

Alternative Dispute Resolution - In Schools (ADR-S)

Alternative Dispute Resolution- In Schools (ADR-S) is an informal process adapted by the Tehama County SELPA and supported by the California Department of Education (CDE) for resolving special education/IEP concerns early. The CDE encourages Districts and families to explore early resolution options.

The ADR-S process uses communication, collaboration, and consultation to resolve Individualized Education Program (IEP) disagreements. It is through the ADR-S process that Tehama County SELPA seeks resolution to special education concerns in a manner that meets the needs of the student.

Alternative Dispute Resolution - In Schools (ADR-S) Options:

Level 1: Phone Consultation

Level 2: Collaborative Conference

Level 3: Facilitated IEP

Level 4: SELPA Level Mediation

Why use ADR?

“ADR fosters trusting relationships between parents and school districts.”
-Family Member



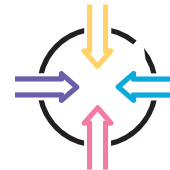
Build trust

Talk without being interrupted



Be truly heard

Hear all perspectives



Ask questions without judgement or blame

Work together to identify the actual problem



Brainstorm solutions

Save time



Alternative Dispute Resolution

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What is Alternative Dispute Resolution?

ADR is a process for resolving special education disagreements in a professional, respectful and neutral environment. The goal of ADR is that families and districts work together to create solutions to benefit the student. A facilitator trained in ADR guides the team, maintains open communication and ensures everyone's full participation.

Who should choose Alternative Dispute Resolution?

ADR is designed for families and districts who want to work together and preserve their relationship for the benefit of the child. In ADR, a family does not have to hire an advocate or attorney in order to have a voice in resolving conflicts.

Why choose Alternative Dispute Resolution?

ADR keeps the decision making in the hands of the family and the district. Special education agreements are more effective when families and schools develop their own solutions rather than abide by an agreement imposed by a third-party.

Legal Protections

Participation in the ADR process does not prevent any future use of the more traditional due process procedures which can be initiated at any time.

Individualization

Because each situation is unique, each ADR session will be customized to address the specific issues at hand. Decisions about the participants, location and appropriate process will be determined based on the individual situation and with input from all parties. Translators will be provided as needed.

Confidentiality

All participants are expected to maintain confidentiality. This means, what is said or written in the ADR process cannot be used outside of that setting without the consent of all parties.

at no cost to the families.

ADR uses "impartial facilitators" to make sure that families' concerns are heard and respected.



What is an impartial facilitator?

An impartial facilitator is someone who plans and guides ADR conversations. They don't have a "side" in the disagreement.

The Process

1. A parent or district staff member may request ADR from the SELPA. ADR is entirely voluntary and must be agreed to by all involved parties. Director gathers information from all involved and works to clarify the issues and address concerns or needs.

2. Director conducts a file review of the issue in conflict to gather information and offer analysis of the current area of conflict. Being a third party, a fresh perspective or opinion may result.

3. Director may, with permission from the parent, make a student observation. This process provides the opportunity for further exploration of the issue at conflict as the director works with the stakeholders to come to a resolution to the conflict.

4. If the conflict is not resolved, a formal meeting is scheduled. This can be a resolution session or an IEP team meeting and will include pre-meeting preparation along with follow up tasks. The Director calls on a member of the ADR Cadre to act as a neutral facilitator who clarifies the agenda and meeting outcomes, enforces working agreements, keeps the group focused on the resolution and process, encourages problem solving, monitors time, encourages participation by all team members, and visually records outcomes to gain a collaboratively reached, signed IEP.

