



Massachusetts

Administrators for Special Education

Member/Participant Survey Summary Report ***March 10, 2006 ASE Winter Conference***

Type of community/district you represent:

Suburban:	42.5%
Regional	22.5%
Urban	12.5%
Rural	7.5%
Collaborative	7.5%
Private	5.0%
Related Service Providers ..	2.5%

Coordinated Program Review

Based on your most recent Coordinated Program Review, did your CPR result in any finding(s) of "Not Implemented?"

YES	65.5%
NO	34.7%

If yes, in what areas: (Multiple comments listed by most frequently noted to least frequently noted)

- ELL Services/Translation
- Transition
- Timelines
- Teacher/Para Training
- Assessments
- PAC Involvement
- Progress Reports
- MOA/Title I
- Team Meeting Attendance / Composition
- (Single Comments)
- Grading
- Assistive Technology
- Too Numerous to Mention

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Based on your most recent Coordinated Program Review, did your CPR result in any "Commendations?"

YES 53.6%
NO 46.4%

If yes, please specify: (Multiple comments listed by most frequently noted to least frequently noted)

- Transition
- Preschool/Early Childhood Programs
- Inclusion
- Assistive Technology
- Professional Development
- Referral Process
- ASD Programs
- (Single Comments)
- Parent Participation
- Assessments
- Local Program Evaluation
- Safe/Drug Free School Program
- Alternative High School
- DCAP



How much time lapsed between your CPR and receipt of DOE's initial written findings?

Average Time Reported 14.8 weeks
Shortest Time Reported 4 weeks
Longest Time Reported 26 weeks

How much time lapsed between your district's response to DOE's initial findings and DOE's Final Report?

Average Time Reported 10.4 weeks
Shortest Time Reported 4 weeks
Longest Time Reported 24 weeks



What are the benefits of the CPR?

(Noted Multiple Times)

Forces district to demonstrate how it follows DOE policies/procedures & maintains compliance

A lot of preparation ... little/no benefit to students or school district

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Are there any other comments you wish to share regarding your most recent Coordinated Program Review?

(Noted Multiple Times – most frequently noted to least frequently noted)

Too intrusive – took too much time away from responsibilities
CPR seems to be only focused on paperwork, not the quality of programs
ELL requirements are unrealistic
Preparation is consuming!
District accountability has become more important than program quality and Development
CPR “Findings” seem predetermined
DOE too slow getting results back to districts
CPR Team was fair and cooperative
Inconsistency of DOE’s CPR Teams leads to inconsistent finding among districts
DOE notification, follow-through and communication is weak
Heavy reliance on interviews as the main source of findings

(Single Comments)

One negative interview comment somehow became a “Finding.”
Federal pressure on DOE has led to DOE’s unrealistic demands on LEAs
CPR focus seems to be on finding a problem
CPR Team was not familiar with the day-to-day school operations
Little, if any, support/technical assistance after the CPR
CPR has a “black or white” view on matters
Seems to have become an evaluation of the Sped Director with no implications to other district administrators.
CPR scheduled for same time as MCAS added to stress
Make the CPR process less clerical and punitive
My district had 4 different DOE audits during one school year
Our CPR Team seemed “hostile”
CPR Team left with a balanced perspective of our services
CPR Team listened and worked with our district in revising our Final Report

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Mental Health Needs within the School Setting

Please indicate, in order of importance, the following Mental Health needs in your school district. (Higher number indicates greater need – reported on a 4 high/1 low scale)

Availability of Counseling Services during School Day	3.27
Crisis Intervention	2.88
Clinical / Psychiatric Consultation	2.79
ABA Consultation	2.15

Other Suggestions:

- Interagency Agreement with DMH
- Implementing a School-Wide Pro-Social Curriculum
- Connecting to Community Resources & Agency Supports
- Assisting Students Returning from Hospitalization to School

Professional Development Topics

Which of the following Professional Development topics might interest you for the 2006-2007 ASE Conferences?

TOPIC	% of Interest by Respondents
Negotiating Skills for Special Education Administrators and Program Managers	61.1%
Evaluating Your District's Special Education Programs	52.8%
Developing a Public Relations Plan for your District's Special Education Department	41.7%

Other potential topics noted by respondents:

- Team Process & Case Management (*noted twice*)
- Private School at Private Expense Status (*noted twice*)
- Evaluating ELL Students
- DCAP: Regular Education Accommodations
- Low Incidence Services
- Making the CPR Manageable and Useful
- Cooperative Program Development
- Dealing with Difficult Parents
- Mental Health and Behavior Management Training
- Circuit Breaker
- The New Regulations

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