Step 2: Least Restrictive Environment (LRE) Questionnaire

Directions:
- Read each question and rate the response 1-Not implementing at this time, 2- In exploratory stage, 3- Partial implementation, or 4-Full implementation.
- For those questions that are answered 3- Partial implementation, or 4-Full implementation, the district must identify documentation demonstrating evidence of support in the appropriate column. Any identified evidence shall be made available for on-site inspection.

Part 1- DISTRICT

Standard		1	2	3	4	Identify which of the below supporting evidence was used to determine the rating for each standard:
1.0	The district supports a system that reflects high expectations for all students through: ☑ A data maintenance system that provides a comprehensive data profile including student growth percentiles for all students. ☑ A system of professional development and technical assistance on the use of student data for educational planning and decision-making.					• District data profiles • District data maintenance system • Professional Development Plans and attendance lists • Staff meeting agendas • Evidence that data are used to discuss changes in placement, curriculum and instruction of special education students, for example, minutes of staff meetings____ • Data reports on performance trends • Data reports on placement trends • Evidence that data are used to inform instruction • Other _____
1.1	There is a current district-approved LRE policy consistent with state and federal requirements that ✓ stipulates that all students should be educated in age-appropriate general education classes to the maximum extent possible and in their neighborhood school or school of choice, with the appropriate accommodations, modifications, supports and services ✓ communicates to all staff, parents and students, through multiple vehicles (website, handbook, newsletters, etc.), of LRE responsibilities under IDEA, *Oberti* standards ✓ identifies, promotes and supports successful inclusive strategies ✓ identifies inclusive education as a district priority ✓ is included in professional development plans.					• District mission statement • District website • District policies and procedures • Communications with parents • Recruitment ads • Job descriptions • Professional development plans • Other _____

1.2	The leadership is supportive of LRE and district initiatives and activities reflect LRE:
	  ☑ The district staff are committed to the implementation of LRE programs and supports for teachers
	  ☑ The district special education office monitors implementation of LRE throughout the district on an ongoing basis, including access to the general education curriculum and access to extra - curricular activities for all school age students.
	  ☑ Personnel are held accountable for implementing LRE.
					• Descriptions of district initiatives in general education and special education
					• General and Special Education Teacher/Administrator Interviews__
					• The results of any district review of LRE implementation
					• Administrator/Teacher Interviews
					• Walkthrough protocols
					• Other _____

1.3	The district fosters a climate of collaboration between general and special education in order to promote a climate where everyone belongs, is accepted and is supported by peers and other members of the school community, as evidenced by: • Ongoing opportunities for collaborative instruction. • Ongoing opportunities to jointly plan lessons to make the curriculum accessible to students with disabilities and to jointly plan supports and modifications for students with disabilities				• Documentation of meetings attended by general and special education teachers • Examples of Co-teaching • Staff schedules that include common planning time for general and special education staff • General and Special Education Teacher/Administrator Interviews • Other _____

Standard		1	2	3	4	Supporting Evidence
1.4	The district provides ongoing support, technical assistance and staff development activities for special and general education teachers, child study team members and other district personnel regarding methods, strategies and interventions to assist students in the general education setting.					• Notices of, outlines, agendas, materials and minutes from, staff development and technical assistance activities. , and documentation that key staff have attended staff development and technical assistance activities • Documentation that on-site strategies, for example , guided practice and coaching, are employed to assist teachers in meeting the needs of students with disabilities in general education classes; • General and Special Education Teacher/Administrator Interviews • Other _____
1.5	The district provides ongoing support, staff development activities and technical assistance to special and general education teachers, child study team members and other district personnel in the implementation of strategies that provide positive behavioral supports to students.					• Agendas, materials and minutes from, staff development and technical assistance activities. and documentation that key staff have attended staff development and technical assistance activities • Documentation that on-site strategies, for example, guided practice and coaching, are employed to support teachers • Evidence of implementation of positive behavioral supports • Conduct policy. • Other _____
1.6	There is ongoing collaboration between special education administrators and general education administrators regarding implementing LRE initiatives.					• Documentation of meetings attended by general and special education administrators • Administrator/Teacher interviews • Administrator/Teacher Schedules • Other
1.7	The district provides oversight to the Intervention and Referral Services (I&RS) teams at *each* school to ensure they provide meaningful interventions to teachers that support struggling students in the general education classroom. Oversight includes: ☑ Attending I&RS team meetings ☑ Analyzing data ☑ Using data, reviewing and updating interventions available at each school					• Notes from I&RS meetings attended by district administrators and I&RS staff • I&RS procedures, schedules, forms and data analysis • Other _____
1.8	District-level administrators regularly review referral and placement data at the district, building and grade levels by disability category, specific racial/ethnic groups, gender and to make LRE program improvements based on the data.					• Referral and placement data reports • Other _____
1.9	The district has developed a multi-year strategic plan to address the placement of students in less restrictive settings. The plan: ☑ Identifies the service and support needs for, and establishes or expands programs and services within the district to serve a greater number of, students currently in self-contained programs, so they can be placed in general education programs;					• Strategic plan • Reports on implementation of strategic plan • Documents identifying the service and support needs for students to be placed in general education programs • Budgets for implementation of the strategic plan and development of services and supports needed for implementation • Documents concerning staff recruitment, retention and

	☑ Identifies the service and support needs for students in general education classes less than 80% of the school day so they can be placed in general education programs; ☑ Identifies the service and support needs for, and establishes or expands programs and services within the district to serve a greater number of, students currently in out-of-district programs; ☑ Identifies the service and support needs for, and establishes or expands programs and services within the district to increase the number of, students placed in general education for less than 80% of the school day to be placed in general education 80% or more of the school day; ☑ Identifies specific student program and service needs; ☑ Includes a budget for needed programs and services; ☑ Includes activities to recruit, hire, assign, reallocate and retain staff; ☑ Includes plans for initial and ongoing staff training, technical assistance and coaching; and ☑ Includes plans for purchasing of specialized materials or equipment.					assignment • Notices of, outlines, agendas, materials and minutes from, staff training, technical assistance and coaching activities, and documentation that key staff have attended staff training, technical assistance and coaching activities • Class rosters • Other _____
1.10	The Long Range Facilities Plan (LRFP) includes the names and titles of staff members who provided input in the creation of the document.					• Most recent LRFP • Other _____

Part 1- DISTRICT		1	2	3	4	Supporting Evidence
1.11	The LRFP indicates that the district considered current and anticipated facilities needs for students with disabilities in developing the district's Long Range Facilities Plan (LRFP).					• LRFP • out-of-district placement log • facilities survey • building maps or schematics showing location of special education classrooms • Other _____
1.12	All spaces within the district's schools where students with disabilities receive their programs and services have been approved by NJDOE.					• written approval letter
1.13	The LRFP addresses the needs of current and anticipated special education students.					• census data • Other _____
1.14	The LRFP includes long-range plans to expand capacity to provide services to current and anticipated special education students through in-district programs.					• LRFP • Other _____
1.15	The district provides training to all relevant staff regarding all aspects of LRFP planning related to educating students with disabilities.					• Notices of, outlines, agendas, materials and minutes from, LRFP planning training, and documentation that relevant staff attended the training • Other _____
1.16	The district collaborates with other districts in the area to provide special education programs and services in integrated public schools.					• collaborative agreements • memoranda of understanding • Other _____
1.17	The district provides opportunities for parents to meaningfully participate in the development of their children's special education program by: 1. offering opportunities (workshops, newsletters, course guides, web-based resources, handbooks, etc.) to learn about and discuss LRE; and 2. providing information on services, supports and accommodations					• workshops • newsletters • course guides • web-based resources • handbooks • parent visitation policies • training materials • list of events and sign-in sheets • Other _____
1.18	There is an active special education parent advisory group that meets regularly in order to provide input to the district on issues concerning students with disabilities.					• List of meeting dates and/or meeting agendas • Parent training materials • Parent training sign-in sheets • Special education advisory panel notices and minutes • Other _____

1.19	Students with disabilities are transported together with students who do not have disabilities, when appropriate for their needs, based on travel routes.					• IEPs • bus logs • Other _____

SCHOOL BASED REVIEW

Part 2 - SCHOOL	1	2	3	4	Supporting Evidence
2.1	The school Principal promotes the acceptance of and high expectations for students with disabilities, monitors the implementation of LRE, supports best practices, and takes ownership for all students and personnel at the school site.					• Specific reference to inclusion of students with disabilities in the school's mission statement, goals, or objectives • Specific mention of inclusion of students with disabilities in the school improvement plan or other plans • Documentation that Principal monitors the implementation of LRE. • Documentation that the Principal encourages teachers to identify their support needs • Documentation that special education teachers are represented on grade and subject teams • Teacher/Principal Interviews • Other _____
2.2	The school uses a comprehensive system of: ☑ Informal assessments (portfolios, projects, surveys, rubrics, inventories, etc.) ☑ Formal assessments (statewide and district formative assessments and benchmark assessments) ☑ lesson planning ☑ data analysis and reporting to progress monitor the academic performance of all students.					• District testing schedule • Samples of Informal assessments used in the district • Trainings offered or attended on the use of assessments • IEP progress reports showing that students are assessed on their progress in the general curriculum and state standards • Informal assessments show progress of students with disabilities, including students with significant disabilities, in state standards. • Student work samples • Other _____

2.3		The Principal demonstrates leadership for serving all students by participating in and overseeing the I&RS, CST and IEP processes.					• School policies and procedures regarding I&RS, CST and IEP processes • Data on referrals made to I&RS and CST • Student data from interventions designed by I&RS • Referral Rates to special education • Minutes, agendas and attendance sheets for I&RS, CST and IEP meetings • Principal's schedule • I&RS team schedule • Other _____
2.4		The Principal identifies the systemic strategies needed to support LRE and includes those strategies in the school improvement plan.					• School improvement plan • Principal interview responses • Other _____
2.5		All students have access to the full range of services offered at the school, including classes, afterschool programs, and extracurricular activities.					• A listing of programs offered throughout the district • Examples of accommodations and modifications • Displays of student work, awards, trophies and other forms of recognition of students with disabilities • Other _____
2.6		The Principal meets regularly with the Director of Special Services to review referral and placement data to develop programs to support LRE.					• Meeting schedules and/or agendas and minutes of meetings • Other _____
2.7		The school offers classrooms that support education of students with disabilities in general education classes education to the maximum extent possible and provides in-class support, consultation, and methods and materials that enable all students to access instruction.					• Professional development plans • IEPs • Samples instructional materials and assistive technology • Evidence of a continuum of placement options. • Other _____

2.8		There are sufficient supports and services within the district to support students with the most significant needs in general education classes to the maximum extent possible including:
		  ☑ Students with behavioral challenges.
		  ☑ Students with severe multiple disabilities (mobility, health, sensory, cognitive, language).
		  ☑ Students of preschool age.
							• Professional development plans
							• Curriculum
							• Supplemental instructional materials
							• IEPs
							• Instructional materials and assistive technology
							• Student work samples
							• Other _____

2.9		The Principal meets with the Director of Special Education to analyze referral and placement decisions of the CST by gender, specific racial/ethnic groups, grade level, disability, and teacher.					• Meeting Agenda and notes • Placement data • Reports of Principal's analyses • Other

| 2.10 | Special education and general education teachers are given time for collaboration. This includes lesson planning and development, creating assessments, vertical and horizontal articulation, and curriculum review and refinement and review of student data. | | | | | • Master schedule
• Lesson plans and modifications within lesson plans for students with disabilities
• Teacher interview responses
• Curricula
• Other _____ |
| | Special education teachers are included in professional learning communities together with general education teachers. | | | | | • Master schedule
• Teacher interview responses
• Other _____ |

Standard		1	2	3	4	Supporting Evidence
2.11	Administrators ensure that special and general education staff are knowledgeable and active members of each school's community: ☑ Ongoing communication occurs with building level administrators to ensure that special and general education staff are participating in building level activities and professional development and that they have access to general education resources and materials. ☑ Periodic meetings are held with special and general education staff assigned to each building to discuss involvement in general education programs and curriculum. ☑ All CSTs, general education and special education teachers are knowledgeable about the model curriculum, the Core Curriculum Content Standards (CCCS) and the aligned scope and sequence of the district core general education curriculum for each content area. ☑ All general and special education teachers participate as members of general education grade level and/or content area teams. ☑ All CSTs, general and special education teachers participate in planning discussions, professional development and committees about new curricula, assessment, academic and behavioral interventions, discipline policies and other program initiatives within the building together with general education teachers and other student support staff					• Professional development plans • Announcements; lists of activities, events and committee meetings; lists of committee membership; attendance sheets for meetings • Agendas and minutes of meetings • Sample lesson plans developed by general education and special education teachers • Teachers and CST member interview responses Documentation of grade level and content subject area teams • Correspondence and communications among administrators, general education and special education teachers • Other _____
2.12	General education teachers demonstrate high expectations and the skills necessary to meet the diverse needs of students with disabilities in their class.					• Sample lesson plans • Instructional materials demonstrating use of evidence-based instructional methodologies and strategies for instructing diverse learners • Teacher interview responses • Other _____
2.13	Student progress in the educational setting and in the general education curriculum is monitored closely using student performance data, progress towards IEP goals (as determined by the IEP team) and curriculum so students are moved to a less restrictive environment with appropriate supports as soon as possible.					• IEPs that contain links to state standards and the general curriculum • Professional development in standards-based IEPs and accessing the general education curriculum • Classroom and district assessment data • Other

| 2.14 | The Present Levels of Academic Achievement and Functional Performance (PLAAFP) statement in the IEP includes a detailed description of the student's present level of academic performance in core content areas using the most recent state and district summative assessments as well as formative assessment measures such as teacher evaluations, observations, anecdotal records] etc. | | | | • Sample PLAAFP statements
• Other _____ |

Part 3 – CST/IEP TEAM		1	2	3	4	Evidence
3.1	The CST considers placement options for students with disabilities in the general education setting first and makes appropriate placement decisions to keep students with disabilities in neighborhood schools.					• Sample of student IEPs showing consideration of supplementary aids and services and individualization across students. • Teacher interview responses • Parent interview responses • Documentation of the type and range of supplementary aids and services provided to a heterogeneous sample of students. • Written procedures or manuals • IEP meeting minutes and notes demonstrating that a full range of supplementary aids and services were considered • Structured checklists of supplementary aids and services that the CST should consider before the student may be placed outside the general education classroom in the neighborhood school. • Other
3.2	The CST reviews the I&RS interventions that were provided to the student prior to the Identification meeting to determine if they were implemented for at least 6 weeks and were reviewed for effectiveness prior to considering evaluation.					• Reports of referrals to I&RS • Intervention documentation • Other _____
3.3	The CST requires multiple assessments in all areas in which the student is having difficulty, in order to provide a comprehensive representation of the student's abilities and disabilities before considering placement options, and the CST requires updated assessments, as appropriate, to meet the needs of the students they serve.					• Sample of student evaluation reports • Sample of student re-evaluation reports • Sample of student IEPs • Minutes of CST meetings • Sample initial and /or reevaluation plans • Sample assessment reports • Other _____
3.4	Parents participate in all IEP meetings, and the CST and IEP teams encourage and facilitate opportunities for parents to effectively participate in IEP decision-making and express their concerns and expectations for appropriate placement options for their child.					• Documentation of parent input • Parent interview responses • State Parent Survey results • Other _____
3.5	The CST reviews the IEPs of students served in segregated settings annually and addresses the transition needs of students so they can enter less restrictive environments as soon as possible and with appropriate supports and services.					• Sample of student IEPs • Staff interview responses • Other _____

3.6	During the IEP meeting, the IEP team addresses the academic, social/emotional, health, communication and behavior needs of the student and discusses the supports and services needed to address them.					- Sample of student IEPs - Professional development includes positive behavioral support, peer programs, communication and social skills - Parent interview responses - Other _____
3.7	The IEP team considers the extent to which the students will participate with nondisabled peers in general education programs and extracurricular and nonacademic programs and the supplementary aids and services the students require.					- Sample of student IEPs - Information about school-sponsored activities shared with students with disabilities and their families - dissemination procedures for the information - Evidence that accessible transportation is available for all school-sponsored activities and events. - Other _____
3.8	Programs addressing specific academic, social/emotional, health, communication and behavioral needs of students with disabilities, such as Circle of Friends or buddy programs, are available in the district and considered by IEP teams					IEPs
3.9	Assistive Technology and Augmentative Communication interventions are available in the district and considered by IEP teams					IEPs
3.10	School Wide Positive Behavioral Support are available in the district and considered by IEP teams					IEPs

New Jersey Department of Education
Office of Special Education Programs LRE Targeted Review
Interview Questions
(Highlighted questions are mandatory)

Part 4 – General Education Teachers	Response
4.1 Do you have access to the IEPs of the special education students whom you teach? If so, how are you provided access to student IEPs? If not, why not?	
4.2 How do you use the information in the IEP to guide instruction for students with disabilities?	
4.3 Do you differentiate instruction and/or adapt the general education curriculum, instruction and materials for students with disabilities in your class, including students who are more than two years below grade level? If so, how do you differentiate instruction and/or adapt it? How do you utilize Universal Design for Learning, scaffolds and multi-level curricula when adapting curriculum? If you do not differentiate instruction or adapt the general education curriculum and materials for students with disabilities in your class, is someone else, such as a special education teacher, responsible for adapting the curriculum and materials?	
4.4 In your classes where students with disabilities are placed, is there a special education teacher assigned to work with them? If so, what is his or her role in instructing your students? Do the students with disabilities who are assigned to your classes have a paraprofessional or aide to work with them? If so, what is the role of the paraprofessional or aide?	
4.5 How would you describe the role of the special education teacher in educating students with disabilities in your class?	
4.6 Do you collaborate with the special education teacher to help modify curriculum, instruction and assessment in order to implement student programs? If so, how do you collaborate and how much time, on average, do you spend collaborating with the special education teacher each week?	
4.7 Are you provided an opportunity to discuss the student's successes and challenges in your class during the IEP team meetings? If you do not attend the IEP Team meetings, how do you provide your input to the IEP Team?	

4.8	What are the consequences if you do not implement an IEP?	
4.9	Are the supplementary aids and services included in the IEP necessary for the students' progress in general education class provided to the student? What do you do if you believe that a student requires different supports from those that are set forth in the current IEP?	
4.10	How do you monitor the progress of students with IEPs in the general education curriculum?	
4.11	Do the IEPs include the appropriate goals, supports, and services to meet the educational needs of students with disabilities in your class?	
4.12	Is there a school-wide positive behavioral support plan?	
4.13	Do any of your students with disabilities have behavioral intervention plans? If so, are you implementing the plans? If you are not responsible for implementing the plans, who has that responsibility?	
4.14	What professional development have you received regarding how to differentiate instruction and modify the curriculum in your classroom? Did that professional development include training in how to differentiate instruction for students who are more than two years below grade level?	
4.15	What professional development have you received regarding how to provide positive behavioral supports for students who have behaviors that interfere with learning?	
4.16	Have you had professional development on how to deescalate negative and aggressive student behavior?	
4.17	How do you participate in determining the kinds of training and technical assistance needed to support students with disabilities in general education classes?	
4.18	What is the process you follow when a student with disabilities is experiencing behavioral difficulties in your class?	
4.19	What professional development have you received in using assistive technology in the classroom?	
4.20	How do you measure the progress students make in meeting the goals and objectives in the IEPs?	

4.21	Which modes of co-teaching, if any, do you utilize?	
4.22	Do you feel that your district fosters a climate of collaboration between general and special education?	
4.23	Does your district provide you with the opportunity to collaborate with special education teachers, including time for lesson planning and development, creating assessments, vertical and horizontal articulation, curriculum review and refinement and review of student data?	
4.24	Do you feel that your district fosters a climate of acceptance of, and high expectations for, all students, including students with disabilities? How is this climate demonstrated?	
4.25	Does your school principal promote the acceptance of, and high expectations for, students with disabilities? How is this demonstrated?	
4.26	Are you included in professional learning communities together with special education teachers?	
4.27	Do you participate in professional development along with special education teachers?	
4.28	Do you have periodic meetings with administrators and special education staff?	
4.29	Do you participate in planning discussions and committees about new curricula, assessment, academic and behavioral interventions, discipline policies and other program initiatives within the building, together with special education teachers and other student support staff?	
4.30	What initiatives are in place in your school that demonstrate an inclusive school culture? How can that culture be enhanced?	

Part 5 – Special Education Teachers	Response
5.1 Explain how the students with disabilities for whom you have responsibility participate in the general education class to the maximum extent possible.	
5.2 What opportunities are provided to students with disabilities to participate in extracurricular and nonacademic activities with children without disabilities? Which supports, services and accommodations, if any, are provided to those students?	
5.3 How are you and related services personnel working together toward meeting the measurable annual goals in your students' IEPs?	
5.4 If you work in the general education classroom with general education teachers, how is the responsibility for implementing IEPs shared between the general education teachers and the special education teachers?	
5.5 How are the supplementary aids and services in the IEPs identified in order to promote the students' progress in the general education curriculum?	
5.6 Who assists in the oversight of the type and amount of instruction as well as the supports and related services stipulated in the IEPs?	
5.7 What supports do you provide to general education teachers to assist them with the delivery of instruction, supports and services as required in the IEPs? Do these supports include strategies for differentiating instruction, Universal Design for Learning, scaffolds, multi-level curricula or other means (please specify) to adapt curriculum, including for students who are two or more years below grade level?	
5.8 What support do you provide to general education teachers to assist them with implementing a student's behavior intervention plan?	
5.9 Are students provided the supports and services required in their IEPs to participate with non-disabled peers in all areas of the general education curriculum?	
5.10 What specific supplementary aids and services are provided to students with disabilities in order to ensure their fullest participation with non-disabled peers?	

5.11	Do you participate in determining the kinds of training and technical assistance needed to support students with disabilities in general education classes? If so, how do you participate?	
5.12	Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with disabilities in the general education setting? If so, how do you collaborate?	
5.13	Do you have access to general education resources and materials?	
5.14	Have you received professional development in the model curriculum, the Core Curriculum Content Standards (CCCS) and the aligned scope and sequence of the district core general education curriculum for your content area?	
5.15	Do you have ongoing communication with building-level administrators?	
5.16	Do you participate in building-level activities?	
5.17	Do you participate as a member of the general education team for your grade level and/or your content area?	
5.18	In which ways do you differentiate instruction? Do you and the general education teacher(s) collaborate on differentiation of instruction?	
5.19	Have you adapted curriculum, instruction and materials to serve the needs of students with disabilities on your caseload? If so, in which ways have you adapted them? Is someone else responsible for adapting and modifying curriculum and instruction for those students? If so, who is responsible?	
5.20	Which modes of co-teaching, if any, do you utilize?	
5.21	Do you feel that your district fosters a climate of collaboration between general and special education?	
5.22	Does your district provide you with the opportunity to collaborate with general education teachers, including time for lesson planning and development, creating assessments, vertical and horizontal articulation, curriculum review and refinement and review of student data?	
5.23	Do you feel that your district fosters a climate of acceptance of, and high expectations for, all students, including students with disabilities? How is this climate demonstrated?	

5.24	Is district leadership committed to supporting teachers in providing services to students with disabilities in general education classes to the maximum extent appropriate?	
5.25	Does your school principal promote the acceptance of, and high expectations for, students with disabilities? How is this demonstrated?	
5.26	Are you included in professional learning communities together with general education teachers?	
5.27	Do you participate in professional development along with general education teachers?	
5.28	Do you have periodic meetings with administrators and general education staff?	
5.29	Do you participate in planning discussions and committees about new curricula, assessment, academic and behavioral interventions, discipline policies and other program initiatives within the building, together with general education teachers and other student support staff?	
5.30	What initiatives are in place in your school that demonstrate an inclusive school culture? How can that culture be enhanced?	

Part 6 – Child Study Team Members		
6.1	Describe the process for determining the program and placement of student with disabilities during an IEP team meeting? What role, if any, do administrators have in determining the program and placement of student with disabilities?	
6.2	What supplementary aids and services and other supports are available to students with disabilities? How do you explain to parents what supplementary aids and services can be provided in general education classes, and the legal requirement that students cannot be removed from general education classes if their education in those classes can be achieved satisfactorily with supplementary aids and services?	
6.3	What is your role in supporting general education teachers and special education teachers in implementing the IEPs of students with disabilities?	
6.4	Do you participate in planning discussions and committees about new curricula, assessment, academic and behavioral interventions, discipline policies and other program initiatives within the building, together with general education teachers and other student support staff?	
6.5	What initiatives are in place in your school that demonstrate an inclusive school culture? How can that culture be enhanced?	

Part 7 –Administrators		
7.1	What initiatives are in place in your school that demonstrate an inclusive school culture? How can that culture be enhanced?	
7.2	Do administrators ensure that supports contained in IEPs are provided for students with disabilities by: a. observing classrooms periodically to see that adaptations and supports are being implemented; b. obtaining appropriate curriculum materials for students with disabilities; c. reviewing documentation kept by teaching staff on the use and effectiveness of IEP supports; and d. meeting with teachers to discuss student progress regarding IEP goals and objectives?	
7.3	Does the district support the placement of students with disabilities in the least restrictive environment by providing: a. professional development for general and special education staff, including teacher aides; b. scheduled collaborative planning time for general and special education staff; c. positive behavioral support programs for students with behavioral challenges; and d. assistive technology? What role, if any, do administrators have in determining the program and placement of students with disabilities?	
7.4	How does the district support general and special education teachers to assist them with the delivery of instruction, supports and services as required in the IEPs?	
7.5	What professional development opportunities are available to special and general education teachers in the areas of differentiated instruction, Universal Design for Learning and scaffolding?	

Part 8 – Parents		
8.1	Describe the process for determining the program and placement of student with disabilities during IEP team meetings. Do discussions about placement begin with consideration of placement in general education with supplementary aids and services? What role, if any, do administrators have in determining the program and placement of students with disabilities?	
8.3	What information has your child's case manager provided to you about the supplementary aids and services available to your child in order for your child to be educated in the general education classroom?	
8.2	Does the district offer training to inform parents about placement options?	
8.4	What supports and services do you think would successfully support your child's placement in general education?	
8.5	What initiatives are in place in your school that demonstrate an inclusive school culture? How can that culture be enhanced?	
8.6	What opportunities are provided to students with disabilities to participate in extracurricular and nonacademic activities with children without disabilities? Which supports, services and accommodations, if any, are provided to those students in extracurricular and nonacademic activities?	