QUALITY INDICATORS: DCD

DCD program and service rubrics for program evaluation.

MN Regions 5 & 7
DCD Professional
Community of Practice

Quality Indicators: DCD [1]

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MN Regions 5 &7

DCD Professional Community of Practice

Benton-Stearns Education District—Sandra Haller and Debra Kuzma
Buffalo-Hanover-Montrose Schools—Lori Anderson
Elk River Schools—Audra Wells
Freshwater Education District—Cari Grenier
Little Falls School District—Tanya Bergman
Meeker & Wright Special Education Cooperative—Linda Wharram
Mid-State Education Special Education Cooperative—Jennie Stumpf
Paul Bunyan Education Cooperative—Pam Stock
Rum River Special Education Cooperative—Tanya Tacker
St Cloud School District—Danielle Mehr
SCRED—Connie Sim
Sherburne-Northern Wright Cooperative—Monica Lewis
West Central Education District—Becky Bartz

DCD Facilitator—Barb Lhotka
Region Low Incidence Facilitator—Mary Ruprecht

DIRECTIONS

Teams will want to look at sections of this document on a rotating basis for program evaluation. The items are written on a scale of 3 being the most desired and 0 the least desired level. Scoring can be done by highlighting where the program is on each item. Goals can be set and progress can be monitored over time using the same rating tool.

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PROGRAM STRUCTURE

Philosophy

Mission

3- A written district mission statement for programming in all disability areas is current, actively enacted, and reviewed on a regular schedule.

2- A written district mission statement for programming in all disability areas is current, sporadically enacted, and reviewed on a random schedule.

1- A basic written district mission statement for programming is on file but programming is based on teacher or team philosophy.

0- There is no written mission statement for the district special education programs.

NA or Comments:

Community

3- Confidentiality is strictly adhered to in all situations.

2- Confidentiality is practiced with reminders.

1- Confidentiality is a general concept in the program.

0- Confidentiality is not a standard of conduct.

NA or Comments:

3- District philosophy and administration demonstrate a value for diversity and membership by all students within the ***local*** school and community.

2- District philosophy and administration include training and a value for diversity and acceptance of all students, but it is not yet actively demonstrated.

1- District philosophy and administration support inclusion as a concept but does not demonstrate a sense of acceptance and ownership.

0- District philosophy and administration do not demonstrate a value for inclusion of all students.

NA or Comments:

3- Person-first language is used as a best practice.

2- Person-first language is used occasionally.

1- Person-first language is rarely used.

0- Person-first language is not used.

NA or Comments:

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Quality Indicators: DCD 10

Philosophy

Community (cont'd.)

3- Students are educated in the local school's inclusive and least restrictive environments.

2- Students are educated in settings that are individualized but not always inclusive.

1- Students are educated in settings that do not include non-disabled peers.

0- Students are educated in settings that are determined by disability category.

NA or Comments:

3- Students are adequately supported and supervised to participate in all activities.

2- Students are adequately supported and supervised in selected activities.

1- Some students are adequately supported and supervised in a limited number of activities.

0- Students do not participate in activities due to lack of support and supervision.

NA or Comments:

Quality Indicators: DCD 11

ROLES AND RESPONSIBILITIES

Administration and Team

Communication

3- An individualized system (email, notebook, phone calls) for on-going, frequent communication with each family has been established and is utilized.

2- One communication system (email, notebook, phone calls) is used for communication with all families.

1- A general note serves as communication with all families.

-0- Communication with a family takes place only when the family contacts the school and at IEP time.

NA or Comments:

3- Families are regularly given information that is individualized and relevant regarding: program options, instructional strategies, transition, post-secondary options, recreation and leisure, community agencies and resources, and information relating to family inquiries and questions.

2- Families are periodically given information that is individualized and relevant through the IEP process.

1- In order to gain information, families must request information that is individualized and relevant regarding their child and his/her needs.

0- Families are not given information that is individualized and relevant regarding their child and his/her needs.

NA or Comments:

3- The multi-disciplinary team (including the parent(s)) have a regularly scheduled method and time for communication and planning.

2- Multi-disciplinary team communication occurs at IEP time.

1- Team communication is random and unscheduled.

0- Communication occurs to address issues, but not planning.

NA or Comments:

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Quality Indicators: DCD 12

Administration and Team

Communication (cont'd.)

3- General and special education administration communicate with staff regularly.

2- Special education administration communicate with staff regularly.

1- Staff must go to administration when there is a need to communicate.

0- No communication occurs between administration and staff.

NA or Comments:

Programming

3- Program decisions regarding placement and instructional strategies are discussed and made by a multi-disciplinary, collaborative team that includes the parent(s).

2- Program decisions regarding placement and instructional strategies are presented by school-based team members and discussed with the family.

1- Program decisions regarding placement and instructional strategies are made and presented to parent(s) by school-based team members.

0- Program decisions are based on a single program/service available at school.

NA or Comments:

3- Decisions are made by the multi-disciplinary team and program fidelity is maintained with the use of an established system for operation.

2- Decisions are made by most team members and fidelity is maintained with the use of an undefined system of monitoring and operation.

1- Decisions are made by a small group of team members and program fidelity is determined by inconsistent data and monitoring systems.

0- Decisions are made by individual team members and without program fidelity.

N**A or Comments:**

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Quality Indicators: DCD 13

Administration and Team

Programming (cont'd.)

3- The roles and responsibilities of each team member is clearly defined and shared with all members of the IEP team.

2- Roles and responsibilities of some team members are defined and shared with some members of the IEP team.

1- General roles and responsibilities of team members are shared verbally and discussed with the IEP team.

0- The roles and responsibilities of all team members are undefined and vague.

NA or Comments:

3- IEP team members are knowledgeable of and take responsibility for the success of the IEP and instructional program of each student.

2- IEP members have information about and share some responsibility for the success of the IEP and instructional program of each student.

1- IEP team members have awareness of most areas of each student's IEP and instructional program.

0- IEP team members are knowledgeable and take responsibility for their area of "expertise" for each student's IEP and instructional program.

NA or Comments:

Staff Development

3- Research-based professional development is purposefully included in long-range district plans and linked to improving team/student outcomes.

2- Professional development is included in team member personal growth plans, but is not directly linked to improving team/student outcomes.

1- Team members attend professional development activities that are individually of interest to them, and not related to team/student outcomes.

0- No professional development activities are available for special education staff.

NA or Comments:

Quality Indicators: DCD 14

Administration and Team

Staff Development (cont'd.)

3- Administration works with each team member to develop a personal growth plan and to support and assist each team member to improve team/student outcomes.

2- Administration works with each team member to develop a personal growth plan.

1- Administration expects each team member to find professional development activities on their own.

0- Administration is not involved in professional development for team members.

NA or Comments:

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Quality Indicators: DCD 15

COLLABORATION

Teaming

Team Members

3- A collaborative relationship is fostered among school, families, agencies, and the community.

2- A cooperative relationship is fostered among school, families, agencies, and the community.

1- The school and family work together without regularly involving other team stakeholders.

0- Stakeholders in the team operate independently of one another.

NA or Comments:

3- Administration provides time and coverage support for team members to meet collaboratively.

2- Administration provides time, but no coverage support, for team members to meet collaboratively.

1- Administration provides verbal support for team members to meet collaboratively.

0- Administration does not allow for team members to meet collaboratively during the school day.

NA or Comments:

3- Administration works with program staff to provide team training.

2- Administration shares information with the staff regarding team training.

1- Administration shares occasional team training opportunities.

0- Administration does not assist with team training.

NA or Comments:

3- Related services are fully integrated into the program and services of each student based on need.

2- Related services are included in program planning for each student-based need.

1- Related services are included in the IEP, but occur separately from daily programming for students.

0- Related services are provided as an add-on or outside service.

NA or Comments:

Quality Indicators: DCD [16]

Teaming

Meeting

3- Multi-disciplinary team, including parent(s), meets at a consistent time and place on a scheduled basis.

2- Multi-disciplinary team meets at IEP time.

1- Team meetings are random and unscheduled.

0- Team meetings occur to address issues, but meetings are not used for planning.

NA or Comments:

3- Collaborative meetings have an agenda and a structured action plan.

2- Meetings follow the due process meeting structure and agenda.

1- Meetings are informal and unstructured.

0- Meetings address only issue(s).

NA or Comments:

Goal-Setting

3- All team members equally share common goals and responsibility for IEP Most team members share common goals and responsibility for IEP implementation toward positive student outcomes.

2- Most team members share common goals and responsibility for IEP implementation toward positive student outcomes.

1- Some team members share common goals and responsibility for IEP implementation toward positive student outcomes.

0- Each team member takes responsibility for their own area of “expertise” in the planning and implementation of the IEP.

NA or Comments:

3- An established problem solving/intervention model (such as RtI) is consistently used.

2- Group problem solving strategies are used to make decisions.

1- Individual problem solving strategies are used to make decisions.

0- No organized method or model is used in problem solving.

NA or Comments:

Quality Indicators: DCD [17]

Teaming

Instruction

3- General educator(s) and special educator(s) co-plan lessons based on general education standards and curriculum.

2- Special educator(s) adapt lessons based on general education standards and curriculum with consultation from the general educator.

1- Special educator(s) plan lessons related to the general education standards and curriculum without input from the general educator.

0- Special educator(s) plan lessons related to specialized curriculum.

NA or Comments:

3- Instruction is collaborative.

2- Instruction is cooperative.

1- Instruction is provided under direction of a team member.

0- Instruction is provided individually by the "expert" in the area of instruction/treatment.

NA or Comments:

3- Ongoing communication among all team members assures consistency of strategies/techniques at school and home.

2- Sporadic information regarding school and home strategies/techniques are shared.

1- Rarely, information regarding school and home strategies/techniques are shared.

0- Strategies/techniques used at school and home are not shared.

NA or Comments:

Training

-3- On-going parent training for instructional strategies, assistive technology, resources, and community agencies is provided.

-2- Sporadic parent training for instructional strategies, assistive technology, resources, and community agencies is provided.

-1- Outside agency parent training for instructional strategies, assistive technology, resources, and community agencies is available.

-0- No parent training for instructional strategies, assistive technology, resources, and community agencies is available.

NA or Comments:

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Quality Indicators: DCD 18

FAMILY INVOLVEMENT

Team and Training

Team

3- Awareness and respect are shown for culture, language, values, and parenting practices of individual families.

2- Intermittent awareness and respect are shown for culture, language, values, and parenting practices of individual families.

1- Culture, language, values, and parenting practices of individual families are acknowledged but not addressed.

0- No differentiation for family culture, language, values, and/or parenting practices is evident.

NA or Comments:

3- Communication with the family is on-going and uses a format that allows participation by the family.

2- Communication with the family is general and includes a brief report of daily or weekly activities.

1- Communication with the family addresses only issues and announcements.

0- Communication is limited to IEP and progress report time.

NA or Comments:

3- Information is regularly shared with the family regarding all community and county services, including mental health.

2- Information is shared with the family regarding community and county services, including mental health, only during the high school transition years.

1- Information is shared with the family regarding community and county services, including mental health, only for outside workshops.

0- No information is shared with the family regarding county services, including mental health.

NA or Comments:

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Quality Indicators: DCD 19

Team and Training

Training

3- On-going parent training for instructional strategies, assistive technology resources, and community agencies is provided.

2- Sporadic parent training for instructional strategies, assistive technology resources, and community agencies is provided.

1- Outside agency parent training for instructional strategies, assistive technology resources, and community agencies is available.

0- No parent training for instructional strategies, assistive technology resources, and community agencies is available.

NA or Comments:

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Quality Indicators: DCD 20

PARAPROFESSIONALS

Determining Need

Decision Making

3- The district has minimum qualifications for paraprofessionals (2 years of post-secondary education/Para ProTest).

2- The district has suggested qualifications for paraprofessionals.

1- The district has vague guidelines for hiring paraprofessionals.

0- The district has no qualifications for paraprofessionals.

NA or Comments:

3- An Intensive Needs Checklist/Matrix is used to determine time and setting assignment for a paraprofessional.

2- Teams discuss student and/or program needs with an administrator to assign a paraprofessional.

1- Administrators assign paraprofessionals according to a request from a teacher.

0- Paraprofessionals are assigned randomly when it is felt to be needed.

NA or Comments:

3- A matrix of times, student independence and need for support is assigned to each paraprofessional.

2- Paraprofessionals are assigned by teachers as needed throughout the day.

1- Paraprofessionals are assigned to follow a student or group of students throughout the day.

0- Paraprofessionals are assigned when it is felt to be needed.

NA or Comments:

3- A written plan is in place to indicate where, when and how much paraprofessional support is needed and how it will be faded.

2- A schedule is in place to show where and when paraprofessional support is needed.

1- A schedule is in place to show where paraprofessional support is needed.

0- Paraprofessionals are assigned when it is felt to be needed.

NA or Comments:

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Quality Indicators: DCD 21

Determining Need

Decision Making (cont'd.)

3- The written plan for fading paraprofessional support is in place upon assignment and updated annually.

2- Paraprofessional fading of time is addressed at IEP time, but there is no official plan for reducing support.

1- Paraprofessional time is faded at times, but not consistently maintained.

0- Paraprofessional time is not faded until the student leaves the program.

NA or Comments:

3- Evaluation Summary Reports and IEPs contain indicators for the level of need and method of fading support from a paraprofessional.

2- Evaluation Summary Reports and IEPs contain references for the level of need and method of fading support from a paraprofessional.

1- Evaluation Summary Reports and IEPs contain a list of needs for support from a paraprofessional.

0- Evaluation Summary Reports and IEPs contain no information related to the level of need for support from nor a method of fading support from a paraprofessional.

NA or Comments:

Transition Times

3- A matrix of times and student need for support is used when transitioning from Part C to Part B.

2- Paraprofessionals are assigned to Early Childhood programs based on the needs of one or a few students.

1- Paraprofessionals are assigned to Early Childhood programs based on numbers of students.

0- Paraprofessionals are assigned to Early Childhood programs based on the program or program history.

NA or Comments:

Quality Indicators: DCD 22

Determining Need

Transition Times (cont'd.)

3- A written plan is in place to fade the services of a paraprofessional as students grow in skills.

2- There is an unwritten goal to fade paraprofessional support and move toward student independence.

1- Paraprofessionals are assigned to classes to support all students in special education.

0- Paraprofessionals are assigned when it is felt to be needed.

NA or Comments:

3- Paraprofessionals have the idea of working themselves out of a job by building student skills and independence.

2- Paraprofessionals have the idea of creating situations for students to become more and more independent with minimal support.

1- Paraprofessionals work with the idea of adapting the work for students to build success.

0- Paraprofessionals work with the idea that they are the necessary support needed for the student to be successful.

NA or Comments:

Management of Paraprofessionals

Policies

3- District and building policies and procedures are reviewed and made available to all paraprofessionals.

2- District and building policies and procedures are sometimes reviewed and are made available to all paraprofessionals.

1- District and building policies and procedures are not reviewed but are made available to all paraprofessionals.

0- District and building policies and procedures are not reviewed and not made available to all paraprofessionals.

NA or Comments:

Quality Indicators: DCD 23

Management of Paraprofessionals

Policies (cont'd.)

3- The district has a policy regarding paraprofessionals who serve as PCAs in the home.

2- The district attempts to assign paraprofessionals in school to students for whom they are not a PCA in the home.

1- The district would prefer paraprofessionals in school not be the student's PCA in the home.

0- The district has no position regarding paraprofessionals who serve as PCAs in the home.

NA or Comments:

Guidelines

3- There are written guidelines and training regarding the expectations for dress, behavior, and technology use for a paraprofessional

2- There are verbal rules regarding the expectations for dress, behavior, and technology use for a paraprofessional.

1- Suggestions are made to paraprofessionals regarding dress, behavior, and technology use when issues occur.

0- There are no expectations expressed regarding dress, behavior, and technology use for a paraprofessional.

NA or Comments:

3- There are written guidelines regarding verbal/written communication with non-team members.

2- There are verbal rules regarding communication with non-team members.

1- Suggestions are made to paraprofessionals regarding communication with non-team members.

0- There is no direction given regarding communication with non-team members.

NA or Comments:

Quality Indicators: DCD 24

Management of Paraprofessionals

Guidelines (cont'd.)

3- Paraprofessionals have a district email account and sign a written technology use agreement.

2- Paraprofessionals have a district email account and are informed of appropriate technology use.

1- Paraprofessionals have a district email account.

0- Paraprofessionals do not have access to email accounts/technology during the school day.

NA or Comments:

3- There are written guidelines for paraprofessionals working in general education settings.

2- There are verbal rules for paraprofessionals working in general education settings.

1- Suggestions are made to paraprofessionals regarding working in general education settings.

0- There is no direction given for paraprofessionals working in general education settings.

NA or Comments:

3- There are written guidelines for paraprofessionals working with related service staff.

2- There are verbal rules for paraprofessionals working with related service staff.

1- Suggestions are made to paraprofessionals regarding working with related service staff.

0- There is no direction given for paraprofessionals working with related service staff.

NA or Comments:

Quality Indicators: DCD 25

Management of Paraprofessionals

Guidelines (cont'd.)

3- Paraprofessionals communicate with parents only under the direction of the special education teacher.

2- Paraprofessionals communicate with parents regarding general activities of the day but not regarding performance.

1- Paraprofessionals communicate with parents regarding most events in school with supervision.

0- Paraprofessionals communicate freely with parents of students in the program.

NA or Comments:

3- There are guidelines for paraprofessionals in the collection of data related to IEP goals/objectives.

2- There are verbal rules for paraprofessionals in the collection of data related to IEP goals/objectives.

1- Suggestions are made to paraprofessionals in the collection of data related to IEP goals/objectives.

0- There is no direction given to paraprofessionals in the collection of data related to IEP goals/objectives.

NA or Comments:

3- Paraprofessionals follow the program of the IEPs under the direction of the special education teacher.

2- Paraprofessionals follow the program of the IEPs with some direction from the special education team.

1- Paraprofessionals follow the program of the IEP with minimal direction from a licensed professional.

0- Paraprofessionals do not follow the program of the IEP.

NA or Comments:

Quality Indicators: DCD 26

Management of Paraprofessionals

Orientation

3- A formal district/program orientation for paraprofessionals is done for each new hire.

2- An orientation is provided for new paraprofessionals once or twice a year.

1- An orientation for new paraprofessionals is provided by the managing teacher.

0- Paraprofessionals receive no orientation prior to working in the program.

NA or Comments:

3- There is a formal handbook for paraprofessional orientation, training, and reference.

2- There is an informal collection of materials used for paraprofessional orientation, training, and reference.

1- Verbal information is used for paraprofessional orientation and training.

0- There are no materials available for orienting and training paraprofessionals.

NA or Comments:

3- Roles and responsibilities for teachers, related services and paraprofessionals are clearly defined and stated in writing.

2- Roles and responsibilities for teachers, related services and paraprofessionals are discussed and somewhat defined verbally.

1- Roles and responsibilities for teachers, related services and paraprofessionals are informally shared among team members.

0- There are no defined roles and responsibilities for teachers, related services and paraprofessionals.

NA or Comments:

3- Role and responsibilities training is provided to each new hire prior to on-the-job.

2- Topic training is provided on-the-job and periodically during the year.

1- Training is all on-the-job regarding the position.

0- No formal training is provided for paraprofessionals.

NA or Comments:

Quality Indicators: DCD 27

Management of Paraprofessionals

Orientation (cont'd.)

3- All paraprofessionals are cross-trained to fill in for one another as needed.

2- Some paraprofessionals are cross-trained to fill in for other paraprofessionals as needed.

1- A few paraprofessionals are cross-trained to fill in for other paraprofessionals as needed.

0- No paraprofessionals are cross-trained to fill in for other paraprofessionals as needed.

NA or Comments:

3- Paraprofessionals have the opportunity for training during district/building inservice days and specific trainings.

2- Paraprofessionals have the opportunity to attend specific trainings.

1- Paraprofessionals have the opportunity to attend a minimum number of district/building inservices.

0- No formal on-going training is provided for paraprofessionals.

NA or Comments:

Training

3- Confidentiality and data privacy training and implementation is part of the daily routine.

2- Confidentiality and data privacy training are done once a year, with reminders throughout the year.

1- Confidentiality and data privacy training are done once a year.

0- Confidentiality and data privacy training are done when issues arise.

NA or Comments:

3- Paraprofessionals are given basic information about each of the different disability areas.

2- Paraprofessionals are given basic information about the disabilities with which they work.

1- Paraprofessionals are given information about general disabilities and special education.

0- Paraprofessionals are not given information about disabilities.

NA or Comments:

Quality Indicators: DCD 28

Management of Paraprofessionals

Training (cont'd.)

3- Paraprofessionals are given information and training regarding special education terminology and acronyms.

2- Paraprofessionals are given information regarding special education terminology and acronyms as they are encountered.

1- Paraprofessionals are given information regarding a limited list of special education terminology and acronyms.

0- Paraprofessionals are not given information regarding special education terminology and acronyms.

NA or Comments:

3- Paraprofessionals are trained to read IEPs in support of their role and responsibilities.

2- Paraprofessionals are shown the goals and objectives of student IEPs in support of their role and responsibilities.

1- Paraprofessionals are verbally told the goals and objectives of student IEPs.

0- Paraprofessionals do not have any knowledge of the IEP.

NA or Comments:

3- Paraprofessionals receive on-going mandatory reporting procedures training.

2- Some paraprofessionals receive mandatory reporting procedures training.

1- Paraprofessionals receive once a year mandatory reporting procedures training.

0- Paraprofessionals receive no mandatory reporting procedures training.

NA or Comments:

3- Conflict resolution (between students and adults) training and implementation is a part of the program infrastructure.

2- Conflict resolution (between students) and conflict management (between adults) occurs as a part of the program infrastructure.

1- Conflict resolution (between students) training and implementation is part of the program infrastructure.

0- Conflicts resolution is not a part of the program.

NA or Comments:

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Quality Indicators: DCD 29

Management of Paraprofessionals

Training (cont'd.)

3- Paraprofessionals are trained regularly in de-escalation procedures (i.e., CPI).

2- Most paraprofessionals are trained regularly in de-escalation procedures (i.e., CPI).

1- A few paraprofessionals are trained in de-escalation procedures (i.e., CPI).

0- Paraprofessionals are not trained in de-escalation procedures.

NA or Comments:

3- Paraprofessionals receive on-going safety and emergency procedures training.

2- Some paraprofessionals receive safety and emergency procedures training.

1- Paraprofessionals receive once a year mandatory safety and emergency procedures training.

0- Paraprofessionals receive some safety and emergency procedures training.

NA or Comments:

3- Paraprofessionals are given on-going training and practice in First Aid, CPR, and AED.

2- Paraprofessionals are given districtwide training in First Aid and AED.

1- Paraprofessionals are given very basic training in First Aid.

0- Paraprofessionals are not given training in First Aid, CPR, and/or AED.

NA or Comments:

3- Paraprofessionals are given training and practice in emergency evacuation procedures with students.

2- Paraprofessionals are given training in emergency evacuation procedures with students.

1- Paraprofessionals are told what will happen in case there is a need for student emergency evacuation.

0- Paraprofessionals are not trained nor given information regarding emergency evacuations.

NA or Comments:

Quality Indicators: DCD 30

Management of Paraprofessionals

Training (cont'd.)

3- Paraprofessionals are trained and implement appropriate health and hygiene practices to use with students.

2- Paraprofessionals are trained and implement only specific health and hygiene practices to use with students.

1- Paraprofessionals are trained and implement limited health and hygiene practices to use with students.

0- Paraprofessionals are not trained in appropriate health and hygiene practices to use with students.

NA or Comments:

3- Paraprofessionals receive the Department of Human Services' PCA training (3rd Party Billing).

2- Most paraprofessionals receive the Department of Human Services' PCA training (3rd Party Billing).

1- A few paraprofessionals receive the Department of Human Services' PCA training (3rd Party Billing).

0- Paraprofessionals do not receive the Department of Human Services' PCA training (3rd Party Billing).

NA or Comments:

3- Paraprofessionals are trained and implement practices for making appropriate academic and functional accommodations for student learning.

2- Paraprofessionals are trained and implement a limited number of academic and functional accommodations for student learning.

1- Paraprofessionals are shown how to make some academic and functional accommodations for student learning.

0- Paraprofessionals make academic and functional accommodations for student learning without training/guidance.

NA or Comments:

Quality Indicators: DCD 31

Management of Paraprofessionals

Training (cont'd.)

3- Paraprofessionals are trained and implement specific instructional strategies (i.e., Direct Instruction) to follow-up teacher-instruction.

2- Paraprofessionals receive demonstration and observation time and implement specific instructional strategies (i.e., Direct Instruction) to follow-up teacher-instruction.

1- Paraprofessionals observe and implement specific instructional strategies (i.e., Direct Instruction) to follow-up teacher-instruction.

0- Paraprofessionals are not trained in specific instructional strategies.

NA or Comments:

3- Paraprofessionals prepare adapted materials for students under the direction of a special education team member.

2- Paraprofessionals prepare adapted materials for students with suggestions from the special education team.

1- Paraprofessionals prepare adapted materials for students based on IEP goals and their own judgment.

0- Paraprofessionals prepare adapted materials for students based on their own judgment.

NA or Comments:

3- Data is collected in a qualitative and quantitative manner under the direction of the special education teacher or related services.

2- Data is collected in a quantitative manner with minimal direction from the special education teacher or related services.

1- Data is collected randomly when documentation is requested by a special education team member.

0- Data is not collected.

NA or Comments:

Management of Paraprofessionals

Training (cont'd.)

3- Equipment is used with students following on-going training, monitoring, and adjusting by a member of the special education team.

2- Equipment is used with students following a one-time training by a member of the special education team.

1- Equipment is used with students following demonstration by a member of the special education team.

0- Equipment is used with students following experiential, on-the-job training or observation of another paraprofessional.

NA or Comments:

Performance

3- There is a specific, written job description.

2- There is a general, written job description.

1- There is a general outline of a job description.

0- There is no real job description.

NA or Comments:

3- Job Coaches have specific job descriptions and reporting guidelines.

2- Job Coaches have general job descriptions and reporting guidelines.

1- Job Coaches have the same job description as other paraprofessionals.

0- There is no real job description for Job Coaches.

NA or Comments:

3- Paraprofessionals know who to report to and the chain of communication.

2- Paraprofessionals know who to report to and have some idea of the chain of communication.

1- Paraprofessionals report to all licensed staff and have no real chain of communication.

0- Paraprofessionals do not know who to report to and are unaware of the chain of communication.

NA or Comments:

Quality Indicators: DCD 33

Management of Paraprofessionals

Performance (cont'd.)

3- The special education teacher manages the daily job role and responsibilities of the paraprofessional.

2- The special education teacher manages the daily tasks the paraprofessional performs.

1- All staff members have input, without one manager, into what daily tasks the paraprofessional performs.

0- Paraprofessionals follow the schedule of the students and do tasks accordingly.

NA or Comments:

Evaluation

3- A supervisory licensed person works with the special education teacher and the paraprofessional for supervision of performance purposes.

2- A supervisory licensed person and the special education teacher discuss the paraprofessional's job performance in supervision.

1- The special education teacher reports questions and issues to a supervisory licensed person concerning paraprofessional's performance.

0- No formal supervision of the paraprofessional's performance takes place.

NA or Comments:

3- A formal, systemwide evaluation process for paraprofessional job performance is in place and implemented on a schedule.

2- A formal, buildingwide evaluation process for paraprofessional job performance is in place and implemented on a schedule.

1- Several evaluation processes are used for paraprofessional job performance on a random schedule.

0- No formal evaluation process of paraprofessional job performance is in place.

NA or Comments:

Quality Indicators: DCD 34

Management of Paraprofessionals

Schedules

3- Paraprofessional assignment and scheduling is a planned and organized process based on documented need.

2- Paraprofessional assignment and scheduling is based on perceived need.

1- Paraprofessional assignment and scheduling is a planned process based on requests by teachers for support of students.

0- Paraprofessional assignment and scheduling is based on personalities.

NA or Comments:

3- Paraprofessional schedules and activities are regularly monitored for efficiency and need.

2- Paraprofessional schedules and activities are monitored quarterly for efficiency and need.

1- Paraprofessional schedules and activities are occasionally monitored for efficiency and need.

0- Paraprofessional schedules and activities are not monitored.

NA or Comments:

3- Paraprofessionals are assigned to multiple students (not one to one).

2- Paraprofessionals are assigned to one student (one to one) for half the school day.

1- Paraprofessionals are assigned to one student (one to one) with another student part of the day.

0- Paraprofessionals are assigned to one student (one to one) all day.

NA or Comments:

Quality Indicators: DCD

Management of Paraprofessionals

Collaboration

3- Special education staff and paraprofessionals meet weekly for 10 minute updates on programming.

2- Special education staff and paraprofessionals meet monthly for updates on programming.

1- Special education staff and paraprofessionals meet periodically for updates on programming.

0- Special education staff and paraprofessionals meet when they catch a minute.

NA or Comments:

3- There is a process in place for addressing questions and concerns regarding activities, program, etc. in a timely fashion.

2- The special education team and paraprofessional discuss concerns during periodic meetings.

1- The special education teacher address questions and concerns regarding issues as they arise.

0- There is no way for paraprofessionals to bring up questions and concerns regarding activities, program, etc.

NA or Comments:

3- Paraprofessionals have written lesson plans from licensed staff that support each student, each day.

2- Paraprofessionals have written notes from licensed staff regarding options or tasks to do each day.

1- Paraprofessionals are given general information by licensed staff regarding supporting the students in the program.

0- Paraprofessionals follow their own instinct regarding what needs to be done to support the student.

NA or Comments:

Quality Indicators: DCD

Management of Paraprofessionals

Collaboration (cont'd.)

3- Special education teacher has time in the day to observe and work with the paraprofessional to maintain program integrity.

2- Special education teacher has time each month to observe and work with the paraprofessional to maintain program integrity.

1- Special education teacher periodically observes the paraprofessional to maintain program integrity.

0- No one observes nor works with the paraprofessional to maintain program integrity.

NA or Comments:

3- Paraprofessionals have access to the special education team, inservices, information, and related service resources to work effectively with difficult students/situations.

2- The special education team provides information to the paraprofessional working with difficult students/situations.

1- The special education teacher is the only resource for the paraprofessional working with difficult students/situations.

0- Paraprofessionals do not have support in working with difficult students/situations.

NA or Comments:

3- Paraprofessionals have specific written sub notes related to their hourly schedule, role and responsibilities.

2- Paraprofessionals have specific written sub notes related to their hourly schedule, role and responsibilities.

1- Paraprofessionals have written sub notes related to their hourly schedule.

0- Paraprofessionals don't have sub notes.

NA or Comments:

Quality Indicators: DCD

Management of Paraprofessionals

Collaboration (cont'd.)

3- Paraprofessionals state they feel valued as team members.

2- Some paraprofessionals state they feel valued as team members.

1- A few paraprofessionals state they feel valued as team members.

0- No paraprofessionals state they feel valued as team members.

NA or Comments:

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Quality Indicators: DCD 38

DUE PROCESS

Parent Involvement

Parents

3- Parents are made aware of the range of educational options for service.

2- Educational service options are briefly addressed with parents.

1- Only one educational service option is described for the parents.

0- Educational service options are not discussed with parents.

NA or Comments:

3- Family members are included as active participants in all aspects of due process and program progress.

2- Family members are included in some aspects of due process and program progress.

1- Family members are informed at IEPs and through progress reports of student progress.

0- Little or no communication with the family regarding student progress.

NA or Comments:

3- Parents are given notice and provided with their due process rights.

2- Parents are given verbal notice of their due process rights.

1- Parents are verbally offered their due process rights.

0- Parents are not always offered their due process rights.

NA or Comments:

3- Staff and parents are aware of facilitated IEPs, conciliation, mediation, etc. options to conflict.

2- Some staff and parents are aware of facilitated IEPs, conciliation, mediation, etc. options to conflict.

1- Administrative staff are aware of facilitated IEPs, conciliation, mediation, etc. options to conflict.

0- The district staff are not aware of facilitated IEPs, conciliation, mediation, etc. options to conflict.

NA or Comments:

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Quality Indicators: DCD 39

Evaluation

Criteria

3- Specific documentation of significantly below average general intellectual functioning that is measured by an individually administered, nationally normed test of intellectual ability.

2- General documentation of significantly below average general intellectual functioning that is measured by an individually administered, nationally normed test of intellectual ability.

1- Reference to significantly below average general intellectual functioning.

0- No documentation of significantly below average general intellectual functioning that is measured by an individually administered, nationally normed test of intellectual ability.

NA or Comments:

3- Minimum of two systematic observations with consideration for culturally relevant information, medical, and educational history.

2- Two systematic observations with some consideration for culturally relevant information, medical, and educational history.

1- One observation without consideration for culturally relevant information, medical, and educational history.

0- No observations were completed.

NA or Comments:

3- Extensive documentation of below average adaptive behavior in school and home, and, if appropriate, community environments.

2- Some documentation of below average adaptive behavior in school and home, and, if appropriate, community environments.

1- Minimal documentation of below average adaptive behavior in school and home, and, if appropriate, community environments.

0- No documentation of below average adaptive behavior in school and home, and, if appropriate, community environments.

NA or Comments:

Quality Indicators: DCD 40

Evaluation

Criteria (cont'd.)

3- Extensive documentation of needs and levels of support required in at least four of the seven adaptive behavior domains across multiple domains.

2- Some documentation of needs and levels of support required in at least four of the seven adaptive behavior domains across multiple domains.

1- Minimal documentation of needs and levels of support required in at least four of the seven adaptive behavior domains across multiple domains.

0- No documentation of needs and levels of support required in at least four of the seven adaptive behavior domains across multiple domains.

NA or Comments:

Evaluation Process

3- The assessment team is multidisciplinary with in-depth knowledge of the learning characteristics and criteria of students in the area of DCD.

2- The assessment team is multidisciplinary with some knowledge of the learning characteristics and criteria of students in the area of DCD.

1- The assessment team is multidisciplinary with limited knowledge of the learning characteristics and criteria of students in the area of DCD.

0- The assessment team is made up of a limited number of individuals with limited knowledge of the learning characteristics and criteria of students in the area of DCD.

NA or Comments:

3- A variety of summative and formative assessments (e.g., Brigance, portfolios, etc.) are used in evaluation.

2- A limited number of assessments are used in evaluation.

1- Only curriculum and/or skill checklists are used in evaluation.

0- No identifiable assessment tools are used in evaluation.

NA or Comments:

Quality Indicators: DCD 41

Evaluation

Evaluation Process (cont'd.)

3- Evaluation includes a developmental history and interview with the family.

2- Evaluation includes an interview with the family.

1- Evaluation includes a reference to information from the family.

0- Evaluation does not include any information from the family.

NA or Comments:

3- Evaluation includes a review of the student's medical history and medications.

2- Evaluation includes a review of the student's medical history.

1- Evaluation includes a reference to the student's medical history.

0- Evaluation does not include a review of the student's medical history and medications.

NA or Comments:

3- The evaluation process is person-centered and includes planning for long range educational and transitional programming.

2- The evaluation process is person-centered and considers some options for long range educational programming.

1- The evaluation process is based on the student's present level of academic and functional performance (PLAAFP) and programming for the next 3 years.

0- The evaluation process is based on the student's present level of academic and functional performance (PLAAFP).

NA or Comments:

3- Evaluations include a review of outside evaluation reports, if available.

2- Evaluations include references to results of outside evaluations, if available.

1- Evaluations include brief mention of outside evaluation having taken place.

0- The evaluation does not include a review of outside evaluation reports that are available.

NA or Comments:

Evaluation

Evaluation Process (cont'd.)

3- Documentation of significantly below average general intellectual functioning that is measured by an individually administered, nationally normed test of intellectual ability.

2- Incomplete documentation of significantly below average general intellectual functioning that is measured by an individually administered, nationally normed test of intellectual ability.

1- Reference to significantly below average general intellectual functioning.

0- No documentation of significantly below average general intellectual functioning that is measured by an individually administered, nationally normed test of intellectual ability.

NA or Comments:

3- Minimum of two systematic observations with consideration for culturally relevant information, medical, and educational history.

2- Two systematic observations with some consideration for culturally relevant information, medical, and educational history.

1- One observation without consideration for culturally relevant information, medical, and educational history.

0- No observations were completed.

NA or Comments:

3- Extensive documentation of below average adaptive behavior in school and home, and, if appropriate, community environments.

2- Some documentation of below average adaptive behavior in school and home, and, if appropriate, community environments.

1- Minimal documentation of below average adaptive behavior in school and home, and, if appropriate, community environments.

0- No documentation of below average adaptive behavior in school and home, and, if appropriate, community environments.

NA or Comments:

Quality Indicators: DCD

Evaluation

Evaluation Process (cont'd.)

3- Extensive documentation of needs and levels of support required in at least four of the seven adaptive behavior domains across multiple domains.

2- Some documentation of needs and levels of support required in at least four of the seven adaptive behavior domains across multiple domains.

1- Minimal documentation of needs and levels of support required in at least four of the seven adaptive behavior domains across multiple domains.

0- No documentation of needs and levels of support required in at least four of the seven adaptive behavior domains across multiple domains.

NA or Comments:

3- Assistive technology consideration is included in each evaluation.

2- Assistive technology consideration is included in most evaluations.

1- Assistive technology consideration is included in some evaluations.

0- Assistive technology is not included in evaluations.

NA or Comments:

3- All assessment results are integrated and used for programming, goal development, and instructional recommendations.

2- All assessment results are included in the report and used to develop programming, goals, and instructional recommendations.

1- Assessment results are reported and used separately for programming, goal development, and instructional recommendations.

0- Assessment results are reported without a clear relationship to programming, goal development, and instructional recommendations.

NA or Comments:

3- On-going and goal-directed data collection to measure student progress drives additional assessment and modification of instruction.

2- Some data collection to measure student progress is used to modify instruction.

1- Informal or difficult to manage data collection to measure student progress is used to make informal decisions.

0- There is no evidence of data collection to measure student progress.

NA or Comments:

Quality Indicators: DCD 44

IEP

IEP Development

3- IEPs are developed with consideration of Common Core State Standards, general education curriculum, functional skills curricula, student-specific learning needs, and long-range person-centered planning.

2- IEPs are developed with consideration of functional skills curricula and student-specific learning needs, and long-range person-centered planning.

1- IEPs are developed with consideration of functional skills curricula and student-specific learning needs.

0- IEPs are developed in a general format based on functional skills curricula.

NA or Comments:

3- Opportunities for optimum participation in the general education curriculum is considered and planned for in the IEP.

2- Periodic opportunities for participation in the general education curriculum is considered and planned for in the IEP.

1- Limited social opportunities for participation in the general education curriculum is considered and planned for in the IEP.

0- Participation in the general education curriculum is not considered in the IEP.

NA or Comments:

3- Student needs are prioritized using evaluation information, data, present levels of academic and functional performance (PLAAFP), etc. to develop IEP goals.

2- Student needs are prioritized using the present levels of academic and functional performance (PLAAFP) to develop IEP goals.

1- Student needs are selected by team members and IEP goals are written through team consensus.

0- Student needs are not prioritized and needs are all addressed in one IEP.

NA or Comments:

Quality Indicators: DCD 45

IEP

IEP Development (cont'd.)

3- Special instruction, related services, and assistive technology are identified based on how much time is needed and who will address meeting the goals that have been written in the IEP.

2- Special instruction, related services, and assistive technology are identified according to the role of service providers.

1- Special instruction, related services, and assistive technology are identified according to time available by service providers.

0- Special instruction, related services, and assistive technology are assigned service time and provider prior to writing goals in the IEP.

NA or Comments:

3- Program and service decisions are based on student need for a continuum of service.

2- Program and service decisions are based on student need in one or two primary areas.

1- Program and service decisions are based on limited options for service provision.

0- Program and service decisions are based on the availability of one service option.

NA or Comments:

3- IEP scheduling decisions are flexible and based on individual student need.

2- IEP scheduling decisions are based on individual student need according to a master schedule.

1- IEP scheduling decisions are based on individual student need and availability of staff.

0- One schedule is available for all students in the program.

NA or Comments:

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Quality Indicators: DCD 46

IEP

Least Restrictive Environment (LRE)

3- Programming provides opportunities for interaction with typical peers throughout the natural flow of the day.

2- Programming provides for opportunities for interaction with typical peers at special events or activities.

1- Programming provides for limited and specified interaction activities that include typical peers.

0- Programming does not include opportunities for interaction with typical peers.

NA or Comments:

3- Typical peers are provided with disability specific information and awareness in the natural environment.

2- Typical peers are provided with disability specific information and awareness in an in-service format.

1- Typical peers are occasionally provided with disability specific information and awareness.

0- Typical peers are not provided with disability specific information and awareness.

NA or Comments:

3- Individualized instruction or supports for specific behavioral or sensory needs have alternative spaces for intervention outside the inclusive setting.

2- Some individualized instruction and supports for specific behavioral or sensory needs have alternative spaces for intervention outside the inclusive setting.

1- Individualized instruction is provided in the inclusive setting and support for behavior or sensory needs is provided in a separate setting.

0- All instruction and support is provided in one environment.

NA or Comments:

Quality Indicators: DCD 47

IEP

Least Restrictive Environment (LRE) (cont'd.)

3- Skills identified from IEP goals are worked on in a variety of settings to promote generalization.

2- Skills identified from IEP goals are occasionally worked on in different environments to promote generalization.

1- Skills identified from IEP goals are occasionally worked on in one environment with no generalization.

0- Skills identified from IEP goals are worked on in one setting.

NA or Comments:

Progress Monitoring

3- Interventions are based on evaluation data.

2- Interventions are based on observation and team discussion.

1- Interventions are based on teacher judgment.

0- Interventions are randomly started and stopped.

NA or Comments:

3- Baseline data is collected prior to instruction.

2- Data is collected at the beginning of instruction but it doesn't direct instruction.

1- Data is collected randomly during instruction.

0- No data is collected.

NA or Comments:

3- Data is quantitative and qualitative and collected through curriculum-based measures, structured observation, work samples, discrete trial, student self-assessment, portfolios, etc.

2- Unorganized and unrelated data is collected through curriculum-based measures, structured observation, work samples, discrete trial, student self-assessment, portfolios, etc.

1- Data is collected in a rudimentary fashion with checks or plus/minus during work tasks.

0- No data is collected.

NA or Comments:

Quality Indicators: DCD 48

IEP

Progress Monitoring (cont'd.)

3- Data on interventions is collected frequently and systematically analyzed.

2- Data on interventions is collected and analyzed systematically at progress report or IEP time.

1- Data on interventions is collected but not analyzed systematically nor regularly.

0- No data is collected.

NA or Comments:

3- Data is analyzed to determine student response to intervention and modify or include additional data points in a timely fashion.

2- Data is analyzed to determine student response to intervention and changes in strategies at IEP time.

1- Data is collected and used to make some changes in strategies when issues arise.

0- No data is collected.

NA or Comments:

3- Specific IEP criteria drives the procedures, design and graphic display of data collected.

2- IEP criteria drives the procedures and design of the data collected but it is not displayed graphically.

1- IEP criteria specifies data be collected but no procedures, design, nor display are indicated.

0- No data is collected.

NA or Comments:

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Quality Indicators: DCD

IEP

Districtwide and Statewide Assessment

3- The district has a procedure for determining student participation level in districtwide and statewide assessment.

2- The district has best practice guidelines for determining student participation level in districtwide and statewide assessment.

1- The district allows the team to determine student participation level in districtwide and statewide assessment.

0- The district allows individual teachers to determine student participation level in districtwide and statewide assessment.

NA or Comments:

3- The special education service team determines what useful information district assessment will provide.

2- The special education teacher and parent determine what useful information district assessment will provide.

1- The special education coordinator and/or principal determine what useful information district assessment will provide.

0- All student information regarding district assessment is considered by the district assessment team without special education input.

NA or Comments:

3- Accommodations for the IEP and districtwide and statewide assessments are determined through a feature match of need and accommodation or tool.

2- Accommodations for the IEP and districtwide and statewide assessments are selected from those listed as allowable in the MDE Accommodations Manual.

1- Accommodations for the districtwide and statewide assessments are generally selected from the list provided by the District Assessment Coordinator (DAC).

0- All accommodations possible for the student are listed on the IEP and as needed for the districtwide and statewide assessments as allowed.

NA or Comments:

3- The IEP contains a specific statement explaining why the MTAS will be used.

2- The IEP contains a general statement that the MTAS will be used.

1- The IEP contains a check mark indicating the MTAS will be used.

0- The IEP does not specify anything about the MTAS.

NA or Comments:

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Quality Indicators: DCD 50

IEP

Districtwide and Statewide Assessment (cont'd.)

3- Special education teachers are trained in handling and administering the MCA and MTAS.

2- Special education teachers are given an overview and guidelines in handling and administering the MCA and MTAS.

1- Special education teachers are given resources regarding handling and administering the MCA and MTAS.

0- Special education teachers handle and administer the MCA and MTAS independently.

NA or Comments:

Quality Indicators: DCD

INSTRUCTIONAL SETTING

Environment

Classroom

3- Storage is plentiful to keep the room clear of clutter and distraction.

2- Storage is adequate to keep the room clear of clutter and distraction, but some things are visible.

1- Storage is not available to completely contain objects and materials so they are visible throughout the classroom.

0- Storage does not address the need for containing the extra classroom materials.

NA or Comments:

3- Areas for teacher-directed work are clearly defined in terms of individual, small and whole group.

2- Work area has individual areas, but limited teacher-directed work areas for small and whole group work.

1- Work area has no teacher-directed work areas for individual, small and whole group work.

0- The work area has no designated work areas.

NA or Comments:

3- Several areas designated for students to work independently without direct adult assistance.

2- Limited space designated for students to work independently without direct adult assistance.

1- One small area designated for students to work independently without direct adult assistance.

0- No area designated for students to work independently without direct adult assistance.

NA or Comments:

Quality Indicators: DCD

Environment

Classroom (cont'd.)

3- Separate and integrated sensory areas (bean bag chair, rocking chair, beam, etc.) are available for students to calm and self-regulate behavior.

2- Only a separate sensory area (bean bag chair, rocking chair, beam, etc.) is available for students to calm and self-regulate behavior.

1- A small area in the room is designated as a sensory area (bean bag chair, rocking chair, beam, etc.) available for students to calm and self-regulate behavior.

0- No sensory areas (bean bag chair, rocking chair, beam, etc.) are available for students to calm and self-regulate behavior.

NA or Comments:

3- Areas of the room allow tasks of self-care and daily living to be taught in context of the day and space.

2- Areas of the classroom are designated for some tasks of self-care and daily living, but students leave to do other tasks in other spaces.

1- Only a limited number of self-care and daily living tasks can be taught in the classroom with no other work space options.

0- No self-care and no daily living tasks can be taught in the current setting with no other space options at this time.

NA or Comments:

3- Areas are designated for play in primary and leisure choice for older students.

2- Limited area designated for play in primary and leisure choice for older students.

1- One option is offered for play in primary and leisure choice for older students.

0- No area is designated for play in primary and leisure choice for older students.

NA or Comments:

3- Students and staff have an area designated within the physical environment that is flexible for privacy.

2- Limited privacy is available in the physical environment.

1- An area outside the classroom is designated for situations that require privacy.

0- No area is available for situations that require privacy for students or staff.

NA or Comments:

Quality Indicators: DCD

Environment

Classroom (cont'd.)

3- Teachers, related service staff and paraprofessionals have designated areas in the room for phone calls, computer use and prep.

2- Teachers, related service staff and paraprofessionals have some semi-private areas in the room for phone calls, computer use and prep.

1- Teachers, related service staff and paraprofessionals have shared public areas in the room for phone calls, computer use and prep.

0- Teachers, related service staff and paraprofessionals have no space in the room for phone calls, computer use and prep.

NA or Comments:

Materials and Equipment

3- Instructional materials are plentiful and varied by age and ability level for literacy and learning.

2- Instructional materials are plentiful but somewhat limited to an age or ability level for literacy and learning.

1- Instructional materials are limited to an age or ability level for literacy and learning.

0- Instructional materials are limited and do not consider the individual needs of the students.

NA or Comments:

3- Formal and supplemental instructional materials are available for instruction and reinforcement.

2- Instructional materials are generally formal curriculum used in instruction.

1- Instructional materials are generally supplemental in nature.

0- Instructional materials are teacher made.

NA or Comments:

Quality Indicators: DCD

Environment

Materials and Equipment (cont'd.)

3- Multiple choices for table-top (board games, puzzles, etc.) activities are available for social interaction and engagement.

2- A limited supply of table-top (board games, puzzles, etc.) activities are available for social interaction and engagement.

1- Only a few table-top (board games, puzzles, etc.) activities are available for social interaction and engagement.

0- No table-top (board games, puzzles, etc.) activities are available for social interaction and engagement.

NA or Comments:

3- Space is designated for large pieces of adaptive equipment for use, accessibility for activities, and storage.

2- Some space has been allocated to accommodate large pieces of adaptive equipment for use, accessibility of activities, and storage.

1- Space is limited for large pieces of adaptive equipment for use, accessibility for activities, and storage.

0- Adaptive equipment has no designated space and limits access to the classroom areas.

NA or Comments:

Schedule

Group

3- An object/picture/written schedule for the group is accessible and consistently posted and updated.

2- An object/picture/written permanent schedule for the group is posted.

1- A brief schedule for the group is written on the board.

0- No object/picture/written schedule for the group is made available to the group.

NA or Comments:

Quality Indicators: DCD 55

Schedule

Group (cont'd.)

3- Transition times are clearly indicated on the schedule.

2- Transition times are built into a routine with a timer used during the activity.

1- Transition times are not clearly scheduled and occur at the end of each activity.

0- Transition times are randomly occurring.

NA or Comments:

3- Activity schedule delineates what work is expected and how much is to be done.

2- Activity schedule lists what work is expected to be done but not how much is to be done.

1- Activity schedule broadly outlines what activities will occur, but not what work is expected nor how much is to be done.

0- No activity schedule is available.

NA or Comments:

3- Individual, small group, or whole group instruction and independent work occur within a clearly indicated schedule.

2- Individual, small group, or whole group instruction and independent work occur within a random schedule.

1- Individual, small group, or whole group instruction and independent work occur without a planned schedule.

0- Individual, small group, or whole group instruction and independent work may or may not occur in the classroom.

NA or Comments:

3- Older students are taught to how to make their group schedules.

2- Older students have input into their group schedules.

1- Older students discuss pre-determined group schedules with staff.

0- All group schedules are pre-determined.

NA or Comments:

Quality Indicators: DCD 56

Schedule

Individual

3- An object/picture/written schedule for each individual is accessible and consistently posted and updated.

2- An object/picture/written permanent schedule for each individual is accessible.

1- A brief schedule for some individuals is available.

0- No object/picture/written schedule for any individual is made available.

NA or Comments:

3- Transition times are clearly indicated on the schedule.

2- Transition times are built into a routine with a timer used during the activity.

1- Transition times are not clearly scheduled and occur at the end of each activity.

0- Transition times are randomly occurring.

NA or Comments:

3- Activity schedule delineates what work is expected and how much is to be done.

2- Activity schedule lists what work is expected to be done but not how much is to be done.

1- Activity schedule broadly outlines what activities will occur, but not what work is expected nor how much is to be done.

0- No activity schedule is available.

NA or Comments:

3- Older students are taught to how to make their own schedules.

2- Older students have input into their schedules.

1- Older students discuss pre-determined schedules with staff.

0- All schedules are pre-determined.

NA or Comments:

Quality Indicators: DCD 57

Instruction

Format

3- IEP goals and objectives are tied to grade level standards.

2- IEP goals and objectives are mostly tied to grade level standards.

1- IEP goals and objectives are usually tied to grade level standards.

0- IEP goals and objectives are not tied to grade level standards.

NA or Comments:

3- Materials, curriculum, and technology utilized address the individual needs of the students and their disabilities.

2- Materials, curriculum, and technology utilized address some of the individual needs of the students but are generalized to disability.

1- Materials, curriculum, and technology utilized address the general needs of the students based on their disabilities.

0- Materials, curriculum, and technology utilized do not address the individual needs of the students and their disabilities.

NA or Comments:

3- Instruction moves through the phases of learning from acquisition to fluency to maintenance.

2- Instruction follows a curriculum with some attention to student acquisition, fluency, and maintenance.

1- Instruction is presented, students practice, students are tested.

0- Instruction is presented in drill and practice format.

NA or Comments:

3- Instruction follows a curriculum or scope and sequence of concepts.

2- Instruction addresses a curriculum but is not tied to a scope and sequence of concepts.

1- Instruction follows a loosely constructed scope and sequence of topics and skills but not concepts.

0- Instruction addresses skills but does not utilize a curriculum nor scope and sequence for concepts.

NA or Comments:

Quality Indicators: DCD

Instruction

Format (cont'd.)

3- Instruction addresses the Common Core Standards.

2- Instruction considers some of the Common Core Standards.

1- Instruction includes the Common Core Standard areas but not specifics.

0- The Common Core Standards are not included in instruction nor planning.

NA or Comments:

3- Instructional lessons and activities are designed to be functional and reflect the individual needs of the students from the IEP.

2- Instructional lessons and activities are designed to be functional and reflect the general IEP.

1- Instructional lessons and activities are based on skills checklists.

0- Instructional lessons and activities are random skills and topics.

NA or Comments:

Presentation

3- Individual, small group, whole group instruction and independent work opportunities occur.

2- Only individual, small group, or whole group instruction occur, without independent work times.

1- Only whole group instruction occurs in the classroom.

0- Only individual instruction occurs in the classroom.

NA or Comments:

3- Instruction is systematic and rigorous to achieve high outcomes.

2- Instruction is systematic with some data collection to achieve goals.

1- Instruction follows a curriculum or scope and sequence but does not measure the rigor of outcome achievement.

0- Instruction appears piecemeal and addresses topics and drill and practice.

NA or Comments:

Quality Indicators: DCD 59

Instruction

Presentation (cont'd.)

3- Instruction is presented in a variety of settings, with different people, materials, objects and technologies to promote generalization of concepts and skills.

2- Instruction is presented in a variety of settings, with one or two people, and similar materials, objects and technologies to promote generalization of concepts and skills.

1- Instruction is presented in the same setting, by one or two people, and the same materials, objects and technologies.

0- Instruction is presented in one setting, by the same person, and with the same materials, objects and technologies every day.

NA or Comments:

3- Instructional activities are embedded in natural routines.

2- Several instructional activities are embedded in natural routines.

1- Random instructional activities are embedded in natural routines.

0- Instructional activities are presented in isolated environments.

NA or Comments:

3- Students have multiple opportunities to practice skills throughout the day.

2- Students have several opportunities to practice skills throughout the day.

1- Students have a few opportunities to practice skills throughout the day.

0- Students practice each skill one time during a lesson and at no other time during the day.

NA or Comments:

Engagement

Curriculum

3- Curriculum used in the classroom is Research-based or Evidence-based and scientifically validated.

2- Curriculum used in the classroom is considered best practice and may be Research-based or Evidence-based.

1- Curriculum used in the classroom are from a variety of vendor sources.

0- No specific curriculum materials are used in the classroom.

NA or Comments:

Quality Indicators: DCD 60

Engagement

Curriculum (cont'd.)

-3- Alignment of curriculum and lessons with the Common Core Standards engages students to achieve high outcomes.

-2- Partial alignment of curriculum and lessons with the Common Core Standards encourages student engagement in goal areas.

-1- Alignment of curriculum and lessons with Common Core Standards has been begun.

-0- There is no alignment of curriculum and lessons with the Common Core Standards.

NA or Comments:

3- Curriculum is flexible and developmentally appropriate to promote attention and positive response.

2- Curriculum available is developmentally appropriate but not flexible.

1- Curriculum is pulled from existing resources and follows a minimally developmentally appropriate sequence.

0- Curriculum is used in a standard manner with no flexibility for individual needs.

NA or Comments:

3- Curriculum includes a comprehensive implementation of pragmatic language and social behavior strategies.

2- Curriculum includes opportunities to implement pragmatic language and social behavior strategies.

1- Curriculum includes a pull-out instructional time for pragmatic language and social behavior strategies.

0- Pragmatic language and social behavior strategies are not taught in the curriculum.

NA or Comments:

3- Students are engaged in daily activities that build meaningful relationships.

2- Students are involved in weekly activities that build relationships.

1- Students are involved in periodic activities that build relationships.

0- Students are not involved in relationship building activities.

NA or Comments:

Quality Indicators: DCD 61

Engagement

Curriculum (cont'd.)

3- Curriculum, materials, and activities are age and grade level appropriate.

2- Most curriculum, materials, and activities are age and grade level appropriate.

1- Some curriculum, materials, and activities are age and grade level appropriate.

0- Curriculum, materials, and activities are not age and grade level appropriate.

NA or Comments:

3- Activities are developed that relate directly to student's age-level general education academics, content areas, extra-curricular, work, and community.

2- Most activities are developed to be age-level related to general education academics, content areas, extra-curricular, work, and community.

1- Some activities are developed to be age-level related in some areas.

0- Activities are not age-level appropriate.

NA or Comments:

Strategies

3- There is a defined beginning and end to activities, classes, and the school day.

2- There are scheduled times indicating the beginning and end to activities, classes, and the school day.

1- There is some structure to the beginning and end of activities, classes, and the school day.

0- Activities and classes run together without definite transition times.

NA or Comments:

3- Students are engaged in purposeful activities throughout the day with very limited "down" time.

2- Students are engaged in activities throughout the day with occasional "down" time.

1- Students are engaged in activities throughout the day with frequent breaks and "down" time

0- Students have more breaks and "down" time than engaged activity time during the day.

NA or Comments:

Quality Indicators: DCD 62

Engagement

Strategies (cont'd.)

3- Instructional strategies meet the unique needs of each student to stay engaged in learning.

2- Instructional strategies meet the unique needs of the majority of students to stay engaged in learning.

1- Instructional strategies meet the unique needs of some of the students to stay engaged in learning.

0- Instructional strategies are generalized and do not meet the unique learning needs of the students.

NA or Comments:

3- Strategies used match student need for cueing, prompting, scaffolding, and reinforcement.

2- Strategies used match student need for cueing, prompting, and reinforcement.

1- Strategies used match student need for cueing and prompting.

0- Strategies are the same for all students.

NA or Comments:

Classroom

3- Programs and materials are adapted to meet the needs of individual students.

2- Programs and materials are adapted to meet the needs of most of the students.

1- Programs and materials are adapted to meet the needs of some of the students.

0- Programs and materials are used as purchased and not adapted to meet the needs of students.

NA or Comments:

3- Technology appropriate to the disabilities of the students are used to initiate and maintain engagement.

2- Technology is available, but under-used, with students to initiate and maintain engagement.

1- A limited number of students have access to technology.

0- Technology is not used in the classroom.

NA or Comments:

Quality Indicators: DCD 63

Engagement

Classroom (cont'd.)

3- Areas of the classroom are identifiable by clear, visual boundaries and labels for student focus.

2- Areas of the classroom are designated by visual symbols to indicate use of the area.

1- Areas of the classroom are used for multiple purposes by students and staff.

0- The classroom has no specifically designated areas.

NA or Comments:

3- Classroom is free of visual and auditory clutter and distractions.

2- Classroom has some areas of visual and/or auditory clutter and distractions.

1- Classroom has several areas of visual and/or auditory clutter and distractions.

0- Classroom has many visual and/or auditory clutter and distractions.

NA or Comments:

3- School and classroom targeted expectations are posted, clear, and practiced.

2- Most of the time school and classroom targeted expectations are posted, clear, and practiced.

1- Occasionally school and classroom targeted expectations are posted, clear, and practiced.

0- School and classroom targeted expectations are not posted and unclear.

NA or Comments:

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Quality Indicators: DCD 64

Assistive Technology

Procedures

Consideration

3- An organized framework (i.e., SETT) is used to consider the technology support needs for each student.

2- Each situation is handled as an individual case when considering the need for technology support.

1- Special education teams discuss the need for technology supports at some IEP meetings.

0- Devices and services for technology are purchased as the need arises.

NA or Comments:

3- Teams are aware of low, medium, and high level assistive technology options and comparisons when making decisions.

2- Teams are aware of the basic options of assistive technology but not comparisons when making decisions.

1- Teams are aware of a few highly advertised assistive technology options when making decisions.

0- Teams are unaware of assistive technology options available.

NA or Comments:

3- A feature match is always completed to determine the best app, software, or device to be used in a setting for a task.

2- A feature match is sometimes completed to determine the best app, software, or device to be used in a setting for a task.

1- A feature match is rarely completed to determine the best app, software, or device to be used in a setting for a task.

0- A feature match is never completed to determine the best app, software, or device to be used in a setting for a task.

NA or Comments:

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Quality Indicators: DCD 65

Procedures

Curriculum

3- District/building 1:1 initiatives consider the needs of students in special education.

2- District/building 1:1 initiatives include special education, but not unique accessibility needs of students.

1- Special education is given the task of separately considering their own needs in a 1:1 initiative.

0- Special education is not included in district/building 1:1 initiatives.

NA or Comments:

3- Students have digital reading options for all materials.

2- Digital reading options are available for most materials.

1- Digital reading options are available for some materials.

0- There are no digital reading options available.

NA or Comments:

3- Students all have access to the student instructional management system (i.e., Schoology) used in classes.

2- Most students have access to the student instructional management system (i.e., Schoology) used in classes.

1- A few students have access to the student instructional management system (i.e., Schoology) used in classes.

0- Students have no access to the student instructional management system (i.e., Schoology) used in classes.

NA or Comments:

3- Distance learning options are available to students.

2- Distance learning options are sometimes used with students.

1- Distance learning options are rarely used with students.

0- No distance learning options are available to students.

NA or Comments:

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Quality Indicators: DCD 66

Procedures

Accessibility

3- Accessibility and Universal Design for Learning are a part of every lesson design.

2- Staff are learning how to make all learning materials and environments accessible and promote Universal Design for Learning.

1- Accessibility and Universal Design for Learning are limited to physical access to the environment.

0- Staff are unaware of how to make materials accessible for students.

NA or Comments:

3- Accessibility features of all apps, software, and hardware are utilized as needed for all students.

2- Accessibility features of all apps, software, and hardware are utilized as needed for some students.

1- Accessibility features of all apps, software, and hardware are utilized as needed for a few students.

0- Accessibility features of apps, software, and hardware are not made available for use.

NA or Comments:

3- A full range of switch access is available for learning, self-care, recreation, etc. for all students.

2- Specific student switch access is available for learning, self-care, recreation, etc.

1- Limited switch access is available for learning, self-care, recreation, etc.

0- No switch access is available for learning, self-care, recreation, etc.

NA or Comments:

Quality Indicators: DCD 67

Procedures

Resources

3- Administrative support and knowledge of assistive technology supports special education and general education settings.

2- Administration is learning about the assistive technology needs of students in special education and general education settings.

1- Special education administration support and knowledge of assistive technology supports needs and options for students.

0- Administration is unaware of assistive technology needs and options.

NA or Comments:

3- Devices are available from lending libraries and vendors for trial.

2- Some devices are available from lending libraries and vendors for trial.

1- A limited number of devices are available from lending libraries and vendors for trial.

0- No devices are available for trial.

NA or Comments:

3- Support for assistive technology is available following a request procedure outlining the issues and questions.

2- Support for assistive technology is available from technology staff with a personal contact.

1- Support from within the school team is available regarding assistive technology.

0- Support from assistive technology resources is not available.

NA or Comments:

3- Assistive technology is considered, implemented, and evaluated through a team approach.

2- Assistive technology is considered, implemented, and evaluated through a train the trainer approach.

1- Assistive technology is considered, implemented, and evaluated through an expert model.

0- Assistive technology is considered, implemented, and evaluated by individual teachers with no support.

NA or Comments:

Quality Indicators: DCD 68

Procedures

Resources (cont'd.)

3- Tech support for general education and special education is equal (it includes all software and hardware/devices).

2- Tech support for special education includes general education software and hardware and some special education specific technology.

1- Tech support for special education is for general education software and hardware only.

0- Tech support is not available to special educators.

NA or Comments:

Funding

3- Funding sources and planning processes for the purchase of assistive technology are in place.

2- Assistive technology funding is not identified and funded on a one-time purchase basis and upon researched request.

1- Assistive technology is funded by donations to the program.

0- No funding sources for assistive technology have been identified.

NA or Comments:

3- A written plan is in place to address current and long-term assistive technology needs in the classroom.

2- A general outline/notes is in place to address current and long-term assistive technology needs in the classroom.

1- Only current assistive technology needs are considered when purchasing.

0- No plan is in place to address current and long-term assistive technology needs in the classroom.

NA or Comments:

Quality Indicators: DCD 69

Procedures

Training

3- Training and coaching to implement assistive technology is available with an implementation plan.

2- Training to implement assistive technology is available for most types of assistive technology.

1- Training to implement assistive technology is available for some types of assistive technology.

0- No assistive technology training nor coaching is available.

NA or Comments:

3- Resource contacts for operating, using, and changing apps, software, and device settings are available.

2- Resource websites for operating, using, and changing apps, software, and device settings are available.

1- Information for operating, using, and changing apps, software, and device settings are available.

0- No resources for operating, using, and changing apps, software, and device settings are available.

NA or Comments:

3- Parents are provided with training and support with assistive technology devices.

2- Parents are provided with information for training with assistive technology devices.

1- Parents are provided with some support with assistive technology devices.

0- Parents are not given training or support with assistive technology devices.

NA or Comments:

3- Paraprofessionals are provided with training and support with assistive technology devices and apps.

2- Paraprofessionals are provided with information for assistive technology devices and apps.

1- Paraprofessionals are provided with some support with assistive technology devices and apps.

0- Paraprofessionals are not given training or support with assistive technology and apps.

NA or Comments:

Quality Indicators: DCD 70

Procedures

Implementation

3- There is a process in place to implement the use of an assistive technology device and/or service.

2- Assistive technology devices and/or services are implemented following self-designed team research.

1- Assistive technology devices and/or services are implemented with limited research and consideration.

0- There are no processes in place to implement the use of an assistive technology device and/or service.

NA or Comments:

3- Assistive technology devices and services are appropriate to each student's needs and settings.

2- Assistive technology devices and services are chosen based on the needs of the students whose needs are the greatest.

1- Assistive technology devices and services are designed for the whole group and not individualized.

0- No assistive technology is available for student use.

NA or Comments:

AAC

3- AAC interventions are used whenever a student is unable to rely on speech to meet all of his/her daily communication needs.

2- AAC interventions are used inconsistently when a student is unable to rely on speech to meet all of his/her daily communication needs.

1- AAC interventions are limited to those students who have been provided a device outside the school setting.

0- No AAC options are available to students.

NA or Comments:

Quality Indicators: DCD 71

Procedures

AAC (cont'd.)

3- A variety of AAC symbols and devices are available to each student depending upon the communication needs and settings.

2- Each student has one set of individually matched AAC symbols and one device for all communication needs and settings.

1- One type of AAC symbol set and device is available to all students for all communication needs and settings.

0- No AAC options are available to students.

NA or Comments:

Apps

3- An app management system is in place and implemented.

2- A system for review and purchase is in place but no follow-up management plan is implemented.

1- Apps are randomly acquired without review and without follow-up management.

0- Apps are downloaded or purchased by the special educators as needed.

NA or Comments:

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Quality Indicators: DCD [72]

BEHAVIOR

Supports

Procedures

3- All staff are trained in positive behavioral intervention.

2- Most staff are trained in positive behavioral intervention.

1- Some staff are trained in positive behavioral intervention.

0- Staff are not trained in positive behavioral intervention.

NA or Comments:

3- Positive behavioral expectations are defined, taught and reinforced at all times.

2- Positive behavioral expectations are defined and taught but inconsistently reinforced.

1- Minimal behavioral expectations are posted in the classroom.

0- There are no behavioral expectations in the classroom.

NA or Comments:

3- Functional behavioral assessment is used to determine positive behavioral programming on an individual basis.

2- Functional behavioral assessment is used to determine some behavioral interventions on an individual basis.

1- Functional behavioral assessment is used to recommend behavioral interventions on an individual basis.

0- Functional behavioral assessments are not used in programming for individual needs.

NA or Comments:

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Quality Indicators: DCD 73

Supports

Procedures (cont'd.)

3- Functional behavioral assessment and intervention plans are created and implemented by staff and the family.

2- Functional behavioral assessment and intervention plans are created and implemented by staff with family input.

1- Functional behavioral assessment and intervention plans are created and implemented by staff.

0- No functional behavioral assessment and intervention plans are created and implemented by staff and the family.

NA or Comments:

3- Emotional regulation strategies are taught and reinforced.

2- Emotional regulation strategies are taught.

1- Emotional regulation is addressed as issues arise.

0- Emotional regulation is not addressed.

NA or Comments:

3- The ratio of positive interaction to negative interaction is 4:1.

2- The ratio of positive interaction to negative interaction is 3:1.

1- The ratio of positive interaction to negative interaction is 2:1.

0- The ratio of positive interaction to negative interaction is 1:1.

NA or Comments:

3- Reinforcers and reinforcement schedules are evaluated and adjusted to meet student needs on a continuing basis.

2- Reinforcers and reinforcement schedules are evaluated and adjusted to meet student needs on a scheduled basis.

1- Reinforcers and reinforcement schedules are sporadically evaluated and adjusted to meet student needs.

0- Reinforcers and reinforcement schedules are set and used throughout the year.

NA or Comments:

Quality Indicators: DCD

Supports

Environment

3- Building supports principles of school wide PBIS and practices a positive school environment and a proactive approach to behavior.

2- Building supports principles of school wide PBIS and is at the beginning stages of establishing a positive school environment and a proactive approach to behavior.

1- Building is researching the principles of school wide PBIS and wants to establish a positive school environment and a proactive approach to behavior.

0- Building has not started to address the principles of PBIS.

NA or Comments:

3- A positive behavior management system is in place in the classroom and used consistently by staff.

2- A positive behavior management system is in place in the classroom and used by most staff.

1- A positive behavior management system is in place in the classroom and used by some staff.

0- There is no behavior management system in place in the classroom.

NA or Comments:

3- Age-appropriate reinforcers are available and are consistently used by all staff.

2- Age-appropriate reinforcers are available and are consistently used by most staff.

1- A variety of age-appropriate and not age-appropriate reinforcers are used by some staff.

0- Reinforcers are not age-appropriate and are not used consistently by all staff.

NA or Comments:

3- Students demonstrate self-management of positive behavior strategies.

2- Students demonstrate self-management of positive behavior with some support.

1- Students demonstrate self-management of positive behavior with total support.

0- Students do not demonstrate self-management skills.

NA or Comments:

Quality Indicators: DCD 75

Supports

Environment (cont'd.)

3- Students transition independently from activity to activity or area to area.

2- Students transition with supervision from activity to activity or area to area.

1- Students transition with guidance from activity to activity or area to area.

0- Students transition with adult direction at all times.

NA or Comments:

3- Environments are adapted to increase quality of life through positive behavior.

2- Most environments are adapted to increase quality of life through positive behavior.

1- Some environments are adapted to increase quality of life through positive behavior.

0- Environments are not adapted to the behavioral needs of individual students.

NA or Comments:

Strategies

3- Staff model appropriate positive behavior for students.

2- Most staff model appropriate positive behavior for students.

1- Some staff model appropriate positive behavior for students.

0- Staff do not model appropriate positive behavior for students.

NA or Comments:

3- Staff teach positive and replacement behaviors and check for understanding, maintenance, and generalization.

2- Staff teach positive and replacement behaviors and check for generalization.

1- Staff address replacement behaviors with students when an issue arises.

0- Staff do not address positive and replacement behaviors directly with students.

NA or Comments:

Quality Indicators: DCD 76

Supports

Strategies (cont'd.)

3- On-going behavior data collection and monitoring drives interventions.

2- Behavior data is collected and monitored for quarterly adjustments.

1- Behavior data is collected and reviewed annually at the IEP.

0- No behavior data is collected.

NA or Comments:

3- Positive behavior supports and structures are in place in all settings for individual students.

2- Positive behavior supports and structures are in place in most settings for individual students.

1- Positive behavior supports and structures are in place in limited settings for individual students.

0- Positive behavior supports and structures are not in place for individual students.

NA or Comments:

3- Staff are responsive to student's emotions, attention, pace, etc. to assist behavior regulation.

2- Staff are aware and monitors student's emotions, attention, pace, etc. to help assist in behavior regulation.

1- Staff are inconsistently responsive to student's emotions, attention, pace, etc. to assist behavior regulation.

0- Staff are not responsive to student's emotions, attention, pace, etc.

NA or Comments:

3- Staff facilitate student re-engagement in interactions and activities that follow a break.

2- Staff assist student re-engagement in interactions and activities that follow a break.

1- Staff encourage student re-engagement in interactions and activities that follow a break.

0- Staff do not re-engage the student in interactions and activities that follow a break.

NA or Comments:

Quality Indicators: DCD 77

Supports

Strategies (cont'd.)

3- Staff facilitate initiation and termination of interaction and activities by student.

2- Staff assist initiation and termination of interaction and activities by student.

1- Staff encourage initiation and termination of interaction and activities by student.

0- Staff do not work on initiation and termination of interaction and activities by the student.

NA or Comments:

3- Staff facilitate wait time and turn taking by the student.

2- Staff set up wait time and turn taking by the student.

1- Staff encourage wait time and turn taking by the student.

0- Staff do not work on wait time and turn taking by the student.

NA or Comments:

3- Staff adjust nonverbal cues, complexity of language, and language level to meet all students' developmental and behavioral needs.

2- Staff adjust nonverbal cues, complexity of language, and language level to meet most students' developmental and behavioral needs.

1- Staff adjust nonverbal cues, complexity of language, and language level to meet some students' developmental and behavioral needs.

0- Staff use no changes in language from one student to another.

NA or Comments:

Mental Health

3- Staff are trained on the district's bullying policy and procedures and implement them accordingly.

2- Staff receive information about the district's bullying policy and procedures and implement them with direction.

1- Staff are aware of the district's bullying policy and follow the basics of the procedures.

0- Staff are not trained on the district's bullying policy and procedures and address bullying individually.

NA or Comments:

Quality Indicators: DCD 78

Supports

Mental Health (cont'd.)

3- IEPs address bullying when issues are identified.

2- Some IEPs address bullying when issues have been identified.

1- Occasionally IEPs address bullying when issues have been identified.

0- IEPs do not address bullying.

NA or Comments:

3- All staff are trained on facts about mental health conditions and school interventions.

2- Staff receive information about mental health conditions and some school interventions.

1- Staff are given basic information about mental health conditions.

0- Mental health is not addressed in the school setting.

NA or Comments:

3- Children's mental health resource packets and websites are made available to all staff.

2- Children's mental health resource packets and websites are made available to most staff.

1- Children's mental health resource packets and websites are made available to some staff.

0- Children's mental health resource packets and websites are not available to staff.

NA or Comments:

3- Staff are trained on the impact of medications utilized for mental health.

2- Most staff are trained on the impact of medications utilized for mental health.

1- Some staff are trained on the impact of medications utilized for mental health.

0- Staff are not trained on the impact of medications utilized for mental health.

NA or Comments:

Quality Indicators: DCD 79

Supports

Mental Health (cont'd.)

3- Mental health is addressed by a multi-member team including school and outside agencies in collaboration.

2- Mental health is addressed by a small team of school social workers and school psychologists and one or two outside agencies.

1- Mental health is addressed by a small team of social workers and school psychologists within the school.

0- Mental health is not addressed in the school setting.

NA or Comments:

3- MN Children's Therapeutic Services and Supports (CTSS) is present and accessed in the school setting.

2- MN Children's Therapeutic Services and Supports (CTSS) is present and occasionally accessed in the school setting.

1- MN Children's Therapeutic Services and Supports (CTSS) is present and rarely accessed in the school setting.

0- MN Children's Therapeutic Services and Supports (CTSS) is not present in the school setting.

NA or Comments:

3- The school works with county intake workers and their referral process to assist families.

2- The school occasionally works with county intake workers and their referral process to assist families.

1- The school rarely works with county intake workers and their referral process to assist families.

0- The school does not work with county intake workers and their referral process to assist families.

NA or Comments:

3- There is a continuum of mental health service options available for children.

2- There are a variety of mental health service options available for children.

1- There are a few resources for mental health service options available for children.

0- There are no mental health services available for children.

NA or Comments:

Barb Lhotka, Facilitator barblhotka@embarqmail.com

Quality Indicators: DCD 80

Supports

Mental Health (cont'd.)

3- Staff receive training regarding pediatric trauma and its impact on children's mental health.

2- Staff receive inservice regarding pediatric trauma and its impact on children's mental health.

1- Staff receive information regarding pediatric trauma and its impact on children's mental health.

0- Pediatric trauma and its impact on children's mental health is not addressed.

NA or Comments:

Restrictive Procedures

3- All staff are trained in Nonviolent Crisis Intervention (i.e., CPI, PCM, etc.).

2- Some staff are trained in Nonviolent Crisis Intervention (i.e., CPI, PCM, etc.).

1- A few staff are trained in Nonviolent Crisis Intervention (i.e., CPI, PCM, etc.).

0- Staff are not trained in Nonviolent Crisis Intervention (i.e., CPI, PCM, etc.).

NA or Comments:

3- The district has adopted and trained all staff in the MN rules and guidelines for appropriate and safe use of restraint and seclusion.

2- The district has adopted and trained some staff in the MN rules and guidelines for appropriate and safe use of restraint and seclusion.

1- The district has adopted and trained a few staff in the MN rules and guidelines for appropriate and safe use of restraint and seclusion.

0- The district has adopted but has not trained any staff in the MN rules and guidelines for appropriate and safe use of restraint and seclusion.

NA or Comments:

School Resource Officer (SRO)

3- School and SRO work together with common policies and procedures.

2- School and SRO cooperate within common policies and procedures.

1- School and SRO problem solve with common policies and procedures.

0- School and SRO do not work together with policies and procedures.

NA or Comments:

Quality Indicators: DCD 81

Supports

School Resource Officer (SRO) (cont'd.)

3- SRO serves as a role model and general support for students.

2- SRO serves as a role model and occasional support for students.

1- SRO serves as a role model.

0- SRO is not available to the program.

NA or Comments:

3- SRO and staff have developed clear lockdown information and procedures for staff and students.

2- SRO and staff have a plan outlined for lockdown procedures for staff and students.

1- SRO and staff have discussed lockdown information and procedures for staff and students.

0- Staff follow building lockdown procedures with no accommodations.

NA or Comments:

3- SRO and staff have developed clear school evacuation information and procedures for staff and students.

2- SRO and staff have a plan outlined for school evacuation procedures for staff and students.

1- SRO and staff have discussed school evacuation procedures for staff and students.

0- Staff follow school evacuation procedures with no accommodations.

NA or Comments:

3- SRO works with staff and students with issues regarding significant behavior.

2- SRO usually works with staff and students with issues regarding significant behavior.

1- SRO occasionally works with staff and students with issues regarding significant behavior.

0- SRO does not work with staff and students with issues regarding significant behavior.

NA or Comments:

Quality Indicators: DCD [82]

Supports

School Resource Officer (SRO) (cont'd.)

3- SRO works with staff and students regarding appropriate language and use of terminology (i.e., kill).

2- SRO usually works with staff and students regarding appropriate language and use of terminology (i.e., kill).

1- SRO occasionally works with staff and students regarding appropriate language and use of terminology (i.e., kill).

0- SRO does not work with staff and students regarding appropriate language and use of terminology (i.e., kill).

NA or Comments:

3- SRO works with staff and students regarding social media (i.e., Facebook, Twitter, websites, etc.).

2- SRO usually works with staff and students regarding social media (i.e., Facebook, Twitter, websites, etc.).

1- SRO occasionally works with staff and students regarding social media (i.e., Facebook, Twitter, websites, etc.).

0- SRO does not work with staff and students regarding social media (i.e., Facebook, Twitter, websites, etc.).

NA or Comments:

3- SRO works with staff and students regarding social interaction and personal relationships.

2- SRO usually works with staff and students regarding social interaction and personal relationships.

1- SRO occasionally works with staff and students regarding social interaction and personal relationships.

0- SRO does not work with staff and students regarding social interaction and personal relationships.

NA or Comments:

Barb Lhotka, Facilitator barblhotka@embarqmail.com

Quality Indicators: DCD 83

Supports

School Resource Officer (SRO) (cont'd.)

3- SRO works with staff and students regarding issues of transition into the community and work.

2- SRO usually works with staff and students regarding issues of transition into the community and work.

1- SRO occasionally works with staff and students regarding issues of transition into the community and work.

0- SRO does not work with staff and students regarding issues of transition into the community and work.

NA or Comments:

Barb Lhotka, Facilitator barblhotka@embarqmail.com

Quality Indicators: DCD 84

LANGUAGE & COMMUNICATION

Instruction

Delivery

3- Language/communication services are provided throughout the day in a team approach.

2- Language/communication services are provided through collaboration with the speech/language pathologist.

1- Language/communication services are primarily provided by the speech/language pathologist.

0- Language/communication service is not part of the classroom setting and provided separately.

NA or Comments:

3- Receptive and expressive language skills are addressed by all staff throughout the day.

2- Receptive and expressive language skills are addressed by licensed staff throughout the day.

1- Receptive and expressive language skills are addressed by the speech/language pathologist.

0- Receptive and expressive language skills are not addressed.

NA or Comments:

3- Pragmatic language is modeled, taught, and reinforced by all staff.

2- Pragmatic language is taught and reinforced by most staff.

1- Pragmatic language is addressed by the speech/language pathologist.

0- Pragmatic language is not formally addressed in the classroom.

NA or Comments:

Barb Lhotka, Facilitator barblhotka@embarqmail.com

Quality Indicators: DCD 85

Instruction

Support

3- Communication systems include multiple formats (i.e., pictures, gestures, sign, AAC) across settings, tasks, and communication partners.

2- Communication systems include several formats (i.e., pictures, gestures, sign, AAC) across settings, tasks, and communication partners.

1- Communication systems include a few formats (i.e., pictures, gestures, sign, AAC) across settings, tasks, and communication partners.

0- No communication systems have been identified for use by students.

NA or Comments:

3- Communication systems are used for multiple functions (i.e., requests, refusals, greetings, etc.).

2- Communication systems are used for very specific functions.

1- Communication systems are used for single functions.

0- No communications systems have been identified for functional use.

NA or Comments:

3- Students who are nonverbal or verbally limited have AAC systems readily available, are given direct instruction, and use communication throughout the day.

2- Students who are nonverbal or verbally limited have AAC systems readily available, are given direct instruction, and use communication in most settings.

1- Students who are nonverbal or verbally limited have AAC systems and are given direct instruction and use the system in limited settings.

0- No AAC systems are available for students who are nonverbal or verbally limited.

NA or Comments:

Quality Indicators: DCD 86

Instruction

Support (cont'd.)

3- Staff assist student communication attempts by shaping and/or expanding on the comment.

2- Staff usually assist student communication attempts by shaping and/or expanding on the comment.

1- Staff inconsistently assist student communication attempts by expanding on the comment.

0- Staff do not respond to students' communication attempts.

NA or Comments:

Progress Monitoring

3- On-going data collection and analysis provides the basis for increasing form and function to higher levels of communication.

2- Periodic data collection and analysis provides the basis for increasing form and function to higher levels of communication.

1- Minimum data collection and analysis provides the basis for increasing form and function to higher levels of communication.

0- No data is collected for communication progress monitoring.

NA or Comments:

Barb Lhotka, Facilitator barblhotka@embarqmail.com

Quality Indicators: DCD 87

SENSORY

Programming

Training

3- Staff are all trained by an occupational therapist to provide sensory input.

2- Staff are inserviced by the occupational therapist about sensory input.

1- Staff are given information by the occupational therapist about sensory input.

0- Sensory training is not available to staff from an occupational therapist.

NA or Comments:

Monitoring

3- Staff are aware of sensory differences and monitor changes in student needs before choosing a specific intervention.

2- Staff are aware of and address some sensory differences students may have with a limited menu of interventions.

1- Staff are aware of and address a limited number of sensory differences students may have with a few common interventions.

0- Sensory issues are not addressed in the classroom.

NA or Comments:

Intervention

3- Students have individual sensory diets posted in an appropriate manner throughout their settings.

2- Students in need of a sensory diet have access to options in some settings.

1- Students in need of a sensory diet have limited options.

0- No sensory diets are used in the classroom.

NA or Comments:

Quality Indicators: DCD 88

SOCIAL COMPETENCE

Programming

Instruction

3- Play and/or socialization time is planned and scheduled daily.

2- Play and/or socialization time is planned and scheduled weekly.

1- Play and/or socialization occurs informally at natural break times.

0- Play and/or socialization are not part of the curriculum.

NA or Comments:

3- Structured play is used to teach students play skills with on-going practice.

2- Play is scheduled for students with general socialization goals and objectives.

1- Play is scheduled for students but has no structure or design.

0- Play is not addressed in the classroom.

NA or Comments:

3- Social skills are formally taught to students in a variety of settings.

2- Social skills are formally taught to students in a social skills group.

1- Social skills are informally addressed when incidents occur.

0- Social skills are not taught in the classroom setting.

NA or Comments:

Inclusion

3- Students have multiple opportunities each day to generalize social interaction skills with a variety of individuals and groups.

2- Students have a few opportunities each day to generalize social interaction skills with a variety of individuals and groups.

1- Students have some opportunities each week to generalize social interaction skills with a variety of individuals and groups.

0- There are no opportunities to socially interact with individuals and/or groups outside of the classroom.

NA or Comments:

Quality Indicators: DCD 89

TRANSITION

Programming

Planning

3- Transition planning is written and on-going from early childhood through age 21.

2- Transition in elementary and middle school is planned informally and grades 9-12 are formally planned.

1- Transition planning is done for grade 9 through age 21.

0- Transition follows changes from grade to grade without formal planning.

NA or Comments:

3- Transition from grade to grade (classroom to classroom) is planned and includes staff and student preparatory activities.

2- Transition from grade to grade (classroom to classroom) is planned.

1- Transitions from grade to grade (classroom to classroom) is informally discussed.

0- Transition from grade to grade (classroom to classroom) follows same-age peer procedures without adaptations.

NA or Comments:

3- Transition from building to building is planned and includes staff and student preparatory activities.

2- Transition from building to building is planned.

1- Transition from building to building is informally discussed.

0- Transition from building to building follows same-age peer procedures without adaptations.

NA or Comments:

3- Transition from school to the work site is planned and includes preparatory activities.

2- Transition from school to the work site is planned.

1- Transition from school to the work site is informally arranged with the employer.

0- Transition from school to the work site occurs as it would for any same-age peer.

NA or Comments:

Quality Indicators: DCD 90

Transition

Planning (cont'd.)

3- During a transition, the sending and receiving staff are in on-going communication and do onsite visits.

2- During a transition, the sending and receiving staff are in on-going communication.

1- During a transition, the sending and receiving staff share basic information.

0- During a transition, the sending and receiving staff do not have contact.

NA or Comments:

3- Written plans are in place to support continuous work experience and/or post-school options.

2- Verbal plans are in place to support continuous work experience and/or post-school options.

1- Information has been exchanged to suggest continuous work experience and/or post-school options.

0- The school does not address continuous work experience and/or post-school options.

NA or Comments:

3- Student and family are connected with post-school agencies at least one year prior to exiting school.

2- Student and family are connected with post-school agencies at least six months prior to exiting school.

1- Student and family are given basic information about post-school agency supports.

0- Student and family must locate and contact all outside agency supports on their own.

NA or Comments:

Barb Lhotka, Facilitator barblhotka@embarqmail.com

Quality Indicators: DCD 91

Transition

Planning (cont'd.)

3- Outside agencies are included in planning with the school, student, and family.

2- Some outside agencies are included in planning with the school, student, and family.

1- Parents locate and invite outside agencies to plan with the school, student, and themselves.

0- No outside agencies are included in planning with the school, student, and family.

NA or Comments:

3- Post-school outcomes are clearly defined in writing.

2- Post-school outcomes are outlined in notes or the IEP

1- A vague list of hopes and wishes has been discussed.

0- No post-school outcomes are identified.

NA or Comments:

3- The transition plan is comprehensive and is modified on an on-going basis to address student needs and desires.

2- The transition plan is briefly outlined and is modified on an on-going basis to address student needs and desires.

1- The transition plan is written in ninth grade and modified at the annual IEP.

0- There is no transition plan.

NA or Comments:

Support

3- Family is provided with information and assistance in contacting a variety of community agencies and resources.

2- Family is provided with information and assistance in contacting some community agencies and resources.

1- Family is provided with information about some community agencies and resources.

0- Family is not provided with information and assistance in contacting community agencies and resources.

NA or Comments:

Quality Indicators: DCD 92

Transition

Support (cont'd.)

3- Family is provided with written information regarding the differences in service delivery between schools and post-school agencies.

2- Family is provided with verbal information regarding the differences in service delivery between schools and post-school agencies.

1- Family receives brief mention regarding the differences in service delivery between schools and post-school agencies.

0- Family is provided with no information regarding the differences in service delivery between schools and post-school agencies.

NA or Comments:

3- Family is provided with information regarding guardianship and contacts.

2- Family is provided with basic information regarding guardianship and contacts.

1- Family is provided with minimal information regarding guardianship.

0- Family is provided with no information regarding guardianship.

NA or Comments:

3- Family is provided with concrete examples for building home and community self-advocacy and choice making skills.

2- Family is provided with several ideas for building home and community self-advocacy and choice making skills.

1- Family is provided with a few ideas for building home and community self-advocacy and choice making skills.

0- Family is provided with no ideas for building home and community self-advocacy and choice making skills.

NA or Comments:

Quality Indicators: DCD 93

Transition

Instruction

3- Student has on-going and diverse opportunities to experience activities in each of the transition areas.

2- Student has on-going opportunities to experience activities in each of the transition areas.

1- Student has occasional opportunities to experience activities in each of the transition areas.

0- Student has activities in some of the transition areas.

NA or Comments:

3- Transition area skills are all taught in natural settings.

2- Transition area skills are taught in a few natural settings.

1- Transition area skills are taught in isolated settings.

0- Transition area skills are taught in randomly and with no relationship to the natural setting.

NA or Comments:

3- Transition area learning activities are scheduled throughout each day.

2- Transition area learning activities are scheduled a few times each week.

1- Transition area learning activities are scheduled each month.

0- Transition area learning activities are randomly scheduled throughout the year.

NA or Comments:

3- Student work experiences are matched with individual skills and interests.

2- Student work experiences are matched with some individual skills within a set list of sites.

1- Student work experiences are the same for every student in the program.

0- Student work experiences are limited to what is available at the school.

NA or Comments:

Quality Indicators: DCD 94

Self-Determination

Planning

3- Student and family ideas, preferences and values are a priority in making educational and long-term life decisions.

2- Student and family ideas and preferences are addressed in making educational and long-term life decisions.

1- Family preferences are acknowledged in making educational and long-term life decisions.

0- Student and family are not included in educational decision-making.

NA or Comments:

3- Student is involved and participates in all decision making based on ability, interests, desires, goals, etc.

2- Student is involved and participates in most decision making based on ability, interests, desires, and goals.

1- Student is involved and participates occasionally in decision making based on ability, interests, desires, and goals.

0- Student is not involved in all decision making.

NA or Comments:

3- Student directs and participates in own IEP.

2- Student directs and participates in some areas of own IEP.

1- Student is asked for input for the IEP.

0- Student is not present at the IEP.

NA or Comments:

3- Student IEP goals align with desired personal future plans.

2- Some student IEP goals address desired personal future plans.

1- Student IEP goals address the areas of transition.

0- Student IEP goals are based on classroom activities and curriculum.

NA or Comments:

Quality Indicators: DCD 95

Work-Based Learning (WBL)

Implementation

3- WBL Program is connected to school-based learning through curriculum, authentic assessment, career fields, and applied instruction.

2- WBL Program is connected in most situations to school-based learning through curriculum, career fields, and applied instruction.

1- WBL Program is loosely connected to school-based learning through curriculum and career fields.

0- WBL Program is loosely connected to school-based learning through curriculum and career fields.

NA or Comments:

3- WBL Program is connected to activities including career counseling, job and career fairs, job shadowing, and labor market information.

2- WBL Program is connected in most situations to activities including career counseling, job and career fairs, and job shadowing.

1- WBL Program is loosely connected to activities including career counseling, and job shadowing.

0- There is no WBL Program available.

NA or Comments:

3- WBL Program is aligned with local, state, national, and industry standards.

2- WBL Program is in the process of aligning with local, state, national, and industry standards.

1- WBL Program follows most local, state, national, and industry standards.

0- There is no WBL Program available.

NA or Comments:

3- WBL Program demonstrates a sequential building of knowledge and skills.

2- WBL Program demonstrates a mostly sequential building of knowledge and skills.

1- WBL Program is working toward building of knowledge and skills.

0- There is no WBL Program available.

NA or Comments:

Quality Indicators: DCD 96

Work-Based Learning (WBL)

Implementation (cont'd.)

3- WBL Program provides student with well-planned sequential experiences.

2- WBL Program provides student with variety of related experiences.

1- WBL Program provides student with a few experiences.

0- There is no WBL Program available.

NA or Comments:

3- WBL Program collaborates with business with clearly defined expectations, roles, responsibilities, etc.

2- WBL Program collaborates with business with loosely defined expectations, roles, responsibilities, etc.

1- WBL Program works informally with business without clearly defined expectations, roles, responsibilities, etc.

0- There is no WBL Program available.

NA or Comments:

3- WBL Program staff are qualified and properly trained with a licensed WBL coordinator on staff.

2- WBL Program staff are qualified and properly trained working with a licensed WBL coordinator from another agency.

1- WBL Program staff are becoming qualified and properly trained and working with a licensed WBL coordinator from another agency.

0- There is no WBL Program available.

NA or Comments:

3- WBL Program has involved and supportive parents.

2- WBL Program has some involved and supportive parents.

1- WBL Program has little parent involvement.

0- There is no WBL Program available.

NA or Comments:

Barb Lhotka, Facilitator barblhotka@embarqmail.com

Quality Indicators: DCD 97

Work-Based Learning (WBL)

Implementation (cont'd.)

3- WBL Program prepares student for WBL experience with safety training, rules of conduct, expectations, etc.

2- WBL Program prepares student for WBL experience with basic information about safety, conduct, expectations, etc.

1- WBL Program prepares student for WBL experience as the experience progresses.

0- There is no WBL Program available.

NA or Comments:

3- WBL Program uses industry standards in developing work-site performance measures.

2- WBL Program uses informal tools in developing work-site performance measures.

1- WBL Program uses program developed checklists in developing work-site performance measures.

0- There is no WBL Program available.

NA or Comments:

3- WBL Program maintains documentation required by the State of MN.

2- WBL Program maintains most documentation required by the State of MN.

1- WBL Program maintains some documentation required by the State of MN.

0- No 18-21 year old program is available.

NA or Comments:

18-21 Year Old Program

3- Community-based instruction takes place based on community resources and ecological analysis.

2- Community-based instruction takes place based on community resources.

1- Community-based instruction takes place in artificially created settings.

0- No 18-21 year old program is available.

NA or Comments:

Quality Indicators: DCD 98

Work-Based Learning (WBL)

18-21 Year Old Program

3- Person-centered planning is used to determine student preferences and interests and parental needs.

2- Program is starting to use person-centered planning that is used to determine student preferences and interests and parental needs.

1- Student interests and parental needs are considered in planning.

0- No 18-21 year old program is available.

NA or Comments:

3- Program staff formally collaborate with community services and agencies.

2- Program staff informally collaborate with community services and agencies.

1- Program staff work with a few community services and agencies.

0- No 18-21 year old program is available.

NA or Comments:

3- Academic, social, and vocational instruction leads to competitive or supported employment.

2- Academic, social, and vocational instruction leads to some competitive or supported employment.

1- Academic, social, and vocational instruction leads to supported or sheltered employment.

0- No 18-21 year old program is available.

NA or Comments:

Quality Indicators: DCD 99

SAFETY & EMERGENCY PREPAREDNESS

Procedures

Training

3- All staff receive on-going safety and emergency procedures training.

2- Some staff receive safety and emergency procedures training.

1- Whole staff, once a year mandatory safety and emergency procedures training is completed.

0- Staff receive some safety and emergency procedures training.

NA or Comments:

3- Staff are regularly trained on Universal Precautions by qualified trainers.

2- Staff are regularly trained on Universal Precautions by a district staff person.

1- Staff are inconsistently trained on Universal Precautions by the district.

0- No training is offered on Universal Precautions by the district.

NA or Comments:

3- Staff are regularly trained to use specialized equipment (i.e., wheelchairs, walkers) by qualified trainers.

2- Staff are regularly trained to use specialized equipment (i.e., wheelchairs, walkers) by a district staff person.

1- Staff are inconsistently trained to use specialized equipment (i.e., wheelchairs, walkers) by the district.

0- No training is offered training to use specialized equipment (i.e., wheelchairs, walkers) by the district.

NA or Comments:

3- Staff are regularly trained on physical positioning and/or range of motion by qualified trainers.

2- Staff are regularly trained on physical positioning and/or range of motion by a district staff person.

1- Staff are inconsistently trained on physical positioning and/or range of motion by the district.

0- No training is offered on physical positioning and/or range of motion by the district.

NA or Comments:

Barb Lhotka, Facilitator barblhotka@embarqmail.com

Quality Indicators: DCD 100

Procedures

Training (cont'd.)

3- Staff are regularly trained on specialized nutritional systems (i.e., tube feeding) by qualified trainers.

2- Staff are regularly trained on specialized nutritional systems (i.e., tube feeding) by a district staff person.

1- Staff are inconsistently trained on specialized nutritional systems (i.e., tube feeding) by the district.

0- No training is offered on specialized nutritional systems (i.e., tube feeding) by the district.

NA or Comments:

3- Staff are regularly trained on confidentiality, medical conditions, medications, and medication administration by qualified trainers.

2- Staff are regularly trained on confidentiality, medical conditions, medications, and medication administration by a district staff person.

1- Staff are inconsistently trained on confidentiality, medical conditions, medications, and medication administration by the district.

0- No training is offered on confidentiality, medical conditions, medications, and medication administration by the district.

NA or Comments:

3- Staff are regularly trained on basic first aid by qualified trainers.

2- Staff are regularly trained on basic first aid by a district staff person.

1- Staff are inconsistently trained on basic first aid by the district.

0- No training is offered on basic first aid by the district.

NA or Comments:

3- Staff are regularly trained on seizure disorders by qualified trainers.

2- Staff are regularly trained on seizure disorders by a district staff person.

1- Staff are inconsistently trained on seizure disorders by the district.

0- No training is offered on seizure disorders by the district.

NA or Comments:

Quality Indicators: DCD 101

Procedures

Training (cont'd.)

3- Staff are regularly trained on use of an automated external defibrillator (AED) and cardiopulmonary resuscitation (CPR) by qualified trainers.

2- Staff are regularly trained on use of an automated external defibrillator (AED) and cardiopulmonary resuscitation (CPR) by a district staff person.

1- Staff are inconsistently trained on use of an automated external defibrillator (AED) and cardiopulmonary resuscitation (CPR) by the district.

0- No training is offered on use of an automated external defibrillator (AED) and cardiopulmonary resuscitation (CPR) by the district.

NA or Comments:

3- Staff are regularly trained on positive behavior intervention and CPI by qualified trainers.

2- Staff are regularly trained on positive behavior intervention and CPI by a district staff person.

1- Staff are inconsistently trained on positive behavior intervention and CPI by the district.

0- No training is offered on positive behavior intervention and CPI by the district.

NA or Comments:

Student

3- Written plans exist and are implemented for medical, behavior, and emergency situations (e.g., health, evacuation, crisis intervention, and regulated behavior intervention plans).

2- Written plans exist and are implemented for most medical, behavior, and emergency situations.

1- Written plans exist and are implemented for some medical, behavior, and emergency situations.

0- There are no written plans for medical, behavior, and other emergencies.

NA or Comments:

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Quality Indicators: DCD 102

TRANSPORTATION

Bus

Training

3- Bus/van driver training is provided at least annually regarding special needs.

2- Bus/van drivers are provided with basic handout information regarding special needs.

1- Bus/van drivers are given a brief overview regarding special needs.

0- Special needs is not a topic addressed with bus/van drivers.

NA or Comments:

3- Paraprofessionals riding the bus/van receive on-going training and support.

2- Paraprofessionals riding the bus/van are provided with basic handout information regarding special needs.

1- Paraprofessionals riding the bus/van given a brief overview regarding special needs.

0- Special needs is not a topic addressed with paraprofessionals riding the bus/van.

NA or Comments:

3- Training is provided to transportation staff regarding positive behavior intervention and discipline.

2- Training is provided to transportation staff regarding discipline.

1- Transportation staff given a brief overview regarding discipline.

0- Discipline on the bus is not addressed.

NA or Comments:

3- Training is provided to transportation staff regarding safety for specific students with special needs.

2- Training is provided to transportation staff regarding basic safety for students with special needs.

1- Transportation staff given a brief overview regarding safety for students with special needs.

0- Safety for students with special needs is not addressed.

NA or Comments:

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Quality Indicators: DCD 103

Bus

Training (cont'd.)

3- Specific training is provided to transportation staff regarding bus evacuation of students with special needs.

2- General training is provided to transportation staff regarding bus evacuation of students with special needs.

1- A brief overview is provided to transportation staff regarding bus evacuation of students with special needs.

0- Evacuation of students with special needs is not addressed.

NA or Comments:

Procedures

3- Bus emergency cards are prepared and kept for reference in the bus/van.

2- Bus emergency cards are usually prepared and kept for reference in the bus/van.

1- Bus emergency cards are occasionally prepared and kept for reference in the bus/van.

0- There are no bus emergency cards.

NA or Comments:

3- Bus evacuation procedures are practiced several times during the school year.

2- Bus evacuation procedures are practiced twice each school year.

1- Bus evacuation procedures are practiced at the beginning of the school year.

0- Evacuation procedures are not practiced.

NA or Comments:

3- There is a written procedure for decision-making regarding obtaining and ending special transportation services.

2- There is a best practice/historical procedure for decision-making regarding obtaining and ending special transportation services.

1- All students with significant needs are transported by special transportation.

0- Special transportation is not available.

NA or Comments:

Quality Indicators: DCD 104

Bus

Procedures (cont'd.)

3- Community-based transportation guidelines are written and clearly defined.

2- Community-based transportation guidelines are being written and clearly defined.

1- Community-based transportation guidelines are based on teacher decision.

0- Community-based transportation is not utilized.

NA or Comments:

Community Access

3- Transportation into and around the community is tied to IEP goals and objectives.

2- Transportation into and around the community is based on general program goals and some student IEP goals and objectives.

1- Transportation into and around the community is based on teacher decisions and activities.

0- Community access is not a part of the program.

NA or Comments:

3- Levels of support are determined by student need and accessibility of the environment prior to transporting students and participating in the community activity.

2- Levels of support are determined by student need and numbers of students participating prior to transporting students and participating in the community activity.

1- Levels of support are determined by availability of staff prior to transporting students and participating in the community activity.

0- Community access is not a part of the program.

NA or Comments:

Quality Indicators: DCD 105

Bus

Community Access (cont'd.)

3- Emergency policies and procedures for community participation activities are in writing and implemented.

2- Emergency policies and procedures for community participation activities are outlined as best practice.

1- Emergency policies and procedures are "understood" to be those followed for all students.

0- There are no emergency policies, procedures, nor guidelines for community participation activities.

NA or Comments:

3- Policies and procedures are written and implemented for overnight trips made by students.

2- Policies and procedures for overnight trips made by students are outlined as best practice.

1- Policies and procedures are "understood" to be those followed for all students on overnight trips.

0- There are no policies, procedures nor guidelines for overnight trips made by students.

NA or Comments:

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Quality Indicators: DCD

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