White Plains City School District

Special Education Review – Staff Survey

Which one of the following best describes your position relative to special education services?

- ○ Special Education Teacher
- ○ General Education Teacher (including Advanced Placement, Honors, Gifted and Talented etc.)
- ○ Specials/Elective Teacher
- ○ Related Service Provider (OT, PT, Speech, Vision, Hearing, Orientation and Mobility, etc.)
- ○ Student Support Services (Psychologist, Nurse, Counselor, BCBA, Behavior Interventionist, Social Worker, etc.)
- ○ Paraprofessional
- ○ School Building Administrator
- ○ Other school-based staff member _____
- ○ Prefer not to say

Please select the primary grade level you serve.

- ○ Preschool/Pre-K/ Early Childhood Special Education
- ○ Elementary (K-5)
- ○ Middle School (6-8)
- ○ High School (9-12+)
- ○ All Grades
- ○ Prefer not to say

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N/A
My school uses appropriate identification, referral, and screening measures related to multi-tiered systems of support (MTSS) to support implementation across all levels.	○	○	○	○	○	○
My school uses positive behavior and intervention supports to support student behavior as part of a multi-tiered system of support.	○	○	○	○	○	○
My district has a solid understanding of Universal Design for Learning (UDL) to support implementation across all levels.	○	○	○	○	○	○
There is consistency in the implementation of interventions in my school building.						
Before a student is referred for special education, every attempt is made to meet the student's needs through general education interventions and sufficient data is collected to support this process.	○	○	○	○	○	○
I fully understand the steps and timelines associated with the referral process.	○	○	○	○	○	○
Staff in my school(s) fully understand how to interpret data necessary to determine a referral to either special education or MTSS.	○	○	○	○	○	○
There are clear criteria on exiting a student from MTSS (or appropriate interventions) and when to make a referral for special education.	○	○	○	○	○	○

	The results of special education evaluations are shared with me in ways that provide meaningful insights into students' educational needs.	○	○	○	○	○	○
	Special education evaluations are sufficiently comprehensive to identify students' specific strengths and needs.	○	○	○	○	○	○
	I have been invited to participate in IEP meeting(s).	○	○	○	○	○	○
	I am given adequate time/coverage when participating in IEP meeting(s).	○	○	○	○	○	○
	My school teams know how to conduct IEP meetings to incorporate all voices, (e.g., students, caregivers, and school-based staff) to develop comprehensive and individualized IEPs.	○	○	○	○	○	○
	IEPs are developed to meet compliance standards, maximize students' time in general education, and have data-driven goals that support progress monitoring	○	○	○	○	○	○
	In my school staff understand how to identify the appropriate accommodations and modifications to allow students to access grade-level content.	○	○	○	○	○	○
	In my school, staff develop IEP goals that are rigorous and aligned to the core curriculum.	○	○	○	○	○	○
	Placements for students with disabilities are based on student need and not by disability category and/or other demographic factors.	○	○	○	○	○	○
	The CSE team discusses instruction and support in general education classes to the maximum extent possible when making service recommendations for students with disabilities.	○	○	○	○	○	○

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N/A
	My school effectively communicates the importance of high expectations for all students.	○	○	○	○	○	○
	My district offers a continuum of services to meet the needs of all students with IEPs.	○	○	○	○	○	○
	Students with IEPs in my school(s) receive instruction and services in general education classes to the maximum extent possible.	○	○	○	○	○	○
	Students with disabilities at my school(s) are treated with respect by staff and students.	○	○	○	○	○	○
	My school(s) provides an inclusive environment for students with disabilities.	○	○	○	○	○	○
	Student progress toward IEP goals is analyzed and discussed regularly by their teachers and/or related service provider(s).	○	○	○	○	○	○
	I understand my students' IEPs and I am confident in how to implement IEPs as written.	○	○	○	○	○	○

	Special education teachers at my school are effectively used to support the needs of students with IEPs.	○	○	○	○	○	○
	General education teachers are provided adequate training in effectively supporting the needs of students with IEPs.	○	○	○	○	○	○
	Paraprofessionals are used effectively to support students with disabilities and there are clear plans in place to support fading paraprofessionals to increase student independence.	○	○	○	○	○	○
	Related Service providers (OT, PT, Speech Therapists) at my school are used effectively to support the needs of students with IEPs.	○	○	○	○	○	○
	There is consistent access to assistive technology for students with disabilities, as needed.	○	○	○	○	○	○
	School and district leadership have high expectations for students with disabilities.	○	○	○	○	○	○
	Staff have high expectations for students with disabilities.	○	○	○	○	○	○
	WPCSD has established standards for delivering co-teaching/collaborative instruction.	○	○	○	○	○	○
	In my school, students with and without disabilities have opportunities to interact with each other in academic and non-academic settings.	○	○	○	○	○	○
	Services for English Learner students with disabilities at my school(s) are meeting student needs.	○	○	○	○	○	○
	There is a well-articulated approach and support in my school(s) to address the behavioral needs of students with disabilities.	○	○	○	○	○	○
	The special education program/services at my school(s) are of high quality.	○	○	○	○	○	○
	The special education/related services, accommodations, and/or modifications in students' IEPs are implemented as written.	○	○	○	○	○	○

Do you support post-secondary transition activities and/or the development of transition IEP goals?

- ○ Yes
- ○ No

Planning effective services and activities for postsecondary transition begins for students at age 15 (or the year in which a student turns 15) at my school(s).

- ○ Yes
- ○ No

Students with disabilities have the opportunity to partner with district staff on the creation of their transition plans.

- ○ Yes
- ○ No

Students with disabilities transitioning out of WPCSD are prepared for college, career, or post-secondary opportunities.

- ○ Yes
- ○ No

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N/A
My district has an overall vision that explicitly addresses the needs of students with disabilities	○	○	○	○	○	○
My district has established goals and an action plan for improving outcomes for students with disabilities.	○	○	○	○	○	○
Staff in my building(s) have an effective process by which they collaborate with each other regarding the needs of students with disabilities	○	○	○	○	○	○
General and special education teachers have collaborative planning time to prepare effective instruction for students with IEPs.	○	○	○	○	○	○
There is sufficient communication between general and special educators about the needs and progress of students with IEPs.	○	○	○	○	○	○
There is sufficient communication between special educators and paraprofessionals about the needs and progress of students with IEPs.	○	○	○	○	○	○
My school is engaged with parents/caregivers of students with disabilities on an on-going basis.	○	○	○	○	○	○
My school(s) effectively responds to the needs and concerns of parents/caregivers of students with IEPs.	○	○	○	○	○	○
I have been provided adequate training in communicating with parents/caregivers of students with disabilities.	○	○	○	○	○	○
The district special education office effectively responds to the needs and concerns of parents/caregivers of students with IEPs.	○	○	○	○	○	○
There is effective and consistent communication between my building(s) and the district special education office.	○	○	○	○	○	○

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N/A
My district prioritizes best practices for professional development for general education teachers to better support classified students and promote inclusion.	○	○	○	○	○	○
Educators in my district are adequately prepared to deliver quality instruction, write standards-based IEPs, appropriately monitor student progress, and engage in the IEP process.	○	○	○	○	○	○
There is an adequate number of staff to implement student IEPs with fidelity.	○	○	○	○	○	○
Staff in my building are provided adequate time/coverage to develop IEPs.	○	○	○	○	○	○

	Related service providers can meet the service times of all students on their caseloads.	○	○	○	○	○	○
	WPCSD staff and contracted providers for special education work collaboratively to support students with IEPs.						
	Contracted providers (OT, PT, behavioral intervention consult) for special education support the climate and culture of my school(s) to ensure students with disabilities receive high-quality supports and services.						
	Professional development offerings at my building have enabled me to better support the teaching/learning of students with IEPs						
	Professional development offerings at the district level have enabled me to better support the teaching/learning of students with IEPs.	○	○	○	○	○	○

Additional Comments

1. Please list what you believe your school and/or the district does well in delivering special education services.

2. Please list what you believe should be changed or be improved in the delivery of special education services in your school and/or the district.

3. Please list any professional development opportunities you feel would help further enhance your skills.