

LEA Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Family Engagement LEA Quality Indicators

There are 3 focus areas that include quality indicators: Family Engagement, Culturally Responsive Practices, and Inclusive Practices. The Family Engagement Quality Indicators are designed to determine if a LEA has the necessary structures in place to ensure meaningful family engagement. These indicators are divided into 4 domains: Communication, Family Support, Decision Making, and Partnerships.

The Quality Indicators should be completed annually in the Fall by the LEA Leadership Team comprised of stakeholders from general education, special education, curriculum, etc. Output reports will be generated electronically to display summative results for each focus area.

Directions: The LEA Leadership Team will place a check in the box that most accurately describes the school's progress on each indicator.

Domain 1: Communication	Not In Place	Partially In Place	In Place
1. A variety of methods such as phone calls, newsletters, or e-mail are used to communicate with families.			
2. Families are informed of academic programs.			
3. Families are informed of their student's progress.			
4. Families are offered a variety of ways to give feedback to the LEA.			
5. The communication between the LEA and families supports students' learning and growth.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
Domain 2: Family Support	Not In Place	Partially In Place	In Place
6. Documented policies and practices recognize diversity among families.			
7. Information and resources are made available to all families.			
8. Learning opportunities are provided to better meet the social and cultural needs of families.			
9. Families have access to information to support learning at home such as the LEA website with annual school calendar, newsletters, etc.			
10. Families are provided opportunities to participate in professional development.			
11. The support provided to families by the LEA supports students' learning and growth.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			

Domain 3: Decision Making	Not In Place	Partially In Place	In Place
12. Engaging families as partners in the decision-making process is supported.			
13. The diversity of families in the LEA is represented on the LEA leadership team and other committees.			
14. Families are provided current information regarding decision-making practices as well as their rights.			
15. The LEA's engagement with families in the decision-making process supports students' learning and growth.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
Domain 4: Partnerships	Not In Place	Partially In Place	In Place
16. An inviting and welcoming environment exists for all families.			
17. Families' interests, talents, and availability to support the LEA are identified.			
18. Opportunities such as career day or cultural celebrations are available for families to share their knowledge and experience with the LEA			
19. Family members who are unable to be physically present in the LEA building have opportunities to contribute in other ways.			
20. LEA personnel are provided resources to create partnerships with all families.			
21. The partnerships that the LEA has with families support students' learning and growth.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			

LEA Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Culturally Responsive Practices LEA Quality Indicators

There are 3 focus areas that include quality indicators: Family Engagement, Culturally Responsive Practices, and Inclusive Practices. The Culturally Responsive Practices Quality Indicators are designed to determine if a LEA has practices in place to meet the needs of all students, regardless of their cultural background. These indicators are divided into 4 domains: Organizational Support, School Climate, Curriculum and Instruction, and Behavior Support.

The Quality Indicators should be completed annually in the Fall by the LEA Leadership Team comprised of stakeholders from general education, special education, curriculum, etc. Output reports will be generated electronically to display summative results for each focus area.

Directions: The LEA Leadership Team will place a check in the box that most accurately describes the LEA's progress on each indicator.

Domain 1: Organizational Support	Not In Place	Partially In Place	In Place
1. The LEA works collaboratively with school and families to ensure equitable treatment for all students.			
2. The LEA provides professional development training in cultural competence (i.e., the ability to interact meaningfully and respectfully with individuals from culturally diverse backgrounds).			
3. LEA personnel are knowledgeable about differences in cultural practices that impact student behavior and achievement.			
4. The LEA has a two way communication process with families regarding academic and behavioral strategies.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
Domain 2: Climate	Not In Place	Partially In Place	In Place
5. The LEA supports schools in which all students, including those with diverse cultural backgrounds, are involved in decision-making.			
6. The LEA's policies and procedures are respectful of all students and family members regardless of cultural background, ethnicity, and/or socioeconomic status.			
7. Cultural competence is reflected in curriculum, written materials, cultural/historical activities, community involvement, cultural celebrations, and other diversity markers.			
8. LEA data (achievement, behavior, placement, etc.) reflects that appropriate targets (including subgroups) are being met.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			

Domain 3: Curriculum & Instruction	Not In Place	Partially In Place	In Place
9. The LEA provides teachers with instructional strategies that reflect diversity toward racial, ethnic, cultural, language, and ability groups.			
10. The LEA provides professional development on how to create lessons that are relevant to students and their personal experiences.			
11. The LEA utilizes resources and materials that reflect visuals and perspectives from diverse groups.			
12. The LEA provides professional development on assessment strategies that reflect diverse backgrounds.			
Use the space provided to address indicators that are described as “Not In Place” or “Partially In Place”:			
Domain 4: Behavior Support	Not In Place	Partially In Place	In Place
13. The LEA has procedures and policies for addressing student behavior that occur in a climate of respect and trust.			
14. LEA personnel are knowledgeable about behaviors that are consistent with students’ cultural background.			
15. The LEA provides strategies to teachers that utilize strategies to address behavioral concerns that are consistent with students’ cultural background.			
16. LEA personnel are aware of the potential for bias and how these may affect their interactions with students and their families.			
Use the space provided to address indicators that are described as “Not In Place” or “Partially In Place”:			

LEA Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Inclusive Practices LEA Quality Indicators

There are 3 focus areas that include quality indicators: Family Engagement, Culturally Responsive Practices, and Inclusive Practices. The Inclusive Practices Quality Indicators are designed to determine if a LEA has the necessary structures in place to ensure inclusive practices are implemented. These indicators are divided into 6 domains: Foundations, Collaboration, Service Delivery, Instructional Practices, Behavior Support, and Administrative Responsibilities.

The Quality Indicators should be completed annually in the Fall by the LEA Leadership Team comprised of stakeholders from general education, special education, curriculum, etc. Output reports will be generated electronically to display summative results for each focus area.

Directions: The LEA Leadership Team will place a check in the box that most accurately describes the school's progress on each indicator.

Domain 1: Foundations of Inclusive Practices	Not In Place	Partially In Place	In Place
1. LEA personnel hold high expectations for students with disabilities.			
2. Decisions related to inclusive schooling incorporate frequent, timely, and meaningful input from families and other stakeholders.			
3. The LEA's data indicate that most students receive the majority of their education in the general education setting.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
Domain 2: Collaboration	Not In Place	Partially In Place	In Place
4. Shared problem solving is reflected in LEA structures and procedures (e.g., co-teaching and other instructional teams, committees, pre-referral, eligibility).			
5. LEA personnel use data (placement, achievement, graduation rate) as the basis for making decisions.			
6. Paraprofessional and support staff roles and responsibilities in general education classrooms (e.g., instruction and behavior support personnel) are articulated and implemented.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			

<b>Domain 3: Service Delivery</b>	<b>Not In Place</b>	<b>Partially In Place</b>	<b>In Place</b>
7. The LEA provides training to support students with disabilities in general education classrooms.			
8. Service delivery options such as instruction, support services, extra-curricular, etc. are flexible based on students' needs.			
9. Co-teaching is utilized as a service delivery option.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
<b>Domain 4: Instructional Practices</b>	<b>Not In Place</b>	<b>Partially In Place</b>	<b>In Place</b>
10. Students with disabilities have access and participate in academic activities with non-disabled peers.			
11. Supplemental aids and services are used to ensure that students access and progress in the general curriculum.			
12. Data-driven decisions are made based on the assessments before, during, and after instruction.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
<b>Domain 5: Behavior Support</b>	<b>Not In Place</b>	<b>Partially In Place</b>	<b>In Place</b>
13. The LEA supports the use of positive behavior support strategies that include school-wide plans, classroom plans, and individual student plans.			
14. Students needing behavior intervention plans based on functional behavior assessment receive them, and all of their teachers (i.e., general and special education) have a meaningful role in implementing such plans.			
15. Behavior intervention plans (BIPs) are written and implemented consistently. Data are reviewed frequently, with plans adjusted accordingly.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
<b>Domain 6: Administrative Responsibilities</b>	<b>Not In Place</b>	<b>Partially In Place</b>	<b>In Place</b>
16. The LEA creates an inclusive school climate for students, families, and staff.			
17. The LEA ensures inclusive schooling efforts using multiple instruments that assess academic outcomes, behavioral outcomes, and stakeholder perceptions.			
18. The LEA provides resources to support schools in creating and sustaining inclusive schooling.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			