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# MDE Family Training Series

**Session 1: Special Education Overview and Parent Participation**



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# Accommodations

- **Translator – English to Spanish**
- **Interpreter – ASL**
- **Captions/Subtitles**





# Zoom Housekeeping

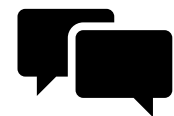


**Unmute / Mute:** If the host gives you permission, you will receive a notification to unmute and talk during the webinar.

Note: You can still access the audio settings by click on the ^ arrow next to the Unmute/Mute button.



**Raise Hand:** Raise your hand in the webinar to indicate that you need something from the host. The host may instruct you on how they plan to use this. Many webinar hosts use this feature to know if an attendee has a question and would like to speak out loud.



**Question & Answer:** Open the Q&A window, allowing you to ask questions to the host and panelists. They can either reply back to you via text in the Q&A window or answer your question live.  
To ask a question:

1. Enter your question into the Q&A box, then click Send.

Note: Select Send Anonymously if you do not want your name attached to your question in the Q&A.

2. If the host replies via the Q&A, you will see a reply in the Q&A window. The host can also answer your question live (out loud). You will see a notification in the Q&A window if the host plans to do this.



## Zoom Housekeeping Cont.

**A few final reminders before we begin:**

1. This Webinar is being recorded and will be shared with you following the presentation. Please make sure we have your email address.
2. You can ask questions throughout the webinar using the chat panel or by speaking up.
3. This webinar will last 60 minutes.
4. We encourage your participation and engagement, so please jump in!



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# Family Training Series

**Session 1: Building Knowledge and Nurturing Relationships**

**Session 2: Referral to Special Education and the Eligibility Process**

**Session 3: IEPs, Service Delivery & Behavior Intervention Plans (BIP)**

**Session 4: Addressing Concerns and Dispute Resolution**

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# Introductions



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## Objectives

By the end of the session, participants will develop an understanding of:

- 1. Acronyms & Key Terms**
- 2. Steps in the Special Education Process**
- 3. Parent Participation**
- 4. Parent and Family Engagement**





# Key Terms and Acronyms



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# LEA – Local Educational Agency

**Local educational agency or LEA means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools.**



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# IDEA - Individuals with Disabilities Education Act

- Individuals with Disabilities Education Act or commonly referred to as IDEA
- Our nation's special education law



# FAPE - Free and Appropriate Public Education

**A free appropriate public education (FAPE) is defined to include regular education, special education and related services which:**

- Are provided at public expense;
- Includes preschool, elementary school, secondary school, and;
- Are provided in conformity with the individualized education program (IEP).
- Must be provided to all eligible children with disabilities.



# IEP – Individual Education Plans

Written statement for each child with a disability that is developed, reviewed, and revised in a meeting (*in accordance with §300.320 through 300.324*)

- Must be individualized.
- Written plan for a child's education.
- Written and developed by parents and school representatives (IEP Team).
- Lists the special education services the child will receive.
- Is both a document and a process.



# LRE - Least Restrictive Environment

**Children with Disabilities are to be educated with children who do not have disabilities to the extent appropriate.**



# Prior Written Notice (PWN) and Procedural Safeguards

Prior written notice must be provided to parents a reasonable time before a provider proposes, or refuses, to initiate or change the identification, evaluation, or placement of their infant or toddler, or the provision of early intervention services to the infant or toddler with a disability and that infant's or toddler's family.

## *Must include:*

- Sufficient detail to inform parents about the action proposed and include all procedural safeguards that are available under this subpart, including a description of mediation in §303.431, how to file a State complaint in §§303.432 through 303.434 and a due process complaint in the provisions adopted under §303.430(d), and any timelines under those procedures.
- Provided in parents native language.





# Steps in the Special Education Process



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# Steps: Special Education Under IDEA (1 of 4)

**Step 1:** Child is identified by parent(s) or schools as possibly needing special education and related services.

**Step 2:** LEA obtains parental consent for evaluation.

**Step 3:** Child is evaluated by Multidisciplinary Evaluation Team (MET) and evaluation report is written within 60 days of request.





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# Steps: Special Education Under IDEA (2 of 4)

**Step 4:** MET determines special education eligibility.

**Step 5:** Child is found eligible for services. If a child is not found eligible, parents will be notified.

**Step 6:** An IEP meeting is scheduled to be held on a mutually agreed upon date.





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# Steps: Special Education Under IDEA (3 of 4)

**Step 7:** An IEP meeting is held, and the IEP is written within 30 days of eligibility determination.

**Step 8:** Services are provided to the student. Services must be initiated as soon as possible following the development of the IEP.





# Steps: Special Education Under IDEA (4 of 4)

**Step 9:** Progress is measured and reported to parents, at least as often as for regular education students.

**Step 10:** The IEP is reviewed and updated annually.

- \*Child is reevaluated every three years to address current needs and/or determine continued eligibility, if the student is no longer in need of special education and related services.







# Parent Participation

**IEP Process and Meetings**



# Defining Parent

## For the purposes of IDEA, a Parent means—

- (1) A biological or adoptive parent of a child;
- (2) A foster parent, unless State law, regulations, or contractual obligations with a State or local entity prohibit a foster parent from acting as a parent;
- (3) A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State);
- (4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or
- (5) A surrogate parent.





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# A Look at Parent Participation

**Parents have the right to participate in meetings related to:**

- The identification, evaluation, and educational placement of their child.
- The provision of FAPE to their child, including IEP meetings.





# A Look at Parent Participation Cont.

## Parents are members of:

- The group that determines whether their child is a “child with a disability.”
- The IEP Team, or IEP Committee, of their child.
- The group that makes educational placement decisions for their child.





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# The LEA's Role in Parent Participation

- Provide parents with appropriate notice of a meeting.
  - Provide notice early enough to ensure parents have opportunity to attend (at least ten days) and at a mutually agreeable time.
  - Include the purpose, time, location and who will attend an upcoming meeting.
- Explain the parents' right to invite individuals with knowledge or special expertise about the child.
- Use various methods to ensure parent participation in meetings.



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# Procedural Safeguards

**The federal regulations for IDEA 2004 include a section (Subpart E) called Procedural Safeguards.**

**These safeguards are designed to protect the rights of parents and their child with a disability and, at the same time, give families and school systems several mechanisms by which to resolve their disputes.**







# Family Engagement



# Benefits of Engagement

- Increased parental involvement and collaboration in the development of their child's IEP and overall education.
- Greater confidence and ability on the part of the parent to educate their child.





## Benefits of Engagement Cont.

- Better understanding on the part of the educator as to the needs of each student.
- Increased opportunities for success due to consistency between home and school.

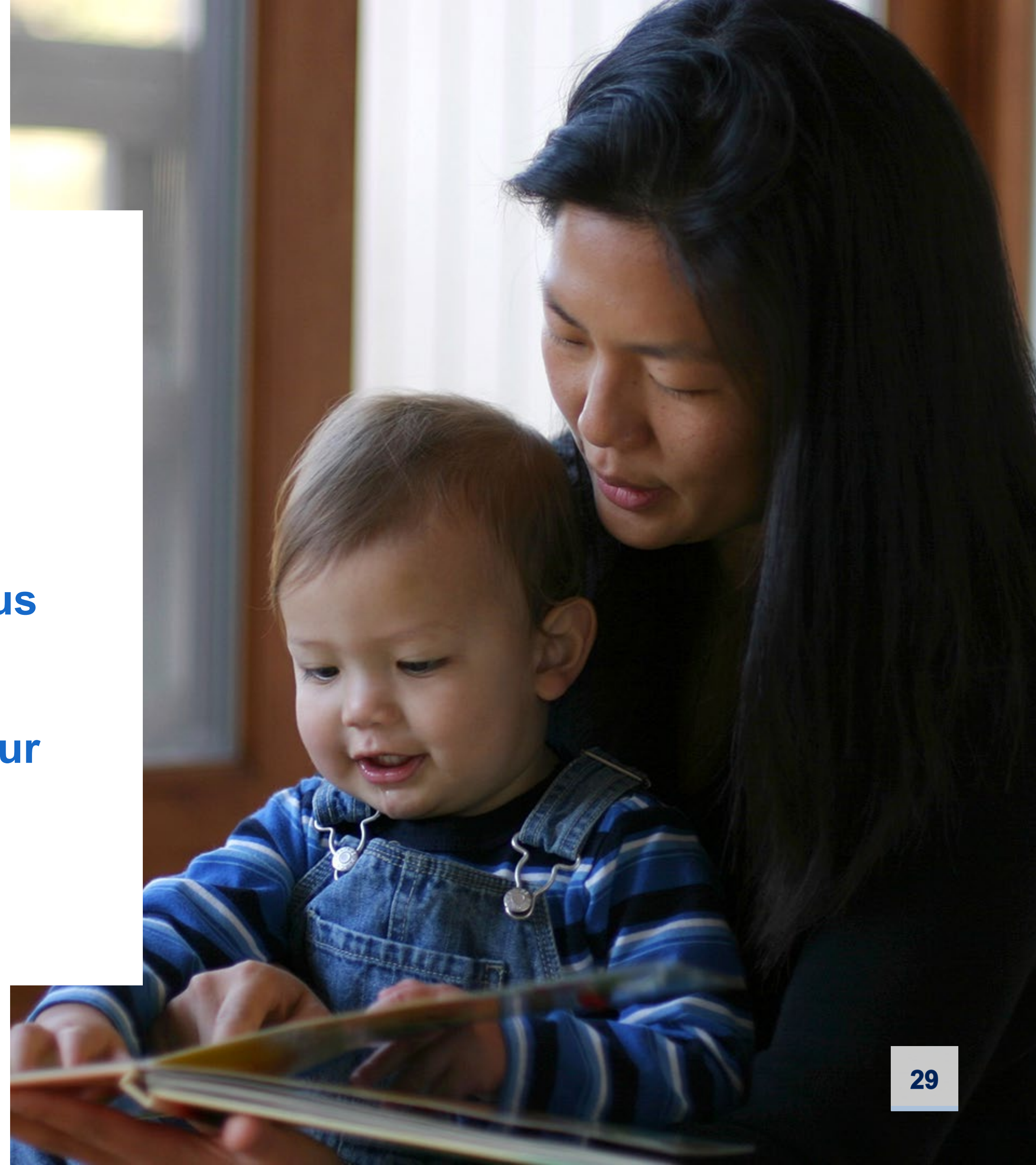




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# Barriers to Positive Interactions

- Multiple communication styles.
- The atmosphere and attitude during previous interactions.
- The emotional aspect when dealing with your child.
- Feelings of inadequacy about the process and/or jargon used.





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# Questions to Consider

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# Conversation Starter

## Question to begin a conversation:

- Would you be willing to help me think about ways to help \_\_\_\_\_? (do what)

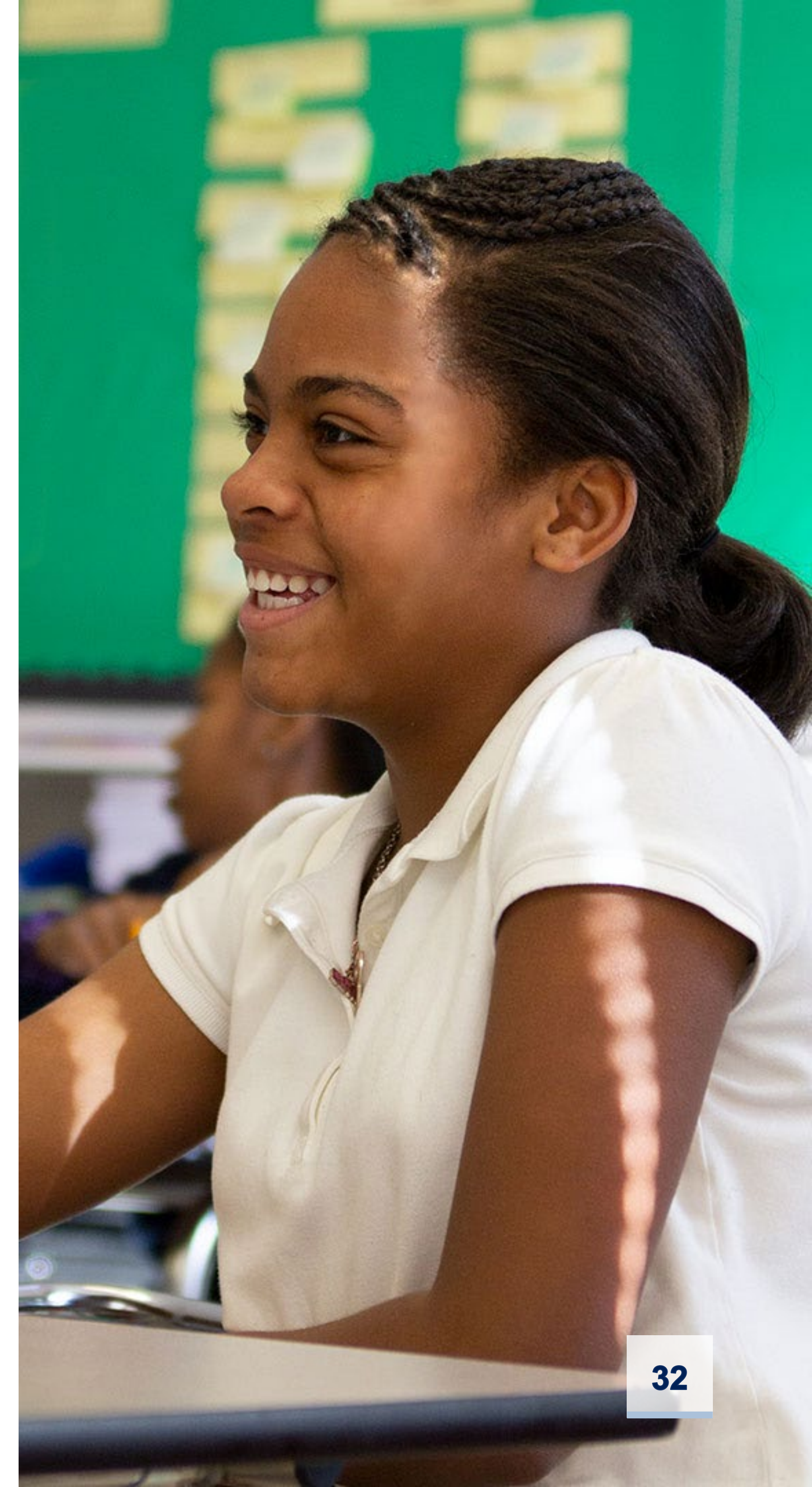




# Questions for Clarification

## Clarifying Questions:

- What are we hoping to learn or accomplish by doing this?
- What does that (skill, behavior, activity, etc.) sound like and look like?
- How is this useful for my child?
- How did you come to think that way?
- What evidence (data) do we have to support that?

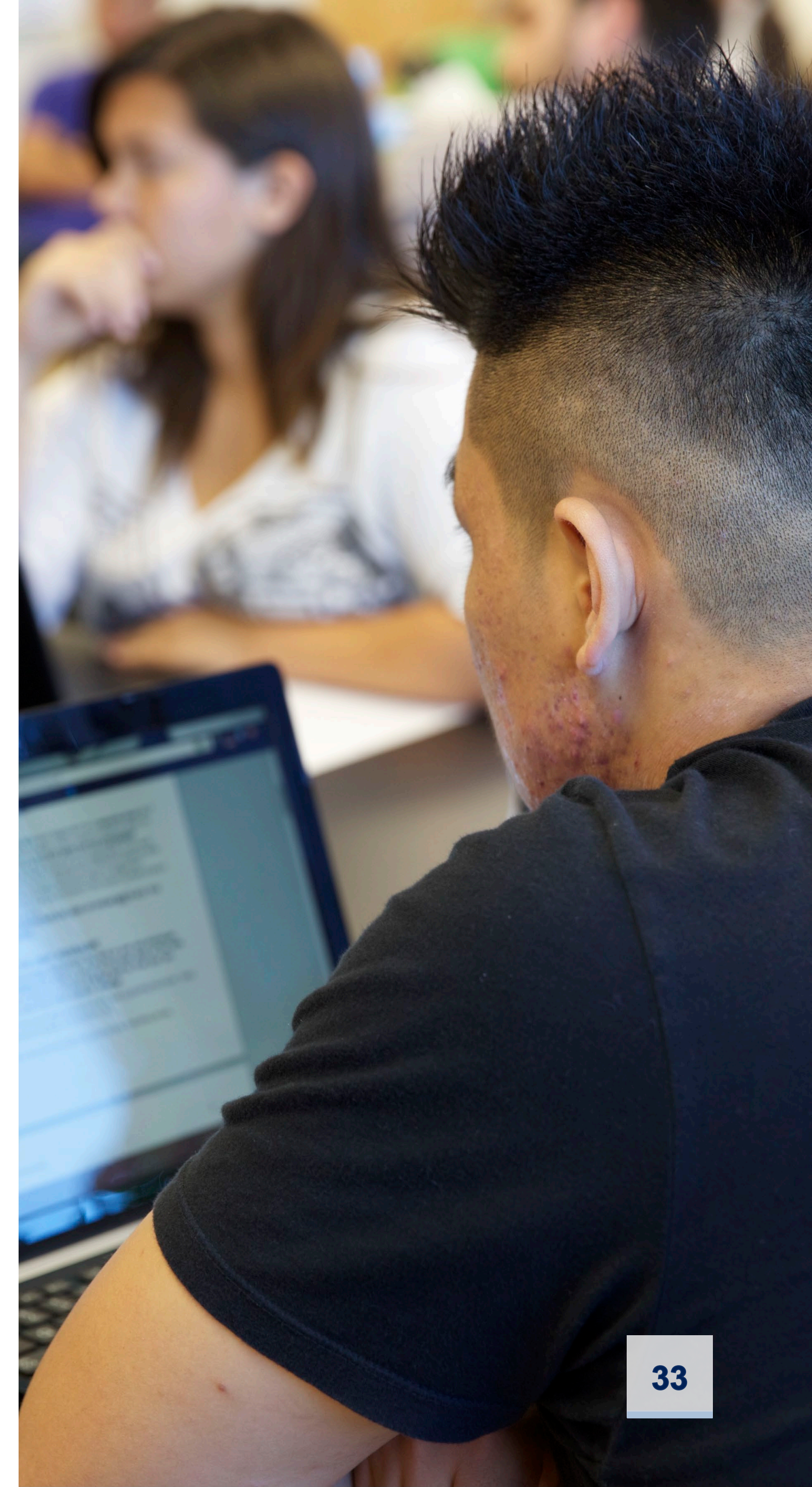




# Questions for Problem Solving

## Questions for problem solving:

- What has already been tried?
- What hasn't been tried?
- In what specific circumstance or environment did you try this?
- How long did (will) you try this?
- What are the results? What has been learned by doing this?





# Questions for Problem Solving Cont.

- Will you review the data with me?
- Why are you trying this specific strategy for my child? Is it research based?
- What will you see and hear that let's us know this is working?
- What are the other options?





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# Helpful Tools & Resources

- **Working with Your Child's Teacher:** <http://www.ecac-parentcenter.org/wp-content/uploads/ECACResourceWorkingWithChildsTeachers.pdf>
- **Center for Parent Information and Resources (CPIR):** <https://www.parentcenterhub.org/>
- **Exceptional Children's Assistance Center (ECAC):** <https://www.ecac-parentcenter.org/>
- **Individuals with Disabilities Education Act (IDEA):** <https://sites.ed.gov/idea/>
- **RethinkEd:** <https://www.rethinked.com/>



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# Mississippi Resources

- **Mississippi Parent Training & Information Center:** <http://www.mspti.org/>, (601)969-0601 or 1-800-721-7255
- **MDE Parent Hotline:** 1-877-544-0408
- **MDE Website – Information for Families:** <https://www.mdek12.org/OSE/Information-for-Families>
- **Disability Rights Mississippi:** <http://www.drms.ms/> or 1-800-772-4057



# Questions & Answers





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# Contact WestEd:

## For information regarding the presentation:

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## For information regarding your District's procedures and processes:

District's Special Education Department

Directory: <https://www.mdek12.org/OSE/SES>

