(6) PPR Module 6: Supporting Students with Special Needs

Please fill out the following questions about your school or district.

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1. Indicate the areas of interest in expanding support for students with unique needs. *(Select one option for each statement)*

	Yes (1)	Somewhat (2)	No (3)	Unsure (4)
Students with disabilities (1)	○	○	○	○
English learners (2)	○	○	○	○
Students with health needs (3)	○	○	○	○
Highly mobile students (foster care, homeless, and migrant) (4)	○	○	○	○
Students in detention/probation (5)	○	○	○	○
Pregnant/parenting students (6)	○	○	○	○
Students that left without finishing school (drop out) (7)	○	○	○	○
Other (8)	○	○	○	○

A. Students with Disabilities

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1. Are there school policies or procedures to support screening or early identification of potential disabilities or conditions that can impede learning and increase the probability of dropout? *(Select one option)*

    ○ Yes, and our procedures are effective in most cases. (1)

    ○ Yes, but our procedures are inadequate or not followed thoroughly. (2)

    ○ No, not really. (3)

    ○ Unsure (4)

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2. Does your school exhaust all Multi-Tiered System of Support Interventions prior to the IEP eligibility meeting? *(Select one option)*

    ○ Yes, always. (1)

    ○ Yes, usually. (2)

    ○ Yes, sometimes. (3)

    ○ No, not often. (4)

    ○ Unsure (5)

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3. Does your special education team utilize an interest inventory to determine transition goals for students who receive special education services? *(Select one option)*

○ Yes, always. (1)

○ Yes, usually. (2)

○ Yes, sometimes. (3)

○ No, not often. (4)

○ Unsure (5)

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4. Does your IEP team utilize the SMART (Specific, Measurable, Attainable, Realistic, Timely) model to write IEP goals? *(Select one option)*

○ Yes, always. (1)

○ Yes, usually. (2)

○ Yes, sometimes. (3)

○ No, not often. (4)

○ Unsure (5)

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5. With regard to Indicator 13, do you use transition assessments to formulate the goals set out in the IEP? *(Select one option)*

○ Yes, always. (1)

○ Yes, usually. (2)

○ Yes, sometimes. (3)

○ No, not often. (4)

○ Unsure (5)

6. Are the student and family involved in creating IEP goals? *(Select one option)*

○ Yes, always. (1)

○ Yes, usually. (2)

○ Yes, sometimes. (3)

○ No, not often. (4)

○ Unsure (5)

7. Does your IEP team use the transition assessment findings to develop postsecondary goals (PSGs) in the areas of education/training, career/employment, and independent living? *(Select one option)*

○ Yes, always. (1)

○ Yes, usually. (2)

○ Yes, sometimes. (3)

○ No, not often. (4)

○ Unsure (5)

8. Does your Special Education Team utilize progress monitoring at least weekly? *(Select one option)*

○ Yes (1)

○ We/They monitor frequently, but not weekly. (2)

○ No (3)

○ Unsure (4)

9. Does your Special Education Team have student led IEP meetings? *(Select one option)*

○ Yes, always. (1)

○ Yes, usually. (2)

○ Yes, sometimes. (3)

○ No, not often. (4)

○ Unsure (5)

10. Is there an administrator present at all IEP meetings? *(Select one option)*

○ Yes, always. (1)

○ Yes, usually. (2)

○ Yes, sometimes. (3)

○ No, not often. (4)

○ Unsure (5)

11. Are post-secondary goals visited with the student/parent at least annually? *(Select one option)*

○ Yes, always. (1)

○ Yes, usually. (2)

○ Yes, sometimes. (3)

○ No, not often. (4)

○ Unsure (5)

12. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals? (*Select one option*)

○ Yes (1)

○ No (2)

○ Unsure (3)

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13. Do you provide work-based learning opportunities for students with disabilities who are probably not college-bound? *(Select one option)*

○ Yes, regularly. (1)

○ Yes, sometimes. (2)

○ No, not often. (3)

○ Unsure (4)

Skip To: 15 If 13. Do you provide work-based learning opportunities for students with disabilities who are proba... = No, not often.

Skip To: 15 If 13. Do you provide work-based learning opportunities for students with disabilities who are proba... = Unsure

14. Are these work-based learning opportunities: *(Select one option for each statement)*

	Always or almost always (1)	Sometimes (2)	Rarely or never (3)	Unsure (4)
a. Credit-bearing (1)	○	○	○	○
b. Aligned with Indicator 13 that guides postsecondary transition goals in the areas of training, education, employment, and, where appropriate, independent living skills. (https://www.cde.state.co.us/postsecondary/iep-indicator13checklist) (2)	○	○	○	○
c. Arranged with input from the parent/guardian and student. (3)	○	○	○	○

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15. Are students with disabilities enrolled in Career and Technical Education courses within your school/district? *(Select one option)*

○ Yes, regularly. (1)

○ Yes, sometimes. (2)

○ No, we do not have enough of these programs. (3)

○ Unsure (4)

B. English Learners

1. Does your district provide specific data and/or technical assistance to your school about your English Learners (EL) in order to drive decision-making at the school building level? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

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2. Colorado schools are required to take an evidence-based approach toward English language acquisition. Is your program being implemented with fidelity? *(Select one option)*

○ Yes, by all relevant teachers. (1)

○ Yes, by some of the relevant teachers, but not by others. (2)

○ No (3)

○ Unsure (4)

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3. Does your school have policies or procedures that classroom teachers must follow regarding reasonable accommodation for EL students such as extended time, take-home tests, tutoring support etc.? *(Select one option)*

○ Yes (1)

○ To some extent. (2)

○ No (3)

○ Unsure (4)

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4. Do you provide work-based learning opportunities for EL students? *(Select one option)*

○ Yes, quite a few. (1)

○ Yes, some. (2)

○ No (3)

○ Unsure (4)

C. Students with Health Needs

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1. Do you have a school based health center? *(Select one option)*

○ Yes (1)

○ No (2)

○ Pending, one is planned. (3)

○ Unsure (4)

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2. Do you have a full-time school nurse? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

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3. Is there at least one staff person in your school who is specifically responsible for referring students to physical, mental, dental and social service providers? *(Select one option)*

    ◯ Yes (1)

    ◯ No (2)

    ◯ Unsure (3)

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4. If a student is identified as having a health-related issue, including brain injury, are professionals from other systems working with this student notified or included in planning about this student? *(Select one option)*

    ◯ Yes (1)

    ◯ No (2)

    ◯ School decision (3)

    ◯ Unsure (4)

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5. Are all possible accommodations made for students with heath needs to ensure they are able to complete regular high school degrees? *(Select one option)*

    ◯ Yes, we work hard on this. (1)

    ◯ Sometimes (2)

    ◯ Not usually (3)

    ◯ Unsure (4)

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6. Do you use any of the following options for students with ongoing health needs? *(Select one option for each statement)*

	Yes (1)	Sometimes (2)	No (3)	Unsure (4)
a. Flexible scheduling (1)	○	○	○	○
b. Part-time enrollment (2)	○	○	○	○
c. Online learning options (3)	○	○	○	○
d. Self-paced educational options (4)	○	○	○	○
e. Tutoring (5)	○	○	○	○
f. Health and other community service referrals (6)	○	○	○	○

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7. Do you take care to ensure that students with documented health needs are not penalized by the accrual of unexcused absences? *(Select one option)*

○ Yes, always. (1)

○ Yes, but only when doctors' notes are submitted. (2)

○ No, we do not have a good system for preventing this. (3)

○ Unsure (4)

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8. Do all staff receive some level of mental health training that helps them reduce stigma, recognize warning signs, and know how and when to access resources and supports, e.g. Mental Health First Aid? *(Select one option)*

○ Yes, all or almost all of our staff have received training. (1)

○ Some of our staff have received training. (2)

○ Few or none of our staff have received training. (3)

○ Unsure (4)

D. Mobile Students (Including highly mobile, homeless, migrant, foster care, and immigrant students)

✳

1. How many students enrolled in your school last year between October 15th and May 30? *(Provide a number)*

_____

✳

2. How many students transferred out of your school last year between October 15th and May 30? *(Provide a number)*

_____

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3. Does a person at your school have the specific responsibility to support student transfer processes? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

4. Does someone at your school have regular contact with your district's Homeless Liaison and Child Welfare Education Liaison? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

5. Is training offered for school personnel responsible for processing and verifying student transfer, enrollment and the receipt/request of student records? *(Select one option)*

○ Yes (1)

○ No, this is not something we do. (2)

○ Unsure (3)

6. Do you have a plan to address your school's mobility rate? *(Select one option)*

○ Yes (1)

○ Somewhat, we are working on this issue now. (2)

○ No (3)

○ Unsure (4)

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7. When a student leaves your school, is there a uniform process for verifying that the student has enrolled in another school? *(Select one option)*

○ Yes, we always verify enrollment elsewhere before coding students as "transfer". (1)

○ Yes, in theory, but there are gaps in practice. (2)

○ No (3)

○ Unsure (4)

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8. Have you adopted policies to ensure student records are not withheld due to outstanding fees or fines in accordance with HB 17-1301. *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

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9. Do you have strategies in place to assist transfer students: *(Select one option for each statement)*

	Yes (1)	To some extent (2)	No (3)	Unsure (4)
when they arrive (1)	○	○	○	○
in the classroom (2)	○	○	○	○
when they leave (3)	○	○	○	○

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10. Does your school have welcome packets for new students and parents? *(Select one option)*

○ Yes (1)

○ No (2)

○ Currently in development. (3)

○ Unsure (4)

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11. How quickly does your school reach out to personally contact parents/guardians of transfer students? *(Select one option)*

○ Within a few days. (1)

○ Within the first week. (2)

○ We do not make a point of doing this. (3)

○ Unsure (4)

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12. Can students who enroll in your high school mid-year or mid-course earn credit for demonstrating mastery of the course material? *(Select one option)*

○ Yes (1)

○ Rarely (3)

○ No (4)

○ Unsure (5)

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13. Do you regularly compare academic growth scores among transfer students to those of non-transfer students? *(Select one option)*

○ We do this every year. (1)

○ We do this every few years. (2)

○ We have not done this. (3)

○ Unsure (4)

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14. Does your working definition of "homeless youth" include students who lack fixed, regular, and adequate nighttime residence such as those who live in shelters, hotels, are living with relatives, and those who are doubled up in single housing units? *(Select one option)*

○ Yes (1)

○ Not entirely (2)

○ No (3)

○ Unsure (4)

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15. When students have been to multiple schools, it can be difficult to reconcile transcripts. Do you routinely use alternate measures of learning to give these students as much credit as

possible and ensure their current instruction fills in gaps rather than repeats previously mastered skills? *(Select one option)*

○ Yes! Transfer students rarely lose any credit. (1)

○ Yes. We try to minimize credit loss. (2)

○ Transfer students almost always lose a meaningful amount of credit. (3)

○ Unsure (4)

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16. Does your school engage highly mobile students in summer activities designed to mitigate summer slide? *(Select one option)*

○ Yes, we go out of our way to do this. (1)

○ They can choose to sign up for summer activities like any other student. (2)

○ We do not get involved with summer activities. (3)

○ Unsure (4)

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17. Does your school offer newcomer classes for recently immigrated students? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

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18. Does your school offer a special orientation for parents of recently immigrated students? *(Select one option)*

○ Yes, we have an orientation with effective translation services and it works well. (1)

○ We have one, but it is only partially adequate. (2)

○ No, we have no special orientation for immigrant parents. (3)

○ Unsure (4)

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19. Does your orientation for recently immigrated parents include the following information? *(Check all that apply.)*

☐ School attendance laws (1)

☐ Legitimate reasons for school absence and examples of unexcused absences (2)

☐ Transportation to school (3)

☐ What to do when your child is ill (4)

☐ School fees and fee waivers (5)

☐ ELL services at school (6)

☐ Credits and credit accumulation (7)

☐ Graduation requirements and alternative paths to graduation (8)

☐ Extracurricular activities for students (9)

☐ Community resources (10)

☐ Unsure (11)

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20. When students are absent from class due to court-ordered treatment or other services scheduled during the school day, are these absences excused or unexcused? (*Select one option*)

○ Excused (1)

○ Excused as long as official documentation is provided. (2)

○ Unexcused (3)

○ Unsure (4)

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21. Does your school have procedures to address the transfer of credits from detention/facility schools when students re-enter your school from detention or residential treatment? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

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22. Does your school routinely inform other system professionals such as probation officers, Guardians ad Litem, caseworkers or special advocates when students on their caseloads are struggling with attendance, behavior or academics? *(Select one option)*

○ Yes, routinely. (1)

○ Sometimes (2)

○ No, this would be very unusual. (3)

○ Unsure (4)

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23. When students enter your school from detention or residential treatment, are they automatically placed on behavior contracts? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

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24. Are IEP's shared with professionals from other systems upon request? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

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25. Are student Individual Career and Academic Plans (ICAPs) shared with professionals from other systems upon request (e.g. child welfare caseworkers, GALs, etc)? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

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26. If a student is identified as having a SED (Serious Emotional Disability), are professionals from other systems working with this student notified or included in planning about this student? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

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27. By law (ESSA, 22-32-138), schools must be informed when a child has been in foster care. Do you provide special supports to these children to ensure they are placed in appropriate classes, get extra academic support, have their social and emotional needs met, have access to extracurricular activities and have carefully thought out ILPs? *(Select one option)*

○ Yes, we do a good job. (1)

○ Partly (2)

○ We are working on this. (3)

○ No (4)

○ Unsure (5)

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28. Does someone at your school have the specific responsibility to support FERPA compliance with school employees in their communication with other system professionals? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

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29. Do you have a full-time Child Welfare Education Liaison in your school district whose sole responsibility is to ensure educational success for children in foster care? *(Select one option)*

○ Yes, our district has one. (1)

○ Yes, our BOCES has one. (2)

○ We have a Child Welfare Liaison, but that person also has other responsibilities. (3)

○ No, we do not have a Child Welfare Liaison. (4)

○ Unsure (5)

30. Do school personnel know who your district's designated Child Welfare Education Liaison is and how to contact him/her? *(Select one option)*

○ Yes, all or almost all do. (1)

○ Some do. (2)

○ No, most do not. (3)

○ Unsure (4)

31. Does your Child Welfare Education Liaison make active connections with community resource providers? *(Select one option)*

○ Yes (1)

○ To some extent. (2)

○ No (3)

○ Unsure (4)

32. Does your Child Welfare Education Liaison make an effort to be a voice at the community table in support of children and families experiencing life challenges? *(Select one option)*

○ Yes (1)

○ To some extent. (2)

○ No (3)

○ Unsure (4)

33. Do you routinely address emotional goals stemming from trauma in addition to academic learning goals? *(Select one option)*

○ Yes (1)

○ To some extent. (2)

○ No (3)

○ Unsure (4)

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34. Are your school administrators aware that Federal law requires the immediate transfer of school records for children in foster care, rather than the five days still written into Colorado law? *(Select one option)*

○ Yes, and we are in full compliance. (1)

○ Yes, and we are working on this. (2)

○ No (3)

○ Unsure (4)

E. Pregnant/Parenting Students

1. What academic counseling do you generally provide to pregnant/parenting students? *(Check all that apply)*

☐ If parenting students are close to graduating we encourage them to complete a regular high school degree. (1)

☐ If parenting students are missing more than one year of credits, we suggest an alternative education program where they can earn a regular high school degree. (2)

☐ If parenting students are missing more than one year of credits, we suggest a high school equivalency degree program. (3)

☐ Other (4)

☐ Unsure (5)

Other

_____

_____

_____

_____

_____

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2. Do you refer pregnant or parenting students to supportive services in the community? *(Select one option)*

    ◯ Yes, and the services are good. (1)

    ◯ Yes, but the services are inadequate. (2)

    ◯ No (3)

    ◯ Unsure (4)

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3. Do parenting students have access to childcare at any school in your district? *(Select one option)*

    ◯ Yes, and transportation is provided. (1)

    ◯ Yes, but transportation is not provided. (2)

    ◯ No, but a childcare provider is located nearby. (3)

    ◯ No (4)

    ◯ Unsure (5)

F. System Involved Youth

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1. When students are absent from class due to court-ordered treatment or other services scheduled during the school day, are these absences excused or unexcused? *(Select one option)*

    ◯ Excused (1)

    ◯ Excused as long as official documentation is provided. (2)

    ◯ Unexcused (3)

    ◯ Unsure (4)

2. Does your school have procedures to address the transfer of credits from detention/facility schools when students re-enter your school from detention or residential treatment? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

3. Does your school routinely inform other system professionals such as probation officers, Guardians ad Litem, caseworkers or special advocates when students on their caseloads are struggling with attendance, behavior or academics? *(Select one option)*

○ Yes, routinely. (1)

○ Sometimes (2)

○ No, this would be very unusual. (3)

○ Unsure (4)

4. When students enter your school from detention or residential treatment, are they automatically placed on behavior contracts? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

5. Is there a person at your school who has the specific responsibility to act as a liaison and single point of contact between the school and the juvenile justice system? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

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6. Are IEP's shared with professionals from other systems upon request? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

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7. Are student Individual Career and Academic Plans (ICAPs) shared with professionals from other systems upon request (e.g. child welfare caseworkers, GALs, etc.)? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

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8. If a student is identified as having a SED (Serious Emotional Disability), are professionals from other systems working with this student notified or included in planning about this student? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

9. Does someone at your school have the specific responsibility to support FERPA compliance with school employees in their communication with other system professionals? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

10. Do you routinely address emotional goals stemming from trauma in addition to academic learning goals? *(Select one option)*

○ Yes (1)

○ To some extent (2)

○ No (3)

○ Unsure (4)

G. Reengaging Dropouts

1. What is the most likely response to a dropout who wants to return but lacks at least one full year of credit to graduate? *(Select one option)*

○ Enroll immediately. (1)

○ Enroll at beginning of the next semester. (2)

○ Asses the challenges the student is likely to face, then notify the student of our decision. (3)

○ Place student on a waiting list for an alternative setting that would be a "fit." (4)

○ Enroll immediately in online credit recovery and wait for an alternative education seat to open up. (5)

○ Other (6)

○ Unsure (7)

Display This Question:

If 1. What is the most likely response to a dropout who wants to return but lacks at least one full... = Other

Other

_____

_____

_____

_____

_____

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2. When dropouts return to your school, is a person specifically responsible for tracking their progress and checking in with them regularly? *(Select one option)*

○ Yes (1)

○ In some cases, but not routinely. (2)

○ No (3)

○ Unsure (4)

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3. Does your school offer options for recovering credit that are immediately available for dropouts returning to school who need less than one year of credits to graduate? *(Select one option)*

○ Yes (1)

○ No (2)

○ Other (3)

○ Unsure (4)

Other

_____

_____

_____

_____

_____

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4. Do you routinely counsel returning students about the new graduation guidelines to help them update their ICAPs? *(Select one option)*

○ Yes (1)

○ Sometimes (2)

○ No (3)

○ Unsure (4)

Submission Confirmation. Thank you for filling out the Policy and Practices Review Module 6. If Module 6 is complete and ready to be submitted for review by the CDE staff, please click submit. You will not be able to come back to your survey once you click the submit button.