|  |  |  |
| --- | --- | --- |
| Guiding Questions | To what extent are these in place? | How do we know?What areas might we want to address? |
| Not at all | Some | Fully |
| **Child Find: Consider these questions when reflecting on Tenet 2, Statement of Practice 2.3** |
| Does the school have practical methods in place to locate, evaluate and appropriately identify students suspected of having disabilities?  |  |  |  |  |
| Are there school-wide systems of support, such as Response-to-Intervention and Positive Behavioral Interventions and Supports, in place to identify and address the needs of struggling learners early?  |  |  |  |
| Is there a system to reduce over-reliance on referrals for special education by ensuring that the general education resources of the school are considered first? |  |  |  |
| **Committee on Special Education (CSE): Consider when reflecting on Tenet 2 Statements of Practice 2.3 and 2.4** |
| Does the school leadership ensure that school personnel participate in CSE meetings?  |  |  |  |  |
| Do staff know their roles and responsibilities in this process?  |  |  |  |
| Guiding Questions | To what extent are these practices evident?  | How do we know?What areas might we want to address? |
| Not at all | Some | Fully |
| **Continuum of Services: Consider when reflecting on Tenet 2 Statements of Practice 2.3 and 2.4** |
| Does the school have the appropriate continuum of services to meet the needs of the students with disabilities as identified annually and in the least restrictive environment? * General education placement with:
	+ Related services
	+ Consultant Teacher
	+ Integrated Co-Teaching
	+ Resource Room
* Special Class
 |  |  |  |  |
| Are the supports and services reviewed annually and reconfigured as necessary to meet the needs of students with disabilities? |  |  |  |
| **Instructional Assignments: Consider when reflecting on Tenet 2 SOP 2.4** |
| Does the school and district leadership consider the needs of students with disabilities in decisions about instructional grouping, classroom and teacher assignments and scheduling? |  |  |  |  |
| Guiding Questions | To what extent are these practices evident? | How do we know?What areas might we want to address? |
| Not at all | Some | Fully |
| **IEP Implementation: Consider when reflecting on Tenet 4 SOP 4.3 and SOP 4.5** |
| Do students with disabilities receive their testing accommodations?  |  |  |  |  |
| Do teachers have copies of students’ Individualized Education Programs (IEPs)? Are they implementing the IEP recommendations?  |  |  |  |
| Do teachers continually assess student’s progress towards IEP goals? |  |  |  |
| Are students with disabilities who need instructional materials in alternative formats; e.g., Braille, large print or digital format; receiving them at the same time as their nondisabled peers? |  |  |  |
| **Parental Involvement: Consider when reflecting on Tenet 6** |
| Does the school and district leadership ensure effective, positive and ongoing communication with parents of students with disabilities?  To what extent? |  |  |  |  |
| Guiding Questions | To what extent do we have these items in place? | How do we know?What areas might we want to address? |
| Not at all | Some | Fully |
| **Professional Development Planning: Consider when reflecting on Tenet 2 SOP 2.5** |
| **Professional Development Planning**Does the school professional development plan ensure that special and general teachers learn and plan together? Have they received professional development on and planned how to provide access to the CCLS for students with disabilities together? |  |  |  |  |
| Does the plan ensure that all staff receive training on meeting the needs of students with disabilities? |  |  |  |  |
| Is time built into the schedule for general education and special education collaboration? Does it include related service providers and teaching assistants/aides? |  |  |  |  |