



Leadership
in Disabilities
& Achievement of
Hawai'i

Designing a Supportive IEP

FINDING COMMON GROUND FOR OPTIMAL TEAMS

Hawaii & Pacific Island Parent Training & Information Center

Today's Presentation

- ⦿ Individuals with Disability Education Act
- ⦿ IEP Team Process
- ⦿ Support Model
- ⦿ Due Process Data
- ⦿ Goals and Outcomes

Goal

- To Enhance the IEP Team through Redesigning the Approach to Meetings by Finding Common Ground to Improve Student Success.



IDEA

- Individuals with Disabilities Education Act of 2004
- Strengthening the role and responsibility of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children at school and at home;
- Parents and schools should be given expanded opportunities to resolve their disagreements in positive and constructive ways.



IEP Team Process

- Who Are the Required Participants under IDEA?

Administrator

Parents

Regular Education Teacher

Special Education Teacher

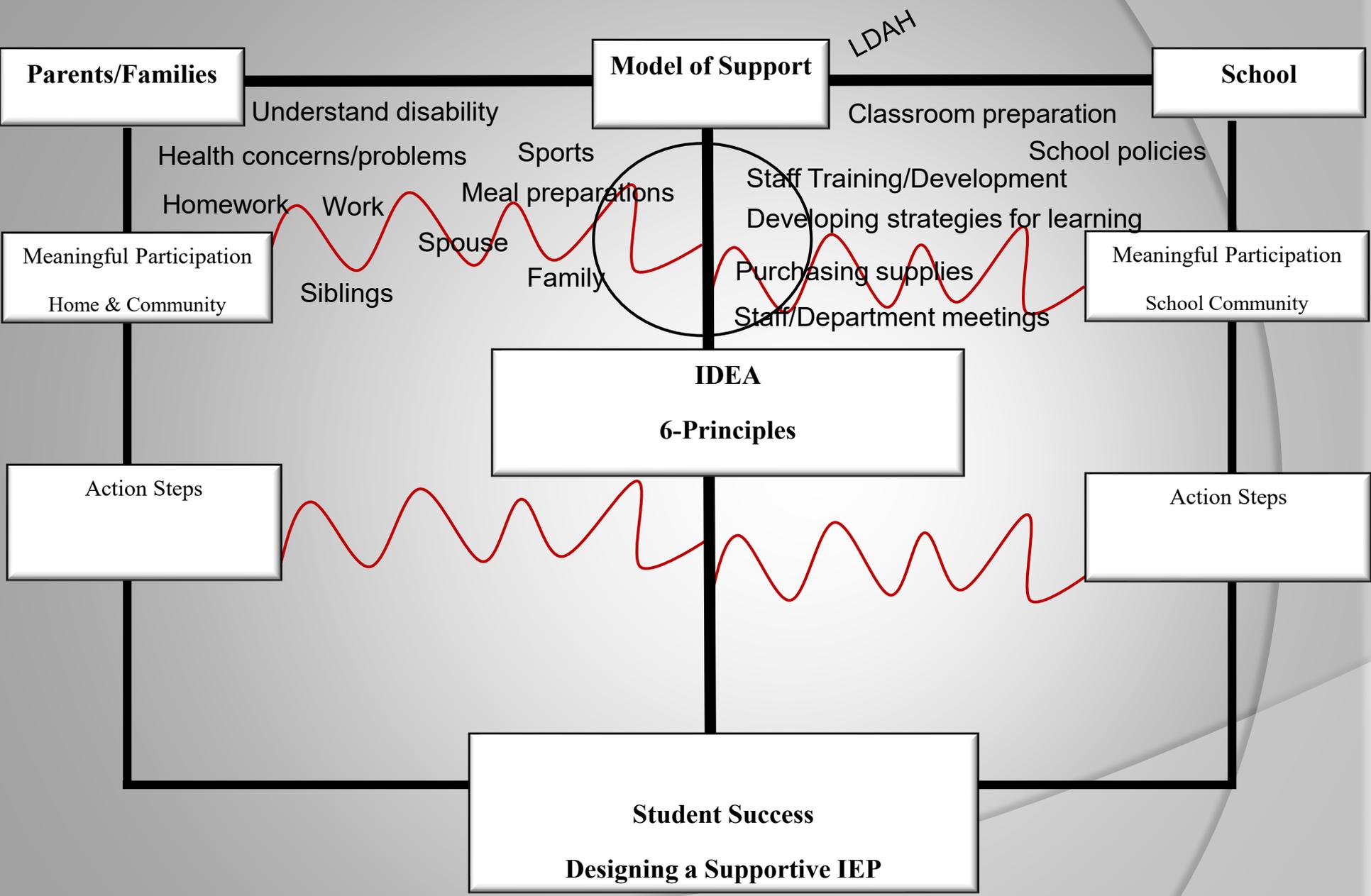


Roles and Responsibilities

- ⦿ What is the role of the . . .
 - Administrator?
 - Parents?
 - Regular Education Teacher?
 - Special Education Teacher?

(B) to ensure that the rights of children with disabilities and parents of such children are protected

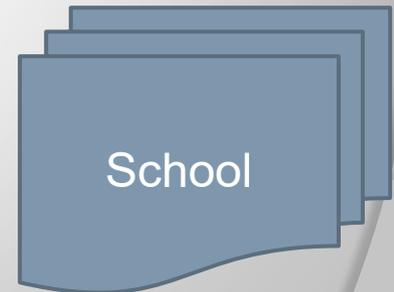
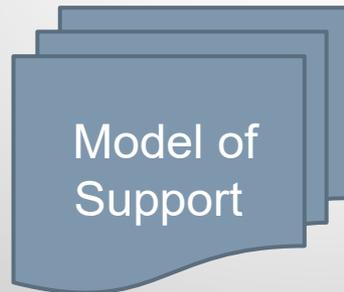
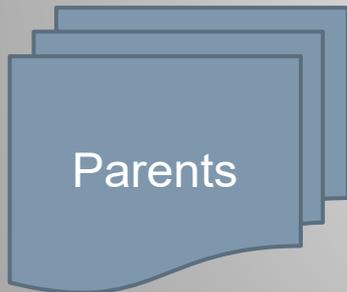
FIND COMMON GROUND!!



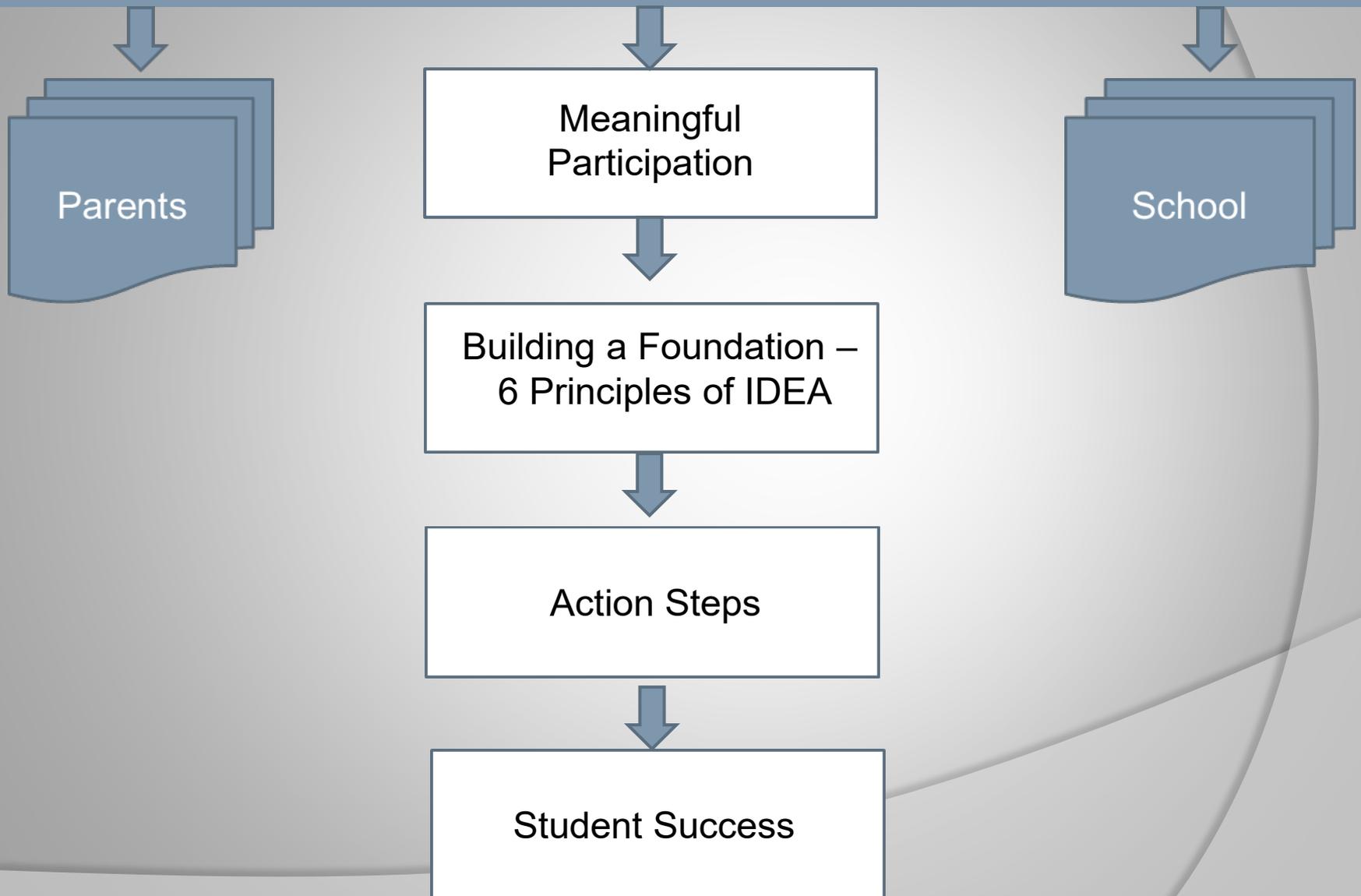
Finding Common Ground

- Model of Support

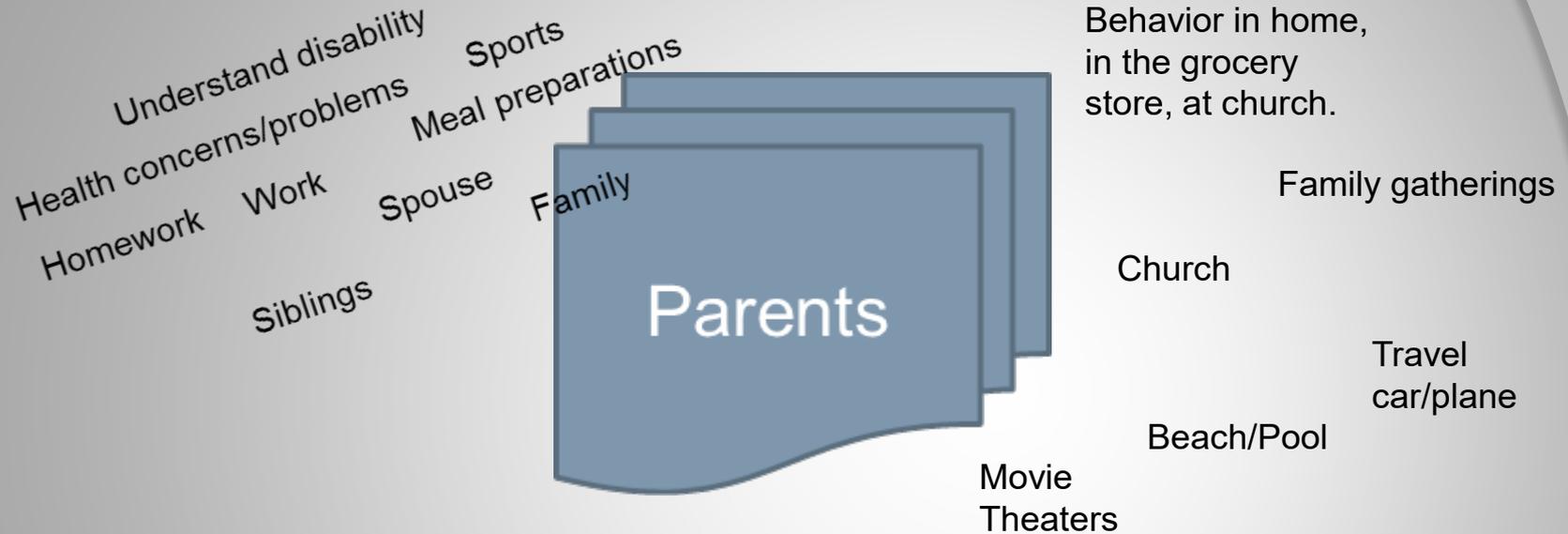
Involves the parents and school as key participants.



Model of Support

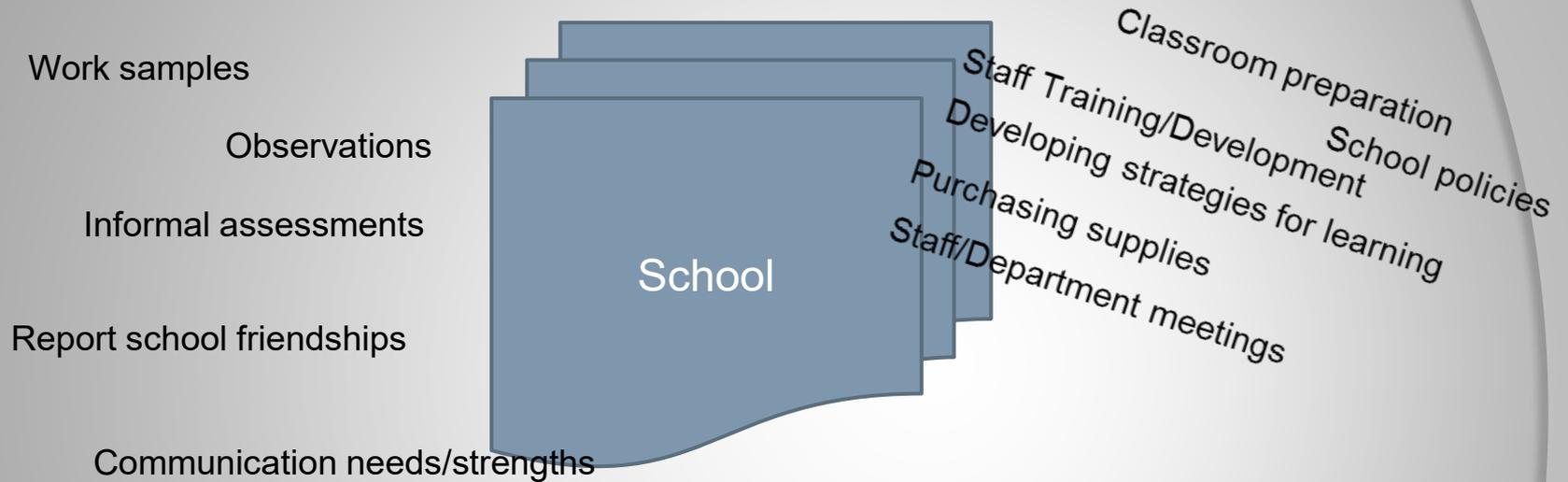


Meaningful Participation



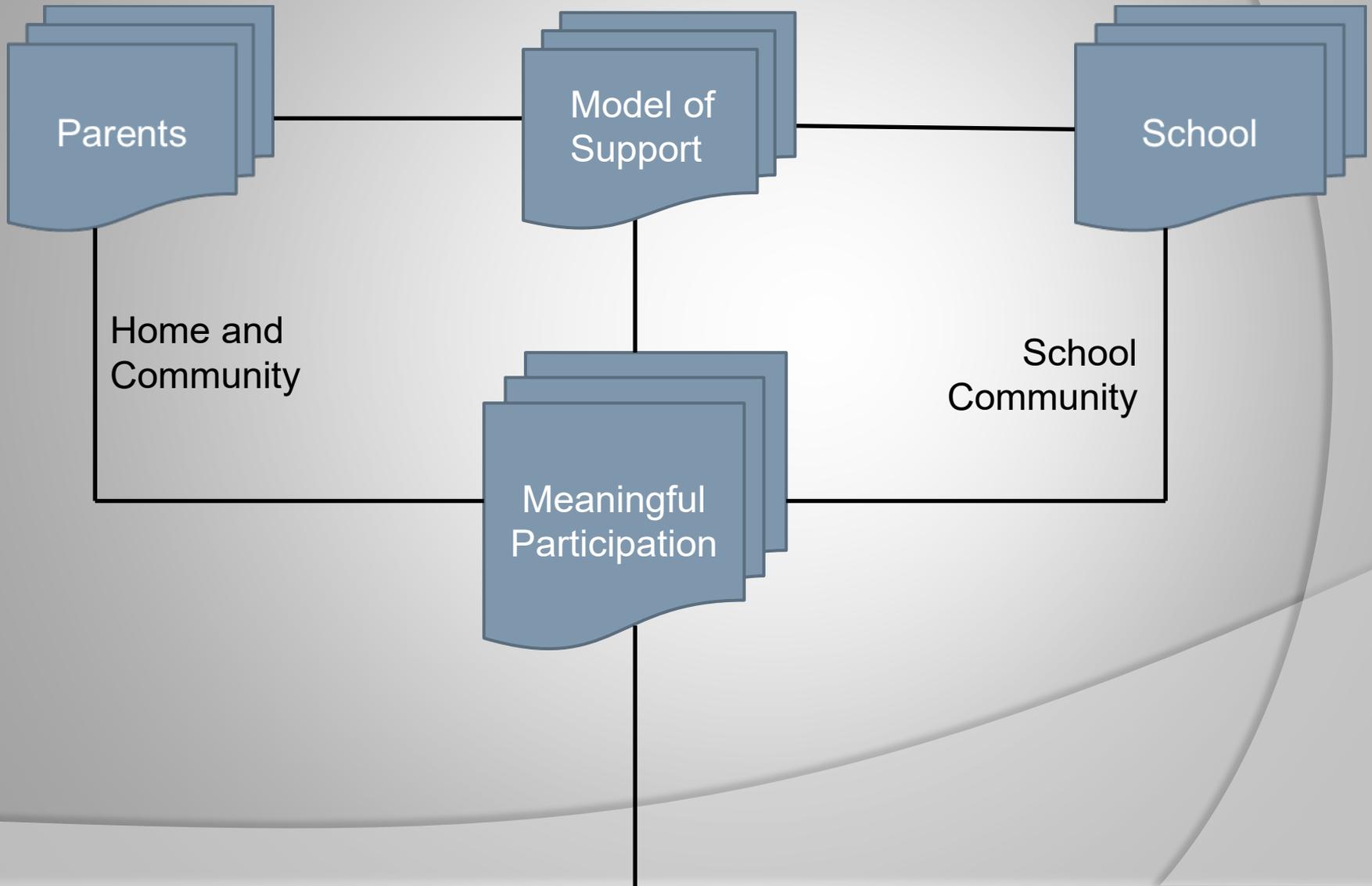
- How can parents become part of the IEP Team Process and meaningfully participate?

Meaningful Participation

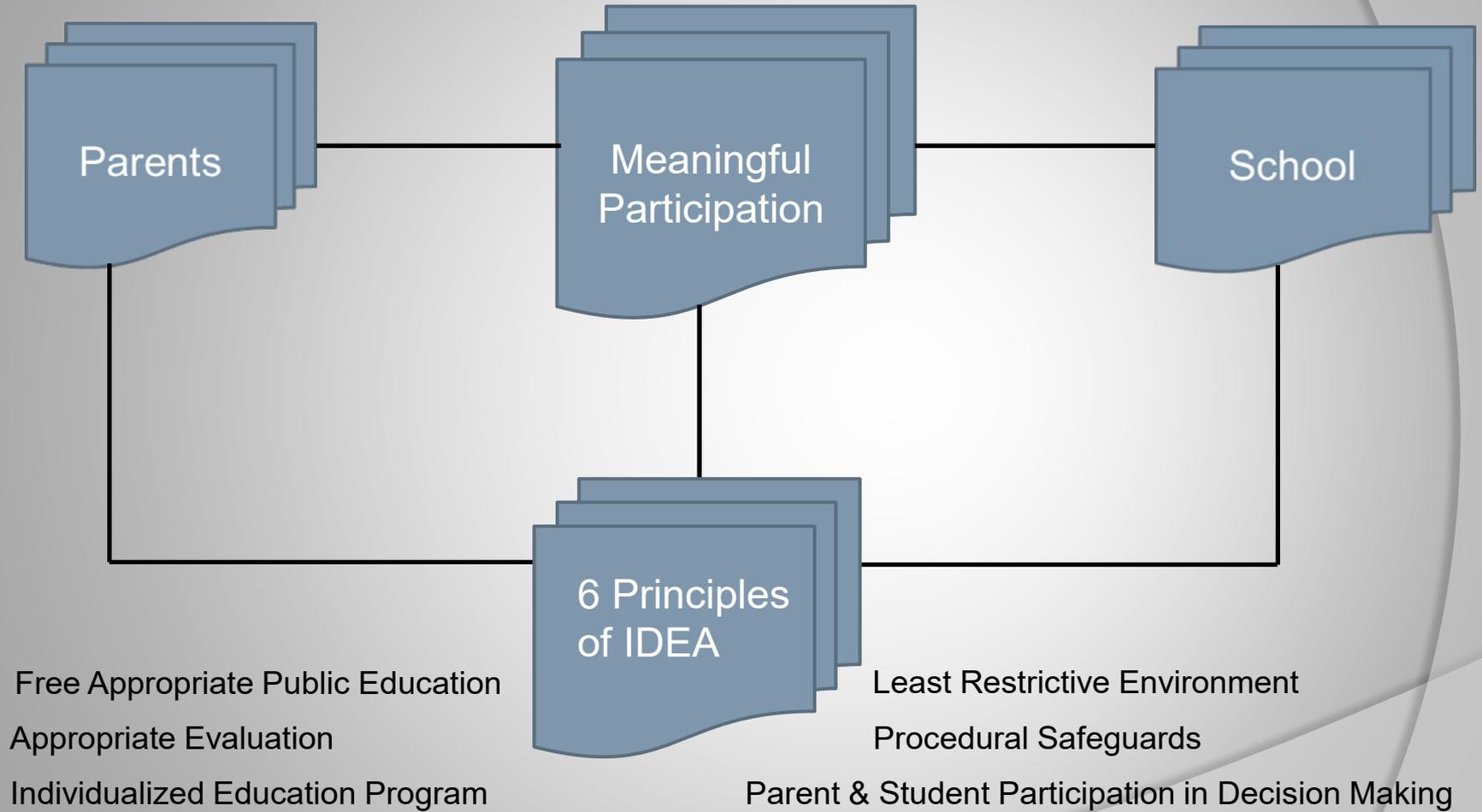


- How does the school meaningfully participate?

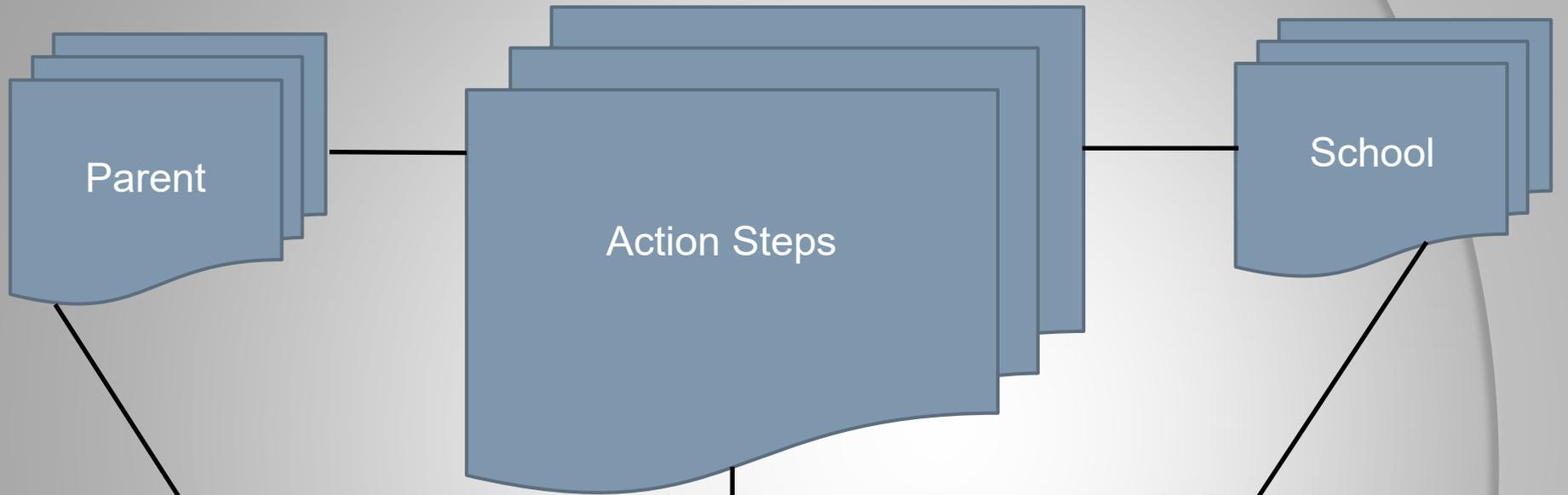
Model of Support



Model of Support



Model of Support



- Disability Awareness
- Building a Relationship/Understanding
- Collaborative
- Advocacy-Agreements/Disagreements

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• Begin to design their own summary of information



Model of Support

ACTIONS STEPS

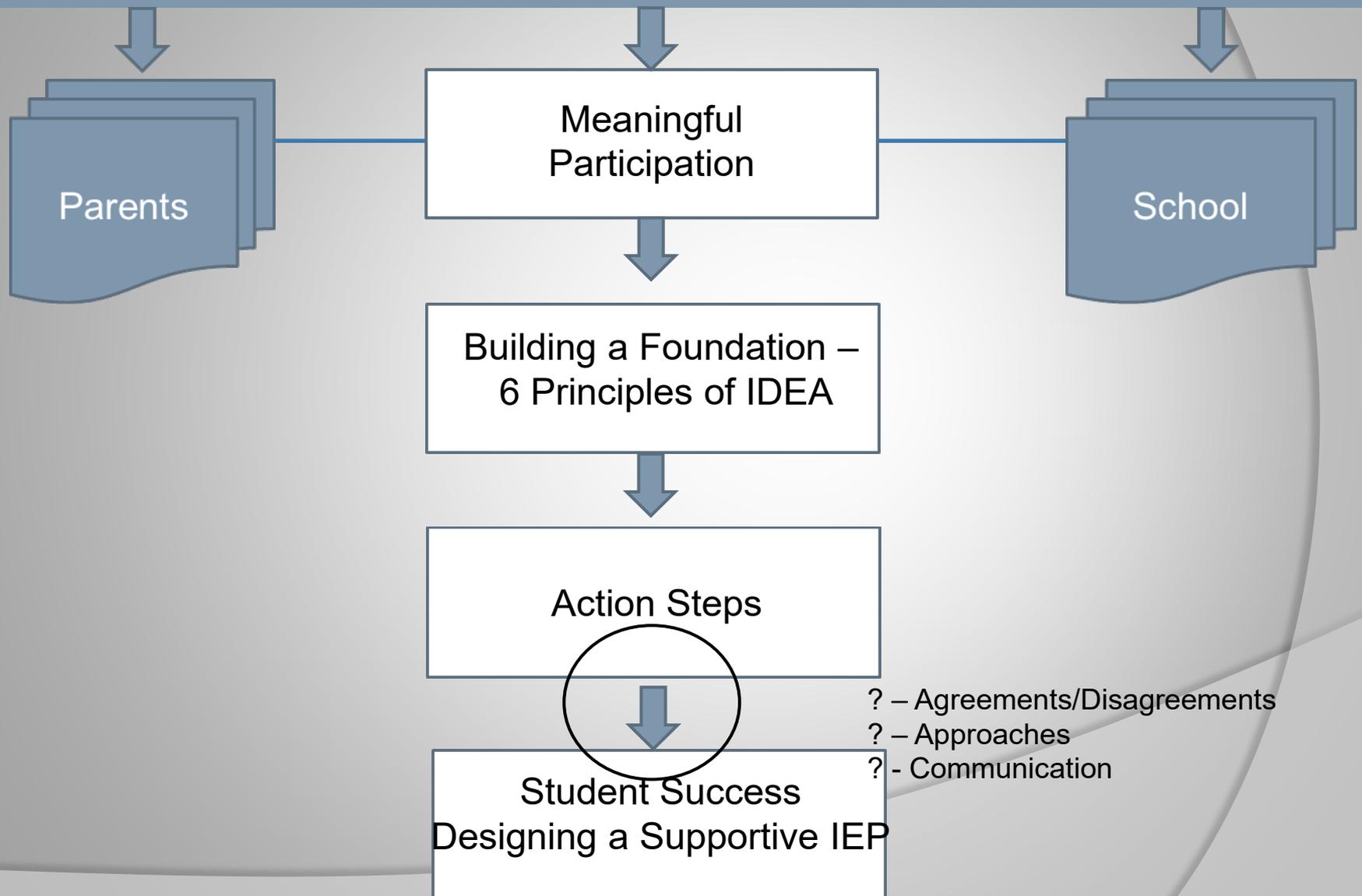
○ Key points:

LISTEN

Utilize Experts/Related
Service Providers for decision
making steps

Present Information, share
goals, offer suggestions

Model of Support



Student Success

⦿ Communication

- ✓ Parents to School
- ✓ School to Parent

⦿ Progress Monitoring

- ✓ Informal Assessment
- ✓ Progress Report-to Reach Annual Goals
- ✓ Data Collection

⦿ Statewide Assessments

⦿ Social Acceptance



Due Process

2014-2015- LDAH

of Technical Assistance: 4811

of New parents: 1012

of Case Advocacy: 125

State of Hawaii: Due process complaints filed:
70



Due Process

- ◎ 2015-2016- LDAH

of Technical Assistance: 4925

of New Parents: 886

of Case Advocacy: 101

State of Hawaii: Due Process Complaints Filed:

87



Goal

- Increase HIDEOE involvement with LDAH at the District Level. (LEA)
- Offer additional workshop training by increasing locations and topics.
- Co-present workshops/staff development with HIDEOE (LEA)

Resources

- Learning Disabilities Association of Hawaii
OSEP Grant Performance Report
2014-2015 & 2015 -2916

Cadre- IDEA Dispute Resolution Data
<http://www.cadeworks.org>