

SEAC Communications Survey Results: October-November 2020. Survey completes: 8

Top Priorities (those receiving a score of 3.0 or higher):

- Current approach to communications in ACPS is top-down. Ensure communication methods (via zoom Q&As, PRC communications, etc.) that allow Office of Specialized Instruction to communicate more directly with parents of SWD and to provide more information (even if information is not yet detailed or fully worked out). (3.63) (STRATEGY)
- Provide a forum for parents of SWD to meet with Superintendent. (3.50) (EVENTS)
- Create SEAC informational flyer in 4 languages (1-pager for all SWD initially; then offer at each IEP meeting); also make available at Open Houses and Back to School Night. (3.38) (CONTENT DEVELOPMENT)
- Within ACPS general communications, ensure a section targeted to parents of SWD. (3.25) (STRATEGY)
- Hand out offered at EVERY IEP meeting: flyer in parents' language about ACPS resources (PRC, SEAC, school and district staff). (3.25) (CONTENT DEVELOPMENT)
- Update ACPS SEAC webpage – in progress with input provided last winter. (3.25) (CONTENT DEVELOPMENT)
- Have SEAC members connect with School Board members (personal emails, calls, visits). (3.00) (OUTREACH)
- Create a relationship with each school by speaking at a PTA meeting and by designating a SEAC liaison for each school. (3.0) (EVENTS)
- Determine how to present the Action Plan for Students with Disabilities to parents throughout the district. (3.0). (STRATEGY)

1st Place	2nd Place	3rd Place	4th Place	5th Place	6th Place	7th Place
Q1: Communication from ACPS to Parents of Students with Disabilities (SWD).						
Score: 3.63 Current approach to communications in ACPS is top-down. Ensure communication methods (via zoom Q&As, PRC communications , etc.) that allow Office of Specialized Instruction to communicate more directly with parents of SWD and to	Score: 3.25 Within ACPS general communications, ensure a section targeted to parents of SWD.	Score: 2.75 Provide more data to parents (for example, about performance of schools within ACPS regarding SWD and about ACPS relative to other similar school systems...or comparing specific ACPS schools to other similar VA schools). 2.75	Score: 2.38 Develop a SEAC Facebook page to share key announcements and info from recent SEAC meetings, etc. 2.38			

provide more information (even if information is not yet detailed or fully worked out).						
Q2: Communication of Parents to ACPS about needs of SWD.						
Score: 3.50 Provide a forum for parents of SWD to meet with Superintendent.	Score: 3.0 Create a relationship with each school by speaking at a PTA meeting and by designating a SEAC liaison for each school.	Score: 2.75 Create a non-ACPS email address for SEAC (Gmail address) for receiving official Public Comments for SEAC meetings and for sharing other comments and concerns; advertise widely.	Score: 2.63 Create a SEAC survey of SWD (using Qualtrix account if still available via ACPS) allowing parents to respond directly to SEAC rather than to ACPS.	Score: 2.50 Consider school-by-school surveys of parents of SWD , feeding the responses into the Principal's annual evaluations.		
Q3: Communication of the Action Plan to broader community.						
Please note, the regulations of the State of Virginia regarding SEACs includes: Assist the local school division in interpreting plans to the community for meeting the special needs of children with disabilities for educational services.						
Score: 3.00 Determine how to present the Action Plan for Students with Disabilities to parents throughout the district.	Score: 2.88 Determine what information about implementation should be highlighted for parents as part of the accountability process.					
Q4: Communication to parents about topics related to their child						
Tied Score: 2.75 --Provide more info to parents about behavior management	Score: 2.63 Ensure that IEP At-a-Glance is provided to parents after each IEP is signed.					

<p>for SWD with the aim of creating greater home/school consistency in behavioral approaches.</p> <p>-- Determine what information parents need to support and follow their child's academic development (start with literacy) –this work was begun in Literacy working group last year resulting in several suggestions.</p>						
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Q5: Parent Communication to School

<p>Score: 2.00</p> <p>Provide schools with a variety of information and activities for Disabilities Awareness Month in October.</p>	<p>Score: 1.88</p> <p>Start a campaign to highlight successes of SWD (“My Child is Able”) and the interventions and supports that made the success possible (this would serve to provide models for staff and high expectations among parents).</p>					
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Q6: Communication to parents about general SPED topics. The below suggestions were made last year regarding topics that may be best handled in conjunction with the PRC. Please rank these on a scale of 1-4 (though these may simply become suggestions to the PRC for now).

Score: 3.25 Hand out offered at EVERY IEP meeting: flyer in parents' language about ACPS resources (PRC, SEAC, school and district staff).	Score: 2.875 Webpage button: FAQs for SPED parents (use DSANV's FAQs by Tia Marsili)- this will be on the updated webpage.	Score: 2.75 Encourage Parent SPED Handbook, one-pagers, webinars on key topics (to include MTSS, eligibility process, IEP process, SOLs vs VAAP and diploma implications, etc.).	Score: 2.375 Work with the PRC to provide SPED 101 in video format for parents; make this available on SEAC and PRC websites with PowerPoints.	Tied Score: 2.5 --Provide more info to parents about behavior management for SWD with the aim of creating greater home/school consistency in behavioral approaches -- Provide info to parents about creating an IEP (digital or hard copy) binder...what information do parents need to keep? Seek funds to provide binders (with categorizing tabs) for parents.	Score: 2.25 SPED Open Houses at each school in August.	Score: 2.0 Webinars of PRC presentations with access to the PowerPoints for quick viewing. Could the presentations be given at various schools and recorded? (Topics: IEP process, co-teaching, behavior basics).
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Q7: Visibility of SEAC. The following suggestions have been made by SEAC members regarding visibility of SEAC within ACPS.

Score: 3.38 Create SEAC informational flyer in 4 languages (1-pager for all SWD initially; then offer at each IEP meeting); also make available at Open Houses and Back to School Night.	Score: 3.25 Update ACPS SEAC webpage – in progress with input provided last winter.	Score: 3.00 Have SEAC members connect with School Board members (personal emails, calls, visits).	Tied Score: 2.88 --Advertise Public Comment in PRC weekly newsletter on weeks when SEAC meeting is advertised. --Provided series of weekly Q&As about SEAC in PRC newsletter.	Score: 2.63 Give SPED 101 presentation to the School Board.	Score: 2.38 Connect a SEAC member with each school to personally provide information about SEAC activities and encourage feedback . Score: 2.25 Develop a Facebook page.	Score: 1.75 Provide comment boxes in each school office, with materials available in multiple languages. Score: 1.63 Develop an event or activity to draw the attention of families with SWD. Score: 1.50
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						Next year meet at different schools every month.
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