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| **Priority Area** | **Sample Questions for Reference Use Only** |
| **Early Childhood Transition**  **(Indicator 6 – Preschool LRE, Indicator 7 –Preschool Outcomes, Indicator 12 – Part C to B Transition)** | 1. What are the staffing patterns for preschool programming? (Teacher w/para, co-teaching, etc.) |
| 1. What types(s) of preschool services/options are available for preschool students with disabilities? (Students participating in: Community options at district expense; Community options at parent expense; ECEAP/ Head Start integration) |
| 1. Please describe the data collection, reporting, and tracking process. How are child outcome data used to inform instruction? |
| 1. Describe collaboration with Part C, typical transition activities, assessment team composition, assessment tools, any challenges. |
| **Secondary Transition**  **(Indicator 1 – Graduation Rates,**  **Indicator 2 – Dropout Rates, – Indicator 13 – Transition IEP Components, Indicator 14 – Post-school Outcomes).** | 1. What factors are impacting the district’s graduation and dropout rates of special education eligible students? (What do you believe is causing/contributing to the discrepancy between special education and all students?) |
| 1. How has the district attempted to improve the graduation and dropout rates of special education eligible students? What dropout prevention programs or activities does the district have in place? What impact are these efforts having on the district’s performance? |
| 1. How does the district track and analyze graduation and dropout rates of special education eligible students, including the impact of improvement activities? Who is involved in the analysis? |
| 1. How are parents and students involved in graduation and/or transition planning? |
| 1. What strategies does the district use to involve students with disabilities in a full range of curricular options and learning experiences (such as community-based work experiences, vocational/career education, independent living skills programs, career and technical education (CTE), and/or service learning opportunities)? |
| 1. How does the district partner/collaborate with outside agencies to provide transition services to students? |
| 1. Are representatives of any participating agencies that are likely to be responsible for providing or paying for transition services invited to participate in transition IEP meetings? |
| 1. What age-appropriate transition assessment tools are used to assess student needs, interests, aptitudes and preferences? |
| 1. What guidance and/or professional development has been provided to staff in the areas of age-appropriate transition assessment, transition planning, writing transition plans, accessing post-secondary options, other agency involvement, etc.? |
| 1. Are special education staff included in district and building improvement plans? If so, how? Is transition a focus of district improvement? |
| 1. What is the district’s system for collecting and reporting Post-School Outcome Survey information for students eligible for special education? 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 regarding the Post-School Outcomes Survey process, results, etc. (IEP teams and/or data entry personnel)? |

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| **Student Achievement**  **(Indicator 3 – State Assessment Results)** | 1. What factors are impacting the district’s student achievement data of special education eligible students? (How might cultural and language differences in the district impact state assessment results? What do you believe is causing/contributing to the discrepancy between special education and all students?) |
| 1. How has the district attempted to address the discrepancies in student achievement rates of special education eligible students, including improvement initiatives? What impact are these efforts having on student performance? |
| 1. How does the district track and analyze achievement data of special education eligible students, including the impact of improvement activities (e.g., by disability category, gender, grade level, building)? Who is involved in the analysis? |
| 1. What guidance and/or professional development, have staff received in selecting the appropriate state assessment for students (i.e., MSP/HSPE/EOC- Regular/Basic, with/without accommodations, Portfolio) and student participation in state and districtwide assessments? |
| 1. How do IEP teams make decisions regarding what assessment and accommodations a student needs and how are families/parents involved in the state assessment and accommodation selection process? How does the district ensure that assessment accommodations are implemented? |
| 1. What is the curriculum selection process for use in reading, math and content areas? Does the selection process differ for general versus special education? How does the district ensure that the curriculum is aligned to the standards for all students? |
| 1. What curricula are used (building/district level) for reading and math in general versus special education? What roles do the curriculum/instruction director and special education director play in selection of the general education core curriculum and support/intervention resources for reading, math, and content areas? |
| 1. What evidence based programs/ intervention options are conducted for students from the various racial/ethnic groups enrolled in the district that are designed to help students meet state learning standards and that would be available to students prior to special education referral? |
| 1. What guidance and/or professional development have special education staff received in aligning IEP goals and instruction to the Grade Level Expectations (GLEs), Performance Expectations (PEs) and/or the Common Core State Standards? How are these learning standards s used for special education students? |
| 1. Describe the district’s current strategic planning/district improvement system targeting student learning. How is special education involved in the planning and implementation process? |
| 1. How does the district use assessment results for systems accountability for students with disabilities? |
| 1. How does the district facilitate parent involvement as a way of improving services and results for children? |

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| **Disproportionality**  **(Indicators 9 & 10**  **– Racial/Ethnic disproportionality in Special Education)** | 1. How do cultural and ethnic differences and/or demographics impact the district? |
| 1. What factors are impacting the district’s disproportionality rates related to special education eligible students? (What do you believe is causing/contributing to the discrepancy?) |
| 1. How has the district attempted to address disproportionality related to special education eligible students? What impact are these efforts having on improving the discrepancies? |
| 1. How does the district track and analyze disproportionality data related to special education eligible students, including the impact of improvement activities? Who is involved in the analysis? |
| 1. What school or districtwide guidance and/or professional development activities have been provided that focused on culturally competent practices/cultural awareness, with attention to local level participants’ cultural self-awareness, attitudes/ expectations, beliefs, knowledge, and skills? |
| 1. What procedures are used to select and administer culturally non-biased assessment tools so as not to be discriminatory on a racial/cultural basis? How are staff informed of responsibilities for selecting and implementing culturally non-biased assessment/evaluation tools/instruments? |
| 1. How does the district ensure that assessments are provided and administered in the student’s native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer? |
| 1. How does the district ensure that no single measure or assessment is used as the sole criterion for determining whether a student is a student with a disability (WAC 392-172A-03020(2)(b)) and that a variety of individuals contribute to the evaluation process and participate in the eligibility decision, including parents and others familiar with cultural and linguistic factors? |
| 1. Is cultural disproportionality in special education a district focus in strategic/improvement planning? If so, how is the district addressing this area and how is special education involved in the planning and implementation process? |
| 1. How does the district, schools and/or classrooms recognize student differences (e.g. cultural, race, disability) and make all students feel welcome? |
| 1. Describe the procedures for collecting and reporting CEIS (Coordinated Early Intervening Services) program data, if applicable |
| 1. How does the district track and analyze referral data either at the district or building level (e.g. by school by ethnicity), including the results of improvement activities? Who is involved in that analysis? |
| 1. Prior to an initiating a referral for special education evaluation or reevaluation, how does the district ensure that culturally sensitive practices are in place to:    * review student behavioral and academic results,    * identify students who are at risk, and    * identify strategies for continuous improvements of student results?   What resources are available to teams seeking assistance with cultural and linguistic factors? |
| 1. In addition to written evaluation policies and procedures, are there written eligibility criteria and documentation requirements that specify cultural and linguistic considerations? Does the district provide clear guidance for consideration of those factors? |

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| **Least Restrictive Environment (LRE)**  **(Indicator 5 – LRE for Ages 6–21, Indicator 6 – LRE for Ages 3–5)** | 1. What factors are impacting the district’s LRE data for students ages 3 to 5 and 6 to 21? (What do you believe is causing/contributing to the discrepancy?) |
| 1. How has the district attempted to address issues related to LRE for students ages 3 to 5 and 6 to 21? What impact are these efforts having on the district’s LRE data? |
| 1. How does the district track and analyze performance in LRE for students ages 3 to 5 and 6 to 21, including the impact of improvement activities? Who is involved in the analysis? |
| 1. How are placement decisions made that ensure students are placed in the LRE and are consistent with the requirements of FAPE? How are changes of placement made? How are parents involved in both of these processes? |
| 1. How are necessary accommodations, adaptations, supplementary aids and services and/or related services needed by students for FAPE in the LRE identified? How does the district ensure that students receive those necessary supports and services in general education classrooms and other educational settings as specified in IEPs? |
| 1. How are LRE codes determined for special education students? Who is involved in this process (collection, calculation, data entry, and reporting)? What guidance, supports, and/or training have these individuals received? |
| 1. How are teachers, administrators, and related services personnel informed about their responsibilities for implementing FAPE in the LRE? What guidance and/or professional development has been provided to staff (e.g., IEP teams, administrators, teachers, data entry personnel) related to LRE? |
| 1. How does the district ensure that a continuum of alternative placements is available for IEP teams to consider in order to meet the special education and related service needs of eligible students? (WAC 392-172A-02055) |
| 1. How does the district ensure that placement decisions for students with disabilities are based on decisions made by a group of persons knowledgeable about the student; the meaning of the evaluation data, cultural and linguistic factors; and the placement options? (WAC 392-172A-02060) |
| 1. What general education and extracurricular options/programs are available for students? Have these options increased or decreased over the past three years? |
| 1. How do general education teacher/principal views of special education differ from those of special education administrators/teachers (i.e. – views on pullout versus inclusion)? |
| 1. What challenges and/or inconsistencies exist in the LRE reporting process, if any? |

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| **Discipline**  **(Indicator 4 – Suspension/ Expulsion Rates for Students with IEPs)** | 1. What factors are impacting the district’s discipline data of special education eligible students? (What do you believe is causing/contributing to the discrepancy between special education and all students?) |
| 1. How has the district attempted to address the discrepancies in suspension/expulsion rates related to special education eligible students? What impact are these efforts having on improving the district’s data? |
| 1. Describe the process for gathering and reporting suspension and expulsion data. Who is involved in this process (collection, data entry and data reporting)? What steps are used to ensure accuracy and reliability of the district data? |
| 1. What internal controls are used to ensure timely reporting of discipline data to the state? |
| 1. How does the district track and analyze the discipline data of special education eligible students, including the impact of improvement activities? Who is involved in the analysis? |
| 1. Have the data shown any changes over time? |
| 1. What challenges and/or inconsistencies exist in the discipline reporting process, if any? |
| 1. Has the district engaged in a comprehensive review of special education policies, procedures, and practices related to the development and implementation of IEPs, positive behavior interventions and supports, and procedural safeguards? Were there any revisions made as a result of the review? |
| 1. How does the district ensure that students eligible for special education services are not improperly excluded from school for disciplinary reasons and are provided services in accordance with WAC 392-172A-05145? |
| 1. What school or districtwide guidance and/or professional development activities have been conducted in the areas of positive behavioral interventions and supports, functional behavioral assessments, behavior intervention planning, discipline requirements, etc. for staff (special education staff, data entry personnel, building administrators, etc.)? |
| 1. How does the district ensure that procedures are implemented for students requiring aversive intervention plans in IEPs? |
| 1. In addition to written discipline policies/procedures, are district practices equitable, multidisciplinary and culturally sensitive relative to:    * the development/implementation of IEPs,    * the use of positive behavioral interventions and supports, and    * procedural safeguards? |
| 1. Describe the positive behavioral interventions and support initiatives implemented by the district. |