

## Linkage Feedback: Special Service Program Review Final Report and Action Plan

### **Question 1: What specifically do you like about the action plan?**

In general, participants appreciated the work, the timelines, and the overall direction of the plan, including focus on inclusion and co-teaching. They also appreciated the emphasis on professional development. Additionally, participants liked the focus on the eligibility process and ensuring issues of disproportionality are addressed across the district.

### **Question 2 & 3: What are your specific questions and concerns? Are there areas of concern/interest not addressed in the plan?**

Participants expressed interest in ensuring that systems of accountability are in place to evaluate the five-year plan. Participants also expressed questions about the district's move to a center-based preschool program. In addition, they emphasized the need for clear and transparent processes to understand and access Assistive Technology. Participants highlighted the benefits of increasing inclusion opportunities for students and training on inclusive practices for staff and administration. They also indicated there is a lack of consistency across the district in the implementation of inclusive practices and remarked that it would be beneficial for students and families to have more similarity in service delivery at all schools. Participants indicated the need for greater transparency and communication from the Special Services department. They stated that information about the types of services and resources available to students, parents, and staff would be beneficial. In addition, they expressed interest in enhanced transition planning between levels to involve parents and families to a greater extent.

### **Question 4: Do you have other feedback, questions, or thoughts to share?**

Participants emphasized the need for a clear program guide to assist parents in navigating Special Education and Section 504 programs and services. There was a general consensus that having a district support person could be helpful for parents in trying to navigate established programs and services. They also expressed a desire to establish opportunities for parents to collaborate with one another and to ensure staff had consistent opportunities to collaborate about best practices that are occurring across the district.

## Linkage Feedback: Parent and Family Engagement

### **Question 1: What ideas do you have for parent engagement at the district level?**

The participants shared several ideas for parent engagement, including having schools host "Principal Coffee Chats" with parents of students who qualify for Special Education and Section 504 services. Participants noted again the benefit to having a district support person that could help families navigate district programs and services. They also suggested the district use technology to enhance communication and information for parents, staff, and administration.

**Question 2: at communication resources and tools would be beneficial to families?**

Participants again indicated the benefits of having a clear program guide to assist parents in navigating Special Education and Section 504 programs and services. Participants suggested using the district website to better communicate with families about Special Education and Section 504 programs and services. They also suggested that a communication calendar be developed so internal and external stakeholders can be aware of reoccurring events or when information is planned to be communicated with all stakeholders. It was suggested that informational videos for parents and families on “frequently asked questions” or topics of interest would be beneficial for many parents

**Question 3: As a parent, how would you like to be provided opportunities for feedback? What parent education resources and opportunities should the district be providing?**

Participants shared an interest in having access to qualitative and quantitative data regarding the implementation of changes based on the five-year action plan. Participants also suggested that Special Education curriculum nights would help to better inform and engage families with students receiving special education services. Participants indicated they would like an opportunity to provide feedback after IEP meetings to share their ideas. As previously noted, participants indicated a desire to have opportunities to engage with other parents of students with disabilities.

**Question 4: What community partnerships would you like to see enhanced and/or formed?**

Participants indicated it would be beneficial to have easier access to information about current community partnerships available to students and families. Specifically, participants requested information on transition services for students age 18 -21 years old. They suggested the district host an annual resource fair as a venue to provide information about community partnerships and resources.

**Question 5: What other ideas, suggestions, feedback do you have related to *Parent and Family Engagement*?**

Again, participants suggested that having a district support person to help assist parents with navigating the district Special Education and Section 504 programs and services would be beneficial. They recommended that the district develop a system to provide localized support for parents within each learning community and specific to each level. They also suggested that the district set up common practices for IEP meetings such as expectations for when families would receive draft IEP documents. Participants again emphasized the strong desire to have an increased emphasis on inclusion and inclusionary practices in all schools. They emphasized that inclusive practices should be supported by professional development for parents, staff, and administrators.