



2008 Parent/Guardian Survey Report

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AB SpEd PAC 2008 Parent/Guardian Survey Introduction

We believe the 2008 Survey and analysis conducted by the Acton-Boxborough Special Education Parent Advisory Council (the “AB SpEd PAC”), provides useful insights about the full range of issues faced by families of children with special needs. While we do not suggest that the PAC survey allows us to draw absolute conclusions about any particular subject discussed we strongly urge readers to pursue the worthwhile questions raised in this report.

Our purpose for conducting the Parent/Guardian survey was to (a) determine and inform the Acton-Boxborough special education community about how A-B parents of special education children perceive the entire special education process and (b) stimulate thinking about and ultimately taking action to continually improve the quality of the special education process. While we have noted areas of high satisfaction throughout this report, readers will note that this report also includes specific areas of parent dissatisfaction. It is the view of the SpEd PAC officers that increasing overall parents’ satisfaction is an important measure of improvement and quality. We urge readers to keep in mind that the average results of the survey indicate modest satisfaction with the special education process and that roughly 1/3rd of parents responding to the survey are very satisfied with the process overall. So we are beginning with a solid foundation of success.



AB SpEd PAC 2008 Parent/Guardian Survey Methodology

Survey Design

During the 2008–2009 academic year the Acton-Boxborough Special Education Parent Advisory Council (“AB SpEd PAC”) conducted a survey of special education parents and guardians to identify issues of concern to the community of families the organization serves. At this time there are approximately 925 families in the district who have children with identified special needs.

In developing this survey we drew from a number of local and national surveys including those used by other PACs, school districts and several Departments of Education across a variety of states. The AB SpEd PAC’s Parent/Guardian survey was designed to gather data about families’ experiences across five main areas. This survey was comprised of 56 questions, family demographic data, and 5 open response questions. Most, but not all respondents, provided demographic information about their child, which allowed us to look at various sub-groups within the total universe of responses we received.

The five main sections of the survey were:

1. **School and Parent Partnership** (9 questions) – This section generally focused on communication between parents, the SpEd child’s Team and school Administrators.
2. **IEP Development** (16 questions) – This section probed parents’ experiences with the IEP development process and student outcomes in relation to IEP goals.
3. **Teachers and Administration** (7 questions) – This section asked questions about parents’ experience with SpEd administration, principals, regular classroom teachers, SpEd assistants, communication with those persons, and parents’ access to the classroom.
4. **Quality and Provision of Services** (14 questions) – This section focused on communication with SpEd staff, the classroom environment, and the scheduling and delivery of SpEd services outside the classroom.
5. **Bullying** (6 questions) – This section asked questions about the schools bullying prevention programs.

Most of the survey questions used a Likert scale. As a method of summarizing answers, we developed an average answer score by counting Strongly Agree answers as +2, Agree Somewhat answers as +1, Neither Agree/Disagree answers as 0, Disagree Somewhat as -1, and Strongly Disagree answers as -2. Thus a positive average score for a question indicates parents’ satisfaction and a negative score indicates dissatisfaction. This scaling provides an easy and informative way to rank responses to the various questions. However, our analysis focuses more on the distribution of the answers rather than a single number. An answer with an equal number

of “Strongly Agree” and “Strongly Disagree” replies would score a neutral “0.0” yet that type of answer distribution should be highlighted and discussed because of the unusual and meaningful distribution. All but two of the questions that used a Likert scale were structured so that an Agree answer indicated parental satisfaction. The two questions which reversed this scale, i.e., a positive response indicated dissatisfaction, (Questions 42 and 50) were not tabulated in the section response totals for this reason.

Survey Responses

There were 94 respondents (10% of special education families) to the AB SpEd PAC survey who reported on a total of 107 children. 12 parents had two children receiving special education services and one parent had three children receiving services. The highest number of answers on any question was 95, clearly some parents signed on but never replied and many parents selectively replied to questions. The survey was open for five months from October 20, 2008 to March 21, 2009. In the fall of 2008, Pupil Services mailed the survey to all parents of special education students and sent out survey reminders in December and January. Additionally, printed survey reminders were available at the November Parent/Guardian Workshop, outside of the Pupil Services’ office, and at the Acton Public Library during this time. A final email reminder was sent to 350 families on the AB SpEd PAC email list on March 10, 2009. The survey was officially closed on March 21, 2009. Parents were able to respond confidentially online at the Constant Contact website or by mail.

We are cautious about making conclusions about the entire special needs parent population from the survey. We recognize that the survey reminder went to only 350 out of the 925 families in the district and the responders in that this subset were self selected. We also understand the sample set size of some of the subgroups is small and thus connecting the results to larger groups is tenuous. We have been careful to limit our key findings to data we believe contains interesting and important information. We hope Pupils Services will look at the conclusions from their vantage point and initiate a thoughtful and meaningful discussion of our results.



AB SpEd PAC 2008 Parent/Guardian Survey Highlighted Observations

We believe the survey identifies some areas of concern in special education as perceived by parents of children with special needs in the district. After review and discussion, the AB SpEd PAC leadership has identified two particularly interesting findings where the survey data points to possible areas of program improvement.

Key Observation #1: Autism parents and Specific Learning Disability parents have very different perceptions of special education services than other parents. In particular, Autism parents are substantially less satisfied while Specific Learning Disability parents are substantially more satisfied with special education programs and services offered to them by the district. We believe this difference in perception and experience is not random.

Primary Disability

Parents were asked to identify their child’s primary disability; 75 out of the 95 (79%) responding parents did so. The two largest reported groups were Autism (17) and Specific Learning Disabilities (20). We cross-tabulated primary disability to Question #27 on the survey which we found to be correlated to responses in all of the survey questions (except for the Bullying section which we didn’t analyze in this manner). In other words, parents who Strongly Agreed to Q27 also tended to give positive responses to other questions. We discuss the correlation of answers around Q27 in an exhibit to this report. We divided parents into three groups or cohorts, the Satisfied Cohort who answered Strongly Agree, the Dissatisfied Cohort who answered Strongly Disagree, and all other answers. A breakout of replies to Question 27 by primary disability is included below.

Question 27

Based on my experiences the special education administration is a service-oriented organization that has children's best interests as its number one priority and the organization responds expeditiously when seeking problem resolution.

<u>Primary Disability</u>	<u>Autism</u>	<u>Dev. Delay</u>	<u>Intellectual</u>	<u>Sensory</u>	<u>Neurological</u>	<u>Emotional</u>	<u>Commun- ication</u>	<u>Physical</u>	<u>Specific Learning</u>	<u>Total</u>
Satisfied Cohort	1	3	0	0	2	2	4	2	11	25
Dissatisfied Cohort	9	1	0	2	1	1	1	0	2	17
All Others	7	2	1	0	6	6	4	0	7	33
Total	17	6	1	2	9	9	9	2	20	75
Satisfied as % Total	5.9%	50.0%	0.0%	0.0%	22.2%	22.2%	44.4%	100.0%	55.0%	33.3%
Dissatisfied as % Total	52.9%	16.7%	0.0%	100.0%	11.1%	11.1%	11.1%	0.0%	10.0%	22.7%

Note: Two parents in the Satisfied Cohort and six parents in the Dissatisfied Cohort did not provide primary disability data for their children. All parents in the middle cohort did provide demographic data.

The table above shows the dramatic contrast in answers to Question 27. More than half of the Specific Learning Disability parents (“SLD”) indicated strong satisfaction with the SpEd Administration via a Strongly Agree response with two parents expressing strong dissatisfaction with a Strongly Disagree reply. Autism parents provide almost a reverse mirror image to the SLD parents. Only one Autism parent expressed satisfaction with a Strongly Agree response while more than half expressed dissatisfaction with a Strongly Disagree response.

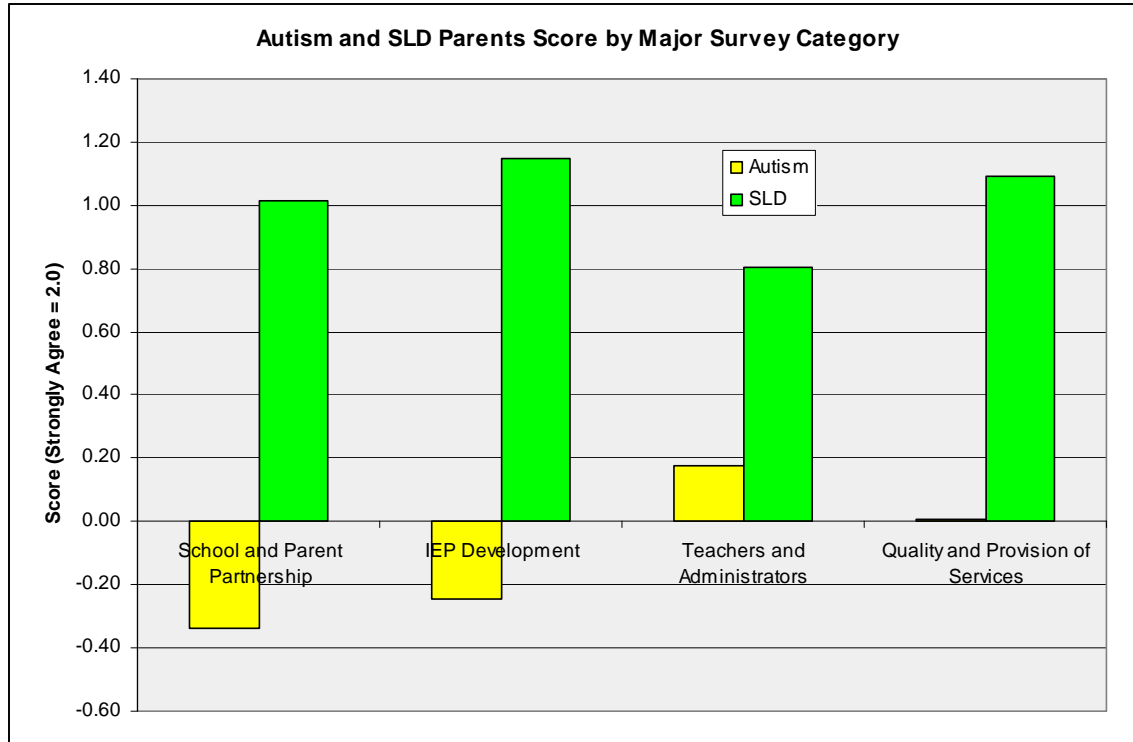
We used a binomial distribution probability model to estimate the likelihood the Autism and SLD groups responses are due to randomness and therefore really don't differ from the total responses overall. The table below indicates that the differences noted are unlikely random. For example, the likelihood of randomly selecting 9 or more Strongly Disagree responses from a sample size of 17 (the Autism group) drawn from the Total survey responses is less than 3.00% (.0261 per the probability model).

	# of Answers to Q 27			Probability that:	
	Strongly Agree	Strongly Disagree	Total Responses	SA at or lower than actual	SD at or higher than actual
Autism Group	1	9	17	0.0106	0.0261
SLD Group	11	2	18	0.0130	0.0842
Total	27	23	82	SA as % of Total 0.329	SD as % of Total 0.280

We have nicknamed this phenomenon “The Tale of Two Cities” which of course famously begins, “It was the best of times, it was the worst of times...” And so it seems as illustrated in the graphs below.

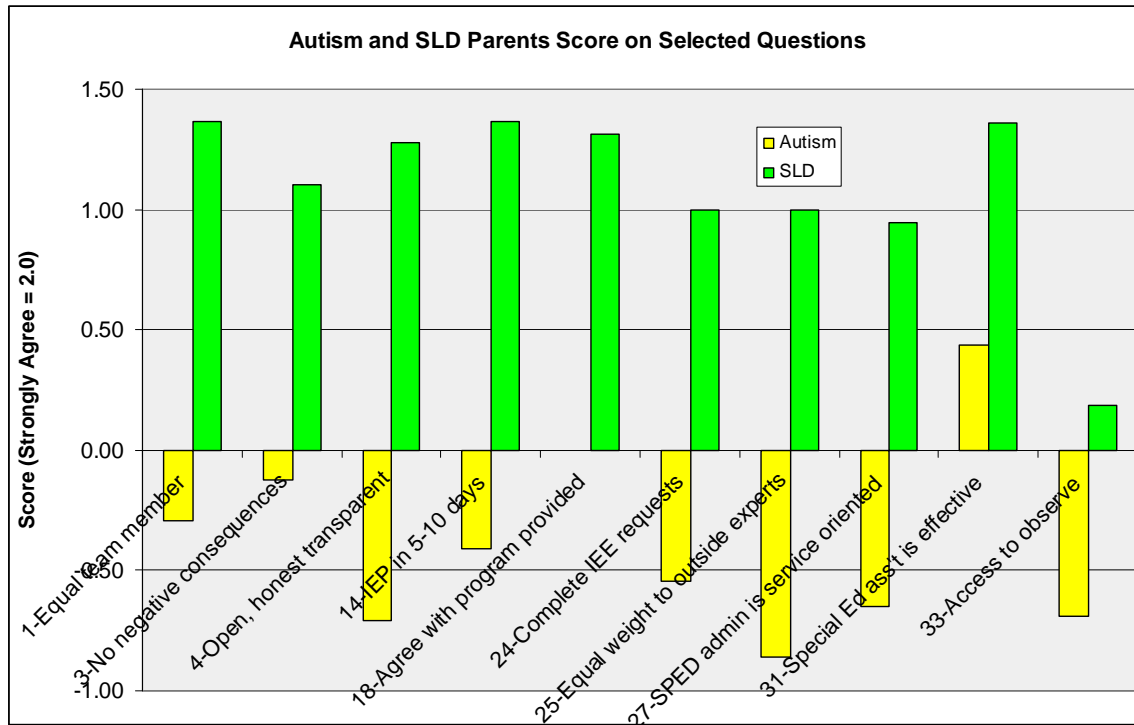
Graph of Autism vs. SLD Parents' Responses by Survey Section

The Autism group scores its experiences with special education well below the SLD group across all categories of questions in the Parent/Guardian Survey. In most cases the Autism group indicates dissatisfaction as represented by a negative average score using a system that gives +2 for a Strongly Agree response, +1 for an Agree Somewhat, a -1 for a Disagree Somewhat, and



a -2 for a Strongly Disagree answer. Above is a chart which shows the percentage of Autism and SLD respondents replying favorably (checking Strongly Agree or Agree Somewhat) and unfavorably (checking Strongly Disagree or Disagree Somewhat) for every Likert scaled question in the survey (excluding bullying). Also included is the “Gap” which is the difference between the two groups. For both favorable and unfavorable answers, the Gap averaged 30% with SLD parents more satisfied than Autism parents.

Graph of Autism vs. SLD Parents' Responses on 10 Selected Questions



Parents of children with Specific Learning Disabilities indicated a higher favorable rating on all but four survey questions, which are discussed below. In addition, a favorability Gap of 50% or greater between the two groups of parents was found on four survey questions. These questions related to the meeting chair seeking Team consensus (Q2), parents involvement in program planning, development, and evaluation (Q9), staff’s effectiveness in generalizing skills taught to the classroom (Q40), and the accessibility of non-academic activities to children with special needs (Q43). We believe the 50 + point difference is a dramatic gap in parent perceptions/ experiences.

Full Text of Question	Strongly Agree / Somewhat Agree			Strongly Disagree / Somewhat Disagree		
	Autism	SLD	Gap	Autism	SLD	Gap
2 In Team meetings, the meeting chair actively seeks consensus among Team members when differing opinions are expressed.	37.5%	87.5%	50.0%	56.3%	6.3%	-50.0%
9 The school district regularly includes parents in the planning, development and evaluation of the district’s special education programs.	17.6%	68.4%	50.8%	64.7%	15.8%	-48.9%
40 Staff ensure that skills taught to my child in pullout sessions are effectively generalized to the regular education classroom.	21.4%	86.7%	65.2%	57.1%	6.7%	-50.5%
43 The school ensures that after-school and extracurricular activities are accessible to students with disabilities.	13.3%	70.6%	57.3%	66.7%	11.8%	-54.9%

In four survey questions parents of children with Autism indicated a higher favorable rating than parents of children with Specific Learning Disabilities. However, the gap between the two groups was much more modest – only single digits on 3 out of 4 questions. Autism parents were more satisfied with their child’s principal (Q28), regular classroom teacher (Q29, Q30), and before and after school programs (Q46) than SLD parents. We note that three of these four

questions relate more to the regular education program than to special education. Replies to these four questions are shown below.

Full Text of Question	Strongly Agree / Somewhat Agree			Strongly Disagree / Somewhat Disagree		
	Autism	SLD	Gap	Autism	SLD	Gap
28 Based on my conversations with my child's school principal, he/she is informed regarding my child's disability and knows what types of supports are necessary for my child's social and	72.7%	35.7%	-37.0%	27.3%	50.0%	22.7%
29 Based on my experiences, my child's classroom teacher is knowledgeable regarding my child's disability and knows what types of supports are necessary for my child's social and	87.5%	78.9%	-8.6%	12.5%	15.8%	3.3%
30 Based on my conversations with my child's classroom teacher, he/she makes appropriate modifications to the room and educational assignments/projects to fully include my child and	75.0%	66.7%	-8.3%	12.5%	16.7%	4.2%
46 I am satisfied with the before and after school programs available that support my child's special needs.	50.0%	44.4%	-5.6%	33.3%	33.3%	0.0%

Preschool to 1st Grade Autism Parents

We also compared answers from parents with younger children (Preschool to 1st Grade) with a primary disability of autism with older children (2nd Grade and up) with autism. As shown below, parents' perceptions were similar for children with autism regardless of the child's grade level.

Note: In the "Other Observations" section of this report we discuss a large difference in survey responses among all parents of younger vs. older children regardless of disability.

<u>Q</u>	<u>By Survey Topic</u>	All Autistic	Autistic & Pre to 1st	Autistic & 2nd - H.S.	Not Aut & Not Pre-1st
1 - 9	School and Parent Partnership	-0.34	-0.37	-0.31	0.77
10 - 25	IEP Development	-0.24	-0.31	-0.30	0.68
27 - 33	Teachers and Administrators	0.18	0.02	0.33	1.02
34 - 48	Quality and Provision of Services	0.01	-0.02	0.19	0.79
n	Average # of Respondents	15	6	9	55

<u>Q</u>	<u>Key Questions</u>	All Autistic	Autistic & Pre to 1st	Autistic & 2nd - H.S.	Not Aut & Not Pre-1st
1	Equal team member	-0.29	-0.29	-0.30	1.19
3	No negative consequences	-0.13	-0.29	0.00	0.96
4	Open, honest transparent	-0.71	-1.00	-0.50	0.79
14	IEP in 5-10 days	-0.41	-0.29	-0.50	0.71
18	Agree with program provided	0.00	-0.43	0.30	1.02
24	Complete IEE requests	-0.55	-0.50	-0.57	-0.27
25	Equal weight to outside experts	-0.86	-0.83	-0.88	0.48
27	SPED admin is service oriented	-0.65	-1.00	-0.40	0.46
31	Special Ed ass't is effective	0.44	0.71	0.22	1.03
33	Access to observe	-0.69	-1.00	-0.44	0.10

In District vs. Out-of-District Autism Families

One possible hypothesis for the difference in parental perceptions in the Autism and Specific Learning Disability groups is that autism is a more pervasive disability with less favorable outcomes generally and therefore autism parents are more likely to be frustrated and dissatisfied with their child's education. As a way of testing that hypothesis we compared answers of parents with autistic children who are placed out-of-district ("OOD") with autistic children in-district. As shown below, the five autism OOD parent responses (on average four of the five replied)

more closely aligned with the parents of non-autistic children in second grade and above than with in-district autism parents. Based on this limited test, at least initially, we conclude that parents of autistic children are not the underlying cause for the difference in opinions expressed by Autism and Specific Learning Disability parents.

<u>Q</u>	<u>By Survey Topic</u>	<u>All Autistic</u>	<u>OOD & Autistic</u>	<u>In District Autistic</u>	<u>Not Aut & Not Pre-1st</u>
1 - 9	School and Parent Partnership	-0.34	0.24	-0.58	0.77
10 - 25	IEP Development	-0.24	0.34	-0.65	0.68
27 - 33	Teachers and Administrators	0.18	1.23	-0.18	1.02
34 - 48	Quality and Provision of Services	0.01	0.71	-0.48	0.79
n	Average # of Respondents	15	4	11	55

<u>Q</u>	<u>Key Questions</u>	<u>All Autistic</u>	<u>OOD & Autistic</u>	<u>In District Autistic</u>	<u>Not Aut & Not Pre-1st</u>
1	Equal team member	-0.29	0.80	-0.75	1.19
3	No negative consequences	-0.13	0.75	-0.42	0.96
4	Open, honest transparent	-0.71	0.20	-1.08	0.79
14	IEP in 5-10 days	-0.41	0.20	-0.67	0.71
18	Agree with program provided	0.00	0.80	-0.33	1.02
24	Complete IEE requests	-0.55	-1.00	-0.50	-0.27
25	Equal weight to outside experts	-0.86	0.67	-1.27	0.48
27	SPED admin is service oriented	-0.65	0.60	-1.17	0.46
31	Special Ed ass't is effective	0.44	1.50	0.08	1.03
33	Access to observe	-0.69	1.00	-1.25	0.10

Conclusion

Overall we believe the survey data supports a conclusion that there is a substantial and pervasive difference in the satisfaction level of parents of children with Specific Learning Disabilities vs. parents of children with Autism. Although the sample size is small, the large size and persistency of the “Gap” across most questions suggests to us that there is (are) systemic underlying cause(s) specific to the two programs that are responsible for the difference in satisfaction levels expressed by these two groups of parents. In our view, the school district should investigate the nature of this “Gap” and propose ways to elevate the level of satisfaction expressed by parents of Autistic children to the same level of satisfaction experienced by parents of children with Specific Learning Disabilities, who appear to be very well served by the district.

Key Observation #2: A large percentage of special education parents indicated that their children have experienced bullying in the Acton Public and Acton-Boxborough Regional School Districts. A significant percentage of special education families find the schools' current bullying prevention programs ineffective.

We recognize that bullying is not just a special education issue but rather one that touches all students and families in the district. CAFY's Risky Behavior Survey this year indicated that in the general population 27% of 6th grade students indicated they'd experienced bullying, 24% of 8th grade students experienced bullying and 12% of 12th graders indicated they had experienced bullying. However, our survey data indicates that bullying may be more pervasive in the special education community than in the broader student population. In the survey thirty parents agreed (strongly or somewhat) with Q50, which states, "My child has experienced bullying on the school campus, on the bus, during school field trips/activities, or via the internet by classmates." That represents about 1/3rd of the families who responded to the survey (95 total respondents). If the survey data accurately reflects the larger special education population, bullying is a wide spread problem in this community.

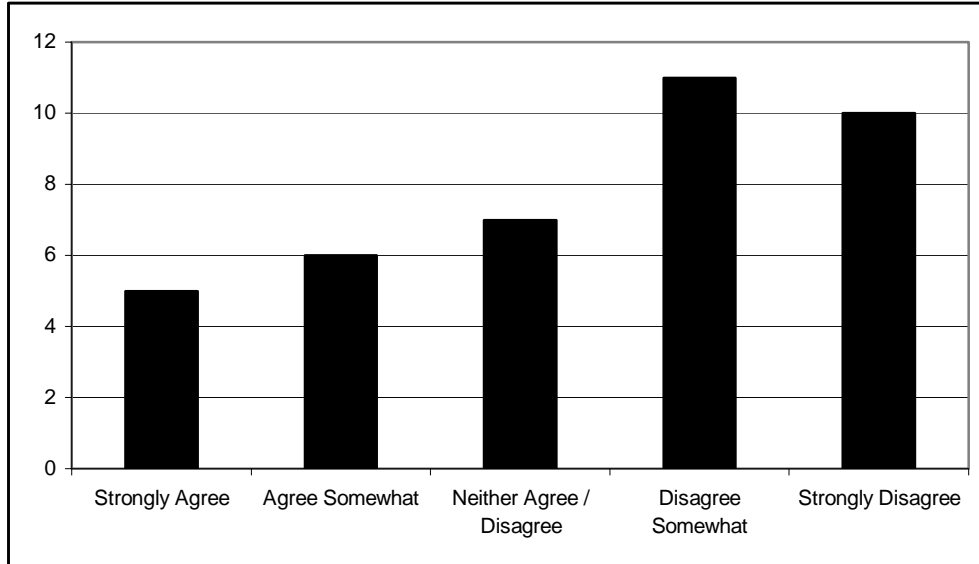
Parents disagreed that an effective bullying prevention program exists at either the school or district level (-.15, Question 55 re: school; -.15, Question 56 re: district). 28% of respondents indicated that their children do not feel safe at school (.30, Question 54). 54% of families indicated that they did not feel that bullying at school or on the bus was handled promptly or effectively (-.38, Question 51). And 43% of families didn't feel their child had been taught how to respond appropriately to bullying or to whom they should report bullying incidents (-.11, Question 53). Finally 37% of respondents disagreed that our school district recognizes that bullying is a community wide concern and has district programs in place to ensure consistency in approach across all school environments (-.15, Question 56).

The chart and table below show the breakdown of answers to the lowest scoring question (Q51) and a summary of the replies to each bullying question by demographic group.

Question 51

51 Any bullying my child has experienced at school or on the bus has been addressed promptly and effectively.

All



	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	5 12.8%	6 15.4%	7 17.9%	11 28.2%	10 25.6%	39 100.0%	-0.38
P-1	0 0.0%	0 0.0%	1 50.0%	0 0.0%	1 50.0%	2 100.0%	-1.00
Aut	0 0.0%	0 0.0%	0 0.0%	4 80.0%	1 20.0%	5 100.0%	-1.20
Both	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0.00
Ex	5 15.6%	6 18.8%	6 18.8%	7 21.9%	8 25.0%	32 100.0%	-0.22

Bullying Questions 50-56

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
50 My child has experienced bullying on the school campus, on the bus, during school field trips/activities, or via the internet by classmates.	17	13	8	9	13	60	0.20
51 Any bullying my child has experienced at school or on the bus has been addressed promptly and effectively.	5	6	7	11	10	39	-0.38
52 My child's disability has been taken into consideration when investigating/responding to bullying incidents.	5	13	7	6	4	35	0.26
53 The school has taught my child how to respond appropriately to bullying at school and to whom he/she should report bullying	9	11	11	11	12	54	-0.11
54 My child feels safe from bullying at school and supported by the adults in his/her school environment (including lunch, hall and recess monitors).	13	17	13	9	8	60	0.30
55 My school has an effective bullying program in place with a clear reporting structure and consequences that have been shared with all families.	8	14	16	14	13	65	-0.15
56 Our school district recognizes that bullying is a community wide concern and has district wide programs in place to ensure consistency in approach across all school environments..	6	18	21	11	15	71	-0.15

Conclusion

Overall we believe the data supports a conclusion that bullying is a widespread concern among parents with special needs children. Although the sample size is small, the consistently negative scores the questions in this section received indicate that a large plurality of parents of special needs children believe the school district is not dealing with bullying in a comprehensive and effective manner. Since bullying affects school climate and safety for all students in the district, we believe this topic deserves further attention. We ask the school district to determine the prevalence of bullying generally as well as within the special education community and propose ways to create a safer learning environment for all students in the Acton Public and Acton-Boxborough Regional school districts.

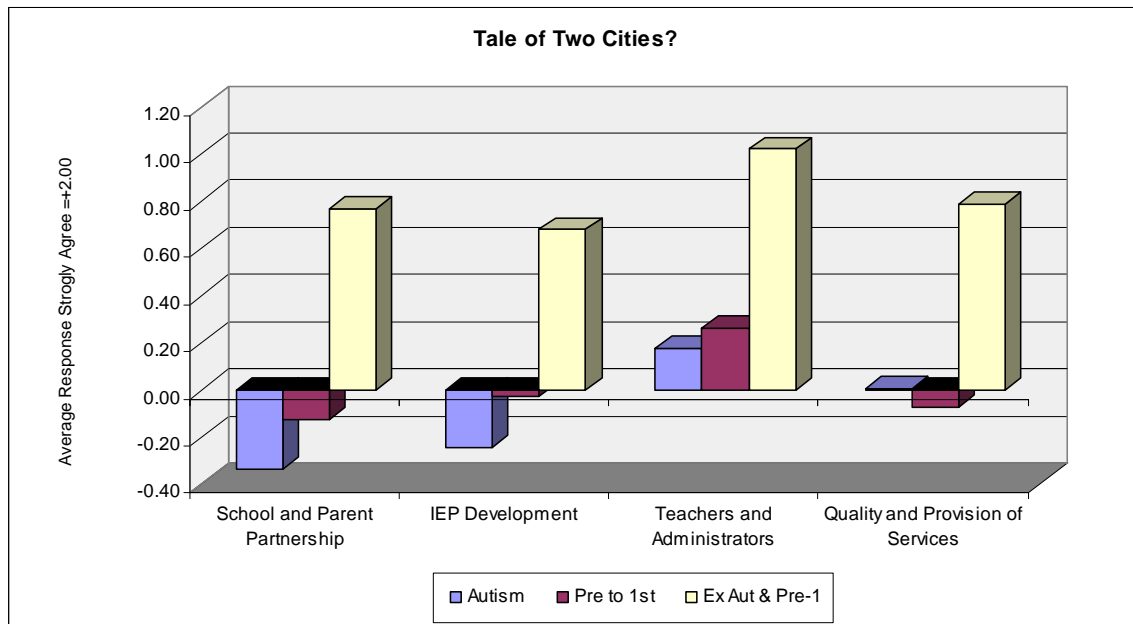


AB SpEd PAC 2008 Parent/Guardian Survey Other Observations

Parents Modestly Satisfied – If you look at the survey as a whole, parents are modestly satisfied with the special education process for their children as the section totals indicate (+.5 average on a +2 to -2 scale – excluding the bullying section). This falls half way between Agree Somewhat and Neither Agree/Disagree on the answer scale. We do not have comparison data with other districts or historical data in-district on which to base an opinion about whether the School Committee, Administration, or SpEdPAC should be satisfied with these results. Are higher scores feasible? We intend to survey parents periodically using identical questions to track how satisfaction changes over time on key issues. Fortunately there is a very large range of average score by question, which identifies relative areas for improvement. As discussed later, segmentation of the parents into subgroups reveals other potential areas for targeted evaluation.

Following are Other Observations which we want to bring to the attention of the Administration.

1. **Open, Strong Relationships Between Parents and Staff** – 20 parents representing 21% of responses expressed concern about speaking freely with or disagreeing with SpEd staff without experiencing negative consequences either for themselves or their child (Question 3, +.71 average). While there will always be parents who are concerned about the negative consequences of disagreement, we believe that when 1 in 5 parents express some concern about retribution something needs to be done to lower these numbers.
2. **Pre K – First Grade** – As previously mentioned cross-tabulation analysis identified the Autism subgroup as substantially less satisfied than the survey average. The same analysis identified a similar but statistically weaker gap with the Pre-School through 1st Grade subgroup. The following graph compares these subgroups with the survey answers of everyone else (that is excluding the Autism and Pre-School through 1st Grade subgroups).



Selected Scores by Subgroup

<u>Q</u>	<u>Key Questions</u>	<u>Autism</u>	<u>Pre to 1st</u>	<u>Ex Aut & Pre-1</u>	<u>All</u>
1	Equal team member	-0.29	-0.31	1.19	0.83
3	No negative consequences	-0.13	-0.23	0.96	0.71
4	Open, honest transparent	-0.71	-0.69	0.79	0.45
14	IEP in 5-10 days	-0.41	0.00	0.71	0.48
18	Agree with program provided	0.00	-0.17	1.02	0.77
24	Complete IEE requests	-0.55	-0.40	-0.27	-0.34
25	Equal weight to outside experts	-0.86	-0.33	0.48	0.16
27	SPED admin is service oriented	-0.65	-0.85	0.46	0.15
31	Special Ed ass't is effective	0.44	0.63	1.03	0.84
33	Access to observe	-0.69	-0.92	0.10	-0.15

The Autism results are discussed in the Highlighted Observations section. The low scores of the Preschool – 1st Grade group are not limited to the autism group as demonstrated below, albeit based on a small number of respondents.

<u>Q</u>	<u>By Survey Topic</u>	<u>All Pre to 1st</u>	<u>Autistic & Pre to 1st</u>	<u>Not Aut & Pre to 1st</u>	<u>Not Aut & Not Pre-1st</u>
1 - 9	School and Parent Partnership	-0.29	-0.37	-0.19	0.77
10 - 25	IEP Development	-0.21	-0.31	-0.04	0.68
27 - 33	Teachers and Administrators	0.01	0.02	-0.05	1.02
34 - 48	Quality and Provision of Services	0.00	-0.02	0.10	0.79
n	Average # of Respondents	11	6	5	55

<u>Q</u>	<u>Key Questions</u>	<u>All Pre to 1st</u>	<u>Autistic & Pre to 1st</u>	<u>Not Aut & Pre to 1st</u>	<u>Not Aut & Not Pre-1st</u>
1	Equal team member	-0.31	-0.29	-0.33	1.19
3	No negative consequences	-0.23	-0.29	-0.17	0.96
4	Open, honest transparent	-0.69	-1.00	-0.33	0.79
14	IEP in 5-10 days	0.00	-0.29	0.40	0.71
18	Agree with program provided	-0.17	-0.43	0.20	1.02
24	Complete IEE requests	-0.40	-0.50	0.00	-0.27
25	Equal weight to outside experts	-0.33	-0.83	0.67	0.48
27	SPED admin is service oriented	-0.85	-1.00	-0.67	0.46
31	Special Ed ass't is effective	0.63	0.71	0.00	1.03
33	Access to observe	-0.92	-1.00	-0.83	0.10

Although the number of Pre-School to 1st Grade respondees is small, the consistently lower than average satisfaction registered for this group, whether or not autism is the primary disability, suggests to us that there is a specific underlying cause for the dissatisfaction of parents with younger children.

By utilizing a binomial distribution probability calculator we determined that the low scores of the Pre-School to 1st Grade group are unlikely to be a random occurrence nor are they fully explained by the inclusion of the Autism group. The analysis indicates that the likelihood of 4 Strongly Disagree responses in a sample of 6 (the Pre K to 1st Grade group excluding autism parents) would occur less than 6% of the time. We believe this is enough evidence to justify a review of the Pre-School to 1st Grade age group to better understand the underlying cause(s) of parents' below average satisfaction.

	# of Answers to Q 27			Probability that:	
	Strongly Agree	Strongly Disagree	Total Responses	SA at or lower than actual	SD at or higher than actual
All Pre-K thru 1st Grade	2	8	13	0.1460	0.0118
Pre-K thru 1st Grade excl. Autism	2	4	6	0.6889	0.0557
Total	27	23	82	0.329	0.280

3. **Program Development** – Parents seem to be generally satisfied with the Team that works with their child. Parents expressed higher than average satisfaction with their treatment as an equal on the Team, with the Team chair's effort to seek consensus, with the IEP goals set by the Team, and with the incorporation of parents concerns in the IEP. However, the question asking about whether the Team gave equal weight and consideration to third party recommendations and whether or not important recommendations by specialists were incorporated into the IEP scored low (+.16, Question 25) with 40% disagreeing that third party specialists opinions were given equal consideration to district staff opinions. Only 57 parents answered this question, which likely indicates that many families have never sought a third party evaluation. Parents also expressed dissatisfaction regarding the classroom teacher completing Independent Education Evaluation forms (-.34, Question 24) used by education specialists to evaluate children. Only 38 parents answered this question, again likely reflecting that many families have never sought a third party evaluation. Parents also expressed disagreement with the proposition they are encouraged / permitted to observe their child's program (-.15, Question 33). This question generated 73 responses which is below average and again may indicate some parents have no experience in this area. Taken together - the perceived difficulty in observing programs, in receiving information (IEE forms) for diagnosis purposes, and in having third party professional opinions given equal consideration with school district opinions – it is not surprising to us that some parents communicate a high level of frustration with the special education process.
4. **SpEd Service Concerns** – Parents also expressed some dissatisfaction with programs that would require additional spending to address. Parents are not convinced that the district is adequately addressing home-based services or assistive technology to support their child (-.54, Question 13) or delivering all the services called for in their child's IEP (+.60, Question 39). 56% of parents disagree that home-based services and assistive technology options have been adequately explored for their child and 31% of parents disagree that their child has received all of the services documented in the IEP over the last two years. In addition 40% of parents with children they believe are at risk of regression were offered appropriate summer programming (+.33, Question 44) and 52% of families surveyed are not satisfied with the summer/extended year programming their child receives (-.13, Question 45). With respect to other programs available outside of normal school hours, 50% of families surveyed are not satisfied with the before and after school programs that support their child's special needs (-.35, Question 46) and 45% of families disagree that the school ensures that after-school and extracurricular activities are accessible to students with disabilities (-.29, Question 43).
5. **Classroom Size** – Parents are concerned about classroom size, an issue SpEd parents share with the overall community. Over 40% of surveyed parents strongly agreed that class size negatively impacts their child's ability to make effective progress in the regular classroom without additional supports (+.66 indicating negative response on reverse scale, Question 42).

Groups of Questions

6. **Highest Scoring Questions** – There were six survey questions where the overall population was substantially more satisfied than average, which we defined as a score greater than +.90. We noted that high scores were earned in areas considered important by SpEdPAC members, including PAC effectiveness, student placement, inclusion and measurable IEP goals and objectives.

Q #		Strongly Agree	Agree Somewhat	Agree / Disagree	Disagree Somewhat	Strongly Disagree	(SA=+2, SD=-2)	Total Replies
8	The district's Special Education Parent Advisory Council provides effective support to families by: creating a community for parent support and information exchange, maintaining an informative website, providing a community event calendar, bringing in quality speakers, creating a special education parent handbook for families, and advocating for equal educational opportunities for children with special needs.	41	39	10	0	1	1.31	91
37	My child is taught in regular education classes, with supports, to the maximum extent possible for his/her disability (i.e., the least restrictive environment.)	39	20	0	6	2	1.31	67
19	I agree with my child's special education placement (i.e., full inclusion, partial inclusion, substantially separate classroom, separate day school, residential, etc.).	56	18	1	6	6	1.29	87
34	Meetings have been offered at a time and place that was convenient for my family.	42	24	6	3	5	1.19	80
17	The Team established IEP goals and objectives for my child, which are measurable and outcome based. (For example, "my child will use appropriate eye contact with peers and teachers 50% of the time.")	36	31	7	6	6	0.99	86
35	Meetings I requested with staff were set up in a timely and professional manner commensurate with the urgency of the need/request.	37	18	4	8	8	0.91	75

7. **Regulatory Issues** – A number of questions in this survey touch on areas which are subject to regulatory standards. We highlight the following questions where parents' responses of Disagree Somewhat and Strongly Disagree may be indicating a regulatory issue.

- Question 14 (35% disagreed) that IEPs and amendments are delivered to parents within 5-10 days after a Team meeting.
- Question 15 (35% disagreed) re: whether the child's IEP adequately addressed all areas of his/her suspected/identified disability;
- Question 23 (42% disagreed) re: whether the district offered new/different strategies to help a child when his/her IEP goals weren't met;
- Questions 24 & 25 (47% & 40% disagreed) re: whether IEE Teacher Report forms were completed within 3 weeks and whether the Team gave equal weight and consideration to outside specialists' testing/recommendations;
- Question 33 (42% disagreed) re: whether parents were encouraged/permitted to observe their child's program;

- Question 39 (31%) re: whether all of the services identified in their child's IEP had been delivered over the last two years;
- Question 43 (44% disagreed) re: whether after-school and extracurricular activities were accessible to students with disabilities; and
- Question 44 (40% disagreed) re: receiving appropriate extended year programming if a child was at risk of regression over the summer due to his/her disability.
- Question 49 re: when a child began receiving special education services if he/she was eligible to do so at the beginning of the school year, 15% of parents reported that services began three or more weeks into the school year.



AB SpEd PAC 2008 Parent/Guardian Survey Results

Overall Survey Results

A summary of the answers to each section are shown below:

All Respondents	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Score
School and Parent Partnership	31.1%	27.4%	15.1%	12.3%	14.0%	0.49
IEP Development	36.4%	24.5%	7.8%	13.6%	17.7%	0.48
Teachers and Administrators	33.7%	23.8%	11.9%	14.8%	15.8%	0.45
Quality and Provision of Services	37.2%	25.1%	9.0%	13.5%	15.1%	0.56
Bullying	14.2%	24.4%	23.1%	19.1%	19.1%	-0.05

In the first four sections of the survey (excluding the Bullying section), parents on average expressed modest satisfaction with communication, the home-school partnership, the IEP development process, with staff and the quality of special education services. The most common response was Strongly Agree followed by Agree Somewhat. Roughly 60% of parents answered in one of these two categories. On the other hand 14-19% of parents indicated dissatisfaction with Strongly Disagree answers slightly outnumbering those who Disagreed Somewhat. The overall average score of about +.5 (falling between Agree Somewhat +1.0 and Neither Agree / Disagree +0.0) indicates on average a modestly satisfied group of parents who answered the survey.

Survey Results by Section

School and Parent Partnership

Following are the individual questions and answers to the School and Parent Partnership section of the survey ranked from most positive average response to most negative average response.

The section totals below show the average for the section and an average excluding Question 8, which is more reflective of parents' satisfaction with a parent run organization (the PAC) than school Team or Administration. By excluding Question 8, the overall score of this section is +.39, slightly lower than other sections (excluding Bullying).

The highest ranking answer in this section (Question 8) relates to parents satisfaction with the PAC. 80% of families surveyed felt that the AB SpEd PAC provides effective support to families in the school district. Additionally, this section indicates that a majority of parents felt that they were treated as an equal member of their child's Team. The lowest ranking answer in this section at -0.23 (Question 7) relates to the special education administration sharing enough information about its budget and programs so that parents can provide educated feedback on programs and services.

Q #	School and Parent Partnership (Ranked from 1-5)	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Average (SA=+2, SD=-2)
8	The district's Special Education Parent Advisory Council provides effective support to families by: creating a community for parent support and information exchange, maintaining an informative website, providing a community event calendar, bringing in quality speakers, creating a special education parent handbook for families, and advocating for equal educational opportunities for children with special needs.	41	39	10	0	1	1.31
1	I am treated as an equal member of my child's Team.	40	31	5	6	13	0.83
2	In Team meetings, the meeting chair actively seeks consensus among Team members when differing opinions are expressed.	37	22	7	10	10	0.77
3	I feel I can speak freely with district staff and disagree with my child's special education program or services without negative consequences for me or my child.	34	27	14	12	8	0.71
6	Our school district has effectively created an environment/school community that embraces children's differences and promotes tolerance and inclusion.	32	22	7	15	15	0.45
4	I feel that communications from special education administrators to parents are open, honest and transparent.	34	23	4	17	16	0.45
9	The school district regularly includes parents in the planning, development and evaluation of the district's special education programs.	14	24	20	11	19	0.03
5	The school district regularly offers students without disabilities and their families opportunities to learn about students with disabilities.	11	18	26	14	13	0.00
7	The special education administration shares enough information about its budget and programs so that as a parent I can provide educated feedback on district budgets, programs and services.	8	15	29	14	18	-0.23
Total		31.1%	27.4%	15.1%	12.3%	14.0%	0.49
Total without Question 8		29.4%	25.5%	15.7%	13.8%	15.7%	0.39

IEP Development

On the following page are the individual questions and answers in the IEP Development section of the survey ranked from most positive average response to the most negative average response. However, Question 26 is shown separately because it does not use a Likert scale.

The highest ranking question in this section (Question 19) at an average of 1.29 relates to parent's satisfaction with their child's educational placement. This was followed by Question 17 with an average of 0.99, which suggests most parents agree that the IEP goals written by the Team are measurable and outcome based. The lowest ranking question in this section (Question 13) at -.054 reflects that the majority of parents don't feel home based services and assistive technology options to keep their child in general education classes were fully explored by the Team or included in the IEP as appropriate. This was followed by Question 24 with an average of -0.34, which indicates that 48% of respondents had difficulty getting Independent Education Evaluation (IEE) forms completed and returned in a timely fashion.

Q #	IEP Development (Ranked from High to Low)	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Average (SA=+2, SD=-2)	Total Replies
19	I agree with my child's special education placement (i.e., full inclusion, partial inclusion, substantially separate classroom, separate day school, residential, etc.).	56	18	1	6	6	1.29	87
17	The Team established IEP goals and objectives for my child, which are measurable and outcome based. (For example, "my child will use appropriate eye contact with peers and teachers 50% of the time.")	36	31	7	6	6	0.99	86
12	My parent concerns/requests were discussed at the Team meeting and included in all relevant sections of the IEP, such as PLEP A, PLEP B, the Goals & Objectives, etc.	40	21	7	6	12	0.83	86
18	I agree with the special education program and services my child receives from the school district.	39	21	6	10	11	0.77	87
11	Testing done by the school has been comprehensive (i.e., covered all areas of suspected or identified disability) and appropriate to my child's disability.	33	24	8	12	10	0.67	87
16	The IEP Summary/Meeting Notes I receive at the end of the Team meeting and the full IEP I receive 5-10 days later include all of the recommendations and agreements made by parents and school staff at the Team meeting.	35	25	4	9	15	0.64	88
14	The school district routinely provides me with a complete IEP or IEP Amendment within 5-10 days after my child's Team meeting.	37	16	4	14	17	0.48	88
15	My child's IEP adequately addresses all areas of my child's suspected and/or identified areas of disability.	37	16	4	14	17	0.48	88
10	Prior to my child's last evaluation, I was included in a discussion to determine what areas of disability would be tested to assess my child's needs for special education services.	27	26	5	15	13	0.45	86
20	The assessment mechanisms identified in the IEP and included in progress reports are sufficient so that I can monitor and understand my child's rate of progress towards attaining IEP goals.	20	28	7	18	12	0.31	85
21	I understand how my child's progress and grades relate to regular education peer standards/performance for my child's current grade level.	21	25	6	12	16	0.29	80
25	The Team gave equal weight and consideration to outside specialists' testing, reports and recommendations (such as a neuropsych evaluation, speech/language or occupational therapy evaluation). And all important recommendations made by outside specialists were discussed and incorporated into my child's IEP, as appropriate.	19	8	7	9	14	0.16	57
23	If my child's IEP goals were not met, the district offered new/different strategies to assist my child in meeting his/her IEP goals.	17	13	8	14	14	0.08	66
22	At my child's last Annual Review Meeting the Team reviewed the IEP goals and determined them met.	14	20	6	13	17	0.01	70
24	My request(s) to have the regular education teacher complete an Independent Education Evaluation (IEE) Teacher Report Form as part of a private or outside assessment were honored. (Forms like the Achenbach Teacher Report Form often used for neuropsych evaluations, etc.) All forms were completed and returned to me or the private evaluator within three weeks from the time I delivered the forms to the school.	8	5	7	2	16	-0.34	38
13	Both home based services such as parent training and private tutoring, and assistive technology options for including my child in general education activities, were fully explored by the Team and included in the IEP as appropriate.	9	5	9	7	22	-0.54	52
Total		36.4%	24.5%	7.8%	13.6%	17.7%	48.3%	100.0%

Question 26 is shown separately below because it does not use a Likert scale. This question asked parents to quantify how many revision cycles are typically required before they can fully accept their child’s IEP. Parent responses are shown below.

26		How many revisions of the IEP does it usually take before you're able to fully accept your child's IEP?						
	I usually accept the first IEP	1 revision cycle	2 revision cycles	3 revision cycles	More than 3 revision cycles	Don't have a fully accepted IEP	Total Replies	
All	48	23	3	1	4	9	88	
	54.5%	26.1%	3.4%	1.1%	4.5%	10.2%	100.0%	

Approximately 80% of families are able to accept the IEP in full after one revision cycle, which is good. However, approximately 15% of families require more than 3 revision cycles while 10% currently don’t have a fully accepted IEP in place. This seems like an inappropriately large number of families without a fully accepted IEP.

Teachers and Administrators

Following are the individual questions and answers in the Teachers and Administrators section of the survey ranked from most positive average response to the most negative average response.

The two highest ranking questions in this section (Questions 31 & 29) at an average of 0.84 and 0.82 respectively, reflect that a majority of parents feel their child’s SpEd assistant and classroom teacher are knowledgeable about their child’s disability and know what types of supports are necessary for the child’s social and academic success. The lowest scoring questions in this section (Questions 33 & 28) at an average of -0.15 and -0.08 respectively, reflect that parents don’t agree they are encouraged/permitted to observe their child’s current programming nor do they agree that their child’s principal is knowledgeable about their child’s disability and necessary social and academic supports. 42% – 46% of respondents expressed dissatisfaction in these two areas.

Q #	Teachers & Administrators (Ranked from High to Low)						Average	Total Replies
		Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	(SA=+2, SD=-2)	
31	Based on my conversations with my child's special education assistant, he/she is knowledgeable regarding my child's disability, knows what types of supports are necessary for my child's social and academic success, and is skilled at performing the appropriate interventions. (Respond N/A if your child does not have an assistant.)	27	11	7	7	5	0.84	57
29	Based on my experiences, my child's classroom teacher is knowledgeable regarding my child's disability and knows what types of supports are necessary for my child's social and academic success.	33	27	5	11	7	0.82	83
32	I feel I have adequate direct access to the individuals working most closely with my child throughout the school day, such as classroom assistant, special service providers, and teachers.	32	26	4	9	10	0.75	81
30	Based on my conversations with my child's classroom teacher, he/she makes appropriate modifications to the room and educational assignments/projects to fully include my child and minimize his/her differences in the classroom.	27	26	9	9	7	0.73	78
27	Based on my experiences the special education administration is a service-oriented organization that has children's best interests as its number one priority and the organization responds expeditiously when seeking problem resolution.	27	15	6	11	23	0.15	82
28	Based on my conversations with my child's school principal, he/she is informed regarding my child's disability and knows what types of supports are necessary for my child's social and academic success.	13	10	9	13	14	-0.08	59
33	I am encouraged/permitted to observe my child's program in order to understand/evaluate his or her needs and the efficacy of a particular intervention.	14	7	21	16	15	-0.15	73
Total		19.2%	9.6%	28.8%	21.9%	20.5%	-0.15	100.0%

Quality and Provision of Services

On the following page are the individual questions and answers to the Quality and Provision of Services section of the survey ranked from most positive average response to the most negative average response. However, Question 49 is shown separately because it does not use a Likert scale.

The Total score in the table below excludes the reply to Question 42 about classroom size because an Agree answer to that question indicated a negative finding. 59% of respondents agreed either somewhat or strongly that current class sizes negatively impact their child's ability to make effective progress in the general education classroom/ curriculum without additional supports

The highest ranking questions in this section are Questions 37 & 34 with average scores of 1.31 and 1.19 respectively. These questions reflect that parents feel their children are included in regular education classrooms to the maximum extent possible and that meetings have been offered at convenient times for parents. The lowest ranking questions were Questions 45, 43 & 46 with average scores of -0.13, -0.29 and -0.35 respectively. These questions reflect parents dissatisfaction with before and after school programs, the accessibility of extracurricular programs to students with disabilities, and extended year programming.

Q #	Quality & Provision of Services (Ranked from 1-5)	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Average (SA=+2, SD=-2)	Total Replies
37	My child is taught in regular education classes, with supports, to the maximum extent possible for his/her disability (i.e., the least restrictive environment.)	39	20	0	6	2	1.31	67
34	Meetings have been offered at a time and place that was convenient for my family.	42	24	6	3	5	1.19	80
35	Meetings I requested with staff were set up in a timely and professional manner commensurate with the urgency of the need/request.	37	18	4	8	8	0.91	75
47	When my child has behavior concerns, the school looks for positive ways for my child to be successful in his or her classroom. (Respond N/A if your child does not have behavior issues at school.)	19	14	3	2	7	0.80	45
36	Phone calls I made and emails I sent to district staff were responded to in a timely (1-2 days) and professional fashion.	32	22	3	6	14	0.68	77
42	I believe that current class sizes negatively impact my child's ability to make effective progress in the general education classroom/curriculum without additional supports.	28	12	12	9	7	0.66	68
48	When my child has behavior concerns, the school considers whether or not the behavior was a manifestation of his/her disability before determining the appropriate course of action. (Respond N/A if your child does not have behavior issues at school.)	14	14	4	4	6	0.62	42
39	To the best of my knowledge, over the last two years the school has provided my child with all the special education services and hours of service documented in my child's IEP.	29	21	3	15	9	0.60	77
40	Staff ensure that skills taught to my child in pullout sessions are effectively generalized to the regular education classroom.	17	20	10	15	3	0.51	65
38	I am notified promptly by staff when my child is experiencing difficulties in school (social, academic, or behavioral).	28	19	7	15	10	0.51	79
41	I am informed of and understand the in-class and pullout interventions my child receives on a daily basis (from the classroom assistant, speech/language specialist, occupational therapist, recess monitor, etc.).	19	22	8	7	12	0.43	68
44	If my child is at risk of regression over the summer due to his/her disability, my child was offered appropriate extended year programming. (Respond N/A if your child is not at risk of regression over the summer.)	22	8	5	13	10	0.33	58
45	I am satisfied with the summer/extended year programming my child receives from the school district.	14	8	4	13	15	-0.13	54
43	The school ensures that after-school and extracurricular activities are accessible to students with disabilities.	12	8	16	7	22	-0.29	65
46	I am satisfied with the before and after school programs available that support my child's special needs.	6	4	7	6	11	-0.35	34
Total (excludes Question 42)		37.2%	25.1%	9.0%	13.5%	15.1%	55.8%	100.0%

NOTE: Disagreement with Q42 indicates satisfaction with classroom size.

Question 49 is shown separately because it does not use a Likert scale. This question asked parents when their child began receiving special education services relative to the beginning of the 2008–2009 school year. While 70% of families indicated their child began receiving IEP services within the first two weeks of school, 15% of families indicated their child didn't begin receiving IEP services until three or more weeks into the school year. (All IEP services should begin the first week of school just like all regular education services do.) Another 15% didn't know when their child began receiving IEP services. Question 49 and parent responses are shown below.

49 **If your child was eligible to receive special education services at the beginning of the 2007-2008 school year (i.e., the Team completed the special education eligibility flowchart), when did your child actually begin to receive the special education services identified in his/her IEP (including specials like Speech/Language, physical or occupational therapy)?**

	1st week of school	2nd week of school	3rd week of school	More than 3 weeks after school started	Don't know when special ed. services began	Total Replies
All	40	12	5	6	11	74
	54.1%	16.2%	6.8%	8.1%	14.9%	100.0%

Bullying

A large percentage of special education parents indicated that their children have experienced bullying in the Acton Public and Acton-Boxborough Regional School Districts. A significant percentage of special education families are not satisfied with the effectiveness of the schools' current bullying prevention programs.

We recognize that bullying is not just a special education issue but rather one that touches all students and families in the district. CAFY's Risky Behavior Survey this year indicated that in the general population 27% of 6th grade students indicated they'd experienced bullying, 24% of 8th grade students experienced bullying and 12% of 12th graders indicated they had experienced bullying. However, our survey data indicates that bullying may be more pervasive in the special education community than in the broader student population. In the PAC's Parent/Guardian Survey thirty parents agreed (strongly or somewhat) with Q50, which states, "My child has experienced bullying on the school campus, on the bus, during school field trips/activities, or via the internet by classmates." That represents about 1/3rd of the families who responded to the survey (95 total respondents). If the Parent/Guardian survey data accurately reflects the larger special education population, bullying is a wide spread problem in this community.

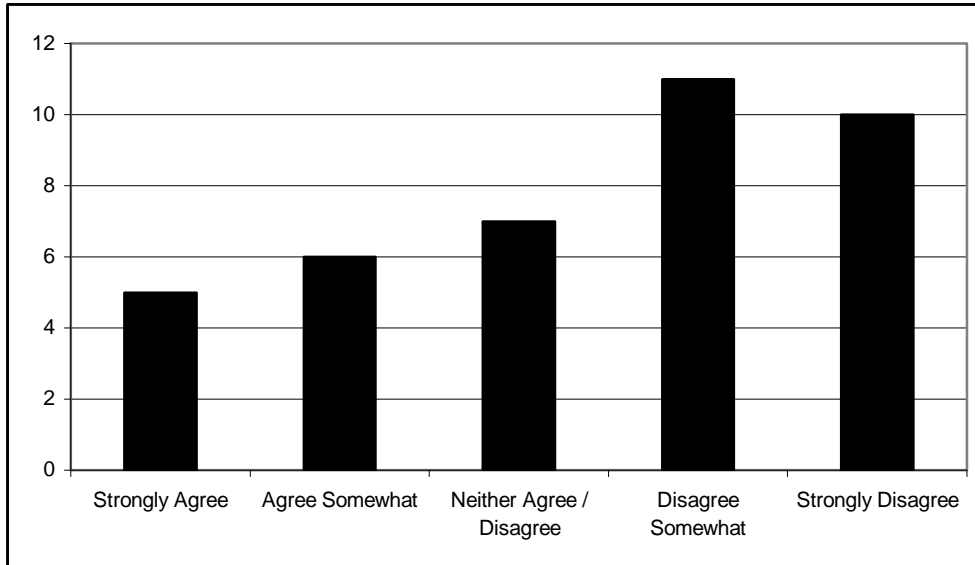
It is interesting to note that the Bullying section of the survey received the highest number of negative responses of any single section in the Parent/Guardian Survey. Bullying was reported by over half of the families responding to Question 50 (+.2 with a positive answer indicating their child had experienced bullying). Parents disagreed that an effective bullying prevention program exists at either the school or district level (-.15, Question 55 re: school; -.15, Question 56 re: district). 28% of respondents indicated that their children do not feel safe at school (.30, Question 54). 54% of families indicated that they did not feel that bullying at school or on the bus was handled promptly or effectively (-.38, Question 51). And 43% of families didn't feel their child had been taught how to respond appropriately to bullying or to whom they should report bullying incidents (-.11, Question 53). Finally 37% of respondents disagreed that our school district recognizes that bullying is a community wide concern and has district programs in place to ensure consistency in approach across all school environments (-.15, Question 56).

The chart and table below show the breakdown of answers to the lowest scoring question (Q51) and a summary of the replies to each bullying question by demographic group.

Question 51

51 Any bullying my child has experienced at school or on the bus has been addressed promptly and effectively.

All



	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	5 12.8%	6 15.4%	7 17.9%	11 28.2%	10 25.6%	39 100.0%	-0.38
P-1	0 0.0%	0 0.0%	1 50.0%	0 0.0%	1 50.0%	2 100.0%	-1.00
Aut	0 0.0%	0 0.0%	0 0.0%	4 80.0%	1 20.0%	5 100.0%	-1.20
Both	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0.00
Ex	5 15.6%	6 18.8%	6 18.8%	7 21.9%	8 25.0%	32 100.0%	-0.22

Bullying Questions 50-56

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
50 My child has experienced bullying on the school campus, on the bus, during school field trips/activities, or via the internet by classmates.	17	13	8	9	13	60	0.20
51 Any bullying my child has experienced at school or on the bus has been addressed promptly and effectively.	5	6	7	11	10	39	-0.38
52 My child's disability has been taken into consideration when investigating/responding to bullying incidents.	5	13	7	6	4	35	0.26
53 The school has taught my child how to respond appropriately to bullying at school and to whom he/she should report bullying	9	11	11	11	12	54	-0.11
54 My child feels safe from bullying at school and supported by the adults in his/her school environment (including lunch, hall and recess monitors).	13	17	13	9	8	60	0.30
55 My school has an effective bullying program in place with a clear reporting structure and consequences that have been shared with all families.	8	14	16	14	13	65	-0.15
56 Our school district recognizes that bullying is a community wide concern and has district wide programs in place to ensure consistency in approach across all school environments..	6	18	21	11	15	71	-0.15

Report Conclusion

This report reflects the consensus views of the AB SpEd PAC officers. We believe that the results point to a special education process, which is experienced positively by parents with children in district programs. Given the complexity of the issues Pupil Services deals with, we are not surprised that the data suggests to us that for some groups of parents, and on some issues, there are concerns about the programs and services that are delivered to special education students. We hope this survey encourages healthy self-examination and review in areas where parents indicated less satisfaction. We would be pleased to help the school district and hope it calls on us when we can contribute to improving the special education process for families in the Acton and Acton-Boxborough school districts.

Exhibit 1 – Autism and Specific Learning Disability Parents Survey Answers

Q#	Full Text of Question	Strongly Agree / Somewhat Agree			Strongly Disagree / Somewhat Disagree		
		Autism	SLD	Gap	Autism	SLD	Gap
1	I am treated as an equal member of my child's Team.	47.1%	94.7%	47.7%	47.1%	5.3%	-41.8%
2	In Team meetings, the meeting chair actively seeks consensus among Team members when differing opinions are expressed.	37.5%	87.5%	50.0%	56.3%	6.3%	-50.0%
3	I feel I can speak freely with district staff and disagree with my child's special education program or services without negative consequences for me or my child.	43.8%	78.9%	35.2%	56.3%	5.3%	-51.0%
4	I feel that communications from special education administrators to parents are open, honest and transparent.	35.3%	77.8%	42.5%	64.7%	16.7%	-48.0%
5	The school district regularly offers students without disabilities and their families opportunities to learn about students with disabilities.	31.3%	47.1%	15.8%	37.5%	17.6%	-19.9%
6	Our school district has effectively created an environment/school community that embraces children's differences and promotes tolerance and inclusion.	37.5%	84.2%	46.7%	43.8%	10.5%	-33.2%
7	The special education administration shares enough information about its budget and programs so that as a parent I can provide educated feedback on district budgets, programs and services.	12.5%	55.6%	43.1%	75.0%	27.8%	-47.2%
8	The district's Special Education Parent Advisory Council provides effective support to families by: creating a community for parent support and information exchange, maintaining an informative website, providing a community event calendar, bringing in quality speakers, creating a special education parent handbook for families, and advocating for equal	88.2%	89.5%	1.2%	5.9%	0.0%	-5.9%
9	The school district regularly includes parents in the planning, development and evaluation of the district's special education programs.	17.6%	68.4%	50.8%	64.7%	15.8%	-48.9%
10	Prior to my child's last evaluation, I was included in a discussion to determine what areas of disability would be tested to assess my child's needs for special education services.	50.0%	66.7%	16.7%	43.8%	27.8%	-16.0%
11	Testing done by the school has been comprehensive (i.e., covered all areas of suspected or identified disability) and appropriate to my child's disability.	41.2%	77.8%	36.6%	35.3%	11.1%	-24.2%
12	My parent concerns/requests were discussed at the Team meeting and included in all relevant sections of the IEP, such as PLEP A, PLEP B, the Goals & Objectives, etc.	50.0%	89.5%	39.5%	43.8%	10.5%	-33.2%
13	Both home based services such as parent training and private tutoring, and assistive technology options for including my child in general education activities, were fully explored by the Team and included in the IEP as appropriate.	11.1%	50.0%	38.9%	88.9%	21.4%	-67.5%
14	The school district routinely provides me with a complete IEP or IEP Amendment within 5-10 days after my child's Team meeting.	35.3%	84.2%	48.9%	58.8%	10.5%	-48.3%
15	My child's IEP adequately addresses all areas of my child's suspected and/or identified areas of disability.	52.9%	78.9%	26.0%	41.2%	10.5%	-30.7%
16	The IEP Summary/Meeting Notes I receive at the end of the Team meeting and the full IEP I receive 5-10 days later include all of the recommendations and agreements made by parents and school staff at the Team meeting.	37.5%	84.2%	46.7%	56.3%	5.3%	-51.0%
17	The Team established IEP goals and objectives for my child, which are measurable and outcome based. (For example, "my child will use appropriate eye contact with peers and teachers 50% of the time.")	62.5%	94.7%	32.2%	31.3%	5.3%	-26.0%
18	I agree with the special education program and services my child receives from the school district.	52.9%	84.2%	31.3%	41.2%	10.5%	-30.7%
19	I agree with my child's special education placement (i.e., full inclusion, partial inclusion, substantially separate classroom, separate day school, residential, etc.).	68.8%	100.0%	31.3%	31.3%	0.0%	-31.3%
20	The assessment mechanisms identified in the IEP and included in progress reports are sufficient so that I can monitor and understand my child's rate of progress towards attaining IEP goals.	47.1%	77.8%	30.7%	52.9%	22.2%	-30.7%
21	I understand how my child's progress and grades relate to regular education peer standards/performance for my child's current grade level.	37.5%	73.7%	36.2%	56.3%	21.1%	-35.2%
22	At my child's last Annual Review Meeting the Team reviewed the IEP goals and determined them met.	43.8%	73.3%	29.6%	56.3%	20.0%	-36.3%
23	If my child's IEP goals were not met, the district offered new/different strategies to assist my child in meeting his/her IEP goals.	25.0%	66.7%	41.7%	66.7%	20.0%	-46.7%

Q#	Full Text of Question	Strongly Agree / Somewhat Agree			Strongly Disagree / Somewhat Disagree		
		Autism	SLD	Gap	Autism	SLD	Gap
24	My request(s) to have the regular education teacher complete an Independent Education Evaluation (IEE) Teacher Report Form as part of a private or outside assessment were honored. (Forms like the Achenbach Teacher Report Form often used for neuropsych evaluations, etc.) All forms were completed and returned to me or the private evaluator within	36.4%	66.7%	30.3%	54.5%	16.7%	-37.9%
25	The Team gave equal weight and consideration to outside specialists' testing, reports and recommendations (such as a neuropsych evaluation, speech/language or occupational therapy evaluation). And all important recommendations made by outside specialists were discussed and incorporated into my child's IEP, as appropriate.	21.4%	61.5%	40.1%	71.4%	23.1%	-48.4%
27	Based on my experiences the special education administration is a service-oriented organization that has children's best interests as its number one priority and the organization responds expeditiously when seeking problem resolution.	41.2%	72.2%	31.0%	58.8%	27.8%	-31.0%
28	Based on my conversations with my child's school principal, he/she is informed regarding my child's disability and knows what types of supports are necessary for my child's social and academic success.	72.7%	35.7%	-37.0%	27.3%	50.0%	22.7%
29	Based on my experiences, my child's classroom teacher is knowledgeable regarding my child's disability and knows what types of supports are necessary for my child's social and academic success.	87.5%	78.9%	-8.6%	12.5%	15.8%	3.3%
30	Based on my conversations with my child's classroom teacher, he/she makes appropriate modifications to the room and educational assignments/projects to fully include my child and minimize his/her differences in the classroom.	75.0%	66.7%	-8.3%	12.5%	16.7%	4.2%
31	Based on my conversations with my child's special education assistant, he/she is knowledgeable regarding my child's disability, knows what types of supports are necessary for my child's social and academic success, and is skilled at performing the appropriate interventions. (Respond N/A if your child does not have an assistant.)	56.3%	85.7%	29.5%	31.3%	7.1%	-24.1%
32	I feel I have adequate direct access to the individuals working most closely with my child throughout the school day, such as classroom assistant, special service providers, and teachers.	43.8%	83.3%	39.6%	56.3%	11.1%	-45.1%
33	I am encouraged/permitted to observe my child's program in order to understand/evaluate his or her needs and the efficacy of a particular intervention.	12.5%	37.5%	25.0%	62.5%	31.3%	-31.3%
34	Meetings have been offered at a time and place that was convenient for my family.	82.4%	88.2%	5.9%	17.6%	5.9%	-11.8%
35	Meetings I requested with staff were set up in a timely and professional manner commensurate with the urgency of the need/request.	58.8%	88.2%	29.4%	41.2%	11.8%	-29.4%
36	Phone calls I made and emails I sent to district staff were responded to in a timely (1-2 days) and professional fashion.	47.1%	88.2%	41.2%	47.1%	5.9%	-41.2%
37	My child is taught in regular education classes, with supports, to the maximum extent possible for his/her disability (i.e., the least restrictive environment.)	85.7%	94.1%	8.4%	14.3%	5.9%	-8.4%
38	I am notified promptly by staff when my child is experiencing difficulties in school (social, academic, or behavioral).	43.8%	66.7%	22.9%	50.0%	33.3%	-16.7%
39	To the best of my knowledge, over the last two years the school has provided my child with all the special education services and hours of service documented in my child's IEP.	47.1%	77.8%	30.7%	47.1%	16.7%	-30.4%
40	Staff ensure that skills taught to my child in pullout sessions are effectively generalized to the regular education classroom.	21.4%	86.7%	65.2%	57.1%	6.7%	-50.5%
41	I am informed of and understand the in-class and pullout interventions my child receives on a daily basis (from the classroom assistant, speech/language specialist, occupational therapist, recess monitor, etc.).	33.3%	75.0%	41.7%	53.3%	6.3%	-47.1%
42	I believe that current class sizes negatively impact my child's ability to make effective progress in the general education classroom/curriculum without additional supports.	66.7%	70.6%	3.9%	20.0%	5.9%	-14.1%
43	The school ensures that after-school and extracurricular activities are accessible to students with disabilities.	13.3%	70.6%	57.3%	66.7%	11.8%	-54.9%
44	If my child is at risk of regression over the summer due to his/her disability, my child was offered appropriate extended year programming. (Respond N/A if your child is not at risk of regression over the summer.)	25.0%	55.6%	30.6%	62.5%	22.2%	-40.3%
45	I am satisfied with the summer/extended year programming my child receives from the school district.	21.4%	63.6%	42.2%	78.6%	18.2%	-60.4%
46	I am satisfied with the before and after school programs available that support my child's special needs.	50.0%	44.4%	-5.6%	33.3%	33.3%	0.0%
47	When my child has behavior concerns, the school looks for positive ways for my child to be successful in his or her classroom. (Respond N/A if your child does not have behavior issues at school.)	72.7%	85.7%	13.0%	27.3%	14.3%	-13.0%
48	When my child has behavior concerns, the school considers whether or not the behavior was a manifestation of his/her disability before determining the appropriate course of action. (Respond N/A if your child does not have behavior issues at school.)	54.5%	80.0%	25.5%	36.4%	20.0%	-16.4%

NOTE: Agreement with Q42 indicates dissatisfaction with classroom size.

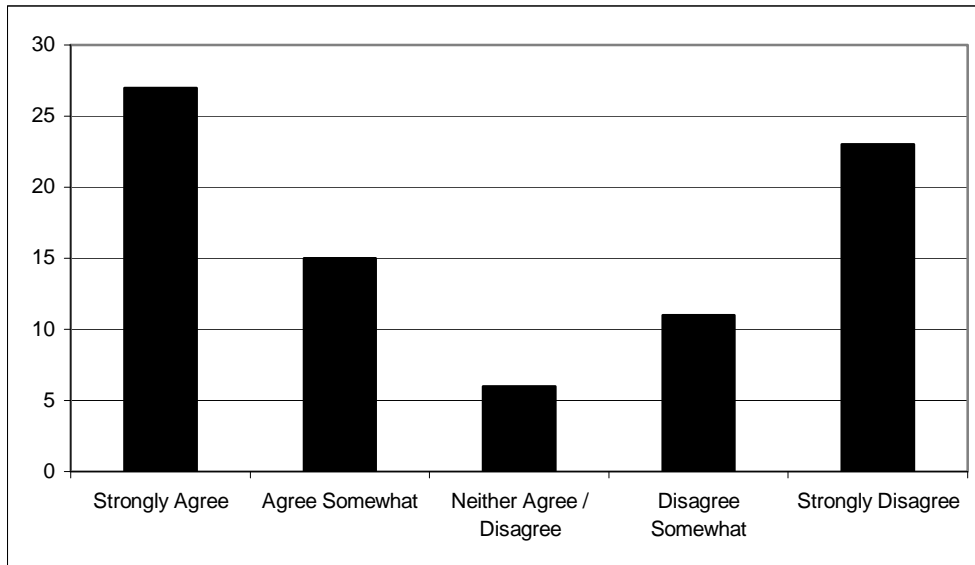
Exhibit 2 – Identified Cohorts by Satisfaction & Cross-Tabulation with Schools & Primary Disability

Satisfaction Predictor Question

Question 27 (+.15 average) asked parents to agree or disagree with the following broad statement about SpEd, “Based on my experiences the special education administration is a service-oriented organization that has children's best interests as its number one priority and the organization responds expeditiously when seeking problem resolution.” As shown below, the replies to this question formed a U-shaped distribution with the extreme answers garnering a higher count than the middle answers. The U-shape distribution suggests there may be two groups with polar opposite opinions answering the question.

Based on my experiences the special education administration is a service-oriented organization that has children's best interests as its number one priority and the organization responds expeditiously when seeking problem resolution.

All



U Shaped Distribution

In order to gain more insight into the U-shape distribution of responses to Question 27 we split parents into three groups based on their answer to Question 27 – the Satisfied Cohort (27 parents) who answered “Strongly Agree,” the Dissatisfied Cohort (23 parents) who answered “Strongly Disagree” and the Middle Cohort (32 parents) who selected one of the three middle ratings. We selected nine other survey questions across all sections, which we thought were important issues to SpEd parents. As shown below there is a very strong correlation between a parent’s response to Question 27 and the nine selected questions. The Satisfied Cohort, which “Strongly Agreed” with Question 27 gave an average answer of +1.62 to the nine questions. The lowest ranking was +.86. Likewise the Dissatisfied Cohort gave an average response of -.88 on the nine questions. The highest score was +.07. The Middle Cohorts gave an average answer of +.55. Perhaps the most interesting point to note is the stark difference between the Satisfied and Dissatisfied Cohorts. The average difference in answers to the nine questions was 2.50 on a four-point scale (+2 to -2) with no single question difference less than 1.76.

Three Cohorts Identified

We believe this analysis suggests that the pool of parent respondents can be grouped into (roughly) thirds - two fairly well defined groups of parents plus a middle group. The cohort analysis shows:

- 1) A group of highly satisfied parents who are satisfied across all key areas of service delivery;
- 2) A group of highly dissatisfied parents who are dissatisfied across all key areas of service delivery; and
- 3) A swing group, which is moderately satisfied on some issues and moderately dissatisfied on others.

We note here that $1/3^{\text{rd}}$ of the parents surveyed expressed a very high level of satisfaction with all SpEd services. Obviously it would be nice to see all groups of parents experience this level of satisfaction with the services their children receive from the district. However, at the other end of the spectrum there appears to be approximately a $1/3^{\text{rd}}$ of the parents surveyed expressing a high level of dissatisfaction with a wide range of SpEd services. Why the sharp discrepancy between the two groups at either end of the spectrum? In our view because the numbers are so evenly distributed between these two cohorts, it makes sense to see if we can identify a common experience amongst the dissatisfied parents and a common experience amongst the satisfied parents. This would allow us to better explore ways to improve parent satisfaction with special education programs and services.

Based on my experiences the special education administration is a service-oriented organization that has children's best interests as its number one priority and the organization responds

Satisfied Cohort: 27 responders who Strongly Agreed with Question 27.

Q	Strongly Satisfied	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Score
1	Equal team member	21	5	1	0	0	27	1.74
3	No negative consequences	18	3	6	0	0	27	1.44
4	Open, honest transparent	22	4	1	0	0	27	1.78
14	IEP in 5-10 days	20	4	1	1	0	26	1.65
18	Agree with program	23	4	0	0	0	27	1.85
24	Complete IEE requests	6	0	1	0	0	7	1.71
25	Equal weight to outside experts	15	0	1	0	1	17	1.65
31	Special Ed ass't is effective	15	3	0	0	0	18	1.83
33	Access to observe	10	4	4	3	1	22	0.86
	TOTAL	75.8%	13.6%	7.6%	2.0%	1.0%	100.0%	1.61

Disatisfied Cohort: 23 responders who Strongly Disagreed with Question 27.

Q	Strongly Dissatisfied	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Score
1	Equal team member	3	3	1	4	12	23	-0.83
3	No negative consequences	2	4	3	7	7	23	-0.57
4	Open, honest transparent	0	1	1	7	14	23	-1.48
14	IEP in 5-10 days	3	1	1	3	15	23	-1.13
18	Agree with program	2	3	2	5	10	22	-0.82
24	Complete IEE requests	0	3	2	2	8	15	-1.00
25	Equal weight to outside experts	0	4	0	4	10	18	-1.11
31	Special Ed ass't is effective	3	2	4	3	2	14	0.07
33	Access to observe	0	1	7	5	9	22	-1.00
	TOTAL	7.1%	12.0%	11.5%	21.9%	47.5%	100.0%	-0.91

Middle Cohort: 33 responders without Strong opinion and 12 who didn't answer question 27

Q	Disagree Somewhat - Agree Somewhat - Neither - Disagree	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Score
1	Equal team member	16	23	3	2	1	45	1.13
3	No negative consequences	14	20	5	5	1	45	0.91
4	Open, honest transparent	12	18	2	10	2	44	0.64
14	IEP in 5-10 days	14	11	2	10	2	39	0.64
18	Agree with program	14	14	4	5	1	38	0.92
24	Complete IEE requests	2	2	4	0	8	16	-0.63
25	Equal weight to outside experts	4	4	6	5	3	22	0.05
31	Special Ed ass't is effective	9	6	3	4	3	25	0.56
33	Access to observe	4	2	10	8	5	29	-0.28
	TOTAL	29.4%	33.0%	12.9%	16.2%	8.6%	100.0%	0.58

Cross-Tabulated Data

In order to gain greater insight into the possible underlying causes of the different satisfaction levels in the three cohorts we cross-tabulated cohort responses to school, grade, and primary disability classification provided by the parents.

Cohort Data by School, Grade, and Primary Disability

School	<u>Pre-school</u>	<u>Conant</u>	<u>Douglas</u>	<u>Gates</u>	<u>McCarthy</u>	<u>Merriam</u>	<u>RJ Grey</u>	<u>ABRS</u>	<u>OOD</u>	<u>Total</u>
Satisfied Cohort	2	1	1	2	1	6	5	5	3	26
Dissatisfied Cohort	4	7	0	0	1	1	0	4	3	20
All Others	1	2	2	3	1	1	6	5	8	29
Total	7	10	3	5	3	8	11	14	14	75
Satisfied as % Total	28.6%	10.0%	33.3%	40.0%	33.3%	75.0%	45.5%	35.7%	21.4%	34.7%
Dissatisfied as % Total	57.1%	70.0%	0.0%	0.0%	33.3%	12.5%	0.0%	28.6%	21.4%	26.7%

Grade Level	<u>Pre-school</u>	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>Jr High</u>	<u>Sr High</u>	<u>Total</u>
Satisfied Cohort	2	0	0	1	4	2	3	1	7	6	26
Dissatisfied Cohort	4	1	3	0	2	2	0	2	2	4	20
All Others	2	1	1	1	0	4	5	2	7	9	46
Total	8	2	4	2	6	8	8	5	16	19	78
Satisfied as % Total	25.0%	0.0%	0.0%	50.0%	66.7%	25.0%	37.5%	20.0%	43.8%	31.6%	33.3%
Dissatisfied as % Total	50.0%	50.0%	75.0%	0.0%	33.3%	25.0%	0.0%	40.0%	12.5%	21.1%	25.6%

Primary Disability	<u>Autism</u>	<u>Dev. Delay</u>	<u>Intellectual</u>	<u>Sensory</u>	<u>Neurological</u>	<u>Emotional</u>	<u>Commun-ication</u>	<u>Physical</u>	<u>Specific Learning</u>	<u>Total</u>
Satisfied Cohort	1	3	0	0	2	2	4	2	11	25
Dissatisfied Cohort	9	1	0	2	1	1	1	0	2	17
All Others	7	2	1	0	6	6	4	0	7	33
Total	17	6	1	2	9	9	9	2	20	75
Satisfied as % Total	5.9%	50.0%	0.0%	0.0%	22.2%	22.2%	44.4%	100.0%	55.0%	33.3%
Dissatisfied as % Total	52.9%	16.7%	0.0%	100.0%	11.1%	11.1%	11.1%	0.0%	10.0%	22.7%

The cross-tabulation data did bring to light an uneven distribution of the cohorts among schools, grades, and primary disability; albeit with the small number of replies in some questions it is likely that there is random error. The Satisfied Cohort was more prevalent than average, and the Dissatisfied Cohort less prevalent than average when the child attends Merriam, RJ Grey, Gates and Douglas. The Dissatisfied Cohort's children attend the Pre-School and Conant (where programs for autism spectrum disorders are located). The Dissatisfied Cohort is most prevalent in the early grades (Pre-School through 1st Grade). The Satisfied Cohort is prevalent in all other grades. Parents of children identified with autism and sensory disabilities were much more likely to be in the Dissatisfied Cohort than the Satisfied Cohort. On the other hand parents of children identified with specific learning disabilities, physical disabilities, and communication disabilities were much more likely to be in the Satisfied Cohort than the Dissatisfied Cohort.

Assuming we are not dealing with a statistical fluke there appears to be a wide difference in satisfaction that is correlated with grade, school, and/or disability.

Exhibit 3 – Reconciliation with Pupil Services Survey (May 2007)

In May 2007 Pupil Services conducted a somewhat similar though much more general survey. In that survey parents expressed a favorable opinion (as measured by a Strongly Agree or Somewhat Agree ranking) in the high 80% to mid 90%. Unfavorable opinions were expressed for the most part in the single to low double digits. Whereas the SpEdPAC survey section results (excluding Bullying) indicate an average favorable rating about 60% of the time and unfavorable rating 25-30% of the time. Also the SpEdPAC survey showed wider gaps in the answers to individual questions ranging from 88% Favorable / 12% Unfavorable to 27% Favorable / 56% Unfavorable. We believe the two surveys are reconcilable.

1. First, we believe there is bias in both surveys due to self-selection.
 - a. We believe the SpEdPAC survey was completed by a disproportionately large number of PAC members who we suspect tend to be less satisfied with special education programs and services than the overall population of SpEd parents. (Dissatisfaction is one primary motivator for families to join the SpEdPAC.) Conversely we wouldn't be surprised to discover that satisfied parents were more likely to complete the school's survey than parents not satisfied with the district's programs.
 - b. In many questions in our survey, we recognize that the underlying causes of dissatisfaction could be unrealistic expectations of the parents rather than any deficiency in the school district's programs or services. We believe that parents navigating the special education process for the first time are more likely to hold unrealistically high expectations for both their child and the school district.
2. Second, the phrasing of questions has a material impact on survey results. Finding an adequate set of standard questions and developing follow up surveys would be a positive step in understanding how to best serve the special education students in the district.

Exhibit 4 – Survey Results by Question and Demographic Subgroup

Constant Contact Survey Results

Survey Name: Sep 25 2008 Parent Survey

Response Status: Partial & Completed

Filter: None

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All All respondents

P-1 Child identified as preschool, kindergarten or first grade.

Aut Child identified with primary disability of autism.

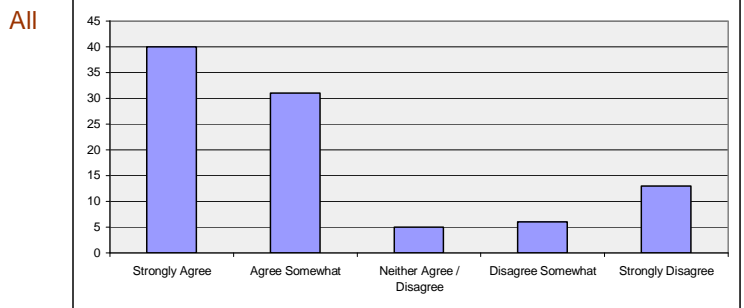
Both Child identified both as P-1 and Aut.

Ex Excludes respondents indicating P-1 or Aut.

1 I am treated as an equal member of my child's Team.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	40	31	5	6	13	95	0.83
	42.1%	32.6%	5.3%	6.3%	13.7%	100.0%	
P-1	1	4	2	2	4	13	-0.31
	7.7%	30.8%	15.4%	15.4%	30.8%	100.0%	
Aut	2	6	1	1	7	17	-0.29
	11.8%	35.3%	5.9%	5.9%	41.2%	100.0%	
Both	0	3	1	1	2	7	-0.29
	0.0%	42.9%	14.3%	14.3%	28.6%	100.0%	
Ex	37	24	3	4	4	72	1.19
	51.4%	33.3%	4.2%	5.6%	5.6%	100.0%	

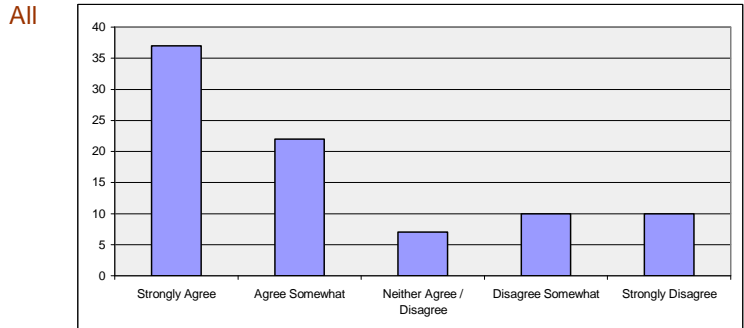
1 I am treated as an equal member of my child's Team.



2 In Team meetings, the meeting chair actively seeks consensus among Team members when differing opinions are expressed.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	37	22	7	10	10	86	0.77
	43.0%	25.6%	8.1%	11.6%	11.6%	100.0%	
P-1	3	1	1	1	6	12	-0.50
	25.0%	8.3%	8.3%	8.3%	50.0%	100.0%	
Aut	5	1	1	3	6	16	-0.25
	31.3%	6.3%	6.3%	18.8%	37.5%	100.0%	
Both	1	1	0	1	3	6	-0.67
	16.7%	16.7%	0.0%	16.7%	50.0%	100.0%	
Ex	30	21	5	7	1	64	1.13
	46.9%	32.8%	7.8%	10.9%	1.6%	100.0%	

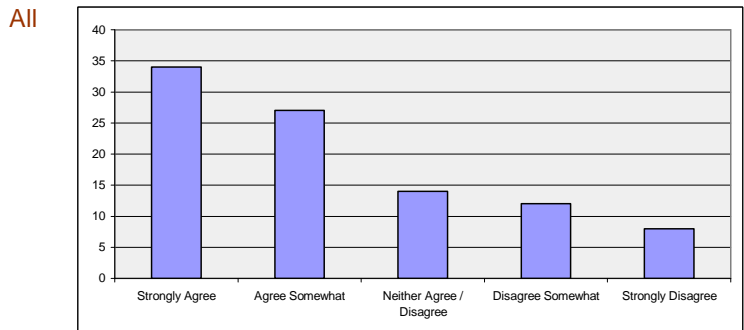
2 In Team meetings, the meeting chair actively seeks consensus among Team members when differing opinions are expressed.



3 I feel I can speak freely with district staff and disagree with my child's special education program or services without negative consequences for me or my child.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	34	27	14	12	8	95	0.71
	35.8%	28.4%	14.7%	12.6%	8.4%	100.0%	
P-1	2	2	3	3	3	13	-0.23
	15.4%	15.4%	23.1%	23.1%	23.1%	100.0%	
Aut	4	3	0	5	4	16	-0.13
	25.0%	18.8%	0.0%	31.3%	25.0%	100.0%	
Both	1	2	0	2	2	7	-0.29
	14.3%	28.6%	0.0%	28.6%	28.6%	100.0%	
Ex	29	24	11	6	3	73	0.96
	39.7%	32.9%	15.1%	8.2%	4.1%	100.0%	

3 I feel I can speak freely with district staff and disagree with my child's special education program or services without negative consequences for me or my child.

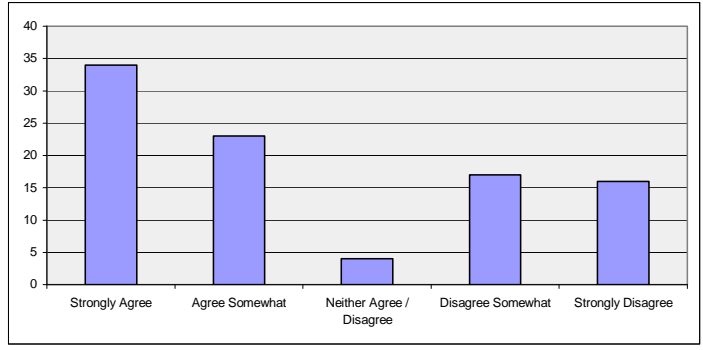


4 I feel that communications from special education administrators to parents are open, honest and transparent.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	34	23	4	17	16	94	0.45
	36.2%	24.5%	4.3%	18.1%	17.0%	100.0%	
P-1	2	2	0	3	6	13	-0.69
	15.4%	15.4%	0.0%	23.1%	46.2%	100.0%	
Aut	2	4	0	2	9	17	-0.71
	11.8%	23.5%	0.0%	11.8%	52.9%	100.0%	
Both	1	1	0	0	5	7	-1.00
	14.3%	14.3%	0.0%	0.0%	71.4%	100.0%	
Ex	31	18	4	12	6	71	0.79
	43.7%	25.4%	5.6%	16.9%	8.5%	100.0%	

4 I feel that communications from special education administrators to parents are open, honest and transparent.

All

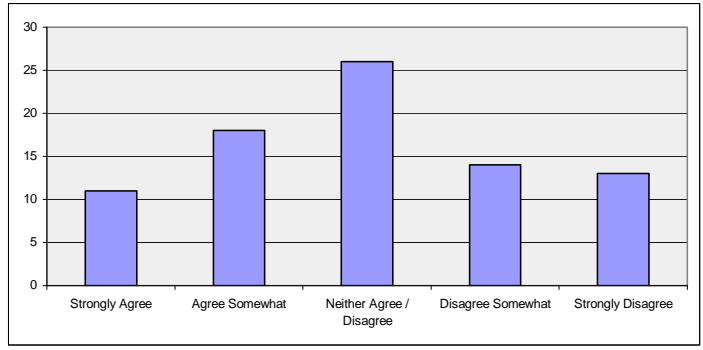


5 The school district regularly offers students without disabilities and their families opportunities to learn about students with disabilities.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	11	18	26	14	13	82	0.00
	13.4%	22.0%	31.7%	17.1%	15.9%	100.0%	
P-1	1	4	2	4	1	12	0.00
	8.3%	33.3%	16.7%	33.3%	8.3%	100.0%	
Aut	0	5	5	4	2	16	-0.19
	0.0%	31.3%	31.3%	25.0%	12.5%	100.0%	
Both	0	3	2	1	0	6	0.33
	0.0%	50.0%	33.3%	16.7%	0.0%	100.0%	
Ex	10	12	21	7	10	60	0.08
	16.7%	20.0%	35.0%	11.7%	16.7%	100.0%	

5 The school district regularly offers students without disabilities and their families opportunities to learn about students with disabilities.

All

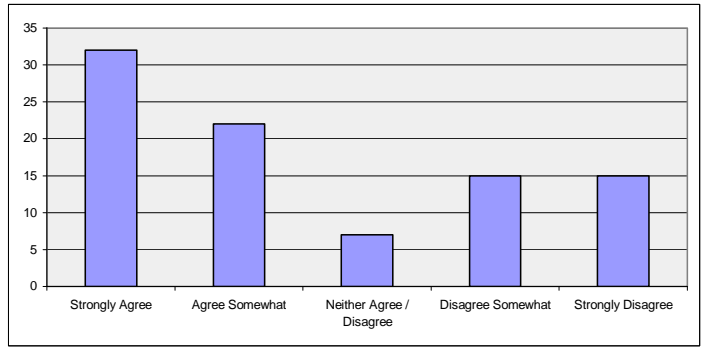


6 Our school district has effectively created an environment/school community that embraces children's differences and promotes tolerance and inclusion.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	32	22	7	15	15	91	0.45
	35.2%	24.2%	7.7%	16.5%	16.5%	100.0%	
P-1	3	3	3	0	3	12	0.25
	25.0%	25.0%	25.0%	0.0%	25.0%	100.0%	
Aut	1	5	3	3	4	16	-0.25
	6.3%	31.3%	18.8%	18.8%	25.0%	100.0%	
Both	0	3	2	0	1	6	0.17
	0.0%	50.0%	33.3%	0.0%	16.7%	100.0%	
Ex	28	17	3	12	9	69	0.62
	40.6%	24.6%	4.3%	17.4%	13.0%	100.0%	

6 Our school district has effectively created an environment/school community that embraces children's differences and promotes tolerance and inclusion.

All

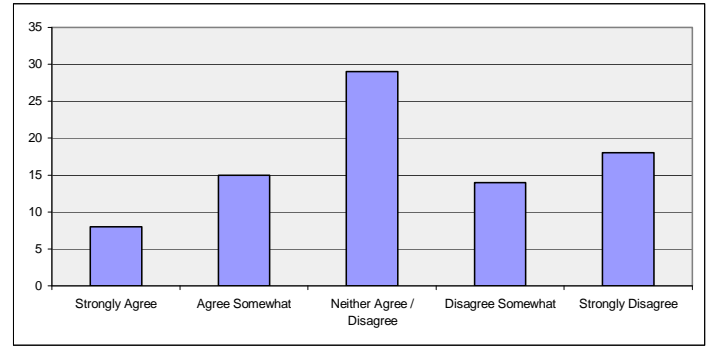


7 The special education administration shares enough information about its budget and programs so that as a parent I can provide educated feedback on district budgets, programs and services.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	8 9.5%	15 17.9%	29 34.5%	14 16.7%	18 21.4%	84 100.0%	-0.23
P-1	0 0.0%	1 8.3%	2 16.7%	2 16.7%	7 58.3%	12 100.0%	-1.25
Aut	0 0.0%	2 12.5%	2 12.5%	4 25.0%	8 50.0%	16 100.0%	-1.13
Both	0 0.0%	0 0.0%	1 14.3%	2 28.6%	4 57.1%	7 100.0%	-1.43
Ex	8 12.7%	12 19.0%	26 41.3%	10 15.9%	7 11.1%	63 100.0%	0.06

All

7 The special education administration shares enough information about its budget and programs so that as a parent I can provide educated feedback on district budgets, programs and services.

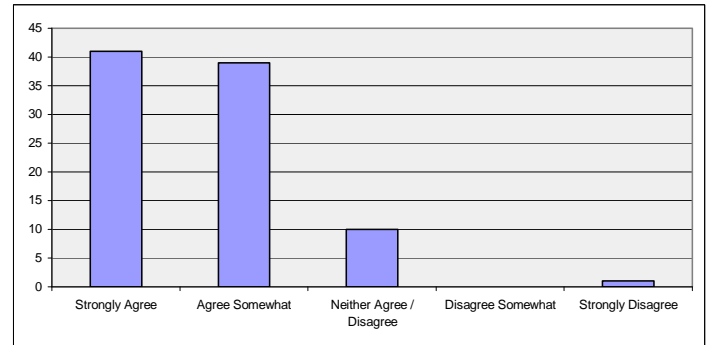


8 The district's Special Education Parent Advisory Council provides effective support to families by: creating a community for parent support and information exchange, maintaining an informative website, providing a community event calendar, bringing in quality speakers, creating a special education parent handbook for families, and advocating for equal educational opportunities for children with special needs.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	41 45.1%	39 42.9%	10 11.0%	0 0.0%	1 1.1%	91 100.0%	1.31
P-1	4 30.8%	8 61.5%	1 7.7%	0 0.0%	0 0.0%	13 100.0%	1.23
Aut	2 11.8%	13 76.5%	1 5.9%	0 0.0%	1 5.9%	17 100.0%	0.88
Both	0 0.0%	7 100.0%	0 0.0%	0 0.0%	0 0.0%	7 100.0%	1.00
Ex	35 51.5%	25 36.8%	8 11.8%	0 0.0%	0 0.0%	68 100.0%	1.40

All

8 The district's Special Education Parent Advisory Council provides effective support to families by: creating a community for parent support and information exchange, maintaining an informative website, providing a community event calendar, bringing in quality speakers, creating a special education parent handbook for families, and advocating for equal educational opportunities for children with special needs.

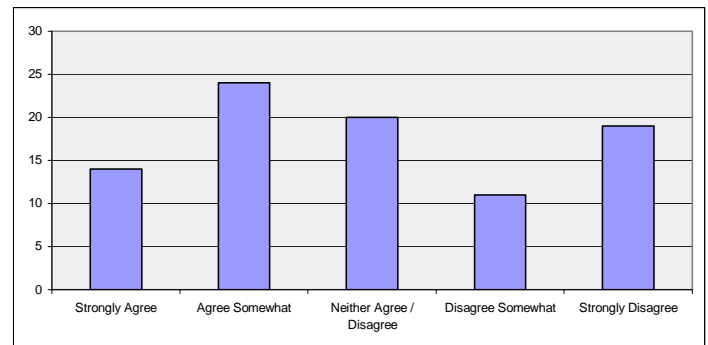


9 The school district regularly includes parents in the planning, development and evaluation of the district's special education programs.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	14 15.9%	24 27.3%	20 22.7%	11 12.5%	19 21.6%	88 100.0%	0.03
P-1	0 0.0%	2 16.7%	2 16.7%	1 8.3%	7 58.3%	12 100.0%	-1.08
Aut	0 0.0%	3 17.6%	3 17.6%	2 11.8%	9 52.9%	17 100.0%	-1.00
Both	0 0.0%	1 14.3%	1 14.3%	1 14.3%	4 57.1%	7 100.0%	-1.14
Ex	14 21.2%	20 30.3%	16 24.2%	9 13.6%	7 10.6%	66 100.0%	0.38

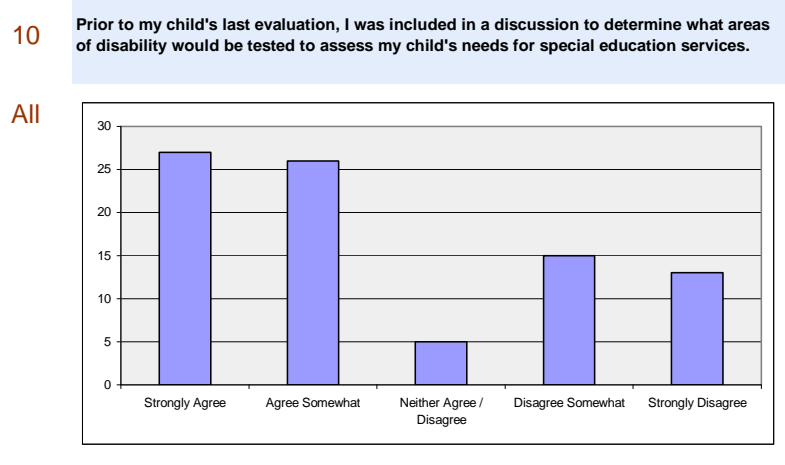
All

9 The school district regularly includes parents in the planning, development and evaluation of the district's special education programs.



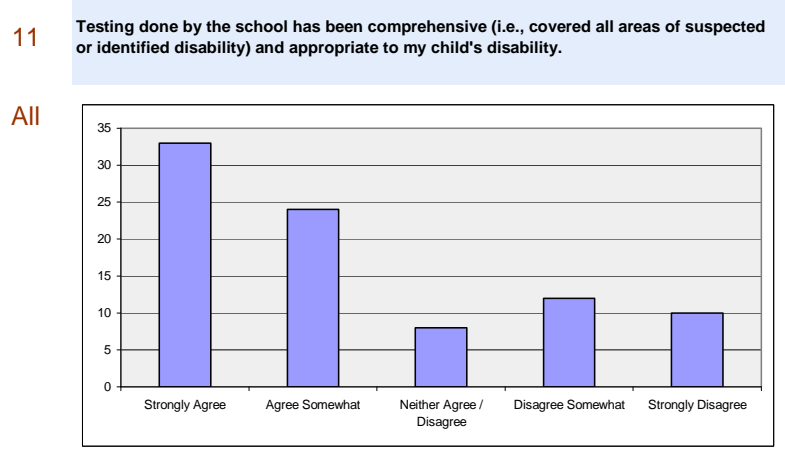
10 Prior to my child's last evaluation, I was included in a discussion to determine what areas of disability would be tested to assess my child's needs for special education services.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	27 31.4%	26 30.2%	5 5.8%	15 17.4%	13 15.1%	86 100.0%	0.45
P-1	0 0.0%	6 54.5%	0 0.0%	0 0.0%	5 45.5%	11 100.0%	-0.36
Aut	1 6.3%	7 43.8%	1 6.3%	2 12.5%	5 31.3%	16 100.0%	-0.19
Both	0 0.0%	4 66.7%	0 0.0%	0 0.0%	2 33.3%	6 100.0%	0.00
Ex	26 40.0%	17 26.2%	4 6.2%	13 20.0%	5 7.7%	65 100.0%	0.71



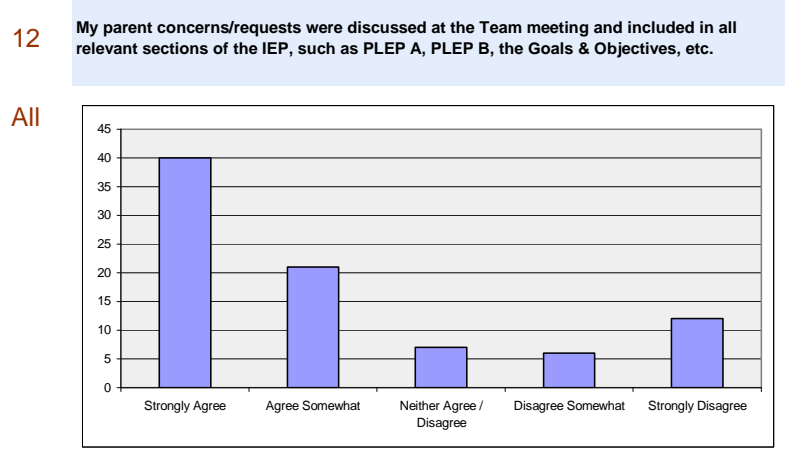
11 Testing done by the school has been comprehensive (i.e., covered all areas of suspected or identified disability) and appropriate to my child's disability.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	33 37.9%	24 27.6%	8 9.2%	12 13.8%	10 11.5%	87 100.0%	0.67
P-1	3 23.1%	3 23.1%	1 7.7%	4 30.8%	2 15.4%	13 100.0%	0.08
Aut	2 11.8%	5 29.4%	4 23.5%	4 23.5%	2 11.8%	17 100.0%	0.06
Both	1 14.3%	2 28.6%	1 14.3%	2 28.6%	1 14.3%	7 100.0%	0.00
Ex	29 45.3%	18 28.1%	4 6.3%	6 9.4%	7 10.9%	64 100.0%	0.88



12 My parent concerns/requests were discussed at the Team meeting and included in all relevant sections of the IEP, such as PLEP A, PLEP B, the Goals & Objectives, etc.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	40 46.5%	21 24.4%	7 8.1%	6 7.0%	12 14.0%	86 100.0%	0.83
P-1	1 8.3%	4 33.3%	2 16.7%	2 16.7%	3 25.0%	12 100.0%	-0.17
Aut	2 12.5%	6 37.5%	1 6.3%	2 12.5%	5 31.3%	16 100.0%	-0.13
Both	0 0.0%	4 57.1%	1 14.3%	1 14.3%	1 14.3%	7 100.0%	0.14
Ex	37 56.9%	15 23.1%	5 7.7%	3 4.6%	5 7.7%	65 100.0%	1.17

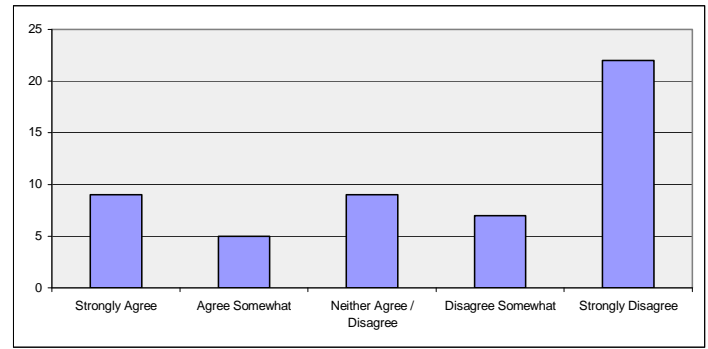


13 Both home based services such as parent training and private tutoring, and assistive technology options for including my child in general education activities, were fully explored by the Team and included in the IEP as appropriate.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	9 17.3%	5 9.6%	9 17.3%	7 13.5%	22 42.3%	52 100.0%	-0.54
P-1	1 14.3%	0 0.0%	1 14.3%	0 0.0%	5 71.4%	7 100.0%	-1.14
Aut	1 11.1%	0 0.0%	0 0.0%	0 0.0%	8 88.9%	9 100.0%	-1.56
Both	1 25.0%	0 0.0%	0 0.0%	0 0.0%	3 75.0%	4 100.0%	-1.00
Ex	8 20.0%	5 12.5%	8 20.0%	7 17.5%	12 30.0%	40 100.0%	-0.25

13 Both home based services such as parent training and private tutoring, and assistive technology options for including my child in general education activities, were fully explored by the Team and included in the IEP as appropriate.

All

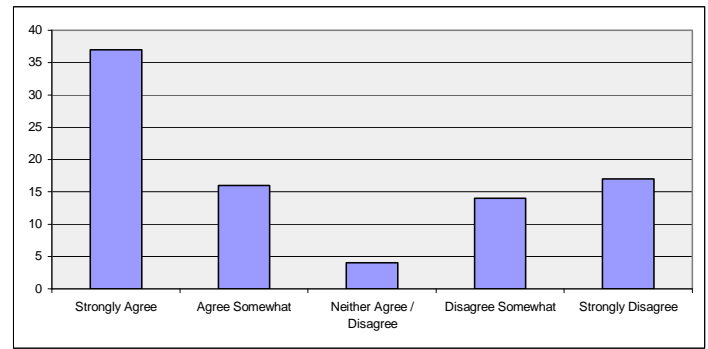


14 The school district routinely provides me with a complete IEP or IEP Amendment within 5-10 days after my child's Team meeting.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	37 42.0%	16 18.2%	4 4.5%	14 15.9%	17 19.3%	88 100.0%	0.48
P-1	5 41.7%	1 8.3%	0 0.0%	1 8.3%	5 41.7%	12 100.0%	0.00
Aut	3 17.6%	3 17.6%	1 5.9%	4 23.5%	6 35.3%	17 100.0%	-0.41
Both	2 28.6%	1 14.3%	0 0.0%	1 14.3%	3 42.9%	7 100.0%	-0.29
Ex	31 47.0%	13 19.7%	3 4.5%	10 15.2%	9 13.6%	66 100.0%	0.71

14 The school district routinely provides me with a complete IEP or IEP Amendment within 5-10 days after my child's Team meeting.

All

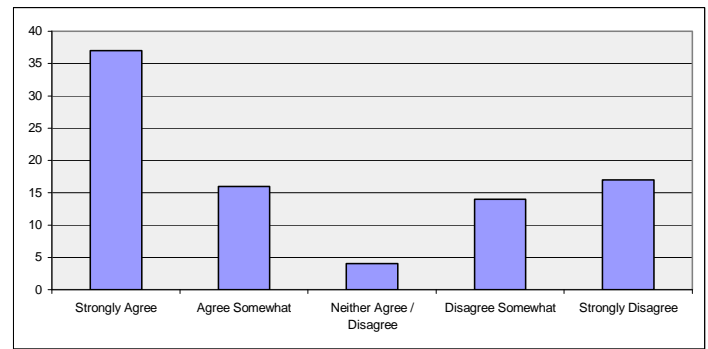


15 My child's IEP adequately addresses all areas of my child's suspected and/or identified areas of disability.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	37 42.0%	16 18.2%	4 4.5%	14 15.9%	17 19.3%	88 100.0%	0.48
P-1	4 30.8%	2 15.4%	1 7.7%	2 15.4%	4 30.8%	13 100.0%	0.00
Aut	2 11.8%	7 41.2%	1 5.9%	3 17.6%	4 23.5%	17 100.0%	0.00
Both	1 14.3%	2 28.6%	0 0.0%	1 14.3%	3 42.9%	7 100.0%	-0.43
Ex	32 49.2%	9 13.8%	2 3.1%	10 15.4%	12 18.5%	65 100.0%	0.60

15 My child's IEP adequately addresses all areas of my child's suspected and/or identified areas of disability.

All



16

The IEP Summary/Meeting Notes I receive at the end of the Team meeting and the full IEP I receive 5-10 days later include all of the recommendations and agreements made by parents and school staff at the Team meeting.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	35 39.8%	25 28.4%	4 4.5%	9 10.2%	15 17.0%	88 100.0%	0.64
P-1	3 25.0%	1 8.3%	1 8.3%	4 33.3%	3 25.0%	12 100.0%	-0.25
Aut	4 25.0%	2 12.5%	1 6.3%	3 18.8%	6 37.5%	16 100.0%	-0.31
Both	1 16.7%	0 0.0%	1 16.7%	2 33.3%	2 33.3%	6 100.0%	-0.67
Ex	29 43.9%	22 33.3%	3 4.5%	4 6.1%	8 12.1%	66 100.0%	0.91

All

P-1

Aut

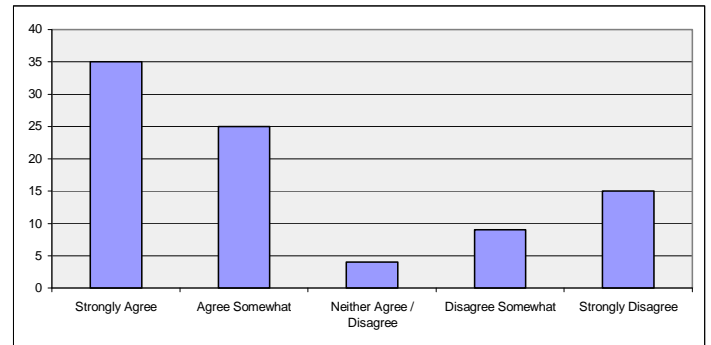
Both

Ex

16

The IEP Summary/Meeting Notes I receive at the end of the Team meeting and the full IEP I receive 5-10 days later include all of the recommendations and agreements made by parents and school staff at the Team meeting.

All



17

The Team established IEP goals and objectives for my child, which are measurable and outcome based. (For example, "my child will use appropriate eye contact with peers and teachers 50% of the time.")

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	36 41.9%	31 36.0%	7 8.1%	6 7.0%	6 7.0%	86 100.0%	0.99
P-1	2 16.7%	5 41.7%	1 8.3%	2 16.7%	2 16.7%	12 100.0%	0.25
Aut	5 31.3%	5 31.3%	1 6.3%	3 18.8%	2 12.5%	16 100.0%	0.50
Both	1 14.3%	3 42.9%	0 0.0%	2 28.6%	1 14.3%	7 100.0%	0.14
Ex	30 46.2%	24 36.9%	5 7.7%	3 4.6%	3 4.6%	65 100.0%	1.15

All

P-1

Aut

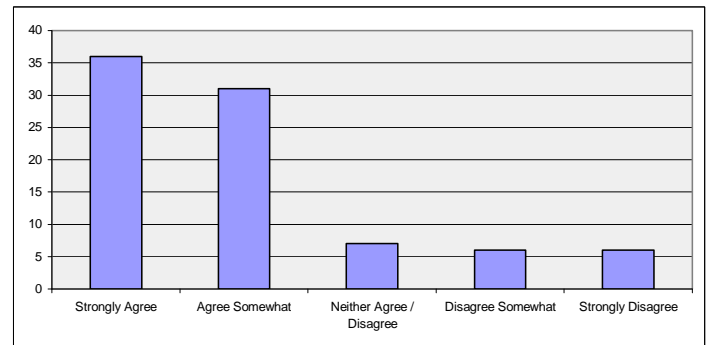
Both

Ex

17

The Team established IEP goals and objectives for my child, which are measurable and outcome based. (For example, "my child will use appropriate eye contact with peers and teachers 50% of the time.")

All



18

I agree with the special education program and services my child receives from the school district.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	39 44.8%	21 24.1%	6 6.9%	10 11.5%	11 12.6%	87 100.0%	0.77
P-1	1 8.3%	4 33.3%	2 16.7%	2 16.7%	3 25.0%	12 100.0%	-0.17
Aut	4 23.5%	5 29.4%	1 5.9%	1 5.9%	6 35.3%	17 100.0%	0.00
Both	0 0.0%	3 42.9%	1 14.3%	0 0.0%	3 42.9%	7 100.0%	-0.43
Ex	34 52.3%	15 23.1%	4 6.2%	7 10.8%	5 7.7%	65 100.0%	1.02

All

P-1

Aut

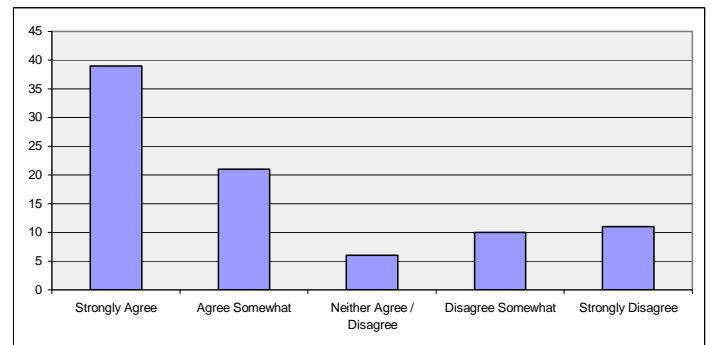
Both

Ex

18

I agree with the special education program and services my child receives from the school district.

All

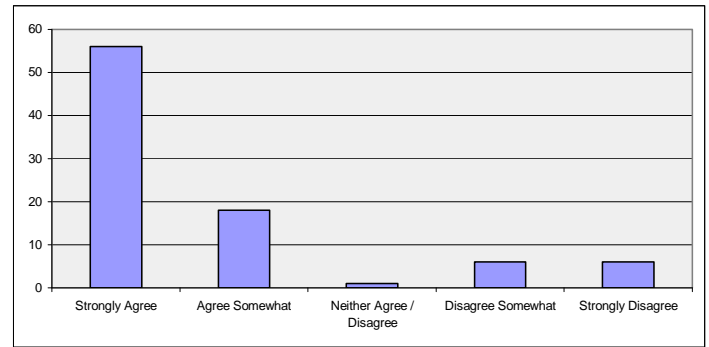


19 I agree with my child's special education placement (i.e., full inclusion, partial inclusion, substantially separate classroom, separate day school, residential, etc.).

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	56 64.4%	18 20.7%	1 1.1%	6 6.9%	6 6.9%	87 100.0%	1.29
P-1	8 66.7%	2 16.7%	0 0.0%	2 16.7%	0 0.0%	12 100.0%	1.33
Aut	9 56.3%	2 12.5%	0 0.0%	4 25.0%	1 6.3%	16 100.0%	0.88
Both	4 57.1%	1 14.3%	0 0.0%	2 28.6%	0 0.0%	7 100.0%	1.00
Ex	43 65.2%	15 22.7%	1 1.5%	2 3.0%	5 7.6%	66 100.0%	1.35

19 I agree with my child's special education placement (i.e., full inclusion, partial inclusion, substantially separate classroom, separate day school, residential, etc.).

All

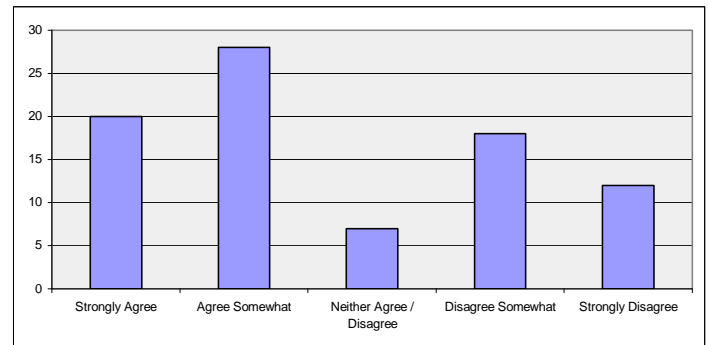


20 The assessment mechanisms identified in the IEP and included in progress reports are sufficient so that I can monitor and understand my child's rate of progress towards attaining IEP goals.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	20 23.5%	28 32.9%	7 8.2%	18 21.2%	12 14.1%	85 100.0%	0.31
P-1	0 0.0%	4 36.4%	1 9.1%	3 27.3%	3 27.3%	11 100.0%	-0.45
Aut	0 0.0%	8 47.1%	0 0.0%	3 17.6%	6 35.3%	17 100.0%	-0.41
Both	0 0.0%	3 42.9%	0 0.0%	2 28.6%	2 28.6%	7 100.0%	-0.43
Ex	20 31.3%	19 29.7%	6 9.4%	14 21.9%	5 7.8%	64 100.0%	0.55

20 The assessment mechanisms identified in the IEP and included in progress reports are sufficient so that I can monitor and understand my child's rate of progress towards attaining IEP goals.

All

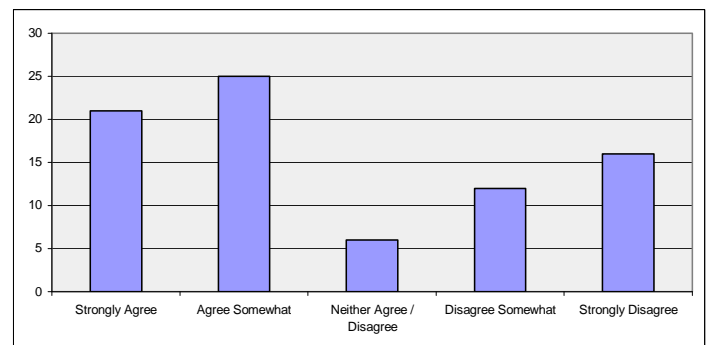


21 I understand how my child's progress and grades relate to regular education peer standards/performance for my child's current grade level.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	21 26.3%	25 31.3%	6 7.5%	12 15.0%	16 20.0%	80 100.0%	0.29
P-1	0 0.0%	2 16.7%	2 16.7%	2 16.7%	6 50.0%	12 100.0%	-1.00
Aut	3 18.8%	3 18.8%	1 6.3%	1 6.3%	8 50.0%	16 100.0%	-0.50
Both	0 0.0%	2 28.6%	1 14.3%	1 14.3%	3 42.9%	7 100.0%	-0.71
Ex	18 30.5%	22 37.3%	4 6.8%	10 16.9%	5 8.5%	59 100.0%	0.64

21 I understand how my child's progress and grades relate to regular education peer standards/performance for my child's current grade level.

All

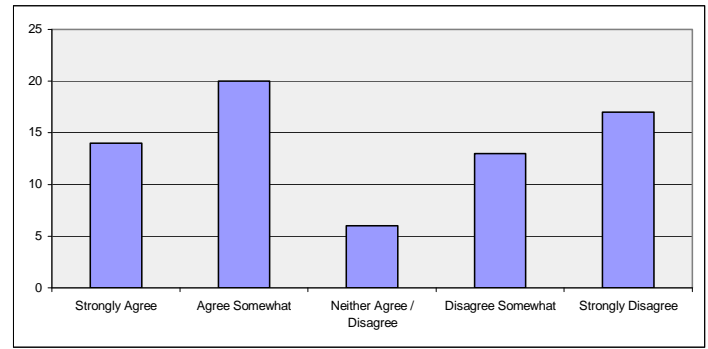


22 At my child's last Annual Review Meeting the Team reviewed the IEP goals and determined them met.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	14 20.0%	20 28.6%	6 8.6%	13 18.6%	17 24.3%	70 100.0%	0.01
P-1	1 10.0%	3 30.0%	0 0.0%	2 20.0%	4 40.0%	10 100.0%	-0.50
Aut	1 6.3%	6 37.5%	0 0.0%	1 6.3%	8 50.0%	16 100.0%	-0.56
Both	0 0.0%	3 42.9%	0 0.0%	1 14.3%	3 42.9%	7 100.0%	-0.57
Ex	12 23.5%	14 27.5%	6 11.8%	11 21.6%	8 15.7%	51 100.0%	0.22

22 At my child's last Annual Review Meeting the Team reviewed the IEP goals and determined them met.

All

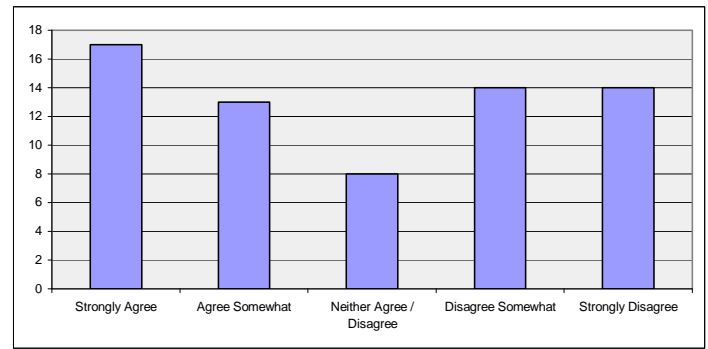


23 If my child's IEP goals were not met, the district offered new/different strategies to assist my child in meeting his/her IEP goals.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	17 25.8%	13 19.7%	8 12.1%	14 21.2%	14 21.2%	66 100.0%	0.08
P-1	0 0.0%	3 37.5%	1 12.5%	3 37.5%	1 12.5%	8 100.0%	-0.25
Aut	0 0.0%	3 25.0%	1 8.3%	4 33.3%	4 33.3%	12 100.0%	-0.75
Both	0 0.0%	2 33.3%	1 16.7%	2 33.3%	1 16.7%	6 100.0%	-0.33
Ex	17 32.7%	9 17.3%	7 13.5%	9 17.3%	10 19.2%	52 100.0%	0.27

23 If my child's IEP goals were not met, the district offered new/different strategies to assist my child in meeting his/her IEP goals.

All

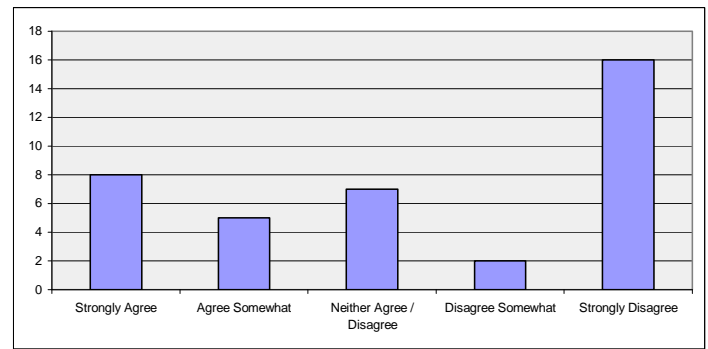


24 My request(s) to have the regular education teacher complete an Independent Education Evaluation (IEE) Teacher Report Form as part of a private or outside assessment were honored. (Forms like the Achenbach Teacher Report Form often used for neuropsych evaluations, etc.) All forms were completed and returned to me or the private evaluator within three weeks from the time I delivered the forms to the

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	8 21.1%	5 13.2%	7 18.4%	2 5.3%	16 42.1%	38 100.0%	-0.34
P-1	0 0.0%	1 20.0%	2 40.0%	1 20.0%	1 20.0%	5 100.0%	-0.40
Aut	0 0.0%	4 36.4%	1 9.1%	2 18.2%	4 36.4%	11 100.0%	-0.55
Both	0 0.0%	1 25.0%	1 25.0%	1 25.0%	1 25.0%	4 100.0%	-0.50
Ex	8 30.8%	1 3.8%	5 19.2%	0 0.0%	12 46.2%	26 100.0%	-0.27

24 My request(s) to have the regular education teacher complete an Independent Education Evaluation (IEE) Teacher Report Form as part of a private or outside assessment were honored. (Forms like the Achenbach Teacher Report Form often used for neuropsych evaluations, etc.) All forms were completed and returned to me or the private evaluator within three weeks from the time I delivered the forms to the school.

All

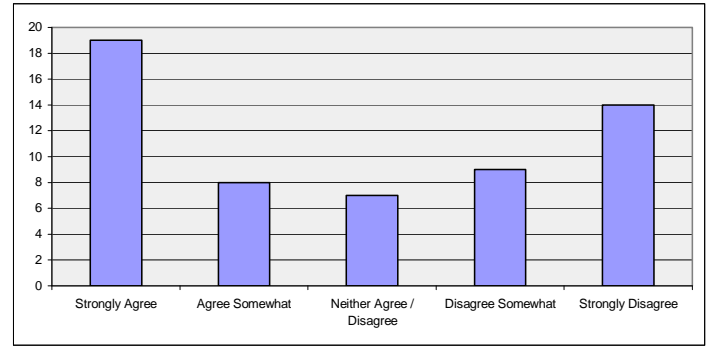


25 The Team gave equal weight and consideration to outside specialists' testing, reports and recommendations (such as a neuropsych evaluation, speech/language or occupational therapy evaluation). And all important recommendations made by outside specialists were discussed and incorporated into my child's IEP, as appropriate.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	19 33.3%	8 14.0%	7 12.3%	9 15.8%	14 24.6%	57 100.0%	0.16
P-1	2 22.2%	1 11.1%	1 11.1%	2 22.2%	3 33.3%	9 100.0%	-0.33
Aut	3 21.4%	0 0.0%	1 7.1%	2 14.3%	8 57.1%	14 100.0%	-0.86
Both	1 16.7%	0 0.0%	1 16.7%	1 16.7%	3 50.0%	6 100.0%	-0.83
Ex	15 37.5%	7 17.5%	6 15.0%	6 15.0%	6 15.0%	40 100.0%	0.48

25 The Team gave equal weight and consideration to outside specialists' testing, reports and recommendations (such as a neuropsych evaluation, speech/language or occupational therapy evaluation). And all important recommendations made by outside specialists were discussed and incorporated into my child's IEP, as appropriate.

All



26 How many revisions of the IEP does it usually take before you're able to fully accept your child's IEP?

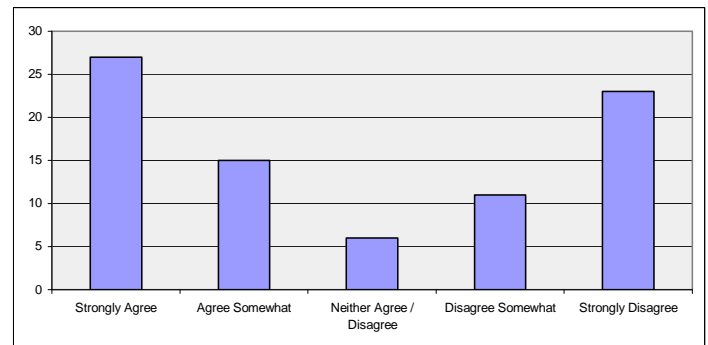
	I usually accept the first IEP	1 revision cycle	2 revision cycles	3 revision cycles	More than 3 revision cycles	Don't have a fully accepted IEP	Total Replies
All	48 54.5%	23 26.1%	3 3.4%	1 1.1%	4 4.5%	9 10.2%	88 100.0%
P-1	2 15.4%	7 53.8%	1 7.7%	0 0.0%	2 15.4%	1 7.7%	13 100.0%
Aut	3 17.6%	7 41.2%	0 0.0%	0 0.0%	2 11.8%	5 29.4%	17 100.0%
Both	0 0.0%	5 71.4%	0 0.0%	0 0.0%	1 14.3%	1 14.3%	7 100.0%
Ex	43 66.2%	14 21.5%	2 3.1%	1 1.5%	1 1.5%	4 6.2%	65 100.0%

27 Based on my experiences the special education administration is a service-oriented organization that has children's best interests as its number one priority and the organization responds expeditiously when seeking problem resolution.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	27 32.9%	15 18.3%	6 7.3%	11 13.4%	23 28.0%	82 100.0%	0.15
P-1	2 15.4%	2 15.4%	0 0.0%	1 7.7%	8 61.5%	13 100.0%	-0.85
Aut	1 5.9%	6 35.3%	0 0.0%	1 5.9%	9 52.9%	17 100.0%	-0.65
Both	0 0.0%	2 28.6%	0 0.0%	1 14.3%	4 57.1%	7 100.0%	-1.00
Ex	24 40.7%	9 15.3%	6 10.2%	10 16.9%	10 16.9%	59 100.0%	0.46

27 Based on my experiences the special education administration is a service-oriented organization that has children's best interests as its number one priority and the organization responds expeditiously when seeking problem resolution.

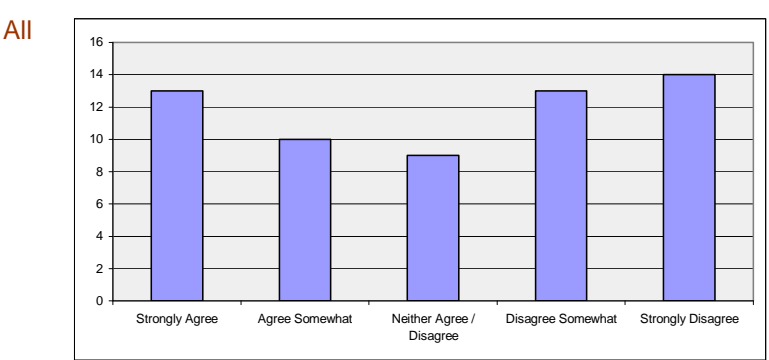
All



28 Based on my conversations with my child's school principal, he/she is informed regarding my child's disability and knows what types of supports are necessary for my child's social and academic success.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	13 22.0%	10 16.9%	9 15.3%	13 22.0%	14 23.7%	59 100.0%	-0.08
P-1	3 33.3%	2 22.2%	1 11.1%	0 0.0%	3 33.3%	9 100.0%	0.22
Aut	4 36.4%	4 36.4%	0 0.0%	1 9.1%	2 18.2%	11 100.0%	0.64
Both	1 25.0%	2 50.0%	0 0.0%	0 0.0%	1 25.0%	4 100.0%	0.50
Ex	7 16.3%	6 14.0%	8 18.6%	12 27.9%	10 23.3%	43 100.0%	-0.28

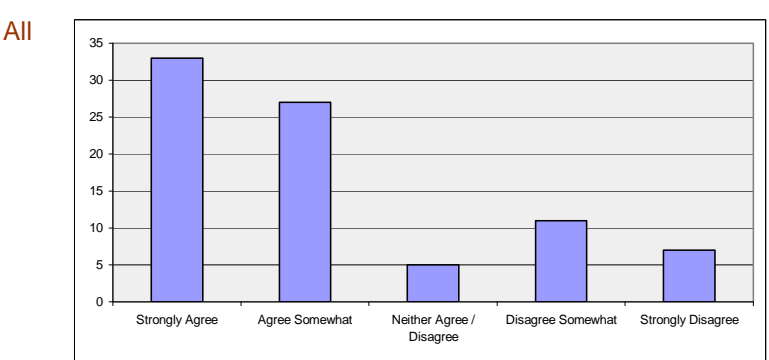
28 Based on my conversations with my child's school principal, he/she is informed regarding my child's disability and knows what types of supports are necessary for my child's social and academic success.



29 Based on my experiences, my child's classroom teacher is knowledgeable regarding my child's disability and knows what types of supports are necessary for my child's social and academic success.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	33 39.8%	27 32.5%	5 6.0%	11 13.3%	7 8.4%	83 100.0%	0.82
P-1	5 41.7%	3 25.0%	0 0.0%	3 25.0%	1 8.3%	12 100.0%	0.67
Aut	5 31.3%	9 56.3%	0 0.0%	2 12.5%	0 0.0%	16 100.0%	1.06
Both	1 16.7%	3 50.0%	0 0.0%	2 33.3%	0 0.0%	6 100.0%	0.50
Ex	24 39.3%	18 29.5%	5 8.2%	8 13.1%	6 9.8%	61 100.0%	0.75

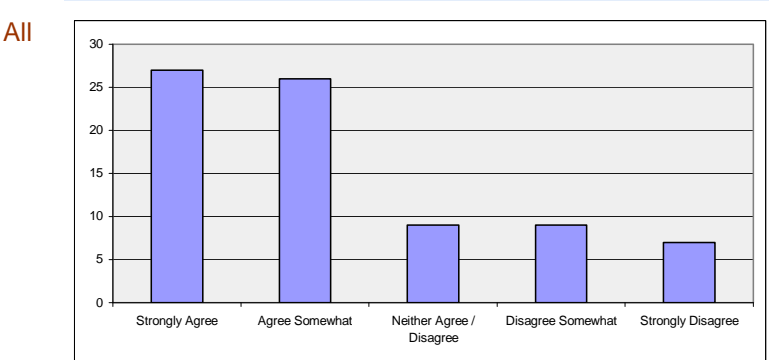
29 Based on my experiences, my child's classroom teacher is knowledgeable regarding my child's disability and knows what types of supports are necessary for my child's social and academic success.



30 Based on my conversations with my child's classroom teacher, he/she makes appropriate modifications to the room and educational assignments/projects to fully include my child and minimize his/her differences in the classroom.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	27 34.6%	26 33.3%	9 11.5%	9 11.5%	7 9.0%	78 100.0%	0.73
P-1	4 33.3%	3 25.0%	2 16.7%	2 16.7%	1 8.3%	12 100.0%	0.58
Aut	4 25.0%	8 50.0%	2 12.5%	2 12.5%	0 0.0%	16 100.0%	0.88
Both	1 16.7%	3 50.0%	2 33.3%	0 0.0%	0 0.0%	6 100.0%	0.83
Ex	20 35.7%	18 32.1%	7 12.5%	5 8.9%	6 10.7%	56 100.0%	0.73

30 Based on my conversations with my child's classroom teacher, he/she makes appropriate modifications to the room and educational assignments/projects to fully include my child and minimize his/her differences in the classroom.



31

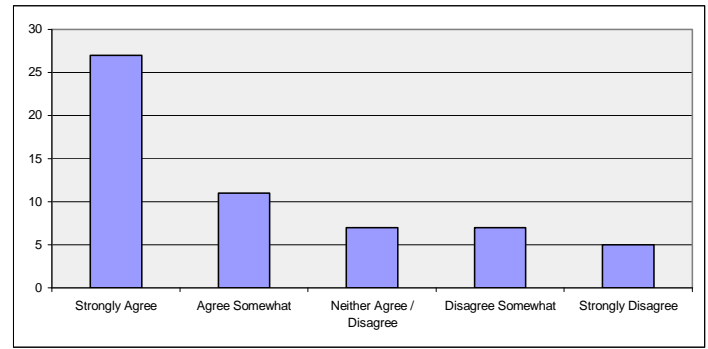
Based on my conversations with my child's special education assistant, he/she is knowledgeable regarding my child's disability, knows what types of supports are necessary for my child's social and academic success, and is skilled at performing the appropriate interventions. (Respond N/A if your child does not have an assistant.)

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	27 47.4%	11 19.3%	7 12.3%	7 12.3%	5 8.8%	57 100.0%	0.84
P-1	2 25.0%	3 37.5%	1 12.5%	2 25.0%	0 0.0%	8 100.0%	0.63
Aut	5 31.3%	4 25.0%	2 12.5%	3 18.8%	2 12.5%	16 100.0%	0.44
Both	2 28.6%	3 42.9%	0 0.0%	2 28.6%	0 0.0%	7 100.0%	0.71
Ex	22 55.0%	7 17.5%	4 10.0%	4 10.0%	3 7.5%	40 100.0%	1.03

31

Based on my conversations with my child's special education assistant, he/she is knowledgeable regarding my child's disability, knows what types of supports are necessary for my child's social and academic success, and is skilled at performing the appropriate interventions. (Respond N/A if your child does not have an assistant.)

All



32

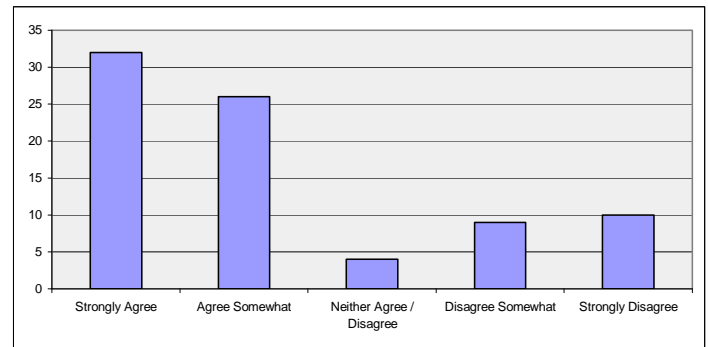
I feel I have adequate direct access to the individuals working most closely with my child throughout the school day, such as classroom assistant, special service providers, and teachers.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	32 39.5%	26 32.1%	4 4.9%	9 11.1%	10 12.3%	81 100.0%	0.75
P-1	2 16.7%	4 33.3%	0 0.0%	1 8.3%	5 41.7%	12 100.0%	-0.25
Aut	4 25.0%	3 18.8%	0 0.0%	3 18.8%	6 37.5%	16 100.0%	-0.25
Both	1 14.3%	2 28.6%	0 0.0%	1 14.3%	3 42.9%	7 100.0%	-0.43
Ex	27 45.0%	21 35.0%	4 6.7%	6 10.0%	2 3.3%	60 100.0%	1.08

32

I feel I have adequate direct access to the individuals working most closely with my child throughout the school day, such as classroom assistant, special service providers, and teachers.

All



33

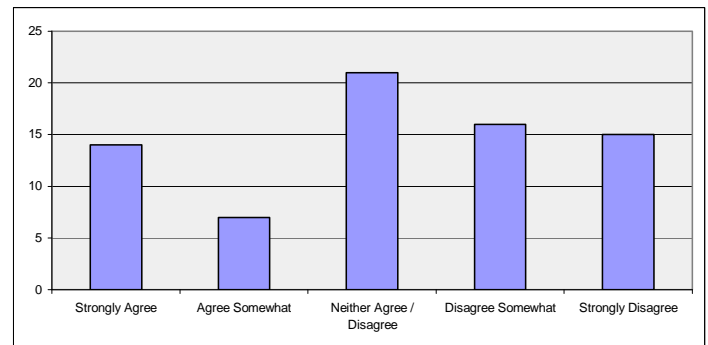
I am encouraged/permited to observe my child's program in order to understand/evaluate his or her needs and the efficacy of a particular intervention.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	14 19.2%	7 9.6%	21 28.8%	16 21.9%	15 20.5%	73 100.0%	-0.15
P-1	0 0.0%	2 15.4%	2 15.4%	4 30.8%	5 38.5%	13 100.0%	-0.92
Aut	2 12.5%	0 0.0%	4 25.0%	5 31.3%	5 31.3%	16 100.0%	-0.69
Both	0 0.0%	0 0.0%	2 28.6%	3 42.9%	2 28.6%	7 100.0%	-1.00
Ex	12 23.5%	5 9.8%	17 33.3%	10 19.6%	7 13.7%	51 100.0%	0.10

33

I am encouraged/permited to observe my child's program in order to understand/evaluate his or her needs and the efficacy of a particular intervention.

All

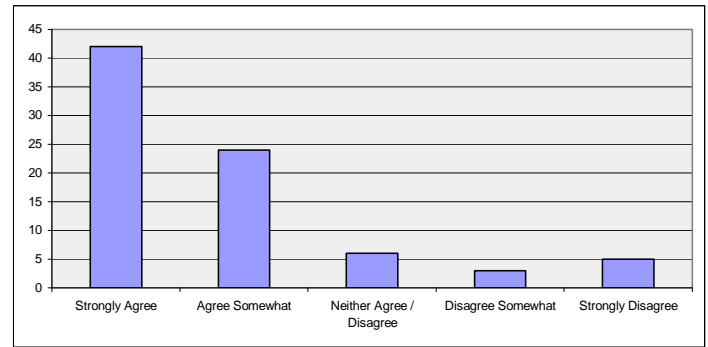


34 Meetings have been offered at a time and place that was convenient for my family.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	42 52.5%	24 30.0%	6 7.5%	3 3.8%	5 6.3%	80 100.0%	1.19
P-1	4 30.8%	5 38.5%	2 15.4%	1 7.7%	1 7.7%	13 100.0%	0.77
Aut	8 47.1%	6 35.3%	0 0.0%	1 5.9%	2 11.8%	17 100.0%	1.00
Both	3 42.9%	3 42.9%	0 0.0%	0 0.0%	1 14.3%	7 100.0%	1.00
Ex	33 57.9%	16 28.1%	4 7.0%	1 1.8%	3 5.3%	57 100.0%	1.32

34 Meetings have been offered at a time and place that was convenient for my family.

All

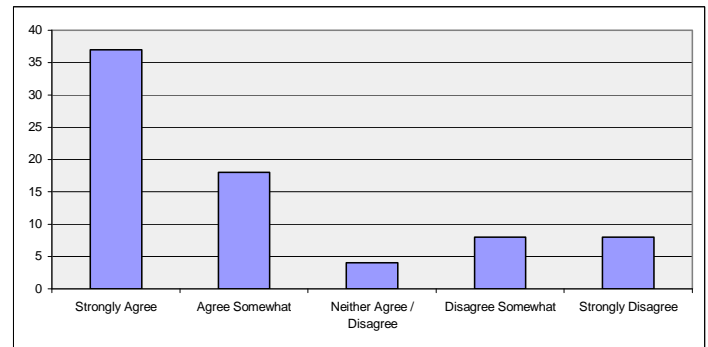


35 Meetings I requested with staff were set up in a timely and professional manner commensurate with the urgency of the need/request.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	37 49.3%	18 24.0%	4 5.3%	8 10.7%	8 10.7%	75 100.0%	0.91
P-1	3 25.0%	3 25.0%	0 0.0%	5 41.7%	1 8.3%	12 100.0%	0.17
Aut	7 41.2%	3 17.6%	0 0.0%	3 17.6%	4 23.5%	17 100.0%	0.35
Both	2 28.6%	3 42.9%	0 0.0%	2 28.6%	0 0.0%	7 100.0%	0.71
Ex	29 54.7%	15 28.3%	4 7.5%	2 3.8%	3 5.7%	53 100.0%	1.23

35 Meetings I requested with staff were set up in a timely and professional manner commensurate with the urgency of the need/request.

All

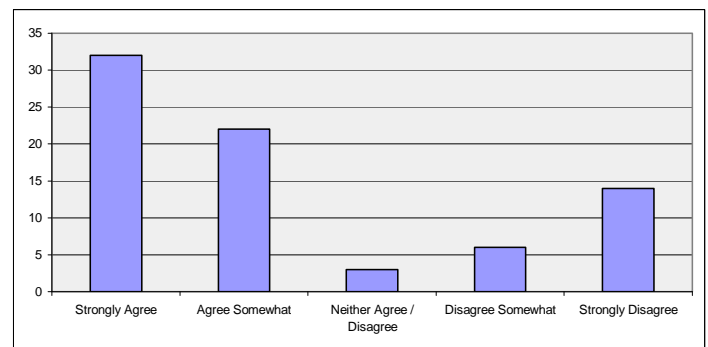


36 Phone calls I made and emails I sent to district staff were responded to in a timely (1-2 days) and professional fashion.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	32 41.6%	22 28.6%	3 3.9%	6 7.8%	14 18.2%	77 100.0%	0.68
P-1	3 23.1%	2 15.4%	2 15.4%	4 30.8%	2 15.4%	13 100.0%	0.00
Aut	6 35.3%	2 11.8%	1 5.9%	4 23.5%	4 23.5%	17 100.0%	0.12
Both	2 28.6%	1 14.3%	1 14.3%	3 42.9%	0 0.0%	7 100.0%	0.29
Ex	25 46.3%	19 35.2%	1 1.9%	1 1.9%	8 14.8%	54 100.0%	0.96

36 Phone calls I made and emails I sent to district staff were responded to in a timely (1-2 days) and professional fashion.

All

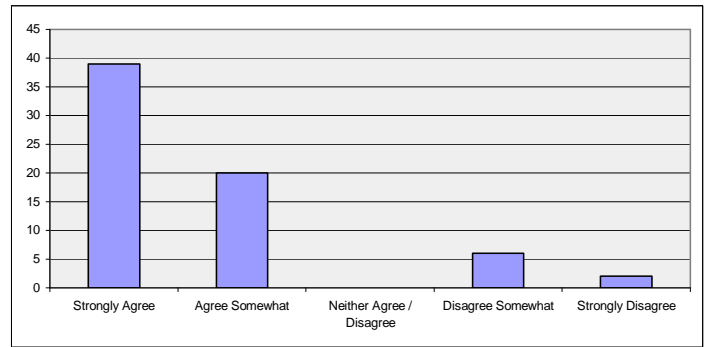


37 My child is taught in regular education classes, with supports, to the maximum extent possible for his/her disability (i.e., the least restrictive environment.)

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	39 58.2%	20 29.9%	0 0.0%	6 9.0%	2 3.0%	67 100.0%	1.31
P-1	5 45.5%	5 45.5%	0 0.0%	1 9.1%	0 0.0%	11 100.0%	1.27
Aut	4 28.6%	8 57.1%	0 0.0%	1 7.1%	1 7.1%	14 100.0%	0.93
Both	1 16.7%	4 66.7%	0 0.0%	1 16.7%	0 0.0%	6 100.0%	0.83
Ex	31 64.6%	11 22.9%	0 0.0%	5 10.4%	1 2.1%	48 100.0%	1.38

37 My child is taught in regular education classes, with supports, to the maximum extent possible for his/her disability (i.e., the least restrictive environment.)

All

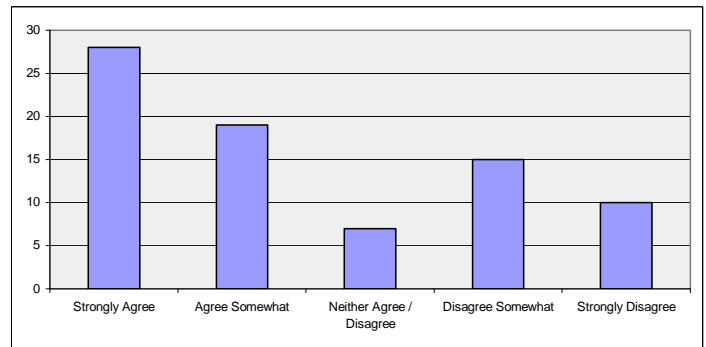


38 I am notified promptly by staff when my child is experiencing difficulties in school (social, academic, or behavioral).

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	28 35.4%	19 24.1%	7 8.9%	15 19.0%	10 12.7%	79 100.0%	0.51
P-1	4 33.3%	1 8.3%	1 8.3%	2 16.7%	4 33.3%	12 100.0%	-0.08
Aut	3 18.8%	4 25.0%	1 6.3%	5 31.3%	3 18.8%	16 100.0%	-0.06
Both	2 28.6%	1 14.3%	0 0.0%	2 28.6%	2 28.6%	7 100.0%	-0.14
Ex	23 39.7%	15 25.9%	5 8.6%	10 17.2%	5 8.6%	58 100.0%	0.71

38 I am notified promptly by staff when my child is experiencing difficulties in school (social, academic, or behavioral).

All

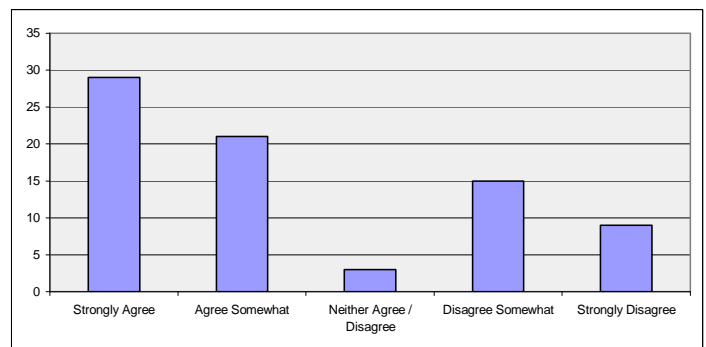


39 To the best of my knowledge, over the last two years the school has provided my child with all the special education services and hours of service documented in my child's IEP.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	29 37.7%	21 27.3%	3 3.9%	15 19.5%	9 11.7%	77 100.0%	0.60
P-1	0 0.0%	6 50.0%	1 8.3%	3 25.0%	2 16.7%	12 100.0%	-0.08
Aut	5 29.4%	3 17.6%	1 5.9%	3 17.6%	5 29.4%	17 100.0%	0.00
Both	0 0.0%	2 28.6%	1 14.3%	2 28.6%	2 28.6%	7 100.0%	-0.57
Ex	24 43.6%	14 25.5%	2 3.6%	11 20.0%	4 7.3%	55 100.0%	0.78

39 To the best of my knowledge, over the last two years the school has provided my child with all the special education services and hours of service documented in my child's IEP.

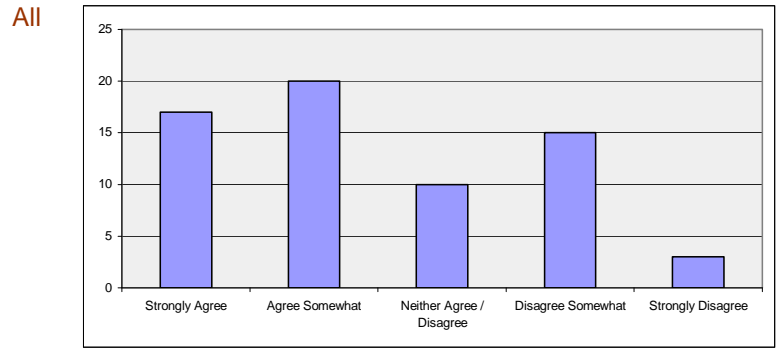
All



40 Staff ensure that skills taught to my child in pullout sessions are effectively generalized to the regular education classroom.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	17 26.2%	20 30.8%	10 15.4%	15 23.1%	3 4.6%	65 100.0%	0.51
P-1	1 9.1%	2 18.2%	2 18.2%	6 54.5%	0 0.0%	11 100.0%	-0.18
Aut	1 7.1%	2 14.3%	3 21.4%	7 50.0%	1 7.1%	14 100.0%	-0.36
Both	0 0.0%	1 16.7%	1 16.7%	4 66.7%	0 0.0%	6 100.0%	-0.50
Ex	15 32.6%	17 37.0%	6 13.0%	6 13.0%	2 4.3%	46 100.0%	0.80

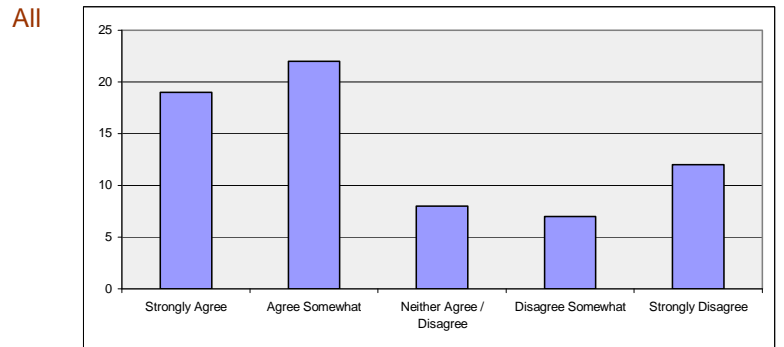
40 Staff ensure that skills taught to my child in pullout sessions are effectively generalized to the regular education classroom.



41 I am informed of and understand the in-class and pullout interventions my child receives on a daily basis (from the classroom assistant, speech/language specialist, occupational therapist, recess monitor, etc.).

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	19 27.9%	22 32.4%	8 11.8%	7 10.3%	12 17.6%	68 100.0%	0.43
P-1	1 9.1%	2 18.2%	1 9.1%	2 18.2%	5 45.5%	11 100.0%	-0.73
Aut	2 13.3%	3 20.0%	2 13.3%	1 6.7%	7 46.7%	15 100.0%	-0.53
Both	0 0.0%	2 33.3%	0 0.0%	0 0.0%	4 66.7%	6 100.0%	-1.00
Ex	16 33.3%	19 39.6%	5 10.4%	4 8.3%	4 8.3%	48 100.0%	0.81

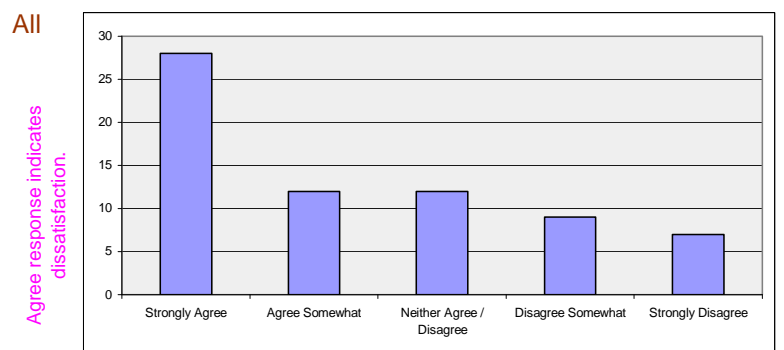
41 I am informed of and understand the in-class and pullout interventions my child receives on a daily basis (from the classroom assistant, speech/language specialist, occupational therapist, recess monitor, etc.).



42 I believe that current class sizes negatively impact my child's ability to make effective progress in the general education classroom/curriculum without additional supports.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	28 41.2%	12 17.6%	12 17.6%	9 13.2%	7 10.3%	68 100.0%	0.66
P-1	4 36.4%	2 18.2%	2 18.2%	1 9.1%	2 18.2%	11 100.0%	0.45
Aut	6 40.0%	4 26.7%	2 13.3%	1 6.7%	2 13.3%	15 100.0%	0.73
Both	2 33.3%	2 33.3%	0 0.0%	0 0.0%	2 33.3%	6 100.0%	0.33
Ex	20 41.7%	8 16.7%	8 16.7%	7 14.6%	5 10.4%	48 100.0%	0.65

42 I believe that current class sizes negatively impact my child's ability to make effective progress in the general education classroom/curriculum without additional supports.

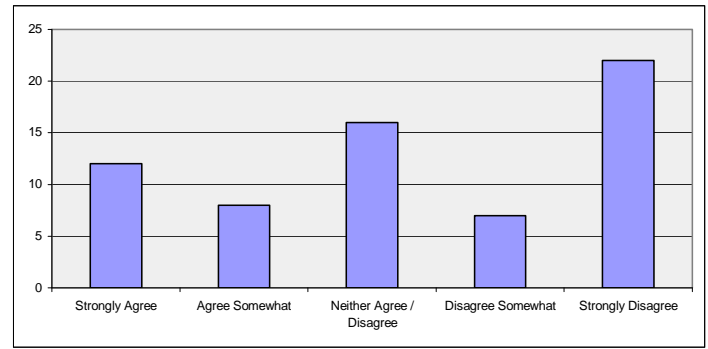


43 The school ensures that after-school and extracurricular activities are accessible to students with disabilities.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	12 18.5%	8 12.3%	16 24.6%	7 10.8%	22 33.8%	65 100.0%	-0.29
P-1	0 0.0%	0 0.0%	4 44.4%	2 22.2%	3 33.3%	9 100.0%	-0.89
Aut	2 13.3%	0 0.0%	3 20.0%	4 26.7%	6 40.0%	15 100.0%	-0.80
Both	0 0.0%	0 0.0%	2 40.0%	1 20.0%	2 40.0%	5 100.0%	-1.00
Ex	10 21.7%	8 17.4%	11 23.9%	2 4.3%	15 32.6%	46 100.0%	-0.09

43 The school ensures that after-school and extracurricular activities are accessible to students with disabilities.

All

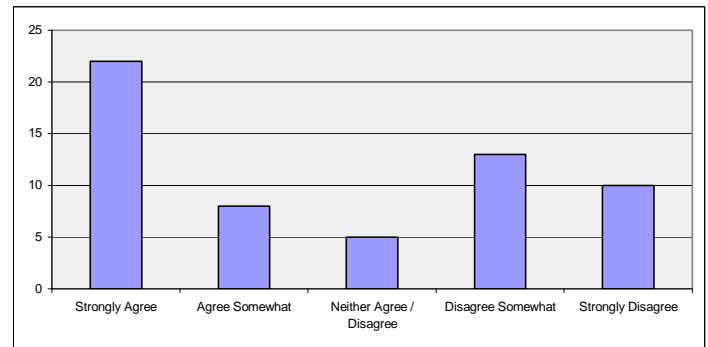


44 If my child is at risk of regression over the summer due to his/her disability, my child was offered appropriate extended year programming. (Respond N/A if your child is not at risk of regression over the summer.)

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	22 37.9%	8 13.8%	5 8.6%	13 22.4%	10 17.2%	58 100.0%	0.33
P-1	2 15.4%	0 0.0%	1 7.7%	5 38.5%	5 38.5%	13 100.0%	-0.85
Aut	2 12.5%	2 12.5%	2 12.5%	5 31.3%	5 31.3%	16 100.0%	-0.56
Both	1 14.3%	0 0.0%	0 0.0%	3 42.9%	3 42.9%	7 100.0%	-1.00
Ex	19 52.8%	6 16.7%	2 5.6%	6 16.7%	3 8.3%	36 100.0%	0.89

44 If my child is at risk of regression over the summer due to his/her disability, my child was offered appropriate extended year programming. (Respond N/A if your child is not at risk of regression over the summer.)

All

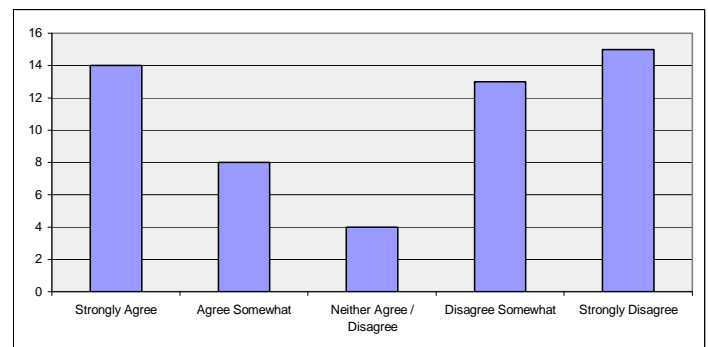


45 I am satisfied with the summer/extended year programming my child receives from the school district.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	14 25.9%	8 14.8%	4 7.4%	13 24.1%	15 27.8%	54 100.0%	-0.13
P-1	2 15.4%	0 0.0%	1 7.7%	6 46.2%	4 30.8%	13 100.0%	-0.77
Aut	2 14.3%	1 7.1%	0 0.0%	5 35.7%	6 42.9%	14 100.0%	-0.86
Both	1 14.3%	0 0.0%	0 0.0%	3 42.9%	3 42.9%	7 100.0%	-1.00
Ex	11 32.4%	7 20.6%	3 8.8%	5 14.7%	8 23.5%	34 100.0%	0.24

45 I am satisfied with the summer/extended year programming my child receives from the school district.

All

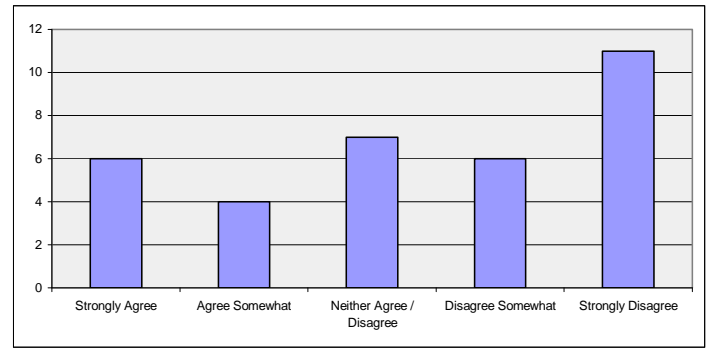


46 I am satisfied with the before and after school programs available that support my child's special needs.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	6 17.6%	4 11.8%	7 20.6%	6 17.6%	11 32.4%	34 100.0%	-0.35
P-1	1 50.0%	0 0.0%	0 0.0%	1 50.0%	0 0.0%	2 100.0%	0.50
Aut	2 33.3%	1 16.7%	1 16.7%	0 0.0%	2 33.3%	6 100.0%	0.17
Both	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%	2.00
Ex	4 14.8%	3 11.1%	6 22.2%	5 18.5%	9 33.3%	27 100.0%	-0.44

46 I am satisfied with the before and after school programs available that support my child's special needs.

All

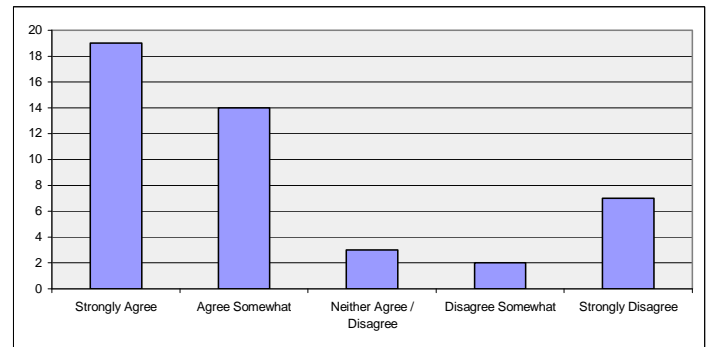


47 When my child has behavior concerns, the school looks for positive ways for my child to be successful in his or her classroom. (Respond N/A if your child does not have behavior issues at school.)

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	19 42.2%	14 31.1%	3 6.7%	2 4.4%	7 15.6%	45 100.0%	0.80
P-1	2 28.6%	2 28.6%	1 14.3%	0 0.0%	2 28.6%	7 100.0%	0.29
Aut	3 27.3%	5 45.5%	0 0.0%	0 0.0%	3 27.3%	11 100.0%	0.45
Both	1 20.0%	2 40.0%	0 0.0%	0 0.0%	2 40.0%	5 100.0%	0.00
Ex	15 46.9%	9 28.1%	2 6.3%	2 6.3%	4 12.5%	32 100.0%	0.91

47 When my child has behavior concerns, the school looks for positive ways for my child to be successful in his or her classroom. (Respond N/A if your child does not have behavior issues at school.)

All

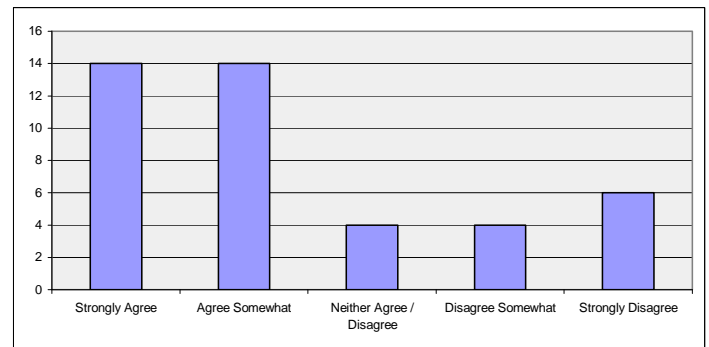


48 When my child has behavior concerns, the school considers whether or not the behavior was a manifestation of his/her disability before determining the appropriate course of action. (Respond N/A if your child does not have behavior issues at school.)

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	14 33.3%	14 33.3%	4 9.5%	4 9.5%	6 14.3%	42 100.0%	0.62
P-1	2 28.6%	1 14.3%	1 14.3%	2 28.6%	1 14.3%	7 100.0%	0.14
Aut	4 36.4%	2 18.2%	1 9.1%	2 18.2%	2 18.2%	11 100.0%	0.36
Both	1 20.0%	1 20.0%	0 0.0%	2 40.0%	1 20.0%	5 100.0%	-0.20
Ex	9 31.0%	12 41.4%	2 6.9%	2 6.9%	4 13.8%	29 100.0%	0.69

48 When my child has behavior concerns, the school considers whether or not the behavior was a manifestation of his/her disability before determining the appropriate course of action. (Respond N/A if your child does not have behavior issues at school.)

All



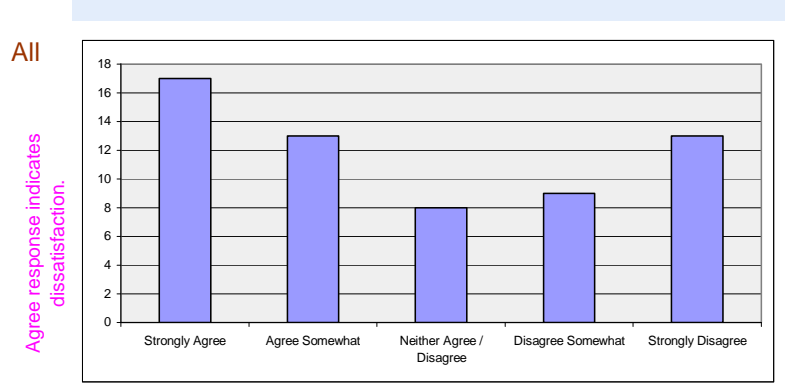
49 If your child was eligible to receive special education services at the beginning of the 2007-2008 school year (i.e., the Team completed the special education eligibility flowchart), when did your child actually begin to receive the special education services identified in his/her IEP (including specials like Speech/Language, physical or occupational therapy)?

	1st week of school	2nd week of school	3rd week of school	More than 3 weeks after school started	Don't know when special ed. services began	Total Replies	
All	40	12	5	6	11	74	
	54.1%	16.2%	6.8%	8.1%	14.9%	100.0%	
P-1	4	0	0	1	4	9	
	44.4%	0.0%	0.0%	11.1%	44.4%	100.0%	
Aut	7	2	2	2	4	17	
	41.2%	11.8%	11.8%	11.8%	23.5%	100.0%	
Both	3	0	0	1	3	7	
	42.9%	0.0%	0.0%	14.3%	42.9%	100.0%	
Ex	32	10	3	4	6	55	1.05
	58.2%	18.2%	5.5%	7.3%	10.9%	100.0%	

50 My child has experienced bullying on the school campus, on the bus, during school field trips/activities, or via the internet by classmates.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	17	13	8	9	13	60	0.20
	28.3%	21.7%	13.3%	15.0%	21.7%	100.0%	
P-1	1	0	2	1	3	7	-0.71
	14.3%	0.0%	28.6%	14.3%	42.9%	100.0%	
Aut	3	2	1	2	3	11	0.00
	27.3%	18.2%	9.1%	18.2%	27.3%	100.0%	
Both	0	0	1	0	2	3	-1.33
	0.0%	0.0%	33.3%	0.0%	66.7%	100.0%	
Ex	13	11	6	6	9	45	0.29
	28.9%	24.4%	13.3%	13.3%	20.0%	100.0%	

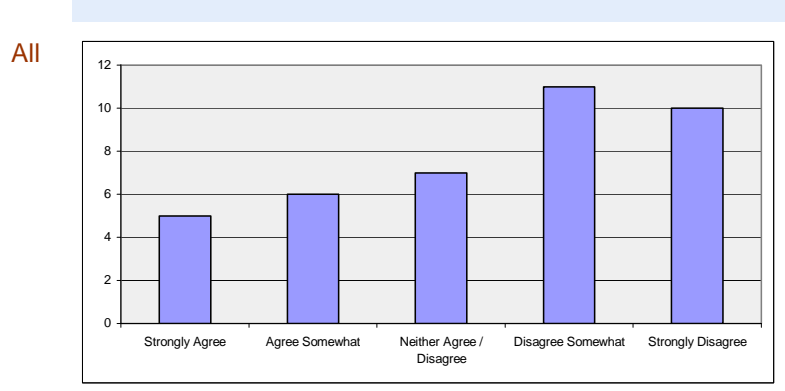
50 My child has experienced bullying on the school campus, on the bus, during school field trips/activities, or via the internet by classmates.



51 Any bullying my child has experienced at school or on the bus has been addressed promptly and effectively.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	5	6	7	11	10	39	-0.38
	12.8%	15.4%	17.9%	28.2%	25.6%	100.0%	
P-1	0	0	1	0	1	2	-1.00
	0.0%	0.0%	50.0%	0.0%	50.0%	100.0%	
Aut	0	0	0	4	1	5	-1.20
	0.0%	0.0%	0.0%	80.0%	20.0%	100.0%	
Both	0	0	0	0	0	0	0.00
	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	
Ex	5	6	6	7	8	32	-0.22
	15.6%	18.8%	18.8%	21.9%	25.0%	100.0%	

51 Any bullying my child has experienced at school or on the bus has been addressed promptly and effectively.

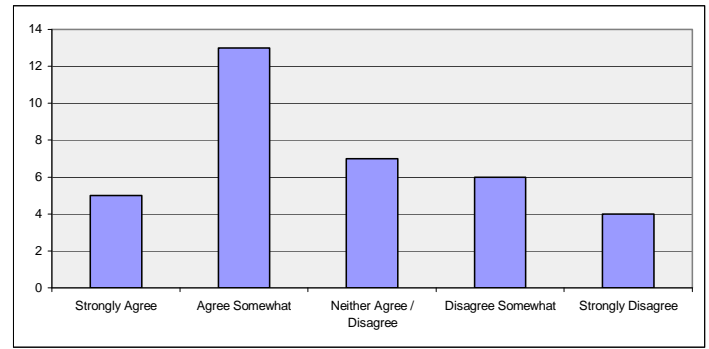


52 My child's disability has been taken into consideration when investigating/responding to bullying incidents.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	5 14.3%	13 37.1%	7 20.0%	6 17.1%	4 11.4%	35 100.0%	0.26
P-1	0 0.0%	0 0.0%	1 50.0%	0 0.0%	1 50.0%	2 100.0%	-1.00
Aut	0 0.0%	3 60.0%	1 20.0%	1 20.0%	0 0.0%	5 100.0%	0.40
Both	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 100.0%	0.00
Ex	5 17.9%	10 35.7%	5 17.9%	5 17.9%	3 10.7%	28 100.0%	0.32

52 My child's disability has been taken into consideration when investigating/responding to bullying incidents.

All

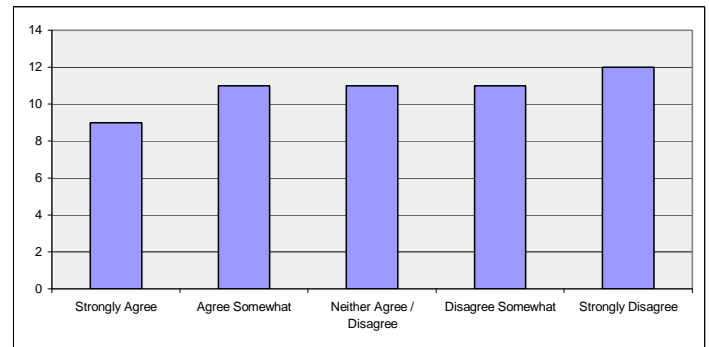


53 The school has taught my child how to respond appropriately to bullying at school and to whom he/she should report bullying incidents.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	9 16.7%	11 20.4%	11 20.4%	11 20.4%	12 22.2%	54 100.0%	-0.11
P-1	0 0.0%	0 0.0%	2 66.7%	0 0.0%	1 33.3%	3 100.0%	-0.67
Aut	1 11.1%	3 33.3%	2 22.2%	1 11.1%	2 22.2%	9 100.0%	0.00
Both	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 100.0%	0.00
Ex	8 19.0%	8 19.0%	7 16.7%	10 23.8%	9 21.4%	42 100.0%	-0.10

53 The school has taught my child how to respond appropriately to bullying at school and to whom he/she should report bullying incidents.

All

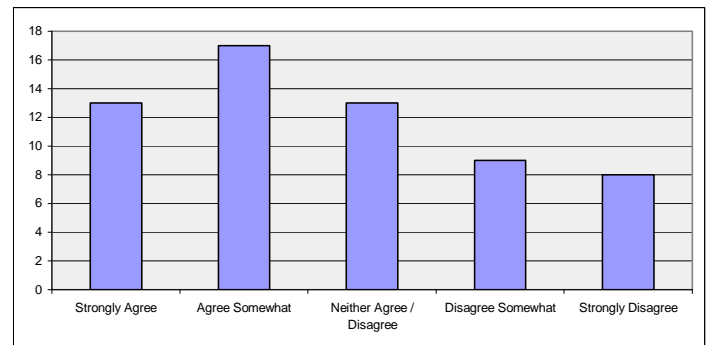


54 My child feels safe from bullying at school and supported by the adults in his/her school environment (including lunch, hall and recess monitors).

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	13 21.7%	17 28.3%	13 21.7%	9 15.0%	8 13.3%	60 100.0%	0.30
P-1	0 0.0%	0 0.0%	3 75.0%	0 0.0%	1 25.0%	4 100.0%	-0.50
Aut	1 11.1%	3 33.3%	1 11.1%	3 33.3%	1 11.1%	9 100.0%	0.00
Both	0 0.0%	0 0.0%	1 100.0%	0 0.0%	0 0.0%	1 100.0%	0.00
Ex	12 25.0%	14 29.2%	10 20.8%	6 12.5%	6 12.5%	48 100.0%	0.42

54 My child feels safe from bullying at school and supported by the adults in his/her school environment (including lunch, hall and recess monitors).

All



55

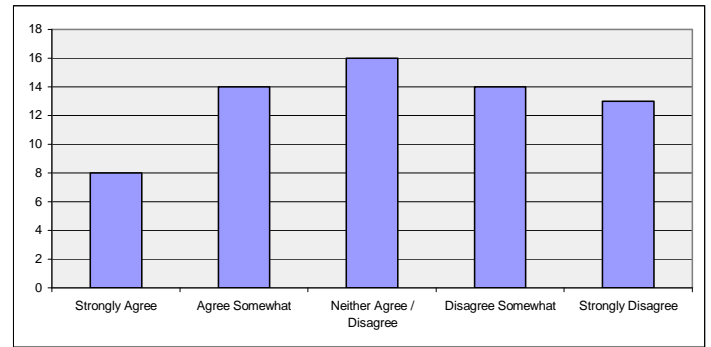
My school has an effective bullying program in place with a clear reporting structure and consequences that have been shared with all families.

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	8 12.3%	14 21.5%	16 24.6%	14 21.5%	13 20.0%	65 100.0%	-0.15
P-1	0 0.0%	0 0.0%	1 16.7%	2 33.3%	3 50.0%	6 100.0%	-1.33
Aut	1 9.1%	4 36.4%	1 9.1%	0 0.0%	5 45.5%	11 100.0%	-0.36
Both	0 0.0%	0 0.0%	1 50.0%	0 0.0%	1 50.0%	2 100.0%	-1.00
Ex	7 14.0%	10 20.0%	15 30.0%	12 24.0%	6 12.0%	50 100.0%	0.00

55

My school has an effective bullying program in place with a clear reporting structure and consequences that have been shared with all families.

All



56

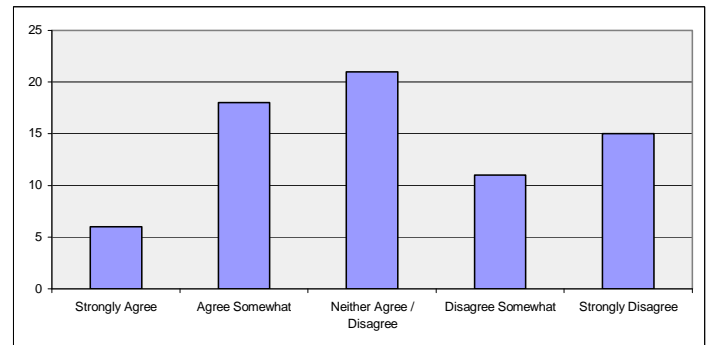
Our school district recognizes that bullying is a community wide concern and has district wide programs in place to ensure consistency in approach across all school environments..

	Strongly Agree	Agree Somewhat	Neither Agree / Disagree	Disagree Somewhat	Strongly Disagree	Total Replies	Average (SA=+2, SD=-2)
All	6 8.5%	18 25.4%	21 29.6%	11 15.5%	15 21.1%	71 100.0%	-0.15
P-1	0 0.0%	0 0.0%	3 37.5%	2 25.0%	3 37.5%	8 100.0%	-1.00
Aut	1 7.7%	2 15.4%	4 30.8%	1 7.7%	5 38.5%	13 100.0%	-0.54
Both	0 0.0%	0 0.0%	3 75.0%	0 0.0%	1 25.0%	4 100.0%	-0.50
Ex	5 9.3%	16 29.6%	17 31.5%	8 14.8%	8 14.8%	54 100.0%	0.04

56

Our school district recognizes that bullying is a community wide concern and has district wide programs in place to ensure consistency in approach across all school environments..

All



How many school age children do you have?

	Number of Response(s)	Response Ratio
One	20	21.2%
Two	31	32.9%
Three	17	18.0%
Four	3	3.1%
More than four	0	0.0%
No Responses	23	24.4%
Total	94	100%

How many of your children receive special education services?

	Number of Response(s)	Response Ratio
One	57	60.6%
Two	12	12.7%
Three	1	1.0%
More than three	0	0.0%
No Responses	24	25.5%
Total	94	100%

What is the gender of your child receiving special education services?

is the count of respondents	Male	Female	
All	56	22	78
	71.8%	28.2%	

What is your special needs child's grade level?

is the count of respondents	Preschool	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7 or 8	Grade 9 - 12	
All	8	2	4	2	6	8	8	5	16	19	78
	10.3%	2.6%	5.1%	2.6%	7.7%	10.3%	10.3%	6.4%	20.5%	24.4%	100.0%
P-1	8	2	4	0	0	0	0	0	0	0	14
	57.1%	14.3%	28.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Aut	4	2	1	0	2	2	0	1	4	1	17
	23.5%	11.8%	5.9%	0.0%	11.8%	11.8%	0.0%	5.9%	23.5%	5.9%	100.0%
Both	4	2	1	0	0	0	0	0	0	0	7
	57.1%	28.6%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Net	0	0	0	2	4	6	8	4	12	18	54
	0.0%	0.0%	0.0%	3.7%	7.4%	11.1%	14.8%	7.4%	22.2%	33.3%	100.0%

What school does your special needs child attend?

is the count of respondents	Int. Preschool	Conant	Douglas	Gates	McCarthy	Merriam	R.J. Grey	ABRHS	Out of district	Other	
All	7	10	3	5	3	8	11	14	14	1	76
	9.2%	13.2%	3.9%	6.6%	3.9%	10.5%	14.5%	18.4%	18.4%	1.3%	100.0%
P-1	7	4	0	0	0	1	0	0	1	1	14
	50.0%	28.6%	0.0%	0.0%	0.0%	7.1%	0.0%	0.0%	7.1%	7.1%	100.0%
Aut	4	6	0	0	1	0	1	0	5	0	17
	23.5%	35.3%	0.0%	0.0%	5.9%	0.0%	5.9%	0.0%	29.4%	0.0%	100.0%
Both	4	2	0	0	0	0	0	0	1	0	7
	57.1%	28.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	14.3%	0.0%	100.0%
Net	0	2	3	5	2	7	10	14	9	0	52
	0.0%	3.8%	5.8%	9.6%	3.8%	13.5%	19.2%	26.9%	17.3%	0.0%	100.0%

What is your child's primary disability?

is the count of respondents	Autism	Devel Delay (3-9)	Intellectual	Sensory	Neurological	Emotional	Communication	Physical	Specific Learning Disability	
All	17	6	1	2	9	9	9	2	20	75
	22.7%	8.0%	1.3%	2.7%	12.0%	12.0%	12.0%	2.7%	26.7%	100.0%
P-1	7	1	0	1	0	0	2	1	1	13
	53.8%	7.7%	0.0%	7.7%	0.0%	0.0%	15.4%	7.7%	7.7%	100.0%
Aut	17	0	0	0	0	0	0	0	0	17
	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Both	7	0	0	0	0	0	0	0	0	7
	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Net	0	5	1	1	9	9	7	1	19	52
	0.0%	9.6%	1.9%	1.9%	17.3%	17.3%	13.5%	1.9%	36.5%	100.0%

What is your child's placement (as indicated on his/her IEP)?

is the count of respondents	Full Inclusion	Partial Inclusion	Substantially Separate Classroom	Separate Day School	Residential	Other
All	42	19	5	8	1	3
	55%	24%	8%	11%	0%	3%

Exhibit 5 - Summary of Answers to Open Response Questions

Question 1: What aspects of special education do you think the district does well?

1. By far the most common response to this question was hiring quality, caring and committed teachers and staff – both regular and special education
2. Providing educational speakers and workshops for parents
3. Serving students with specific learning disabilities well

Question 2: What aspects of special education do you think the district needs to work on?

1. By far the most common response to this question was improving communication with parents
2. Improving the IEP process, including creating timely IEPs, providing the services called for in IEPs, and measuring progress towards IEP goals
3. Providing accessible after school/extra curricular programs and quality summer programming
4. Respecting parents as equal Team members
5. Improving special education training for staff
6. Reducing bullying incidents, improving bullying prevention programs and monitoring bullying of special needs students

Question 3: What projects/tasks would you like to see the SpEd PAC focus on during the next year?

1. Providing special education training for all teachers and staff, particularly regular education/classroom teachers
2. Creating guidelines for district accountability that identify procedures, recourse and strategies for resolving issues when timelines and legal standards are not met. Holding the district and staff accountable when parents are not respected as equal Team members and/or other legal standards are not met.
3. Improving summer programming and helping set up more extra curricular and community based activities for special needs children in and out of district

Question 4: What speakers/topics/workshops would you like to see the SpEd PAC sponsor during the next year?

1. Social skills development
2. Autism related topics
3. Creating a comprehensive IEP and writing measurable goals
4. Teen related topics such as dealing with the argumentative teen and homework or sharing the latest research and treatments for anxiety/depression