

## Special Education Assessment Questions – For Career Technical Centers (CTCs)

### Application/Enrollment Process

1. What is the written application process for entering students, and what are the written acceptance criteria? What are the criteria for the acceptance or rejection of students with disabilities for programs at the CTC?
2. What is the process for reviewing and revising application procedures, entrance criteria, and selection/acceptance processes?
3. What types of age-appropriate transition assessments are used to help determine an appropriate CTC program for a student?
4. When in the enrollment process does the CTC know that the student has an IEP?
5. When students complete the application for enrollment, if accommodations and supports are needed, how are those provided? (Who is responsible for providing accommodations? How is the student made aware of their access to accommodations during the application process?)
6. How are parents of students with disabilities involved in the application process for entering the CTC?

### Communication Plan

1. What is the collaborative process for reviewing and revising the communications plan between the CTC and associate educational agencies?
2. What is the process for reviewing and revising the CTC special education policies and procedures in collaboration with associate educational agencies?
3. How often do administrators from the CTC meet with associate educational agencies administrators?
4. How often do CTC special education leaders meet with special education supervisors from associate educational agencies? What topics or issues are addressed at these meetings?
5. How are the written application process and acceptance criteria for entering students shared with associate educational agencies?
6. How is progress reported back to the associate educational agencies? Are there written procedures in communicating with associate educational agencies when a student is not on track for completing their program requirements? Are there written procedures in communicating with associate educational agencies when a student is not on track for completing graduation requirements?
7. How are discipline issues reported back to the associate educational agencies?

### Internal Monitoring/Special Education Processes

1. How are pre-entrance and annual IEP meetings conducted with parents and associate educational agency personnel?
2. Does the CTC receive a copy of the student's IEP by the beginning of the school year?
3. How and when are special education records reviewed for compliance and services required?
4. Are IEP supports, services, or specially designed instruction removed or altered prior to enrollment in a CTC program? Please explain.
5. Once a student has been accepted to one of the programs, how does the CTC become involved with reevaluations? Who is responsible for writing the IEP?

6. Who is responsible for providing related services (speech, OT, PT, etc.) once a student is enrolled?
7. What is the continuum of alternative placements, and how are placement decisions made for students entering CTC programs?
8. Where are students being provided services?
9. How does the CTC ensure that the IEP is implemented as written, including the provision of all special education instruction, supports, and services?
10. How does the CTC ensure that the least restrictive environment is provided in alignment with the student's IEP?
11. What are some areas of concern found in the Department's summary report for record reviews?
12. What are the results of the Internal Monitoring Team's record reviews (Child Find, Delivery of Services, Least Restrictive Environment, Discipline)?
13. What do IEP Verifications reveal about specially designed instruction, accommodations, and modifications?
14. How are professional development strategies from record review results implemented and monitored?
15. How does the CTC plan to train additional and/or newly hired staff in the internal monitoring process?

## Program Completion

1. How does the organization identify students with disabilities who are not on track to complete their program requirements?
2. How many students are not on track for completing their program requirements by disability category? Are any disability categories over-represented in the data?
3. How many students are not on track for completing their program requirements by ethnic code? Are any student populations over-represented in the data?
4. How does the CTC ensure students stay on track for completing their program requirements?
5. What programs and services are available to assist students at risk of not completing their program requirements? How are students targeted to participate? What does the data indicate about the effectiveness of these programs and services?

## Graduation

1. How does the CTC ensure students stay on track for completing the graduation requirements?
2. How many students with a disability are not on track to graduate? By disability category? By ethnic code? Are any disability categories or ethnic codes over-represented in the data?
3. How are students monitored to determine if they are not on track to graduate? What programs and services are available for students at risk of not graduating? How are students targeted to participate in these programs and services? What do the data indicate about the effectiveness of these programs and services?
4. Which graduation pathways are most utilized by all students? By students without disabilities? By students with disabilities?
5. What barriers limit student access to all graduation pathways?
6. What is the CTC's annual process for developing and updating graduation plans for students?

## Postsecondary

1. What do data indicate about ensuring all students are able to transition from high school to successful post-graduation outcomes?
2. How are external partnerships utilized to improve students' post-high school outcomes in education, competitive integrated employment, and independent living?
3. What data are used to analyze if the marketing of career-technical education programs and access to postsecondary coursework is reaching all students?
4. How are career-focused education programs made accessible to all students, including students with disabilities?
5. What do data indicate about post-graduation outcomes (military, college/trade school, employment, Opportunities for Ohioans with Disabilities) for students with disabilities?
6. In analyzing career advising support to students, which supports are most effective for the specified populations (all students and students with disabilities)?
7. How does your agency partner with community and county resources and agencies to provide improved opportunities and outcomes for students with disabilities?

## Alternate Assessment

1. What kind of professional development or formal training has your CTC received regarding the Alternate Assessment and determination for eligibility?
2. What are your CTC's current policies, procedures, and practices surrounding the Alternate Assessment? How are applicable staff trained/informed on these policies, procedures, and practices? How are newly hired staff trained?
3. Is there a formal written procedure to determine eligibility to participate in the Alternate Assessment?
4. Does your CTC use the Department's AASCD Decision-Making Tool when determining eligibility for the Alternate Assessment? What factors are considered when determining eligibility for participation in the Alternate Assessment?
5. What members of the IEP team are present when determining eligibility for the Alternate Assessment?
6. How are parents involved in decision making and made aware of the implications of their student participating in the Alternate Assessment?
7. If a student no longer qualifies for the Alternate Assessment, what steps does the CTC take to document and implement necessary changes?
8. If a student is determined eligible to participate in the Alternate Assessment, how is this reflected in supports and services provided on the student's IEP?
9. Are participation rates different for certain subgroups (for example, Black, Hispanic, Asian, white, English learners, economically disadvantaged) as compared to other subgroups?

## Behavior

1. Does the CTC collect behavior data for students with disabilities? If so, how are these data shared with associate educational agencies, and how are they used for analyses and improvement?
2. How are CTC personnel involved in manifestation determinations?
3. How many students have had an FBA completed?
4. How many students have a BIP, and how is the BIP implemented and monitored?

## Restraint and Seclusion

1. What type of training is provided to CTC staff? How often? How do you ensure that at least one staff member in each building has received training?
2. How is the CTC staff trained in your Restraint and Seclusion policy? How is it documented? How often? What arrangements are made (including timeframes) for training newly hired staff?
3. What are your procedures for documenting restraints and/or seclusions and how are they communicated to parents? Who tracks (either district wide and/or building level) the occurrences?

## Discipline

1. How many student discipline referrals were made? Why were they made? What was the frequency per reason? What was the frequency per location?
2. Was a significant number of discipline referrals made by the same teacher(s)?
3. How many students were placed in in-school suspension? What were the reasons?
4. How many students received out-of-school suspension? What were the reasons?
5. How many students were expelled from school? What were the reasons?
6. Are there disability subgroups who receive more discipline actions compared to other disability subgroups?
7. What was the relationship between discipline and student performance?
8. When disciplinary action is being considered, how are all stakeholders (including intervention specialists) informed and included in the decision-making process?
9. What does the CTC's review of discipline policies, procedures and practices reveal with regard to:
  - a. Staff training for all school personnel: teachers, administrators, aides, bus drivers, cafeteria workers?
  - b. The implementation and effectiveness of positive supports and interventions?
  - c. Development of behavior goals and supports for students with disabilities, based on individual needs?
  - d. The application and use of Functional Behavioral Assessments and Behavior Improvement Plans?
  - e. The CTC's Manifestation Determination Review process?
10. How often are Functional Behavioral Assessments and Behavior Improvement Plans revisited or adjusted?
11. Of the number of students with disabilities who have been disciplined, how many students had behavior goals in their IEP prior to the discipline? How many students had IEPs amended to include behavior goals?

## Perception Surveys

1. Does the CTC have an ongoing formal process for communicating and receiving feedback from all stakeholders?
2. What were the results of the perception surveys (parents, staff, administrators, students)?
3. What do the data reveal/what other areas identified do they align with?
4. What current initiatives are in place to address identified concerns?

## Use and Access to Technology

1. Do all students have access to the technology and internet needed to meet all learning standards and IEP goals/accommodations?
2. Are all instructional staff trained in using technology?

3. How does the CTC address cyber bullying and internet safety?
4. How does the CTC address any concerns with student and/or teacher access to technology?
5. How does the CTC ensure parental access and training with technology if in a remote/blended learning environment?

## Inclusive Leadership

1. Has the CTC established a Leadership Team that will review data, monitor, and determine next steps to include individuals with key positions at various levels of the organization (system wide learning/ decision making)? For example, positions may include:
  - Superintendent
  - Special Education Director/Coordinator
  - EMIS Coordinator
  - Treasurer/Fiscal Agent
  - Legal
  - General education leadership
  - Curriculum
  - Parent
  - Community/Agencies
  - Union leadership
2. Are building and department leaders knowledgeable of evidence-based instructional strategies that are successful for students with disabilities and how to use data to inform instruction?
3. Do leaders engage staff in rigorous procedures of monitoring and evaluating instructional practices?
4. How does the CTC leadership build capacity through support and accountability?
5. How does the CTC leadership sustain an open and collaborative culture? Do they collaborate with internal and external stakeholders (including staff, parents, other outside entities, the Department, SST staff, other educational agencies)?

## Staffing

1. How are special education staffing levels tracked and maintained?
2. How does the CTC ensure compliance with special education staff workload and caseload requirements?
3. How are special education staffing levels adjusted to meet changing special education enrollment levels?



## Additional Data Analysis

### Dispute Resolution

1. What procedures, policies, and practices does the CTC have in place for disputes?
2. What is the average number of parent complaints and what is the nature of the complaints?
3. Are there any patterns in parent complaints (for example, lack of related services, lack of assistive technology)?
4. What methods are used to seek parent input and participation?
5. What types of support services are available to intervene and establish accountability for the educational agency, students, and parents?

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### Internal Monitoring Process

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