

# Dispute Resolution and Conflict Prevention Self-Assessment Scoring Sheet

Stages of Practice	Minimal or No Implementation (1 point)	Partial Implementation (2 points)	Full Implementation (3 points)	Exemplary/ Best Practice (4 points)
<p><i>These are generic examples of what each Stage of Practice looks like in the LEA*:</i></p>	<p>Schools in the LEA do not (or minimally) utilize best practices, and are not compliant with required activities.</p>	<p>Schools in the LEA inconsistently implement best practices, and compliance with required activities varies. Evidence and documentation of implementation varies across the district.</p>	<p>Schools in the LEA routinely implement many best practices, and are compliant with required activities. There is observable evidence and documentation to support and demonstrate this.</p>	<p>All schools in the LEA consistently implement best practices, and there is observable evidence and documentation to support and demonstrate this.</p>
<p>* “LEA” and “district” are used interchangeably, and refer to all schools and administrative offices included in the self-assessment.</p>				
<p><b>Component 1: Parent Participation, School-Family Collaboration (Preventive)</b>  <b>Best Practice:</b> Schools work in partnership with parents so everyone can effectively and actively participate, communicate, and collaborate, to prevent conflict and ensure positive outcomes for students with disabilities.</p>				<p><b>RATING:</b></p>
<p><i>Examples of what this looks like for each of the 4 Stages of Practice rankings shown at the top of this grid:</i></p>	<ul style="list-style-type: none"> <li>▪ communication and collaboration with parents is limited</li> <li>▪ parent involvement is not welcomed</li> <li>▪ no resources for parents about their role in their child’s education or the school community</li> <li>▪ no effort is devoted to encouraging parent involvement</li> <li>▪ parents are not provided with timely notification of meeting times and locations</li> <li>▪ the district does not have organized record-keeping</li> </ul>	<ul style="list-style-type: none"> <li>▪ communication and collaboration with parents is limited, or only as required</li> <li>▪ resources on school-family collaboration may be available</li> <li>▪ limited effort is devoted to increasing parent involvement</li> <li>▪ timely notices of meetings are not always sent to parents</li> <li>▪ parents are not invited to contribute to agendas</li> <li>▪ staff offer inconsistent explanations of processes</li> </ul>	<ul style="list-style-type: none"> <li>▪ schools regularly communicate and collaborate with parents</li> <li>▪ parents are viewed as partners in their child’s education</li> <li>▪ the district makes available resources on school-family collaboration</li> <li>▪ staff use clear, understandable language when communicating with parents</li> <li>▪ meeting planning and scheduling is done cooperatively with parents</li> <li>▪ parents are invited to</li> </ul>	<ul style="list-style-type: none"> <li>▪ parents and schools are partners in education – communications and collaboration are robust</li> <li>▪ parent participation in education is supported (e.g., suggested home activities; parent nights held during the year)</li> <li>▪ the district provides useful school-family collaboration resources (e.g., FAQs, tip sheets, and checklists)</li> <li>▪ resources available in various languages and formats including website</li> <li>▪ staff communicate with</li> </ul>

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	<p>or documentation; parents can't easily access records</p>	<p>and terminology</p> <ul style="list-style-type: none"> <li>▪ parents can access records on demand but they are not routinely provided before meetings</li> <li>▪ documentation and record-keeping in the district is inconsistent; schools use different methods</li> </ul>	<p>contribute to agendas and receive meeting materials in advance</p> <ul style="list-style-type: none"> <li>▪ documentation and record-keeping in the district is thorough and fairly consistent</li> <li>▪ parents can easily access records</li> </ul>	<p>parents using clear, understandable language</p> <ul style="list-style-type: none"> <li>▪ meeting planning and scheduling is done cooperatively with parents</li> <li>▪ parents are invited in advance to contribute to agendas and review important documents and meeting materials</li> <li>▪ processes and terminology are explained in ways that invite and support parent understanding and participation</li> <li>▪ the district has a clear parent involvement policy and staffing that supports this (e.g., parent engagement liaisons)</li> <li>▪ documentation and record-keeping is thorough and consistent district-wide; records are readily accessible when requested or needed</li> <li>▪ a stakeholder group that includes staff and parents meets regularly to review and inform district policies and practices</li> </ul>
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*Your Rating for Parent Participation, School-Family Collaboration (Preventive):*

*How did you arrive at your rating? Please share examples, evidence, and/or documentation:*

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Component 2: Interventions/Strategies for Early Conflict Resolution (Facilitative)				RATING:
<b>Best Practice:</b> The LEA consistently and successfully implements a range of early conflict resolution strategies district-wide and when a disagreement arises, works with parents to explore these options as early as possible.				
<p><i>Examples of what this looks like for each of the 4 Stages of Practice rankings shown at the top of this grid:</i></p>	<ul style="list-style-type: none"> <li>▪ collaborative problem-solving is not a priority for the district</li> <li>▪ staff do not work collaboratively with parents to resolve disagreements</li> <li>▪ parent needs and concerns are not acknowledged or addressed</li> <li>▪ parents are discouraged or prevented from bringing people with them to meetings</li> <li>▪ no evaluation data are collected or reviewed</li> </ul>	<ul style="list-style-type: none"> <li>▪ workshops on conflict resolution and collaborative problem-solving are not regularly offered to staff or parents</li> <li>▪ staff are unprepared for difficult communications</li> <li>▪ disagreements are not usually resolved using collaborative methods</li> <li>▪ parent needs are not consistently acknowledged and addressed</li> <li>▪ parents are offered opportunities to check-in with staff at different times during the year</li> <li>▪ parents are not encouraged to bring anyone with them to meetings</li> <li>▪ evaluation data (e.g., from meetings, parent-staff experiences) are not consistently collected and reviewed</li> </ul>	<ul style="list-style-type: none"> <li>▪ collaborative problem-solving workshops are offered to district staff and parents</li> <li>▪ staff and parents are encouraged to resolve disagreements collaboratively</li> <li>▪ staff are prepared for difficult communications</li> <li>▪ district policy supports suggesting the use of a facilitator when a disagreement arises</li> <li>▪ staff consistently acknowledge and address parent needs</li> <li>▪ parents are offered opportunities to check-in with staff at different times during the year</li> <li>▪ parents are encouraged to bring support people (e.g., advocates, case managers) with them to meetings</li> <li>▪ evaluation data (e.g., from meetings, parent-staff experiences) are collected and reviewed</li> <li>▪ staff are provided with meeting management training opportunities</li> </ul>	<ul style="list-style-type: none"> <li>▪ the district demonstrates an overarching “Let’s Work It Out” philosophy</li> <li>▪ collaborative problem-solving workshops are regularly provided to school staff and parents</li> <li>▪ community assistance resources for parents (e.g., parent center, disability-specific agencies, guides) are supported by the LEA</li> <li>▪ staff include trouble-shooters with advanced facilitation skills</li> <li>▪ staff acknowledge and address parent needs quickly and respectfully</li> <li>▪ parents are viewed as customers with attention focused on rapid response to complaints</li> <li>▪ parent-teacher check-ins are scheduled/offered throughout the year</li> <li>▪ staff are well trained in facilitation and meeting management skills</li> <li>▪ parent support people (e.g., advocates, case managers) are welcomed at meetings</li> <li>▪ staff are comfortable</li> </ul>

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				<ul style="list-style-type: none"><li>suggesting third-party facilitation resources and to parents</li><li>▪ evaluation data (e.g., from meetings, parent-staff experiences) are routinely collected and used to improve practices</li></ul>
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*Your Rating for Interventions/Strategies for Early Conflict Resolution (Facilitative):*

*How did you arrive at your rating? Please share examples, evidence, and/or documentation:*

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<b>Component 3: IDEA Dispute Resolution (DR) Options and Procedures (Conflict)</b> <i>Best Practice:</i> LEA personnel have a clear understanding of the IDEA dispute resolution procedures (mediation, written state complaints, due process complaints/hearing requests, and resolution meetings), are able to explain to parents differences among the four options, and respond quickly and appropriately when an option is initiated.				<b>RATING:</b>
<i>Examples of what this looks like for each of the 4 Stages of Practice rankings shown at the top of this grid:</i>	<ul style="list-style-type: none"> <li>▪ staff are generally unaware of the IDEA DR options, and are unable to advise parents where to find information about them</li> <li>▪ the district does not respond appropriately to notices that DR option has been initiated</li> <li>▪ the district is not compliant with IDEA DR requirements and timelines</li> <li>▪ staff interactions with parents and students are difficult when a DR option is used</li> </ul>	<ul style="list-style-type: none"> <li>▪ staff are inconsistently aware of the IDEA DR options,</li> <li>▪ not all staff are able to advise parents where to find information about the DR options</li> <li>▪ the district responds inconsistently when it receives notice that a DR option has been initiated</li> <li>▪ the district does not regularly support using optional third-party facilitation to help resolve issues</li> <li>▪ the district is not fully compliant with IDEA DR requirements, and meets timelines inconsistently</li> <li>▪ staff interactions with parents and students are unpredictable during and after a DR option is used</li> </ul>	<ul style="list-style-type: none"> <li>▪ staff are aware of the IDEA DR options</li> <li>▪ staff are able to advise parents where to find information about the DR options</li> <li>▪ the district responds in a timely and appropriate fashion when it receives notice that a DR option has been initiated</li> <li>▪ the district is agreeable to using third-party facilitation to help resolve issues, even when this is not required by the IDEA</li> <li>▪ the district is fully compliant with IDEA DR requirements, including meeting all timelines</li> <li>▪ staff interact with parents and students cordially and professionally during and after a DR option is used</li> </ul>	<ul style="list-style-type: none"> <li>▪ staff are knowledgeable about the IDEA DR options and are able to comfortably explain to parents the differences between options</li> <li>▪ the district encourages and supports the use of third-party facilitation to help resolve issues, even when this is not required</li> <li>▪ clear protocols are in place to ensure timely and appropriate responses when the district receives notice that an option was initiated</li> <li>▪ the district is fully compliant with IDEA DR requirements, including meeting all timelines</li> <li>▪ staff maintain cordial, professional relationships with parents and students at all times</li> <li>▪ the district encourages parents to invite students to participate in mediation and resolution meetings, as appropriate</li> </ul>

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*Your Rating for IDEA Dispute Resolution (DR) Options and Procedures (Conflict):*

*How did you arrive at your rating? Please share examples, evidence, and/or documentation:*

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<b>Component 4: Awareness and Understanding of Procedural Safeguards (Parents and LEA Personnel)</b> <i>Best Practice:</i> The LEA ensures that all personnel have an understanding and awareness of the IDEA procedural safeguards, and that parents are supported in understanding their rights.				<b>RATING:</b>
<i>Examples of what this looks like for each of the 4 Stages of Practice rankings shown at the top of this grid:</i>	<ul style="list-style-type: none"> <li>▪ the district does not have policies and procedures that ensure parent understanding of the IDEA procedural safeguards and parental rights, or if such policies and procedures exist, they are not being implemented</li> <li>▪ no workshops or training resources are offered to support parent and staff understanding of procedural safeguards and parental rights</li> </ul>	<ul style="list-style-type: none"> <li>▪ staff have inconsistent awareness of the IDEA procedural safeguards and parental rights among staff and related service providers is inconsistent</li> <li>▪ information about the IDEA procedural safeguards and parental rights are provided to parents and staff inconsistently</li> <li>▪ the district responds inconsistently to requests for copies of procedural safeguards and parental rights in alternate formats, including translations</li> <li>▪ district has minimal policies and procedures to ensure parent understanding of the IDEA procedural safeguards and parental rights</li> </ul>	<ul style="list-style-type: none"> <li>▪ information about the IDEA procedural safeguards and parental rights is generally available</li> <li>▪ staff have awareness of procedural safeguards and parental rights</li> <li>▪ the procedural safeguards and parental rights are translated and provided in alternate formats when requested</li> <li>▪ the district regularly informs parents of their procedural safeguards and parental rights</li> <li>▪ workshops and training resources to support staff and parent understanding of procedural safeguards and parental rights are offered</li> <li>▪ the district has policies to ensure parental rights are implemented</li> </ul>	<ul style="list-style-type: none"> <li>▪ the district consistently provides parents, staff, and related service providers with copies of the IDEA procedural safeguards and parental rights</li> <li>▪ staff are familiar with procedural safeguards and parental rights</li> <li>▪ easily accessible, high-quality resources that supports understanding of the procedural safeguards and parental rights are readily available in different formats and languages</li> <li>▪ workshops and training resources that support parent and staff understanding of procedural safeguards and parental rights are provided regularly</li> <li>▪ district practices and policies underscore the importance of staff and parents being knowledgeable of IDEA procedural safeguards and parental rights</li> </ul>

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*Your Rating for Awareness and Understanding of Procedural Safeguards (Parents and LEA Personnel):*

*How did you arrive at your rating? Please share examples, evidence, and/or documentation:*

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<b>Component 5: Professional Development (PD) Opportunities/Continued Learning and Skill Building (LEA Personnel)</b> <i>Best Practice:</i> Professional development opportunities relating to collaborative communication and working together with parents are provided to all LEA personnel district-wide, at different times during the year, via different methods and formats.				<b>RATING:</b>
<p><i>Examples of what this looks like for each of the 4 Stages of Practice rankings shown at the top of this grid:</i></p>	<ul style="list-style-type: none"> <li>▪ PD on collaborative communication and working together with parents is not provided by the district to all staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ how staff receive or are offered PD in the district is inconsistent</li> <li>▪ the district does not provide the same access to PD for all staff</li> <li>▪ PD is sponsored by the district for certain staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ the district encourages staff to take part in PD to develop collaborative communication skills</li> <li>▪ the district sponsors staff PD opportunities regularly, throughout the year</li> <li>▪ in-service days are used to team-build, and offer opportunities to develop conflict resolution and good meeting management skills</li> <li>▪ staff are encouraged to share knowledge and skills with each other</li> <li>▪ the district has policies and procedures regarding PD, including resources, programs and opportunities</li> </ul>	<ul style="list-style-type: none"> <li>▪ the district provides PD opportunities for staff to build collaborative communication skills, like <i>Creating Agreement</i> and <i>Six Conversations for Resolving Conflict</i></li> <li>▪ PD opportunities are offered at different times during the year and in different formats, so all staff have a chance to participate</li> <li>▪ in-service days offer staff opportunities to share experiences and learning</li> <li>▪ the district sponsors team-building opportunities for staff, including conflict prevention/resolution tools, methods, and skills</li> <li>▪ staff are encouraged to observe each other and provide feedback (peer mentoring, coaching)</li> <li>▪ staff participate in the development of PD policies and procedures, including resources, programs and opportunities</li> </ul>

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*Your Rating for Professional Development (PD) Opportunities/Continued Learning and Skill Building (LEA Personnel):*

*How did you arrive at your rating? Please share examples, evidence, and/or documentation:*