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Newsletter

Winter 2019

JANUARY 29, 2019



**One Out of Five
Project Update**

**OEO & CIN:
A New
Partnership**

**Supporting
Students in
Foster Care**

ONE OUT OF FIVE: DISABILITY HISTORY AND PRIDE PROJECT UPDATE

Preparing and Supporting Teachers through Disability Curriculum

OEO launched the “One Out of Five: Disability History and Pride Project” last October, and we can report that the web page has been visited over 4,000 times already! The student voice videos produced in collaboration with Rooted in Rights, part of Disability Rights Washington, have had over 900 views.

Curriculum developers, Adina Rosenberg and Sarah Arvey, have been busy building awareness, Adina reported that Bellevue School District is partnering with Seattle U to help BSD teachers get SPED endorsements and their first class featured a lesson from the One Out of Five: Disability History and Pride Project. Sarah passed on the One Out of Five Project to U-ACT, a teacher certification program at UW, and is now working with them on a course dedicated to incorporating disability studies curriculum. K-12 teachers in a variety of content areas are going to be creating their own lesson plan and/or modifying the One Out of Five lesson plans to fit their contexts – a great way to begin integrating disability awareness into teacher education programs!



Image: One Out of Five: Disability History and Pride Project Artwork

OEO will continue to partner with Rooted in Rights to produce 3-4 more student voice videos in the coming year. OEO is still recruiting students with disabilities who would like to share their experience to promote inclusion in Washington’s public K-12 schools. Please contact Carrie Basas, Director for more information at Carrie.basas@gov.wa.gov.

View the disability awareness curriculum on the OEO web page: <https://oeo.wa.gov/education-issues-topics/one-out-of-five-disability-history-and-pride-project/>.

Join the conversation about disability history, awareness, and inclusion on Twitter [#OneOutOfFiveDisabilityProject](https://twitter.com/OneOutOfFiveDisabilityProject).

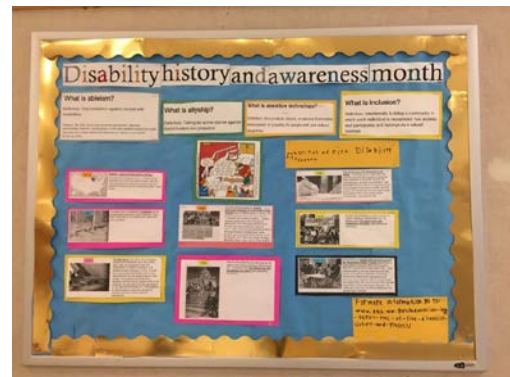


Photo: Bulletin Board featuring class activity from One Out of Five Curriculum.



Photo: Danielle Eidenberg-Noppe meets with students through the CIN.

OEO and the Congolese Integration Network (CIN)

Youth Program Manager Providence Kamana provides essential cultural brokerage skills.

OEO Senior Ombuds Danielle Eidenberg-Noppe has been partnering with the Congolese Integration Network (CIN) to provide in-person clinics. Danielle gives background into this new partnership.

At the end of October, 2018, the first *Washington Refugee Summit: Building a Stronger Community Together* (sponsored by the Washington State Office of Refugee and Immigrant Assistance - ORIA) took place at Renton's Pavillion Event Center. The Office of the Education Ombuds (OEO) met members of the Congolese Integration Network (CIN) at this event. Providence Kamana, CIN Youth Program Manager invited OEO to talk with the Founder and Executive Director of CIN (Floribert Mubalama) to discuss a partnership. CIN asked OEO to chat with a group of 50 or so students in early November to share information about navigating the public school system.

Congolese students come from all over the region to meet weekly at CIN's Sea-Tac office where they talk with one another about their shared experiences and challenges living in the US while learning English.

Having grown up in refugee camps in various African countries, many of the students have not been in school consistently prior to arriving in the U.S. Navigating the school system here can be quite challenging especially with limited English proficiency. Providence Kamana is remarkable for his quiet and effective coordination each week. So many students come from so many corners of the region (Shoreline through Tacoma) because this is the one place they can convene with other young people with whom they have shared life experience.

Providence works with public and private service providers (the local police department, community colleges and OEO among others) to bring guest speakers to meet with students each week. He coordinates meal donations from local restaurants to provide lunch for everyone in attendance, and he coordinates soccer games with other area teams to maintain healthy living and continuity for these young people -many of whom played soccer in Congo, the refugee camps where they spent several years, and now the U.S.

At the first student gathering I attended – students shared their common experience of feeling shy in their schools. Partly due to the trauma experienced by so many of these students as well as due to limited English proficiency – students talked about feeling uncomfortable speaking up or asking for whatever they may need at school. After several students shared this experience, one young man stood up and gave an impassioned plea to everyone in the room to be brave and speak up because if they don't – no one else can help them be successful here.

Providence invited me to meet with several students and parents individually about their specific school-related concerns. After listening to the concerns raised by each student (need for material supplies, academic challenges, challenges with bullying and harassment, disciplinary challenges, etc.) I offered to follow up with their schools/districts. Providence worked with their parents to fill out the OEO permission forms that allow us to contact the school/district to address the concerns. Connecting with each school/district led to immediate responses from educators who followed up with the students and addressed their challenges.

In one meeting with a school team to address what had been an ongoing series of disciplinary challenges for a student, I was able to conference in by phone, and Providence attended in person as a cultural broker for the student. Providence and I worked together to help inform the school about the kind of educational cultural orientation the student needed but never got, and the lack of education and trauma in the student's past that the school team had been unaware of previously. As we talked, it was clear that given the lack of orientation, the student had no basis for understanding the behavioral expectations in his school. He was willing and open to learning during this meeting and beyond about the necessity to follow his teachers' instructions, ask for help and communicate with others in his school in his primary language (French) whenever questions arose. Once he learned what the expectations were, he has been successful in his classes and has been able to make academic progress!

It has been a pleasure working with Providence to connect OEO services with the students in the CIN youth group. I look forward to many more opportunities to work with CIN and other community based organizations to hold clinics for students and families with concerns about the education system. There is a lot to learn in order to effectively support students in our schools – and while OEO can help navigate the school system, we can't do it without the cultural brokerage that community leaders like Providence provide!



Photo: Danielle Eidenberg-Noppe listens to students at the CIN.

Supporting Students in Foster or Kinship Care

OEO and Fostering Together offer webinars on Supporting Students with Disabilities in Foster or Kinship Care.

Please join us on February 19th and March 5th for Part 3 and Part 4 of the Fostering Together and OEO partnership to bring you information about supporting students in our state's k-12 public schools.

In parts 1 and 2, we covered how to get started with supports for a student with a disability. We reviewed the evaluation process, and how IEP teams work. In Part 2, we focused on behavior and discipline, with updates about new discipline rules and a review of Functional Behavior Assessments. But we did not get to the sections on resolving disagreements. So, we'll be back online in February and March to cover strategies for resolving disagreements and to take more of your questions.

On February 19th, will be Fostering Together & OEO, Part 3: **Strategies and Tools for Resolving Disagreements**. We will work through a few scenarios that will highlight tools for problem solving around special education services, student discipline, and harassment or bullying. We will cover strategies for informal problem solving and options for formal complaints. **(Tuesday, Feb. 19th from 6-7pm)**.

On March 5th, we will be Fostering Together & OEO, Part 4: **Q & A with an Education Ombuds**. This session will be all about your questions. Please send questions in advance to oeoinfo@gov.wa.gov, subject line: Questions for Webinar. We will gather information to share in response to your questions and add an extra half hour to allow time to answer more questions that come up during the webinar. **(Tuesday, March 5th, 6 – 7:30pm)**.

Recorded webinars can be viewed on the OEO YouTube Channel:

<https://www.youtube.com/user/TheWAEducationOmbudsman>

Fostering Together & OEO Part 1: Navigating IEPs and 504 Plans

Direct link: <https://youtu.be/bHdxXhf3Y1s>

Fostering Together & OEO Part 2: Troubleshooting Behavior, Attendance and Academics

Direct link: https://youtu.be/oxeSYmwc_Qg

Find OEO on Social Media

OEO has been sharing information through a variety of webinars and workshops with community partners such as the ARC of Snohomish County, Congolese Integration Network, Fostering Together, King County Kinship Collaborative, Kinship Care Navigators Conference, Klickitat Co. Parent to Parent, ReadyWA, Schools Out Washington and Yakama Nation Behavioral Health.

Keep up to date with OEO events on the OEO Facebook page

in English: <https://www.facebook.com/WAEducationOmbuds/>

in Spanish: <https://www.facebook.com/OmbudsdeEducacion>

or on Twitter: <https://twitter.com/EdOmbuds>.