



Wisconsin Department of Public Instruction
PROCEDURAL COMPLIANCE SELF-ASSESSMENT
DISPROPORTIONALITY-SPEECH AND LANGUAGE
RECORD REVIEW CHECKLIST
 PI-SA-RR-CDISPRO-SL-001 (Rev. 10-14)

INSTRUCTIONS: Complete one copy for each student record selected for the sample. Retain at the district level. *For Local Use Only. Provided for documentation purposes. Use by the LEA is optional.*
**Examples for Evidence of Student-Level Corrective Action (last column), include called parent on [date], no new IEP team meeting, etc.*

GENERAL INFORMATION		
Student Name <i>First and last</i>	School Level <i>Check one</i> <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High School	
Student Date of Birth <i>Mo./Day/Yr.</i>	Reviewer's Name <i>First and Last</i>	NOTE: When reviewing a record of a student who is an adult, substitute "adult student" for "parent" in all checklist items.

RECORD REVIEW CHECKLIST				
Item No.	Item Description	Standards & Directions	Required Student-Level Corrective Action	Evidence Of Student-Level Corrective Action*
Dispro-SL-1	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A The IEP team may not identify a child whose speech or language difficulties result from dialectical differences or from learning English as a second language, unless the child has a language impairment in his or her native language. Comment:	Mark "Not Applicable" if the student's native language is English. For all other students, review the student's evaluation file and/or interview persons involved in the evaluation. Mark "Yes" if the evidence indicates the student demonstrated speech and language problems in both English and Spanish, and language loss in Spanish is not a causal factor. Mark "No" if the evidence indicates the student only demonstrated speech and language problems in English.	The IEP team must complete the initial special education evaluation. The IEP team must consider whether the child's language difficulties are a result of dialectical differences or from learning English as a second language. If so, the IEP team must determine the student is not eligible for special education.	
Dispro-SL-2	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Each public agency must ensure that assessments and other evaluation materials used to assess a child are provided and administered in the child's native communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally. Comment:	Mark "Not Applicable" if the student has been determined to be fully English proficient pursuant to PI 13.08(6). See Appendix A of Speech and Language Assessment of Linguistically Culturally Diverse: Spanish Speaking, http://sped.dpi.wi.gov/files/sped/pdf/sl-lcd-spanish-speaking.pdf Mark "Yes" if assessments and other evaluation materials used to assess a child are provided and administered in Spanish. Evidence may be found by reviewing the student's evaluation file and/or conducting interviews of staff completing the evaluation. Assessments and evaluation materials may consist of informal measures (including descriptive or dynamic approaches), and formal measures (including appropriately standardized tests). See Speech and Language Assessment of Linguistically Culturally Diverse: Spanish Speaking, http://sped.dpi.wi.gov/files/sped/pdf/sl-lcd-spanish-speaking.pdf , for more information. The use of assessments and evaluation materials in English is permissible as long as assessments and evaluations materials in Spanish were also used. Mark "No" if Spanish language assessments or materials were not used.	The IEP team must complete the initial special education evaluation using assessments and other evaluation materials provided and administered in the child's native or other mode of communication and in the form most likely to yield accurate information.	

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Dispro-SL-3	<input type="checkbox"/> Yes	In interpreting evaluation data for the purpose of determining if a child is a child with a disability each public agency must document and carefully consider information about the child's social or cultural background . Comment:	Culture describes how people live on a daily basis in terms of language, ancestry, religion, food, dress, musical tastes, traditions, values, political and social affiliations, recreation, and so on. (Singleton, 2006; adopted by the Wisconsin RtI Center and the Disproportionality Technical Assistance Center, 2013).	The IEP team must complete the initial special education evaluation. The IEP team must consider information about the child's social or cultural background in determining whether the child is eligible for special education.	
	<input type="checkbox"/> No		Mark "Yes" if the ER-1, Evaluation Report, contains documentation of the IEP team's consideration of the child's social or cultural background during the IEP team meeting to determine eligibility. Even if you do not find evidence on the ER-1, you may mark "Yes" if the IEP team used <i>Culturally Responsive Practices in Schools: The Checklist to Address Disproportionality</i> , Section III (Madison Metropolitan School District, University of Wisconsin-Oshkosh, and the Wisconsin Department of Public Instruction, 2007). Mark "No" if you do not find evidence on the ER-1, Evaluation Report, or other evaluation documents that interpret the evaluation data for purposes of eligibility determination, that the IEP team considered the child's social or cultural background.		