

# Overview to the Special Education Supports Information System

**2008-09**

In 2007, California implemented a renewed Strategic Action Plan that was broadly aimed at examining practices related to recruitment, training, and retention of teachers in special education. In order to improve special education services to students with Individualized Education Programs (IEPs) at the local level, more data was needed, particularly with regard to school climate, administrative support, and working conditions. To address this need, the CDE Division of Special Education funded an expansion of the California School Climate Survey (CSCS) to create a Special Education Supports Information System (SEIS).

The SEIS reports to school districts summarize their CSCS survey results as reported by special education staff compared to all other staff. These reports are intended to help guide improvements in school efforts that promote learning and well-being among students with IEPs.

This overview describes the purpose and content of the system, the resources available to help understand and use the data, the issues that need to be taken into consideration, and next steps that districts might undertake. Appendix A provides background information about the CSCS in general, as well as the companion California Healthy Kids Survey (CHKS). It includes: 1) A graphic illustration of the SEIS System Overview, 2) A graphic presentation of the SEIS Survey Planning and Participation Process, and a graphic presentation of the SEIS as it relates to the overall CSCS/CHKS Reporting System. For more detailed information about the CSCS and its resources, visit the website: [cscs.wested.org](http://cscs.wested.org).

## Main SEIS Features

- » Addition to the main survey of a *Special Education Supports Module (SESM)* and questions for all staff who have special education responsibilities.
- » Preparation of a supplemental CSCS *Special Education Reports* for each district, comparing results reported by special education and general education staff.
- » Biennial preparation of similar aggregated *statewide and regional reports* for each Special Education Local Planning Area (SELPA).
- » Annual website posting of reports for public *dissemination*.
- » Development of a *Workbook*, with accompanying supports, to assist in understanding the survey results and determine what program and policy actions are warranted.

## Goals

- » Raise school and general public awareness of the needs of students with IEPs, and the staff who provide services to them.
- » Promote dialogue at the local, regional, and state level on meeting those needs.
- » Monitor and promote a better understanding of how schools are implementing programs and services for students with IEPs in fulfillment of the California Strategic Action Plan and No Child Left Behind (NCLB).
- » Help create a supportive, positive working environment that will retain high quality special education staff.

- » Better integrate special and general education.
- » Embed efforts to improve supports for special education in the broader CDE effort to close the racial/ethnic achievement gap (CTAG).

## SURVEY CONTENT

---

### Core Survey

The California School Climate Survey (CSCS) questions asks staff to identify if they are a special education teacher or if they provide services to special education students. Two other questions are specific to special education:

- » This school provides the materials, resources, and training (professional development) needed to work with special education (IEP) students (Item 15).
- » Do you feel that you need more professional development, training, mentorship, or other support to do your job in...serving special education (IEP) students (Item 48)?

The Learning Supports Module asks staff with responsibilities for health, prevention, safety, and counseling to what extent the school provides services for students with disabilities or other special needs (Item 2.23).

## THE SPECIAL EDUCATION SUPPORTS MODULE (SESM)

---

The 24-question *Special Education Supports Module* (SESM) is designed to be answered by all staff who have responsibilities for teaching or providing related support services to students with IEPs. It provides data about the perceptions and concerns of school special education personnel to guide program and service improvement, particularly in: (1) understanding how to effectively meet the needs of students and staff; and (2) recruiting, training, and retaining special education staff. Five main content areas are covered (see Appendix C for a full list):

- » **Educational and Credentialing Levels of the Respondents.**
- » **Barriers to Effective Service Delivery.** Three questions assess whether the school works to reduce interruptions to instruction for students with IEPs, minimize paper work, and effectively schedule legally mandated special education activities.
- » **Integration and Collaboration between Special and General Education.** Five questions assess the level to which the school integrates special education into its daily operations, encourages teaming between general and special education personnel, provides sufficient time for collaboration in service delivery, views service to students with IEPs as a shared responsibility among all staff, and promotes personnel participation in decision-making.
- » **Expectations and Supports for Special Populations.** Five questions assess the level to which the school sets high expectations for students with IEPs; provides them with effective cultural and linguistic supports, offers options for alternative modes of communication as needed,

assures that provisions of state adopted instructional materials are complete, and has sufficient resources to support special education programs and services.

- » **Personnel Supports.** Seven questions assess a range of supports to special education staff: whether the school provides a positive working environment, relevant training for paraprofessionals, and adequate access to technology; whether it acknowledges their responsibilities and encourages staff to continue in their roles; and whether it offers adequate compensation.

The development of this module was guided by an advisory group consisting of CDE special education staff and representatives of the California Strategic Action Plan Leadership Team. It was influenced by research in California and nationally indicating that workplace conditions, control over workload, and perceptions about administrative support are highly correlated with teacher attrition rates, especially within special education.

## SURVEY PLANNING

---

When a district is scheduling to administer the California School Climate Survey (CSCS) the special education director contacts the survey coordinator to see if there are any additional program needs that would require adding questions to the survey or adjusting the sampling plan by including more schools (which may be needed in large districts). Planning also involves discussions with the SELPA director about common regional program needs.

### Improving Participation and Data Reliability

Special education staff need to be aware of the importance of their participation in the survey, in order to obtain reliable and valid results for program planning. Participation by staff is totally voluntary, which affects the response rate. Higher participation rates allow for more confidence that the results are not biased and the results provide an indication of what those staff who did respond felt about the school. Raising awareness among staff of the value of the survey to the school is important and one of the best ways to increase participation over time is to assure that staff are informed about the results and engaged in the process of assessing their program improvement implications. WestEd provides districts with a *CSCS Guidebook* that provides strategies for improving participation.

A graphic illustration of the SESIS Survey Planning Process and strategies to promote participation suggested by the California Leadership Team is included in Appendix B. Suggestions from the California Leadership Team to promote participation at the local level include both guiding questions and activities:

#### Guiding Questions:

- » What will the survey results do for me? What is my compelling reason for completing survey?
- » How does this survey data dovetail with other things we are doing at our site?
- » How does data fit in with School Site Plan?

### Activities:

- » Invitation to special event/treat if fill out survey. Special Event if 100% participation; encouragement from administration.
- » Make computers and/or time accessible to classified staff to take survey (Don't forget parents and students!)
- » Work through BTSA to encourage participation of new (BT) teacher and training on how to interpret (This could tie to Assessment Strand (using data).
- » PTA collaboration to support staff completion
- » School site competition/awards/ribbons/"I surveyed" stickers
- » Stickers—Promoting the Survey and identifying participation, "I care about kids! I surveyed!" stickers.
- » District competition
- » Relief sub for teacher to vote
- » Access for CSEA Employees
- » PTA Collaboration; on board, run award, competition
- » Photo wearing stickers "I surveyed"

## SPECIAL EDUCATION REPORTS AND THEIR DISSEMINATION

---

### District Reports

A supplementary district-level CSCS Special Education Report is sent to all school districts that meet the confidentiality requirement for a minimum number of respondents with special education responsibilities. These reports provide the results for all survey questions as reported by special education staff compared to all other (i.e., general education) staff at the elementary, middle, and high school levels. Several tools are available as aids to help in using and disseminating survey results. *Public dissemination of the data must be coordinated with, and not occur before, release of overall CSCS results.*

### Confidentiality Requirements

To preserve confidentiality, data are not reported if less than five special education staff members have responded. If this minimum number is met, a combined district level report will be prepared. In addition, no local dataset will be made available for analysis that potentially enable a staff person to be identified. Confidential analysis can be conducted by WestEd as a custom service. All individuals who request a report before it is publicly posted must sign a Memorandum of Understanding to maintain confidentiality.

## Statewide and Regional (SELPA) Aggregated Reports

Starting January of 2011, aggregated (combined district) regional results will be prepared and sent to each Special Education Local Plan Area (SELPA) Director. Every two years, aggregated statewide reports will also be prepared which will highlight key findings and their implications for special education service delivery to focus attention on meeting the statewide needs of students with IEPs and the staff who serve them

## Report Dissemination and Public Posting

Local dissemination of a Special Education Report, or any data from it, must be coordinated to with the release of CSCS Main Report data and not occur before it. Typically, the special education director works with the district CSCS coordinator in dissemination efforts.

In the fall of each year, local and SELPA reports for the previous year are posted on the survey websites with other CSCS district reports, so that anyone may access them. This is designed to serve several purposes. First, with turn-over of staff, reports often disappear. By posting them, districts can retrieve and download new copies immediately. Second, it enables anyone to easily determine who has been provided data. Third, it raises public awareness of the results and, therefore, facilitates collaboration in meeting the needs of special education programs.

## ASSESSING THE DATA AND NEXT STEPS

---

The special education reports that are sent to local districts mark the beginning of a process of using data to improve programs and the overall school climate. The process must address the context within which the data were collected and the factors that can impact the quality, validity, and generalizability of the results. The following describes steps that may be necessary to assess the data and plan next steps. WestEd provides a number of aids for assessing the data and designing next steps.

**Review Survey Data Use Resources and Tools.** Along with their reports, districts will receive links to several guides and workbooks that can be downloaded from the website to help in understanding the survey questions, the meaning of the results, and actions that you might want to take.

**Review with SELPA, Superintendent, and Other Stakeholders.** Recipients are urged to send copies of the report to the director of their regional Special Education Local Plan Area (SELPA) and to review the findings with the SELPA director. This discussion of the findings will hopefully lead to identification of the most significant results and their program implications. The district Special Education and the SELPA director are encouraged to meet with their district Superintendent to discuss the findings further and to decide what next steps should be taken. The CSCS coordinator is also a valuable resource for understanding the overall survey results.

**Discuss with Staff.** Discuss the results with staff to explore their meaning in more depth. Obtain their input into how the school and the special education program might be improved. This is especially important because it communicates to staff that their input is valued and their ideas and actions are

needed to improve the school climate. This level of participation may help improve *participation* in the next survey.

**Compare with Regional and Statewide Results.** Comparing district results to other local, county, regional, and state data provides a broader context with which to assess the local situation. These types of comparisons can help determine whether your district results are unique or may be part of a larger trend. Ultimately, however, the most fundamental concern should not be how you compare with others but your own satisfaction with the survey results and what they tell you about the functioning of the special education program in your district.

**Conduct Additional Analyses of the Dataset.** The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of staff and across schools within the district.

**Request School Reports.** If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies). Please keep in mind that school level reports are not available for sites with five or fewer special education staff. (For large districts that sample schools and students, the sample may not support school reports.)

**Compare with Other Data Sources.** CSCS results will be enriched if analyzed in the context of data from other sources, particularly in identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include number and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

**Add Questions to your Next CSCS.** Determine what additional information is needed from staff to guide school improvement efforts and add questions to your next CSCS or CHKS. Both surveys were designed so that districts can add additional questions to help them conduct a more individualized and comprehensive assessment.

## AIDS TO UNDERSTANDING AND USING THE SURVEY

---

There are several guidebooks and other tools to help in understanding and using survey results. All documents can be downloaded from the survey website: [www.wested.org/cs/chks/print/docs/chks\\_guides.html](http://www.wested.org/cs/chks/print/docs/chks_guides.html).

- » The general **CSCS Guidebook** provides an overview to the purpose of the CSCS, its content, the survey administration requirements and procedures, options for customization (e.g., adding questions), and strategies for obtaining a high staff participation in the survey.
- » The **CSCS Guidebook to the Survey Content** provides: (a) a detailed description of the survey and the sample; (b) an explanation of each question and its significance (why it was asked), including possible program implications; and (c) suggestions for additional data analysis. The discussion of questions is organized topically and includes references to the tables in this report.
- » The **CHKS Data Use and Dissemination Guidebook** describes a step-by-step process for

reviewing, analyzing, and disseminating survey results as part of a data-driven decision making process to improve programs. Although focused on CHKS data, the procedures and strategies discussed apply equally to CSCS results.

- » Free data-use **workshops** are offered monthly as well. Interested parties can sign up for these workshops online at [www.wested.org/cs/chks/print/docs/chks\\_wkshps.html](http://www.wested.org/cs/chks/print/docs/chks_wkshps.html)
- » The **Workbook for Improving School Climate and Closing the Achievement Gap: Using Your California Healthy Kids and California School Climate Survey** provides a process for review of the special education support modules results in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides concrete examples of how to review the data and access resources aimed at improving current practices. Online at: [www.wested.org/chks/pdf/CTAGWorkbook-complete.pdf](http://www.wested.org/chks/pdf/CTAGWorkbook-complete.pdf)
- » In 2010, the supplementary special education reports will be discussed as part of regular free call-in workshops. In addition, an **on-site Data Use Workshop** specific to the special education reports may be available as a custom service in 2011. In this workshop, actual local survey findings will be reviewed with district staff in the content of special education issues, practice, and policy. This workshop will facilitate a process for improvement of special education programs. For more information about this workshop and its cost, call the survey Helpline, 866.841.7536.

## APPENDIX A. OVERVIEW TO THE CSCS/CHKS CONTENT, FRAMEWORK AND ADMINISTRATION

---

The California School Climate Survey (CSCS) and its companion California Healthy Kids Survey (CHKS), form the largest, most comprehensive effort in the nation to assess *local* students and staff on a regular basis to provide key data on learning barriers, engagement, and supports. Both surveys are funded by the California Department of Education to assist schools in meeting the requirements of the No Child Left Behind Act. The surveys were developed by WestEd, which is contracted to provide technical assistance in survey administration and use, with the assistance of Duerr Evaluation Resources.

Appendix A provides a brief overview to the surveys. Appendix B provides graphic representations of how the SESIS reporting system, planning, and report dissemination. The survey websites contain detailed information, as well as access to all survey materials and reports (district reports are posted the year following their dissemination to districts). The general *CHKS Survey Administration Guidebook* and *CSCS Guidebook* provide an overview to the purpose of the surveys, their content, the survey administration requirements and procedures, options for customization (e.g., adding questions), and strategies for obtaining a high student and staff participation in the survey.

Districts administer both surveys with the assistance of Survey Advisors located in three Regional CHKS/CSCS technical assistance centers. Each district has a designated CHKS/CSCS Coordination, who is given detailed written instructions in planning, organizing, and conducting the survey. The survey guidelines were designed to assure the protection of all subjects rights to privacy. Participation by both students and staff is totally voluntary and anonymous. All results are confidential. Students are surveyed only with the *consent of parents or guardians*. Results are now available on the survey websites and through CDE's DataQuest system. Key CHKS indicators will also soon be available over kidsdata.org

### The California Healthy Kids Survey

The CHKS consists of a series of topical modules, only one of which, the Core Module, is required by the state. It is administered in grades 5, 7, 9 and 11, as well as continuation schools. A prime focus of the CHKS Core Module is student *health-risk behaviors*, especially those linked to school *safety*, physical and psychological. It provides school-based data on perceived safety, violence- and crime-related behaviors, and the level of *harassment* and victimization that students' experience. Another health focus is *substance abuse*, especially use on campus. *Mental health* is assessed by a question on debilitating sadness and loneliness and, starting in 2009/10, suicide contemplation. The Core also includes questions on exercise and nutrition.

To assess *school engagement*, the CHKS provides student self-report data on usual classroom grades received, truancy, and school connectedness. It also measures student perceptions of the presence in school (and also the community) of three *developmental supports and opportunities*, or protective factors, that research has consistently linked to resilience in the face of adversity and to positive academic, social, personal, and health outcomes: *caring adult relationships*, *high expectations*, and

*opportunities to participate in meaningful activities.*<sup>1</sup> These three supports align with the characteristics of effective schools and lie at the heart of a comprehensive systemic approach that addresses both the pedagogic *and* social, emotional, and behavioral barriers to learning and engagement.

## The California School Climate Survey

The CSCS is an online survey administered in the same schools at the same time as the CHKS among all staff in at least grades 5 and above. The CSCS report provides a perspective on how teachers and other staff view the degree to which their schools have a supportive, safe, caring, challenging (e.g., high expectations and academic norms and standards), and engaging learning and working environment. In addition, staff are asked the level of which students exhibit behaviors that facilitate vs. hamper learning, including whether they are ready and motivated to learn, on the one hand, and the level of which student bullying, drug use, and racial/ethnic conflict (among other behaviors) pose a problem at the school. The majority of questions assess variables also assessed by the CHKS, so that staff and student responses can be compared. A series of questions explore staff working conditions, in response to growing concerns that school climate factors (i.e., poor working conditions) are contributing to the high rate at which teachers are leaving the profession.

In addition to these questions asked of all staff, the survey includes two supplemental modules for targeted groups. The *Learning Supports Module* (LSM) assesses in more detail the perceptions and experiences of staff with responsibilities for health, prevention, safety, and counseling, and focuses on issues of service provision. The *Special Education Supports Module* (SESM) similarly collects additional information from staff with responsibilities for students with Individualized Education Programs (IEPs).

## Overall Survey Framework

Student learning is affected by a complicated set of nested and often linked factors. Yet most efforts at school improvement are concerned almost exclusively with issues of curriculum, instruction, standards and accountability, and governance. While high quality, evidence-based teaching practices, curricula, classroom-focused instruction and standards *are necessary*, it has become increasingly apparent that they are often *not sufficient* in themselves. Further progress requires extending these efforts to include addressing the multiple interfering factors related to health and well-being that prevent today's students from benefiting from these improvements and being fully engaged in learning. Improving student educational success must also be grounded in a deep understanding of the supports children and youth require to be ready to learn every day, how they gain and apply knowledge, and how the environments in which they live and learn affects their education and development.

Efforts to address these interfering factors are generally discussed under the framework or concept of "learning supports." Broadly defined, learning supports are the resources, services, strategies, and practices that ensure all students are physically, socially, emotionally, and intellectually *ready to learn everyday*, are *motivated* to learn, and have *equal opportunity* to succeed in school. Learning supports are at once concerned with reducing health risks and other barriers to learning and with promoting

---

<sup>1</sup> These assets are also measured in the community, peer, and home environments, but the latter two are not required to be administered. The elementary CHKS has fewer and shorter versions of these scales.

protective factors or conditions in the school that prevent or mitigate those risks and foster student engagement and learning. A learning supports approach to school improvement calls for focusing attention not only on curriculum and instruction but also on how the environments in which students live and learn, and teachers teach, affect education. Many students attend schools that are lacking in the environmental conditions and resources conducive to learning.

In particular, a growing body of research related to learning supports directs us to demand school climates that foster health, safety, and three basic developmental supports that youth need to succeed, even in the face of adversity: caring relationships, high expectations that generate a sense of competence, and opportunities for meaningful participation. As high–minority, low–performing schools are characterized by higher levels of learning barriers and lower levels of these learning supports, this issue has particular relevance for the state’s efforts to close the racial/ethnic achievement gap. Equally important, these learning supports are also teaching supports. One of the persistent problems in education today is the instability of the teaching force and the growing inability to attract and retain high–quality teachers. Creating healthy, safe, caring, participatory, challenging, and supportive school environments for both students and teachers is essential to this task.

The National Research Council, in its seminal study of the characteristics of *Engaging Schools* in 2004, concluded that the fundamental challenge to school reform, is to create a *set of circumstances* in which students take pleasure and meaning in learning and have the supports they need to be able to learn. However, it is becoming increasingly apparent that education must adopt a *holistic lens* that recognizes that successful learning cannot occur unless the basic environmental supports are in place to meet the health and developmental needs of the whole child.

The CHKS and CSCS are designed to provide the data needed to create a comprehensive system of learning and teaching supports for schools. Through the reports being provided migrant education programs, the MIIEO aims to ensure that schools pay particular attention to identifying the challenges and needs of migrant students and providing them the learning supports that they need to succeed.

## Using the Surveys to Help Close the Achievement Gap

The SESIS is part of a larger effort to expand the CHKS/CSCS to provide better data for meeting the needs of California’s diverse population of students, and particularly in closing the achievement gap (CTAG) that has long persisted between white students and non–Asian minorities. In 2008, Superintendent O’Connell declared this the CDE’s top priority. To this end, CTAG–related questions were added to both surveys and a *Workbook* developed to assist schools in reviewing their results and determining the steps to take in practice and policy to address the identified needs.<sup>2</sup> For the CHKS, a supplementary module of CTAG–related questions was developed that districts could elect to administer. For the CSCS the questions were added to the main module completed by all staff. These questions assess staff perceptions of:

- » Equity in student opportunities in general and the taking of rigorous classes,

---

<sup>2</sup> The CTAG questions were developed by an advisory board and were focused on two areas: (1) Perceptions, experiences, actions related to race, ethnicity, culture; and (2) More general questions about key factors that can be analyzed by respondent race/ethnicity to shed light on factors research relates to the gap.

- » Respectful treatment of students;
- » Cultural sensitivity and relevance of instruction
- » Fostering of staff assessment of own cultural biases
- » Fostering of appreciation of student diversity and mutual respect
- » Priority given by school to closing the achievement gap
- » Degree racial/ethnic conflict poses a problem at school
- » Professional development / mentoring to do one's job related to: (1) working with diverse populations, (2) culturally relevant pedagogy for the school's student population, (3) serving English Language Learners, and (4) closing the achievement gap

## APPENDIX B. GRAPHIC REPRESENTATIONS OF THE CSCS SPECIAL EDUCATION SUPPORTS INFORMATION SYSTEM (SEGIS)

### B.1 System Overview

**SEGIS Purpose:** To provide a cost-effective, user-friendly self-assessment tool and data analysis system to be used at the local level to identify school practices and district policies that contribute to a positive school climate, as well as those practices and policies that detract from creating a positive school climate for students and staff.



**Survey Planning Process:** LEA contact CSCS Regional Centers of their “readiness” to participate in survey with initial contact (Notification of district survey participation) and follow-up contact (Proposed survey taking schedule and request to “open survey window” online).



**Survey Participation Promotion:** District Survey Coordinator (DSC) coordinates the survey process and promotes participation at the local level by:

- » Letter to every staff person with survey directions
- » Announcement at staff meetings
- » Email messages

Special Education Director collaborates with DSC, Superintendent, Principals, SELPA, County Offices, and Staff to share information and promote general/ special education staff participation.



**Special Education Supports Module (SESM) Survey Content:** Contains 24 questions designed to be answered by all staff who have responsibilities for teaching or providing related support services to students with IEPs.

Provides data about the perceptions and concerns of school special education personnel to guide program and service improvement, particularly in: 1) understanding how to effectively meet the needs of students and staff; and 2) recruiting, training, and retaining special education staff.

Five SESM Main Content Areas: 1) Educational and Credentialing Levels of the Respondents, 2) Barriers to Effective Service Delivery, 3) Integration and Collaboration Between Special and General Education, 4) Expectations and Supports for Special Populations, and 5) Personnel Supports.

**Special Education Reports and Dissemination:** District, Statewide, and Regional (SELPA) Reports will be produced. Confidentiality requirements protect anonymity.

**Assessing the Data and Next Steps:** Outcome: To improve local programs and overall school climate. New Tool Available: *Workbook for Improving School Climate and Closing the Achievement Gap: Using Your California Healthy Kids and School Climate Survey.*

## B.2. Survey Planning & Participation Process

**Survey Planning:** LEA Contacts WestEd of “Readiness” to Participate in Survey with:

- » Initial Contact (Notification of District Survey Participation) and
- » Follow-up Contact (Proposed survey taking schedule and request to “open survey window” online)



District Survey Coordinator (DSC) coordinates the survey taking process and promotes participation at the local level by:

- » Letter to every staff person with survey directions
- » Announcement at staff meetings
- » Email Messages

DSC and the Special Education Director collaborate to share information and promote general/special education staff participation



SELPA promotes participation with Email Blasts w/ survey taking dates, purpose, and benefits



County Offices of Education promotes participation with Email Reminders w/survey-taking dates, purpose, and benefits



Special Education Director collaborates with DSC, Superintendent, Principals, SELPA, County Offices, and Staff to share information and promote general/special education staff participation.



### Local School Support to Promote Survey Participation: Suggestions from California Leadership Team

#### Guiding Questions:

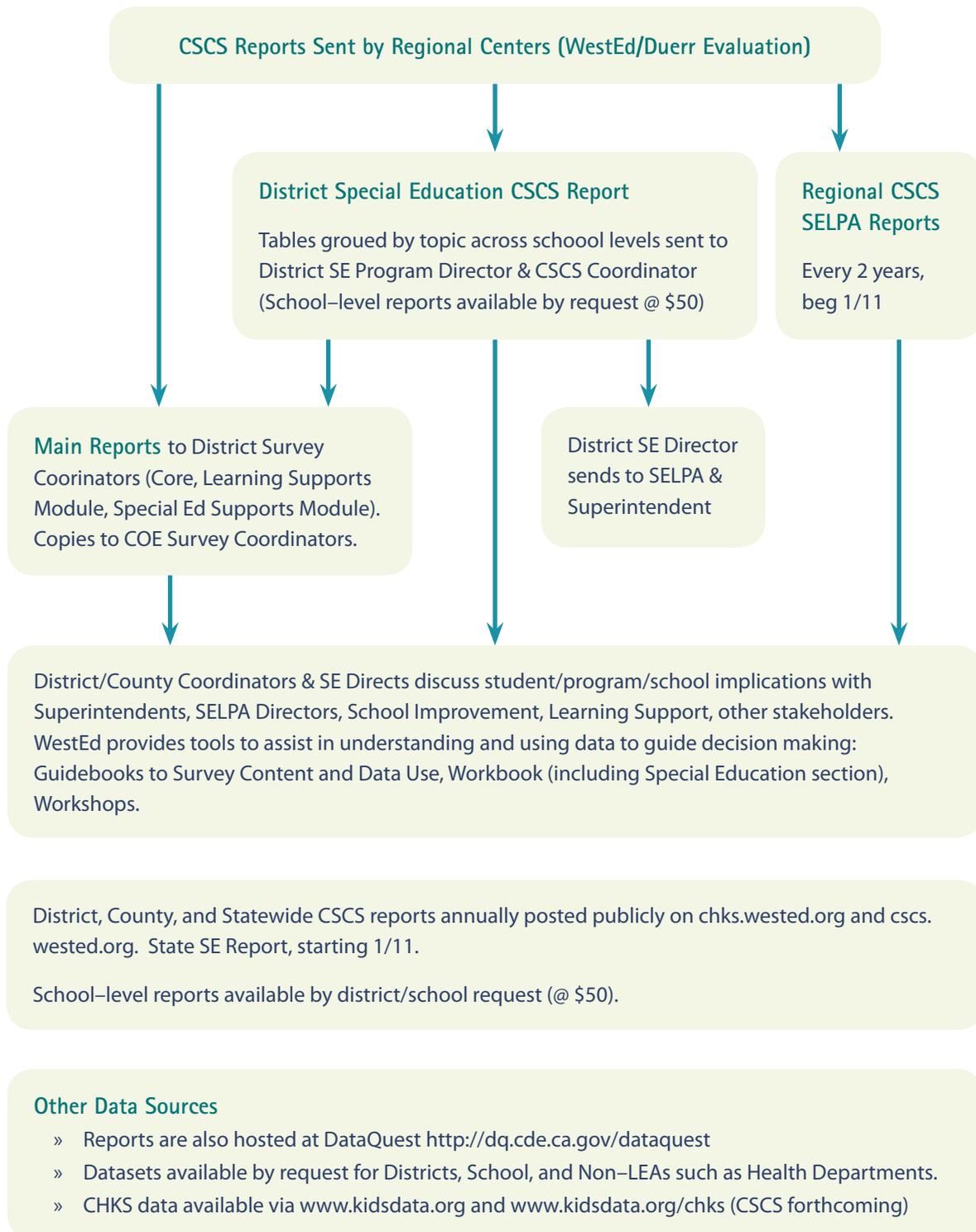
- How will survey do something for *me*? What is my compelling reason for completing survey?
- How does this survey data dovetail with other things we are doing at our site?
- How does data fit in with School Site Plan?

#### Activities:

- Invitation to special event / treat if fill out survey. Special Event if 100% participation; Encouragement from administration.
- Make computers and/or time accessible to classified staff to take survey (Don't forget parents and students!)
- Work through BTSA to encourage participation of new (BT) teacher and training on how to interpret (This could tie to Assessment Strand (using data).
- PTA collaboration to support staff completion
- School site competition / awards / ribbons / “I surveyed ;-)” stickers
- Stickers—Promoting the Survey and identifying participation, “I care about kids! I surveyed!” stickers.
- District competition
- Relief sub for teacher to vote
- Access for CSEA Employees
- PTA Collaboration; on board, run award, competition
- Photo wearing stickers “I surveyed”

### B.3. Special Education Supports Information System (SEIS) Report Dissemination Process, 2009–10

#### California School Climate Survey (CSCS) – Core, Learning Supports Module (LSM) and Special Education Supports Module (SESM)



## APPENDIX C. CONTENT OF CSCS SPECIAL EDUCATION SUPPORTS MODULE (SESM)

---

### Educational and Credentialing Levels of Respondents

- » What is your highest degree level?
- » What credential(s) do you currently hold?
- » What is the highest level of the credential or permit for your current position?
- » What best describes the primary service setting for students with IEPs that you serve?

### Addressing Bureaucratic Barriers to Effective Service Delivery

- » This school works to reduce interruptions to instruction for students with IEPs.
- » This school takes steps to minimize required paperwork.
- » This school effectively schedules legally mandated special education activities (e.g., assessments, behavior supports, mandated meetings with parents).

### Integration and Collaboration between Special and General Education

- » This school integrates special education into its daily operations.
- » This school encourages teaming between general and special education personnel.
- » This school provides sufficient time to collaborate with colleagues regarding services to students with IEPs.
- » This school views service to students with IEPs as a shared responsibility among all staff.
- » This school promotes personnel participation in decision-making that affects school practices and policies.

### Expectations and Supports for Special Populations

- » This school sets high expectations for students with IEPs.
- » This school provides effective supports for teaching culturally and linguistically diverse students with IEPs.
- » This school provides effective supports for students needing alternative modes of communication.
- » This school provides complete state adopted instructional materials for students with IEPs.
- » This school has sufficient resources to support special education programs and services.

### Personnel Supports

- » This school provides a positive working environment for staff who serve students with IEPs.
- » This school acknowledges the responsibilities for staff who serve students with IEPs.
- » This school provides relevant training for paraprofessionals.

- » This school has a climate that encourages me to continue in my role of service to students with IEPs.
- » This school provides adequate access to technology for staff who serve students with IEPs.
- » This school has good communication with district personnel to support students with IEPs.
- » This school offers adequate compensation (e.g. salary, fringe benefits and retirement) to support my continued employment at this school.