

WHERE TO BEGIN WHEN A STUDENT NEEDS HELP

A toolkit to guide you through the special education process in Washington State.

A USER-FRIENDLY TOOLKIT FOR FAMILIES

Our mission

PAVE provides support, training, information and resources to empower and give voice to individuals, youth and families impacted by disabilities.

Our vision

We envision an inclusive community that values the unique abilities, cultures, voices, contributions and potential of all individuals.



WAPAVE.ORG



Text highlighted in blue serves as a hyperlink to access supplementary content and/or additional information.

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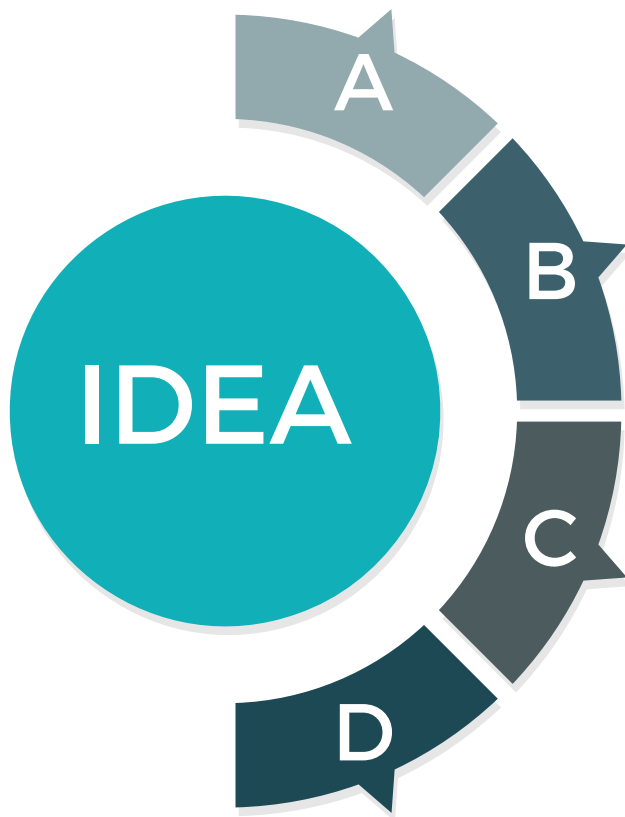
Use this handout to remember how the four parts of IDEA protect the rights and educational access of students with disabilities in Washington State.

The Individuals with Disabilities Education Act (IDEA) is a federal law that entitles children to special education services if disability significantly impacts access to education and a specially designed program is needed.

PART A

Part A includes a statement of the overall purpose and goals of IDEA, definitions for key terms used throughout IDEA, provisions emphasizing non-discrimination and equal opportunity for children with disabilities, and a section outlining the policy and findings that led to the enactment of the legislation.

Part A includes the following statement regarding its purpose: “to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living...”



PART B

Part B of the IDEA covers children ages 3 through 21, or until graduation from high school. Students who receive services through an Individualized Education Program (IEP) are covered under Part B.

To qualify for special education under Part B of IDEA, a student must have or show signs of having a disability that negatively impacts their learning.

Students must be evaluated to determine their eligibility under one of fourteen categories determined by IDEA and implemented under [WAC 392-172A-01035](#).

PART C

Part C protects children Birth to age 3 who need family support for [early learning](#). The disability category of developmental delay overlaps early learning and IEP and can qualify a child for free, family-focused services to age 3 and school-based services through age 9.

In Washington, the Department of Children, Youth and Families (DCYF) administers services for eligible children from birth to age 3 through [Early Support for Infants and Toddlers \(ESIT\)](#).

PART D

IDEA Part D funds are used to initiate various programs across states to improve the education of children with disabilities through professional development programs, parent training and information centers, education technology, transition services, and early intervention services.

The [Office of the Superintendent of Public Instruction \(OSPI\)](#) developed a [multi-tiered system of supports \(MTSS\)](#) that aims to provide comprehensive training and technical assistance on evidence-based strategies that are designed to address students' academic, social, emotional, and behavioral needs holistically by incorporating [Positive Behavioral Interventions and Supports \(PBIS\)](#) and [Response to Intervention \(RtI\)](#).

[PAVE](#) and [Open Doors for Multicultural Families](#) are funded by Part D to help families of children with disabilities understand their rights under IDEA, navigate the special education process, and engage effectively in their children's education.

[Learn more about IDEA: The Foundation of Special Education in this PAVE article.](#)

If Your Child Needs Support to Prepare for School Readiness

If a student is having a hard time at school and has a known or suspected disability, [the school evaluates to see if the student qualifies for special education](#), through a process called [Child Find](#). Washington State requires special education referrals to be in writing ([WAC 392-172A-03005](#)). Anyone with knowledge of a student can write a referral. The state provides a [form](#) for making a special education referral, but the form is not required—any written request is valid.

- Complete the [Sample Letter to Request an Evaluation](#).
- Make a copy for your records.
- Call your local school district or go on their website to identify the correct office, person, and address to mail (signed, return receipt requested), email, or hand-deliver your request.
- Refer to the [IEP Referral Timeline](#) to track your child’s progress through the evaluation process.

If Your Child Has Not Previously Been Enrolled in School

[Compulsory attendance](#) is required in Washington until the age of 18, unless the student is 16 years or older and meets additional criteria for emancipation, graduation, or certification ([RCW 28A.225.010](#)). Parents may choose to enroll a child in kindergarten at 5 years old, if the birthday occurred before August 31st of the same year, but kindergarten is not required under compulsory education. Similarly, a child must be 6 years of age to enroll in first grade.

How Do I Enroll My Student in School?

If this is the first time your child will attend this school, call the school and ask what you must bring with you to enroll your child and the best time to go to the school for enrollment. Consider that things will be busiest right before the school day starts, during lunch breaks, and as school is ending. Also find out if there is an on-site school nurse and the best time to reach that person.

- Proof of age (e.g., birth certificate or passport)
- Health history, including:

Primary Care Physician/Doctor’s

Name

Address

Phone Number

Dentist’s

Name

Address

Phone Number

- Proof of residency (e.g., utility bill, tax statement)
- Parent or guardian’s telephone numbers
- Child’s immunization records

If your child has attended another school, also provide:

- Withdrawal form or report card from the last school attended
- Expulsion statement

If Your Child Requires Medication or Treatment During School

[Schools are responsible for the health and safety of students during all school-related activities.](#) If a student has a condition that may require medication or treatment while at school, Washington state law ([RCW 28A.210.320](#) and [WAC 392-380](#)) requires additional steps before the student may begin attending school. The parent or guardian must:

- Provide the school with a written prescription and/or treatment plan from a licensed health care provider
- Provide the prescribed medication and/or equipment outlined in the treatment plan
- Create an Individualized Healthcare Plan with the school nurse

Schools may develop their own forms, so contact your child's intended school to get the correct forms and provide complete, accurate information.

If Your Family is Military-Connected and New to Washington

Military-connected families can learn about the education system in this PAVE article, [Help for Military Families: Tips to Navigate Special Education Process in Washington State.](#)

Washington [HB 1210-S.SL, School Enrollment-Nonresident Children from Military Families](#), allows advance enrollment of children of active-duty service members with official military orders transferring or pending transfer into the state. This means that qualifying children must be conditionally enrolled in a specific school and program and registered for courses. The parent must provide proof of residence within fourteen days of the arrival date listed in the military orders before the school will finalize the enrollment. The address on the proof of residency may be a temporary on-base detailing facility; a purchased or leased residence, or a signed purchase and sale or lease agreement; or military housing, including privatized and off-base housing.

Children with parents in the uniformed services may be covered by the [Interstate Compact on Educational Opportunities for Military Children](#), also known as MIC3, was created with the hope that students will not lose academic time during military-related relocation, obtain an appropriate placement, and be able to graduate on time. MIC3 provides uniform policy guidance for how public schools address common challenges military-connected students experience when relocating, including several issues related to enrollment. Learn more about how to resolve Compact-related issues with this [MIC3 Step-by-Step Checklist.](#)

[Learn more about When and How to Enroll a Student in School in this PAVE article.](#)

Transition Planning for Children Aging Out of Early Intervention Services through Early Support for Infants and Toddlers (ESIT)

When an infant or toddler receiving early intervention services from Washington's [Early Support for Infants and Toddlers \(ESIT\)](#) program approaches the age of three (3), the Family Resource Coordinator (FRC) begins transition planning for when the child will age out of early intervention services on their third birthday. If the child is potentially eligible for special education and related services, the transition includes evaluation and development of an Individualized Education Program (IEP). Learn more about the transition from early intervention services to school-based services in the [Transition Toolkit for Ages 3-5](#), which includes the [Differences Between Part B and Part C Services](#).

Evaluation and Support for Students with Known or Suspected Disabilities Under the Child Find Mandate

If a student is having a hard time at school and has a known or suspected disability, the school evaluates to see if the student qualifies for special education. A child is protected in their right to be evaluated by the [Child Find Mandate](#).

Not every student who has a disability and receives an evaluation will qualify for an IEP. The school district's evaluation asks 3 primary questions in each area of learning that is evaluated:

1. Does the student have a disability? Yes No
2. Does the disability adversely impact education? Yes No
3. Does the student need Specially Designed Instruction (SDI)? Yes No

If the answer to all three questions is Yes, the student qualifies for an IEP. Sometimes students who don't qualify for the IEP will qualify for accommodations and other support through a [Section 504 Plan](#).

Response to Intervention (RtI)

[Response to Intervention \(RtI\)](#) is a system designed to help students who might be having trouble with learning early on. Instead of waiting until they fall behind, RtI steps in early to support them. It's for students who may not qualify for special education but still need extra help. It's not a specific program or teaching style, but more of a proactive approach to checking in with students to see how they're doing.

RtI is not the same thing as special education and it does not replace a school's responsibility to evaluate students who might qualify for special education services. At any time during the RtI process, parents or teachers can request an evaluation for special education services.

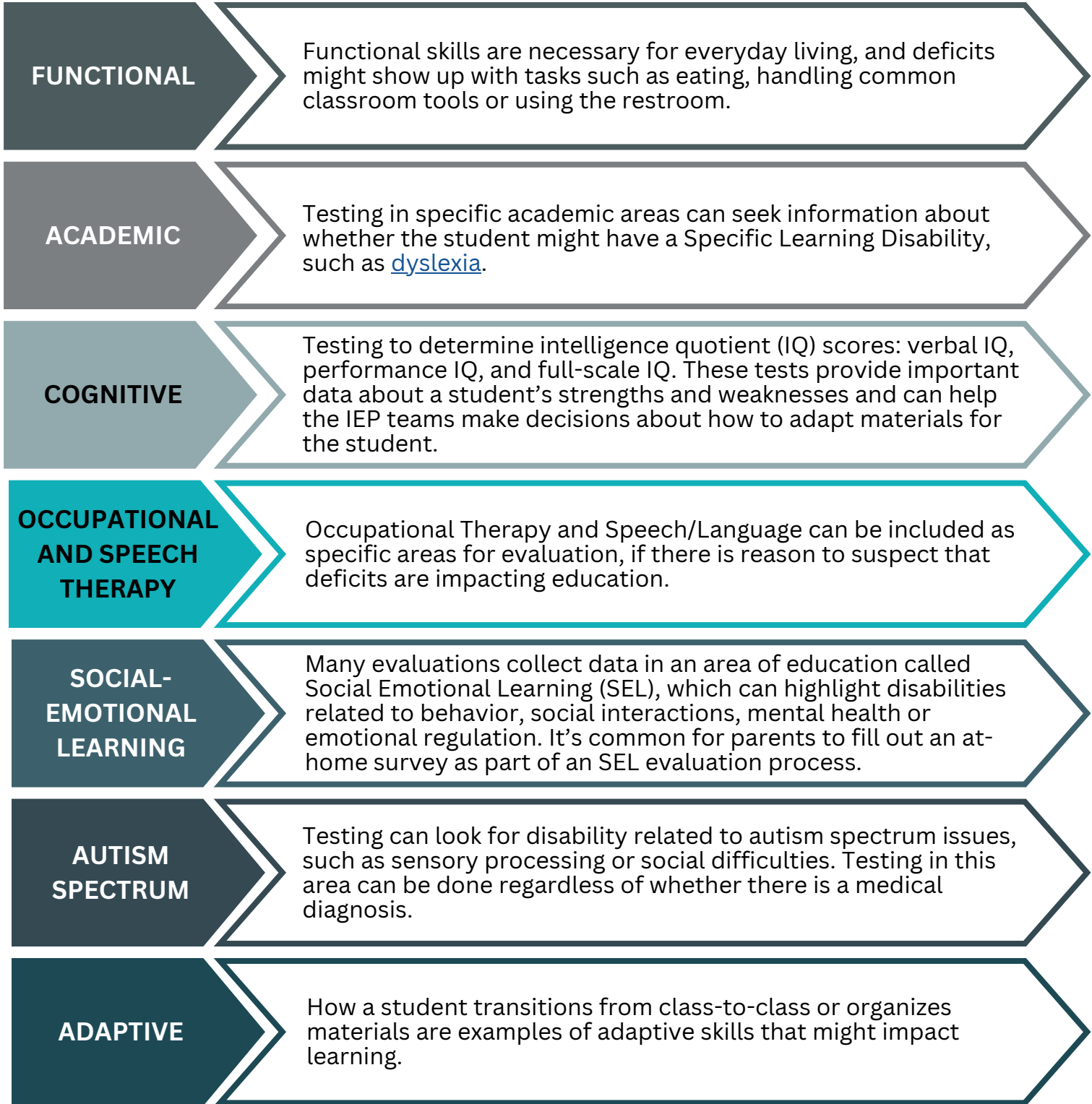
Referral for Evaluation

Referrals for special education eligibility can come from anyone who suspects that a child may have a disability, including but not limited to parents, teachers, medical professionals, and community agencies. Washington law requires evaluation referrals in writing. The state provides a [downloadable form](#) for referrals.. The person making the referral can use the form or any other format for their written request, such as this [Sample Letter to Request an IEP Evaluation](#).

In What Areas Can a Student Be Evaluated?

When a parent signs consent for an evaluation, it is crucial to review the specified areas the school plans to assess to guarantee that all relevant concerns are addressed. Families have the option to request additional evaluations, such as a [Functional Behavioral Assessment](#), for example.

The following skill areas are commonly evaluated:



Keep in mind that strengths are measured alongside challenges and can provide important details. An IEP should always include statements about what the student does well, and the IEP team uses this information to reinforce and build on strengths throughout the program.

[Learn more about Evaluations for Special Education and Related Services.](#)

Washington Special Education Categories

Autism: a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism does not apply if a student's educational performance is adversely affected primarily because the student has an emotional/behavioral disability.

Deafblindness: concomitant deafness and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that a student's educational performance is adversely affected and the student cannot be accommodated in special education programs solely for students with deafness or students with blindness.

Deafness: a student who is deaf or hard of hearing which manifests in severe difficulty processing linguistic information through hearing, with or without amplification, that adversely affects a student's educational performance.

Developmental delay: a student 3-9 years old who is experiencing developmental delays that adversely affect the student's educational performance in one or more of the following areas: Physical development, cognitive development, communication development, social or emotional development or adaptive development and who demonstrates a delay on a standardized norm referenced test, with a test-retest or split-half reliability of .80 that is at least:

- 2 standard deviations below the mean in 1 or more of the 5 developmental areas; or
- 1-1/2 standard deviations below the mean in 2 or more of the 5 developmental areas.

Adaptive: The ability to develop and exhibit age-appropriate self-help skills, including independent feeding, toileting, personal hygiene and dressing skills

Cognitive: Comprehending, remembering, and making sense out of one's experience. Cognitive ability is the ability to think and is often thought of in terms of intelligence

Communication: The ability to effectively use or understand age-appropriate language, including vocabulary, grammar, and speech sounds

Physical: Fine and/or gross motor skills requiring precise, coordinated, use of small muscles and/or motor skills used for body control such as standing, walking, balance, and climbing

Social or emotional: The ability to develop and maintain functional interpersonal relationships and to exhibit age appropriate social and emotional behaviors

Emotional/behavioral disability: a condition where the student exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.
 - Includes schizophrenia and other psychiatric conditions. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional/behavioral disability.

Hard of hearing: difficulty hearing, whether permanent or fluctuating, that adversely affects a student's educational performance but that is not included under the definition of deafness in this section.

Intellectual disability: significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.

Multiple disabilities: concomitant impairments, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term, multiple disabilities does not include deafblindness.

Orthopedic impairment: a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Other health impairment: having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:

- Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
- Adversely affects a student's educational performance.

Specific learning disability: a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, that adversely affects a student's educational performance.

Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Speech or language impairment: a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a student's educational performance.

Traumatic brain injury: an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Visual impairment including blindness: an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

Use this step-by-step checklist to track your child’s progress through the evaluation process.

[Child Find](#) is the requirement that all school districts must identify all children within their boundaries, ages birth through 21 who have disabilities. Any child can be brought to the attention of a school district by any person (parent, school personnel, or others), if there is concern about how the child learns or functions in school. Evaluation is the process used to determine if a student is eligible for services and in what area(s) services need to be provided. Washington implements the Individuals with Disabilities Act (IDEA) regulations governing evaluation for special education in [WAC 392-172A](#).

Step 1: Write a [letter requesting an evaluation for an IEP](#).

Keep a copy for your student’s home file. Mail the letter to the school principal and district special education administrator return receipt requested, or get a “received” signature when you hand-deliver the letter to the school office. Your letter of request sets a timeline in motion ([WAC 392-172A-03005](#)), giving the school district 25 school days to respond.

Date of Mailing	<input type="text"/>	Add 25 school days from the date received:	
Date Received	<input type="text"/>	Response Due	<input type="text"/>

Step 2: Review the written response from the school, known as the [prior written notice \(PWN\)](#).

The school will provide a written response regarding their decision to evaluate or deny the request, along with a copy of the procedural safeguards - a document outlining your rights and information about the appeal process if the evaluation is denied. If the school denies your request to evaluate, carefully review the reasoning behind the decision and consider your options as laid out in the [procedural safeguards](#).

- Yes, the school will evaluate.**
- No, the school has denied your request to evaluate because:**

The Individuals with Disabilities Education Act (IDEA) requires that schools give parents or guardians of students who may be eligible for special education an explanation of their rights, called procedural safeguards. OSPI has shared [the statewide procedural safeguards](#) in many languages on their website. You may also access the procedural safeguards for your child’s school on the district website.

The procedural safeguards include the process for resolving disputes between the school district and the parent. If a school district denies a parent's request to evaluate their child for special education needs, these safeguards give the parent options to ask for help or appeal the decision.

Step 3: Sign the school district’s consent form giving permission to evaluate.

The evaluation will not begin until you have provided written consent. Usually, consent must be given by signing a specific consent form provided by the school or district office. If the parents refuse to give consent, the student remains in general education without services.

- Yes, I signed the consent form on (date)**
- No, I have not signed the consent form.**

Step 4: Review the list of areas the school intends to evaluate.

Evaluation must be done in all areas related to the suspected disability, per [WAC 392-172A-03020](#). More than one test or procedure must be used to determine the student's eligibility or disabling condition and/or to determine the student's appropriate program. Families can request additional areas to include in the evaluation, including a [Functional Behavioral Assessment](#), for example.

The school must notify parents of the time and place of any meeting, which discusses eligibility, evaluation, or identification of their child as a student with a disability. [Parent participation](#) is a protected right ([WAC 392-172A-05001](#)).

Areas to be Evaluated

Additional Areas of Concern to Request Evaluation

Step 5: Gather requested information and documentation.

Depending on a student's suspected areas of disability (see categories listed below), the district may need medical information. However, the school cannot delay the evaluation while requiring parents to get that medical information.

Medical Provider	
Field/Practice	
Medical Provider	
Field/Practice	
Medical Provider	
Field/Practice	

Date of Records Request	
Phone Number	
Date of Records Request	
Phone Number	
Date of Records Request	
Phone Number	

Step 6: Schedule medical evaluations as needed.

A school cannot require a parent to provide a medical diagnosis to evaluate a student. However, a diagnosis can provide helpful information. The school could request a medical evaluation, at no cost to the parent, if medical information would support decision-making.

If medical information is necessary for an eligibility determination, the district must pay for the outside evaluation. OSPI includes more detail about these requirements in a [Technical Assistance Paper](#).

Medical Provider	
Field/Practice	
Medical Provider	
Field/Practice	

Date of Evaluation	
Phone Number	
Date of Evaluation	
Phone Number	

Step 7: Transport your child to any evaluations conducted outside of their regular school day.

A team of individuals evaluates the child. Members of this team include, but are not limited to: therapists, psychologist, school nurse, special education teacher, regular education teacher and parent. Each professional team member must have the necessary credential in his/her area of expertise.

Tests must be administered in the student’s primary language or mode of communication and must not be culturally or racially biased. Tests must be administered by qualified personnel and in conformance with the instructions of the test producer.

Date of Evaluation	<input type="text"/>	Time/Duration	<input type="text"/>
Location	<input type="text"/>	Domains/Areas	<input type="text"/>
Date of Evaluation	<input type="text"/>	Time/Duration	<input type="text"/>
Location	<input type="text"/>	Domains/Areas	<input type="text"/>

Step 8: Request a copy of the evaluation report to review before the eligibility meeting.

An evaluation report must be given to the parents. It contains information about the evaluation, what tests were given, the results, implications for programming, and recommendations.

Date of Evaluation	<input type="text"/>	Date Results Requested	<input type="text"/>
Date of Evaluation	<input type="text"/>	Date Results Requested	<input type="text"/>

Step 9: Carefully read the evaluation report and the results of each evaluation.

If parents do not agree with the results of the evaluation, they can [request an independent educational evaluation \(IEE\)](#), at public expense. This should be done in writing because this request begins a 15-day timeline for response from the school district. The only way the district can deny the request is by calling for a due process hearing within 15 calendar days to show their evaluation is appropriate. Use this [Sample Letter to Request an IEE](#) to draft your request.

If a child with a disability is ineligible for an IEP, they may be eligible to receive accommodations and modifications under [Section 504](#).

Note that a medical diagnosis does not automatically mean a student needs a 504 Plan. Doctors cannot prescribe a 504 plan—only the 504 team can make that decision. However, the 504 team must consider all information provided as part of its evaluation process. Regulations concerning evaluation for services under Section 504 are contained in the Nondiscrimination Rehabilitation Act of 1973, Section 504 and are referred to in [WAC 392-172-02000](#).

Use this checklist to prepare for the meeting to discuss special education and related services with your child's IEP team.

- Request a copy of the evaluations and draft of the IEP.
- Use the [Steps to Read, Develop, and Understand an IEP Worksheet](#) to get to know your child's IEP and what each section contains.
- Prepare a letter of introduction, such as the "[Today Our Partnership Begins](#)" letter, to help the team get to know your child as an individual.
- Prepare a one-pager of "[What You Need to Know About My Child](#)" to share essential needs, concerns, and challenges with anyone working with your child.
- Email the letter of introduction and one-pager to those who will attend the transition conference at least one week prior to the meeting.
- Make copies of anything you will share in-person at the transition conference.
- Start [a home file, binder, or other recordkeeping system](#) to keep copies of evaluations, IEPs, progress notes, work samples, letters of introduction, and on-pagers.
- Make a list of your concerns and questions to discuss with the team.

This sample letter introduces a child to members of the IEP team by highlighting their strengths and individual personality, while also providing strategies and information about their disability. Use the [Today Our Partnership Begins Worksheet](#) to write an introductory letter for your child.

Dear Mr./Mrs./Mx. Teacher,

Today, our partnership begins.

Here are some things about (NAME) that you may not otherwise learn about him/her from his/her file. I invite you to contact me by phone (###-###-####) or email (email@domain.com), anytime you have questions about and how best to reach him/her.

(NAME) **is** (describe his/her culture and heritage). **He/She has lived in Washington State for # months/years.** (If you are new to the state, describe where your child has been raised up until this point.)

(If you are a military family, include information about your branch of service and how military moves or operations have impacted your child.)

(NAME) **is actively involved in his/her community and he/she enjoys** (describe any community participation groups, clubs, activities, or events). **Outside of school, (NAME) is interested in** (provide a short list of main hobbies, skills, and interests).

Some of my favorite things about (NAME) are his/her (personality and character traits). **When he/she has trouble with something, he/she** (describe your child's strengths and existing coping strategies).

(NAME) **has** (name of disability), **which affects him/her by** (describe symptoms, challenges, and limitations). **He/she has trouble with** (list activities and skills that are impacted as a result of the disability). (Use this section to address common assumptions or miscommunications about the diagnosis, such as, "When it seems like he/she is being rebellious, it is really his/her way of showing he/she needs an opportunity to move around for sensory regulation.")

At home, (NAME) responds well to (explain strategies for supporting your child's needs, behaviors, sensory regulation, etc.).

I share this with you to start a conversation and share with you what our family has found helpful. We appreciate what you will bring to (NAME)'s life and we want to partner with you to make this a successful school year!

Thank you for taking the time to read this letter and get to know (NAME) a little better. Please feel free to reach out at any time, and know that I will contact you as well when I have questions or concerns

Sincerely

Parent's Name

Phone number

Email

Using the guiding questions below, prepare a one-pager of skills, challenges, concerns, and interests of your child on the next page. Make your own [print-friendly one-pager](#).

Hello! My name is .

I am **years old.**

My strengths are...

What does your child do well (i.e. counts to 100, makes friends)?

What skills does your child have (i.e. good memory, writes clearly)?

What characteristics help them to be successful with difficult tasks or nonpreferred activities?

Which personality traits do you appreciate in your child (i.e. very social, curious)?

Things that challenge me (but I am still working on) are...

What are some things you are working on at home or in other settings (i.e. organizing schoolwork, breaking down tasks)?

What skills are starting to show, but still need work (i.e. identifying key concepts, using a numberline)?

What are some current problem behaviors and how are you addressing them (i.e. self-regulation, problem-solving)?

Attach a picture of your child

Some important things you should know about me are...

What are the most concerning behaviors or needs (i.e. pulls fire alarms, violence toward peers)?

What should a caretaker know before being left alone with your child (i.e. allergies, health concerns)?

What behaviors does your child do that might be misunderstood (i.e. fidgeting, frequently interrupting the teacher)?

I respond well to...

What behavioral strategies are working at home?

What visual or physical supports have been successful in the past?

What do you do to ease transitions at home and in other settings (i.e. two-minute warning)?

What are some methods to make challenges easier (i.e. setting a timer, playing music)?

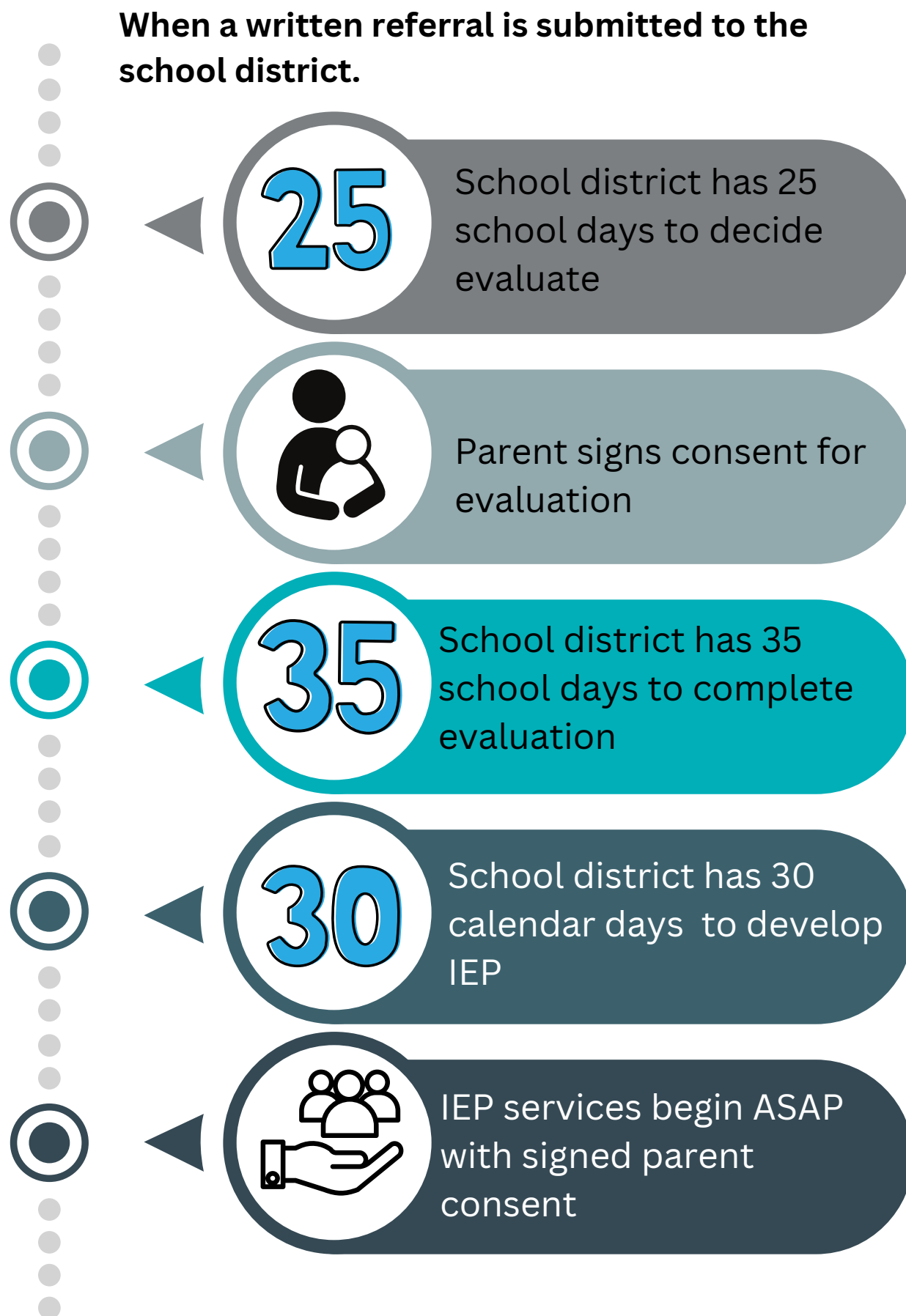
My likes and interests are...

What does your child like that can be used as reinforcement for expected behaviors (i.e. swinging, approved apps)?

What might your child find comforting during or following an upset (i.e. preferred character or item)?

What causes your child to self-stimulate (stim) (i.e. magnets, running water, flashing lights)?

Initial Evaluation and Individualized Education Program (IEP)



Calendar days are all days of the week, including weekends, and school, state, federal and religious holidays.

School days are weekdays with attendance during the regular school year, excluding district planning, inservice, or weather closure dates when offices are closed to non-employees.

The IEP document is a lot to absorb. You will be better prepared to support your child when you review the IEP draft before meeting with the IEP team for the first time. A child’s education is worth taking time to read for understanding.

1. Identify Your Child’s Eligibility Category

Take note of the eligibility category that entitles the student to an IEP. The eligibility category is listed on the “Cover Page” of the IEP document, near the name, birth date, and other personal details about the student. This category is decided during the evaluation review meeting.

My child’s eligibility category is .

2. Read the IEP Draft Before the IEP Meeting

Be sure to ask for a copy of the IEP draft with enough time to look it over before the meeting.

I requested a copy of the IEP draft on .

Remember, the school’s first version is a DRAFT IEP, and family members of the IEP team have the [right to participate](#) in program development.

The amount of time a family needs for review also might depend on whether the document is translated into a language besides English. Under state and federal law, parents have the right to information about their child’s education in a language they can understand.

Yes, I require that the IEP be translated to .

I requested translation of the IEP on .

No, I do not require that the IEP be translated to another language.

3. Review the Service Matrix

Located halfway through the IEP, the Service Matrix looks like a chart or grid. These are the suggested services and they are how a student receives Specially Designed Instruction (SDI) in each area where the student has significant deficits that make them eligible for special education.

How many minutes are being offered to support the student in each are of specially designed instruction? (The SDI supports at least one goal for each subject area.)

Subject	Service	Minutes
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

[Learn more about Steps to Read, Develop, and Understand an IEP in this PAVE article.](#)

What Related/Ancillary Services is your child eligible to receive? (These are therapeutic services, such as occupational, physical, or speech therapy. Mental health counseling and parent training may be listed as Related Services.)

Service	Frequency	Minutes
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Sometimes Related Services are offered through “consultation,” meaning that a specialist will make recommendations to school staff but won’t work directly with the student. Are any of your child’s services being provided through consultation?

Service	Frequency	Minutes
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

4. Review the Present Level Statement

The Present Levels of Academic Achievement and Functional Performance (PLOP for short) are within the first few pages of the IEP. This section of the IEP explains why the student needs services.

Does the information in the present level statement reflect your student’s current abilities and needs?

Yes No

What, if anything, should be added?

5. Review the proposed goals

Are the goals [Specific, Measurable, Achievable, Relevant, and Time-Bound \(SMART\)](#)?

Yes No

*Highlight goals that are not written as SMART goals to discuss during the IEP meeting.

Are any of the goals too easy for your child?

Yes No

*Highlight goals that are too easy to discuss with the IEP team.

6. Review the Least Restrictive Environment (LRE) Statement

Read and review information about where your child will spend their day. *Note any concerns or feedback to discuss with the team.

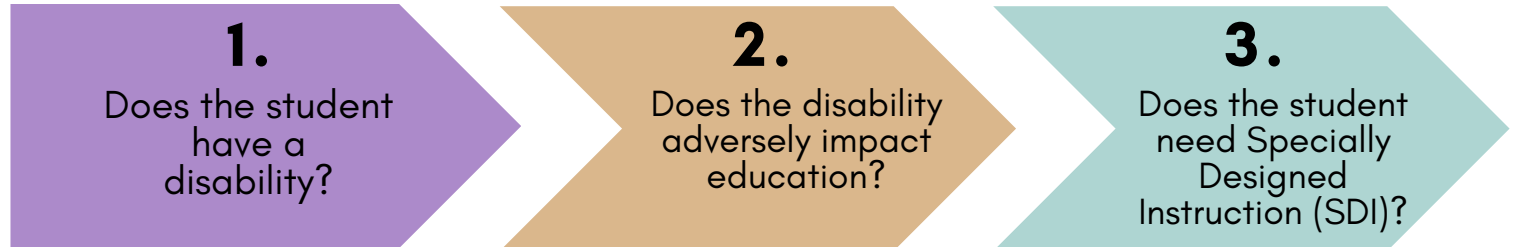
7. Review the accommodations and modifications

Read and review information about [accommodations and modifications](#). *Note anything that may need to be added and any questions you have about how they will be provided in the educational setting.

Getting services at school starts with evaluation. Eligible students get an Individualized Education Program (IEP), which describes a student's present levels of performance and how specially designed instruction (SDI) supports progress toward annual goals.

STEP 1: EVALUATE

To determine eligibility for special education, the school district collects data to answer 3 primary questions:



If the answer to all three questions is 'Yes', the student qualifies for an Individualized Education Program (IEP). If the answer to any of the three questions is 'No', the student may be eligible for support through a [Section 504 Plan](#).

- Does the data being collected capture information in all areas of concern? Yes No

TIP: District special education staff can provide input if more specialized evaluation tools are needed.

STEP 2: WRITE THE PRESENT LEVELS OF PERFORMANCE

When an IEP is drafted, information from the evaluation transfers to the present levels of academic achievement and functional performance (PLOP for short). Students, family members, and outside providers may contribute additional information. There are required elements, depending on age:

Preschool

How does the disability affect appropriate activities within the natural environment?

School-Aged Children

How does the disability affect involvement and progress in general education?

TIP: This section of the IEP can describe how teaching strategies support a student and create opportunities for progress toward goals.

- Does the PLOP list talents and skills to encourage a strength based IEP? Yes No

If the PLOP does not list talents and skills, what could be added?

TALENTS

SKILLS

STEP 3: WRITE GOALS TO MEASURE EFFECTIVENESS OF SPECIALLY DESIGNED INSTRUCTION (SDI)

Goals are written for each area of SDI that a student is eligible to receive. Remember that the 3-part evaluation determines whether SDI is needed. Evaluation, Present Levels of Performance (PLOP), and goals are tied to the same data points.

Here are some questions to consider when reading/writing goals with the IEP team. Reprint this and the next page as many times as needed to address all of your child's IEP goals.

- Are the student's natural talents and curiosity described and appreciated as part of goal-setting?

Yes No

What could be added?

- What is the SDI to support the goal?

- Why is it a good approach or strategy for this learner?

- Does the goal provide opportunities for appropriate progress, in light of the child's circumstances?

Yes No

Explain:

- Can the student use their own words to describe the goal and how they are making progress?

Yes No

Explain:

TIP: [Student goal-tracking worksheets](#) are readily available online.

IEP Tips and SMART Goals

- Is the goal SMART?

Explain:

S	PECIFIC Is the targeted skill clearly named or described? How will it be taught?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/>
M	EASUREMENTABLE How will progress toward the goal be observed or measured?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/>
A	CHIEVABLE Is this goal realistic for the student, considering current abilities?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/>
R	ELEVANT Is the skill something that is useful and necessary for the student's success in school and life?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/>
T	IME BOUND What specific date is set to determine whether the goal is met?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/>

Learn more about SMART Goals in [this video](#).

STEP 4: GRID FOR GOAL DEVELOPMENT

In accordance with the Individuals with Disabilities Education Act (IDEA), an IEP goal is reasonably calculated to enable a child to make progress appropriate, in light of the child's circumstances. Parents/students have the right to participate in goal setting and progress monitoring. Use this grid to outline goal setting and to note whether written goals are SMART.

CHALLENGE What is the barrier/issue?	SKILL What can be learned?	SDI (STRATEGY) How is the new skill taught?	SMART Is it a SMART goal?
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No

[Learn more IEP Tips: Evaluation, Present Levels, and SMART Goals](#)

When a child has a disability, parents often learn that getting their child’s needs met requires persistence, organization, and advocacy. Advocacy is an action. A person is an advocate when they organize the work and press onward until a goal is achieved. Laws that protect the rights of students with disabilities also protect parents as legal advocates for their children.

BEFORE AN IEP MEETING

1. Invite someone to attend with you. A friend or family member can help you take notes, ask questions, and keep track of your agenda.

2. Make sure you understand the purpose of the meeting. Is it to talk about an evaluation, review the Individualized Education Program (IEP), write a Section 504 Plan, consider a behavior support plan, discuss placement, or something else? If you want a certain outcome, make sure it’s within the scope of the meeting. If not, you may need more than one meeting.

3. Make sure you know who will be at your meeting. Identify [the members of the IEP team](#) with this [Who’s Who on the IEP Team downloadable form](#).

4. Consider anyone else you want to attend to share their knowledge of the student and their needs, such as vocational specialists, related service providers, behavioral health providers, peer support specialists

5. Get copies of important documents (evaluation, IEP, 504 Plan, behavior plan, etc.). Read them carefully so you can use these documents to organize your concerns and questions. Keep in mind that a services program/plan is a draft until after you meet.

6. If the school doesn’t provide documents with enough time for you to prepare, consider rescheduling.

7. Mark up a Draft IEP with your suggestions and questions:

- Read the educational impact statement carefully. Consider if it accurately summarizes your student’s strengths and needs. If not, makes notes about what you want to add or change.
- Note any changes you want under Medical/Physical or Parent Concerns.
- If a goal is too hard or too easy, make a note to ask about adjusting it.
- If a goal is written with jargon and impossible to understand, ask for an explanation and maybe a rewrite.
- Prepare to ask how teachers are using Specially Designed Instruction (SDI) to help your student reach IEP goals.
- If a goal is written with jargon and impossible to understand, ask for an explanation and maybe a rewrite.
- Consider any questions you have about placement or access to general education settings. If you believe your student could be successful in general education for more of their day, consider what supports would make that possible.
- Write down any questions about how the classroom or curriculum are adapted to be accessible. You might ask if the teachers are using Universal Design for Learning (UDL) strategies to support multiple types of learners.

Advocacy Tips for Parents

- Read the services table, sometimes referred to as a “services grid” or “services matrix” to understand how often and where your student is being served.
 - Write down your questions about progress and how it’s being tracked.
8. For an IEP or 504 Plan, read the accommodations carefully and make notes to ensure they are individualized and implemented to truly support your student.
 9. Highlight anything that sounds like bias or prejudice and consider how it might be rewritten, including in the [behavior intervention plan](#).
 10. Organize your questions and concerns with [a Handout for the Team](#).
 11. Learn about student and family rights and practice the vocabulary that empowers your advocacy. PAVE provides a three-part video training to help: [Student Rights, IEP, Section 504 and More](#).

AT THE IEP MEETING

1. Do your best to arrive on time to make sure there is time to address concerns. If you notice there may not be enough time to do this, request to schedule another meeting.
2. Make sure the meeting begins with introductions and that you know everyone’s job and what role they serve on the IEP team. If it’s important to you, when you introduce yourself you can ask team members to use your name instead of mom, dad, grandma, or something else other than your name when they refer to you.
3. Ask school staff to explain acronyms or jargon while they are talking because you want to understand what everyone says.
4. If an IEP team member is absent ([WAC 392-172A-03095](#)), parents must sign consent for the absence. If someone is missing and you don’t think it’s appropriate to continue, ask to reschedule. If key members need to leave before the meeting is over, consider ending the meeting and schedule an alternative day/time.
5. Keep focus on your student’s needs. Here are a few positive sentence starters: I expect, I understand, My child needs....
6. If you notice the conversation steering into past grievances, the district’s lack of funds, or what “all the other children” are doing, bring focus back to your child and their current needs. Try stating, “I want to focus on [name].”
7. Use facts and information to back up your positions and avoid letting emotion take over. Ask for a break if you need time for some regulated breathing or to review documents or notes.
8. Notice other team members’ contributions that support your child’s needs. Here are a few phrases to consider:
 - “I think what you said is a good idea. I also think it could help to...”
 - “I think you are right, and I would like to add...”
 - “I hear what you are saying, and...”

9. If you don't understand something, ask questions until the answer is clear.
10. If you disagree about something and your comments aren't changing anyone's mind, explain that you want your position included in the [Prior Written Notice \(PWN\)](#), which is the document the school is required to send immediately after an IEP meeting.
11. If you hear something confusing, ask the school to put their position and rationale in writing so you can follow up.
12. Request to end the meeting if it stops being productive. Tell the other team members that you would like to continue working with them and ask to schedule another meeting. This might include adding people to the team to help resolve issues.

AFTER THE IEP MEETING

1. Review your notes and highlight or circle places where there is an action or something that needs follow through. Transfer relevant information into your calendar.
2. When the [Prior Written Notice \(PWN\)](#) arrives (usually within a few days), compare it to your notes. Make sure all key agreements, actions, and IEP/504 amendments match what you understood to be the plan when you left the meeting.
3. If you want something changed in the PWN, ask for those changes in writing.
4. If you disagree with the outcome of the meeting, review your [Procedural Safeguards](#) (downloadable in multiple languages) and consider your dispute resolution options.
5. If you consider filing a Community Complaint, PAVE provides a [video training](#) to walk you through that option.
6. Consider contacting school district special education staff if they didn't participate in the meeting and you think your team needs more support.
7. Consider asking for another meeting, Mediation, or a Facilitated IEP meeting, if issues are unresolved.

Maintaining a clear record of who said what and when is simplified with a school communication log. This tool streamlines the organization and retrieval of your notes pertaining to phone calls, letters, face-to-face meetings, emails exchanged with your child’s teachers, and any other interactions involving the school.

For parents of children with an Individualized Education Program (IEP), meticulous record-keeping of all communication with the school or IEP team is particularly crucial. Insert this chart at the forefront of the "Communication" section in your IEP binder. Utilize it to promptly log specifics following discussions or when engaging in written communication

Use [the printable log](#) to track your conversations with members of the IEP team, as you see in the sample below.

Date 11/06/2023	Name of Contact Mrs. Teacher	Issue Resolved <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ► Follow-Up Date <div style="border: 1px solid black; padding: 2px;">11/13/2023</div>
Means <input type="checkbox"/> Call <input checked="" type="checkbox"/> Email <input type="checkbox"/> Text <input type="checkbox"/> In-person <input type="checkbox"/> Other: 	Role/Position Language Arts teacher	
Summary of Conversation I asked that student be allowed to use notetaking software during class. Mrs. Teacher will find out if this requires an assistive technology evaluation.		
Next Steps If I haven't heard from teacher by this date, I will request an assistive technology evaluation from the school district.		

Read these [Tips for Communicating as an IEP Team](#).

The IDEA requires that certain individuals be included in the IEP team, and their input is valuable in creating a plan that addresses the unique needs of the student. Here are the key members of the IEP team. The team works together to develop a comprehensive plan that addresses the unique needs of the student and ensures access to an appropriate education.

Key members of the IEP team include:

- Parents or Guardians
- Student (when appropriate)
- Special Education Teacher
- General Education Teacher
- School Representative, Administrator
- Specialist or service providers
- Additional Individuals (A parent advocate, a friend, PAVE PTI)

Use [this printable](#) to identify each member of the IEP team and how to contact them, as you see in the sample below.

School Year	<input type="text" value="2023-2024"/>	School or Program	<input type="text" value="ECEAP Pierce County"/>
--------------------	--	--------------------------	--

Name of Contact	<input type="text" value="Mr. Teacher"/>	Phone Number	<input type="text" value="123-456-7890"/>	Text Messages
Role/Position	<input type="text" value="Room # Teacher"/>	Email Address	<input type="text" value="teach@esd000.edu"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Name of Contact	<input type="text" value="Mx. Therapist"/>	Phone Number	<input type="text" value="234-567-8901"/>	Text Messages
Role/Position	<input type="text" value="Speech Therapist"/>	Email Address	<input type="text" value="speech@esd000.edu"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

[Read this article](#) to learn more about who is included in the IEP team.

Follow this guide to enroll your dependent child of an active-duty servicemember in the [Exceptional Family Member Program \(EFMP\)](#) or the Coast Guard's Special Needs Program (SNP)

Eligibility

Enrollment in EFMP is mandatory for eligible dependents of active-duty service members (ASDMs). It is not an age-limited or age-specific program; dependent children and adults, including spouses, incapacitated adults (unmarried adult children with disabilities, parents and parents-in-law, and other adult dependents), must be enrolled in EFMP if they meet [one of the following criteria](#):

- ▶ Have special medical needs, including chronic and/or mental health conditions, that require ongoing treatment from medical specialists
- ▶ Have significant behavioral health concerns
- ▶ Are eligible for or receive early intervention services (EIS) through an [Individualized Family Service Plan \(IFSP\)](#) for infants and toddlers (ages 0-3)
- ▶ Are eligible for or receive special education services through an [Individualized Education Program \(IEP\)](#) for students aged 3 through 21

Family members of National Guard and Reserve personnel may be eligible during the time period when the service member is called for active-duty orders under Title 10 (10 U.S.C.).

Enrollment

Enrollment in EFMP or SNP begins with [two enrollment forms that are available for download from Military OneSource](#):

DD FORM 2792 "FAMILY MEMBER MEDICAL SUMMARY"

This form must be completed by the family member's TRICARE-authorized primary care provider. This can be either the primary care manager or a specialty care provider.

DD FORM 2792-1 "SPECIAL EDUCATION/EARLY INTERVENTION SUMMARY"

The instructions state that the child's IFSP or IEP must also be provided with this form. If the child has an IFSP, is not yet enrolled in school, or is home-schooled, the parents may complete and sign the fields reserved for the educational authority.

- When you call to schedule an appointment with your medical provider, ask about the provider's policy for completing paperwork and how to submit the forms before the visit while scheduling the appointment.
- Make a copy of the completed forms for your home files.
- Hand-deliver the forms to your installation's enrollment department, or submit the forms electronically if your branch of service is listed below:
 - ▶ [Army's Enterprise EFMP \(E-EFMP\)](#)
 - ▶ Air Force and Space Force [My Vector](#)
 - ▶ [Navy Family Accountability and Assessment System \(NFAAS\)](#)

- Determine Eligibility**
Check if you or your family member have a special medical or educational need that qualifies for EFMP enrollment.
- Contact Your EFMP Coordinator**
Reach out to your local EFMP coordinator or the EFMP office on your military installation. They can provide guidance and assistance throughout the enrollment process.
- Gather Required Documents**
Collect necessary documents, such as medical records, Individualized Education Plans (IEPs), and other relevant paperwork supporting the special needs of the family member.
- Complete DD Form 2792 (Family Member Medical Summary)**
Fill out this form to provide detailed medical information about the family member with special needs. This form is used to assess medical eligibility for EFMP.
- Complete DD Form 2792-1 (Special Education/Early Intervention Summary)**
If applicable, complete this form to provide information related to educational needs and services received by the family member with special needs.
- Attend EFMP Briefing**
Attend an EFMP informational briefing or orientation session to learn more about the program and its services.
- Medical Evaluation**
The military medical authorities will review the DD Forms 2792 and 2792-1 to assess the family member's medical and educational needs.
- Assignment Coordination**
EFMP coordinators work with assignment managers to ensure your family is assigned to a location where the necessary support and services are available.
- Update Information as Needed**
Keep your EFMP coordinator informed of any changes in your family member's medical or educational needs, as well as changes in your contact information.
- Enroll in EFMP Respite Care, if Available**
If respite care is offered at your installation, inquire about enrolling in this program to access short-term relief for caregivers.
- Access EFMP Family Support Services**
Utilize the support services provided by EFMP Family Support, which may include counseling, information, referrals, and assistance with navigating resources.

***Remember that specific procedures may vary by branch of service and location, so it's essential to work closely with your EFMP coordinator for personalized guidance throughout the enrollment process.**

A step-by-step guide to submitting an SSI application on behalf of your child.

[Supplemental Security Income \(SSI\)](#) is a monthly financial benefit from the Social Security Administration (SSA) to people with limited income and resources who are age 65 or older, blind or disabled. Blind or disabled children, as well as adults, can get SSI.

Eligibility for disability is determined by a team that includes a disability examiner and a medical or psychological consultant at a state agency known as the Disability Determination Service (DDS). The team will review medical and financial documents, and determine eligibility based on the documents provided or request more documents be provided.

Learn more about [Supplemental Security Income](#) for adults and children in this PAVE article. Here's a step-by-step checklist to help you get started:

- [Determine Eligibility](#): Complete the SSA's Benefit Eligibility Screening Tool (BEST) to determine if your child's condition qualifies for SSI benefits.
- [Gather Required Documents](#): Review the list of required documents and gather these items to submit with your application.
- [Complete the Application](#): Apply online, call (1-800-772-1213, TTY 1-800-325-0778) to make an appointment, or complete the application by phone.

SSI will call you within 3 – 5 business days to get more information about your child and family. You will then be sent to the application to a Disability Determination Services (DDS) office.

SSI takes between 3 to 6 months to review an application. After their review, your child will get a letter in the mail with the decision. If your child is approved, SSI will check the financial documents you provided within your application. Then, your child will get another letter in the mail that says how much money they'll receive every month.

In order to receive SSI, the applicant must have limited income and resources. If the applicant has too much income, their application will be denied, and they will be ineligible for SSI payments. A child does not earn income so part of their parent's income will be attributed to the child. Different [sources of income](#) are treated differently and some have greater exclusions than others. When an adult applies on behalf of a child, the parent or guardian's income is considered "deemed" income to the child. SSA will prorate the adult's income among the family members to determine the amount applicable to the child.

Family to Family Health Information Center (F2FHIC), a program of PAVE, provides technical assistance, information, and training to families of children, youth, and adults with special healthcare needs. [The F2F website](#) contains invaluable information and resources to help family members, self-advocates, and professionals navigate complex health systems and public benefits, including SSI. After reviewing F2F's article about [how to apply for SSI](#), if you have questions and would like to speak with an F2F team member, please submit a [Help Request](#).

A step-by-step guide to submitting an application for DDA on behalf of your child

The Washington State Developmental Disabilities Administration (DDA) provides services for individuals with developmental and intellectual disabilities. DDA is responsible for administering various Medicaid waivers that provide essential services to families who have members who have a developmental disability. Applying for DDA services can be an extremely long process, however, this process is necessary for families to receive services such as physical therapy, behavioral health, respite, and residential services.

Before you begin the process of applying for DDA services, it's important to understand the eligibility criteria and gather the necessary information. Here's a step-by-step checklist to help you get started:

- [Verify Eligibility](#): Review the Eligible Conditions With Age and Type of Evidence to confirm that your child's condition qualifies for DDA support.
- [Complete Required Forms](#): Fill out the Request for DDA Eligibility Determination form. This form is crucial for starting the DDA process.
- [Consent Form](#): Fill out the Consent Form to authorize the release of necessary information for your application.
- [Acknowledge Privacy Practices](#): Agree to the DSHS Notice of Privacy Practices for Client Medical Information to ensure that your child's medical information is handled in compliance with privacy regulations.
- [Submission](#): Submit all the completed forms and required information to your local DDA office.

*DDA services are available for children with developmental delays until their 10th birthday. Children aged four and older with a condition related to intellectual disabilities are also eligible for DDA services. Washington State Department of Social and Health Services maintains a list of supported conditions, age ranges, and acceptable tests for diagnosis.

*For more information on filing the right paperwork, view PAVE's DDA Access Eligibility video. Informing Families also has a video about Applying for DDA.

If you have additional questions, contact your local DDA office by calling:

- 1-800-462-0624 for: Adams, Asotin, Benton, Chelan, Columbia, Douglas, Ferry, Franklin, Garfield, Grant, Kittitas, Klickitat, Lincoln, Okanogan, Pend Oreille, Spokane, Stevens, Walla Walla, Whitman, and Yakima Counties
- 1-800-788-2053 for: Island, King, San Juan, Skagit, Snohomish, and Whatcom Counties
- 1-800-248-0949 for: Clallam, Clark, Cowlitz, Grays Harbor, Jefferson, Kitsap, Lewis, Mason, Pacific, Pierce, Skamania, Thurston, and Wahkiakum Counties

PARENT-TO-PARENT: EMOTIONAL SUPPORT AND NAVIGATION GUIDANCE FOR PARENTS

The aim of the parent-to-parent program is to offer assistance, counsel, and mentorship to parents dealing with particular challenges or situations related to their children's health, disabilities, or special requirements. The objective is to empower and help parents gain a deeper understanding of their children's distinct needs, promote a sense of mutual support, and alleviate the sense of isolation that often accompanies parenting difficulties.

[Pierce County Parent to Parent](#) is a program of PAVE and partners with Pierce County Human Services and The Arc of Washington State to provide No Cost training and support.

PAVE's P2P Program offers:

- **Family and Youth Support Groups**- offers a nurturing space for caregivers to connect, share experiences, and find guidance. Parents come together to discuss challenges, celebrate successes, and exchange practical strategies in raising children with disabilities. Through mutual understanding and empathy, these groups provide emotional support, valuable resources, and a sense of community, helping families navigate the unique journey of caring for their exceptional children with care and strength. Learn more about the Pierce P2P support groups and register to attend:<https://www.tfaforms.com/5080337>
- **Parent Match**-Experienced and well-trained parents are thoughtfully paired in one-on-one connections with newcomers to the program, with the pairings determined by shared disabilities and family concerns.
- **Education, information, and referrals**-Pierce Parent-to-parent offers educational resources and materials to help parents better understand their child's specific condition, disability, or special needs. Provides information for parents seeking guidance on various aspects of caregiving and assists parents in connecting with specialized services or professionals when necessary.
- **Training**-The training facilitated by parent-to-parent groups aims to empower families with knowledge, skills, and emotional support to enhance their ability to care for and advocate on behalf of their children with special needs or disabilities.

*Washington has a network of P2P programs that serve every corner of the state. The Arc provides support to the regional programs and links them to national P2P resources. Families can go to arcwa.org to find a list of P2P coordinators, organized by region and listed under the counties served.

RESPITE: A SHORT-TERM BREAK FOR CAREGIVERS

What's a family caregiver? Any family member, neighbor or friend may be an unpaid caregiver to a person with whom they have a personal relationship, and who has a chronic or disabling condition. Respite is a short break for family caregivers because family caregiving is often a full-time job, or it is done in addition to paid work. If you are or have been a parent, you know how true that is! Respite can be informal (friends, neighbors, family members helping) or it can be done by using caregiving services and programs. Respite gives the family caregiver a break so they can restore and refresh themselves, but it also gives the person getting care a change of pace.

Respite care takes many forms, and care services may include:

- In-Home Services
- Recreation
- Day or Overnight Camps
- Day Services
- Education/Classes
- Retreats
- 24-Hour Care

Links for programs to help you find and afford respite care:

- [Children and Youth: Free and Low Cost Respite Care](#)
- [Creative Options for a Respite Break](#)
- [Finding Respite in Washington State](#)
- Information for [Medical and Social Services Professionals](#)

Lifespan Respite WA has a [Voucher Program](#), which awards vouchers (grants) to unpaid family caregivers for short-term respite. To be eligible for the voucher, you must:

- Live in Washington State
- Not get paid for caregiving
- Provide care for 40 or more hours a week which includes supervision
- Not be able to afford respite care on your own
- Not getting respite services through any program or agency, or through your own or your loved one's insurance.

Learn how the [Voucher Program works](#) and apply with the online voucher application.

AAC	Augmentative and Alternative Communication
ADA	Americans with Disabilities Act
ADR	Alternative Dispute Resolution
AT	Assistive Technology
BIE	Bureau of Indian Education
BIP	Behavior Intervention Plan
CPIR	Center for Parent Information and Resources
CPRC	Community Parent Resource Center
DCYF	Department of Children, Youth and Families
EIS	Early intervention services
ESSA	Every Student Succeeds Act
F2F	Family-to-Family, <i>see also F2FHIC</i>
F2FHIC	Family-to-Family Health Information Center, <i>see also F2F</i>
FAPE	Free Appropriate Public Education
FRC	Family Resource Coordinator
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individualized Family Support Plan
LEA	Local Education Agency
LRE	Least Restrictive Environment
MTSS	Mutli-Tiered System of Supports
OHI	Other Health Impairment
OSEP	Office of Special Education Programs
P2P	Parent to Parent
PBIS	Positive Behavior Interventions and Supports
PTI	Parent Training and Information (Center)
PWN	Prior Written Notice
RTI	Response to Intervention
SEA	State Education Agency
SDI	Specially Designed Instruction
SSI	Supplemental Security Income
UPL	Unauthorized Practices of Law

*Adapted from [OSEP's complete list of acronyms](#)

WASHINGTON STATE-SPECIFIC TERMS

DDA	Developmental Disabilities Administration
ESIT	Early Support for Infants and Toddlers
OSPI	Office of Superintendent of Public Instruction

MILITARY TERMS

EFMP	Exceptional Family Member Program
SNP	Special Needs Program

Dear Mr./Mrs./Mx. [redacted],

Today, our partnership begins.

Here are some things about [redacted] that you may not otherwise learn about him/her from his/her file. I invite you to contact me by phone ([redacted]) or email ([redacted]), anytime you have questions about and how best to reach him/her.

[redacted] is (describe his/her culture and heritage)

He/She has lived in Washington State for [redacted] months/years. (If you are new to the state, describe where your child has been raised up until this point.)

(If you are a military family, include information about your branch of service and how military moves or operations have impacted your child.)

[redacted] is actively involved in his/her community and he/she enjoys (describe any community participation groups, clubs, activities, or events). Outside of school, he/she is interested in (provide a short list of main hobbies, skills, and interests).

Outside of school, [redacted] is interested in (provide a short list of main hobbies, skills, and interests).

Some of my favorite things about [redacted] are his/her (personality and character traits).

When he/she has trouble with something, he/she (describe your child's strengths).

[] has (disability), which affects him/her by (describe symptoms, challenges, and limitations).

[]

He/she has trouble with (list activities and skills that are impacted as a result of the disability). (Use this section to address common assumptions or miscommunications about the diagnosis, such as, "When it seems like he/she is being rebellious, it is really his/her way of showing he/she needs an opportunity to move around for sensory regulation.")

[]

(Use this section to address common assumptions or miscommunications about the diagnosis, such as, "When it seems like he/she is being rebellious, it is really his/her way of showing he/she needs an opportunity to move around for sensory regulation.")

[]

At home, [] responds well to (explain strategies for supporting your child's needs, behaviors, sensory regulation, etc.:)

[]

I share this with you to start a conversation and share with you what our family has found helpful. We appreciate what you will bring to []'s life and we want to partner with you to make this a successful school year!

Thank you for taking the time to read this letter and get to know [] a little better. Please feel free to reach out at any time, and know that I will contact you as well when I have questions or concerns.

Sincerely,

[]
[]
[]

Hello! My name is .

I am years old.

My strengths are...



I respond well to...

Things that challenge me (but I am still working on) are...

Some important things you should know about me are...

My likes and interests are...

Sample Letter to Request an IEP Evaluation

Use this sample format to write your own letter requesting an IEP evaluation. [Read this article to learn more about the IEP evaluation process.](#)

Your Name

Your relationship to the student

Your phone number

Your email address

The date you submit the request

To: [name of person and/or district],

I am requesting a full and individual evaluation for (NAME), (birth date: __/__/__), for assessment as a special education student as stipulated in the Individuals with Disabilities Education Act, (IDEA, Public Law 108-446), and in the Washington Administrative Code (WAC 392-172A). My child is being evaluated for the first time (or include information if the student was previously evaluated or received IEP or Section 504 services).

My student attends (name of school) **and is currently in** (grade level) **grade. We speak** (language) **in our home, and we need a qualified interpreter for all meetings where our child's eligibility and services are discussed.**

I have concerns that (NAME) **is not receiving the full educational benefit from school because of their struggles with** (brief summary of biggest disability-related concern).

I understand that the evaluation is to be in all areas of suspected disability, and that the school district is to provide this evaluation at no charge to me. My reasons for requesting this evaluation are: (be as specific as you can/note that OSPI's form suggests possible academic and physical/behavioral concerns)

- Use bullet points.
- Use bullet points.
- Use bullet points.

Here are some areas where (NAME) **is struggling:**

- Use bullet points.
- Use bullet points.
- Use bullet points.

Sample Letter to Request an IEP Evaluation

Based on what I know about my student, here are some supports that I think are needed:

- Use bullet points.
- Use bullet points.
- Use bullet points.

[Name] has been medically diagnosed with (Diagnoses, if available... Or you might write: Name is awaiting a medical evaluation for ... Note that a medical diagnosis is not required for schools to conduct an educational evaluation and to find a student eligible for services).

I have attached documentation from (list any outside providers who provided letters or reports). **Please take note that** (Dr. NAME) **recommends** (highlight any specific recommendations from those attached documents) **because** (reason).

I understand that I am an equal member of the team for the development of an Individualized Education Program (IEP) and that I will be involved in any meetings related to evaluation, identification of disability, provision of services, placement, or other decisions regarding my child's access to a Free Appropriate Public Education (FAPE). I would appreciate meeting with each person who will be doing an evaluation before (NAME) is tested so that I might share information and history. I will expect a copy of the written report generated by each evaluator so that I may review it before the team meeting.

I understand you must have my written permission for these tests to be administered, and I will be happy to provide that upon receipt of the proper forms.

I appreciate your help on behalf of (NAME).

Sincerely,

(You Name)

CC: (Names and titles of other people you give copies to)

Use this sample format to write your own letter requesting an IEP evaluation. [Read this article to learn more about who is on the IEP team and what to expect at the IEP meeting.](#)

Your Name
Street Address
City, State, Zip
Date

Name (if known, otherwise use title only)
Title/Director of Special Education/Program Coordinator
School District
Street Address
City, State, Zip

Dear Name (if known, otherwise use title only):

I am requesting an IEP meeting regarding the program for my student, NAME, (BD: 00-00-0000). I have some concerns that I believe need to be addressed by the entire team. I understand that I will be involved in scheduling so I can participate fully as an equal member of the IEP team and that I will be notified in writing when a meeting is arranged.

My hope is that this meeting will provide an opportunity for collaborative problem-solving. I want to make sure (NAME's) IEP provides enough support for improvement and learning within their capabilities. I look forward to discussing my specific concerns about: (add specific concerns here).

- Use bullet points if the list becomes long.
- Use bullet points if the list becomes long.
- Use bullet points if the list becomes long.

I have attached documentation from (list any outside providers who provided letters or reports and highlight any specific recommendations from those attached documents).

I would like a copy of the most recent IEP (or amended Draft IEP) **with enough time to review it so I can prepare for our team meeting.**

I'm also requesting copies of (any other documents you wish to review before the meeting: evaluation reports, teacher progress notes, state curricula...).

I appreciate your help in behalf of my student. If you have any questions please call me at (telephone number) **or email me at** (email address, optional).

Sincerely,

(Your Name)

CC: (Names and titles of anyone else you give copies to)

Use this sample format to write your own letter requesting a [Functional Behavior Assessment \(FBA\)](#). You may request this at any time, like any other evaluation.

Your Name
Street Address
City, State, Zip
Date

Name (if known, otherwise use title only)
Title/Director of Special Education/Program Coordinator
School District
Street Address
City, State, Zip

Dear Name (if known, otherwise use title only):

I am requesting a Functional Behavioral Assessment (FBA) for my child, NAME, (BD: 00-00-0000).

I have concerns that (NAME) is not receiving full educational benefit from school because of their struggles to meet behavioral expectations due to their disability circumstances. Their condition includes (brief summary of any diagnoses), **which makes it difficult to** (brief summary of the challenges). **I believe this has become a pattern of behavior that needs to be addressed with a positive behavioral support plan so my child with special educational needs can receive a Free Appropriate Public Education (FAPE).**

I understand that the FBA will look for triggers and seek to understand what is happening in the environment when my child's behaviors become problematic. I have learned that these are "antecedents" that the school can identify through data tracking. I hope we can begin to understand how (NAME) may be trying to communicate their needs through these behaviors.

Here are some of my thoughts about what might be going on:

- Use bullet points if the list is long.
- Use bullet points if the list is long.
- Use bullet points if the list is long.

I look forward to discussing the results of the FBA and working with school staff on development of a Behavioral Intervention Plan (BIP). I hope we can choose a small number of target behaviors to focus on in the BIP. I understand that we will work together to identify replacement behaviors that the school can teach (NAME) to do instead. I hope these will be skills we can work on at home also. I look forward to learning how we can partner to encourage the learning that I know (NAME) is capable of.

I have attached documentation from (any outside providers/therapists/counselors who may have provided letters or reports or shared behavioral recommendations).

I understand that I am an equal member of the team for development of educational services and that I will be involved in any meetings where decisions are made regarding my child's access to a Free Appropriate Public Education (FAPE). I will also expect a copy of the FBA and a draft of the BIP before our meeting.

I understand you must have my written permission for this assessment to be administered, and I will be happy to provide that upon receipt of the proper forms.

I appreciate your help in behalf of (child's name). **If you have any questions please call me at** (telephone number) **or email me at** (email address, optional).

Sincerely,

(Your Name)

CC: (Names and titles of anyone else you give copies to)

Use this sample format to write your own letter [requesting an Independent Educational Evaluation \(IEE\)](#). You may request this at any time, like any other evaluation.

Your Name
Street Address
City, State, Zip
Date

Name (if known, otherwise use title only)
Title/Director of Special Education/Program Coordinator
School District
Street Address
City, State, Zip

Dear Name (if known, otherwise use title only):

I am requesting an Independent Educational Evaluation (IEE) for my (son/daughter), (NAME) (BD: 00-00-0000). Please provide me with information about outside agencies in our area that can provide this evaluation.

The school conducted an evaluation (date range of evaluation) **to determine whether (NAME) is eligible for special education programming. I disagree with the results of that evaluation for the following reasons:** (be as specific as you can; one reason may be that you don't believe that all areas of suspected disability were appropriately evaluated)

- Use bullet points if the list becomes long.
- Use bullet points if the list becomes long.
- Use bullet points if the list becomes long.

I have attached documentation from (list any outside providers who provided letters supporting your request). **Please note that** (highlight any particularly important recommendations from those attached documents).

I understand that the school can provide this IEE at no cost to me. I also understand that the school may initiate a due process hearing if denying my request. Upon request, I can provide more detail about my objections to the school's evaluation.

I understand that the school can provide this IEE at no cost to me. I also understand that the school may initiate a due process hearing if denying my request. Upon request, I can provide more detail about my objections to the school's evaluation.

I understand that I am an equal member of the team for development and review of an Individualized Education Program (IEP) and that I will be involved in any meetings regarding the identification, evaluation, provision of services, placement, or decisions regarding my child's access to a Free Appropriate Public Education (FAPE).

I understand that evaluations require my written permission, and I will be happy to provide that upon receipt of the proper forms.

I appreciate your help in behalf of (NAME). If you have any questions please call me at (telephone number) or email me at (email address, optional).

Sincerely,

(Your Name)

CC: (Names and titles of anyone else you give copies to)

COMMUNICATION LOG


Date

Name of Contact

Means
 Call
 Email
 Text
 In-person
 Other:

Role/Position

Summary of Conversation

Issue Resolved
 Yes
 No  **Follow-Up Date**

Next Steps


Date

Name of Contact

Means
 Call
 Email
 Text
 In-person
 Other:

Role/Position

Summary of Conversation

Issue Resolved
 Yes
 No  **Follow-Up Date**

Next Steps


Date

Name of Contact

Means
 Call
 Email
 Text
 In-person
 Other:

Role/Position

Summary of Conversation

Issue Resolved
 Yes
 No  **Follow-Up Date**

Next Steps


Date

Name of Contact

Means
 Call
 Email
 Text
 In-person
 Other:

Role/Position

Summary of Conversation

Issue Resolved
 Yes
 No  **Follow-Up Date**

Next Steps

PAVE's policy is to offer support, information, and training to families, professionals, and those interested in various topics. Please note that PAVE is not a legal services agency and cannot provide legal advice or representation. The information is not intended for legal counsel and should not be used as a substitute for legal advice.

WHO'S WHO ON THE IEP TEAM

School Year

School or Program

Name of Contact

Phone Number

Text Messages

Yes No

Role/Position

Email Address

Name of Contact

Phone Number

Text Messages

Yes No

Role/Position

Email Address

Name of Contact

Phone Number

Text Messages

Yes No

Role/Position

Email Address

Name of Contact

Phone Number

Text Messages

Yes No

Role/Position

Email Address

Name of Contact

Phone Number

Text Messages

Yes No

Role/Position

Email Address

Name of Contact

Phone Number

Text Messages

Yes No

Role/Position

Email Address

Name of Contact

Phone Number

Text Messages

Yes No

Role/Position

Email Address

PAVE's policy is to offer support, information, and training to families, professionals, and those interested in various topics. Please note that PAVE is not a legal services agency and cannot provide legal advice or representation. The information is not intended for legal counsel and should not be used as a substitute for legal advice.

Glossary of Terms

Alternative Dispute Resolution (ADR): also known simply as dispute resolution or procedural safeguards; options for resolving disagreements between parents and school districts; Washington’s options include facilitation, mediation, community complaint, and due process hearing

Americans with Disabilities Act (ADA): the federal law that makes it unlawful to discriminate against individuals with disabilities in all areas of public life, including jobs, schools and transportation

Appropriate Evaluation: IDEA requires that a child must be assessed in all areas of suspected disability to determine eligibility for special education and related services

Assistive Technology (AT): includes devices that are used by individuals in order to perform functions that might otherwise be difficult or impossible, and services that assist with the selection, acquisition, or use of an assistive technology device

Augmentative and Alternative Communication (AAC): “all of the ways that someone communicates besides talking”

Bureau of Indian Education (BIE): offering high-quality educational opportunities spanning early childhood to adulthood and aligned with the cultural and economic requirements of each tribe, recognizing the unique cultural and governmental identity of Indian tribes and Alaska Native villages. The BIE aims to acknowledge the holistic well-being of individuals by considering their spiritual, mental, physical, and cultural dimensions within the context of their family and tribal or village affiliations.

Behavior Intervention Plan (BIP): a working document that the school and family build together and review regularly to make sure the child is supported with positive reinforcement and encouragement for meeting behavioral expectations

Center for Parent Information and Resources (CPIR): the central “Hub” of information and products created for the network of Parent Centers serving families of children with disabilities

Child Find: IDEA requires that public school districts identify and evaluate children with potential disabilities to determine their eligibility to receive school-based supports and services to meet their unique needs

Community Parent Resource Center (CPRC): *see also parent training and information (PTI)*; federally-funded programs that provide information, training, and resources to traditionally families of children with disabilities in traditionally underserved communities

Department of Children, Youth and Families (DCYF): Washington’s lead agency for providing state-funded services that help kids and families become stronger, healthier, and do better in school

Developmental Disabilities Administration (DDA): the Washington agency responsible for administering the Medicaid waiver to eligible individuals with developmental and intellectual disabilities

Developmental preschools: also known as inclusion preschool programs; these are special classes in the school district where children aged 3-5 with special needs receive custom-tailored instruction to meet their individual requirements

Early intervention services (EIS): services to help infants and toddlers with disabilities or delays to learn and catch up in their development

Early Support for Infants and Toddlers (ESIT): *also see early intervention services*; the program under Department of Children, Youth and Families (DCYF) that administers early intervention services in Washington state

Exceptional Family Member Program (EFMP): *also see Special Needs Program (SNP)*; Department of Defense (DoD) programs for dependents of active-duty service members (ADSMs) of the U.S. Armed Forces with special medical or educational needs

Every Student Succeeds Act (ESSA): the federal law that governs Kindergarten through 12th grade public education “to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps”

Family-to-Family Health Information Center (F2FHIC): also known as Family-to-Family (F2F); helps families of children and youth with special health care needs, and the professionals who serve them, to find healthcare funding

Free Appropriate Public Education (FAPE): students with disabilities who need a special kind of teaching or other help have the right to an education that is not only free but also appropriate, designed just for them, and provided through the local education agency (public school district)

Family Resource Coordinator (FRC): *also see Early Support for Infants and Toddlers (ESIT)*; the ESIT point of contact and case manager who can answer questions, provide information, and refer to resource programs related to child development

Individuals with Disabilities Education Act (IDEA): the federal law that governs special education and related services for students with disabilities aged 3-21

Individualized Education Program (IEP): a dynamic program written and tailored to the needs of a student with a disability, aged 3-21, in order to help them participate in and make progress in their education

Individualized Family Support Plan (IFSP): a whole family plan, with the child’s primary caregivers as major contributors to its development and implementation,

Least Restrictive Environment (LRE): IDEA requires that children who receive special education and related services be with other children who do not have disabilities as much as is appropriate for their unique needs

Lifespan Respite Washington (LRW): A program of PAVE that offers information on sources of respite care and programs that pay for respite care (including a Voucher Program where unpaid, unserved family caregivers can apply for a mini-grant to use for short-term respite) as well as non-respite caregiver support.

Local Educational Agency (LEA): also known as lead educational agency; they operate independently as 295 districts throughout the state and include a school board governance structure

Multi-Tiered System of Support (MTSS): *see also response to intervention (RTI)*; schools support well-being for all students and offer higher levels of support based on student need by creating a structure for positive behavioral supports and trauma-informed interventions

Office of Superintendent of Public Instruction (OSPI): *see also state educational agency*; the lead agency for Kindergarten through 12th grade public education, including 295 public school districts and 6 state-tribal education compact schools throughout the state of Washington

Office of Special Education Programs (OSEP): the U.S. Department of Education program dedicated to improving results for infants, toddlers, children and youth with disabilities aged 3-21

Glossary of Terms

Other Health Impairment (OHI): one of the 14 eligibility categories listed in IDEA “having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that (i) is due to chronic or acute health problems... and; (ii) adversely affects a child’s educational performance...”

Parent to Parent (P2P): programs that provide hands-on support, training, and technical assistance and education to parents and caregivers of individuals with disabilities and/or special healthcare needs; [PAVE houses the P2P program for Pierce County](#).

Parent and Student Participation: IDEA and [state regulations about IEP team membership](#) make it clear that parents or legal guardians are [equal partners](#) with school staff in making decisions about their child’s education, until the educational decision-making authority transfers to the student on their 18th birthday

Part B: also called special education; the section of IDEA that governs how special education and related services are provided to school-aged children with disabilities

Part C: also called early intervention; the section of IDEA that governs early intervention services for infants and toddlers with disabilities

Positive Behavior Interventions and Supports (PBIS): a framework schools use to organize behavior supports for students that emphasizes prevention instead of waiting for problems to happen, and ranges in intensity and duration depending on the level of behavior

Parent Training and Information (PTI): a federally-funded program created by IDEA that provides information, training, and support to family caregivers, youth, and professionals with questions about services for and educational rights of children and young people with disabilities; PAVE is the PTI of Washington state

Prior written notice (PWN): a document that explains school district decisions about a student’s Individualized Education Program (IEP)

Procedural Safeguards: IDEA requires schools to provide the parents/guardians of a student who is eligible for or referred for special education with a notice containing a full explanation of the rights available to them

Response to Intervention (RTI): a system for helping students with potential learning problems early and an acceptable way to identify students with learning disabilities

State educational agency (SEA): *see also Office of Superintendent of Special Education (OSPI)*; the state board of education or other agency primarily responsible for the State supervision of public elementary schools and secondary schools

Specially Designed Instruction (SDI): the “special” in special education; individually tailored curriculum, services, and delivery that meets the unique needs of the child with a disability, provided at no expense to the family through the lead educational agency (LEA)

Special Needs Program (SNP): *see also Exceptional Family Member Program (EFMP)*; Department of Homeland Security (DHS) program for dependents of active-duty service members (ADSMs) of U.S. Coast Guard with special medical or educational needs

Supplemental Security Income (SSI): a monthly financial payment made to persons meeting specific eligibility requirements defined by the Social Security Administration (SSA)

Unauthorized Practice of Law (UPL): the crime of providing legal advice or representation as non-attorneys. Please note that PAVE is not a legal services agency and cannot provide legal advice or representation. Information provided is not intended for legal counsel and should not be used as a substitute for legal advice.

What is an IEP?

An Individualized Education Program (IEP) is a dynamic program written and tailored to the needs of a student with a disability, aged 3-21, in order to help them participate in and make progress in their education. [Read this article to learn more about the IEP.](#)

How do I request an evaluation for an IEP?

Begin by contacting your local school district to find out the correct office and person. Send [a letter requesting an evaluation](#) for an IEP to the local school district. Keep a copy of the letter for your records and refer to the [IEP Referral Timeline](#) to track your child's progress.

What do I do if the school will not evaluate my child for an IEP?

If the school refused to evaluate your child, request that they provide you with [prior written notice](#) of this decision. You may send a [letter requesting an Independent Educational Evaluation \(IEE\)](#) or pursue dispute resolution options under the [procedural safeguards](#).

Do I have to wait until the school the school completes RtI before my child can be evaluated for an Individualized Education Program?

[Response to intervention \(RtI\)](#) is not the same thing as special education and it does not replace a school's responsibility to evaluate students who might qualify for special education services. At any time during the RtI process, parents or teachers can request an evaluation for special education services.

Can I request that my child be evaluated in more or specific areas?

When a parent signs consent for an evaluation, looking through the list of areas the school intends to evaluate is important to ensure that all concerning areas are included. Families have the option to request additional evaluations, such as a [Functional Behavioral Assessment](#), for example.

How do I get the information and documentation for my child's IEP translated to my first language?

The Office of Superintendent of Public Instruction (OSPI) provides [guidance about language-access rights in multiple languages](#).

How can I help my child's teachers to get to know him/her/them?

This toolkit contains several tools to aid you in building a relationship between your child and their teachers, such as the [Today Our Partnership Begins Letter](#) and [What You Need to Know About My Child one-pager](#). There are more [communication tips](#) on the PAVE website.

How can I request more help with my child's educational and medical needs and supports?

Complete a [Get Help request](#) on the PAVE website to connect with a team member for additional support.

WE ARE HERE FOR YOU!



Completing the help request:

All fields marked with an asterisk* are required.

1. Choose your role
2. Fill out your information
3. Check the box that you are not a robot
4. Click submit and we have received your form!



[WAPAVE.ORG/GET-HELP/](https://wapave.org/get-help/)

Essential information is your name, a phone numbers and email address. What if you don't have all of three of those? Please call 1-800-572-7368 and then press 115 to leave a message.

A YouTube video thumbnail with a green background. On the left, the text "HOW TO GET HELP FROM PAVE" is written in white and green. A red play button icon is overlaid on the word "PAVE". On the right, there is a photo of a smiling family: a woman, a man, and a young boy. A "Copy link" icon is visible in the top right corner of the photo. At the bottom left, it says "Watch on YouTube".

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