

Novice Coordinator Meeting 2019-20

WiFi passcode: school

August 21, 2019



Welcome & Introductions

**Dr. Richard Templeton
Muscle Shoals City**



CASE Purpose & Membership

Mrs. Courtney Utsey
Selma City

Dr. Kristin Harrell
Talladega City



The logo features the text "LEArn & LEAd" in a stylized, metallic, 3D font. The letters are white with a grey shadow, giving them a reflective appearance. The text is centered within a white, horizontally-oriented oval shape. This oval is set against a blue gradient background that transitions from a lighter blue at the top to a darker blue at the bottom.

LEArn & LEAd

IEP Meeting Facilitation and Legal Compliance

**Julie J. Weatherly, Esq., RISE, Inc. –
Mobile, Alabama**

**Dr. Tim Havard, Havard Educational Consulting –
Auburn, Alabama**

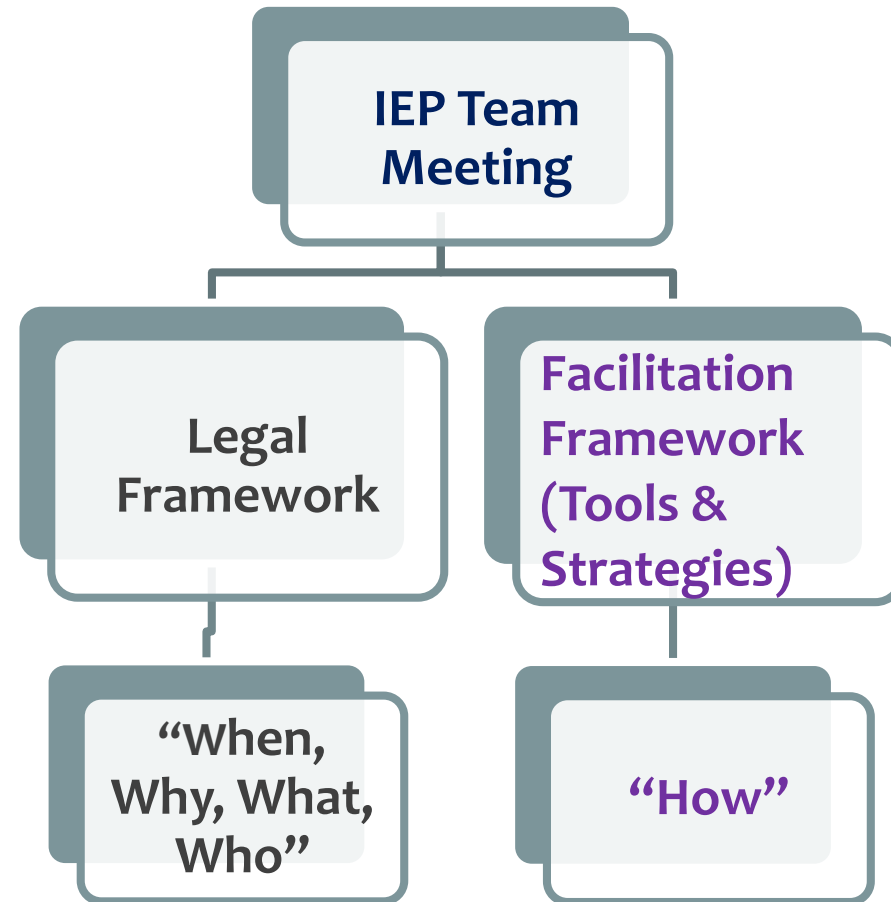
OUR SPECIFIC GOALS FOR LEARN & LEAD TRAINING

To provide an overview of IDEA rules and regulations relating to the role and responsibilities of LEA Representatives as an IEP Team member and LEADER;

To increase strategies needed for LEADING a productive and legally compliant IEP Team meeting;

To increase skills needed to support effective collaboration and conflict resolution between parents and school staff.

THE ALIGNMENT
OF AN IEP
MEETING
&
THE ALIGNMENT
OF OUR
WORKSHOP



DEFINING THE LEA'S “MEETING PROCESS LEADER” FRAMEWORK

The “Process/Content” Rowley/Endrew Standard

The 2-pronged legal inquiry for determining whether an IEP is appropriate:

- 1. First, in the development of an IEP, has the school agency complied with the procedures set forth in the IDEA? (the “process” piece);**
- 2. Second, if so, is the IEP developed through the IDEA’s procedures reasonably calculated to enable the child to make progress appropriate in light of the child’s circumstances? (the “content” piece)**



DEFINING THE LEA'S "MEETING PROCESS LEADER" FRAMEWORK

Not Every Process Violation Will Amount to a Denial of FAPE

A process violation will deny FAPE only if it:

1. Impeded the child's right to FAPE;
2. **Significantly impeded the parents' opportunity to participate in the decision-making process regarding the provision of FAPE to the child; or**
3. Caused a deprivation of educational benefits.

WHO ARE YOU? WHAT IS YOUR ROLE?

- **Principal?**
- **Assistant Principal?**
- **School Counselor?**
- **Psychometrist/Psychologist?**
- **Special Education Teacher, Case Manager?**
- **Special Education Coordinator/Assistant?**
- **Other?**

DEFINING THE LEA'S
"MEETING PROCESS LEADER" FRAMEWORK

WHO DOES THE LAW SAY CAN SERVE AS THE LEA REP?

The LEA Representative is defined as a district representative who is:

- qualified to provide, or supervise the provision of, specially designed instruction;**
- knowledgeable about the general education curriculum;**
- knowledgeable about the availability of and can commit district resources; and**
- responsible for ensuring the provision of IEP services.**

DEFINING THE LEA'S
"MEETING PROCESS LEADER" FRAMEWORK

THE LEA'S ROLE AND RESPONSIBILITIES...

The LEA is the
IEP Team's
"Meeting
Process LEAder"



DEFINING THE LEA'S
"MEETING PROCESS LEADER" FRAMEWORK

WHO are the other mandatory Team members?

- 1. The parents of the child (must be invited);**
- 2. Not less than one regular education teacher of the child;**
- 3. Not less than one special education teacher (or special education provider) of the child;**
- 4. An individual who can interpret the instructional implications of evaluation results (who may already be a member of the team); and**
- 5. The child, if a purpose of the meeting is to address transition goals/services (must be invited)**

**DEFINING THE LEA'S
MEETING "PROCESS LEADER" FRAMEWORK**

WHO are the discretionary Team members?

- 1. At the discretion of the parent or district, other individuals who have knowledge or special expertise regarding the child; including related services personnel as appropriate; and**

- 2. Whenever appropriate, the child with a disability**

FUNCTIONS OF A FACILITATION FRAMEWORK FOR
LEADING IEP MEETINGS

Provides an efficient and organized process framework

Promotes participation from all team members

Accentuates student focus

Offers alternatives for conflict resolution

TEAM

T

TOGETHER

E

EVERYONE

A

ACHIEVES

M

MORE



Effective Team Characteristics

- *Each team member has a specific role*
- *Each team member has a specific responsibility*
- *Some team members share responsibilities*
- *No team member is overloaded!*
- *There are no “token” team members*

THE IMPORTANCE OF PREPARATION



Tools:

Parent Questionnaire
– p. 18

IEP Meeting Checklist
– p. 19

IEP Issues-Positions-
Shared
Concerns/Goals
– p. 41

Instructions for Observers during IEP Meeting Demonstration

- Odd-Numbered Tables: Observe Demonstration Using Critical Functions Chart (**Strategies & Tools Manual, page 33**) and be prepared to comment
- Even-Numbered Tables: Observe Demonstration Using Roles and Responsibilities Chart (**Strategies & Tools Manual, page 35**) and be prepared to comment

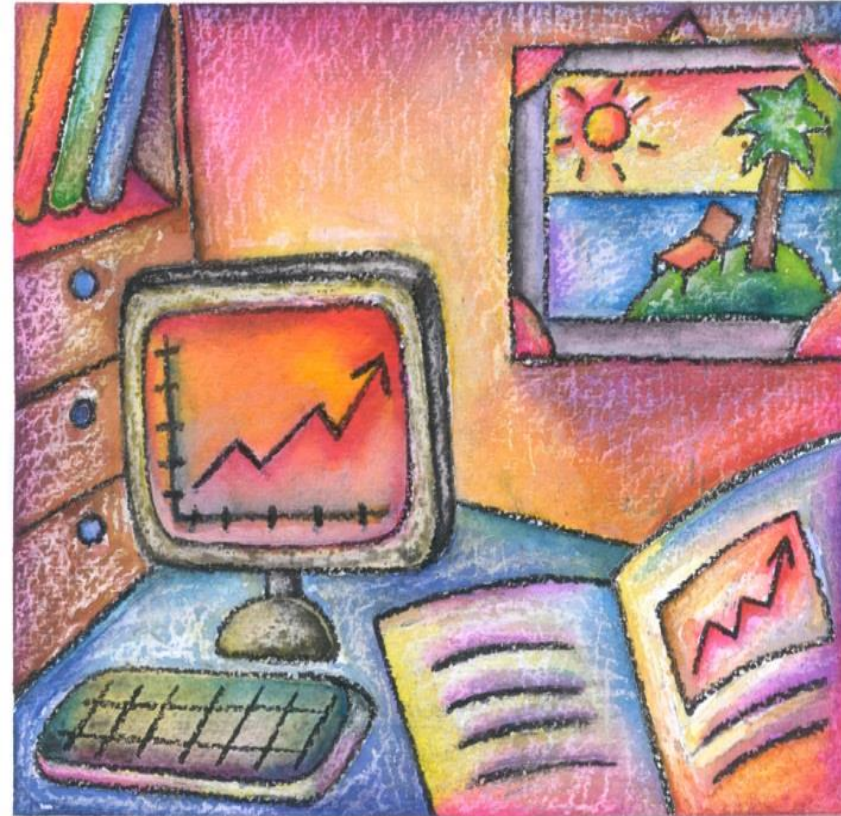
Visual Tools

**Create organization
and efficiency**

**Educate and guide
team members**

**Prevent meeting
challenges**

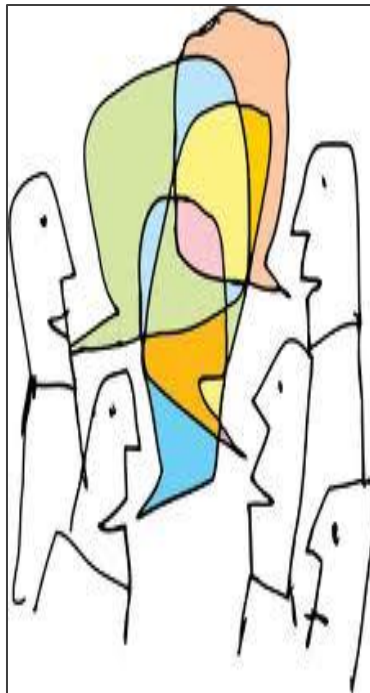
**Reset the meeting
toward its goals**





***BUILDING
CONSENSUS***

IMPORTANCE OF INTERVENTIONS



IN THE PREVENTION & RESOLUTION OF CONFLICT

BENEFITS OF INTERVENTIONS

- *Reduce high-jacking of the agenda**
- *Increase participation**
- *Conduct data-based and objective information-sharing**
- *Diffuse emotions**
- *Move from positions to shared interests**
- *Develop understanding and relevance of the student's needs**
- *Preserve dignity of participants**
- *Move discussion toward closure**

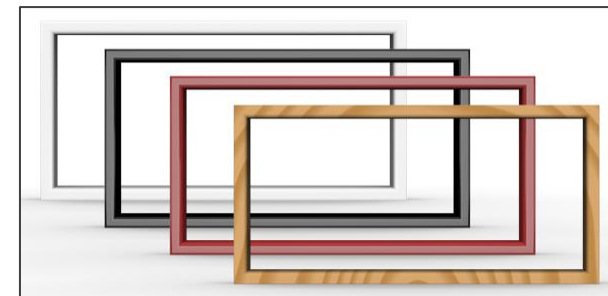
INTERVENTIONS: REFRAMING DIFFICULT CONVERSATIONS

Small Group Table Activity

From “Reframing Difficult Conversations” sheet, read conversation starter assigned to your table number

Determine how you will use the intervention listed to reframe/resolve the situation (refer to Intervention Descriptions Chart, pp. 25-28)

Assign roles, practice and be prepared to briefly demonstrate or describe the scenario



OUR OVERALL GOAL.....

To provide an education for the kind of kids we have,

not the kind of kids we used to have,

or want to have,

or the kid that exists in our dreams.



Dangerous Roadblocks to Avoid in Special Education



Special Education Services (SES)
Alabama State Department of Education
Novice Coordinator Meeting August 21, 2019

Dale Chambers, Ph.D., J.D.
334-694-4782
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A decorative footer at the bottom of the slide, consisting of a solid purple bar with a diagonal hatched pattern. A small, solid purple triangle points upwards from the center of the bar towards the text above.

LEARNING OBJECTIVES

- A Audience**
Novice coordinators
- B Behavior**
Describe situations to avoid in critical areas for special education
Identify effective methods for dispute resolution
- C Conditions**
To special education teachers and staff
- D Degree**
With 100% accuracy and a lot of confidence 😊

1. Child Find



Ignoring parent and/or staff referrals or requests for an evaluation.

**Telling a parent the child must
go through the RTI process
even when you suspect a
disability.**



Keeping a student in
the PST/RTI process for
years!!!

**Not conducting a
comprehensive evaluation in
all suspected areas of
disability.**



2. Evaluation/ Eligibility

Not meeting timelines for the initial evaluation (60 calendar days) and each reevaluation (at least every 3 years.)



**Relying solely on test scores for
eligibility determination.**

Relying solely on a medical diagnosis for eligibility determination.

Refusing to discuss the right to an IEE, when the parent disagrees with the LEA's evaluation.

Refusing to consider the results of independent educational or private evaluations that the parent presents.

3. IEP Meetings



Not allowing the parent to participate in meetings where decisions are made

regarding:

***Identification**

***Evaluation**

***Placement**

***Provision of FAPE**

Forgetting that educational performance is not just about grades or passing from grade to grade.

Predetermining placement.



**Not having prepared
adequately for meetings.**

**Not having a properly
composed IEP Team for the
entire meeting.**

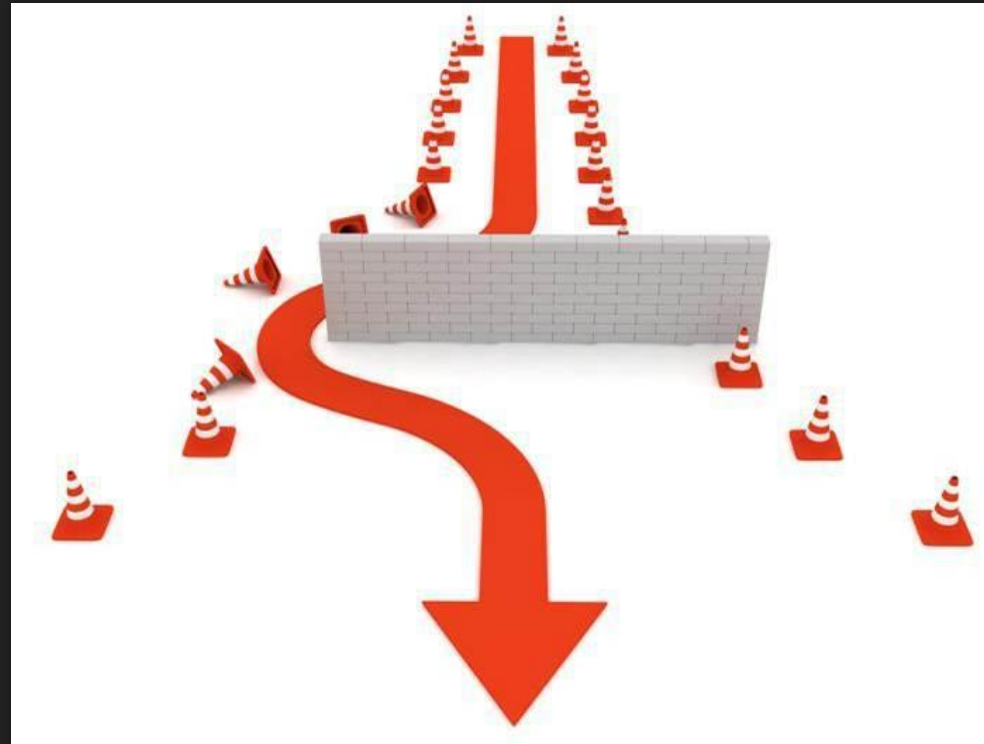
Not allowing a parent to bring invitees to an IEP Team meeting.

Making decisions based on what is available and not based on the student's needs.

**Forgetting to consider ESY
services.**

**Not clarifying the frequency,
duration, and locations of
services in the IEP.**

4. IEP Implementation



Forgetting to inform service providers of his/her specific responsibilities for implementing the IEP.

Forgetting to properly train staff.



Forgetting to progress monitor.



Failing to send required,
regular progress reports.



**Failing to review and revise
when the Individualized
Education Program warrants
change.**

Providing services (or not providing services), without making a good faith effort to assist the child in achieving the goals and benchmarks listed in the IEP.

**Not giving the parent
procedural safeguards and
prior written notice when
required to do so.**

5. Discipline



**Noncompliance with discipline
procedures.**

**Using the 45 day rule to
remove a student when it is not
one of the 3 allowable reasons.**

**Disproportionally when
disciplining students with
disabilities.**

Not following seclusion and restraint policies.



Failing to collect data and monitor progress.



* Dispute Resolution



Ignoring parents' escalating frustration, and/or failing to monitor and address barriers to communication.

**Not responding timely to
parent requests.**

**Failing to work with parents to
resolve IDEA complaints.**

Putting up barriers with parents after a due process filing.



**Failing to prepare your
employees for due process.**

Dispute Resolution

- Disputes related to special education and related services should be resolved as **quickly as possible** so the best interest of the child may be served.

CONFLICT

Early Detection & Rapid Response

- What promotes early detection?
- What are some rapid responses?

Stages of Conflict	Stage I	Stage II	Stage III	Stage IV	Stage V
Levels of Intervention	Prevention	Disagreement	Conflict	Procedural Safeguards	Legal Review
Assistance/ Intervention Options	Family Engagement Participant & Stakeholder Training Stakeholder Council Collaborative Rule Making	Parent to Parent Assistance Case Manager Telephone Intermediary	Facilitation Mediation Models Ombudsperson Third Party Opinion/Consultation	Resolution Meeting Mediation Under IDEA Written State Complaints Due Process Hearing	Hearing Appeal (Two-Tier Systems) Litigation Legislation
Dimensions that help clarify placement of the options along the Continuum	Third-Party Assistance			Third-Party Intervention	
	Decision Making by Parties			Decision Making by Third-Party	
	Interest-Based			Rights-Based	
	Informal & Flexible			Formal & Fixed	

CADRE
Continuum of
Dispute
Resolution
Processes &
Practices

Dispute Resolution Costs and Special Education Funds

- Federal special education funds may not be used to pay attorneys' fees, or costs of a party related to any due process action or proceeding.
- Paying for private mediation



**KEEP
CALM
AND
STOP
CONFLICT!**