

Recommendations

This was the activity where participants got in small groups of 5 people. They were asked to generate 3-5 recommendations to improve the process. There was group sharing but this reflects individual group work.

Group:

Val Vetter
Susan Etscheidt
Curt Sytsma
Diane Fogt
Toni Blair

1. Review with parents/educators a prior list of whose coming.
2. Preappeal support group for parents and educators
3. Provision of IEP have authority to carry over provisions of IEP

Group:

Carla Peterson
Jule Reynolds
Pat Sitlington
Ron Peeler

1. Parent training on communication (preventative) through preappeal process. Also rights.
2. Parent support and information
3. Advocate resources info PTI/PEC/other groups
4. Use of pre – preappeal process – resolution facilitators, involving issue identification
5. Better training on IEP process for parents/educators/advocates
6. Mediation – How deep to explore issues – How many issues addressed – Let parties drive this.
7. Agreement in writing, written by parties (not mediator) w/support follow up for the agreement.
8. Don't make preappeal an IEP meeting, which is what can lead a school/AEA to want to bring a large group of educators.

Group:

Patrick Clancy

Rhonda Buttjer

Linda Hansen

Greg Buntz

Pat Carlson

Before:

1. Some way of laying out issues that isn't so "legalistic" and addresses "what are we afraid of..." (combination of both?)
2. Someone (mediator?) during pre conference call help identify the underlying issues.

During:

1. Communication follow-up plan is included in agreement & if a person is identified to oversee.

After:

1. Said plan is used
2. He/she is informed what is to be done

***Built in support for parents throughout the process.

Group:

Thomas Mayes
Lashell Staley
Gloria Klinefelter
Dave Quinn
Sandy Kraschel

Before:

Parent Education

1. Every Parent in a preappeal should get a contact from PEC.
2. PTIC involvement – referrals
3. Readily available training materials, including 1 – on – 1, videos, print material, web resources.

Recommendation #1 is the key which may unlock all other necessary information.

4. Mediator, in pre – preappeal should reinforce availability of TLC, PEC, other resources.

Before/During:

Forms, other instruments to help parties organize issues/recommendations, primarily for that party's use (however that party chooses to use it).

During: reality and perceptions of fairness:

- 1 Number of people at a meeting (only those necessary from LEA/AEA)
- 2 Separate rooms used or break out rooms available.
- 3 Know who will be in attendance in advance.
- 4 Parents know of support persons who may attend with them.
- 5 Follow up (after care) plan to address

After:

1. Failure to implement
2. No longer suitable of change in circumstance.
3. Including a responsible party to contact.
4. Contacts from the neutral to both parties.

Group:

Ann Tompkins

Marion Panyan

Deb Samson

Hal Minear

Ask: “Who do expect to be at the meeting?

“during the phone call by mediator”

“may I give the parent-coordinator your name”?

Before:

1. Parent to parent support
2. Parties define expectations for the end of the meeting include concerns and issues – worksheets completed to share with other parties
3. Could be used itself as an early intervention
4. Maybe follow-up needs to originate at IEP meeting?
5. Staff development training offered to parents and teachers offered through State, AEA, LEA, web based?

During:

1. Preappeal at night/evening to accommodate work schedules.
2. Ask before begins – “what does success look like?”
3. Clarify the plan at the meeting – for each recommendation ask “what will that look like”

After:

1. Process for parties regarding accountability for implementation post mediation meeting – mediator does not need to be present – having the meeting is part of the “agreement”

Group:

Linda Appleby

Larry Bartlett

Dee Ann Wilson

Shelly Ackermann

Before:

1. Expand pre-mediation communication
2. Parent cadre of parents already been through preappeal /mediation to link with parents requesting preappeal. But do we need another group/organization? Would need to be very careful of selection and training.
3. Possible video

During:

1. How to deal with “control” of sharing /information.

After:

1. Settlement agreement must include contingencies for communication, clarification of terms, follow up, evaluation/assessment/satisfaction
2. Contingency plan
3. Who will be the “shepherd?”