



# FAMILY ACADEMY

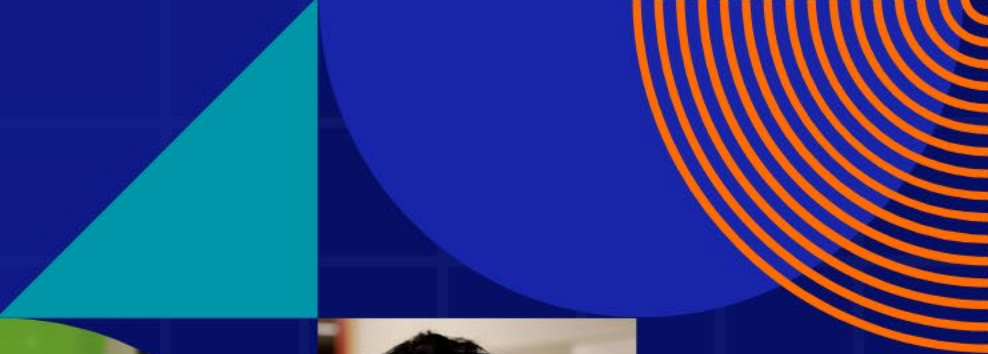
## Family Empowerment for 21st-Century Learners

THURS, NOVEMBER 2 | 6-7:30 PM



FEDERAL WAY  
PUBLIC SCHOOLS





# *Special Education*

## Parents and Schools as Partners

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Toni Cheever

November 2, 2023



**FEDERAL WAY  
PUBLIC SCHOOLS**



**Jane Al-Tamimi**  
Assistant Director of Student  
Support Services  
  
Principal , Employment and  
Transition Program

# Welcome





# FEDERAL WAY PUBLIC SCHOOLS

Each Scholar: A voice. A dream. A **BRIGHT** future.

## FWPS Strategic Plan

### PILLAR 2

Safe climate and strong  
relationships with families and  
communities

# 1

## Standards-Aligned Culturally Responsive Teaching-& Learning

Our first Pillar is about **TEACHING-& LEARNING**, the most important function of our organization. We will ensure that all scholars have access to challenging, on-standard curriculum, and that instructional strategies are differentiated to meet the individualized learning needs of each scholar. Our instructional practices will reflect our scholars' prior knowledge and cultural and linguistic background.

# 2

## Safe Climate and Strong Relationships with Families and Community

Our second Pillar recognizes that **"SCHOOLS CAN'T DO IT ALONE."** Therefore, we will embrace parents, caregivers, and the entire Federal Way community as vital partners in the education of all our scholars. We will nurture trust and mutual respect among home-school-community through shared responsibility for student success, proactive communication, and meaningful stakeholder voice.

# 3

## Effective, Caring, Culturally Competent Teachers, Leaders & Staff

Our third Pillar focuses on **INVESTING IN PEOPLE**. It emphasizes the importance of attracting, developing, and retaining talented and committed staff in every part of our school system, so that Federal Way Public Schools is the place where great talent chooses to work. We will establish clear standards of professional practice and accountability, and we will provide opportunities for differentiated continuous learning for teachers, leaders, and staff.

# 4

## Data-Informed Continuous Improvement

Our fourth Pillar is about **"MANAGING THE WHOLE"** in ways that foster alignment, disciplined implementation, and a focus on our mission at every level. We will make decisions based on fact, not opinion. Furthermore, we will use frequent and timely assessments to adjust teaching, learning, and leadership, and we will promote continuous improvement as an ethic throughout our school system.

two



WHOLE CHILD

Thriving,  
Confident,  
Responsible  
Individuals



FEDERAL WAY  
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## PILLAR 2

Safe climate and strong relationships  
with families and communities

two

WHOLE CHILD:  
THRIVING,  
CONFIDENT,  
RESPONSIBLE INDIVIDUALS

Every student scholar will be empowered and prepared to develop personal responsibility in order to be positive, productive members of society.



# Evaluation Team May Include:

- ❖ **Parents/ Guardians**
- ❖ **School Psychologist**
- ❖ **Special Education Teacher**
- ❖ **General Education Teacher**
- ❖ **Specialists (OT, PT, SLP, others)**
- ❖ **School Nurse**
- ❖ **Interpreter if needed**
- ❖ **Sometimes Outside Agencies or Providers**
- ❖ **Anyone parents/ guardians want to include**



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# The process takes time

- The timelines for Special Education Evaluation and creation of an IEP are set up to make sure that a scholar's needs are carefully considered and that an appropriate educational program can be created for **that student**.





# The process takes time

**Referral is made:** the evaluation team has **25 calendar days** to respond to the referral.

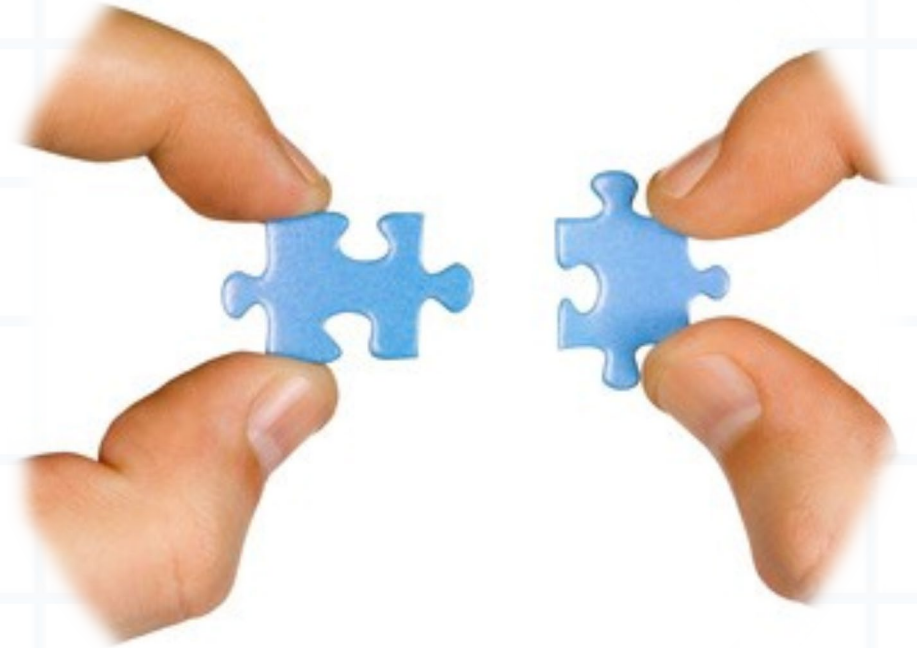
**Evaluation:** The evaluation team has **35 school days** to complete the evaluation and hold the evaluation results meeting

**IEP meeting:** The IEP must be held within **30 calendar days** of the evaluation meeting.



# Common Areas of Assessment

- Review of Health Information
- Cognitive (IQ) Levels
- Academic Achievement
- Social Emotional Skills
- Specialty areas such as:  
Communication, Motor Skills, and  
Adaptive needs.



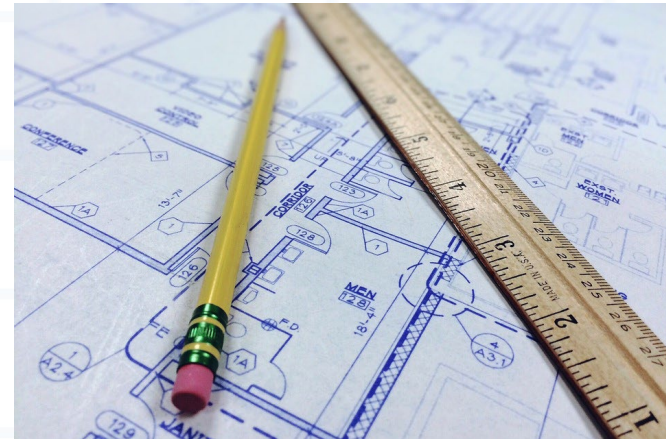
# Evaluation Results Meeting



- **Evaluation Team, including parent(s) and general education teacher meets**
- **Results shared**
- **Qualification determined**
- **Recommendations made**
- **If a student qualifies, parents are asked for permission to begin IEP process**

After an evaluation determines that a student is in need of specially designed instruction, the IEP is developed...

- It determines What services the scholar will get,
- When they will get them
- Where they will get them
- And **who** will provide them



# The IEP



- Present Levels
- Measurable Annual Goals
- Service Matrix
- LRE Statement
- Accommodations and Modifications
- Transition Plan if Appropriate

The Team Can't Do It Without You!

You are a **VITAL** and  
**ACTIVE MEMBER**



# Members of the IEP Team



- ❖ Parents
- ❖ Special Education Teacher
- ❖ Administrator or Designee
- ❖ General Education Teacher(s)
- ❖ Specialists (OT, PT, SLP, others)
- ❖ Sometimes Outside Agencies
- ❖ Interpreter if needed
- ❖ Anyone the family wants present



# What's my role?

- ❖ Ask questions
- ❖ Advocate
- ❖ Share ideas
- ❖ Let team know about any important changes at home
- ❖ Share your perspective





# What if we don't agree?

- ❖ Speak up
- ❖ Ask for clarification
- ❖ Suggest alternatives
- ❖ Ask for another meeting

# Resources for Help

- **FWPS Student Support Services office**
- **Procedural Safeguards**
- **Washington State Office of the Education Ombuds**
- **Open Doors for Multi Cultural Families**
- **Washington PAVE (Partnerships for Action, Voices for Empowerment)**



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**Thank you!**

# It Takes a Team!



# Breakout 2 Workshops

Straight A Scholar or Not: Why Your Child Can Benefit  
from Additional Academic Supports | Room 135

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Ready, Set, Kindergarten! | Room 139

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Making the Most of SLCs | Room 150

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Secondary - Artificial Intelligence: Is It Plagiarism? | Room 151