

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

Notes:

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

Notes:

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

Notes:

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

Notes:

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.