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| **District:** |  |  | **Date:** |  |  | **# Participants:** |  |

**Disproportionality**

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|  | **How do cultural and ethnic differences/demographics impact the district?** |  |
|  | **What training have staff received in the area of culturally competent practices/cultural awareness?** |  |
|  | **How do you ensure that appropriate assessments chosen for use are selected and administered so as not to be discriminatory on a racial/ cultural basis? How do you ensure that assessments are administered in the student’s native language?** |  |
|  | **How do you ensure that eligibility for special education is not based upon a single measure or assessment?** |  |
|  | **What intervention options/programs are available to students from racial/ethnic groups prior to special education referral?** |  |

**LRE**

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| --- | --- | --- |
|  | **How are placement decisions made in order to ensure that students are placed in the LRE? How are significant changes of placement made?** |  |
|  | **How are teachers informed about their responsibilities for providing FAPE in the LRE? What technical assistance/training is provided in this area?** |  |
|  | **How do you ensure that students with disabilities have access to general curriculum (ie – related services, accommodations, supplementary aids/services)?** |  |
|  | **How does the district ensure a continuum of placement options are available for IEP teams to consider?** |  |
|  | **What general education options/ programs are available for students?** |  |
|  | **How does the district ensure that students with disabilities are placed based on decisions made by a group of persons knowledgeable about the student, the meaning of the data, and the placement options?** |  |