

Additional Resources for Module One:

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Other Assets

Figure 1: Legal Intent of ESSA and IDEA

ESSA

“To provide all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps” (20 U.S.C. §1001).

IDEA

“Improving education results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities” (20 U.S.C. §682[c][1]).

Figure 2: Distinguishing Between ESSA and IDEA

Every Student Succeeds Act (2015)

- Applies to all students enrolled in primary and secondary school (including students with disabilities).
- Focuses on a school-wide approach to education.

Individuals with Disabilities Education Act (2004)

- Applies to students with disabilities only.
- Focuses on individualized approach to education for students eligible for special education services.

Figure 3: Passive Versus Active Family-Professional Interactions

Passive interactions: Professionals providing family members information, void of family member input.

Active interactions: Direct interactions between professionals and families, whereby family input is required, expected, and intentionally sought out.

Table 1: Barriers and Solutions to Intended IDEA Family-Professional Interactions

Barriers	Potential Solutions
Inequity (power imbalance)	<p>Encourage families to invite a family friend or local advocate to school meetings; provide families with training and resources; and offer the Facilitated IEP (FIEP) Meeting process.</p> <p><i>Note: FIEPs promote shared decision-making, group consensus, and a neutral facilitator available to generate thoughtful and meaningful dialogue.</i></p>
Language/communication/cultural barriers	<p>Provide families with access to a cultural broker (someone from the culture student/family to act as an intermediary and advocate between the family and professionals), connect families with other families for social and navigational support, provide navigational resources</p>
Difference in values, attitudes, beliefs, goals, or expectations about the student	<p>Offer the Facilitated IEP Meeting process, utilize conflict resolution strategies (e.g., mapping the conflict).</p>
Systemic/procedural challenges	<p>Connect families with the state parent training information center, other families, and/or resources, including information and navigational support for understanding IDEA procedures.</p>



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