**Titles of the readings (be sure to use** [**APA format**](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_author_authors.html)**):**

* Turnbull, H. R., Stowe, M., & Huerta, N. (2007). *Free appropriate public education: The law and children with disabilities.* Denver, CO: Love Publishing Company. Chapter 8
* Turnbull, H. R., Stowe, M., & Huerta, N. (2007). *Free appropriate public education: The law and children with disabilities.* Denver, CO: Love Publishing Company. Chapter 9
* McLaughlin, M. J., & Ruedel, K. (2012). *The school leader's guide to special education.* Bloomington, IN: Solution Tree Press. Chapter 6

**List 3 key ideas contained in each reading**

Turnbull, H. R., Stowe, M., & Huerta, N. (2007). *Free appropriate public education: The law and children with disabilities.* Denver, CO: Love Publishing Company. Chapter 8

* Due process procedures exist to help create a balance of power, fairness, and cooperation between parents and the SEA and LEA. It helps enforce the rights guaranteed by IDEA and provides solutions for violations.
* An SEA or LEA must give parents the chance to submit and work out complaints relating to the student’s identification, evaluation, or placement, or providing a free appropriate public education. Complaints entitle parents to an impartial hearing and the LEA or SEA must provide information about low-cost or free legal aid in the area.
* The 2004 amendment to IDEA limits due process in two ways: by specifying who can file for a due process hearing (parents, SEA, LEA, other interested party involved in the child’s education) and by saying when they must file (within 2 years of the alleged violation).

**List 2 questions/confusions/concerns you have about the key ideas, claims, and conclusions in each reading**

Turnbull, H. R., Stowe, M., & Huerta, N. (2007). *Free appropriate public education: The law and children with disabilities.* Denver, CO: Love Publishing Company. Chapter 8

* What are some of the consequences for an SEA or LEA if due process is not followed or if violations are found?
* Are there any limitations on how many complaints a parent could file? Or any consequences for unwarranted complaints?

**Describe 1 big take-away from each reading in relation to your current role and or the work you do (Why is this reading important to you?)**

Turnbull, H. R., Stowe, M., & Huerta, N. (2007). *Free appropriate public education: The law and children with disabilities.* Denver, CO: Love Publishing Company. Chapter 8

* Understanding the steps taken in due process is important to me as a teacher and leader in special education. Having the knowledge of the process, the timelines, and limitations will allow me to be able to follow proper procedural safeguards and protect my school’s interest if a due process proceeding does occur.

**Summary of Readings:** Succinct, cogent, clear summary of the readings (200-250 words)

Turnbull, H. R., Stowe, M., & Huerta, N. (2007). *Free appropriate public education: The law and children with disabilities.* Denver, CO: Love Publishing Company. Chapter 8

* In Brian Weast’s family’s case against the Montgomery County LEA the court had to decide who the burden of proof lay with using the rule of law that the complainant has the burden of proof because IDEA does not provide specific guidance. The court found that the processes within IDEA are cooperative. Due process helps ensure that cooperation and balance of power. When filing a complaint for the purposes of the due process hearing the parent must include a due process complaint notice to the opposing party and the SEA that includes specific information about: the student’s name, address, and school, or in the case of a child experiencing homelessness available contact information, the nature of the problem, and a proposed resolution. The LEA must respond to this complaint within 10 days. SEAs and LEAs must offer parents an opportunity to resolve the issue through mediation as a means to prevent the need for a due process hearing or further litigation. If mediation is denied or an agreement is not reached then the resolution process takes place. This must begin within 15 days of receiving the parents’ complaint, must include members of the IEP team who have knowledge concerning the complaint, an LEA representative, allow the parents to discuss their complaint, and allow the LEA an opportunity to resolve the complaint. If the LEA has not resolved the complaint after 30 days to the satisfaction of the parents then a due process hearing takes place. During this time the “stay put” rule is in place and the student remains in their current educational placement. Limitations to complaints include: only parents, the SEA, LEA, or an interested party with an interest in the child’s education can file a complaint, and there is a 2-year statute of limitations of complaints. Disciplinary hearings can take place if the child’s placement would be changed for more than 10 school days. A team must determine if the behavior that caused the placement change was a manifestation of the student’s disability. In these cases there is an exception to the stay put rule.

**Titles of the readings (be sure to use** [**APA format**](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_author_authors.html)**):**

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**List 3 key ideas contained in each reading**

Turnbull, H. R., Stowe, M., & Huerta, N. (2007). *Free appropriate public education: The law and children with disabilities.* Denver, CO: Love Publishing Company. Chapter 9

* Parent participation encourages a partnership between the school and the parents. It ensures the parents’ voices are heard as stakeholders in their child’s education and holds them accountable to participating in their child’s education.
* Engaging with parents in a partnership is important because it contributes to positive student outcomes and because it reinforces the idea of parents holding responsibilities for their child and to the LEA.
* The power advantage favors the LEA because the 2004 amendments of IDEA added additional duties for parents like notifying the IEP team of disagreement, making their child available for evaluation, having oversight over the child’s education, and acting conscientiously when making decisions like private school placements.

**List 2 questions/confusions/concerns you have about the key ideas, claims, and conclusions in each reading**

Turnbull, H. R., Stowe, M., & Huerta, N. (2007). *Free appropriate public education: The law and children with disabilities.* Denver, CO: Love Publishing Company. Chapter 9

* Are there other opinions on the power balance between schools and parents? This chapter argues that the LEA holds more power, but I don’t agree.
* I’m still confused about what actions an LEA can take when parents are not upholding their responsibilities.

**Describe 1 big take-away from each reading in relation to your current role and or the work you do (Why is this reading important to you?)**

Turnbull, H. R., Stowe, M., & Huerta, N. (2007). *Free appropriate public education: The law and children with disabilities.* Denver, CO: Love Publishing Company. Chapter 9

* While I don’t necessarily agree that LEAs hold more power in the relationship, this chapter and chapter 8 did change my perspective on things. I used to assume that parents held more power for “punishing” LEAs, but these readings have helped reveal the responsibilities that parents hold in the relationship and the requirements of them under IDEA to maintain their rights. This is important for me being able to collaborate and work with parents effectively, to see the equal responsibility in the relationship.

**Summary of Readings:** Succinct, cogent, clear summary of the readings (200-250 words)

Turnbull, H. R., Stowe, M., & Huerta, N. (2007). *Free appropriate public education: The law and children with disabilities.* Denver, CO: Love Publishing Company. Chapter 9

* In the 1985 case of *Burlington* the Supreme Court ruled that IDEA permits the court to require an LEA or SEA to reimburse parents for a private-school education even if the child was placed there without the LEA’s consent. This brings about considerations for parents where they can either go along with an IEP teams plan or they may have to pay for a private education that provides an appropriate placement. Fortunately, they can rely on being reimbursed under IDEA protection. This also showed LEAs could not force parents to comply with their plans as they can rely on courts to protect them when they make a different placement decision. Parent participation enables parents to monitor SEAs and LEAs on how they implement the other principles of IDEA. IDEA and NCLB give parents the responsibility of ensuring an appropriate education for their child. Under IDEA parents are responsible for monitoring the implementation of IDEA by LEAs and SEAs and under NCLB about monitoring the school for meeting the standard of adequate yearly progress. Partnership with parents is important because it contributes to positive student outcomes and parents hold responsibility for their child’s education. Parents hold rights in several areas: evaluation, participation, schooling, due process, records, and resolution of disputes. Parents can consent to evaluation, to provision of services, they have the right to be a part of the evaluation and IEP team. They consent to changes made to IEP and to placement. They may place their child into private school at their own expense and seek reimbursement 10 days before removing their child. They have the right to their student’s records. They have the right to request mediation and to filing complaints. They have a right to an attorney for due process hearings. All these rights mean parents have an active role and responsibility in their child’s education.

**Titles of the readings (be sure to use** [**APA format**](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_author_authors.html)**):**

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**List 3 key ideas contained in each reading**

McLaughlin, M. J., & Ruedel, K. (2012). *The school leader's guide to special education.* Bloomington, IN: Solution Tree Press. Chapter 6

* Communication between parents and the school is important for successful IEP development and implementation as well as achieving the goals of IDEA.
* Parents of students in special education face a lot of frustration when seeking help for their child. It is the leader’s responsibility to reduce that frustration by including the parent in their child’s education and keeping them informed.
* Effective partnerships with parents allow you to fulfill the rights of parents under IDEA and create an environment where schools staff and parents feel valued and respected.

**List 2 questions/confusions/concerns you have about the key ideas, claims, and conclusions in each reading**

McLaughlin, M. J., & Ruedel, K. (2012). *The school leader's guide to special education.* Bloomington, IN: Solution Tree Press. Chapter 6

* Are there any strategies specifically for parents who seem to be avoiding involvement?
* I had never heard of the parent training centers for each state. What types of trainings do they provide?

**Describe 1 big take-away from each reading in relation to your current role and or the work you do (Why is this reading important to you?)**

McLaughlin, M. J., & Ruedel, K. (2012). *The school leader's guide to special education.* Bloomington, IN: Solution Tree Press. Chapter 6

* The big take-away from this reading for me is how a collaborative partnership and trusting environment will not only help parents feel heard and respected, but staff members as well. I think it’s important for all stakeholders to feel involved and respected when in different meetings regarding a child’s education.

**Summary of Readings:** Succinct, cogent, clear summary of the readings (200-250 words)

McLaughlin, M. J., & Ruedel, K. (2012). *The school leader's guide to special education.* Bloomington, IN: Solution Tree Press. Chapter 6

* Collaborative communication between the school and parents is important for the success of the goals of IDEA and for the success of the student. The leaders of the school and LEA are responsible for establishing this type of environment. Parents with children with disabilities face a lot of stress, anxiety, and frustration and that should be considered when interacting with them. Frequent and open communication can help parents feel involved and heard. It can help alleviate frustration with the school system when the parents feel involved and respected. IDEA has several recommendations for collaborating with parents. This includes involving parents in IEP goal development, informing parents of their rights, privileges, and due process, informing the parents about evaluation and progress, and informing parents of major issues in education, as well as agencies that can help. School and parent partnership should incorporate seven principles: communication, professional competence, respect, commitment, equality, advocacy, and trust. Parents who seem to be uninvolved could be facing a number of different factors. School communication is often negative so parents could be avoiding communicating Parents may have previous or their own negative experiences with schools. They could also have job responsibilities that keep them from being unable to attend meetings or cultural expectations that influence different levels of involvement. Leaders can help with parent involvement by structuring parent interactions, clarifying for parents how they can help, encouraging them to advocate for their child’s needs, developing trust, building on home experiences, and using parent expertise. Local and nation organizations are a helpful resource that can be shared with parents.