

SPECIAL EDUCATION RESOURCES

The following resources can provide information and support as well as dispute resolution options regarding questions, concerns, and conflict with Special Education in K-12 Public Schools in King County.

Information and General Support			
RESOURCE	DESCRIPTION		
The Arc of King County Information & Family Support Team 206-829-7053 ask@arcofkingcounty.org	The Arc of King County can help families understand the specia education process, parent and student rights, and basic strategies when working with schools. The Arc also offers various workshops on special education topics throughout the year as well as many opportunities for families to connect with and learn from one another.		
Washington State Governor's Office of the Education Ombuds (OEO) <u>www.oeo.wa.gov</u> 866-297-2597	Facilitates resolution of individual complaints regarding issues or concerns that impact any student in Washington's public school system. Provides public information, consultation, and referrals regarding Washington State public education system. Trains families, educators, and community-based professionals about the public education system, conflict resolution, and effective parent engagement.		
Washington PAVE www.washingtonpave.org 800-572-7368	PAVE is a parent-driven organization that works with families using trained parent volunteers to problem-solve special education related problems and concerns. While their main office is located in Tacoma, they provide peer services statewide. PAVE specializes in support for military parents and provides support for IEP meetings upon request.		
Office of the Superintendent of Public Instruction (OSPI) Special Education Parent Liaison http://www.k12.wa.us/SpecialEd/Familie <u>s/Assistance.aspx</u> 360-725-6075	The OSPI Special Education Parent Liaison is available as a resource to parents in non-legal special education matters to answer questions, provide information and referral, and assist parents to understand complaint processes and district procedures. The Special Education Parent Liaison does not advocate on behalf of any one party.		
Washington Autism Alliance & Advocacy (WAAA) www.washingtonautismadvocacy.org 425-836-6513	Located in Redmond and specializing in Autism, WAAA offers support on special education issues including information, training, and possible legal consultation.		
Open Doors for Multicultural Families www.multiculturalfamilies.org 253-216-4479 info@multiculturalfamilies.org	Located in south King County, Open Doors offers information, training, and support about special education for many different language and cultural groups.		
Wrights Law www.wrightslaw.com	Extensive parent-friendly information about special education law and advocacy nation-wide. Resourceful newsletter available		

US Department of Education: IDEA website <u>http://idea.ed.gov/</u>

The federal government's website about the Individuals with Disabilities Education Act (IDEA) that dictates special education law. Has extensive information about each area addressed in IDEA.

Support for IEP Meetings		
RESOURCE	DESCRIPTION	
Sound Options Mediation www.somtg.com 1-800-692-2540	Provides IEP Meeting facilitation. http://somtg.com/documents/IEPMeetingFacilitation.pdf	
Washington State Governor's Office of the Education Ombuds (OEO) <u>www.oeo.wa.gov</u> 866-297-2597	OEO can serve as a neutral third party between families and public schools and may attend IEP meetings on occasion.	
Washington PAVE www.washingtonpave.org 800-572-7368	PAVE utilizes trained parent volunteers to problem-solve with families around special education related problems and concerns. Parent volunteers may be available to support families for IEP meetings upon request.	

Dispute Resolution Options

Washington State Governor's Office of the Education Ombuds (OEO)

www.oeo.wa.gov

866-297-2597

Facilitates resolution of individual complaints regarding issues or concerns that impact any student in Washington's public school system.

Sound Options Mediation

www.somtg.com

1-800-692-2540

Funded by OSPI to provide free mediation services to parents and schools by mutual agreement to collaboratively resolve special education conflicts. Here are some helpful downloads regarding mediation services in special education: <u>http://somtg.com/downloads/</u>

OSPI Citizen's Complaint

http://www.k12.wa.us/SpecialEd/DisputeResolution/CitizenComplaint.aspx

A citizen complaint is a written statement to OSPI alleging that a federal or state special education rule or law has been violated by a school district, another public agency serving special education students, an educational service district, or the state. OSPI can only investigate allegations that occurred within the **past calendar year** (from the date that OSPI received the complaint).

Special Education Due Process Hearings

http://www.k12.wa.us/SpecialEd/DisputeResolution/DueProcess.aspx

A due process hearing is a formal, legal proceeding conducted by an administrative law judge (ALJ). A written request for a due process hearing is made by a parent or district relating to issues about the identification, evaluation, educational placement, or provision of Free Appropriate Public Education to a student. Requests must be made within—and allege violations that occurred not more than—**two years** before the date you knew or should have known about the allegation.

OSPI maintains a list of free and low cost legal assistance for Special Education Due Process Hearings: <u>http://www.k12.wa.us/SpecialEd/pubdocs/legal_referral_list.pdf</u>

Office of Civil Rights Complaint (OCR)

http://www2.ed.gov/about/offices/list/ocr/docs/howto.html

OCR enforces five federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability and age in programs or activities that receive federal financial assistance from the Department of Education (ED).

Anyone who believes that an education institution that receives federal financial assistance has discriminated against someone on the basis of race, color, national origin, sex, disability or age, or who believes that a public elementary or secondary school, or state or local education agency has violated the Boy Scouts of America Equal Access Act, may file a complaint. The person or organization filing the complaint need not be a victim of the alleged discrimination but may complain on behalf of another person or group.

A complaint must be filed within 180 calendar days of the date of the alleged discrimination, unless the time for filing is extended by OCR for good cause shown under certain circumstances.

Home School Resources

Any student, regardless of disability, has an option to homeschool. Some school districts have home school support programs, but not all. Contact your school district to learn about the rules and regulations for homeschooling, as well as support programs they may offer.

Students with an IEP can access certain IEP services through the school, even when they choose to Home School. For example, if the student is eligible for Occupational Therapy through their IEP, they can c continue to get that therapy from school while homeschooling. The family must negotiate this with their IEP team.

For more information and resources: <u>http://washhomeschool.org/special-needs/</u>

The IEP Process

Evaluation

IEP

Daily School Activities

The evaluation determines which areas the student will receive special education services. Evaluations do not always include address areas. Students are not areas. Examples of Areas to Evaluate: Math, Communication, Fine Motor Skills, Gross Motor Skills. Social/Emotional/Beha Cognitive Skills An evaluation can also include a Functional Behavior Assessment (FBA)

The IEP only includes the areas that the evaluation determined the student eligible for special education services. This is also where you find the student's present levels in each area, measurable annual qoals. accommodations, and where services will be delivered (placement). The IEP can also include a Behavior Intervention Plan (BIP)

The school is legally obligated to implement the IEP. This means they need to provide all the accommodations and instruction listed in the IEP throughout the school day. They also need to provide parents with data and progress reports as identified in the IEP. If you are concerned about progress, you can discuss with the team different strategies to ensure

the student makes educational gains.

When you have a concern, identify where in the process to begin your advocacy

Evaluation		Daily School Activities
ASK YOURSELF: Did the current evaluation include the area you are concerned about? Is your student eligible for special education in that area? What is missing?	ASK YOURSELF: If your student is eligible for services, are the "present levels" accurate? Is the annual goal appropriate? Is the "placement" appropriate? What accommodations are in place? Are there enough "minutes" for this	ASK YOURSELF: Is the school implementing ALL of the IEP? Does anything in the Evaluation or IEP need to be changed? Do the daily strategies need to be changed?
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