in general, to understand and participate in advocating for quality services and accountability to this constituency, will guide the promotional advertisement of services provided by ABI.

Increased **physical** presence within the community at locations where parents of special needs children are usually found, i.e. Division of Special Education Parent Center; public Board of Education meetings; hospitals and clinical settings; word of mouth and strategic disbursement of

brochures. This, in addition to well written public service announcements and the creative use of free advertisement in community newspapers and journals shall provide the basis of ABI's contact with the community.

D. PRODUCTION (OPERATING) PLAN

The production process and capacity which ABI will engage in during the initial first year start up will address the areas of facility requirements; equipment requirements; and creative utilization of the Collective's labor force and subcontractors.

Facility and Equipment Requirements

In order to effectively organize all components of the proposed programmatic thrusts, an office space must be secured and adequately furnished in order to accommodate the number of requests for service which are expected after successfully acquiring the federal grant monies.

It is expected that ABI will service a total of 5,000 families (Year 1-1,000; Year 2-2,000; and Year 3-2,000) within the grant's three year period of duration. The first year of operation will focus upon the firm establishment of the resource center library and the installation of computer systems ; software packages; Internet services; and communications systems for all staff.

During the first three quarters of the first year of operation, the "community lounges" will be

held at the office facility. After that time, a collective decision will be made as to the frequency and necessity of holding other “satellite” meetings in other sections of the city. Also during this same time period, the organization will engage in the desktop publication of its own materials, i.e. FAQs and the production of the annual resource directory, the first of which will hopefully be published in-house by the members of the organization by December 1999.

Facility operations and availability will include the observance of U.S. Federal holidays, with regular hours of operation Tuesday through Saturday, 12:00 pm - 8:00pm. The toll free telephone answering service will be made available 24 hours a day, seven days a week, with the Administrative Assistant being responsible for relaying all messages to the appropriate organization member(s).

Labor Force Requirements and Subcontracting

Subsequent quarters of operation will focus upon increasing the capacity of the organization to expand and improve its services in order to meet proposed service delivery standards as designated by the grant -- to service 5,000 families within a three year time period.

The members of A Place in the Sun Parent Collective will serve as the start up staff and administration for Abilities Count, Inc. The five Parent Resource Specialist which will provide the Individual Peer Support; Mediation; and Case Management will have individual work areas

within the office, however, proposed “work at home” time is also available. Each day of operation a minimum of one Parent Resource Specialist will be on duty and in the facility to address any walk-in inquiries or service needs. The other four Specialists will manage their individual case loads from their homes and will alternate office duty on a monthly basis.

Monthly budget and planning meetings will be held at the facility on the first Sunday of every month to review monthly budget deviation analysis sheets; plan agendas and topics for quarterly “Community Lounges”; and to participate in an individual and collective services assessment/troubleshooting.

Supplementary services such as bookkeeping services; legal services; professional staff and Board development; professional consultants ; and federal and state reporting duties will be subcontracted and subject to the review and consideration of the Collective, until such time as the organization has acquired the necessary skills to complete some of these tasks internally.

All seven members of the Collective will serve as the initial Board Members for a period of one year. Two additional members will be sought during the first year from the community at large. Each year thereafter it will be the goal of the Board to incorporate two new parent members to either share or replace any member who wishes to relinquish their responsibilities.

During the second quarter of operation, an internal committee will be formed by interested staff and Board members further explore the capability and affordability of establishing and taking on the Abilities Count trademark subventure.

E. ORGANIZATIONAL PLAN

Abilities Count, Inc. Will be a not-for-profit corporation established within the District of Columbia. The Initial Board of Directors and Officers will include all seven members of A Place in the Sun Parent Collective. Elections and appointments of Officers will be governed by the Articles of Incorporation and the By-Laws. Each member of the Board of Directors will be afforded one vote, however general consensus is the method most favored in all aspects of the organization's decision making processes.

Staffing requirements will be filled initially by the seven Collective members. Seven positions have been created and will be filled by each individual Collective members whose personal and professional skills and desires best meet the developmental needs of the organization.

All staff will work full-time, either at home or in the facility, in accordance with the hours of

operation projected.

In an effort to meet the internal requirements of the Collective to have a parent operated, grassroots, community based organization, traditional job descriptions will be utilized within the larger scope of the project, i.e. in order to describe the general duties of the **Executive Director** and **Administrative Assistant**. These descriptions will be taken from the U.S. Department of Labor Personnel Description Codes and will include any additional tasks and activities which are complementary to the objectives of the organization.

However, the five **Parent Resource Specialist** positions have the general duties of successfully maintaining a maximum 500 family case management load, by the third year of the project, as well as maintaining internal and confidential intake; progress; and action logs. But the Specialists will also be asked to actively participate in the development of the quarterly workshops; and to locate and identify 50 resource or support entities per quarter for inclusion in the publication of the annual resource directory. In addition, each specialist will be assisted in developing and/or acquiring skills in the area of specialized interests which were identified during the focus group/Collective process. The five areas are:

- Community Outreach**
- Computer Technology**
- Educational Law**
- Child Advocacy**
- Organizational Management and Development**

It should be noted that significant budgetary allocations have been made for staff development and Board Training in the areas addressed above. This training will be held on a quarterly basis and in conjunction with the needs of the Collective, i.e. Board training has been identified as a priority upon completion of incorporation, as well as the area of Computer Technology and Project Assessment and Evaluation .

F. COMMUNITY BENEFITS

The community benefits of A Place in the Sun Parent Collective agreeing to take on the role of a grassroots, community based, parent operated organization are primarily threefold:

ACCESS

Parents of children with special needs within Washington, D.C. will have better access to services and information if ABI is successful in its acquisition of the Department of Education competitive grant. The establishment of a special needs resource library within the heart of the urban community will allow many more families and the community at large to have access to greater amounts of information which is critical to them in order to make more educated , sound choices and decisions about their child's future.

This, coupled with caring peer case management services provided by parents who have experienced or are experiencing isolation and inadequate provision of services from the local public school system, will allow for a freer exchange of information. Information, which until very recently, was held and controlled solely by governmental and social services agencies.

ADVOCACY

The importance of parents of children with special needs becoming their child's strongest advocate cannot be underrated. Children with exceptional social, physical, and educational challenges depend upon their families, even more greatly than children who do not face similar challenges, to actively seek, secure, and enlist services from the community on their behalf.

Parents who can become more motivated and energized about the legal and political issues surrounding the provision of their child's services stand primed to become more active in local civic and community events and issues in general. Consequently, parents will be able to utilize those platforms to further champion for the rights of their child and others within the community at large.

ACCOUNTABILITY

Parents of children with special needs within Washington, D.C. need to begin to hold the service delivery system of the public school system and the local and federal governmental agencies monitoring such services more accountable. Billions of dollars have been mismanaged at every level of government and community when it has come to the provision of services for children with special needs and parents empowered with information and collective strength can begin to speak and vote with more authority to the individuals and bodies currently in control of the money, resources, and information.

In addition, parents themselves become more accountable to their children and their families and the community at large by engaging in the process of networking information and resources with other community members. Parents can feel more self-assured and gain more personal clarity by knowing that they have explored every avenue in seeking services for their child with special needs.

Overall, providing parents of children with special needs with the tools and information to improve the lives of their children benefits the whole community. As the child and the parent increase their individual capacities for development and growth, so too, does the community expand its collective awareness and capacity to accept and embrace those “special” members of the community who are seeking their proverbial place in the sun.

NINAC'S NOTE PAGE

There are numerous flaws in this business plan which I cannot even begin to expand upon, however, based upon your comments on my business concept paper, I think that I have at least mastered the initial format; subject matter; and presentation requirements for a business plan.

Because I made the personal decision to base this assignment upon my CED project, it became even more difficult then it was already going to be because I had not completed the necessary preliminary course work required to carry out the assignment.

I did enlist the assistance of a community organizer out of New York. He completed the Financial Section of the plan in accordance with my vision of the organization and the requirements of the assignment. So I can take no credit whatsoever in the production of pro forma materials.

For my part, I did complete all of the required course readings and I must admit that I needed more time to digest the materials and to sufficiently apply them to the project. However, since this was the most difficult assignment I've had in the CED Program, I have now recommitted myself to completing, with exceptional care, the Managerial Accounting, Financial Management, and Organizational Management courses next semester.

Still I think that I did pretty good without the course work.

SECTION TWO: FINANCIAL PROJECTIONS

The attached financial projections for the business plan are based upon the assumption that Abilities Count, Inc. will be the successful recipient of a \$400,000 year/three years competitive grant for a grassroots organization of parents of children with special needs in Washington, D.C. to create and maintain an information resource clearinghouse and to provide community based activities, as designated in the Request For Proposal(RFP), in support of this aim.

The author of this business plan was advised of the upcoming RFP, for services to begin October 1, 1999, by a contact within the U.S. Department of Education, Office of Special Education and Rehabilitative Services, this summer.

Personnel:	Year 1	Year 2	Year 3	Year 5
Executive Director	40,000	44,000	48,400	
Administrative Assist.	28,000	30,800	33,880	
(5) Parent Resource Spec. @ \$30,000 ea.	150,000	198,000	210,000	
Sub-Total Personnel	218,000	272,800	292,280	
Fringes @ 28% of Personnel	61,040	76,384	81,838	
Annual Personnel Costs	\$279,040	\$349,184	\$374,118	
OTPS	\$4,325	\$4,758	\$4,758	
CONTRACTS/CONSULTING FEES	\$20,000			
START-UP COSTS	\$40,682			
ANNUAL COSTS	\$344,047	\$353,942	\$378,876	

MONTHLY BUDGET

PERSONNEL	23,253	29,099	31,177	0
FEES				
Staff Training	1,000	2,000	2,000	
Board Training	1,000	2,000	2,000	
Accounting/Auditing	1,000	1,000	1,000	
OTPS				
Office Leasing Costs	1,000	1,000	1,000	1000
Telephone	225	225	225	240
Cell Phone & Service	360	420	420	
Utilities	250	250	250	300
Office Supplies			75	100
PO Box & Postage	299	588	934	75
Equipment Rental	300	300	300	250
Supplies		800	800	
Equipment Purchase		1,284	1,284	
Office Furniture		1,098	1,098	
Internet Access T-1	1,000	1,000	1,000	
Internet Service	20	20	20	
Web page maintenance	25	25	25	
Travel @\$.33/per mi/per/per staff	347	289	289	289
Contingency	500	500	500	100

Start-up Expenses

Equipment Purchases	19,718			
Furniture	14,114			
Supplies	700			
Telephone	1,400			
Cell Phone & Service	600	700	700	
Internet Access T-1	2,500			
Web Page Design	1,000			
Web Page Set-up	100			
Internet Service Set-up	50			
Contingency	500			
Total Start-up	\$40,682			
Total Monthly Expenses	\$71,261	\$46,813	\$49,312	\$2,354

START-UP BUDGET:

Equipment Purchases:	Unit Price	Total
computer copy holders	10	65

Computers	10	1000	10,000
HP6p printer	5	800	4,000
TV/VCR Combination 20"	1	500	500
Multimedia cart	1	100	100
Laser cartridge	10	125	1,250
cables	1	300	300
power backup unit	1	700	700
Surge protectors 6plug	12	65	780
CD storage	7	20	140
diskette storage	7	14	98
computer covers	10	120	1,200
Subtotal for Computers, etc.		\$9,404	\$19,718

APPENDIX O

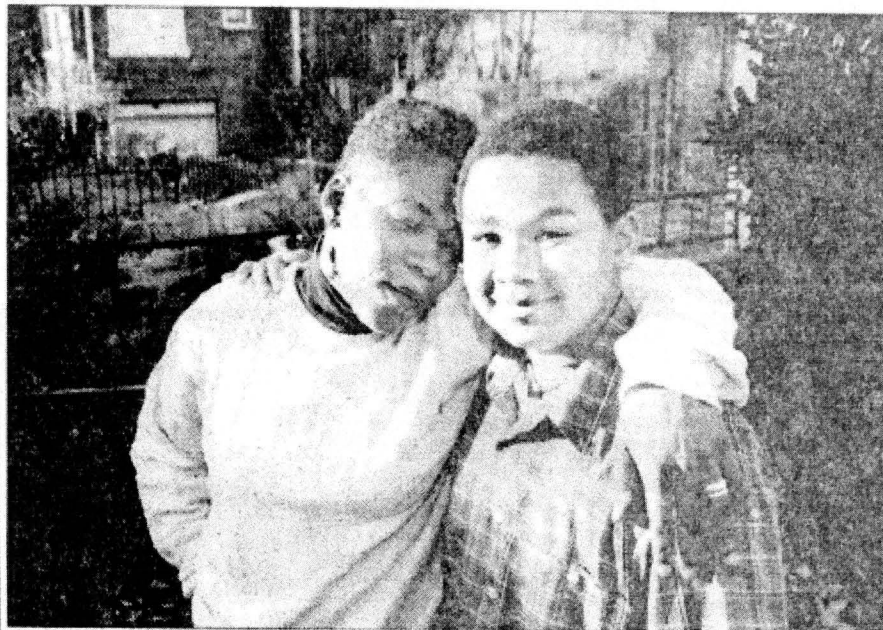
**DRAFT – ORAL CED PROJECT REPORT POWERPOINT
PRESENTATION**

JANUARY 21, 1999

**A Place in the Sun Parent Collective: Economic Alternatives
for Parents of Children with Special Needs**

**Hazel Adams
CED Project Report
January 22, 1998**

THE DISTRICT



BY JASON SMITH — THE WASHINGTON POST

Hazel Adams has been trying for months to get D.C. schools to reevaluate her son Jonathan's special education needs.

THIS IS WHO WE ARE.....

- **We are parents of children who have organized ourselves in order to respond to the unmet needs of our children by the public school system; governmental agencies; and the community at large. We're secretaries; naval commanders; resource specialists; special education teachers; holistic health practitioners. We are friends trying to find our place in the sun. By helping each other with help ourselves, our children, and our community.**

FOCUS GROUP STATS

- **Ethnicity: 100% African American**
- **Gender: (6) Women**
- **Average Age: 34**
- **Average Income: \$27,000 +**
- **Employment: City & Federal Government**
- **Average # in Household: 3**
- **Average Education: H.S. Diploma+**

WHAT'S IT ALL ABOUT???

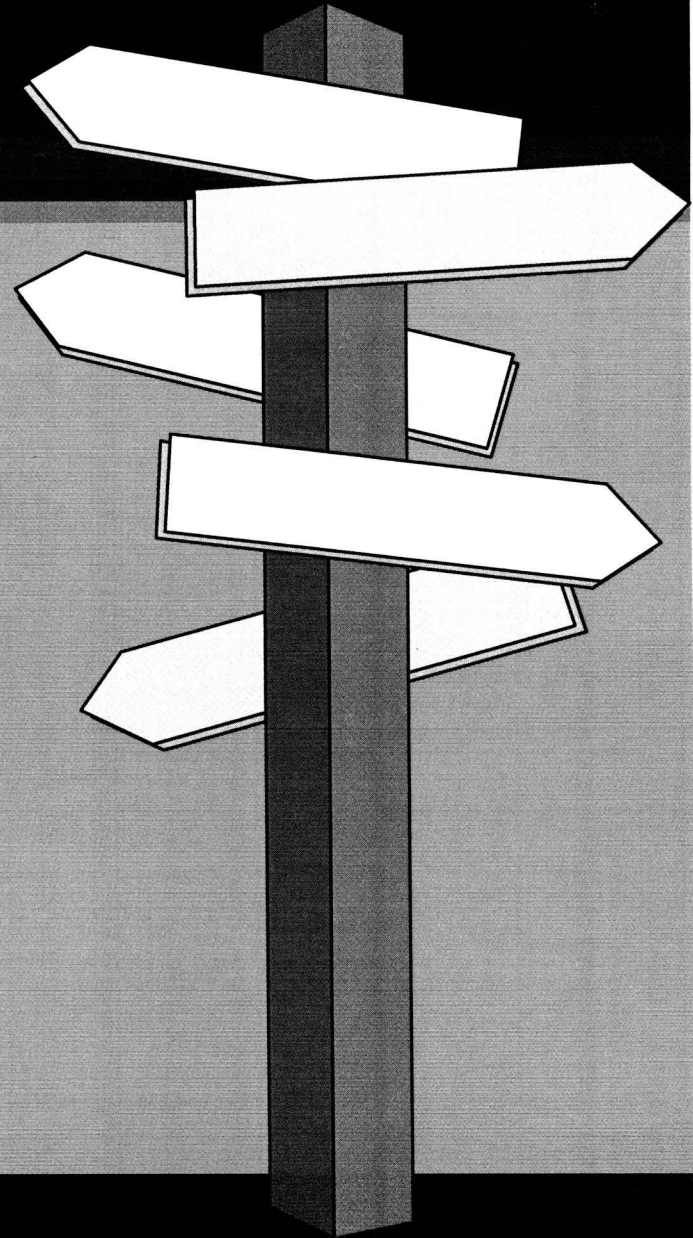
- **A Place in the Sun Parent Collective of Washington, DC is an unincorporated, self funded network which provides grassroots, community based peer support and information services for parents of children with special educational, physical, social, and emotional needs.**

WHERE ARE WE HEADED???

- **INSTITUTION BUILDING**
- **POLICY MAKERS/ADVOCATES**
- **RESEARCH AND DEVELOPMENT**

HOW DO WE GET THERE???

ORGANIZATION



1/21/99

Formation of focus group/Collective- Completed 01/98

- **The first meeting of the Collective was held on January 31, 1998 at the home of a member. All subsequent meetings have been held on a monthly basis at various locations throughout the city.**

**Formation of a not-for-profit entity(Abilities Count, Inc. -
Expected 01/99**

- **The Articles of Incorporation and the By-Laws have been drafted by the CED student and reviewed by the Collective at both the November and December 1998 meetings.**

Business Plan completed 12/98

- **The Business Plan was completed in response to a core course requirement in the National CED Program...and was auspiciously critiqued by Mr. Bill Ninacs.**
- **The Business Plan has been preliminarily reviewed by the Collective on January 6, 1999.**

Acquisition of Pro Bono Attorney and Accountant for one year-In Process

- **An attorney has been identified as being interested in assisting the Collective with the preliminaries of filing for incorporation.**
- **We are still seeking an accountant or firm which would be willing to service us.**

Parental skills/needs assessment - Ongoing

- **An important component of the organizations role is to assist parents in utilizing their vast wealth of professional and life skills to overcome any weaknesses or deficits which may currently exists within their environments.**

DCPS/Special Education service delivery analysis-Ongoing

- **In order for the Collective to effectively address the issues of mismanagement; misallocation; and under utilization of resources by the Board. Of Education, ongoing documentation of service delivery deficits and success are being documented in order to sufficiently suggest and address key issues of special education service delivery.**

“Map & Tap”-Ongoing

- **Parents are constantly encouraged to and consistently engaged in mapping out community resources and then tapping into them.**
- **This process is done via use of the Internet; local library; telephone solicitation of brochures for programs, schools, and health care services.**
- **Once new resources have been identified and contacted, the information is placed in the Collective’s resources directory file and also distributed among the members.**

Publication of Annual Resource Directory - Expected 06/99

- **Shortly following the incorporation of Abilities Count, Inc, one of the first projects we will engage in is the identification of sufficient funding to reproduce a Resources Directory for parents in the Metropolitan Washington, DC area.**

PROJECT OUTPUTS

- **CREATION OF A PARENT OPERATED COMMUNITY BASED RESOURCE CENTER**
- **INDIVIDUAL PEER SUPPORT; MEDIATION AND CASE MANAGEMENT**
- **ADVOCACY EDUCATION AND TRAINING**
- **RESEARCH AND DEVELOPMENT OF COMMUNITY REFERENCE MATERIALS**
- **CREATION AND DISTRIBUTION OF “ABILITIES COUNT” TRADEMARK PATENT AND PARAPHERNALIA**

- **A local African-American bookseller has agreed to serve as our office incubator for a period of one year.**
- **The space has a conference room and is wheel chair accessible.**
- **We have been given generous use of telecommunication facilities and access to their media contacts.**

WHO'S GOING TO FOOT THE BILL?

- **U.S. Dept. of Education /Office of Special Education Programs**

\$400,000 RFP for grassroots org. of parents with children who have special needs - 10/99 through 09/01

- **District of Columbia Public Schools/Division of Special Education**
- **\$100,000 Parent Affairs Grant**
- **Foundation Planning Grants**
- **John Q. Public - If our children issues are not mediated appropriately, the public will pay though increased taxes and supplemental income payments; poverty; crime; and loss of human capacity.**

WHERE DO WE GO FROM HERE???

The Collective will move forward to bring parents of children special needs within Washington, Dc out of **isolation** and into a **zone of empowerment**. We can do this most effectively by organizing our selves and our skills to aggressively pursue control of and exploit the financial and political resources which currently exist for such endeavors but which has traditionally been misused and misallocated.



THEORY AND PRACTICE REVISITED

- **Informal social support and support networks can function as an innovative and concrete means of organizing members of a community for development activities.**
- **Economic Development implies increased skill and capacity; greater freedom, creativity, self-discipline, responsibility and material well being.**
- **Empowerment is achieved by raising the consciousness level of individuals in order to increase their capacity for dealing with their environment.**

“WHO KNEW????”

- **That the planning and work that I put into this project would pay off so well...so soon?**
- **That the Washington, DC community had so many untapped resources and so much creativity that it could sustain 7 African-American women in such an economically, politically, and socially courageous venture?**
- **That I wasn't the center of the universe...that community evolves and revolves around the social beings within and without?**
- **And who knew that.....**

CED WOULD BE SO VERY ... VERY GOOD TO ME!!!



1/21/99

VII. REFERENCES

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Journal of Black Studies, Vol. 8 No 1., September 1977

Spradley, J. (1979) *The Ethnographic Interview*, Holt, Rinehart and Winston