1. Student Opportunity Map
This opportunity mapping survey is intended to increase awareness of all educational and extracurricular opportunities available at a given school. The purpose is to assist school personnel in determining more and better ways to make sure that students with significant disabilities know what is available and have the opportunity to try classes and activities that are of interest to them. This concept would also apply to students without disabilities and might serve to sort out the classes and activities that are popular and work well from those that may need attention. A second purpose is to assist school personnel in determining the level of involvement by students with significant disabilities and generate ideas for increasing overall participation by those students. For the purposes of this tool, students with significant disabilities would include those who experience intellectual disability, autism, cerebral palsy, and/or multiple disabilities.

Please take a few minutes to read through the entire survey prior to filling it out.

1. School Name:

2. Number of students attending:

3. Name(s) of school personnel completing the opportunity map survey:

2. Opportunities for Student Involvement
This portion of the survey is intended to capture the array of coursework and student activities offered to all students at the school.

4. Please check all types of courses offered at the school:

- Agriculture
- Family and Consumer Education
- Music
- Art
- Foreign Language
- Physical Education
- Business
- Geography
- Political Science
- Computer Science
- Graphic Design
- Reading
- Driver’s Education
- Health Sciences
- Science
- Engineering
- History
- Social Studies
- English
- Math
- World Affairs

Please list additional courses not mentioned above:

5. Please indicate the types of school sponsored activities that are offered:

- Assemblies/Pep Rallies
- Concerts
- Plays
- Band
- Forensics
- Student Council
- Chorus
- Newspaper
- Yearbook

Other (please specify)

6. Please check all academic clubs currently offered at the school:

- Agriculture
- Engineering
- Poetry
- Astronomy
- Geography
- Rocket Building
7. Please check all fine and creative art clubs currently offered at the school:

- Anime (Japanese animation)
- Drumming
- Painting
- Choir
- Jazz
- Photography
- Drama/Theatre
- Knitting
- Pottery
- Drawing
- Orchestra

Other (please specify)

8. Please check all foreign language/culturally-based types of clubs currently offered at the school:

- African American
- German
- Latin
- Asian
- Hispanic
- Russian
- Chinese
- Hmong
- Sign Language
- French
- Italian
- Spanish
- Gay-Straight Alliance
- Japanese

Other (please specify)

9. Please check all game and recreation clubs currently offered at the school:

- Chess
- Meditation and Yoga
- Video gaming
- Dance
- Movies
- Word games (scrabble/pictionary)
- Fitness and exercise
- Music

Other (please specify)

10. Please indicate political clubs that currently exist at the school:

- Young Democrats
- Young Independents
- Young Republicans

Other (please specify)

11. Please check all service-oriented clubs currently offered at the school:

- Amnesty International
- FCCLA (Family Career and Community Leaders of America)
- SADD (Students Against Drunk Driving)
- Combating Poverty and Homelessness
- KEY Club (Informs students of volunteer opportunities)
- Students for Informed Response (addressing international issues)
- Diversity Alliance
- Local service clubs
- Environmental Issues
- R.O.T.C.

Other (please specify)
12. Please check all sports offered at the school:

<table>
<thead>
<tr>
<th>Basketball</th>
<th>Field Hockey</th>
<th>Soccer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowling</td>
<td>Football</td>
<td>Softball</td>
</tr>
<tr>
<td>Cheerleading</td>
<td>Frisbee</td>
<td>Tennis</td>
</tr>
<tr>
<td>Climbing</td>
<td>Golf</td>
<td>Track</td>
</tr>
<tr>
<td>Crew/Rowing</td>
<td>Hockey</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Lacrosse</td>
<td>Water Polo</td>
</tr>
<tr>
<td>Cycling</td>
<td>Rugby</td>
<td>Weight lifting</td>
</tr>
<tr>
<td>Dance Team</td>
<td>Running</td>
<td>Wrestling</td>
</tr>
</tbody>
</table>

Other (please specify)

13. Please check all volunteer and job opportunities that exist for students at the school (either for credit or not for credit):

<table>
<thead>
<tr>
<th>Attendance Aide</th>
<th>Peer Tutor</th>
<th>Student Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concession stand</td>
<td>School Store</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>Library Aide</td>
<td>Score Board</td>
<td>Ticket Sales</td>
</tr>
<tr>
<td>Lighting Assistant</td>
<td>Set Design</td>
<td>Usher</td>
</tr>
<tr>
<td>Lunchroom Assistant</td>
<td>Sound Assistant</td>
<td>Yearbook layout and graphic design</td>
</tr>
<tr>
<td>Office Aide</td>
<td>Sports Statistician</td>
<td>Yearbook Writer</td>
</tr>
</tbody>
</table>

Additional roles not listed above:

14. Please indicate all career development information and activities currently offered through the school:

<table>
<thead>
<tr>
<th>Apprenticeships</th>
<th>Internships</th>
<th>PEP (Personal Education Planning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Days</td>
<td>Interview Skills</td>
<td>Resume Writing</td>
</tr>
<tr>
<td>Career Exploration Assistance</td>
<td>Job Hunting Skills</td>
<td>College Information</td>
</tr>
<tr>
<td>Job Shadowing (going to visit people working in particular jobs)</td>
<td>Scholarships</td>
<td>Informational interviews with employers</td>
</tr>
<tr>
<td>Military</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other (please specify)

3. Involvement of Students with Significant Disabilities

This portion of the survey is intended to encourage reflection on the general level of participation by students with significant disabilities in the variety of school-wide opportunities offered.

15. How is information about courses and extracurricular opportunities shared with the student body?

<table>
<thead>
<tr>
<th>Activity Advisors</th>
<th>Mailings</th>
<th>School Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Announcements</td>
<td>Newsletters</td>
<td>Student to Student</td>
</tr>
<tr>
<td>Department Announcements</td>
<td>School Bulletin Board</td>
<td>Teachers</td>
</tr>
<tr>
<td>Filers</td>
<td>School Catalogs</td>
<td></td>
</tr>
</tbody>
</table>
16. Please estimate how many students with significant disabilities are generally participating in the various types of opportunities at the school:

*(Participation being defined as being in the same activity and at the same time as students without significant disabilities.)*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Most</th>
<th>Some</th>
<th>Few</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Classes (general)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Clubs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Games and Recreation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Jobs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service-Oriented Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please provide any additional information you think would be helpful:

17. What is or could be done to increase participation by students with significant disabilities in the various opportunities offered at the school?

<table>
<thead>
<tr>
<th>Action</th>
<th>Yes, this happens at the school</th>
<th>Seems like a good idea to try</th>
</tr>
</thead>
<tbody>
<tr>
<td>General educators make suggestions for a particular student based on interest area(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General educators present information to students and ask what they might want to try</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intentional discussions at IEP meetings about the variety of opportunities available to students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents are provided with information about courses and activities and make suggestions (send home catalogs/lists)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special educators make recommendations for particular student based on interest area(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special educators present information to students on a regular basis and ask what they might want to try</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with significant disabilities are provided experiential opportunities to attend a variety of activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students without disabilities invite students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please provide any additional thoughts or ideas for increasing participation by students with significant disabilities:

4. Questions for Reflection
These questions were developed based on feedback from school personnel after completing the survey. They are intended to assist support teams and educators to move forward in their efforts to more fully include students with significant disabilities in general education classes and extracurricular activities.

18. Which activities at our school are truly shared?

19. Which factors support such activities?

20. What barriers exist to the participation of students with disabilities in some activities?

21. What changes could we make to increase the number of inclusive activities?

22. Who could we engage as partners to help increase the range and quality of activities?

23. How will we measure the success of our efforts?