



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 special education process, parent and student rights, and basic strategies when working with schools. The Arc also offers occasional workshops on special education topics throughout the year as well as many opportunities for families to connect with and learn from one another. Occasionally and given enough notice, Parent to Parent staff may be able to identify a parent volunteer who can attend a school meeting to support a parent or family.
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. 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.
Partnerships for Action, Voices for Empowerment (PAVE) www.wapave.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 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 & Community Liaison www.k12.wa.us/SpecialEd/Families/Assistance.aspx 360-725-6075	The OSPI Special Education Parent & Community 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 & Community Liaison does not advocate on behalf of any one party.
Washington Autism Alliance (WAA) www.washingtonautismalliance.org 425-894-7231	Located in Kirkland and specializing in Autism, WAA offers support on special education issues including information, training, and possible legal consultation.
Open Doors for Multicultural Families www.opendoorswa.org 253-216-4479 info@opendoorswa.org	Located in Kent, Open Doors offers information, training, and support to families with loved ones with intellectual and developmental disabilities about special education for many languages and cultural groups. Open Doors also offers homeless prevention, early intervention, and other disability-related services.

Wrights Law www.wrightslaw.com	Extensive parent-friendly information about special education law and advocacy nationwide. Resourceful newsletter available.
US Department of Education: IDEA website http://idea.ed.gov/	The federal government's website about the Individuals with Disabilities Education Act (IDEA) that dictates special education law. There is 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) www.oeo.wa.gov 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.wapave.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
<p>Washington State Governor's Office of the Education Ombuds (OEO) www.oeo.wa.gov 866-297-2597</p> <p>Facilitates resolution of individual complaints regarding issues or concerns that impact any student in Washington's public-school system. Services are free.</p>
<p>Sound Options Mediation www.somtg.com 1-800-692-2540</p> <p>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: http://somtg.com/downloads/</p>
<p>OSPI Community Complaint https://ospi.k12.wa.us/student-success/special-education/dispute-resolution/file-community-complaint</p> <p>A community 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).</p>

Special Education Due Process Hearings

<https://ospi.k12.wa.us/student-success/special-education/dispute-resolution/request-due-process-hearing>

A due process hearing is a formal, legal proceeding conducted by an administrative law judge (ALJ). Parents and districts have a right to present and question witnesses, and to submit or challenge documents regarding the issues. 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. See link on this page for current list: <http://www.k12.wa.us/SpecialEd/DisputeResolution/default.aspx>

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.

How to file a complaint:

Online: You may file a complaint with OCR using <https://www.ed.gov/laws-and-policy/civil-rights-laws/file-complaint/ocr-discrimination-complaint-form>

Mail or facsimile: You may mail or send by facsimile information to the address or phone number available at <https://ocras.ed.gov/contact-ocr>. You may use OCR's Discrimination Complaint Form <<https://www.ed.gov/sites/ed/files/about/offices/list/ocr/complaintform.pdf>> or write your own letter. If you write your own letter, please include:

- The complainant's name, address and, if possible (although not required), a telephone number where the complainant may be reached during business hours;
- Information about the person(s) or class of persons injured by the alleged discriminatory act(s) (names of the injured person(s) are not required);
- The name and location (city and state) of the institution that committed the alleged discriminatory act(s); and
- A description of the alleged discriminatory act(s) in sufficient detail to enable OCR to understand what occurred, when it occurred, and the basis for the alleged discrimination.

Email: You may email OCR's Discrimination Complaint Form or your own signed letter to ocr@ed.gov. If you write your own letter, please include the information identified above.

For those without current email accounts, Internet access may be freely available from your local public library, and free email accounts are available from several large providers.

Note: A recipient of federal financial assistance may not retaliate against any person who has made a complaint,

testified, assisted or participated in any manner in an OCR matter or to interfere with any right or privilege protected by the laws enforced by OCR. If you believe that you have been retaliated against for any of these reasons, you also may file a complaint with OCR.

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 go to home school. For example, if the student is eligible for Occupational Therapy through their IEP, they can continue to get that therapy from school while homeschooling. The family must negotiate this with their IEP team.

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

High School Graduation Requirements in Washington State

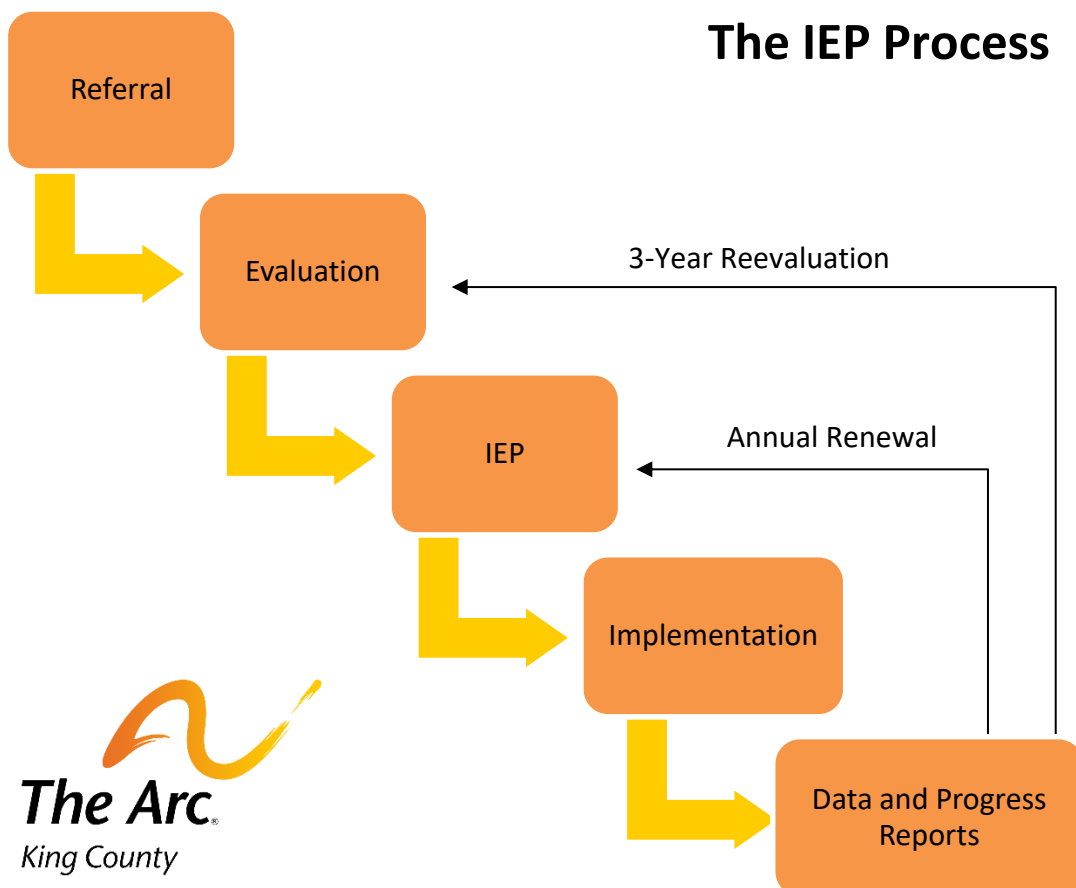
- The student meets all requirements for high school graduation including earning all required credits, passing mandatory state assessments, etc. as described in the IEP. Depending on the accommodations and modifications identified in the IEP, the student will receive the same diploma as their peers.
- Here are the general high school graduation requirements in Washington State:
 - Must earn certain course requirements (24 credit framework) including:
 - 4 English
 - 3 Math
 - 3 Science
 - 3 Social studies
 - 2 Arts
 - 2 World Language
 - 2 Health fitness
 - 1 Career and technical education
 - 4 Electives
 - Note: These are state requirements and individual School Districts may have more strict requirements
 - There are many different pathways to graduation which include the following:
 - **State Assessment:** Meet or exceed the graduation scores in the Smarter Balanced Assessments (SBA) in English language arts (ELA) and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).
 - **Smarter Balanced Assessment:** To meet this graduation pathway option, students need to earn at least the graduation score on the high school English Language Arts (ELA) of 2548 and math Smarter Balanced Assessment (SBA) of 2595.
 - **WA-AIM (Washington Access to Instruction & Measurement):** The WA-AIM is designed for student with significant cognitive challenges. If determined to be appropriate by their Individualized Education Program (IEP) team, students with an IEP may meet this graduation pathway option with the WA-AIM state assessment. The graduation scores identified by the State Board of Education (in August 2015) for the WA-AIM are ELA of 104 and math of 103.
 - **Dual Credit:** Earn at least one high school credit in ELA and at least one high school credit in math in dual credit courses through Running Start, College in the High School, and/or Career and Technical Education dual credit courses.
 - **AP/IB/Cambridge:** For both ELA and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International exams, or pass the course with at least a C+.
 - **AP courses that meet this option in English language arts are:** English Language and Composition, English Literature and Composition, Macroeconomics, Microeconomics, Psychology, United States History, World History, United States Government and Politics, Comparative Government and Politics, European history, Human geography, African

American studies, Seminar, Research.

- **AP courses that meet this option in math are:** Statistics, Computer Science A, Computer Science Principles, Precalculus, Calculus.
 - **IB courses that meet this option in English language arts are:** Individuals and societies courses, English language and literature courses.
 - **IB courses that meet this option in math are:** Mathematics, Computer science.
 - **Cambridge International courses that meet this option in English language arts are Cambridge Advanced or Cambridge Advanced Subsidiary courses in:** English language, Literature and English, English General Paper, Psychology, History, Sociology, Global Perspectives and Research, Law, Drama, Economics, Thinking Skills, Geography.
 - **Cambridge International courses that meet this option in math are Cambridge Advanced or Cambridge Advanced Subsidiary courses in:** Further mathematics, Computer science.
- **SAT/ACT:** Meet or exceed the graduation scores set by SBE in the math and English Language Arts (ELA) portions of the SAT or ACT. Minimum math scores are 430 for SAT, 16 for ACT with Writing, and 16 for ACT (no Writing). Minimum ELA scores are 410 for SAT, 14 for ACT with Writing, and N/A for ACT (no Writing).
 - **Transition Course:** Pass a transition course in ELA and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.
 - **Performance-based:** The performance-based pathway allows students to show what they know and can do in real-world, hands-on ways that align with their individual goals for life after high school. This student-centered pathway is intended to be customizable, with the aim of being relevant and engaging to the student
 - **Combination:** Meet any combination of at least one ELA and one math option of those options listed above including Smarter Balanced Assessment, WA-AIM, Dual Credit, Advanced Placement (AP), International Baccalaureate (IB), Cambridge, SAT, ACT, Transition Courses, Performance-based.
 - **ASVAB:** Meet the minimum score of 31 on the Armed Forces Qualification Test (AFQT) to be eligible to serve in a branch of the armed services at the time the student takes the test. The AFQT is a component of the ASVAB (not a separate test). Satisfying this graduation pathway option meets requirements in both English and math.
 - **CTE Sequence:** Complete a sequence of Career and Technical Education (CTE) courses, which align with the student's High School and Beyond Plan. Satisfying this graduation pathway option meets requirements in both English and math. To meet this pathway students may either:

- **Complete a Core Plus program in:** Aerospace, Maritime, Healthcare, Information Technology, Construction, Manufacturing; or
- **Complete a 2-credit sequence of courses that meet the following minimum criteria:**
 - Lead to a state or nationally recognized certificate or credential, or allow students to earn dual credit through CTE Dual Credit, Advanced Placement, or other agreement or program.
 - Be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous.
 - Lead to workforce entry, a state or nationally approved apprenticeship, or postsecondary education in a related field.
 - The sequence of courses may be in a single CTE program area, or in more than one program area.
- **Note:** Please visit this website for more information and annual updates on the graduation pathways - <https://sbe.wa.gov/our-work/graduation-requirements/graduation-pathway-options#Performance>
- For special education students, IEP team decides when requirements are met.

The IEP Process



When you are concerned about your child's IEP or their success in school, it is helpful to identify the part of the IEP process in which the breakdown occurred:

