



Disproportionate Representation

The LEA has developed a procedure to prevent inappropriate identification of students by race/ethnicity receiving special education. This procedure is included below: In order to prevent inappropriate identification of students receiving special education by race/ethnicity, as well as by disability category, the following procedures will take place: In response to reports of students who are displaying academic or behavioral issues in the general education setting, the following data will be submitted and reviewed: Student Grades Achievement Assessments (WIDA, etc.) - PSSA/Keystone Scores & Benchmark Assessments Teacher Documentation: - ABC charts (Antecedent, Behavior, Consequence) and anecdotal notes - Documentation of response to interventions - Student Records: - Home language survey - Academic background and school history - Incident Reports - Socioeconomic information - Residence history - Parent/Guardian Interview and Student Interview If the data shows major discrepancies, the LEA will implement the following procedures to eliminate the potential for bias and inappropriate identification: The LEA will review all data submitted in accordance with Catherine Collier's 7 factors to determining whether discrepancies are due to language learning or disabilities (2010). The LEA will contact the local agency (IU13) to perform classroom observations and administer evaluation assessments if applicable. Ø If so, are continuous improvement activities in place? The LEA follows the following procedure: Students who are displaying academic or behavioral abnormalities in the general education setting, the following data will be submitted and reviewed: - Student Grades - Achievement Assessments (WIDA, etc.) -PSSA/Keystone Scores & Benchmark Assessments - Teacher Documentation: - ABC charts (Antecedent, Behavior, Consequence) and anecdotal notes - Documentation of response to interventions - Student Records: - Home language survey - Academic background and school history - Incident Reports - Socioeconomic information - Residence history - Parent/Guardian Interview in their primary language and Student Interview in their primary language. It is through this intensive process at the evaluation/reevaluation level which helps to ensure a complete and thorough evaluation without bias is completed. Has the LEA established policies and procedures to prevent inappropriate identification of students by race/ethnicity receiving special education? Ø The LEA has made significant changes in the re-evaluation process during the current school year. As the staff is young and the psychologist is only a .5 staff contracted through the IU we do anticipate the need for continued growth. Based on the outcome of this audit the consulting special education supervisor will make recommendations for the LEA moving forward. Ø If so, are continuous improvement activities in place? Currently the LEA is utilizing a psychologist from IU13 to evaluate/re-evaluate students. As we have such a high number of students who have ELL needs in addition to special education need it has been a great asset to have a bi-lingual psychologist. The LEA has not identified additional procedures or policies at this time.