Don’t Stop Believing in Positive Parent Partnerships

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Wake County Public School System
Special Education Services
Family and Community Connections
The experience in the room...

“Trust yourself. You know more than you think you do.”
— Benjamin Spock
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

- Basic Overview
- IEP Processes
- Collaboration with Schools/Central Services
- Collaboration with Community Groups
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
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.
Mr. and Mrs. Diaz believe Jesus will graduate from high school with a diploma and go on to college.
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.
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.
Mr. and Mrs. Smith see Thomas graduating from high school with a diploma, graduating from college and then having a successful career in business.
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.

WAKE COUNTY PUBLIC SCHOOL SYSTEM
Issues

- susp/brk: 40
- advocate: 13
- assignment: 44
- comm reg info: 81
- dis aware: 1
- enrollment: 321
- homeless: 379
- no reg: 104
- per reg: 1217
- prob referral: 81
- referral: 102
- ret referral: 19
- transport: 552
- other: 501
- unidentified:
Summer Relocation Protocol

**Parent**
- Parent enrolls at base
  - FACC works with parent and school to identify next steps

**School**
- IPS SA

**Never Identified – Urgent Child Find**
Process used when students arrive who have never been eligible for or received SPS services and are strongly suspected of having a significant disability.
- FACC/IPS works with base/school/Principal to arrange a DEC 1 meeting. Included are: the DEC 1 meeting is a description of the services needed, including transportation, first day of school, and school year. This information will be captured in the meeting minutes.
- IPS SA makes a regional program assignment and identifies/secure additional resources
- IPS team updates the transportation tab
- Depending on the outcome of the DEC 1 meetings, evaluations will need to be scheduled by FACC/IPS in collaboration with leads
- Once evaluations are completed, the base/assigned school needs to complete the IEP team processes

**Private School Referral**
This process results when a parent of a student enrolled in a private school contacts FACC/IPS to request an evaluation.
- Student needs to be enrolled at their private school
  - FACC/IPS works with the Principal/Parent to get the private school terms approved by the private school and schedule a DEC 1 meeting concurrently
  - At the DEC 1 meeting, all available information will be considered. If evaluations are needed, FACC/IPS will assist in scheduling the evaluations.
  - The base school will complete the IEP Process through eligibility and develop an IEP for the student enrolled in public school, unless specified otherwise (service plan)

**Returning Student Who Did Not Access Services the Previous Year**
1. Parent and school are in agreement with the previous service delivery
   - Schedule an IEP meeting. Outline in the minutes the services for the start of the school year. An IEP will be developed by the base/assigned school within 30 school days.
2. Parent and school are not in agreement with the previous service delivery
   - Appropriate personnel will coordinate a visit to see the child in his/her home or school environment
   - Parent will gather all new information to bring to the meeting
   - An IEP meeting for an annual review and/or a DEC 7 reevaluation meeting will be sent to the parent, FACC/IPS will assist in scheduling the evaluation, if needed
   - Outline in the minutes the services for the start of the school year. An IEP will be developed by the base/assigned school within 30 school days or at completion of re-evaluation (expedite the re-evaluation)

**Student with Current IEP Indicating Need for Special Program (Check to see if the student’s IEP reflects ESY services. If so, coordinate with Candice Robinson)**
- Student registers at base school
  - IPS SA makes an assignment and identifies/secure additional resources
  - IPS team updates the transportation tab if student has special transportation as a related service with accommodation
  - Base/Assigned school completes the IEP Team processes

**Out of State**
- FACC/IPS will need to assist in facilitating the DEC 1 meeting (this starts the 90 day timeline)
- IPS SA makes an assignment and identifies/secure additional resources
- IPS team updates the transportation tab
- DEC 1 meeting (assigned school) outlines comparable services in the minutes
- Depending on the outcome of the DEC 1 meeting evaluations will need to be scheduled by FACC/IPS in collaboration with leads
- Once evaluations are completed, the base/assigned school needs to complete the IEP team processes.
“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

http://www.brainyquote.com/
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

http://www.brainyquote.com/
Build Partnerships
Best Practices: Listening
Best Practices: Looking for the Positive
Deficit/Asset Activity

Half full. Awesome.
Ugh. Half empty.

It doesn't matter if the glass is half empty or half full.
Be thankful that you have a glass and grateful that there's something in it.
# Best Practices: Communicating with Parents & Schools

## SES: Communicating Effectively with Parents and Schools

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

http://www.brainyquote.com/
Reflect and Relate
“You need to plan for your success stories.”

Mychal Wynn

http://www.brainyquote.com/
Q&A