




Parent Survey - Special Education

This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. In responding to each statement, think about your experience and your child's experience with special education over the past year. You may skip any item that you feel does not apply to you or your child.

Use pencil only. 

Fill in circle completely:
Incorrect:  

Very Strongly Disagree
Strongly Disagree
Disagree
Agree
Strongly Agree
Very Strongly Agree

Schools' Efforts to Partner with Parents

- | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I am considered an equal partner with teachers and other professionals in planning my child's program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. At the IEP meeting, we discussed how my child would participate in statewide assessments. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. At the IEP meeting, we discussed accommodations and modifications that my child would need. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. All of my concerns and recommendations were documented on the IEP. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Written justification was given for the extent that my child would not receive services in the regular classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I was given information about organizations that offer support for parents of students with disabilities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I have been asked for my opinion about how well special education services are meeting my child's needs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. My child's evaluation report is written in terms I understand. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Written information I receive is written in an understandable way. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Teachers are available to speak with me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Teachers treat me as a team member. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Teachers and administrators:

- | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 13. - seek out parent input. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. - show sensitivity to the needs of students with disabilities and their families. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. - encourage me to participate in the decision-making process. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. - respect my cultural heritage. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. - ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents]. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

The school:

- | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 18. - has a person on staff who is available to answer parents' questions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. - communicates regularly with me regarding my child's progress on IEP goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. - gives me choices with regard to services that address my child's needs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. - offers parents training about special education issues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please turn page over ⇨

Schools' Efforts to Partner with Parents (cont.)

The school:

- | | | | | | | |
|--|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Very Strongly Disagree | Strongly Disagree | Disagree | Agree | Strongly Agree | Very Strongly Agree |
| 22. - offers parents a variety of ways to communicate with teachers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. - gives parents the help they may need to play an active role in their child's education. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. - provides information on agencies that can assist my child in the transition from school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. - explains what options parents have if they disagree with a decision of the school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

26. Child's Grade (Choose only one)

- EC (Early Childhood)
- KINDERGARTEN
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

27. Age (Choose only one)

- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22+

28. Child's Age When First Referred to Early Intervention or Special Education

- Under 1 year
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22

29. Child's Race / Ethnicity (Choose only one)

- 1 White
- 2 Black or African-American
- 3 Hispanic or Latino
- 4 Asian or Pacific Islander
- 5 American Indian or Alaskan Native

30. Child's Primary Exceptionality / Disability (Choose only one)

- 1 Autism
- 2 Deaf-Blindness
- 3 Developmental Delay
- 4 Emotional Disturbance
- 5 Hearing Impairment, Including Deafness
- 6 Intellectual Disability
- 7 Multiple Disabilities
- 8 Orthopedic Impairment
- 9 Other Health Impairment
- 10 Specific Learning Disability
- 11 Speech or Language Impairment
- 12 Traumatic Brain Injury
- 13 Visual Impairment including Blindness

National Center for Special Education
Accountability Monitoring
<http://www.monitoringcenter.lsuhs.c.edu>