

## Region 9 ESC Public Input and Information Meeting Summative Report

Each ESC held a Public Input and Information Meeting during the spring of the 2006-2007 school year. Stakeholders representing the diverse population of the region were invited to participate and provide feedback on questions supporting three indicators of the [State Performance Plan \(SPP\)](#). The stakeholder input summarized in this report provides qualitative data on stakeholders' experiences with special education services provided for children with disabilities in the State of Texas. This data will be included in the 2007 [Annual Performance Report \(APR\)](#).

- [SPP Indicator 4: Rates of Suspension and Expulsion](#)
- [SPP Indicator 8: Parent Participation](#)
- [SPP Indicators 9 and 10: Disproportionality](#)

<b>Region:</b> <b>9</b>	<b>Indicator 4:</b> <b>Rates of Suspension and Expulsion</b>	<b>Question:</b> 1. What steps should area school districts take to ensure that local procedures and practices regarding suspensions and expulsions of children with disabilities are in compliance with federal regulations? Consider the impact of changes in the regulations on the role of parents in the decision-making process.
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- The three themes identified were training, communication, and implementation.
  - Participants felt training should occur for both school personnel and parents. The first training component is PEIMS reporting and ensuring student's disciplinary information is coded correctly by administrators. Parents, teachers, and staff also receive training on the districts' discipline policies. Districts should provide behavior training to parents and faculty to assist them in working with the students.
  - The first area of communication is general education teachers should be notified by special education personnel which students have BIP, effective intervention strategies to utilize, and about the students' triggers. Communication between the administration and special education personnel is the second area. Special education personnel should be made aware of the number of students' infractions, office referrals, and suspensions. The importance of proactive planning by school personnel was discussed
  - Students' BIP need to be implemented continuously and consistently.
- Additional Notes  
 Participants expressed concerns the data may reflect a small number of students who are repeat offenders. Small districts' percentage may be higher due to population size.

<b>Region: 9</b>	<b>Indicator 8: Parent Participation</b>	<b>Question:</b> 1. What should be in place in area schools to promote parent/family involvement as a means to improve services and results for children with disabilities?
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- Themes – Parent friendly materials, parent support groups, and parent friendly ARD meetings
  - Participants felt written information parents received should be in a parent friendly format. Materials such as the ARD Guide and Procedural Safeguards need to be available in different formats such as video. A “What does this mean?” explanation guide should accompany the Procedural Safeguards and ARD Guide.
  - District level parent support groups or parent liaisons need to be available to assist parents in understanding the special education process.
  - The ARD process is more parents friendly. Parents receive teachers’ recommendations for the students prior to the ARD meeting. Create a follow-up system after the ARD meeting to determine if parents have questions or concerns about decisions that were made. Also survey parents after ARD meetings. School personnel need to be mindful of parents’ time when scheduling ARD meetings and the use of acronyms.
- Additional Notes  
An over arching theme was the stigma of receiving special education services. Participants felt parents select not to participate in activities because of being embarrassed their child receives special education services.

<b>Region:</b>	<b>Indicators 9 and 10: Disproportionality</b>	1. <b>Question:</b> What can area school districts do to ensure culturally competent practices by its professional staff in the decision-making process? Consider factors such as cultural self-awareness, attitudes and expectations, as well as beliefs, knowledge, and skills.
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- Themes – Training and RTI
  - Districts need to provide training on cultural and socioeconomic differences which impact students’ learning and performance. Districts and SSAs need to ensure evaluation personnel are highly trained in assessments and take into consideration the exclusionary factors of environmental, cultural, or economic disadvantage (3 areas identified in the exclusionary clause) and whether or not students have received researched based instruction in reading and math.
  - To ensure students receive interventions a RTI process needs to be implemented. The students’ responses to the interventions are documented.

## 2006-07 Statewide Summary of Regional Feedback

A summary of feedback received from participants at public meetings conducted at all twenty regional Education Service Centers during spring 2007 is available at <http://www.tea.state.tx.us/special.ed/tcip/pubmtg07.html>. The information is used for continuous improvement at the regional and state level.