

**Special Education Survey Results 2018**  
**NEGATIVE COMMENTS**

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

Disagree: Not enough time. (MAR)

Disagree: I would have liked to have been given the report prior to the meeting but did not know that was an option. Would be helpful to have information prior to the meeting. (MHS)

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

Strongly Disagree: Our concerns extend far beyond his handwriting skills—he is failing all of his subjects. But the service coordinator would only approve of . . . [sentence not finished]. (MAR)

Disagree: I feel as though the counselor was not attentive to my student. We have to rearrange his schedule at the start of the year, and I needed to bring to light a scheduling error for next year. (SPHS)

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

Strongly Disagree: He needs more than he is getting. Will have emergency IEP net time and bring advocate or lawyer to that meeting. (MAR)

Disagree: The services have not been sufficient to fully meet IEP goals. Child continues to struggle and is far behind in most subjects. (MHS)

Disagree: My child was placed in classrooms where more than two teachers didn't even know my child has/had an IEP and made no accommodations at all. Did poorly as a result. (SPHS)

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

Disagree: Counseling is sporadic. (AV)

Not sure . . . seems like the staff at Marengo has too heavy of a case load. I wonder if my child [gets] the amount of services in [IEP]. (MAR)

Disagree: There is not enough classroom support to meet the needs of many students who would benefit from push-in support. Not just speaking for my child but for many and the teachers. Need to have more team members for Special Education! One APE teacher for all schools is a joke and embarrassment. (MHS)

I don't know if the counselor is working with my son or/daughter since there is no document or log book. (SPHS)

Not enough help. What is written on paper to help my student is one thing but follow-through is poor and has caused a lot of problems as a result. Again, some teachers have told me they were not even aware my child had an IEP, therefore did not accommodate. (SPHS)

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

I have yet to receive reports, as his services are still preliminary. (Non-SPUSD elementary school)

Not up to date on IEP goals every 3 months. (MAR)

Disagree: Inconsistently receive written updates with minimal information communicated. (MAR)

I am waiting for a progress report. (MAR)

Not always consistent. (SPHS)

Not enough follow-through; some teachers have lacked the skills to teach both general ed and juggle accommodations for special ed to students with IEPs within same class. (SPHS)

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

I have yet to receive a progress report; too preliminary. (Non-SPUSD elementary school)

Don't get progress reports. (SPMS)

I understand what the IEP goals are, but not enough follow-through with accommodations to put in effect accommodations required by teachers to make significant progress. (SPHS)

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

His counselor will not always follow through with planned sessions or follow up emails. (AV)

From time to time. I feel things could be evaluated a lot sooner than they have been. Usually waiting too long to give me my child's progress which at that point my child is frustrated. (SPHS)

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

Some teachers don't make themselves available, have the lack of interest in reading what accommodations need to be implemented for my child and/or lack the patience to work or accommodate. (SPHS)

The XXXXX teacher said inappropriate remarks to the students that has affected the students and my child. (SPHS)

Some more than others. (SPHS)

Some teachers don't enforce IEP accommodations when needed. (SPHS)

Some teachers hesitate to enforce IEP accommodations when needed. (SPHS)

Some teachers are not following with IEP recommendation. (SPHS)

Some teachers do not following IEP accommodations, particularly the accommodation for providing visual/written instructions along with verbal instructions. Some teachers also do not update their websites regularly and students are unable to check for assignments online. Also, some teachers do not respond to student emails even though teachers encourage students to advocate for themselves. (SPHS)

Some yes. A few no. (SPHS)

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

Strongly Disagree: XXXX has been abrasive and difficult to deal with. (MAR)

I am only familiar with the teachers my child is assigned. The student had a counselor who didn't encourage any future plans or successful guidance in the future. (SPHS)

***I am satisfied with the transportation provided for my student.***

XXXX from XXX XXXX is condescending towards parents. He also does not follow federal safety laws unless parents complain. (SELPA Class)

Disagree: House pick up is more convenient. (MHS)

Driving company owner is rude. (SPHS)

***How might your child's transition have been improved this year?***

Having had a chance to talk to the new teacher earlier at the start of the school year. It was a few weeks before we got the chance. The RSP Staff did brief the teacher about the IEP, though, so it was not a problem. (AV)

If possible that the school offer transportation like school bus. (AV)

If we could have met with special education staff prior to enrollment - he should have started in Grade 1 not 2 based on his development and academics, but my concerns were not heeded. (MAR)

Our XXX is young for this grade having a XXX birthday, coupled with his multiple disabilities, we feel he would have benefitted from transitional kindergarten, which we had asked for. We are pleased he will be allowed to repeat kinder so that he can catch up physically with his speed and dexterity when writing or drawing. We hope in the future the district will be more flexible allowing children with disabilities to attend trans-kinder when they are so closed to the cut-off in terms of age. Also, the pre-kinder assessments did not seem to adequately address physical disabilities. That being said, everyone we have encountered has been very professional and responsive—we are very grateful. (MAR)

Started services earlier. (MHS)

The District needs to have more teachers for the Special Education program at the Elementary level. The groups are large. There is not enough individual help to enable children to meet IEP goals. Staff is doing their best, but our children are not moving forward as quickly as they could with more help. Teachers struggle in the classroom without enough push-in support. I am disappointed in SPUSD. (MHS)

More communication with me. (SPMS)

By actually following through with the accommodations specified on the IEP. Some teachers actually admitted to not knowing of being aware my child even needed any accommodations! (SPHS)

***My child and I felt that the transition plan was meaningful.***

Not sure when general ed teachers are given the IEP but it takes them a few months to adjust as if they were not prepared—especially with special ed student. (MAR)

Disagree: Not complete. (SPHS)

***My child and I were satisfied with the IEP services and supports provided to support my child's transition goals.***

A disconnect between gen ed and special ed staff—not enough support to gen ed teachers. Other districts have spec ed coordinator. (MAR)

**My suggestions for improving services include:**

**SELPA**

Keep kids closer to home and have better integration.

**Non-SPUSD Elementary**

Children with special needs should be in a classroom setting year round as it is well documented that they thrive on routine.

**AV**

More communication between home and school, such as monthly reports on my students progress.

Perhaps, overall, the class being more included with the gen ed activities. But, since this is the first SDC year at AV—it may take more time to understand the SDC kids and build the relationships with the other staff and kids.

Give teachers a little more education on children with special needs. Understand that the "square peg doesn't fit in the round hole."

Though I think other methods of reading instruction could be explored when necessary. I wish that recess could be shortened in a way to prevent loneliness and bullying opportunities.

Better training for teachers to meet the needs of children who learn differently instead of being pulled out of the classroom for services.

Understanding the triggers for my child's diagnosis, informing all support staff of triggers and how to best manage/avoid them.

Better technology for hearing aids.

**Marengo**

To include simple process understanding for parents.

The district needs to hire special ed coordinators

**MHS**

Continue to offer various services and trained staff to implement services.

Hiring more push-in support teachers. Having another APE teacher. Shocked to learn our district has one for all our school. It is shameful and must be remedied. I have donated thousands of dollars to our district through PTA/SPEF/classrooms/Wish Night and paid for a multi-million dollar home to attend school here. I know of four families who have left our district and city because of this. Compared to other cities, SPUSD needs more staff. I

have lived here too long to believe that. Love and appreciate the teachers we have. We simply need more of them.

Would like to see support during recess with an appropriately trained aide who can model initiating play, interacting with peers, etc.

**SPMS**

Communication, transportation (unprofessional company).

**SPHS**

Discipline issues during high stress transition.

COMPUTERS!! LAUSD schools that have 1/2 the money of SPHS have computers in every room. Kids should learn to do their homework on computers and send it in. Not paper. This is 2018.

Making sure that all teachers provide the child with clear instructions of any changes to the child's accommodations. The RSP teachers need to step in more when the child is having trouble with teachers who don't know what the child needs to succeed.

Make sure teachers know which students have an IEP and accommodate and implement the IEP modifications. Many have failed to do so. There have been missing attendance in my child's IEP.

Schedule of classes determined earlier if possible to ensure class/teacher well-suited to student needs.

To ensure counselor are attentive to grades, scheduling and overall well-being. This has been a problem.

Ensure that teachers are following best practices in terms of student learning and improvement. Students are only allowed to review graded quizzes and chapter tests for 5 to 10 minutes, and must put all paper and pencils away. They cannot take notes on what they missed or why they missed specific problems. This atmosphere is not supportive of student progress or learning from errors/mistakes. In some classes, teachers do not even go over the tests after they are taken. Administration should take a more active role in overseeing and ensuring best practices in the classroom setting.