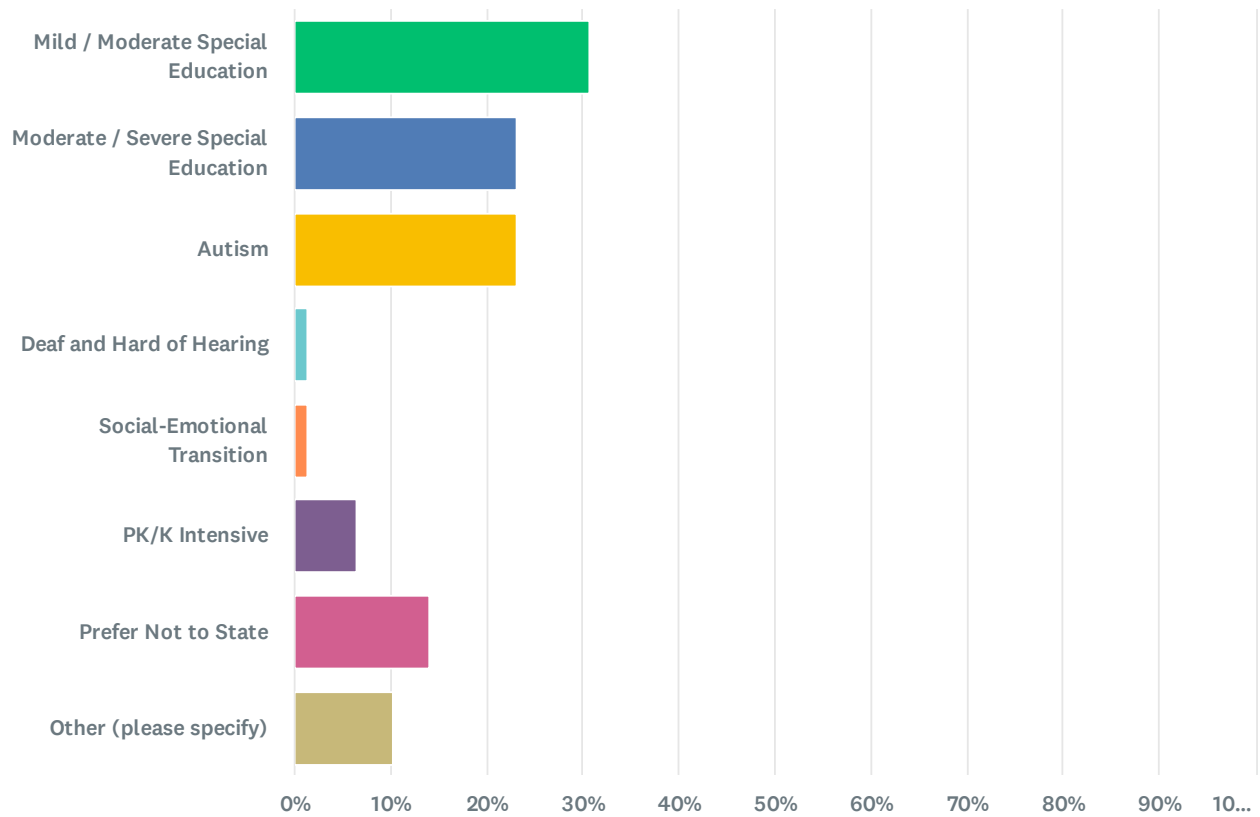


Q1 Assignment

Answered: 78 Skipped: 0



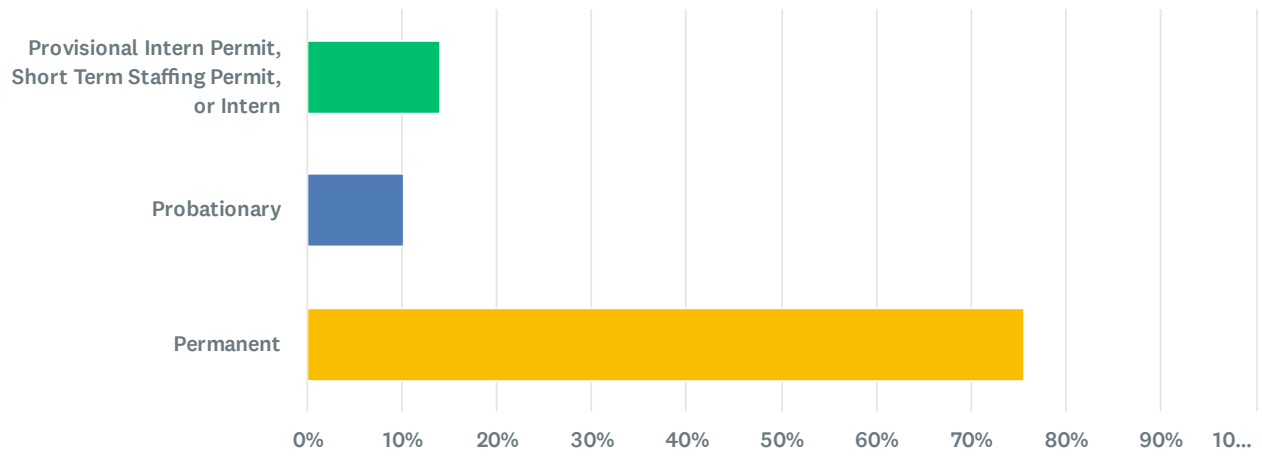
Answer Choices	Percentage	Responses
● Mild / Moderate Special Education	30.77%	24
● Moderate / Severe Special Education	23.08%	18
● Autism	23.08%	18
● Deaf and Hard of Hearing	1.28%	1
● Social-Emotional Transition	1.28%	1
● PK/K Intensive	6.41%	5
● Prefer Not to State	14.10%	11
● Other (please specify) Show responses	10.26%	8
Total		86

2025-2026 BETA Special Education Administration/Site Climate Survey

#	OTHER (PLEASE SPECIFY)
1	Speech pathology
2	Children's Center
3	teacher
4	Speech Pathologist
5	...
6	Speech Pathologist
7	SLP
8	speech

Q2 Experience

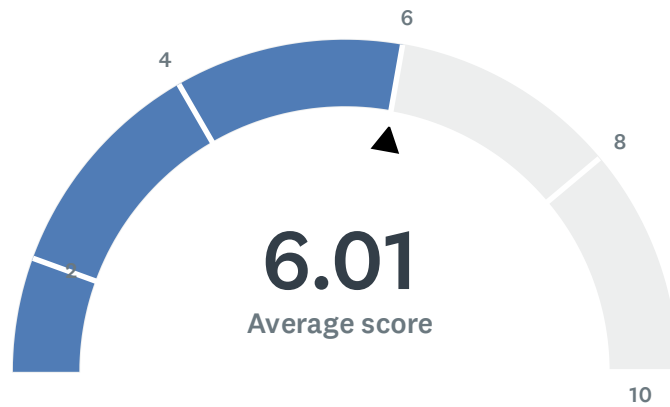
Answered: 78 Skipped: 0



Answer Choices	Percentage	Responses
● Provisional Intern Permit, Short Term Staffing Permit, or Intern	14.10%	11
● Probationary	10.26%	8
● Permanent	75.64%	59
Total		78

Q3 Special Education class size is balanced within each program to ensure student safety and individualized instruction.

Answered: 76 Skipped: 2



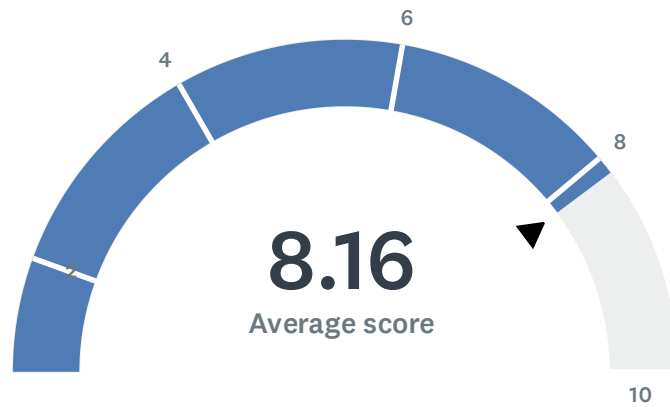
Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	6.00	6.01	3.16

2025-2026 BETA Special Education Administration/Site Climate Survey

75	8	1/28/2026 2:47 PM
76	5	1/28/2026 2:45 PM

Q4 Special education teachers have opportunities to participate in school-based, content-area staff development.

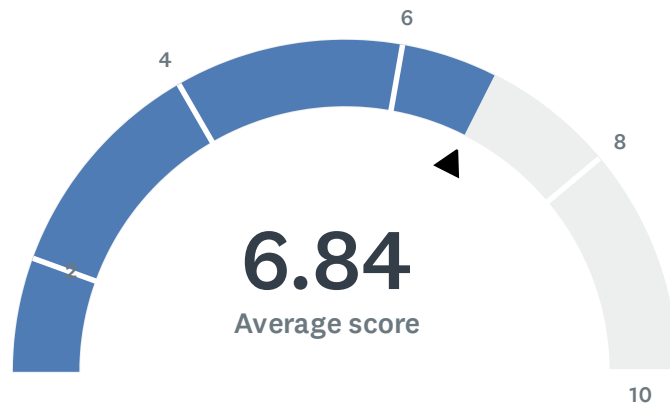
Answered: 75 Skipped: 3



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	10.00	8.16	2.57

Q5 Special education teachers have access to ALL instructional resources provided to general education teachers.

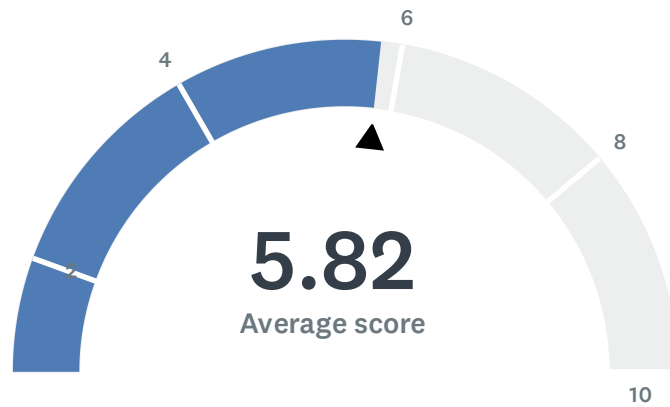
Answered: 76 Skipped: 2



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	8.00	6.84	3.20

Q6 Special Education classrooms are adequately staffed with support staff (aides).

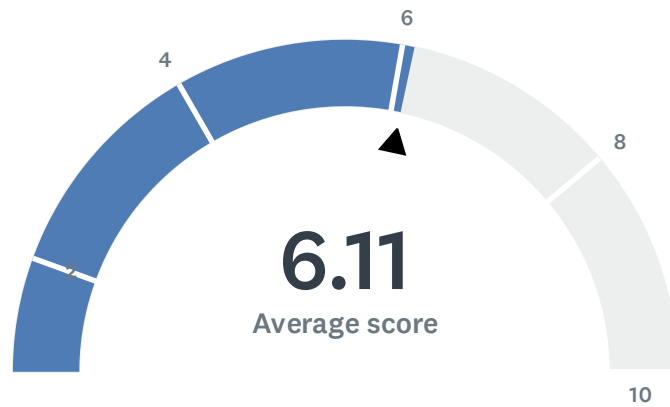
Answered: 76 Skipped: 2



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	6.00	5.82	3.40

Q7 Special Education support staff (aides) are properly trained and effective assistants.

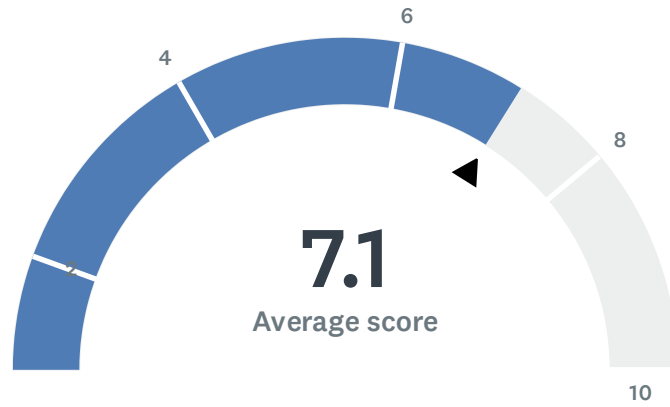
Answered: 74 Skipped: 4



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	7.50	6.11	3.46

Q8 Special education teachers are adequately trained in the administration of state assessments and District IEP's.

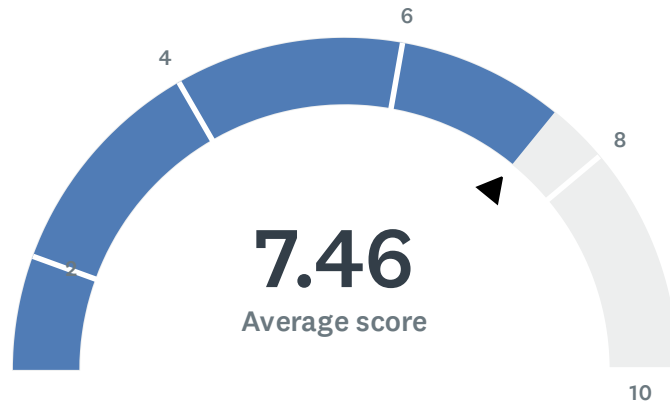
Answered: 77 Skipped: 1



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	8.00	7.10	3.07

Q9 Site Administration is accessible to discuss special education issues.

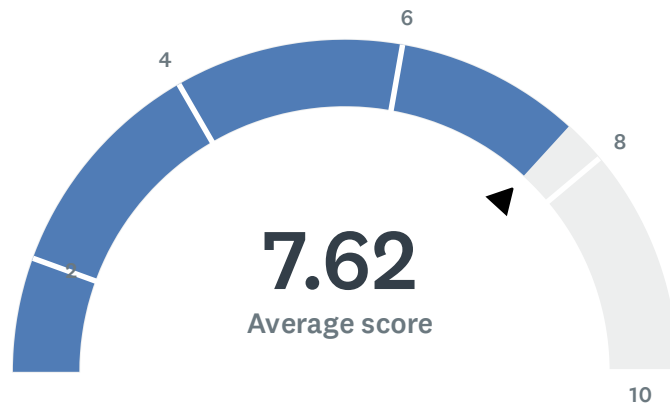
Answered: 76 Skipped: 2



Basic statistics ⓘ				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	9.00	7.46	2.95

Q10 Site Administration promotes equal opportunities for all students to learn.

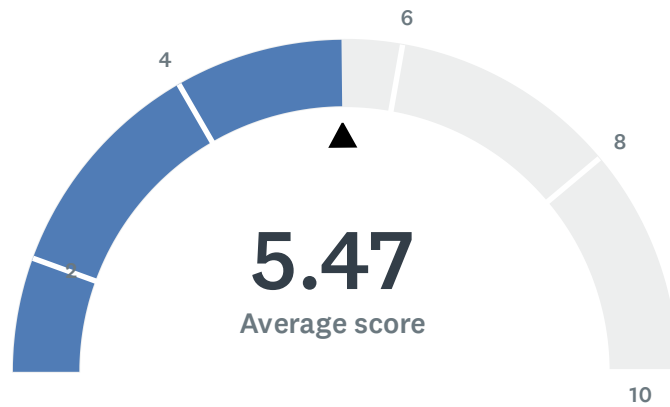
Answered: 74 Skipped: 4



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	9.00	7.62	3.18

Q11 Meetings, 504s, and/or IEPs scheduled outside of contractually guaranteed planning/preparation time?

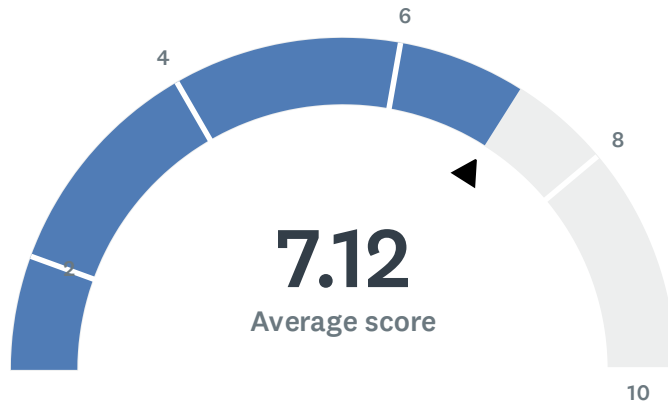
Answered: 74 Skipped: 4



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	6.00	5.47	3.54

Q12 Staff and students feel safe.

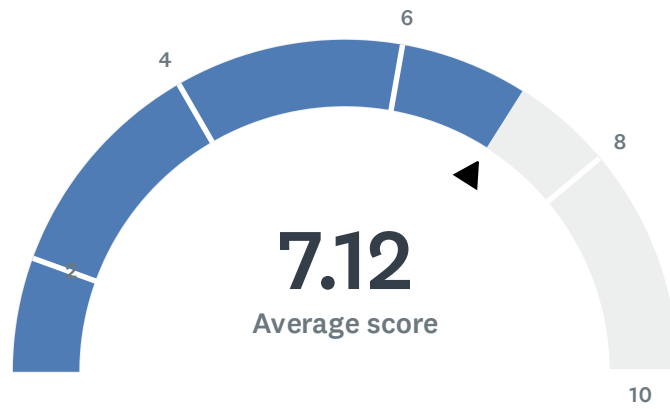
Answered: 77 Skipped: 1



Basic statistics ⓘ				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	8.00	7.12	2.88

Q13 Site administration has been helpful and supportive regarding student discipline.

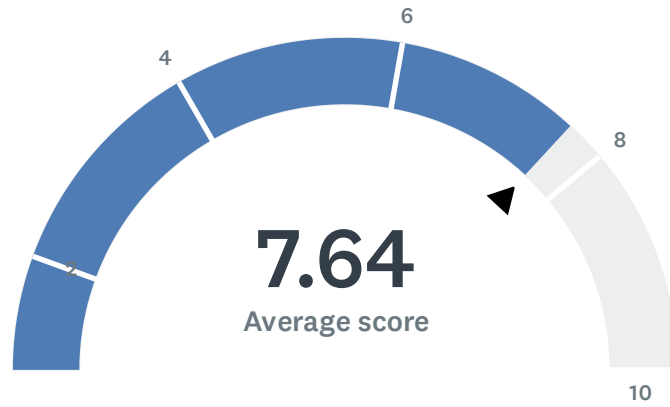
Answered: 76 Skipped: 2



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	8.00	7.12	3.09

Q14 My site has a positive atmosphere.

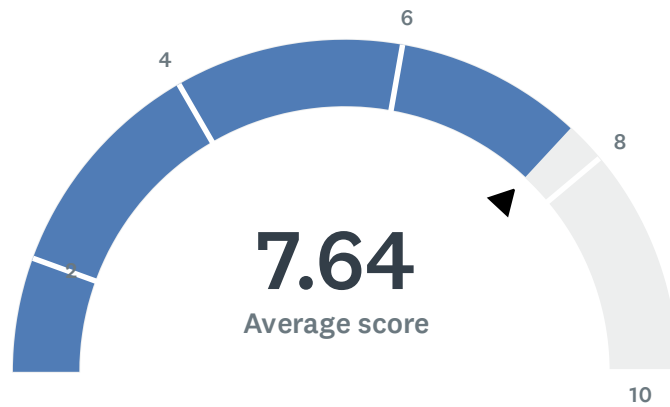
Answered: 75 Skipped: 3



Basic statistics ⓘ				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	8.00	7.64	2.80

Q15 I would recommend my site to other employees and prospective teachers.

Answered: 73 Skipped: 5



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	9.00	7.64	2.91

Q16 Are there any comments, thoughts, or concerns you would like to share about your work site?

Answered: 31 Skipped: 47

#	RESPONSES	DATE
1	My work site is very caring toward special education students	2/13/2026 9:04 AM
2	I enjoy working with the people here. However the prek classes are very unstructured and there are inconsistencies with the aides. The kids are getting very little in terms of routine and structure. Also the 1-3 SDC class is also very unorganized and there have been many staff members who have tried to go in and help with classroom management and the teacher is not making suggested changes as there are 2 students who are physically violent in the class. I am concerned for everyone's welfare.	2/12/2026 3:12 PM
3	Im a gen ed teacher at an elementary school, however, SPED is a large portion of our school. SPED has kids running everywhere, Loud in the halls, disrupting the other classrooms.SPED parents want their children pushed in then fail to get them to school on time, creating disruptions daily for my classroom. All our Support PBIS is always with SPED students when we need them , The atmosphere is not good	2/11/2026 10:56 AM
4	No communication between director and specialists. Director makes all the decisions and doesn't utilize her team.	2/10/2026 1:25 PM
5	Class sizes for sped are getting too big to support the all the level of needs	2/6/2026 5:00 PM
6	We need KTEA Training, Siras IEP training and more SH training since Program specialist are only doing training for their own programs such as Autism or SET only. We need more trainings.	2/6/2026 3:20 PM
7	Admin doesn't like to deal with SPED students because they are afraid of them. If there is a severe student, at Fletcher you are on your own in terms of help from admin.	2/6/2026 3:12 PM
8	District Administration creates an environment where creativity and communication is not a priority. Department administration can not provide answers with out district administrator approval which is usually non-existent. Promises are made by distract administrators but never materialize.	2/6/2026 3:03 PM
9	Roosevelt administration is not supportive to the special education department.	2/6/2026 2:58 PM
10	Students are frequently returned to their home schools without the necessary data to support the transition. Program managers remain "missing in action." The absence of site visits means that those making the decisions are disconnected from daily classroom operations. We are consistently struggling with a lack of note-takers and translators. During meetings, LEA representatives are often distracted by personal devices and bypass required templates, which directly hinders our ability to provide accurate documentation and meaningful parental involvement. We are also struggling to ensure all required team members are present, particularly when the IEP is held over the phone. There continues to be a consistent lack of response to essential communications, leaving urgent needs unmet. Emails are answered days or weeks later, or sometimes not at all. Programs are hindered by a critical lack of professional development for classroom aides. Staff members are being placed in roles without the necessary training to implement specialized instruction or behavioral interventions.	2/6/2026 2:38 PM
11	SPED staff are assigned to push into certain classes, but don't always show up or come when/if they want to.	2/6/2026 12:44 PM
12	The more I collaborate with general education Kindergarten teachers the more I realize that my students lack resources that could help them transition more successfully to First grade, and more importantly, help me provide them with instruction that aligns with the goals of our district. Intensive Prek/ K students would greatly benefit from access to core curriculum consumables and perhaps UFLI training. Each year there are students that can access Kinder	2/6/2026 10:54 AM

2025-2026 BETA Special Education Administration/Site Climate Survey

level objectives but gathering the materials to meet those objectives is timing consuming and sometimes labor intensive.

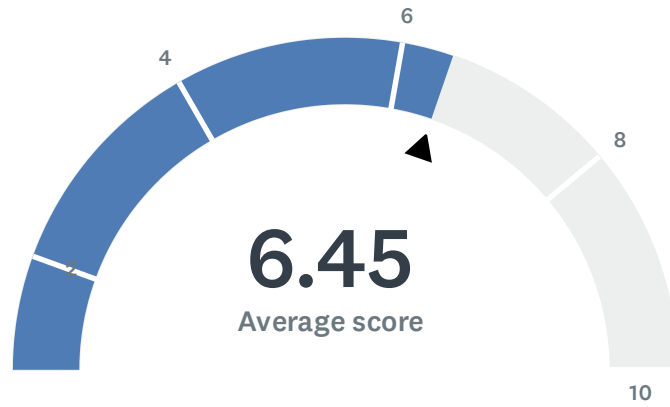
13	I get all the support I ask for from my site admin and staff. But there is a serious lack of communication from the district sped office. We often hear about changes after the fact and are left looking unprofessional as well as unprepared! District personnel need to include us rather than just expecting us to fix things!	2/5/2026 5:45 PM
14	We have the most incompetent school psychologist in the entire district. He will do whatever it takes to get out of doing an assessment. If we were in a more affluent area he would have been in due process for every assessment he completed. He only cares about himself and will throw you under the bus. Instead of being proactive and staying on top of things, everything is done last minute. Special education knows about his reputation, but of course nothing is ever done.	2/5/2026 5:36 PM
15	I am not sure if the issues on my school site are a special education department issue or a school site issues. Aides are pulled to work reading intervention with general ed. When the special education staff spoke to the department to discuss how special education aides are pulled from special education and how special education students are struggling without support and aides are prioritizing general education students the department said aides are assigned to administration discretion. Then, special education sends the coaches to the school to provide training on how we have to do co-teaching or how we have to meet with all grade levels and plan with them without giving us time or the resources to have so many prep periods. Also, when holding IEPs administration rarely attends. We were told we get two subs for IEP days but the school always pulls the subs to do other stuff. General Ed. Teachers attend IEPs for 5 minutes and we have to dismiss them due to no coverage. Meanwhile, the special education staff do not have any subs and the students are not being serviced because there are no subs. I thought this was wrong but then special education sent a coach to conduct training and they pulled the special education teachers to do the training leaving no subs so students did not receive any service for that day. It seems like the amount of service provided by the sped teachers to the students is decreasing as we are constantly pulled for IEPs or training without any subs being sent. I believe it would be better to move IEPs back to 2:30-3:00 and have the general ed. teachers who attend paid an extra \$22 for the 30 minutes of extra work. On top of all that, special education teachers are not respected by administration as special education teachers. We are pulled to cover classes when the general education teachers are not available or had to leave. We reported this issue and the department said this is not allowed but school administration didn't care and continued to do it.	2/5/2026 2:57 PM
16	The survey has covered all concerns relating to special education. The special education classrooms specifically for severely handicapped individuals require more consistent aid support that works longer hours.	2/5/2026 2:46 PM
17	Not enough inclusion classes for my students in history and science.	2/5/2026 2:22 PM
18	Class size is difficult, which affects individualized instruction.	2/5/2026 2:18 PM
19	I love my work site but unfortunately the special education office has fallen short on helping their teachers. Not enough support in the classrooms, not enough support at the sped office, holding iep's during prep time, not to mention getting in trouble for iep's when no one has actually received the 6-8 hour training that we should be receiving. I wish they would do better.	2/5/2026 2:05 PM
20	SPED is very poorly supported here.	2/5/2026 1:44 PM
21	Aide are continually used for programs and individuals NOT in the mild moderate program. The District coaches and program specialists are available and helpful BUT district SPED Administration are rude, unpresent, do not respond to emails, and do not understand the needs of the mild moderate program at the school site. School admin do not support inclusion with co-planning scheduled during our duty hours.	2/5/2026 1:26 PM
22	It is difficult to prepare IEPs during regular contract hours. I typically have to work on them at home, as they are not covered through our overtime policy.	2/5/2026 8:06 AM
23	My site is very inclusive and supportive of special education. We get no support and do not need or want support from the special education office.	2/5/2026 8:03 AM
24	Our Special education students and department are always included by all staff with love. I experienced 1 issue with scheduling and including our sped students once I addressed and explained the importance of inclusion I have had no other concerns.	2/3/2026 10:29 AM

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25	Well the mild- mod teachers we have to share a classroom , I feel it is not beneficial for our students learning and it's not effective having a shared classroom.	1/29/2026 7:51 AM
26	NA	1/29/2026 7:50 AM
27	Administrators are always available to discuss anything and help when they can. In regards to discipline, the problem is that the district/state has tied their hands with how they can discipline. Discipline is a joke and the students know it so they push things as far as they can. This needs to change.	1/29/2026 6:55 AM
28	Spare teachers are not invited to academic conferences and are often left off of grade level emails	1/28/2026 7:57 PM
29	Overall site is supportive.	1/28/2026 6:06 PM
30	Our Principal has been extremely supportive and works with us. Our AP does not stay at IEP meetings, has missed IEP meetings they have RSVP'd to, and does not follow through on discipline needs. There are not enough CPALs and support staff to handle the level of activity on our site. Our Principal cannot do this on his own.	1/28/2026 3:32 PM
31	Additional paraprofessional training would be beneficial for small groups, keeping students engaged, and job responsibilities.	1/28/2026 3:26 PM

Q17 The Special Education Department is assisting you with your questions, problems, and concerns.

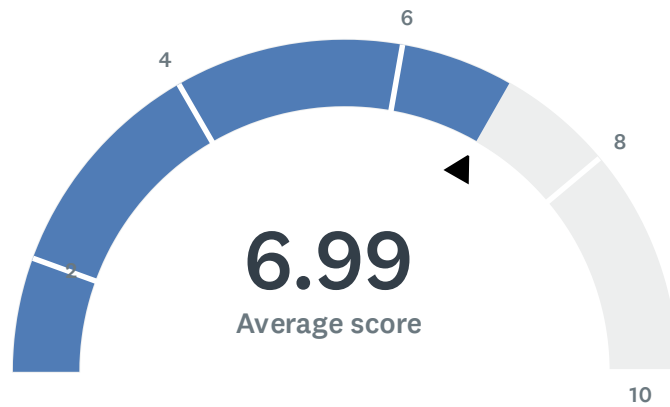
Answered: 75 Skipped: 3



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	7.00	6.45	2.98

Q18 The Special Education Department treats staff with respect; you feel like a valuable member of a team.

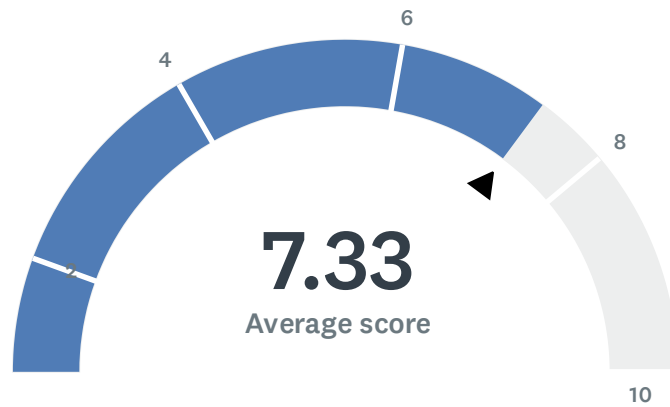
Answered: 76 Skipped: 2



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	8.00	6.99	3.12

Q19 The Special Education Department follows the contract and respects personal rights.

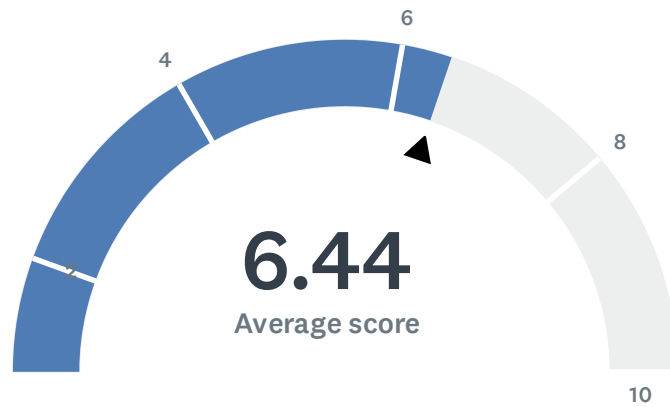
Answered: 76 Skipped: 2



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	8.00	7.33	2.90

Q20 The Special Education Department utilizes staff according to their job description (ie. Coaches, APLs, Specialists, & Staff).

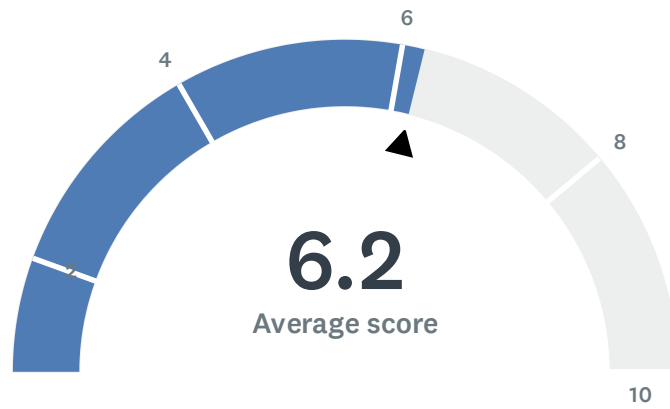
Answered: 75 Skipped: 3



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	7.00	6.44	3.10

Q21 The Special Education Department maintains open communication with staff, parents, and students.

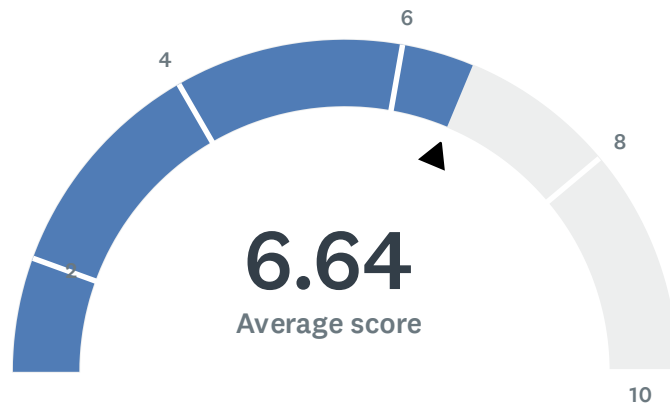
Answered: 76 Skipped: 2



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	7.00	6.20	3.40

Q22 The Special Education Department supports staff against attacks and criticism from parents.

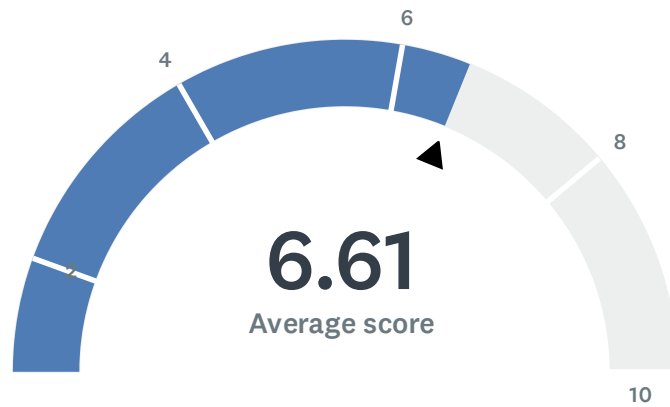
Answered: 74 Skipped: 4



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	8.00	6.64	3.26

Q23 The Special Education Department treats all teachers equally; there is no preferential treatment.

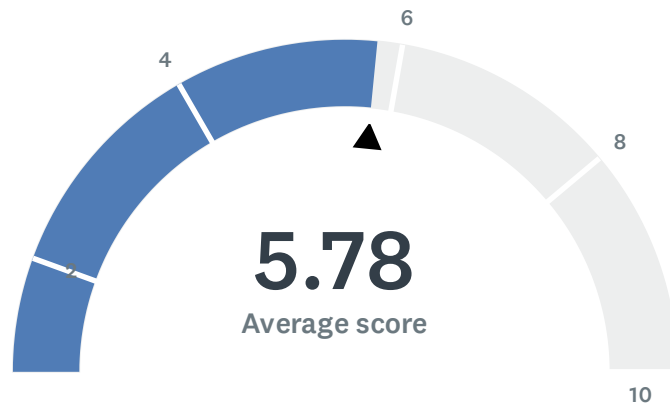
Answered: 74 Skipped: 4



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	7.00	6.61	3.22

Q24 The Special Education Department has been supportive and minimized additional stress.

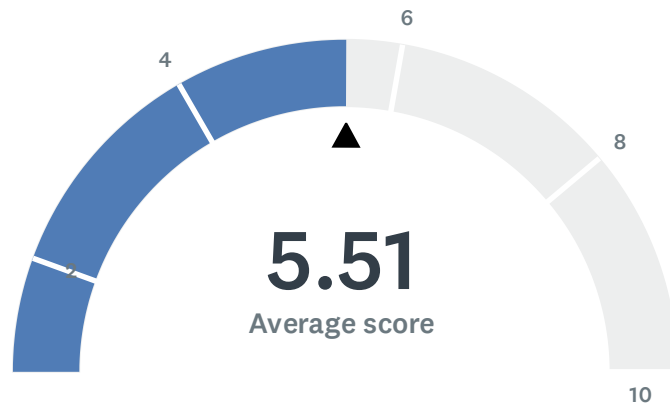
Answered: 74 Skipped: 4



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	6.00	5.78	3.27

Q25 The Special Education Department communicates expectations and information in an effective and timely manner.

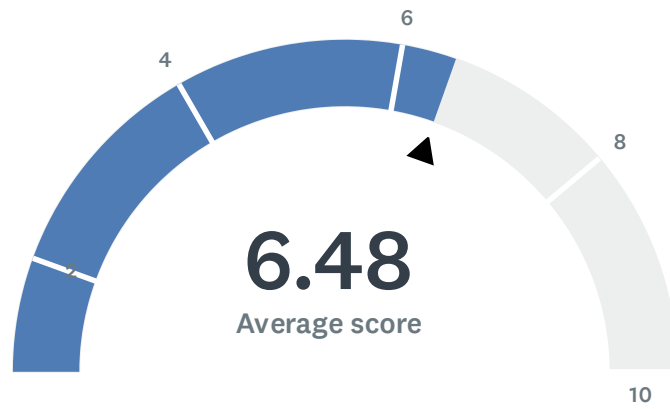
Answered: 70 Skipped: 8



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	6.00	5.51	3.20

Q26 The Special Education Department has offered specialized training in my area.

Answered: 75 Skipped: 3



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	8.00	6.48	3.26

Q27 Do you have any additional comments, thoughts, or concerns to share about the Special Education Department?

Answered: 33 Skipped: 45

#	RESPONSES	DATE
1	I am truly grateful for the thoughtful support that I have received this year. I have felt very encouraged by it and it strengthens my commitment to stay positive and "keep showing up" regardless of how challenging the work is. I feel that all of us teachers in the Intensive Prek/TK/K program have everything we need to provide high quality services with exception of two concerns. It is the number of students in my class and the range of skill levels. I will share this in the next field for final thoughts.	2/13/2026 5:02 PM
2	The Academic coaches are unable to provide the coaching support on campus because, I am told, they are writing, attending and covering IEP's, this was a new directive from the top admin. so therefore no time to help with instruction and curriculum	2/13/2026 1:33 PM
3	Need answers to questions faster. Need qualified people to fill positions. Waivers are fine but without even prerequisites for a masters degree they need way more support than is available by people working a full caseload.	2/13/2026 9:15 AM
4	The situation with the speech pathologists and not having enough people to see the kids.... They decided to open the jobs to teachers who are learning on the job. They have no idea what is going on and have mentors who are not located at the school site. This is a band aid and if parents knew the truth, they would be upset that their kids are being taken out of class for speech therapy help from a teacher not a real speech therapist.	2/12/2026 3:16 PM
5	No communication from the director. Utilizing her team in areas they shouldn't be used. Is running the district like a small district and she needs to trust her team to do their job.	2/10/2026 1:33 PM
6	SET program support is stretched too thin. It is difficult to get the help and support we SET teachers need in a timely manner.	2/6/2026 5:11 PM
7	More trainings	2/6/2026 3:21 PM
8	If you need help, don't ask the SPED office. They never answer you back and my coordinator for autism was supposed to come out to my site 4 times, 2 for IEP's and never showed. Their email signature and monthly newsletter are really cute though!	2/6/2026 3:16 PM
9	We are not appreciated or valued by department administrators or district administrators.	2/6/2026 3:09 PM
10	I don't know what an APL does or how they should support special education besides testing accommodations. Emails are always answered late or not at all.	2/6/2026 2:42 PM
11	Student misplacement - a Kinder student was misplaced when he first qualified, over a year ago, hasn't met any of his IEP goals, can barely speak and now he has to go through another year of pull out and inclusion because of the process, (in 1st grade). He just took the ELPAC and basically scored all 0's, it's not just the language there's something else going on. But I guess we'll have to wait until he's in second grade to see if he's a candidate for a more restrictive placement. Observing a student for 5 minutes doesn't justify anything but the observers lack of professionalism.	2/6/2026 8:21 AM
12	The coaches and program specialist communicate in a timely manner.	2/6/2026 7:39 AM
13	There is much that needs to be done after last year's debacle (traumatizing to some, disheartening to many), but the communication has been better. If there are any concerns, many meetings have been cancelled, but I believe staff shortages (a crux) and sometimes being overwhelmed are the decisive factors.	2/6/2026 7:12 AM
14	Sped department needs to open a more collaborative line of communication rather than their current trickle down approach.	2/5/2026 5:50 PM
15	Staff are consistently hit, bitten, and kicked, and proper protective equipment is not provided.	2/5/2026 4:48 PM

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The Behavior Management Assistants are being taught to reinforce negative behaviors (i.e., student bites a staff member breaking skin, and the BMA's response, "Do you want your putty?") The district needs to provide a separate location outside the classroom for the student who is disregulated to become regulated. Instead, the students engaged in learning are uprooted from their learning to another location, so the student having the 30 min to 2-hour behavior receives full attention from staff.

16	My concern is with PLCs. I have noticed over the years, that the support needs for 1st thru 5th year SpEd teachers are very different than the support needs for more veteran teachers. Is it possible to have PLCs grouped into two categories? One group for newer teachers and one group for teachers that have taught over 5 years? This would greatly help the more veteran teachers with addressing concerns that are pertained more to their classrooms.	2/5/2026 3:18 PM
17	The department is such a mess it is hard to fix. There are so many changes that are needed however it seems like the department does not care. For one, the department needs to be more forceful and tell school sites that special education is a legal requirement not an optional thing. Special education teachers need to be empowered but instead with the department continuously not enforcing expectations we are treated like aides. The extreme disrespect that special education staff are facing at the school is so overwhelming. All special education staff are prioritizing general education over everything and the special education department doesn't seem to care.	2/5/2026 3:00 PM
18	Would like to have more behaviorist to come observe students in the autism that have behaviors, to give suggestions.	2/5/2026 2:50 PM
19	Special education support staff is adding additional stress, and staff morale has diminished significantly.	2/5/2026 2:48 PM
20	The special education department doesn't communicate with teachers. Meetings are not held to ask if there are any concerns or how they can help. Blended to core teachers aren't given the same materials that the general education classroom receives and have to come up with their own materials.	2/5/2026 1:58 PM
21	They are too busy most days.	2/5/2026 1:45 PM
22	Again, program specialist and coaches are extremely helpful. Everyone else is useless.	2/5/2026 1:28 PM
23	Since the District removed the special ed administration last year it is like the special ed department does not exist. No memos, no communication, limited to no support, and special ed admin is non-existent; unless they are saying no to a change of placement.	2/5/2026 8:50 AM
24	I want better communication between the department and the teacher. I typically hear things from other SPED teachers instead of someone from the district.	2/5/2026 8:08 AM
25	Great Department to work with	2/3/2026 10:30 AM
26	NA	1/29/2026 7:51 AM
27	Special Ed department is not very good at informing teachers on changes happening on Siras, so there have been times where I won't realize there has been a change to a form until the IEP is in progress which makes the teacher look bad.	1/29/2026 7:00 AM
28	Special education department needs to review retention strategies for aides and also training prior to assignment placement. As a teacher it is a waste of time to continue training paraprofessionals that would not be lasting for the job and/or will not be a good fit for that specific position. Not all special education classes are the same some are more physically demanding. Also consider prep time is not the same when an IEP is required and the adequate staffing is not provided.	1/28/2026 6:06 PM
29	We do NOT get responses to questions, comments, and concerns. An extremely small percentage of communication is ever even responded to at all. if you want a higher chance of response you have to communicate via cell through text or call, which we are not required or paid to use in the workplace, and often outside of contract hours. It feels we are not important or a priority enough to be addressed during the workday. The special education department is highly understaffed! Furthermore, the special education staff does not understand, or demonstrate a true willingness or desire, to learn about the scope of practice of speech pathology or SLPs roles in the school setting. SPED consistently makes decisions that defy logical solutions good for students; poorly managing staffing - regularly moving staff around from site to site creating instability for students which affects everyone's safety among other	1/28/2026 5:28 PM

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things, etc. We are never asked for our input just given directives which seem like knee jerk reactions to complex problems. We are not consulted to help make good decisions about our field and how we implement our work throughout the district, or given reasonable time before changes happen. Communication is poor; unclear and directives regularly change, with different groups receiving different info (psych, speech, teacher, etc.) Support of local professional development opportunities is appreciated. Supporting our state conference for all speech pathologists would be appreciated. SPED admin has not been supportive and have added to stress in the workplace.

30	Limiting Academic Coaches to specific schools is not in the best interest. If there is a high need at one school, then other schools are left without support. We should be able to contact other Academic Coaches for support.	1/28/2026 3:38 PM
31	Additional trainings on administering KTEA, how to adequately run an IEP meeting, trainings on creating IEPs and making SMART goals, also how to best service students who use assistive technology.	1/28/2026 3:26 PM
32	I don't necessarily get that same feeling from SpEd at district. I don't feel like they always do what they could to protect teachers when parents have gotten upset.	1/28/2026 2:56 PM
33	na	1/28/2026 2:56 PM

Q28 Do you have any final thoughts to share on your survey?

Answered: 25 Skipped: 53

#	RESPONSES	DATE
1	My experience is that 13-14 students is too many in one class, especially when there is a wide range of abilities to address appropriately. Currently, I have some Kinder students who can read at 1st grade level, add/subtract 2 digit numbers without re-grouping, can speak fluently and are ready to continue learning at a high functioning level. I also have very young students- 3 year old students who drink from baby bottles and still (after months of school) have struggles persevering through an entire 5 hours of school. They do their best but they tire out, become irritable and sometimes cry for long periods, causing a disruption to the learning of others. It seems to me that 3 year olds- may be too young to be included in a class with 6 year old Kinder students. The gap in their development is too big. It is really very difficult to consistently provide appropriate instruction for this vast range of needs. I think that our Kindergarten students would benefit from their own, separate High Functioning Kindergarten class. The more that I collaborate with gen ed Kinder teachers the more I realize that I cannot provide the classroom structure/routines and academic opportunities that my Kindergarten students need, because if I did, then I would not be addressing the needs of 3 year olds. It is my great hope that our district will give these concerns serious consideration and open separate Kindergarten classes for our high functioning Kindergarten students. Thank you for this opportunity to share my thoughts and concerns.	2/13/2026 5:02 PM
2	There has been no communication from any administration at the special education office - not even a welcome back to the 25-26 school year, have a great holiday, thank you for everything you do, nothing from the coordinator. No email of introduction from the new admin. either.	2/13/2026 1:33 PM
3	There needs to be a Lead Speech Pathologist with a small caseload that could help train people, support assessments and guide management as they make decisions about our field.	2/13/2026 9:15 AM
4	Again, I'm a gen ed teacher, and the SPED at our site is troublesome	2/11/2026 10:57 AM
5	There is still preferential treatment between director and Tracy Holdcraft. This was happening in the past and hasn't stopped. Maybe even getting worse.	2/10/2026 1:33 PM
6	I still don't understand when IEP's are supposed to be scheduled. My hours are 7:45-3:00. If we start IEP's at 2:30, I miss out on my planning time and have to stay late after the IEP has ended, but I don't get paid for my time after 3:00 (for a lengthy IEP and/or lesson planning). This needs to be clarified, and sped teachers need to be paid accordingly.	2/6/2026 5:11 PM
7	Never ask for help because you won't get it. Unless you are moving a student out of the program and into gen ed, they live that!	2/6/2026 3:16 PM
8	More behavior support is needed!	2/6/2026 2:42 PM
9	I understand inclusion, it does work for some students, and I understand co-teaching. However, I'm not on board with the intervention groups. I feel the district is spreading the Special Educator too thin, remember we only have 30 minutes of prep time. How can we possibly keep up with all of the extra's. We still have to maintain our caseloads, classrooms, service logs, IEP's, progress reports, assessments, lesson plans, collaborating with 4 different grade levels, initials, triennials, site expectations, district expectations, other duties as expected, and all of this has to be done in our 30 minutes. I know Special Educators get a stipend, but that gives us, if we're thinking about time wise, 4 1/2 hours a month. But I'm not worried about the money, I'm worried about my personal time, it seems like we're expected to do 5 different jobs all at once. I don't think that is fair to us and it stinks.	2/6/2026 8:21 AM
10	I would recommend my site based on the sheer strength of the staff (classified and certificated), who come here to work day in and day out, are approachable, have an extreme wealth of knowledge, and get the job done to the best of their ability.	2/6/2026 7:12 AM
11	No	2/5/2026 5:50 PM
12	Please move the psychologist to a new school. We have suffered enough.	2/5/2026 5:37 PM

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13	Students and staff are being traumatized daily on our comprehensive sites, and our Special Education Administrators are allowing this to happen.	2/5/2026 4:48 PM
14	PLCs are my biggest concern. The needs for newer teachers are very different than the needs for more experienced teachers and since PLCs are a place to learn from one another, I feel that it could be structured more efficiently.	2/5/2026 3:18 PM
15	I think service logs are unnecessary and redundant for the reason that the service minutes are recorded in Aeries. It is just extra work to do, there is not enough time in day to do, with everything else we do in special ed such as IEPs, CAASPP, ELPAC, KTEA III assessments, and PLC's for common core. In addition, dealing students who are in general ed classes, helping them out to be successful in class, with their assignments, and emotions that comes with it.	2/5/2026 2:50 PM
16	No.	2/5/2026 2:48 PM
17	The turnover is high for SPED staff here and students are not making adequate progress. Admin does not prioritize meetings.	2/5/2026 1:45 PM
18	The questions need to be separated between SPED Admin (coordinators, assistant directors, directors, and executive directors) and support staff. Support staff are readily available, but also can't do much when teachers are attacked verbally or physically by students.	2/5/2026 1:28 PM
19	I absolutely appreciate my program specialist. Any time I have had a question or concern I get a message, phone call or visit within 1 day! Thankful for Sal.	2/4/2026 7:55 PM
20	NA	1/29/2026 7:51 AM
21	There is no fair treatment when classes tend to be bigger if a teacher is considered to be good at the job. The overall reward is an increased amount of students and consequently more paper workload. There should be a limit of students in a classroom in order to serve them appropriately and provide the appropriate amount of staff in the classroom as well as training for all new teachers and paras taking on a new special education position. (So called FAPE) It will never be considered appropriate to have substitutes in classes with just one trained para or two. The majority of the time substitutes don't even know what they are getting into or they have no experience on how to support paraprofessional staff and how to provide adequate services to our students. The department should consider something more efficient to collect data other than more paperwork. I have many thoughts and many suggestions based on many years of experience and waiting for positive changes to happen. If the Special Education department knows who I am and want more of my suggestions pay me as an administrator and I will probably be able to help with some strategies.	1/28/2026 6:06 PM
22	I was looking forward to a new SPED administration this year who would be professional, communicative, respectful, knowledgeable, and with a growth mindset. This has not been my experience thus far.	1/28/2026 5:28 PM
23	I love my job. The majority of the time, I feel supported by SPED. It is not an easy job in any position. We need to work on follow-through for new teachers and training. Some are not up-to-date on policy, logging, and the need to complete an IEP (testing by date, notes page, working with their Teacher co-hort). We need to work together as a team.	1/28/2026 3:38 PM
24	Overall the SpEd team at my school is A+. They are knowledgeable and the entire team is cohesive and works together well.	1/28/2026 2:56 PM
25	na	1/28/2026 2:56 PM