

**Attachment 5: Staff Interview/Survey Questions Summary**

**Instructions for Attachment 5  
Staff Interview/Survey Questions**

**District:** \_\_\_\_\_

**School Year:** \_\_\_\_\_

**Person Completing Form:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

**The purpose** for completing attachment 5 is to involve the district stakeholders in identifying underlying factors that contribute to disproportionality.

**Directions:** Use the attached questions to obtain feedback from a representative sample of K-12 administrators, teachers, and evaluators of students with disabilities. In constructing the survey or interview questions, be sure to include either the questions in the table below or use similar questions that will elicit the same information.

How the interviews/surveys are conducted will be at the discretion of the district.

- The Self-Assessment team leader may choose to conduct all interviews.
- The Self-Assessment team members may also be involved in the interview process.
- The interviews may be conducted in various formats, including discussions at staff meetings.
- The interview questions could be converted into a survey for a broader distribution.
- The team may develop additional interview questions.

The Self-Assessment team will determine who must be interviewed, but it is recommended that at least a representative sample of instructional staff and administrators from across the district be interviewed. This information will assist the district in determining improvement strategies to address areas of noncompliance with State and federal laws and regulations identified through the review process.

Upon receiving the results from the interviews or surveys, compile the information and use the table below to complete the sections that apply to the Focus Area(s) of disproportionality for the district.

**Attachment 5: Staff Interview/Survey Questions Summary**

<b>Staff Interview/Survey Summary for Each Focus Area</b>
<b>Disproportionality Focus Area I: School-wide Approaches and Prereferral Interventions</b> <b>All Districts Must Complete this Section</b>
Describe the prereferral system in your building. Describe your role in the process.
Have you ever referred a student for prereferral interventions? What were your criteria in doing so?
Did the prereferral interventions provided address your concerns for the student you referred? If no, why not?
Do you feel you have sufficient support to implement the recommended prereferral interventions for the student you referred?

**Attachment 5: Staff Interview/Survey Questions Summary**

**Staff Interview/Survey Summary for Each Focus Area**

**Disproportionality Focus Area I: School-wide Approaches and Prereferral Interventions [continued]**

**All Districts Must Complete this Section**

Describe the effectiveness of the prereferral intervention system in your building and the impact on referrals to special education.

Do you feel that all students have access to the prereferral intervention system?

Has information been provided to all instructional and administrative personnel on the range of general education support services in the district?

**Attachment 5: Staff Interview/Survey Questions Summary**

<b>Staff Interview/Survey Summary for Each Focus Area</b>
<b>Disproportionality Focus Area II: Referral of Students to the Special Education (Child Find)</b> <b>Districts with Over-identification Must Complete this Section</b>
Describe the process for how special education referrals are handled in your building. Describe your role in the process.
Have you ever referred a student to special education? What were your criteria in doing so?
Describe the information you are required to provide in making a special education referral.

**Attachment 5: Staff Interview/Survey Questions Summary**

**Staff Interview/Survey Summary for Each Focus Area**

**Disproportionality Focus Area II: Referral of Students to the Special Education (Child Find) [continued]**

**Districts with Over-identification Must Complete this Section**

When do you consider requesting a meeting with the student's parent to determine if general education supports and services could be implemented as an alternative to special education?

Describe the process to analyze and monitor special education referrals school-wide.

Describe the process the school district uses to review data related to referrals to special education to detect any pattern that might indicate a problem with disproportionate referrals of students of a particular race or native language.

**Attachment 5: Staff Interview/Survey Questions Summary**

**Staff Interview/Survey Summary for Each Focus Area**

**Disproportionality Focus Area III: Individual Evaluation of Students with Disabilities (Evaluation & Reevaluation)**

**Districts with Over-identification Must Complete this Section**

Are assessments and other evaluation materials provided and administered in the student's native language or other mode of communication in the form most likely to yield accurate information? If no, explain why.

**Disproportionality Focus Area IV: Eligibility Determinations**

**Districts with Over-identification Must Complete this Section**

What kinds of documentation do you share with the eligibility team to support appropriate reading and mathematics instruction?

What kinds of documentation do you share with the eligibility team to support the finding that a student's Limited English Proficiency was not the cause of the child's disability?

**Attachment 5: Staff Interview/Survey Questions Summary**

**Staff Interview/Survey Summary for Each Focus Area**

**Disproportionality Focus Area V: Least Restrictive Environments (LRE)**

**Districts with Disproportionate Placement by Race/Ethnicity Must Complete this Section**

How do you support the continuum of services for students with disabilities?

**Disproportionality Focus Area VI: Discipline**

**Districts with Disproportionate and/or Discrepant Discipline Must Complete this Section**

How do you determine if a child with a disability's IEP will denote that the code of student conduct shall not apply?

How do you ensure that parents and the child with a disability receive notice of the rules and regulations applicable to children with disabilities with respect to child management, discipline, and suspension/expulsion upon the child's entry into a special education program or at the annual IEP review?

**Attachment 5: Staff Interview/Survey Questions Summary**

**Staff Interview/Survey Summary for Each Focus Area**

**Disproportionality Focus Area VI: Discipline [continued]**

**Districts with Disproportionate and/or Discrepant Discipline Must Complete this Section**

How do you ensure that schools partner with parents to understand the rules and procedures appropriate to the discipline of children with disabilities?

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this Rule, is appropriate for a child with a disability who violates a code of student conduct. [34 C.F.R. § 300.530(a)]. How do you ensure appropriate procedures?

How do you ensure appropriate procedures and policies are “practiced” for manifestation determinations?

Does your district provide services for students **without** disabilities removed from their current placement less than 10 days? If so, do you make these services available to students with disabilities?

**Attachment 5: Staff Interview/Survey Questions Summary**

<b>Staff Interview/Survey Summary for Each Focus Area</b>
<b>Disproportionality Focus Area VI: Discipline [continued]</b> <b>Districts with Disproportionate and/or Discrepant Discipline Must Complete this Section</b>
How do you ensure that when a child's behavior impedes the child's learning or that of others, the IEP team considered the use of positive behavioral interventions and supports, and other strategies, to address that behavior?
How do you ensure that BIPs are based on FBAs for children determined to have behavior that was a manifestation of their disability?
BIP are reviewed and revised, as necessary, when a student continues to experience behavior problems.
Tell me about the monitoring process of data for students with disabilities who have been suspended from school?
How have your review of policies, procedures and practices impacted your disproportionality determination? Correction of noncompliance?