



How to Collaborate and Engage Parents in Your School

Pitfalls, Problems and what We Can Do to Help



Connecticut's Resource for Children with Disabilities;
EMPOWERING AND EDUCATING FAMILIES

Who We Are

- CPAC is an independent non-profit corporation serving the entire state of CT. We are the Parent Training and Information Center (PTI) established under Section 1471 of the Individuals With Disabilities Education Act to support educate and empower families to be effective participants in the special education process.

Expected Outcomes for Participants

Participants will:

- Discuss parents' perceptions of the Special Education Process both the PPT and implementation
- Explore possible causes of communication failure and ways to avoid them
- Learn of new CPAC programs designed to help

A disclaimer of sorts

I hope you'll talk too.

Common Concerns

- Make sure everyone is adequately trained.

Communication

- “Did you really understand that?”
 - Teacherspeak
- Rushing
- The Team
- Staring at the table

Communication

Paraprofessionals must respect both student and school confidentiality. You are to discuss a student's performance and problems only with those staff members serving the student, never with the parents or outsiders. All parents' questions about their children's education should be directed to the teacher.

Communication

- *Helpful Suggestions for Teachers and Staff in Preparation for a PPT*
- **COME PREPARED**
- **Communicate with parents.** Avoiding surprises at PPT meetings will enhance school/parent partnership.
- Before PPT meetings, discuss with parents student's current functioning.
- Know the student and be able to talk about the student's strengths as well as his/her academic and behavioral problems.
- Bring with you samples of the student's work to share (best work sample and work demonstrating areas of concern).
- When appropriate, have a written draft of IEP goals and objectives that you believe should be reviewed at the PPT.
- Present information using jargon-free terms.
- Think of your presentation as a summary, highlighting the most important points already shared with parents and leading toward the development of the goals, objectives and programs.
- Monitor parent understanding at various points in the meeting; restate or repeat information to clarify for parents.
- **Be Flexible:**
- Listen to information that parents offer about their child as they are partners in the PPT process.
- Recognize that parent input is important in the development of the IEP.
- Seek consensus. Remember, sharing a variety of perceptions can lead to creative problem solving.

Communication

- Proofread
- Don't blow smoke

Objective/Benchmark		
5.3 Given manipulatives or visual supports, James will state if two fractions are equivalent (equal) by showing that they are the same size or the same point on a number line, with 80% accuracy. (Criteria: Successful Completion of Task/Activity; Method: Pre & Post Base Line Data; Trials: 80%)		
Marking Period	Code	Report of Progress
1. Nov	S	Satisfactory Progress
2. Mar	L	Limited Progress
3. Jun	NI	Not Introduced - The objective/benchmark has not yet been introduced.

Goal		
6. Given manipulative or visual supports, James will solve addition and subtraction problems of fractions and mixed numbers with like denominators with 80% accuracy. (Criteria: Mastery; Method: Achievement of Objectives; Trials: 80%)		
Marking Period	Code	Report of Progress
1. Nov	S	Satisfactory Progress
2. Mar	S	Satisfactory Progress 3/19 Jackson can independently solve addition and subtraction problems of fractions with like denominators. Jackson can also independent solve addition facts of mixed numbers with the use of an improper fraction in some answers.
3. Jun	S	Satisfactory Progress 6/18 When adding fractions with the same denominator, Jackson can correctly determine the numerator independently, but still requires prompting to remember that the denominator remains the same.

Objective/Benchmark		
6.1 Given manipulative or visual supports, James will solve addition problems of fractions with like denominators with 80% accuracy. (Criteria: Successful Completion of Task/Activity; Method: Pre & Post Base Line Data; Trials: 80%)		
Marking Period	Code	Report of Progress
1. Nov	M	Mastered
2. Mar	M	Mastered
3. Jun	S	Satisfactory Progress

Objective/Benchmark		
6.2 Given manipulative or visual supports, James will solve subtraction problems of fractions with like denominators with 80% accuracy. (Criteria: Successful Completion of Task/Activity; Method: Pre & Post Base Line Data; Trials: 80%)		
Marking Period	Code	Report of Progress
1. Nov	S	Satisfactory Progress
2. Mar	M	Mastered
3. Jun	NI	Not Introduced - The objective/benchmark has not yet been introduced.

Objective/Benchmark		
6.3 Given manipulative or visual supports, James will solve addition problems of mixed numbers with like denominators with 80% accuracy. (Criteria: Successful Completion of Task/Activity; Method: Pre & Post Base Line Data; Trials: 80%)		
Marking Period	Code	Report of Progress
1. Nov	NI	Not Introduced - The objective/benchmark has not yet been introduced.
2. Mar	M	Mastered
3. Jun	NI	Not Introduced - The objective/benchmark has not yet been introduced.

Evaluations

- All areas of suspected disability
- Average
- Recommendations
 - “The team should consider these results”

Consider “Consider”

- ▶ Parent Concerns
- ▶ Parent provided Evaluations
- ▶ We don't see that here

Consider “Consider”

Student: _____ Last Name, First Name DOB: _____ mm/dd/yyyy District: _____ Meeting Date: _____ mm/dd/yyyy

PRIOR WRITTEN NOTICE

Actions Proposed	Reasons for proposed actions	Evaluation procedure, assessment, records, or reports used as a basis for the actions proposed (dated)		Date these actions will be implemented
	<input type="checkbox"/> Educational performance supports proposed actions <input type="checkbox"/> Evaluation results support proposed actions <input type="checkbox"/> Previous IEP goals and objectives have been satisfactorily achieved <input type="checkbox"/> Student has met Exit Criteria <input type="checkbox"/> Other _____	<input type="checkbox"/> Achievement _____ <input type="checkbox"/> Adaptive _____ <input type="checkbox"/> Classroom Observation _____ <input type="checkbox"/> Cognitive _____ <input type="checkbox"/> Communication _____ <input type="checkbox"/> Developmental _____ <input type="checkbox"/> Health/Medical _____	<input type="checkbox"/> Motor _____ <input type="checkbox"/> Report Cards _____ <input type="checkbox"/> Review of Records _____ <input type="checkbox"/> Social Emotional Behavior _____ <input type="checkbox"/> Teacher Reports _____ <input type="checkbox"/> Other (specify and dated) _____	
Actions Refused	Reasons for refused actions	Evaluation procedure, assessment, records, or reports used as a basis for the actions refused (dated)		
	<input type="checkbox"/> Educational performance supports refusal <input type="checkbox"/> Evaluation results support refusal <input type="checkbox"/> Previous IEP goals and objectives have been satisfactorily achieved <input type="checkbox"/> Student has met Exit Criteria <input type="checkbox"/> Other _____	<input type="checkbox"/> Achievement _____ <input type="checkbox"/> Adaptive _____ <input type="checkbox"/> Classroom Observation _____ <input type="checkbox"/> Cognitive _____ <input type="checkbox"/> Communication _____ <input type="checkbox"/> Developmental _____ <input type="checkbox"/> Health/Medical _____	<input type="checkbox"/> Motor _____ <input type="checkbox"/> Report Cards _____ <input type="checkbox"/> Review of Records _____ <input type="checkbox"/> Social emotional Behavior _____ <input type="checkbox"/> Teacher Reports _____ <input type="checkbox"/> Other (specify and dated) _____	
Other options considered and rejected in favor of the proposed actions	Rationale for rejecting other options	Other factors that are relevant to this action	Exit Information	
<input type="checkbox"/> Full-time placement in general education with supplementary aids and services. <input type="checkbox"/> No other options were considered and rejected. <input type="checkbox"/> Other options considered and rejected in favor of this action: _____	<input type="checkbox"/> Options would not provide student with an appropriate program in the least restrictive environment <input type="checkbox"/> Other: (specify) _____	<input type="checkbox"/> There are no other factors that are relevant to the PPT decision <input type="checkbox"/> Information/concerns shared by the parents <input type="checkbox"/> Information/preferences shared by the student <input type="checkbox"/> Other: (specify) _____	<input type="checkbox"/> Date of exit from Special Education _____ <input type="checkbox"/> Returning to general education <input type="checkbox"/> Reason for exiting Special Education: _____	
<p>Parents please note: Under the procedural safeguards of IDEA, a copy of the <u>Procedural Safeguards in Special Education</u> shall be given to the parents of a child with a disability only one time per year, except that a copy also shall be given to the parents: 1) upon initial referral or parental request for evaluation, 2) upon the first occurrence of the filing of a complaint under Section 615(b)(6), 3) upon request by a parent, and 4) upon a change of placement resulting from a disciplinary action. A copy of <u>Procedural Safeguards in Special Education</u> which explains these protections <input type="checkbox"/> was made available previously this school year (date) <input type="checkbox"/> is enclosed with this document. A copy of <u>Procedural Safeguards in Special Education</u> is available on school district website: http://www [Delete if not available on line]. If you need assistance in understanding the provisions of IDEA, please contact your child's principal, the district's special education director or the CT's federally designated Parent Training and Information Center (CPAC at 800-445-2722). For a copy of "A Parent's Guide to Special Education in CT" and other resources contact SERC (800-842-8678) or go to: https://portal.ct.gov/SDE/Special-Education/Special-Education-Resources-for-Families.</p>				

Consider “Consider”

Student: _____ Last Name, First Name DOB: _____ mm/dd/yyyy District: _____ Meeting Date: _____ mm/dd/yyyy

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

(The following information was derived from: report data, documentation from classroom performance, observations, parent/student reports, and curriculum based and standardized assessments, including Smarter Balanced and CT Alternate Assessments results and student samples).

Parent and Student input and concerns	

Area (briefly describe current performance)	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities.
Academic/Cognitive Language Arts: <input type="checkbox"/> Age Appropriate 			
Academic/Cognitive: Math: <input type="checkbox"/> Age Appropriate 			
Other Academic/Nonacademic Areas: <input type="checkbox"/> Age Appropriate 			

Who's in Charge here?

- PPT Chair
- Interpretation of data

Legal



We often recommend that schools consult their attorney!

Legal



What does the law say?

What does the law mean?

Is this the best practice?

What does the law say?

"FERPA does not require that the district provide a copy of the video; FERPA only requires that the parents have access to review video (assuming it is an education record). A video is an education record if it is directly related to the student. If the video contains other students, then the video may be an education record for each of those students."

Okay, but...

10-76d-18(a)(2) = The parents' right to inspect and review the child's records shall include the right to one free copy of those records. A request for the free copy shall be made in writing. The board of education shall comply with such request not later than ten days of such request.

And...



- No other child related
- FOIA

What does the law mean?

Notice

Team membership

Is it Best practice?

Request for a copy of records must be in writing

v.

What are you hiding?

CPAC's New Programs Working Together

Does your school or district have challenges with...

- Reaching non-English speaking families?
- Collaborating with all stakeholders in your school community?
- Getting information out to your families in a timely manner?
- Getting high-quality input from families and youth with disabilities?
- Smoothly transitioning students from elementary to middle and middle to high school?

CPAC is here to help!



Working Together: Family and School Collaboration

www.cpacinc.org



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Connecticut Parent Advocacy Center
338 Main Street
Niantic, CT 06357
860-739-3089

cpac@cpacinc.org
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Preschool Pathfinders

Resource Assistance:

In addition to providing direct support, preschool pathfinders will help families connect with other families, and locate resources in the community.

Who Can Receive Services?

Families who have a child who will be referred to their public school and may be eligible for special education services in preschool within the next six months.

Call CPAC prior to the six month window for more information.

Families:

If you are interested in receiving support from a Pathfinder, please contact CPAC at: 860-739-3089 or cpac@cpacinc.org.

School and B23 Staff:

Please share this information with families in your school district who may benefit from this support.

All of CPAC Services are **FREE** to families!

Application

Parent's Name: _____

Phone: _____

Address: _____

City: _____ Zip Code: _____

Email: _____

Primary Language: _____

Child's Name: _____

DOB: (month/Day/Year) _____

Did your child received Birth to Three services?

Yes _____ No _____

If known, name of B23 Agency: _____

If known, date of transition conference meeting: _____

If he/she didn't received Birth to Three, has anyone made a formal referral to PreK Special Education?

Yes _____ No _____ Not sure _____

Does your child have a diagnosis? Yes _____ No _____

What is your child's diagnosis? _____

Do you have any concerns about transition? _____

CONTACT INFORMATION

860.739.3089 • 203.776.3211 (Spanish) • cpac@cpacinc.org • www.cpacinc.org



Main Office: 338 Main Street, Niantic, CT, 06357

Satellite Office: Fair Haven Community Health Center, 374 Grand Avenue, New Haven, CT 06513

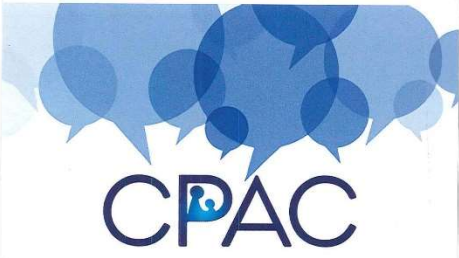
CPAC

Connecticut Parent Advocacy Center

Building Relationships Early:
Preschool Pathfinder Program



Effective Conversations



Effective Conversations

Helping Families and Schools Work Through Challenging Situations

A Program of the Connecticut Parent Advocacy Center

Funded by the CT Department of Education, Bureau of Special Education.

As Parent Training and Information Center staff we hear many stories from families and school staff. We often hear about simple misunderstandings that can easily occur in the team planning process. It might be the jargon of special education was misunderstood, or a tone of voice was misread. Also, parents can lose trust with one team and unknowingly transfer that feeling to the next team. The new team then has no idea what they did to create such a poor relationship and ill feelings continue on both sides.

These misunderstandings can often be easily corrected. Unfortunately what we see is that these issues do not always resolve and may indeed grow.

With the Effective Conversations program, it is our hope that we can help the team get through a disagreement and move on to work collaboratively in the future on behalf of the student.

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How can CPAC help you?

Any district that feels that CPAC Parent Consultants could help a Planning and Placement Team to work toward resolving their dispute, please call CPAC at 860-739-3089 and ask to speak with a Parent Consultant.

Program Goals:

- To help Planning and Placement Teams to identify where the disconnect occurred and work to effectively communicate and repair previous misunderstanding.
- To help Planning and Placement Teams to work more effectively as a collaborative team to plan and program for the student.
- To help Planning and Placement Teams design communication plans with families, that work for all, and enable the team to stay connected on a regular basis.



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Your Turn



What do you think we should do?



Words - so innocent and powerless as they are,
as standing in a dictionary, how potent for good
and evil they become in the hands of one who
knows how to combine them.

Nathaniel Hawthorne



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