



United States Department of the Interior
BUREAU OF INDIAN EDUCATION

Division of Performance and Accountability
1001 Indian School Road, NW, Room # 149
Albuquerque, New Mexico 87104

July 22, 2020

Dear Parent or Guardian:

Parent participation in your child's education is very important to us. We know that you have firsthand knowledge about what is needed for your child's education. One way to provide input into your child's education is by participating in a survey. The Bureau of Indian Education (BIE), Division of Performance and Accountability (DPA), is requesting all parents and guardians of students with disabilities that received Special Education and Related Services at BIE-funded schools during school year 2019-2020 to complete and submit a paper-copy version of a parent survey.

We request that the enclosed school year *2019-2020 Parent Survey—Special Education* be completed and returned to the school by September 30, 2020. Completing the survey is voluntary and the information is confidential. You may request assistance from your child's teacher to complete the survey. Each person who fills out the survey will remain anonymous since there is no request to include your name or other personally identifiable information.

After all the completed parent survey results are tabulated and an analysis is conducted, your child's school will receive information on the status of the school's efforts to include parent involvement in student educational decision making. After the start of SY 2020-2021, you can request the information be shared with you.

Your time and willingness to assist us in improving education for students with disabilities in BIE-funded schools is appreciated. If you any have questions, please call Ms. Delphina Shunkamolah, Education Program Specialist, Special Education, DPA, at (202) 860-5808, or Dr. Eugene Thompson, Acting Supervisory Education Specialist, Special Education, DPA, at (202) 860-5812.

Sincerely,

Margo Delaune
Acting Associate Deputy Director
Division of Performance and Accountability

Enclosure

| Schools 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. | O | O | O | O | O | O |
| 2) I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting. | O | O | O | O | O | O |
| 3) At the IEP meeting, we discussed how my child would participate in statewide assessments. | O | O | O | O | O | O |
| 4) At the IEP meeting, we discussed accommodations and modifications that my child would need. | O | O | O | O | O | O |
| 5) All of my concerns and recommendations were documented on the IEP. | O | O | O | O | O | O |
| 6) Written justification was given for the extent that my child would not receive services in the regular classroom. | O | O | O | O | O | O |
| 7) I was given information about organizations that offer support for parents of students with disabilities. | O | O | O | O | O | O |
| 8) I have been asked for my opinion about how well special education services are meeting my child's needs. | O | O | O | O | O | O |
| 9) My child's evaluation report is written in terms I understand. | O | O | O | O | O | O |
| 10) Written information I receive is written in an understandable way. | O | O | O | O | O | O |
| 11) Teachers are available to speak with me. | O | O | O | O | O | O |
| 12) Teachers treat me as a team member. | O | O | O | O | O | O |
| 13) Teachers and administrators seek out parent input. | O | O | O | O | O | O |
| 14) Teachers and administrators show sensitivity to the needs of students with disabilities and their families. | O | O | O | O | O | O |
| 15) Teachers and administrators encourage me to participate in the decision-making process. | O | O | O | O | O | O |
| 16) Teachers and administrators respect my cultural heritage. | O | O | O | O | O | O |
| 17) Teachers and administrators ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents]. | O | O | O | O | O | O |

| Schools Efforts to Partner with Parents | Very Strongly Disagree | Strongly Disagree | Disagree | Agree | Strongly Agree | Very Strongly Agree |
|---|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 18) The school 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"/> |
| 19) The school 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"/> |
| 20) The school 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"/> |
| 21) The school 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"/> |
| 22) The school 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"/> |
| 23) The school 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"/> |
| 24) The school 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"/> |
| 25) The school 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"/> |

State of Residence

Child's Grade

Child's Age in Years

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

☐ Under 1 year OR Age in years

Is the child Hispanic or Latino/Latina
Yes No (circle one)

Child's Race (Select one or more)

1 ☐ White

2 ☐ Black / African American

3 ☐ Asian

4 ☐ Native Hawaiian or Pacific Islander

5 ☐ American Indian or Alaska Native

Child's Primary Exceptionality / Disability

(Bubble only one)

☐ Autism

☐ Deaf-Blindness

☐ Deafness

☐ Developmental Delay

☐ Emotional Disturbance

☐ Hearing Impairment

☐ Intellectual Disability

☐ Multiple Disability

☐ Orthopedic

☐ Other Health

☐ Specific Learning Disability

☐ Speech or Language Impairment

☐ Traumatic Brain Injury

☐ Visual Impairment

THANK YOU FOR YOUR

PARTICIPATION !!

Paperwork Reduction Act Statement: This information is collected to properly identify each student's instructional and residential program classification. The information is supplied by a respondent to obtain or retain a benefit that is to provide appropriate schooling. It is estimated that responding to the request will take an average of 20 minutes to complete. This includes the amount of time it takes to gather the information and fill out the form. If you wish to make comments on the form, please send them to the Information Collection Clearance Officer-Indian Affairs, 1849 C Street, NW, Washington, DC 20240. NOTE: Comments, names and addresses of commenters are available for public review during regular business hours. If you wish us to withhold this information you must state this prominently at the beginning of your comment. We will honor your request to the extent allowable by law. In compliance with the Paperwork Reduction Act of 1995, as amended, this collection has been reviewed by the Office of Management and Budget and assigned OMB Control #1040-0001 and an expiration date of October 31, 2021. Please note that an agency may not conduct or sponsor, and a person is not required to report to, a collection of information unless there is a valid OMB control number.