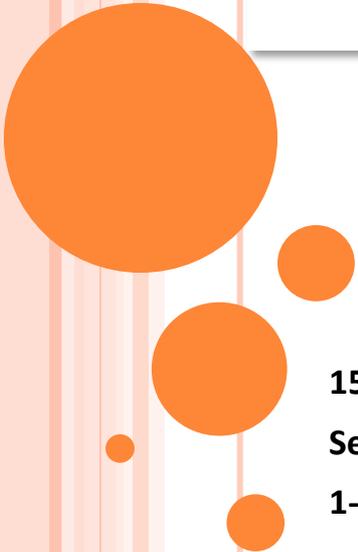


WORKING THROUGH THE IEP WITH THE OEO

**HOST: BELLEVUE SPECIAL NEEDS PTSA
CARRIE BASAS, DIRECTOR & ROSE SPIDELL, EDUCATION OMBUDS**

MARCH 11, 2017

BELLEVUE, WA



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www.oeo.wa.gov



We listen. We inform. We help solve problems.

WHAT IS THE OFFICE OF THE EDUCATION OMBUDS?

The Office of the Education Ombuds (OEO) is an agency within the Governor's Office created in 2006 by the Washington State Legislature to address barriers to student achievement and reduce the opportunity gap.



ROLE OF THE EDUCATION OMBUDS

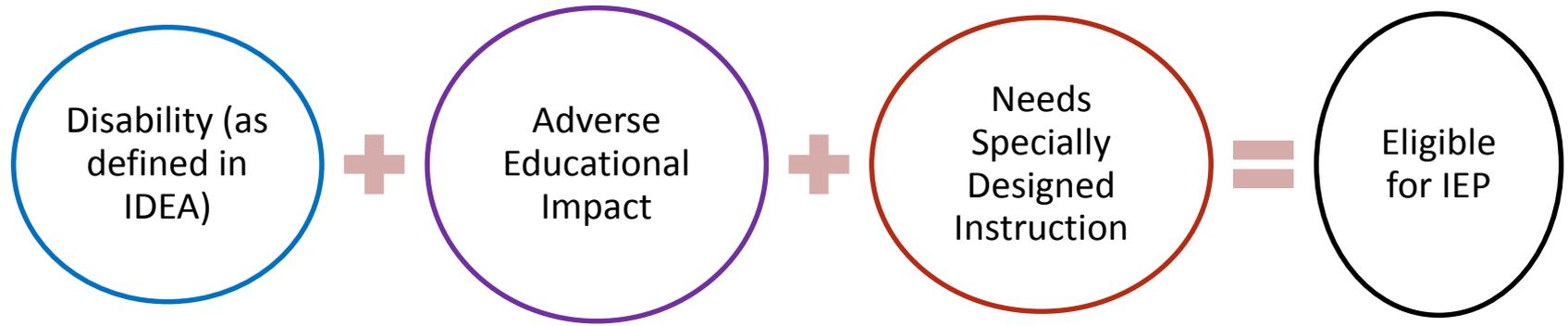
- Ensure **fair & equitable processes**
- Focus on **removing barriers** to student achievement
- **Provide information** about public education system
- Help **resolve disputes** between families and schools, collaboratively through informal facilitation and mediation
- Make **annual recommendations** to improve outcomes for all students

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INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

The purpose of the IDEA is “to ensure that *all* children with disabilities have available to them **a free appropriate public education ...** designed to meet their **unique needs** and **prepare them for further education, employment, and independent living.**”

ELIGIBILITY – 3 PARTS



If a student meets the **3 parts of eligibility** under the IDEA then

A team, including parents, will create an **IEP** (Individualized Education Plan)

*If student does not meet all 3 parts of eligibility under IDEA, might be eligible for a **Section 504 Plan***

First....a **Referral** is made

Does this child need special education?

Then....an **Evaluation** is done

Does the child have a disability, how does it impact her education, and does she need special education? If yes,

Then... an **IEP** is created.

PARENTS' CONSENT

Parents must give **informed written consent** before a child may be **evaluated** and before the **initial IEP** is implemented.

Informed Consent means the parent:

- ✓ Is fully informed in his or her **native language** or other mode of communication,
- ✓ understands and agrees **in writing** to the evaluation, or initiation of services,
- ✓ understands that the granting of consent is voluntary and **may be revoked** at any time.

“Parents” – can include biological parent, foster parent, other adult acting in role of parent...

The IEP

The **IEP** is a **written document**:

- **Created** by the **IEP team**.
- **Reviewed** by the **IEP team** *at least once a year*;

Remember:

IEP is a “working document” – it can be **amended** or **changed** *at any time* by the **IEP team** to meet the **child’s needs**;

A parent’s **written consent** is required before the **initial** IEP may be implemented.

PARTS OF THE IEP: TEAM CONSIDERATIONS

- **Student's Strengths, Parent Concerns**
- Results on state or district wide **assessments**
- **Communication needs**
- **Assistive Technology** devices and services needs
- **Behavioral interventions** if behavior impedes learning
- **Language needs** for limited English proficient students
- **Braille Instruction** for students who are blind or visually impaired

PRESENT LEVELS OF PERFORMANCE & MEASURABLE ANNUAL GOALS

Present levels: describe the student's current abilities and challenges in each **academic and functional area** effected by disability;

Where are we now?

Measurable Goals: identify particular **skills that will be targeted with specially designed instruction** to enable the student to be involved in and make progress in the general education curriculum

Where do we want to be in a year?

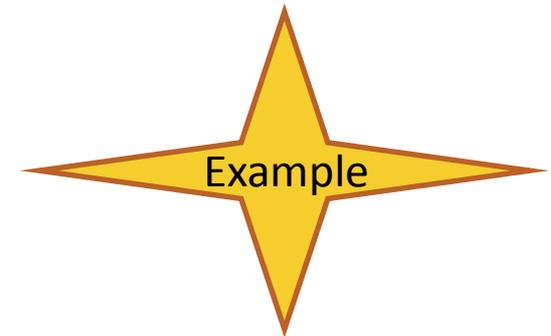
ACCOMMODATIONS/MODIFICATIONS

May
include:

- How information is presented or knowledge is shown;
- Timing/scheduling for instruction or assessments;
- Changes to physical settings;
- Necessary aides or supports for the student and/or school staff

SPECIAL EDUCATION SERVICES MATRIX: DEFINES AREAS OF SDI AND RELATED SERVICES

- Who will provide it;
- Who will supervise it;
- Where it will be provided;
- For how many minutes; and
- How frequently.



Concurrent	Service	Service Provider	Monitor	Frequency	Location	Start Date	End Date
No	Math	Special education teacher	Special Education Teacher	50 min/5 times weekly	Special education	11/1/15	10/31/16
No	Reading	Special education teacher	Special education teacher	30 min/5 times weekly	Special education	11/1/15	10/31/16
No	Social skills	Special education teacher	Special education teacher	10 min/4 times weekly	General education	11/1/15	10/31/16

PLACEMENT: LEAST RESTRICTIVE ENVIRONMENT

- Describes the extent to which the student will be educated with children who are not disabled **and**
- Identifies the type of setting where the student will receive special education services.

TRANSITION PLAN

By at least **age 16** each IEP will include a plan that looks ahead **from high school to adult living**

- ✓ **Includes specific goals** (student's interests, needs and abilities) for after HS in:
 - **Employment**
 - **Education**
 - **Independent living**

- ✓ **Describes the transition services** the student will receive to support the post-HS goals

Look for: **Expected date of graduation** – may be set for 4 years of high school or more (some students receive transition services up to age 21).

OTHER CONSIDERATIONS FOR IEP

ESY – Extended School Year

Transportation

Physical education – General and/or Adaptive

THE PWN

Prior Written Notices

Given to a parent any time a district *Proposes* or *Refuses* to:

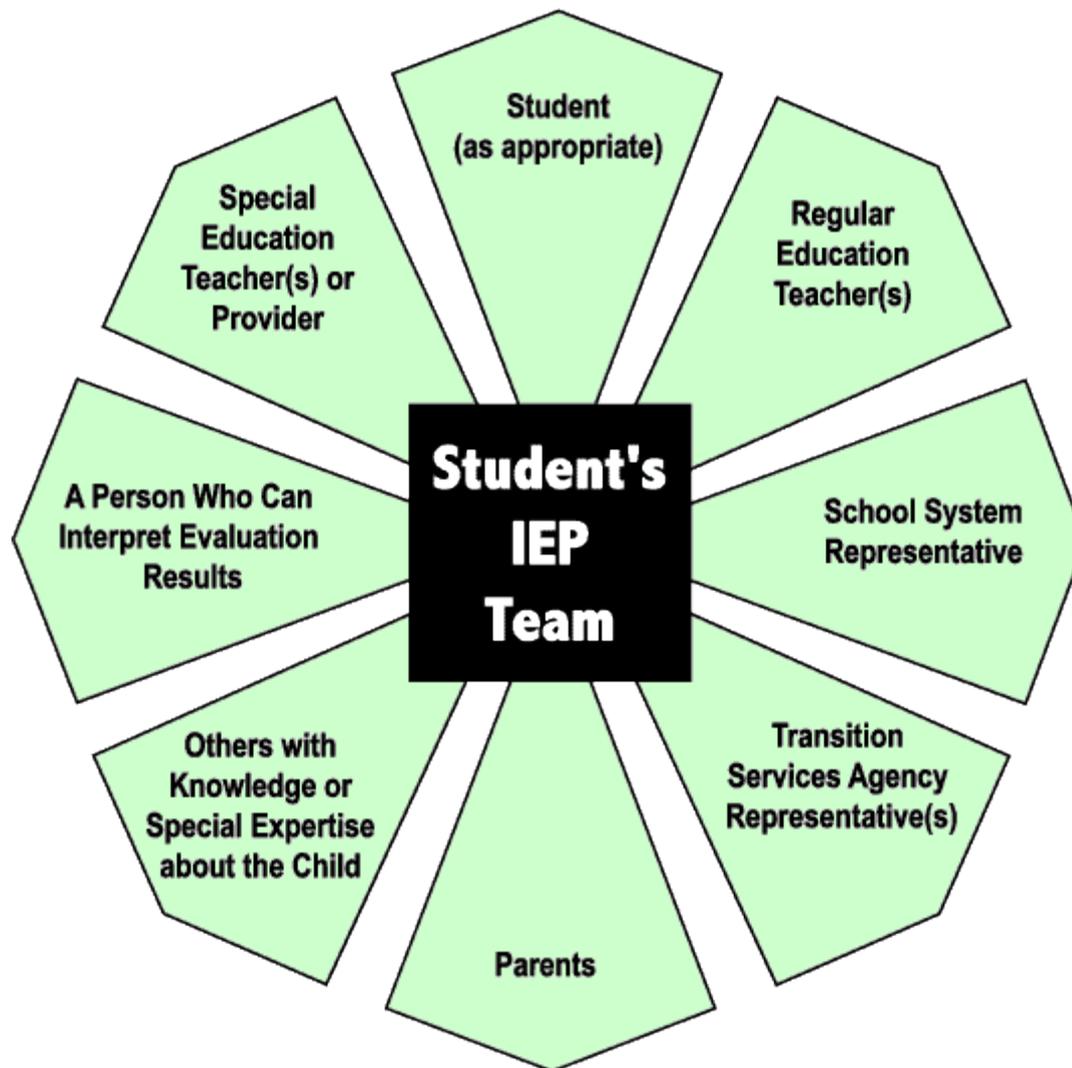
- Find a student is **eligible** or **not eligible**; or
- Do an **evaluation**;
- Change the student's **placement**; or
- Change the provision of "FAPE" (**change services**)

Must include:

- Description of the action being proposed or refused AND **reasons why**
- Evaluations, records, etc. relied on in reaching the decision
- Description of other options considered and why they were rejected, and
- Information about parents' procedural safeguards

"Prior" = After a decision is made, before it is implemented.

THE IEP TEAM



PARENT PARTICIPATION

Districts must make sure parents have the opportunity to participate at IEP meetings:

- Notifying enough in advance of meetings;
- Scheduling the meetings at **a time and place that works for parents and the school**;
- Informing parents of the **purpose** of the meetings, and **who will attend**; and
- Informing parents that they **may invite others** with knowledge or special expertise to attend.

AND

Districts must ensure parents **understand** what is happening during the IEP team meeting, including:

- Providing **interpreter** if needed
- Taking time to explain

WHEN DO IEP TEAMS MEET?

- Within **30 days** of a determination that the student is eligible for services,
- Then, **at least once per year**, and
- **More frequently**, as appropriate;
- At time and place that is agreed to by parents and the school and district.

ASKING FOR AN IEP MEETING

A PARENT or other team member might ask for a meeting to discuss:

- Concerns about a student's progress or behavior;
- New information about the student's needs, abilities or challenges;
- Possible adjustments to a plan for increased inclusion;
- Other possible changes to the IEP....

How Do IEP Teams Work?

IEP Teams should practice SHARED DECISION MAKING and work to BUILD CONSENSUS.

If there is not agreement: it is the District's responsibility to provide the Free Appropriate Public Education to the child, so the district must make a decision and **inform the parent in writing** of the decision and reasons for it.

RESOLVING DISAGREEMENTS

Clarify areas of agreement and disagreement

Identify options

Seek common ground

WHAT NEXT?

- **Ask the IEP team to reconsider or postpone a change** until it has more information or further discussion
- Work out a plan with the IEP team to **take data** so the team can **review in a reasonable period of time** to see effects
- **Seek help** in resolving the disagreement (e.g., advocate, liaison, ombuds)
- **Request Mediation** with the District
- **File a Citizen's Complaint** with OSPI
- **Request a Due Process Hearing**
- File a **complaint** with the US Department of Education **Office for Civil Rights (OCR)**

WHO CAN HELP ME DURING THIS PROCESS?

- Office of the Education Ombuds (OEO)

1-866-297-2597 www.oeo.wa.gov

- OSPI's Special Education Parent Liaison

360-725-6075

<http://www.k12.wa.us/SpecialEd/Families/Assistance.aspx>

- Open Doors for Multicultural Families

253-216-4479

<http://multiculturalfamilies.org/wordpress/>

- Arc of King County

- Bellevue Special Needs PTSA

Thank you!

HAVE A QUESTION OR CONCERN
ABOUT YOUR CHILD'S
EDUCATION?



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

OEO works with families, communities, and
schools to help improve outcomes for every
public K-12 student in WA.

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