

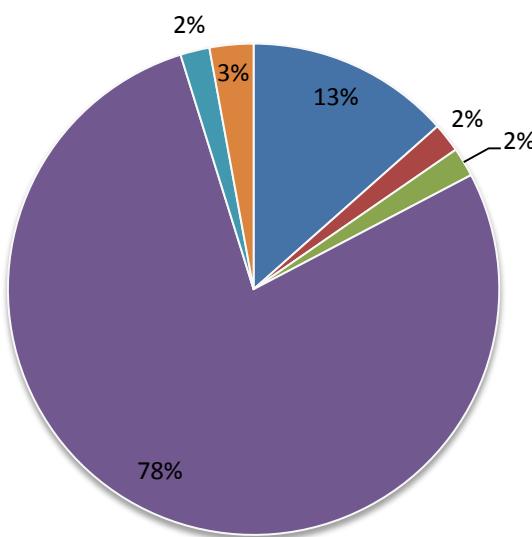
**2015-2016**

**Glen Ellyn School District 41**

**Special Education Needs Assessment**

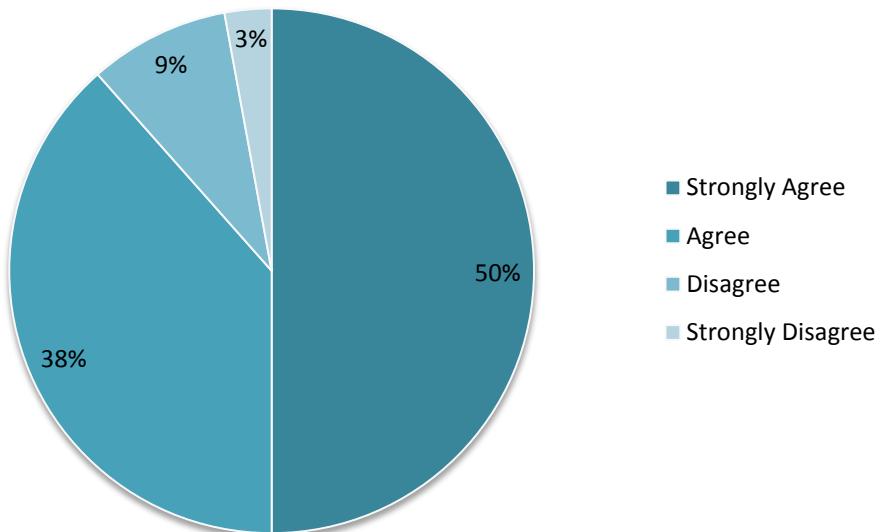
**Parent Survey ( $n=104$ )**

**Your child's educational placement  
(where your child spends at least 60% of the school day)**

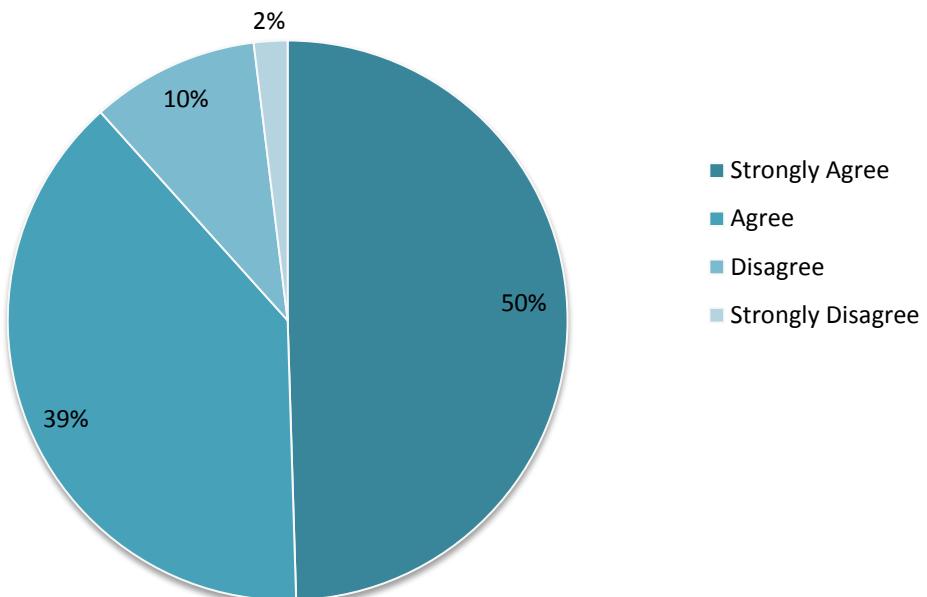


- Self-Contained Special Education Classroom in a D41 General Education Building
- Self-Contained Special Education Classroom in a C.A.S.E. General Education Building
- Self-Contained Special Education Classroom in a Separate Public-Day Building
- General Education Classroom with Special Education Services (Resource)
- Private Day School
- Other

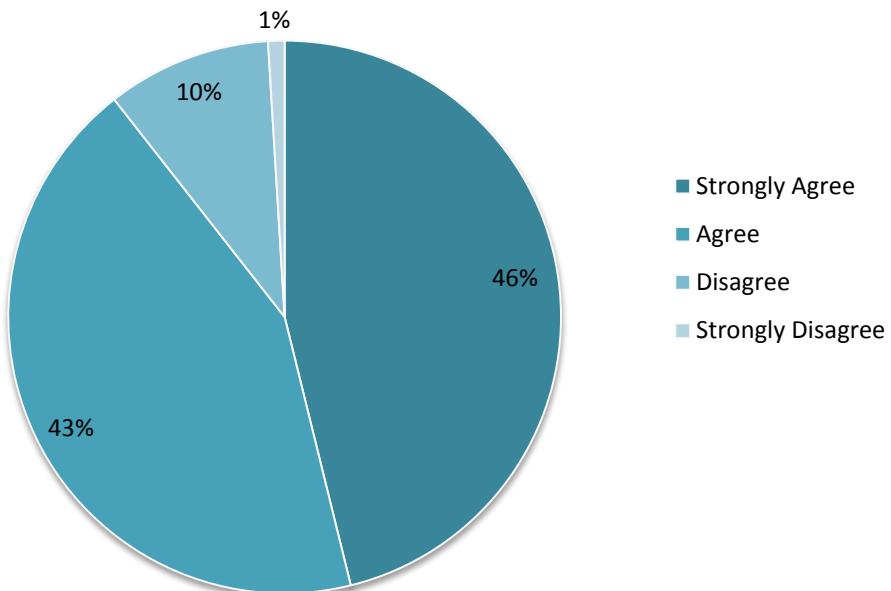
**I have been provided and understand information about the IEP process**



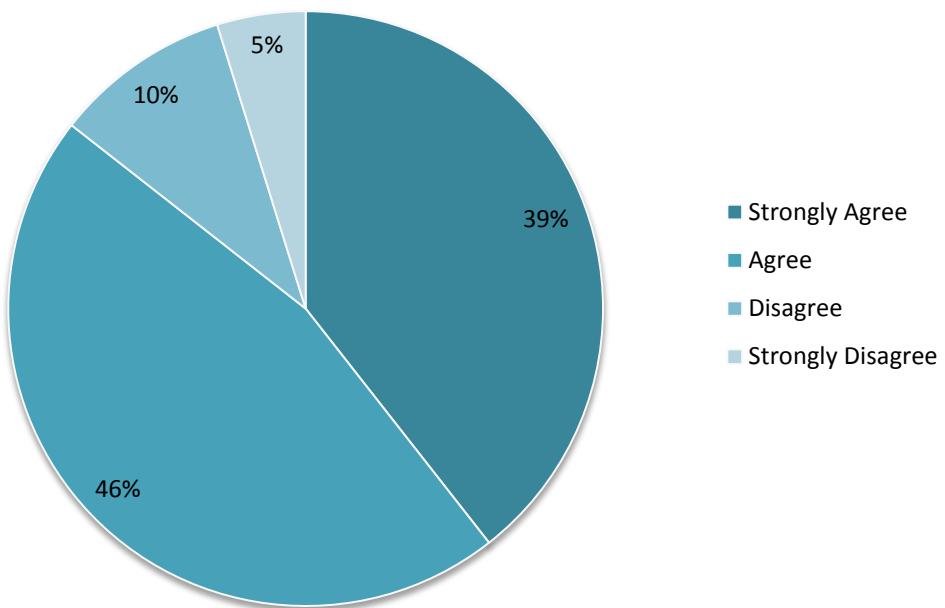
**I have had the opportunity to give input into my child's IEP and I am considered a team member**



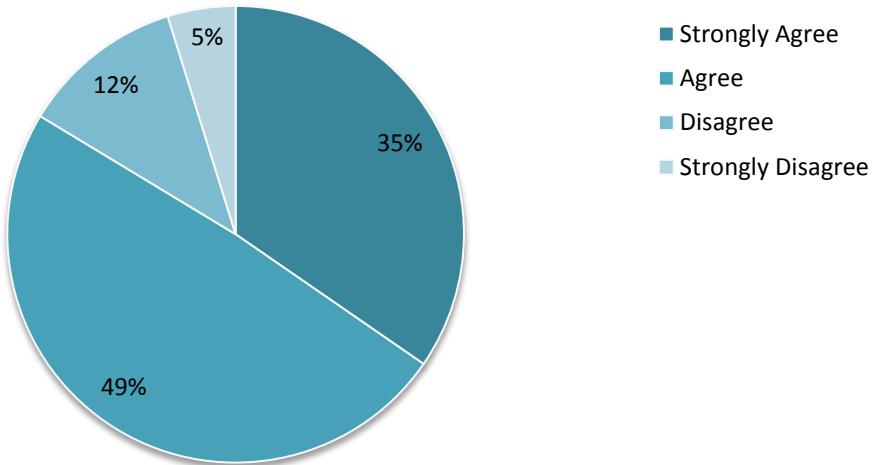
**I understand my rights as a parent of a child who receives special education services**



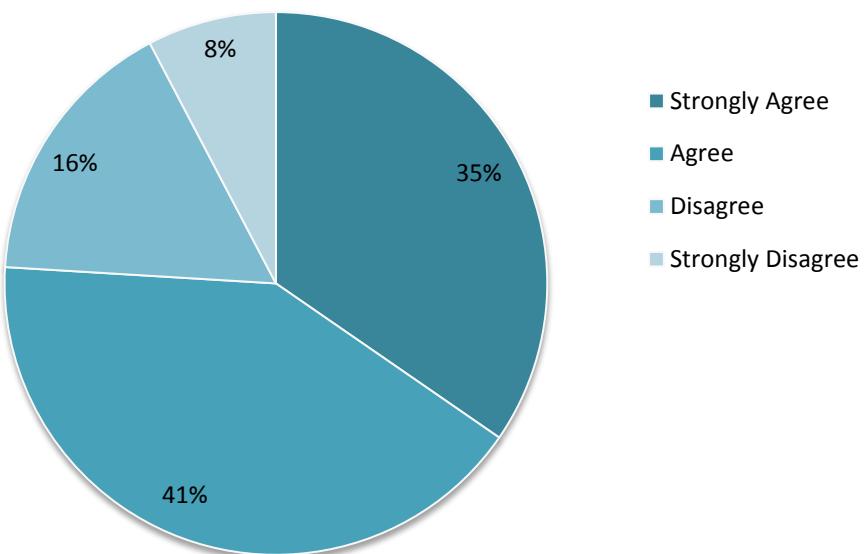
**I have opportunities to learn about the curriculum and instruction provided to my child**



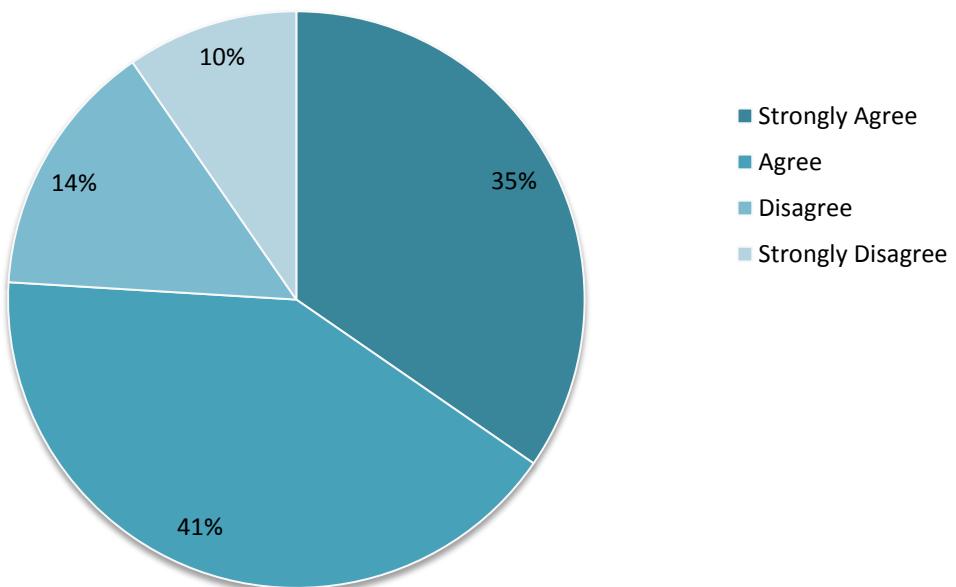
**I feel the scope of pupil personnel services in the areas of guidance and counseling, psychological services, social work services, and health services provided are adequate to meet my child's needs**



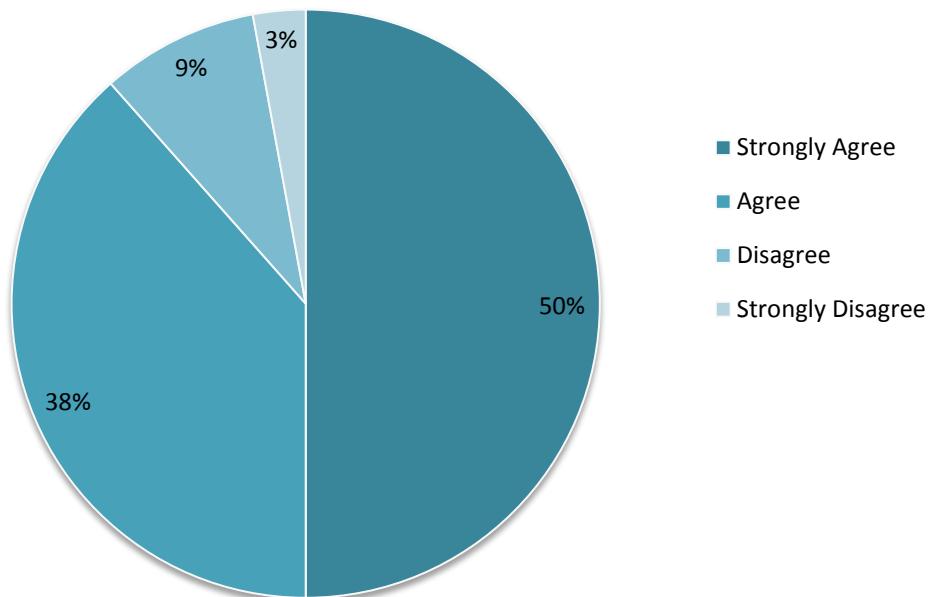
**The modifications and accommodations my child receives are sufficient to support his/her academic performance**



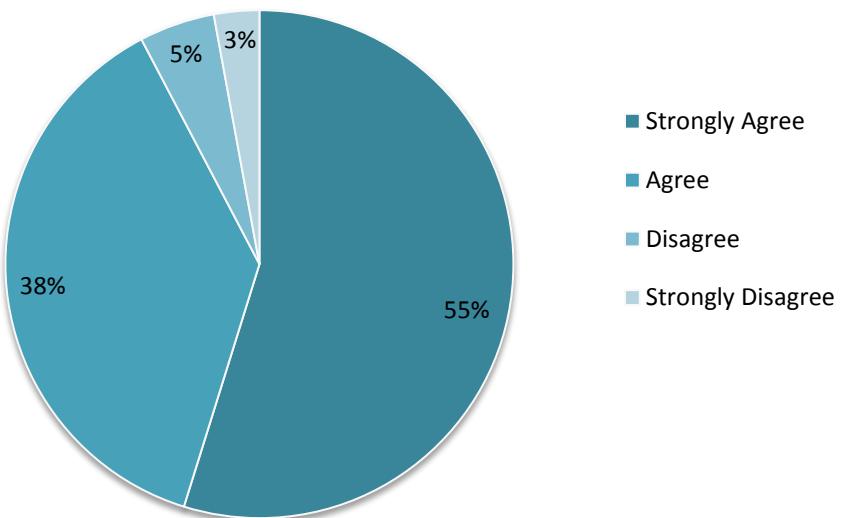
**I am satisfied with the progress my child is making given supports from the special education services**



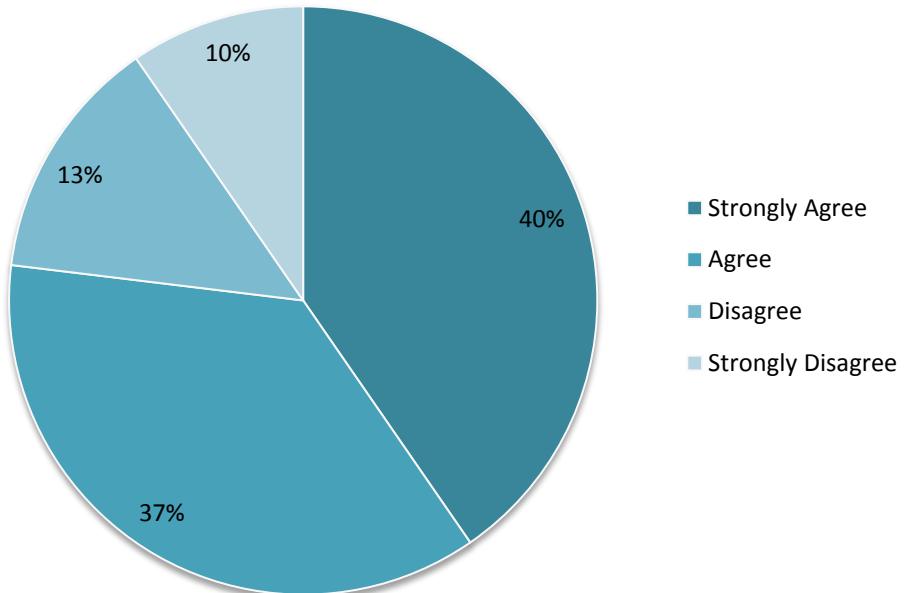
## **I have been provided and understand information about the IEP process**



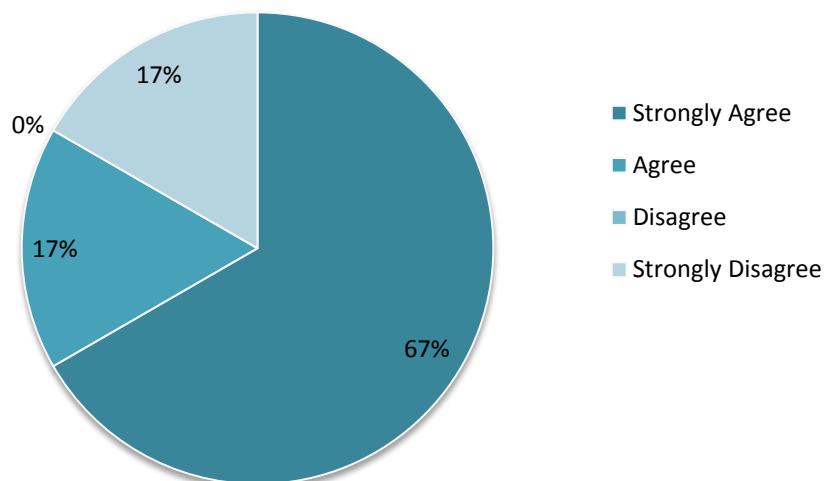
## **If I had a concern about my child's program or progress, I am comfortable approaching staff members about those concerns**



**Overall, I am satisfied with my child's special education services**



**If you have a child 14½ and up  
I understand the components of my child's transition  
plan including the postsecondary goals**



## Parent Comments

I have seen [REDACTED] improve so much since beginning school at [REDACTED]!

I'm happy with the services my child receives. I wish that the district would stop trying to add services that he does not require. I feel like it's a battle every time he has an IEP meeting. If his teachers do not feel there are any additional problems, I'm not sure why the district keeps pushing to create problems.

Thank you for doing this survey.

Q2: I do not believe School provided any information about the IEP process.

Q3: In the past, I have had limited input into the IEP. In the past, I have been told that as a Parent, I am not part of the IEP Team.

Q4: I only understand my rights due to outside resources. I have been given misinformation by D41.

Q5: It seems difficult to communicate at the right level.

Q8 and Q11: My child seems to be making progress despite the lack of support, and I am happy for him.

I believe D41 could spend less money and get better results.

I have been very satisfied with the support my child gets from D41.

The team [REDACTED] is wonderful, they really have impressed us! We are very grateful to them.

We want to make it clear that we feel great about the specific team of people who work with our child, however, the district has not yet found a successful way for our child to learn and thrive given his challenges. We are currently trying to work with the district to provide our son with a 1-1 aid to help with his non-compliant behavior.

Our child's teacher and the support staff are phenomenal and it is clear they love our child - we are incredibly thankful for the wonderful teachers and staff in D41

Couldn't be happier regarding the resources surrounding [REDACTED]

I don't feel like all of my child's teachers are aware of his special needs.

Special education in D41 is negligent at best and barely competent at worst. Teachers are not aware of the impact of learning disabilities and essentially blame the child for his or her inabilities. If I had been aware of the wholesale ineptitude of special service programs in D41 I would never have moved to Glen Ellyn. There is no individualization of programs [REDACTED], in particular, is little more than a warehouse for kids with IEPs.

My daughter receives intense private therapy. The schools have their budget to consider and I understand that but I do not think that the amount of therapy that the school provides is enough to meet her needs.

The IEP process is still kind of mysterious to me. It is not that I had a bad experience or anything it is just that I don't feel like I would understand how it all works without the advice of friends. Also, I was provided a chance to voice concerns and such but I don't feel like anything I said would have changed the direction that the staff would have gone. They listened, but I don't really feel like I was heard.

I've tried to avoid a power struggle between us and the school but in the end, I feel like my daughter has been shorted.

I think that Teachers needs to be more informed about the needs of your child. Some teachers are fantastic but others lack the understanding of my child's disability.

I would love to receive more frequent progress reports on how my son is doing.

I feel the assessments provided to parents at the end of each quarter are not prepared by an objective person. For example, since my child has had an IEP, I receive a report that says my child is 'making adequate progress'. I don't feel my child is making adequate progress as he continues to take retake tests in every math unit and I can see him struggle on a nightly basis. Also, the people giving him this 'adequate progress' score are the exact people that will be held accountable if the doesn't make 'adequate progress'. I see this as a conflict of interest.

Additionally, I do not feel that my son's needs are met in terms of being in classrooms where he can best learn. I wish more care was put into assessing the needs of each child and where that child would best learn. For example, if a child has a disability that causes him to severely act out in a classroom setting, why is he placed with kids that would be easily distracted by that behavior? I can see that he might have one class like this, but to have it in every class is unacceptable. I do understand you are juggling many students, but I do wish more "outside the box" thinking would take place when deciding what children are in which classrooms.

I also wish teachers would receive training on specific disabilities that cause that child to have an IEP. What teaching methods might reach that child more effectively, what discipline actions are more effective (and less effective) to that child. It was very clear to me this year that certain teachers didn't even read my son's IEP and if they did read it they are not verse enough in the disability's causes to address the issue in the classroom from a teaching and discipline perspective. I wish the district would bring more training to the teachers to bridge this gap.

My only suggestion would have been [REDACTED] was put in general education a year earlier, in 4th rather than 5th grade. Otherwise, very happy with all staff/programs he has had from 2nd grade and beyond.

It would be nice to receive monthly or bi weekly updates on your child's progress. I get them once in awhile and when I ask. I rarely know what she is working on. She is always seen in a small group or in the classroom. She does not get any one on one speech therapy. I just don't feel it's quality instruction because it's always in a group or in the classroom. Also, I never know when the therapist sees my child. The times are always changing due to the schedule. My daughter can't tell me either. She seems confused by the process. It's not consistent. Really, we just need more communication so that we can feel good about the services she is getting. As I am writing this, I realize that I should just email her teacher once a week. I just feel like I am bothering the teacher. Thanks for taking time for the survey.

[REDACTED] is fantastic! We are lucky to have her [REDACTED]

Modified classes need to return to the curriculum. We are seeing many kids main-streamed into gen-ed with assistance and still continuing to struggle. I believe modified class rooms are necessary.

[REDACTED] are two amazing resources for my child.

We would welcome more information on possible accommodations. Our teams have been very helpful, but after working with an advocate this year, we've discovered our daughter has been entitled to MUCH more and now she's receiving it. We support the district with our taxes, many volunteer hours, and other support--please be upfront in what our differently abled children are entitled to, not what you're willing to do for them.

Because of my limited internet access, I have been given the opportunity to call my child's teacher one day per week to discuss his progress and area of concern. Thank you.

My son is improving so much with the help from his teachers and therapist. We feel he is safe and they are looking out for his best needs. Without there help we don't believe he would be talking or making eye contacts as well as he is now. Keep up the good work, and Thank you very much!

I had multiple meetings with the speech therapist when we were in Tennessee, but have only had 1 quick phone conversation at the beginning of the school year her in Illinois and a quick message and e-mail at winter break on progress and things to work on with him over the break. I'm not even sure how often my son is going to speech class and what he's working on and how he's progressing.

We are very satisfied and grateful for the support from the staff at the school.

I was satisfied with my child's progress and staff understanding of my child when at grade school. Some key staff members [REDACTED] do not understand my child and specified accommodations have not been being implemented. Because of this, my child is suffering with more anxiety

[REDACTED] is a phenomenal educator and we feel extremely lucky that our daughter has been able to benefit from this class.

there needs to be more training provided to the student's classroom teachers, including PE, Art, Music instructors regarding specific techniques in dealing with the student's needs

the case manager needs the appropriate time to train the staff ...ie start of the year,,,etc

there needs to be better training and understanding to administrative staff regarding the differences between disability related behavior and pure behavior issues. too often, administrators treat disabled students like behavior problems instead of disability related behaviors.

the principals and AP's are not trained in discerning the differences and punish disabled students inappropriately or have inappropriate conversations because they are uneducated on proper techniques for handling disabled students, thus causing anxiety and stress to the student

Disabled students do not misbehave on purpose but are being treated like it is purposeful behavior

I can't even count how many times my child has spent in the office getting a lecture or getting suspended for behaviors that are clearly disability driven.

District 41 is known in the Chicago area as a district that has terrible special education services.

I don't feel that there is a lack of services but incompetence in implementing the programs. This district has full access to training and specialized staff in the CASE network and does not use their expertise in either a timely manner or at all. The "experts" are available but unused.

I feel that month after month, I have to help the staff mediate situations that they should have the training to handle. I do believe most of the staff, has the best intentions and that is why the gaps must come down to lack of training and education.

research. The district does very little (if anything) to educate parents.

I answered strongly disagree in many areas because I have some big concerns with special education in the district. The staff in all areas of special education are amazing. They truly care about their students and it shows. They are overworked and underpaid for the conditions the district puts them in. I have no complaints with any teacher, aide or service provider working with my child. The assistant principals are doing the best they can with what they are given. My issues are with the district. For example:

- They claim we are inclusive, but insist on keeping kids in self-contained classrooms versus providing them with the necessary supports to be in Gen Ed.
- The appropriate resources aren't being provided to students. You have students struggling in Gen Ed with no paraprofessional support. This is negatively impacting the entire class.
- We have the neediest kids brought back to our district and we don't have the proper facilities. Why would you put them in the oldest, non ADA compliant school in the district.
- The self-contained classrooms are not created based on students abilities or needs. Kids are grouped together by age. It's not appropriate.
- We do not have a handle of autism in the least bit. We have a preschool program and not program that follows for these students.
- The middle school is a mess. There is not continuity of services from elementary school. They aren't hiring staff needed to provide the interventions that are appropriate.
- It doesn't seem that we have enough support staff (therapists) to fully support the needs of some of these students.
- D41 needs a plan to manage behavior issues. We would rather get rid of the "problems" then work to solve them.
- The district has created an elementary school model that negatively impacts kids with learning disabilities, anxiety, etc... Too many transitions. Too many teachers due to specialization and Spanish. It's not appropriate for young children, let alone a child that struggles. It doesn't seem that any thought was given to this part of the D41 population when making changes. And there are no alternatives for these students.

At the beginning of the School Year on Aug 2015, my child was placed in a Special Ed classroom at [REDACTED] we did not agree upon during IEP meetings. We just wish that the school informed us ahead of time when they make changes to our child placement before school starts.

The process of getting the initial IEP was EXTREMELY confusing - a lot more work needs to be done to create transparency about the eligibility process. Even after my child qualified, I am still confused. I have to imagine it is impenetrable for parents that are not native English speakers. Happy to answer more questions about this.

Once she got her IEP, my daughter's team has been AWESOME. The teachers are very supportive of my daughter. I believe they understand her complex learning profile. My daughter feels positive about school and she has made great academic progress. I feel I can reach out to her teachers and case worker at any time.

This year we will be looking to the district to help my daughter find the appropriate AT for her significant fluency impairment. This will be a new area of Special Ed services for us.

Thank you for all of your hard work on behalf of district 41 students!

Special Education [REDACTED] is an issue. My child is not getting the appropriate services. All children that need resource time seem to be lumped together. Not sure what they do in co-taught class to actually make a difference. My compliant is not with the teacher, but with the programs that the school has put in place. Not appropriate for a child with dyslexia.

Resource classes at [REDACTED] are questionable. What exactly is this time used for? What is the curriculum? Not sure this time has been beneficial to my child.

I have two children receiving speech services- one at the preschool level and one in elementary. Both could greatly benefit from OT as well- as noted by all their teachers- but I am repeatedly told that the district doesn't really provide OT any longer and have had to pay for them to get private services. I don't understand why they don't qualify for services and why children's needs have to be so extreme to get the OT services in our district. Teachers agree that their fine motor is lacking, but they qualify at a private setting facility. At a minimum, the OT should be pushing into classrooms to help children who are weak in this area-- which is many, given how little work the district now does on coloring/cutting/learning to write at the lower grade level.

The culture of awareness if lacking in our district. Teachers are starving for resources. They need to be coached on what successful inclusion looks like - professional development is needed in this area. If the assistant principals are being honest, I believe they would agree.

Major district initiatives and change are not good for children with special needs. Many neurotypical children are also negatively impacted by a fickle environment. Running a schedule that is in the best interest of adults is not best practices and has created problems with children who need consistency. The director of special education should have a seat at the table whenever a major decision, like the schedule, is being made. Veteran teachers who argue that the schedule and multiple transitions and changes are not developmentally appropriate should be listened to and not blatantly ignored. Every conversation about plans and initiatives needs to start with "how is this best for ALL kids?" and even if it won't work for one child, your job is to find out how you can make it work or accept that it isn't that great of a plan to begin with.

We need to be proactive in this district. Get ahead of the issues. Give teachers articulation time to learn about the students in their class BEFORE they walk through the door.

There are also huge issues with discipline and misunderstanding of behavior. PBIS and Culture of Care was brought together to meet and discuss this. The majority of behavioral issues happen during times of transition. What does that tell you? What have we done about it? We've added more transitions and been a-ok about it. A proactive district would have vetted this out and hypothesized potential issues and not waited for kids to fall apart. Anxiety in elementary aged kids is at an all time high and parents are feeling desperate.

I believe the school needs to teach Executive Function Skills to the ADD/ASD students.

There needs to be more education for the teachers and staff regarding various disabilities, especially Aspergers.

The students need more education regarding children whom learn differently.

The District needs to make Special Services more transparent and share their goals and actions. I've not seen any progress at all in sharing with parents. The Special Services Director used to attend all the meetings held by the Parents. She LISTENED to us and shared what was being done in our district !

Resource class [REDACTED] is too unfocused. The class is trying to meet the needs of too many different types of kids in the same room. It's been a complete waste of time. The accommodations [REDACTED] offers my dyslexic child are sufficient, but the intervention is basically useless. My dyslexic child is only getting better because of the work we do with him outside of the school system. D41 is failing dyslexic children. Administration should be ashamed of how little appropriate intervention dyslexic children are receiving [REDACTED]

[REDACTED] I feel comfortable working with my son's special Ed service team because I put myself out there as his Biggest advocate. I research, educate and become aware of what is needed to help my children advance to the next level each time we have a meeting. The special Ed staff [REDACTED] has always made me feel really comfortable in helping decide pathways to be taken to benefit my children. [REDACTED] [REDACTED] a key asset to this process. He is in it for the child's best interest always.

[REDACTED] is also a teacher who is aware of what areas need further attention for a student and helps pave the way for that help.

I'm pleased

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I'm pleased

The special ed team at our school works tirelessly, often with insufficient support from district administrators. The team knows what is needed and are on the front lines, yet I don't believe that their voices are given weight. We have too few appropriately trained resource teacher. Those that we do have, have too large a caseload. They can not deliver intervention to all who need it, or at the intensity needed to remediate sufficiently in a timely way.

Students with IEPs are not provided individualized intervention. This current year [REDACTED], students are grouped together in Resource following teacher curriculum for the whole class, not following the specific needs of each student. Parent concerns and documented data regarding disability are dismissed by team members and administration. Staff and specialists appear to appeal to administration, not students' needs. Fear factor??? Specialists and administration turnover filled with inexperienced professionals without peer mentoring. Structured, scientific researched based program dropped when teacher was terminated. New "interventions programs" introduced yearly without adequate teacher training and lacking fidelity. SE department very weak in SMART goal development let alone measuring progress -training needed in this area. Poor communication when student is under performing and progress reports lack quantitative data to support "making progress" toward goal which often repeat year after year. A few good dedicated staff members but restricted by administrators, seeing less teacher engagement. Time to adapt best practices of neighboring districts and publish SE report card.

My husband and I have been incredibly disappointed with the special education "process" in D41. Both of your children have language based learning disabilities and the "journey" through the process has added financial and emotional stress to our family. Child number one decided to leave D41 for junior high based on his 5th grade literacy experience. Child #2 wants to stay in D41 for junior high so we will see how the transition plan works out. I spent the entire first semester arguing with Dr. Gordon and his staff about "Spanish cultures". Most of the research shows that language based learning disability kiddos have a hard time. My child was showing huge signs of emotional distress and was slipping (according to our outside tutor). My husband and I spend \$165 per week on our child to give her outside tutoring. I wish that the leadership would view us more as a partner and we could work better together. I would like to note that we have been incredibly happy with our child's classroom teachers this year, the special education staff and our assistant principal. My frustration is not with them!

The reading intervention needs to be improved. I was told they would be reading books, working on vocabulary that [REDACTED] has tests weekly. It would be nice to have updated or website parents could look at for information.

For instance in math intervention they work on what the kids are currently learning and review older units.

In reading intervention they should be going over grammar. My son had no idea how to use a comma. Failed a test and then I had to have his tutor review with him.

If the teacher is teaching [REDACTED] why aren't they reviewing the material currently being taught? They spend a lot of time doing homework at a study hall. That's not what we signed up for.