

2024 PARENT SURVEY SPECIAL EDUCATION



Washington Office of Superintendent of PUBLIC INSTRUCTION

This survey is for parents of students receiving Special Education services through the Washington State Department of Education. Your responses will help guide efforts to improve services and results for children and families.

You may skip any item that does not apply to you or your child

For each statement below, please select one of the following response choices:

Marking Instructions	
<ul style="list-style-type: none"> • Use a No. 2 pencil or a blue or black ink pen only. • Do not use pens with ink that soaks through the paper. • Make solid marks that fill the response completely. • Make no stray marks on this form. 	
CORRECT: ●	INCORRECT: ✓ ✗ ○ ◉

SCHOOLS' EFFORTS TO PARTNER WITH PARENTS

- A. I am considered an equal partner with teachers and other professionals in planning my child's program.
- B. I was offered special assistance so that I could participate in the Individualized Educational Program (IEP) meeting.
- C. IEP meetings are scheduled at a time and place that are convenient for me.
- D. At the IEP meeting, we discussed how my child would participate in statewide assessments.
- E. At the IEP meeting, we discussed accommodations and modifications that my child would need.
- F. All of my concerns and recommendations were documented on the IEP meeting notes.
- G. Written justification was given for the extent that my child would not receive services in the regular classroom.
- H. I was given information about organizations that offer support for parents of students with disabilities.
- I. I have been asked for my opinion about how well special education services are meeting my child's needs.
- J. My child's evaluation report is written in terms I understand.
- K. Written information I receive is written in an understandable way.
- L. Teachers are available to speak with me.
- M. Teachers treat me as a team member.

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer for:

Please continue on the other side

SCHOOLS' EFFORTS TO PARTNER WITH PARENTS Continued

Teachers and administrators:

- N. - seek out parent input.
- O. - show sensitivity to the needs of students with disabilities and their families.
- P. - encourage me to participate in the decision-making process.
- Q. - respect my cultural heritage.
- R. - ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
N.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
R.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The School:

- S. - has a person on staff who is available to answer parents' questions.
- T. - communicates regularly with me regarding my child's progress on IEP goals.
- U. - gives me choices with regard to services that address my child's needs.. .
- V. - offers parents training about special education issues.
- W. - offers parents a variety of ways to communicate with teachers.
- X. - gives parents the help they may need to play an active role in their child's education.
- Y. - provides information on agencies that can assist my child in the transition from school.
- Z. - explains what options parents have if they disagree with a decision of the school.

S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
T.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
U.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
V.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
W.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Y.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Z.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Child's Age when First Referred to Early Intervention or Special Education:

Under 1

OR Child's age in Years When First Referred

Thank you for your participation!

Please return your survey in the enclosed postage-paid envelope.