

## **Review of Results from Special Needs Committee Special Education Survey 2018**

### **Development of Survey**

The South Pasadena Council PTA Special Needs Committee (SNC) developed a special education survey in April 2018 (Appendix A). The goal of the special education survey was to collect information from parents/guardians of students with IEPs (Individualized Education Plans) for the 2017–18 school year. It focuses on parent satisfaction with various aspects of special education services in the district.

The 2018 survey was based on previous surveys from the SNC; the SNC developed and distributed special education surveys in 2014, 2015, and 2016. In 2017, the West San Gabriel Valley (WSGV) SELPA Community Advisory Committee (CAC) developed a special education survey based on the SNC's survey, which was distributed to South Pasadena; we decided to use the results of the SELPA CAC's survey for that year rather than duplicate it. The SELPA survey added questions about transportation and transition plans; our 2018 survey added those same questions so that we could build on the 2017 results.

### **Distribution of Survey**

Paper surveys and SASEs (self-addressed stamped envelopes) were distributed to each of the school sites on May 18, 2018; case carriers at each school were asked to distribute a paper survey and SASE to each student. The Student Support Services office emailed the link to the English Google Form to parents and guardians of students with IEPs on June 11, 2018. The email stated that the deadline to complete the survey was June 1, 2018, although the link was available throughout the summer. The link to the English Google Form was also emailed to the email distribution list of the Special Needs Support Group. Paper surveys were not mailed to parents/guardians of students with IEPs who attend non-SPUSD schools because of staffing limitations at the Student Support Services office.

## Overview of Survey Results

Summary graphs of the survey results are included in Appendix B. A subcommittee of the SNC inputted the responses from paper surveys and combined them with online responses. As of August 2018, data from 110 respondents were collected (45 online surveys, 65 paper surveys)—this represents approximately one-quarter of the special needs population. This is the second highest response rate we have seen, with the highest response rate recorded in 2016 (135 respondents). The largest number of respondents were parents/guardians of elementary school students (total of 53 respondents: 19 from Marengo, 18 from AV, and 16 from MHS). High school families made up 25.5% (28 respondents), middle school families made up 9.1% (10 respondents), and preschool families made up 6.4% (7 respondents) of the total. Eleven of the respondents had a child who attended a non-SPUSD school. In past surveys, the majority of responses were also from parents/guardians of students in elementary school.

Over 56.4% of respondents had a child receiving support from a special education teacher (62 students). The next highest percentage of services received by students were speech therapy (50.9%, or 56 students), occupational therapy (35.5%, or 39 students), and classroom instruction by a special education teacher (32.7%, or 36 students). Speech therapy and specialized academic instruction (formerly RSP) were the most common services received in the survey results in from 2014 through 2017.

The largest group of respondents (42%, or 46) identified their child as white (non-Hispanic). The second most common race/ethnicity identified was Hispanic or Latino (14%, or 15). The percentage of respondents with a child whose race/ethnicity was Asian or Pacific Islander was 13%. Fourteen percent of respondents preferred not to state their ethnicity. These results differed slightly from previous years: 40% white, 26% Hispanic or Latino, and 17% Asian or Pacific Islander in 2014; 47% white, 30% Hispanic or Latino, and 11% Asian or Pacific Islander in 2015; and 36% white, 31% Hispanic or Latino, 27% Asian or Pacific Islander in 2016; 43% white, 12.5% Hispanic or Latino, and 18% Asian or Pacific Islander in 2017.

A large majority of respondents had a child who was not an English Language Learner (64%, or 70), which is similar to results from previous years.

When asked to identify their child's primary exceptionality/disability, the largest group of respondents specified autism (33.6%, or 37 students). This was also the case in our surveys for 2017, 2015, and 2014 (38.5%, 20.4%, and 35.1%, respectively); in 2016, the largest group of respondents specified speech and language impairment (26%). Some respondents appeared to be confused about this question and to have mistakenly chosen "other health impairment."

Most of the respondents seemed to be satisfied with the special education services their child is receiving. Parents/guardians chose positive answers (that is, respondents chose "agree," "strongly agree," or "very strongly agree" when asked if they were satisfied), with positive responses ranging from 90% to 96% for each question. Among the families who received transportation services (16 families), 13 families were satisfied and 3 were dissatisfied. In 2017, 11 out of 13 families were satisfied with transportation services. Among the four families that had a student who went through a high school to post-high school transition, all of the families felt that the transition plan was meaningful and were satisfied with the IEP services and supports provided to support their child's transition goals. These results are an improvement from last year's survey results (in 2017, four families felt that the transition plan was meaningful, and two families did not; three families were satisfied with the IEP services and supports while three families were dissatisfied).

The survey was not translated into other languages because of insufficient time and low response rate in languages other than English in earlier years. In previous years, the surveys were made available in Spanish, Mandarin, and Korean. Also, two completed Spanish surveys have been returned, but none in any of the other languages. Of the respondents who answered the question about whether they would have preferred the survey in another language, all of them answered in the negative.

The most popular topics for SNC-sponsored trainings were "Teaching Parents How to Help their Child Succeed in School," the Special Needs Conference, and "Behavior Support in the Classroom & Home."

We also invited "free-text" responses to each question and to general questions that asked what the district is doing well and what it can improve. Relatively few respondents chose to make free text responses, so we cannot say with confidence that

they are representative of overall parent attitudes. However, some concerns were noted by several respondents. A substantial majority of negative comments about relationships with teaching staff were focused on the high school; those that mentioned specific issues reported that general education teachers were not aware of and/or were not implementing or were not consistent in implementing IEP accommodations for their students. At Marengo Elementary School, three parents reported that progress reports were not received or had minimal information. Finally, a couple of parents perceived a need for more push-in support or staffing at the elementary level. The remaining comments did not suggest patterns of problems; the full list of comments is appended in Appendix D (redacted for anonymity).

Among the positive comments, the largest number of free-text comments were in praise of special education teachers and staff in the district. Parents consistently described teachers and staff as attuned to students' needs, proactive, supportive, and good at communicating with parents. The full set of positive free-text comments appears in Appendix C (redacted for anonymity).

### **Recommendations for future surveys**

Some questions appear to need clarification. A number of respondents did not seem to know how to respond accurately to the question about their child's primary exceptionality/disability. Parents or guardians seemed to choose "Other Health Impairment" (OHI) if they were uncertain about the answer. (This was apparent since the form allowed respondents to choose OHI and then name the specific OHI. Many of the specific answers given were non-OHI categories of exceptionality / disability.) Also, some respondents answered the questions regarding high school to post-high school transition although their child did not fit in this category. Future surveys should make the distinction clearer in order to avoid confusion.

Distributing the survey earlier (before May) may help to increase the response rate. Unfortunately, the emailing of the link to the Google survey and the paper distribution of the surveys to students at each school site was delayed due to staffing issues at the Student Support Services office. Also, paper surveys were not mailed to parents/guardians of students with IEPs at non-SPUSD schools. The SNC should

brainstorm ways to achieve timely distribution of the electronic and paper survey to all families of students with IEPs. Also, in 2016, the SNC recommended involving teachers and other special education staff in developing questions for the special education survey. Teachers and staff were asked for their input about the survey, but the SNC did not receive any responses. The SNC may need to brainstorm other and more specific, well-defined methods of expanding teacher participation.

The SNC also needs to determine how to disseminate the survey results and recommendations in a timely manner to teachers, staff, administration, and parents and guardians of students with IEPs. It would be beneficial to present the results from the survey in a clear and usable way to provide feedback to SPUSD and to inform next steps to address the most relevant issues at the school sites. The SNC should also discuss how to best communicate the survey results and recommendations to parents and families of students with IEPs. Improved dissemination of results could be helpful to increase awareness of the value of the survey and to encourage participation in future surveys for all stakeholders.

Finally, given the newly elected school board members, the SNC should consider drafting an informational report to be placed on the school board agenda. Parents on the SNC presented a comprehensive report on a Special Needs Forum in December 2013 but have not presented a report on the Special Education Survey. This might be a opportunity for school board members to become more informed about the work of the committee and to learn about the survey results.

**South Pasadena Council PTA Special Needs Committee**

**SPECIAL EDUCATION SURVEY  
May 2018**

The South Pasadena Council PTA Special Needs Committee is made up of parents of special needs students, teachers, staff, and administrators. The committee works to improve the special education programs of the South Pasadena Unified School District (SPUSD). Please help us by completing the survey below. Please respond to each question as it relates to the 2017-18 school year and your child's most recent IEP (Individualized Education Program). It will take about 5 - 10 minutes to complete the survey.

Since your answers are valuable to us, you may also receive a paper version of this survey. ***Please only fill out one version of the survey per child - either the online version or the paper version.*** If you prefer to complete the paper version, then please return it to your child's case carrier or mail it in the attached self-addressed stamped envelope. Thank you!

**Please return this survey by June 1, 2018**

*Your responses are completely voluntary and anonymous. Your answers will not be tied to you or your child.*

**1. My child attends the following school (2017-18):**

- |  |   |
|--|---|
| <input type="checkbox"/> Preschool at Arroyo Vista Elementary School | <input type="checkbox"/> South Pasadena Middle School |
| <input type="checkbox"/> Arroyo Vista Elementary School              | <input type="checkbox"/> South Pasadena High School   |
| <input type="checkbox"/> Marengo Elementary School                   | <input type="checkbox"/> Post-High School             |
| <input type="checkbox"/> Monterey Hills Elementary School            | <input type="checkbox"/> Other _____                  |

**2. My child receives the following special education services: (Please mark all that apply.)**

- |  |  |
|--|--|
| <input type="checkbox"/> Adaptive PE (Physical Education)  | <input type="checkbox"/> Classroom instruction by a Special Education Teacher (sometimes called SDC) |
| <input type="checkbox"/> Occupational Therapy  | <input type="checkbox"/> Speech Therapy  |
| <input type="checkbox"/> Physical Therapy  | <input type="checkbox"/> Transportation  |
| <input type="checkbox"/> Counseling and Guidance   | <input type="checkbox"/> Other (please specify): _____   |
| <input type="checkbox"/> Support from a Special Education Teacher (sometimes called Resource Specialist (RSP) or Learning Lab Teacher) |  |

**3. My child's race/ethnicity is: (Please mark all that apply)**

- |  |  |
|--|--|
| <input type="checkbox"/> I prefer not to say       | <input type="checkbox"/> Asian or Pacific Islander         |
| <input type="checkbox"/> White                     | <input type="checkbox"/> American Indian or Alaskan Native |
| <input type="checkbox"/> Black or African-American | <input type="checkbox"/> Hispanic or Latino                |

**4. My child is an English Language Learner. (Please mark only one.)**

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> I prefer not to say | <input type="checkbox"/> No           |
| <input type="checkbox"/> Yes                 | <input type="checkbox"/> I don't know |

**5. My child's primary exceptionality/disability is: (This is the one listed first on your child's IEP. Please mark only one.)**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Autism                | <input type="checkbox"/> Intellectual Disability      | <input type="checkbox"/> Speech or Language Impairment         |
| <input type="checkbox"/> Deaf-Blindness        | <input type="checkbox"/> Multiple Disabilities        | <input type="checkbox"/> Traumatic Brain Injury                |
| <input type="checkbox"/> Deafness              | <input type="checkbox"/> Orthopedic Impairment        | <input type="checkbox"/> Visual Impairment Including Blindness |
| <input type="checkbox"/> Emotional Disturbance | <input type="checkbox"/> Other Health Impairment      |  |
| <input type="checkbox"/> Hearing Impairment    | <input type="checkbox"/> Specific Learning Disability |  |

**6. Given the constraints of the school day, my child's IEP was scheduled at a satisfactory time to me. (Please check one.)**

- |   |  |                                   |                                |   |  |
|---|--|-----------------------------------|--------------------------------|---|--|
| <input type="checkbox"/> Very Strongly Disagree | <input type="checkbox"/> Strongly Disagree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree | <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Very Strongly Agree |
|---|--|-----------------------------------|--------------------------------|---|--|

If you disagree, please explain why. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**7. Upon request, I was given any reports and/or evaluations associated with my child prior to the IEP meeting. (Please check one.)**

☐ Very Strongly Disagree

☐ Strongly Disagree

☐ Disagree

☐ Agree

☐ Strongly Agree

☐ Very Strongly Agree

If you disagree, please explain why. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**8. My views about placement and services were given appropriate consideration by the IEP team. (Please check one.)**

☐ Very Strongly Disagree

☐ Strongly Disagree

☐ Disagree

☐ Agree

☐ Strongly Agree

☐ Very Strongly Agree

If you disagree, please explain why. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**9. I feel that the IEP team's decision regarding placement and services for my child was appropriate. (Please check one.)**

☐ Very Strongly Disagree

☐ Strongly Disagree

☐ Disagree

☐ Agree

☐ Strongly Agree

☐ Very Strongly Agree

If you disagree, please explain why. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**10. My child is getting the amount and type of services that are listed in his or her IEP. (Please check one.)**

☐ Very Strongly Disagree

☐ Strongly Disagree

☐ Disagree

☐ Agree

☐ Strongly Agree

☐ Very Strongly Agree

Please explain. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**11. I receive reports on my child's progress towards meeting his/her IEP goals as specified in his/her IEP. (Please check one.)**

☐ Very  
Strongly  
Disagree

☐ Strongly  
Disagree

☐ Disagree

☐ Agree

☐ Strongly  
Agree

☐ Very  
Strongly  
Agree

If you disagree, please explain why. \_\_\_\_\_

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**12. I understand the progress reports on my child's IEP goals. (Please check one.)**

☐ Very  
Strongly  
Disagree

☐ Strongly  
Disagree

☐ Disagree

☐ Agree

☐ Strongly  
Agree

☐ Very  
Strongly  
Agree

Please explain why or why not. \_\_\_\_\_

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**13. If requested, I receive evidence of my child's progress toward his/her IEP goals. (Please check one.)**

☐ Very  
Strongly  
Disagree

☐ Strongly  
Disagree

☐ Disagree

☐ Agree

☐ Strongly  
Agree

☐ Very  
Strongly  
Agree

Please explain. \_\_\_\_\_

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

☐ Very  
Strongly  
Disagree

☐ Strongly  
Disagree

☐ Disagree

☐ Agree

☐ Strongly  
Agree

☐ Very  
Strongly  
Agree

Please explain why or why not. \_\_\_\_\_

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**15. I have a good working relationship with special education staff (other than classroom teachers). (Please check one.)**

- ☐ Very Strongly Disagree    ☐ Strongly Disagree    ☐ Disagree    ☐ Agree    ☐ Strongly Agree    ☐ Very Strongly Agree

Please explain why or why not. \_\_\_\_\_

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**16. I am satisfied with the transportation provided for my child.**

- ☐ Not Applicable    ☐ Very Strongly Disagree    ☐ Strongly Disagree    ☐ Disagree    ☐ Agree    ☐ Strongly Agree    ☐ Very Strongly Agree

Please explain why or why not. \_\_\_\_\_

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**17. My child went through the following transition this year:**

- |   |  |
|---|--|
| <input type="checkbox"/> Grade to grade, within the same school | <input type="checkbox"/> High school to post-high school ( <i>*if marked, please answer additional questions 19 - 22 below</i> ) |
| <input type="checkbox"/> Preschool to elementary                | <input type="checkbox"/> Other transition (please specify) _____   |
| <input type="checkbox"/> Elementary to middle school            | <input type="checkbox"/> Not applicable  |
| <input type="checkbox"/> Middle school to high school           |  |

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

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**\*Please answer questions 19 through 22 below only if your child went through a high school to post-high school transition. Otherwise, please skip to question 23.**

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**19. My child participated in the transition planning process.**

☐ Yes

☐ No

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

☐ Very  
Strongly  
Disagree

☐ Strongly  
Disagree

☐ Disagree

☐ Agree

☐ Strongly  
Agree

☐ Very  
Strongly  
Agree

Please explain. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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

☐ Very  
Strongly  
Disagree

☐ Strongly  
Disagree

☐ Disagree

☐ Agree

☐ Strongly  
Agree

☐ Very  
Strongly  
Agree

Please explain. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**22. According to my child's IEP, his/her high school course of study will lead to:**

☐ Certificate of completion

☐ California high school diploma

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**23. The school or district my child attends is doing well in the following areas: (Optional)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**24. My suggestions for improving services include: (Optional)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**25. I would be interested in attending a PTA-sponsored event on the following topics:  
(Please mark all that apply.)**

- ☐ **Special Needs Conference** - Saturday half-day conference held at SPHS with various speakers and topics (The next Special Needs Conference will be held in 2020.)  
Please list specific speakers or topics you would be interested in: \_\_\_\_\_

\_\_\_\_\_

- ☐ Behavior support in the classroom and home
- ☐ Teaching parents how to help their child succeed in school
- ☐ How to ease the transition from elementary to middle school, middle school to high school, and post-high school
- ☐ IEP 101: A Parents' Guide to IEPs
- ☐ Pathways to participation in general education
- ☐ Understanding school discipline for students with disabilities
- ☐ Making decisions about medications
- ☐ Assistive Technology and Augmentative and Alternative Communication (AAC)
- ☐ Other (please list your suggestions): \_\_\_\_\_

\_\_\_\_\_

**26. Would you have preferred this survey in another language?**

- ☐ Yes ☐ No

If yes, please specify your preferred language: \_\_\_\_\_

**27. I would be willing to be contacted for further comments or recommendations.  
Supplying my contact information will not impact any services my child is receiving.**

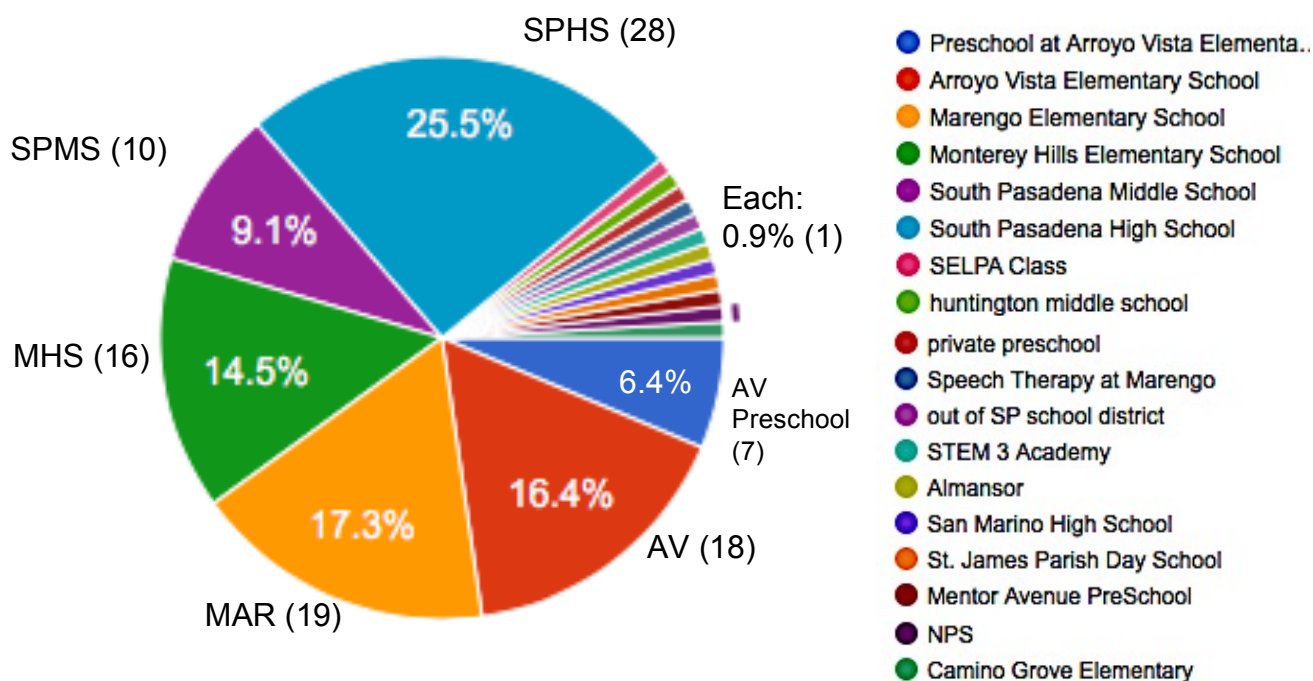
Name \_\_\_\_\_

Email Address \_\_\_\_\_ Phone Number \_\_\_\_\_

South Pasadena Council PTA  
**Special Needs Committee**  
**SPECIAL EDUCATION SURVEY 2018 RESULTS (N = 110)**

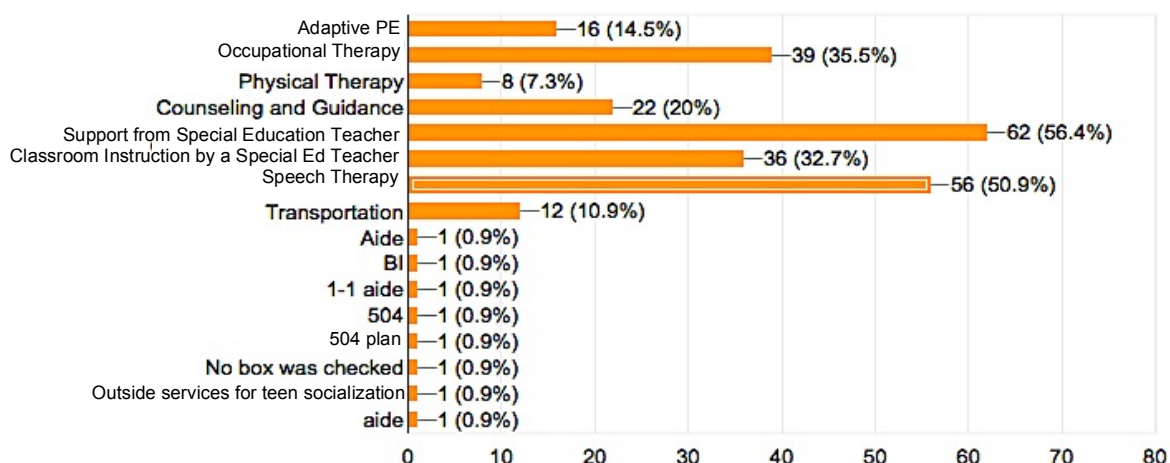
**My child attends the following school (2017/18):**

110 responses

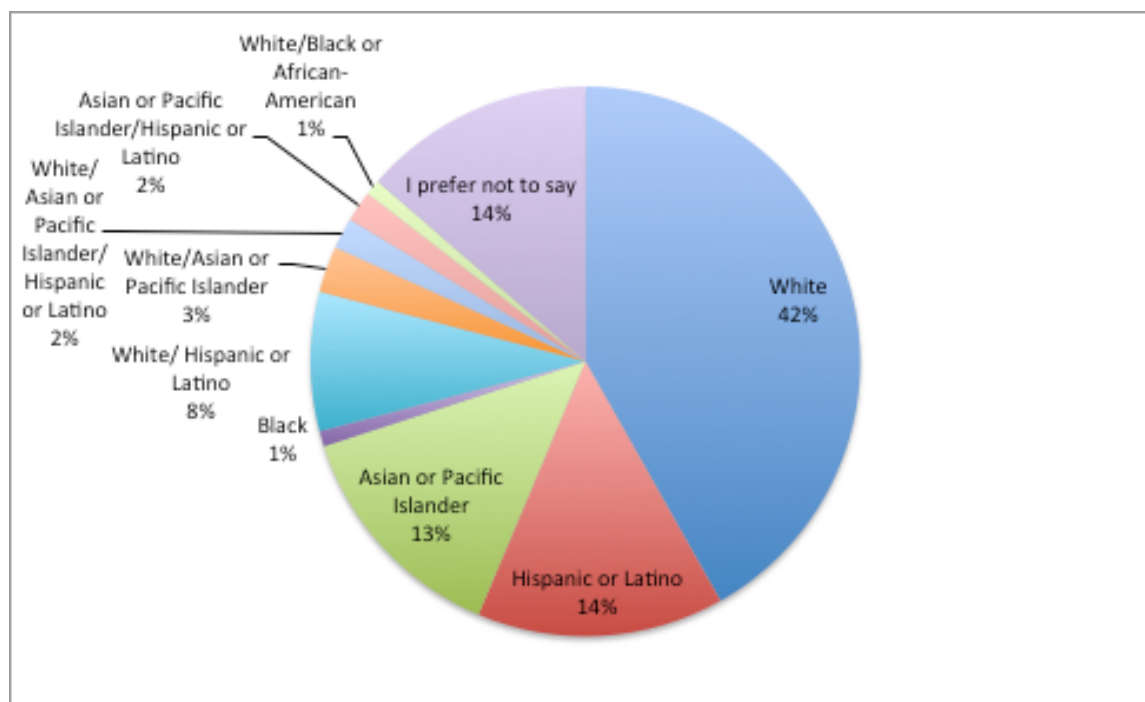


**My child receives the following special education services: (Please mark all that apply.)**

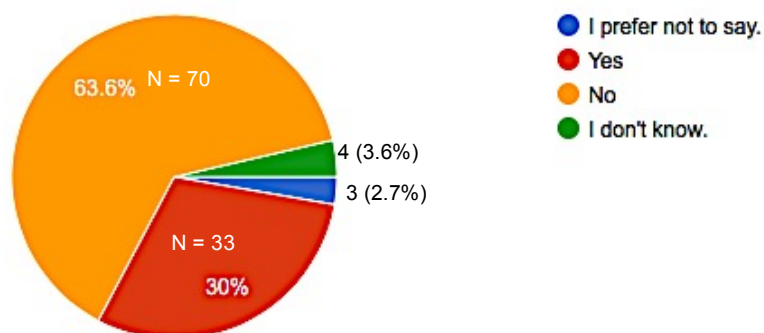
110 responses



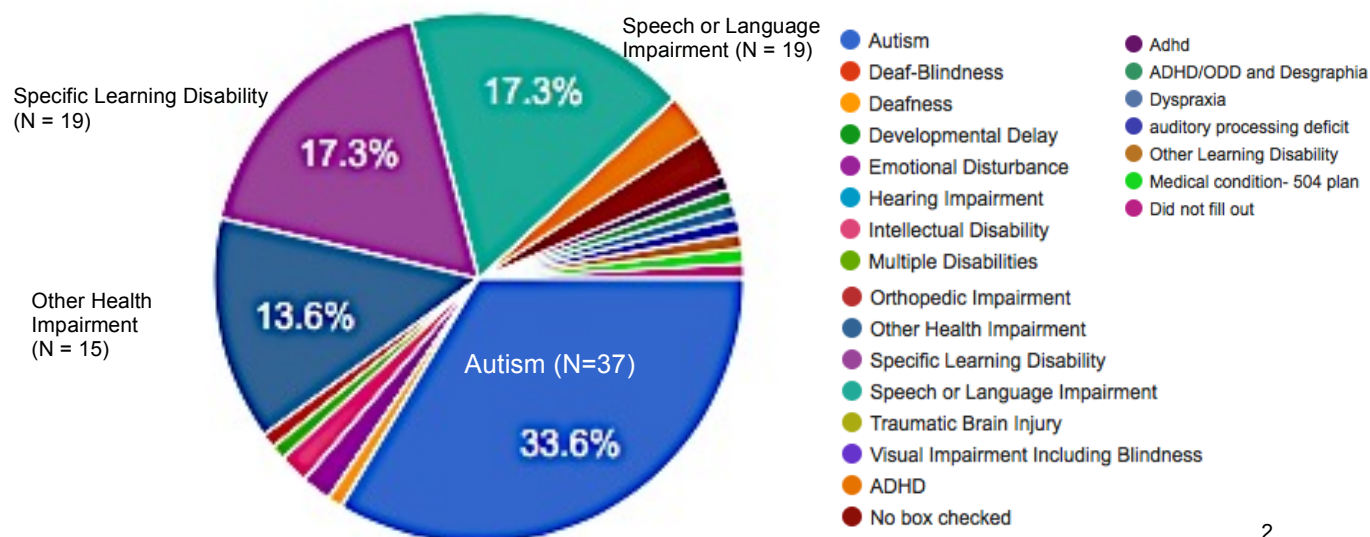
### My child's race/ethnicity is:



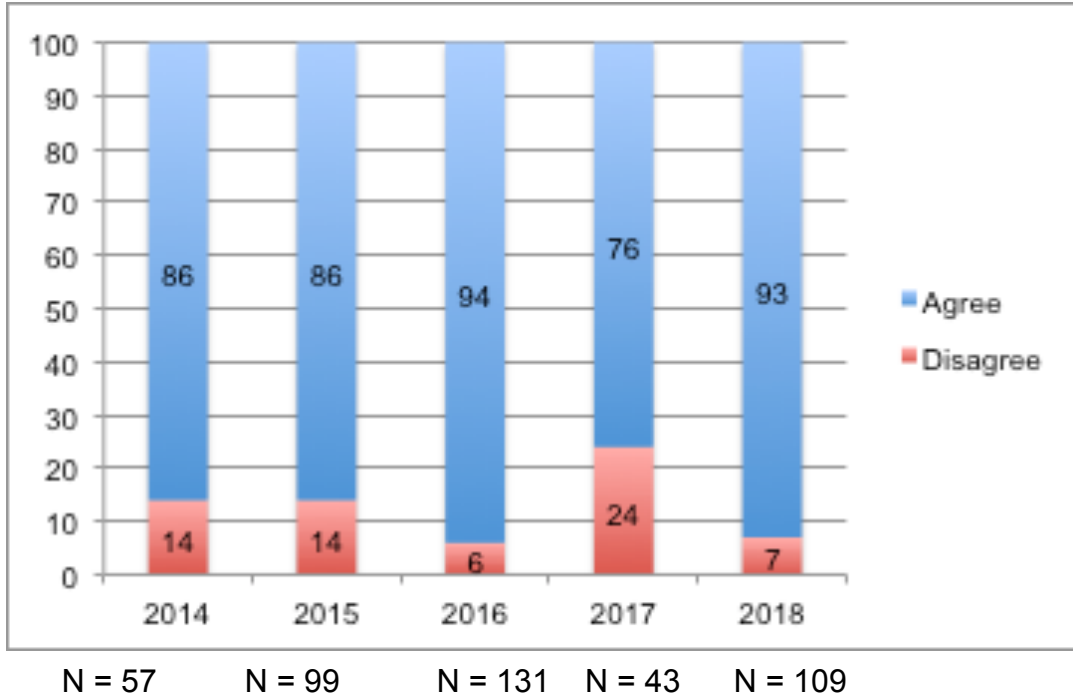
### My child is an English Language Learner:



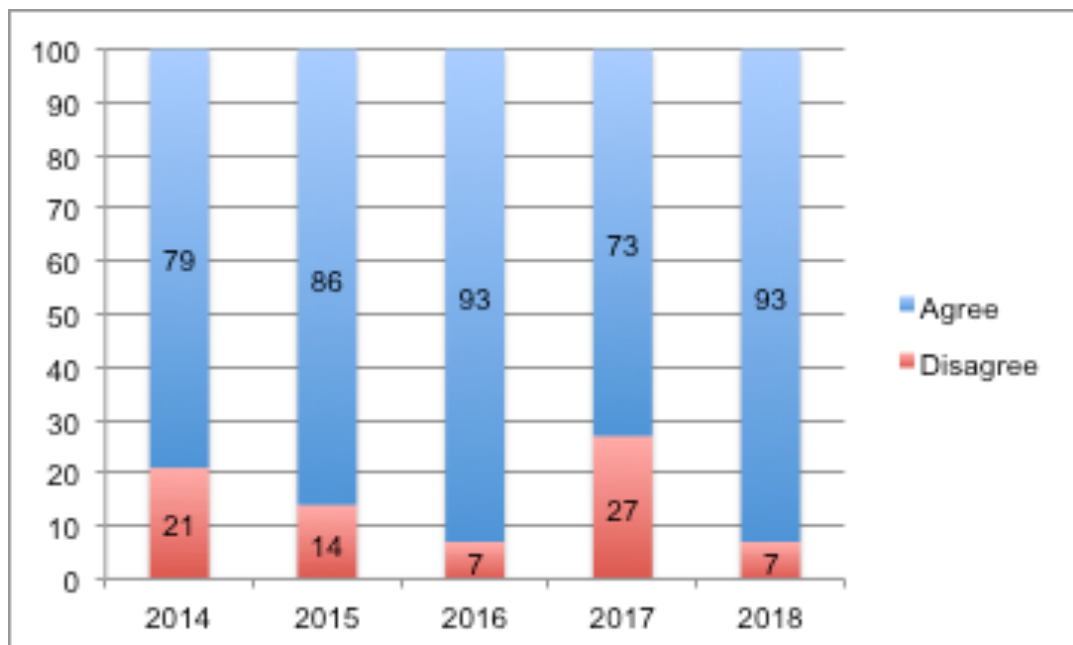
### My child's primary exceptionality/disability is:



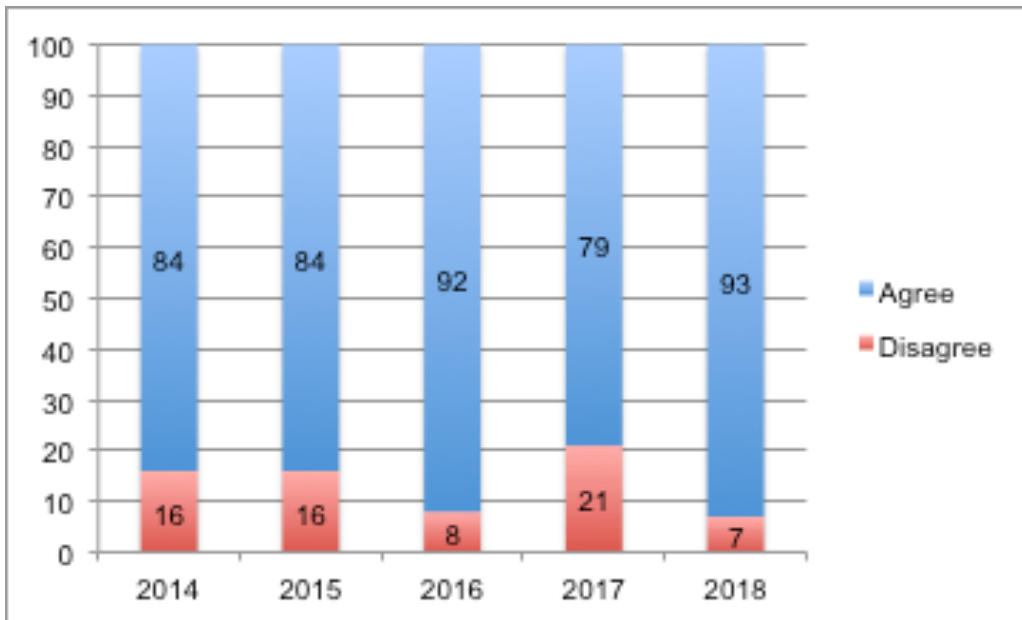
Q7. Given the constraints of the school day, my child's IEP was scheduled at a satisfactory time to me. (*IEP meetings were scheduled at a time and placed that were convenient to me. 2014-15*)



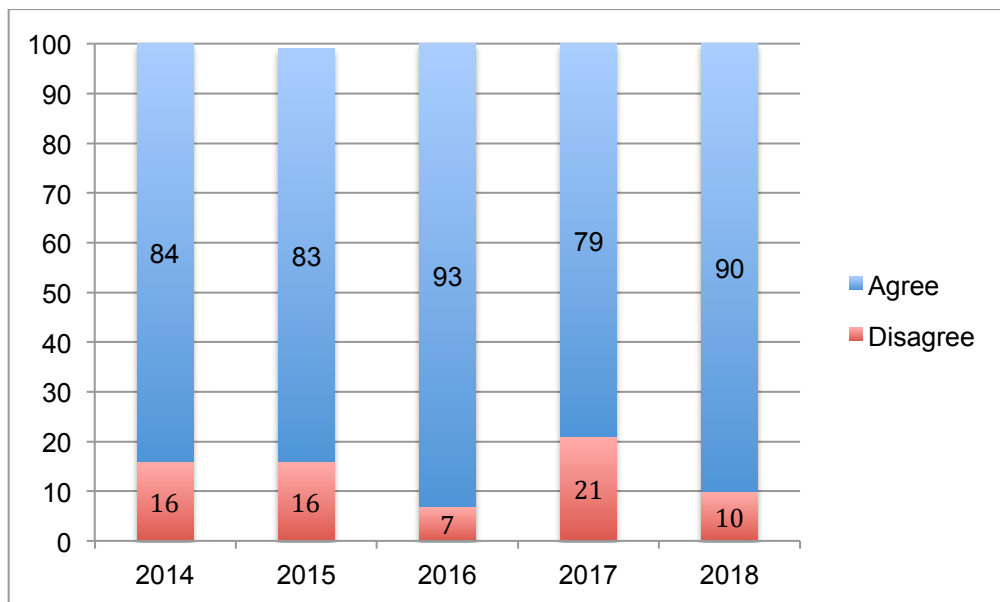
Q8. Upon request, I was given any reports and/or evaluations associated with my child prior to the IEP meeting. (*Upon request, I was given all reports and evaluations related to my child prior to the IEP meeting, 2014-15*)



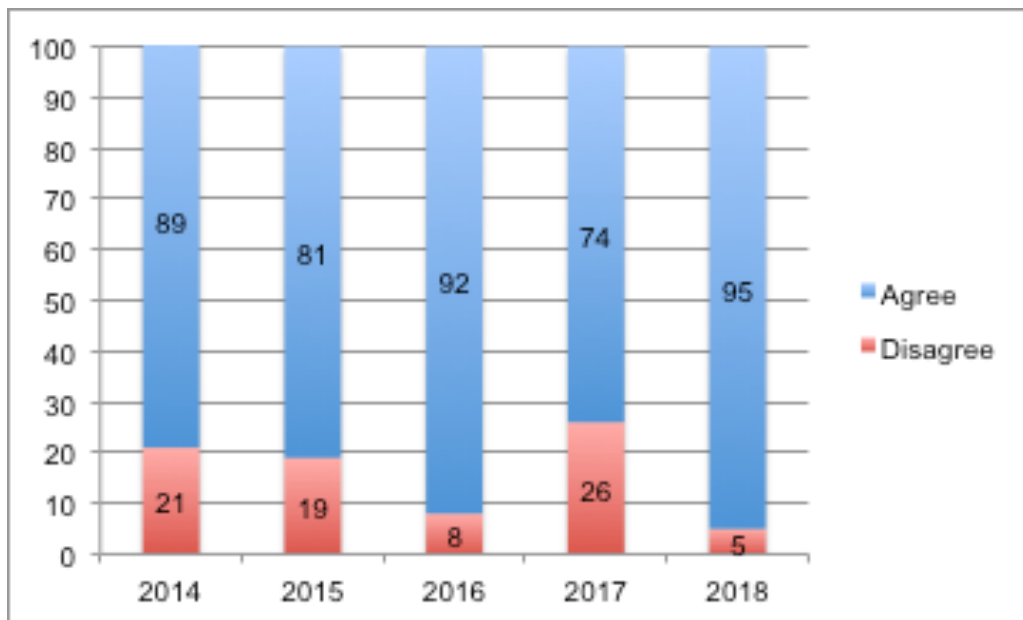
Q9. My views about placement were given appropriate consideration by the IEP team.



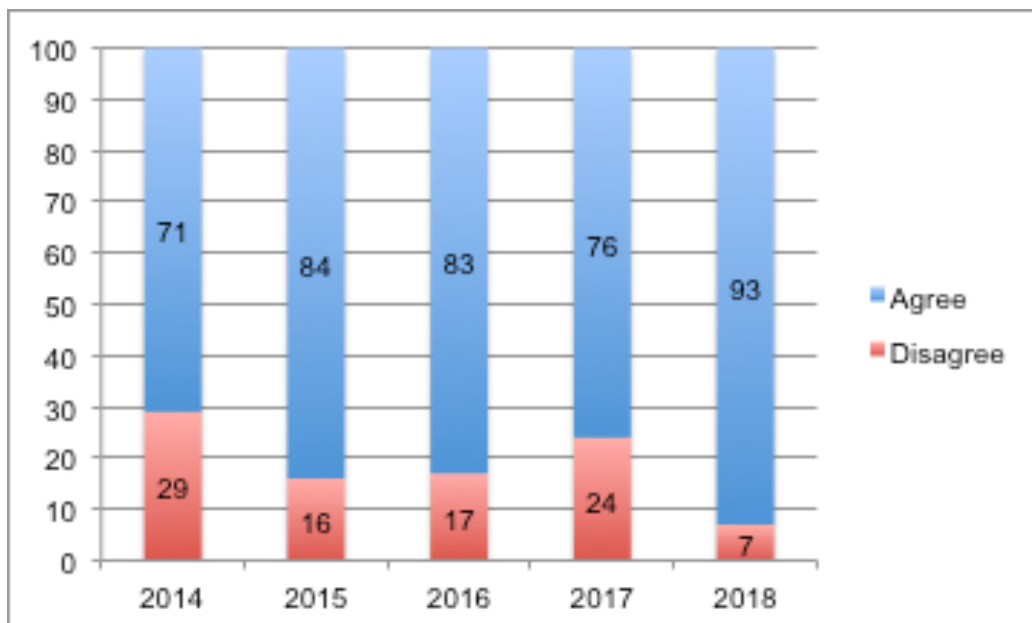
Q10. I feel that the IEP team's decision regarding placement and services was appropriate.



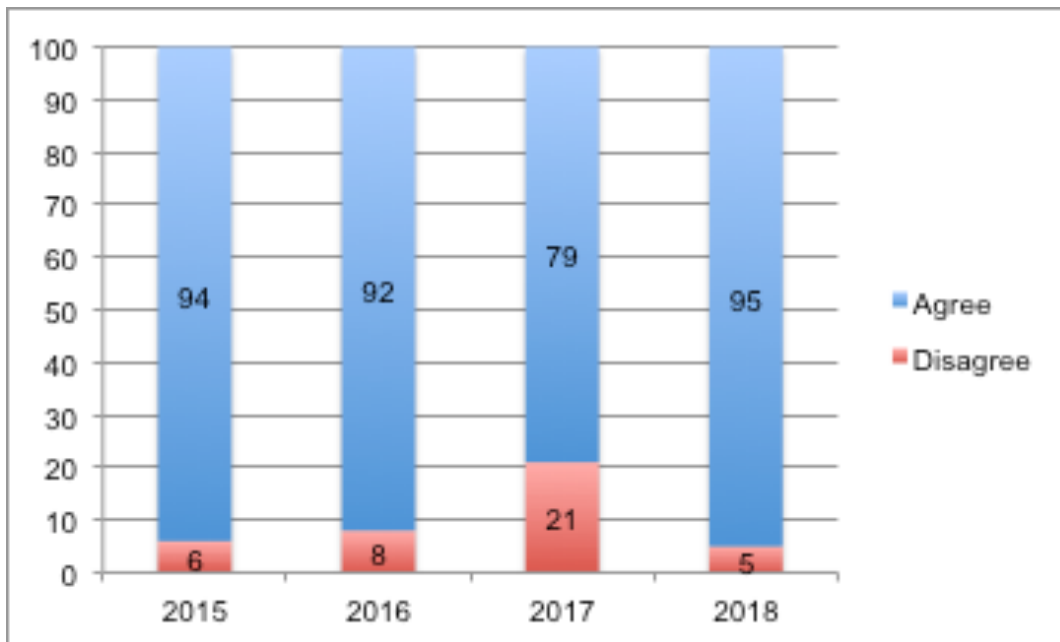
Q11. My child is getting the amount and type of services that are listed in his/her IEP.



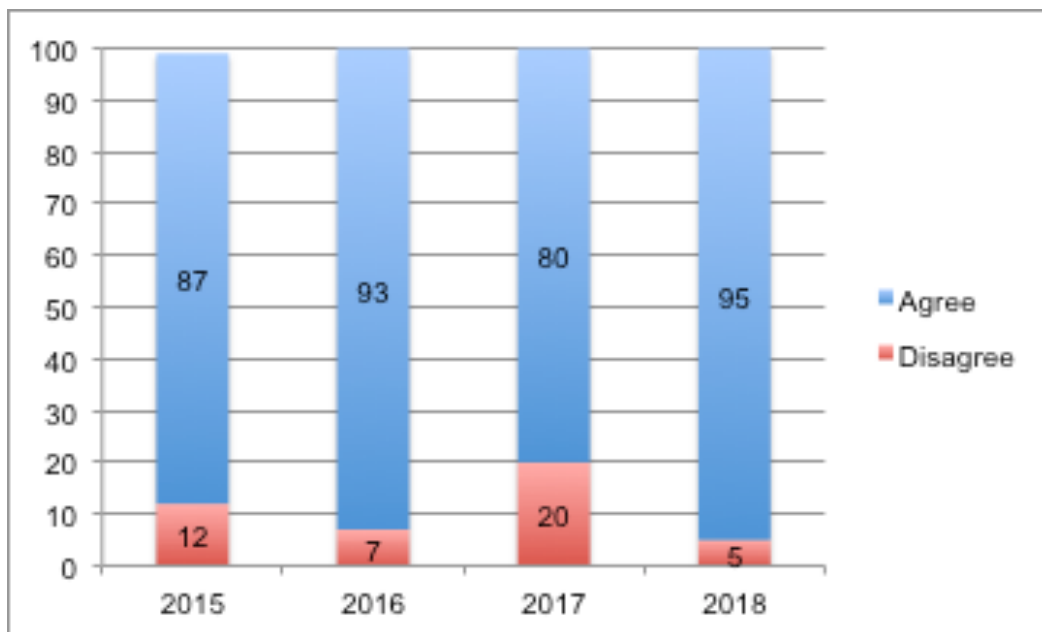
Q12. I receive reports on my child's progress towards meeting his/her IEP goals.



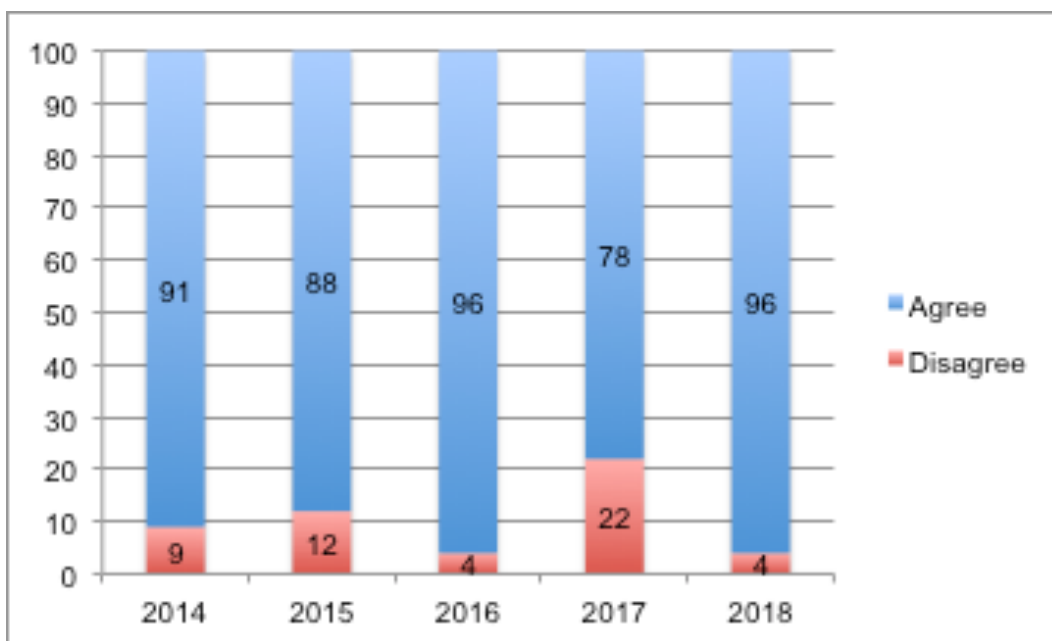
Q13. I understand the progress reports on my child's IEP goals.



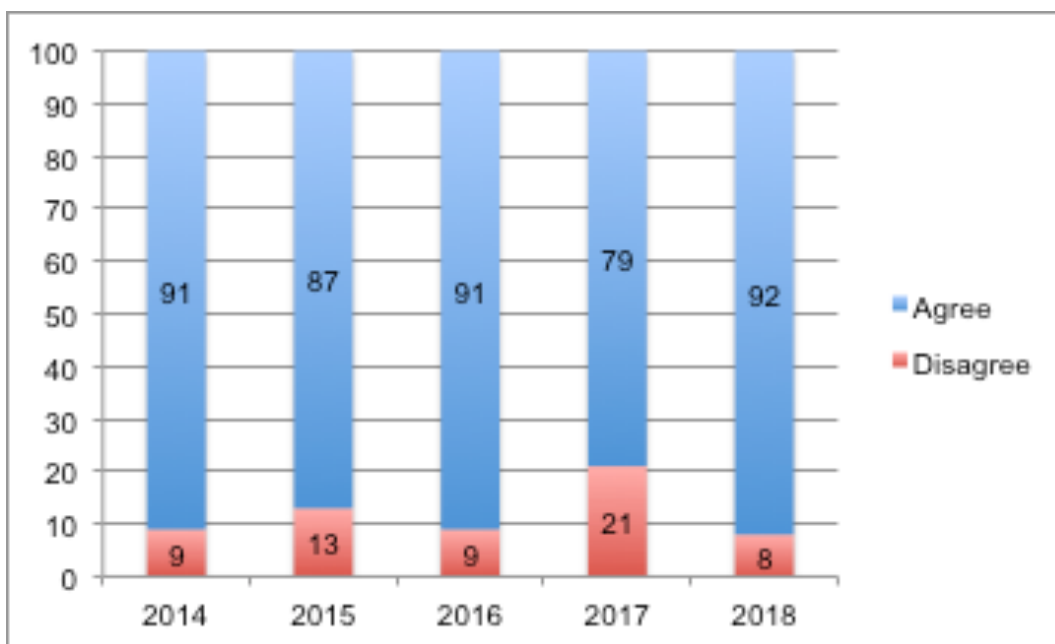
Q14. If requested, I received evidence of my child's progress toward his/her IEP goals.



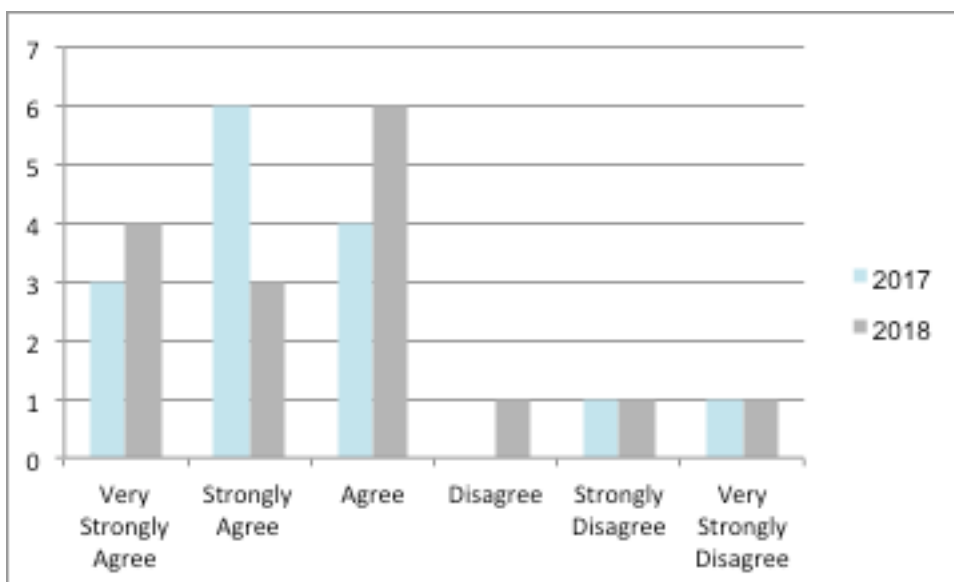
Q15. I have a good working relationship with my child's teacher.



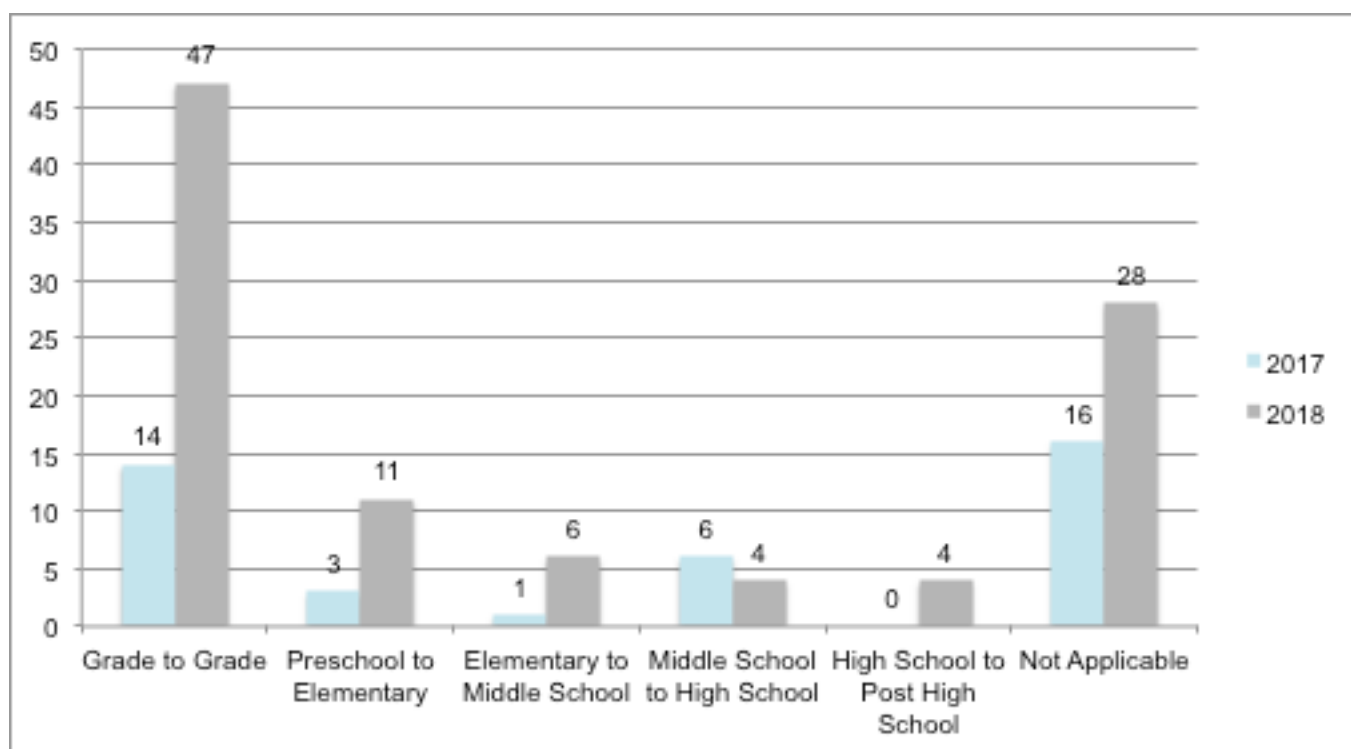
Q16. I have a good working relationship with other special education staff.



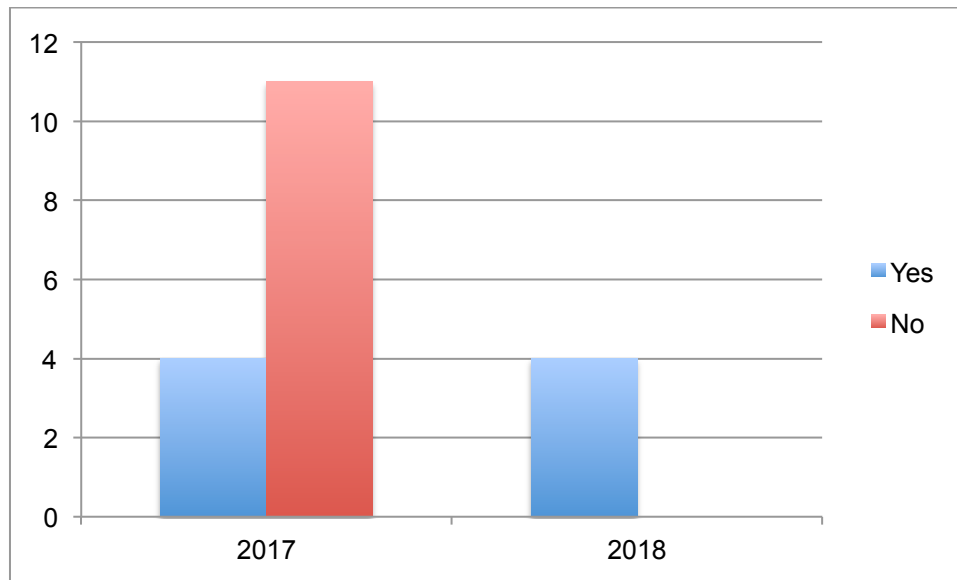
Q17. I am satisfied with the transportation provided for my student.



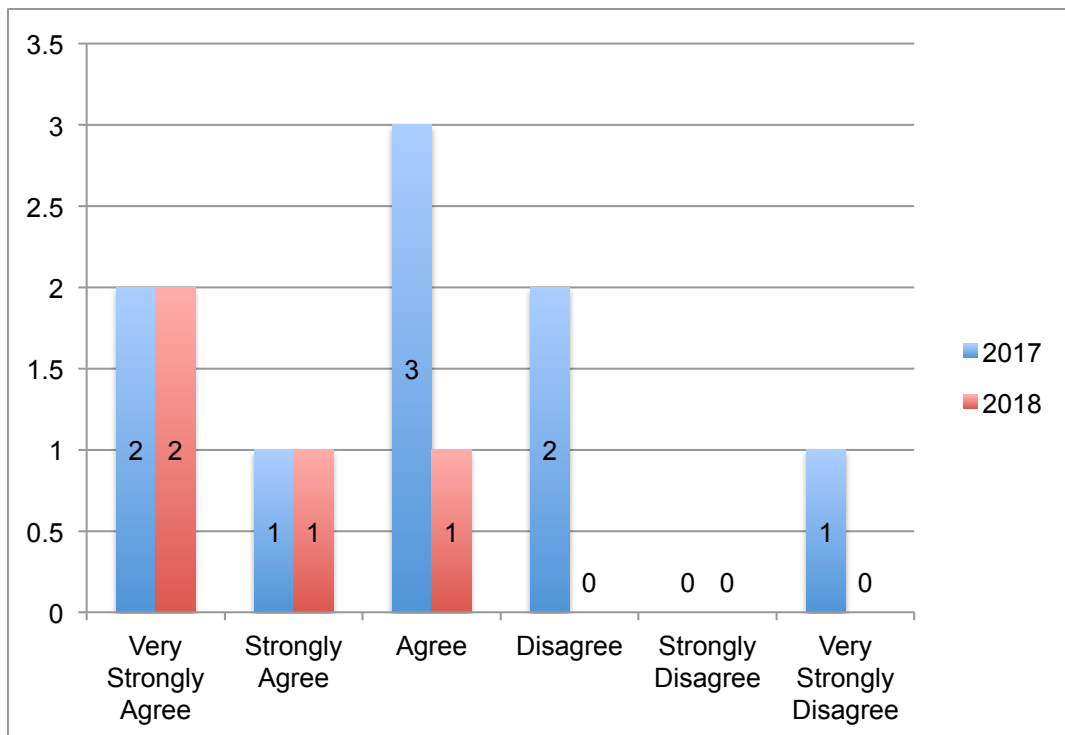
Q18. My child went through the following transition this year:



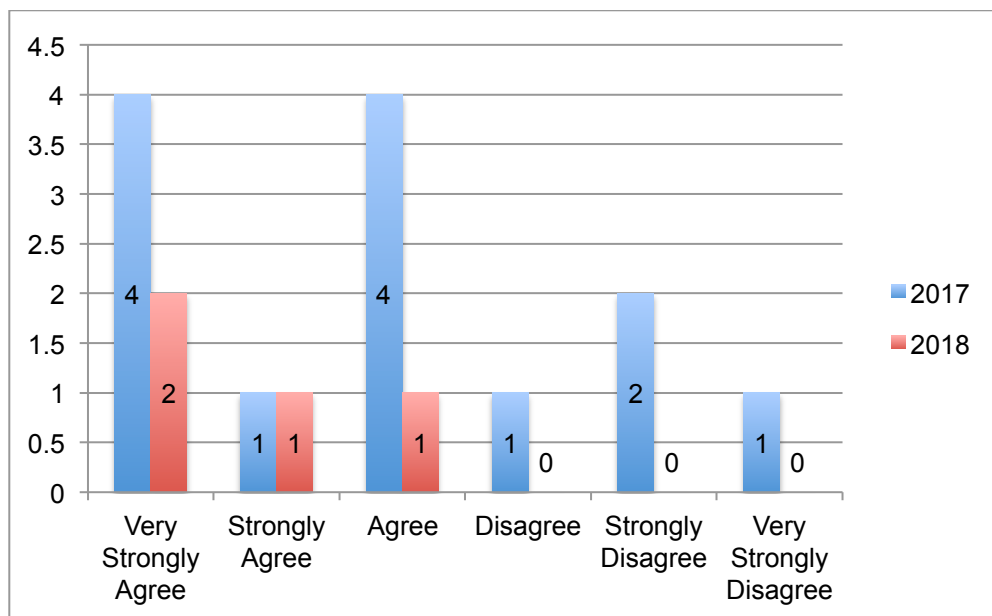
Q19. My child participated in the transition planning process.



Q20. My child and I felt that the transition plan was meaningful.



Q21. My child and I were satisfied with the IEP services and supports provided to support my child's transition goals.



According to my child's IEP, his/her high school course of study will lead to:  
2018

Certificate of Completion	California high school diploma
2	22

Topic	Number of Parents Interested
Special Needs Conference	27
Teaching Parents How to Help their Child Succeed in School	31
Behavior Support in the Classroom & Home	22
How to Ease the Transition from Elementary To Middle School, Middle School to High School and Post-High School	17
IEP 101: A Parents' Guide to IEPs	12
Understanding School Discipline for Students with Disabilities	11
Pathways to Participation in General Education	9
Making Decisions about Medications	9
Assistive Technology and AAC	7
Other: Helping students with ADHD succeed	1

Comment: All conferences about parents learning something to do better. I really wish you guys would have a conference where the parents speak and the teachers and school listen and learn. Like having a conference with parents talking about what it means to have to become a HELICOPTER PARENT, not because we want to, but because we have to, in order to see our kids succeed in an environment that was not designed for their differences, but others averageness.

**Special Education Survey Results 2018**  
**POSITIVE COMMENTS**

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

I believe the team always has my son's best interest at heart. (MAR)

Agree: My student is very open and tells us everything the teachers should be doing and are not when they are not being watched by administration. (SPHS)

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

Very Strongly Agree: The team has always kept me informed of any changes/concerns. (MAR)

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

Very Strongly Agree: Everything we discussed is implemented. (Preschool AV)

Agree: I would like to have my child have more aquatic work with the instructor. (Preschool AV)

Very Strongly Agree: Speech to Text capability for writing assignments was added to the IEP during XXXX. Have not yet seen that implemented; will ensure for next school year. (AV)

Very Strongly Agree: South Pasadena has been very consistent in meeting every one of the IEP goals and providing the frequency and duration of all therapies. The services are also delivered with compassion. (MAR)

Agree: Just started. Not sure yet if it works or now. As of now, the amount of time seems right for him. (MHS)

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

Strongly Agree: Thanks to the teacher. (AV)

I can get a report at a moment's notice. They are always available to me if I have questions. (MAR)

I did not receive reports, but I did not ask for them either. I was comfortable with the info provided by my child and knew I would be contacted if problems arose. So while I disagree, I am fine with it.

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

Strongly Agree: We go over everything at the meetings.(AV)

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

His teacher seems always ready to answer any questions and requests so far. (AV Preschool)

Communication with parents was not as frequent as stated in the IEP, but when [I] reached out to the teacher, she responded same day. (AV)

His teacher is very proactive with keeping us informed as well as open to trying new approaches to try and increase our child's chance of success. (AV)

My son's teacher would email me weekly to let me know how he is doing, especially if he does well. I am so happy with the relationship between my son and teacher. They were a great team. (MAR)

She is very responsive and supportive. All issues are important to her. (MAR)

We agree on my child's progress/needs. (MAR)

XXXXX is the best. We could not ask for a more caring and compassionate teacher. (MAR)

Teacher is very attuned to how he is doing and communicates that to us. (MAR)

Yes, the teacher is great. XXX very open to suggestions, listens to my concerns and helps with any questions I might have. I am very happy XXX his teacher. (SPMS)

There is always one that is harder to reach, but very good in general. (SPHS)

I try and let my child work things out, but contact the teachers if I feel things are not being resolved. (SPHS)

Very Strongly Agree: XXXX has been extraordinary. Very informative! Very kind. (SPHS)

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

Everyone is very friendly and helpful. (AV Preschool)

They are outstanding and very helpful. (AV)

I would not disagree, but the administration and counselor are not as open to helping and understanding my child as I would like. (AV)

XXXX is amazing! (MAR)

The team are always positive and help ease my concerns. They all take the time to listen and understand my concerns. I am grateful for the team and what they do for my son. (MAR)

They always know what is happening with my child. They are always ready to help with anything. (MAR)

I feel comfortable contacting the RSP teachers anytime my child has issues in the classroom. (SPHS)

Very Strongly Agree: The staff are wonderful. Very approachable. (SPHS)

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

Good help from the driver XXXX with getting XXX into the van. (AV Preschool)

I like that he gets picked up at the classroom and gets walked back to his class. (MAR)

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

It was a smooth transition. (Transition to Pre-K)

His transition was easy. The IEP team at AV was exceptional. (AV)

We have no complaints. (AV)

I was very happy he was in a class that the teacher was sympathetic to his needs. I hope he will get the same type of teacher next year. (MAR)

Everything was satisfactory. (MAR)

Transition went well because of increased time in mainstream class from the prior year. (MHS)

No improvement was needed. So impressed by everyone's part in the transition. (MHS)

Everything was great. (SPMS)

It was great. (SPMS)

No suggestions, as the XXX and XXXX teachers coordinated the transition very well. (non-SPUSD High School)

Could not have asked for a smoother transition. XXXX, XXXX, and XXXX have been incredible. (SPMS to SPHS Transition)

It was an excellent transition. (SPHS)

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

My student's academic success is crucial and I need teachers to step up and offer help and clear directions and help kids succeed. (SPHS)

***The school or district my child attends is doing well in the following areas:***

**NPS**

Excellent focus on goals, creativity in developing curriculum, individual support.

**SELPA Class**

Following IEP.

**Non-SPUSD Elementary School**

Keeping him in class.

**Preschool at AV**

Team-oriented approach to setting up students for success!

**Non-SPUSD Elementary School**

Everything—the staff and support at XXX is exceptional; Why is there nowhere to properly acknowledge the incredible caring job XXX, XXX, & XXXX do on a daily basis for our kids?!

**Arroyo Vista**

Accommodating my son's needs and the classroom environment.

Elementary—all—no complaints at all—very supportive.

We have been very happy.

The school staff work together as a team to provide attention and services for our student. They are caring and responsive when we ask questions or make requests. The Principal is an active member of the team.

Communication & thoughtfulness.

**Marengo**

All areas from our experience. They attend to the child's needs. We see immediate results, improvements when things come up that are problematic.

The support personnel makes me feel that they have my child's best interest in mind when deciding on things.

The professionalism and responsibilities of all staff is exceptional. Very good communication and thoroughness in all reports, etc.

The entire school team was wonderful with XXX and working with him. Greatly appreciate all their hard work!

**Monterey Hills**

The team adapts and tries various anxiety-coping methods for my child to find something that works for my child in various learning situations.

Understanding the needs of my child and making sure he is really progressing.

Special ed and reading lab. What a difference in my child.

**SPMS**

Keeping parents informed. Keeping students safe!

**SPHS**

Test scores. Principal emails.

My daughter is still attending. I HOPE, she will pass. My concern is currently meeting her XXXXX criteria.

IEP servicing.

State level rankings.

Some teachers have old programs and are very set in their ways, but most are very accommodating.

Mathematics, Art.

Providing support and addressing his needs.

General instruction and special accommodation.

Working with us to meet needs/goals; communicating regularly with us; maintaining a communicative relationship with our child.

Provides competent RSP teachers who respect parents input regarding the child's needs. The RSP teachers made my child comfortable and helped my child work hard.

Keeping up with annual IEP meetings on a yearly basis.  
Good communication with case carrier.

Helping with work and making sure she stays on top of things.

The resource team is awesome.

**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.