

2024 Indicator 8: Parent Participation Special Education – School Age

Office of Exceptional Children Parent Survey - Special Education

The NC Department of Public Instruction, Office of Exceptional Children, is asking for your input through the **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. Filling out this survey is completely voluntary and you will not be asked to provide your name or other personally identifiable information.

If you have any questions, call the Office of Exceptional Children at (984) 236-2550 or the Exceptional Children's Assistance Center at (704) 990-7273 (English) or (704) 990-7276 (Spanish). Please complete the survey by July 1, 2024. Thank you for taking the time to participate and assist us in improving education for children with disabilities in North Carolina.

My child's school district is: (This list only includes districts that are in the sample this year. If your child's school district is not listed, please choose "Other" if you wish to submit a response)

- 111 Asheville City Schools
- 100 Brunswick County Schools
- 681 Chapel Hill-Carrboro Schools
- 600 Charlotte-Mecklenburg Schools
- 230 Cleveland County Schools
- 260 Cumberland County Schools
- 700 Elizabeth City/Pasquotank
- 380 Graham County Schools
- 400 Greene County Schools
- 410 Guilford County Schools
- 450 Henderson County Schools
- 580 Martin County Schools
- 590 McDowell County Schools
- 862 Mount Airy City Schools
- 750 Polk County Schools
- 421 Roanoke Rapids City Schools
- 780 Robeson County Schools
- 860 Surry County Schools
- 920 Wake County Schools
- 940 Washington County Schools

- 960 Wayne County Schools
- 340 Winston-Salem Forsyth County Schools
- 09A Paul R. Brown Leadership Academy
- 12A The New Dimensions School
- 26B Alpha Academy
- 29A Davidson Charter Academy
- 32A Maureen Joy Charter
- 32D Kestrel Heights Sch
- 32H Research Triangle Charter
- 32K Central Park School
- 34F Forsyth Academies
- 36B Piedmont Community Charter
- 36F Ridgeview Charter School
- 39A Falls Lake Academy
- 41D Phoenix Academy
- 41H College Prep & Leadership Academy
- 41J Summerfield Charter Academy
- 49D Success Institute
- 53B Ascend Leadership Academy
- 61W East Voyager Academy
- 62A Tillery Charter Academy

- 63C Moore Montessori Community
 - 65B Wilmington Preparatory Academy
 - 66A Gaston College Preparatory
 - 78A CIS Academy
 - 79A Bethany Community Middle
 - 90F Apprentice Academy HS of NC
 - 92S Endeavor Charter School
 - 93Q Carolina Charter Academy: CFA
 - 94A Pocosin Innovative Charter
 - 94Z Northeast Regional School
 - 98A Sallie B Howard School
 - 996 DPS Prison Education
 - Other _____
-

My child is Hispanic, Latino or Spanish origin:

- Yes
 - No
 - Prefer not to answer
-

My child's race/ethnicity is: (Select all that apply)

- American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or other Pacific Islander
 - White
 - Prefer not to answer
-

My child's primary disability is:

- Autism
 - Deaf-Blindness
 - Deafness
 - Developmental Delay
 - Hearing Impairment
 - Intellectual Disability - Mild
 - Intellectual Disability - Moderate
 - Intellectual Disability - Severe
 - Multiple Disabilities
 - Orthopedic Impairment
 - Other Health Impairment
 - Serious Emotional Disability
 - Specific Learning Disability
 - Speech or Language Impairment
 - Traumatic Brain Injury
 - Visual Impairment incl. Blindness
-

My child's current school level is:

- Preschool
- Elementary School
- Middle School
- High School

School Efforts to Partner with Parents

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
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. 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"/>
3. 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"/>
4. 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"/>
5. 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"/>
6. 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"/>

7. Written information I receive is written in an understandable way (including in my native language).

8. Teachers are available to speak to me.

9. Teachers treat me as a team member.

10. Teachers communicate regularly with me about and explain my child's progress on IEP goals.

Teachers and administrators

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
11. seek out parent input.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. 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"/>
13. 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"/>
14. respect my cultural heritage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents and children].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The school

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
16. 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"/>
17. 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"/>

Are you willing to answer additional questions related to your family's school experience?

- Yes
- No - If no, disregard questions 18-28.

IEP Meeting Process:

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
18. My availability is considered when IEP meetings are scheduled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Regular education teachers and special education teachers work together to carry out the IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I understand the role of ALL professionals working on behalf of my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I receive my child's IEP progress report with each report card.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Parent Support/Training

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
22. Teachers and school professionals are responsive when I have a concern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I feel that I need more training/support to carry over my child's learning at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I am aware of the processes available to me as a parent, if I have a disagreement (facilitated IEP meeting, state complaint, mediation and due process).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Other (Behavior, Transition, Assessments):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
25. I am satisfied with the way my child's school addresses her/his behavior/discipline issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Information provided to me was explained regarding transition to the next level of education (ex. preschool to elementary, elementary to middle, middle to high school, high school to adult living).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. My child is making progress on her/his IEP Transition goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Information provided to me was explained regarding grade level testing data, progress monitoring data, and state testing data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional: Please provide in the box anything else you would like for us to know?

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