



## Collaborative Meeting with SECAC Board and Department of Special Education

Agenda  
December 17, 2014

### Desired Outcomes:

Participants will:

- Be informed of MSDE Survey Results and review Responses
- Have identified common themes from listening sessions
- Acknowledge the role of SECAC in addressing themes (communications, trust etc)
- Be familiarized with SPP State indicators audited by MSDE

TIME	AGENDA ITEMS	FACILITATOR(S)
6:00-6:10	Welcome and Introduction	Dr. Shawn Joseph Ms. Joan Rothgeb Ms. Sarah Wayland Ms. Pamela Talley
6:10 -6:30	Review MSDE survey results and responses	Ms. Joan Rothgeb
6:30-6:50	Identify common themes from listening sessions	Ms. Mary Bell
6:50-7:10	Role of SECAC	Ms. Pamela Talley Ms. Sarah Wayland
7:10-7:30	SPP State Indicators audited by MSDE	Ms. Joan Rothgeb



# District Listening Sessions

## Overview of Topics & Concerns

October 16, 2014

**1. Parent Communication**

- Lack of timeliness
- Disrespectful/ inappropriate communication

**2. Trust/ Accountability**

- General mistrust of the special education system due to personal experiences or testimony of other parents and well-meaning educational staff

**3. Educational Staff**

- Shortage of Educators
- Frequent use of substitute instructors creating ineffective learning environments
- Poor compensation of and training for dedicated aides and paraprofessionals
- Lack of knowledge about special education process and parent rights
- Challenges with awareness of and implementation of IEPs/ 504 with fidelity
- Attendance issues at IEP meetings
- Lack of coordination and communication among staff members in same schools and during transitions to other educational settings in regards to IEPs and 504 Plans

**4. Parental knowledge and understanding about the following:**

- Special Education and their children's rights under federal and state law
- Key transitions in their child's educational journey (i.e.-Child Find to Elementary, Middle School, High School and eventually Post-Secondary/ Career

**5. Parent/ caregiver stress and strain**

- Financial burdens- due to retention of advocates or tutoring services
- Time- to advocate for children, obtain external evaluations and collaborate community and school based services

**6. Identification of students with learning, developmental and behavioral challenges**

- Delayed times to address parent concerns
- Lack of assessments for the above issues
- Challenges with external assessments being accepted

**7. Lack of collaboration with outside providers:**

- Medical Related Services
- Lack Community Organizations

**8. Related Services Challenges- Speech, Occupational, Assistive Technology, ABA**

- Shortages of providers
- Compensatory Service

**9. Facilities**

- Lack of ADA Compliance
- Inability to be fully included due to the above



# District Listening Sessions

## Summary of Survey Responses - November 6 & 10, 2014

Number of Responses: 11/6 (27) & 11/10 (27)

### Question 1: How would you rate the event overall?

November 6: Excellent- 14.81% Good- 81.5% No Response - 3.7%

November 10: Excellent- 33.3% Good – 59.2 % Fair- 3.7% Poor - 3.7%

### Question 2: Did you like the venue/locations?

November 6: Yes- 100%

November 10: Yes- 59 % No- 11.1% Other- 29.6 %

{Reasons for “other” response- limited parking, small venue, and distance}

### Question 3: Was the amount of time allocated for this event sufficient for your needs?

November 6: Yes - 81.5% No -14.8 % Other - 3.7%

November 10: Yes - 92.5% No – 7.4%

### Question 4: Was the overall content of the Special Education Listening Session helpful?

November 6: Yes - 93% Other - 7%

November 10: Yes - 93% Other – 7%

{Reasons for “other” response – Plan for follow-up and solutions}

### Question 5: What information was most helpful?

Themes	DATES	11/6	11/ 10
		Percentages %	
Sharing/Hearing concerns with other parents		28	22
Resources/Parent Center/PowerPoint Presentation		28	48
IEP Process		3	N/A
Direct Contact with SPED/Board Staff		17	26
Understanding the Chain of Command		21	N/A
504 Plans		3	N/A
Support for Families		N/A	4

## State Performance Plan (SPP) Indicators

### Part B

1. **Graduation Rates** - Percent of youth with IEPs graduating from high school with a regular diploma.
2. **Drop-Out Rates** - Percent of youth with IEPs dropping out of high school.
3. **Assessment** - Participation and performance of children with disabilities on statewide assessments.
4. **Suspension/Expulsion** - Rates of suspensions and expulsions.
5. **School Age LRE** - Percent of children with IEPs aged 6 through 21 served.
6. **Preschool LRE** - Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/ part-time early childhood special education settings).
7. **Preschool Outcomes** - Percent of preschool children with IEPs who demonstrate improvement.
8. **Parent Involvement** - Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
9. **Disproportionality (Disability)** - Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
10. **Disproportionality (Category)** - Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
11. **Child Find** - Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.
12. **Early Childhood Transition** - Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
13. **Secondary Transition** - Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.
14. **Post-School Outcomes** - Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education, competitively employed, enrolled in some other postsecondary education or training program, or employed in some other employment within one year of leaving high school.
15. **Identification and Correction of Noncompliance** - General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
16. **Complaint Timelines** - Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
17. **Due Process Timelines** - Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
18. **Hearing Requests Resolved by Resolution Sessions** - Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
19. **Mediation Agreements** - Percent of mediations held that resulted in mediation agreements.
20. **State Reported Data** - State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.



# SPP Quick Reference Card

## State Performance Plan (SPP) Indicators

### Part C

1. **Early Intervention Services in a Timely Manner** - Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner.
2. **Settings** - Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children.
3. **Infant & Toddler Outcomes** - Percent of infants and toddlers with IFSPs who demonstrate improvement.
4. **Family Outcomes** - Percent of families participating in Part C who report that early intervention services have helped the family.
5. **Child Find Birth to One** - Percent of infants and toddlers birth to 1 with IFSPs compared to:  
A. Other States with similar eligibility definitions; and  
B. National data.
6. **Child Find Birth to Three** - Percent of infants and toddlers birth to 3 with IFSPs compared to:  
A. Other States with similar eligibility definitions; and  
B. National data.
7. **45-Day Timeline** - Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline.
8. **Early Childhood Transition** - Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday:  
A. IFSPs with transition steps and services;  
B. Notification to LEA, if child potentially eligible for Part B; and  
C. Transition conference, if child potentially eligible for Part B
9. **Identification and Correction of Noncompliance** - General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
10. **Complaint Timelines** - Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
11. **Due Process Timelines** - Percent of fully adjudicated due process hearing requests that were fully adjudicated within the applicable timeline.
12. **Hearing Requests Resolved by Resolution** - Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures are adopted).
13. **Mediation Agreements** - Percent of mediations held that resulted in mediation agreements.
14. **State Reported Data**- State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.



## Maryland Special Education 2013-2014 Indicator 8 Parent Survey Prince George's County Public Schools

**Responses to Part B Indicator 8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities:

**Preschool (ages 3-5): 44%** (Confidence Interval: 38% to 51%)

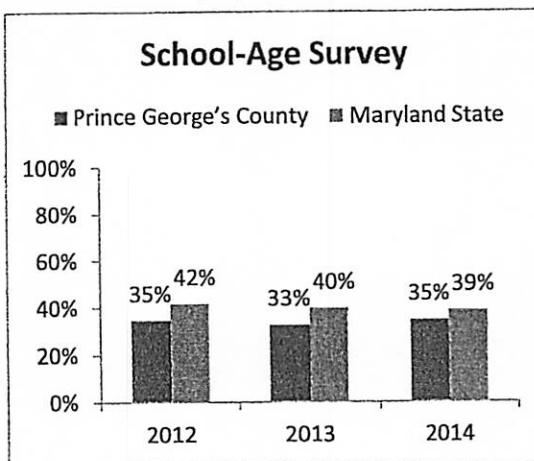
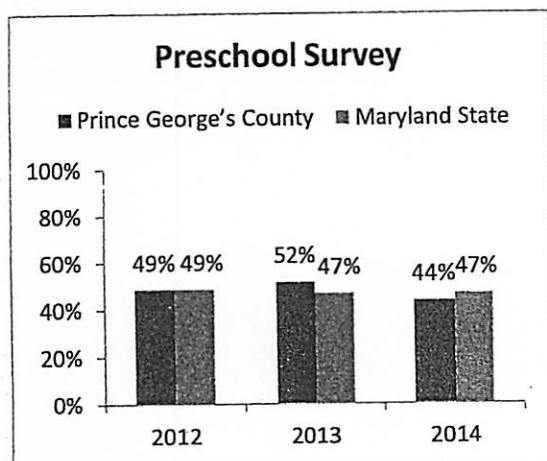
**School-Age (ages 6-21): 35%** (Confidence Interval: 32% to 38%)

Preschool						
	2013		2014			
Total Mailed:	1,626		1,705			
Undeliverables:	4%		3%			
Adjusted Response Rate*:	16%		13%			
	English		Spanish		Total	
	2013	2014	2013	2014	2013	2014
Paper	136	133	53	24	189	157
Online	51	55	2	2	53	57
Total	187	188	55	26	242	214

School-Age						
	2013		2014			
Total Mailed:	13,025		12,997			
Undeliverables:	4%		4%			
Adjusted Response Rate*:	9%		9%			
	English		Spanish		Total	
	2013	2014	2013	2014	2013	2014
Paper	858	794	109	59	967	853
Online	186	272	4	8	190	280
Total	1,044	1,066	113	67	1,157	1,133

\*Adjusted Response Rate = Total Number of Surveys Completed / (Total Number of Surveys Mailed - Total Number of Surveys Undeliverable)

### Percent of Parents Who Report Schools Facilitated Parent Involvement: Comparison with State Performance



To improve the value of the indicator, focus efforts on increasing the number of parents who agree with the following statements (listed in order of easiest to achieve to most difficult to achieve)... *0% agree*

#### Preschool

**People from preschool special education, including teachers and other services providers...**

I have been asked for my opinion about how well preschool special education services are meeting my child's needs.

explain what options parents have if they disagree with a decision made by the preschool special education program.

provide me with information on how to get other services.

offer parents training about special education.

#### School-Age

Teachers and administrators show sensitivity to the needs of students with disabilities and their families.

The school gives me choices with regard to services that address my child's needs.

The school gives parents the help they may need to play an active role in their child's education.

At the IEP meeting, we discussed how my child would participate in statewide assessments.



## Summary of Responses to Survey Questions – Preschool Survey

Question	Percentage of Respondents Agreeing with this Statement
Q1 I am part of the IEP decision-making process.	96%
Q2 My recommendations are included on the IEP.	91%
Q3 My child's IEP goals are written in a way that I can work on them at home during daily routines.	89%
Q4 My child's evaluation report was written using words I understand.	92%
Q5 The preschool special education program involves parents in evaluations of whether preschool special education is effective.	86%
Q6. I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	77%
<i>People from preschool special education, including teachers and other service providers...</i>	
Q7 provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	70%
Q8 People from preschool special education, including teachers and other service providers are available to speak with me.	90%
Q9 treat me as an equal team member.	90%
Q10 encourage me to participate in the decision-making process.	89%
Q11 respect my culture.	96%
Q12 value my ideas.	91%
Q13 ensure that I have fully understood my rights related to preschool special education.	91%
Q14 communicate regularly with me regarding my child's progress on IEP goals.	83%
Q15 give me options concerning my child's services and supports.	79%
Q16 provide me with strategies to deal with my child's behavior.	78%
Q17 give me enough information to know if my child is making progress.	81%
Q18 give me information about the approaches they use to help my child learn.	83%
Q19 give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, disability groups).	71%
Q20 offer parents training about preschool special education.	65%
Q21 offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	83%
Q22 explain what options parents have if they disagree with a decision made by the preschool special education program.	75%
Q23 give parents they help they may need, such as transportation, to play an active role in their child's learning and development.	73%
Q24 offer supports for parents to participate training workshops.	70%
Q25 connect families with one another for mutual support.	56%

# Summary of Responses to Survey Questions – School Age Survey

	Percentage of Respondents Agreeing with this Statement
Q1 I am considered an equal partner with teachers and other professionals in planning my child's program.	86%
Q2 I have been asked for my opinion about how well special education services are meeting my child's needs.	73%
Q3 At the IEP meeting, we discussed how my child would participate in statewide assessments.	80%
Q4 At the IEP meeting, we discussed accommodations and modifications that my child would need.	91%
Q5 All of my concerns and recommendations were documented on the IEP.	84%
Q6 Written justification was given for the extent that my child would not receive services in the regular classroom.	72%
* Q7 I was given information about organizations that offer support for parents of students with disabilities.	67%
Q8 I felt part of the decision making process.	83%
Q9 My child's evaluation report is written in terms I understand.	88%
Q10 Written information I receive is written in an understandable way.	89%
Q11 Teachers are available to speak with me.	86%
Q12. Teachers treat me as a team member.	85%
<b>Teachers and Administrators...</b>	
Q13 Teachers and administrators seek out parent input.	76%
Q14 Teachers and administrators show sensitivity to the needs of students with disabilities and their families.	79%
Q15 Teachers and administrators encourage me to participate in the decision-making process.	78%
Q16 Teachers and administrators respect my cultural heritage.	91%
Q17 Teachers and administrators ensure that I have fully understood the Procedural Safeguards.	84%
<b>The School and/or School System...</b>	
Q18 The school has a person on staff who is available to answer parents' questions.	84%
Q19 The school communicates regularly with me regarding my child's progress on IEP goals.	71%
* Q20 The school gives me choices with regard to services that address my child's needs.	67%
* Q21 The school offers parents training about special education issues.	51%
Q22 The school offers parents a variety of ways to communicate with teachers.	75%
Q23 The school gives parents the help they may need to play an active role in their child's education.	70%
* Q24 The school provides information on agencies that can assist my child in the transition from school.	62%
* Q25 The school explains what options parents have if they disagree with a decision of the school.	65%