



Office of Student, Community and Academic Supports

A Guide for School Administrators

Student Selection/Record Review

Preparations for a school site review is based on a stratified random sample of students with exceptionalities determined from the special education census and an analysis of a number of data sources (e.g., state performance plan, consolidated resource plan, school classifications, state assessment etc.)

- Student records are reviewed to address IDEA mandated documentation along with the review of the Individual Education Program (IEP).
- They are also reviewed for student performance/results, growth and progress clarifies students access to a Free and Appropriate Education (FAPE).

Family Involvement

Parents and/or guardians of the students identified are interviewed regarding home/school communication, collaboration, student progress and performance/results as well as satisfaction with their child's special education program.

Focus of Interviews

School based interviews are planned for based on the faculty and staff (e.g., administrators, special and general educators, related service personnel, program coordinators, etc.) providing instruction and/or support to the students chosen for the overall process.

- Interviews of students identified are done with secondary students (middle/high) as appropriate.
- Elementary level students are observed within their class setting.

Focused Monitoring Outcome

Through these interviews, record reviews and classroom observations, the quality and effectiveness of programs and services is reviewed along with practices to improve student performance outcomes/results.

- Areas of IDEA compliance and performance/results discussed and verified.
- Valid and reliable information from multiple sources provides an emerging picture of the present status of programs and services for students with exceptionalities.

PLANNING FOR THE SCHOOL SUPPORT SYSTEM REVIEW

SPACE

Reserve confidential space for the review week:

- Space should be able to accommodate up to four-five adults
- Access to an outlet appropriate for laptop power
- **Access to guest wi-fi**

VERIFICATION MATERIALS

Please provide copies of the following for **each team member**:

- School-based review schedule
- Student and teacher schedules (of the identified interviews and students)

Please provide **one copy** of the following for the team to review:

- Intervention Initiatives (MTSS [academic and/or social emotional])
- Family related supports or services (school or district based)

MISCELLANEOUS

Parking – Identify where team members should park

Food – Team members are responsible for their own means. If appropriate, the team may use the cafeteria

CREATING A SCHOOL BASED SCHEDULE

Using the sample review schedule, create a school-based schedule focused on the students chosen and plan for the following:

Faculty to be interviewed and student observations and/or interviews:

Principal/Head Leader Interview (***Principal should be on the schedule first and at the end of the visit for the Debrief***)

- Special Education Chair (*as applicable*)
- School Tour

Faculty Interview – ***with a focus on the students chosen for the review***

- Special Educators
- General Educators (*who are familiar with the student's academic needs*)
- School Social Worker and School Psychologists
- School Counselors
- MTSS Chair
- Representation of Co-curricular Educators (*Adaptive Physical Education, Music, Art, etc.*)

INTERVIEW TIPS

All Levels

- ✓ School personnel interviews are facilitated **individually** for approximately 30 minutes (½ hour) each.
- ✓ When review schedule allows, additional personnel can be added with priority given to special educators, and others who would like the opportunity to speak with the team.
- ✓ Debriefing meeting with School Administrator and department chair (as applicable) *(schedule on the last day during the last hour of the review schedule)*

Elementary Level

- ✓ reviews are scheduled for a day and a half (1.5 days)
- ✓ student **observations** scheduled for 15 minutes each

Middle and High School Level

- school-based reviews are scheduled for 3 days (½ day on Monday, a full day on Tuesday and Wednesday and a ½ day on Thursday)
- ✓ General Educators representing the student and/or grade level team *(Assure that the general educators identified represent the major content areas, ELA, Math, Science and Social Studies)*
 - ✓ **Student interviews** scheduled for 15 minutes each *(schedule a few classroom observation times [15 minutes] for middle and high school level student as well as interviews)*