

Santa Clara County Office of Education  
SURVEY: Special Education Continuum of Services

The Santa Clara County Office of Education is working with the educational consulting firm, Total School Solutions, to identify the “Special Education Continuum of Services” provided throughout the county. This Survey is designed to gather your input as to the different factors that contribute to effective inclusionary practices available in schools and/or other instructional settings at the infant, preschool, elementary, middle, secondary, and post-secondary levels. We are interested in identifying different models or promising programs that can be duplicated or adapted based on the individual needs of each local educational agency in serving its students with disabilities.

In addition, focus group input sessions will be held in mid-January in which you are welcome to participate. Information on how to sign up for these sessions is provided at the end of this Survey. We truly appreciate your time commitment and candid feedback throughout the Survey. All responses will be kept confidential and only shared in a summary format.

**1. Please check your current position/role: (Select all that apply)**

- |   |  |
|---|--|
| <input type="checkbox"/> Administrator                          | <input type="checkbox"/> Special Education Instructional Assistant                             |
| <input type="checkbox"/> Non-Administrative Specialist          | <input type="checkbox"/> Parent, Foster Parent or Guardian of a Student with Disabilities      |
| <input type="checkbox"/> General Education Teacher              | <input type="checkbox"/> Community Member  |
| <input type="checkbox"/> Special Education Teacher              | <input type="checkbox"/> Agency Provider (e.g., Regional Center, Department of Rehabilitation) |
| <input type="checkbox"/> Itinerant Teacher                      | <input type="checkbox"/> Other Interested Party, please list:                                  |
| <input type="checkbox"/> Related Services Provider or Therapist | <div style="border: 1px solid black; height: 20px; width: 100%;"></div>                        |
| <input type="checkbox"/> Psychologist, Counselor, Behaviorist   |  |

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**2. Please check the grade span that you currently teach/support or that your child/children attend. (Select all that apply)**

- |  |  |
|--|--|
| <input type="checkbox"/> Early Start (birth up to age 3)               | <input type="checkbox"/> High School (typically grades 9 – 12) |
| <input type="checkbox"/> Primary (typically ages 3 – 5)                | <input type="checkbox"/> Post-Secondary                        |
| <input type="checkbox"/> Elementary (typically kindergarten – grade 5) | <input type="checkbox"/> Adult Education                       |
| <input type="checkbox"/> Middle Grades (typically grades 6 – 8)        | <input type="checkbox"/> Another Grade Span, please list:      |

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3. Please check the program(s) and/or service(s) that best describe your work or the program/service in which your child/children participates: (Select all that apply)

SCHOOL-BASED

- Centered-based Infant/Toddler
- Preschool
- Transitional Kindergarten/Kindergarten
- General Education Class
- Resource Specialist Program
- Special Day Class (mild, moderate, or severe) on regular campus
- Related Services (e.g., Speech Therapy)
- Behavioral, Counseling, or Psychological Services
- Itinerant Instruction
- County-operated Regional Program
- District-operated Regional Program
- State Special School
- Nonpublic School
- Charter School
- Nonpublic Agency Services on Campus

NOT SCHOOL-BASED

- Home-based Infant/Toddler
- Home-based Care for Preschool-Aged Children (Ages 3-5 Years)
- Learning Environments provided by a Community Agency
- Instruction in the Home, Hospital, or Other Institution
- Home-Schooling
- Behavioral or Counseling Services off Campus
- Nonpublic Agency Services off Campus
- Residential Care or Treatment Center
- Service Agency (e.g., Regional Center, Department of Rehabilitation)
- Independent Contracted Services

OTHER

- Not Applicable
- Another Program and/or Service, please list:

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Four sections have been identified for your input.

- |                                      |  |
|--------------------------------------|--|
| 1. Principles of Inclusive Practices | 3. Accountability for Results                |
| 2. Supports and Training             | 4. Collaboration Among Educators and Parents |

Several resources were used to formulate the questions in this survey. Where applicable, references for these resources are provided at the end of each section. Please note that the term “educational agency” that appears throughout this survey includes: county office of education; school district; charter school; nonpublic agency; or, other type of service/community agency.

**Section One: Principles of Inclusive Practices**

4. Does your educational agency foster a culture of collaboration between general education and special education?

- Yes       Partially       No       Don't Know       Not Applicable

If you wish, please further explain your response.

5. Which basic fundamentals or organizational structures are in place within your educational agency to support different inclusionary practices (as listed below) for students with disabilities?

5a. Students are educated in their neighborhood schools as much as possible.

- Yes       Partially       No       Don't Know       Not Applicable

5b. General education is the first consideration when instructional setting is discussed.

- Yes       Partially       No       Don't Know       Not Applicable

5c. The times for all students are the same: end and start of the school day; recess/lunch; and, other activities.

- Yes       Partially       No       Don't Know       Not Applicable

5d. Classrooms are welcoming and accessible (including any physical modifications and accommodations) to students with disabilities with regard to appearance, location, and function.

- Yes       Partially       No       Don't Know       Not Applicable

5e. Master scheduling decisions are based on the needs of individual students, not on such factors as: (a) the student's disability; (b) general education classroom restrictions (e.g., limited number of special education students that can be served in a regular class); and/or, (c) lack of specialized in-class supports.

- Yes       Partially       No       Don't Know       Not Applicable

5f. Caseloads or assignments for Special Day Class (SDC) teachers and/or Related Services specialists/therapists are manageable, allowing availability of time to provide support for their student in general education classes.

- Yes       Partially       No       Don't Know       Not Applicable

If you wish, please further explain your response.

**Section Two: Supports and Professional Development**

6. Does the educational agency have qualified special education teachers and para educators?

- Yes       Partially       No       Don't Know       Not Applicable

If you wish, please further explain your response.

7. Does the educational agency have a multi-tiered system of academic supports and behavioral interventions?

- Yes       Partially       No       Don't Know       Not Applicable

If you wish, please further explain your response.

8. Are appropriate space, materials, supplies, and assistive technology provided to students with disabilities in order to access the core curriculum?

- Yes       Partially       No       Don't Know       Not Applicable

If you wish, please further explain your response.

9. Do general education teachers receive essential IEP information for students enrolled in their classes (e.g., present levels of academic achievement/functional performance, required services, and specific factors such as accommodations, modifications, required devices, materials, special assistance)?

Yes       Partially       No       Don't Know       Not Applicable

If you wish, please further explain your response.

10. Are any of the following professional development opportunities provided for administrators, teachers, and/or specialists?

- Research-based strategies and practices to meet students' unique needs to access the general education curriculum.
- Classroom accommodations, modifications, and adaptations (including grading options).
- Collaboration, Co-teaching, Differentiated Instruction, and Universal Design for Learning.
- Positive Behavioral Interventions and Management.
- How to develop and revise goals and objectives that are aligned with state academic grade-level content standards based on review of student achievement outcomes.
- Strategies for building and sustaining effective and positive partnerships with parents including skills in IEP development and decision making, problem solving, collaboration, alternative dispute resolution, understanding community resources, and the variety of support and services for students with disabilities and their families. (Source: Adapted from the *Inventory of Services and Supports (ISS) for Students with Disabilities*, California Department of Education, Special Education Division, October 2009)
- Don't Know

If you wish, please list other provided professional development opportunities.

**Section Three: Accountability for Results**

11. Do students with disabilities have access to grade level instruction in all core subject areas within the general education setting with appropriate supports and accommodations, based on student assessed need?

- Yes       Partially       No       Don't Know       Not Applicable

If you wish, please further explain your response.

12. Are IEP goals and objectives measurable and standards-aligned in the corresponding core subject grade level areas based on student assessed need?

- Yes       Partially       No       Don't Know       Not Applicable

If you wish, please further explain your response.

13. Do the benchmark assessments include students with disabilities? Are the results of these assessments used to inform participation in and exit from appropriate interventions?

- Yes       Partially       No       Don't Know       Not Applicable

If you wish, please further explain your response.

14. Do general and special education administrators support school site principals to ensure that students with moderate to severe disabilities are provided core curriculum materials, research/evidence-based instructional strategies, and alternate assessment practices?

- Yes       Partially       No       Don't Know       Not Applicable

If you wish, please further explain your response.

(Source: Adapted from the *Inventory of Services and Supports (ISS) for Students with Disabilities*, California Department of Education, Special Education Division, October 2009)

#### **Section Four: Collaboration Among Educators and Parents**

***For parents and community members, skip “Part I: Collaboration Among Educators” and move forward to “Part II: Parent and Community Involvement.”***

#### **Part I: Collaboration Among Educators**

15. Are special education teachers members of grade-level or subject-area teams, rather than members of separate departments?

- Yes       Partially       No       Don't Know       Not Applicable

If you wish, please further explain your response.

16. Do general and special education teachers regularly plan together and are norms for the use of this valuable time established and protected?

- Yes       Partially       No       Don't Know       Not Applicable

If you wish, please further explain your response.

17. Are the various roles and responsibilities of collaborative teachers (e.g., grading, conferencing with parents, lesson planning, student discipline) discussed prior to the start of the school year or semester and are equally and fairly assigned?

- Yes       Partially       No       Don't Know       Not Applicable

If you wish, please further explain your response.

18. Does the principal meet with all teaching partners on a regular basis to review the success of the partnerships and identify issues or concerns to be addressed?

- Yes       Partially       No       Don't Know       Not Applicable

If you wish, please further explain your response.

19. Is formal training in collaborative planning and service delivery provided for all teaching partners who engage in teaming, including but not limited to speech/language pathologists, related service personnel, literacy coaches, etc.?

- Yes       Partially       No       Don't Know       Not Applicable

If you wish, please further explain your response.

(Source: Adapted from the *Quality Standards for Inclusive Schools Self-Assessment Instrument*, Stetson & Associates, Inc. 2017)

## Part II: Parent and Community Involvement

For educators who are not a parent of a child with a disability, please skip this section and go directly to the “In Closing” section at the end of this Survey.

20. Do parents of students with disabilities feel that they are welcomed and valued partners in the educational process?

- Yes       Partially       No       Don't Know       Not Applicable

If you wish, please further explain your response.

(Source: Adapted from the *Quality Standards for Inclusive Schools Self-Assessment Instrument*, Stetson & Associates, Inc. 2017)

21. Do parents of students with disabilities receive the same opportunities as all parents to provide and receive information regarding general and special education services?

- Yes       Partially       No       Don't Know       Not Applicable

If you wish, please further explain your response. If you have multiple children in different districts or school sites, please clarify.

(Source: Adapted from the California Department of Education, *Inventory of Services and Supports (ISS) for Students with Disabilities*, October 2009)

22. Do parents of students with disabilities receive information and/or training regarding the IEP development process and how they can effectively participate in an IEP team meeting?

- Yes       Partially       No       Don't Know       Not Applicable

If you wish, please further explain your response.

23. Do parents receive information and/or training regarding inclusive practices, quality standards for serving students with special needs, and the positive impacts for all students?

- Yes       Partially       No       Don't Know       Not Applicable

If you wish, please further explain your response.

24. Do parents receive information and/or training regarding options to resolve any disagreements about a student's IEP and are encouraged to do so through discussion with school staff before pursuing more formal, higher level forms of conflict resolution?

- Yes       Partially       No       Don't Know       Not Applicable

If you wish, please further explain your response.

(Source for Questions 3-4: Adapted from the *Assessment of School Practices Related to Inclusive Education*, Stetson and Associates, Inc., Version 10.22.18)

## IN CLOSING

As part of this project, a Task Force, comprised of educators, parents, and community representatives across Santa Clara County was established to review the Survey results and identify exemplary practices and strategies that could be replicated across the County. Additionally, input from this Survey will be used during mid-January input sessions for open-ended discussions regarding student inclusionary practices.

We will also distribute informational flyers regarding the survey and the input sessions through school districts' special education departments, Parents Helping Parents, First Five, San Andreas Regional Center, programs associated with homeschooling, Santa Clara

County charter schools, and charter schools located in Santa Clara County but are members of other SELPAs located in El Dorado and Napa counties.

25. Would you like to participate in a January input session?

Yes → If yes, please provide your Contact Information. An SCCOE representative will contact you to schedule your input session.

No

### Contact Information

26. Please provide your contact information.

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

Email Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

27. Will you require an interpreter at you input session?

Yes

No

**Thank you for taking the time to complete this survey. Your feedback is greatly appreciated. If you have questions related to this survey or seek any additional information please contact Anna Marie Villalobos at [AnnaMarie\\_Villalobos@sccoe.org](mailto:AnnaMarie_Villalobos@sccoe.org).**