

**Student Centered Outcomes to Dispute Resolution:**  
**Raising the Bar on Corrective Actions**

**District of Columbia Practice Review: Sample Corrective Actions**

<b>Complaint</b>	<b>Violation</b>	<b>Special Considerations</b>	<b>Corrective Action</b>
<b>Hearing Officer Decision (HOD) 1</b>	Failure to include in the IEP a discussion and description of student's LRE and placement along the continuum of alternative placements.	Student was involved in many extra-curricular activities and the parents were concerned about fitting traditional tutoring services into the student's schedule.	Fund the cost of an educational summer program.
<b>HOD 2</b>	Failure to provide IEP services at the school program in the adult jail.	Student's incarceration prevented access to compensatory education services; student would be 20 years old upon release from jail and was concerned about returning to a traditional high school setting.	Upon student's release from jail, LEA must fund a GED study course and specialized education tutoring services.
<b>State Complaint 1</b>	Failure to have an IEP in effect at the start of the school year.	Parents were concerned about the student's social skills development.	Fund the student's participation in an after-school robotics club.
<b>State Complaint 2</b>	Failure to provide post-secondary transition services.	Parents wanted a remedy that would truly help the student prepare for life after high school graduation.	LEA must help arrange an internship for the student in a field related to the student's post-secondary transition goals.

## Sample Parent Guide: Independent Education Evaluations & Compensatory Education

### Independent Educational Evaluation Providers

Provider Name and Contact Info.	Type of Assessments Conducted	Other Information
<b>Speech Language Solutions</b> 100 1 <sup>st</sup> Street NW (202) 111-1111	Speech and Language	Can conduct evaluations in Spanish.
<b>Physical Therapists of Washington</b> 200 1 <sup>st</sup> Street NW (202) 222-2222	Physical Therapy	Can conduct evaluations on weekends.
<b>DC Therapy Center</b> 300 1 <sup>st</sup> Street NW (202) 333-3333	Occupational Therapy	Can conduct evaluations on weekends.
<b>Social Solutions DC</b> 400 1 <sup>st</sup> Street NW (202) 444-4444	Social History, Functional Behavioral Analysis	Can conduct evaluations at student's school.
<b>Technology Systems</b> 500 1 <sup>st</sup> Street NW (202) 555-5555	Assistive Technology	Can conduct evaluations in the evening.
<b>Washington Audiological Group</b> 600 1 <sup>st</sup> Street NW (202) 666-6666	Audiological	Can conduct evaluations in the evening.
<b>DC Psychology Group</b> 700 1 <sup>st</sup> Street NW (202) 777-7777	Psychological, Neurological	Can conduct evaluations in Spanish.

### Compensatory Education Service Providers

Provider Name and Contact Info.	Type of Services Provided	Other Information
<b>Education Solutions DC</b> 800 1 <sup>st</sup> Street NW (202) 888-8888	Individualized Specialized Instruction	Can provide services in your home, can provide services in Spanish and Chinese.
<b>DC Therapy Center</b> 300 1 <sup>st</sup> Street NW (202) 333-3333	Occupational Therapy	Can provide services on weekends.
<b>Physical Therapists of Washington</b> 200 1 <sup>st</sup> Street NW (202) 222-2222	Physical Therapy	Can provide services on weekends.
<b>Social Solutions DC</b> 400 1 <sup>st</sup> Street NW (202) 444-4444	Behavioral Support Services	Can provide services at the student's school.
<b>Speech Language Solutions</b> 100 1 <sup>st</sup> Street NW (202) 111-1111	Speech Pathology Services	Can provide services in Spanish.

### **Discussion Questions:**

- How can dispute resolution parties collaborate to develop culturally competent remedies that take into account family centered needs? (i.e., travel concerns, child care needs, after-school/work obligations, etc.)
- What are the benefits to each party using student centered and culturally competent corrective actions?
- Where in the dispute resolution process can SEAs and LEAs appropriately facilitate conversation with families about the options for remedies?
- How can families and advocates communicate requested remedies and at what points during the dispute resolution process is this communication most effective?
- How can missed service hours (compensatory education hours) be individualized?
- Are there any types of awards or services that your State has found success with for students?
- What are the largest obstacles to ensuring the access to or use of remedies by families?
- What are the limiting factors for state education agencies (SEAs) and local education agencies (LEAs) when developing student specific remedies? How can these obstacles be overcome?
- How will collaboration by families and agencies on potential remedies impact early dispute resolution?