

Special Education Learning Council
April 26th Minutes

- I. March minutes approved with corrections/additions

- II. Curriculum TOSA
 - Overall questions will be addressed at next meeting:
 1. What will this position look like?
 2. What will this position accomplish?
 3. What is its purpose?
 4. Is this a limited term position (2-3 years) or is it an institutionalized position?

- III. ADR
 - ADR Brochure – Mrs. Dave Thompson kindly volunteered her skills as a graphic designer to put together an ADR brochure (rough draft). Dave and JoAnn will continue discussion to revise content in brochure and present finalized copy at next meeting. Discussion of when/where this should be given to parent resulted in the following suggestions:
 1. In IEP Notebook currently being developed
 2. In packets given to parents at start of school
 3. School site availability
 4. Availability to teachers was discussed
 5. Attach to Procedural safeguards
 - ADR Coordinator – Susan Carlton-Bahm, the new ADR Coordinator, was introduced. Her services are now available for parents of PUSD. Her position is to be an objective, neutral person for parents/district to go to in order to resolve disputes at an informal level. Ms. Carlton-Bahm works out of the Exceptional Family Resource Center (EFRC) where she has been for 5 years. She was a program specialist for 19 years and has been 3 years with the North Coastal Consortium for Special Education.
 - Presentation Summary of ADR Coordinator:

Most critical pieces for ADR success are:

 1. Consistency – Process needs to be the same for everyone, at all sites and levels. When experiences are compared and treatment/information was the same for all participants, trust is built
 2. Time – Follow up is immediate. She will tell any parent calling her that she is calling the district; parent needs to see system works in a timely manner. Susan maintains a 48 hour call return policy. A follow up call will be made 2 months after ADR

3. Communication – The parent will be told who Susan has spoken to
 4. Time – ADR is a lengthy process. Logistics of calendaring meetings are challenging. 3 dates will be asked for to try to accommodate everyone's schedule. Same team is used all through process
 5. To ensure the feeling of trust on the part of the parent, Susan has a separate phone line with an 800 number, and works out of EFRC rather than have a PUSD number and address
- At the beginning of the ADRs, Susan will be there to mediate with the new PUSD mediators. Once they are comfortable with the process, she will not be at meetings. Susan will keep data of number of calls and what happens with each case so PUSD can analyze data to see how effective the process is (For NCCSE, in 300 calls, only 30 had not been resolved and went to ADR. Of the 30 left, all were resolved through ADR). PUSD has a cadre of mediators (attended 5 day training) to start
 - Teachers need to be aware of this process and how it works. August ProGro Days might be used for middle/high school sessions, regulations meeting needs to be held for SPED teachers and could include ADR, HS and middle school might use Site Professional time, a PPDP format might be used, release time also might be used
 - Concern: Include teachers and administrators in the process

IV. Committee Reports

- Culture of Ownership: Three packets were distributed to council: LRE, QR Visit Proposal, Program Quality indicators – please read for next time - consensus for next meeting; LSS has the Quality Review Visit Proposal for their input. Review Teams comprised of different members by sites
- Curriculum: Results of the survey of the 3 programs (6 Minute Solution Rewards, Read Naturally) were presented. Conclusion: There is a correlation between usage and training. Survey indicates need for a curriculum TOSA. (See item II above). Could there be an offering at the August ProGro days? (Gail Adams). Another option is training Program Specialists in curriculum to support teachers (not trained now)