

63RD CONFERENCE ON EXCEPTIONAL CHILDREN

Believing In Achieving

SHERATON FOUR SEASONS | KOURY CONVENTION CENTER | GREENSBORO, NC



Don't Stop Believing in Positive Parent Partnerships

Janet Godbold, Director

Caroletta M. Daniels, Senior Administrator

Wake County Public School System

Special Education Services

Family and Community Connections



SPECIAL EDUCATION SERVICES
FAMILY & COMMUNITY CONNECTIONS



PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction :: Exceptional Children Division

NOVEMBER 20-22, 2013



The experience in the room...





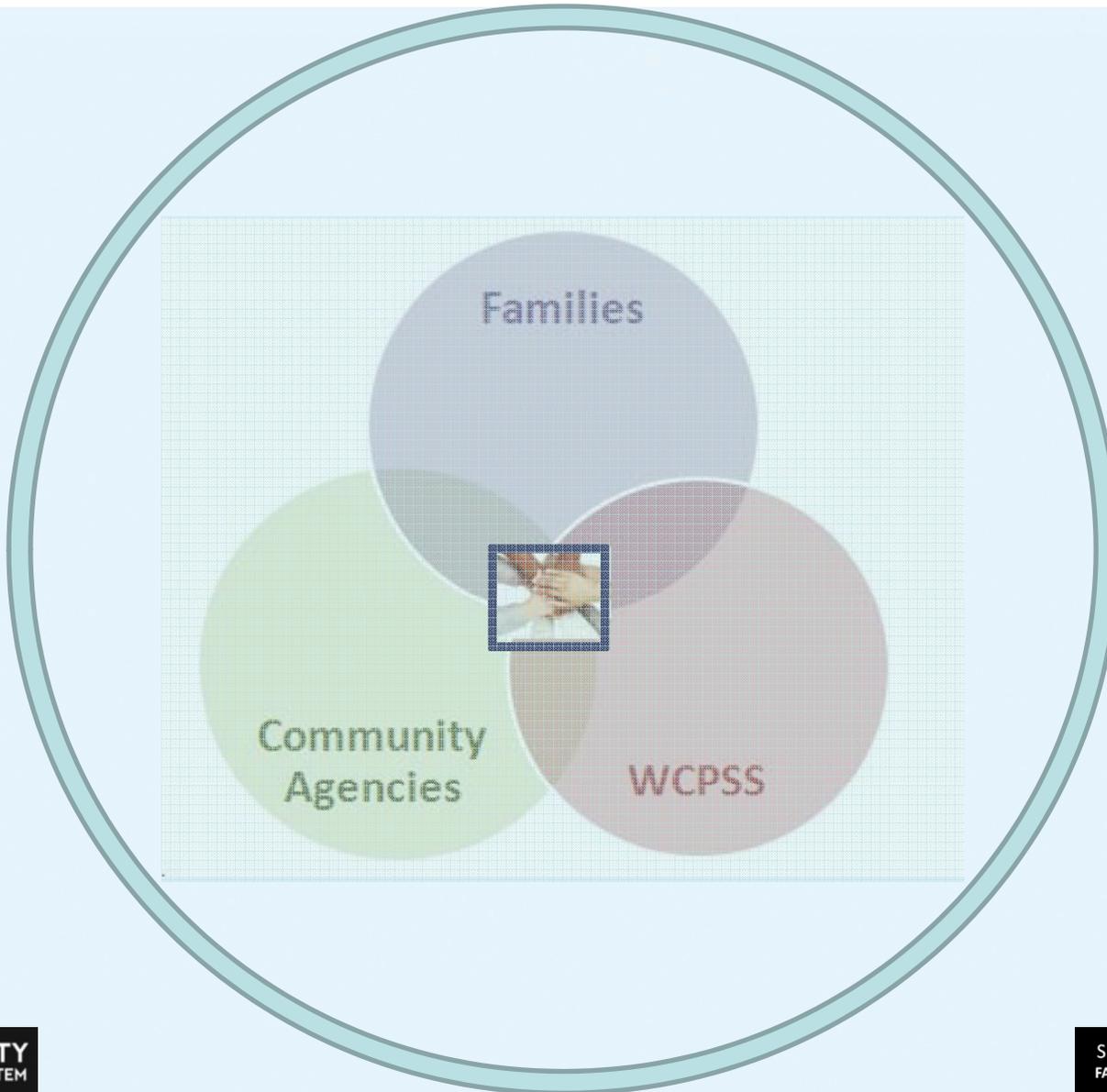
Special Education Services **Strategic Plan**

Effective Teaching

Inclusion/Continuum of Service

Professional Development

Family and Community Connections





**Identify
Resources for
Families**

Parent Education

**Build
Partnerships**



Parent Education





Training Pathway





Participating in the IEP Meeting

Parent Activity



Parent's concerns, if any, for enhancing student's education:

If someone did not know your child and had to read about them, what would you want them to know with regard to making or improving your child's education?



Parent's/Student's vision for student's future:

Visions are living, breathing statements that can take on many forms throughout the years.

Visions should reflect your child's interest, skills, and abilities, not yours. Visions are where you see your child after high school.



Things to think about...

What does your child dream about for his/her future?

What are your dreams for your child?

What do you love about your child?

What are your child's strengths?

What are your child's needs?

What skill will make the biggest difference in your child's life?



Make sure to consider:

THE WHOLE PERSON

- Education
- Sports/Physical
- The Arts
- Humanitarian Work
- Social-emotional
- Cognitive
- Spiritual Perspective





CONCERN

VISION

Mr. and Mrs. Jones are worried that Tyrell is not organized and this is affecting his grades because he doesn't turn his homework in on time.



CONCERN

VISION

Mr. and Mrs. Diaz believe Jesus will graduate from high school with a diploma and go on to college.



CONCERN

VISION

Susie and her parents are concerned she is not getting her math concepts as quickly as they were hoping. They are afraid that this will interfere with her ability to take Algebra I in high school.



CONCERN

VISION

Ms. Crank worries that Johnny isn't making friends. She is upset that he tells her he has no one to play with at recess or eat lunch with.



CONCERN

VISION

Mr. and Mrs. Smith see Thomas graduating from high school with a diploma, graduating from college and then having a successful career in business.



CONCERN

VISION

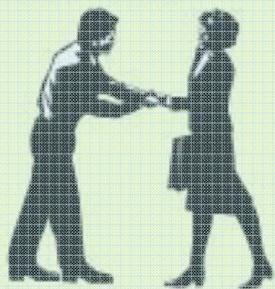
Mr. and Mrs. Davis want Tamara to have good enough social skills to be able to secure and hold a job and get along with her co-workers and employer.



Individual Contacts/ Consultations

Address at the
Classroom Level

First –
Talk to your child’s
teacher about your
concerns...



Address at the
School Level

Second –
Talk to the Special Ed
department chair at your
child’s MS or HS

or

Talk to the Principal at
your child’s school
about your concerns...



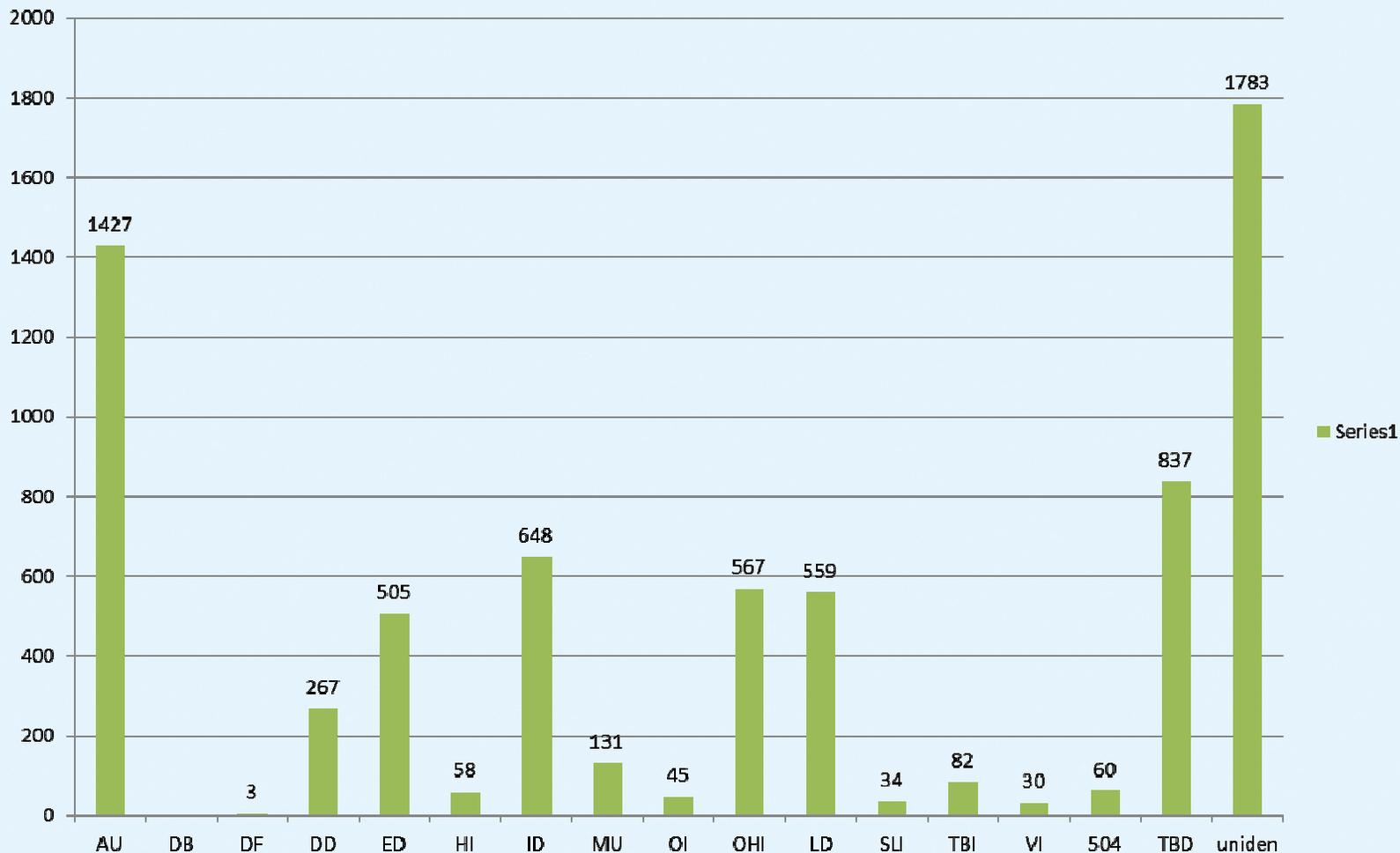
Address with Assistance from
Special Education Services

If you still have concerns –
Contact Family & Community
Connections at 919-431-7334 or
919-431-7143 (Espanol) or e-mail
at facc@wcpss.net.



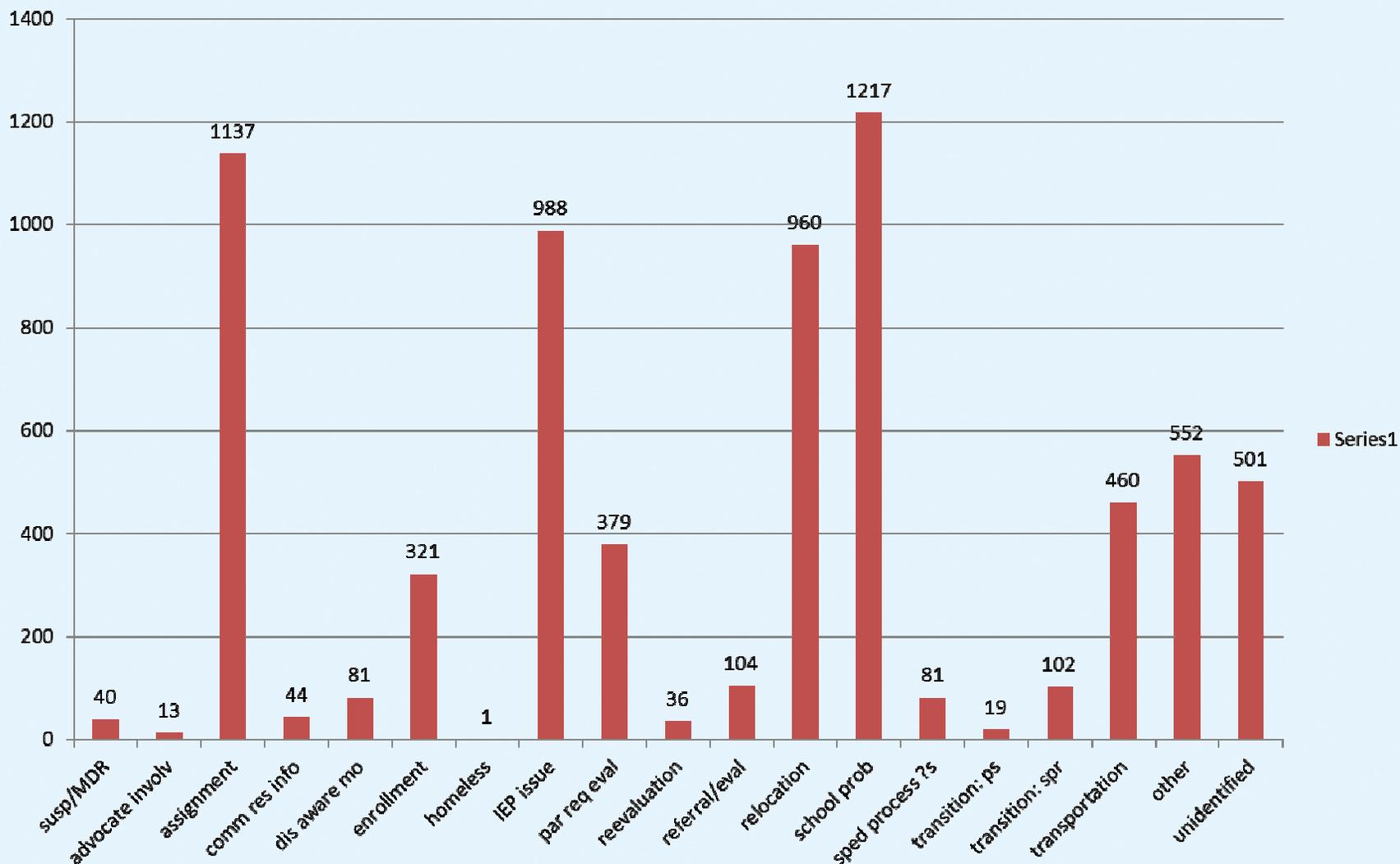


Eligibility



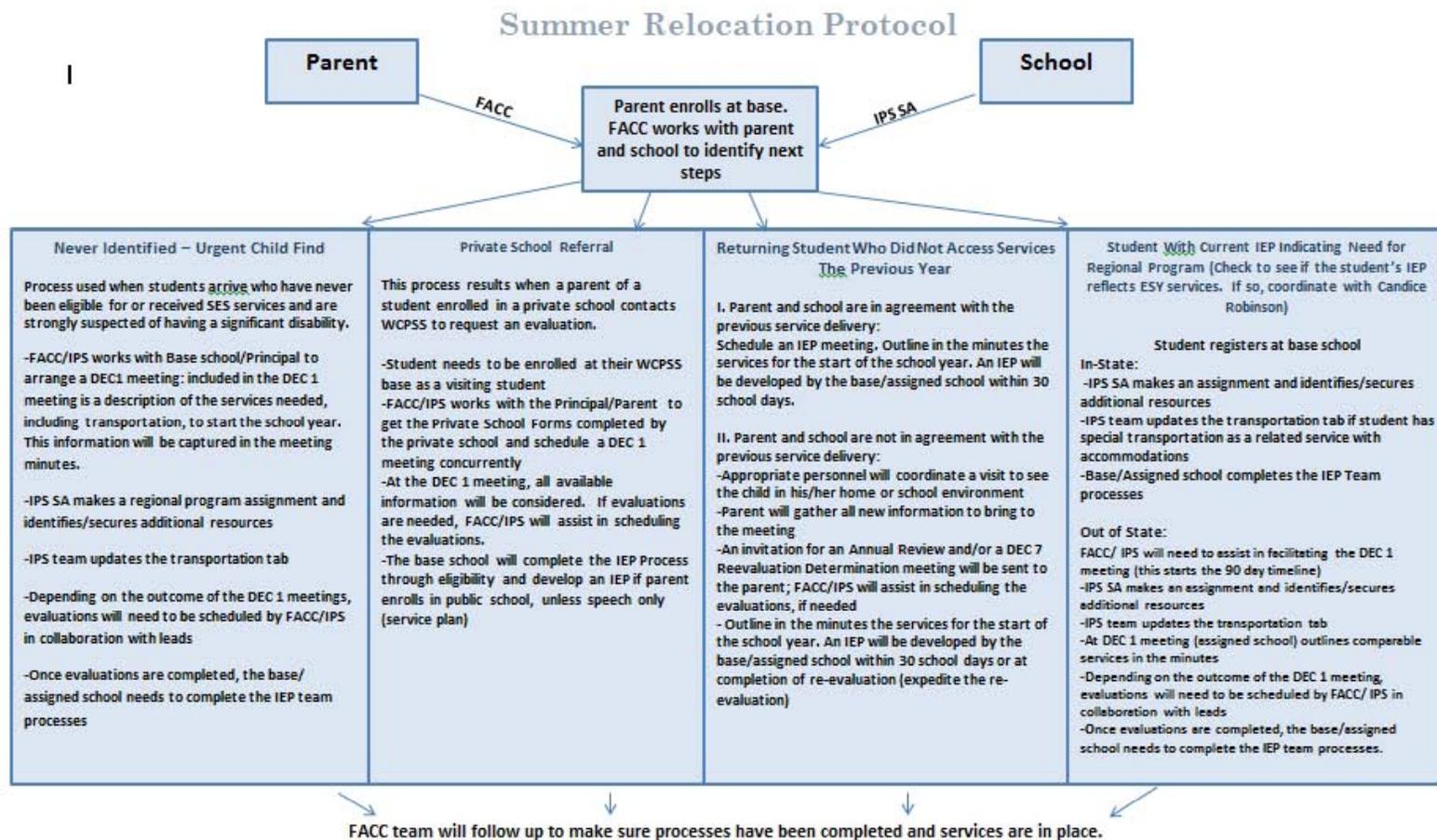


Issues





Summer Relocation Protocol





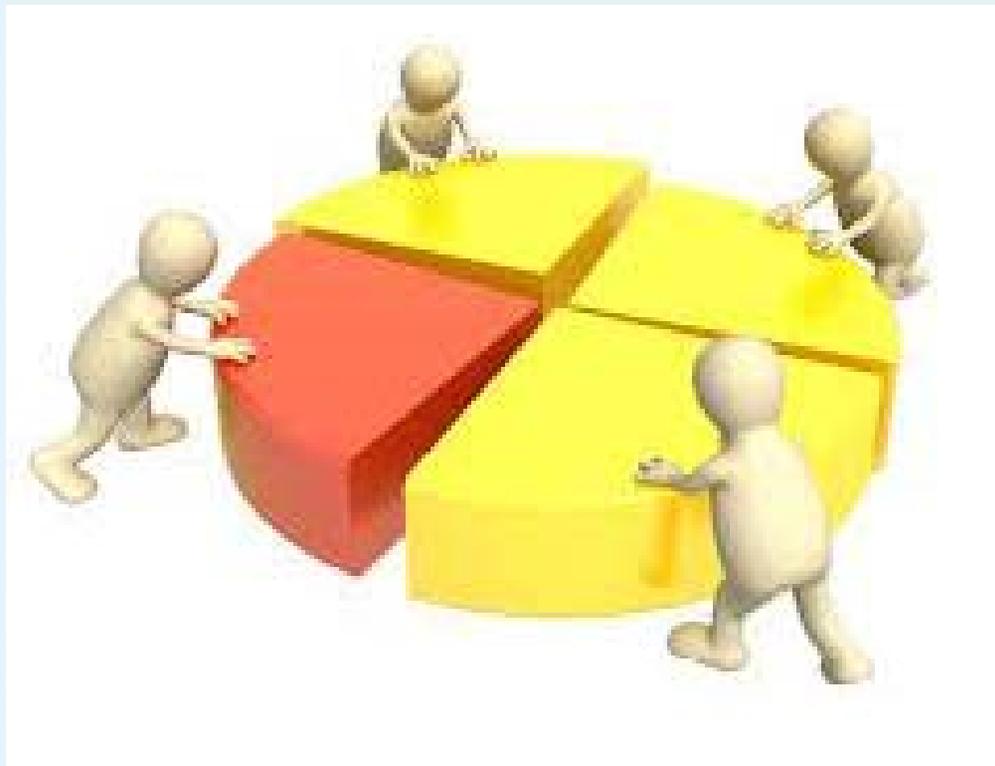
“It's not only children who grow. Parents do too. As much as we watch to see what our children do with their lives, they are watching us to see what we do with ours. I can't tell my children to reach for the sun. All I can do is reach for it, myself.”

Joyce Maynard



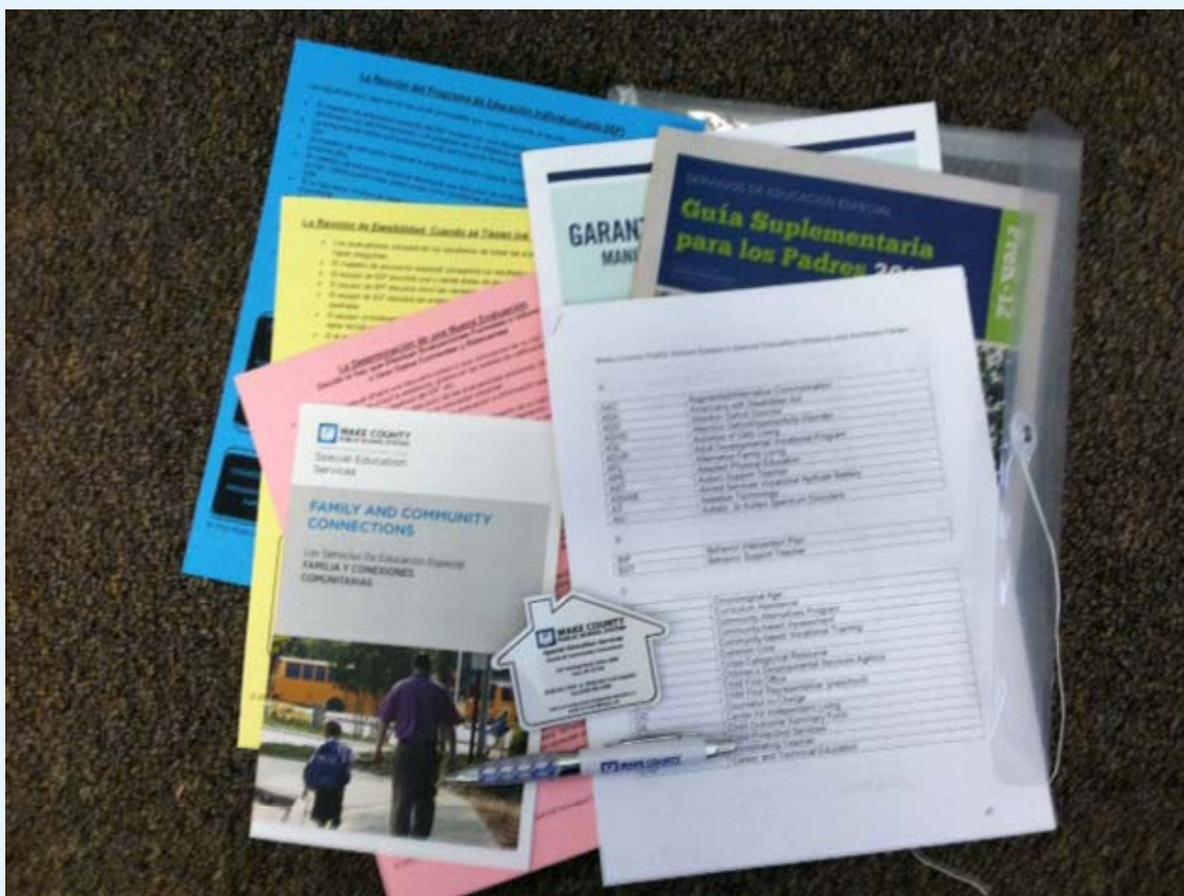


Identify Resources





Welcome Packets





Paper and Electronic Resources

- F&CC Brochure
- WCPSS SpEd Acronyms List
- WCPSS Special Education Process Sheets
- WCPSS Supplemental Guide for Parents
- www.wcpss.net/special-education

Parent Information Center



“I’m a great believer that any tool that enhances communication has profound effects in terms of how people can learn from each other, and how they can achieve the kind of freedoms that they’re interested in.”



Bill Gates



Build Partnerships





Best Practices: Listening





Best Practices: Looking for the Positive Deficit/Asset Activity





Best Practices: Communicating with Parents & Schools

SES: Communicating Effectively with Parents and Schools	
Focus on the needs of the student first	
★ Keep the student first	★ Use person-first language.
Approach Situations as Opportunities for Problem Solving	
★ Listen, clarify, reply clearly and work toward compromise	★ Utilize the IEP Process
★ Consider all relevant information prior to making data-based decisions	★ Access training in conflict resolution
★ Utilize the problem-solving model (define problem, collect data, analyze, generate options, select solution, implement & evaluate)	
Utilize Effective Communication Strategies	
★ Focus on proactive communication which is delivered promptly	★ Listen to parents and record concerns without commenting
★ Use active listening and positive tone in all communications	★ Respond/acknowledge promptly to parent questions
★ Utilize established Family Communication Protocol(s)	
Demonstrate empathy and consider others' needs	
★ Follow the four agreements	★ Validate parents through professionalism, respect & honesty
★ Listen with respect; acknowledge parents know child best	
★ Exchange perspectives; put yourself in their shoes	
Apply strategies learned in Facilitated Leadership	
★ Premeet to ensure documentation, clear data and an agenda	
Collaborate with colleagues to ensure effective internal communication	
★ Utilize effective communication strategies when relating to all parties	★ Facilitate open communication between all stakeholders
★ Develop a clear interdepartmental communication process including follow-up	★ Ensure all stakeholders (school, parents, SES staff) receive & convey consistent and accurate info from Central Services
Ensure Policy/Procedure are considered in offering options and making decisions	
★ Understand/articulate programming options available K-12	★ Utilize the IEP Process
★ Reference state policy: give accurate info & clearly explain parental rights	★ Ensure district and parents are using the same definition for terms
★ Use clear communication/transparency in educating parents & schools on state policy and federal regulations	
Other	
★ Provide consistent information (e.g. credits, MS/HS, differences, general rules and requirements)	★ Remember, parents are advocating for their child so don't take complaints/concerns personally
★ Consider individual supports for parents (what do you need?)	★ Remember: It's OK to say we need to think/consult before giving an answer
★ Enter all situations with an open mind, willing to compromise	



State Survey: Indicator 8



Treat as team member

Ask about effectiveness of services

Encourage participation in decision-making

Seek parental input

Offer options for home/school communication

Communicate progress regularly

Document concerns and recommendations



“At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents.”

Jane D. Hull



Reflect and Relate





“You need to plan for your success stories.”

Mychal Wynn





Q&A

