### Parent Survey

The Preschool Special Education team for the state of Ohio is conducting a review of your child’s preschool special education program. This survey is for parents/families of preschool children with disabilities receiving special education services. By filling out this survey, you will help guide efforts to improve your child’s preschool services and results for children with disabilities and their families.

For each statement below, please select one of the following response choices: Agree, Disagree, Don’t Know, or Not Applicable (NA). If Disagree is selected, please explain in the additional comments section.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **AGREE** | **DISAGREE** | **DON’T KNOW** | **NA** |
| 1. When I had concerns about my child’s learning, development or functioning, the school district quickly responded to my request for an evaluation.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The school worked with me to help my child make a smooth transition from Early Intervention to preschool special education.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The district involved me in the planning of my child’s evaluation, and I was included as an active member of the evaluation team to help decide the assessments to be given.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. During the evaluation process the district shared their list of the preschool education placement options in the community.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The district collected information from me about my child and included me throughout the evaluation process.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. During the Individualized Education Program (IEP) meeting, we review my child’s needs and determine what my child requires to succeed in the general education curriculum.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. During the IEP meeting the preschool general education class was considered as the first placement option by the IEP team, which includes myself.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Reading my child’s IEP, I understand what special education services my child is receiving.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The school keeps me informed about my child’s progress on all IEP goals.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. I have been provided information about how the school is implementing positive behavioral methods before challenging behaviors occur.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. When my child has behavioral issues, the school includes me as a partner to decide how my child will be supported.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The district works with me to schedule timely IEP and evaluation or reevaluation meetings for my child, so I can participate.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. My child has received all services as described in the IEP.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. If my child was not provided all services as described in the IEP, I was included in a plan to address the issue.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Overall, the special education services meet my child’s needs.
 | [ ]  | [ ]  | [ ]  | [ ]  |

**Additional Comments:**

Click or tap here to enter text.Staff Survey

The Preschool Special Education team for the state of Ohio is conducting a review of your district’s preschool special education program. This survey is for teachers, related service providers, paraprofessionals and aides of preschool children with disabilities receiving special education services. As part of the process, the Department examines compliance with federal and state laws and regulations applicable to the education of children with disabilities. By filling out this survey, you will help guide efforts to improve preschool services and results for children with disabilities and their families.

For each statement below, please select one of the following response choices: Agree, Disagree, Don’t Know, or Not Applicable (NA). If Disagree is selected, please explain in the additional comments section.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **AGREE** | **DISAGREE** | **DON’T KNOW** | **NA** |
| 1. Adequate materials, resources and guidance to implement specially designed instruction and/or accommodations described in Individualized Education Programs (IEPs) are provided to me.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Professional development and training specifically addressing the needs of preschool students with disabilities are available to me.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. My input as a member on the Evaluation Team Report (ETR) team and/or IEP team is valued.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. As a member of the ETR team, my roles and responsibilities are clearly defined and provided in writing.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. As a member of the IEP team, my roles and responsibilities are clearly defined and provided in writing.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. During IEP team meetings, a district representative with the authority to approve the resources necessary to implement the IEP is always present.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The specially designed instruction and/or related services provided to a student with a disability is based upon that student’s individual needs and supports the child’s access, participation, and progress in the general education curriculum.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The district uses the first option on the continuum of placement options to begin the placement decision-making process with the parent during the IEP meeting.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. I have received professional development in the early childhood positive behavioral interventions and supports (PBIS) framework that is in place in my school building.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Parents are updated regarding their child’s progress on annual goals and needs throughout the implementation of the IEP.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. I have sufficient opportunities to engage and collaborate with other instructional staff (for example, other teachers, related service professionals, aides).
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Practices for identification, placement and discipline of preschool students with disabilities are free of cultural and/or racial bias.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. When a preschool child has behavior concerns, I have been provided a written process that supports the child to be successful in the classroom and avoid removal from the regular instructional setting.
 | [ ]  | [ ]  | [ ]  | [ ]  |

**Additional Comments:**

Click or tap here to enter text.

### Administrator Survey

The Preschool Special Education team for the state of Ohio is conducting a review of your district’s preschool special education program. This survey is for administrators of preschool children with disabilities receiving special education services. As part of the process, the Department examines compliance with federal and state laws and regulations applicable to the education of children with disabilities. By filling out this survey, you will help guide efforts to improve preschool services and results for children with disabilities and their families.

For each statement below, please select one of the following response choices: Agree, Disagree, Don’t Know, or Not Applicable (NA). If Disagree is selected, please explain in the additional comments section.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **AGREE** | **DISAGREE** | **DON’T KNOW** | **NA** |
| 1. When a preschool child has behavior concerns, we have a written process for staff to follow that supports the child to be successful in the classroom and avoid removal from the regular instructional setting.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. All school personnel have received professional development in the early childhood positive behavioral interventions and supports (PBIS) framework.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Cultural differences and biases are considered when making identification, placement, and discipline decisions for preschool students with disabilities.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The district monitors the implementation and effectiveness of staff professional development in terms of outcomes for preschool students with disabilities.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. All parents are informed of the full continuum of placement options during the Individualized Education Program (IEP) team meeting.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. All preschool students with disabilities have access to the general education curriculum.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The district uses the first option on the continuum of placement options to begin the placement decision making process with the parent during the IEP meeting.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. During IEP team meetings, a district representative who has the authority to approve the resources necessary to implement the IEP is always present.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The district ensures that staff members always keep parents updated regarding their child’s progress on annual goals and needs throughout the implementation of the IEP.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The district ensures that all staff members involved in implementing a child’s IEP have access to and understand the requirements in the IEP.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The district communicates to staff their written policy prohibiting the physical restraint and/or seclusion of preschool children.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. When decisions for all students are made by leadership, there is representation and consideration given from staff who are knowledgeable of preschool special education, preschool program licensing, and Step Up to Quality.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. District staff are available in the summer months to ensure evaluation and IEP processes are completed in a timely manner.
 | [ ]  | [ ]  | [ ]  | [ ]  |

**Additional Comments:**

Click or tap here to enter text.

### Community Partner Survey

The Preschool Special Education team for the state of Ohio is conducting a review of the district’s preschool special education program. This survey is for entities who serve as community partners with the district to support preschool children with disabilities receiving special education services (such as community preschool programs, Head Start programs, mental health agencies). By filling out this survey, you will help guide efforts to improve preschool services and results for children with disabilities and their families.

For each statement below, please select one of the following response choices: Agree, Disagree, Don’t Know, or Not Applicable (NA). If Disagree is selected, please explain in the additional comments section.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **AGREE** | **DISAGREE** | **DON’T KNOW** | **NA** |
| 1. The district meets with us annually to revise and review the Interagency Agreement.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The district follows the agreed upon process(es) with their community partners for child find including locating, evaluating, and identifying preschool children with disabilities.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The district communicates its continuum of placement options for preschool children with disabilities.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The district collaborates with community partners to ensure continuity of care for dual enrolled children and the availability of a full continuum of placement options.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. District staff are available in the summer months to ensure evaluation and IEP processes are completed in a timely manner.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. There is a timely transition for the child from Early Intervention to preschool special education services so that the child’s preschool services begin by the child’s 3rd birthday.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The district considers our existing data as part of the evaluation process.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The district makes each child’s Individualized Education Program (IEP) available to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Each teacher and service provider are informed of specific responsibilities related to accommodations, modifications and supports that must be provided in order to implement the IEP.
 | [ ]  | [ ]  | [ ]  | [ ]  |

**Additional Comments:**

Click or tap here to enter text.

### Contracted Agency Staff Survey

The Preschool Special Education team for the state of Ohio is conducting a review of the district’s preschool special education program. This survey is for entities (such as Educational Service Centers, County Boards of Developmental Disabilities, related service provider agencies, mental health agencies) who the district pays to provide contracted services to support preschool children with disabilities. The survey should be completed by both administrators and service providers. By filling out this survey, you will help guide efforts to improve preschool services and results for children with disabilities and their families.

For each statement below, please select one of the following response choices: Agree, Disagree, Don’t Know, or Not Applicable (NA). If Disagree is selected, please explain in the additional comments section.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **AGREE** | **DISAGREE** | **DON’T KNOW** | **NA** |
| 1. The district meets with us annually to revise and review the Interagency Agreement.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Information from the Interagency Agreement has been shared with me as a member of the evaluation team.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. There is an agreed upon process(es) between the district and the contracted agency for child find including locating, evaluating and identifying preschool children with disabilities.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The district communicates its continuum of placement options for preschool children with disabilities.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The district collaborates with contracted agency staff to ensure continuity of care for dual enrolled children and the availability of a full continuum of placement options.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. District staff are available in the summer months to ensure evaluation and IEP processes are completed in a timely manner.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The district ensures a timely transition for the child from Early Intervention to preschool special education services so that the child’s preschool services begin by the child’s 3rd birthday.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The district considers our existing data as part of the evaluation process.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. The district makes each child’s Individualized Education Program (IEP) available to each regular education teacher, special education teacher, related services provider and any other service provider who is responsible for its implementation.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Each teacher and service provider are informed of specific responsibilities related to accommodations, modifications and supports that must be provided in order to implement the IEP.
 | [ ]  | [ ]  | [ ]  | [ ]  |

**Additional Comments:**

Click or tap here to enter text.