

Special Education Services Questionnaire for Staff

This questionnaire is being conducted about Special Education by your School District. As a general education teacher, special education teacher, or related service provider working with students in special education program/services, we ask you to complete the following questionnaire. The results of the questionnaire will be shared with the school district to positively impact future planning for special education.

The purpose of this questionnaire is to determine your perception of your district's provision for special education services. Thank you for your time and effort in providing this useful information.

Please mark the position which describes your role:

- | | | |
|--|--|--|
| <input type="checkbox"/> General Education Teacher | <input type="checkbox"/> Speech/Language Pathologist | <input type="checkbox"/> Physical Therapist/PTA |
| <input type="checkbox"/> Special Education Teacher | <input type="checkbox"/> Paraeducator | <input type="checkbox"/> Occupational Therapist/COTA |
| <input type="checkbox"/> Guidance/School Counselor | <input type="checkbox"/> Psychologist | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Private School Teacher | <input type="checkbox"/> Social Worker | |

School Level:

- Pre Elementary Middle High Alternative

Please fill in the circle that describes best what you think or how you feel.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I expect students with disabilities to become proficient at their grade level.	(1)	(2)	(3)	(4)	(5)
2. I have input into the identification of staff development needs related to students with disabilities.	(1)	(2)	(3)	(4)	(5)
3. I have received training to implement each student's individualized education plan (IEP).	(1)	(2)	(3)	(4)	(5)
4. Personnel are available to implement student IEPs.	(1)	(2)	(3)	(4)	(5)
5. I have meaningful input into the development of the students' IEPs.	(1)	(2)	(3)	(4)	(5)
6. Students with disabilities are provided with content area curriculum similar to what is taught to students of the same age/grade who do not have disabilities.	(1)	(2)	(3)	(4)	(5)
7. General education staff adapt general education curriculum to meet the needs of students with disabilities in their classes.	(1)	(2)	(3)	(4)	(5)
8. My communication with parents is provided in the preferred language/mode of communication in the home.	(1)	(2)	(3)	(4)	(5)
9. The same methods used to inform parents of the progress of students who do not have disabilities (e.g., report cards, parent-teacher conferences) are used to inform parents of students with disabilities.	(1)	(2)	(3)	(4)	(5)
10. I have appropriate curricula available for students who have special needs.	(1)	(2)	(3)	(4)	(5)
11. I have appropriate materials available for students who have special needs.	(1)	(2)	(3)	(4)	(5)

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- | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| 12. Students with disabilities participate in all school activities including trips, band, choir, clubs, internships, athletics, and assemblies. | (1) | (2) | (3) | (4) | (5) |
| 13. Students with disabilities have the assistive technology needed to participate in their education programs. | (1) | (2) | (3) | (4) | (5) |
| 14. My school(s) has an effective problem-solving structure to determine interventions within the general education program, prior to referral for special education. | (1) | (2) | (3) | (4) | (5) |
| 15. I have participated in staff development, provided jointly to general education and special education staff. | (1) | (2) | (3) | (4) | (5) |
| 16. I have ongoing communication with team members involved in the education of students with disabilities. | (1) | (2) | (3) | (4) | (5) |
| 17. I have time available during the school week to complete necessary tasks (i.e., instructing students, participating in meetings, conducting evaluations, modifying curriculum, consulting with colleagues, meeting with parents.) | (1) | (2) | (3) | (4) | (5) |
| 18. Individual student assessment information is reflective of student progress. | (1) | (2) | (3) | (4) | (5) |
| 19. Individual student assessment information is meaningful for planning student instruction. | (1) | (2) | (3) | (4) | (5) |
| 20. I participate in the ongoing development of special education services in my district. | (1) | (2) | (3) | (4) | (5) |
| 21. I participate in the evaluation of special education services in my district. | (1) | (2) | (3) | (4) | (5) |