

## *LEA Self-Rating for Disproportionality Compliance Review – Placement*

*LEA Name:* \_\_\_\_\_ *Date:* \_\_\_\_\_

The State must determine if the local education agencies (LEAs) have disproportionality and provide a review of policies, procedures, and practices that contributed to the disproportionality. [34 C.F.R. § 300.646](#) In an effort to conduct a review of policies, procedures, and practices, the State conducts a compliance review and requires the LEAs to convene a team of stakeholders to self-assess and complete the compliance review documents.

To effectively begin the review, each LEA must identify appropriate stakeholders such as regular and special education staff, administrators, professional learning staff, parents, curriculum and instruction staff, school psychologists, and school improvement staff.

**List the Compliance Review Team members below.**

<i>Stakeholder Name</i>	<i>Position</i>

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<b>Placement-Least Restrictive Environment (LRE)</b>				
<b>Directions:</b> Review your LEA’s written procedures for Least Restrictive Environment (LRE). Then, complete the following checklist and gather the evidence to support your answers. <b>The supporting evidence must be submitted to GaDOE for the Disproportionality Compliance Review.</b>				
<i>Professional Learning, Technical Assistance, Supervision &amp; Monitoring</i>				
Indicators	Rate Your Compliance		Supporting Evidence	List the evidence and/or documentation to support each indicator
	Yes	No		
1. The LEA has written procedures that are in compliance with <a href="#">the LRE Rule</a> .	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• <b><i>Compliant written procedures for determining LRE</i></b></li> </ul>	
2. The LEA provides professional learning activities to ensure that all teachers and administrators are fully informed about their responsibilities for implementing <a href="#">the LRE Rule</a> .	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• <b><i>Documentation that all components of LRE Rule are addressed during PL (e.g. PowerPoint, other training material)</i></b></li> <li>• <b><i>Agenda for PL</i></b></li> <li>• <b><i>Sign-in sheets for PL with participants’ titles indicated</i></b></li> </ul>	
3. The LEA provides sustained supervision to monitor the implementation of compliant practices for <a href="#">the LRE Rule</a> .	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• <b><i>Evidence of who is responsible for monitoring school data and when and how often it is done</i></b></li> <li>• <b><i>Evidence that PL implementation is monitored</i></b></li> </ul>	

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**Individual Student Records Review**

**Directions:** After selecting and reviewing ten (10) individual student records, enter the initials for each student in spaces provided. Then, enter the appropriate response to each indicator for the individual student records based on the results of your review. **The records listed below must be the same records submitted to GaDOE as part of the Disproportionality Compliance Review.**

**Individual Student Records Review - PLACEMENT**

**Evidence to be reviewed: Current IEPs**

<b>Y = Yes N = No N/A = Not Applicable</b>										
<b>1</b>	<b>The child's placement was determined at least annually.</b>									
<b>2</b>	<b>The IEP team documented supplementary aids and services that provided an equitable opportunity to participate in nonacademic and extracurricular activities with nondisabled peers, if applicable.</b>									
<b>3</b>	<b>The IEP shows the team documented supports for school personnel in order to enable student progress within the general education curriculum, if applicable.</b>									

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**Individual Student Records Review – PLACEMENT (continued)**

<i>Evidence to be reviewed: Current IEPs</i>									
<b>Y = Yes</b> <b>N = No</b> <b>N/A = Not Applicable</b>									
<b>4</b>	<b>The LEA ensured that the full continuum of special education and related services to meet the needs of the student with a disability was considered by the IEP team.</b>								
<b>5</b>	<b>An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the nonacademic and extracurricular activities.</b>								
<b>6</b>	<b>The LRE decision was made by a group of persons (IEP team), including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.</b>								



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### ***Individual Student Records Review Discussion Questions***

**Directions:** Select a sample of student records to review. Answer the questions below based on your review of those student records.

1. Were there significant differences in interventions and supports that were provided in the separate class/school to students in compared to the general education settings? Describe the significant difference. Are those differences substantial enough to support removal from the general education classroom? Is LRE a barrier that directly or indirectly impacts graduation outcomes for students with disabilities?
2. Are there any equity gaps by sub-groups or schools in the placement of students in more restrictive settings (i.e., gender, race/ethnicity, elementary, middle, high, disability, etc.)? Please describe the equity gaps.
3. Describe how noncompliance in the area of LRE might be contributing to the problem of disproportionality.
4. If students are frequently placed in separate classes/schools, is there evidence that the IEP teams considered less restrictive options and the placement decisions were based on the students' IEP needs? Are students' services provided as close as possible to the child's home? If not, explain why students are not served as close as possible to the child's home school.
5. Describe the continuum of services available in your LEA.