

Oklahoma State Department of Education – Special Education Services
School Level Technical Assistance Survey

This survey was developed as a tool to be used by building administrators. It is intended to address basic special education standards that should be in place to provide a free and appropriate public education for students with disabilities.

This survey requires that the building administrator spend time observing in the classroom, talking to the special educator(s), regular educators, and other school staff. It is important to observe or inquire about ALL items. This survey is meant to establish a baseline for technical assistance needs.

Scoring Guide:

0 = Item is not yet present

1 = Item is in development

2 = Item is partially in place

3 = Item is in place

4 = Item is in place and partially supported by staff

5 = Item is fully in place and fully supported by staff

I. Philosophy

- We understand and adhere to the philosophy of least restrictive environment.
- In our building, the school district's philosophy regarding special education is understood and valued.
- A clear building vision exists for how special education collaborates with regular education.
- We understand that special education and related services are dependent upon individual student need.
- In our building, a language of "our students" and not "your students and my students" exists.

II. Special Education Law

We understand the following terms and their requirements:

- LRE (Least Restrictive Environment)
- FAPE (Free and Appropriate Public Education)
- IDEA '04 (Individuals with Disabilities Education Improvement Act)
- We understand the implications for not complying with district, state, and federal mandates.

III. School Level Procedures

Registration

- We know that no matter what the disability, we CANNOT turn a student away.
- Special education status of a student is verified at registration and a procedure is in place to acquire or request all records.
- Special education records are immediately available to special educators and related service providers (as appropriate).
- We've identified the special education students who are also English Language Learners (ELL).
- The master schedule is set prior to the beginning of the school year.

Discipline

- We understand that special education students must receive a FAPE throughout the disciplinary process.
- We use common language and expectations regarding student discipline.
- We know what a Manifestation Determination Review is.
- We are tracking the number of days each special education student is suspended.

Referral Process

- Teachers are aware of intervention strategies for at risk students.
- Staff are aware of referral procedures regardless of the requesting party.
- Data is reviewed prior to making decisions regarding intent to evaluate.

___ Decisions are made in a timely manner and parents are notified in writing of any decision made by the school.

IV. School Climate

Professional Relationships

- ___ Special educators are included in all building, district, and other professional development opportunities.
- ___ Opportunities for common planning time between regular educators and special educators are built into our master schedule.
- ___ Collaboration between regular educators and special educators in classrooms and professional learning communities is occurring.

Parent Involvement

- ___ Teachers communicate with parents on a regular basis.
- ___ Parent organizations are active, valued, and supported.
- ___ Parents have multiple ways of receiving and communicating information (including grades, events, notices, etc.)
- ___ Parents are invited to participate in and/or volunteer for school activities.
- ___ Parents are aware of the supplemental educational programs available to their students.
- ___ Parents are invited to participate in the special education statewide parent survey each year.

Community Supports

- ___ Teachers and staff are aware of community resources (wrap-around services) and assistance available to the students and families in the community served by the school.
- ___ Community leaders are appropriately involved in serving the mission of the school.

V. Early Childhood

Transition

- ___ We understand that children transitioning from SoonerStart must have an IEP in place by their third birthday.
- ___ We understand that we must meet the needs of 3 year olds in our district.

Pre-Kindergarten

- ___ Early Childhood Outcomes (ECOs) are completed in a timely manner for all students ages 3 to 6.
- ___ Preschoolers are served in the least restrictive environment (LRE).

VI. Intervention Process

Academic Interventions

- ___ Our school collects and analyzes academic screening data.
- ___ We have an evidence-based core curriculum in place for academics.
- ___ Academic interventions have been purchased or developed based on the identified needs of our school.
- ___ Progress monitoring of student outcomes occurs in all areas of academics.
- ___ Academic data are collected and are the primary source for decision making.

Behavioral Interventions

- ___ Our school collects and analyzes behavior data.
- ___ We have an evidence-based core curriculum in place for behavior.

- Behavior interventions have been purchased or developed based on the identified needs of our school.
- Progress monitoring of students behavioral outcomes occurs at the site.
- Behavior data are collected and are the primary source for decision making.

VII. Individualized Education Program (IEP)

Least Restrictive Environment

- Students receive instruction in a variety of settings.
- Students participate in the general education classroom to the greatest extent possible.

Participation in Assessments

- Students with disabilities participate in all state and district wide assessments, with accommodations as determined by the IEP.
- The Criteria Checklist is used for students who may be eligible to participate in the OAAP.

Goals/Progress

- Academic goals on the IEP are linked to grade level standards.
- Students' progress toward annual IEP goals is continuously monitored.

Accommodations

- Accommodations appropriately provide access to the general education curriculum.
- Students are provided the same type of accommodations on assessments as they are in instruction.

Related Services

- Services are provided as written in the IEP.
- Teachers collaborate with related services providers to ensure that progress is being made.

Secondary Transition

- Ninth grade special education students have a transition plan in place at the beginning of the year.
- Transition plans are based on age appropriate assessments and the interests of the students.

VIII. IEP Meetings

- It is clearly understood who must be in attendance at specific IEP meetings and that members are fully present for the duration of the IEP meeting.
- The IEP team is always willing to reschedule the IEP meeting if the date and time is not convenient for the parent.
- IEP meetings are interactive in which parent and student input are valued.
- Special educators gather input from teachers and related services providers prior to the development of the IEP.
- All components of the IEP are discussed at the IEP meeting.
- IEP teams are familiar with procedures for mediation, due process, and complaints.

IX. Curriculum and Instruction

- Special educators have equal access to and collaborate with general educators regarding curriculum.
- General educators review students IEPs to ensure that accommodations are being appropriately provided.
- Instruction for ALL students is based on age-appropriate, grade-level content and standards.
- An array of services, including assistive technology, is available for all special education students based on student needs.
- Teachers understand and implement the principles of Universal Design for Learning.
- Books and materials for students with disabilities are high interest, age-appropriate, accessible, and current.
- Special educators are given equal access to computers and other resources.
- Curriculum and instruction is designed to meet the cultural and linguistic needs of all students.

X. Graduation

___ Teachers and staff understand testing requirements and options (such as end of course projects) for students who have difficulty meeting those requirements.

___ Teachers and staff are knowledgeable about the courses required to graduate with a regular high school diploma.

___ Our school has developed a course or process for students to fulfill Personal Financial Literacy requirements.

XI. Comments

Based on this survey and other information available to you, please identify any relevant strengths or weaknesses present at your school:

Staff who assisted in the completion of this survey:

Name	Position