

# Special Education Review

Presented to the Board of Education for  
East Grand Rapids Public Schools  
January 26, 2015



# Background of Review

- In response to concerns expressed by parents of students with disabilities:
  - A review of public documents/data
  - A review of parent letters documenting concerns
  - Analysis of data collected during the review
    - Parent interviews
    - Staff focus groups
    - Parent survey



# Review of Public Documents/Data

- Public Documents
  - MI School Data (via the Center for Educational Performance and Information)
  - Kent ISD Plan for the Delivery of Special Education Programs and Services
  - IDEA Public Reporting (via the MDE website)

# Parent Concerns

- Poor communications between parents and district staff
- Parent questioning as to whether they are valued, respected and welcomed members of their child's individualized education program (IEP) meetings
- Insufficient professional development opportunities for special education personnel
- Inappropriate allocation of district resources
- Limited programming options for high school students with IEPs, including vocation programming



# Parent Interviews

- 1. Please tell me about your overall experience with East Grand Rapids Public Schools as it relates to [child's name] and his/her special education programs and services.
- 2. Was [child's name]'s initial eligibility for special education made while an EGRPS student? If yes, what do you recall about that process?
- 3. Will you please describe what IEP meetings for [child's name] have been like?



- 4. How would you characterize communication between you and district personnel regarding [child's name]?
- 5. Are there any issues or concerns you feel the district should be aware of as it relates to the parents of children receiving special education programs and services?
- 6. Are there specific questions you feel should appear on the survey regarding special education programs and services at EGRPS that will go to all parents of students with IEPs?



# Focus Groups

- High School Special Education Teachers
- Middle School Special Education Teachers
- Elementary & Early Childhood Special Education Teachers
- Special Education Itinerant Staff
- High School & Middle School Administrators
- Elementary Administrators



# Parent Survey

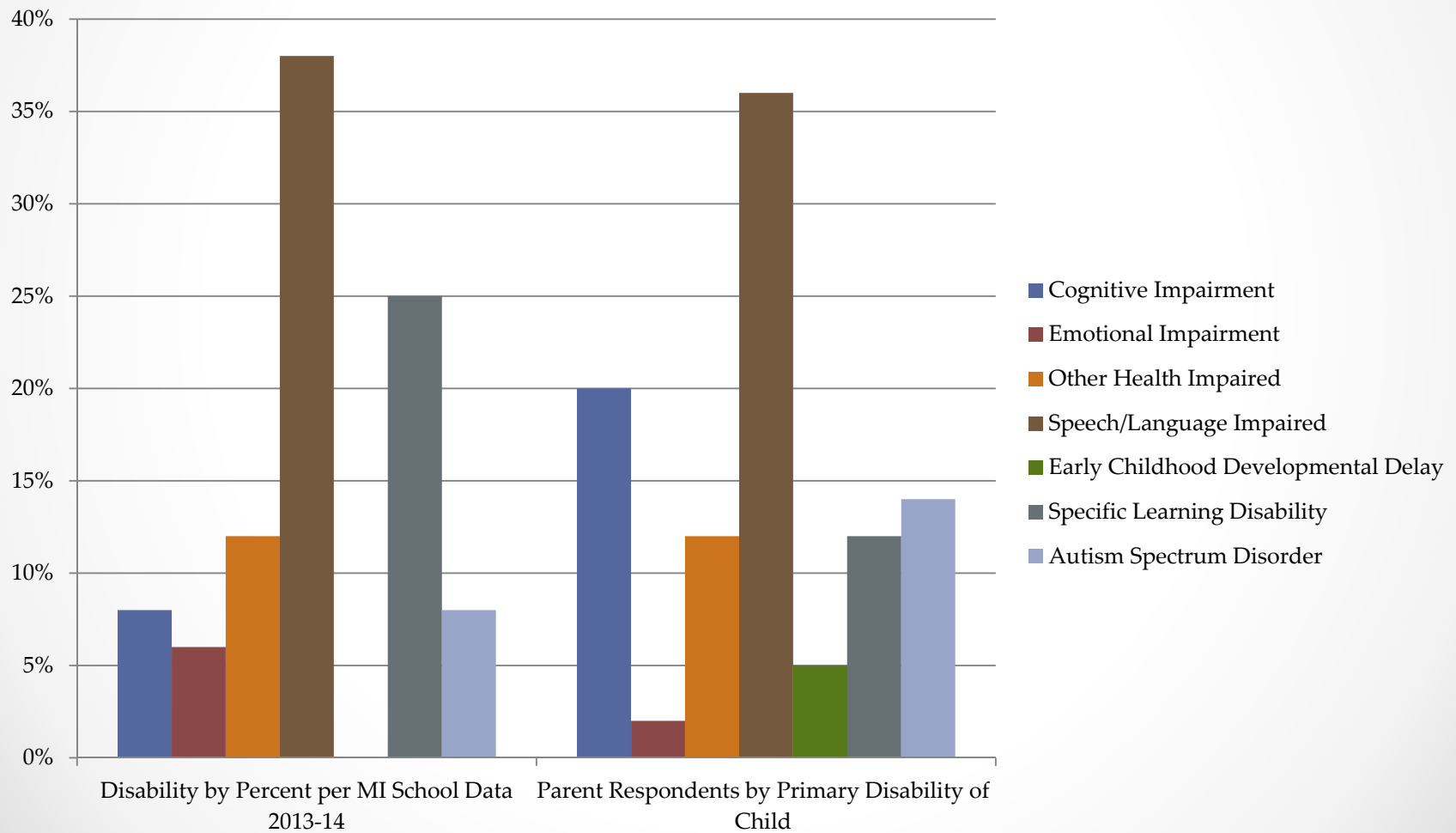
- Consultation with GVSU Statistical Consulting Center
- 164 parents
- Responses anonymous
- 68 respondents; 41%
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# Survey Respondents (by disability)

	Cognitive Impairment	Emotional Impairment	Other Health Impaired	Speech-Language Impaired	Early Childhood Developmental Delay	Specific Learning Disability	Autism Spectrum Disorder
Disability per MI School Data	8%	6%	12%	38%	Not Reported	25%	8%
Parent Respondents by Primary Disability	18%	2%	12%	36%	5%	12%	14%

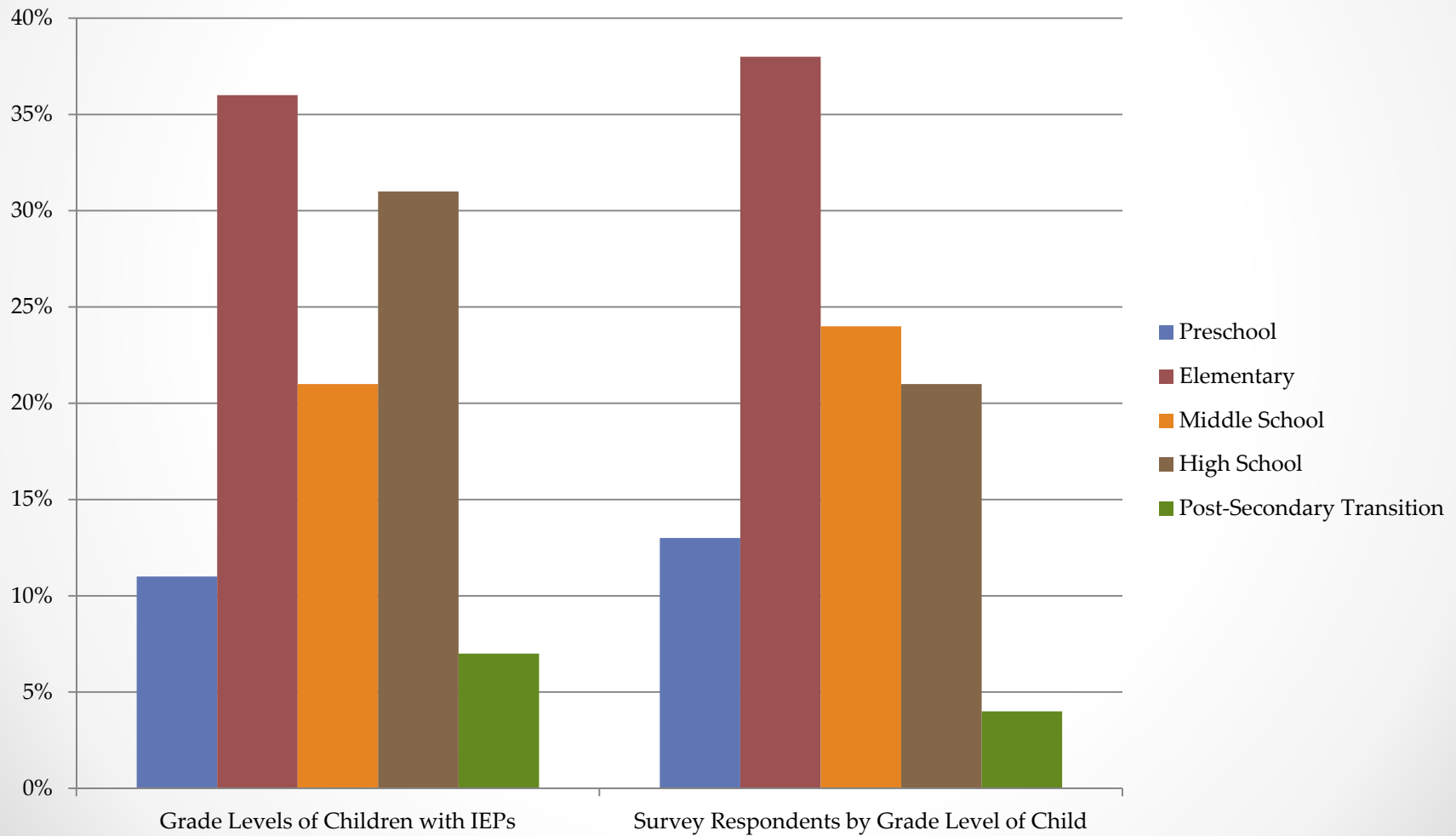
# Survey Respondents (by disability)



# Survey Respondents (by grade)

	Preschool	Elementary	Middle School	High School	Post-Secondary Transition
Grade Levels of Record Per District Record	11%	36%	21%	31%	7%
Survey Respondents by Grade Level	13%	38%	24%	21%	4%

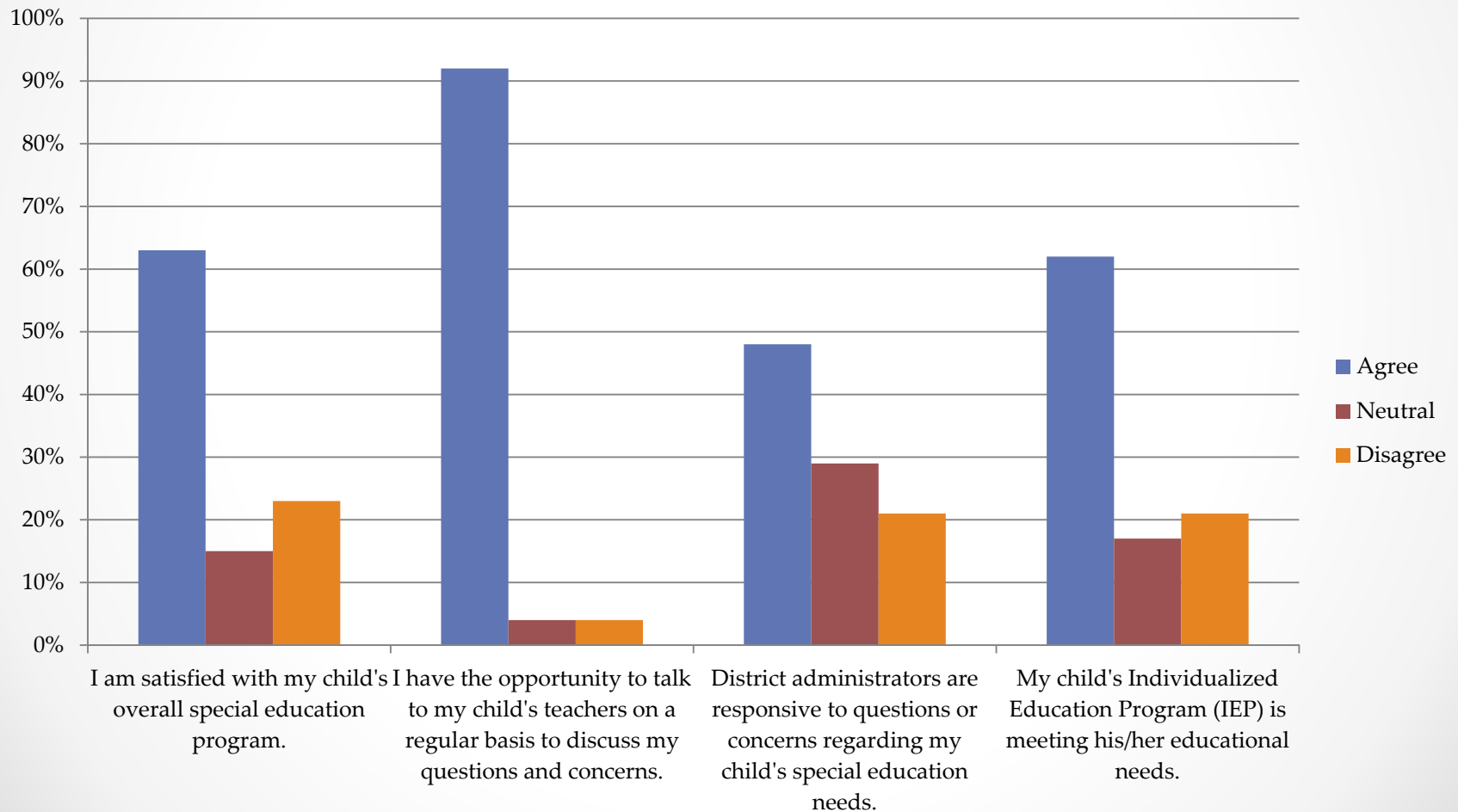
# Survey Respondents (by grade)



# Satisfaction with Child's Program (1)

	Agree	Neutral	Disagree
I am satisfied with my child's overall special education program.	63%	15%	23%
I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns	92%	4%	4%
District administrators are responsive to questions or concerns regarding my child's special education needs.	48%	29%	21%
My child's Individualized Education Program (IEP) is meeting his/her educational needs.	62%	17%	21%

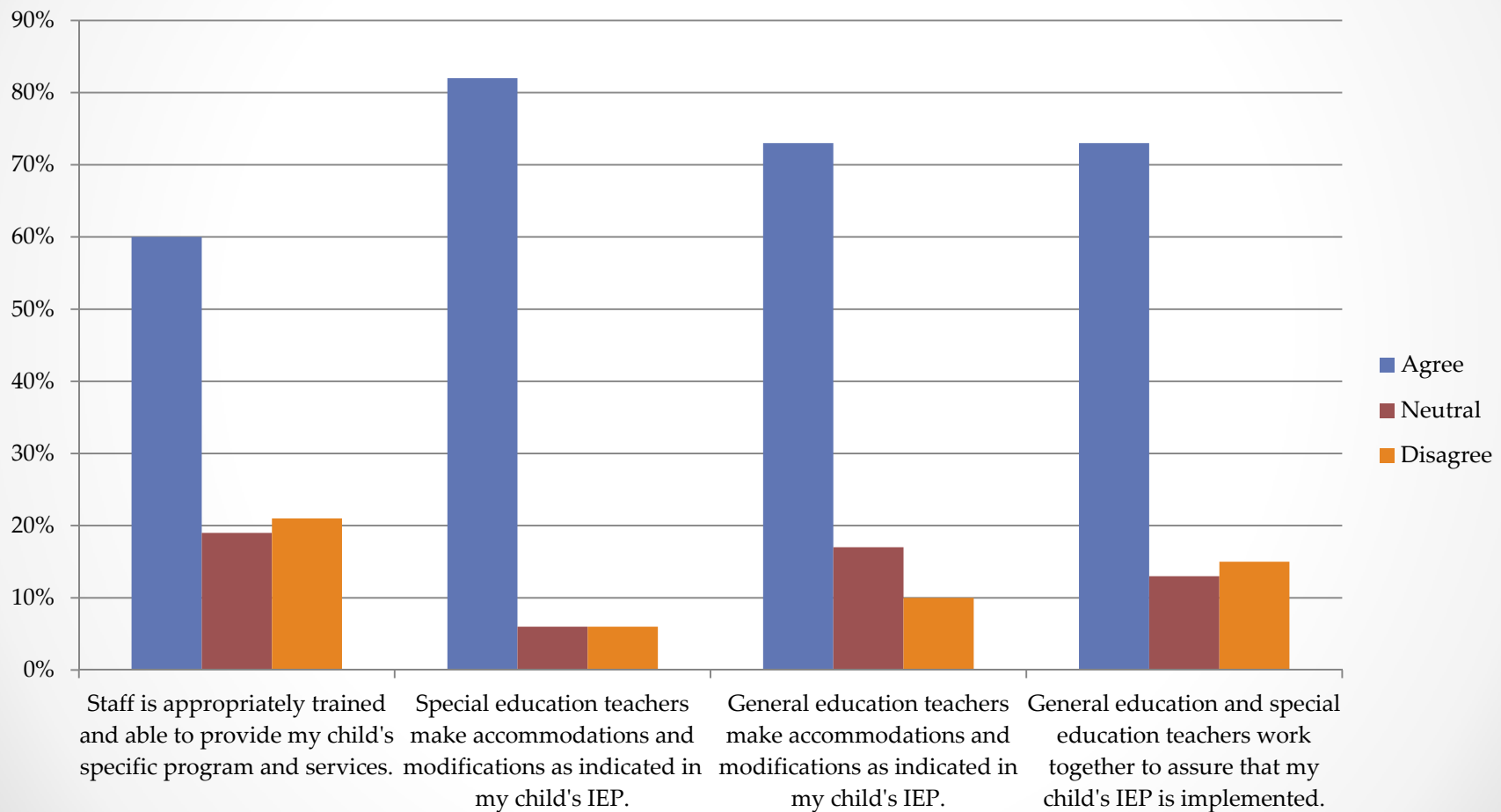
# Satisfaction with Child's Program (1)



# Satisfaction with Child's Program (2)

	Agree	Neutral	Disagree
Staff is appropriately trained and able to provide my child's specific program and services.	60%	19%	21%
Special education teachers make accommodations and modifications as indicated in my child's IEP.	82%	13%	6%
General education teachers make accommodations and modifications as indicated in my child's IEP.	73%	17%	10%
General education and special education teachers work together to assure that my child's IEP is implemented.	73%	13%	15%

# Satisfaction with Child's Program (2)

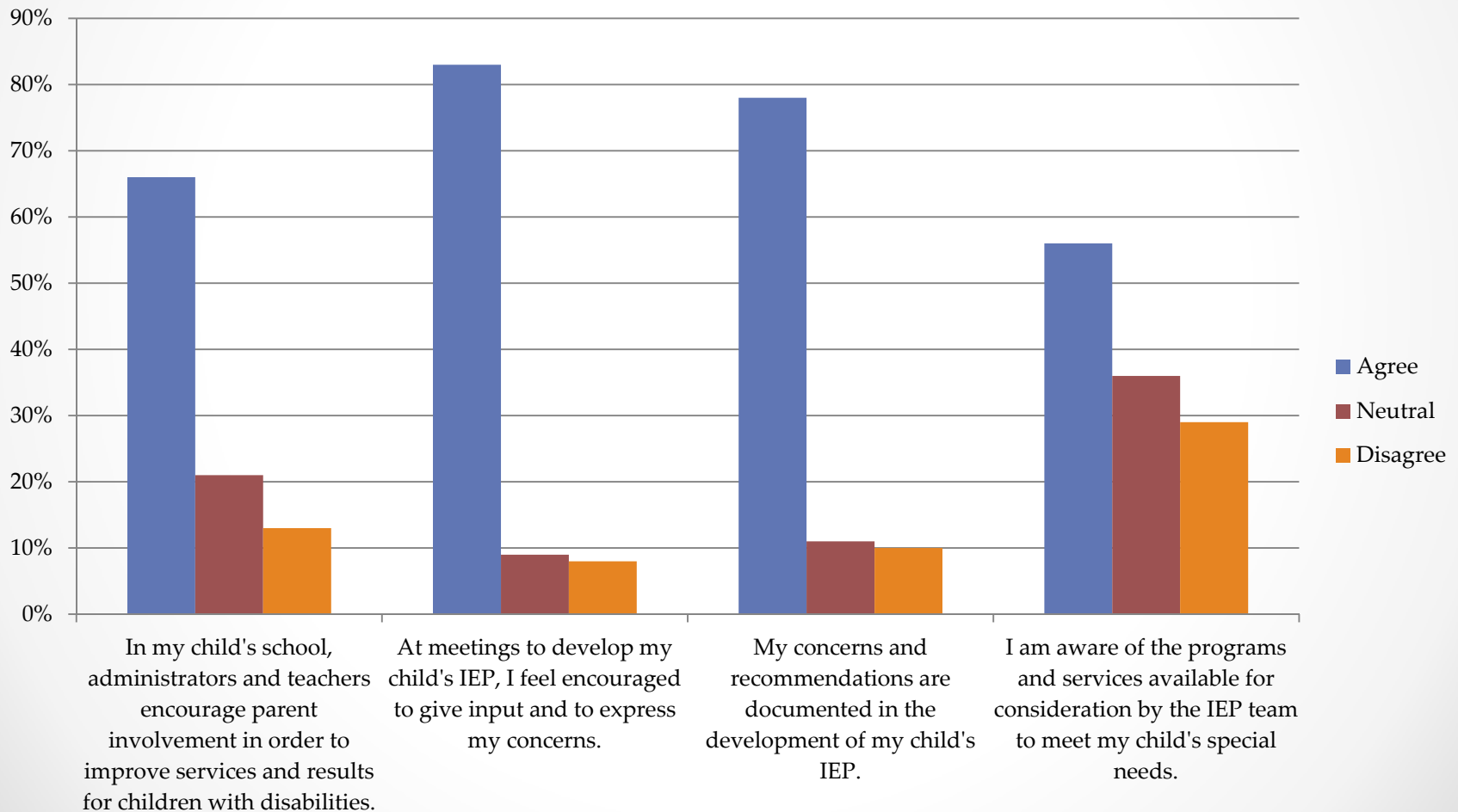




# Development and Implementation of IEP (1)

	Agree	Neutral	Disagree
In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	66%	21%	13%
At meetings to develop my child's IEP, I feel encouraged to give input and to express my concerns.	83%	9%	8%
My concerns and recommendations are documented in the development of my child's IEP.	78%	11%	10%
I am aware of the programs and services available for consideration by the IEP team to meet my child's special needs.	56%	36%	29%

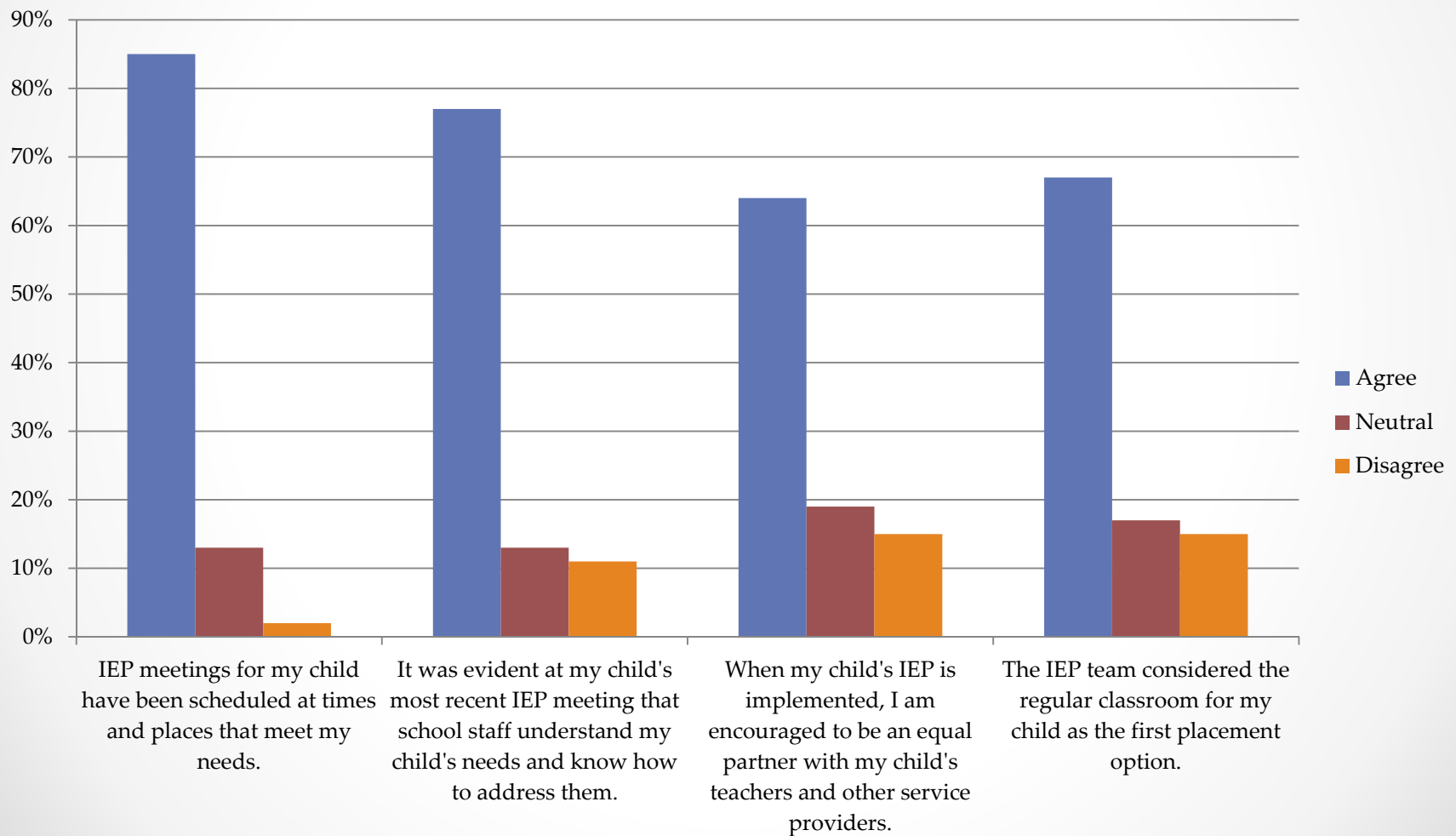
# Development and Implementation of IEP (1)



# Development and Implementation of IEP (2)

	Agree	Neutral	Disagree
IEP meetings for my child have been scheduled at times and places that met my needs.	85%	13%	2%
It was evident at my child's most recent IEP meeting that school staff understand my child's needs and know how to address them.	77%	13%	11%
When my child's IEP is implemented, I am encouraged to be an equal partner with my child's teachers and other service providers.	64%	19%	15%
The IEP team considered the regular classroom for my child as the first placement option.	67%	17%	15%

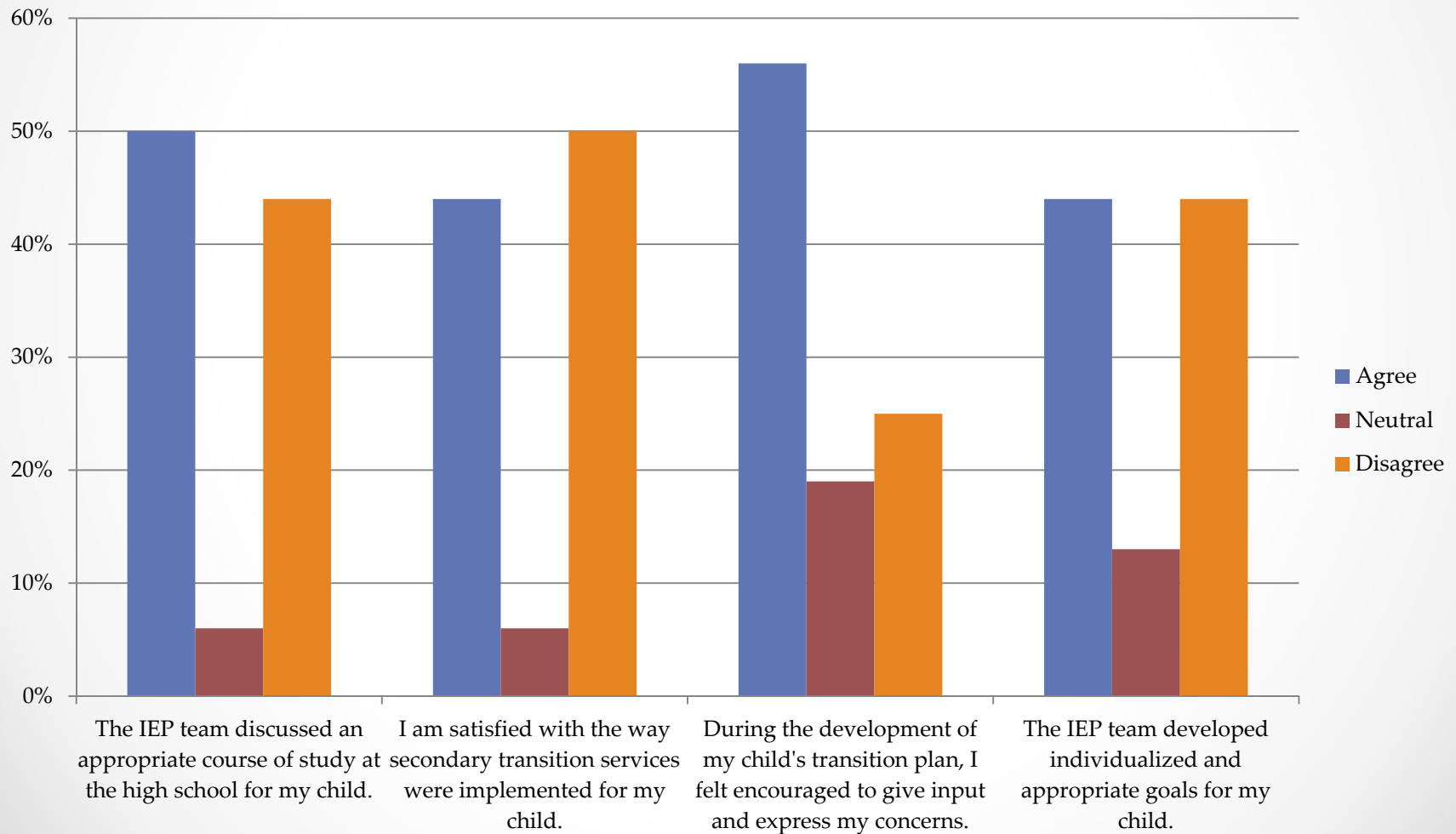
# Development and Implementation of IEP (2)



# Programming for Secondary Students

	Agree	Neutral	Disagree
The IEP team discussed an appropriate course of study at the high school for my child.	50%	6%	44%
I am satisfied with the way secondary transition services were implemented for my child.	44%	6%	50%
During the development of my child's transition plan, I felt encouraged to give input and express my concerns.	56%	19%	25%
The IEP team developed individualized and appropriate goals for my child.	44%	12%	44%

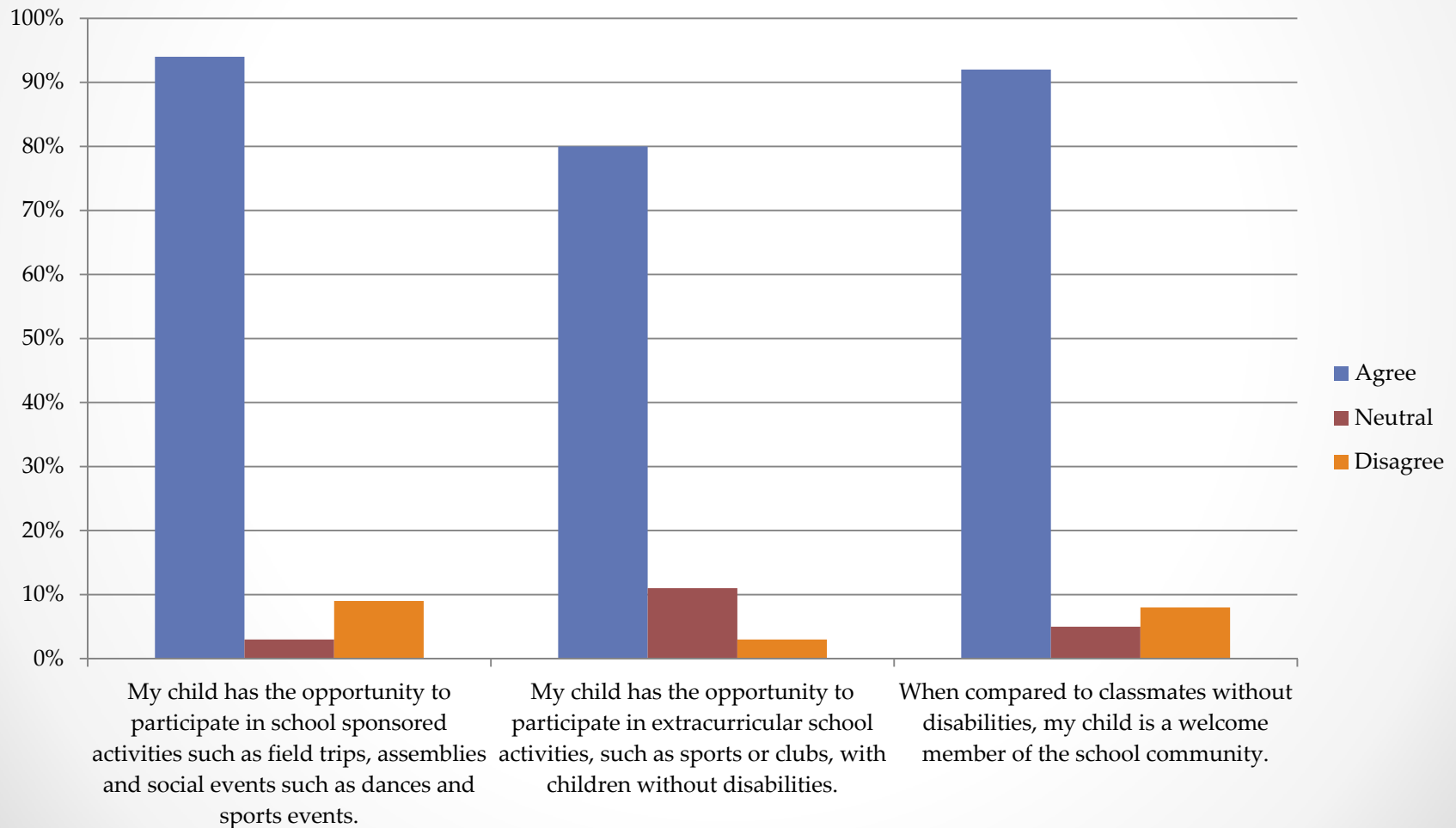
# Programming for Secondary Students



# Child's Participation- Opportunity & Equality (1)

	Agree	Neutral	Disagree
My child has the opportunity to participate in school sponsored activities such as field trips, assemblies and social events such as dances and sports events.	94%	3%	3%
My child has the opportunity to participate in extracurricular school activities, such as sports or clubs, with children without disabilities.	80%	11%	9%
When compared to classmates without disabilities, my child is a welcome member of the school community.	92%	5%	3%

# Child's Participation- Opportunity & Equality (1)

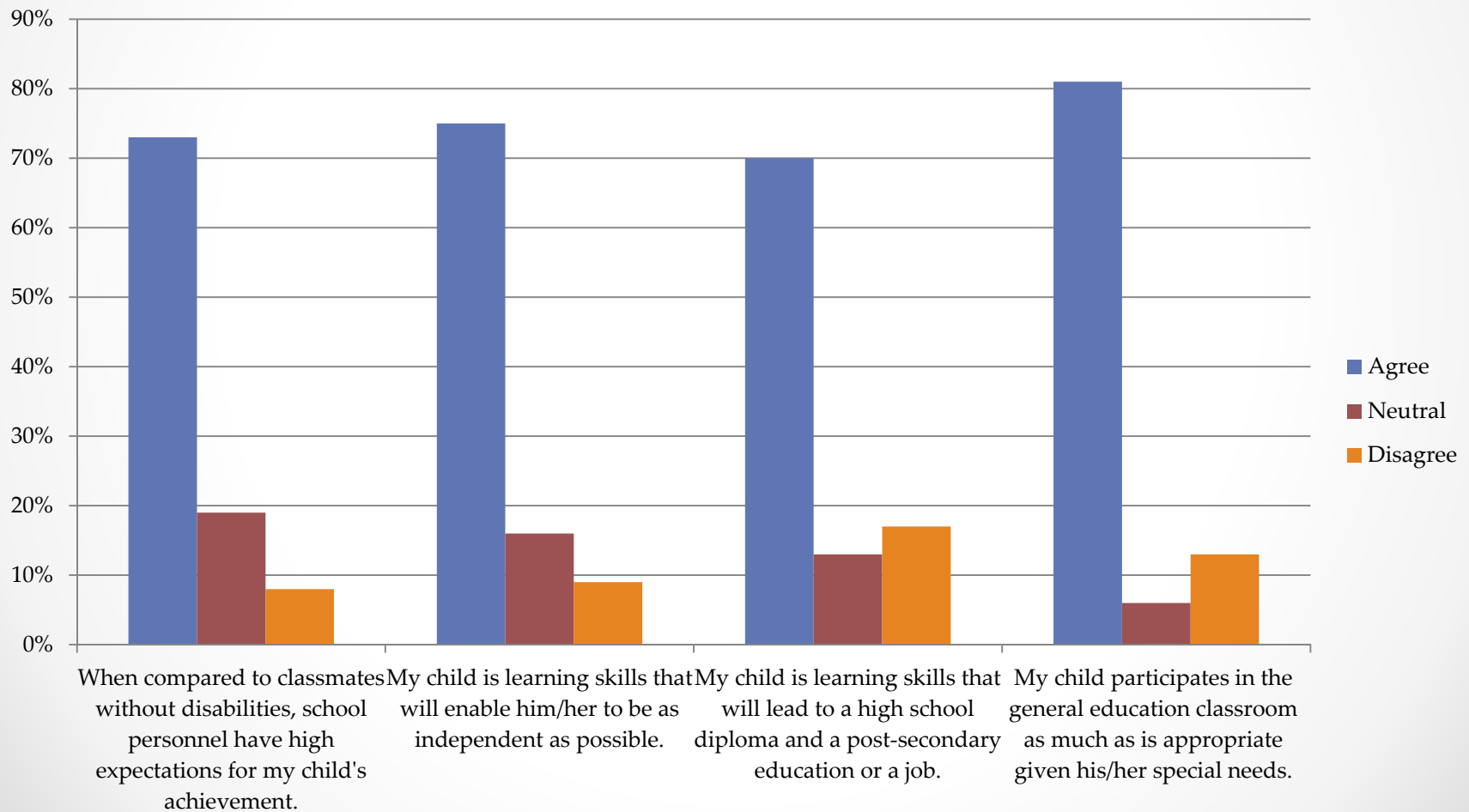




# Child's Participation- Opportunity & Equality (2)

	Agree	Neutral	Disagree
When compared to classmates without disabilities, school personnel have high expectations for my child's achievement.	73%	19%	8%
My child is learning skills that will enable him/her to be as independent as possible.	75%	16%	9%
My child is learning skills that will lead to a high school diploma and a post-secondary education or a job.	70%	13%	17%
My child participates in the general education classroom as much as is appropriate given his/her special needs.	81%	6%	13%

# Child's Participation- Opportunity & Equality (2)



# Closing Remarks

