



## **Special Education Parents Survey Summary Report**

April 30, 2019

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## Introduction

The Traverse Bay Area Intermediate School District conducted an online survey of its Special Education parents to help guide its strategic planning. Other surveys are being conducted with Career Tech Center parents, Special Education and Career Tech Center students, as well as with local district superintendents and principals, and TBAISD staff.

A total **16** responses were received April 11 – 22, 2019.

Seven different local public school districts are represented in this sample. Five parents are from the Traverse City district, four from the Benzie district, three from the Kingsley district and one parent each are from the Alba, Elk Rapids, Forest Area and Kalkaska districts. Five principals represent a public school academy, parochial school or private school.

Thirteen of the parents have special needs students in grades K-8, three in grades 9-12, and two in post-12.

Eleven of the parents also have children attending general education classrooms.

Thirteen of the parents have children attend the New Campus School, three the Transition Campus, three the Life Skills Center, three the ACE program, and one the Early Childhood Education program.

### **Their child’s primary special education eligibility:**

Autism spectrum disorder	4
Cognitive impairment	1
Early childhood developmental delay	1
Emotional impairment	6
Hearing impairment	0
Physical impairment	1
Severe multiple impairment	0
Specific learning disability	1
Speech & language impairment	0
Traumatic brain injury	0
Visual impairment	0
Other health impairment	1
(n)	(15)

## Overall satisfaction with TBAISD special education services

Three-fourths of the special education parents (76%) responding to this survey are **“completely or very satisfied” overall with the special education services provided by the TBAISD**, including 13% who are “completely satisfied.”

Zero reply “not at all satisfied.”

Completely satisfied	13%
Very satisfied	63%
Somewhat satisfied	13%
Slightly satisfied	13%
Not at all satisfied	0%
(n)	(16)

## Reasons why not completely or very satisfied

Here are the special education parents unaided verbatim responses (sorted alphabetically) when asked why they’re not “completely or very satisfied” with the TBAISD’s special education services:

**Summary: No single issue emerged from their comments, with only 6 of the parents providing a comment.**

(n = 6)

- ❖ Academic rigor, pathway, communication daily. Accountability for others actions.
- ❖ Because
- ❖ Because students aren't being controlled with their mouths my child has picked up bad behaviors and bad words from the school and when I pick him up I hear kids walking down the hallway saying f this f that you f\*\*\*ing bitch and nobody corrects them when they do it
- ❖ Don't know
- ❖ I feel there is always room for improvement but overall satisfied
- ❖ I think when you send your special needs child to a special needs school you should have to worry about the school calling the cops on your child all the time and getting him involved in the legal system for actions beyond his control.

## Communication from the TBAISD

### Satisfaction with communication from the TBAISD Special Education Services

Less than half of the special education parents responding to this survey are **“completely or very satisfied” with the communications from the TBAISD special education services**, including only 6% who are “completely satisfied.”

While zero percent reply “not at all satisfied,” 19% are “slightly satisfied.”

Completely satisfied	6%
Very satisfied	38%
Somewhat satisfied	38%
Slightly satisfied	19%
Not at all satisfied	0%
(n)	(16)

### Open exchange of information about their child between their family and TBAISD special education staff

Almost two-thirds of the special education parents (63%) responding to this survey feel there is an **open exchange of information about your child between your family and TBAISD special education staff**, including 25% who reply “definitely yes.”

Only 12% reply “no,” while 25% are “not sure.”

Definitely yes	25%
Probably yes	38%
Not sure	25%
Probably no	6%
Definitely no	6%
(n)	(16)

## Initial Evaluation Process

### Satisfied overall with their child's initial evaluation process

Forty percent of the special education parents responding to this survey are **“completely or very satisfied” overall with their child’s initial evaluation process**, including 20% who are “completely satisfied.”

While zero percent reply “not at all satisfied,” 13% are “slightly satisfied.”

Completely satisfied	20%
Very satisfied	20%
Somewhat satisfied	47%
Slightly satisfied	13%
Not at all satisfied	0%
(n)	(15)

### Collaborative relationship between their family and their child's teacher or person that set up the IEP meeting

Most of the special education parents (82%) responding to this survey feel there was a **collaborative relationship between their family and their child's teacher or person that set up the IEP meeting**, including 38% who reply “definitely yes.”

Zero percent reply “no,” while the remaining 19% are “not sure.”

Definitely yes	38%
Probably yes	44%
Not sure	19%
Probably no	0%
Definitely no	0%
(n)	(16)

**Child’s IEP designed to bring out the best in him/her and utilize all his/her skills**

Most of the special education parents (87%) responding to this survey feel their **child’s IEP is designed to bring out the best in him/her and utilize all his/her skills**, including 31% who reply “definitely yes.”

Six percent reply “no,” while another 6% are “not sure.”

Definitely yes	31%
Probably yes	56%
Not sure	6%
Probably no	6%
Definitely no	0%
(n)	(16)

**Your child's program includes social and life skills he/she will need for a successful future**

More than half of the special education parents (56%) responding to this survey feel **their child’s program includes social and life skills he/she will need for a successful future**, including 25% who reply “definitely yes.”

Twenty-five percent reply “no,” while 19% are “not sure.”

Definitely yes	25%
Probably yes	31%
Not sure	19%
Probably no	6%
Definitely no	19%
(n)	(16)

## Satisfaction with their special needs child’s related providers

Satisfaction with seven different categories of service providers were evaluated by the special education parents.

Strong satisfaction (the top two “completely or very satisfied”) is highest among special education parents with their child’s special education teacher (87%), social workers (79%), psychologists (72%) and other consultants (72%).

Additionally, the other three provider categories ... physical therapists (60%), speech and language therapists (60%), and occupational therapists (50%) ... each received “completely or very satisfied” evaluations from at least half of the special education parents responding.

There are very few “not at all satisfied’ or even “slightly satisfied” responses.

### Satisfaction with their special needs child’s providers (n = 32)

	<b>Completely</b>	<b>Very</b>	<b>Somewhat</b>	<b>Slightly</b>	<b>Not at all</b>	<b>(n)</b>
Social workers	43%	36%	21%	0%	0%	(14)
Psychologists	27%	45%	18%	9%	0%	(11)
Occupational therapists	25%	25%	50%	0%	0%	(4)
Speech and language therapists	0%	60%	40%	0%	0%	(5)
Physical therapists	20%	40%	20%	20%	0%	(5)
Teacher	60%	27%	7%	0%	7%	(15)
Other consultants	43%	29%	29%	0%	0%	(7)



## Welcome when visiting their special needs child’s classroom

Almost two-thirds of the special education parents (63%) responding to this survey feel **“extremely or very welcome” when visiting their child’s classroom**, including 19% who feel “extremely welcome.”

Thirteen percent reply “not at all welcome,” while another 6% feel “slightly welcome.”

Extremely welcome	19%
Very welcome	44%
Somewhat welcome	19%
Slightly welcome	6%
Not at all welcome	12%
(n)	(16)

### Children have access to appropriate assistive technologies

Three-fourths of the special education parents (76%) responding to this survey feel their **child has access to appropriate assistive technologies**, including 38% who reply “definitely yes.”

Nineteen percent reply “no,” while another 6% are “not sure.”

Definitely yes	38%
Probably yes	38%
Not sure	6%
Probably no	6%
Definitely no	13%
(n)	(16)

## Transition planning

### Confident their child will receive an appropriate transition plan by the time he/she turns 16

More than half of the special education parents (57%) responding to this survey feel **“extremely or very confident” their child will receive an appropriate transition plan by the time he/she turns 16**, including 21% who feel “extremely confident.”

Fourteen percent reply “not at all confident,” while another 29% feel “slightly confident.”

Extremely confident	21%
Very confident	36%
Somewhat confident	0%
Slightly confident	29%
Not at all confident	14%
(n)	(14)

### Satisfied with transition planning process received (child already turned 16)

Among the few (6) special education parents responding to this survey who had a special needs child turn 16, most (five of the six, or 84%) are **“completely or very satisfied” with the transition planning process their child received**, including 17% (one parent) who are “completely satisfied.”

Seventeen percent (one parent) are “not at all satisfied.”

Completely satisfied	17%
Very satisfied	67%
Somewhat satisfied	0%
Slightly satisfied	0%
Not at all satisfied	17%
(n)	(6)

## Assessments

### Assessments give a clear picture of their child's progress

Sixty percent of the special education parents responding to this survey feel that **assessments give them a clear picture of their child's progress**, including 20% who reply “definitely yes.”

Seven percent reply “no,” while the remaining 33% are “not sure.”

Definitely yes	20%
Probably yes	40%
Not sure	33%
Probably no	0%
Definitely no	7%
(n)	(15)

### Assessments of their child's progress given on a timely basis

Three-fourths of the special education parents (75%) responding to this survey feel that **assessments of their child's progress are given on a timely basis**, including 25% who reply “definitely yes.”

Six percent reply “no,” while the remaining 19% are “not sure.”

Definitely yes	25%
Probably yes	50%
Not sure	19%
Probably no	0%
Definitely no	6%
(n)	(16)

## Satisfaction with how their child is integrated into school events without highlighting differences

More than half of the special education parents (57%) responding to this survey are **“completely or very satisfied” with how their child is integrated into school events without highlighting differences**, including 13% who are “completely satisfied.”

Nineteen percent are “not at all satisfied.”

Completely satisfied	13%
Very satisfied	44%
Somewhat satisfied	19%
Slightly satisfied	6%
Not at all satisfied	19%
(n)	(16)

## Like best about TBAISD special education services

Here are the special education parents unaided verbatim responses (sorted alphabetically) when asked what they like best about the TBAISD's special education services:

**Summary: The teachers and staff members are what is liked best about the TBAISD special education services, for both how they communicate to the parent and their personal attention to their child.**

(n = 9)

- ❖ Communication between TBAISD staff, parents, and student are critical for success.
- ❖ Everything
- ❖ I like the check sheet and communication
- ❖ I like the fact that most staff forms a person relationship with my child. Each one is personally invested in his success.
- ❖ Jessica
- ❖ Just the programs in general. I think they look at the individual child and work around his/her specific issues to get them to understand and teach them coping skills and how to live on their own.
- ❖ Most of the people are very friendly and somewhat talk in language that I can understand
- ❖ My teachers
- ❖ Test

## Suggestions to improve the TBAISD's special education services

Here are the special education parents unaided verbatim responses (sorted alphabetically) when asked for their most important suggestion to improve the TBAISD's special education services:

**Summary: More timely and thorough communications are suggested by several parents.**

(n = 9)

- ❖ Beer
- ❖ Behavioral report that are mailed are a week after the incident has happened. How as a parent do we address this at home when we don't know til week later. Also report card are not out in a timely fashion -- 1 to 1 1/2 months after quarter has ended is not efficient if there is more to be addressed about academics
- ❖ Improving outcomes for students with disabilities by offering a summer, and other extended learning programs and opportunities
- ❖ I would get rid of the new principal because I don't find her to be very honest
- ❖ Keep building on the students strengths & weaknesses in order for them to understand how to deal with things in the real world.
- ❖ None
- ❖ Sometimes I feel as if I don't know the plan for the future, we have been there for two months and I am unsure of when we check in to see progress.
- ❖ That teachers and staff are more aware of what's going on around them and less socializing
- ❖ This is just a test