



The Voice to Advocate • Support • Educate

Massachusetts  
Administrators of Special Education



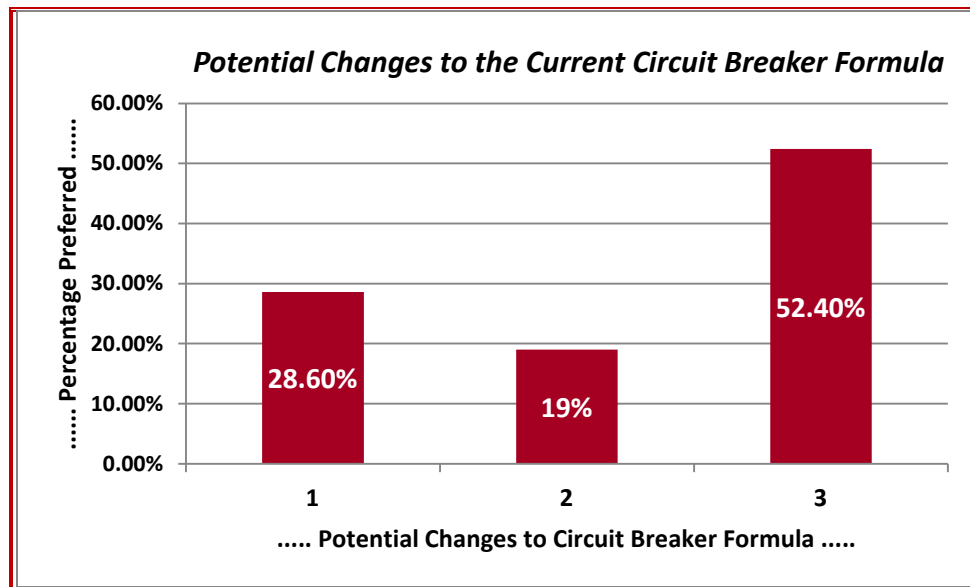
An Affiliate of CASE/CEC

## ☞ October 26, 2012 Member/Participant Survey Summary ☞

**(ITEM 1) STATE SPECIAL EDUCATION FUNDING:** *An April 2012 report provided by MassBudget entitled “Cutting Class” identified a \$1 Billion State special education funding gap. If this is accurate and remains constant, school districts will not have the necessary funding to provide identified students with the services which they are entitled to.*

*Many feel that changing the current **Circuit Breaker** formula may be one way to begin to address this “funding gap.” Please select **only one** of the following as a potential change to the current Circuit Breaker formula as a “reasonable” manner of addressing the “gap.”*

	... average ...
<b>(1)</b> Maintaining the current percentage (approximately 75%) while reducing the formula to 3 x Foundation.	<b>28.6%</b>
<b>(2)</b> Increasing the reimbursement to 80% and continuing the current 4 x Foundation.	<b>19.0%</b>
<b>(3)</b> Increasing the reimbursement to 80% and reducing the formula to 3 x Foundation.	<b>52.4%</b>



**What other suggestions might you have to remedy this identified Massachusetts funding gap in special education?**

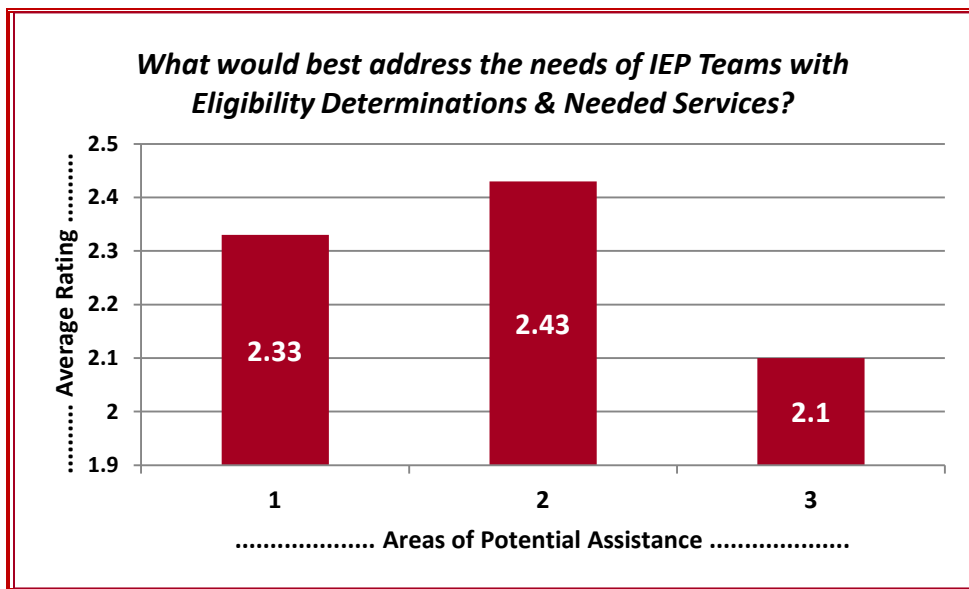
- ✓ Address transportation costs
- ✓ Need for a consistent funding formula
- ✓ Collaborate with OSD in addressing ever increasing tuition costs
- ✓ Address need for other agencies to cover costs that are not “educational”
- ✓ More realistic formula for high-need, in-district students
- ✓ Provide more incentives for the use of more cost effective collaborative programs
- ✓ Do not allow the use of Circuit Breaker \$ to Fund the New Chapter 222 Discipline Law

... continued ...

**(ITEM 2) SPECIALIZED ASSESSMENT FOR STUDENTS WITH VISUAL IMPAIRMENTS:** On 8/12/2012, MA DESE provided "Guidelines" prepared to ensure a common understanding of the purpose and complexity of conducting assessments for students with visual impairments. The "Guidelines" are designed to assist school Teams with eligibility determination and with identifying needed services. The "Guidelines" are intended to assist IEP Teams in designing instruction and supports that will ensure visually impaired students with access to the curriculum

Please indicate which of the following would best address the needs of your IEP Teams in addressing these "Guidelines" ... (1 = least needed ... 3 = most needed)

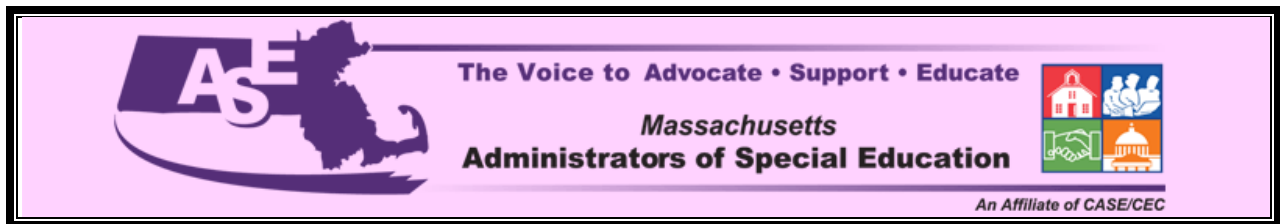
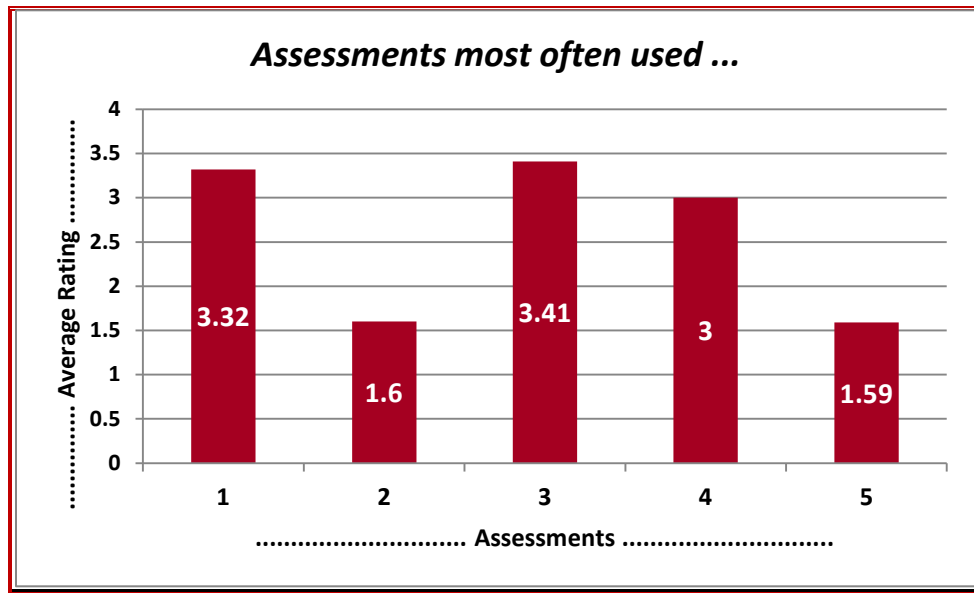
	... average ...
(1) Professional development/training specific to the assessments needed to support eligibility determination of students with visual impairments and a common understanding of the purpose and complexity of conducting these specialized assessments	<b>2.33</b>
(2) The provision of "Expanded Core Curriculum" resources to all educators to assist them in meeting the unique needs of students with visual impairments as they prepare students for further education, employment and independent living.	<b>2.43</b>
(3) The provision of information and training on a "Parent, Student, and Teacher Interview Guide" which provides purposeful information on visual functioning, social/emotional milestones, general life functioning, communication/learning style, and visual behaviors.	<b>2.10</b>



... continued ...

**Which of the following assessments have been most often used by your Teams in addressing the needs of students with visual impairments? Please indicate the frequency of the use of the following assessments ... (1 = seldom used ... 4 = frequently used)**

	... average ...
<b>(1) Functional vision assessment</b>	<b>3.32</b>
<b>(2) Learning Media Assessment</b>	<b>1.60</b>
<b>(3) Assistive Technology Assessment</b>	<b>3.41</b>
<b>(4) Orientation and Mobility Assessment</b>	<b>3.00</b>
<b>(5) Expanded Core Curriculum Assessment</b>	<b>1.59</b>

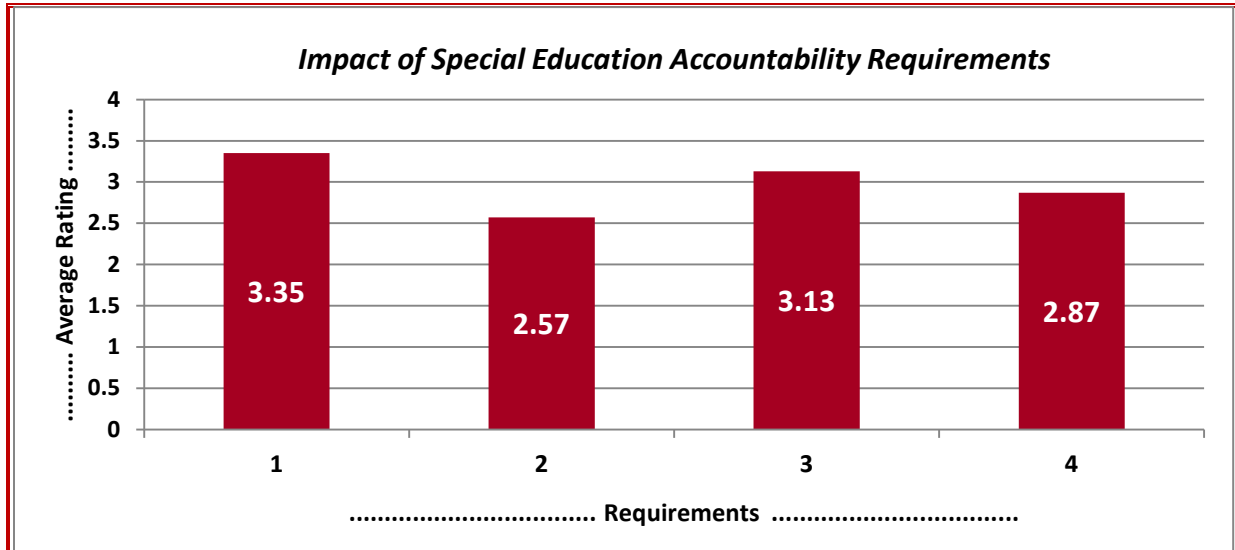


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**(ITEM 3) SPECIAL EDUCATION ACCOUNTABILITY REQUIREMENTS:** *Special education staff/administrators are continually challenged by the volume & complexity of Federal and State paperwork requirements.*

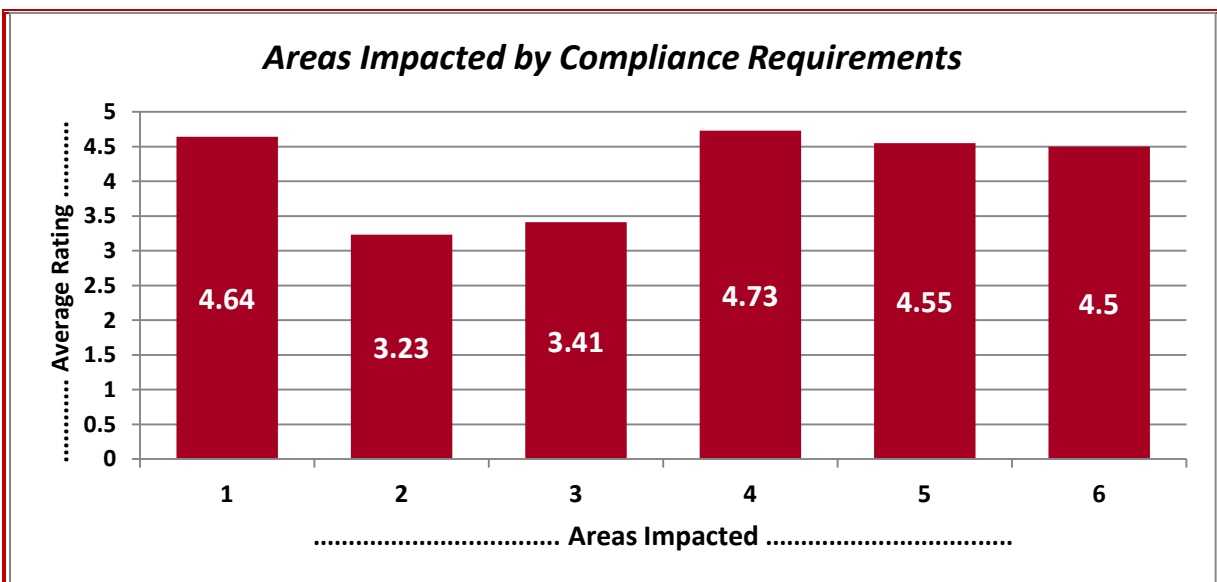
*From your perspective, indicate the degree that such mandates impact the following areas... (Please circle: 1 = least frequent ... 4 = most frequent)*

	... average ...
<b>(1) Instructional Time with Students</b>	<b>3.35</b>
<b>(2) Parent/Guardian Conferences and Collaboration</b>	<b>2.57</b>
<b>(3) Collaboration and Planning with General Education Staff</b>	<b>3.13</b>
<b>(4) District Level Special Education Program Development</b>	<b>2.87</b>



*From your perspective, please rank the following areas which may be impacted in your school or school district by Federal and State special education compliance requirements. (Please circle: 1 = least impact ... 6 = most impact)*

	... average ...
<b>(1) Time needed for Special Education Team meetings</b>	<b>4.64</b>
<b>(2) Time needed for preparing &amp; participating in Special Ed. Hearings</b>	<b>3.23</b>
<b>(3) Time needed for preparing and participating in Mediation Meetings</b>	<b>3.41</b>
<b>(4) Time needed for student evaluations (testing, observations, write-up)</b>	<b>4.73</b>
<b>(5) Time needed for IEP development</b>	<b>4.55</b>
<b>(6) Time needed for Transition Planning</b>	<b>4.50</b>



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**(ITEM 4) SPECIAL EDUCATION CHALLENGES:** *There are many areas of special education that pose challenges to school teams and administrators. Frequently, special education administrators voice concerns regarding issues that tend to consume administrative and teacher time while taking time away from servicing children.*

**Which of the following pose the greatest challenge to you and your staff in providing services to students with disabilities.**

**(Please circle: 1 = least challenging ... 8 = most challenging)**

	... average ...
<b>(1)</b> Local, State and Federal Funding	<b>6.18</b>
<b>(2)</b> Special Education Mediations and Hearings	<b>4.14</b>
<b>(3)</b> Special Education Audits/Compliance Reviews	<b>4.77</b>
<b>(4)</b> Securing and Retaining Related Service providers	<b>3.91</b>
<b>(5)</b> Special Education Paperwork	<b>6.50</b>
<b>(6)</b> Student Disciplinary Issues	<b>5.09</b>
<b>(7)</b> General Education / Tiered Instruction	<b>5.20</b>
<b>(8)</b> The New Teacher/Administrator Evaluation System	<b>6.32</b>

