



# Annual Update & 2015 Parent/Guardian Survey Findings

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*SPRING 2016 PRESENTATION TO THE ABRSC*

# District Partnership

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- Followed up on team action plan from Federation for Children with Special Needs (FCSN) Advancing Parent Professional Leadership in Education (APPLE) Institute
  - met with Student Services and leader from Mass PAC
  - monthly meetings with Director of Special Education
- Published population trends update
- Conducted MCAS analysis
- Met all district special educators K-12
- Participated on search committees for leadership positions
- Followed and provided feedback on FY17 budget priorities
- Provided feedback on Pathways proposal
- Aided with preparation for Coordinated Program Review



# Parent Support & Education

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- Cohosted Basic Rights workshop with Student Services and Maynard and Sudbury SEPACs
- Sponsored seminar on handling disagreements in special education
- Held monthly Parenting Support hour
- Revitalized Parent-to-Parent list serve
- Started Facebook page to advertise events and share information
- Fielded dozens of parent information and support requests
- Attended regional workshops and state-level conferences to bring resources back to the district, including:
  - Sarah Ward on Executive Functioning
  - Asperger/Autism Network Annual Connections Conference
  - Arc of Massachusetts Transition Conference
  - FCSN Annual Visions of Community Conference
  - FCSN Parent Consultant Training Institute in June

# Increased Outreach

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- Attended back to school nights to raise organization awareness
- Participation in joint PTO/PTSO/PTF meetings
- Monthly parent support group meetings
- Changed to mobile-friendly newsletter format
- Facebook page to share news, events, and resources in addition to mailing list (> 1000 subscribers)
- Forging new partnerships with community agencies and organizations
- Attended regional Mass PAC meeting to share resources and ideas to further engagement
- Conducted special education parent/guardian survey and published executive summary of findings

*ABRSD has one of the more active PACs in the state with monthly meeting attendance of 12-20 parents/guardians.*

# 2015 Parent/Guardian Survey

## Key Findings

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Dated collected May 4<sup>th</sup> through July 12<sup>th</sup>

112 parents representing 144 students responded to the survey

Findings represent over 14% of special education students at the time of the survey (979)

Increase over 11% represented in 2011 survey findings

**Most families are satisfied with the services their students are receiving.**

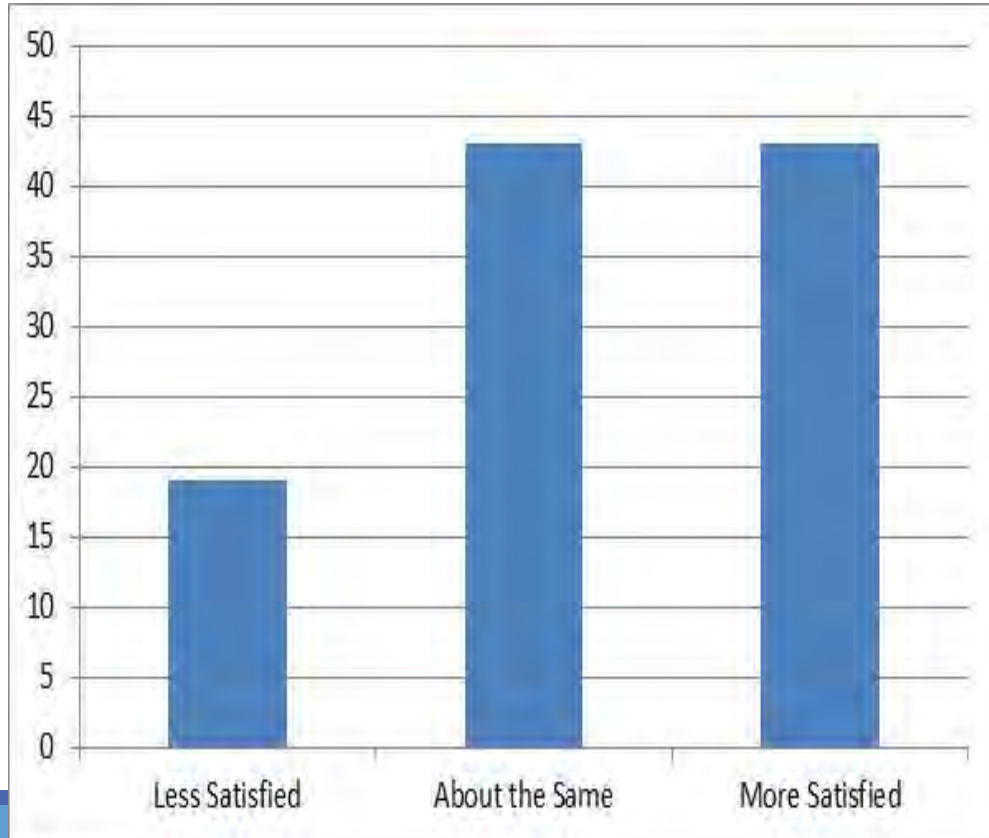
Three key findings involving

- 1) Extended School Year and Before- and After-School Programming
- 2) Home-School Communications
- 3) Out of District Parent Concerns\*

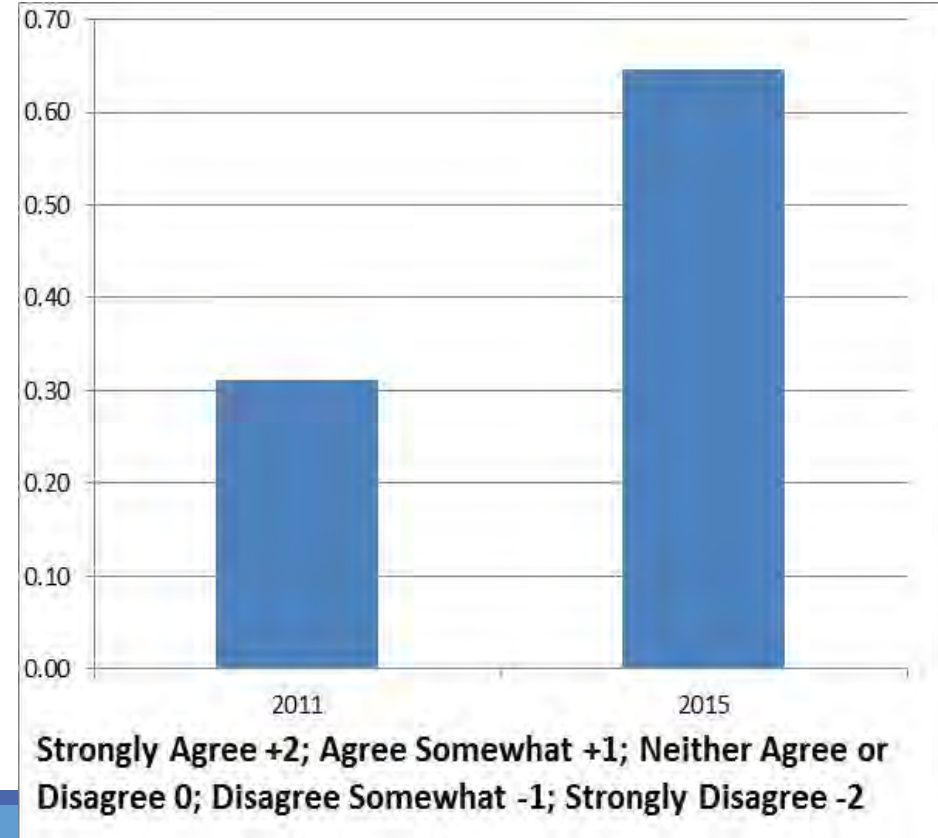
\*16% response rate in 2015 of those who identified as OOD parents/guardians

# Parents are More Positive

ARE YOU MORE OR LESS SATISFIED THIS YEAR THAN LAST YEAR?

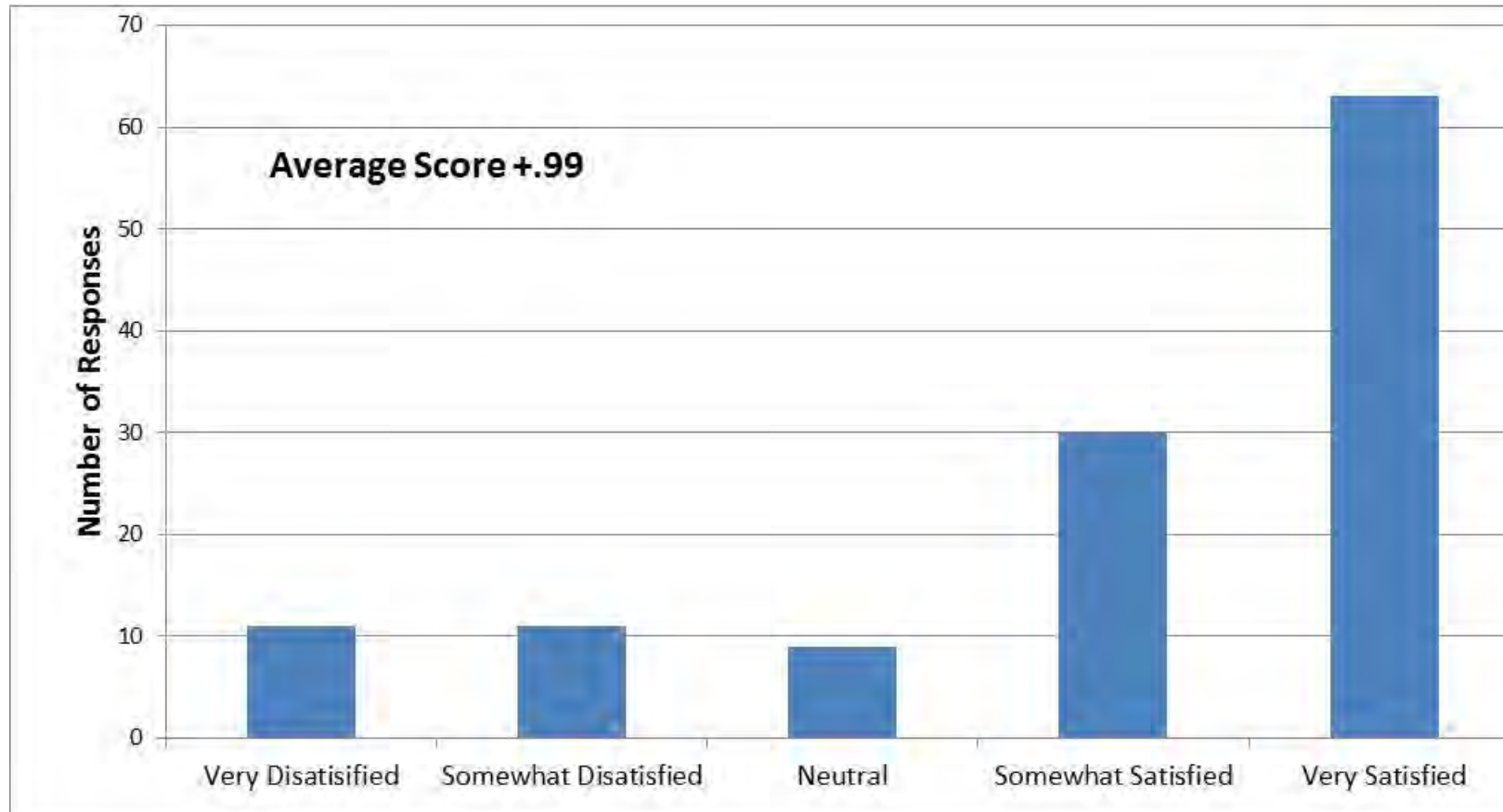


AVERAGE SCORE TO 38 QUESTIONS IN COMMON WITH 2011 SURVEY



# On Average Parents are Satisfied

Q13: How satisfied are you with the special education services your child is receiving?



# Extended School Year, Before- & After-School Programs Less Positive

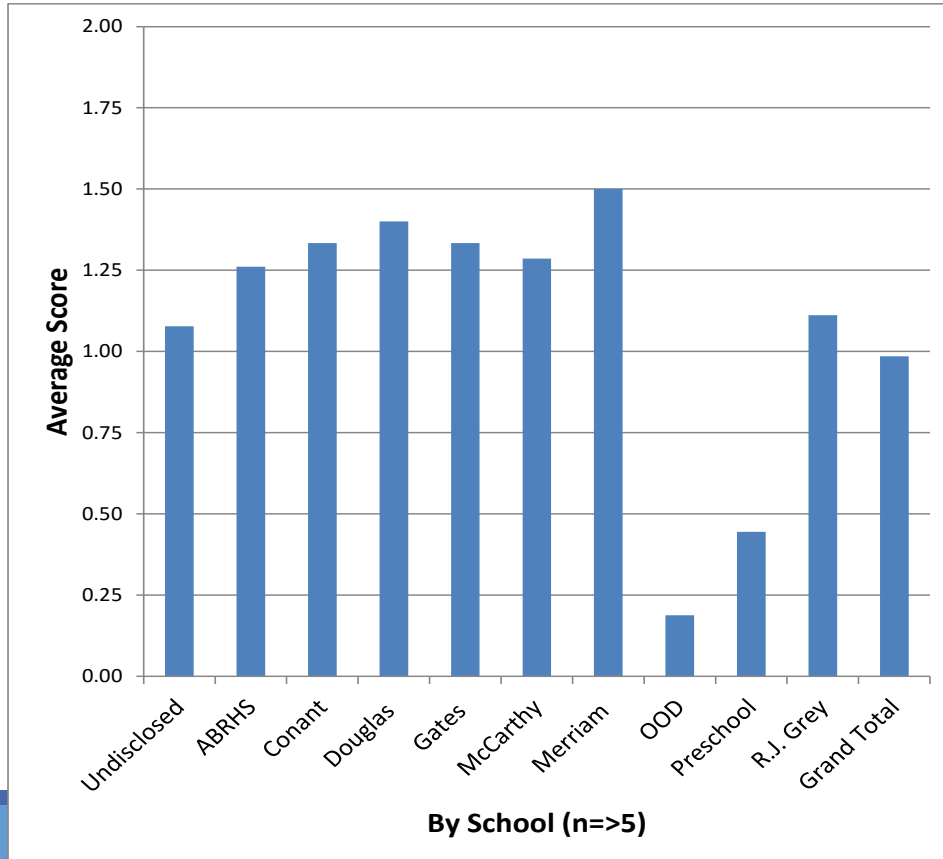
- Parents agree less often on these questions than others
- Improvement since 2011 is evident but not as strong as other survey topics
- Parents are less certain the district reaches all children at risk of regression (Q36)
- Reduced response rate on these questions (<50%)

#	<u>Likert Scale Questions</u>	<u>Average Score</u>			<u>Total Replies</u>	
		<u>2015</u>	<u>2011</u>	<u>Change</u>	<u>2015</u>	<u>2011</u>
35	Community Education ensures that before/after-school programs, school vacation and summer programs are accessible to students with disabilities by providing needed supports.	0.29	-0.04	0.33	55	50
37	I am satisfied with the summer/extended year programming my child receives from the school district. (Respond N/A if your child does not receive summer services.)	0.31	0.07	0.24	54	42
34	The school ensures that after-school and extracurricular activities are accessible to students with disabilities by providing needed supports.	0.05	-0.11	0.16	65	65
36	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.)	0.43	0.88	-0.45	67	51
<b>All questions common in both surveys</b>		<b>0.65</b>	<b>0.31</b>	<b>0.34</b>		

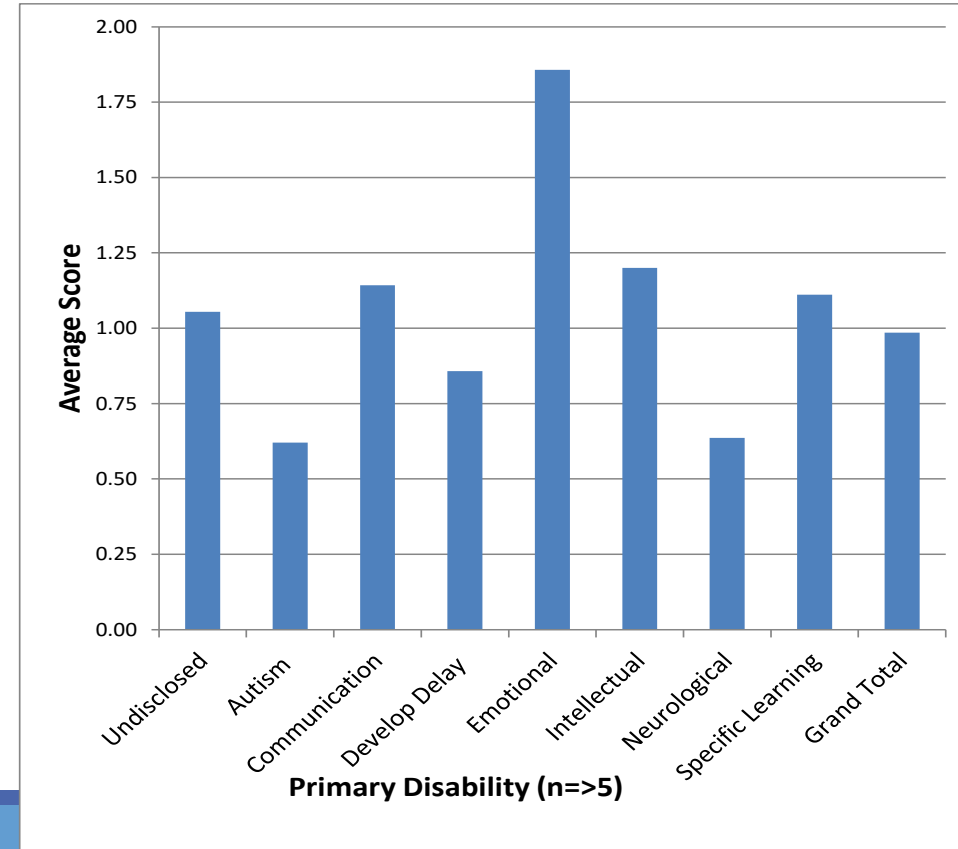


# Q2: “Speak freely without negative consequences for me or my child”

OOD AND PRESCHOOL FAMILIES  
BELOW AVERAGE (N=16, 9)

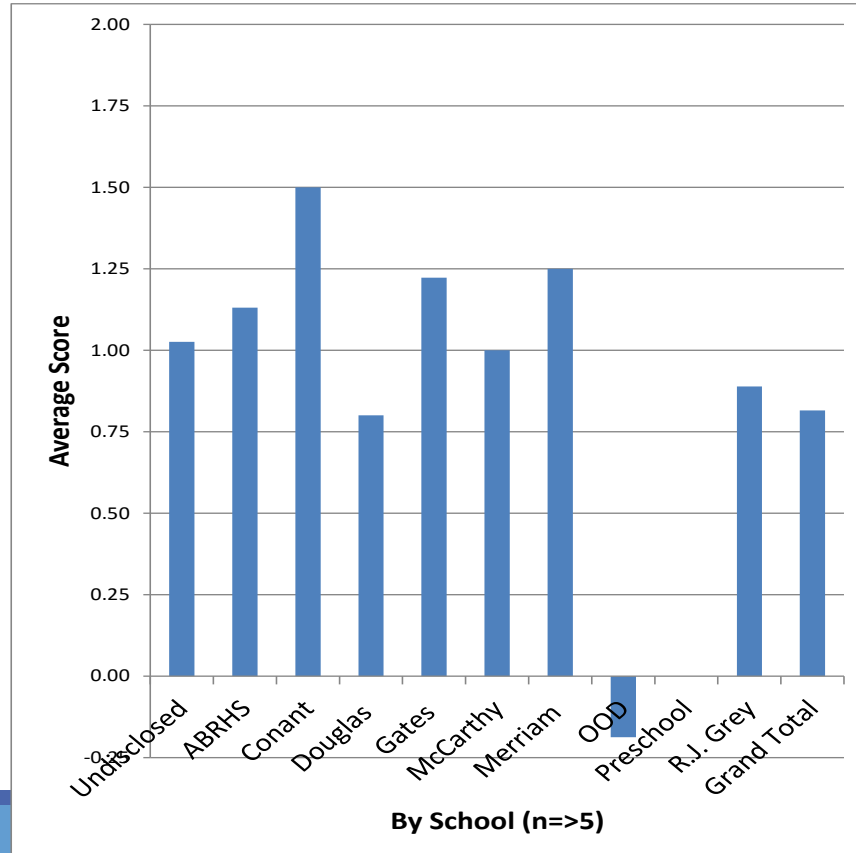


AUTISM FAMILIES  
LEAST CONFIDENT (N=29)

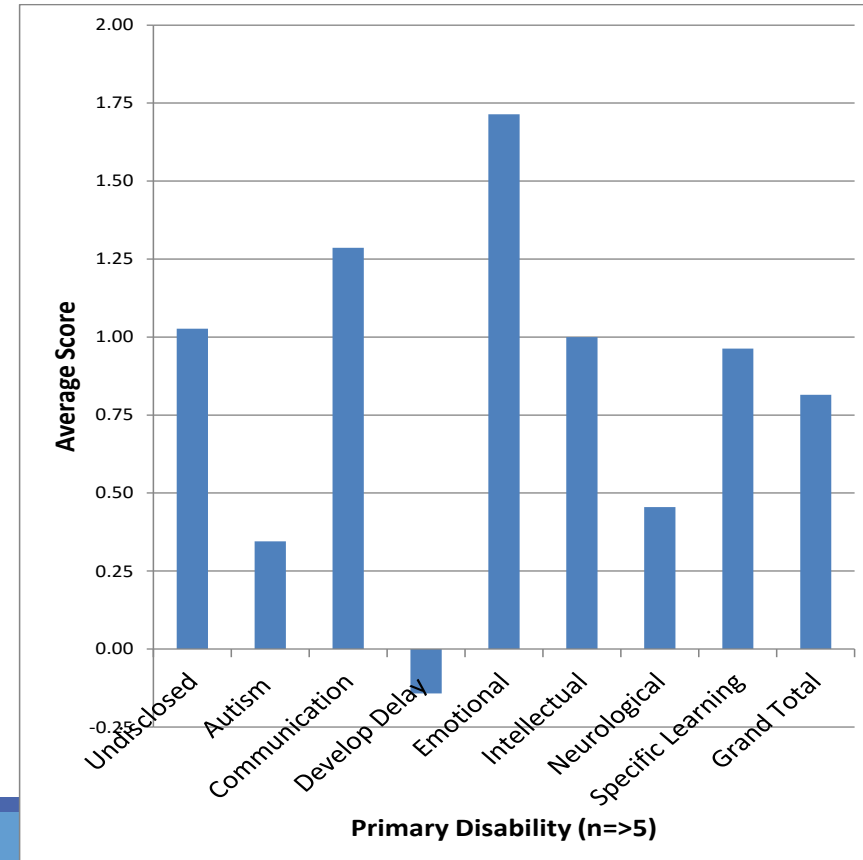


# Q3: “Communications to parents are open, honest and transparent”

OOD AND PRESCHOOL FAMILIES  
DISAGREE (N=16,9)



DEVELOPMENTAL DELAY FAMILIES  
DISAGREE (N=7)



# Out of District Respondents Less Satisfied

#	<u>Likert Scale Questions</u>	<u>Average Score</u>			<u>Respondents (n)</u>	
		OOD	All Others	Diff.	OOD	All Others
22	Based on my experiences the special education administration responds quickly and effectively to solve problems.	-0.35	1.08	-1.43	17	94
27	District staff and administrators responded to my concerns (whether communicated by phone, email or meeting) in a timely (within 1-2 days) and professional manner.	-0.18	1.12	-1.29	17	79
9	The school district routinely provides me with a complete IEP or IEP Amendment within 5-10 days after my child's Team meeting.	0.00	1.28	-1.28	17	106
10	The IEP Summary/Meeting Notes I receive at the end of the Team meeting and the full IEP I receive later include all of the recommendations and agreements made by parents and school staff at the Team meeting.	0.12	1.37	-1.25	17	84
26	If I requested an observation of my child's current or proposed program or services (either for myself or an outside specialist), the district scheduled the observation in a timely fashion and allowed a sufficient duration of time to fully evaluate the program.	-0.40	0.75	-1.15	5	22
3	I feel that communications from special education administrators to parents are open, honest and transparent.	-0.19	0.95	-1.14	16	118
35	Community Education ensures that before/after-school programs, school vacation and summer programs are accessible to students with disabilities by providing needed supports.	-0.60	0.49	-1.09	10	45

# Some Proposed Goals & Priorities for 2016-2017

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- Build relationships and partnerships with new Student Services leadership
- Continue to follow through with second year of APPLE plan implementation
- Offer several joint workshops or seminars with the district beyond Basic Rights
- Update *Special Education Parent Handbook* to reflect regionalization and new programs
- Seek to improve communication at the preschool level
- Work with OOD families and Student Services to explore issues found via survey
- Examine extended school year, before- and after-school programs to provide feedback
- Promote stronger academic progress and improved and transparent measures of growth beyond SGP
- Pursue IEP/504 sign off policy given 8% of parents surveyed report staff not aware child was on an IEP/504 in the previous year

*With thanks to Mary Emmons and Bonnie Bisbicos for their service and partnership  
and the ABRSC for its time and consideration.*