Annual Update & 2015 Parent/Guardian Survey Findings
District Partnership

- 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

- 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

- 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

Dated collected May 4th through July 12th
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?**

- Less Satisfied
- About the Same
- More Satisfied

**Average score to 38 questions in common with 2011 survey**

- Strongly Agree +2; Agree Somewhat +1; Neither Agree or Disagree 0; Disagree Somewhat -1; Strongly Disagree -2
On Average Parents are Satisfied

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

Average Score +.99
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%)

<table>
<thead>
<tr>
<th>#</th>
<th>Likert Scale Questions</th>
<th>Average Score</th>
<th>Total Replies</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>Community Education ensures that before/after-school programs, school vacation and summer programs are accessible to students with disabilities by providing needed supports.</td>
<td>0.29 0.29 0.33</td>
<td>55 50</td>
</tr>
<tr>
<td>37</td>
<td>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.)</td>
<td>0.31 0.31 0.24</td>
<td>54 42</td>
</tr>
<tr>
<td>34</td>
<td>The school ensures that after-school and extracurricular activities are accessible to students with disabilities by providing needed supports.</td>
<td>0.05 0.05 0.16</td>
<td>65 65</td>
</tr>
<tr>
<td>36</td>
<td>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.)</td>
<td>0.43 0.43 0.43</td>
<td>67 51</td>
</tr>
</tbody>
</table>

All questions common in both surveys 0.65 0.31 0.34
Q2: “Speak freely without negative consequences for me or my child”
Q3: “Communications to parents are open, honest and transparent”
## Out of District Respondents Less Satisfied

<table>
<thead>
<tr>
<th>#</th>
<th>Likert Scale Questions</th>
<th>Average Score</th>
<th>Respondents (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Based on my experiences the special education administration responds quickly and effectively to solve problems.</td>
<td>OOD: -0.35</td>
<td>OOD: 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All: 1.08</td>
<td>Others: 94</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diff.: -1.43</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>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.</td>
<td>OOD: -0.18</td>
<td>OOD: 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All: 1.12</td>
<td>Others: 79</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diff.: -1.29</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The school district routinely provides me with a complete IEP or IEP Amendment within 5-10 days after my child's Team meeting.</td>
<td>OOD: 0.00</td>
<td>OOD: 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All: 1.28</td>
<td>Others: 106</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diff.: -1.28</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>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.</td>
<td>OOD: 0.12</td>
<td>OOD: 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All: 1.37</td>
<td>Others: 84</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diff.: -1.25</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>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.</td>
<td>OOD: -0.40</td>
<td>OOD: 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All: 0.75</td>
<td>Others: 22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diff.: -1.15</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I feel that communications from special education administrators to parents are open, honest and transparent.</td>
<td>OOD: -0.19</td>
<td>OOD: 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All: 0.95</td>
<td>Others: 118</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diff.: -1.14</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Community Education ensures that before/after-school programs, school vacation and summer programs are accessible to students with disabilities by providing needed supports.</td>
<td>OOD: -0.60</td>
<td>OOD: 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All: 0.49</td>
<td>Others: 45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diff.: -1.09</td>
<td></td>
</tr>
</tbody>
</table>
Some Proposed Goals & Priorities for 2016-2017

- 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.*