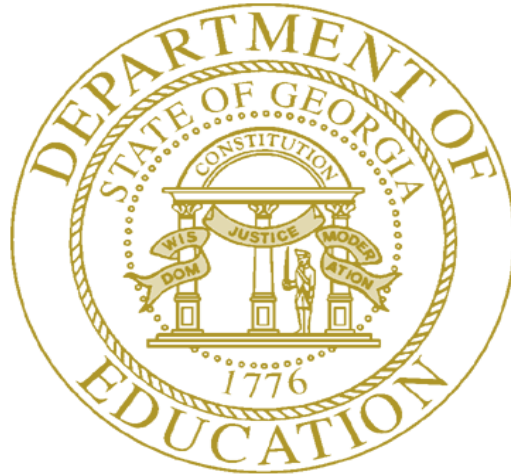


# ***Disproportionality Self-Assessment Monitoring Protocol***



Georgia Department of Education  
Division for Special Education Services and Supports  
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## **Introduction to the Disproportionality Self-Assessment Monitoring Protocol**

The Georgia Department of Education (GaDOE) is required by the reauthorized Individuals with Disabilities Education Act (IDEA) to make determinations for disproportionality and provide for a review of the policies, procedures and practices to ensure compliance with the requirements of the Act. Disproportionality is a comprehensive construct that requires determinations in several different categories.

### *Determination 1: Significant Disproportionality*

Each state that receives assistance under Part B of the Act, and the Secretary of the Interior, must provide for the collection and examination of data to determine if significant disproportionality based on race and ethnicity is occurring in the state and the local educational agencies (LEAs) of the State with respect to:

- The identification of children as children with disabilities, including the identification of children with disabilities in accordance with a particular impairment described in section 602(3) of the Act;
- The placement in particular educational settings of these children; and
- The incidence, duration, and type of disciplinary actions, including suspensions and expulsions. [34CFR300.646(a)][20U.S.C.1418(d)(1)]

### *Determination 2: Disproportionate Representation*

The state must monitor the Local Education Agencies (LEAs) located in the state, using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas, [including] disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. [34 CFR 300.600(d)(3)] [20 U.S.C. 1416(a)(3)(C)]

### *Determination 3: Significant Discrepancy*

The state must examine data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities:

- Among LEAs in the State; or
- Compared to the rates for nondisabled children within those agencies.

[34 CFR 300.170(a)] [20 U.S.C. 1412(a)(22)(A)]

The State must determine if districts have disproportionality and provide a review of policies, procedures, and practices that contributed to the disproportionality. In an effort to conduct a review of policies, procedures, and practices, the State administers a Self-Assessment Monitoring Protocol to districts and requires the districts to convene a team of stakeholders to complete the Self-Assessment. To effectively begin the review, each district must identify appropriate stakeholders such as regular and special educators representing administration, professional learning, parents, curriculum and instruction, school psychology, student support services, and school improvement.

The monitoring process is a focused review of a district’s policies, procedures and practices that most closely relate to the specific areas of disproportionality. This review has six Focus Areas: I. School-wide Approaches and Prereferral Interventions, II. Child Find Procedures, III. Evaluation Procedures, IV. Eligibility Determination, V. Least Restrictive Environments (LRE) and VI. Discipline Procedures.

**Checklist to Complete the Disproportionality  
Self-Assessment Monitoring Protocol  
(For your Convenience - Not Required)**

✓	Checklist Items
	School superintendent or designee selects the team members to conduct the review
	Conduct an initial meeting of the review team to discuss timelines for the review and the process to collect the required information
	Identify other sources of data and information that must be reviewed
	Select appropriate samples to support documentation and evidence of components
	Complete the Self-Assessment Monitoring Protocol and appropriate attachments
	Convene a Self-Assessment team meeting to discuss the findings
	Analyze the data and identify appropriate action steps to address improvement areas
	Use the Next Steps Planning Template to outline pertinent actions necessary to address disproportionality
	<i>Note – The district is not required to complete the Next Steps Planning Template but must address this indicator in the Consolidated LEA Improvement Plan (CLIP).</i>
	Receive technical assistance from the State to determine compliance status

**Report to the Georgia Department of Education (GaDOE)**

Districts shall maintain documentation of its review for a period of five years. This documentation is subject to additional review by GaDOE and, therefore, should be maintained in an easily retrievable and organized manner.

***Disproportionality Self-Assessment Monitoring Protocol***

District: \_\_\_\_\_ Superintendent: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Special Education Director: \_\_\_\_\_

Disproportionality Contact Person: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

***Team Members Who Participated in the Self-Assessment Review Process:  
(Use additional sheets, if needed)***

*Name*

*Title*

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

***Statement of Verification of Accuracy***

I verify that the information submitted in this report is accurate based upon the findings from the Disproportionality Self-Assessment Monitoring Protocol conducted during the 2014-2015 school year.

\_\_\_\_\_  
Superintendent

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

**FY15 Disproportionality Determinations**

<b>Determination Area</b>	<b>Category</b>	<b>Type</b>
<b>Significant Disproportionality</b> Identification of SWD *Note – See Below	All Disabilities	<input type="checkbox"/> Yes
	Specific Disability Categories	<input type="checkbox"/> Yes
<b>Significant Disproportionality</b> Placement of SWD “In the general education setting” *Note – See Below	40 – 79% of the day	<input type="checkbox"/> Yes
	< 40% of the day	<input type="checkbox"/> Yes
	Separate Settings	<input type="checkbox"/> Yes
<b>Significant Disproportionality</b> Discipline of SWD *Note – See Below	Incidence	<input type="checkbox"/> Yes
	Duration and Type	<input type="checkbox"/> Yes
<b>Disproportionate Representation</b> Overrepresentation of SWD	All Disabilities State Performance Plan Indicator 9	<input type="checkbox"/> Yes
	Specific Disability Categories State Performance Plan Indicator 10	<input type="checkbox"/> Yes
<b>Significant Discrepancy</b> Discrepant Rate of Suspension/Expulsion for SWD {Out-of-School; > 10 Days}	All SWD State Performance Plan Indicator 4a	<input type="checkbox"/> Yes
	SWD by Race and Ethnicity State Performance Plan Indicator 4b	<input type="checkbox"/> Yes

**\*Note - Required to use 15% of federal funds to provide Coordinated Early Intervening Services (CEIS) for at-risk students during FY16**

Data used to make the disproportionality determinations may be accessed on the GaDOE Portal by selecting “View Documents” and clicking the word “Special Education”.

**FY15 Disproportionality Determinations**

<b>Determination Area</b>	<b>Category</b>	<b>Conditions</b>	<b>Practical Examples/Probing Questions</b>
<b>Significant Disproportionality Identification</b>	All Disabilities	Relative Risk (RR) $\geq 3.0$ for FY14 and FY15	Does the racial/ethnic group have equal risk of receiving special education and related services when compared to the state’s risk for all other racial/ethnic subgroups?  Sample District had a RR of 3.0 for Hispanic students identified as having an Intellectual Disability, which means that Hispanic students, in the local district, were three times MORE likely to be identified as having an Intellectual Disability than the State’s risk for all other racial/ethnic subgroups.
	Specific Disability Categories	Students with Disabilities (SWD) Subgroup enrollment $\geq 15$ (RR calculated based on district risk compared to state risk for all other subgroups)	
<b>Significant Disproportionality Placement “In the general education setting”</b>	40 – 79% of the day	Weighted Risk Ratio (WRR) $\geq 3.0$ for FY14 and FY15  Students with Disabilities (SWD) Subgroup enrollment $\geq 15$ (WRR calculated based on district risk and state composition)	Does the racial/ethnic group have equal risk of receiving special education and related services in a particular environment when the risk ratio is weighted according to the state’s demographics?  Sample District had a weighted risk ratio of 2.0 for Black students receiving special education and related services inside the regular classroom <40% of the school day, which means that Black SWD were two times MORE likely to be placed in this setting than the comparison group in the district.
	< 40% of the day		
	Separate Settings		
<b>Significant Disproportionality Discipline</b>	Incidence	Relative Risk(RR) for the count of District Level Disciplinary Removals $\geq 3.0$ for FY13 and FY14 SWD Subgroup enrollment $\geq 15$ (RR compares district risk among subgroups)	Are there equal risks for total number of disciplinary removals of SWD, by race and ethnicity?  Are there equal risks for the duration/type of disciplinary removals of SWD, by race and ethnicity?  Sample District had a relative risk ratio of 3.0 for Black SWD who experienced disciplinary removals, which means that Black SWD were three times MORE likely to be removed than the comparison group in the district.
	Duration and Type	Relative Risk Ratio (RR) for the number of Students with District Level Disciplinary Removals $\geq 3.0$ for FY13 and FY14 Includes ISS $\leq 10$ days, OSS $\leq 10$ days, ISS >10 days, and OSS >10 days SWD Subgroup enrollment $\geq 15$ (RR compares district risk among subgroups)	
<b>Disproportionate Representation Overrepresentation</b>	All Disabilities	Relative Risk (RR) $\geq 3.0$ for FY14 and FY15	See explanation for Significant Disproportionality (Identification).
	Specific Disability Categories	Students with Disabilities (SWD) Subgroup enrollment $\geq 15$ (RR calculated based on district risk compared to state risk for all other subgroups)	
<b>Significant Discrepancy Suspension/Expulsion {Out-of-School &gt; 10 Days}</b>	All SWD	Relative Risk(RR) for District Level OSS >10 days $\geq 2.0$ for FY13 and FY14 SWD OSS >10 day suspension count $\geq 5$ per subgroup (RR compares district risk to state risk)	Do SWDs have equal risks for disciplinary removals greater than 10 days when the risk is compared to the state’s risk?  Do SWDs, by race and ethnicity, have equal risks for disciplinary removals greater than 10 days when the risk is compared to the state’s risk?  Sample District had a relative risk of 2.0 for removals of White SWD, which means that White SWD were two times MORE likely to be removed than the comparison group.
	by Race and Ethnicity		

*Revised on January 7, 2015*

**FY15 Supporting Document for Disproportionality Determinations**

Based on your Disproportionality Determination area(s) (first column)

- Complete the designated Focus Areas of this Self-Assessment (second column)
- Complete the designated Attachments (third column)

*Important Note: The Self-Assessment is a comprehensive document that will meet the individualized needs of districts identified as having disproportionality.*

<b>Area of Disproportionality</b>	<b>Mandatory Focus Areas of the Self-Assessment</b>	<b>Attachments</b>
Significant Disproportionality for Identification Disproportionate Representation for Overrepresentation	<a href="#">Focus Area I</a> (Prereferral Interventions) <a href="#">Focus Area II</a> (Child Find) <a href="#">Focus Area III</a> (Evaluation and Reevaluation) <a href="#">Focus Area IV</a> (Eligibility Determination)	Attachment 1 Attachment 2 Attachment 3 Attachment 5
Significant Disproportionality for Placement	<a href="#">Focus Area I</a> (Prereferral Interventions) <a href="#">Focus Area V</a> (Least Restrictive Environment)	Attachment 1 Attachment 2 Attachment 3 Attachment 5
Significant Disproportionality for Discipline Significant Discrepancy for Suspension and Expulsion	<a href="#">Focus Area I</a> (Prereferral Interventions) <a href="#">Focus Area VI</a> (Discipline)	Attachment 1 Attachment 2 Attachment 4 Attachment 5

Attachment 1: Comprehensive Data Analysis Sheet

Attachment 2: Data Analysis of Student Referrals

Attachment 3: Individual Student Records Review Form

Attachment 4: Individual Discipline Records Review Checklist

Attachment 5: Staff Interview Questions

Attachment 6: Next Steps Planning Template (Optional for District Use)

Attachment 7: Corrective Action Plan Template (Completed if the District is notified of noncompliance findings)



**Focus Area I - School-wide Approaches and Prereferral Interventions**

**Directions:** Review your district’s written policies and procedures for school-wide approaches and prereferral interventions. Determine if these provide equitable opportunities to support interventions that allow students to be successful in the general education environment. **Upon completion of your self-assessment in this area, the GaDOE will examine all documentation supporting your ratings. Complete the following checklist pertaining to SST procedures and gather the evidence to support your answers.**

<b>School-wide Approaches and Prereferral Interventions Georgia Rule <a href="#">160-4-2-.32</a> (Student Support Team)</b>	<b>Rate Your Compliance</b>	
	<b>Yes</b>	<b>No</b>
1. The district has written procedures for implementation of the <a href="#">SST Rule</a> (i.e., use of systematic processes to address learning and/or behavior problems of students, K-12, in a school).		
2. The district provides high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the <a href="#">SST Rule</a> .		
3. The district provides sustained supervision to monitor the implementation of compliant practices for the <a href="#">SST Rule</a> .		
4. The district uses the supervision and monitoring data to identify schools and/or personnel that require technical assistance to support compliant practices in the area of SST.		
5. The district provides prereferral interventions that are equitable by type, degree and frequency across all racial/ethnic groups.		

<b>Sampling of Documentation to Support Compliance Ratings</b>	<b>Sampling of Evidence to Consider</b>
<p><b>Look at:</b></p> <ul style="list-style-type: none"> <li>• Written district policies and procedures for school-wide approaches and prereferral interventions</li> <li>• Building-level procedures implementing board policy or plan</li> <li>• Comprehensive Data Analysis Sheet (Attachment 1)</li> <li>• Data Analysis of Student Referrals (Attachment 2)</li> <li>• Available resources for prereferral interventions district-wide and by the building level</li> </ul>	<p><b>Look for evidence that:</b></p> <ul style="list-style-type: none"> <li>• Written procedures give direction for adherence to each component of the Georgia SST rule (consider using the <a href="#">Georgia Special Education Rules Outline</a>)</li> <li>• Building-level procedures implement board policy</li> <li>• Resources for prereferral interventions district-wide and building level are available</li> <li>• Building-level research-based tiered interventions have been systematically implemented</li> </ul>

<b><i>Sampling of Documentation to Support Compliance Ratings</i></b>	<b><i>Sampling of Evidence to Consider</i></b>
<ul style="list-style-type: none"> <li>• Individual Student Records Review Form (Attachment 3)</li> <li>• Additional Interview Questions (Attachment 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Prereferral interventions are not made available to all students by type, degree, and frequency across all racial and ethnic groups</li> <li>• There are discrepancies in the types of prereferral supports available to students by building</li> </ul>
<p><b><i>Provide a list of the evidence and documentation you will present to the GaDOE to support your compliance rating:</i></b></p>	
Empty space for providing evidence and documentation	

**Focus Area II - Child Find**

**Directions:** Review your district’s written policies and procedures for Child Find. Determine if teachers and administrators make appropriate use of prereferral interventions and if student referrals are handled consistently district-wide. **Upon completion of your self-assessment, the GaDOE will examine all documentation supporting your ratings. Complete the following checklist pertaining to Child Find procedures and gather the evidence to support your answers.**

<i>Child Find Procedures</i> <i>Georgia Rule Number <a href="#">160-4-7-.03</a> (Child Find)</i>	<i>Rate Your Compliance</i>	
	<i>Yes</i>	<i>No</i>
1. The district has written procedures for implementation of the <a href="#">Child Find Rule</a> .		
2. The district provides high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the <a href="#">Child Find Rule</a> .		
3. The district provides sustained supervision to monitor the implementation of compliant practices for the <a href="#">Child Find Rule</a> .		
4. The district uses the supervision and monitoring data to identify schools and/or personnel that require technical assistance to support compliant practices in the area of child find.		
5. The district publishes annual notice of any significant activity that is designed to identify, locate or evaluate children using some type of media to publicly notify parents.		
6. The district provides screening and evaluation of all children with suspected disabilities birth through age 21. Please note the <a href="#">Child Find Rule</a> for specific reference such as the referring children birth through the age three to the Babies Can’t Wait early intention program.		
7. The district has a practical method to determine which children are currently receiving special education and related services.		
8. The district provides student referrals that are accompanied by documentation of scientific, research or evidence based academic and/or behavioral interventions that have been implemented as designed for the appropriate period of time to show effect or lack of effect that demonstrates the child is not making sufficient rate of progress to meet age or State-approved, grade-level standards within a reasonable time frame. *See Rule for exclusions		

<i>Sampling of Documentation to Support Compliance Ratings</i>	<i>Sampling of Evidence to Consider</i>
<p><b>Look at:</b></p> <ul style="list-style-type: none"> <li>Documentation of district written procedures for Child Find Rule</li> </ul>	<p><b>Look for evidence that:</b></p> <ul style="list-style-type: none"> <li>Written procedures give direction for adherence to each</li> </ul>

<b><i>Sampling of Documentation to Support Compliance Ratings</i></b>	<b><i>Sampling of Evidence to Consider</i></b>
<ul style="list-style-type: none"> <li>• Documentation of professional learning on RTI procedures provided at the local school level.</li> <li>• Documentation of the district’s RTI forms and procedures.</li> <li>• Documentation to support advertisement of child find activities</li> <li>• Documentation of procedures for transition from Babies Can’t Wait (BCW) to receiving special education services.</li> <li>• Evidence of formal notices to the public supporting identification of children identified in the Child Find rule.</li> <li>• Written referrals</li> <li>• Documentation of building principal meetings and agreements to withdraw the referral with documentation of alternative methods to address the child’s needs</li> <li>• Comprehensive Data Analysis Sheet (Attachment 1)</li> <li>• Data Analysis of Student Referrals(Attachment 2)</li> <li>• Individual Student Records Review Form (Attachment 3)</li> <li>• Additional Interview Questions (Attachment 5)</li> </ul>	<p>component of the Child Find Rule (consider using the <a href="#">Georgia Special Education Rules Outline</a>).</p> <ul style="list-style-type: none"> <li>• Local school RTI records include reports of interventions, progress monitoring, and timelines.</li> <li>• The appropriate school personnel are knowledgeable of the important collaboration with the BCW Agency.</li> <li>• Written referrals include information about reasons for the referral and interventions that include universal screeners and research-based interventions that were tried or reasons why no such attempts were made</li> <li>• Building administrators are involved to ensure that general education support services are considered.</li> <li>• General education supports, services and behavioral interventions are implemented prior to referral regardless of a student’s race or ethnicity.</li> <li>• The staff is knowledgeable of the different strategies to advertise child find activities.</li> <li>• The staff can describe current child find activities.</li> </ul>
<p><b><i>Provide a list of the evidence and documentation you will present to the GaDOE to support your compliance rating:</i></b></p>	
Empty space for providing evidence and documentation	

### **Focus Area III - Evaluation and Reevaluation**

**Directions:** Review your district’s written policies and procedures for Evaluation and Reevaluation. Determine if students of all racial and ethnic groups, and particularly students of the identified group, have received appropriate evaluations. The evaluations must include a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the student that may assist in determining whether the student is a student with a disability. **Upon completion of your self-assessment, the GaDOE will examine all documentation supporting your ratings. Complete the following checklist pertaining to Evaluation and Reevaluation procedures and gather the evidence to support your answers.**

<b>Evaluation and Reevaluation</b> <b>Georgia Rule Number <a href="#">160-4-7-.04</a> (Evaluation)</b>	<b>Rate Your Compliance</b>	
	<b>Yes</b>	<b>No</b>
1. The district has written procedures for implementation of the <a href="#">Evaluation and Reevaluation Rule</a> (i.e., use of systematic processes to address learning and/or behavior problems of students, K-12, in a school).		
2. The district provides high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the <a href="#">Evaluation and Reevaluation Rule</a> .		
3. The district provides sustained supervision to monitor the implementation of compliant practices for the <a href="#">Evaluation and Reevaluation Rule</a> .		
4. The district uses the supervision and monitoring data to identify schools and/or personnel that require technical assistance to support compliant practices in the area of evaluation and reevaluation.		
5. The district provides a reevaluation of each child with a disability at least once every 3 years, unless the parent and the district agree that a reevaluation is unnecessary.		
6. The district uses a variety of evaluation tools and strategies to gather relevant academic, functional and developmental information about the child, including information provided by the parents that may assist in determining: (i) Whether the child is a child with a disability and (ii) The content of the child's individualized education program including information related to enabling the child to be involved in and progress in the general curriculum (or for a preschool child to participate in appropriate activities).		
7. The district uses more than one procedure to determine whether a child has a disability and the appropriate educational program for the child.		
8. The district uses technically sound instruments to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.		

<b>Evaluation and Reevaluation</b> <b>Georgia Rule Number <a href="#">160-4-7-.04</a> (Evaluation)</b>	<b>Rate Your Compliance</b>	
	<b>Yes</b>	<b>No</b>
9. The district selects assessments and other evaluation materials based on the following criteria: i) Are selected and administered so as not to be discriminatory on a racial or cultural basis; ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer; iii) Are used for the purposes for which the evaluations or measures are valid and reliable; iv) Are administered by trained and knowledgeable personnel; and v) Are administered in accordance with any instructions provided by the producer of the assessments.		
10. The district assesses children in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.		

<b>Sampling of Documentation to Support Compliance Ratings</b>	<b>Sampling of Evidence to Consider</b>
<p><b>Look at:</b></p> <ul style="list-style-type: none"> <li>• Eligibility Reports/Student Records</li> <li>• Individualized Education Program (IEP) documentation (reevaluation)</li> <li>• Policies and procedures to support this Rule</li> <li>• Comprehensive Data Analysis Sheet (Attachment 1)</li> <li>• Data Analysis of Student Referrals(Attachment 2)</li> <li>• Individual Student Records Review Form (Attachment 3)</li> <li>• Additional Staff Interview Questions (Attachment 5)</li> </ul>	<p><b>Look for evidence that:</b></p> <ul style="list-style-type: none"> <li>• Written procedures give direction for adherence to each component of the Evaluation and Reevaluation rule (consider using the <a href="#">Georgia Special Education Rules Outline</a>).</li> <li>• Students receive a comprehensive evaluation.</li> <li>• The comprehensive evaluation provides information necessary to determine the disability and need for special education services and supports.</li> <li>• Assessments and other evaluation materials are in the student's native language or other mode of communication.</li> <li>• Assessments and other evaluation materials are administered for purposes for which the assessments or measures are valid and reliable.</li> <li>• Multiple measures are used to determine if a student is a student with a disability.</li> </ul>

***Provide a list of the evidence and documentation you will present to the GaDOE to support your compliance rating:***

### **Focus Area IV - Eligibility Determination**

**Directions:** Review your district’s written policies and procedures for Eligibility Determination. Determine to what extent students of the identified racial and ethnic groups are provided appropriate instruction and resources to promote learning prior to referral and that the special education recommendations are based on the students’ evaluations. **Upon completion of your self-assessment, the GaDOE will examine all documentation supporting your ratings. Complete the following checklist pertaining to Eligibility procedures and gather the evidence to support your answers.**

<b>Eligibility Determination Georgia Rule Number <a href="#">160-4-7-.05 (Eligibility)</a></b>	<b>Rate Your Compliance</b>	
	<b>Yes</b>	<b>No</b>
1. The district has written procedures for implementation of the <a href="#">Eligibility Determination Rule</a> (i.e., use of systematic processes to address learning and/or behavior problems of students, K-12, in a school).		
2. The district provides high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the <a href="#">Eligibility Determination Rule</a> .		
3. The district provides sustained supervision to monitor the implementation of compliant practices for the <a href="#">Eligibility Determination Rule</a> .		
4. The district uses the supervision and monitoring data to identify schools and/or personnel that require technical assistance to support compliant practices in the area of eligibility.		
5. The district ensures Individualized Education Programs (IEPs) are developed for children with a determination made of having a disability that has: (a) an adverse effect on educational performance (academic, functional and/or developmental) and (b) requires special education and related services.		
6. The district ensures that an eligibility report, which documents the area of disability, is completed and placed in each child’s special education folder. The eligibility report must provide statements for each component of the eligibility and be comprehensive enough to serve as the evaluation report when necessary.		
7. The district ensures upon completion of the administration of assessments and other measures that the Eligibility Team (a group of qualified professionals <u>and</u> the parents of the child) determine whether the child is a child with a disability and the educational needs of the child.		
8. The district ensures appropriate consideration of the exclusionary factor for reading (a child is not to be determined to be a child with a disability if the primary factor for that determination is a lack of appropriate instruction in <b>reading</b> , including the essential components of reading instruction as defined in section 1208(3) of ESEA).		



<b>Eligibility Determination</b> <b>Georgia Rule Number <a href="#">160-4-7-.05</a> (Eligibility)</b>	<b>Rate Your Compliance</b>	
	<b>Yes</b>	<b>No</b>
9. The district ensures appropriate consideration of the exclusionary factor for math (a child must not be determined to be a child with a disability if the primary factor for that determination is a lack of appropriate instruction in <b>math</b> ).		
10. The district ensures appropriate consideration of the exclusionary factor for Limited English Proficiency (LEP) (a child must not be determined to be a child with a disability if the primary factor for that determination is a lack of <b>LEP</b> ).		
11. The district ensures: (1) evaluation data draws upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations as well as the information about the child’s physical condition, social or cultural background, and adaptive behavior and (2) that information obtained from all of these sources is documented and carefully considered.		

<b>Sampling of Documentation to Support Compliance Ratings</b>	<b>Sampling of Evidence to Consider</b>
<p><b>Look at:</b></p> <ul style="list-style-type: none"> <li>• Student Record/Eligibility Reports</li> <li>• Policies and written procedures to support the Eligibility Determination Rule</li> <li>• Comprehensive Data Analysis Sheet (Attachment 1)</li> <li>• Data Analysis of Student Referrals(Attachment 2)</li> <li>• Individual Student Records Review Form (Attachment 3)</li> <li>• Additional Staff Interview Questions (Attachment 5)</li> </ul>	<p><b>Look for evidence that:</b></p> <ul style="list-style-type: none"> <li>• Written procedures give direction for adherence to each component of the Eligibility Determination rule (consider using the <a href="#">Georgia Special Education Rules Outline</a>).</li> <li>• What attempts have been made to provide remedial instruction or other general education support alternatives to special education? (name specific research-based activities/programs/strategies used)</li> <li>• Eligibility decisions are based on evaluation data demonstrating that students require special education as defined in regulation and not due to lack of appropriate general education instruction or supports as evidenced in random sampling of eligibility reports.</li> <li>• Student evaluations are used in developing recommendation in the Individualized Education Programs as evidenced in random sampling of evaluation reports and IEPs for specific students.</li> </ul>

***Provide a list of the evidence and documentation you will present to the GaDOE to support your compliance rating:***

**Focus Area V - Least Restrictive Environment (LRE)**

**Directions:** Review your district’s written procedures for LRE. Determine if students from specific racial/ethnic groups spend a disproportionate amount of time in pull out special education classes. **Upon completion of your self-assessment, the GaDOE will examine all documentation supporting your ratings. Complete the following checklist pertaining to LRE procedures and gather the evidence to support your answers.**

<b>Least Restrictive Environment</b> <b>Georgia Rule Number. <a href="#">160-4-7-.07</a> (Least Restrictive Environment)</b>	<b>Rate Your Compliance</b>	
	<b>Yes</b>	<b>No</b>
1. The district has written procedures for implementation of <a href="#">the LRE Rule</a> (i.e., use of systematic processes to address learning and/or behavior problems of students, K-12, in a school).		
2. The district provides high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of <a href="#">the LRE Rule</a> .		
3. The district provides sustained supervision to monitor the implementation of compliant practices for <a href="#">the LRE Rule</a> .		
4. The district uses the supervision and monitoring data to identify schools and/or personnel that require technical assistance to support compliant practices in the area of the least restrictive environment.		
5. The district ensures that every Individualized Education Program (IEP) team meaningfully considers various support systems and activities that could be used to assist Students with Disabilities (SWD) to be educated successfully in general education classes prior to the consideration of pullout special education services.		
6. The district ensures that special education teachers provide support to general education teachers in a variety of ways including, but not limited to, consultation, implementation of accommodations or modifications, and co-teaching.		
7. The district ensures that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.		
8. In determining the educational placement of a child with a disability, including a preschool child with a disability, each district ensures that the placement decision is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.		
9. The district ensures that placement discussions are based upon a completed Individualized Education Program developed by the IEP team, focused on individualized student needs.		
10. The district ensures that the IEP teams review the students’ progress at least annually to determine appropriate placement and progress towards annual goals.		

<b><i>Sampling of Documentation to Support Compliance Ratings</i></b>	<b><i>Sampling of Evidence to Consider</i></b>
<p><b><i>Look at:</i></b></p> <ul style="list-style-type: none"> <li>• Eligibility Report</li> <li>• IEP documentation to support placement discussion</li> <li>• Comprehensive Data Analysis Sheet (Attachment 1)</li> <li>• Data Analysis of Student Referrals(Attachment 2)</li> <li>• Individual Student Records Review Form (Attachment 3)</li> <li>• Additional Interview Questions (Attachment 5)</li> <li>• Building-level scheduling procedures</li> <li>• Student schedules</li> <li>• Teacher/Support Staff schedules</li> </ul>	<p><b><i>Look for evidence that:</i></b></p> <ul style="list-style-type: none"> <li>• Written procedures that give direction for adherence to each component of the LRE rule (consider using the <a href="#">Georgia Special Education Rules Outline</a>).</li> <li>• School personnel can explain rationales for educational program placement, which is individualized to meet the student’s needs.</li> <li>• Special education and general education teachers collaborate about their students’ needs.</li> <li>• Building-level administrators create school-wide class schedules that meet the needs of students with disabilities (e.g. schedule special education students first).</li> <li>• Student schedules reflect services on the IEP.</li> <li>• Teacher/Support Staff schedules reflect common planning times for general and special education teachers</li> </ul>
<p><b><i>Provide a list of the evidence and documentation you will present to the GaDOE to support your compliance rating:</i></b></p>	
Empty space for providing evidence and documentation	

**Focus Area VI - Discipline**

**Directions:** Review your district’s written procedures for Discipline. Determine if administrators and teachers are complying with all the components of the Discipline Rule (i.e. Parent notification, manifestation determinations, change of placement). Determine if students with disabilities of all racial and ethnic groups, and particularly students of the identified group(s), are disciplined equitably. **Upon completion of your self-assessment, the GaDOE will examine all documentation supporting your ratings. Complete the following checklist pertaining to Discipline procedures and gather the evidence to support your answers.**

<b>Discipline</b> <b>Georgia Rule Number <a href="#">160-4-7-.10</a> (Discipline)</b>	<b>Rate Your Compliance</b>	
	<b>Yes</b>	<b>No</b>
1. The district has written procedures for implementation of the <a href="#">Discipline Rule</a> (i.e., use of systematic processes to address learning and/or behavior problems of students, K-12, in a school).		
2. The district provides high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the <a href="#">Discipline Rule</a> .		
3. The district provides sustained supervision to monitor the implementation of compliant practices for the <a href="#">Discipline Rule</a> .		
4. The district uses the supervision and monitoring data to identify schools and/or personnel that require technical assistance to support compliant practices in the area of discipline.		
5. School personnel appropriately consider unique circumstances on a case-by-case basis when determining suspension of a child with a disability.		
6. The district notifies parents on the date of which the decision is made to make a removal that constitutes a change in placement of a child with a disability because of violation of a code of child conduct. Parents receive copies of the procedural safeguards.		
7. For children with disabilities removed >10 days, the district provides educational services so as to enable the children to continue to participate in the general educational curriculum, although in another setting, and to progress toward meeting the goals set out in the Individualized Education Programs.		
8. Within 10 school days of any decision to change placement of a child with a disability because of a violation of a code of student conduct, the IEP Team (i.e., district, parent, and relevant members) reviews all relevant information in the file (e.g., IEPs, teacher observations, and parent information) to determine that the conduct in question was caused by or had a direct and substantial relationship to the child’s disability or the conduct was the direct result of the district’s failure to implement the IEP.		

<b>Discipline</b> <b>Georgia Rule Number <a href="#">160-4-7-.10</a> (Discipline)</b>	<b>Rate Your Compliance</b>	
	<b>Yes</b>	<b>No</b>
9. If the IEP Team makes a determination that the conduct was a manifestation of the child’s disability, then the IEP Team conducts a functional behavioral assessment, unless the district conducted a FBA before the behavior that resulted in the change of placement occurred, and implements a behavioral intervention plan.		
10. If the student already has a behavioral intervention plan, then IEP Team meets to review the plan and its implementation and modifies the plan and its implementation, as necessary, to address the behavior that resulted in the disciplinary change of placement.		
11. The district ensures that parents of children with disabilities who disagree with any decision regarding placement, or the manifestation determination have an appeal process.		
12. The district ensures that IEPs include a statement of present levels of academic achievement and functional performance for a child whose behavior impedes the child’s learning or that of others. The IEP team should consider the use of positive behavioral interventions and supports and other strategies to address that behavior in the IEP or behavior intervention plan.		

<b>Sampling of Documentation to Support Compliance Ratings</b>	<b>Sampling of Evidence to Consider</b>
<p><b>Look at:</b></p> <ul style="list-style-type: none"> <li>• Policies and procedures to support this Rule</li> <li>• School-wide discipline plan</li> <li>• District Code of Conduct</li> <li>• Analysis of GaDOE’s CCRPI Climate Rating Scores</li> <li>• Discipline files/suspension records</li> <li>• Sampling of Student Records for students suspended &gt; 10 days (e.g., Behavior Intervention Plans, Functional Behavioral Assessments, Parent Notification, Manifestation Determination Documentation, Change of Placement Documentation, Meeting Minutes, Compensatory Services Documentation, etc.)</li> <li>• Comprehensive Data Analysis Sheet (Attachment 1)</li> <li>• Data Analysis of Student Referrals(Attachment 2)</li> <li>• Discipline Records Review Checklist (Attachment 4)</li> </ul>	<p><b>Look for evidence that:</b></p> <ul style="list-style-type: none"> <li>• Personnel can outline a plan to review discipline data at varied levels</li> <li>• Manifestation determination meetings are conducted in accordance with the Discipline Rule.</li> <li>• Behavior Intervention Plans are developed and based on Functional Behavioral Assessments, as appropriate.</li> <li>• Parents receive notification as outlined in the Discipline Rule.</li> <li>• Behavior Intervention Plans include evidence of positive behavioral interventions and supports.</li> <li>• Students with disabilities, suspended greater than ten days, continue to receive services.</li> </ul>

<b><i>Sampling of Documentation to Support Compliance Ratings</i></b>	<b><i>Sampling of Evidence to Consider</i></b>
<ul style="list-style-type: none"> <li>• Interview Data (Attachment 5)</li> <li>• Classroom observations (behavioral intervention plan implementation)</li> </ul>	
<b><i>Provide a list of the evidence and documentation you will present to the GaDOE to support your compliance rating:</i></b>	