



Georgia Department of Education
Parent Survey - Special Education
Teacher Tip Sheet

Oconee County Schools
2018-2019

For teachers/caseload managers! These are the questions from the Parent Survey for Special Education, along with some simple tips for caseload managers to use to increase positive responses.

Survey Questions:

- 1. I am considered an equal partner with teachers and other professionals when planning and making decisions about my child's program.**
Be welcoming to parents! Solicit input from parents for the "Parent Concerns" section of the IEP, emphasizing its importance; use the Parent IEP Prep Guide. Use the language from the survey – for example, "because you are an equal partner on the IEP team, your input is important! Please use the attached Parent IEP Prep Guide to help you get ready for our upcoming IEP meeting."
- 2. Teachers ensure that I have fully understood the Procedural Safeguards (federal rules that protect the rights of parents) and my options if I disagree with a decision by the school.**
Provide a copy of "Parent Rights" at IEP meetings! As you're giving this document to parents, say that it explains their rights, including what to do if they disagree with any of the decisions of the IEP team.
- 3. My child's evaluation report and other written information are written in terms I understand.**
Define terms and codes, and avoid unexplained acronyms and other "education"-speak.
- 4. At the IEP meeting, we discussed accommodations and modifications that my child would need.**
During the IEP meeting, point out the accommodations page and discuss that these are support that are put in place to accommodate the child's learning difference or to modify the curriculum so the child will have full access; be specific in using this vocabulary.
- 5. The school communicates regularly with me regarding my child's progress on IEP goals.**
Make sure progress reports are sent home regularly, and that they are informative and meaningful.
- 6. Teachers are available to speak with me.**
*Maintain **positive** contacts with parents throughout the school year; don't let the only time they hear from you be when there's a problem! This is especially important before the IEP, so that parents will feel comfortable in communicating their concerns, questions, and input. Encourage parents to use the Parent IEP Prep Guide.*
- 7. The school offers parents a variety of ways to communicate with teachers.**
Similar to #6 above...throughout the school year, make plain the various ways to communicate with you: notes, phone calls, Friday folders, parent conferences, etc.



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8. **Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.**
*Ask for input throughout the school year; make **positive** personal contacts whenever possible.*

9. **The school gives parents the help they may need to play an active role in their child's education.**
*Promote the **Parent Connections** webpage as a resource for parent training opportunities/workshops, & the **Parent Handbook for Special Education** (available on the Parent Connections webpage). Use the vocabulary: "Our school is a partner in offering free training to parents of students receiving special education services". Other options to help parents be connected to the school include PTO participation, and other volunteer opportunities to encourage parents to be active members of their child's team.*

10. **The school provides information on agencies that can assist my child in grade level transitions and/or transitions to post school settings.**
*Promote the **Parent Connections** webpage (which has links to support groups), the **Parent Handbook for Special Education, parent workshop calendar**, and other resources from the Parent Mentor throughout the school year. Since it is part of the IEP document, you have the opportunity to mention transition no matter the student's age. Remind parents that in 8th grade or at age 16, a transition plan will become part of the IEP process. If the student is younger, address this at the IEP meeting when completing the transition plan page of the IEP: "your child will begin planning for transition in 8th grade or at age 16; if you have questions about that process, you can check out the Parent Handbook for Special Education".*