



Mesa Special Education Alliance

PARENT & GUARDIAN SURVEY RESULTS

2022



MSEA Parent and Guardian Survey Results, Summer 2022

- Background and Introduction
- Exploring the Motivation
- Survey purpose, design and response rate
- Overview of respondent data (questions 1-3)
- 5 Key takeaways from Parent Survey Results
- Data results for questions 4-24

MSEA Parent and Guardian Survey Results, Summer 2022

Background and Introduction

Mesa Special Education Alliance represents a community of parents, teachers and service providers working collaboratively for positive change.

Together, we are seeking the most impactful ways we can enhance and improve our students' success within their school careers.



MSEA Parent and Guardian Survey Results, Summer 2022

Exploring the Motivation

This survey was designed to get a pulse on how City of Mesa families feel regarding the topics below:

- Student achievement and well-being
- Students receiving necessary services
- Students feeling that they are a part of their school community
- Family engagement with MPS district and special education department

MSEA Parent and Guardian Survey Results, Summer 2022

Survey Purpose and Design

Purpose: to elevate the voices of City of Mesa parents and guardians whose children receive special education services, and better understand their experiences as well as perceptions regarding their children's education.

Questions written by parents.

Question themes:

- IEP Team Collaboration
- Academic/social/emotional progress
- Inclusionary Practices
- Teacher Professional Development
- Perception of District Engagement

Anonymity determined to be important.

Participation was voluntary; no incentives offered.

MSEA Parent and Guardian Survey Results, Summer 2022

Survey Method & Response Rate

We used two distribution channels:

- Social Media
- Email distribution by City of Mesa Adaptive Recreation Program

Survey was disseminated during summer months.

93 respondents

We want the survey results to evoke frank conversation between all stakeholders on the experiences and perceptions of parents/guardians regarding their children's education.

MSEA Parent and Guardian Survey Results, Summer 2022

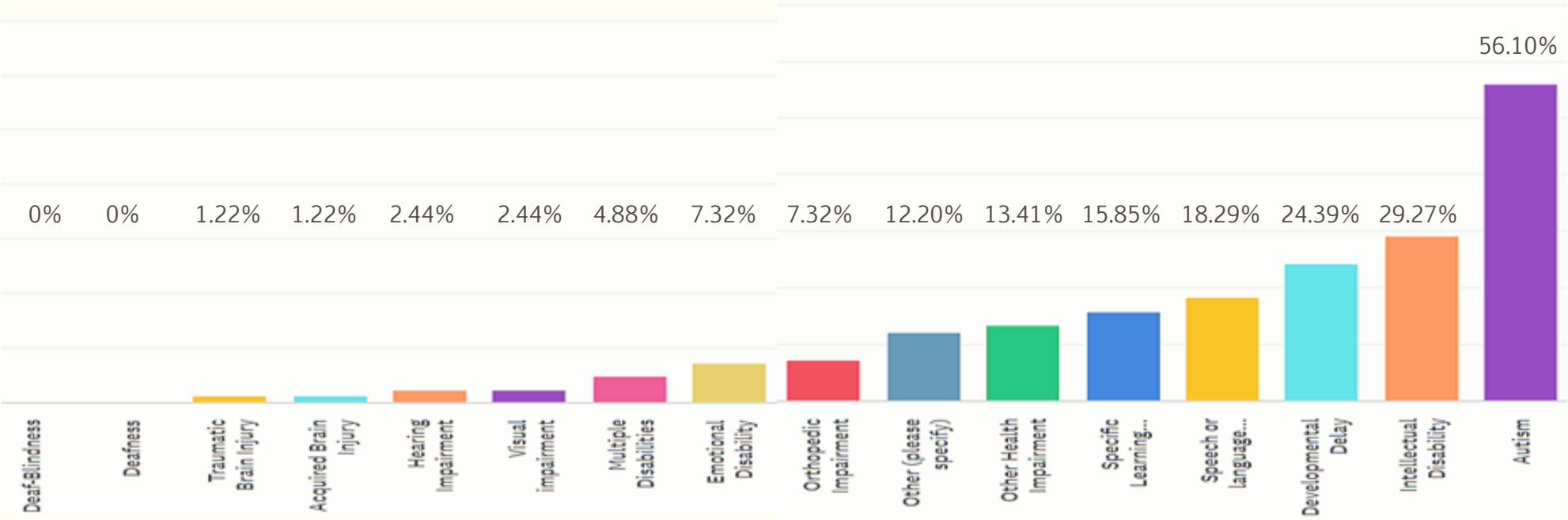
Overview of Respondent Data:

- 74% of children enrolled in Mesa Public Schools
 - 9.76% = ESA
 - 6.10% = Private School
 - 6.10% = Other (Gilbert Public Schools; “FFB funded by MPS”)
 - 3.66% = Charter School
- 92% of respondents had a child being served by an IEP
 - 5.38% had a 504
 - 2.15% stated their child did not currently have an IEP
- All grades (Pre-K thru 12th+) were represented

MSEA Parent and Guardian Survey Results, Summer 2022

Overview of Respondent Data:

Fourteen disability classifications were represented in the survey results



Note: Response percentages exceed 100 due to multiple classifications

MSEA Parent and Guardian Survey Results, Summer 2022

Overview of Respondent Data:

“Other(please specify)” comments from respondents:

- Suspensions of Possible Autism/ADHD
- Substance exposed (adopted)
- ADD
- ADHD/FASD
- General Anxiety Disorder
- Reading-dyskexia
- ADHD
- Dyslexia
- Sensory processing disorder and adhd
- Adhd behind in reading

MSEA Parent and Guardian Survey Results, Summer 2022

Key Takeaways:

1. 70% of parents/guardians reported a caring school staff was the top strength of their child's school services.

Respondent comments:

“The only reason my child (is) at MPS is because of a team of amazing educators on the campus level.”

“I feel like there is a lot of patience and understanding and inclusion from both of the sped teachers and the inclusion teachers and their peers.”

“My child's teachers really understand the needs and issues associated with autism.”

MSEA Parent and Guardian Survey Results, Summer 2022

Key Takeaways:

2. Parents/guardians stated the top areas for improvement in their child's school services were:

Sufficient staff support

Professional development training for teachers and others

Better accommodations to participate in general education settings

Respondent comments:

“The District staff needs better understanding of the children in special education program. It seems they lack knowledge and understand about their needs. District leaders need training in order to make better judgment in making decisions involving children in this program.”

“She has had a few teachers that have no idea how to accommodate a learner with special needs. They are not flexible in their teaching.”

MSEA Parent and Guardian Survey Results, Summer 2022

Key Takeaways:

3. 57% of parents/guardians reported their overall experience advocating for their child's educational needs to be met was best described as "somewhat difficult" or "extremely difficult."

Respondent comments:

"...It is disheartening that the experiences that non-disabled students have are very hard to come by for those with disabilities. Just about every year is a struggle to advocate for him to receive a proper education."

"It was a fight to get him tested. And then it was a fight to get him in the program that worked best for my son."

"I honestly got exhausted advocating for my child. I pulled him out with ESA and have spent the last 2 years preparing the damage done by MPS."

MSEA Parent and Guardian Survey Results, Summer 2022

Key Takeaways:

4. Parents/guardians reported a lack of inclusionary opportunities

Respondent comments:

“I would like to see my child be included in his gen ed class for more than just breakfast and specials.”

“I would like for there to be more opportunities for kids with disabilities to interact with their neurotypical peers. There are no programs that encourage or support this at his junior high.”

“No specific unified opportunities at the school.”

“...Our child has been taken from the gen-ed classes and academic time their non-disabled peers receive because the aides ran out of contracted time. This is a serious issue. Our child is on an IEP and in gen-ed, yet MPS takes him out due to aides running out of contracted time to sit with our child. This is a serious concern as it violates IDEA/FAPE.”

MSEA Parent and Guardian Survey Results, Summer 2022

Key Takeaways:

5. 71% of all parents/guardians reported MPS does not seek out input or feedback from families regarding special education services.

Respondent comments:

“There isn’t an effective way to address real issues and change within MPS.”

“They only want to hear from parents that tell them what they want to hear. Even when they send out a questionnaire the prompts are written carefully to avoid negative feedback. Results, changes and other information is not shared transparently with parents.”

“I have repeatedly asked for parents surveys and been ignored. How can our schools improve if we don’t create awareness and two way communication?”

“I don’t feel parents and probably even teachers aren’t asked enough for input, and by teachers I mean special education teachers for each program.”

MSEA Parent and Guardian Survey Results, Summer 2022

The following slides contain data for questions 5-24 in the survey.

Q5: Optional: Please share a few details about how you chose your student's current academic placement.

- really didn't have options of which JR high would take her
- I wanted my son in an environment where he would be challenged academically but also provide social interaction with like peers and gen Ed peers.
- Transfer from another school district.
- We chose to hold him back during Covid. He is below grade level.
- They had different programs they were inclusive tj all kids. Also really appreciated the principal, nurses and front desk admin
- Research
- School Tours
- My son was having social anxiety and apparently for the school he didn't Need a IEP because all thoses years that he's been at schools from k-8 grade he didn't present any academically needs for that . I took is 2 years to find a accommodation and moving my son from school to school 3 times and finally school change a 504 for a IEP and put my son in inclusions classroom to help him with his anxiety.
- I was homeschooling because my son was not getting the help he needed. I feel like they have him a iep and just moved him along. But know he is begging to go to junior high.

Q5: Optional: Please share a few details about how you chose your student's current academic placement.

- I chose my sons current placement because I was so appalled and over the problems we had with getting and maintaining an IEP with mesa public schools. The resource teacher, especially his last year was horrible
- The S.P.I.R.E. Sounds Sensible program drew me to place my child in an MPS Preschool program. The Phonemic awareness and early childhood multi-sensory elements are important for early literacy foundations in childhood development.
- Homeschool. Bc of behaviors our options were limited.
- We moved back from Washington state and returned to MPS because he was previously in MPS
- Our home school offers Dual Language Immersion and our daughter would not be successful in those classes. At the school, the district and principal have destroyed the English only classes and we had to move to another school where all students are treated equal and not segregated.
- My child currently attends classes with her peers (not self-contained)
- Since my son is mostly gen Ed/resource he is able to be open enrolled to a school near our house.
- We originally came up with a plan with his developmental preschool iep team.
- He is currently at his home school. I have looked at other private options, But he did not feel they were a fit for my son.

Q5: Optional: Please share a few details about how you chose your student's current academic placement.

- I honestly got exhausted advocating for my child. I pulled him out with ESA and have spent the last 2 years preparing the damage done by MPS
- I fought with MPS for 9 years in behave of my autistic child. He started falling further and further behind acidemically. He is high functioning and there was no excuse for his acidemic failure. In the best interest of my child I had to pull him and find better options.
- The only reason my child in at MPS is because of a team of amazing educators on the campus level.
- He was having great anxiety towards school. Bulling and not receiving support in this environment with learning or emotional support. I chose online so he would feel safe and be able to focus.
- My student is a 2e and there isn't a placement that fits both her needs and gifts. Honors classes struggle to accommodate and genEd is not challenging enough. It's a constant weighing of all factors and also depends on the current classes she is taking and who is teaching. Her services and times where changed several times this year.
- When Covid hit-online school was a complete nightmare for my son and for me. It Did not work. We pulled him from the public school and went private where there was more flexibility. Homework is awful for a kid with an IEP. His brain works extra hard all day long, he require more time than other students-and all the things he doesn't finish he has to do at home on top of homework. It's awful because his brain is so tired from the school day already.
- it was our neighborhood school

Q5: Optional: Please share a few details about how you chose your student's current academic placement.

- My child has private tutoring, so we opted for a 504 vs an IEP
- My oldest is home schooled on ESA because between his support needs & MPS not keeping him safe, it's better he's home for now. My middle child is in MPS gen ed 80% of her day, we gave her home school a chance and she has a supportive iep team now. Her 2nd year of prek was a bad experience, I'm glad her current team is supportive or we would've looked into other options because she's very social and loves school but needs some support.
- He is in the Mild Disabilities Program. Prior to that, he bounced from school to school, program to program. I find this program the best for him as I have seen tremendous progress with him there.
- Initial. Severe delay then self-contained autism.
- I heard charter schools don't want to pay for special needs so we went with public schools so our daughter could get all the help available to her.
- I do not feel Mesa Public Schools is the best fit for my child and plan to switch next year to ESA for autism school option. He is there this year for consistency with a teacher whom already knows him well!
- We are in the boundary
- Neighborhood High School

Q5: Optional: Please share a few details about how you chose your student's current academic placement.

Comments from respondents whose children attend Gilbert Public Schools:

- Research, teacher, family input
- Research about the programs, talking to his teachers, family input
- Special education programs
- We live in the Gilbert School District

Q5: Optional: Please share a few details about how you chose your student's current academic placement.

Comments from respondents whose children utilize ESA funds:

- We have tutors that his dress his physical needs with physical activity. We have tutors that work on social skills and being out in the community.
- more focus on visual impairment
- I don't feel the public schools are equipped with the right resources to provide a safe and thriving environment for my child, therefore I decided to place him in an autism academy
- A private school that can accommodate masons needs
- I chose my child's placement due to MPS lacking professional development, evidence based literacy programs and teaching methods. My child needed evidence based practices taught by highly trained staff with fidelity but wasn't able to recieve it at MPS. Dysgraphia in Kindergarten at MPS was not something his teacher was trained in so she insisted on giving him half credit on all completed legible work (that took him hours to complete) because his teacher was not informed nor aware of learning disabilities.
- I took my child out of public school because she has been in the same school and doesn't know her ABC's, 123's, shapes, or colors.

Q5: Optional: Please share a few details about how you chose your student's current academic placement.

Comments from respondents whose children utilize ESA funds:

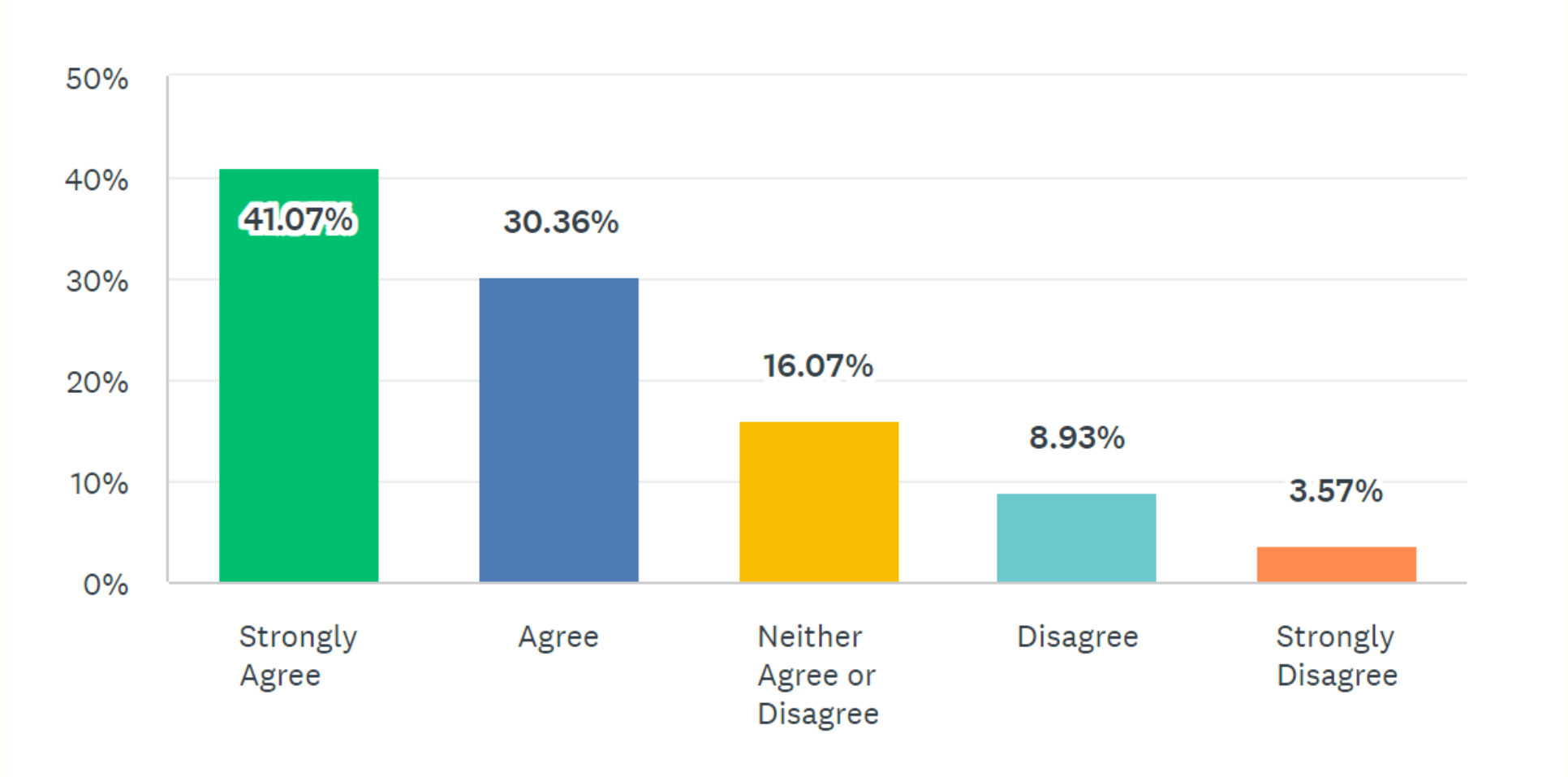
- I pulled my child from MPS. This child was also considered gifted as well as having SLD. We were lied to about my child's disability when we had him tested at MPS. We were told they didn't qualify only to pay for a private evaluation and discover they had a severe disability. For a year this child struggled to make progress once they received an IEP. We paid for two months of private Orton Gillingham tutoring and saw my child make a year worth of gains, yet they weren't showing this progress in MPS. When I asked questions about the curriculum and methods I was informed that it was an MPS recreated version of a once successful program, teachers stated that they were using it out of order and adding and things that they wanted to go as they went "Mesafi-ing" which completely rendering the program unsuccessful. The director offered my child a highly successful literacy program called Barton in exchange for my silence and an end to my parent awareness group.. During COVID my child was also placed in groups far below their ability level and told to stay quiet even when they knew the answers. How was this FAPE or the least restrictive environment? Items agreed upon in IEP meetings went missing from my child's IEP. Manipulation, gaslighting and inflated scores were a constant from District Representatives. They seem to have all had trainings to keep IEP's predetermined, manipulate and falsify data to look like they are compliant. It's been eye opening to see how low and unethical the Sped. Department was willing to stoop to protect their image. I couldn't trust the district to do the right thing for my child and district scores reflected that this was more the norm than an anomaly. I reached out for help but the person who had offered me a bribe for my child's FAPE was the only person my concerns were referred back to, without any resolve.. I pulled my child. The same child has jumped 3 grade levels in reading in a year. I see MPS improving with its program selections and trainings but it's concerning that there seems to be a blatant bias on which literacy programs the district fully supports (HMH & Scholastic with hiring literacy coaches and providing support for teachers and enough time for trainings) vs programs that help all students succeed such as Wilson, and SPIRE which schools have reported that they were not given enough time, supports, or information to implement correctly.

Q5: Optional: Please share a few details about how you chose your student's current academic placement.

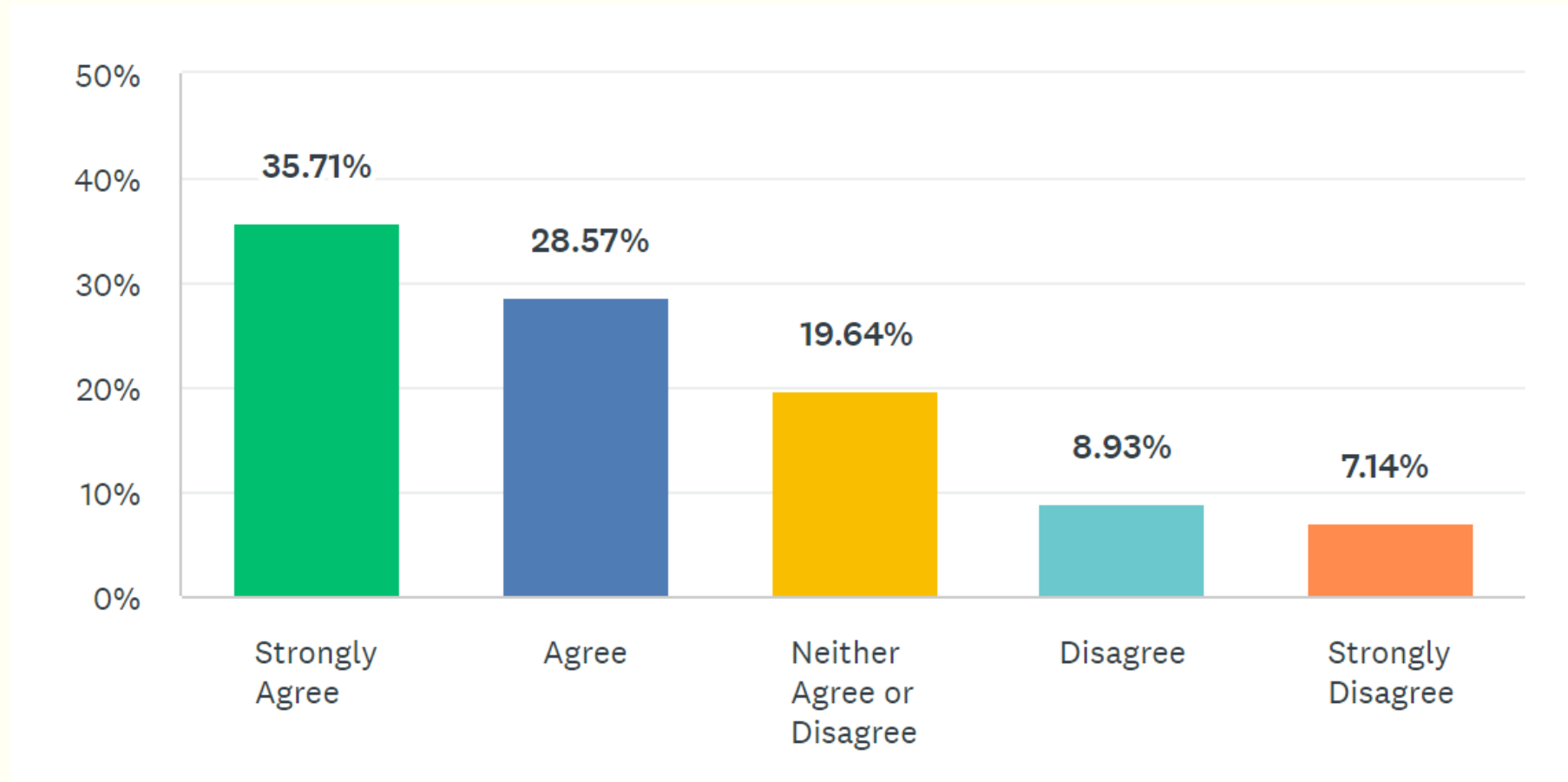
Comments from respondents whose children utilize ESA funds:

- **(cont.)** In fact a principal reported that they were even threatened with insubordination when they asked a question about the materials for the later programs.. MPS at the district level seems to be ignoring its own data, and falsifying information while bullying and labeling parents and school staff without a glimmer of hope for accountability and ethics.
- We left MPS after my child's 3rd grade year. My child is gifted and has disabilities. My child's SLP was amazing! Unfortunately even the school staff knew they didn't have the resources they needed and had too high of case loads to meet my child's needs. They urged me to find a better fit. MPS Sped. Teachers and therapists deserve support, and Gen. Ed. Teachers deserve best practices and awareness trainings as most don't have a background in Sped., but the majority of their students often have hidden disabilities. I once had my child's teacher tell me their previous teacher wanted to know what's wrong with my child and that they often talked about it-this is not appropriate. I pulled my child as it was an uphill battle to meet basic needs.

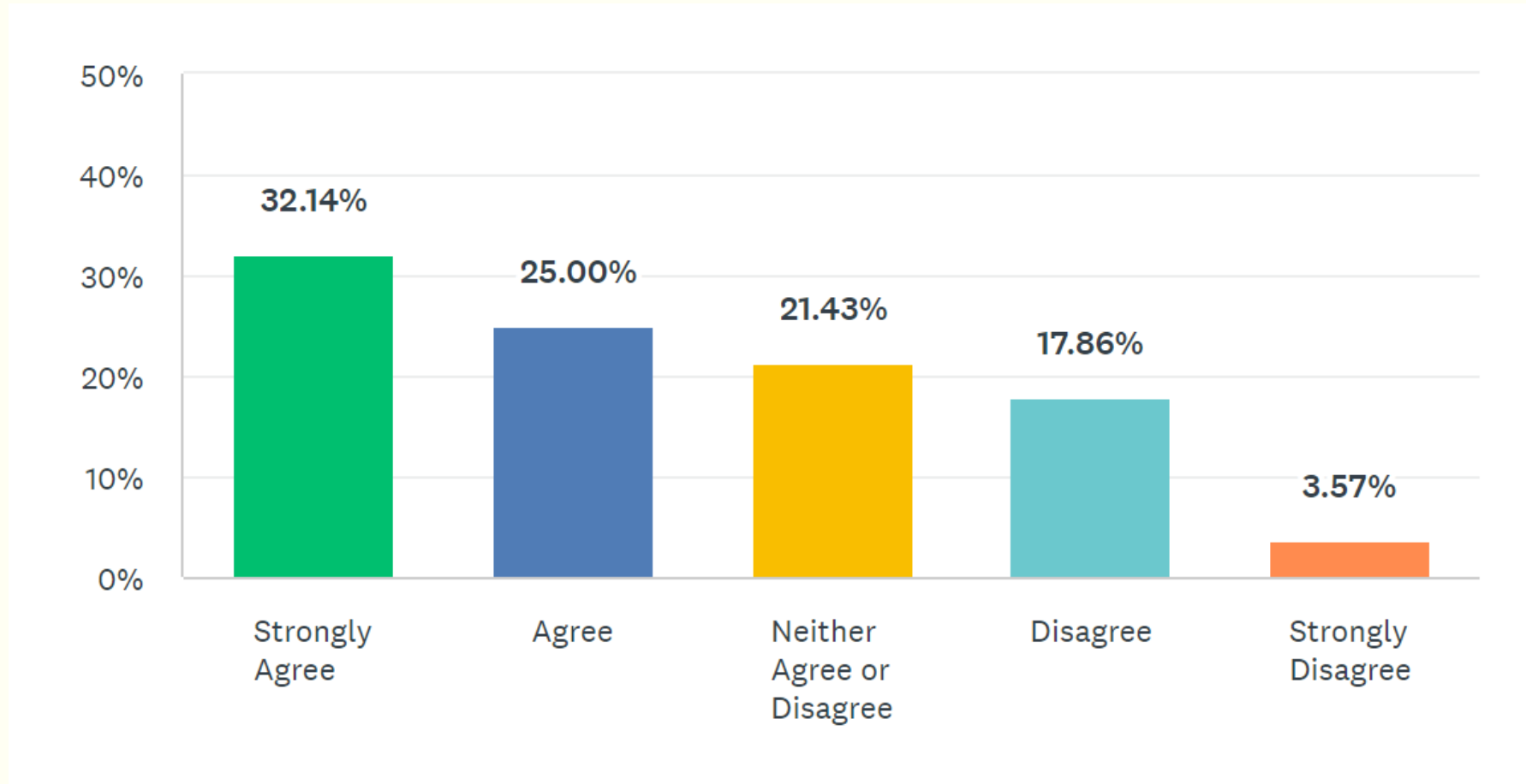
Q6: 71% of parents/guardians agreed they feel comfortable communicating with their IEP/504 team.



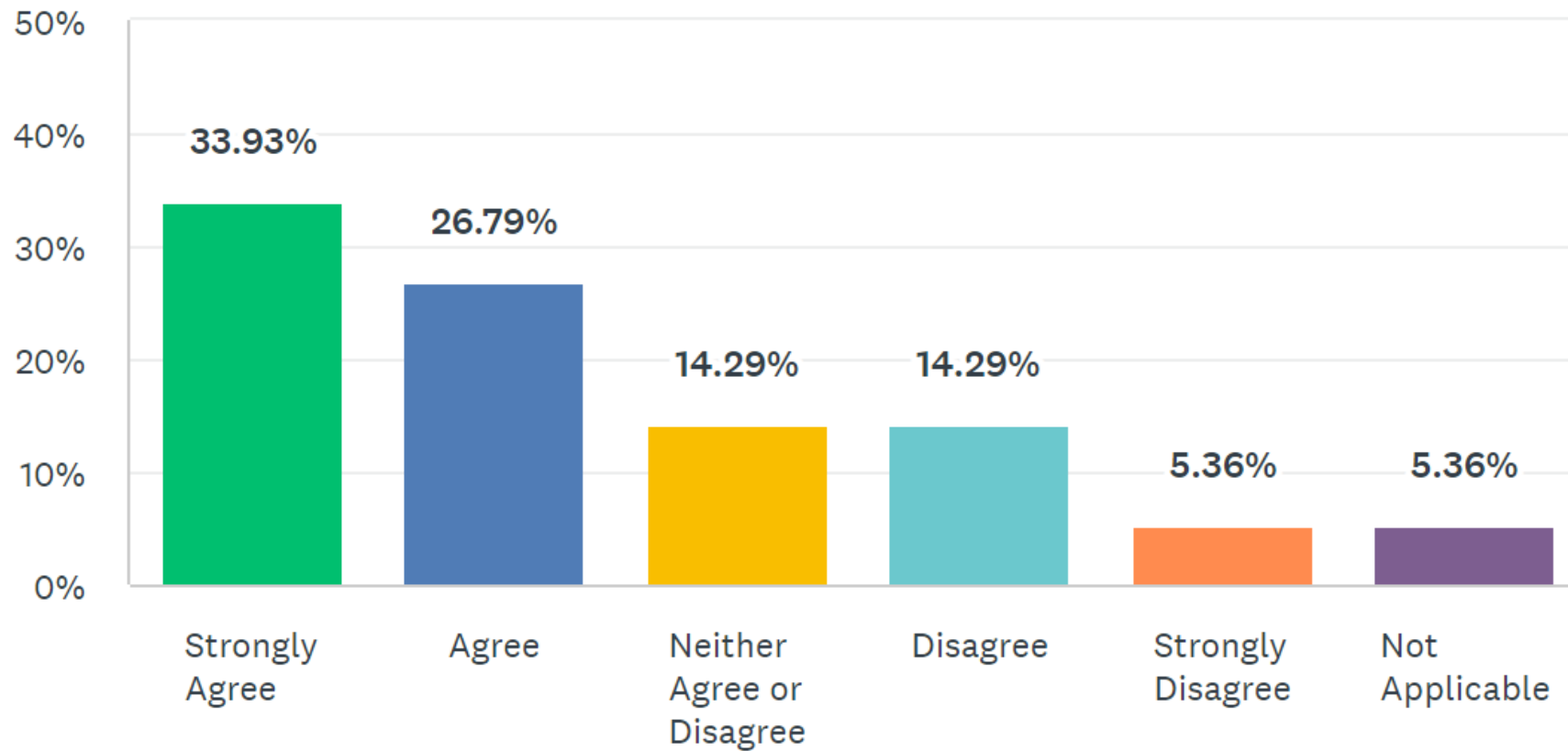
Q7: 64% of parents/guardians agreed they feel included in the decision-making process.



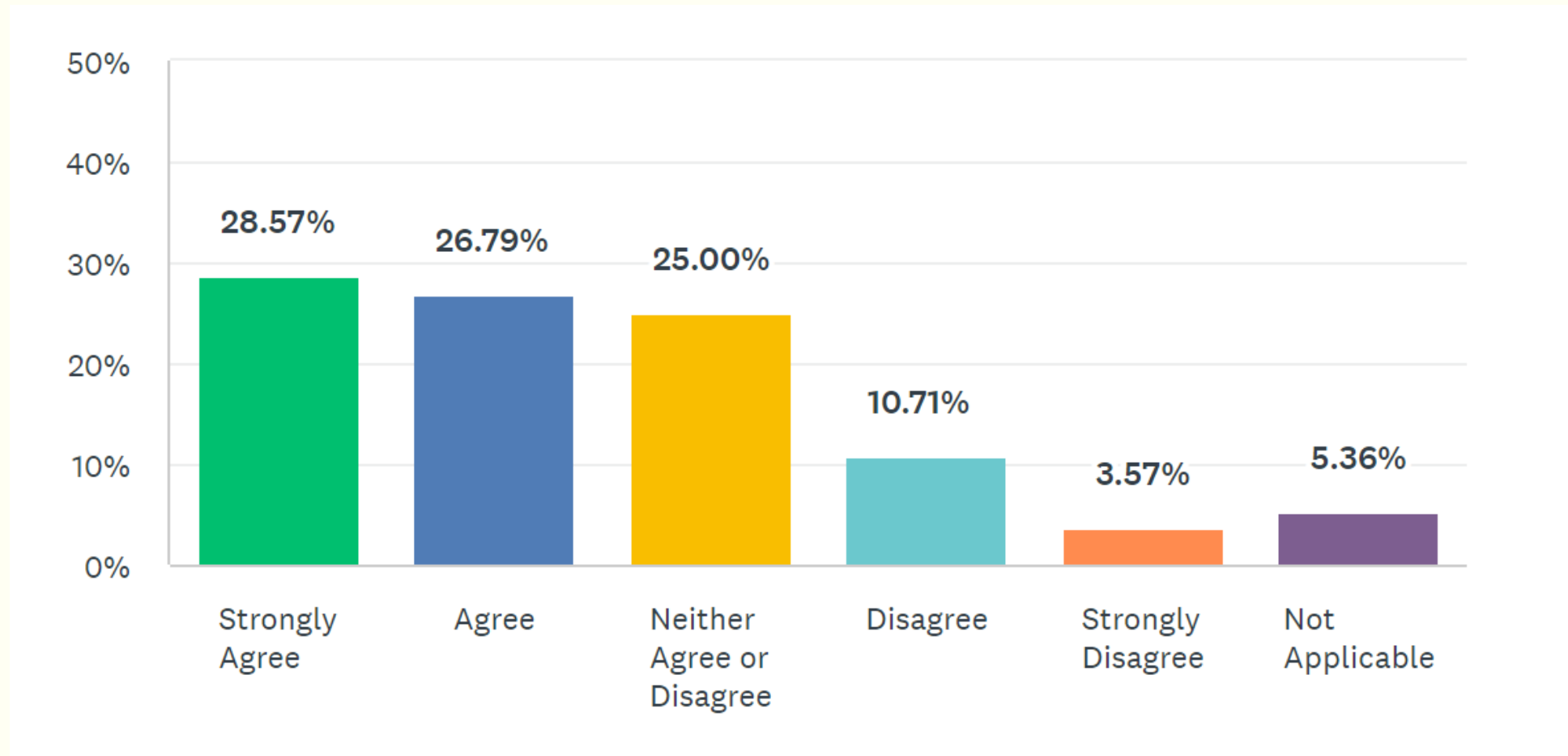
Q8: Based on their observations, 57% of parents/guardians feel their child has made adequate academic gains and progress in his/her overall school functioning.



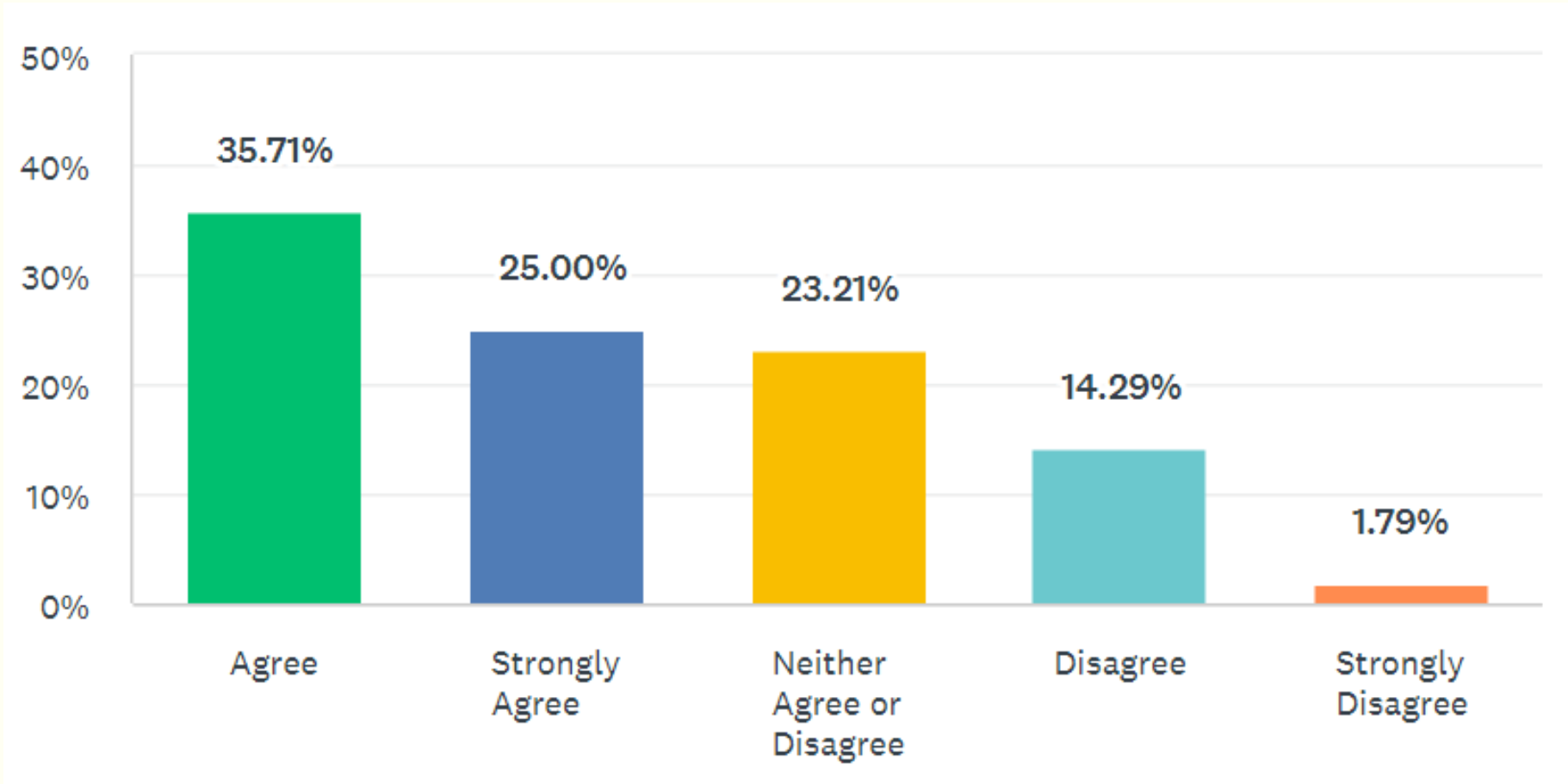
Q9: 61% of respondents agreed their child's special education teacher knows how to meet the needs of their child with regards to their specific ability.



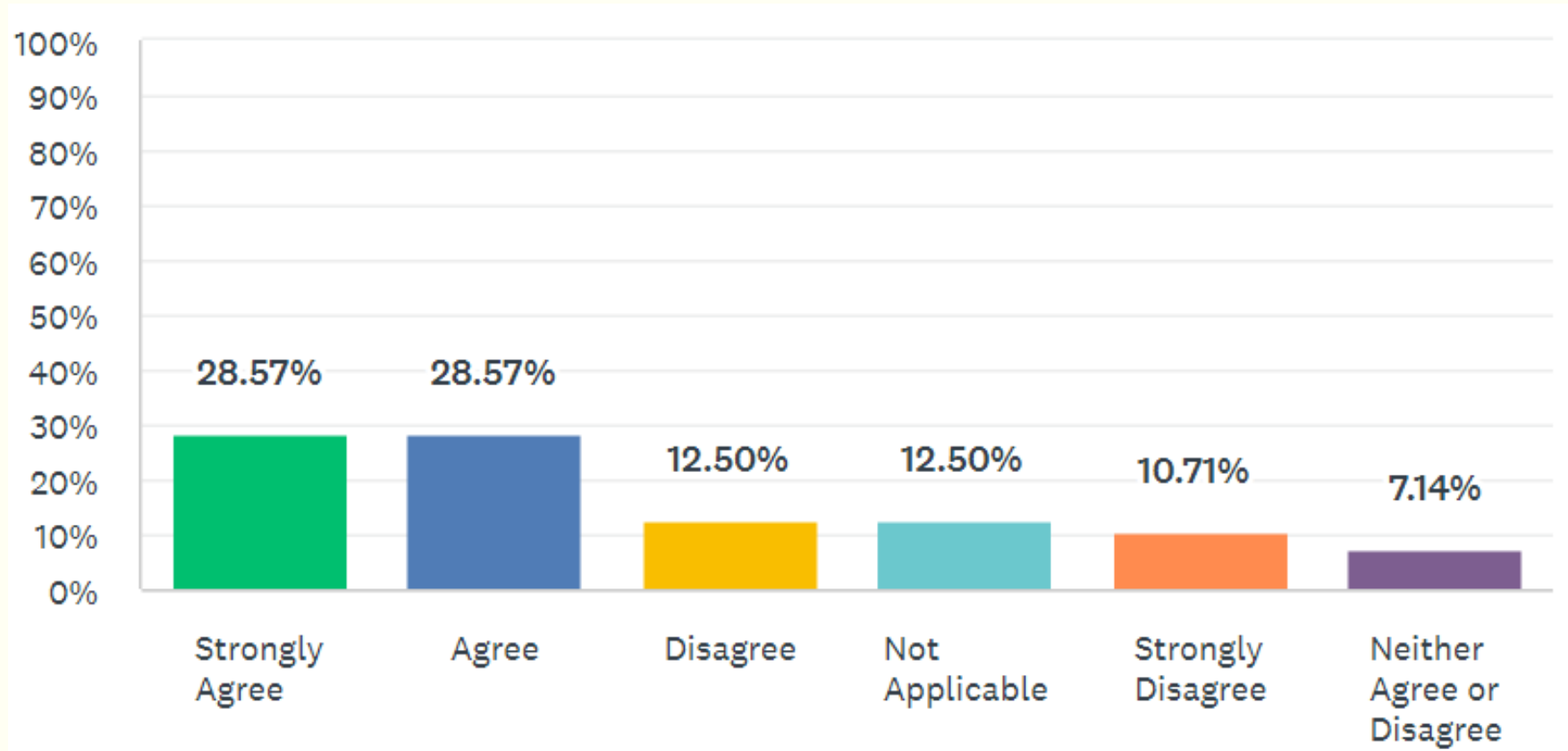
Q10: 55% of respondents agreed that their child's special education teacher had received training in positive behavior supports.



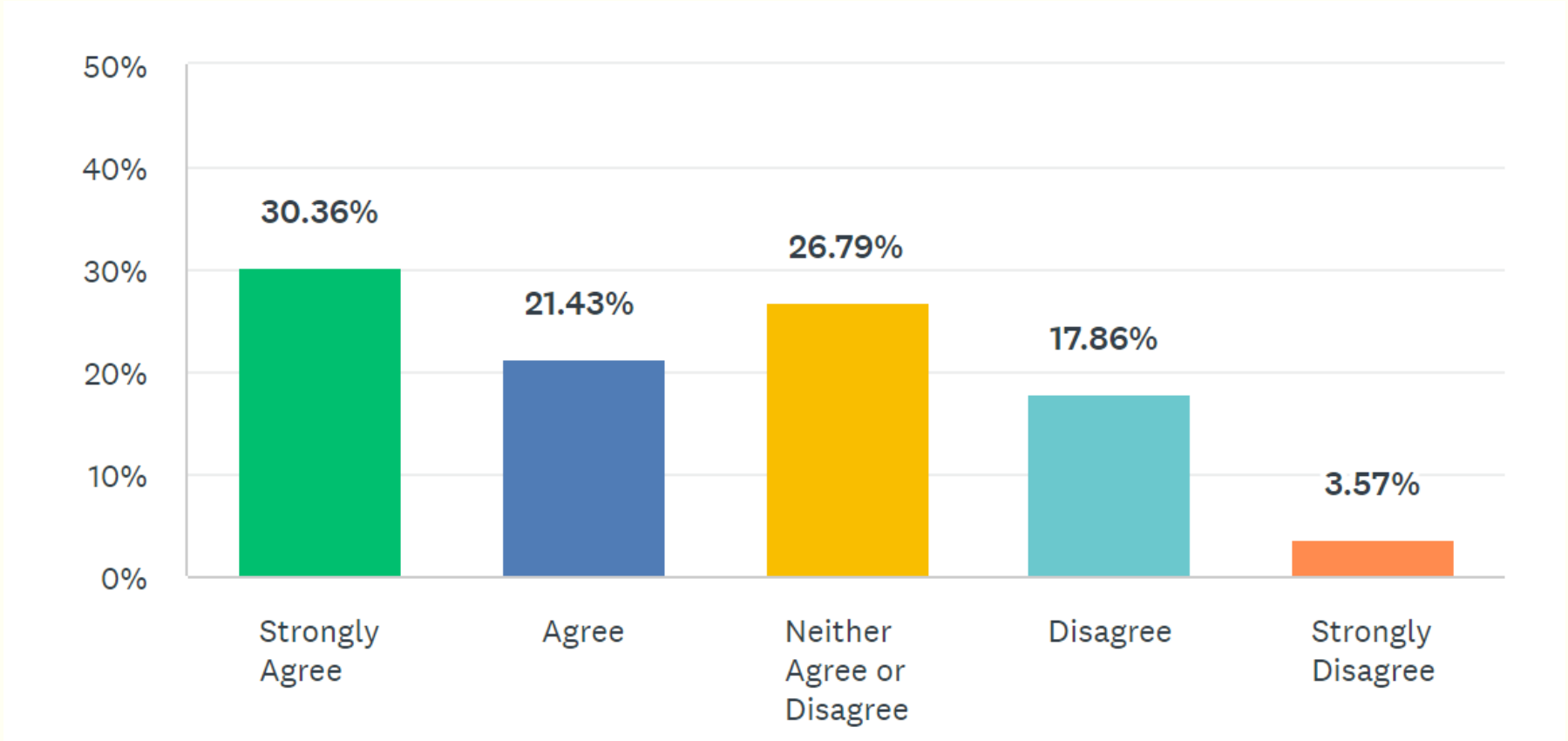
Q11: 61% of respondents agreed that their student's general education teachers are aware of their child's needed accommodations.



Q12: 57% of respondents agreed that their child is receiving the appropriate amount of time with their non-disabled peers in their general education class(es).



Q13: 52% of respondents agreed that their student’s school promotes inclusion with regard to socialization.



Q14: Thirty-four respondents provided additional details regarding their child's time in the least restrictive environment and their school's inclusion efforts.

- I would like for there to be more opportunities for kids with disabilities to interact with their neurotypical peers. There are no programs that encourage or support this at his junior high.
- This is a tough one. It can be a hard fit for my child with Gen Ed peers.
- My son is in a MID class, but is a higher level. They push him out to general Ed mostly. He gets to socialize much more with his journal and peers and most of his class does
- I would like to see my child be included in his gen ed class for more than just breakfast and specials
- My child is encouraged to participate in all school activities and clubs
- My daughter has a visual learning disability and is in a general ed classroom. She meets with the vision teacher from the district once a quarter and works with the spec ed teacher at the school 2 hours a week to help with reading, test taking, etc. she requires visual breaks, etc. The district spec ed is horrible. we had to demand (legal action and a state filing) to get a new vision teacher. love her. Thank heaven for a great principal and teachers at our school or our daughter would suffer because of the district.
- Maybe an hour a day. Only during specials.

Q14: Thirty-four respondents provided additional details regarding their child's time in the least restrictive environment and their school's inclusion efforts.

- The aides at the high school, including the 1:1 designated aide, continue to run out of contracted time. As a result, our child has been taken from the gen-ed classes and academic time their non-disabled peers receive because the aides ran out of contracted time. This is a serious issue. Our child is on an IEP and in gen-ed, yet MPS takes him out due to aides running out of contracted time to sit with our child. This is a serious concern as it violates IDEA/FAPE. I'm not familiar with this so I can't agree or disagree.
- Over the years parents coming into the classroom was discouraged understandable due to the kids so easily being distracted. But with that and my child not having the ability to report on her day I know very little. I have tried for all her years to get a one on one to help with her learning and have not been able too. After doing on line school during Covid and having a great teacher who worked and helped us but I gained a new understanding of how much redirecting and constant aid my daughter needs to focus and stay on task so it's hard knowing she can't get that with the ratio in her class. We have had teachers that are good and are doing all they can to the best of their abilities and I am truly grateful, but they don't have all the resources they need. I have struggled with high school finding a school that has a quality program to help train and prepare for the future. I want to have a program that stretches her. But because her path is so different than my other kids I don't know my options, I don't know the best route, I don't know what I don't know but I know there is a lot I don't know! The biggest thing this far I feel I would have changed and tell any moms I meet with special need kiddos was to fight to stay in elementary school. We repeated twice but I wish I had fought to have her repeat first and second and third. She could have had a better foundation. The jump to jr high although we really loved her teacher she stopped getting recess and things weren't songs and playing. Stories were about ticktock. She could read them with help but he maturity was more of a 4 year old so it was a hard jump. There was concern about her standing out in the younger grades if repeating. I wouldn't have minded. Those kids are awesome, they wouldn't have minded an Pitt older kiddo in their class. know there is efforts and people that care in the district trying to help these kiddos and I am grateful.

Q14: Thirty-four respondents provided additional details regarding their child's time in the least restrictive environment and their school's inclusion efforts.

- My child is in general education. There aren't any self contained programs on campus.
- I feel like there is a lot of patience and understanding and inclusion from both of the sped teachers and the inclusion teachers and their peers
- No specific unified opportunities at the school.
- Just this year, post COVID, I am pushing for inclusion. The past couple years my child has sometimes gotten music class by watching his gen Ed peers get music class via video stream. Never went to art, isn't included in all assemblies. I am pushing his team this year for inclusion and they are off to a good start.
- My son is in an SID class in junior high. I don't know how much interaction he has with general Ed teachers and/or students
- would like a little more inclusion. But year is new and I don't have enough info. We have IEP coming up
- My son is part of the unified sports teams and had P.E. last school year with like peers and buddies.
- My daughter is in Honors and GenEd except during weekly check in and additional support. This works for my daughter because her case manager is awesome and flexible. She has built a relationship with my daughter and my daughter feel comfortable going to her for help. Most kids with IEP are not in self contained classes and interaction with peers is not a problem. I the problem for the majority of SPED students in genEd setting not inclusion

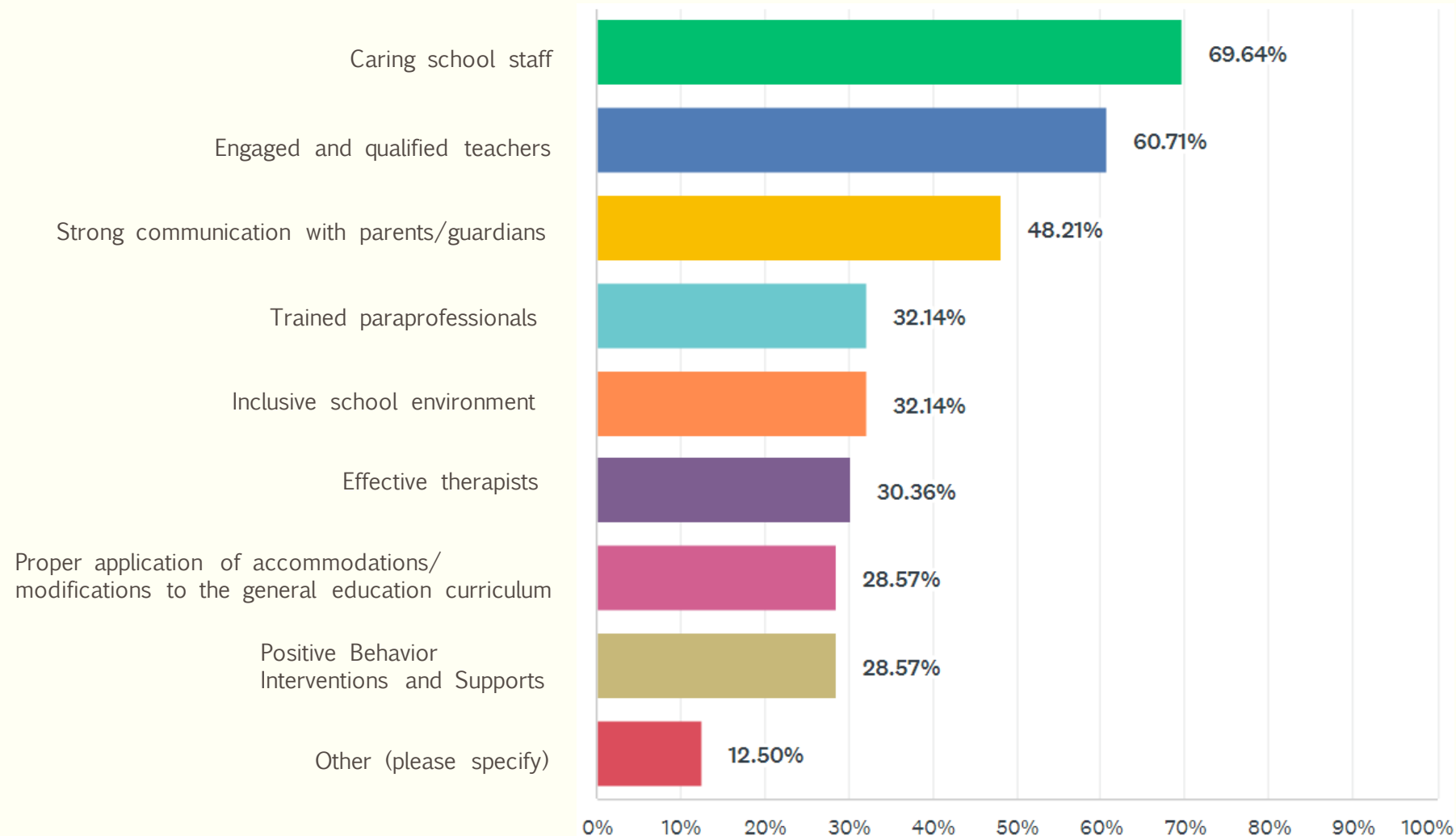
Q14: Thirty-four respondents provided additional details regarding their child's time in the least restrictive environment and their school's inclusion efforts.

- Gen Ed teachers at our High School are clueless about how to include my student in class discussions and activities.
- n/a
- Very little communication, inclusions and follow through from general eduy
- My son he's a honors student and now to be in inclusion classes make his sensory noise and behaviors from his peers more irritable when he get home he just want to vent on us what he see at school. He said stuff that happened at school that he doesn't like it .
- My child is at an amazing private school with highly trained teachers and staff
- My child is in an amazing private school. As I answer question about the district, it will be how I felt when my child was at MPS
- I had a great educator on the campus level, the district on the other had was a nightmare to work with. I fought for 4 years to get the IEP we have right now and the only road block was [REDACTED]. 4 years!!
- We transferedbto online school they spoke about bullying, how to work with others and other social emotional topics weekly. Is an online school so does not spend time with others in person.
- Teachers are wonderful, he needs more one on one targeting his struggle areas

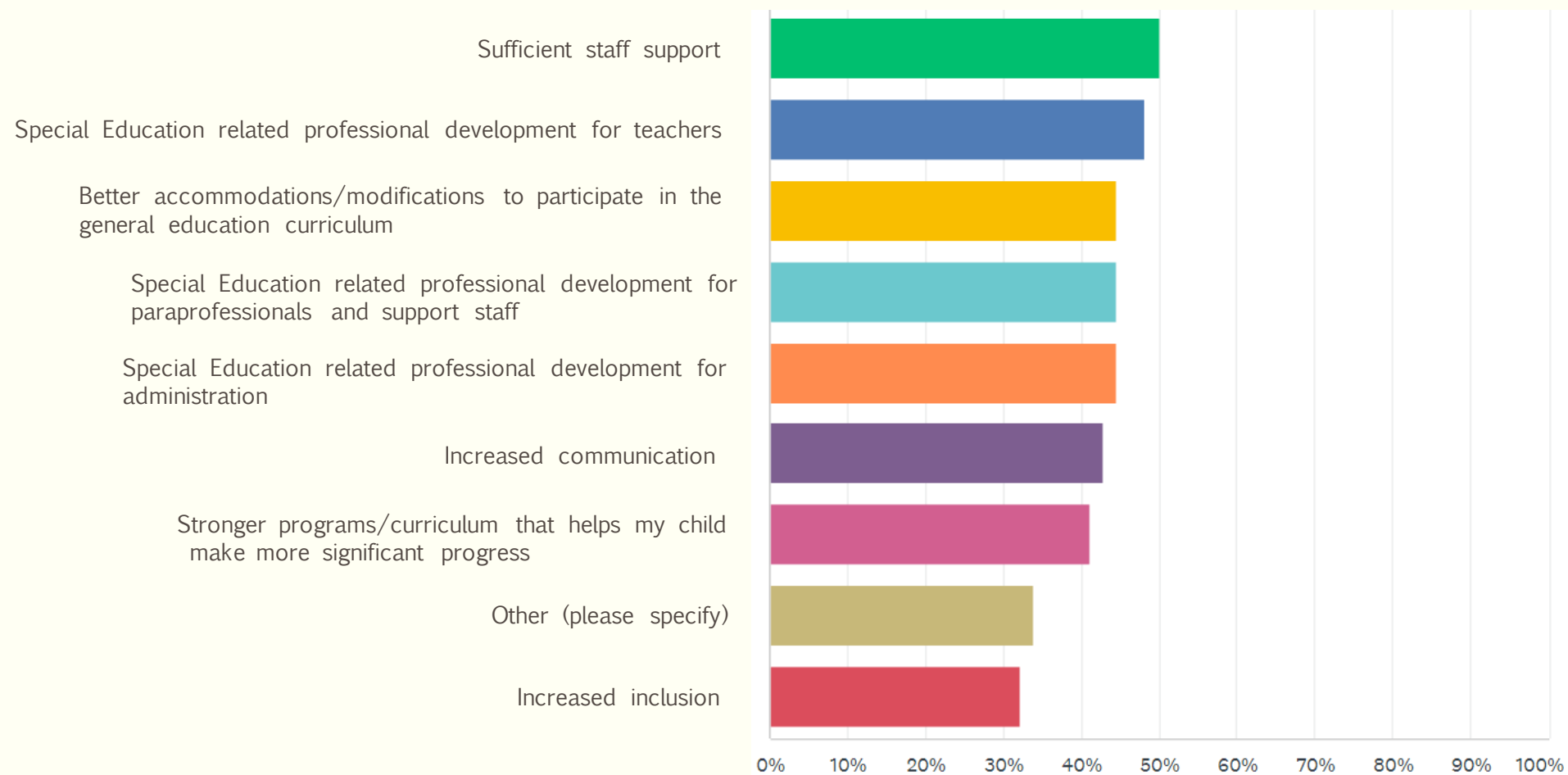
Q14: Thirty-four respondents provided additional details regarding their child's time in the least restrictive environment and their school's inclusion efforts.

- My son is pulled out at times that benefit him learning the most in gen ed
- Preschool students with needs are not aloud to be around non-disabled peers according to a law regulating non-disabled peers preschool programs. My child's teacher hasn't bought-into SPIRE and child has 2 goals that they haven't made progress in speech with for an entire year. When I asked to explore more time for my child I'm speech I was told Irregardless the law for FAPE, MPS caps Preschool Speech service minutes.
- My daughter failed all of her classes this year and was tortured emotionally
- My oldest was in a self contained classroom & there was little to no inclusion at his school. At my daughter's school, a classmate needed to be separated from peers and there was little to no supervision on the playground to facilitate social skills. This leaves a lot of room for bullying.
- Entz have been VERY inclusive and have made my child love going to school and being greeted by everyone. They all have done so wonderfully making him feel included. This is my experience with Entz. But since Entz program has been closed and we are forced elsewhere. I do hope he will have similar experience.
- Kiddo never been around neurotypicals.
- I'm not sure since my kiddo is in gen Ed classes.
- I'm not familiar with this so I can't agree or disagree.

Q15: 70% of respondents felt a caring school staff was the top strength of their child's school services



Q16: Respondents agreed that sufficient staff support and special education professional development were areas that needed improvement in their school's services.



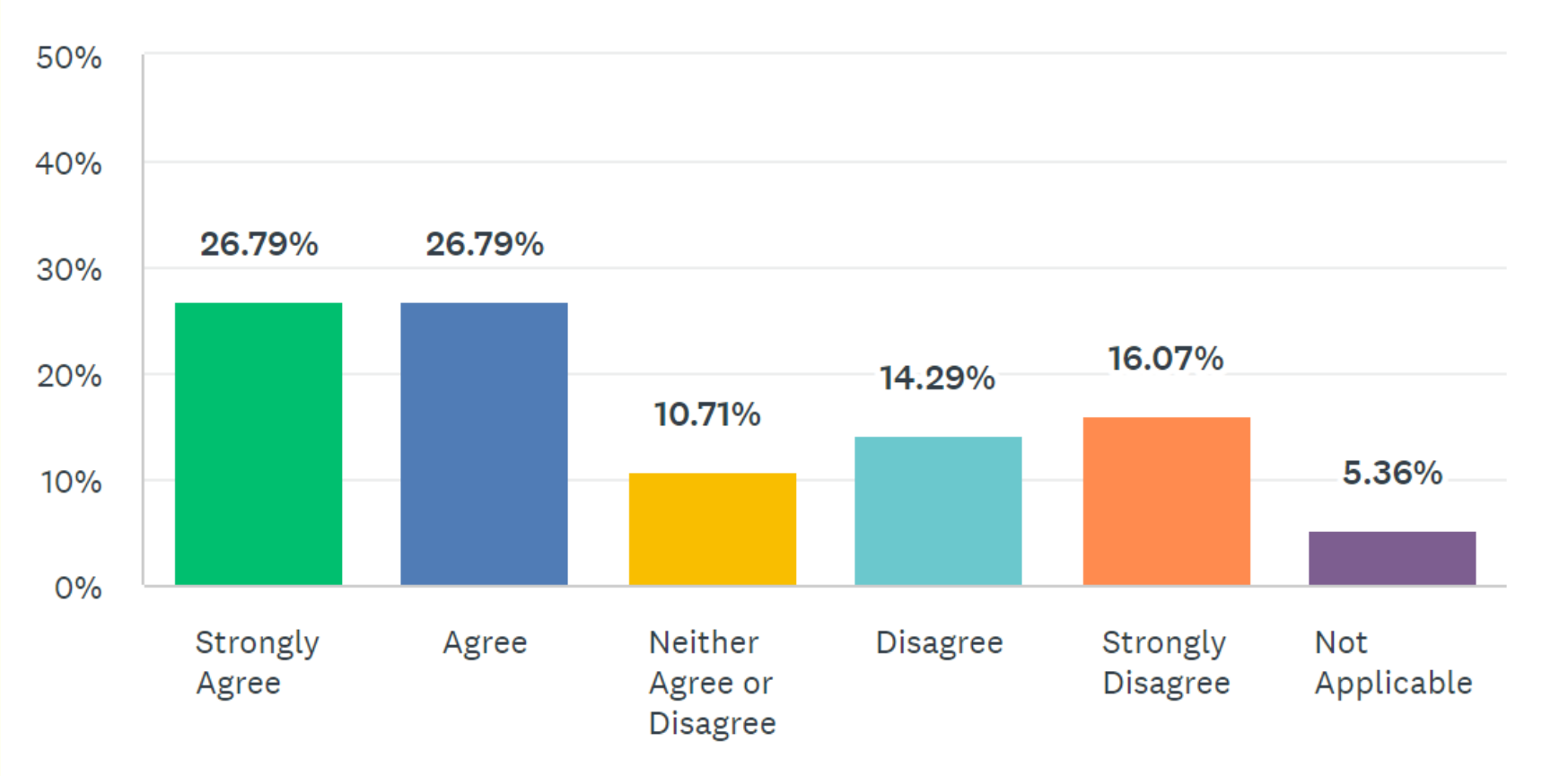
Q16. Open Comments (19 Responses)

- Sufficient staffing
- Congruency in curriculum between teachers/grades
- MPS has a horrible special education department. talking with other districts, state investigator, state mediator, MPS district special education has gone down hill. District is not educated in Visual Learning Disabilities. We had to hire an attorney to get the district to recognize and help her. 2 years later they finally agreed to services but then tested her and said no. MPS district is a huge failure.
- I definitely feel that all teachers, paras and admin should be trained in special education.
- Better pay for paras. The para shortage is due to poor pay.
- Training for gen Ed teachers as well
- None
- I am happy with services
- I feel that my son is getting supports academically and socially
- More staff

Q16. Open Comments (19 Responses)

- None
- None
- Scientifically proven programs implemented with fidelity
- I think the schools have exceeded my expectations
- Nothing
- Awareness about specific disabilities
- code of conduct wasn't enforced. Bullying wasn't stopped. Sensory issues were not addressed (and were actively exaserbated)
- INCLUDE PARENTS!!! A lot of parents are hands on with therapies & in other areas, they have ideas on how to help. Including them can be so beneficial to student education.
- The District staff needs better understanding of the children in special education program. It seems they lack knowledge and understand about their needs. District leaders need training in order to make better judgment in making decisions involving children in this program.

Q17: 54% of respondents agreed that their child has had consistent positive experiences from teacher to teacher and/or campus to campus.



Q18: Thirty-one respondents provided additional details about their child's consistent positive experiences from teacher to teacher and/or campus to campus.

- The school is not on person but the one on one and/or small classes he receives from his teachers are always upbeat, encouraging and supportive.
- She has had a few teachers that have no idea how to accommodate a learner with special needs. They are not flexible in their teaching
- My child's teachers really understand the needs and issues associated with autism.
- My child often comes home stating their teacher is mad at them but the teacher stated nothing is wrong. There seems to be an assumption when a child is in self contained classrooms that negative behaviors are normalized.
- diagnosed w/ ADHD at 7, my 14 year old has never had a good school experience. She has always been bullied and stressed by school.
- Jordan center prek was awesome for both kids, Lincoln elementary is awesome for my middle child, Whittier Elementary failed both of my students as they did not follow iep, conduct assessments, lied, and a number of other issues.
- That experience has NOT BEEN CONSISTENT. It is quite difficult to find the school AND staff/teachers that absolutely cares for these children. Not all these schools provide the appropriate understanding and care of these students. I strongly disagree with this from our own personal experience, finding the right one has been a nightmare. I am heartbroken to lose the first school we absolutely loved. ENTZ.

Q18: Thirty-one respondents provided additional details about their child's consistent positive experiences from teacher to teacher and/or campus to campus.

- We have had some amazing teachers, and we have had highly unprofessional, ill-prepared teachers, sadly. Every year it seems to be the luck of the draw, depending on the teacher and the IA's. It is disheartening that the experiences that non-disabled students have are very hard to come by for those with disabilities. Just about every year is a struggle to advocate for him to receive a proper education.
- I feel my child's current teacher is still new, but shows great patience and will to help my child. I had a very bad experience at 2 other Mesa Public schools prior. One was very poorly trained teacher and district special Ed were horrible to work with on issues. The current school does a better job, but I feel several district rules in spec Ed are not realistic.
- General PE seems to be a challenging area for my sons school in terms of positivity. The teachers are too locked in on state standards that they don't always look at the IEP and the modifications.
- My child was removed from a very uncooperative School to a very cooperative school campus which is very rare at MPS
- My child's teachers have been welcoming and encouraging.
- Our daughters teachers, principal and school staff are amazing. her new vision teacher is great. Took too long to get it this way and the district Special Ed staff is horrible. predeterminations, delaying decisions until after time-outs on issues so parents can file claims.
- We are coming from another state/ district. Unfortunately we did not have positive experiences there.

Q18: Thirty-one respondents provided additional details about their child's consistent positive experiences from teacher to teacher and/or campus to campus.

- My child seems to enjoy her teacher so far.
- We came from a school within MPs whose principal was very combative and almost like a bully. We pulled our kids and transferred to a different school.
- At Johnson we had a great teacher
- We have had teachers that are kind, staff that is kind and communicate with her from what I see. My child isn't a behavioral problem so she is able to form a sweet relationship with those that work with her. There are communication devices with the lack of ability to write that I wish teachers and myself had more education on the options. I wish there were more classes with peers, with the kids going to school longer I wish she had more electives that she could have with peers.
- So far he has had caring teachers.
- He has had a positive experience yet his k-1 teacher was very burnt out and I felt could have done so much more. His current has more energy and enthusiasm but is managing too many kids to be able to make an impact.
- My child struggled and struggled with uneducated teachers and unqualified staff, they had no idea how help my son bridge gaps and he constantly fell further and further behind. His gen Ed teacher was severely undertrained and had no idea what dyslexia was or how to help
- Right hand seldom knows what the left is doing.

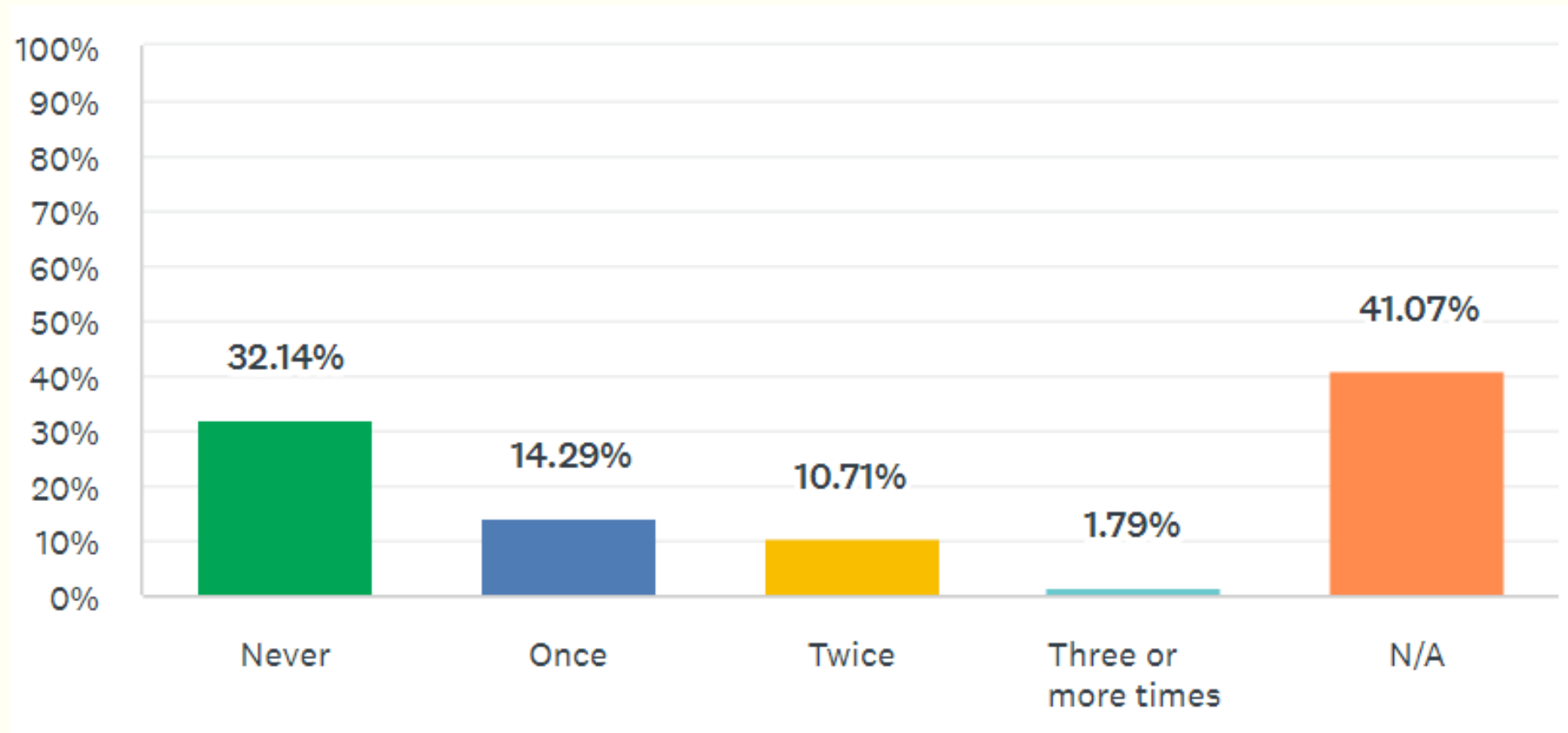
Q18: Thirty-one respondents provided additional details about their child's consistent positive experiences from teacher to teacher and/or campus to campus.

- It has not always been consistently good with transitions from schools to teachers. My biggest complaint was the 2019-2020 school year. He was moved from the school he had been at since Kindergarten. I felt like his new school didn't care as much about him as the previous school. Also around that time maybe the year prior there was a shift to focus on academics, which for my SID child is a complete waste of time. My child needs life skills education with some academics spread in there. Because of this shift to focus on academics he lost an amazing teacher and got in my opinion someone not very qualified so that transition was rough. She never followed through with what I asked. Since it has been better but it hasn't been consistent.
- Its hit and miss as to the ability of Gen Ed teachers to add value to our students education.
- n/a
- My son commented that the teaches are great! Different the than a general class teachers
- I feel like teachers cared and tried hard. But to many kids behind together and not enough help on areas for each student.
- When my child was at MPS his general education teachers were a nightmare to work with. They ignored accomodations a complained more than helped. Transferring from elementary to Jr high was very difficult and the high functioning program he was in all the sudden disappeared with out a single word to parents and I found my highly functioning child in a class with severely disabled children, and then the acidemic gaps became a huge issue
- The teachers are the best

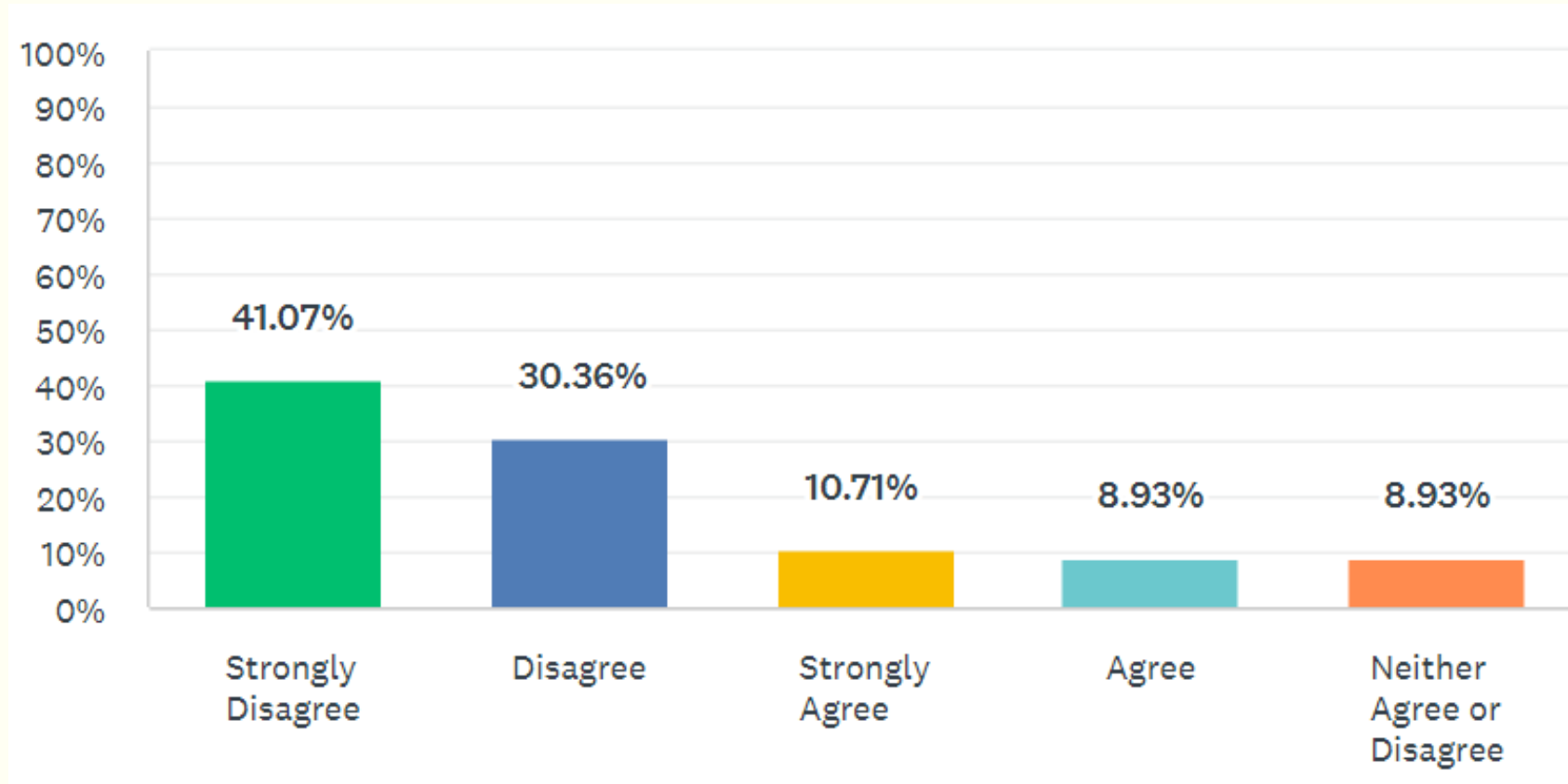
Q18: Thirty-one respondents provided additional details about their child's consistent positive experiences from teacher to teacher and/or campus to campus.

- Moved three times from the district in a year.
- N/A

Q19: Approximately 27% of students had moved between 1-3 times due to a district mandated program closure or program change.



Q20: 71% of respondents disagreed the *district seeks out input and feedback from families regarding special education services*.



Q21: Thirty-three respondents provided additional details about their feelings on the topic of district communication and engagement with families.

- I think the district prefers the parents to be rather unaware of what happens in special education rather than engaging them.
- The district does not do a good job and communication. The best practices booklet they released was an absolute joke. I wish they would communicate with parents, and other entities in regards to their students needs.
- The district doesn't seem to like parent involvement or suggestions when it comes to special education
- They just place her. There isn't a conversation with parents, I know the district has so many families to work with and I know some special needs parents can be super intense and scary, even to me but I have learned I need to be an advocate for my child and sometimes that is hard. It's hard to learn after the fact of other schools doing other programs that our didn't that I didn't know about that were really great. Example of classes geared to communication devices, inclusion programs, and transition programs.
- They do send a survey, but I do not think they really listen to parents and teachers,
- MPS refused services qualified for as it was a "money" issue for the district
- I don't think I have ever been asked my opinion of our school or special education services. Our principal is open to communication which I appreciate

Q21: Thirty-three respondents provided additional details about their feelings on the topic of district communication and engagement with families.

- I was not given a option of what school program to put her in.
- The District has been unable to offer an efficient Special Education Advisory Council to families. Very troubling, considering the sizable percentage of students who are receiving special education services. There is no working system to provide feedback.
- They send out a survey every year. I'm not sure how much it impacts their programs
- The district covers up all aspects of special education. [REDACTED] needs to go
- N/a
- Never been asked.
- I don't feel parents and probably even teachers aren't asked enough for input and by teachers I mean special education teachers specifically for each program. The head administration over special education should be former special Ed teachers not just former teachers. You can never understand special education unless you've been in a classroom teaching. I feel the teachers teaching everyday should have more input.
- The district special ed department is horrible. The need help and time for change.

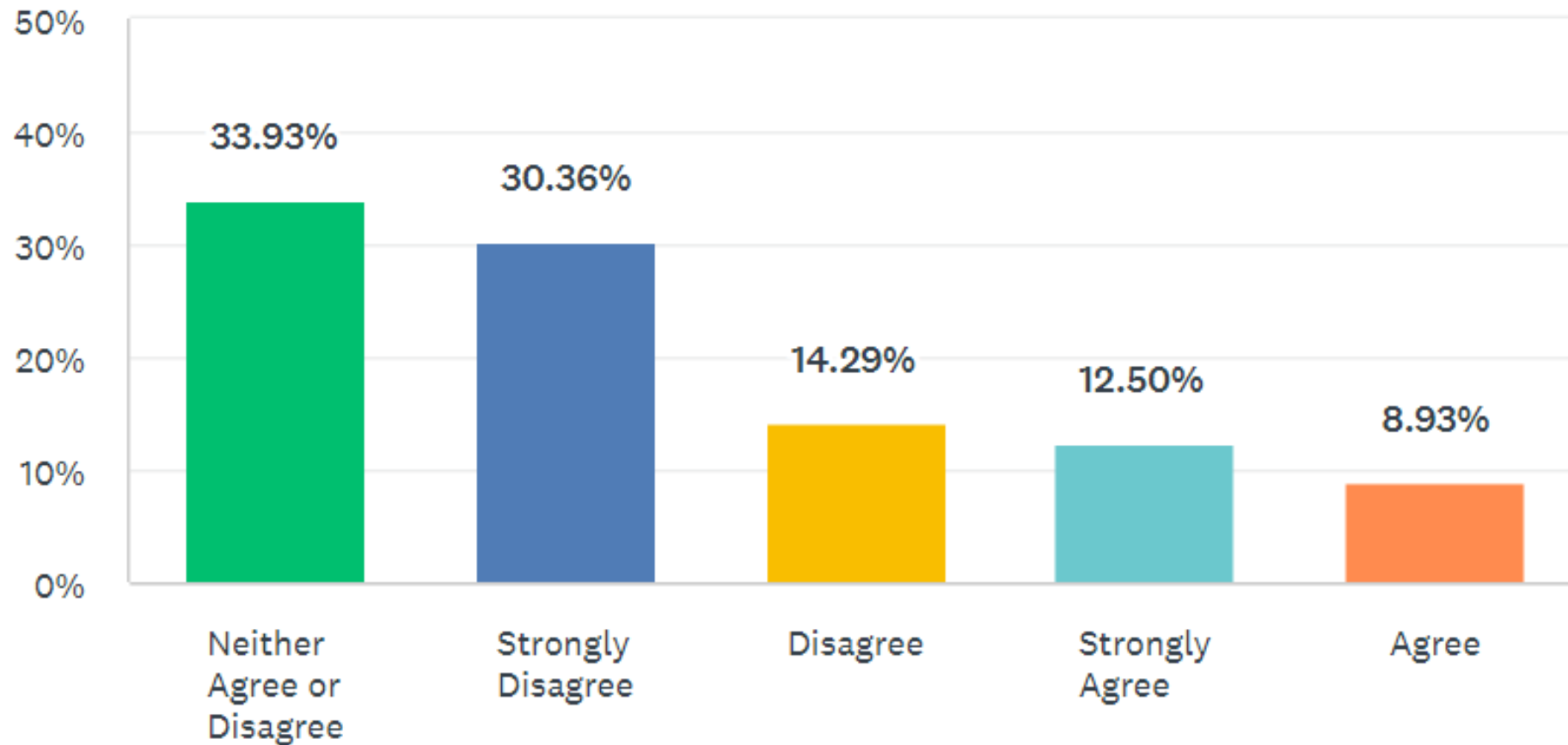
Q21: Thirty-three respondents provided additional details about their feelings on the topic of district communication and engagement with families.

- I have asked the District to provide cross district programs available for my student in work transition programs. [REDACTED] [REDACTED] is an under-engaged leader who has not bought any value to work programs at our school.
- The district staff does not appear genuine; lack transparency; promote lack of communication with parents; are not trustworthy; and DO NOT appear to be there for the children.
- n/a
- No listen
- It was a fight to get him tested. And then it was a fight to get him in the program that worked best for my son
- The district not only does not ask for feedback they try to control and block parent feedback to reflect inaccurate parent satisfaction
- The district is afraid, and does not like authentic parent feedback
- I received surveys but only on his home room teacher and learning counselor.
- They only want to hear from parents that tell them what they want to hear. Even when they send out a questionnaire the prompts are written carefully to avoid negative feedback. Results, changes and other information is not shared transparently with parents

Q21: Thirty-three respondents provided additional details about their feelings on the topic of district communication and engagement with families.

- When I am asked to complete surveys on special ed, I feel like we are part of the system instead of feeling forgotten and ignored.
- The private school has been great and flexible. The public school wasn't as flexible and easy to work with because they had a lot of red tape and hoops to jump through
- Never have been asked how I've felt during or through this process
- I have repeatedly asked for parent surveys and been ignored. How can our schools improve if we don't create awareness and two way communication?
- n/a
- MPS has never sought out my opinion on my children's services. Any concerns I've brought up have always been brushed off and ignored.
- The District DOES NOT CARE FOR PARENTS INPUT. They have never involved us in any decision making or asked us for our opinion in any of this. I'm disgusted by how they handle this. Specially that this directly affects the most vulnerable children in their district. Just absolutely disappointed by them... That's an understatement.
- They don't do surveys or ask what can change. Then they lie about what they do.

Q22: 45% of respondents disagreed that after providing input and feedback to MPS it was *valued and utilized to create change*.



Q23: Twenty-nine respondents provided additional details about engagement with the district, and any other topic they felt would be beneficial to share.

- We do not feel heard. Other public school districts in the nation have solid systems for special education parental engagement. This district is sorely lacking in that area.
- I do not feel they use the special Ed funds they get for these children for their best interest.
- I don't feel they listen to teachers, therapists, and parents.
- The district needs to take input and use it to make positive changes
- I've never been asked for feedback about our school's special needs programs
- Last year we had a very bad experience where our iep team decision was not only ignored by the district but forced to be changed behind the teams back.
- District administration does not care. Its a money issue and they don't care about the students.
- I've often spoke to [REDACTED] and nothing ever really gets resolved. I wish the district would look closely into how different schools within Mesa actually operate. I've got 2 kiddos with an iep. One in high school (high functioning autism) the other kinder with SLI only. She was in self contained for 2 years and went to inclusion. They reevaluate her and said she no longer qualified for OT. I didn't fight it bc there was 6 weeks left in the school year. She's already struggling on kinder with OT. No one wants to listen to the parents. I have a masters degree in social Ed. It makes me upset when I have to tell teachers/admin this before they actually listen to me.

Q23: Twenty-nine respondents provided additional details about engagement with the district, and any other topic they felt would be beneficial to share.

- I'll let you know because I just sent an email yesterday to the SpEd director and the school board regarding our concerns with aides and contracted time running out.
- Anytime I've tried to talk to the district they dig their heels in and love to point out ways they think I'm wrong instead of working together to make our MP's district a better place for our special kids
- Not all students are being treated that they are created equally and the resources that are given to general education students are not the same that potentially could be given to those that are in special education services
- I over shared on a couple of the first sharing options not realizing there would be other places to share. I just need my daughter to learn as much as she can, I want her challenged and safe. I know that's the desire of district too, I just feel like school is such a parent stressed for parents with special needs. It is so unknown.
- I personally have had times where we were listened to but I feel like there are just as many times where things are suggested by parents and it is ignored.
- District contacts don't want excellence in their offerings. They are content with mediocre teaching and work transition opportunities for students.
- n/a
- District staff appear to have their own agenda

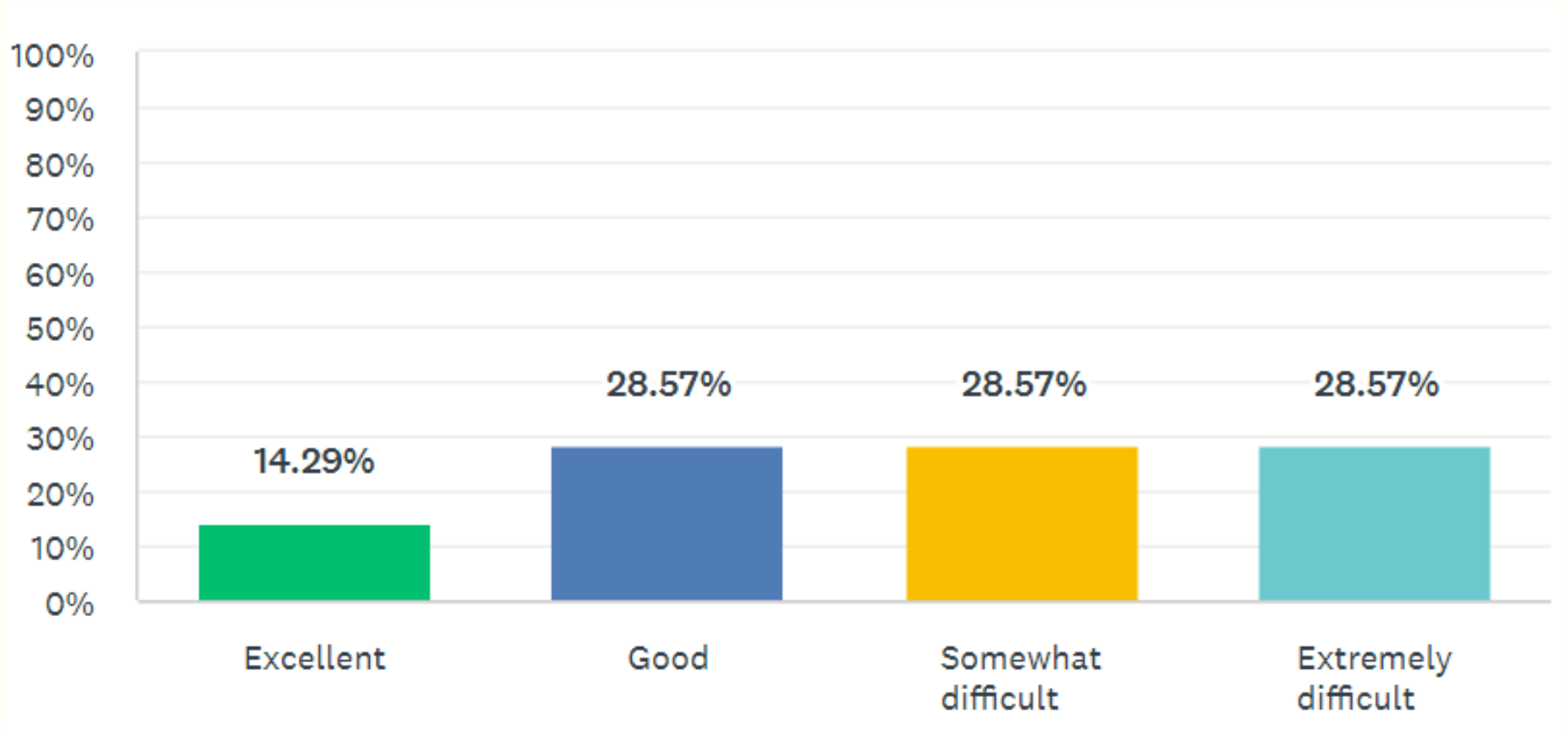
Q23: Twenty-nine respondents provided additional details about engagement with the district, and any other topic they felt would be beneficial to share.

- Anytime I brought up a concern, I was not met with collaboration but was more a “defensive” approach.
- My feedback was definitely not wanted nor was it acknowledge
- New to this school so not sure how it affects improvements?
- Again, they ask in a way to ensure they get the bias results they wanted
- Sometimes it is just nice to be asked instead of being overlooked.
- Sometimes my Mesa public schools district doesn’t listen as strongly to parents as I would like
- It seems it’s not the “Mesa way” to seek resolutions or solutions. Parents are silenced, labeled, bribed and ignored. There isn’t an effective way to address real issues and change within MPS. Listening sessions are just that, a way to check a box without any real opportunity it’s to improve MPS. The MPS culture at the district level regarding parents is negative.
- The process of getting help has been hellish and feels un-ending.
- Mesa Special Education Alliance has been more helpful in creating change in just a matter of a few months than Mesa district has done in years. I feel MPS does not value parents or students.

Q23: Twenty-nine respondents provided additional details about engagement with the district, and any other topic they felt would be beneficial to share.

- Myself and many other parents have shared our concerns with the district and it seems it falls on deaf ears. They have been very dismissive and callous. Emails will go unanswered.
- Actually talking to parents
- The district repeatedly ignored my feed back and tried to silence me and
- My feedback is definitely not wanted nor does it matter

Q24: 57% of respondents reported their overall experience advocating for their child’s educational needs to be met was best described as “somewhat difficult” or “extremely difficult.”



MSEA Parent and Guardian Survey Results, Summer 2022

Mesa Special Education Alliance would like to express sincere thanks to all the parents and guardians who took the time to share their thoughts and experiences in this survey.

Thanks to the many parents who helped create and distribute this survey. Special thanks to City of Mesa Adaptive Recreation Program for distributing the survey to Camp Fiesta families.

Please email comments, questions and ideas for future surveys to: mesaspedalliance@gmail.com