

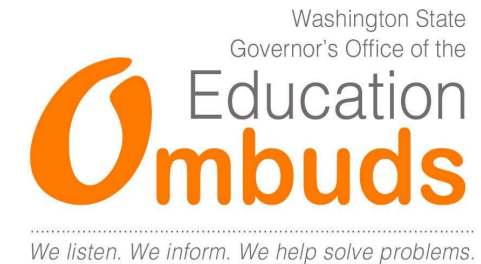
# IEP Advocacy Through Teamwork

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# History of the OEO

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

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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.



# What OEO Does

We listen. We inform. We help solve problems.

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CASEWORK

TRAININGS & OUTREACH

POLICY

Read more about how we work with families, educators and community professionals on our website: [www.oeo.wa.gov/contact](http://www.oeo.wa.gov/contact).

# Focus for Today: Advocacy through Teamwork

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1. Evaluations
2. Goal Setting and Tracking Student's Progress
3. Prior Written Notices (Tracking Team's Process)

# 1. Reviewing Evaluation Reports

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- Does it give a full picture of my child's strengths and challenges?
- Does it accurately describe my child?
- Does it address the concerns that I have about my child's progress at school?
- Does it explain what kind of supports my child needs?
- Does it raise new questions?

# Re-evaluations

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- **At least every 3 years** unless the district and parent agree it is unnecessary;
- Or more often, if a student's needs change and the current evaluation does not provide enough information for the IEP team;
- or if the child's parent or teacher requests it; but
- **Not more than once a year unless the parent and district agree.**

*Note: re-evaluations are generally required before a "change in placement" (from more or less restrictive/inclusive settings, or other significant change).*

Requests for early re-evaluation, in one or more areas of concern, should also be IN WRITING, and can be given to the child's IEP case manager or a school psychologist.

## 2. Setting Goals & Tracking Progress

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How does a team decide what goals to include in an IEP?

Where can you find information about how progress will be monitored and reported on your child's IEP goals?

# Present Levels of Performance & Measurable Annual Goals

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

## **Measurable Annual 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, and
- Meet each of the other needs that result from the child's disability.



# Goals & FAPE (Free Appropriate Public Education)

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The IEP outlines the plan for how each child will be provided a “FAPE.”

The goals in the IEP describe the progress the team expects the student will be able to make if they receive the services and supports described in the IEP.

If a child is not making progress on their goals, that is a signal for the IEP team to review and revisit the plan.

What are some steps a team can take if a student is not making progress on their goals?

# 3. Tracking the Team's Work – the “PWN”

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Prior Written Notices: when a decision is made about eligibility, evaluation, placement or “FAPE”

The PWN is required **when:**

- **a district proposes an action or change, or**
- **a parent makes a request and a district agrees or rejects it**

It must explain the action requested or proposed, the decision made, and the reasons for it.

It must be translated into a parent's native language if the parent does not read English.

# Questions/Discussion

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How do you understand the connection between evaluations and IEPs?

What role can you play in helping to monitor whether the IEP is working?

How can you help make sure there is a clear record of important decisions about your child's education?

# Stay in Touch with OEO

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