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| *Instructions: Please describe district-specific policies, procedures, and practices related to Data Management, Fiscal Accountability, Dispute Resolution, Monitoring Priority Areas, and Student-level Evaluation and IEP Implementation in response to each of the scripted questions. When completing the questionnaire, it may be advantageous to involve multiple individuals, such as representatives from the special education department, business office, ELL department, IT or technology departments, staff responsible for reporting the district’s data to CEDARS, and/or school staff responsible for data input.* | | | | |  |
| **District:** |  |  | **Date:** |  |  |

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| **Critical Element I: Data Management** | **District Response** |
| 1. **Data Collection** |  |
| 1. Describe the district’s individual student record database(s) and the special education database. |
| 1. Describe how the systems interface. If the electronic systems do not interface, please describe how the district compiles information from multiple databases. |  |
| 1. **Data Compilation and Reporting** |  |
| 1. Are routine reports generated? If so, describe what reports are generated and how they are used. |
| 1. Are ad hoc reports (i.e., a one-time data report for a specific purpose) possible? If so, please describe ad hoc reports that are used by the district. |  |
| 1. Describe the internal controls used by the district to ensure the timely reporting of special education data to the state. |  |
| 1. **Data Verification and Improvement** |  |
| 1. Are random data verification checks (e.g. special education discipline data, staffing, LRE, post-school outcomes, etc.) conducted at least annually? If so, describe the data verification process used to verify (a) LRE and (b) special education discipline data that are reported to OSPI. . |
| 1. Describe the process for correcting errors in special education data when it is determined to be necessary. |  |
| 1. Describe the plan in place for evaluating and improving the data reporting process. |  |
| 1. **Data Decision Making** |  |
| 1. How are data analyzed to evaluate the status of special education services for students? Include in your description what data are analyzed and individuals or positions that participate in the analysis. |
| 1. How does the district analyze data to determine progress toward priority goals? Include in your description the information from one priority goal. The goal could be from the district, school, or special education program. |  |
| 1. Describe how the district analyzes special education student achievement data on state-level assessments (Indicator 3). Include how the district uses the data once it is analyzed. |  |
| 1. What special education data trends are examined at the school and district levels and how are they analyzed? 2. Describe how the district uses data to identify professional development needs of general and special education staff related to improving outcomes of students with disabilities. |  |
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| 1. **Parent Involvement –** Does the district have a method for collecting data regarding parent involvement and/or parent perspectives, including parents of students with disabilities? If so, please describe the information collected, how it is collected, and how it is used. |  |
| **Critical Element II: Fiscal Accountability** | **District Response** |
| 1. **Enrollment Reporting –** Describe the district’s monthly special education enrollment reporting (P-223H) and student exception processes. How does the district ensure an accurate monthly count? Include an explanation of the process used for, and frequency of, P-223H revisions. |  |
| 1. **Time and Effort –** Describe the district’s system used to track time and effort costs for personnel including:    1. The use of monthly personnel activity reports (PARs) for staff in multiple cost objective assignments;    2. The district’s process to reconcile PAR reports with payroll expenditures;    3. Semi-annual certification procedures; and    4. Semi-annual and multiple cost objectives protocols.   *Note: This question is required regardless of whether federal IDEA (Program 24) funds are used to pay the salary and benefits of staff.* |  |
| 1. **Inventory –** Submit a description of: 2. The district’s inventory process; and |  |
| 1. How the district ensures sole use of property, including highly attractive assets (e.g. iPads), purchased with IDEA Part B Section 611 or 619 funds.   *Note: This question is required regardless of whether federal IDEA (Program 24) funds are used to purchase instructional supplies, materials, and other types of property.* |
| 1. **Contracts –** Provide a description of the following contract procurement (Object 700) processes regarding: 2. Obtaining proper approval; 3. Ensuring the contract has clear deliverables; and 4. Activities used to monitor receipt of goods/services prior to payment.   *Note: This question is required regardless of whether federal IDEA (Program 24) funds are used for contract procurement.* |  |
| **Critical Element III: Dispute Resolution** | **District Response** |
| 1. **Special Education Dispute Resolution Tracking** |  |
| 1. Describe the district’s internal tracking mechanisms for ensuring the timely implementation of dispute resolution decisions and/or agreements, including citizen complaints, due process, resolution agreements, and mediation agreements (regardless of whether or not the district has had any special education dispute resolution needs). |
| 1. Describe the district’s process for reviewing dispute resolution decisions and/or agreements to address any systemic issues that arise as part of the decision/agreement. |  |
| **Critical Element IV: Monitoring Priority Areas** | **District Response** |
| * + 1. **Child Find and Referral**  1. Describe the practices in place to ensure that students who may be eligible for special education services are identified, located and evaluated in accordance with district special education policies and procedures. |  |
| 1. Provide a description of the child find referral process for children (1) ages birth to three; (2) ages 3 to 5; and (3) ages 6 to 21. |  |
| 1. **LRE (Least Restrictive Environment)** 2. How are LRE table placements for the November Federal Special Education Child Count and LRE Report determined for students receiving special education services? Who is involved in this process (collection, data entry, and reporting)? |  |
| 1. What challenges and/or inconsistencies exist in the LRE calculation and/or reporting processes, if any? How are discrepancies resolved? |  |
| 1. What guidance and/or professional development has been provided to staff (e.g., IEP teams, intervention teams, multi-tiered systems of support (MTSS) teams, data entry personnel) related to LRE requirements? |  |
| 1. How does the district utilize schoolwide supports to increase inclusive practices and support students with disabilities in the general education environment? |  |
| 1. Provide a description of the continuum of placement options (WAC 392-172A-02055) for students, including preschool students and students ages 18 to 21. |  |
| 1. **Discipline** |  |
| 1. Describe the district’s process for gathering and reporting special education suspension and expulsion data. Who is involved in this process (collection, data entry and data reporting)? |
| 1. What challenges and/or inconsistencies exist in the discipline reporting process, if any? How are discrepancies resolved (e.g., emergency expulsions converted to short-term suspensions)? |  |
| 1. What guidance and/or professional development has been provided to staff (e.g., special education staff, general education teachers, data entry personnel, building administrators, etc.) related to special education discipline requirements? What alternatives to suspension are available? |  |
| 1. **Early Childhood Transition** 2. Describe the district’s practices for ensuring a smooth and effective transition for children participating in early intervention services through Part C who will participate in preschool program services through Part B. *(Note: This item (D.i.) does not apply to charter schools.)* |  |
| 1. How is the information for the Child Outcomes Survey collected? Who is involved in this process (collection, data entry, and reporting)? In what ways are the data utilized to inform decision-making practices? *(Note: This item (D.ii.) does not apply to charter schools.)* |  |
| 1. What challenges and/or inconsistencies exist in the Child Outcomes Survey reporting process, if any? *(Note: This item (D.iii.) does not apply to charter schools.)* |  |
| 1. What guidance and/or professional development has been provided to staff (IEP teams and/or data collection/entry personnel) related to early childhood policies, procedures, practices, and reporting requirements? *(Note: This item (D.iv.) does not apply to charter schools.)* |  |
| 1. **Secondary Transition** |  |
| 1. How is the information for the Post-School Outcomes Survey collected? Who is involved in this process (collection, data entry, and reporting)? |
| 1. What challenges and/or inconsistencies exist in the Post-School Outcomes Survey reporting process, if any? |  |
| 1. What guidance and/or professional development has been provided to staff (IEP teams and/or data collection/entry personnel) related to secondary policies, procedures, practices, and reporting requirements? |  |
| 1. **Disproportionality** |  |
| 1. How are race/ethnicity and disability category information collected and reported? Who is involved in this process (collection, data entry, and data reporting)? |
| 1. What challenges and/or inconsistencies exist in the race/ethnicity reporting process, if any? |  |
| 1. What guidance and/or professional development has been provided to staff (special education staff, data entry personnel, building administrators) related to policies, procedures, practices, and reporting requirements? |  |
| **Critical Element V: Student-level** | **District Response** |
| 1. **Internal Compliance Reviews -** Does the district have a process for reviewing IEPs and evaluations for compliance? If so, provide a brief description, including:    1. how often reviews are conducted;    2. the scope of the review (i.e. how many files are reviewed, whether the review includes both IEPs and evaluations);    3. who conducts the review;    4. whether there is a form/checklist used; and    5. steps taken if non-compliance is identified. |  |

**Additional Information (optional)**

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**PARTICIPATING INDIVIDUALS**

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