

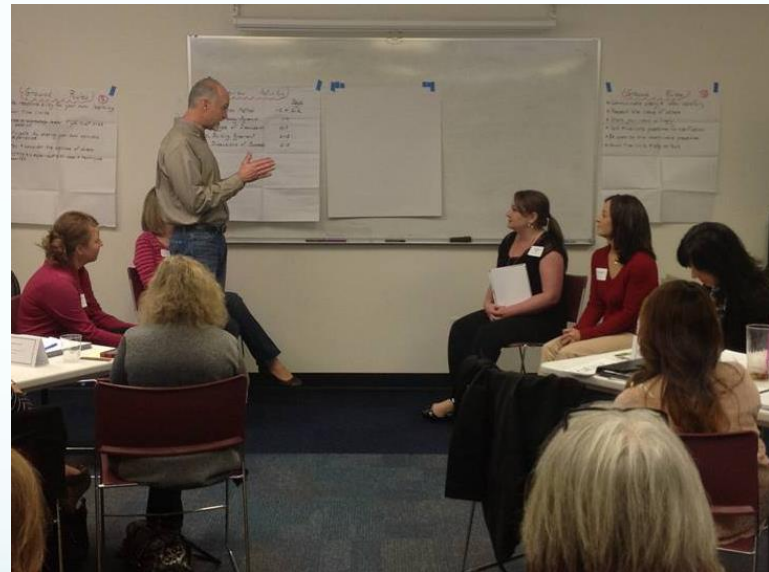
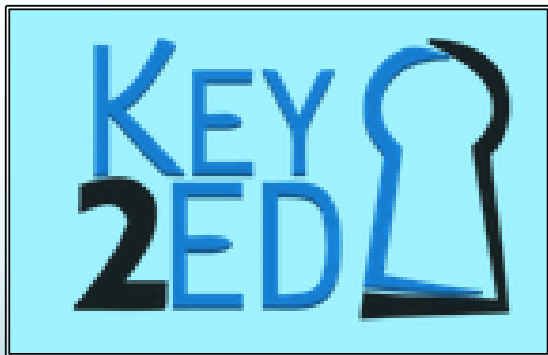
# Using IEP Facilitation to Change District Culture

Presented by:

Robin Keim

Cassie Velasquez

Kathy Clayton



# Background on IEP Facilitation and



# Outcomes for Today

- Brief review of IEP Facilitation Concepts
- How three districts are building capacity in Facilitated IEP implementation.
- Case study results: reduced Complaints, Mediation and Due Process

# What is a Facilitated IEP Meeting?

A Facilitated Individualized Education Plan (IEP)

- Is developed by a collaborative team whose members share responsibility for the meeting process and results;
- Manages decision making through the use of facilitation skills.

This process of Facilitation for IEP meetings enables the team to:

- Build and improve strong relationships among team members;
- Reach true consensus;
- Focus the IEP content and process on the needs of the student;
- Exercise an efficient, guided meeting process where effective communication and reflective listening are practiced.

# Meeting Conflict

What went wrong?



Keep on track by learning to distinguish ***content vs. process*** of the IEP meeting.

Content (What)

Process (How)

IEP Meeting Examples	
Present Levels of Performance	<ol style="list-style-type: none"><li>1) Make a proposal</li><li>2) Check for understanding</li><li>3) Check for agreement</li></ol>

# Preventions vs. Interventions



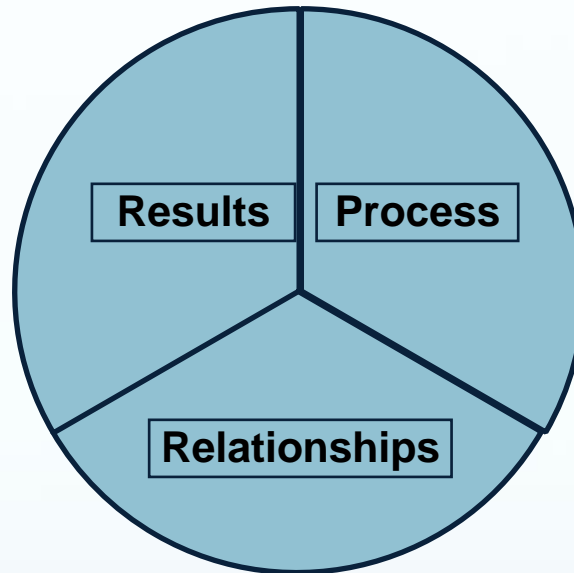
*“An ounce of prevention is worth a pound of intervention”*

# Summary of FIEP Facilitation Process

- P = participation & prevention
- R = resolution of conflicts
- O = organization
- C = collaboration & consensus
- E = efficiency
- S = shared decision-making
- S = *student focus & success!*



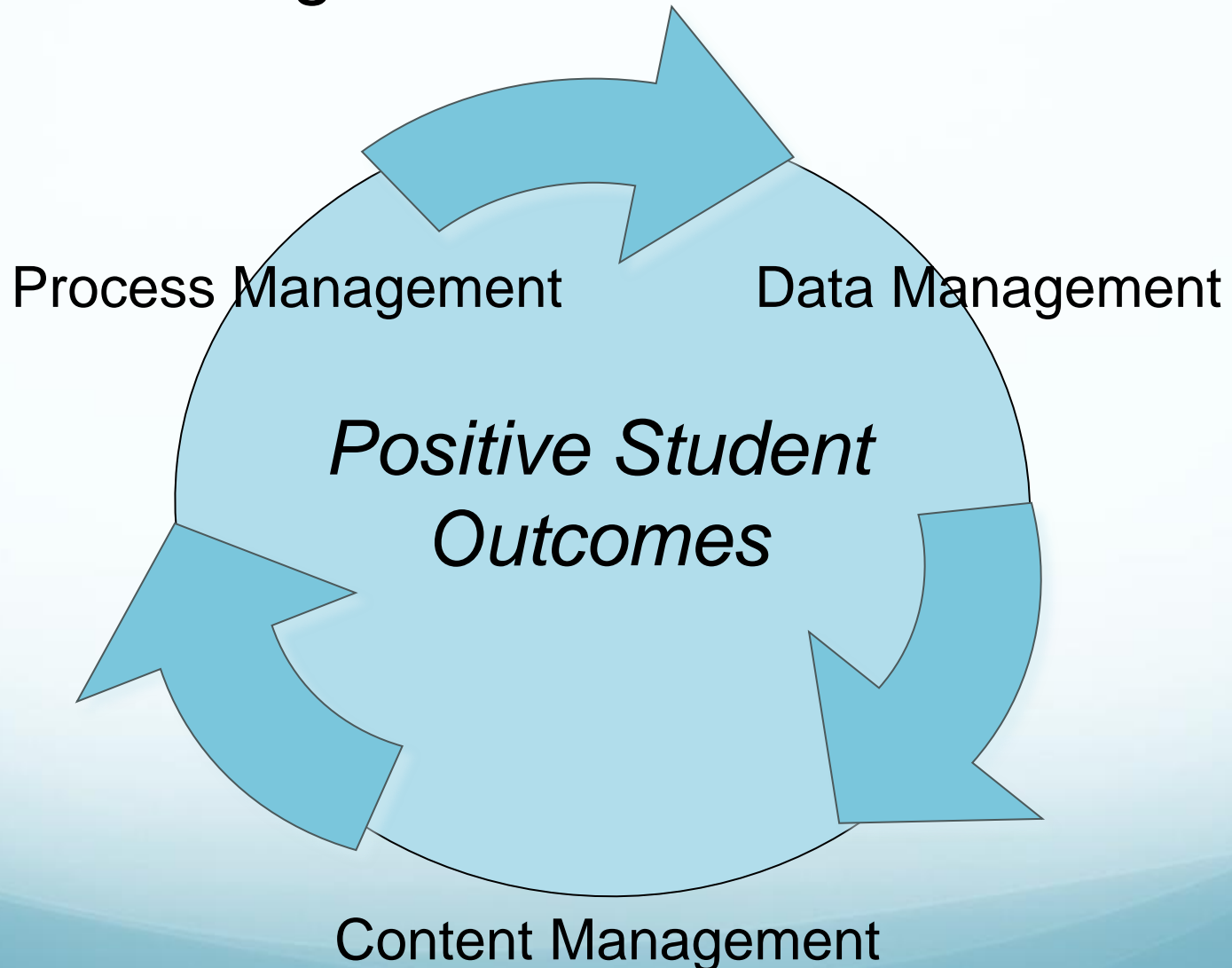
# Dimensions of Success



We evaluate a meeting by reviewing these three elements.

<b>Issue</b>	<b>Solution</b>	<b>Value</b>
1-2 people do all the work	Shared decision making	Ease burden on select staff – allows for more direct student involvement
Parent not involved in team	Positive communication strategies	Parent involved in development and can reinforce plan for child
Prevalent litigation	Consensus building	Dollars can be re-directed toward staff support and overall student achievement
Conflicts among staff	Conflict resolution	Positive working environment = increased staff retention
Emotional issues	Discussion based upon student strengths & challenges	Increased success rate due to decisions rooted in best practices and data
Pre-determined decisions	Compliant process	Student benefits from input of all knowledgeable and caring team members
Hidden agendas	Agreement on ground rules and team agenda	Efficiency increased as agenda “detours” are averted = shorter meetings
Lack of leadership skills	Emphasis on process skills reinforced with defined roles and functions	Skills practiced transfer to all leadership situations

# Creating a Collaborative Culture



# Creating a Collaborative Culture

## *Three Case Studies*

### **Educational Service Center, Region 20; San Antonio, Texas**

4th Year of Region-wide implementation

How are we building capacity to ensure a collaborative culture?

Result so far...

### **Broward County, Florida**

3rd Year of District-wide implementation

How are we building capacity to ensure a collaborative culture?

Result so far...

### **Scottsdale Unified School District; Scottsdale, AZ**

4<sup>th</sup> Year of District-wide implementation

How are we building capacity to ensure a collaborative culture?

Result so far...

# Case Studies – Culturally Diverse Demographics

## Education Service Center, Region 20 School Public School System

(San Antonio and surrounding Bexar County)

52 school districts with a total of 500 schools

300,000 students with 81 different home languages.

In our trainings participants learn how to assess school and family cultural context, as well as, how to collaborate with an interpreter to utilize the key facilitation tools necessary that ensure communication.



# Educational Service Center, Region 20's Capacity Building Plan

## **Initial:**

Initial trainings from  
2011- 2015

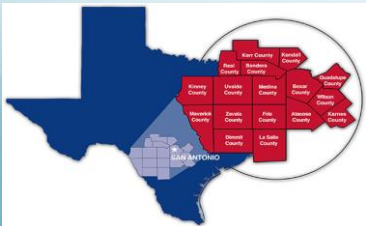
TRAINED 280 staff

## **Maintenance:**

Seminars  
E-learning  
Advanced Trainings  
Awareness Trainings

## **Ongoing:**

Continue initial  
trainings with new  
staff  
Overview information  
sessions



# Educational Service Center, Region 20 School FIEP Investment Results

Region 20 San Antonio, TX  
2011 - 2012 to 2014 - 2015

Type	2011-2012	2012-2013	2013-2014	2014-2015
Due Process Cases	16	12	7	1
State Mediation	6	3	3	0
State Complaints	12	11	5	0
<b>Total Cases:</b>	<b>34</b>	<b>26</b>	<b>15</b>	<b>1</b>



## 1118 Clients

52 School Districts  
29 Charter Schools



# Case Studies – Culturally Diverse Demographics

## **Broward County Public School System**

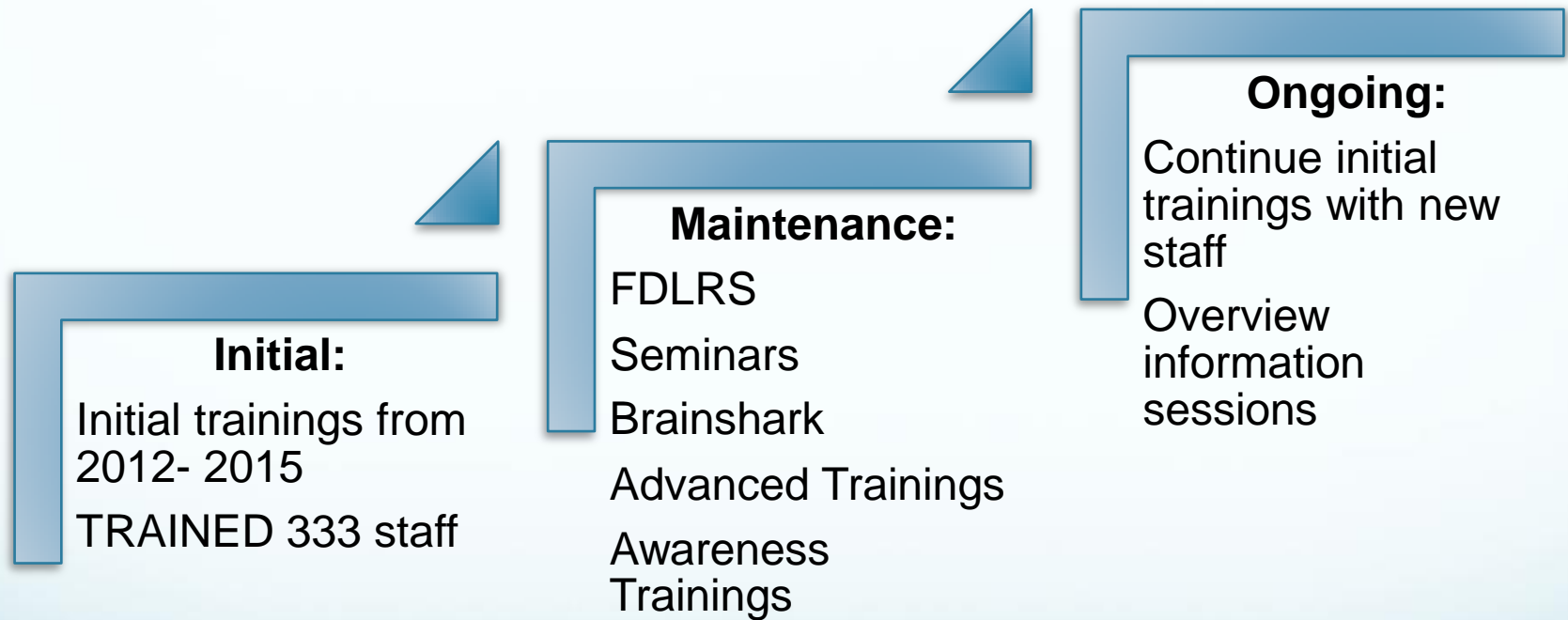
Over 260,000 students in 238 schools with  
135 different home languages.

In our trainings participants learn how to  
assess school and family cultural context, as  
well as, how to collaborate with an interpreter  
to utilize the key facilitation tools necessary  
that ensure communication.





# Broward County's Capacity Building Plan



# Broward County Public School System FIEP Investment Results

**Broward Co., FL  
2011 - 2012 to 2014 - 2015**

Type	2011-2012	2012-2013	2013-2014	2014-2015*
<b>Due Process Cases</b>	<b>30</b>	<b>32</b>	<b>32</b>	<b>23</b>
<b>State Mediation</b>	<b>9</b>	<b>3</b>	<b>6</b>	<b>9</b>
<b>State Complaints</b>	<b>10</b>	<b>19</b>	<b>5</b>	<b>11</b>
<b>IEE Requests</b>	<b>18</b>	<b>16</b>	<b>6</b>	<b>9</b>
<b>Total Cases:</b>	<b>97</b>	<b>102</b>	<b>81</b>	<b>75</b>

**Broward County Public Schools**

210 Schools  
99 Charter Schools



# Case Studies – Culturally Diverse Demographics

## **Scottsdale Public School System**

A comparatively smaller school system and is comprised of one school district and 31 schools. It serves 26,000 students with 51 different home languages

In our trainings participants learn how to assess school and family cultural context, as well as, how to collaborate with an interpreter to utilize the key facilitation tools necessary that ensure communication.

# Scottsdale Capacity Building Plan

## **Initial:**

Face to Face  
Training

E-Learning

Administration  
Trainings

Parent Awareness  
Trainings

## **Maintenance:**

Seminars

Moodle

Advanced Trainings

Awareness  
Trainings

## **Ongoing:**

District Directives

Ongoing in-service  
days

Continued face to  
face training (to  
account for  
employee  
retention)



# Scottsdale Unified School District FIEP Investment Results

## Scottsdale School District 2011 - 2012 to 2014 - 2015

Type	2011-2012	2012-2013	2013-2014	2014-2015
<b>Due Process Cases</b>	2	0	0	0
<b>State Mediation</b>	0	0	1	1
<b>State Complaints</b>	4	1	4	4
<b>OCR</b>	3	1	0	0
<b>ADE Complaints</b>	4	2	1	1
<b>Total Cases:</b>	<b>13</b>	<b>4</b>	<b>6</b>	<b>3</b>

Scottsdale Unified School District

31 Schools



# Outcomes related the use of the FIEP process:

- The process focuses on the **needs** of the student not desires of the participants
- Teachers feel more prepared for their meetings
- Team members feel capable of preventing or managing conflict
- Parents feel they have a voice
- Contentious meetings result in positive outcomes
- The process protects the students rights

# **Feedback from Attorneys**

*“Facilitated IEP’s incorporate the **best practices** the we (lawyers) have been asking teams to use for years!”*

*“FIEP’s ensure that everyone on the team shares in the responsibility of developing the IEP. ”*

*“The facilitated strategies bolster the case that our procedures follow the IEP process.”*

*“The FIEP process lends itself naturally to the collaborative process.”*

## *Feedback from Parents*

*“The process of establishing a clear and concise agenda, discussing strengths and challenges, and establishing agreement on meeting norms was seamless. Being the visual person I am, referencing your charts as we moved through the discussion was extremely helpful.”*

*“Since 2007, I have attended numerous IEP meeting in the St. John's County School System.*

*Tina facilitated my son's IEP meeting at on February 21, 2013. Tina defined the purpose, established clear rules, objectives and realistic goals. Her leadership prevented conflicts and promoted harmony and teamwork. **It was the most productive IEP meeting I have ever attended.**”*



# Feedback from Staff

- *“Before we started the meeting, I told the team that this meetings would take 1.5 hours if we were lucky (remember the traditional way of doing a meeting). We were done in 45 minutes! The parent was so positive when we did the meeting process plus/deltas! She felt her input was valuable and she was heard.”*
- *“I loved the use of agendas, introducing IEP team members by their role, and development of action plans. I will put this into action right away!”*
- *“Having a process where everyone is on the same page is invaluable. Using visual agendas, getting consensus along the way, and being aware of how we communicate builds relationships as a team. We are all here for the same reason...to support the student.”*
- *“This humanizes the process. It is great to embrace an approach where every member is valued.”*
- *“I really appreciated the use of the role play scenarios. They helped me experience the process and try it in a safe environment.”*

How do you take the FIEP training and turn it into full scale implementation?

# ***Scaling Up-From FIEP Training to FIEP Implementation***

**Kathy Clayton  
David Carrales**

Tomorrow – Thursday at 10:45am

Session #4

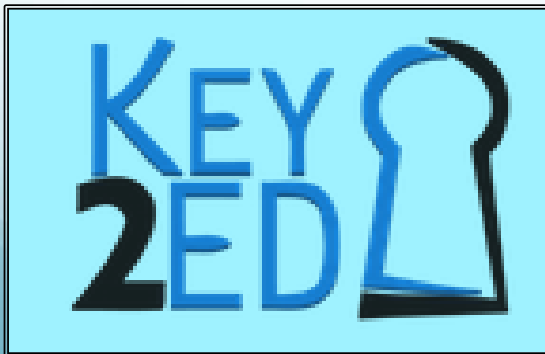
Any questions or comments?

Please do not hesitate to contact us at:

Robin Keim: [robink@key2ed.com](mailto:robink@key2ed.com)

Cassie Velasquez: [cassiev@key2ed.com](mailto:cassiev@key2ed.com)

Kathy Clayton: [kathy.clayton@ed21cs.com](mailto:kathy.clayton@ed21cs.com)



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