

Focused Monitoring 2013-14
Use this tool to support Session 2 FM Activities
Infrastructure to Support Improvement and Build Capacity

Use the following activities and questions to facilitate and guide discussion related to district Focus for Improvement in each specific area.

GOVERNANCE

1. Examination of Policy, Procedure and Practices, especially related to students with disabilities.
2. Discussion of Board of Education practices and functioning.
3. Do district/school leadership practices:
 - a. Articulate the rationale for a comprehensive system of tiered intervention for all students and reflect that in mission and practice?
 - b. Support the implementation of such a model of intervention? (e.g. professional development, time allocations, provision of resources, etc.)
 - c. Provide consistent and systematic assessment of teaching practices to ensure fidelity of instruction/intervention?

FISCAL PRACTICES

1. Discussion of Strategic School Profile – see *District Expenditures and Revenues* section <http://sdeportal.ct.gov/Cedar/WEB/ResearchandReports/ResearchReports.aspx>

QUALITY STANDARDS for student programming

1. Discussion of results of Survey Monkey staff survey
2. Do instructional practices for diverse learners promote access to the general education curriculum, including the Common Core State Standards?
3. Do all faculty have full access to the curriculum, including Teacher’s Editions, curriculum guides, membership on curriculum development and revision committees, and staff development related to curriculum?
4. Are indicators of individual student success based on IEP goals and objectives regularly assessed (beyond simply completing the progress monitoring portion of each annual IEP goal page)?
5. Do practices promote teacher analysis of instruction to address indicators of student progress toward IEP goals and objectives as well as foster adjustments to instruction if needed?
6. Do practices assure equitable instructional hours, programs, and services for all students, including students with disabilities?
7. Do practices clearly communicate that the use of appropriate accommodations for any student who requires them is an expected instructional delivery activity?

8. Do practices clearly communicate that curriculum will be appropriately modified for any student whose IEP stipulates such change and that assessment of learning will reflect these modifications of content?
9. Do practices clearly communicate the expectation that grading will be modified if the IEP stipulates and that such a practice is not unfair, it is appropriate and required?
10. Is the current status of instructional practice in each school regularly assessed to assure that they are aligned with what is considered to be effective instructional practice?
11. Do practices promote explicit discussions with faculty that underscore a positive position related to education of student with disabilities and the conviction that all students benefit from inclusive education?
12. Are faculty provided with recent research findings that outline the impact of inclusive practices?
13. Do practices identify a variety of innovative and effective service delivery options that support in-class services for student with disabilities and facilitates study groups, faculty discussions, and skill development that lead to successful implementation?
14. Do practices assure that whenever appropriate, students with disabilities are educated in their home school?
15. Do practices assure that decision-making processes for developing the IEP are centered on educating the student in the general education classroom with supplementary aides and services with removal from the general education environment only when education cannot be satisfactorily achieved in that setting due to severity and nature of the child's disability?
16. Do practices model full acceptance and appreciation for all students with differences, including students with disabilities, by selecting them for advisory groups and action committees, by including them in all aspects of school life, and/or by interacting with them in all school settings?
17. Do practices guide school efforts to increase participation in extracurricular activities for students with disabilities and monitor progress over time?
18. Is direction provided to assure that extracurricular activities are designed to be successful for all students?
19. Do practices assure that faculty members use explicit instructional techniques to foster positive peer relationships?
20. Is a peer tutoring and assistance program established and monitored?

PROFESSIONAL DEVELOPMENT

1. Using the completed FM-9 District Comprehensive System of Personnel Development form, discussion of each activity and its impact on outcomes for students with disabilities.

DATA

1. Are there established data teams for the district and for each school?
2. Are data teams utilized to disaggregate and analyze multiple sources of student data to find patterns and trends in order to inform programmatic changes?
3. Do a variety of instructional teams (e.g., grade level, content) meet regularly (once a week) to review students' progress and to discuss/identify effective strategies and interventions?
4. Do data teams include membership from both general and special education?
5. Do practices promote effective data sharing, analysis, and collaboration across disciplines (e.g., general and special education)?
6. Are decisions regarding changes in instruction and intervention based on a systematic, data driven decision-making model?

FAMILY ENGAGEMENT

1. Discussion of results of Survey Monkey parent/family survey
2. Do practices communicate the expectation that faculty will encourage family members to be active partners in decision making and service delivery to the student with disabilities?
3. Do practices model positive relationships with family members and a positive attitude toward their presence in all school activities?
4. Is needed staff development provided to enhance faculty skills in collaborating with family members?
5. Do practices provide parents and other family members with opportunities to attend school-sponsored training related to effective instructional strategies and positive behavioral supports?
6. Is there an established parent-as-trainer program?
7. Do practices offer training sessions and information to parents regarding the LRE requirement for students with disabilities?
8. Do practices include family members in planning social opportunities for students with disabilities within the school setting and in evaluating their success?

ACCOUNTABILITY

1. Discussion of current methods of district and school accountability, including IEP goal and objective progress monitoring, as well as "How Do You Know the Current Methods of Accountability have an Impact on Student Outcomes?"
2. Discussion of results of General Supervision/Focused Monitoring Student File Review.
3. IF the team chooses to conduct a Service Verification for a sample of students with disabilities within the district, include a discussion of the results of those service verifications.