



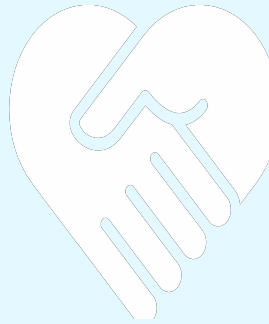
Building Inclusivity and Trusted
Community through Alternative
Dispute Resolution



Adriana

Agenda

- Introductions
- ADR Program Overview
- Communicating Effectively
- Connecting Through Partnerships
- Closing



Adrana



Share with at your table:

Your Name

Your Role & District

What made you choose this session?

An example of when you felt really heard. Why was that?



Mildred



Adriana Aro
Program Administrator, ADR
SFUSD



Mildred Browne
Technical Facilitator
Ascendancy Solutions



Mildred/Adriana



**Alternative Dispute Resolution (ADR)
in San Francisco Unified**



ADR Collaborations

Mediation Partner



Funding



Growing Partnerships



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Key Collaborator: SFUSD Ombudsperson

- Free, Neutral and Confidential
- Assists in navigating Special Education Services
- Addresses concerns regarding special education services
- Does not: make binding decisions, mandate policy, participate in investigations, formally resolve issues.



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ADR Strategies

Strategy:

What it looks like:

Communication Strategy Session



1:1 or Small Group Thought Partnership

- Confidential
- Strategize communication
- Does the case require a higher level of ADR support?
- Office Hours for families and staff

Facilitated IEP



Disagreement about IEP

- Goal of reaching an agreement on the IEP
- Neutral Facilitator coordinates IEP Agenda and runs meeting
- Ensures all voices are heard and understood
- Conflict Management

Collaborative Conference



Disagreement Resolution & Relationship Repair

- Confidential
- Attorney-free
- Neutral facilitator guides the meeting
- Families speak for themselves
- Focus on relationship and communication-building

Aftercare



Post-Strategy Follow Up

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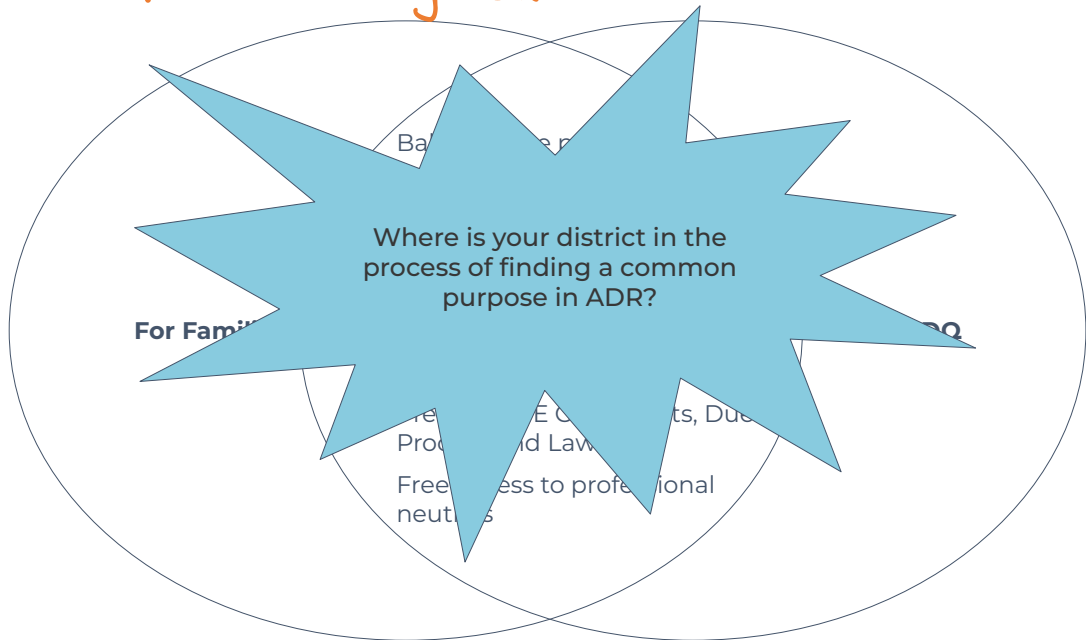
“Essential Ingredients”: Active Listening and Relationship building holds all of these strategies together



Adriana

There are strategies and practices that our ADR team is actively working with school sites to practice in order to build trust and relationships between special education personnel and families. We're emphasizing the value in active listening, and offering training opportunities to staff both in-house and at conferences.

Common Goals for utilizing ADR



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Pair share: This is where we are...where are you?

Share out

A Tale of Two IEPs:



Jot down your observations about
what is going wrong

What would you do differently? As
the parent? The administrator?



Adriana

In SFUSD, part of the ADR program's goal is to support site staff in responding to families in a way that engages them, makes them feel welcome and heard, as well as gives them tools to sustain relationships as students progress through grade levels. We'll start with an example of an IEP that many of us have been in before. Go ahead and jot down everything you observe in this interaction that could be done differently. Share out: what did you notice that could be done differently? What would you do?

Relating: Active Listening

Defend
Litigate
Interrupt



Empathize
Their Frame of
Reference
What's NOT being
said?

Listening TAKES
PRACTICE!




Adriana - William Ury is Author of Getting to Yes–Dispute resolution handbook.

What stood out to you from Simon's evaluation of the Art of Listening. Turn and talk, what are your personal shortcomings with Active Listening? What are some of your strengths?

Active Listening—Let's Practice!

1. Pair up
2. Assign yourselves Partner A and Partner B
3. Round 1: Partner A will be a parent from an underserved group with an IEP issue
4. Round 2: Partner B will be a parent from an underserved group with an IEP issue
5. The other partner will be the Case Manager
6. The case manager will actively listen to the parent share information about an experience related to their IEP.
7. The Parent will keep tabs on their feelings while the Case Manager is listening.
8. At the end of each round, Partner A and Partner B will make note of their feelings during that process
9. Be prepared to share out!

What does it mean to actively listen in this scenario? Is the case manager nodding their head and smiling emphatically? Are they leaning forward and not saying anything? What does it look like to help the parent feel reassured, to be contrite, and feel heard?

2. Case Managers-how did it feel to actively listen?
3. How can you practice this skill "in the wild"?



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- 1) Ombuds
- 2) Parent Training Opportunities
- 3) Relationship with Support for families
- 4) Burgeoning relationship with family advisories
- 5) Share out: Who COULD be/ who ARE your partners in your community? What does your partnership look like in action?

Key Collaborator: SFUSD Ombudsperson

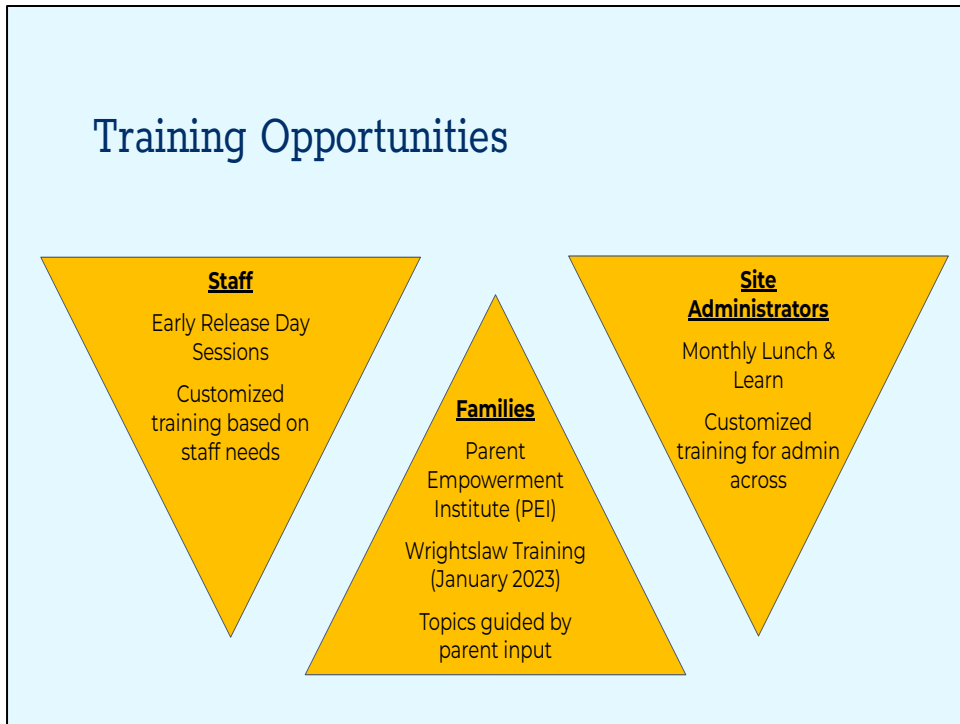
- Often the first contact when there's a dispute
- Assists families navigating Special Education Services
- Does not: make binding decisions, mandate policy, participate in investigations, formally resolve issues.
- Facilitates burgeoning relationship with various advisories

om-budz-person



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Training Opportunities



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Share out: What types of trainings are in the works for you to build, connect, engage and empower our families.

Topics: Selective mutism; ADR overview; Active Listening; Cultural Humility; Learning Loss;

What is Support for Families?



- Regional Family Empowerment Center
- Receive some state funding
- Provide mentorship and training for families
- Support dispute resolution through ADR and Procedural Safeguards
- Make referrals to advocacy and legal resources



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Bar Association of San Francisco

- Mediation partner
- Meet weekly to discuss cases, ADR strategy, and develop training programs
- Organize consult hours and training for Facilitators



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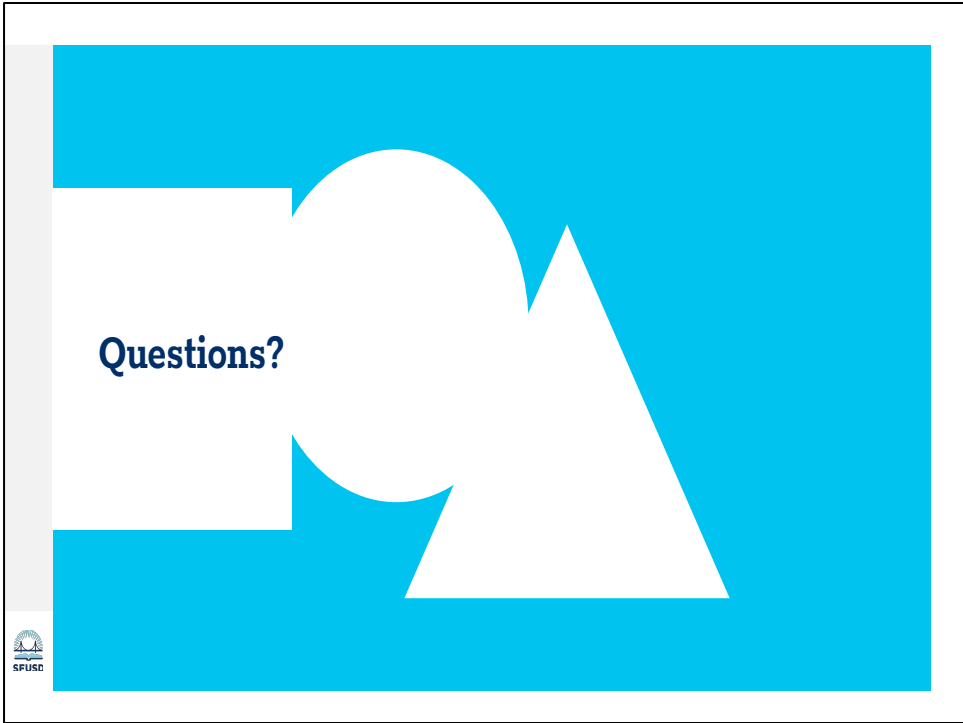
Who are your partners in the community?

Who COULD be partners in the community?

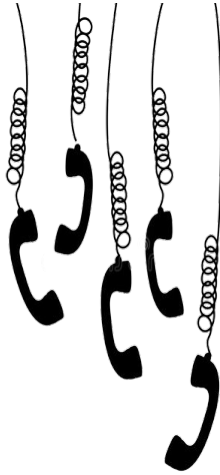
What do these partnerships look like?



Who COULD be/ who ARE your partners in your community? What does your partnership look like in action?



Both



Contact Us

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