

**Family Engagement Survey  
Qualitative Report 2021-22**

**Wisconsin Department of Public  
Instruction**

**November 2022**

## Draft Family Engagement Survey Qualitative Report 2021-22

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## Summary and Background

Parents' are their child's first teacher and contribute significantly to their child's education. The *Individuals with Disabilities Education Act* (IDEA) requires that parents of children receiving special education services through an *Individualized Education Program* (IEP) have the opportunity to participate in their children's IEP meetings. Thus Student and Parent participation is one of the key fundamental components of IDEA in addition to providing a Free and Appropriate Public Education in the Least Restrictive Environment and the use of Non-Discriminatory Evaluations. In addition, IDEA requires that parents must be provided with and given opportunities to understand their families special education rights and Procedural Safeguards.

To highlight the importance of Student and Parent Participation, the US Department of Education, Office of Special Education Programs (OSEP), requires each state educational agency to examine how public school districts within each state effectively engage families who have children receiving special education services through an IEP. To do this, OSEP requires each state to collect data through the Indicator 8 Family Engagement Survey. The Indicator 8 Family Engagement Survey identifies the ***"percent of parents with a child getting special education amenities who report that schools facilitated parent contribution as a way of enhancing services and results for kids with disabilities."***

Wisconsin's Indicator 8 Family Engagement Survey collects responses from families of preschool and school age children. A cohort of approximately one fifth of school districts are required to provide the survey to parents of children ages 3 to 17 at least once every five years. Local Educational Agencies (e.g. school districts including 2r and 2x charter schools) provide online or paper surveys to parents between late January through June of each year. DPI reports the statewide quantitative outcome of the Indicator 8 Family Engagement Survey (i.e.the average percent of parents that agree with the 22 questions on the preschool and school age surveys) to the US Department of Education, Office of Special Education Programs as part of the Annual Performance Report.

In addition to asking parents to "agree" or "disagree" with 22 questions related to family engagement in IEP processes and special education services, the Indicator 8 Family Engagement survey also provides parents with the opportunity to share additional comments with the DPI and the parents' local school district. **This report summarizes many of the common trends in parent open ended comments when responding to the Indicator 8 Family Engagement Survey.**

This report categorizes open ended comments into two groups.

- The first are **positive comments** from parents on what they feel is working well that schools, IEP teams, and educators should continue to support to engage families in their child's special education services.
- The second are **concerns** from parents on what they feel is not going well in their child's education and what educators should address or change to better engage families in their child's special education services.

When identifying positive comments and concerns, six broad categories were also identified related to family engagement in the IEP special education processes:

1. General Comments
2. Communication
3. Community Resources
4. IEP Process and Implementation
5. Inclusion and Least Restrictive Environment
6. Knowledge of Disability-Related Needs

For each broad category, correlations to parent comments to their responses to specific questions on the Indicator 8 survey are also identified.

## **Respondent Demographics**

This report examined a total of 1,101 written comments from families. The majority of responses outlined the experiences of school-age students (approximately 86% of feedback came from families of school-aged students and 14% from families of preschool students).

Of the respondents' approximately 69% were White , 13% Hispanic, 7% African-American families, 6% two or more races, and 3% other race or ethnicity.

Responses provided by families focused on children across disability categories, with the majority of responses coming from parents whose children have a specific learning disability, emotional behavioral disability, autism, speech or language impairment, and other health impairment.

## General Positive Comments

There were a number of general positive experiences related by parents. Many of the positive experiences commented on how professional, responsive, and thoughtful educators were to the student and family. Furthermore, many general comments from parents described how special education services led to improvement in their child's academic and functional skills.

***"The IEP team at [school district] is extremely professional, engaging, supportive and most importantly works one on one with my child to achieve academic excellence within the classroom despite his speech impediment."***

In addition, many parents commented on how well educators supported their child's happiness, kindness, sense of belonging, and overall well-being. These comments also expressed educators' high expectations and the provision of a rigorous education. There were also a number of general comments about how well educators communicated with the family and were always available to answer questions from the parent.

***"I'm very happy with [school district] - they have been very upfront, caring, always there when I have a question or just need to talk to someone - my child is very difficult but they work with him and find different avenues. Thank you for caring."***

Additional comments described how community-based disability services were able to provide additional support to their child outside of school. Other comments relayed how moving into a new school (from another district or out of state) was a very positive move for their child in terms of the new progress made.

***"The major decision in our move from California to Wisconsin was how special needs education was so supported within Wisconsin."***

Other respondents expressed satisfaction with the trusting and comfortable relations that the staff developed with their children, respecting their children's dignity and how this assisted their children to make them feel as if someone cared about them and their hopes and dreams. Many comments identified specific school staff or teams.

***"The staff at [school district] genuinely care about my son and his progress. Communication is very good and [my child] loves going to school. He is sad when he has to miss even one class due to a doctor's appointment. They are very special people!"***

## Connection to Survey Responses (% of Parents that Agree)

2) School staff offer me ways to provide information about my family and culture so the school can better support my child (86.43%)

6 School staff help my child and family feel like we belong in the school community (87.96%)

8) In IEP meetings, we talk about my concerns and ideas (94.51%)

## General Concerns

General concerns from parents in this section related to educators being disrespectful, not communicating effectively, not showing empathy toward the child or family, needing more patience, and overall parents not feeling that there was a welcoming environment for students with diverse needs or their families. Many of these general concerns were specific to individual educator interactions, but some concerns were focused across the school or district.

***“School does not care about my concerns as a parent and won't work with me on certain things like potty training.”***

In addition, some parents expressed displeasure with a lack of culturally responsive practices or cultural competencies. Parents commented on issues related to training and maintaining staff who can support traditionally marginalized students.

***“The school needs to learn more about the culture of African-Americans in order to support them better. There's no support for the African-American culture at the school.”***

***“Some staff lack the cultural competence to work with my child, and harm my child. Whiteness is the norm at my child's school. The staff that does good work with students of color are not being retained, and thus the status quo is being maintained.”***

***“Schools should have staff members who talk the student's first language for better performance. If a child that speaks Spanish, like mine, needs speech therapy and there's no one at school that even understands the language, how are his necessities met? How are accommodations done? ESL assistants or teachers are not special education teachers, as much as I know they would love to help, and can help with the language, they are not qualified to deal with special education students.”***

A large number of general concerns specifically mentioned schools not having appropriate staffing. Staffing concerns included not having enough special education teachers as well as needing more support from paraprofessionals and related services personnel (e.g. OTs, PTs, school psychology services, school counseling). Staffing concerns often focused on insufficient services, programs, and resources that children need to accomplish their academic goals or to support their behavioral needs.

***“My biggest problem and concern is staffing. Like most places they don't have enough people to help in all areas so the first to get left behind are those who are not struggling the most. Like my son.”***

There were also general concerns related to bullying of students with disabilities.

***I was disappointed with the lack of empathy my child received from the staff at the school regarding the constant bullying my son experienced throughout the year. Due to my sons speech and language impairment and masking he could not effectively communicate his needs and always report incidents to staff.***

Additional, less frequent, concerns from parents related to keeping information about their child confidential, concerns with online virtual instruction and homework demands not matched to their child's needs.

***"I hear about other kids from other parents what they heard and that makes me upset that there are limited boundaries /privacy."***

## **Summary of General Comments**

The general positive comments from parents outlined how educators promote supportive relationships and valuable connections between educators, learners, and the family. These comments also outlined consistent positive communication and professional interactions with educators. General concerns outlined issues with challenging relationships between educators and families, a lack of trust, concerns with cultural competencies, and a mismatch between educators and families in relation to prioritizing the child's educational needs. A large number of general concerns also focused on staffing challenges that made it difficult or impossible for students to receive the services outlined in their IEPs.



## Communication Positive Comments

Parents commented positively that communication with the school staff was reliable, practical, receptive, ongoing, and proactive. Parents also commented positively on open and honest communication during difficult situations involving their child. Several of these comments identified specific ways educators communicated information about their child and the IEP services their child received.

***“I have been super happy about what the school has done for [child]. Her teacher keeps a notebook in her folder letting me know what they did that day. I absolutely love that idea, it lets me know what my they did that day, what they worked, or if outside therapy (occupational and physical therapy) has come to work with her.”***

Some parents reported that frequent or constant communication with teachers allows them to understand their child's progress in school.

***“Very happy with the team; it's such a gift to be able to text [child's] aide (or she texts me) to address anything that comes up.”***

Parents also commented how frequent and specific communication also enables parents to identify areas where they can contribute to assisting their children's learning at home.

***“[School district]I provide excellent services for my son and our family. They proactively and regularly reach out to us regarding my child's performance, where he may need additional assistance, and how we can all help him. Their staff is excellent and deserve kudos for the great work they do!”***

A parent also commented on how schools went out of their way to support the parent's disability and how this helped her child progress in school.

***“I have always felt that I can go to staff with any questions or concerns I have about my daughter and her success at school. I suffer from Agoraphobia and extreme social anxiety, so getting myself to go to this meeting is a struggle every year. However once I get there they all make me feel so comfortable that I can easily express my concerns and ideas. I know that they are there and care about my child's education and future. They are amazing.”***

Other comments identified specific educators who the parent felt excelled in their communication and understanding about their child.

***“This school year I really enjoy working with [my child's teacher]. She communicated all my child's needs to me anytime she had the chance to. She was very involved and it showed through my child's learning.”***

## Connection to Survey Responses (% of Parents that Agree)

18) I am happy with how often the school updates me on my child's progress on IEP goals (81.18%)

## Communication Concerns

Parents shared concerns about patterns of communication they felt were insufficient or disrespectful. Parents expressed a desire for more regular or specific communication with teachers and therapists concerning their child's progress, grades, and IEP goals. Some comments expressed the feeling that communication only occurs when there were issues with their child.

***"They reach out only when there is a problem."***

In addition, some parents expressed the desire to know more about their child's areas of need. Other parents expressed that they had a lack of access to educational records, including the IEP. Parents also shared concerns about the frequency of IEP meetings as insufficient regarding their child's swiftly changing educational demands.

***"I understand no one wants to be at an IEP meeting but it is a professional responsibility and part of that is actually being present; and when input is given, I don't want my child compared to their child and difficulties my child is experiencing trivialized - especially when I have my daughter in these meetings."***

Parents also shared concerns about the difficulties in getting additional information needed to support their children at home or in the community. Moreover, parents described inconsistency with communication made by schools about their children's behavioral concerns compared to communications focused on providing information or support for their child. Comments related to IEP meetings outlined the need for more frequent conversations about the IEP or assistance in finding meeting times when the parent is able to attend the meeting.

***"Sometimes, we feel as if not everybody that should be aware of our son's challenges are not well informed, which can lead to frustrating conversations for us. We would love to have more school-home connections on the skills he is learning and how we can support that learning at home as well. We are more than willing to help, but feel we don't hear anything until it's Parent Teacher Conferences, progress report time, or an IEP meeting."***

## Summary of with Communication

Positive comments outlined the communication between educators and parents as informative, consistent, proactive, receptive, and frequent. The comments also outlined the appreciation of parents in staying connected with educators about their children's progress. Concerns with communication are mostly centered on two areas; 1) insufficient frequency or timing of communications, and 2) disrespectful or non-empathetic communication when concerns from parents are expressed.

## Community Resources Positive Comments

Comments about community resources mostly focused on educators that provide families with information to support their child's learning at home or in the community. There were no comments identified from the surveys that provided an example of educators helping a parent identify community resources. However, a few parents stated how educators helped their child find resources in the summer.

***We felt very included and supported. Teachers went out of the way to include her and help her get into summer programs to help her progress.***

Unlike other areas of this report, there were very few positive comments related to the provision of community resources. As indicated from the question by question agreement for the Indicator 8 Family Engagement Survey, only 64% of parents agreed that educators offered them information about one or more community services to support their child with a disability. In addition, only 69% of parents agreed that educators offered them activities or strategies to support their child's learning at home. These two questions have consistently been scored the lowest in agreement from parents over time.

## Connection to Survey Responses (% of Parents that Agree)

16) School staff offer me information for my child with an IEP about one or more community services: (63.59%\_

19) School staff offer me activities or strategies which support my child's learning outside of school (69.13%)

## Community Resources Concerns

Concerns mostly consisted of short statements that expressed either a lack of communication from educators about community resources or a general lack of community resources in the geographic area that the parent resides.

***“I wish I had more information about services for my child outside of the school system, I wish [my school district] offered more for individuals with special needs and sensory disorders. Driving to Madison and Milwaukee all the time for fun and inclusive events or for therapies geared towards special needs individuals is time consuming and expensive. I wish there were a community support group in place for the city that individuals could be a part of.”***

Parents also expressed wanting more resources to engage with other families who have children with similar disabilities.

***We would like more family activities with kids who have the same disabilities, to get to know more families with same situation in the district.***

In addition to expressing a need for more community resources to support students with disabilities, some parents talked about the need for more inclusive community activities and options that support students with and without disabilities. For example, parents noted that schools lack inclusive sports, music or extracurricular activities where students with disabilities can join and participate alongside students who do not have disabilities.

***“All extracurricular activities at my son's school such as playing a sport or learning a musical instrument need to be inclusive and accessible for students of all abilities and needs regardless of disability.”***

Parents also expressed the desire for schools to bring in other supports into the school community to assist in fulfilling the needs of students with disabilities.

***“[School district] should allow outside agencies into the schools to support children with disabilities especially if there is already a solid relationship between the child and the service provider.”***

## Summary of Community Resources

The comments related to community resources closely align with responses to the Indicator 8 Family Engagement Survey that shows there is a need for more information to be shared between educators and families about the community resources that may be available for students with disabilities. In addition, many parents expressed a need for more options for inclusive community activities for students with disabilities. Many comments also focused on the “school community” as needing more inclusive options for students with disabilities in extracurricular activities.

## IEP Process and Implementation Positive Comments

There were many positive general comments from parents expressing their satisfaction and gratitude about their child's IEP team and the IEP process. Many of these comments were short statements of appreciation.

***"I appreciate the thoughtfulness that went into generating my son's IEP."***

These comments also outline how parents feel engaged in their child's IEP and how educators made them feel like an equal member of the IEP team.

***"My son's IEP is for life threatening medical issues, as he is extremely intelligent and he is respectful and a very hard worker. I am extremely impressed our son's IEP team, as they address every need and concern that I present to the them, they inform the respective teachers, and staff is aware of his necessity for the nurse if needed. I know they will work with our family on the next step to college after graduation in a few years and ensure there will be a smooth transition with an updated and accurate IEP to present to a disability office at college. I could not be more pleased with his team and i share my appreciation for all that they do for our son and our family."***

Additional positive comments focused on the individualized nature of IEP meetings.

***"The teachers and staff involved with my sons iep are the best I've experienced. The individuality they each bring to the table and in how they see my sons as an individual rather than an eleven year old statistically generated child is stellar. I could not ask for more in the way they handle my sons educational needs."***

Parents also expressed the ability of staff to accommodate their busy work plans when planning IEP meetings. They described the staff's ability to clarify every step of the process in the IEP meetings in addition to a focus on their child's unique needs.

***"We feel they care about our child's progress as much as we do, and we never feel that we are out of the loop or not active participants in our daughter's education."***

There were a few comments related to how the student was included as part of the IEP process and how this had additional benefits on the student's academic and functional outcomes.

***"[Our child's teacher] allows him to be a part of setting his goals as well as set his own goals and holds him to working towards them. He wouldn't be where he is today without her!"***

## **Connection to Survey Responses (% of Parents that Agree)**

Many of the Indicator 8 Family Engagement Survey questions are based on IEP processes. See the 2021-2022 [School Age](#) and [Preschool](#) Statewide Question by Question report.

## **IEP Process and Implementation Concerns**

Concerns related to IEPs often focused on services in the IEP not being implemented as written. Some of these parents commented that COVID-19 was a factor with IEP implementation. Moreover, parents commented that some educators failed to accommodate their children's IEPs due to a lack of resources or that the accommodations and interventions written in the IEP were not implemented regularly.

***"I understand that we started this IEP process just as covid hit so our experience is not the standard, but I just feel really removed from what my child is experiencing at school. Everything was very official and professional paperwork-wise but took FOREVER to get him started on an actual plan (two years). We finally got a plan April 2021 but no services started until the next school year...after complete staff turnover at all levels."***

Some parents commented about the scheduling of IEP meetings conflicted with the parents' work schedule and the difficulty of getting to school for an IEP meeting.

***"our most recent IEP meeting could only be held at a time that required me to leave work 2 hours early, from a job that is brand new so I have no benefit time. I had to come in early and stay late Monday through Thursday to make up my time in advance."***

There were some comments from parents sharing concerns that IEP meetings were feeling chaotic, intimidating, and unproductive. During the IEP meeting, parents expressed feeling ignored, dismissed, or not getting adequate explanations about the services their child would receive..

***"When asked to give information showing minutes and how my child is being worked with, the answer was "exactly what is in the IEP" with no actual minutes or explanation of services."***

***"I really wanted to be part of my child's IEP and work with them at home, and this really was not at all welcomed by the system. I was made to feel like an overbearing parent."***

Finally, a number of comments outlined concerns about wanting more frequent updates on their child's progress on IEP goals and in the general education curriculum.

***"Parents should be sent more frequent progress in regards to how their student is doing, goals parents should be aware of, working materials to help child at home."***

One parent offered the following recommendation:

***"I think parents need education on their rights, especially regarding the IEP. We often just go with whatever the school suggests and hope it's in the best interest of our kids."***

## **Summary of IEP Process and Implementation**

Positive comments were general in nature and expressed satisfaction and gratitude for the quality of IEP meetings, the explanations provided to parents, and the partnership between educators and families. Concerns were more specific and outlined the need for improved communication about the IEP process and services in the IEP. Concerns were also raised related to scheduling meetings and feeling like an equal team member. There were also a high number of concerns about IEP implementation, including comments about how the COVID-19 pandemic and staffing shortages made it difficult for schools to implement their child's IEP.

## Inclusion and Least Restrictive Environment Positive Comments

Some parents commented on how the inclusive nature of their child's educational program helped their child with social and emotional skills and overall growth.

***"[Our child's] inclusion with his peers has increased over the past two years. This had made a huge impact on his growth, interpersonal skills, and overall well being. I'm grateful that he has such a great team to help and support him."***

Other parents expressed how important it was for their child to be educated alongside students without disabilities.

***"Love how my child is having help being pushed into the classroom as much as possible. That is a HUGE area that I wanted to ensure that my child had so they never felt left out or embarrassed. Sometimes I understand to focus better you need to have them pulled out and one on one, but a lot is done in the classroom which as a parent to me that is a big thing I wish for each school year! As my child is getting older we are noticing different areas to focus on as subjects become more in depth and book setting versus kindergarten."***

The majority of positive comments consisted of general statements of satisfaction with the general education program and appreciation for school staff.

***"It has been a beautiful experience to watch the school staff get to know her, acknowledge her capability, and really become partners who advocate for her inclusion as hard as I do."***

Other comments outlined the appreciation of the collaboration between general and special education staff.

***"I have been so impressed by the communication between regular education and special education staff. I appreciate the understanding of my child's needs in situations that are stressful for my child by all staff."***

There were also positive comments related to the accommodations provided in general education classrooms and gratitude for general education teachers that implement the accommodations outlined in their child's IEP.

***"My son has a learning disability. We are lucky to have the support he receives at school. He receives all the supports he needs. If for some reason a teacher forgets to send him to a different room for tests and quizzes where he can get extra assistance, he is allowed to retake them."***

## Connection to Survey Responses (% of Parents that Agree)

5 My child is included in school activities that are available to other students. (field trips, class performances, sports, clubs, other extracurricular activities, etc. (91.48%)

22) My child receives the services, accommodations, modifications, and supports that are written into their IEP (88.31%)

10) In IEP meetings, we discuss different options for my child's special education services (88.83%)



## **Inclusion and Least Restrictive Environment Concerns**

The majority of concerns raised in this section related to accommodations and supports not being implemented across all educational environments. This included concerns with a lack of support provided in specials classes (e.g. art, music, physical education). Some parents felt the reason for the lack of consistency in accommodations was because information in the IEP was not being shared with general education teachers.

***“All teachers need to be on board with the IEP. My child is supposed to have assigned seating in all classroom settings in his IEP plan. That has not been followed.”***

Other parents expressed concerns that their child was over-accommodated and this affected their independence and self-determination. One parent expressed how an accommodation was developed to support the student but the accommodation had the unintended consequence of inhibiting independence.

***“Some of the accommodations tend to inadvertently isolate my child from his peers. Teachers need to think more about how the accommodations affect his social interactions. One example, during choir concerts, he doesn't climb the stairs to sit with the others in class. Instead, he sits at the bottom of the stairs by himself. I understand that they don't mean to isolate him, but they don't think about those types of things.”***

Some parents expressed a desire for more training for staff on how to support accommodations across classrooms.

***“I also think EVERY gen ed teacher should be CC so they can be a key supportive staff in a classroom that focuses on inclusion and neurodiversity.”***

Other parents expressed a desire for more options for educational placement for their child.

***“[I] Strongly feel “Special Education” term NEEDS to be changed. ALL students learn differently. When a student is unable to perform in “traditional” classroom setting, there is NOT any other option besides “SPECIAL EDUCATION”.”***

***“The only problem I have is that she doesn't have any class time with students of the same age. She is always in a special ed environment. The only time she gets with other students is at lunch time.”***

## **Summary of Inclusion and Least Restrictive Environment**

There were several general comments that expressed parent satisfaction with the services and communication across general and special education staff. Concerns in this area mostly consisted of concerns with a lack of support and accommodations in the general education environment or educators not being aware of the accommodations outlined in their child's IEP. In addition, some parents commented on a lack of a continuum of options for services for their child.

## Knowledge of Disability-Related Needs Positive Comments

The majority of positive comments in this section outlined general satisfaction with the knowledge of the educators and their ability to identify their child's unique individual needs.

***"The [school district] staff does a great job. They helped my son find his weaknesses and supported him in improving them."***

Some of the comments from parents also outlined how knowledge of their child's needs led to a more rigorous education for their child while still providing accommodations to meet the child's educational needs.

***"I really love the program. It makes me feel like the school takes the time to focus on my child's individual needs. I appreciate it all because teachers are challenged with all students, but taking their time to accommodate special needs takes an extra special teacher. Thanks so much."***

Parents also expressed gratitude that the mental health needs of their child were being addressed at school.

***"My child has been accommodated as requested for mental health concerns. I am pleased with the IEP team that works with my child."***

Other positive comments outlined how school staff took time to get to know students and were able to build relationships that helped their child make progress.

***"I really appreciate the hard work the staff put in for my son. They have taken time to get to know him and seem invested in his success."***

## Knowledge of Disability-Related Needs Concerns

Concerns about the lack of knowledge of disability-related needs was one of the most consistent areas of concern shared by parents. These concerns focused on both a general lack of knowledge about how to support students with disabilities, especially in the knowledge of regular education staff, as well as a lack of knowledge about specific types of disabilities or conditions. Some of the issues documented by parents include insufficient training of teachers to provide adequate services to students with autism, attention deficit and hyperactivity disorder (ADHD), and dyslexia.

***“I don't feel some of the staff are educated as much as they should be with kids with ADHD. I also would have liked the same IEP teacher for each year because I feel the teacher can know the child better and ways they learn otherwise it's like starting over every year with a teacher trying different strategies over and over again. I wish the schools had more hands on learning.”***

Some parents offered specific recommendations for the types of training needed by school staff to support the unique needs of their children.

***“Staff needs training on how to build relationships work with students with autism and communicate with their families effectively. For example, Staff needs to know my child's strengths along with challenges, they need to know to give space, understand triggers, use affirming language and not put downs.”***

Concerns about teachers' belief systems as it relates to their child with a disability were also shared. These comments indicate a desire for educators to have more empathy and understanding for children with disabilities.

***“[Our child] has also had specific negative experiences with teachers who are dispositionally incapable of working with kids who don't fit the mold. It is sad, challenging, and disappointing for us.”***

Parents shared concerns about how a lack of understanding about a child's unique disability-related needs can also have outcomes on disciplinary removals and not adequately supporting their child's behavioral needs.

***“Not all staff working with our son is trained to be patient and appropriately interact and manage a child with severe anxiety, global delays and slow processing. They do not understand that he does not understand as quickly as they want him to and they what works for a "typical" child does not work for him in many cases. Also that his behaviors are often out of anxiety and fear, not just because he wishes to misbehave.”***

Lack of knowledge about disability-related needs also led some parents to seek private tutoring or outside services.

*“As the parent of a dyslexic student, he has the IEP which does help, I just feel like the school is not equipped to help students with dyslexia. They do not know enough about dyslexia or how to teach kids with dyslexia. We are supporting our son outside of school with tutoring. Without that he would not be gaining in school.”*

### **Summary of Knowledge of Disability-Related Needs**

Positive comments from parents focused on educators providing appropriate academic and functional support to meet their child’s needs, especially in the area of providing accommodations and behavioral support. Concerns in this area often expressed concerns with appropriate accommodations being provided as well as a lack of knowledge about specific types of disability-related needs. These were most often in the areas of anxiety, mental, health, or other areas that affected the child’s behavior at school. However, there were also concerns about inadequate academic knowledge and services to support specific academic skills such as reading and writing.

## APPENDIX: 2021-22 FAMILY ENGAGEMENT SURVEY RESULTS BY CESA

Q#	Table F. Preschool Survey Questions	Statewide Agreement
15	School staff offer me information for my child with an IEP about one or more community services	72.33%
18	School staff offer me activities or strategies which support my child's learning outside of school	82.81%
17	I am happy with how often the school updates me on my child's progress on IEP goals	83.31%
20	School staff offer me information on how to help my child be independent and advocate for their needs.	84.18%
16	School staff explain one or more of the options I have if I disagree with a decision of the IEP team	84.55%
19	School staff offer me information about the early learning standards, developmentally appropriate practices, AND behavior expectations for all students at my child's age and developmental level	85.99%
9	School staff ask me if my child's IEP services are meeting my child's needs.	90.29%
2	School staff offer me ways to provide information about my family and culture so the school can better support my child	90.95%
14	School staff clearly explain when and where my child will receive special education services and supports	91.07%
10	In IEP meetings, we discuss different options for my child's special education services	92.22%
3	School staff offer me different ways to ask questions and get information	92.24%
5	My child is included in school activities that are available to other students (field trips, class performances, other extracurricular activities, etc.).	92.66%
11	School staff share my high expectations for my child's progress	93.53%
6	School staff help my child and family feel like we belong in the school community	93.63%
12	School staff listen to what our family wants for our child's future (independence, friendships, social skills, transition to 5K and elementary education)	93.64%
22	Everyone who works with my child at school knows about the accommodations, modifications, or supports in my child's IEP	94.13%
1	I am an equal partner with school staff in planning my child's IEP	94.23%
13	In IEP meetings, we discuss how accommodations or modifications will help my child.	94.67%
21	My child receives the services, accommodations, modifications, and supports that are written into their IEP.	95.42%
7	IEP meetings are held at a time and place that meet my needs	95.72%
8	In IEP meetings, we talk about my concerns and ideas	95.81%
4	School staff offer me information in ways I understand	96.65%

## APPENDIX: 2021-22 FAMILY ENGAGEMENT SURVEY RESULTS BY CESA

Q#	Table E. School Age Survey Questions	Statewide Agreement
16	School staff offer me information for my child with an IEP about one or more community services:	63.59%
19	School staff offer me activities or strategies which support my child's learning outside of school	69.13%
21	School staff offer me information on how to help my child be independent and advocate for their needs	78.42%
18	I am happy with how often the school updates me on my child's progress on IEP goals	81.18%
17	School staff explain one or more of the options I have if I disagree with a decision of the IEP team	81.83%
20	School staff offer me information about the academic standards AND behavior expectations for all students at my child's grade level	83.50%
9	School staff ask me if my child's IEP services are meeting my child's needs	85.53%
13	School staff include my child's hopes and interests for life after high school in their education program.	85.96%
2	School staff offer me ways to provide information about my family and culture so the school can better support my child	86.43%
3	School staff offer me different ways to ask questions and get information	87.36%
6	School staff help my child and family feel like we belong in the school community	87.96%
11	School staff share my high expectations for my child's progress	88.10%
15	School staff clearly explain when and where my child will receive special education services and supports	88.14%
22	My child receives the services, accommodations, modifications, and supports that are written into their IEP	88.31%
10	In IEP meetings, we discuss different options for my child's special education services	88.83%
12	School staff listen to what our family wants for our child's future (independence, career, post-secondary education)	88.85%
1	I am an equal partner with school staff in planning my child's IEP	90.65%
5	My child is included in school activities that are available to other students. (field trips, class performances, sports, clubs, other extracurricular activities, etc.	91.48%
14	In IEP meetings, we discuss how accommodations or modifications will help my child	92.85%
7	IEP meetings are held at a time and place that meet my needs	93.52%
4	School staff offer me information in ways I understand	93.56%
8	In IEP meetings, we talk about my concerns and ideas	94.51%