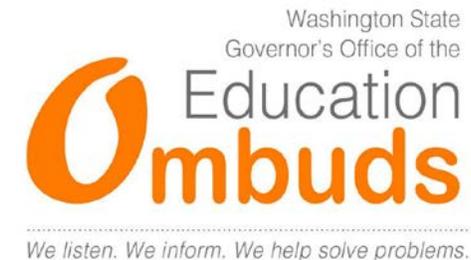


Ask an Ombuds: Your Questions OEO and Fostering Together, Part 4

Presented by: Rose Spidell, Senior Education Ombuds,
Hosted by: Fostering Together
March 5, 2019, 6-7:30pm

www.oeo.wa.gov

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History of the OEO

Tackling the Opportunity Gap in k-12 Washington State Public Schools

Founded by the state legislature in 2006

OEO's Mission: We work with families, communities, and schools to navigate educational challenges and increase collaborative problem-solving so that every student can fully participate in and benefit from public education in Washington.



Today's Goals: Answer your questions

- How can families support schools in becoming safe and supportive places for students impacted by trauma?
- How do you get a school district to pay for outside testing?
- Does the school district need to provide for a child who only speaks Spanish? Do they need to place someone with that language in the classroom?
- What does a foster parent do about a teen who has been moved around so much and nobody knows where they are at educationally and nobody in the school seems to want to take the time to find out. (foster parent thinks they are 2+ years behind)
- What about a child in elementary school who is failing and has been behind for a couple years, yet doesn't qualify for an IEP or 504 because she does not have a "diagnosis" to blame the delay on?

Today's Goals: Answer your questions

- How can I help teens navigate districts' differing responses to escalating behavior? Particularly if a district takes a punitive approach which seems to trigger the students' escalation?
- What can I do if a district discourages or denies a request for special education evaluation suggesting that because of the student's history of trauma, we need to give them instructional time before deciding whether an evaluation is needed?
- How/when are educators held accountable or face consequences if they do not follow the rules (on discipline)?
- How can families engage schools on discipline policy development?

Trauma-Informed Schools

How can families support schools in becoming safe places for students impacted by trauma?

A program, organization, or system that is trauma-informed **realizes** the widespread impact of trauma and understands potential paths for recovery; **recognizes** the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and **responds** by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively **resist re-traumatization**.

(from SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach, July 2014).

Trauma-Informed Schools

Start the conversation (or join an ongoing one), with who?

-Foster Care Liaison

-Building Principals

-School Social Worker, School Counselor, School Psychologist

-District Leaders

Trauma-Informed Schools

How?

- What's already happening?
- How could I help build this?
- What related efforts can we connect with, build from?
- How can we sustain this?

Trauma-Informed Schools

Resources:

OSPI Compassionate Schools

<http://www.k12.wa.us/CompassionateSchools/>

SAMHSA Trauma Informed Care Project

<http://www.traumainformedcareproject.org/resources/SAMHSA%20TIC.pdf>

Outside or “Independent” Evaluations

As part of an initial evaluation, or re-evaluation by the district

- Special Education rules require that evaluations are done by trained and knowledgeable personnel, and
- If necessary as part of a complete assessment, a district may need to obtain a medical statement or assessment indicating whether there are any other factors that may be affecting a student’s educational performance.

Is there a need for a specialized type of evaluation that a school psychologist, or other district staff person, would not be able to conduct? Is there a need for a medical assessment?

Through a request for an “IEE” or Individualized Educational Evaluation at district expense

English Learner Services – Where, How?

Does the school district need to provide for a child who only speaks Spanish?

YES

Do they need to place someone with that language in the classroom?

Possibly. They must ensure the student has access to learn and language supports.

English Learner (EL) students are entitled to appropriate language assistance services to become proficient in English and to participate equally in the standard instructional program within a reasonable period of time. School districts can choose among programs designed for instructing EL students provided the program is educationally sound in theory and effective in practice.

OCR Fact Sheet on District Obligations to EL Students:

<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>.

English Learner Services

Resources:

OSPI's Migrant & Bilingual Education Program:
<http://www.k12.wa.us/MigrantBilingual/default.aspx>

Your District's English Learner Department

Current Academic Snapshot

What does a foster parent do about a **teen** who has been moved around so much and nobody knows where they are at educationally and nobody in the school seems to want to take the time to find out. (foster parent thinks they are 2+ years behind)

School Counselor

Teacher Responsible for their High School & Beyond Plan

Foster Care Liaison

OSPI's Foster Care Education Program: <http://www.k12.wa.us/FosterCare/default.aspx>

Academic Delays – no clear “diagnosis”

What about a child in elementary school who is failing and has been behind for a couple years, yet doesn't qualify for an IEP or 504 because she does not have a "diagnosis" to blame the delay on?

Eligibility for Special Education does not require a medical diagnosis.

Child with a disability definition: WAC 392-172A-01035

Written Advocacy – Written Notices

Navigating Different Responses to Escalating Behaviors

Trauma-informed approaches and Understanding the “why” of behavior

Does the district have a Behavior Intervention Team? Has there been a “Functional Behavior Assessment”?

Can we engage a conversation around the ultimate, shared goal (student’s success) and how disciplinary responses impact that?

Initiating Evaluation – Trauma, Disability

Either/Or or Both/And?

Child with a Disability – definition: WAC 392-172A-01035

Eligibility Determination – WAC 392-172A-03040

Gather Information from various sources;

Written Advocacy and Written Notices

Initiating Evaluation – Trauma, Disability

Resources:

US Department of Education Guidance re Highly Mobile children with disabilities

<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/12-0392dclhighlymobile.pdf>

Federation for Children with Special Needs Articles on Trauma Sensitivity During the IEP Process:

<https://fcsn.org/rtsc/wp-content/uploads/sites/2/2013/11/Trauma-Sensitivity-During-the-IEP-Process.pdf>

Accountability/Consequences for School Administrators, Educators

OEO Toolkits:

Complaints regarding School Staff or Programs

Discrimination Complaints

School Discipline Policy Development

Your School Board

School Board Advocacy Guide

Collective Voice

Stay in Touch with OEO

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