



July 2020

ASPIRE: Active Student Engagement Inspires Reals Engagement ***DISTRICT/SCHOOL NEEDS ASSESSMENT***

Date: _____

School Name: _____ Principal: _____

Team Leader: _____ Parent Representative: _____

Special Education Teachers: _____ # Special Education Students: _____

Use the following scale to respond to the statements below:

- 0** = We **do not** have this practice in place for **any students** with disabilities.
- 1** = We **have** this practice in place for **some students** with disabilities.
- 2** = We have **many teachers** using this practice for **some students** with disabilities.
- 3** = We have **all teachers** using this practice for **all students** with disabilities.

Rating				Area	Evidence
0	1	2	3	Educate students about rights & responsibilities under IDEA.	
0	1	2	3	Expect students to attend their IGP and IEP meetings.	
0	1	2	3	Expect students to know their IGP and IEP goals.	
0	1	2	3	Support students to attend their IGP and IEP meetings.	
0	1	2	3	Expect students to know the accommodations included in their IEP document.	

Use the following scale to respond to the statements below:

0 = We **do not** have this practice in place for **any students** with disabilities.

1 = We **have** this practice in place for **some students** with disabilities.

2 = We have **many teachers** using this practice for **some students** with disabilities.

3 = We have **all teachers** using this practice for **all students** with disabilities.

Rating				Area	Evidence
0	1	2	3	Teach students how to identify & communicate their own accommodations.	
0	1	2	3	Teach students how to develop their IEP goals.	
0	1	2	3	Teach students how to assist in writing their own <i>Present Level of Performance</i> .	
0	1	2	3	Support students in participating in the development of their IGP, IEP & transition plans.	
0	1	2	3	Encourage students to lead their IGP and IEP meetings.	
0	1	2	3	Teach students the social and communication skills they need to participate in their IGP and IEP meetings.	
0	1	2	3	Support students in developing self-advocacy skills.	
0	1	2	3	Teach students choice and decision-making skills.	
0	1	2	3	Teach students problem-solving skills.	
0	1	2	3	Assist students to understand their strengths & weaknesses.	
0	1	2	3	Support disability awareness among teachers and students without disabilities.	
0	1	2	3	Support self-determination skills at all grade levels.	
0	1	2	3	Support the development of leadership skills for students with disabilities.	
0	1	2	3	Educate parents about self-determination skills.	
0	1	2	3	Use interest inventory or career assessment for students with disabilities.	