

To play along:

Download Kahoot from your App Store

or at

<https://kahoot.com/>

<https://create.kahoot.it/share/sd-parental-rights-booklet-quiz/c3bfdeee-39b1-4296-bf6c-492040b06718>

The Test You SHOULD Teach To

Focus Topic of the South Dakota Advisory Panel for Children with Disabilities

Marie Ivers, Director of Special Education

Flandreau Public, Colman-Egan, Oldham-Ramona, Rutland

Dr. Donna Johnson, Associate Professor of Special and
Elementary Education

Dakota Wesleyan University

Erin Schons, Assistant Education Director

Children's Home Society

Improving Your Understanding of:

PARENT SURVEYS
&

PARENT RIGHTS and PROCEDURAL SAFEGUARDS

as it pertains to Special Education

Indicator 8

South Dakota Part B Parent Survey

<https://doe.sd.gov/sped/documents/1617ParIn.pdf>

This is the link to the State of SD results.

Each district receives individual results explaining strengths and weaknesses as perceived by the parents completing the survey.

There are a total of 12 questions which pertain to 4 areas:


1. Partnership
2. IEP
3. Communication
4. Information

ALL 12 QUESTIONS

1. I am treated as an equal with my child's teachers and other professionals in planning his/her special education program.
2. I am encouraged to participate in writing my child's IEP.
3. My child's school gives parents the help they may need to play an active role in their child's education.
4. My child's school makes sure that I understand the Procedural Safeguards (the rules that protect the rights of parents).
5. My child's school makes sure that I understand the options if I disagree with a decision of the school.
6. My child's school provides information on organizations that offer support for parents of students with disabilities.
7. For parents of students in grades 8 or above: I have been involved in discussion with my child's school related to post-secondary school (college, technical or other setting), employment and/or independent living, and adult agencies. (NOT ALL PARENTS NEED TO ANSWER THIS QUESTION)
8. My child's teachers are available to me (in person, by phone, or via email).
9. My child's teachers communicate regularly with me about my child's progress on annual IEP goals.
10. My child's school carried out the current IEP as written and discussed.
11. Information I receive about my child's special education program is written in an understandable way.
12. Overall, I am satisfied with the extent to which teachers and other professionals encourage my involvement as a parent.

PARTNERSHIP

Questions 3, 12, and 1.

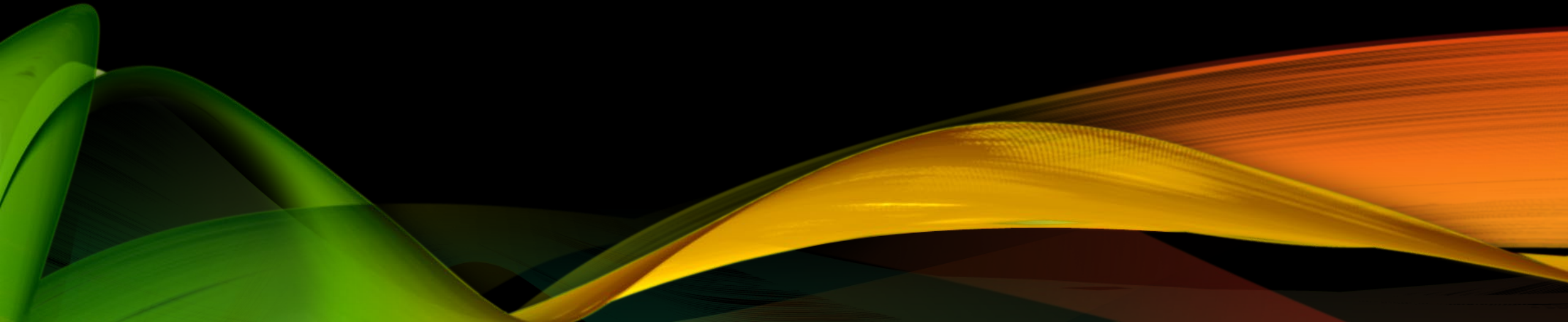
3. My child's school gives parents the help they need to play an active role in their child's education.
 12. Overall, I am satisfied with the extent to which teachers and other professionals encourage my involvement as a parent.
 1. I am treated as an equal partner with my child's teachers and other professionals in planning his/her special education program.
- 

IEP

Questions 2 and 10.

2. I am encouraged to participate in writing my child's IEP.

10. My child's school carried out the current IEP as written and discussed.



COMMUNICATION

Questions 8, 11, 4, and 9.

8. My child's teachers are available to me (in person, by phone, or via email).

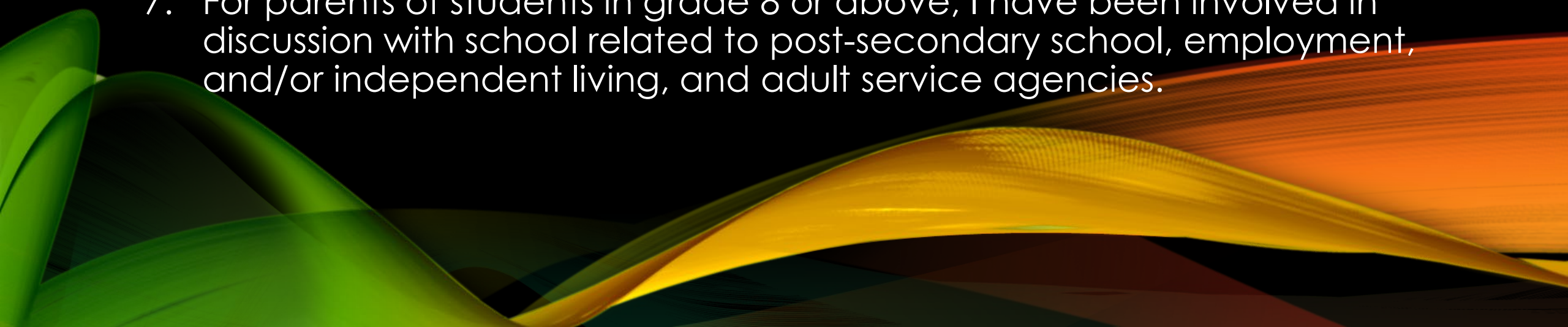
11. Information I receive about my child's special education program is written in an understandable way.

4. My child's school makes sure that I understand the Procedural Safeguards (the rules that protect the rights of parents).

9. My child's teachers communicate regularly with me about my child's progress on annual goals.

INFORMATION

Questions 5, 6, and 7.

5. My child's school makes sure that I understand my options if I disagree with a decision of the school.
 6. My child's school provides information on organizations that offer support for parents of students with disabilities.
 7. For parents of students in grade 8 or above, I have been involved in discussion with school related to post-secondary school, employment, and/or independent living, and adult service agencies.
- 

HOW TO IMPROVE PARTNERSHIP

Questions 3, 12, and 1.

3. My child's school gives parents the help they need to **play an active role in their child's education.**

- Provide parent education regarding their child's disability
- Take some time to explain the IEP process and the importance of their ROLE as a parent
- Give parent "What Parents Should Know" All About Special Education in South Dakota book. - available through South Dakota Parent Connection
- Give parents the "Dare to Dialogue...Reach YES!" (Project of Disability Rights and Parent Connection)
- Provide them with safe and clear website resources:

Disability Right of South Dakota <https://drsdlaw.org/resources/publications/>

Center For Disabilities USD [https://www.usd.edu/medicine/center-for-disabilities\](https://www.usd.edu/medicine/center-for-disabilities/)

South Dakota Parent Connection <http://www.sdparent.org/web/index.php?siteid=2825>

Transition Services Liaison Project – South Dakota <https://tslp.org/>

South Dakota Department of Social Services <https://dss.sd.gov/>

South Dakota Department of Special Education <https://doe.sd.gov/sped/>

12. Overall, I am satisfied with the extent to which teachers and other professionals encourage **my involvement as a parent.**

- Have classroom teacher mention how important it will be to get their input/INVOLVEMENT as a parent.
- Have school psychologist mention the importance of parental input and involvement when they make the initial call to inform parent of testing procedure.
- Have special education teacher mention the importance of parental input and involvement when they make the initial phone call to inform parent of written permission coming home.
- Have speech therapist mention the importance of parental input and involvement when they make the phone call to ask questions about language/articulation/voice/pragmatics concerns.

1. I am treated as an **equal partner with my child's teachers and other professionals in planning** his/her special education program.

- Explain to parents the importance of their input in PLANNING the IEP program before the meeting and again at the meeting.

HOW TO IMPROVE THE IEP

Questions 2 and 10.

2. I am encouraged to **participate in writing** my child's IEP.
 - Stress to parent that this plan really needs parental input in order to meet the individual needs of the student.
 - Ask questions while reviewing the DRAFT of the IEP to make sure the parents feel included. "Does that math goal sound ok?" "How should we address this behavior?" "What works at home for you?"
 - During your phone call before the meeting, ask them to come with ideas on how to address something specific.
 - Encourage input regarding reinforcements/consequences/behavior plans, etc.
10. My child's school **carried out the current IEP as written and discussed**.
 - Specifically ask, "Do you feel the IEP was followed by the teachers this year?"
 - Show IEP-end progress reports (**that have been sent home quarterly**) that show the specific progress made. (If you don't have end-of-year progress, you should probably have changed the IEP before now.)
 - Make sure all teachers are given written accommodations/modifications page at beginning of school year to ensure that they are following the IEP as written.
 - Make sure you are aware of all accommodations and modifications.

HOW TO IMPROVE COMMUNICATION

Questions 8, 11, 4, and 9.

8. My child's teachers are **available to me (in person, by phone, or via email)**.
 - Have you communicated with this parent AT LEAST 4 times? (Start documenting your communication attempts, type, and content with a communication log.)
 - Have you communicated with the classroom teacher regarding this student AT LEAST 4 times before this meeting?
 - Does the classroom teacher communicate with the parent? Check on this....don't assume.
 - Has the principal communicated with this parent? Check, don't assume.
 - Has the parent attended parent teacher conferences. Ask teacher.
 - KNOW THESE ANSWERS and check for parental reciprocation, not just an attempt to communicate.

11. Information I receive about my child's special education program is written in an understandable way.
 - Make sure parents have a personal copy of the IEP draft in front of them (Along with everyone else in the room if possible).
 - Guide them while reviewing the DRAFT.
 - Use parent/student friendly language; not **sped lang to explain the IEP, MDT, eligibility, dx, fx of tx, ext sch yr, etc.**

4. My child's school makes sure that I understand the Procedural Safeguards (the rules that protect the rights of parents).
 - Review separately using Kahoot!

9. My child's teachers **communicate regularly with me** about my child's progress on annual goals.
 - Regularly for the IEP means at least 4 times in writing per year.
 - Regularly for real life means more than that in various ways including person to person, phone calls, notes, email, etc.

HOW TO IMPROVE INFORMATION

Questions 5, 6, and 7.

5. My child's school makes sure that I **understand my options if I disagree with a decision of the school.**
 - Reassure parents that they should 1st call the special education case manager, classroom teacher, or principal if they have concerns. (It's our responsibility to deliver that message to the right person once received.) Then RESPOND TO THEM ASAP.
 - Open parent rights book and direct them to the page that explains this.....while explaining this! This is parents' biggest complaint.
 - Explain to parents the role of the Parent Connection Navigator Program and show them how to contact Parent Connection or Disability Rights of SD. Provide Parent Connection Resources and Disability Rights Resources and contact information via the Family Resource Guide.

6. My child's school provides information on organizations that offer support for parents of students with disabilities.
 - Specific Disability Group information
 - Disability Right of South Dakota <https://drsdlaw.org/resources/publications/>
 - Center For Disabilities USD [https://www.usd.edu/medicine/center-for-disabilities\](https://www.usd.edu/medicine/center-for-disabilities/)
 - South Dakota Parent Connection <http://www.sdparent.org/web/index.php?siteid=2825>
 - Transition Services Liaison Project – South Dakota <https://tslp.org/>
 - South Dakota Department of Social Services <https://dss.sd.gov/>
 - South Dakota Department of Special Education <https://doe.sd.gov/sped/>
 - Ask for parents' email to forward specific training opportunities

7. For parents of students in grade 8 or above, I have been involved in discussion with school related to post-secondary school, employment, and/or independent living, and adult service agencies.
 - Start these discussions in grade 8; must address it in IEP by age 16
 - TSLP website : <https://tslp.org/>
 - Transfer of Rights: free materials at Parent Connection. <https://tslp.org/independent-living/#1543866639810-ca329779-2bea>
 - Give out resources: DHS folder, Catch the Wave, YLF, Transition Forum, :Transition Events Flyer <https://tslp.org/wp-content/uploads/2019/01/TSLP-Events-Flyer2018-.pdf>