



One Needs Assessment – IDEA Review Questions for ESCs

These questions will be triggered in the ED STEPS One Needs Assessment for ESCs involved in either a Tier 2 or Tier 3 IDEA Monitoring Review. The ESC's cross-functional team will gather and analyze data for these questions and determine specific areas of concern and root cause. This information will assist the ESC in completing the One Needs Assessment/One Plan.

Curriculum and Instruction

ESC Subsection

1. What is the continuum of alternative placements, and how are placement decisions made for students entering ESC programs and services?
2. What is the written application process for entering students, and what are the written acceptance criteria? How are these documents shared with associate districts?
3. How does the ESC ensure that the least restrictive environment is provided when a child comes from a less restrictive environment in the previous placement?
4. How are special education records reviewed for compliance and services required before the student enters?
5. How does the internal monitoring team review student records for compliance?
6. How are pre-entrance and annual IEP meetings conducted with parents and home district personnel?
7. How does the ESC ensure that the IEP is implemented as written, including the provision of all special education instruction, supports and services?
8. Where are students being provided services?
9. How are related services provided to students in ESC programs?
10. How is transition planning for post-secondary life accomplished?
11. What is the process for students to return to a less restrictive environment (home district)?
12. How does the ESC partner with community and county resources and agencies to provide improved opportunities and outcomes for students with disabilities?

Operations

1. How often do administrators from the ESC meet with associate district administrators?
2. How often do ESC special education leaders meet with special education supervisors from associate districts? What topics or issues are addressed at these meetings?
3. Is there a written, approved and shared communications plan that describes joint responsibilities for the ESC and associate districts?
4. What is the collaborative process for reviewing and revising the communications plan between the ESC and associate districts?
5. What is the process for reviewing and revising application procedures, entrance criteria and selection/acceptance processes?
6. What is the process for reviewing and revising the ESC special education policies and procedures in collaboration with associate districts?

Professional Capital

1. How are special education staffing levels tracked and maintained?
2. How does the ESC 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?

School Climate

1. Does the ESC collect behavior data for students with disabilities? If so, how are these data shared with associate districts, and how are they used for analyses and improvement?
2. What is the Restraint and Seclusion policy and Positive Behavioral Intervention and Supports (PBIS) process?
3. How are data collected and reported for restraint and seclusion?
4. How are ESC and home district personnel involved in manifestation determinations?
5. How many children have had a Functional Behavior Assessment (FBA) completed?
6. How many children have a Behavior Intervention Plan (BIP), and how is the BIP implemented and monitored?