

SELPA Guide for Dispute Prevention & Resolution ADR and Learning Recovery

1. Dispute Prevention and Resolution ADR Plan

Timeline:

<u>Sept 20-24, 2021</u>	<u>SELPA Region I-IV Planning</u>
<u>Sept 28, 2021</u>	<u>LEA plans due to the SELPA for review</u>
<u>Oct 1, 2021</u>	<u>SELPA submission to CDE</u>
<u>June 30, 2023</u>	<u>All Funds must be encumbered</u>
<u>Sept 30, 2023</u>	<u>All Funds must be expended</u>
<u>Sept 30, 2023</u>	<u>LEAs submit data tracking report to the SELPA</u>
<u>Oct 1, 2023</u>	<u>SELPA submit LEA data reports to the CDE</u>

SELPA Support Requirements:

- Early intervention to promote collaboration and positive relationships with families to prevent disputes through proactive communication, collaborative problem solving, and parent support activities.
- Conducting voluntary alternative dispute resolution activities to reach agreement and resolve issues that are not resolved through the IEP process.
- Work in partnership with Family Empowerment Centers or other family support organizations.
- Develop and implement plans to identify and conduct outreach to families with language barriers, and other challenges to participation in the special education process and whose students who have experienced significant disruption to their education as a result of COVID-19.

Suggested Ways to Leverage ADR Dollars Toward Equity:

See attached document **Ideas for Dispute Prevention and Resolution**

See attached documents:

- Ideas for Learning Recovery Funds
- Ideas for Dispute Prevention and Resolution

LEA ADR Monitoring Activities Due to SELPA 9/27/23:

- The number of cases mediated through alternative dispute resolution services.
- The number of cases totally resolved by agreement.
- The number of cases requesting alternative dispute resolution services and requesting due process.
- A list of the issues that generated the request for dispute resolution services.
- The demographics of pupils served, including, but not limited to the pupil's disability, family income, English learner classification, and the parent's primary language.
- A summary of outreach activities conducted pursuant to the ADR plan.
- A summary of activities conducted in partnership with family support organizations pursuant to this plan.

SELPA Guide for Dispute Prevention & Resolution ADR and Learning Recovery

2. Learning Recovery Plan

Timeline:

<u>Sept 20-24, 2021</u>	<u>SELPA Region I-IV Planning</u>
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SELPA Support Requirements:

- Ensure that learning recovery support provided with these funds is related to COVID-19 school disruptions during the period of **March 13, 2020, to September 1, 2021**, inclusive.
- **Not use funds received under this section for, or use these funds to match expenditures for, attorney's fees.**

Suggested Way to Leverage Learning Recovery Dollars Towards Equity:

LEA Learning Recovery Monitoring Activities Due to SELPA 9/27/23:

- Demographics of pupils served through learning recovery supports, included but not limited to, the pupil's disability, family income, English learner classification, and the parent's primary language.

Ideas for Learning Recovery Funds

Idea	Equity Idea
<ul style="list-style-type: none"> ➤ To add ‘staff’, think outside the box – Boys & Girls Club, Americorps, college students, adding days to contracts, stipends for current staff... 	<ul style="list-style-type: none"> ➤ Work on increasing capacity of the Bilingual staff (teaching about the process, which improves informed consent with the families). Improve the productivity and meaning of those interactions with.
<ul style="list-style-type: none"> ➤ Handwriting without tears for K-1 classes as an intervention to address deficits from COVID closures. 	<ul style="list-style-type: none"> ➤ Hiring community members to do outreach in the American Indian populations.
<ul style="list-style-type: none"> ➤ Use the funds for families who are working collaboratively with the district. Create a Google form to collect data from the families regarding learning loss and needs. 	<ul style="list-style-type: none"> ➤ Getting extra equipment to those families who need it. Workshops in the community and assigning a “parent navigator” to newly identified SWD and their families.
<ul style="list-style-type: none"> ➤ Teacher training K-3 as students have not been in school and behavior training for teachers as well. 	<ul style="list-style-type: none"> ➤ Purchased translation “headsets” to help with the translation at workshops, IEPs, parent trainings, board meetings, etc.
<ul style="list-style-type: none"> ➤ Hire extra social emotional counselors or social workers or BH aides. 	<ul style="list-style-type: none"> ➤ DRP: Key2Ed PD: Customer Services (Clerical), IEP Facilitation (Psychs/Case Managers, Advanced IEP Facilitation (Spec Ed Admin +PS), Stakeholders (Parents, Site Admin); ADR Conference; SELPA Ombuds TOSA/PS
<ul style="list-style-type: none"> ➤ Offer extended learning to every student with an IEP. Enhanced language support; enhanced behavioral support. 	
<ul style="list-style-type: none"> ➤ Work with Boys & Girls Clubs for after school programs offered to all students on 	

IEPs. SLP can train on making activities behavior based. OT can train on accessibility.	
➤ Principal networks; ACSA Principal Academies. Trainings on conflict resolution in IEP meetings.	
➤ Partnerships with First 5	
➤ MOU with Family Empowerment Center	
➤ Paying High School teachers an extra period to assist students with credit recovery.	
➤ Hire a student advocate to connect students to resources in the community.	
➤ Data Collection App	
➤ Para timecard for after school	
➤ SLPAs	
➤ Special Edu BIAs	
➤ Contract with Sylvan, Kumar, etc.	
➤ Field Trips	
➤ Summer Intercession	
➤ High-leverage practices PDs	
➤ 95% group kits for all Special Ed Teachers	
➤ Go! Math and Eureka manipulative kits for all	
➤ Sub days for teachers for overdue assessments	
➤ Sub psychs & SLPs or contract with private agencies for overdue assessments	
➤ After-school programs for SDC	
➤ Fund for dental/vision/hearing support	
➤ iPad for all SDC students	

➤ ERMHS student transportation in summer services	➤
➤ Hire Parent/Family/Community Liaison	

Ideas for Dispute Prevention and Resolution

Idea	Equity Idea
➤ You can write your ideas in a text box. Draw.	➤ Insert an image. Translate.
➤ Use shapes and stickies.	➤ Translate Parent Rights
➤ Parent Training <ul style="list-style-type: none"> ○ Ongoing training for staff, short one hour blast throughout the year regarding communication/conflict resolution, with a contractor. 	➤ Spanish or other language parent trainings and supports.
➤ Partner with FEC/FRC for a parent partner. <ul style="list-style-type: none"> ○ Create a parent mentor program for newly identified SWD and their parents to provide resources and a connection to parents who have already experienced the identification process. Provides a link to District. 	➤ Create a temporary SELPA bilingual position for massive creation and translation of documents and cultural bridging to parents in a PR campaign.
➤ Create a Google Form and post on all District websites and SELPA website asking parents about impact during school closure; then staff reach out to discuss concerns – results can then feed learning loss funding.	➤ Attend Tribal Council meetings, consider hiring community members for information sharing and outreach, ensure they have information about schools and resources available.
➤ Hire a consultant professional mediator to provide training, conduct mediation sessions, etc.	➤ Hire parent navigators who can assist families in finding and accessing supports, communication and resources.
➤ Bringing on a consultant to support specific districts with high levels of litigation to do an internal autopsy.	➤ SEL/Restorative Practices/Equity work as it relates to ADR/enhancing relationships.

➤ Identify hard to reach communities – Ex: Hmong community – hire a community member to act as community liaison – offering potluck meetings, community sponsored meet ups.	
➤ Family/Caregiver/Parent ADR state conference (combine with other SELPAs or Consortiums wanting to do this work.)	
➤ Provide PD to site administrators on Dispute Resolution within the IEP Process.	
➤ Develop CAC reps as parent mentors.	
➤ I loved Emily’s idea of exploring the idea of having the Status Institute do an educational ADR track for us! That would be huge!!!	
➤ Hire an ADR Coordinator	
➤ Extra time for ADR Experts in your member LEAs and SELPA to provide training to parents on the weekends or after hours.	
➤ Staff development/training – more intensive training for ADR experts, getting more general education team members (site administrators) trained.	
➤ Providing training for administrative assistants as they are usually the first people to take the call.	
➤ Use of ADR consultants (Use of ADR Co-Op Collaborative Cadre)	
➤ Facilitated IEP Training District/SELPA wide.	

<ul style="list-style-type: none"> ➤ Increased Family Engagement – Parent cafes and training in areas such as advocacy, ADR from the family lens, understanding parental safeguards, collaborating with the CAC and coaching and supporting them. 	
<ul style="list-style-type: none"> ➤ Training would occur during weekends to allow families to attend and the time needed for professionals who are spending all of their days ensuring student safety. Providing access to parents/families. 	
<ul style="list-style-type: none"> ➤ Wrights’ Law from Emotions to Advocacy training for parents 	
<ul style="list-style-type: none"> ➤ ADR Conferences for staff and families: Our annual ADR Conference, CADRE training, LRP training, Pepperdine ADR training) 	
<ul style="list-style-type: none"> ➤ Having trained mediators as a resource – Allowing for a pool of funds to bring in trained mediators to address disputes at the lowest level allows for learning and relationship saving. 	
<ul style="list-style-type: none"> ➤ Developing a training for student led IEPs for secondary aged students. 	
<ul style="list-style-type: none"> ➤ Providing funding for neutral SELPA staff to go through the Pepperdine Mediator’s Certification 	
<ul style="list-style-type: none"> ➤ Summer series of training for educators and families to keep them connected and relationships strong. 	

<p>➤ Developing a SELPA ADR Handbook and incorporating this into the SELPA Procedures Handbook. Having this easily accessible on the newly created website for staff and families is essential.</p>	
<p>➤ **Offering Parents/Families/CAC members to the annual ADR conference – not currently open to parents; considering a similar conference for parents.</p>	
<p>➤ Updating web pages for more ease of access for families. Mini grant opportunities for districts/LEAs to seek for ADR related needs – how we could show 80% of the funding went to LEAs.</p>	