On-Site Review Questions

Special Education Teacher

1. Is a continuum of special education services available on your campus?
2. Please describe how an ARD committee determines which instructional setting is best for a student? What data sources are used for decisions?
3. Please describe how you monitor student progress.
4. What specific modifications and/or accommodations (instructional and/or testing) are routinely provided for students?
5. If a student has Assistive Technology (AT) included in their current IEP, have you received training in AT, and accessing AT resources?
6. What systems are used to ensure that all relevant portions of a student’s IEP are reviewed/provided to all staff members that work directly with (student)?
7. Who monitors to ensure that IEPs are implemented as designed? How do you ensure that IEPs are implemented as designed?
8. Please describe how you are included in curriculum training and are involved in planning with content and grade level teachers.
9. Please describe the methods of documentation used to evidence the implementation of IEPs?
10. Please describe the ARD/LPAC collaboration process and the expectations for ensuring that the instructional needs of students who receive special education services and who are ELs are addressed.
11. Describe the interim assessment process on your campus. How do you use this information in planning instruction for students?
12. Does (student) have a Behavior Intervention Plan (BIP) in place? What triggered developing a BIP for the student? (Did you participate in the ARD?) Current Data: Has this student had any discipline referrals this school year? If so, how many referrals have been made? Behavior pattern? How are you implementing and monitoring (student’s) BIP? (This is in reference to a case study)
13. Please describe the methods of documentation used to evidence the implementation of IEPs?
14. In general, students with IEPs participate in general education classes with students without disabilities to the maximum extent possible.
15. Describe collaboration with the general education inclusion staff which takes place to review student needs and interventions.
16. How many students with IEPs are assigned to you for instruction/Case Management?
17. Do you and the general education teacher communicate effectively to achieve the student’s annual goals and objectives.
18. Are Behavior Intervention Plans developed by the ARD committee shared with the student’s general education teachers by the date documented in the ARD paperwork?
19. How are you made aware of the discipline procedures applied to students with disabilities?
20. How do you prepare to attend ARD meetings? Are you prepared with information to develop student goals and classroom modifications?
21. Do parents generally attend ARD meetings?
General Education Teacher

1. How do special education teachers support/assist you in serving students with disabilities?
2. What is the process for informing general education teachers which students receive special education services and accommodations?
3. Who is primarily responsible for tracking progress (IEP, state and district assessment?)
4. Is there a process for you to provide feedback for ARDs?
5. Who do you refer to when you have a question about a student receiving special education support?
6. Please describe your level of involvement in educational planning for students in your classes with disabilities.
7. What strategies and programming are available to students with reading difficulties?
8. How effective is the training provided on meeting the needs of diverse learners (differentiated instruction) in general education classes?
9. How does administrative planning on campuses impact decisions about special education supports and programs for individual children on your campus?
10. How are (student) modifications implemented in the general education classroom?
11. Is (student) making progress in the general education classroom? (Reference to a case study)
12. Did you attend the ARD or have input into the goals and objectives developed for (student)? (Reference to a case study)
13. Is your input and information listened to and carefully considered by the ARD committee?
14. Are you aware of the student IEP and able to follow accommodations and modifications included?
15. Are the interventions developed by the ARD committee for students who receive special education services in your classes effective for improving outcomes?
16. Do you frequently collaborate with the Special Education staff regarding the needs of students with IEPs in your class?
17. Are you aware of the special discipline procedures applied to students with disabilities?
18. In order to plan and be prepared for ARD meetings, are you notified in advance?
19. If a student has Assistive Technology (AT) included in their current IEP, have you received training in AT, and accessing AT resources?
Principal

1. What steps are in place to ensure that teachers utilize state assessment data to develop Tier 1/core instruction and intervention?
2. How effective are the interventions used to increase passing rates for students who receive special education services on Reading and Math assessments?
3. How do you work with the BE/ESL/CTE/Special Education programs to provide support to students across program areas? Describe the coordinated efforts that are in place to address these needs.
4. Describe the range of program options for students with disabilities?
5. What training has been provided to staff to meet the needs diverse learners in the general education classroom, including behavior concerns?
6. How long have you been assigned to this campus?
7. If the building has special education self-contained classroom(s), how was the decision made to create classroom/s in your district/building?
8. What factors are reviewed to determine placement into a general education classroom vs. a more restricted setting?
9. What actions are being taken by campus to mitigate barriers?
10. How effective is the programming available for general education and special education reading instruction?
11. Does the instructional staff have a common planning time to meet and plan for students with disabilities? If so, what is the organization for the planning time and how do you judge program success?
12. How does the campus provide support to parents and students enabling students with disabilities opportunities to participate in extracurricular programs? What are the concerns about programming and training needs?
13. How are families made aware of instructional supports and of differentiation/accommodations/modifications provided for their child?
14. Describe the effectiveness of the collaboration with parents and organizations related to special education, e.g. local task force, parent advocacy groups, and PTA.
**English Learner Teacher**

1. To what extent is there common planning time available within the typical school week for teachers of English Learners, general education teachers and special education teachers to meet and jointly plan/ problem-solve issues about curriculum and instruction?
2. Are there barriers to successfully including ELs with IEPs within your school’s general education classrooms?
3. Do you adapt and modify the general education curriculum based on the student’s current IEP?
4. What supports for bilingual/EL school personnel are included in the student’s current IEP, has the LEA provided those supports?
5. Do you feel you have enough time to collaborate with the special education teacher to meet this student’s needs?
6. What methods are utilized to help students needing both Special Education support and second language acquisition program support?
7. Is the current IEP appropriate to meet this student’s educational needs?
8. When a student with a disability is included in your class do you have the opportunity to attend or provide information to the ARD committee?
9. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom for students who receive special education services and who are also ELs?
10. If a student has Assistive Technology (AT) included in their current IEP, have you received training in AT, and accessing AT resources?
11. How do you determine the student programming when the student’s primary language is a language other than English and the student also requires special education services?
12. How are schedules determined for students who receive special education services and who are ELs?
1. Who ensures that the required services are provided for students who require special education?
2. What is your role in addressing the dropout/graduation rate?
3. What credit recovery opportunities are offered?
4. How are students made aware of pathways and educational opportunities?
5. How do students receiving special education services acquire information about graduation plans, and how is the information reviewed in the ARD meeting?
6. How are schedules determined for students who receive special education services and who are ELs?
7. Do special education teachers have access to the Personal Graduation Plan?
8. Did you attend the annual ARD meeting for this student or have the opportunity to provide input? (Reference to a case study)
9. How do you support students who receive special education services on your campus to ensure they experience positive outcomes?
10. How do you support mental health needs for students who have a Behavior Intervention Plan (BIP)?
1. Do you feel you are provided enough support with your IEP?
2. Are you satisfied with your special education supports and services?
3. How much time do you spend with students who do not have disabilities?
4. Do you participate in sports, choir, band, P.E., or other school activities outside of school hours?
5. Did you attend your last annual ARD meeting?
6. Have you ever attended an ARD meeting?
7. When you attend ARD meetings, do you feel prepared to participate in planning your future education plan?
8. Do you feel your goals and objectives are preparing you for what you want to do when you graduate?
9. Do you plan to enroll in college or training program after graduation?
10. Do your accommodations and modifications help you succeed in your classes?
11. Are your teachers knowledgeable about your accommodations and modifications?
12. How often is additional assistance available if you are not passing your classes?
1. Were you invited to participate in your child's most recent ARD meeting? Was the meeting scheduled at a time you could attend? Do you feel the committee encouraged you to give input?
2. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?
3. If your child is age 14 or older, were they invited to participate in the ARD meeting for transition planning?
4. In the most recent ARD meeting, were there recommendations to removal (child’s name) from the general education classroom for any part of the school day?
5. If yes, what reasons were discussed for recommending removal?
6. In your opinion, is (child’s name) benefiting from participation in the general education classroom?
7. If yes, in what ways?
8. When all students in the school receive a report card, do you also receive a progress report on your child's IEP goals?
9. Does your student’s school district/charter school invite parents to trainings offering information on research based best practices, supplementary aids and services, differentiated instruction and modifying the general education curriculum?
10. Are you satisfied with your child's overall special education program?
11. Is your child's IEP meeting their needs?
12. Have all services outlined in the IEP have been provided?
13. Are the modifications and accommodations in the IEP effective for your student?
14. Do you feel the administrators and teachers encourage you to give input and express concerns at the ARD meetings?
15. Are your concerns discussed and documented in the ARD meeting?
16. If required ARD members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing excusing them?
17. Did the ARD committee consider the recommendations that were made in your child’s most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports from school personnel?
18. When do you receive a copy of your child's ARD paperwork?
19. Does your child have the opportunity to participate in school sponsored activities such as field trips, assemblies and social events (dances, sports events)?
20. Do you feel your child is progressing toward their IEP goals as outlined in the last ARD meeting?
21. Do you know who to contact if you have questions or concerns about your child's IEP?
1. How do you monitor and evaluate the Special Education program? From whom and how often do you get updates on these programs?
2. How many students are enrolled in your LEA?
3. How many students who qualify for special education services are enrolled your LEA?
4. Does your LEA contract for special education programs, related services, and/or other services? If yes, describe.
5. Describe your collaboration with parent organizations (general education and special education), e.g. local task force, parent advocacy groups, and PTA.
6. Describe how your LEA provides supports to enable students with disabilities to participate in extracurricular programs.
7. Describe how general education teachers are provided with training and assistance to enable them to implement academic and behavioral supports in their classes.
8. Describe the strengths/weaknesses of the programs and services provided for students with disabilities by your LEA.
9. What is the process for notifying the public of the district's responsibility to identify, locate and evaluate children with disabilities? (Child Find)
10. Describe the organizational structure of the special education program in your LEA.
11. What are the major trends in enrollment data (e.g. major increases or decreases in either overall student population, and/or students with disabilities)? If any, please describe.
12. On a scale of 1-10, rate the role of the building principal in administering and operating special education programs, overall and day-to-day.
13. How do you plan for the assignments of special education teachers and paraprofessionals in your district?
14. Is the district’s RtI/MTSS program/process effective in improving reading and math skills?
15. Please identify the universal screeners used by your district/campuses.
16. How are parents included in planning for their student’s education?
17. What community outreach activities does your LEA engage in to include participation of parents of students with disabilities?
Special Education Director

1. Please share all programs under your supervision.
2. Describe the special education program in your LEA. When do you attend ARD meetings in your role as Special Education Director?
3. Describe the training which has been provided during this current school year related to special education to both general and special educators?
4. Provide an overview of how you communicate initiatives and expectations with SPED staff and campus administrators?
5. How are you made aware of program/campus needs, and how do you address those needs?
6. Does your LEA facilitate "in house" monitoring activities? If so, how do you address the findings?
7. Are SPED teachers included in curriculum training and involved in planning with content and grade level teachers? If so, please describe the collaboration with general education teachers.
8. Describe how the SPED department has specifically addressed possible noncompliance.
9. What systems are in place to ensure compliance with federal/state legal requirements including evaluation timelines?
10. Describe the district’s RTI/MTSS program/process currently being implemented in your district. Is it Board approved?
11. Describe the system used by the student support team to progress monitor? Who is expected to be on the progress monitoring teams?
12. Describe how your SPED and BE/ESL teachers collaborate. Are SPED teachers included in trainings such as Sheltered Instruction, ELPS, etc.?
13. Please describe district policy adherence to required ARD and evaluation timelines.
14. What pre-referral interventions and strategies are available to support struggling students before referral for special education services?
15. Describe the district decision-making process that ARD committees implement, specific to determining inclusion support.
16. Please describe how you work with campus administrators to address special education concerns at their campus.
17. Please describe your tracking system for monitoring the 10-day rule for students with disabilities. Please describe the discipline program or system on your campus and any training related to discipline or classroom management that has occurred in the last two years. Please describe how SPED administrative staff works with campus administrators specific to discipline issues. How many students receiving special education services have been placed in a DAEP this year?
18. How are SPED services provided in the ISS setting? And the DAEP setting? Who monitors this? How is it documented?
19. How does the Special Education Department and the administrative staff determine the special education programs available at individual campuses?
20. Is there a residential facility in the geographic boundaries of the district? (psychiatric hospital, juvenile detention or correctional facility)
21. How frequently do you or your staff conduct observations or walkthroughs at campuses?
1. Describe the most recent initiatives being implemented in your district.
2. What initiatives are in place to improve student performance for your special populations?
3. Were the causal and instructional factors for low performance identified?
4. How confident are you that the curriculum is being implemented in each classroom with fidelity?
5. In what setting do general and special education teachers discuss student data and make intervention plans?
6. Does the district have effective processes/procedures to monitor student progress and the effectiveness of interventions across campuses?
7. What pre-referral interventions and strategies are available to support struggling students before referral for special education services?
8. What supports are in place to support the drop-out, graduation, and diploma rates?
9. What do you hope to see as a result of this on-site visit?
10. How often and by whom is programming monitored? Do you visit the campuses to monitor the implementation?
11. How is information shared with parents about curriculum options and initiatives?
12. What are the major trends in enrollment data, i.e. major increases or decreases in either overall student population, and/or students with disabilities? If so, describe.
13. Describe the professional development that your LEA has provided to staff this instructional year (e.g. training for RtI, Differentiated Instruction, Sheltered Instruction, ELPS, and SPED state assessment determination, etc.).
14. Rate the collaboration between BE/ESL, special education, general education and CTE teachers.
15. Please describe the RtI/MTSS program/process implemented in your district.
16. What universal screeners and interventions used by your district/campuses?
17. Are RtI/MTSS efforts/interventions making positive differences for students? What data is reviewed to determine if interventions/strategies are helping students?
18. Please describe how the district involves parents in the RTI/MTSS process.
**Bilingual Education Director**

1. Describe the program model sued for the ELs in your district.
2. What EL strategies do you utilize?
3. Have teachers been trained in ELPS/sheltered English strategies? Who provided the training? When?
4. How does the LEA serve students whose families deny EL services?
5. How does the LEA transition ELs?
6. Who ensures that all ELs are receiving required services? What is the process for ensuring services?
7. List the reading programming used to instruct ELs with reading difficulties.
8. What interventions are available for secondary ELs?
9. What methods are utilized to help students needing both special education support and second language acquisition program support?
10. What training is offered regarding how to differentiate instruction and modify the curriculum for students that are both EL and SPED?
11. How are schedules determined for students who receive special education services and who are ELs?