

SEPAC Parent Survey

September 2020

Background

- 1st SEPAC Meeting on September 14th, 2020
- 55 participants in virtual meeting
- Most parents expressed concerns, worry, feelings of being overwhelmed
- SEPAC board decided to generate a survey to get more information from as many families whose children have IEPs/504s as possible

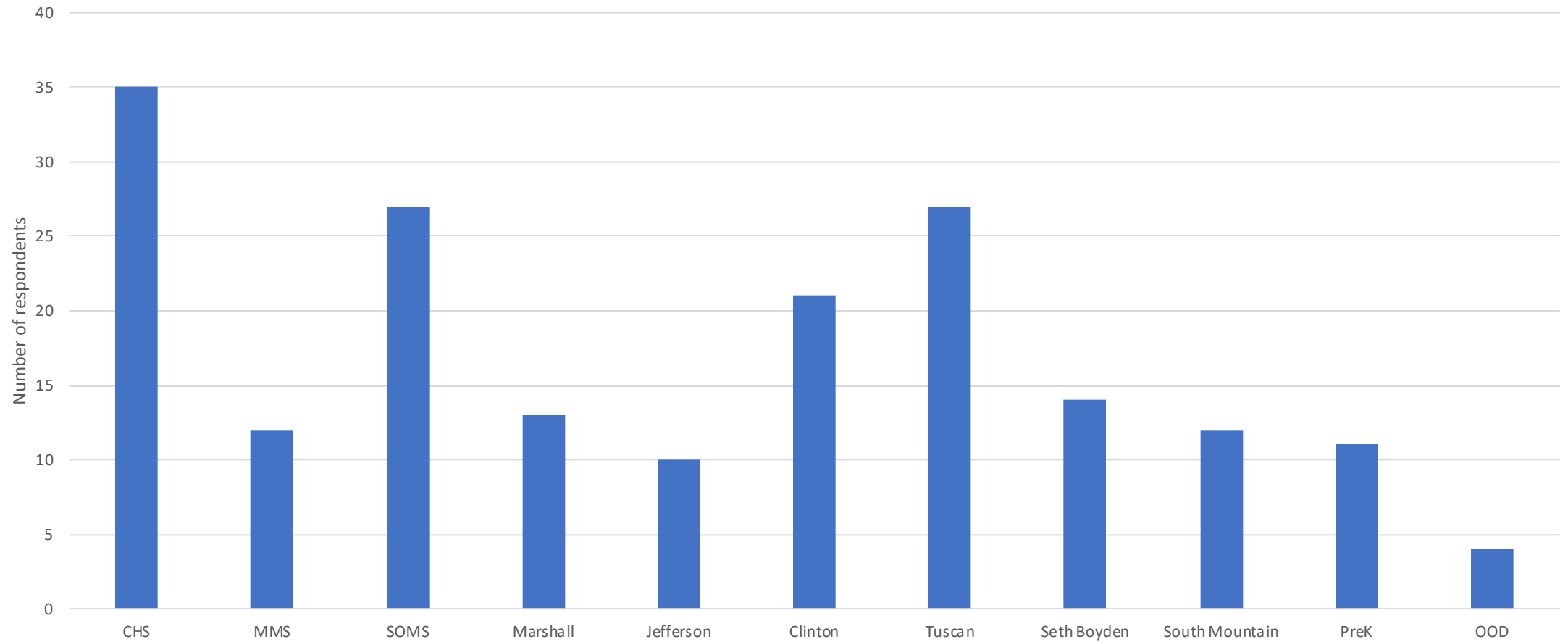
Survey Information

- Published on September 16th, 2020
- Sent out via SEPAC mailing list + SOMA Special Education Facebook Group
- Liaisons and PTAs were encouraged to share with their schools
- Open through September 25th, 2020
- 184 responses total:
 - 1 not from SOMSD
 - A few had multiple children within 1 response
 - Some respondents did not answer all questions
- All but 3 parents identified their child as having an IEP, 504, Speech IEP or I&RS Plan

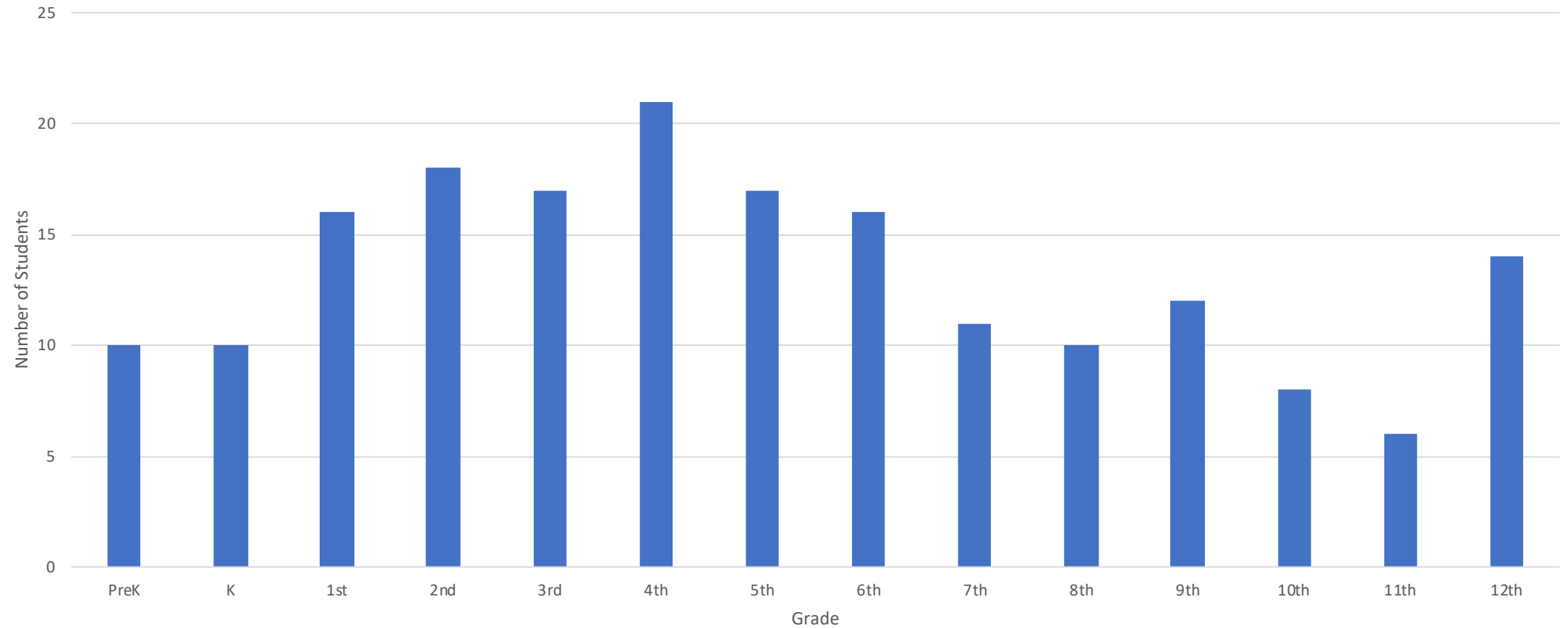
Some points not captured by the numbers

- Our representation of the data focuses heavily on the issues
 - Bias – caregivers who are experiencing issues more likely to respond
 - Virtual learning is workable for a handful of children with IEPs, but the overall feedback is concerning regarding the *individualization* for each child's needs
- There was some positive feedback:
 - a lot of praise for how hard the teachers are working
 - Comments about the success of ESY
- Children with special needs may have more challenges with the technology pieces, which then leads to further missed class time, or falling behind
 - Data doesn't capture this issue as fluently, but the technology concerns came up consistently throughout the responses
- Write-in answers focused heavily on social-emotional concerns
- Teachers indicate that they are given restrictions – communication between teachers, administration and parents is not consistent

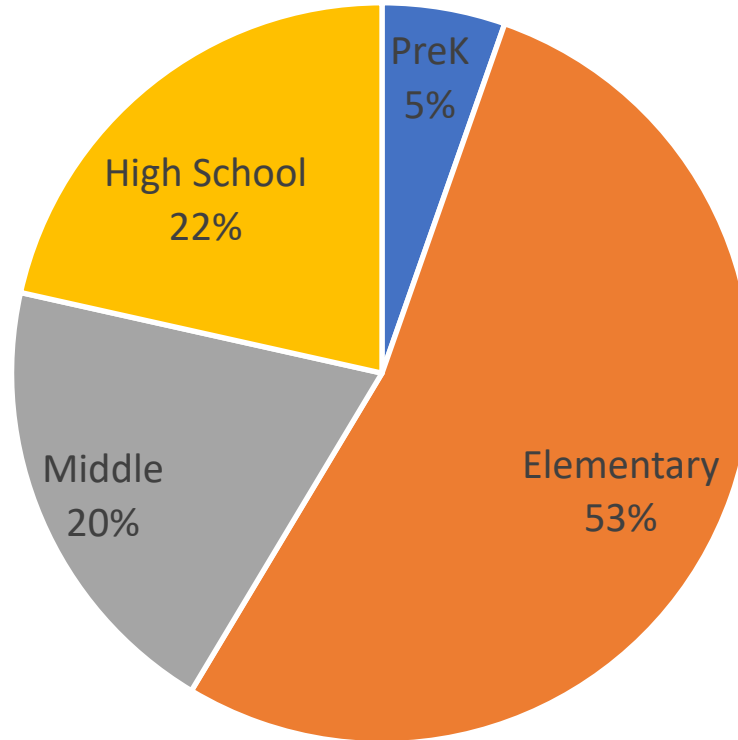
School Representation



Representation by Grade

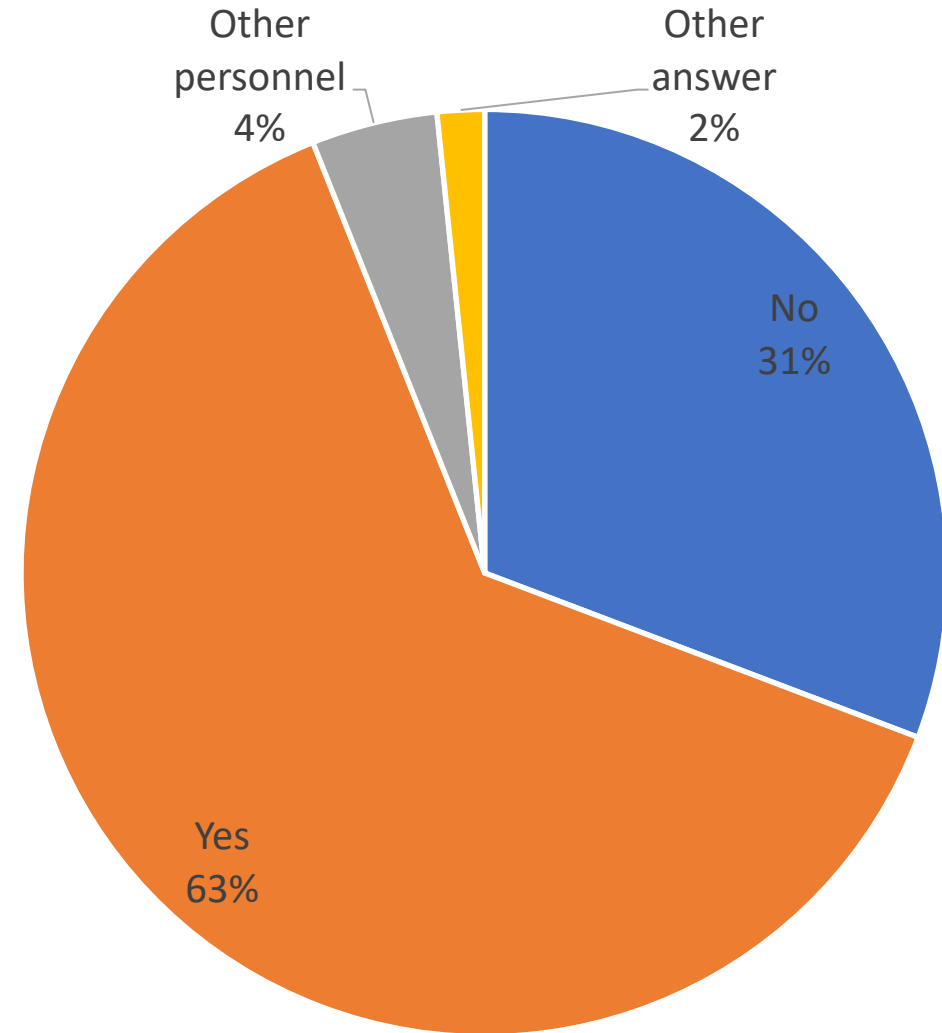


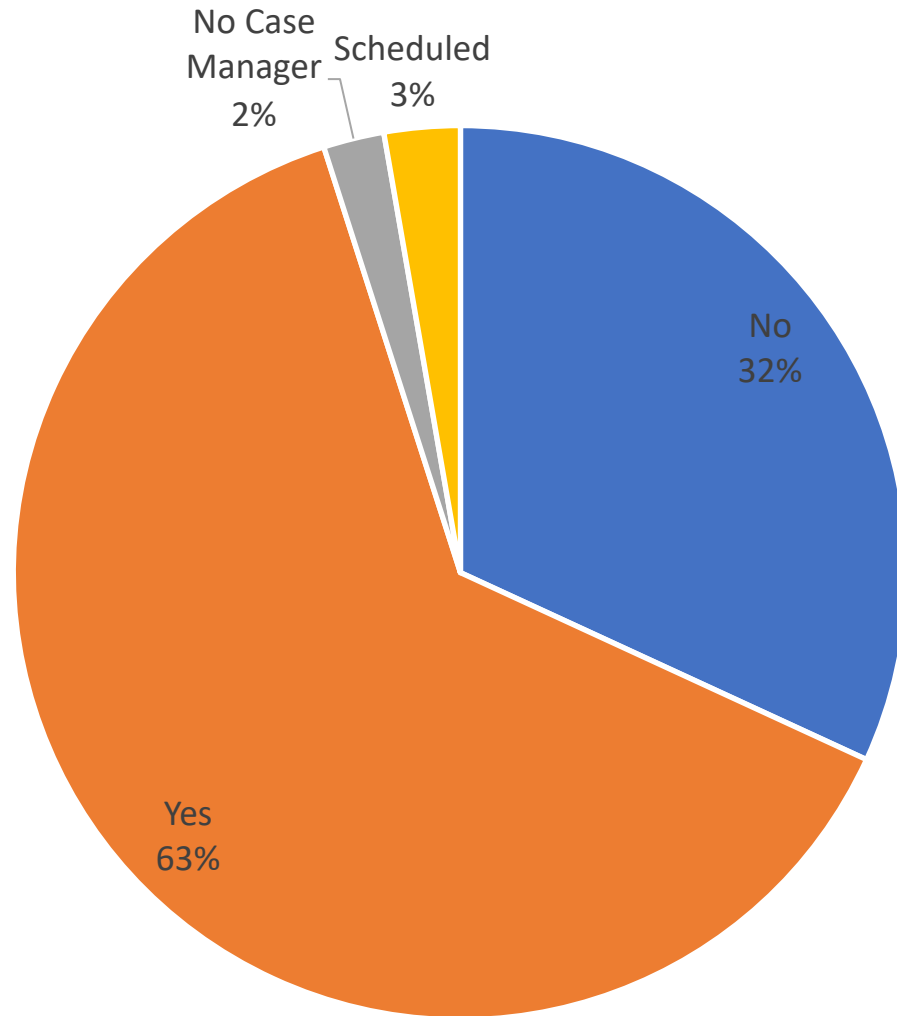
Breakdown by School Level



Parent/Teacher Communication

- Question: Have you reached out to your child's teacher within the first two weeks of school regarding concerns with learning in the virtual environment?





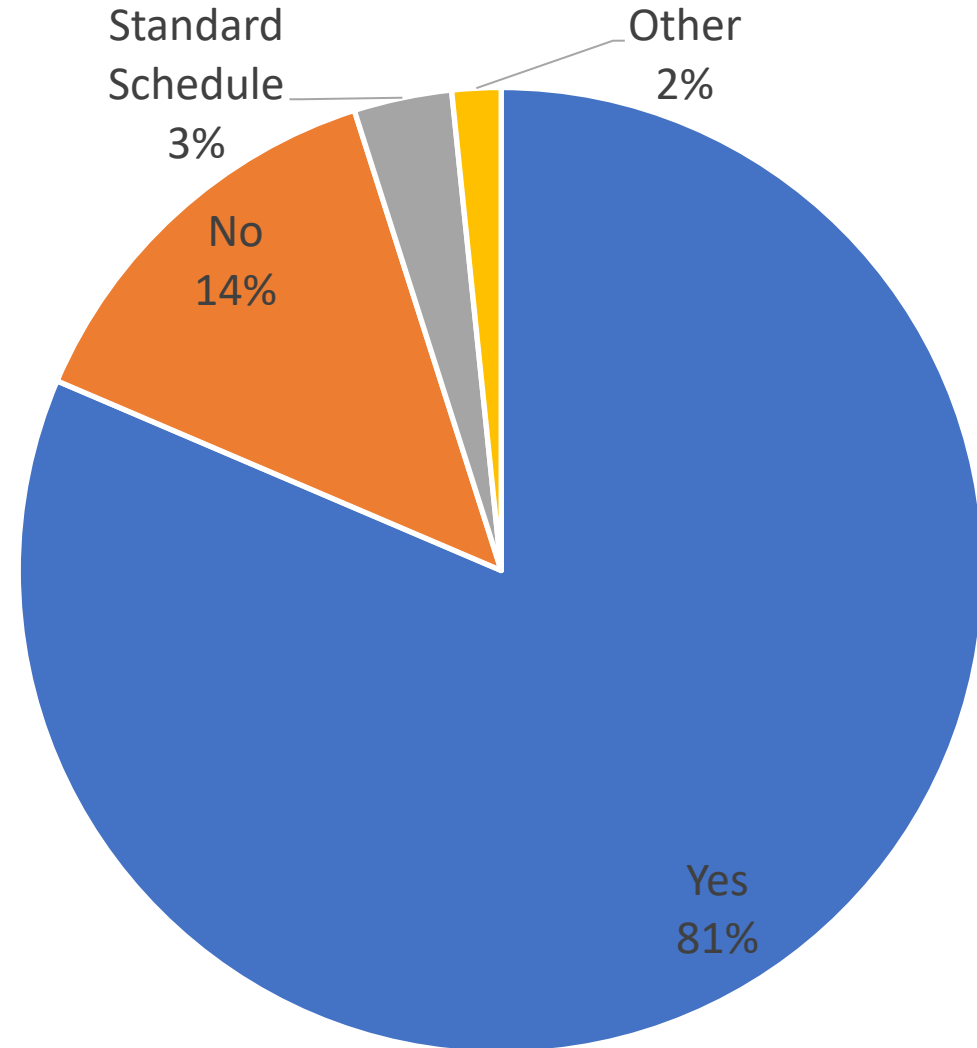
Communication with Case Manager

Question: Have you met or spoken with your child's case manager this school year?

In addition, 11 Participants (6%) mentioned difficulty connecting with case manager

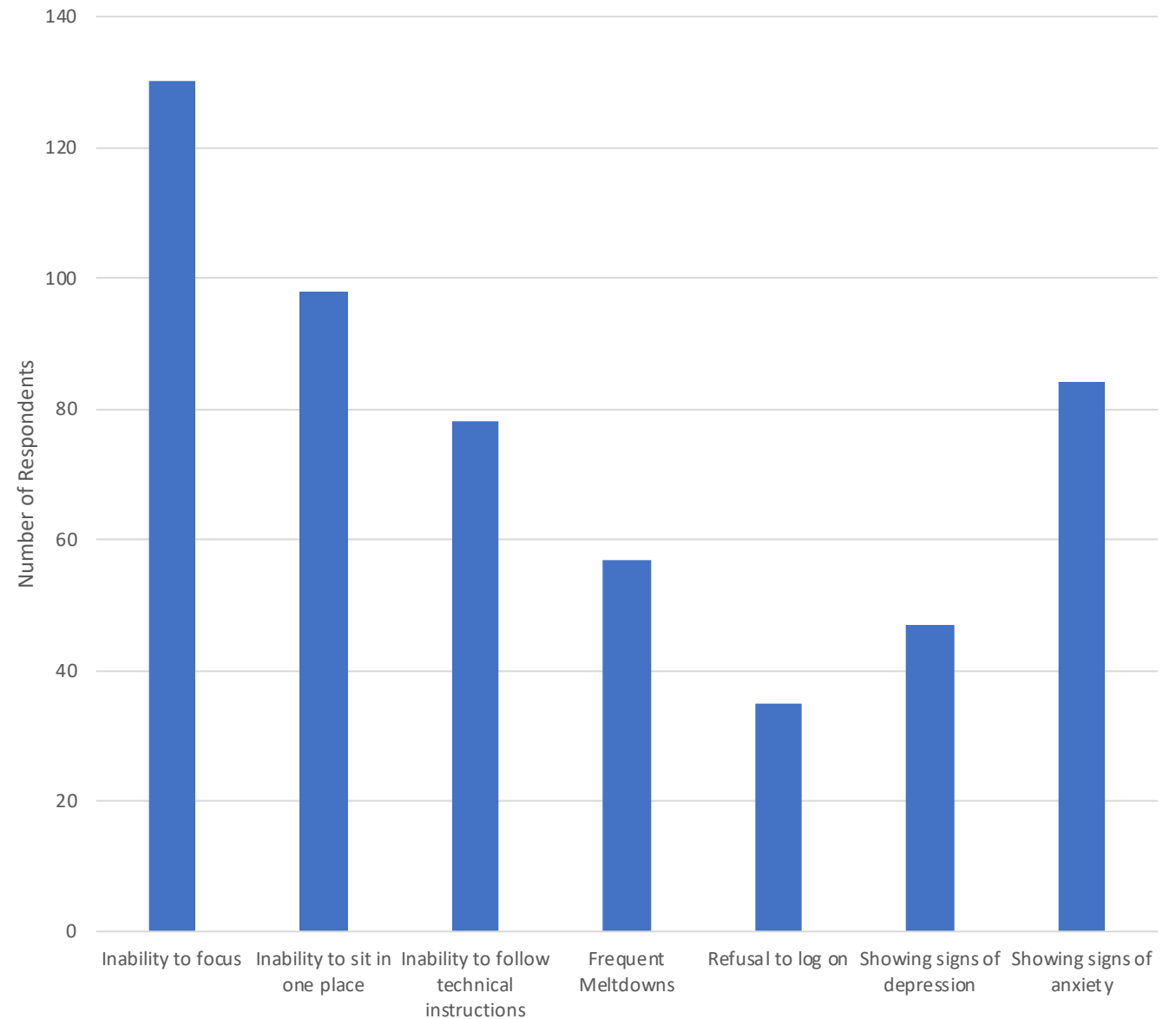
Schedule

Question: Has your child been given a schedule with every period included?



What kind of challenges are you experiencing with virtual learning that are related to your child's needs?

- Information from the check-off boxes that were provided
- Most checked off more than one response
- Also given the opportunity to write-in responses

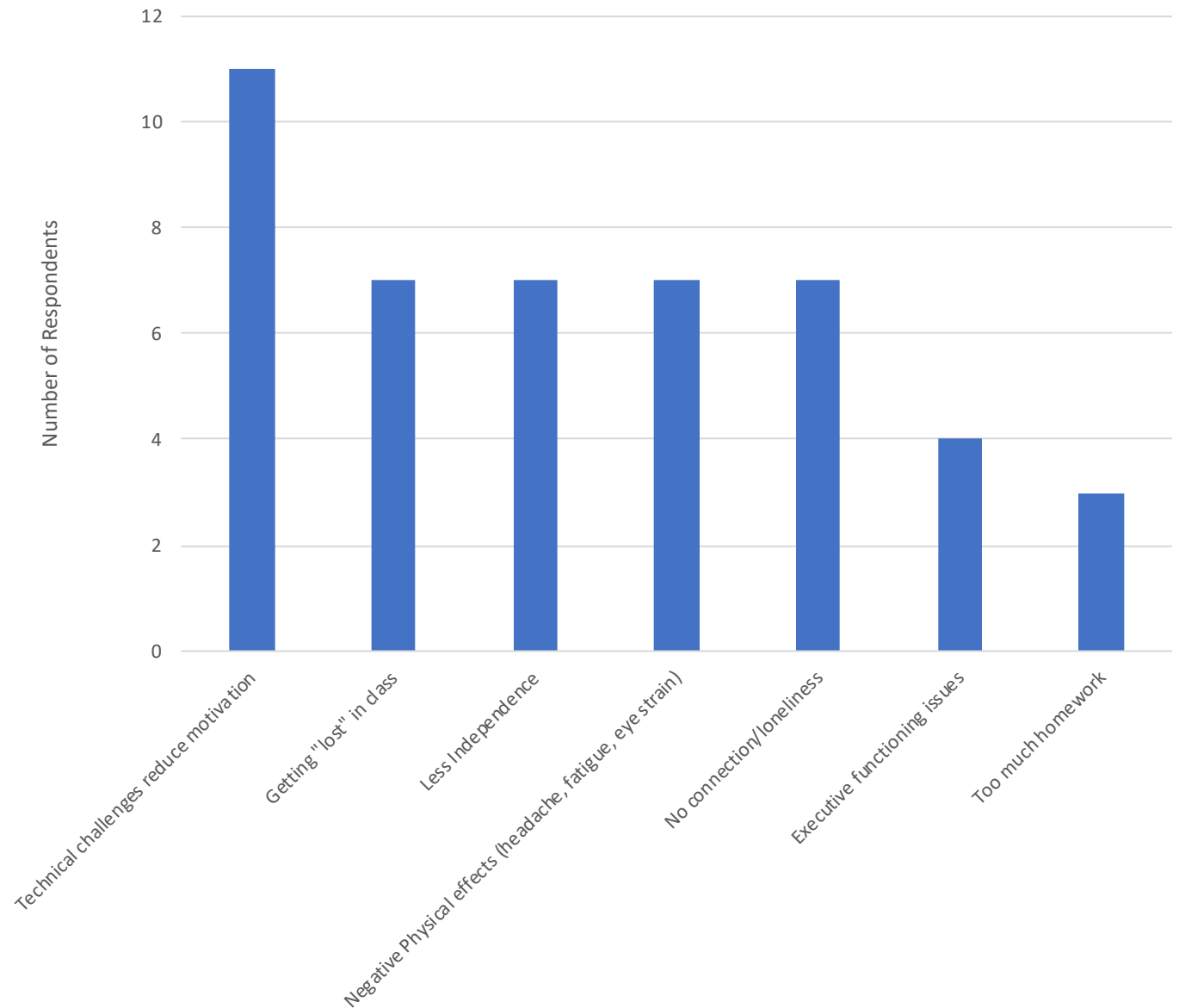


What kind of challenges are you experiencing with virtual learning that are related to your child's needs?

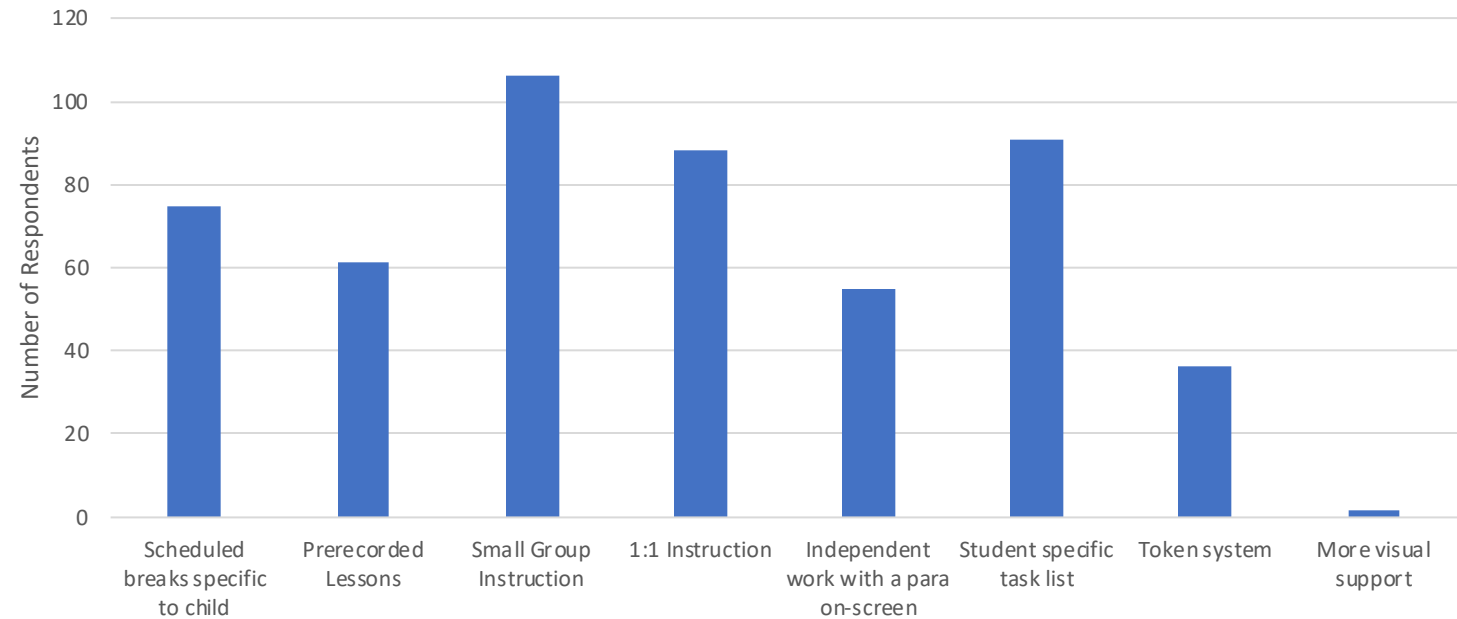
- 66 parents wrote in responses
- Reviewed and most common responses categorized as shown in graph here

“Overall unhappiness and pushback against virtual learning when he had always been happy to go to school in person”

“Loss of joy in learning”



If your child is having difficulty focusing during live instruction, what do you feel is necessary?



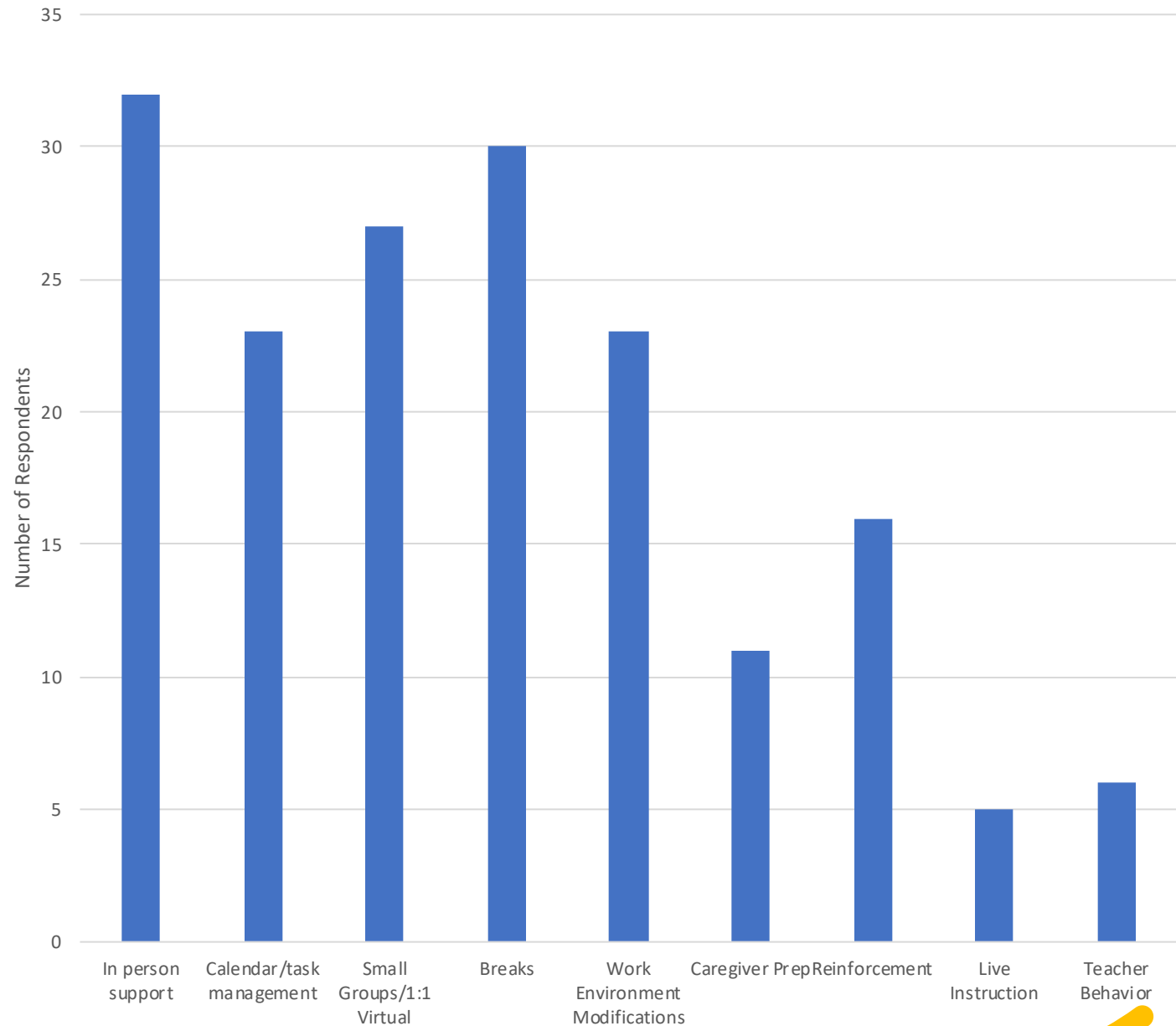
- Graphical representation from check-off boxes that were provided
- Most parents selected more than 1 response
- Opportunity to write in with most common write-ins:
 1. Increasing independent work options such as hard copies of work, asynchronous lessons, or websites like IXL (7 total write-ins)
 2. In person instruction – particularly coordinating in-person paraprofessional support (7 total write-ins)

List any strategies you feel have been helpful for your child during distance learning

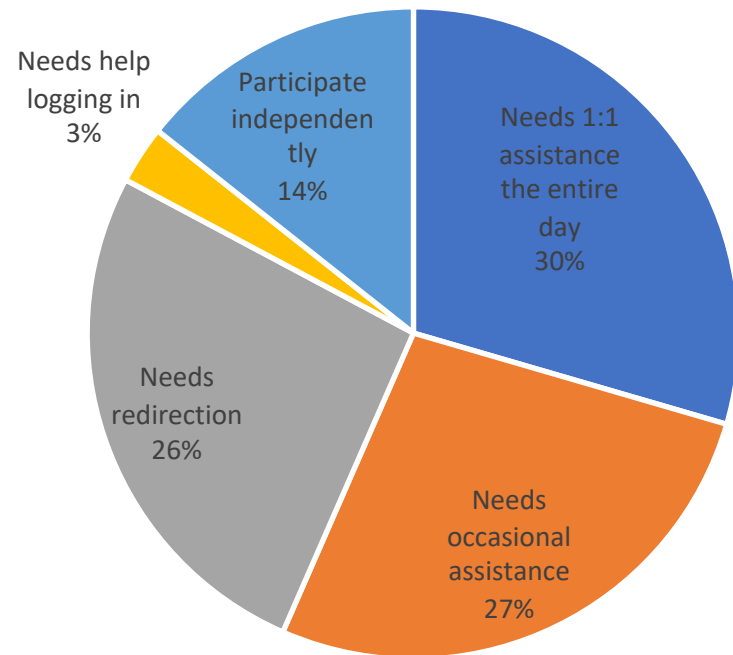
Open ended responses coded by the following categories

- In-person support: hired tutor/caregiver, parent constantly available, parent providing support for specific needs (e.g. technology)
- Task Management: Canvas schedule, parent made schedules, choices, checklists, planners
- Small groups/1:1 time with teacher or para virtually
- Breaks: frequent breaks, specific activities (i.e. movement) on breaks
- Work environment modifications: flexible seating, headphones, fidgets
- Caregiver prep: reviewing prior to lessons, daily communication with teacher, requesting curriculum beforehand
- Reinforcement: positive feedback from teacher, reward system from parents, when activity is exciting/motivating for child
- Live instruction
- Teacher specific behavior: teacher encouragement and flexibility

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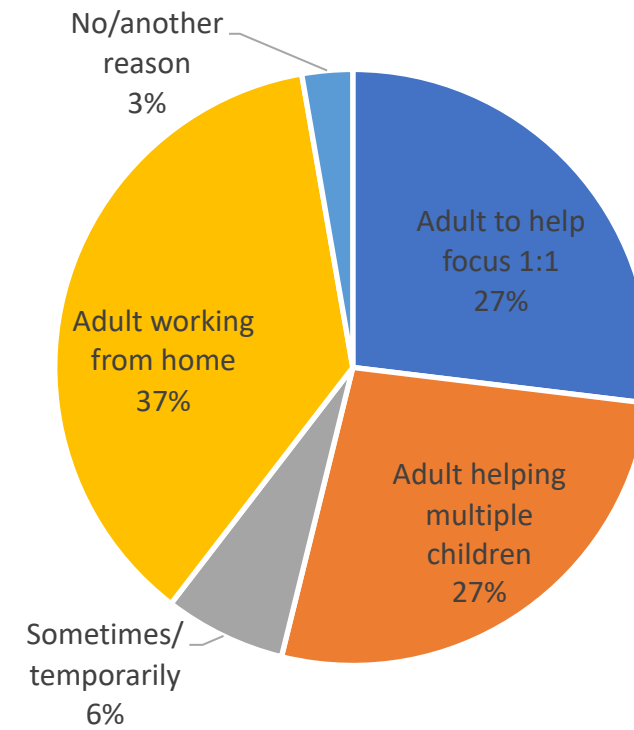
Is your child able to navigate their day independently or do they require in-person assistance from an adult?



- Opportunity to check multiple responses + write in additional information
- Most write-ins clarified type of assistance or variability based on subject, teacher, time of day or child's emotional needs
- *More than 75% of children need in-person assistance throughout their day*

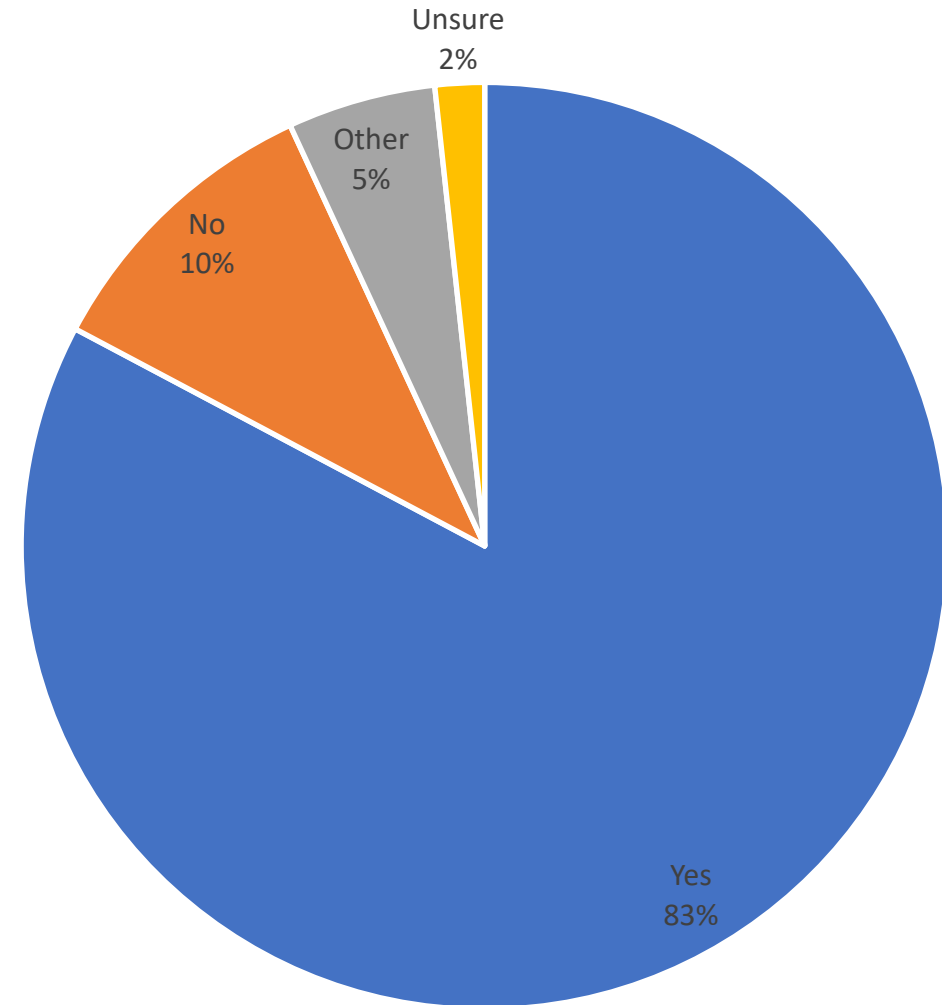
Does your family have an adult who is able to assist your child?

- Check-off boxes with opportunity to write-in: many families clarified that their job quality is suffering or juggling working from home/support their child is not sustainable
- 75% of children need 1:1 in-person support, and only 27% of families are able to provide that: how is the district addressing the gap without relying on parents/guardians?



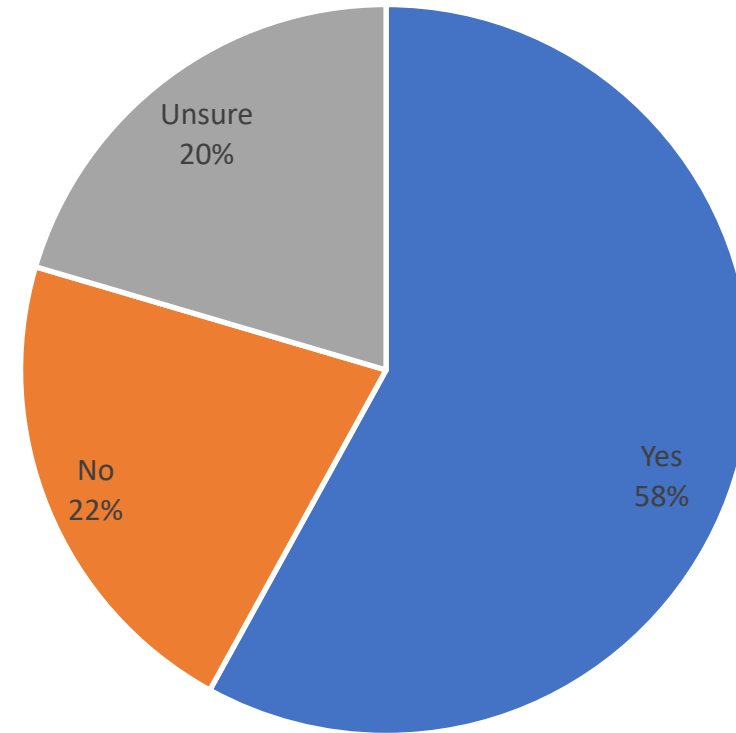
Do you believe when it is deemed safe for students, teachers and staff to return part-time to buildings, that special ed students should have priority to returning before other students?

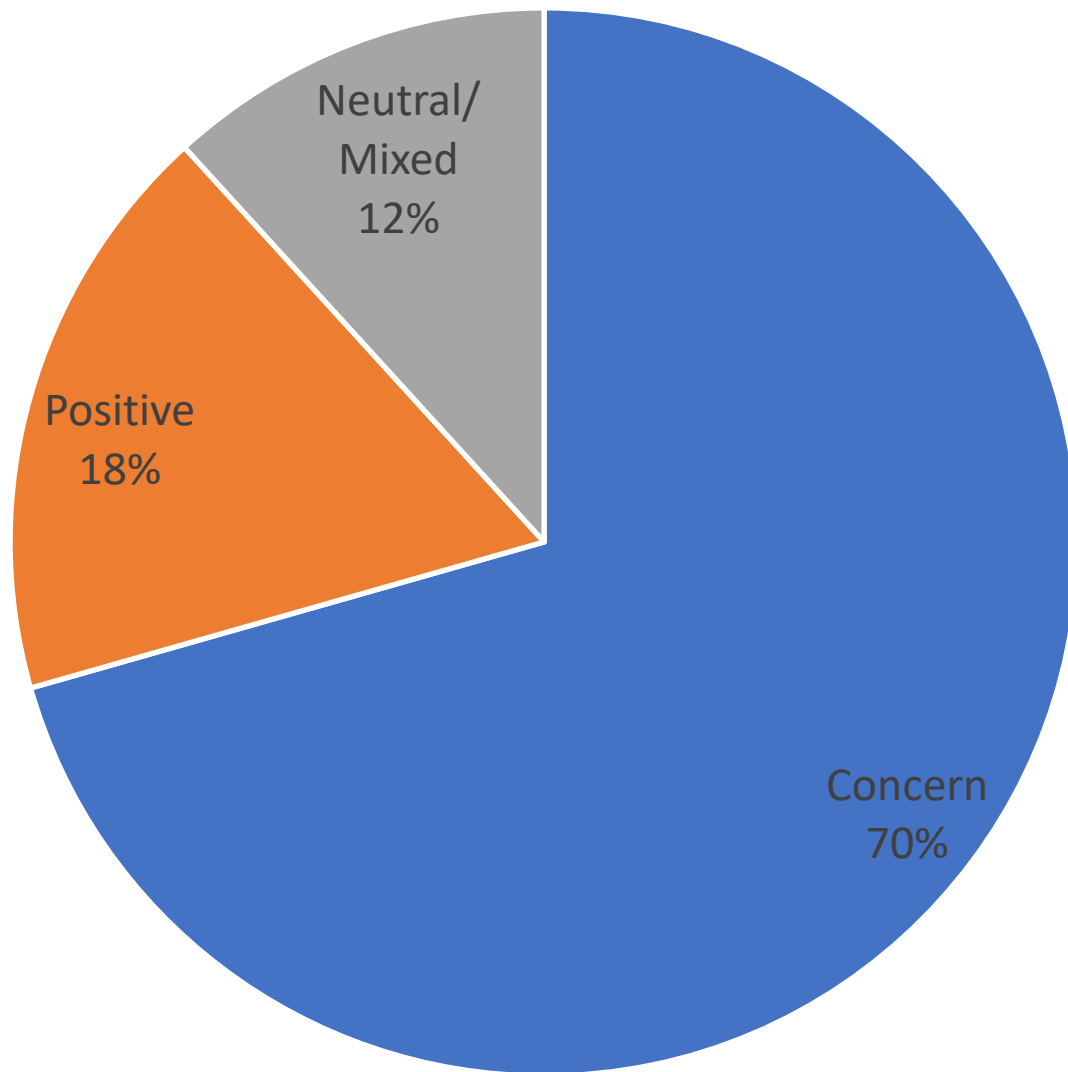
- Yes/No question with opportunity to fill-in more information
- “Other” includes: felt “yes” but their child is high-risk, felt all students were a priority in order for LRE to be in place, family’s choice, students may have difficult returning



Do you intend to send your child in when they allow for hybrid learning with in-person days?

- Yes/No with option to write-in more information
- “Unsure” – concerns about COVID levels, district safety procedures and child’s ability to transition back to in-person learning





If you have anything else to add that has not been covered in the previous questions, about how virtual learning is going for your special needs child, please share here

- 89 respondents wrote in answers – 4 were related to the survey
- Coded into:
 - Positive – said something good about virtual learning/ district
 - Concern – expressed concerns or constructive feedback
 - Neutral/Mixed – contained both positive and negative statements (i.e. “teachers are working hard, it’s just not working”) or something undecided (i.e. “not great but better than last year”)

Major takeaways

- More small groups and 1:1 instruction wanted
 - More consistent utilization of paraprofessionals
- Improved/increased communication regarding in-person services for Special Services
 - Increased collaboration/transparency between administration, teachers and parents
- Increased parent support for children with IEPs/504s
- More training and support for teachers
 - Gen Ed teachers to support diverse needs in virtual classroom
 - Technology training
 - Translating modifications and accommodations to virtual environment
- Increased support for technology learning curve and needs
 - IT support
 - Paraprofessional support to navigate around technology obstacles
 - Non-technology solutions when technology is the barrier to learning