



Massachusetts

Administrators for Special Education

MARCH 11TH, 2005 ASE WINTER CONFERENCE MEMBER/PARTICIPANT SURVEY SUMMARY

Affiliation of Respondents:	LEA	75%
	Regional Vocs	13%
	Collaborative	3%
	Regional Sch. Dist.	3%
	MAAPS School	3%
	Consultant	3%

NOTE: Percentages noted below are based upon the number of responses to each item.

PACS:

Through what structure/format should PACs fulfill their “**advising role**” with school districts?

- 52.9%** Scheduled meetings/communication w. Sped. Administrator
- 14.7%** Work as part of the School Improvement Council
- 11.8%** Collaboration
- 8.8%** Parent Surveys
- 5.9%** Information meetings
- 5.9%** Review existing services

Through what structure/format should PAC’s “**planning, development & evaluation of the school district’s special education programs**” occur?

- 46.9%** Consult with / report to Sped. Administrator
- 37.5%** Staff and/or parent surveys
- 6.3%** Consult to / report to Superintendent
- 6.3%** As part of the School Improvement Plan
- 3.1%** Consult with / report to School Committee

What elements should be included in the PAC’s “**by-laws?**”

- 28%** Meeting procedures/rules
- 22%** Election & term limits of officers
- 22%** Confidentiality & exclusion of personal agendas
- 18%** Clear goals/mission of organization
- 6%** PAC Officers should not “sell” their advocacy services
- 4%** Fundraising

What “**reasonable notice**” is needed from a PAC in order for school districts to be supportive to the PAC?

- 6.5% One Week:
- 19.4% Two Weeks
- 25.8% Three Weeks
- 35.5% Four Weeks
- 12.9% Other (describe): *depends of type of request*

In an advisory capacity in matters pertaining to the education & safety of children with disabilities, to whom would you recommend the PACs deliver their input?

- 15.6% The School Committee
- 26.7% The Principals
- 57.8% The Sped. Administrator

For input and accountability would you recommend that PACs be established in each school and connected to the School Improvement Council?

- 67.7% Yes
- 32.3% No

Would you recommend an official “training” program for PAC members before they begin actively fulfilling their responsibilities?

- 85.7% Yes
- 14.3% No

Qualifiers to “yes” response: *not if trained by an advocate!*

Please share any other feedback related to PACs & their functioning:

- 46.7% PAC agenda tends to be “slanted,” personal & based on misinformation
- 20.0% Consolidate PAC into School Improvement Council
- 16.7% Clear by-laws and procedures
- 16.7% Lack of parent attendance

688 REFERRALS / TRANSITION SERVICES:

Please Rank the following areas if they **pose challenges** to you when making **688**

Referrals: (*lower score = greater challenge*)

- 1.9 688 Referrals do not result in placements for students who graduate/turn 22
- 2.4 State agencies do not attend Team meetings
- 3.6 Lack of understanding/knowledge of the purpose of 688 Referrals by school staff
- 4.1 Referral Form needs adjustments/streamlining
- 4.2 Parents/Guardians’ participation/signature on 688 Referral
- 4.3 Referral Process consumes too much time

Typically **when are 688 Referrals made** in your district?

- 0.0% When a student graduates or turns 22
- 3.4% 3-6 months before graduation or turning 22
- 93.1% 1-2 years before graduation/turning 22
- 3.4% Other: *18th birthday*

Who is typically responsible for completing the 688 referrals in your district?

- 80.6% Team Leader/Coordinator
- 3.2% High School Guidance Counselor
- 0.0% Parent
- 3.2% Other: (identify) *Sped Liaison*
- 9.7% Other: (identify) *Sped Director*
- 3.2% Other: (identify) *Out-of-District Liaison*

OSD / RECONSTRUCTION PROCESS

When program reconstruction is sought by a private approved program, would you attend a meeting with the private school for information on the need for reconstruction and to provide your input into the process?

- 62.1% Yes
- 37.9% No

Qualifiers to "yes" response: *Only if LEA input will be seriously considered*
With reservation
Only if this is a "decision making" meeting

MENTAL HEALTH SCREENING IN SCHOOLS:

Would you favor mental health screenings in public schools (of school age children) conducted by mental health professionals/clinicians/psychiatrists?

- 70% Yes
- 30% No

Qualifiers to "yes" response: *Funding!*
Responsibility of schools vs. clinics
Only if schools did not become responsible for the service
Only if insurance covers costs

PLEASE DESCRIBE AREAS OF CHALLENGE IN DELIVERING SPEECH/LANGUAGE SERVICES IN YOUR DISTRICT:

- 29.2% Meeting demand for this service / finding SLPs
- 16.9% Scheduling Therapy / Consultation / Evaluations
- 12.3% Experience w. "more involved" students
- 10.8% Lack of understanding of service by other staff
- 9.2% "Medical" vs. "school based" speech/language model
- 7.7% Establishment clear "eligibility" and "exit" criteria
- 6.2% Limiting an increasing caseload
- 6.2% Meeting salary expectations
- 1.5% Bi-Lingual SLPs to evaluate