Special Education
Quality Assurance Review (QAR)

ACADEMIC PERFORMANCE AND BEHAVIOR MANAGEMENT

Performance Standards	In Place	In Process	Does Not Exist	Comments & Description of Attachments	Examples of Supporting Documentation
ACADEMIC ACHIEVEMENT					
1. Does your school have a special education-specific performance management tracking and monitoring system for IEP goals? If so, please describe how it works.	☐	☐	☐		Sample special education-specific tracker that includes academic, behavioral and compliance progress data
2. Does your school take steps to address the needs of at-risk SWDs and students with 504 Plans, who are not progressing academically and behaviorally or are chronically absent? If so, please describe how.	☐	☐	☐		Sample IEP notes from meeting convened on an at-risk student with amended/changed IEP
					Sample SST notes from SST meeting convened on an at-risk student with next steps/action plan
3. Does your school monitor and track the academic performance of SWDs & students with 504 Plans on the state assessment (i.e. PARCC, NCSC, and DCCAS from previous years)? How do you monitor this growth?	☐	☐	☐		Provide any quantitative data that demonstrates the academic growth of SWDs for past three years.
4. Does your school provide training to general educators on the school's special education service delivery system, their role in IEP meetings, and their responsibility to understand and implement academic goals? Describe what is included/what it looks like.	☐	☐	☐		Agenda and sample materials from professional development session(s)
5. Does your school provide an "IEP at a Glance" for general educators with the IEP goals and accommodations/modifications for students they serve? If so, please describe how your school ensures	☐	☐	☐		IEP at a glance form and sample receipt of IEP information/copy signed by a general educator

that all teachers have reviewed this information.				
6. Does your school provide training to general educators on Section 504 of the Rehabilitation Act of 1973? Describe what is included/what it looks like.	☐	☐	☐	Agenda and sample materials from professional development session(s)
BEHAVIOR MANAGEMENT & PERFORMANCE				
7. Does your school have a behavior management system with interventions that help to support SWDs? If so, please describe your school's behavior management system.	☐	☐	☐	Written description of behavior management program and application school-wide
				Summary of involvement in and success of *SWDs'* positive reinforcers such as paychecks/merits in comparison to general education students
				Summary of involvement in and success of *students with 504 Plans'* positive reinforcers such as paychecks/merits in comparison to general education students
8. Does your school have a type of communication network used among administrators and program managers to notify all relevant staff when incidents occur, as well as to maintain disciplinary records and information as it pertains to students with disabilities?	☐	☐	☐	Written internal communication and collaboration processes
				Number of SWDs suspended and expelled during previous and current school years, number of days of suspensions per student, and reasons for suspensions compared to general education students
				Number of Manifestation Determination hearings for SWDs held last school year and current year relative to the number of documented incidences for SWDs
				Number of students sent to alternative educational placements for the duration of a long term suspension or expulsion with description of placements
				Written policy/plan for provision of FAPE after 10th day of removal
				Number of students with 504 Plans suspended, number of days of suspensions per student, and reasons for suspensions to date for school year relative to the number of documented incidences for students with 504 Plans
9. Does your school ensure that teachers, students, and parents are informed of school-wide discipline	☐	☐	☐	Evidence that all *teachers* have been notified of school wide discipline policies
				Evidence that all *students* have been notified of school wide discipline policies

Performance Standards	In Place	In Process	Does Not Exist	Comments & Description of Attachments	Examples of Supporting Documentation
policies and expectations within the first few days of school?					Evidence that all *parents* have been notified of school wide discipline policies
10. Does your school promote the attendance policy with specific interventions used to minimize unexcused absences and tardiness for SWDs? If so, please describe the process used to address attendance concerns for SWDs.	☐	☐	☐		Number of SWDs with accumulated unexcused absences that exceed CFSA requirements during the first semester
					Description of process to address truancy and tardiness of SWDs
11. Does your school provide training to general educators on their responsibility to understand and implement Behavior Intervention Plans, based on collaborative assessment of functional behavior? Describe what is included/what it looks like.	☐	☐	☐		Agenda and sample materials from professional development
					Sample of a completed Evidence of Collaboration form/documentation

OPERATIONS					
Performance Standards	**In Place**	**In Process**	**Does Not Exist**	**Comments & Description of Attachments**	**Examples of Supporting Documentation**
PROGRAM MANAGEMENT AND ADMINISTRATION					
12. Has your school developed clearly written descriptions of the roles and responsibilities, performance standards and measures, and processes/procedures for basic special education functions and compliance?	☐	☐	☐		Written descriptions or special education manual that highlights special education compliance obligations
13. Has your school developed a 504 guide that describes roles and responsibilities and processes/procedures for basic Section 504 functions and compliance?	☐	☐	☐		Written guide
	☐	☐	☐		Written policies for parent involvement

14. Does your school have set expectations in regards to parent participation in special education and 504 processes? How do you encourage participation?					Parent newsletters, brochures, meeting invitations and agendas for whole school parent meetings
15. Does your school have a system for gauging student and parent satisfaction with special education services? Describe what form it takes.	☐	☐	☐		Parent Satisfaction Survey Tool Student Self-Assessment Tool
16. Does your school track the attrition rate of SWDs? Describe the process for updating the files of withdrawn/expelled/etc. SWDs.	☐	☐	☐		List of SWDs who withdrew and reason for withdrawal during previous and current year
17. Does your school have clear provisions of transition activities for secondary-aged SWDs and access to programs that support diploma choices? If so, please describe how it works.	☐	☐	☐		Description of transition activities and curriculum and staff responsible for providing services
18. Do your school leaders report to your Board of Directors on issues related to special education policies, systems and outcome for SWDs? If so, please describe how often and the types of information reported.	☐	☐	☐		Board meeting agenda and presentations for previous and current SY
STAFFING					
19. Does your school mission and/or goals promote an inclusive culture in which all staff embraces all students? If so, please describe how.	☐	☐	☐		Description of approach to inclusive culture and general/special education collaboration
20. Does your school have a special education coordinator (SEC)? Is he/she a member of the school's leadership team? Describe his / her credentials, experience in special education, roles and responsibilities.	☐	☐	☐		Job description for special education manager
					Performance measures for special education manager (Evaluation Form)
					List SEC education, qualifications and experience
21. Is there time built into your SEC's schedule for supervising and coaching special education teachers? How much? What type of support is provided?	☐	☐	☐		Written description of supervisory support provided

Question					Documentation
22. Does your SEC's schedule afford time to oversee and maintain compliance with all applicable laws and documentation requirements? How much?	☐	☐	☐		Sample weekly schedule of SEC
23. Does your school have a designee in charge of managing students with Section 504 Plans? Describe his/her roles and responsibilities.	☐	☐	☐		Job description for 504 Coordinator
24. Does your school assign special education teachers by LRE placement (i.e. Inclusion, resource, self-contained)? If so, describe the settings in which each special education teacher provides instruction.	☐	☐	☐		List of special education teachers by caseload and by LRE (inclusion, resource & self-contained)
25. Does your school assign special education teachers with a set caseload of special education students? Approximately how many students are on each special education teacher's caseload?	☐	☐	☐		Number of students by caseload by special educator including SLI only students
26. Does your school have specific certification requirements for special education teachers? If so, describe the requirements of your special education teachers.	☐	☐	☐		Education, applicable certification or certification in process and experience of each special educator
27. Has your school created job descriptions that include performance standards and measures with which special educators' performance is measured? What is included?	☐	☐	☐		Job description for special educator
					Performance Measures for special educator (Teacher Evaluation Form)
28. Does your school provide specific trainings for special educators to meet their professional goals? If so, describe what types of professional development opportunities are offered.	☐	☐	☐		Agendas for PD session and lists of sessions planned for current SY
					Summary of participant feedback on session effectiveness

INSTRUCTION

Performance Standards	In Place	In Process	Does Not Exist	Comments & Description of Attachments	Examples of Supporting Documentation
29. Although IEP goals on SEDS are already Common Core aligned, does your school ensure that these goals are followed by the general education teachers in core content courses? If so, describe how.	☐	☐	☐		Sample lesson plans with IEP demonstrating goals aligned with curriculum standards and content
30. Does your school monitor, to the maximum extent appropriate, whether SWDs are educated in the least restrictive environment (LRE)? How are decisions made about the LRE?	☐	☐	☐		# of SWDs educated in general education classes 80% or more of time in school
31. Does your school provide ample time for collaboration between special and general educators (at least once a week)? If so, please describe how.	☐	☐	☐		Sample schedule for a special education teacher that includes times set aside for collaboration, and notes taken from such meetings
32. Does your school monitor and document whether SWDs are supported in general education classes? If so, describe the method of documentation used to keep track of this data.	☐	☐	☐		# SWDs supported in inclusion classes and types of support provided such as small group push-in, co teaching, etc. # SWDs supported in core subject mastery in pull-out, resource settings # SWDs supported through special educator consultation with general education teachers Evidence of a tracking system within the core subject areas
33. Does your school evaluate the effectiveness of inclusion support by surveying general educators' understanding and accountability for SWDs they serve? What does this look like? What questions are included?	☐	☐	☐		Summary of results or survey of general education performance
34. Does your school ensure that general education teachers consistently apply accommodations and modifications as mandated on	☐	☐	☐		Sample of documentation of collaboration between special educators and general educators regarding accommodations and modifications Sample of modified lesson

Question					Documentation
IEPs? If so, who monitors this and how is this information documented?					
35. Does your school offer a full continuum of services across all academic disciplines? If so, what does this continuum look like at your school?	☐	☐	☐		# SWDs receiving ELA remediation in a resource setting
					# SWDs receiving Math remediation in a resource setting
					# SWDs placed out of general education more than 60% of time in school and brief written description of each specialized placement
					# SWDs placed out of the school (full time/nonpublic, etc.) but remain enrolled at school Documentation of interactions, meetings and communications on behalf of students placed out of the school
36. Does your school ensure that special educators are documenting instructional time spent with SWDs? What process is used to determine whether actual instruction time provided meets the hours of instruction mandated on IEPs?	☐	☐	☐		Sample service instruction delivery log
37. How does your school ensure that special educators develop measureable IEP goals (SMART)? What data and/or documentation are the goals based on?	☐	☐	☐		Sample file of work samples
38. Does your school record Quarterly Progress Notes specific to IEP objective mastery? Describe the type of information included on special education Quarterly Progress Notes.	☐	☐	☐		Sample Quarterly Progress Notes
39. Does your school use secondary, scientifically based remedial resources software and materials to reinforce discrete technical and academic skills?	☐	☐	☐		List of toolbox of secondary, scientifically based remedial resources software and materials
40. Does your school ensure compliance with Extended School Year requirements and ensure provision of and/or access to	☐	☐	☐		Extended School Year Program Plan and list of students who qualified for previous year

appropriate programming? If so, how is this decided and documented?					
41. Does your school ensure SWDs entering high school have an IEP that appropriately reflects their post-secondary plans? If so, how is this information tracked?	☐	☐	☐		Sample IEP
					List of SWDs by diploma track
					Description of instruction and program(s) school provides to students pursuing other than a college preparatory diploma track

RELATED SERVICE PROVISION

Performance Standards	In Place	In Process	Does Not Exist	Comments & Description of Attachments	Examples of Supporting Documentation
42. Does your school budget for clinical staff based on their approximate caseloads? How many clinical staff has your school hired and/or contracted with to provide related services? Approximately how many SWD's are on their caseload(s)?	☐	☐	☐		List of employed & contracted related service providers
					Number of students receiving related services by discipline
43. Has your school established and implemented standards of practice for clinical service providers including IEP meeting attendance consulting to general and special educators, consulting to RTI process, applying entry/exit criteria, and documenting progress through session notes and quarterly progress reports?	☐	☐	☐		Written standards of practice or job/contract description inclusive of performance expectations and policies regarding making up missed sessions
					Sample contact log, session note, and Quarterly Progress Report
					Number of students by related service area who have been exited
44. Does your school evaluate providers annually, based on established performance standards? If so, how do you make sure that related service outcomes transfer back to classroom application to support learning?	☐	☐	☐		Sample of a provider evaluation Report card grades by student and provider by discipline area (i.e. Speech, OT, PT & counseling, etc.)

45. Do your related service providers attend all required meetings, communicate with parents and secure appropriate consent signatures when they cannot attend meetings?	☐	☐	☐		Sample provider contact log Sample excusal consent form # of IEP meetings held this school year without provider participation
EVALUATIONS					
46. Has your school established and implemented standards of practice for evaluators including IEP meeting attendance, interacting with general and special educators and parents, and consulting to RTI process?	☐	☐	☐		Written standards of practice or job/contract description inclusive of performance expectations
47. Do your evaluators participate in meaningful multi-disciplinary teaming and ensure evaluations are explained to the parent in understandable terms and in the parent's native language? If so, how is this ensured?	☐	☐	☐		Written approach to multi-disciplinary teaming Sample meeting notes documenting MDT eligibility determination
48. Does your school institute a SST process for students who are non-responsive to RTI? If so, how are students identified for SST support?	☐	☐	☐		Sample of a completed, signed Student Evaluation Plan # of initial evaluations completed during previous SY and projected for current SY Number of timeline violations during previous SY for both initial evaluations and re-evaluations Sample referral packet
49. Does your school ensure that students are evaluated in all areas of a suspected disability? If so, what criteria are used to determine suspected disability(ies)?	☐	☐	☐		Sample evaluation report demonstrating comprehensive assessment
50. Does your school have a written process to determine how you make a decision to conduct comprehensive re-evaluations? If so, approximately how often does this happen?	☐	☐	☐		Estimated number of comprehensive re-evaluations conducted during previous and current school years

| 51. Describe how your school evaluates (and periodically reevaluates) students suspected of having "substantial limitation" of major life activities on a "case-by-case basis". | ☐ | ☐ | ☐ | | Sample 504 Plan with supporting referral data |

Transition of Students from IDEA Part C to Part B:					
(Preschools only)

Performance Standards	In Place	In Process	Does Not Exist	Comments & Description of Attachments	Examples of Supporting Documentation
52. Does your school ensure successful transition of students with Individual Family Service Plans to an Individual Education Program including the evaluation, identification, related service provision and program planning for implementation in the K-12 environment? If so, describe how.	☐	☐	☐		Meeting notes regarding eligibility determination discussion including all relevant IEP meeting participants to IEPs
					Sample comprehensive evaluation

Summary of Findings and Considerations for the Future

Program Strengths

Per the SEC:

Per the Reviewer:

Challenges

Per the SEC:

Per the Reviewer:

Plans for Future Changes

Per the SEC:

Per the Reviewer: