

**SURVEY SUMMARY REPORT**

**Parents of Children with Severe  
Special Needs Survey**

**Alberta Education  
Performance Measurement and Reporting Branch**



**June 2008**

**Prepared by: R.A. Malatest & Associates Ltd.**

For more information contact:

Performance Measurement and Reporting Branch  
Alberta Education  
9th Floor Commerce Place  
10155-102 Street  
Edmonton, Alberta T5J 4L5

Telephone: (780) 427-8217  
Fax: (780) 422-5255  
Email: [measurement.education@gov.ab.ca](mailto:measurement.education@gov.ab.ca)

To be connected toll-free call 310-0000.

Copyright © 2008, the Crown in Right of the Province  
of Alberta as represented by the Minister of Education.

Permission is hereby given by the copyright owner  
for any person to reproduce this document for  
educational purposes and on a non-profit basis.

#### ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education. Performance Measurement and Reporting Branch.  
Parents of children with severe special needs survey/Alberta Education,  
Performance Measurement and Reporting Branch.

This document is available online at:  
<http://www.education.alberta.ca/department/surveys.aspx>

ISBN 978-0-7785-7536-8

1. Parents of children with disabilities – Alberta – Surveys.
2. Children with disabilities – Education – Alberta.
3. Special education – Alberta – Surveys I. Title.

LC4044.2.A3 A333 2008

371.9

## Table of Contents

1.	Summary .....	1
2.	Introduction.....	3
3.	Methodology .....	4
4.	Analysis .....	5
5.	Sample Demographics .....	7
6.	Parents of Children with Severe Special Needs Survey Results.....	8
6.1.	Satisfaction with Quality of Education.....	8
6.2.	Satisfaction with Alberta's Education System.....	14
6.3.	Satisfaction with Child's Progress in School.....	19
6.4.	Satisfaction with Child's IPP .....	21
6.5.	Satisfaction with Support Services .....	27
6.6.	Use of Student Health Services.....	33
6.7.	Satisfaction with the Curriculum .....	35
6.8.	Perceptions of Social and Learning Environments at School .....	39
6.9.	Satisfaction with Teaching .....	45
6.10.	Perceptions of Evaluation and Learning Supports.....	49
6.11.	Satisfaction with Facilities and Equipment.....	51
6.12.	Satisfaction with Learning Resources and Access to Computers .....	53
6.13.	Satisfaction with Value for Money Spent in Schools.....	55
6.14.	Parent Involvement in Decision-Making and Satisfaction that Input is Considered .....	57
	Appendix A - Survey Instrument.....	60

## 1. Summary

As part of its continuing efforts to improve the education system, Alberta Education commissioned a survey of 816 Alberta parents of children with severe special needs to assess their satisfaction with key areas of the education system. This summary highlights the main findings from the 2007/2008 Parents of Children with Severe Special Needs Survey.

### Satisfaction with Quality of Education

Overall, the higher proportion of parents (79%) were satisfied with the quality of their child's education, and about three-quarters (72%) were satisfied that the school provides a program that meets the needs of their child. When asked about the quality of education at their child's school over the past three years, about one-quarter (24%) reported that the quality improved, while 40% of parents reported that it stayed the same.

The higher proportion of parents were satisfied in regards to their child's progress in school this year (79%), their involvement in the development of their child's Individualized Program Plan (78%), and with the goals identified in the plan (82%).

### Satisfaction with Alberta's Education System

A total of 74% of parents agreed that the highest priority of Alberta's education system is the success of the student, while 67% agreed that Alberta's education system is accountable to the public and 62% agreed that Alberta's education system ensures access to quality education to all students regardless of where they live. In addition, over half (52%) agreed that Alberta's education system communicates effectively with the public. Similarly, about half (52%) were satisfied that their input into the education of students is considered by Alberta Education. Thus, this is an area of overall lower satisfaction for parents of children with severe special needs.

### Satisfaction with Support Services

Overall, 87% of parents agreed that their child requires support services to attend school, and about three-quarters (71%) were satisfied with those services. The vast majority of parents agreed that their special needs child is benefiting from the services provided at school (81%) and that the people providing services to their child work well together (80%). Approximately two-thirds of parents agreed that these services are appropriate (75%), and that they had an opportunity to be involved in decisions about the services (72%). More than two-thirds of the parents agreed that the people providing services are spending the right amount of time with their child (64%) and that the services for their child are arranged quickly (62%). Over half of the parents responded positively in regards to the ease of accessing support services (51%). About three-quarters (73%) of parents indicated that their child accessed student health services.

### Satisfaction with Curriculum

Agreement that the curriculum focuses on what their child needs to learn ranged from 63% for math to 76% for communication. Parents who agreed that the curriculum focuses on what their child needs to learn in these areas were also more likely to be satisfied that the school provides a program that meets the needs of their child.

### Social and Learning Environments at School

There was vast agreement among parents that their child is encouraged to try his or her best at school (91%), arrives ready to learn (89%), and finds school work challenging (80%). About three-quarters (72%) agreed that their child finds school work interesting and 63% agreed that their child clearly understands what he or she is expected to learn. Parents provided positive responses about the social and learning environments at their child's school in terms of teacher caring, student safety, fair treatment of students, and mutual respect and trust between teachers and students (84%-92% agreement). About four out of five parents agreed that students at their child's school help each other when they can (78%) and respect each other (76%).

### Satisfaction with Teaching

The vast majority of parents (85%) were satisfied with the quality of teaching at their child's school. Parents also provided positive ratings of the teaching profession in general (93%-99% agreement).

### Perceptions of Evaluation and Learning Supports

Perceptions of evaluation and learning supports were positive, with 84% of parents agreeing that the leadership at their child's school effectively supports and facilitates teaching and learning, and 80% agreeing that the leadership uses on-going evaluation to improve student learning.

### Satisfaction with Facilities, Equipment, Learning Resources, and Computer Access

Parents were satisfied with school buildings and equipment (80%-91%). Overall, 79% agreed that the school provides the learning resources that meet the needs of their child.

### Satisfaction with Value for Money Spent in Schools

About three quarters (76%) parents were satisfied with the value for money spent in their child's school.

### Parental Involvement in Decision-Making and Satisfaction that Input is Considered

About three-quarters (73%) of parents reported being involved in decisions at their child's school. Most were satisfied with their opportunity to be involved in decisions at the school level (79%) and that their input is considered by the school (75%). There was less agreement that input is considered by the local school board (56%).

## 2. Introduction

As part of its mission, Alberta Education provides leadership and works with stakeholders to ensure that students are prepared for lifelong learning, work, and citizenship so that they can become self-reliant, responsible, and contributing members of a democratic, knowledge-based, and prosperous society. In order to contribute to the advancement of the education system, a number of goals have been established which outline the government's ongoing aims and long-term direction, as well as provide an environment of continuous improvement and accountability to both students and the public. As part of its continual efforts to improve Alberta's education system, Alberta Education routinely implements performance measures to assess and report on the progress of each of these goals, and the satisfaction of Albertans with selected aspects of the education system forms a significant portion of these measures. Hence, Alberta Education annually commissions telephone surveys of random samples of the Alberta public and key client groups in order to assess perceptions of how the education system is performing in meeting the needs and expectations of Alberta students and the Alberta public.

In December, 2007, R.A. Malatest & Associates Ltd (Malatest) was contracted by Alberta Education, Performance Measurement and Reporting Branch, to conduct the annual surveys aimed at evaluating client satisfaction with the education system in the province for 2007/2008. Surveys were conducted with key respondent groups as part of Alberta Education's commitment to the continuous improvement of the education system, and one of the key client groups targeted for surveying was Alberta parents of children with severe special needs in ECS to high school. This survey is conducted annually to assess parents' perceptions of and satisfaction with key areas of the education system, and to identify areas for possible improvement or further investigation. This report highlights the key findings from the 2007/2008 Parents of Children with Severe Special Needs Survey. A historical perspective of results is provided where possible through comparison of 2007/2008 results with those obtained in previous years. A brief description of both the methodology used to conduct this survey and the key analysis issues precedes a full discussion of the results.<sup>1</sup>

---

<sup>1</sup> More detailed information regarding the methodology and analysis for this survey may be found in the Methodology report.

### 3. Methodology

Based on instruments previously used for this annual survey, Alberta Education prepared a survey instrument aimed at assessing parents' satisfaction with various aspects of the education their child is receiving as well as the education system as a whole. Specifically, the survey aimed to assess parents' perceptions of and satisfaction with:

- quality of education and child's progress in school,
- support services for students with special needs,
- teaching, the curriculum, and learning outcomes,
- the social and learning environments at their child's school,
- value for money spent on Alberta's education system, and
- Alberta's education system as a whole.

A copy of the survey instrument is attached as Appendix A.

The target population for this survey included Alberta parents of children with severe special needs in ECS to high school. Alberta Education provided the survey company with contact information for a random sample stratified by geographic location to ensure adequate representation of the population. The parents of children with severe special needs sample had the region included as part of the contact information that was provided by Alberta Education. Detailed information about the sample is provided in Table 3-1.

<b>Table 3-1</b>							
<b>Sample Statistics by Region</b>							
	Region	# in Sample Provided*	Proportion (%)	Final Sample Used	Proportion (%)	Completes	Final Proportion (%)
1	Edmonton	982	19.6	619	19.4	150	18.4
2	Calgary	1233	24.7	782	24.6	220	27.0
3	Other Cities	1011	20.2	665	20.9	162	19.9
4	Non-Cities	1774	35.5	1119	35.1	284	34.8
	Total	5000	100.0	3185	100.0	816	100.0

\*There were 162 duplicate records in the sample provided by Alberta Education.

Data collection for the Parents of Children with Severe Special Needs Survey took place during the period of March 6 to April 19, 2008 with the average time to complete the survey being about 18.3 minutes. Data collection was initially scheduled for January/February 2008; however, given the provincial election that took place on March 3, 2008, data collection was consequently scheduled for March through May 2008. Trained interviewers used a Computer-Assisted Telephone Interview (CATI) system to complete a total of 816 surveys with Alberta parents of children with severe special needs. A minimum of 20% of all calls were monitored by Malatest supervisors or managers. The survey was conducted in compliance with the requirements of Alberta's Freedom of Information and Protection of Privacy Act insofar as it applies to the personal information that was supplied, collected, or used in providing the services required by Alberta Education.

## 4. Analysis

For the purposes of this report, data analysis includes the presentation of descriptive statistics (frequencies) for survey items in text, tables, and figures, as appropriate. The following should be noted with regard to the presentation of frequency data:

- Many items on the survey use four-point response scales including “very satisfied, satisfied, dissatisfied, very dissatisfied” or “strongly agree, agree, disagree, strongly disagree,” etc., depending on the question. Also recorded were “don’t know/not applicable,” and “no response” (refusals). Results presented in this report may represent percentages for each of the individual options in a response scale or the combined percentages of respondents who reported “very satisfied/satisfied” or “strongly agree/agree.” Thus, in the body of the report, overall or total satisfaction or agreement refers to these combined percentages, whereas results pertaining to individual response-scale categories are specified separately in the text.
- Percentages are based on all responses for each item (i.e., “don’t know/not applicable” and “no response” are included in the calculations). For all items, the “don’t know/not applicable” and “no response” categories are combined into one category called “DK/NA/NR.” When applicable, the specific percentages of “don’t know/not applicable” vs. “no response” are specified in the text.
- All percentages are rounded to the nearest whole number based on computer-generated analysis. For single response items, percentages may not total to 100% due to rounding. Similarly, rounded percentages for individual response options may not total exactly to combined percentages due to rounding. Therefore, percentages in text and tables may appear to differ by 1% due to rounding.
- Historical frequency data are presented for all items, which have been asked in previous years. All historical data are taken from 2007 reports that were provided to Alberta Education. Whenever possible, the number of respondents (n) from the previous years’ results is indicated in the relevant table or chart notes. The exact wording of each item (when known) for each year is also presented in table and chart notes, and significant wording changes are noted in the text.

Detailed frequencies for each item on the survey are available in the data tables in Appendix B.

Results for the full sample of 816 respondents are accurate to within +/-3.5% in the “worst-case scenario” (i.e., results measuring proportions of 50%) at the 95% confidence level. In order to analyze trends over time using data from previous surveys, the confidence intervals (CI’s) for each year were taken into consideration. Given that there was approximately the same number of respondents for each survey, the confidence intervals also were the same for each year’s survey (+/-3.5%). Thus, a difference of at least 8% was required before any results are described as significantly different, because differences of less than 8% may be due to sampling variation 19 times out of 20.

Second-level analysis for group comparisons consists of crosstabulations (crosstabs) for categorical data. Crosstabs were conducted for a series of variables of theoretical and practical interest that were identified in advance of data analysis. Specifically, all survey

responses were examined according to selected demographic variables, and crosstabs between related survey questions also were calculated. For this survey, crosstabs were conducted for all items according to the demographic variables of child's grade level, child's special needs description, and geographical region that included the following areas:

- 1.) Edmonton
- 2.) Calgary
- 3.) Other Cities (Airdrie, Camrose, Cold Lake, Fort McMurray, Fort Saskatchewan, Grande Prairie, Leduc, Lethbridge, Lloydminster, Medicine Hat, Red Deer, Spruce Grove, St. Albert, and Wetaskiwin)
- 4.) Non-Cities (all other areas)

#### Child's Grade Level

- 1.) Kindergarten/Early Childhood Services
- 2.) Grades 1 to 6
- 3.) Grades 7 to 9
- 4.) Grades 10 to 12
- 5.) Ungraded/congregated/cluster/segregated setting

Special needs descriptions include:

- 1.) Severe physical or medical disabilities
- 2.) Severe emotional/behavioural disabilities
- 3.) ECS severe delay involving language
- 4.) Severe multiple disability
- 5.) Severe cognitive disability
- 6.) Blindness
- 7.) Deafness

All crosstabs were conducted using collapsed variables as described above (i.e., "very satisfied" + "satisfied" vs. "dissatisfied" + "very dissatisfied," or "strongly agree" + "agree" vs. "disagree" + "strongly disagree," etc.). It also should be noted that "DK/NA/NR" responses were included in all crosstab analyses, and thus, like the general descriptive analysis, the crosstab analysis is based on responses from all participants. Results of crosstabs were examined and the results of crosstabs with a significant outcome ( $p < .05$ ) are described in general terms in the body of this report<sup>2</sup>. The details of the crosstabs are available in Appendix B. Significant difference are indicated with a ++ or -- next to the data cells, with ++ indicating a significant positive difference and -- indicating a significant negative difference from the expected/total value.

---

<sup>2</sup> A minimal number of significant crosstabs for which no practical difference in frequency results could be observed – i.e., results that differ by a relatively small percentage or that are based only on a small subset of respondents – are not described in the body of the text.

## 5. Sample Demographics

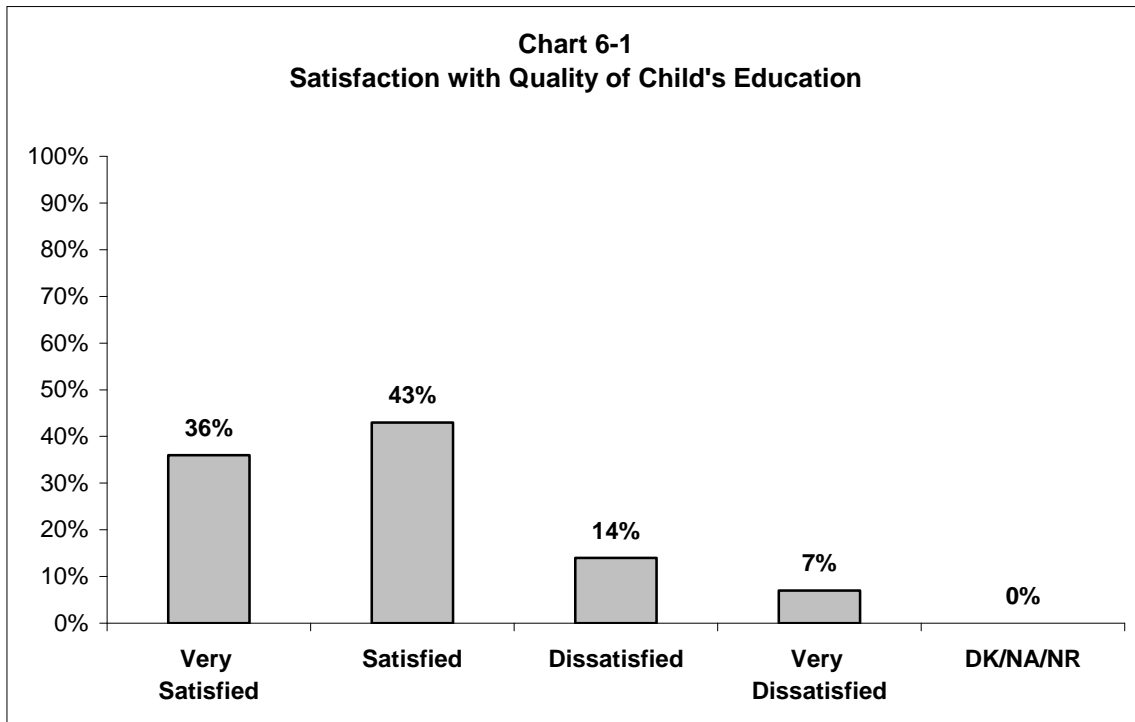
Table 5-1 shows the demographics for the total sample of 816 parents of children with severe special needs. Frequency results for all survey items, including breakdowns by demographic categories, are shown in Appendix B.

<b>Table 5-1 Demographics of Sample Parents of Children with Severe Special Needs</b>		
<b>Demographic Category</b>	<b>Number of Respondents</b>	<b>Percentage</b>
<b>Parent Gender</b>		
Male	155	19%
Female	661	81%
<b>Child's Age Category</b>		
< 6 years	212	26%
6-11 years	339	42%
12-14 years	145	18%
> 14 years	120	15%
<b>Child's Grade Level</b>		
Kindergarten/Early Childhood Services	199	24%
Grades 1-6	366	45%
Grades 7-9	137	17%
Grades 10-12	110	13%
Upgraded/congregated/cluster/seggregated setting	4	0%
DK/NA/NR	0	0%
<b>Child's Special Needs Description</b>		
Severe Physical or Medical Disability	348	43%
Severe Emotional/Behavioural Disability	247	30%
ECS Severe Delay Involving Language	119	15%
Severe Multiple Disability	52	6%
Severe Cognitive Disability	21	3%
Deafness	18	2%
Blindness	11	1%
<b>Child's Gender</b>		
Male	598	73%
Female	218	27%
<b>Region</b>		
Edmonton	150	18%
Calgary	220	27%
Other Cities	162	20%
Non-cities	284	35%

## 6. Parents of Children with Severe Special Needs Survey Results

### 6.1. Satisfaction with Quality of Education

In order to assess satisfaction with quality of education, parents of children with severe special needs were asked to indicate their level of satisfaction with the quality of education their child is receiving at school. Overall, the majority of parents (79%) reported being satisfied, with 36% “very satisfied” and just under half (43%) “satisfied” (Chart 6-1).



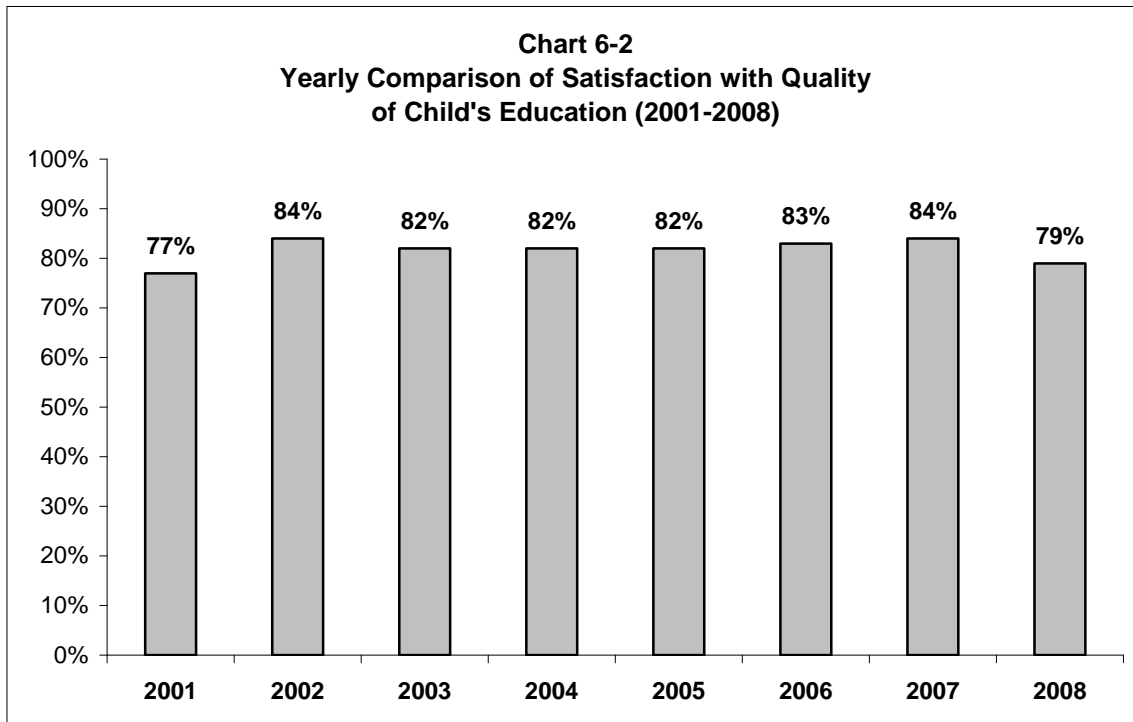
n=816

2008 Q2 “How satisfied are you with the quality of education that your child is receiving at school?”

Crosstab analysis revealed that proportion of parents satisfied with quality of education was:

- Lower among parents from Calgary.
- Higher among parents of children in Kindergarten/ECS and lower among parents of children in Grades 1-6.
- Lower among parents of children with Severe Emotional/Behavioural Disability.

Comparison of results over time suggests that parents' satisfaction with quality of education has remained relatively stable since 2001 (Chart 6-2).



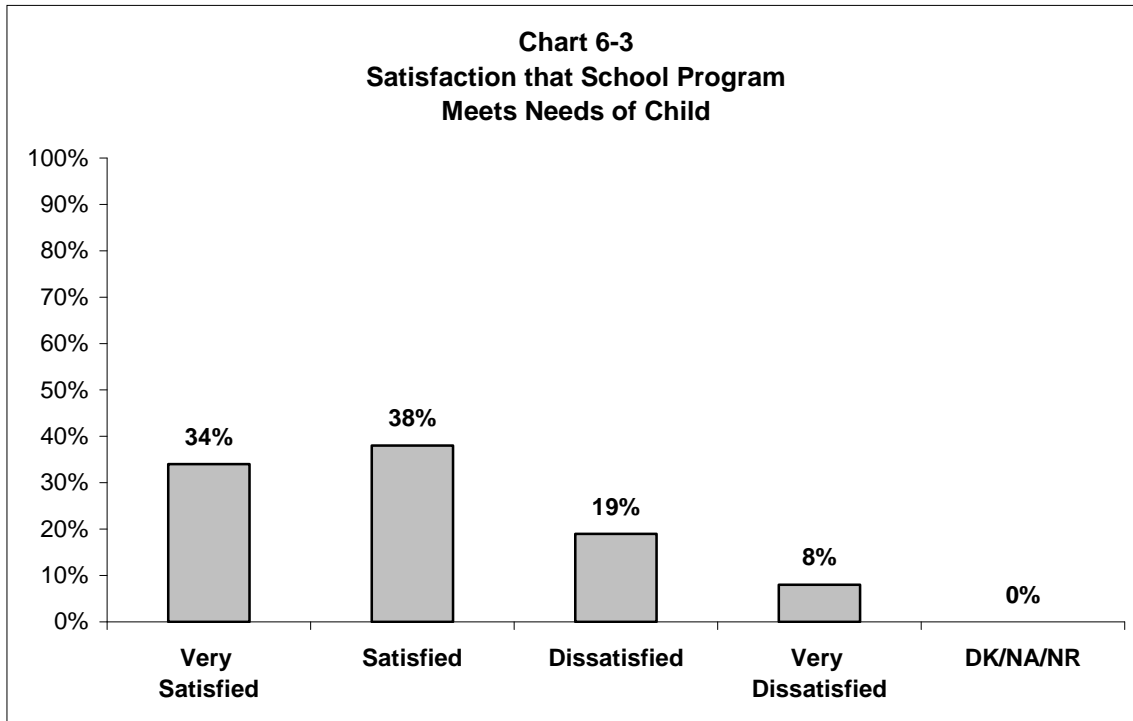
n=849 in 2001, n=809 in 2002, n=818 in 2003, n=801 in 2004, n=800 in 2005, n=800 in 2006, n=800 in 2007, n=816 in 2008

2001-2003 "Overall, how satisfied are you with the quality of education that your child with special needs is receiving?"

2004-2008 "How satisfied are you with the quality of education that your child is receiving at school?"

Source: 2007 "Survey Summary Report: Parents of Children with Severe Special Needs Survey"

When asked to indicate their satisfaction that the school provides a program that meets the needs of their child, about three-quarters (72%) of parents reported being satisfied, with over one-third (34%) “very satisfied” and 38% “satisfied” (Chart 6-3).



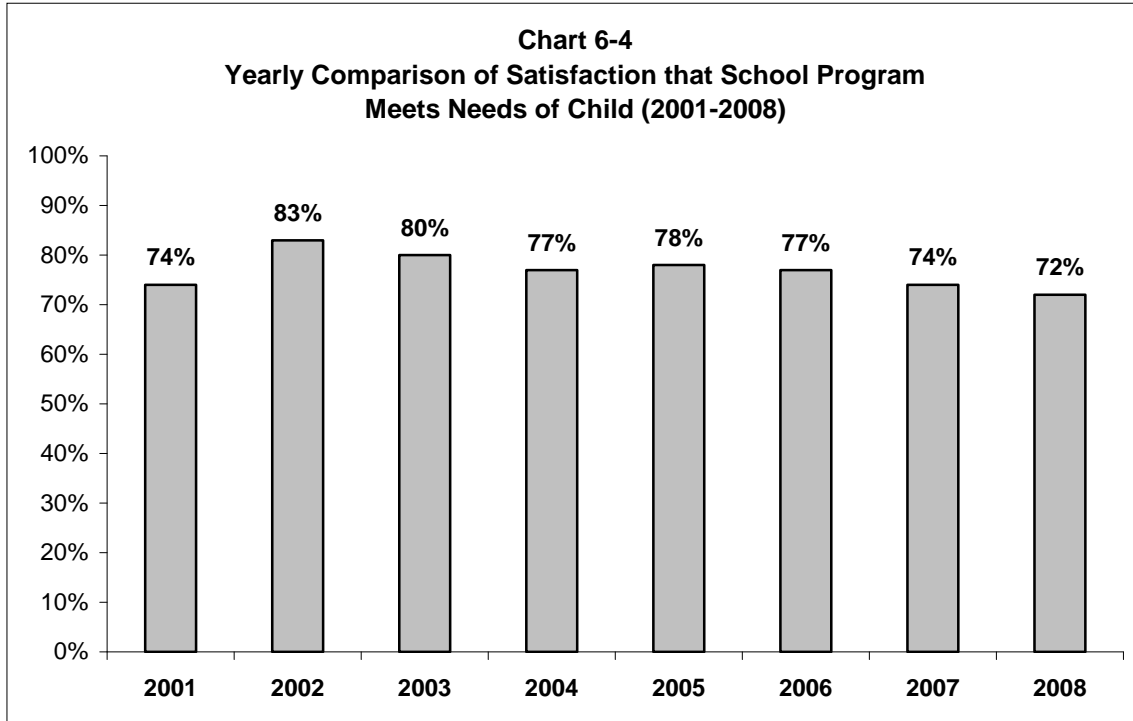
n=816  
2008 Q3a “Overall, how satisfied are you that the school provides a program that meets the needs of your child?”

Crosstab analysis revealed that satisfaction that the school provides a program that meets the needs of their child was:

- Higher among parents of children in Kindergarten/ECS and lower among parents of children in Grades 1-6.
- Higher among parents of children with ECS Severe Delay Involving Language and lower among parents of children with Severe Emotional/Behavioural Disability.

Additionally, parents who were satisfied with the quality of education were more likely to be satisfied that the school provides a program that meets their child's needs.

Comparison of results over time suggests that satisfaction with the school program has declined since the level observed in 2002 and 2003, but has remained stable since then (Chart 6-4).



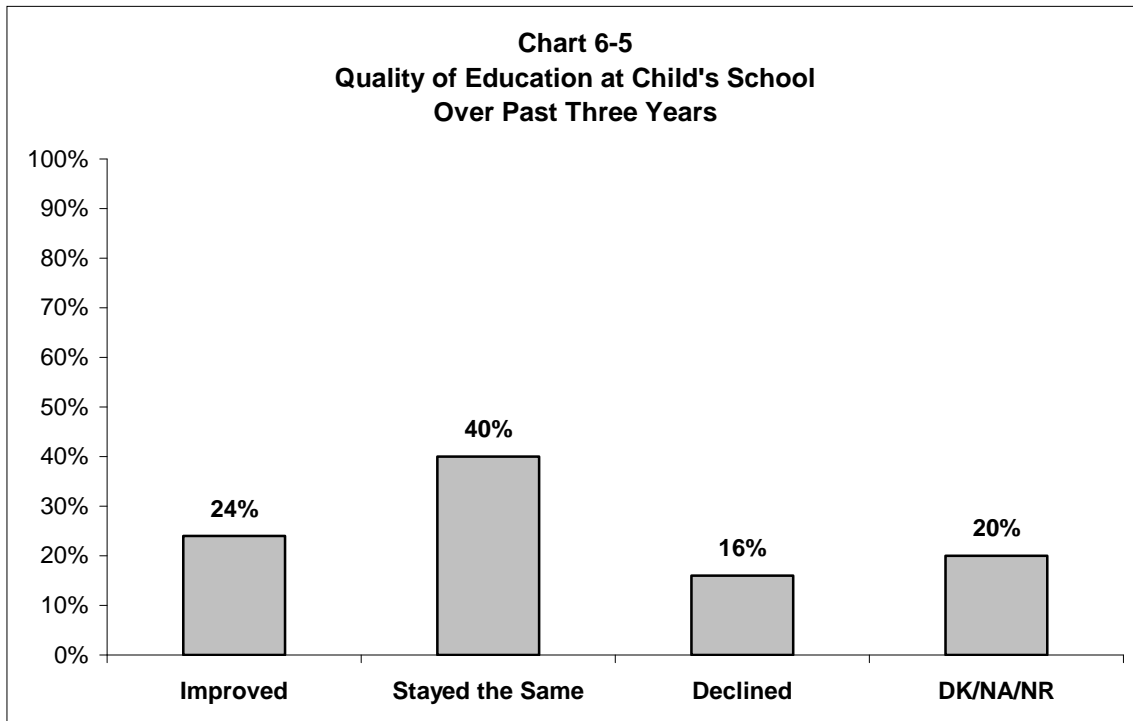
n=849 in 2001, n=809 in 2002, n=818 in 2003, n=801 in 2004, n=800 in 2005, n=800 in 2006, n=800 in 2007, n=816 in 2008

2001-2003 "Overall, how satisfied are you with the responsiveness of the school in providing a program that meets the special needs of your child?"

2004-2008 "Overall, how satisfied are you that the school provides a program that meets the needs of your child?"

Source: 2007 "Survey Summary Report: Parents of Children with Severe Special Needs Survey"

Also with regard to the quality of education at their child's school, parents were asked whether the quality of education improved, stayed the same, or declined over the past three years. Overall, about one-quarter (24%) of parents indicated that the quality "improved," and 40% reported that it "stayed the same" (Chart 6-5). Note, however, that 20% did not comment on the quality of education at their child's school over the past three years.

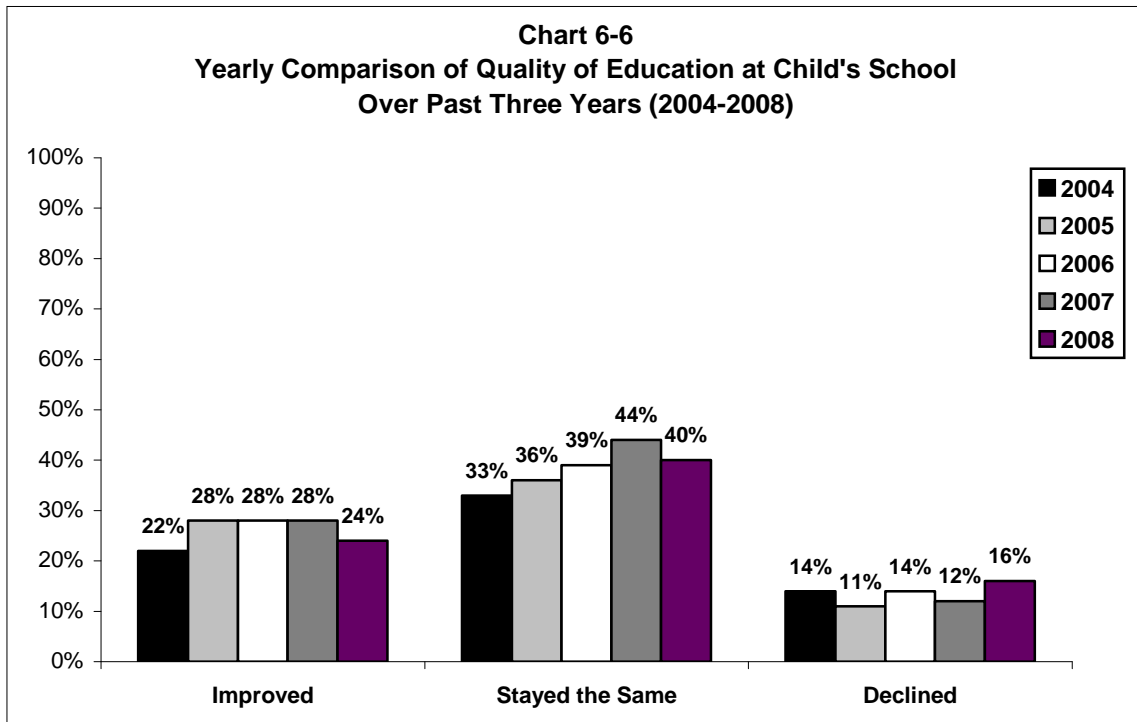


n=816

2008 Q3b "In your opinion, has the quality of education at your child's school improved, stayed the same, or declined in the past three years?"

Parents of special needs children who were satisfied with the quality of education their child received at school were more likely to say the quality of education had improved over the past three years.

The proportion of parents who indicated the quality of education at their child's school "improved," "stayed the same," or "declined" has remained stable since 2004 (Chart 6-6).



n=801 in 2004, n=800 in 2005, n=800 in 2006, n=800 in 2007, n=816 in 2008

2004-2008 "In your opinion, has the quality of education at your child's school improved, stayed the same, or declined in the past three years?"

Source: 2007 "Survey Summary Report: Parents of Children with Severe Special Needs Survey"

## 6.2. Satisfaction with Alberta’s Education System

Parents were also asked about Alberta’s education system as a whole, including elementary, junior, and senior high schools. When asked to indicate their level of agreement with a series of statements about Alberta’s education system (Table 6-7), 74% of parents agreed that the highest priority of Alberta’s education system is the success of the student. Approximately two-thirds of parents agreed that Alberta’s education system is accountable to the public (67%) and that Alberta’s education system ensures access to quality education to all students regardless of where they live (62%). There was less agreement that Alberta’s education system communicates effectively with the public, with only about half (52%) of parents agreeing with this statement.

<b>Table 6-7 Parent Opinion of Alberta’s Education System</b>						
	<b>Total Agree</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>DK/NA/ NR</b>
The highest priority of Alberta’s education system is the success of the student	74%	20%	53%	19%	5%	2%
Alberta’s education system is accountable to the public	67%	17%	50%	23%	5%	5%
Alberta’s education system ensures access to quality education to all students regardless of where they live	62%	11%	52%	23%	9%	5%
Alberta’s education system communicates effectively with the public	52%	6%	46%	36%	7%	5%

n=816

2008 Q24 “Would you strongly agree, agree, disagree, or strongly disagree with the following statements: (a) The highest priority of the education system in Alberta is the success of the student. (b) Alberta’s education system is accountable to the public. (c) Alberta’s education system communicates effectively with the public. (d) Alberta’s education system ensures access to quality education to all students regardless of where they live.”

Crosstab analysis revealed that satisfaction that the highest priority of the education system in Alberta is the success of the student was:

- Higher among parents of from other cities and lower among parents from Calgary.
- Lower among parents of children in Grades 10 -12.

Crosstab analysis revealed that agreement regarding Alberta’s education system communicates effectively with the public was:

- Higher among parents from other cities and lower among parents from Calgary
- Higher among parents of children in Kindergarten/ECS and lower among parents of children in Grades 10-12.
- Higher among parents of children with ECS Severe Delay Involving Language and Severe Multiple Disability.

Crosstab analysis revealed that agreement regarding Alberta's education system ensures access to quality education to all students regardless of where they live was:

- Lower among parents from Calgary.
- Higher among parents of children with ECS Severe Delay Involving Language and lower among parents of children with Severe Physical/Medical Disabilities.

Parents' agreement levels concerning Alberta's education system have remained relatively stable over time (Table 6-8).

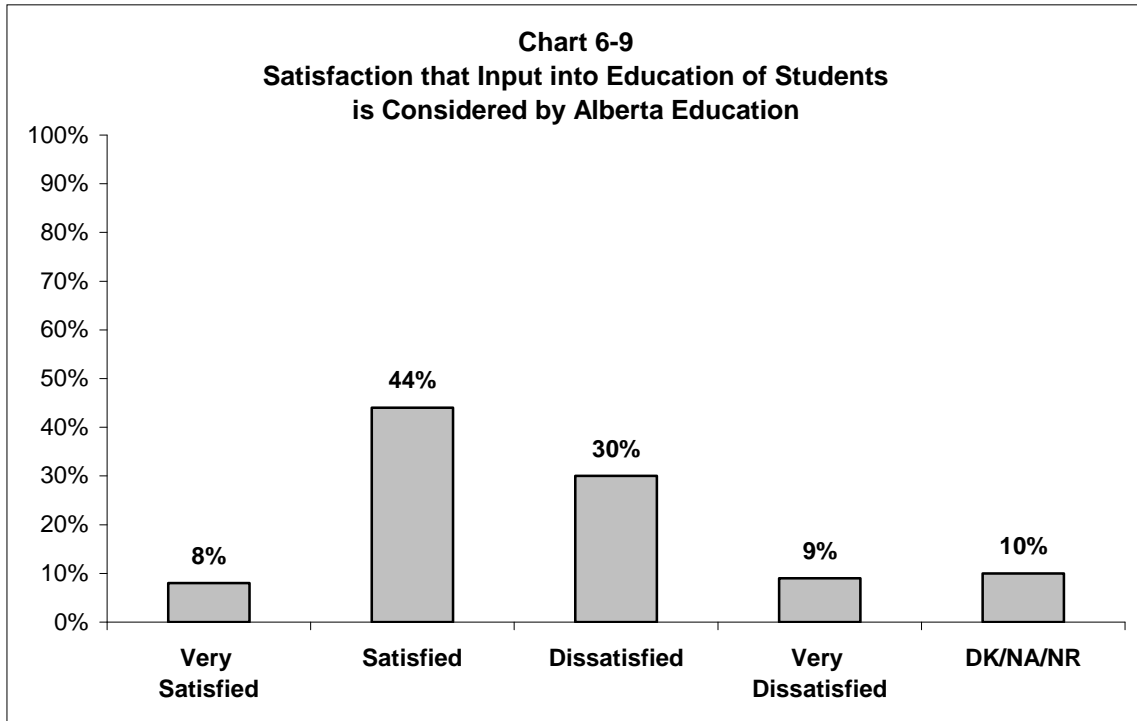
<b>Table 6-8 Yearly Comparison of Parent Opinion of Alberta's Education System (2004-2008)</b>					
	<b>Total Agree 2004</b>	<b>Total Agree 2005</b>	<b>Total Agree 2006</b>	<b>Total Agree 2007</b>	<b>Total Agree 2008</b>
The highest priority of Alberta's education system is the success of the student	68%	74%	70%	72%	74%
Alberta's education system is accountable to the public	60%	68%	68%	65%	67%
Alberta's education system ensures access to quality education to all students regardless of where they live	59%	63%	63%	62%	62%
Alberta's education system communicates effectively with the public	50%	51%	53%	53%	52%

n=801 in 2004, n=800 in 2005, n=800 in 2006, n=800 in 2007, n=816 in 2008

2004-2008 Would you strongly agree, agree, disagree, or strongly disagree with the following statements: (a) The highest priority of the education system in Alberta is the success of the student. (b) Alberta's education system is accountable to the public. (c) Alberta's education system communicates effectively with the public. (d) Alberta's education system ensures access to quality education to all students regardless of where they live."

Source: 2007 "Survey Summary Report: Parents of Children with Severe Special Needs Survey"

When asked how satisfied they were that their input into the education of students is considered by Alberta Education, about half (52%) of parents of children with severe special needs reported being satisfied, with 8% “very satisfied” and 44% “satisfied” (Chart 6-9).

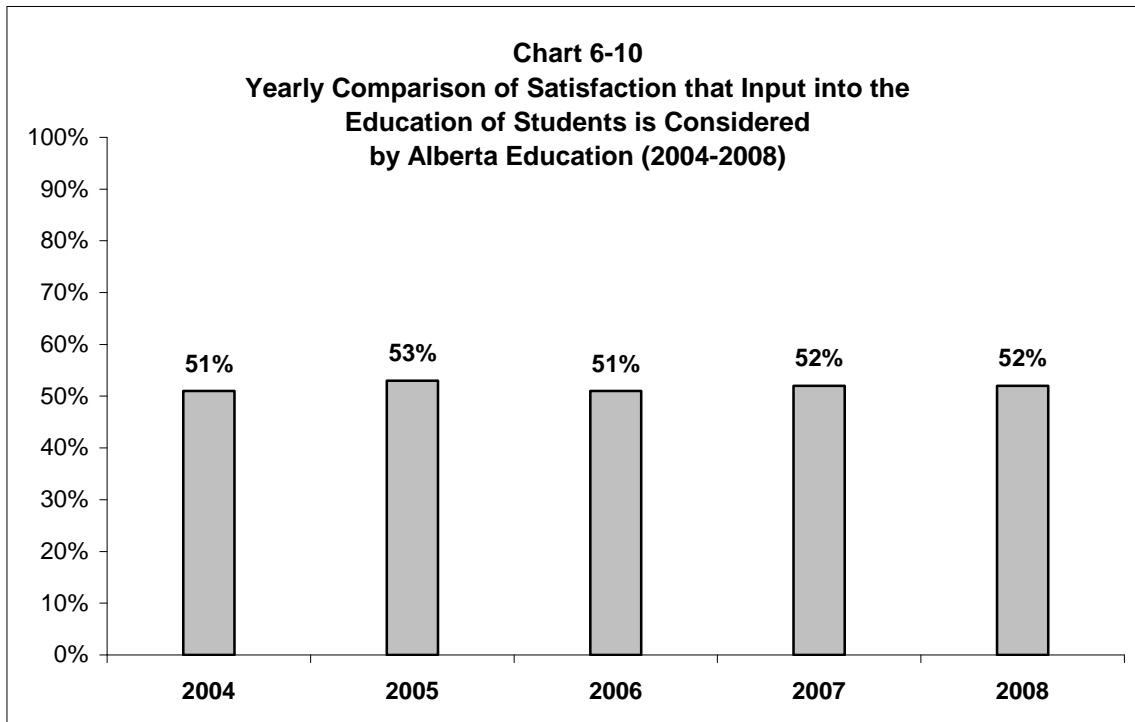


n=816  
2008 Q25 “How satisfied are you that your input into the education of students is considered by Alberta Education?”

Crosstab analysis revealed that satisfaction that their input into the education of students is considered by Alberta Education was:

- Higher among parents from Edmonton and lower among parents from Calgary.
- Higher among parents of children in Kindergarten/ECS and lower among parents of children in Grades 10-12.
- Higher among parents of children with ECS Severe Delay Involving Language and lower among parents of children with Severe Physical/Medical Disabilities.

Parents' satisfaction that input into the education of students is considered by Alberta Education was similarly low over the past four years (see Chart 6-10).



n=801 in 2004, n=800 in 2005, n=800 in 2006, n=800 in 2007, n=816 in 2008

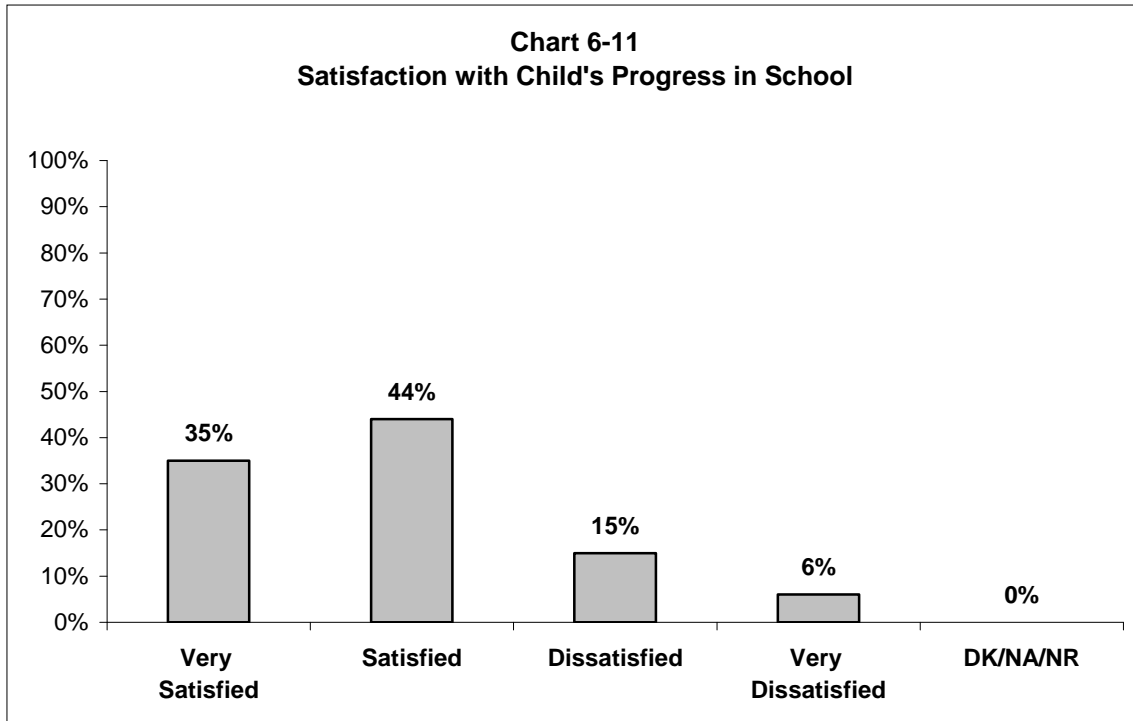
2004 "How satisfied are you that your input into the education of students is considered by Alberta Learning?"

2005-2008 "How satisfied are you that your input into the education of students is considered by Alberta Education?"

Source: 2007 "Survey Summary Report: Parents of Children with Severe Special Needs Survey"

### 6.3. Satisfaction with Child's Progress in School

When asked about their satisfaction with their child's progress in school this year, 79% of parents reported being satisfied, with about one-third (35%) "very satisfied" and 44% "satisfied" (Chart 6-11).



n=816

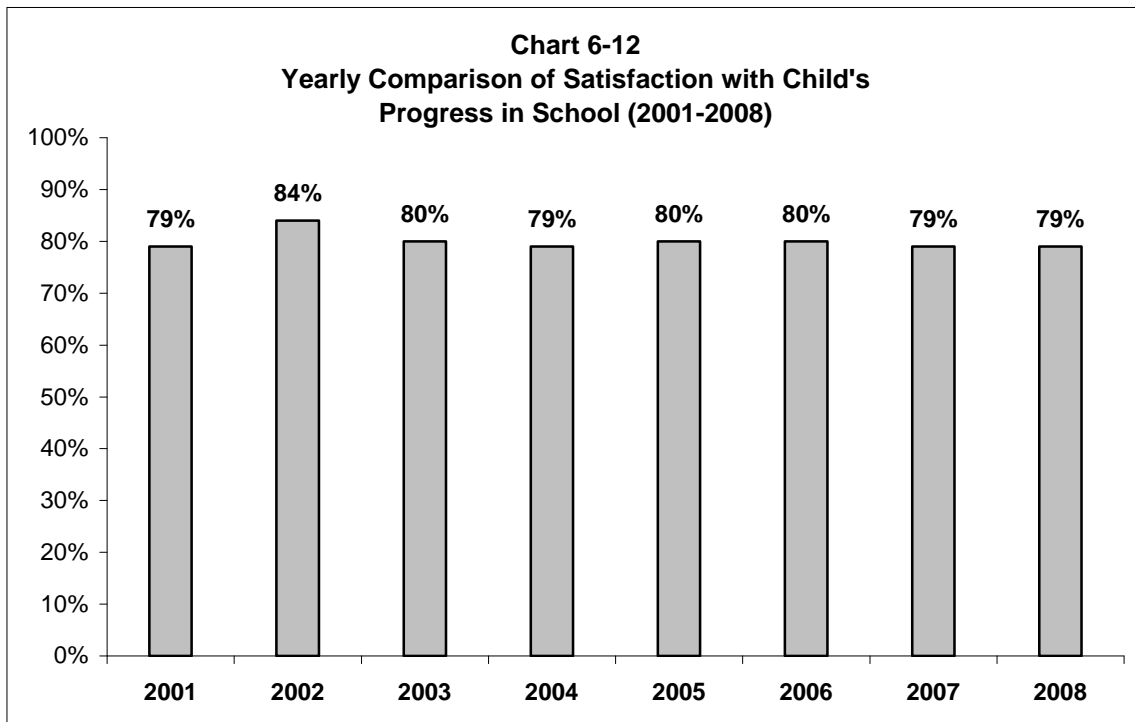
2008 Q4 "Overall, how satisfied are you with your child's progress in school this year?"

Crosstab analysis indicated that satisfaction with the progress of their child in school was:

- Higher among parents from other cities and lower among parents from Calgary
- Higher among parents of children in Kindergarten/ECS and lower among parents of children in Grades 7-9.
- Higher among parents of children with ECS Severe Delays Involving Language and lower among parents of children with Severe Physical and Medical Disabilities.

Parents who were satisfied with the quality of education were also more likely to be satisfied with the progress of their child in school.

Comparison of results over time suggests that satisfaction with progress has remained stable since 2001 (Chart 6-12).



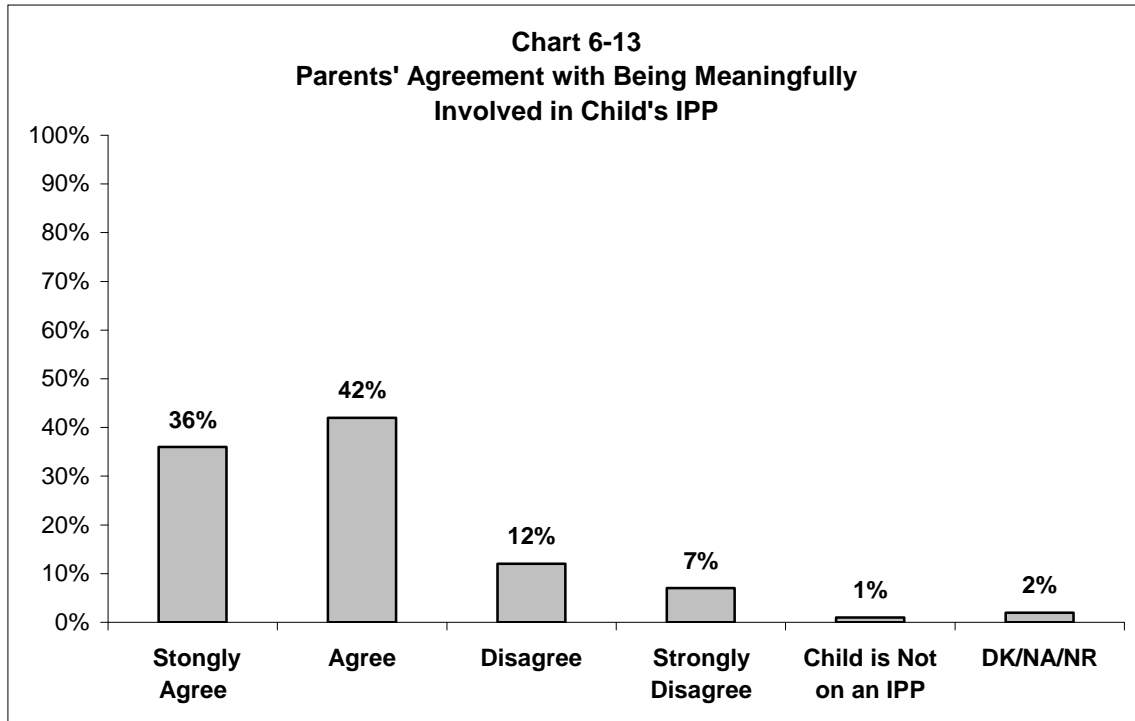
n=849 in 2001, n=809 in 2002, n=818 in 2003, n=801 in 2004, n=800 in 2005, n=800 in 2006, n=800 in 2007, n=816 in 2008

2001-2008 "Overall, how satisfied are you with your child's progress in school this year?"

Source: 2007 "Survey Summary Report: Parents of Children with Severe Special Needs Survey"

#### 6.4. Satisfaction with Child's IPP

When asked to think about their child's Individualized Program Plan (IPP), the majority of parents (78%) agreed that they were meaningfully involved in the development of the IPP (Chart 6-13). Only 1% of parents reported that their child is not on an IPP.



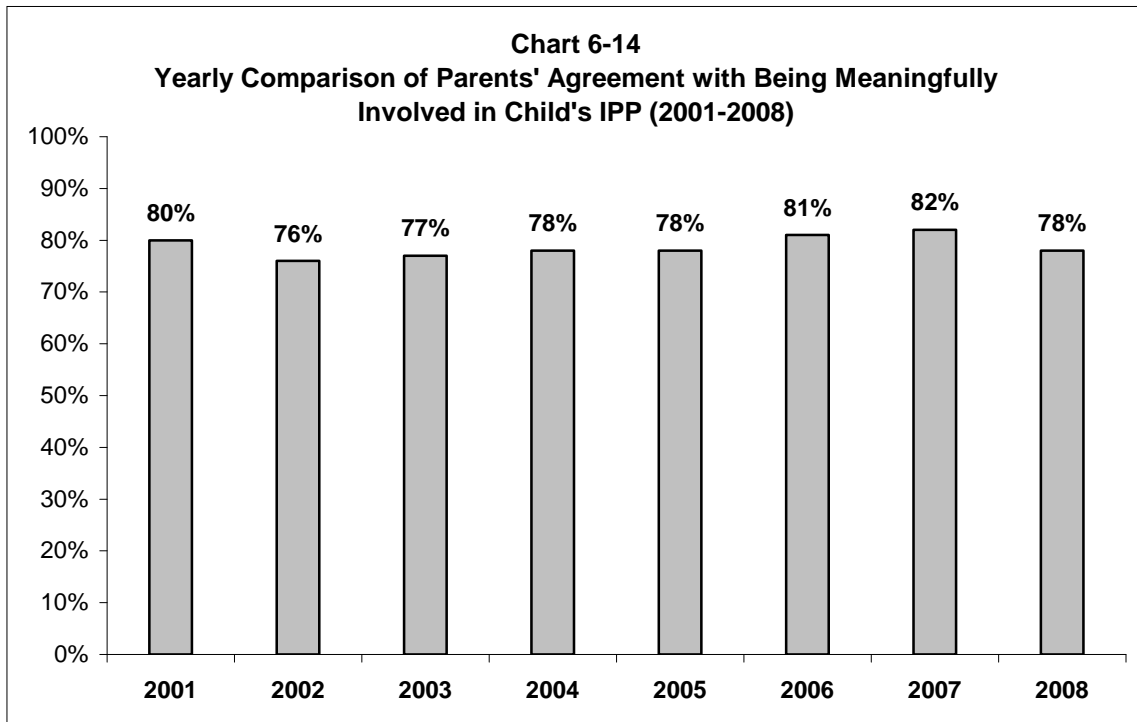
n=816

2008 Q5 "Thinking of your child's Individualized Program Plan (IPP), would you strongly agree, agree, disagree, or strongly disagree that you were meaningfully involved in the development of the IPP?"

Crosstab analysis revealed that agreement regarding their meaningful involvement in their child's IPP was:

- Higher among parents from Edmonton.
- Lower among parents of children in Grades 10-12

Parents' agreement with being meaningfully involved in their child's IPP has not changed significantly over the survey periods (Chart 6-14).

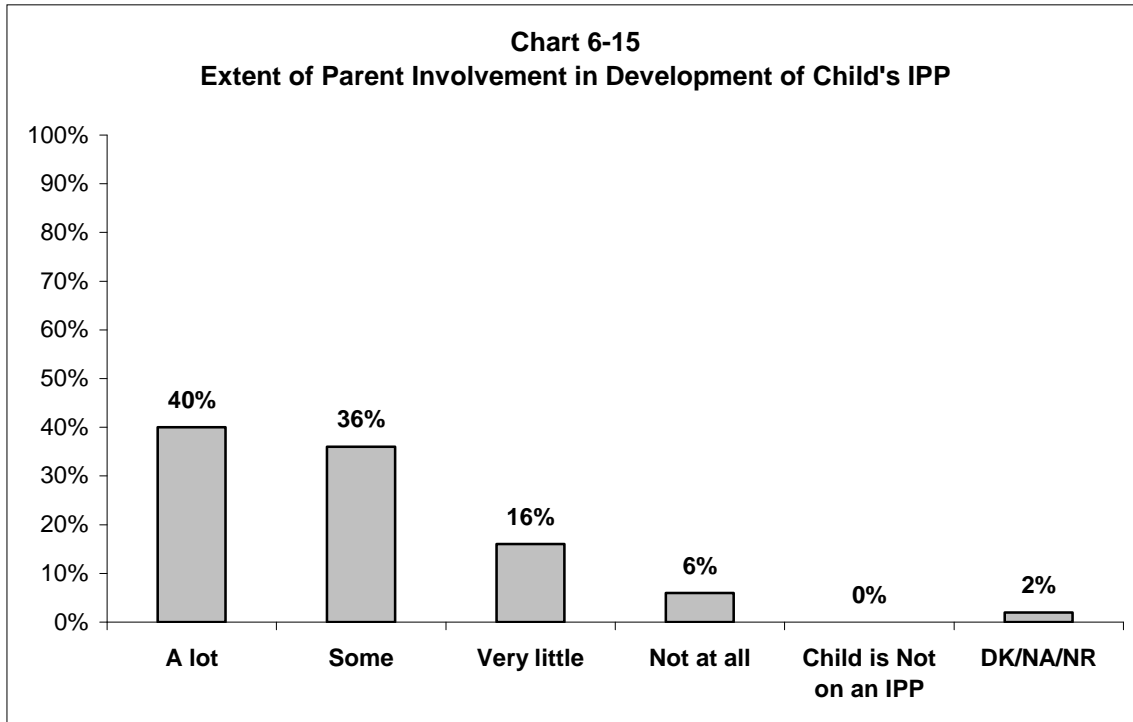


n=849 in 2001, n=809 in 2002, n=818 in 2003, n=801 in 2004, n=800 in 2005, n=800 in 2006, n=800 in 2007, n=816 in 2008

2001-2008 "Thinking of your child's Individualized Program Plan (IPP), would you strongly agree, agree, disagree, or strongly disagree that you were meaningfully involved in the development of the IPP?"

Source: 2007 "Survey Summary Report: Parents of Children with Severe Special Needs Survey"

When parents were asked about the extent to which they were involved in the development of the IPP, 40% reported “a lot” of involvement, approximately one-third (36%) reported “some” involvement, and about one in five parents (22%) reported “very little” or no involvement (Chart 6-15).

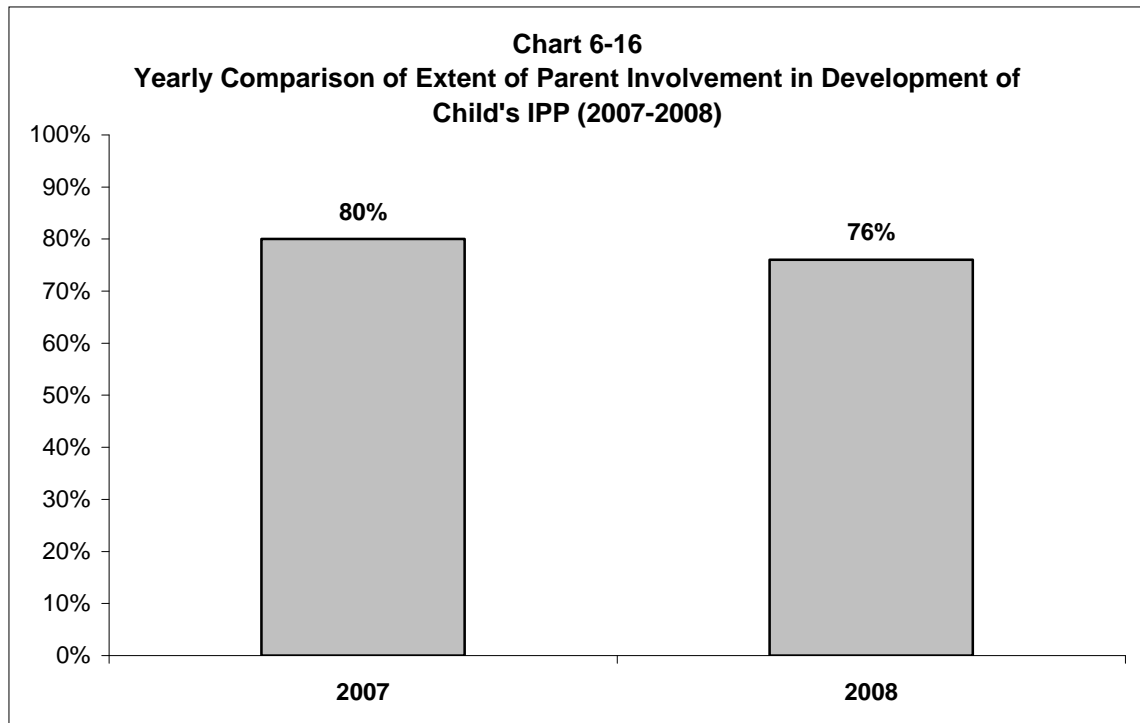


n=804

2008 Q5.1 "Thinking of your child's Individualized Program Plan (IPP), to what extent are you involved in the development of the IPP?"

Crosstab analysis revealed that extent that a parent is involved in the development of the IPP “a lot” was:

- Higher among parents of children in Kindergarten/ECS and lower among parents with children in Grades 10-12.



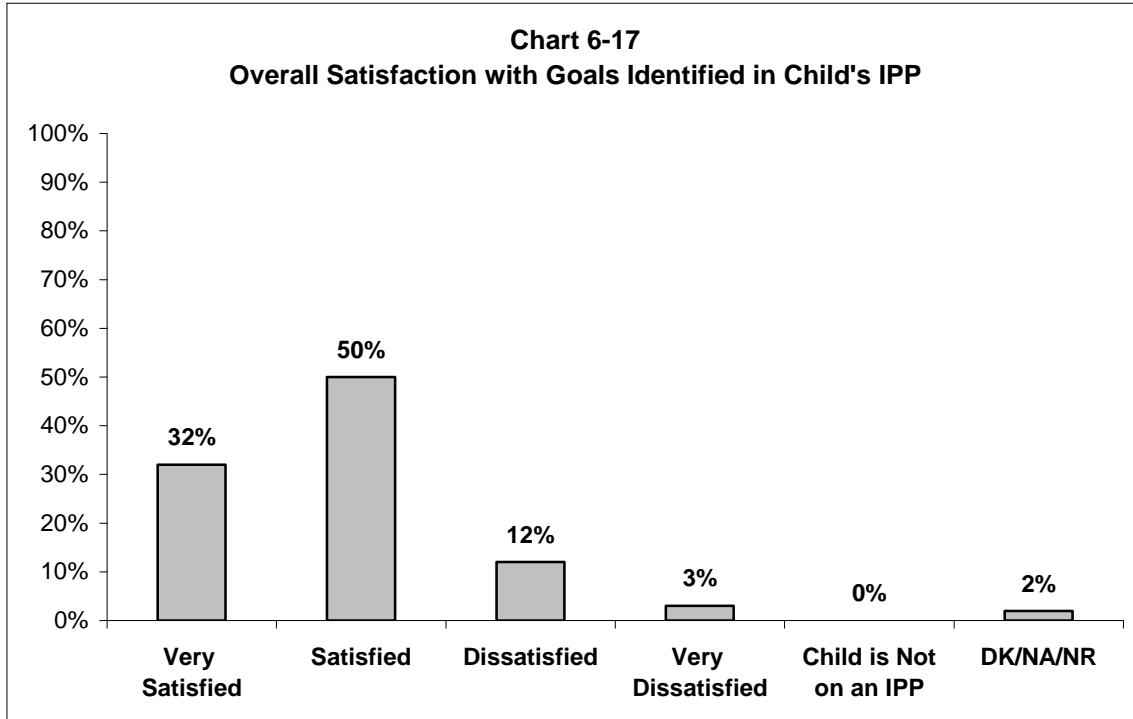
n=780 in 2007, n=804 in 2008

2007-2008 "Thinking of your child's Individualized Program Plan (IPP), to what extent are you involved in the development of the IPP?"

Source: 2007 "Survey Summary Report: Parents of Children with Severe Special Needs Survey"

This was the second year this question was asked; therefore, trend data prior to 2007 is unavailable. A comparison between 2007 and 2008 shows consistency, with the majority of parents in both years reporting at least some involvement in the development of their child's IPP.

When asked about the goals identified in their child's IPP, the vast majority (82%) of parents reported being satisfied, with 32% "very satisfied" and 50% "satisfied" (Chart 6-17).<sup>3</sup>



n=804  
2008 Q6 "Overall, how satisfied are you with the goals identified in your child's IPP?"

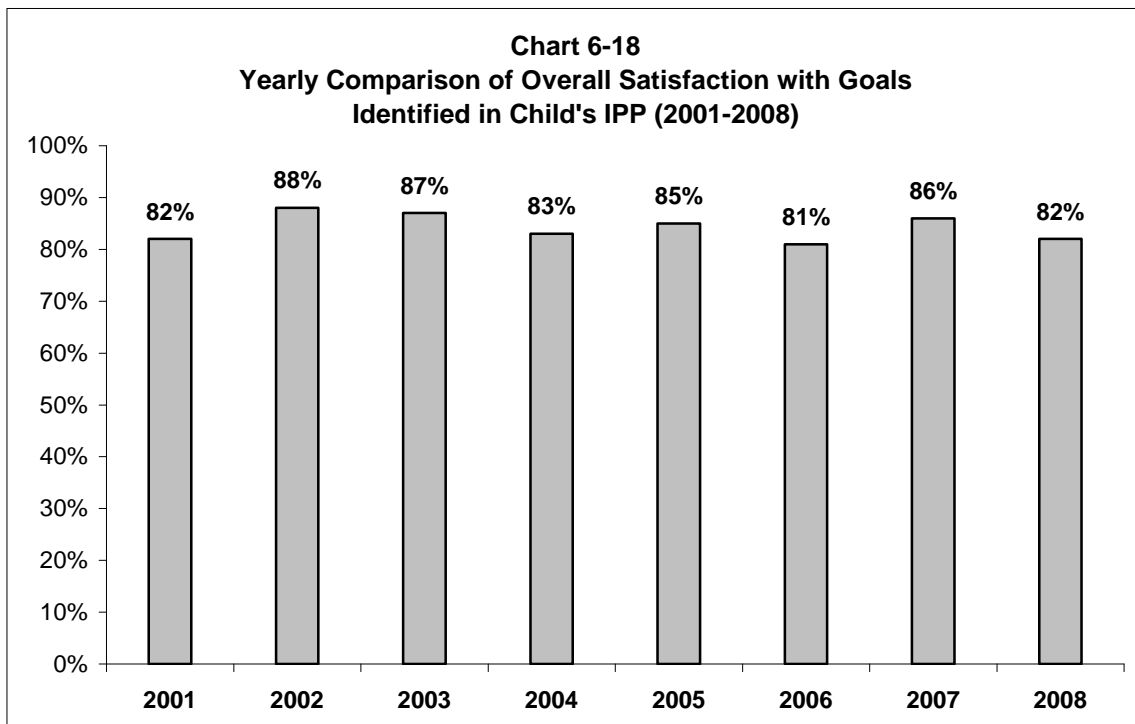
Crosstab analysis revealed that satisfaction with the goals identified in their child's IPP was:

- Higher among parents of children in Kindergarten/ECS
- Higher among parents of children with ECS Severe Delays Involving Language

Parents who agreed that they were meaningfully involved in the development of their child's IPP were more likely to be satisfied with the goals identified in the IPP.

<sup>3</sup> All percentages are rounded to the nearest whole number based on computer-generated analysis. For single response items, percentages may not total to 100% due to rounding. Similarly, rounded percentages for individual response options may not total exactly to combined percentages due to rounding.

Satisfaction with IPP goals remained consistent over previous survey periods (Chart 6-18).



n=849 in 2001, n=809 in 2002, n=772 in 2003, n=782 in 2004, n=779 in 2005, n=787 in 2006, n=779 in 2007, n=804 in 2008

2001-2008 "Overall, how satisfied are you with the goals identified in your child's IPP?"

Source: 2007 "Survey Summary Report: Parents of Children with Severe Special Needs Survey"

## 6.5. Satisfaction with Support Services

In order to assess perceptions of school support services, parents of children with severe special needs were asked to indicate their agreement with a series of statements concerning these types of services (Table 6-19).

<b>Table 6-19 Parent Opinion of Support Services</b>						
	<b>Total Agree</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>DK/NA/ NR</b>
Your child needs services to be able to attend school	87%	43%	44%	9%	1%	3%
Your child is benefiting from the services being provided	81%	32%	49%	12%	5%	2%
The people providing services to your child work well together	80%	31%	49%	11%	4%	5%
The types of services your child receives are appropriate for your child	75%	24%	51%	17%	7%	2%
You had an opportunity to be involved in decisions regarding support services implemented for your child	72%	24%	47%	19%	8%	1%
Your child receives the support services he/she needs to be successful in school	65%	25%	40%	23%	11%	1%
The people providing services spend the right amount of time with your child	64%	22%	42%	21%	10%	5%
Services for your child were arranged quickly	62%	17%	45%	24%	12%	2%
It was easy to access services for your child	51%	14%	38%	29%	18%	3%

n=816

2008 Q7 "Thinking about the services that support your child in school, would you strongly agree, agree, disagree, or strongly disagree with the following statements: (a) Your child needs services to be able to attend school. (b) Your child receives the support services he/she needs to be successful in school. (c) You had an opportunity to be involved in decisions regarding the support services implemented for your child. (d) It was easy to access services for your child. (e) The types of services your child receives are appropriate for your child (f) Services for your child were arranged quickly. (g) The people providing services spend the right amount of time with your child. (h) The people providing services to your child work well together. (i) Your child is benefiting from the services being provided."

Overall, the vast majority (87%) of parents agreed that their child needs services to be able to attend school, with about half (43%) indicating that they "strongly agree." The vast majority of parents (81%) also agreed that their child is benefiting from the services being provided and that the people providing services work well together (80%).

Approximately three-quarters of parents agreed that:

- the types of services received are appropriate for their child (75%) and
- they had an opportunity to be involved in decisions regarding support services implemented for their child (72%).

In addition, approximately two-thirds of parents felt that:

- their child receives the support services he/she needs to be successful in school (65%),
- the people providing services spend the right amount of time with their child (64%), and
- the services for their child were arranged quickly (62%).

Crosstab analysis revealed agreement that their child receives the support he or she needs to be successful at school was:

- Higher for parents from Edmonton and lower for parents from Calgary,
- Higher among parents of children in Kindergarten/ ECS and lower among parents of children in Grades 1-6, and
- Higher among parents of children with ECS Severe Delay Involving Language and lower among parents of children with Severe Physical or Medical Disability

Agreement that they have opportunities to be involved in the decisions regarding the support services implemented for their child was:

- Higher among parents of children in Kindergarten/ECS, and
- Higher among parents of children with ECS Severe Delay Involving Language.

Agreement that it was easy to access services for their child was:

- Higher among parents of children with Kindergarten/ECS, and
- Higher among parents of children with ECS Severe Delay Involving Language and lower among parents of children with Severe Physical and Medical Disability.

Agreement that the types of services their child receives are appropriate for their child was:

- Lower among parents from Calgary,
- Higher among parents of children with Kindergarten/ECS and lower among parents with children in grades 10-12, and

- Higher among parents of children with ECS Severe Delay Involving Language and lower among Severe Physical and Medical Disability.

Agreement that services for their child were arranged quickly was:

- Higher among parents of children in Kindergarten/ECS, and
- Higher among parents of children with ECS Severe Delay Involving Language and lower among parents of children with Severe Physical and Medical Disability.

Agreement that the people providing services spend the right amount of time with their child was:

- Higher among parents from Edmonton,
- Higher among parents of children in Kindergarten/ECS and lower among parents of children in grades 1-6, and
- Higher among parents of children with ECS Severe Delay Involving Language.

Agreement that the people providing services to their child work well was:

- Higher among parents of children in Kindergarten/ECS and lower among parents of children in grades 10-12, and
- Higher among parents of children with ECS Severe Delay Involving Language.

Agreement that their child is benefiting from the services being provided was:

- Lower among parents of children from Calgary,
- Higher among parents of children in Kindergarten/ECS and lower among parents of children in Grades 10-12, and
- Higher among parents of children with ECS/Severe Delays Involving Language.

There has been some variation in agreement over time concerning support services (Table 6-20). Specifically, agreement that it was easy to access services shows a decline, with ratings in 2008 down 26% from the highest ratings in 2001 and now similar to levels reported in 1998. Further, there appears to be a decline in agreement over the longer timeframe that parents had an opportunity to be involved in decisions regarding the implementation of support services, that the child receives the support services he/she needs to be successful in school, and that the people providing services spend the right amount of time with their child.

<b>Table 6-20 Yearly Comparison of Parent Opinion of Support Services (1998-2008)</b>											
	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Child needs services to be able to attend school	91%	85%	89%	88%	84%	87%	87%	85%	83%	89%	87%
Child is benefiting from the services being provided	84%	85%	86%	82%	85%	82%	84%	83%	84%	85%	81%
The people providing services to child work well together	85%	84%	85%	82%	85%	83%	84%	83%	84%	81%	80%
The types of services child receives are appropriate	77%	77%	80%	74%	82%	79%	77%	76%	77%	75%	75%
You had an opportunity to be involved in decisions regarding support services implemented for your child*	83%	83%	84%	80%	81%	77%	76%	78%	77%	73%	72%
Child receives the support services he/she needs to be successful in school	--	74%	72%	69%	77%	74%	73%	76%	75%	71%	65%
The people providing services spend the right amount of time with child	69%	70%	70%	68%	72%	71%	68%	68%	66%	61%	64%
Services for child were arranged quickly	62%	66%	64%	65%	73%	68%	66%	67%	66%	61%	62%
It was easy to access services for child	52%	76%	75%	77%	64%	61%	57%	61%	54%	55%	51%

n=818 in 2003, n=801 in 2004, n=800 in 2005, n=800 in 2006, n=800 in 2007, n=816 in 2008

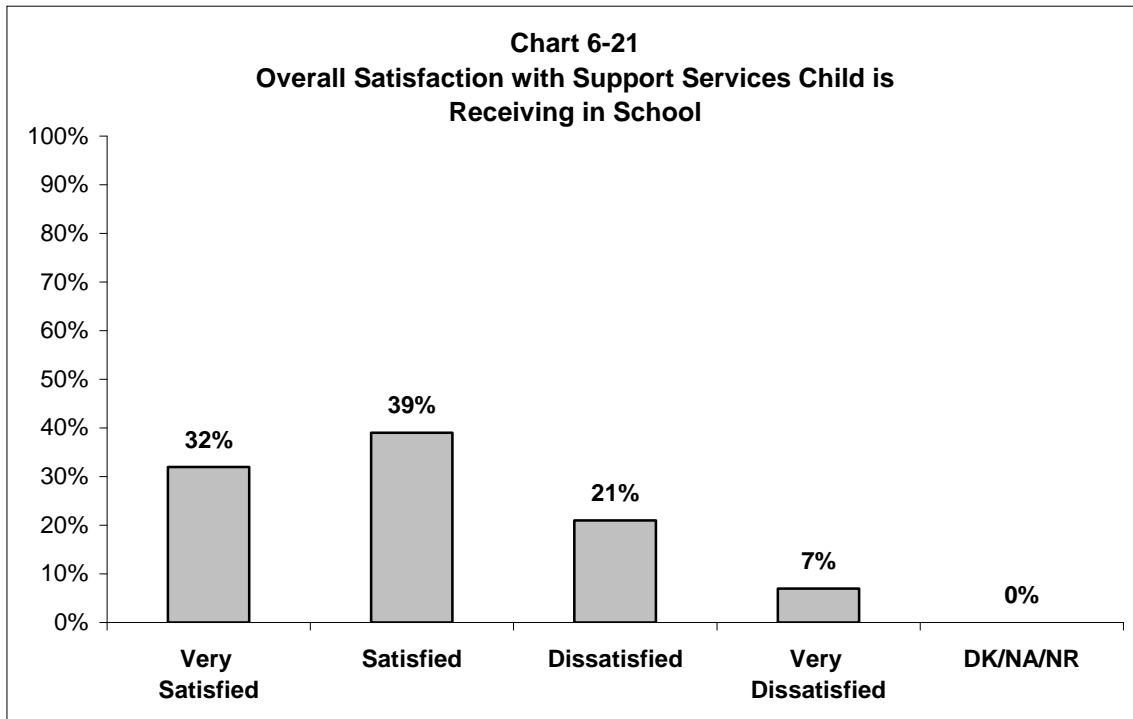
\*The wording of this item changed in 2002; prior to 2002, the question was asked as follows: "How *satisfied* are you with your involvement in the provision of services for your child?"

2002-2003 "Thinking about the services that support your child in school, would you strongly agree, agree, disagree, or strongly disagree with the following statements: (a) My child needs services to be able to attend school. (b) My child receives the support services he/she needs to be successful in school. (c) I had an opportunity to be involved in decisions regarding support services implemented for my child. (d) It was easy to access services for my child. (e) The types of services my child receives are appropriate for my child (f) Services for my child were arranged quickly. (g) The people providing services spend the right amount of time with my child. (h) The people providing services to my child work well together. (i) My child is benefiting from the services being provided."

2004-2008 "Thinking about the services that support your child in school, would you strongly agree, agree, disagree, or strongly disagree with the following statements: (a) Your child needs services to be able to attend school. (b) Your child receives the support services he/she needs to be successful in school. (c) You had an opportunity to be involved in decisions regarding support services implemented for your child. (d) It was easy to access services for your child. (e) The types of services your child receives are appropriate for your child (f) Services for your child were arranged quickly. (g) The

people providing services spend the right amount of time with your child. (h) The people providing services to your child work well together. (i) Your child is benefiting from the services being provided.”  
Source: 2007 “Survey Summary Report: Parents of Children with Severe Special Needs Survey”

In addition to being asked about these specific aspects of support services at their child’s school, parents were also asked to indicate their overall level of satisfaction with the support services their child is receiving in school. In total, about three-quarters (71%) of parents reported being satisfied, with 32% “very satisfied” and 39% “satisfied” (Chart 6-21).

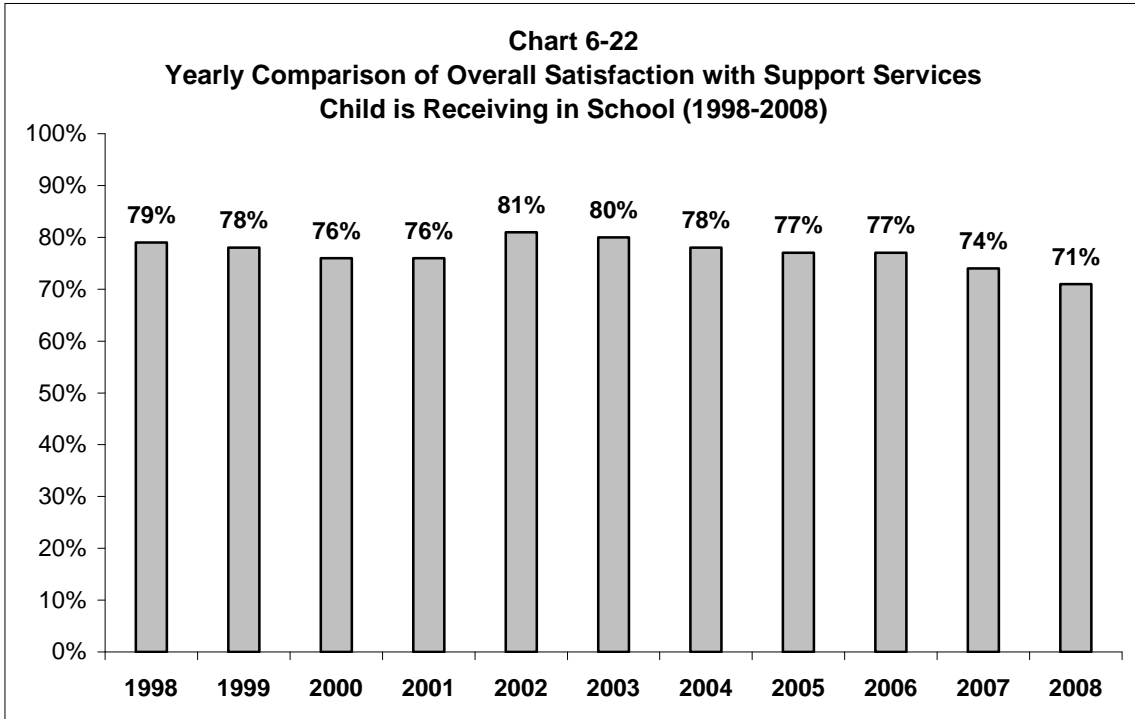


n=816  
2008 Q8 “Overall, how satisfied are you with the support services your child is receiving in her/his school?”

Crosstab analysis revealed that satisfaction with the support services their child is receiving in his or her school was:

- Higher among parents of children in Kindergarten/ECS.
- Higher among parents of children with ECS Severe Delays Involving Language.

Overall satisfaction with support services has decreased in 2008 specifically compared to the 1998, 2002 and 2003 results (Chart 6-22).



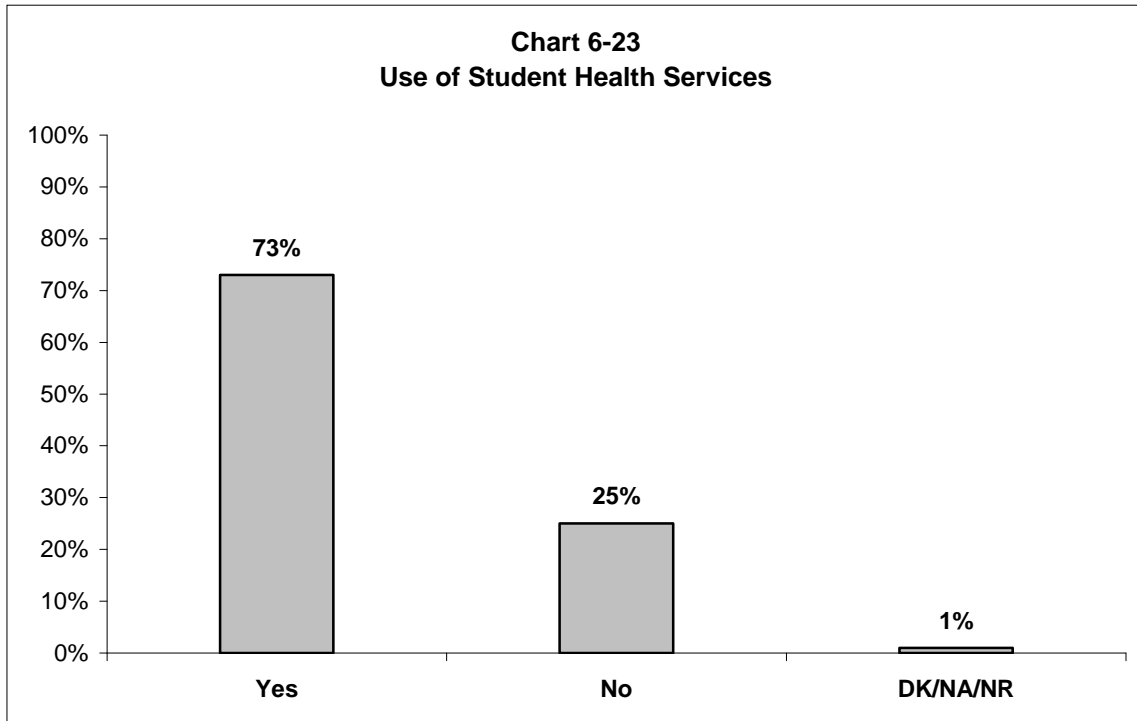
n=849 in 2001, n=809 in 2002, n=818 in 2003, n=801 in 2004, n=800 in 2005, n=800 in 2006, n=800 in 2007, n=816 in 2008

1998-2008 "Overall, how satisfied are you with the support services your child is receiving in her/his school?"

Source: 2007 "Survey Summary Report: Parents of Children with Severe Special Needs Survey"

## 6.6. Use of Student Health Services

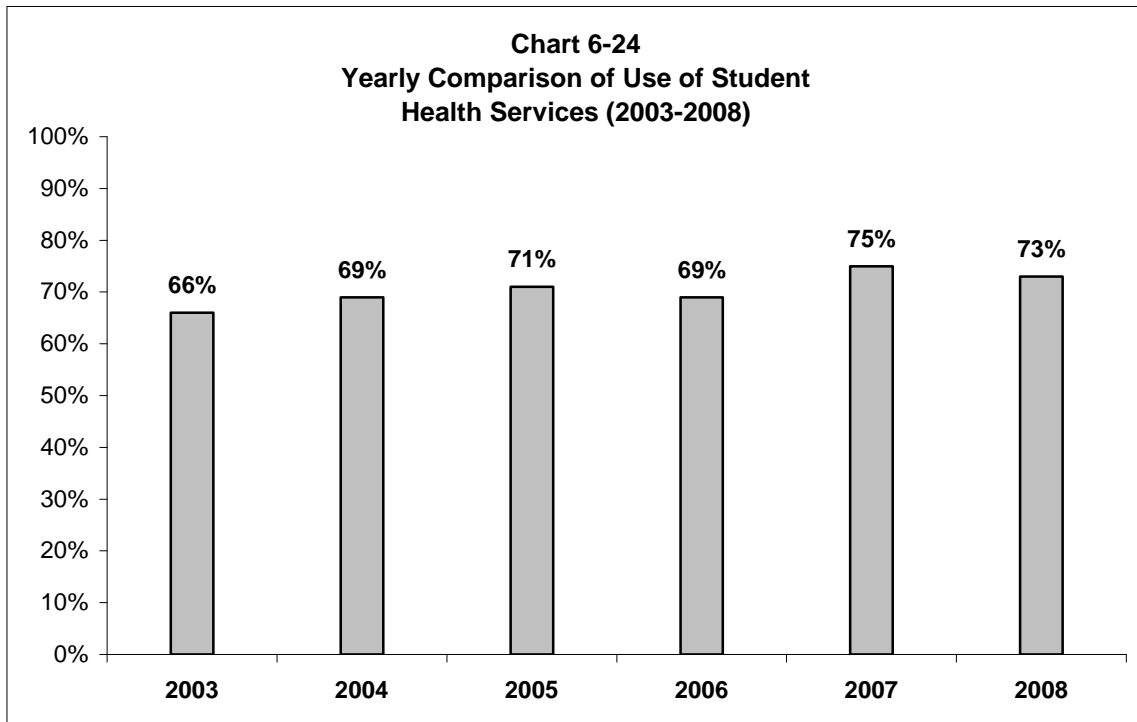
When asked about their use of Student Health Services, which are provided to children with special needs to help them participate fully in education programs, about three-quarters (73%) of parents reported that their child accessed these services (Chart 6-23).



n=816

2008 Q9 "Student health services are provided to children with special needs to help them participate fully in education programs. These student health services may include speech-language therapy, physical therapy, occupational therapy, nursing, respiratory therapy and supports such as counselling or family-school liaison to address emotional and/or behaviour concerns. In the past year, has your child received one or more of these student health services?"

The use of Student Health Services has remained relatively constant since 2003 (Chart 6-24).



n=818 in 2003, n=801 in 2004, n=800 in 2005, n=800 in 2006, n=800 in 2007, n=816 in 2008  
2003-2008 "Student health services are provided to children with special needs to help them participate fully in education programs. These student health services may include speech-language therapy, physical therapy, occupational therapy, nursing, respiratory therapy and supports such as counselling or family-school liaison to address emotional and/or behaviour concerns. In the past year, has your child received one or more of these student health services?"  
Source: 2007 "Survey Summary Report: Parents of Children with Severe Special Needs Survey"

Parents' agreement with the series of statements about Student Support Services as described in Section 6.4 above was analyzed according to their reported use of Student Health Services. Specifically, parents who reported accessing Student Health Services revealed higher agreement that:

- Their child is benefiting from the services being provided.
- The people providing the services to your child work well together.
- The types of services received are appropriate for their child.
- They had the opportunity to be involved in the decisions regarding support services that were implemented for their child.
- Their child receives the support services he or she needs to be successful in school.
- The people providing the services spend the right amount of time with their child.
- It was easy to access services for their child.

## 6.7. Satisfaction with the Curriculum

In order to assess satisfaction with the school curriculum, parents were asked to indicate the extent to which their child's program focuses on what he or she needs to learn in specific areas (Table 6-25). Overall, approximately three-quarters of parents agreed that programs focus on what their child needs to learn in communication (76%), gross motor development (75%), fine motor control (74%), reading (71%), social and/or adaptive skills (71%), and writing (67%). Two-thirds of parents (66%) agreed that programs focus on what their child needs to learn in life skills and mathematics (63%). Approximately one in ten parents were not able to provide a response when asked about mathematics (17%).

<b>Table 6-25 Agreement that Child's Program Focuses on What He/She Needs to Know</b>						
<b>Skill</b>	<b>Total Agree</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>DK/NA/NR</b>
Communication	76%	24%	52%	16%	4%	3%
Gross motor development	75%	22%	53%	12%	4%	9%
Fine motor control	74%	23%	51%	12%	4%	10%
Reading	71%	22%	49%	13%	4%	12%
Social and/or adaptive skills	71%	24%	47%	17%	8%	4%
Writing	67%	17%	50%	16%	6%	11%
Life skills	66%	20%	46%	19%	6%	9%
Mathematics	63%	17%	46%	15%	5%	17%

n=816

2008 Q10 "Thinking about your child's program, would you strongly agree, agree, disagree, or strongly disagree that your child's program focuses on what he/she needs to know in each of the following areas . . . (a) Reading. (b) Writing. (c) Mathematics. (d) Social and/or adaptive skills. (e) Life skills. (f) Communication. (g) Gross motor development. (h) Fine motor controls."

Crosstab analysis revealed that agreement regarding their child's program focuses on what they need to know in reading was:

- Higher among parents of children in Grades 1-6 and lower among parents of children in Grades 10-12, and
- Higher among parents of children with Severe Emotional/Behaviour Disabilities

Agreement regarding their child's program focuses on what they need to know in writing was:

- Higher among parents of children in Grades 1-6 and lower among parents of children in Grades 10-12,
- Lower among parents from Calgary, and
- Higher among parents of children with Severe Emotional/Behaviour Disabilities

Agreement regarding their child's program focuses on what they need to know in mathematics was:

- Lower among parents of children in Kindergarten/ECS and higher among parents in Grades 1-6, and
- Higher among parents of children with Severe Emotional/Behavioural Disabilities and lower among parent of children with ECS Severe Delay Involving Language.

Crosstab analysis revealed that agreement regarding their child's program focuses on what they need to know in social and/or adaptive skills was:

- Higher among parents from Edmonton.
- Higher among parents of children in Kindergarten/ECS
- Higher among parents of both ECS Severe Delay Involving Language and Severe Multiple Disabilities, but lower among Severe Physical/Medical Disabilities and lower among parents of children with Severe Physical and Medical Disability

Agreement regarding their child's program focuses on what they need to know in life skills was:

- Higher among parents from Edmonton and lower among parents from Calgary,
- Higher among parents of children in Kindergarten/ECS, and
- Higher among parents of both ECS Severe Delay Involving Language and Severe Multiple Disabilities, but lower among Severe Physical/Medical Disabilities.

Agreement regarding their child's program focuses on what they need to know in communication was:

- Higher among parents of children in Kindergarten/ECS and lower among parents of children in Grades 10-12, and
- Higher among parents of children with ECS Severe Delay Involving Language.

Agreement regarding their child's program focuses on what they need to know in gross motor development was:

- Higher among parents from Edmonton.
- Higher among parents of children in Kindergarten/ECS and lower among parents of children in Grades 10-12.
- Higher among parents of children with ECS Severe Delay Involving Language.

Agreement regarding their child's program focuses on what they need to know in fine motor control was:

- Higher among parents from Edmonton.
- Higher among parents of children in Kindergarten/ECS and lower among parents of children in Grades 10-12.
- Higher among parents of children with ECS Severe Delay Involving Language.

In general, results for satisfaction with the reading, writing, and mathematics in 2008 are decreased from 2007 results (Table 6-26). Result for satisfaction with the life skills was decreased in 2008 compared to 2002 result and result for satisfaction with the social and/or adaptive skills was decreased in 2008 compared to 2002 and 2006 results.

<b>Table 6-26 Yearly Comparison of Agreement that Child's Program Focuses on What He/She Needs to Know (2001-2008)</b>								
<b>Skill</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Communication	77%	80%	79%	80%	81%	76%	76%	76%
Gross motor development	77%	76%	80%	77%	76%	74%	78%	75%
Fine motor control	73%	77%	78%	78%	77%	74%	75%	74%
Reading	68%	56%	68%	76%	75%	74%	80%	71%
Social and/or adaptive skills	73%	81%	77%	78%	78%	79%	78%	71%
Writing	61%	59%	65%	69%	70%	68%	75%	67%
Life skills	68%	74%	69%	69%	70%	69%	71%	66%
Mathematics	66%	50%	62%	67%	66%	69%	71%	63%

n=849 in 2001, n=809 in 2002, n=818 in 2003, n=801 in 2004, n=800 in 2005, n=800 in 2006, n=800 in 2007, n=816 in 2008  
2001-2008 "Thinking about your child's program, would you strongly agree, agree, disagree, or strongly disagree that your child's program focuses on what he/she needs to know in each of the following areas . . . (a) Reading. (b) Writing. (c) Mathematics. (d) Social and/or adaptive skills. (e) Life skills. (f) Communication. (g) Gross motor development. (h) Fine motor control."

Source: 2007 "Survey Summary Report: Parents of Children with Severe Special Needs Survey"

Reading and mathematics show the most variability in parents' agreement, with reading seeing a low of 56% in 2002 and a high of 80% in 2007, and mathematics, a low of 50% agreement in 2002 and a high of 71% in 2007.

## 6.8. Perceptions of Social and Learning Environments at School

Parents were also asked a series of questions about the social and learning environments at their child's school. These results are displayed in Table 6-23, which shows that the vast majority of parents agreed that their child is encouraged to try his or her best at school (91%), that their child arrives at school ready to learn (89%), and that their child finds school work challenging (80%). Approximately three-quarters (77%) reported that students at their child's school follow the rules and that their child finds school work interesting (72%).

Parents expressed the least amount of agreement (63%) that their child clearly understands what he or she is expected to learn at school (Table 6-27). About one-third (31%) of parents disagreed that their child has this kind of understanding.

<b>Table 6-27 Parent Opinions of Child's Social and Learning Environments at School</b>						
	<b>Total Agree</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>DK/NA/ NR</b>
Your child is encouraged at school to try his or her best	91%	40%	51%	6%	1%	2%
Your child arrives at school ready to learn	89%	32%	57%	7%	2%	2%
Your child finds school work challenging	80%	26%	55%	14%	2%	4%
Students at your child's school follow the rules	77%	16%	61%	12%	3%	8%
Your child finds school work interesting	72%	21%	51%	21%	5%	2%
Your child clearly understands what he or she is expected to learn at school	63%	13%	50%	27%	4%	6%

n=816

2008 Q11 "To what extent would you agree with each of the following statements: (a) Your child arrives at school ready to learn. (b) Your child finds school work interesting. (c) Your child finds school work challenging. (d) Your child clearly understands what he or she is expected to learn at school. (e) Your child is encouraged at school to try his or her best. (f) Students at your child's school follow the rules."

Crosstab analysis revealed that agreement regarding their child arriving at school ready to learn was higher among parents of children in Kindergarten/ECS.

Agreement regarding your child finding school work interesting was:

- Higher among parents of children in Kindergarten/ECS and lower among parents of children in Grades 7-12, and
- Higher among parents of children with ECS Severe Delay Involving Language and lower among parents of children with Severe Emotional/Behavioural Disabilities.

Agreement regarding your child finding school work challenging was:

- Higher among parents from Non-Cities,

- Lower among parents of children in Grades 10-12, and
- Lower among parents of children with Severe Emotional/Behavioural Disabilities

Agreement regarding your child clearly understands what he or she is expected to learn at school was higher among parents of children with Severe Emotional/Behavioural Disabilities and lower among parents of children with Severe Cognitive Disabilities.

Agreement regarding your child is encouraged at school to try his or her best was higher among parents of children in Kindergarten/ECS and lower among parents of children in Grades 10-12.

Agreement regarding the students at your child's school follow the rules was:

- Higher among parents from other cities, and
- Higher among parents of children in Kindergarten/ECS and lower among parents of children in Grades 10-12.
- Higher among parents of children with ECS Severe Delay Involving Language and lower among parents of children with Severe Emotional/Behavioural Disabilities.

Parent opinions of the social and learning environments at their child's school have remained relatively stable over the previous survey periods (Table 6-28).

<b>Table 6-28 Yearly Comparison of Parent Opinions of Child's Social and Learning Environments at School (2004-2008)</b>					
	<b>Total Agree 2004</b>	<b>Total Agree 2005</b>	<b>Total Agree 2006</b>	<b>Total Agree 2007</b>	<b>Total Agree 2008</b>
Your child is encouraged at school to try his or her best	94%	93%	94%	94%	91%
Your child arrives at school ready to learn	84%	86%	87%	89%	89%
Your child finds school work challenging	82%	80%	82%	83%	80%
Students at your child's school follow the rules	73%	78%	75%	79%	77%
Your child finds school work interesting	74%	73%	75%	76%	72%
Your child clearly understands what he or she is expected to learn at school	65%	63%	62%	63%	63%

n=801 in 2004, n=800 in 2005, n=800 in 2006, n=800 in 2007, n=816 in 2008

2004-2008 "To what extent would you agree with each of the following statements: (a) Your child arrives at school ready to learn. (b) Your child finds school work interesting. (c) Your child finds school work challenging. (d) Your child clearly understands what he or she is expected to learn at school. (e) Your child is encouraged at school to try his or her best. (f) Students at your child's school follow the rules."

Source: 2007 "Survey Summary Report: Parents of Children with Severe Special Needs Survey"

Parents of children with severe special needs were subsequently asked another series of questions about the social and learning environments at their child's school (Table 6-29).

<b>Table 6-29 Parent Opinions of Child's Social and Learning Environments at School</b>						
	<b>Total Agree</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>DK/NA/NR</b>
Teachers care about your child	92%	44%	48%	5%	1%	1%
Your child is safe on the way to and from school	90%	33%	57%	7%	1%	2%
Your child is safe at school	88%	30%	58%	9%	2%	1%
Your child is treated fairly by adults at school	87%	35%	52%	8%	2%	3%
There is mutual respect between teachers and students at your child's school	86%	28%	58%	8%	2%	5%
There is mutual trust between teachers and students at your child's school	84%	25%	59%	7%	2%	6%
Students at your child's school help each other when they can	78%	16%	62%	10%	2%	10%
Students at your child's school respect each other	76%	15%	60%	13%	3%	8%

n=816

2008 Q12 "To what extent would you agree with each of the following statements: (a) Students at your child's school help each other when they can. (b) Students at your child's school respect each other. (c) Your child is safe at school. (d) Your child is safe on the way to and from school. (e) Teachers care about your child. (f) Your child is treated fairly by adults at school. (g) There is mutual respect between teachers and students at your child's school. (h) There is mutual trust between teachers and students at your child's school."

Overall, the vast majority of parents agreed that:

- teachers care about their child (92%);
- their child is safe on the way to and from school (90%);
- their child is safe at school (88%);
- their child is treated fairly by adults at school (87%);
- there is mutual respect between teachers and students at their child's school (86%); and
- there is mutual trust between teachers and students at their child's school (84%).

While still showing relatively high levels of agreement, there was somewhat less agreement among parents that students at their child's school help each other when they can (78%) and respect each other (76%).

Crosstab analysis revealed that agreement regarding the students at your child's school help each other when they can was:

- Higher among parents from Edmonton.
- Higher among parents of children in Kindergarten/ECS and lower among parents of children in Grades 10-12.
- Higher among parents of children with ECS Severe Delay Involving Language.

Crosstab analysis revealed that agreement regarding the students at your child's school respect each other was:

- Higher among parents from Edmonton.
- Higher among parents of children in Kindergarten/ECS and lower with parents of children in Grades 7-12.
- Higher among parents of children with ECS Severe Delay Involving Language and lower among parents of children with Severe Emotional/Behavioural Disabilities.

Crosstab analysis revealed that agreement regarding your child is safe at school was:

- Higher among parents from Edmonton and lower among parents from Calgary.
- Lower among parents of children in Grades 10-12.

Crosstab analysis revealed that agreement regarding your child is safe on the way to and from school was lower among parents of children with Severe Emotional/Behavioural Disabilities.

Crosstab analysis revealed that agreement regarding the teachers care about your child was lower among parents of children in Grades 10-12.

Crosstab analysis revealed that agreement regarding their child is treated fairly by adults at school was higher among parents of children in Kindergarten/ECS.

Crosstab analysis revealed that agreement regarding there is mutual respect between teachers and students at their child's school was:

- Higher among parents of children in Kindergarten/ECS and lower among parents of children in Grades 10 -12.
- Higher among parents of children with ECS Severe Delay Involving Language.

Crosstab analysis revealed that agreement regarding there is mutual trust between teachers and students at their child's school was:

- Higher among parents of children in Kindergarten/ECS and Grade 1-6 and lower among parents of children in Grades 10-12.
- Higher among parents of children with ECS Severe Delay Involving Language.

Results for the current year were similar to those observed in the previous years (Table 6-30).

<b>Table 6-30 Yearly Comparison of Parent Opinions of Child's Social and Learning Environments at School (2004-2008)</b>					
	<b>Total Agree 2004</b>	<b>Total Agree 2005</b>	<b>Total Agree 2006</b>	<b>Total Agree 2007</b>	<b>Total Agree 2008</b>
Teachers care about your child	94%	94%	95%	95%	92%
Your child is safe on the way to and from school	90%	92%	91%	90%	90%
Your child is safe at school	88%	89%	89%	91%	88%
Your child is treated fairly by adults at school	88%	87%	89%	89%	87%
There is mutual respect between teachers and students at your child's school	84%	87%	87%	90%	86%
There is mutual trust between teachers and students at your child's school	83%	86%	84%	89%	84%
Students at your child's school help each other when they can	72%	78%	76%	82%	78%
Students at your child's school respect each other	71%	73%	76%	79%	76%

n=801 in 2004, n=800 in 2005, n=800 in 2006, n=800 in 2007, n=816 in 2008

2004-2008 "To what extent would you agree with each of the following statements: (a) Students at your child's school help each other when they can. (b) Students at your child's school respect each other. (c) Your child is safe at school. (d) Your child is safe on the way to and from school. (e) Teachers care about your child. (f) Your child is treated fairly by adults at school. (g) There is mutual respect between teachers and students at your child's school. (h) There is mutual trust between teachers and students at your child's school."

Source: 2007 "Survey Summary Report: Parents of Children with Severe Special Needs Survey"

## 6.9. Satisfaction with Teaching

Perceptions of the teaching profession were assessed by asking parents about the extent to which they agreed with a series of statements about teachers (Table 6-31). Overall, perceptions of the teaching profession were very positive, with the vast majority of parents (99%) agreeing that the teaching profession requires teachers to provide a very valuable service to society. There was also very high agreement that the teaching profession requires teachers to apply their specialized knowledge and skills using reasoned judgement (94%) and that it requires teachers to have specialized knowledge and skills (93%).

<b>Table 6-31 Parent Opinion of The Teaching Profession</b>						
	<b>Total Agree</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>DK/NA/ NR</b>
The teaching profession requires teachers to provide a very valuable service to society	99%	60%	39%	1%	0%	0%
The teaching profession requires teachers to apply their specialized knowledge and skills using reasoned judgment	94%	41%	53%	4%	1%	1%
The teaching profession requires teachers to have specialized knowledge and skills	93%	49%	43%	6%	1%	1%

n=816

2008 Q13 "Thinking about the teaching profession in general, would you strongly agree, agree, disagree, strongly disagree with each of the following statements. The teaching profession requires teachers to . . . (a) Have specialized knowledge and skills. (b) Apply their specialized knowledge and skills using reasoned judgment. (c) Provide a very valuable service to society."

Crosstab analysis indicated that agreement regarding the teaching profession requires teachers to have specialized knowledge and skills was lower among parents from Calgary.

Perceptions of the teaching profession were similarly positive in previous survey periods (Table 6-32).

<b>Table 6-32 Yearly Comparison of Parent Opinion of The Teaching Profession (2004-2008)</b>					
	<b>Total Agree 2004</b>	<b>Total Agree 2005</b>	<b>Total Agree 2006</b>	<b>Total Agree 2007</b>	<b>Total Agree 2008</b>
The teaching profession requires teachers to provide a very valuable service to society	97%	98%	97%	99%	99%
The teaching profession requires teachers to apply their specialized knowledge and skills using reasoned judgment	90%	93%	90%	92%	94%
The teaching profession requires teachers to have specialized knowledge and skills	90%	91%	88%	92%	93%

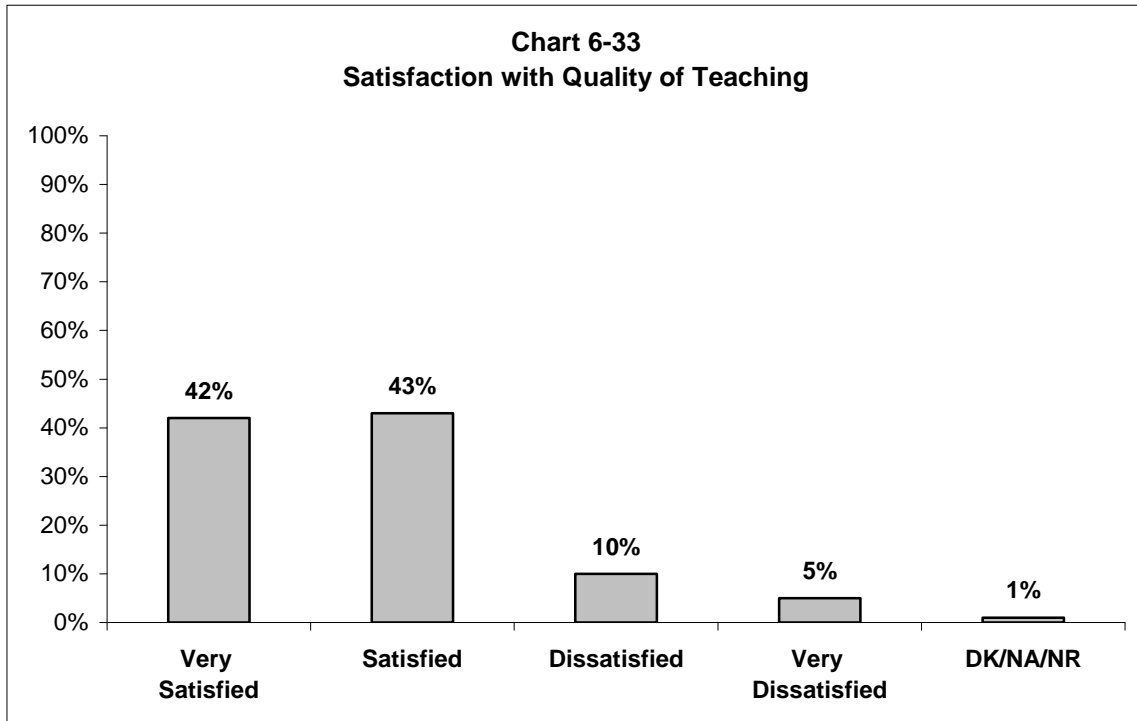
n=801 in 2004, n=800 in 2005, n=800 in 2006, n=800 in 2007, n=816 in 2008

2004-2007 "Thinking about the teaching profession in general, would you strongly agree, agree, disagree, strongly disagree with each of the following statements. The teaching profession requires teachers to (a) Have specialized knowledge and skills. (b) Apply their specialized knowledge and skills using reasoned judgment. (c) Provide a very valuable service to society."

2008 Q13 "Thinking about the teaching profession in general, would you strongly agree, agree, disagree, strongly disagree with each of the following statements. The teaching profession requires teachers to (a) Have specialized knowledge and skills. (b) Apply their specialized knowledge and skills using reasoned judgment. (c) Provide a very valuable service to society."

Source: 2007 "Survey Summary Report: Parents of Children with Severe Special Needs Survey"

When asked about their satisfaction with the quality of teaching at their child's school, the vast majority (85%) of parents reported being satisfied, with 42% "very satisfied" and 43% "satisfied" (Chart 6-33).



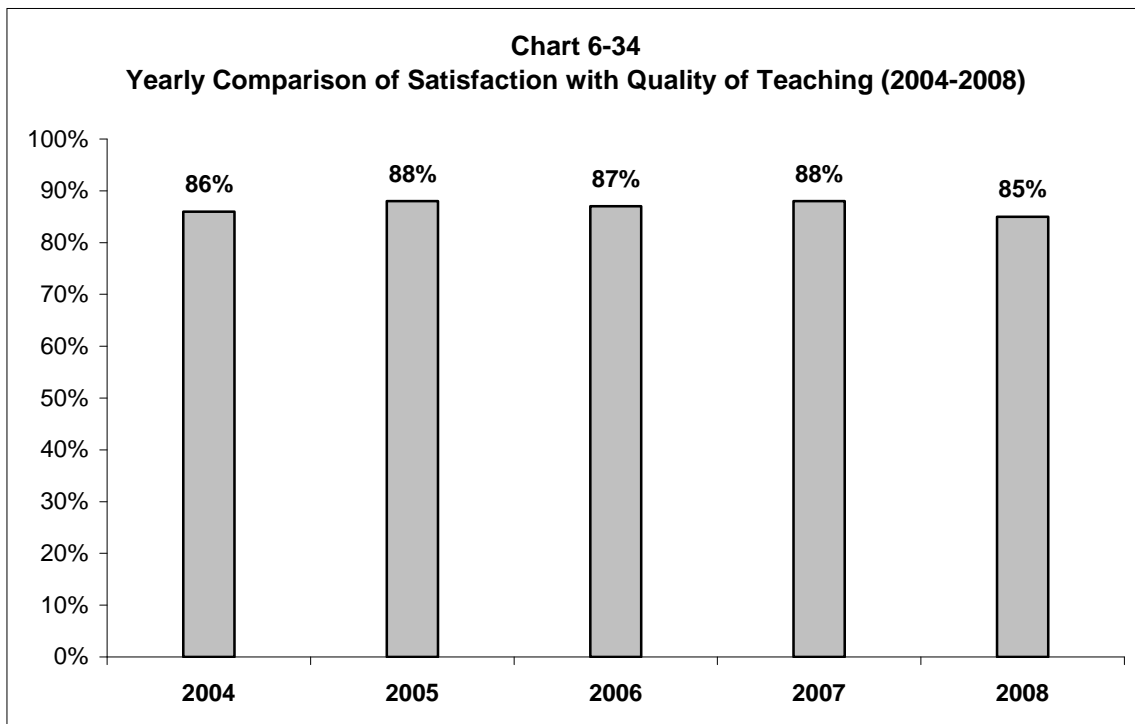
n=816  
2008 Q14 "How satisfied are you with the quality of teaching at your child's school?"

Crosstab analysis indicated that satisfaction with the quality of teaching at their child's school was:

- Higher among parents from Other Cities and lower among parents from Calgary,
- Higher among parents of children in Kindergarten/ECS and lower among parents of children in Grades 10-12, and
- Lower among parents of children with Severe Emotional/Behavioural Disabilities,

Crosstab analysis also indicated that parents who were satisfied with the quality of education at their child's school were more likely to be satisfied with the quality of teaching at their child's school.

Satisfaction with quality of teaching remains similar to that observed in the previous years (Chart 6-34).



n=801 in 2004, n=800 in 2005, n=800 in 2006, n=800 in 2007, n=816 in 2008  
2004-2008 "How satisfied are you with the quality of teaching at your child's school?"  
Source: 2007 "Survey Summary Report: Parents of Children with Severe Special Needs Survey"

## 6.10. Perceptions of Evaluation and Learning Supports

Overall, parents of children with severe special needs expressed positive opinions about the leadership and evaluation at their child's school. Specifically, 84% of parents agreed that the leadership at their child's school effectively supports and facilitates teaching and learning, and 80% agreed that the child's school uses on-going evaluation to improve student learning (Table 6-35).

<b>Table 6-35 Parent Opinion of Evaluation and Learning Supports</b>						
	<b>Total Agree</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>DK/NA/ NR</b>
The leadership at your child's school effectively supports and facilitates teaching and learning	84%	28%	56%	9%	2%	6%
Your child's school uses on-going evaluation to improve student learning	80%	29%	51%	12%	2%	6%

n=816

2008 Q15 "Would you strongly agree, agree, disagree or strongly disagree with the following statements: (a) Your child's school uses on-going evaluation to improve student learning. (b) The leadership at your child's school effectively supports and facilitates teaching and learning."

Crosstab analysis revealed that agreement regarding their child's school uses on-going evaluation to improve student learning was:

- Higher among parents of children in Kindergarten/ECS and lower among parents of children in Grades 10 -12.
- Higher among parents of children with ECS Severe Delay Involving Language.

Crosstab analysis revealed that agreement regarding the leadership at their child's school effectively supports and facilitates teaching and learning was:

- Higher among parents from Edmonton.
- Higher among parents of children in Kindergarten/ECS and lower among parents of children in Grades 10 -12, and
- Higher among parents of children with ECS Severe Delay Involving Language.

Opinions of leadership and evaluation were similarly positive over the previous survey periods (Table 6-36).

<b>Table 6-36 Yearly Comparison of Parent Opinion of Evaluation and Learning Supports (2004-2008)</b>					
	<b>Total Agree 2004</b>	<b>Total Agree 2005</b>	<b>Total Agree 2006</b>	<b>Total Agree 2007</b>	<b>Total Agree 2008</b>
The leadership at your child's school effectively supports and facilitates teaching and learning	86%	87%	86%	89%	84%
Your child's school uses on-going evaluation to improve student learning	82%	84%	81%	84%	80%

n=801 in 2004, n=800 in 2005, n=800 in 2006, n=800 in 2007, n=816 in 2008

2004-2008 "Would you strongly agree, agree, disagree or strongly disagree with the following statements: (a) Your child's school uses on-going evaluation to improve student learning. (b) The leadership at your child's school effectively supports and facilitates teaching and learning."

Source: 2007 "Survey Summary Report: Parents of Children with Severe Special Needs Survey"

## 6.11. Satisfaction with Facilities and Equipment

Parents were also asked a series of questions about their satisfaction with school facilities and equipment (Table 6-37). Overall, the vast majority of parents reported being satisfied that their child's school building meets their child's physical needs (91%) and that their child's school building is well-maintained (90%). However, there was relatively less satisfaction with the amount of space available to meet their child's learning needs (80%). A total of 84% of parents were satisfied with the facilities at their child's school while 81% were satisfied with the equipment at their child's school.

<b>Table 6-37 Satisfaction with Facilities and Equipment</b>						
	<b>Total Satisfied</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>DK/NA /NR</b>
Your child's school building meets your child's physical needs	91%	32%	59%	6%	2%	1%
Your child's school building is well-maintained	90%	34%	56%	7%	2%	1%
The facilities at your child's school	84%	27%	58%	11%	3%	2%
The equipment at your child's school	81%	24%	57%	12%	2%	5%
Your child's school has enough space to meet your child's learning needs	80%	26%	54%	16%	3%	1%

n=816

2008 Q16 "Are you very satisfied, satisfied, dissatisfied or very dissatisfied with the following (a) The facilities at your child's school. (b) The equipment at your child's school."

2008 Q17 "Are you very satisfied, satisfied, dissatisfied or very dissatisfied with the following (a) Your child's school has enough space to meet your child's learning needs. (b) Your child's school building is being well maintained. (c) Your child's school building meets your child's physical needs."

Crosstab analysis indicated that satisfaction with the facilities at their child's school was higher among parents from Edmonton.

Crosstab analysis indicated that satisfaction with the equipment at their child's school was:

- Higher among parents of children in Kindergarten /ECS, and
- Higher among parents of children with ECS Severe Delay Involving Language.

Crosstab analysis revealed that satisfaction that their child's school has enough space to meet their child's learning needs was:

- Higher among parents from Edmonton, and
- Higher among parents of children with ECS Severe Delay Involving Language.

Parents' satisfaction with school facilities and equipment has been relatively stable since 2004 (Table 6-38).

<b>Table 6-38 Yearly Comparison of Parent Satisfaction with Facilities and Equipment (2004-2008)</b>					
	<b>Total Satisfied 2004</b>	<b>Total Satisfied 2005</b>	<b>Total Satisfied 2006</b>	<b>Total Satisfied 2007</b>	<b>Total Satisfied 2008</b>
Your child's school building meets your child's physical needs	91%	92%	89%	91%	91%
Your child's school building is well-maintained	91%	92%	92%	93%	90%
The facilities at your child's school	88%	88%	86%	86%	84%
The equipment at your child's school	83%	85%	81%	84%	81%
Your child's school has enough space to meet your child's learning needs	82%	82%	79%	79%	80%

n=801 in 2004, n=800 in 2005, n=800 in 2006, n=800 in 2007, n=816 in 2008

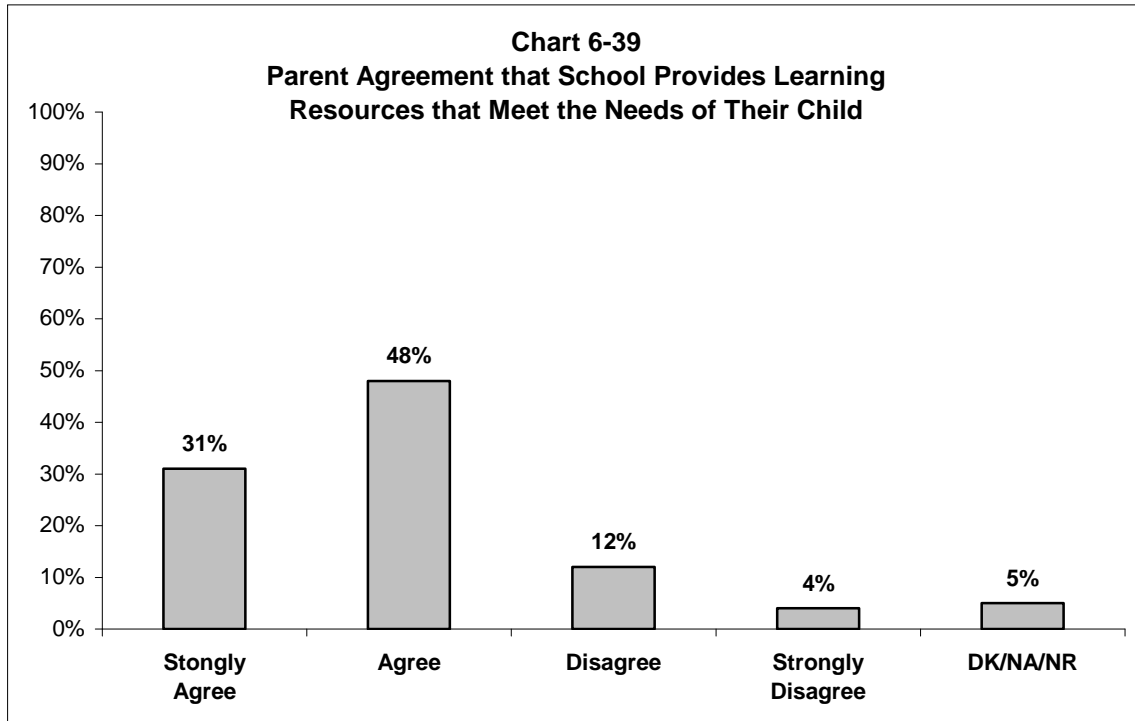
2004-2008 "Are you very satisfied, satisfied, dissatisfied or very dissatisfied with the following (a) The facilities at your child's school. (b) The equipment at your child's school."

2004-2008 "Are you very satisfied, satisfied, dissatisfied or very dissatisfied with the following (a) Your child's school has enough space to meet your child's learning needs. (b) Your child's school building is being well maintained. (c) Your child's school building meets your child's physical needs."

Source: 2007 "Survey Summary Report: Parents of Children with Severe Special Needs Survey"

## 6.12. Satisfaction with Learning Resources and Access to Computers

Overall, the majority of parents (79%) agreed that the school provides the learning resources such as textbooks, software, and audio and video materials that meet the needs of their child (Chart 6-39).



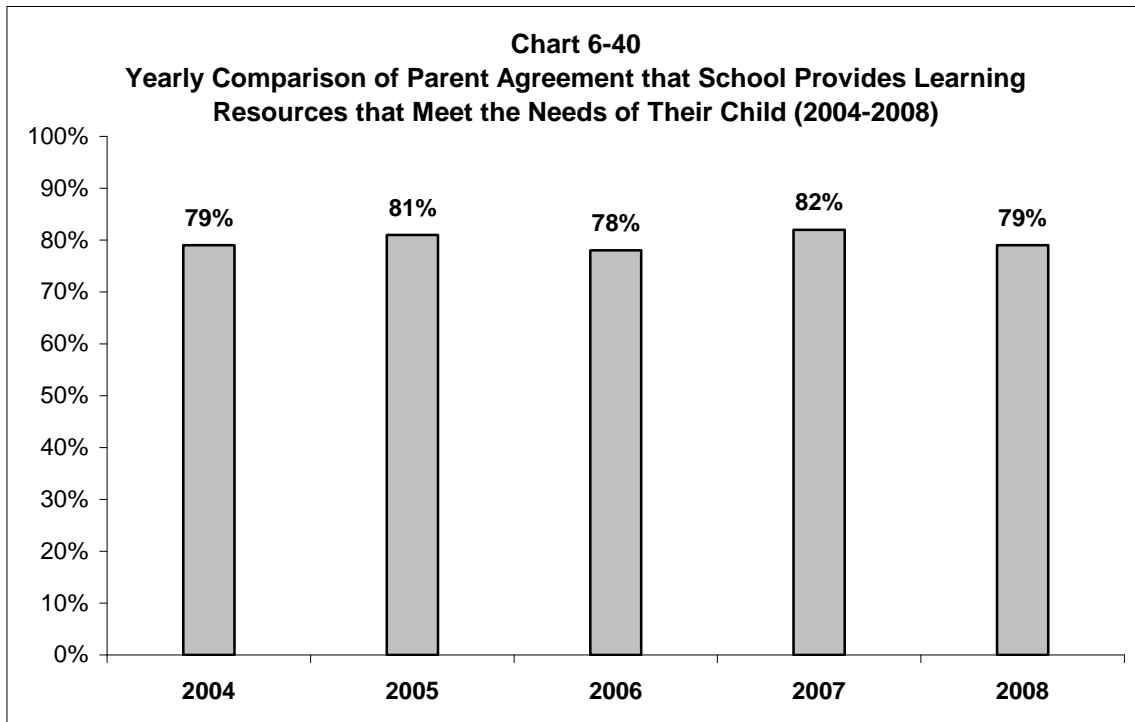
n=816

2008 Q18 "Would you strongly agree, agree, disagree or strongly disagree that your child's school provides the learning resources, such as text books, software, audio and video materials, that meet the needs of your child?"

Crosstabs revealed that agreement that their child's school provides the learning resources, such as text books, software, audio and video materials, that meet the needs of their child was:

- Higher among parents from Edmonton.
- Lower among parents of children with Severe Physical/Medical Disabilities.

Agreement concerning learning resources was relatively similar to that observed in previous years (Chart 6-40).



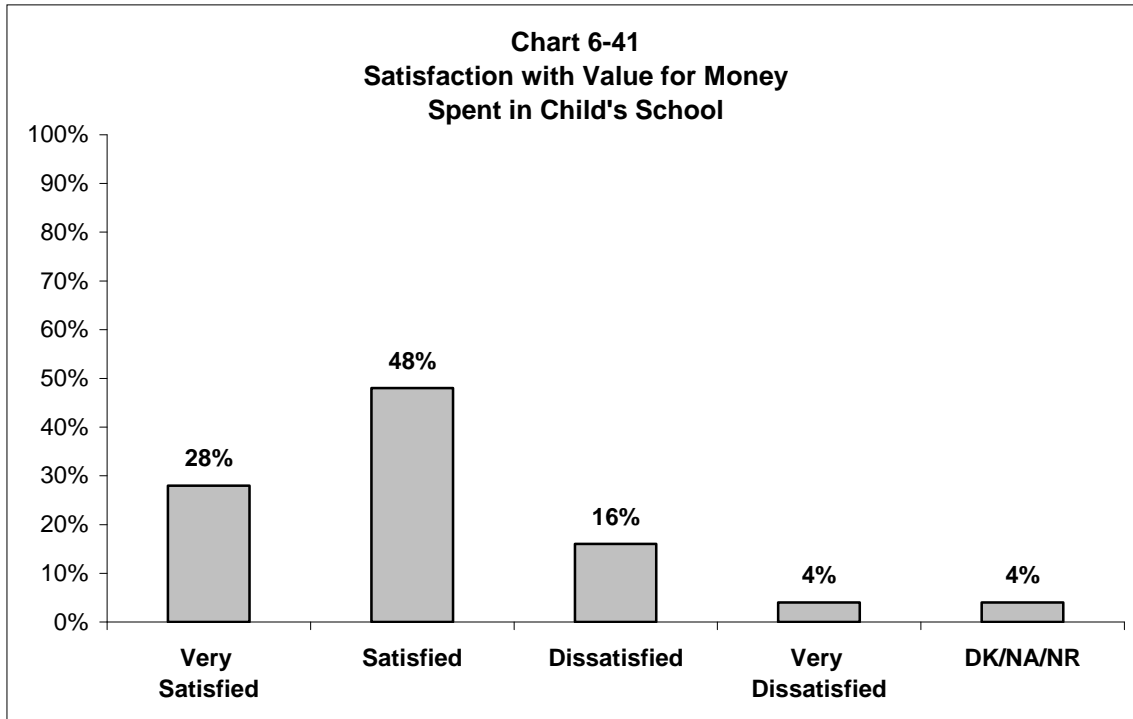
n=801 in 2004, n=800 in 2005, n=800 in 2006, n=800 in 2007, n=816 in 2008

2004-2008 "Would you strongly agree, agree, disagree or strongly disagree that your child's school provides the learning resources, such as text books, software, audio and video materials, that meet the needs of your child?"

Source: 2007 "Survey Summary Report: Parents of Children with Severe Special Needs Survey"

### 6.13. Satisfaction with Value for Money Spent in Schools

When asked about the value for money that is spent in their child's school, approximately three-quarters (76%) of parents reported being satisfied, with about one-quarter (28%) "very satisfied" and approximately half (48%) "satisfied" (Chart 6-41).



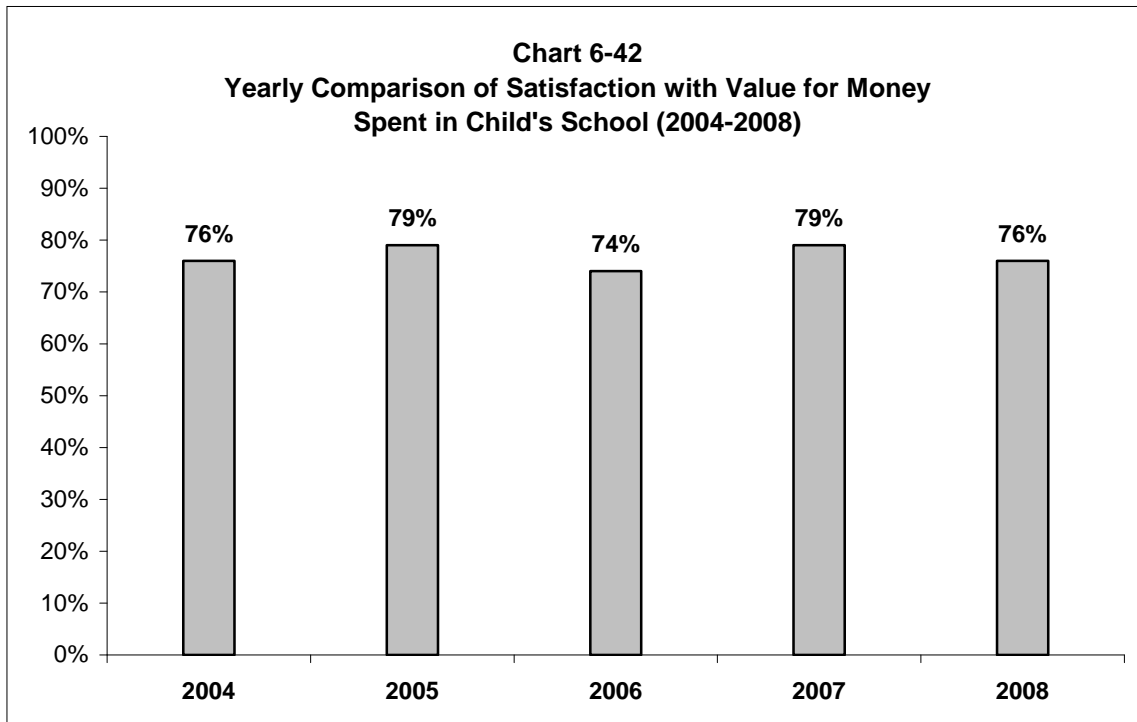
n=816

2008 Q19 "Are you very satisfied, satisfied, dissatisfied, or very dissatisfied that you are receiving value for money that is spent in your child's school?"

Crosstab analysis indicated that satisfaction that they are receiving value for money that is spent in their child's school was:

- Higher among parents of children in kindergarten/ECS and lower among parents of children in Grades 10-12, and
- Higher among parents of children with ECS Severe Delay Involving Language.

Satisfaction with value for money spent in their child's school has not changed significantly since 2004 (Chart 6-42).



n=801 in 2004, n=800 in 2005, n=800 in 2006, n=800 in 2007, n=816 in 2008

2004-2008 "Are you very satisfied, satisfied, dissatisfied, or very dissatisfied that you are receiving value for money that is spent in your child's school?"

Source: 2007 "Survey Summary Report: Parents of Children with Severe Special Needs Survey"

### 6.14. Parent Involvement in Decision-Making and Satisfaction that Input is Considered

Parents were also asked a series of questions about their involvement with decision-making at their child’s school (Table 6-43). Overall, about three-quarters (73%) of parents reported being involved in decisions at their child’s school (37% “a lot” and 36% “some”). Although the majority of parents (79%) were satisfied with their opportunity to be involved in decisions at their child’s school and that input into decisions at their child’s school is considered (75%), there was less satisfaction that input into the education of students is considered by the local school board (56%). However, while 30% of respondents were *dissatisfied* that their input into the education of students is considered by the school board, 14% could not provide an answer for this item.

<b>Table 6-43 Extent of Involvement in Decision-Making at Child’s School and Satisfaction with Input</b>						
	<b>Total Involved</b>	<b>A Lot</b>	<b>Some</b>	<b>Very Little</b>	<b>Not At All</b>	<b>DK/NA /NR</b>
Extent of involvement in decisions at child’s school	73%	37%	36%	19%	7%	0%
	<b>Total Satisfied</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>DK/NA /NR</b>
Satisfaction with opportunity to be involved in decisions at child’s school	79%	32%	47%	14%	5%	2%
Satisfaction that your input into decisions at child’s school is considered	75%	27%	47%	16%	6%	3%
Satisfaction that your input into the education of students is considered by the school board	56%	11%	45%	22%	8%	14%

n=816  
 2008 Q20 “To what extent are you involved in decisions at your child’s school?”  
 2008 Q21 “How satisfied are you with the opportunity to be involved in decisions at your child’s school?”  
 2008 Q22 “How satisfied are you that your input into decisions at your child’s school is considered?”  
 2008 Q23 “How satisfied are you that your input into the education of students is considered by the school board of your jurisdiction?”

Crosstab analysis indicated that satisfaction with the opportunity to be involved in decisions at their child’s school was:

- Higher among parents from Edmonton.
- Lower among parents of children in Grades 10-12
- Higher among parents of children with ECS Severe Delay Involving Language.

Crosstab analysis indicated that satisfaction that their input into decisions at their child’s school is considered was:

- Higher among parents of children in Kindergarten/ECS and lower among parents of children in Grades 10-12.
- Higher among parents of children with ECS Severe Delay Involving Language.

Crosstab analysis indicated that satisfaction that their input into the education of students is considered by the school board of their jurisdiction was:

- Lower among parent from Calgary.
- Higher among parents of children with ECS Severe Delay Involving Language and lower among parents of children with Severe Physical/Medical Disabilities.

Parents' reported involvement in decision-making at their child's school and satisfaction that their input is considered has remained relatively stable over time (Table 6-44).

<b>Table 6-44 Yearly Comparison of Extent of Involvement in Decision-Making at Child's School and Satisfaction with Input (2004-2008)</b>					
	<b>Total Involved 2004</b>	<b>Total Involved 2005</b>	<b>Total Involved 2006</b>	<b>Total Involved 2007</b>	<b>Total Involved 2008</b>
Extent of involvement in decisions at child's school	78%	75%	76%	75%	73%
	<b>Total Satisfied 2004</b>	<b>Total Satisfied 2005</b>	<b>Total Satisfied 2006</b>	<b>Total Satisfied 2007</b>	<b>Total Satisfied 2008</b>
Satisfaction with opportunity to be involved in decisions at child's school	84%	84%	82%	81%	79%
Satisfaction that your input into decisions at child's school is considered	79%	79%	78%	76%	75%
Satisfaction that your input into the education of students is considered by the school board	53%	58%	57%	52%	56%

n=801 in 2004, n=800 in 2005, n=800 in 2006, n=800 in 2007, n=816 in 2008

2004-2008 "To what extent are you involved in decisions at your child's school?"

"How satisfied are you with the opportunity to be involved in decisions at your child's school?"

"How satisfied are you that your input into decisions at your child's school is considered?"

"How satisfied are you that your input into the education of students is considered by the school board of your jurisdiction?"

Source: 2007 "Survey Summary Report: Parents of Children with Severe Special Needs Survey"

## Appendix A - Survey Instrument

### YEAR 2007/08 SATISFACTION WITH EDUCATION IN ALBERTA PARENTS OF CHILDREN WITH SEVERE SPECIAL NEEDS SURVEY

I-1 Hello, my name is \_\_\_\_\_ and I am calling from .....on behalf of Alberta Education. We are conducting a survey that annually gathers opinions of parents on the education system in Alberta to find out possible areas that can be improved or looked into further.

For this survey, we are asking a random sample of parents and guardians of children with special needs about their satisfaction with their children's programs during the 2006-2007 school year.

Your household was included as part of this random sample, and we would like to speak to a parent or guardian of a child with special needs in the Alberta K-12 school system.

- |                          |                              |
|--------------------------|------------------------------|
| 1. YES, SPEAKING         | GO TO I - 2                  |
| 2. YES, I'LL GO GET THEM | RE-READ INTRODUCTION         |
| 3. NO, NOT AVAILABLE     | RECORD CALL BACK INFORMATION |

If more information is requested by person who answers telephone read section below.

1. If unsure of what Alberta Education is:

Alberta Education is the Alberta government department that oversees Alberta's education system. The department is responsible for basic learning, including Kindergarten to Grade 12.

2. If respondent is questioning the survey and the validity of it:

We can provide you with a contact name and phone number if you would like. You can contact Ron Taylor of Alberta Education at (403) 297-5021 if you would like to know more about the survey. There is toll-free access to this number within Alberta if you dial 310-0000 first.

3. If respondent wants to know who we are:

We are calling from....., a survey research firm. We have been contracted by Alberta Education to conduct this survey to gather opinions on the education system in Alberta.

4. If respondent wants to know why we are calling from .....province:

We are a Canadian company that conducts research for government and education across the country. We have been contracted by Alberta Education to conduct this survey.

5. If respondent wants to know how we know that they have a child with special needs or how we got their phone number:

The Alberta Education Student Information System indicates that you have a child in the K-12 school system. ....has received random samples of contact information from Alberta Education. We do not receive any information other than contact information about the survey participants. We are bound to manage all information in accordance with the *Freedom of Information and Protection of Privacy Act* and our contractual obligations to Alberta Education.

**I-2** The data we are collecting will be used to provide the Alberta Government with information about how to improve the way services are provided to children with special needs.

Are you willing to participate in this survey with me? It will take approximately 10 - 15 minutes of your time.

- |             |                               |
|-------------|-------------------------------|
| 1, YES      | Go to I-3                     |
| 2. NO-LATER | RECORD CALL BACK INFORMATION  |
| 3. NO-NEVER | OKAY. THANK YOU FOR YOUR TIME |

**I-3** Please remember your answers are completely confidential and will be grouped together with others for reporting purposes. You are free to refuse to answer any question at any time.

A. Gender (**Do not ask**)

- 1 Male
- 2 Female

1. Is your child with special needs in (**Read list**) (**Note: If the parent indicates more than one child with special needs in school, ask parent to answer the remaining questions for the child with the most recent birthday**)

- 1 Kindergarten/Early Childhood Services
- 2 Grades 1 to 6
- 3 Grades 7 to 9
- 4 Grades 10 to 12
- 5 Ungraded/congregated/cluster/segregated setting (**Do not read as original response set, provide as option if child does not fit in to other categories**)
- 8 Refused
- 9 Don't Know/Not Applicable

2. How satisfied are you with the quality of education your child is receiving at school? Are you...

- 1 Very satisfied
- 2 Satisfied
- 3 Dissatisfied
- 4 Very dissatisfied
- 8 Refused
- 9 Don't Know/Not Applicable

- 3a. Overall, how satisfied are you that the school provides a program that meets the needs of your child? Are you ...
- 1 Very satisfied
  - 2 Satisfied
  - 3 Dissatisfied
  - 4 Very dissatisfied
  - 8 Refused
  - 9 Don't Know/Not Applicable
- 3b. In your opinion, has the quality of education at your child's school improved, stayed the same, or declined in the past three years?
- 1 Improved
  - 2 Stayed the same
  - 3 Declined
  - 8 Refused
  - 9 Don't Know/Not Applicable
4. Overall, how satisfied are you with your child's progress in school this year? Are you ...
- 1 Very satisfied
  - 2 Satisfied
  - 3 Dissatisfied
  - 4 Very dissatisfied
  - 8 Refused
  - 9 Don't Know/Not Applicable
5. Thinking of your child's Individualized Program Plan (IPP), would you STRONGLY AGREE, AGREE, DISAGREE, OR STRONGLY DISAGREE that you were meaningfully involved in the development of the IPP?
- 1 Strongly agree
  - 2 Agree
  - 3 Disagree
  - 4 Strongly disagree
  - 5 Child is not on an IPP (**Go to 7**)
  - 8 Refused
  - 9 Don't Know/Not Applicable

- 5.1. Thinking of your child's Individualized Program Plan (IPP), to what extent are you involved in the development of the IPP? *Would you say...* **(READ LIST)**
- 1 A lot
  - 2 Some
  - 3 Very little
  - 4 Not at all
  - 5 Child is not on an IPP **(Go to 7)**
  - 8 Refused
  - 9 Don't Know/Not Applicable
6. Overall, how satisfied are you with the goals identified in your child's IPP? Are you...
- 1 Very satisfied
  - 2 Satisfied
  - 3 Dissatisfied
  - 4 Very dissatisfied
  - 5 Child is not on an IPP
  - 8 Refused
  - 9 Don't Know/Not Applicable
7. Thinking about the services that support your child in school, would you **STRONGLY AGREE, AGREE, DISAGREE, or STRONGLY DISAGREE** with the following statements? **(ROTATE) (READ LIST)**
- a. Your child needs services to be able to attend school.
    - 1 Strongly agree
    - 2 Agree
    - 3 Disagree
    - 4 Strongly disagree
    - 8 Refused
    - 9 Don't Know/Not Applicable
  - b. Your child receives the support services he/she needs to be successful in school.
  - c. You had an opportunity to be involved in the decisions regarding the support services implemented for your child.
  - d. It was easy to access services for your child.
  - e. The types of services your child receives are appropriate for your child.
  - f. Services for your child were arranged quickly.
  - g. The people providing services spend the right amount of time with your child.
  - h. The people providing services to your child work well together.

- i. Your child is benefiting from the services being provided.
8. Overall, how satisfied are you with the support services your child is receiving in her/his school? Are you ...
- 1 Very satisfied
  - 2 Satisfied
  - 3 Dissatisfied
  - 4 Very dissatisfied
  - 8 Refused
  - 9 Don't Know/Not Applicable
9. Student health services are provided to children with special needs to help them participate fully in education programs. These student health services may include speech-language therapy, physical therapy, occupational therapy, nursing, respiratory therapy and supports such as counselling or family-school liaison to address emotional and/or behavioural concerns. In the past year, has your child received one or more of these student health services?
- 1 Yes
  - 2 No
  - 8 Refused
  - 9 Don't know/Not Applicable
10. Thinking about your child's program, would you STRONGLY AGREE, AGREE, DISAGREE, OR STRONGLY DISAGREE that your child's program focuses on what he/she needs to know in each of the following areas...**(ROTATE) (READ LIST)**
- a. Reading
    - 1 Strongly agree
    - 2 Agree
    - 3 Disagree
    - 4 Strongly disagree
    - 8 Refused
    - 9 Don't Know/Not Applicable
  - b. Writing
  - c. Mathematics
  - d. Social and/or adaptive skills (including classroom behaviour)
  - e. Life skills (**Interviewer Prompt:** e.g. domestic and family life skills; personal and social development; leisure and recreation; citizenship and community involvement; and career development)
  - f. Communication (receptive and expressive language)

- g. Gross motor development (**Interviewer Prompt:** e.g., walking, dancing, gymnastics, showing rhythm, sitting, standing)
  - h. Fine motor control (**Interviewer Prompt:** e.g., cutting, pasting, holding a pen or a pencil, writing and printing, throwing and catching a ball)
11. To what extent do you agree with each of the following statements: **(Read List)**
- 1 Strongly agree
  - 2 Agree
  - 3 Disagree
  - 4 Strongly disagree
  - 8 Refused
  - 9 Don't Know/Not Applicable
- a. Your child arrives at school ready to learn
  - b. Your child finds schoolwork interesting
  - c. Your child finds schoolwork challenging
  - d. Your child clearly understands what he or she is expected to learn at school
  - e. Your child is encouraged at school to try his or her best
  - f. Students at your child's school follow the rules
12. To what extent do you agree with each of the following statements:
- 1 Strongly agree
  - 2 Agree
  - 3 Disagree
  - 4 Strongly disagree
  - 8 Refused
  - 9 Don't Know/Not Applicable
- a. Students at your child's school help each other when they can
  - b. Students at your child's school respect each other
  - c. Your child is safe at school
  - d. Your child is safe on the way to and from school
  - e. Teachers care about your child
  - f. Your child is treated fairly by adults at school
  - g. There is mutual respect between teachers and students at your child's school
  - h. There is mutual trust between teachers and students at your child's school
13. Thinking about THE TEACHING PROFESSION IN GENERAL, would you strongly agree, agree, disagree or strongly disagree with each of the following statements. *The teaching profession requires teachers to ...* **(ROTATE) (READ LIST)**
- 1 Strongly agree
  - 2 Agree
  - 3 Disagree
  - 4 Strongly disagree

- 8 Refused
  - 9 Don't Know/Not Applicable
- a. Have specialized knowledge and skills
  - b. Apply their specialized knowledge and skills using reasoned judgment
  - c. Provide a very valuable service to society
14. How satisfied are you with the quality of teaching at your child's school? Are you... **(READ LIST)**
- 1 Very satisfied
  - 2 Satisfied
  - 3 Dissatisfied
  - 4 Very dissatisfied
  - 8 Refused
  - 9 Don't Know/Not Applicable
15. Would you strongly agree, agree, disagree or strongly disagree with the following statements?
- 1 Strongly agree
  - 2 Agree
  - 3 Disagree
  - 4 Strongly disagree
  - 8 Refused
  - 9 Don't Know/Not Applicable
- a. Your child's school uses on-going evaluation to improve student learning?
  - b. The leadership at your child's school effectively supports and facilitates teaching and learning?
16. Are you very satisfied, satisfied, dissatisfied or very dissatisfied with the following:  
**(Interviewer prompt: Facilities are things like science labs, computer labs, art rooms and construction fabrication shops.)**
- a. The facilities at your child's school
    - 1 Very satisfied
    - 2 Satisfied
    - 3 Dissatisfied
    - 4 Very dissatisfied
    - 8 Refused
    - 9 Don't Know/Not Applicable
  - b. The equipment at your child's school

17. Are you very satisfied, satisfied, dissatisfied or very dissatisfied with the following:
- a. Your child's school has enough space to meet your child's learning needs
    - 1 Very satisfied
    - 2 Satisfied
    - 3 Dissatisfied
    - 4 Very dissatisfied
    - 8 Refused
    - 9 Don't Know/Not Applicable
  - b. Your child's school building is well-maintained
  - c. Your child's school building meets your child's physical needs
18. Would you strongly agree, agree, disagree or strongly disagree that your child's school provides the learning resources, such as text books, software, audio and video materials, that meet the needs of your child.
- 1 Strongly agree
  - 2 Agree
  - 3 Disagree
  - 4 Strongly disagree
  - 8 Refused
  - 9 Don't Know/Not Applicable
19. Are you very satisfied, satisfied, dissatisfied or very dissatisfied that you are receiving value for money that is spent in your child's school?
- 1 Very satisfied
  - 2 Satisfied
  - 3 Dissatisfied
  - 4 Very dissatisfied
  - 8 Refused
  - 9 Don't Know/Not Applicable
20. To what extent are you involved in decisions at your child's school? *Would you say...*  
**(READ LIST)**
- 1 A lot
  - 2 Some
  - 3 Very little
  - 4 Not at all
  - 8 Refused
  - 9 Don't Know/Not Applicable

21. How satisfied are you with the opportunity to be involved in decisions at your child's school? Are you... **(READ LIST)**
- 1 Very satisfied
  - 2 Satisfied
  - 3 Dissatisfied
  - 4 Very dissatisfied
  - 8 Refused
  - 9 Don't Know/Not Applicable
22. How satisfied are you that your input into decisions at your child's school is considered? Are you... **(READ LIST)**
- 1 Very satisfied
  - 2 Satisfied
  - 3 Dissatisfied
  - 4 Very dissatisfied
  - 8 Refused
  - 9 Don't Know/Not Applicable
23. How satisfied are you that your input into the education of students is considered by the school board of your jurisdiction? Are you... **(READ LIST)**
- 1 Very satisfied
  - 2 Satisfied
  - 3 Dissatisfied
  - 4 Very dissatisfied
  - 8 Refused
  - 9 Don't Know/Not Applicable

The next few questions will be about Alberta's education system as a whole, which includes elementary, junior, and senior high schools.

24. Would you strongly agree, agree, disagree or strongly disagree with the following statements?
- 1 Strongly agree
  - 2 Agree
  - 3 Disagree
  - 4 Strongly disagree
  - 8 Refused
  - 9 Don't Know/Not Applicable

- a. The highest priority of the education system in Alberta is the success of the student?
  - b. Alberta's education system is accountable to the public?
  - c. Alberta's education system communicates effectively with the public?
  - d. Alberta's education system ensures access to quality education to all students regardless of where they live?
25. How satisfied are you that your input into the education of students is considered by Alberta Education? Are you... **(READ LIST)**
- 1 Very satisfied
  - 2 Satisfied
  - 3 Dissatisfied
  - 4 Very dissatisfied
  - 8 Refused
  - 9 Don't Know/Not Applicable

**We've reached the end of the survey. On behalf of Alberta Education, I'd like to thank you very much for your time and cooperation.**