



# **Beyond Mediation & Facilitation: Exploring Early Resolution Options**

**Presented by: Anne Ladd, Parris Taylor & Scott Raub**

**March 27, 2019**

**11:30 am – 12:45 pm PT (2:30 pm – 3:45 pm ET)**

**The presentation will be available on the CADRE website:**  
**<https://www.cadeworks.org/events/beyond-mediation-and-facilitation-exploring-early-resolution-options>**

### **Technical Stuff:**

- Please enter any questions or technical difficulties into the questions box.
- Thank you, in advance, for taking the time to respond to the brief survey at the end of the webinar!

# Early Resolution

## Engaging Families and Stakeholders

# Georgia's Systems for Continuous Improvement

A major system of the complex school organization that develops quality links between local school professionals and the parents and community the school is intended to serve



# Learning Targets



- I can identify the role of family engagement and the Georgia Parent Mentor Partnership (GaPMP) in possibly preventing special education disputes
- I can identify where to locate information regarding the Georgia Parent Mentor Partnership (GaPMP) and Georgia's C.A.F.E. Model for Authentic Engagement

# A Parent's Experience with the Special Education System



# It's all about the kids...



# Family Engagement and Dispute Resolution Unit

Providing a continuum of resources for Georgia families and school districts

## Family Engagement

- Georgia Parent Mentor Partnership
- State Advisory Panel (SAP)
- Collaboration with Parent2Parent of Georgia
- Collaboration with Title I Family-School Partnership Program

## Dispute Prevention

- Procedural Safeguards (Parents' Rights)
- Special Education Help Desk
- IEP Facilitation

## Dispute Resolution

- Mediation
- Formal Written Complaints
- Due Process Hearings/Resolution Session Meetings

# Family Engagement and Dispute Resolution Unit

Providing a continuum of resources for Georgia families and school districts

## Family Engagement

- Georgia Parent Mentor Partnership
- State Advisory Panel (SAP)
- Collaboration with Parent2Parent of Georgia
- Collaboration with Title I Family-School Partnership Program

## Dispute Prevention

- Procedural Safeguards (Parents' Rights)
- Special Education Help Desk
- IEP Facilitation

## Dispute Resolution

- Mediation
- Formal Written Complaints
- Due Process Hearings/Resolution Session Meetings

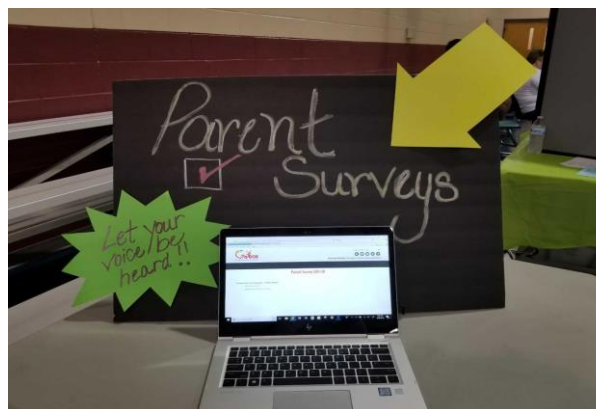


# Why Family Engagement?

## WHEN FAMILIES ARE ENGAGED.....

**Students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents' education level.**

Mapp & Henderson



# Georgia Parent Mentor Partnership Facts

- An initiative of the Georgia Department of Education, Division for Special Education Services & Supports
- Partially funded with IDEA funds to impact student achievement by increasing family engagement
- Parent mentors are employed by the local school district to engage and support families in bridging home, school and community
- Piloted in 2002 with 6 parent mentors in 6 districts
- In 2019 –nearly 100 parent mentors in 92 school districts

# Georgia Parent Mentor Partnership (GaPMP)

The ***Georgia Parent Mentor Partnership*** is an alliance of parents and professionals working together to improve outcomes for students with disabilities by enhancing communication and collaboration between families, educators, and the community.



Georgia  
Parent Mentor  
Partnership

*The mission of the Georgia Parent Mentor Partnership is to build effective family, school, and community partnerships that lead to greater achievement for students, especially those with disabilities.*

[Website: www.parentmentors.org](http://www.parentmentors.org)

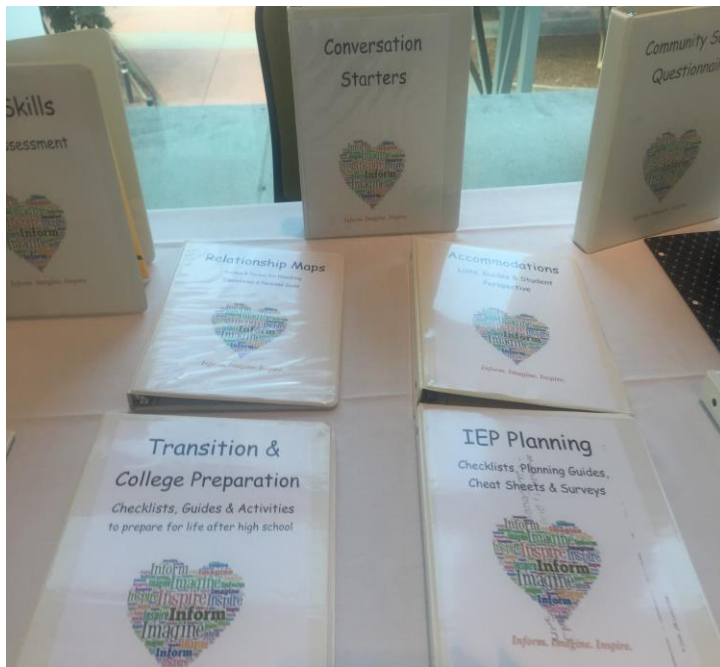
# Who are Parent Mentors?

- Parents of children with disabilities who have received special education services through an IEP
- Shared lived experience
- Expertise/Powerful stories
- Ongoing professional learning
- FE data collectors
- Influencers



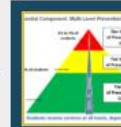
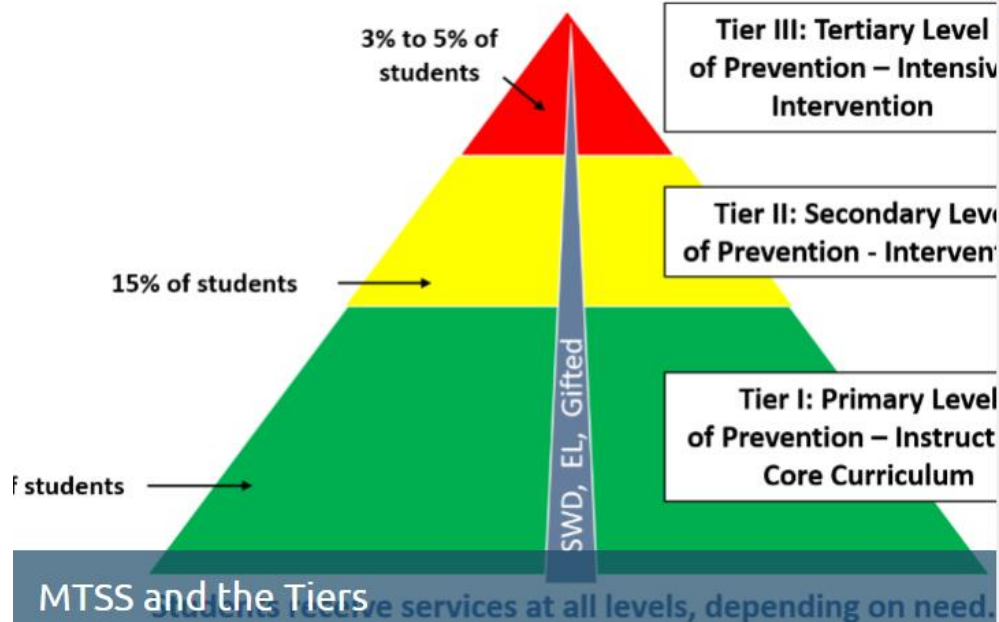
# What do Parent Mentors do?

- Build partnerships between home, school and community (Family Engagement)
- Connect families and teachers to resources
- Provide support to families
- Facilitate key stakeholder teams
- Develop workshops and trainings for families
- Train teachers and administrators
- Report data driven accountability
- Meet quarterly in regions
- Share information
- Listen



 Search

## Essential Component: Multi-Level Prevention System



MTSS and the Tiers

[Click Here to Read](#)



2019 Transition Fairs

[Click Here to Read](#)



Parent Satisfaction Surveys

[Click Here to Read](#)



Video learning tools

[Click Here to Read](#)

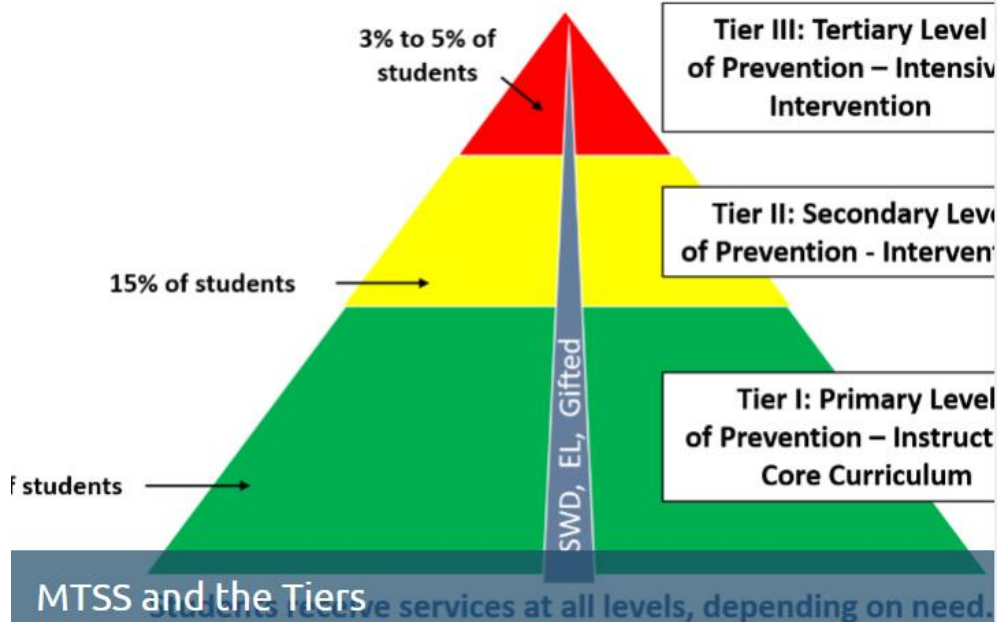


Finding the Path for Dual Enrollment

[Click Here to Read](#)

 Search

## Essential Component: Multi-Level Prevention System



MTSS and the Tiers

[Click Here to Read](#)



2019 Transition Fairs

[Click Here to Read](#)



Parent Satisfaction Surveys

[Click Here to Read](#)



Video learning tools

[Click Here to Read](#)



Finding the Path for Dual Enrollment

[Click Here to Read](#)



# The GaPMP Approach to Family Engagement

## National Standards for Family-School Partnership

1. Welcoming
2. Effective Communication
3. Supporting Student Success
4. Speaking Up for Every Child
5. Sharing Power
6. Collaborating with Community

## Authentic Engagement (LbC Framework)

- Inform
- Network
- Collaborate
- Transform



# GaPMP Data



## Evidence to Practice



Based on the evidence and your system's objectives for family engagement: 1) Select one or more related goals to meet your system's objective and 2) For each goal select two or more Vital Behaviors to assist you in reaching the goal and objective.

**Evidence Statements:** *When teachers reach out to parents, students make more progress in both reading and math, researchers studying schools in low-income neighborhoods found student performance improved 40 to 50 percent faster if teachers did these three things: 1. Met face-to-face with each family at the beginning of the year to build relationships 2. Sent families materials each week on ways to help their children at home 3. Telephoned parents routinely with news about how their children were doing, not just if there were problems.*

**Source: PTA Standards** Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation. **Source: PTA Standards** When parents understand the vital role that accommodations play in the success of their child's classroom education, then they can partner with the IEP team to discuss if the implementations are working successfully. **Source: Epstein** When parents have access to information and understand what their child is learning, then they are prepared to encourage their child to invest in a regular education diploma. **Source: Epstein**

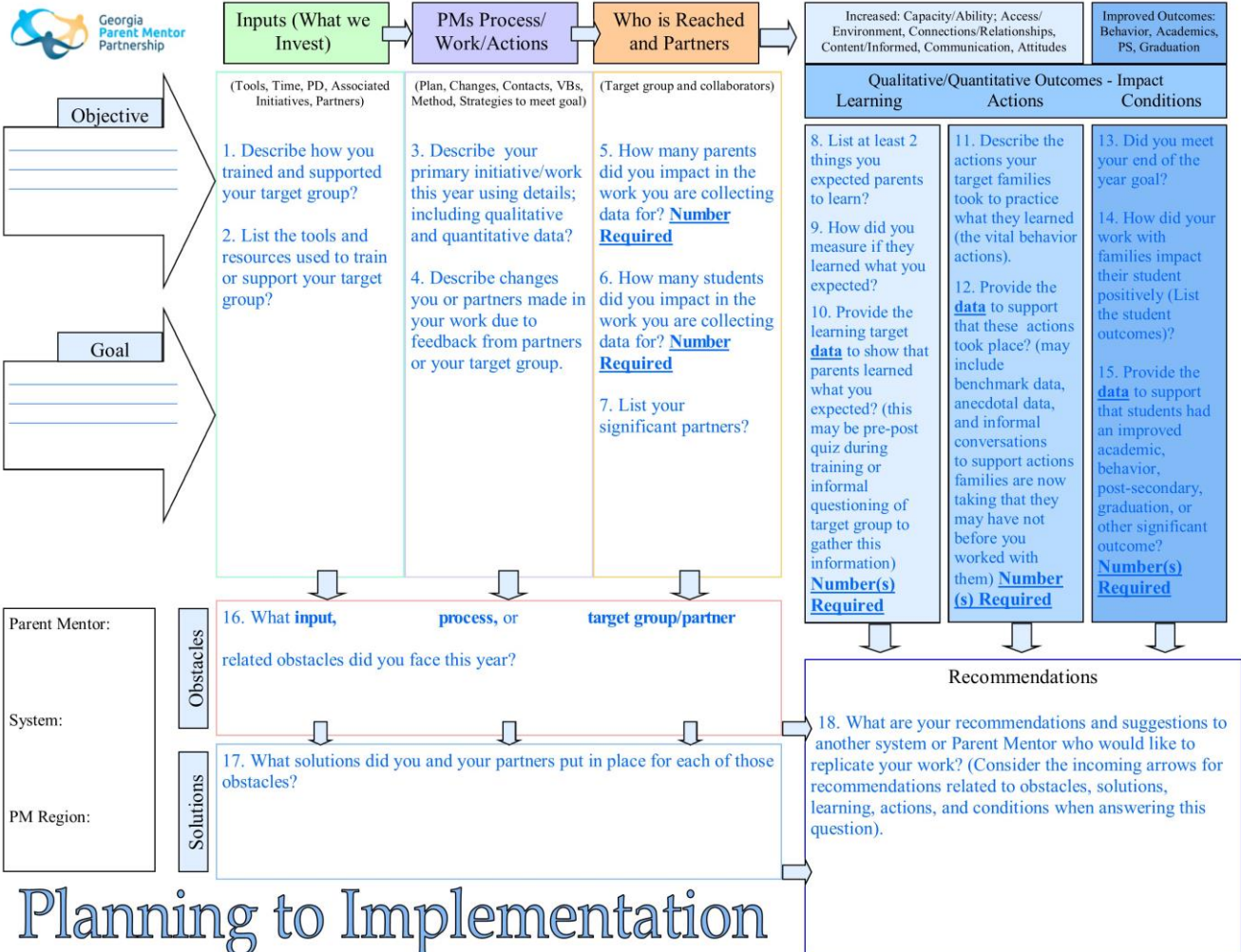
**Related Indicators:** 1, 2, 7, 8, or 14

**Objective/Area of Concentration:**  
Improve school/family/community partnerships to impact student success

	Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior
<p><b>Goal 1</b></p> <p>By May 15<sup>th</sup> _____% of _____ out of _____ target families will utilize learned communication strategies to improve parent-teacher relationship by reporting ongoing, positive communication with their child's teacher with 60% completion as measured per monthly reporting.</p>	<p>Teacher and family will discuss child's <b>progress report</b> regularly</p>	<p>Family and student will use provided <b>exercises to practice at home</b>, regularly reporting efforts using preferred method of communication.</p>	<p>Family will plan and utilize a <b>regular positive communication plan</b> with their child's teachers.</p>	<p>Family will utilize <b>conversation starters or communication guide</b> to have ongoing conversations with student or other partners.</p>	<p>Family will participate as a team member of a <b>school-family-community team</b> and partner to discuss and plan actions to improve student outcomes.</p>	<p>Family and student will <b>utilize resources and supports</b>, in order to make connections to improve academic or post-secondary outcomes (such as mentors, tutors, work related internships, leisure/recreational connections, or others).</p>
<p><b>Goal 2</b></p> <p>By May 15<sup>th</sup> _____% of _____ out of _____ target families will contribute during school-family-community collaboration opportunities to increase engagement with 60% completion as measured by the monthly reporting.</p>						
<p>Suggested tools are listed below to assist you as you train families to complete the tasks you will monitor during your benchmark checks. Feel free to use the tools located on the Learning Curve.</p>						
	<p>Monthly/Qtr Progress Report; Communication log</p>	<p>Homework help guide; Reading log; Communication log</p>	<p>Communication log; Conversation guide</p>	<p>Conversation guide; Calendar/Communication Log</p>	<p>Planning sign-in; Communication log</p>	<p>Communication log; Transition planning guide</p>



# GaPMP Data



## Planning to Implementation

# What does Family Engagement Look Like?

## FY17 Best Practice Summary Partnerships

*Parent Mentors are successful in working with all stakeholders and families in building partnerships which lead to positive outcomes for students. Parent Mentors encourage families to have an active role in pursuing partnerships with their child's teachers, their child's IEP teams, post-secondary agencies, business owners, mentors, and others who will impact their child's path to graduation and beyond.*

**Evidence Statements:** *When teachers reach out to parents, students make more progress in both reading and math, researchers studying schools in low-income neighborhoods found student performance improved 40 to 50 percent faster if teachers did these three things: 1. Met face-to-face with each family at the beginning of the year to build relationships 2. Sent families materials each week on ways to help their children at home 3. Telephoned parents routinely with news about how their children were doing, not just if there were problems. Source: PTA Standards Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation. Source: PTA Standards When parents understand the vital role that accommodations play in the success of their child's classroom education, then they can partner with the IEP team to discuss if the implementations are working successfully. Source: Epstein When parents have access to information and understand what their child is learning, then they are prepared to encourage their child to invest in a regular education diploma. Source: Epstein*

**Objective:** Improve school/family/community partnerships to impact student success

### Vital Behaviors:

1. Teacher and family will discuss child's progress report regularly
2. Family and student will use provided exercises to practice at home regularly, reporting efforts using preferred communication method
3. Family will plan and utilize a regular positive communication plan with their child's teachers
4. Family will participate as a team member of a school-family-community team and partner to discuss and plan actions to improve student outcomes
5. Family will utilize conversation starters or communication guide to have ongoing conversations with student or other partners
6. Family and student will utilize resources and supports in order to make connections to improve academic or post-secondary outcomes

**13** Parent Mentors in FY17 engaged families in order to improve school/family/community partnerships and reported their efforts in their accountability reporting.

**117** Families and their partners were targeted in initiatives related to building partnerships in FY17.

**62%** of Parent Mentors met the end-of-the-year goal they set related to building partnerships in FY17.

### Parent Mentors encourage partnerships by supporting families:

- Increase two-way communication with teachers and IEP team members
- Become meaningful members of decision making teams
- Plan events which build capacity in their school or system
- Learn the IEP process and content in order to improve goal achievement
- Providing coaching and tools to support family engagement in variety of settings
- Explore transition and employment options
- Gain access to resources and supports
- Stay informed about programs that give their student experience and opportunities

### Parent Mentors encourage partnerships by supporting teachers and school staff:

- Train and support families
- Gain materials and tools to share with families and students
- Begin and maintain two-way communication plans with families

### Parent Mentors promoting partnerships reported these challenges and solutions:

- Families not attending meetings or trainings were offered options for receiving material and supports
- While seeking buy-in of partners it was important to provide feedback often to keep everyone informed
- Low expectations were replaced with empowerment as students gained new skills
- Overcoming barriers of previous negative communication between school and home occurred when an effective communication plan was used by teacher and parent in partnership

### Partnerships that showed success while promoting participation during IEP meetings and in meeting IEP or transition goals as part of the IEP process had the following outcomes:

- Improved academic achievement, behavior, and attendance
- Improved communication between teachers and families
- Increased student confidence and empowerment
- Family prepared to participate meaningfully in IEP meetings
- Students' self-advocacy and self-determination skills improved
- Students meeting and reporting achievement of goals

### Partnerships that showed success while promoting increased knowledge, skills, and abilities had the following outcomes:

- Patterns established to practice skills to improve abilities and meet goals
- Data used and understood by families and other stakeholders
- Completed paperwork for entrance and exploration of career and college opportunities
- Connections utilized for interning and volunteering opportunities
- College entrance test passed and applications completed prior to enrollment
- Improved business and agency connections among all partners
- Seeking of higher education even from parents who lacked a high school diploma
- Successful stakeholder teams supporting district C.A.F.E.s and Parent University sessions

### It is the recommendation of Parent Mentors who have focused on improving partnerships among stakeholders that you:

- Start early in the year building relationships with families, school personnel, and community members
- Seek buy-in of essential partners to work with you and the families that need support
- Plan face-to-face or one-on-one meetings to identify needs and discuss solutions with hard to engage families
- Offer online training opportunities as an option for families unable to attend trainings
- Work with businesses or agencies to bring testing or meeting opportunities to familiar settings
- Listen to feedback and follow-up often
- Set clear expectation so that families you are working with understand the commitment involved in learning a new skill and accomplishing goals that you will support them in accomplishing
- When seeking families for teams consider those with similar interests but having different abilities



## Georgia Parent Mentor Partnership



*Effective family, school, and community  
partnerships*

# Resources

## **Georgia Parent Mentor Partnership (GaPMP)**

[Website: www.parentmentors.org](http://www.parentmentors.org)

## **C.A.F.E. Implementation Manual**

[Website: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Parent%20Mentor%20Info/PDF.C.A.F.E.Guide.Final.Edit.Feb.6.2018.pdf](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Parent%20Mentor%20Info/PDF.C.A.F.E.Guide.Final.Edit.Feb.6.2018.pdf)

**Anne Ladd**

**Family Engagement Specialist, Division For Special Education  
Services and Supports, GaDOE**

[Email: aladd@doe.k12.ga.us](mailto:aladd@doe.k12.ga.us)

# Can You?



- Identify the role of family engagement and the Georgia Parent Mentor Partnership (GaPMP) in possibly preventing special education disputes
- Identify where to locate information regarding the Georgia Parent Mentor Partnership (GaPMP) and Georgia's C.A.F.E. Model for Authentic Engagement

# Louisiana Believes

---

# LDE's Informal Complaint & Early Resolution Process

*Parris A. Taylor, Attorney  
Office of Executive Counsel  
Louisiana Department of Education*

*This presentation is intended solely to provide general information and is not legal advice. Participation in this webinar presentation or review of the materials does not create an attorney-client relationship, and participants should not rely upon this information without first consulting with a special education advocate or attorney.*



# LDE Goals: Special Education Dispute Resolution

- As a state education authority (SEA) the Louisiana Department of Education (LDE) has a mandate to monitor, supervise, and enforces regulations that apply to local education agencies (LEAs) to ensure all students with disabilities are offered a Free and Appropriate Public Education (FAPE) in the least restrictive environment.
- Parents and LEAs will not always agree on how to address the education needs of students with disabilities, but the LDE strongly encourages and parents to resolve disputes in the least adversarial manner possible.
- A parent, \* adult student, individual, or organization are all encouraged to contact and engage LEAs first before utilizing state-level dispute resolution options.

**(\*During this presentation, the term “parent” will refer to all eligible individuals or organizations.)**

# LDE Dispute Resolution: General Information

Effective, meaningful, and successful special education dispute resolution occurs when parents and LEAs both work together

- to resolve disagreements concerning special education.
- to preserve the relationships and communication necessary to student success.

Common areas of dispute:

- Identification/Eligibility
- Evaluation
- Appropriate Services
- Service Delivery
- Placement Decisions
- Discipline

# LDE Dispute Resolution Options

- **Informal Complaint/Early Resolution Process (IC/ERP)**
- Individualized Education Program (IEP) Facilitation
- Mediation
- Formal Complaint Investigation
- Due Process Hearing

# LDE's Informal Complaint & Early Resolution Process: State Law, Regulations, and Resources

LDE's Informal Complaint and Early Resolution Process (IC/ERP) is not specifically required by the IDEA but is a local dispute resolution option created by state legislative authority, mandated by BESE regulations, and enforced by the LDE.

- A. La. R.S. 17:1941, et seq. (*Children with Exceptionalities Act*)
- B. Louisiana Bulletin 1706, *Regulations for Implementation of the Children with Exceptionalities Act*, Subchapter J (State Complaint Procedures), §151.C. Informal Complaints
- C. *Louisiana Educational Rights of Children with Disabilities*

# LDE's Informal Complaint & Early Resolution Process: State Law, Regulations, and Resources

## **LDE Bulletin 1706 § 151**

C. Informal Complaints. It is the policy of the LDE to encourage and support prompt and effective resolution of any complaint described in §151.A.1 in the least adversarial manner possible. The LDE shall effect such policy to promote dispute prevention and the swift resolution of disputes by implementing an early resolution process.

1. Early Resolution Process (ERP)—an ongoing and systematic, informal dispute resolution process.

a. ERP shall include a systematic, local level process for the prompt and orderly resolution of complaints by each public educational agency, including public charter schools.

b. Each LEA in the state shall establish an internal ERP in accordance with standards outlined in Bulletin 1573—*Complaint Management Procedures*, which shall include:

- i. the designation of a local ERP representative and notice of the name, address, telephone number; and
- ii. other contact information for the LEA's designated ERP representative.

c. The implementation of the ERP by each LEA draws on the traditional model of parents and schools working cooperatively in the educational interest of the student to achieve their shared goal of meeting the educational needs of students with disabilities.

d. To promote the cooperative resolution of complaints at the local level, the LDE shall not be involved in the informal resolution process (ERP) implemented at the local level, but shall route to the public agency's ERP representative, verbal and other informal complaints or allegations received by the LDE.

# LDE's Informal Complaint & Early Resolution Process: State Law, Regulations, and Resources

## LDE Bulletin 1706 § 151 (continued)

2. Requesting ERP. A parent, adult student, individual, or organization shall initiate a request for ERP on one or more issues described in §151.A.1 by contacting the local level ERP representative or the LDE's ERP Intake Coordinator(s).
- a. Informal complaints to the LDE shall only be made through the LDE's Intake Coordinator(s) who shall refer the complaint to the ERP representative of the LEA immediately, if possible, but not later than two calendar days after receiving the complaint.

\*\*\*\*\*

3. Early Resolution Period. If a resolution of the informal complaint cannot be achieved *within 15 calendar days* of the public agency's receipt of the complaint, or an extended period agreed upon by the parties in writing, the LEA's ERP representative shall advise the complainant of the availability of other dispute resolution processes available through the LDE. (Emphasis added)

# Overview: LDE's Informal Complaint & Early Resolution Process

IC/ERP was created and designed as dispute resolution model that creates a systematic, **local, LEA level** dispute resolution process to help parents and schools to quickly and directly resolve special education disputes involving students with exceptionalities.

LDE's regulations require all LEAs, including public charter schools, to establish internal IC/ERP procedures that

- Designates a local (LEA) ERP Representative
- Ensures the LDE and the parent knows the representative's name, business address, telephone number, and other contact information
- Attempts to resolve Informal Complaints within 15 calendar days after the LEA receives the complaint, unless the parties agree to an extension in writing
- Informs the parent about the other special education dispute resolution processes the LDE offers, if the parties cannot resolve the dispute(s)

# Initiating the Informal Complaint's Early Resolution Process

Parents can start the IC/ERP by:

- Contacting the LEA directly to get the ERP Representative's information and the LEA's process to engage in early resolution.
- Contacting the LDE to inquire about how to file an Informal Complaint, and the LDE will notify the LEA's ERP representative about the parent's Informal Complaint query.

*At any time during the IC/ERP, parents or LEA staff may voluntarily withdraw from ERP and can pursue any other exceptionality dispute resolution option(s) the LDE offers or pursue any other legal option available under the law.*



# LDE's Role During the ERP

**NONE!!**

LDE's regulations specifically limit its active role in IC/ERP to Intake Coordinator duties:

- Receiving the concerns/inquiries from parents
- Documenting the information/query in a neutral and confidential manner
- Relaying Informal Complaint queries and the parent's contact information to the LEAs and their ERP Representative
- Providing parents with the LEA's ERP Representative's contact information

# Parent's IC and ERP Decisions

Parents can contact the LEA's ERP Representative directly to file the Informal Complaint or contact the LDE to get that ERP Representative's contact information and the LDE sends the parent's contact and query referral information to the LEA's ERP Representative.

- Parents who file an Informal Complaint must be told about the 15 calendar day window that the LEA and parents have to work together to resolve the special education dispute.
- If the parent decides not to participate in the ERP or the participants cannot reach a written resolution or agree to extend the ERP period, the LEA must inform the parent about the LDE's other special education dispute resolution options for children with exceptionalities.

# LDE's Informal Complaint/ERP Notification Actions

If a parent makes an Informal Complaint inquiry or sends the LDE an informal complaint, the LDE ERP Intake Coordinator will notify the LEA's designated ERP Representative about the Informal Complaint, by email with a read-receipt designation, within 2 calendar days after the LDE receives the query or Informal Complaint.

The LDE ERP notification will include:

- a brief, neutral, and confidential description about the Informal Complaint
- timelines for resolution
- the parent's contact information

The LDE's ERP notification is only a summary of the concerns conveyed by the parent and does not represent/reflect any official LDE position.

# LDE IC/ERP Regulations for LEA's

- LEAs must establish written procedures to receive Informal Complaints, initiate contact with parents to attempt resolution locally within 15 days, and document the results.
- Informal Complaint requests and related ERP document, decision, or agreement records are retained and stored locally by the LEA, subject to inspection and review by the LDE compliance monitoring team.
- LEAs must ensure all appropriate LEA employees are familiar with the regulations, understand the IC/ERP process, internal procedures and timelines, and know their ERP roles and responsibilities.
- LEAs must update the LDE with the current contact information for the LEA's ERP Representative/Intake Coordinator and send that information/updates to:

[specialeducation@la.gov](mailto:specialeducation@la.gov)

# Informal Complaint & Early Resolution Process Questions, Inquiries or Referrals

[specialeducation@la.gov](mailto:specialeducation@la.gov)

This presentation reviewed special education law, explained the dispute resolution options available to parents and LEAs in the state of Louisiana, and provided information on the informal complaint and early resolution process options. This presentation is intended solely to provide general information and is not legal advice. Attendance at this presentation or review of the materials does not create an attorney-client relationship and you should not rely upon this information without first consulting with a special education advocate or attorney.

For more information on the LDE's dispute resolution options, please visit our website:

[www.louisianabelieves.com](http://www.louisianabelieves.com)

Or contact us:

Louisiana Department of Education  
Legal Division-Exceptionality Dispute Resolution  
1201 North Third Street  
Baton Rouge, LA 70802  
(225) 342-3572



# Beyond Mediation and Facilitation: Exploring Early Resolution Options

Prepared for CADRE  
March 27, 2019

Scott Raub, Special Education Parent & Community Liaison

Office of Superintendent of Public Instruction

# Background

- Position originally created in 2005 by State Legislature as a special education “ombudsman”
- Redefined in 2014 as Special Education Parent and Community Liaison
- Currently one position statewide
- Reporting to Assistant Superintendent for Special Education within Office of Superintendent of Public Education (OSPI)



# OSPI Special Education Parent & Community Liaison

## Primary Functions:

- Parent/Family & Community Engagement
- Communication with Internal/External Stakeholders
- System Advocacy, Change, and Improvement





# OSPI Special Education Parent & Community Liaison

## Essential Duties: Engagement

- Primary contact for families and community advocates with questions about how special education process works
- Offering guidance on formal dispute resolution and other procedural safeguards
- Offering guidance on working productively with school district administrators and school building staff



# OSPI Special Education Parent & Community Liaison

## Essential Duties: Engagement

- Contacting special education administrators as needed to facilitate communication and ensure equitable access
- Providing training and information on how to access and understand the appropriate special education services, resources, and dispute resolution options
- Providing training, information, and reports on special education laws, regulations, trends, and state/district policies



State of Washington  
**OSPI**  
 Office of Superintendent of Public Instruction

Home | Certification | Offices & Programs | Teaching & Learning | Assessment | Finance & iGrants | Research & Reports

Special Education Home *Special Education*  
 Special Education > Families

**Guidance for Families: Special Education in Washington State**

The Office of Special Education aspires to do whatever it takes to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE) as required by the Individuals with Disabilities Education Act (IDEA). Our reach is broad. About 10 percent of students overall receive special education services in the state of Washington.

These pages are dedicated to providing students and families with information about special education, to ensuring that students and families know about their rights, and to answer questions they may have about how the process works.

To get an overview of special education and learn more about how all of the special education procedures and processes fit together to provide your student with an education, start here:

- [What Is Special Education?](#)
- [How Special Education Works](#)
- [Parent and Student Rights \(Procedural Safeguards\)](#)

**Topics:**

- [Need Assistance?](#)
- [Making a Referral for Special Education](#)
- [Prior Written Notice](#)
- [Eligibility for Special Education](#)
- [Evaluations](#)
- [Individualized Education Programs \(IEPs\)](#)
- [Placement Decisions and the Least Restrictive Environment \(LRE\)](#)
- [Transition](#)
- [Behavior and Discipline](#)
- [Disagreements and Complaints about Special Education](#)
- [Special Education Advisory Council \(SEAC\)](#)

Special Education Home  
 Laws & Procedures  
 Guidance for Families  
 Data & Reporting  
 Dispute Resolution  
 Funding & Finance  
 Program Review  
 Resource Library  
 Contact Us

OSPI Website: <http://www.k12.wa.us/SpecialEd/Families>



# OSPI Special Education Parent & Community Liaison

## Essential Duties: Engagement

- Does not attend IEP meetings
- Does not investigate or order school districts to take specific actions
- Does not offer legal advice
- Will assist with communication between parents and school district as needed/requested to facilitate resolution



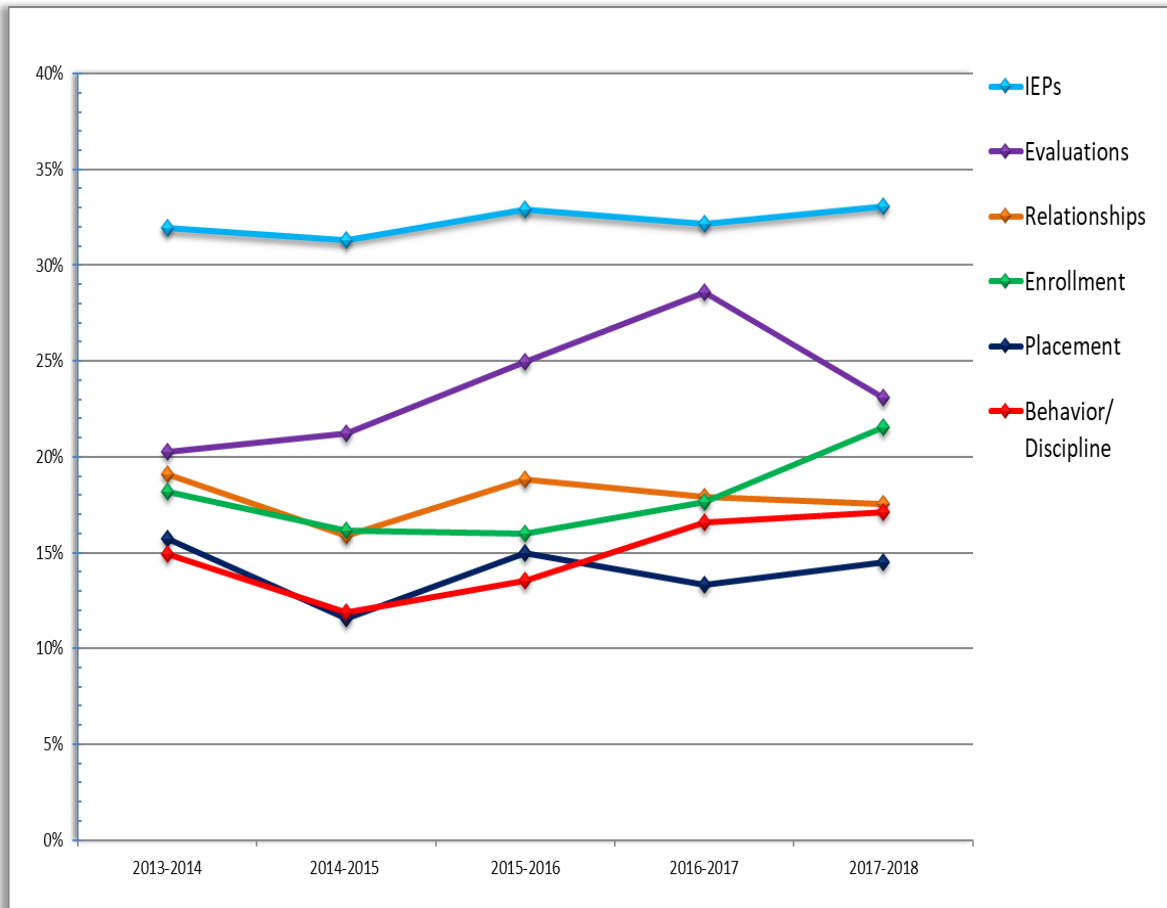
# OSPI Special Education Parent & Community Liaison

## Outcomes and Opportunities for Growth

- Annually approximately 33-50% of complainants have had contact with Liaison prior to filing complaint
- Average ~800 unique contacts with families, community, and district administrators/staff
- ~28% involve multiple (2+) contacts
- ~20% involve repeat contacts from prior academic years



# Outcomes and Opportunities for Growth



- Contact notes assist with monitoring trends
- Allows for data-based monitoring, training, and policy recommendations
- Promotes consistent internal guidance and policymaking



# OSPI Special Education Parent & Community Liaison

## Essential Duties: Communication

- Internal communication within special education division on the perspective of parents and community advocates
- Primary regional contact for special education directors and administrators
- Representing the needs and priorities of the state special education division within OSPI and the community



# OSPI Special Education Parent & Community Liaison

## Essential Duties: Communication

- Presentations at statewide and regional conferences on serving and engaging parents/students receiving special education
- Ongoing contact and training with mediators/facilitators and judges on the needs and perspectives of parents/families and community advocates
- Ongoing contact and training with statewide Parent Training and Information center





**OSPI Priorities:**  
Improving Outcomes for Students  
Receiving Special Education Services



# OSPI Special Education Parent & Community Liaison

## **Essential Duties: Systems Change/Advocacy**

- Making policy recommendations within OSPI for improving how the special education process works
- Making policy recommendations and reports to the state Special Education Advisory Council
- Primary contact for approval and oversight of non-public agencies serving students eligible for special education



# OSPI Special Education Parent & Community Liaison

## Essential Duties: Systems Change/Advocacy

- Writing and revising state regulations governing special education
- Representing the special education section and the needs and perspectives of parents/students receiving special education in agency rulemaking
- Representing the special education section and the needs and perspectives of parents/students receiving special education to state legislators



- Legislature Home
- House of Representatives
- Senate
- Find Your District
- Laws & Agency Rules
- Bill Information
- Agendas, Schedules, and Calendars
- Legislative Committees
- Coming to the Legislature
- Legislative Agencies
- Legislative Information Center
- Email Updates (GovDelivery)
- View All Links

WACs > Title 392 > Chapter 392-172A

Complete Chapter | Show Dispositions

## Chapter 392-172A WAC

### RULES FOR THE PROVISION OF SPECIAL EDUCATION

(Formerly chapter 392-172 WAC)

#### WAC Sections

**392-172A-01000** Authority.

**392-172A-01005** Purposes.

**392-172A-01010** Applicability.

**392-172A-01020** Act.

**392-172A-01025** Assistive technology device.

**392-172A-01030** Assistive technology service.

**392-172A-01031** Behavioral intervention plan.

**392-172A-01032** Charter school.

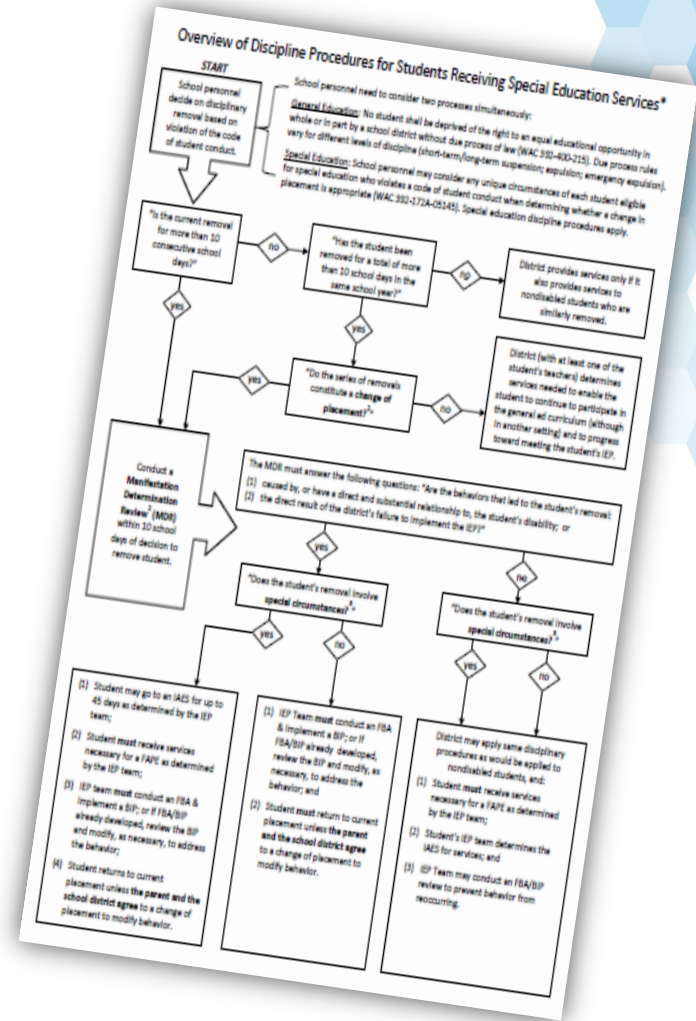
**392-172A-01035** Child with a disability or student eligible for special education.

**392-172A-01040** Consent.

**392-172A-01050** Day—Business day—School day.

GENERAL

DEFINITIONS





State of Washington

# OSPI

## Office of Superintendent of Public Instruction

Home | Certification | Offices & Programs | Learning & Teaching | Assessment | Finance & iGrants | Data & Reports |

Special Education Home

Laws & Procedures

Guidance for Families

Data & Reporting

Dispute Resolution

Funding & Finance

Program Review

Resource Library

Contact Us

### Special Education

[Special Education](#) > [Families](#) > [Need Assistance?](#)

#### Need Assistance?

##### Special Education Parent Liaison

The staff at your student's school and at your district office are always available to assist you in ensuring your student receives the proper supports and services.

If you have questions about the special education process or difficulties communicating with your school district and need additional help, our office has a Special Education Parent Liaison to assist you.

The OSPI Special Education Parent Liaison is available as a resource to parents in non-legal special education matters and serves as a neutral and independent advocate for a fair process. The Special Education Parent Liaison does not advocate on behalf of any one party. Rather, the Parent Liaison exists to address individual concerns about bureaucratic systems and act a guide for anyone attempting to understand and navigate various special education or school district processes and procedures.

To contact Scott Raub, the Special Education Parent Liaison, call [360-725-6075](tel:360-725-6075) or submit a message through the [Contact Us](#) web page.

##### - What can the Special Education Parent Liaison do for me?

The role of the Special Education Parent Liaison at OSPI is to provide guidance to parents on resolving disagreements with school districts about special education services quickly, fairly, and at the lowest level possible. The Special Education Parent Liaison does this by:

- Helping parents and educators better understand special education processes and regulations;

[OSPI Website: http://www.k12.wa.us/SpecialEd/Families/Assistance.aspx](http://www.k12.wa.us/SpecialEd/Families/Assistance.aspx)





# Thank You!

360-725-6075

[scott.raub@k12.wa.us](mailto:scott.raub@k12.wa.us)



Except where otherwise noted, this work by [Office of Superintendent of Public Instruction](#) is licensed under a [Creative Commons Attribution 4.0 International License](#).

*All logos and trademarks are property of their respective owners.*

*This presentation may contain or reference links to websites operated by third parties.*

*These links are provided for your convenience only and do not constitute or imply any affiliation, endorsement, sponsorship, approval, verification, or monitoring by OSPI of any product, service, or content offered on the third party websites. In no event will OSPI be responsible for the information or content in linked third party websites or for your use of or inability to use such websites. Please confirm the license status of any third-party resources and understand their terms of use before reusing them.*

*The information contained in this presentation and power point is an overview of special education requirements. The presentation is not intended as legal advice. The state regulations that implement IDEA are located at Chapter 392-172A WAC. Outside resources are not intended to be an endorsement of any service or product. District personnel should always review their district's procedures and review questions with their administrative staff.*



# Thank you for joining us!

*Please take a few minutes to respond to this brief survey about your experience:*

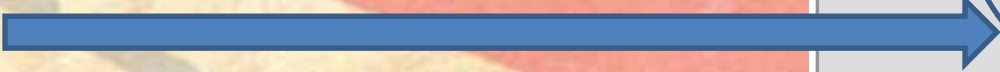
*Webinar Survey:*

<https://www.surveymonkey.com/r/earlyres>



# More Early Dispute Resolution Practices

CADRE curates practices from across the nation. If you're interested in learning about innovations in other states, go to our [website: https://www.cadeworks.org/cadre-continuum](https://www.cadeworks.org/cadre-continuum) and select a practice area:



The Center for Appropriate Dispute Resolution in Special Education

Supporting the prevention and resolution of disputes through partnership and collaboration

CADRE Continuum

The CADRE Continuum offers a searchable database of dispute resolution practices in special education. Users are able to move from broad process descriptions to specific practice details and can learn information related to program design and oversight, professional standards, public awareness and outreach, and evaluation.

### CADRE Continuum of Dispute Resolution Processes & Practices

Stages of Conflict	Stage I	Stage II	Stage III	Stage IV	Stage V
Levels of Intervention	Prevention	Disagreement	Conflict	Procedural Safeguards	Legal Review
Assistance/Intervention Options	Family Engagement Participant & Stakeholder Training Stakeholder Council	Collaborative Rule Making Parent to Parent Assistance Case Manager	Telephone Intermediary Facilitation Mediation Models Ombudsperson	Resolution Meeting Third Party Opinion/Consultation Mediation Under IDEA Written State Complaints	Due Process Hearing Hearing Appeal (Two-Tier Systems) Litigation Legislation







## Upcoming Webinar

*Let's Work Together! Building  
Local Capacity with CADRE's  
Online Learning Resources*

**May 14, 2019**

**11:30 AM - 12:45 PM PT**

**(2:30 PM - 3:45 PM ET)**

*More Details Coming Soon - Check the [CADRE Website!](#)*

