



Disproportionality Policy and Procedure Self Assessment

District Name: _____ Reviewer _____ Date of Review _____

- District was found to be disproportionate for Identification for Special Education
Race/Ethnicity(ies): _____
- Identification in specific disability categories _____
Race/Ethnicity(ies): _____

Core Question: Does the district have administrative policies and procedures in place to safeguard against inequitable treatment of students by race/ethnicity in the special education referral process?

An assessment of district policies and procedures is a federal requirement for all districts found to have disproportionate representation by race/ethnicity for either identification for special education (State Performance Plan Indicator 9) or for identification in a specific disability category (State Performance Plan Indicator 10).

Directions: Please use this self assessment document to review your districts broad policies and procedures (**Section 1**) and the evidence of use of the policies and procedures in identifying students with disabilities (**Section 2**). Please certify the results of this self assessment (**Section 3**) and complete the Plan of Improvement for any areas of need identified (**Section 4**). Please submit all three pages of the self assessment document to EED by the due date.

Section 1: Please respond to the follow questions after reviewing evidence.

1. The district has procedures for screening that include: vision, hearing, health, motor, language and social development, general basic skills and general development, primary language, culture and daily living skills? ___Yes ___No

2. Screening information is documented in the child's file and reviewed/considered by the IEP team for children who were determined eligible or ineligible for special education and related services? ___Yes ___No

3. The district has a written administrative guideline for documenting and attempting interventions for a reasonable length of time before referral? ___Yes ___No

4. The district has a Child Find plan for children ages 3-21 that identifies the Child Find Coordinator? ___Yes ___No

5. District staff have been trained in child find referral procedures outlined in child find plan? ___Yes ___No

6. The district posts child find public notices (e.g., TV spots, newspaper announcements or other forms of media)? ___Yes ___No

7. The district's annual child find public notice include the types of disabilities that qualify as disabling conditions, educational needs of children with disabilities, right to FAPE and special services available through the district? ___Yes ___No

8. The child find annual public notice is available in each language in which the district has a bilingual program and is posted in several areas throughout the community? ___Yes ___No

9. The district child find activities are coordinated with Part C child find activities? ___Yes ___No

10. The district makes contact with private schools, charter schools, and correspondence schools to identify children with disabilities who need services? ___Yes ___No

11. The district informs each teacher/provider involved in the student's services of her/his responsibilities, specific accommodations, modifications and supports provided to the student and has access to the student's IEP? ___Yes ___No

12. The district has adopted written criteria for determining students to meet eligibility as Learning Disabled consistent with state and federal regulations? ___Yes ___No

Section 2: Please review at least 1 student file for each category in which your district was found to be disproportionate.

AK Student ID	Pre-referral Interventions are documented and attempted for a reasonable length of time before referral?	More than one evaluation was conducted and they addressed the areas of need identified in the referral'	Parent Information is documented on the Evaluation Summary and Eligibility Report (ESER)	In the case of a student found eligible under the category of Specific Learning Disability, a student observation was conducted and results were documented on the Evaluation Summary and Eligibility Report (ESER)	The Evaluation Summary and Eligibility Report (ESER) documents that the student meets each requirement for eligibility under the selected certification category?	The Evaluation Summary and Eligibility Report (ESER) contains evidence of full team participation as required by 34 CFR 300.321.
	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA
	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA
	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA
	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA
	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA

Section 3: Please certify the results of this self assessment:

Signature of certifying party _____ Title _____ Date of Submission _____

Section 4: If you answered NO to any of the self assessment questions, please complete the following Plan of Improvement (POI) document to address areas of non-compliance*.

Area of Noncompliance (list number)	Policy or Procedure Requiring Revision	Person Responsible / Resources Required	Evidence To Be Submitted for Verification of Correction	Date to be Submitted (within 6 months of submission of this plan)
1.				
2.				
3.				

*All documentation supporting the completion of the POI is due 6 months after its submission to EED.

Please send all three pages of this self assessment documentation to:

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Juneau, AK 99811-0500
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