

Cluster Area III – Parent Involvement

Question																
Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?																
Goals																
1. <i>The provision of a free and appropriate public education to children with disabilities is facilitated through parent involvement in special education services.</i>																
Probes (2002-03)	Performance Indicators (2002-03)															
No probes identified.	A. Identified through CPR monitoring results (SE26 and Appendix B.5 CPR – Appendix III data (CIP information)), LEAs initiate and have appropriate methods of ensuring parents are invited to either attend or participate in Team meetings in alternative ways.															
Performance Indicator A																
Baseline/Trend Data (2002-03)	Targets (2002-03)	Explanation of Progress or Slippage (2002-03)														
<p>A.</p> <p><u>CIP AREA 1.1</u></p> <p>CIP 1.1 – Parent are invited to participate in Team meetings regarding educational decisions for their child.</p> <p><i>CPR AND MID-CYCLE RESULTS FOR SE26: FY01 AND FY02 (as of June 2003)</i></p> <p><i>SE26: Ensure that parents are invited to participate in Team Meetings</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">FY01</th> <th style="text-align: center;">FY02</th> </tr> </thead> <tbody> <tr> <td>Commendable/Implemented</td> <td style="text-align: center;">86%</td> <td style="text-align: center;">87%</td> </tr> <tr> <td>Partially Implimented/ Not Implemented</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">13%</td> </tr> <tr> <td><i>Total sites</i></td> <td style="text-align: center;">56</td> <td style="text-align: center;">84</td> </tr> </tbody> </table>		FY01	FY02	Commendable/Implemented	86%	87%	Partially Implimented/ Not Implemented	14%	13%	<i>Total sites</i>	56	84	<p>A.</p> <p><u>CIP AREA 1.1</u></p> <p>Maintain high compliance rates for SE26 and Appendix B.5 CPR – Appendix III data (CIP information): Showing that parents are invited to participate in Team meetings and actually do participate either by being present or participating in other ways.</p>	<p>A.</p> <p><u>CIP AREA 1.1</u></p> <p><i>CPR RESULTS FOR SE26: FY01 and FY02</i></p> <p>As a result of the Coordinated Program Reviews (CPR) and Mid-Cycle Reviews conducted by MASSDOE through the Program Quality Assurance unit, 87 percent of districts recorded were reported to be “Commendable/Implemented” in SE26: Parent Participation in Meetings (described below) in school year 2001-02. (FY02 was the first year of available Mid-Cycle Review data). School year 2002-03 data was not available for this SE area when the Steering Committee convened for discussion.</p> <p>Using data collected through CPR SE26 and CPR/Appendix B.5 CPR – Appendix III data (CIP information) - Continuous Improvement Plan, MASSDE identifies this area as substantially compliant. The Steering Committee is consistent in its belief that this is a critical area of focus and it will remain on the State’s self-assessment, or Continuous Improvement Plan (CIP), and MASSDE will continue to obtain the additional data developed as part of the CIP in CPR efforts. (See Appendix B.1 Continuous Improvement Plan (CIP) Final Report for greater details and plans for each area).</p> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%;">State Regulations Ch. 71 B Section 3 28.02(22)</td> <td style="width: 50%;">Federal Requirements 34 CFR 300.345(d), 300.501</td> </tr> </table>	State Regulations Ch. 71 B Section 3 28.02(22)	Federal Requirements 34 CFR 300.345(d), 300.501
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Parent Involvement, 2002-03

(source: [Appendix B.5 CPR – Appendix III data \(CIP information\)](#))

of team meetings held

2001-02 = 15,417

2002-03 = 12,104

of those meetings that had a parent, guardian or adult student present

2001-02 = 11,372

2002-03 = 10,912 (90%)

of those meetings in which the parent, guardian or adult student were not present but were actively involved with the Team in alternative ways

2001-02 = 2,040 (13%)

2002-03 = 519 (4%)

of those meetings with no parent, guardian or adult student participation

2001-02 = 2,005 (13%)

2002-03 = 652 (5%)

Percent Compliant

2001-02 = 87%

2002-03 = 95%

SE 26=Parent Participation in Meetings reviews the following:

1. The district ensures that one or both parents of a child are members of any group that makes decisions on the educational placement of their child.
2. The Administrator of Special Education notifies parent(s) in writing of any Team meeting early enough to ensure that they have an opportunity to attend.
3. The district schedules the meeting at a mutually agreed upon time and place; and documents such efforts.
4. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls, or video conferencing.
5. In cases where the district, after reasonable efforts, is unable to obtain the parents' participation in Team meeting discussions and decisions, the district conducts the Team meeting and documents its attempts to facilitate the parents' participation.

STATE IMPROVEMENT GRANT/PROJECT FOCUS ACTIVITIES:

As part of the State Improvement Grant/Project FOCUS the Federation for Children with Special Needs:

- Continued to revise and update the parent friendly workshop on diverse learning styles and access to the general curriculum. The workshop included discussion and examples of modifications of content, delivery of instruction and performance criteria that allow students with disabilities to more fully participate and experience success in the general curriculum.
- Continued to work closely with PAL, the Parent Professional Advocacy League and sister project of the Federation, to provide information and support to families of students with emotional and behavioral issues. The Federation worked closely with Parents Place and Parent Education Resource Center (PERC) which is also a project of the Federation. Parents Place specializes in outreach to traditionally under-served families and schools, in an effort to create safe family friendly schools. The collaborative efforts of all three projects have led to a deeper level of information being shared, which will lead to assuring FAPE to all students.
- Has created, in partnership with the Massachusetts Department of Education, a training workshop for parents, students and professionals on the topic of MCAS (Massachusetts Comprehensive Assessment System) and the MCAS Alternative Assessment. The Federation has worked to provide training and technical assistance to schools, agencies and parents regarding effective communication.
- Offered a 6- day intensive classroom experience designed to cultivate leadership among parents of children with special needs. In addition to the classroom experience participants engage in a 48- hour internship that involves helping other parents to better understand their child's educational rights.
- Has revised its "Turning 3: Moving to Special Education from Early Intervention" training curriculum.
- Has partnered with the Early Intervention Training Center, to create a compatible training curriculum to Turning 3 which explains the non-special education opportunities available for children and their families.

- Has worked to expand and strengthen cooperative and/ or collaborative relationships with relevant community-based, statewide, and national organizations to help ensure that the needs of children with disabilities and their families are effectively met particularly those in under-served areas of the state.

Projected Targets, Activities, Timelines, and Resources (2003-04)

Projected Target

Maintain high compliance levels.

Projected Activities, Timelines, and Resources

MASSDE, through its Program Quality Assurance (PQA) unit, will continue procedural compliance activity through ongoing PQA/CPR schedule to ensure that parents are invited to participate in Team meetings throughout the school year 2003-04. This area will remain a CIP area until it is reported to be 93 percent compliant for two consecutive years.

MASSDE, through its Special Education Policy and Planning unit, will work to develop a 'Best Practices Document' based on ideas from the working groups and selected PRACTICES may be the subject of statewide training modules as needed. Areas of interest for the training modules will include district training for parents, relationship building with outside cultural groups and community agencies, district flexibility and responsiveness, and administrative data development.

The Steering Committee, working with the Special Education Planning and Policy Development Office (SEPP), Program Quality Assurance (PQA), and Information Services, will review the updated data, identified in the table below, for projected activities for school year 2004-05. It should be noted that MASSDE determined that combining CPR and Mid-Cycle Reviews to determine compliance was an ineffective measurement since the CPRs examine all the areas unidentified in the CPR guidelines whereas the Mid-Cycle Reviews act as a follow-up to identified areas of non-compliance in CPRs conducted three years prior. Therefore, measurements of compliance for school year 2003-04 will examine CPR data separately from Mid-Cycle Reviews. Also, MASSDE plans to develop mechanisms to follow a cohort of districts from CPR visits to Mid-Cycle Reviews as another method to determine compliance.

CPR RESULTS FOR SE26: FY01 to FY03 (as of March 2004)

SE26: Ensure that parents are invited to participate in Team Meetings

	FY01	FY02	FY03
Commendable/Implemented	86%	86%	88%
Partially Implimented/ Not Implemented	14%	14%	12%
<i>Total sites</i>	56	49	42