



Wayland SEPAC

Summary: 2021 Annual Survey Report

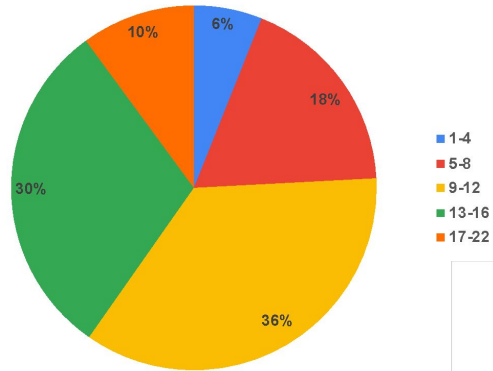
Data Collected November 2020 - January 2021

Survey Demographics

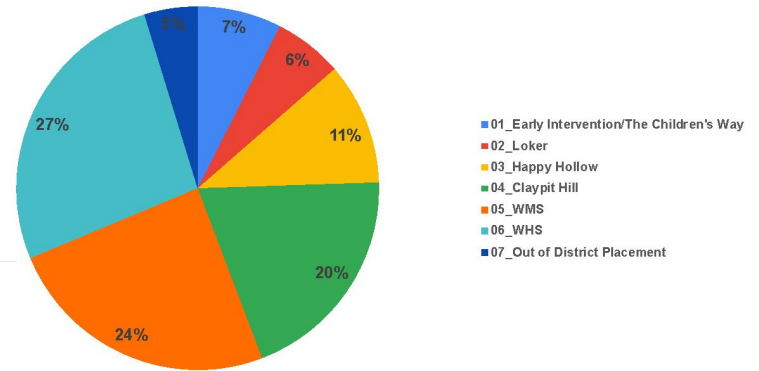
- We received 149 responses, representing ~30% (2018-19)* of Wayland's Special Education Population.
- The majority of responses came from those with an IEP.
- Survey respondents indicated that the top five issues facing their child/children are:
 - Autism
 - ADHD
 - Emotional
 - Specific Learning Disability
 - Executive Function

Survey Demographics, cont...

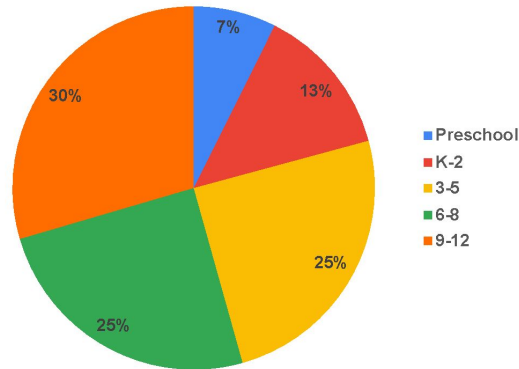
Responses by Age



Responses by School

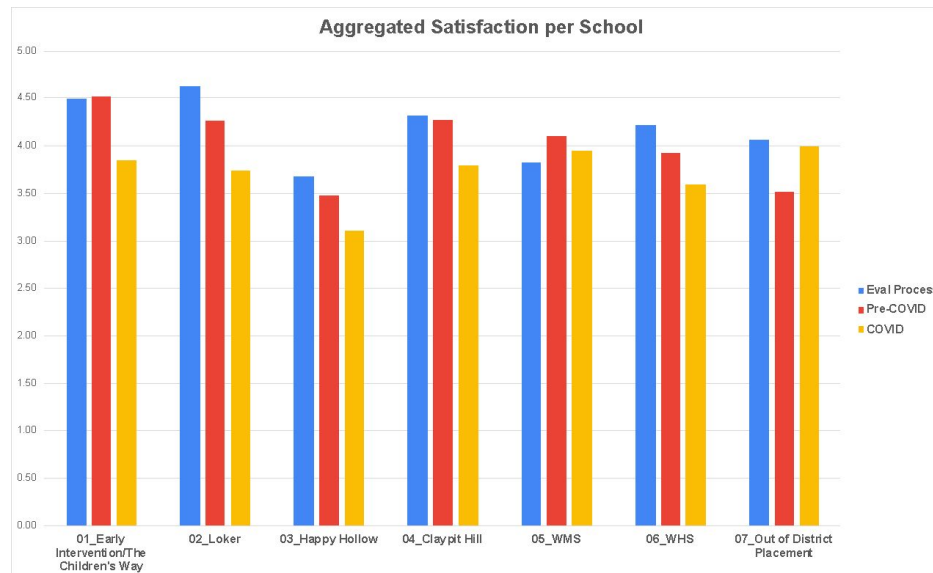


Responses by Grade



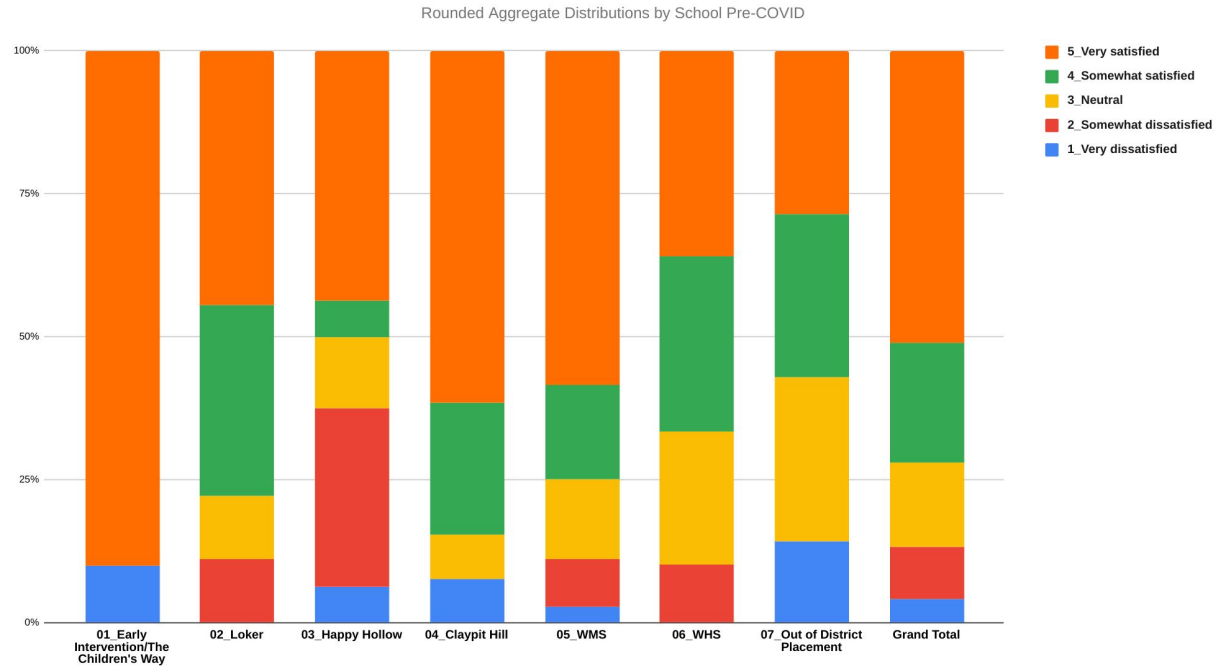
Aggregated Satisfaction Per School

- Happy Hollow reported the lowest satisfaction rate with the evaluation/re-evaluation process, reported less satisfaction pre-Covid (along with OOD) and remains less satisfied in the current remote/hybrid environment.



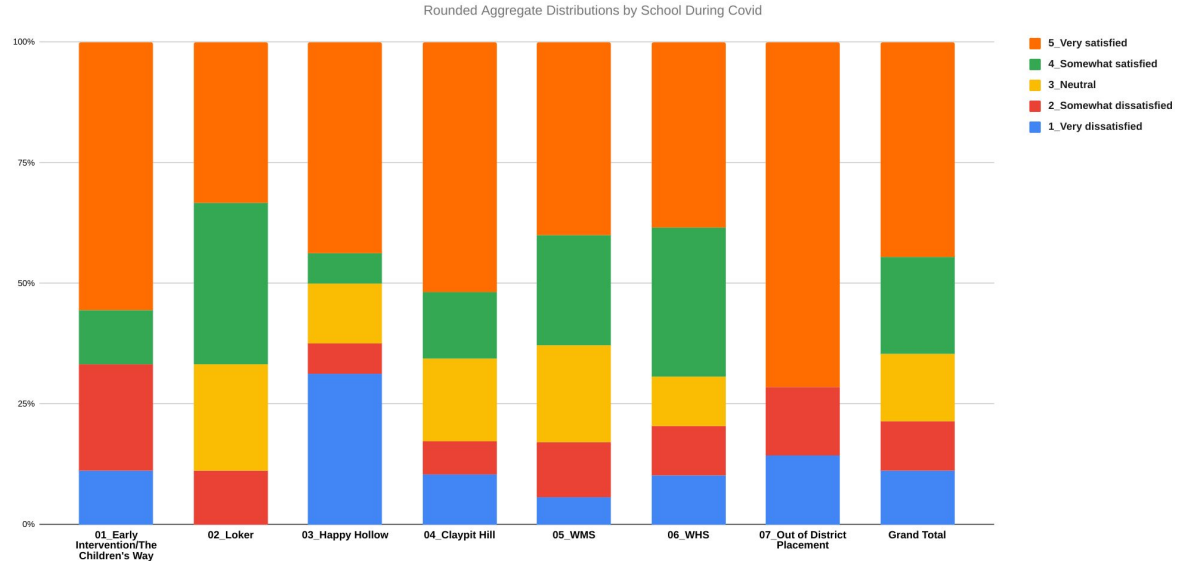
Rounded Aggregate Distributions By School Pre-Covid

- Happy Hollow reported being only ~50% satisfied pre-Covid.



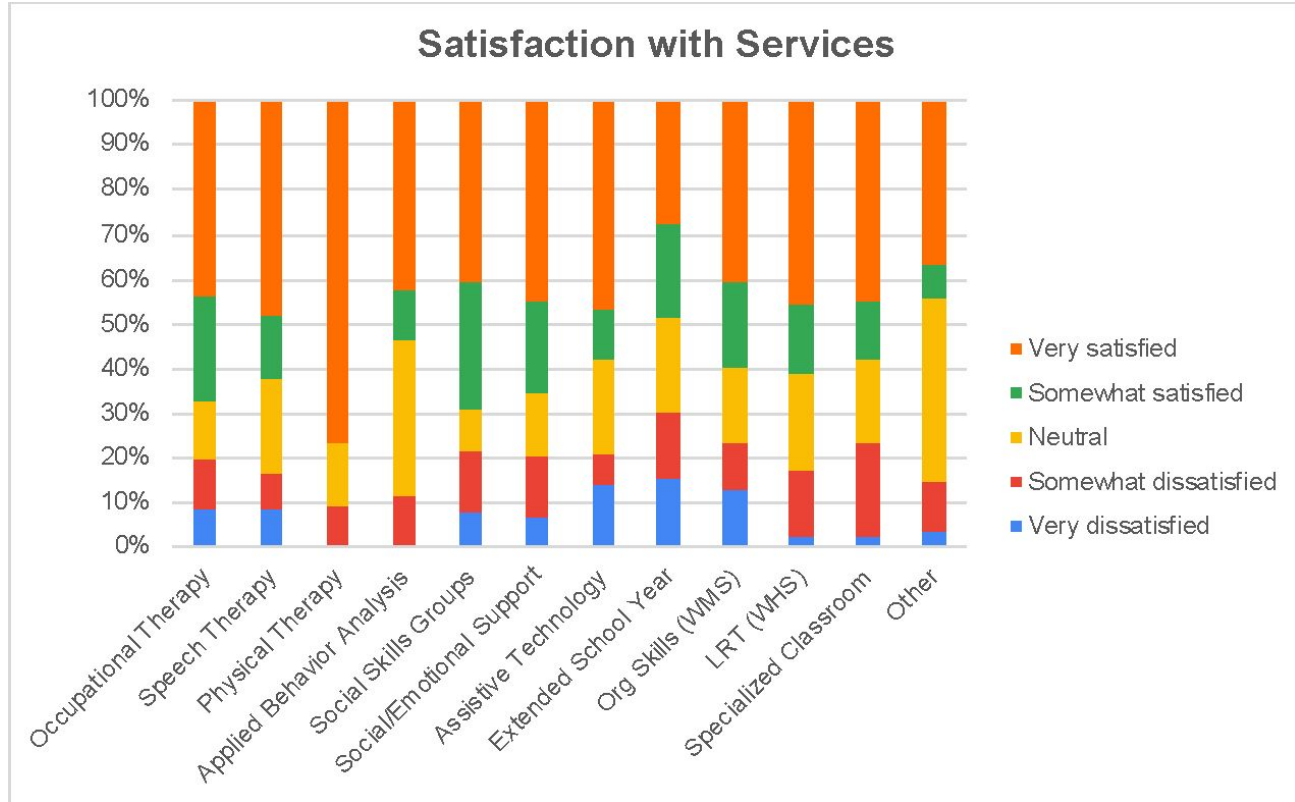
Rounded Aggregate Distributions By School Remote/Hybrid

- Happy Hollow again reported the lowest rate of satisfaction at 50% during remote/hybrid.
- Level of dissatisfaction has increased during Covid, with the most notable increase at Happy Hollow and EI/TCW, followed by OOD.



Satisfaction with Services

- Families are most satisfied with physical therapy services, followed by social skills groups and occupational therapy services.
- Families are most dissatisfied with extended school year.



Satisfaction with Program Characteristics by School

	Average Rating	High	Low
Claypit	4.3/5	Pegasus accommodations; convenient meeting times	Adjustment of HW; options are presented; communication re: summer
Loker	4.2/5	Professional & timely communication; Clarity of service grid; SPED teacher follows plan	Lack of progress communicated; options are presented
WHS	3.9/5	Convenient meeting times; clarity of service grid	Adjustment of HW; options are presented
Happy Hollow	3.8/5	Convenient meeting times; critical questions welcomed	Extracurricular activities accessible; Pegasus accommodations; adjustment of HW
WMS	3.8/5	Convenient meeting times; critical questions welcomed	Substitutes follow IEP/504s; adjustment of HW

- Aide provides as specified in IEP
- Aide is competent
- Extracurricular activities accessible
- Pegasus accommodations
- Understandability of IEP
- Use of N1s
- Convenient meeting times
- Inclusion in Team
- Clarity of service grid
- All goals in progress reports
- Data available on request
- Identification of team
- Continuity of services at home
- Lack of progress communicated
- Communication on summer services
- Professional and timely communication
- Critical questions welcomed
- Satisfaction with IEP
- Measurable goals
- Availability of programs
- Comprehensiveness of service provision
- All teachers know IEPs
- SPED teacher follows plan
- Substitutes follow IEP/504
- Child is making progress
- Options are presented
- Adjustment of homework

Strengths of Wayland Special Education

- Some of the adjectives used to describe staff include: qualified, knowledgeable, team-oriented, committed, dedicated, responsive, flexible, open, friendly, thorough, organized, informative, caring, nurturing, compassionate, professional, accessible and supportive.
- Families commented on the strengths of Wayland's special education:
 - Administrative support and special education leadership
 - Timely communication/feedback
 - Elementary level services
 - LRT in HS
 - Well-qualified aides
 - Inclusive
 - OT, psychologists/guidance counselors and speech
 - SPED staff advocacy
 - Social curriculum
 - Planning
 - High student expectations
 - Testing

Suggestions for Program Improvements & Additional Services

- Proactive rather than reactive and earlier identification of issues (e.g., dyslexia)
- More Executive Function support, study skills support, social skills services, SEL curriculum at HS, and anxiety support
- Increased concrete long term skill instruction at HS (rather than just assistance)
- Improved communication/collaboration/transparency between home/school, including guidance on outside support services
- Additional SPED staff training and classroom teacher support and training (e.g., general ed following IEP at HS)
- More in-person services (during hybrid) and summer services to make up for lost time during Covid
- Fast ramp up of services at start of the school year and additional updates and progress meetings throughout the year
- After school and summer activities/support; optional Wednesday services
- Programming (and related staff) to support documented disabilities (e.g., dyslexia - OG/Wilson, dyscalculia, LBLD, Autism/"Aspergers")
- Separating RTI from service delivery grid
- Consistency across schools (identification and service delivery), across SPED liaisons (keeping same SPED liaison at each school) and better transition support between schools
- Other suggestions for services included adolescent decision making, more anti-bullying programs, family forums, tutors, robust ESY, vision therapy, talk to text readily available, structured writing support, smaller classes, use of apps like Remini, more hands on activities, and specialized classrooms.

Summary

- Families recognized educators for their hard work and noted several positive characteristics related to special education service delivery.
- Families would like to see specific programs to support documented disabilities:
 - Dyslexia/Specialized Reading programs
 - Executive Functioning
 - Social Pragmatics
- WHS and WMS families need SEL to continue through high school and ask that the district look into existing programs to support this.
- Happy Hollow showed consistent low satisfaction in multiple areas.
- Families reported more dissatisfaction with special education services in the Remote/Hybrid model.

SEPAC Planning

- Community indicated high interest in SEPAC programs and/or information on the following:
 - Anxiety/Emotional Health
 - Executive Function
 - ADHD
 - Ask an Advocate
 - State of Special Education in Wayland
- Expert lecturer is the format of choice, followed by parent led discussion.
- SEPAC direct email is the preferred method of receiving information.
- Evening is the preferred time for meetings and events.
- Childcare would be helpful to attend meetings and events.
- If you were among the ~15% who indicated interest in serving on the SEPAC board and/or in learning about volunteer opportunities, please reach out to waylandsepac@gmail.com.
- Thank you to all of our members for taking the time to fill out the survey and for all of the honest, thoughtful comments.