

# Idaho Office of Dispute Resolution

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Dr. Melanie Reese

CADRE Director

Edwin Litteneker

Dispute Resolution Coordinator

Jessica Spoja

Dispute Resolution Program Specialist

# Who's here?

1. How many people from SEA/State agencies?
2. How many Parent/Parent Agency reps?
3. How many Practitioners of facilitation?
4. How many from states with existing facilitation programs?
5. How many from states without facilitation programs?
6. Whom did we miss?

# Who are we?

Melanie Reese: Former Idaho Dispute Resolution Coordinator; Current Director of CADRE

Ed Litteneker: Former Idaho DR Contractor (facilitator, mediator, complaint investigator, hearing officer and legal consultant); Current Idaho Dispute Resolution Coordinator

Jessica Spoja: Idaho DR Program Specialist and Excel Wizard

# Agenda

1. History of Idaho's facilitation program
2. Current process of setting up a facilitation
3. From the Facilitator's Viewpoint
4. Evaluating the Program and Facilitators
5. Care and feeding of facilitators
6. Data tracking
7. Marketing

# History of Idaho's Facilitation Program



# Ancient History

Idaho's program began in 2005 when the then DR Coordinator asked a few mediators to facilitate IEP meetings to see if it was something appropriate for Idaho.

## **2004-2005 saw six facilitations**

Three mediators were used for these cases, with no additional training provided.

# Building a Facilitator List

- In 2005-2006, FIEP Training with 40-50 participants
- Included past and current SPED Directors, retired administrators, active contractors in DR, and referrals from parent groups
- Backgrounds: Some degreed, some not; some with K-12 experience, some none; some with mediation background; some without; some with SPED knowledge, others with none.

**The facilitation roster was around 25 until 2011.**

# The Reese Years (2010 – last week)

- Trimmed roster to 18 based on experience and qualifications
- Currently roster is at 14, with 6 hired since 2012 (via opportunistic hiring)
- The remaining 8 have been with the facilitation group for 10 or more years



# Types of Facilitation Available

- IEP/IFSP Team meetings
- Eligibility/Evaluation Team meetings
- Three-year re-evaluation meetings
- Manifestation Determination meetings
- Due Process Hearing resolution session meetings
- Informal meetings addressing IDEA related issues between parents and districts

# Qualifications of Facilitators

- Most facilitators have a master's degree in education, communication, psychology or a related field.
- Experience as a facilitator or mediator is required.
- Knowledge of special education is required and of IDEA law is desirable.
- Yearly continuing education is required. Additional training offered at least quarterly.

# Functions and Responsibilities

Contractors facilitate IDEA meetings in all or most of the following ways:

## Before the meeting

- Contacts parent and special education director to schedule meeting
- Collects and disseminates necessary documentation or information, if appropriate
- Develops the meeting agenda

# Functions and Responsibilities, cont.

## During the meeting

- Sets tone for meeting and takes responsibility for process
- Guides the discussion by keeping the team centered on student outcomes
- Assists the team to resolve conflicts and disagreements
- Helps to maintain open communication among all members
- Asks clarifying questions about issues, interests and potential solutions
- Helps to keep team members on task and within the time allotted for the meeting
- Maintains impartiality and neutrality at all times
- Helps to keep team members on task and within the time allotted for the meeting
- Does not impose a decision on the group

# Functions and Responsibilities, cont.

## After the meeting

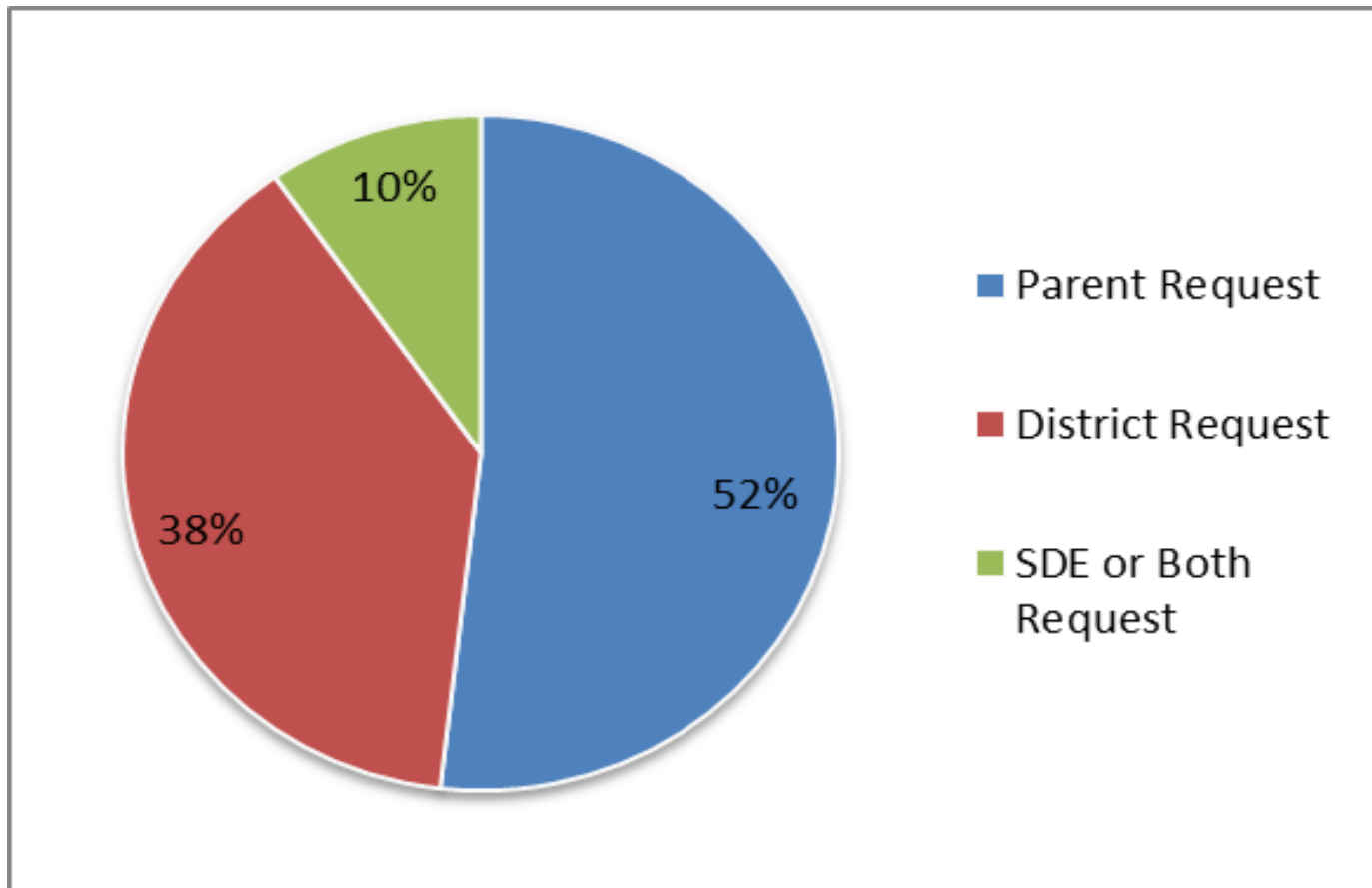
- Communicates completion and outcome to DR Coordinator
- Participates in process evaluation, self-assessment and improvement activities
- Participates in additional meetings, as approved by DR Coordinator

# Current Process of Setting up a Facilitation



# How Facilitations are Requested

In 2016-2017:

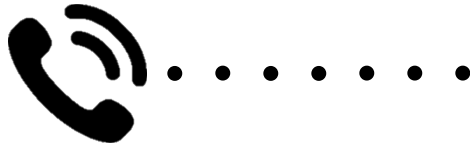


# Initial Parent Contact

Parent Calls the Dispute Resolution Office



Parent



DR Office

The majority of our parent calls are referrals from Idaho's parent resource center – Idaho Parents Unlimited



**Idaho Parents Unlimited, Inc**  
Assisting Families of Children with Disabilities  
and/or Special Health Care Needs  
Serving Idaho Families Since 1985



# Phone Intake Form

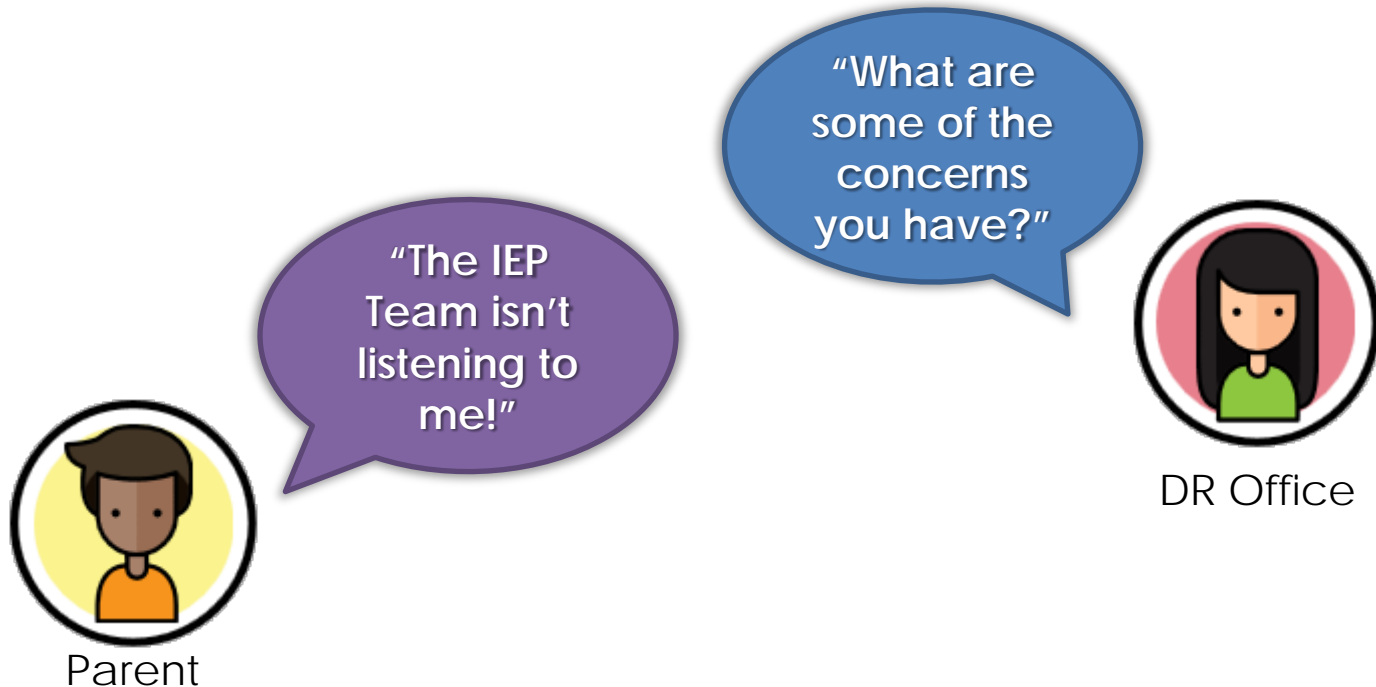
Parent Calls the Dispute Resolution Office

## Phone Intake Form

Date:	
Name of Caller:	Gather this information from the caller.
Relationship:	
Phone Number:	
Email Address:	
Student's Full Name:	
Student's Age:	
Student's Grade:	
Student's School:	
School District:	
SPED Director:	
Director Phone:	
Director Email:	
Summary of Concern(s):	

# Read the Call

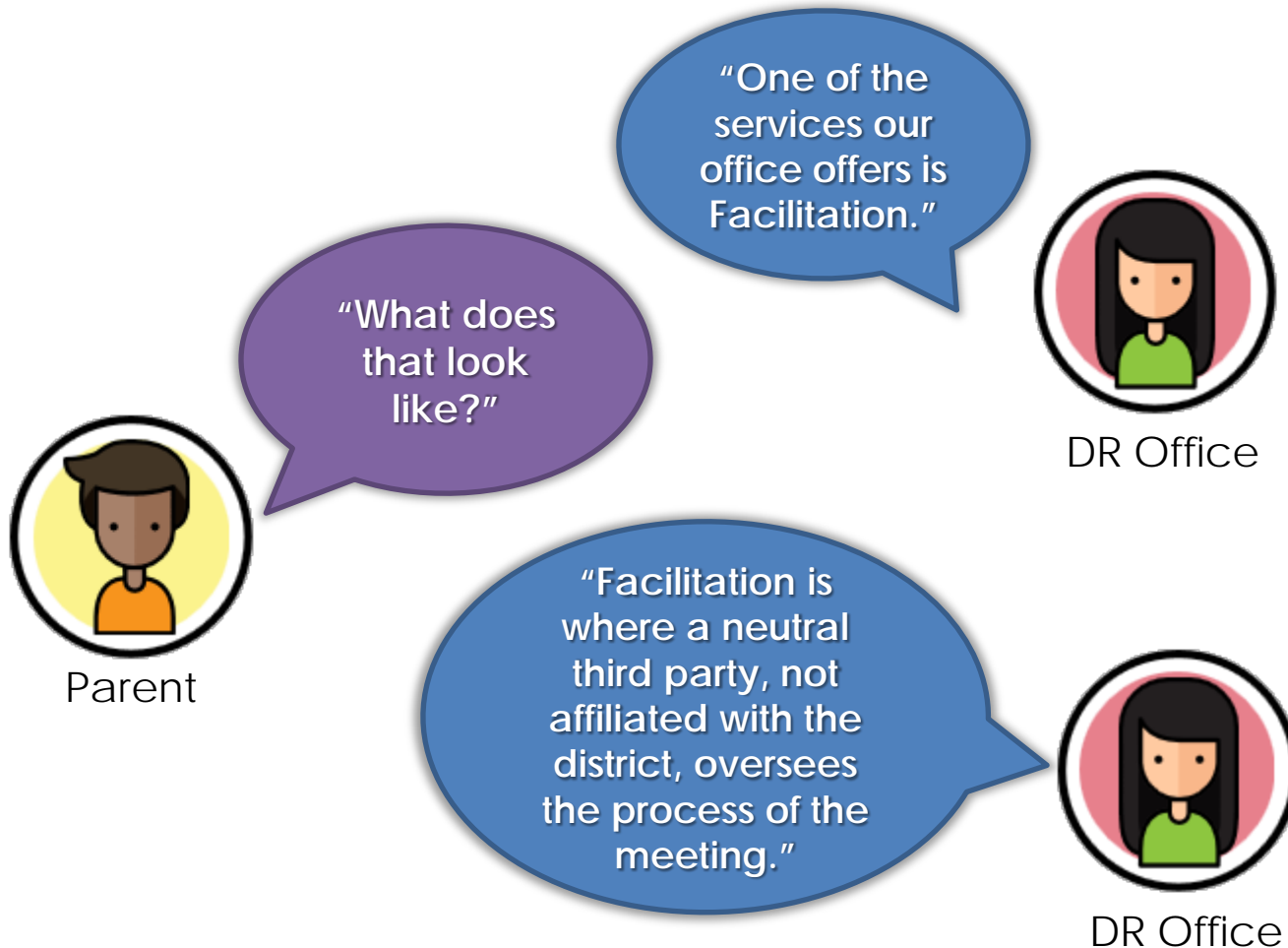
## Parent Calls the Dispute Resolution Office



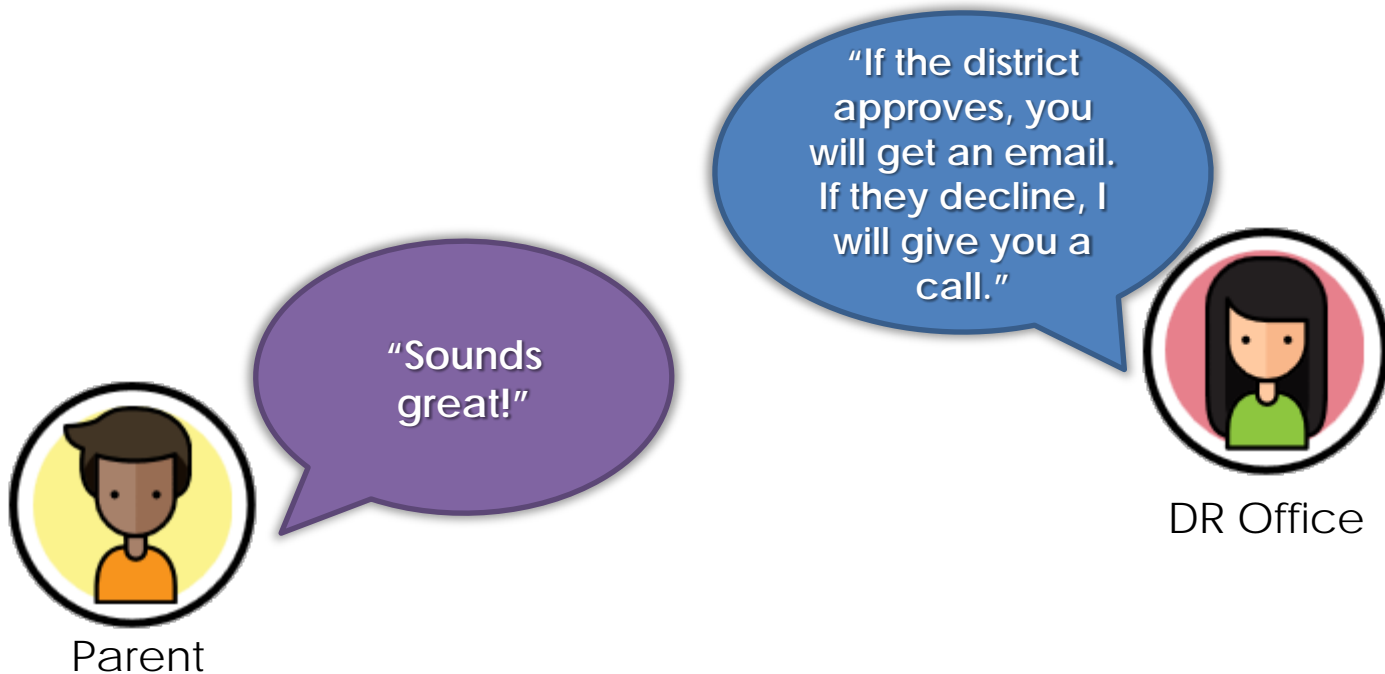
Promote facilitation when appropriate.

# Explain Facilitation

## Parent Calls the Dispute Resolution Office



# Explain Next Steps



Make sure callers understand facilitation is voluntary and requests can be declined by the other party.




# For the Uncertain

## Parent Calls the Dispute Resolution Office



A "DR Inquiry" email is sent to parents who contact our office who want more information on our services.

# Example of DR Inquiry Email

 Send	To...	
	Cc...	<a href="#">Ed Litteneker</a> ; <a href="#">Jessica Spoja</a>
	Subject:	Dispute Resolution Inquiry
	Attached:	 <a href="#">Chapter 13 - Dispute Resolution.pdf (207 KB)</a> ;  <a href="#">Procedural Safeguards 2016.pdf (536 KB)</a>

Greetings –

Thank you for contacting our office today in an effort to find out about processes we offer. I have reached out to the SPED Director with the \_\_\_\_\_ School District and once I hear back we can proceed with the resolution process. Attached is a copy of Chapter 13 of the Special Education Manual which reviews Dispute Resolution procedures offered through our office. It explains the differences between Facilitation, Mediation, Complaints and Hearings. Also included is a copy of the Procedural Safeguards Notice and the Form for Filing a State Complaint. Additionally, information (including FAQs) on Dispute Resolution processes can be found on our website: <http://www.sde.idaho.gov/sped/dispute/index.html>

The Idaho Special Education Manual is located on our website here: <http://sde.idaho.gov/sped/sped-manual/>  
As mentioned in the Procedural Safeguards, Idaho Parents Unlimited (IPUL) is a parent resource center. More information can be found on their website: <https://ipulidaho.org/>

Ed Litteneker, the Dispute Resolution Coordinator, can be reached at (208) 332-6914 after today, or at [elitteneker@sde.idaho.gov](mailto:elitteneker@sde.idaho.gov). I can be reached at the contact information below.

Thank you,

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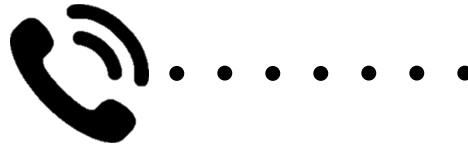
**Jessica Spoja**  
Dispute Resolution Program Specialist  
**Idaho State Department of Education**  
650 West State Street | Boise, ID 83720  
☎ 208-332-6912 | 📠 208-334-2228

# Notifying the District

Inform School District Special Education Director of the Facilitation Request



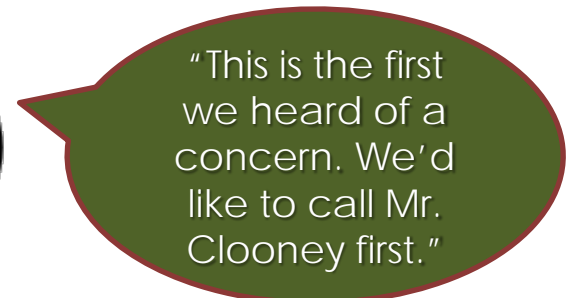
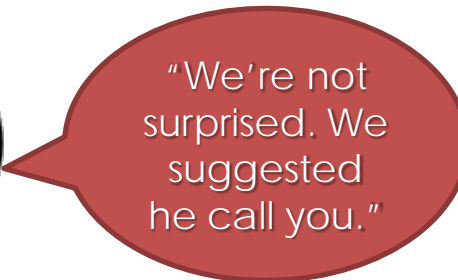
DR Office



District

# Example District Responses

Inform School District Special Education Director of the Facilitation Request





# If Facilitation is Postponed or Denied

The Dispute Resolution Office calls parent if the facilitation is not immediately accepted.



DR Office

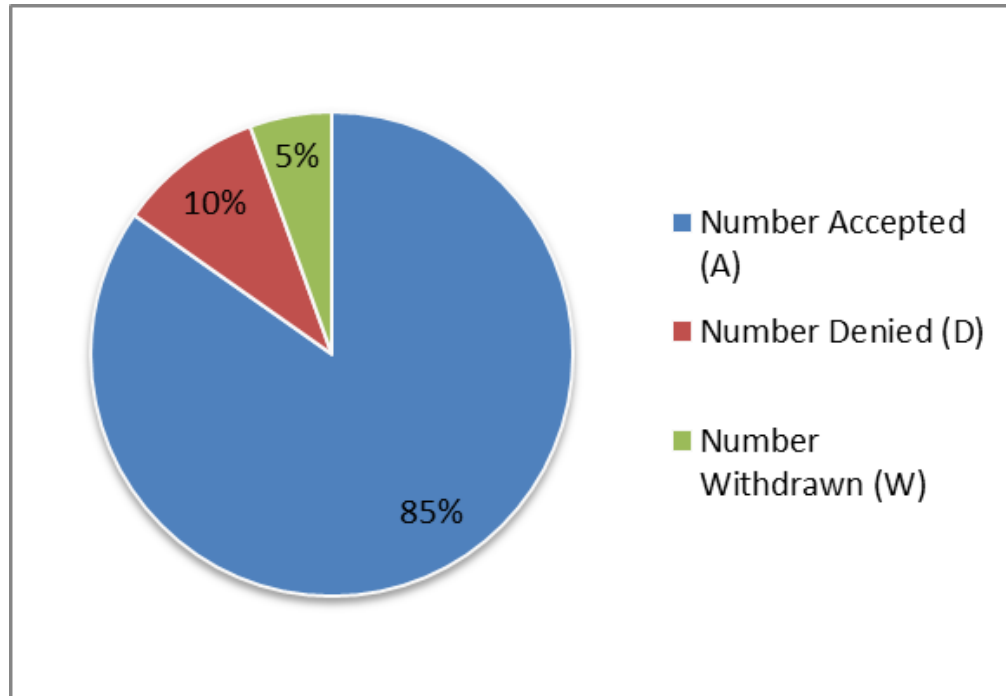


Parent

**Parent is informed of current status. If appropriate, we let parents know they can contact the DR Office again if the situation isn't resolved,**

# Acceptance Rates





In 2016 - 2017



A "denied" facilitation is typically where a director offers to contact parent directly and see if the concern can be addressed. The DRO will inform the parent to expect a call from the district, and to contact us if the issue is unresolved.

# Email All Parties

An “assignment email” is sent to the parent, director and facilitator.

	To...	Special Education Director; Parent
	Cc...	TheFacilitator
	Bcc...	<a href="#">Ed Litteneker</a>
	Subject:	Facilitation Assigned: SCHOOL DISTRICT/PARENT LAST NAME
Attached:	 Steps to Success.pdf (3 MB);  IEP Facilitation ParentGuide 11.3.14.pdf (231 KB);  CADRE EngagingParents Brochure DEC2015.pdf (5 MB)	

Greetings:

The State Department of Education (SDE) received a request for facilitation which has been accepted. [REDACTED] will be the Facilitator assigned to this case. The facilitator's phone number is (208) [REDACTED].

The District is responsible for sending the Invitation to the Meeting to the parties, and will be coordinating the date and time for the meeting with all parties, including the Facilitator. The Facilitator will be contacting both the District and the Parent to determine items for the agenda. When the facilitator calls parties for initial intake, it is important to provide information so the facilitator can develop an appropriate agenda for the facilitated meeting.

Following the facilitated meeting, the SDE will email a brief satisfaction survey to participants. Your opinion of our Facilitator and the overall process is very important for our efforts to continually improve the services provided by the Dispute Resolution office. The Facilitator will request email addresses at the IEP meeting for this purpose. Of course participation in the evaluation is voluntary.

Attached are some materials regarding communication strategies and the facilitation process. Please let our office know if you have any questions. Additionally, information (including FAQs) on Facilitation and other Dispute Resolution processes can be found on our website: <http://www.sde.idaho.gov/sped/dispute/index.html>

Kind regards,

# Email Attachments



## Steps to Success: Communicating with Your Child's School

If you have a child who is receiving special education services, you're more than likely to be very involved with your child's school and teachers — including planning, reviewing, and assessing your child's educational program. Over time, you will learn a lot about the special education process and how to communicate and negotiate on your child's behalf. While your knowledge, skill, and confidence will naturally increase, there are some specific communication skills that can help you be successful in developing and maintaining a strong partnership with your child's school. We hope these "Steps to Success" will be particularly helpful to parents who are new to the special education process.

## Individualized Education Program (IEP) Facilitation

A Guide for Parents of Children & Youth  
(Ages 3-21)

This publication is part of a series on special education dispute resolution options. Other parent guides in this series include:

- IDEA Special Education Mediation
- IDEA Special Education Written State Complaints
- IDEA Special Education Due Process Complaints/Hearing Requests
- IDEA Special Education Resolution Meetings

**Note: IEP Facilitation is not available in all states and is not required under the IDEA. Additionally, this publication is not intended to interpret, modify, or replace any IDEA procedural safeguards or requirements of federal or state law.**



## Engaging Parents in Productive Partnerships



Educators contend with significant pressures resulting from insufficient resources, inadequate professional development opportunities, and an ever-changing landscape of educational initiatives and mandates. Despite such challenges, school staff partner successfully with parents in millions of meetings each year to create appropriate individualized education programs (IEPs) for students who receive special education and related services. If you invest early in building trusting working relationships with the parents of students with each other can be transformed into more positive experiences with the parents of students in your school, your contacts time and space to find solutions to challenging situations.



IEP teams are intentionally composed of parents, educators, and service providers who bring different expertise to the development of effective educational programs. This diversity may lead to conflict rather than collaboration. Difficult conversations may ensue when you find yourself at odds with your colleagues or with the parents of students attending your school. These difficult conversations can create stress or anger as strong feelings are expressed or left unspoken.

Fortunately, there are things we can do to communicate more effectively when disagreements occur, opinions diverge, and emotions are present. The skillful integration of team member expertise, whether based upon personal experience or national training, is a critical factor in designing successful IEPs. The following strategies can go a long way toward disagreements, improving relationships, and producing positive outcomes for students with disabilities.

**People Be at Their Best**

Considerate and sensible to schedule and plan meetings so all members of the team are able to attend and participate fully. This includes being attentive to times and locations that are convenient for everyone who needs to attend will be present and able to focus on the objectives of the meeting. It is also important to allow enough time to discuss and complete. Otherwise, discussions and decisions may be physically present in a meeting, all of us experience difficulty to engage with others and focus fully on complex tasks. We may be troubled by physical conditions (hunger, fatigue, low energy, etc.) when any participant seems distracted or distressed, if others is helpful for the whole team.

**PLAN MEETINGS  
TO INCLUDE ALL  
MEMBERS OF  
THE TEAM.**



# Considering New Email Attachment



## **Educational Advocates: A Guide for Parents**

An educational advocate, also known as a parent advocate, child advocate, student advocate, or independent advocate, assists parents of students with disabilities in navigating the complex world of special education. For a fee, professional advocates provide information, guidance and support throughout the IEP process to encourage decisions that meet the needs of the student.

This guide will assist parents in:

- ◆ Asking interview questions that will help get an understanding of an advocate's approach to providing support
- ◆ Connecting with parent centers in your state
- ◆ Connecting with additional sources of information about advocacy



Supporting the prevention and resolution of  
disputes through partnership and collaboration

## **Educational Advocates**

**Guide for Parents**

**Currently only in  
brochure form.**

**May add to  
resources if format is  
more friendly.**

# Contact Facilitator

Assign a Facilitator



DR Office



Facilitator

# Contact Facilitator



DRO


"We received a facilitation request for the Hollywood School District. Are you available?"

"Yes. I will look for the facilitation log."



Facilitator

# The Facilitation Log



## FACILITATION LOG

**CASE NUMBER:** F-17-09-28b  
**SCHOOL DISTRICT:** Hollywood Academy Charter #450 **REQUESTOR:** Parent **FACILITATOR:** Clark Gable

**STUDENT INFORMATION**

PARENT NAME:	George and Gracie Burns
PARENT PHONE:	(555) 555-5555
PARENT EMAIL:	Funnyparents@yahoo.com
STUDENT NAME:	David
AGE:	11
GRADE:	6
SCHOOL:	Academy Elementary

**DISTRICT INFORMATION**

SPED DIRECTOR:	Doris Day
DIRECTOR PHONE:	333-333-3333
DIRECTOR EMAIL:	Que.sera.sera@academycharter.net

**NOTES**

Meeting in October: This is a meeting to review the IEE. The meeting may need to change date of Oct 16 due to not being able to get critical service provider and the results of the IEE not being available yet. Director (Doris) is going to be out tomorrow - then there is a break. Difficult to schedule during this time. Doris did not want to change meeting dates. Ed discussed IDEA requirement of meeting at "mutually acceptable time." Ed suggested she talk with facilitator and then offer parent several meeting option dates.

Notes from Parent Call:

Previous meeting on Sept 1

- Student is visually impaired
- Required books in braille – on IEP but not provided on one item
- Use a computer instead of writing

Mom will have an advocate present

## The Facilitator Log

- Case Number
- Parent and District Contact Info
- Notes from Phone Intake Form
- Any additional notes



# From the Facilitator's View



# Facilitator Intake

- Facilitator receives facilitation log from the DR Office.
- Facilitator contacts both district and parent.
- Gathering additional information is encouraged to increase comfort with the facilitator and the process.
- Facilitator creates agenda.

# Creating an Agenda

- The facilitator's agenda changes the shape and flow of the meeting.
- The agenda creates opportunities for the parent's participation.
- The agenda is accepted by both parties.
- The agenda formalizes the facilitator's control of the process.

# Being the Facilitator

- There is a noticeable effect of the facilitator's presence in the room.
- What are the expectations of the Team and its individual members?
- Is it okay to ask for help?

# Challenges in Facilitation

- The able facilitator will understand how to deal with the district's and/or parent's concerns.
- Should the facilitator have to worry if a district's proposal provides FAPE or complies with IDEA?
- A facilitator can use a caucus (private, confidential meeting) to move process.

# Evaluating the Program and Facilitators



# Facilitation Surveys

- Two Separate Surveys
  - Facilitation Participant Survey
  - Facilitator Self-Evaluation and Case Summary
- Results can be filtered for focused queries by:
  - Date
  - District
  - Facilitator
  - Case Number

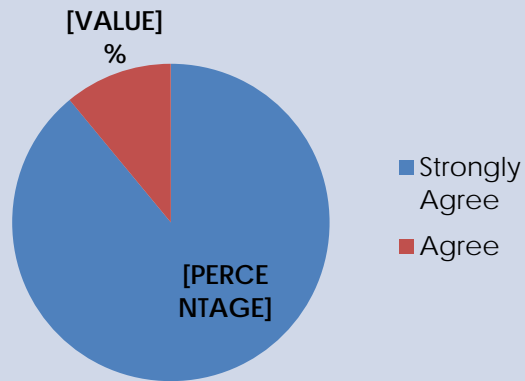
# Participant Survey Design

- Seven questions on the FACILITATOR  
Example: *"The Facilitator helped to create an environment where I felt my opinions were respected."*
- Six questions on the PROCESS  
Example: *"The Facilitation process resulted in the student having an education plan that meets his/her needs."*
- Comments section

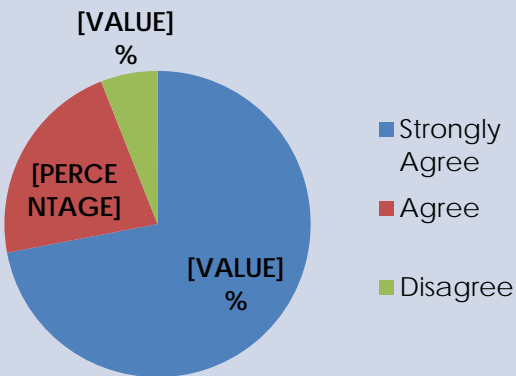


# Participant Survey Results

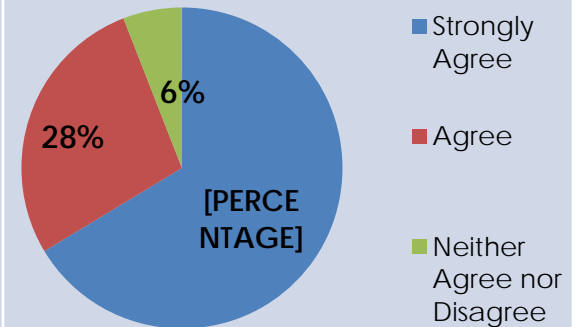
The Facilitator helped me feel comfortable during the Facilitation process.



The Facilitator helped to create an environment where I felt my opinions were respected.



The Facilitator kept the focus on the student's needs and the purpose of the meeting.



# Participant Survey Design

The facilitator was extremely professional. He provided an environment that was positive and allowed the focus to be on the student. Thank you very much!

The facilitator did a great job re-directing the staff to the necessary items and was very helpful for the parent who did not know all the laws and made sure that all the required components were addressed.

Facilitators always do a great job. The Facilitator is very impartial and has a calming presence.

# Participant Survey Design

- Seven questions on the FACILITATOR  
Example: *"The Facilitator helped to create an environment where I felt my opinions were respected."*
- Six questions on the PROCESS  
Example: *"The Facilitation process resulted in the student having an education plan that meets his/her needs."*
- Comments section

# Facilitator's Summary Evaluation

Completed by each Facilitator and returned with billing materials.

- **Facilitator's Summary**

Capture major issues facilitated

Status - agreement reached or not

Team relationship and contention-level

- **Facilitator Self-Evaluation**

Eight questions on Facilitator Performance

Example: *Rephrased and/or summarized information.*

- **Facilitator Evaluation of DR office**

Request areas for future training topics

Comments on how the DR office can improve

# How Facilitator's Summary Evaluations are used:

Receipt of the Facilitator's Summary form marks the closing of the facilitation case.

Provides us with this useful information:

- If we see the same family again, what level of facilitator skill would be needed in assignment
- Identification of training topics
- Facilitator self-assessment used for frank discussions about skill and aptitude
- A system-wide look at effectiveness and areas for improvement

# Care and Feeding of Facilitators



# Even Great Facilitators Need Attention

- Have a mechanism for eliciting training needs.
  - Does the facilitator have process or content concerns?
  - Are they having trouble with the billing?
  - Whom can they ask?
- Does the facilitator know what they do not know?
- Encourage the facilitator to be genuine and transparent.

# Continuing Education is Necessary

- Training, training, training
  - Compensate for training and travel
- Ensure Facilitators are comfortable defining what they do and how the process works. (For example, can they explain how facilitation is different from mediation?)
- Ensure Facilitators have content knowledge
  - Implications of Endrew F. ruling
  - Your state's Special Education rules and policies



# Anticipate Training Needs

- Recognize opportunities and need for additional training
  - For example, if a facilitator will be facilitating a resolution session, prepare them for the adversarial nature of the Due Process Hearing request, and how outcomes are different than other types of facilitation.
- Focus on both process and skills training
- Identify and share best practices

# Plan the Work

- Consider regionalization of facilitation assignments
  - Assists in regional meetings and more personalized training
  - Encourages consultation and collegiality among facilitators (especially in dealing with frequent participants in the facilitation process)

# Expand Resources

- Encourage mentoring and consultation among the facilitators
  - This benefits the seasoned facilitator and the rookie
  - Let the rookie know that the seasoned facilitator will take that call from the side of the road
  - Compensate both for their time

# Facilitators Need to Feel Safe

- Permit the facilitator to make mistakes
- When the parent or district expresses concern about the facilitator, assist the facilitator in understanding the issue (and follow up with concerned party)
- Have the facilitator's back

# Idaho's Training and Resources

- Hold statewide and regional training opportunities
- Provide legal updates from DR Office
- Provide copies of IDEA, Idaho Manual, and Idaho Education Rules to all contractors
- Occasionally purchase books/resources for contractors
- Have a library of LRP publications and other resources
- Have access through DR Coordinator to legal input
- Provide LRP Sped Connections subscriptions
- Contractors can attend one regional or nearby conference (Not required, but offered)
- Provide information on CADRE Webinars
- Be available

# Data Tracking



# DR Master Summary

## Templates Links Tab

Facilitation Templates and Links	Mediation Templates and Links	C.I. Templates and Links	Hearing Templates and Links	EXPEDITED H Templates and Links
<a href="#">Facilitation Log Merge Template</a>	<a href="#">Mediation Log Merge Template</a>	<a href="#">Master Complaint Log Generator</a>	<a href="#">Hearing Log</a>	<a href="#">Expedited Hearing Log</a>
<a href="#">EM template to P, SD requested</a>	<a href="#">EM to Mediator</a>	<a href="#">EM to Cinvestigator</a>	<a href="#">HO Contract - Work Order</a>	<a href="#">HO Contract - Work Order</a>
<a href="#">EM template to SD, parent requested</a>	<a href="#">EM to SD and P</a>	<a href="#">EM to District</a>	<a href="#">HO Appt Letter</a>	<a href="#">Expedited HO Appt Letter</a>
<a href="#">EM to Facilitator</a>	<a href="#">Survey Gizmo Mediation Emails</a>	<a href="#">Initial SD Letter</a>	<a href="#">HO Appointment EM</a>	<a href="#">EHO Appointment EM</a>
<a href="#">Em to SD and P</a>		<a href="#">Initial Parent Letter</a>	<a href="#">Notification of Appt. Letter</a>	<a href="#">Expedited Notification of Appt Letter</a>
<a href="#">Survey Gizmo Facilitation Emails</a>		<a href="#">Allegation Letter</a>	<a href="#">Hearing Received EM</a>	<a href="#">Expedited Hearing Received EM</a>
<b>Parent Inquiry Email</b>	<b>Misc</b>	<a href="#">Findings Letter</a>		<b>Resolution Session</b>
	<a href="#">Boise SPED assignments</a>	<a href="#">Final Letter (CAP)</a>		<a href="#">RS Session Appt Email Hearing</a>
	<a href="#">DR Processes, Chpt 13 and info email</a>	<a href="#">Formally Closed Letter</a>		<i>RS Session Appt Email EXPEDITED - need to create with Mel</i>
<b>Other LINKS</b>	<b>DESK MANUAL</b>	<a href="#">Formally Withdrawn Letter</a>		
<a href="#">Secure Server</a>	<a href="#">Module - Getting Started</a>	<a href="#">Complaint Recieved EM</a>		
<a href="#">Survey Gizmo</a>	<a href="#">Module - Contractor Paperwork - PPT Guide</a>	<a href="#">Allegation Letter EM</a>		
<a href="#">SPED Manual</a>	<a href="#">Module - Contractor Paperwork - Real life</a>	<a href="#">Findings Final Report EM</a>		
<a href="#">SDE Website</a>	<a href="#">Module - Master Summary, Case Intake, Log</a>	<a href="#">Closure EM</a>		
<a href="#">SDE SPED webpage</a>	<a href="#">Module - Processing Contractor Paperwork</a>			
<a href="#">State Controller Office</a>	<a href="#">Module - Phone Intake, Resources</a>			
<a href="#">DR Comparison Chart</a>	<a href="#">Module - Corrective Actions</a>			
<b>DR Forms</b>	<a href="#">Module - Offsite Records</a>			
<a href="#">State Complaint Form</a>				
<a href="#">Due Process Hearing Form</a>	<a href="#">Records Management - Idaho State</a>			
<a href="#">Expedited DPH Form</a>				
<a href="#">Procedural Safeguards</a>				
<b>Travel Tools</b>				
<a href="#">State Travel Policy</a>				
<a href="#">GSA Website (per diem amounts)</a>				
(B 25%, L 35% D 55%)				

Each template opens a Word document that merges with the information entered in the Master Summary



# DR Master Summary

SD Name	SD #	Parent Last Name	Case #	Parent Full Name	Parent Phone	Parent Email	Student Full Name	Student School	Age	Grade	SPED Title	SPED Director First	SPED Director Last	Director Phone
ToonTown	1	Mouse	F-16-08-26a	Mickey Mouse	208-555-5555	Mickey.Mouse@Disney.com	Morty Mouse	Walt Elementary	8	3	Special Education	Scrooge	McDuck	208-123-4567
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
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	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A

Each tab of the DR Master Summary holds a variety of data.  
We will review each tab and their function.

Templates.Links	FAC.	F counts	MED.	M counts	C.	C counts	H	SDs	DR	Contracts	SG	Time	data input	p v p	1	2	3	4	5	6	7	8	9	10	
																#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
																#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
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																#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
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																#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
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																#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
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																#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
																#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
																#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
																#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
																#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
																#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
																#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
																#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
																#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A





# DR Master Summary

## Facilitations Tab

SD Name	SD #	Parent Last Name	Case #	Parent Full Name	Parent Phone	Parent Email	Student Full Name	Student School	Age	Grade	SPED Title	SPED Director First	SPED Director Last	Director Phone
ToonTown	1	Mouse	F-16-08-26a	Mickey Mouse	208-555-5555	Mickey.Mouse@Disney.com	Morty Mouse	Walt Elementary	8	3	Special Education	Scrooge	McDuck	208-123-4567
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A
	#N/A										#N/A	#N/A	#N/A	#N/A

Upon a facilitation request, all of the obtained data is entered into this sheet.

Data is manually entered into the white areas, while the dark grey areas auto-populate from the SD Tab.



# DR Master Summary

Templates/Links

FAC.

counts

MED.

M counts

C.

C counts

H

SDs

DR

Contracts

SG

Time

data input

p v p

1

2

3

4

5

6

7

8

9

10

## Facilitations Tab


SD Name	SD #	Parent Last Name	Case #	Parent Full Name	Parent Phone	Parent Email	Student Full Name	Student School	Age	Grade
Boise	1	Clooney	<a href="#">F-17-01-01a</a>	George Clooney	(555)555-1212	<a href="mailto:george@gmail.com">george@gmail.com</a>	Davie	Hollywood Elem	5	1

From Mom:

- Autism, ADHD and legally blind in the right eye.
- Andy has difficulty reading. Mom would like him to spend more time with the SPED Teacher.
- Mom alleges when she asked for additional time in SPED classroom she was told, "I have too many students already".



# DR Summary is Data for Facilitation Log

 <b>FACILITATION LOG</b>	
<b>CASE NUMBER:</b> F-17-09-28b	
<b>SCHOOL DISTRICT:</b> Hollywood Academy Charter #460 <b>REQUESTOR:</b> Parent <b>FACILITATOR:</b> Clark Gable	
<b>STUDENT INFORMATION</b>	
<b>PARENT NAME:</b>	George and Gracie Burns
<b>PARENT PHONE:</b>	(555) 555-5555
<b>PARENT EMAIL:</b>	Funnyparents@yahoo.com
<b>STUDENT NAME:</b>	David
<b>AGE:</b>	11
<b>GRADE:</b>	6
<b>SCHOOL:</b>	Academy Elementary
<b>DISTRICT INFORMATION</b>	
<b>SPED DIRECTOR:</b>	Doris Day
<b>DIRECTOR PHONE:</b>	333-333-3333
<b>DIRECTOR EMAIL:</b>	Que.sera.sera@academycharter.net
<b>NOTES</b>	
<p>Meeting in October: This is a meeting to review the IEE. The meeting may need to change date of Oct 16 due to not being able to get critical service provider and the results of the IEE not being available yet. Director (Doris) is going to be out tomorrow - then there is a break. Difficult to schedule during this time. Doris did not want to change meeting dates. Ed discussed IDEA requirement of meeting at "mutually acceptable time." Ed suggested she talk with facilitator and then offer parent several meeting option dates.</p> <p>Notes from Parent Call:</p> <p>Previous meeting on Sept 1</p> <ul style="list-style-type: none"><li>• Student is visually impaired</li><li>• Required books in braille – on IEP but not provided on one item</li><li>• Use a computer instead of writing</li></ul> <p>Mom will have an advocate present</p>	

## The Facilitator Log

- Case Number
- Parent and District Contact Info
- Notes from Phone Intake Form
- Any additional notes

# Data Collection

2013-2014 Facilitations District and Name	Case Number	Status	Email	WB	Log Printed	Facilitator	Region	Issue	P/D	F Dates	Calendar	Outcome	TRM/ INV	Date pd	Total pd.
Twin Falls #411-	F-13-07-19	Denied			X			1:01	P			Denied			
Coeur d' Alene #271 -	F-13-07-22a	Accepted	X	X	X	Ed	1	IEP	B		X	Successful	X/X	8/15	\$ 650.75
Meridian #2 -	F-13-07-22b	Accepted	X	X	X	Paul/Leslie	3		P		X	Unsuccessful	X/X	8/22	\$ 1,094.40
Pocatello #25 -	F-13-07-25a	Accepted	X	X	X	Pam	5		P		X	Successful		10/17	\$ 596.53
Pocatello #25 -	F-13-07-25b	Accepted	X	X	X	Pam	5		P		X	Successful		10/17	\$ 596.53
Marsh Valley #21 -	F-13-07-25c	Accepted	X	X	X	Steve	5		P		X	Successful	X/X	8/14	\$ 584.77
Wallace #393 -	F-13-07-29	Denied					1	IEP	P			Denied			
IESDB/Twin Falls -	F-13-07-31	Accepted	X	X	X	Mert	4		P		X	Unsuccessful	X/X	9/23	\$ 735.73
IDVA #452 -	F-13-07-31b	Accepted	X	X	X	Lecia	6	Dual	P		X	Successful	X/X	9/9	\$ 685.00
Nampa #131 -	F-13-08-01	Accepted	X	X	X	Ila	3	Graduation	P		X	Successful	X/X	9/9	\$ 386.55
Boise #1 -	F-13-08-01b	Denied					3	BIP	P			Denied			
Wallace #393 -	F-13-08-02	Accepted	X	X	X	Bev	1	BIP	P			WITHDRAWN			

# Data Reports

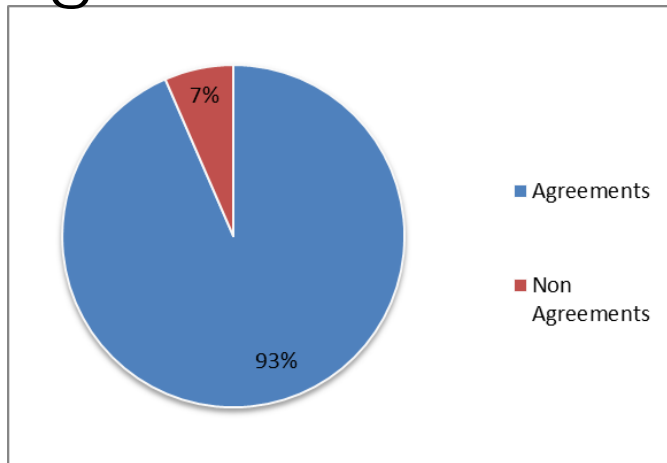
## Cost Comparisons

2012-2013 Data		2013-2014 Data	
Facilitations Average Cost	\$ 702.62	Facilitations Average Cost	\$ 619.54
Number of Facilitation Requested	103	Number of Facilitation Requested	77
Number of Facilitation Completed	84	Number of Facilitation Completed	44
Mediations Average Cost	\$ 819.54	Mediations Average Cost	\$ 455.85
Number of Mediations Requested	29	Number of Mediations Requested	7
Number of Mediations Completed	16	Number of Mediations Completed	2
Complaints Average Cost	\$ 2,906.52	Complaints Average Cost	\$ 3,451.24
Number of Complaints Requested	27	Number of Complaints Requested	11
Number of Complaints Completed (Final Report)	20	Number of Complaints Completed (Final Report)	7

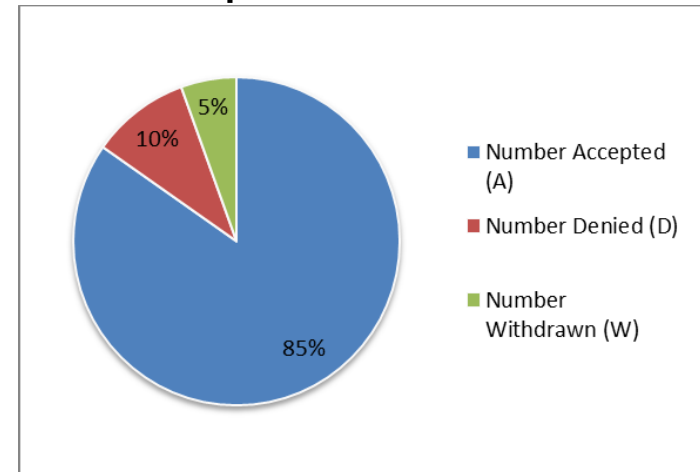
Note: 2013-2014 data was pulled on Jan. 7, 2014, and does not reflect full year.

# Data Reports

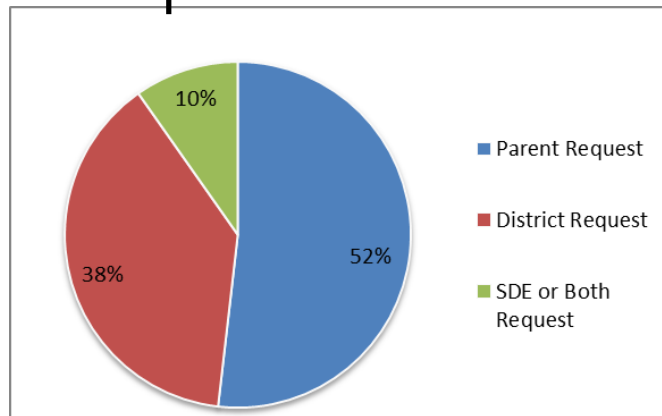
## Agreement Rates



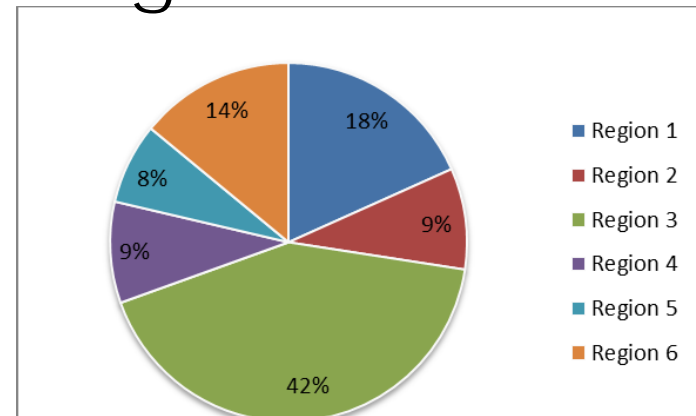
## Acceptance Rates



## Request Data

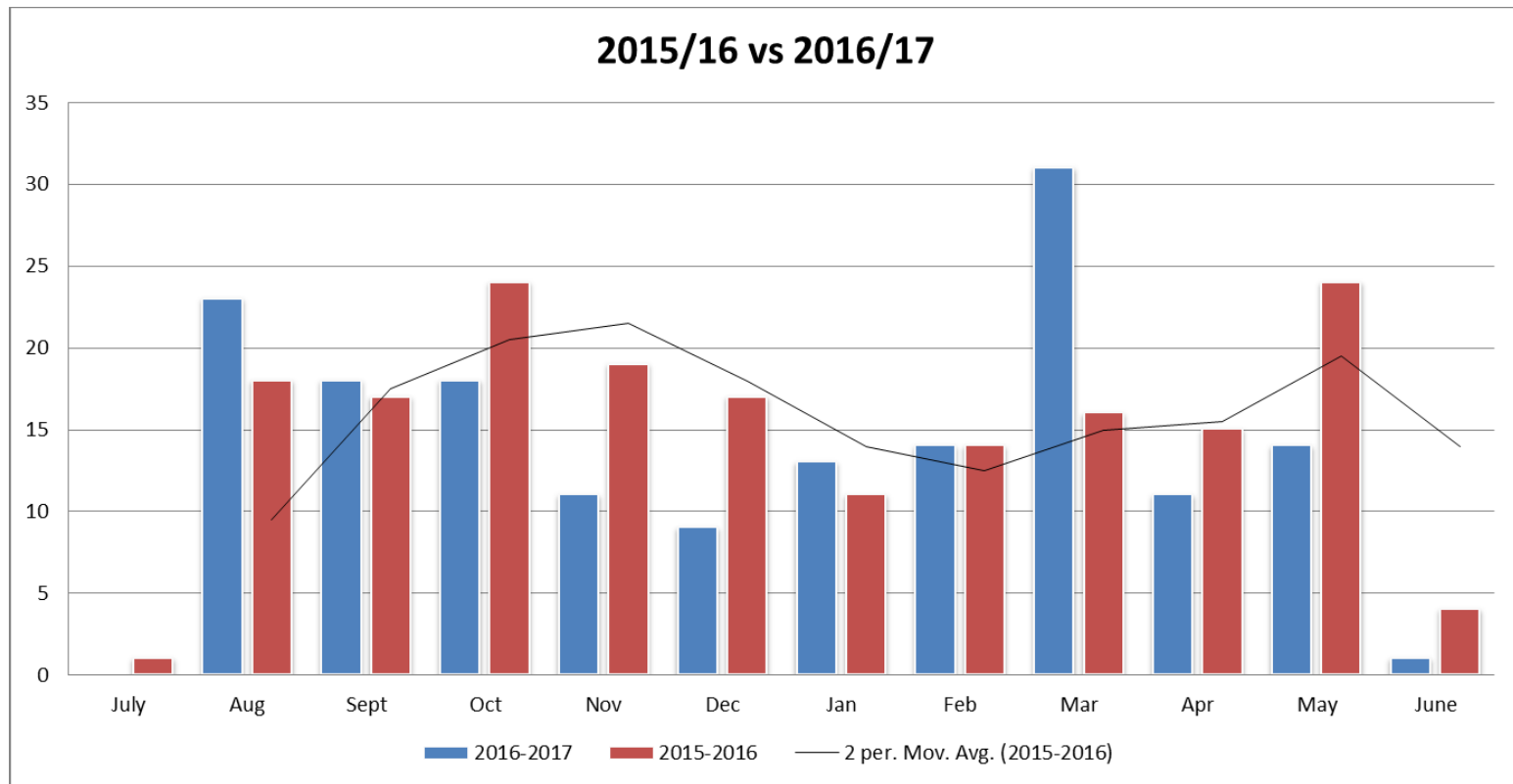


## Regional Data

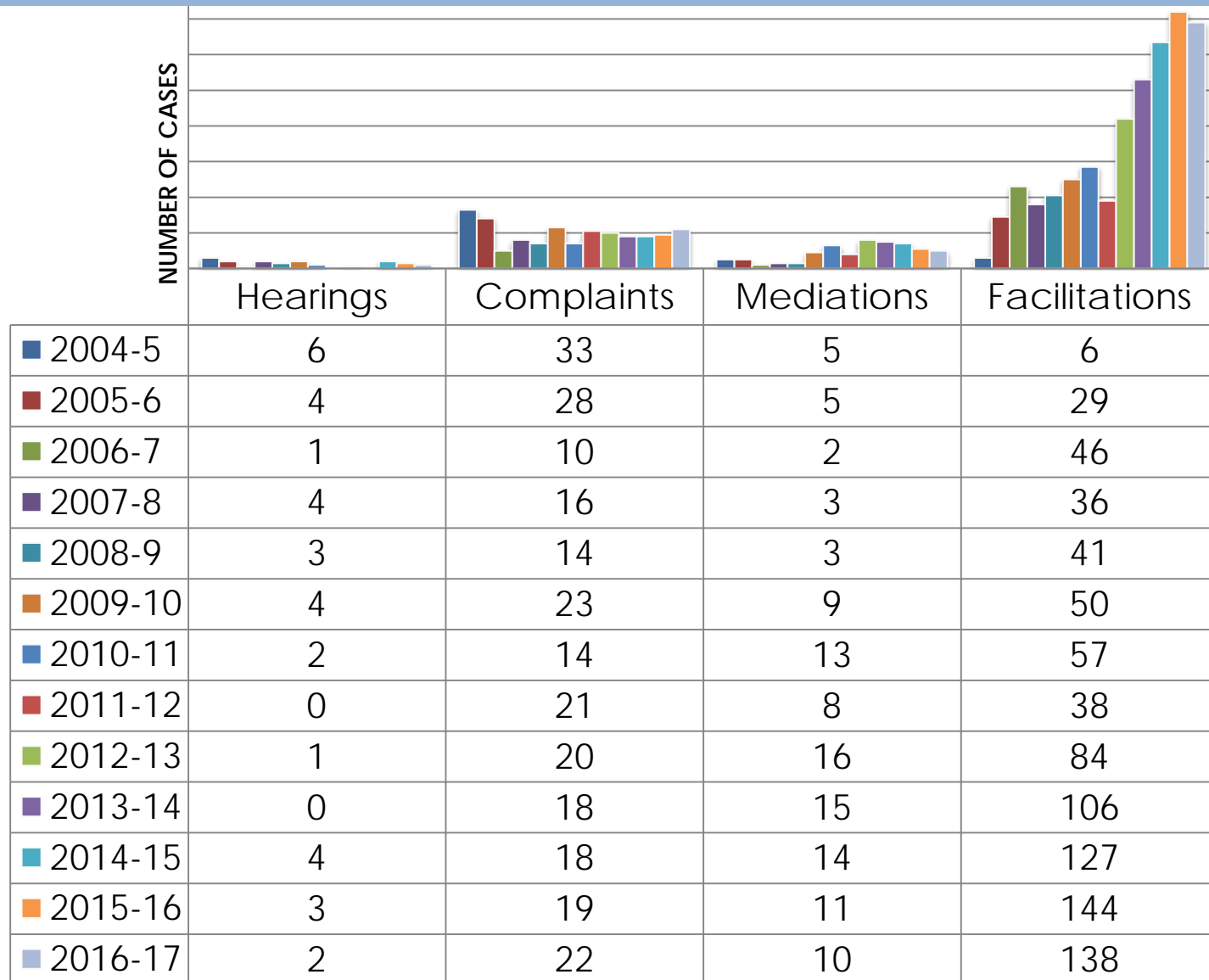


# Data Reports

## Activity Trends



# DR Comparisons 2004-2017





# Data Challenges

- Not all facilitations are IEP facilitations. We also facilitate eligibility meetings, MDT meetings, resolution sessions, and informal conversations. These anomalies are not accounted for in this data set.
- We initially removed Systemic Complaints from comparisons, but determined this was unnecessary.
- While simple statistical analysis is within skill set of staff, more sophisticated analysis is likely possible. Many more questions can be asked of the data.

# Marketing



# Consistent Messaging

## Constant recitation and visibility of Core Values

- Conflict provides opportunities
- Perceptions of neutrality, fairness, and honesty are the currency of the office
- Everyone deserves to be heard and understood
- Aim to resolve at the lowest level appropriate
- Good outcomes are in the best interest of the child and are IDEA compliant

# User Friendly Website

## Dispute Resolution

The Individuals with Disabilities Education Act (IDEA) requires states to have a formal process for parents and districts to resolve special education related disputes. We offer facilitation and mediation of special education meetings, as well as overseeing the state administrative complaints and due process hearings systems. For more information about the Dispute Resolution processes, please reference the Special Education Manual.

### **We believe:**

- *Conflict provides opportunities*
- *Perceptions of neutrality, fairness, and honesty are the currency of the office*
- *Everyone deserves to be heard and understood*
- *Conflict should be resolved at the lowest level appropriate*
- *Good outcomes are child-centered and IDEA compliant*

FACILITATION

MEDIATION

STATE ADMINISTRATIVE COMPLAINT

DUE PROCESS HEARING

EXPEDITED DUE PROCESS HEARING

### Special Education »

- Dispute Resolution**
- Funding & Fiscal Accountability
- Program Monitoring
- Public Reporting
- Results-Driven Accountability
- Special Education Advisory Panel
- Special Education Forms
- Special Education Manual

**Archives »**

**Events »**

**Portal Center »**

### Contact Details

- Ed Litteneker**
- Coordinator
- (208) 332-6914
- [elitteneker@sde.idaho.gov](mailto:elitteneker@sde.idaho.gov)

**Staff »**

# User Friendly Website

## □ FACILITATION

Facilitation is a process offered to help special education teams reach agreements and decisions related to students' individual education programs. Individualized Education Plan (IEP) team meetings, and other special education team meetings, may benefit from skilled and capable facilitators who can assist the team in working together. The facilitator is neutral, is not a member of the team, and makes no decisions for the team. The facilitator is knowledgeable about special education, skilled at running effective meetings, and adept at managing challenging issues that may arise when teams disagree. There is no charge for facilitation to either the district or the parent. To request facilitation, contact SDE Dispute Resolution.

## □ MEDIATION

## □ STATE ADMINISTRATIVE COMPLAINT

## □ DUE PROCESS HEARING

## □ EXPEDITED DUE PROCESS HEARING

## Contact Details

- **Ed Litteneker**
- Coordinator
- (208) 332-6914
- [elitteneker@sde.idaho.gov](mailto:elitteneker@sde.idaho.gov)

□ [Staff »](#)

□ [Special Education Directors](#)

## Statewide Training & Technical Assistance



Files

FAQs

Training

Links

## Frequently Asked Questions

# Easy to Find Information

Files	FAQs	Training	Links
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## Frequently Asked Questions

### General

Who can access the Dispute Resolution for Special Education services?	+
Who are the people who provide dispute resolution through the SDE?	+
Do I have to start with one dispute resolution option before trying another option?	+
How does contacting the Dispute Resolution Office impact the relationships between parents and schools?	+

### Facilitation

What is facilitation?	-
Facilitation is a voluntary process where a trained and impartial third-party helps establish a common agenda and keeps the meeting focused and moving forward. Most special education meetings do not need the services of a facilitator. Generally facilitation is requested when parents and school personnel are experiencing challenges in communicating, or a meeting may be expected to be highly complex or possibly difficult. Any IDEA related meeting may be facilitated and can be requested by a parent or a district representative.	
Who is the facilitator and how is a facilitator assigned?	+
What does a facilitator do?	+
Do I have to try facilitation before I request mediation or file a complaint or a due process hearing?	+
Is there any cost for facilitation?	+
How do I request facilitation?	+

# Outreach Activities



We are attention seekers and will jump in front of an audience to preach the DR gospel with little provocation.

# Outreach Activities

## Examples of Outreach



- Regional Director's Meetings
- Idaho Parent Group Meetings
- University Guest Lectures
- New Director's Training
- District In-service Presentations
- Superintendent, Principal, and Administrator's Training
- Be Visible

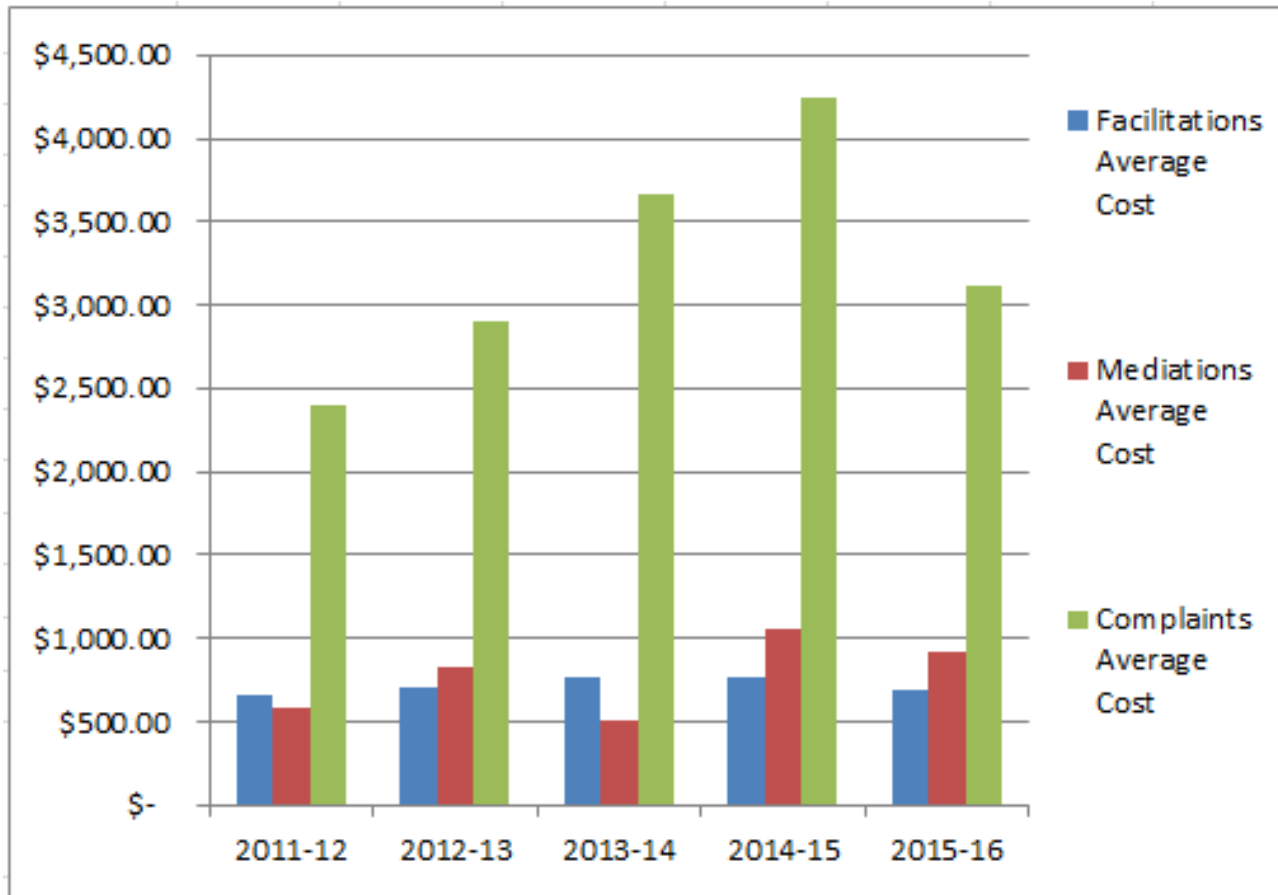


# Cultivate Champions

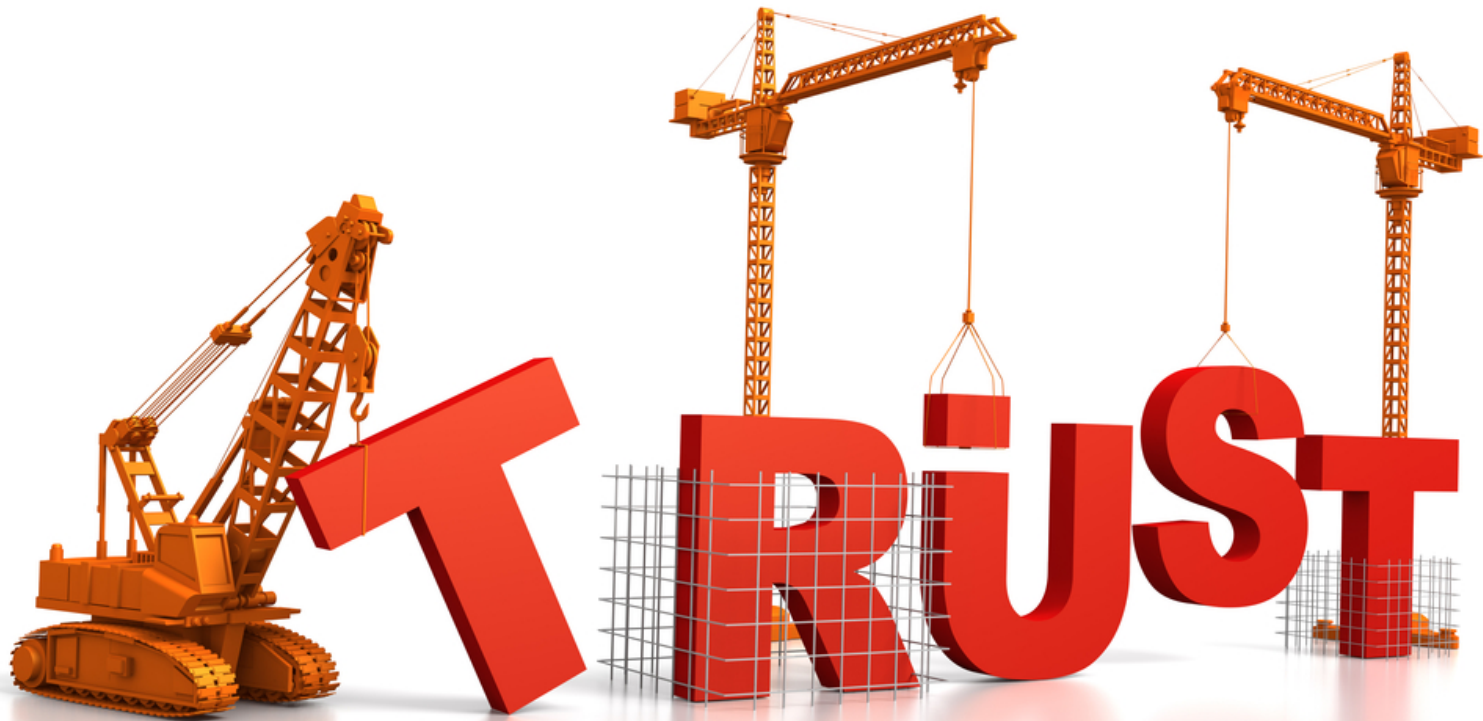
- Choose and use stakeholders wisely
- Who are your partners in the mission of improving educational outcomes for children with disabilities
  - Parents
  - Parent Resource Agencies
  - Advocates
  - Teachers
  - Directors
  - Other Agencies
- Everyone is a potential spokesperson

# Let Your Data Speak

Use your data to sell facilitation



# Ongoing Activity:



# Marketing Challenges

- Not enough time to do what we want with a staff of two
- Making sure the message from our “champions” is also consistent
- Realizing that it’s a constant “sales” job to keep the value of facilitation in front of schools and districts

# Follow up questions?

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