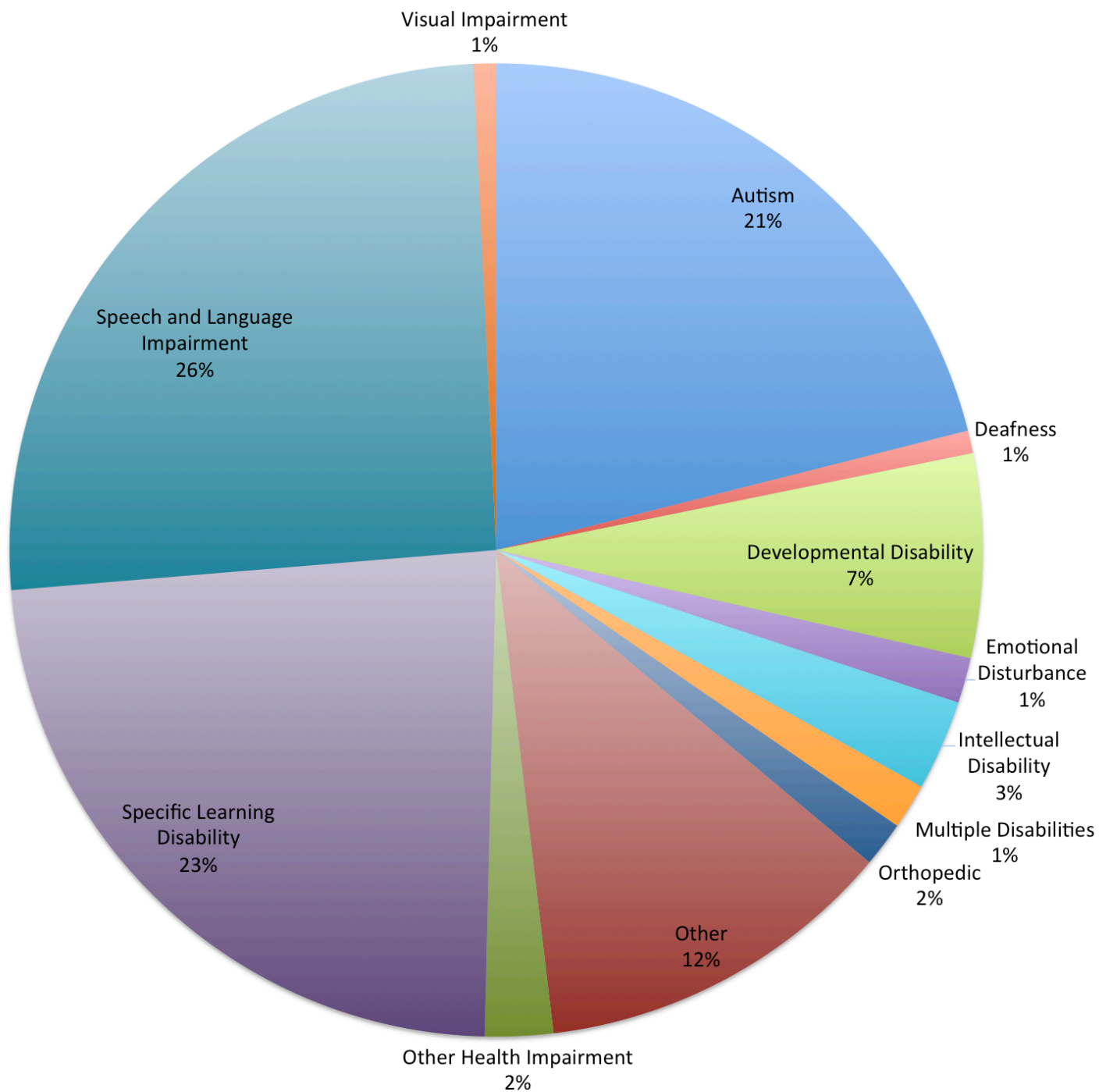
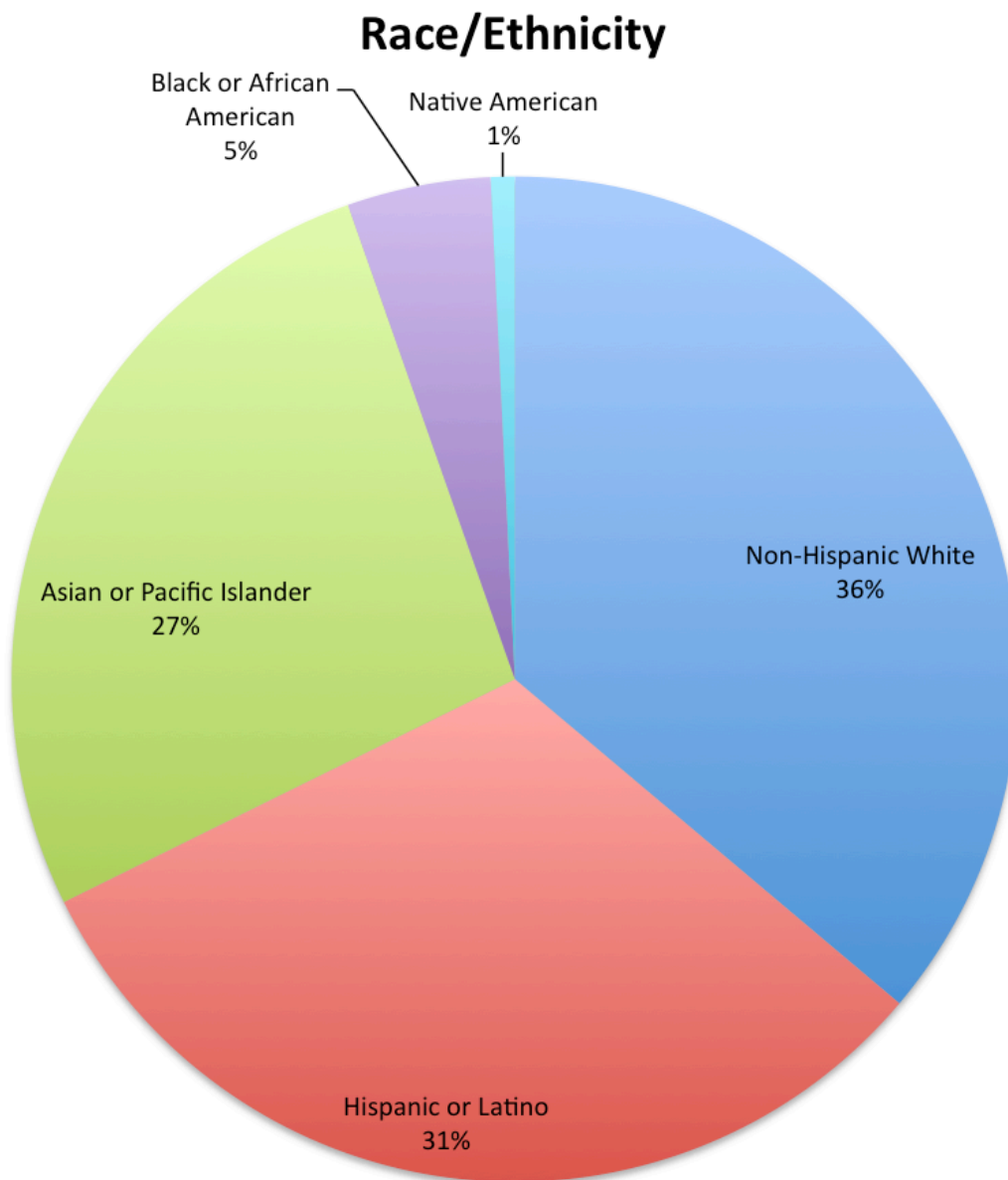
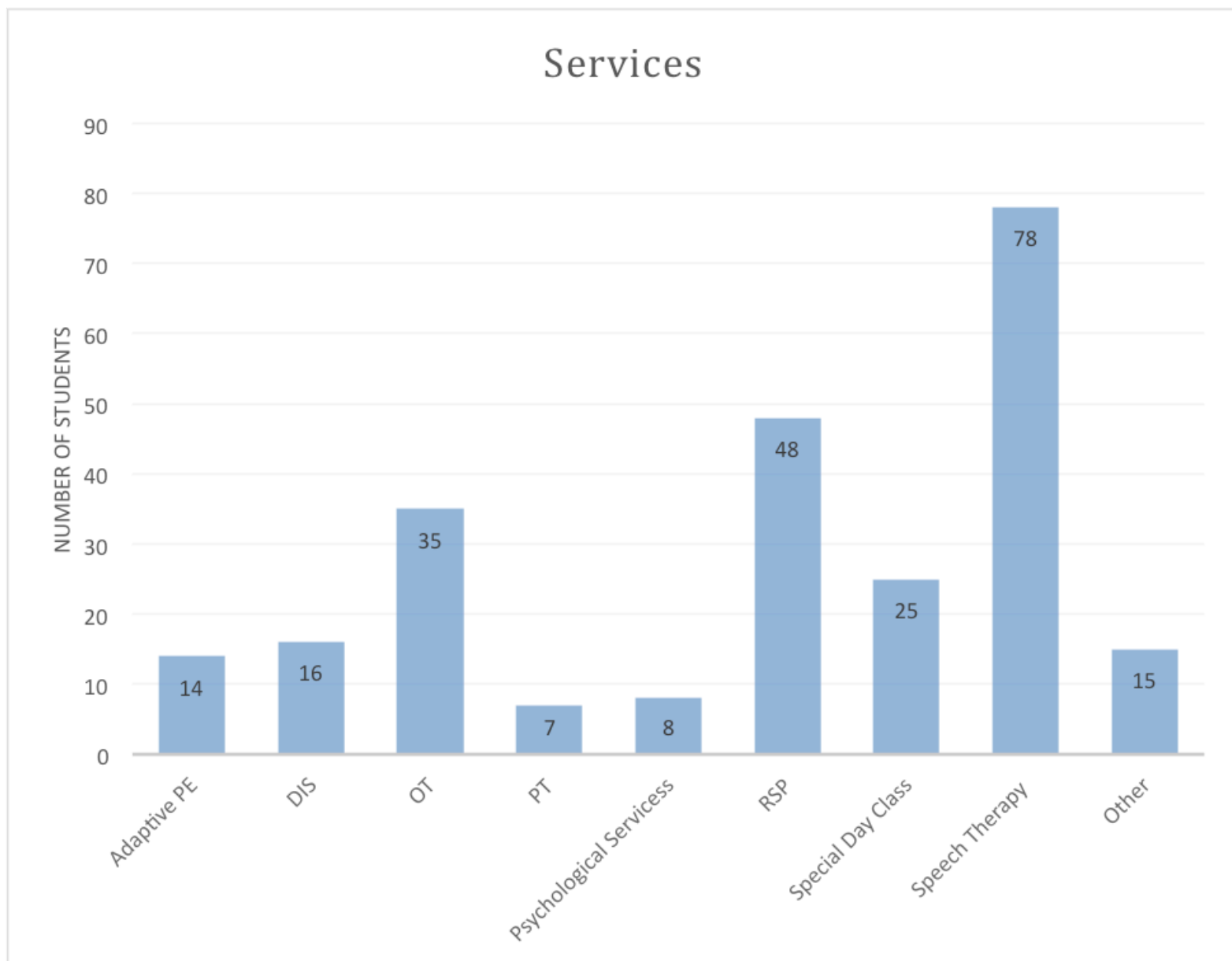


Primary disability



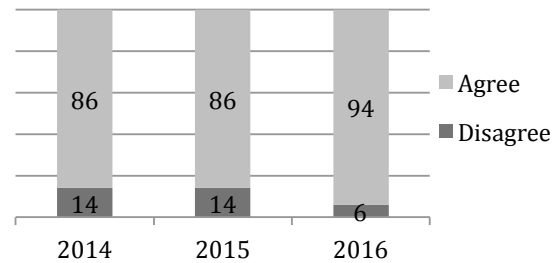




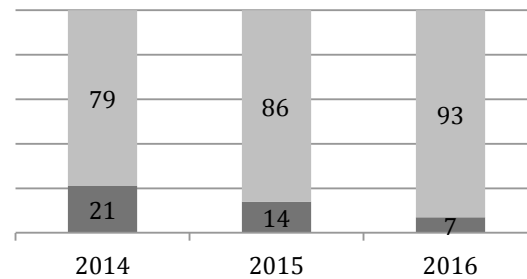
South Pasadena Council PTA Special Needs Committee
Special Education Survey 2016
Appendix B: Comparison of Average Survey Responses, 2014–2016

Q7. Given the constraints of the school day, my child's IEP was scheduled at a satisfactory time to me.

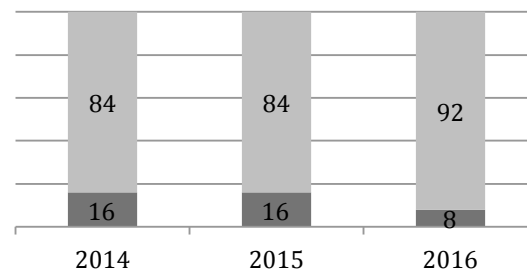
IEP Meetings were scheduled at a time and place that were convenient for me (2014–15)



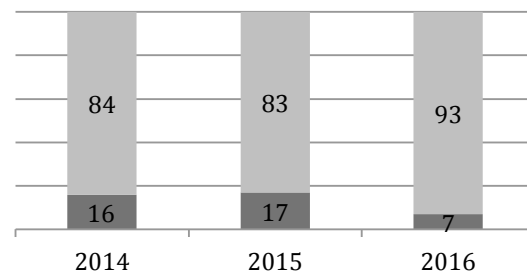
Q8. Upon request, I was given any reports and/or evaluations associated with my child prior to the IEP meeting.
Upon request, I was given all reports and evaluations related to my child prior to the IEP meeting (2014–15)



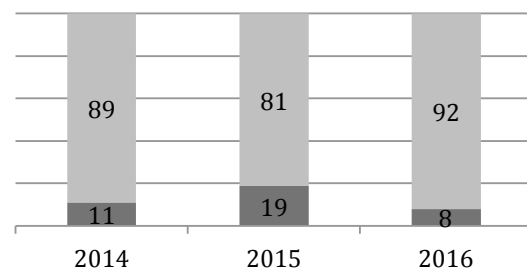
Q9. My views about placement were given appropriate consideration by the IEP team.



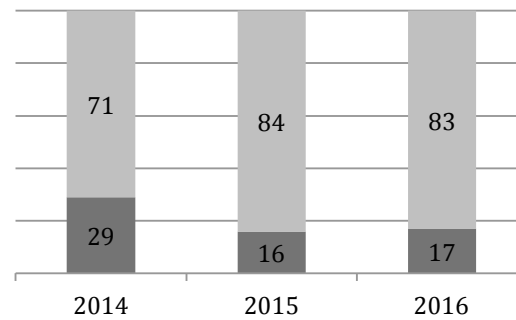
Q10. I feel that the IEP team's decision regarding placement and services was appropriate.
The IEP team's decision regarding placement and services was appropriate (2014)



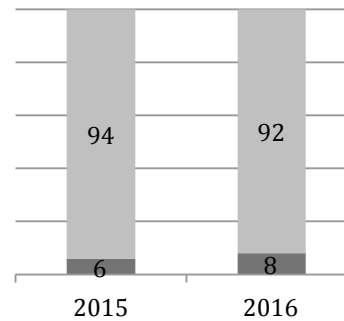
Q11. My child is getting the amount and type of services that are listed in his or her IEP.



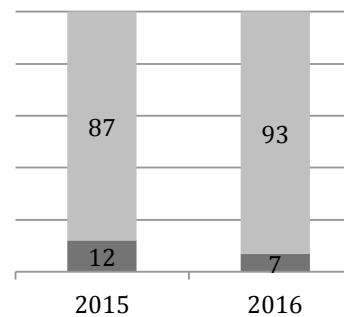
Q12. I receive reports on my child's progress towards meeting his/her IEP goals as specified in his/her IEP.
My child's school gives me enough information to know whether or not my child is making adequate progress towards his or her IEP goals (2014)



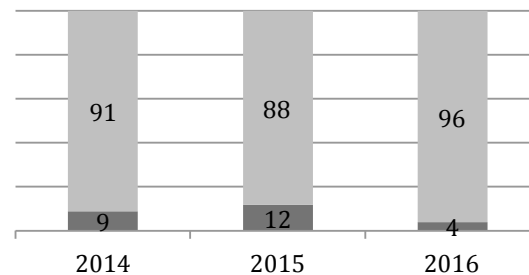
Q13. I understand the progress reports on my child's IEP goals



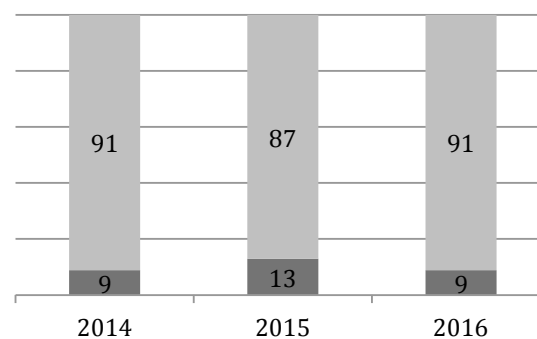
Q14. If requested, I received evidence of my child's progress toward his/her IEP goals.



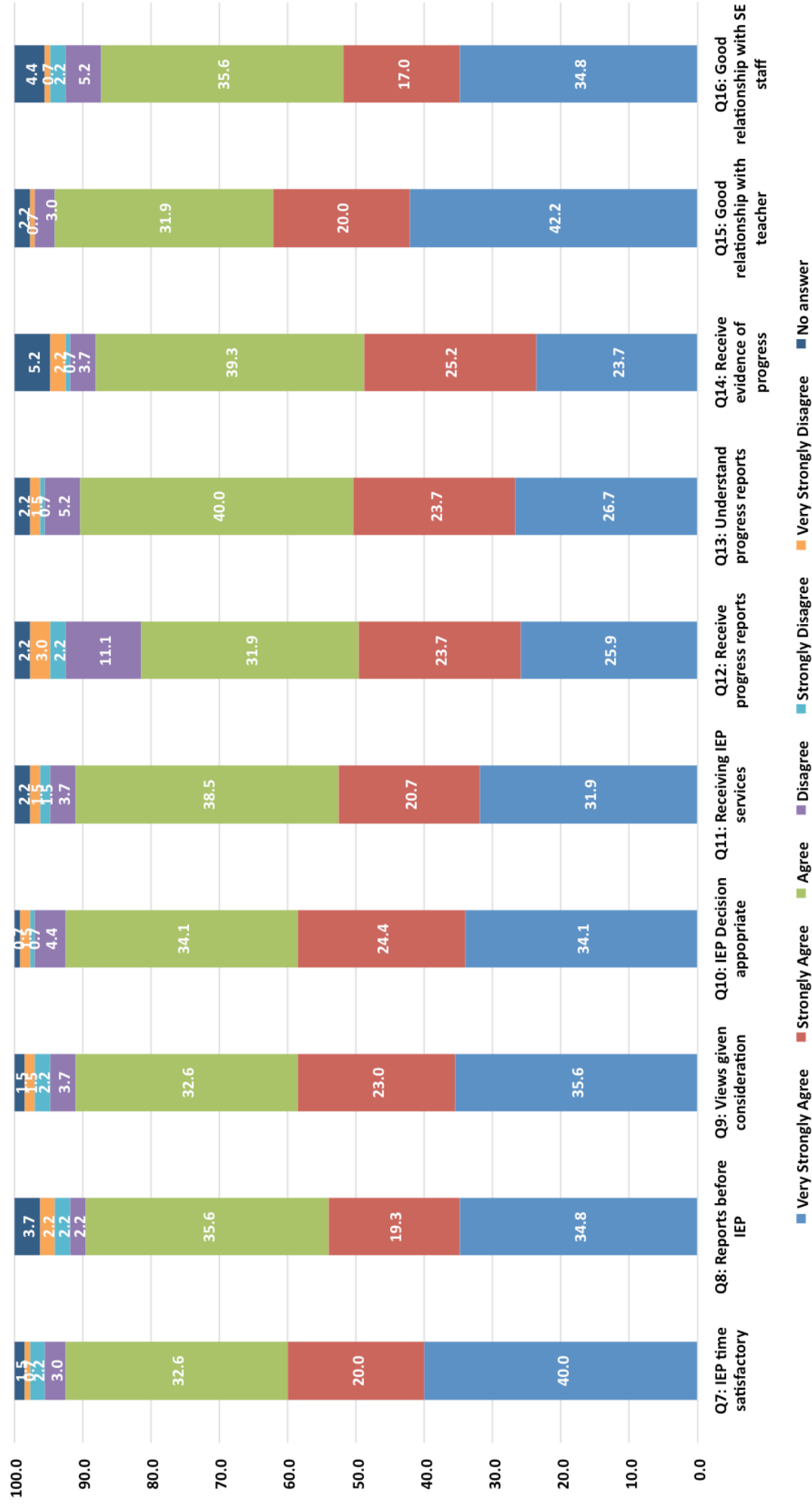
Q15. I have a good working relationship with my child's teacher.

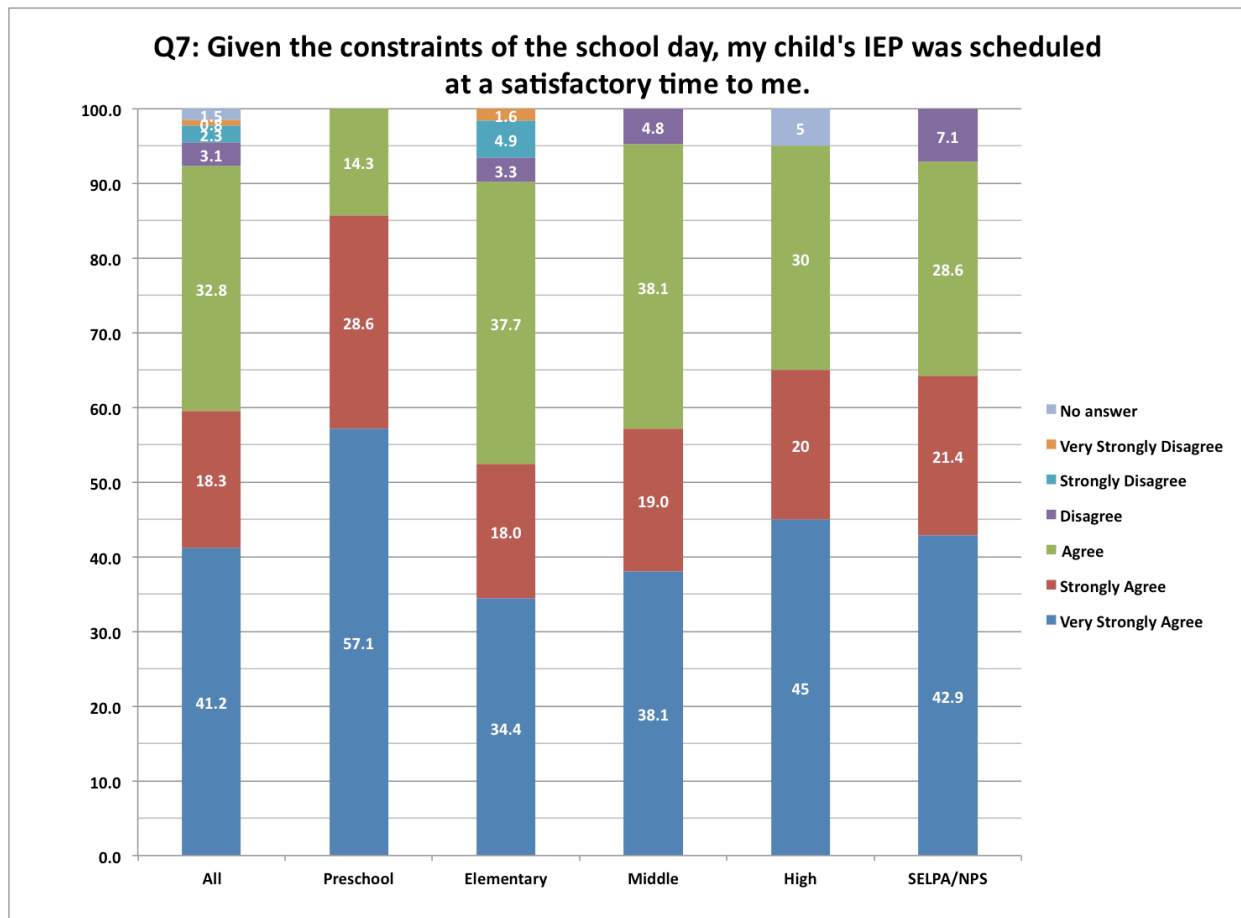
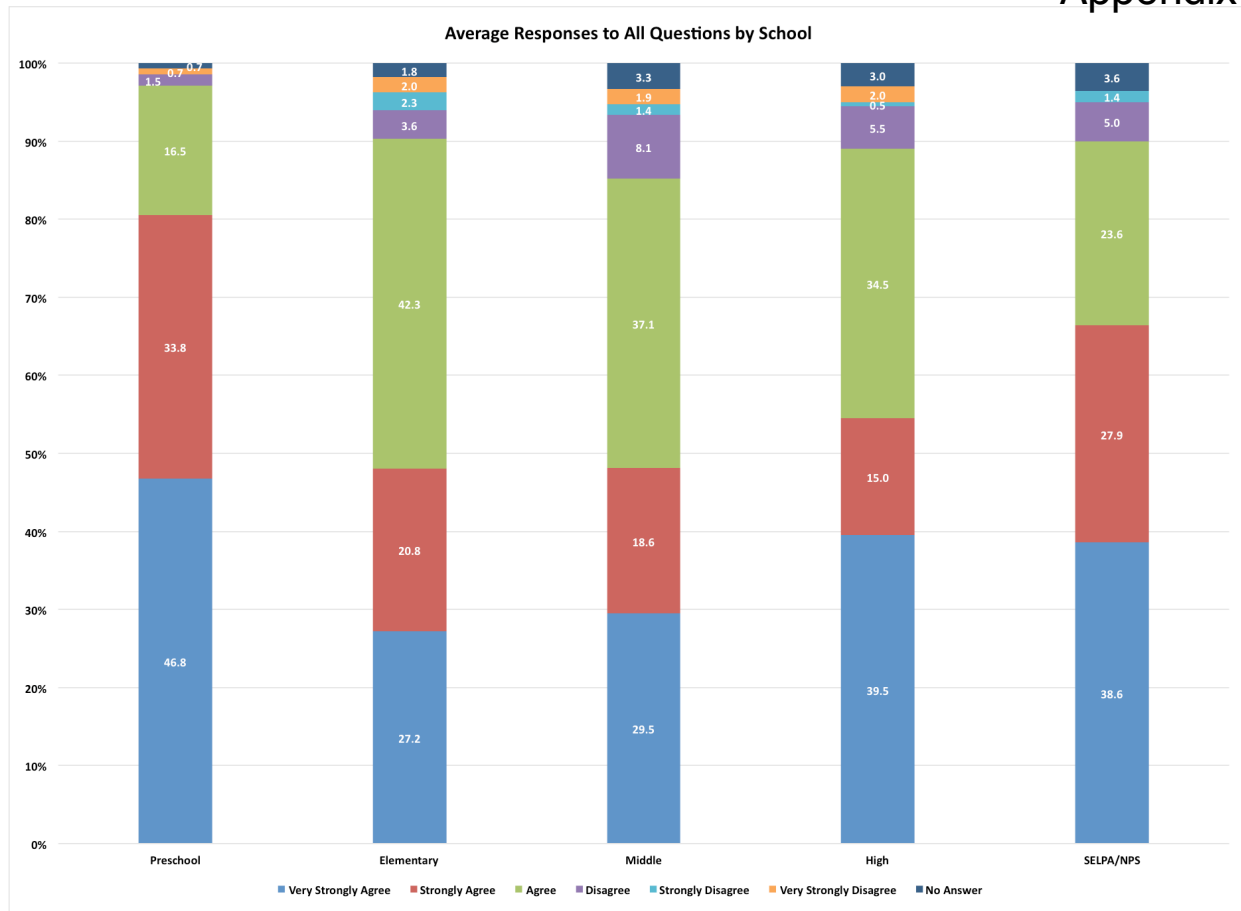


Q16. I have a good working relationship with other special education staff

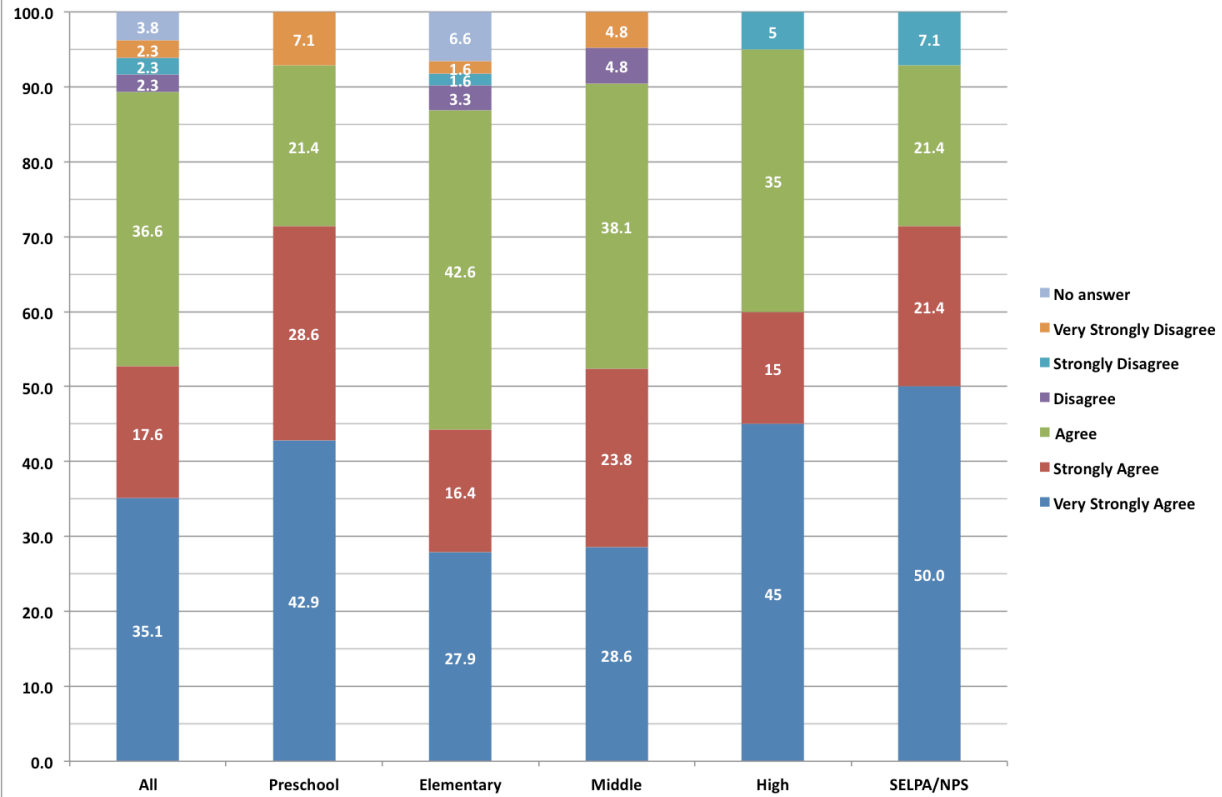


Average Rating for All Questions

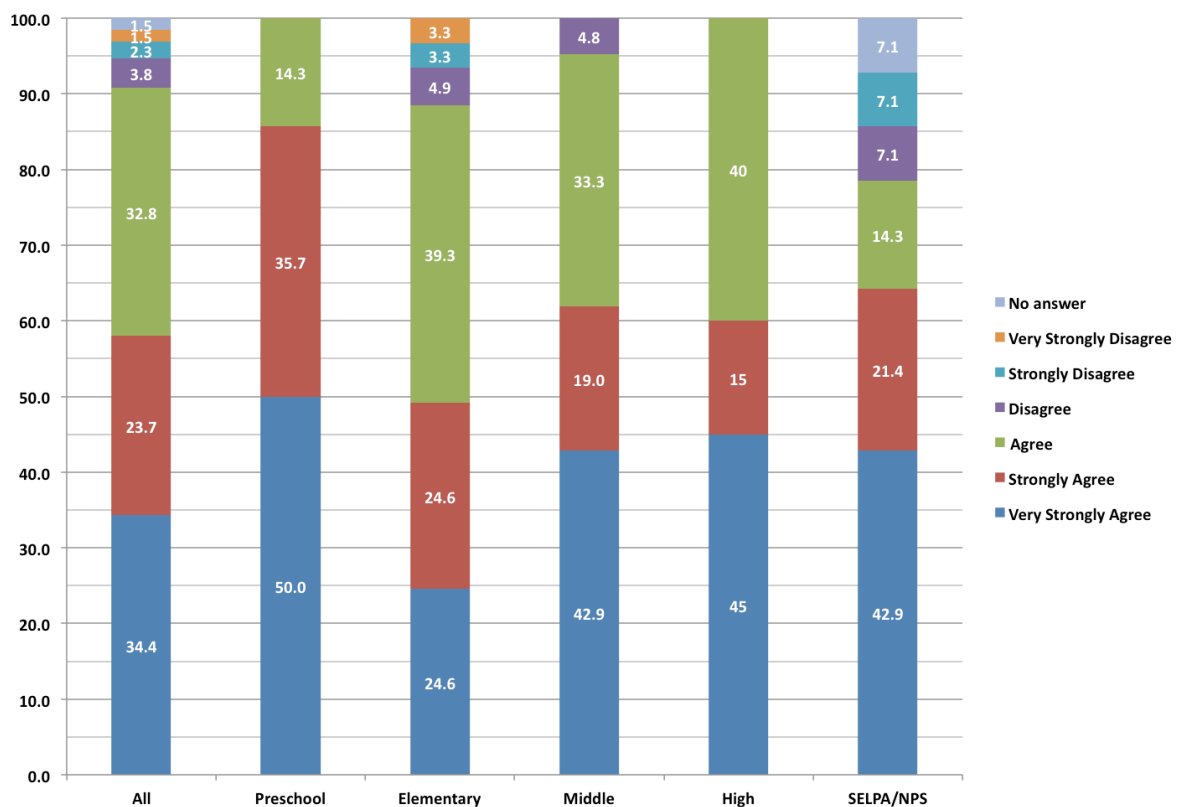




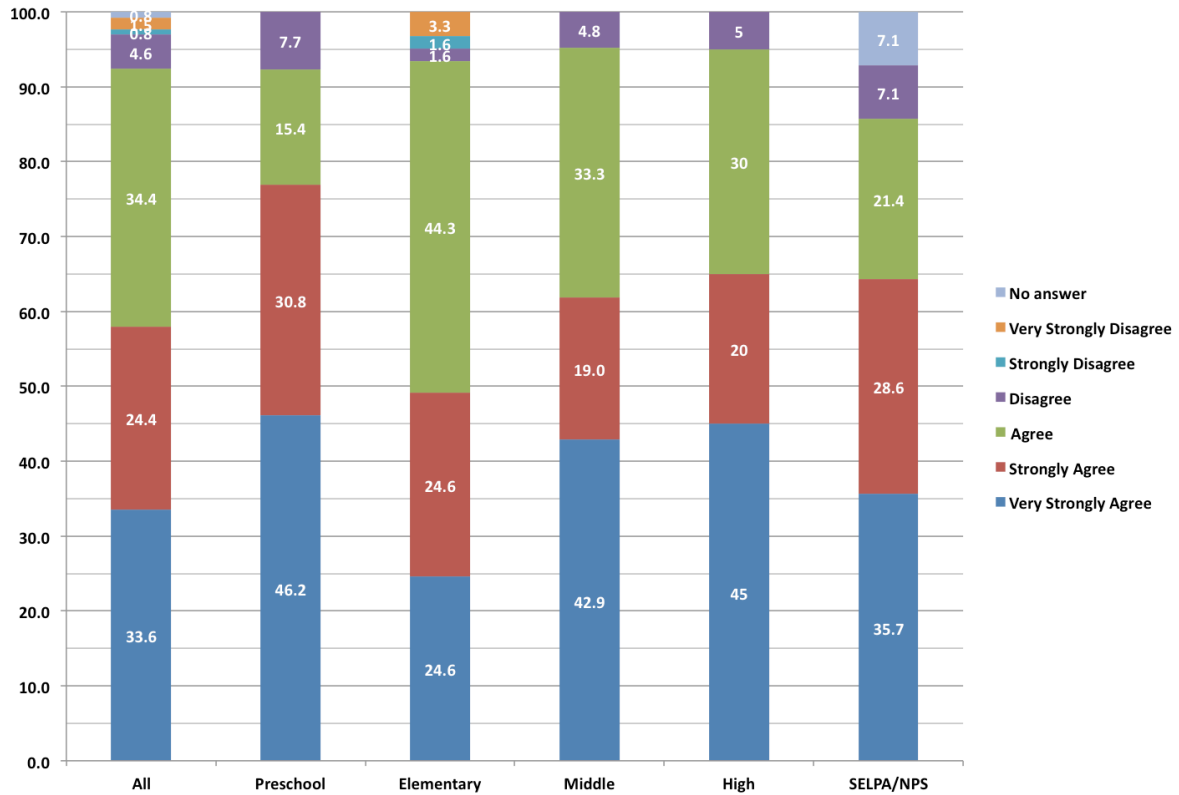
Q8: Upon request, I was given any reports and/or evaluations associated with my child prior to the IEP meeting



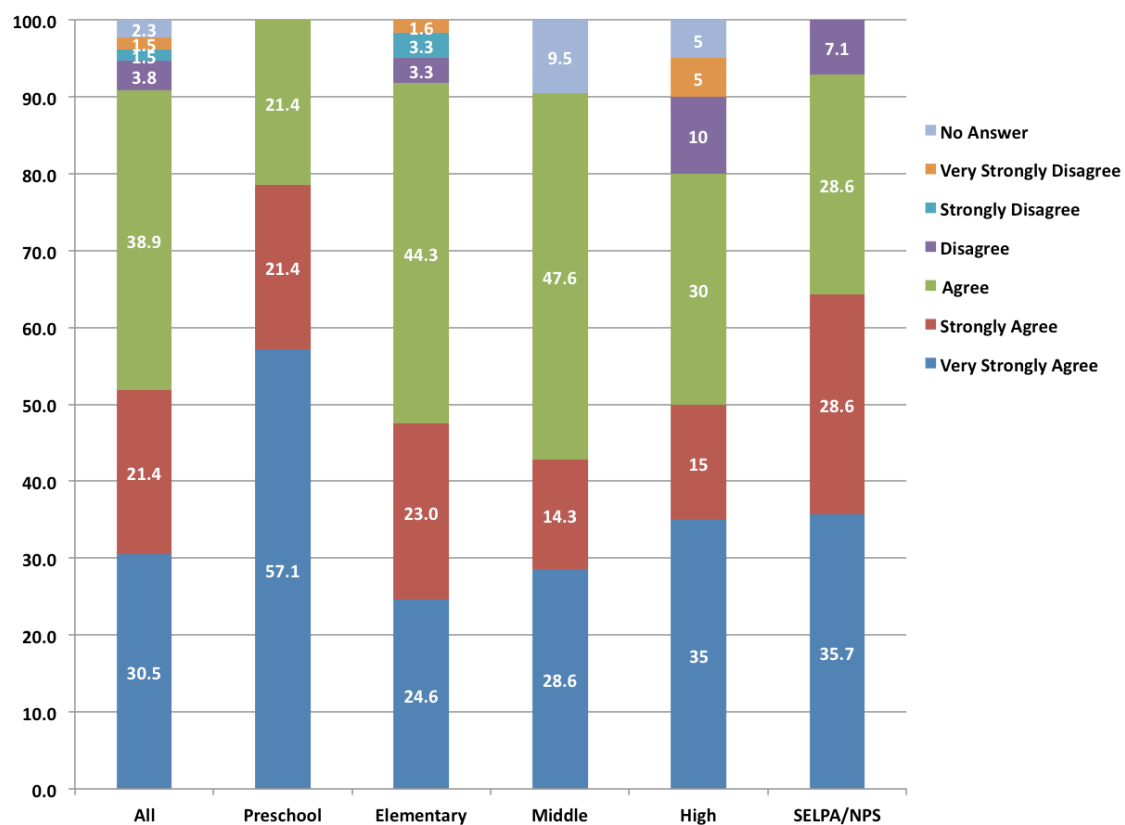
Q9: My views about placement and services were given appropriate consideration by the IEP team.

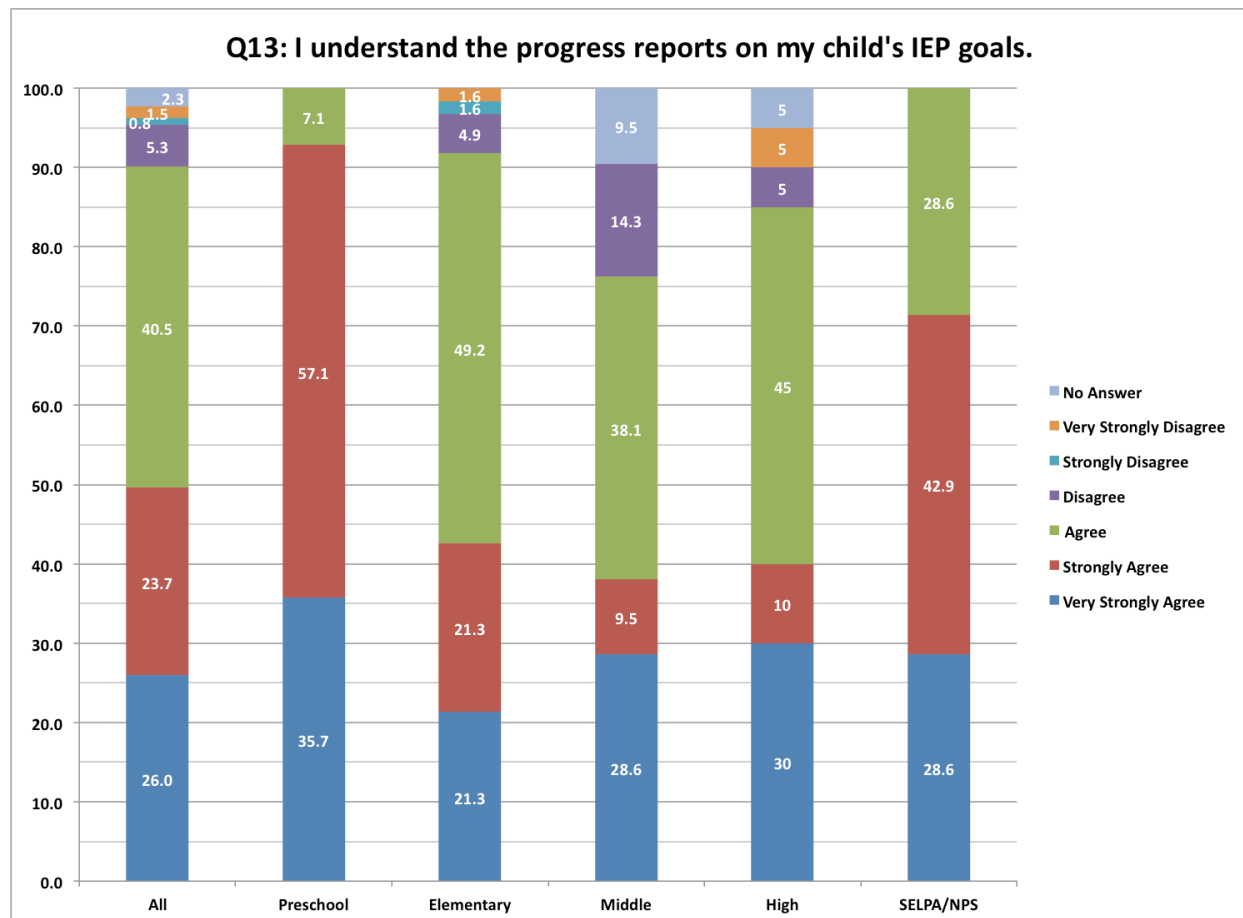
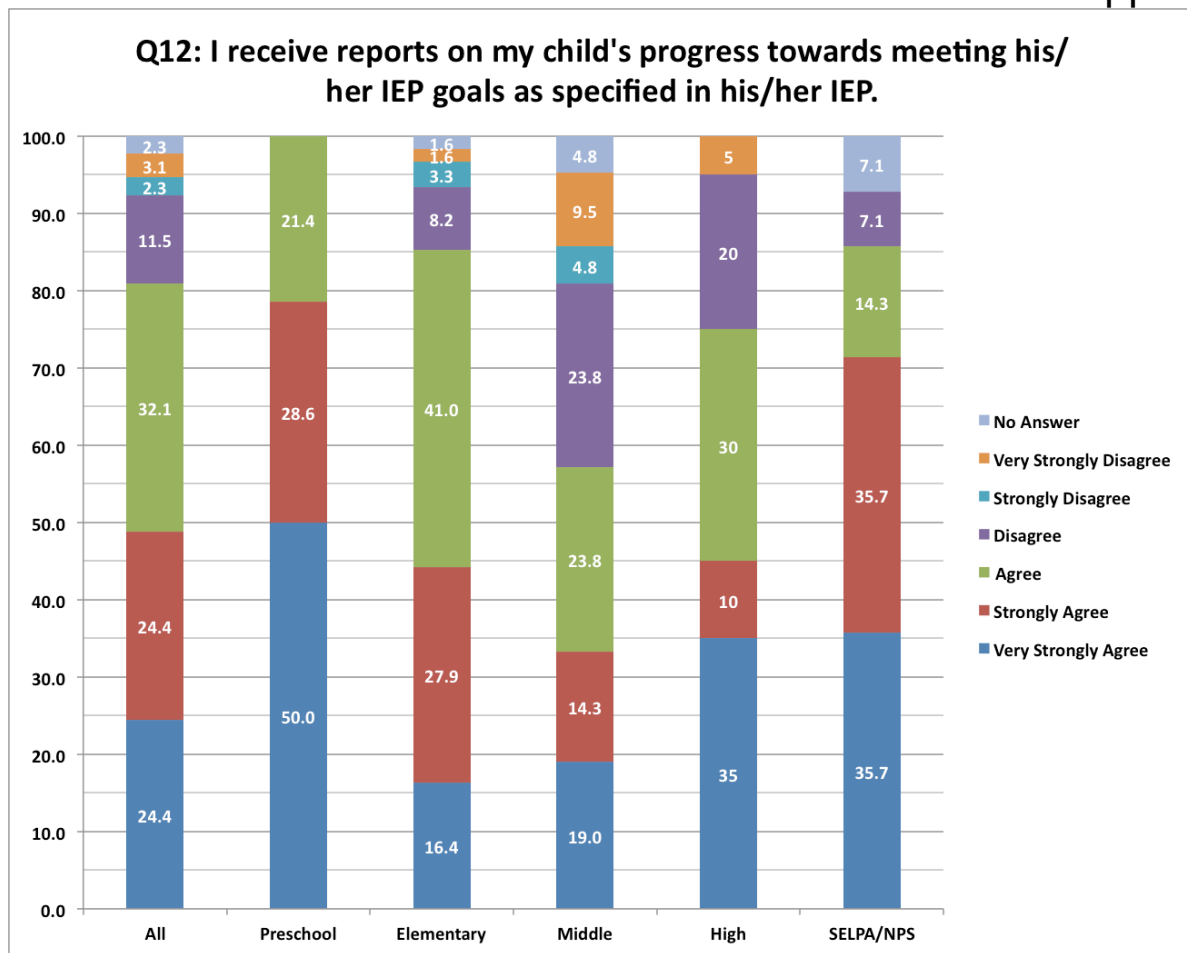


Q10: I feel that the IEP team's decision regarding placement and services for my child was appropriate.

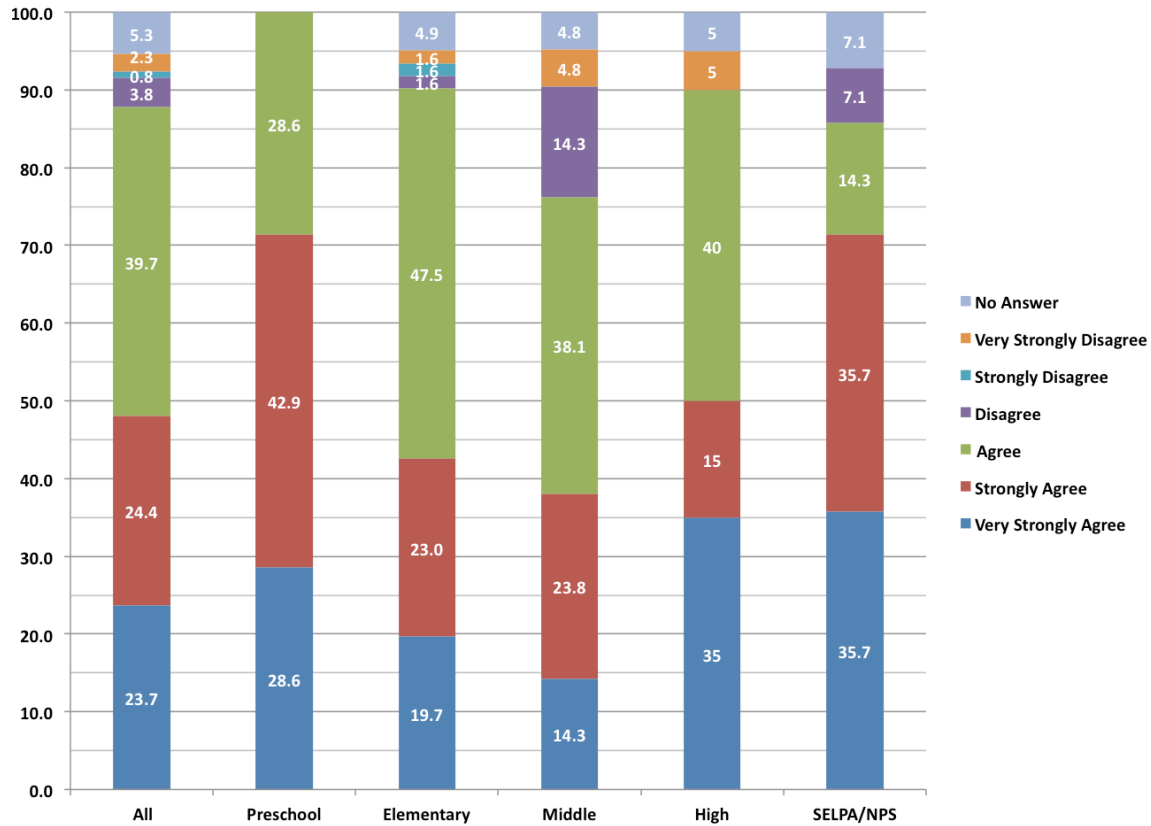


Q11: My child is getting the amount and type of services that are listed in his/her IEP

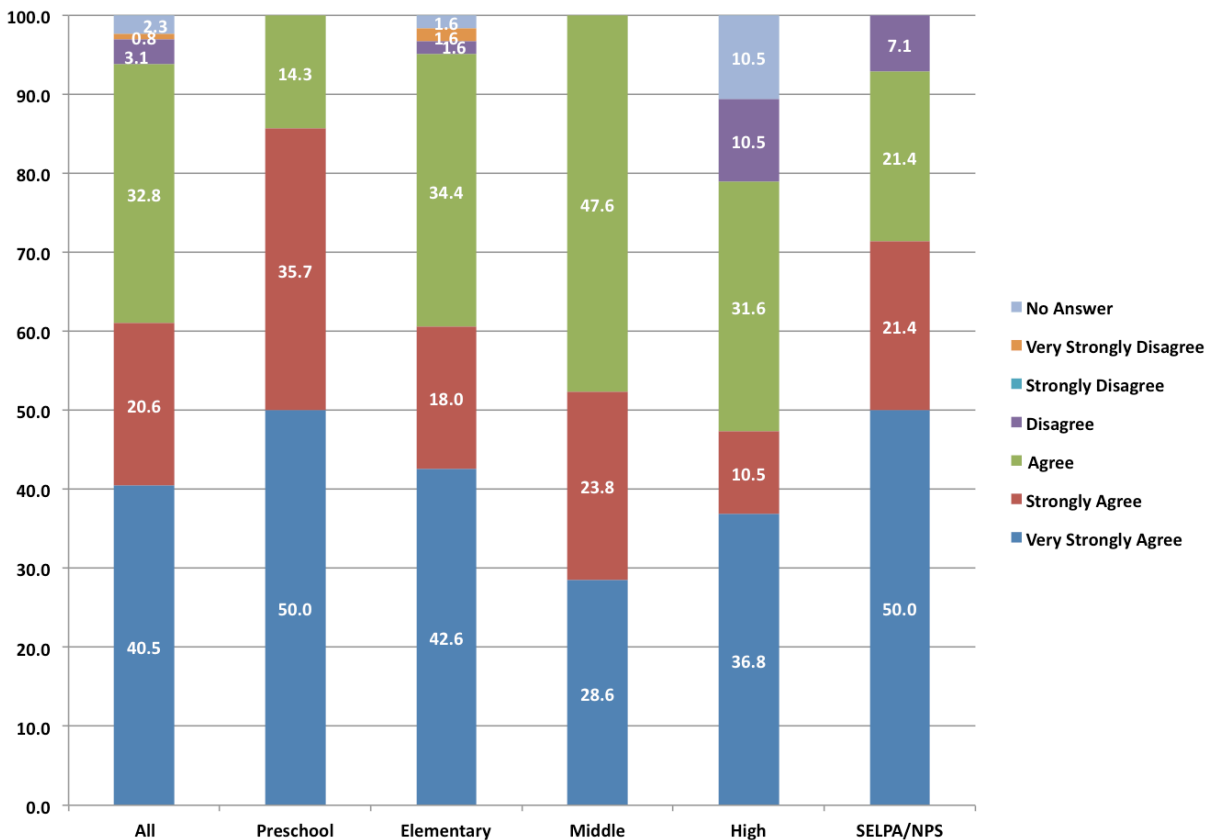


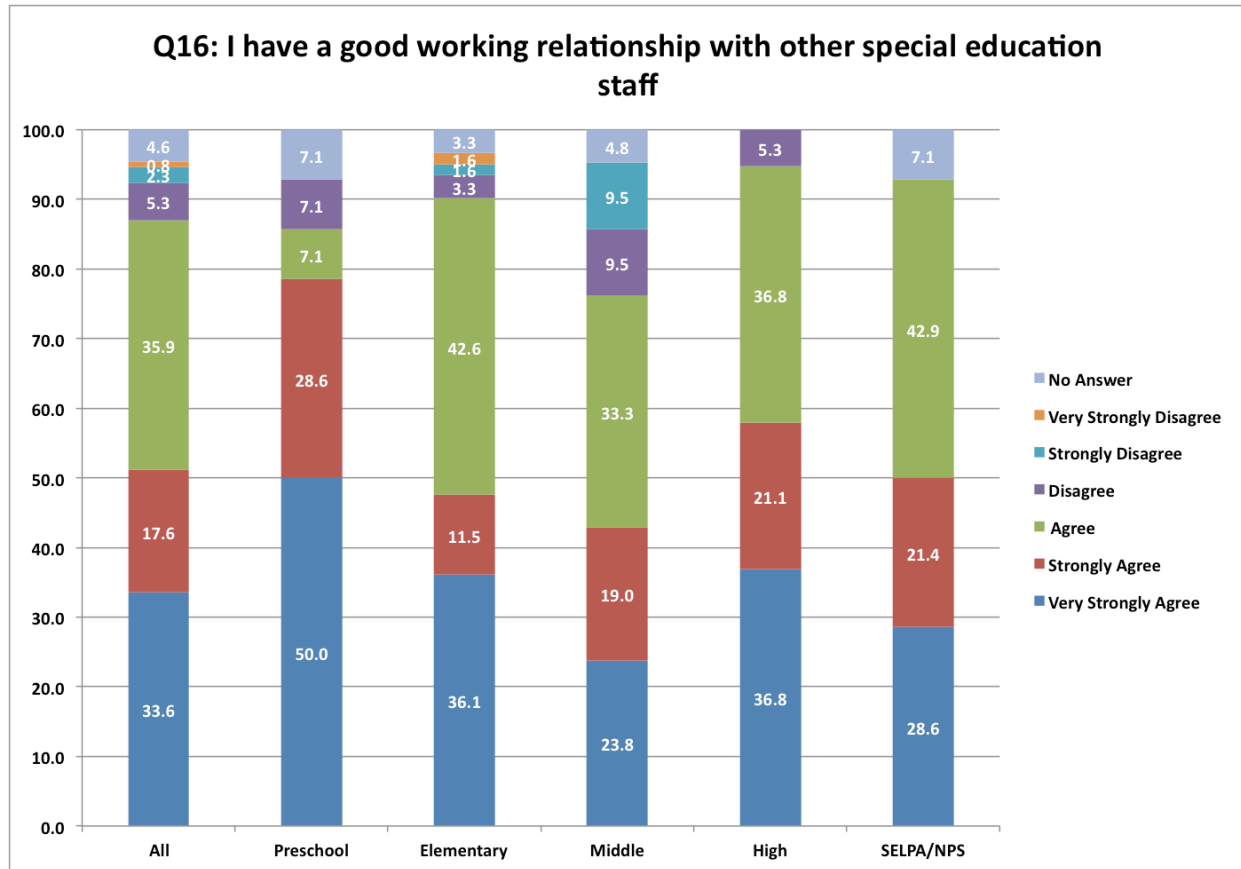


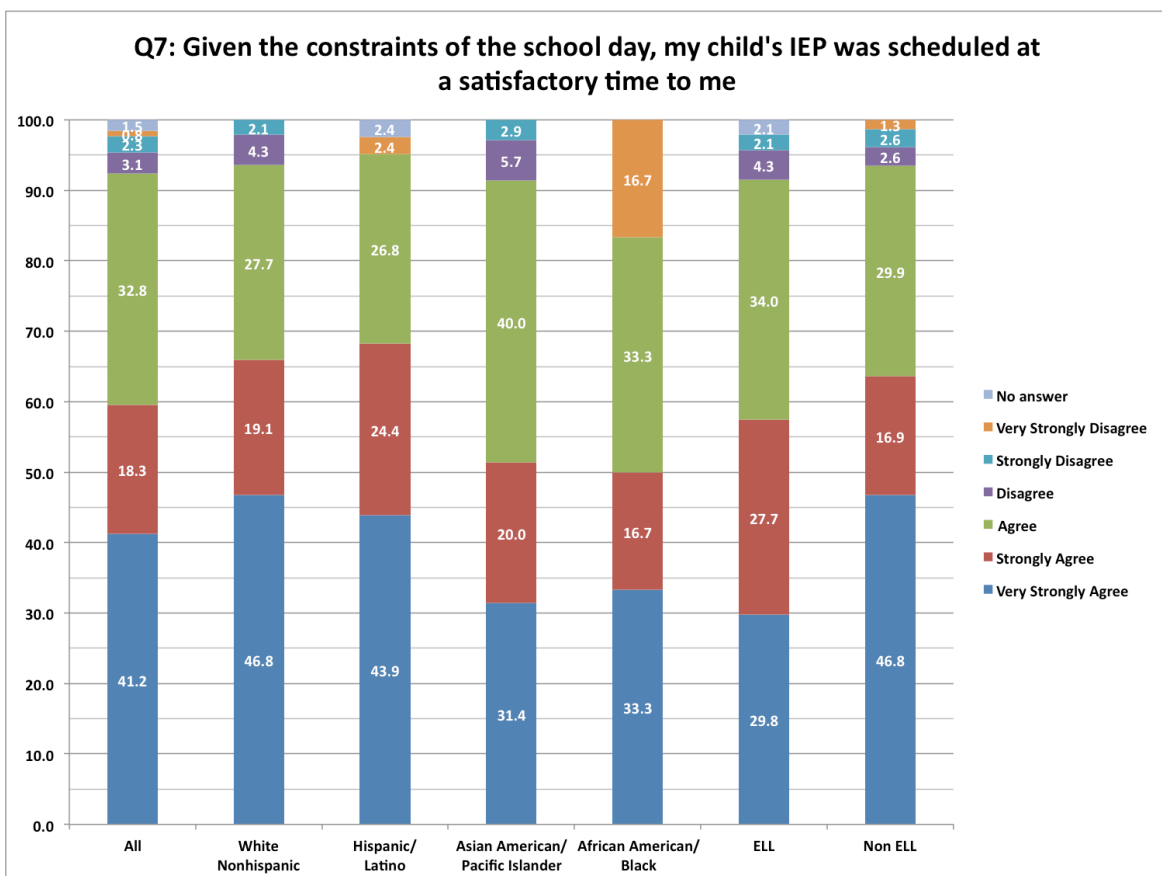
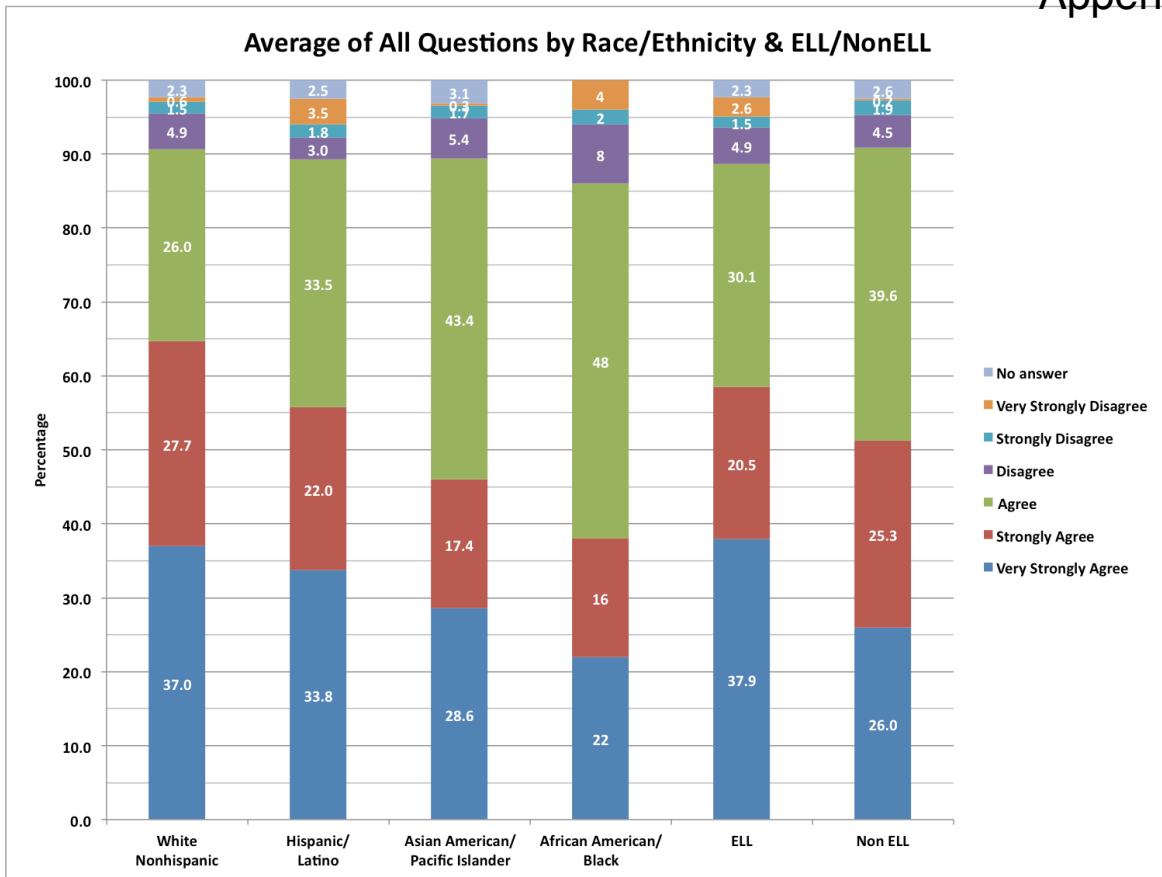
Q14: If requested, I receive evidence of my child's progress toward his/her IEP goals.



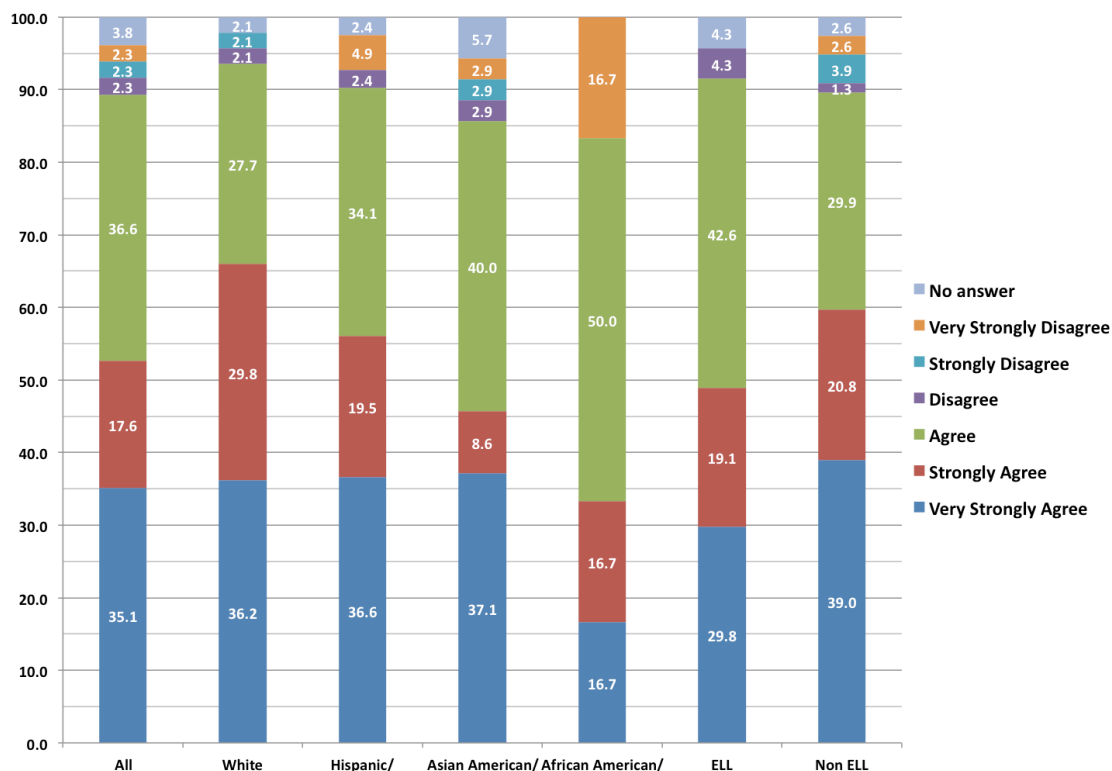
Q15: I have a good working relationship with my child's teacher(s)



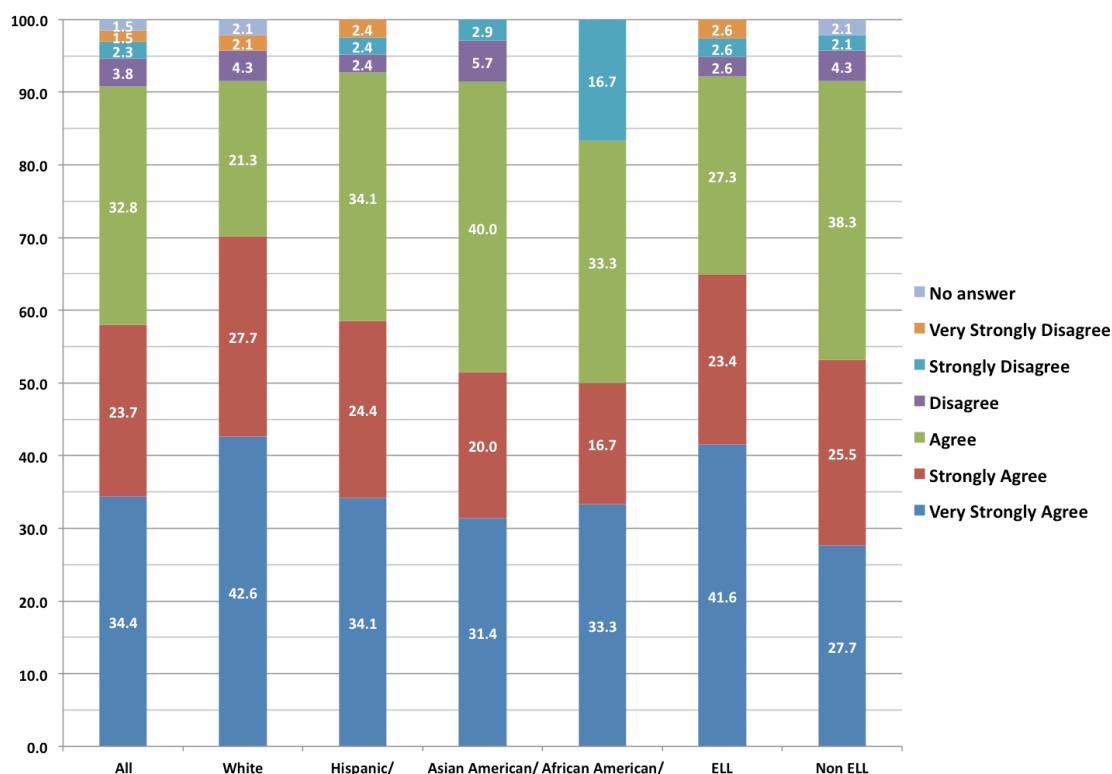




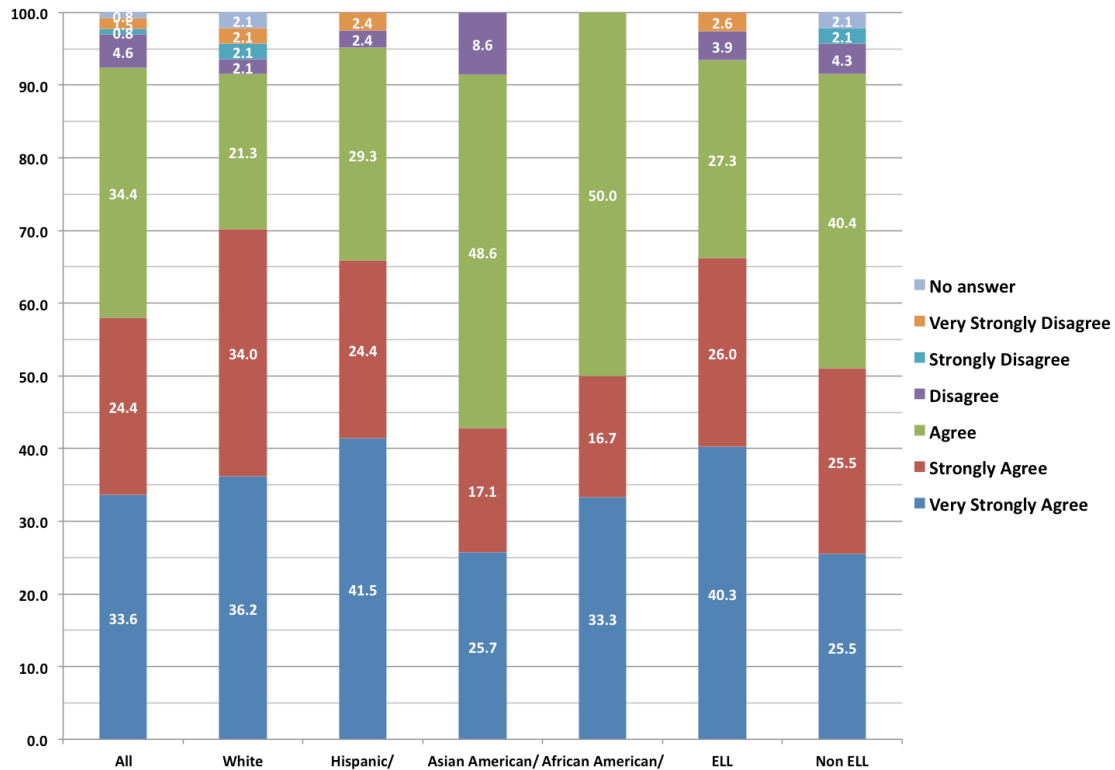
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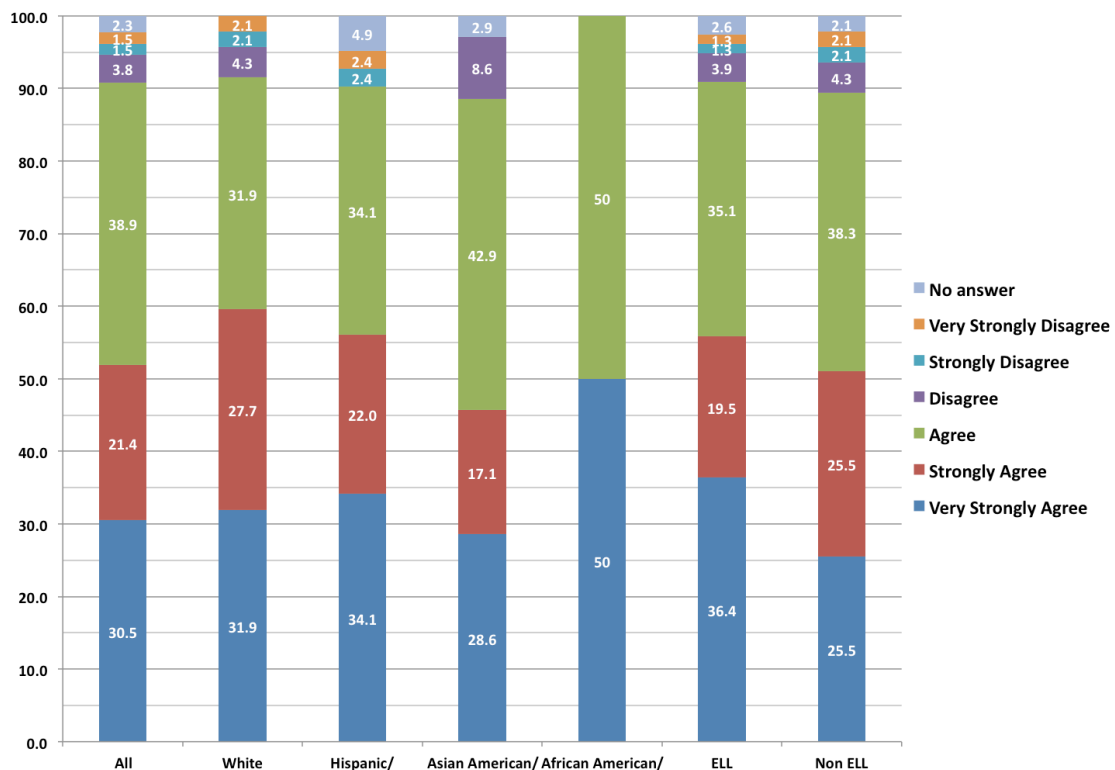
Q9: My views about placement and services were given appropriate consideration by the IEP team



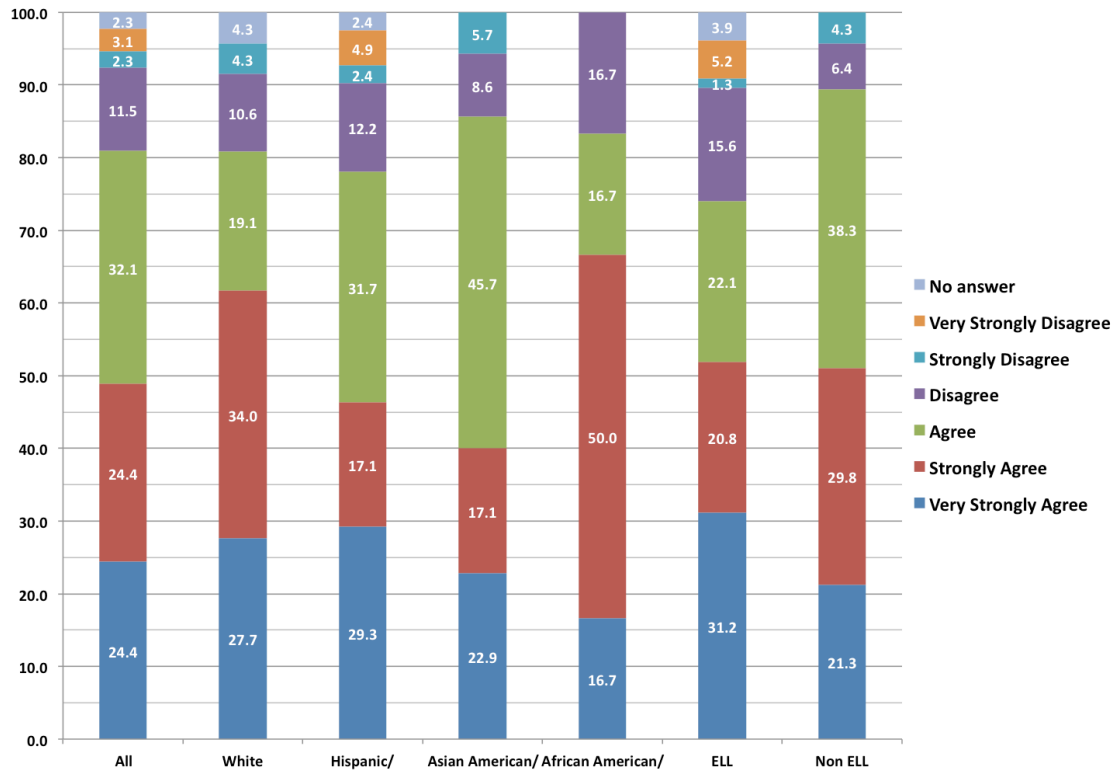
Q10: I feel that the IEP team's decision regarding placement and services for my child was appropriate



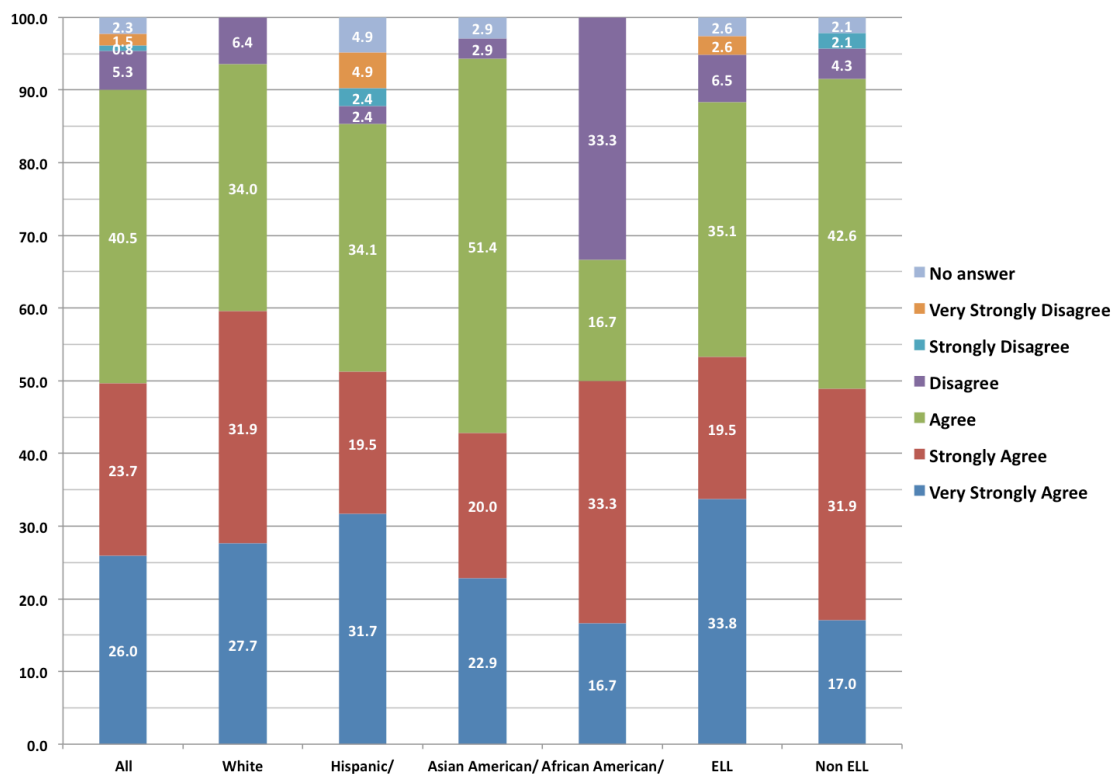
Q11: My child is getting the amount and type of services that are listed in his or her IEP



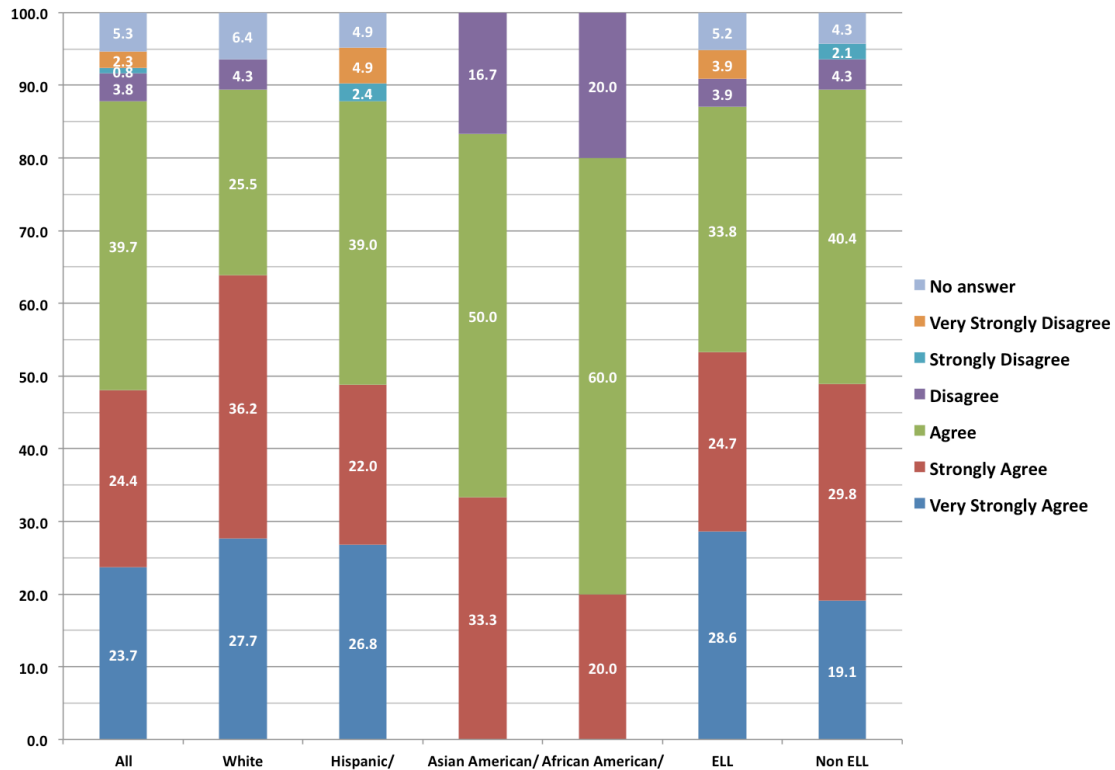
Q12: I receive reports on my child's progress towards meeting his/her IEP goals as specified in his/her IEP



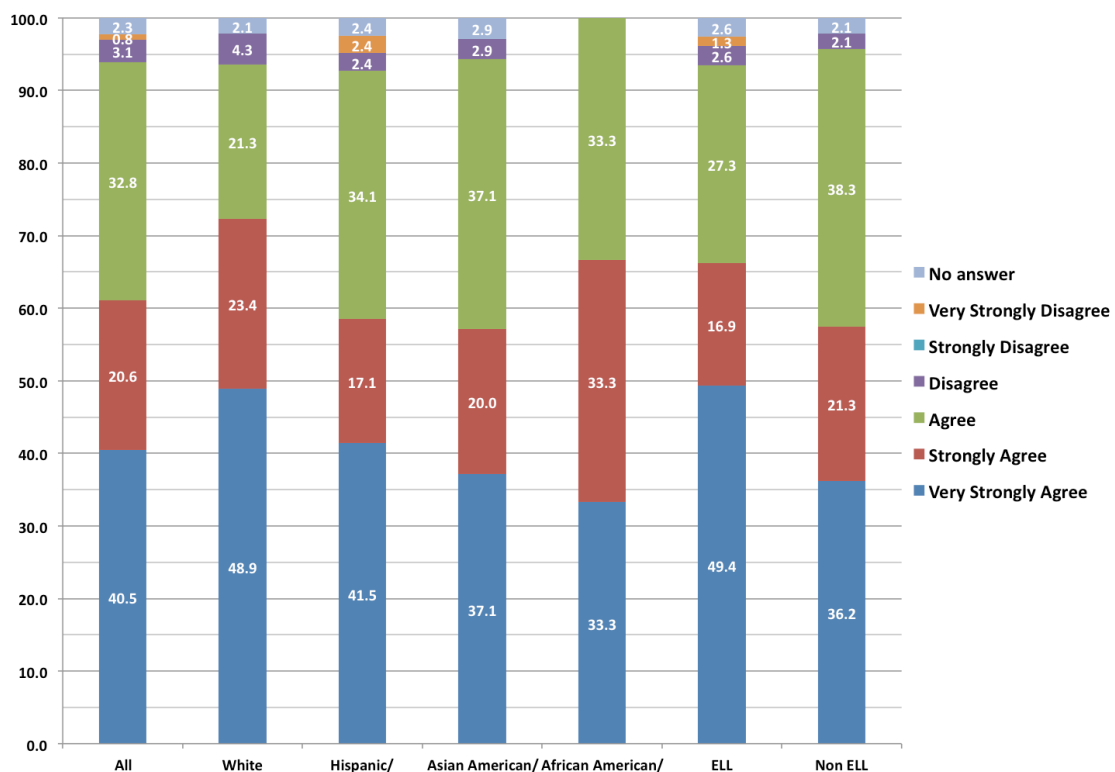
Q13: I understand the progress reports on my child's IEP goals

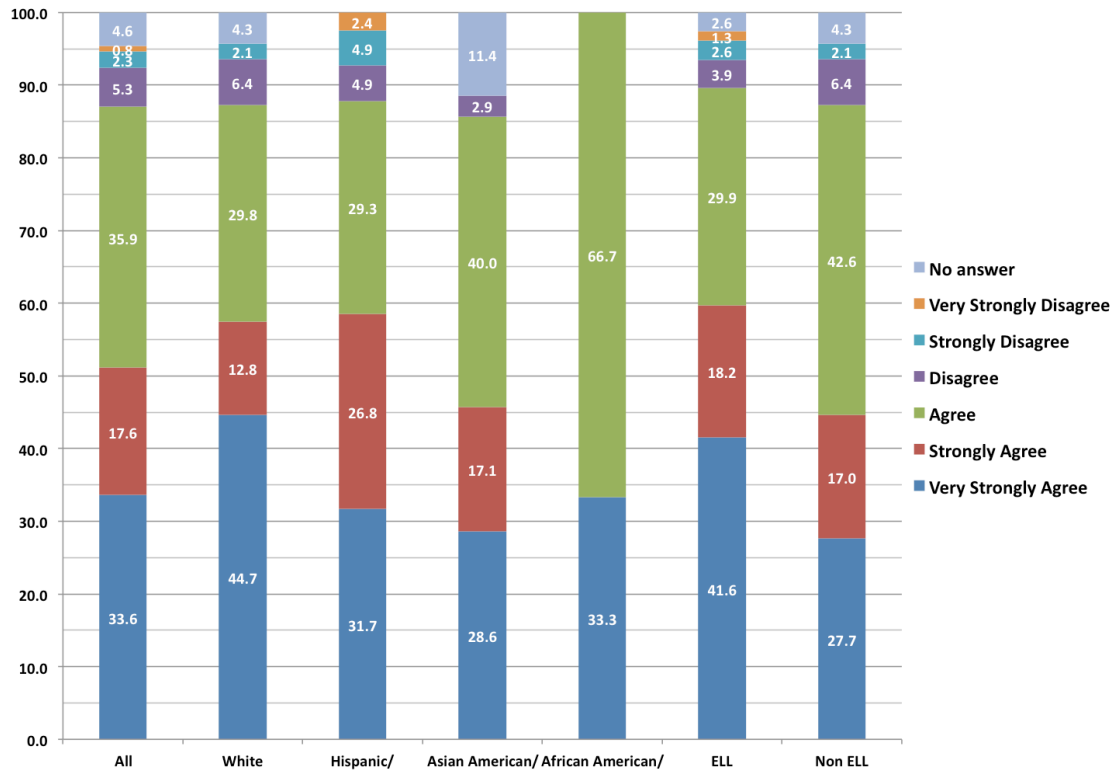


Q14: If requested, I receive evidence of my child's progress toward his/her IEP goals.



Q15: I have a good working relationship with my child's teacher(s)



Q16: I have a good working relationship with other special education staff

SPECIAL EDUCATION SURVEY (JUNE 2016)
POSITIVE COMMENTS & RECOMMENDATIONS

Q8. Upon request, I was given any reports and/or evaluations associated with my child prior to the IEP meeting

Elementary

VSA: I don't really know what types of evaluation were done for my child

High

VSA: I do not have to request any/all reports. They are furnished at the meeting.

Q9. My views about placement and services were given appropriate consideration by the IEP team

Elementary NPS

NA: Not sure. My daughter was believed in by Frostig. SPUSD Team was having best interest of my daughter in mind. Thanks!

Q10. I feel that the IEP team's decision regarding placement and services for my child was appropriate.

Elementary NPS

NA: No decision yet for 5th grade. I do like Dr. Lefevre's time invested to get the right placement.

Q11. My child is getting the amount and type of services that are listed in his or her IEP.

Preschool NPS

SA: More speaking and talking

Elementary

A: He doesn't like to leave the classroom to go to RSP. He likes being at RSP, but not at the same time as class.

A: She is being help in the areas she needs it the most.

Middle

A: Both my son and I would prefer PE class to be less games and more physical fitness. His condition benefits from strength and flexibility exercises.

A: She is supposed to be receiving 5 hours of weekly home instruction. This is erratic

Middle SELPA

VSA: The functional academics or life-skills non-certificate track at Huntington Middle School is amazing! My child has progressed very well academically but, possibly more importantly, she has gained invaluable skills regarding real life in the community through weekly outings. I feel these skills will help her stay safe and grow to her potential as an adult. I am only hoping that she can receive comparable services at the high school level.

Q12. I receive reports on my child's progress towards meeting his/her IEP goals as specified in his/her IEP.Elementary

SA: We have not been participating long enough to get many reports, however Ms. Barton is very communicative and thorough so I have no concerns in this area.

A: Only in IEP meetings. Also the aid who works with my child is excellent but never present at IEP meetings. I want the staff working with my child to be present at meetings and participate in communicating with me rather than going through Ms. Arthur who doesn't work with my child.

A: While the status reports are shared, there are some goals with minimal details like the words "some progress". It would be better to have more details around what that means.

Q13. I understand the progress reports on my child's IEP goalsElementary

A: My child's improvement is reflected in his reports.

SA: They're a bit jargon-y and impersonal. But, Mrs. Detterich has an additional list of goals that's easier to understand.

Q14. If requested, I receive evidence of my child's progress toward his/her IEP goals.Preschool

SA: Before received therapy my son is not speaking but after he is speaking now.

NA: I've never requested.

Elementary

A: but haven't done that

A: I have not requested anything, but have had no problem getting information from Ms. Barton in the past.

SA: We should be given updates without having to ask

NA: because I did not try to request, so not know.

Middle

A: I have not requested a progress report.

High

NA: I did not realize that was an option that could be requested.

Q15. I have a good working relationship with my child's teacher(s).Preschool

SA: Bozena Barton and Karen Grace are two fabulous, knowledgeable, kind, and attentive teachers. They are wonderful individuals and has helped our son tremendously.

Preschool other

SA: I am always up to date with what they are working on with my child. I am given support materials/ideas to do at home as well so he gets more support in all settings.

SA: Ms. Perronnie is very nice :& helpful. And she is very fun!

Elementary

VSA: Excellent teacher who facilitates as needed things for my son so he is now confident about himself, also inspires him to do the best he can, makes him curious about everything, makes him happy to go to school everyday, shows him how fun learning is via her teaching style and projects, and she really loves him and all the kids in her class. Mrs Digregorio is truly amazing !

A: It's not always been clear when my child has speech or OT homework to do in addition to his regular homework. This is probably because he's expected to be responsible for it but he doesn't always let me know! It would be great to get e-mailed updates about what's due for homework.

VSA: Mrs. Detterich is fantastic. So is Mr. Borkgren. EXCELLENT

VSA: Ms. Garza at AV has been fabulous

SA: My child's teachers both are excellent including his teachers for 2nd grade.

VSA: the best!

A: The regular teacher is fine. The problem is with the "pull out" program.

Middle

A: I have not met all his teachers, nor have had any communication with them outside of the required report card.

A: Some teachers are involved with my child's needs and others are not. Inconsistent in providing their support.

Middle SELPA

VSA: Her teacher and staff at HMS are amazing!!!

High School

A: All except one teacher.

Q16. I have a good working relationship with other special education staff.Preschool other

A: Aid teacher is not used with my son. Occupational therapist is so nice & sweet to my son.

SA: Teachers collaborate on what my child needs and what support he needs to be successful.

Elementary:

VSA: I stay in contact with staff.

Middle:

VSA: Everyone has been wonderful and helpful to ensure my child's success.

NA: My son is helped greatly by Mrs. Roberts in 7th Grade Learning Lab.

A: Only met them once when the IEP was performed, and they all seemed competent.

VSA: However, not a big fan of one Special Ed. English teacher at SPMS. She does respond quickly to emails, though, and is open to meeting.

Q17. How might your child's transition have been improved this year?Preschool NPS/Other

Speak more

Not in preschool yet: Not anyone's fault, because there just wasn't enough other kids his age, but no group setting.

Preschool to Elementary

Her improvement its been getting better.

His ability of communication may increase. Understanding better of teacher's instruction.

Elementary Grade to Grade

I'm not really sure.

Transition went very well. Introducing teacher and aide prior to school starting was key. Also, tour of new classroom.

More time in the pull out program
perfect as is

My child's transition was great. He adjusted satisfactory.

I couldn't ask for more. It was the best year for my child. Mrs. Carlson is an amazing teacher!!

Thank you! She has it all; love, tenderness, patience, confidence, commitment, sense of humor. She made my son to believe in himself, she teach him to stay strong academically, be a better student and friend. She really care about her students. Mrs. Carlson has a gift of teaching. She made different for Jacob and made him shine as a person. My special thanks for Marengo school for ability to engage such professionals. Thank you very much!!!

Update on his progress and perhaps plan for next year w/ new IEP (transition).

He is put in right class with right teacher. They like to help him and encourage him.

We had no transition issues this year.

I think it went really good.

There is very poor communication between special ed staff and general ed staff when general ed class assignments are being made. It is very hard on a special ed child to find out his or her teacher the evening before school starts.

This year my child improved really great. I'm so happy to his progress and I really want to say thank you to all the staff that helping my child. Thank you to the principal of Marengo Ms Sinclair for the interest to help my child.

Transition was fine.

More variety of summer continuation work sent home over the summer to prep for upcoming grade.

Switched her to Marengo out of AV. Gotten a lawyer in Sept.

I would have liked to address our concerns and goals for my child with my child's teacher at the beginning of the school year instead of waiting for his annual IEP meeting later in the year.

All went very well.

He has been making progress with his vocabulary, writing skills.

tutor

Get to know the teacher earlier, before the first teacher-parent conference.

Did not see academic improvement, instead his grades are much lower this year.

Elementary other

SELPA School | Change school: No improvement

SPUSD School | Switching schools twice this year: Since moving to SP, my child has had such a positive turn around.

Elementary to Middle

This was a great year for both my kids. :)
I think her transition went very well

Middle Grade to Grade

inconsistent; the performance/grades did not improve
More communication from case carrier throughout the year
One grade to grade; one middle school to high school: In the beginning of the year, checklists to make sure they are accomplishing their goals. Just extra support in in the beginning of the year. Transition to new teacher is especially difficult.

Middle Other

SPUSD School | from 7th to 8th in a different school in a different state: Lunch time is a complete fiasco, and Eli felt overwhelmed with kids throwing food and being physically aggressive. Eli is clinically under nourished, so mealtimes are extremely important.

High Grade to Grade

Mayley [sp?] made exceptional improvement in her grades this year. I can find no areas where additional improvement was needed.

High Other

SPUSD School | This year Ellie took the ACT for the first time as well as other "big" standardized AP tests. It was a transition in its own right!: Mr. David Baughman coordinated the "double time" proctoring of the ACT for Ellie. Her testing permission needed to be handled months in advance. Mr. B was very organized and ushered everything into place. He even came in two Sunday's in a row to proctor Ellie for eight hours, four hours each day, while she battled through the ACT. Ellie's testing went off without a hitch. She will have met all the requirements to apply to the UC system and other colleges and universities. It is because of the support of the entire IEP team that Ellie is included in the top 15% of her class academically. Mr B and her entire team are so invested in her success, they each helped her reach this amazing academic level!! We couldn't be prouder of Ellie or more grateful for her IEP and the RSP teachers who help her everyday.

Non-Public School | public high school to non public high school: I think earlier identification (by the district, rather than by the parents,) that the status quo was not serving the student. followed by recommendations for alternative solutions.

Non-Public School | SPHS to NPS: I wish the NPS option had been offered prior to starting HS.

High to Post-High

SPUSD School | My child will graduate in June: Perhaps more field trips to local community colleges and/or post high school programs appropriate for neurologically disabled students.

Q19. My child's school or the District is doing well in the following areas:Preschool

Special Ed team is extremely proactive and thinking of ways to help my son. The Director being in our IEPs makes me feel that every student (including mine) is not going to fall through the cracks. Everyone has been so nice and supportive

Communication, activities, social interactions

The actual therapist are very caring people and really love their work. As a parent, I don't worry that they have my child's best interest at heart.

I am so happy with my child's progress this year. She has a strong trusting relationship Ms. Suzy and I have been pleased with our experience this year of course, we wish Gracie didn't need speech therapy, but we cannot ask for better a teacher or a better program on the whole.

Preschool Other

Communications and transparency is very good. Teachers and school are very accommodating and understanding.

My child's school district staff have worked closely with me throughout this process. I am very satisfied by his services provided.

Elementary

This year's teachers communicated so well with me. Also, they seemed genuinely caring and very concerned about my children's well-being. I wish every year could go this smoothly. Also, Nancy Goldstein has been very, very helpful for my older son's transition to SPMS.

In reading/language arts

We are very happy with our schools performance.

Marengo has an excellent team of teachers and principal of school.

Math

Everything has been great at AV--I hope things go as smoothly next year at the middle school.

Denice has been wonderful. She gave us the services we need and even found a pen pal for my daughter.

Assign the good teacher who understands autism, and well cooperate with his other service therapists.

Giving me services I ask for.

Mrs. Busick and Ms. Suzy were and are WONDERFUL to McCoy. Mrs. Jones was equally accommodating to McCoy's needs. They really know my child. I am lucky to have these angels for him :)

Our child's teacher and speech therapist communicate very well with us about what is happening with our child

Marengo Elementary SPUSD. Very supportive. Great follow-through. Easy to contact.

Compassionate. Great team overall.

I am very pleased with my son's speech therapist and primary teacher working together for his "push-in speech services." I hope his teacher next year continues to take an active role in class. RSP services, great working relationship with teachers, helping make transition to middle school easier by having an orientation, responding to issues related to possible bullying.

They have been helping my son with his speech, writing and math. they have been doing a great job.

The teachers are wonderful with my child - he enjoys going to OT/speech and is proud of the progress he's made

Balancing classroom time vs time in IEP/one on small group or indiv. time

Accepting my son for exactly who he is: a bright, intelligent boy who just happens to have issues with focus.

Parent-teacher-student involvement

Middle

Once there is an IEP they follow thru with the needed support!

When I expressed my concerns regarding the lunchtime situation, the counselor immediately offered a list of lunch time activities which at least got him off the ground for at least some of the lunches.

Middle SELPA

Please see the comments above -- I am very happy with the Special Day Class at HMS.

High

The special education staff is and has been exceptionally valuable to my child's progress.

The teachers and staff at South Pasadena High are beyond exceptional.

always trying to improve.

The school psychologist did a great job at explaining what she found from testing my son. Very happy with results.

this year has been the first year since my daughter has been under an IEP (1st grade) where she has felt how RSP is helpful to her and not a place to go where she feels separate from other students.

She has a great Case Worker that she trusts and the Case Worker has been able to develop a wonderful working relationship with my daughter.

Ellie is very bright and should be doing well in school, but I shudder to think of where she would be without her wonderful IEP team at SPUSD. She is daily given the gift of time and support. Ellie is able to finish her assignments and fully comprehend concepts introduced more quickly in the regular classrooms. It has meant the world to her and to our family.

Improving communication and being open to ways to improve services.

High NPS

Dr. Lefevre is extremely accessible, responsive and supportive. i cannot say the same for the rest of his staff.

Very supportive Admins and the Special Ed (IEP) Team has been extremely compassionate toward me and my son.

Post-High

SELPA School: The SELPA services have improved over the last few years.

[no school specified] En el habla y socializacion un exelente trabajo

Q20. My suggestions for improving services include:Preschool

A full day program for pre-K would be helpful. I have logistical issues with the time of the class.

Preschool Other

My only suggestion would be more qualified/trained one-on-ones to match with.

Elementary School Comments:

Hire high quality staffs

Keep up the great work.

I have been very satisfied.

I realize there are many "traps" that have to be run before an IEP is implemented. However, my child's speech impairment was identified early in kindergarten, and we weren't able to start speech therapy until March of 1st grade. I think the teachers, assistant principal and speech therapist have been completely on top of this, moving things as quickly as possible. But the delays (which seem truly beyond their control, and the result of regulatory requirements/steps) have meant a fair amount of time lost. Not the end of the world, by any means. But I worry about this for not only my kids, but the IEP process the school must go through for kids with greater challenges.

More reinforcement and encouraging will be appreciated by my son and he will like to cooperate and improve toward the right direction. When he is cheated by peers or peers are playing unfairly to him, if adult can help him appropriately solve the problem, he will learn to be more positive to others.

Emphasize progressive discipline methods instead of traditional suspensions, especially for 504 and IEP students.

More updates to parents throughout the year on child's progress.

More after school help.

Special education staff should report (or be accountable) to the head of special Ed. Principal doesn't understand and IEP teams get away with not doing a good job. There is no process in place that ensures IEP teams are doing what they claim they are doing.

Hire special ed coordinators. Hire more special ed staff - they seem overwhelmed. Other districts of the same size have more special ed staff. The general ed teachers really need more training and more communication with the special ed staff. The general ed children are not taught how to treat special ed students. It wouldn't hurt if a counselor came in and worked with them on kindness towards others that are different as part of their education. Bullying is a problem.

Making sure kids with IEP are matched with teachers who are passionate and willing to put in additional time to learn how to support and provide "push-in" services during class and recess.

Very impressed with services already.

I wish they could offer free summer school.

Hire more experienced rsp teachers , my rsp teacher is lacking the methods to keep student motivated and stay on task, because of this reason the service was decreased to consultation once a month only. Communication and better collaboration between rsp teacher and parents, which I did not see .

More email communication to parents about what's expected for homework

Get rid of old IEP form. It's extremely difficult to read. And also not user-friendly at all. Too many boxes and the font is too small!!!

More communication with me on specific areas to review before tests
 There should be some sort of help during summer break.
 When there is a challenge please email same day to address the incident.

Elementary NPS

I would be interested to be on the [SNC] committee.

Middle

1) Set quarterly reports from case manager; 2) Case manager should communicate to parents weekly; 3) Case manager should be the one monitoring their student's work in class/missing hw, etc."

Reports from MS need to be given to parents on a regular basis

Educating teachers on appropriate discipline support for kids w/ IEPs.

Pulling him out of class for standardized testing is a bad idea. My son was sent to the library to do the tests, and teachers were very loud in there, so it was hard to concentrate. Also most of the laptops were broken. Ironically, he's pulled out of class because he needs more time, but so much more time was wasted sending him to the library.

Middle NPS

Increasing time of services and include more behavior strategies.

High

Get rid of incompetent teachers who are a disservice to all students alike.

Having more learning labs available with lesser students can facilitate in getting help needed by the aides and or learning lab teacher.

Better trained aides that know how to help the student learn. Not just to fill a quota.

Resource for more than 1 year.

Communication between teachers and learning lab teachers to provide appropriate and specific instructional support for students that are less likely to ask for help in needed areas of study during learning lab.

Provide extra tutoring.

I'm not sure if teachers need to have a training in IEPs and what it entails but as long as I can remember while my child has been under an IEP that accommodates more than for testing, teachers seem suspicious of my daughter needing to take her test in RSP Learning Lab for testing.
 Zip.

Give Angelique Burzynski a raise. She rocks.

High NPS

Student support services staff seems to have extremely limited knowledge of NPS options. In a district that is hyper-focused on the academic elite, it is clear they are not putting their resources into special ed solutions (within the district.) it would stand to reason then, that the district is not meeting FAPE for a fair number of students with disabilities, and as such, will have to find NPS alternatives. it would behoove them to research available options and be knowledgeable on such.

Post High SELPA

Work with the regional center to have post school guidance on adult day/job programs for the more severe students.

[school not specified] hasta ahora me siento contento con el desempeno dentro de la actividad de mi hija

Q21. I would be interested in attending a PTA-sponsored event on the following topics

Teaching parents how to help their child succeed in school: 39

Special Needs Conference: 31

Behavior support in the classroom and home: 29

How to ease the transition from elementary to middle school, middle school to high school, and post-high school: 28

Special needs Forum: 21

Pathways to participation in general education: 19

IEP 101: A Parent's Guide to IEPs:18

Understanding school discipline for students with disabilities: 14

Other:

Conservatorship issues.

Diet; How to tell the difference between bad behavior and behavior due to the diet.

Discussion with administration about school discipline for students with disability of minority race.

High school to College transition for students with mild to moderate disabilities.

I was a special education teacher for 10 years so I wouldn't take time away from being with my child-only because I have this background not because these are helpful topics.

I would have gone this year, but it was the same time as little league opening day.

I would mark all of them, but the survey will only let me select one answer.

Open forum with special ed director

Peer mentor program

Specific support to parents with children who show same/similar disability - apples and apples.

we are going to another district next year, so I will not be attending any events. Thank you for your effort!

Q7. Given the constraints of the school day, my child's IEP was scheduled at a satisfactory time to me.

Elementary:

1 Very Strongly Disagree.

2 Strongly Disagree. Comments: My child has to be pulled out of his regular school time to receive the speech therapy. I hope his IEP could be scheduled at some time other than during the regular school time.

3 Disagree. Comments: Strong preference was to have it either after school or early in the morning but schedule didn't align

The length of time from when letter was submitted to administration and when the actual IEP meeting happened was a very long period of time.

(NPS) It was so difficult to get all the members together that I had to take the day off from work as the meeting was scheduled in the middle of the day.

Middle

1 Disagree. Comment: It was difficult to set a date for IEP meeting if the parents are working and school staff are not available; not flexible in date and time.

Q8. Upon request, I was given any reports and/or evaluations associated with my child prior to the IEP meeting

Preschool

1 Very Strongly Disagree. Comment: I didn't receive the reports prior to the meeting

Elementary

1 Very Strongly Disagree

2 Strongly Disagree. Comments: We had requested the RSP and DIS assessments to be sent to us 5 days prior to the IEP meeting. The RSP assessment was sent 2 days prior, and the DIS assessment was received at the IEP meeting (not prior to the meeting).

1 Disagree. Comments: Reports are scarce.

Middle

1 Disagree. Comments: Evaluation reports given a day before meeting even if I have requested 3-4 days before the meeting to review the report.

High

1 Strongly Disagree

Q9. My views about placement and services were given appropriate consideration by the IEP team.

Preschool

1 Disagree (NPS). Comments: I feel that he needs more sections for someone to work with him.

Elementary

2 Very Strongly Disagree. Comments: We were completely ignored. I felt the team came in with their decision already made.

3 Strongly Disagree. Comments: There are very few options.

(SELPA) I don't think the placement is appropriate and I've been asked many times for related services. However, I don't receive an acceptable response

3 Disagree. Comments: I had to insist he get help, this process took about 8 months. Once they did agree things have been great.

Addressing social skills training for autistic children is a problem at this school district

Middle

1 Disagree. Comments: No services given; delay tactic in determining the student needs. Students are struggling in the class and teachers are not helpful.

Q10. I feel that the IEP team's decision regarding placement and services for my child was appropriate

Preschool

1 Disagree.

Elementary

2 Very Strongly Disagree

1 Strongly Disagree

2 Disagree. Comments: (SELPA) I feel that the placement is violated the LRE principle

Middle

1 Disagree. Comments: No services given.

High

1 Disagree. Comments: Resource services should be offered more than one year.

[no school specified] 1 Disagree.

Q11. My child is getting the amount and type of services that are listed in his or her IEP.

Elementary

1 Very Strongly Disagree.

2 Strongly Disagree. Comments: The progress is too slow.

Often days are missed by the therapists and are never made up.

3 Disagree. Comments: (NPS) Frostig messed up and forgot.

My son does not have aide

High

1 Very Strongly Disagree. My child has memory retrieval issue and the school as never been able to deal with this.

2 Disagree. Comments: Programs might touch on goals but do not practice in an in depth manner.

Certain teachers did not allow extra time to turn in homework and for tests.

Q12. I receive reports on my child's progress towards meeting his/her IEP goals as specified in his/her IEP.

Elementary

1 Very Strongly Disagree

2 Strongly Disagree. Comments: No reports

No one send me anything.

6 Disagree. Comments: No such progress

The OT is the only one that gives progress updates. At our other school district, the RSP would sit in on all gen ed parent teacher conferences - this was very helpful.

We did not receive the progress reports throughout the year, but the RSP thought she had sent them out to us. In the future, we will be more proactive in making sure we receive these in a timely manner.

I never receive any progress reports - only verbal (or email) if I contact, or ask, first.

I think the speech therapist and RSP teacher should send monthly emails updating parents on their child progress and include concerns or things we can work on at home.

Middle

2 Very Strongly Disagree. Comments: Never received a report even when requested. Was always told that "it was coming" but reports never sent out. Finally received during IEP meeting

1 Strongly Disagree. Comments: I never receive progress reports on my son's progress. I have to initiate teacher contact and many times the teachers do not respond to emails promptly, if at all. I have to inquire if agreements are being followed, like getting help on tests.

3 Disagree. Comments: No progress report

I don't get regular reports on his progress.

I have not received any reports. Though he tested very high on all tests, he was abnormally low in fluency (he works very slowly) yet that issue has not been addressed.

I haven't received any reports.

High

1 Very Strongly Disagree.

4 Disagree. Comments: Did not receive speech reports until day of meeting or after.

I do not receive reports on my child's progress and it is only addressed at the IEP, and if goals were met or not

I am only made aware at the yearly IEP meeting, other than that I get the usual progress report given to all students.

Q13. I understand the progress reports on my child's IEP goals

Elementary

1 Very Strongly Disagree.

1. Strongly Disagree. Comments: No reports

3 Disagree. Comments: We have only met once I believe.

Did not receive any

Middle

3 Disagree. Comments: I only have access to progress reports on his goals once a year, at his IEP meeting. Progress reports are not ongoing unless I inquire with the case carrier.

I haven't received a progress report.

High

1 Very Strongly Disagree.

2 Disagree. Comments: Have not received.

Q14. If requested, I receive evidence of my child's progress toward his/her IEP goals.

Elementary

1 Very Strongly Disagree

1 Strongly Disagree. Comments: No evidence

2 Disagree. Comments: No evidence

Student work samples are to be sent along with the progress reports, but as mentioned above, we did not receive these throughout the year per our IEP.

Middle

1 Very Strongly Disagree. Comments: Not received even though requested

3 Disagree. Comments: none

only if requested, and teachers and the case carrier are not always in agreement. There seems to be no communication between the RSP teacher and case carrier.

High

1 Very Strongly Disagree.

Q15 I have a good working relationship with my child's teacher(s).

Elementary

1 Very Strongly Disagree

2 Disagree. Comments: Kind of out of touch.

(NPS) Not sure why. There seems to be a disconnect between info coming home.

High

2 Disagree. Comments: I believe it is difficult to have the teacher/parent relationship due to both work schedules. There are occasions when there are opportunities to talk to teachers but not enough to consider a working relationship with a teacher.

My relationship with the team deteriorated significantly when my child turned 18. There has to be a more humane way to handle this!!! You can follow the "law" and still remember there are real people with real feelings that are involved in this adult transition process. So very sad in how this year went!

Q16. I have a good working relationship with other special education staff.

Preschool

1 Disagree.

Elementary

1 Very Strongly Disagree

1 Strongly Disagree. Comments: No communication

2 Disagree. Comments: Don't really know them. I have seen them just for the IEP

Middle

2 Strongly Disagree. Comments: Do not communicate with

2 Disagree. Comments: Poor communication from case manager in regard to student needs.

I do not know the aides and have never met or had contact with any aides. I do have a good relationship with the RSP teacher, she has been looking out for my son and has gone above and beyond to help him succeed. She has had a positive impact on his success and has helped him be more accountable and responsible. The other staff does not initiate contact. I do know that one aid has been instrumental in interacting with my son and helping him on assessments and I know he has a good relationship with her. The RSP teacher is the only staff that has reached out to me.

High

1 Disagree. Comments: Some work better with families than others. Some I've never met. I wish the teachers that work with my daughter would show up to IEP's.

[no school specified] Disagree