About this Resource Guide

This guide is designed for families of students with disabilities who reside in the Snoqualmie Valley.

Inside this guide, you will find:
- Information about the K-12 system
- Advocacy tips
- Timelines and resources for your student’s transition to adulthood.

What parents and all teachers/specialists should know about Special Education....
Developed 8/2009

General Education:

1. All students are in the general education program and should be working to the maximum extent possible in general education settings with general education supports. (least restrictive environment)

2. Grade level expectations (GLEs) define the learning targets for all students at a specific grade level.

3. Differentiated instruction should occur in all classrooms.

4. A three tiered assessment system should be informing classroom instruction, i.e. universal screening for all (3-4 x per year), diagnostic assessment for some (if universal screening indicates learning concern), progress monitoring for some (when interventions implemented).

5. A well articulated building process (child study team) should in place for collegial sharing and problem solving when student learning concerns are identified. (RTI)
   a. A clear expectation is needed for the type of data staff share at child study meetings when problem solving is needed for a student learning concern.

Other General Education Supports:

- Building designed interventions, i.e. targeted supports based on three tiered assessment analysis
- Other specific “Special Services” programs can serve as interventions in addition to general education interventions
  - English Language Learners
  - Learning Assistance Program (LAP)
  - Title
- 504 accommodations

Special Education (Considered as Last Option)

1. To qualify for special education a student must meet three criteria:
   a. Have one of 15 disabilities outlined in law
   b. Demonstrate an adverse impact in general education
   c. Need specially designed instruction

2. A special education referral occurs after attempting multiple interventions that have been implemented with fidelity and are supported by data.

3. The evaluation team decides if the criteria in #1 are met. Each person on the team has a role in the evaluation process. Parents, with one exception, are not part of the evaluation team.

4. The IEP team makes decisions for annual goals and services only in qualifying areas. The IEP team also identifies the Supplementary Aids and Services to be provided by general education teachers in the general education environment.
   a. Each member of the team has a specific role
   b. Least restrictive environment is the rule—generally maximized to the greatest extent possible
Special Education Advocacy Resources

DOWNLOADABLE USER-FRIENDLY RESOURCES
Protecting the Educational Rights of Students with Disabilities in Public Schools

How to be an Education Advocate

WASHINGTON STATE RESOURCES
Office of the Education Ombudsman http://www.governor.wa.gov/oee/
Branch of Governor’s Office that aids parents via publications and phone support

Washington PAVE http://www.washingtonpave.org
Statewide training & advocacy center – offers phone support related to special education concerns

Special Education Ombudsman http://www.k12.wa.us/SpecialEd/Families/ombudsman.aspx
Branch of OSPI providing technical information to parents and educators related to special education (state & fed laws, rules, regulations, etc)

Special Education Support Center http://www.specialeducationsupportcenter.org/index.html
A project of OSPI that provides various levels of support and training related to special education

OTHER/WEB RESOURCES
IEP Prep Tool http://php.com/node/12220

Wrightslaw http://www.wrightslaw.com
Download or order articles & publications related to a variety of special education topics

Riverview School District Contact Information

Website: www.riverview.wednet.edu

Director of Special Services  Dr. Ken Heikkila
Email: heikkilak@riverview.wednet.edu  Phone: 425-844-4516
Guide to Special Education Transitions

Moving Up through the System
The Riverview School District uses the following planning process when moving students from:
- preschool to kindergarten
- fifth to sixth grade
- eight to ninth grade

The district wants to support you to make this transition smooth for you and your student. The IEP team, which includes the parents and student (if appropriate), makes the placement decision. Discussions about placement for the following school year usually begin in February. Procedures may vary from school to school. It is a good idea to review the following information with your student's Individual Education Plan (IEP) case manager.

Approximate Timeline for Decision Making and Introduction to New School
February (or at routine IEP meeting earlier in the year)
Discussions about placement for the following school year begin. Contact the student’s present school if you haven’t been invited to a meeting to discuss next year’s placement. This meeting can happen outside of an IEP meeting, but the placement decision may then be reflected in a change of the IEP. This discussion should include issues such as:
- school your student will attend
- program they will be in
- classes your student will take
- new IEP manager
- IEP support

April
Current IEP team meets with new IEP team. The IEP team at your student’s present school meets with the school for the next year to share information about your student. Parents are not part of this meeting, as they have already been part of the placement meeting in February.

Members of the IEP team from the new school may observe your student at their present school.

Once the school placement decision is made, fill out any necessary registration information for the new school. Your student’s IEP team can help you get these forms.

June
Student’s file sent to new school's IEP team.

August
Your student’s new school may hold an Open House or Orientation, which provides an opportunity for you and your student to become familiar with the new school. Each school handles orientation in its own way. Contact your student’s IEP manager or your student’s new school to find out when their Open House will be held. Contact the school to arrange for a visit at a different time if you feel it would be less stressful for your student.

Choice Schools
Choice schools are schooling alternatives within the district. Choice schools put emphasis on specific educational interests and needs. Be aware that Choice schools don’t always have special education staff on site.

Planning for Transition to Adulthood
Formal transition planning begins at the annual prior to your student’s 16th birthday. From this time forward, each annual IEP will include measurable post-secondary goals in the following areas, as they are appropriate and relevant to your student:
- Training
- Education
- Employment
- Independent living skills

In addition, your student’s transition plan as included in the annual IEP will outline the transition services, including courses of study, the student will need in order to reach these transition goals. These goals must be based upon an age appropriate transition assessment. The kinds of transition services a student receives should take into account his or her interests and preferences and the skills he or she needs to acquire.
### On-Time Transition Services Connections for Students with Disabilities

#### Age 15-16

**WHAT:** Apply for a Washington State ID Card or Driving Permit.

**WHY:** State ID will be needed to apply for adult services.

**HOW:** Visit your local department of licensing. To find a location and review required documentation, go to: [http://www.dol.wa.gov/driverslicense/](http://www.dol.wa.gov/driverslicense/).

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### Sophomore Year

**WHAT:** Apply to join the University of Washington DO-IT Scholars Program before January deadline.

**WHY:** This program prepares young people with disabilities for college, career, independent living, and leadership roles in society. DO-IT Scholars explore careers and the world of work, learn to select and use adaptive technology, applications software, and Internet resources.

**HOW:** For more information and an application, visit: [http://www.washington.edu/doit/](http://www.washington.edu/doit/).

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### YOUNG MEN Age 18

**WHAT:** Register for Selective Services.

**WHY:** It’s the law! Also, if you are planning to apply for financial aid to attend college, applying for Selective Service is required.

**HOW:**
- Get a form from your local post office. Fill it out & send it back.
- Return the form that arrives in your mail.

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### Age 18 (or last year of high school)

**WHAT:** Apply for services with the Division of Vocational Rehabilitation (DVR).

**WHY:** DVR is the first agency that helps people with disabilities or mental health issues with work or training. DVR understands how working can affect any other benefits you receive.

**HOW:** Go to [www.dshs.wa.gov/dvr](http://www.dshs.wa.gov/dvr).

**LOCAL OFFICE:**
- 805 156th Ave NE
- Bellevue, WA 98007-4614
- (425) 590-3115

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### Senior Year

**WHAT:** Fill out the Free Application for Federal Student Aid (FAFSA) before March 1st.

**WHY:** Federal Student Aid, a part of the U.S. Department of Education, is the largest provider of student financial aid for college-bound students in the nation.


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### Anytime

**WHAT:** Apply for job search assistance through WorkSource Youth Services.

**WHY:** WorkSource can help self-directed job seekers find part-time and/or summer employment to help develop work skills.

**HOW:** For locations and available job search services, go to: [www.go2worksource.com](http://www.go2worksource.com).

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### Anytime

**WHAT:** Sign-up for King County Metro Transit Instruction.

**WHY:** This training is provided at no-cost to those who want to learn to travel independently by bus.

**HOW:** To learn more about transit instruction and other transportation benefits available, visit: [http://metro.kingcounty.gov/tops/accessible/access-ctp.html#training](http://metro.kingcounty.gov/tops/accessible/access-ctp.html#training).
### Additional Services to Consider for Students with Developmental Disabilities

**Down Syndrome, Cerebral Palsy, Autism, Cognitive Disability, etc.**

| Anytime | WHAT: Apply to become a client at the Division of Developmental Disabilities (DDD) if you have a developmental disability.  
WHY: Long-term employment and residential support may be available after age 21, based on the availability of funding.  
HOW: To review eligibility requirements and services that may be available, visit:  
http://www.dshs.wa.gov/ddd/.  
LOCAL OFFICE:  
1700 E Cherry Street  
Seattle, WA 98122  
(206)568-5700 |
| Age 17-19 | WHAT: Apply for HUD Section 8 Housing Choice Voucher.  
WHY: The housing choice voucher program is the federal government's major program for assisting very low-income families, the elderly, and the disabled to afford decent, safe, and sanitary housing in the private market. The wait list for housing can be very long, so it is important to apply early.  
LOCAL OFFICE:  
909 First Avenue, Suite 200  
Seattle, WA 98104-1000  
(206)220-5101 |
| Near 18th Birthday | WHAT: Consider whether a guardianship may be necessary or appropriate.  
HOW: Visit http://www.kingcounty.gov/courts/scforms/guardianship.aspx for King County forms and training information or call The Arc of King County Information and Referral line for more information 206-364-8384. |
| At 18th Birthday | WHAT: Consider applying for Social Security (SSI), if you do not already receive SS benefits.  
WHY: For those who are eligible, Social Security provides cash and medical benefits. There are many provisions available, called Work Incentives, allowing people with disabilities to save money for work-related expenses, while working.  
HOW: For more information on SSI eligibility guidelines, call The Arc of King County Information and Referral (I & R) and ask for an advocate at 206-364-8384 or contact Positive Solutions at 206-322-8181. |

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**Other Transition Related Resources**

**School to Work**  
http://www.kingcounty.gov/healthservices/DDD/services/employment/school-to-work.aspx

May qualify through school district, but must participate in district’s transition services program

**WISE (Washington Initiative for Supported Employment)**  
http://www.theintiative.ws/

Some services may be fee-based
Be sure to check with the Division of Vocational Rehabilitation to about the possibility of integrating college costs into your student’s vocational plan.

Bellevue College  [http://bellevuecollege.edu](http://bellevuecollege.edu)

Bellevue College has several programs to support students with disabilities:

The Disability Resource Center (DRC) provides accommodation services for students with documented disabilities. The DRC staff coordinate assistance in meeting academic and professional goals for students with disabilities.

The Autism Spectrum Navigators program is a sub-program of the Disability Resource Center. The mission of the AS Navigators program is to guide students toward successful academic outcomes while assisting them in gaining skills in executive functioning, self-regulation, social interaction, and self-advocacy.

The Occupational Life Skills (OLS)—Venture Program offers an Associate Degree in Occupational and Life Skills (OLS). The course of study prepares students to become self-determined, responsible citizens. OLS graduates are ready to engage their skills, abilities and passions in the workplace and life.

Lake Washington Institute of Technology  [http://www.lwtech.edu/](http://www.lwtech.edu/)

LWIT offers affordable professional and technical training for today’s job market. Training is available in 35 programs, with more than 100 professional/technical degree and certificate options. The college features small class sizes, modern equipment and hands-on training that simulates an actual job environment.

LWIT is centrally located in Washington state's high tech corridor, with a main campus in Kirkland and a branch campus near Marymoor Park in Redmond.

The Disability Support Service provides qualified students with documented disabilities an opportunity to benefit from and access programs and services. DSS provides academic adjustments to qualified students with a physical, sensory, psychological or learning disability.

The TRiO Student Support Services Program provides academic and personal support to students with limited income, disabilities, or who are the first in their families to attend college.
## Tips for Fostering Independence & Self-Determination

### Promote Choice Making
- Identify strengths, interests, and learning styles;
- Provide choices about clothing, social activities, family events, and methods of learning new information;
- Hold high expectations for youth;
- Teach youth about their disability;
- Involve children and youth in self-determination/self-advocacy opportunities in school, home, and community;
- Prepare children and youth for school meetings;
- Speak directly to children and youth;
- Involve children and youth in educational, medical, and family decisions;
- Allow for mistakes and natural consequences;
- Listen often to children and youth.

### Promote Self Advocacy
- Encourage communication and self-representation;
- Praise all efforts of assertiveness and problem solving;
- Develop opportunities at home and in school for self-advocacy;
- Provide opportunities for leadership roles at home and in school;
- Encourage self-advocates to speak in class;
- Teach about appropriate accommodation needs;
- Practice ways to disclose disability and accommodation needs;
- Create opportunities to speak about the disability in school, home, church, business and community.

### Facilitate Development of Self-Esteem
- Create a sense of belonging within schools and communities;
- Provide experiences for children and youth to use their talents;
- Provide opportunities to youth for contributing to their families, schools, and communities;
- Provide opportunities for individuality and independence;
- Identify caring adult mentors at home, school, church, or in the community;
- Model a sense of self-esteem and self-confidence.

### Develop Goal Setting and Planning
- Teach children and youth family values, priorities, and goals;
- Make posters that reflect values and are age-appropriate;
- Define what a goal is and demonstrate the steps to reach a goal;
- Make a road map to mark the short-term identifiers as they work toward a goal;
- Support children and youth in developing values and goals;
- Discuss family history and culture--make a family tree;
- Be flexible in supporting youth to reach their goals; some days they may need much motivation and help; other days they may want to try alone.

### Help Youth Understand Their Disabilities
- Develop a process that is directed by youth for self-identity: Who are you? What do you want? What are your challenges and barriers? What supports do you need?
- Direct children and youth to write an autobiography;
- Talk about the youth’s disability;
- Talk about the youth’s abilities;
- Involve children and youth in their IEP;
- Use good learning style inventories and transition assessments;
- Identify and utilize support systems for all people.

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This data chart was used with permission from the National Center on Secondary Education and Transition.
The Snoqualmie Valley Community Network is an agency that works collaboratively with all local community systems to promote a supportive community in which healthy children and families can thrive.

The Division of Vocational Rehabilitation is a state agency that provides short-term employment support to people who experience barriers to successful employment due to a physical, mental, or sensory disability.

For more information about this project, please contact:
Sandy Dempsey, DVR Outreach Coordinator
Snoqualmie Valley Community Network
dempsey.sandy@gmail.com

Created through a partnership between:

Snoqualmie Valley Community Network
http://snoqualmievalleycommunitynetwork.org

and the Division of Vocational Rehabilitation
http://www.dshs.wa.gov/dvr

Family Involvement Tips

- Attend team meetings and conferences. Give input about your child’s strengths and weaknesses.
- Clearly communicate priority goals with your child’s team. Track your student’s progress toward short-term and lifelong goals with your child’s team.
- Share ideas about strategies that work well with your child.
- Offer yourself as a resource to school staff. Volunteer to help in the classroom, if your schedule permits.
- Maintain positive and open lines of communication with school staff.