Minnesota Department of Education

# Special Education Licensed Staff Survey

This survey is for special education licensed staff. Your responses will help guide efforts to improve services and results for children and families in your district. For each statement below, please select one of the following response choices: ***Very Strongly Disagree, Strongly Disagree, Disagree, Agree, Strongly Agree, Very Strongly Agree,*** or ***Not Applicable.***

| **Please check your grade level:**<br>___ Early Childhood ___ Elementary<br>___ Middle School ___ High School | | Very Strongly Disagree | Strongly Disagree | Disagree | Agree | Strongly Agree | Very Strongly Agree | N/A |
|---|---|---|---|---|---|---|---|---|
| 1. | I participate in child study teams to discuss pre-referral interventions prior to referral to special education for evaluation. | | | | | | | |
| 2. | I discuss special education issues or concerns with my building administrator. | | | | | | | |
| 3. | My building administrator is supportive of making changes or problem solving issues regarding special education students I serve. | | | | | | | |
| 4. | I receive support from administration to explore ways to increase the participation of students with disabilities in general education. | | | | | | | |
| 5. | I discuss special education issues or concerns with my district/cooperative special education administration. | | | | | | | |
| 6. | I receive assistance with my questions and concerns from my district/cooperative special education administration. | | | | | | | |
| 7. | In IEP meetings, I discuss how to access general education for special education students. | | | | | | | |
| 8. | In IEP meetings, I discuss modifications needed for special education students to have equal access to extra-curricular and non-academic activities compared with general education students at my school. | | | | | | | |
| 9. | I observe that special education students are integrated fully in regular education. | | | | | | | |
| 10. | I have the essential resources and books I need to provide specialized instruction to the students I serve. | | | | | | | |

| **Please check your grade level:**<br>___ Early Childhood ___ Elementary<br>___ Middle School ___ High School | | Very Strongly Disagree | Strongly Disagree | Disagree | Agree | Strongly Agree | Very Strongly Agree | N/A |
|---|---|---|---|---|---|---|---|---|
| 11. | As part of the IEP team, I have adequate information from the Evaluation Report and IEP to determine placement in the least restrictive environment to meet the individualized needs for the students on my caseload. | | | | | | | |
| 12. | When I work with paraprofessionals, we regularly discuss students' needs. | | | | | | | |
| 13. | As part of the IEP team, I use information in the Evaluation Report and progress reports to develop the IFSP/IEP/IIIP. | | | | | | | |
| 14. | I know when and how to address nondiscriminatory concerns when evaluating students. | | | | | | | |
| 15. | I actively seek parents' input about areas of concern as well as strengths of the child to include in the evaluation. | | | | | | | |
| 16. | When I am part of a team determining a student's eligibility status, I actively seek parent participation in the eligibility determination during their child's evaluation. | | | | | | | |
| 17. | I actively seek parents input in their child's IEP/IFSP/IIIP development. | | | | | | | |
| 18. | I offer procedural safeguards to parents annually as required. | | | | | | | |
| 19. | I regularly collect and document data on IEP goals for the students I serve. | | | | | | | |
| 20. | I use data collected to inform families about their child's progress for meeting their goals and objectives. | | | | | | | |
| 21. | At student IEP meetings, I offer more than one appropriate option for the team to consider in developing the students IEP/IFSP/IIIP. | | | | | | | |
| 22. | I individualize modifications and adaptations to meet the needs of special education students during state and district assessments. | | | | | | | |
| 23. | If I am unable to attend the IEP meeting, I am asked to provide written input for the development of the IEP prior to the meeting. | | | | | | | |

| **Please check your grade level:**<br>___ Early Childhood ___ Elementary<br>___ Middle School ___ High School | | Very Strongly Disagree | Strongly Disagree | Disagree | Agree | Strongly Agree | Very Strongly Agree | N/A |
|---|---|---|---|---|---|---|---|---|
| 24. | I create a summary regarding the academic achievement and functional performance for all special education students on my caseload when they graduate or age-out of special education. | | | | | | | |
| 25. | I complete an evaluation for all students that are exited out of special education and related services. | | | | | | | |
| 26. | I regularly attend necessary staff development in order to provide individualized instruction related to the identified needs for the students I serve. | | | | | | | |
| 27. | I receive training regarding confidentiality of student information. | | | | | | | |
| 28. | I am aware of assistive technology available through my district. | | | | | | | |
| 29. | I receive training on assistive technology that is available through my district. | | | | | | | |
| 30. | I use assistive technology to support educational needs and independence for the special education students I serve. | | | | | | | |
| 31. | I am aware of the mental health services available in my school district. | | | | | | | |
| 32. | I understand how to access the mental health services needed by the students I serve. | | | | | | | |
| **Early Childhood Special Education** | | | | | | | | |
| 33. | I provide service to children, age's birth to three, in natural settings; i.e., home, childcare. | | | | | | | |
| 34. | I am aware of my responsibilities regarding interagency teaming and coordination to support effective interagency services to special education students. | | | | | | | |
| 35. | I am aware of my responsibilities to promote inclusion of preschool children with disabilities served in community placements i.e. preschool, daycare, Head Start, when such placements are available. | | | | | | | |

| **Please check your grade level:**<br>___ Early Childhood ___ Elementary<br>___ Middle School ___ High School | | Very Strongly Disagree | Strongly Disagree | Disagree | Agree | Strongly Agree | Very Strongly Agree | N/A |
|---|---|---|---|---|---|---|---|---|
| 36. | I provide adequate support to community program staff to ensure preschool children with disabilities are successful in community placements. | | | | | | | |
| **Transition Services (ages 14-21)** | | | | | | | | |
| 37. | I access a variety of secondary transition assessment tools that are available in my district. | | | | | | | |
| 38. | I include secondary transition evaluation results in the Evaluation Report. | | | | | | | |
| 39. | I use multiple age-appropriate transition assessments as a basis for developing appropriate IEP goals, objectives and needed services for transition. | | | | | | | |
| 40. | If a student is unable to attend their IEP meeting and postsecondary goals will be discussed, I seek the student's input prior to the meeting. | | | | | | | |
| 41. | I ensure that all areas of transition are addressed in a student's IEP, including functional life skills. | | | | | | | |
| 42. | I ensure that during grade 9, the IEP addresses the student's needs for transition from secondary services to postsecondary education and training, employment, community participation, recreation, and leisure and home living. | | | | | | | |
| 43. | I receive adequate training regarding determining and addressing all areas of transition on an IEP/IIIP. | | | | | | | |
| 44. | I utilize adult service providers for students 14 and above. | | | | | | | |
| 45. | I inform parents and students of the transfer of rights at age 18 prior to the student turning 17. | | | | | | | |
| 46. | For IEPs where interagency representatives are involved with consent of parent, I ensure interagency representatives are invited to attend IEP meetings for the special education students I serve. | | | | | | | |