Fostering Caregiver Engagement in Hebron

UConn Aspiring Leaders in Special Education Capstone

Kathleen Monroe

"When I feel like I can trust my team we can work through anything else" -Parent, CPAC advocate

Why Choose Caregiver Engagement?

10/9 - Erin Shaffer from Shipman & Goodwin:

Managing difficult PPTs

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10/23 - Christine Sullivan - Special Education Attorney/EdD

Mediation, due process, and other avenues for dispute resolution

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Work ahead of time to do what you can to avoid reaching those steps

12/4 - Heather Levitt Doucette:

Foundations for effective data use

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1/11 - The State Performance Plan (SPP): Specifically the Results Indicator: Parent Involvement 24% response rate for indicator 8 - 19/77

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How to use data to effectively choose targets for change and measure success

Baseline Feedback

- Parent input from CPAC representatives
- Phone call interviews with parents, staff input

- Four major topics/points identified for caregiver involvement:
  - **PPT Teacher Reports**
  - **Parent Input Form**
  - **Welcome Binder**
  - **Evaluation/Report Sharing Prior to Meetings**

*Adjustment to focus on my building

1. PPT Teacher Reports

Questions asked:

- When would you most want to have the report? At the meeting? In advance?
- Do you find it easy to read/locate the information you want on it?
- What parts of that report do you find most useful?
- Do you want IEP goal/progress updates on this report or is it helpful to read the CT-SEDS Progress Report?
- Would you want proposed goals/objectives for the next IEP to be on this report?
- What else would you like to see on the report?

"The progress report from CT-SEDS is so impersonal. I'd rather have a narrative about current progress."

"I want to know how he is in class because I know he isn't a "student" and grades aren't a good reflection of what his strengths are."

"I know [reports are] over and above what teachers have to do every day in the school."
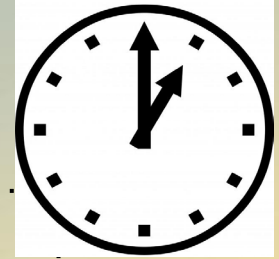
1. PPT Teacher Reports

Result: New template created and helpful key to include proposed goals and CT-SEDS Progress Report includes narrative descriptions.

1. PPT Teacher Reports

Result:

- Prioritize sharing evaluations, **all PPT reports ahead of time**, with offer to go over results prior to meeting

- Provide CT-SEDS Progress Reports simultaneously with report cards/before parent conferences

- Will include **proposed goals on teacher reports** and uniformly create a more **parent-friendly narrative summary** in the goal section of the CT-SEDS **Progress Report**

- Make sure data collection and parent communication always includes positive information

2. Parent Input Form

Questions asked:

- Did you know about the Parent Input Form?

- How did you learn about the opportunity to provide input using the form?

- If you <u>did not</u> fill out the form, please help us identify what contributed to your decision: (e.g.Too time consuming/difficult to use/not sure what to say/other:)

- If you <u>did</u> fill out the form, did you feel there was sufficient space/opportunity to contribute your thoughts?

- If you answered no, what else can we ask on this survey that would be helpful in preparing to meet for the 504/PPT?

- At your PPT, were you provided with an opportunity to share perspective/input?

- Some districts begin having students attend their own PPTs as a way to include student input in the design of their supports. How do you think you would like your student's input to be gathered?

"Maybe use different terminology - "survey" feels like it's about the procedures"

"I want time to write it out- give me time to read and show my husband so we can share thoughts"

"It doesn't feel right if my child's not involved in the conversation"

2. Parent Input Form

Result:
- Link included in Calendar invites as well as emailed to family
- Case managers mention to families when discussing PPTs
- Step added to Pre-PPT checklist

Parent Survey:
https://docs.google.com/forms/d/e/1FAIpQLSe5v8vDYA9szKn74flKjbY8H3D4ge7QqWGQDf...viewform?usp=sharing
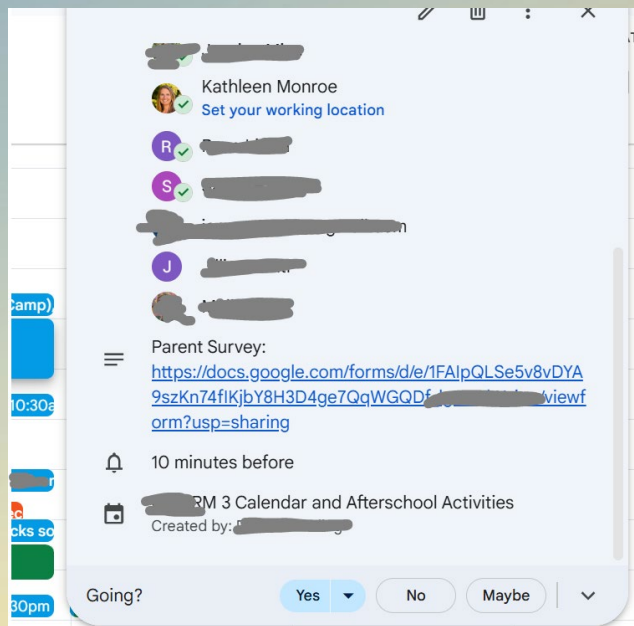
☐ Follow up email with information, (templates available here) link to **Parent Input Survey**
☐ Google calendar invite to meeting with link to **Parent Input Survey** sent to family and school team (admin, case manager, related services, social worker, math or reading interventionist)

2. Parent Input Form

Result:

● Section added to Parent Input Form to encourage student input as well, to be discussed at PPT meetings

What supports (such as teacher help, accommodations such as extra time or modified homework) does your child find helpful in school? You might ask "What makes learning and doing your work easier?"

Your answer

Is there any other support that your child would find helpful? You might ask "What other things can we do to make learning and doing your work easier?"

Your answer

3. Welcome Binder

Questions asked:

- Did you receive one when your child was found eligible for a 504 plan or an IEP?

- The binder is intended to include useful information about people involved in your child's education and information about the process of special education. It may also provide a place for you to collect and store documents from future meetings such as reports. If you had a physical binder for this purpose, do you think you would use it?

- Do you prefer to have paper versions of documentation or digital versions?

- If you prefer digital, do you prefer to access document through email or CT-SEDS?

"I'd like the list of team members to just be sent through email with the IEP"

"I love the idea - the more information you can give parents to help them understand the services they are getting and why, the better."

"Anything to ease the parents, it can be a scary process. Like going through the referral, knowing "this is normal, this is ok" and "this is who you contact if you need help."

3. Welcome Binder

Result:
- Updates identified:
  - New staff "Who's Who" - also to be sent via email
  - Addition of "Required Statement"*

- Step added to Pre-PPT checklist
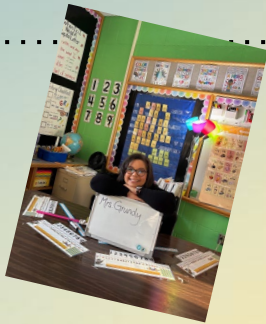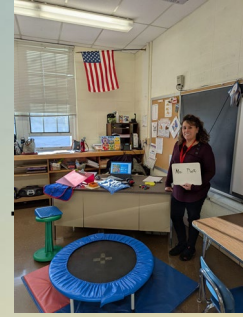
If Eligible - after PPT:

- ☐ PPT Facilitator gives family a Welcome Binder
- ☐ Parents Guide to Special Education
- ☐ Email draft IEP to family, include link to "Who's Who"

*ongoing need for updating

4. Evaluation/Report Sharing Prior to Meetings

Questions asked:

- When your child has had an evaluation done, do you find it helpful to receive the reports before the meeting?

- Do you find it helpful to go over evaluation results with the evaluators before the scheduled 504/PPT meeting?

- Do you find that going over the results ahead of time contributes toward efficiency of the scheduled 504/PPT meeting?

- Please share any other comments/suggestions you may have about the process of sharing evaluation results:

"I'd rather talk to one provider at a time. Not everyone is comfortable asking questions in front of others"

"I need layman, like parent terms. It can be scary for us to read all this stuff."

"Nobody should be going into a meeting not knowing [eval results]."

4. Evaluation/Report Sharing Prior to Meetings

Result:

- Team agreed to share reports to all team members through Google AND upload to CT-SEDS
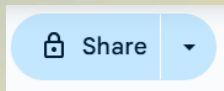
  Assessments Data/Evaluations   ATTACH DOCUMENTATION

  Upload finalized assessment reports for all assessment areas included on the Evaluation Consent document.

- Step added to Pre-PPT checklist

  ☐ Evaluators collaborate on results/review with parents ahead of time. Assist case managers in setting up a meeting if requested

Additional Insights by Special Ed Team Members

- With newly updates forms, staff would like a digital storage option - others mentioned a physical copy of new forms in a central place, like a binder - could be helpful for onboarding new staff (two special education teachers and a school psychologist) in the fall.

- May need to offer a quick walk-through of CT-SEDS: example and projected on Smartboard or on loaner computer

- Will work on warmth of ppt, use existing name tags, next year we will try a multidisciplinary report

- Pre-PPT checklist development can help with implementation of changes

- Be cognizant of how parents enter the room - avoid the feeling of having them feel "late to the party" - individuals introduce themselves and keep focus on building the IEP

- Develop resources for student input - outlines, surveys, parent/teacher guides

Future Data Collection:

- Did the SPP Results Indicator #8 increase? (Data from State Report)
- Did caregiver submission of **Input Survey** increase from '24-25 baseline of 3? (data collected from Special Education Secretary)

Mid-year survey of results:

- Were changes made to the **Teacher Report** that result in uniformity?
- Was the **Welcome Binder** updated? Was it handed out to caregivers of newly eligible students? (checked off new PPT checklist, ask PPT Facilitators)
- Were modifications to the **Evaluation Reporting Process** made that reflect feedback from parents? (ask Case Managers)
- Have the focus of comments changed when interviewing both original families as well as different families?