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**CENTER ON EDUCATION AND
LIFELONG LEARNING**

Crown Point Special Education Review

Final Report

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Introduction

In August of 2019, Crown Point District Schools Leadership requested an external review of their Exceptional Learners program. The program review included a comprehensive documentation of the services delivered across the continuum of placements for students with disabilities in Crown Point. The evaluation compiled data to determine the fidelity and effectiveness of the services provided to students with disabilities. Evaluation questions, protocols and data requests were agreed upon in an initial meeting with the Superintendent's Leadership Team.

Data collection included : 1) focus groups sessions with general and special education teachers, principals, related service staff, para-educators, parents and school psychologists; 2) interviews with members of the executive leadership team; 3) observations in the ED classrooms at every level, LRE classrooms at every level, Structured Learning classrooms at every level, and co-teaching/push in general education classrooms at every level; 4) a 20 question survey to all staff assessing knowledge and perceptions of effectiveness for special education program procedures, services, and placements; and 5) documents related to special education (see appendix). Approximately 98 individuals participated in the focus group and interview sessions, 29 classrooms were observed, and 266 staff completed the survey.

An inductive thematic analysis was used in conjunction with the survey administration to analyze the data that was collected. This method is applied to a set of texts, such as interviews or focus group transcripts. The data are closely examined to identify common themes – topics, ideas and patterns of meaning that come up repeatedly. Thematic analysis is a good approach when you are trying to find out something about people's views, opinions, knowledge, experiences or values from a set of data – for example, interviews, focus groups or survey responses.

Triangulation, the process of using several different kinds of data collection instruments to explore an issue or problem, was used in the development of this report (Borg & Gall, 1989). It requires the use of several data-collection instruments to explore an issue or problem. No single item of information was given serious consideration for this report unless it was triangulated. If a comment or piece of information came to light from one person, steps were taken to validate the comment or piece of information against at least one other source (for example, a second interview or an interview with someone else) and/or a second method (for example, an observation, review of documents, or survey results), in addition to an interview. The data from the interviews and focus groups were compared with responses to survey questions addressing similar topics in order to verify the consistency of the data from a larger staff subset of individual responses uninfluenced by the relationships of group composition or the presence of the outside evaluators. In this way, data themes emerged and were validated.

This report is intended to provide the district with a “picture” of the current special education program and includes recommendations for strategies and programmatic adjustments to improve the delivery of special education services. It is important to note that these recommendations are grounded in the thoughts, ideas, and concerns of the stakeholders. The report begins with commendations, followed by the findings based on identified themes. Finally, recommendations and next steps conclude the report.

Commendations

All school staff members were open, honest and cooperative throughout this review. Everyone is to be commended for this. All school staff members were welcoming and open to interviews and observations and appreciative of the opportunity to improve services for students with disabilities. Additionally, Crown Point is to be commended for the following:

- Crown Point has a talented, qualified, and committed staff.
- The addition of a Director of Operations and an Assistant Director of Operations provide important leadership for special education.
- Programs that stand out as being excellent: Co-teaching at the High School, Project TEACH, MTSS state pilot, Best Buddies program, Work based High School program. These programs exemplify best practices because of their collaborative processes among special education, and general education staff, parents and students, student support orientation, and planning for student success in the future.
- There are no special education teachers on emergency licenses indicating a high degree of preparation and qualified professionals providing services.
- There is a willingness and desire within the executive leadership team to improve services for students with disabilities indicating commitment and a conscientious desire for continuous improvement.

Survey Results

The survey results are included in this report as an attachment in the appendix. The following narrative represents a comparison of analyses that summarizes the most significant themes across the staff responses. The summary includes comparisons within staff categories and also between staff categories and are presented as a foundational analysis of results that are elaborated upon in the themes emerging in the analyses of interview and focus group data.

It appears that all staff experience a lack of certainty in the special education referral process. Rarely is the percentage of responses selected as strongly agree the most dominant response selection across the questions of the survey. This is true across all employee categories. This lack of certainty is reflected in the interview and focus group data with themes concerning a need for

direction and guidance in decision-making and program practices, and the understanding of district and federal policy and guidelines. This uncertainty is problematic because it can lead to inconsistency within and between programs, practices and schools, and a lack of confidence within staff whose responsibility it is to make decisions and implement programs and services. It can also lead to a credibility problem with parents and others looking to staff for answers.

Additionally, the differences between general education teachers and other professionals, specifically the special education teachers in the district, are something that require reflection because of their impact upon consistency and effectiveness of service delivery. For instance, general education teachers out rank only paraprofessionals in their confidence in their knowledge of these processes. This of particular importance because referrals for evaluation and assessment most often generate from general education classroom experiences.

Further, the fact that only fifty percent of the administrators who answered the survey are certain of their knowledge of the referral and identification process is also of particular concern, because they have the policy and procedural responsibility for compliance at the building level. A similar pattern of certainty is shown when looking at responses concerning clear understanding of the placement process for students to receive special services. However, of most concern in the responses being discussed here is that the related services staff of psychologists, speech therapists, and other clinical personnel responsible for the assessment and identification of eligibility are only more certain than paraprofessionals in their understanding of the placement process. Little more than 10% of these staff strongly agree with having a clear understanding of the placement process. This lack of certainty is also reflected in the documented statements in the interview and focus groups concerning special education policies and procedure.

In order for students with disabilities to experience an implementation of their IEP's with the fidelity that leads to them meeting their goals, effective collaboration is needed for classroom personnel responsible for their instruction and the delivery of services. However, in none of the respondent categories is there indicated a majority opinion of strong agreement that this happens. In fact, less than five per cent of the special education teachers have a strong conviction that this occurs. It is also interesting to note that those staff with the strongest conviction that this happens are paraprofessional staff. This is likely due to the model of service delivery with paraprofessionals delivering services in classrooms with general education teachers, where their work happens within the context of the ongoing scope, sequence, and pacing of regular class instruction.

Moreover, neither administrators nor related services staff indicate a strong degree of certainty that this collaboration occurs. This is important because in some sense administrators are

managers of staff time needed for collaboration, and the related services staff are part of the team that processes data regarding the delivery of services in classrooms and the outcomes associated with placements. Without collaboration, the continuity necessary for seamless implementation of strategies necessary for student progress is not likely to occur. As a result, a set of strategies, be they behavioral or instructional, will not operate to reinforce the implementation and experiences of each by the student across settings or experiences.

Beliefs about whether students with disabilities should be included in general education classrooms for the delivery of services and have access to the curriculum and content of general education classroom instruction vary across the categories of staff responding to the survey questions. It stands to reason that in order for inclusion and access to happen, procedures for doing both must be understood. The data suggests that there is uncertainty in Crown Point about whether it is and should be happening as well. Lack of certainty about whether something is happening may be attributed to information/awareness, and/or inconsistent practices. Whether or not it should be happening is either a matter of confidence in the ability to do something successfully or whether it is the best thing to do. The latter is a question of philosophy and vision.

It is interesting to note that the administrators in Crown Point more than any other staff category disagree that students with disabilities have access to the general education curriculum. In fact, more administrators are certain that they do not have access with the strongly disagree responses defining their perception of whether or not students have this access. However, their position is contradicted by the general education teachers where more than half believe that special education students do have access to the general education curriculum indicating a disconnect between teachers and administrators in what is actually happening in classrooms.

However, many more respondents across all categories- with special education teachers feeling most strongly in favor of access and inclusion- feel that students with disabilities should have access to the general education curriculum. Yet, those with the least amount of conviction for inclusion appear to be general education teachers. Just half of these teachers strongly agree that access to the general education curriculum is desirable for special education students. This difference does not appear to be consistent with the expressed opinions of the general education teachers in the focus group interview data.

An additional area of interest is the response pattern concerning access and the pre-k program. The importance of pre k educational experiences in the success of students as they matriculate through succeeding grade levels is becoming understood more in the teaching and learning

process. However, there seems to be a lack of awareness of whether or not this can happen in Crown Point with most respondents selecting the neither agree nor disagree option. Further, this pattern is seen across responses to the same question concerning elementary, middle, and high school classrooms.

It would appear that these responses could indicate a lack of understanding of how to provide more access. This lack of understanding appears to be consistent with the desire for professional development, guidance, and direction from district leadership expressed in the focus groups and interview data. It also triangulates with the lack of awareness of a vision for special education. Simply put, inclusion and access are part of a vision that articulates a unified system of policy, practices, programs, and best practices in the same setting to the greatest degree possible for both students with special needs and their general education peers.

As stated above, all of the respondent categories feel that more collaboration between general education and special education personnel would be helpful. In some ways this response pattern is consistent with the one just mentioned in that both general ed personnel and special ed personnel could develop greater awareness in how to provide a more accessible teaching and learning experience for students with disabilities with an intentional effort for collaboration. However, it is also interesting that among the respondents, the general education teachers felt less strongly about this than all other respondents except for those in the “other” category. This is a critical response finding because a belief that something will be helpful can be important to buy-in and commitment for any new direction in a school district’s programmatic efforts.

A similar and just as interesting divergence occurs when looking at the response patterns concerning professional development. The only category with a different response profile in the strongly agree category is that of general education teachers. Less than 40% of the general education respondents indicated strong agreement with a need for additional professional development. It may be that what this pattern indicates is a feeling that responsibility for the teaching and learning for special education students is that of the special education teacher. This would be consistent with response patterns concerning access and inclusion.

Of particular concerns are the response patterns concerning compliance with special education regulations. General education teachers represent the strongest level of agreement even though less than sixty percent of them either strongly agree or somewhat agree that district practices comply with federal regulations. In no other category does this combination of response selections reach the forty percent level. This is a startling response pattern indicating the district staff responsible for operating within the compliance of the federal regulations for the referral, identification, placement, and delivery of services for student with IEP’s, do not believe that they

are properly doing so. However, this response pattern concerning compliance may be explained by the response patterns concerning a clear understanding of policies and practices concerning accommodations and modifications with no response category having more than 40% of its members indicating a strong understanding.

There were some areas of consensus on the survey, i.e., collaboration time needed and the need for more staff. Staffing, is an area where there is general consistency in the response patterns with all response groups indicating that additional staff is needed. The overriding concerns identified from the survey data is the lack of certainty in critical areas concerning expectations for students, comprehensiveness and effectiveness of services, knowledge/awareness of best practices, etc., that in some ways explain and are consistent with the need for a clear vision for special services, and the development of teacher efficacy that will promote shared responsibility for all students. These findings are consistent with the interview and focus group data. With the development of this sense of efficacy and the supports necessary for its development, the implementation of more effective tier one services, the appropriate implementation of a PBIS program, the inclusion of more students in general education classrooms and access to the general education curriculum and instruction in the district, and student academic and behavioral outcomes will improve.

In concluding the analyses of survey responses, it is important to note the similarities and differences with the results of the focus groups, observations, document review and interviews that follow. In particular, the difference between the methodology of survey responding and responding in the interviews and focus groups is important. For instance, for the focus groups, those teachers with familiarity of instructing students with special needs were selected. This means that these teachers apparently have greater knowledge and success experiences with students in their classrooms. These teachers would have greater chances to and could value more collaborative opportunities with their special education counter parts. They could also see a greater advantage for including students with disabilities in their classrooms because they have more experience with doing so. Additionally, areas of consistency and differences around staffing, collaboration, and professional development with these teachers and those responding to the survey questions may also be consistent with this observation. Finally, general agreement between survey respondents and those in the focus groups and interviews will be seen in the areas of compliance and regulations and the expressed need for guidance and support across the array of decisions and procedures related to the referral, identification, and selection of services.

Focus Groups, Interviews, Observations and Document Review Results

The results presented below are organized into the themes that emerged from the focus groups and interviews of staff, i.e., general and special education teachers, district and building administrators, para professionals, related services staff, and parent stakeholders. It should be noted that the sample of general education teachers involved in discussions with us was a small sample and represented teachers who were currently teaching students with disabilities.

Program Coherence and Consistency

Special Education as a Separate System

While there are certainly exceptions throughout the district, there appears to be a general lack of willingness to share the responsibility to teach all students. A dual system of education—special and general education—seems to exist in Crown Point. As one individual stated, “Special education has been an appendage sitting outside of general education”.

There are many examples of this dual system of education in Crown Point. There were often references to “my kids” and “their kids” which would indicate that there is not a belief that students with disabilities are the responsibility of all staff. There was a sense among many special education personnel that they bear most of the responsibility for the education of students with disabilities and that some general education personnel preferred not having students with disabilities in their classrooms. Additionally, at the district and building level, General Education, RTI/MTSS and Special Education programs operate in silos, with little collaboration across programs.

There is a critical need to unify the two systems to ensure greater collaboration and coherence at the district, school and classroom levels. Without this unification, the delivery of services to students with disabilities, as well as students at risk for failure, will continue to be fragmented and disconnected. This will not result in increased student achievement.

Transitions

Transitions across the district seem to be difficult for students with disabilities. Moving to a different building is often difficult for any student. For students with disabilities, it is important the receiving teacher(s) and the current teacher(s) engage in purposeful communication regarding the strengths, needs and services for the student. In Crown Point, the move from one level to another is not seamless; receiving teachers are often not in attendance at the student’s case conference, and IEP’s may be written by a teacher at one level without understanding or knowing the structures and supports and the next level.

The transition from Early Childhood to Kindergarten is especially problematic. Students with disabilities in the pre-K program do not have a full five/day week program with their non-disabled peers. They are transitioned from a part time, non-inclusive program to a full-time classroom with their peers. Because of their non-inclusive placement in Pre-K, they do not have the socialization experience, nor the academic experience needed to transition well.

Finally, there is no transition from high school into the 18-22-year-old program for students who stay until age 22. These students are in the same classroom, with the same teacher, and with younger high school students. There is little distinction between the programming for students who are in the early high school years and those who are in a post high school program.

Curricular Programs and Instructional Interventions

Crown Point has a number of programs in place to provide remediation and intervention. However, what appears to be lacking across all programs (Early Childhood, MTSS, RTI, Special Education, PBIS etc.) is instructional program coherence, a set of interrelated programs for students and staff that are guided by a common framework for curriculum, instruction, assessment and learning climate pursued over a sustained period. When curriculum, instruction and special programs are coordinated, one can expect enhanced student achievement (Newman et.al, 2001). It appears that in the past, efforts to improve schools have been through the adoption of a wide variety of programs that may not be coordinated or may be limited in scope and time. This is particularly true in the special education program. There is a wide variety of materials being used, uneven and inconsistent collaboration with general education colleagues, without clearly expressed connections to the general education curricular frameworks.

Special education has not been involved with the curricular decisions in Crown Point. Representatives from special education were not involved in the development of the Buzz curriculum and as a result, both special and general educators feel that the curriculum was not designed with students with disabilities in mind.

Crown Point is involved in a state sponsored pilot for Multi-tiered Systems of Support (MTSS). MTSS is a distinct approach that builds upon the original concept of tiered support, as with RTI, but is more pro-active. MTSS, unlike RTI, addresses systematic barriers and conditions for both students and educators. As noted in the Commendations section, Crown Point has two MTSS pilot sites, and this work, while in the beginning stages, is a good start at building systems to support tiers of support.

Response to Intervention (RTI) is built on the idea that all students are “Tier 1” students receiving high quality universal instruction in the general education classroom setting. If a student requires

additional interventions and supports, they should continue to receive high quality Tier 1 instruction in the general education classroom with targeted Tier 2 interventions. These Tier 2 interventions should be provided *in addition* to the regular classroom instruction, not a replacement for it.

In Crown Point, the RTI program is not working as effectively as it could. There is a perception by some that the RTI process is a gateway to getting a student referred for special education. Coordination between special education and RTI is lacking. There are different interventions being used across buildings, with little fidelity or impact data being collected. The primary intervention being used in special education is Wilson, but it is used for only 30 minutes. Using Wilson with fidelity requires 90-minute segments of instructional time. Additionally, while some students with disabilities could benefit from the interventions used in RTI, they are often not considered for these interventions. Strong Tier 1 supports for academics and behavior must be the foundation for any RTI/MTSS process and many felt that this foundation was not as solid as it could be.

Positive Behavior Interventions and Supports (PBIS) is an evidence based three-tiered framework to support all students. It is a pro-active approach to improving the social, emotional and academic outcomes of all students. In Crown Point, PBIS is being used as a Tier 2 and 3 intervention, rather than a framework for school and behavioral expectations. There was little evidence in school buildings that the universal level of support for PBIS, or Tier 1, was in place. Tier 1 systems serve as the primary foundation upon which Tiers 2 and 3 are built. Tier 1 PBIS school-wide practices emphasize prosocial skills and expectations by teaching and acknowledging appropriate student behavior. In this way, PBIS enables more supportive and respectful relationships among all involved in the daily life of a school. It describes and reinforces appropriate teacher, student, and staff relationships. Without a strong Tier 1 foundation, a pro-active approach to teaching and rewarding behavior is not in place, which will result in an overburdened system that is less effective and efficient. An additional concern is that PBIS in Crown Point is being implemented by paraprofessionals who have had little or no training in PBIS. PBIS because of its purpose to improve and provide support for more appropriate relationships throughout the school requires that all involved share the responsibility for its implementation. It is not a place or a service; PBIS is a vehicle to improve the culture and climate of the school.

District Structures

As stated earlier in this report, special education in Crown Point operates as a separate system. The structures within the district are good examples of this separation. Below are observations regarding this separation:

- Currently, there is no one from the Exceptional Learners leadership team serving on the Superintendent’s Leadership Cabinet. This is significant, as they are not at the table when key decisions regarding curriculum, funding, transportation, etc. are discussed. They are not serving in any kind of advisory or decision-making role when important decisions are made.
- The Exceptional Learners department offices are in a separate building from the offices of other executive leaders. Proximity to the budget office, the curriculum office, the Superintendent’s office, etc., provides good opportunities for informal discussions and communication “in the moment”.
- There are separate strategic plans for special education and general education. There is no indication that they are aligned.
- There is not a cohesive professional development plan for the district. The coordination of professional development activities between special and general education is lacking.
- There does not appear to be consistent planning of the special education budget with the CFO.
- The teacher evaluation process is perceived as unfair because of the cluster system for assigning students with IEP’s to general education classrooms and a “points” system that creates an inequity between special education and general education teacher ratings.

Efficiency and Effectiveness of the Special Education Service Delivery Model

Historically, special education has operated as a separate system and many have held the belief that the educational needs of children with disabilities could best be met by teaching them in a separate environment. Over time, and with a research base, it became clear that this model was not effective and did not produce the kinds of outcomes for students that were desired. With the revision of the Individuals with Disabilities Education Act (IDEA), it became clear that students with disabilities must have access to the general education curriculum.

Overall Outcome Data

For Crown Point, there are several areas in which the data show that students with disabilities are not experiencing academic success:

- 1) Results Driven Accountability-- In 2018 the Office of Special Education (OSE) implemented a revised accountability system known as Results Driven Accountability (RDA), which shifts the federal Office of Special Education’s accountability efforts from a primary emphasis on compliance to a framework that focuses on improved results for students with disabilities, while continuing to assist corporations in ensuring compliance with the Individuals with Disabilities Education Act (IDEA) and Article 7 requirements. RDA emphasizes child outcomes such as performance on assessments, graduation rates,

and early childhood outcomes in addition to the compliance indicators and data timeliness. One area that Crown Point scored low was in the area of Pre-K outcomes scoring 1 (low) out of 5 (high).

- 2) All students in Crown Point take the STAR reading and math assessments. In 2018, students with disabilities had a 39.7 % pass rate in ELA compared to an 86.6% pass rate for general education students. The pass rate in math for students with disabilities was 36.5 compared to a 76.9% pass rate for their peers in general education. In 2018, Special education students scored 10 points lower in ELA growth than general education students but only 1 point lower in math. Pass rates for students with disabilities in ELA and Math were lower than any other subgroup.
- 3) Schools in Indiana are put into “leagues”. Leagues consist of districts that are comparable to Crown Point in demographics such as size, attainment, compensation, performance etc. Crown Point did not compare well with their league schools in a number of areas: 1) graduation rate for students with disabilities was 15th out of 18; ILearn math scores for students with disabilities was 15 out of 17; ILearn ELA scores were 11th out of 17 and Special Education ISTEP data for both math and ELA was in the bottom half.

Delivery of Services

It is unclear that district staff have a clear understanding of the vision and purpose of special education. Individuals could not articulate where special education was headed in the next five years or how special education fit within the overall mission and vision of the district. A consistent theme emerged with respect to leadership. There was a desire for leadership to provide clear direction and support and address program coordination and implementation.

Early in this review, it became clear to the evaluators that every building has created its own version of what special education should be. There is little program coherence or consistency between and among the 10 schools in the district. They differ in training, in attitudes, in leadership, and in types and degree of services. There is little consistency between buildings with how policies and procedures are followed. Every building appears to be an autonomous “island” with respect to special education, with little cohesive planning and problem solving occurring across buildings. Additionally, there was a consistent concern among staff for more direction and clarity in expectations, certainty and guidance with process and procedures, and a need for clear direction and a vision for the future. Principals expressed a need for policy and guidance in the resolution of critical incidents involving students with disabilities, the proper use of behavioral and instructional strategies and program expectations and implementation.

It is our observation that more students with disabilities in Crown Point could be educated in the general education classroom for all or most of the school day. In the past, Crown Point has been cited by the IDOE for having too many students being pulled out for instruction. It is also our

observation that teachers believe that they currently need support and training to develop the necessary skills to deliver high quality instruction to students with IEP's in the general education setting and have little knowledge or training in Universal Design for Learning and Differentiated Instruction. In some cases, staff do not believe that students with disabilities can progress or learn in general education. There is a perception that comfort levels vary for general education teachers around teaching students with disabilities and as a result, the system has leaned on individual teachers who are willing to work with these students, causing a model of "clustering". Clustering of students with disabilities can be a good practice when there is a desire to ensure that a special education teacher can co-teach for the students who need the support. However, when it is not purposeful or strategic, it can result in a higher density of students with disabilities in a single classroom and reliance on a select few general educators to support students with IEP's. This can change the nature and quality of the instructional experience for all students in these classrooms. Additionally, there is a lack of clarity in how, for whom, and when differentiation through the use of accommodations and adaptations are appropriate. Differentiation through accommodations and adaptations can benefit all students in classrooms thus creating a more "natural" classroom experience for students with IEP's in general education classrooms.

The evaluators have done extensive research on inclusion and academic outcomes, and the findings are significantly in favor of inclusion for most students (Cole, Murphy, Frisby, Bolte, Grossi, 2019). A culture of inclusion creates an acceptance of all students that leads to a sense of belonging in the classroom and school community. Supports and services are provided to students in the classroom to the maximum extent possible and students have access to and are taught within the general education curriculum. Students do not have to be considered "ready" for a general education classroom or be reading at grade level, unlike the concept of mainstreaming, where students with disabilities attend those general education classes in which they can "keep up" with the other students. For a school to provide an inclusive education, teachers must collaborate and share ownership for all students, as well as receive on-going staff development. Additionally, the connections between the curricular supports and activities in the instructional process must be specific in order for all students to receive the benefit of appropriate expectations for academic outcomes.

Another area of concern is the referral, identification, and placement process. A consistent theme in the interviews and discussions with staff included the use of a referral, identification, and placement process that contradicts the nature of special education being a service of individualized supports. According to these interviews a student is referred for evaluation if they are functioning below the 80th percentile. Additionally, special education students functioning at grade level are receiving services. While high expectations for student achievement are an area

of commendation, it does not appear that an individualized approach to student referrals is practiced. As a result, district clinical staff spend valuable time in the evaluation process that could be devoted to classroom assistance and providing technical assistance to teachers in special education settings.

Through our interviews and observations, we learned that there are some students who have a different school day than their peers due to the transportation schedule. For example, at the high school, there are students who arrive at least 30 minutes early and leave school at least 30 minutes before their peers. As a result, these students are not receiving the benefit of a full day of schooling. This practice appears to be in conflict with the concept of a Free and Appropriate Public Education requirement for students with IEP's.

It appears that the district has not consistently conducted re-evaluations on students who are in special education. In some cases, students entered high school with only one evaluation on file. This is problematic for a number of reasons. A student's needs and abilities could change or may require a different level of services. Furthermore, decisions in a manifestation conference may not be informed by the most up to date data and information.

There were specific concerns related to the different categorical programs that are further described below.

Supported Learning Classroom (SLC)/Autism program: Categorical labels and classrooms at Crown Point cause structural issues, caseload issues and overall programming issues. Many of the most vulnerable students are riding a bus for up to 90 minutes one way to school, simply to get to the school that has the categorical program he/she is assigned. The categorical nature of labels and classrooms also result in trying to fit students into classrooms based on a label and diminishes any flexibility with programming for individual students. It also diminishes the opportunity for students in these programs to have access to their same age peers, from their neighborhood in an inclusive environment. Our observations and discussions with staff would indicate that there are students who are spending a great deal of their time in a separate setting who could have greater access to the general education classroom.

The district has trained staff to be a part of their autism team; however, there is little evidence that this team and the expertise and support they could provide to the district is available to teachers. Many districts use this trained team to provide leadership across the district for students across the autism spectrum.

Observations and interviews highlighted the need for an increase in knowledge and use of assistive technology. Assistive technology provides access to the curriculum in a classroom, increase communication and providing a more equitable learning environment for students. And, the use of assistive technology can be used for all students. While there were some examples of assistive technology equipment in use, there were many students who did not have access to such technology and should have.

Under special education law, students with disabilities are entitled to special education services until he/she graduates until their 22nd birthday. The intent of 18-22-year-old programs is to provide opportunities for students to gain independent living skills, social skills, employment and self-advocacy in real-life settings and to participate with their same age peers in age appropriate activities in their communities. Ideally, these services are located outside of a high school such as a vocational-technical college, offices or business. As noted earlier in this report, in Crown Point, the students who fall within this 18-22-year-old program are served in an SLC classroom at the high school with younger students with similar disabilities, making it more difficult for them to experience naturally occurring interactions in the community.

At the school age level, many teachers at the elementary level are serving students across 6 grade levels (grades K-5). Additionally, teachers are not receiving prep time or in some cases, duty-free lunch. Principals noted that there is difficulty scheduling these classes for “specials” because the specials teachers are spread across more than one building. This results in students in the SLC program not receiving the same art, music and PE classes as their peers and the inability for their teachers to have prep time.

One other serious issue in this evaluation relates to the “blue rooms” which are used for seclusion. The blue rooms are enclosed spaces that measure about 6 feet by 6 feet and are padded on all four walls. According to Indiana Code 20-20-40 seclusion and restraint plans must:

- Be consistent with the child’s right to be treated with dignity and respect and to be free from abuse;
- Be consistent with the students current IEP and with the students behavior plan;
- Be used only when the student’s behavior creates an imminent risk of injury to self or others;
- Be used as a last resort and only after other, less restrictive procedures have been implemented and by a trained school employee;
- Never be used as a punishment, or to force compliance with staff commands;
- Be used only for a short period of time
- Be documented and reported to the parent or guardian;

- Ensure that all staff are trained regularly on the appropriate use of alternatives to physical restraint and seclusion.

Crown Point has at least 6 “blue rooms” spread across the district in ED and SLC classrooms. They are to be commended for having a district seclusion and restraint plan in place and for having a system to document the use of the rooms. Additionally, their staff have been trained in non-violent crisis intervention. Some teachers have begun to replace the blue room use with calming spaces with a focus on student self-regulation, which is an excellent strategy. However, the number of blue rooms and the inconsistent use of these rooms across the district is of concern. It is important that the documentation of the use of seclusion and restraint be closely monitored (review of the forms submitted by staff) and that staff be continuously trained on alternatives. It is also critical that staff are clear that it is not intended to be used for punishment. An overall goal for the district should be to reduce the use of the “blue rooms”, especially at the early childhood and elementary levels.

In both the ED program and the SLD/Autism program, there are a very small number of students who present significant behavior challenges. However, Crown Point does not have a licensed behavior specialist on staff. Additionally, formal partnerships with mental health providers in the area are currently limited. Without this specialized expertise across the district, teachers and administrators are being asked to problem solve and deal with crisis situations without the support of individuals who are trained and licensed to provide solid behavior plans for this small group of students. Without a more therapeutic program the few students who require this level of support are not having their needs met.

ED program: As mentioned earlier in the section on Curricular Programs and Interventions, Tier 1 School Wide PBIS practices are not in place across the district schools. Thus, students with behavior challenges end up in either Tier 2 or Tier 3 interventions, which often is referral and placement in an ED classroom. So, it begs the question as to how many students would not end up in an ED placement if there was a solid foundational Tier 1 program in place.

Through observations and interviews, we believe that more students in the self-contained ED classrooms can spend more time in a general education environment. There is a level system in place at Crown Point that is intended to advance students through the various levels as they show evidence of their meeting certain behavioral expectations with the ultimate goal of moving the students into the general education environment. However, in Crown Point, those interviewed had little knowledge of the criteria for moving through the levels and indicated that the level system was not being implemented with fidelity across all settings. Furthermore, there is a dearth of researched based evidence on the positive impact of such systems. Additionally,

individuals stated that there is not clarity as to 1) how a student is placed in an ED classroom and 2) what the exit criteria is to leave the program. Additionally, the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) process is cumbersome and as a result, quality behavior plans are not always in place.

LRE Program: As noted in the Commendations section, there are some good examples of structures such as co-teaching that facilitate the inclusion of students in this program and to support their academic achievement. However, co-teaching was only evident at the high school. At the middle school, the LRE teacher is doing some “push in” but is not truly co-teaching and at the elementary school, the “push in” is being done primarily by the paraprofessionals. There are several concerns that emerged with the LRE program:

- 1) The Teacher of Record (TOR) list constitutes the caseload for any given teacher. However, often the TOR has a list of students they are responsible for with respect to the case conference and IEP (which they may not instruct), but also has a list of students that he/she is serving (Teacher of Service or TOS).
- 2) LRE district guidelines recommend that students in elementary and middle school who are working 1 grade level below (based on Star reading) should receive push in services. If a student is working 2 or more grade levels below, they are to receive pull out services. What is problematic about these guidelines is 1) Many students working only a grade level below can be successful with instruction in a general education classroom with differentiation and adaptations from the general education teacher; 2) This criteria stretches the work load for LRE teachers and paras; 3) Some students who are 2 or more grade levels below may not need to be pulled out for strategic interventions if high quality co-teaching and Tier 1 supports were in place; and 4) it assumes that Star reading scores are the best criteria to determine if a student should receive instruction in a general education setting, placing the burden for access on the student rather than on the kind of classroom instruction and supports offered.
- 3) There are still “vocational” classes being taught to student with disabilities at the high school for high school requirements by special education teachers who are not licensed in the content area. One classroom that was observed only had 6 students; this teacher could have been co-teaching with the students in a general education classroom.

Pre-K program: There are two major concerns with the Pre-K program in Crown Point: 1) the program is not a five day a week program—students either come for 3 half days or 2 half days; 2) the program is not inclusive as there are no same age peers in the program. A student’s experience in Pre-K can have a significant impact on the rest of their school experience. Research has found that children with disabilities in inclusive settings are more likely to engage in peer interactions (Kwon, Elicker & Kontos, 2011) and make significant gains in early literacy and language (Phillips & Meloy, 2012). Studies also show that peers without disabilities in

inclusive settings have more positive attitudes towards students with disabilities (Yu, Ostrosky, & Fowler, 2012). Considering the difficult transition to Kindergarten for students from the Pre-K program, this research has major implications. One final concern had to do with the use of the Rifton Activity Chair. The chair was intended to be used as a positioning chair, and should not be used as a restraint chair.

Use and Adequacy of Staff

Repeatedly, in interviews and focus groups we heard the concern that caseloads for special education teachers and related services. As we spoke with individuals, reviewed documents, and conducted observations, the question became—is it a caseload issue or a workload issue? For example, the school psychologists do all of the paperwork and schedule all of the placement conferences, taking time away from using their expertise in areas that directly serve students. Another example is the Teacher of Record vs. Teacher of Service concern. If a teacher is co-teaching and serving a group of students in their co-taught sections and then has to also monitored another group of students on their caseload, it results in fragmentation and additional workload. And, at the elementary level, the workload is dictated by the fact that the special education teacher in some cases is serving grades K-5.

When reviewing caseload numbers with the league schools, there are districts that have caseloads that are as high as Crown Point and there are districts that are lower in caseload numbers. The problem with such a comparison is that numbers do not tell the story behind how efficiently and effectively the staff are being used. Simply looking at numbers on caseloads also do not indicate the number of paraprofessionals that may be supporting the students.

Clearly the perception in the district is that special education staff feel that they are dealing with large numbers of students and this should be addressed. However, simply adding more people will not ensure improved service to students if in fact, the district has not developed an aligned system of support for students that most efficiently and effectively serve student needs.

Parent Communication

The parents we spoke with had varied experiences with the special education system in Crown Point. One of the things that was clear was that there were inconsistencies in programming that caused confusion among parents. There is a parent advisory group at Crown Point in name only; because the group is not active, parents do not receive the same message and same communication regarding special education programs. This leaves parents to resort to individual advocacy rather than a collective advocacy that has a focus on supporting the best program for all students.

Recommendations

1. The district must engage in conversations about the vision and direction that the Exceptional Learners program has for the future. As the data indicate across all data points (surveys, interviews, focus groups and observations), many more students with disabilities can and should have access to the general education program for all or most of their day. This will require an increased level of confidence and credibility with leadership of special education across departments and across schools.
2. District Curriculum and Instruction efforts should be reviewed and revised to eliminate fragmentation and inconsistent implementation. Decisions about the school, curriculum, instructional programs, academic and behavior supports, and school improvement should be based on data, including data to show the impact of the various interventions.
3. The district should develop plans for a full day, inclusive Pre-K program. There are many good examples in the state and can be found at this website link:
<https://www.iidc.indiana.edu/ecc/resources/inclusion-directory/index.html>
4. Leadership from the Exceptional Learners department should have a presence in the central office area.
5. Leadership from the Exceptional Learners department should be a part of the Executive Council.
6. The Exceptional Learners Department should be involved in district level curricular committees.
7. The district should work with the transportation department to ensure that the start and stop times for students with disabilities match the school day of their non-disabled peers.
8. The district should move to a multi-categorical model of service and create programs for students in their home schools.
9. The district should create a professional development plan that aligns initiatives in the district, and which outlines specific areas of focus for building the capacity to serve students with disabilities. These would include Universal Design for Learning, Co-teaching and Positive Behavior Interventions and Supports. The professional development model should include training and coaching components to build teacher efficacy.
10. The district should ensure that high quality Tier 1 interventions are in place for behavior, social-emotional learning and academics. The pilot MTSS sites are a good start and should be scaled across all buildings in the district.
11. Budget requests for special education should have a clear rationale and justification. We are recommending an Exceptional Learner budget development team, led by the district

CFO to ensure that the budget supports special education services in a timely manner with clear justification.

12. The district should consider contracting with an outside entity to conduct all of the re-evaluations for the district. Evaluations would ideally take place every three years; however, at minimum, re-evaluations should happen at each developmental level of the student. In addition, a 30-day post review for all move-in students should be considered. Clerical support should be added to support the school psychologists with reports, scheduling and other paperwork.
13. A therapeutic behavior program should be established to provide intensive behavioral support from a licensed BCBA or trained behavior specialist(s). This program would include a very small percentage of students who demonstrate the most significant behavior challenges. The program should have clear entry and exit criteria.
14. The district should develop formal partnerships with local mental health agencies to provide mental health support to the schools.
15. The district should consider creating a response team in every building to support the principals in dealing with individual students who may need an immediate intervention or calming space to de-escalate. This should include members of the Autism team, as well as counselors, teachers and administrators.
16. The district should consider conducting an Assistive Technology (AT) Assessment, which would provide specific details about the district use of AT and recommendations for needs moving forward.
17. The “vocational” classes at the high school should be eliminated.
18. The district should provide additional training on the content connectors from Project Success to all teachers who teach students who take the alternate assessment.
19. The district should formalize the Parent Advisory Committee.
20. Teachers who send or receive students in the transition phases of their education should communicate regarding programs and they should both be involved in the case conference for students who are transitioning.
21. The district should ensure that there is a dyslexia specialist in the district.
22. Our review of staffing needs would indicate that there are areas in which additional staff may be warranted: 1) an additional School Psychologist; 2) additional teachers in areas where a single teacher is covering 6 grade levels; 3) At least two behavior specialists, preferable with a BCBA license; 4) Additional contracted time for a Physical Therapist and 5) Additional social worker time; 6) Clerical staff for School Psychologists.
23. It is recommended that the SEL grant and the Exceptional Learners department work collaboratively to coordinate their efforts to serve students in Crown Point schools.
24. The Exceptional Learners department should look to streamline the FBA/BIP process and provide continued support and training on the process.

25. The guidelines for LRE services should be reviewed and revised to support increased access to the general education classroom.
26. The district should problem-solve ways in which the teachers who currently are not receiving prep time and lunch time would have this time in their schedule. Additionally, it is important that the students who are currently not able to access those special classes be able to do so.

Summary

This program review has hopefully provided an impartial and valid picture of the special education program in Crown Point. An enormous amount of data was collected; yet it is recognized that in the short time spent in the district, there are strengths, concerns and issues that may have been missed. However, we believe that the recommendations will result in improved quality and effectiveness of instruction, an improved organizational structure, and will bring special education in closer alignment with the Individuals with Disabilities Education Act.

The following are recommended next steps:

1. This report should be shared and discussed with the district leadership.
2. This report should be made available to other stakeholders for their review and discussion.
3. This report should be a framework to guide the recommended planning process for a direction and vision for special education in Crown Point.

In conclusion, Crown Point should work to merge the special and general education systems into a single, unified system of education for all students. This will take some time and will require leadership and clear direction at both the district and building levels. However, as student diversity increases, the system cannot support divisions in roles and relationships. The District has a very committed group of educators, involved parents and a supportive community. These are essential components for the development of a system of education that shares the responsibility and ownership for all of its students.

References

- Cole, S. & Murphy, H., Frisby, M, & Grossi, T. (2019). The impact of inclusion on student academic outcomes. Manuscript submitted for publication.
- Kwon, K.; Elicker, J.; Kontos, S. (2011). Social IEP objectives, teacher talk, and peer interaction in inclusive and segregate preschool settings. *Early Childhood Education Journal*, v39 n4 p267-277.
- Meloy, B. & Phillips, D. (2012). High-Quality School-Based Pre-K Can Boost Early Learning for Children with Special Needs. *Exceptional children*. 78.
- Yu, S., Ostrosky, M. & Fowler, S. (2012). Measuring Young Children's Attitudes Toward Peers with Disabilities. *Topics in Early Childhood Special Education*. 32. 132-142.
10.1177/0271121412453175.

Appendices

Documents Reviewed:

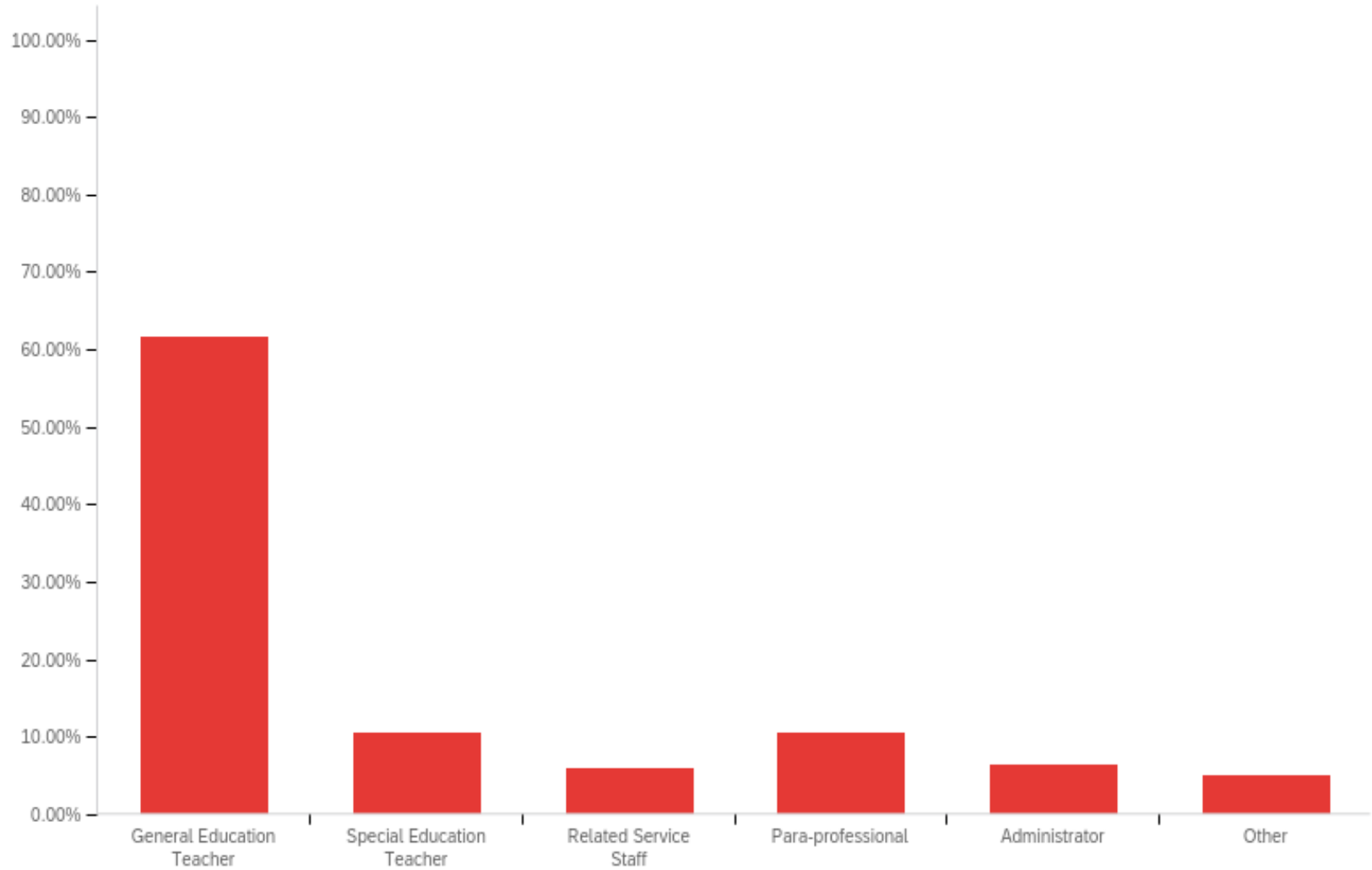
- STAR Reading and Math data
- League scores
- Certificate of Completion Graduates
- Re-evaluation data
- Caseloads by school
- LRE Service Guidelines
- OT-PT Service Guidelines
- Speech Services Guidelines
- Programs by Schools
- Daily Schedules in each school
- PBIS/Counseling Support Services Guidelines
- 1% Alternate Assessment information
- Exceptional Learners Strategic Plan
- Teacher Evaluation Contract Language
- Advanced Ed Review
- EL Department Status Report
- EL Department Goals and Action Plan
- EL School Corporation Goals and Action Plan
- Crown Point Results Driven Accountability Matrix
- ISTEP/ILearn Data/Enrollment Data/ Graduation Rates/IAm data/ISTAR-KR data
- Crown Point REL survey
- Suspension and Expulsion State Data
- MacArthur Special Education Referral Form
- Seclusion and Restraints Policies and Forms

Crown Special Education Survey

Cassandra Cole, Ed.D

Hardy Murphy, Ph.D.

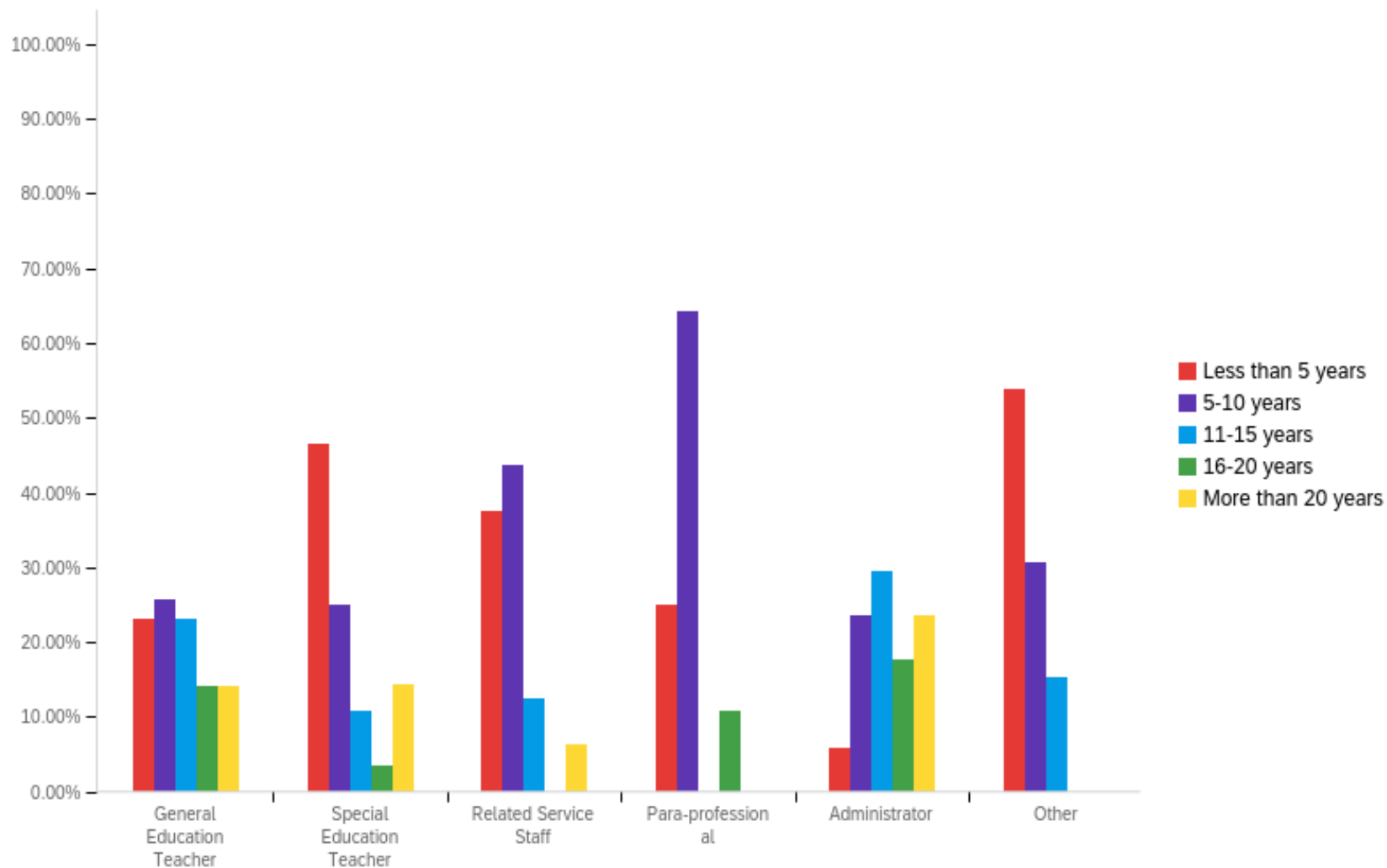
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Q3 - What is your role?

#	What is your role?	Percentage
1	General Education Teacher	61.65%
2	Special Education Teacher	10.53%
3	Related Service Staff	6.02%
4	Para-professional	10.53%
5	Administrator	6.39%
6	Other	4.89%
	Total	266

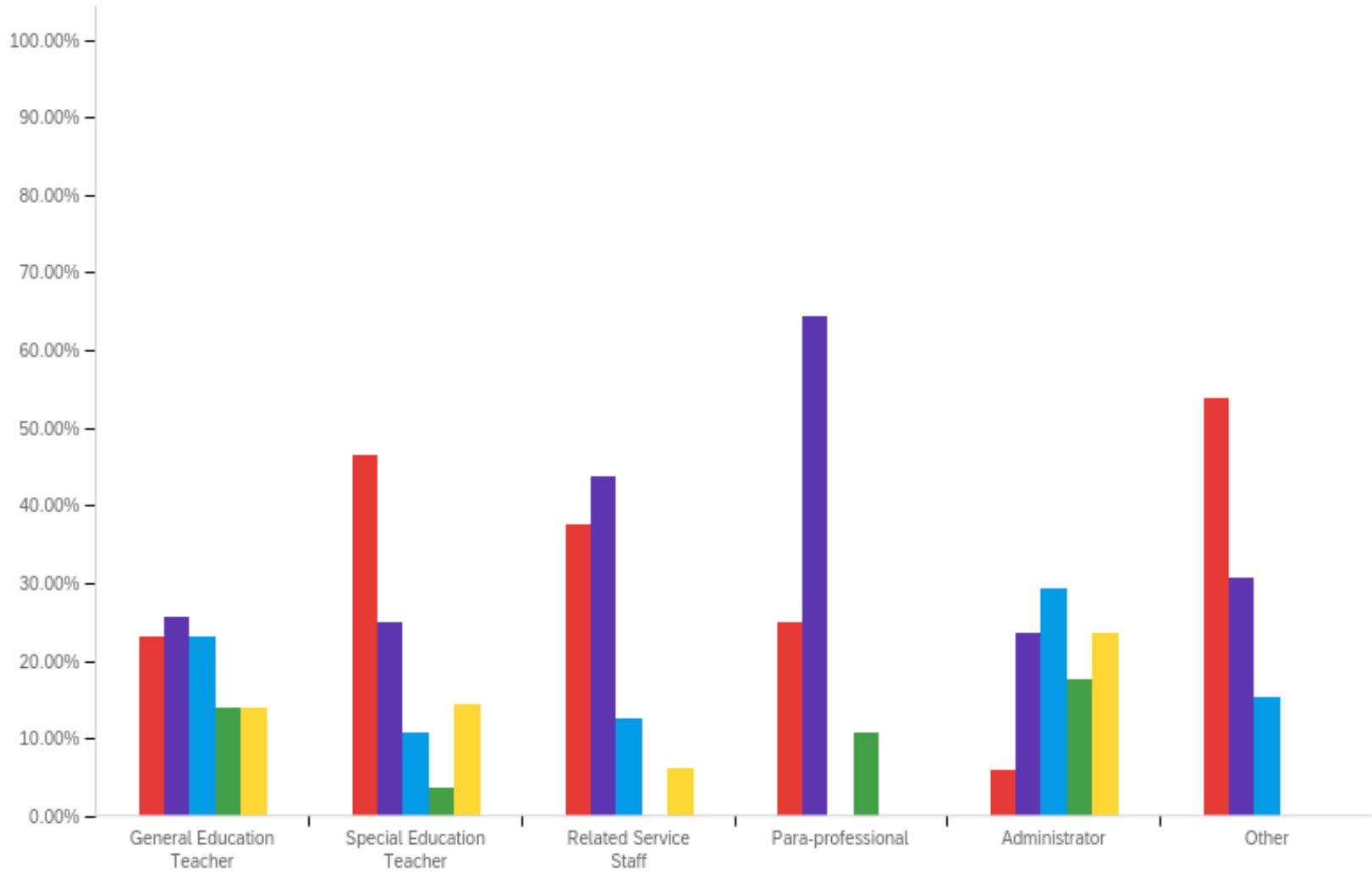
Q4 - How long have you worked in Crown Point schools?



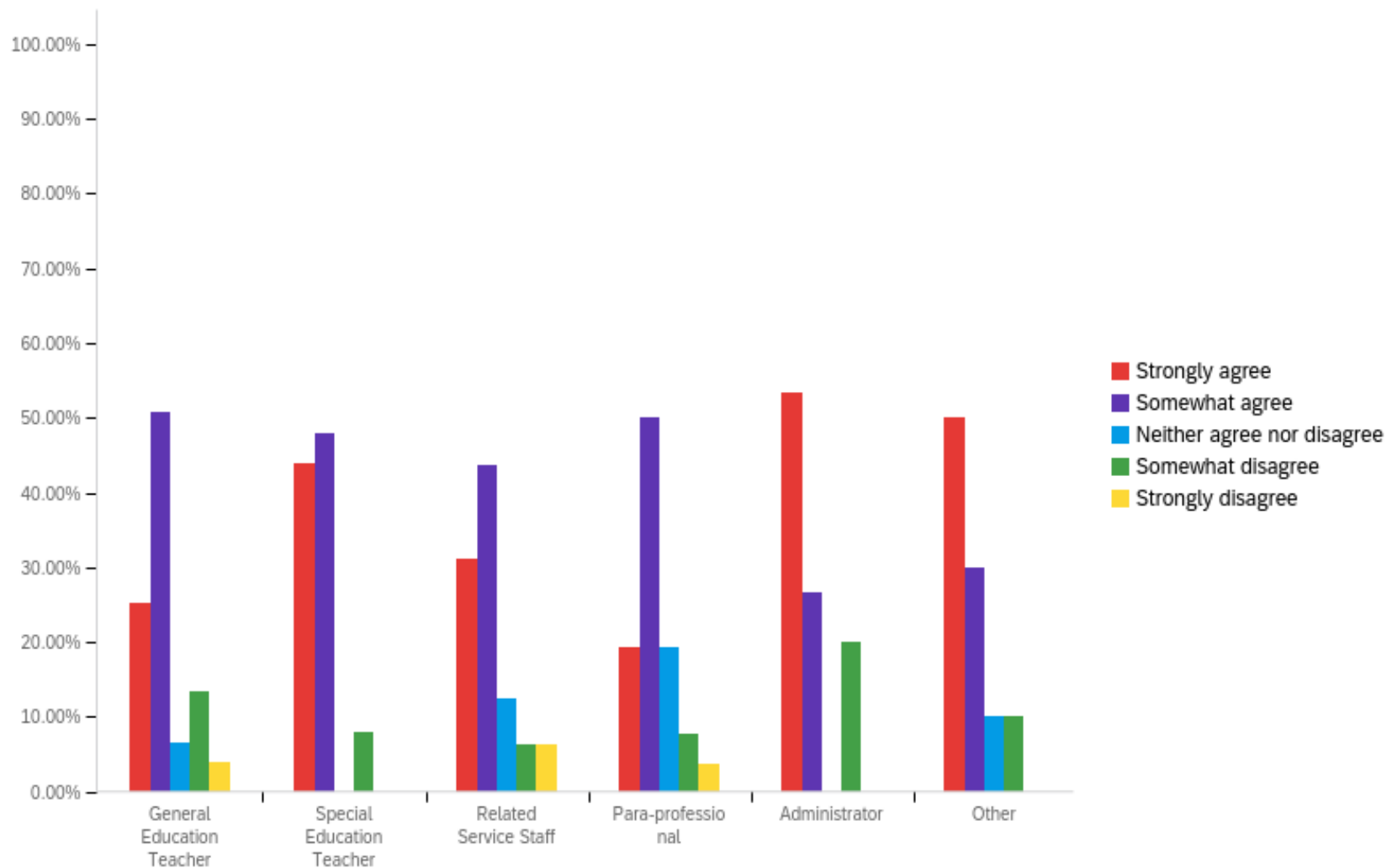
Q4 - How long have you worked in Crown Point schools?

#	Question	General Education Teacher	Special Education Teacher	Related Service Staff	Para-professional	Administrator	Other	Total
1	Less than 5 years	52.78%	18.06%	8.33%	9.72%	1.39%	9.72%	72
2	5-10 years	51.22%	8.54%	8.54%	21.95%	4.88%	4.88%	82
3	11-15 years	76.00%	6.00%	4.00%	0.00%	10.00%	4.00%	50
4	16-20 years	76.67%	3.33%	0.00%	10.00%	10.00%	0.00%	30
5	More than 20 years	71.88%	12.50%	3.13%	0.00%	12.50%	0.00%	32

Q4 - How long have you worked in Crown Point schools?



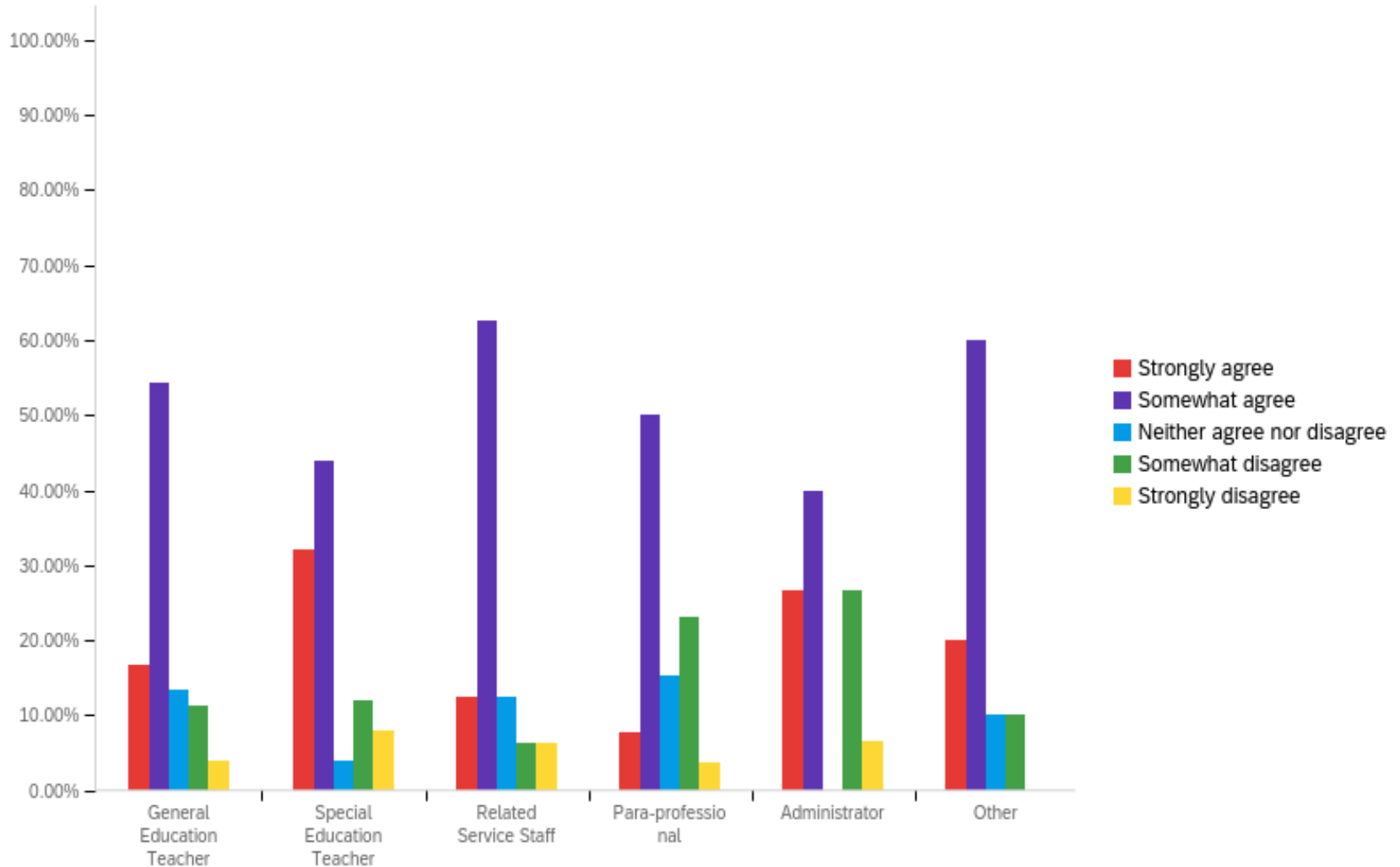
Q6 - 1. I clearly understand special education referral and identification processes.



Q6 - 1. I clearly understand special education referral and identification processes.

#	Question	General Education Teacher	Special Education Teacher	Related Service Staff	Para-professional	Administrator	Other
1	Strongly agree	25.33%	44.00%	31.25%	19.23%	53.33%	50.00%
2	Somewhat agree	50.67%	48.00%	43.75%	50.00%	26.67%	30.00%
3	Neither agree nor disagree	6.67%	0.00%	12.50%	19.23%	0.00%	10.00%
4	Somewhat disagree	13.33%	8.00%	6.25%	7.69%	20.00%	10.00%
5	Strongly disagree	4.00%	0.00%	6.25%	3.85%	0.00%	0.00%
	Total	150	25	16	26	15	10

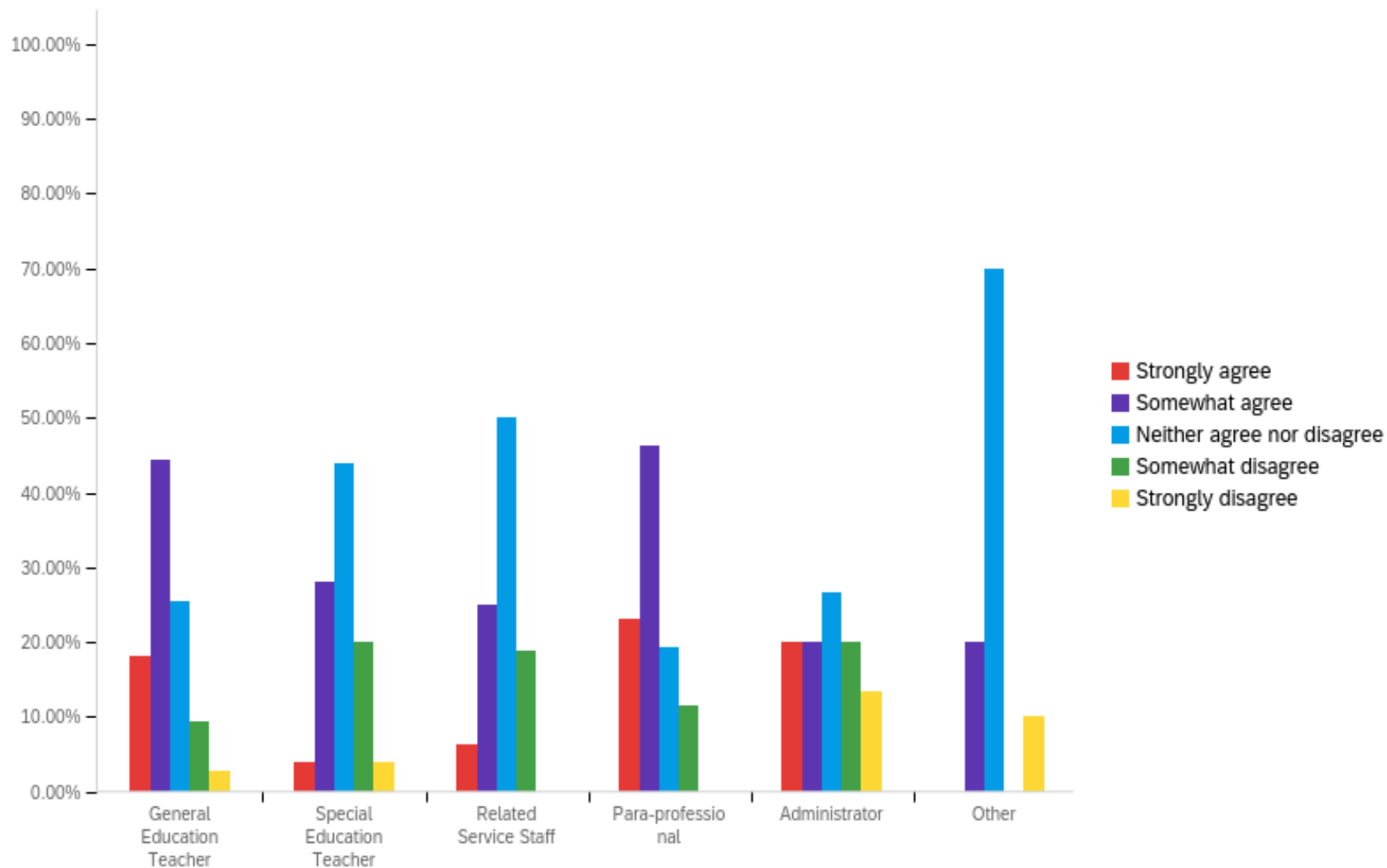
Q31 - 2. I clearly understand special education identification placement process.



Q31 - 2. I clearly understand special education identification placement process.

#	Question	General Education Teacher	Special Education Teacher	Related Service Staff	Para-professional	Administrator	Other
1	Strongly agree	16.78%	32.00%	12.50%	7.69%	26.67%	20.00%
2	Somewhat agree	54.36%	44.00%	62.50%	50.00%	40.00%	60.00%
3	Neither agree nor disagree	13.42%	4.00%	12.50%	15.38%	0.00%	10.00%
4	Somewhat disagree	11.41%	12.00%	6.25%	23.08%	26.67%	10.00%
5	Strongly disagree	4.03%	8.00%	6.25%	3.85%	6.67%	0.00%
	Total	149	25	16	26	15	10

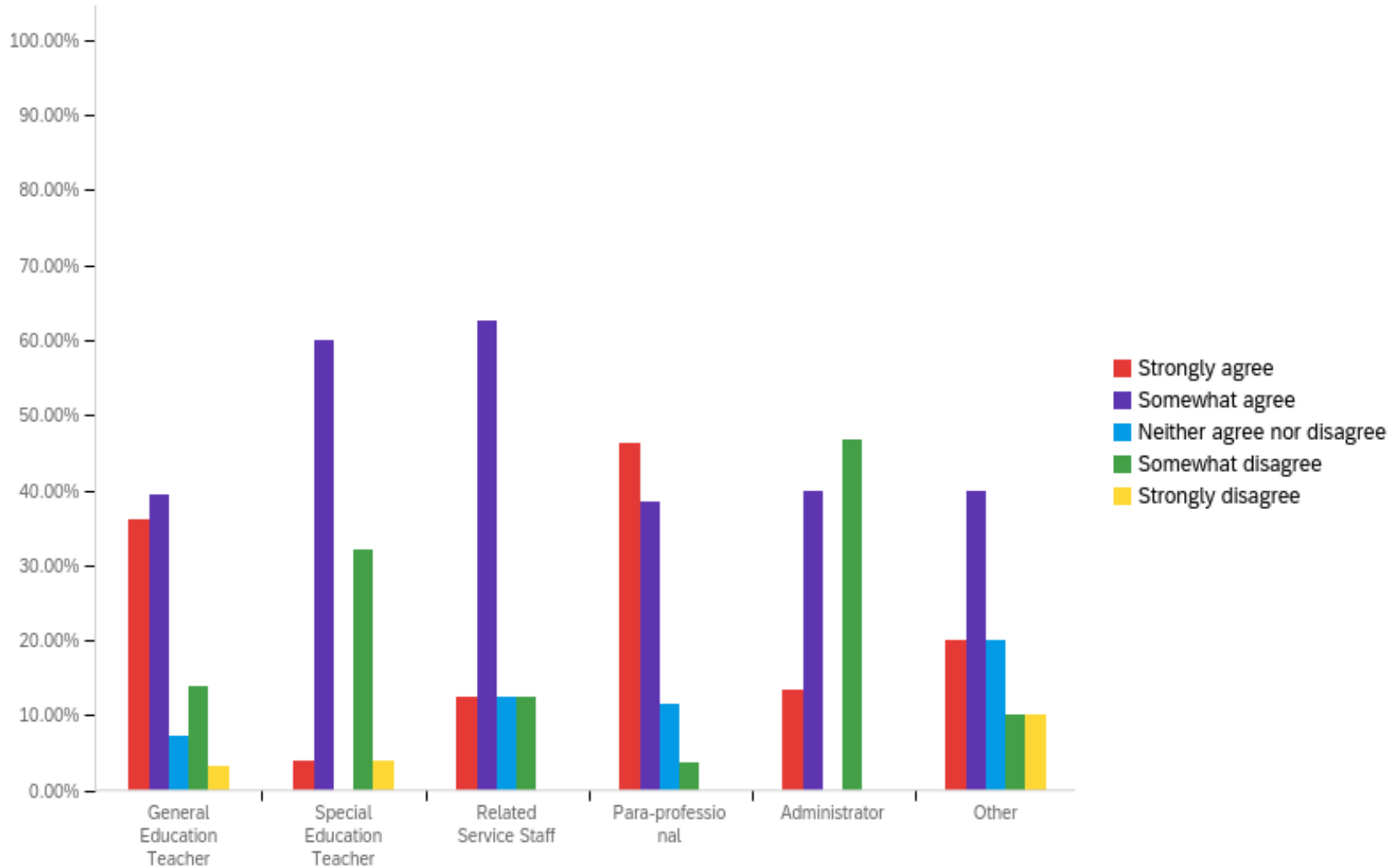
Q32 - 3. Special education transition services are effective.



Q32 - 3. Special education transition services are effective.

#	Question	General Education Teacher	Special Education Teacher	Related Service Staff	Para-professional	Administrator	Other
1	Strongly agree	18.12%	4.00%	6.25%	23.08%	20.00%	0.00%
2	Somewhat agree	44.30%	28.00%	25.00%	46.15%	20.00%	20.00%
3	Neither agree nor disagree	25.50%	44.00%	50.00%	19.23%	26.67%	70.00%
4	Somewhat disagree	9.40%	20.00%	18.75%	11.54%	20.00%	0.00%
5	Strongly disagree	2.68%	4.00%	0.00%	0.00%	13.33%	10.00%
	Total	149	25	16	26	15	10

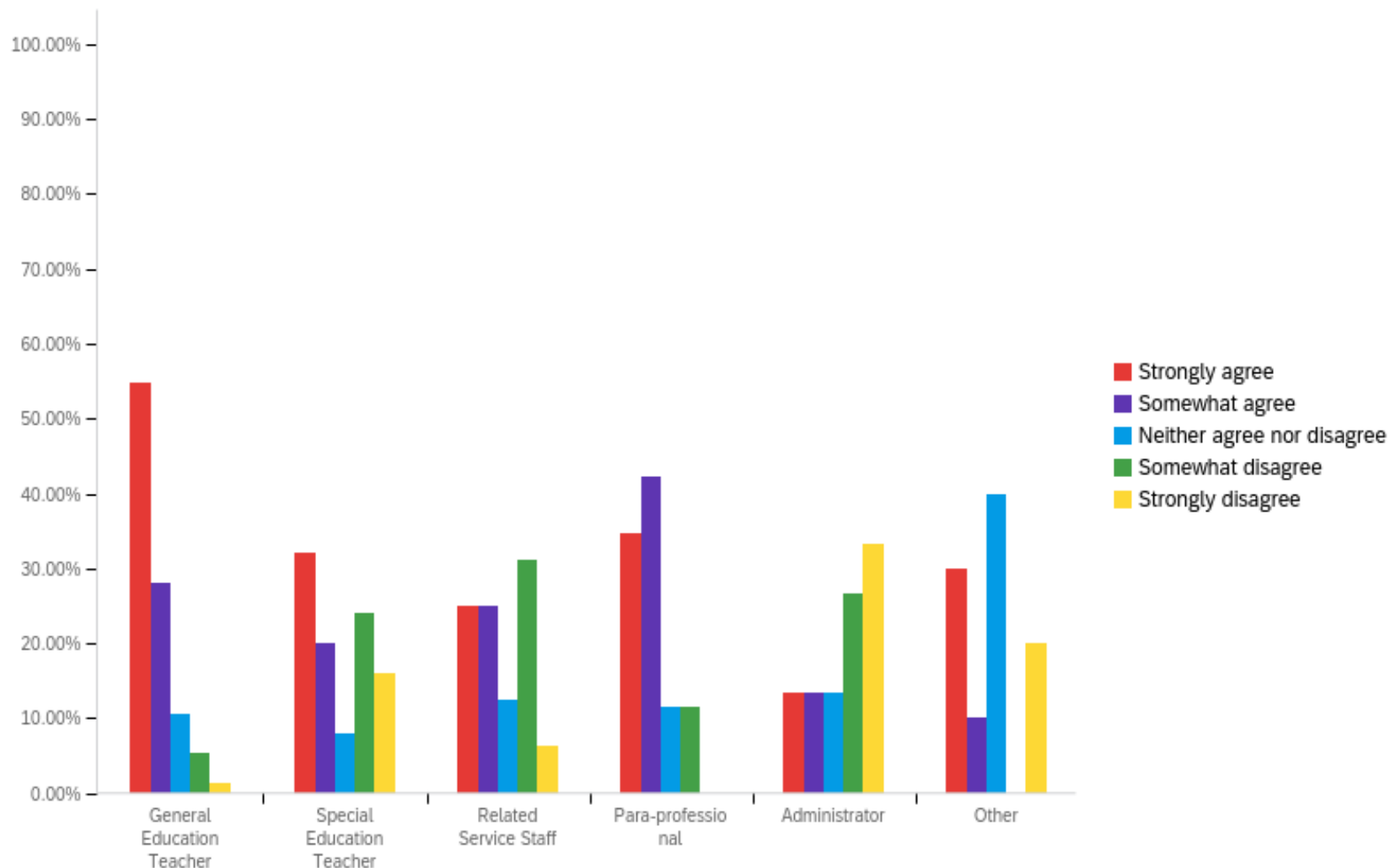
Q33 - 4. The collaboration between special and general education teachers is effective.



Q33 - 4. The collaboration between special and general education teachers is effective.

#	Question	General Education Teacher	Special Education Teacher	Related Service Staff	Para-professional	Administrator	Other
1	Strongly agree	36.00%	4.00%	12.50%	46.15%	13.33%	20.00%
2	Somewhat agree	39.33%	60.00%	62.50%	38.46%	40.00%	40.00%
3	Neither agree nor disagree	7.33%	0.00%	12.50%	11.54%	0.00%	20.00%
4	Somewhat disagree	14.00%	32.00%	12.50%	3.85%	46.67%	10.00%
5	Strongly disagree	3.33%	4.00%	0.00%	0.00%	0.00%	10.00%
	Total	150	25	16	26	15	10

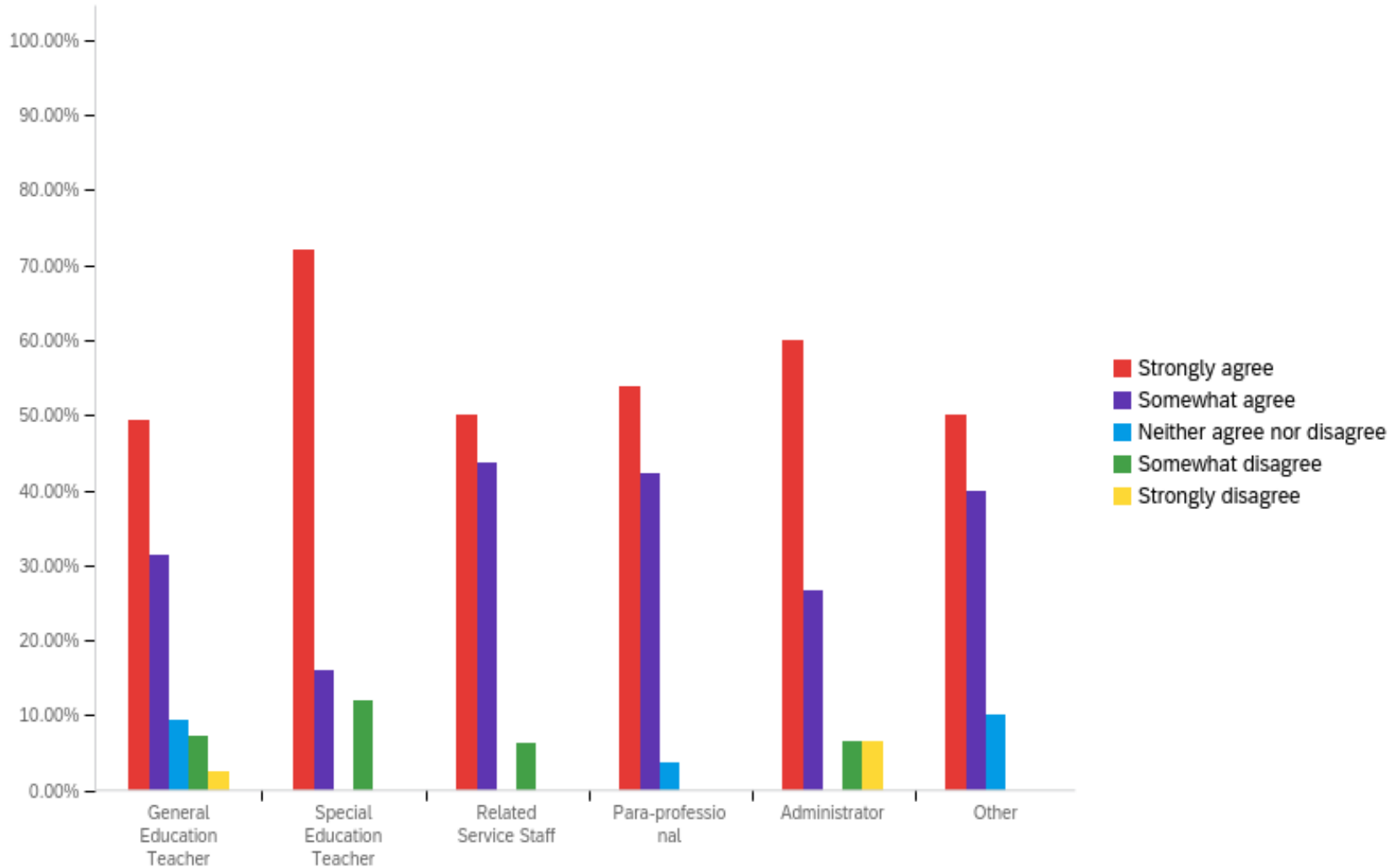
Q34 - 5. All students with disabilities have access to general education curriculum.



Q34 - 5. All students with disabilities have access to general education curriculum.

#	Question	General Education Teacher	Special Education Teacher	Related Service Staff	Para-professional	Administrator	Other
1	Strongly agree	54.67%	32.00%	25.00%	34.62%	13.33%	30.00%
2	Somewhat agree	28.00%	20.00%	25.00%	42.31%	13.33%	10.00%
3	Neither agree nor disagree	10.67%	8.00%	12.50%	11.54%	13.33%	40.00%
4	Somewhat disagree	5.33%	24.00%	31.25%	11.54%	26.67%	0.00%
5	Strongly disagree	1.33%	16.00%	6.25%	0.00%	33.33%	20.00%
	Total	150	25	16	26	15	10

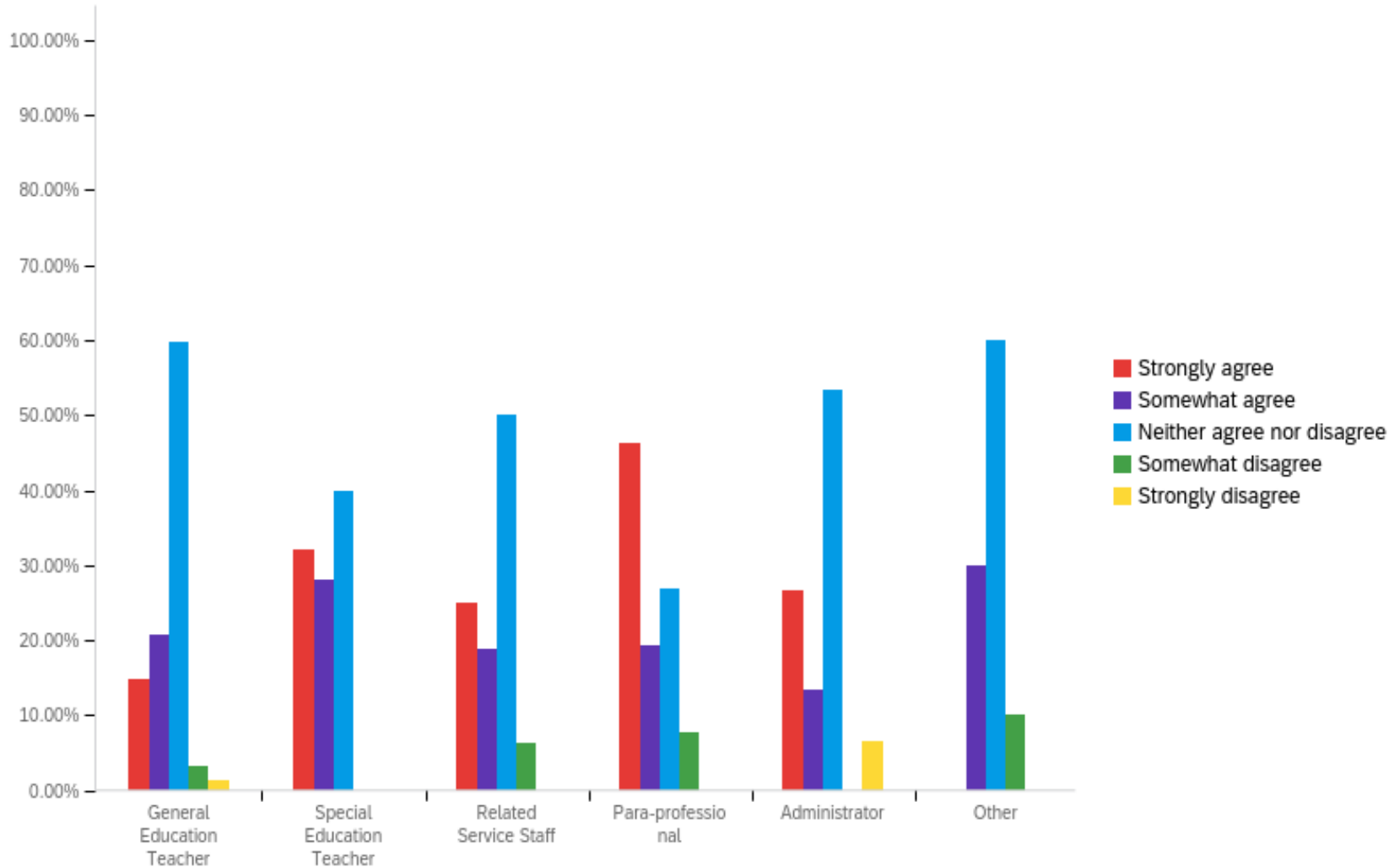
Q35 - 6. All students with disabilities should have access to the general education curriculum.



Q35 - 6. All students with disabilities should have access to the general education curriculum.

#	Question	General Education Teacher	Special Education Teacher	Related Service Staff	Para-professional	Administrator	Other
1	Strongly agree	49.33%	72.00%	50.00%	53.85%	60.00%	50.00%
2	Somewhat agree	31.33%	16.00%	43.75%	42.31%	26.67%	40.00%
3	Neither agree nor disagree	9.33%	0.00%	0.00%	3.85%	0.00%	10.00%
4	Somewhat disagree	7.33%	12.00%	6.25%	0.00%	6.67%	0.00%
5	Strongly disagree	2.67%	0.00%	0.00%	0.00%	6.67%	0.00%
	Total	150	25	16	26	15	10

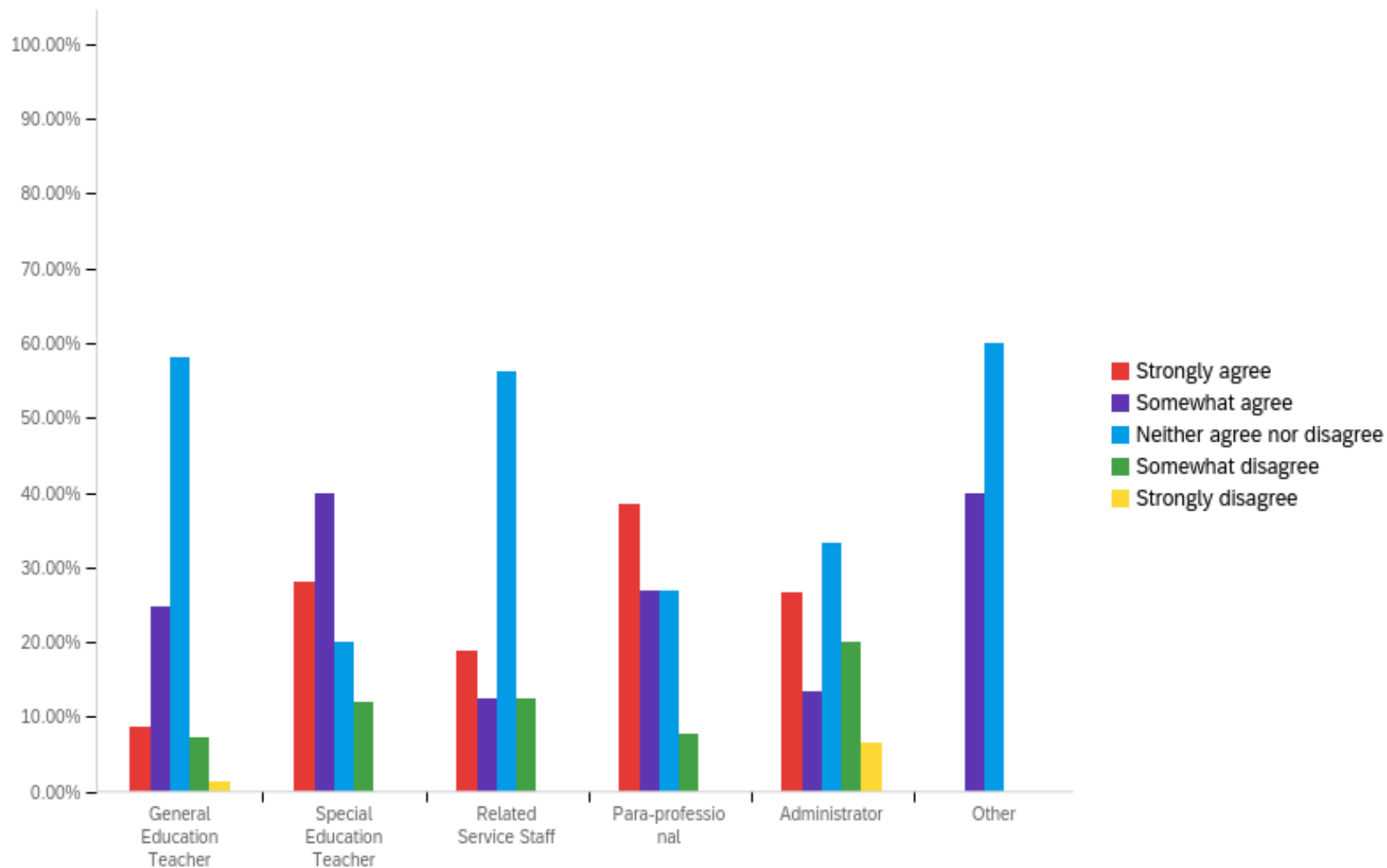
Q36 - 7. More students with disabilities could be included in the Pre-K program.



Q36 - 7. More students with disabilities could be included in the Pre-K program.

#	Question	General Education Teacher	Special Education Teacher	Related Service Staff	Para-professional	Administrator	Other
1	Strongly agree	14.77%	32.00%	25.00%	46.15%	26.67%	0.00%
2	Somewhat agree	20.81%	28.00%	18.75%	19.23%	13.33%	30.00%
3	Neither agree nor disagree	59.73%	40.00%	50.00%	26.92%	53.33%	60.00%
4	Somewhat disagree	3.36%	0.00%	6.25%	7.69%	0.00%	10.00%
5	Strongly disagree	1.34%	0.00%	0.00%	0.00%	6.67%	0.00%
	Total	149	25	16	26	15	10

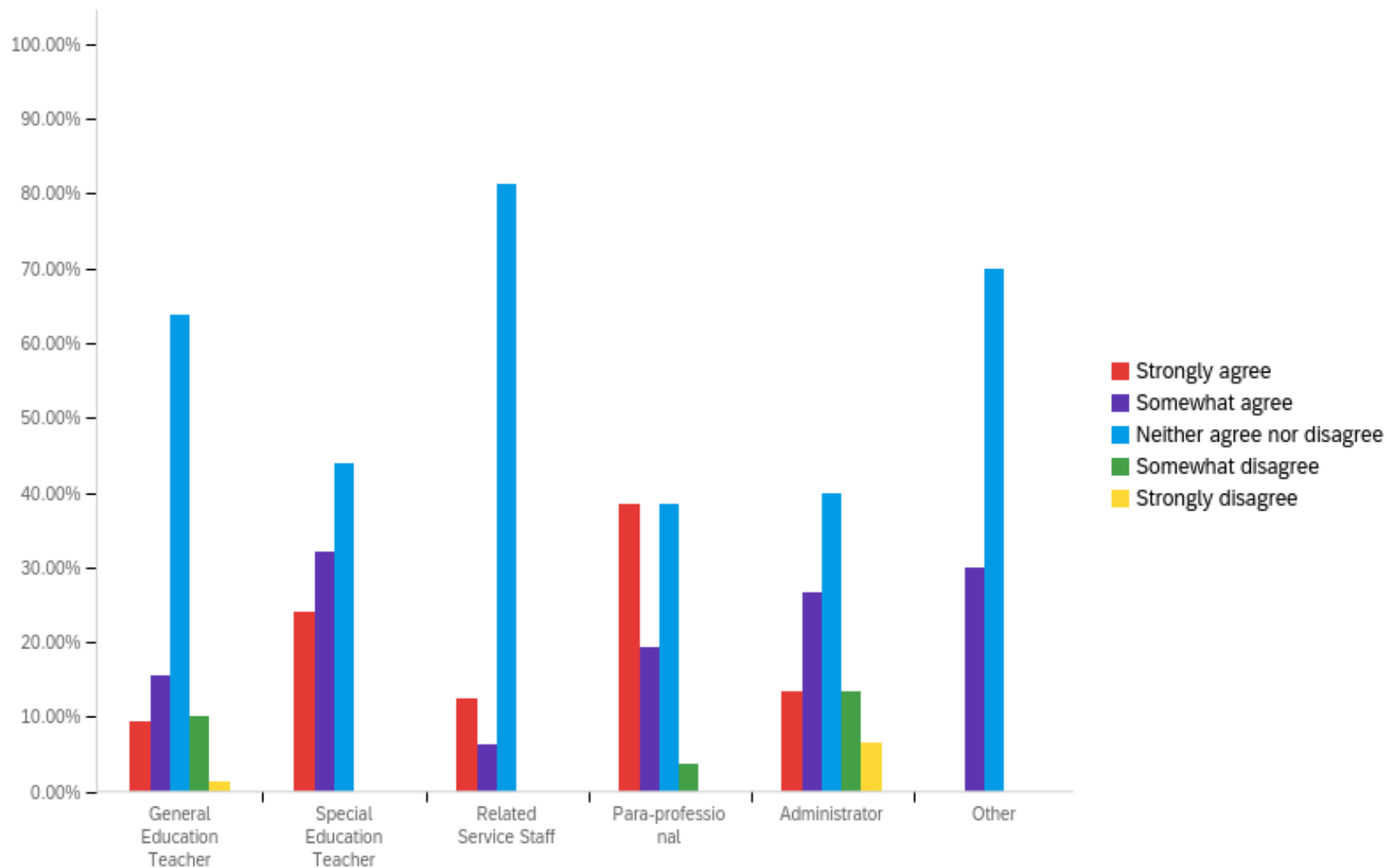
Q37 - 8. More students with disabilities could be included in the elementary program.



Q37 - 8. More students with disabilities could be included in the elementary program.

#	Question	General Education Teacher	Special Education Teacher	Related Service Staff	Para-professional	Administrator	Other
1	Strongly agree	8.67%	28.00%	18.75%	38.46%	26.67%	0.00%
2	Somewhat agree	24.67%	40.00%	12.50%	26.92%	13.33%	40.00%
3	Neither agree nor disagree	58.00%	20.00%	56.25%	26.92%	33.33%	60.00%
4	Somewhat disagree	7.33%	12.00%	12.50%	7.69%	20.00%	0.00%
5	Strongly disagree	1.33%	0.00%	0.00%	0.00%	6.67%	0.00%
	Total	150	25	16	26	15	10

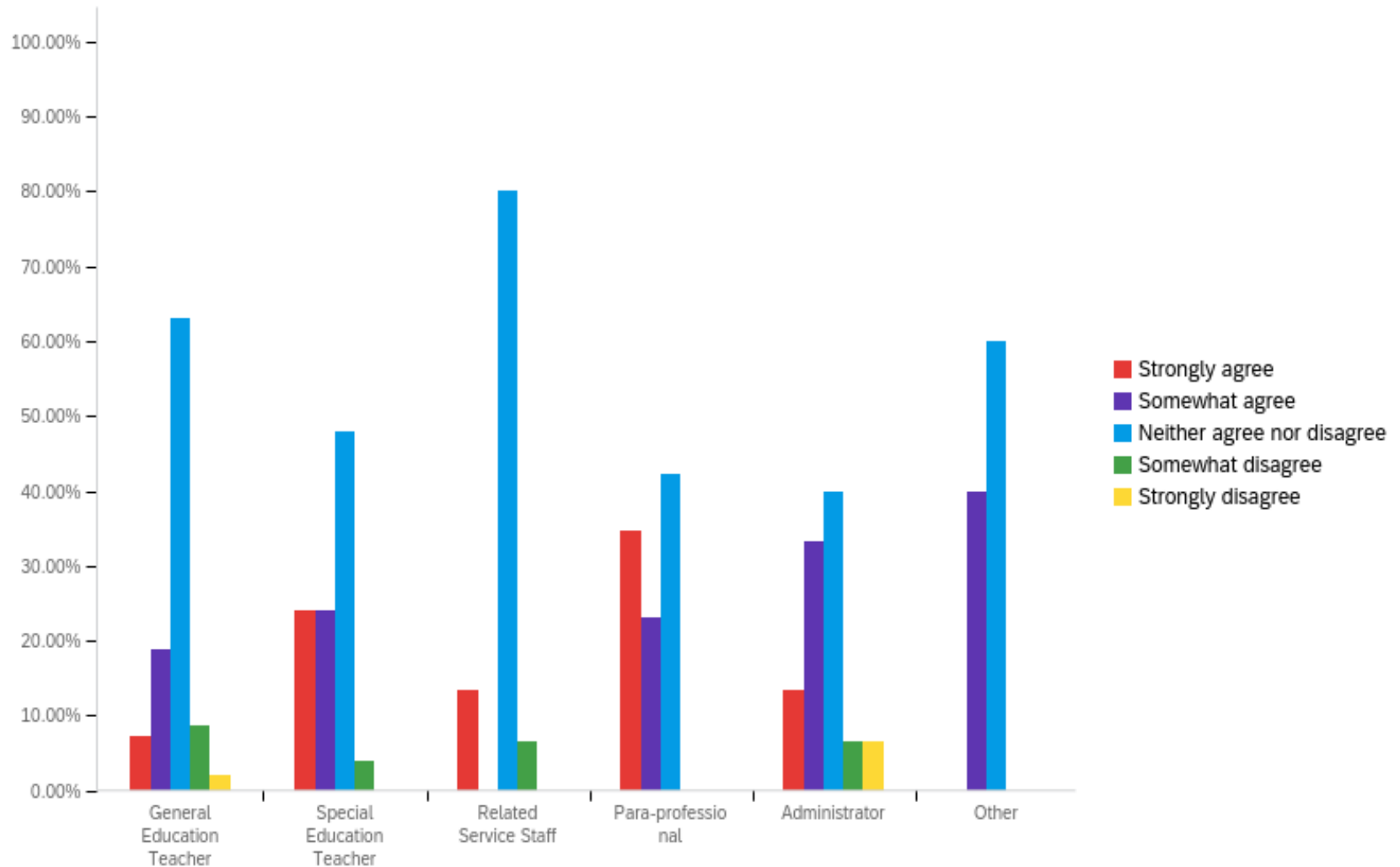
Q38 - 9. More students with disabilities could be included in general education middle school classes.



Q38 - 9. More students with disabilities could be included in general education middle school classes.

#	Question	General Education Teacher	Special Education Teacher	Related Service Staff	Para-professional	Administrator	Other
1	Strongly agree	9.40%	24.00%	12.50%	38.46%	13.33%	0.00%
2	Somewhat agree	15.44%	32.00%	6.25%	19.23%	26.67%	30.00%
3	Neither agree nor disagree	63.76%	44.00%	81.25%	38.46%	40.00%	70.00%
4	Somewhat disagree	10.07%	0.00%	0.00%	3.85%	13.33%	0.00%
5	Strongly disagree	1.34%	0.00%	0.00%	0.00%	6.67%	0.00%
	Total	149	25	16	26	15	10

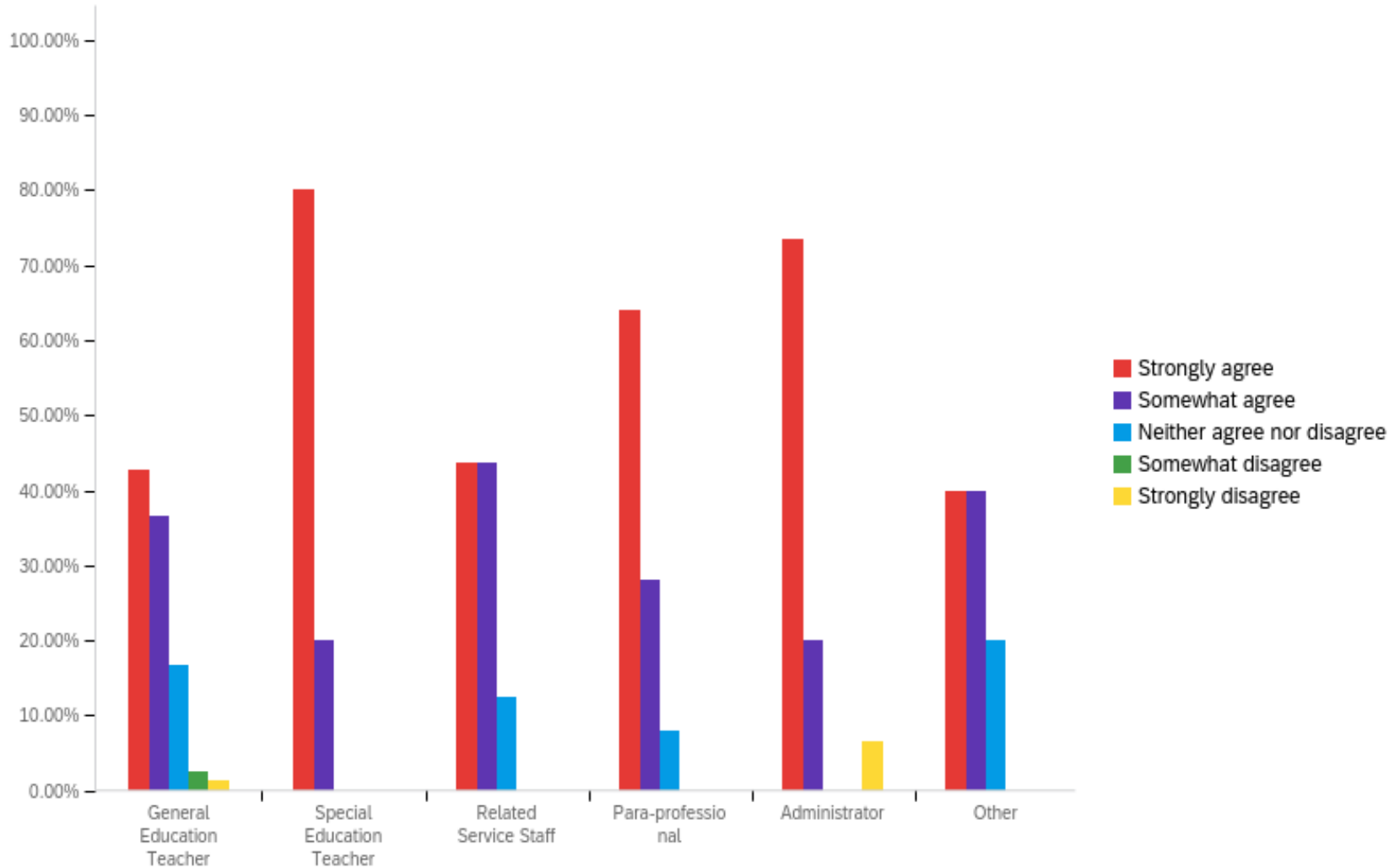
Q39 - 10. More students with disabilities could be included in high school classes.



Q39 - 10. More students with disabilities could be included in high school classes.

#	Question	General Education Teacher	Special Education Teacher	Related Service Staff	Para-professional	Administrator	Other
1	Strongly agree	7.38%	24.00%	13.33%	34.62%	13.33%	0.00%
2	Somewhat agree	18.79%	24.00%	0.00%	23.08%	33.33%	40.00%
3	Neither agree nor disagree	63.09%	48.00%	80.00%	42.31%	40.00%	60.00%
4	Somewhat disagree	8.72%	4.00%	6.67%	0.00%	6.67%	0.00%
5	Strongly disagree	2.01%	0.00%	0.00%	0.00%	6.67%	0.00%
	Total	149	25	15	26	15	10

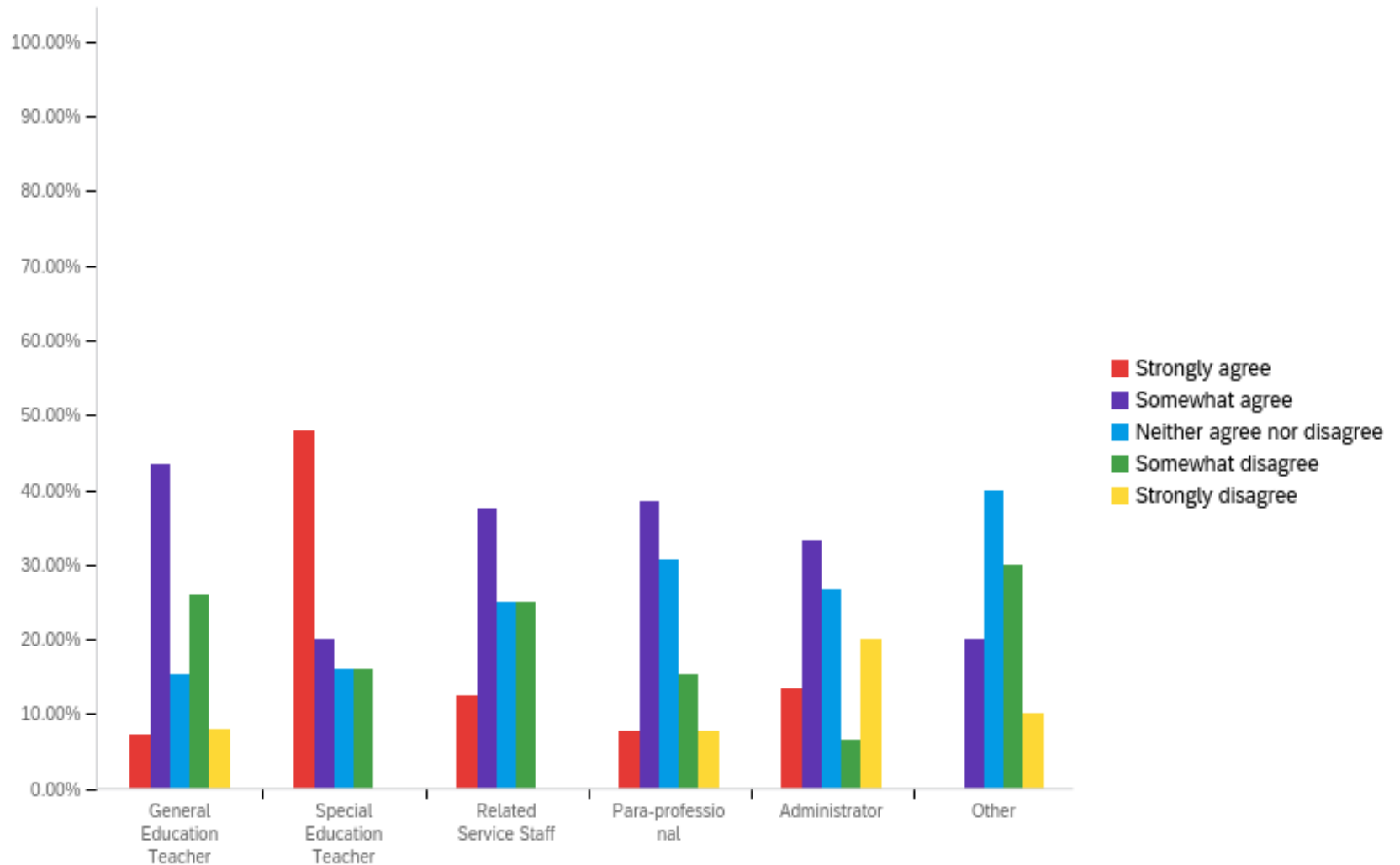
Q40 - 11. More collaboration between special and general education teachers would be helpful.



Q40 - 11. More collaboration between special and general education teachers would be helpful.

#	Question	General Education Teacher	Special Education Teacher	Related Service Staff	Para-professional	Administrator	Other
1	Strongly agree	42.67%	80.00%	43.75%	64.00%	73.33%	40.00%
2	Somewhat agree	36.67%	20.00%	43.75%	28.00%	20.00%	40.00%
3	Neither agree nor disagree	16.67%	0.00%	12.50%	8.00%	0.00%	20.00%
4	Somewhat disagree	2.67%	0.00%	0.00%	0.00%	0.00%	0.00%
5	Strongly disagree	1.33%	0.00%	0.00%	0.00%	6.67%	0.00%
	Total	150	25	16	25	15	10

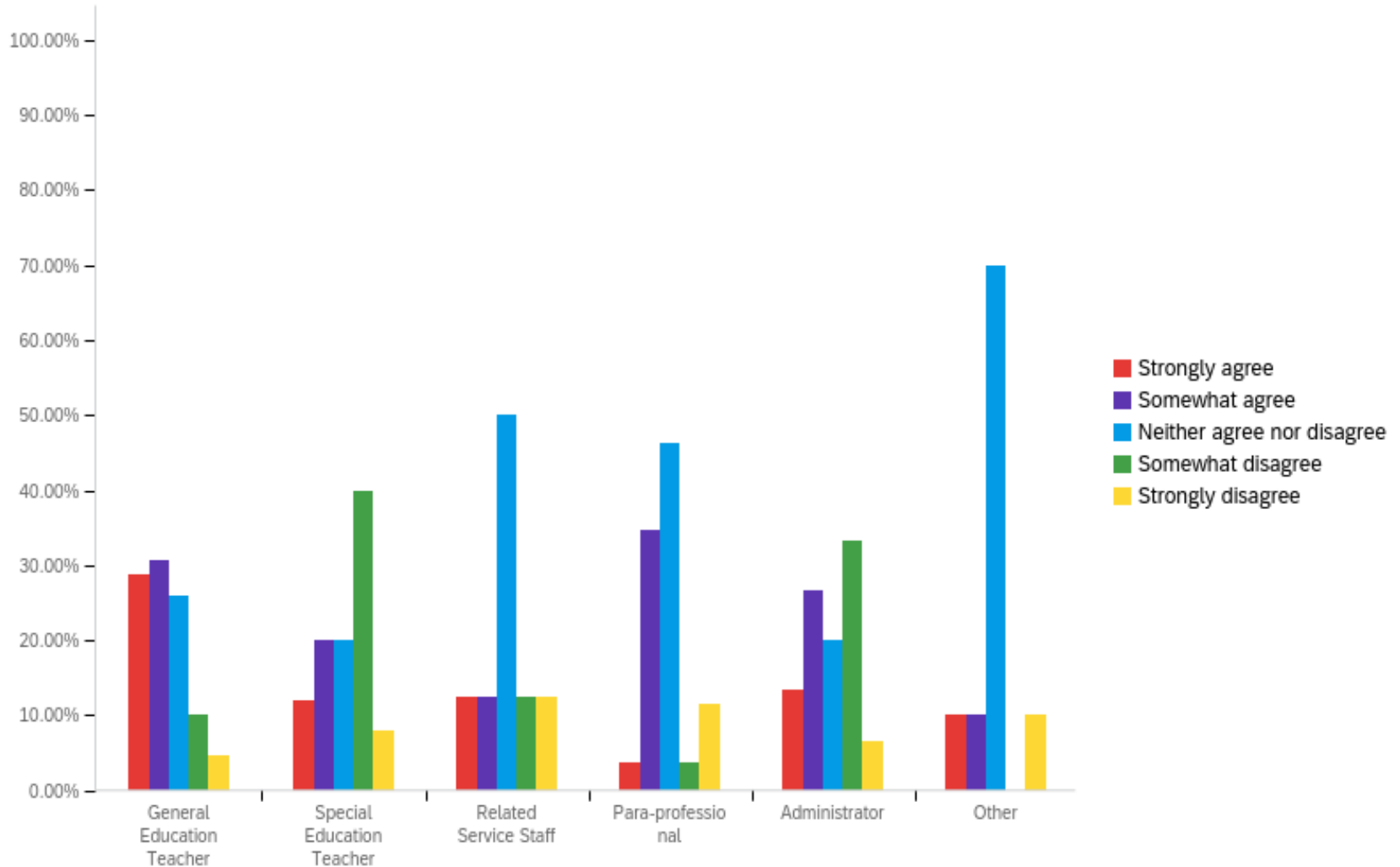
Q41 - 12. I am familiar with the transition plans for students with disabilities.



Q41 - 12. I am familiar with the transition plans for students with disabilities.

#	Question	General Education Teacher	Special Education Teacher	Related Service Staff	Para-professional	Administrator	Other
1	Strongly agree	7.33%	48.00%	12.50%	7.69%	13.33%	0.00%
2	Somewhat agree	43.33%	20.00%	37.50%	38.46%	33.33%	20.00%
3	Neither agree nor disagree	15.33%	16.00%	25.00%	30.77%	26.67%	40.00%
4	Somewhat disagree	26.00%	16.00%	25.00%	15.38%	6.67%	30.00%
5	Strongly disagree	8.00%	0.00%	0.00%	7.69%	20.00%	10.00%
	Total	150	25	16	26	15	10

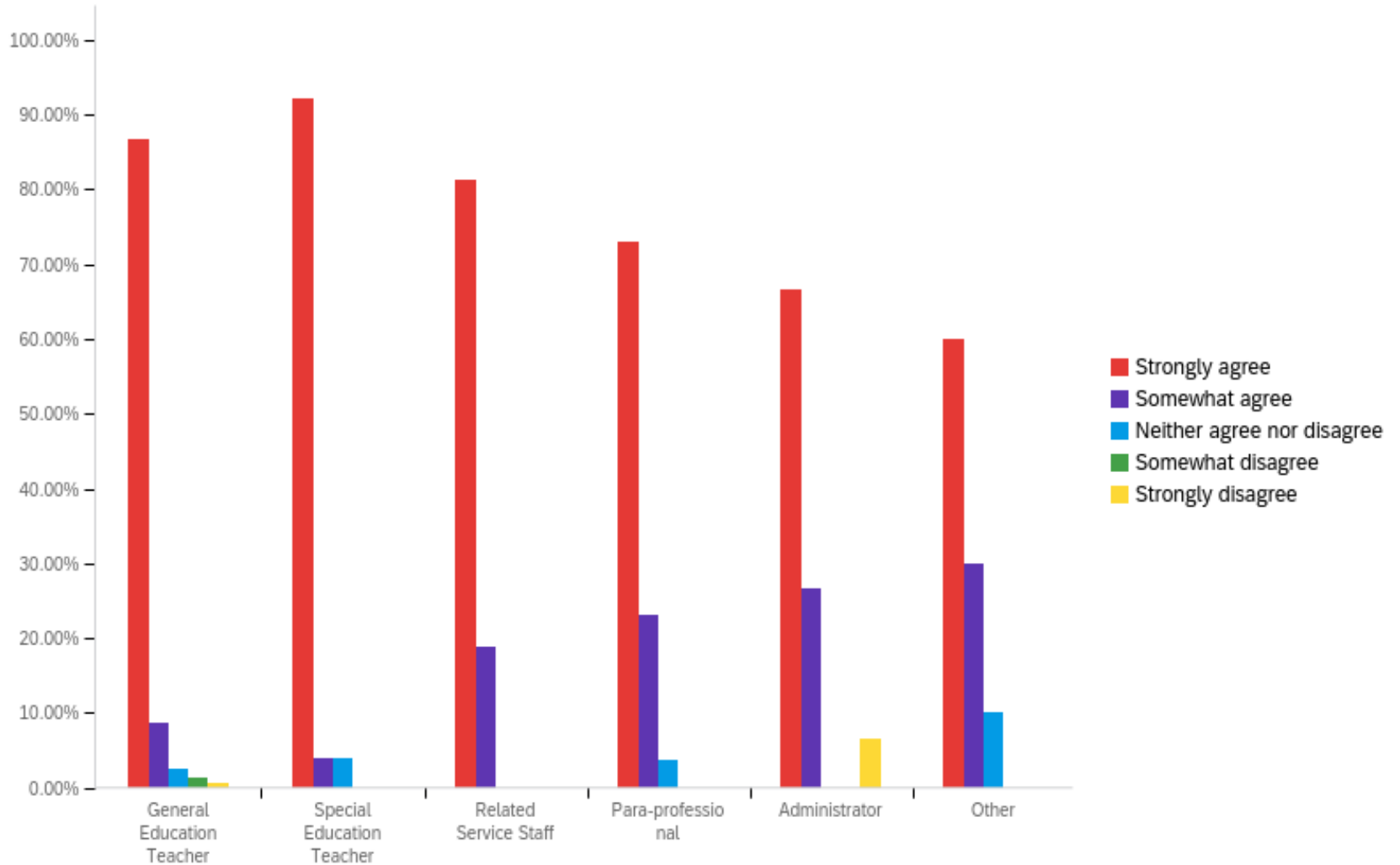
Q42 - 13. The district is meeting all special education and state and federal compliance requirements.



Q42 - 13. The district is meeting all special education and state and federal compliance requirements.

#	Question	General Education Teacher	Special Education Teacher	Related Service Staff	Para-professional	Administrator	Other
1	Strongly agree	28.67%	12.00%	12.50%	3.85%	13.33%	10.00%
2	Somewhat agree	30.67%	20.00%	12.50%	34.62%	26.67%	10.00%
3	Neither agree nor disagree	26.00%	20.00%	50.00%	46.15%	20.00%	70.00%
4	Somewhat disagree	10.00%	40.00%	12.50%	3.85%	33.33%	0.00%
5	Strongly disagree	4.67%	8.00%	12.50%	11.54%	6.67%	10.00%
	Total	150	25	16	26	15	10

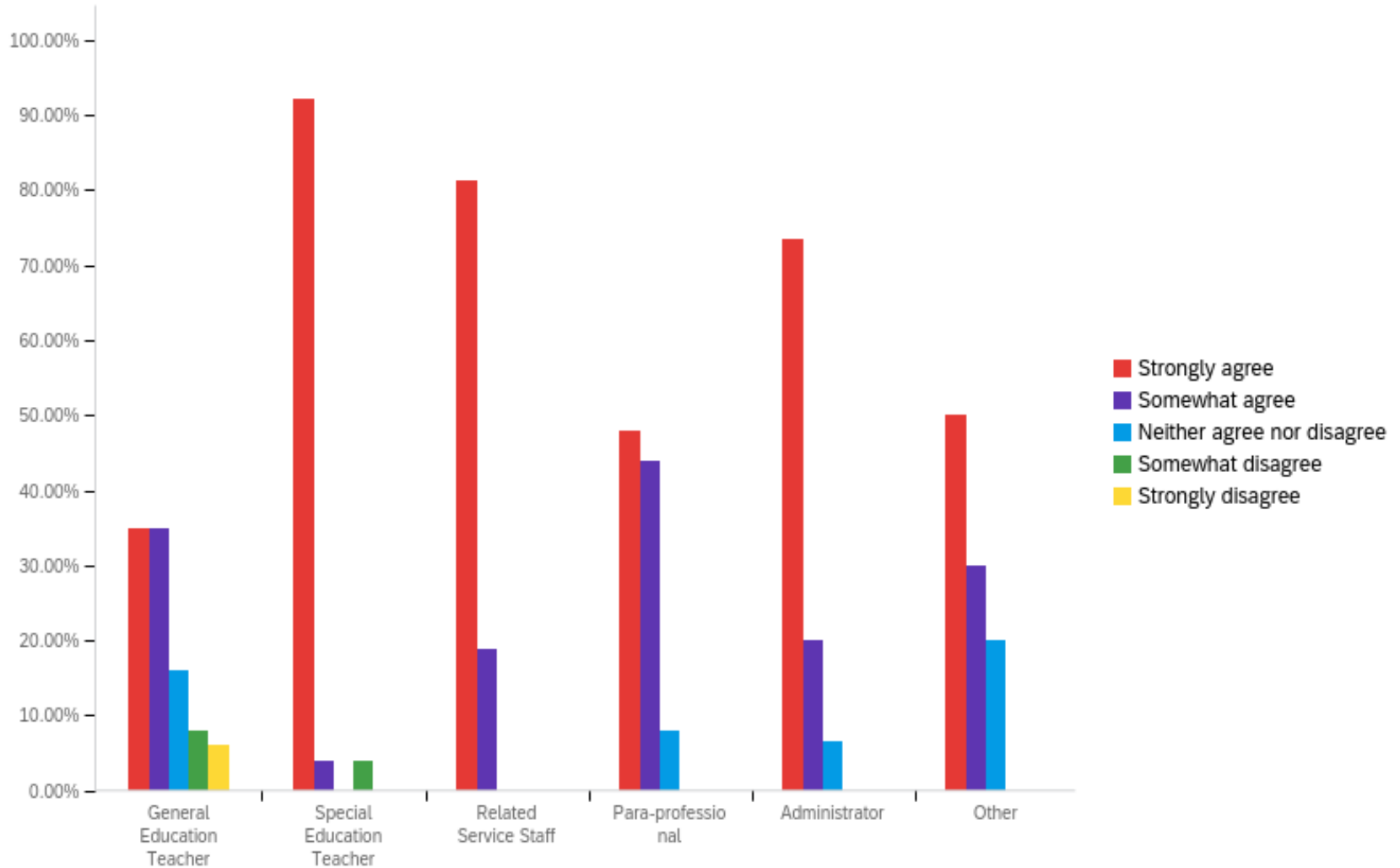
Q43 - 14. Additional staffing could improve special education services.



Q43 - 14. Additional staffing could improve special education services.

#	Question	General Education Teacher	Special Education Teacher	Related Service Staff	Para-professional	Administrator	Other
1	Strongly agree	86.67%	92.00%	81.25%	73.08%	66.67%	60.00%
2	Somewhat agree	8.67%	4.00%	18.75%	23.08%	26.67%	30.00%
3	Neither agree nor disagree	2.67%	4.00%	0.00%	3.85%	0.00%	10.00%
4	Somewhat disagree	1.33%	0.00%	0.00%	0.00%	0.00%	0.00%
5	Strongly disagree	0.67%	0.00%	0.00%	0.00%	6.67%	0.00%
	Total	150	25	16	26	15	10

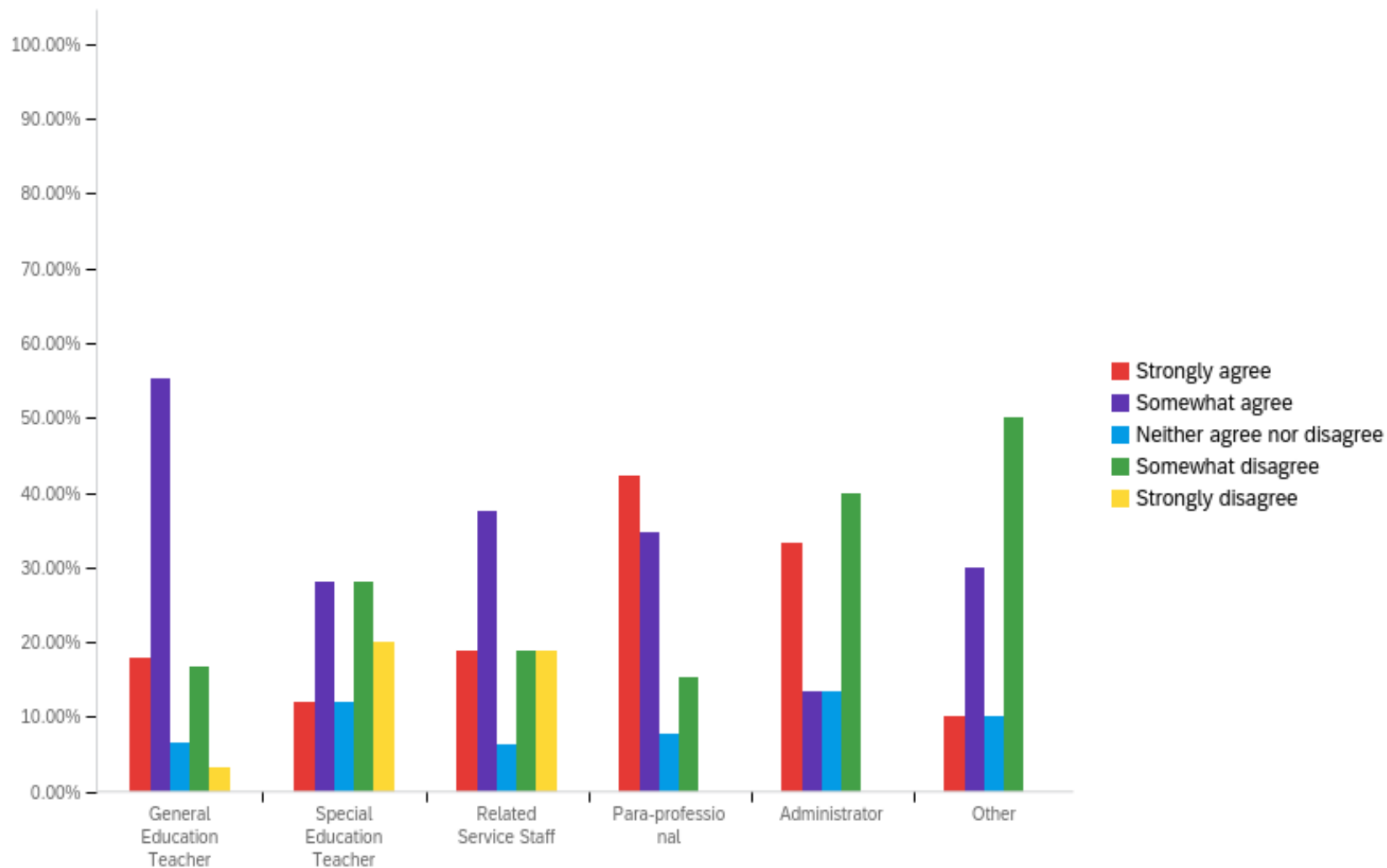
Q44 - 15. More professional development concerning students with disabilities is needed.



Q44 - 15. More professional development concerning students with disabilities is needed.

#	Question	General Education Teacher	Special Education Teacher	Related Service Staff	Para-professional	Administrator	Other
1	Strongly agree	34.90%	92.00%	81.25%	48.00%	73.33%	50.00%
2	Somewhat agree	34.90%	4.00%	18.75%	44.00%	20.00%	30.00%
3	Neither agree nor disagree	16.11%	0.00%	0.00%	8.00%	6.67%	20.00%
4	Somewhat disagree	8.05%	4.00%	0.00%	0.00%	0.00%	0.00%
5	Strongly disagree	6.04%	0.00%	0.00%	0.00%	0.00%	0.00%
	Total	149	25	16	25	15	10

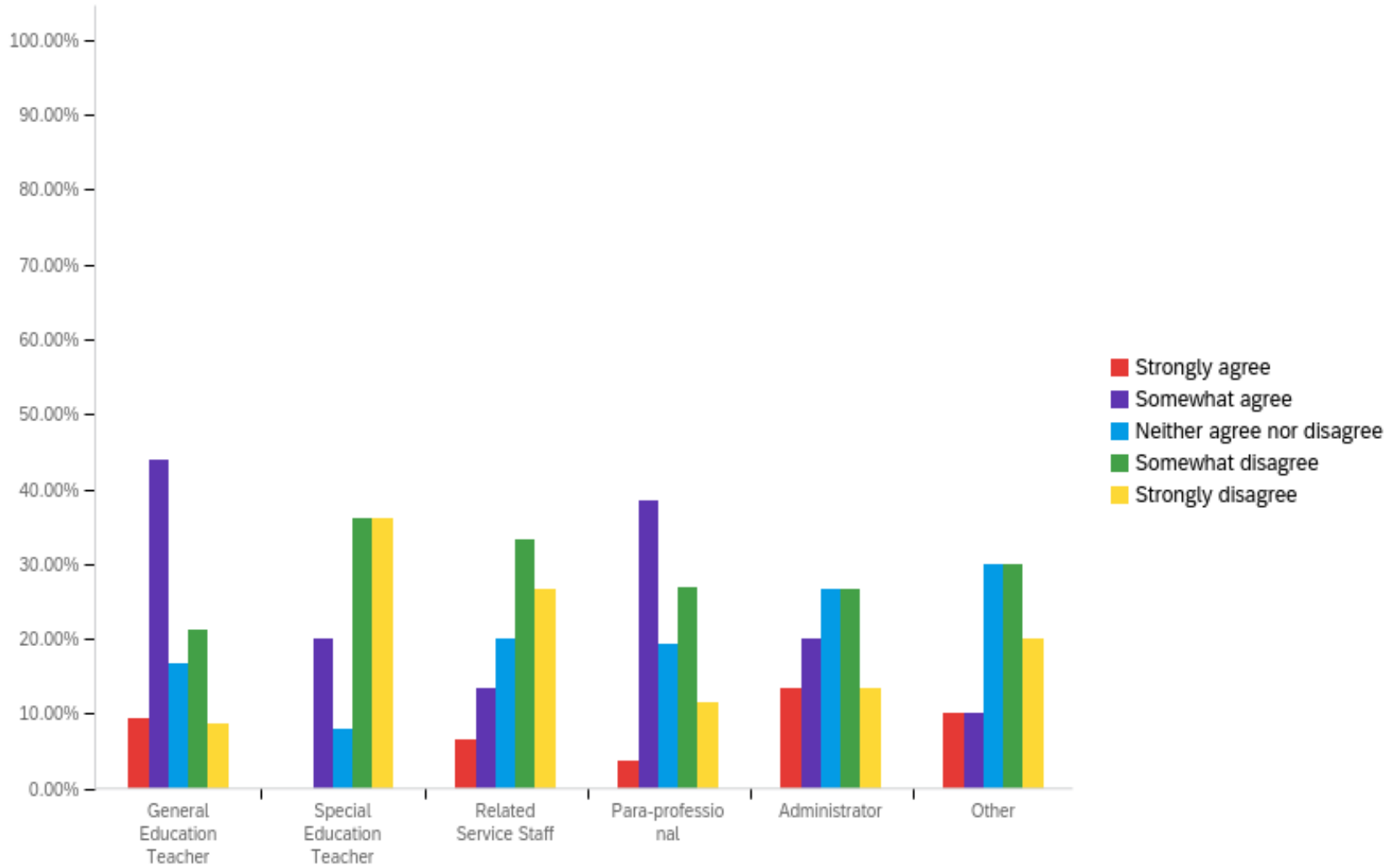
Q45 - 16. I have a clear understanding of the RTI processes in the district.



Q45 - 16. I have a clear understanding of the RTI processes in the district.

#	Question	General Education Teacher	Special Education Teacher	Related Service Staff	Para-professional	Administrator	Other
1	Strongly agree	18.00%	12.00%	18.75%	42.31%	33.33%	10.00%
2	Somewhat agree	55.33%	28.00%	37.50%	34.62%	13.33%	30.00%
4	Somewhat disagree	16.67%	28.00%	18.75%	15.38%	40.00%	50.00%
3	Neither agree nor disagree	6.67%	12.00%	6.25%	7.69%	13.33%	10.00%
5	Strongly disagree	3.33%	20.00%	18.75%	0.00%	0.00%	0.00%
	Total	150	25	16	26	15	10

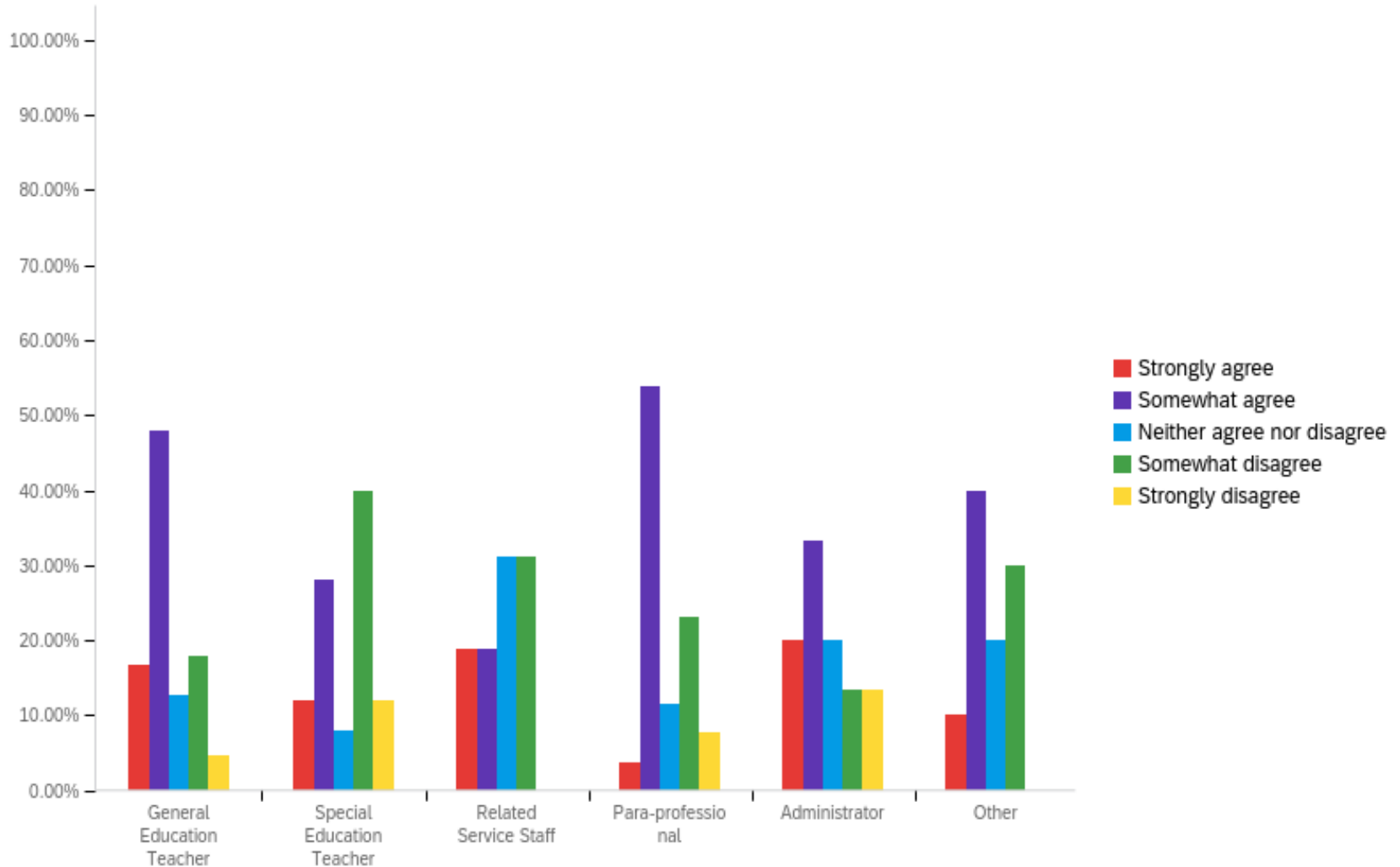
Q46 - 17. I have a clear understanding of the vision for special education in the district.



Q46 - 17. I have a clear understanding of the vision for special education in the district.

#	Question	General Education Teacher	Special Education Teacher	Related Service Staff	Para-professional	Administrator	Other
1	Strongly agree	9.33%	0.00%	6.67%	3.85%	13.33%	10.00%
2	Somewhat agree	44.00%	20.00%	13.33%	38.46%	20.00%	10.00%
3	Neither agree nor disagree	16.67%	8.00%	20.00%	19.23%	26.67%	30.00%
4	Somewhat disagree	21.33%	36.00%	33.33%	26.92%	26.67%	30.00%
5	Strongly disagree	8.67%	36.00%	26.67%	11.54%	13.33%	20.00%
	Total	150	25	15	26	15	10

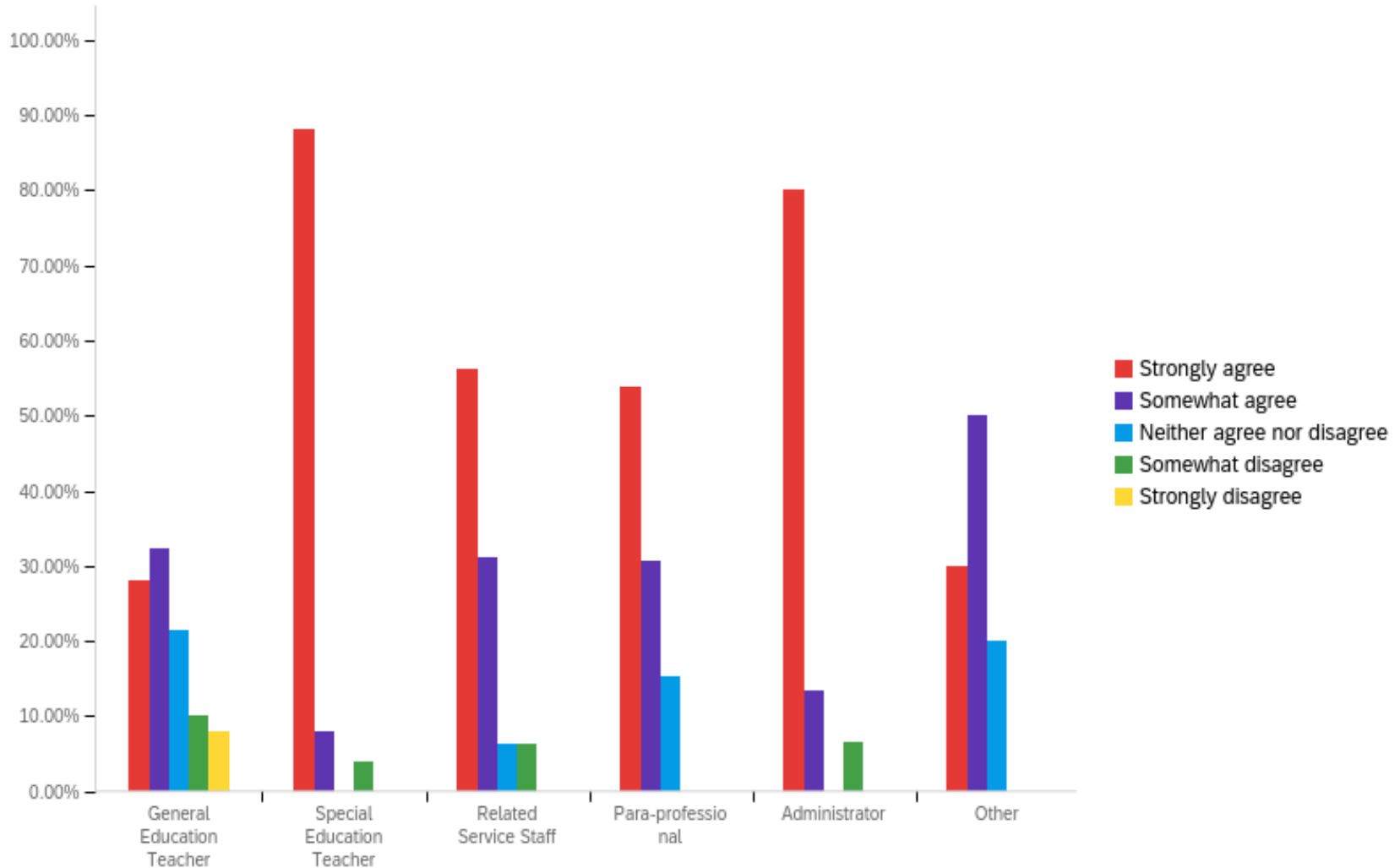
Q47 - 18. I have a clear understanding of special education inclusion in the district.



Q47 - 18. I have a clear understanding of special education inclusion in the district.

#	Question	General Education Teacher	Special Education Teacher	Related Service Staff	Para-professional	Administrator	Other
1	Strongly agree	16.67%	12.00%	18.75%	3.85%	20.00%	10.00%
2	Somewhat agree	48.00%	28.00%	18.75%	53.85%	33.33%	40.00%
3	Neither agree nor disagree	12.67%	8.00%	31.25%	11.54%	20.00%	20.00%
4	Somewhat disagree	18.00%	40.00%	31.25%	23.08%	13.33%	30.00%
5	Strongly disagree	4.67%	12.00%	0.00%	7.69%	13.33%	0.00%
	Total	150	25	16	26	15	10

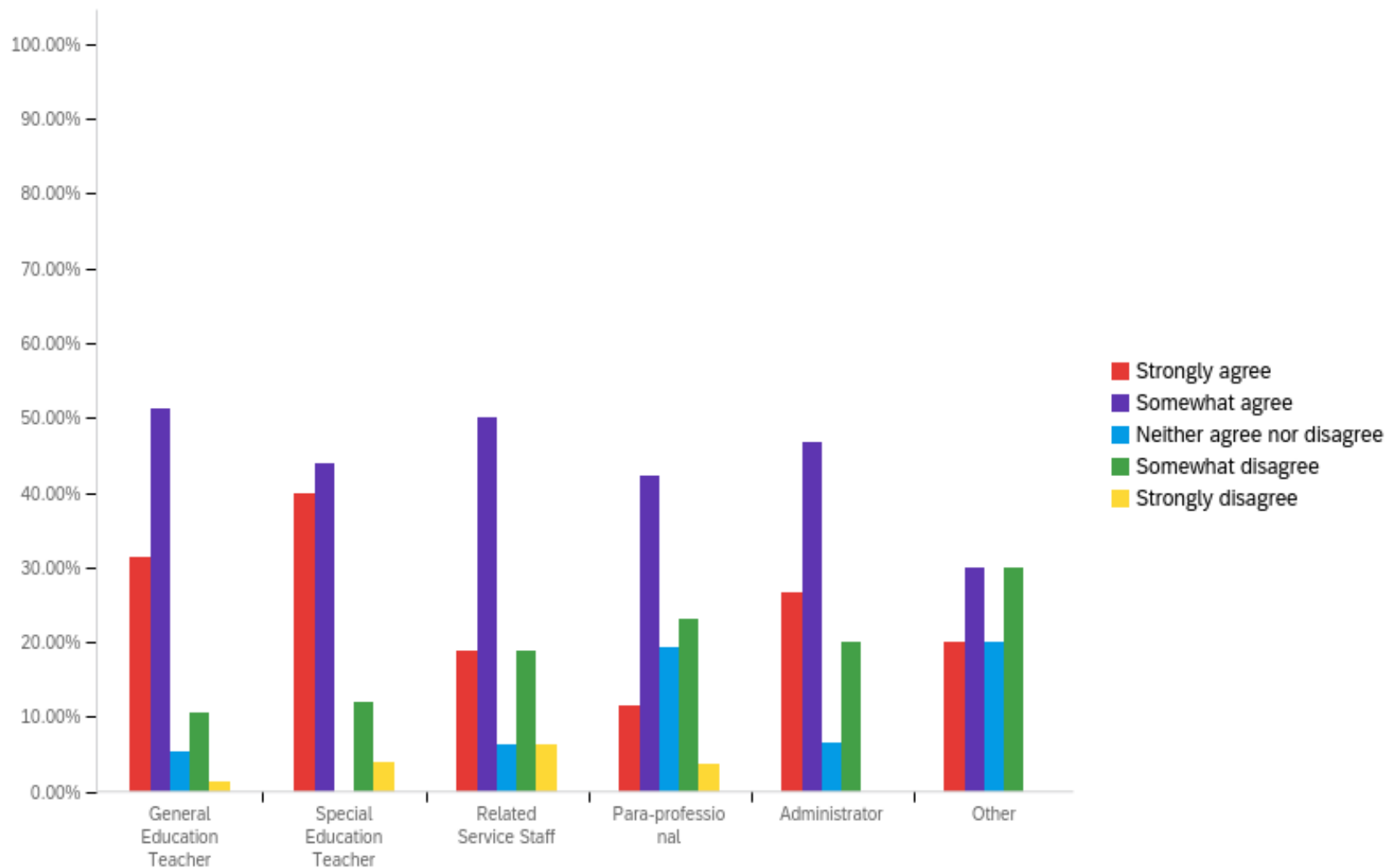
Q48 - 19. I believe that more professional development is needed to include students with disabilities in the general education classroom.



Q48 - 19. I believe that more professional development is needed to include students with disabilities in the general education classroom.

#	Question	General Education Teacher	Special Education Teacher	Related Service Staff	Para-professional	Administrator	Other
1	Strongly agree	28.19%	88.00%	56.25%	53.85%	80.00%	30.00%
2	Somewhat agree	32.21%	8.00%	31.25%	30.77%	13.33%	50.00%
3	Neither agree nor disagree	21.48%	0.00%	6.25%	15.38%	0.00%	20.00%
4	Somewhat disagree	10.07%	4.00%	6.25%	0.00%	6.67%	0.00%
5	Strongly disagree	8.05%	0.00%	0.00%	0.00%	0.00%	0.00%
	Total	149	25	16	26	15	10

Q49 - 20. I have a clear understanding of policy and practices concerning instructional accommodations and modifications.



Q49 - 20. I have a clear understanding of policy and practices concerning instructional accommodations and modifications.

#	Question	General Education Teacher	Special Education Teacher	Related Service Staff	Para-professional	Administrator	Other
1	Strongly agree	31.33%	40.00%	18.75%	11.54%	26.67%	20.00%
2	Somewhat agree	51.33%	44.00%	50.00%	42.31%	46.67%	30.00%
3	Neither agree nor disagree	5.33%	0.00%	6.25%	19.23%	6.67%	20.00%
4	Somewhat disagree	10.67%	12.00%	18.75%	23.08%	20.00%	30.00%
5	Strongly disagree	1.33%	4.00%	6.25%	3.85%	0.00%	0.00%
	Total	150	25	16	26	15	10

SCO - Score

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	General Education Teacher	47.00	96.00	74.28	9.82	96.45	150
2	Special Education Teacher	54.00	95.00	75.52	8.52	72.65	25
3	Related Service Staff	56.00	88.00	72.44	7.78	60.50	16
4	Para-professional	57.00	94.00	77.15	10.78	116.21	26
5	Administrator	46.00	95.00	72.27	11.05	122.06	15
6	Other	59.00	85.00	70.80	8.11	65.76	10