

**Outreach Parent Liaison
Individual Family Support Levels**

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> ● Listen with empathy to gain understanding ● Support family in de-escalation ● Help family distinguish emotion from fact ● Provide informational resources ● Connect to resource/services (e.g. community/state resources) ● Help families understand options (e.g. open enrollment, dispute resolution, 504 v. IEP, manifestation determination) ● Help families understand principles of IDEA: <ul style="list-style-type: none"> ○ FAPE ○ LRE (e.g. understand special education continuum and placement options) ○ Evaluation (e.g. Disability Suspect, Re-eval, Performance Domains, IEE, Educational v. Medical Models) ○ Parental Participation (e.g. decision making, advocacy) ○ IEP (e.g. components of an IEP, team members, accommodations/modifications, progress monitoring, specialized transportation) ○ Procedural Safeguards (e.g. PWN, dispute resolution options under IDEA/OCR/WDE) ● Help families understand: <ul style="list-style-type: none"> ○ Section 504 ○ Health services and accommodations in the IEP 	<ul style="list-style-type: none"> ● Support/empower family by helping them develop essential questions to use with their child's team ● Provide deeper knowledge of IDEA rules related to the family issue/concern ● Support family in exploring options at a deeper level (e.g. options for dispute resolution, options for placement) ● Help families understand case law and other educational laws (ESSA, FERPA, Compulsory attendance) and how it could to apply to their situation ● Coach/support/empower family to help them prepare for a meeting by prioritizing and articulating their concerns/requests/expectations ● Support family by debriefing after the meeting ● Gather more information from the education system about the issue/concern as needed ● Coach/partner/collaborate with the educators regarding the family situation/issue ● Attendance at IEP meetings 	<ul style="list-style-type: none"> ● Coach/support/empower family by helping them prepare for a meeting by prioritizing and articulating their concerns/requests/expectations ● Support family by debriefing after the meeting ● Gathering more information from education system about the issue/concern as needed ● Coach/partner/collaborate with the educators regarding the family situation/issue ● Attendance at IEP meetings ● Support family in a facilitated IEP meeting (WDE) ● Support State Complaint process by helping family understand how & results (e.g. impact to FAPE, timeline, options for mediation, review of State Complaint Decision) ● Attend Mediation offered by WDE after a State Complaint has been filed ● Attend State Mediation ● Attend a Resolution Meeting/Mediation (after Due Process Complaint has been filed)

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| <ul style="list-style-type: none">○ Challenging behavior (e.g. FBAs, BIPs, Manifestation Determination, Chapter 7)○ Transition planning from IFSP to Early Childhood Special Education (IEP)○ Post-secondary transition planning (e.g. transition assessments, goals related to living/learning/working) | | |
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