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**MATHEMATICA**  
Policy Research

# The Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019 SCHOOL PART B 619 and 611

*DRAFT*

*August 2019*

## **Paperwork Reduction Act of 1995**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 45 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. If you have comments or concerns regarding the status of your individual submission of this survey, please contact the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) directly. [Note: Please do not return the completed survey to this address.]

## **Notice of Confidentiality**

Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific individual. All information that would permit identification of the school or individual respondent will be kept confidential (per The Education Sciences Reform Act of 2002), will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purpose except as required by law. Study reports may present information by state.

## **PURPOSE OF THE STUDY**

This Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019, sponsored by the U.S. Department of Education (ED), is an important study that will develop a national picture of state, district, and school implementation of IDEA. It will provide (1) the Department of Education, Congress, and other stakeholders with knowledge that can inform how special education and related services are provided to children, and (2) states, districts, and schools with an understanding of how others are implementing IDEA.

The IDEA Implementation Study is not a compliance study, nor a study of the results of effectiveness of IDEA.

We are requesting you complete this questionnaire because you and your staff have the most knowledge about special education policies and practices at your school. If there are questions you are not able to answer, please feel free to draw on the expertise and knowledge of others within your school. With your contribution, ED and Congress will gain a more accurate and complete understanding of how IDEA is being implemented for preschool- and school-aged students at the school level.

*All information that would permit identification of the school or individual respondent will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purpose except as required by law.*

Thank you for joining us in our effort to understand the current implementation of IDEA. We appreciate your time and cooperation.

**Please see the next pages for Instructions for completing this survey, as well as a set of Key Definitions and Frequently Asked Questions (FAQs).**

If you have any questions, contact:  
Lisbeth Goble, 833-238-7224  
email: [IDEA@mathematica-mpr.com](mailto:IDEA@mathematica-mpr.com)

**Before you answer the questions, please carefully read the Instructions, Key Definitions, and Frequently Asked Questions (FAQs):**

**INSTRUCTIONS**

- All items request information pertaining to the 2019-2020 school year unless otherwise specified.
- The primary respondent for this survey is intended to be the person most knowledgeable about special education policies and practices in your school. In most cases, the primary respondent will be the Lead Special Education Teacher or Principal.
- Certain questions may require the help of other staff. If you need input from other staff, you may either share your unique survey hyperlink, which will give them full access to the survey, or you can print off specific questions for them to answer on paper and fill in the online responses yourself.
- Items on this survey cover the following topics: General Information; IEP Development and Quality; Monitoring Students with Disabilities; Supports for Transitions; Access to General Education Programs and Supports; Social-Emotional, Behavioral, and Mental Health Supports; Staffing; and Evidence from Research

**KEY DEFINITIONS**

**Students with disabilities** is used to reflect children ages 3 through 21 having intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance (hereafter referred to as emotional disturbance); orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP). If your state's eligibility extends past age 21, please consider the highest age for which teachers serve IDEA individuals.

**Special education teachers** are teachers employed and contracted to work with students with disabilities at your school.

**Professional Development** includes a range of learning and support activities designed to prepare individuals for work with and on behalf of children and their families, as well as ongoing experiences to enhance this work. Professional development encompasses education, training, and technical assistance.

**Training** is a learning experience, or series of experiences, specific to an area of inquiry and related set of skills, delivered by a professional(s) with subject matter and adult learning knowledge and skills. This could include seminars, workshops, or courses about specific topics or key concepts.

**Technical Assistance (TA)** is the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients. This could include coaching, consulting, or other ongoing support.

**School levels** are defined as follows:

- **Prekindergarten** is a grade at the school for children not old enough to enroll in kindergarten.
- **Elementary schools** are schools that can serve students in kindergarten to grades 4-8, depending on state and school district policy.
- **Middle schools** are schools that can serve students between grades 4 and 9, with most in the grade 6-8 range. Middle schools in the upper grade range (7-9) are sometimes referred to as junior high schools.
- **High schools** are schools that can serve students between grades 7 and 12, with most in the grade 9-12 range.
- **Other schools** are all other grade configurations, including schools that are completely ungraded.

Unless specified in a question, when answering items in this survey please consider the full age and grade range of students served in your school.

## FREQUENTLY ASKED QUESTIONS (FAQs)

**How do I navigate the survey?** You can access the survey by clicking on the unique hyperlink we provided to you via email. Once you have started the survey, you can navigate through it by answering each question and clicking the "NEXT" button at the bottom of the page. To go back to a previous page, click the "BACK" button. Do not use your internet browser back/forward buttons to move through the survey.

**Do I have to complete the survey all at one time?** No. You can revisit the website as many times as needed to complete the survey. However, if you need to stop before finishing the survey, **please be sure to click on the "NEXT" button before closing out so that your responses(s) on that page will be saved.** You will resume at the next unanswered question when you return to the survey. Once you have finished and submitted your survey, you will no longer have access to it. **Please note that each session will time out after 30 minutes of inactivity.**

**Can I complete the survey on my tablet or smartphone?** Yes. The survey has been optimized to run on desktop computers, tablets, or smart phones. The survey is best viewed in the latest versions of Chrome, Safari, Firefox, or Internet Explorer (IE 11 or Edge).

**How long does the survey take?** About 45 minutes. You can preview the questions and are not required to complete the survey all at once. The data you provide each time you log in will be securely stored and available when you return to complete the survey.

**Do I have to answer all the questions?** Please try to answer all questions that are relevant for your school, so the U.S. Department of Education can gain a more accurate and complete understanding of how IDEA is being implemented. You will automatically be skipped past some questions that do not apply to your situation, depending upon your answer to an earlier question. You may choose to skip any question in the survey that you cannot or do not wish to answer. To skip a question, leave the question blank and then click the "NEXT" button to proceed.

**Can I have my staff complete some of the questions instead of me?** Yes. Certain questions may require the help of other staff. You may either share your unique survey hyperlink with these individuals, which will give them full access to the survey, or you can print off specific questions and fill in the responses yourself at a later time.

**Can multiple people work on completing the survey at the same time?** No. If multiple people are logged into the same survey at the same time, responses may not be recorded correctly. Only one person on one computer should be completing the survey at any given time.

**Can I print individual questions?** Yes. You may print an individual page at any time by using your computer's usual method of printing.

**Can I print a copy of the questionnaire when I am finished?** Yes. Once you have completed the survey, you will have the option to print a copy of your responses before submitting the survey.

**Can I obtain a paper version of the questionnaire?** Yes. If you would like to see a paper version for reference purposes, you can download a PDF version by clicking the link at the top of the page that says "Download blank PDF of survey."

**Will my answers be kept confidential?** Yes. All information that would permit identification of the district, school, or individual respondent will be kept confidential (per The Education Sciences Reform Act of 2002), will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purpose except as required by law.

**Who should I contact if I have a question?** If you have any questions, please contact Lisbeth Goble at 833-238-7224 or at [IDEA@mathematica-mpr.com](mailto:IDEA@mathematica-mpr.com). When sending emails, in addition to the question, please be sure to include your name and a phone number where you can be reached.

## CONTACT INFORMATION

**Please enter the contact information of the primary respondent below in case we need to contact your school to clarify responses to any questions.**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Title/Position: \_\_\_\_\_

Phone: |\_\_|\_\_|\_\_| - |\_\_|\_\_|\_\_| - |\_\_|\_\_|\_\_|\_\_|

E-mail Address: \_\_\_\_\_

School Name: \_\_\_\_\_

District Name: \_\_\_\_\_

Best days and times to reach you (in case of questions): \_\_\_\_\_

# A. GENERAL INFORMATION

*The first question is related to your role at the school.*

**A1. Which best describes your role at this school? (New)**

*Select one only*

- Special education coordinator.....1
- Special education teacher.....2
- Special education coordinator and teacher.....3
- Principal.....4
- Assistant principal.....5
- .....
- Other (*Please specify*).....6

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NO RESPONSE.....M

**A2. Which grade levels does your school offer? (New)**

*Select all that apply*

- Prekindergarten .....1
- Kindergarten .....2
- 1st grade.....3
- 2nd grade.....4
- 3rd grade.....5
- 4th grade.....6
- 5th grade.....7
- 6th grade.....8
- 7th grade.....9
- 8th grade.....10
- 9th grade.....11
- 10th grade.....12
- 11th grade.....13
- 12th grade.....14

## B. IEP DEVELOPMENT AND QUALITY

*This section focuses on the development, quality, and content of Individualized Education Programs (IEPs).*

### B1. Do staff at your school typically do any of the following to ensure *quality IEPs*? (New)

*A quality IEP is in compliance with all requirements of state and federal laws and regulations and reflects decisions based on the active and meaningful involvement of all members of the IEP team. The IEP provides a clear statement of expected outcomes and the special education services and supports to be provided to the student.*

Hyperlink definition of **appropriately ambitious** will be provided: Appropriately ambitious goals are reasonably calculated goals that enable a child to make progress appropriate in light of their circumstances.

*Select all that apply*

- Facilitate school staff attendance and participation in IEP meetings.....1
- Facilitate attendance and participation of staff from agencies outside the district in IEP meetings.....2
- Monitor the development of appropriately ambitious goals, as documented in an IEP.....3
- Monitor the services and supports specified in the IEP.....4
- Periodic review of completed IEPs.....5
- Facilitate student attendance and participation in IEP meetings.....6
- Include the student's general education teacher(s) on the IEP team.....7
- Meet with students prior to the IEP meeting to discuss how they can participate in the meeting.....8
- Meet with students to discuss strengths, interests, preferences, or any concerns the student may have to inform IEP development.....9
- Meet with students to discuss their progress, goals, current functioning, or academic performance to inform IEP development.....10
- Discuss student satisfaction with goals and supports in *previous IEP*.....11
- Discuss student progress, current functioning, or academic performance with parents/guardians to inform IEP development.....12
- Facilitate parent/guardian attendance and participation in IEP meetings.....13
- Provide parents/guardians with materials in advance of the IEP meeting, such as current academic performance or assessment data.....14
- Meet with parents prior to the IEP meeting to discuss how they can participate in the meeting.....15
- Discuss parent/guardian satisfaction with goals and supports in *previous IEP*.....16
- Our school does not do any of the above.....17
- NO RESPONSE.....M



**B2. What information does your school collect to assess the quality of IEPs for students with disabilities? (New)**

*Select all that apply*

- Records of IEP meeting attendees to ensure there is appropriate representation of all key parties..... 1
  - Formal assessment of the quality of some or all IEPs based on a checklist or rubric..... 2
  - Formal assessment of goals in some or all IEPs to ensure they are appropriately ambitious..... 3
  - Interviews or surveys of teachers about IEP goals and supports..... 4
  - Interviews or surveys of students about IEP goals and supports..... 5
  - Interviews or surveys of parents/guardians about IEP goals and supports..... 6
  - Academic outcomes of students with an IEP to monitor alignment with IEP goals and supports..... 7
  - Disciplinary records of students to ensure IEP includes relevant supports..... 8
  - Not applicable; we review IEPs to assess their quality, but do not collect any additional information as part of that review..... 9
  - Other (*Please specify*)..... 10
- 
- NO RESPONSE..... M

**B3. What factors does your school consider when determining an appropriately ambitious goal for a student? (New)**

*Include assessments that were used to determine eligibility for special education and related services when selecting from the list below.*

*Hyperlink definition of **appropriately ambitious** will be provided: Appropriately ambitious goals are reasonably calculated goals that enable a child to make progress appropriate in light of their circumstances.*

*Select all that apply*

- College/career readiness skills.....1
- Results of standardized tests to measure intelligence.....2
- Results of standardized academic achievement tests.....3
- Results of curriculum-based tests.....4
- Results of other assessments.....5
- Information from student interviews, such as the student’s strengths, interests, or preferences.....6
- Information from parent/guardian interviews, such as parents'/guardian's goals or aspirations for their child .....7
- Portfolio of current student work.....8
- Progress monitoring data on prior goals.....9
- .....
- Academic checklists (non-standardized).....10
- Checklists or other assessment of behavior or social-emotional development.....11
- Checklists or other assessment of functional skills.....12
- Checklists or other assessment of transition planning.....13
- NO RESPONSE.....M

**B4. During the most recently completed school year (2018-2019), did the personnel in your school receive professional development on setting and/or monitoring appropriately ambitious goals in IEPs? (New)**

*Professional development could be provided by your state, school district, school, or an outside agency.*

*Hyperlink definition of **appropriately ambitious** will be provided: Appropriately ambitious goals are reasonably calculated goals that enable a child to make progress appropriate in light of their circumstances.*

*Select all that apply*

- Yes, on setting appropriately ambitious IEP goals .....1
- Yes, on monitoring appropriately ambitious goals.....2
- No, my school personnel did not receive this professional development.....0
- NO RESPONSE.....M

IF A2=1, THEN ASK B5

**B5. On average, how often are staff from an outside agency consulted when writing IEPs for prekindergarten students with disabilities at your school?**

*By outside agency, we mean agencies such as Social Services, Head Start, and other community-based child care programs.*

*Select one only*

- An outside agency is often consulted when writing IEPs.....1
- An outside agency is sometimes consulted when writing IEPs.....2
- An outside agency is never consulted when writing IEPs.....3
- NO RESPONSE.....M

## C. MONITORING STUDENTS WITH DISABILITIES

*This next section focuses on monitoring and analyzing the outcomes of students with disabilities and related dropout prevention strategies.*

If A2 = 11, 12, 13, or 14, THEN ASK C1

**C1. Does your school use an early warning system to identify students with disabilities who are at risk of dropping out of school? (New)**

*An early warning system is based on student data and is used to help identify students who exhibit behavior or academic performance that puts them at risk of dropping out of school.*

*Select one only*

- Yes, we use an early warning system.....1
- No, we discuss students who are at risk of dropping out of school, but do not use an early warning system.....2
- No, we do not use an early warning system or discuss students who are at risk of dropping out of school.....3
- NO RESPONSE.....M

IF RESPONSE TO C1 = 1, THEN ASK C2

**C2. How are the early warning system data used to help students with disabilities? (New)**

*Select all that apply*

- The data are used to identify students for participation in dropout prevention programs.....1
  - The data are used to provide targeted interventions to students with IEPs.....2
  - The data are used to monitor progress toward attainment of IEP goals.....3
  - The data are used to inform professional development for educators about preventing dropout.....4
  - Other (*Please specify*).....5
- 
- None of the above.....0
  - NO RESPONSE.....M

If A2 = 11, 12, 13, or 14, THEN ASK C3

**C3. Which of the following strategies are part of your district's *dropout prevention program* to help students with and without disabilities who are at-risk of dropping out? (New)**

*If your school does not have a dropout prevention program, please mark the checkbox below and skip to C5.*

*My school does not have a dropout prevention program.*

*Select all that apply per row*

	Used for students <i>with disabilities</i>	Used for students <i>without disabilities</i>	Not part of our dropout prevention program
a. Provide mentoring to students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
b. Provide tutoring to students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
c. Engage students in community service opportunities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
d. Provide alternative or non-traditional schooling options, such as alternative times or environments	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
e. Offer career and technical education courses to students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
f. Provide afterschool enhancement programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
g. Provide summer enhancement programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
h. Provide individualized learning to allow students to move through courses at their own pace	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
i. Provide personalized learning tailored to the preferences and interests of students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
j. Ensure a safe learning environment through the use of a comprehensive discipline plan or violence prevention plan	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
k. Engage families to help assess student needs and reduce absenteeism and truancy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
l. Review attendance and tardiness data to determine any patterns related to poor attendance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
m. Other ( <i>Please specify</i> )	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
_____			

IF C1 = 1 AND RESPONSENT DID NOT MARK CHECKBOX ON C3, THEN ASK C4

**C4. In your school, are students with disabilities who are identified as *at-risk of dropping out* required to participate in dropout prevention programs? (New)**

- Yes..... 1
- No..... 0
- NO RESPONSE..... M

IF A2 = 11, 12, 13, OR 14, THEN SHOW RESPONSE OPTIONS H-K

**C5. What types of outcome data does your school examine for students with and without disabilities? (New)**

Hyperlink definition of **adaptive behavior** will be provided: This is behavior that enables a person to get along in his or her environment with the greatest success and least conflict with others.

*Select all that apply on each row*

	Examined for students <i>with disabilities</i>	Examined for students <i>without disabilities</i>
a. Assessment scores	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Attendance	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Course progress or completion	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Disciplinary actions	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Grades	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Functional performance/adaptive behavior	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Social-emotional skills development/behavior	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. IF SECONDARY SCHOOL: Dropout rates	1 <input type="checkbox"/>	2 <input type="checkbox"/>
i. IF SECONDARY SCHOOL: Graduation rates	1 <input type="checkbox"/>	2 <input type="checkbox"/>
j. IF SECONDARY SCHOOL: Participation in AP or Honors courses	1 <input type="checkbox"/>	2 <input type="checkbox"/>
k. IF SECONDARY SCHOOL: Post-school outcomes (further education, employment)	1 <input type="checkbox"/>	2 <input type="checkbox"/>

## D. SUPPORTS FOR TRANSITIONS

*This section focuses on supports provided for students with disabilities transitioning into prekindergarten and elementary school, as well as transition plan development and supports provided for students with disabilities preparing for further education, employment, and independent living.*

IF A2 = 1, THEN ASK D1

**D1. What policies, procedures, and practices does your school use to support students with disabilities and their families during *transitions into the school's prekindergarten special education program*? (New, items from NECTC recommended practices)**

*Select all that apply*

- A primary contact person is identified to support transition services for students and their families..... 1
  - Families' needs related to transition are assessed.....2
  - Child and family transition meetings are conducted, separately or as part of an IEP meeting..... 3
  - Home visits with families are conducted .....4
  - Individualized transition activities for each student and family are developed..... 5
  - Timelines and roles for *special education eligibility processes*, such as assessments and evaluations, are clearly specified..... 6
  - Timelines and roles for *enrollment processes* are clearly specified and communicated to parents..... 7
  - Timelines and roles for *referral processes*, such as universal intake forms and memoranda of understanding, are clearly specified.....8
  - Staff roles and responsibilities to support student transitions are clearly specified..... 9
  - Transition activities, such as open houses and program visitations, are regularly scheduled..... 10
  - Other (*Please specify*)..... 11
- 
- None of the above..... 12
  - NO RESPONSE..... M

IF A2 = 2, 3, 4, 5, 6, OR 7, THEN ASK D2

**D2. Which of the following practices does your school use to support students with disabilities and their families during *the initial transition into elementary school*? (New, items from NECTC recommended practices)**

*Select all that apply*

- A primary contact person is identified to support transition services for students and their families..... 1
  - Families' needs related to transition are assessed.....2
  - Child and family transition meetings for students and their families are conducted, separately or as part of an IEP meeting.....3
  - Home visits with families are conducted.....4
  - Individualized transition activities for each student and family are developed.....5
  - Our school ensures continuity and alignment between curricula across special education programs and schools.....6
  - Timelines and roles for *enrollment processes* are clearly specified and communicated to parents..... 7
  - Staff roles and responsibilities to support student transitions are clearly specified..... 8
  - Staff to staff communication is supported within and across special education programs and schools.....9
  - Transition activities, such as open houses and program visitations, are regularly scheduled..... 10
  - Other (*Please specify*)..... 11
- 
- None of the above..... 12
- NO RESPONSE..... M



If A2 = 11, 12, 13, or 14, THEN ASK D3

**D3. What programs and supports does your school provide to students with disabilities to prepare them for further education, jobs, and independent living? (New)**

*Please include programs offered through your school, as well as programs and supports your school makes available to your students through coordination with other partners.*

Hyperlink definition of **soft skills** will be provided: Soft skills relate to qualities and behavior that apply across a variety of situations – these skills are critical to the success of students in college as well as in the workplace. Examples of soft skills include communication, teamwork, time management, self-confidence, and creativity.

*Select all that apply*

- Advanced placement or other courses (including dual enrollment programs) that earn college credit..... 1
- Counseling on federal or state benefits (such as Medicaid or Supplemental Security Income)..... 2
- Career and technical education courses..... 3
- Career awareness instruction..... 4
- Counseling on postsecondary career and technical education and employment training program options..... 5
- Counseling on postsecondary education, including course guidance..... 6
- Independent living/self-care skills instruction..... 7
- Self-advocacy/self-determination instruction..... 8
- Social skills instruction..... 9
- Soft skills development..... 10
- Student-led IEP process..... 11
- Supports for participating in an inclusive learning environment..... 12
- Supports for participating in extracurricular clubs and sports..... 13
- Supported employment in community settings in which students with and without disabilities work..... 14
- Test-taking strategies and study skills instruction..... 15
- Work-based learning experiences in community settings in which students with and without disabilities work..... 16
- Workplace readiness training..... 17
- None of the above ..... 18
- NO RESPONSE..... M

IF A2 = 11, 12, 13, OR 14, THEN ASK D4

**D4. When developing a transition plan for students with disabilities, does your school use a transition planning rubric or guide that focuses on a set of compliance and quality indicators? (New)**

*Select one only*

- Yes, a rubric or guide that focuses on compliance only.....1
- Yes, a rubric or guide that focuses on both compliance and quality indicators....2
- No.....0
- NO RESPONSE.....M

IF A2 = 11, 12, 13, OR 14, THEN ASK D5

**D5. For what percentage of students with low and high incidence disabilities do the following individuals participate in transition planning meetings? (New)**

*Please respond separately for students with low and high incidence disabilities. Your best estimate is fine.*

Hyperlink definition of **low incidence disabilities** will be provided: Low incidence disabilities occur less frequently than other disabilities, and school-age children with low incidence disabilities require highly specialized services, equipment and materials. Students with low incidence disabilities include students who are deaf or hard of hearing, blind or visually impaired, or deafblind, and students with significant cognitive and behavioral disabilities.

Hyperlink definition of **high incidence disabilities** will be provided: High incidence disabilities include most students with disabilities, such as students with a specific learning disability (SLD), students with emotional disturbance (ED), and students with mild intellectual disability (MID).

	Percentage of students with <i>low incidence disabilities</i> for which each individual participates	Percentage of students with <i>high incidence disabilities</i> for which each individual participates
a. General education academic subject teacher(s)	__ %	__ %
b. General education career and technical teacher or work study coordinator	__ %	__ %
c. Special education teacher	__ %	__ %
d. School administrator (e.g., principal, special education administrator)	__ %	__ %
e. School guidance counselor, social worker, or psychologist	__ %	__ %
f. Related services personnel (e.g., speech pathologist, occupational therapist, orientation and mobility)	__ %	__ %
g. Parent or guardian	__ %	__ %
h. The student	__ %	__ %

NO RESPONSE.....M

IF A2 = 11, 12, 13, OR 14, THEN ASK D6

**D6. For each organization below, for what percentage of students with disabilities are representatives from these organizations *invited* to transition planning meetings, *attend* transition planning meetings, and *provide input* related to transition plans? (New)**

*Your best estimates are fine. Please enter 0 if the percentage is 0 or if the question is not applicable.*

	Percentage of students for which each organization is <u>invited</u>	Percentage of students for which each organization <u>attends</u>	Percentage of students for which each organization <u>provides input</u>
a. Health care agencies	__ %	__ %	__ %
b. Mental health agencies	__ %	__ %	__ %
c. Social Security Administration	__ %	__ %	__ %
d. Social service agencies (for example, Department of Developmental Services)	__ %	__ %	__ %
e. Independent living agencies	__ %	__ %	__ %
f. Vocational rehabilitation services (for example, Department of Rehabilitation Services)	__ %	__ %	__ %
g. Employers or potential employers of the student	__ %	__ %	__ %
h. Post-secondary institutions and agencies	__ %	__ %	__ %

NO RESPONSE.....M

IF A2 = 11, 12, 13, OR 14, THEN ASK D7

**D7. What information does your school provide to parents/guardians and school-age children with the most significant cognitive disabilities regarding the potential implications of taking alternate assessments based on alternate academic achievement standards, in place of the standard assessment? (New)**

*Academic achievement standards gauge the proficiency with which content standards have been attained by individuals or groups of students.*

*Select all that apply*

- Potential implications for high school graduation.....1
- Potential implications for type of diploma.....2
- Potential implications for higher education.....3
- Potential implications for work opportunities.....4
- Other (*Please specify*).....5

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NO RESPONSE.....M

## E. ACCESS TO GENERAL EDUCATION PROGRAMS AND SUPPORTS

*Questions in this section focus on efforts to support students with disabilities in accessing the general education curriculum.*

**E1. Which of the following services are available for students with disabilities at your school? (New)**

*Select all that apply*

- General education classroom *with accommodations*.....1
- Part-time special education resource classroom, with limited general class time..... 2
- Special education self-contained classroom.....3
- One-on-one instruction.....4
- NO RESPONSE.....M

**E2. Which of the following accommodations or modifications are available to students with IEPs when *in general education classrooms*? (Based on Item E-4, PEELS Early Childhood Principal Questionnaire)**

Select one in each row

	Available to students with disabilities, <i>if stipulated in IEP</i>	Available to all students with disabilities, <i>regardless of IEP</i>	Not available to students	Not applicable; not stipulated in any IEPs
a. Allow students additional time to complete assignments	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>
b. Allow students additional time to take tests	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>
c. Allow students to take more breaks	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>
d. Provide feedback to students more frequently than usual	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>
e. Provide students with shorter assignments	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>
f. Provide students with slower-paced instructions	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>
g. Provide physical adaptations (such as preferential seating, special desks)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>
h. Equip students with either a home set or online version of class materials	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>
i. Use modified grading standards	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>
j. Use modified tests	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>
k. Read test(s) aloud to students	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>

**E3. What additional supports and assistance are available to students with IEPs when *in general education classrooms*? (Based on Item E-4, PEELS Early Childhood Principal Questionnaire)**

Select one in each row

	Available to students with disabilities, if stipulated in IEP	Available to all students with disabilities, regardless of IEP	Not available to students	Not applicable; not stipulated in any IEPs
a. Individual behavior management program	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>
b. Teacher aides or instructional assistants (paraprofessional) assigned to individual students	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>
c. Teacher aides or instructional assistants (paraprofessionals) assigned to classroom	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>
d. Progress monitoring provided by special education teacher or other service provider	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>
e. Assistance with study skills or learning strategies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>
f. Tutoring by special education teacher, either during or after the school day	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>
g. Reader or interpreter	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>
h. Scribe or note-taker	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>
i. Assistive technology	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>
j. Peer tutor or cross-age tutor	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>
k. Peer buddy or cross-age buddy	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>
l. Other ( <i>Please specify</i> )	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	n <input type="radio"/>

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**E4. Which of the following resources are available to *general education teachers* in your school when special education students are included in their classes? (Based on Item E-3, PEELS Early Childhood Principal Questionnaire)**

*Select all that apply*

- Adult volunteers..... 1
  - Consultation by special education staff.....2
  - Co-teaching/team teaching with a special education teacher.....3
  - In-service training based on the needs of special education students.....4
  - Adjustments to student load or class size.....5
  - Specialized materials to use with special education students.....6
  - Teacher aides, instructional assistants, or aides for individual students.....7
  - Other (*Please specify*)..... 8
- 
- NO RESPONSE..... M

**E5. How does your school provide support to teachers to help them ensure students with disabilities have access to the general education curriculum? (Based on EPSEP PreK district coordinator survey)?**

Select all that apply per row

	To help teachers adapt curriculum with appropriate complexity and breadth, including incorporation of Universal Design Learning principles	To help teachers provide accommodations	To help teachers manage student behavior	Support not provided through this mechanism
a. Training through a workshop, institute, or online module	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="radio"/>
b. Ongoing individualized support (such as consultation, coaching, or mentoring)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="radio"/>
c. Ongoing group support (in the form of special education department meetings or community of practice/professional learning communities)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="radio"/>
d. Release time (including common preparation periods and non-student days) to attend conferences and workshops outside of school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="radio"/>
e. Other (Please specify)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="radio"/>
_____				

IF A2 = 1, THEN ASK E6

**E6. How does your school provide support to teachers to help them ensure *prekindergarten students* with disabilities have access to the general education curriculum? (Based on EPSEP PreK district coordinator survey)?**

Select all that apply per row

	To help teachers adapt curriculum with appropriate complexity and breadth, including incorporation of Universal Design Learning principles	To help teachers provide accommodations	To help teachers manage student behavior	School does not provide support this way
a. Training through a workshop, institute, or online module	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="radio"/>
b. Ongoing individualized support (such as consultation, coaching, or mentoring)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="radio"/>
c. Ongoing group support (in the form of special education department meetings or community of practice/professional learning communities)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="radio"/>
d. Release time (including common preparation periods and non-student days) to attend conferences and workshops outside of school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="radio"/>
e. Other ( <i>Please specify</i> )	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="radio"/>
_____				

**E7. For students with disabilities who are receiving services in *separate classes* (that is, special education-only settings), who teaches the core subject areas? (New)**

*Select all that apply*

- Dual certified teachers.....1
- General education teachers, not certified in special education.....2
- Special education teacher, in consultation with general education teacher.....3
- Special education and general education teacher co-teach.....4
- Special education teacher provides individual/small group instruction.....5
- Paraprofessional provides individual/small group instruction.....6
- NO RESPONSE.....M

**E8. What types of core-subject area curricula are used for students with disabilities who receive core-subject area instruction in *self-contained classes or schools*? (New)**

*Select all that apply*

- General education curriculum, without specific adaptations.....1
- General education curriculum with adaptations for disability type.....2
- General education curriculum with adaptations for intensity of need.....3
- General education curriculum with individualized instructional supports.....4
- Specialized curriculum, without specific adaptations.....5
- Specialized curriculum with adaptations for disability type.....6
- Specialized curriculum with adaptations for intensity of need.....7
- Specialized curriculum with individualized instructional supports.....8
- NO RESPONSE.....M

**E9. Does your school use any of the following methods to support the participation of students with disabilities in the *same nonacademic extracurricular activities as students without disabilities*? (Based on Item A-30, PEELS Early Childhood Teacher Questionnaire)**

*Select all that apply*

- Provide individualized accommodations to students with disabilities.....1
- Provide professional development to personnel supervising nonacademic activities.....2
- Offer a specific disability awareness program.....3
- Provide assistive technology to help students participate in activities.....4
- Assign students without disabilities to be "buddies" to students with disabilities.....5
- Prompt and reinforce students without disabilities to initiate and maintain interactions with students with disabilities.....6
- Structure activities that require interaction between students with and without disabilities.....7
- Provide or assist students in getting the necessary transportation to these activities.....8

NO RESPONSE..... M

IF A2 = 1, THEN ASK E10

*The next set of questions focuses on prekindergarten students at your school.*

**E10. Which of the following service options are available for prekindergarten students with disabilities at your school? (Based on Item C-4, PEELS Early Childhood Program Director Questionnaire)**

*Select all that apply*

- Classes primarily for students with disabilities..... 1
- General education/inclusion program with special services provided in general education classroom..... 2
- General and special education co-taught classes..... 3
- Part-time resource or therapy room for students in special education..... 4
- Other (*Please specify*)..... 5

NO RESPONSE..... M

IF A2 = 1, THEN ASK E11

**E11. What is the most common way students with and without disabilities are brought together in your school’s prekindergarten classes? (Based on Item A-14, PEELS Early Childhood Program Director Questionnaire)**

*Select one only*

- Students with and without disabilities are seldom in contact with one another..... 1
- Classes for students with and without disabilities share common spaces (e.g., playground and/or lunch room) only..... 2
- Students with disabilities spend part of the day in a classroom primarily for non-disabled students..... 3
- Students with disabilities spend the entire day in a classroom primarily for non-disabled students..... 4
- Students *without disabilities* spend part of the day in the classroom for students with disabilities..... 5
- Not applicable – we do not currently have both students with and without disabilities enrolled in this school..... N

NO RESPONSE..... M

IF A2 = 1, THEN ASK E12

**E12. Does your school host extended day programs that prekindergarten students with disabilities can attend? (New)**

*Please consider extended day programs that are provided by your school and extended day programs that are offered at your school but run by another provider.*

- Yes..... 1
- No..... 0
- NO RESPONSE..... M

IF RESPONSE TO E12 = 1, THEN ASK E13

**E13. Which of the following extended-day options are available for prekindergarten students with disabilities? (New)**

*Select all that apply*

- Before preschool program..... 1
- After preschool program..... 2
- NO RESPONSE..... M

**The next set of questions focus on the access and use of assistive technology (AT) by students with disabilities.**

IF A2 = 2-14, SHOW RESPONSE OPTIONS A-W; IF A2 ONLY = 1, DO NOT SHOW RESPONSE OPTION V.

**E14. Which types of school-provided assistive technology (AT) do students with IEPs have access to in your school? (New)**

Hyperlink definition of **adapted, adaptive, or ability switches** will be provided: These switches make it easier for students to interact with computers, speech generating devices, and other tools and devices.

Select one per row

	Not available	Available but not currently used	Available and used
a. Augmentative and alternative communication (AAC) device	1	2 <input type="radio"/>	3
b. Adapted keyboard	1	2 <input type="radio"/>	3
c. Adapted paper	1	2 <input type="radio"/>	3
d. Adapted pencil	1	2 <input type="radio"/>	3
e. Adapted, adaptive, or ability switches	1	2 <input type="radio"/>	3
f. Audio books	1	2 <input type="radio"/>	3
g. Closed captioning	1	2 <input type="radio"/>	3
h. FM listening system	1	2 <input type="radio"/>	3
i. Increased font size on materials	1	2 <input type="radio"/>	3
j. Larger grips	1	2 <input type="radio"/>	3
k. Noise blocking headphones	1	2 <input type="radio"/>	3
l. Personalized devices or equipment to support student positioning and mobility	1	2 <input type="radio"/>	3
m. Physical objects or manipulatives for hands-on learning	1	2 <input type="radio"/>	3
n. Instructions using only pictures	1	2 <input type="radio"/>	3
o. Roller-ball mouse	1	2 <input type="radio"/>	3
p. Slant Board	1	2 <input type="radio"/>	3
q. Smart Board	1	2 <input type="radio"/>	3
r. Speech to Text, including real time transcription	1	2 <input type="radio"/>	3
s. Tablets, computers, or other digital devices	1	2 <input type="radio"/>	3
t. Talking calculators	1	2 <input type="radio"/>	3
u. Text to speech	1	2 <input type="radio"/>	3
v. Word processing programs	1	2 <input type="radio"/>	3
w. Other ( <i>Please Specify</i> )	1	2 <input type="radio"/>	3

**E15. What does your school do to monitor the appropriate use of AT for students with disabilities? (New)**

Select all that apply

- We ensure the recommended AT is being used by the student.....1
- We ensure the AT is being used appropriately.....2
- Other (*Please specify*).....3

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NO RESPONSE.....M

**E16. How does your school finance AT? (New)**

Select all that apply

- District provides *all* funds towards AT.....1
- District provides *some* funds towards AT, but schools must fund the rest.....2
- School can apply for grant to pay for major AT investments, such as classroom FM system.....3
- School provides funds for AT purchases.....4
- Civic organizations help fund AT.....5
- Medicaid or other non-private health insurance funds AT purchases.....6
- Parents or guardians, through private insurance, fund AT purchases.....7
- Other (*Please specify*).....8

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Don't know.....9

NO RESPONSE.....M



**E17. Does your school provide professional development for the following teachers and/or aides, regarding the *use and benefits of AT*? (New)**

*Select one response per row*

	Provide AT professional development for <i>all teachers</i>	Provide AT professional development for <i>some teachers</i>	<i>We do not provide AT professional development</i>
a. General education teachers and/or aides	1 <input type="radio"/>	2 <input type="radio"/>	0 <input type="radio"/>
b. Special education teachers and/or aides	1 <input type="radio"/>	2 <input type="radio"/>	0 <input type="radio"/>

*The next questions focus on charter schools and their relationship with local education agencies.*

**E18. Is your school a charter school? (New)**

Yes..... 1

No..... 0

NO RESPONSE..... M

IF E18 = 1, THEN ASK E19

**E19. For your students with disabilities, who has responsibility for the following, either for policy or contractual reasons? (New)**

*Select one response per row*

	My charter school or charter school district has primary responsibility	Shared responsibility between my charter school/charter school district and the student's local school district of residence	The student's local school district of residence has primary responsibility
a. Identification and evaluation of students suspected of having a disability (for example, Child Find)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
b. Coordination of IEPs	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
c. Development of IEP goals	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
d. Monitoring progress toward achievement of IEP goals	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
e. Provision of documents, forms, and resources to promote the quality of IEPs	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
f. Provision of special education teachers and staff	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
g. Provision of related services staff	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
h. Placements inside the general education class	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
i. Placements in specialized settings (e.g., separate classes, separate schools, or other locations)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
j. Transportation for students with disabilities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
k. Required qualifications for educators who serve students with disabilities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
l. Provision of professional development to school staff on supporting students with disabilities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
m. Funding for special education and related services	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
n. Determining discipline policy or procedures	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

## F. SOCIAL-EMOTIONAL, BEHAVIORAL, AND MENTAL HEALTH SUPPORTS

*Questions in this section focus on the strategies adopted to manage behavioral issues and support the positive behavioral development and social-emotional skills of students with disabilities.*

IF A2 = 1, THEN ASK F1

**F1. Which of the following strategies, programs, or curricula does your school use to support the positive behavioral development, social-emotional skills, or mental health concerns of prekindergarten students with disabilities? (New)**

*Select all that apply*

- Early childhood mental health specialists to work with children needing individualized support..... 1
- Early warning indicator systems..... 2
- Trauma-informed curriculum..... 3
- Multi-Tiered System of Supports (MTSS)..... 4
- School-wide Positive Behavioral Intervention and Supports (PBIS)..... 5
- Applied behavior analysis (ABA), including pivotal response training (PRT) and discrete trials..... 6
- Functional behavior assessment (FBA) and Behavioral Intervention Plans (BIPS)..... 7
- Center on the Social and Emotional Foundations for Early Learning (CSEFEL) training modules ..... 8
- Pyramid Model for Supporting Social Emotional Competence..... 9
- Calm Classroom..... 10
- First Step to Success..... 11
- Incredible Years..... 12
- Lions Quest..... 13
- Mandt System..... 14
- Positive Action..... 15
- Promoting Alternative Thinking Strategies (PATHS)..... 16
- Second Step..... 17
- Tools of the Mind..... 18
- Nonviolent Crisis Intervention Training..... 19
- Other (*Please specify*)..... 20

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NO RESPONSE..... M

**F2. Which of the following strategies, programs, or curricula does your school use to support the positive behavioral development, social-emotional skills, or mental health concerns of students with disabilities? (New)**

Select all that apply

- Mental health specialists to work with children needing individualized support..... 1
- Early warning indicator systems..... 2
- Trauma-informed curriculum..... 3
- Multi-Tiered System of Supports (MTSS)..... 4
- School-wide Positive Behavioral Intervention and Supports..... 5
- Applied behavior analysis (ABA), including pivotal response training (PRT) and discrete trials..... 6
- Functional behavior assessment (FBA) and Behavioral Intervention Plans (BIPS)..... 7
- Center on the Social and Emotional Foundations for Early Learning (CSEFEL) training modules..... 8
- Pyramid Model for Supporting Social Emotional Competence..... 9
- Calm Classroom..... 10
- First Step to Success..... 11
- Incredible Years..... 12
- Lions Quest..... 13
- Mandt System..... 14
- Positive Action..... 15
- Promoting Alternative Thinking Strategies (PATHS)..... 16
- Second Step..... 17
- Tools of the Mind..... 18
- Nonviolent Crisis Intervention Training..... 19
- Other (*Please specify*)..... 20

---

NO RESPONSE..... M

**F3. Does your school collaborate with other agencies or entities to provide *mental health and/or social-emotional supports* for students with disabilities? (New)**

- Yes..... 1
- No..... 0

NO RESPONSE..... M

IF RESPONSE TO F3 = 1, THEN ASK F4
------------------------------------

**F4. Which agencies or entities has your school collaborated with to provide *direct mental health and/or social-emotional supports* for students with disabilities? (New)**

*Select all that apply*

- Behavioral/Mental health agency..... 1
- Court system..... 2
- Developmental disabilities agency..... 3
- Early Intervention Part C..... 4
- Head Start..... 5
- Health agency..... 6
- Local or state disability advocacy groups..... 7
- Private therapists or therapy organizations (e.g., trauma-informed therapists, applied behavior analysis providers)..... 8
- Social services..... 9
- Other (*Please specify*)..... 10

\_\_\_\_\_  
NO RESPONSE..... M

## G. STAFFING

*Questions in this section focus on challenges related to finding and retaining effective special education teachers and program personnel, professional development for general education teachers, and filled special education positions at your school.*

**G1.** During the 2019-2020 school year, did you have an *unfilled position* for a special education teacher or other specialized instructional support personnel (SISP)? (New)

*Select one per row*

	Yes	No
a. Special education teacher	1 <input type="radio"/>	0 <input type="radio"/>
b. Specialized instructional support personnel (SISP)	1 <input type="radio"/>	0 <input type="radio"/>
NO RESPONSE.....	M	

**G2. Please indicate the types of effective *special education personnel* that your school has experienced difficulty finding or retaining during the current (2019-2020) or preceding two school years (2017-2018 and 2018-2019). (Based on Q44, 2009 IDEA-NAIS State Part C Questionnaire; Options b, i, & j are NEW)**

Select all that apply per row

	Not applicable; the <i>district</i> is responsible for hiring and retaining this type of personnel	School had difficulty <i>finding</i> personnel	School had difficulty <i>retaining</i> personnel	School had <i>no issues</i> finding or retaining personnel
a. Audiologists	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
b. Behavioral analysts or experts	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
c. Nurses	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
d. Occupational therapists	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
e. Orientation/mobility specialists	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
f. Physical therapists	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
g. Psychologists	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
h. Service coordinators	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
i. Sign language interpreters	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
j. Speech/language pathologists	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
k. Social workers	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
l. Teacher aides, paraprofessionals, or personal care assistants	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
m. Transition specialists	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
n. Other ( <i>Please specify</i> )	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>

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IF A2 = 1, THEN ASK G2

**G3. Please indicate the types of effective *special education* personnel who work with *preschool-age children* that your school has experienced difficulty finding or retaining during the current (2019-2020) or preceding two school years (2017-2018 and 2018-2019). (Based on Q44, 2009 IDEA-NAIS State Part C Questionnaire; Option i is NEW)**

Select all that apply per row

	Not applicable; the <i>district</i> is responsible for hiring and retaining this type of personnel	School had difficulty <i>finding</i> personnel	School had difficulty <i>retaining</i> personnel	School had <i>no issues</i> finding or retaining personnel
a. Audiologists	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
b. Behavioral analysts or experts	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
c. Early childhood special educators	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
d. Nurses	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
e. Occupational therapists	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
f. Orientation/mobility specialists	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
g. Physical therapists	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
h. Psychologists	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
i. Service coordinators	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
j. Sign language interpreters	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
k. Speech/language pathologists	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
l. Social workers	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
m. Teacher aides, paraprofessionals, or personal care assistants	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
n. Transition specialists	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
o. Other ( <i>Please specify</i> )	N <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>

IF A2 = 11, 12, 13, OR 14, SHOW RESPONSE OPTIONS 1-15; IF NOT, SHOW RESPONSE OPTIONS 1-9 ONLY

**G4. During the current (2019-2020) or preceding two school years (2017-2018 and 2018-2019), please indicate the types of special education teachers for whom your school had *difficulty finding effective applicants*. (Based on 2009 IDEA-NAIS District Questionnaire, Q26; removed response options that are being asked in District survey)**

*Select all that apply*

**Special Education teachers who primarily serve students with:**

- Autism..... 1
  - Developmental delays..... 2
  - Emotional disturbance/behavior disorders..... 3
  - Intellectual disability..... 4
  - Learning disabilities..... 5
  - Sensory impairments (hearing/vision)..... 6
  - Other low-incidence disabilities (e.g., other health impairments, orthopedic impairments, or multiple disabilities)..... 7
  - Other (Please specify)..... 8
- 
- We had no difficulties filling these positions..... 9

**Secondary school special education teachers of:**

- English/language arts..... 10
  - Mathematics..... 11
  - Science..... 12
  - Social Studies (including history, civics, geography and economics..... 13
  - Other (Please specify)..... 14
- 
- We had no difficulties filling these positions..... 15
  - NO RESPONSE..... M

**G5. During the 2018-2019 school year, how many special education teachers served students with disabilities ages 3 through 21 at your school?**

*Please indicate the number in full-time equivalents (FTE).*

Ages 3-5	Ages 6-21
_	_

NO RESPONSE..... M

**G6. Following the 2018-2019 school year, how many special education teachers serving students with disabilities ages 3 through 21 left your school for any reason? (Based on Q31, 2009 IDEA-NAIS District)**

*Please indicate the number in full-time equivalents (FTE).*

Ages 3-5	Ages 6-21
_	_

NO RESPONSE..... M

**G7. How often does your school offer training *for general education teachers* that focuses on working with students with disabilities? (Item 5.1, EPSEP PreK district coordinator survey Items)**

*Select one only*

- At least once a month..... 1
- Once every two months..... 2
- Twice a year..... 3
- Once a year..... 4
- Less than every year..... 5
- Never..... 6
- NO RESPONSE..... M

IF RESPONSE TO G7 = 1-5, THEN ASK G8

**G8. What is the typical length of your school's training sessions for *general education teachers* that are focused on working with students with disabilities? (Item 5.2, EPSEP PreK district coordinator survey Items)**

*If the session lengths vary, please select the answer that is closest to the average length.*

*Select one only*

- Less than an hour.....1
- One hour.....2
- Two hours.....3
- Three to five hours.....4
- Six to eight hours.....5
- More than eight hours.....6
- NO RESPONSE.....M

IF RESPONSE TO G7 = 1-5, THEN ASK G9

**G9. During the 2018-19 school year (including summer 2018), which of the following topics were included in your school's training sessions for *general education teachers* focused on working with students with disabilities? (Item 5.3, EPSEP PreK district coordinator survey Items)**

*Select all that apply*

- Addressing the needs of students with a specific type of disability  
(Please specify disability type(s))..... 1

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- Implementing co-teaching models in the classroom.....2
- Delivering an intervention focused on language/literacy skills.....3
- Delivering an intervention focused on math/science skills.....4
- Delivering a curriculum or intervention focused on social-emotional/  
behavioral skills..... 5
- Effective implementation of behavioral support plans and high-quality  
Functional Behavioral Analysis (FBA).....6
- Effective implementation of assistive technology (AT).....7
- Following behavioral plans for students with disabilities.....8
- New policies/regulations/guidelines for serving students with disabilities.....9
- Provision of accommodations.....10
- Risk-factors or signs of disability.....11
- Use and benefits of Universal Design for Learning.....12
- Using assessments to inform instructional planning and data-based  
decision-making.....13
- Using evidence-based practices for serving students with  
disabilities.....14
- Other topics related to serving students with disabilities (Please  
specify).....15

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- NO RESPONSE..... M

## H. EVIDENCE FROM RESEARCH

Questions in this section focus on the use of evidence from research.

**H1. How often does your school draw on the following sources of information when selecting evidence-based special education policies and practices? (Based on Title 1/II Implementation Surveys)**

*Select one only per row*

	Never or Not Applicable	Rarely	Sometimes	Often	Don't know
a. Guidance or advice from the state education department or a technical assistance center funded by the state	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. A list of vendors approved by the state	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Information provided by the intervention's developer or vendor	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. Recommendations from colleagues in my own or other school districts	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. Information from a federally-funded technical assistance center	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
f. Information from a U.S. Department of Education Comprehensive Center	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
g. Information from a U.S. Department of Education Regional Educational Laboratory (REL)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
h. Information from the U.S. Department of Education's What Works Clearinghouse	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
i. Information from the district's research/evaluation office	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
j. Information from professional associations	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
k. Information from a college/university researcher	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
l. Information from a research journal	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
m. Social media (Twitter, Facebook, Pinterest, other)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
n. Other ( <i>Please specify</i> )	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

NO RESPONSE.....M

**H2. How does your school ensure that staff are using evidence-based practices (EBPs) in providing special education and related services? (New)**

*Select all that apply*

- Observations or videos of staff ..... 1
  - Parent reports..... 2
  - Review of IEPs..... 3
  - Review of written materials such as lesson plans..... 4
  - Help from outside consultants or coaches..... 5
  - Teacher self-assessments of use of EBPs..... 6
  - Other (Please specify)..... 7
- 
- NO RESPONSE..... M

**Thank you for taking the time to complete this survey.**

**If other staff provided answers to questions in this survey, please indicate their names and positions below, and the relevant survey sections.**

Name/Position/Sections \_\_\_\_\_

\_\_\_\_\_

Name/Position/Sections \_\_\_\_\_

\_\_\_\_\_

Name/Position/Sections \_\_\_\_\_

\_\_\_\_\_