

Getting to Results:

**A Guide to
Special Education in
Seattle Public Schools**

Seattle Special Education PTSA: Advocating for Inclusive Schools

Our Mission:



We assist families of students with disabilities as they navigate the education system.



We build bridges between the general and special education communities in order to bring increased educational resources and opportunities for all students.



We partner with parents and educators as we advocate for improvements in the special education system.

Parent education:



Opportunities to hear and learn from experts and advocates through webinars; outreach through newsletters, social media, and other outlets regarding latest policies impacting our students to keep the community informed on best practices and parent rights; monthly meetings with guest speakers.

Sip & Chats:



Informal meet and greets for families to connect with one another and support each other as we navigate disability in education.

What we do:

Advocacy:

We have established committees that work to create better outcomes for our students and to support their caregivers.

Committees:

- Family and Community Engagement
- Legislative Advocacy
- Inclusionary Practices
- Restraint and Isolation
- Budget/Finance
- Racial Equity and Inclusion
- Dyslexia
- Communication
- Membership
- Fundraising

Contact:

hello@seattlespecialeducationptsa.org
Special Education PTSA **PTA**
<http://seattlespecialeducationptsa.org>

 <https://www.facebook.com/SeattleSpecialEducationPTSA/>

 <https://www.linkedin.com/company/seattle-special-ed-ptsa/>

 <https://twitter.com/SeattleSEPTSA>

Top 10 Tips:

A list of helpful tips for navigating Special Education Services

1

Document: Request a Prior Written Notice (PWN) any time a proposed change is made regarding your student's IEP.

2

Follow up: Always follow up any conversation, formal or informal, with an email to document the discussion and any decisions made.

3

Bring a Friend: Bring a note taker to your IEP meetings so that you can focus on the discussion. You can also request to bring private providers.

4

Review the Data: When a team is proposing a decision, ask to see and review the data with the team before making conclusions.

5

Know Your rights: Read and always reference the Procedural Safeguards which describe the parent and student rights:



6

Stay organized: Create a system to file and organize all of your student's IEP/504 records and bring them with you to meetings. Include work samples.

7

Who is responsible?: When a specific action is required, be sure to ask who is carrying out that task and when.

8

Personalize your student: Set up a short, informal meeting with your student's teachers at the beginning of the year and give them a copy of your student's introduction along with their IEP/504. This ensures they are aware of what is required in the plan and are prepared to support your student.

9

Observe: In-school observations can be requested by parent or caregiver in addition to private providers. Request must be made in writing and in advance. District staff will be present during observations.

10

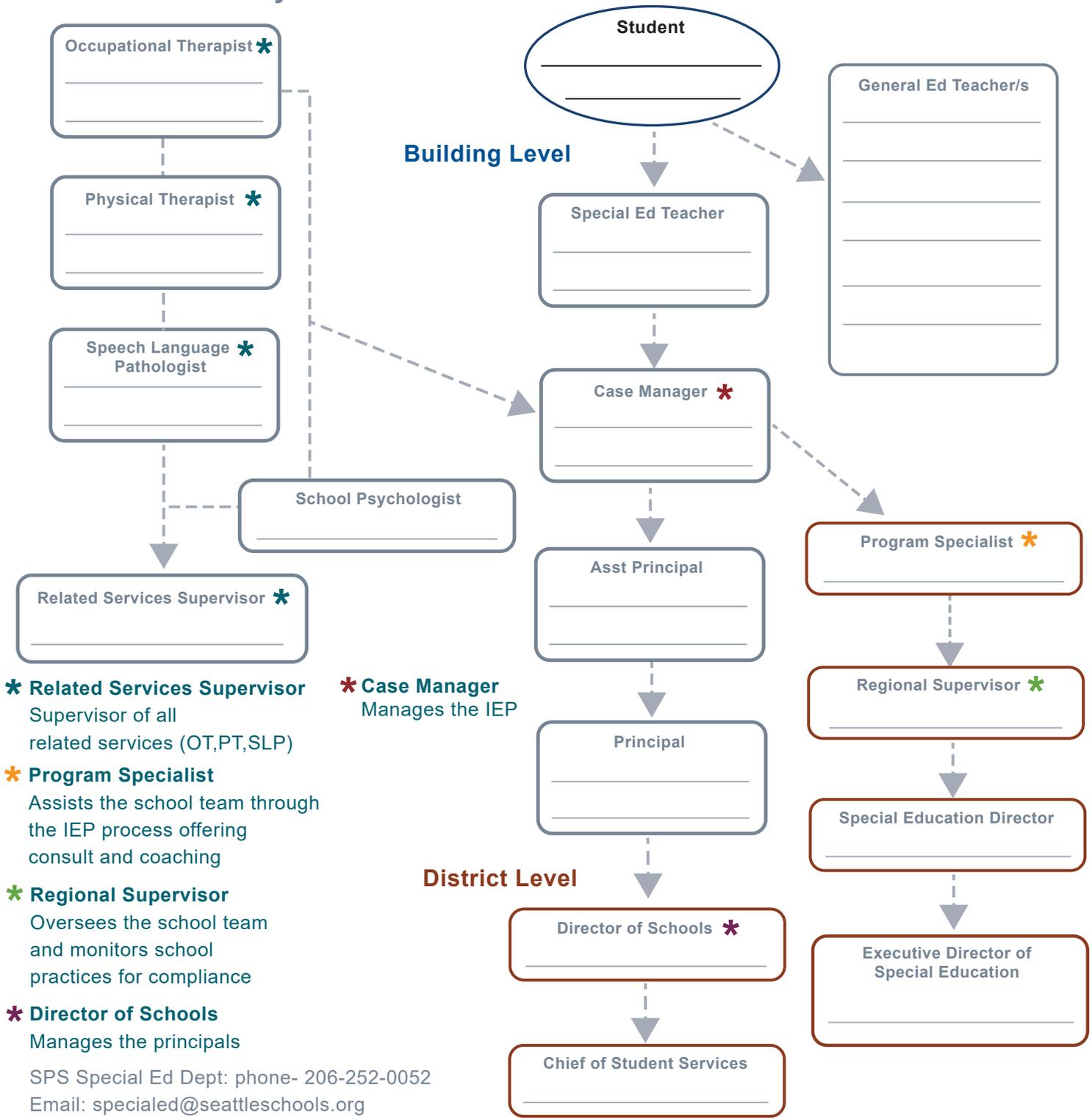
Communicate: Keep the lines of communication open and collaborative between you and the school team. Some find it helpful to create a communication plan and have it added to the IEP/504. Communication (documents and meetings) must be provided in your language.

● We recognize that the way the process is set up can be very difficult for families to navigate, so please reach out to the organizations listed on page 18 of the guide if you need support or assistance.



Staff Organizational Chart:

Who is part of my child's team and what are their roles?
 Fill in the chart with the help of school staff for an easy reference.



*** Related Services Supervisor**
 Supervisor of all related services (OT,PT,SLP)

*** Program Specialist**
 Assists the school team through the IEP process offering consult and coaching

*** Regional Supervisor**
 Oversees the school team and monitors school practices for compliance

*** Director of Schools**
 Manages the principals

*** Case Manager**
 Manages the IEP

SPS Special Ed Dept: phone- 206-252-0052
 Email: specialed@seattleschools.org
 Child Find, Services for ages 3-5, 206-252-0805

Language Access and Caregiver Accommodations

Schools have to allow for full parent and student participation

? What can I do if the IEP materials are not given to me in my home language?

The law states that the district must provide the materials in your native language. Make a written request for materials in your native language to the case manager in advance of the IEP meeting. Include the principal on this request. If the documents are not provided in your language, you are not obligated to attend the meeting and can request it be rescheduled when the documents have been provided in your native language.

Put your concerns in writing and contact the regional supervisor for support.

? What can I do if the IEP materials are not well translated so they do not make sense?

The law requires that parents or guardians are fully informed in their native language of any and all information related to the provision of special education services for their student and requiring their consent.

? How are my student's language needs considered during the IEP process?

Language access is part of the special considerations that are a required part of the discussion during the development of the IEP.

? What can I do if I need an interpreter to fully participate in an IEP meeting?

The law requires that the district provide translators or interpreters at no cost to you. Put your request for interpretation and translation in writing prior to the IEP meeting.

? Is my student required to be tested and evaluated in English?

No, all tests and evaluations must be administered in the student's native language including ASL.

? Who do I contact for language support?

Contact your school principal and case manager. For ASL interpretation, contact the 504 coordinator at 504coordinator@seattleschools.org.

? What can I do if I need accommodations as a caregiver?

Title II of the ADA "prohibits discrimination on the basis of disability in all services, programs, and activities provided to the public by State and local governments." Be sure to let staff know in advance of any accommodations that would help you to fully participate as a caregiver. Some examples of accommodations are: meetings held remotely, ASL interpretation, documents provided in electronic text-searchable format, closed captioning, extended time to review documents in advance, extended time to review and respond to decisions, visual aids to support discussion, prompt access to meeting transcript, documents in plain language and recorded meetings.

Advocacy Tips

It is more than okay to speak up

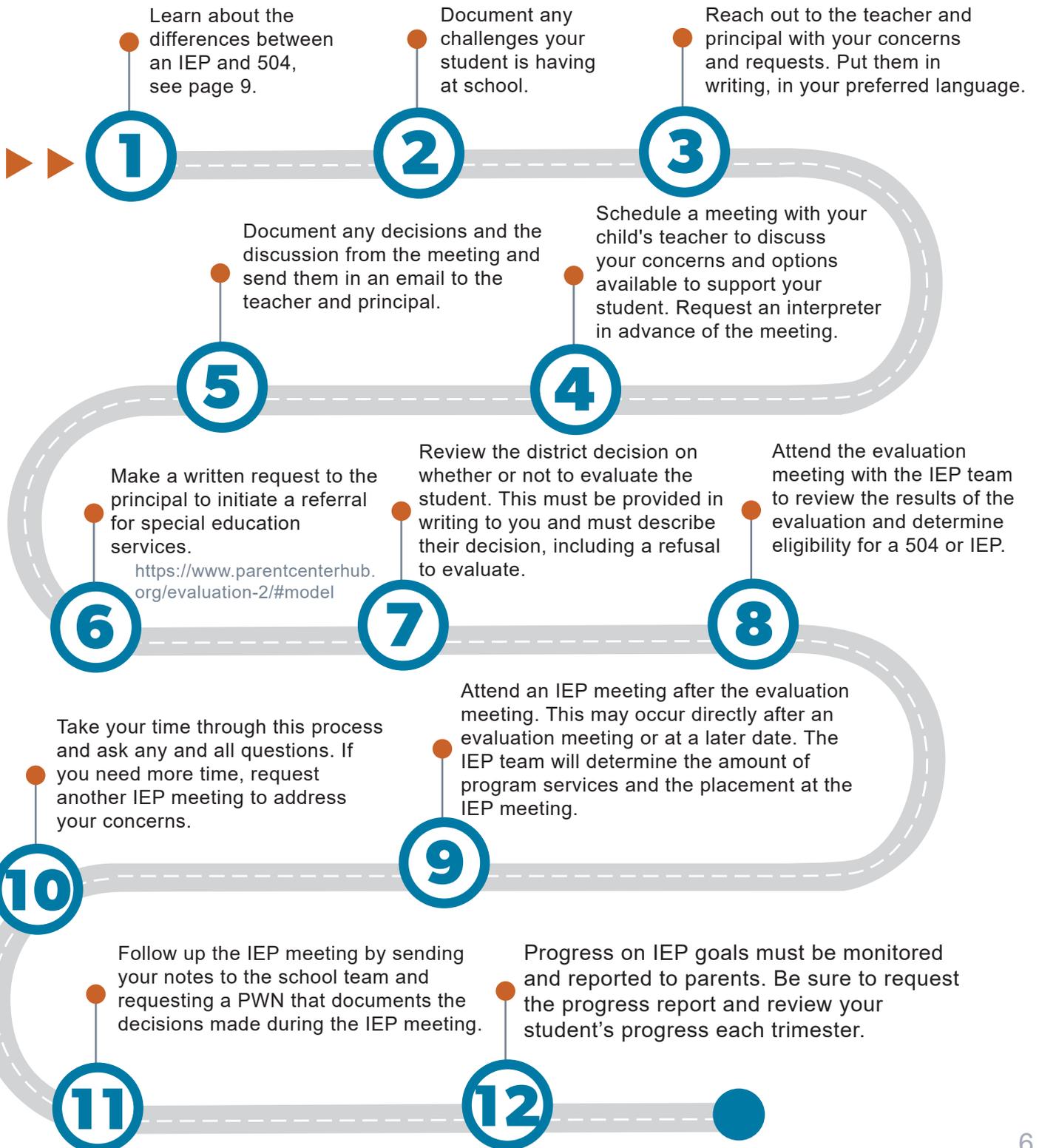


Asking questions to teachers and administrators is not considered inappropriate. Don't be afraid to voice concerns about your student's education to teachers and school administrators. Reach out to external organizations that can help you express your concerns. Many of these organizations offer support and services in different languages. Build relationships with other parents to help you navigate the system.

- Remember that you have the right to request translations and interpretation services to schools if needed. Even if you speak the language, you can request an interpreter to help you explain your child's strengths and challenges as well as understand what is being communicated by the school team and what the outcomes are of those decisions.
- It's ok to say "I didn't understand," "Can you repeat that?," "Can you give me an example?," "How are you educating students about my culture and about disability?" It is important that you understand what is being said and what is happening in your child's classroom and school. Ask for an interpreter even if you speak English to help provide clarity, to understand what is being communicated and decided, and to help you share about your student's strengths and how their disability impacts their education.
- Sharing your culture, values, and traditions with your child's class and school can help increase understanding and respect for one another.
- IEP meetings can be overwhelming and confusing. Bringing a friend or an advocate (some organizations offer this support) can help ensure you and your child are getting the support you need.
- Building a partnership between teachers and parents can be beneficial for your student's progress and success. You can request to meet with your student's teachers at any time, and many will communicate with you via email or text if you ask. At the beginning of the year, talk with your student's teacher about creating a communication plan with you and ask to adjust the plan throughout the year as needed.

Road Map:

Your student is having challenges at school but does not have an IEP or 504 plan.



Important Dates and Timelines:

Knowing when the clock starts ticking in the special education IEP/504 process is essential

Procedure	Days to Respond	
Decide to Evaluate:	25 School Days	Evaluations: 25 school days to respond to a request for evaluation.
Evaluate:	35 School Days	
Hold an IEP Meeting after an Evaluation:	30 Days	IEP: Once the district determines a student is eligible, an IEP must be developed, within 30 days.
Independent Educational Evaluation:	15 Days	Independent Educational Evaluation: If an IEE is requested by the parent at public expense, the district is required to respond within 15 days by either filing for due process or agreeing to the IEE at public expense.
IEP Review:	12 Months	IEP Review: Individual Education Programs must be reviewed every 12 months.
Reevaluations:	3 YEARS	Reevaluations: IEP reevaluations must occur every 3 years, and when requested by parent or district up to one time per year.
Complaints:	1 YEAR	Complaints: Special Education Community Complaints must be submitted and received by Office of Superintendent of Public Instruction (OSPI). OSPI must provide a decision within 60 calendar days.
Due Process:	2 YEARS	Due Process: Due Process must be submitted and received by OSPI. Once submitted, the school must hold a resolution session with parents/caregivers within 15 calendar days, unless both parties waive that right. There's a 30-day period to try to reach a resolution agreement. If there is not an agreement, the state department of education has 45 days for a due process hearing decision.

Definitions:

Making sense of the terms and acronyms in the special education IEP/504 process

Individual Education Program (IEP):

A document that describes the services, accommodations, and modifications that your child is legally bound to receive.

Least Restrictive Environment (LRE):

A legal requirement within IDEA that students receive education alongside their nondisabled peers to the greatest extent possible. It is a principle, not a place.

Prior Written Notice (PWN):

A notice and summary of decisions that have been made regarding your student's educational program provided to parents **BEFORE IT IS IMPLEMENTED**. It needs to be provided to parents every time a decision and change has been made AND when something proposed was rejected.

Independent Educational Evaluation (IEE):

An evaluation conducted by a qualified examiner that is not employed by your child's school district. This can be requested if the parent or guardian disagrees with the evaluation completed by the district.

Extended School Year (ESY):

This is a service delivered during school breaks (summer, winter break, etc.) that is designed specifically to address students who need support in maintaining academic or behavioral skills. Determination for eligibility is based on documentation of regression and recoupment as well as input of the IEP team regarding the severity of the student's disability, emerging skills, and rate of progress.

Functional Behavior Assessment (FBA):

An evaluation tool used to understand the function of a student's behavior and is the basis for developing positive intervention supports.

Behavior Intervention Plan (BIP):

A plan developed following an FBA that promotes positive behavior interventions and strategies to reduce the target behavior and to teach replacement behaviors.

Free and Appropriate Public Education (FAPE):

FAPE has two meanings, which can both apply to a student with an IEP. Section 504 holds that disabled students have access to the same educational opportunities as their non-disabled peers. Under IDEA, FAPE requires an individualized educational program that is designed to meet the child's unique needs and from which the child receives educational benefit.

Due process:

A formal way to resolve disputes with a school about your child's education. You can file a due process only for special education disputes. You have the right to an impartial hearing officer and to present evidence and witnesses at the due process hearing.

Student Introduction

An informal way to introduce your student to the school team

A student introduction is a helpful tool that can be used but not required with the school team where you and your student can share their strengths and goals for the year ahead. This can be created in any format like a letter, resume, or poster. Get your student involved and participating in this crucial step.

Topics that you might include are the student's:

- Strengths
- Challenges
- Languages/Communication
- Strategies that work
- Interests
- Cultural background
- Health or safety concerns
- Goals
- Culture at home

Here is a student introduction example:

SAKURA TAKAGI
FOURTH GRADER

GOALS
I am a generous and spunky 9 year old who loves to read and draw. I love to play the drums and when I grow up I want to be an artist.

LANGUAGES
Japanese
English

INTERESTS

- Science
- Animals
- Arts and crafts
- Minecraft
- Reading
- Music

CULTURE AT HOME
I have a younger brother. Both of my parents work full time. My grandparents live with me and my family for much of the year. They help take care of me and are an important part of my daily life.

STRENGTHS

- Reading
- Creativity
- Resilience
- Curiosity
- Enthusiastic

CULTURAL BACKGROUND
I am a second generation Japanese American.

PROVEN STRATEGIES

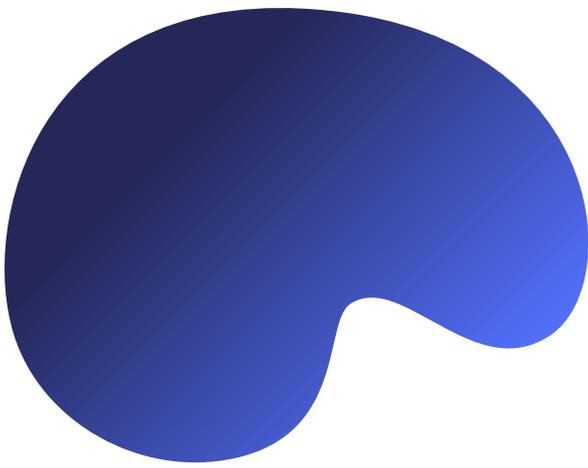
- Using models
- Access to manipulatives
- Repetition
- Frequent checks
- Social skill small groups with peers

WHAT I AM WORKING ON

- Math
- Communication with peers
- Developing peer relationships
- Self-advocacy

HEALTH AND SAFETY
Gluten and dairy free

Provided a printable page to fill out for your student. ▶



NAME

GRADE

STRENGTHS

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GOALS

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CULTURAL BACKGROUND

Dotted rectangular box for writing cultural background.

INTERESTS

Dotted rectangular box for writing interests.

PROVEN STRATEGIES

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CULTURE AT HOME

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WHAT I AM WORKING ON

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LANGUAGES

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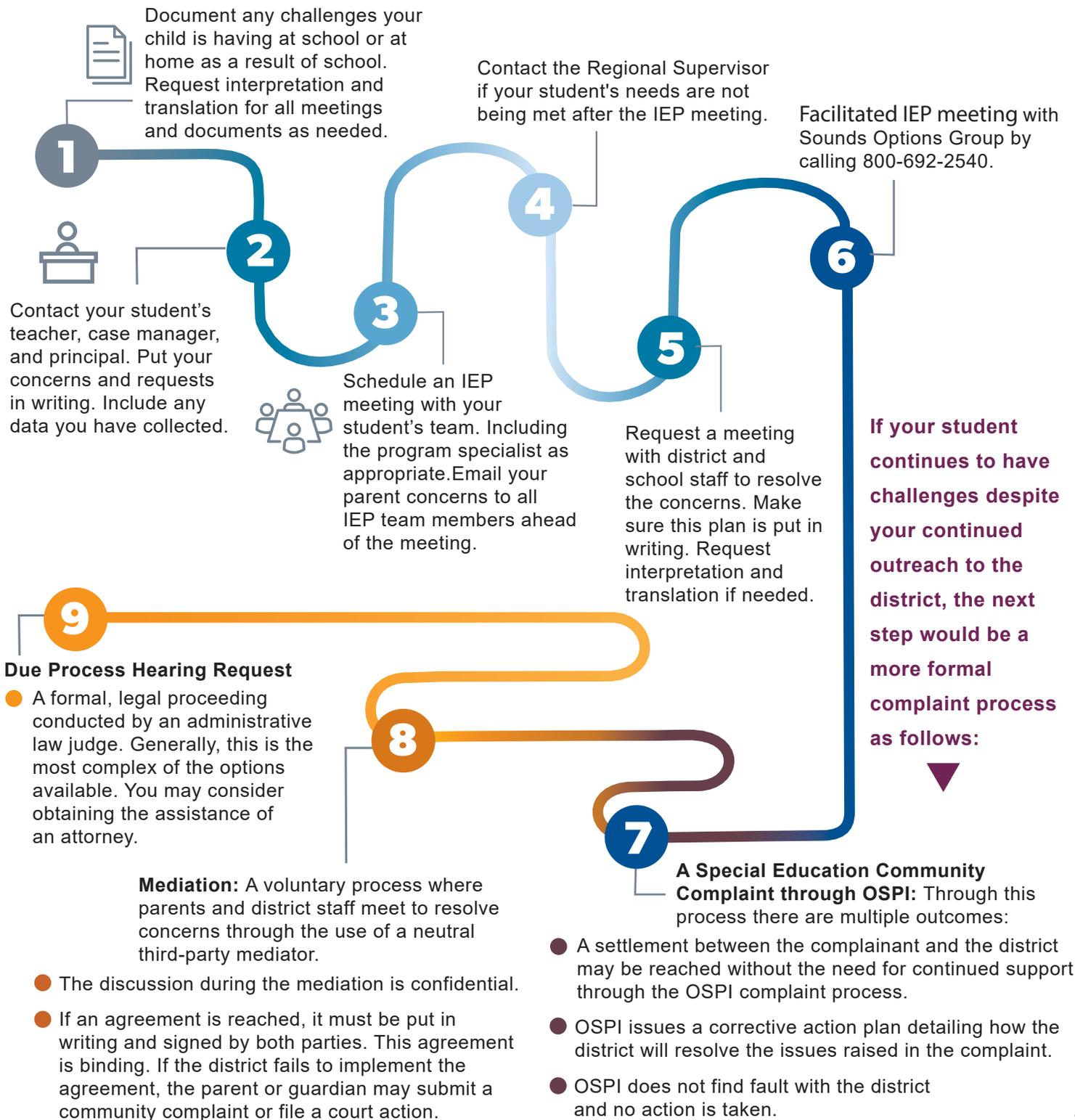
HEALTH AND SAFETY

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Steps to Escalate:

Not getting the support your student needs? Here are the steps to take for students already identified with an IEP/504



FAQ's

Answers to the Most Commonly Asked Questions

? What is the difference between a 504 Plan and an IEP?

A 504 plan and an IEP are both a formal plan to be created by the child's educational team to deliver supports that meet the needs of the student and prevent discrimination. But they are different documents with different requirements and protections. A 504 plan is not a lite version of an IEP.

IEP	504 Plan
An individual education program	A plan to ensure access to the learning environment
A list of what the child needs to "access" their education based on evaluations i.e. data driven Includes specially designed instruction (SDI).	A list of accommodations, aids, and services that provide access to FAPE but do not change the learning targets
IDEA Procedural Safeguards to protect rights of parents and students and evaluations	Section 504 Procedural Safeguards, more limited
Per IDEA, requires that the parent be an active member of the IEP team	Parental consent required before implementing the 504 plan
Per IDEA, requires a re-evaluation for the child every 2-3 years	Utilize evaluations of data and records, no formal evaluation required
Progress monitoring is required based on data	No progress monitoring required
Built around functional and academic goals	No goals

? What's the difference between placement and assignment?

Placement is a specific term used in the Individuals with Disabilities Education Act (IDEA), so it means the same thing across the United States, within a special education context. Placement includes the program, facilities, personnel, location, or equipment that will be needed to provide special education services. Placement is all of the connected services provided to a student with disabilities. A student's assignment is the location where they attend school. The district determines assignment, after considering the student's placement and services. When possible and appropriate, students receiving special education services will be served in their neighborhood school. Some students may have modified assignments due to the complexity of their services.

? Where will a student receive services?

Students receive services in their least restrictive environment (LRE) which are individualized for each student. This could be across the general education setting or a pull out setting in another classroom one-on-one or in a small group.

? Is my student required to have a medically diagnosed disability to be referred for special education services?

No, a medical diagnosis is not required to evaluate a student.

FAQ's

Answers to the Most Commonly Asked Questions

? What are primary service pathways?

Seattle Public Schools (SPS) has defined a number of “Primary Service” pathways specific to SPS. These defined specialties create predictable pathways/options for student school assignment and for teacher professional development. These Primary Service type descriptions apply to students enrolled in Seattle Public Schools, grades K–12, and students receiving special education transition services (up to 21 years old).

? Linked School Charts for 2021-22 (last updated 6/1/2021)

Linked Schools for Elementary Schools

Linked Schools for Middle Schools

Linked Schools for High Schools

? How are the SPS Primary Service Pathways defined?

Service Pathway	Description
Resource	Students receive specially designed instruction (SDI) addressing the <i>mild to moderate differences in their instructional needs</i> for specific academic needs and social skills. These students spend the <i>majority of their instructional time in general educational settings</i> with <i>targeted support.</i> +*
Access	Students who have more intensive service needs. They <i>receive specially designed instruction (SDI) addressing their moderate to intensive academic and functional needs</i> . These students are able to make progress on their IEP goals while spending <i>the majority of their instructional time in general education settings</i> . These students may also benefit from a variety of specialized instruction, including <i>smaller group instruction and intervention.</i> **
Focus	Students who receive specially designed instruction (SDI) to address their intensive academic and functional needs. Students have <i>opportunities to participate in the general education curriculum</i> through specially designed instruction. These students benefit from spending a <i>majority of their instructional time in a smaller group setting</i> as their least restrictive environment (LRE), but this can vary by IEP.*
Social/Emotional	Students who receive specially designed instruction (SDI) to support the development of their social/emotional skills, function, and understanding. Students <i>may receive some or all of the academic instruction through SDI</i> , as determined by the student’s IEP. Services are frequently delivered within a small group setting, but this can vary by IEP.*
Distinct	Students who benefit from a <i>curriculum which differs significantly from the general education curriculum</i> . Specially designed instruction (SDI) can include academic, communication, life and functional skill components. Services are frequently delivered within a small group setting, but this can vary by IEP.*

+ Services may be provided in any setting, based on the student’s IEP.

*This Primary Service type is available to students who qualify in any IDEA disability category.

Chart continued on next page ►►

FAQ's

Answers to the Most Commonly Asked Questions

Service Pathway	Description
Deaf/Hard of Hearing (DHH)	Students who receive specially designed instruction (SDI) <i>in their least restrictive environment</i> (LRE), as determined by their IEP team. Instructional content provides students with <i>opportunities to participate in general education</i> curriculum through specially designed instruction with <i>accommodations, modifications and interpreter services</i> . Students may benefit from a concentration of support services or specialized facilities outside their assignment area. This service is open to students who are deaf or hard of hearing.
Vision	Students receive specially designed instruction (SDI) in their least restrictive environment (LRE) as determined by their IEP team. Instructional content provides students <i>opportunities to participate in general education</i> curriculum through specially designed instruction <i>with accommodations and modifications such as Orientation and Mobility (O and M) and vision services, including instruction in Braille</i> . Students may benefit from a concentration of support services or specialized facilities outside their assignment area. This service is open to students who are blind or visually impaired.
Medically Fragile	Students receive specially designed instruction (SDI) in their least restrictive environment (LRE) as determined by their IEP team. Instructional content provides students <i>opportunities to participate in general education curriculum</i> through specially designed instruction. Students may benefit from a concentration of support services or specialized facilities outside their assignment area. Services are frequently delivered within a small group setting, but this can vary by IEP. This service is open to students with intensive medical care needs from all IDEA disability categories.
18–21 Transition Services	Students in transition services receive specially designed instruction (SDI) for students, 18–21 years of age, <i>with intensive functional special education needs</i> . This service is open to students ages 18–21 years old, who qualify for any IDEA disability category.

Sourced from <https://www.seattleschools.org/departments/special-education/services/placement-and-primary-service-types/> on 4/5/22

+ Services may be provided in any setting, based on the student's IEP.

*This Primary Service type is available to students who qualify in any IDEA disability category.

- ?** **My student is not showing improvement after implementing the IEP. What can I do now?**
Reach out to your student's Case Manager to share your concerns and request an IEP meeting. At the meeting, discuss your concerns and propose amending the IEP if necessary.
- ?** **Is a student only allowed one IEP meeting per year?**
No. A parent can request an IEP meeting at any time. Put your request in writing and the reasons for why an IEP meeting is necessary. The district determines if they agree that the student would benefit from an IEP team discussion and either moves forward on proposing a meeting time & date or recommends an alternative to addressing the concerns. If a district refuses to convene an IEP meeting, they must put their refusal in a PWN.
- ?** **How should I prepare for an IEP meeting?**
Review the previous IEP and progress reports. Draft your questions and concerns in advance.

FAQ's

Answers to the Most Commonly Asked Questions

? What if the District states that my student is not eligible for an IEP?

It must provide a written reason why. This will usually be in a PWN. If you do not agree with the results of the evaluation, be sure to write that you attended the meeting and do not agree with the results of the evaluation.

? Is there a limit to how many goals can be in an IEP?

No, goals are based on student need, not school resources.

? What is an IEP amendment?

An IEP amendment is a slight change or modification to the IEP. A full IEP team meeting for input is not required to make an amendment if all parties are in agreement. It is recommended that the suggested amendment be put in a PWN before any changes are made.

? What can I do if the IEP materials are not provided to me in advance of a meeting, or not provided early enough so that I have time to review them before a meeting?

Parents and guardians have the right to inspect and review records throughout the school year, especially prior to an IEP meeting. If you have made a request to review the records and they have not been provided, contact the school principal and regional supervisor. You can request that the meeting be rescheduled after you have had time to review the records and documents.

? What if I disagree with the evaluation results?

Put your concerns in writing. You may also request an IEE or Independent Educational Evaluation. The district is responsible for providing information to help assist you in obtaining an IEE.

? Who pays for the Independent Educational Evaluation (IEE)?

The parent or guardian must cover the expenses of an IEE; however, you can request an IEE at public expense, but that requires a due process hearing unless the district agrees to your request.

? Who develops a 504 plan?

A team of individuals who know and understand the needs of the child and can interpret the data and information from evaluations. Generally, the parent or guardian, general education teacher(s), 504 coordinator(s), and school administrator participate in the development of the 504 plan.

? What is included in a 504 plan?

A 504 plan often includes the accommodations and supports for the child as well as who will be providing and monitoring these supports.

? If my student has a 504 plan, are they considered a student receiving special education services?

No. A student who receives special education services has an IEP, not a 504 plan. But we are still including them when we say "special education students."

FAQ's

Answers to the Most Commonly Asked Questions

- ?** **How do I request Extended School Year (ESY) services for my student?**
Put your request in writing at the beginning of the year. If your student's IEP meeting is scheduled early in the year, ask to discuss ESY at the IEP meeting. Otherwise, request an IEP meeting to discuss ESY.
- ?** **What if we do not address all of our concerns in the time allotted for the IEP meeting?**
Discussions can be tabled and scheduled at a later date if there isn't sufficient time during the meeting. Ensure that the continuation of the IEP meeting be scheduled before the current meeting has ended.
- ?** **How can I connect with others at my student's school who share similar experiences?**
Reach out to the Seattle Special Education PTSA Family and Community Engagement Committee and ask for support connecting with other families. You can also contact your local PTA or school principal.
- ?** **What should I do if the District agrees to provide an evaluation?**
You should make sure that the school psychologist is aware of your concerns in all areas that you believe your child has difficulty. Make sure to ask for a copy of the evaluation several days before the meeting so you have a chance to review it. Read the consent for evaluation carefully and ask questions if you do not understand. Sign the consent form and return it to the school.
- ?** **Who attends an IEP meeting?**
Parents/caregivers and your student if appropriate along with the school team that is made up of the case manager, special education teachers, general education teachers, related service providers (OT, PT, SLP), school administrator, district administrator (as needed), transition personnel, and anyone you consider to be an expert of your child who are often private therapists. You may also request a note taker at the meeting. It is recommended that you bring your own note taker when possible. A parent can bring ANYBODY they want to an IEP meeting. Definitely bring a friend or family member if at all possible.
- ?** **What's the difference between a SIT team and an IEP team?**
The SIT or Student Intervention Team is involved in evaluations and develops the supports included in a 504 plan. An IEP team manages and develops the Individual Education Plan of students receiving special education services.
- ?** **When are re-evaluations conducted?**
At minimum, every 3 years. An evaluation can be requested by an IEP team member at any time but the district is not obligated to complete one unless there is demonstrated need agreed upon by the IEP team members.
- ?** **What if my student's school doesn't have the special education "program" my student needs?**
SPS requires that students attend a school that offers the program the student is assigned to regardless of whether or not that is their neighborhood school. Parents have a right to object and request placement at their local school. If the district denies this request, the parent could follow due process procedures to allow for a judge to make a ruling.

FAQ's

Answers to the Most Commonly Asked Questions

? I have a great private aide. Can they come help my student at school?

This is up to the discretion of the school. Put your request in writing and ask for their response in a Prior Written Notice (PWN). The district is required to provide a free and appropriate public education (FAPE) so another option would be to request the district provide the support if it would prevent access to FAPE.

? When is the school allowed to restrain or isolate my child?

Policy #3246, "The use of isolation is prohibited under all circumstances. The use of restraints on students is prohibited except in situations when there is an imminent likelihood of serious bodily harm to a person. In such situations, restraint may be used only as a last resort and only to the extent necessary to prevent or minimize imminent bodily harm to the student or to others. The use of restraint or other physical crisis intervention must be immediately discontinued once there is no longer an imminent likelihood of serious bodily harm. Under no circumstances will these techniques be used as a form of discipline, punishment, for adult convenience, or as a response to property destruction or a disruption of a student that poses no risk of bodily harm."

<https://www.seattleschools.org/wp-content/uploads/2021/07/3246.pdf>

? What is an Emergency Response Protocol (ERP)?

This is a response plan put in place in advance of anticipated "emergencies that pose an imminent likelihood of serious bodily harm." As a parent or caregiver, you may elect to have an ERP plan by checking a box located in the IEP file indicating your consent or you may choose to leave the box unchecked. "Emergency response protocols, if developed, must be incorporated into a student's IEP and reviewed annually. Emergency response protocols shall not be used as a substitute for the systematic use of a behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior. Emergency Response Protocols document the advanced educational planning required to provide a free, appropriate public education (FAPE) and the consent of the parent in advance of the adoption of the Emergency Response Protocols."

<https://www.seattleschools.org/wp-content/uploads/2021/09/3246SP.pdf>

? What does meaningful parent participation look like?

It should include advance notice of meetings, access to educational records, honoring parents as collaborators and partners in their child's education, access to observe their child in the school setting, and parental consent.

? Can my student attend their IEP meeting?

Yes! It is encouraged for them to participate as appropriate. Start early by engaging with them about their goals, supports, and strengths. And encourage staff to seek input from your student frequently.

School Discipline

The forms of discipline used by Seattle Public Schools

What is it?

In the school setting, “discipline” is enacted in response to behavioral violations. The goal of discipline should be to teach rather than to punish.

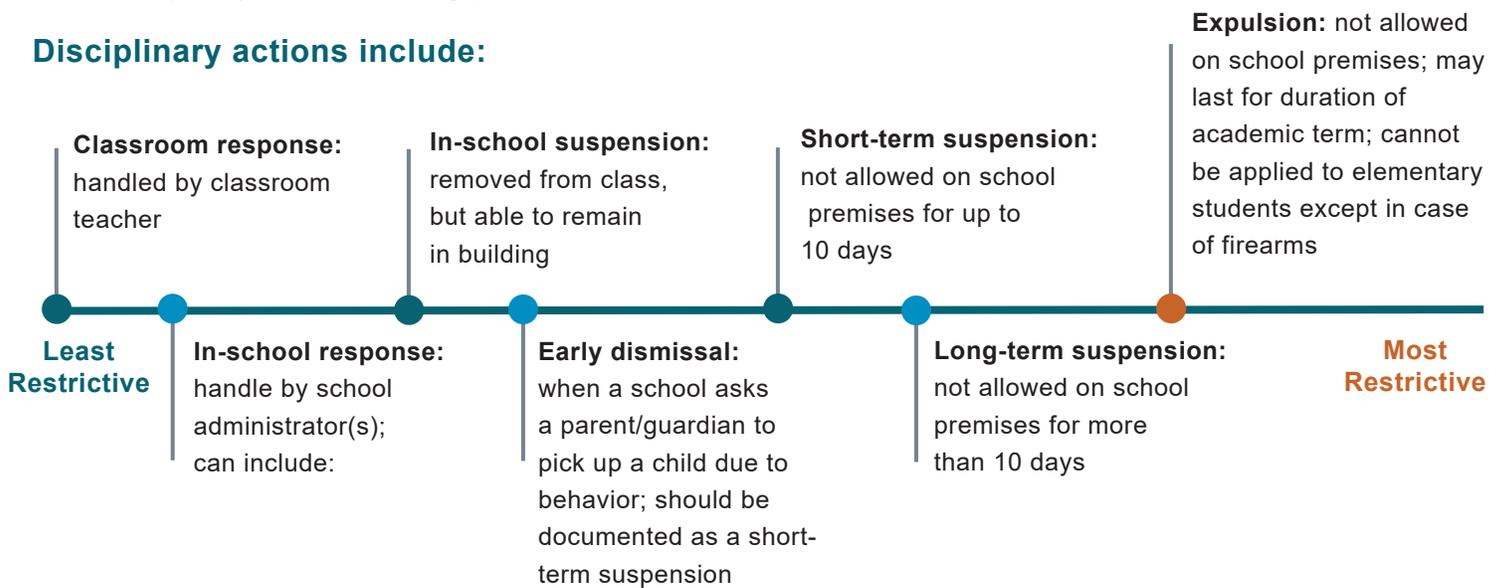
Disproportionality in discipline: It’s important to note African American students and students with disabilities are disciplined at significantly higher rates than their white, neurotypical peers. Discipline is a practice that, while enacted upon individual students, ultimately needs to be addressed at a systemic level.

The best disciplinary actions are preventive, proactive, and center around engaging students in solving problems that lead to behavioral violations. The best student outcomes happen when students feel safe and seen, when they engage as active participants in their own learning, within supportive relationships, and with the understanding that “Kids do well if they can” (**Ross Greene**)!

Discipline at SPS

SPS follows a **Discipline Matrix**² to guide administrators in selecting appropriate disciplinary responses to behavioral violations. As outlined in the Seattle Public Schools **Student Rights and Responsibilities**³ document, “students, parents, and guardians have a right to be active partners in providing input prior to the school engaging in the disciplinary decision-making process.”

Disciplinary actions include:



- Additional Discipline Protections for IEP/504 Students (and those not yet identified as needing a 504): include functional behavioral assessments (**FBA**s)⁴; behavior intervention plans (**BIP**s)⁵; manifestation determination review (**MDR**s)⁶; interim alternative educational placements (for students who commit behavioral violations involving weapons, illegal drugs and/or serious bodily injury). Schools have many tools at their disposal that address problems upstream of behavioral violations that can help them avoid punitive or exclusionary discipline.

- Trauma-Informed practice⁷

- Problem solving models⁹

- Restorative justice⁸

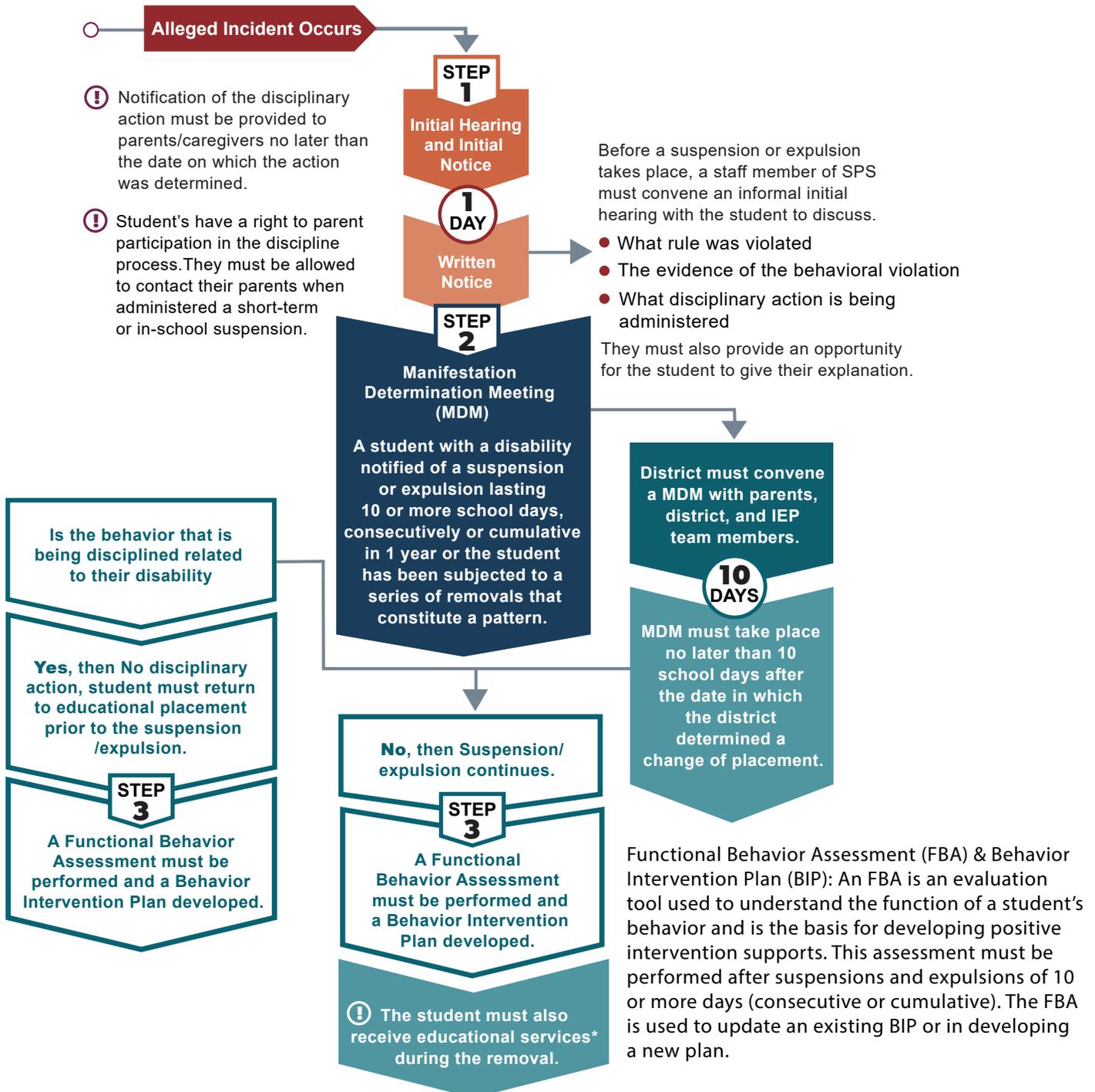
- OSPI’s Behavior Menu of Best Practices¹⁰

*Concerns about FBAs and BIPs: while intended to be protections for the student, FBAs and BIPs often do not account for the underlying conditions such as sensory overload or trauma, that lead to behavior that results in disciplinary action.

School Discipline

The forms of discipline used by Seattle Public Schools

- Educational Services During Suspension*: students must be given educational services during any and all suspensions and expulsions regardless of the length of that disciplinary action. These services must allow the student to access the general education curriculum as well as supporting the student in making progress toward their IEP goals.



Resources:

Here is a list of helpful resources.

Government Agencies:

OSPI/Office of the Superintendent of Public Instruction: <https://www.k12.wa.us/student-success/special-education>

OEO/Office of the Education Ombuds: <https://www.oeo.wa.gov/en>

Community Organizations:

Decoding Dyslexia Washington: <https://www.facebook.com/decodingdyslexia.wa/>

Disability Rights Washington: <https://www.disabilityrightswa.org/>

Down Syndrome Community of Puget Sound: <https://dscpugetsound.org/>

International Dyslexia Assoc - WA branch: <https://www.wabida.org/>

Investing in Student Potential: <https://studentpotential.org/>

Open Doors For Multicultural Families Center: <https://www.multiculturalfamilies.org/>

Rooted in Rights: <https://rootedinrights.org/>

Roots of Inclusion: <https://www.rootsofinclusion.org/>

South King County Discipline Coalition: <https://www.skcdisciplinecoalition.com/>

Southeast Seattle Education Coalition: <http://www.sesecwa.org/>

The Arc of King County: <https://arcokingcounty.org/>

Washington Autism and Advocacy Alliance: <https://washingtonautismalliance.org/>

Hands and Voices: <https://wahandsandvoices.org/>

Washington Multicultural Services Link: <https://www.wmslink.org/>

Disabilities, Opportunities, Internetworking, and Technology (DO-IT): <https://www.washington.edu/doit>

Northwest Justice Project: <https://nwjustice.org/get-legal-help>

Team Child: <https://teamchild.org/>

Race and Disability:

African American Support Group, The Arc of King County: <https://arcokingcounty.org/community-calendar.html/event/2022/01/31/1643666400/african-american-support-group/361823>

Autism in Black: <https://www.autisminblack.org/about/>

Families of Color Seattle: <https://www.focseattle.org/>

Kienan Ellis Educational Project (KEEP): <https://www.keep-wa.org/>

The Intersection of Race and Disability: Conversations with Parents Across the Nation: <https://adayinourshoes.com/the-intersection-of-race-and-disabilities-conversations-with-parents-across-the-nation/>

Behavioral Health Providers:

Asian Counseling and Referral Service: <https://acrs.org/>

Atlantic Street Center: <https://atlanticstreetcenter.org/>

Consejo Counseling and Referral: <https://consejocounseling.org/>

Cowlitz Tribal Health Seattle:

<https://www.cowlitz.org/services/health-and-human-services/health-human-services-seattle.html>

Ingersoll Gender Center: <https://ingersollgendercenter.org/>

Muslim Health Professionals Seattle: <http://www.mhpseattle.org/>

NAMI (National Alliance on Mental Illness) Seattle: <https://namiseattle.org/>

Navos: <https://www.navos.org/>

Ryther: <https://www.ryther.org/>

You Grow Girl!: <https://www.yougrowgirl.org/>

Special Education Acronyms Link: <https://www.parentcenterhub.org/acronyms/>

Disability History and Awareness

Content that highlights contributions and stories from the disability community



Reading room

<https://seattlespecialeducationptsa.org/resources-for-families>

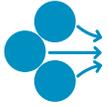


Reading room / Teens and Adults

<https://seattlespecialeducationptsa.org/resources-for-families>

Sources

Links to sources referenced in developing this document



<https://www.k12.wa.us/student-success/special-education>

<https://www.oeo.wa.gov/en>

<https://adayinourshoes.com/>

<https://www.seattleschools.org/>

<https://apps.leg.wa.gov/wac/default.aspx?cite=392-172a>

<https://www.parentcenterhub.org/>

<https://www.k12.wa.us/sites/default/files/public/specialed/pubdocs/ProceduralSafeguards.pdf>

<https://www.ada.gov/>

<https://www.seattleschools.org/about/school-board/policies/4200sp-a-visitors-to-schools/>

Discipline Sources

¹<https://livesinthebalance.org/educators-schools/>

²<https://www.seattleschools.org/wp-content/uploads/2021/09/ADA-Discipline-Matrix-21-22.pdf>

³<https://www.seattleschools.org/wp-content/uploads/2021/11/SSR-21-22-november-2021.pdf>

⁴<https://www.understood.org/articles/en/functional-assessment-what-it-is-and-how-it-works>

⁵<https://www.understood.org/articles/en/behavior-intervention-plans-what-you-need-to-know>

⁶<https://www.wrightslaw.com/info/discipl.mdr.strategy.htm>

⁷<https://traumasensitiveschools.org>

⁸<https://www.nwjusticeforum.com>

⁹<https://livesinthebalance.org/our-solution/>

¹⁰<https://www.k12.wa.us/sites/default/files/public/2020%20Behavior%20Menu%20with%20ADA.pdf>



Material presented in this guide is intended for information purposes only. It is not intended as professional advice and should not be construed as such. Seattle Special Education PTSA is not engaged in rendering legal or other professional services by posting said material. Professional services should be sought if legal or other specific expert assistance is required.

Membership

Join us and make a difference



Seattle Special Education PTSA

Informing, Educating, Empowering Communities

The Seattle Special Education PTSA advocates for all students with disabilities in the Seattle Public Schools District by:

- Helping families navigate the educational system
- Partnering with parents and educators to advocate for improvements in special education service delivery
- Providing educational resources to our members

We hope you will join our advocacy community!

For your convenience, there are multiple ways to join:

- Online: <https://seattlespecialeducationptsa.org>
- Mail: Seattle Special Ed PTSA, 7323 17th Ave NW, Seattle, WA 98117
- In person: Hand directly to a board member

We offer all memberships on a sliding scale, starting at no cost, going up by \$5.00 increments. As of July 2021, the total cost that SSEPTSA pays per member is \$12.26:

Seattle Council PTSA dues = \$3.50
Washington State and National PTSA dues = \$8.00
Paypal fee = \$0.76
Total = \$12.26

We encourage each individual to determine what contribution feels right and accessible to you.

Become a member! I'd like to contribute \$ _____

Name(s): _____

School affiliation: _____

Street Address: _____

City: _____ Zip Code: _____

Phone: _____ Email: _____

This email address may be used to offer electronic voting option, initial here to opt-out _____

NOTE: PTA membership is NOT a commitment of your time! Becoming a member shows your support for the PTSA and helps fund advocacy efforts for all students with disabilities. Looking to do more? We always welcome greater involvement. Attend our monthly meetings and/or check one or more boxes below to find out more about our new committees.

- | | |
|---|--|
| <input type="checkbox"/> Fundraising, Budget/Finance | <input type="checkbox"/> Restraint and Isolation |
| <input type="checkbox"/> Racial Equity and Inclusion | <input type="checkbox"/> Inclusionary Practices |
| <input type="checkbox"/> Family and Community Engagement (FACE) | <input type="checkbox"/> Communications/Outreach |
| <input type="checkbox"/> Membership | <input type="checkbox"/> Dyslexia |

For additional info, visit us at <https://seattlespecialeducationptsa.org>
or follow us on Facebook ("Seattle Special Education PTSA")

<https://seattlespecialeducationptsa.memberplanet.com/Membership.html>

The membership form link is under the **Payment Options** section