California Charter School Special Education Site Visit Checklist

Pre-Visit Preparation Date of Visit: _____ Charter School: _____ Authorizer Representative(s):

School SPED Contact Person:

SELPA Affiliation:

Documents to Request Before/During Visit

Sample of Initial IEP documents

Sample of Annual IEP documents

Sample of Triennial IEP documents

Current special education student roster - including any NPS placements

Special education staff credentials and qualifications

SELPA agreement and MOU

Special education policies and procedures manual

Procedural Safeguards documentation

Special education budget and expenditure reports

I. DOCUMENT REVIEW - SPECIAL EDUCATION FILES

Procedural Safeguards

Charter provides Procedural Safeguards in all languages available to families Documentation shows parents received Procedural Safeguards (in notes, email communications)

Procedural Safeguards provided at appropriate times

Notes:

Initial IEP Documentation

- Signed parent consent to assess is present
- Tools of assessment are clearly listed and appropriate
- Assessment timeline was adhered to
- All required assessment areas addressed

Notes:

IEP Compliance Review

Meeting Notice signed prior to meeting date

IEP occurred in correct timeframe (Initial, Annual, or Triennial)

Meeting conducted within required timelines

Includes signatures of all necessary IEP team members:

Parent signature

Student signature (if 18+ or appropriate)

General education teacher

Special education teacher

LEA designee (qualified to supervise special education)

Additional services providers (if services recommended) Interpreter (if needed)

If English Learner, ELD instruction questions are answered appropriately

Includes comprehensive present levels of academic and functional performance

Includes parent input/concerns (usually found in notes section)

Includes appropriate, measurable annual goals

Services clearly specified (type, frequency, duration, location)

Baseline data documented for all goals

Behavior Intervention Plan included if indicated in IEP

ESY (Extended School Year) determination made and documented

If alternative assessments used, documentation explains why child cannot participate in general assessments

Transition planning included (age 16+ or younger if appropriate)

LRE (Least Restrictive Environment) determination documented

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II. PROGRAM IMPLEMENTATION

Special Education Staffing

Appropriate special education teacher credentials verified Adequate staffing levels for student needs Related services providers properly credentialed Paraprofessional supervision and training documented Staff-to-student ratios appropriate for service delivery

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III. COMPLIANCE AND PROCEDURES

Child Find and Referral Process

- Child Find procedures in place and implemented
- Referral process clearly defined and followed
- Response to Intervention (RTI) documented before referral
- Timeline compliance from referral to eligibility determination

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Due Process and Dispute Resolution

Procedures for handling parent concerns documented
Due process rights explained to parents
Alternative dispute resolution options available
Documentation of any complaints or due process activities

Notes:			

IV. PARENT AND STUDENT ENGAGEMENT

Parent Involvement

- Parents meaningfully involved in IEP process
- Parent training and support offered
- Communication with parents regular and documented
- Parent concerns addressed appropriately

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SUMMARY & FOLLOW-UP

Overall Special Education Compliance Assessment

Areas of Concern:

Required Corrective Actions:

Timeline for Corrective Action:

Next Steps

- Schedule follow-up visit for special education (if needed)
- Set timeline for corrective action plan response
- Coordinate with SELPA if significant issues identified

This checklist ensures comprehensive oversight of charter school special education programs in accordance with IDEA, California Education Code, and federal compliance requirements. Authorizers should coordinate with SELPA partners when conducting special education reviews.