



CALIFORNIA
DEPARTMENT OF
EDUCATION

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

July 1, 2010

Dear Parent/Guardian:

The California Department of Education (CDE) requests your participation in an annual Special Education, Partnering with Parents survey designed to provide the state with information on how well schools are supporting parents' involvement in their child's education. State, local agencies, and parent organizations will have access to the parent response data by region. This information will be helpful in determining potential content for parent/professional training. Individual responses are confidential and names will not appear on any reports unless you directly included them within additional comments.

You may complete the survey online at <http://www4.scoe.net/pwps> in English or Spanish or download and print a paper version in English, Spanish, Chinese, Hmong, Russian, Vietnamese, Korean, Tagalog, and Arabic.

CDE has contracted with the Supporting Early Education Delivery Systems (SEEDS) Project to receive the completed surveys and compile the data. The overall response data will be available at the SEEDS Website at www.scoe.net/seeds. Please mail completed paper surveys to:

Robin Ryan
Supporting Early Education Delivery Systems
Sacramento County Office of Education
P.O. Box 269003
Sacramento, Ca 95826-9003

Remember to submit only one survey per student, either the paper version or the online form. We encourage you to complete the survey as soon as possible, but no later than **June 30, 2011**. Thank you in advance for your input!

Sincerely,

Fred Balcom, Director
Special Education Division

California Department of Education, Special Education
Partnering with Parents Survey

*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. Please provide your child's information and complete **Section 1** of the survey. We invite you to complete additional sections to assist us further in learning about your experience.*

District: _____

School your child attends: _____

County where your child lives: _____

Zip code where your child lives: _____

Today's date: _____

My child currently receives special education services through a county office of education program.

Child's Primary Exceptionality / Disability (Mark only one)

- | | | | |
|---|--|---|--|
| <input type="radio"/> Autism | <input type="radio"/> Emotional Disturbance | <input type="radio"/> Orthopedic Impairment | <input type="radio"/> Traumatic Brain Injury |
| <input type="radio"/> Deaf-Blindness | <input type="radio"/> Hearing Impairment | <input type="radio"/> Other Health Impaired | <input type="radio"/> Visual Impairment |
| <input type="radio"/> Deafness | <input type="radio"/> Intellectual Disability/
Mental Retardation | <input type="radio"/> Specific Learning Disability | including Blindness |
| <input type="radio"/> Multiple Disabilities | | <input type="radio"/> Speech or Language Impairment | |

Part A: Child's Ethnicity- Is this student Hispanic or Latino? (Select only one)

- No, not Hispanic or Latino Yes, Hispanic or Latino

The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider the student's race to be.

Part B: Child's Race- What is this student's race? (select one or more)

- | | | |
|--|--|--|
| <input type="radio"/> American Indian or Alaska Native | Asian | Native Hawaiian or Other Pacific Islander |
| <input type="radio"/> Black or African American | <input type="radio"/> Chinese <input type="radio"/> Laotian | <input type="radio"/> Hawaiian <input type="radio"/> Tahitian |
| <input type="radio"/> White | <input type="radio"/> Japanese <input type="radio"/> Cambodian | <input type="radio"/> Guamanian <input type="radio"/> Other Pacific Islander |
| | <input type="radio"/> Korean <input type="radio"/> Filipino | <input type="radio"/> Samoan |
| | <input type="radio"/> Asian Indian <input type="radio"/> Hmong | |
| | <input type="radio"/> Vietnamese <input type="radio"/> Other Asian | |

Your child's primary language: _____

**Child's age when first referred to
Early Intervention or Special Education:** _____

Child's grade: _____ **Child's age in years:** _____

SECTION 1: School's Efforts to Partner with Parents

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

- | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1.1 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"/> |
| 1.2 The school district holds public meetings to gather input on special education services. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1.3 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"/> |

**SECTION 1: School's Efforts to Partner with Parents
(continued)**

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

1.4	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"/>
1.5	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"/>
1.6	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"/>
1.7	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"/>
1.8	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"/>
1.9	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"/>
1.10	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"/>
1.11	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"/>
1.12	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...							
1.13	- seek out parent input.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.14	- 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"/>
1.15	- 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"/>
1.16	- respect my cultural heritage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.17	- 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...							
1.18	- 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"/>
1.19	- 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"/>
1.20	- 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"/>
1.21	- 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"/>
1.22	- 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"/>
1.23	- 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"/>
1.24	- 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"/>
1.25	- 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"/>

Comments