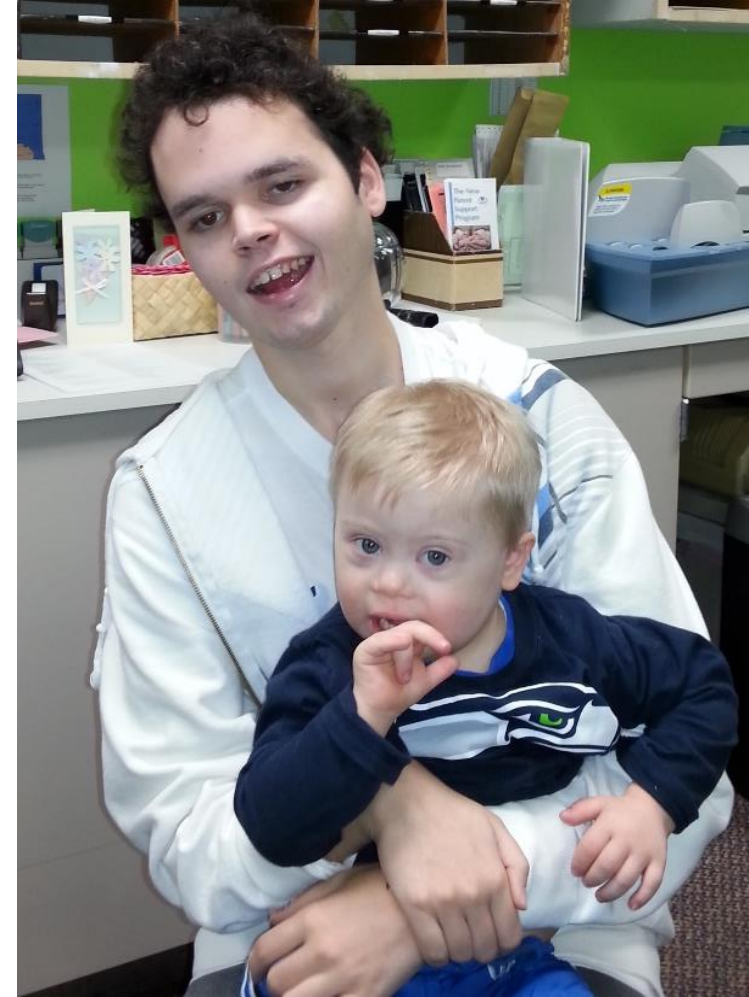




PTI
**PARENT
TRAINING
& INFORMATION**



PARENTS AS PARTNERS WITH THE SCHOOL

PAVE

GET HELP FROM PTI STAFF AT PAVE

- Go to wapave.org from the homepage:
Click Get Help! in the right upper corner
- Call Toll Free: 800-572-7368 (800-5PARENT) leave
a message on extension 115



Follow us on Facebook:
Parent Training and Information of Washington

TRAINING OBJECTIVES

- To gain a basic understanding of:
 - Student Rights
 - Communication Strategies
 - Dispute Resolution Options
 - How to Engage Students in the Process



IF YOU HAVE A CONFLICT WITH THE SCHOOL

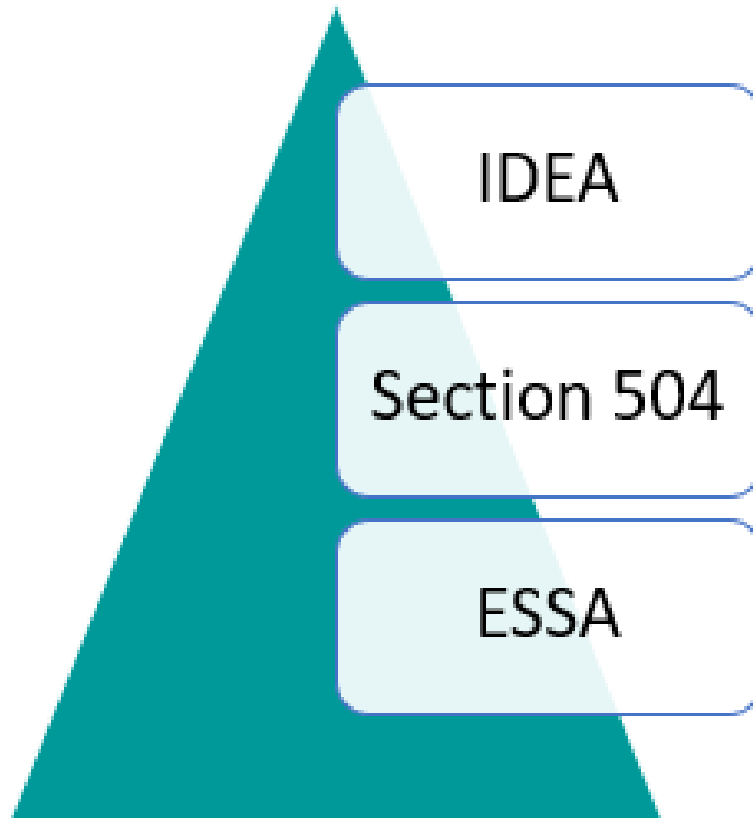
- Do your best to define the problem and the **outcome** you seek.
- Choose how you will commit your energy.



6 PRINCIPLES OF THE IDEA

1. Free Appropriate Public Education (FAPE)
2. Appropriate Evaluation
3. Individualized Education Program (IEP)
4. Least Restrictive Environment (LRE)
5. Parent and Student Participation
6. Procedural Safeguards

PYRAMID OF EDUCATION RIGHTS



Education rights are like a pyramid: At the top of the pyramid is the IDEA (Individuals with Disabilities Education Act), which provides a full menu of special education programming and services for qualifying students. Children at the top of the pyramid have all the protections of each of these laws.

At the center of the pyramid is Section 504, part of the Rehabilitation Act of 1973, which guarantees non-discriminatory rights to equitable access for individuals with disabilities.

ESSA (Every Student Succeeds Act) is at the bottom, providing *all* children in the United States the right to a free public education “to ensure that every child achieves.”

KEY QUESTIONS

- Is there a Federal Law or a State Requirement that you need to understand?
- PAVE's website might have an answer for you! wapave.org
- Another source for information Wrightslaw.org



KEY QUESTIONS

Is there a school policy you need to read?

Ask the school for copies of any relevant policies or reports!

KEY QUESTIONS



Do you have a copy of the latest IEP?

Collect and organize all current school documents for easy reference.



KEY QUESTIONS



- Do you need better understanding of your child's needs?
- Talk to providers and other experts and have them provide letters for the school.
- Research your child's diagnosis.

Parent Name: Jane Doeraymi Phone/email: 555-555-5555/memail@youtgotit.com
Meeting Date/Time: XX/XX/XXXX, 3-5 pm Location: Anywhere Elementary
Topic: IEP Review, Evaluation Review, Section 504 Plan, Re-entry after Discipline, Etc.

Make copies of this form to distribute before the meeting (via email) and/or at the start of the meeting. Request a moment of quiet to ensure all team members have read it. A photo puts the most important person front and center! Replace this paragraph with a few statements about your child's interests and strengths. Sample sentence starters: NAME enjoys... He is motivated when... She's interested in... You can also include his/her self-advocacy points: He wants more help in the area of... He said he likes school the most when ... He says teachers are helpful when they... He says he wants to learn more about ...



Student's Name, Age

PREPARE A HANDOUT FOR THE MEETING

This form is available as a downloadable PDF on PAVE's website, within the article titled, *Get Ready for Your Meeting with a Handout for the Team.*

USE THE HANDOUT AS YOUR MEETING AGENDA

My son/daughter's disability in the area of [briefly describe the condition] makes school difficult because... My biggest concern is that ... (This section can be a paragraph or bullet points, whatever helps parent track concerns and make clear points at the meeting. Try to be concise and keep points short enough to fit in this box.)

My primary topics for today's meeting include:

- A need that isn't being met?
- A communication challenge between home and school?
- Something you want to change in the IEP?
- A goal on the IEP that isn't being met?
- Something working well that needs further development?
- Anything else concerning?

YOUR HANDOUT KEEPS FOCUS ON THE STUDENT

“Tina enjoys reading and loves to sing and dance. She is motivated when she feels she will be successful in a given task. She is aware that she has damage to her brain because of alcohol exposure and how it affects her learning. She wants more help in the area of math, which she says is very hard. She said she likes school the most when the schedule is the same. She says teachers are helpful when they let her have breaks. She says she wants to learn more about reading.”

--from a Parent Handout for an IEP meeting



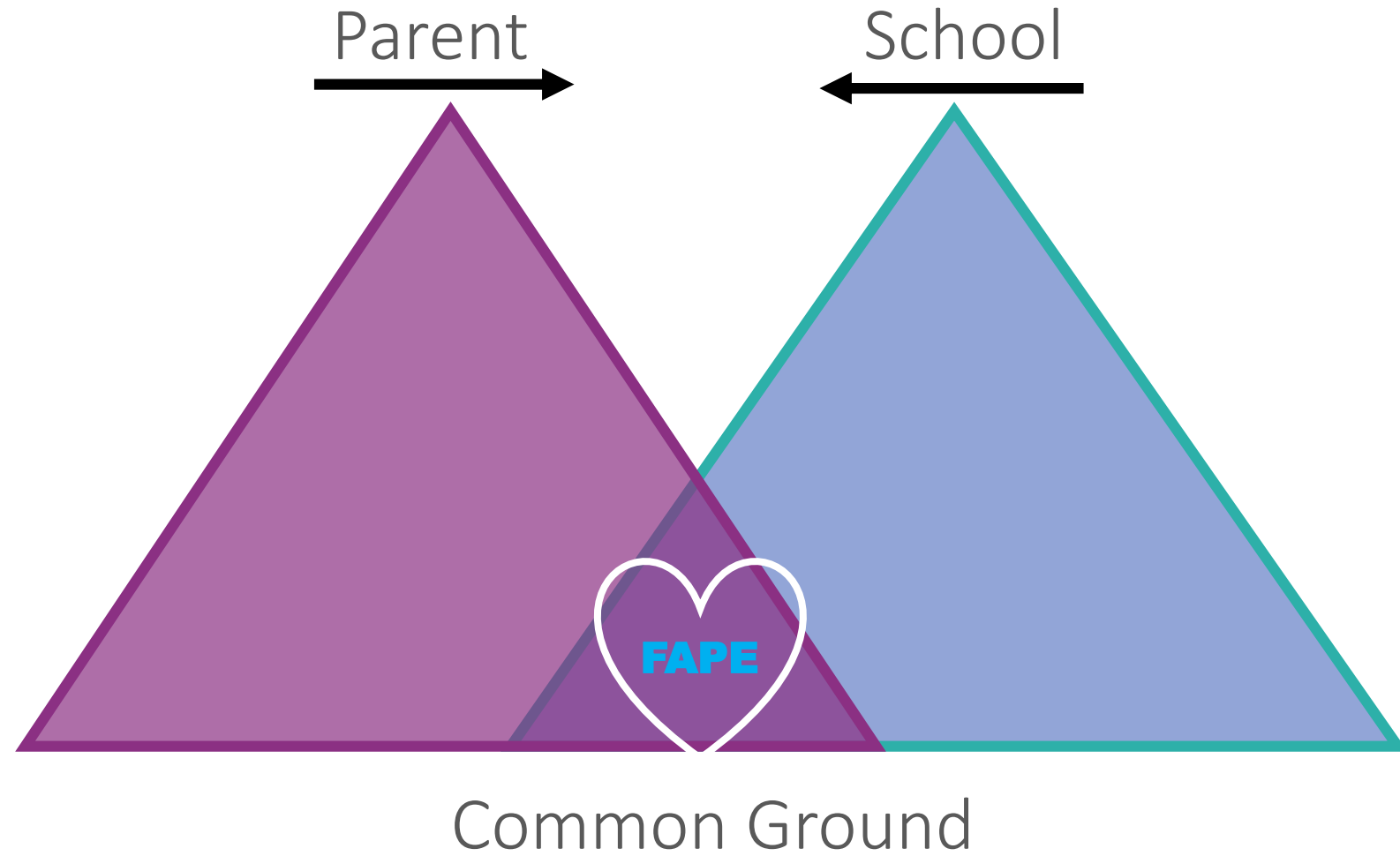
**YOU
HAVE A
VOICE**

COLLABORATE BY ASKING OPEN-ENDED QUESTIONS

- Help me understand...
- I'm wondering if you could explain to me...
- Here's the problem from my point of view...
- What would you suggest?
- Is there another way to look at this?



PLAN TO MEET ON COMMON GROUND



PARENTS AS TEAM PARTNERS

“Given the expertise at the table, can someone help me understand a best-practice strategy to address this problem?”



Partnerships for Action, Voices for Empowerment

HOME

LEARNING IN SCHOOL

PARENT AND FAMILY

[Home](#) |

Parents as Team Partners: Options When You Don't Agree with the School

ARE THE GOALS SMART?

- S** **Specific...** Is the targeted skill clearly named or described? How will it be taught?
- M** **Measurable...** How will progress toward the goal be observed or measured?
- A** **Achievable...** Is this goal realistic for the student, considering current abilities?
- R** **Relevant...** Is the skill something that is useful and necessary for the student's success in school and life?
- T** **Time-Bound...** What specific date is set to determine whether the goal is met?



SPECIFIC

MEASURABLE

ACHIEVABLE

RELEVANT

TIME-BOUND

BRING SUPPORT, AND LEAVE WITH ACTION ITEMS

Get help to take NOTES:

- Agreements/Action Items
- Name of person responsible
- Deadlines
- Communication plan, for follow-through



GET HELP FROM PAVE AND THE THREE O'S



- **PAVE**- provides 1:1 assistance-fill out a request at wapave.org/get-help
- **OSPI**--The Office of Superintendent of Public Instruction can provide guidance about state policies
- **OEO**--The Office of the Educational Ombuds provides online resources and 1:1 support when issues are not resolved through collaboration
- **OCR**--The Office for Civil Rights can help with questions about equity and access

IF YOU NEED MORE SUPPORT OR TIME

- Invite the School District into the discussion
- Consider a more formal meeting structure:
 - Facilitated IEP
 - Mediation



IF THAT DOESN'T RESOLVE THE CONFLICT

“Is this your final offer of FAPE?”

“Can I please get that in writing?”

...and consider whether to pursue...

1. Due Process Complaint
2. Citizen Complaint
3. Civil Rights Complaint

DUE PROCESS

OSPI—Download Procedure
k12.wa.us



Office of Superintendent of Public Instruction
Chris Reykdal, Superintendent

Home Student Success

Home » Student Success » Special Education » Guidance

STUDENT SUCCESS

- Resources by Subject Area ▶
- Learning Standards & Instructional Materials ▶
- Graduation ▶
- Testing ▶
- Career & Technical Education ▶
- Special Education ▼
 - Guidance for Families ▼
 - Behavior and Discipline

Parent

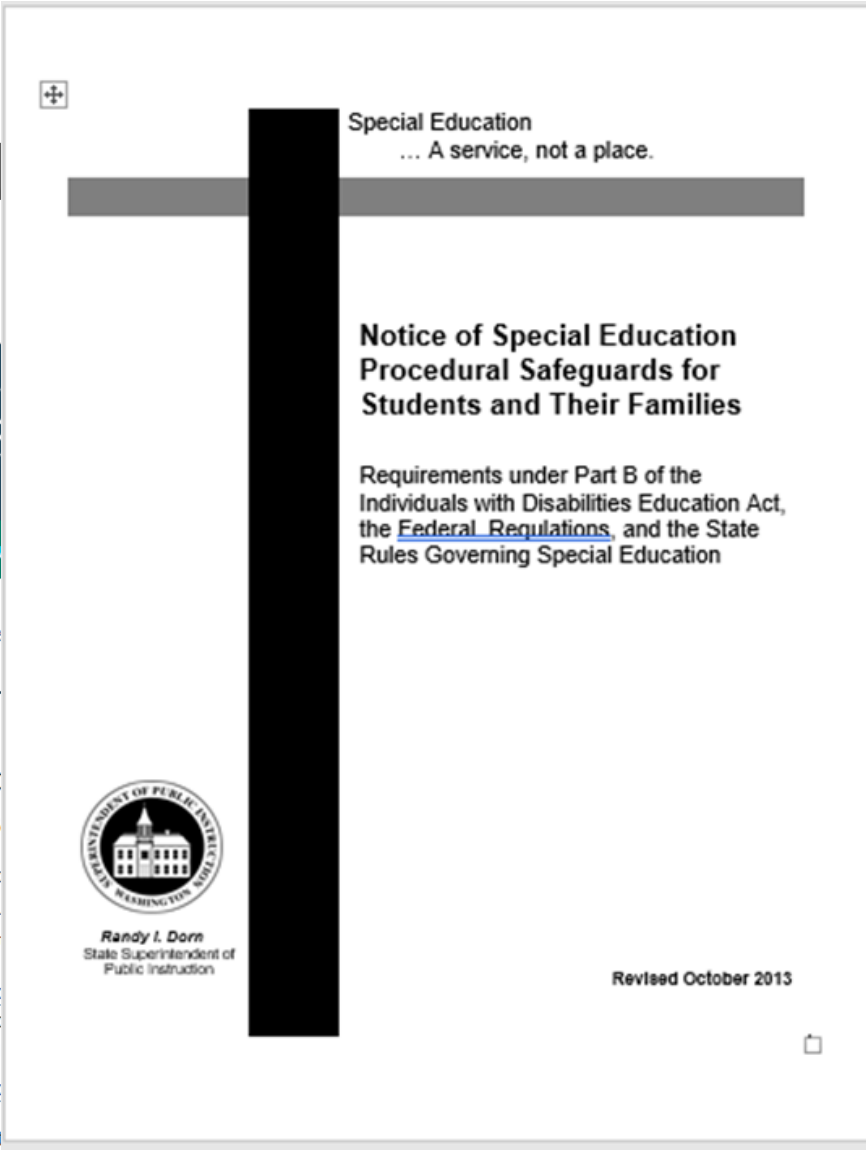
Procedure

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The Individual
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notice con

- [Notice](#)
- [Notice](#)


School dist



Special Education
... A service, not a place.

Notice of Special Education Procedural Safeguards for Students and Their Families

Requirements under Part B of the Individuals with Disabilities Education Act, the [Federal Regulations](#), and the State Rules Governing Special Education



Randy I. Dorn
State Superintendent of Public Instruction

Revised October 2013

Search terms

Reporting About OSPI

Information

Education
075
k12.wa.us
54-3631

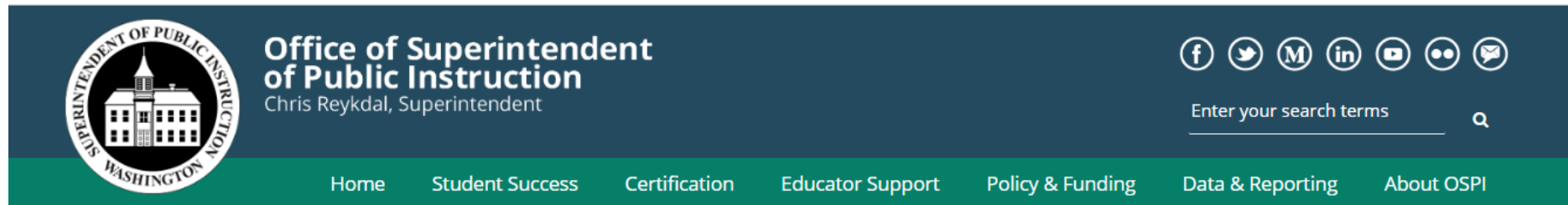
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CITIZEN COMPLAINT

OSPI—Office of Superintendent of Public Instruction

k12.wa.us



Office of Superintendent of Public Instruction
Chris Reykdal, Superintendent

Home Student Success Certification Educator Support Policy & Funding Data & Reporting About OSPI

Home » Student Success » Special Education » Dispute Resolution » File a Citizen Complaint

File a Citizen Complaint

A citizen complaint is a written statement to OSPI alleging that a federal or state special education rule or law has been violated by:

- A school district,
- Another public agency serving special education students,
- An educational service district, or
- The state.

Please note: OSPI can only investigate allegations that occurred within **the past calendar year** (from the date that OSPI received the complaint). See [WAC 392-172A-05025](#)

- Example: If OSPI receives a complaint on June 26, 2018, then the investigation time period begins on June 27, 2017.
- [General Overview of Special Education Citizen Complaint \(SECC\) Process \(PDF\)](#)

STUDENT SUCCESS

Resources by Subject Area ▶

Learning Standards & Instructional Materials ▶

Graduation ▶

Testing ▶

Career & Technical Education ▶

Special Education ▼

Guidance for Families ▶

Early Childhood ▶

Data Collection ▶

Special Education Citizen Complaint Decisions

[Special Education Citizen Complaint Decisions](#)

Helpful Resources

- [Notice of Procedural Safeguards for Students and Their Families](#)
- [Legal Assistance List \(PDF\)](#)

CIVIL RIGHTS COMPLAINT

OCR Seattle Regional Office at: 206-607-1600

National: 800-877-8339 (TTY)

www.ed.gov



U.S. Department of Education

Student Loans

Grants

Laws

ABOUT ED / OFFICES

OCR

Office for Civil Rights

- Home
- Programs/Initiatives
- Office Contacts
- Reports & Resources
- News
- About OCR
- Reading Room
- Frequently Asked Questions
- Careers/Internships
- Blog

The Civil Rights of Students with Hidden Disabilities Under Section 504 of the Rehabilitation Act of 1973

BEHAVIOR INTERVENTIONS PROVIDE ACCESS TO FAPE

“Parents may want to request an IEP Team meeting following disciplinary removal or changes in the child’s behavior that **impede the child’s learning or that of others**, as these likely indicate that the IEP may not be properly addressing the child’s behavioral needs or is not being properly implemented.”

-- Office of Special Education Programs (OSEP)



RELEVANT LAWS

Regulations governing the development and content of an IEP are contained in the Individuals with Disabilities Education Act (IDEA, Public Law 108-446), and in the Washington Administrative Code (WAC 392-172A).





Partnerships for Action, Voices for Empowerment

[PAVE PROGRAMS](#) [DONATE](#)

[HOME](#)

[LEARNING IN SCHOOL](#)

[PARENT AND FAMILY](#)

[HEALTH & WELLNESS](#)

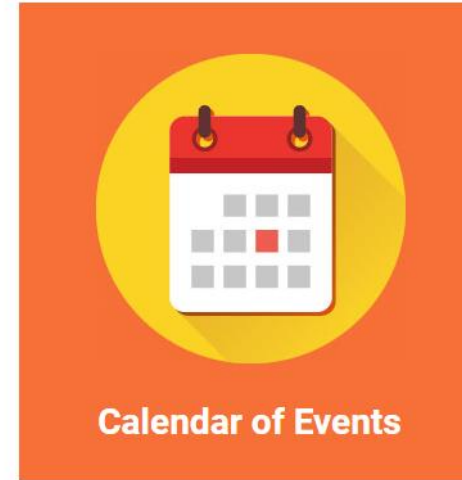
[YOUTH](#)

[GET HELP](#)



Information. Training. Resources.

Washington State is doing worse than more than half of the country in providing youth with appropriate mental healthcare, according to a 2018 assessment by [Mental Health America](#). Schools can help by investing in school-wide programs to promote a compassionate school climate. Expected behavior, emotional regulation and social skill-building are an educational focus at schools that organize themselves with [Multi-Tiered Systems of Support](#) (MTSS).



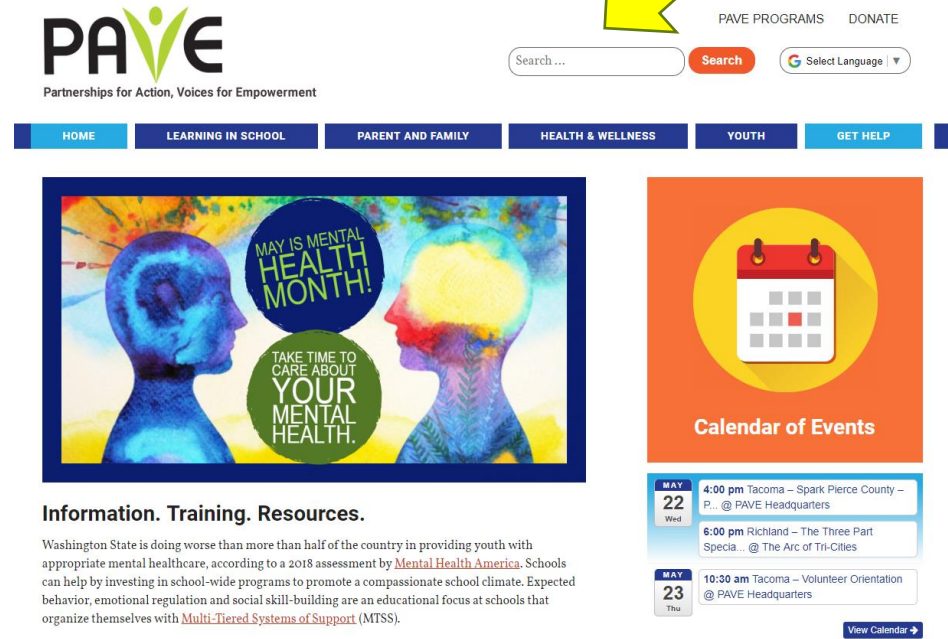
MAY 22 Wed	4:00 pm Tacoma – Spark Pierce County – P... @ PAVE Headquarters
	6:00 pm Richland – The Three Part Specia... @ The Arc of Tri-Cities
MAY 23 Thu	10:30 am Tacoma – Volunteer Orientation @ PAVE Headquarters

[View Calendar](#) →



WAPAVE.ORG : SEARCH FOR CORE ARTICLE TOPICS

- IEP
- Section 504
- Discipline
- Behavior
- Mental Health
- Child Find
- Evaluation
- Bullying
- SMART goals




PAVE
Partnerships for Action, Voices for Empowerment

PAVE PROGRAMS DONATE

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HOME LEARNING IN SCHOOL PARENT AND FAMILY HEALTH & WELLNESS YOUTH GET HELP



MAY IS MENTAL HEALTH MONTH!
TAKE TIME TO CARE ABOUT YOUR MENTAL HEALTH.

Information. Training. Resources.

Washington State is doing worse than more than half of the country in providing youth with appropriate mental healthcare, according to a 2018 assessment by [Mental Health America](#). Schools can help by investing in school-wide programs to promote a compassionate school climate. Expected behavior, emotional regulation and social skill-building are an educational focus at schools that organize themselves with [Multi-Tiered Systems of Support \(MTSS\)](#).

Calendar of Events

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[View Calendar](#)

DISCLAIMERS

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THANK YOU...AND REMEMBER SELF-CARE!

