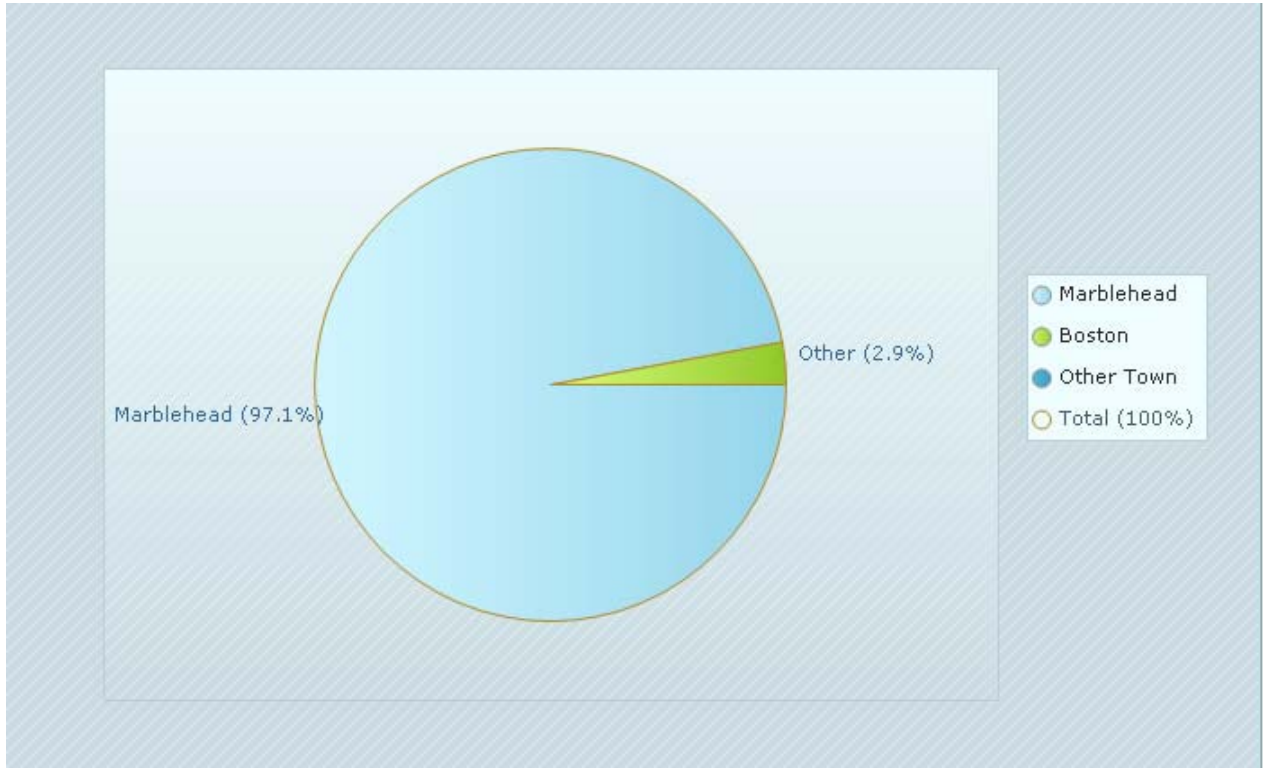
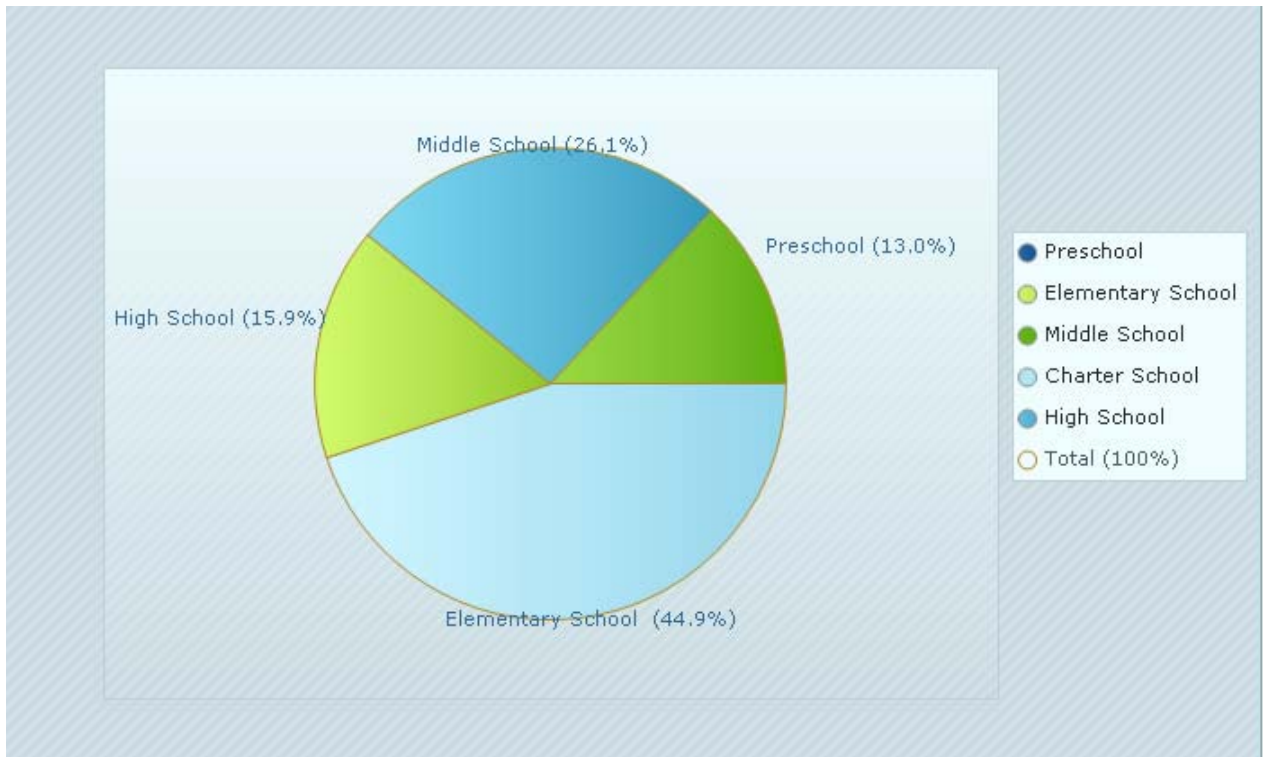


Section I. Basic Facts:

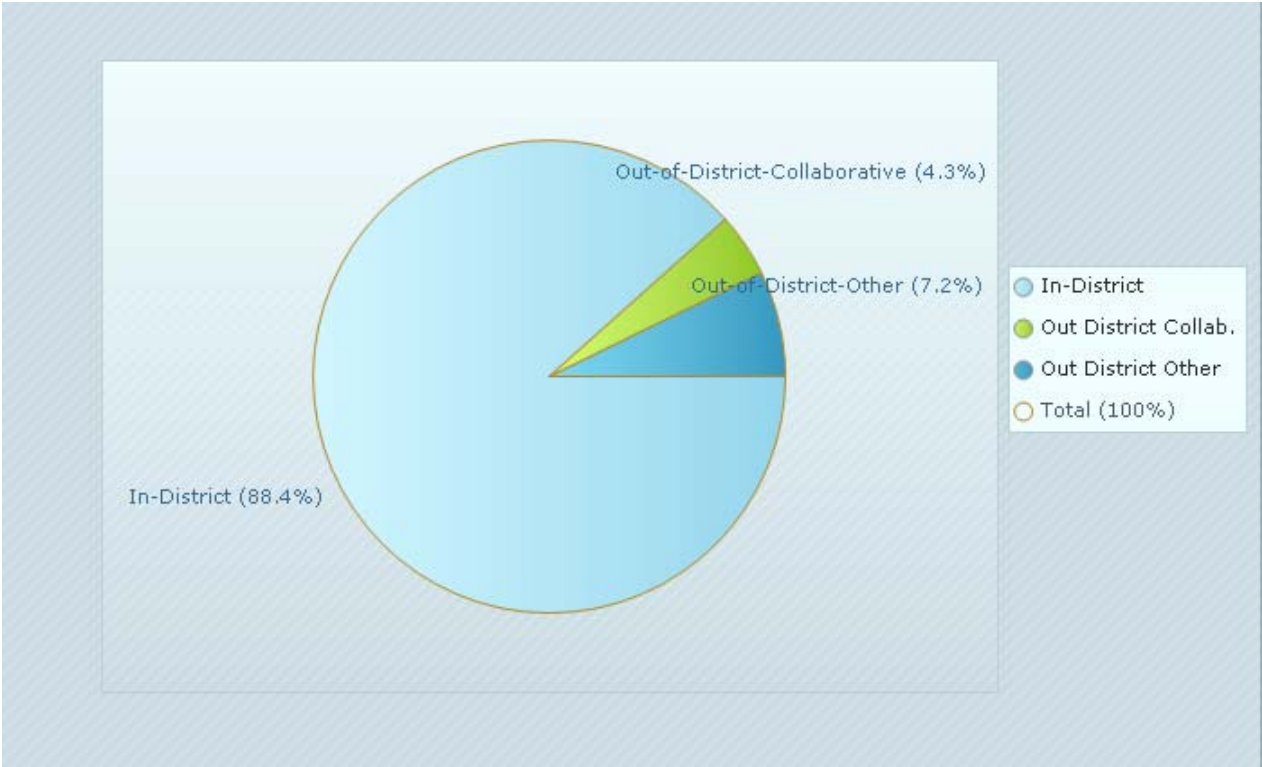
Question IA: (I live in:)



Question IB: (My child is in:)

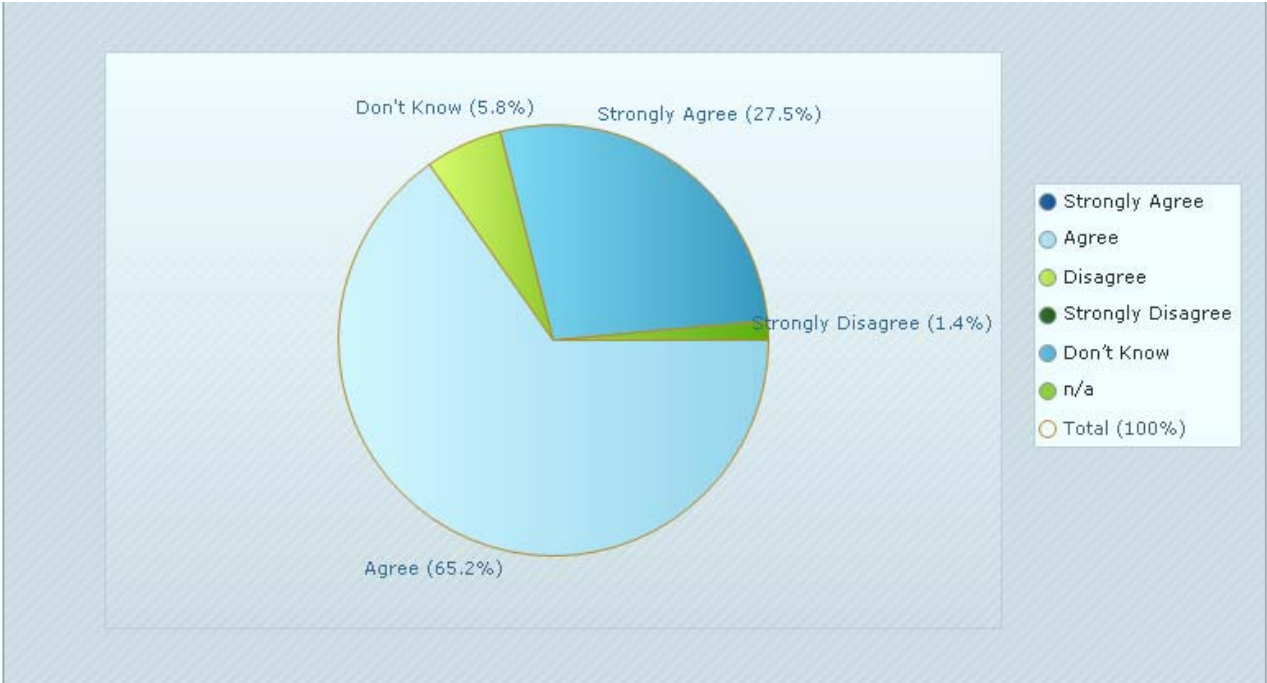


Question IC: (My child is):

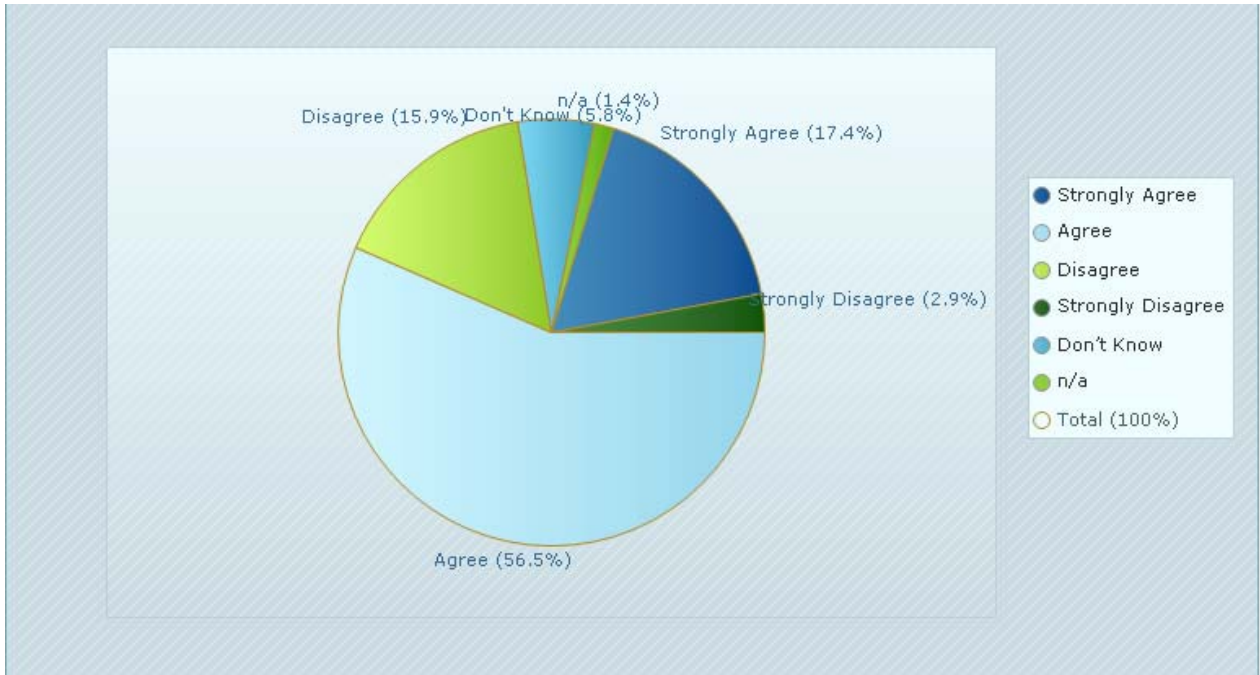


Section II. School's Efforts to Partner with Parents:

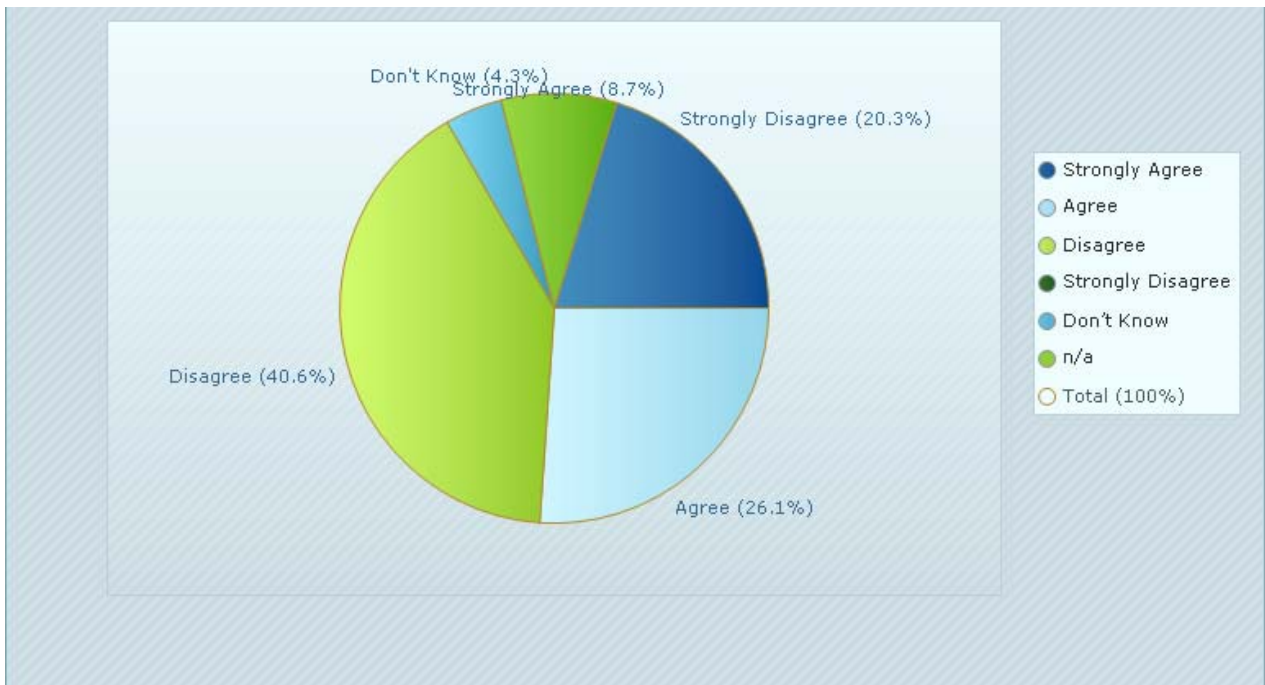
Question II-A. I understand the special education assessment.



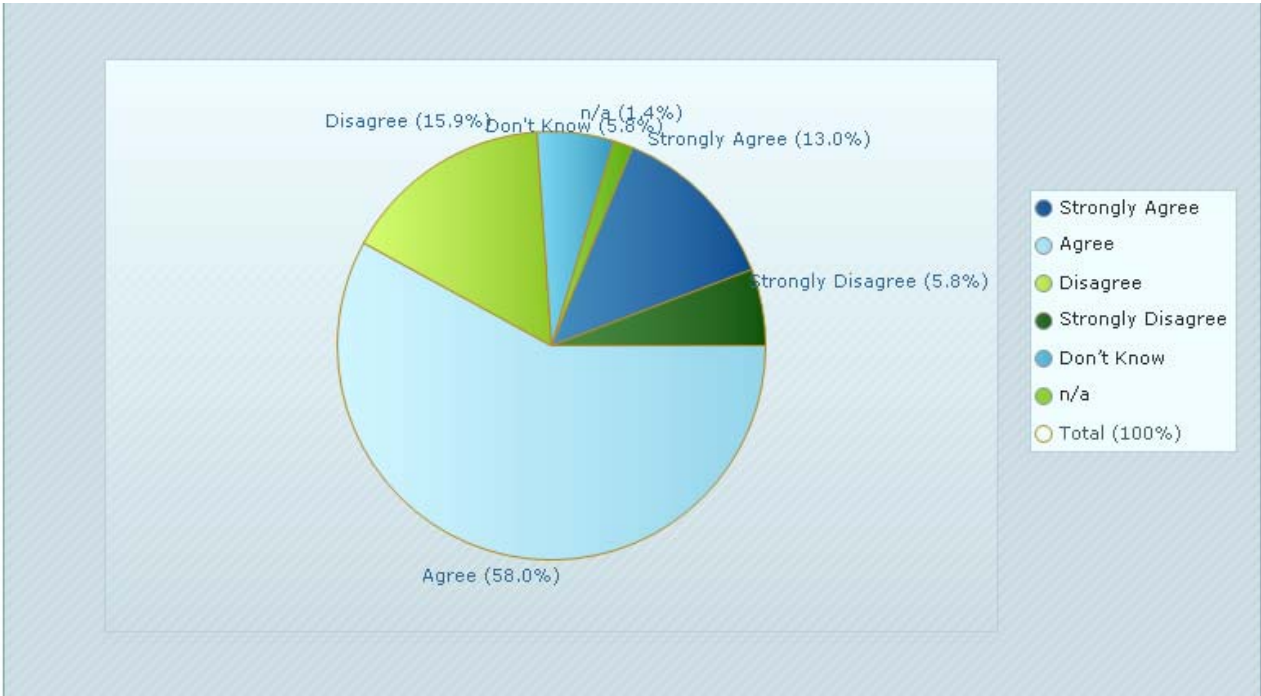
Question II-B. I am able to consult with the evaluator provided by the school district.



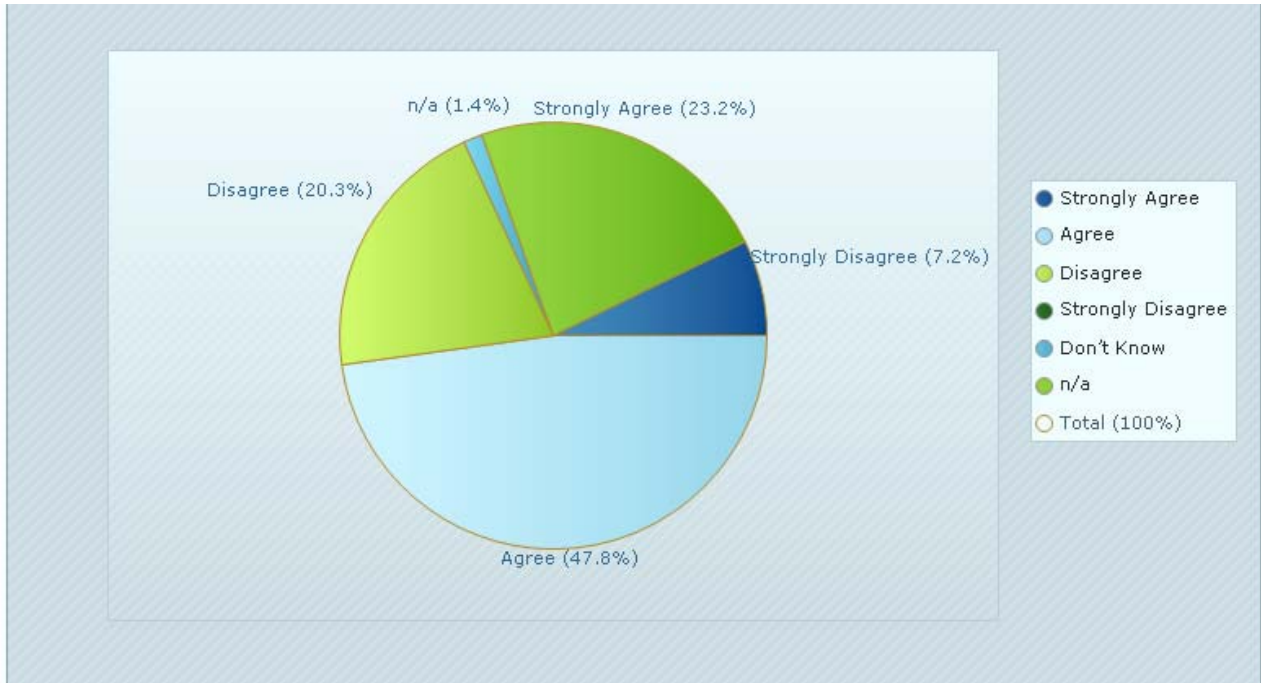
Question II-C. The school directs me to the appropriate resources for each stage of my child's development relating to their specific special needs (i.e. books, organizations, support, specialists, etc).



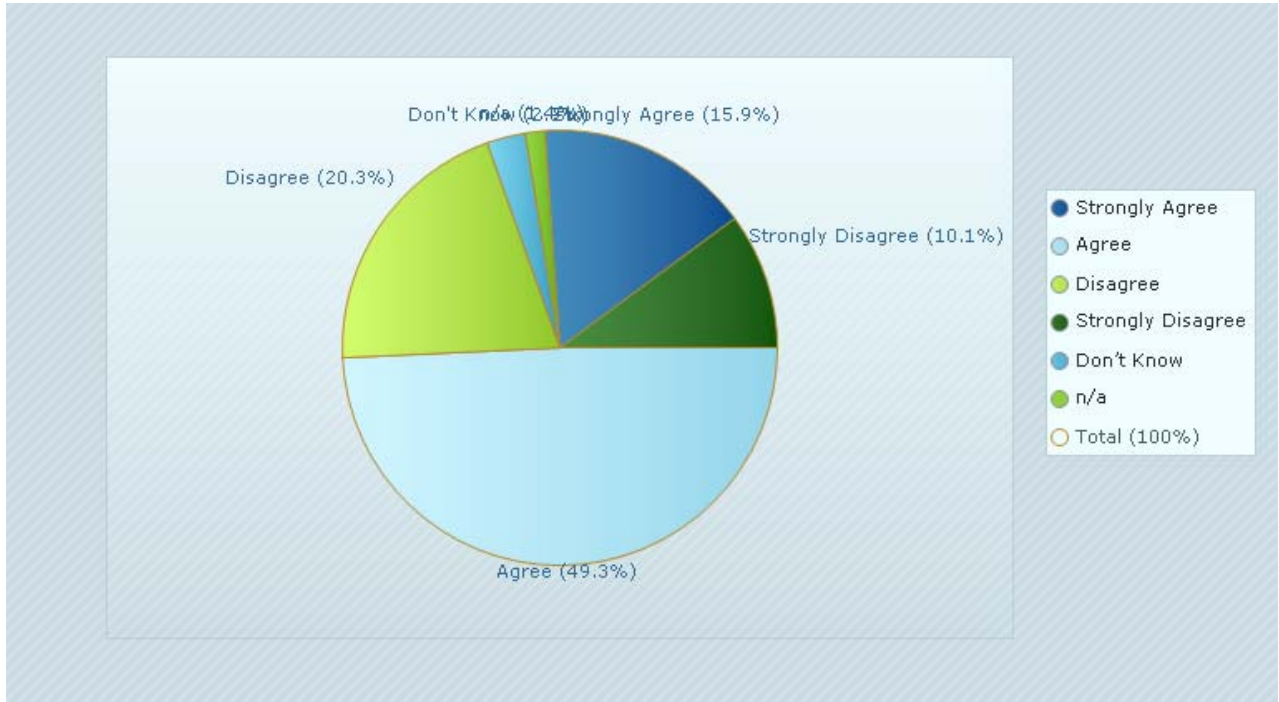
Question II-D. There are people in the school district I believe who are capable and willing to answer my questions directly and completely.



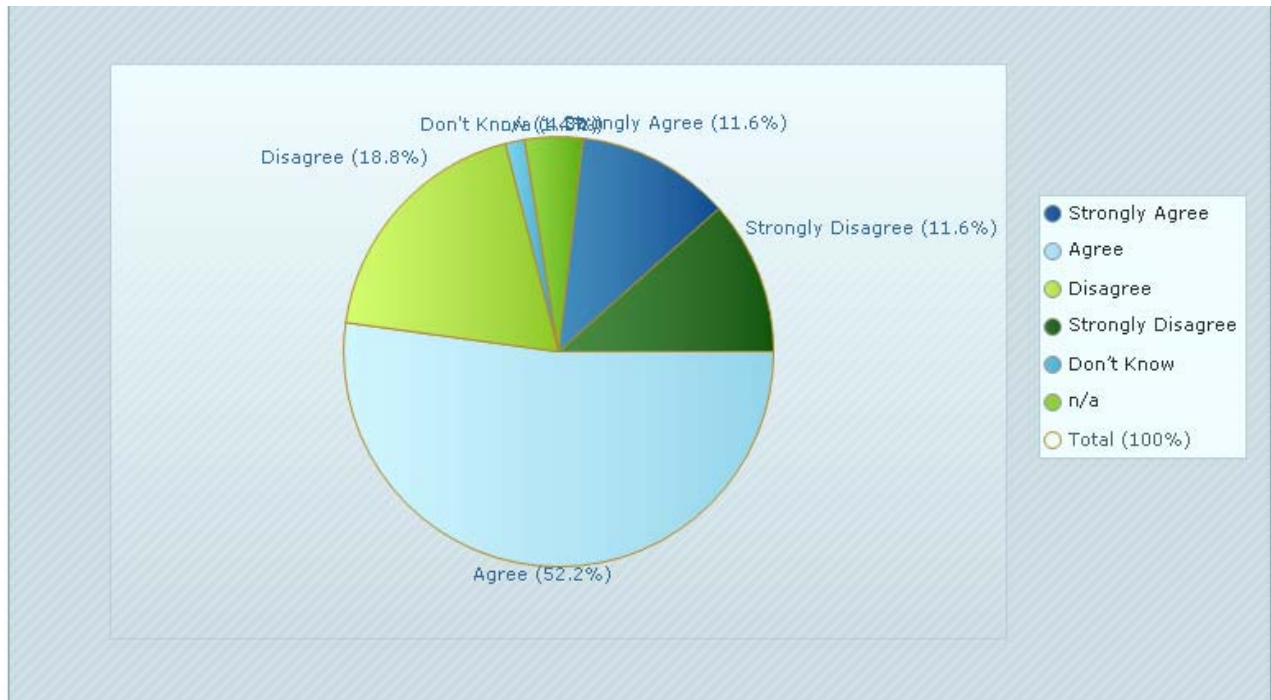
Question II-E. I am included as an equal partner with the teachers and other professionals in planning my child's program.



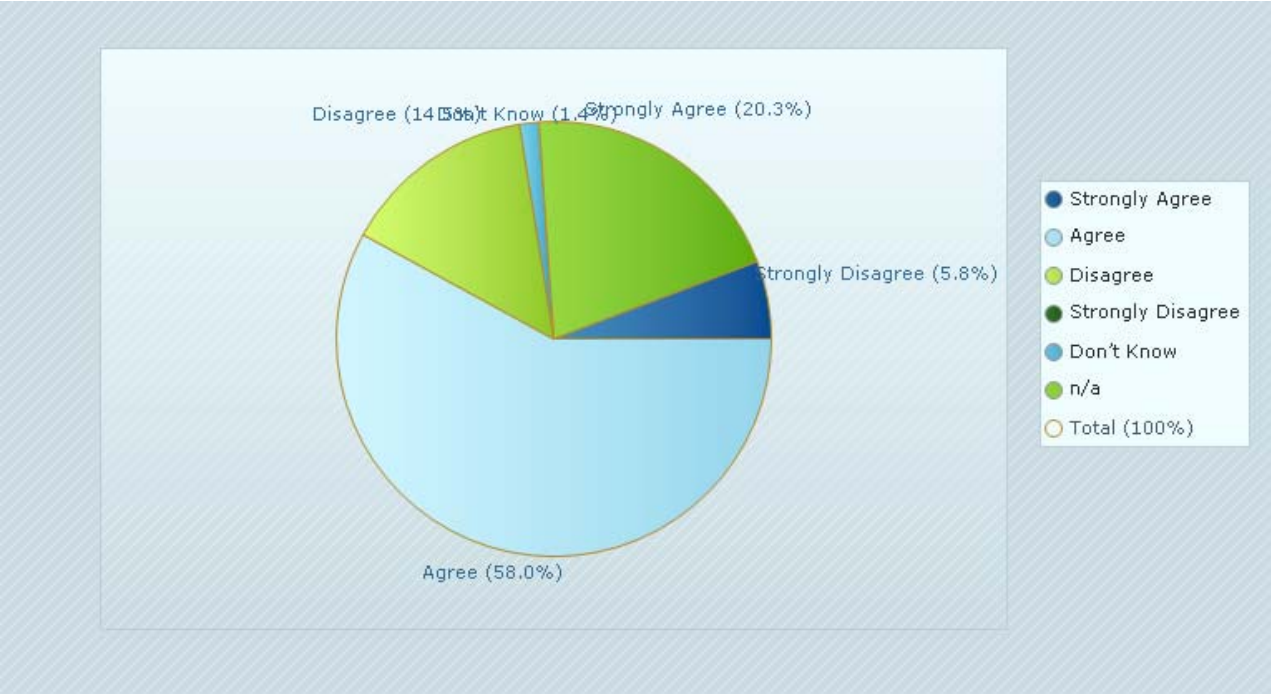
Question II-F. I am clear to whom I should direct certain types of questions regarding my child, the IEP, and/or continuing issues throughout the school year (including the extended school year).



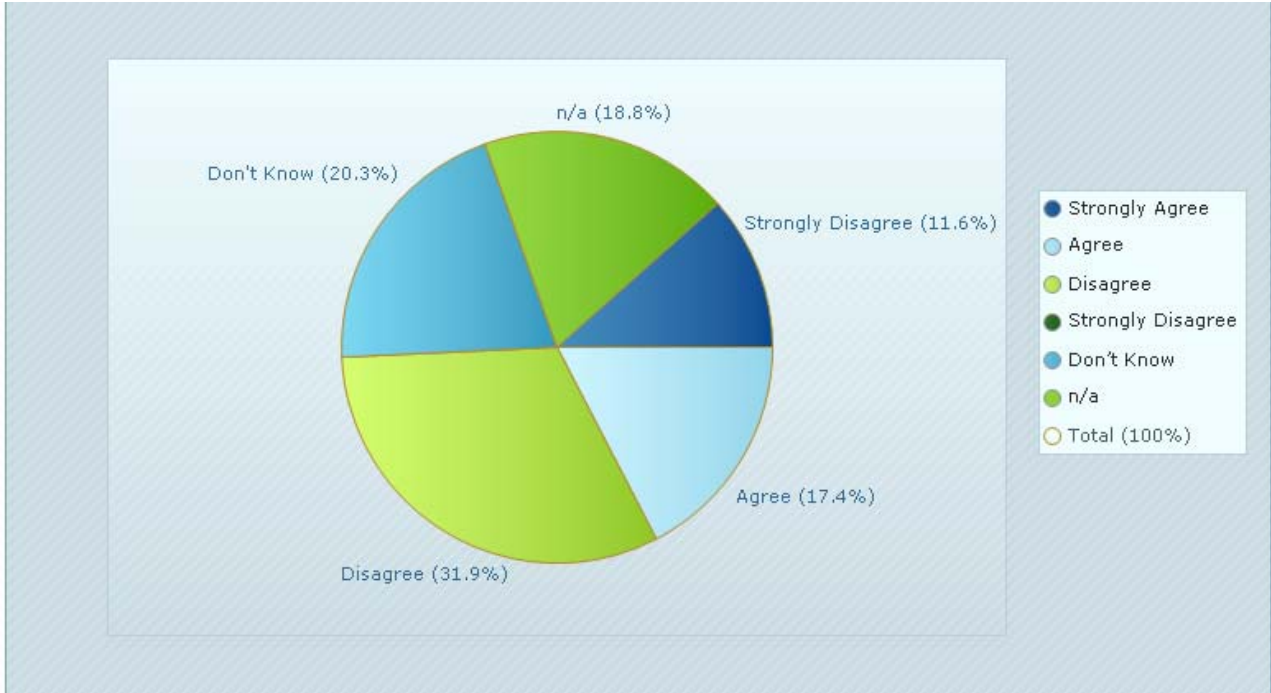
Question II-G. There is appropriate follow-up to parents' communications to school personnel.



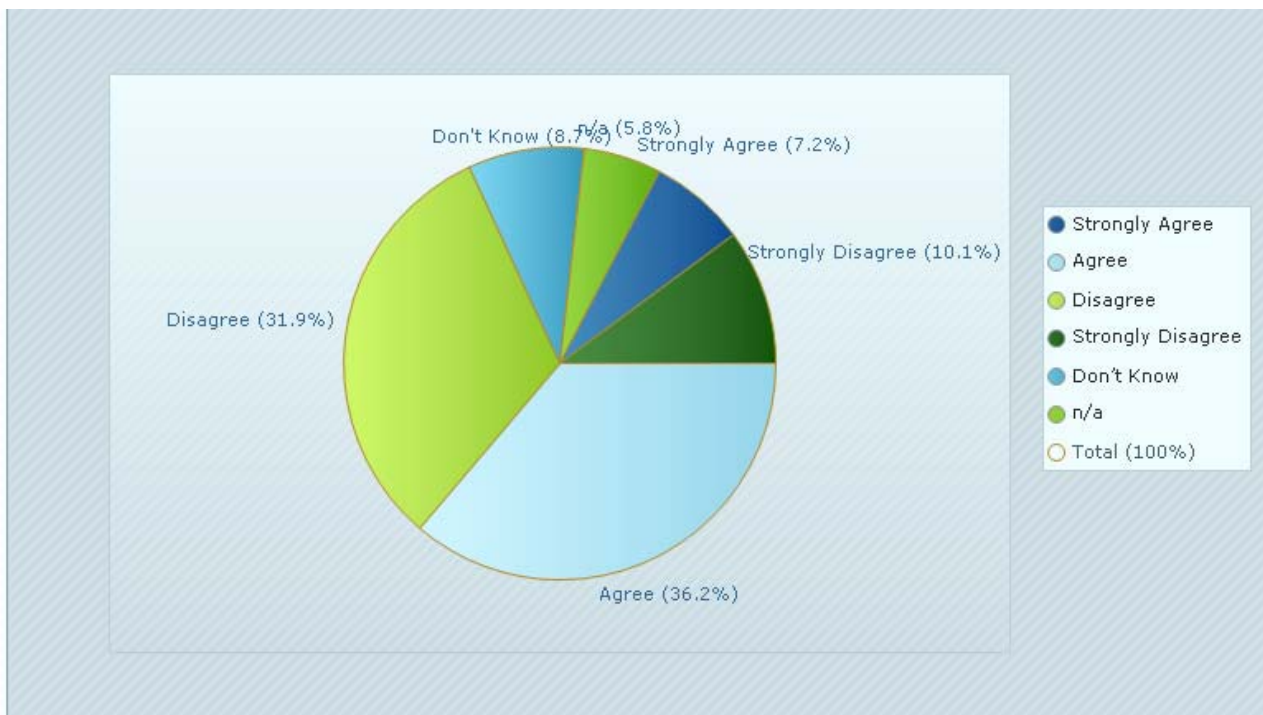
Question II-H. My input is asked for and included both in the planning and evaluation of the effectiveness of my child's IEP.



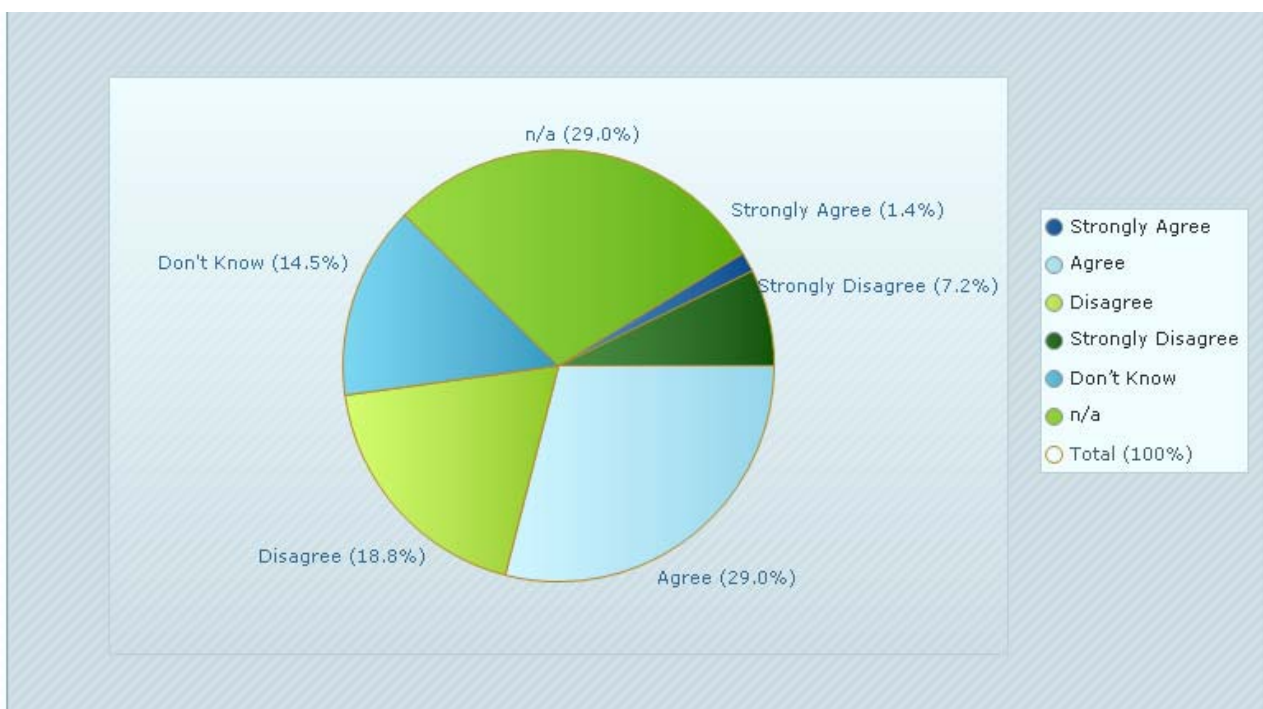
Question II-I. The school explains alternative options should the parents reject the IEP and/or portions thereof or placement.



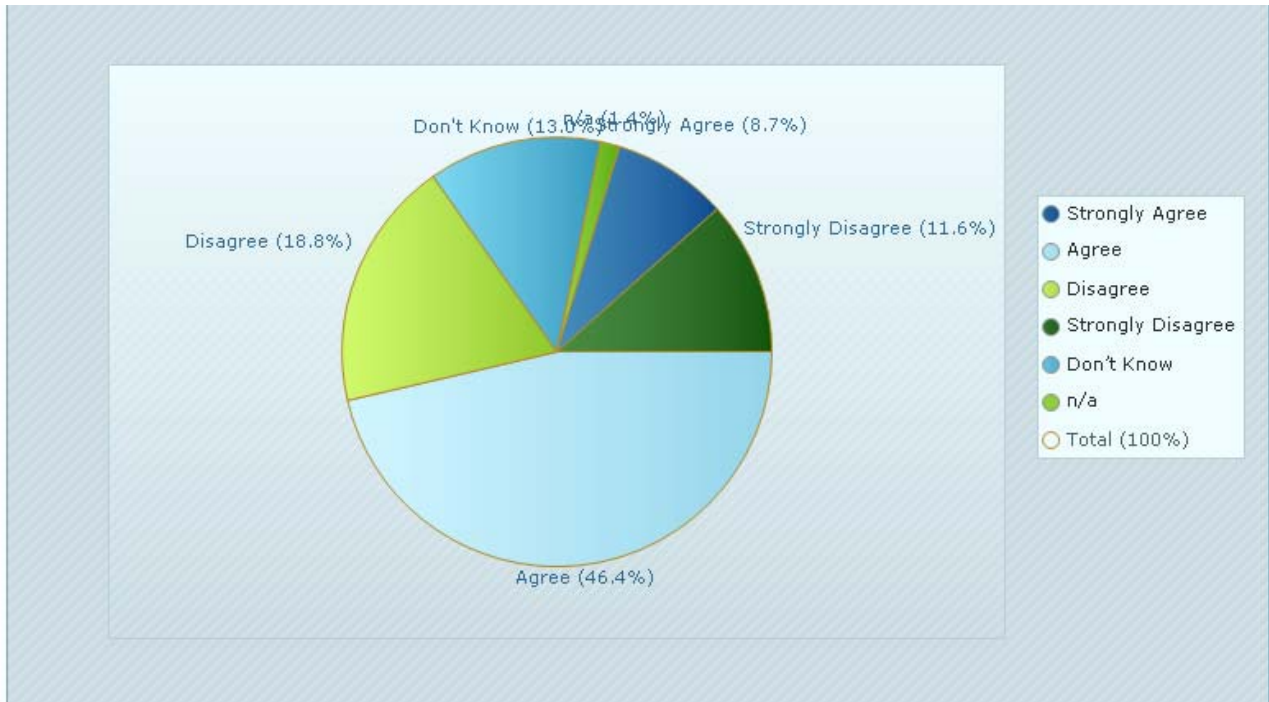
Question II-J. Prior to the writing of the IEP, the Team was open to discuss various options for placement and/or services.



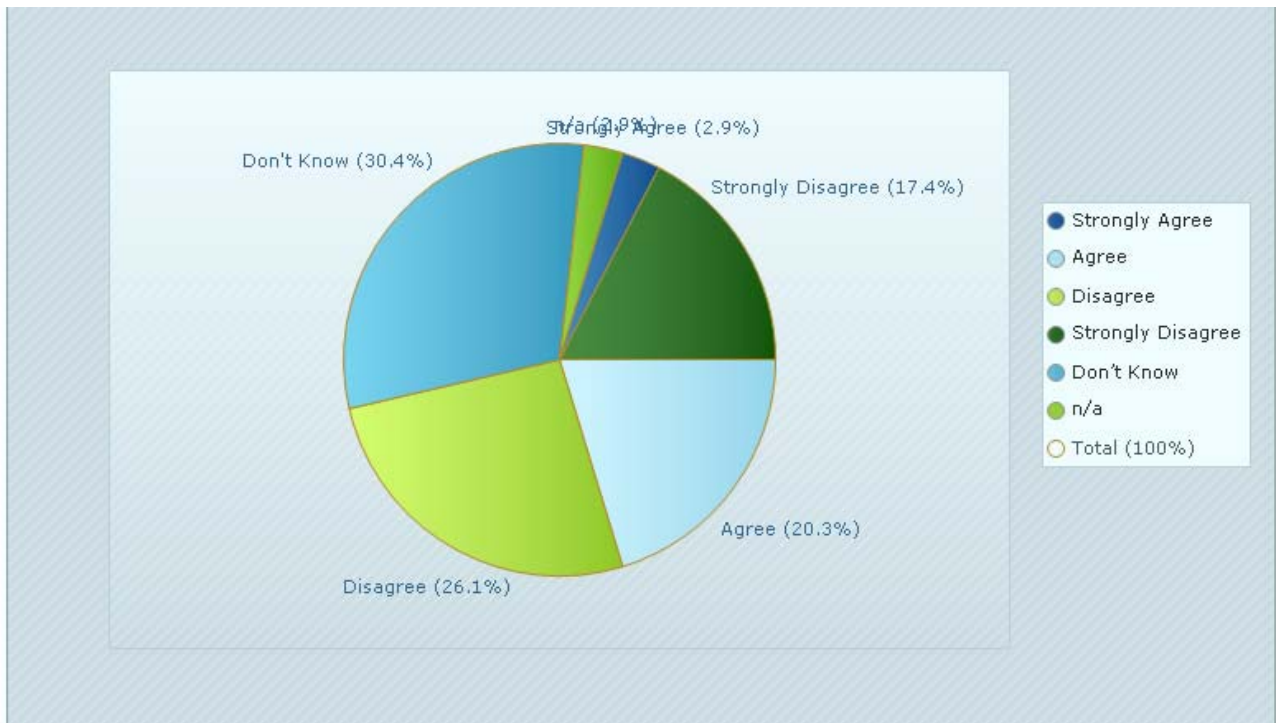
Question II-K. The school works collaboratively with my outside professionals.



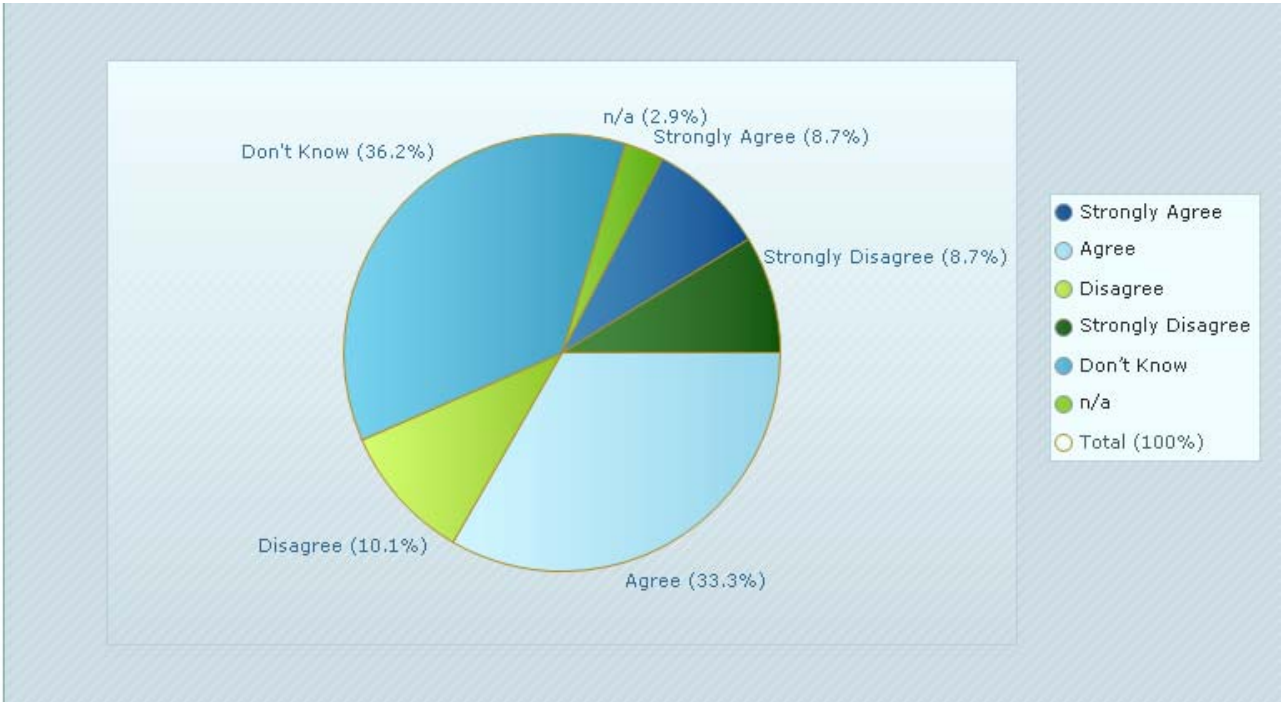
Question II-L. The special education chairperson is accessible and responsive.



Question II-M. The school offers students without disabilities and their families the opportunity to learn about students with disabilities.

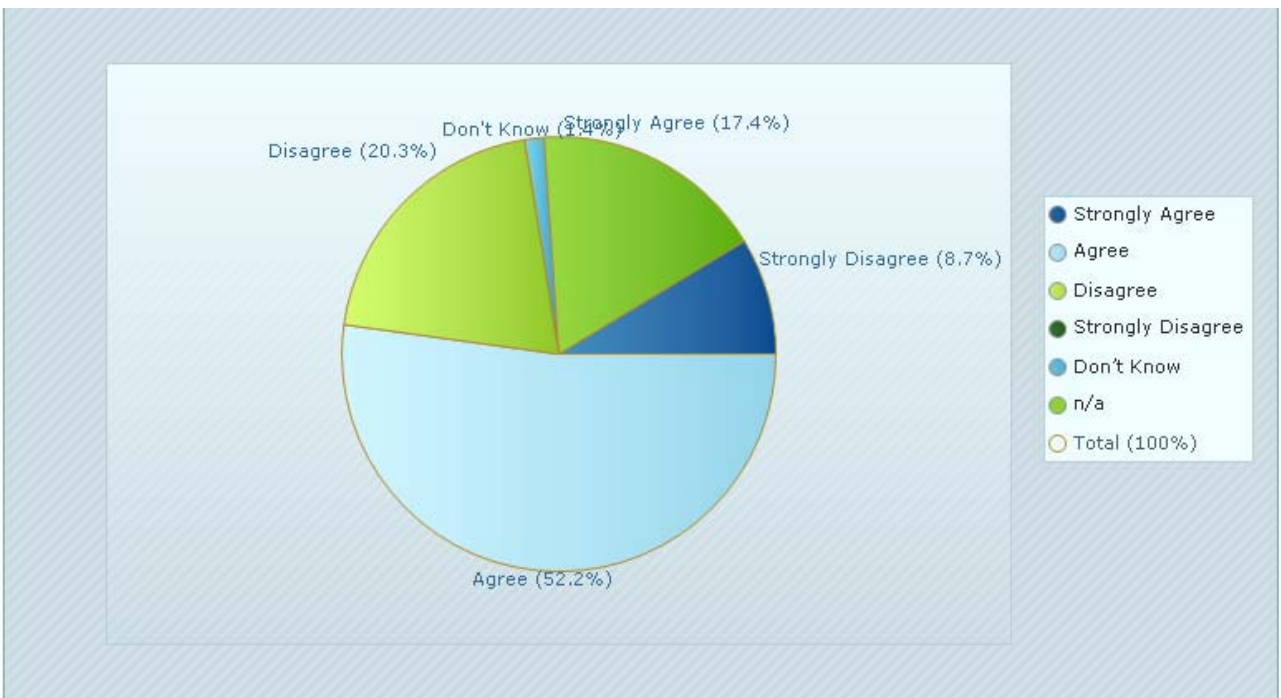


Question II-N. Building principals and/or curriculum directors take an active role in supporting the efforts of the Team.

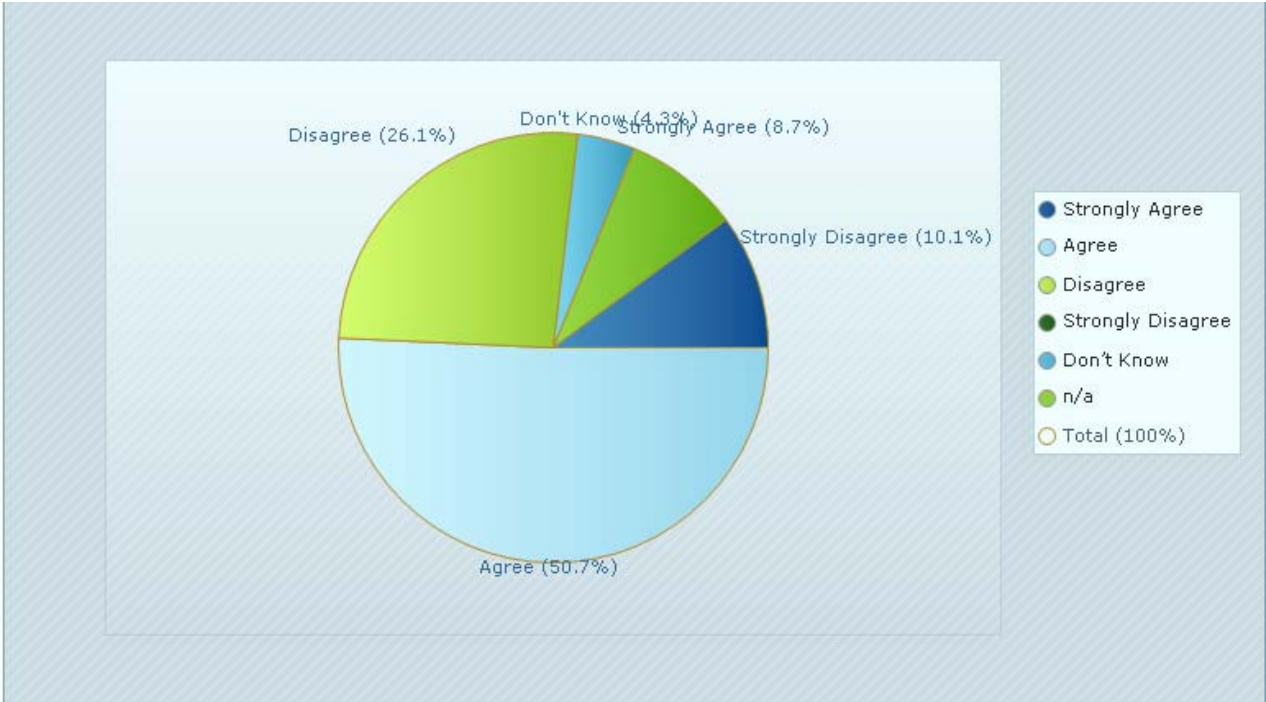


Section III. My Child's IEP:

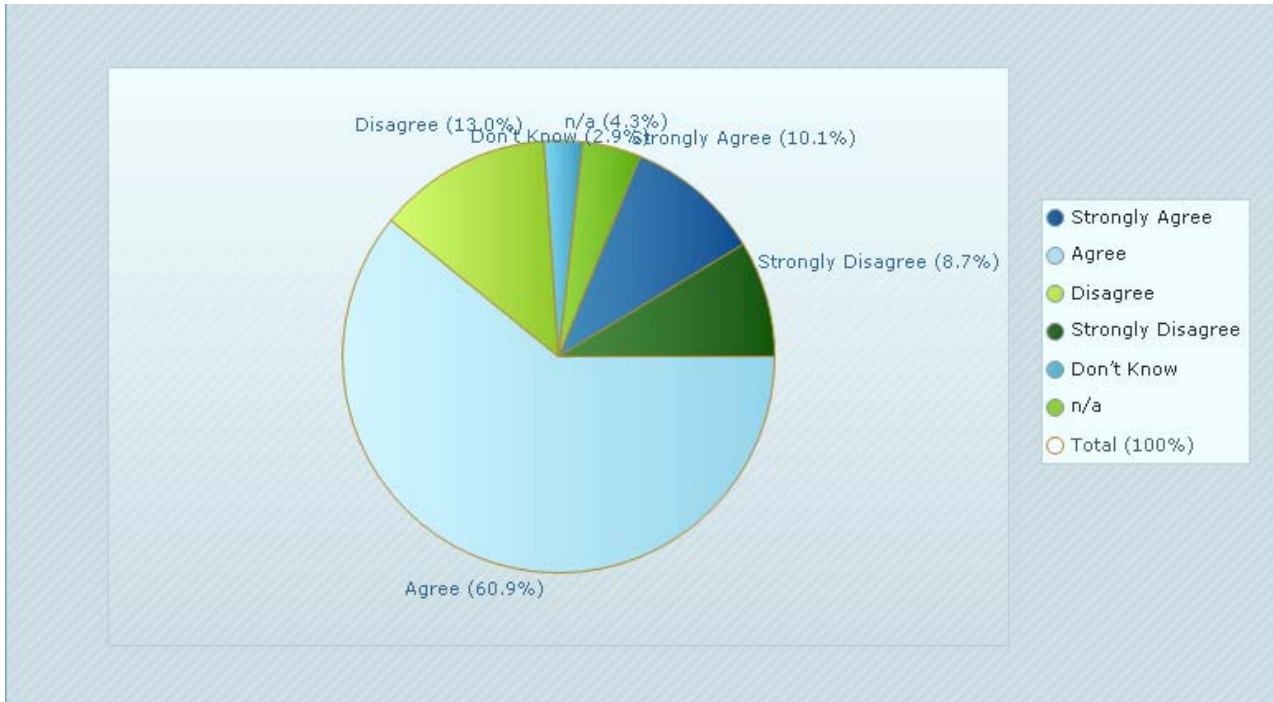
Question III-A. At the IEP meeting, all of my concerns and recommendations were documented on the IEP.



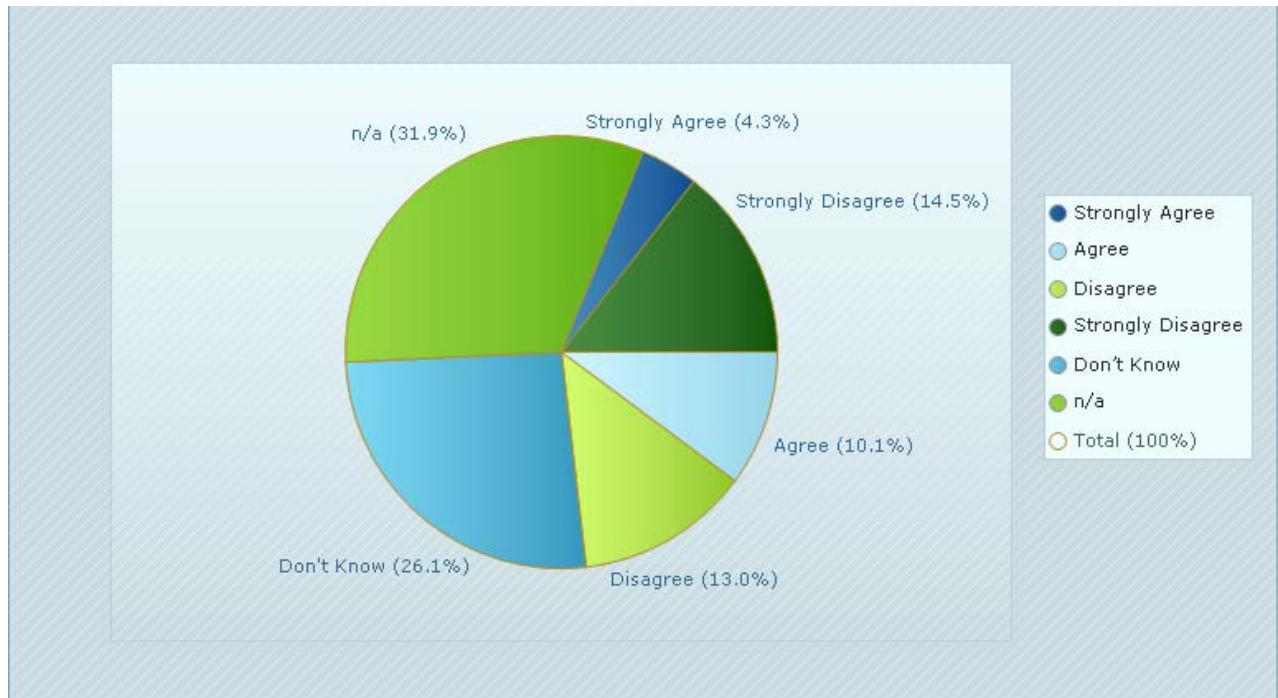
Question III-B. Evaluations conducted by school personnel accurately reflect my child's needs.



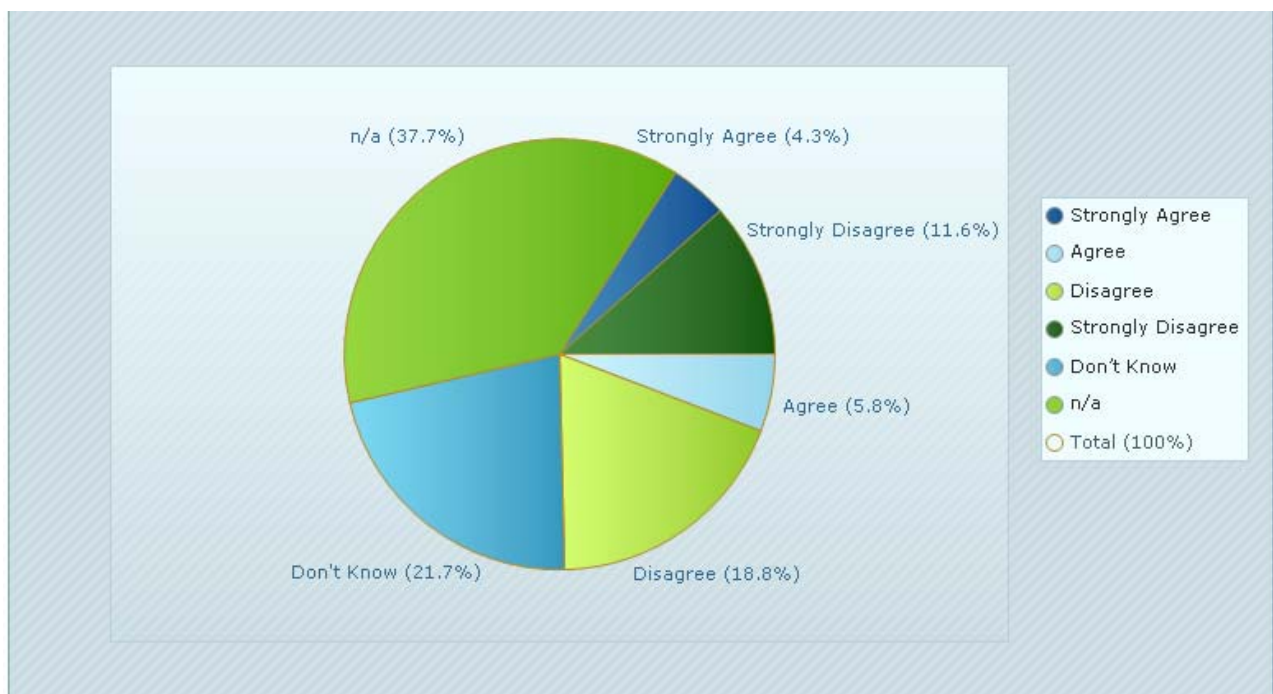
Question III-C. Evaluations conducted by school personnel include specific recommendations for needed accommodations, modifications and classroom placement.



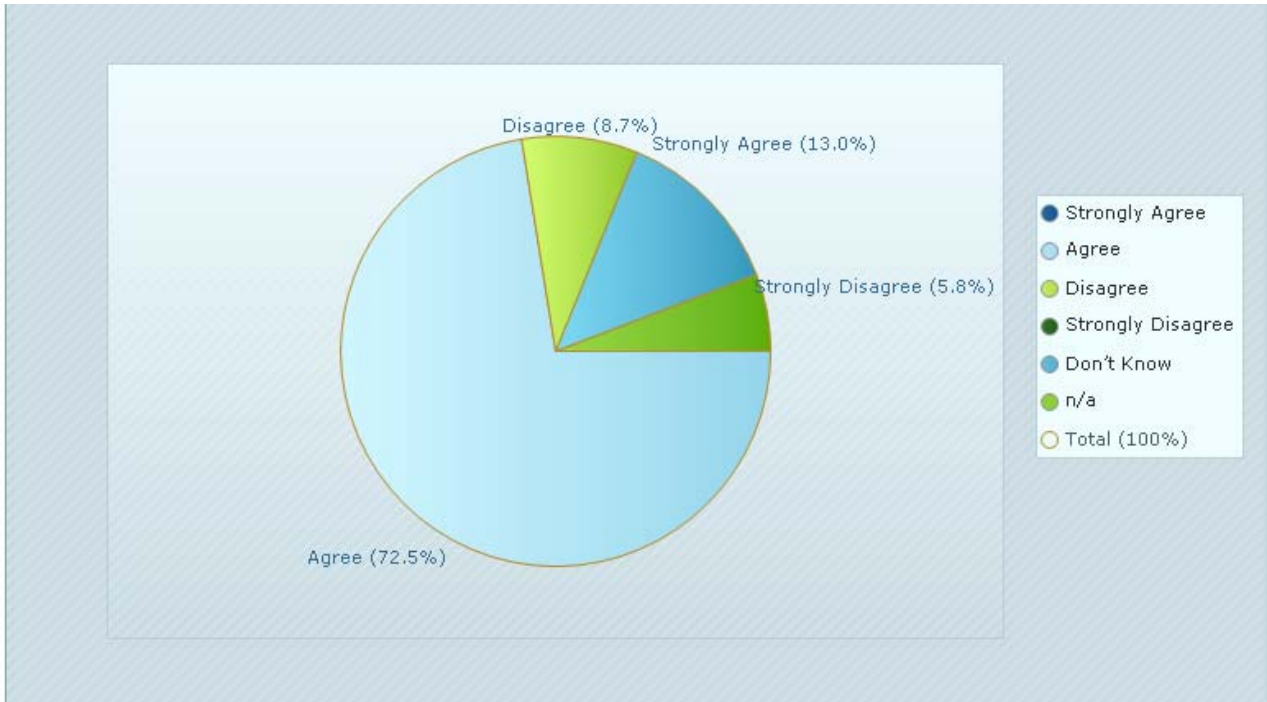
Question III-D. I believe the school acted appropriately to determine if an assistive technology evaluation was required for my child, and if so, provided the evaluations.



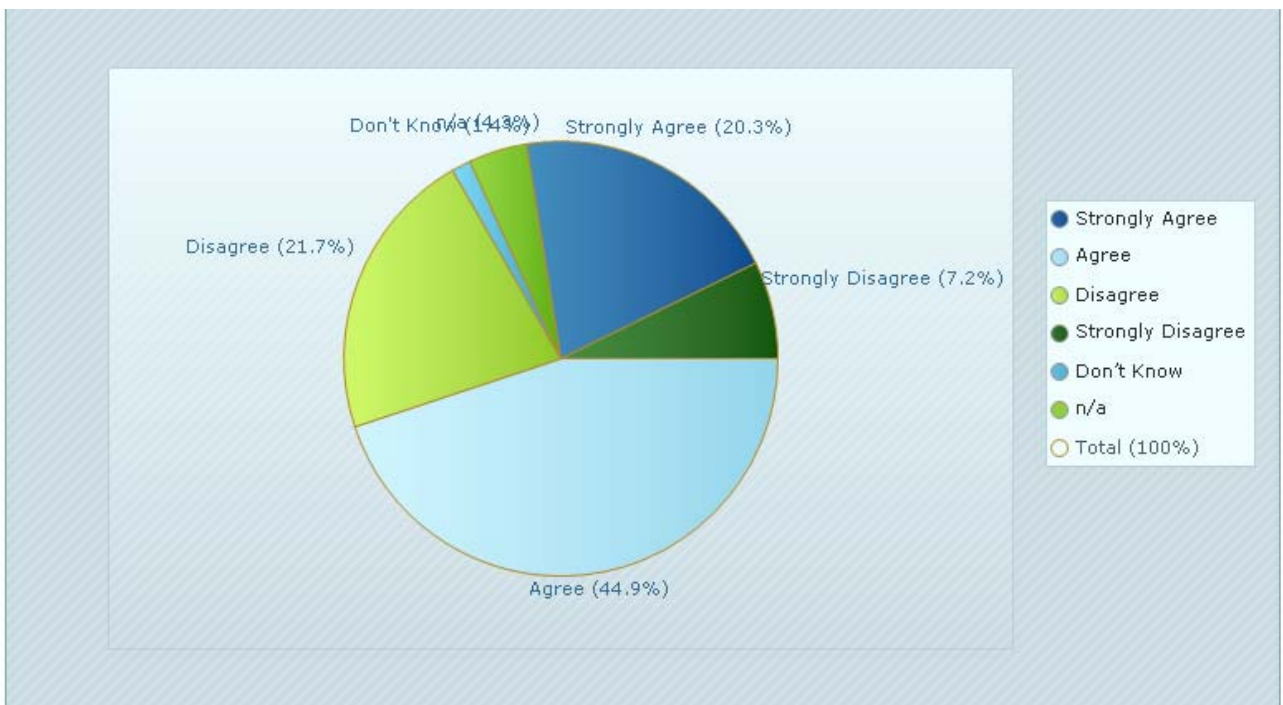
Question III-E. Assistive technology (outside of what the school might do for everyone) is documented for my child in the IEP and implemented within the school.



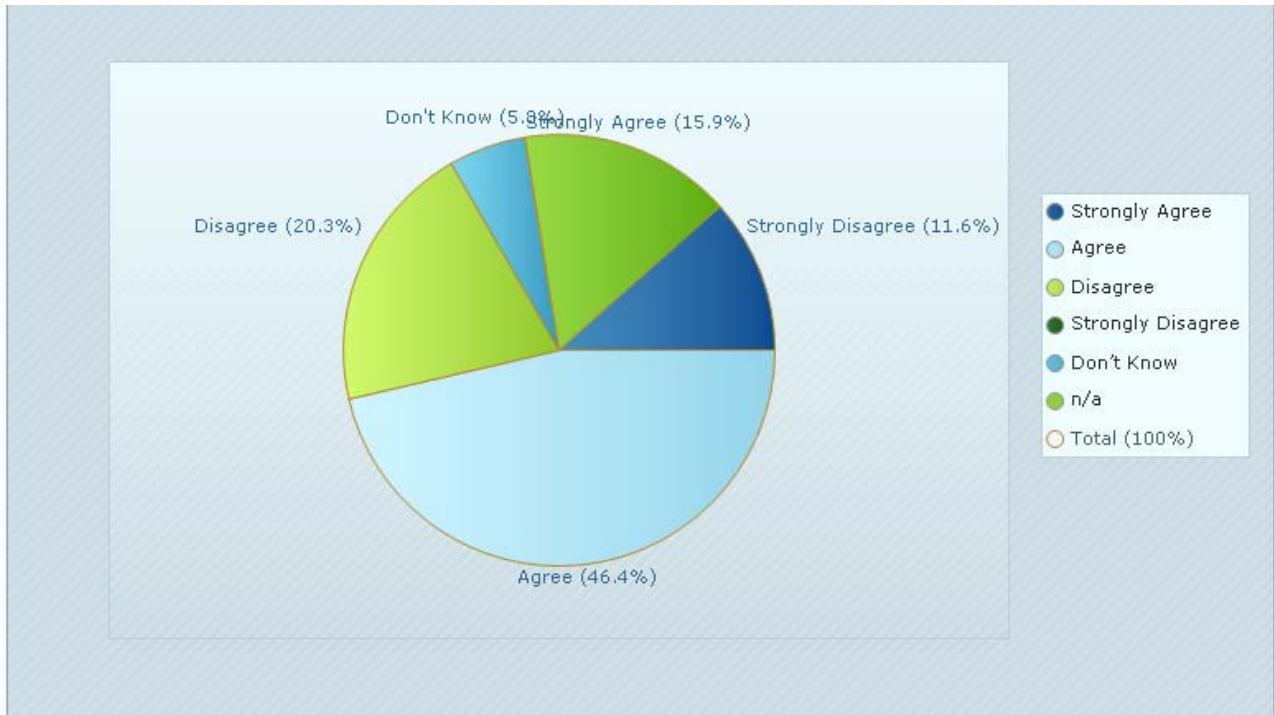
Question III-F. My child's IEP tells how progress toward goals will be measured.



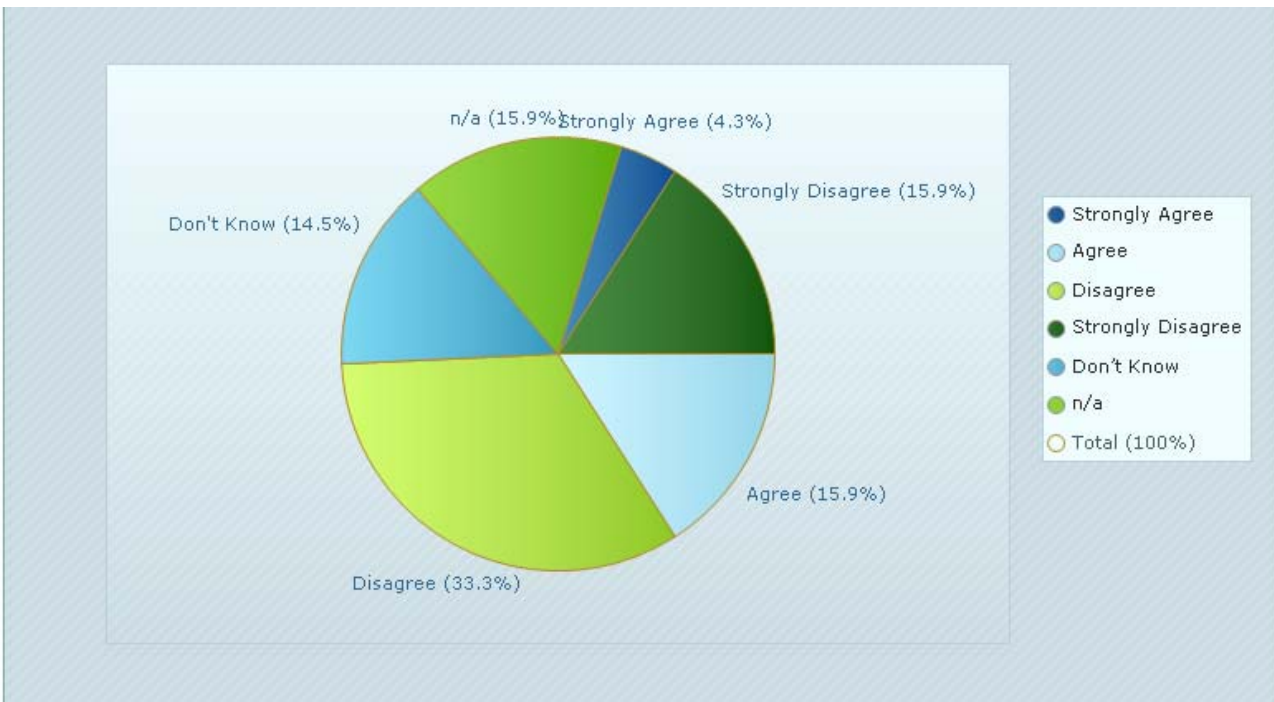
Question III-G. The school communicates regularly with me regarding my child's progress on IEP goals through teacher/parent communication, formal progress reports and weekly communication logs (if required by the IEP).



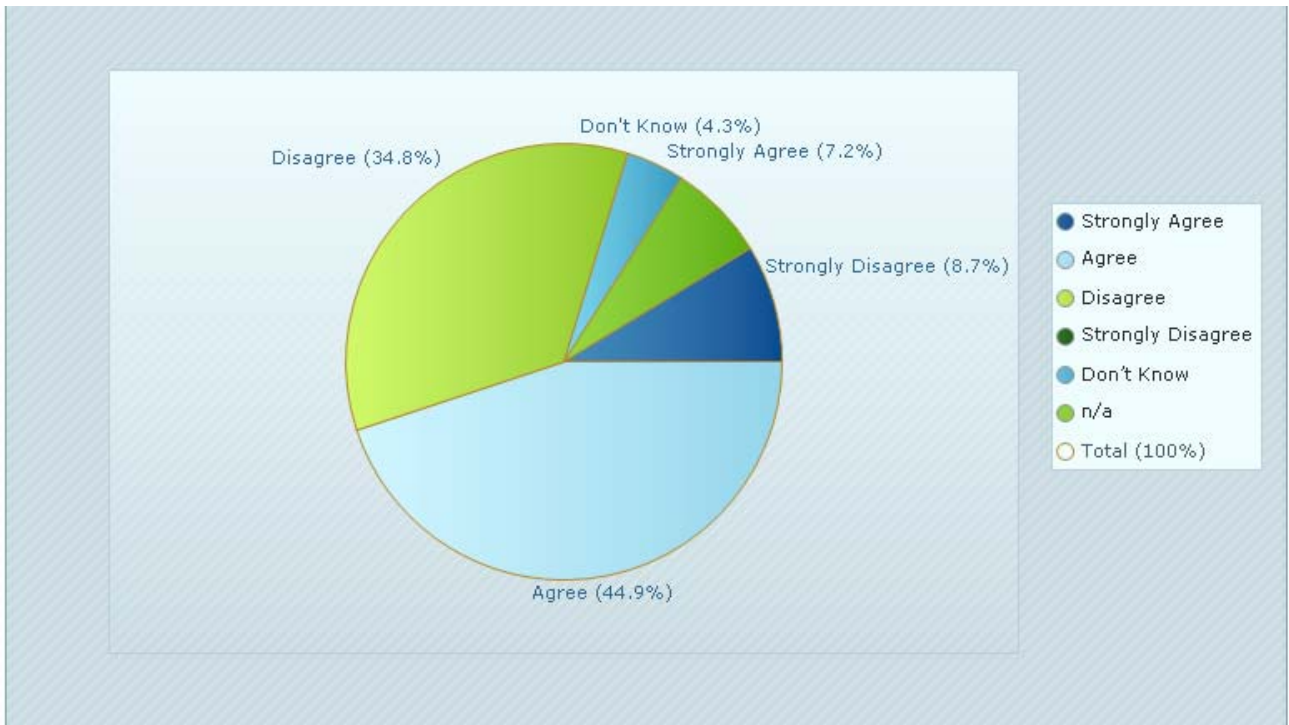
Question III-H. The school provides my child with all the support and services documented on my child's IEP.



Question III-I. If support and services mentioned above are not provided, they inform me.

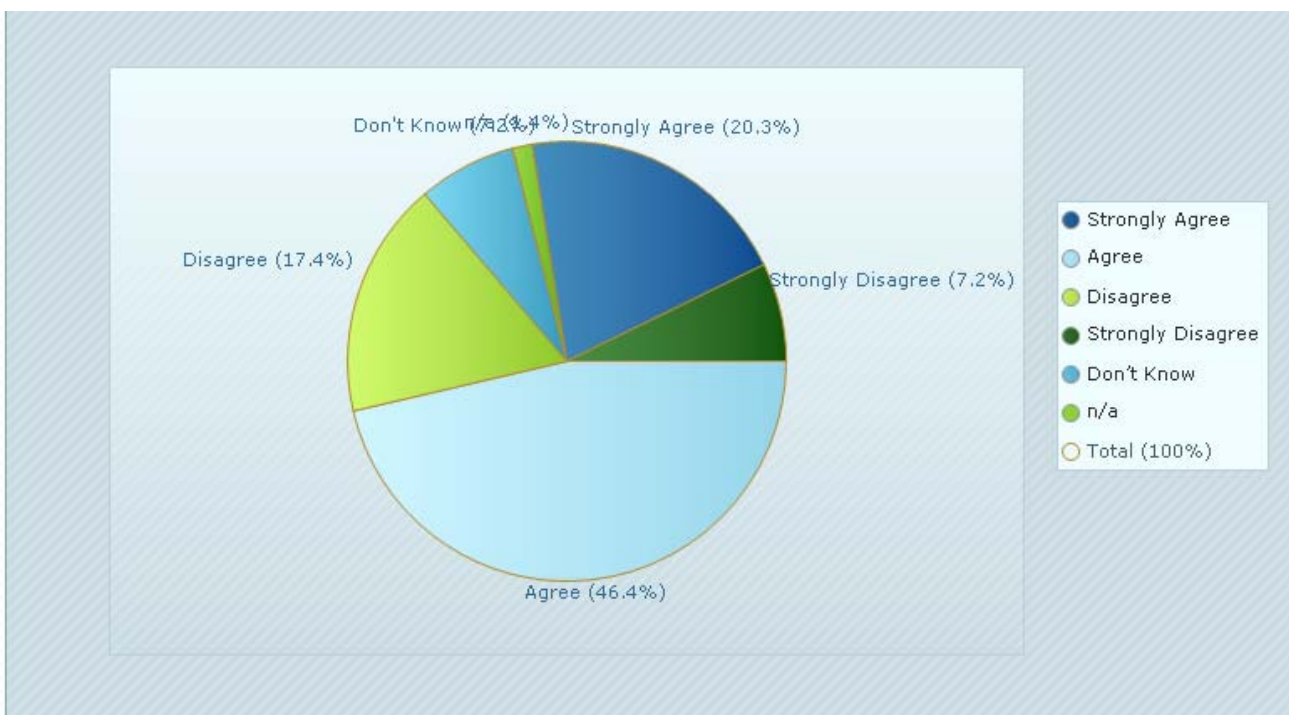


Question III-J. The assessment mechanisms are sufficient for me, as a parent, to monitor and understand my child's rate of progress in attaining the goals of the IEP.

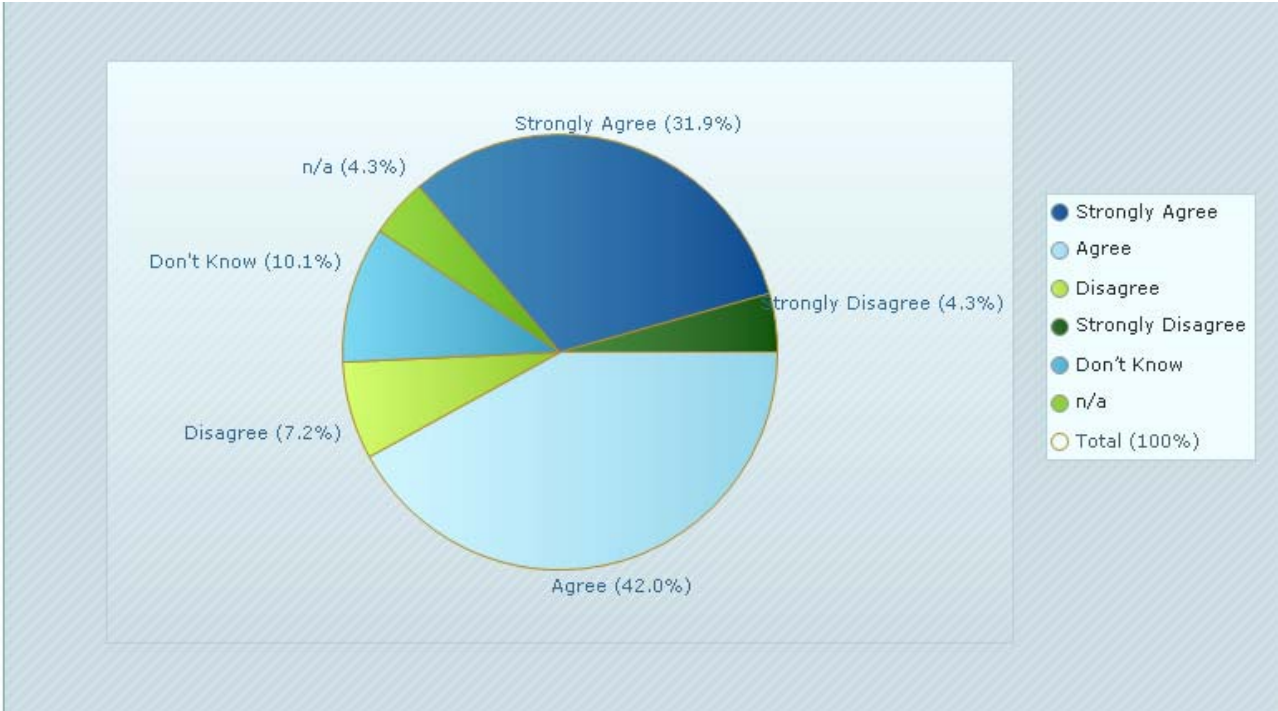


Section IV. Interactions with Teachers and Other Professionals (including the TEAM, General Education Staff, Social Worker, Guidance Counselor and other school personnel):

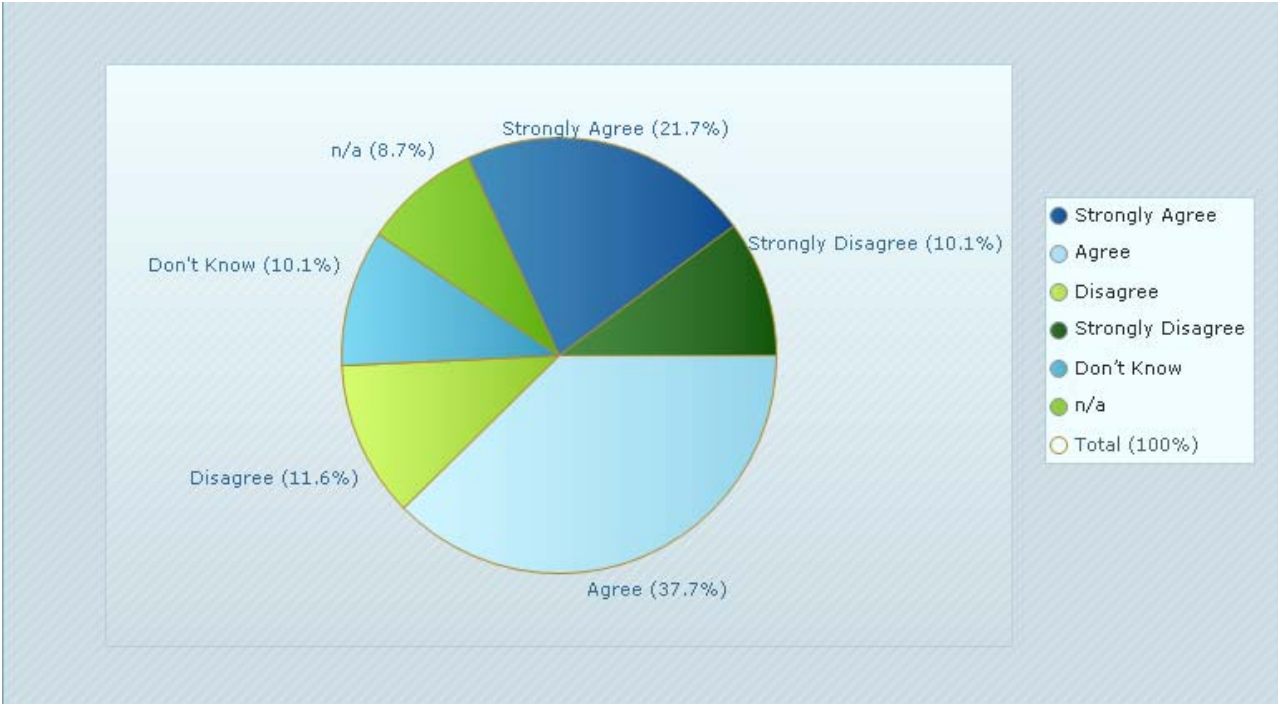
Question IV-A. Teachers and other professionals involved in the education of my child demonstrate their understanding of their role in implementing my child's IEP.



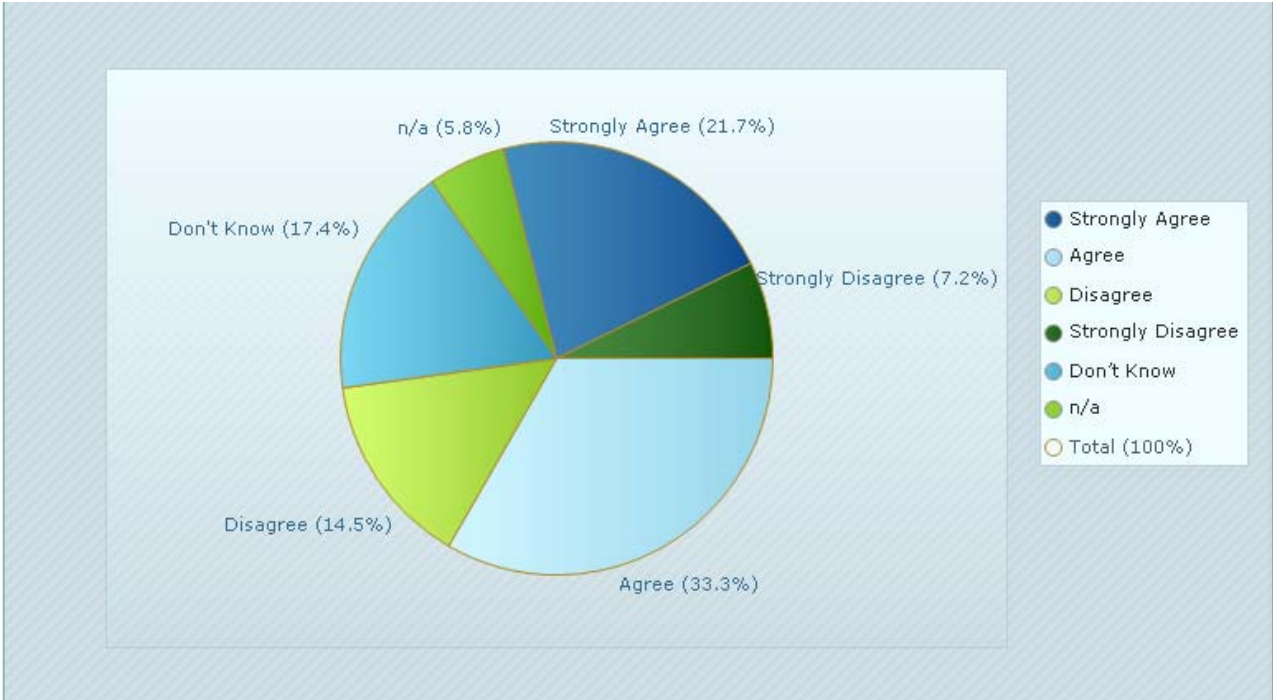
Question IV-B. Special education teachers make accommodations and modifications as indicated on my child's IEP.



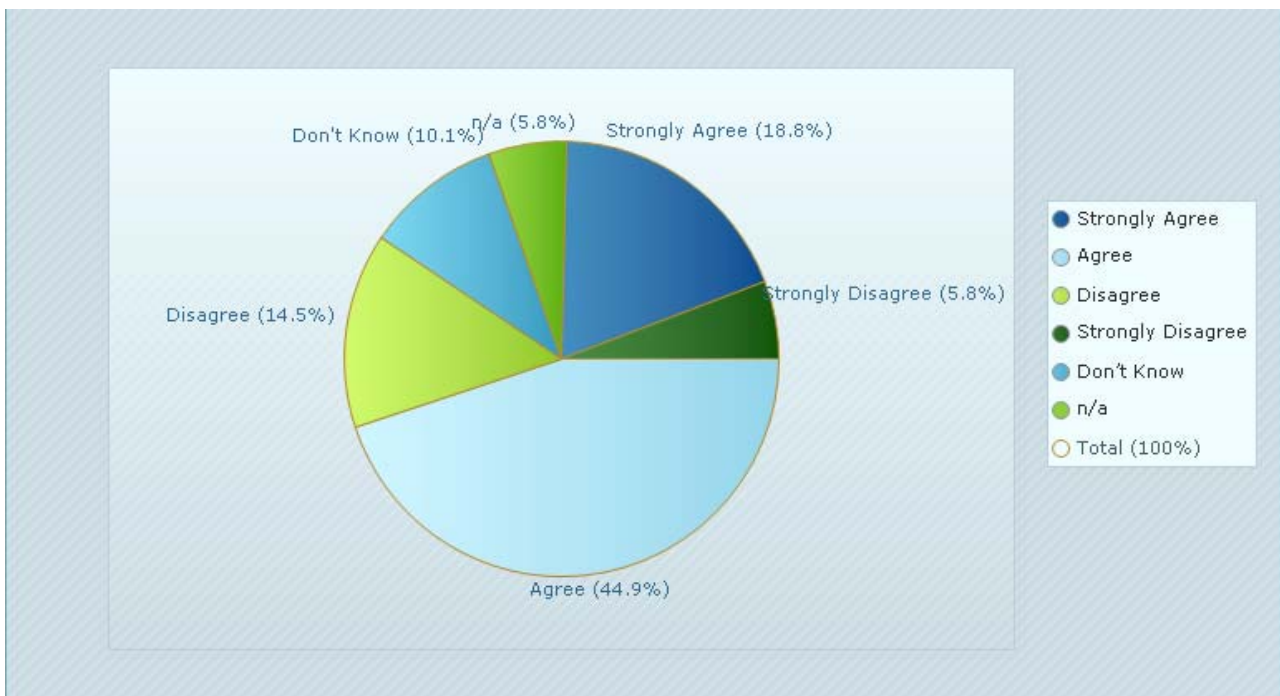
Question IV-C. General education teachers make accommodations and modifications as indicated on my child's IEP.



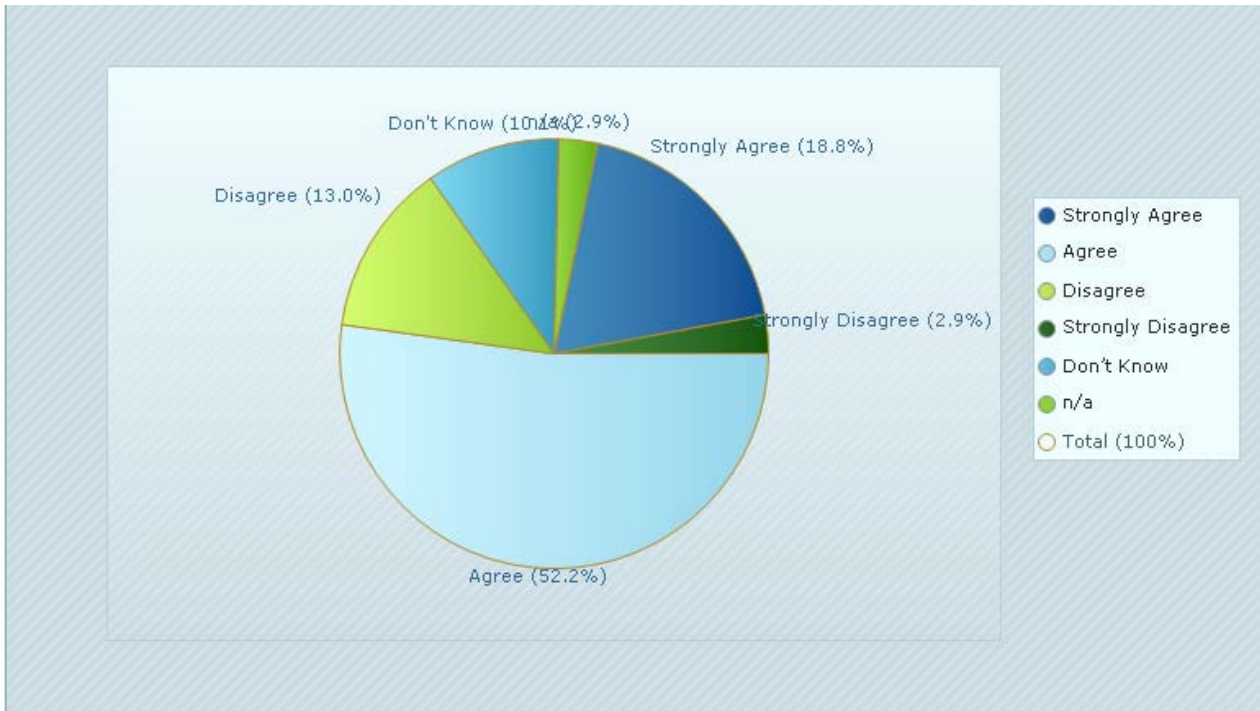
Question IV-D. General education and special education teachers and other professionals work together to assure that my child's IEP is being fully implemented.



Question IV-E. Teachers show that their academic expectations for my child are reasonable and factor in my child's abilities.

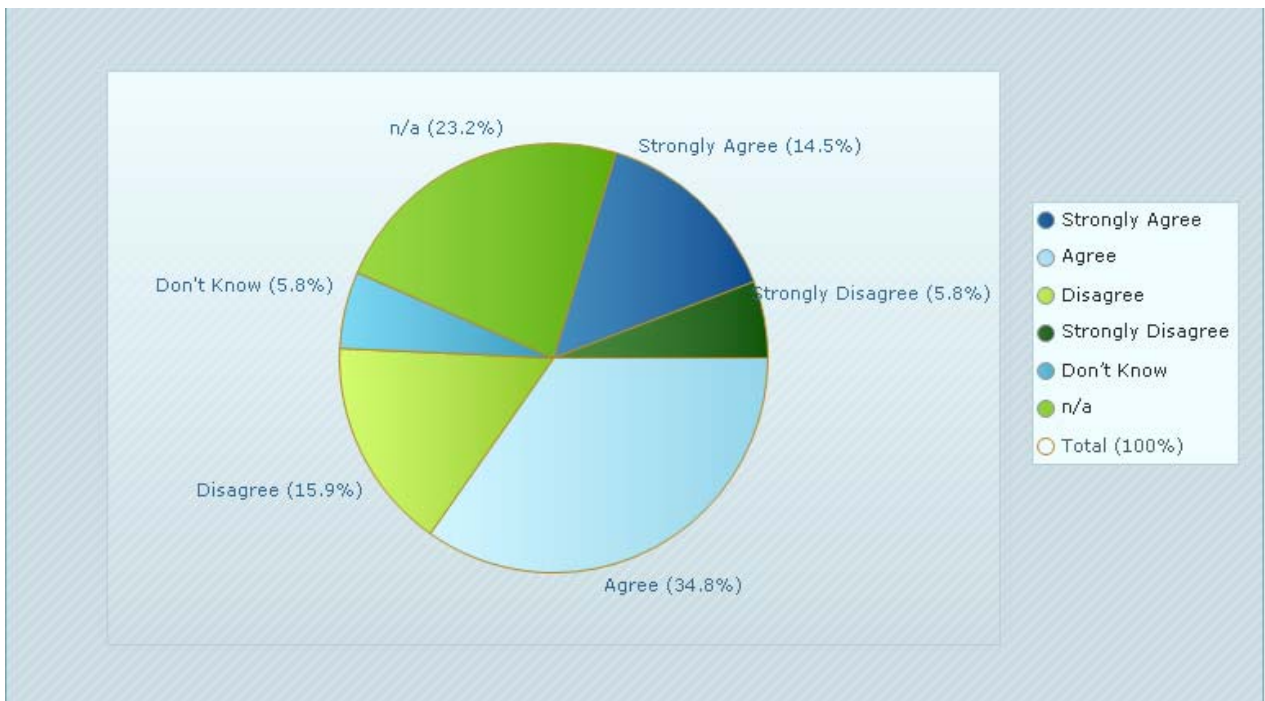


Question IV-F. Teachers and other professionals challenge my child.

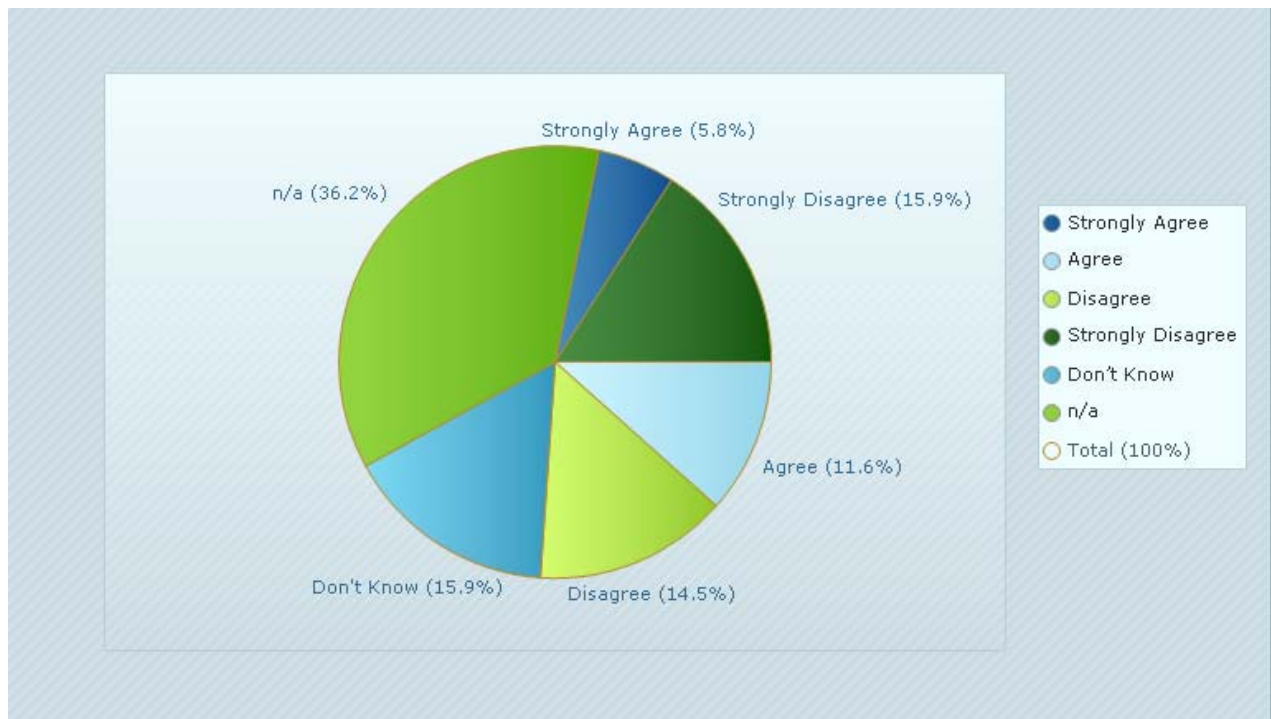


Section V. Related Services:

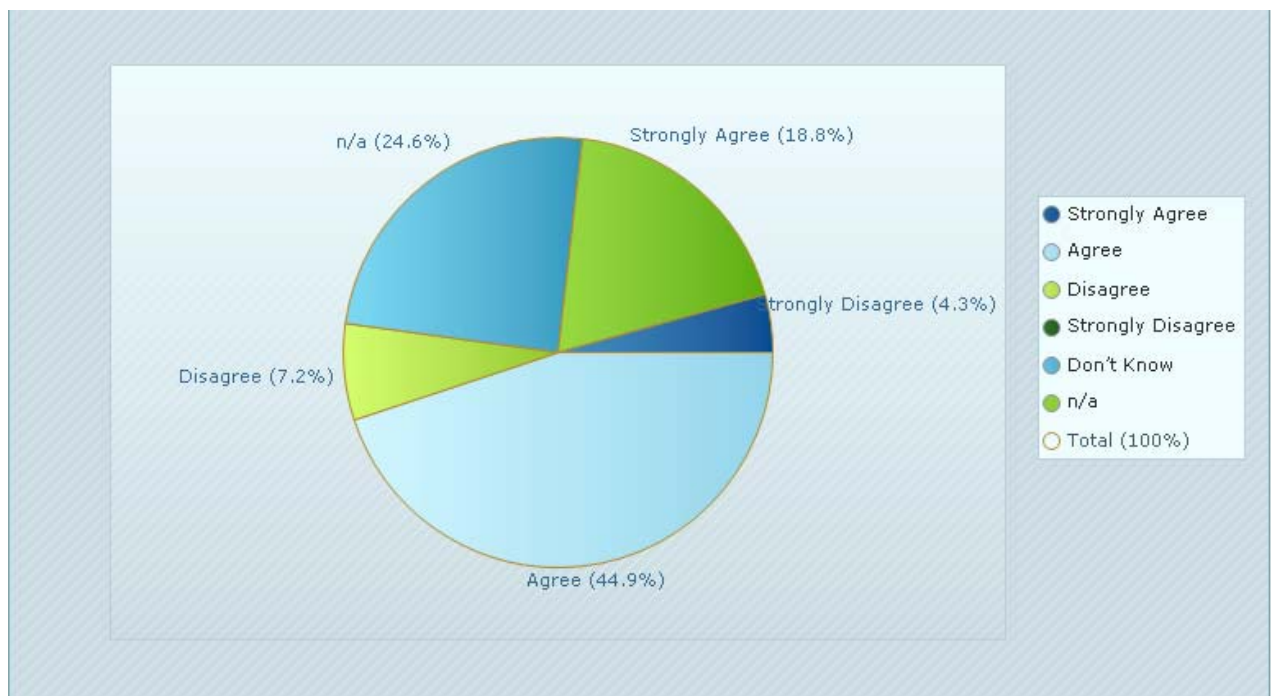
Question V-A. My child's schedule allows access to participate in desired electives.



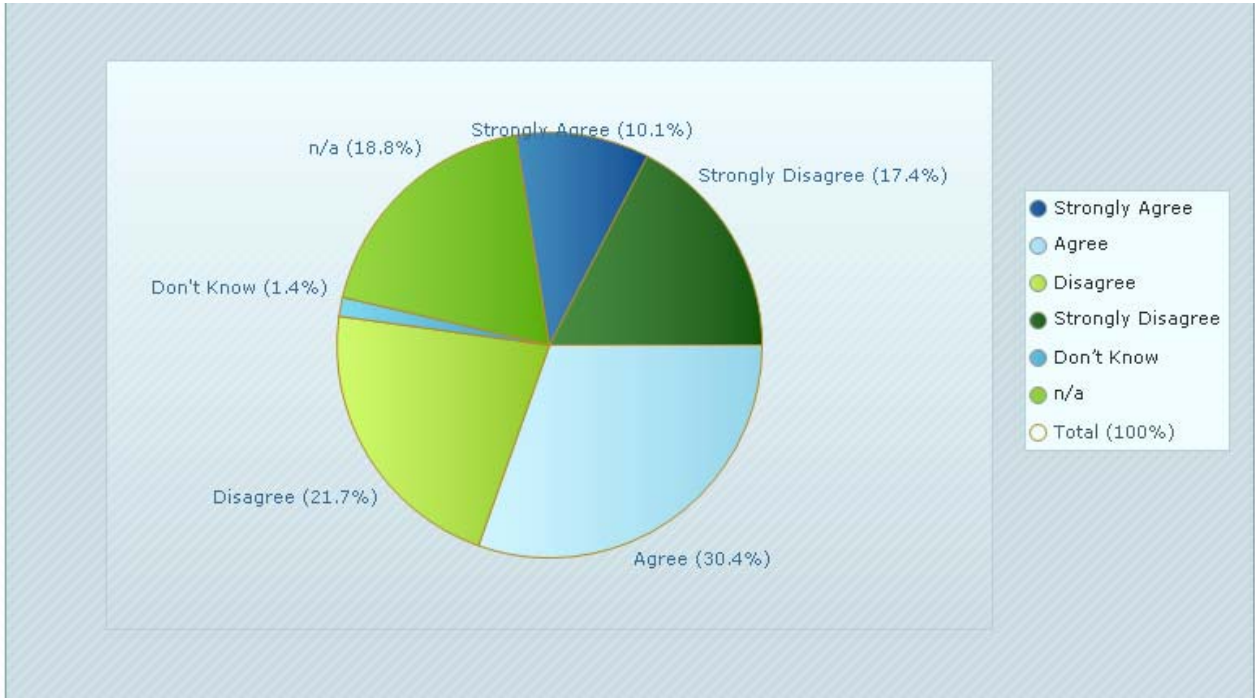
Question V-B. The school ensures that after-school and extracurricular activities are accessible to students with disabilities and provide appropriate facilitation for success.



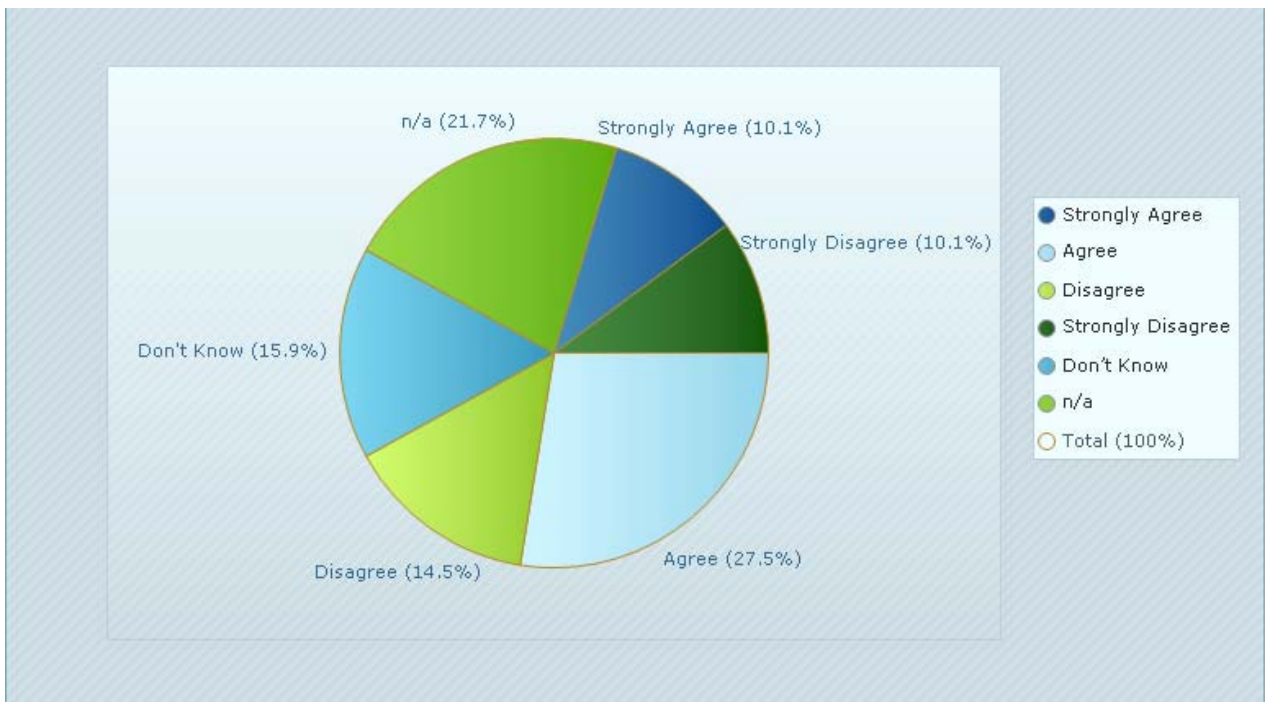
Question V-C. If homework is a concern, I am given an opportunity to discuss this at meeting with teachers and other staff.



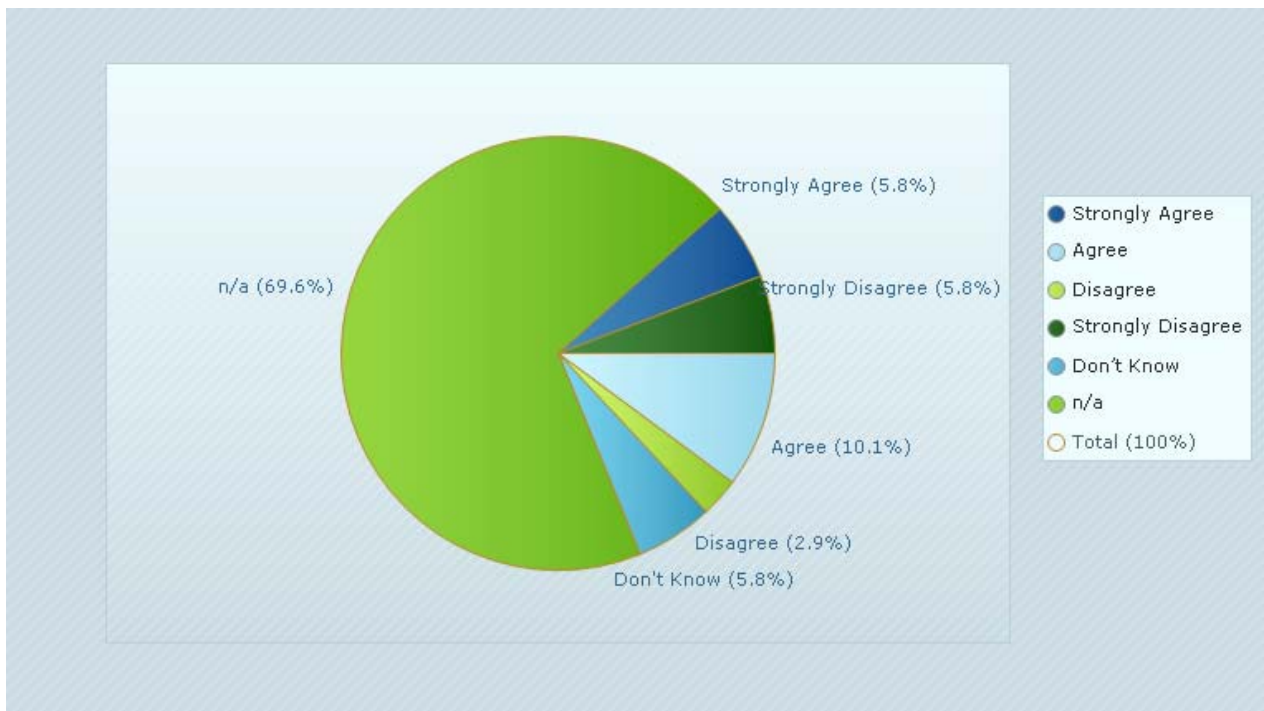
Question V-D. My child is able to complete the homework with minimal or no assistance.



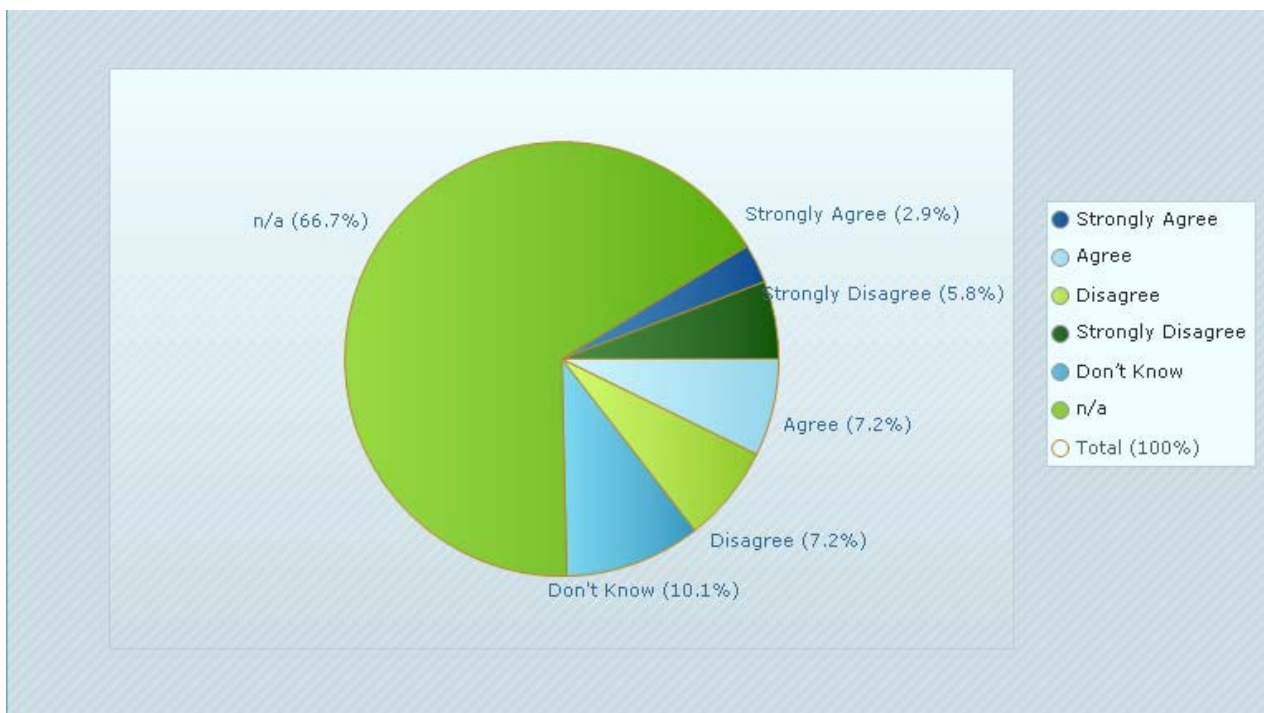
Question V-E. My child is provided a support plan in preparation for any school changes (teacher, building, classroom).



Question V-F. As my child approached age 14, the Team explained the Transitional Planning phase.



Question V-G. The Team developed a thorough and well-defined transitional plan for my child between the ages of 14 and 22.



H. If there's one area that you'd improve, what is it?

Choice of appropriate summer and extended year services.

More inclusion support for afterschool activities.

I would improve when a parent pays for outside testing, the school should acknowledge the recommendations of the doctors and place all the needs or recommendations on the IEP instead of the school being selective with what terms they take off the recommendation.

Mandatory face to face private meeting with curriculum support teacher, other than at IEP meeting

Collaboration with outside agencies in order to understand complex diagnoses. Marblehead needs to train staff to understand mental health issues in order to service the whole child. Generalization of skills at school, home and in the environment is not addressed.

The inefficiency of the technology assessment. It took months and months. Then the tech. evaluator was so slow in preparing a report. The classroom teacher is wonderful and seems to know more than the alleged expert.

It is unclear who the first point of contact should be when a parent has concerns regarding the implementation of the IEP. The classroom teacher? Inclusion teacher? Specialist (SLP, OT, etc.)? If no resolution is reached, should parents next go to the principal? SPED Chairperson? A clear roadmap indicating how to navigate the system when things are not going well would be a great help.

When services to be delivered as per the IEP are not being delivered the parents need to be notified immediately NOT after the fact. IF the school system knows it has no one to provide the appropriate therapy an alternative should be offered NOT :we'll make up the sessions at a later date when we have the staff.

Communication : between school and parents; between general ed staff and special ed staff to implement and ENFORCE ed plan provisions. I often feel that staff are afraid or even forbidden to communicate directly with parents in case of lawsuits, etc. This is tragic.

The district rushes us through meetings and just assumes we understand all of the technical jargon. That's why we needed to hire an advocate. Without the advocate I'm not sure we would have known or understood enough to get our child's correct placement.

Communication.

Mandatory monthly team meetings with parents to look closely at data to track progress.

Communication and goal setting/evaluation. I know everyone works hard, but there needs to be better assessment and adaptation methods to help my child do her best possible.

As a parent of a child that came in to special education with no prior knowledge - a much better method for integrating parents in to the system. Way to much is assumed. We did not have a clue and fortunately our child has a minor disability but there needs to be much more basic information on the system and the people involved, even the terms, etc. I recently asked for a directory of the special education department of the Marblehead school district- I was told it did not exist- very odd.

Smaller Classrooms for children on IEP's. Placement with the child's best interest in mind, even if that means placement out of town. MORE RESOURCES for children with a PDD/mild autism diagnosis. Placement because it is the perfect classroom, not because these are the only placement options available. Afterschool social and behavior programs. Other cities and towns offer this, why not Marblehead? Weekly afterschool programs instead of services when needed.

Homework communications with multiple High School teachers. Over the years, it is tricky to ongoingly communicate between curr. support teachers and the other teachers. More math, science and foreign language support in curr. support.

If part of IEP is not being fulfilled due to staffing shortages, please improve communication with families about how that shortage is being addressed, so that the IEP can be fulfilled as promptly as possible.

Change in administration is desperately needed.

follow-through

The Special Ed teachers are excellent and work hard to achieve the goals of the IEP. One of the classroom teachers has shown little or no interest in working toward the IEP goals.

Communication by specialists. When my daughter started receiving services I wasn't informed, I didn't know who was providing services, what they were working on or whether any progress was being made. In order to make contact with the providers I had to ask the school for names and email addresses and initiate communication. Since then, other than one official progress report there has been almost no informal communication other than that initiated by myself.

Communication with parents and teachers

Communication between the regular education teacher and the special education department and the family.

Years ago, in elementary school, my child was inappropriately taken off his IEP. It was clear one year later that he needed to back on it. Taking him off IEP was a hasty decision based solely on economics and demonstrated that the decision makers had no understanding of my child's disability (dyslexia and

then dx'ed with ADD). My child completely lost a year of schooling and if it weren't for me, he would have lost more years. Happily, the current IEP is adequate.

It seems that services provided are predetermined on availability and not by need. A child's needs should come first and services should be made available based on what is needed and not time. Services were cancelled due to the speech therapists personal time off and school meetings. This was frustrating in that services were inconsistent despite additional time being added to subsequent days of service. Paperwork is slow and summer services have yet to be organized.

Occupational Therapist should provide AT Evaluation and practice typing during OT service period.

resources outside of school

Communication between the language based teacher and my child. There are some issues with personality conflicts and some unrealistic expectations.

Homework is such a problem for my child, couldn't the teachers be required to write the assignments on their websites, so at least we know what they are. Informally in a 504 meeting it was stated that only 50% of students get all the homework turned in on a timely manner. Doesn't that speak oceans about the unrealistic expectations the school has with assigning way too much homework.

The general education teachers are not well informed/ educated about child's abilities and do not teach accordingly. My child has suffered unfair criticism and expectations as a result. Both general and spec. ed staff do not follow the IEP accommodations noted in child's IEP. My child's schedule does not permit access to gen. curriculum despite certain programs being the root of his interests, social needs, self-esteem, and motivation to succeed although child is experienced and very able.

I am deeply concerned as I hear that very little support is given to children in high school.

Have appropriate staffing levels and have a backup in place in order to be able to provide uninterrupted services.

Better meshing of Spec Ed and General Ed. The line between the two is too blurry and it would be better to address the child's entire needs in one place rather than split up the responsibilities.

The integrity of the team as to what my child really needs, not what they only have to offer

Comprehension

It seems that a child has to fail using the method the school district wants to use before they are willing to consider alternative methods. It seems that the parent's recommendations or insights into what is best for their child don't carry much weight. For example, all year I have expressed concern that the writing program for my child is not appropriate and not working. Now that a whole year has gone by and

my child has not progressed, only now is school willing to consider an alternative.

Consistency. Stop changing gears to save money. Cultivate dedicated teachers instead of replacing them with cheaper models and not giving Professional Status. It's a revolving door, often leaving kids without a teacher for weeks, losing valuable learning time. The excuse offered is it's hard to find/retain teachers in the programs, not true. Focus is to profit from out of district placements. SEACOM should demand an audit of personnel files, and interview SPED teachers no longer there.

There needs to be appropriate facilitation so all children can participate in sports & extracurricular activities. This should be encouraged to the child.

The school should work in a more collaborative way with the parent- this includes meetings & discussions with the TEAM, all SE& GE staff & Tutors who are connected to the services & IEP. Having a healthy open relationship is better than an adversarial one. I believe that the school offers some services, accommodations and make recommendations based on financials & outside evals vs the child's needs. I believe that the programs could be stronger & that the director should create stronger ones.

Honesty.

Communication to and from teachers.

Open communication to parents about staffing limitations. I.e. - no PT available for summer classrooms

More support around the IEP process as a whole and how much the parents can truly be a part of it. Also, more weight be placed on outside evals

Communication, and how to get additional help with homework, etc.

The town position to do as little or nothing if possible. In the long run I am sure this ends up costing them more money because as the parents become more educated on the issues they hire advocates.

Not all teachers are as accommodating as they should be. Some go above and beyond so effortlessly and others still seem to have the air that its the student not doing what they are supposed to without ever communicating that until report card time.

I. Please state the area where the school has exceeded your expectations.

Involvement of the district's behavioral specialist, and her willingness to work with parents and parent's specialists.

Each year this changes but this year the sped & regular ed staff has done a wonderful job working together to modify the curriculum & teach my child.

When my other son was placed on an IEP in 5th grade the chair person, knew exactly the supports my son needed. I was very impressed. I stood speechless. Where K-4, I still have to fight to the point where I had to hire an advocate to get issues in place.

I am please with the high school teaching my child to advocate for themself.

NONE!!!

The classroom teacher's tech knowledge and ability to help with my child's "acting-out" in class.

The care, concern and interest shown by the school nurse has been extraordinary!

My child's school year teachers and staff have been AMAZING! The level of service has been outstanding.

Certain individuals in Resource have demonstrated caring and initiative well past the ed plan requirements.

The Village School nurse, Anne Scott, is wonderful. She goes above and beyond what is expected of a school nurse.

Beverly School for the Deaf is a great school for our son and we believe he has improved each session and we are 100% happy with it.

The kindness of the teachers and service providers has been so very much appreciated.

The team at the middle school has been terrific -- responsive and understanding.

None

Teachers- from Moe Darci to Joan Kavanagh/Mary Ellen Ranta- and all the specialists- they have been amazing.

We love our preschool teacher and team. They have been wonderful to our child and our family.

ALL of my sons Teachers really care about his special needs. I am really happy with every one of them

Dedicated and bright teachers and professionals

My child has been extremely lucky with his classroom teachers and special ed instructors. Maureen Smith has been wonderful!!!

I have been satisfied that the services delivered by the school are meeting my son's needs. I am impressed at the growth and development that he has achieved, in working with his therapists and special education teachers.

None

One specific person: Joan Miller.

The SPED professionals and my son's aide work conscientiously to teach my son. The same is true for the Asst. Principal and the counselors. It is the relationship between the classroom teachers and the SPED/school professionals which this year is terribly lacking in coordination.

My daughter's teacher has been wonderful. She is available at short notice, she has informed herself of my daughter's conditions and has been a great support.

That they have a language base program in the school system

Susan Bounopane!! Dedicated, intelligent, effective and clearly has my child's best interests in mind.

The speech therapist is wonderful. She is very knowledgeable and does a great job working with the children and getting them to respond and interact.

The Special Ed teacher has offered real life opportunities and meaningful EDU's that are motivating to my child.

Accommodations, modifications

I've been so disappointed in the Marblehead school experience. Other than a few great teachers and some of the after school activities, the schools have underserved my child. The feeling in meetings has been "your child needs to put in more effort" or "the parents don't care". There is never any doubt the school needs to do things differently. The arrogance at the MVMS is insufferably.

Certain non-core subject teachers have taken an interest in my child's learning and have on occasion recognized him for his success, respect and effort, Unfortunately, I am sad to say, even after considerable thought about this question, I can not identify any areas in which the school has gone above and beyond my quite reasonable expectations.

Help with homework at school this year.

Good responsiveness from Special Ed Chair (even with bad news) - always called when she said she would.

- Good responsiveness to my questions/concerns. - Involvement by principal when necessary - showed a great interest for helping my child succeed.

The staff genuinely care about my child.

They are trying they best to do so.

Dedicated teachers and support staff, but they are not valued for speaking up on behalf of students. Special education teachers and students remain second class citizens in MPS. Despite abundant resources in the system, Special Ed teachers have to spend their own money and beg parents for donations to run their programs. The Special ED dept. is top heavy with consultants and indirect staff.

My son has felt very welcome & accepted at school. This motivates him to go to school every day.

The current chairperson is professional and respectful of our opinions. Although she does not agree with everything, she is an asset to the school. If the school could clone her, it would be a plus. She allows a healthy exchange to occur within the TEAM meetings.

The integrity of the principal at MVMS

Support in areas not traditionally thought of as educational

Everyone was very supportive and helpful.

Communication this year between us and the sped teacher and speech therapist was exceptional

The dedication of Carol Fine and Carol Johnson.

MHD could learn an awful lot from Dr Ryan Plosker at the New England Academy if the shifted their energy from being defensive to proactive.

None

There are many wonderful teachers who go above and beyond because they are great teachers!