

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 (2003-04)		Performance Indicators (2003-04)																					
No probes identified.		<p>A. Identified through CPR monitoring results (SE26, SE32 and 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.</p> <p>B. Identified through CPR monitoring results (SE29) LEAs initiate and have appropriate methods of communication with parents that are in English and the primary language of the home.</p>																					
Performance Indicator A																							
Baseline/Trend Data (2003-2004)		Targets (2003-2004)																					
<p>A. CIP 1.1</p> <p>CPR RESULTS FOR SE26: FY01 – FY04</p> <p>CIP 1.1 – Parent are invited to participate in Team meetings regarding educational decisions for their child.</p> <p>SE26: Ensure that parents are invited to participate in Team Meetings</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th>SE 26</th> <th>FY01</th> <th>FY02</th> <th>FY03</th> <th>FY04</th> </tr> </thead> <tbody> <tr> <td>Commendable/ Implemented</td> <td>86%</td> <td>86%</td> <td>90%</td> <td>92%</td> </tr> <tr> <td>Partially Implemented/ Not Implemented</td> <td>14%</td> <td>14%</td> <td>10%</td> <td>8%</td> </tr> <tr> <td>Total Sites</td> <td>56</td> <td>49</td> <td>51</td> <td>52</td> </tr> </tbody> </table> <p>MID-CYCLE REVIEW FY 04 <i>Of the eight LEAs that were found partially or not implemented for SE26 in FY01, all eight (100%) were found 'Commendable/Implemented' by the following mid-cycle review.</i></p>	SE 26	FY01	FY02	FY03	FY04	Commendable/ Implemented	86%	86%	90%	92%	Partially Implemented/ Not Implemented	14%	14%	10%	8%	Total Sites	56	49	51	52	<p>A. CIP A.1.1</p> <p>CPR RESULTS FOR SE26: FY01 – FY04</p> <p>Maintain high compliance rates for SE26, and data from <u>Appendix III</u> (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. CIP A.1.1</p> <p>CPR RESULTS FOR SE26: FY01 – FY04</p> <p>Data from the Coordinated Program Reviews (CPR) conducted by MASSDE through the Program Quality Assurance unit (PQA) for FY04 indicates that 92% of districts monitored were found "Commendable or Implemented".</p> <p>This rate of compliance represents an increase from the two previous years. MASSDE considers this level of compliance "substantially compliant". This area has been part of our FY04 CIP and is remains a focus area of our FY05 CIP</p> <p>It is important to note that MASSDE is now able to compare cohort groups across monitoring cycles. With the first year of Mid-cycle Reviews completed, MASSDE is able to effectively ensure that noncompliance identified during the FY01 CPRs has been corrected. Of the eight LEAs that were found partially or not implemented for SE. 26 in FY01, all eight (100%) were found 'Commendable/Implemented' by the following mid-cycle review.</p>	
SE 26	FY01	FY02	FY03	FY04																			
Commendable/ Implemented	86%	86%	90%	92%																			
Partially Implemented/ Not Implemented	14%	14%	10%	8%																			
Total Sites	56	49	51	52																			
Explanation of Progress or Slippage (2003-2004)																							

APPENDIX III RESULTS FOR PARENT INVOLVEMENT

TOPIC: Parent Involvement

For a three month-period during the school year, please provide the following parent participation data:

APPENDIX III (CPR and Mid-cycle Review)	FY02	FY03	FY04
# of Team meetings held	15,417	12,104	14,279
# of those meetings that had a parent, guardian or adult student present	11,372 (73%)	10,912 (90%)	13,419 (94%)
# of those meetings that had a parent, guardian or adult student present or adult student not present but were actively involved with the Team in alternative ways	2,040 (13%)	519 (4%)	596 (4%)
# of those meetings with no parent, guardian or adult student participation	2,005 (13%)	652 (5%)	96 (.6%)
<i>Percent Compliant</i>	87%	95%	99%

APPENDIX III RESULTS FOR PARENT INVOLVEMENT

The data collected from Appendix III of the Special Education monitoring instrument indicates that parent participation in Team meetings regarding educational decisions for their child has consistent improved over the last three years, moving from 87%, 95%, to 99%.

See Appendix H Parent Involvement for a listing of initiatives related to Parent Involvement.

SE 26 - Parent Participation in Meetings

Federal Requirements
34 CFR 300.345(d), 300.501

State Regulations
Ch. 71 B Section 3
28.02(22)

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.

A.
CIP 1.1

CPR RESULTS FOR SE32: FY01 – FY04

SE: 32 Parent advisory council for special education

SE 32	FY01	FY02	FY03	FY04
Commendable/ Implemented	55%	45%	43%	70%
Partially Implemented/ Not Implemented	45%	55%	57%	30%
Total Sites	56	49	51	50

MID-CYCLE REVIEW FY 04

Of the 25 LEAs that were found partially or not implemented for SE32 in FY01, 17 (68%) were found 'Commendable/Implemented' by the following mid-cycle review.

A.
CIP 1.1

CPR RESULTS FOR SE32: FY01 – FY04

Improve SE 32 compliance rates related to parent advisory council for special education

A.
CIP 1.1

CPR RESULTS FOR SE32: FY01 – FY04

We would note that this compliance area is a state specific indicator as there is no federal requirement in this area. Data from the Coordinated Program Reviews (CPR) conducted by MASSDE through the Program Quality Assurance unit (PQA) for FY04 indicates that 70% of districts monitored were found "Commendable or Implemented".

While this rate of compliance is substantially higher than the previous two years, this area continues to need attention. This area has been part of our FY04 CIP and is remains a key focus area of our FY05 CIP as it has been identified by our steering committee to be important as one indicator of parent involvement.

It is important to note that MASSDE is now able to compare cohort groups across monitoring cycles. With the first year of Mid-cycle Reviews completed, MASSDE is able to effectively ensure that noncompliance identified during the FY01 CPRs has been corrected. Of the 25 LEAs that were found partially or not implemented for SE 32 in FY01, 17 (68%) were found 'Commendable/Implemented' by the following mid-cycle review. The eight LEAs that remained noncompliant are required to submit a Corrective Action Plan and a Progress Report to MASSDE. If, after reviewing the progress report, MASSDE determines that an LEA is still in noncompliance, MASSDE will issue its own Corrective Action Plan, which must be implemented by the LEA without delay.

SE 32 – Parent Advisory Council for Special Education.

State Regulations
Chapter 71B, Section 3;
28.07(4)

Reviews the following:

1. The school district has established a district-wide parent advisory council on special education.
2. Membership on the council is offered to all parents of children with disabilities and other interested parties.
3. The parent advisory council duties include but are not limited to: advising the district on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school district's special education programs.
4. The parent advisory council has established by-laws regarding officers and operational procedures.
5. The parent advisory council receives assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources.

6. The school district conducts, in cooperation with the parent advisory council, at least one workshop annually within the district on the rights of students and their parents and guardians under the state and federal special education laws and makes written materials explaining such rights available upon request.

Projected Targets, Activities, Timelines, and Resources (2004-05)

Projected Target

Maintain high compliance levels for SE 26 - Parent Participation in Meetings and Appendix III.

Projected Activities, Timelines, and Resources

- Additional data will be continue to be collected through Appendix III related to the number of Team meetings taking place during a three month period and the parent participation at those meetings.
- 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. In addition the Special Education Planning and Policy Development Office will:
 - CIP 1.1 Parent Participation
 - Work to develop a guidance document for the establishment of a Parent Advisory Council.
 - Explore incentives to districts and Parent Advisory Councils for formation and continued participation.

Performance Indicator B

B.

CIP 1.2

CPR FOR SE29: FY01 – FY04

SE29: Communications are in English and the primary language of the home

SE 29	FY01	FY02	FY03	FY04
Commendable/Implemented	57%	53%	63%	62%
Partially Implemented/ Not Implemented	43%	47%	27%	28%
Total Sites	56	49	51	50

MID-CYCLE REVIEW FY 04

Of the 24 LEAs that were found partially or not implemented for SE29 in FY01, 22 (92%) were found 'Commendable/Implemented' by the following mid-cycle review.

B.

CIP 1.2

CPR RESULTS FOR SE29: FY01 – FY04

Data from the Coordinated Program Reviews (CPR) conducted by MASSDE through the Program Quality Assurance unit (PQA) for FY04 indicates that 70% of districts monitored were found "Commendable or Implemented".

This rate of compliance is consistent with previous years and needs attention and support. This is a new area of the CIP FY05, identified by the Steering Committee as a priority. The complexity of this issue is high in Massachusetts with over 50 different languages and dialects in use by families throughout the Commonwealth.

It is important to note that MASSDE is now able to compare cohort groups across monitoring cycles. With the first year of Mid-cycle Reviews completed, MASSDE is able to effectively ensure that noncompliance identified during the FY01 CPRs has been corrected. Of the 24 LEAs that were found partially or not implemented for SE29 in FY01, 22 (92%) were found 'Commendable/Implemented' by the following mid-cycle review. The two LEAs that remained noncompliant are required to submit a Corrective Action Plan and a Progress Report to MASSDE. If, after reviewing the progress report, MASSDE determines that an LEA is still in noncompliance, MASSDE will issue its own Corrective Action Plan, which must be implemented by the LEA without delay.

		<p>SE29 - Communication are in English and the Primary language of the home</p> <p>Federal Requirements 34 CFR 300.345(e)</p> <p>State Regulations 28.07(8)</p> <p>Reviews the following:</p> <ol style="list-style-type: none"> 1. Communications with parents are in simple and commonly understood words and are in both English and the primary language of the home if such primary language is other than English. Any interpreter used in fulfilling these requirements is fluent in the primary language of the home and familiar with special education procedures, programs and services. If the parents or the student are unable to read in any language or are blind or deaf, communications required by these regulations are made orally in English with the use of a foreign language interpreter, in Braille, in sign language, via TTY, or in writing, whichever is appropriate, and that all such communications are documented. 2. If the district provides notices orally or in some other mode of communication that is not written language, the district keeps written documentation (1) that it has provided such notice in an alternate manner, (2) that the content of the notice and (3) the steps taken to ensure that the parent understands the content of the notice.
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Projected Targets, Activities, Timelines, and Resources (2004-05)

<p>Projected Target</p> <p>Improve compliance levels for SE32 - Parent Advisory Council for Special Education.</p> <p>Projected Activities, Timelines, and Resources</p> <p>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% compliant for two consecutive years. In addition the Special Education Planning and Policy Development Office will:</p> <ul style="list-style-type: none"> ■ CIP 1.2 Communication are in English and the primary language of the home ■ Identifying and developing skilled educational interpreters for the Deaf and Hard of hearing population ■ Outreach and awareness and activities focused on minority organizations, cultural organizations ■ Exploration of Model programs ■ Development of improved connections between Special Education and English language learner programs. 	
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