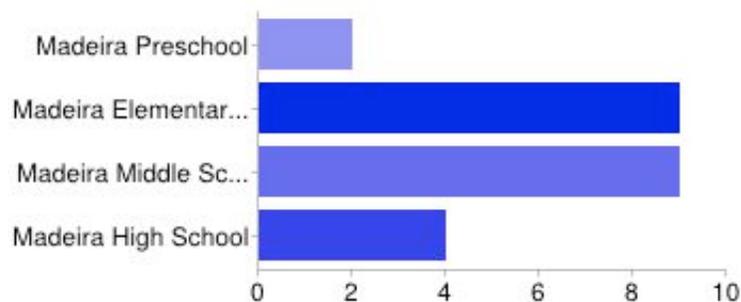


# Madeira Special Education Parent Survey Results

## BACKGROUND INFORMATION:

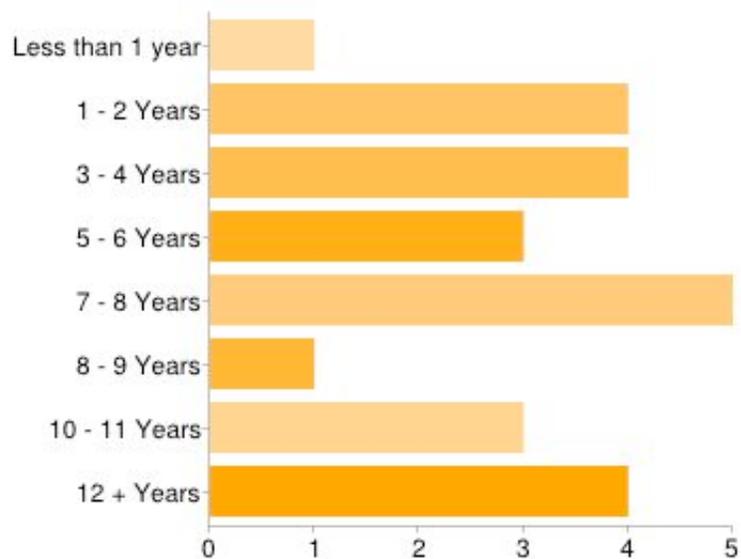
### In which building is your child enrolled?



Madeira Preschool	<b>2</b>	10%
Madeira Elementary School	<b>9</b>	45%
Madeira Middle School	<b>9</b>	45%
Madeira High School	<b>4</b>	20%

People may select more than one checkbox, so percentages may add up to more than 100%.

### How long has your child been in Madeira City Schools?



Less than 1 year	<b>1</b>	5%
1 - 2 Years	<b>4</b>	20%
3 - 4 Years	<b>4</b>	20%
5 - 6 Years	<b>3</b>	15%
7 - 8 Years	<b>5</b>	25%
8 - 9 Years	<b>1</b>	5%
10 - 11 Years	<b>3</b>	15%
12 + Years	<b>4</b>	20%

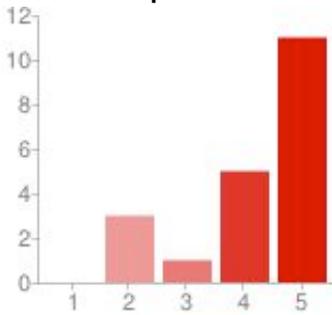
People may select more than one checkbox, so percentages may add up to more than 100%.

## INSTRUCTIONS:

Please use the 5-point Likert scale to rate each of the following questions: 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree

## COLLABORATION/COMMUNICATION:

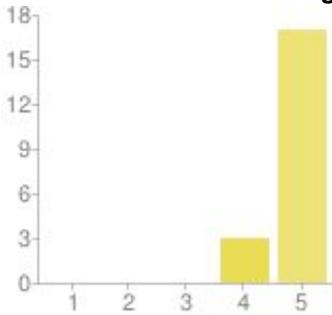
**1. I am considered an equal partner with teachers and other professionals in planning my child's educational process.**



Strongly Disagree Strongly Agree

1 - Strongly Disagree	<b>0</b>	0%
2	<b>3</b>	15%
3	<b>1</b>	5%
4	<b>5</b>	25%
5 - Strongly Agree	<b>11</b>	55%

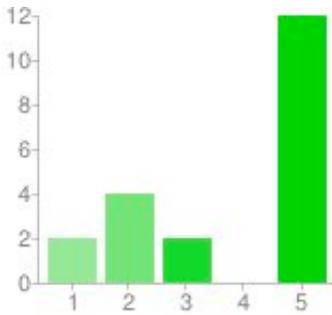
**2. I am comfortable offering suggestions/asking questions regarding the education of my child.**



Strongly Disagree Strongly Agree

1 - Strongly Disagree	<b>0</b>	0%
2	<b>0</b>	0%
3	<b>0</b>	0%
4	<b>3</b>	15%
5 - Strongly Agree	<b>17</b>	85%

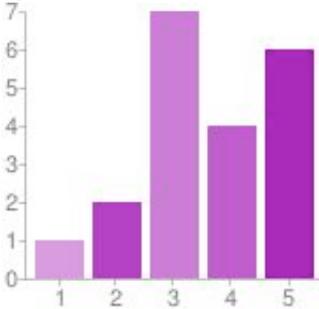
**3. I am aware that there are multiple methods for attending an Individualized Education Plan (IEP)/ Evaluation Team Report (ETR)/evaluation meetings (e.g., face-to-face meetings, phone conference, Skype/video conference, interpreter, etc.).**



Strongly Disagree Strongly Agree

1 - Strongly Disagree	<b>2</b>	10%
2	<b>4</b>	20%
3	<b>2</b>	10%
4	<b>0</b>	0%
5 - Strongly Agree	<b>12</b>	60%

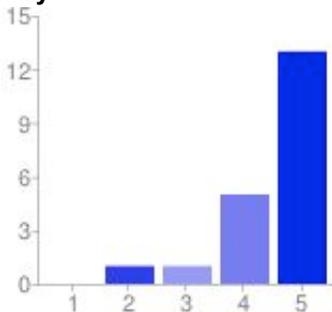
**4. I receive information about community resources that offer support for families of students with special needs.**



Strongly Disagree Strongly Agree

1 - Strongly Disagree	<b>1</b>	5%
2	<b>2</b>	10%
3	<b>7</b>	35%
4	<b>4</b>	20%
5 - Strongly Agree	<b>6</b>	30%

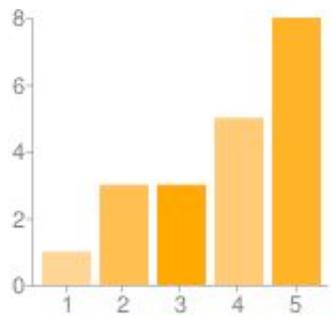
**5. Information about my child's IEP and/or evaluation (ETR) is explained to me in an understandable way.**



Strongly Disagree Strongly Agree

1 - Strongly Disagree	<b>0</b>	0%
2	<b>1</b>	5%
3	<b>1</b>	5%
4	<b>5</b>	25%
5 - Strongly Agree	<b>13</b>	65%

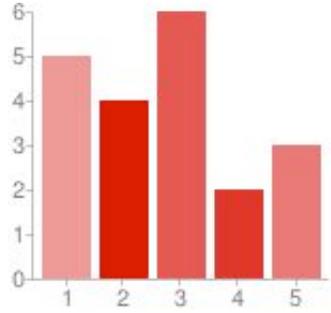
**6. I receive relevant and timely information about my child's progress.**



Strongly Disagree Strongly Agree

1 - Strongly Disagree	<b>1</b>	5%
2	<b>3</b>	15%
3	<b>3</b>	15%
4	<b>5</b>	25%
5 - Strongly Agree	<b>8</b>	40%

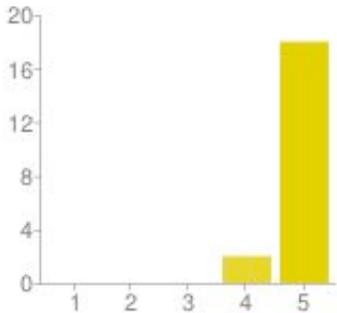
**7. I use the Procedural Safeguards ("Whose IDEA is This?") booklet as a reference guide.**



Strongly Disagree Strongly Agree

1 - Strongly Disagree	<b>5</b>	25%
2	<b>4</b>	20%
3	<b>6</b>	30%
4	<b>2</b>	10%
5 - Strongly Agree	<b>3</b>	15%

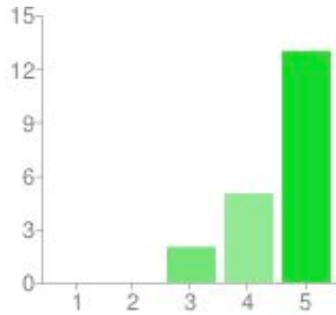
**8. I am comfortable contacting an IEP team member when I have a question or concern.**



Strongly Disagree Strongly Agree

1 - Strongly Disagree	<b>0</b>	0%
2	<b>0</b>	0%
3	<b>0</b>	0%
4	<b>2</b>	10%
5 - Strongly Agree	<b>18</b>	90%

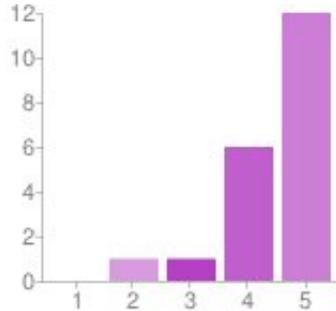
**9. My questions/concerns are addressed in a timely manner.**



Strongly Disagree Strongly Agree

1 - Strongly Disagree	<b>0</b>	0%
2	<b>0</b>	0%
3	<b>2</b>	10%
4	<b>5</b>	25%
5 - Strongly Agree	<b>13</b>	65%

**10. The IEP team considers my concerns and recommendations while developing my child's IEP.**



Strongly Disagree Strongly Agree

1 - Strongly Disagree	<b>0</b>	0%
2	<b>1</b>	5%
3	<b>1</b>	5%
4	<b>6</b>	30%
5 - Strongly Agree	<b>12</b>	60%

**11. How could we improve upon our collaboration and communication with families?**

“Consistency. All team members do not respond in a timely manner or address the concern.”

“My child struggles as a student who doesn’t have an IEP but clearly has special needs. I’ve had meetings almost every year where her new teachers express their concern for my child and her adapted/compensated learning issues, then nothing comes of it without an IEP and we are on to the next year... I understand that there are limited resources and not every child can be--nor should be--taught individually, but it seems some continuing effort should be available for kids like this. Frustrating for sure.”

“IEP progress reports should be completed more often than once every 3 months. A monthly report from the teachers and therapists should be generated. An email or newsletter with a list of recreational and extracurricular activities for the kids would be appreciated. As summer approaches, a list of camps would be appreciated.”

"I really enjoy the face to face monthly team meetings at MES. Now that I have a child in MMS, I feel like I don't really have any idea of what is going on in her schooling on a day-to-day basis."

"more interaction/support/counseling/mentoring in preschool years when family is just getting diagnosis or adjusting to child with special needs"

"Very pleased with the partnership.

If I need something - I can send a text and get a fast answer.

Parents I talk to at other schools do not have the same support and resources - we feel blessed."

"My child and my wife and I have had an excellent experience throughout the IEP process and really feel that the team assembled has taken very specific and timely actions on behalf of my child's development. While we have felt that we have needed to be a strong advocate for our child initially, once a problem was recognized, the entire IEP team has gone above and beyond for the progress and development of our child. Great job and thank you!"

"Love the newsletter, listserve, etc. Would like it if my special ed teacher had papers / resources on her website. Also wish I got an advance copy of IEP 1 week before the meeting consistently without having to ask. Otherwise, we have been thrilled with the district. Thank you for what you do -- we are very glad to be here."

"Respond to emails and phone calls in a timely manner."

"I think that both MES and MMS do a great job of communicating with parents."

"n/a"

"I'm not sure, I believe they are doing a good job. This has been a new experience and still getting an idea of what to do or can do. Thanks"

"Overall, the members of the staff who I have dealt with at the preschool do a wonderful job keeping in touch with me and considering my thoughts and opinions when it comes to helping my child. I am so glad my son was able to qualify for special services at Madeira. We had always heard good things about special services at the preschool level so I am glad that what we heard was true. \*\*\* has improved the speech of my child tremendously. She is a very intelligent speech language pathologist who within minutes of meeting \*\*\* for the first time, knew exactly what technique to use to reach my child to improve his speech. \*\*\* has also been very good with \*\*\*. She communicates with me about his IEP goals, e-mailed to set up a parent-teacher conference, and always answers questions when I e-mail her. I could not get over the helpfulness of \*\*\* when my son was only 2 years old and I called with questions. I am truly thankful and grateful for everyone who has played a part in my son's overall improvement. Keep up the great work!"

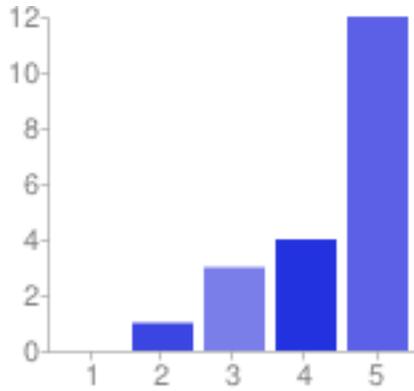
"We think that \*\*\* is doing a great job finding outside resources and transition opportunities. But, we also know that we will need to rely on people outside the district for transition assistance and we need a better process for getting their attention and their help. We know that other districts have full time staff that work on transition and we are too small to offer that service. If the district cannot offer a full time person for transition, it needs to find another alternative. We don't think that \*\*\* should have the responsibility for transition services."

"I feel disconnected w/Live Oaks - Like buying Prom tickets or Homecoming events. I never receive flyers handed out at the MHS. We are often missing deadlines and have no way to purchase things @ the MHS unless Grandma can help due to working during the day & her being @ Live. This is frustrating."

"It would be great to have a special section on Progress Book where \*\*\*, \*\*\* etc. could place daily notes about each child on an IEP/504."

## QUALITY OF SERVICES:

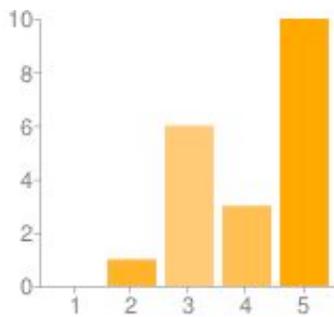
### 12. My child's instruction is modified/adapted to meet his/her developmental needs.



Strongly Disagree Strongly Agree

1 - Strongly Disagree	<b>0</b>	0%
2	<b>1</b>	5%
3	<b>1</b>	5%
4	<b>6</b>	30%
5 - Strongly Agree	<b>12</b>	60%

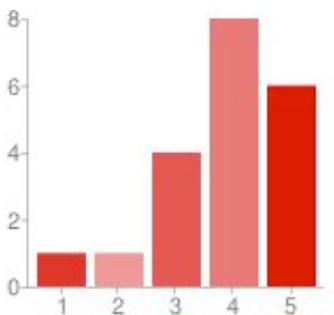
### 13. The special education teacher effectively implements my child's IEP, including modifications and accommodations.



Strongly Disagree Strongly Agree

1 - Strongly Disagree	<b>0</b>	0%
2	<b>1</b>	5%
3	<b>6</b>	30%
4	<b>3</b>	15%
5 - Strongly Agree	<b>10</b>	50%

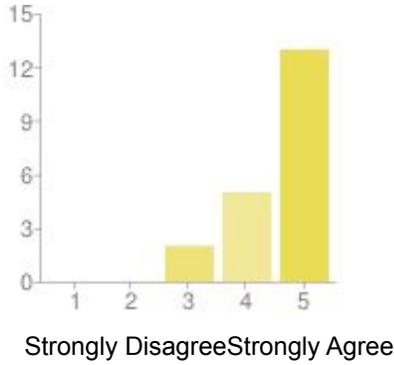
### 14. The general education teacher is aware of my child's IEP goals, accommodations and modifications, and follows through with them.



Strongly Disagree Strongly Agree

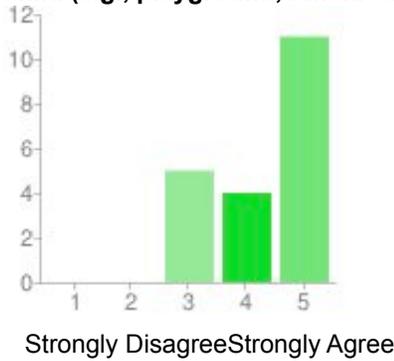
1 - Strongly Disagree	<b>1</b>	5%
2	<b>1</b>	5%
3	<b>4</b>	20%
4	<b>8</b>	40%
5 - Strongly Agree	<b>6</b>	30%

**15. I am aware of the specific accommodations and modifications specified by my child's IEP.**



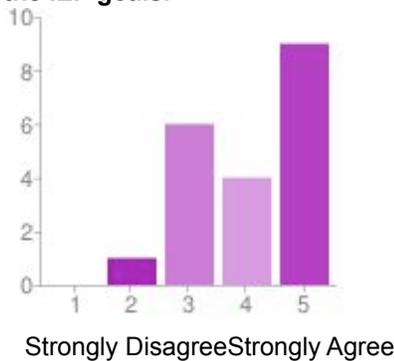
1 - Strongly Disagree	<b>0</b>	0%
2	<b>0</b>	0%
3	<b>2</b>	10%
4	<b>5</b>	25%
5 - Strongly Agree	<b>13</b>	65%

**16. Accommodations to the physical facility and equipment are adequate to meet the needs of my child (e.g., playground, lunchroom, etc.).**



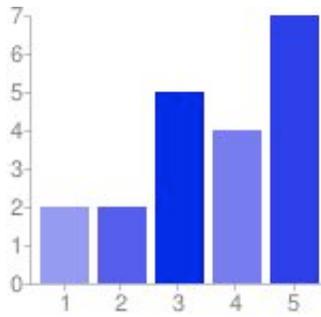
1 - Strongly Disagree	<b>0</b>	0%
2	<b>0</b>	0%
3	<b>5</b>	25%
4	<b>4</b>	20%
5 - Strongly Agree	<b>11</b>	55%

**17. Time my child spends with the intervention specialist is productive and helps him/her achieve the IEP goals.**



1 - Strongly Disagree	<b>0</b>	0%
2	<b>1</b>	5%
3	<b>6</b>	30%
4	<b>4</b>	20%
5 - Strongly Agree	<b>9</b>	45%

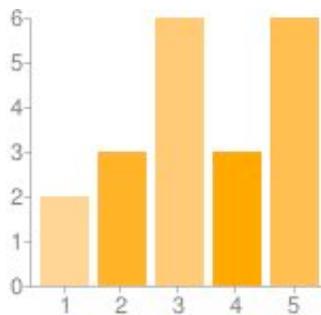
**18. I am satisfied with the transition process from grade to grade.**



1 - Strongly Disagree	<b>2</b>	10%
2	<b>2</b>	10%
3	<b>5</b>	25%
4	<b>4</b>	20%
5 - Strongly Agree	<b>7</b>	35%

Strongly Disagree Strongly Agree

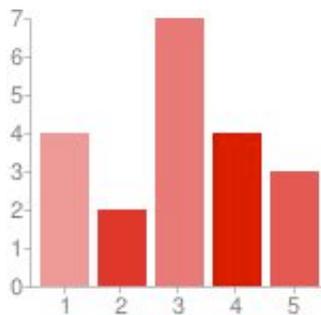
**19. I am satisfied with the transition process from building to building.**



1 - Strongly Disagree	<b>2</b>	10%
2	<b>3</b>	15%
3	<b>6</b>	30%
4	<b>3</b>	15%
5 - Strongly Agree	<b>6</b>	30%

Strongly Disagree Strongly Agree

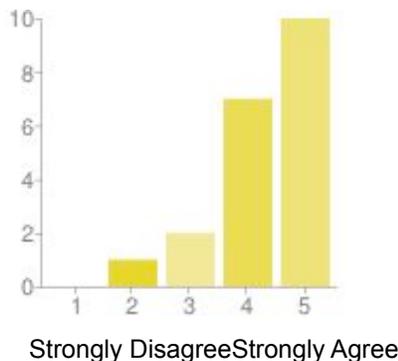
**20. The school offers students without disabilities and/or their families, opportunities to learn about students with disabilities.**



1 - Strongly Disagree	<b>4</b>	20%
2	<b>2</b>	10%
3	<b>7</b>	35%
4	<b>4</b>	20%
5 - Strongly Agree	<b>3</b>	15%

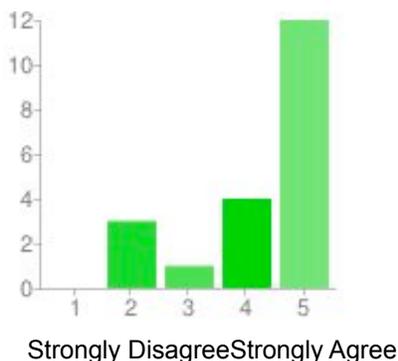
Strongly Disagree Strongly Agree

**21. My child is a part of the school community during school day activities.**



1 - Strongly Disagree	<b>0</b>	0%
2	<b>1</b>	5%
3	<b>2</b>	10%
4	<b>7</b>	35%
5 - Strongly Agree	<b>10</b>	50%

**22. My child has access to technology appropriate to his/her disability.**



1 - Strongly Disagree	<b>0</b>	0%
2	<b>3</b>	15%
3	<b>1</b>	5%
4	<b>4</b>	20%
5 - Strongly Agree	<b>12</b>	60%

**23. What can we do to improve the quality of special education services for students?**

“Make sure that the intervention specialist are helping the child with their need not what the intervention specialist decides. Treat each child an individual not stereotyped by teachers and peers. Make sure the teachers understand why the child is on an IEP prior to the child entering the classroom.”

“The transition from elem. school to middle school has been somewhat shocking. We went from lots of information and weekly updates about the school as a community to almost none. Sadly missed.”

“For my child, peers are very important. I would like to see him in the classroom more often to work on his goals and learn from the other children. I feel he is removed from the classroom frequently which separates him from his peers which is a disadvantage to him and the other kids.”

“not sure”

“Very pleased - feel supported”

“While special accommodations have certainly been made within a school year and technology is certainly gaining popularity at MES, we did have a let down between years feeling that the prior years teacher did not have a conversation with the next years teacher to maintain a smooth transition from year to year”

"1. I want to know who my child will have in advance, I want better transition in August -- an entire day at school or two -- versus a couple of ESY hours a week. Ideally, I want to know the ESY schedule much earlier in the spring -- so that we can plan summer camps around this schedule.

I was not happy with the decision to hold an ETR and IEP meeting on the same day. It is too much info for a parent to digest at once. When I asked for two meetings (as many, if not most, schools do), I was made to feel as I was being difficult.

I have great fear about moving to the MS -- MS is tough for typical kids. I've heard horror stories from other Madeira parents. I want to feel confident that the MS staff knows how to include children with severe cognitive difficulties and is willing to differentiate and modify.

Ipads are a game changer for kids with special needs -- technology in general -- but especially these devices.

Though I've not asked the school for an individual Ipad for my child's use during the day, I do think it would be appropriate...especially as his fine motor and cognitive skills increase. As special ed students get older, I'd like to see them used far more regularly in the classroom. If students can bring their own device in at the HS, great. But until then, perhaps late el ed and MS students should have more access to Ipads or netbooks to facilitate communication and fine motor skills."

"Have teachers attend IEP mtgs. Regular ed. teachers are vital to helping to modify the curriculum. Make certain special ed. teachers individualize the goals and know each individual child's strengths and weaknesses."

"The transitions at MES are awesome. The transitions at MMS are good, but could be better."

"n/a"

"We are pleased with the progress that has been made at the High School since \*\*\* started. Before that, we feel like the system failed for our student."

"I will have to say the bus arrangement for Live was terrible this year. Students were dropped off 6 blocks from home carrying 40 lb. backpacks & laptops in the pouring rain. Not sure why students aren't dropped off where they are picked up? All of them are special needs."

"If my child is using a piece of technology at school (e.g. It's learning, Moodle, Achieve 3000, etc.), the parents should already have previewed it. There should be a specific session to inform parents of the attributes of the technology. Special needs children do NOT share this information at home, so parents are in the dark on how a tool will benefit their child."

## RELATED SERVICES:

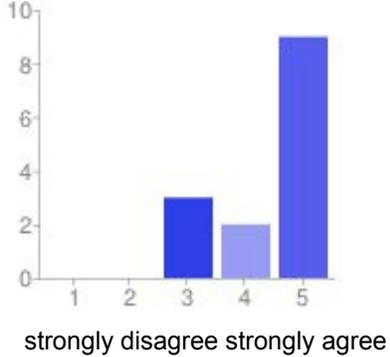
Related services include speech/language therapy, occupational therapy, physical therapy, vision services, hearing services, psychological services, etc...

### 24. My child receives related services.



Yes	14	70%
No	6	30%

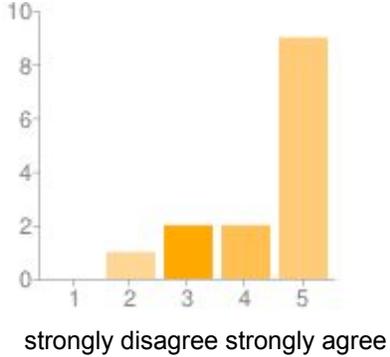
**25. My child receives all related services indicated on his/her IEP.**



1 - strongly disagree	<b>0</b>	0%
2	<b>0</b>	0%
3	<b>3</b>	15%
4	<b>2</b>	10%
5 - strongly agree	<b>9</b>	45%

strongly disagree strongly agree

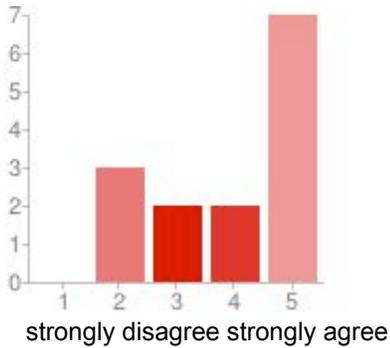
**26. I am aware of how to contact the related service provider(s) indicated on my child's IEP.**



1 - strongly disagree	<b>0</b>	0%
2	<b>1</b>	5%
3	<b>2</b>	10%
4	<b>2</b>	10%
5 - strongly agree	<b>9</b>	45%

strongly disagree strongly agree

**27. I am satisfied with the communication I receive from the related services provider(s).**

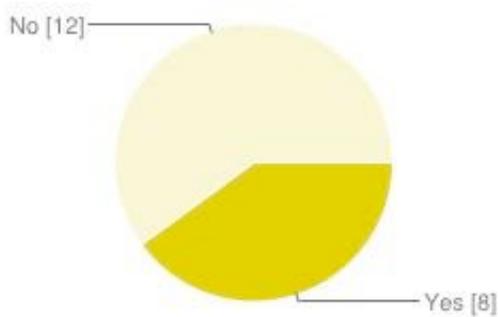


1 - strongly disagree	<b>0</b>	0%
2	<b>3</b>	15%
3	<b>2</b>	10%
4	<b>2</b>	10%
5 - strongly agree	<b>7</b>	35%

**PARENTS of Students ONLY in Grades 8-12:**

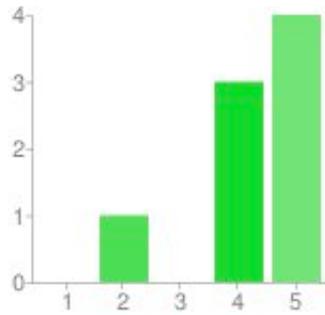
This section is ONLY for parents of children who are in grades 8 through 12:

**28. My child is in the 8th grade or higher (8th grade through 12th grade)**



Yes	<b>8</b>	40%
No	<b>12</b>	60%

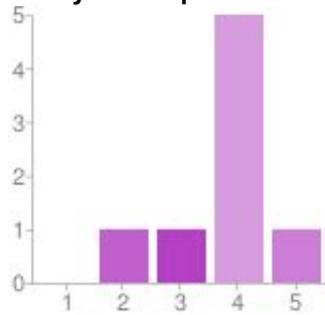
**29. The IEP team has provided meaningful input with regard to appropriate class placements.**



strongly disagree strongly agree

1 - strongly disagree	<b>0</b>	0%
2	<b>1</b>	5%
3	<b>0</b>	0%
4	<b>3</b>	15%
5 - strongly agree	<b>4</b>	20%

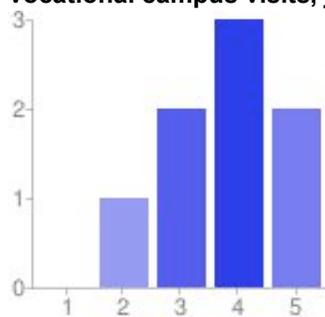
**30. My child's post-secondary transition plan is appropriately addressed in the IEP.**



strongly disagree strongly agree

1 - strongly disagree	<b>0</b>	0%
2	<b>1</b>	5%
3	<b>1</b>	5%
4	<b>5</b>	25%
5 - strongly agree	<b>1</b>	5%

**31. My student has been made aware of various post-secondary options (i.e. college visits, vocational campus visits, job shadowing/coaching, community resources, etc.).**



strongly disagree strongly agree

1 - strongly disagree	<b>0</b>	0%
2	<b>1</b>	5%
3	<b>2</b>	10%
4	<b>3</b>	15%
5 - strongly agree	<b>2</b>	10%

**32. Which services or experiences have been most helpful in preparing your student for post-secondary success?**

“Still researching”

“My child has enjoyed both the college visit and the vocational school visit. These visits resulted in excitement on his part for this particular part of his future.”

“We went to a program at Sycamore that we heard about from a friend.  
College Fair”

**33. How could Madeira improve transition planning to help your child reach his/her post-secondary goals?**

“Encouraging the student”

“We are too early to answer question”

“This is an area where we seem to need more resources. Again, we feel like \*\*\* is doing a very good job, but the responsibility should not fall on her.”

“I would have liked my daughter to spend a day shadowing a college student. I think it would have taken some fear of college away.”

“A course in specific test taking skills is a must!”

**End of Survey**

Thank you for taking time to complete this survey. Once the survey results have been compiled and analyzed, we will post the results on Madeira City School’s website: [www.madeiracityschools.org](http://www.madeiracityschools.org). You will receive notification from us when the official results have been posted.

**Number of daily responses**

