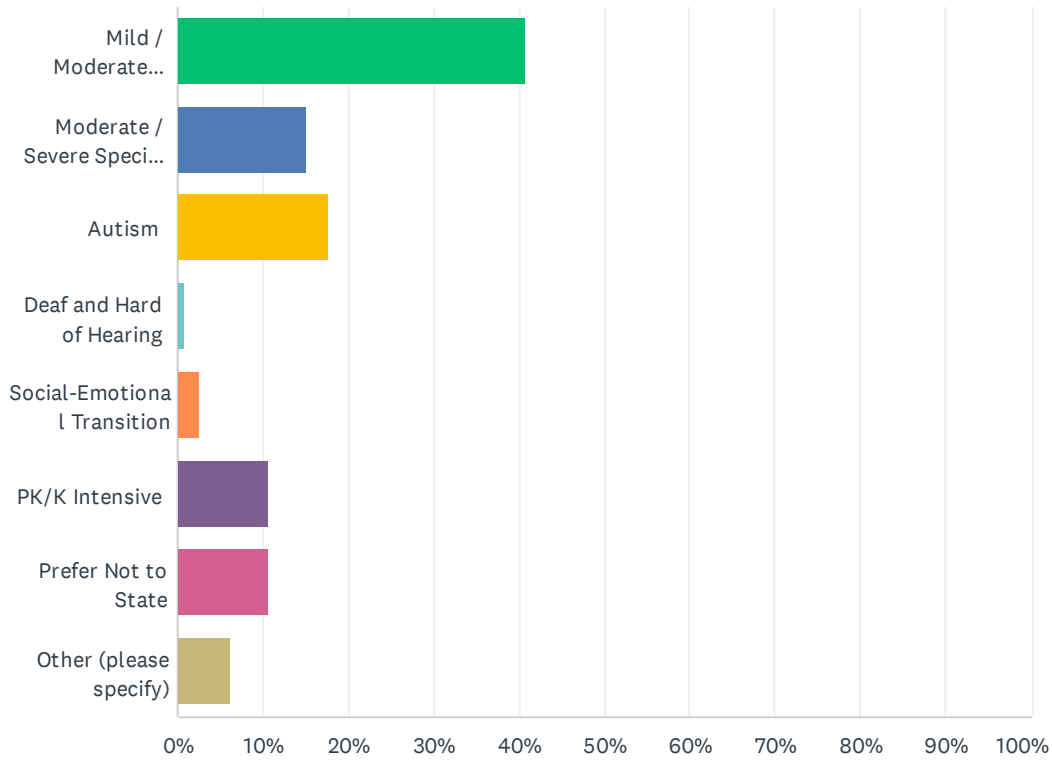


# Q1 Assignment

Answered: 113 Skipped: 0



ANSWER CHOICES	RESPONSES	
Mild / Moderate Special Education	40.71%	46
Moderate / Severe Special Education	15.04%	17
Autism	17.70%	20
Deaf and Hard of Hearing	0.88%	1
Social-Emotional Transition	2.65%	3
PK/K Intensive	10.62%	12
Prefer Not to State	10.62%	12
Other (please specify)	6.19%	7
Total Respondents: 113		

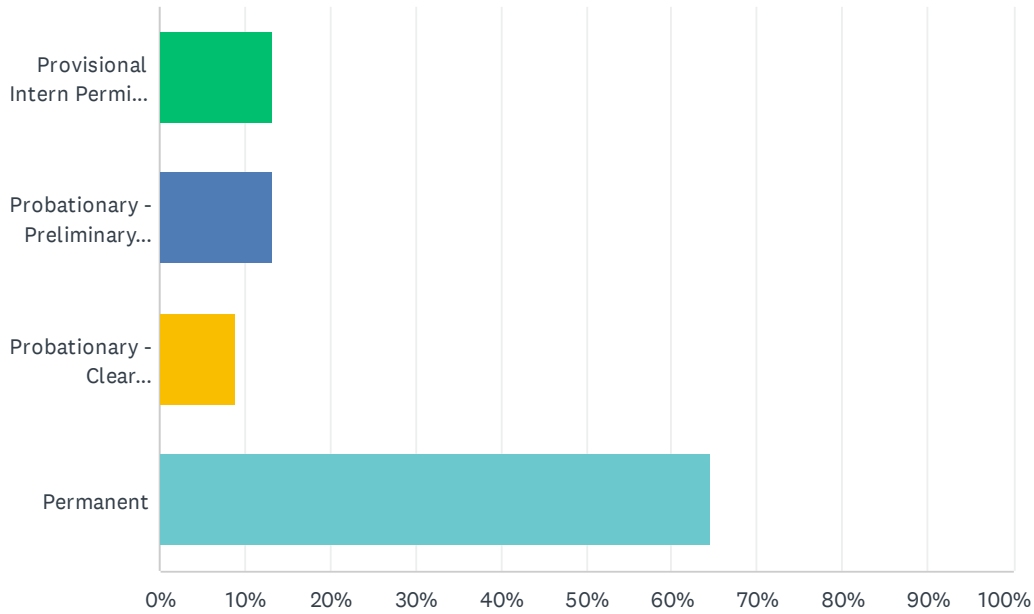
#	OTHER (PLEASE SPECIFY)	DATE
1	Speech Pathologist	
2	Search and Serve, Infant Development	
3	RJCC Children's Center Assessment	
4	SLP	

2023-2024 BETA Special Education Administration/Site Climate Survey

5	speech
6	Speech Pathology (Pre-K - 5th) Mild, moderate, severe, autism
7	Search and serve

## Q2 Experience

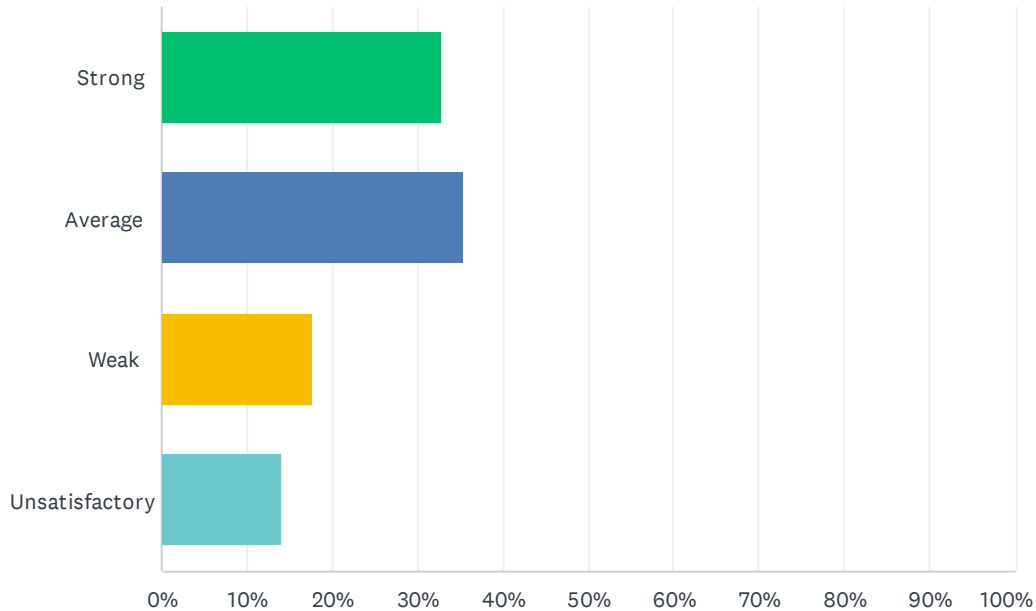
Answered: 113 Skipped: 0



ANSWER CHOICES	RESPONSES	
Provisional Intern Permit, Short Term Staffing Permit, or Intern	13.27%	15
Probationary - Preliminary Credential	13.27%	15
Probationary - Clear Credential	8.85%	10
Permanent	64.60%	73
<b>TOTAL</b>		<b>113</b>

### Q3 The Special Education Department is assisting you with your questions, problems, and concerns.

Answered: 113 Skipped: 0



ANSWER CHOICES	RESPONSES
Strong	32.74% 37
Average	35.40% 40
Weak	17.70% 20
Unsatisfactory	14.16% 16
<b>TOTAL</b>	<b>113</b>

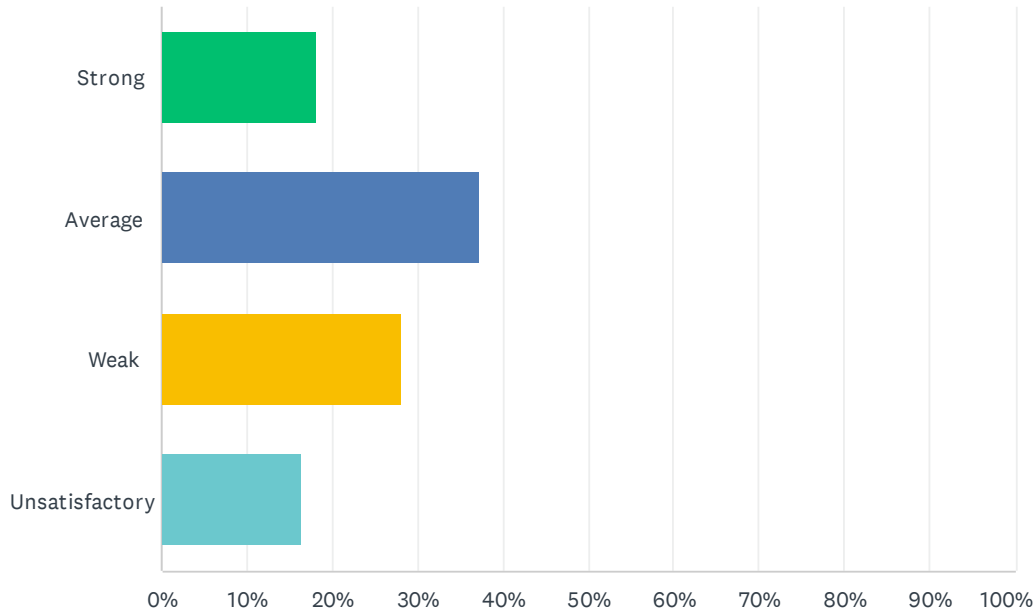
#	OTHER (PLEASE SPECIFY)	DATE
1	The special education department needs to work on their planning and communication. For example, the ProAct training link was sent out in the TAB for 2/1/24. However, I could not even have the option to go because I already have an IEP scheduled for the week that it occurs. They consistently provide too little notice for trainings. When I have emailed the special education department, I have received no reply at all (not even a "received"). Our site has experienced long delays or no responses when asking questions, even time sensitive ones.	
2	Tracy Holdcraft does not answer my emails or phone calls. Emails have been sent emails with no response. It may be because Tracy has never taught, but she fails to deliver even basic support to SPED teachers.	
3	There is almost no communication until the very last minute, and even when there is communication, it varies from person to person.	
4	Lack of communication, we have to hunt down information with lots of emails instead of having it available to us	
5	questions have to be emailed to special ed for resolutions, sometimes need to have an quick	

## 2023-2024 BETA Special Education Administration/Site Climate Survey

	answer because parents are asking.	
6	There have been lots of site issues shared with the department that go unaddressed. I have only seen someone on campus 3 times	
7	The administration has been unsatisfactory in provides the necessary tools/curriculum to "make up the gaps" that they are requesting.	
8	Response to emails/questions is SLOW or not at all.	
9	Sometimes they are slow to respond. Sometimes they don't respond at all.	
10	Emails are not answered in a timely manner	
11	Students were put in general ed class without my knowledge. Parent and teacher made the decision.	
12	The doors are always open!. For example, our coordinator not only assists us with questions, problems, and concerns, but values our input as well.	
13	Can be hard to get ahold of at times.	

## Q4 Special Education class size is balanced within each program to ensure student safety and individualized instruction.

Answered: 110 Skipped: 3



ANSWER CHOICES	RESPONSES	
Strong	18.18%	20
Average	37.27%	41
Weak	28.18%	31
Unsatisfactory	16.36%	18
<b>TOTAL</b>		<b>110</b>

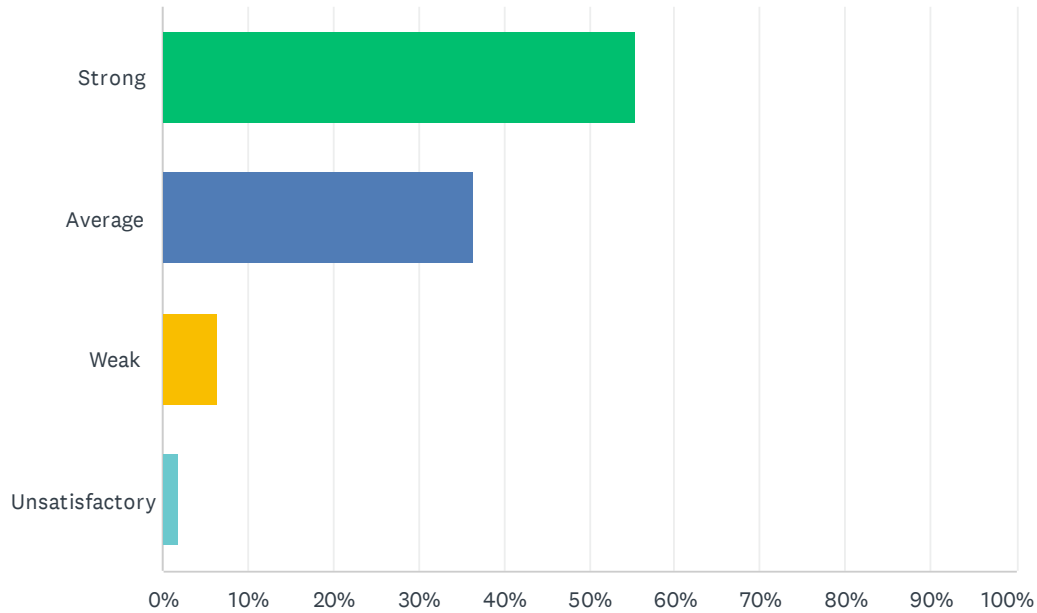
#	OTHER (PLEASE SPECIFY)	DATE
1	Class size is absolutely a nightmare. SDC classes were 2 students short of the number of students in a push-in general education class, with more slated to enter. A special education class should *never* have a similar number of students as a general education class. It is no longer a special education class and students are no longer receiving the attention they deserve. How can 20 special ed students receive the specialized academic instruction they deserve with so many others with high needs in the room? We also have way too many students in SDC. We have about 10 students in inclusion to the 20 in SDC. That number is backwards. We should have way more in inclusion. It screams to me that we are not giving them their least restrictive environment. The inclusion classes are well balanced, but SDC is way too crowded, especially considering that Kern High uses inclusion. We need to be moving in that direction and using inclusion more.	
2	The Pre-K/K Intensive class sizes need to be smaller and there needs to be a CAP on the number of students in a class. The CAP should be no more than 10, to ensure safety and ensure we can fully support all of the students and work with them to the fullest on the goals.	
3	There is almost zero focus on inclusion throughout this district. Way too many students removed from the general education classroom.	

## 2023-2024 BETA Special Education Administration/Site Climate Survey

4	classrooms at 13 students are a bit too much.
5	I am not really sure of all other class numbers however I do have concerns with the number of students in our prk/k classes. 12 plus students is very difficult at this grade level and I know many classes are over that.
6	Having to share a classroom (2 teachers, 3 paras), is not to the student's best interest when we each have 22 students on our caseload.
7	to have a change of placement takes time and not enough aides to help especially in the autism program.
8	There are students placed in classes because there's nowhere else to put them. Also, some of the class sizes were very big to be a special ed class (23 students before) with only 1 aide.
9	There are too many special education students enrolled in an an inclusion classroom at one time. Our aides should be made available to us so small groups would be more effective
10	Mod/severe class size on my campus is almost double what it was last year with numerous students with high behavior needs. PreK classes have exploded in the past 2 months with new 3 yo students (non-verbal) mixed with students who are moving into kinder next year...doesn't make sense
11	Some are appropriate size while others are crowded.
12	Many of the pre k classes are impacted with a wide range of skill and ages.
13	Sped students are not ready for general ed class.
14	Though it can't be helped due to school boundaries, some class sizes are more populated than others. Fortunately, those classes have been adequately staffed
15	With the way transportation is set up, my class has averaged about 4 students this year compared to other SET classes that have been impacted with 10 students
16	Yes, the program I am in now is balanced. The Autism program was not balanced with Student/staff ratio.
17	The prek/k intensive classrooms are highly impacted, making it hard to reach all the various and diverse needs/abilities of our young students, especially since combining SH, Autism, and speech students into the same classroom environment. These students are learning foundational skills related to the development academics, social-emotional, communication, and life skills. We have the youngest students with the most needs and considerably the hardest age group of students to teach due to the lack of these foundations. Smaller class sizes would make a better overall experience for our students, staff, and their families. It would be beneficial to cap our class sizes at 10 students or provide a reasonable student to staff ratio. The amount of learning that could occur with a smaller class size or ratio is bountiful; we'd see even more success.
18	Our numbers are getting larger and larger each year.
19	Students and staff are not safe with the amount of students in the alternate curriculum autism classes who have extremely aggressive behaviors and not enough support. Several students need 1-1 support and there is not enough help.

### Q5 Special education teachers have opportunities to participate in school-based, content-area staff development.

Answered: 110 Skipped: 3

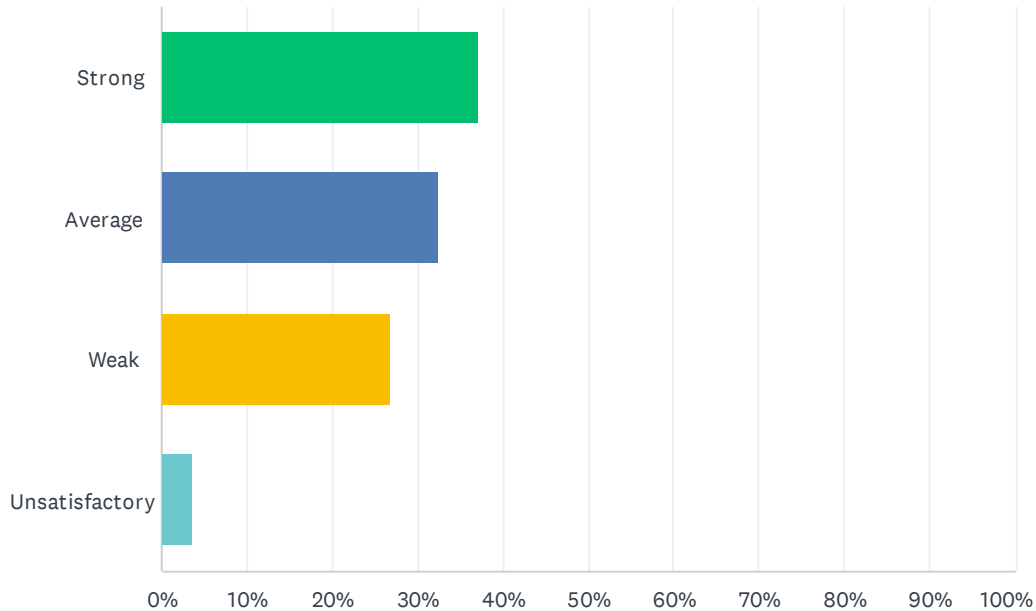


ANSWER CHOICES	RESPONSES	
Strong	55.45%	61
Average	36.36%	40
Weak	6.36%	7
Unsatisfactory	1.82%	2
<b>TOTAL</b>		<b>110</b>



## Q6 Special education teachers have access to ALL instructional resources provided to general education teachers.

Answered: 108 Skipped: 5



ANSWER CHOICES	RESPONSES
Strong	37.04% 40
Average	32.41% 35
Weak	26.85% 29
Unsatisfactory	3.70% 4
<b>TOTAL</b>	<b>108</b>

#	OTHER (PLEASE SPECIFY)	DATE
1	If general education teachers get materials, I have never gotten what they ordered. TK and K get money to purchase materials and SPED never gets money to purchase materials for our classrooms.	
2	There are instructional resources that District or Campuses are leaving Special Education teachers out of such as Twig, etc.	
3	we STILL don't have Benchmark resources - only the TEs	
4	No, not always.	
5	We still do not have bench mark leveled resources. SPED gave us TEs but none of the readers, print outs to help us with the actual teaching. We still do not have Just Write Readers for our students that are taking SBAC. ridiculous - so many years we have been waiting for resources.	
6	yes however I need to find resources for students who are not at grade level, very low.	
7	There is an abundant amount of resources but if working with general education push in, I have	

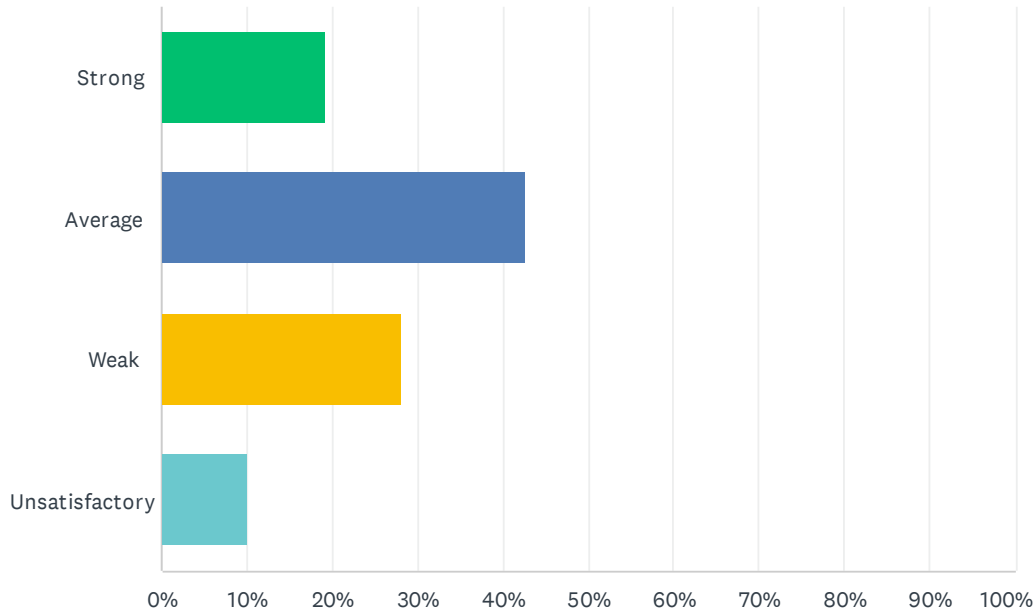
## 2023-2024 BETA Special Education Administration/Site Climate Survey

to ask the teacher for access to what they are using in their classroom.

8	Haven't seen any curriculum provided to the mod/severe teacher on my campus for 2 years. Have asked them if they have access to a couple known programs, but they have not.
9	Special education classes should be provided more appropriate and engaging resources for the students.
10	Unknown
11	What once once was a weakness (years ago), has now become a strength!
12	I have to beg to get curriculum that I have to teach.
13	Who cares??? I can't use it!

## Q7 Special Education classrooms are adequately staffed with support staff (aides).

Answered: 110 Skipped: 3



ANSWER CHOICES	RESPONSES
Strong	19.09% 21
Average	42.73% 47
Weak	28.18% 31
Unsatisfactory	10.00% 11
<b>TOTAL</b>	<b>110</b>

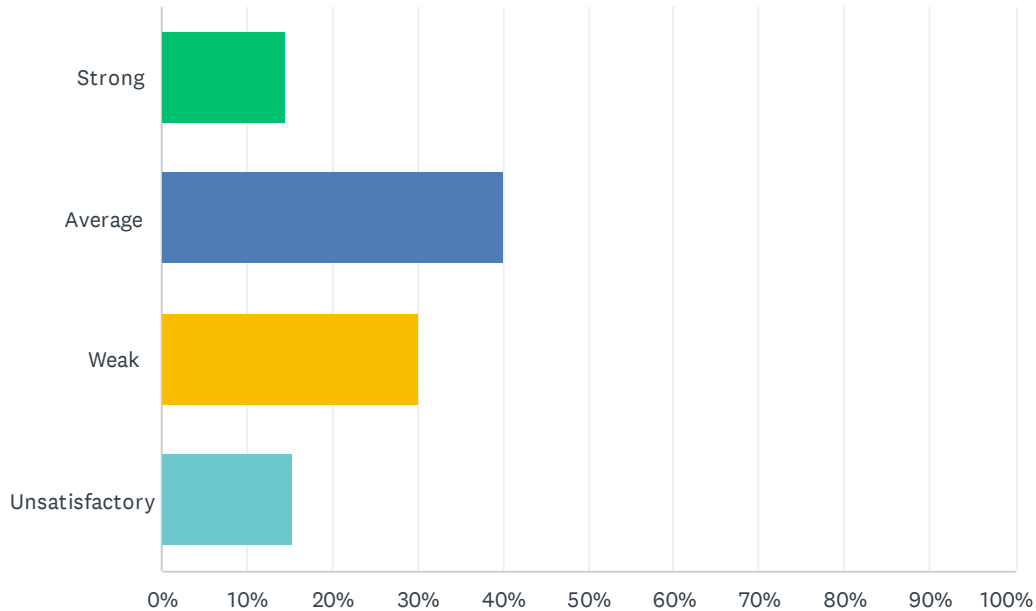
#	OTHER (PLEASE SPECIFY)	DATE
1	There is a higher staff to student ratios in other districts.	
2	I am extremely disappointed with the staffing at my site. We are short-staffed with special education teachers. Our caseloads are huge.	
3	This has been a great year of classrooms being adequately staffed with 3 Para's.	
4	This depends on the class. My class is fully staff but I know of others who are not and very rarely get subs. When my aides are out we do not have enough staff.	
5	Several of my colleagues are still short staffed with aides. Makes our job so much harder.	
6	not enough aides in the autism especially when you have over 16 students in class.	
7	The aides at my school are rarely there and we're always shorthanded. They haven't hired a permanent aide for the spot that is missing and the other aide gets pulled to other locations when she does show up. We are always short-staffed no matter what.	
8	Inclusion teachers should have aides in the classroom. They should not be pulled to do	

## 2023-2024 BETA Special Education Administration/Site Climate Survey

	intervention for general education students with the intervention teacher	
9	Many vacancies for teachers and paras.	
10	There are posted positions to meet the need but sometimes the positions aren't filled which results in understaffing	
11	need more paraprofessional not being disbursed equally/ based on need. One class has 3 aides 5 students who have moderate behaviors/ no severe. 3 other classes with more behaviors have 2 aides and severe behaviors	
12	Unkown	
13	What once was a weakness (last year), has become a strength!	
14	The maxim contract has helped with staffing concerns; however, we should be able to switch out maxim aides who are not a good fit for our classroom environments.	
15	I have to beg & plead	
16	Class is fully staffed but it's not enough for classes that have 6-10 students eloping or being combative all day long.	

## Q8 Special Education support staff (aides) are properly trained and effective assistants.

Answered: 110 Skipped: 3



ANSWER CHOICES	RESPONSES	
Strong	14.55%	16
Average	40.00%	44
Weak	30.00%	33
Unsatisfactory	15.45%	17
<b>TOTAL</b>		<b>110</b>

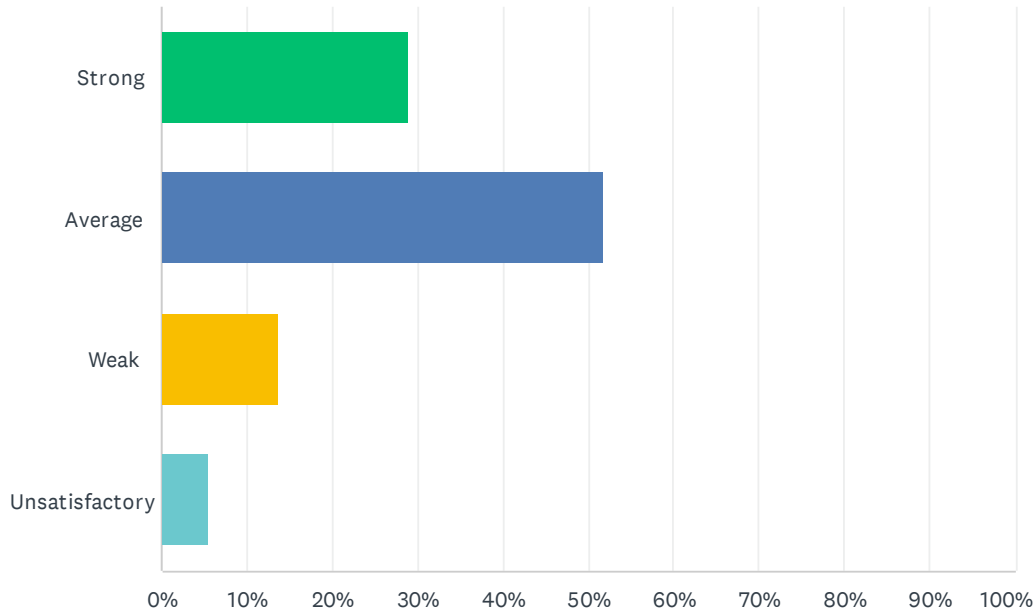
#	OTHER (PLEASE SPECIFY)	DATE
1	I wish our bilingual paraprofessionals had more training in IEP academic language. I think paraprofessionals need ongoing training.	4/11/2024 3:03 PM
2	We can do more trainings for All Para's. Training on behavior (hands on), small group instruction, supporting the classroom teacher, etc.	3/20/2024 2:22 PM
3	Trained by sped teachers yes	2/13/2024 9:53 PM
4	Paras have expressed that they would like opportunities to learn new techniques to support our students. Temporary aides (those hired through the temp agency) do not receive proper training and are unaware of their what their responsibilities entail. This requires the teacher to train these temporary aides.	2/13/2024 9:36 PM
5	No, not all aides are properly trained, they should be trained in all areas. We don't have time to thoroughly train them. Some of them are late everyday and nothing is done to change this behavior. Some aides are absent a lot, regardless of the attendance stipend. They can still miss 20 days a year and get an extra \$3000 dollars. The stipend is not working maybe reduce the amount of days they can be out, for example 1x a month.	2/9/2024 3:06 PM

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7	would like to have more time with aides to work common core concepts that need to be address for students success, there is no pre time to work with them.
8	Haven't had a permanent one stay long enough to know. The aide that does show up is always pulled for other classes. There is always just two of us in special ed covering all the minutes and in addition covering other positions outside of the special education teacher description.
9	Our aides are not effective at all. They are unable to do or appear to learn junior high standards. It is literally like having another special education student in the class. All of them should be sent to an elementary school. They make no attempt to help with classroom management. They can't even have the students line up at the classroom door or tell them to sit in their assigned seats. My aide is excellent at passing out supplies and cleaning the room.
10	No CPI training has been provided to aides before entering classrooms. This is very concerning with the behaviors of some of our students
11	Teachers have been begging Special Education Administration to have our Paraprofessionals Pro-Act trained for over a year and just now are offering training.
12	The amount of support staff for over 200 teachers and double the amount of para's. Teams have to pick and choose who they support. The inability to train teachers during the work day in groups makes it difficult.
13	More training is needed
14	Unknown
15	Time and time again, SH support staff have answered the call and have helped shoulder the load. Commendable job!
16	I can only speak about my own aide. She is fabulous.
17	Personally, I train staff within my own classroom to ensure student safety and successes.
18	My aides are trained by ME..& their past experiences

## Q9 Special education teachers are adequately trained in the administration of state assessments and District IEP's.

Answered: 110 Skipped: 3



ANSWER CHOICES	RESPONSES	
Strong	29.09%	32
Average	51.82%	57
Weak	13.64%	15
Unsatisfactory	5.45%	6
<b>TOTAL</b>		<b>110</b>

#	OTHER (PLEASE SPECIFY)	DATE
1	Even after teaching for many years I have not been properly trained to deal with IEPs. BCSD must do a better job at training SPED teachers how to write, use, and implement IEPs.	
2	The new teacher training for special ed is seriously lacking. For anyone new, they would need an entire walkthrough done by someone else due to how badly special ed botched that training. There's also no cohesiveness within the district. For example, progress reports are handled differently per school site.	
3	I've written countless IEP's, so that isn't a problem for me personally, but if I'd been brand new, I'd likely be lost. Almost no directives given.	
4	We can do more trainings for all teachers, to all be on the same understanding of updated protocols and correct administration of IEP's.	
5	New teachers have told me iep training is not very effective. The sped department depends on mentors to train new teacher for iep's. State assessments are trained through computer modules and are adequate.	
6	Our coaches and specialists help us with these.	

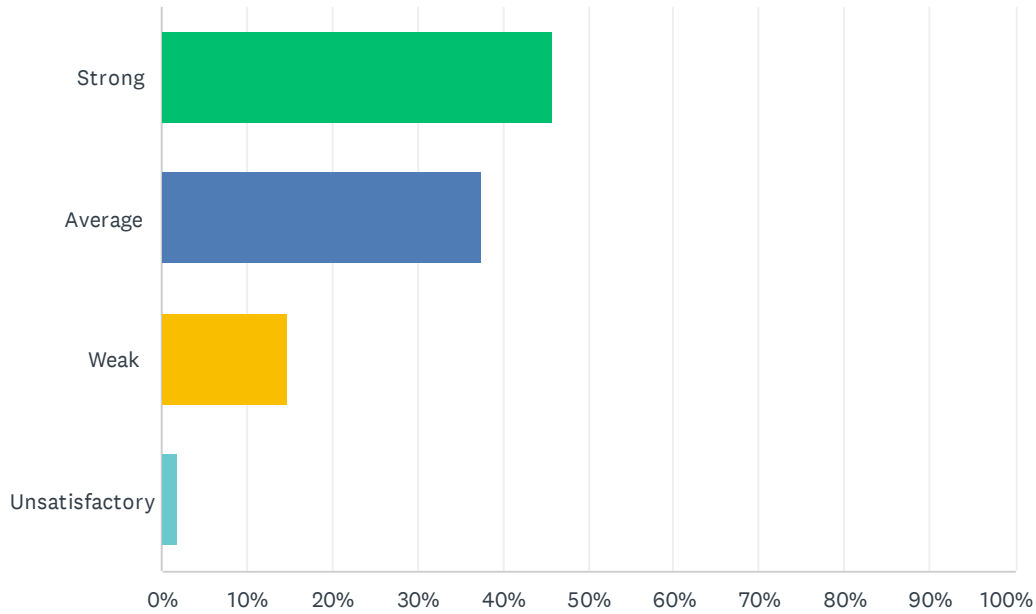
## 2023-2024 BETA Special Education Administration/Site Climate Survey

7	we get training for the state assessments however not enough time to do moodle nor extra pay, nor extra pay for IEP's that go over contract time.	
8	Things are always changing and is hard to keep up at times.	
9	We are trained by our school site. I have never had someone from special ed train us on how to administer assessments other than the KTEA	
10	We used to get an IEP guideline booklet. They have not provided that in years and they change the IEP pages without letting us know or how to fill out certain parts.	
11	Those that choose to come. Again time to train.	
12	Unknown	



## Q10 Site Administration is accessible to discuss special education issues.

Answered: 109 Skipped: 4



ANSWER CHOICES	RESPONSES	
Strong	45.87%	50
Average	37.61%	41
Weak	14.68%	16
Unsatisfactory	1.83%	2
<b>TOTAL</b>		<b>109</b>

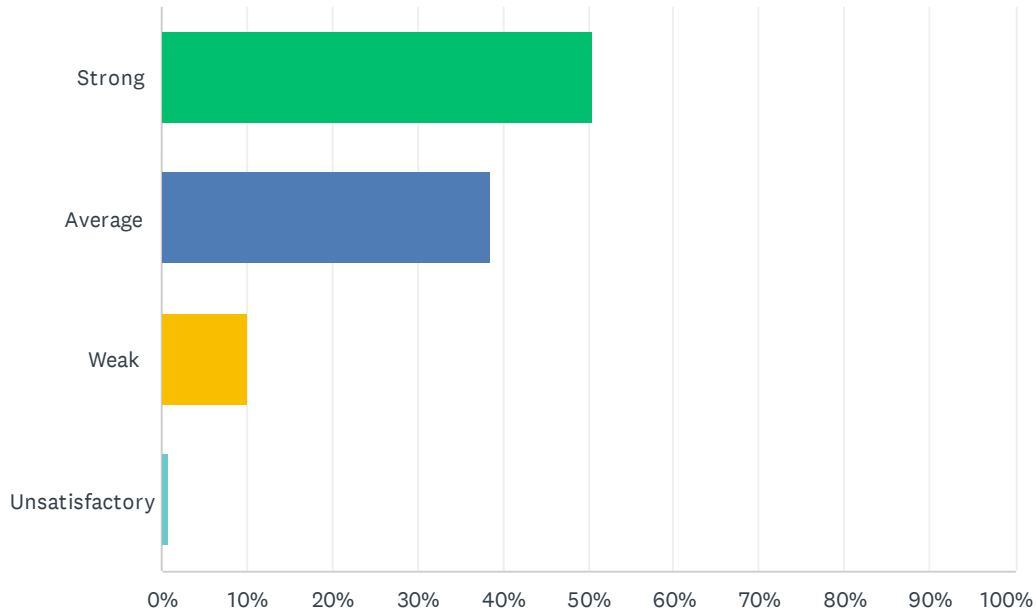
#	OTHER (PLEASE SPECIFY)	DATE
1	I am very disappointed in my site administration as it seems only parent complaints get attention and action; teacher concerns are considered whining.	
2	My site administrators need some training, they sometimes do things that they're not supposed to do. One of them is not that familiar, the other one is more accessible.	
3	Principal and vice principal are easy to talk too	
4	Principal's door is almost always closed. Special ed is never on the agenda. We have to be very persistent to get a meeting with administration and then nothing changes as a result of the meeting. We get told that our issues will be handled but it doesn't happen. I feel like the special ed team on campus is being treated as not equal to general ed teachers and definitely not with the same respect.	
5	Staff makes themselves available however many of the issues are not resolved. Messages are different depending on who you ask.	
6	no support from psych intern completing all observations and sitting in meeting as school psychologist	
7	Unknown	

8      Though it would be rather crass (like quite a few teachers who have completed these surveys in the past) to name the school and the admin, personal opinions can be give. For example, concerning schools that we are supporting, or have been on site for a change of placement, I'd say 55% are accessible and open, 27% are neutral (benign neglect), and 17% would like for special education issues to go away.

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## Q11 Site Administration promotes equal opportunities for all students to learn.

Answered: 109 Skipped: 4



ANSWER CHOICES	RESPONSES	
Strong	50.46%	55
Average	38.53%	42
Weak	10.09%	11
Unsatisfactory	0.92%	1
TOTAL		109

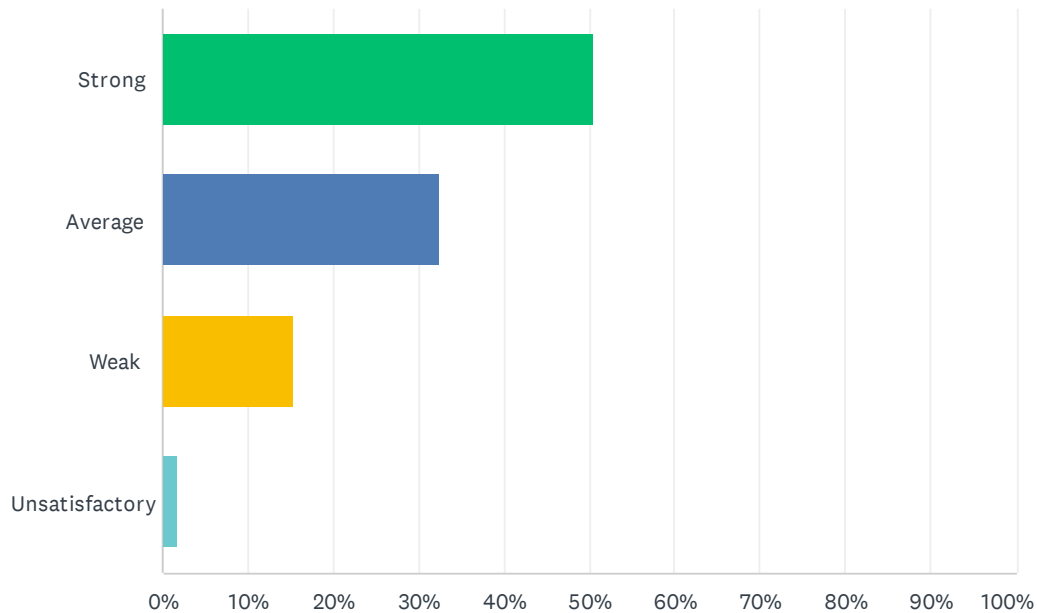
#	OTHER (PLEASE SPECIFY)	DATE
1	My students were not learning as much as they could when my class was so large. I do not feel supported by my site administration. Behaviors, which come with SPED, are ignored. My discipline referrals are ignored with no follow-up. I receive no communication from my site administration about students with behaviors.	
2	Again, there isn't enough inclusion, and so m/m teachers are having to teach SDC for services that could and should legally be provided in the general education classroom. That said, it seems to be a districtwide issue not a site-specific one.	
3	yes my students are being transiting into general ed classes.	
4	Not all schools have the same classes available or equal opportunities for all students to learn.	
5	I don't believe LRE is being followed on this campus. I think pull out is being used for behavioral reasons and not based on ability of student. I think it stems from general education teachers not wanting special education students in the classroom. The general education teachers do not listen to the special education teachers when it comes to grading and accommodations and the administrator doesn't support special education teachers.	

## 2023-2024 BETA Special Education Administration/Site Climate Survey

6	Scheduling and the electives available for students with an IEP.
7	Unknown
8	It is hard to mainstream students into a general education class for a duration of time due to site admin restrictions (ex. not enough staff/support, stating that our class is not structured like a gen Ed class so the student isn't ready, stating too many mainstreamed students creates a problem for the general Ed teacher). We receive a lot of push back from administrators who lack the knowledge of special education and the benefits of providing the least restrictive environment for our students. Our students deserve more.
9	SPED gets forgotten a lot.

## Q12 Site administration is sensitive to the needs of students, staff, and the community.

Answered: 111 Skipped: 2

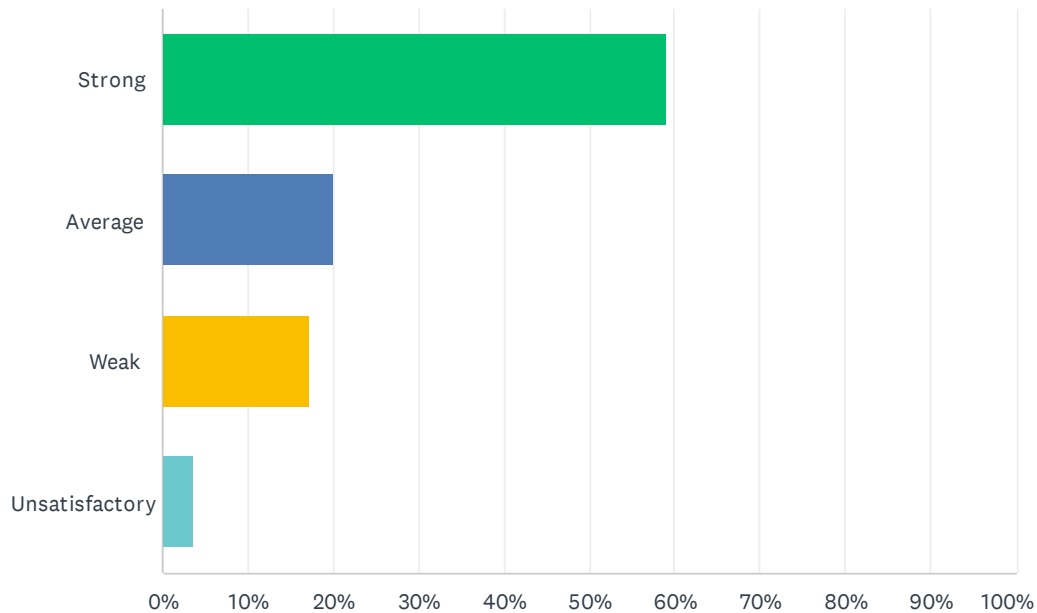


ANSWER CHOICES	RESPONSES	
Strong	50.45%	56
Average	32.43%	36
Weak	15.32%	17
Unsatisfactory	1.80%	2
TOTAL		111

#	COMMENTS:	DATE
1	I am torn between weak and unsatisfactory. I am truly unhappy with the (lack of) communication regarding special education students at my site. It seems as if the kids who trample the rights of others get the most privilege, while those who want to learn are held hostage to 1 or 2 students' bad behaviors. I am not a new teacher, and I have experience with much worse behavior, but it seems that this school is allowing students to get away with too much in order to keep the suspension and expulsion rates low. These students need real consequences and real restorative classroom practices that involve *all* interested parties. It is not restorative to bring a student back into my classroom after antagonizing several others and myself without any kind of conversation.	
2	Not sensitive to the needs of the staff.	
3	redundant question since it was on the climate survey for the school	
4	There is a disconnect between the directors and staff. Lack of guidance with procedures in special ed.	

## Q13 Site administration treats staff with respect; you feel like a valued member of a team.

Answered: 110 Skipped: 3



ANSWER CHOICES	RESPONSES
Strong	59.09% 65
Average	20.00% 22
Weak	17.27% 19
Unsatisfactory	3.64% 4
<b>TOTAL</b>	<b>110</b>

#	COMMENT	DATE
1	Special Education teachers cannot participate in regular duties associated with general education teachers. There is little effort to include special education teachers in school procedures.	
2	We're always treated as the step children, so I would say that's average.	
3	Says we are a family, but definitely do not feel cared for. No emails even go out to welcome new members to the team, At least we now meet all together more often, but there are no norms and they are inefficient.	
4	Site administration's overall tone is condescending. When an idea has been brought up or another possibility it has been shot down and is always done their way.	
5	Inclusion teachers are not treated with the same respect as general education teachers. We are treated as aides in the classroom. Our names are not listed on the schedule, or signs on the door, and we weren't given keys to the classroom for 4 months. We had to line up with the students and wait to be let in. We have to rely on the general education co teacher to inform of us on anything pertaining to students in the classroom. After district walk through I was	

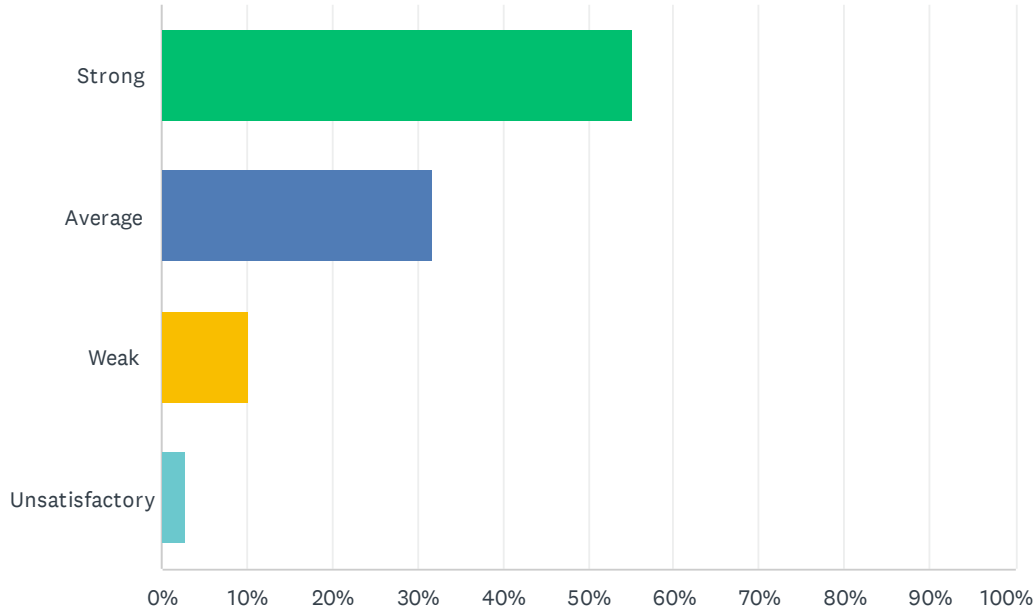
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complimented on "working well with the students I was assigned" as if I am aide who has no say in how small groups or created or that I am not involved in the lesson planning, and that the general education teacher has authority over me. These issues have been brought up since Aug with no change and no advocating for us.

- 
- |   |  |
|---|--|
| 6 | At times it feels like we are the unseen teacher.                              |
| 7 | Our administration has favorites and if your not on THAT list you are nothing. |
-

## Q14 Site administration conducts classroom visits in the least disruptive manner and leaves timely feedback (within 48 hours).

Answered: 107 Skipped: 6



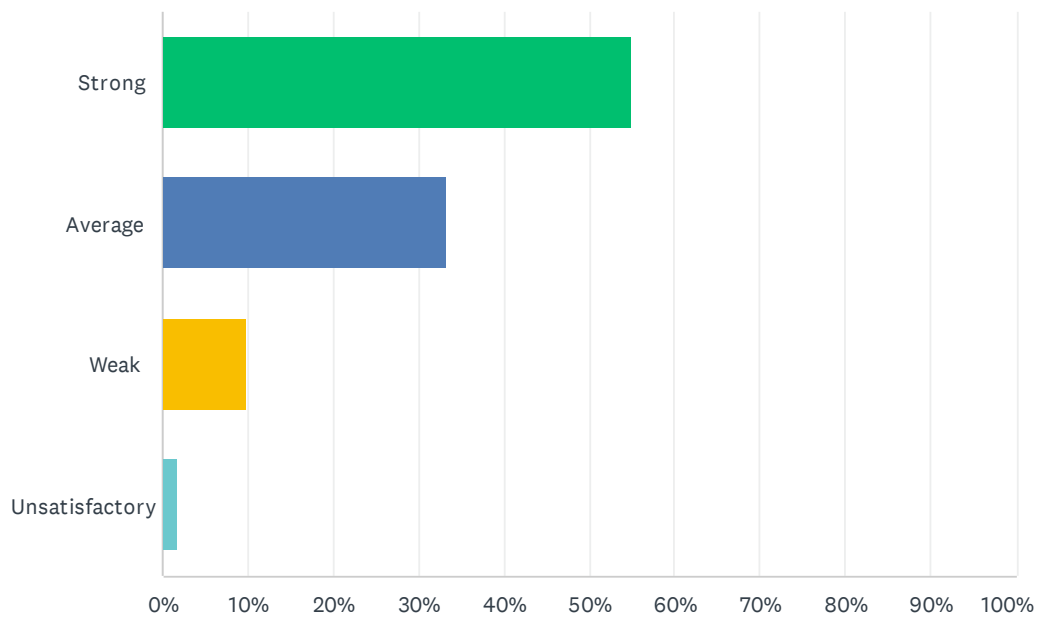
ANSWER CHOICES	RESPONSES	
Strong	55.14%	59
Average	31.78%	34
Weak	10.28%	11
Unsatisfactory	2.80%	3
<b>TOTAL</b>		<b>107</b>

#	COMMENT:	DATE
1	Too many walkthroughs	
2	My site administrator doesn't understand how a special education classroom operates. We are small group with specific direct instruction, but we can be working with 2 groups at once on different subjects. My direct instruction is not going to be exactly like a general educator. The general educator is doing mostly whole group, one subject at a time.	
3	No feedback	
4	My site administrator never comes in and observes me unless it happens to be when I am in a general education classroom and they are there to see the general education teacher.	
5	Admin only visits for observations and feedback takes some time.	



## Q15 Site administration follows the contract and respects personal rights.

Answered: 111 Skipped: 2

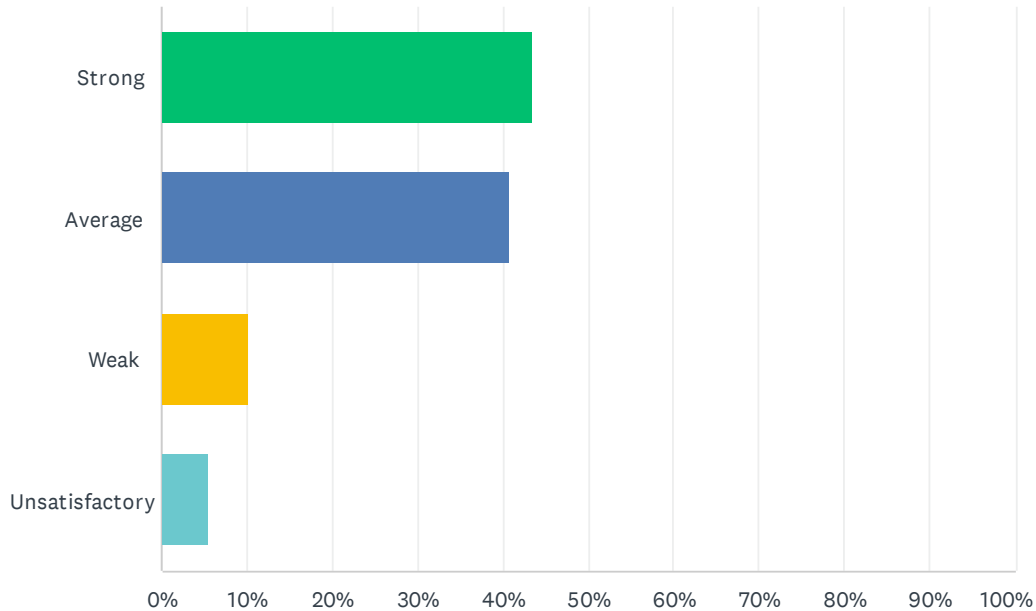


ANSWER CHOICES	RESPONSES
Strong	54.95% 61
Average	33.33% 37
Weak	9.91% 11
Unsatisfactory	1.80% 2
TOTAL	111

#	COMMENTS:	DATE
1	I know some of the teachers have been asked to take time off for dr. appointments during after duty hours. Evaluations were moved up, giving the teacher 1 day to prepare for final evaluation.	
2	Unless treating the special ed staff differently goes against the contract	

## Q16 Administration utilizes staff according to their job description (ie. Coaches, APL's, Specialists & Staff).

Answered: 108 Skipped: 5

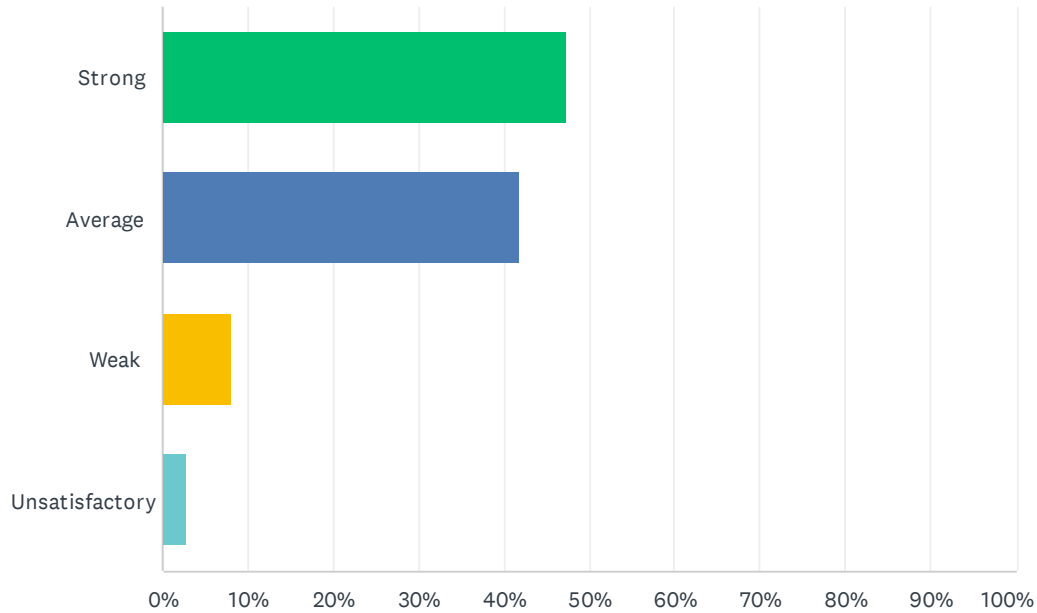


ANSWER CHOICES	RESPONSES	
Strong	43.52%	47
Average	40.74%	44
Weak	10.19%	11
Unsatisfactory	5.56%	6
<b>TOTAL</b>		<b>108</b>

#	COMMENT	DATE
1	Coaches are giving administrative duties which then leads to coaches being unable to adequately perform their duties since they are not administrators.	
2	I often wonder what our academic coaches are doing throughout the day. It seems they are always busy and are often unavailable to cover a class for an IEP. Why would basic supply requests be repeatedly denied?	
3	The academic coach doesn't do any coaching. I would be amazed if she left the IMC unless it was to attend meeting with admin	
4	So many new people are not sure of what they are to do.	
5	special ed aides are being pulled to go support general ed class students due to behaviors instead of one of the 2 BIS on campus	
6	My aide is pulled out to assist in other areas that should be the responsibility of administration.	

## Q17 Administration maintains open communication with staff, parents, and students.

Answered: 110 Skipped: 3

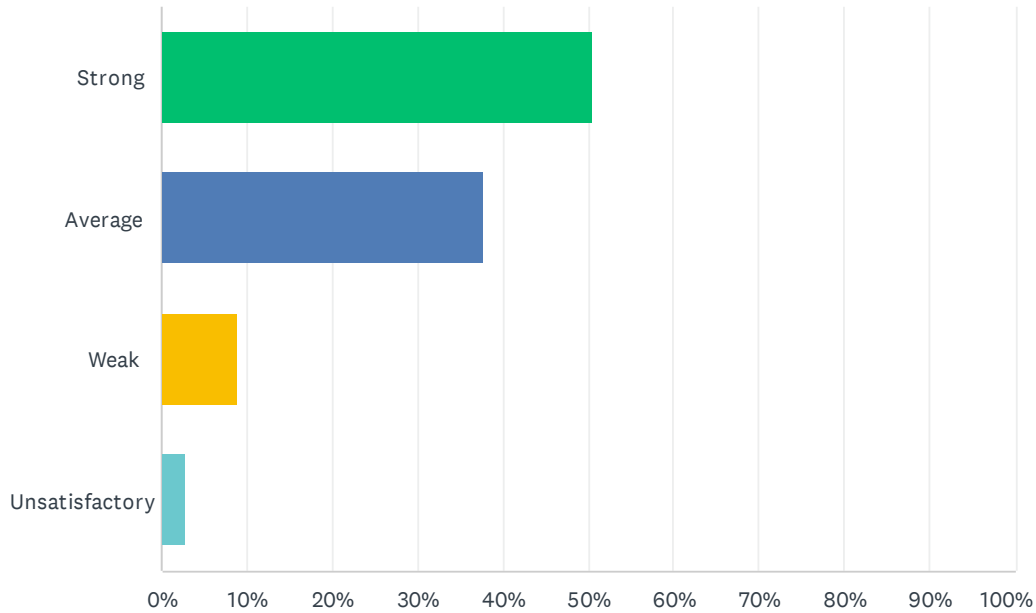


ANSWER CHOICES	RESPONSES	
Strong	47.27%	52
Average	41.82%	46
Weak	8.18%	9
Unsatisfactory	2.73%	3
<b>TOTAL</b>		<b>110</b>

#	COMMENTS:	DATE
1	Will listen to issues, but rarely addresses them.	
2	Has communication but doesn't consider what you have to say.	
3	Rarely communicates with staff. Issues are not addressed and reasons aren't given. Door is always shut	
4	If this is site then yes. If we are talking about the Autism Administration then NO.	

## Q18 Administration supports staff against attacks and criticism from parents.

Answered: 111 Skipped: 2

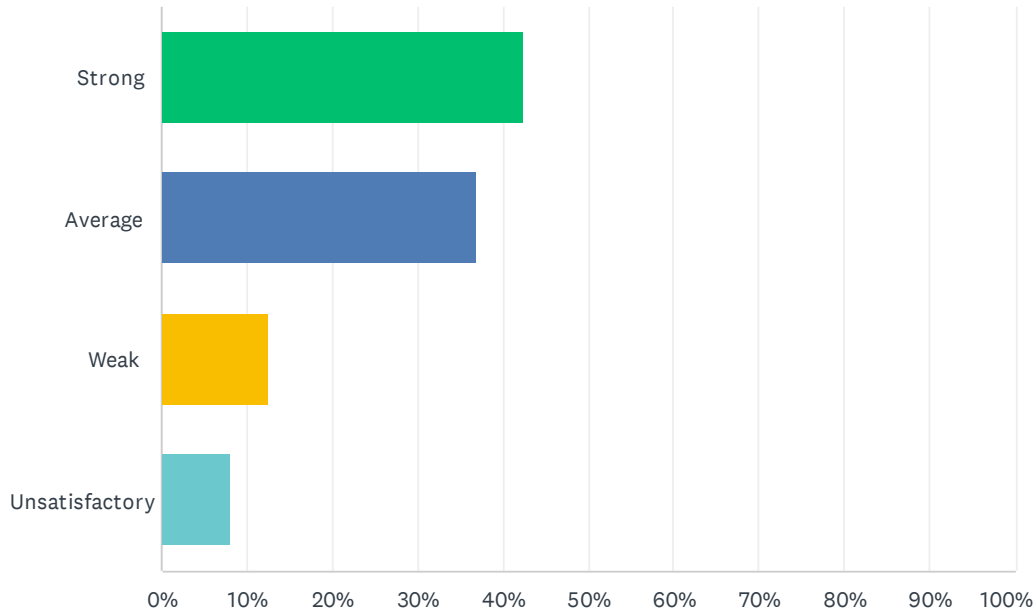


ANSWER CHOICES	RESPONSES
Strong	50.45% 56
Average	37.84% 42
Weak	9.01% 10
Unsatisfactory	2.70% 3
<b>TOTAL</b>	<b>111</b>

#	COMMENTS:	DATE
1	N/A	
2	Teacher safety is a priority	
3	Teachers need to be able to address behaviors of students not assigned to them.	
4	Site admin does great, sped admin does not help at all and I feel it's useless telling them as they do nothing to make staff feel safe and heard.	

## Q19 Site administration treats all teachers equally; there is no preferential treatment.

Answered: 111 Skipped: 2

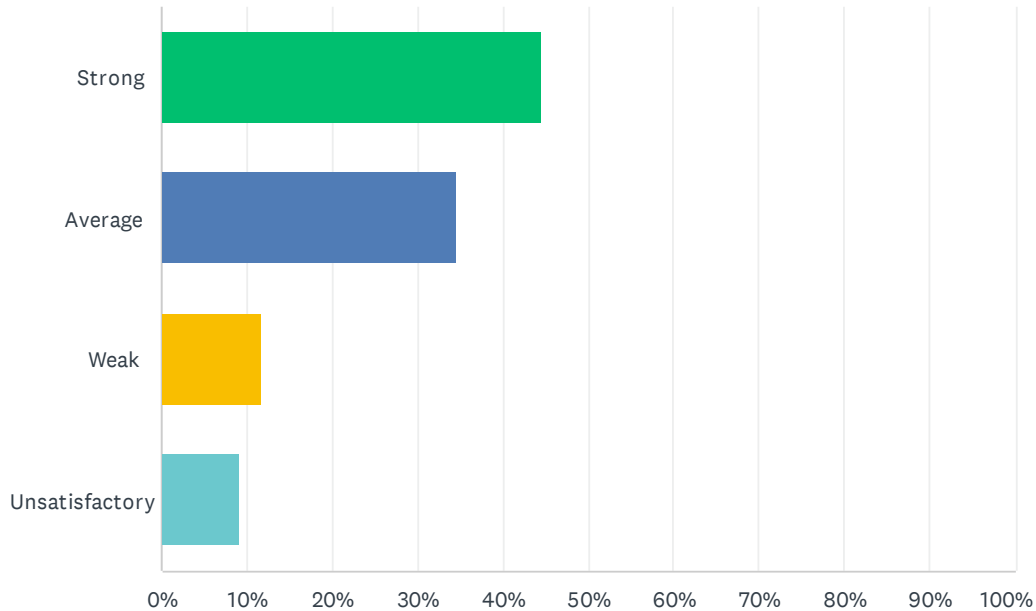


ANSWER CHOICES	RESPONSES	
Strong	42.34%	47
Average	36.94%	41
Weak	12.61%	14
Unsatisfactory	8.11%	9
<b>TOTAL</b>		<b>111</b>

#	COMMENT	DATE
1	Special Education Teachers are treated differently than general education teachers. Frequently, special education teachers must ask for permission to do instructional activities in inclusion class, making the inclusion class a class with "1 teacher" and "1 glorified aide"	
2	Don't see any favoritism.	
3	Gen ed teachers are treated with more respect. Special ed teachers do not have the same say in the classroom. We are secondary to gen ed	
4	Chooses the youngest and sometimes least affective.	
5	Mine has favorites and allows them to do things everyone else cannot do.	
6	There are clearly favorites.	

## Q20 The administration has been supportive and minimized additional stress.

Answered: 110 Skipped: 3

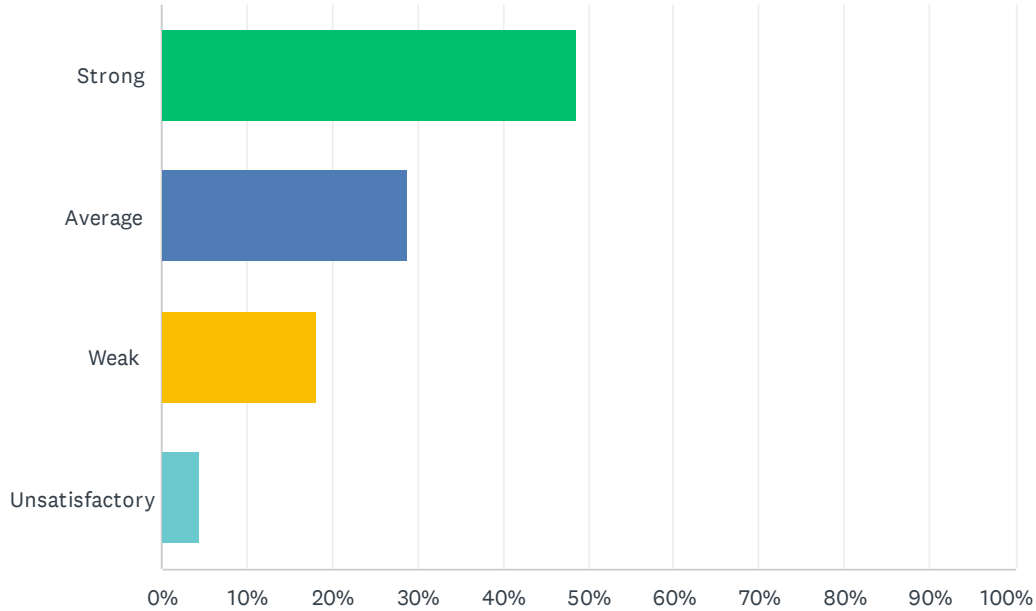


ANSWER CHOICES	RESPONSES	
Strong	44.55%	49
Average	34.55%	38
Weak	11.82%	13
Unsatisfactory	9.09%	10
<b>TOTAL</b>		<b>110</b>

#	COMMENT	DATE
1	Administration does not consistently check in, address issues when they are brought up, or follow through.	
2	Work continues to get piled on	
3	The expectations exceed job description.	
4	Not on anything having to do with the special ed team. I feel there has been a major regression compared to the last 7 years. I think the expectation is just to stay in our trailer, farthest away from the office, and do not expect any support. They do not want to hear from us.	
5	Again if talking site then yes. Autism administration NO	
6	School admin is great, sped admin is terrible	

## Q21 Administration communicates expectations and information in an effective and timely manner.

Answered: 111 Skipped: 2

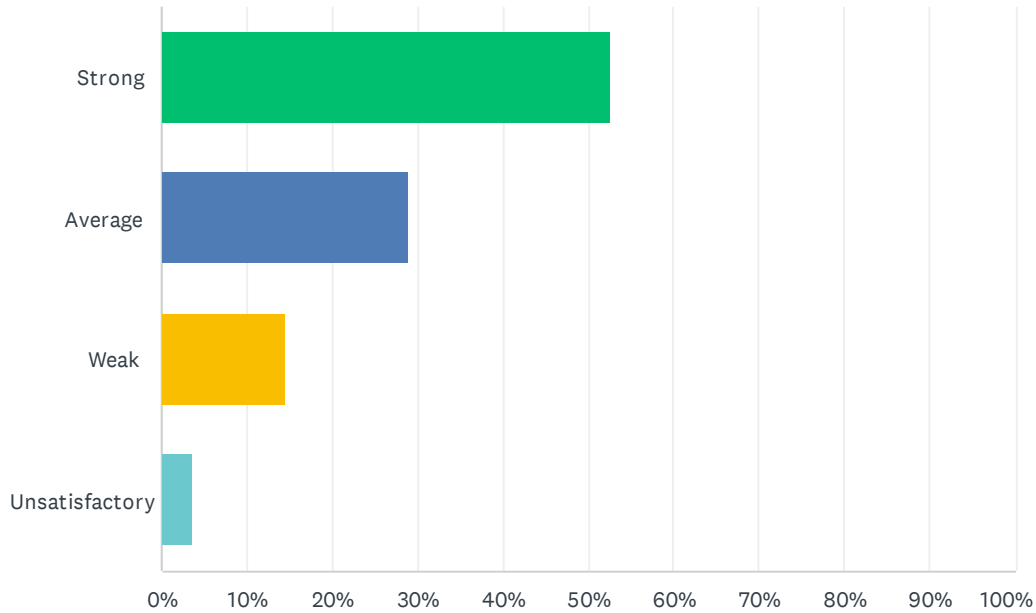


ANSWER CHOICES	RESPONSES	
Strong	48.65%	54
Average	28.83%	32
Weak	18.02%	20
Unsatisfactory	4.50%	5
<b>TOTAL</b>		<b>111</b>

#	COMMENT	DATE
1	have to constantly ask for information and email different program specialists for help when things could be listed on a website to make things easier to find out	
2	We have to reach out many times for help and support. Very little communication unless there is a problem. Very reactive and not proactive.	
3	Lack of communication in a timely manner.	
4	Emails are not answered in a timely manner	
5	Again if talking site then yes. Autism administration NO	

## Q22 Does your administration ensure positive working conditions at your worksite?

Answered: 110 Skipped: 3



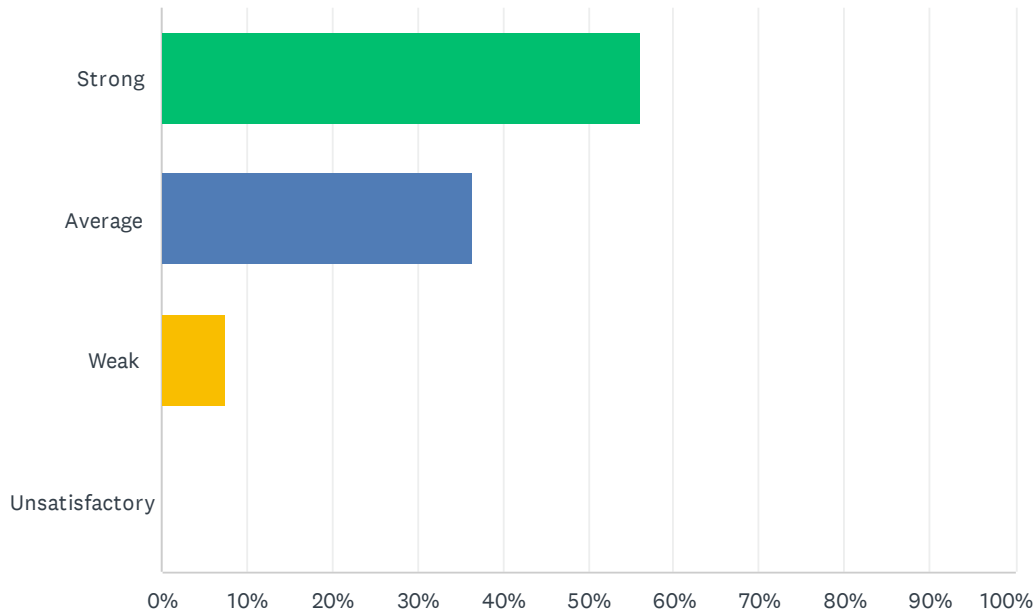
ANSWER CHOICES	RESPONSES	
Strong	52.73%	58
Average	29.09%	32
Weak	14.55%	16
Unsatisfactory	3.64%	4
<b>TOTAL</b>		<b>110</b>

#	COMMENT:
1	Do not check in often and meetings are excessively off topic and non efficient.
2	The overall feel of the worksite seems cold and depressing. It seems like there are many people who are afraid to speak up and overworked.
3	It's not a positive place because of the favorites doing whatever they want.



### Q23 Site administration is thoughtful/smart when calling "Inclement Weather" (rainy day, extreme temperatures, too windy, air quality, etc.) schedule.

Answered: 107 Skipped: 6

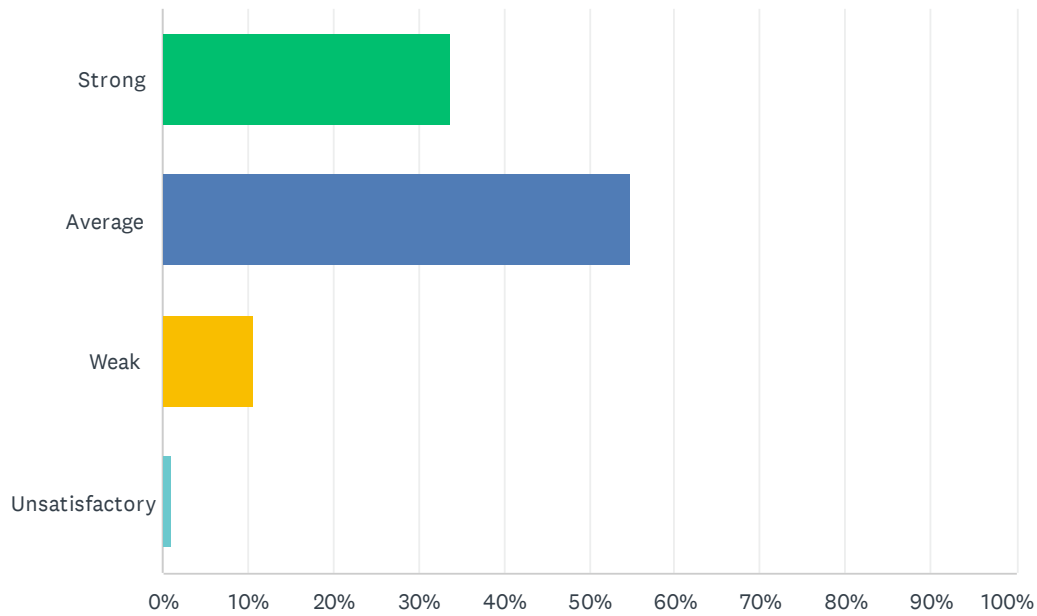


ANSWER CHOICES	RESPONSES	
Strong	56.07%	60
Average	36.45%	39
Weak	7.48%	8
Unsatisfactory	0.00%	0
<b>TOTAL</b>		<b>107</b>

#	COMMENT	DATE
	There are no responses.	

## Q24 Site staff is involved in setting school policies and budgetary priorities.

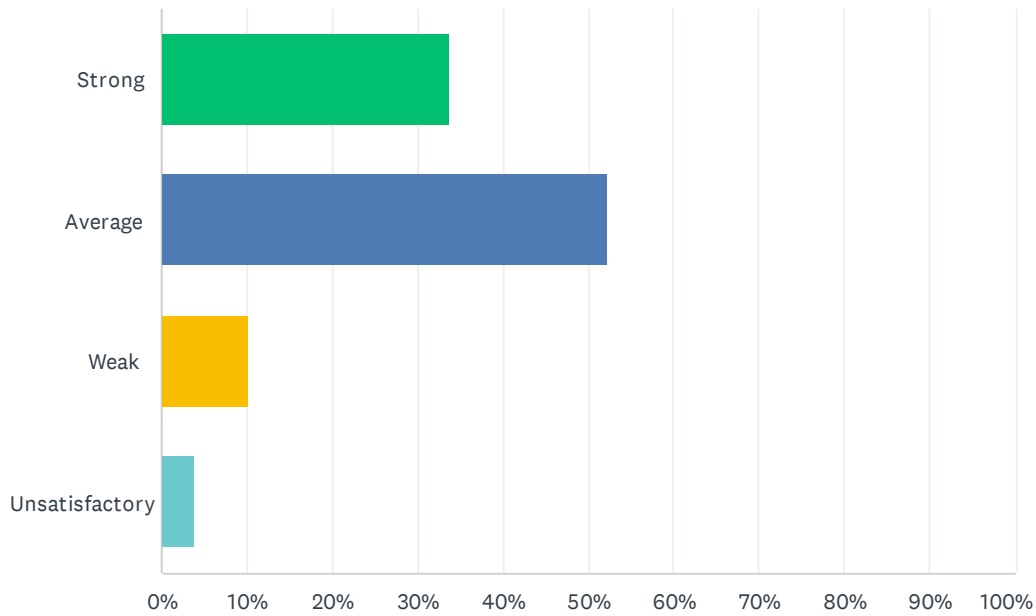
Answered: 104 Skipped: 9



ANSWER CHOICES	RESPONSES	
Strong	33.65%	35
Average	54.81%	57
Weak	10.58%	11
Unsatisfactory	0.96%	1
<b>TOTAL</b>		<b>104</b>

## Q25 Site meetings are productive and not excessive.

Answered: 107 Skipped: 6

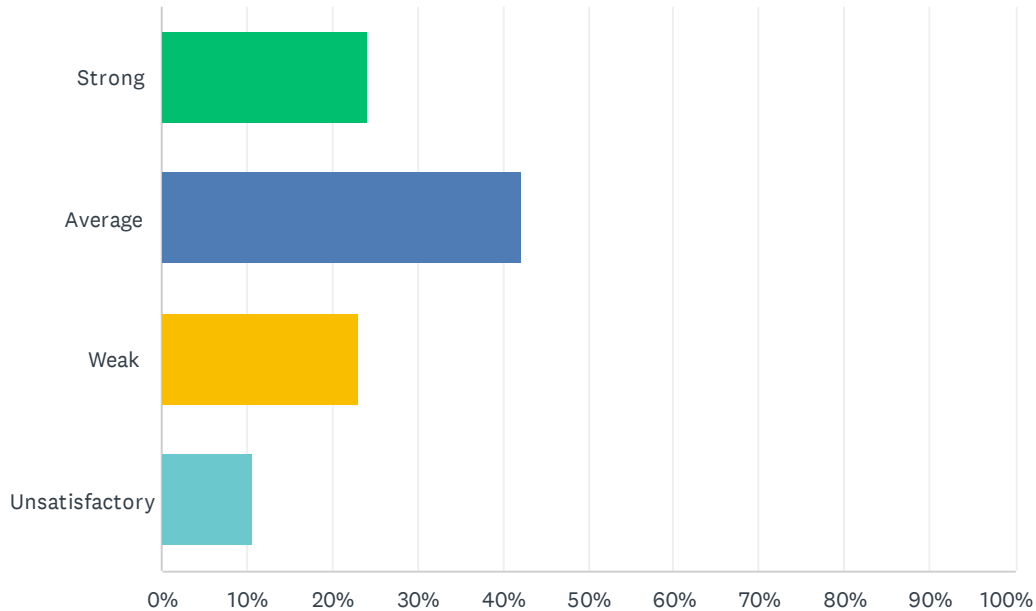


ANSWER CHOICES	RESPONSES
Strong	33.64% 36
Average	52.34% 56
Weak	10.28% 11
Unsatisfactory	3.74% 4
<b>TOTAL</b>	<b>107</b>

#	COMMENT
1	Only one with spec. ed admin. None with program coordinator this school year.
2	not much productivity
3	Some are productive but can be excessive..
4	special ed meetings are not productive because nothing changes. It's a waste of time. They are not excessive because we only meet once a month
5	Unknown
6	We don't have any site meetings

## Q26 Meetings, 504s, and/or IEPs scheduled outside of contractually guaranteed planning/preparation time?

Answered: 104 Skipped: 9



ANSWER CHOICES	RESPONSES	
Strong	24.04%	25
Average	42.31%	44
Weak	23.08%	24
Unsatisfactory	10.58%	11
<b>TOTAL</b>		<b>104</b>

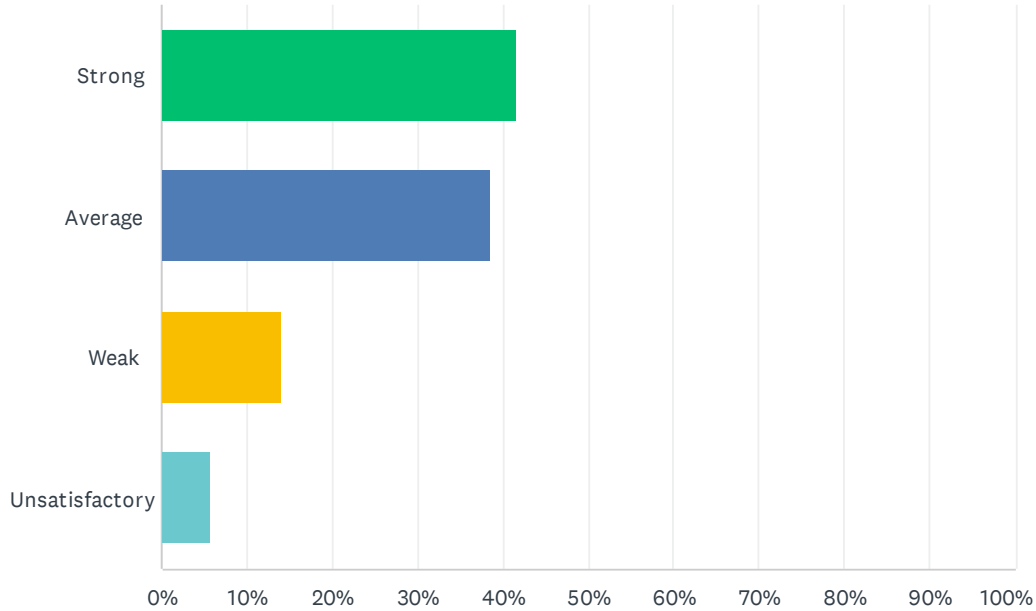
#	COMMENT	
1	IEPs have to be scheduled after school so general ed teachers can attend per admin	
2	IEPs are scheduled during prep time	
3	Many IEP's are being held during planning/preparation time.	
4	have no pre time, must finish at home.	
5	There is barely any planning time.	
6	My IEP's have been during my prep period for 3 years.	
7	IEP's are scheduled during planning time per admin directive.	
8	IEP meetings begin during contract hours but often extend outside of contract time. The SPED teacher can't exactly leave at the end of duty time, and the SPED department expects us to send home a copy of the IEP that day, which adds additional time to review the IEP, correct any changes and so forth.	
9	Never outside of contractually guaranteed planning/preparation time	

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10	Almost all IEPs begin at 2:30 and we get out of work at 3 so they tend to go over our time.
11	All IEPs are scheduled at 8:00 am and our planning time should be from 8-8:30 daily.

## Q27 My site receives daily, consecutive, uninterrupted, planning/preparation time. (30 minutes / 40 minutes)

Answered: 106 Skipped: 7

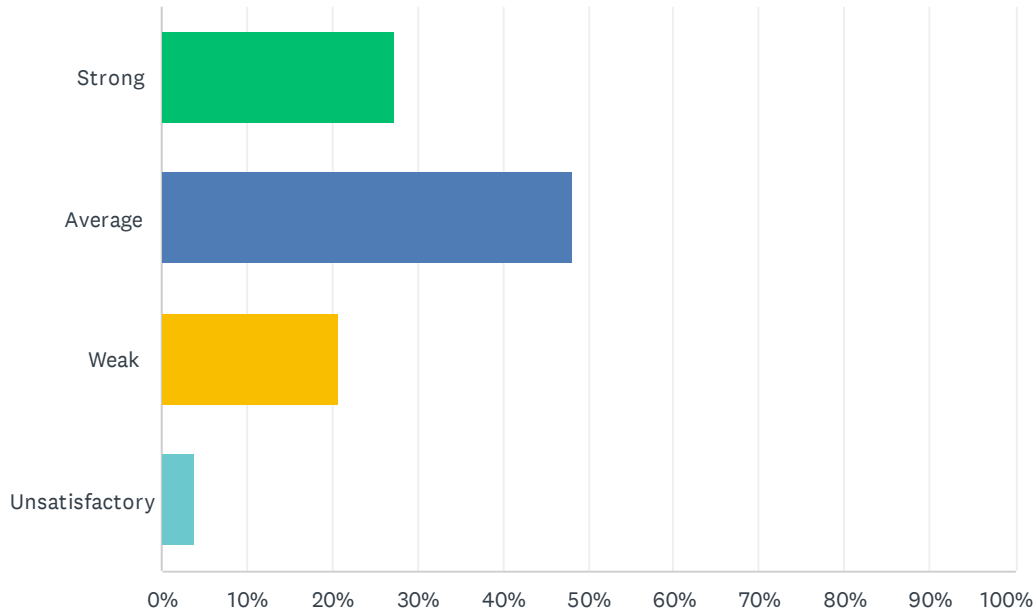


ANSWER CHOICES	RESPONSES	
Strong	41.51%	44
Average	38.68%	41
Weak	14.15%	15
Unsatisfactory	5.66%	6
<b>TOTAL</b>		<b>106</b>

#	COMMENT
1	No, I don't get my 30 minute of planning/prep time because of meetings, IEP's, PLC, etc.
2	no pre time, nor time to work with aides
3	Gen ed teachers are asked to attend IEPs during prep time.
4	Meetings are scheduled during prep
5	Unless I have an IEP to run.
6	General ed does, there have been weeks where I have 4/5 mornings with IEPs during my planning.

## Q28 Staff is given time (on duty) to input district-required data (i.e., Benchmarks, Dibels, CFAs, Report Cards, etc.).

Answered: 106 Skipped: 7

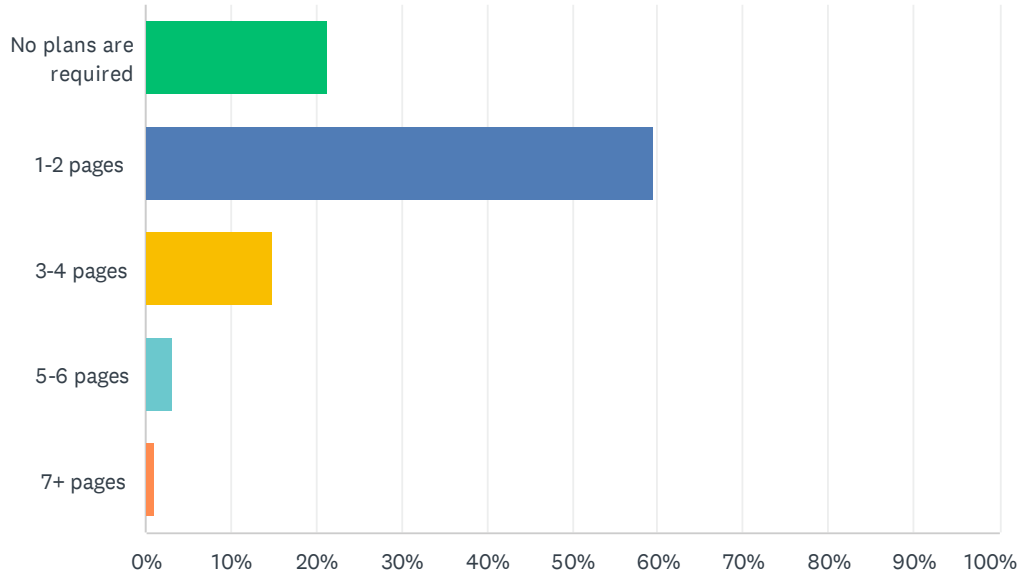


ANSWER CHOICES	RESPONSES
Strong	27.36% 29
Average	48.11% 51
Weak	20.75% 22
Unsatisfactory	3.77% 4
<b>TOTAL</b>	<b>106</b>

#	COMMENT:
1	No extra time is given to input data.
2	no pre time,

## Q29 Teachers are required to submit complete, but not excessively lengthy lesson plans.

Answered: 94 Skipped: 19



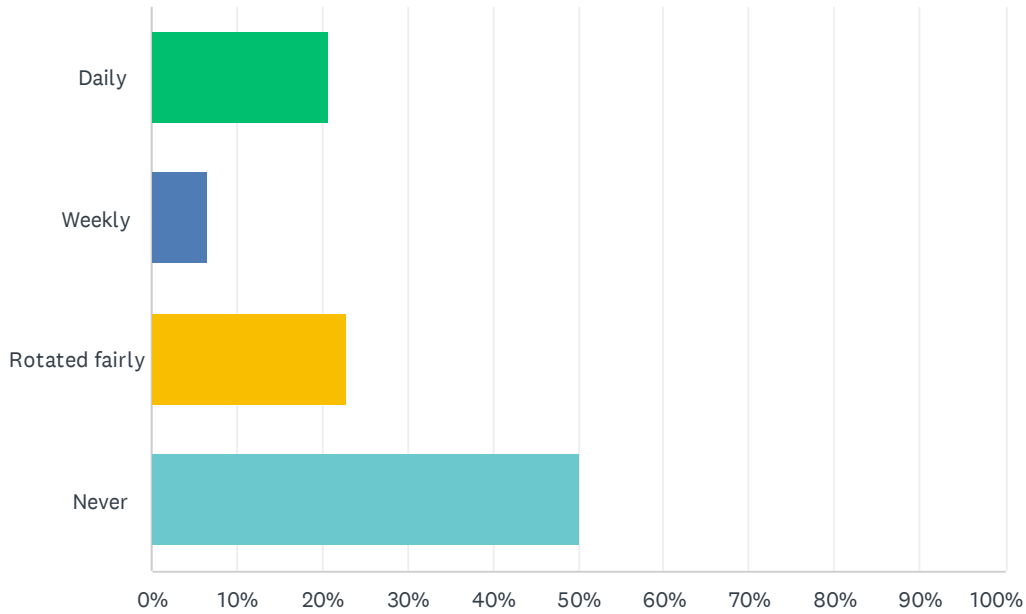
ANSWER CHOICES	RESPONSES	
No plans are required	21.28%	20
1-2 pages	59.57%	56
3-4 pages	14.89%	14
5-6 pages	3.19%	3
7+ pages	1.06%	1
<b>TOTAL</b>		<b>94</b>

#	COMMENT
1	I use Google Slides, so it doesn't count as pages. But I create one slide per day for four subjects.
2	Yes, we submit weekly 5-6 page lesson plans.
3	on a rotating schedule
4	I am supported by my grade level team for math, and I teach to the individual needs of my students for Language Arts.
5	It depends
6	Pages don't matter as long as all content areas are covered .
7	No minimum for the lesson plan pages. Just as long as they have everything needed on them.



### Q30 Staff (teachers and/or coaches) have recess duty.

Answered: 92 Skipped: 21

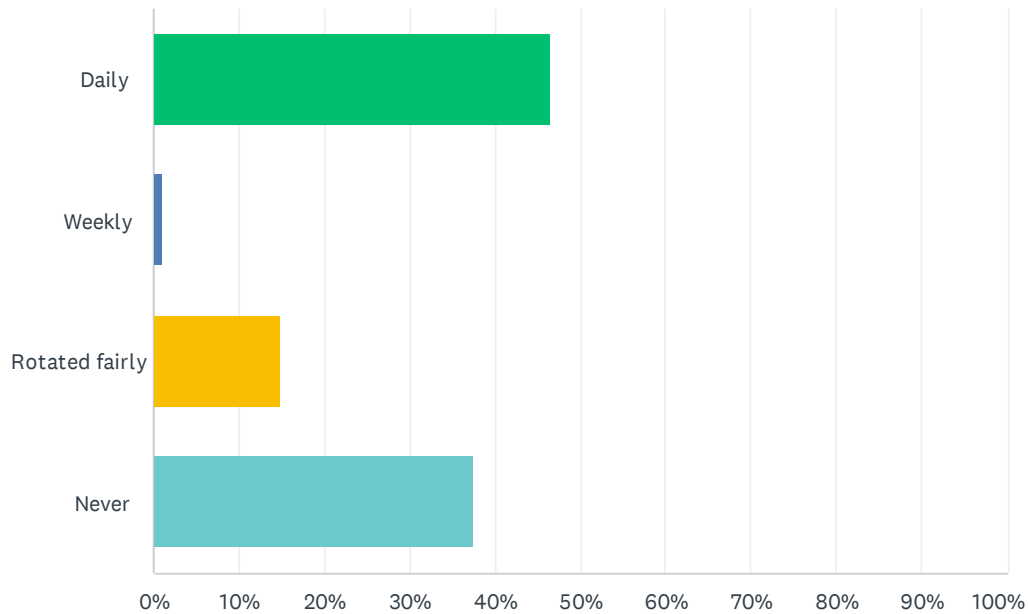


ANSWER CHOICES	RESPONSES	
Daily	20.65%	19
Weekly	6.52%	6
Rotated fairly	22.83%	21
Never	50.00%	46
<b>TOTAL</b>		<b>92</b>

#	COMMENT:	
1	We do not have yard duty this year. :) We had yard duty last year.	
2	Teachers don't and not sure about coaches.	
3	Not required.	
4	I do not know.	
5	coaches	
6	10 minute recess before lunch is not enough for students	
7	Admin welcomes Sped staff to participate in passing periods in morning and after school. But, it is not required.	
8	Sped does not do recess duty since we need to keep a close eye on our students. Recess is also considered our break time if we choose to take it.	
9	Not SPED	

### Q31 Staff (teachers and/or coaches) have bus (arrival/dismissal) duty.

Answered: 101 Skipped: 12



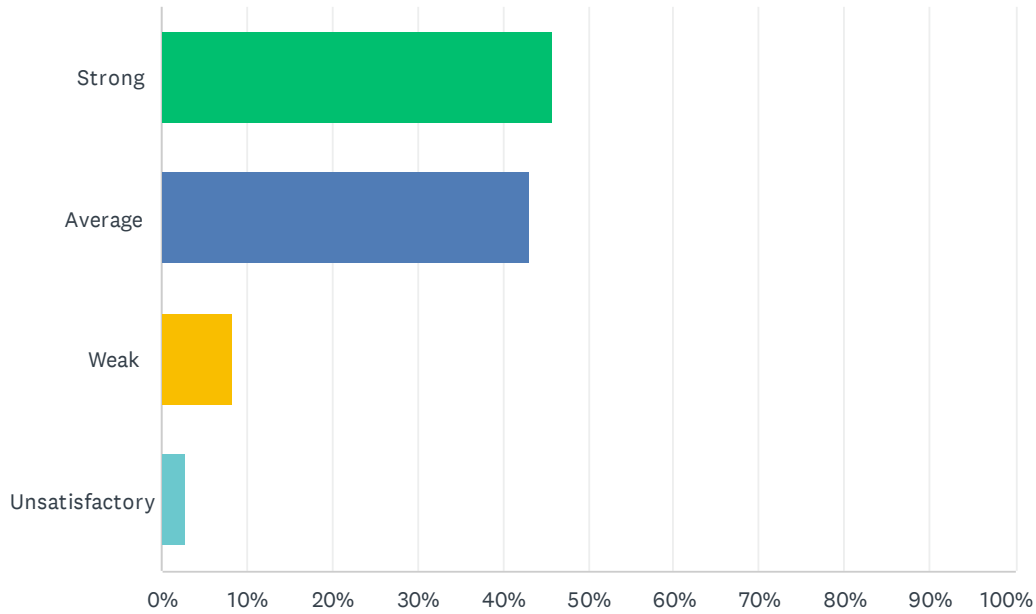
ANSWER CHOICES	RESPONSES
Daily	46.53% 47
Weekly	0.99% 1
Rotated fairly	14.85% 15
Never	37.62% 38
<b>TOTAL</b>	<b>101</b>

#	COMMENT:
1	special ed students are bus
2	N/A
3	Not required at this location.
4	I do not know.
5	Special Education teachers have bus duty daily for their students.
6	coaches
7	buses are late consistently and teachers are loading students/ monitoring student past contract time or into planning time regularly
8	My aide is assigned everyday to take students down hill to the bus stop. I need assistance with my TK students and I do not have assistance provided to me by the school district. The school does not have coverage with existing CPAL workers.
9	Students need extra support for dropoff/dismissal due to their disability. All classroom staff must escort the students.



## Q32 Staff and students feel safe.

Answered: 107 Skipped: 6

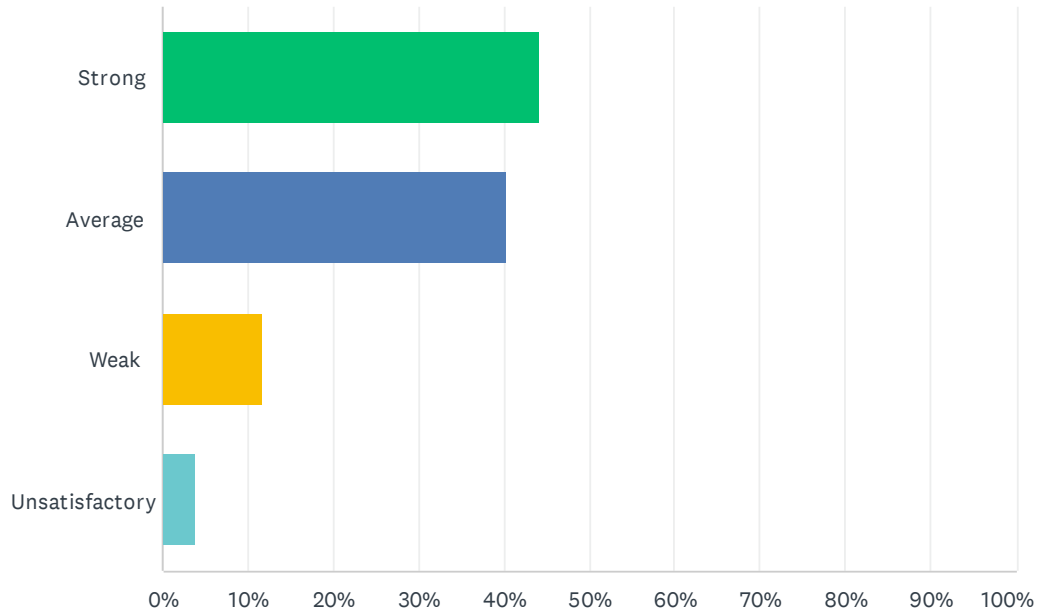


ANSWER CHOICES	RESPONSES
Strong	45.79% 49
Average	42.99% 46
Weak	8.41% 9
Unsatisfactory	2.80% 3
<b>TOTAL</b>	<b>107</b>

#	COMMENTS:
1	physically safe yes. but in other ways no - cannot trust the administrators
2	Many people have an eye on the school grounds and many have walkie-talkies for instant communication. There are also cameras all over campus.
3	Only because Special Education Administration is not listening to the site needs.
4	students make it unsafe
5	We are in a high crime area and heavily populated transient area as well.

### Q33 Administration has been helpful and supportive regarding student discipline.

Answered: 102 Skipped: 11

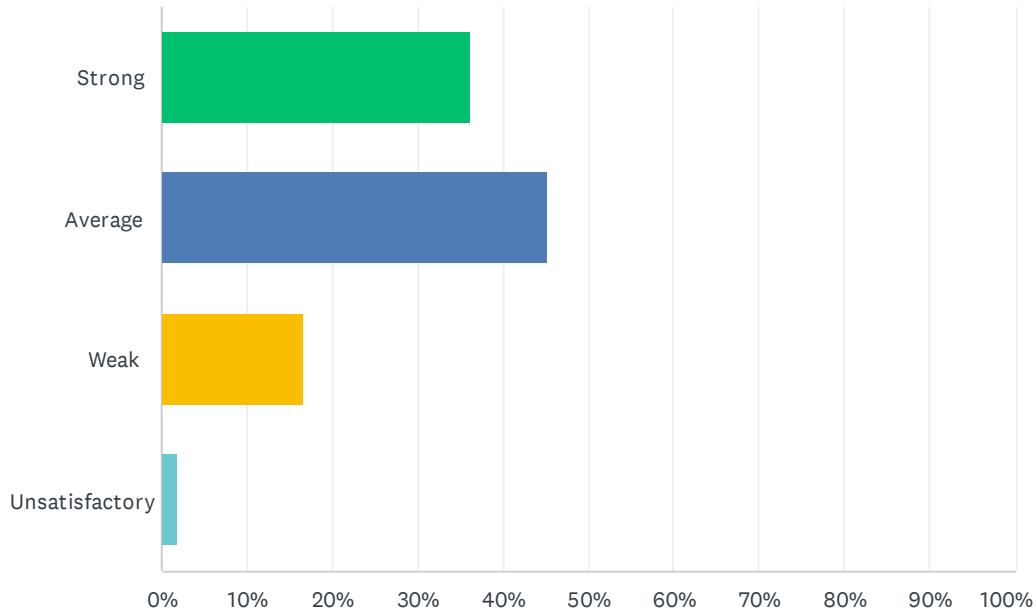


ANSWER CHOICES	RESPONSES	
Strong	44.12%	45
Average	40.20%	41
Weak	11.76%	12
Unsatisfactory	3.92%	4
<b>TOTAL</b>		<b>102</b>

#	COMMENTS:	
1	Site administration-yes. Special ed administration- no.	
2	no feedback on referrals	
3	Students are disruptive and are required to stay in classrooms.	
4	I do all discipline within the room	

## Q34 Teachers have been given or trained to use effective tools to improve behavior.

Answered: 102 Skipped: 11

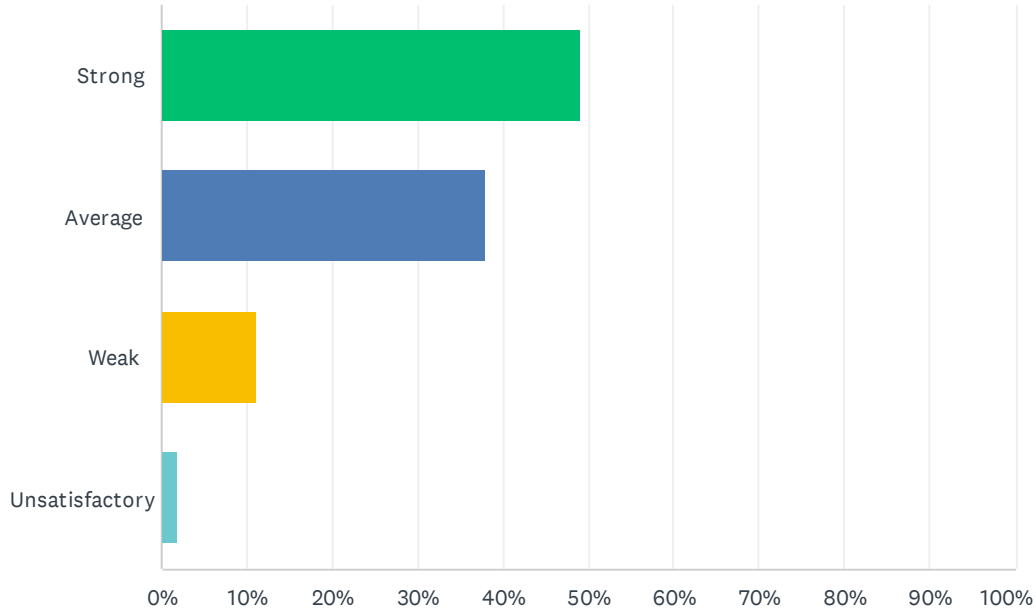


ANSWER CHOICES	RESPONSES	
Strong	36.27%	37
Average	45.10%	46
Weak	16.67%	17
Unsatisfactory	1.96%	2
<b>TOTAL</b>		<b>102</b>

#	COMMENTS:
1	No, teachers need lots of support and should be trained. The behavior is out of control, plus there's no consequences. We have students doing whatever they want at school with little consequences.
2	We teach SEL everyday. We have training periodically.
3	Sped needs to provide proper training. Like Pro Act, mine expired a year ago and my classroom staff has NEVER been trained. There is lack of training on how to deal with combative behaviors and I often worry someone may end up hurt.

## Q35 Administration supports classroom discipline procedures and follows District discipline guidelines.

Answered: 100 Skipped: 13

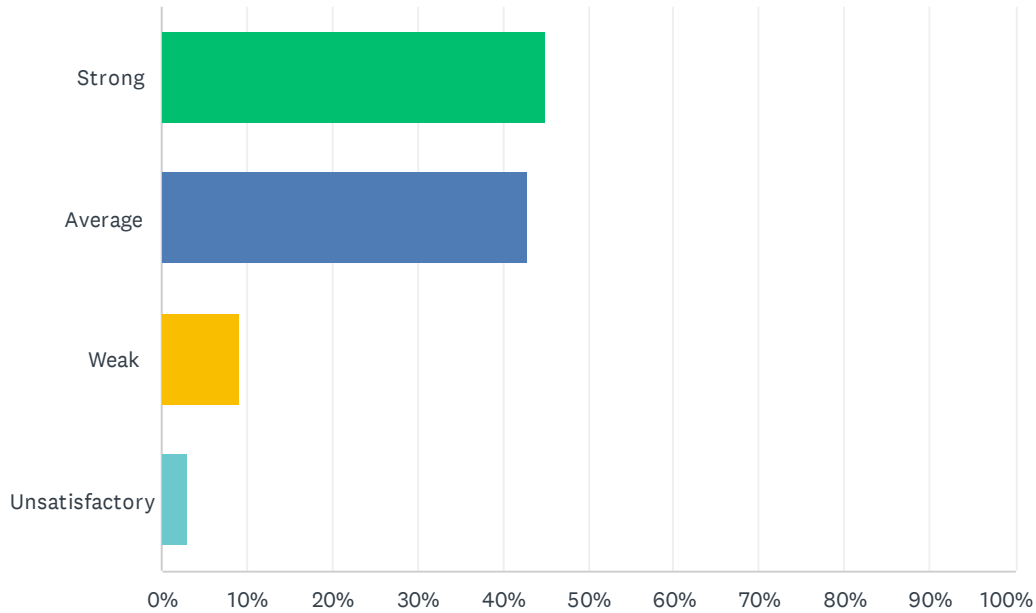


ANSWER CHOICES	RESPONSES
Strong	49.00% 49
Average	38.00% 38
Weak	11.00% 11
Unsatisfactory	2.00% 2
<b>TOTAL</b>	<b>100</b>

#	OTHER (PLEASE SPECIFY)
1	The school rules are displayed all over campus and the classroom expectations in the classrooms.
2	I don't know. Responses to referrals aren't given
3	Unknown
4	N/A

### Q36 When ODR's (office disciplinary referral) are written, the teacher's word is valued and trusted.

Answered: 98 Skipped: 15



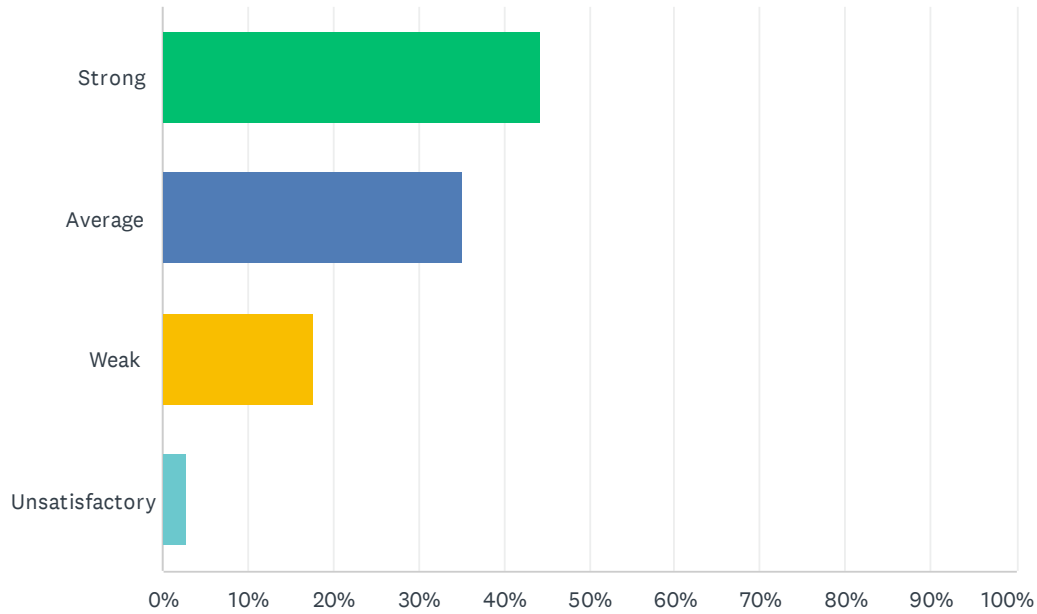
ANSWER CHOICES	RESPONSES	
Strong	44.90%	44
Average	42.86%	42
Weak	9.18%	9
Unsatisfactory	3.06%	3
<b>TOTAL</b>		<b>98</b>

#	COMMENTS:
1	Campus Supervisor treats staff with open disrespect. Students would not receive any consequences even though he physically assaulted another student in class.
2	No. We are asked in person to repeat what happened. Everything is written in the referral but classroom time is interrupted to answer "Tell me what happened"
3	N/A
4	Ms. Kwon has played an essential role in assisting the SET program when it comes to mild to severe discipline. She assists with speaking to combative students and parents. She listens to every party involved and addresses each situation accordingly.
5	N/A



## Q37 My site has a positive atmosphere.

Answered: 108 Skipped: 5

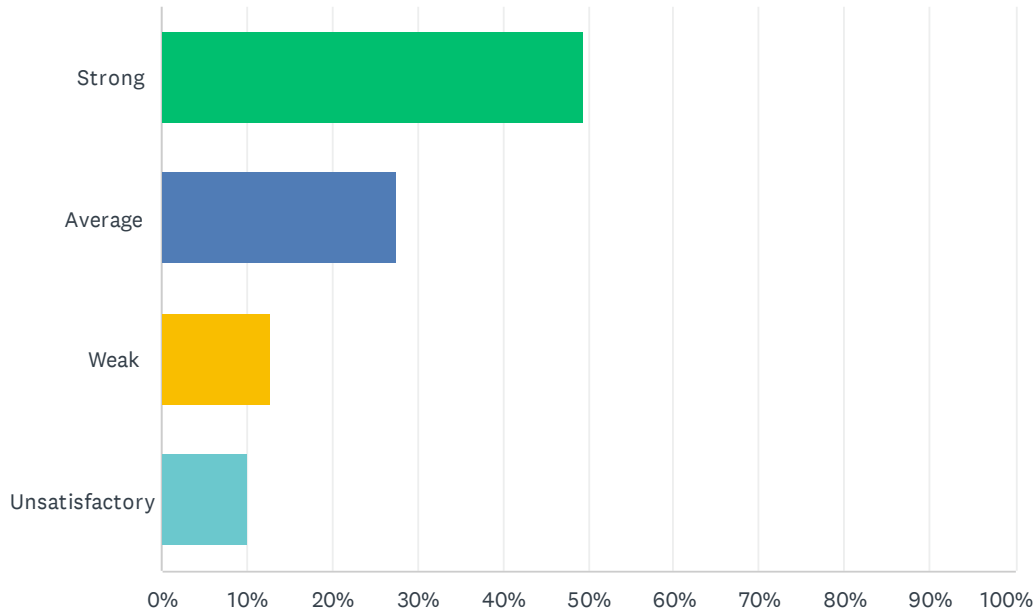


ANSWER CHOICES	RESPONSES
Strong	44.44% 48
Average	35.19% 38
Weak	17.59% 19
Unsatisfactory	2.78% 3
<b>TOTAL</b>	<b>108</b>

#	COMMENTS:
1	Communicaion lacking and not appreciative of the hard work we put in. Lots of politics that drive decisions rather than putting the child first.
2	This site lets my students participate in assemblies and other activities on campus.
3	For the most part, the Special Education Department has a cast of wonderful people. Not adhering to the one size fits all philosophy, these people from various backgrounds have endeavored day by day, to treat each other respect, and work together to get the job done!
4	Casa Loma has involved our SET classes in all assemblies, after school activities, and off campus field trips. Our students feel apart of this school and not as if we are a totally separate entity.

### Q38 I would recommend my site to other employees and prospective teachers.

Answered: 109 Skipped: 4



ANSWER CHOICES	RESPONSES	
Strong	49.54%	54
Average	27.52%	30
Weak	12.84%	14
Unsatisfactory	10.09%	11
<b>TOTAL</b>		<b>109</b>

#	COMMENTS:
1	No
2	NO. There is no coaching and no support from the BIS
3	I have already recommended Owens to other people. Mr. Anthony is a kind and caring principal. He is good for children. ALL children.
4	Most definitely, as long as you get the job done!