



Wayland SEPAC

# Summary: 2021 Annual Survey Report

Data Collected November 2020 - January 2021

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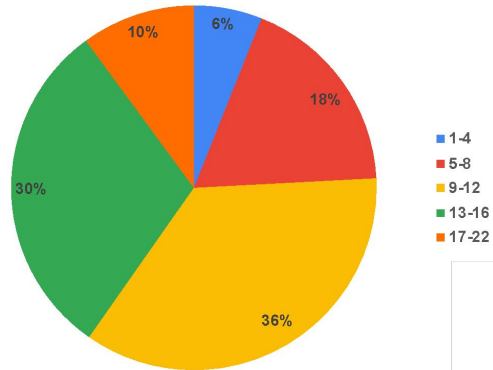
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# Survey Demographics

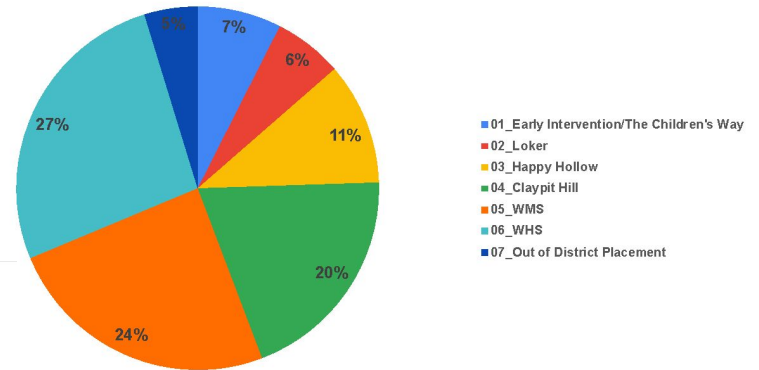
- We received 149 responses, representing ~30% (2018-19)\* of Wayland's Special Education Population.
- The majority of responses came from those with an IEP.
- Survey respondents indicated that the top five issues facing their child/children are:
  - Autism
  - ADHD
  - Emotional
  - Specific Learning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

# Survey Demographics, cont...

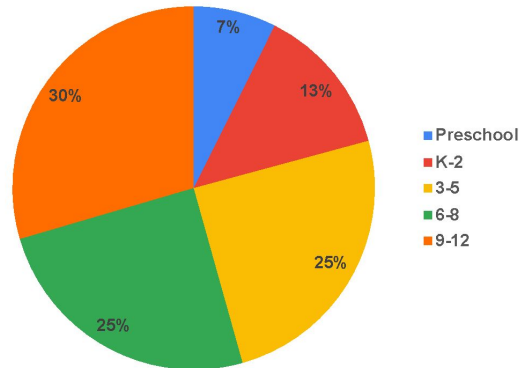
Responses by Age



Responses by School

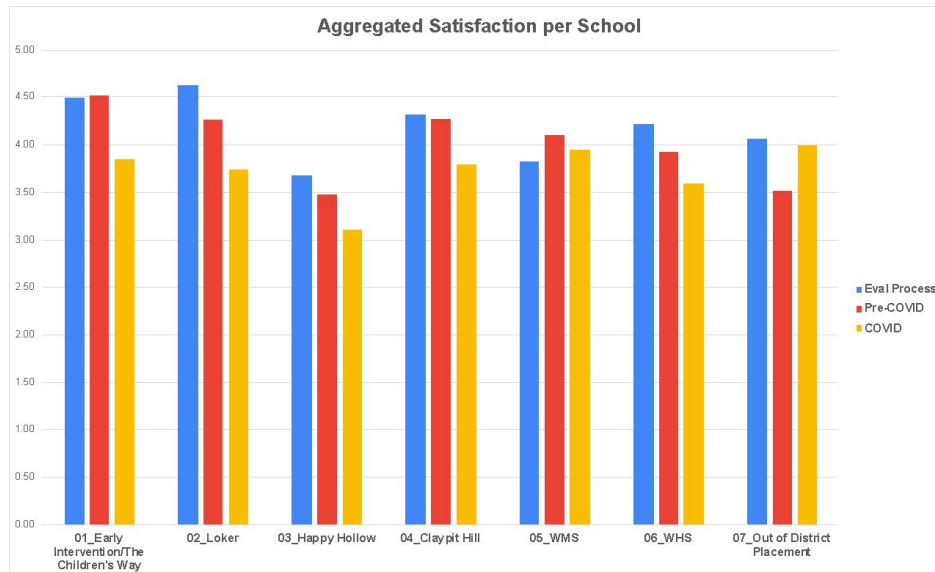


Responses by Grade



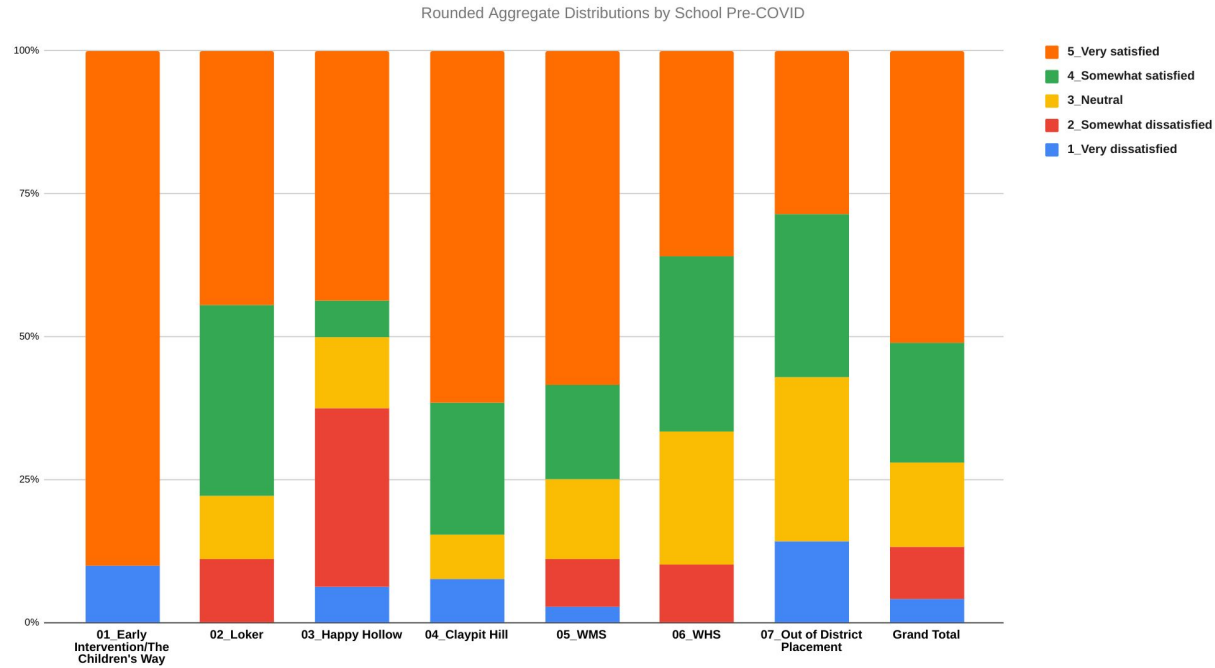
# Aggregated Satisfaction Per School

- 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.



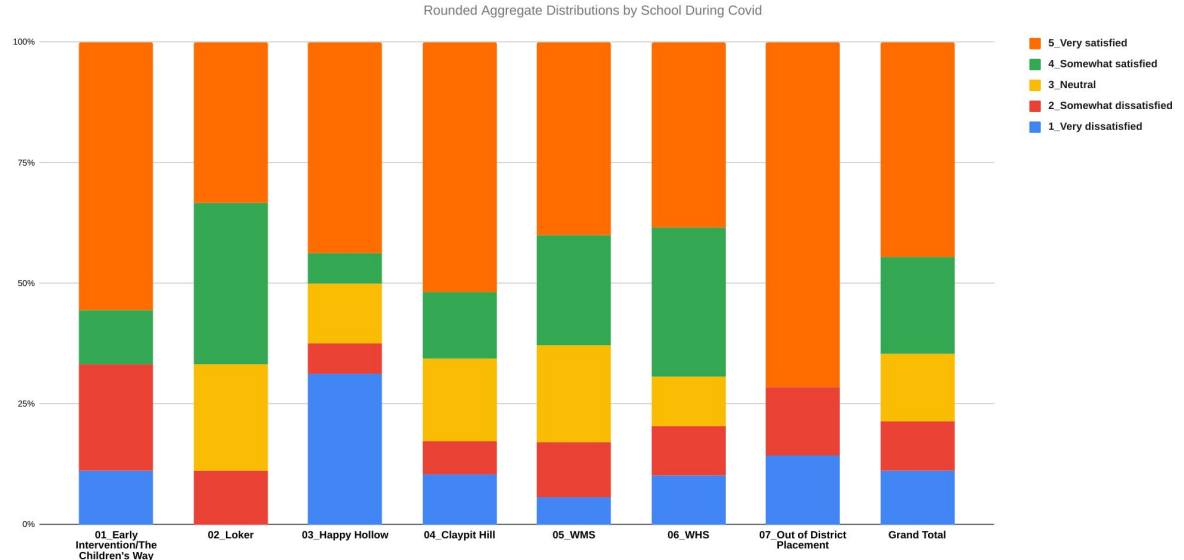
# Rounded Aggregate Distributions By School Pre-Covid

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



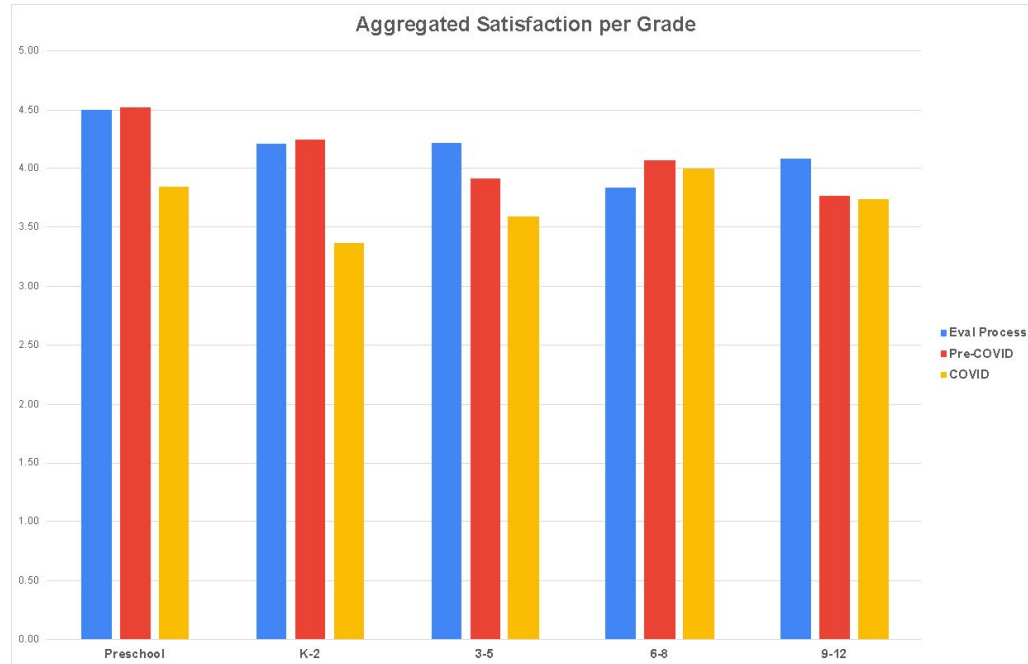
# Rounded Aggregate Distributions By School Remote/Hybrid

- 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.



# Aggregated Satisfaction Per Grade

- Grades K-2 reported less overall satisfaction during remote/hybrid learning, followed by grades 3-5.
- Grades K-2 and Preschool reported the most notable decrease in satisfaction from pre-covid to remote/hybrid.
- Grades 9-12 reported the least satisfaction pre-covid, although then still fairly satisfied.





# Pre-Covid Experience Comments

- Service Delivery
  - Insufficient services/support (including services mostly delivered during RTI; SEL in MS/HS)
  - Services not being delivered
  - Teachers not following IEPs
  - School transition difficulties
  - Lack of Executive Functioning support at MS/HS
  - Staff certification information
- School Evaluation
  - Disagreements regarding diagnoses
  - Lack of regard for outside testing
- IEP Revisions and Amendments
  - Service grid changes outside the team meeting setting
  - Unchanged goals over several year period
- Progress Reports
  - Seen as uninformative
  - Lacking recent data
  - Don't reflect services delivered

# Remote Learning/Hybrid (Fall 2020-) Comments

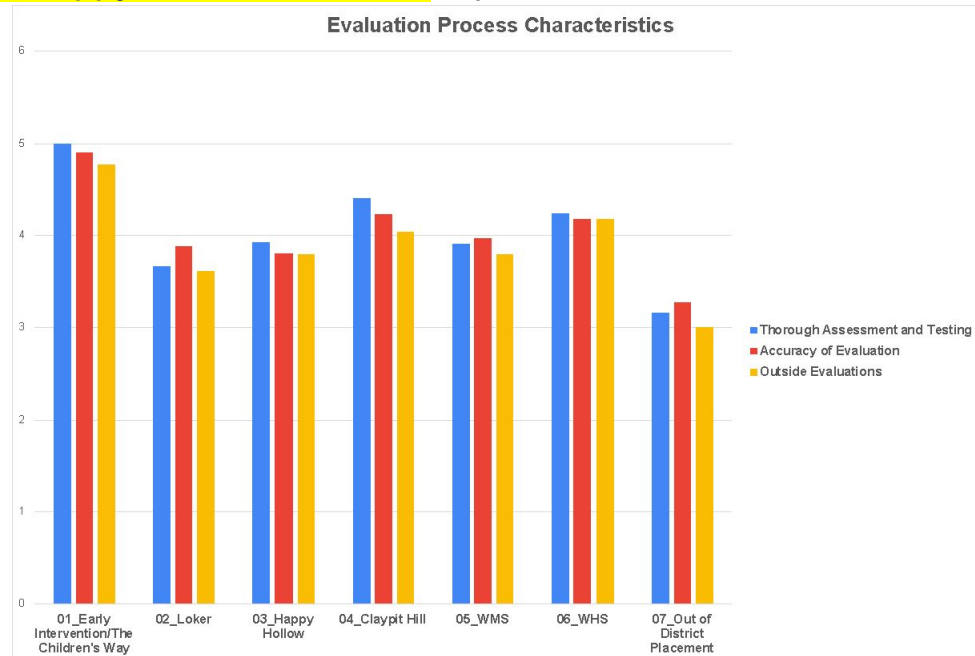
- Service Delivery
  - IEP services not being implemented or far fewer services during remote/hybrid
  - Lack of communication regarding services or changes
  - Children not getting what they need
  - Team not understanding child's needs with distance learning
  - Need for more in person service delivery
  - **No contact regarding 504s and no accommodations**
- School Evaluation & Testing
  - Delayed from Spring
  - Team not familiar with schedule
- Progress Reports
  - None since Spring - told unable due to COVID
- Equitable Service Delivery:
  - Not receiving all services
  - Commuting time cut into general education

# Aggregated Satisfaction Per Disability vs. Others

- **Autism** - higher satisfaction with evaluation process, higher satisfaction pre-covid and only slightly lower satisfaction in remote/hybrid
- **ADHD** - only slightly lower satisfaction with evaluation process, slightly lower satisfaction pre-covid and slightly higher satisfaction in remote/hybrid
- **Specific Learning Disability** - only slightly lower satisfaction with evaluation process, lower satisfaction pre-covid, and slightly higher satisfaction in remote/hybrid
- **Emotional Issues** - lower satisfaction with evaluation process and pre-covid, and very slightly less satisfaction during remote/hybrid
- **Executive Function Challenges** - slightly higher satisfaction with evaluation process, almost identical satisfaction pre-covid and less satisfaction in remote/hybrid

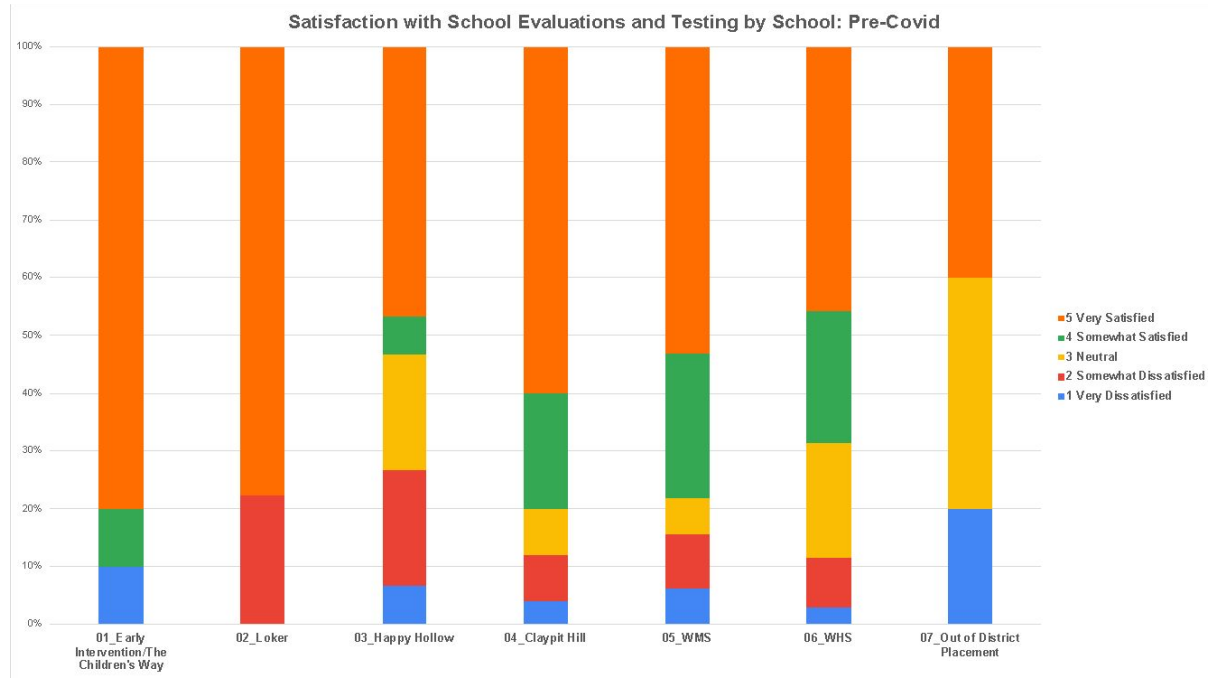
# Satisfaction with Assessments

- **OOD** indicated the least satisfaction with having outside evaluations considered, with school assessment & testing to support plan development and with the accuracy of evaluations.
- After OOD, **Loker, Happy Hollow and WMS** reported the least satisfaction with assessments.



# Satisfaction with School Evaluations & Testing Pre-Covid

- OOD, Happy Hollow and WHS reported the lowest satisfaction with evaluations and testing pre-covid.



# Assessment Comments

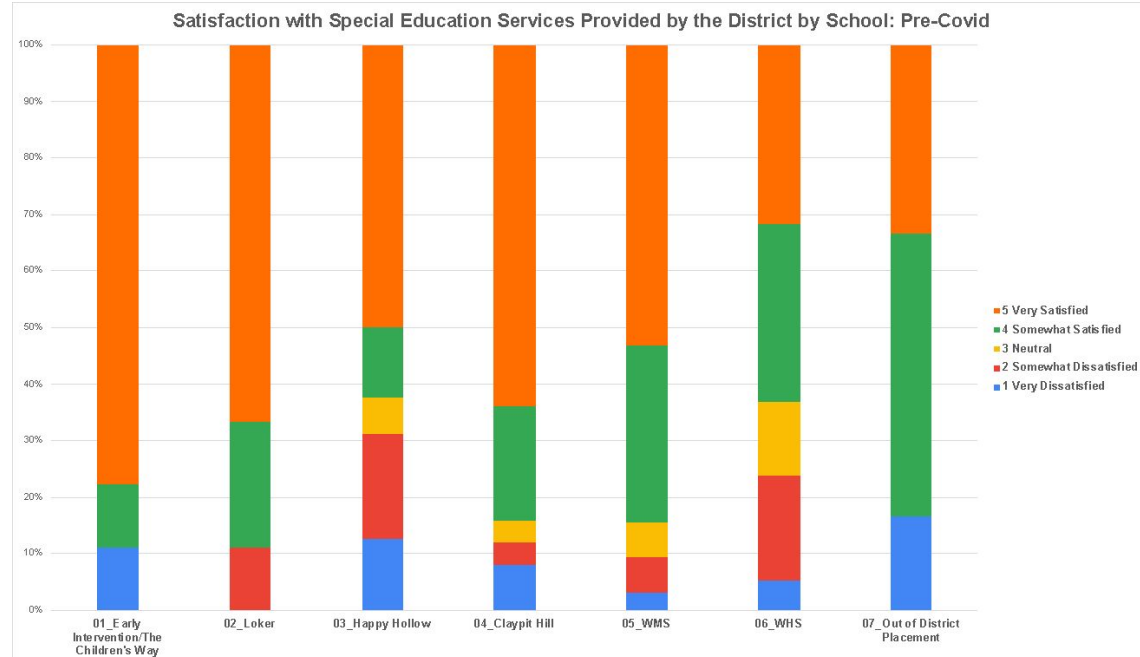
- Testing
  - Delayed testing
    - Required private evaluations as information incomplete or contradictory (e.g., No psychological testing)
    - Educational assessments incomplete, requiring private evaluation
    - Assessments only done on parent request
    - 504 plans not re-assessed routinely
    - Psychological tests described as informative
- Accuracy
  - Conflicts with outside testing
    - SLP testing administered inaccurately, not reflective of performance
    - Team refusing services despite recognizing need if tests conflicted with performance
    - Not translating to areas of need or needed service delivery
- Outside Evaluations
  - Multiple reports that results aren't considered and recommendations not followed/not included in service delivery
  - Staff precluding they disagree before performing own assessments
  - Conflicting results, school ignored without explanation
  - Developmental Pediatrician recommendations not included

# Initial Evaluation & Re-evaluation Comments

- Responsiveness
  - District/teacher push back/denial of parent request for testing
  - Multiple school delays led parent to seek outside testing or pull child from school
  - Delays described as exacerbating issues, causing major consequences for students (e.g., anxiety, self confidence, emotional distress)
  - District resistance to outside testing results
  - Difficulties with bridge to Kindergarten with IEP in place
  - Prolonged time to reach agreement
  - Dissatisfaction with SLP evaluations
- Timeliness
  - Delayed recognition of evaluation need or change to IEP-delayed diagnosis and services
  - Staff encouraging parents to wait to test
  - Resistance to outside test results-repeating lengthy testing, delaying services
  - Non-adherence to state timelines at WHS
- Parent Understanding
  - Large amounts of information presented
  - Parents **feel unprepared** without information ahead of meeting
  - Process is stressful, difficult to understand testing & results
  - **Lacking guidance on available resources and options in district**
- Rights
  - Lack of knowledge of parental rights, violation of rights during meetings, and a knowledge gap of alternatives
  - Diagnoses by neuropsychologist overlooked and omitted
  - Testing/IEE options not offered

# Satisfaction with Services Pre-Covid By School

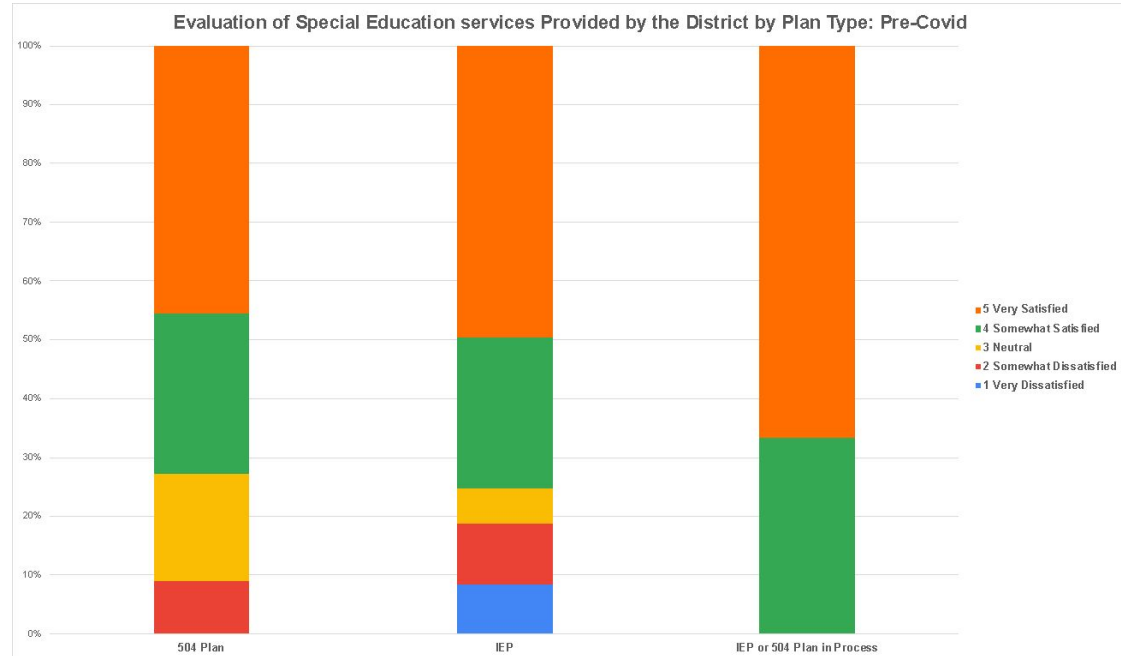
- Early Intervention/TCW and Loker, followed by Claypit, Wayland Middle School and OOD, showed the greatest amount of satisfaction with services pre-covid.
- Happy Hollow and WHS showed the lowest amount of satisfaction with services pre-covid.





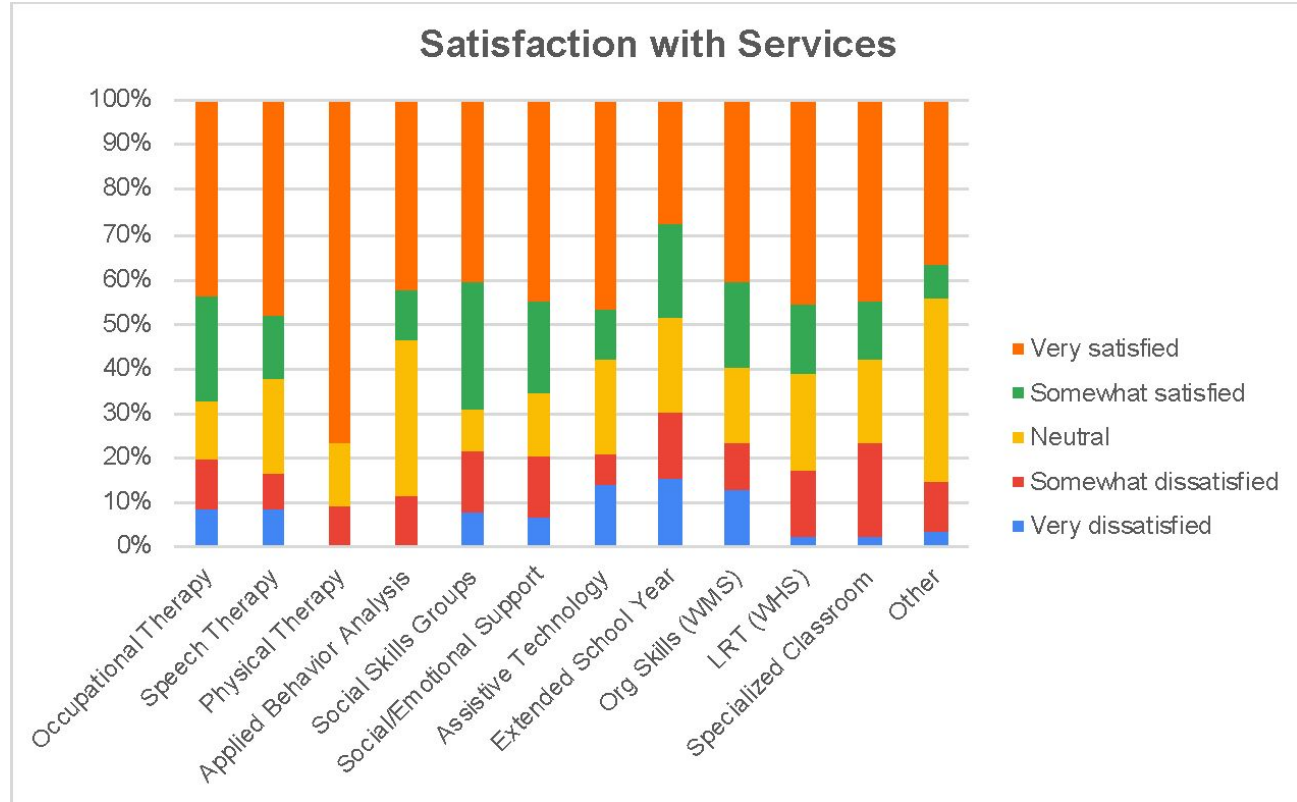
# Evaluation of Services Pre-Covid vs. Remote/Hybrid by Accommodation

- Regardless of accommodation type (IEP, 504, in process), families reported higher satisfaction with services pre-covid.
- Those with 504 plans indicated a much higher level of dissatisfaction during remote/hybrid.



# 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.



# Services Comments

- OT
  - Little oversight of OTA
  - Services dropped as older despite unmet goals
  - Poor communication, despite stated in IEP
- Speech
  - SLP admits unable to service social pragmatics and declines offering alternatives
  - Remote despite hybrid
  - Changes and cancellations with no make ups
  - Lack of support during pandemic
  - Unsupported transition to Kindergarten
  - WMS lacking in evaluation, therapy and service
- Social Skills
  - No communication
  - No support/curriculum at WMS, WHS and LRT is not a substitute
- SEL
  - Multiple expressions of no support or contact
  - No formal learning or practice opportunities
- Assistive Technology
  - Audible versions of assignment not available for Dyslexic student
  - Parent told talk to text unavailable for Dyslexic student

# Service Comments, cont...

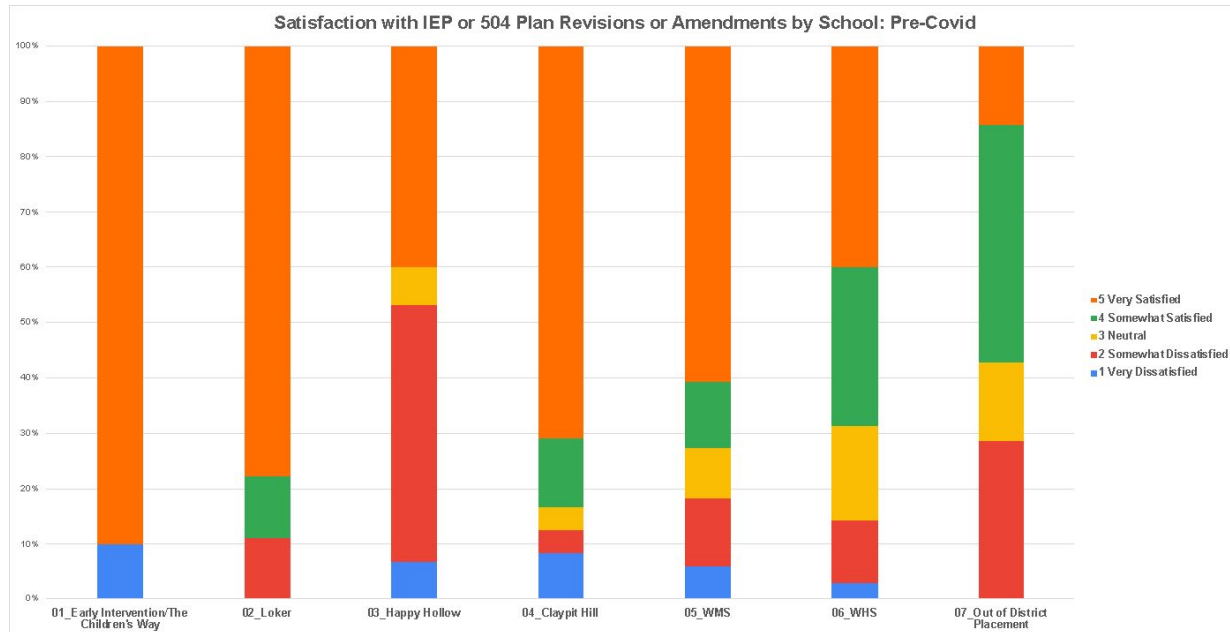
- ESY
  - Need for more and longer year
- Org Skills
  - Not getting or less time than on IEP
  - Scheduling difficulties
- LRT
  - Uncoordinated curriculum & distracting environment
  - Lacks skill building
  - Need Org skills at HS
  - No communication
- Other
  - Remote - lack teacher connection or understanding of students
  - Reading instruction not implemented to fidelity
  - Disability not acknowledged and receiving wrong supports
  - SPED liaison and classroom teacher are the same person - model doesn't work

# Service Delivery Comments

- Covid (and Hybrid) have challenged service delivery:
  - Lack of adherence to IEP
  - Aide/co-teacher not available (even pre-Covid, shared aides do not have enough bandwidth)
  - Lack of social supports
  - Communication is suffering
- Families suggest more staff training in dyslexia, dyscalculia, pragmatic speech and executive function.
- Families would like to see earlier identification of disabilities, planning/initiation by the school to lack of progress, and thoughtful, meaningfully-measured IEP goals updated yearly.
- Gaps in services include:
  - HS - organizational skills, social skills curriculum, teachers reading IEPs
  - Do teachers even know about 504 plans?
  - Quality reading implementation
  - Assistive technology availability
  - Other non technological adaptive resources for assistance and accommodations
  - Lack of TA understanding and communication
  - Clear communication of service options
- While overall satisfaction was good, there were a couple of individual comments as follows:
  - Unreceptive to out of district placement
  - See expenses as reason for lack of district help
  - Didn't implement services as stated in IEP and defensive at feedback
  - Fighting for as few services as possible

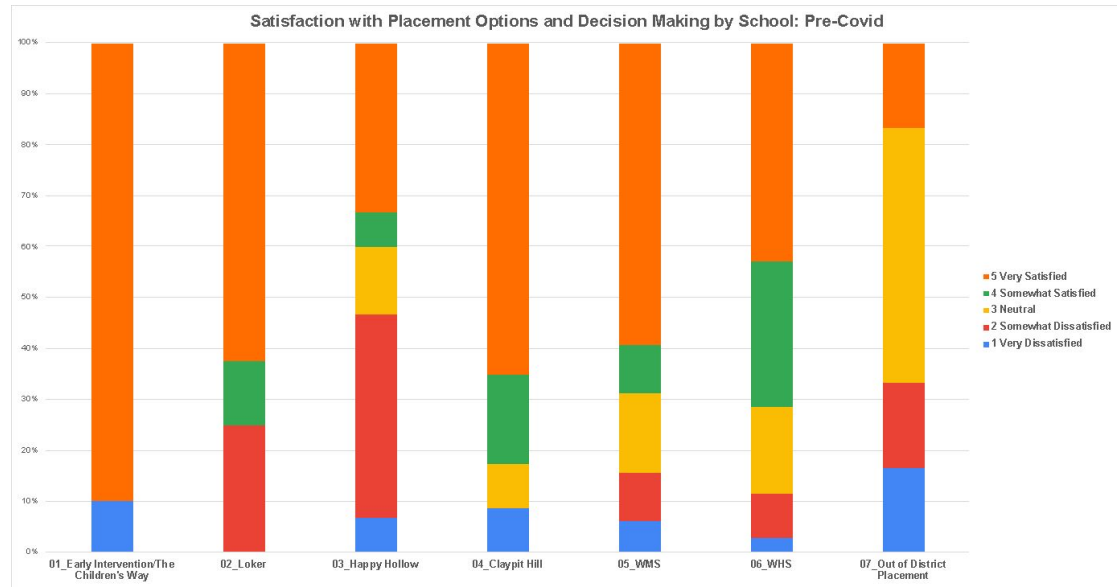
# Satisfaction with Plan Revisions/Amendments Pre-Covid

- Happy Hollow and OOD reported the lowest satisfaction with plan revisions/amendments pre-covid, with Happy Hollow showing slightly more dissatisfaction than satisfaction.



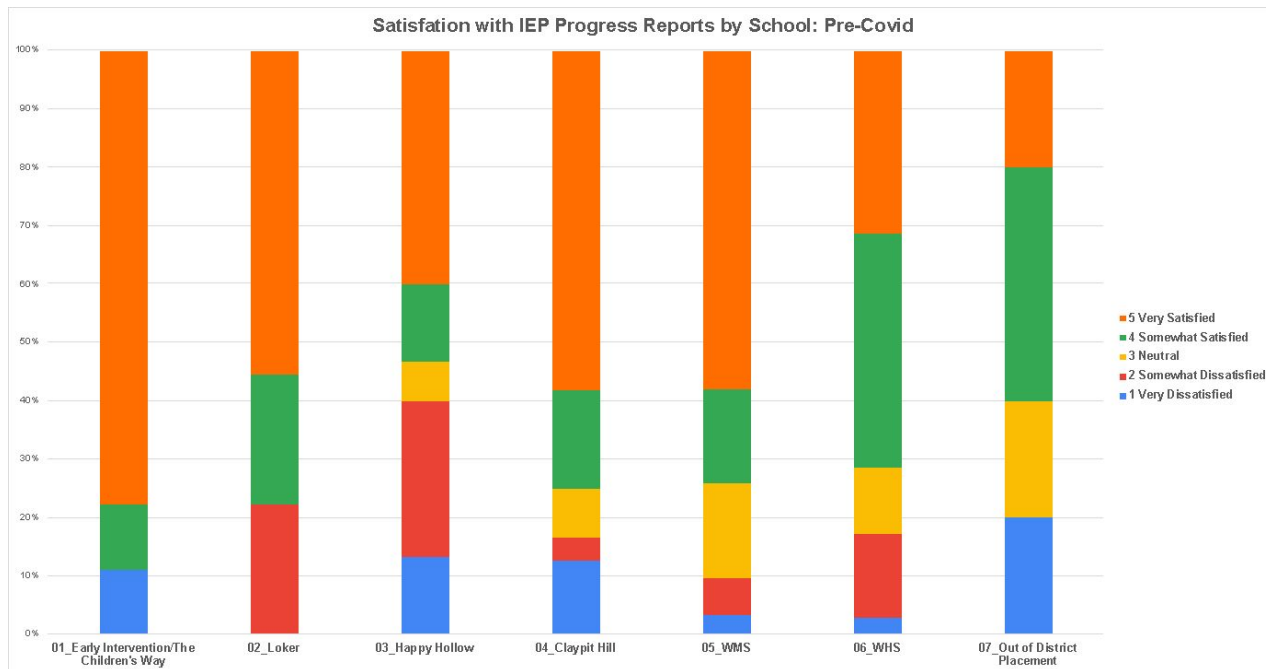
# Satisfaction with Placement Options/Decision Making Pre-Covid

- **Happy Hollow and OOD** families reported the least satisfaction with placement options and decision making pre-covid.
- Almost half of Happy Hollow respondents indicated that they were somewhat to very dissatisfied.



# Satisfaction with IEP Progress Reports Pre-Covid

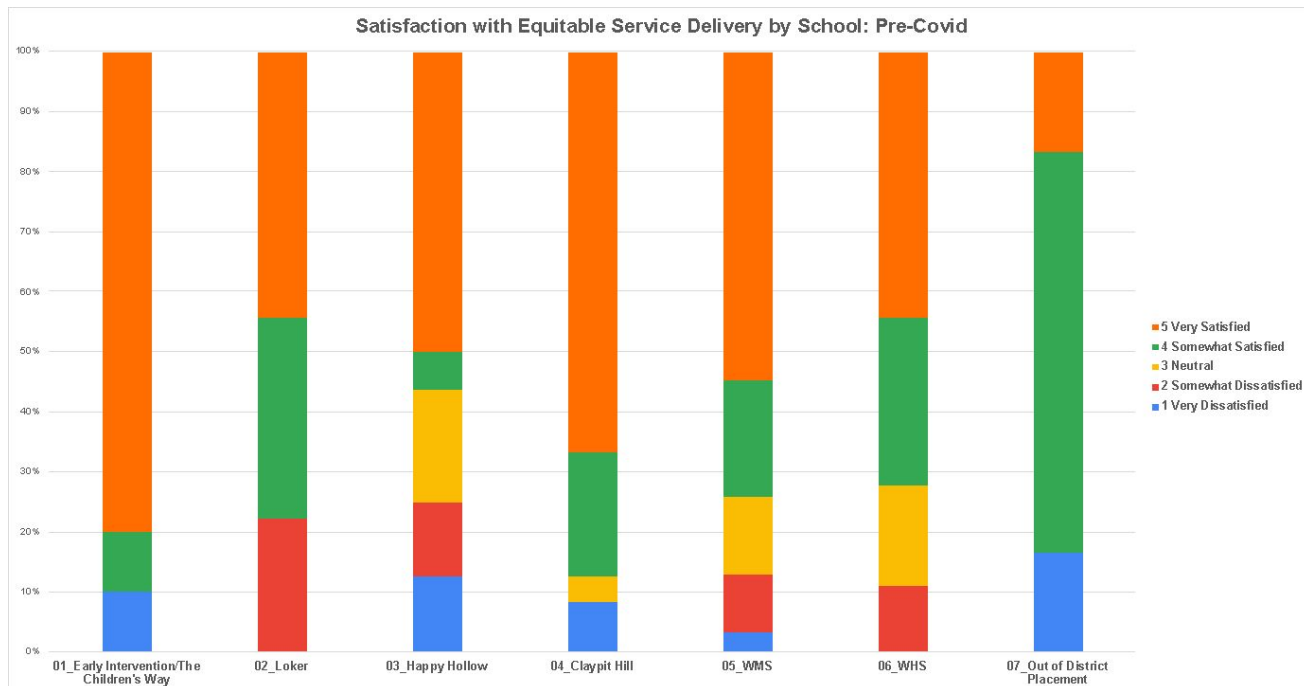
- Happy Hollow reported being the least satisfied with IEP progress reports pre-covid.





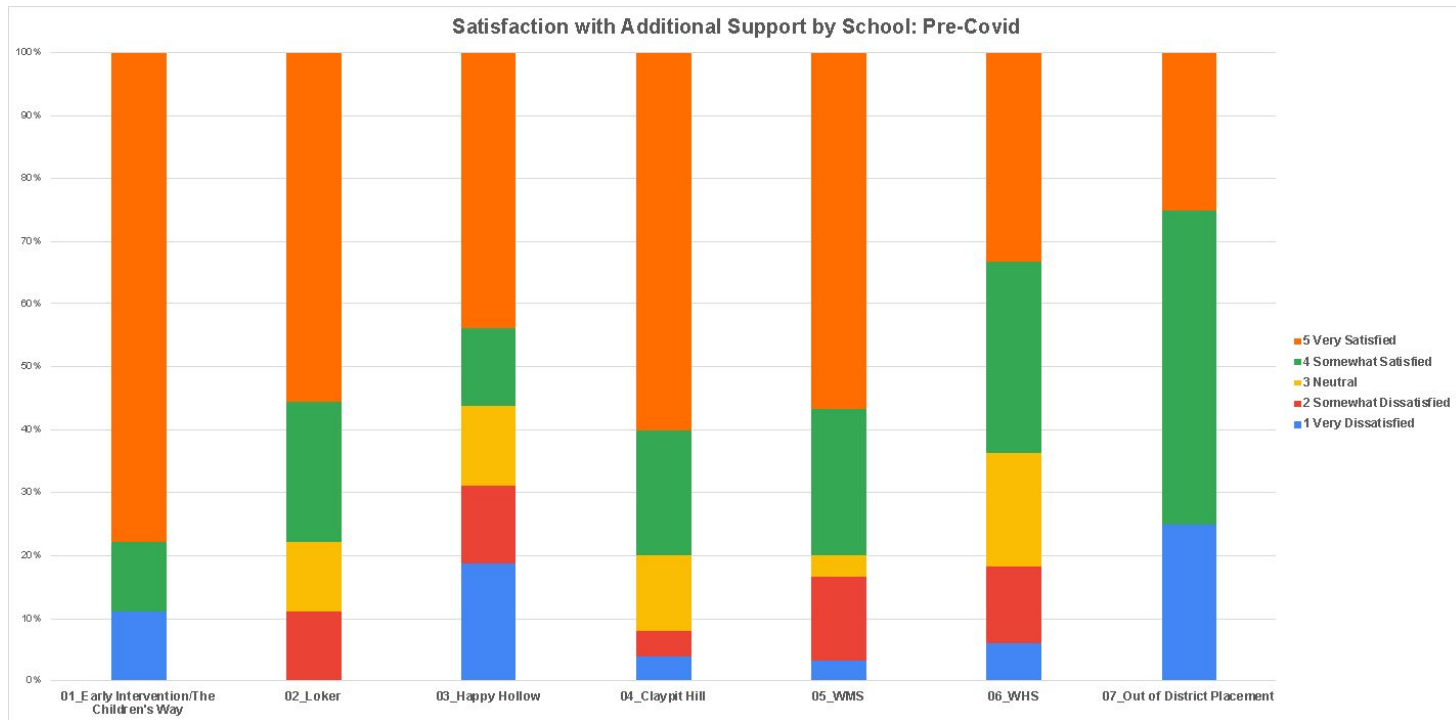
# Satisfaction with Equitable Service Delivery Pre-Covid

- **Happy Hollow** reported the **lowest satisfaction** with equitable service delivery pre-covid.



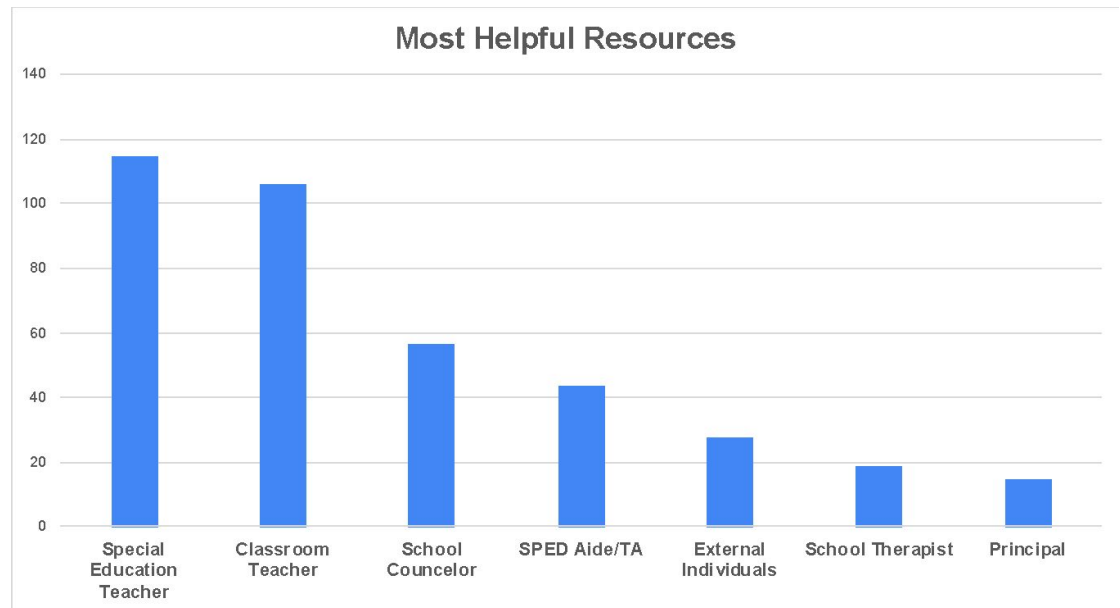
# Satisfaction with Additional Support Pre-Covid

- Happy Hollow showed the least satisfaction with additional support pre-covid.



# Most Helpful Resources in Planning/Delivering Education

- Respondents indicated that special education teachers and classroom teachers were the most helpful resources in planning and delivering their child/children's education.
- Families also overwhelmingly indicated that those resources are accessible, responsive, timely in responses, qualified, considerate, and able to maintain confidentiality. Only a small number indicated that these resources did not live up to those standards.



# Resource Comments

- Adherence to IEP without parent reminders invaluable
- Teachers, SPED staff, liaisons complimented for efforts and engagement with students
- Gap in Org skills at HS
- General education teachers see struggles, yet least trained in accommodations
- Lack of responses to emails (WHS), questions, concerns and meeting requests
- Liaisons/teachers limited in what they're able to do/provide; seem overworked
- Confidentiality not maintained, documents not offered/require parent request
- Outside Neuropsych recommendations effective for progress
- Utilizing outside resources/therapist/specialists
- LRT could be proactive
- Executive function needs specialized curriculum
- Concerns for TA qualifications
- Cross disciplinary team needed for "Aspergers"; lack of knowledge and communication issues
- SLP and/or teachers recommending support, but students not qualifying
- Elementary-effective 504 support; no support as child gets older (e.g., WMS- some have hired outside support/advocate)
- Maintaining counselors/SPED teachers year-to-year helpful
- During remote teachers were inconsistent; lack student-teacher relationship; no guidance for parents with remote

# Communication Comments

- Two comments showed up repeatedly with respect to communications:
  - Introductions to team, org skills/LRT teachers isn't done in a timely manner (preferably before school start)
  - Summer services/ESY are communicated too late in Spring, often causing conflicts with other services/activities
- Other comments included:
  - Team doesn't communicate how to carry school services over to home or what exercises to do at home during remote learning
  - Progress reports are subjective, canned, and sometimes not received
  - Child not getting org skills in the manner described in IEP; changes not communicated
  - Staff interactions have been positive
  - Feedback updating parents on child's new services would be helpful
  - N1 letters missing information, lack detail, and include false information
  - IEP different than what was discussed at meeting
  - Obvious disability (with supporting data) was ignored
  - Didn't feel part of the treatment team
  - Would have been helpful to see data when child isn't meeting standards
  - Critical questions haven't been met with understanding
  - Difficulty understanding reports
  - Lack of progress isn't communicated until parents intervene
  - HS promotes independence but there is a lack of communication with parents so often parents believe all is well until there is a meeting
  - Happy with team once IEP was in place but wasn't included in the initial evaluation/planning process
  - School counselor is an exceptional advocate
  - At HS level, parents must constantly monitor all aspects of services
  - Lack of explanation from HS why child is still struggling despite services

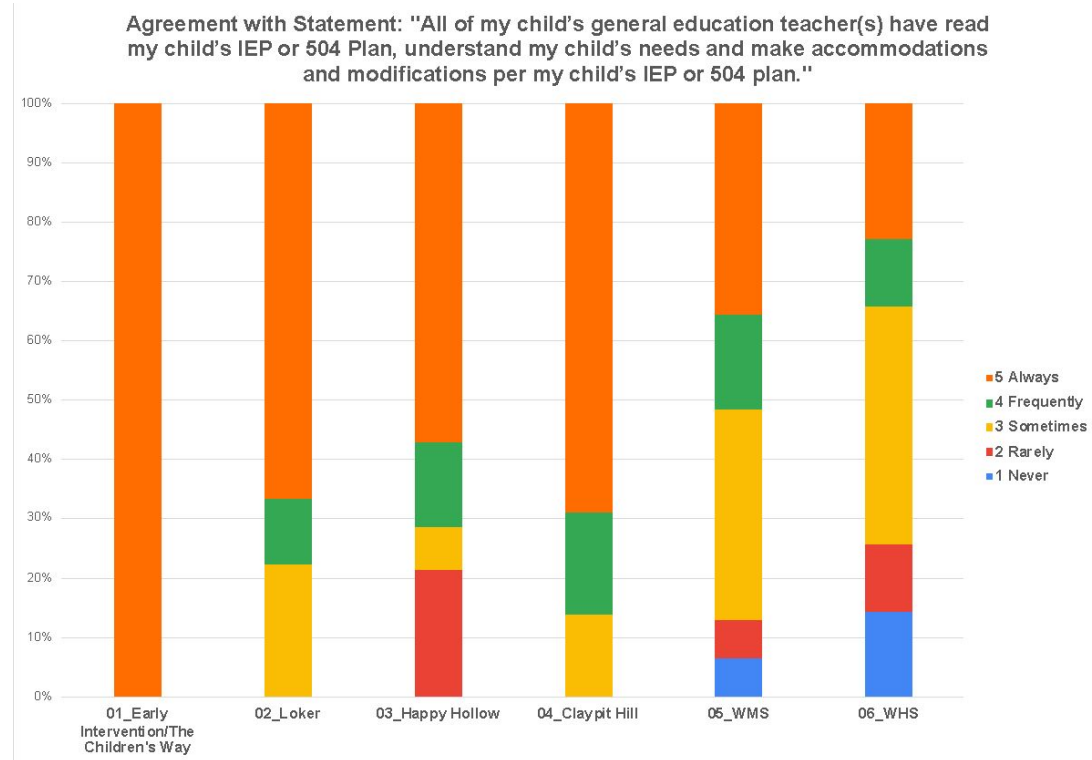
# Satisfaction with Program Characteristics by School

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

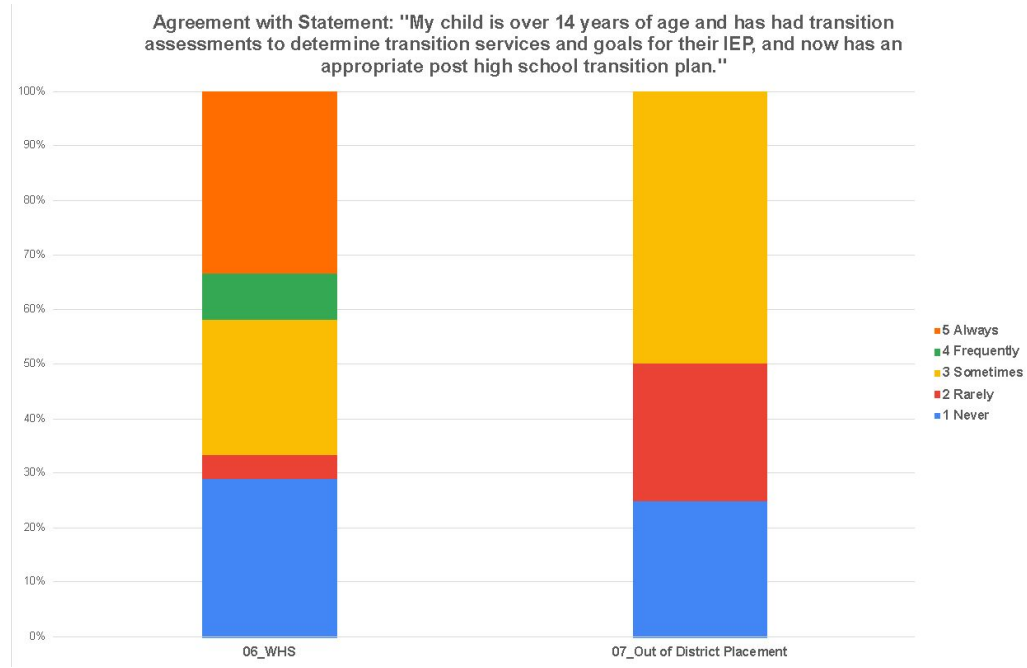
# Detailed Statements By School

- ~25% of WHS families and ~13% of WMS families rarely or never agree with this statement, and ~22% of HH families rarely agree with the statement.
- EI/TCW is always in agreement with the statement.



# Satisfaction with Transition Planning - 14+

- 50% of OOD families are rarely or never satisfied and the other 50% are only sometimes satisfied with transition planning.
- ~33% of WHS families are rarely or never satisfied and ~25% are only sometimes satisfied with transition planning.





# School Characteristics

- Most respondents believe that their school, more often than not, promotes awareness of those with disabilities.
- Most respondents, except for those from Happy Hollow, believe that their school, more often than not, helps make a smooth transition between schools.
- Low overall indication of stigma or bullying, with **highest levels of both at WMS.**

# Accommodations Comments

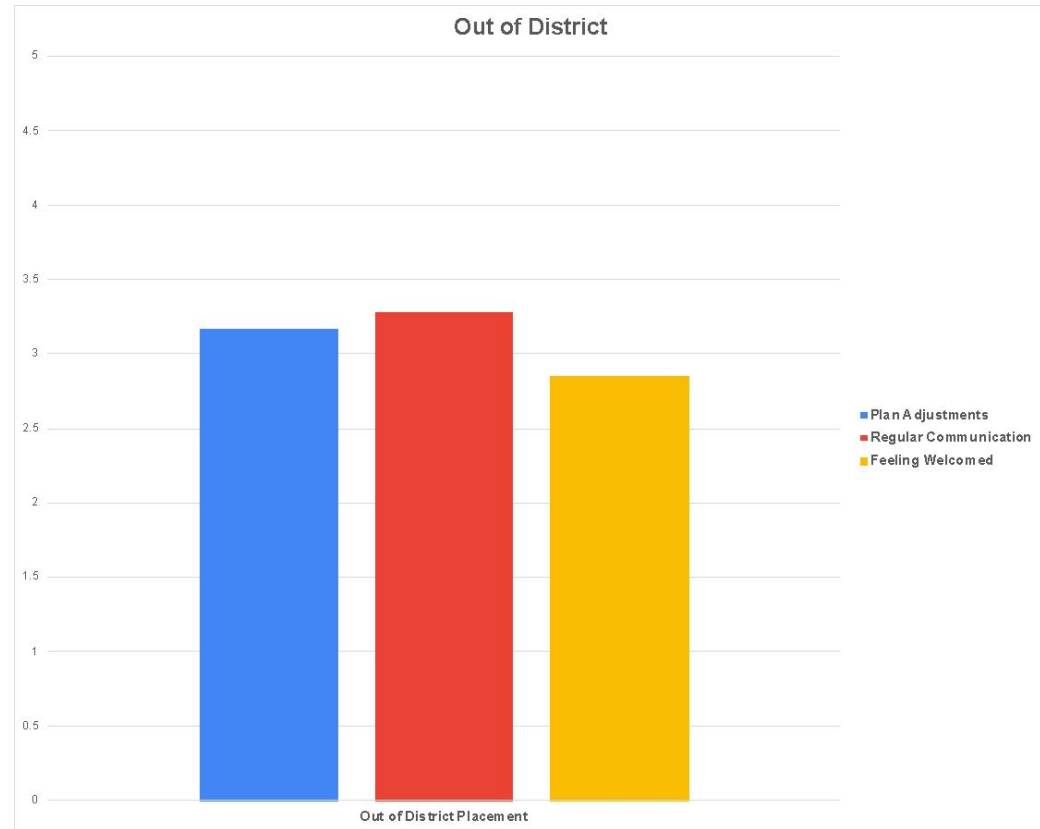
- No homework adjustments (no accommodation offered in MS but had in elementary)
- Sports coaches can be insensitive to and/or disregard disabilities
- No accommodations for extracurricular activities (even though box is checked; parents need to support)
- No accommodations/adherence to IEP
- General education teachers at HS don't care about special education needs or implementing supports - delegate to LRT teachers

# Other Concerns Comments

- Other comments included:
  - Groupings during Covid increased knowledge of those on IEPs
  - Needs aren't addressed/poor supports/wrong placement/IEP not being followed
  - Some teachers don't care about IEP
  - More support for advanced/Level 3 classes at WMS and WHS
  - Social development services not being offered during Covid
  - Meeting refusal
  - Poor transitional planning and responsiveness
  - ADHD stigma
  - Stressful, college- and sports-centric environment without preparation for work post graduation
  - More emphasis is needed on helping students truly understand the material rather than just getting a passing grade

# Out of District Satisfaction

- OOD families reported average satisfaction on plan adjustments, communications and feeling welcomed.
- Comments included:
  - Lack of communication during Covid
  - Not feeling part of the district community
  - District not receptive, particularly regarding diagnosis and testing



# 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.

# Additional Child Support Services

- The survey asked “Are there additional screening, services and/or programs that you (or another external professional) feel would be beneficial for your child...?” The following themes were mentioned consistently in respondent comments:
  - Executive Function support
  - Orton-Gillingham tutors
  - Language Based Learning Programs
  - Comprehensive social pragmatics support
  - Autism (“Asperger’s”) support /curriculum/specific teacher training

# 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](mailto: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.

# Wrap Up

- We were pleased with the response to our first survey.
- This survey has given us good insight into the perceived strengths and weakness of the district's special education services.
- The SEPAC plans to conduct annual surveys going forward, which will provide valuable information to track changes over time.
- We plan to refine future surveys based on ideas and feedback we've received.
- The results of the survey will be shared with SEPAC members and Wayland special education community.