

**Fiscal Year 2022 One Needs Assessment Questions  
for County Boards of Developmental Disabilities (DD)**

Improvement Areas (Sections)	Group Name	Question	Answer Type	* Required Trigger
College and Career Readiness	Graduation	18. How does the board of developmental disabilities (DD) determine if students are on track for graduation and what supports are in place to help students who are at-risk of not graduating?	Text	N/A
College and Career Readiness	Transitions	31. How does the board of DD provide ongoing support to students experiencing challenges in transitioning to employment?	Text	N/A
College and Career Readiness	Transitions	32. What percentage of graduating students gained community employment in the most recent program year?	Text	N/A
College and Career Readiness	Transitions	33. How does the board of DD provide social and life skills to assure a smooth transition from school to work?	Text	N/A
College and Career Readiness	Transitions	34. How does the organization ensure students learn self-reliance and respectful citizenship skills?	Text	N/A
Community, Family Engagement	Engagement	14. What is the rate of attendance of parents at IEP meetings during last school year?	Text	N/A
Community, Family Engagement	Engagement	15. What is the rate of attendance at parent teacher conferences during last school year?	Text	N/A
Community, Family Engagement	Engagement	16. What is the rate of attendance at parent events during last school year?	Text	N/A
Family and Community Engagement	Partnerships	23. What community partnerships does the board of DD have in place to support parent and family engagement?	Text	N/A
Curriculum, Instruction, and Assessment	Assessments	17. What is the percentage of IEP goals that were mastered for the students served by the board of DD?	Text	N/A
Curriculum, Instruction, and Assessment	Assessments	18. What supports are in place for students to ensure IEP goals are met?	Text	N/A
Curriculum, Instruction, and Assessment	Curriculum	23. What are the existing reading curriculum and supports, and are these supports driving student success?	Text	N/A
Curriculum, Instruction, and Assessment	Curriculum	24. What are the existing math curriculum and supports, and are these supports driving student success?	Text	N/A
Curriculum, Instruction, and Assessment	Curriculum	25. What non-academic supports are in place to meet the particular needs of the students?	Text	N/A
Curriculum, Instruction, and Assessment	Determination	28. What is the process the board of DD uses to determine if a student will be included in a group of students who are exempted from state tests?	Text	N/A
Fiscal Management	Financial Management	5. What are the details and/or a response to the organizations most recent department of developmental disabilities recommended 10 year cash forecast?	Text	N/A

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Fiscal Management	Financial Management	6. How does the board of DD engage in long-term fiscal planning to facilitate program and services development?	Text	N/A
Fiscal Management	Financial Management	7. Does the board of DD provide for the opportunity for public comment in the planning for the use of Part B funds?	Text	N/A
Fiscal Management	Financial Management	8. Does the board of DD follow procurement requirements in determining contracted services that are paid as a purchase service with Part B funds?	Text	N/A
Fiscal Management	Financial Management	9. What process does the board of DD follow to assure the level of service to its students remains consistent from year to year and the board of DD expends the same level of state and local funds to support its program of special education services?	Text	N/A
Leadership, Administration, Governance	Shared Leadership	6. How does the organization involve staff, students, parents and the community in the decision-making processes of the board of DD, such as policy development, budget development, fiscal development, and community outreach?	Text	N/A
Leadership, Administration, Governance	Data-Driven Decisions	9. What data does the administrative team use to drive decision-making and planning? Some examples might be alternate assessments, COS, KRA, ASQ-SE, ELA, and the IEP goals and objectives.	Text	N/A
Leadership, Administration, Governance	Administrative Records	12. Does the board of DD develop and maintain a record of contracts, agreements or memoranda of understanding between the board of DD and school districts in the placement and services to students with a disability placed into school districts?	Text	N/A
Operations	Technology	2. How does the board of DD use technology to enhance student success?	Text	N/A
Operations	Transportation	13. What is the process used to determine the transportation needs of all students?	Text	N/A
Professional Capital	Professional Development	13. How does the board of DD ensure professional development effectively prepares staff to support students?	Text	N/A
School Climate and Supports	Connections	33. What supports are in place for districts that are having difficulty maintaining a special education student within the classroom?	Text	N/A

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School Climate and Supports	Connections	34. How does the board of DD collaborate with school districts to assist administrators, teachers, and students to learn different techniques and strategies to be successful in the classroom as well as at home?	Text	N/A
School Climate and Supports	Disproportionality	37. Does the board of DD gather and monitor data regarding students with special needs who are involved with behavior incidents?	Text	N/A
School Climate and Supports	Disproportionality	38. What systems and supports does the board of DD have in place to monitor students' behavior and schools' responses to intervene to assure students with special needs are not disproportionately disciplined for behavior incidents.	Text	N/A
School Climate and Supports	Disproportionality	39. What policy or procedure does the board of DD have in place to identify and address the root cause of student behavioral problems and the school staff responses to the incident?	Text	N/A
School Climate and Supports	Disproportionality	40. How do districts plan to utilize funds set aside for comprehensive coordinated early intervening services to ensure it aligns with the district improvement plan to address significant disproportionality?	Text	N/A