



## Frequently Asked Questions

### **Question: How long will the engagement form be open?**

Answer: PCG will keep the engagement form open through the data collection period (end of October 2024). The question soliciting focus group participation will be removed by early September 2024 to accommodate scheduling.

### **Question: What criteria is used for the IEPs selected for this review?**

Answer: PCG will select IEP files for analysis following a stratified, random sample method. The number of files reviewed will be statistically valid. PCG will also probe further the development of IEPs during focus groups and interviews.

### **Question: How can we ensure this review will be an authentic process?**

Answer: PCG follows a systematic, rigorous research process for reviews such as this one. The report and process for follow up implementation planning with the district are designed to move the findings from a report that “sits on the shelf” to an actionable plan that can be measured and assessed. PCG places a strong emphasis on community involvement during this implementation phase.

### **Question: What specific programs will your organization be reviewing?**

Answer: PCG will review all components of the special education program. The research questions to be answered as part of this process are as follows:

## Learning Environment and Specialized Services

- To what extent is the **Multi-Tiered System of Supports (MTSS)** employed to support students requiring academic and/or behavioral intervention? Specifically, to what extent does BCSD have:
  - Appropriate identification and referral practices,
  - Appropriate screening measures,
  - Determination of how screening tests are to be selected,
  - Consistency of intervention services between buildings,
  - Initial eligibility process including appropriate evaluations,
  - Administration of assessment protocols,
  - Assessment systems which minimize subjectivity,
  - Appropriate classification rates,
  - Appropriate declassification rates, and



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- Processes to support and monitor students who are deemed ineligible or are declassified?
- How is the continuum of services organized to support a **Free and Appropriate Public Education (FAPE)** and the **Least Restrictive Environment (LRE)**? Specifically, to what extent does BCSD promote:
  - A philosophy that effectively promotes inclusion at the different building levels,
  - A continuum of services within the LRE,
  - Resource teacher/co-teaching models that are utilized within buildings,
  - Access to the general education curriculum,
  - Access to and appropriateness of related services, and
  - Use of assistive technology?
- Is there a consistent “**golden thread,**” or **supporting body of evidence**, that connects the student’s disability with present levels, learner characteristics, goals, progress, placement, and selected accommodations for instruction and assessment?

## High Expectations

- How does BCSD perform on the following **outcomes** and **transition** for students with disabilities, specifically:
  - Student academic performance and growth,
  - Participation in and performance on local and state assessments,
  - Other measures of success and engagement (i.e., attendance, discipline, extracurricular, athletic, and student-life participation),
  - Graduation rates of students with disabilities,
  - Outcomes of students with disabilities to include students who exit with a diploma or credential,
  - Overall preparedness of students for college, career, or post-graduation plans,
  - Overall compliance with meeting requirements of students’ IEPs, and development of student exit summaries?

## Human Capital and Leadership

- How does BCSD organize and utilize its **human capital resources**? Specifically, how does BCSD utilize:
  - Central administration & support staff organizational structure & distribution of responsibilities
  - Distribution of building level special education teachers, teacher assistants and aides
  - Support staff (psychologists, school social workers, etc.) and other related services
  - Departmental interaction with related supports such as building administration & school counselors?
- How does BCSD support **teacher pedagogy** and provide **professional learning**, specifically:
  - Teacher licensure/hiring and retention practices,
  - Teacher preparedness to deliver quality instruction, write standards-based IEPs, appropriately monitor student progress and engage in the IEP process,
  - Professional development programs for special educators and non-special educators, and
- Best practices for PD for general education teachers to better support classified students and promote inclusion?



## Frequently Asked Questions

### Systems and Structures

- Do current **staffing allocation** procedures and practices allow for special education staff to adequately meet the needs of students with disabilities in BCSD?
- How does BCSD allocate resources in a way that facilitates a maximum **return on district investment**? How does **budget management** occur? How are **grant funds** accessed and used?

### Family and Community Engagement

- To what extent are **parents of children with IEPs satisfied** with their child's educational program?
- How do **community relations** and **customer service function** specific to the following areas:
  - Transparency of processes and procedures
  - Customer service orientation
  - Parental communication and access
  - Stakeholder involvement
  - Selection and communication process for tests and assessments
  - Parent access to score reports and other records

**Note that the degree to which each research question will be answered will vary. However, the final report will address each question with specificity.** PCG will not be reviewing previous review findings as part of this process.