

Focused Monitoring (FM) Guiding Questions Pre-Session 1

As district teams prepare for Session 1 of the FM process, we suggest that each member of the district FM team individually review and simply consider the follow questions which may or may not become relevant as our Session 1 discussions progress. **THESE QUESTIONS ARE NOT MEANT TO GENERATE ANY PREPARATION ON THE DISTRICT'S PART PRIOR TO SESSION 1 OTHER THAN FOR EACH TEAM MEMBER TO INDIVIDUALLY REVIEW AND CONSIDER THEM.** They are listed randomly in no particular order and do not require a prepared or written response. **They are designed to simply generate thought and/or awareness prior to conducting Session 1.** Some questions are purposely vague in order to not restrict the reader's thoughtful exploration of the question. No member of the group is expected to have all of the answers or even knowledge of each of the many areas touched upon in these questions. *These questions should be shared with all members of the in-district FM team prior to participation in Session 1 activities.*

If you find any of these questions exceptionally relevant to your district and feel compelled to bring related data with you to Session 1 for discussion you are certainly encouraged to do so, but not required.

1. Do you understand the nature of your district's data of concern currently identified through the FM process? Do you have a sense of the root cause(s) of that data of concern?
2. Do you feel there are additional areas of concern related to the achievement of students with disabilities in your district that we have not identified through the FM process, but should be discussed or considered further? (Please keep in mind that these items would simply be open for discussion and exploration with no district obligation to pursue them further unless choosing to do so). Do you have data to support that these additional areas are of concern?
3. What supports/ assistance or initiatives are already in place within the district to improve student outcomes? What supports and assistance does your district need in order to improve upon your data of concern? Where might your district obtain those supports or assistance? (e.g., From within

- your district? From the CSDE? From SERC? From your RESC? From another source?, etc.) What supports and assistance are needed, but lacking?
4. Does your district have a clear plan for including all students in the general education curriculum? Is the general education program equipped to include all students? Philosophically open to including all students?
 5. Is equal value placed on all students in your district?
 6. Is there a common expectation for the success of all students in your district?
 7. Are there practices that potentially interfere with the success of students with disabilities (e.g., fiscal?, disciplinary?, instructional?, exclusionary?, Board of Education, or “that’s the way we’ve always done it”?)
 8. Do you have an in-district alternative program? Which students attend that program? How do students become eligible to attend that program? What is the graduation/drop out rate of that program?
 9. If you have an in-district high school, do other towns send students to your high school(s)? Which other towns?
 10. What challenges do students with disabilities who come from other towns to your schools present?
 11. Does your district seem to draw the parents of students with disabilities to purchase homes there because of the reputation of the special education program? Does this have an impact on your district?
 12. Does your district have a diverse student population with respect to race? Disability type? Socio-economic status? Are any of these populations disproportionately represented as students with disabilities in your district?
 13. How has the implementation of the Common Core State Standards impacted teacher practice for all students? For students with disabilities?
 14. How has the implementation of the new teacher evaluation system impacted teacher practice for all students? For students with disabilities?
 15. If you have identified absenteeism as being a risk factor regarding your district graduation/dropout rate, what have you found in exploring this?
 16. Does your district have any chronic absenteeism strategies in place?
 17. What feedback are you receiving from students who have dropped out of your district?
 18. What systems are in place to encourage and assist students who have dropped out to return to school or participate in other educational programs toward completing a diploma or certificate?

19. If you have identified a higher than normal rate of student placement in settings outside of your school district as data of concern, what have you found in exploring this?
20. What feedback are you receiving from the students or parents of students who have been placed outside of your district?
21. What systems are in place for transitioning out-placed students back into district?
22. What systems are in place to assist students in developing Student Success Plans?
23. What systems are in place for actually using the student success plans in a meaningful way?
24. At what grade levels are students with disabilities dropping out? Is there a trend? Within your school system, when do you think your students begin to drop out?
25. When does your district begin secondary transition planning?
26. What has secondary transition planning looked like for the students with disabilities who have dropped out?
27. Are you familiar with the CT Core Transition Skills guidance document? Have you referred to it when planning with your secondary transition students?
28. Are you familiar with the Post-School Outcomes Survey given to special education exiters each year? Have you reviewed your district's PSOS data in order to inform your planning for secondary transition services?
29. What collaboration takes place within schools and across the district to facilitate information sharing and transitions from grade to grade and school to school?
30. Do you have any ongoing improvement plans in your district? How do these plans include/impact students with disabilities?