



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Special Education

August 20, 2013

Speech Language Pathologist
Professional Development

IEP Case Management: Roles and
Responsibilities



Agenda

- Overview of IDEA
 - IEP Process
 - Referral
 - Eligibility
 - IEP Development
 - IEP Implementation & Monitoring
 - Lunch
 - Case Management Roles and Responsibilities
 - Best Practices for Scheduling and Holding IEP Meetings
 - Planning for and Running Effective IEP meetings
 - Additional Resources and Training Opportunities
-



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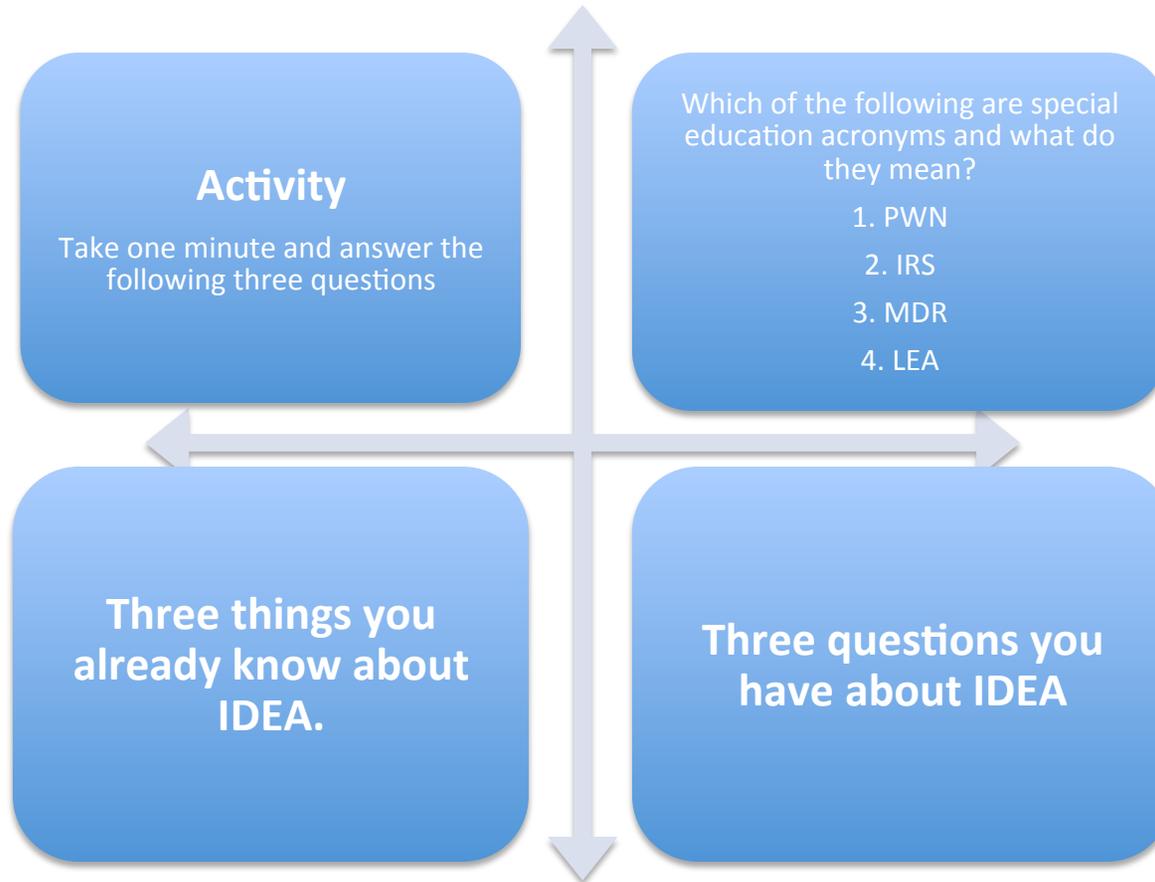
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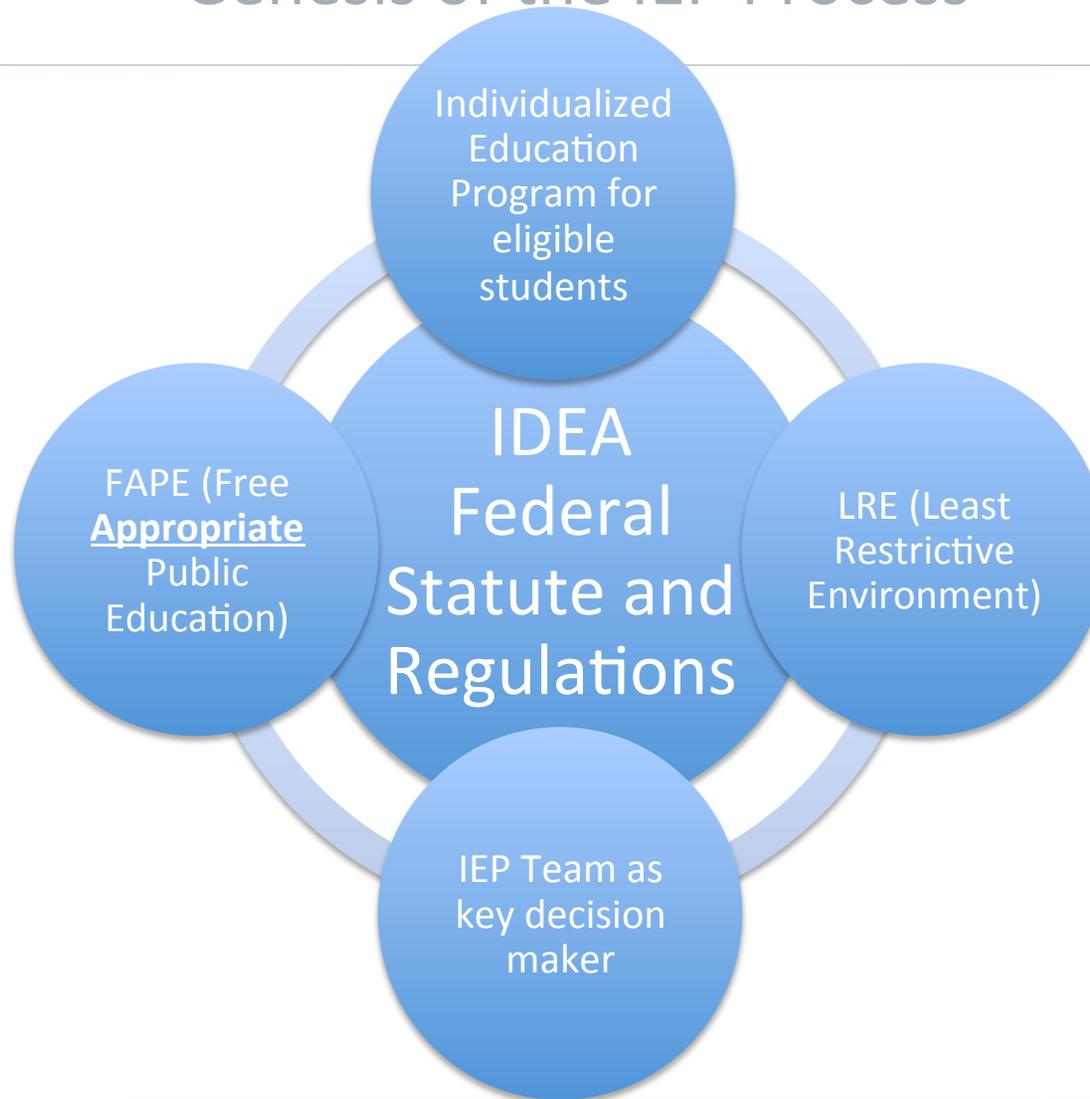
Overview of IDEA and key components of the law



Opening Activity



Genesis of the IEP Process



Free Appropriate Public Education

- What does this mean?
 - At no cost to the parent
 - One of the areas where the most debate arises in special education
 - Individual Plan designed to provide the student “Some Educational Benefit”
 - Assist students access to general education curriculum
 - Addresses both academic and functional needs
 - "reasonably calculated to enable the child to receive educational benefits”
 - Who does it apply to?
 - Students between ages of 3-22 who are found eligible under one of the eligibility classifications as defined in the law
 - Students have the right to be educated with their non-disabled peers to the extent possible in the **least restrictive environment**.
-

Procedural versus Substantive

Procedural Requirements

IEP Process

Examination of School Records

Participate in IEP Team Meetings

File Complaints and have access to due process in the event of disagreement

Written Notice of any changes in the placement or identification

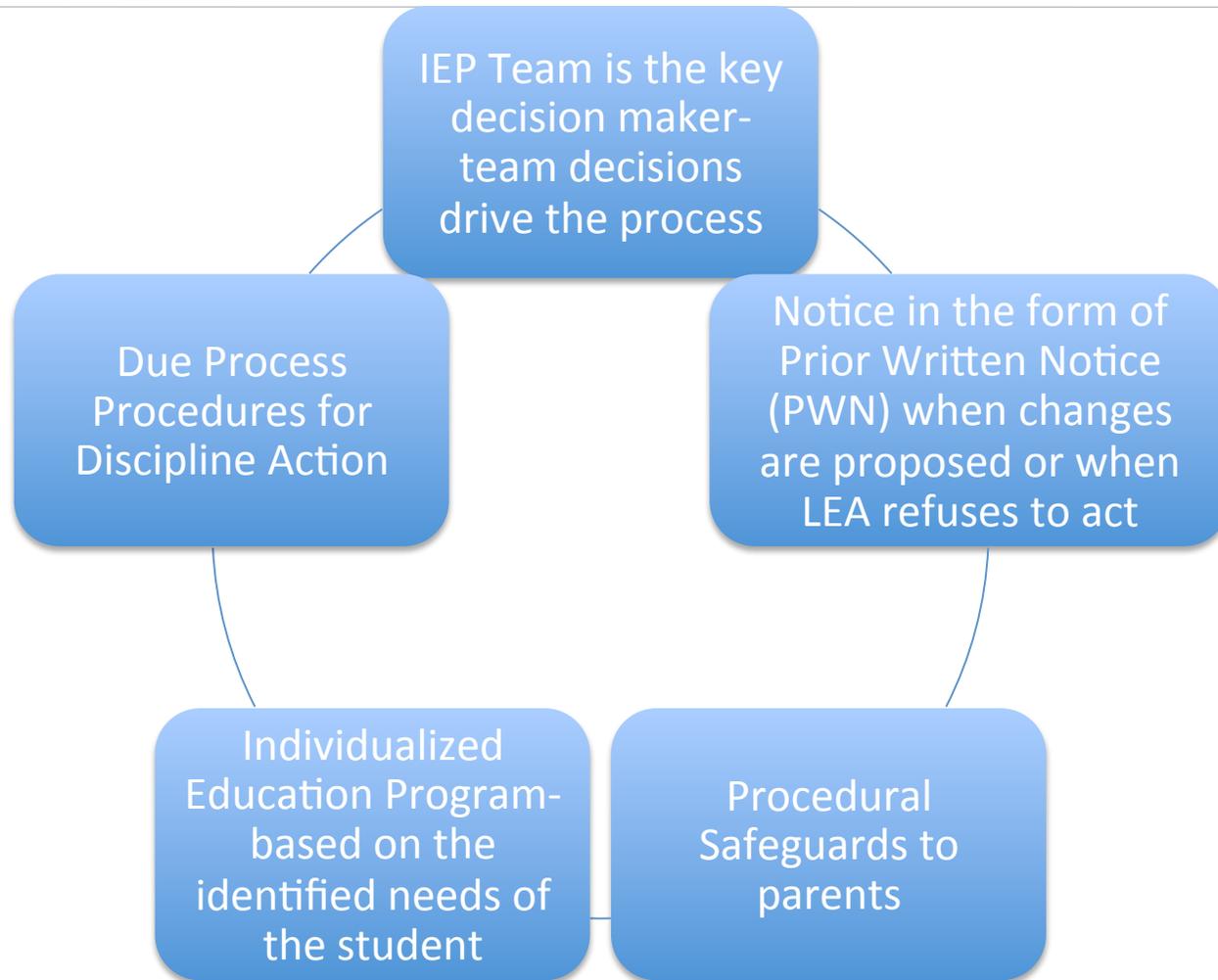
Substantive Requirements

Educational Benefit

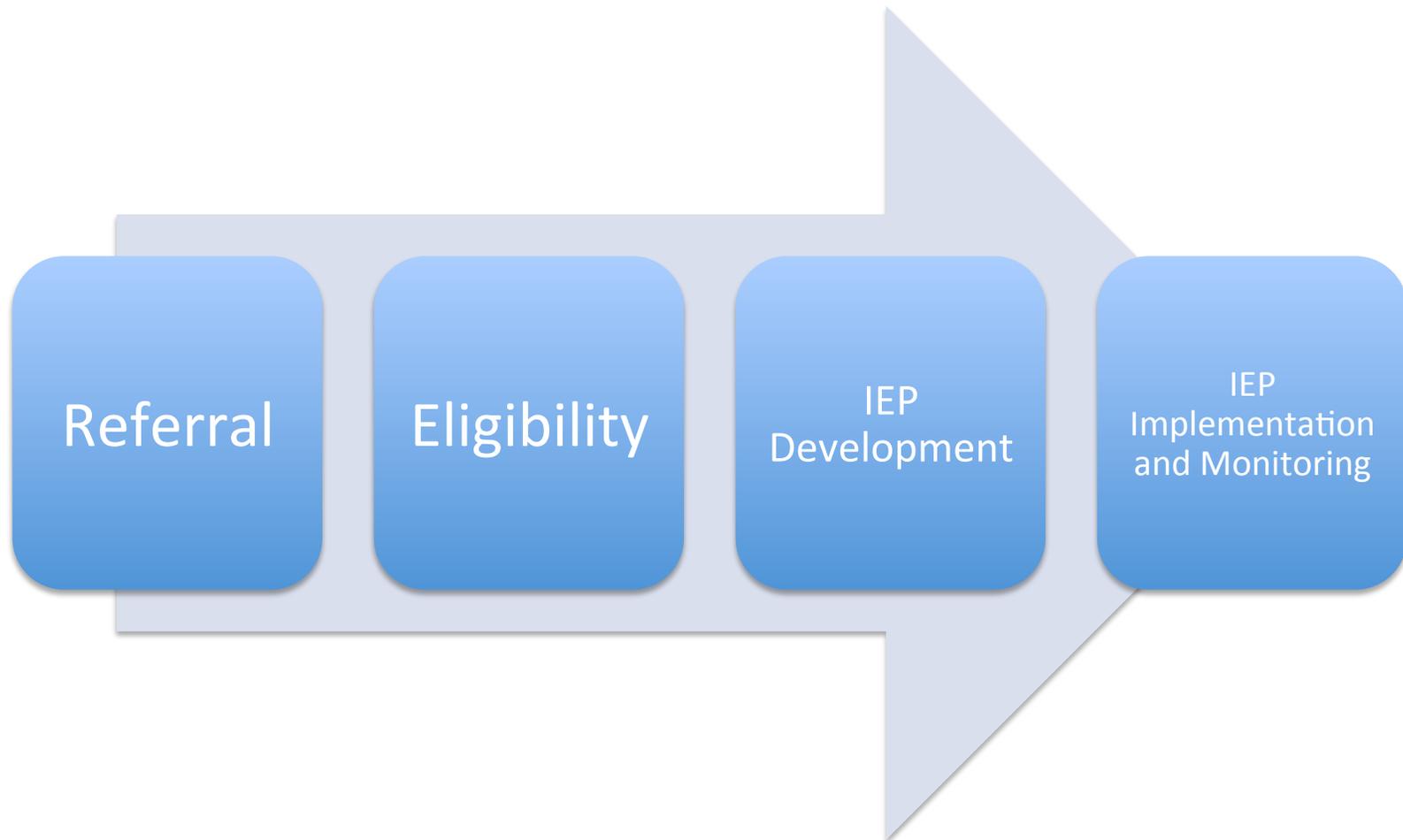
Make educational progress, as evidenced by grades, progress towards mastery of IEP goals

Meaningful progress

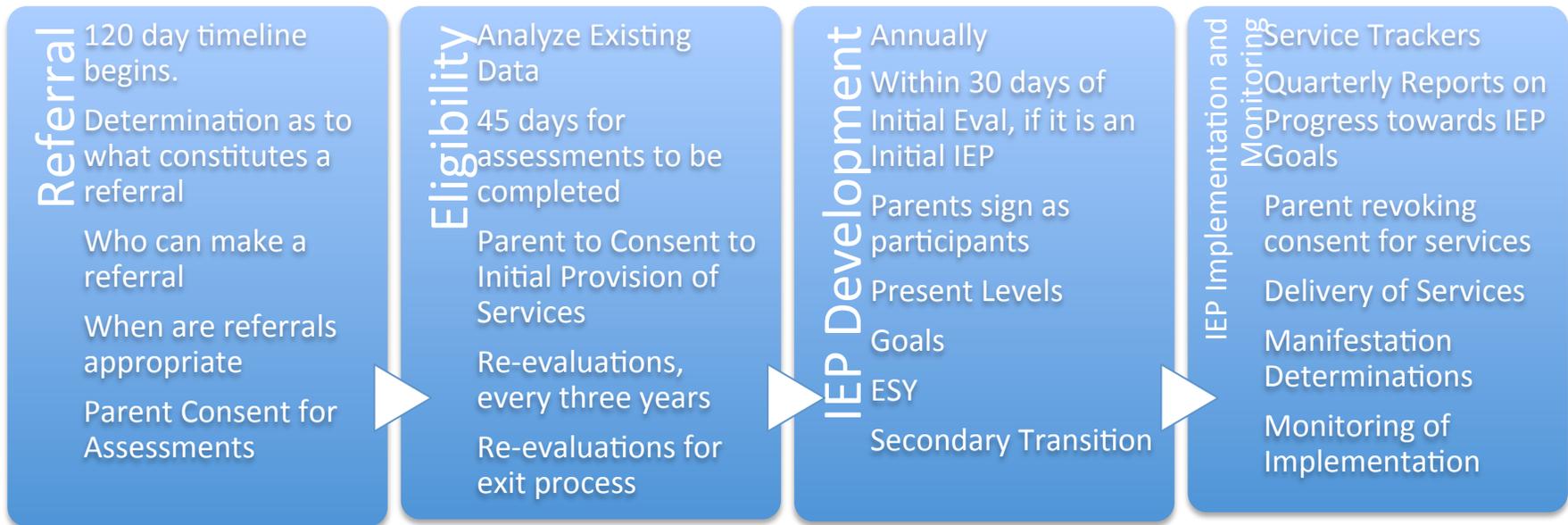
Key Features of the Law



Overview of the IEP Process



IEP Process In Depth



Check for Understanding

- What does IDEA stand for?
 - What does LRE mean?
 - What does FAPE mean?
 - What are the four steps of the IEP Process?
-

High Level Overview of OSE Compliance

- In order to meet OSSE and OSEP metrics, DCPS must demonstrate 95% timeliness on annuals, Initial Eligibilities, and Re-evaluations.
- The good news:
 - Currently, DCPS is at 94% Timeliness for Annual IEP's
 - While we have not achieved our goal of 95%, we are very close to it.
- The challenge:
 - DCPS is at **85%** Timeliness for Re-evaluations
 - DCPS is at **72%** Timeliness for Initial Eligibility
 - Maintain Annual IEP Timeliness and Improve overall timeliness for Re-Evaluations and Initial Eligibility Meetings



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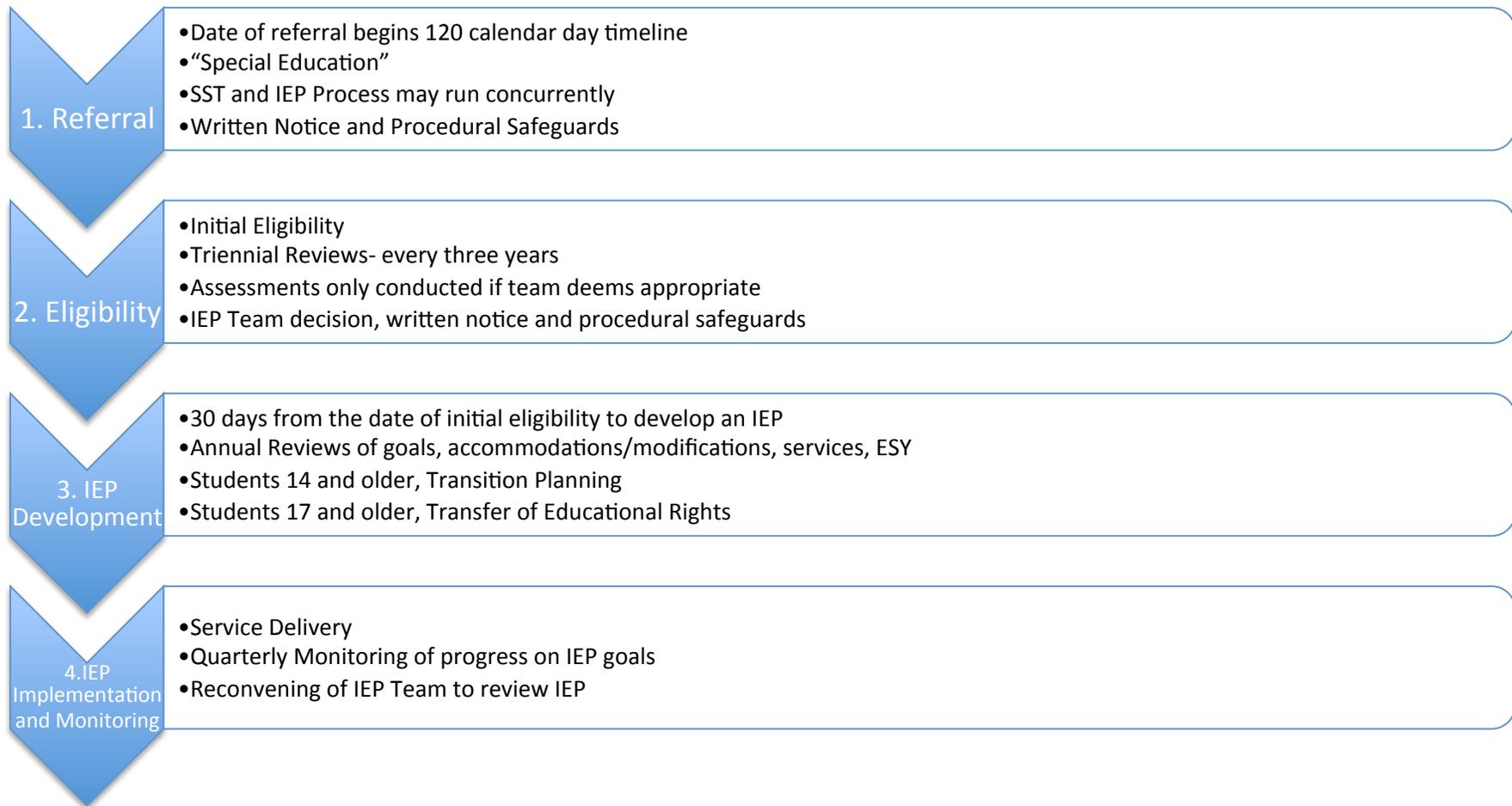
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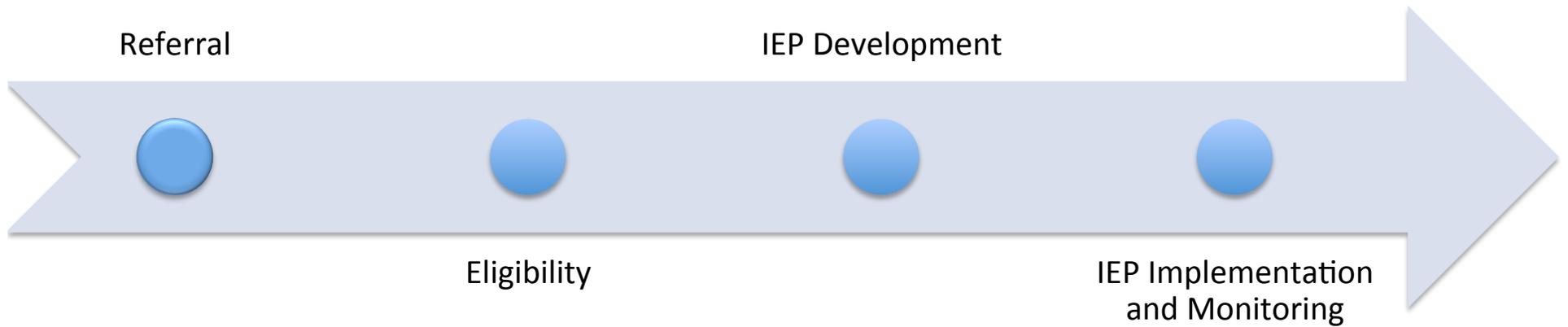
The IEP Process: 4 steps



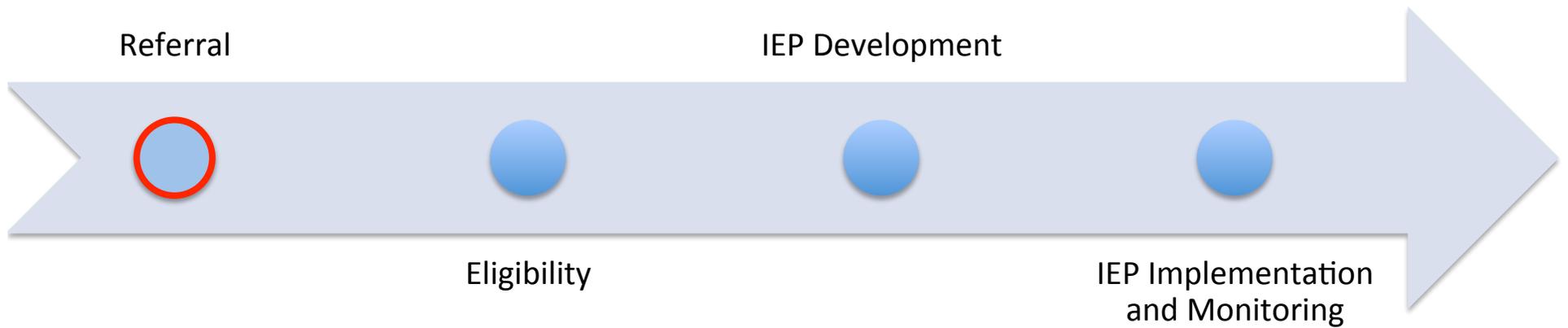
High Level Overview



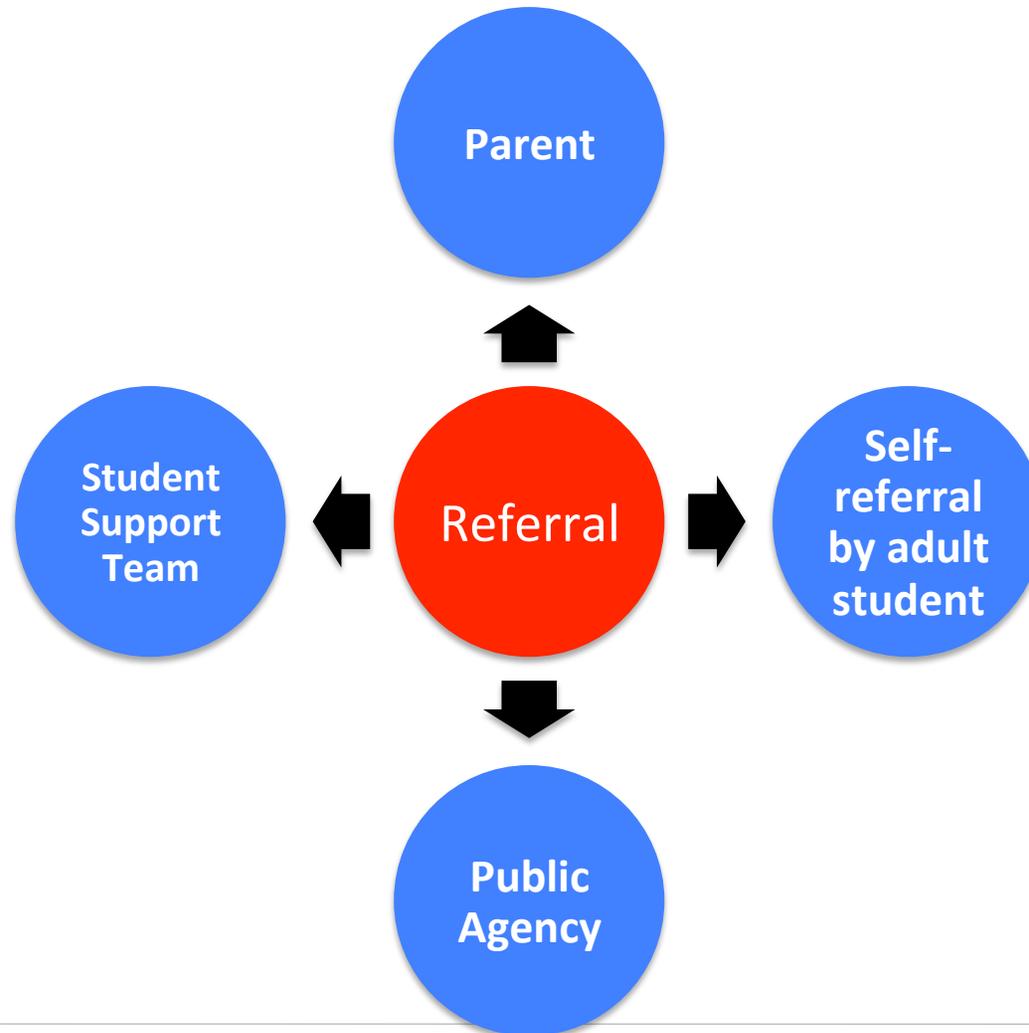
The IEP Process In Four Steps



The IEP Process In Four Steps



Who Can Make a Referral?



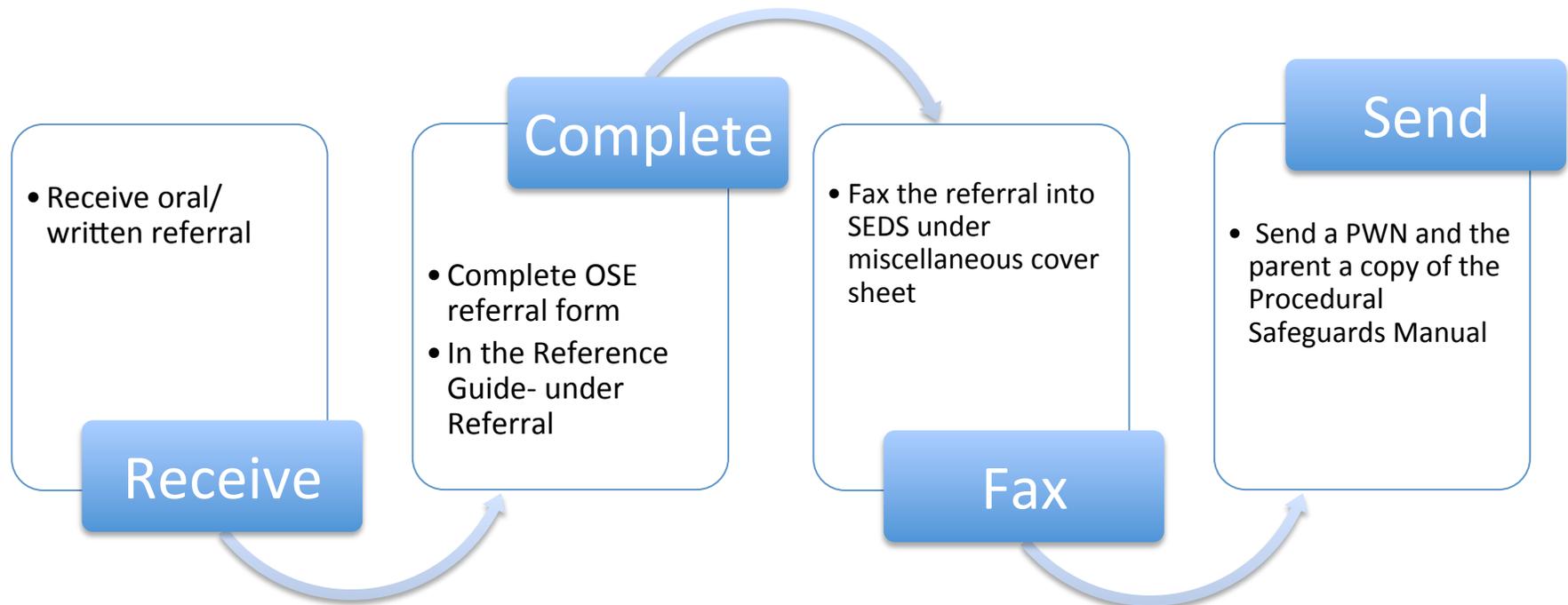
What constitutes a referral?

Scenario	Special Education Referral	Other Options
Parent comes into the office and tells the Administrative Assistant that she is concerned about her child.		
Parent sends an email to the teachers stating that she wants her son tested for special education		
Teacher notices that after the first marking period student is failing several classes and having behavioral outbursts in class, refers student to SST		
Student has been receiving SST for several weeks and the team decides the student may need more intensive supports		

What constitutes a referral?

Scenario	Special Education Referral	Other Options?
Parent comes into the office and tells the Administrative Assistant that she is concerned about her child.	Not necessarily	School should start either SST or other interventions
Parent sends an email to the teachers stating that she wants her son tested for special education	Yes	School may begin implementing interventions while special education process is in process.
Teacher notices that after the first marking period student is failing several classes and having behavioral outbursts in class, refers student to SST	No	Student should go through SST
Student has been receiving SST for several weeks and the team decides the student may need more intensive supports	Yes, the SST may refer a student for special education.	Probably not, but team may decide to continue interventions while special education referral is pending.

What is the Process?



Completing the OSE referral form is a new step in the process that will help us improve IEP timeliness.

Referral Form

- This form is to be completed by a **DCPS staff member**.
 - The staff member collects information from the person making the referral and completes the form
- The completed form should be faxed into SEDS under Miscellaneous Cover Sheet
- The referral date on the form should be entered as the referral date in SEDS.
 - ***This date starts the 120-day timeline for the Initial Evaluation.***

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Office of Special Education

REFERRAL TO DETERMINE ELIGIBILITY FOR SPECIAL EDUCATION AND RELATED SERVICES
DATA CAPTURED

Note: This form is to be completed by a DCPS staff member. The date the referral is signed immediately starts the 120-day timeline. Information should be collected from the person making the referral. This referral form should be faxed into SEDS under miscellaneous cover sheet. If the parent communicates verbally, the LEA must assist the parent in completing a referral form. It must be assumed that once a referral form is received, it is the request for LEA to determine if the student is eligible for special education services.

A. Student Information:

Student Name: _____
 Parent/Guardian: _____
 Address: _____
 Telephone: _____
 Student ID: _____
 DOB: _____
 Grade: _____

Referred By: _____
 Referrer Phone: _____
 Referral Date: _____
 Cell: _____
 Email: _____
 Relationship to Child: _____
 Referrer Email: _____
 School: _____

B. DESCRIBE THE REASON FOR REFERRAL, SPECIFYING IMPACT ON EDUCATIONAL PERFORMANCE:

C. REASON FOR REFERRAL:

Check major area(s) of concern. You may check more than one areas of concerns if it applies to the child.

Communication Social/Emotional Cognitive Impairment Health issues
 Hearing Physical Developmental Delay Other: (specify) _____
 Vision Learning Attention Problems

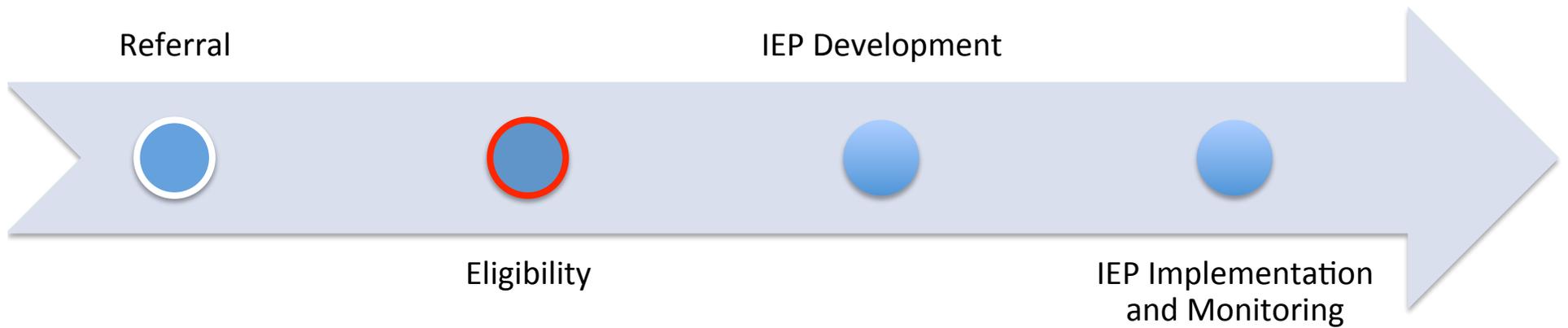
D. REFERRAL METHOD:

Referral Method: In-Person Phone Written Correspondence Other: (specify) _____

Staff Member Name: _____
 Print Name: _____
 Phone Number: _____
 Faxed into SEDS: Yes No
 Title: _____
 Sign: _____
 Name: _____
 Email: _____
 Fax Date: _____

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The IEP Process In Four Steps



What is the purpose of an Eligibility Meeting?

What is the purpose of holding an eligibility meeting?

The objective of the eligibility determination meeting is to make an eligibility determination based on:

- all relevant student data
 - additional assessments (if appropriate)
-

Eligibility Process

Initial Eligibility

- Analyze Existing Data,
 - Hearing/vision screening
 - Absences from school
 - Grades
 - Observational data
- 120 day timeline begins
- PWN

Re-evaluation-triennials

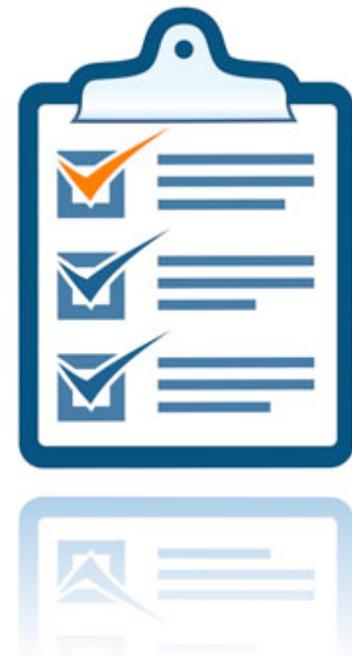
- Every three years, the child must be evaluated to determine if he or she still meets eligibility criteria
- No requirement of formal testing- AED is key.
- PWN

Other/Exit

- Any time a team member has a concern
- If there is a change in circumstances for the student.
- When the IEP team is proposing to exit a student from special education.
- PWN

What is Considered Existing Data?

- The IEP team should begin their review of the referral by analyzing as many of the following types of existing data as are available:
 - ✓ Report cards
 - ✓ Behavior or Incident Reports
 - ✓ Current grades
 - ✓ Discipline Reports
 - ✓ Class work samples
 - ✓ Attendance
 - ✓ Classroom observations
 - ✓ Health Records and Medical Reports
 - ✓ Documentation of academic and behavior interventions
 - ✓ Evaluations and information provided by parents



Assessments

What is the purpose of additional assessments?

- Additional assessments are ordered to provide IEP teams with additional data necessary for determining eligibility

What is the policy on assessments?

- “Assessment is defined in DCMR as a data collection procedure to examine a particular area of need in accordance with the rules in IDEA and DCMR. This procedure must be used by a group of qualified professionals to determine a child's educational needs and eligibility for special education and related services.”

Assessments Process

- Discuss the assessments related to areas of concern
- Describe the assessment process to the parent
- Gaining Parental Consent
 - Print out the Parental Consent Form
 - Have parent sign the form
- Fax Parental Consent into SEDS
- Schedule next eligibility meeting with team

Ordering Assessments Timely

- All assessments **MUST** be ordered in SEDS within **3 DAYS** of securing parental consent.
- To order an assessment, you **must** complete the Analyzing Existing Data section

The Analyzing Existing Data section must be completed and have a check mark before Additional Assessments can be ordered and recorded

	Review IEP Team ✓
	Referral Acknowledgement ✓
	Analyze Existing Data ✓
	Additional Assessments ✗

Ordering Assessments in SEDS

- When ordering assessments ensure that:
 - The assigned provider is the provider placed at your school
 - The assessment request is finalized
 - The provider is contacted via email. Make sure to include the student ID number and assessment needed in the text field.

School-Based Assessments							
Del	Assessment Type	Reason for Request	Request Date	Consent Date	Date Due	Provider	Finalize Request
<input type="checkbox"/>	Educational Assessment	Settlement Agreement		07/05/2009			Finalize

[Request Additional School-Based Assessment](#)

Assessment Types

- The following assessments are completed by Related Services Providers:



Completing Educational Assessments Timely

- All educational assessments are completed by Special Education Teachers.
- LEA Reps should ensure that educational assessments are completed within 45 days of securing parental consent

A completed Educational Assessment =

- The student has been fully assessed
- The results have been fully analyzed
- The “Results” section in SEDS (under the “Additional Assessments” portion of the Eligibility Process)
- The assessment report faxed into SEDS using an *Educational Assessment Report* SEDS fax cover sheet (**not** a miscellaneous cover sheet).

Reconvening the Eligibility Meeting

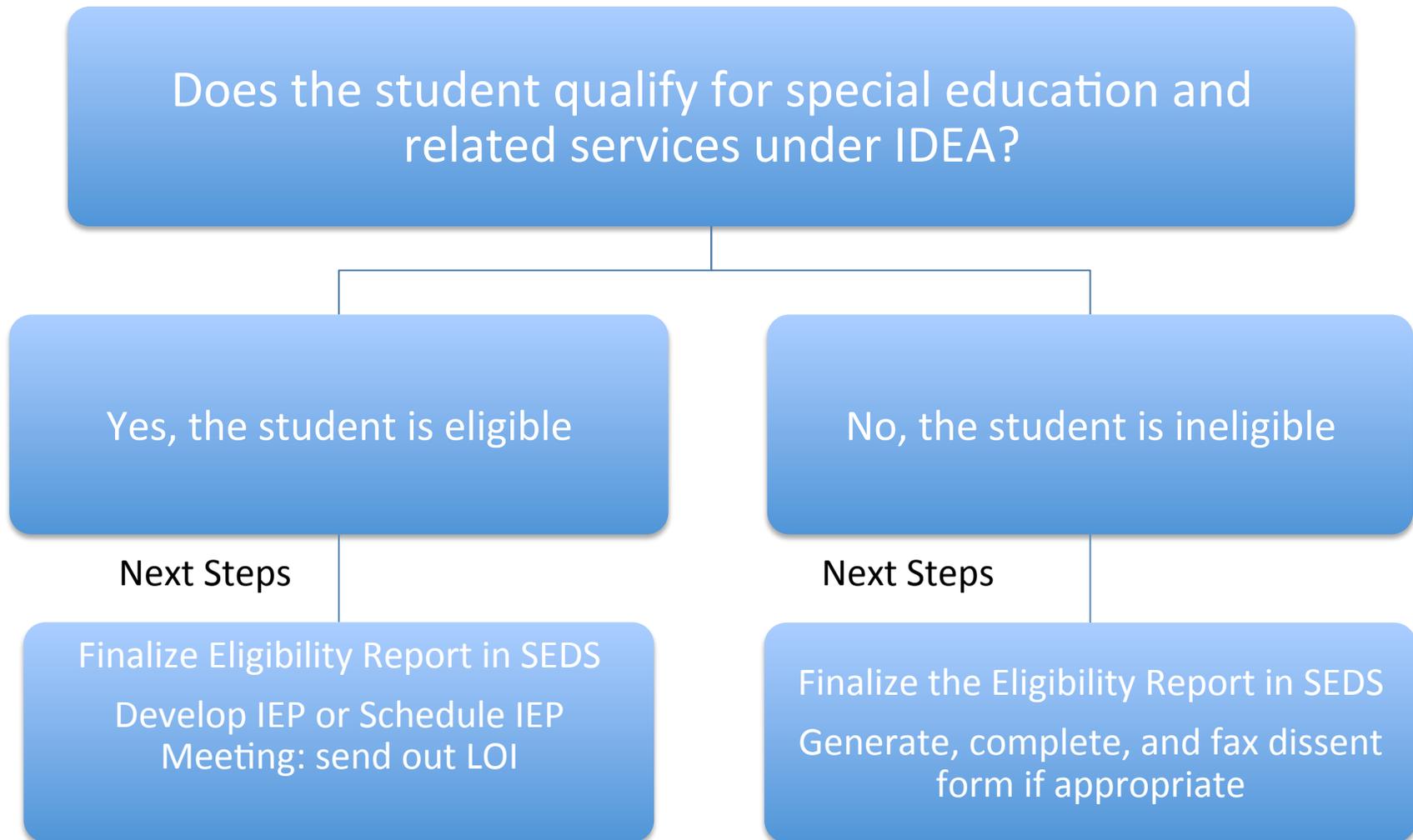
What is the purpose of reconvening the eligibility meeting?

- The purpose of this eligibility determination meeting is to determine the student's eligibility for special education and related services based on all student data.

Implementation:

- Team members who have completed assessments of students share assessment results with the rest of the team.
- The team makes an eligibility determination

Eligibility Determination Decision Tree



Eligibility Reports in SEDS

When the student is “Ineligible”

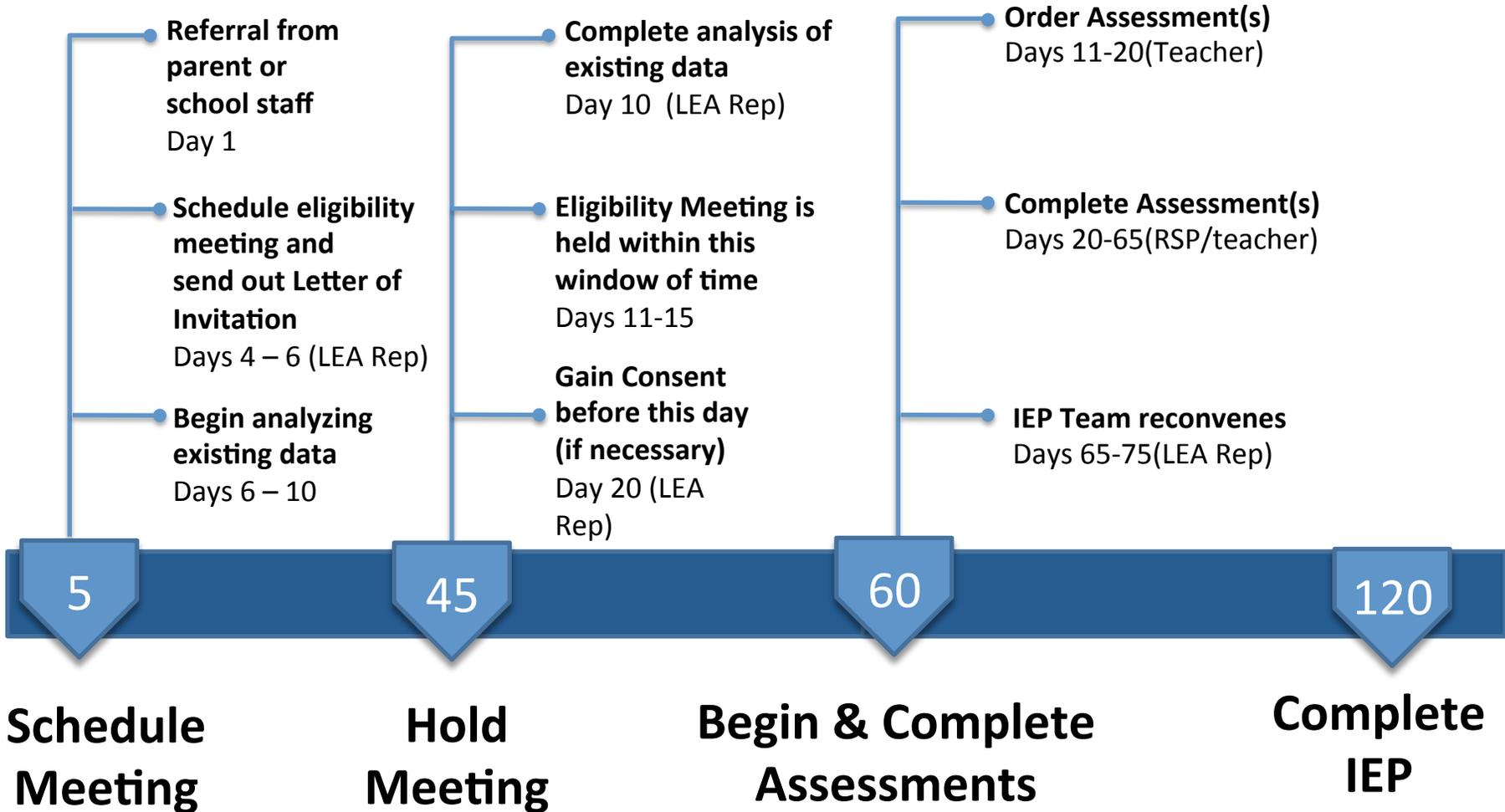
- Complete the Eligibility Report in SEDS
- Indicate under “Decision” that **“The student does not meet all of the required criteria for the specified disability”**
- Complete the Meeting Participants section in SEDS and collect participant signatures
- Finalize Eligibility Determination in SEDS

When the student is “Eligible”

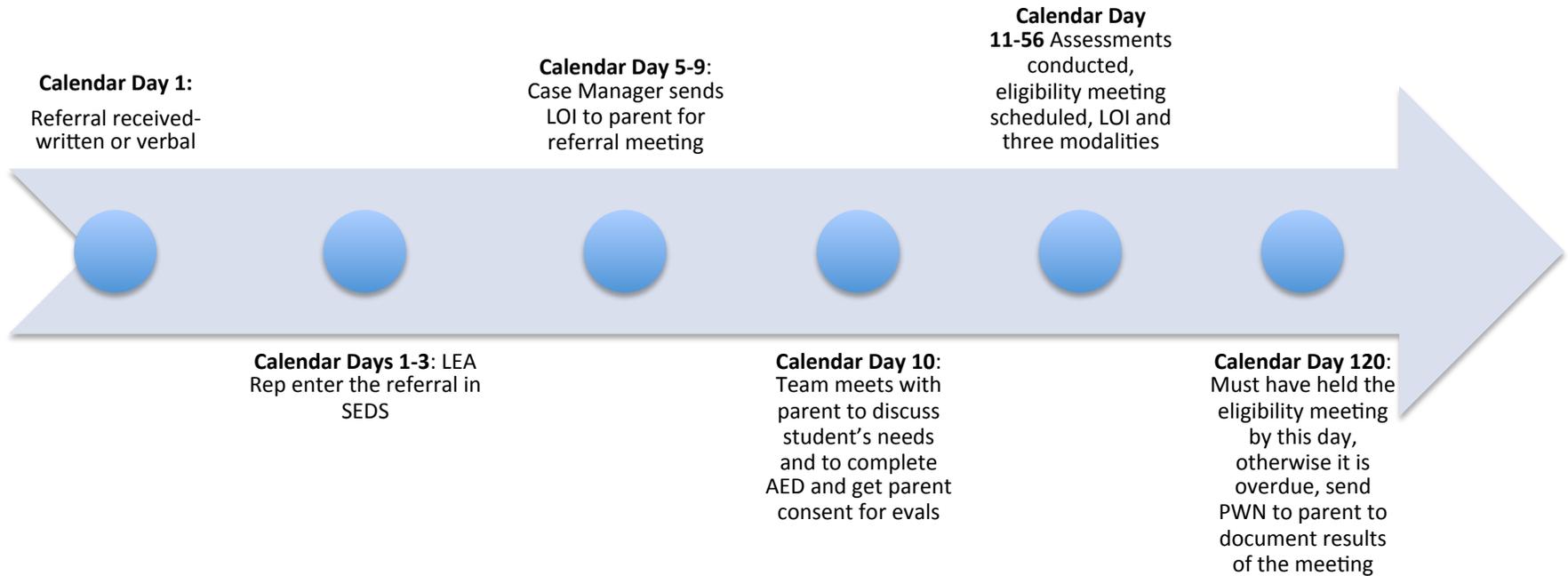
- Complete the Eligibility Report in SEDS
- Indicate under “Decision” that **“The student meets all of the criteria for the specified disability”**
- Complete the Meeting Participants section in SEDS and collect participant signatures
- Finalize Eligibility Determination in SEDS
- Parent must sign Consent for Initial Provision
- **Develop IEP**



Eligibility Timeline



Initial Eligibility Timeline



Reevaluation

What is the purpose of a re-evaluation?

- Determine whether the student is still eligible for special education services

What does IDEA and OSSE policy say about reevaluation?

- A reevaluation is understood to be a comprehensive evaluation analogous to an initial evaluation under 34 CFR 300.301, conducted for students who have already undergone evaluations and been found eligible for services.
-

What Should a Reevaluation Address?

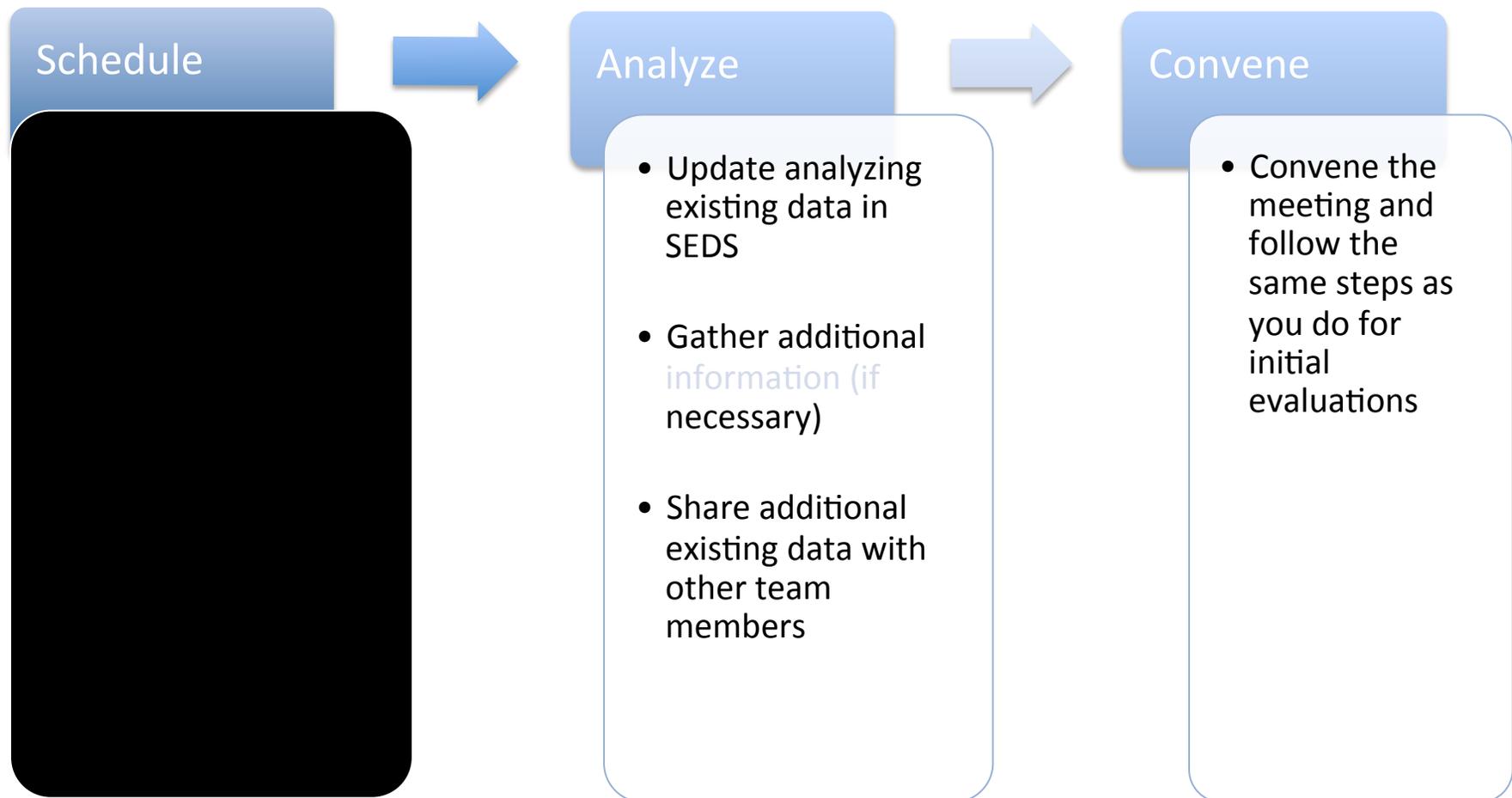
- Whether the child continues to have a disability
 - The child's educational needs
 - Determine the child's present levels of academic achievement and related developmental needs
 - Whether the child continues to need special education and related services
 - Whether any additional modifications to special education and related services required in the child's IEP are needed to enable the child to meet annual goals
-

What initial and reevaluation shares?

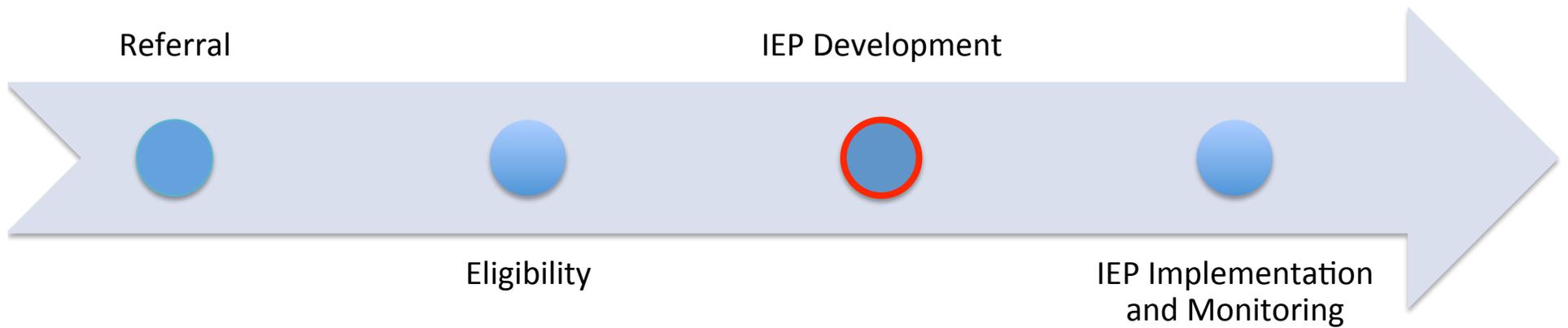
*** When deciding whether to do assessments, psychological and educational SHOULD RARELY be necessary for a reevaluation because the student is already receiving services for 3 years; there should be enough existing data to make a determination.**

- ✓ The purpose of the meeting
- ✓ Prior written notice
- ✓ Procedural safeguards notice
- ✓ Review of existing evaluation data
- ✓ Gaining parent consent
- ✓ Gathering additional data, if necessary
- ✓ Parent involvement in evaluation group
- ✓ Parent involvement in eligibility determination
- ✓ Factors involved in determining eligibility
- ✓ Reporting to parents

Implementation of Reevaluation (Triennial)



The IEP Process In Four Steps



Initial IEP Development

- For a child ***NEW*** to special education the IEP must be developed within 30 days from the date of eligibility determination.
-

What Should I do for an Annual Review?

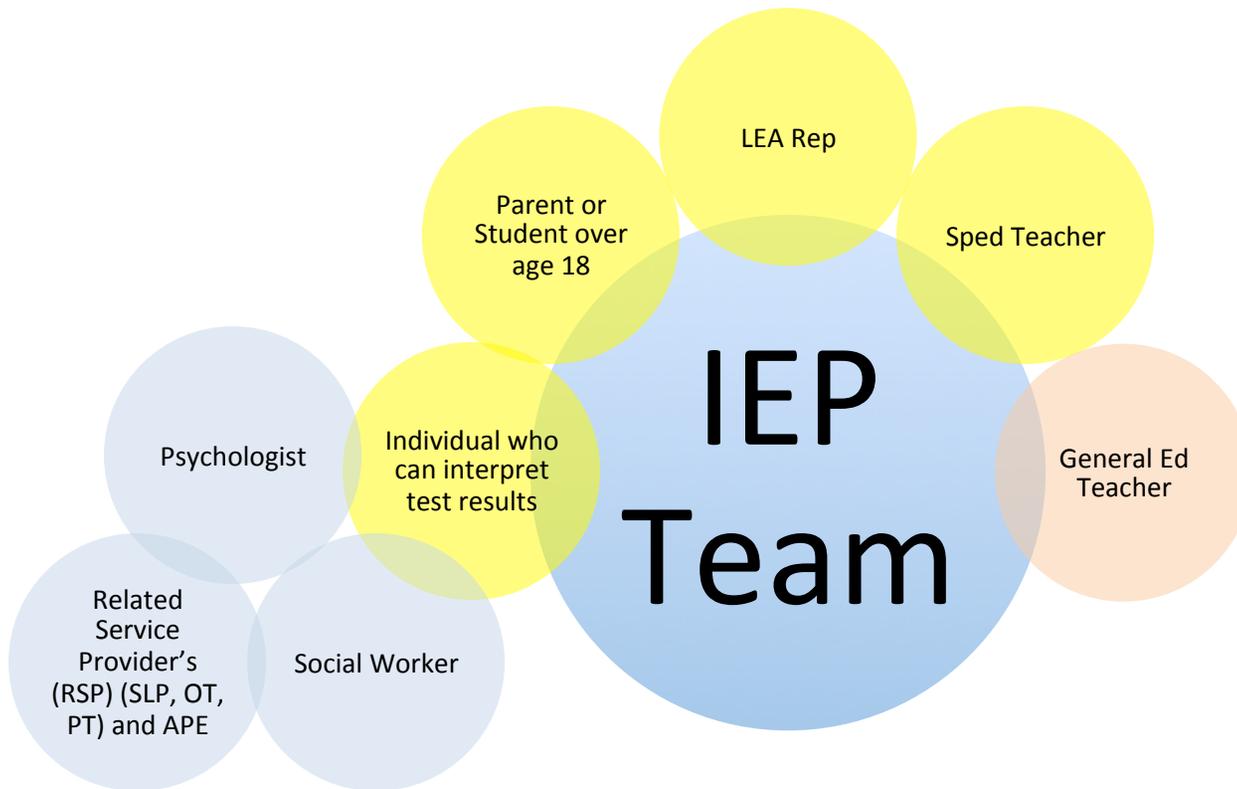
1. Scheduling

- Schedule/Add reevaluation (triennial) meeting at the start of School Year
- Work with LEA Rep to create a master calendar for all meetings
- Schedule using school meeting days

2. Analyzing Existing Data & Review Meeting

- Gather additional information
 - Share and discuss additional existing data with IEP Team
 - *No need re-do AED section in SEDS (because no need to order assessments for Annual Review)*
-

Who is a Part of the IEP Team?



IEP Development

Present Levels and Goals

Data Driven

SMART Goals

Accommodations



Service Hours and Placement

Specialized Instruction

Related Services

Inside or Outside of General Education



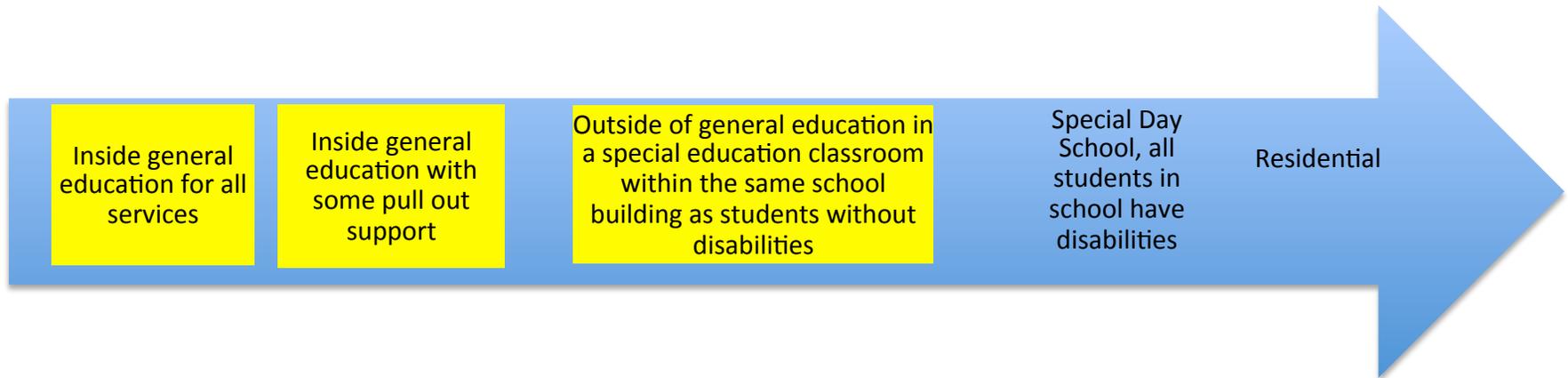
Other

ESY

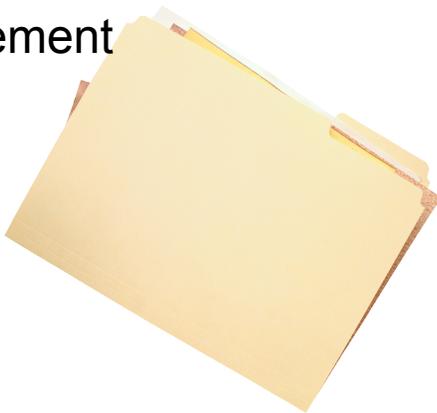
Transportation

Secondary Transition- students over 14

Least Restrictive Environment Continuum of Services



Placement

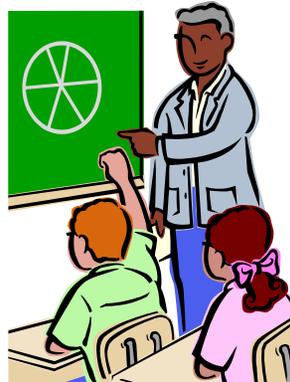


Location



What happens at IEP meetings

- Can be contentious, disagreement over placement, “appropriateness”



**Redirect back to the student-
it's all about the child!**

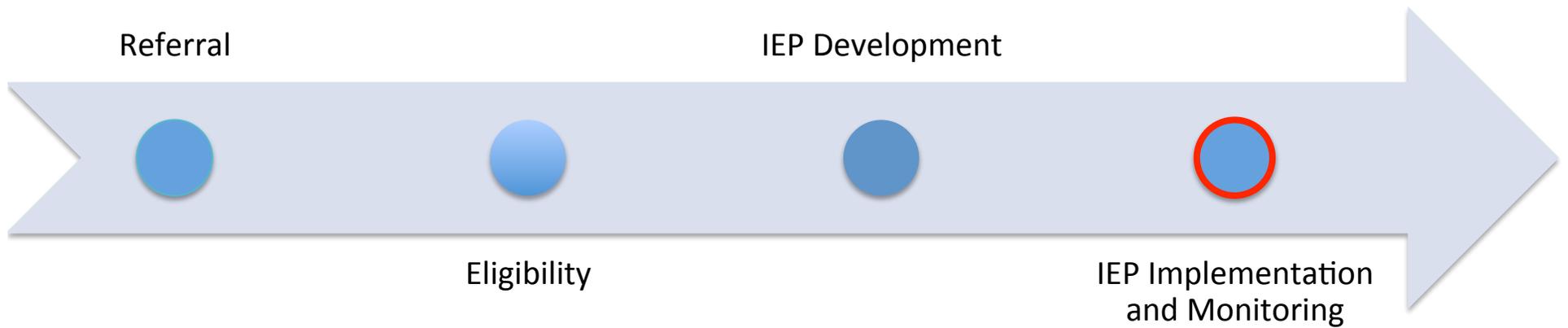
What are some common areas for Conflict at IEP Meetings

- Location of Services
- Dedicated Aide
- ESY
- Assistive Technology
- Placement
- What's appropriate?

SEDS/EasyIEP

- SEDS is the SYSTEM OF RECORD
- **If it is not in SEDS, it does NOT exist and did NOT happen!**
- Contact Logs need to be updated when contact is made to parents
- All documentation must be faxed into SEDS
- Remember to finalize all documents in SEDS

The IEP Process In Four Steps



IEP's are implemented by teachers and related service providers

Related Services

- Documented via Service Trackers in SEDS
- Ensure all equipment is in place for students

Specialized Instruction Delivery

IEP Implementation

Progress on IEP Goals

- Quarterly Progress Reports, sent out with report cards

Accommodations and Modifications

Frequent Challenges in Completing the IEP Process



What are some challenges you have encountered?

- Write down 2-3 challenges you have encountered.
- Discuss with your neighbor how you resolved the issue.

Conducting Assessments in a Timely Manner

- What if parent consent is granted but the student is frequently absent, truant and/or refuses to participate or attend?

The LEA Rep should...

- Contact the parent/guardian at least 3 times using multiple means. Your effort to contact the parent must demonstrate “diligence.”
 - Notify the related service provider via email when the attempts to contact are made
 - Document contacts with parent/guardian, attempted contact, and outcomes on the SEDS communication log
-

IEP teams have a role in assessment timeliness

- Convene a meeting within 15 days of the second failed attempt to assess
 - The special education teacher should review and report the student's attendance history since consent was obtained
 - Consider the reason(s) for the student's absence, truancy, and/or refusal to participate or attend
 - Determine if an alternate assessment or schedule for the assessment may be warranted
-

What If There is No Parent/Guardian Consent for Initial Provision of Services?

- LEA Rep should contact the parent/guardian at least 3 times using multiple strategies
 - LEA Rep should document contacts, attempted contacts, and outcomes in the SEDS communication log
 - LEA Rep should send Prior Written Notice (PWN) by certified mail with a return receipt to the parent/guardian indicating that the special education process has stopped
 - LEA Rep should contact the special education specialist via email if he/she feels it is necessary to pursue the consent to evaluation
-

What If the Parent Withdraws Consent for the Evaluation Process?

- LEA Rep should document the conversation with SEDS communication log if it is a verbal consent
 - LEA Rep should send Prior Written Notice (PWN) by certified mail with a return receipt to the parent/guardian documenting that the consent to evaluate/reevaluate has been withdrawn
-



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Office of Special Education

August 20, 2013

Speech Language Pathologist: Roles and Responsibilities



Agenda



What will change?



What is my role?



SY 2013-2014

What will change?

Currently:

- Special Education Teachers are currently responsible for **case management and service coordination** for special education.

Changes:

- Speech Language Pathologists will provide **case management** to special education students with **speech only IEP's** on their caseload

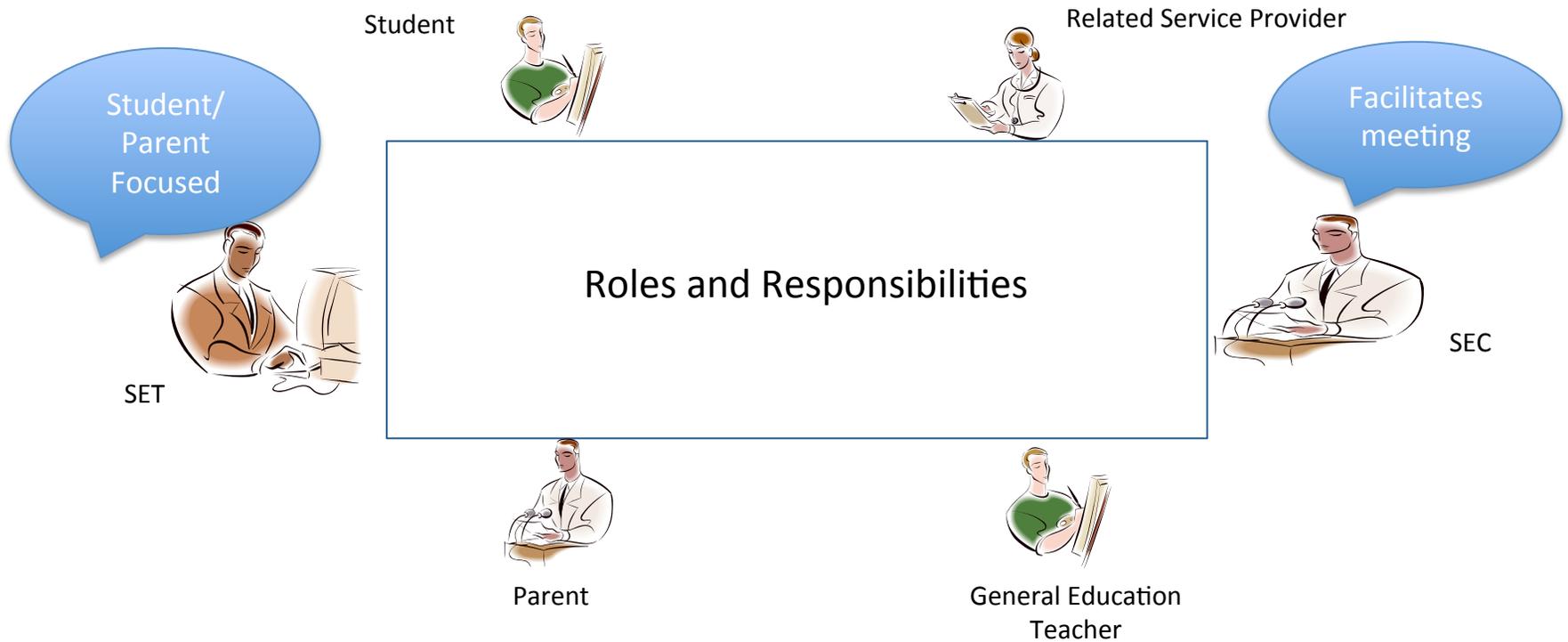
What is my new role in the IEP process?

Roles and Responsibilities	Speech Language Pathologist when serving as case manager	LEA Representative
Parent Communication	<ul style="list-style-type: none"> • Student progress • IEP Report Cards and Progress Notes • Parental rights • Transfer of Rights for students at age 17 	<ul style="list-style-type: none"> • Schedule all meetings • Continuum of services • Document Due Diligence
Assessments: Initials and Reevaluations	<ul style="list-style-type: none"> • Order and finalize all assessments in SEDS • Conduct all educational assessments on caseload • Input all assessment results in SEDS 	<ul style="list-style-type: none"> • Ensure all assessments documents are entered in SEDS • Ensure all related services assessments are assigned and completed
IEP Development	<ul style="list-style-type: none"> • Prepare draft IEP • Prepare all documents for IEP meeting • Enter all data/information into SEDS • Finalize the IEP 	<ul style="list-style-type: none"> • Schedule all IEP/evaluation meetings • Serve as LEA representative • Review IEP to ensure compliance • Facilitate IEP meetings
IEP Implementation	<ul style="list-style-type: none"> • Provide specialized instruction • Ensure all students on caseload receive proper accommodations and modifications • Provide consultative support to general education teachers as needed • Monitor services provided by paraprofessionals 	<ul style="list-style-type: none"> • Confer with general education teachers and related service providers to ensure implementation of specialized instruction and related services. • Provide consultative support to all staff • Provide training and support to all special education teachers • Coordinate service delivery and assign related services providers

What is my new role in implementing the IEP?

Roles and Responsibilities	Speech Language Pathologist when serving as case manager	LEA Representative
Monitoring	<ul style="list-style-type: none"> Progress monitoring Develop and enter quarterly progress reports into SEDS 	<ul style="list-style-type: none"> Ensure all progress reports are completed Ensure all encounter tracker forms are entered into SEDS
Case Management	<ul style="list-style-type: none"> Manage students assigned to caseload 	<ul style="list-style-type: none"> Assign caseload
Compliance	<ul style="list-style-type: none"> Attend Manifestation Determination Meeting Complete Incident Reports Testify at Due Process Hearing IEP Timeliness Ordering assessment timeliness 	<ul style="list-style-type: none"> Schedule Manifestation Determination Meeting Ensure Incident Reports are entered into Student Behavior Tracker Testify at Due Process Hearings Ensure compliance of Hearing Officer Determinations/Settlement Agreements requirements Ensure school holds IEP meetings timely Ensure school orders assessment timely Ensure a continuum of services
Training		<ul style="list-style-type: none"> Provide support to all special education teachers and related service providers Provide consultative support to all staff

The IEP Team Meeting





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Office of Special Education

August 20, 2013

Best Practices for Scheduling and Holding IEP Meetings



Agenda

- **Overview**
- Scheduling the meeting
- Preparing for the meeting
- Holding the meeting
- After the meeting
- Checks for Understanding

Overview

- In order to meet OSSE and OSEP metrics, DCPS must demonstrate 95% timeliness on annuals, Initial Eligibilities, and Re-evaluations.
- The good news:
 - Currently, DCPS is at 94% Timeliness for Annual IEP's
 - While we have not achieved our goal of 95%, we are very close to it.
- The challenge:
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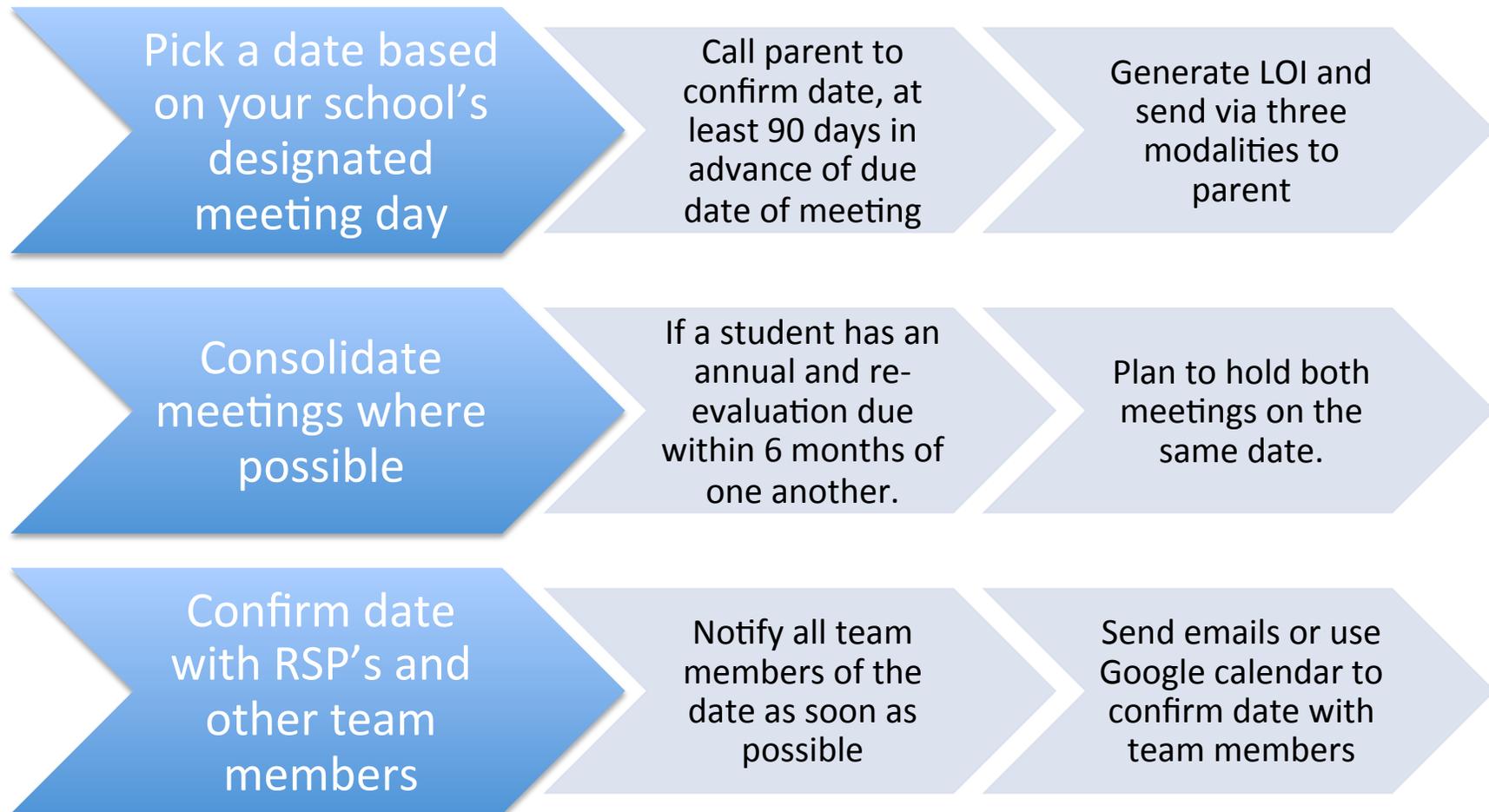
Overview of the Timelines

- Initial Evaluations
 - 120 days from the date of referral to complete eligibility
- Initial IEP
 - 30 days from the date of the Initial Evaluation to complete the Initial IEP.
- Annual IEP
 - every student with an IEP must have an annual review meeting
- Re-Evaluations
 - must occur every three years

Agenda

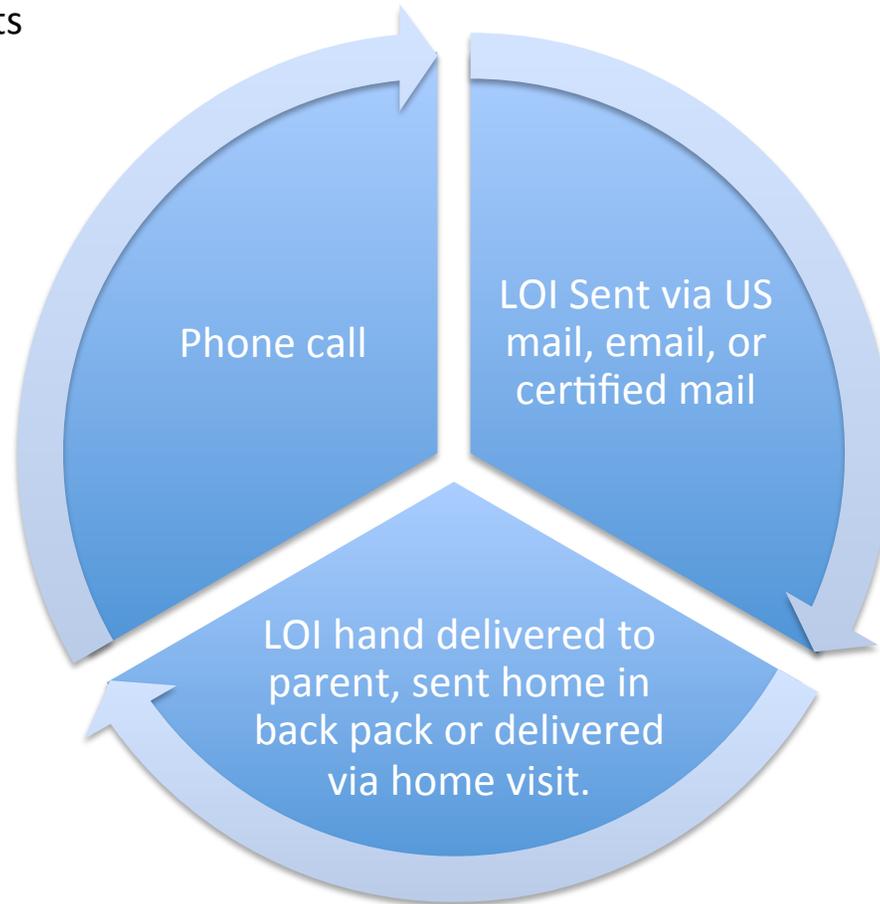
- Overview
- **Scheduling the meeting**
- Preparing for the meeting
- Holding the meeting
- After the meeting
- Checks for Understanding

Scheduling the Meeting



What does 3 Modalities Mean?

Three Different Attempts to Communicate



Who Gets the LOI?

- **Parent**- Every IEP meeting you invite the parent to, you must send out an LOI, even if the parent has verbally confirmed their attendance.
- **Students**- over the age of 16, need to receive their own LOI- documented in SEDS.
- If the student is over the age of 18, then the student gets the three modalities unless the student does not hold educational rights (rare instanced)
- Document the three modalities in the Communication Log in SEDS, upload any documentation, certified mail receipts
- Send the LOI out in advance of the meeting, but no less than 10 calendar days before the meeting.

Agenda

- Overview
- Scheduling the meeting
- **Preparing for the meeting**
- Holding the meeting
- After the meeting
- Checks for Understanding

Preparing for the Meeting

- Regardless of the type of meeting, Evaluation or Re-Evaluation or Annual IEP, collect the following and make copies of all documents for the parents and attorneys



Classroom Teachers/Aides

- Work samples
- Report Cards
- Observational Data
- Standardized test scores
- Behavior or Incident Report
- Academic or Behavioral Interventions
- IEP Progress Reports



Parent

- Information about how the student is doing on homework
- Or how the student is doing socially at home
- Medical Reports (current w/in past year)



Other personnel in school

- Attendance Records
- Disciplinary Records
- Academic or Behavioral Interventions
- Evaluations

Preparing for the Meeting

72 hours before

Call parent to confirm their attendance at the meeting.

Be sure all team members can be present for the meeting.

Check to ensure all goals and present levels have been added to the IEP in SEDS.

Excusal

An IEP team member may be excused from the meeting.

Generate an excusal form in SEDS

Get written information from the team member

Have the parent sign off that they agree to the excusal.

Documents

Create an agenda

Copy of the procedural safeguards for parent

Meeting Notes Template

Sign In Sheet

Generate a draft IEP and send to parent

Transfer of Rights if student is 17 or older.

Pre-Meeting Meeting

- Team meets before the scheduled IEP meeting
- In cases where a parent is represented by an attorney or an advocate or where there may be contentious issues raised, this is recommended.
- Notify OGC if the parent is bringing an attorney to see if the OGC attorney wants to participate in person or via phone.
- Arrange for a tape recorder and extra tapes if the parent is planning to tape the session.
- The purpose is not to pre-determine the outcome of the meeting, but to ensure the team is prepared and to encourage collaboration between teachers and providers. For instance, ensure that a rep from transportation is available via phone if transportation will be an issue

Day of the Meeting

- On the day of the meeting, ensure you have a legal team:
 - General Educator
 - Special Educator
 - LEA Representative- this should have the knowledge of the District's resources
 - Person to interpret test results
 - Parent
- If the parent does not show up and is not available via phone, then wait 15 minutes and proceed with the meeting, this presumes you have sent the LOI in three modalities.
- Determine who will be the notetaker at the meeting.

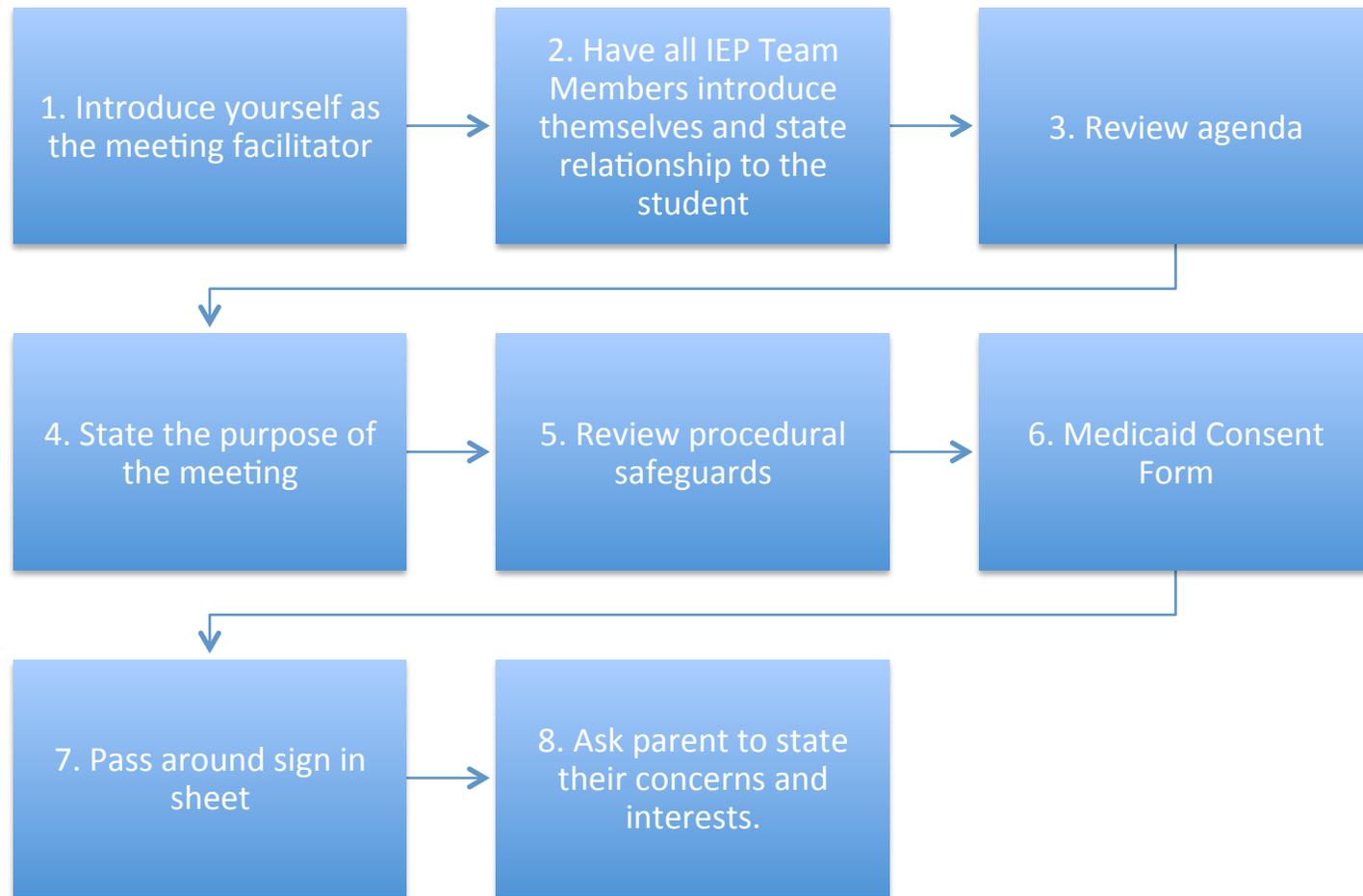


Agenda

- Overview
- Scheduling the meeting
- Preparing for the meeting
- **Holding the meeting**
- After the meeting
- Checks for Understanding

Holding the Meeting

- Steps



Holding the Meeting

For an Initial or Re-evaluation Meeting, review assessment results and data



Go through the disability worksheet for each suspected disability and complete eligibility report



Issue a PWN, if the child is not eligible, then write that they remain in general education. If they are eligible, then state that they are eligible. Move forward with the IEP meeting if there is enough time.

Holding the Meeting

- Go through each section of the IEP, areas of concern. Whenever there is a need expressed in the present levels, there needs to be a corresponding goal.
- Ensure that the parent understands each section and has the opportunity to ask questions.
- If the student is 16, a Transition Plan developed
- Least Restrictive Environment
 - Continuum of services
 - Consider and discuss harmful effects of a more restrictive placement

Extended School Year

- Each year the IEP team has to make a decision based on data on the child's eligibility for services
- Criteria:
 - Probably regression without recoupment towards critical life skills.
 - Impact of break in service on critical skills
 - Degree of regression of critical skills
 - Time required for recoupment of critical skills
- 3 months of student data to support ESY
- ESY designation and goals
- Not just summer school
- Fax criteria worksheet into SEDS

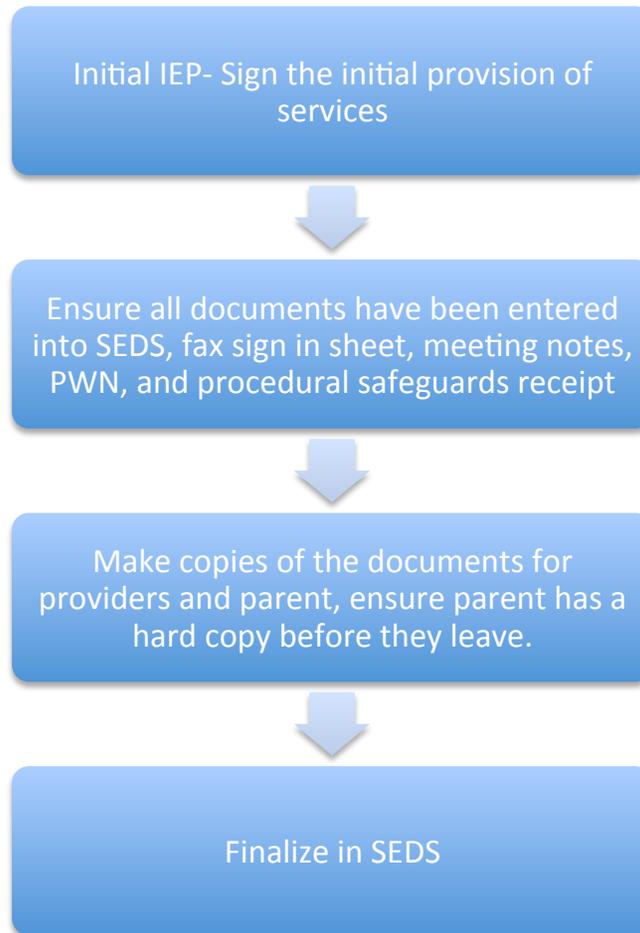
DC-CAS

- Should consider whether the child meets the requirements for the DC-CAS, with or without accommodations and DC-CAS ALT.
- Practice tests with the accommodations.

Transportation

- Students Requires Transportation to Access FAPE:
 - Medically fragile students requiring transportation to access FAPE
 - Students requiring structured transportation supports to access FAPE
 - Student accessing FAPE outside of neighborhood school
- Criteria
 - Nature and severity of the disability
 - The distance to school,
 - The age of the child.
- Not for the convenience of the parent, based on the needs of the child.
- Required related service for the child.
- Facilitate students long term independence, access to public transportation
- Should be giving transportation training in conjunction with the transportation.
- Adaptive or safety equipment (harness, window protections)

Finalizing the IEP



Agenda

- Overview
- Scheduling the meeting
- Preparing for the meeting
- Holding the meeting
- **After the meeting**
- Checks for Understanding

After the Meeting

- Make sure all IEP team members, including the classroom teacher, have copies of the IEP and understand the accommodations and modifications in the document.
- If the parent has not attended, send two copies of the IEP to the parent, and the PWN to the parent.
 - Send it via first class mail

Agenda

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Checks for Understanding

- What are some examples of three modalities?
- What steps should you take BEFORE the meeting if a required team member is unable to attend?

If it is not in SEDS...



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Special Education

August 20, 2013

Running Effective Meetings and Interest Based Problem Solving

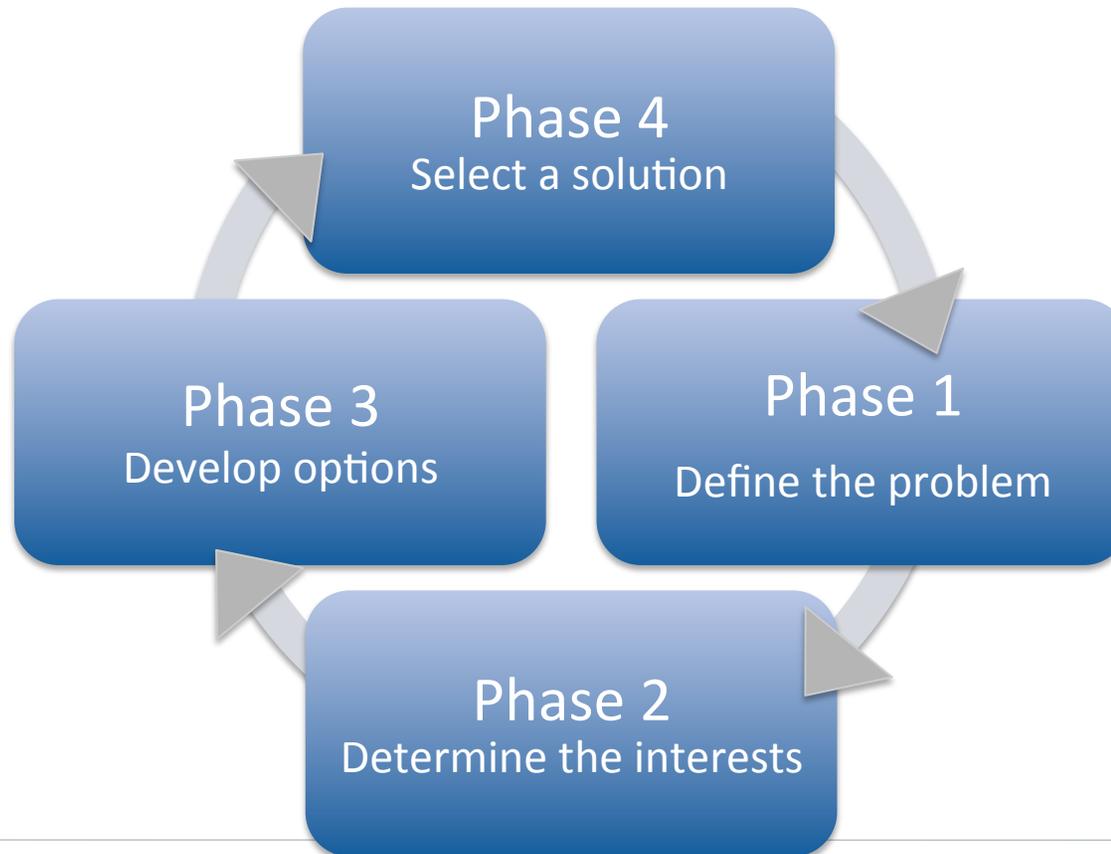


LEA Rep as Meeting Facilitator
Facilitation is the increased ease of performance of any action

- Meeting starts on time
- All team members are present for the entire meeting
- Introductions of all team members
 - Connections to the student
- Ensure that the team follow the agenda
- Control the pace and direction of the meeting
 - Redirect back to the task at hand
- Build consensus among the team

What is Interest-Based Problem Solving?

- Interest-based bargaining or problem solving is about information sharing, exploration of issues and options and working toward mutually beneficial solutions.



Principles Supporting Interest-Based Problem Solving (IBPS)

- Focus on the issue
- Explore all interests underlying the issue



- Be open to possibilities and opportunities
- Satisfy others' interests as well as your own

Positions vs. Interests

Positions (What the Parent Says)	Interests (Seek Additional Information)
<ul style="list-style-type: none"> I want my child to be placed in a full-time autism program. 	<ul style="list-style-type: none"> What would you need to see in this school or another DCPS school to meet your child’s needs? What do you want your child to accomplish this school year? How and when do you see your child interacting with his/her typical peers?
<ul style="list-style-type: none"> I want a full-time dedicated aide assigned to my child. 	<ul style="list-style-type: none"> If you had to develop a checklist of things you would like the aide to do, what would be on it? How long do you see your son/daughter needing the aide?
<ul style="list-style-type: none"> I want my child to be in a safe environment and DCPS cannot offer that. 	<ul style="list-style-type: none"> Describe for me your vision of a safe school? What are the teachers doing, what does the principal do, etc.?

*** By asking specific questions you are able to identify underlying interests, which will help you generate options; this will lead to more effective solutions.**

Positional Bargaining vs. Integrative Bargaining

Positional
Bargaining

Integrative
Bargaining

Assumes that the parent **wants** the child to be in a full-time autism program (more than 27.5 hrs) and the solution will require DCPS compromising and sending the student to a nonpublic school

Examine the individual student's needs and determine what the student truly needs



Assumes that the parent **wants** DCPS to assign a full-time instructional aide to their child



Use the dedicated aide when both the parent and DCPS can agree that it is reasonably necessary

How Will Interest-Based Make IEP Meetings More Successful?

- Increases the ability of the school staff to identify underlying interests
 - Creates meaningful and effective solutions that are fostered through collaboration
 - Fosters better communication skills
 - IEP participants can develop more effective reasoning skills and techniques
 - Promotes satisfaction with the IEP process as well as the outcome
 - Better outcomes in IEP meetings
-

Additional Resources and Training Opportunities

- Compliance and Policy Questions
 - Go to the OSE Reference Guide
 - <https://www.educatorportalplus.com/group/edportal/officeofspecialeducationreferenceguide>
 - IEP Process Guides
 - Professional Development
 - ose.compliance@dc.gov
- Links to OSSE- Division of Specialized Education
 - <http://osse.dc.gov/service/specialized-education>
- IDEA
 - <http://idea.ed.gov>
- OSE contact sheet
- <https://www.educatorportalplus.com/group/edportal/officeofspecialeducationreferenceguide/osecontactlist>
- SEDS Trainings

Upcoming Training Dates

- IEP Process- OSE Policy and Guidance Review:
 - Monday September 16, 2013- 4 pm-6:30 pm
 - Thursday October 3, 2013- 4 pm-6:30 pm
 - Webinars:
 - Best Practices Around Scheduling and Holding IEP Meetings
 - ESY
 - Prior Written Notice
 - Manifestation Determination Reviews
-

Questions

- What questions do you have about IDEA and IEP Process?
 - What additional supports do you need?
-