



Evaluation of Services Provided to Students with Disabilities

Pittsburg Unified School District
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INTRODUCTION

Through an amazing shift in public policy over the past fifteen years, schools are being judged on the success of every student, including students with disabilities, who historically have been exempt from stringent standards of accountability. Educating students with disabilities has shifted from a focus on deficits to strategies and services that result in academic success at each student's enrolled grade level. The requirements of No Child Left Behind, the Individuals with Disabilities Education Act, and participation in statewide assessments have caused schools to critically examine the delivery of instruction and supports for students with disabilities. Concerns regarding equity have also received more attention as equitable school days, services, facilities, and identification and discipline practices are more closely examined.

"We endeavor to bring our students to their fullest potential and to create lifelong learners who will contribute positively to the world."

Pittsburg Unified School District's
MISSION STATEMENT

Today's lens for judging the quality and equity of services for students with disabilities focuses on high performance outcomes and effective and efficient use of personnel and other resources. In keeping with their stated mission, the Pittsburg Unified School District engaged Stetson and Associates, Inc., an educational consulting firm with 28 years of national and international experience, to conduct an evaluation of services for students with disabilities. This report is the final product of that contract.

HISTORY AND PURPOSE

In the fall of 2015, Dr. Janet Schulze, Superintendent of Schools, contacted Stetson & Associates, Inc. to commission an evaluation of district services provided to students with disabilities, with a particular emphasis on reviewing current practices and making specific recommendations for improvement and sustainability. The information contained in this report was developed with the active participation of Pittsburg Unified School District central office administrators, school administrators, teachers, support service providers, and parents of students with disabilities. Pittsburg Unified School District is to be commended for taking positive steps to ensure effective and equitable practices in its services and across its schools. By evaluating special education services, the district has taken an impressive step toward excellence and continuous improvement for all students.

GUIDING PRINCIPLES

Several principles guided the review of special education services. First, students with disabilities should be viewed as general education students who require some level of additional support in order to be successful. Decisions regarding special education supports required by a student today will likely change several times during his school career.

Second, it is no longer possible, either philosophically or practically, to separate an evaluation of services for students with disabilities from a review of the quality of instructional services provided to *all* students. Special education services are support services, so it is necessary to examine the general education instructional delivery system

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for all students and the problem solving process for any student who experiences difficulty in school.

Third, this report is not a compliance review. Rather, it is based on a review of services for students with disabilities within the context of highly effective, research-based practices. While compliance issues, when noted, are discussed in this report, the evaluation process requested and provided did not include a folder review or other aspects of a traditional compliance review.

Fourth, this report was guided by the conviction that equity in service delivery is a necessary precondition for excellence within a school district. It is not possible for schools to achieve recognition for excellence unless success is pursued and achieved for *all* students within the district. Thus, the district's philosophy and practice toward students with disabilities is a critical aspect of this evaluation.

Finally, at the outset, district leadership requested that the report resulting from the evaluation offer clear recommendations for action. The recommendations are listed within each major topic or theme of the report. An implementation chart will provide Pittsburg Unified School District leadership with a clear roadmap toward the future and a means for demonstrating accountability for change.

EVALUATION METHODS

The evaluation of services provided to students with disabilities in Pittsburg Unified School District required an examination of quantitative and qualitative data from a variety of sources. Stetson and Associates, Inc. selected six basic methodologies, including:

1. Structured interviews and classroom observations on each campus.
2. Structured interviews with key central office personnel.
3. Focus group sessions for multiple stakeholders, including elementary and secondary principals, general education teachers, special education teachers, central office leadership, key departmental staff, speech/ language pathologists, appraisal staff, instructional aides and, of course, parents of students receiving special education services.
4. A survey of faculty members' perceptions of the services provided to students with disabilities in Pittsburg Unified School District.
5. A survey of parental perceptions of services provided to students with disabilities in Pittsburg Unified School District.*
6. A review of comparable state, SELPA, and district statistics pertaining to students with disabilities.

* Only 46 of 1,100 families of students with disabilities, or 4.2%, responded to the survey. This number of responses does not provide a representative sample but the results are presented as an information item. Caution should be applied when drawing conclusion from these data.

For a complete description of these six evaluation methodologies, refer to Appendix A.

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ORGANIZATION OF THIS REPORT

To create a clear context for evaluation findings, the report begins with a brief snapshot regarding demographics and key data measures obtained from the California Department of Education database. The main body of the report describes six major themes that emerged from the data. Each major theme is described in a separate section. Each section will begin with a brief overview of best practices related to that theme. Specific findings and recommendations will be described and discussed. The final section offers conclusions and suggests organizational processes to transform the recommendations listed throughout this report into changed practice at the district and school levels.

The six themes related to services for students with disabilities in Pittsburg Unified School District are as follows:

Theme 1:	A Clear Vision and Role for Special Education Services
Theme 2:	A Continuum of Services Based on Student Needs
Theme 3:	Instructional Excellence for All Learners
Theme 4:	Effective Recruitment and Roles for Special Education Personnel
Theme 5:	Parents as Partners in the Educational Process
Theme 6:	Professional Learning and Capacity Building as a Priority for Change

The support for an examination of the current status of services for students with disabilities and a long-range plan for improvement exists in the Pittsburg Unified School District. This support is evidenced by the request for this review and the active involvement of Pittsburg Unified staff members and parents who participated in meetings, interviews, or observations with candor and concern for students. It is our intention that this report will provide a launching point for future efforts to improve services for the district's students with disabilities, their families and the community.

A BRIEF SNAPSHOT OF PITTSBURG UNIFIED SCHOOL DISTRICT SERVICES*

- ▶ Total enrollment of students with disabilities in Pittsburg Unified School District is 1,068, or 9.7% of the district’s total enrollment. This is below yet fairly consistent with the state average of 11.5%. Statistics for national comparisons of percent enrollment range from 8-12%.
- ▶ Statistics provided by Pittsburg Unified School District’s Department of Academic Achievement and Accountability indicate a wide and negative gap between the performance of students with disabilities and all students in the PUSD and every other sub-group reported, including African American students, Filipino students, Latino students, and English Language Learners. These graphs are provided below.

FIGURE1. PUSD CAASPP ELA BY GROUP 2015

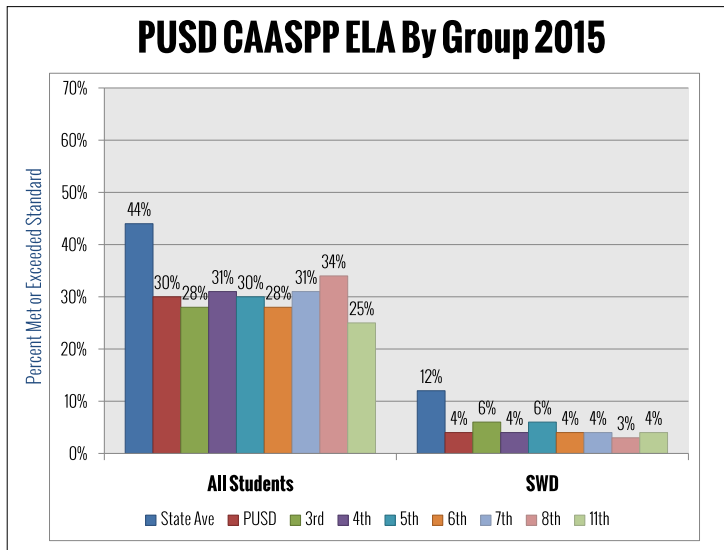


FIGURE2. PUSD SCIENCE CAASPP 2015 BY GROUP

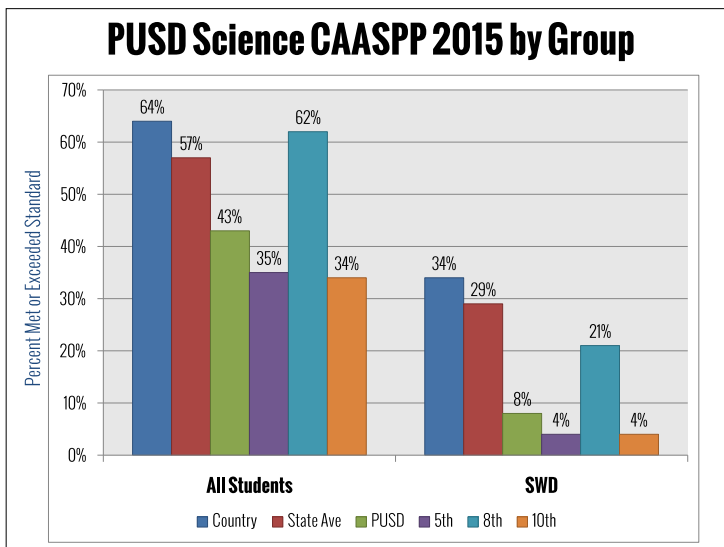
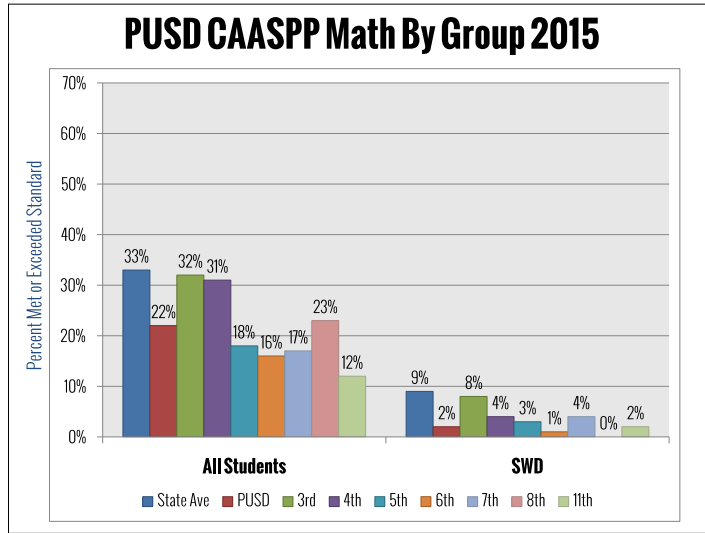


FIGURE 3. PUSD CAASPP MATH BY GROUP 2015



Refer to Appendix B for a full size version of the charts

- ▶ Pittsburg Unified School District data reflects that standards for serving students with disabilities in the Least Restrictive Environment (LRE) were not met. The state standard for the percent of students spending more than 80% of the instructional day in the general education setting (49.2%) was not met. The district figure was 44.4%. Similarly, the standard for students with disabilities spending less than 40% of their time in special education environments (24.6%) was not met by 2.8%. These statistics reflect that additional attention must be paid to more inclusive practices, as the state standard will continue to become more challenging to achieve in the future.
- ▶ While the California Department of Education Annual Performance report indicates that PUSD did achieve the standard for LRE at the Preschool level, our evaluators believe that the data submitted to and analyzed by the state are inaccurately computed. An addendum for this measure will be submitted to PUSD when clarification of the reporting rules is received.
- ▶ Data regarding standards for Preschool student improvement in three outcomes, positive social-emotional skills, acquisition and use of knowledge and skills in early language and literacy, and use of appropriate behaviors shows that the standards were not met within the Contra Costa SELPA. District level data for this measure are not provided in state reports.
- ▶ Graduation rates for students with disabilities in PUSD are only 60.2%, or ten percent (10%) below the state standard of 70.26%.
- ▶ On a positive note, Pittsburg Unified School District meets state standards for drop-out rates (7.6% above the state target, is below the state rate for the number of students with disabilities suspended or expelled for more than ten (10) days; exceeds the state target for parent perceptions of schools facilitating parent involvement (99.7% in contrast to the state target of >90%). Disproportionate

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- representation of minority children in special education is not listed as a state concern at this time.
- ▶ Compliance status for the district is concerning and represents a priority for improvement. Student performance across state testing measures is the most critical of these concerns.

Data Sources: 2013-14 District Level Special Education Annual Performance Report Measure for Pittsburg Unified School District, California Department of Education, prepared 10-23-15, the California Accountability and Improvement System (CAIS) and the California Basic Educational Data System (CBEDS) website.

A Word about the Content and Tone of this Report. When the Superintendent commissioned this report, as appropriate, no information was provided to the evaluators in advance regarding the status of special education services in the district. As we prepare this final report of our observations, analyses of data, and the results of numerous formal focus groups and informal discussions, the positives to report are few and the concerns are many. The frank comments gained from every focus group session and from our discussions at the central office and schools suggest an almost universal sense that improvement is needed in existing services to students with disabilities. On three occasions, when asked what practices are successful (are working) for students receiving special education services in the district, the group response was, “we can’t think of any.” This comment was also made at the conclusion of the first parent focus group.

Therefore, this report does offer long lists of needed improvements with few examples of noteworthy practice but the evaluators feel that it is important to state that everyone who participated in this process expressed great interest and commitment in improving, or even redesigning, services for students with disabilities in a way that reflects best practice, research-based evidence and above all, the best outcomes for students with disabilities. Where noted, there are principals and teachers who can offer the district some excellent examples of the future envisioned for students with disabilities in Pittsburg Unified School District. The new leadership at the district and division levels offers a fresh opportunity to apply quality standards for all students in PUSD.

The technical portion of this evaluation report follows. Each chapter concerns a major theme that emerged from the data collection, school and classroom observations, focus groups, survey analyses, and interviews.

THEME 1: A CLEAR VISION AND ROLE FOR SPECIAL EDUCATION SERVICES

A common vision and vocabulary regarding services for students with disabilities is an essential pre-condition for achieving strong student outcomes. Without a clear and consistent vision for students with disabilities, the philosophies and practices guiding service delivery will vary widely from year to year and school to school. The lack of common vision and vocabulary results in a loss of momentum for individual students and decreased focus across the faculty. Conversely, a shared vision can serve as a catalyst to dramatically move the organization from the ordinary to the extraordinary.

Throughout California and the nation, students with disabilities are increasingly viewed as “*our* students—not *your* students or *my* students.” This sense of shared responsibility for all students is an important component of a common vision. A positive, clear, and consistent message regarding services for students with disabilities, including equal membership in the school community, must be articulated by the superintendent, administrators over general education and special education, and by each principal. The practices of inclusive education and equitable access to quality instruction have resounding support in the literature and in practice. The role of leadership is critical to creating these necessary conditions for success.

One of the most difficult challenges for school districts is the ability to disseminate clear and consistent information to multiple stakeholders. The complexity of the “business of school” has increased along with numbers of students and faculty, legal and regulatory guidelines, and accountability requirements. The need for a clearer organizational structure for the department, specific role designations for special education staff, and more consistent communication from the special education department emerged in discussions with Pittsburg Unified School District principals, teachers and ancillary staff, and notably from special education department staff.

FINDINGS

There are eight findings related to this theme.

1. There is no clear vision for services and desired outcomes for students with disabilities, including quality indicators that should guide practice. In the absence of a vision, current services are not clearly articulated, service options vary significantly across schools, transitions of students from one level to another are disjointed and student progress is compromised. Throughout the evaluation, two concerns were expressed that reflect on the district vision for students with disabilities. One perception is that adult issues and adult preferences often override student-based decisions. The second frequently expressed perception related to an emphasis from the special education leadership to focus on cost rather than quality. Perceptions are not reflected in hard data but they do provide some indication of the culture of the department.

A common vision and a clear set of guiding principles will serve to achieve an appropriate level of consistency across Pittsburg Unified School District schools to

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- improve student outcomes. Consistency of vision and of service options is particularly important because without it students with disabilities do not have a seamless school experience, uninterrupted progress and effective coordination of service providers from level to level. Services typically cost more and yield less positive results when there is a lack of consistency from school to school. Almost 60% of faculty survey respondents indicated that services are not consistent in PUSD from level to level. This reflects lack of coordinated planning and vision setting for services for students with disabilities.
2. While many educators throughout the evaluation process made positive comments about their care and concern for students with disabilities and their efforts to improve services, a general attitude of silos of services permeated most discussions. There is a strong history of students receiving special education services being viewed as 'special education students' rather than general education students who require additional academic or behavioral supports. This impacts all aspects of service delivery from decisions made in Individualized Education Program (IEP) meetings to general education teacher willingness to accommodate varied learning needs.
 3. Pittsburg Unified School District's commitment to inclusive education, a pillar of effective practice, is not well articulated or implemented. As one administrator commented, "The special education department announced that the district was going to implement 'full inclusion,' yet this was only announced to special education personnel. It was not announced to any other group." This resulted in confusion across the district and in Pittsburg Unified School District's failure to meet federal and state standards of the percent of time students with disabilities spend with their non-disabled peers.
 4. The degree to which Pittsburg Unified School District personnel feel supported in their efforts to serve students with disabilities is a concern to be addressed. When asked the question regarding their perceptions of principal support, 23.1% of respondents indicated that they do not feel supported. Thirty-five percent (35%) indicated that they do not feel supported by central office staff when asked the same question.
 5. Approximately one-third (29.7%) of all faculty survey respondents indicated a belief that general education students do not benefit from inclusive practices.
 6. The current organizational structure for the department is in need of improved clarity regarding roles and responsibilities of the department as a whole and for individual staff positions. Principals from the elementary and secondary levels expressed concern that roles of department staff are not clear, directions or rule interpretations vary across department personnel and receiving necessary information is difficult.
 7. Messages and directions related to the provision of special education services are not consistent across the district, leading to confusion and inconsistent levels of implementation. A clear vision and improved role clarity for streamlining actions and communications is essential.
 8. When examining outcomes for all students with disabilities across the district, attention must be directed to the needs of each student within an effective practice

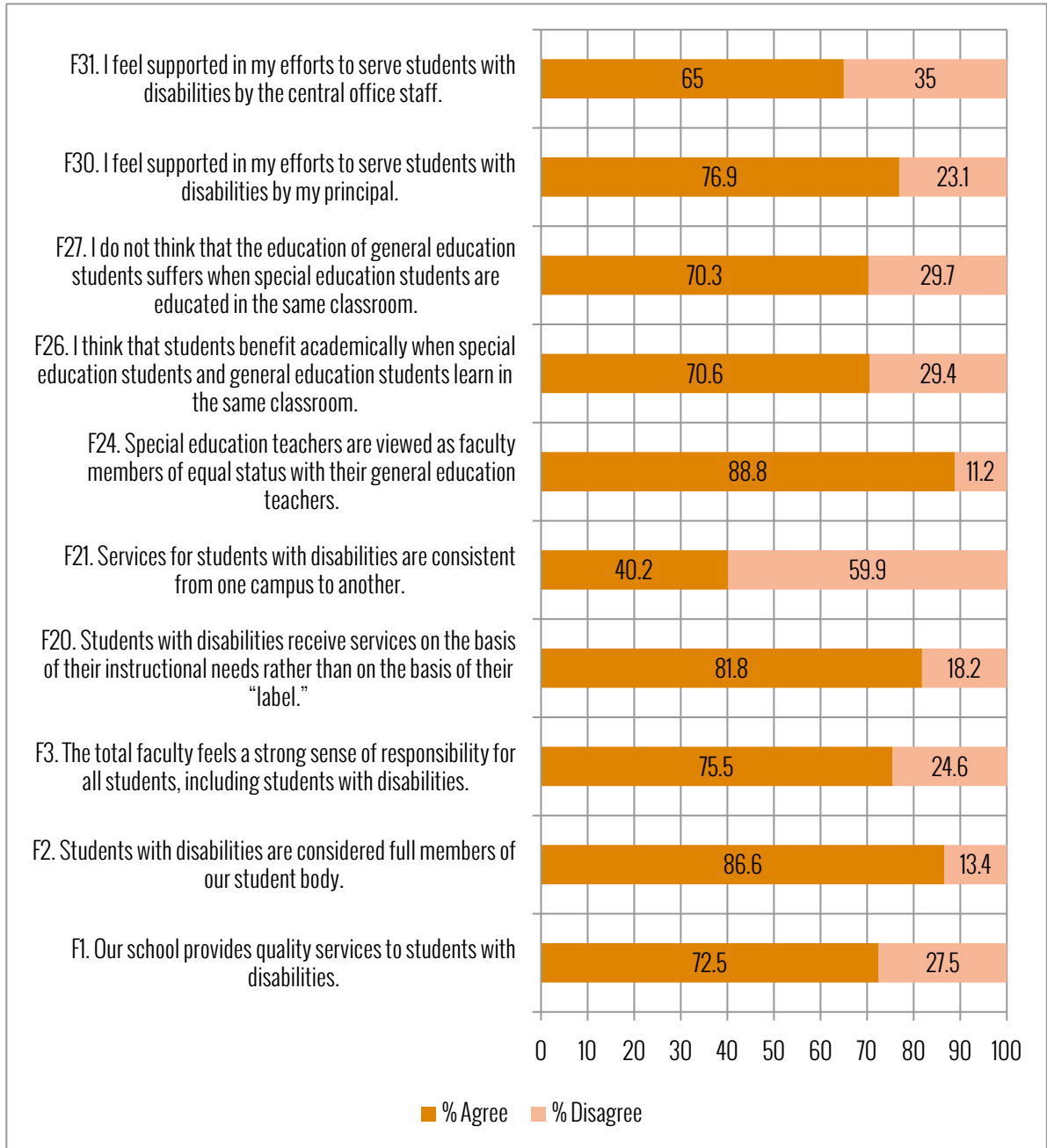
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framework. The present efforts and results for students with disabilities must be significantly improved upon and within a responsive timeframe.

The following is an expansion of these findings, including supporting data and observations:

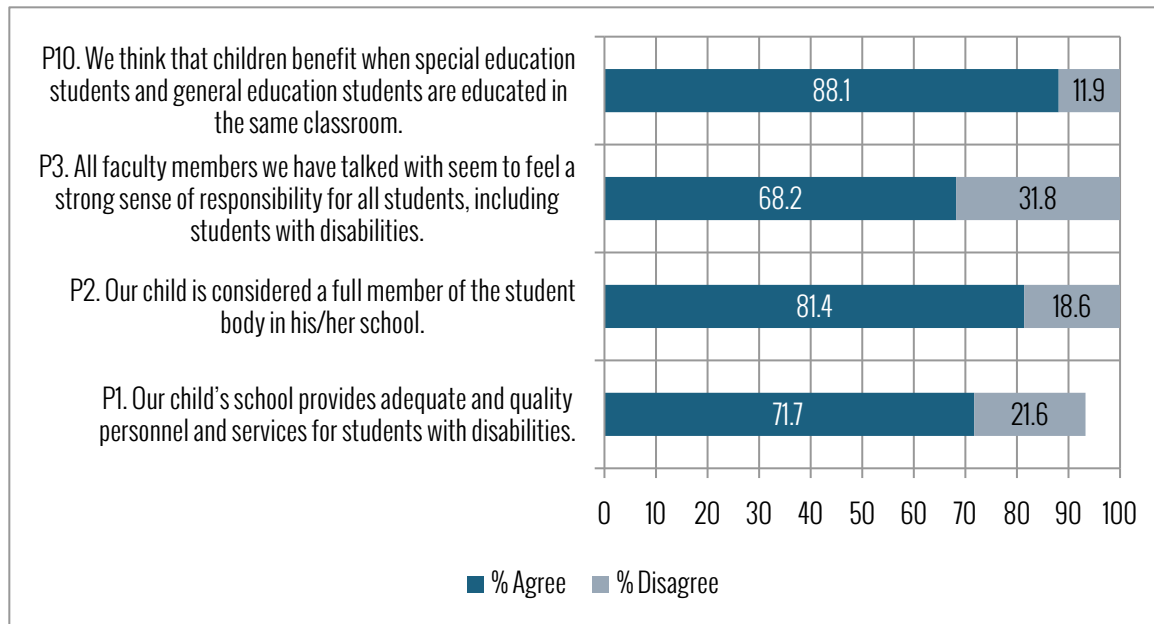
FIGURE 4. SUMMARY OF FACULTY SURVEY RESPONSES RELATED TO “A COMMON VISION AND SHARED RESPONSIBILITY FOR ALL LEARNERS”



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FIGURE 5. SUMMARY OF PARENT SURVEY RESPONSES RELATED TO “A COMMON VISION AND SHARED RESPONSIBILITY FOR ALL LEARNERS”



Quality Services. There is a general belief across PUSD faculty that their school provides quality services to students with disabilities. In fact, 72.5% of all faculty respondents indicated agreement with this statement. Of concern is that 27.5% of survey respondents indicated they do not agree quality services are provided to students with disabilities.

Of interest is the position of respondents who *disagree* that Pittsburg Unified School District provides quality services to students with disabilities. Almost 10% of PUSD administrators indicated that they *strongly disagree* that quality services are provided. Twenty-six percent (26.0%) of special education teachers and parents (26.1%) responded negatively to the question of the district providing quality services to this student group.

Shared Responsibility for Students with Disabilities. One crucial characteristic of schools that are successful with a broad range of diverse students is shared responsibility for all learners. In the past decade this characteristic is studied in every credible evaluation of quality services for students with disabilities. This is particularly important because our history in education is one of separation and segregation for students with disabilities.

In “exhaustive longitudinal studies of school success,” Newman and Wehlage (1995) concluded that successful schools share three characteristics:

1. A clear, shared purpose for all students' learning;
2. Teachers engage in collaboration to achieve this purpose; and,
3. Teachers take *collective* responsibility for student learning.

Across all positions, 75.5% of faculty survey respondents indicated, “the total faculty feels a strong sense of responsibility for all students, including students with disabilities.” A review of faculty survey results by position reveals a disparity between responses of general

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and special education staff. Half of all special education teachers (50.0%) indicate that shared ownership for all students, including students receiving special education services is not in evidence in their school. This disparity may be explained by the lack of a clear vision across PUSD of an inclusive school community. Improvements in scheduling, collaborative planning time and increased sharing of instructional roles in the general education classroom typically improve these ratings.

A related measure is the question of perceived equal status of special education teachers within the total faculty. This discrepancy in general and special education teacher perception is large and concerning. While 94.7% of general education teachers indicate that their special education colleagues are viewed as faculty members of equal status, almost 40% of special education respondents dispute this belief.

Commitment to Inclusive Practices. Least Restrictive Environment (LRE) compliance statistics indicate that Pittsburg Unified School District does not meet the standard for educating students with disabilities in the general education classroom more than 80% of their day. Attitudes toward this practice vary between parents and educators and from level to level. While 88.1% of parents responding to the survey indicated “we think that children benefit when special education students and general education students are educated in the same classroom,” only 70.6% of faculty members agreed with this statement and 70.3% indicate that they do not think general education student suffer when students receiving special education services are educated in the same classroom.

To conclude this point, the concerns regarding student benefit or harm reflected by the survey questions are, in the opinion of this report, impacted by the need to convey a strong district-wide commitment to inclusive practices, to continually improve the numerous implementation aspects of inclusive education practices, and to adjust support systems and instructional strategies for students who experience difficulty in the general education setting. Pittsburg Unified School District will improve these statistics by making needed adjustments to improved in-class support, more differentiated instructional delivery and a more systematic staffing and scheduling process.

Need for Consistency in Message and Direction. With regard to the need for more consistent responses from the special education department, the following are representative comments from the focus group sessions:

- “The right and left hands are not coordinated. We have no consistent leadership or message. The director will say one thing and a program specialist will say another.”
- “There is a lack of cohesive policies; direction varies regarding how to request evaluations for adaptive physical education, occupational therapy or behavioral services.”
- “There is no clear defined plan for special education.” “It is as though we operate under a veil of secrecy - needed information is withheld.”
- “A general lack of communication - no one is on the same page regarding special education.”

One concern regarding inconsistent communication is related to the high risk of violating a legal requirement. This is an excellent observation and yet another reason to increase efforts to enhance the level of clarity and consistency of critical information from the department of special education.

RECOMMENDATIONS

1. Create a clear vision of services for students with disabilities, including quality indicators, role delineation for campus and department leadership, and the common expectations to be met across all schools. This is a critical step to gain consistency and improved results for students with disabilities. Given the clear direction available to districts from research-based and legally-based strategies, the task of creating a clear organizational vision and structure should not require a great deal of time and will make a major difference in focus and clarity for the department and the district.
2. Design a new organizational structure that clarifies communication linkages and decision points, and moves from a strong program orientation to one that is more service oriented.
3. Publish the district's successes with regard to inclusive practices via the district website, school recognition and other media options. Pittsburg Unified School District has many improvement priorities and should increase attention to the practices that are successful, creating positive outcomes for students with disabilities and their peers.
4. Clarify the continuum of services within the district and eliminate confusion over inclusive options. This recommendation will be treated in much greater detail in Theme 2.
5. Review and address the possible reasons for the disparity regarding special education faculty perception of shared responsibility for students with disabilities identified (general education teacher reluctance, scheduling, time for collaboration, etc.). Provide professional development and other activities to promote shared responsibility.
6. Produce a clearly written set of Special Education Policies and Procedures and use a dissemination plan that makes certain all Pittsburg Unified School District leadership, teaching staff and related services personnel understand and feel confident in implementing them. The Contra Costa SELPA may have a set of procedures that can be easily accessed by member districts. There is confusion regarding the availability and usefulness of the procedures that are currently in place. Correction of this problem will be necessary to improve communication, compliance and transparency.
7. Survey principals, special education team leaders, central office staff and other key groups for a list of issues/directions/policies for which confusing or conflicting information is currently provided. The process for gathering this information should be informal and require very little time or effort. Consider repeating this annually to proactively identify areas of confusion or inconsistency.
8. Involve department staff in creating a similar list and in identifying areas in which different practices are observed that negatively impact the quality of services or the degree to which the district is in compliance with rules or regulations.
9. Work collaboratively with key department staff to create a set of clear, consistent responses in written or bulleted form for appropriate dissemination. Date all original communications and updates.

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10. Create a list of topics that account for requests for clarification and numerous calls to the department. Prepare written responses and address this list in department meetings to engage in detailed discussions regarding appropriate responses to questions, and the instances in which questions should be directed to the executive director or director of the department. Minimize the length of this list to increase system-wide responsibility for knowing and following correct practice.
11. Utilize the district's/department's website to provide clear information that is easy to access about staff leadership assignments and written clarification of key procedures related to services for students with disabilities.
12. Implement a variety of strategies to strengthen principal leadership and responsibility for services provided to students with disabilities at the school level. Provide them with clear information regarding desired practices and quality standards, create more open and effective communication systems, provide them with resources that enhance knowledge of research-based practices and engage them in decisions that impact the school level. Establish guiding principles so that, when followed, the trust level between schools and central office is higher and leads to more consistency. All administrators must understand that the neighborhood school and general education classroom are the first considerations for service for students with disabilities.
13. Every building administrator should receive information regarding quality practices that should be present in every Pittsburg Unified School District school as a matter of equity and excellence. This would provide a foundation of common practices that supports student success as they transition from school to school and from level to level.
14. Consider a brief and clear listing of district-wide "non-negotiables" that provides consistency across all schools. This would create an easier working relationship between the department and campus leadership because the legal and pedagogical standards should be met.
15. Provide recognition for the successful practices in place in the schools where they are present. Principals and individual faculty members should receive recognition for success and for innovative efforts that improve the climate and outcomes for students with disabilities. It appears that many principals are working diligently to put good practices in place and at times, without needed support or clarity from the central office.

These recommendations for developing a clear vision for students with disabilities in Pittsburg Unified School District, role clarity and message consistency, and leadership empowerment and responsibility, when implemented, will significantly increase district effectiveness and stakeholder commitment and satisfaction.

THEME 2: A CONTINUUM OF SERVICES BASED ON STUDENT NEEDS

Once a student is determined to be eligible for and in need of special education services, and after his instructional and/or behavioral goals are established, the remaining questions to be answered by a team of educators and the child's parents relate to *services* and *location*. The original questions, crafted in 1977 as part of the regulations governing Public Law 94-142, remain unchanged today. They are, as stated in simple terms:

- ▶ What **services** are required to enable the student to meet these goals?
- ▶ What constitutes the **least restrictive environment** for the provision of these services?

The standards for determining the answer to the second question also remain unchanged over the past three decades, stated below:

IDEA'S LRE PROVISION

"To the maximum extent appropriate, children with disabilities... are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." Section 612 (a)(5) (A) (IDEA '04)

If it is determined that after exhausting all appropriate options in the general education classroom, a student does require services *outside of the general education classroom* to meet one or more of his IEP goals, the next least restrictive setting is to be considered. The amount of time outside the general education classroom is determined by student needs, not by prearranged options or administrative convenience. In order to meet quality and legal standards, an objective, student-centered process must be used to determine services and settings. It is as concerning to deny a student access to time and services outside of the general education classroom when needed, as it is to deny a student access to the general education classroom when that setting would be most appropriate.

Perhaps one of the most challenging concepts in schools today is this notion of *individualizing* each decision for each student who receives an Individualized Education Program (IEP). This theme is central to quality services for students with disabilities and focuses on the steps necessary for Pittsburg Unified School District to move forward. **The very low measures of performance among PUSD students with disabilities, the dissatisfaction with current options, and the absence of cutting-edge, research-based practices in the district offer clear evidence of the need for this change.**

The central change required of Pittsburg Unified School District is the adoption of an individualized, student needs-based approach for determining the best setting for each student to receive his or her services. The continuum of services must reflect students' needs and not pre-determined options to which students with disabilities are assigned.

FINDINGS

1. Service delivery for students with disabilities is typically described as ratio, label, and place-driven. These practices were observed in on-site classroom visits and through focus group and individual interview settings. Students must adjust to what is offered. A fundamental change is needed that incorporates strong instructional expertise and data-based decision making at the IEP meeting. When student needs drive service decisions, PUSD will see an increase in student performance, graduation rates, and post-school success.
2. There is a very strong program orientation in the district that relies on the following names: Push-in services in the general education classroom, Learning Center services replacing 'old resource rooms' but in most cases with very similar results; and Service Specific Classes (SSCs) which offer pullout services primarily on the basis of disability label or level of severity. This incomplete and ineffective continuum must be redesigned to meet student needs. PUSD does not have a student-centered process but rather a decision process determined by available places.
3. The three main options along the PUSD continuum are not effective in meeting the needs of students with disabilities.

- a. **In-class support**, referred to as 'Push-In' services in PUSD, is virtually non-existent and is typically provided by aides, when provided at all. The certified special education teachers are generally used for options beyond this point in the continuum. In contrast, general and special education teacher collaboration and shared service delivery are descriptors of quality services for students with disabilities today. Personal supports should follow the student, when needed, into the general education classroom. In the words of one administrator, "we are dumping kids in the general education classes with no support at all."

Only limited accommodations were observed in the general education classrooms, necessitating repeats of content taught in a pullout setting to 'augment' what this provided in the general education classroom. This doubles instructional time, is currently not well coordinated with what is occurring in the general education classroom, and creates unsuccessful learners in this least restrictive setting because needed accommodations are viewed as the responsibility of special education personnel and are not generally provided until the students goes into a special education classroom. When asked, the director indicated that she did not favor in-class supports.

- b. **Learning Centers** are typically overcrowded classrooms – separate classes very similar to the old 'resource room' model with one teacher who may be required to provide instruction across multiple subjects and multiple grade levels at the same time. There is no evidence that this model was effective in the past nor is it particularly effective today, given the undeniable gap in performance scores for students with disabilities in PUSD. When questioned about the extent to which special education teachers meet regularly to coordinate their instruction with the content and pacing of the

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general curriculum in the general education classrooms, the typical answer was 'only very informally and infrequently'. Some answered, "not at all" and a few indicated an effort toward regular communication, even if only through note sharing. This results in non-aligned instruction and lost academic learning time.

- c. **Service-Specific Classes (SSC)** These classes are at the far end of the service continuum as they represent locations for services outside of the general education classroom and curriculum. Typically students with autism, behavioral concerns or students with intellectual disabilities receive services in these settings. Of the three predominant models mentioned in this section, SSC services were most often described as the unclear. There is no clear district description of the types of services that are provided in these separate settings. With limited exception of a few students in some of these classes included with their non-disabled peers for art or physical education, very little planned interaction occurs. Even shared lunchtime, when it would have been very appropriate, was not provided. Evaluators observed trays being taken to the SSCs at lunchtime and more than one teacher described the rationale as "principal or teacher preference for a separate lunch." A parent of a student with disabilities indicated frustration and disappointment that faculty told program staff the "students were too loud" and they didn't want them to eat in the lunchroom. When the parent discussed this concern with the principal, the parent reported the principal's response was, "We'll put this on the back burner and discuss it at another time."
4. The continuum of services for students with disabilities varies from school to school and from level to level. There is not a clear progression of services as students transition from preschool to elementary to junior high to high school. This results in interruptions in forward progress for students, the necessity of students needing to shift to new philosophies and approaches from school to school, parental frustration and confusion and poor coordination between schools.
5. There is not a clearly articulated k-12 model, or approach, for students with autism. Services for students with autism seem to end at the junior high school level with little or no services designed to address these needs at high school. While services must still be individualized on a student-by-student basis, it appears that services for students with autism are not clearly conceptualized at any level but are particularly not available at the high school level. As one interviewee stated, "in PUSD, students must be 'cured' of autism by the time they reach high school.
6. On numerous occasions throughout the evaluation process, administrators and teachers stated that "the IEP does not drive decisions – the schedule does." If and when this occurs, services have drifted significantly away from the spirit and the intent of legislation for students with disabilities.

The Present Continuum in Contrast to a Recommended Continuum. In light of national shifts away from labels and places and with the legal and ethical preference for more inclusive services for students with disabilities, Stetson & Associates, Inc. has removed

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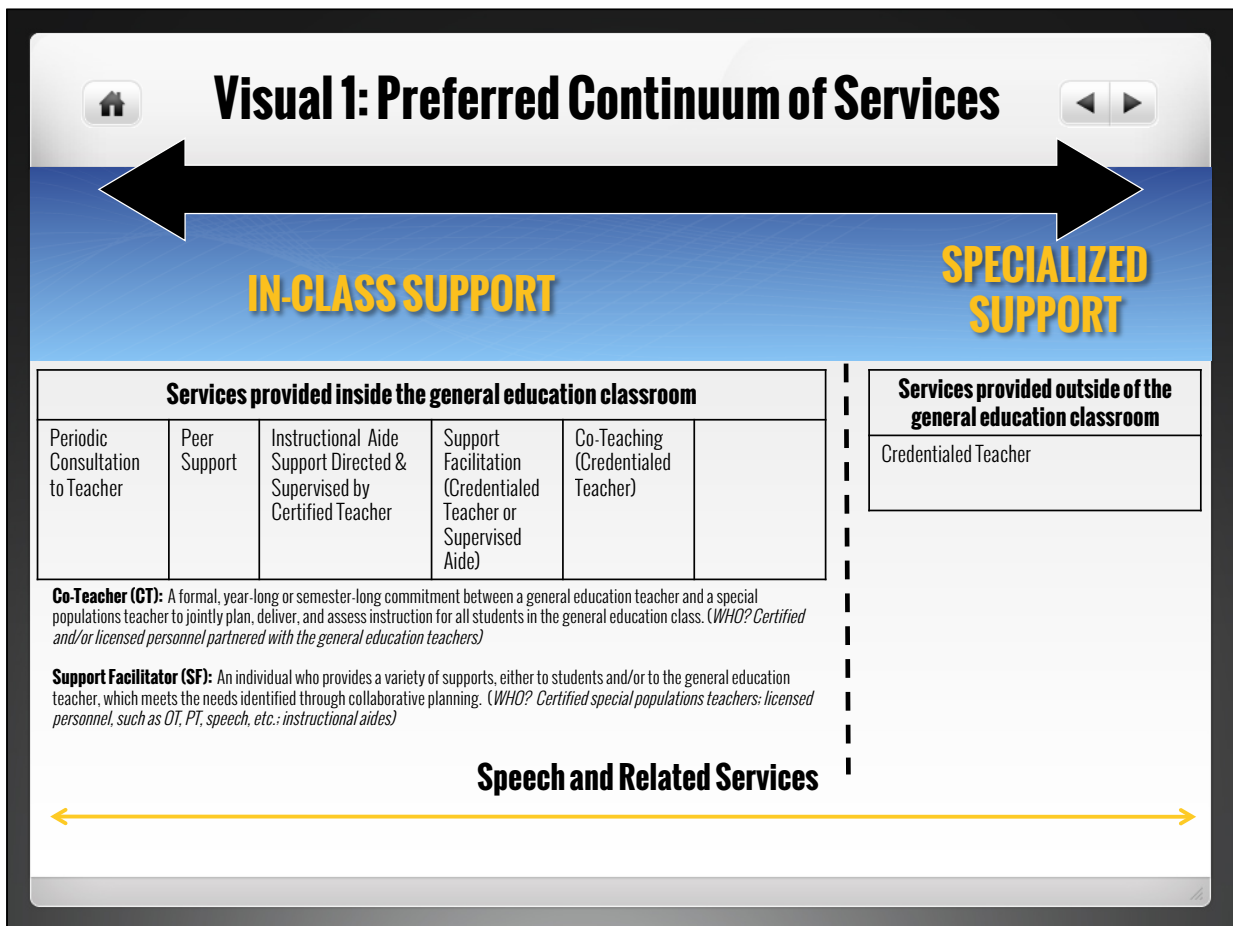
place names and has, instead, substituted terms that describe the broad type of services. In the words of one of our clients:

“The focus is placed on the SUPPORT that the student needs in order to be successful while accessing the general education curriculum, as opposed to a PLACE where the student goes. In order to create a common vocabulary, the support available via special education will be discussed in terms of intensity, each representing an increased level of support for the student, based on his or her need: (a) consultative support, (b) in-class support, and (c) specialized support.”

Source: Northside Independent School District, Texas (district website)

FIGURE 6.

Visual 1 is a view of a broad continuum that offers great latitude in designing student-specific service options within three broad categories of support.



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FIGURE 7.

Visual 2 provides a simplified version of the Pittsburg Unified School District’s continuum, drawn on the basis of staff input. These three ‘places’ represent the primary locations of services for students with disabilities. Once in the setting, services are typically pre-determined.

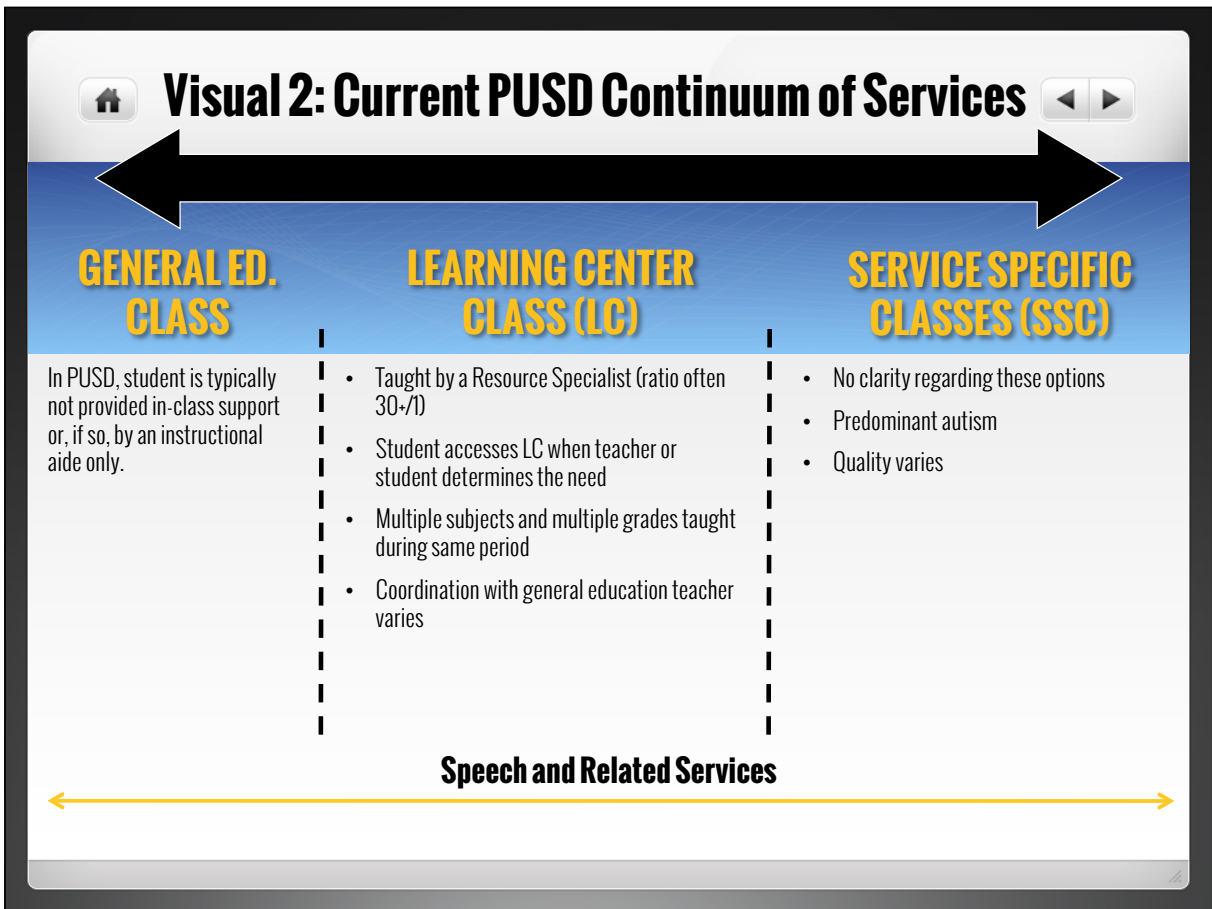
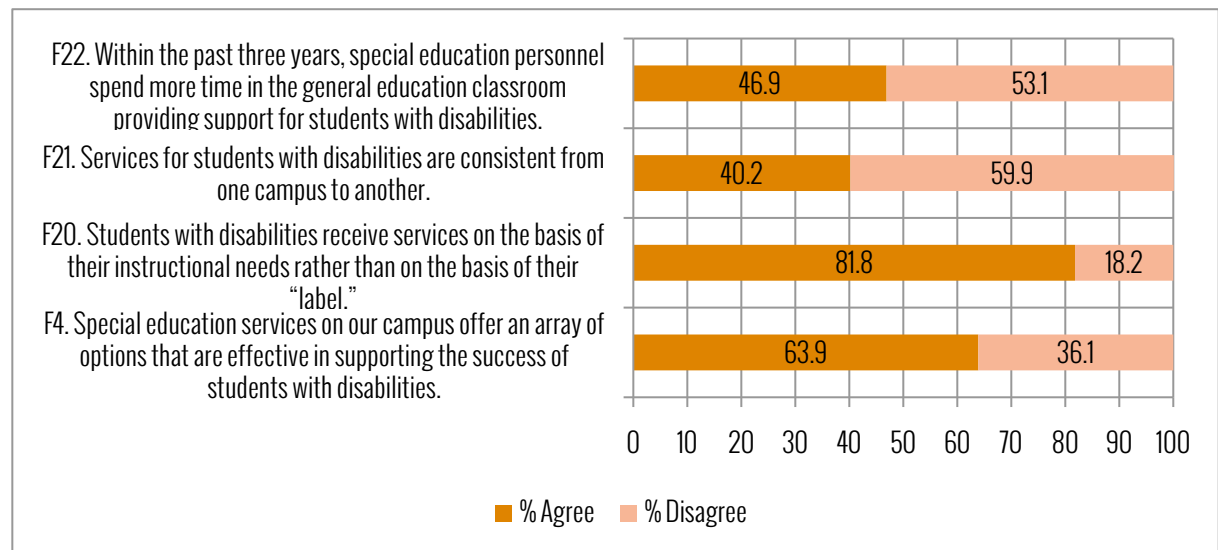


FIGURE 8. FACULTY SURVEY RESPONSES RELATED TO “A CONTINUUM OF SERVICES BASED ON STUDENT NEEDS”



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From the faculty survey, only sixty-four (63.9%) percent of all respondents agreed with the statement “special education services on my campus offer an array of options that are effective in supporting the success of students with disabilities.” When responses were disaggregated by position, it is instructive to note the percentage of respondents who disagreed with this statement. Over a quarter (27.2%) of administrators disagreed with the statement, 37.9% of general education teachers disagreed and 39.2% of special education teachers disagreed.

Eight out of ten (81.8%) faculty members indicated a belief that students with disabilities receive services on the basis of their instructional needs rather than on the basis of labels. The following section regarding a student-centered model for staffing disagrees with the PUSD faculty assessment. If the district is going to realize positive change in this regard, great attention to professional development and paradigm shifts will be required.

A majority (59.9%) of respondents indicated that services are not consistent from school to school and over half (53.2%) indicated that there has *not* been an increase in in-class support for students with disabilities over the past three-year period. The trend that most schools in the United States are aiming for is an increase in in-class support. As more students with disabilities receive more of their services in the general education classroom, the staff and the support they provide should also move to the general education classroom as needed.

Need for an Objective, Student-Centered Staffing and Scheduling Process. The staffing approach must support the type of service continuum described in the previous section. At present, most districts in the country use a variety of methods for determining the number and type of staff required to meet the needs of students with disabilities. Some of the most typical approaches are:

- ▶ A **principal request process** involves every principal in the district determining the number and type of support needed. Each principal engages in individual negotiations with central office for approval of personnel requests. This approach results in inequities across the system and relies heavily on the effectiveness of each principal to argue his or her case for staff.
- ▶ A **ratio or formula-driven approach** determines the number of staff required to meet the needs of students with disabilities on each campus. While adequate for making projections of numbers and costs, this method does not regard individual student needs and violates the spirit and letter of the law with regard to individualized programming. As a result, some classrooms are staffed very richly while others with the same number of students may find staffing insufficient. Overall, funds are not spent wisely and the system must deal with a poor match between support needed and support provided.
- ▶ A **severity-index system** determines the level of severity for students, typically by disability category or other mechanisms, and assigns a staffing level per severity index. This approach has the same pitfalls as the ratio or formula-driven approach, and again results in a less than precise staffing determination. Resources are unwisely allocated on the basis of inadequate assumptions, many student needs are unmet, and parents and teachers are frustrated.

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The evaluation of the Pittsburg Unified School District did not reveal any systematic or system-wide process for determining the number, type and schedule of personnel required to provide special education services. Numbers, ratios, and disability category were the methods described, rather than the legally required model of building these decisions from a careful analysis of *individual student service needs*.

Stetson and Associates, Inc. recommends that Pittsburg Unified School District adopt an objective, student-centered approach to determine staffing for special education. In such an approach, the support needs of each student are individually considered; effective instructional and behavioral supports are considered before personal supports; and, staff are assigned for specific reasons to provide specific services. This process also precludes inequitable assignments of staff and other resources across the district that can occur in the absence of such a systematic approach.

As stated in the introduction, the most effective approach for determining services and settings needed to achieve each student's IEP goals is an objective, student-centered process. Over a period of 27 years, Stetson & Associates found many benefits of this process, including:

- ▶ Staffing decisions are precise and students are neither over-supported nor under-supported.
- ▶ Instructional quality is critical, as staffing is often increased as a means of compensating for poor instruction.
- ▶ Common planning periods are more likely to occur when teachers are grouped by grade level or content area rather than assigned to address a large range of grade levels or all content areas for a specific disability category. This increases collaborative planning opportunities for teaching teams.
- ▶ This approach meets the spirit and the letter of the law requiring individualized decision-making.
- ▶ Equity concerns are eliminated as each student receives the supports needed, thus staffing is not based on persuasion or other subjective means.
- ▶ Parents are supportive of such an approach and are able to serve as more engaged partners in the decision-making process with educators.
- ▶ Concerns over due process hearings and litigation are decreased as all parties recognize the objective, student-centered manner in which staffing is determined.
- ▶ Teachers, related service personnel and instructional aides are flexibly scheduled on the basis of student needs versus adult needs, or available services or locations.
- ▶ Students make more progress as their support needs are targeted and focused.

The process is described in Appendix C with example decision guides. Should Pittsburg Unified School District decide to adopt such a process, the district may develop its own steps and materials or may use examples provided.

A Strong Program Orientation to Decision Making. As discussed above, one factor impacting staffing in Pittsburg Unified School District, as verified through classroom observations and interviews, is a reliance on an array of categorical or program-driven

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options for serving students with disabilities. To illustrate this point, the name for these services is “Service Specific Classrooms (SSCs).

The following is a sampling of comments about this strong program orientation provided in focus group sessions:

- ▶ “We are not individualizing decisions for students (in SSCs) regarding what students need.” “The result - inappropriate instruction.”
- ▶ “We have three district-wide Special Day Classes (SDC) at the middle school level. They are ridiculously large and continuing to grow.”
- ▶ “The size of these SDC classes has been impacted by low expectations at the elementary schools.”
- ▶ “Students assigned to SSC classes are generally in these classes all day long.”

When a program-based model is used, the special education teacher typically must divide his or her time across multiple performance levels, grade levels or subjects, resulting in services that do not offer sustained support for students or teachers. In a non-categorical model, the needs of individual students are determined first, and then the adults are deployed to meet their needs, beginning with the least restrictive setting first. Categorical models often require more staffing yet result in less individualization for students. The ideal is fewer “boxes” for students to fit into, quality student-focused services, and improved in-school and post-school outcomes for students.

Resource, or Learning Centers, as an Option for Services. Historically, resource programs/services have been greatly abused. Students from multiple grade levels in need of assistance in multiple subjects converged on the resource room for assistance from a teacher, or teacher and instructional aides at the same time. Typically, the general education curriculum was absent and worksheets and unrelated activities guided instruction. In short, most resource settings did not meet quality standards and instead of progressing in such learning environments, students often fell farther and farther behind. Today’s approaches for structuring services offered outside the general education classroom include the following standards:

- ▶ “Removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.” Section 612 (a)(5) (A) (IDEA '04)
The statement above is the standard for moving down the continuum and away from the general education classroom. Several comments by focus group participants suggest that adult convenience is a fairly influential factor in this determination. This change alone in PUSD’s delivery of services to students with disabilities (from adult convenience or lack of training to a student-centered mindset) would have a profoundly positive effect.
- ▶ The general education curriculum is used in a similar pace to that occurring in the general education classroom whenever possible.
- ▶ Supplementary materials that are not adopted by the district are not allowed.
- ▶ The general education and special education teachers regularly and frequently plan together to establish challenging lessons with all appropriate supports and the

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- possibility for the student to return to the general education classroom is reviewed frequently.
- ▶ Since no student accesses an instructional setting other than the general education classroom without sound pedagogical reasoning, he or she receives specific acceleration and/or compensation strategies to enable him to return successfully to his peers in the general education classroom as quickly as appropriate.

There are students with disabilities who require some level of assistance outside of the general education classroom to address specific learner objectives, yet do not need a “program” that has been created for a particular disability category. It is not acceptable to make categorical decisions rather than decisions for support on the basis of individual student needs.

To be clear, Stetson & Associates agrees that the old resource room (or Learning Center in PUSD) of the past was ineffective, overcrowded, non-aligned with instruction occurring in the general education classroom, and incompatible with quality instructional standards. Quality practice standards argue that if and when a student with a disability requires some support outside of the general education classroom for some part (or rarely all) of the day after appropriate accommodations, modifications and personal support have been considered, the student cannot be denied this option. Secondly, follow new quality standards for such services as displayed in Appendix C as an observation tool. It is time to re-conceptualize “pullout” services so they do not constitute a holding pattern for students who are having difficulty in the general classroom setting.

RECOMMENDATIONS

1. Create a district-wide process for using data regarding student needs to determine staffing and scheduling for students with disabilities. Require that every school use this process, coordinate it with district-wide planning and budgeting timelines, and derive the special education personnel budget on this basis. Ratios may be used for projecting staff requirements, but adopt a student-by-student decision making process that increases the effectiveness and impact of special education services, builds equity across the district, and reduces parental challenges to services provided.
2. Involve representatives from the special education department, principals, Human Resources, and Fiscal Management to customize this process for PUSD.
3. Provide training for all principals and key instructional staff members in this process and offer technical support as needed until the process is well understood and appropriately utilized.
4. Create print and web-based resources regarding the PUSD continuum of services with an explanation of the process required to identify the best services and settings for each student. It will be important to develop a common vocabulary for the district and the community.
5. Provide parent information sessions to build stronger partnerships and greater levels of engagement in decision-making.

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6. Meet with leadership staff (CCC leadership, principals, director, program specialists) currently assigned to each SSC *program* in use for serving students with disabilities. Include one or two parent representatives and ask the following questions:
 - a. To what extent have we developed a constellation of services versus a list of limited settings to meet individual needs?
 - b. What is your database for determining the success of various elements of the services offered in the *program*? Can these be delivered in such a way that they are not locked into a program format?
 - c. Consider and analyze the phrase: "These children just do not fit what Pittsburg Unified School District has to offer." How would you characterize the needs that are not met and what adjustments can be made to increase flexibility in problem solving and decision making to be certain that needs drive services?
 - d. Are there inequities present in delivery of special education services that are exacerbated by a *program orientation*? How can this be corrected?
 - e. Are there differences in the quality of implementation of the *program* across the district and how can this be corrected?
7. Clarify for all educators in the system that the opportunity for a student to receive support outside of the general education classroom is available when student needs validate that decision. The old resource concept should be re-conceptualized for the small number of students who may require this level of support at some point in the instructional day or week. Apply quality standards to these services and monitor routinely. Make certain that the general curriculum is the curriculum for all students with only very limited exceptions on the basis of severity.
8. Develop a clear understanding in the district: Needs, not Labels; Names not Numbers; Services, not Programs.

THEME 3: INSTRUCTIONAL EXCELLENCE FOR DIVERSE LEARNERS

Quality instructional practice is the cornerstone of educational success. The educational systems in this country have been held to ever-increasing levels of accountability for student performance. Federal and state guidelines require a consistent, objective process for determining student progress and methods for clearly identifying procedures to redirect learning for struggling students, ensuring future success. One of the primary components for both initial success and targeted remediation is the identification, implementation and evaluation of effective instructional practices designed to meet the needs of learners at all levels.

This section addresses the participation of students with disabilities in the general curriculum, appropriate use of accommodations and modifications and responses to behavioral concerns in the classroom. The need for a multi-tiered system of supports for students that proactively identifies and responds to students who experience difficulty in school is also discussed. The data sources for this segment primarily reflect the analysis of structured observations in Pittsburg Unified School District classrooms. Two consultants visited nine randomly selected schools, including Early Childhood Education classes, five of the eight elementary schools, two of the three junior high schools, Pittsburg Unified High School and the Adult Education Center. The consultants viewed instructional and classroom management practices in over 60 classrooms. The site visits also included an interview with the school principal when possible. This section also contains information from focus groups, a review of performance data, and conversations with school and central leaders that are relevant to instructional observations.

A number of our observations of instruction in PUSD classrooms reflected positively on the commitment of school principals and teachers to provide quality educational services to all students. Differentiation of instruction, flexible grouping strategies and strong teacher to student engagement were highlights in several classrooms visited in each site. This section of the report will focus on those practices that reflected practices in need of further refinement through professional development and time for planning instruction across departments.

FINDINGS

There are sixteen findings related to Instructional Excellence:

1. The district is in the early stages of designing and implementing a comprehensive Multi-Tiered System of Supports (MTSS) process that is proactive in identifying students who are struggling. Such a process has become a critical component in effective schools across the nation for many reasons. One particular rationale for a MTSS process is that it builds the skills of all teachers in providing a quality instructional experience for every student. Students who are referred for consideration to receive special education services are thus not referred due to poor instruction in the general education classroom. Currently, the opinion of most in the curriculum and instruction component, campus leadership and instructional staff is each PUSD school has a different MTSS model in place and some do not have one at all.

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2. The present academic performance of Pittsburg Unified School District's students with disabilities provides compelling evidence of the need to improve the quality of instructional delivery for this group and for many other students not eligible for special education services.
3. Formal and informal planning and collaboration between general and special education is virtually nonexistent due to perceived time barriers and inefficient scheduling practices. This lack of collaborative planning time has a negative impact on instructional delivery in general education settings and inconsistent curriculum alignment in specialized settings.
4. The general education curriculum is not universally viewed as the curricular framework for students with disabilities. This is even true in the general education classroom where instructional aides are typically the only in-class support offered and instructional accommodations were infrequently observed, leaving struggling students on their own to learn the content efficiently.
5. Curriculum alignment with general education standards in specialized settings is inconsistent and often lacking. In the words of one principal, "there is NO curriculum for students with moderate to severe disabilities".
6. There seemed to be a philosophy and practice in most general education classrooms that instructional accommodations and curricular modifications are the responsibility of special education personnel only. Because special education teachers rarely work inside general education classrooms in PUSD, this has two major effects. First, students with disabilities cannot be said to have full "access to and the opportunity to progress in the general curriculum," a federal and state requirement since the 1997 reauthorization of IDEA. Second, there are almost certainly several other students who are at-risk or experiencing difficulty in school that would benefit from instructional scaffolding.
7. Although faculty members report that they understand the importance of and use instructional accommodations and curricular modifications in their classrooms, the actual and routine use of these practices was not clearly evident in the majority of classrooms observed.
8. When PUSD teachers who do apply instructional accommodations, such as graphic organizers, word banks, structured task lists, etc. in their instruction, a much more effective learning environment and higher student engagement were observed.
9. Instruction observed in the majority of general education classrooms visited relied on whole group versus small group or flexible group approaches. In the whole-group sessions, it was obvious that the assigned task was not within reach for one or more students and required extension for other students who had already mastered the learner objective.
10. Academic learning time (ALT) was a concern in many of the classrooms serving students with disabilities, as students were required to wait for the teacher to find time to work with them on their assigned task. As one teacher stated, "Mary, I am going to read with John now. I want you to wait for me please." The amount of wait time was timed and exceeded 15 minutes. When Mary began reading on her own, the teacher said, "You have to wait." The cumulative non-instruction time

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- should be a concern not only for lost academic time but also for loss of student engagement and significantly slowed progress.
11. Another concern related to academic learning time is found at the high school level. Core subjects are essentially “double blocked” so that students with disabilities are assigned to each core subject in the general education setting without any significant instructional or personal support and then are assigned to the special education equivalent of the same subject. As described, it is in these ‘special’ classes that the students may receive needed instructional accommodations or curricular modifications. The result in the words of several individuals at the department level: “there is not way a student who needs support for more than one class period can graduate in four years.”

The far better and more appropriate option would be to integrate the practice of providing in-class support in the general education classroom, thus increasing expectations and academic rigor within a structure of needed instructional or behavioral supports. Other students in the classes would benefit from this approach, services would increase in quality and impact and students would be able to graduate in a much more timely and efficient manner. This decision for double blocks of core content are said to be made on a automatic basis in which almost every student receiving special education services at the high school level are assigned to these additional classes. The expression, “more is not always better” applies here!
 12. PUSD teachers would benefit from additional training in differentiated instruction and other research-based instructional delivery topics. This is training that requires multiple sessions over a period of time with skilled modeling in the classroom.
 13. Collaborative planning time is virtually non-existent in PUSD for general and special education teachers to plan together for needed accommodations, adjustments to instructional delivery and to ensure alignment with general education content and learner objectives.
 14. Instructional aides were observed providing answers for students with disabilities, in one case at least fifty percent (50%) of the time. This was a clear indication that re-teaching was needed yet the instructional aide’s response was to provide the answers. In other observed classes, aides provided valuable assistance. The concern regarding the lack of training for instructional aides was one of the most frequently discussed throughout the evaluation.
 15. Classroom management is viewed as a significant challenge in PUSD schools. The observed practices varied considerably from school to school and from classroom to classroom. The value of a school wide approach to positive behavioral supports cannot be overstated. When behavioral norms vary widely in a school, students are confused, boundaries are tested, and the overall environment (classrooms and common areas) is not conducive to learning. Some PUSD teachers observed practice excellent classroom and behavioral management but in many of the classrooms and common areas of the school, the need for a more consistent and structured approach was evident. Teachers and their principals report that they have received little to no training in responding to behavioral concerns.

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16. Professional development to support instructional excellence relative to students with disabilities is insufficient, lacking follow-through and negatively impacting the skills and expertise of teachers in serving the diverse student population.

Collaborative Instructional Planning. A well-defined instructional planning process is essential to effective delivery of academic information. This includes quality written lesson plans that show evidence of the lesson cycle, evidence that plans are aligned with the general curriculum and, in the case of students with disabilities, match the individual students' IEPs.

Because of increased focus on access to the general curriculum for students with disabilities, the lesson planning process takes on another dimension. Coordination between general and special education is essential when planning the delivery of instruction, with respect to following the general curriculum framework and ensuring access and progress for students with disabilities. Co-planning between general and special education teachers is rare; this is a critical concern because it limits the effectiveness of instructional support (teacher effectiveness) and the potential for improved student progress.

In most cases, special education and general education teachers have no common planning time. The consultants also found no evidence of common planning between special education teachers and instructional aides assigned to the specialized settings.

As revealed in the faculty survey, only 53.5% of faculty members agree with the statement "general and special education teachers collaborate effectively to plan and deliver instruction for students with disabilities." This percentage was fairly constant across all positions.

General Curriculum Access and Alignment. IDEA 2004 requires students with disabilities to have access to and the opportunity to progress in general curriculum. Though this requirement was initially enacted in 1997 and strengthened in 2004, many districts continue to struggle with providing general curriculum access for students with disabilities.

The Pittsburg Unified School District faculty survey results indicate agreement (78.8%) that general education curriculum for the district is also the curriculum for students with disabilities. This is actually one of the primary concerns of the evaluators, as off-grade level and various non-adopted curricular materials were found in use in many classrooms serving this student population.

Observers visited over 25 special education classrooms and noted the frequent absence of learner objectives linked to the curriculum, little evidence of planning between special education teachers and the enrolled grade level teachers, and alignment with the activities or standards being addressed in the general education settings. Across the board, respondents indicated that the general curriculum was not referenced to student IEPs – an instructional and policy compliance concern.

Teaching Methodologies. Successfully teaching students with diverse learning needs can be best accomplished through an array of effective practices such as differentiated instruction, cooperative learning, peer supports, small group, activity-based learning and

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multilevel instruction. Effective practice research recommends teachers use less lecture and textbook-driven/teacher-directed passive instruction, and more student-directed/teacher-facilitated active instruction. In Pittsburg Unified School District, while certain teachers in each school demonstrated excellent instruction, it must be a system wide priority to increase the application of effective instructional and student engagement strategies.

The following instructional strategies should be in use in all classrooms and the district should have a clear plan for professional development for all teachers with a special series for new and struggling teachers:

- ▶ Differentiated and activity-based instruction, including project based learning;
- ▶ Tiered lessons and multilevel instruction;
- ▶ Flexible grouping that includes paired students, small group and cooperative learning groups, and station learning activities;
- ▶ Use of manipulatives and other concrete aids;
- ▶ Teachers modeling processes, using “think aloud” approaches;
- ▶ Effective questioning strategies to elicit student responses beyond simple recall;
- ▶ High levels of student engagement and use of academic learning time;
- ▶ Multiple visual aids, the use of graphic organizers, anchor charts, video clips to illustrate concepts;
- ▶ Explicit teaching of desired behaviors and positive classroom management techniques; and,
- ▶ Strategies that promote vocabulary development.

Though whole group instruction and lecture-based instruction should be utilized, they should not be the predominant, or only, grouping or instructional grouping practice.

Accommodations and Modifications. Schools and districts must understand the importance of effectively implementing instructional accommodations and curricular modifications, as needed for special education students in both general and special education classrooms. These are the paths through which instruction in the general curriculum is made accessible to students with disabilities. Instructional accommodations provide support for many learners with and without a disability. The appropriate use of instructional accommodations is a persistent challenge for educators and the mastery of this skill by all engaged in instruction would benefit most, if not all, of the students in our classrooms.

Accommodations are generally defined as a change made to the teaching or testing procedures in order to provide a student access to the information, and/or the opportunity to demonstrate her/his knowledge or skills. In other words, this is a change in HOW the student will learn or demonstrate learning. A modification is defined as a change in WHAT the student is expected to learn or demonstrate mastery. In contrast to accommodations, only the IEP team can determine the need for and specific descriptors of curricular modifications.

As the following data confirms, PUSD educators are far more positive about the extent to which instruction is effectively delivered and necessary accommodations are provided than direct observations on the days of the classroom visits were able to verify. As the

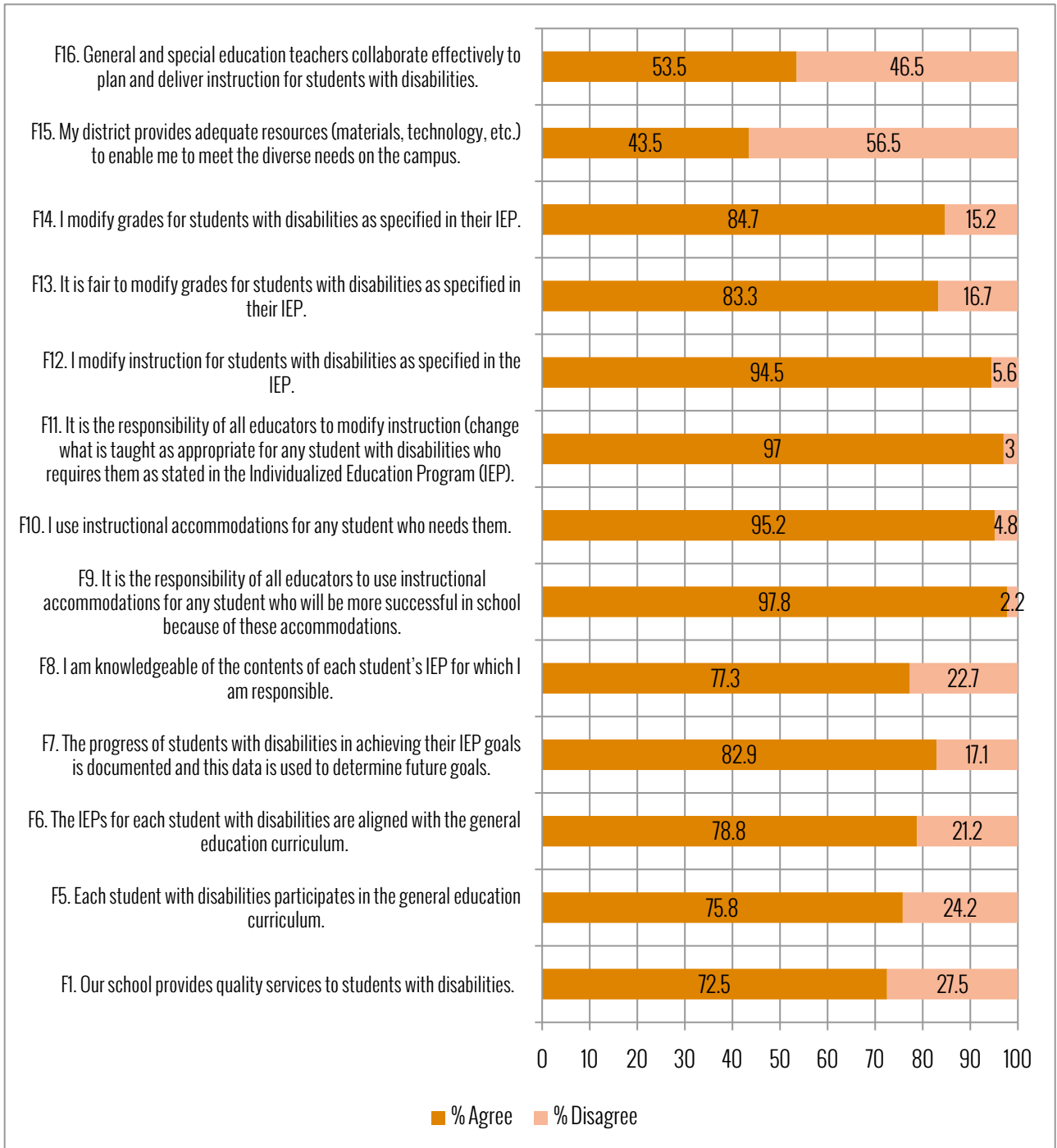
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PUSD CAASPP data shows, the district performance falls below the state average in English/ Language Arts, Mathematics, and in Science. Theme 6 will address the need for building knowledge and skills related to effective instructional delivery across the district.

In the observations, several outstanding teachers were noted. These teachers offer an excellent opportunity for fellow teachers to directly observe research-based practices in action in Pittsburg Unified classrooms!

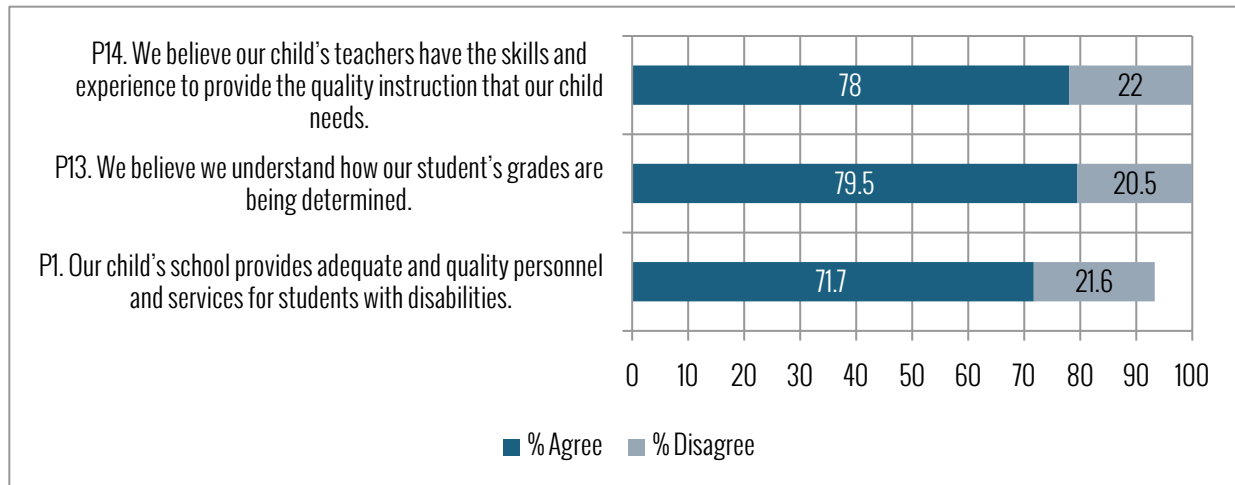
FIGURE 9. FACULTY SURVEY RESPONSES RELATED TO EFFECTIVE INSTRUCTION



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FIGURE 10. PARENT SURVEY RESPONSES RELATED TO INSTRUCTIONAL EXCELLENCE



Quality Behavioral Practices Not in Place Across all Schools. One of the most complex challenges facing education today is the need to address student mental health issues. This includes the proactive identification of need, effective evaluation of the causes or functions of the behavior and development of a quality plan for educators and parents to follow on a consistent basis so that inappropriate behaviors are more appropriately managed or extinguished.

There are several research-based practices that are expected in every district, beginning with a successful Multi-Tiered System of Supports (MTSS) as previously discussed under Theme 3. This is not a special education function but a district-wide implementation approach for early identification and intervention. If solid instructional strategies coupled with a variety of research-based interventions are not successful after they have been tried with rigor and fidelity, then referral for consideration for eligibility for special education services may be appropriate. To summarize, a positive behavioral support intervention system is a general education responsibility – special education only enters the process if a reasonable set of actions do not prove successful.

There are two major concerns regarding behavioral supports in PUSD that emerged from the evaluation. First, the district does not have a clear, system-wide positive behavioral model, with an array of effective interventions consistently implemented. Second, due to a confusing misstep at some level, students in PUSD do not have access to professionally designed behavioral intervention plans.

Regarding the need for the system-wide model described above, interviews and focus group sessions yielded the following comments:

- ▶ “We have no system-wide model and we are seeing behaviors escalate over time”;
- ▶ “There is not a lot of behavior support for teachers and aides. Problems are not effectively addressed early - the tendency is to become worse over time.”
- ▶ “I was asked to create an FBA for an entire classroom.”
- ▶ “If the student exhibits extreme behaviors, some principals will push to have the student removed from his or her school even though there are strategies we haven't tried. “

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- ▶ “Behavioral support is non-existent. There is not and no one is willing to step up to the plate when kids are struggling with behavior.”

The following quotes relate to the second major concern related to systems to support students with behavioral concerns:

- ▶ “The school psychologist came and said, “We cannot write behavior plans. We don’t have these people hired.” Who’s thinking about my kids? Adult issues are getting in the way of IEPs.”
- ▶ “There is no behaviorist in the district: no child is receiving a formal functional behavioral analysis (FBA). This service is being piecemealed out.”

Almost every group described the concern of no FBAs for students who should have them. The lack of professionals trained to provide this legally required service for students experiencing behavioral difficulties in the classroom is an egregious serious omission and must be corrected as soon as possible. The fact that this could continue so late into the school year is concerning at the department level.

Professional Development and Support. Professional development relative to students with disabilities was reported as insufficient, lacking follow-through and negatively impacting the skills and expertise of teachers in serving the diverse student population. There were 4 statements in the Faculty Survey that addressed teacher skill and knowledge and satisfaction with professional development.

Secondary teachers commented on receiving good training in Restorative Justice. More than one fourth of teachers do not view professional development as sufficient relative to teaching diverse students. In addition to Restorative Justice practices, teachers indicated a need for and an interest in receiving additional training in instructional methodologies that are effective for struggling students. A significant number of special and general education teachers do not agree that they receive appropriate coaching and support from administration relative to working with students with disabilities. Multiple focus group comments indicated issues with teacher content knowledge and skill and the level and quality of professional development as a factor impacting the quality of service for students with disabilities. There were numerous remarks made concerning needs for training new teachers in instructional strategies, planning and delivery.

RECOMMENDATIONS

1. PUSD must continue its present work to further develop and expand the MTSS process so that it is fully implemented and effective across the district. Several focus group participants and interview respondents suggest that special education services are often perceived as the only option for assistance for struggling students.
2. Continue to connect best practices for students with disabilities with best practices for all students such as: multilevel instruction, flexible grouping, use of instructional technology, activity-based learning, peer tutoring models and positive behavioral supports. Include special and general educators in training regarding the models of instructional delivery. Increase the awareness, knowledge and skills of all teachers in Universal Design for Learning (UDL) so they may design and implement lessons

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- using multiple means of presentation, action and expression, and multiple means of student engagement.
3. Continue to monitor the implementation of accommodations and modifications for students with disabilities across the district that goes beyond compliance with the IEP. Increase understanding regarding effective and appropriate implementation of instructional accommodations for any student requiring them to achieve success. Connect instructional accommodations, typically a special education term, with the concept of instructional scaffolding, generally a general education term. Increase awareness of all Pittsburg Unified School District educators regarding the role of accommodations/scaffolding in facilitating and accelerating learning.
 4. Provide a clear description of quality instructional standards of services for students with disabilities that must be met on each Pittsburg Unified School District campus. This will ensure basic consistency across all schools, provide a norm for equitable services and facilitate student transition from school to school and level to level. Through site-based decision-making, principals and faculty will still have latitude to adopt campus-specific approaches, but all under an umbrella of guaranteed quality and legality.
 5. Provide targeted training for principals and key central office personnel regarding these quality standards. Provide the standards in a simple format that enables each campus to conduct its own review of current status.
 6. Provide general education content training and supportive material resources for special education staff to increase knowledge of the general curriculum and its use in both general and special education settings. This training should incorporate the skills learned in developing standards-based IEP to further support special educators in ensuring that students with disabilities receive appropriate instruction in the general education curriculum.
 7. Provide training for both general and special education teachers in the effective use of the district's general education curriculum. Provide opportunities for general and special education teachers to practice and implement scaffolding, accommodations, and methods for modifying the general education curriculum to meet individual student needs as identified by his/her IEP.
 8. Provide training for instructional aides that include content overviews of academic areas in which they are involved, the use of effective differentiated strategies when dealing with diverse learners, and effective planning for instruction with their supervising teacher(s).
 9. Increase the effectiveness of in-class support models to improve services for students with disabilities, and academic and behavioral outcomes. Provide training and follow up technical support to collaborative teams to promote the use of multiple structures of co-teaching.
 10. Study the effectiveness of transition services for students with disabilities, particularly those who receive services in Black Diamond High School and the Pittsburg Adult Education Center. Are these programs achieving the results intended? Do they meet quality standards for alternative graduation programs?
 11. Design and fully implement a behavioral support and intervention component for the MTSS process and provide professional development and oversight. Encourage

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district-wide implementation and allow for differentiation of the model from level to level in a planned and coordinated way. Interventions that are appropriate at the preschool and elementary levels are not appropriate at the secondary level so some variation is encouraged but the overall integrity of the district-wide model should be intact.

12. Immediately assign the responsibility for conducting FBAs as needed for individual students and address any role confusion issues that are derailing appropriate and required services for the students who need them.

The ultimate goal of instructional excellence for all learners is **improved student outcomes**. As measured by the state assessment system, the performance of Pittsburg Unified School District students with disabilities fell below the state actual performance in all content areas. The relationship between a clear vision of services for students with disabilities, increased quality of instruction in both general and special education classrooms, and significantly increased in-class support in inclusive settings is direct and foundational to improved outcomes for all students. The teachers of PUSD are student-centered and demonstrated recognition of the benefits of inclusion for students with disabilities. The additional support of timely professional development and practical tools and strategies for accomplishing this would have a positive impact for teachers and students.

THEME 4: EFFECTIVE RECRUITMENT AND ROLES FOR SPECIAL EDUCATION PERSONNEL

This chapter discusses two related issues. The first is **recruitment** of a pool of highly qualified educators to assume the various responsibilities for providing a solid educational experience and strong school and post-school outcomes for PUSD students. The second issue is that of **effective use** of PUSD personnel so that the roles they are assigned are the correct roles to accomplish the mission of the district.

FINDINGS

There are five major findings related to the extent to which the district has qualified personnel whose expertise is used effectively to serve students and families.

1. Review current district recruitment and retention policies and practices to determine what can be done to elevate the quality, experience, and training of applicants for special education positions. Seek out the specific colleges and universities that produce highly qualified instructional and related service personnel and determine if incentives are necessary to yield the quality of personnel required.
2. Conduct exit interviews to determine reasons for staff resignations and make changes as needed. Several current teachers in the PUSD system commented on the lack of support for their roles and their interest in exploring other districts for employment. Reasons cited included the need for quality professional development, for clearer information from the special education department and for more timely information at the beginning of the school year, such as needed accommodations at the beginning of the school year.
3. Investigate and address the possible reasons for delays in filling staffing vacancies. This concern is linked to items one and two above.
4. The perception across many Pittsburg Unified School District educators that services for students with disabilities are understaffed is *generally* not supported by observations of practices. However there are several inefficient practices that contribute to the perception of inadequate staffing for students with disabilities. These practices include lack of clear job descriptions and limited information provided in writing or on the district's internal website about roles, organizational structures, who to contact and for which questions or issues.
5. The effectiveness of teachers in PUSD is also negatively impacted by the need for better scheduling decisions, the lack of common planning time for general and special populations teachers to plan together and the lack of needed professional development and support for all staff.
6. Instructional aides do not receive professional development and the need for this necessary aspect of the educational workplace was cited repeatedly across the various groups, including the instructional aides themselves. In addition, their supervising teachers must be provided information about their own responsibilities for job-embedded training for the aides to be certain that they are correctly carrying

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- out their roles with students and in support of teachers. In the words of one of PUSD's instructional aides, "We need more information about the students [we serve] and we need more time with our teachers. We need a regular planning time with our teachers."
7. The work hours for instructional aides are not the same as the schedule for students. Parents and educators commented about this disjointed time schedule and its negative impact on scheduling of services for students.
 8. The role of the Licensed School Psychologists in Pittsburg Unified School District should be studied, including assigned responsibilities and their caseloads for testing and other services.
 9. The current use of three translators/Interpreters across the district in which the needs for services and support from Spanish-speaking students and families have grown dramatically over the past decade calls for a careful examination of the appropriateness of the roles they are assigned and the insufficiency of the number of individuals filling these necessary positions.

Instructional Aide Roles. Observers and stakeholders reported exceptional performance of many aides in both general education and specialized settings. Also observed was the inefficient, ineffective and sometimes inappropriate use of Instructional aides. Planning between teacher and instructional aide is essential. Instructional aides must have a schedule that is based on student needs, that includes the time, and location of the service, the students they are to work with, the type of service they are to provide, the specific accommodations, modifications, or behavioral interventions to be provide. With this needs-based schedule they can efficiently delivery support to students. The needs-based schedule will also reveal the level of training needs for the aide and the supervision that is necessary to improve practice. **Instructional aide support is a needed and valuable asset to the quality of services for students with disabilities if given role clarity, training based on the role, schedules/assignments based on student needs and supervision and support.**

Spanish Language Interpreters/Translators in Pittsburg Unified Schools. With an increasing community of Spanish-speaking citizens, PUSD advertised for four Spanish interpreters in 2002. Only three of the four positions were filled and there continue to be only three in these positions even though the percentage of Spanish speaking citizens has steadily increased in the community over the past decade. Three more schools have opened since they were originally employed. Today there are approximately 600 students who require interpreter and translator services in PUSD. The range of responsibilities assigned to Interpreter/Translator positions is large and growing each year as well as the number of students and families who require them.

The number and complexity of face-to-face meetings these Interpreters/Translators must prepare for and facilitate is growing and even the length of the average meeting has increased. Consider the amount of technical materials that must be mastered in order for their services to be accurate and fluent. The amount of paperwork that must be completed within strict timelines has increased significantly and all three individuals report that they are forced to work late every night and most weekends.

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The individuals in the interpreter/translator positions have also been assigned a questionable responsibility – that of test administrator for Spanish-speaking students. In some cases, the interpreters/translators provide translation services for the LSSPs during testing. It was reported, however, that the interpreters also conduct testing that are normally given by a licensed school psychologist or other licensed personnel with the training and experience required to provide this service. This responsibility was assigned to the interpreters/translators who have had no training in this role and are not certified or licensed to do so. Their job descriptions do not mention testing yet it requires about 50% of their time. There is only one bi-lingual psychologist in the district and this may be the rationale for this assignment but it is not appropriate.

Teachers are required to submit their IEP summaries for translation at least one week prior to the scheduled meeting, yet this occurs less than 25% of the time. This calls the concept of ‘informed consent’ from parents into question when the needed materials are not available at the start of the meeting. One report can require from 1.5 to 4 hours to complete. The interpreters/translators are assigned to an “open” office with several clerical and professional employees occupying the same space. The noise level from telephones, conversations and meetings make their tedious tasks even more difficult.

When researching for this segment of the evaluation, information about the unique skills required for each of the roles of Interpreter and Translator was very helpful in fully understanding the difficulty of the tasks assigned.

FIGURE 11. EXCERPT FROM “THE DIFFERENCE BETWEEN TRANSLATION AND INTERPRETING, LANGUAGE SCIENTIFIC.”

Interpreting and translation are two closely related linguistic disciplines. Yet they are rarely performed by the same people. The difference in skills, training, aptitude and even language knowledge are so substantial that few people can do both successfully on a professional level.

The differences in skills are arguably greater than their similarities. The key skills of the translator are the ability to understand the source language and the culture of the country where the text originated, then using a good library of dictionaries and reference materials, to render that material clearly and accurately into the target language. In other words, while linguistic and cultural skills are still critical, the most important mark of a good translator is the ability to write well in the target language.

Even bilingual individuals can rarely express themselves in a given subject equally well in both languages, and many excellent translators are not fully bilingual to begin with. Knowing this limitation, a good translator will only translate documents into his or her native language.

An interpreter, on the other hand, must be able to translate in both directions on the spot, without using dictionaries or other supplemental reference materials. Interpreters must have extraordinary listening abilities, especially for simultaneous interpreting. Simultaneous interpreters need to process and memorize the words that the source-language speaker is saying now, while simultaneously outputting in the target language the translation of words the speaker said 5-10 seconds ago. Interpreters must also possess excellent public speaking skills and the intellectual capacity to instantly transform idioms, colloquialisms and other culturally-specific references into analogous statements the target audience will understand.

It simply cannot be overstated: **when choosing an interpreter, his or her expert knowledge of the subject matter is equally as important as their interpreting experience.**

Source: The difference between translation and interpreting, Language Scientific, <http://www.languagescientific.com/translation-services/multilingual-interpreting-services/interpreting-vs-translation-services.html>, Medford, MA.

RECOMMENDATIONS

1. As recommended in Theme Two yet also related to the effective assignment of PUSD personnel, implement an objective, student-centered staffing model across the district that will provide equitable services and supports for students with disabilities, provide appropriate levels of staffing based on student needs, and ensure that resource allocations result in the most efficient use of personnel. This will require a shift from ratios and multiple processes for requesting additional staff.
2. Provide training and technical support for Pittsburg Unified School District principals and selected faculty members to provide a consistent understanding of the process. Offer technical support each year for schools to assess student needs for personal assistance and create an initial schedule for special needs in advance of the master scheduling process. This will facilitate more opportunities for common and protected planning times.
3. Planning between teacher and paraprofessional is essential. Paraprofessionals must have a schedule that is based on student needs, that includes the time, and location of the service, the students they are to work with, the type of service they are to provide, the specific accommodations, modifications, or behavioral interventions to be provide. With this needs-based schedule they can efficiently delivery support to students. Observed were paraprofessionals passively sitting in the back of classrooms, working on unrelated tasks, or waiting for the teacher to tell them what they were to do.
4. Adopt a practice of scheduling paraprofessionals that is needs based and contains the key elements (time location, students to be served, supervising teacher, training needs). The needs-based schedule will also reveal the level of training needs for the paraprofessional and the supervision that is necessary to improve practice.
5. Align work hours for instructional aides so that they are available to begin and end their workday at times that match the presence of students needing their services.
6. In creating the recommended in-class supports for PUSD students with disabilities, establish clear standards for quality with regard to in-class support, including the limit of only one-third of any co-taught class to be composed of special education students and two certified teachers. If the class is staffed using a support facilitation approach on the basis of student needs (i.e., special education personnel provide more informal and flexible support two to three times each week), the standard will then be set at no more than the natural proportion of students with disabilities. This standard, in keeping with Pittsburg Unified School District's statistics, would limit the number of students with disabilities to no more than 10% of the total classroom population when support facilitation is the delivery model of choice.
7. Improve the quality of in-class support by providing training and/or coaching to general and special education teachers regarding the multiple ways in which two teachers can share instructional delivery in the same classroom and the ways in which they can significantly increase the rigor of the content taught for all students.
8. Investigate and address the possible reasons for delays in filling staffing vacancies and the use of special educators to serve as substitute teachers as well as the reasons substitute teachers are not provided for special education teachers.

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9. Provide information and resources to principals regarding creative ways to increase planning time for teachers and use that time more efficiently. This will enhance the quality and impact of all special education services, as preparation and structured collaboration are essential to the delivery of quality services for all students.
10. Principals should receive training in the creation of a master schedule that begins with decisions related to special needs students, increases options for shared planning times, and facilitates better assignment and scheduling of co-teachers within single discipline areas and/or narrowed span of grade levels.
11. Aggressively work to employ bilingual school psychologists and assign them accordingly.
12. Review roles and responsibilities assigned to the district's three interpreters/translators and adjust the quality of their work environment to match the complexity of their assignments.

THEME 5: PARENTS AS PARTNERS IN THE EDUCATIONAL PROCESS

One hallmark of a successful district is high stakeholder satisfaction. It is particularly important for districts to provide services that parents value. Another indicator is the extent to which parents are involved in the educational process. In Pittsburg Unified School District, conclusions regarding this critical aspect of quality services are nebulous. Two important factors make this so: the very low return rate of parent surveys, yielding results that are not statistically reliable. There were, however, approximately 30 parents of students with disabilities in attendance at the focus groups specifically designed to gain their perspectives. The limited results available from parent surveys, coupled with a lively and very helpful set of parent focus groups, however, do provide some strong clues to parental satisfaction and involvement regarding a variety of issues.

ISSUES THAT EMERGED FROM FOCUS GROUP COMMENTS

For Theme 5, the words of parents attending the two focus groups are powerful in expressing concerns regarding communication, notification, improved services, desire for quicker access to services when their child is struggling in school, the quality and availability of appropriate behavioral services, and transportation concerns. The following is a representative sample of parent comments. This section will conclude with the positive comments parents made about PUSD staff and services.

Question: What changes would you like to see in services for students with disabilities in PUSD?

Parent responses included: (*Italics added for context and clarity*)

- ▶ “The number of students in the classroom. For example, there are 32 general and special education students in my child’s class and the teacher is just starting this year. *When I visited her*, she said, “I haven’t had the time to read his folder”. The teacher offered for my child to come to her class after school but I would prefer support inside of (*during*)the class.”
- ▶ “Getting the initial IEP for my child. I knew in first grade that he needed help. He was retained in second grade but that didn’t help. Special education said, “We’ll look into it.” The teacher told us to write a letter - that that would get it done. Finally y his 5th year in school he is receiving special education services. He is (*performing*)at the first grade level.
- ▶ “Children in my son’s class are not very kind. They have teased him. His teacher and principal did not make an effort to stop them.”
- ▶ “My son (*2nd grade*)is in a behavior class and he is doing so well but a lot of the other students have bigger behavior issues and my son quickly picks up their bad habits. Why is my so picking up new behaviors? We need an aide (*or teacher*)to redirect behavior.”
- ▶ “Many of the special education staff need more preparation in dealing with mental health issues - I want the school to be more helpful with this.”
- ▶ “Last year it was different from this year. We had a great team. One day, everyone but the aide was a substitute. I took my son home. I don’t know the current sub - the school needs to text parents to let us know.”

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- ▶ I have seen aides stroll in at 8:30 AM. They should be there at 7:45 AM when I drop my child off at school. I worry about dropping off my child.
- ▶ “When in an IEP meeting, sometimes the teachers cooperate but don’t seem to give importance to what parents say - they don’t take into account what parents say.”
- ▶ “New services for my son this year. He was moved from Rancho Medanos to Hillview. *(I was told)* his academics were going down. I would like the school to let me know in advance. I was not part of the decision-making - we are supposed to be a team.” *(Note: This was a decision made over the summer to ‘level’ a group of students into three separate groups and locate each on a different junior high school campus. Parents were not notified in advance and brought their children to the previous school and were told that was no longer their school.)*
- ▶ “My biggest issue is safety. My child was bitten twice this year *(by another student in the class)*. *(Note: This comment was made by four separate parents whose children as served in the same classroom at Highlands Preschool.)* Another parent stated, “My child came home last year with bruises on his neck and back - like punches.”
- ▶ “My child attends summer school. However, teachers are selected by tenure for summer school and his teacher or aide has no special education experience. Some are completely unprepared for this role. They refused to diaper or toilet my child. We must have staff that are skilled and willing.”
- ▶ “There is no transportation for pre-school. I was told that this school is now our neighborhood school - because of the budget.”

Throughout the focus groups, multiple parents in the room nodded or verbalized that they had the same experiences.

Question: What is working well for students with disabilities in PUSD?

The first group responded that they couldn’t think of anything. Comments from the second group generally included recognition for individual teachers or aides, by name. Additional positive comments included:

- ▶ “My child’s teacher.”
- ▶ “My child has been with this teacher for three years. She sends a daily communication notebook home.
- ▶ “My child’s speech/language pathologist has changed my son’s trajectory!
- ▶ “My child’s IEP meeting has always been on time.”
- ▶ “My daughter has been in special education in PUSD for 11 years and has always had good teachers. My daughter is improving; she always comes home happy.”

There were five additional comments naming good teachers and principals.

Figures 12 and 13 provide visuals of the results of the faculty and parent surveys regarding the partnership between PUSD faculty and parents of students receiving special education services.

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FIGURE 12. FACULTY SURVEY RESPONSES RELATED TO PARENTS AS PARTNERS

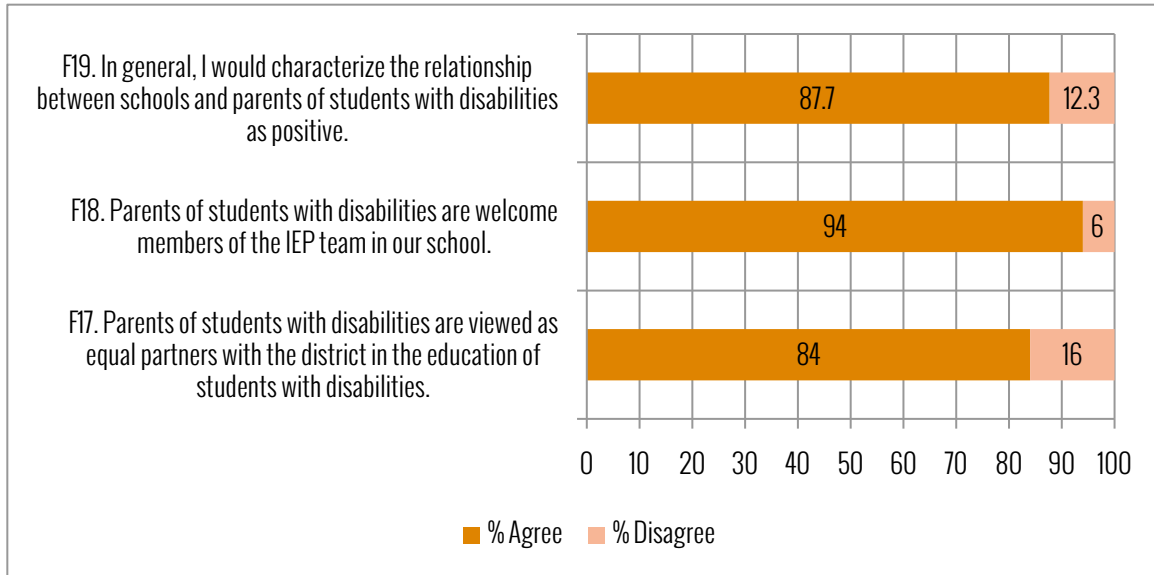
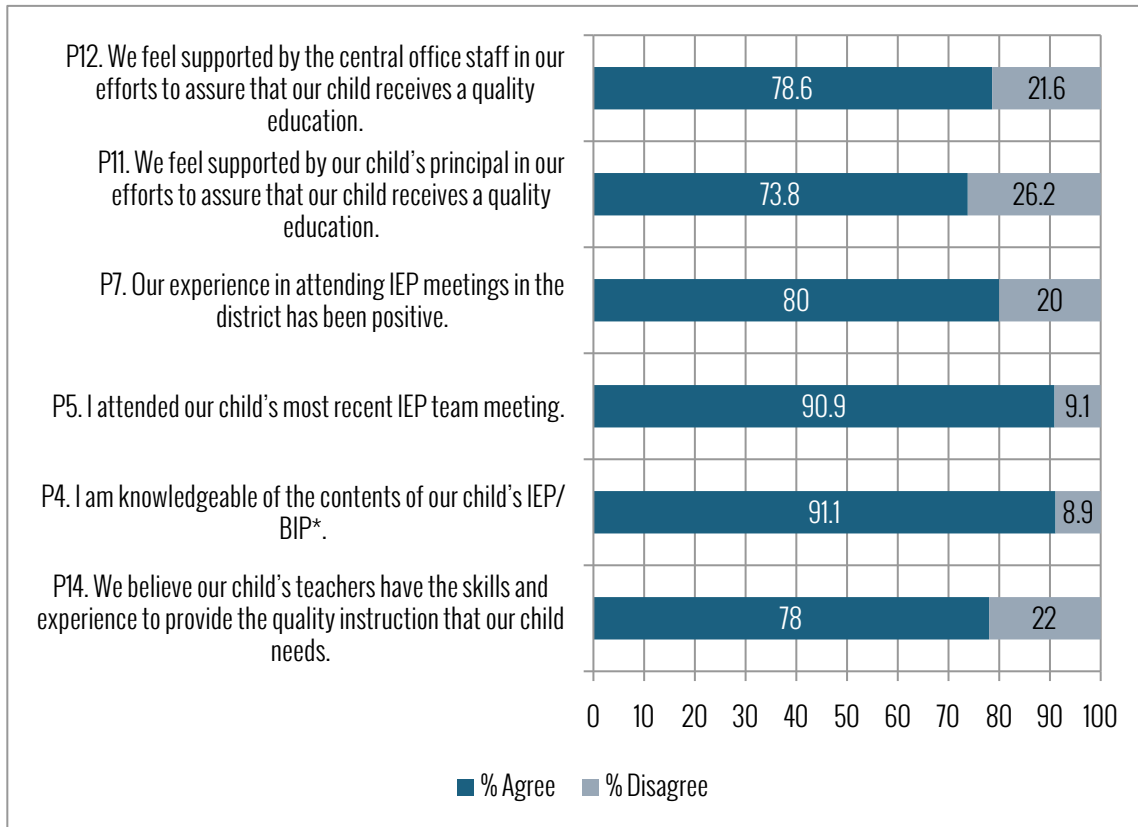


FIGURE 13. PARENT SURVEY RESPONSES RELATED TO PARENTS AS PARTNERS



RECOMMENDATIONS

1. District and department staff should review the parent comments listed above to determine the extent to which they are experienced by more than one parent. If trends are noted, actively work to eliminate these practices and create systems to ensure that they are not repeated. It is the opinion of the evaluators that many of these comments reflect the impact of the practices described in the earlier chapters from a parents' and students' perspective.
2. The low level of participation from parents of students with disabilities as measured through response to focus groups and surveys is puzzling and should be further studied.
3. Involve parents in a review of this program evaluation and in the development of action steps to implement recommendations.
4. With parental input, produce several training sessions specifically designed for parents and their information or skill needs.

THEME 6: PROFESSIONAL LEARNING AND CAPACITY BUILDING AS A PRIORITY FOR CHANGE

Throughout the course of this evaluation, the lack of a quality professional learning component to support Pittsburg Unified School District's efforts toward improving outcomes for all students was frequently expressed by principals and instructional personnel at all levels. In fact, the current allocation of professional development time for general and special education separately reinforced the philosophy of departments as silos and restricts both groups of teachers from learning important shared skills.

FINDINGS

Across our discussions and observations, we noted the following areas of training that need to be provided:

- ▶ Training to develop a robust system of providing in-class support beyond the occasional aide in the general education classroom. This would expand the present continuum of services, offer support in the least restrictive environment, make much better use of academic learning time and create a culture of shared responsibility for all learners.
- ▶ Training for principals and assistant principals to provide needed strategies for increasing the effectiveness of services for students with disabilities on their campuses;
- ▶ Specific training for principals and assistant principals in various compliance-related topics and instructional and behavioral support strategies;
- ▶ Professional development sessions that impact attitudes as well as skills, and a broader acceptance of all diverse learners in the classroom;
- ▶ Training in differentiated instruction – a practice noted as critical to closing the achievement gap and yet not addressed in a systematic way;
- ▶ Training for instructional aides to enable the district make full use of this resource;
- ▶ Training for LSSPs, SLPs, and related service personnel in current information regarding their specific roles in PUSD schools;
- ▶ Training to improve consistency across the department of special education regarding policies, procedures, and communication clarity;
- ▶ Training for all district personnel to clarify the vision of the department and the roles and responsibilities of the staff; and,
- ▶ Professional learning to support the improvement of each of the themes described in previous sections of this report.

The quality and characteristics of professional learning offered should improve as well. Specifically, professional learning must follow established principles of adult learning, be followed by technical support and coaching to significantly enhance application of skills in the school and classroom, and represent accountable learning. The cost and time invested

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in professional development does not yield improvement in practice unless it is accompanied by skilled instructional coaching. In a representative comment from Pittsburg Unified School District educators, one principal commented: *“There is no coordination with principals regarding topics for professional development.”* It is strictly a special education department role. A special education department staff member commented, *“We conduct workshop after workshop for schools but there is no follow-through.”*

More than forty percent (43.2%) of faculty respondents indicated that the staff development sessions attended did *not* enhance their skills in educating special education students. When asked if general education teachers on the campus are skilled in strategies for addressing the needs of diverse students, only 59.8% of the general education faculty agreed and only 35.7% of special education teachers agreed. Multiple focus group comments indicated issues with teacher content knowledge and skill and the level and quality of professional development as a factor impacting the quality of service for students with disabilities. Professional development was described as sporadic by secondary principals and lacking follow through by others. There were remarks made concerning needs for training new teachers in instructional strategies, planning and delivery.

FIGURE 14. FACULTY SURVEY RESPONSES RELATED TO PROFESSIONAL LEARNING

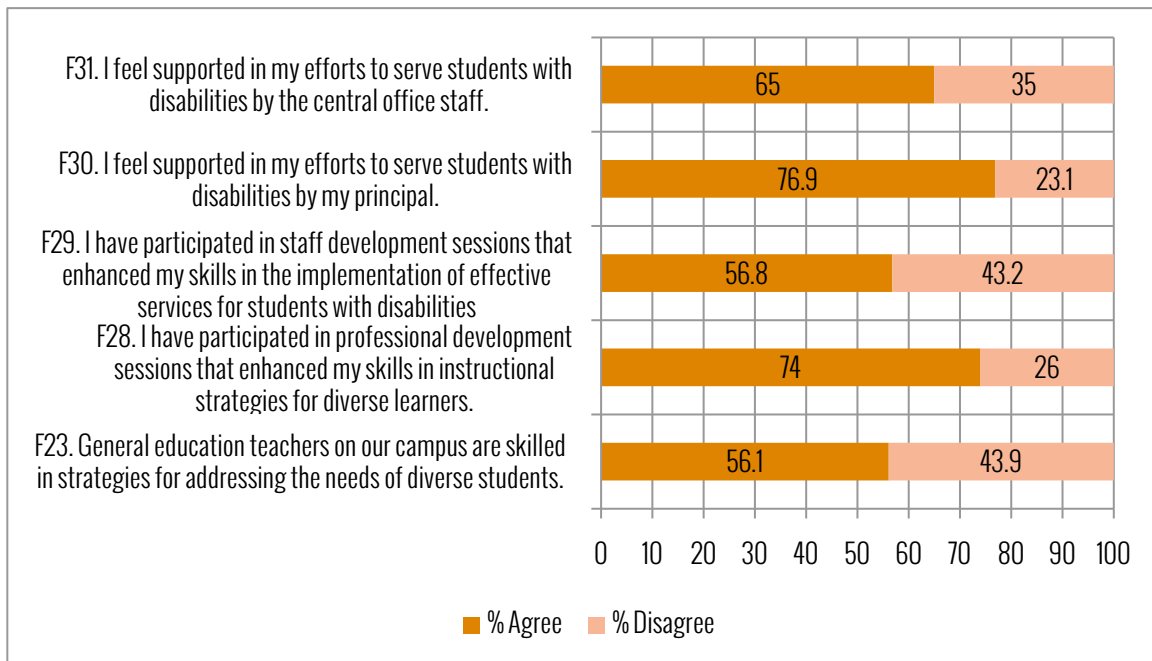
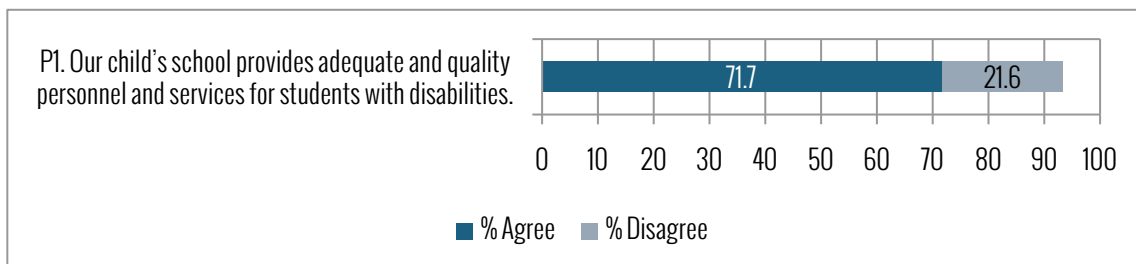


FIGURE 15. PARENT SURVEY RESPONSES RELATED TO PROFESSIONAL LEARNING



RECOMMENDATIONS

1. Create a comprehensive professional learning process to lead Pittsburg Unified School District to significantly improved outcomes for all students.
2. Use a systematic approach that includes all stakeholders in designing an ongoing, multi-leveled model for professional learning that incorporates data-driven decisions regarding content and processes.
3. Implement a strong system of shared professional development for general education and special population teachers, including special education and ELL teachers. All teachers should learn together and from one another. The current system of segregated professional development reinforces the lack of ownership for all students by all educators and denies the desired belief that “all students are general education students.”
4. Do not offer any topic in which changed practice is expected without also providing for sustainability, including coaching and resource materials for principals and staff to use for reference and guidance.
5. Install accountability templates to support data collection, analysis of success, and identification of continuing barriers to full implementation.

A systematic process for determining the need for and delivering quality professional learning is an essential pre-condition for success in accomplishing the recommendations of this evaluation report. Its importance cannot be overstated.

CONCLUSION

The evaluation of services for students with disabilities in Pittsburg Unified School District represents an inquiry into the status of present services and the perceptions of multiple stakeholder groups. This report was developed with the active participation of the Pittsburg Unified School District, Dr. Janet Schulze, Superintendent of Schools, central office staff, the staff of the Pittsburg Unified School District schools and over 50 classrooms visited, and the numerous survey respondents and focus group participants. Stetson & Associates, Inc. greatly appreciates the assistance and candor of all involved in the process.

Although this report contains many recommendations for improving services for students with disabilities in the Pittsburg Unified School District, the evaluators feel very positively about the ability of the new leadership in the district to bring about the needed changes. Our overarching conclusion is that the principals and teachers across the district are eager to receive the necessary guidance, professional development and support needed to implement highly effective services for students with disabilities.

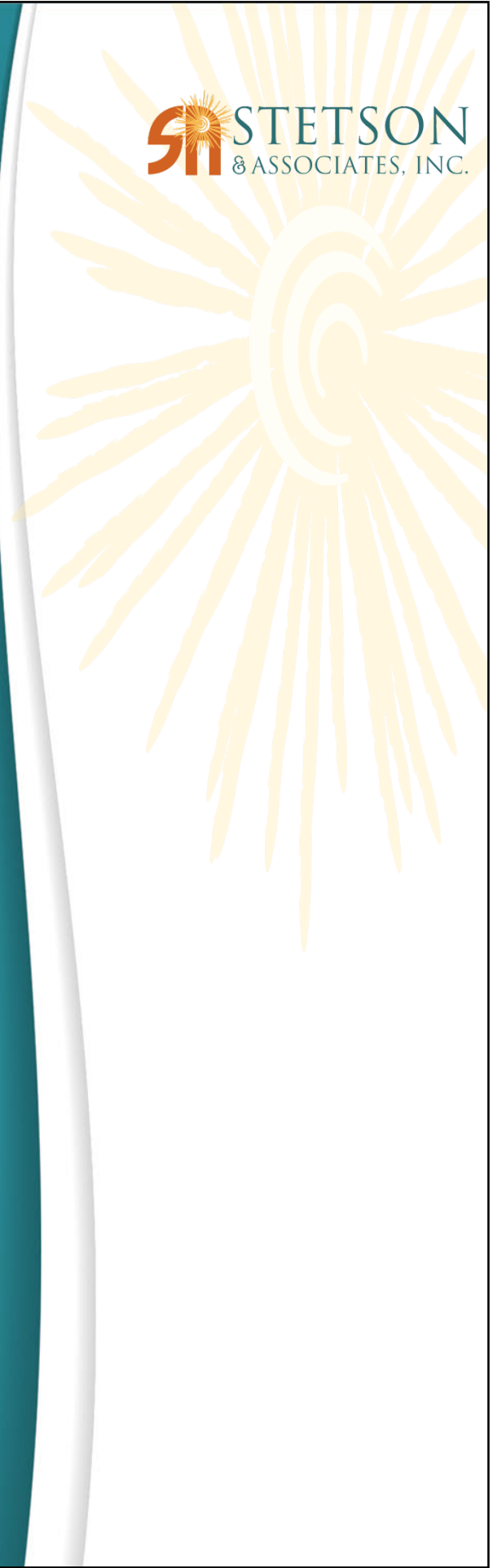
Pittsburg Unified School District is to be commended for taking positive steps to ensure effective and equitable practices are in place in its schools and across its programs for students with disabilities. It is our hope that this report of findings and recommendations serves as a springboard to a positive future for all Pittsburg Unified School District students. We look forward to viewing your accomplishments and successes in the future!

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APPENDIX A

Evaluation Methodologies



DESCRIPTION OF EVALUATION METHODOLOGIES

Structured Interviews and Classroom Observations. Visits were made to Pittsburg Unified School District classrooms during the month of October 2015, for the purpose of conducting brief interviews with campus principals, key teaching personnel and for conducting structured observations of classrooms in which students with disabilities receive services. There are numerous variables that impact staffing needs and resource utilization that can only be observed in the classroom setting.

Both special education and inclusive general education classrooms were visited, and a structured observation guide was used to document instructional practices and student and staffing numbers. These classroom visits provided the opportunity for evaluators to observe the range of students served and various aspects of instructional delivery from the teacher's perspective. The classroom observation tool developed by Stetson and Associates, Inc. for use in Pittsburg Unified School District, as well as several other client districts, and has been recognized in presentations at the state and national levels.

Interviews with Key Central Office Personnel. The lead evaluator conducted structured interviews with numerous district-level staff, including the Superintendent of Pittsburg Unified School District and leaders from the departments of Curriculum and Instruction, Human Resources, and Special Education. The following questions were asked of each interviewee:

1. What is your role in the district? How does this role interface with the responsibility to provide services to students with disabilities? In what ways do you directly collaborate with/support the department of special education?
2. As you consider services provided to students with disabilities in Pittsburg Unified School District, what aspects of these services are successful?
3. What aspects of these services do you believe need to be improved?
4. Given the national focus on services for students with disabilities and the organization dynamics of Pittsburg Unified School District, what will be necessary to enhance shared ownership of students with disabilities?

Focus Groups. The focus group process is used for a variety of purposes, including group brainstorming, planning, and as a mechanism for gathering participant responses to questions posed for program review and evaluation. This approach is widely used today in business and education applications and has a growing reputation as a method for gaining critical information for those most affected by the questions of the day (Greenbaum, 1998; Krueger, 1994). The focus group process was originally used to identify and quantify qualitative data within the realm of sociological research. The process requires the evaluator to pose the same questions to a variety of respondent groups. The information is then analyzed to determine common themes and identify areas requiring further study throughout the evaluation process. It is important to note that comments received from focus group participants reflect their personal perceptions and/or experiences. They must be analyzed and interpreted carefully and verified with observable and/or quantifiable data.

Appendix A: Evaluation Methodologies

In September and October 2015, focus group sessions were conducted in Pittsburg Unified School District. Each session was approximately 90 minutes in duration and followed the same sequence. After an introduction of the focus group as a critical aspect of the evaluation process, the participants were requested to respond to two questions:

1. What are the factors that positively impact the achievement and success of students with disabilities in Pittsburg Unified School District?
2. What are the factors that negatively impact the performance and success of students with disabilities in Pittsburg Unified School District?

The participants of these meetings generated responses that were later analyzed and quantified. Refer to Appendix D for responses from each focus group session. The list of focus group sessions is presented below in Table 1.

TABLE 1. FOCUS GROUPS BY CATEGORY

CATEGORY	DATE/TIME
General Education Teachers (K-12)	September 29, 2015: 3:30-5:00 pm
Elementary Principals	September 30, 2015: 9:00-10:00 am
Instructional Aides	September 30, 2015: 1:30-3:30 pm
Special Education Parents (K-12)	September 30, 2015: 5:00-6:30 pm
Secondary Principals	October 1, 2015: 9:00-10:30 am
LSSPs, SLPs, OTs	October 6, 2015: 2:00-3:30 pm
Special Education Teachers (K-12)	October 6, 2015: 3:30-5:00 pm

Faculty Survey. Thirty-one (31) items were included in the survey disseminated to all campus administrators, teachers, instructional aides and support staff in the district. See Table 2 for demographics of completed faculty surveys by position. The district received 269 responses.

This faculty survey was disseminated to Pittsburg Unified School District staff through a link that directed respondents to the survey hosted on the Stetson and Associates, Inc. website. The responses were downloaded and analyzed using robust statistical analysis software. The results of this survey are reported throughout this document as an expansion of the critical issues addressed per evaluation objective.

TABLE 2. DEMOGRAPHICS OF RETURNED FACULTY SURVEYS

RESPONDENT GROUP	# OF COMPLETED SURVEYS
Administrator	22
Counselor	8
Diagnostician/LSSP	4
General Education Teacher	169
Instructional Aide	15
Related Service Staff	10
Special Education Department Lead	1
Special Education Teacher	28
Speech/Language Pathologist	12

Refer to Appendix E for a summary of the results and disaggregated responses of the faculty survey, a summary by level of campus, a summary by position of respondent, and comments that were received in response to the open-ended questions posed in the faculty survey.

Parent Survey. A link to an online survey was distributed to parents of children receiving special education services. These surveys were disseminated to parents of students with disabilities. Stetson & Associates, Inc. received 46 survey responses.

Parents were asked to respond to statements related to their satisfaction with the quality of services provided, their opinions of the inclusion of their child in the Pittsburg Unified School District, their participation in and perceptions of the IEP process, their opinions of their relationship with the school, and the extent to which they feel supported by the principal and central office personnel. Refer to Appendix F for a summary of the parent survey results. These results will be referred to throughout this report as they expand our understanding of each of the issues presented. Parents who responded to this survey also had the opportunity to provide additional written comments, which were categorized as they related to the goals of this evaluation.

Classroom Observation Format

Instructional Arrangement		
<input type="checkbox"/> Gen Ed – no support	<input type="checkbox"/> Co-Teach	<input type="checkbox"/> Support Facilitation
<input type="checkbox"/> Gen Ed – peer support	<input type="checkbox"/> Resource	<input type="checkbox"/> Self-Contained:
<input type="checkbox"/> LIFE Skills	<input type="checkbox"/> Self-Cont. Behavior	<input type="checkbox"/> Other:
TEACHER		Time
# GEN ED TEACHERS	# SPED TEACHERS	# PARAS
# STUDENTS AT TIME OF OBSERVATION		

Instructional Activities	# Students
a.	
b.	
c.	
d.	
e.	
GOOD USE OF ACADEMIC LEARNING TIME? <input type="checkbox"/> v <input type="checkbox"/> X	
COMMENTS:	

Instructional Planning		
STANDARDS-BASED IEPS <input type="checkbox"/> v <input type="checkbox"/> X	GENERAL ED CURRICULUM <input type="checkbox"/> v <input type="checkbox"/> X	CORRELATED TO TEKS <input type="checkbox"/> v <input type="checkbox"/> X
LESSON PLANNING <input type="checkbox"/> v <input type="checkbox"/> X		

Instructional Quality		
FLEXIBLE GROUPING <input type="checkbox"/> v <input type="checkbox"/> X	RESEARCH-BASED <input type="checkbox"/> v <input type="checkbox"/> X	STUDENTS ENGAGED <input type="checkbox"/> v <input type="checkbox"/> X
INSTRUCTIONAL TECHNOLOGY <input type="checkbox"/> v <input type="checkbox"/> X	DIFFERENTIATED <input type="checkbox"/> v <input type="checkbox"/> X	USE OF ACCOM/MODS <input type="checkbox"/> v <input type="checkbox"/> X
DATA-BASED DECISIONS <input type="checkbox"/> v <input type="checkbox"/> X	PROGRESS MONITORING <input type="checkbox"/> v <input type="checkbox"/> X	RANGE OF INTERVENTIONS <input type="checkbox"/> v <input type="checkbox"/> X

Classroom Observation Format

A Positive Learning Environment		
POSITIVE BEHAVIORAL SUPPORTS <input type="checkbox"/> v <input type="checkbox"/> X	RULES POSTED <input type="checkbox"/> v <input type="checkbox"/> X	ROOM ARRANGEMENT SUPPORTS INSTRUCTION <input type="checkbox"/> v <input type="checkbox"/> X
POSITIVE REINFORCEMENT <input type="checkbox"/> v <input type="checkbox"/> X	CULTURES RESPECTED <input type="checkbox"/> v <input type="checkbox"/> X	A POSITIVE CLIMATE <input type="checkbox"/> v <input type="checkbox"/> X
SCHEDULE POSTED <input type="checkbox"/> v <input type="checkbox"/> X	CULTURES RESPECTED <input type="checkbox"/> v <input type="checkbox"/> X	OTHER <input type="checkbox"/> v <input type="checkbox"/> X

Instructional Materials And Resources		
AGE APPROPRIATE <input type="checkbox"/> v <input type="checkbox"/> X	VARIETY <input type="checkbox"/> v <input type="checkbox"/> X	CULTURALLY RICH <input type="checkbox"/> v <input type="checkbox"/> X

Appropriate, Effective And Efficient Use Of Personnel		
APPROPRIATE USE OF PERSONNEL <input type="checkbox"/> v <input type="checkbox"/> X	POSITION: POSITION:	RATIONALE:
EFFECTIVE USE OF PERSONNEL <input type="checkbox"/> v <input type="checkbox"/> X	POSITION: POSITION:	RATIONALE:
EFFICIENT USE OF PERSONNEL <input type="checkbox"/> v <input type="checkbox"/> X	POSITION: POSITION:	RATIONALE:

Notes:

Principal Discussion Guide

Demographics

Campus _____

Principal _____

Total # Students _____ # Sped Students _____ % Sped Students _____

Gen Ed Teachers _____ # Sped Teachers _____ # Paraeducators _____

Other _____

Leadership For The Common Good

Strategies For Communicating Shared Responsibility

Approach To Scheduling Special Education Supports

Strategies For Promoting Gen/Sped Collaboration/Planning

Other

Principal Concerns Re: Special Education Services?

1.

2.

3.

Positive Aspects Of Special Education Services On Your Campus?

1.

2.

3.

Notes

Individual: _____ Position: _____

PITTSBURG UNIFIED SCHOOL DISTRICT EVALUATION OF SERVICES PROVIDED TO STUDENTS WITH DISABILITIES

Interview Questions for Key District Personnel

INTERVIEW QUESTIONS

1. What is your role in the district? How does this role interface with the responsibility to provide services to students with disabilities? In what ways do you directly collaborate with/support the department of special education?
2. As you consider services provided to students with disabilities in Pittsburg Unified School District, what aspects of these services are successful?
3. What aspects of these services do you believe need to be improved?
4. Given the national focus on services for students with disabilities and the organization dynamics of Pittsburg Unified School District, what will be necessary to enhance shared ownership of students with disabilities?

FOCUS GROUP: _____

DATE: _____

OF PARTICIPANTS: _____

PITTSBURG UNIFIED SCHOOL DISTRICT EVALUATION OF SERVICES PROVIDED TO STUDENTS WITH DISABILITIES

Focus Group Questions

QUESTION 1:

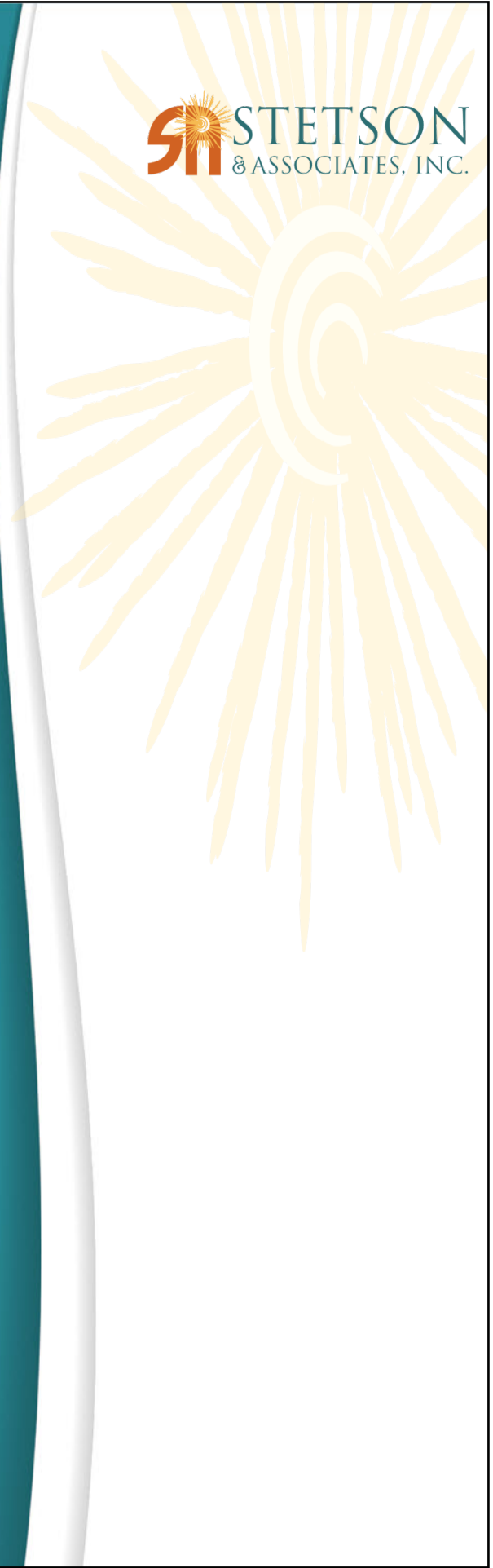
What are the factors that positively impact the achievement and success of students with disabilities in the Pittsburg Unified School District? **(What is working?)**

QUESTION 2:

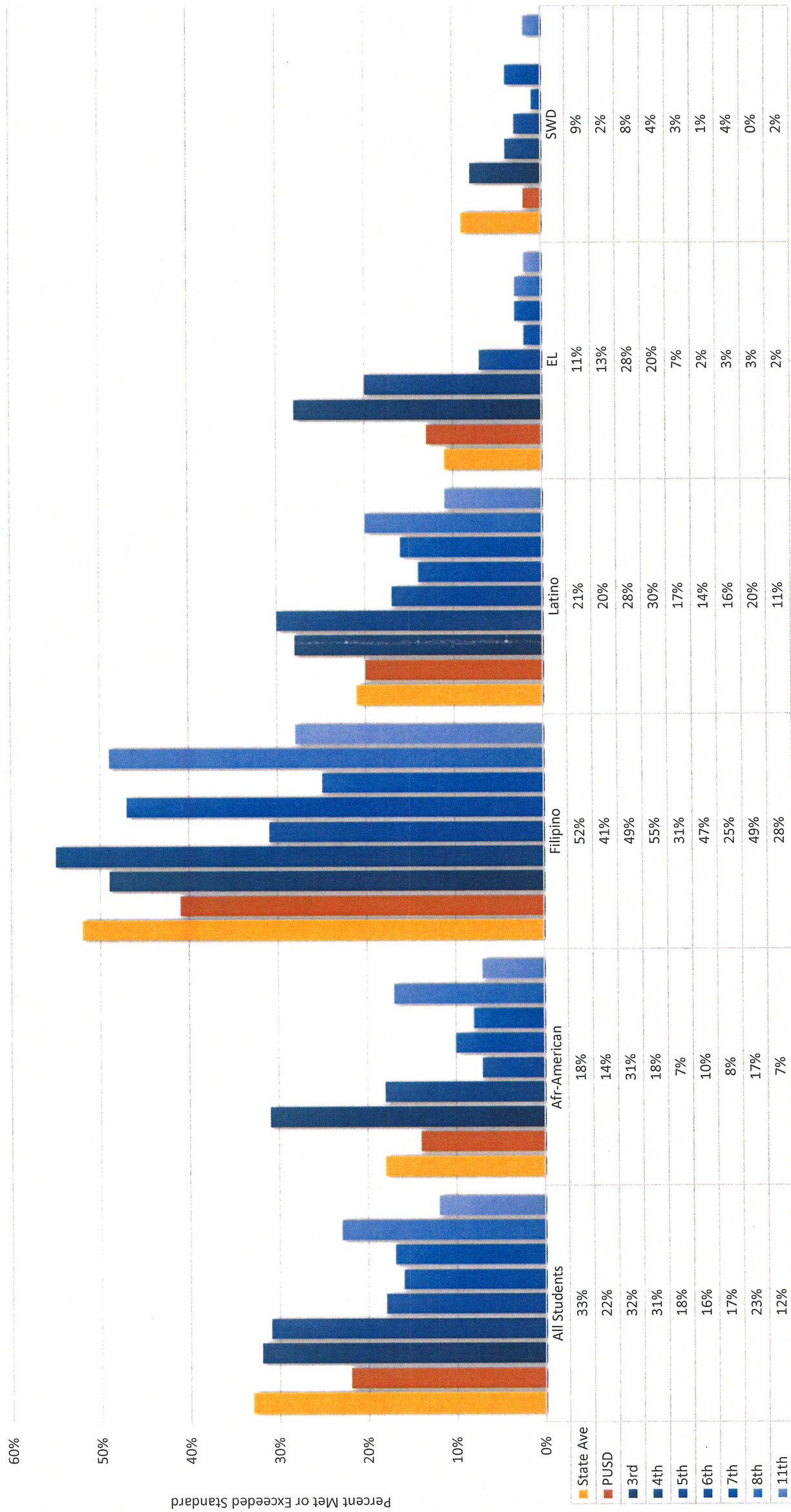
What are the factors that adversely impact the achievement and success of students with disabilities in the Pittsburg Unified School District? **(What is NOT Working?)**

APPENDIX B

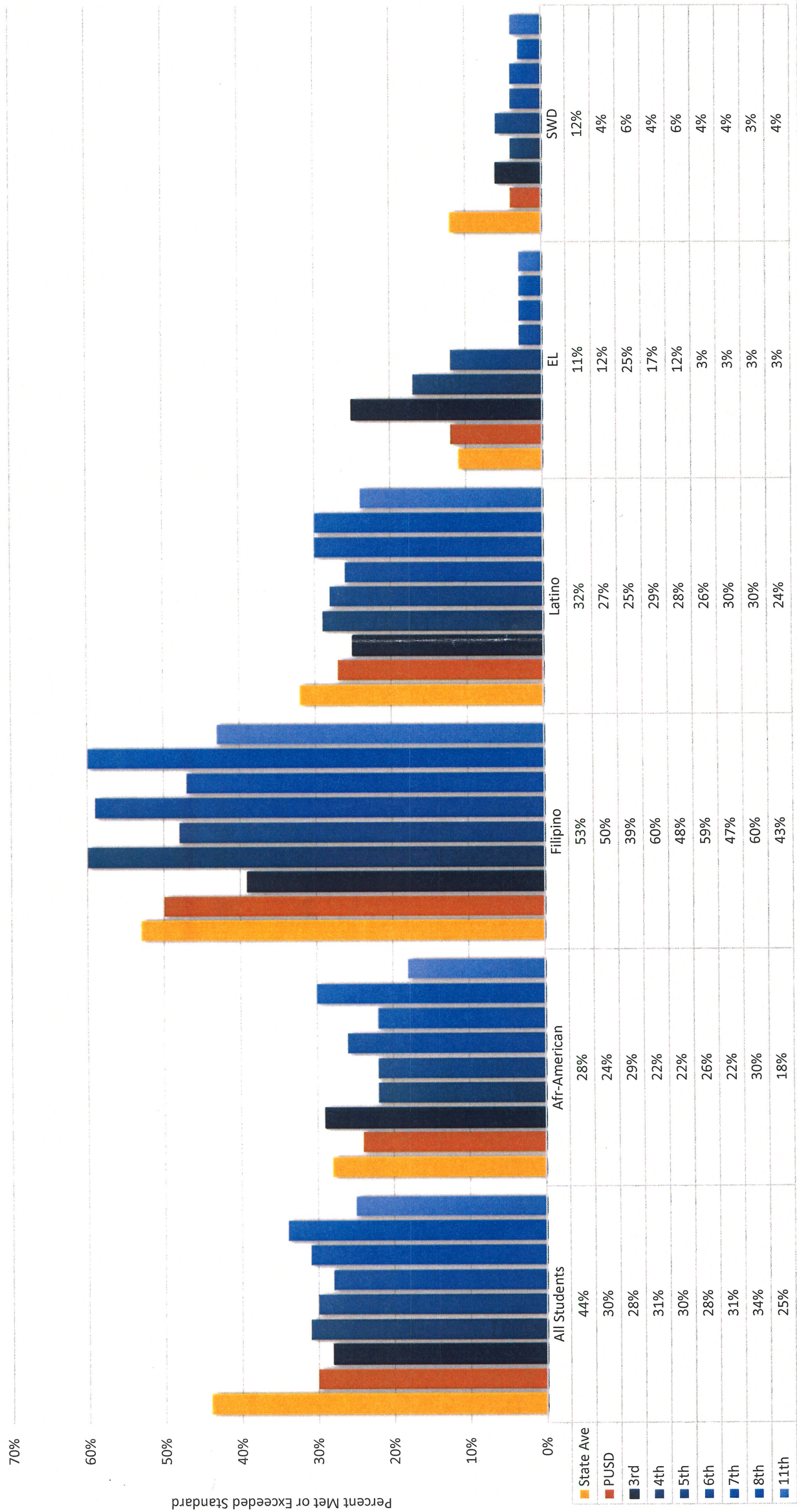
**Statistics from PUSD's
Department of Academic
Achievement and
Accountability**



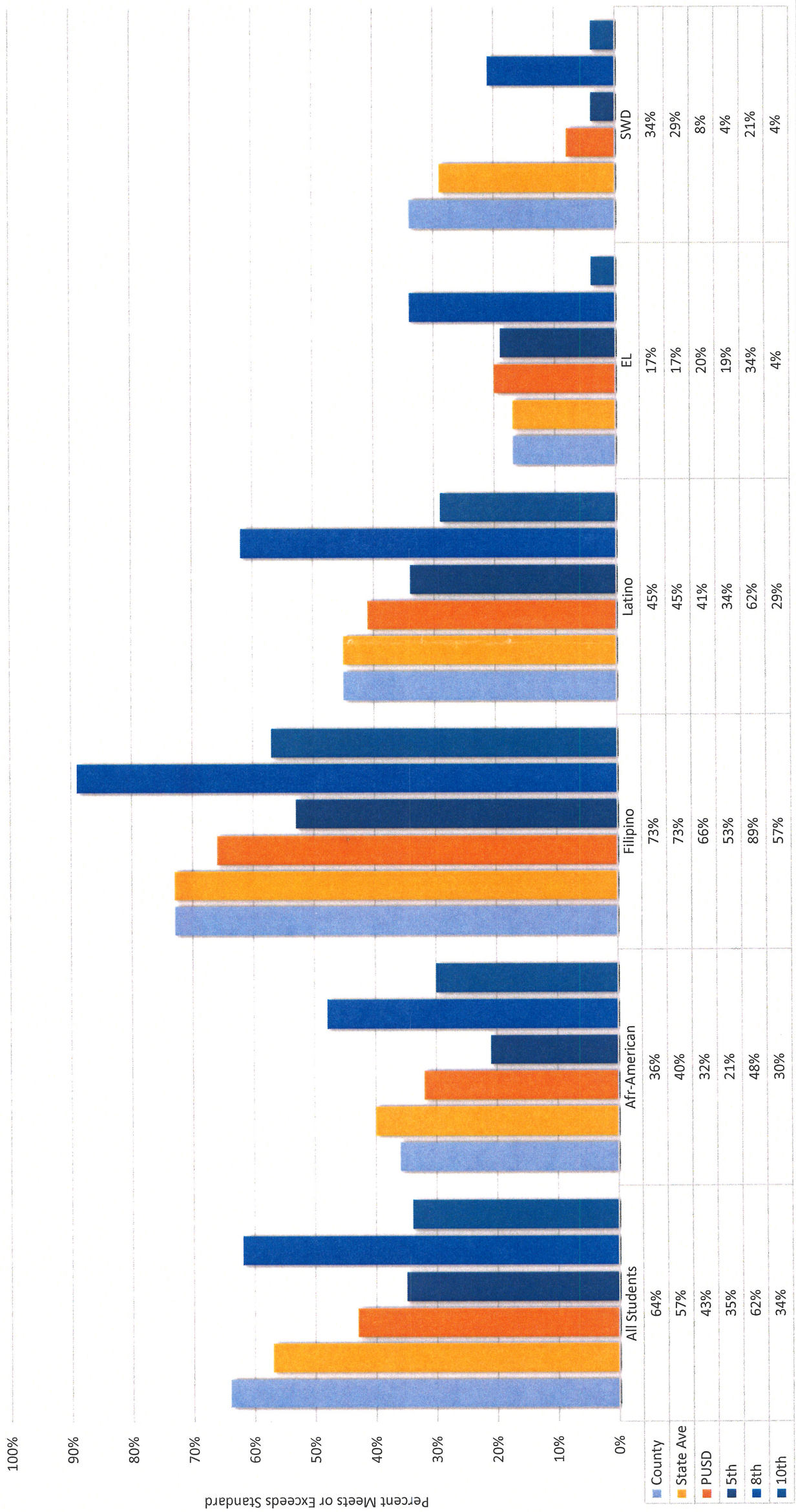
PUSD CAASPP Math by Group 2015



PUSD CAASPP ELA by Group 2015

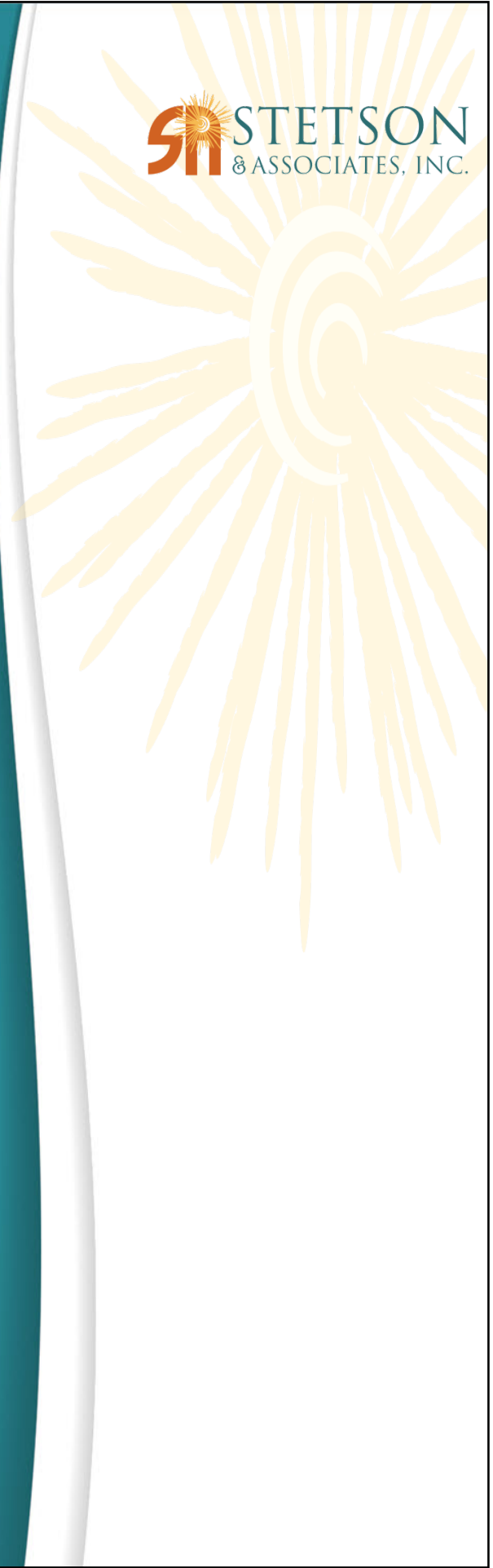


PUSD Science CAASPP 2015 by Group



APPENDIX C

**Objective, Student-
Centered Process**



Appendix C: Objective, Student-Centered Process

Format to Guide Instructional Planning 10 minutes

A Format to Guide Instructional Planning
Using the General Education Classroom as a Reference Point for Planning

Student		Teacher		Date	
Objectives	Objective 1				
	Objective 2				
	Objective 3				
	Objective 4				
	Objective 5				
	Objective 6				
	Objective 7				

Who? Collaborative team of general & special education teachers, Student and Parent

How?

- List IEP goals (left side)
- List general education class schedule or course (top)
Place a ✓ where team believes an opportunity to address each IEP goal at one or more times throughout the school day/schedule
- If you have many Vs across the row, circle the one or two times that it would be best to address that objective.

Why?

- A communication tool to guide both general and special educators
- A visual of the student’s IEP goals and schedule and their interface
- Expands notion of the options that are available for the individual students
- Focuses on opportunities rather than limitations
- Documentation of beginning with the general education classroom as the reference point
- Increases student involvement in goal selection and achievement
- Communication tool for involving parents in decision making

Classroom Activity Analysis Form 20 minutes

Who? Collaborative team of general & special education teachers, Student and Parent

How?

- Complete three sections:
 - Section 1:** Transfer decisions from form 1 to 2 (using chronological order of schedule). This is basically a clerical task.
 - Section 2:** For each learner goal to be address within each timeframe, indicate the type of instructional supports the student will require to be successful
 - Section 3:** Moving across the form, indicate the type of personal support (if any) that the student will require to be successful beginning with the least intrusive yet effective model.
- Work across this form rather than completing section 2 and 3 separately. This saves time and makes your planning decisions more cohesive.

Why?

- A clear format for making student-based decisions
- A visual of the student’s instructional day and the roles that general and special educators, related service personnel and others are responsible for each day;
- Documentation of planning that is objective and is not label or place-based;
- Increases student involvement in goal achievement and futures planning;
- Communication tool for involving parents in decision making

Planning Grid to Determine Staffing Needs _____ (depends on number of students planning for)

Who? Collaborative team of general & special education teachers by grade level, department, or other organizing factor in the school; Principals, Assistant Principals, Department Chairs, Student and Parent

How?

- For each separate timeframe (ex. 1st period, 8-8:45 am, or Language Arts) create a list of students requiring personal support.
- Transfer the team’s decisions from form 2 to the middle section of form
- In the final section, place the names of school personnel who will be assigned to provide this specific support.
- If the student requires personal support for any other time frame, indicate this on the form(s) designated for additional periods of the day.
- If the number and type of personnel do not appear to be sufficient to meet student needs within each time frame, consider the following. Can the time support be adjusted?; Can other personnel provide the same service?; Can the instructional activity be adjusted?; Can a peer provide the support needed without compromising either student’s needs?

Why?

- A look at all students needing personal support at the same class time or period.
- A simple way to note scheduling conflicts and to identify remedies if they exist.
- A bird’s eye view of the assignment of staff.
- Creates the opportunity to use staffing resources appropriately and wisely.

FORM 1: FORMAT TO GUIDE INSTRUCTIONAL PLANNING

WHERE ARE THE OPPORTUNITIES TO ADDRESS THIS STUDENT'S INSTRUCTIONAL GOALS IN THE GENERAL EDUCATION CLASSROOM?

Student: _____

Teacher: _____

Date: _____

SEQUENCE OF INSTRUCTION							
Goal 1							
Goal 2							
Goal 3							
Goal 4							
Goal 5							

GOALS

Directions: Place a ✓ where your team believes an opportunity to address each IEP goal exists within the day's schedule.

FORM 2: ANALYSIS OF INSTRUCTIONAL AND PERSONAL SUPPORT NEEDS

Q: What level and type of instructional support, if any, will the student need in order to participate in the classroom activity? Please use multiple sources of data to answer this question and complete this form. Data sources may include test results, benchmarks, student interviews, grades, observations, and behavioral data.

Current School: _____ Receiving School: _____ Student: _____
 Case Manager (if applicable): _____ Grade (upcoming school year): _____ ID #: _____

SUBJECT/COURSE	INSTRUCTIONAL SUPPORT Attach Accommodations Sheet or BIP				PERSONAL SUPPORT				NOTES	
	As Designed	With Accommodations		Behavior Intervention		In-Class Support				Specialized Support
		YES	NO	YES	NO	Peers	Support Facilitation	Co-Teach		
	Yes								Outside Gen Ed Classroom	
	No									
	Yes									
	No									
	Yes									
	No									
	Yes									
	No									
	Yes									
	No									
	Yes									
	No									

Accommodation: A change made to HOW content is taught and/or learning is assessed in order to provide a student with access to information and to create and equal opportunity to demonstrate knowledge and skills. **Modification:** A change in WHAT the student is expected to learn and/or demonstrate. **Co-Teacher (CT):** A formal, yearlong or semester-long commitment between a general education teacher and a special education teacher to jointly plan, deliver, and assess instruction for all students in the general education class. (WHO? Certified and/or licensed personnel partnered with the general education teachers) **Support Facilitator (SF):** An individual who provides a variety of supports, either to students and/or the general education teacher, which meets the needs identified through collaborative planning. (WHO? certified special populations teachers; licensed personnel, such as OT, PT, Speech, Paraprofessionals) **Behavior Interventions** that apply across the school day (if any). **Peer Support:** refers to peers who have been formally trained as part of a school-wide peer support or peer assistance program.

FORM 3: PLANNING GRID TO DETERMINE STAFFING NEEDS

WHO WILL PROVIDE THE NEEDED SUPPORT? HOW WILL WE SCHEDULE STAFF TO ENSURE THEY ARE AVAILABLE WHEN NEEDED?

School: _____

Grade Level/Department: _____

Timeframe: _____

STUDENT	CLASS/ SUBJECT	GEN. ED. TEACHER	SUPPORT NEEDS (✓)				SUPPORT PROVIDER(S)				ANALYSIS/NOTES		
			External Support	In-Class Support			Peers	Teacher	Para	Other			
				Peer	SF	CT							
												Specialized Support	

PARTNERSHIP
 SEAMLESS
 RESPECTFUL
 EFFECTIVE
 EQUITABLE

Collaborative Teaching/Support Facilitation Observation Protocol

Increasing the Effectiveness and Impact of In-Class Support

Class/Grade _____ Teacher _____ Start Time _____
 School _____ Teacher _____ End Time _____

Instructional Objective: Activity: Grouping: <input type="checkbox"/> Whole <input type="checkbox"/> Small Group <input type="checkbox"/> Individual	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right; padding-right: 10px;"># minutes</td> <td></td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> 1 Teach-1 Observe*</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle; padding: 0 10px;">}</td> <td rowspan="2" style="vertical-align: middle; padding-left: 10px;">Use Sparingly</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> 1 Teach-1 Assist*</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Parallel Teaching*</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Station Teaching*</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Alternative Teaching*</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Team Teaching*</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Second teacher not directly engaged in instruction</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Second teacher not in class as scheduled</td> <td></td> <td></td> </tr> </table>	# minutes		<input type="checkbox"/> 1 Teach-1 Observe*	}	Use Sparingly	<input type="checkbox"/> 1 Teach-1 Assist*	<input type="checkbox"/> Parallel Teaching*			<input type="checkbox"/> Station Teaching*			<input type="checkbox"/> Alternative Teaching*			<input type="checkbox"/> Team Teaching*			<input type="checkbox"/> Second teacher not directly engaged in instruction			<input type="checkbox"/> Second teacher not in class as scheduled		
# minutes																									
<input type="checkbox"/> 1 Teach-1 Observe*	}	Use Sparingly																							
<input type="checkbox"/> 1 Teach-1 Assist*																									
<input type="checkbox"/> Parallel Teaching*																									
<input type="checkbox"/> Station Teaching*																									
<input type="checkbox"/> Alternative Teaching*																									
<input type="checkbox"/> Team Teaching*																									
<input type="checkbox"/> Second teacher not directly engaged in instruction																									
<input type="checkbox"/> Second teacher not in class as scheduled																									

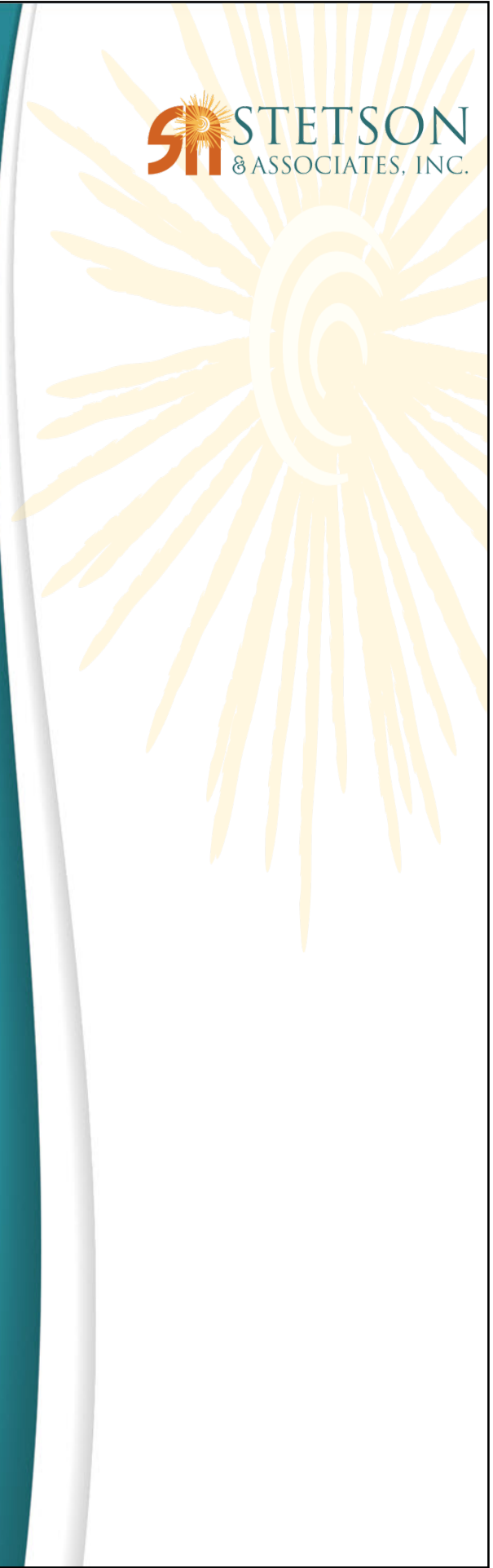
*Friend, M. (2005). *The Power of 2: Second Edition*. Forum on Education.

Observation Results	Observed	Not Observed	Reverse Observed
1. Both teachers participate in the presentation of the lesson.			
2. Students ask questions of both teachers.			
3. Teachers are not identified as assigned to specific students.			
4. Both teachers are engaged in classroom management.			
5. Teachers jointly share and use classroom space.			
6. Instructional resources are shared equitably.			
7. Student seating is intentionally interspersed.			

Information from Informal Interviews	Yes	No	Comments
8. Teachers have a regularly scheduled time for planning together.			
9. Teachers debrief successes and areas of concern in their practice on a regular basis.			
10. Teachers address occasional conflicts in an open manner.			
11. Teachers produce evidence that their students benefit from their collaborative partnership.			
12. Both teachers indicate that they feel positively about their collaborative partnership.			

APPENDIX D

Focus Group Summary



FOCUS GROUP: GENERAL EDUCATION TEACHERS (K-12)

DATE: SEPTEMBER 29, 2015: 3:30-5:00PM

Q1: What are the factors that positively impact the achievement and success of students with disabilities in the Pittsburg Unified School District?

(What is working?)

- ▶ Caring teachers, especially in the full inclusion classrooms - they care very much for those students
- ▶ Good knowledge base re: spec education - always answer your questions - seem to know special education very well.
- ▶ Positive practices only occur on case-by-case basis - not system-wide.
- ▶ Psychologists very supported with good behavior plans
- ▶ School Psychologists at high school are an incredible resource - have been there 14-15 years - they know what they are talking about - they provide behavior supports, what's actually going on with the student; and how to interpret the reports and disability
- ▶ Students want to go to speech or psychologists - you can tell it is a positive experience. One teacher lets students watch a movie every single day during her lunchtime. This is her reward for good work.

Q2: What are the factors that adversely impact the achievement and success of students with disabilities in the Pittsburg Unified School District?

(What is not working?)

- ▶ General lack of communication - no one is on the same page re: special education
- ▶ No common planning time for general and special education teachers to plan together - not offered by principals
- ▶ Caseload varies from one person to another, one has a case load of 49
- ▶ Once we identify students to refer to SST, there are a series of people we need to talk to. We need a simple way/process for identifying the correct staff members to talk to about the student. Must speak to the SLP before I go farther; or have to speak to another person; The SST process varies from school to school.
- ▶ IEP folders - need to have better access to information re: specific disabilities and what accommodations are needed for each student. Need to wait - might be approximately 6-7 weeks into the school year. At high school, we just get one sheet of paper listing accommodations and modifications. We just receive an envelope with the paper in it - no interpretation or information; we don't really know what it means; no info on disability category
- ▶ General education teachers don't understand the specific needs of students
- ▶ Lack of training - have a student with Autism - "I don't know what I am doing." I am told to "just go Google it" - "here is the name on a post-it;" nothing is explained. When we have kids with 1-1 aides we get an explanation from them - not from the teacher.
- ▶ My aide keeps asking me what she should do - I have no idea!

Appendix D: Focus Group Comments

- ▶ We get better info from aides than special ed. teachers
- ▶ No contact from special education teachers at all. No information from them.
- ▶ It takes at least one month to get list of accommodations and once we have it, there are no checks to see that you implement them. Teachers don't understand that you have to follow the accommodations and modifications. They just toss the list away.
- ▶ With central office spec education staff, they don't see the student before the IEP meeting - They only know what the student looks like on paper - some of their recommendations are unrealistic. It would be nice to have someone from central office to actually meet the student.
- ▶ Title 1 and other federal funds should provide the training needed.
- ▶ Often when we hold IEP meetings, it is interesting to see how people rush in and review the cum folder during the meeting - lack of professionalism, planning, new teachers don't know what they are responsible for. There are no good models or good explanations.
- ▶ We receive no feedback from learning center staff- I don't know what they do when they are there. We receive no written feedback - last year when I sent the kids to Learning Center to take a test - I don't get the test back!! Or I get it back after a month. The teachers don't even grade it. Now all I want is for the Learning Center teacher to just give the test back to me!
- ▶ If send the students to the Learning Center and there is an aide - you tell the aide that the student has to read the test on his own -- it is still read to them!
- ▶ Systematic issues driven at the district level to save a dime - this leaves demoralized staff --- feel it is about the money; decisions driven by money at the district level.
- ▶ Teachers feel we can't recommend something that costs money - special education department staff person said aide was not available for student who needed one.
- ▶ One special education department staff member told us not to put child in a spec education in a special class for students with autism because it was a full.
- ▶ Paperwork issue (S) - it is inconsistent- some are really diligent - have done their testing and tracking and are writing good IEPs - others write IEP after the meeting happens - They use SEIS and print out last year's IEP. That way, the teacher appears to have the paperwork completed - they just correct it or update it after the meeting.
- ▶ Teachers wait too long to SST students - due to that whole paperwork thing. Some teachers just put it off - send it on to the next year's staff. Really!!! This kid is really behind. Teachers who do want to SST - only so many spots - have to pay for subs - if 5 people have already turned in the paperwork but I still turn in before the deadline - I still can't present the case - don't have a spot open for 2 months - There is just 1 day /month at elementary for SSTs. Some cases take longer. You can discuss about 6 kids a month - "Ooops the next open slot is November" - in the meantime - what do we do?
- ▶ At secondary level, we hold a meetings before school or after school - in HS -- have to try for several months - If late in the year, then it just goes to the next year - HS had 26 requests for assessment - ½ qualified.
- ▶ Transitions from spec to gen education classrooms are not communicated well - from different schools - no communication from the teachers - no real plan in place moving from SDC students to general education classroom

Appendix D: Focus Group Comments

- ▶ Have been persuaded not to go forward with the SST process - specifically re: speech - It's too late - don't refer for speech."
- ▶ There is no discussion for vertical articulation within subjects - if child doesn't learn all objectives - you are not provided that info - no time set aside for teachers to talk about the students they had last year and here is what I learned - very little quality planning time.
- ▶ HS programs from level to level don't line up - MS program is so small - students are terrified when they arrive at HS - programs not lined up - from MS not the same program at HS - differences are not communicated to parents - don't have a district articulation of our continuum of options - it is a district level decision re: programs per school - not the school's.
- ▶ Some teachers choose to share with child's next teacher - when we form our classes - don't always provide info.
- ▶ Horrible that we don't have that time to talk - what worked and didn't --- some teachers say "don't tell me anything - I don't want to know."
- ▶ Spec ed teachers are really isolated from others - they are at SDCs - don't have a lot of different people to bounce things off of - so don't know what typical students are doing or are capable of doing
- ▶ Have seen spec ed teachers teaching first - fifth grades all in one classroom - TE guides are just laying out there - - that is very poor scheduling
- ▶ Scheduling - must be district who tell teachers what they are teaching - counselors and case managers and school psychologists - determine schools' schedules
- ▶ There is no consistent process for staffing across the district
- ▶ Goes back to money - ex. Case managers are so overworked - they want to be there for us but they don't have the time. Are also teaching classes - ex. Read 180.
- ▶ None have co-teaching models
- ▶ Used had it but no training or planning time - no support, PD - was just assigned (9 years ago) no implementation plan for it - depended on the ability of teachers to create the relationships
- ▶ Time for SST - usually for MS - bell rings at 8:25 - start 8:10 - leaves you with 10 minutes to discuss - we are told "OK - sign! " Teachers are excused 10 minutes later - finish up and put copies of what they agreed to in our boxes. The district should pay for a sub to allow me to truly problem-solve...to add my input...it never happens and really bugs me.
- ▶ Regular ed. teacher would love to be there - not realistic
- ▶ Should have the data collection prior to the SST instead of collecting the data in the SST - give the quality time to problem solving and decision-making.
- ▶ You are not going to get the regular education teachers to fill it out.
- ▶ Schools have started tweaking the district process.
- ▶ The families are isolated - they are just brought in for the meeting - not authentically involved - no accountability for parents to support the teachers; we have ELAC meetings but don't have spec ed. meetings where parents could talk with each other.

FOCUS GROUP: ELEMENTARY PRINCIPALS

DATE: SEPTEMBER 20, 2015: 9:00-10:00 AM

Q2: What are the factors that adversely impact the achievement and success of students with disabilities in the Pittsburg Unified School District?

(What is not working?)

- ▶ On August 12, I started requesting assessment (no response)--please assess, please assess, etc. 11 emails...no response
- ▶ Lack of interventions before students are identified; need a coherent RTI system, we wouldn't have as many students in special ed. Every school looks different re: RTI. School has an intervention of early literacy - read 180 - could be only for special education; caseloads vary at every site - not available to a student without an IEP - 180 instead of ELA block - system 44 - taking some core subject time - not a consistent process for determining - 'if you have "reading problems," you typically get 180 - 1 day of training and no training in selection criteria - not really organized - special department choice; prior year told an intervention available for special ed. and some gen ed. - Told we would be hiring new staff to coordinate the program - new Superintendent changed that decision
- ▶ We have info at our fingertips - went out searching for a program 4 yrs ago; searched for a program for general and special ed. students who were significantly below; have been using it for 3 years - kids flow in and out of read 180 - special ed. caseload has decreased tremendously - 700 student; 17 special ed. includes speech only; her situation did not inform the district level - don't understand the requirements of her program.
- ▶ Inconsistent and uncoordinated programs district wide
- ▶ Right and left hand is not coordinated; no consistent leadership or message-- director will say one thing and coordinators will say something different. When an issue is raised, we are to just follow what the program specialist says
- ▶ As principal, has spec program - counseling enriched class for students with severe behavior. 1 instructional special ed. and 1 is general ed. You no have oversight of IEPs or program decisions last year. Coordinator would run IEP - new coordinator - just wants consistent decision and direction
- ▶ What was their response? When you contact the director - I was unaware - yet you have emails that show that she was aware
- ▶ Lack of support from special education - had 4 different RS over past 4 years - my concern is supporting them -my school has a severe autism class at my school, we wanted it - getting it started with no help from special ed. Paid for all training-- when you email concerns everything is laid on Melody - "she is trained, she will figure it out" - that's why Melody is here, she will save us - trained in program and we are bumbling like we always have - we are trying to make it great
- ▶ Melody - I am the administrator for the learning academy - (for autism) - direct questions for behavior to her - the things that Tracy was responsible for, I am not responsible for.
- ▶ Lack of trust between families and spec ed. department - 3-5 counseling enriched classrooms for behavior - a direct correlation to the way my teachers have been

Appendix D: Focus Group Comments

trained - not much training - very green teachers last year - they are becoming frustrated - 28 students in a read 180 class. - At most 16 Read 180, may not be appropriate for several of the students

- ▶ No monitoring - the teachers are fending for themselves - there has not been a special ed. meeting this fall - first time in many years - didn't pull them - Read 180 and system 44 - nothing has been given in writing. Meeting last week - we all have a different perception of what read 180 is and system 44 is - general ed. told we were doing it and it was left undone -- told read 180 is optional - but we have nothing to replace it
- ▶ Lack of vision and direction - at least 6 or 7 years district announced going to adopt full inclusion - only announced to spec ed. and not to general ed. teachers - day 1 of school, here are all of your kids- full inclusion was general ed. teachers works with st with no personal support in the general ed. classroom- and if student needs help he goes down the hall - resource (Learning Center); so don't think overall any of us are clear out what a good model looks like PD has been minimal - has been sporadic for special ed. - not a lot of follow thru - this is directly impacting all kids - general ed. teachers think this is not my kid - their needs are not being met; impact to general ed. students - depends - kids are pretty receptive to kids with any kinds of differences. Not a lot of issues worth bullying.
- ▶ A lot of kids have been misplaced - supposed to be in a k-2 SDC and instead placed in general ed. Kindergarten principal never received any type of list of who was coming - because I asked for it--not received in time to make proper adjustments and only if I asked for it. (all principals agree)
- ▶ No district support for new principal; only support from resource teacher--lack of communication and direction
- ▶ We all take our sites very personally - we own it - pour in the resources that are needed to support the kids - special ed. is overseen at the district but it is left to the principal - a 2nd SDC class arrived with no prior communication - another notified the day before school started that they were pulling the resource teacher
- ▶ We will not hire the staff but are required to fire them
- ▶ Evaluation of special ed. aides -told program specialist for elementary would evaluate the aide - who supervises and evaluates is unclear - I am evaluating your aide - then call, "I'm too busy - you do it."
- ▶ Lack of compassion and support for families - don't even listen - Debbie won't let me - she won't approve that; directly told "do not offer services in an IEP unless prior approval;" "We have to offer it;" Principal from potential receiving site should be invited, behind closed doors - we don't let - I don't have a spot for him right now - put it on the kid - we won't transition kids from our of the SDC to general ed. (from ½ day to a full day); we will provide a 1-1 aide that slowly weaned away over the next 60 days)
- ▶ 4/7 are paying from budget for support needed
- ▶ My behavior class - students with IEPs grades K-3; students out of control, that includes biting staff and students peeing on floor and staff, biting and hitting, tearing mirror off the wall - 7-8 students, 1 teacher, 2 aides - teacher has experience with behavior - lack of support - they have Lincoln center - a lot of people in the room and are not -when I have a kid running through staff copy room - a danger -do you want this snack or this one? A lot of bodies in the room but none of them are able to handle the kids in the class) only training provided is for CPI training but only if you seek it - 3 open positions for behavior specialist - low salary

Appendix D: Focus Group Comments

- don't have one yet! None have behavior plans!!!! - Psychologists won't do behavior--no longer in their job descriptions - local union
- ▶ If there were affluent parents - this would never fly - I feel it - parents of color - power inequity - parents feel it
- ▶ My students are bussed to school door to door service - new bus route - picked up in the am - picked up Tobinworld - dropping off 45 minutes late - kids coming in already upset - keep yelling enough - transportation has been severely cut
- ▶ Student picked up 15 minutes to 25 mins. early so that transportation can pick them up - 2/7 schools - either you allow him to leave 10 mins. early or we won't be able to pick him up" - would have to find another school in the district
- ▶ Don't have facilities to accommodate things such as OT, has a classroom with a bathroom and an office for school psychologist - no space for OT; entire school was renovated - the one class that was not renovated - special ed. no floors, cabinets

FOCUS GROUP: INSTRUCTIONAL AIDES

DATE: SEPTEMBER 30, 2015: 1:30-3:30PM

Q1: What are the factors that positively impact the achievement and success of students with disabilities in the Pittsburg Unified School District?

(What is working?)

- ▶ Have started meetings for parents - just this year - last month went to training on IEPs. Kind of weird to see my parents in a meeting and they learn that I have a child with special needs too.
- ▶ Receiving more communication from parents -
- ▶ Try to use encouragement for students
- ▶ Read 180 is very effective - helping students read better
- ▶ Communication between our teacher and ourselves - we are consistent
- ▶ We have OT, speech on site with us - we get information and help

Q2: What are the factors that adversely impact the achievement and success of students with disabilities in the Pittsburg Unified School District?

(What is not working?)

- ▶ Not enough aides - not enough adults
- ▶ We need better curriculum - now we have very low students - the curriculum is too high - need more visuals, need Touch Math, need Handwriting with Tears, - are inside the special ed. classroom - teacher is using general ed. curriculum - too high for them. - Need something easier
- ▶ We have a push in/pull out at jr. high - we need general ed. teachers to have more knowledge on how the special ed. students/teachers seem to be at a loss - say "I just don't know what to do" or expect them to do the same as general ed. students, they just don't have enough knowledge - want a simple blanket solution, one size fits all
- ▶ The classrooms at MLK are very small for them to do what is needed; for reading the students use computers - divided into three groups - MLK classroom is very small - can't divide them into three areas;
- ▶ Working with 18-22 year old students - CBI; they go out into the community for instruction; learning to ride public transportation; 9 students; 7 go out to college Tuesday and Thursday - taking swimming, math, piano, Do have job sites - not running as of yet - come to the central office and they shred, not really set up in the classroom for things that we need - only have a microwave - no oven, little baby refrigerator; we are trying to give them a path to go on yet we are trying to allow them to make choices; they need stimulation - are easily bored.
- ▶ Behaviors - preschool children with autism, must spend 20 minutes of time redirecting and calming down a student - the rest of the students don't get their time for instruction; - not staffed well enough - 9 students - 1 teacher 2 paras

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- ▶ Need more information about the students, need more time with the teacher, have a regular planning time with teachers but lately haven't had time -
- ▶ A class of 6th graders - coming in to take a math test - supposed to use their notebooks for the test - but there was nothing in the notebooks - need extra time or extra people to help them keep up - kids don't know how to take notes - a disconnect between gen and special ed. classes - expectations - is this the result of low expectations? We are not preparing them to take on more responsibility.
- ▶ Students are rushed in the general education classes to take notes, etc.
- ▶ Used to go into the general ed. classrooms to observe our students for language - some of them could not really read - having a hard time - students are really slow
Need individualized instruction
- ▶ Subs are not properly trained - many won't interact with special ed. students - they just stand back - "I don't know what you are talking about" look; - we need special education trained teachers
- ▶ Little or no training for paras - some classroom training - if you are lucky, your teacher assists you in learning your job - CPI training is now required for all paras. One feels that you have to want to be there and learn what the personality of the student is.
- ▶ We need to tell parents that they should write a letter - and referrals will be done faster.
- ▶ For general ed. students - lunch on the lawn - really nice - none of parents of special ed. students came
- ▶ Need new computers - not hand me downs. Need proper tools. Need newer technology. General education classes have more technology - special ed. students may get technology eventually - need this especially for students with special needs
- ▶ Would like to see para-educators invited to the IEP - we spend most of the time with the kids yet aren't even asked

FOCUS GROUP: SPECIAL EDUCATION PARENTS (K-12)

DATE: SEPTEMBER 30, 2015: 5:00-6:30PM

Q1: What are the factors that positively impact the achievement and success of students with disabilities in the Pittsburg Unified School District?

Q2: What are the factors that adversely impact the achievement and success of students with disabilities in the Pittsburg Unified School District?

(What is not working?)

FOCUS GROUP: SECONDARY PRINCIPALS

DATE: OCTOBER 1, 2015: 9:00-10:30 AM

Q1: What are the factors that positively impact the achievement and success of students with disabilities in the Pittsburg Unified School District?

(What is working?)

- ▶ CONTINGENT ON THE PRINCIPALS
- ▶ Out of all of the things we do at a site - it is amazing how much energy goes into special education - if I don't do it, it won't get done

Q2: What are the factors that adversely impact the achievement and success of students with disabilities in the Pittsburg Unified School District?

(What is not working?)

- ▶ Everything seems to be reactionary - this is coming so this is our next action; not building stronger programs; have some good ideas but]builds into a reaction
- ▶ Lack of knowledge and inconsistency across staff - ¾ of a year without a staff - and when we do get people, they are transient, we are then out of compliance with regard to IEP - RS for math
- ▶ Lack of communication - started the year with three program changes not communicated to principals or administrators; don't even know what kind of class I have on my campus - kids dispersed to other campuses - but parent did not know; no discussions prior to students arriving; not must with principals - get students not even told until sent to my campus to register - hurting student rather than waiting for 3 weeks; re: partial credit - would have gotten more credits - program specialist would likely make the decision - just send a fax or email - students arrive without information
- ▶ Receiving schools not included in IEP meeting; program specialist would coordinate across other sites - then should have communicated with both principals
- ▶ Deeper issue - two program specialist roles are not defined - is doing more than she should be - need to establish roles ad responsibilities quickly - "I'm working on it"
- ▶ Tension re: encroachment on general fund - what are the programs we have in place? What do we need?
- ▶ Not a clear articulation of a vision - services - what they are from elementary to junior high to high school - not a coherent vision - no cohesive programs for autism - people who are to follow that vision know what it is
- ▶ No Curriculum - teacher does the same every year - same lesson plans - don't have a curriculum - teacher pulling things from elementary school - heard we are buying a curriculum online; one kid is bored, frustrated
- ▶ Past summer - SSP (Service Specific Classes) - decided to level the students - why? Do my parents know this? Very bad decision - principals not part of the decision;

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no one explained to me anything about this decision. When arrived in fall, different students showed up - my teacher didn't know either

- ▶ A blind student - teacher doesn't have training; also Spanish speaking family - took a tour - disappeared for 3 weeks, now have an aide not trained
- ▶ What support has the teacher received? Someone from SELPA to observe - no training yet - waiting pattern
- ▶ Managing growth of special education effectively - autism not addressed across district K-12; looking at students on the spectrum not able to fully mainstream - how do we offer services/curriculum
- ▶ Quality of middle schools - not effective; typically instructional aides go into the classroom;
- ▶ Very limited in-class support;
- ▶ No plan in place for special education - would rather be wrestling against something but instead there is nothing; depending on the individual strengths or weaknesses of teachers;
- ▶ Had a strong team teacher - now one left due to personnel issues - due to lack of support from special education
- ▶ People are leaving in mass due to lack of support - reactionary; fly by seat of pants
- ▶ Strength of our programs is teacher dependent - got a new teacher and is phenomenal - on flip side in general education program, general education floundering because there is still difficulty understanding what they are doing
- ▶ PD - likes special education teachers to be at my staff meetings - she has department meeting at the same time; it is a constant fight;
- ▶ Have asked for READ 180 training - haven't had it yet; 3/option/intervention; 2 is THE curriculum; but we have nothing else! Told to leave general education student out - not credentialed; problems with the union; large caseloads, etc.
- ▶ No coordination with principals re: PD topics
- ▶ This year a lot of reticence - compliance driven
- ▶ School psychologist came and said we cannot write behavior plans - don't have these people hired - who's thinking about my kids; adult issues are getting in the way of IEPs
- ▶ In the absence of a vision - heavy on compliance/saving money (previous)
- ▶ Not step on toes - it's too late
- ▶ Still when data comes out - we look at principals
- ▶ PD for support staff - need to offer something throughout the year particularly re: autism, how to work with their aides;
- ▶ Compliance to the contract or to the law for children with disabilities; kids have never been the center of our decision making as it should be
- ▶ Principals don't chair IEPs - I attend; case manager facilitates the IEP; do you feel free to commit the resources of the district on behalf of the district; do we get a lot of resistance to spending resources;
- ▶ Dept told even if you are told that parent requests assessment at high school - don't do it - received nudge - include district personnel in IEPs; so let's just say no to everything;
- ▶ Before, business manager made resource decisions - not now

Appendix D: Focus Group Comments

- ▶ Referrals - ask parents to put in writing - sign and date it - no central or coherent policy re: referrals; put a teacher observation visit in the SST process - have teacher made the changes? In absence of plan or vision it is left to the admin at the site - or drag your feet to save district money? Can delay SST due to available time to process at some schools - absolutely!
- ▶ Teacher collaboration not happening

FOCUS GROUP: LSSPS, SLPS, OTS

DATE: OCTOBER 6, 2015: 2:00-3:30PM

Q1: What are the factors that positively impact the achievement and success of students with disabilities in the Pittsburg Unified School District?

(What is working?)

- ▶ A good team at the high school - we make it work -
- ▶ Related services work together well - the district office has expectations that staffing can't be fulfilled - so is on a site by site basis are: how best to serve the students with the resources we have.
- ▶ The high school principal is very supportive as well as our secondary program specialist - Lindsey is very good,
- ▶ The OTs have been able to get the current testing materials
- ▶ Always felt very supported by the psychologists - very collaborative
- ▶ As a new psychologist - do you really support
- ▶ Indebted to my SLP assistants - work on contract - would be good if they were employees
- ▶ We didn't have turnover in our staff - have same psychologist, SLPs, etc. - to a particular school, another school site the entire team is new
- ▶ There are a lot of teachers, paras who are wonderful to collaborate
- ▶ OT have had consistency this past year res: assignment

Q2: What are the factors that adversely impact the achievement and success of students with disabilities in the Pittsburg Unified School District?

(What is not working?)

- ▶ Aides educating the aides - we attend a lot of seminars - but the ones not trained are the paras; we can only do so much without trained aides
- ▶ Pre-school - needs to be more parent meetings/training/ needs to be front loaded - needs to be distributed across the school year - a lot of misconceptions re: IEPs - nothing formal other than the IEP meetings
- ▶ Significant deficit - new employees not fully trained; roles and procedures of the system
- ▶ No good clear written procedures for special education; out of date, program specialists might send one from 15 yrs ago - hard to find
- ▶ Not a lot of behavior support for teachers and aides - problems not effectively addressed early - tendency to become worse over time, no system wide model - usually to call the psychologist
- ▶ No behaviorist in the district; no child is getting a formal FBA, is being piecemealed out - was asked to create behavior plans for a whole classroom,
- ▶ Administrative expectation, there is no protocol of how things go - you get a case load and it goes weekly - get thrown elsewhere and these become priorities over your caseload

Appendix D: Focus Group Comments

- ▶ No consistent continuum of services fro feeder schools to high school - no consistent model
- ▶ Part of what we do is supporting staff, so they feel valued and part of a team, there is a devaluation of the psychology staff - not from the site level, get positives from our principals, our director doesn't value us - that builds roadblocks,
- ▶ Isn't clarity for groupings for service specific classes, no definition re: what types of students are served in that classroom; about one should feed into the their - need consistency
- ▶ Everyone has a different policy - what is the central policy - I'm confused - director says we have a policy - principals say no - not allowing a HRE school- thus not following federal or state requirements, ex. No case study - just put name on report so that the paperwork is right but service not existing or wrong
- ▶ We don't put OT as initial assessment option even if not suspected. Lack of resources is cited
- ▶ Data collection - new person told to collect data 2 days a week
- ▶ Only school that has 5 full days of psychologist services/week - Parkside - don't know why - we never have meetings to discuss assignments
- ▶ So if not a pushy mother or principal - I am not going to get that service
- ▶ LSSPs meet on our own for our own meetings not been having over a long time - scheduled but cancelled - not productive
- ▶ The more LSSPs know about trends, new practices, the better for our kid, we don't have PD on a regular basis, we get plugged into whatever is being done, restorative justice; we are missing certain updated legal procedures, best practices, SLPs have gotten one good
- ▶ PD this year, we are supposed to ask for our PD - have answered these questions but haven't received it.
- ▶ Not having proper test equipment - to borrow from other psychologists across the district - lack of proper leadership
- ▶ Large amount of turnover - always having to repeat - everyone is new - no one knows what is going on - not building capacity - starting at ground zero
- ▶ Everyone is over caseload, don't get support, put in just a name of someone who no longer exists, told case manager can't make it to the meeting - it is a cover up culture; must always respond in writing
- ▶ Don't trust leadership, don't feel valued, not able to go to people above you, have to constantly put it in writing, need more communication
- ▶ All but 2 SLPs feel that they are restricted from mentioning resources needed for student;
- ▶ Main concern re: helping parents understand the language (from family service plan to student needs) need to bring the parent along - coming to terms you will have more global issues - labels come later - not a deficit for pre-k parents,
- ▶ We are under-serving students - particularly pre-school for OT
- ▶ We are spread so thin, you are there less than a day - hard to do - it's too much
- ▶ SEVEN - using old testing
- ▶ No place to provide SLP at high school, bounced back and forth re: whose responsibility to provide space

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- ▶ Linguistically appropriate IEPs appropriately written and services, identification, logos, not looked at in the district - no ELL rep at IEPs; a huge hole, used to address it, don't any more
- ▶ Disproportionality - when there are behavior issues with a student everyone wants to jump into assessment, rating skills are high - boom they are OHI, we don't do A, B, and C first. Can be overridden when pushed to try alternatives first;
- ▶ Have been asked to change our reports,
- ▶ A team decision at your site can happen - the director says I don't think so - can redirect the decisions of the IEP, team says must listen to what the dir is saying - we have a pre-IEP meeting, all agree
- ▶ If extreme severe behavior - principal will push and advocate for not reasonable ways to support the kid - we just dump the kids out of the schools
- ▶ Autism train jumps the track at high school - are 'cured' because they don't offer services; incredible fight to order materials, etc. "they shouldn't need it anymore"
- ▶ Elem student with autism - child was bounced from 3 programs in 5 years
- ▶ Out of 3 junior highs there is only one that is fair - in 2 they have nothing - concerned about the kids who are high on the spectrum;
- ▶ Learning centers
- ▶ Pull out counseling - no counseling enriched class
- ▶ Would like more unity with the teachers - work environment, need to be consulted - lack of model or process at a particular site

FOCUS GROUP: SPECIAL EDUCATION TEACHERS (K-12)

DATE: OCTOBER 6, 2015: 3:30-5:00PM

Q1: What are the factors that positively impact the achievement and success of students with disabilities in the Pittsburg Unified School District?

(What is working?)

- ▶ Do have some special education office staff who understand enough about special education - who supports them
- ▶ On back of PTA shirt - teachers do care - and we do!
- ▶ We have a tremendous support from teachers and principals - it's not district wide but we have always been supported!
- ▶ Admin is completely backing special education - a lot of trust in us. - a lot of turnover
- ▶ We do have some students that are successful graduates.

Q2: What are the factors that adversely impact the achievement and success of students with disabilities in the Pittsburg Unified School District?

(What is not working?)

- ▶ Elementary - when I need direction from my administration - my aide can't access the data - special education procedures - just using SEIS
- ▶ Elementary - general ed. teachers - don't have the training to 'deal' with our students - so they use that as an excuse to not work with them
- ▶ Elementary - general ed. teachers don't receive any training at all to implement strategies for students with disabilities - it's in our law - supposed to receive our training
- ▶ Preschool - need PD opportunities - are very limited - only twice a year on PD days - have asked to be included with general ed. preschools
- ▶ IEPs held without parents, teachers - with initial IEPs, one or more of the required participants are not there - extreme lack of communication re: def of special education classrooms
- ▶ Lack of def of special education continuum
- ▶ When parents don't attend, usually because of lack of planning - try to meet a deadline (and these are prioritized over anybody's participation)
- ▶ Caseload - basically general ed. classes are maxed out - too many student in gen ed. and special education - whole climate when you approach general ed. teachers - they say well how am I going to do that? - for general ed. - but service specific classes there is not limited - matches general ed. - started the yr with 24 in resource - 4 and 5th graders have over 600 mins/week - basically running an SDC - not officially
- ▶ Secondary - a lack of cohesive policies - re: procedural matters, a lack of strategy overall, not cohesive, defined policy; ex. How to do particular things, requesting APE, OT, behavioral services - process not always followed

Appendix D: Focus Group Comments

- ▶ Need a clear delineation of what we teach - making sure the laws are followed by qualified teachers in their positions
- ▶ Have been asking for procedures for 4 years, finally got something last week.
- ▶ Lack of support for support, we have grown at a magnitude we are not able to support kids, staff, have no space, no place to test, provide SLPs, 11 teachers who roam, 7-6 in portables, a 4-year-old school - have 10 portables - got more money to roam
- ▶ We always sacrifice special education
- ▶ We have a program that is 5-6 years old, never officially eval. - called instructional support program (ISP) - need to evaluate it - need to improve it,
- ▶ Rancho - cluster site and not beyond 5 students - - not an ideal model,***, at the high school we did co teaching 8 years ago - believe the reasons it might not be successful, the general ed. teachers often des nit respect the special education teacher - 2/3 JH - have co-teach, one JH does not -
- ▶ Special education students in algebra 1 - pretty disastrous - 8th grade math ci-teach is working well --- can focus on the needs of the student
- ▶ Lack of accommodations or modifications - by the time student gets to 7th or 8th grade, they may be so far behind, they can't catch up - moving from an accommodation to a modification- particularly history/science - don't have resource history/science/ - large lack of support in preschool and elementary to be sure those gaps don't happen in the fist place
- ▶ The desire to save funds that are allocated for special services - we exit student prematurely, take advantage of parents who do not advocate for themselves, primarily for Spanish speaking parents - they want what is best for their children but don't know how to or are not comfortable to advocate for help;
- ▶ Administrators drop services regardless of IEP deliberations,
- ▶ Why did you exit your child when you were not comfortable? -- we're afraid to go against the systems
- ▶ Info says special education is saving \$\$\$ by dumping SDC students in our schools - services were dropped left and right
- ▶ SST - we are having the opposite problem - give us a few more months
- ▶ Hs - a lot of initials last year - miscommunication for RTI - don't have a consistent understanding -
- ▶ Continuity, appropriate programs, availability for student needs, not enough specialists, professionalism -abuse of power -
- ▶ Need to understand my role and impact on the student; I can blow up at someone
- ▶ Behavioral support is nonexistent - there is none - no one willing to step up to the plate when kids are struggling - nobody to take that to - "we don't do that" - a district refusal to complete fba's
- ▶ When a student is not successful in my class - that go to an mpss - to save money - we bring mpss students, cpi - didn't restrain the child after 3 times until he hit another student - following cpi guidelines - started ringing the bell about this child until -0-00 'try this and this, this ---they put me at risk - all 900 students at that school -5150 - it costs \$40K students for mpss - even though we are risking safety of everything
- ▶ Transition process not in place to ensure success s for returning students

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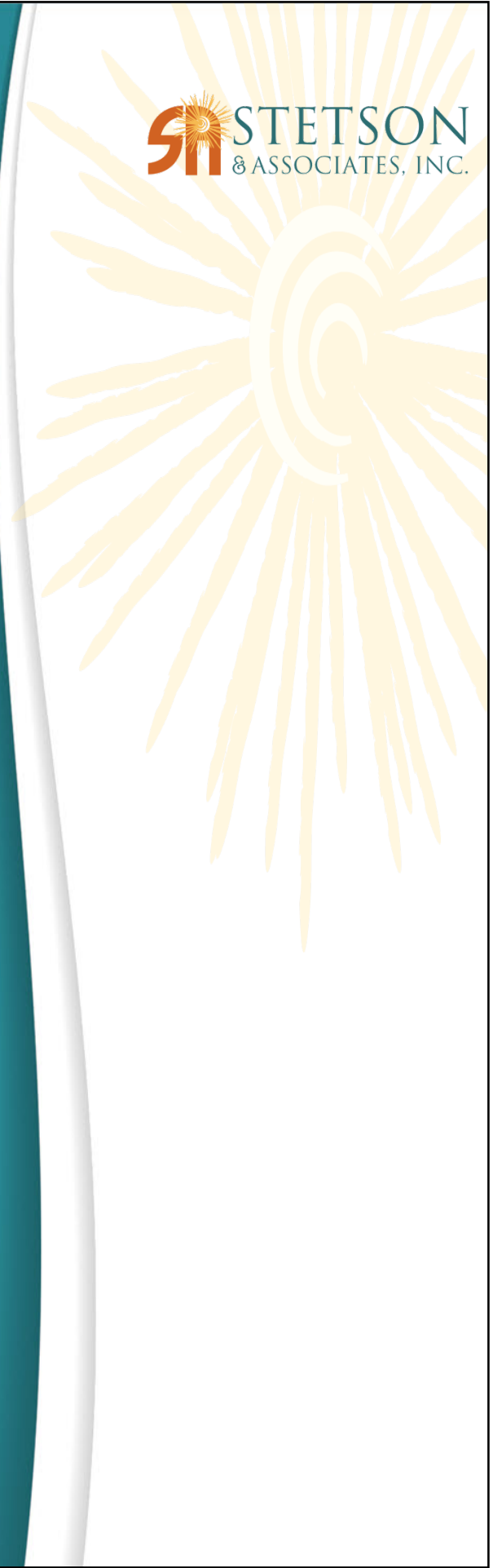
- ▶ No training for paras - if they come to training they come on their own time - outside work hours
- ▶ Would be helpful for the students to have assistance for the full period of time while they are in the school - including while they are waiting for buses;
- ▶ Shorter day due to transportation? - yes - 1/14
- ▶ Transportation was denied - all preschool denied to special education preschool for the past 6 years - parents don't have transportation -the child just doesn't come to school - because pre-school is not required so child just doesn't get to attend - Debbie Daley has denied it - to save money
- ▶ JR - separated into three different classifications: lowest functioning are all bused MLK, mid level functioning to hill view; - highest functioning are bused to Rancho medrano
- ▶ No student in this district has mm or mod classification - you can go to different schools - you will get a very different description
- ▶ Have from severe to mild in my class - have to figure out a way
- ▶ Admin determines placement -- not the IEP team, from JH to JH - overflow - from elementary to secondary is huge - no clear process for IEPs between schools - difficult time meeting with hs to transition to my class
- ▶ We have not clue where kids are coming from - why was this kid placed here??
- ▶ SSC is the same as SDC -- so many different terms mean the same things --- some are just Pittsburg unified terms - no one knows what that means
- ▶ Counseling enriched class - for ed. students - if you go to my caseload, it is starting to look different - due to disproportionality - let's see if this child qualifies under a different label - kid stays in my same class (ex severely learning disabled student)
- ▶ SSC - service specific class - most likely will be in the class 49% of the day --
- ▶ Have repeatedly asked for release time to attend IEP meetings for students who may be coming to our class
- ▶ Same going from elm to JH - we have no idea what is going on in the JH - the last time that it happened that we could meet together - 3 years ago - don't even know the amount of time for classes in JH - don't even know that there is a resource period for that
- ▶ Transition meetings - laughed at me - "we don't do that here" - there is a lack of continuity between programs between rhe same site (SH class but higher functioning class....) don't know where to do to...
- ▶ Juniors and seniors, what do you transition to? Community - with no high school diploma - gateway program
- ▶ Professionalism - in response to ssc - both dept got completely alienated - people who came into the programs had not idea what was going on
- ▶ Think they are saving the money - it is just mismanagement of the money
- ▶ Extended school yrs--there is a pride in how much we have saved. Our director may not be good at communicating she does pride herself on being able to save the district money - that was appreciated at one time
- ▶ I can do this until 3:25 --- can't impede on certain folks personal agenda
- ▶ AQ student first attitude is completely missing.

Appendix D: Focus Group Comments

- ▶ Never been given an intervention programs here - I make it up - I was dumped in the classroom with nothing. We have Read 180 - just told I can't even use it in my classroom.
- ▶ Read 180 is the only thing we have for intervention at high school. I am teaching read 180 an still don't have the materials.
- ▶ Violations of policy - CA ed. code 56046 teachers are repeatedly told they cannot give personal recommendations to families - we must say whatever the district approved
- ▶ Site admin don't want to go against whist the district administration
- ▶ Need better understanding by principals - that is proper for special education

APPENDIX E

Faculty Survey Data





Pittsburg Unified School District Faculty Survey

Evaluation of Services for Students with Disabilities

What level do you teach? *

- Early Childhood
- Elementary
- Intermediate
- Middle School
- High School

Please indicate your position: *

- Administrator
- General Education Teacher
- Special Education Teacher
- Paraprofessional
- Speech/Language Pathologist
- Diagnostician/LSSP
- Counselor
- Related Service
- Special Education Department Lead

Select your school: *

Common Vision

Select your level of agreement with each statement. *

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Our school provides quality services to students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students with disabilities are considered full members of our student body.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The total faculty feels a strong sense of responsibility for all students, including students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Special education services on our campus offer an array of options that are effective in supporting the success of students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Modifications

Select your level of agreement with each statement. *

	Strongly Agree	Agree	Disagree	Strongly Disagree
5. Each student with disabilities participates in the general education curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The IEPs for each student with disabilities are aligned with the general education curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The progress of students with disabilities in achieving their IEP goals is documented and this data is used to determine future goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I am knowledgeable of the contents of each student's IEP for which I am responsible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. It is the responsibility of all educators to use instructional accommodations for any student who will be more successful in school because of these accommodations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I use instructional accommodations for any student who needs them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. It is the responsibility of all educators to modify instruction (change what is taught as appropriate for any student with disabilities who requires them as stated in the Individualized Education Program (IEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I modify instruction for students with disabilities as specified in the IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. It is fair to modify grades for students with disabilities as specified in their IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I modify grades for students with disabilities as specified in their IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. My district provides adequate resources (materials, technology, etc.) to enable me to meet the diverse needs on the campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Collaboration

Select your level of agreement with each statement. *

	Strongly Agree	Agree	Disagree	Strongly Disagree
16. General and special education teachers collaborate effectively to plan and deliver instruction for students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Parents of students with disabilities are viewed as equal partners with the district in the education of students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Parents of students with disabilities are welcome members of the IEP team in our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. In general, I would characterize the relationship between schools and parents of students with disabilities as positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Staffing and Service Delivery

Select your level of agreement with each statement. *

	Strongly Agree	Agree	Disagree	Strongly Disagree
20. Students with disabilities receive services on the basis of their instructional needs rather than on the basis of their "label."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Services for students with disabilities are consistent from one campus to another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Within the past three years, special education personnel spend more time in the general education classroom providing support for students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. General education teachers on our campus are skilled in strategies for addressing the needs of diverse students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Special education teachers are viewed as faculty members of equal status with their general education teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summary

Select your level of agreement with each statement. *

	Strongly Agree	Agree	Disagree	Strongly Disagree
25. I think that children benefit socially when special education students and general education students learn in the same classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I think that students benefit academically when special education students and general education students learn in the same classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I do not think that the education of general education students suffers when special education students are educated in the same classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I have participated in professional development sessions that enhanced my skills in instructional strategies for diverse learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I have participated in staff development sessions that enhanced my skills in the implementation of effective services for students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I feel supported in my efforts to serve students with disabilities by my principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I feel supported in my efforts to serve students with disabilities by the central office staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Suggestions for improving services for students with disabilities: *

Positive aspects of services for students with disabilities: *

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Faculty Survey Frequency Report

Pittsburgh Unified School District

What level do you teach?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Middle School	65	24.2	24.2	24.2
Intermediate	4	1.5	1.5	25.7
High School	90	33.5	33.5	59.1
Elementary	105	39.0	39.0	98.1
Early Childhood	5	1.9	1.9	100.0
Total	269	100.0	100.0	

Please indicate your position:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Speech/Language Pathologist	12	4.5	4.5	4.5
Special Education Teacher	28	10.4	10.4	14.9
Special Education Department Lead	1	.4	.4	15.2
Related Service	10	3.7	3.7	19.0
Paraprofessional	15	5.6	5.6	24.5
General Education Teacher	169	62.8	62.8	87.4
Diagnostician/LSSP	4	1.5	1.5	88.8
Counselor	8	3.0	3.0	91.8
Administrator	22	8.2	8.2	100.0
Total	269	100.0	100.0	

Select your school:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Willow Cove Elementary	18	6.7	6.7	6.7
Stoneman Elementary	5	1.9	1.9	8.6
Rancho Medanos Junior High	26	9.7	9.7	18.2
Pittsburg High School	76	28.3	28.3	46.5
Pittsburg Adult Education Center	5	1.9	1.9	48.3
Parkside Elementary	15	5.6	5.6	53.9
Martin Luther King, Jr. JH	23	8.6	8.6	62.5
Marina Vista Elementary	18	6.7	6.7	69.1
Los Medranos Elementary	16	5.9	5.9	75.1
Hillview Junior High	19	7.1	7.1	82.2
Highlands Elementary	17	6.3	6.3	88.5
Heights Elementary	10	3.7	3.7	92.2
Foothill Elementary	9	3.3	3.3	95.5
Early Childhood Education	1	.4	.4	95.9
Black Diamond High School	11	4.1	4.1	100.0
Total	269	100.0	100.0	

1. Our school provides quality services to students with disabilities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	53	19.7	19.7	19.7
Agree	142	52.8	52.8	72.5
Valid Disagree	60	22.3	22.3	94.8
Strongly Disagree	14	5.2	5.2	100.0
Total	269	100.0	100.0	

2. Students with disabilities are considered full members of our student body.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	108	40.1	40.1	40.1
Agree	125	46.5	46.5	86.6
Valid Disagree	25	9.3	9.3	95.9
Strongly Disagree	11	4.1	4.1	100.0
Total	269	100.0	100.0	

3. The total faculty feels a strong sense of responsibility for all students, including students with disabilities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	79	29.4	29.4	29.4
Agree	124	46.1	46.1	75.5
Valid Disagree	51	19.0	19.0	94.4
Strongly Disagree	15	5.6	5.6	100.0
Total	269	100.0	100.0	

4. Special education services on our campus offer an array of options that are effective in supporting the success of students with disabilities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	48	17.8	17.8	17.8
Agree	124	46.1	46.1	63.9
Valid Disagree	66	24.5	24.5	88.5
Strongly Disagree	31	11.5	11.5	100.0
Total	269	100.0	100.0	

5. Each student with disabilities participates in the general education curriculum.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	53	19.7	19.7	19.7
Agree	151	56.1	56.1	75.8
Valid Disagree	57	21.2	21.2	97.0
Strongly Disagree	8	3.0	3.0	100.0
Total	269	100.0	100.0	

6. The IEPs for each student with disabilities are aligned with the general education curriculum.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	52	19.3	19.3	19.3
Agree	160	59.5	59.5	78.8
Valid Disagree	42	15.6	15.6	94.4
Strongly Disagree	15	5.6	5.6	100.0
Total	269	100.0	100.0	

7. The progress of students with disabilities in achieving their IEP goals is documented and this data is used to determine future goals.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	63	23.4	23.4	23.4
Agree	160	59.5	59.5	82.9
Valid Disagree	30	11.2	11.2	94.1
Strongly Disagree	16	5.9	5.9	100.0
Total	269	100.0	100.0	

8. I am knowledgeable of the contents of each student’s IEP for which I am responsible.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	75	27.9	27.9	27.9
Agree	133	49.4	49.4	77.3
Valid Disagree	47	17.5	17.5	94.8
Strongly Disagree	14	5.2	5.2	100.0
Total	269	100.0	100.0	

9. It is the responsibility of all educators to use instructional accommodations for any student who will be more successful in school because of these accommodations.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	135	50.2	50.2	50.2
Agree	128	47.6	47.6	97.8
Valid Disagree	2	.7	.7	98.5
Strongly Disagree	4	1.5	1.5	100.0
Total	269	100.0	100.0	

10. I use instructional accommodations for any student who needs them.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	128	47.6	47.6	47.6
Agree	128	47.6	47.6	95.2
Valid Disagree	10	3.7	3.7	98.9
Strongly Disagree	3	1.1	1.1	100.0
Total	269	100.0	100.0	

11. It is the responsibility of all educators to modify instruction (change what is taught as appropriate for any student with disabilities who requires them as stated in the Individualized Education Program (IEP).

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	147	54.6	54.6	54.6
Agree	114	42.4	42.4	97.0
Valid Disagree	4	1.5	1.5	98.5
Strongly Disagree	4	1.5	1.5	100.0
Total	269	100.0	100.0	

12. I modify instruction for students with disabilities as specified in the IEP.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	129	48.0	48.0	48.0
Agree	125	46.5	46.5	94.4
Valid Disagree	11	4.1	4.1	98.5
Strongly Disagree	4	1.5	1.5	100.0
Total	269	100.0	100.0	

13. It is fair to modify grades for students with disabilities as specified in their IEP.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	93	34.6	34.6	34.6
Agree	131	48.7	48.7	83.3
Valid Disagree	34	12.6	12.6	95.9
Strongly Disagree	11	4.1	4.1	100.0
Total	269	100.0	100.0	

14. I modify grades for students with disabilities as specified in their IEP.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	87	32.3	32.3	32.3
Agree	141	52.4	52.4	84.8
Valid Disagree	31	11.5	11.5	96.3
Strongly Disagree	10	3.7	3.7	100.0
Total	269	100.0	100.0	

15. My district provides adequate resources (materials, technology, etc.) to enable me to meet the diverse needs on the campus.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	26	9.7	9.7	9.7
Agree	91	33.8	33.8	43.5
Valid Disagree	90	33.5	33.5	77.0
Strongly Disagree	62	23.0	23.0	100.0
Total	269	100.0	100.0	

16. General and special education teachers collaborate effectively to plan and deliver instruction for students with disabilities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	35	13.0	13.0	13.0
Agree	109	40.5	40.5	53.5
Valid Disagree	86	32.0	32.0	85.5
Strongly Disagree	39	14.5	14.5	100.0
Total	269	100.0	100.0	

17. Parents of students with disabilities are viewed as equal partners with the district in the education of students with disabilities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	77	28.6	28.6	28.6
Agree	149	55.4	55.4	84.0
Valid Disagree	32	11.9	11.9	95.9
Strongly Disagree	11	4.1	4.1	100.0
Total	269	100.0	100.0	

18. Parents of students with disabilities are welcome members of the IEP team in our school.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	119	44.2	44.2	44.2
Agree	134	49.8	49.8	94.1
Valid Disagree	9	3.3	3.3	97.4
Strongly Disagree	7	2.6	2.6	100.0
Total	269	100.0	100.0	

19. In general, I would characterize the relationship between schools and parents of students with disabilities as positive.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	57	21.2	21.2	21.2
Agree	179	66.5	66.5	87.7
Valid Disagree	25	9.3	9.3	97.0
Strongly Disagree	8	3.0	3.0	100.0
Total	269	100.0	100.0	

20. Students with disabilities receive services on the basis of their instructional needs rather than on the basis of their "label."

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	60	22.3	22.3	22.3
Agree	160	59.5	59.5	81.8
Valid Disagree	35	13.0	13.0	94.8
Strongly Disagree	14	5.2	5.2	100.0
Total	269	100.0	100.0	

21. Services for students with disabilities are consistent from one campus to another.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	18	6.7	6.7	6.7
Agree	90	33.5	33.5	40.1
Valid Disagree	114	42.4	42.4	82.5
Strongly Disagree	47	17.5	17.5	100.0
Total	269	100.0	100.0	

22. Within the past three years, special education personnel spend more time in the general education classroom providing support for students with disabilities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	22	8.2	8.2	8.2
Agree	104	38.7	38.7	46.8
Valid Disagree	96	35.7	35.7	82.5
Strongly Disagree	47	17.5	17.5	100.0
Total	269	100.0	100.0	

23. General education teachers on our campus are skilled in strategies for addressing the needs of diverse students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	32	11.9	11.9	11.9
Agree	119	44.2	44.2	56.1
Valid Disagree	89	33.1	33.1	89.2
Strongly Disagree	29	10.8	10.8	100.0
Total	269	100.0	100.0	

24. Special education teachers are viewed as faculty members of equal status with their general education teachers.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	105	39.0	39.0	39.0
Agree	134	49.8	49.8	88.8
Valid Disagree	23	8.6	8.6	97.4
Strongly Disagree	7	2.6	2.6	100.0
Total	269	100.0	100.0	

25. I think that children benefit socially when special education students and general education students learn in the same classroom.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	103	38.3	38.3	38.3
Agree	145	53.9	53.9	92.2
Valid Disagree	18	6.7	6.7	98.9
Strongly Disagree	3	1.1	1.1	100.0
Total	269	100.0	100.0	

26. I think that students benefit academically when special education students and general education students learn in the same classroom.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	81	30.1	30.1	30.1
Agree	109	40.5	40.5	70.6
Valid Disagree	68	25.3	25.3	95.9
Strongly Disagree	11	4.1	4.1	100.0
Total	269	100.0	100.0	

27. I do not think that the education of general education students suffers when special education students are educated in the same classroom.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	68	25.3	25.3	25.3
Agree	121	45.0	45.0	70.3
Valid Disagree	70	26.0	26.0	96.3
Strongly Disagree	10	3.7	3.7	100.0
Total	269	100.0	100.0	

28. I have participated in professional development sessions that enhanced my skills in instructional strategies for diverse learners.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	64	23.8	23.8	23.8
Agree	135	50.2	50.2	74.0
Valid Disagree	55	20.4	20.4	94.4
Strongly Disagree	15	5.6	5.6	100.0
Total	269	100.0	100.0	

29. I have participated in staff development sessions that enhanced my skills in the implementation of effective services for students with disabilities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	45	16.7	16.7	16.7
Agree	108	40.1	40.1	56.9
Valid Disagree	93	34.6	34.6	91.4
Strongly Disagree	23	8.6	8.6	100.0
Total	269	100.0	100.0	

30. I feel supported in my efforts to serve students with disabilities by my principal.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	73	27.1	27.1	27.1
Agree	134	49.8	49.8	77.0
Valid Disagree	47	17.5	17.5	94.4
Strongly Disagree	15	5.6	5.6	100.0
Total	269	100.0	100.0	

31. I feel supported in my efforts to serve students with disabilities by the central office staff.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	52	19.3	19.3	19.3
Agree	123	45.7	45.7	65.1
Valid Disagree	68	25.3	25.3	90.3
Strongly Disagree	26	9.7	9.7	100.0
Total	269	100.0	100.0	

Faculty Survey Crosstabs by School

Pittsburgh Unified School District

Select your school: * 1. Our school provides quality services to students with disabilities.

			1. Our school provides quality services to students with disabilities.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	1	1	5	4	11
		% within Select your school:	9.1%	9.1%	45.5%	36.4%	100.0%
	Early Childhood Education	Count	0	0	1	0	1
		% within Select your school:	0.0%	0.0%	100.0%	0.0%	100.0%
	Foothill Elementary	Count	1	2	5	1	9
		% within Select your school:	11.1%	22.2%	55.6%	11.1%	100.0%
	Heights Elementary	Count	0	0	7	3	10
		% within Select your school:	0.0%	0.0%	70.0%	30.0%	100.0%
	Highlands Elementary	Count	2	8	7	0	17
		% within Select your school:	11.8%	47.1%	41.2%	0.0%	100.0%
	Hillview Junior High	Count	0	1	13	5	19
		% within Select your school:	0.0%	5.3%	68.4%	26.3%	100.0%
	Los Medranos Elementary	Count	0	4	5	7	16
		% within Select your school:	0.0%	25.0%	31.2%	43.8%	100.0%
	Marina Vista Elementary	Count	0	8	10	0	18
		% within Select your school:	0.0%	44.4%	55.6%	0.0%	100.0%
	Martin Luther King, Jr. Junior High	Count	1	6	10	6	23
		% within Select your school:	4.3%	26.1%	43.5%	26.1%	100.0%
	Parkside Elementary	Count	1	1	5	8	15
		% within Select your school:	6.7%	6.7%	33.3%	53.3%	100.0%
Pittsburg Adult Education Center	Count	0	2	2	1	5	
	% within Select your school:	0.0%	40.0%	40.0%	20.0%	100.0%	
Pittsburg High School	Count	4	11	49	12	76	
	% within Select your school:	5.3%	14.5%	64.5%	15.8%	100.0%	
Rancho Medanos Junior High	Count	0	13	11	2	26	
	% within Select your school:	0.0%	50.0%	42.3%	7.7%	100.0%	
Stoneman Elementary	Count	0	0	3	2	5	
	% within Select your school:	0.0%	0.0%	60.0%	40.0%	100.0%	
Willow Cove Elementary	Count	4	3	9	2	18	
	% within Select your school:	22.2%	16.7%	50.0%	11.1%	100.0%	
Total	Count	14	60	142	53	269	
	% within Select your school:	5.2%	22.3%	52.8%	19.7%	100.0%	

Select your school: * 2. Students with disabilities are considered full members of our student body.

			2. Students with disabilities are considered full members of our student body.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	0	2	2	7	11
		% within Select your school:	0.0%	18.2%	18.2%	63.6%	100.0%
	Early Childhood Education	Count	0	0	1	0	1
		% within Select your school:	0.0%	0.0%	100.0%	0.0%	100.0%
	Foothill Elementary	Count	0	3	3	3	9
		% within Select your school:	0.0%	33.3%	33.3%	33.3%	100.0%
	Heights Elementary	Count	0	0	3	7	10
		% within Select your school:	0.0%	0.0%	30.0%	70.0%	100.0%
	Highlands Elementary	Count	2	2	7	6	17
		% within Select your school:	11.8%	11.8%	41.2%	35.3%	100.0%
	Hillview Junior High	Count	0	1	11	7	19
		% within Select your school:	0.0%	5.3%	57.9%	36.8%	100.0%
	Los Medranos Elementary	Count	0	0	7	9	16
		% within Select your school:	0.0%	0.0%	43.8%	56.2%	100.0%
	Marina Vista Elementary	Count	0	1	12	5	18
		% within Select your school:	0.0%	5.6%	66.7%	27.8%	100.0%
	Martin Luther King, Jr. Junior High	Count	1	2	13	7	23
		% within Select your school:	4.3%	8.7%	56.5%	30.4%	100.0%
	Parkside Elementary	Count	0	2	5	8	15
		% within Select your school:	0.0%	13.3%	33.3%	53.3%	100.0%
Pittsburg Adult Education Center	Count	0	1	3	1	5	
	% within Select your school:	0.0%	20.0%	60.0%	20.0%	100.0%	
Pittsburg High School	Count	2	7	39	28	76	
	% within Select your school:	2.6%	9.2%	51.3%	36.8%	100.0%	
Rancho Medanos Junior High	Count	1	1	14	10	26	
	% within Select your school:	3.8%	3.8%	53.8%	38.5%	100.0%	
Stoneman Elementary	Count	0	0	1	4	5	
	% within Select your school:	0.0%	0.0%	20.0%	80.0%	100.0%	
Willow Cove Elementary	Count	5	3	4	6	18	
	% within Select your school:	27.8%	16.7%	22.2%	33.3%	100.0%	
Total	Count	11	25	125	108	269	
	% within Select your school:	4.1%	9.3%	46.5%	40.1%	100.0%	

Select your school: * 3. The total faculty feels a strong sense of responsibility for all students, including students with disabilities.

			3. The total faculty feels a strong sense of responsibility for all students, including students with disabilities.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	1	2	4	4	11
		% within Select your school:	9.1%	18.2%	36.4%	36.4%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	1	2	5	1	9
		% within Select your school:	11.1%	22.2%	55.6%	11.1%	100.0%
	Heights Elementary	Count	0	0	2	8	10
		% within Select your school:	0.0%	0.0%	20.0%	80.0%	100.0%
	Highlands Elementary	Count	3	4	6	4	17
		% within Select your school:	17.6%	23.5%	35.3%	23.5%	100.0%
	Hillview Junior High	Count	0	4	9	6	19
		% within Select your school:	0.0%	21.1%	47.4%	31.6%	100.0%
	Los Medranos Elementary	Count	0	1	7	8	16
		% within Select your school:	0.0%	6.2%	43.8%	50.0%	100.0%
	Marina Vista Elementary	Count	2	4	10	2	18
		% within Select your school:	11.1%	22.2%	55.6%	11.1%	100.0%
	Martin Luther King, Jr. Junior High	Count	0	4	14	5	23
		% within Select your school:	0.0%	17.4%	60.9%	21.7%	100.0%
	Parkside Elementary	Count	0	1	4	10	15
		% within Select your school:	0.0%	6.7%	26.7%	66.7%	100.0%
Pittsburg Adult Education Center	Count	0	1	3	1	5	
	% within Select your school:	0.0%	20.0%	60.0%	20.0%	100.0%	
Pittsburg High School	Count	4	16	41	15	76	
	% within Select your school:	5.3%	21.1%	53.9%	19.7%	100.0%	
Rancho Medanos Junior High	Count	0	7	12	7	26	
	% within Select your school:	0.0%	26.9%	46.2%	26.9%	100.0%	
Stoneman Elementary	Count	0	0	1	4	5	
	% within Select your school:	0.0%	0.0%	20.0%	80.0%	100.0%	
Willow Cove Elementary	Count	4	4	6	4	18	
	% within Select your school:	22.2%	22.2%	33.3%	22.2%	100.0%	
Total	Count	15	51	124	79	269	
	% within Select your school:	5.6%	19.0%	46.1%	29.4%	100.0%	

Select your school: * 4. Special education services on our campus offer an array of options that are effective in supporting the success of students with disabilities.

			4. Special education services on our campus offer an array of options that are effective in supporting the success of students with disabilities.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	1	2	5	3	11
		% within Select your school:	9.1%	18.2%	45.5%	27.3%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	3	1	5	0	9
		% within Select your school:	33.3%	11.1%	55.6%	0.0%	100.0%
	Heights Elementary	Count	0	2	6	2	10
		% within Select your school:	0.0%	20.0%	60.0%	20.0%	100.0%
	Highlands Elementary	Count	4	6	7	0	17
		% within Select your school:	23.5%	35.3%	41.2%	0.0%	100.0%
	Hillview Junior High	Count	1	2	9	7	19
		% within Select your school:	5.3%	10.5%	47.4%	36.8%	100.0%
	Los Medranos Elementary	Count	1	5	5	5	16
		% within Select your school:	6.2%	31.2%	31.2%	31.2%	100.0%
	Marina Vista Elementary	Count	1	9	8	0	18
		% within Select your school:	5.6%	50.0%	44.4%	0.0%	100.0%
	Martin Luther King, Jr. Junior High	Count	1	9	9	4	23
		% within Select your school:	4.3%	39.1%	39.1%	17.4%	100.0%
	Parkside Elementary	Count	2	0	7	6	15
		% within Select your school:	13.3%	0.0%	46.7%	40.0%	100.0%
Pittsburg Adult Education Center	Count	2	2	0	1	5	
	% within Select your school:	40.0%	40.0%	0.0%	20.0%	100.0%	
Pittsburg High School	Count	8	12	42	14	76	
	% within Select your school:	10.5%	15.8%	55.3%	18.4%	100.0%	
Rancho Medanos Junior High	Count	3	10	12	1	26	
	% within Select your school:	11.5%	38.5%	46.2%	3.8%	100.0%	
Stoneman Elementary	Count	0	0	4	1	5	
	% within Select your school:	0.0%	0.0%	80.0%	20.0%	100.0%	
Willow Cove Elementary	Count	4	5	5	4	18	
	% within Select your school:	22.2%	27.8%	27.8%	22.2%	100.0%	
Total	Count	31	66	124	48	269	
	% within Select your school:	11.5%	24.5%	46.1%	17.8%	100.0%	

Select your school: * 5. Each student with disabilities participates in the general education curriculum.

			5. Each student with disabilities participates in the general education curriculum.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	1	3	4	3	11
		% within Select your school:	9.1%	27.3%	36.4%	27.3%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	0	0	6	3	9
		% within Select your school:	0.0%	0.0%	66.7%	33.3%	100.0%
	Heights Elementary	Count	0	0	8	2	10
		% within Select your school:	0.0%	0.0%	80.0%	20.0%	100.0%
	Highlands Elementary	Count	1	6	6	4	17
		% within Select your school:	5.9%	35.3%	35.3%	23.5%	100.0%
	Hillview Junior High	Count	0	7	8	4	19
		% within Select your school:	0.0%	36.8%	42.1%	21.1%	100.0%
	Los Medranos Elementary	Count	0	2	11	3	16
		% within Select your school:	0.0%	12.5%	68.8%	18.8%	100.0%
	Marina Vista Elementary	Count	0	1	14	3	18
		% within Select your school:	0.0%	5.6%	77.8%	16.7%	100.0%
	Martin Luther King, Jr. Junior High	Count	2	3	16	2	23
		% within Select your school:	8.7%	13.0%	69.6%	8.7%	100.0%
	Parkside Elementary	Count	1	0	9	5	15
		% within Select your school:	6.7%	0.0%	60.0%	33.3%	100.0%
Pittsburg Adult Education Center	Count	0	1	3	1	5	
	% within Select your school:	0.0%	20.0%	60.0%	20.0%	100.0%	
Pittsburg High School	Count	2	21	42	11	76	
	% within Select your school:	2.6%	27.6%	55.3%	14.5%	100.0%	
Rancho Medanos Junior High	Count	0	7	13	6	26	
	% within Select your school:	0.0%	26.9%	50.0%	23.1%	100.0%	
Stoneman Elementary	Count	0	0	1	4	5	
	% within Select your school:	0.0%	0.0%	20.0%	80.0%	100.0%	
Willow Cove Elementary	Count	1	5	10	2	18	
	% within Select your school:	5.6%	27.8%	55.6%	11.1%	100.0%	
Total	Count	8	57	151	53	269	
	% within Select your school:	3.0%	21.2%	56.1%	19.7%	100.0%	

Select your school: * 6. The IEPs for each student with disabilities are aligned with the general education curriculum.

			6. The IEPs for each student with disabilities are aligned with the general education curriculum.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	2	0	5	4	11
		% within Select your school:	18.2%	0.0%	45.5%	36.4%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	0	1	7	1	9
		% within Select your school:	0.0%	11.1%	77.8%	11.1%	100.0%
	Heights Elementary	Count	0	1	7	2	10
		% within Select your school:	0.0%	10.0%	70.0%	20.0%	100.0%
	Highlands Elementary	Count	1	1	12	3	17
		% within Select your school:	5.9%	5.9%	70.6%	17.6%	100.0%
	Hillview Junior High	Count	0	3	11	5	19
		% within Select your school:	0.0%	15.8%	57.9%	26.3%	100.0%
	Los Medranos Elementary	Count	1	3	9	3	16
		% within Select your school:	6.2%	18.8%	56.2%	18.8%	100.0%
	Marina Vista Elementary	Count	0	0	15	3	18
		% within Select your school:	0.0%	0.0%	83.3%	16.7%	100.0%
	Martin Luther King, Jr. Junior High	Count	1	6	15	1	23
		% within Select your school:	4.3%	26.1%	65.2%	4.3%	100.0%
	Parkside Elementary	Count	0	2	8	5	15
		% within Select your school:	0.0%	13.3%	53.3%	33.3%	100.0%
Pittsburg Adult Education Center	Count	2	1	1	1	5	
	% within Select your school:	40.0%	20.0%	20.0%	20.0%	100.0%	
Pittsburg High School	Count	4	16	47	9	76	
	% within Select your school:	5.3%	21.1%	61.8%	11.8%	100.0%	
Rancho Medanos Junior High	Count	1	6	15	4	26	
	% within Select your school:	3.8%	23.1%	57.7%	15.4%	100.0%	
Stoneman Elementary	Count	0	0	0	5	5	
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	100.0%	
Willow Cove Elementary	Count	3	1	8	6	18	
	% within Select your school:	16.7%	5.6%	44.4%	33.3%	100.0%	
Total	Count	15	42	160	52	269	
	% within Select your school:	5.6%	15.6%	59.5%	19.3%	100.0%	

Appendix E: Faculty Survey Data

Select your school: * 7. The progress of students with disabilities in achieving their IEP goals is documented and this data is used to determine future goals.

			7. The progress of students with disabilities in achieving their IEP goals is documented and this data is used to determine future goals.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	2	2	5	2	11
		% within Select your school:	18.2%	18.2%	45.5%	18.2%	100.0%
	Early Childhood Education	Count	0	0	1	0	1
		% within Select your school:	0.0%	0.0%	100.0%	0.0%	100.0%
	Foothill Elementary	Count	0	2	4	3	9
		% within Select your school:	0.0%	22.2%	44.4%	33.3%	100.0%
	Heights Elementary	Count	0	1	6	3	10
		% within Select your school:	0.0%	10.0%	60.0%	30.0%	100.0%
	Highlands Elementary	Count	1	1	11	4	17
		% within Select your school:	5.9%	5.9%	64.7%	23.5%	100.0%
	Hillview Junior High	Count	0	1	10	8	19
		% within Select your school:	0.0%	5.3%	52.6%	42.1%	100.0%
	Los Medranos Elementary	Count	1	0	11	4	16
		% within Select your school:	6.2%	0.0%	68.8%	25.0%	100.0%
	Marina Vista Elementary	Count	0	1	14	3	18
		% within Select your school:	0.0%	5.6%	77.8%	16.7%	100.0%
	Martin Luther King, Jr. Junior High	Count	2	3	15	3	23
		% within Select your school:	8.7%	13.0%	65.2%	13.0%	100.0%
	Parkside Elementary	Count	0	0	9	6	15
		% within Select your school:	0.0%	0.0%	60.0%	40.0%	100.0%
Pittsburg Adult Education Center	Count	2	1	1	1	5	
	% within Select your school:	40.0%	20.0%	20.0%	20.0%	100.0%	
Pittsburg High School	Count	3	13	48	12	76	
	% within Select your school:	3.9%	17.1%	63.2%	15.8%	100.0%	
Rancho Medanos Junior High	Count	2	3	15	6	26	
	% within Select your school:	7.7%	11.5%	57.7%	23.1%	100.0%	
Stoneman Elementary	Count	0	0	2	3	5	
	% within Select your school:	0.0%	0.0%	40.0%	60.0%	100.0%	
Willow Cove Elementary	Count	3	2	8	5	18	
	% within Select your school:	16.7%	11.1%	44.4%	27.8%	100.0%	
Total	Count	16	30	160	63	269	
	% within Select your school:	5.9%	11.2%	59.5%	23.4%	100.0%	

Select your school: * 8. I am knowledgeable of the contents of each student's IEP for which I am responsible.

			8. I am knowledgeable of the contents of each student's IEP for which I am responsible.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	2	1	3	5	11
		% within Select your school:	18.2%	9.1%	27.3%	45.5%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	1	1	4	3	9
		% within Select your school:	11.1%	11.1%	44.4%	33.3%	100.0%
	Heights Elementary	Count	0	1	6	3	10
		% within Select your school:	0.0%	10.0%	60.0%	30.0%	100.0%
	Highlands Elementary	Count	0	2	11	4	17
		% within Select your school:	0.0%	11.8%	64.7%	23.5%	100.0%
	Hillview Junior High	Count	0	5	5	9	19
		% within Select your school:	0.0%	26.3%	26.3%	47.4%	100.0%
	Los Medranos Elementary	Count	2	4	7	3	16
		% within Select your school:	12.5%	25.0%	43.8%	18.8%	100.0%
	Marina Vista Elementary	Count	0	4	8	6	18
		% within Select your school:	0.0%	22.2%	44.4%	33.3%	100.0%
	Martin Luther King, Jr. Junior High	Count	1	5	13	4	23
		% within Select your school:	4.3%	21.7%	56.5%	17.4%	100.0%
	Parkside Elementary	Count	1	1	9	4	15
		% within Select your school:	6.7%	6.7%	60.0%	26.7%	100.0%
Pittsburg Adult Education Center	Count	3	0	1	1	5	
	% within Select your school:	60.0%	0.0%	20.0%	20.0%	100.0%	
Pittsburg High School	Count	2	18	39	17	76	
	% within Select your school:	2.6%	23.7%	51.3%	22.4%	100.0%	
Rancho Medanos Junior High	Count	1	4	13	8	26	
	% within Select your school:	3.8%	15.4%	50.0%	30.8%	100.0%	
Stoneman Elementary	Count	0	0	4	1	5	
	% within Select your school:	0.0%	0.0%	80.0%	20.0%	100.0%	
Willow Cove Elementary	Count	1	0	10	7	18	
	% within Select your school:	5.6%	0.0%	55.6%	38.9%	100.0%	
Total	Count	14	47	133	75	269	
	% within Select your school:	5.2%	17.5%	49.4%	27.9%	100.0%	

Appendix E: Faculty Survey Data

Select your school: * 9. It is the responsibility of all educators to use instructional accommodations for any student who will be more successful in school because of these accommodations.

			9. It is the responsibility of all educators to use instructional accommodations for any student who will be more successful in school because of these accommodations.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	0	0	5	6	11
		% within Select your school:	0.0%	0.0%	45.5%	54.5%	100.0%
	Early Childhood Education	Count	0	0	1	0	1
		% within Select your school:	0.0%	0.0%	100.0%	0.0%	100.0%
	Foothill Elementary	Count	0	0	7	2	9
		% within Select your school:	0.0%	0.0%	77.8%	22.2%	100.0%
	Heights Elementary	Count	0	0	7	3	10
		% within Select your school:	0.0%	0.0%	70.0%	30.0%	100.0%
	Highlands Elementary	Count	0	0	5	12	17
		% within Select your school:	0.0%	0.0%	29.4%	70.6%	100.0%
	Hillview Junior High	Count	0	0	8	11	19
		% within Select your school:	0.0%	0.0%	42.1%	57.9%	100.0%
	Los Medranos Elementary	Count	0	0	8	8	16
		% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
	Marina Vista Elementary	Count	0	0	10	8	18
		% within Select your school:	0.0%	0.0%	55.6%	44.4%	100.0%
	Martin Luther King, Jr. Junior High	Count	1	0	8	14	23
		% within Select your school:	4.3%	0.0%	34.8%	60.9%	100.0%
	Parkside Elementary	Count	0	0	6	9	15
		% within Select your school:	0.0%	0.0%	40.0%	60.0%	100.0%
Pittsburg Adult Education Center	Count	0	1	3	1	5	
	% within Select your school:	0.0%	20.0%	60.0%	20.0%	100.0%	
Pittsburg High School	Count	2	1	41	32	76	
	% within Select your school:	2.6%	1.3%	53.9%	42.1%	100.0%	
Rancho Medanos Junior High	Count	0	0	11	15	26	
	% within Select your school:	0.0%	0.0%	42.3%	57.7%	100.0%	
Stoneman Elementary	Count	0	0	2	3	5	
	% within Select your school:	0.0%	0.0%	40.0%	60.0%	100.0%	
Willow Cove Elementary	Count	1	0	6	11	18	
	% within Select your school:	5.6%	0.0%	33.3%	61.1%	100.0%	
Total	Count	4	2	128	135	269	
	% within Select your school:	1.5%	0.7%	47.6%	50.2%	100.0%	

Select your school: * 10. I use instructional accommodations for any student who needs them.

			10. I use instructional accommodations for any student who needs them.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	0	0	6	5	11
		% within Select your school:	0.0%	0.0%	54.5%	45.5%	100.0%
	Early Childhood Education	Count	0	0	1	0	1
		% within Select your school:	0.0%	0.0%	100.0%	0.0%	100.0%
	Foothill Elementary	Count	0	0	6	3	9
		% within Select your school:	0.0%	0.0%	66.7%	33.3%	100.0%
	Heights Elementary	Count	0	0	6	4	10
		% within Select your school:	0.0%	0.0%	60.0%	40.0%	100.0%
	Highlands Elementary	Count	0	0	7	10	17
		% within Select your school:	0.0%	0.0%	41.2%	58.8%	100.0%
	Hillview Junior High	Count	0	0	9	10	19
		% within Select your school:	0.0%	0.0%	47.4%	52.6%	100.0%
	Los Medranos Elementary	Count	0	0	7	9	16
		% within Select your school:	0.0%	0.0%	43.8%	56.2%	100.0%
	Marina Vista Elementary	Count	0	0	9	9	18
		% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
	Martin Luther King, Jr. Junior High	Count	1	1	12	9	23
		% within Select your school:	4.3%	4.3%	52.2%	39.1%	100.0%
	Parkside Elementary	Count	0	0	5	10	15
		% within Select your school:	0.0%	0.0%	33.3%	66.7%	100.0%
Pittsburg Adult Education Center	Count	0	2	2	1	5	
	% within Select your school:	0.0%	40.0%	40.0%	20.0%	100.0%	
Pittsburg High School	Count	1	5	36	34	76	
	% within Select your school:	1.3%	6.6%	47.4%	44.7%	100.0%	
Rancho Medanos Junior High	Count	0	1	15	10	26	
	% within Select your school:	0.0%	3.8%	57.7%	38.5%	100.0%	
Stoneman Elementary	Count	0	0	1	4	5	
	% within Select your school:	0.0%	0.0%	20.0%	80.0%	100.0%	
Willow Cove Elementary	Count	1	1	6	10	18	
	% within Select your school:	5.6%	5.6%	33.3%	55.6%	100.0%	
Total	Count	3	10	128	128	269	
	% within Select your school:	1.1%	3.7%	47.6%	47.6%	100.0%	

Appendix E: Faculty Survey Data

Select your school: * 11. It is the responsibility of all educators to modify instruction (change what is taught as appropriate for any student with disabilities who requires them as stated in the Individualized Education Program (IEP).

			11. It is the responsibility of all educators to modify instruction (change what is taught as appropriate for any student with disabilities who requires them as stated in the Individualized Education Program (IEP).				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	0	0	4	7	11
		% within Select your school:	0.0%	0.0%	36.4%	63.6%	100.0%
	Early Childhood Education	Count	0	0	1	0	1
		% within Select your school:	0.0%	0.0%	100.0%	0.0%	100.0%
	Foothill Elementary	Count	0	0	7	2	9
		% within Select your school:	0.0%	0.0%	77.8%	22.2%	100.0%
	Heights Elementary	Count	0	0	6	4	10
		% within Select your school:	0.0%	0.0%	60.0%	40.0%	100.0%
	Highlands Elementary	Count	0	0	6	11	17
		% within Select your school:	0.0%	0.0%	35.3%	64.7%	100.0%
	Hillview Junior High	Count	0	1	7	11	19
		% within Select your school:	0.0%	5.3%	36.8%	57.9%	100.0%
	Los Medranos Elementary	Count	0	0	8	8	16
		% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
	Marina Vista Elementary	Count	1	0	8	9	18
		% within Select your school:	5.6%	0.0%	44.4%	50.0%	100.0%
	Martin Luther King, Jr. Junior High	Count	1	1	9	12	23
		% within Select your school:	4.3%	4.3%	39.1%	52.2%	100.0%
	Parkside Elementary	Count	0	0	5	10	15
		% within Select your school:	0.0%	0.0%	33.3%	66.7%	100.0%
Pittsburg Adult Education Center	Count	0	1	2	2	5	
	% within Select your school:	0.0%	20.0%	40.0%	40.0%	100.0%	
Pittsburg High School	Count	2	1	31	42	76	
	% within Select your school:	2.6%	1.3%	40.8%	55.3%	100.0%	
Rancho Medanos Junior High	Count	0	0	12	14	26	
	% within Select your school:	0.0%	0.0%	46.2%	53.8%	100.0%	
Stoneman Elementary	Count	0	0	1	4	5	
	% within Select your school:	0.0%	0.0%	20.0%	80.0%	100.0%	
Willow Cove Elementary	Count	0	0	7	11	18	
	% within Select your school:	0.0%	0.0%	38.9%	61.1%	100.0%	
Total	Count	4	4	114	147	269	
	% within Select your school:	1.5%	1.5%	42.4%	54.6%	100.0%	

Select your school: * 12. I modify instruction for students with disabilities as specified in the IEP.

			12. I modify instruction for students with disabilities as specified in the IEP.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	0	0	6	5	11
		% within Select your school:	0.0%	0.0%	54.5%	45.5%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	0	1	5	3	9
		% within Select your school:	0.0%	11.1%	55.6%	33.3%	100.0%
	Heights Elementary	Count	0	0	4	6	10
		% within Select your school:	0.0%	0.0%	40.0%	60.0%	100.0%
	Highlands Elementary	Count	0	0	7	10	17
		% within Select your school:	0.0%	0.0%	41.2%	58.8%	100.0%
	Hillview Junior High	Count	1	1	9	8	19
		% within Select your school:	5.3%	5.3%	47.4%	42.1%	100.0%
	Los Medranos Elementary	Count	0	0	8	8	16
		% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
	Marina Vista Elementary	Count	0	0	8	10	18
		% within Select your school:	0.0%	0.0%	44.4%	55.6%	100.0%
	Martin Luther King, Jr. Junior High	Count	1	0	13	9	23
		% within Select your school:	4.3%	0.0%	56.5%	39.1%	100.0%
	Parkside Elementary	Count	0	0	7	8	15
		% within Select your school:	0.0%	0.0%	46.7%	53.3%	100.0%
Pittsburg Adult Education Center	Count	1	2	1	1	5	
	% within Select your school:	20.0%	40.0%	20.0%	20.0%	100.0%	
Pittsburg High School	Count	0	4	36	36	76	
	% within Select your school:	0.0%	5.3%	47.4%	47.4%	100.0%	
Rancho Medanos Junior High	Count	1	1	13	11	26	
	% within Select your school:	3.8%	3.8%	50.0%	42.3%	100.0%	
Stoneman Elementary	Count	0	0	1	4	5	
	% within Select your school:	0.0%	0.0%	20.0%	80.0%	100.0%	
Willow Cove Elementary	Count	0	1	7	10	18	
	% within Select your school:	0.0%	5.6%	38.9%	55.6%	100.0%	
Total	Count	4	11	125	129	269	
	% within Select your school:	1.5%	4.1%	46.5%	48.0%	100.0%	

Select your school: * 13. It is fair to modify grades for students with disabilities as specified in their IEP.

			13. It is fair to modify grades for students with disabilities as specified in their IEP.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	1	1	5	4	11
		% within Select your school:	9.1%	9.1%	45.5%	36.4%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	0	3	3	3	9
		% within Select your school:	0.0%	33.3%	33.3%	33.3%	100.0%
	Heights Elementary	Count	0	2	5	3	10
		% within Select your school:	0.0%	20.0%	50.0%	30.0%	100.0%
	Highlands Elementary	Count	1	2	11	3	17
		% within Select your school:	5.9%	11.8%	64.7%	17.6%	100.0%
	Hillview Junior High	Count	0	2	10	7	19
		% within Select your school:	0.0%	10.5%	52.6%	36.8%	100.0%
	Los Medranos Elementary	Count	0	0	9	7	16
		% within Select your school:	0.0%	0.0%	56.2%	43.8%	100.0%
	Marina Vista Elementary	Count	1	3	8	6	18
		% within Select your school:	5.6%	16.7%	44.4%	33.3%	100.0%
	Martin Luther King, Jr. Junior High	Count	1	2	11	9	23
		% within Select your school:	4.3%	8.7%	47.8%	39.1%	100.0%
	Parkside Elementary	Count	1	2	7	5	15
		% within Select your school:	6.7%	13.3%	46.7%	33.3%	100.0%
Pittsburg Adult Education Center	Count	0	2	2	1	5	
	% within Select your school:	0.0%	40.0%	40.0%	20.0%	100.0%	
Pittsburg High School	Count	6	7	38	25	76	
	% within Select your school:	7.9%	9.2%	50.0%	32.9%	100.0%	
Rancho Medanos Junior High	Count	0	2	11	13	26	
	% within Select your school:	0.0%	7.7%	42.3%	50.0%	100.0%	
Stoneman Elementary	Count	0	0	2	3	5	
	% within Select your school:	0.0%	0.0%	40.0%	60.0%	100.0%	
Willow Cove Elementary	Count	0	5	9	4	18	
	% within Select your school:	0.0%	27.8%	50.0%	22.2%	100.0%	
Total	Count	11	34	131	93	269	
	% within Select your school:	4.1%	12.6%	48.7%	34.6%	100.0%	

Select your school: * 14. I modify grades for students with disabilities as specified in their IEP.

			14. I modify grades for students with disabilities as specified in their IEP.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	0	0	6	5	11
		% within Select your school:	0.0%	0.0%	54.5%	45.5%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	0	4	2	3	9
		% within Select your school:	0.0%	44.4%	22.2%	33.3%	100.0%
	Heights Elementary	Count	0	2	5	3	10
		% within Select your school:	0.0%	20.0%	50.0%	30.0%	100.0%
	Highlands Elementary	Count	1	4	9	3	17
		% within Select your school:	5.9%	23.5%	52.9%	17.6%	100.0%
	Hillview Junior High	Count	1	3	12	3	19
		% within Select your school:	5.3%	15.8%	63.2%	15.8%	100.0%
	Los Medranos Elementary	Count	1	0	8	7	16
		% within Select your school:	6.2%	0.0%	50.0%	43.8%	100.0%
	Marina Vista Elementary	Count	1	2	9	6	18
		% within Select your school:	5.6%	11.1%	50.0%	33.3%	100.0%
	Martin Luther King, Jr. Junior High	Count	2	1	14	6	23
		% within Select your school:	8.7%	4.3%	60.9%	26.1%	100.0%
	Parkside Elementary	Count	0	3	8	4	15
		% within Select your school:	0.0%	20.0%	53.3%	26.7%	100.0%
Pittsburg Adult Education Center	Count	1	2	1	1	5	
	% within Select your school:	20.0%	40.0%	20.0%	20.0%	100.0%	
Pittsburg High School	Count	2	3	44	27	76	
	% within Select your school:	2.6%	3.9%	57.9%	35.5%	100.0%	
Rancho Medanos Junior High	Count	1	1	12	12	26	
	% within Select your school:	3.8%	3.8%	46.2%	46.2%	100.0%	
Stoneman Elementary	Count	0	0	3	2	5	
	% within Select your school:	0.0%	0.0%	60.0%	40.0%	100.0%	
Willow Cove Elementary	Count	0	5	8	5	18	
	% within Select your school:	0.0%	27.8%	44.4%	27.8%	100.0%	
Total	Count	10	31	141	87	269	
	% within Select your school:	3.7%	11.5%	52.4%	32.3%	100.0%	

Appendix E: Faculty Survey Data

Select your school: * 15. My district provides adequate resources (materials, technology, etc.) to enable me to meet the diverse needs on the campus.

			15. My district provides adequate resources (materials, technology, etc.) to enable me to meet the diverse needs on the campus.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	3	3	4	1	11
		% within Select your school:	27.3%	27.3%	36.4%	9.1%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	3	3	2	1	9
		% within Select your school:	33.3%	33.3%	22.2%	11.1%	100.0%
	Heights Elementary	Count	1	3	3	3	10
		% within Select your school:	10.0%	30.0%	30.0%	30.0%	100.0%
	Highlands Elementary	Count	9	7	1	0	17
		% within Select your school:	52.9%	41.2%	5.9%	0.0%	100.0%
	Hillview Junior High	Count	0	6	11	2	19
		% within Select your school:	0.0%	31.6%	57.9%	10.5%	100.0%
	Los Medranos Elementary	Count	4	7	4	1	16
		% within Select your school:	25.0%	43.8%	25.0%	6.2%	100.0%
	Marina Vista Elementary	Count	3	5	10	0	18
		% within Select your school:	16.7%	27.8%	55.6%	0.0%	100.0%
	Martin Luther King, Jr. Junior High	Count	5	7	10	1	23
		% within Select your school:	21.7%	30.4%	43.5%	4.3%	100.0%
	Parkside Elementary	Count	1	7	3	4	15
		% within Select your school:	6.7%	46.7%	20.0%	26.7%	100.0%
Pittsburg Adult Education Center	Count	2	1	2	0	5	
	% within Select your school:	40.0%	20.0%	40.0%	0.0%	100.0%	
Pittsburg High School	Count	16	23	27	10	76	
	% within Select your school:	21.1%	30.3%	35.5%	13.2%	100.0%	
Rancho Medanos Junior High	Count	8	9	6	3	26	
	% within Select your school:	30.8%	34.6%	23.1%	11.5%	100.0%	
Stoneman Elementary	Count	0	3	2	0	5	
	% within Select your school:	0.0%	60.0%	40.0%	0.0%	100.0%	
Willow Cove Elementary	Count	7	5	6	0	18	
	% within Select your school:	38.9%	27.8%	33.3%	0.0%	100.0%	
Total	Count	62	90	91	26	269	
	% within Select your school:	23.0%	33.5%	33.8%	9.7%	100.0%	

Select your school: * 16. General and special education teachers collaborate effectively to plan and deliver instruction for students with disabilities.

			16. General and special education teachers collaborate effectively to plan and deliver instruction for students with disabilities.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	3	1	5	2	11
		% within Select your school:	27.3%	9.1%	45.5%	18.2%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	2	4	2	1	9
		% within Select your school:	22.2%	44.4%	22.2%	11.1%	100.0%
	Heights Elementary	Count	1	1	4	4	10
		% within Select your school:	10.0%	10.0%	40.0%	40.0%	100.0%
	Highlands Elementary	Count	8	6	3	0	17
		% within Select your school:	47.1%	35.3%	17.6%	0.0%	100.0%
	Hillview Junior High	Count	0	5	8	6	19
		% within Select your school:	0.0%	26.3%	42.1%	31.6%	100.0%
	Los Medranos Elementary	Count	2	5	6	3	16
		% within Select your school:	12.5%	31.2%	37.5%	18.8%	100.0%
	Marina Vista Elementary	Count	2	11	4	1	18
		% within Select your school:	11.1%	61.1%	22.2%	5.6%	100.0%
	Martin Luther King, Jr. Junior High	Count	2	4	13	4	23
		% within Select your school:	8.7%	17.4%	56.5%	17.4%	100.0%
	Parkside Elementary	Count	0	1	12	2	15
		% within Select your school:	0.0%	6.7%	80.0%	13.3%	100.0%
Pittsburg Adult Education Center	Count	3	0	2	0	5	
	% within Select your school:	60.0%	0.0%	40.0%	0.0%	100.0%	
Pittsburg High School	Count	7	32	31	6	76	
	% within Select your school:	9.2%	42.1%	40.8%	7.9%	100.0%	
Rancho Medanos Junior High	Count	6	9	9	2	26	
	% within Select your school:	23.1%	34.6%	34.6%	7.7%	100.0%	
Stoneman Elementary	Count	0	1	1	3	5	
	% within Select your school:	0.0%	20.0%	20.0%	60.0%	100.0%	
Willow Cove Elementary	Count	3	5	9	1	18	
	% within Select your school:	16.7%	27.8%	50.0%	5.6%	100.0%	
Total	Count	39	86	109	35	269	
	% within Select your school:	14.5%	32.0%	40.5%	13.0%	100.0%	

Appendix E: Faculty Survey Data

Select your school: * 17. Parents of students with disabilities are viewed as equal partners with the district in the education of students with disabilities.

			17. Parents of students with disabilities are viewed as equal partners with the district in the education of students with disabilities.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	0	4	4	3	11
		% within Select your school:	0.0%	36.4%	36.4%	27.3%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	1	1	6	1	9
		% within Select your school:	11.1%	11.1%	66.7%	11.1%	100.0%
	Heights Elementary	Count	0	0	6	4	10
		% within Select your school:	0.0%	0.0%	60.0%	40.0%	100.0%
	Highlands Elementary	Count	2	2	9	4	17
		% within Select your school:	11.8%	11.8%	52.9%	23.5%	100.0%
	Hillview Junior High	Count	0	2	10	7	19
		% within Select your school:	0.0%	10.5%	52.6%	36.8%	100.0%
	Los Medranos Elementary	Count	0	0	10	6	16
		% within Select your school:	0.0%	0.0%	62.5%	37.5%	100.0%
	Marina Vista Elementary	Count	1	2	12	3	18
		% within Select your school:	5.6%	11.1%	66.7%	16.7%	100.0%
	Martin Luther King, Jr. Junior High	Count	0	3	14	6	23
		% within Select your school:	0.0%	13.0%	60.9%	26.1%	100.0%
	Parkside Elementary	Count	0	3	7	5	15
		% within Select your school:	0.0%	20.0%	46.7%	33.3%	100.0%
Pittsburg Adult Education Center	Count	1	0	3	1	5	
	% within Select your school:	20.0%	0.0%	60.0%	20.0%	100.0%	
Pittsburg High School	Count	2	8	48	18	76	
	% within Select your school:	2.6%	10.5%	63.2%	23.7%	100.0%	
Rancho Medanos Junior High	Count	0	3	15	8	26	
	% within Select your school:	0.0%	11.5%	57.7%	30.8%	100.0%	
Stoneman Elementary	Count	0	1	0	4	5	
	% within Select your school:	0.0%	20.0%	0.0%	80.0%	100.0%	
Willow Cove Elementary	Count	4	2	5	7	18	
	% within Select your school:	22.2%	11.1%	27.8%	38.9%	100.0%	
Total	Count	11	32	149	77	269	
	% within Select your school:	4.1%	11.9%	55.4%	28.6%	100.0%	

Select your school: * 18. Parents of students with disabilities are welcome members of the IEP team in our school.

			18. Parents of students with disabilities are welcome members of the IEP team in our school.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	0	1	4	6	11
		% within Select your school:	0.0%	9.1%	36.4%	54.5%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	1	0	6	2	9
		% within Select your school:	11.1%	0.0%	66.7%	22.2%	100.0%
	Heights Elementary	Count	0	0	5	5	10
		% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
	Highlands Elementary	Count	0	1	6	10	17
		% within Select your school:	0.0%	5.9%	35.3%	58.8%	100.0%
	Hillview Junior High	Count	0	1	9	9	19
		% within Select your school:	0.0%	5.3%	47.4%	47.4%	100.0%
	Los Medranos Elementary	Count	0	0	12	4	16
		% within Select your school:	0.0%	0.0%	75.0%	25.0%	100.0%
	Marina Vista Elementary	Count	0	1	13	4	18
		% within Select your school:	0.0%	5.6%	72.2%	22.2%	100.0%
	Martin Luther King, Jr. Junior High	Count	0	0	10	13	23
		% within Select your school:	0.0%	0.0%	43.5%	56.5%	100.0%
	Parkside Elementary	Count	0	1	7	7	15
		% within Select your school:	0.0%	6.7%	46.7%	46.7%	100.0%
Pittsburg Adult Education Center	Count	2	0	0	3	5	
	% within Select your school:	40.0%	0.0%	0.0%	60.0%	100.0%	
Pittsburg High School	Count	1	2	45	28	76	
	% within Select your school:	1.3%	2.6%	59.2%	36.8%	100.0%	
Rancho Medanos Junior High	Count	0	0	13	13	26	
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%	
Stoneman Elementary	Count	0	0	0	5	5	
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	100.0%	
Willow Cove Elementary	Count	3	1	4	10	18	
	% within Select your school:	16.7%	5.6%	22.2%	55.6%	100.0%	
Total	Count	7	9	134	119	269	
	% within Select your school:	2.6%	3.3%	49.8%	44.2%	100.0%	

Select your school: * 19. In general, I would characterize the relationship between schools and parents of students with disabilities as positive.

			19. In general, I would characterize the relationship between schools and parents of students with disabilities as positive.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	0	3	6	2	11
		% within Select your school:	0.0%	27.3%	54.5%	18.2%	100.0%
	Early Childhood Education	Count	0	0	1	0	1
		% within Select your school:	0.0%	0.0%	100.0%	0.0%	100.0%
	Foothill Elementary	Count	0	1	7	1	9
		% within Select your school:	0.0%	11.1%	77.8%	11.1%	100.0%
	Heights Elementary	Count	0	0	5	5	10
		% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
	Highlands Elementary	Count	1	4	9	3	17
		% within Select your school:	5.9%	23.5%	52.9%	17.6%	100.0%
	Hillview Junior High	Count	0	1	11	7	19
		% within Select your school:	0.0%	5.3%	57.9%	36.8%	100.0%
	Los Medranos Elementary	Count	0	0	11	5	16
		% within Select your school:	0.0%	0.0%	68.8%	31.2%	100.0%
	Marina Vista Elementary	Count	1	1	14	2	18
		% within Select your school:	5.6%	5.6%	77.8%	11.1%	100.0%
	Martin Luther King, Jr. Junior High	Count	0	0	20	3	23
		% within Select your school:	0.0%	0.0%	87.0%	13.0%	100.0%
	Parkside Elementary	Count	0	2	10	3	15
		% within Select your school:	0.0%	13.3%	66.7%	20.0%	100.0%
Pittsburg Adult Education Center	Count	1	0	2	2	5	
	% within Select your school:	20.0%	0.0%	40.0%	40.0%	100.0%	
Pittsburg High School	Count	1	10	50	15	76	
	% within Select your school:	1.3%	13.2%	65.8%	19.7%	100.0%	
Rancho Medanos Junior High	Count	0	2	21	3	26	
	% within Select your school:	0.0%	7.7%	80.8%	11.5%	100.0%	
Stoneman Elementary	Count	0	0	2	3	5	
	% within Select your school:	0.0%	0.0%	40.0%	60.0%	100.0%	
Willow Cove Elementary	Count	4	1	10	3	18	
	% within Select your school:	22.2%	5.6%	55.6%	16.7%	100.0%	
Total	Count	8	25	179	57	269	
	% within Select your school:	3.0%	9.3%	66.5%	21.2%	100.0%	

Appendix E: Faculty Survey Data

Select your school: * 20. Students with disabilities receive services on the basis of their instructional needs rather than on the basis of their "label."

			20. Students with disabilities receive services on the basis of their instructional needs rather than on the basis of their "label."				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	2	2	3	4	11
		% within Select your school:	18.2%	18.2%	27.3%	36.4%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	0	2	6	1	9
		% within Select your school:	0.0%	22.2%	66.7%	11.1%	100.0%
	Heights Elementary	Count	0	1	5	4	10
		% within Select your school:	0.0%	10.0%	50.0%	40.0%	100.0%
	Highlands Elementary	Count	0	1	12	4	17
		% within Select your school:	0.0%	5.9%	70.6%	23.5%	100.0%
	Hillview Junior High	Count	0	2	13	4	19
		% within Select your school:	0.0%	10.5%	68.4%	21.1%	100.0%
	Los Medranos Elementary	Count	0	0	8	8	16
		% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
	Marina Vista Elementary	Count	1	1	14	2	18
		% within Select your school:	5.6%	5.6%	77.8%	11.1%	100.0%
	Martin Luther King, Jr. Junior High	Count	1	4	14	4	23
		% within Select your school:	4.3%	17.4%	60.9%	17.4%	100.0%
	Parkside Elementary	Count	0	2	10	3	15
		% within Select your school:	0.0%	13.3%	66.7%	20.0%	100.0%
Pittsburg Adult Education Center	Count	1	1	0	3	5	
	% within Select your school:	20.0%	20.0%	0.0%	60.0%	100.0%	
Pittsburg High School	Count	5	12	48	11	76	
	% within Select your school:	6.6%	15.8%	63.2%	14.5%	100.0%	
Rancho Medanos Junior High	Count	0	4	15	7	26	
	% within Select your school:	0.0%	15.4%	57.7%	26.9%	100.0%	
Stoneman Elementary	Count	0	0	2	3	5	
	% within Select your school:	0.0%	0.0%	40.0%	60.0%	100.0%	
Willow Cove Elementary	Count	4	2	10	2	18	
	% within Select your school:	22.2%	11.1%	55.6%	11.1%	100.0%	
Total	Count	14	35	160	60	269	
	% within Select your school:	5.2%	13.0%	59.5%	22.3%	100.0%	

Select your school: * 21. Services for students with disabilities are consistent from one campus to another.

			21. Services for students with disabilities are consistent from one campus to another.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	3	2	5	1	11
		% within Select your school:	27.3%	18.2%	45.5%	9.1%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	4	3	1	1	9
		% within Select your school:	44.4%	33.3%	11.1%	11.1%	100.0%
	Heights Elementary	Count	0	3	5	2	10
		% within Select your school:	0.0%	30.0%	50.0%	20.0%	100.0%
	Highlands Elementary	Count	4	12	1	0	17
		% within Select your school:	23.5%	70.6%	5.9%	0.0%	100.0%
	Hillview Junior High	Count	0	12	6	1	19
		% within Select your school:	0.0%	63.2%	31.6%	5.3%	100.0%
	Los Medranos Elementary	Count	2	5	7	2	16
		% within Select your school:	12.5%	31.2%	43.8%	12.5%	100.0%
	Marina Vista Elementary	Count	4	8	6	0	18
		% within Select your school:	22.2%	44.4%	33.3%	0.0%	100.0%
	Martin Luther King, Jr. Junior High	Count	6	11	6	0	23
		% within Select your school:	26.1%	47.8%	26.1%	0.0%	100.0%
	Parkside Elementary	Count	3	6	5	1	15
		% within Select your school:	20.0%	40.0%	33.3%	6.7%	100.0%
Pittsburg Adult Education Center	Count	2	1	2	0	5	
	% within Select your school:	40.0%	20.0%	40.0%	0.0%	100.0%	
Pittsburg High School	Count	9	28	33	6	76	
	% within Select your school:	11.8%	36.8%	43.4%	7.9%	100.0%	
Rancho Medanos Junior High	Count	2	13	8	3	26	
	% within Select your school:	7.7%	50.0%	30.8%	11.5%	100.0%	
Stoneman Elementary	Count	2	2	1	0	5	
	% within Select your school:	40.0%	40.0%	20.0%	0.0%	100.0%	
Willow Cove Elementary	Count	6	7	4	1	18	
	% within Select your school:	33.3%	38.9%	22.2%	5.6%	100.0%	
Total	Count	47	114	90	18	269	
	% within Select your school:	17.5%	42.4%	33.5%	6.7%	100.0%	

Select your school: * 22. Within the past three years, special education personnel spend more time in the general education classroom providing support for students with disabilities.

			22. Within the past three years, special education personnel spend more time in the general education classroom providing support for students with disabilities.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	2	3	5	1	11
		% within Select your school:	18.2%	27.3%	45.5%	9.1%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	2	2	4	1	9
		% within Select your school:	22.2%	22.2%	44.4%	11.1%	100.0%
	Heights Elementary	Count	2	3	3	2	10
		% within Select your school:	20.0%	30.0%	30.0%	20.0%	100.0%
	Highlands Elementary	Count	6	5	6	0	17
		% within Select your school:	35.3%	29.4%	35.3%	0.0%	100.0%
	Hillview Junior High	Count	2	2	14	1	19
		% within Select your school:	10.5%	10.5%	73.7%	5.3%	100.0%
	Los Medranos Elementary	Count	5	8	2	1	16
		% within Select your school:	31.2%	50.0%	12.5%	6.2%	100.0%
	Marina Vista Elementary	Count	1	10	7	0	18
		% within Select your school:	5.6%	55.6%	38.9%	0.0%	100.0%
	Martin Luther King, Jr. Junior High	Count	6	10	7	0	23
		% within Select your school:	26.1%	43.5%	30.4%	0.0%	100.0%
	Parkside Elementary	Count	1	5	6	3	15
		% within Select your school:	6.7%	33.3%	40.0%	20.0%	100.0%
Pittsburg Adult Education Center	Count	2	1	2	0	5	
	% within Select your school:	40.0%	20.0%	40.0%	0.0%	100.0%	
Pittsburg High School	Count	10	31	29	6	76	
	% within Select your school:	13.2%	40.8%	38.2%	7.9%	100.0%	
Rancho Medanos Junior High	Count	5	6	11	4	26	
	% within Select your school:	19.2%	23.1%	42.3%	15.4%	100.0%	
Stoneman Elementary	Count	0	1	3	1	5	
	% within Select your school:	0.0%	20.0%	60.0%	20.0%	100.0%	
Willow Cove Elementary	Count	3	8	5	2	18	
	% within Select your school:	16.7%	44.4%	27.8%	11.1%	100.0%	
Total	Count	47	96	104	22	269	
	% within Select your school:	17.5%	35.7%	38.7%	8.2%	100.0%	

Select your school: * 23. General education teachers on our campus are skilled in strategies for addressing the needs of diverse students.

			23. General education teachers on our campus are skilled in strategies for addressing the needs of diverse students.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	2	3	5	1	11
		% within Select your school:	18.2%	27.3%	45.5%	9.1%	100.0%
	Early Childhood Education	Count	0	0	1	0	1
		% within Select your school:	0.0%	0.0%	100.0%	0.0%	100.0%
	Foothill Elementary	Count	2	4	3	0	9
		% within Select your school:	22.2%	44.4%	33.3%	0.0%	100.0%
	Heights Elementary	Count	0	1	7	2	10
		% within Select your school:	0.0%	10.0%	70.0%	20.0%	100.0%
	Highlands Elementary	Count	2	8	6	1	17
		% within Select your school:	11.8%	47.1%	35.3%	5.9%	100.0%
	Hillview Junior High	Count	0	6	10	3	19
		% within Select your school:	0.0%	31.6%	52.6%	15.8%	100.0%
	Los Medranos Elementary	Count	1	4	8	3	16
		% within Select your school:	6.2%	25.0%	50.0%	18.8%	100.0%
	Marina Vista Elementary	Count	2	10	5	1	18
		% within Select your school:	11.1%	55.6%	27.8%	5.6%	100.0%
	Martin Luther King, Jr. Junior High	Count	1	9	13	0	23
		% within Select your school:	4.3%	39.1%	56.5%	0.0%	100.0%
	Parkside Elementary	Count	0	5	7	3	15
		% within Select your school:	0.0%	33.3%	46.7%	20.0%	100.0%
Pittsburg Adult Education Center	Count	2	2	0	1	5	
	% within Select your school:	40.0%	40.0%	0.0%	20.0%	100.0%	
Pittsburg High School	Count	10	19	37	10	76	
	% within Select your school:	13.2%	25.0%	48.7%	13.2%	100.0%	
Rancho Medanos Junior High	Count	2	10	12	2	26	
	% within Select your school:	7.7%	38.5%	46.2%	7.7%	100.0%	
Stoneman Elementary	Count	0	2	1	2	5	
	% within Select your school:	0.0%	40.0%	20.0%	40.0%	100.0%	
Willow Cove Elementary	Count	5	6	4	3	18	
	% within Select your school:	27.8%	33.3%	22.2%	16.7%	100.0%	
Total	Count	29	89	119	32	269	
	% within Select your school:	10.8%	33.1%	44.2%	11.9%	100.0%	

Appendix E: Faculty Survey Data

Select your school: * 24. Special education teachers are viewed as faculty members of equal status with their general education teachers.

			24. Special education teachers are viewed as faculty members of equal status with their general education teachers.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	1	0	7	3	11
		% within Select your school:	9.1%	0.0%	63.6%	27.3%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	1	1	2	5	9
		% within Select your school:	11.1%	11.1%	22.2%	55.6%	100.0%
	Heights Elementary	Count	0	0	7	3	10
		% within Select your school:	0.0%	0.0%	70.0%	30.0%	100.0%
	Highlands Elementary	Count	2	3	7	5	17
		% within Select your school:	11.8%	17.6%	41.2%	29.4%	100.0%
	Hillview Junior High	Count	0	1	8	10	19
		% within Select your school:	0.0%	5.3%	42.1%	52.6%	100.0%
	Los Medranos Elementary	Count	0	1	9	6	16
		% within Select your school:	0.0%	6.2%	56.2%	37.5%	100.0%
	Marina Vista Elementary	Count	0	3	12	3	18
		% within Select your school:	0.0%	16.7%	66.7%	16.7%	100.0%
	Martin Luther King, Jr. Junior High	Count	0	1	9	13	23
		% within Select your school:	0.0%	4.3%	39.1%	56.5%	100.0%
	Parkside Elementary	Count	0	0	7	8	15
		% within Select your school:	0.0%	0.0%	46.7%	53.3%	100.0%
Pittsburg Adult Education Center	Count	0	0	2	3	5	
	% within Select your school:	0.0%	0.0%	40.0%	60.0%	100.0%	
Pittsburg High School	Count	0	8	45	23	76	
	% within Select your school:	0.0%	10.5%	59.2%	30.3%	100.0%	
Rancho Medanos Junior High	Count	0	1	12	13	26	
	% within Select your school:	0.0%	3.8%	46.2%	50.0%	100.0%	
Stoneman Elementary	Count	0	0	2	3	5	
	% within Select your school:	0.0%	0.0%	40.0%	60.0%	100.0%	
Willow Cove Elementary	Count	3	3	5	7	18	
	% within Select your school:	16.7%	16.7%	27.8%	38.9%	100.0%	
Total	Count	7	23	134	105	269	
	% within Select your school:	2.6%	8.6%	49.8%	39.0%	100.0%	

Appendix E: Faculty Survey Data

Select your school: * 25. I think that children benefit socially when special education students and general education students learn in the same classroom.

			25. I think that children benefit socially when special education students and general education students learn in the same classroom.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	0	1	3	7	11
		% within Select your school:	0.0%	9.1%	27.3%	63.6%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	1	1	6	1	9
		% within Select your school:	11.1%	11.1%	66.7%	11.1%	100.0%
	Heights Elementary	Count	0	0	8	2	10
		% within Select your school:	0.0%	0.0%	80.0%	20.0%	100.0%
	Highlands Elementary	Count	0	1	7	9	17
		% within Select your school:	0.0%	5.9%	41.2%	52.9%	100.0%
	Hillview Junior High	Count	0	0	16	3	19
		% within Select your school:	0.0%	0.0%	84.2%	15.8%	100.0%
	Los Medranos Elementary	Count	0	1	6	9	16
		% within Select your school:	0.0%	6.2%	37.5%	56.2%	100.0%
	Marina Vista Elementary	Count	1	2	9	6	18
		% within Select your school:	5.6%	11.1%	50.0%	33.3%	100.0%
	Martin Luther King, Jr. Junior High	Count	0	2	17	4	23
		% within Select your school:	0.0%	8.7%	73.9%	17.4%	100.0%
	Parkside Elementary	Count	0	1	10	4	15
		% within Select your school:	0.0%	6.7%	66.7%	26.7%	100.0%
Pittsburg Adult Education Center	Count	0	1	3	1	5	
	% within Select your school:	0.0%	20.0%	60.0%	20.0%	100.0%	
Pittsburg High School	Count	1	3	41	31	76	
	% within Select your school:	1.3%	3.9%	53.9%	40.8%	100.0%	
Rancho Medanos Junior High	Count	0	2	13	11	26	
	% within Select your school:	0.0%	7.7%	50.0%	42.3%	100.0%	
Stoneman Elementary	Count	0	0	1	4	5	
	% within Select your school:	0.0%	0.0%	20.0%	80.0%	100.0%	
Willow Cove Elementary	Count	0	2	5	11	18	
	% within Select your school:	0.0%	11.1%	27.8%	61.1%	100.0%	
Total	Count	3	18	145	103	269	
	% within Select your school:	1.1%	6.7%	53.9%	38.3%	100.0%	

Appendix E: Faculty Survey Data

Select your school: * 26. I think that students benefit academically when special education students and general education students learn in the same classroom.

			26. I think that students benefit academically when special education students and general education students learn in the same classroom.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	0	2	3	6	11
		% within Select your school:	0.0%	18.2%	27.3%	54.5%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	1	6	1	1	9
		% within Select your school:	11.1%	66.7%	11.1%	11.1%	100.0%
	Heights Elementary	Count	0	3	5	2	10
		% within Select your school:	0.0%	30.0%	50.0%	20.0%	100.0%
	Highlands Elementary	Count	0	3	7	7	17
		% within Select your school:	0.0%	17.6%	41.2%	41.2%	100.0%
	Hillview Junior High	Count	0	4	12	3	19
		% within Select your school:	0.0%	21.1%	63.2%	15.8%	100.0%
	Los Medranos Elementary	Count	1	4	3	8	16
		% within Select your school:	6.2%	25.0%	18.8%	50.0%	100.0%
	Marina Vista Elementary	Count	2	5	7	4	18
		% within Select your school:	11.1%	27.8%	38.9%	22.2%	100.0%
	Martin Luther King, Jr. Junior High	Count	1	8	11	3	23
		% within Select your school:	4.3%	34.8%	47.8%	13.0%	100.0%
	Parkside Elementary	Count	0	6	7	2	15
		% within Select your school:	0.0%	40.0%	46.7%	13.3%	100.0%
Pittsburg Adult Education Center	Count	1	0	3	1	5	
	% within Select your school:	20.0%	0.0%	60.0%	20.0%	100.0%	
Pittsburg High School	Count	4	16	34	22	76	
	% within Select your school:	5.3%	21.1%	44.7%	28.9%	100.0%	
Rancho Medanos Junior High	Count	1	7	10	8	26	
	% within Select your school:	3.8%	26.9%	38.5%	30.8%	100.0%	
Stoneman Elementary	Count	0	0	2	3	5	
	% within Select your school:	0.0%	0.0%	40.0%	60.0%	100.0%	
Willow Cove Elementary	Count	0	3	4	11	18	
	% within Select your school:	0.0%	16.7%	22.2%	61.1%	100.0%	
Total	Count	11	68	109	81	269	
	% within Select your school:	4.1%	25.3%	40.5%	30.1%	100.0%	

Appendix E: Faculty Survey Data

Select your school: * 27. I do not think that the education of general education students suffers when special education students are educated in the same classroom.

			27. I do not think that the education of general education students suffers when special education students are educated in the same classroom.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	0	4	4	3	11
		% within Select your school:	0.0%	36.4%	36.4%	27.3%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	1	5	3	0	9
		% within Select your school:	11.1%	55.6%	33.3%	0.0%	100.0%
	Heights Elementary	Count	0	4	5	1	10
		% within Select your school:	0.0%	40.0%	50.0%	10.0%	100.0%
	Highlands Elementary	Count	1	4	6	6	17
		% within Select your school:	5.9%	23.5%	35.3%	35.3%	100.0%
	Hillview Junior High	Count	0	6	9	4	19
		% within Select your school:	0.0%	31.6%	47.4%	21.1%	100.0%
	Los Medranos Elementary	Count	1	4	5	6	16
		% within Select your school:	6.2%	25.0%	31.2%	37.5%	100.0%
	Marina Vista Elementary	Count	1	4	10	3	18
		% within Select your school:	5.6%	22.2%	55.6%	16.7%	100.0%
	Martin Luther King, Jr. Junior High	Count	1	8	10	4	23
		% within Select your school:	4.3%	34.8%	43.5%	17.4%	100.0%
	Parkside Elementary	Count	2	5	5	3	15
		% within Select your school:	13.3%	33.3%	33.3%	20.0%	100.0%
Pittsburg Adult Education Center	Count	1	1	2	1	5	
	% within Select your school:	20.0%	20.0%	40.0%	20.0%	100.0%	
Pittsburg High School	Count	2	16	37	21	76	
	% within Select your school:	2.6%	21.1%	48.7%	27.6%	100.0%	
Rancho Medanos Junior High	Count	0	8	14	4	26	
	% within Select your school:	0.0%	30.8%	53.8%	15.4%	100.0%	
Stoneman Elementary	Count	0	0	1	4	5	
	% within Select your school:	0.0%	0.0%	20.0%	80.0%	100.0%	
Willow Cove Elementary	Count	0	0	10	8	18	
	% within Select your school:	0.0%	0.0%	55.6%	44.4%	100.0%	
Total	Count	10	70	121	68	269	
	% within Select your school:	3.7%	26.0%	45.0%	25.3%	100.0%	

Appendix E: Faculty Survey Data

Select your school: * 28. I have participated in professional development sessions that enhanced my skills in instructional strategies for diverse learners.

			28. I have participated in professional development sessions that enhanced my skills in instructional strategies for diverse learners.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	0	1	5	5	11
		% within Select your school:	0.0%	9.1%	45.5%	45.5%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	2	4	2	1	9
		% within Select your school:	22.2%	44.4%	22.2%	11.1%	100.0%
	Heights Elementary	Count	0	2	6	2	10
		% within Select your school:	0.0%	20.0%	60.0%	20.0%	100.0%
	Highlands Elementary	Count	0	3	9	5	17
		% within Select your school:	0.0%	17.6%	52.9%	29.4%	100.0%
	Hillview Junior High	Count	1	3	12	3	19
		% within Select your school:	5.3%	15.8%	63.2%	15.8%	100.0%
	Los Medranos Elementary	Count	1	4	7	4	16
		% within Select your school:	6.2%	25.0%	43.8%	25.0%	100.0%
	Marina Vista Elementary	Count	0	4	10	4	18
		% within Select your school:	0.0%	22.2%	55.6%	22.2%	100.0%
	Martin Luther King, Jr. Junior High	Count	2	5	13	3	23
		% within Select your school:	8.7%	21.7%	56.5%	13.0%	100.0%
	Parkside Elementary	Count	0	3	8	4	15
		% within Select your school:	0.0%	20.0%	53.3%	26.7%	100.0%
Pittsburg Adult Education Center	Count	1	1	2	1	5	
	% within Select your school:	20.0%	20.0%	40.0%	20.0%	100.0%	
Pittsburg High School	Count	4	15	37	20	76	
	% within Select your school:	5.3%	19.7%	48.7%	26.3%	100.0%	
Rancho Medanos Junior High	Count	3	5	15	3	26	
	% within Select your school:	11.5%	19.2%	57.7%	11.5%	100.0%	
Stoneman Elementary	Count	1	0	2	2	5	
	% within Select your school:	20.0%	0.0%	40.0%	40.0%	100.0%	
Willow Cove Elementary	Count	0	4	7	7	18	
	% within Select your school:	0.0%	22.2%	38.9%	38.9%	100.0%	
Total	Count	15	55	135	64	269	
	% within Select your school:	5.6%	20.4%	50.2%	23.8%	100.0%	

Select your school: * 29. I have participated in staff development sessions that enhanced my skills in the implementation of effective services for students with disabilities.

			29. I have participated in staff development sessions that enhanced my skills in the implementation of effective services for students with disabilities.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	1	1	5	4	11
		% within Select your school:	9.1%	9.1%	45.5%	36.4%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	2	5	1	1	9
		% within Select your school:	22.2%	55.6%	11.1%	11.1%	100.0%
	Heights Elementary	Count	0	2	6	2	10
		% within Select your school:	0.0%	20.0%	60.0%	20.0%	100.0%
	Highlands Elementary	Count	1	3	9	4	17
		% within Select your school:	5.9%	17.6%	52.9%	23.5%	100.0%
	Hillview Junior High	Count	1	7	8	3	19
		% within Select your school:	5.3%	36.8%	42.1%	15.8%	100.0%
	Los Medranos Elementary	Count	3	5	5	3	16
		% within Select your school:	18.8%	31.2%	31.2%	18.8%	100.0%
	Marina Vista Elementary	Count	2	8	4	4	18
		% within Select your school:	11.1%	44.4%	22.2%	22.2%	100.0%
	Martin Luther King, Jr. Junior High	Count	1	9	12	1	23
		% within Select your school:	4.3%	39.1%	52.2%	4.3%	100.0%
	Parkside Elementary	Count	0	4	7	4	15
		% within Select your school:	0.0%	26.7%	46.7%	26.7%	100.0%
Pittsburg Adult Education Center	Count	1	2	2	0	5	
	% within Select your school:	20.0%	40.0%	40.0%	0.0%	100.0%	
Pittsburg High School	Count	5	30	27	14	76	
	% within Select your school:	6.6%	39.5%	35.5%	18.4%	100.0%	
Rancho Medanos Junior High	Count	3	9	12	2	26	
	% within Select your school:	11.5%	34.6%	46.2%	7.7%	100.0%	
Stoneman Elementary	Count	2	0	3	0	5	
	% within Select your school:	40.0%	0.0%	60.0%	0.0%	100.0%	
Willow Cove Elementary	Count	1	7	7	3	18	
	% within Select your school:	5.6%	38.9%	38.9%	16.7%	100.0%	
Total	Count	23	93	108	45	269	
	% within Select your school:	8.6%	34.6%	40.1%	16.7%	100.0%	

Select your school: * 30. I feel supported in my efforts to serve students with disabilities by my principal.

			30. I feel supported in my efforts to serve students with disabilities by my principal.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	1	0	6	4	11
		% within Select your school:	9.1%	0.0%	54.5%	36.4%	100.0%
	Early Childhood Education	Count	0	0	1	0	1
		% within Select your school:	0.0%	0.0%	100.0%	0.0%	100.0%
	Foothill Elementary	Count	2	1	4	2	9
		% within Select your school:	22.2%	11.1%	44.4%	22.2%	100.0%
	Heights Elementary	Count	0	0	5	5	10
		% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
	Highlands Elementary	Count	1	7	5	4	17
		% within Select your school:	5.9%	41.2%	29.4%	23.5%	100.0%
	Hillview Junior High	Count	1	2	14	2	19
		% within Select your school:	5.3%	10.5%	73.7%	10.5%	100.0%
	Los Medranos Elementary	Count	1	3	8	4	16
		% within Select your school:	6.2%	18.8%	50.0%	25.0%	100.0%
	Marina Vista Elementary	Count	1	5	9	3	18
		% within Select your school:	5.6%	27.8%	50.0%	16.7%	100.0%
	Martin Luther King, Jr. Junior High	Count	1	2	8	12	23
		% within Select your school:	4.3%	8.7%	34.8%	52.2%	100.0%
	Parkside Elementary	Count	0	0	7	8	15
		% within Select your school:	0.0%	0.0%	46.7%	53.3%	100.0%
Pittsburg Adult Education Center	Count	0	2	2	1	5	
	% within Select your school:	0.0%	40.0%	40.0%	20.0%	100.0%	
Pittsburg High School	Count	3	16	40	17	76	
	% within Select your school:	3.9%	21.1%	52.6%	22.4%	100.0%	
Rancho Medanos Junior High	Count	4	5	13	4	26	
	% within Select your school:	15.4%	19.2%	50.0%	15.4%	100.0%	
Stoneman Elementary	Count	0	0	2	3	5	
	% within Select your school:	0.0%	0.0%	40.0%	60.0%	100.0%	
Willow Cove Elementary	Count	0	4	10	4	18	
	% within Select your school:	0.0%	22.2%	55.6%	22.2%	100.0%	
Total	Count	15	47	134	73	269	
	% within Select your school:	5.6%	17.5%	49.8%	27.1%	100.0%	

Select your school: * 31. I feel supported in my efforts to serve students with disabilities by the central office staff.

			31. I feel supported in my efforts to serve students with disabilities by the central office staff.				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Select your school:	Black Diamond High School	Count	2	0	5	4	11
		% within Select your school:	18.2%	0.0%	45.5%	36.4%	100.0%
	Early Childhood Education	Count	0	1	0	0	1
		% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
	Foothill Elementary	Count	2	2	3	2	9
		% within Select your school:	22.2%	22.2%	33.3%	22.2%	100.0%
	Heights Elementary	Count	1	2	4	3	10
		% within Select your school:	10.0%	20.0%	40.0%	30.0%	100.0%
	Highlands Elementary	Count	3	7	6	1	17
		% within Select your school:	17.6%	41.2%	35.3%	5.9%	100.0%
	Hillview Junior High	Count	1	3	12	3	19
		% within Select your school:	5.3%	15.8%	63.2%	15.8%	100.0%
	Los Medranos Elementary	Count	2	2	8	4	16
		% within Select your school:	12.5%	12.5%	50.0%	25.0%	100.0%
	Marina Vista Elementary	Count	1	3	10	4	18
		% within Select your school:	5.6%	16.7%	55.6%	22.2%	100.0%
	Martin Luther King, Jr. Junior High	Count	1	4	12	6	23
		% within Select your school:	4.3%	17.4%	52.2%	26.1%	100.0%
	Parkside Elementary	Count	2	5	3	5	15
		% within Select your school:	13.3%	33.3%	20.0%	33.3%	100.0%
Pittsburg Adult Education Center	Count	0	2	2	1	5	
	% within Select your school:	0.0%	40.0%	40.0%	20.0%	100.0%	
Pittsburg High School	Count	3	26	37	10	76	
	% within Select your school:	3.9%	34.2%	48.7%	13.2%	100.0%	
Rancho Medanos Junior High	Count	2	7	13	4	26	
	% within Select your school:	7.7%	26.9%	50.0%	15.4%	100.0%	
Stoneman Elementary	Count	1	2	0	2	5	
	% within Select your school:	20.0%	40.0%	0.0%	40.0%	100.0%	
Willow Cove Elementary	Count	5	2	8	3	18	
	% within Select your school:	27.8%	11.1%	44.4%	16.7%	100.0%	
Total	Count	26	68	123	52	269	
	% within Select your school:	9.7%	25.3%	45.7%	19.3%	100.0%	

Faculty Survey Crosstabs by Position

Pittsburgh Unified School District

1. Our school provides quality services to students with disabilities. * Please indicate your position:												
		Please indicate your position:									Total	
		Administr ator	Counsel or	Diagnostici an/LSSP	General Education Teacher	Paraprofes sional	Related Service	Special Education Departme nt Lead	Special Education Teacher	Speech/Lang uage Pathologist		
1. Our school provides quality services to students with disabilities.	Strongly Agree	Count	4	2	1	31	7	1	0	5	2	53
		% within Please indicate your position:	18.2%	25.0%	25.0%	18.3%	46.7%	10.0%	0.0%	17.9%	16.7%	19.7%
	Agree	Count	13	5	2	89	5	6	0	16	6	142
		% within Please indicate your position:	59.1%	62.5%	50.0%	52.7%	33.3%	60.0%	0.0%	57.1%	50.0%	52.8%
	Disagree	Count	3	1	1	39	2	3	1	6	4	60
		% within Please indicate your position:	13.6%	12.5%	25.0%	23.1%	13.3%	30.0%	100.0%	21.4%	33.3%	22.3%
	Strongly Disagree	Count	2	0	0	10	1	0	0	1	0	14
		% within Please indicate your position:	9.1%	0.0%	0.0%	5.9%	6.7%	0.0%	0.0%	3.6%	0.0%	5.2%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

2. Students with disabilities are considered full members of our student body. * Please indicate your position:												
		Please indicate your position:									Total	
		Administr ator	Counsel or	Diagnostici an/LSSP	General Education Teacher	Paraprofes sional	Related Service	Special Education Departme nt Lead	Special Education Teacher	Speech/Lang uage Pathologis t		
2. Students with disabilities are considered full members of our student body.	Strongly Agree	Count	9	3	1	72	7	2	1	10	3	108
		% within Please indicate your position:	40.9%	37.5%	25.0%	42.6%	46.7%	20.0%	100.0%	35.7%	25.0%	40.1%
	Agree	Count	8	4	2	83	6	4	0	11	7	125
		% within Please indicate your position:	36.4%	50.0%	50.0%	49.1%	40.0%	40.0%	0.0%	39.3%	58.3%	46.5%
	Disagree	Count	3	1	0	10	2	3	0	4	2	25
		% within Please indicate your position:	13.6%	12.5%	0.0%	5.9%	13.3%	30.0%	0.0%	14.3%	16.7%	9.3%
	Strongly Disagree	Count	2	0	1	4	0	1	0	3	0	11
		% within Please indicate your position:	9.1%	0.0%	25.0%	2.4%	0.0%	10.0%	0.0%	10.7%	0.0%	4.1%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

3. The total faculty feels a strong sense of responsibility for all students, including students with disabilities. * Please indicate your position:

		Please indicate your position:									Total	
		Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist		
3. The total faculty feels a strong sense of responsibility for all students, including students with disabilities.	Strongly Agree	Count	4	2	0	59	6	0	1	6	1	79
		% within Please indicate your position:	18.2%	25.0%	0.0%	34.9%	40.0%	0.0%	100.0%	21.4%	8.3%	29.4%
	Agree	Count	15	6	1	76	4	6	0	8	8	124
		% within Please indicate your position:	68.2%	75.0%	25.0%	45.0%	26.7%	60.0%	0.0%	28.6%	66.7%	46.1%
	Disagree	Count	2	0	3	28	5	2	0	10	1	51
		% within Please indicate your position:	9.1%	0.0%	75.0%	16.6%	33.3%	20.0%	0.0%	35.7%	8.3%	19.0%
	Strongly Disagree	Count	1	0	0	6	0	2	0	4	2	15
		% within Please indicate your position:	4.5%	0.0%	0.0%	3.6%	0.0%	20.0%	0.0%	14.3%	16.7%	5.6%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

4. Special education services on our campus offer an array of options that are effective in supporting the success of students with disabilities. * Please indicate your position:

		Please indicate your position:									Total	
		Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist		
4. Special education services on our campus offer an array of options that are effective in supporting the success of students with disabilities.	Strongly Agree	Count	2	2	0	35	5	0	0	4	0	48
		% within Please indicate your position:	9.1%	25.0%	0.0%	20.7%	33.3%	0.0%	0.0%	14.3%	0.0%	17.8%
	Agree	Count	14	5	1	70	6	8	1	13	6	124
		% within Please indicate your position:	63.6%	62.5%	25.0%	41.4%	40.0%	80.0%	100.0%	46.4%	50.0%	46.1%
	Disagree	Count	3	0	3	41	4	1	0	9	5	66
		% within Please indicate your position:	13.6%	0.0%	75.0%	24.3%	26.7%	10.0%	0.0%	32.1%	41.7%	24.5%
	Strongly Disagree	Count	3	1	0	23	0	1	0	2	1	31
		% within Please indicate your position:	13.6%	12.5%	0.0%	13.6%	0.0%	10.0%	0.0%	7.1%	8.3%	11.5%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix E: Faculty Survey Data

5. Each student with disabilities participates in the general education curriculum. * Please indicate your position:

			Please indicate your position:									Total
			Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist	
5. Each student with disabilities participates in the general education curriculum.	Strongly Agree	Count	2	2	0	33	6	0	1	6	3	53
		% within Please indicate your position:	9.1%	25.0%	0.0%	19.5%	40.0%	0.0%	100.0%	21.4%	25.0%	19.7%
	Agree	Count	14	3	1	99	6	6	0	17	5	151
		% within Please indicate your position:	63.6%	37.5%	25.0%	58.6%	40.0%	60.0%	0.0%	60.7%	41.7%	56.1%
	Disagree	Count	4	3	3	32	3	4	0	4	4	57
		% within Please indicate your position:	18.2%	37.5%	75.0%	18.9%	20.0%	40.0%	0.0%	14.3%	33.3%	21.2%
	Strongly Disagree	Count	2	0	0	5	0	0	0	1	0	8
		% within Please indicate your position:	9.1%	0.0%	0.0%	3.0%	0.0%	0.0%	0.0%	3.6%	0.0%	3.0%
Total	Count	22	8	4	169	15	10	1	28	12	269	
	% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

6. The IEPs for each student with disabilities are aligned with the general education curriculum. * Please indicate your position:

			Please indicate your position:									Total
			Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist	
6. The IEPs for each student with disabilities are aligned with the general education curriculum.	Strongly Agree	Count	2	1	0	31	3	1	1	9	4	52
		% within Please indicate your position:	9.1%	12.5%	0.0%	18.3%	20.0%	10.0%	100.0%	32.1%	33.3%	19.3%
	Agree	Count	14	7	3	101	8	7	0	12	8	160
		% within Please indicate your position:	63.6%	87.5%	75.0%	59.8%	53.3%	70.0%	0.0%	42.9%	66.7%	59.5%
	Disagree	Count	5	0	0	27	3	1	0	6	0	42
		% within Please indicate your position:	22.7%	0.0%	0.0%	16.0%	20.0%	10.0%	0.0%	21.4%	0.0%	15.6%
	Strongly Disagree	Count	1	0	1	10	1	1	0	1	0	15
		% within Please indicate your position:	4.5%	0.0%	25.0%	5.9%	6.7%	10.0%	0.0%	3.6%	0.0%	5.6%
Total	Count	22	8	4	169	15	10	1	28	12	269	
	% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

7. The progress of students with disabilities in achieving their IEP goals is documented and this data is used to determine future goals. *
Please indicate your position:

		Please indicate your position:									Total	
		Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist		
7. The progress of students with disabilities in achieving their IEP goals is documented and this data is used to determine future goals.	Strongly Agree	Count	2	2	0	42	4	2	1	8	2	63
		% within Please indicate your position:	9.1%	25.0%	0.0%	24.9%	26.7%	20.0%	100.0%	28.6%	16.7%	23.4%
	Agree	Count	15	5	3	97	9	7	0	14	10	160
		% within Please indicate your position:	68.2%	62.5%	75.0%	57.4%	60.0%	70.0%	0.0%	50.0%	83.3%	59.5%
	Disagree	Count	3	1	0	22	1	0	0	3	0	30
		% within Please indicate your position:	13.6%	12.5%	0.0%	13.0%	6.7%	0.0%	0.0%	10.7%	0.0%	11.2%
	Strongly Disagree	Count	2	0	1	8	1	1	0	3	0	16
		% within Please indicate your position:	9.1%	0.0%	25.0%	4.7%	6.7%	10.0%	0.0%	10.7%	0.0%	5.9%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

8. I am knowledgeable of the contents of each student's IEP for which I am responsible. * Please indicate your position:

		Please indicate your position:									Total	
		Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist		
8. I am knowledgeable of the contents of each student's IEP for which I am responsible.	Strongly Agree	Count	1	0	0	43	3	2	1	16	9	75
		% within Please indicate your position:	4.5%	0.0%	0.0%	25.4%	20.0%	20.0%	100.0%	57.1%	75.0%	27.9%
	Agree	Count	15	3	4	85	9	3	0	11	3	133
		% within Please indicate your position:	68.2%	37.5%	100.0%	50.3%	60.0%	30.0%	0.0%	39.3%	25.0%	49.4%
	Disagree	Count	6	4	0	30	2	4	0	1	0	47
		% within Please indicate your position:	27.3%	50.0%	0.0%	17.8%	13.3%	40.0%	0.0%	3.6%	0.0%	17.5%
	Strongly Disagree	Count	0	1	0	11	1	1	0	0	0	14
		% within Please indicate your position:	0.0%	12.5%	0.0%	6.5%	6.7%	10.0%	0.0%	0.0%	0.0%	5.2%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

9. It is the responsibility of all educators to use instructional accommodations for any student who will be more successful in school because of these accommodations. * Please indicate your position:

		Please indicate your position:									Total	
		Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist		
9. It is the responsibility of all educators to use instructional accommodations for any student who will be more successful in school because of these accommodations.	Strongly Agree	Count	13	6	4	73	8	6	1	17	7	135
		% within Please indicate your position:	59.1%	75.0%	100.0%	43.2%	53.3%	60.0%	100.0%	60.7%	58.3%	50.2%
	Agree	Count	9	2	0	90	7	4	0	11	5	128
		% within Please indicate your position:	40.9%	25.0%	0.0%	53.3%	46.7%	40.0%	0.0%	39.3%	41.7%	47.6%
	Disagree	Count	0	0	0	2	0	0	0	0	0	2
		% within Please indicate your position:	0.0%	0.0%	0.0%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%
	Strongly Disagree	Count	0	0	0	4	0	0	0	0	0	4
		% within Please indicate your position:	0.0%	0.0%	0.0%	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%
Total	Count	22	8	4	169	15	10	1	28	12	269	
	% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

10. I use instructional accommodations for any student who needs them. * Please indicate your position:

		Please indicate your position:									Total	
		Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist		
10. I use instructional accommodations for any student who needs them.	Strongly Agree	Count	8	2	4	74	7	5	1	20	7	128
		% within Please indicate your position:	36.4%	25.0%	100.0%	43.8%	46.7%	50.0%	100.0%	71.4%	58.3%	47.6%
	Agree	Count	12	6	0	84	8	5	0	8	5	128
		% within Please indicate your position:	54.5%	75.0%	0.0%	49.7%	53.3%	50.0%	0.0%	28.6%	41.7%	47.6%
	Disagree	Count	2	0	0	8	0	0	0	0	0	10
		% within Please indicate your position:	9.1%	0.0%	0.0%	4.7%	0.0%	0.0%	0.0%	0.0%	0.0%	3.7%
	Strongly Disagree	Count	0	0	0	3	0	0	0	0	0	3
		% within Please indicate your position:	0.0%	0.0%	0.0%	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%
Total	Count	22	8	4	169	15	10	1	28	12	269	
	% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Appendix E: Faculty Survey Data

11. It is the responsibility of all educators to modify instruction (change what is taught as appropriate for any student with disabilities who requires them as stated in the Individualized Education Program (IEP). * Please indicate your position:

		Please indicate your position:									Total	
		Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist		
11. It is the responsibility of all educators to modify instruction (change what is taught as appropriate for any student with disabilities who requires them as stated in the Individualized Education Program (IEP).	Strongly Agree	Count	12	6	4	81	8	6	0	19	11	147
		% within Please indicate your position:	54.5%	75.0%	100.0%	47.9%	53.3%	60.0%	0.0%	67.9%	91.7%	54.6%
	Agree	Count	9	2	0	81	7	4	1	9	1	114
		% within Please indicate your position:	40.9%	25.0%	0.0%	47.9%	46.7%	40.0%	100.0%	32.1%	8.3%	42.4%
	Disagree	Count	0	0	0	4	0	0	0	0	0	4
		% within Please indicate your position:	0.0%	0.0%	0.0%	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%
	Strongly Disagree	Count	1	0	0	3	0	0	0	0	0	4
		% within Please indicate your position:	4.5%	0.0%	0.0%	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

12. I modify instruction for students with disabilities as specified in the IEP. * Please indicate your position:

		Please indicate your position:									Total	
		Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist		
12. I modify instruction for students with disabilities as specified in the IEP.	Strongly Agree	Count	8	2	4	70	6	4	0	24	11	129
		% within Please indicate your position:	36.4%	25.0%	100.0%	41.4%	40.0%	40.0%	0.0%	85.7%	91.7%	48.0%
	Agree	Count	13	4	0	89	8	5	1	4	1	125
		% within Please indicate your position:	59.1%	50.0%	0.0%	52.7%	53.3%	50.0%	100.0%	14.3%	8.3%	46.5%
	Disagree	Count	1	1	0	7	1	1	0	0	0	11
		% within Please indicate your position:	4.5%	12.5%	0.0%	4.1%	6.7%	10.0%	0.0%	0.0%	0.0%	4.1%
	Strongly Disagree	Count	0	1	0	3	0	0	0	0	0	4
		% within Please indicate your position:	0.0%	12.5%	0.0%	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

13. It is fair to modify grades for students with disabilities as specified in their IEP. * Please indicate your position:

			Please indicate your position:									Total
			Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist	
13. It is fair to modify grades for students with disabilities as specified in their IEP.	Strongly Agree	Count	6	3	3	49	6	1	1	18	6	93
		% within Please indicate your position:	27.3%	37.5%	75.0%	29.0%	40.0%	10.0%	100.0%	64.3%	50.0%	34.6%
	Agree	Count	14	5	1	87	6	4	0	8	6	131
		% within Please indicate your position:	63.6%	62.5%	25.0%	51.5%	40.0%	40.0%	0.0%	28.6%	50.0%	48.7%
	Disagree	Count	1	0	0	25	3	4	0	1	0	34
		% within Please indicate your position:	4.5%	0.0%	0.0%	14.8%	20.0%	40.0%	0.0%	3.6%	0.0%	12.6%
	Strongly Disagree	Count	1	0	0	8	0	1	0	1	0	11
		% within Please indicate your position:	4.5%	0.0%	0.0%	4.7%	0.0%	10.0%	0.0%	3.6%	0.0%	4.1%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

14. I modify grades for students with disabilities as specified in their IEP. * Please indicate your position:

			Please indicate your position:									Total
			Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist	
14. I modify grades for students with disabilities as specified in their IEP.	Strongly Agree	Count	5	2	3	46	6	1	1	18	5	87
		% within Please indicate your position:	22.7%	25.0%	75.0%	27.2%	40.0%	10.0%	100.0%	64.3%	41.7%	32.3%
	Agree	Count	14	4	0	100	6	4	0	7	6	141
		% within Please indicate your position:	63.6%	50.0%	0.0%	59.2%	40.0%	40.0%	0.0%	25.0%	50.0%	52.4%
	Disagree	Count	2	1	0	18	3	4	0	2	1	31
		% within Please indicate your position:	9.1%	12.5%	0.0%	10.7%	20.0%	40.0%	0.0%	7.1%	8.3%	11.5%
	Strongly Disagree	Count	1	1	1	5	0	1	0	1	0	10
		% within Please indicate your position:	4.5%	12.5%	25.0%	3.0%	0.0%	10.0%	0.0%	3.6%	0.0%	3.7%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix E: Faculty Survey Data

15. My district provides adequate resources (materials, technology, etc.) to enable me to meet the diverse needs on the campus. * Please indicate your position:

		Please indicate your position:									Total	
		Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist		
15. My district provides adequate resources (materials, technology, etc.) to enable me to meet the diverse needs on the campus.	Strongly Agree	Count	1	2	0	19	2	0	0	2	0	26
		% within Please indicate your position:	4.5%	25.0%	0.0%	11.2%	13.3%	0.0%	0.0%	7.1%	0.0%	9.7%
	Agree	Count	12	5	1	55	3	5	0	5	5	91
		% within Please indicate your position:	54.5%	62.5%	25.0%	32.5%	20.0%	50.0%	0.0%	17.9%	41.7%	33.8%
	Disagree	Count	8	1	0	48	9	3	0	15	6	90
		% within Please indicate your position:	36.4%	12.5%	0.0%	28.4%	60.0%	30.0%	0.0%	53.6%	50.0%	33.5%
	Strongly Disagree	Count	1	0	3	47	1	2	1	6	1	62
		% within Please indicate your position:	4.5%	0.0%	75.0%	27.8%	6.7%	20.0%	100.0%	21.4%	8.3%	23.0%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

16. General and special education teachers collaborate effectively to plan and deliver instruction for students with disabilities. * Please indicate your position:

		Please indicate your position:									Total	
		Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist		
16. General and special education teachers collaborate effectively to plan and deliver instruction for students with disabilities.	Strongly Agree	Count	1	0	0	26	5	1	0	1	1	35
		% within Please indicate your position:	4.5%	0.0%	0.0%	15.4%	33.3%	10.0%	0.0%	3.6%	8.3%	13.0%
	Agree	Count	13	3	1	66	4	4	1	13	4	109
		% within Please indicate your position:	59.1%	37.5%	25.0%	39.1%	26.7%	40.0%	100.0%	46.4%	33.3%	40.5%
	Disagree	Count	5	5	1	48	6	4	0	10	7	86
		% within Please indicate your position:	22.7%	62.5%	25.0%	28.4%	40.0%	40.0%	0.0%	35.7%	58.3%	32.0%
	Strongly Disagree	Count	3	0	2	29	0	1	0	4	0	39
		% within Please indicate your position:	13.6%	0.0%	50.0%	17.2%	0.0%	10.0%	0.0%	14.3%	0.0%	14.5%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

17. Parents of students with disabilities are viewed as equal partners with the district in the education of students with disabilities. *
Please indicate your position:

		Please indicate your position:									Total	
		Administr ator	Counsel or	Diagnostici an/LSSP	General Education Teacher	Paraprofes sional	Related Service	Special Education Departme nt Lead	Special Education Teacher	Speech/La nguage Pathologis t		
17. Parents of students with disabilities are viewed as equal partners with the district in the education of students with disabilities.	Strongly Agree	Count	6	3	0	51	5	1	0	6	5	77
		% within Please indicate your position:	27.3%	37.5%	0.0%	30.2%	33.3%	10.0%	0.0%	21.4%	41.7%	28.6%
	Agree	Count	13	5	4	91	6	8	1	15	6	149
		% within Please indicate your position:	59.1%	62.5%	100.0%	53.8%	40.0%	80.0%	100.0%	53.6%	50.0%	55.4%
	Disagree	Count	3	0	0	20	4	1	0	3	1	32
		% within Please indicate your position:	13.6%	0.0%	0.0%	11.8%	26.7%	10.0%	0.0%	10.7%	8.3%	11.9%
	Strongly Disagree	Count	0	0	0	7	0	0	0	4	0	11
		% within Please indicate your position:	0.0%	0.0%	0.0%	4.1%	0.0%	0.0%	0.0%	14.3%	0.0%	4.1%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

18. Parents of students with disabilities are welcome members of the IEP team in our school. * Please indicate your position:

		Please indicate your position:									Total	
		Administr ator	Counsel or	Diagnostici an/LSSP	General Education Teacher	Paraprofes sional	Related Service	Special Education Departme nt Lead	Special Education Teacher	Speech/La nguage Pathologis t		
18. Parents of students with disabilities are welcome members of the IEP team in our school.	Strongly Agree	Count	11	4	3	69	5	3	1	14	9	119
		% within Please indicate your position:	50.0%	50.0%	75.0%	40.8%	33.3%	30.0%	100.0%	50.0%	75.0%	44.2%
	Agree	Count	10	4	1	90	9	6	0	11	3	134
		% within Please indicate your position:	45.5%	50.0%	25.0%	53.3%	60.0%	60.0%	0.0%	39.3%	25.0%	49.8%
	Disagree	Count	1	0	0	5	1	0	0	2	0	9
		% within Please indicate your position:	4.5%	0.0%	0.0%	3.0%	6.7%	0.0%	0.0%	7.1%	0.0%	3.3%
	Strongly Disagree	Count	0	0	0	5	0	1	0	1	0	7
		% within Please indicate your position:	0.0%	0.0%	0.0%	3.0%	0.0%	10.0%	0.0%	3.6%	0.0%	2.6%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

19. In general, I would characterize the relationship between schools and parents of students with disabilities as positive. * Please indicate your position:

			Please indicate your position:									Total
			Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist	
19. In general, I would characterize the relationship between schools and parents of students with disabilities as positive.	Strongly Agree	Count	4	1	0	40	3	1	0	6	2	57
		% within Please indicate your position:	18.2%	12.5%	0.0%	23.7%	20.0%	10.0%	0.0%	21.4%	16.7%	21.2%
	Agree	Count	17	6	4	109	9	5	1	18	10	179
		% within Please indicate your position:	77.3%	75.0%	100.0%	64.5%	60.0%	50.0%	100.0%	64.3%	83.3%	66.5%
	Disagree	Count	1	1	0	14	3	4	0	2	0	25
		% within Please indicate your position:	4.5%	12.5%	0.0%	8.3%	20.0%	40.0%	0.0%	7.1%	0.0%	9.3%
	Strongly Disagree	Count	0	0	0	6	0	0	0	2	0	8
		% within Please indicate your position:	0.0%	0.0%	0.0%	3.6%	0.0%	0.0%	0.0%	7.1%	0.0%	3.0%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

20. Students with disabilities receive services on the basis of their instructional needs rather than on the basis of their "label." * Please indicate your position:

			Please indicate your position:									Total
			Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist	
20. Students with disabilities receive services on the basis of their instructional needs rather than on the basis of their "label."	Strongly Agree	Count	4	1	2	37	6	0	1	8	1	60
		% within Please indicate your position:	18.2%	12.5%	50.0%	21.9%	40.0%	0.0%	100.0%	28.6%	8.3%	22.3%
	Agree	Count	13	7	1	101	7	8	0	14	9	160
		% within Please indicate your position:	59.1%	87.5%	25.0%	59.8%	46.7%	80.0%	0.0%	50.0%	75.0%	59.5%
	Disagree	Count	5	0	1	21	2	1	0	3	2	35
		% within Please indicate your position:	22.7%	0.0%	25.0%	12.4%	13.3%	10.0%	0.0%	10.7%	16.7%	13.0%
	Strongly Disagree	Count	0	0	0	10	0	1	0	3	0	14
		% within Please indicate your position:	0.0%	0.0%	0.0%	5.9%	0.0%	10.0%	0.0%	10.7%	0.0%	5.2%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

21. Services for students with disabilities are consistent from one campus to another. * Please indicate your position:

			Please indicate your position:									Total
			Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist	
21. Services for students with disabilities are consistent from one campus to another.	Strongly Agree	Count	1	1	0	10	3	0	0	3	0	18
		% within Please indicate your position:	4.5%	12.5%	0.0%	5.9%	20.0%	0.0%	0.0%	10.7%	0.0%	6.7%
	Agree	Count	8	5	0	64	5	2	0	5	1	90
		% within Please indicate your position:	36.4%	62.5%	0.0%	37.9%	33.3%	20.0%	0.0%	17.9%	8.3%	33.5%
	Disagree	Count	10	1	1	71	6	6	1	10	8	114
		% within Please indicate your position:	45.5%	12.5%	25.0%	42.0%	40.0%	60.0%	100.0%	35.7%	66.7%	42.4%
	Strongly Disagree	Count	3	1	3	24	1	2	0	10	3	47
		% within Please indicate your position:	13.6%	12.5%	75.0%	14.2%	6.7%	20.0%	0.0%	35.7%	25.0%	17.5%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

22. Within the past three years, special education personnel spend more time in the general education classroom providing support for students with disabilities. * Please indicate your position:

			Please indicate your position:									Total
			Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist	
22. Within the past three years, special education personnel spend more time in the general education classroom providing support for students with disabilities.	Strongly Agree	Count	2	0	0	15	2	0	1	2	0	22
		% within Please indicate your position:	9.1%	0.0%	0.0%	8.9%	13.3%	0.0%	100.0%	7.1%	0.0%	8.2%
	Agree	Count	10	3	2	63	5	3	0	11	7	104
		% within Please indicate your position:	45.5%	37.5%	50.0%	37.3%	33.3%	30.0%	0.0%	39.3%	58.3%	38.7%
	Disagree	Count	9	4	0	57	7	5	0	10	4	96
		% within Please indicate your position:	40.9%	50.0%	0.0%	33.7%	46.7%	50.0%	0.0%	35.7%	33.3%	35.7%
	Strongly Disagree	Count	1	1	2	34	1	2	0	5	1	47
		% within Please indicate your position:	4.5%	12.5%	50.0%	20.1%	6.7%	20.0%	0.0%	17.9%	8.3%	17.5%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix E: Faculty Survey Data

23. General education teachers on our campus are skilled in strategies for addressing the needs of diverse students. * Please indicate your position:

		Please indicate your position:									Total	
		Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist		
23. General education teachers on our campus are skilled in strategies for addressing the needs of diverse students.	Strongly Agree	Count	1	0	0	25	2	0	0	3	1	32
		% within Please indicate your position:	4.5%	0.0%	0.0%	14.8%	13.3%	0.0%	0.0%	10.7%	8.3%	11.9%
	Agree	Count	10	6	0	76	9	7	0	7	4	119
		% within Please indicate your position:	45.5%	75.0%	0.0%	45.0%	60.0%	70.0%	0.0%	25.0%	33.3%	44.2%
	Disagree	Count	10	2	4	52	4	1	1	9	6	89
		% within Please indicate your position:	45.5%	25.0%	100.0%	30.8%	26.7%	10.0%	100.0%	32.1%	50.0%	33.1%
	Strongly Disagree	Count	1	0	0	16	0	2	0	9	1	29
		% within Please indicate your position:	4.5%	0.0%	0.0%	9.5%	0.0%	20.0%	0.0%	32.1%	8.3%	10.8%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

24. Special education teachers are viewed as faculty members of equal status with their general education teachers. * Please indicate your position:

		Please indicate your position:									Total	
		Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist		
24. Special education teachers are viewed as faculty members of equal status with their general education teachers.	Strongly Agree	Count	11	4	0	76	4	1	1	7	1	105
		% within Please indicate your position:	50.0%	50.0%	0.0%	45.0%	26.7%	10.0%	100.0%	25.0%	8.3%	39.0%
	Agree	Count	10	3	3	84	9	7	0	10	8	134
		% within Please indicate your position:	45.5%	37.5%	75.0%	49.7%	60.0%	70.0%	0.0%	35.7%	66.7%	49.8%
	Disagree	Count	1	1	1	6	2	2	0	8	2	23
		% within Please indicate your position:	4.5%	12.5%	25.0%	3.6%	13.3%	20.0%	0.0%	28.6%	16.7%	8.6%
	Strongly Disagree	Count	0	0	0	3	0	0	0	3	1	7
		% within Please indicate your position:	0.0%	0.0%	0.0%	1.8%	0.0%	0.0%	0.0%	10.7%	8.3%	2.6%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix E: Faculty Survey Data

25. I think that children benefit socially when special education students and general education students learn in the same classroom. * Please indicate your position:

		Please indicate your position:									Total	
		Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist		
25. I think that children benefit socially when special education students and general education students learn in the same classroom.	Strongly Agree	Count	10	1	3	58	7	3	1	17	3	103
		% within Please indicate your position:	45.5%	12.5%	75.0%	34.3%	46.7%	30.0%	100.0%	60.7%	25.0%	38.3%
	Agree	Count	12	7	1	98	5	3	0	10	9	145
		% within Please indicate your position:	54.5%	87.5%	25.0%	58.0%	33.3%	30.0%	0.0%	35.7%	75.0%	53.9%
	Disagree	Count	0	0	0	10	3	4	0	1	0	18
		% within Please indicate your position:	0.0%	0.0%	0.0%	5.9%	20.0%	40.0%	0.0%	3.6%	0.0%	6.7%
	Strongly Disagree	Count	0	0	0	3	0	0	0	0	0	3
		% within Please indicate your position:	0.0%	0.0%	0.0%	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

26. I think that students benefit academically when special education students and general education students learn in the same classroom. * Please indicate your position:

		Please indicate your position:									Total	
		Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist		
26. I think that students benefit academically when special education students and general education students learn in the same classroom.	Strongly Agree	Count	9	0	2	46	5	3	1	14	1	81
		% within Please indicate your position:	40.9%	0.0%	50.0%	27.2%	33.3%	30.0%	100.0%	50.0%	8.3%	30.1%
	Agree	Count	12	4	2	65	5	4	0	10	7	109
		% within Please indicate your position:	54.5%	50.0%	50.0%	38.5%	33.3%	40.0%	0.0%	35.7%	58.3%	40.5%
	Disagree	Count	1	3	0	49	4	3	0	4	4	68
		% within Please indicate your position:	4.5%	37.5%	0.0%	29.0%	26.7%	30.0%	0.0%	14.3%	33.3%	25.3%
	Strongly Disagree	Count	0	1	0	9	1	0	0	0	0	11
		% within Please indicate your position:	0.0%	12.5%	0.0%	5.3%	6.7%	0.0%	0.0%	0.0%	0.0%	4.1%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix E: Faculty Survey Data

27. I do not think that the education of general education students suffers when special education students are educated in the same classroom. * Please indicate your position:

		Please indicate your position:									Total	
		Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist		
27. I do not think that the education of general education students suffers when special education students are educated in the same classroom.	Strongly Agree	Count	7	1	1	37	5	2	1	14	0	68
		% within Please indicate your position:	31.8%	12.5%	25.0%	21.9%	33.3%	20.0%	100.0%	50.0%	0.0%	25.3%
	Agree	Count	14	6	2	73	5	6	0	10	5	121
		% within Please indicate your position:	63.6%	75.0%	50.0%	43.2%	33.3%	60.0%	0.0%	35.7%	41.7%	45.0%
	Disagree	Count	1	1	1	50	4	2	0	4	7	70
		% within Please indicate your position:	4.5%	12.5%	25.0%	29.6%	26.7%	20.0%	0.0%	14.3%	58.3%	26.0%
	Strongly Disagree	Count	0	0	0	9	1	0	0	0	0	10
		% within Please indicate your position:	0.0%	0.0%	0.0%	5.3%	6.7%	0.0%	0.0%	0.0%	0.0%	3.7%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

28. I have participated in professional development sessions that enhanced my skills in instructional strategies for diverse learners. * Please indicate your position:

		Please indicate your position:									Total	
		Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist		
28. I have participated in professional development sessions that enhanced my skills in instructional strategies for diverse learners.	Strongly Agree	Count	6	0	0	40	2	4	0	11	1	64
		% within Please indicate your position:	27.3%	0.0%	0.0%	23.7%	13.3%	40.0%	0.0%	39.3%	8.3%	23.8%
	Agree	Count	14	1	2	81	7	4	1	15	10	135
		% within Please indicate your position:	63.6%	12.5%	50.0%	47.9%	46.7%	40.0%	100.0%	53.6%	83.3%	50.2%
	Disagree	Count	1	5	1	37	6	2	0	2	1	55
		% within Please indicate your position:	4.5%	62.5%	25.0%	21.9%	40.0%	20.0%	0.0%	7.1%	8.3%	20.4%
	Strongly Disagree	Count	1	2	1	11	0	0	0	0	0	15
		% within Please indicate your position:	4.5%	25.0%	25.0%	6.5%	0.0%	0.0%	0.0%	0.0%	0.0%	5.6%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

29. I have participated in staff development sessions that enhanced my skills in the implementation of effective services for students with disabilities. * Please indicate your position:

		Please indicate your position:									Total	
		Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist		
29. I have participated in staff development sessions that enhanced my skills in the implementation of effective services for students with disabilities.	Strongly Agree	Count	7	0	0	25	3	2	0	7	1	45
		% within Please indicate your position:	31.8%	0.0%	0.0%	14.8%	20.0%	20.0%	0.0%	25.0%	8.3%	16.7%
	Agree	Count	11	1	2	61	5	6	1	12	9	108
		% within Please indicate your position:	50.0%	12.5%	50.0%	36.1%	33.3%	60.0%	100.0%	42.9%	75.0%	40.1%
	Disagree	Count	3	5	1	66	7	2	0	7	2	93
		% within Please indicate your position:	13.6%	62.5%	25.0%	39.1%	46.7%	20.0%	0.0%	25.0%	16.7%	34.6%
	Strongly Disagree	Count	1	2	1	17	0	0	0	2	0	23
		% within Please indicate your position:	4.5%	25.0%	25.0%	10.1%	0.0%	0.0%	0.0%	7.1%	0.0%	8.6%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

30. I feel supported in my efforts to serve students with disabilities by my principal. * Please indicate your position:

		Please indicate your position:									Total	
		Administrator	Counselor	Diagnostician/LSSP	General Education Teacher	Paraprofessional	Related Service	Special Education Department Lead	Special Education Teacher	Speech/Language Pathologist		
30. I feel supported in my efforts to serve students with disabilities by my principal.	Strongly Agree	Count	7	0	1	39	7	2	0	13	4	73
		% within Please indicate your position:	31.8%	0.0%	25.0%	23.1%	46.7%	20.0%	0.0%	46.4%	33.3%	27.1%
	Agree	Count	14	7	2	82	4	5	1	13	6	134
		% within Please indicate your position:	63.6%	87.5%	50.0%	48.5%	26.7%	50.0%	100.0%	46.4%	50.0%	49.8%
	Disagree	Count	1	1	0	37	3	3	0	1	1	47
		% within Please indicate your position:	4.5%	12.5%	0.0%	21.9%	20.0%	30.0%	0.0%	3.6%	8.3%	17.5%
	Strongly Disagree	Count	0	0	1	11	1	0	0	1	1	15
		% within Please indicate your position:	0.0%	0.0%	25.0%	6.5%	6.7%	0.0%	0.0%	3.6%	8.3%	5.6%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

31. I feel supported in my efforts to serve students with disabilities by the central office staff. * Please indicate your position:

		Please indicate your position:									Total	
		Administr ator	Counsel or	Diagnostici an/LSSP	General Education Teacher	Paraprofes sional	Related Service	Special Education Departme nt Lead	Special Education Teacher	Speech/La nguage Pathologis t		
31. I feel supported in my efforts to serve students with disabilities by the central office staff.	Strongly Agree	Count	4	0	1	31	8	2	0	5	1	52
		% within Please indicate your position:	18.2%	0.0%	25.0%	18.3%	53.3%	20.0%	0.0%	17.9%	8.3%	19.3 %
	Agree	Count	12	6	1	78	2	5	1	9	9	123
		% within Please indicate your position:	54.5%	75.0%	25.0%	46.2%	13.3%	50.0%	100.0%	32.1%	75.0%	45.7 %
	Disagree	Count	5	2	1	45	3	1	0	9	2	68
		% within Please indicate your position:	22.7%	25.0%	25.0%	26.6%	20.0%	10.0%	0.0%	32.1%	16.7%	25.3 %
	Strongly Disagree	Count	1	0	1	15	2	2	0	5	0	26
		% within Please indicate your position:	4.5%	0.0%	25.0%	8.9%	13.3%	20.0%	0.0%	17.9%	0.0%	9.7%
	Total	Count	22	8	4	169	15	10	1	28	12	269
		% within Please indicate your position:	100.0%	100.0 %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Faculty Survey Crosstabs by Level

Pittsburgh Unified School District

1. Our school provides quality services to students with disabilities. * What level do you teach?

		What level do you teach?					Total	
		Early Childhood	Elementary	High School	Intermediate	Middle School		
1. Our school provides quality services to students with disabilities.	Strongly Agree	Count	0	23	17	0	13	53
		% within What level do you teach?	0.0%	21.9%	18.9%	0.0%	20.0%	19.7%
	Agree	Count	4	48	55	3	32	142
		% within What level do you teach?	80.0%	45.7%	61.1%	75.0%	49.2%	52.8%
	Disagree	Count	1	27	13	1	18	60
		% within What level do you teach?	20.0%	25.7%	14.4%	25.0%	27.7%	22.3%
	Strongly Disagree	Count	0	7	5	0	2	14
		% within What level do you teach?	0.0%	6.7%	5.6%	0.0%	3.1%	5.2%
	Total	Count	5	105	90	4	65	269
		% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

2. Students with disabilities are considered full members of our student body. * What level do you teach?

		What level do you teach?					Total	
		Early Childhood	Elementary	High School	Intermediate	Middle School		
2. Students with disabilities are considered full members of our student body.	Strongly Agree	Count	1	47	36	0	24	108
		% within What level do you teach?	20.0%	44.8%	40.0%	0.0%	36.9%	40.1%
	Agree	Count	2	42	43	4	34	125
		% within What level do you teach?	40.0%	40.0%	47.8%	100.0%	52.3%	46.5%
	Disagree	Count	1	11	9	0	4	25
		% within What level do you teach?	20.0%	10.5%	10.0%	0.0%	6.2%	9.3%
	Strongly Disagree	Count	1	5	2	0	3	11
		% within What level do you teach?	20.0%	4.8%	2.2%	0.0%	4.6%	4.1%
	Total	Count	5	105	90	4	65	269
		% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

3. The total faculty feels a strong sense of responsibility for all students, including students with disabilities. * What level do you teach?

		What level do you teach?					Total	
		Early Childhood	Elementary	High School	Intermediate	Middle School		
3. The total faculty feels a strong sense of responsibility for all students, including students with disabilities.	Strongly Agree	Count	0	41	20	0	18	79
		% within What level do you teach?	0.0%	39.0%	22.2%	0.0%	27.7%	29.4%
	Agree	Count	1	40	47	4	32	124
		% within What level do you teach?	20.0%	38.1%	52.2%	100.0%	49.2%	46.1%
	Disagree	Count	3	16	18	0	14	51
		% within What level do you teach?	60.0%	15.2%	20.0%	0.0%	21.5%	19.0%
	Strongly Disagree	Count	1	8	5	0	1	15
		% within What level do you teach?	20.0%	7.6%	5.6%	0.0%	1.5%	5.6%
	Total	Count	5	105	90	4	65	269
		% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix E: Faculty Survey Data

4. Special education services on our campus offer an array of options that are effective in supporting the success of students with disabilities. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
4. Special education services on our campus offer an array of options that are effective in supporting the success of students with disabilities.	Strongly Agree	Count	0	18	18	0	12	48
		% within What level do you teach?	0.0%	17.1%	20.0%	0.0%	18.5%	17.8%
	Agree	Count	2	45	47	2	28	124
		% within What level do you teach?	40.0%	42.9%	52.2%	50.0%	43.1%	46.1%
	Disagree	Count	2	26	15	2	21	66
		% within What level do you teach?	40.0%	24.8%	16.7%	50.0%	32.3%	24.5%
	Strongly Disagree	Count	1	16	10	0	4	31
		% within What level do you teach?	20.0%	15.2%	11.1%	0.0%	6.2%	11.5%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

5. Each student with disabilities participates in the general education curriculum. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
5. Each student with disabilities participates in the general education curriculum.	Strongly Agree	Count	0	26	15	0	12	53
		% within What level do you teach?	0.0%	24.8%	16.7%	0.0%	18.5%	19.7%
	Agree	Count	1	65	48	3	34	151
		% within What level do you teach?	20.0%	61.9%	53.3%	75.0%	52.3%	56.1%
	Disagree	Count	3	12	24	1	17	57
		% within What level do you teach?	60.0%	11.4%	26.7%	25.0%	26.2%	21.2%
	Strongly Disagree	Count	1	2	3	0	2	8
		% within What level do you teach?	20.0%	1.9%	3.3%	0.0%	3.1%	3.0%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

6. The IEPs for each student with disabilities are aligned with the general education curriculum. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
6. The IEPs for each student with disabilities are aligned with the general education curriculum.	Strongly Agree	Count	0	28	14	0	10	52
		% within What level do you teach?	0.0%	26.7%	15.6%	0.0%	15.4%	19.3%
	Agree	Count	2	64	53	3	38	160
		% within What level do you teach?	40.0%	61.0%	58.9%	75.0%	58.5%	59.5%
	Disagree	Count	2	9	16	1	14	42
		% within What level do you teach?	40.0%	8.6%	17.8%	25.0%	21.5%	15.6%
	Strongly Disagree	Count	1	4	7	0	3	15
		% within What level do you teach?	20.0%	3.8%	7.8%	0.0%	4.6%	5.6%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Appendix E: Faculty Survey Data

7. The progress of students with disabilities in achieving their IEP goals is documented and this data is used to determine future goals. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
7. The progress of students with disabilities in achieving their IEP goals is documented and this data is used to determine future goals.	Strongly Agree	Count	1	30	15	0	17	63
		% within What level do you teach?	20.0%	28.6%	16.7%	0.0%	26.2%	23.4%
	Agree	Count	3	63	54	2	38	160
		% within What level do you teach?	60.0%	60.0%	60.0%	50.0%	58.5%	59.5%
	Disagree	Count	0	8	15	2	5	30
		% within What level do you teach?	0.0%	7.6%	16.7%	50.0%	7.7%	11.2%
	Strongly Disagree	Count	1	4	6	0	5	16
		% within What level do you teach?	20.0%	3.8%	6.7%	0.0%	7.7%	5.9%
	Total	Count	5	105	90	4	65	269
		% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

8. I am knowledgeable of the contents of each student's IEP for which I am responsible. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
8. I am knowledgeable of the contents of each student's IEP for which I am responsible.	Strongly Agree	Count	1	30	23	0	21	75
		% within What level do you teach?	20.0%	28.6%	25.6%	0.0%	32.3%	27.9%
	Agree	Count	3	55	43	1	31	133
		% within What level do you teach?	60.0%	52.4%	47.8%	25.0%	47.7%	49.4%
	Disagree	Count	1	14	19	2	11	47
		% within What level do you teach?	20.0%	13.3%	21.1%	50.0%	16.9%	17.5%
	Strongly Disagree	Count	0	6	5	1	2	14
		% within What level do you teach?	0.0%	5.7%	5.6%	25.0%	3.1%	5.2%
	Total	Count	5	105	90	4	65	269
		% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

9. It is the responsibility of all educators to use instructional accommodations for any student who will be more successful in school because of these accommodations. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
9. It is the responsibility of all educators to use instructional accommodations for any student who will be more successful in school because of these accommodations.	Strongly Agree	Count	3	52	39	0	41	135
		% within What level do you teach?	60.0%	49.5%	43.3%	0.0%	63.1%	50.2%
	Agree	Count	2	52	48	3	23	128
		% within What level do you teach?	40.0%	49.5%	53.3%	75.0%	35.4%	47.6%
	Disagree	Count	0	0	1	1	0	2
		% within What level do you teach?	0.0%	0.0%	1.1%	25.0%	0.0%	0.7%
	Strongly Disagree	Count	0	1	2	0	1	4
		% within What level do you teach?	0.0%	1.0%	2.2%	0.0%	1.5%	1.5%
	Total	Count	5	105	90	4	65	269
		% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

10. I use instructional accommodations for any student who needs them. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
10. I use instructional accommodations for any student who needs them.	Strongly Agree	Count	1	58	40	0	29	128
		% within What level do you teach?	20.0%	55.2%	44.4%	0.0%	44.6%	47.6%
	Agree	Count	4	45	43	3	33	128
		% within What level do you teach?	80.0%	42.9%	47.8%	75.0%	50.8%	47.6%
	Disagree	Count	0	1	6	1	2	10
		% within What level do you teach?	0.0%	1.0%	6.7%	25.0%	3.1%	3.7%
	Strongly Disagree	Count	0	1	1	0	1	3
		% within What level do you teach?	0.0%	1.0%	1.1%	0.0%	1.5%	1.1%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

11. It is the responsibility of all educators to modify instruction (change what is taught as appropriate for any student with disabilities who requires them as stated in the Individualized Education Program (IEP). * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
11. It is the responsibility of all educators to modify instruction (change what is taught as appropriate for any student with disabilities who requires them as stated in the Individualized Education Program (IEP).	Strongly Agree	Count	2	57	51	1	36	147
		% within What level do you teach?	40.0%	54.3%	56.7%	25.0%	55.4%	54.6%
	Agree	Count	3	47	36	2	26	114
		% within What level do you teach?	60.0%	44.8%	40.0%	50.0%	40.0%	42.4%
	Disagree	Count	0	0	1	1	2	4
		% within What level do you teach?	0.0%	0.0%	1.1%	25.0%	3.1%	1.5%
	Strongly Disagree	Count	0	1	2	0	1	4
		% within What level do you teach?	0.0%	1.0%	2.2%	0.0%	1.5%	1.5%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

12. I modify instruction for students with disabilities as specified in the IEP. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
12. I modify instruction for students with disabilities as specified in the IEP.	Strongly Agree	Count	3	55	42	0	29	129
		% within What level do you teach?	60.0%	52.4%	46.7%	0.0%	44.6%	48.0%
	Agree	Count	1	47	43	3	31	125
		% within What level do you teach?	20.0%	44.8%	47.8%	75.0%	47.7%	46.5%
	Disagree	Count	1	3	4	1	2	11
		% within What level do you teach?	20.0%	2.9%	4.4%	25.0%	3.1%	4.1%
	Strongly Disagree	Count	0	0	1	0	3	4
		% within What level do you teach?	0.0%	0.0%	1.1%	0.0%	4.6%	1.5%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

13. It is fair to modify grades for students with disabilities as specified in their IEP. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
13. It is fair to modify grades for students with disabilities as specified in their IEP.	Strongly Agree	Count	1	32	30	1	29	93
		% within What level do you teach?	20.0%	30.5%	33.3%	25.0%	44.6%	34.6%
	Agree	Count	3	51	45	2	30	131
		% within What level do you teach?	60.0%	48.6%	50.0%	50.0%	46.2%	48.7%
	Disagree	Count	1	19	8	1	5	34
		% within What level do you teach?	20.0%	18.1%	8.9%	25.0%	7.7%	12.6%
	Strongly Disagree	Count	0	3	7	0	1	11
		% within What level do you teach?	0.0%	2.9%	7.8%	0.0%	1.5%	4.1%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

14. I modify grades for students with disabilities as specified in their IEP. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
14. I modify grades for students with disabilities as specified in their IEP.	Strongly Agree	Count	1	31	33	0	22	87
		% within What level do you teach?	20.0%	29.5%	36.7%	0.0%	33.8%	32.3%
	Agree	Count	2	50	51	3	35	141
		% within What level do you teach?	40.0%	47.6%	56.7%	75.0%	53.8%	52.4%
	Disagree	Count	2	21	3	1	4	31
		% within What level do you teach?	40.0%	20.0%	3.3%	25.0%	6.2%	11.5%
	Strongly Disagree	Count	0	3	3	0	4	10
		% within What level do you teach?	0.0%	2.9%	3.3%	0.0%	6.2%	3.7%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

15. My district provides adequate resources (materials, technology, etc.) to enable me to meet the diverse needs on the campus. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
15. My district provides adequate resources (materials, technology, etc.) to enable me to meet the diverse needs on the campus.	Strongly Agree	Count	0	9	11	0	6	26
		% within What level do you teach?	0.0%	8.6%	12.2%	0.0%	9.2%	9.7%
	Agree	Count	0	30	33	1	27	91
		% within What level do you teach?	0.0%	28.6%	36.7%	25.0%	41.5%	33.8%
	Disagree	Count	3	39	26	2	20	90
		% within What level do you teach?	60.0%	37.1%	28.9%	50.0%	30.8%	33.5%
	Strongly Disagree	Count	2	27	20	1	12	62
		% within What level do you teach?	40.0%	25.7%	22.2%	25.0%	18.5%	23.0%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

16. General and special education teachers collaborate effectively to plan and deliver instruction for students with disabilities. * What level do you teach?

		What level do you teach?					Total	
		Early Childhood	Elementary	High School	Intermediate	Middle School		
16. General and special education teachers collaborate effectively to plan and deliver instruction for students with disabilities.	Strongly Agree	Count	0	15	8	0	12	35
		% within What level do you teach?	0.0%	14.3%	8.9%	0.0%	18.5%	13.0%
	Agree	Count	0	42	38	1	28	109
		% within What level do you teach?	0.0%	40.0%	42.2%	25.0%	43.1%	40.5%
	Disagree	Count	3	32	33	1	17	86
		% within What level do you teach?	60.0%	30.5%	36.7%	25.0%	26.2%	32.0%
	Strongly Disagree	Count	2	16	11	2	8	39
		% within What level do you teach?	40.0%	15.2%	12.2%	50.0%	12.3%	14.5%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

17. Parents of students with disabilities are viewed as equal partners with the district in the education of students with disabilities. * What level do you teach?

		What level do you teach?					Total	
		Early Childhood	Elementary	High School	Intermediate	Middle School		
17. Parents of students with disabilities are viewed as equal partners with the district in the education of students with disabilities.	Strongly Agree	Count	1	32	21	1	22	77
		% within What level do you teach?	20.0%	30.5%	23.3%	25.0%	33.8%	28.6%
	Agree	Count	2	55	54	1	37	149
		% within What level do you teach?	40.0%	52.4%	60.0%	25.0%	56.9%	55.4%
	Disagree	Count	1	11	12	2	6	32
		% within What level do you teach?	20.0%	10.5%	13.3%	50.0%	9.2%	11.9%
	Strongly Disagree	Count	1	7	3	0	0	11
		% within What level do you teach?	20.0%	6.7%	3.3%	0.0%	0.0%	4.1%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

18. Parents of students with disabilities are welcome members of the IEP team in our school. * What level do you teach?

		What level do you teach?					Total	
		Early Childhood	Elementary	High School	Intermediate	Middle School		
18. Parents of students with disabilities are welcome members of the IEP team in our school.	Strongly Agree	Count	2	44	36	1	36	119
		% within What level do you teach?	40.0%	41.9%	40.0%	25.0%	55.4%	44.2%
	Agree	Count	2	51	49	3	29	134
		% within What level do you teach?	40.0%	48.6%	54.4%	75.0%	44.6%	49.8%
	Disagree	Count	1	5	3	0	0	9
		% within What level do you teach?	20.0%	4.8%	3.3%	0.0%	0.0%	3.3%
	Strongly Disagree	Count	0	5	2	0	0	7
		% within What level do you teach?	0.0%	4.8%	2.2%	0.0%	0.0%	2.6%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Appendix E: Faculty Survey Data

19. In general, I would characterize the relationship between schools and parents of students with disabilities as positive. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
19. In general, I would characterize the relationship between schools and parents of students with disabilities as positive.	Strongly Agree	Count	0	25	19	0	13	57
		% within What level do you teach?	0.0%	23.8%	21.1%	0.0%	20.0%	21.2%
	Agree	Count	3	66	56	4	50	179
		% within What level do you teach?	60.0%	62.9%	62.2%	100.0%	76.9%	66.5%
	Disagree	Count	2	8	13	0	2	25
		% within What level do you teach?	40.0%	7.6%	14.4%	0.0%	3.1%	9.3%
	Strongly Disagree	Count	0	6	2	0	0	8
		% within What level do you teach?	0.0%	5.7%	2.2%	0.0%	0.0%	3.0%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

20. Students with disabilities receive services on the basis of their instructional needs rather than on the basis of their "label." * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
20. Students with disabilities receive services on the basis of their instructional needs rather than on the basis of their "label."	Strongly Agree	Count	0	27	18	0	15	60
		% within What level do you teach?	0.0%	25.7%	20.0%	0.0%	23.1%	22.3%
	Agree	Count	4	64	51	3	38	160
		% within What level do you teach?	80.0%	61.0%	56.7%	75.0%	58.5%	59.5%
	Disagree	Count	1	8	14	1	11	35
		% within What level do you teach?	20.0%	7.6%	15.6%	25.0%	16.9%	13.0%
	Strongly Disagree	Count	0	6	7	0	1	14
		% within What level do you teach?	0.0%	5.7%	7.8%	0.0%	1.5%	5.2%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

21. Services for students with disabilities are consistent from one campus to another. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
21. Services for students with disabilities are consistent from one campus to another.	Strongly Agree	Count	0	7	7	0	4	18
		% within What level do you teach?	0.0%	6.7%	7.8%	0.0%	6.2%	6.7%
	Agree	Count	0	30	40	1	19	90
		% within What level do you teach?	0.0%	28.6%	44.4%	25.0%	29.2%	33.5%
	Disagree	Count	4	43	30	2	35	114
		% within What level do you teach?	80.0%	41.0%	33.3%	50.0%	53.8%	42.4%
	Strongly Disagree	Count	1	25	13	1	7	47
		% within What level do you teach?	20.0%	23.8%	14.4%	25.0%	10.8%	17.5%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Appendix E: Faculty Survey Data

22. Within the past three years, special education personnel spend more time in the general education classroom providing support for students with disabilities. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
22. Within the past three years, special education personnel spend more time in the general education classroom providing support for students with disabilities.	Strongly Agree	Count	0	10	7	0	5	22
		% within What level do you teach?	0.0%	9.5%	7.8%	0.0%	7.7%	8.2%
	Agree	Count	2	34	36	2	30	104
		% within What level do you teach?	40.0%	32.4%	40.0%	50.0%	46.2%	38.7%
	Disagree	Count	2	41	34	1	18	96
		% within What level do you teach?	40.0%	39.0%	37.8%	25.0%	27.7%	35.7%
	Strongly Disagree	Count	1	20	13	1	12	47
		% within What level do you teach?	20.0%	19.0%	14.4%	25.0%	18.5%	17.5%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

23. General education teachers on our campus are skilled in strategies for addressing the needs of diverse students. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
23. General education teachers on our campus are skilled in strategies for addressing the needs of diverse students.	Strongly Agree	Count	0	15	12	0	5	32
		% within What level do you teach?	0.0%	14.3%	13.3%	0.0%	7.7%	11.9%
	Agree	Count	2	40	42	3	32	119
		% within What level do you teach?	40.0%	38.1%	46.7%	75.0%	49.2%	44.2%
	Disagree	Count	2	38	23	1	25	89
		% within What level do you teach?	40.0%	36.2%	25.6%	25.0%	38.5%	33.1%
	Strongly Disagree	Count	1	12	13	0	3	29
		% within What level do you teach?	20.0%	11.4%	14.4%	0.0%	4.6%	10.8%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

24. Special education teachers are viewed as faculty members of equal status with their general education teachers. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
24. Special education teachers are viewed as faculty members of equal status with their general education teachers.	Strongly Agree	Count	0	39	28	2	36	105
		% within What level do you teach?	0.0%	37.1%	31.1%	50.0%	55.4%	39.0%
	Agree	Count	0	53	53	2	26	134
		% within What level do you teach?	0.0%	50.5%	58.9%	50.0%	40.0%	49.8%
	Disagree	Count	3	9	8	0	3	23
		% within What level do you teach?	60.0%	8.6%	8.9%	0.0%	4.6%	8.6%
	Strongly Disagree	Count	2	4	1	0	0	7
		% within What level do you teach?	40.0%	3.8%	1.1%	0.0%	0.0%	2.6%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Appendix E: Faculty Survey Data

25. I think that children benefit socially when special education students and general education students learn in the same classroom. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elem-entary	High School	Inter-mediate	Middle School	
25. I think that children benefit socially when special education students and general education students learn in the same classroom.	Strongly Agree	Count	2	43	39	0	19	103
		% within What level do you teach?	40.0%	41.0%	43.3%	0.0%	29.2%	38.3%
	Agree	Count	2	52	46	2	43	145
		% within What level do you teach?	40.0%	49.5%	51.1%	50.0%	66.2%	53.9%
	Disagree	Count	1	8	4	2	3	18
		% within What level do you teach?	20.0%	7.6%	4.4%	50.0%	4.6%	6.7%
	Strongly Disagree	Count	0	2	1	0	0	3
		% within What level do you teach?	0.0%	1.9%	1.1%	0.0%	0.0%	1.1%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

26. I think that students benefit academically when special education students and general education students learn in the same classroom. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elem-entary	High School	Inter-mediate	Middle School	
26. I think that students benefit academically when special education students and general education students learn in the same classroom.	Strongly Agree	Count	1	36	29	0	15	81
		% within What level do you teach?	20.0%	34.3%	32.2%	0.0%	23.1%	30.1%
	Agree	Count	3	35	39	2	30	109
		% within What level do you teach?	60.0%	33.3%	43.3%	50.0%	46.2%	40.5%
	Disagree	Count	1	30	18	1	18	68
		% within What level do you teach?	20.0%	28.6%	20.0%	25.0%	27.7%	25.3%
	Strongly Disagree	Count	0	4	4	1	2	11
		% within What level do you teach?	0.0%	3.8%	4.4%	25.0%	3.1%	4.1%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

27. I do not think that the education of general education students suffers when special education students are educated in the same classroom. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elem-entary	High School	Inter-mediate	Middle School	
27. I do not think that the education of general education students suffers when special education students are educated in the same classroom.	Strongly Agree	Count	2	28	25	0	13	68
		% within What level do you teach?	40.0%	26.7%	27.8%	0.0%	20.0%	25.3%
	Agree	Count	0	45	43	2	31	121
		% within What level do you teach?	0.0%	42.9%	47.8%	50.0%	47.7%	45.0%
	Disagree	Count	3	26	20	1	20	70
		% within What level do you teach?	60.0%	24.8%	22.2%	25.0%	30.8%	26.0%
	Strongly Disagree	Count	0	6	2	1	1	10
		% within What level do you teach?	0.0%	5.7%	2.2%	25.0%	1.5%	3.7%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

**28. I have participated in professional development sessions that enhanced my skills in instructional strategies for diverse learners. *
What level do you teach?**

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
28. I have participated in professional development sessions that enhanced my skills in instructional strategies for diverse learners.	Strongly Agree	Count	1	27	26	1	9	64
		% within What level do you teach?	20.0%	25.7%	28.9%	25.0%	13.8%	23.8%
	Agree	Count	3	48	43	3	38	135
		% within What level do you teach?	60.0%	45.7%	47.8%	75.0%	58.5%	50.2%
	Disagree	Count	1	25	16	0	13	55
		% within What level do you teach?	20.0%	23.8%	17.8%	0.0%	20.0%	20.4%
	Strongly Disagree	Count	0	5	5	0	5	15
		% within What level do you teach?	0.0%	4.8%	5.6%	0.0%	7.7%	5.6%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

29. I have participated in staff development sessions that enhanced my skills in the implementation of effective services for students with disabilities. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
29. I have participated in staff development sessions that enhanced my skills in the implementation of effective services for students with disabilities.	Strongly Agree	Count	0	20	18	0	7	45
		% within What level do you teach?	0.0%	19.0%	20.0%	0.0%	10.8%	16.7%
	Agree	Count	3	39	34	1	31	108
		% within What level do you teach?	60.0%	37.1%	37.8%	25.0%	47.7%	40.1%
	Disagree	Count	1	35	31	3	23	93
		% within What level do you teach?	20.0%	33.3%	34.4%	75.0%	35.4%	34.6%
	Strongly Disagree	Count	1	11	7	0	4	23
		% within What level do you teach?	20.0%	10.5%	7.8%	0.0%	6.2%	8.6%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

30. I feel supported in my efforts to serve students with disabilities by my principal. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
30. I feel supported in my efforts to serve students with disabilities by my principal.	Strongly Agree	Count	0	33	22	1	17	73
		% within What level do you teach?	0.0%	31.4%	24.4%	25.0%	26.2%	27.1%
	Agree	Count	3	48	48	1	34	134
		% within What level do you teach?	60.0%	45.7%	53.3%	25.0%	52.3%	49.8%
	Disagree	Count	1	19	16	2	9	47
		% within What level do you teach?	20.0%	18.1%	17.8%	50.0%	13.8%	17.5%
	Strongly Disagree	Count	1	5	4	0	5	15
		% within What level do you teach?	20.0%	4.8%	4.4%	0.0%	7.7%	5.6%
Total	Count	5	105	90	4	65	269	
	% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

31. I feel supported in my efforts to serve students with disabilities by the central office staff. * What level do you teach?

			What level do you teach?					Total
			Early Childhood	Elementary	High School	Intermediate	Middle School	
31. I feel supported in my efforts to serve students with disabilities by the central office staff.	Strongly Agree	Count	0	23	15	0	14	52
		% within What level do you teach?	0.0%	21.9%	16.7%	0.0%	21.5%	19.3%
	Agree	Count	2	40	44	1	36	123
		% within What level do you teach?	40.0%	38.1%	48.9%	25.0%	55.4%	45.7%
	Disagree	Count	3	24	26	3	12	68
		% within What level do you teach?	60.0%	22.9%	28.9%	75.0%	18.5%	25.3%
	Strongly Disagree	Count	0	18	5	0	3	26
		% within What level do you teach?	0.0%	17.1%	5.6%	0.0%	4.6%	9.7%
	Total	Count	5	105	90	4	65	269
		% within What level do you teach?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Faculty Survey Comparison Means by Level

Pittsburgh Unified School District

	What level do you teach?					
	Early Childhood	Elementary	High School	Intermediate	Middle School	Total
1. Our school provides quality services to students with disabilities.	2.80	2.83	2.93	2.75	2.86	2.87
2. Students with disabilities are considered full members of our student body.	2.60	3.25	3.26	3.00	3.22	3.23
3. The total faculty feels a strong sense of responsibility for all students, including students with disabilities.	2.00	3.09	2.91	3.00	3.03	2.99
4. Special education services on our campus offer an array of options that are effective in supporting the success of students with disabilities.	2.20	2.62	2.81	2.50	2.74	2.70
5. Each student with disabilities participates in the general education curriculum.	2.00	3.10	2.83	2.75	2.86	2.93
6. The IEPs for each student with disabilities are aligned with the general education curriculum.	2.20	3.10	2.82	2.75	2.85	2.93
7. The progress of students with disabilities in achieving their IEP goals is documented and this data is used to determine future goals.	2.80	3.13	2.87	2.50	3.03	3.00
8. I am knowledgeable of the contents of each student's IEP for which I am responsible.	3.00	3.04	2.93	2.00	3.09	3.00
9. It is the responsibility of all educators to use instructional accommodations for any student who will be more successful in school because of these accommodations.	3.60	3.48	3.38	2.75	3.60	3.46
10. I use instructional accommodations for any student who needs them.	3.20	3.52	3.36	2.75	3.38	3.42

Appendix E: Faculty Survey Data

11. It is the responsibility of all educators to modify instruction (change what is taught as appropriate for any student with disabilities who requires them as stated in the Individualized Education Program (IEP).	3.40	3.52	3.51	3.00	3.49	3.50
12. I modify instruction for students with disabilities as specified in the IEP.	3.40	3.50	3.40	2.75	3.32	3.41
13. It is fair to modify grades for students with disabilities as specified in their IEP.	3.00	3.07	3.09	3.00	3.34	3.14
14. I modify grades for students with disabilities as specified in their IEP.	2.80	3.04	3.27	2.75	3.15	3.13
15. My district provides adequate resources (materials, technology, etc.) to enable me to meet the diverse needs on the campus.	1.60	2.20	2.39	2.00	2.42	2.30
16. General and special education teachers collaborate effectively to plan and deliver instruction for students with disabilities.	1.60	2.53	2.48	1.75	2.68	2.52
17. Parents of students with disabilities are viewed as equal partners with the district in the education of students with disabilities.	2.60	3.07	3.03	2.75	3.25	3.09
18. Parents of students with disabilities are welcome members of the IEP team in our school.	3.20	3.28	3.32	3.25	3.55	3.36
19. In general, I would characterize the relationship between schools and parents of students with disabilities as positive.	2.60	3.05	3.02	3.00	3.17	3.06
20. Students with disabilities receive services on the basis of their instructional needs rather than on the basis of their "label."	2.80	3.07	2.89	2.75	3.03	2.99

Appendix E: Faculty Survey Data

21. Services for students with disabilities are consistent from one campus to another.	1.80	2.18	2.46	2.00	2.31	2.29
22. Within the past three years, special education personnel spend more time in the general education classroom providing support for students with disabilities.	2.20	2.32	2.41	2.25	2.43	2.38
23. General education teachers on our campus are skilled in strategies for addressing the needs of diverse students.	2.20	2.55	2.59	2.75	2.60	2.57
24. Special education teachers are viewed as faculty members of equal status with their general education teachers.	1.60	3.21	3.20	3.50	3.51	3.25
25. I think that children benefit socially when special education students and general education students learn in the same classroom.	3.20	3.30	3.37	2.50	3.25	3.29
26. I think that students benefit academically when special education students and general education students learn in the same classroom.	3.00	2.98	3.03	2.25	2.89	2.97
27. I do not think that the education of general education students suffers when special education students are educated in the same classroom.	2.80	2.90	3.01	2.25	2.86	2.92
28. I have participated in professional development sessions that enhanced my skills in instructional strategies for diverse learners.	3.00	2.92	3.00	3.25	2.78	2.92
29. I have participated in staff development sessions that enhanced my skills in the implementation of effective services for students with disabilities.	2.40	2.65	2.70	2.25	2.63	2.65

Appendix E: Faculty Survey Data

30. I feel supported in my efforts to serve students with disabilities by my principal.	2.40	3.04	2.98	2.75	2.97	2.99
31. I feel supported in my efforts to serve students with disabilities by the central office staff.	2.40	2.65	2.77	2.25	2.94	2.75

Suggestions for improving services for students with disabilities:

- More intervention options for general ed on campus. This will hopefully reduce the need for so many special ed referrals and testing
 General ed teachers need to feel more empowered and confident that they can work with the children with special needs in their classrooms. There are a number of teachers who have an attitude that "these kids don't belong in my class," "I don't have the expertise to work with a child who is this low."
 There should be a manual for the process of how to obtain technology for students (such as an iPad as an AAC device), and then what to do once the device has come in. This includes, the process for how to get new apps, the contact information for the AAC county level staff
- More training for Gen Ed teachers around the IEP process and accommodations for students. More support from Special Ed administration at sites when required.
- Professional development and general awareness should be given/addressed at every site on a consistent basis
 Codes, paperwork, new laws (if any), process/procedures, should be the same at every site and updated/announced at the beginning of every school year
 Also, this survey should have had other options such as "neutral", "n/a", and "don't know". (For example: I don't modify any grades for my special ed kids since their report card comes directly from the Learning Center-&and I couldn't click submit until a bubble was filled in!!!; In addition, we have many new staff members and they are unaware of probably half these questions, specifically if they do not have any sped kids in their class this year).
- 1. Every classroom with SpEd students should have an aide.
 2. There needs to be time set aside for collaboration between Gen Ed and SpEd teachers.
 3. Some SpEd students would do better in a small classroom situation.
 4. It's unrealistic to expect Gen Ed teachers to modify each lesson to accommodate every IEP as things stand now.
- 1. Send out a chart to staff that lists accommodations/modifications and disability of all special education students at the beginning of the year so we can know which students have IEPs.
 2. Give more advance notice of IEP meetings (2 weeks) and send out questionnaires 2 weeks ahead of time, to allow staff to schedule meetings and fill out the questionnaire.
 3. Have a consistent format/agenda for all IEP meetings so that staff knows what is expected of them at the meeting, and the meeting flows smoothly.
 4. Print out and make copies of teacher comments/questionnaires for all present at the meeting, so that information is shared.
- A administrator in special ed that has compassion and understanding of sped children.....also follows the law
- A better transitioning plan for students who move from 5th to 6th and 8th to 9th - it would benefit students and staff to communicate more effectively to ease the transitions from one level to another.
- A designed Differentiated instruction curriculum for each of the subjects put together by the district and not by each teacher.

- a. SPED and District administration should support teachers in requesting behavioral, curriculum and other supports for their students with disabilities, instead of attempting retributive actions against teachers who make such requests on behalf of their students with disabilities.
- b. District administration should create a clear program outline that would prepare for, allow and accommodate students with disabilities progressing toward the Least Restrictive Environment such as:
 1. Smaller preschool SPED SDC/SSC caseloads(6 max with two aides) in one classroom, and trainings for staff in implementing discrete trial learning and other research based educational techniques, that would allow for more intensive services from the classroom teacher, at the students most impactful age(2-5) which would lead to students with disabilities being able to enter into gen ed kindergarten part or full time with ISP support.
 2. Integrated kindergarten classrooms: 5 or less students with disabilities in a gen ed classroom with one gen ed teacher and one SPED teacher co teaching the kindergarten class with support from one para-educator.
 3. An integrated first grade class: half of the day five students with disabilities co-taught by a one gen ed and one SPED teacher in a gen ed first grade class and the other half of the day the students with disabilities spend in an SDC/SSC class with the SPED teacher for intensive small group instruction, with the goal being full integration into gen ed with ISP support by second grade.
 4. Limit SPED SDC/SSC classrooms to only two grade levels per class- k/1, 2/3, 4/5 etc. You would not ask a general education teacher to teach more than two grade level's content standards at the same time, yet that is what you ask of your current SPED SDC/SSC teachers; or worse you assume our students with disabilities could never progress on all their grade level common core standards and so you don't really care about their classroom's grade levels. It is impossible to teach the majority of common core grade level standards for three or more grade levels in the same classroom at the same time, which leads to students with disabilities being unable to be moved to a less restrictive academic environment as their skill gap is too large; which gets further compounded each year this ineffective environment is utilized, so that by the time they reach high school our students with disabilities are so far behind they cannot graduate with a High School Diploma but instead can only qualify for a certification of completion, never being exposed to the least restrictive environment. This is very poor preparation for our students with disabilities to lead independent lives as adults.
 5. SDC/SSC classrooms capped at 9 students so that intensive services can be implemented for students with disabilities effectively. The majority of our District SDC/SSC classrooms currently have 13 or more students. Many other school districts in Contra Costa County, in this state, in this country and other in countries recognize the absolute need for SDC/SSC classrooms being capped at 9 so that student's grade level standards and IEP goals can be supported and met. Please remember that IEP goals are written to address any area of identified need, so essentially any grade level standard the student is not making adequate progress on. That means that academic IEP goals should not be the only academic goals being addressed in an SDC/SSC class. All the student's grade level standards are to be taught, with IEP goals written only for those standards the student is not making adequate progress on. Our current district SDC/SSC environments do not allow for SPED teachers to address all their student's grade level standards, in addition to IEP goals due to the multiple grade levels put in each classroom.
- c. Create a district outline for effective actionable items to address when a student is physically striking others or is verbally assaultive to others. This district has a history of

<p>expecting its SPED students to tolerate being hit or verbally abused by other SPED students on a daily basis with no action on the part of the school district. This district has a history of expecting its SPED teachers and para educators to tolerate being hit on a daily basis with no additional services being provided to the students to make effective changes in behaviors, such as FBAs leading to BIPs, support from a BCBA certified behaviorist and one on one support for the student.</p> <p>d. Provide annual training to District Administration and teachers, not just SPED, on Federal and state education law and relevant case law.</p> <p>e. Ensure district administrators are following Federal and state education law and relevant case law.</p> <p>f. Provide SPED teachers with intervention curriculum programs for ELA and Math for kindergarten through the Adult program. Multiple intervention programs being available would be great as each student's learning needs are different, but I would take even just one. In my five years teaching SDC/SSC here in PUSD, I was given one program on the computer for my students. It was not support by research, did not address cal state standards(before common core), let alone my student's grade level standards in ELA and MATH. My students did not enjoy the program and it didn't help them progress on their IEP goals nor standards. That one temporary program is the only intervention material I have ever received from the SPED office and my principal.</p>
<ul style="list-style-type: none"> • Address and monitor behavior more. Consider enrolling low performing IEP students in a support class for each of their core subjects. Ask case managers to closely monitor the students on their caseload. Also, require them initiate contact the the student's teachers regularly. Encourage the facilitators of the "learning centers" each period to actually help students. Help by explaining questions, modifying assignments etc
<ul style="list-style-type: none"> • Adequate staffing to provide needed service.
<ul style="list-style-type: none"> • AID teachers in the classroom, when I have 36 students and 4 of them SPED - I need an AID every single day to help our SPED students!!!
<ul style="list-style-type: none"> • Aides/support in the general education classes when those with more severe disabilities are enrolled. Classroom aides present for the entire school day. SPED students don't magically stop needing support at 2:30 pm! Training of staff on implementing accommodations and lesson plans. Mandated training's for paraprofessionals/aides.
<ul style="list-style-type: none"> • Allow general ed teachers a voice in so that realistic learning goals can be achieved by the students.
<ul style="list-style-type: none"> • Although we as educators have been taught certain things to implement in the classroom in regards to students with disabilities, I think it would be beneficial to receive SPECIFIC information and strategies that are used and that work in the special ed. classrooms. I think this should be site specific. It's hard to comment on, although we're in the same district, what other sites are doing, but I think this information should be site-specific, i.e. special ed. should collaborate more often with gen. ed.
<ul style="list-style-type: none"> • As a school, we have not in the last 3 years had staff development around special ed services available, the SST process and any other type of training. The array of services available has not been made known to staff. I had an IEP back in September for one of my visually impaired students that needed magnifying aparatus,and

<p>large-print books> It is now November and we have not received these items from the Special Ed. Department where they were ordered. Special Ed dept has been very weak over the past few years as far as giving Gen. Ed teachers support, professional development and providing communication. At our site, Special Ed. Teachers are not given the public platform to highlight their services. We are not made to feel as though they are part of our staff. Our District needs a qualified Special Ed. Director, who is visible, accessible and qualified to lead our district. The behavior class since last years has gone through a multitude of teachers! Why? We need to look to see if they are being properly given the resources they need and look at the classroom to determine is this the proper place for these type of students. We often can hear students yelling, screaming and all else.</p>
<ul style="list-style-type: none"> • Be able to assist them in the general classrooms
<ul style="list-style-type: none"> • Be on time with IEP reviews
<ul style="list-style-type: none"> • Better communication between special education teachers/aides and general education teachers is needed. I am not sure what they work on when they leave my classroom and I think it is important that I do know. Sometimes IEP are not shared in a timely manner (we often receive them after almost a month of the year has passed). Certain teachers I know do not really follow IEPs as well as they should.
<ul style="list-style-type: none"> • better technology and more collaboration between special ed and gen ed
<ul style="list-style-type: none"> • Better use of technology More access to adaptive curriculum more time to collaborate with professionals
<ul style="list-style-type: none"> • Case Managers working with teachers to be sure they are following the accommodations set in the IEP.
<ul style="list-style-type: none"> • Changing service delivery model to better meet a multitude of student academic and executive functioning needs.
<ul style="list-style-type: none"> • Clearer communication and increased willingness re: who is financially responsible to meet student w/ IEP's needs (school or central office). When it's "no one's" job, the student is left to fail. Higher appreciation of services of school psychologists- please give us the PD, staff development, and tools we need to actually make an impact in the sped dept. In some sites, they are holding their breath for some to fail rather than pitching in to make each other great. Side note: please create surveys that fit the staff you have completing them. Most of this was just fill in the blank that is completely unrelated to what I do. (ie. choosing 1 site when I have two, picking a job that is not mine, choosing where I teach when I don't teach, discussing my views on teaching issues when I don't teach, etc.) Thanks
<ul style="list-style-type: none"> • Communication
<ul style="list-style-type: none"> • Consistent and clear guidance from the district department.
<ul style="list-style-type: none"> • Consistent policies for accommodations. More details on IEP
<ul style="list-style-type: none"> • Continue to make staff aware of students IEP and make accommodations where necessary.
<ul style="list-style-type: none"> • Continue to offer current programs and always look to improve the availability to additional students.
<ul style="list-style-type: none"> • Correct survey to include non teachers (asking a non teacher if they modify instruction, modify grades, or use instructional accommodations makes no sense at all or asking if we attend PD's that build skills for students with disabilities when those PD's don't exist makes no sense). Please provide PD's for particular disability categories, how to best serve, how to best educate or work with parents regarding their issues, especially conduct disorder, behavior, socially maladjusted because these students ARE NOT emotionally disturbed and many times environment (classroom and home) is the issue.

<ul style="list-style-type: none"> • Could use more PD on how to help and differentiate students with special needs-IEP.
<ul style="list-style-type: none"> • Counselor should have a copy of the page 1 of the IEP for each student.
<ul style="list-style-type: none"> • Define roles at the district so the sites would know who to reach for.
<ul style="list-style-type: none"> • Define roles at the district so the sites would know who to reach for.
<ul style="list-style-type: none"> • District wide plan on how to effectively implement services to address student's rights to the Least Restrictive Environment. District wide support of effective behavioral services for students with behaviors that put the student's and other's safety at risk, implementation of FBAs leading to BIPs. District wide training on education and special education laws and compliance with those laws. District wide support for IEP team decisions, vs administrative dictation of what should be IEP team decisions as per ed code. District wide supplied intervention curriculum for ELA and Math for tier 3 needs, kindergarten through adult ed. WE HAVE NO INTERVENTION MATERIALS EXCEPTING READ 180/SYSTEM 44!
<ul style="list-style-type: none"> • Easier SST process
<ul style="list-style-type: none"> • Encourage parents to be involved with IEP process and volunteering. Support general ed teachers with students. Provide curriculum for SPED teachers. Support SPED teachers more from the SPED Department
<ul style="list-style-type: none"> • For SDC or SSC classes, a higher staff to student ratio. For example, I have two full time aides in my classroom of 12 students ranging from 3rd-5th grades. I would better be able to serve these students if I had more staff.
<ul style="list-style-type: none"> • Gen ed teachers need to be more aware of how to accommodate our special ed students. Gen ed teachers need more collaboration with special ed teachers. Case managers need to be held accountable for students on their caseload. Case managers need to communicate effectively with the general ed teachers to make sure accommodations are being followed. Case managers need to check in and follow up up more with their student caseload. Case managers need to do a better job of communicating with parents about their students' performance.
<ul style="list-style-type: none"> • General and special education teachers should have more professional development opportunities to learn about the specifics and educational approaches of teaching students with various disabilities. General education teachers can benefit by becoming aware of the best practices of teaching children with disabilities.
<ul style="list-style-type: none"> • General Ed and Special Ed teachers need time to collaborate. We need more push in and less pull out.
<ul style="list-style-type: none"> • Get adequate training for paras and teachers needed to support SpEd scholars. We need better and consistent follow through at the central office.
<ul style="list-style-type: none"> • Have instructional sessions for general teachers to learn the rules and instructional strategies to help this amazing students. Send a list of contact information and services offered by the school.
<ul style="list-style-type: none"> • Have more collaboration meetings between the regular teachers and SPED teachers to increase the support and be on the same page with one another.
<ul style="list-style-type: none"> • Have professional services for identifying, teaching and helping adult students with disabilities at the Adult School.
<ul style="list-style-type: none"> • Having a cohesive program laid out k-12 with professional development and coaching support provided to special education and general education teachers on how to effectively differentiate for all students. More effective communication between general education and special education teachers regarding individual students and IEPs.
<ul style="list-style-type: none"> • Having diploma track program for our students on the spectrum.

<p>SpEd law and EdCode PDs. Available funding for more off campus learning experiences/field trips.</p>
<ul style="list-style-type: none"> • Having district professional development and planning time for teachers would be a beneficial service for students.
<ul style="list-style-type: none"> • Having highly qualified paraprofessional and teaching staff.
<ul style="list-style-type: none"> • having material and resources to use with students with disabilities, and time to plan for them.
<ul style="list-style-type: none"> • Having the team collaborate more to get services started for students who are in great need of services (rather than having 4+ SSTs without putting interventions in place and tracking what works and what does not work.
<ul style="list-style-type: none"> • Hillview's special education staff is great
<ul style="list-style-type: none"> • I believe that all staff should be knowledgeable and trained to work with children with special needs
<ul style="list-style-type: none"> • I believe that students with reading difficulties need more targeted reading instruction than what is provided in core in the upper grades.
<ul style="list-style-type: none"> • I believe we are doing okay
<ul style="list-style-type: none"> • I can't think of any right now.
<ul style="list-style-type: none"> • I do not believe we qualify enough students with disabilities. We totally ignore students with Dyslexia, and other hard to diagnose problems. I have to fight tooth and nail to get services for any of my students. It is so difficult many teachers here have given up and do not use the SST process. Also, I do not understand why Special Education is required to use the same curriculum as General Education. We know students with disabilities are having difficulty with it and they are not responding to our intervention efforts. Why don't they have their own curriculum. Read 180/System 44 is not for students with disabilities. It says this specifically on the website. What is going on?
<ul style="list-style-type: none"> • I do not feel all these questions were applicable to me in my position, but there is no N/A button, so that is ridiculous. Anyways... We need programs for students with autism at the high school. We have current eighth graders who are extremely bright non-verbally, but very impaired verbally and socially. these students need assistance getting from class to class and participating socially and verbally. They should absolutely have access to the core curriculum and should not be in an SDC. They should earn a diploma, yet as far as I know, there is no program for these kids at the high school. It is very sad and I feel the district will be sued.
<ul style="list-style-type: none"> • I don't believe in "modified" grades.
<ul style="list-style-type: none"> • I feel that many students who need special education services are not getting their educational needs met. The collaboration team is usually ran by the physiologist and he/she determines if the student qualifies for services. The collaborating team should decide what is best for the child.
<ul style="list-style-type: none"> • I have no response
<ul style="list-style-type: none"> • I have seen where some very challenging students with disabilities have not been a positive influence on a classroom. Generally I think having Sp Ed students mainstreamed is positive.
<ul style="list-style-type: none"> • I highly recommend professional development on instructional strategies for exceptional learners for general education teachers. I have sat in PD provided for special education staff only on Universal Design for Learning. Training on UDL for general education teachers will be highly beneficial! Training for general education teachers on their responsibility for implementing IEP

<p>accommodations and modifications is a must. I have had teachers refuse to implement accommodations even after I remind them that they are legally required to do so and it is not an option. I have had teachers say, "The student does not deserve it."</p> <p>I highly recommend training for paraprofessionals on serving students with disabilities, both socially and academically before they begin working with students with disabilities.</p> <p>I also recommend additional curricula for teaching students with disabilities. Intervention curriculum/curriculum for students performing far below grade level has not been made available to students with disabilities, except for READ180 (only available to 4th graders and above last school year) and this year. My first five years in the district, I had to create my own curricula for math and reading even at the junior high level where I taught math exclusively to students with disabilities. I purchased my own books and met privately with the math department chair to teach algebra to 8th grade students. I had to scramble for my own materials. Whenever I asked district for materials, I had to provide data to support the need. I would do so, and then I was ignored after providing the data requested.</p>
<ul style="list-style-type: none"> • I need all the IEP for students as soon as possible. I'm still missing some.
<ul style="list-style-type: none"> • I suggest a smart board for the PHS Special Education Gateway Program located at the Pittsburg Adult Education Center.
<ul style="list-style-type: none"> • I suggest that our school should offer classes for IEP students who are really struggling in Math and ELA.
<ul style="list-style-type: none"> • I think a lack of time is the biggest problem with how our special education services are structured. Caseloads are way too high which leaves us with not enough time to collaborate with teachers, meet the minutes written into the IEPs, or consult with parents on a regular basis.
<ul style="list-style-type: none"> • I think hiring more SPED teachers is necessary so the caseload for current SPED teachers is not as overwhelming. Hiring more aides would be great as well. More in class support for SPED students rather than primarily pulling them out of class would be terrific. Finally, the communication of weekly progress and areas of instruction need to improve between the general education teachers and SPED teachers.
<ul style="list-style-type: none"> • I think if a child is in the 4th grade and cannot read, it make no sense to send the child to the learning center with 4th grade material only to have someone do the work for him/her. It would make more sense to teach the child to read and/or teach reading strategies. Also, some students really do need a 1:1 aide.
<ul style="list-style-type: none"> • I think paraprofessionals should be informed on what exactly the students disabilities are. We (sped staff) should have weekly meetings on all issues, and especially students.
<ul style="list-style-type: none"> • I think that more testing needs to be done before placement in special education. Some of the students that have been placed turn out to be very capable of doing their academics, but lack drive and effort. This was proven multiple times and several students had to have their schedule changed for this reason. Also, we need smaller case loads for the special education staff so they can better manage the assistance with our disabled students.
<ul style="list-style-type: none"> • I think the amount of special ed students in a given general education class needs to be more evenly spread out. It is very difficult for the general education teacher to remember every student's specific modifications when there are more than five in a classroom.
<ul style="list-style-type: none"> • I would appreciate if ed code was consistently followed to identify, assess, and better serve our population with special needs at our school. It has been a constant battle.
<ul style="list-style-type: none"> • I would like to have more books available at the 1st, 2nd grade level.
<ul style="list-style-type: none"> • IEPs include minimal information. Wish there was more personalized support around specifically how to modify instruction for specific students.

<ul style="list-style-type: none"> IEPs should not be a one size fits all process. All the IEPs I have are exactly the same. These should be customized to meet individual student's needs. Stop being lazy and rubber stamping them. Letting students copy each other on assessments or giving them the answer is not helping them. It is sad when I receive three identical essays when they go to the learning center to take assessments.
<ul style="list-style-type: none"> If a student is to be tested and qualify for services in Special Ed, they should receive it soon- NOT months later after testing. This does not serve the general Ed teacher NOR the student when services are not given until MONTHS later after testing.
<ul style="list-style-type: none"> If case managers were given their case loads a little bit earlier than they could review IEPs and other pieces with general ed teachers before the students arrive on the first day of school. Also, I do not think currently the system has case managers stay with students throughout their 4 years here, but that would help alleviate the shuffle as well.
<ul style="list-style-type: none"> Improve the technology system. Budget to buy electronic devices (iPads)
<ul style="list-style-type: none"> Improved communication between General Ed teacher and SPED teacher.
<ul style="list-style-type: none"> In Michell Redfoot Kinder through second grade needs to be supported by administration to : <ol style="list-style-type: none"> Properly use technology to access curriculum in the quantity of time viewing videos, using apps on aides cell phones and watching movies. Structure of the " Angry Bird " station (break area). Importance in allowing children to attend outside recess instead of giving computer time instead of recess or using indoor recess or taking away recess as a negative punishment. To check the aides schedules because due to teacher stating she does not have aides for students to push into general education. Focusing on social development and communication development . Teacher's focus is on academics solely causing behavior problems in classroom.
<ul style="list-style-type: none"> In my opinion there should be a full time Speech Therapist, full time Psychologist, full time Occupational Therapist at each site. Our students can be successful if central office puts more of an effort to support not only our students, our families and our staff. Central office needs to provide all the necessary equipment students with disabilities require.
<ul style="list-style-type: none"> Increase staffing with certificated teachers to lower the teacher to student ratio.
<ul style="list-style-type: none"> Inform General education teachers more on strategies to use in the classroom so we can become a more inclusive school.
<ul style="list-style-type: none"> Insure that in classes where students with disabilities require significant modifications, classroom numbers are reduced and extra planning time is provided. In large classes, the special needs of some students require more time and attention than are realistically available, and the learning of all students suffers as a result.
<ul style="list-style-type: none"> It is important to have available resources/aids to help special education students
<ul style="list-style-type: none"> It would be nice to have clear and consistent guidelines and procedures followed by all across the district. For example, the science teacher at our school does not attend IEPs nor teaches the science classes to students in the primary sdc class, which isn't equitable access to the same education as gen Ed students. Also, there is constant disagreement on formatting and meeting procedures, each member has a different understanding of how an IEP should be completed. It seems as if some services in IEPs aren't always followed through.

<p>It seems as if grade levels forget to cc sped classes in their emails sometimes, which I bet could be very frustrating.</p>
<ul style="list-style-type: none"> • Keep the services for students with disabilities in their classrooms offer some general classes
<ul style="list-style-type: none"> • lack of a vision around special education services throughout the school district (i.e. co teaching or team teaching; is the model to be replicated at the secondary level?)
<ul style="list-style-type: none"> • Let all of the stakeholders especially the ones who will be impacted be at the decision making table when there is a desire to change programs etc.
<ul style="list-style-type: none"> • Lowering RSP class sizes.
<ul style="list-style-type: none"> • Make sure all staff treat sped students without biases
<ul style="list-style-type: none"> • Make sure they are identified and not just include students you think need special services and make sure proper staffing is fully staffed. subs covering does very little to help those in need
<ul style="list-style-type: none"> • Making sure that SPED teachers have access to all pieces of curriculum that they are supposed to be using. PUSD needs to stay current with the changes coming down from Congress about Dyslexia, and start that intervention and programming as soon as possible so we can cut down on students in SPED, and sending them to junior high still reading at 1st grade level.
<ul style="list-style-type: none"> • Making sure they have materials they need in the classroom. PD for teacher on teaching strategies for SPED students.
<ul style="list-style-type: none"> • Making sure to hold the child accountable for their behavior, not making an excuse every time the child acts out, not to blame the disability when it doesn't effect all.
<ul style="list-style-type: none"> • Mandated & collaborative training's with paraprofessionals. Training's for General Education teachers.
<ul style="list-style-type: none"> • Many of the IEPs are either out of date in terms of goals or accommodations are missing so I would recommend the special education teachers send us a list on what differentiation strategies could/would be effective for each student. Having small group of team collaboration with SPED teacher to go over students we have on their case load, the students' grades, & a discussion on what is being done & what may help A protocol communicated to the staff on where to send students with disabilities to have extra time on tests & receive accommodations as needed in a separate space Not assigning SPED students to core classes ELA/Math at the end of the day Occasional push-in from SPED teachers
<ul style="list-style-type: none"> • More aides who are knowledgeable
<ul style="list-style-type: none"> • More collaboration between central office admin. and SpEd teachers
<ul style="list-style-type: none"> • More communication
<ul style="list-style-type: none"> • More communication
<ul style="list-style-type: none"> • More curriculum options, and not just modify the general ed. curriculum
<ul style="list-style-type: none"> • More help in the classroom
<ul style="list-style-type: none"> • More highly qualified SPED teachers and aids need to be hired and at each site. There are not enough for the large case load so SPED kids are grouped together in one class with GEN ED kids and it makes it difficult to accommodate them all and keep a high rigor for our GEN ED kids.
<ul style="list-style-type: none"> • More information should be listed on Aeries for Students with Disabilities. Some children who have an IEP are not marked in Aeries.
<ul style="list-style-type: none"> • More materials provided for students with disabilities
<ul style="list-style-type: none"> • more one on one aides

<ul style="list-style-type: none"> • More options for curriculum. More staff!! Space for SPED to work and teach. Training on IEP procedures. (I can do IEPs very well and feel confident in it, but have seen MANY IEPs done very incorrectly) Behavior Specialists!!
<ul style="list-style-type: none"> • More PD around instructional strategies that supports students with disabilities. Provide time for SPED & Gen Ed to collaborate regarding students with IEP's.
<ul style="list-style-type: none"> • More PDs. Clarification of modifications on IEPs.
<ul style="list-style-type: none"> • More Physical Education time with a qualified P.E. Specialist
<ul style="list-style-type: none"> • More Professional Training for General Education Teachers, especially about Autism.
<ul style="list-style-type: none"> • More resources in and out of classroom
<ul style="list-style-type: none"> • More socially mainstreamed with general Education students!
<ul style="list-style-type: none"> • More special ed educators and training for general ed teachers. More resources for these students, including qualified staff.
<ul style="list-style-type: none"> • More special ed. professional development on school professional development days
<ul style="list-style-type: none"> • More special education instructional aides should be available to assist the general education teachers in lesson delivery. Every SPED student should have access to Internet enabled instructional devices such as laptops and tablets with the most up to date software.
<ul style="list-style-type: none"> • More staff resources, and clear procedures
<ul style="list-style-type: none"> • more stringent guidelines on what students are appropriately mainstreamed, and assistance in the classroom from SPED teachers if they are.
<ul style="list-style-type: none"> • More support for general ed teachers mainstreaming sped students.
<ul style="list-style-type: none"> • More than four choices for this questionnaire; some items there is in between agree and disagree. Special Education and General Education staff development days where all parties are together Paid/required training opportunities for para-educators Overhaul of CEC program More positions to staff on-campus and after school interventions Lower class sizes More computer labs (subscriptions) Training on what accommodations are available and look like for CAASP and district testing. More behavior specialists
<ul style="list-style-type: none"> • more time for SpEd teachers to collaborate with GenEd teachers, to share strategies for working with specific students...team meeting of all teachers of IEP students who are failing, to be sure IEP strategies are consistent from class to class
<ul style="list-style-type: none"> • More time to collaborate with SPED teachers
<ul style="list-style-type: none"> • More training for gen ed teachers
<ul style="list-style-type: none"> • More training for gen Ed teachers
<ul style="list-style-type: none"> • More training for teachers
<ul style="list-style-type: none"> • more training. more staff dedicated to this.
<ul style="list-style-type: none"> • more voc. Ed classes that they can be part of not just wood shop and auto shop. Support for students and staff working with students with emotional disorders. follow IEP, when a student arrives with 1:1 support don't say PUSD doesn't do 1:1. and offer additional support to the class that isn't trained to meet the needs of the student.
<ul style="list-style-type: none"> • More work shop for general education teachers about special education students and leanings.

<ul style="list-style-type: none"> • Need to have 1 central place for learning center.
<ul style="list-style-type: none"> • Needs to collaborate with special ed on a monthly bases.
<ul style="list-style-type: none"> • Not every child who has an IEP belongs in a general education classroom. I have seen more issues with students giving up because there's no amount of instructional scaffolding or accommodations that have helped them achieve understanding in the general ed classroom. These students (though small in number because a great many do well in the general ed classroom) used to have service specific subject matter classes, but those are no longer allowed and these students struggle (and fail) throughout the year in general ed. Bring back the subject specific special ed classes for those students (maybe <30 per grade level) that are inbetweeners--not ready yet for a full general ed class (even with modifications), but also higher functioning than our service specific classes that we currently have.
<ul style="list-style-type: none"> • Offer more professional development opportunities to learn how to modify general education to those with special education needs.
<ul style="list-style-type: none"> • Offer the services they need, rather than the most cost effective minimal service that uniformed parents will accept.
<ul style="list-style-type: none"> • Our campus does a great job with all services for students with disabilities.
<ul style="list-style-type: none"> • Our school and district need more resources for students with special needs. Furthermore, I think the special education team (both at the school and district levels) needs to better support our students. Our SST team refuses to test students for special education resources in the primary grades, even when the parents ask for testing.
<ul style="list-style-type: none"> • Our school psychologist is overworked and can't keep up with testing for IEPs and candidates for resource. This greatly impacts our students. We need help with the testing process. It's not fair to the students that she is so back logged. She'll often complain that she is back logged and doesn't want to test anymore students for resource. Not fair!
<ul style="list-style-type: none"> • Parents are requesting services and are being denied or put off for long periods of time. There should be a better process to accommodate the requests.
<ul style="list-style-type: none"> • peer-led evaluation of the current resource support model implemented at the high school
<ul style="list-style-type: none"> • Pittsburg students w/disabilities need MORE functional education to accompany the academic and to help bridge the gap that they experience on a daily basis. Educators are competing w/video games and technology based devices--we've got to find a way to incorporate these into our curriculum effectively.
<ul style="list-style-type: none"> • Place students in a classroom that will best meet the needs of the student and not the district's budget.
<ul style="list-style-type: none"> • Please note: This survey often asks me to state my opinion about things that I am unaware of. Therefore, the "Strongly Disagree" answers are because I lack sufficient information to have an opinion on the statement, For those statements that I either disagreed or strongly disagreed with, I clicked the "Disagree" button. Additionally, some of the questions are not limited to students with disabilities as written, for instance the ones about modifying instruction. How can I modify instruction for each of the 24 to 36 students in the classroom each period and still cover the material that is necessary? Given that for the most part, all we see on the IEPs are generic accommodations for extra time/alternative location on tests and assignments, variable weighting of assessments, or special placement in the classroom, it is not hard to meet these requirements. But, whether or not we can meet the needs of each student with disabilities is unknown with the information we have. Given that I have over 10 students with special needs, I am not sure I could keep all of the necessary information in my head to ensure that I did everything in my power to create and deliver instruction that works for everyone.

<ul style="list-style-type: none"> Professional development in differentiated instruction to meet the needs of students with disabilities.
<ul style="list-style-type: none"> Provide adequate training for those providing services for students with IEPs.
<ul style="list-style-type: none"> Provide more meeting/planning time for teachers.
<ul style="list-style-type: none"> Provide professional development opportunities, assessment and data collection tools and classroom/outdoor materials for staff
<ul style="list-style-type: none"> Provide Professional Development to Physical Education Teachers in Providing a modified diverse challenging curriculum for both special education students with IEPs and a general population class of and up to 24 to 56 other students. Keeping them active without incident of confrontation, meltdown, tantrum, shut down, runaway or verbal abuses preventing teaching and learning of a lesson. Providing capable support staff to translate instruction in the mode the SpeD student may understand and in physical support to the given Lesson. Provide a summary of approaches or triggers to avoid so the Sped students needs may be met that promotes a positive attempt to the Lesson plan.
<ul style="list-style-type: none"> Provide upgraded technology for use with curriculum that is mandatory. Provide extra manpower in classroom to facilitate smaller group learning.
<ul style="list-style-type: none"> Providing more resources for teachers, not making it such a difficult process for students to get the help and aid that they need in order to be successful in a general ed classroom.
<ul style="list-style-type: none"> Providing time for the special ed teacher and general ed teacher to meet and review the progress of students's goals set in the IEP, as well as the goals within the classroom.
<ul style="list-style-type: none"> PUSD ought to support gen ed teachers by offering or even requiring periodic and systematic training on universal access strategies. There should be far more support to ensure that the classroom teacher (gen ed) has the know-how and materials needed to adequately address the diverse needs of our students, including those with disabilities. --> OFFER LOTS OF TRAININGS -->FOLLOW UP WITH CLASSROOM VISITS AND PLANNING TIME (PAID) TO ENSURE THAT SPED STUDENTS' NEEDS ARE BEING MET
<ul style="list-style-type: none"> Push-in ...sped teacher in the mainstream classroom (two certificated teachers in same room).
<ul style="list-style-type: none"> Put all students in classes at their level of ability, including regular education students. This social promotion policy cripples students and teachers. Students are in classes far above their abilities; teachers can't teach the curriculum when students don't have a foundation.
<ul style="list-style-type: none"> Put special education teachers back into the general education classroom-the current model does not allow meaningful and regular collaboration between SPED and Gen Ed teachers.
<ul style="list-style-type: none"> put students in classes for which they are ready- putting non-verbal/chair bound student in an acting class does not serve the student. There are many cases, as an elective teacher, where students are put in class just to have them there. It does not help anyone in the room. Actually provide the help needed. I have a class this year that is about 25% high need SPED. I had to contact the SPED teachers, multiple times, before I got help. it took weeks before I even knew who the case managers were. It is not acceptable.
<ul style="list-style-type: none"> Rancho Medanos needs a fully staffed Special Education department to fully support our students.
<ul style="list-style-type: none"> Respond to teachers' needs for assistance with dangerous student behavior issues within the school settings.
<ul style="list-style-type: none"> Smaller class size and aides would help.

- some or specific casemanagers need to monitor their students more effectively more parent contact needs to be made and does grade modifying really help the sped student to get into the real world? probably not so why do we do it.
- Some special needs children are in the gen ed class, but need to be moved to a more appropriate setting. It is a slow process to get these students the services they need when it involves moving the student to another site. Students with severe behavior/emotional issues interrupt the classroom and interfere with instruction for all students. There should be a more efficient process to move them quicker to get them the help they need and then get them back (hopefully) into the gen ed class quicker.
- Sometimes there is a gap in communication. Teachers need to know what is on the IEP as soon as possible.
- Spec Ed students need individual leveled instruction to meet their needs. The push in model is completely inefficient. In the push in model, an educational professional sits with a child and tries to get him or her to understand content that is grade levels above where the child is functioning. The push in model is a complete waste of a professional and a complete waste of the child's time.
- Special Ed Teachers' case loads are too large for all students to receive the services that meet their needs. We have students in the upper grades who are a year or two behind academically grouped with students who are 3-4 years behind. There is a great need for more teachers and/or aides at each site so that students can be grouped by ability not simply by grade level. If a student is a year behind then time spent in the General Ed classroom with support is ideal. A 5th grader who reads at a 1st grade level needs more instruction focused on their missing skills. Students are often placed in a General Ed classroom because it is thought to help them socially but if they are unable to do a majority of the work they are fully aware at this age. They are often embarrassed to be working on modified assignments next to their grade level peers. General Ed teachers are told to modify but it is challenging to modify an assignment that involved reading & comprehension for a student without reading skills. The modifications suggested are often not feasible with our limited resources & technology in our classrooms. There are few classrooms with one Special Ed student. There are typically 3-4 with IEPs in addition to the General Ed students not working at grade level. One modification does not fill all. There are many students who are in need of services but the message to General Ed teachers is that Special Ed is at capacity. We are in desperate need of more teachers/aides in the Special Ed Dept. Students are not receiving the individual services they deserve with our current situation.
- Special education teachers should share the IEP goals / 504 plans with general Ed teachers. They should also give us materials for when the students are in class. these students need to feel like they are part of the class. There's nothing worse than walking into a classroom and seeing a special Ed. Student coloring. I also feel that the special education department needs to work on being in compliance with state regulations. I'm tired of seeing our special Ed students suffer because of Debbie Daily (?) not doing her job. She works against the parents and students instead of for them. Every child is entitled to a free and appropriate education and our district has the money to fund so much more for our special Ed students. -- there should also be an answer for I don't know. I left some questions blank because I didn't know the answer. I take it back this survey is not allowing me to leave the following questions blank 6, 14, 15, 21, 28 therefore I will try my best to answer. I have no way of knowing whether or not the IEP goals align because I haven't seen my students IEP therefore I will disagree with that questions and the rest of the questions I didn't know.

<p>#28. I'm not sure that they have offered any true staff development for special education except for the last staff development. Over all, I feel like we are failing in our special education department.</p>
<ul style="list-style-type: none"> • Special Education teachers should spend more time with General Ed teachers, discussing how they can help kids with disabilities. Co-teaching , if everyone is treated as equally, is one way. General Ed teachers need to be educated on the problems that Special Ed kids actually face. Special Ed kids are not faking it or getting a free ride.
<ul style="list-style-type: none"> • SpEd Law and EdCode PD's are really needed. New SpEd educators need mentors especially during their first year. Medi-Cal money should be spent on SpEd students to experience OFF CAMPUS learning via field trips that might not normally occur.
<ul style="list-style-type: none"> • Speech and Language Therapists and Psychologist should be fulltime at elementary sites. I believe there is the need and our families have less access to outside resources. They rely on the district to provide the services needed. Interpreters should be provided by the district for all meetings where the parents do not speak English. In addition, reports sent home should ALWAYS be translated when necessary.
<ul style="list-style-type: none"> • Student with disabilities need to have their minutes met and not just pulled from class when it fits the special ed teacher. Many students who would qualify for special ed are overlooked because other kids are more "severe" than some.
<ul style="list-style-type: none"> • Students could get time with the resource teacher weekly for specified instruction.
<ul style="list-style-type: none"> • Students in the Autism classroom may exhibit challenging behaviors that require the intervention and support of a behaviorist or BCBA. The fact that the district does not currently have this position filled poses a huge challenge.
<ul style="list-style-type: none"> • Students needs more activities to integrated more students parents need to be more involved
<ul style="list-style-type: none"> • Students to be given more teachers
<ul style="list-style-type: none"> • System to identify adults with disabilities and incorporate ways to support them within the educational program.
<ul style="list-style-type: none"> • Teacher retention needs to improve. Case loads need to be lower for case managers and counselors.
<ul style="list-style-type: none"> • Teacher training and more resources
<ul style="list-style-type: none"> • Teachers in Gen Ed classrooms that serve Spec Ed students could benefit from having an aide in class at least at some time during the day.
<ul style="list-style-type: none"> • Test kids more frequently. I have a few that should not be placed with special needs.
<ul style="list-style-type: none"> • Test the students that need to be tested and identified. Do not wait until May.
<ul style="list-style-type: none"> • The collaboration between teachers and admin needs to improve. I feel admin looks down on the special education department as a whole.
<ul style="list-style-type: none"> • The district needs to provide more funds for supporting special ed. population. Money should be spent on hiring more aides for resource room. One-on-one aides should be provided for students who need it. We general ed teachers see too many situations where a one-on-one aide is needed but not provided. We all suffer in those cases. Special education students should be put in scheduled but fluid groups that work on specific needs for part of each day. For example, 8:00 - 11:00 would be for scheduled skill groups, while 1:00 - 2:30 is for drop-in help. During the drop-in times, students bring work from their classrooms. If more staff is needed then the district needs to find the money to provide more staff. One aide should be for the resource room and one should be available to go to classrooms. Special education teachers should be given time in staff meetings to share their knowledge with general ed staff about how to address specific needs of our special needs students. Special ed staff should

<p>let staff know if they are not available to assist students that usually are sent to resource room at certain times.</p>
<ul style="list-style-type: none"> • The ones "helping" students on tests in the learning centers need to discontinue that practice. It would also be helpful if the teachers are sent a list of all their IEP students alongside the case manager for each at the start of the school year. We often do not know a student has an IEP or the notification gets lost in the general email spam.
<ul style="list-style-type: none"> • The Special Ed Teachers that I work with have very poor support, especially from the Special Department at the DO. The Admins down at the DO don't work with the Special ed classroom teachers, and often make issues worse with the Gen Ed teachers, because of un realistic demands they put on the Special Ed teacher. You need to make sure when hiring Admin for Special ed they know the community and parents. I have worked in Special Ed for 16 years and I have made recommendations to Admins at DO about what kind of support the child needs and they say no. Then in two months they are having to do it the way I suggested. hope we don't continue to make the same mistake with hiring Admins that don't understand the parent, school atmosphere and support the special classes have at that site.
<ul style="list-style-type: none"> • There is not enough information given to the teacher by the office in regards of what student has a 504, IEP, etc.
<ul style="list-style-type: none"> • There is not a lot of communication between the special education department and general education teachers. It should be a collaboration. I have students in my classroom whose special education teacher I have never spoken to or heard from. Nor have I received any updated information.
<ul style="list-style-type: none"> • There is room for improvement in the areas of communication between SPED case managers and gen ed teachers. Gen ed teachers would also benefit from additional training/PD on how to best accommodate SPED students and how to work with SPED personnel.
<ul style="list-style-type: none"> • There needs to be a true continuum of services for Sp Ed students. We have services for those with vision, hearing, emotional, and autistic problems, but not those students who require a smaller class size due to problems with language processing, or other delays.
<ul style="list-style-type: none"> • There needs to be more cooperation between the administration at the district level and at the school level. Site administration opinion is sometimes taken into consideration.
<ul style="list-style-type: none"> • There needs to be time for more effective collaboration between the general education teachers and special education team at each site. General Education teachers need professional development to understand disabilities, how to help them in the classroom, and the process of identifying a student starting from the 1st SST meeting. Only then will students get the services they need in the GE classroom. Overall students at my school receive the support they need by the teachers but I feel sensitivity training toward children with disabilities especially if they have behavior issues would help. I don't get to go into the classroom as much as I would like because of number of students spread out in different classrooms.
<ul style="list-style-type: none"> • There should be a meeting at the beginning of every year with the gen ed teacher and special ed teacher to go over IEP goals.
<ul style="list-style-type: none"> • This survey is flawed as I cannot answer "not applicable" when needed.
<ul style="list-style-type: none"> • This survey needs to provide an option called "don't know" to help the school district determine if the services that are provided is known to all the staff and faculty. Therefore, this survey will be unable to accurately provide a gauge for administrative understanding in its results. <p>This adult school needs to be funded for services to students with learning disabilities at the basic skills level. Testing should be available on campus and curriculum developed to</p>

<p>accommodate their specific learning challenges so they might have a better chance in attaining their GED or High School Diploma.</p>
<ul style="list-style-type: none"> • This survey was somewhat meaningless for me as I have no idea what happens with special education students here at Pittsburg High School. I am sorry.
<ul style="list-style-type: none"> • Though SpEd is improving at MLK, it's not at the high level it was during 2005-2006 at PHS, where classes with high numbers of SpEd students had credentialed SpEd teachers in the classroom with GenEd teachers. My SpEd counterpart and I collaborated very effectively for the benefit of all students.
<ul style="list-style-type: none"> • too new to district to answer
<ul style="list-style-type: none"> • Transition Plans need to be improved. Transitioning students from the Learning Academy back to PHS needs to begin. SELPA Program Specialists should be involved with IEPs for students in the Learning Academy. PZSD should consider placing a full time Program Specialist in the Learning Academy to design and implement a positive behavior modification program.
<ul style="list-style-type: none"> • translators and special learning devices; computers, laptops, etc. would help with instruction.
<ul style="list-style-type: none"> • Unable to input students grades, they are still considered in their IEP class... affects overall and accurate grading.
<ul style="list-style-type: none"> • Unknown
<ul style="list-style-type: none"> • Use the push in model when appropriate because the pull out services makes it more difficult for the student and they miss core teaching time. Provide more support (parenting classes, support groups, counseling) for our families receiving special education.
<ul style="list-style-type: none"> • We could really use more space to adequately instruct the students with disabilities. Even in this 4 year old structure we are almost bursting at the seams and to think how much more we could do with and for our students if only we had the space and resources to adequately provide a dynamic education.
<ul style="list-style-type: none"> • We don't have any at the Adult Education Center.
<ul style="list-style-type: none"> • We highly need curriculum for ECE Sped students as well as materials that meet their diverse needs. Also need proper technology to document student learning.
<ul style="list-style-type: none"> • We lack a clear vision and focus regarding our special education district-wide. Examples include our inclusion program (a lack of coherence and consistency at the secondary level) and the increase if autistic students; we have not developed a program to meet their needs at the secondary level. We do not have a clear instructional program regarding how to support our special education students in the mainstream environment (i.e. team teaching vs. support classes)
<ul style="list-style-type: none"> • We need a behaviorist. I have a Special Education class of students with behavior challenges. They are very difficult and the staff has not had sufficient training, nor is there someone to guide them when different situations arise. A behavior therapist would be able to assist the staff with strategies, creating behavior support plans and methods for diffusing situations.
<ul style="list-style-type: none"> • We need a reading specialist at every campus. Our teachers do their best; however, I have a child in the district with a disability. I am very disappointed with the lack of resources available for our kids within PUSD--many of whom are not even assessed nor helped for reading comprehension struggles--dyslexia, dysnomia, retell and more. we question with perplexity why there is such a dip in assessments between elementary and middle school, but we fail to look at the whole picture. The expectations that we have of our middle and high school students require them to speak and defend their answers with logic and evidence--much of that must be understood in order to project a stance on the issue. We say all is well in elementary, but that is not true. Students in elementary are aloud to

<p>explore and lightly/voluntarily, orally share their understanding of what they are learning; thus, the real disabilities remain hidden until students are forced to do assignments which target/assess collaboration and discussion.</p>
<ul style="list-style-type: none"> We need an autism class, with sensory equipment and necessary materials for those specific students. The high school has nothing to offer in this regard.
<ul style="list-style-type: none"> We need more programs to support our students with disabilities.
<ul style="list-style-type: none"> We need more psychologists. We have more emotional needs than we have support. Our students are suffering, and we can feel it at our site on many levels. We also need more resource support. We have many students with IEPs needing over 600 mins of support. With as many students, one resource teacher and one aide, it is almost impossible to take on any additional IEPs (although I know we have to, but the math doesn't add up). I am happy to see that these surveys are going out and that help is on the way!
<ul style="list-style-type: none"> We need more technology and adaptive tools for students with disabilities. Also, the case load for one resource teacher is too high and help with additional staff would be good.
<ul style="list-style-type: none"> We need more technology and adaptive tools for students with disabilities. Also, the case load for one resource teacher is too high and help with additional staff would be good.
<ul style="list-style-type: none"> We need more technology and adaptive tools for students with disabilities. Also, the case load for one resource teacher is too high and help with additional staff would be good.
<ul style="list-style-type: none"> We need to have hands-on trainings for general education teachers about working with special education students (autistics, auditory processing disorder, visually..., etc.)
<ul style="list-style-type: none"> We need to look at parents as partners and not advisories. We need to provide whatever it takes to meet the needs of our special education students.
<ul style="list-style-type: none"> We really need to streamline the process for those kids who might need services and who aren't severely or outwardly disabled but who do show signs of learning disabilities. We really need to identify those students who have dyslexia and treat it as a special need.
<ul style="list-style-type: none"> We would better serve our students if we developed a co-teaching model in lieu of the current content specific support program we have in place. We also need more leadership and direct training from the DO in regards to keeping IEPs legally compliant. We need better leadership from the DO with regards to legal aspects of special ed and site administration. A few site admins do not have knowledge of special ed law and are unclear that this lack of knowledge opens us up to legal problems. We need to work collaboratively with the DO and site admin to restructure our special ed staff and retrain a few staff members. The creation of a special education coach on site between both high schools would be a positive step in leading the faculty into a new model of teaching and a new era of PUSD legal IDEA accountability. =)
<ul style="list-style-type: none"> When I have a student with a specific disability it would be nice to get training on that disability. I would like it if a special education teacher makes a transitional plan to be able to meet with that teacher. I would like more than a day's notice that a student with a specific disability is going to be joining my class.
<ul style="list-style-type: none"> When working with special needs it is not a one size fits all. We have to look at the "Whole child." Most of the time special education children with learning disabilities do wonderful in a general ed classroom and can be beneficial to all. However, children that are more than two years behind academically and have major behavior concerns not only does a child not get services they deserve as well as the rest of the class suffers. We do not have enough faculty to support it.
<ul style="list-style-type: none"> With the high turnover rate of our special ed staff, consistency has been hard. When new they spend SO MUCH TIME trying to catch up on paperwork, getting to know their caseload, and/or fulfilling the requests for testing, that we don't get to see them as much in our

classrooms as we would all like.

As for having students with disabilities in our general ed classrooms I think it is fantastic socially for both those with and without disabilities. It also works well when those with learning disabilities have regular academic support. I think both "pull out" and "push in" are beneficial and necessary.

However (questions #26 & #27), emotional/behavioral disabilities can be a huge challenge not only for the student & teacher, but the rest of the class. I would love to see more programs on campuses to support those students. Counseling groups, aides, etc. I ended up with two students in my classroom from the behavior class at Foothill this year. One completed the program and earned his way back. The second moved districts, then returned asking and receiving a second chance. Neither student had any emotional/behavioral support after leaving the program other than what myself, the administration, and possibly their parents were able to offer. To jump from a small classroom environment with multiple adults to supervise and offer structure at all times, to a classroom with one adult, 30 students and more limited structure (outside of the classroom) is huge for a child with severe emotional/behavioral issues. Student number one is struggling and heading toward a behavior contract again. The second student who didn't complete the program has returned to the behavior class at Foothill. As a 5th grade teacher & former middle school teacher, I am terribly concerned about those students and their chances for survival in middle school. I am also concerned about the students who daily have to deal with the behaviors/disruptions of those struggling students. The bottom line is that we need more programs to support those students otherwise they are going to fall through the cracks (question #31).

- Work with students from an early age. Get them tested as soon as possible. Not having them run through the system without the support they need.

Positive aspects of services for students with disabilities:

- Some of our general education students are great mentors and enjoy helping students with special needs learn new skills.
The district has a variety of tests available to be borrowed to use at our sites. Very helpful!
- * At this site we have a dedicated team of Special Education teachers.
* We offer a variety of courses and opportunities for our special ed students to access the curriculum.
- *Our special ed teachers do a fabulous job; it's the district office that needs to make more things happen, at a faster rate, in order to get the kids the appropriate accommodations that are needed (For instance, a behaviorist that was supposed to be hired and more staff so the psychologists and others working are not overloaded with cases that have deadlines)
- Every teacher would like to help SpEd students reach their potential.
- The aides I have working with me, are fantastic.
- Great sped teachers...
- Teachers and parents are all coming from a good place in that they want what is best for the student.
- Integration of students into society
- Many of our SPED teachers are extremely dedicated and hard working.
- The new SPED people seem competent and seem to care.
- personalized attention!
- Some case-managers have come into the classrooms to help with the teachers work effectively with student(s)
There is an effective evacuation plan for wheelchair bound students to exit the building during a fire drill (2nd floor).
- Teachers are dedicated to helping the students.
- The special ed department appears to be doing their very best to accommodate and work with gen ed teachers in regards to IEPs, i.e. IEPs are thoughtfully scheduled and managed.
- This year we are fortunate to have on our staff, two outstanding Resource Teachers who are actually providing all that our students need as indicated by the IEP! They communicate with General Ed. teachers on a regular basis about our students.
- It is good to have them mainstream in regular classes to a certain point depending their disability
- It's nice that they are included
- Overall, our teachers really care about these students with disabilities and do everything they can to understand and follow IEPs, modify work accordingly, communicate with special education teachers and school administration/staff concerning these students, etc.
- Community feel in school is great
- Preschool parent workshops have increased parents participation and involvement with their child's education.
- Some case managers are very in touch with their students and their needs. This is helpful when they are monitored closely by them.

<ul style="list-style-type: none"> Teachers and support staff work very hard day in and day out to build rapport with students and parents to make sure that the students are successful.
<ul style="list-style-type: none"> Thus far the special ed teachers and services at Black Diamond HS are great, communicate well with one another, know their students, and meet their needs. At Rancho, I appreciate the LOP and Opportunity classrooms, the Hope, and Excel counseling allows there to be some fluidity in service for the gen ed and sped; however there is some growth to be had regarding everyone's "roles" in sped and ways we can be a TEAM (not just talk team) and work together to serve the students. Thanks for the focus group- it was a great opportunity for us to be heard.
<ul style="list-style-type: none"> I believe that everyone involved truly has the best intentions of the students in mind.
<ul style="list-style-type: none"> They are treated as equals in the school culture.
<ul style="list-style-type: none"> Support all staff and students
<ul style="list-style-type: none"> The Special Education and general education staff continually work together to provide high quality services to students with disabilities.
<ul style="list-style-type: none"> Teachers at Black Diamond make accommodations for students based on the student need and not their label or whether or not they classify as special education. BD teachers teach to diversity!!!
<ul style="list-style-type: none"> Easily able to collaborate with resource teachers to enhance my students learning
<ul style="list-style-type: none"> I believe they are accepted by the general student population.
<ul style="list-style-type: none"> School site staff members work collaboratively to benefit students
<ul style="list-style-type: none"> School site staff members work collaboratively to benefit students
<ul style="list-style-type: none"> Supportive teachers and administration at my site for implementing LRE for my students.
<ul style="list-style-type: none"> Modified instruction to support their needs
<ul style="list-style-type: none"> SPED teachers organized. Teachers really do care about the students they teach. They along with their parents are good advocates for the students
<ul style="list-style-type: none"> I have always had great involvement from the gen. ed teachers who serve my students.
<ul style="list-style-type: none"> Students are accepted by everyone on campus including student body and staff members. They feel as though they belong on campus and treated like part of the general ed population. They have small class numbers for math and english support so teachers can focus on scaffolding assignments and give them extra support..
<ul style="list-style-type: none"> The best aspect of providing educational services for students with disabilities is working with young children on individual bases and getting to know their personalities, preferences, and individual learning styles.
<ul style="list-style-type: none"> SOME teachers care.
<ul style="list-style-type: none"> With new teachers we are transitioning to a better program at our site.
<ul style="list-style-type: none"> That they are many in campus, but not really sure what they are or who to contact with.
<ul style="list-style-type: none"> Students have regular IEP meetings were all teachers, parents, and other staff attend to help and support students.
<ul style="list-style-type: none"> K-12 students seem well-covered
<ul style="list-style-type: none"> Some very strong case managers provide a lot of support and suggestions to general education teachers. There are resources if you know where to find them.
<ul style="list-style-type: none"> The money that has been secured via Medi-Cal billing
<ul style="list-style-type: none"> Scholars have what they need. For example ratios in classrooms with aids.
<ul style="list-style-type: none"> seeing them grow.
<ul style="list-style-type: none"> Getting a copy of the IEP helps to modify curriculum.
<ul style="list-style-type: none"> Students receive frequent and consistent small group services in the areas in which they

<p>need.</p>
<ul style="list-style-type: none"> The team at Hillview activity communicates and implements strategies in the general ed classroom
<ul style="list-style-type: none"> Allowing students with disabilities to interact with the general ed allows them to experience and learn what is not being seen in their own classroom.
<ul style="list-style-type: none"> It's equity!
<ul style="list-style-type: none"> Students with disabilities need to be made to feel the sense of inclusionism in the school environment.
<ul style="list-style-type: none"> From my experience, Special Ed students feel included. They don't label themselves.
<ul style="list-style-type: none"> We now have excellent teachers in our Resource teacher and our Special Day class. It is really nice to see these professionals.
<ul style="list-style-type: none"> THE teachers and staff truly care about the students. It seems that the staff does come up with ideas for how to better serve these students. Unfortunately, these ideas are sometimes shot down by admin, or at least have been shot down in the past.
<ul style="list-style-type: none"> During IEP meetings, all team members exhibit a genuine interest in the student and improving the educational experience and learning for the student. (For reasons that cannot be easily identified, this genuine interest does not typically carry over to the classroom after the meeting.)
<ul style="list-style-type: none"> Students appear to greatly benefit from their accommodations.
<ul style="list-style-type: none"> These students are provided with all the support they need to graduate up to the age of 22 years old, if they did not graduate at the end of their 12th year of school.
<ul style="list-style-type: none"> Currently, our school is not giving quality services for IEP students. I havent attended any IEP meeting with parents.
<ul style="list-style-type: none"> As a whole, I feel our Special Education staff really cares for our students and wants them to succeed.
<ul style="list-style-type: none"> Our SPED teachers and SPED aides really care for our students and are doing the best they can with the time and resources they have. Most teachers seem to follow IEPs as instructed. Our wonderful SPED teacher even has daily lunch and a movie in her classroom with her students who have earned it as a positive incentive to do their best.
<ul style="list-style-type: none"> I see more visually impaired students receiving quality services.
<ul style="list-style-type: none"> We are here to help anyone that needs it.
<ul style="list-style-type: none"> There are a wide range of options and assistance for disabled students. Their IEPs are updated to reflect their goals and accomplishments as well as their difficulties and plans to overcome them.
<ul style="list-style-type: none"> When the aides do make it to the class they are incredibly helpful.
<ul style="list-style-type: none"> Some (not all) of our special education teachers and support staff have wonderful, uplifting personalities, which make the kids with special needs always feel at ease and welcome in our community :).
<ul style="list-style-type: none"> It is wonderful to see a student being taught at their level. They relax and start to be engaged in the learning process.
<ul style="list-style-type: none"> Dedicated staff, variety of programming.
<ul style="list-style-type: none"> Students with disabilities are well integrated into the general education classroom.
<ul style="list-style-type: none"> They feel like they belong somewhere special. They feel a part of the school as a whole.
<ul style="list-style-type: none"> The case managers are always available to help and the students enjoy going to the Learning Center which is very well staffed. The Learning Center teachers also have a good system for dealing with students taking assessments and keeping assessments secure, which helps

teachers send students over there as well.
<ul style="list-style-type: none"> No comments
<ul style="list-style-type: none"> Our SPED staff is providing very good support for our students with disabilities.
<ul style="list-style-type: none"> Kari McLearn's class third to fifth grade has an excellent classroom structure in the areas of academics, behavior and communication. She is open to allowing push in services and pull out services. Students and families are connected to the classroom.
<ul style="list-style-type: none"> The dedicated Faculty works hard to help on the success of each and everyone of our students with the little support we receive form the central office.
<ul style="list-style-type: none"> No comment
<ul style="list-style-type: none"> We have gotten better at providing goals that meet the needs of the students in their IEP. I think we have also been providing great resources that enhance our students' success.
<ul style="list-style-type: none"> From my observations, students on our campus with disabilities feel comfortable and included. Staff does a good job of sending a positive message, and general ed. students are largely respectful and tolerant of their peers with disabilities, particularly physical disabilities which they have an easier time understanding than behavioral issues.
<ul style="list-style-type: none"> Social interaction can be a positive experience
<ul style="list-style-type: none"> It is clear that each member of the team has the students success in mind. Also, under our new principal, our IEPs have run much smoother. It is clear that our special education teachers put forth so much more effort to support and advocate for their students.
<ul style="list-style-type: none"> Buses are provided They are integrated to some general classes Aides in the class
<ul style="list-style-type: none"> We have a caring special education staff at each school who care deeply about their students
<ul style="list-style-type: none"> I believe the education specialist have a sincere desire to support our students based on their individual needs.
<ul style="list-style-type: none"> The team has a great relationship and collaborates well to provide appropriate services for all students.
<ul style="list-style-type: none"> More athletic activities available for sped students
<ul style="list-style-type: none"> Good services are available
<ul style="list-style-type: none"> I feel trusted and supported at my campus by my principal and other IEP team members - especially when it comes to delivering the service model in a way that I believe will support my students the best.
<ul style="list-style-type: none"> They are being recognized as needing extra help.
<ul style="list-style-type: none"> Generally staff at my site works well together.
<ul style="list-style-type: none"> Aids are making their way into select classrooms. IEPs were organized in folders for us by period
<ul style="list-style-type: none"> Access to GE curriculum
<ul style="list-style-type: none"> Inclusive
<ul style="list-style-type: none"> Students with services are in the classroom as much as possible
<ul style="list-style-type: none"> 5 to 1 student to teacher ratio in our learning center for academics. Excellent teachers in our special education programs.
<ul style="list-style-type: none"> Good coworkers
<ul style="list-style-type: none"> It is important for the SPED kids to be in mainstream classes but they need a lot more support.
<ul style="list-style-type: none"> SpEd Staff works exceptionally hard at our site collaborating with other staff, families and scholars.

<ul style="list-style-type: none"> • Special edu again students are supported by staff
<ul style="list-style-type: none"> • The school and the team are awesome with students with Special needs.
<ul style="list-style-type: none"> • My principal and staff is amazing!!
<ul style="list-style-type: none"> • All students can learn if we give them the support they need in their instructional day that will support their academic achievement as well as their social growth.
<ul style="list-style-type: none"> • Wonderful special education staff!
<ul style="list-style-type: none"> • Individualized instruction
<ul style="list-style-type: none"> • Positive aspects of services for students with disabilities only works with low class sizes.
<ul style="list-style-type: none"> • Very supportive staff here at Los Medanos
<ul style="list-style-type: none"> • One on one assistance is wonderful!
<ul style="list-style-type: none"> • Some resources are in place
<ul style="list-style-type: none"> • Special ed department at the school site work as a team for effective service
<ul style="list-style-type: none"> • Students with disabilities are given the opportunity to interact with the general education students both socially and academically, which allows new friendships to develop and previously established ones to mature.
<ul style="list-style-type: none"> • Positive social interactions can come from students with no disabilities and can increase confidence in those that have them.
<ul style="list-style-type: none"> • I think certain people are trying really hard.
<ul style="list-style-type: none"> • Seeing progress for all individuals • Seeing students communicate more efficiently
<ul style="list-style-type: none"> • Teachers are dedicated to working to help students with disabilities
<ul style="list-style-type: none"> • The flexibility of the department to accommodate the huge SPED population at our school.
<ul style="list-style-type: none"> • Collaboration opportunities
<ul style="list-style-type: none"> • Students with disabilities are academically thriving at Stoneman.
<ul style="list-style-type: none"> • Great special education teachers, and students who are accepting of students with disabilities.
<ul style="list-style-type: none"> • They exist
<ul style="list-style-type: none"> • SPED staff cares!
<ul style="list-style-type: none"> • There are those who are taking advantage of the services offered and doing a great job with progressing!
<ul style="list-style-type: none"> • Willingness to work with the Gen Ed Teachers
<ul style="list-style-type: none"> • Have aids in regular classes for support.
<ul style="list-style-type: none"> • Our site has a great SST team. I have always felt supported and welcome
<ul style="list-style-type: none"> • Everyone cares and has the best in mind for our students
<ul style="list-style-type: none"> • There is an emotional reward when a student with disabilities is able to succeed.
<ul style="list-style-type: none"> • Our school is doing what is required
<ul style="list-style-type: none"> • I think we have a great program here
<ul style="list-style-type: none"> • The Special Education staff is stellar and really advocates for their students.
<ul style="list-style-type: none"> • Always a solid effort by staff
<ul style="list-style-type: none"> • Feel like part of the school populace.
<ul style="list-style-type: none"> • We have a great team at the high school and the IEPs are always professionally handled.
<ul style="list-style-type: none"> • Staff works together to make sure all know what each student needs! Communication between home and school is very clear and consistent.
<ul style="list-style-type: none"> • Fellow students and most staff accept them as they are, without judgement.
<ul style="list-style-type: none"> • All services for students with disabilities on our campus are great. The staff really works well

with both teachers and students in making sure we meet our goals.
<ul style="list-style-type: none"> In my program, students are less invisible than ever before. I Believe that they are experiencing general acceptance by the student body while at school.
<ul style="list-style-type: none"> The profound professionalism and true dedication that most of our SpEd staff have for the education and development of our students. Many are willing to think outside of the box and to use any means necessary to effectively educate our students. There are several new programs that have been adopted and the educators in PUSD are generally open to trying ANYTHING that will prove to be for the good of the student.
<ul style="list-style-type: none"> Great speech help at our school. Behavior and handicapped class is good. We need a program that meets the needs of children in the middle. Not just general ed or SDC classes.
<ul style="list-style-type: none"> At least I could answer all of the questions in the summary section with the information I have. Overall, this survey definitely has special needs.
<ul style="list-style-type: none"> Students are mainstreamed into content area classes.
<ul style="list-style-type: none"> More recently the support from the central office staff has increased. This needed to be improved upon as before there was a sink or swim mentality.
<ul style="list-style-type: none"> Pittsburg Unified School District Teachers care.
<ul style="list-style-type: none"> Currently the schools have caring Aides to intervene when inappropriate behaviors occur.
<ul style="list-style-type: none"> Students receive the support they need to become successful.
<ul style="list-style-type: none"> We get a lot of support and help from our school psychologist and learning center team.
<ul style="list-style-type: none"> I believe that my special ed students are receiving wonderful support from our special ed teacher during their pull-out times.
<ul style="list-style-type: none"> It does not seem that our SPED students feel stigmatized or judged. IEP folders are being distributed to teachers to inform them of each SPED students' particular needs.
<ul style="list-style-type: none"> Extra period for support in subject student struggles in.
<ul style="list-style-type: none"> Questions 21 and 22; I have no information on these questions, but I was required to answer.
<ul style="list-style-type: none"> More students are enrolled in A-G classes.
<ul style="list-style-type: none"> I love working with SPED students. When properly placed, in appropriate classes which they have an interest in, it makes all kids in the room better.
<ul style="list-style-type: none"> Some General Education teachers are aware of the accommodations of their students. Many teachers and staff members are certain to provide needed accommodations so all students feel able to participate in general education classes
<ul style="list-style-type: none"> Parent involvement is encouraged. Timelines seem to be followed. Cum records are kept organized.
<ul style="list-style-type: none"> some case managers are really effective and work well with their students.
<ul style="list-style-type: none"> Our special ed staff collaborates well with the gen ed teachers and our student body is very accepting and respectful of the special ed students.
<ul style="list-style-type: none"> I believe our learning center at our school does a great job providing great services for our students.
<ul style="list-style-type: none"> When children are allowed small group or individual instruction, I've seen growth.
<ul style="list-style-type: none"> Gen Ed Teachers are identifying students with needs. The overworked Special Ed staff does their best to assess student, hold mtgs & get parents involved in the process.
<ul style="list-style-type: none"> I don't feel there are any positive responses.
<ul style="list-style-type: none"> I think the blending of special Ed kids is a positive for everyone around. I've never had a special ed kid tell me he was being picked on or discriminated against.

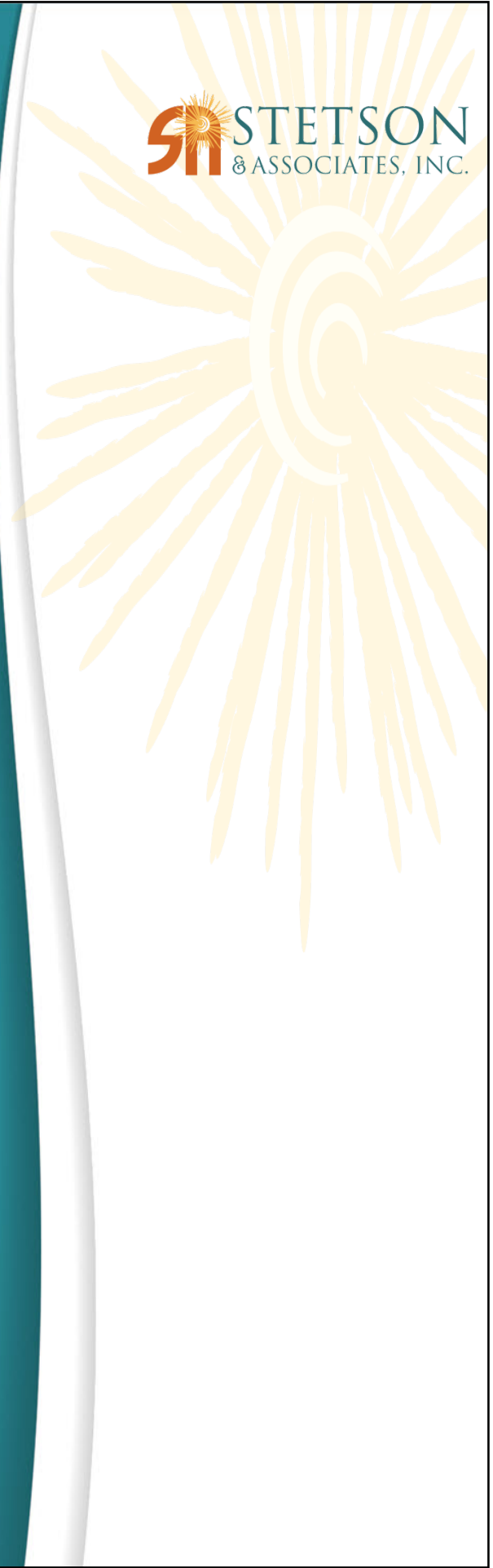
<ul style="list-style-type: none"> • Strong administration support at MLK and the money received for all of the Medi-Cal billing that has been done over the past few years.
<ul style="list-style-type: none"> • Our team here works very hard to provide the necessary support for students.
<ul style="list-style-type: none"> • Students are allowed to work at their level and feel successful.
<ul style="list-style-type: none"> • Support staff are available to help children with needs.
<ul style="list-style-type: none"> • A good student-staff ratio is helpful in an Intensive Autism Classroom. This ratio, plus the efforts at training staff on Applied Behavior Analysis, a proven to be effective technique at teaching students with Autism, in acquiring new skills and teaching replacement behaviors, would very much help stabilize the classroom and serve our students better.
<ul style="list-style-type: none"> • Program are more complete know that years before
<ul style="list-style-type: none"> • Students are really taken care of.
<ul style="list-style-type: none"> • Collaboration with families to better serve student needs.
<ul style="list-style-type: none"> • We have teachers who care and want to provide the best for all students.
<ul style="list-style-type: none"> • Identified
<ul style="list-style-type: none"> • Students with disabilities at school help gen ed students develop greater tolerance and empathy with people who are different from them. Spec Ed students get to develop more appropriate social skills when the interact frequently and regularly with gen ed students.
<ul style="list-style-type: none"> • The caring and support shown by the staff towards students with disabilities.
<ul style="list-style-type: none"> • Read 180 after school is a very good idea.
<ul style="list-style-type: none"> • The collaboration between Student, General Education, and Special Education teachers
<ul style="list-style-type: none"> • Students are never turned away. Staff are very caring toward all students. Teachers are given the leeway to make accommodations to suit their students as they see need.
<ul style="list-style-type: none"> • They get to not feel excluded by the student body at large
<ul style="list-style-type: none"> • The Resource Teachers at my site have been here a long time and are invested in the students education, family and community. They know how to work around the red tape that the DO has put on them and give the students the support they need to be successful.
<ul style="list-style-type: none"> • We can learn from them.
<ul style="list-style-type: none"> • I think that special education services are useful for students who struggle, giving them the skills to be able to work with their disabilities.
<ul style="list-style-type: none"> • Every SPED student who is able to participate in the general education setting does so at every opportunity. Gen ed students are extremely supportive of SPED students and are an invaluable resource in gen ed classrooms and on campus in general.
<ul style="list-style-type: none"> • Most students feel that they are a part of the school, and not outcasts, as they have felt at other schools.
<ul style="list-style-type: none"> • The administration at this site does everything that is possible to accommodate our kids. I have seen them go above and beyond to insure all of our students have the best chance at succeeding.
<ul style="list-style-type: none"> • Most teachers are sensitive to the students needs in their classroom. Many teachers work together when we have a student with behavior. For example if they see a student upset or starting to have a problem they will assist them to help them from the incident becoming more severe. I see this a lot when a teacher has had the student in previous years.
<ul style="list-style-type: none"> • Students who are pulled are not embarrassed or upset, they enjoy going.
<ul style="list-style-type: none"> • This is my first year here, so I also cannot answer about previous years, yet I cannot submit without that answered.
<ul style="list-style-type: none"> • Students with disabilities are provided places on the campus where they can thrive within an environment specially designated for their special needs in this Pittsburg Adult School. I am

happy with this arrangement.
<ul style="list-style-type: none"> I do agree strongly that special education students should be mixed with general education students.
<ul style="list-style-type: none"> At MLK there is good organization and communication between admin., counselors, parents, and SpEd and GenEd teachers. This has greatly improved over the short history of the school.
<ul style="list-style-type: none"> Too new to district to answer
<ul style="list-style-type: none"> Students with disabilities feel supported and know that they have time to complete their graduation requirements.
<ul style="list-style-type: none"> Mainstreaming has made them more approachable and real to the general education students.
<ul style="list-style-type: none"> Good guidance in moving them into the newer classrooms.
<ul style="list-style-type: none"> Hillview offers a wide array of special education services and ensures that each student receives the education they need.
<ul style="list-style-type: none"> Our special education teachers and support staff are very dedicated.
<ul style="list-style-type: none"> The GenEd staff and students are amazingly aware and most accommodating. The SpEd students aren't given 'privileges' per se, but rather occasional modifications or accommodations to make the running of the program a positive one and a place where the core curriculum can be obtained by all! MLK rocks diversity in all aspects!
<ul style="list-style-type: none"> Education is always good for all people.
<ul style="list-style-type: none"> They have caring case managers.
<ul style="list-style-type: none"> We have a strong team at PHS regarding school psychs and a core team of special education teachers. We are able to provide our special education students with a "solid" individualized program. But I would only rate us a "C" because our general ed teachers need additional training in how to modify and accommodate the needs of our special ed students and our case managers need support in team/co teaching
<ul style="list-style-type: none"> The Special Education teachers on my campus are wonderful (this year). They are organized, dedicated and caring teachers who want the absolute best for our students. I am very fortunate to have them working along side me.
<ul style="list-style-type: none"> If caught early, teachers are very good about supporting the needs of kids.
<ul style="list-style-type: none"> Great supportive and well-educated school psychologist.
<ul style="list-style-type: none"> The Learning Center is a wonderful place to learn and teach.
<ul style="list-style-type: none"> There is a process to receive support.
<ul style="list-style-type: none"> RS teacher tried her best to reach all students. However, we have so many students with IEPs as well as a great number that have not need tested, that are in need of support.
<ul style="list-style-type: none"> RS teacher tried her best to reach all students. However, we have so many students with IEPs as well as a great number that have not need tested, that are in need of support.
<ul style="list-style-type: none"> RS teacher tried her best to reach all students. However, we have so many students with IEPs as well as a great number that have not need tested, that are in need of support.
<ul style="list-style-type: none"> Following up with their IEP goals and implementation of accommodations
<ul style="list-style-type: none"> Parkside has a fantastic, effective and knowledgeable autism class teacher.
<ul style="list-style-type: none"> This year we are having resource specialist push-in during core instruction. This best serves our kids and they miss out on less.
<ul style="list-style-type: none"> *Excellent school psychs *vareity of special ed programs at the high school *case managers who care about kids *clerk to schedule and coordinate IEPs

* most IEP meetings have a translator when needed *a few excellent 1:1 aides
• Students receive quality education from our special education teachers.
• Push in aide; Patience with teacher; Leveled UA
• The special ed/resource staff at Parkside are fantastic team players and work so hard to help not only their caseload students, but everyone else (esp. staff) as well.
• Students are accepted in the class and have positive support from mainstream students and teachers.

APPENDIX F

Parent Survey Data





Pittsburg Unified School District Parent Survey

Evaluation of Services for Students with Disabilities

My child attends: *

- Early Childhood School
- Elementary School
- Intermediate School
- Middle School
- High School

Select your school: *

Select your level of agreement with each statement. *

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know or N/A
1. Our child's school provides adequate and quality personnel and services for students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Our child is considered a full member of the student body in his/her school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. All faculty members we have talked with seem to feel a strong sense of responsibility for all students, including students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am knowledgeable of the contents of our child's IEP/BIP*.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I attended our child's most recent IEP team meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Our child's teachers accommodate and modify instruction as specified in the IEP/BIP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Our experience in attending IEP meetings in the district has been positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My child's general and special education teachers work together to plan and deliver his/her educational program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The educators at my child's school treat us as full and equal partners in matters concerning my child's educational program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. We think that children benefit when special education students and general education students are educated in the same classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. We feel supported by our child's principal in our efforts to assure that our child receives a quality education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. We feel supported by the central office staff in our efforts to assure that our child receives a quality education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. We believe we understand how our student's grades are being determined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. We believe our child's teachers have the skills and experience to provide the quality instruction that our child needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*IEP: Individualized Education Program *BIP: Behavioral Intervention Plan

Suggestions for improving services for students with disabilities in the Pittsburg Unified School District: *



Positive aspects of services for students with disabilities in the Pittsburg Unified School District: *



Parent Survey Frequency Report

Pittsburgh Unified School District

My child attends:

	Frequency	Percent	Valid Percent	Cumulative Percent
Middle School	13	28.3	28.3	28.3
High School	7	15.2	15.2	43.5
Valid Elementary School	25	54.3	54.3	97.8
Early Childhood School	1	2.2	2.2	100.0
Total	46	100.0	100.0	

Select your school:

	Frequency	Percent	Valid Percent	Cumulative Percent
Willow Cove Elementary	9	19.6	19.6	19.6
Stoneman Elementary	1	2.2	2.2	21.7
Rancho Medanos Junior High	3	6.5	6.5	28.3
Pittsburg High School	7	15.2	15.2	43.5
Parkside Elementary	2	4.3	4.3	47.8
Valid Martin Luther King, Jr. Junior High	7	15.2	15.2	63.0
Marina Vista Elementary	7	15.2	15.2	78.3
Los Medranos Elementary	2	4.3	4.3	82.6
Hillview Junior High	2	4.3	4.3	87.0
Highlands Elementary	4	8.7	8.7	95.7
Foothill Elementary	2	4.3	4.3	100.0
Total	46	100.0	100.0	

1. Our child's school provides adequate and quality personnel and services for students with disabilities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	13	28.3	28.3	28.3
Agree	20	43.5	43.5	71.7
Valid Disagree	8	17.4	17.4	89.1
Strongly Disagree	4	8.7	8.7	97.8
Don't Know or N/A	1	2.2	2.2	100.0
Total	46	100.0	100.0	

2. Our child is considered a full member of the student body in his/her school.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	20	43.5	46.5	46.5
Agree	15	32.6	34.9	81.4
Valid Disagree	5	10.9	11.6	93.0
Strongly Disagree	3	6.5	7.0	100.0
Total	43	93.5	100.0	
Missing Don't Know or N/A	3	6.5		
Total	46	100.0		

3. All faculty members we have talked with seem to feel a strong sense of responsibility for all students, including students with disabilities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	15	32.6	34.1	34.1
Valid Agree	15	32.6	34.1	68.2
Valid Disagree	10	21.7	22.7	90.9
Valid Strongly Disagree	4	8.7	9.1	100.0
Total	44	95.7	100.0	
Missing Don't Know or N/A	2	4.3		
Total	46	100.0		

4. I am knowledgeable of the contents of our child's IEP/BIP*.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	24	52.2	53.3	53.3
Valid Agree	17	37.0	37.8	91.1
Valid Disagree	3	6.5	6.7	97.8
Valid Strongly Disagree	1	2.2	2.2	100.0
Total	45	97.8	100.0	
Missing Don't Know or N/A	1	2.2		
Total	46	100.0		

5. I attended our child's most recent IEP team meeting.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	26	56.5	59.1	59.1
Valid Agree	14	30.4	31.8	90.9
Valid Disagree	4	8.7	9.1	100.0
Total	44	95.7	100.0	
Missing Don't Know or N/A	2	4.3		
Total	46	100.0		

6. Our child's teachers accommodate and modify instruction as specified in the IEP/BIP.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	15	32.6	35.7	35.7
Valid Agree	17	37.0	40.5	76.2
Valid Disagree	8	17.4	19.0	95.2
Valid Strongly Disagree	2	4.3	4.8	100.0
Total	42	91.3	100.0	
Missing Don't Know or N/A	4	8.7		
Total	46	100.0		

7. Our experience in attending IEP meetings in the district has been positive.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	11	23.9	27.5	27.5
Valid Agree	21	45.7	52.5	80.0
Valid Disagree	5	10.9	12.5	92.5
Valid Strongly Disagree	3	6.5	7.5	100.0
Total	40	87.0	100.0	
Missing Don't Know or N/A	6	13.0		
Total	46	100.0		

8. My child's general and special education teachers work together to plan and deliver his/her educational program.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	13	28.3	32.5	32.5
Valid Agree	16	34.8	40.0	72.5
Valid Disagree	9	19.6	22.5	95.0
Valid Strongly Disagree	2	4.3	5.0	100.0
Total	40	87.0	100.0	
Missing Don't Know or N/A	6	13.0		
Total	46	100.0		

9. The educators at my child's school treat us as full and equal partners in matters concerning my child's educational program.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	18	39.1	41.9	41.9
Valid Agree	18	39.1	41.9	83.7
Valid Disagree	4	8.7	9.3	93.0
Valid Strongly Disagree	3	6.5	7.0	100.0
Total	43	93.5	100.0	
Missing Don't Know or N/A	3	6.5		
Total	46	100.0		

10. We think that children benefit when special education students and general education students are educated in the same classroom.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	17	37.0	40.5	40.5
Valid Agree	20	43.5	47.6	88.1
Valid Disagree	4	8.7	9.5	97.6
Valid Strongly Disagree	1	2.2	2.4	100.0
Total	42	91.3	100.0	
Missing Don't Know or N/A	4	8.7		
Total	46	100.0		

11. We feel supported by our child’s principal in our efforts to assure that our child receives a quality education.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	12	26.1	28.6	28.6
Valid Agree	19	41.3	45.2	73.8
Valid Disagree	7	15.2	16.7	90.5
Valid Strongly Disagree	4	8.7	9.5	100.0
Total	42	91.3	100.0	
Missing Don't Know or N/A	4	8.7		
Total	46	100.0		

12. We feel supported by the central office staff in our efforts to assure that our child receives a quality education.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	14	30.4	33.3	33.3
Valid Agree	19	41.3	45.2	78.6
Valid Disagree	5	10.9	11.9	90.5
Valid Strongly Disagree	4	8.7	9.5	100.0
Total	42	91.3	100.0	
Missing Don't Know or N/A	4	8.7		
Total	46	100.0		

13. We believe we understand how our student’s grades are being determined.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	11	23.9	28.2	28.2
Valid Agree	20	43.5	51.3	79.5
Valid Disagree	5	10.9	12.8	92.3
Valid Strongly Disagree	3	6.5	7.7	100.0
Total	39	84.8	100.0	
Missing Don't Know or N/A	7	15.2		
Total	46	100.0		

14. We believe our child’s teachers have the skills and experience to provide the quality instruction that our child needs.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	15	32.6	36.6	36.6
Valid Agree	17	37.0	41.5	78.0
Valid Disagree	4	8.7	9.8	87.8
Valid Strongly Disagree	5	10.9	12.2	100.0
Total	41	89.1	100.0	
Missing Don't Know or N/A	5	10.9		
Total	46	100.0		

Parent Survey Crosstabs by School

Pittsburgh Unified School District

1. Our child's school provides adequate and quality personnel and services for students with disabilities.

		1. Our child's school provides adequate and quality personnel and services for students with disabilities.					Total
		Don't Know or N/A	Strongly Disagree	Disagree	Agree	Strongly Agree	
Willow Cove Elementary	Count	0	2	1	3	3	9
	% within Select your school:	0.0%	22.2%	11.1%	33.3%	33.3%	100.0%
Stoneman Elementary	Count	0	0	0	0	1	1
	% within Select your school:	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
Rancho Medanos Junior High	Count	0	0	0	1	2	3
	% within Select your school:	0.0%	0.0%	0.0%	33.3%	66.7%	100.0%
Pittsburg High School	Count	0	0	0	7	0	7
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
Parkside Elementary	Count	0	0	1	0	1	2
	% within Select your school:	0.0%	0.0%	50.0%	0.0%	50.0%	100.0%
Martin Luther King, Jr. Junior High	Count	0	1	2	4	0	7
	% within Select your school:	0.0%	14.3%	28.6%	57.1%	0.0%	100.0%
Marina Vista Elementary	Count	0	1	1	1	4	7
	% within Select your school:	0.0%	14.3%	14.3%	14.3%	57.1%	100.0%
Los Medranos Elementary	Count	0	0	0	1	1	2
	% within Select your school:	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
Hillview Junior High	Count	0	0	0	2	0	2
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
Highlands Elementary	Count	0	0	2	1	1	4
	% within Select your school:	0.0%	0.0%	50.0%	25.0%	25.0%	100.0%
Foothill Elementary	Count	1	0	1	0	0	2
	% within Select your school:	50.0%	0.0%	50.0%	0.0%	0.0%	100.0%
Total	Count	1	4	8	20	13	46
	% within Select your school:	2.2%	8.7%	17.4%	43.5%	28.3%	100.0%

Appendix F: Parent Survey Data

2. Our child is considered a full member of the student body in his/her school.

		2. Our child is considered a full member of the student body in his/her school.				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
Willow Cove Elementary	Count	0	2	2	4	8
	% within Select your school:	0.0%	25.0%	25.0%	50.0%	100.0%
Stoneman Elementary	Count	0	0	0	1	1
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	100.0%
Rancho Medanos Junior High	Count	0	0	1	2	3
	% within Select your school:	0.0%	0.0%	33.3%	66.7%	100.0%
Pittsburg High School	Count	0	0	5	2	7
	% within Select your school:	0.0%	0.0%	71.4%	28.6%	100.0%
Parkside Elementary	Count	0	0	0	1	1
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	100.0%
Martin Luther King, Jr. Junior High	Count	2	1	1	2	6
	% within Select your school:	33.3%	16.7%	16.7%	33.3%	100.0%
Marina Vista Elementary	Count	0	1	2	4	7
	% within Select your school:	0.0%	14.3%	28.6%	57.1%	100.0%
Los Medranos Elementary	Count	0	0	1	1	2
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
Hillview Junior High	Count	0	0	1	1	2
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
Highlands Elementary	Count	1	0	2	1	4
	% within Select your school:	25.0%	0.0%	50.0%	25.0%	100.0%
Foothill Elementary	Count	0	1	0	1	2
	% within Select your school:	0.0%	50.0%	0.0%	50.0%	100.0%
Total	Count	3	5	15	20	43
	% within Select your school:	7.0%	11.6%	34.9%	46.5%	100.0%

3. All faculty members we have talked with seem to feel a strong sense of responsibility for all students, including students with disabilities.

		3. All faculty members we have talked with seem to feel a strong sense of responsibility for all students, including students with disabilities.				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
Willow Cove Elementary	Count	2	2	1	4	9
	% within Select your school:	22.2%	22.2%	11.1%	44.4%	100.0%
Stoneman Elementary	Count	0	0	0	1	1
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	100.0%
Rancho Medanos Junior High	Count	0	0	1	1	2
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
Pittsburg High School	Count	0	1	4	1	6
	% within Select your school:	0.0%	16.7%	66.7%	16.7%	100.0%
Parkside Elementary	Count	0	1	0	1	2
	% within Select your school:	0.0%	50.0%	0.0%	50.0%	100.0%
Martin Luther King, Jr. Junior High	Count	0	4	3	0	7
	% within Select your school:	0.0%	57.1%	42.9%	0.0%	100.0%
Marina Vista Elementary	Count	0	1	2	4	7
	% within Select your school:	0.0%	14.3%	28.6%	57.1%	100.0%
Los Medranos Elementary	Count	0	0	1	1	2
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
Hillview Junior High	Count	0	0	2	0	2
	% within Select your school:	0.0%	0.0%	100.0%	0.0%	100.0%
Highlands Elementary	Count	2	0	1	1	4
	% within Select your school:	50.0%	0.0%	25.0%	25.0%	100.0%
Foothill Elementary	Count	0	1	0	1	2
	% within Select your school:	0.0%	50.0%	0.0%	50.0%	100.0%
Total	Count	4	10	15	15	44
	% within Select your school:	9.1%	22.7%	34.1%	34.1%	100.0%

Appendix F: Parent Survey Data

4. I am knowledgeable of the contents of our child's IEP/BIP*.

		4. I am knowledgeable of the contents of our child's IEP/BIP*.				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
Willow Cove Elementary	Count	0	0	2	7	9
	% within Select your school:	0.0%	0.0%	22.2%	77.8%	100.0%
Stoneman Elementary	Count	0	0	0	1	1
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	100.0%
Rancho Medanos Junior High	Count	1	1	0	1	3
	% within Select your school:	33.3%	33.3%	0.0%	33.3%	100.0%
Pittsburg High School	Count	0	0	5	2	7
	% within Select your school:	0.0%	0.0%	71.4%	28.6%	100.0%
Parkside Elementary	Count	0	0	1	1	2
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
Martin Luther King, Jr. Junior High	Count	0	0	3	3	6
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
Marina Vista Elementary	Count	0	1	2	4	7
	% within Select your school:	0.0%	14.3%	28.6%	57.1%	100.0%
Los Medranos Elementary	Count	0	0	1	1	2
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
Hillview Junior High	Count	0	1	1	0	2
	% within Select your school:	0.0%	50.0%	50.0%	0.0%	100.0%
Highlands Elementary	Count	0	0	2	2	4
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
Foothill Elementary	Count	0	0	0	2	2
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	100.0%
Total	Count	1	3	17	24	45
	% within Select your school:	2.2%	6.7%	37.8%	53.3%	100.0%

Appendix F: Parent Survey Data

5. I attended our child's most recent IEP team meeting.

		5. I attended our child's most recent IEP team meeting.			Total
		Disagree	Agree	Strongly Agree	
Willow Cove Elementary	Count	1	1	7	9
	% within Select your school:	11.1%	11.1%	77.8%	100.0%
Stoneman Elementary	Count	0	0	1	1
	% within Select your school:	0.0%	0.0%	100.0%	100.0%
Rancho Medanos Junior High	Count	2	0	1	3
	% within Select your school:	66.7%	0.0%	33.3%	100.0%
Pittsburg High School	Count	0	3	4	7
	% within Select your school:	0.0%	42.9%	57.1%	100.0%
Parkside Elementary	Count	0	0	1	1
	% within Select your school:	0.0%	0.0%	100.0%	100.0%
Martin Luther King, Jr. Junior High	Count	0	3	3	6
	% within Select your school:	0.0%	50.0%	50.0%	100.0%
Marina Vista Elementary	Count	0	3	4	7
	% within Select your school:	0.0%	42.9%	57.1%	100.0%
Los Medranos Elementary	Count	0	1	1	2
	% within Select your school:	0.0%	50.0%	50.0%	100.0%
Hillview Junior High	Count	1	1	0	2
	% within Select your school:	50.0%	50.0%	0.0%	100.0%
Highlands Elementary	Count	0	2	2	4
	% within Select your school:	0.0%	50.0%	50.0%	100.0%
Foothill Elementary	Count	0	0	2	2
	% within Select your school:	0.0%	0.0%	100.0%	100.0%
Total	Count	4	14	26	44
	% within Select your school:	9.1%	31.8%	59.1%	100.0%

6. Our child’s teachers accommodate and modify instruction as specified in the IEP/BIP.

		6. Our child’s teachers accommodate and modify instruction as specified in the IEP/BIP.				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
Willow Cove Elementary	Count	1	1	3	4	9
	% within Select your school:	11.1%	11.1%	33.3%	44.4%	100.0%
Stoneman Elementary	Count	0	0	0	1	1
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	100.0%
Pittsburg High School	Count	0	1	6	0	7
	% within Select your school:	0.0%	14.3%	85.7%	0.0%	100.0%
Parkside Elementary	Count	0	1	1	0	2
	% within Select your school:	0.0%	50.0%	50.0%	0.0%	100.0%
Martin Luther King, Jr. Junior High	Count	1	3	2	0	6
	% within Select your school:	16.7%	50.0%	33.3%	0.0%	100.0%
Marina Vista Elementary	Count	0	0	3	4	7
	% within Select your school:	0.0%	0.0%	42.9%	57.1%	100.0%
Los Medranos Elementary	Count	0	0	1	1	2
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
Hillview Junior High	Count	0	1	1	0	2
	% within Select your school:	0.0%	50.0%	50.0%	0.0%	100.0%
Highlands Elementary	Count	0	1	0	3	4
	% within Select your school:	0.0%	25.0%	0.0%	75.0%	100.0%
Foothill Elementary	Count	0	0	0	2	2
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	100.0%
Total	Count	2	8	17	15	42
	% within Select your school:	4.8%	19.0%	40.5%	35.7%	100.0%

Appendix F: Parent Survey Data

7. Our experience in attending IEP meetings in the district has been positive.

		7. Our experience in attending IEP meetings in the district has been positive.				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
Willow Cove Elementary	Count	0	3	3	3	9
	% within Select your school:	0.0%	33.3%	33.3%	33.3%	100.0%
Stoneman Elementary	Count	0	0	0	1	1
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	100.0%
Pittsburg High School	Count	0	0	6	0	6
	% within Select your school:	0.0%	0.0%	100.0%	0.0%	100.0%
Parkside Elementary	Count	1	0	1	0	2
	% within Select your school:	50.0%	0.0%	50.0%	0.0%	100.0%
Martin Luther King, Jr. Junior High	Count	1	1	3	1	6
	% within Select your school:	16.7%	16.7%	50.0%	16.7%	100.0%
Marina Vista Elementary	Count	1	0	2	4	7
	% within Select your school:	14.3%	0.0%	28.6%	57.1%	100.0%
Los Medranos Elementary	Count	0	0	1	0	1
	% within Select your school:	0.0%	0.0%	100.0%	0.0%	100.0%
Hillview Junior High	Count	0	0	2	0	2
	% within Select your school:	0.0%	0.0%	100.0%	0.0%	100.0%
Highlands Elementary	Count	0	1	2	1	4
	% within Select your school:	0.0%	25.0%	50.0%	25.0%	100.0%
Foothill Elementary	Count	0	0	1	1	2
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
Total	Count	3	5	21	11	40
	% within Select your school:	7.5%	12.5%	52.5%	27.5%	100.0%

8. My child's general and special education teachers work together to plan and deliver his/her educational program.

		8. My child's general and special education teachers work together to plan and deliver his/her educational program.				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
Willow Cove Elementary	Count	1	2	1	4	8
	% within Select your school:	12.5%	25.0%	12.5%	50.0%	100.0%
Stoneman Elementary	Count	0	0	0	1	1
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	100.0%
Rancho Medanos Junior High	Count	0	1	0	0	1
	% within Select your school:	0.0%	100.0%	0.0%	0.0%	100.0%
Pittsburg High School	Count	0	2	5	0	7
	% within Select your school:	0.0%	28.6%	71.4%	0.0%	100.0%
Parkside Elementary	Count	1	1	0	0	2
	% within Select your school:	50.0%	50.0%	0.0%	0.0%	100.0%
Martin Luther King, Jr. Junior High	Count	0	2	4	0	6
	% within Select your school:	0.0%	33.3%	66.7%	0.0%	100.0%
Marina Vista Elementary	Count	0	0	2	4	6
	% within Select your school:	0.0%	0.0%	33.3%	66.7%	100.0%
Los Medranos Elementary	Count	0	0	1	1	2
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
Hillview Junior High	Count	0	0	2	0	2
	% within Select your school:	0.0%	0.0%	100.0%	0.0%	100.0%
Highlands Elementary	Count	0	1	1	1	3
	% within Select your school:	0.0%	33.3%	33.3%	33.3%	100.0%
Foothill Elementary	Count	0	0	0	2	2
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	100.0%
Total	Count	2	9	16	13	40
	% within Select your school:	5.0%	22.5%	40.0%	32.5%	100.0%

9. The educators at my child’s school treat us as full and equal partners in matters concerning my child’s educational program.

		9. The educators at my child’s school treat us as full and equal partners in matters concerning my child’s educational program.				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
Willow Cove Elementary	Count	2	1	1	5	9
	% within Select your school:	22.2%	11.1%	11.1%	55.6%	100.0%
Stoneman Elementary	Count	0	0	0	1	1
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	100.0%
Rancho Medanos Junior High	Count	0	1	0	1	2
	% within Select your school:	0.0%	50.0%	0.0%	50.0%	100.0%
Pittsburg High School	Count	0	0	5	1	6
	% within Select your school:	0.0%	0.0%	83.3%	16.7%	100.0%
Parkside Elementary	Count	0	0	1	1	2
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
Martin Luther King, Jr. Junior High	Count	0	0	5	1	6
	% within Select your school:	0.0%	0.0%	83.3%	16.7%	100.0%
Marina Vista Elementary	Count	0	0	2	5	7
	% within Select your school:	0.0%	0.0%	28.6%	71.4%	100.0%
Los Medranos Elementary	Count	0	0	1	1	2
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
Hillview Junior High	Count	0	1	1	0	2
	% within Select your school:	0.0%	50.0%	50.0%	0.0%	100.0%
Highlands Elementary	Count	1	0	2	1	4
	% within Select your school:	25.0%	0.0%	50.0%	25.0%	100.0%
Foothill Elementary	Count	0	1	0	1	2
	% within Select your school:	0.0%	50.0%	0.0%	50.0%	100.0%
Total	Count	3	4	18	18	43
	% within Select your school:	7.0%	9.3%	41.9%	41.9%	100.0%

10. We think that children benefit when special education students and general education students are educated in the same classroom.

		10. We think that children benefit when special education students and general education students are educated in the same classroom.				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
Willow Cove Elementary	Count	0	2	1	6	9
	% within Select your school:	0.0%	22.2%	11.1%	66.7%	100.0%
Stoneman Elementary	Count	0	0	0	1	1
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	100.0%
Rancho Medanos Junior High	Count	0	0	0	1	1
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	100.0%
Pittsburg High School	Count	0	0	6	0	6
	% within Select your school:	0.0%	0.0%	100.0%	0.0%	100.0%
Parkside Elementary	Count	0	1	0	1	2
	% within Select your school:	0.0%	50.0%	0.0%	50.0%	100.0%
Martin Luther King, Jr. Junior High	Count	0	1	5	1	7
	% within Select your school:	0.0%	14.3%	71.4%	14.3%	100.0%
Marina Vista Elementary	Count	1	0	1	4	6
	% within Select your school:	16.7%	0.0%	16.7%	66.7%	100.0%
Los Medranos Elementary	Count	0	0	1	1	2
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
Hillview Junior High	Count	0	0	2	0	2
	% within Select your school:	0.0%	0.0%	100.0%	0.0%	100.0%
Highlands Elementary	Count	0	0	3	1	4
	% within Select your school:	0.0%	0.0%	75.0%	25.0%	100.0%
Foothill Elementary	Count	0	0	1	1	2
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
Total	Count	1	4	20	17	42
	% within Select your school:	2.4%	9.5%	47.6%	40.5%	100.0%

11. We feel supported by our child's principal in our efforts to assure that our child receives a quality education.

		11. We feel supported by our child's principal in our efforts to assure that our child receives a quality education.				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
Willow Cove Elementary	Count	2	1	3	3	9
	% within Select your school:	22.2%	11.1%	33.3%	33.3%	100.0%
Stoneman Elementary	Count	0	0	0	1	1
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	100.0%
Rancho Medanos Junior High	Count	0	0	1	1	2
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
Pittsburg High School	Count	0	1	5	0	6
	% within Select your school:	0.0%	16.7%	83.3%	0.0%	100.0%
Parkside Elementary	Count	0	1	0	1	2
	% within Select your school:	0.0%	50.0%	0.0%	50.0%	100.0%
Martin Luther King, Jr.JH	Count	0	2	4	0	6
	% within Select your school:	0.0%	33.3%	66.7%	0.0%	100.0%
Marina Vista Elementary	Count	0	1	1	4	6
	% within Select your school:	0.0%	16.7%	16.7%	66.7%	100.0%
Los Medranos Elementary	Count	0	0	1	1	2
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
Hillview Junior High	Count	0	1	1	0	2
	% within Select your school:	0.0%	50.0%	50.0%	0.0%	100.0%
Highlands Elementary	Count	1	0	2	1	4
	% within Select your school:	25.0%	0.0%	50.0%	25.0%	100.0%
Foothill Elementary	Count	1	0	1	0	2
	% within Select your school:	50.0%	0.0%	50.0%	0.0%	100.0%
Total	Count	4	7	19	12	42
	% within Select your school:	9.5%	16.7%	45.2%	28.6%	100.0%

12. We feel supported by the central office staff in our efforts to assure that our child receives a quality education.

		12. We feel supported by the central office staff in our efforts to assure that our child receives a quality education.				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
Willow Cove Elementary	Count	2	0	3	4	9
	% within Select your school:	22.2%	0.0%	33.3%	44.4%	100.0%
Stoneman Elementary	Count	0	0	0	1	1
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	100.0%
Rancho Medanos Junior High	Count	0	0	0	1	1
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	100.0%
Pittsburg High School	Count	0	1	5	1	7
	% within Select your school:	0.0%	14.3%	71.4%	14.3%	100.0%
Parkside Elementary	Count	0	1	0	1	2
	% within Select your school:	0.0%	50.0%	0.0%	50.0%	100.0%
Martin Luther King, Jr. Junior High	Count	0	2	4	0	6
	% within Select your school:	0.0%	33.3%	66.7%	0.0%	100.0%
Marina Vista Elementary	Count	0	0	2	4	6
	% within Select your school:	0.0%	0.0%	33.3%	66.7%	100.0%
Los Medranos Elementary	Count	0	0	1	1	2
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
Hillview Junior High	Count	0	1	1	0	2
	% within Select your school:	0.0%	50.0%	50.0%	0.0%	100.0%
Highlands Elementary	Count	2	0	1	1	4
	% within Select your school:	50.0%	0.0%	25.0%	25.0%	100.0%
Foothill Elementary	Count	0	0	2	0	2
	% within Select your school:	0.0%	0.0%	100.0%	0.0%	100.0%
Total	Count	4	5	19	14	42
	% within Select your school:	9.5%	11.9%	45.2%	33.3%	100.0%

13. We believe we understand how our student's grades are being determined.

		13. We believe we understand how our student's grades are being determined.				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
Willow Cove Elementary	Count	2	1	2	3	8
	% within Select your school:	25.0%	12.5%	25.0%	37.5%	100.0%
Stoneman Elementary	Count	0	0	0	1	1
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	100.0%
Rancho Medanos Junior High	Count	1	0	0	1	2
	% within Select your school:	50.0%	0.0%	0.0%	50.0%	100.0%
Pittsburg High School	Count	0	1	4	0	5
	% within Select your school:	0.0%	20.0%	80.0%	0.0%	100.0%
Parkside Elementary	Count	0	0	1	1	2
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
Martin Luther King, Jr. Junior High	Count	0	1	6	0	7
	% within Select your school:	0.0%	14.3%	85.7%	0.0%	100.0%
Marina Vista Elementary	Count	0	0	1	4	5
	% within Select your school:	0.0%	0.0%	20.0%	80.0%	100.0%
Los Medranos Elementary	Count	0	0	1	0	1
	% within Select your school:	0.0%	0.0%	100.0%	0.0%	100.0%
Hillview Junior High	Count	0	1	1	0	2
	% within Select your school:	0.0%	50.0%	50.0%	0.0%	100.0%
Highlands Elementary	Count	0	1	2	1	4
	% within Select your school:	0.0%	25.0%	50.0%	25.0%	100.0%
Foothill Elementary	Count	0	0	2	0	2
	% within Select your school:	0.0%	0.0%	100.0%	0.0%	100.0%
Total	Count	3	5	20	11	39
	% within Select your school:	7.7%	12.8%	51.3%	28.2%	100.0%

14. We believe our child’s teachers have the skills and experience to provide the quality instruction that our child needs.

		14. We believe our child’s teachers have the skills and experience to provide the quality instruction that our child needs.				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
Willow Cove Elementary	Count	1	1	3	4	9
	% within Select your school:	11.1%	11.1%	33.3%	44.4%	100.0%
Stoneman Elementary	Count	0	0	0	1	1
	% within Select your school:	0.0%	0.0%	0.0%	100.0%	100.0%
Rancho Medanos Junior High	Count	1	0	0	1	2
	% within Select your school:	50.0%	0.0%	0.0%	50.0%	100.0%
Pittsburg High School	Count	0	1	3	2	6
	% within Select your school:	0.0%	16.7%	50.0%	33.3%	100.0%
Parkside Elementary	Count	1	0	1	0	2
	% within Select your school:	50.0%	0.0%	50.0%	0.0%	100.0%
Martin Luther King, Jr. Junior High	Count	1	2	3	0	6
	% within Select your school:	16.7%	33.3%	50.0%	0.0%	100.0%
Marina Vista Elementary	Count	0	0	2	4	6
	% within Select your school:	0.0%	0.0%	33.3%	66.7%	100.0%
Los Medranos Elementary	Count	0	0	1	1	2
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
Hillview Junior High	Count	0	0	1	0	1
	% within Select your school:	0.0%	0.0%	100.0%	0.0%	100.0%
Highlands Elementary	Count	1	0	2	1	4
	% within Select your school:	25.0%	0.0%	50.0%	25.0%	100.0%
Foothill Elementary	Count	0	0	1	1	2
	% within Select your school:	0.0%	0.0%	50.0%	50.0%	100.0%
Total	Count	5	4	17	15	41
	% within Select your school:	12.2%	9.8%	41.5%	36.6%	100.0%

Parent Survey Crosstabs by Level

Pittsburgh Unified School District

1. Our child's school provides adequate and quality personnel and services for students with disabilities. * My child attends:

		My child attends:				Total	
		Early Childhood School	Elementary School	High School	Middle School		
1. Our child's school provides adequate and quality personnel and services for students with disabilities.	Strongly Agree	Count	0	11	0	2	13
		% within My child attends:	0.0%	44.0%	0.0%	15.4%	28.3%
	Agree	Count	0	6	7	7	20
		% within My child attends:	0.0%	24.0%	100.0%	53.8%	43.5%
	Disagree	Count	1	5	0	2	8
		% within My child attends:	100.0%	20.0%	0.0%	15.4%	17.4%
	Strongly Disagree	Count	0	2	0	2	4
		% within My child attends:	0.0%	8.0%	0.0%	15.4%	8.7%
	Don't Know or N/A	Count	0	1	0	0	1
		% within My child attends:	0.0%	4.0%	0.0%	0.0%	2.2%
Total	Count	1	25	7	13	46	
	% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%	

2. Our child is considered a full member of the student body in his/her school. * My child attends:

		My child attends:				Total	
		Early Childhood School	Elementary School	High School	Middle School		
2. Our child is considered a full member of the student body in his/her school.	Strongly Agree	Count	0	13	2	5	20
		% within My child attends:	0.0%	56.5%	28.6%	41.7%	46.5%
	Agree	Count	0	7	5	3	15
		% within My child attends:	0.0%	30.4%	71.4%	25.0%	34.9%
	Disagree	Count	0	3	0	2	5
		% within My child attends:	0.0%	13.0%	0.0%	16.7%	11.6%
	Strongly Disagree	Count	1	0	0	2	3
		% within My child attends:	100.0%	0.0%	0.0%	16.7%	7.0%
	Total	Count	1	23	7	12	43
		% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix F: Parent Survey Data

3. All faculty members we have talked with seem to feel a strong sense of responsibility for all students, including students with disabilities. * My child attends:

		My child attends:				Total	
		Early Childhood School	Elementary School	High School	Middle School		
3. All faculty members we have talked with seem to feel a strong sense of responsibility for all students, including students with disabilities.	Strongly Agree	Count	0	13	1	1	15
		% within My child attends:	0.0%	52.0%	16.7%	8.3%	34.1%
	Agree	Count	0	5	4	6	15
		% within My child attends:	0.0%	20.0%	66.7%	50.0%	34.1%
	Disagree	Count	0	5	1	4	10
		% within My child attends:	0.0%	20.0%	16.7%	33.3%	22.7%
	Strongly Disagree	Count	1	2	0	1	4
		% within My child attends:	100.0%	8.0%	0.0%	8.3%	9.1%
Total	Count	1	25	6	12	44	
	% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%	

4. I am knowledgeable of the contents of our child's IEP/BIP*. * My child attends:

		My child attends:				Total	
		Early Childhood School	Elementary School	High School	Middle School		
4. I am knowledgeable of the contents of our child's IEP/BIP*.	Strongly Agree	Count	1	16	2	5	24
		% within My child attends:	100.0%	64.0%	28.6%	41.7%	53.3%
	Agree	Count	0	8	5	4	17
		% within My child attends:	0.0%	32.0%	71.4%	33.3%	37.8%
	Disagree	Count	0	1	0	2	3
		% within My child attends:	0.0%	4.0%	0.0%	16.7%	6.7%
	Strongly Disagree	Count	0	0	0	1	1
		% within My child attends:	0.0%	0.0%	0.0%	8.3%	2.2%
Total	Count	1	25	7	12	45	
	% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%	

5. I attended our child's most recent IEP team meeting. * My child attends:

		My child attends:				Total	
		Early Childhood School	Elementary School	High School	Middle School		
5. I attended our child's most recent IEP team meeting.	Strongly Agree	Count	1	17	4	4	26
		% within My child attends:	100.0%	70.8%	57.1%	33.3%	59.1%
	Agree	Count	0	7	3	4	14
		% within My child attends:	0.0%	29.2%	42.9%	33.3%	31.8%
	Disagree	Count	0	0	0	4	4
		% within My child attends:	0.0%	0.0%	0.0%	33.3%	9.1%
	Total	Count	1	24	7	12	44
		% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix F: Parent Survey Data

6. Our child’s teachers accommodate and modify instruction as specified in the IEP/BIP. * My child attends:

		My child attends:				Total	
		Early Childhood School	Elementary School	High School	Middle School		
6. Our child’s teachers accommodate and modify instruction as specified in the IEP/BIP.	Strongly Agree	Count	1	14	0	0	15
		% within My child attends:	100.0%	56.0%	0.0%	0.0%	35.7%
	Agree	Count	0	8	6	3	17
		% within My child attends:	0.0%	32.0%	85.7%	33.3%	40.5%
	Disagree	Count	0	3	1	4	8
		% within My child attends:	0.0%	12.0%	14.3%	44.4%	19.0%
Strongly Disagree	Count	0	0	0	2	2	
	% within My child attends:	0.0%	0.0%	0.0%	22.2%	4.8%	
Total		Count	1	25	7	9	42
		% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%

7. Our experience in attending IEP meetings in the district has been positive. * My child attends:

		My child attends:				Total	
		Early Childhood School	Elementary School	High School	Middle School		
7. Our experience in attending IEP meetings in the district has been positive.	Strongly Agree	Count	0	10	0	1	11
		% within My child attends:	0.0%	41.7%	0.0%	11.1%	27.5%
	Agree	Count	1	8	6	6	21
		% within My child attends:	100.0%	33.3%	100.0%	66.7%	52.5%
	Disagree	Count	0	4	0	1	5
		% within My child attends:	0.0%	16.7%	0.0%	11.1%	12.5%
Strongly Disagree	Count	0	2	0	1	3	
	% within My child attends:	0.0%	8.3%	0.0%	11.1%	7.5%	
Total		Count	1	24	6	9	40
		% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%

8. My child’s general and special education teachers work together to plan and deliver his/her educational program. * My child attends:

		My child attends:			Total	
		Elementary School	High School	Middle School		
8. My child’s general and special education teachers work together to plan and deliver his/her educational program.	Strongly Agree	Count	13	0	0	13
		% within My child attends:	56.5%	0.0%	0.0%	32.5%
	Agree	Count	5	5	6	16
		% within My child attends:	21.7%	71.4%	60.0%	40.0%
	Disagree	Count	4	2	3	9
		% within My child attends:	17.4%	28.6%	30.0%	22.5%
Strongly Disagree	Count	1	0	1	2	
	% within My child attends:	4.3%	0.0%	10.0%	5.0%	
Total		Count	23	7	10	40
		% within My child attends:	100.0%	100.0%	100.0%	100.0%

9. The educators at my child’s school treat us as full and equal partners in matters concerning my child’s educational program. * My child attends:

			My child attends:				Total
			Early Childhood School	Elementary School	High School	Middle School	
9. The educators at my child’s school treat us as full and equal partners in matters concerning my child’s educational program.	Strongly Agree	Count	0	15	1	2	18
		% within My child attends:	0.0%	60.0%	16.7%	18.2%	41.9%
	Agree	Count	1	6	5	6	18
		% within My child attends:	100.0%	24.0%	83.3%	54.5%	41.9%
	Disagree	Count	0	2	0	2	4
		% within My child attends:	0.0%	8.0%	0.0%	18.2%	9.3%
	Strongly Disagree	Count	0	2	0	1	3
		% within My child attends:	0.0%	8.0%	0.0%	9.1%	7.0%
Total		Count	1	25	6	11	43
		% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%

10. We think that children benefit when special education students and general education students are educated in the same classroom. * My child attends:

			My child attends:				Total
			Early Childhood School	Elementary School	High School	Middle School	
10. We think that children benefit when special education students and general education students are educated in the same classroom.	Strongly Agree	Count	0	15	0	2	17
		% within My child attends:	0.0%	62.5%	0.0%	18.2%	40.5%
	Agree	Count	1	6	6	7	20
		% within My child attends:	100.0%	25.0%	100.0%	63.6%	47.6%
	Disagree	Count	0	2	0	2	4
		% within My child attends:	0.0%	8.3%	0.0%	18.2%	9.5%
	Strongly Disagree	Count	0	1	0	0	1
		% within My child attends:	0.0%	4.2%	0.0%	0.0%	2.4%
Total		Count	1	24	6	11	42
		% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%

11. We feel supported by our child’s principal in our efforts to assure that our child receives a quality education. * My child attends:

			My child attends:				Total
			Early Childhood School	Elementary School	High School	Middle School	
11. We feel supported by our child’s principal in our efforts to assure that our child receives a quality education.	Strongly Agree	Count	0	11	0	1	12
		% within My child attends:	0.0%	45.8%	0.0%	9.1%	28.6%
	Agree	Count	0	8	5	6	19
		% within My child attends:	0.0%	33.3%	83.3%	54.5%	45.2%
	Disagree	Count	0	3	1	3	7
		% within My child attends:	0.0%	12.5%	16.7%	27.3%	16.7%
	Strongly Disagree	Count	1	2	0	1	4
		% within My child attends:	100.0%	8.3%	0.0%	9.1%	9.5%
Total		Count	1	24	6	11	42
		% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%

12. We feel supported by the central office staff in our efforts to assure that our child receives a quality education. * My child attends:

		My child attends:				Total	
		Early Childhood School	Elementary School	High School	Middle School		
12. We feel supported by the central office staff in our efforts to assure that our child receives a quality education.	Strongly Agree	Count	0	12	1	1	14
		% within My child attends:	0.0%	50.0%	14.3%	10.0%	33.3%
	Agree	Count	0	9	5	5	19
		% within My child attends:	0.0%	37.5%	71.4%	50.0%	45.2%
	Disagree	Count	0	1	1	3	5
		% within My child attends:	0.0%	4.2%	14.3%	30.0%	11.9%
	Strongly Disagree	Count	1	2	0	1	4
		% within My child attends:	100.0%	8.3%	0.0%	10.0%	9.5%
Total		Count	1	24	7	10	42
		% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%

13. We believe we understand how our student's grades are being determined. * My child attends:

		My child attends:				Total	
		Early Childhood School	Elementary School	High School	Middle School		
13. We believe we understand how our student's grades are being determined.	Strongly Agree	Count	0	10	0	1	11
		% within My child attends:	0.0%	47.6%	0.0%	8.3%	28.2%
	Agree	Count	0	9	4	7	20
		% within My child attends:	0.0%	42.9%	80.0%	58.3%	51.3%
	Disagree	Count	1	1	1	2	5
		% within My child attends:	100.0%	4.8%	20.0%	16.7%	12.8%
	Strongly Disagree	Count	0	1	0	2	3
		% within My child attends:	0.0%	4.8%	0.0%	16.7%	7.7%
Total		Count	1	21	5	12	39
		% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%

14. We believe our child's teachers have the skills and experience to provide the quality instruction that our child needs. * My child attends:

		My child attends:				Total	
		Early Childhood School	Elementary School	High School	Middle School		
14. We believe our child's teachers have the skills and experience to provide the quality instruction that our child needs.	Strongly Agree	Count	0	12	2	1	15
		% within My child attends:	0.0%	50.0%	33.3%	10.0%	36.6%
	Agree	Count	1	9	3	4	17
		% within My child attends:	100.0%	37.5%	50.0%	40.0%	41.5%
	Disagree	Count	0	1	1	2	4
		% within My child attends:	0.0%	4.2%	16.7%	20.0%	9.8%
	Strongly Disagree	Count	0	2	0	3	5
		% within My child attends:	0.0%	8.3%	0.0%	30.0%	12.2%
Total		Count	1	24	6	10	41
		% within My child attends:	100.0%	100.0%	100.0%	100.0%	100.0%

Parent Survey Comparison Means

Pittsburgh Unified School District

1. Our child's school provides adequate and quality personnel and services for students with disabilities.	2.87
2. Our child is considered a full member of the student body in his/her school.	3.21
3. All faculty members we have talked with seem to feel a strong sense of responsibility for all students, including students with disabilities.	2.93
4. I am knowledgeable of the contents of our child's IEP/BIP*.	3.42
5. I attended our child's most recent IEP team meeting.	3.50
6. Our child's teachers accommodate and modify instruction as specified in the IEP/BIP.	3.07
7. Our experience in attending IEP meetings in the district has been positive.	3.00
8. My child's general and special education teachers work together to plan and deliver his/her educational program.	3.00
9. The educators at my child's school treat us as full and equal partners in matters concerning my child's educational program.	3.19
10. We think that children benefit when special education students and general education students are educated in the same classroom.	3.26
11. We feel supported by our child's principal in our efforts to assure that our child receives a quality education.	2.93
12. We feel supported by the central office staff in our efforts to assure that our child receives a quality education.	3.02
13. We believe we understand how our student's grades are being determined.	3.00
14. We believe our child's teachers have the skills and experience to provide the quality instruction that our child needs.	3.02

Suggestions for improving services for students with disabilities in the Pittsburgh Unified School District:

- We should have teacher who tell us if are kid needs it or not cause am having trouble with my kid and don't know what to do if he needs these programs.
- We are satisfied with
- Training for teachers and related service providers on writing measurable goals in all areas of disability.
Effective reading, writing and math curriculum for students with disabilities and access to general education curriculum. Eclectic approach is not effective.
The use of Trained aides and teachers who have experience in working with students with autism. Behaviorist should be assigned to the classes for students with autism.
Lack of mainstreaming opportunities.
Please note that I have had to retain an educational consultant to develop appropriate goals and have obtained IEEs because the districts' assessment have not been comprehensive.
Lack of early and intensive intervention. Services and school have been inadequate, especially in preschool, to address children's needs.
- The school district needs provide ABA therapy.
- Teachers should display best professional skills as role models. Sometimes, my first grader has told me some teachers use bad words like "I don't care", jokingly like silly boy eyc
Such words have strong influence on language to the students.
Fighting in school I still fear to students who are peace loving. The school should endorse a Zero Tolerance to kids who fights in school
- Stop short changing our children's education. Provide them with teachers that are qualified and experience with degrees in their fields of special Ed in which they are teaching. Make sure the teachers who are employed have experience with diverse population. Too many times our children have been given less than in a teacher, just to save a buck. Their needs don't change. Stop setting our children up for failure. Don't convince them a Certificate of Completion is better than being on a diploma track. Instead, encourage them. Our children are capable in earning a diploma.
- Speak with the parents before they change classes. No one at the school made me aware that they were going to switch my child to a special education class.
- Pittsburgh School District needs to provide the ABA service at the school they attend, or at nearly possible.
- Personal views of IEP student's accommodations should not be discussed with the student. I am having a hard time complaining about the incident my child encountered with her Geometry teacher. Math is the main issue for my child.
Thank you.
- Office staff and general ed teachers need to have training on accepting and welcoming children of different abilities. How can they be examples for their classrooms in not bullying when they do not treat special ed kids and parents with respect. Very disappointed the principal has not enforced this with her own staff.
- Need improvement on a timely basis. More involvement with student by frequently checking in. Some staff and instructors are helpful yet some where not.
- My child is in the 8th grade and I haven't had a meeting with IEP teacher like I did last year when

Appendix F: Parent Survey Data

my chip was in 7th grade
<ul style="list-style-type: none"> • More training for teachers so they can support students with disabilities. More services for students. More inclusion.
<ul style="list-style-type: none"> • More individual help instead of excuses
<ul style="list-style-type: none"> • More individual attention
<ul style="list-style-type: none"> • More help!
<ul style="list-style-type: none"> • MORE COMMUNICATION NEEDED
<ul style="list-style-type: none"> • Make sure there are materials and support systems in place to support students with disabilities. Make sure classrooms group students with like abilities/disabilities in the same class. Make sure there is enough staff to teach them effectively. Make sure general education teachers are trained to work with students who have disabilities as well. Make sure parents get IEP paperwork including meeting notices in a timely manner.
<ul style="list-style-type: none"> • Make sure all teachers involved with child adhere to each individual child's IEP and apply recommendations & modifications as stated and as needed.
<ul style="list-style-type: none"> • Keeping constant positive communication amongst Teachers, Parents, Staff, Students and community would be a great start. Reinforcing TEAM WORK and UNITY will ensure confidence in our students with disabilities.
<ul style="list-style-type: none"> • Keep up the good work to all Stoneman employees. Stoneman is the best school that I have ever come across. I have a 23 year old and what I have experienced with Jeremiah now I haven't experienced it before with any of my other children. So keep up the good work and continue to have a smile and know that all of you are very much appreciated.
<ul style="list-style-type: none"> • Just to keep parents involved.
<ul style="list-style-type: none"> • I have no suggestions due to this being our first meeting in this district.
<ul style="list-style-type: none"> • I had to request this service for my son in the kinder care and nothing happen for a whole year. I would like for teachers to be more concerned and pay attention to the little things like speech with kids. My son had a lisp and couldn't pronounce words he should have knew how to say correctly. He was in speech from grades 1-2. He is in the third grade and has mastered speech. He will be graduating from speech this year. I am very satisfied with the progress.
<ul style="list-style-type: none"> • He/She should be there when the discuss of he/she is provided about them. So the parent can hear or see the react of there child.
<ul style="list-style-type: none"> • Each school needs to have a aid in the room and the teacher needs to be able to understand them more better. Or just put them in a special day class and have them go out for just a few things they need to learn. And the special day class needs to give them work on the students leave not giving them kindergarten or preschool work to make them feel behind.
<ul style="list-style-type: none"> • Coordination amongst all staff needs to be better as to what the child's needs are.
<ul style="list-style-type: none"> • Communication with parents needs improvement. When my son was struggling in class felt uncomfortable to ask for help. If a child is not doing well, the teacher should personally communicate with parents
<ul style="list-style-type: none"> • Bring back Miss Gray
<ul style="list-style-type: none"> • Better communication
<ul style="list-style-type: none"> • All the teachers that have a student with disabilities in their classrooms should be aware. Because it seems like not all the teachers know when they have one.

Positive aspects of services for students with disabilities in the Pittsburg Unified School District:

- We receive good services for our daughter
- Treating of a all students equally.
- They help them a lot
- They a good program at Highlands Ele.
- There is none.
- The teachers are great.
- The school therapist is so nice.
- Some staff members from the Special Ed Dept/Teachers/misc Staff are Awesome and makes individual with any disability feel important!
- Some of the teachers have done a terrific job working with my son and accommodation his disabilities.
- Some great teachers
- SERVICES FOR WHEN THEY COMPLETE MIDDLE SCHOOL
- Pat Tate-Commacho and her aides are wonderful. As well as the speech therapist, Melissa Pina. They are the reason i have kept my son at Highlands Elementary.
- New here not sure if other programs
- My son loved IEP and the teacher Ms.Eley.
- My daughter seems very happy with the teachers that support her.
- My child is able to get extended testing time.
- It's not quite as bad as it was two years ago, moderate improvement from years past.
- If services are not available for the child's needs in school district, student is able to go where services is available for them.
- I'm totally pleased with the team that has been assisting my son in areas that he seeks extra help. It definitely needs to be more schools like Stoneman.
- I'm glad to be working with people who care
- I'm glad this school provides this services but again, I would have liked a meeting before anything was done about switching her schedule. No letter, no communications?
- I think PHS SPED Staff is awesome!!
- I like the program so the kids don't give up fast to learn and catch up with there age group
- I don't have anything positive to say.
- Greatness from ALL OUR STUDENTS will not come over night. Let us all lead by example and to remember NOT to take anything personal bringing unity back into our community. Pittsburg Unified School District FUTURE is looking MIGHTY BRIGHT!!!
- Good teachers
- Gives the child more positive outlook when used properly.
- Don't have one
- Detail oriented and set age appropriate goals for my student.
- Being accorded attention to specialized education has being very beneficial to his academic achievement
Strong policy to tutor and support the academically needy students should be prioritized