

Appendix A

Checklist for School Site Visit Coordinator

As soon as you receive the email from MCPSC to schedule the site visit:

- Check that the suggested site visit date is a regular school day without any school-wide testing, field trips, or early release.
- Confirm the suggested date(s) as soon as possible. Please email your confirmation. If the date creates undue hardship for your school, call the MCPSC staff member who sent the email to find a mutually agreeable alternate date.
- Once the date is confirmed, share the site visit date and the Protocol with all relevant school stakeholders.
- Attend the site visit introductory webinar/call provided by MCPSC.

Approximately six weeks prior to the visit:

- Review the Site Visit Protocol and share it with the school community.
- Talk with the school's governing board, staff, and community to orient them to the purpose of the site visit, what their respective roles will be during the visit, and what to expect when the team visits. There will be no classroom observations during a Site Visit. Team members may visit empty classrooms.
- If a quorum of the board of trustees, or a quorum of any subcommittee of the board, is present at the interview, follow all Missouri statutes concerning public meetings.
- Begin the process of assuring all required pre-visit documents are uploaded in Epicenter.

Four weeks prior to the site visit:

- Confirm all pre-visit documents are in Epicenter,
- Invite all families to participate in a focus group on the day of the visit.
- Identify a secure, private space that can serve as a meeting room for the team throughout the day.
- Work with the Site Visit Team Leader and the school community, including the governing board of trustees, to determine the schedule for the visit. This may take several iterations to complete. The schedule needs to be finalized with the team leader at least one week prior to the visit.

Approximately one week prior to the visit:

- Speak with the Site Visit Team Leader by telephone to review and finalize the site visit schedule, focus group attendees, classroom observation form, as well as discuss logistics and materials. Please ask questions about the site visit and the protocol at this time.
- Confirm focus group participation from board members, teachers, students, families, and staff using the focus group attendees template sent by the team leader. Arrange coverage, if necessary.
- Upload into Epicenter the Focus Group Attendees list using the MCPSC template.
- Begin to assemble the onsite documentation.

One day before the site visit:

- Distribute the site visit schedule to the school community.
- Have each teacher post the schedule for their classroom for the day of the visit on the door of their classroom.
- Ensure that the onsite materials required are available, organized, and clearly labeled (or in folders) in the team's private meeting space.

During the visit:

- Ensure that the team's meeting room remains private and all requested documents are provided and clearly labeled.
- Ensure that focus group rooms remain private while the interviews are conducted if the focus group takes place in a room that is not the Site Visit Team's meeting room.
- Be available to the Site Visit Team for a morning orientation, a focus group, and any necessary follow-up. Assist the team in obtaining any additional information, documents, data, or interviews with school staff. Other documents, such as fiscal or planning documents, may be requested during the visit.
- Bring concerns and questions to the attention of the team leader as they arise.
- Attend the report out meeting to hear the team's initial report out.

After the visit:

- Work with the school's leadership team to review and provide factual corrections, or other feedback, on the draft site visit report.
- If deemed necessary, prepare a response to the final report. This response will be appended to the report.
- Share the final, public site visit report with staff, parents, board members, and the school community.

Pre-Visit Documentation

Please make sure that the following documents are submitted to Epicenter 4 weeks prior to site visit:

- A master class schedule for the day of the visit that clearly indicates the following for all classes:
 - Teacher
 - Subject
 - Time
 - Location (room assignments)
 - Please identify on the schedule which classes are SEI, ELD, and special education inclusion, pullout, or substantially separate placements and where they will be located.
- Current student demographic information. Please use the charts provided by MCPSC.
- A staff roster that includes administrator and teacher names and subject and/or grade taught or administrative role. Please identify any staff who have ESL or special education licensure.
- Board minutes for each meeting that has occurred in the past 12 months.

- A copy of the special education and ELL policies and procedures manuals.
- Please list and provide summaries and analyses of internal assessments, if available. Please provide any additional information the school has aggregated which gives a picture of student achievement. If internal assessments have been created onsite, please provide a brief description of the assessment(s). Please do not provide raw or student level data.

Please have the following documents submitted to MCPSC 1 week prior to site visit:

- Please submit the focus group attendees list. Groups should not include more than 10 participants, should include a range of participants, and, with the exception of the administrator focus group, supervisors should not be in the same groups as supervisees.

Please have the following documents ready to be viewed by the team on the day of the site visit:

- A school map, with corresponding teacher room assignments or marked with teacher names and showing the location of special education and ELL instructional spaces (provide one copy for each team member)
- Current recruitment materials, including the school's application for lottery and/or enrollment, and any school brochures/flyers used in recruiting applicants. Please also provide samples of recruitment materials translated in other languages.
- Any other materials that the school believes will assist the team in efficiently reviewing the school's performance under its charter
- Aggregated results of family, teacher, and student survey information, if applicable
- Samples of educator and administrator evaluation tools
- Professional development calendar/agendas
- Check book, petty cash, student records, IEPs, and ELL student records available onsite personnel records, available for purchasing systems for inspection.
- A copy of your school's most recent special education program self-evaluation.
- A copy of your school's most recent English language learner program self-evaluation.
- A copy of your school's Special Ed/ELL/Homeless/Migrant plans.
- Any other documentation that helps to tell the story of your school to an external team of visitors. A strategic plan is an example of a document that a school might provide. The MCPSC will identify whether a curriculum review is necessary prior to the visit based on the age of the school, the school's status, and a review of the school's student achievement data. If a curriculum review is required, the school will make curriculum documents available to the MCPSC through an online platform or via hard copy onsite.