

The following questions were adapted from Dan Losen's and Wisconsin Department of Public Instruction's, Annotated Checklist for Addressing Racial Disproportionality in Special Education (2008)

Indicators	In the space provided, briefly state the answers to the question. Indicate data that supports your answer.
<p>1. Is each school required to have a pyramid of <b>research based effective interventions</b> (academics and behavior)?</p> <p>General Supervision: PPPs, Compliant Practices</p>	
<p>2. Are all students provided equal access to highly qualified and experienced teachers?</p> <p>General Supervision: PPPs</p>	
<p>3. Can school personnel identify and understand the research that supports the interventions that they are utilizing? Do they have the specific procedures for implementation? Are interventions implemented with fidelity? How is implementation fidelity ensured?</p> <p>General Supervision: PPPs</p>	
<p>4. Have all regular and special education teachers been trained to effectively participate in SST and RTI/MTSS?</p> <p>General Supervision: PL</p>	

5. Are there specific, written procedures for moving between the tiers (Tier 1, Tier 2, Tier 3, Tier 4)?	
General Supervision: PPPs	
6. Do school psychologists have ample time to conduct culturally appropriate evaluations?	
General Supervision: PPPs	
7. Do all administrators and staff understand district procedures and requirements regarding referral, evaluation, identification, placement, discipline, and the student's right to be educated in the least restrictive environment? Are these disseminated and reviewed on an annual basis?	
General Supervision: PL	
8. How are administrators involved in referrals to special education?	
General Supervision: PPPs, Supervision and Monitoring	
9. Are eligibility reports reviewed for compliance? Are initial evaluations reviewed for comprehensiveness and appropriateness? What are the practices and procedures for monitoring timelines?	
General Supervision: Supervision and Monitoring, Compliant Practices	
10. Are eligibility teams rigorous in attempts	

<p>to rule out economic disadvantage, ESOL status, and instructional deficiencies as predominant factors before progressing with a determination of eligibility? If so, how often are factors found to be determinant and eligibility avoided as a result?</p> <p>General Supervision: PL, Compliant Practices</p>	
<p>11. Is there a serious reconsideration each year for each student's placement, regardless of disability category, to ensure that each student is educated in the least restrictive environment?</p> <p>General Supervision: Supervision and Monitoring, Compliant Practices</p>	
<p>12. How are disciplinary removals for students with disabilities (SWD) monitored?</p> <p>General Supervision: Supervision and Monitoring</p>	
<p>13. Do administrators consider unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct?</p> <p>General Supervision: Supervision and Monitoring, Compliant Practices</p>	
<p>14. Do regular and special educators regularly meet to discuss issues of racial disproportionality in regular and special education? How often?</p> <p>General Supervision: PPPs, PL</p>	