Parent Survey — Special Education

This is a survey for parents of students who received special education services during the **2006-2007** school year. Your responses will help to 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 during the **2006-2007** school year. You may skip any item that you feel does not apply to you or your child.

Use #2 Pencil or Black or Blue Pen Proper Marks Improper Marks	$ \setminus $	$ \setminus $	$ \setminus $	Very St. Would have			
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	910 50		agree	On Y	9, ¥	, gr	
1. I am considered an equal partner with teachers and other professionals in planning	~~` 	°,	[®]	٥»	`۵` ا	٥ ^۲	
my child's program.	1	2	3	4	5	6	
2. I have been asked for my opinion about how well special education services are							
meeting my child's needs.	1	2	3	4	5	6	
3. At the IEP meeting, we discussed how my child would participate in statewide							
assessments.	1	2	3	4	5	6	
4. At the IEP meeting, we discussed accommodations and modifications that my							
child would need.	1	2	3	4	5	6	
5. All of my concerns and recommendations were documented on the IEP.	1	2	3	4	5	6	
6. Written justification was given for the extent that my child would not receive							
services in the regular classroom.	1	2	3	4	5	6	
7. I was given information about organizations that offer support for parents of							
students with disabilities.	1	2	3	4	5	6	
8. I have been asked for my opinion about how well special education services are							
meeting my child's needs.	(1)	2	3	4	5	6	
9. My child's evaluation report is written in terms I understand.	1	2	3	4	5	6	
10. Written information I receive is written in an understandable way.	(1)	2	3	4	5	6	
11. Teachers are available to speak with me.	(1)	2	3	4	5	6	
12. Teachers treat me as a team member.	1	2	3	4	5	6	
<u>Schools' Efforts to Partner with Parents</u> <u>Teachers and administrators:</u>							
13 seek out parent input.	1	2	3	4	5	6	
14 show sensitivity to the needs of students with disabilities and their families.	(1)	2	3	4	5	6	
15 encourage me to participate in the decision-making process.	(1)	2	3	4	5	6	
16 respect my cultural heritage.	1	2	3	4	5	6	
17 ensure that I have fully understood the Procedural Safeguards (the rules in					\sim		
federal law that protect the rights of parents).	(1)	(2)	3	(4)	(5)	6)	
					Ŭ		
<u>The School:</u>							
18 has a person on staff who is available to answer parents' questions.	1	2	3	4	5	6	
19 communications regularly with me regarding my child's progress on IEP goals.	1	2	3	4	5	6	
20 gives me choices with regard to services that address my child's needs.	1	2	3	4	5	6	
21 offers parents training about special education issues.	1	2	3	4	5	6	
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Schools' Efforts to Partner with Parents (cont.) <u>The school:</u> 22 - offers parents a variety of ways to communicate with teachers		\backslash		Len	antongin has			
Schools' Efforts to Partner with Parents (cont.)	anter teuro		S.	L'ONOL	antongin po			
Schools' Efforts to Partner with Parents (cont.)	NG VIS		ad lee		6 7 9	2		
<u>The school:</u> 22 offers parents a variety of ways to communicate with teachers.	8 1	80 2	80	80 (4)	° © 5	6		
23 gives parents the help they may need to play an active role in their child's education.		2	3	4	5	6		
24 provides information on agencies that can assist my child in the transition from								
school.	1	2	3	4	5	6		
25 explains what options parents have if they disagree with a decision of the school.	1	2	3	4	5	6		
26. State of Residence								
O Maryland O Delaware O Other:								
O District of Columbia O Virginia								
27. School system of service during 2006-2007 (select the Maryland School syste	m that	t nrov	vided					
services for the most school days if you lived in more than one system during		-						
○ Allegany ○ Caroline ○ Frederick ○ Montgomery	ОТ	albot						
○ Anne Arundel ○ Carroll ○ Garrett ○ Prince George's	OV	Vashi	ngton	Cour	nty			
O Baltimore City O Cecil O Harford O Queen Anne's	ΟV	Vicom	nico					
O Baltimore County O Charles O Howard O Saint Mary's	ΟV	Vorce	ster					
○ Calvert ○ Dorchester ○ Kent ○ Somerset								
28. Child's Grade OK 01 02 03 04 05 06 07 08 09 0	10 ()11	01	2				
$\bigcirc K \bigcirc 1 \bigcirc 2 \bigcirc 3 \bigcirc 4 \bigcirc 5 \bigcirc 6 \bigcirc 7 \bigcirc 8 \bigcirc 9 \bigcirc$				2				
29. Child's Age in Years (on June 30, 2007)								
$\bigcirc 5 \bigcirc 6 \bigcirc 7 \bigcirc 8 \bigcirc 9 \bigcirc 10 \bigcirc 11 \bigcirc 12 \bigcirc 13 \bigcirc 14 \bigcirc$	15 () 16	01	7 () 18+			
30. Child's Age When First Referred to Early Intervention or Special Education								
$\bigcirc 1 \bigcirc 2 \bigcirc 3 \bigcirc 4 \bigcirc 5 \bigcirc 6 \bigcirc 7 \bigcirc 8 \bigcirc 9 \bigcirc 10 \bigcirc$	11 () 12	<u> </u>	3 () 14			
31. Child's Race/Ethnicity O White O Hispanic or Latino O American Indian	or Alc	ockan	Nativ	~				
OBlack or African-American OAsian or Pacific Islander OMulti-racial		iskall	inaliv	5				
32. Child's Primary Exceptionality/Disability (Bubble one only)								
O AutismO Emotional DisturbanceO Orthopedic Impairment		(Tra	imati	c Brai	n		
O Deaf-Blindness O Hearing Impairment O Other Health Impairment			Inju	•				
O Deafness O Mental Retardation O Specific Learning Disabi	•		Visu		•			
○ Developmental Delay ○ Multiple Disabilities ○ Speech or Language Im	bairme	ent	inclu	lding	Blind	ness		
Thank you for your participation!								
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