

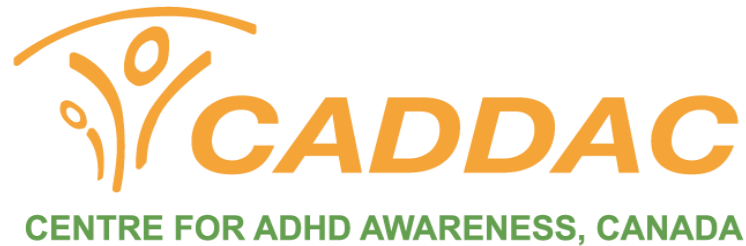
**The only Canadian charity focusing solely on ADHD,
providing leadership in education, awareness and
advocacy to improve the lives of families and individuals
with ADHD across Canada.**

Discussion on Teen Profile

Discussion Questions

- After last week's presentation were you able to discuss some of the information and increased risks with your co-parent or your teen? How did it go?
- Did you start to tackle any life skill training or speak with you teen about some possibilities? Was your teen open to this?
- Have you shared the adolescent videos with your teen? What did they think?
- Has anyone found a strategy that was helpful in getting your teen on board?





CADDAC INTERACTIVE ADHD ADOLESCENT PARENTING COURSE

SCHOOL ADVOCACY FOR PARENTS OF ADOLESCENTS WITH ADHD

PLEASE BE AWARE THAT

THE INFORMATION PROVIDED DURING THIS EDUCATIONAL COURSE IS FOR INFORMATIONAL PURPOSES ONLY.

IT IS NOT INTENDED TO BE PROFESSIONAL MEDICAL ADVICE, DIAGNOSIS, TREATMENT OR CARE.

NEVER DISREGARD PROFESSIONAL MEDICAL ADVICE OR DELAY IN SEEKING IT BECAUSE OF SOMETHING YOU HAVE HEARD DURING THIS WORKSHOP.

BY ACCESSING OR ATTENDING THIS PRESENTATION, YOU ARE INDICATING YOUR ACCEPTANCE TO BE BOUND BY THE TERMS AND CONDITIONS OF THE [USER AGREEMENT](#) AS STATED IN FULL.



School Advocacy for Parents of Adolescents with ADHD

Provincial Special Education Systems

DSM 5

Fear of Labeling

Individual Learning Plans

Third Party Reports / Psychoeducational Testing

Student Rights

Becoming a Proactive Advocate

Special Education Systems

- Are under provincial mandate
- Special Education Systems (SE) and Funding Models vary widely – more moving towards inclusion models and enrollment funding
- These differences significantly impact those with ADHD since some provinces with identification models do not recognize ADHD
- System of Identification – BC, AL, ON, Quebec (do not recognize ADHD), NFLD and Saskatchewan do
- System of Inclusion in all other provinces and territories
- The Inclusion model is not necessary the same as inclusive education which in some cases is more of an ideology
- [CADDAC 2010 Provincial Report Card: ADHD in the School System](#) (some provinces not up-to-date)





Two Provincial SE Systems in Canada

The Inclusion System

- No formal identification required as an exceptional learner to receive accommodations or resources, at school's discretion
- Boards are mandated by the Ministry of Education to assist students who have special needs
- Can be (but not always) the same as inclusive education model

Identification System

- A team or committee decides if a student meets the criteria to be defined as an exceptional learner after documentation and records are reviewed (Ontario IPRC)
- This may lead to additional funding or simply allow the student to qualify for accommodations and resources
- Follows a child through their academic career at public school and gives them the legal right to special education resources

Benefits and Drawbacks of Systems

Both systems can result in positive or negative outcomes depending on how they are implemented.

Negative

- If the “wait to fail” approach is used both will have negative outcomes.
- If educators are not trained in ADHD, learning impairment will not be interpreted as such and behaviour will become the focus – there will be no recognition of a need for academic SE services or an IEP.
- The identification system may block a student with ADHD from receiving services if ADHD does not fit into a designated category
- An inclusion system does not secure individual rights for special education services

Positive

- Identification could help to secure rights
- Inclusion model could lead to services or faster services



Provincial Issues

- All provinces and territories have an education act state that students with disabilities have the right of equal access to education

Examples

Ontario

- The Ontario Education Act (Bill 82) mandates that every pupil in Ontario with a need receive an appropriate special education program, exceptionality notwithstanding.
- OHRC backed this up with the document “Accessible Education for Students with Disabilities” 2018

http://www.ohrc.on.ca/sites/default/files/Policy%20on%20accessible%20education%20for%20students%20with%20disabilities_FINAL_EN.pdf

The videos can be accessed on YouTube: <http://bit.ly/2FAueV0>



OHR's Accessible Education for Students with Disabilities

- The ON HR code recognizes ADHD as a disability.
- Education providers have a legal duty to accommodate the disability-related needs of students to the point of undue hardship.
- This legal duty exists whether or not a student with a disability falls within the Ministry's definition of "exceptional pupil," and whether or not the student has gone through a formal IPRC process, or has an IEP.
- The Human Rights Code will always prevail over any Ministry or school board.
- Boards who do not follow these guidelines open themselves up to litigation.

<http://caddacblog.ca/?p=868>

<http://caddacblog.ca/?p=923>



Ontario Memorandum

- December 19th 2011, “Categories of Exceptionalities”
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/2011categoryexception.pdf>
- Clarifies that a student with ADHD no longer needs an additional diagnosis to receive an IPRC designation
- However, it does state that the student must display a “learning need”
- The Memorandum lists examples of potential areas of learning needs for students with ADHD: attention/focus, organization, processing speed, working memory, executive functioning weaknesses, mathematical processes and skills, and expressive and receptive language
- However it also states that areas of need are not limited to this list



Has this Memorandum Made a Difference?

Reasons difficulties remain even after the memorandum:

- Educators misinterpret symptoms as laziness/defiance
- School boards are allowed to decide where they set the bar of “being impaired enough” to qualify for an IPRC – negates effective advocacy
- The Ministry is unable to hold boards accountable – a Ministry memorandum is really only a suggestion
- School boards would rather put an IEP in place without an IPRC designation – less paperwork and the legal right to a continuous IEP does not exist – at the school’s discretion
- Some school boards insist on unrealistic documentation such as learning impairment at below normal levels
- Psychoeducational testing does not accurately assess for ADHD Executive Functioning impairment



More Provincial Issues (BC)

- BC Ministry web site states that the purpose of Special Education is to enable the equitable participation of students with special needs in the educational system in British Columbia.
- However, ADHD students have been excluded from many special education resources due to BC's coding system, which excludes ADHD, being tied to funding.
- CADDAC began advocating with the BC Ministry of Education in 2014.
- A 2016 draft of new Ministry Special Education Guidelines added a specific category for ADHD.
- The new NDP government is in the process of moving to the Inclusive model with a more enrollment based funding model similar to Ontario.
- Teacher training on ADHD is a necessity that needs systemic advocacy.



Recent Changes

Alberta

- Has moved to a different funding model in 2020 and speaks about the inclusive education model but still uses a system of coded identification
- [2020/21 Special Education Coding Criteria](#)
- ADHD is only mentioned as not included under Code 42 Severe Emotional/Behavioural Disability
- The only possible identification is under Code 30 Physical or Medical Disability under neurological condition

New Brunswick (changed from 2010 report card)

- Since 2016 has moved to a total inclusive model – expectation that students with disabilities would be educated in a common learning environment
- The policy prohibits labels such as “special needs” to avoid discrimination against children with intellectual or other disabilities



Why is There Little Consistency or Equity?

- To-date several systems of identification exclude students with ADHD.
- Both systems rely on the knowledge level of teachers to recognize a student's difficulty as a learning impairment rather than bad behaviour – they need to feel that their teaching interventions will have a positive impact.
- Since principals are mandated to meet the needs of exceptional accommodations they need to understand ADHD as a significant learning risk. (Access [Right to Learn Campaign](#))
- It is the recognition of a disorder as a learning risk and inclusion in a category that leads to teacher education.
- School boards are allowed to set the level of impairment required allowing a student to receive accommodations.

Therefore, students with similar levels of impairment caused by ADHD will receive different levels of support.



DSM 5'S IMPACT

DSM 5's Impact

- Education systems have been slow to recognize and implement the re-categorization of ADHD as a neurodevelopmental disorder.
- However, the changes in DSM 5 have allowed an avenue for increased advocacy.
- There has been some indication that Ministries that use a system of identification are becoming aware that it is no longer acceptable to identify ADHD impairments under the behaviour category and are considering other possible categories.
- Once one province officially recognizes ADHD under the a category it will become easier to shame other provinces into doing so.



FEAR OF LABELING

Fear of Labeling

- A student will require some form of recognition of impairment to receive services.
- However, it is generally the receiving of these services that labels a student in the eyes of non-educated peers, educators and other parents.
- If a student is struggling academically, socially or behaviourally they have already been labeled in the minds of their peers, educators and parents of peers.
- However, these labels are incorrect and more stigmatizing, “stupid, lazy, bad” rather than the correct medical label.
- Professionals and parents should not shy away from diagnosing (labeling).



INDIVIDUAL EDUCATION PLAN (IEP)

Individualized Education Plans

Provinces vary in the terms they use

- IEP: individual education Plan
- SEP: Special Education Plan
- IPP: Individualized Program Plan
- SSP: Student Support Plan
- ISSP: Individual Support Services Plan

Parents have the right to be involved in the placement decision and active in preparing the IEP content



What is the Goal of an IEP?

- An Individual Education Plan is a plan to assist the child in being successful at school.
- It should address a student's unique strengths and needs, develop specific educational goals, and outline teaching strategies and accommodations to assist.
- Parents are allowed to add their input and request the addition or removal of items.
- An IEP should be a living document, altered and improved regularly, allowing next year's teacher to understand classroom strategies and accommodation's that work best.
- An IEP is a legal document.



IEPs Generally include

- Students' strengths and possibly learning preferences
- Students' needs
- Placement decision: If the student's needs cannot be entirely met within a regular class, options are: Regular class with indirect support, resource assistance or withdrawal assistance OR Special Education class with partial integration of full time (depends on province)
- If the curriculum has been modified
- List of accommodations
- Program exceptions – possibly French



Accommodation vs Modification

An education program is either modified or accommodated

Modification: This generally refers to the modification of the student's curriculum generally reduced from their expected grade level, but some provinces use this term to refer to a modification in the classroom.

Accommodation/Adaptation: Changes to the environment, teaching process or process used to evaluate a student's performance meant to reduce the effect of the disability. There is no change in curriculum or expectations of students.

If you do not know which is stated in your child's IEP find out immediately!



Accommodations

Classroom or school accommodations are classified under three categories:

1. Instructional
2. Environmental
3. Assessment

<https://caddac.ca/adhd/document/types-of-classroom-accommodations/>





Review of CADDAC Charts

1. [Elementary Chart](#)
2. [High School Chart](#)
3. [Teaching Strategies for Typical ADHD and Executive Functioning Impairments](#)
4. [Instructions for Medical Professionals](#)

Found on the CADDAC web site, under Understanding ADHD, in Education, [Classroom Accommodations](#) and under Resources for Physicians, [School Toolkit](#)

TEACHING STRATEGIES

For Typical ADHD & Executive Functioning Impairments

Specific Learning/Classroom Presentation of ADHD/EF Impairments	Teaching Strategies /Accommodations
<p>1. Difficulty Sustaining Attention and/or Easily Distracted</p>	<ul style="list-style-type: none"> • Reduce visual and auditory external stimuli • Keep visual distractions at the front of the class to a minimum • Cue student before giving directions • Ask student to repeat instructions to confirm comprehension • Attempt to actively involve student in lesson – cue and use prompts to encourage and set up opportunities to participate • Give frequent, specific, immediate feedback • Dramatize information • Reward attention and timely accomplishments • Break activities and lessons into small units • Teach self- monitoring of their own attention – stop and ask themselves if they have been listening – prompts can assist • Change teaching style frequently to capture the student’s attention • Use physical proximity and agreed upon touch to redirect attention • Use earphones, study carrels, quiet places, preferential seating • Reduce noise stimuli with the use of a FM system, tennis balls on the legs of chair • Allow for use of headsets with music when working • Allow the use of chewing gum, sour candies or straws to chew on as many as they may aid concentration
<p>2. Difficulty Following and Holding Directions in Mind</p>	<ul style="list-style-type: none"> • Ensure the student has heard you and you have their attention before giving directions • Use visual, non-verbal, gesturing cues to alert student that important instructions are coming • Use a multi-sensory approach with both visual & oral instructions • Rephrase and repeat directions allowing time for processing • Encourage the student to ask questions to clarify their understanding



ADHD Symptoms, Impairments and Accommodations in the Elementary School Environment

DSM-5 Symptom	Possible Resulting Impairments in Elementary School	Possible Accommodations
Inattention		
Fails to give close attention to details OR makes careless mistakes	<ul style="list-style-type: none"> <input type="checkbox"/> Difficulties with including details such as name and date <input type="checkbox"/> Difficulty picking up details and nuances in questions and assignments, misinterprets questions <input type="checkbox"/> Rarely checks for errors, proof reads or edits <input type="checkbox"/> Poor quality of work – inaccurate, careless mistakes <input type="checkbox"/> Poor time management so doesn't leave time to complete details or check for mistakes 	<ul style="list-style-type: none"> <input type="checkbox"/> Allow to write exams on computer with spellcheck software <input type="checkbox"/> Education staff to review assignments, check details, assist with time management & due dates, do not deduct marks unless reviewed and reminders given <input type="checkbox"/> Flexibility in due dates – with opportunity to complete details & correct mistakes <input type="checkbox"/> Allow clarification of questions on an exam or test and clarification of an assignment
Difficulty sustaining attention	<ul style="list-style-type: none"> <input type="checkbox"/> Difficulties remaining focused during class, conversations, or reading lengthy material <input type="checkbox"/> Day-dreaming or mind-wandering during teaching, instructions, working or reading <input type="checkbox"/> Unable to refocus after mind wanders <input type="checkbox"/> Difficulty focusing on & completing large amounts of written work <input type="checkbox"/> Starts on assignment then loses focus <input type="checkbox"/> Gaps in learning due to inability to stay focused during teaching 	<ul style="list-style-type: none"> <input type="checkbox"/> Preferential seating away from distractions and close to other student who models on task behaviour <input type="checkbox"/> Use agreed on prompts to refocus on work or listening <input type="checkbox"/> Check that you have their attention before giving instructions <input type="checkbox"/> Review instructions and assignments with student when others working to ensure understanding <input type="checkbox"/> Provide assignments in written or online format so student/ parent/tutor can refer back at any time <input type="checkbox"/> Allow student to receive notes & copies of presentations, allow use of a note-taker <input type="checkbox"/> Use of computer for tests or exams <input type="checkbox"/> Allow testing/exams to be completed over several shorter sessions rather than one long session <input type="checkbox"/> Do not assign several tests and assignments within a day or short period
Difficulties listening when spoken to directly	<ul style="list-style-type: none"> <input type="checkbox"/> Mind often wanders when discussing something with peers <input type="checkbox"/> Often misses social cues or key words during one-on- 	<ul style="list-style-type: none"> <input type="checkbox"/> Check that you have their attention when speaking to them <input type="checkbox"/> Gently prompt to redirect attention

ADHD Symptoms, Impairments and Accommodations in the High School Environment

DSM-5 Symptom	Possible Resulting Impairments in High School	Possible Accommodations
Inattention		
Fails to give close attention to details OR makes careless mistakes	<input type="checkbox"/> Difficulties with including details such as name and date and misses spelling mistakes <input type="checkbox"/> Misses details in test questions and assignments <input type="checkbox"/> Rarely checks for errors, proof reads or edits <input type="checkbox"/> Poor quality of work – inaccurate, careless mistakes <input type="checkbox"/> Poor time management so doesn't leave time to complete details or check for mistakes	<input type="checkbox"/> Allow to write exams on computer with spellcheck software or do not deduct marks <input type="checkbox"/> Work with education staff to review assignment, check details, assist with time management & due dates <input type="checkbox"/> Flexibility in due dates – with opportunity to complete details & correct mistakes <input type="checkbox"/> Allow clarification of questions on an exam or test and clarification of an assignment
Difficulty sustaining attention	<input type="checkbox"/> Difficulties remaining focused during class, conversations, or when reading lengthy material <input type="checkbox"/> Day-dreaming or mind-wandering during lectures or reading text books etc. <input type="checkbox"/> Difficulty focusing on & completing large amounts of written work (essays, reports etc.) <input type="checkbox"/> Gaps in learning due to inability to stay focused during class etc.	<input type="checkbox"/> Allow student to audiotape lectures, use audiotaped textbooks, receive notes & copies of PowerPoint presentations <input type="checkbox"/> Allow use of a note-taker <input type="checkbox"/> Use of a computer for tests or exams <input type="checkbox"/> Allow testing/exams to be completed over several shorter sessions rather than one long session <input type="checkbox"/> No more than one exam per day
Difficulties listening when spoken to directly	<input type="checkbox"/> Mind often wanders when discussing something with peers <input type="checkbox"/> Often misses social cues or key words during one-on-one or small group interactions	<input type="checkbox"/> Provide notes from class discussions & presentations <input type="checkbox"/> Work with educational staff or mentor to learn strategies for keeping mind on conversations, watching for social cues <input type="checkbox"/> Allow clarification of instructions of an assignment
Difficulties following through on instructions AND fails to finish	<input type="checkbox"/> Begins but unable to remain focused to complete assignment or task, easily side-tracked <input type="checkbox"/> Moves from one incomplete assignment to another	<input type="checkbox"/> Work with staff to chunk & review progress on assignments <input type="checkbox"/> Allow clarification of questions on an exam or test and clarification of an assignment
Difficulty organizing tasks & activities	<input type="checkbox"/> Unable to chunk assignments into manageable pieces – easily overwhelmed <input type="checkbox"/> Difficulty organizing thoughts	<input type="checkbox"/> Ability to access 'prompt' sheets with outline of steps, formulas etc. <input type="checkbox"/> Allow alternative methods of assessment

THIRD PARTY REPORTS

Third Party Reports

- These are reports that originate outside of the school.
- They are generally reports from medical professionals such as child and adolescent psychiatrists, paediatricians, psychologists, audiologists, speech and language therapists, and social workers and educational consultants.
- You will often need these reports to identify and outline your child's diagnosis and/or impairments.
- Store these reports in your advocacy binder.
- Unfortunately, some schools are refusing to recognize reports when they do not agree with the findings.

TIP Prior to choosing a medical professional ensure that they have experience advocating with school boards.



Medical Reports

- The reports need to be done by qualified professionals, a psychologist or physician (specializing in ADHD).
- Qualifications should be stated.
- Testing done and findings of impairment should be stated.
- These reports should include a diagnosis and a comprehensive list of recommendations.
- ADHD physicians should be providing comprehensive reports geared to schools. [CADDAC Toolkit](#)
- Requests for accommodations need to be tied to the findings of impairment.
- Parents may ask that a report be altered to exclude personal family information before it is shared with the school.



Language of Reports Shared with Schools

- The language used in these reports can be helpful or harmful to students receiving special education services.
- The word recommend = suggest in the school's interpretation and gives them permission to ignore the recommendation.
- Better stated as "It is essential that the student receive (needs or requirements) to be able to successfully access the curriculum".
- Parents may ask for the language in the report to be changed if the language is an issue.
- Parents should interview the about their knowledge and view of this before they commit to testing being done.
- The parent may or may not wish to leave a copy of the assessments in Student's School Record (in Ontario referred to as OSR) if they are paying for the assessment.



What You Need to Know About Psychoeducational Testing

Psychoeducational testing can be very useful in helping to develop a learning profile especially when Learning Disabilities accompany ADHD, however:

- psychoeducational testing should never be the only testing used to quantify the impact of ADHD on cognitive or academic functioning;
- few if any of the standardized tests accurately quantify the nature of the cognitive or academic impairments that characterize ADHD;
- less than one third of those with ADHD, although functionally impaired by their ADHD, show impairment levels in test data on standardized psychoeducational assessments; and
- if the school is relying on this testing exclusively to quantify learning impairments it is medically incorrect and discriminatory.

Toplak, M. E., West, R. F., & Stanovich, K. E. (2013). *Journal of Child Psychology and Psychiatry*, 54(2), 131-143.

Barkley, R. A., & Fischer, M. (2011). *Developmental Neuropsychology*, 36(2), 137-161



STUDENT RIGHTS

School Attendance

- Students with a disability have an automatic right to attend class for the same amount of time as their typical peers. They are not required to earn these rights!
- The only time a shortened day would be an option is to allow for a student's slower integration into a program and this should only be a temporary option.
- Shortened days are not an option if the sole beneficiary is a school with inadequate staff, resources or if the school lacks a plan to deal with the student's needs.
- The school needs to find a way for the student to remain at school for the entire day. It is not a matter of IF the student can attend for the entire day.



Questions to Ask About Programming

- Is this a warehousing or recreation program?
- Is it appropriate for both my child's needs and potential?
- Is it best for my child or easiest for the school?
- Can a program be developed for my child rather than my child needing to adapt to a program?

NOTE

- We see a bright child who can profit from supported integration, program accommodation. The school may see a pupil whose program can be modified to the point where no support is necessary. (Resource Conservation)
- We do not repeat grades – the same experience will not improve learning.



Behavioural Plan

- Educators have general knowledge about behavioural strategies, however they rarely have sufficient knowledge to manage a student's behavior caused by neurological deficits.
- They should contact the board's behavioural experts.
- A written behavior plan should be developed after a meeting so the plan can be revisited and assessed frequently – this should be a living document the same as an IEP.
- A meeting alone is not sufficient. Implementation, follow through and success cannot be easily tracked without a written document.
- Use your medical experts to help advocate for this.



Suspensions

**Suspension for “disability-related” behavior is unacceptable!
Principals should take mitigating factors into consideration.**

Questions to ask:

- How will suspension help my child correct their behaviour?
- Does my child have a good understanding of why they were suspended?
- Do you as parents feel the suspension will favourably impact your child’s behavior in the future?
- Is the suspension of your child due to “a failure to accommodate” under Human Rights?
- How are suspensions impacting your child’s self-esteem?
- How will the suspension impact your child academically?
- Are there alternative consequences that can be applied?



BECOMING A PROACTIVE ADVOCATE

General School Advocacy Tips

- You will need to take on the role of case worker.
- No matter how well intentioned no one has more interest in your teen's outcome than you.
- Do not give over your power to the professionals.
- Use a binder with tabs to organize all medical reports, schools reports, correspondence with the school (print out e-mails).
- Bring the binder with you to meeting and tab the documents you may need during the meeting.
- You may bring and advocate with you to any school meetings.
- Always correspond with the school in writing (e-mails) or follow-up a meeting or chat with an e-mail summarizing what you spoke about and decisions.



Steps for the Proactive Parent

- Develop a profile of your teen – strengths and weaknesses.
- Identify your areas of concern and list them in order of importance.
- Identify which impairments you think are contributing to your teen’s weaknesses and interfering with their success. (access CADDAC webinars)
- Being able to successfully relay your teen’s impairments and needs to the school will lead to special education supports.
- Question whether your teen can actually meet the demands being placed on them without accommodations.
- Identify possible strategies and accommodations that you think might assist your teen – what helps at home? (Use CADDAC Charts)
- Identify your ultimate goal then break it down into manageable smaller goals.



Next Steps and How to Follow-up

- Review the IEP in detail and compare it to your list of strengths, needs and accommodations.
- Meet with school staff frequently to review progress and decide what is and isn't working and what needs to be changed. Ask how accommodations are being implemented and if they are successful.
- Discuss what both parties might want to see when the goals are achieved.
- Set a time for the next meeting.
- These adolescents are individuals – there is no one solution so several strategies and accommodations may need to be tried and tweaked before success is achieved.



Advocating in School Systems

Parents need to:

- always stay at the table,
- continually remain involved,
- know your adolescent's rights and your rights,
- be organized and,
- stay calm.

Goals are to:

- develop a team approach,
- work with the teachers and administrators to benefit your adolescent and
- avoid ugly power struggles and they lead nowhere.



When Advocating With The School

- Think of the school hierarchy as a military chain of command.
- The principal will not speak with you if you have not first addressed the teacher and the superintendent will not speak with you if you have not spoken with the principal.
- The chain is teacher, principal, superintendent preferably Special education superintendent, the Director of the board and then the Ministry.
- Know that it will be necessary for you to follow up to ensure that agreements are actually followed. Hold the teacher, school, board and ministry accountable by scheduling frequent, regular, formal meeting.
- The best way to teach your adolescent life long advocacy skills is to be a good advocate role model.



Beware of Behaviour Modification

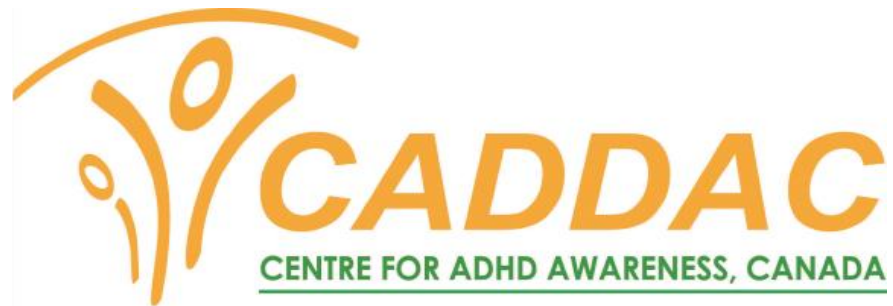
- Speak with the school in regards to their use of behaviour modification. This is often taught as a basis of behavioural management.
- Behaviour modification focused on negative consequences is not an appropriate option for these students.
- For behaviour modification with negative consequences to work the student needs to be able to stop and consider the consequences and appropriately use hindsight and foresight and other EF skills to regulate their behaviour appropriately.
- Skills must often be taught, practiced and acquired first.
- When a school uses the line, “must be responsible” this is a red flag that the school is interpreting the lack of a skill as laziness or defiance.



In Summary

- Educate yourself about ADHD.
- Educate yourself on your province's special education systems.
- Use your medical professionals to assist your efforts by writing good reports (CADDAC Toolkit).
- Stay involved with IEP development and accommodation application.
- Hold the school accountable.
- Move your efforts up the chain of command if you are unsuccessful at a certain level.
- Remain calm and businesslike but persistent.
- Know your RIGHTS!
- An informed parent is a parent who is taken seriously.





THANKS FOR LISTENING

QUESTIONS???