##### XXX SCHOOL DISTRICT

##### Disproportionality Self-Study/Systems Analysis

##### Summary and Joint Action Planning

#### SUMMARY OF ONSITE ACTIVITIES

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| * ## school buildings participated in the self-study questionnaire. A total of ## questionnaires were completed * District staff conducted a work session to analyze data and documentation and have further discussion related to Domain XXX. * District file review team reviewed # special education student records. * District team met with staff at XX Elementary School, including the intervention team and ## individual general education teachers, to discuss the pre-referral and intervention process that is currently in development at the school. * District team conducted a building focus group at XX Elementary School to discuss other domains that were determined to be challenges for the building. * District team met to review and discuss the results of the self-study/systems analysis, including any non-compliance identified. The team also discussed next steps and drafted a plan of action (below) to address the area of disproportionality. |

#### IDENTIFIED NON-COMPLIANCE

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| --- | --- | --- | --- | --- |
| **Issue** | Systemic or non-systemic? *(>20%=Systemic)* | District Plan of Correction  *(to address both student-specific and systemic issues of non-compliance)* | Position  Responsible | Timeline |
| 1. In # of the # files reviewed, the student was not appropriately found eligible for special education. |  |  |  |  |
| 1. The district’s practices do not align with the district’s written special education procedures in the area of: |  |  |  |  |
| 1. Other: |  |  |  |  |
| *Note: If any non-compliance is identified, the district should take steps to correct the non-compliance as soon as possible. The table above can be used to guide the correction process.* | | | | |

#### IMPROVEMENT PLANNING

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| * Areas in need of improvement planning were identified during the self-study/systems analysis as described below. The table also includes OSPI’s recommendations and a summary of the district’s plan to initiate improvement efforts in these areas. | | | | | |
| **Area/Domain** | Potential Recommendations *(delete if not applicable)* | District Plan | Position  Responsible | Timeline | Priority for Improvement *(High/Medium/Low)* |
| School Governance (Domain IA) | Ensure that administration, faculty, and support personnel are well informed of the influence of culture, language, and ethnicity on school achievement. |  |  |  |  |
| Work collaboratively with all the members of the school community to ensure equitable treatment for all students. |  |  |  |  |
| Provide opportunities for professional development of faculty and support personnel on issues of cultural, language, and ethnic diversity. |  |  |  |  |
| Ensure that the special education assessment process is conducted fairly and appropriately. |  |  |  |  |
| Work with staff to ensure meaningful and respectful interactions with individuals from diverse cultural backgrounds. |  |  |  |  |
| Create a school culture in which students from diverse cultural and linguistic backgrounds feel they are listened to, their opinions valued, and they are involved in decision-making. |  |  |  |  |
| Instill an ethic of care, respect, and responsibility. |  |  |  |  |
| Work with staff to instill a positive attitude towards the school, teachers, students, and families. |  |  |  |  |
| Provide support and encouragement for participation in extra-curricular activities by students from diverse cultural, language, ethnic, and ability groups. |  |  |  |  |
| Ensure that administration, faculty, and support personnel remain informed about current school policies and reforms that impact the delivery of services to students from culturally/ linguistically diverse backgrounds. |  |  |  |  |
| Ensure that all policies and reforms are explained to parents in their language through written communication and various meetings held at times convenient to parents. |  |  |  |  |
| Involve families and the community in the formation of new school policies. |  |  |  |  |
| Ensure that new reforms are implemented with sensitivity toward the diverse learning needs of students from culturally and linguistically diverse backgrounds. |  |  |  |  |
| School Climate (Domain IB) | Accept the responsibility for the achievement of all students. |  |  |  |  |
| Obtain membership in organizations that promote equitable education and provide instructional strategies for all students. |  |  |  |  |
| Obtain materials from professional organizations and make them available to faculty and support personnel. |  |  |  |  |
| Sponsor professionally-conducted workshops where faculty and support personnel can identify their cultural and/or linguistic biases and work to address them. |  |  |  |  |
| Inform staff members that disrespectful responses to any child or family member regardless of cultural background, ethnicity, and/or socioeconomic status will not be tolerated on the school campus. |  |  |  |  |
| Establish school and district-wide professional development training in cultural competence (i.e. - the ability to interact meaningfully and respectfully with individuals from culturally and linguistically diverse backgrounds). |  |  |  |  |
| Ensure that staff remain knowledgeable about their students' culture and community by visiting students in their home environment. |  |  |  |  |
| Provides professional development to employees to provide them with necessary skills to objectively and respectfully visit students' homes and communities. |  |  |  |  |
| Collaborate with the community, universities, and other relevant institutions to assist in developing standards for addressing the needs of students from culturally and linguistically diverse backgrounds and their families. |  |  |  |  |
| Family Involvement (Domain II) | Develop an effective ongoing communication system with parents. |  |  |  |  |
| Provide professional development to staff and teachers on effective communication with parents from diverse cultural, language, and ethnic groups. |  |  |  |  |
| Develop a welcoming environment for families from diverse backgrounds, for example, with front office personnel who speak the same language as parents, etc. |  |  |  |  |
| Survey families from diverse backgrounds to gather suggestions on ways to involve parents in their children's education. |  |  |  |  |
| Provide adequate information to parents about pre-referral intervention in the language of the home. |  |  |  |  |
| Recruit and maintain a resource list of culturally competent staff and community contacts who can communicate effectively with parents from diverse cultural, ethnic, and language groups. |  |  |  |  |
| Assist families in accessing medical and community resources as well as other support services by directing the families to the appropriate agency(ies). |  |  |  |  |
| Involve families in the pre-referral intervention process as respected partners and ensure they are well-informed at all times. |  |  |  |  |
| Assist families in understanding their rights and available services under IDEA by providing one-on-one counseling, as well as workshops and/or referrals to advocates. |  |  |  |  |
| Establish a plan for following up on parent conferences regarding requests for services or other parental concerns. |  |  |  |  |
| Utilize parent liaisons to help parents and students navigate the school system. |  |  |  |  |
| Involve parents in the governance of the school. |  |  |  |  |
| Provides childcare, transportation, or alternate meeting days and times if needed. |  |  |  |  |
| Curriculum  (Domain III) | Ensure that the curriculum reflects an integration of ethnic and cultural content throughout programming, rather than assigning the study of diverse cultural groups to a single unit or one month. |  |  |  |  |
| Ensure that the curriculum provides opportunities for students to investigate and understand how cultural assumptions and biases influence subject areas. |  |  |  |  |
| Ensure that the curriculum fosters respect and understanding for diverse cultures by providing materials that help students develop positive attitudes toward different racial, ethnic, cultural, language, and ability groups. |  |  |  |  |
| Ensure that the curriculum supports and values the experiences and information students have learned within their cultural groups. |  |  |  |  |
| Ensure that the curriculum helps students make connections between what they are learning in school and their personal experiences. |  |  |  |  |
| Ensure that the curriculum situates specific cultural and local knowledge in a global context. |  |  |  |  |
| Ensure that the curriculum is made interesting and challenging for all students (not focused on rote learning activities). |  |  |  |  |
| Ensure that the curriculum explicitly teaches cultural capital (the norms, behaviors, and attitudes) that provides access to achievement. |  |  |  |  |
| Ensure that the curriculum uses the local language and cultural knowledge (funds of knowledge) as a foundation for the rest of the curriculum. |  |  |  |  |
| Teaching & Learning  (Domain IVA) | Ensure that teachers understand the ways in which race, ethnicity, culture, language, and social class interact to influence student behavior. |  |  |  |  |
| Ensure that teachers are knowledgeable about the history and cultures of diverse ethnic, racial, and cultural groups. |  |  |  |  |
| Ensure that teachers are knowledgeable about individual learning styles. |  |  |  |  |
| Ensure that teachers are knowledgeable about the second language acquisition process and how to support students who are English language learners. |  |  |  |  |
| Modify instruction so that students from diverse ethnic, racial, cultural, language, and ability groups will have an equal opportunity to learn. |  |  |  |  |
| Keep accurate records of each student's progress. |  |  |  |  |
| Relate content and instructional strategies to the cultural background of students. |  |  |  |  |
| Utilize instructional materials that reflect images and perspectives from diverse groups. |  |  |  |  |
| Help students to appreciate current and historical events from multiple perspectives. |  |  |  |  |
| Organize activities and projects that enable students from diverse racial, ethnic, cultural, and language groups to work together. |  |  |  |  |
| Inform students about stereotyping and other related biases that have negative effects on racial and ethnic relations. |  |  |  |  |
| Have high expectations for all students regardless of their background or differences. |  |  |  |  |
| Work from the premise that "all children can learn" and continue to attempt different instructional approaches until each child is reached. |  |  |  |  |
| Instill in staff a strong sense of responsibility for all students, including students referred for or already placed in special education. |  |  |  |  |
| Ensure that teachers are experts in instruction and management and know how to effectively challenge and support students. |  |  |  |  |
| Ensure that teachers are knowledgeable about and skilled in using strategies for teaching English language learners (including sheltered English techniques). |  |  |  |  |
| Classroom Achievement & Assessment (Domain IVB) | Ensure that classroom assessment is conducted with fairness and sensitivity towards students from culturally and linguistically diverse backgrounds. |  |  |  |  |
| Use a range of assessment strategies that provide students from diverse backgrounds opportunities to demonstrate their mastery and skills, including the opportunity to share what they know in their native language if they wish. |  |  |  |  |
| Use a variety of instruments and strategies to assist students from diverse racial, ethnic, cultural, and language groups in meeting State standards and other mandated requirements (e.g. - No Child Left Behind). |  |  |  |  |
| Utilize information from several sources, including families, in assessing students' achievement. |  |  |  |  |
| Identify and use multiple assessment tools and strategies that are research-based and culturally valid. |  |  |  |  |
| Provide school and district-wide training in the administration of assessment tools and methods that consider the student's cultural background. |  |  |  |  |
| Ensure that staff know when and how to provide accommodations to students with special needs and English language learners. |  |  |  |  |
| Ensure that high stakes tests have been validated for the purpose for which they are used and have been standardized on populations of students similar to their students. |  |  |  |  |
| Behavior Management (Domain IVC) | Ensure that administrators, teachers, and support personnel are knowledgeable about differences in cultural practices that might impact student behavior. |  |  |  |  |
| Ensure that students are disciplined with a sensitivity towards students' cultural and linguistic differences. |  |  |  |  |
| Ensure that classroom rules and procedures are written and explained in language that is clear to students from culturally and linguistically diverse backgrounds. |  |  |  |  |
| Ensure that teachers are knowledgeable about certain behaviors that are consistent with students' cultural background so as not to consider them deviant. |  |  |  |  |
| Utilize resource persons belonging to or familiar with a students' cultural and linguistic background to assist in planning behavioral interventions. |  |  |  |  |
| Teach students school-sanctioned behaviors, particularly as they might conflict with culturally specific behaviors. |  |  |  |  |
| Make students aware of behaviors that might be culturally specific so they can learn how to interact appropriately with students from cultures other than their own. |  |  |  |  |
| Pre-referral/ Referral (Domain VA) | Develop and utilize a flow chart to help the Child Study Team with decision-making during the referral process. |  |  |  |  |
| Ensure that students have been provided with meaningful, appropriate pre-referral strategies, adequate opportunities to learn, and validation of their difficulties across time and settings. |  |  |  |  |
| Ensure that participants in Child Study Teams are knowledgeable about and able to facilitate a range of meaningful pre-referral strategies. |  |  |  |  |
| Devote sufficient time at team meetings to selecting the best strategies for individual students based on data collected by teachers and others prior to the meeting. |  |  |  |  |
| Ensure that pre-referral strategies are varied and substantive, such as transferring a student to another teacher's class or providing individual tutoring through an after-school program, etc. |  |  |  |  |
| Ensure that classes are taught by certified teachers who speak the child's first language. |  |  |  |  |
| Control classroom room size to ensure an optimal learning environment that addresses the needs of all the students. |  |  |  |  |
| Develop specific instructional objectives for each child, and specify who is responsible for addressing these objectives and the timeframe in which they are to be monitored. |  |  |  |  |
| Carefully consider the classroom context (e.g. - teaching style, classroom arrangement and management, and peer relationships) from which a child is referred. |  |  |  |  |
| Ensure that school personnel knowledgeable about cultural and linguistic diversity, including differentiating between second language acquisition and disabilities in the case of English language learners, are present at the Child Study Team meeting. |  |  |  |  |
| Involve parents/caregivers as respected, valued partners at every stage of the process. |  |  |  |  |
| Assessment/ Intervention (Domain VB) | Ensure that administrators, teachers, and related support personnel are knowledgeable about the special education process. |  |  |  |  |
| Ensure that administrators, teachers, and support personnel are knowledgeable about the evaluation guidelines outlined in the Individuals with Disabilities Education Act (IDEA 2004). |  |  |  |  |
| Ensure that instruction is modified appropriately to facilitate achievement before students are referred for special education evaluation. |  |  |  |  |
| Ensure that the student is assessed by someone who speaks his/her native language and who is knowledgeable about the impact of second language acquisition on IQ and achievement. |  |  |  |  |
| Ensure that English language learners are assessed in their native language as well as English. |  |  |  |  |
| Observe the student in his or her classroom as well as in other contexts and settings during the assessment process. |  |  |  |  |
| Use alternative assessments (e.g. - curriculum based assessment, portfolio assessment) to assist the assessment team in determining eligibility for special education. |  |  |  |  |
| Ensure that the assessment team includes a resource person familiar with the student's cultural background. |  |  |  |  |
| Utilize culturally appropriate and culturally valid assessment tools. |  |  |  |  |
| Assign personnel who are knowledgeable about students' cultures to conduct assessments. |  |  |  |  |
| Ensure that Individualized Education Programs (IEPs) take into consideration the student's cultural and linguistic background. |  |  |  |  |
| Ensure that a resource person familiar with the student's cultural and linguistic background assists in the development of interventions and in the monitoring of the student's progress. |  |  |  |  |

1. **PARTICIPATING TEAM MEMBERS**

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| **REVIEW DATE(S):** | | | |
| **SCHOOL DISTRICT TEAM:** | | | |
| Name/Title: |  | Name/Title: |  |
| Name/Title: |  | Name/Title: |  |
| Name/Title: |  | Name/Title: |  |
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