

Options for Required District-Wide Corrective Actions for Disproportionality Compliance Items

Indicator 4B

- Revise policies, procedures, or practices to ensure special education disciplinary requirements are followed. This could include revision of staff handbook and/or IEP forms
- Develop/review process for tracking disciplinary removals
- Provide professional development on conducting functional behavioral assessments and developing IEPs that include positive behavioral interventions, supports and strategies
- Provide professional development on strategies to address behavioral needs of students with disabilities
- Provide professional development on cultural competency
- Provide professional development on the special education disciplinary requirements
- Other (specify)

Indicator 9

- Revise practices, procedures and policies to ensure students are not found eligible for special education due to lack of instruction in reading and/or math. This could include revision of staff handbook and/or IEP forms
- Revise practices, procedures and policies to ensure that in interpreting evaluation data, information about social or cultural background is documented and carefully considered. This could include revision of staff handbook and/or IEP forms
- Provide professional development on conducting special education evaluations
- Provide professional development on cultural competency
- Adopt all or part of *Culturally Responsive Practices in Schools: The Checklist to Address Disproportionality* (Madison Metropolitan School District, University of Wisconsin-Oshkosh, Wisconsin Department of Public Instruction, 2007)
- Other (specify)

Indicator 10

Autism

- Revise practices, procedures and policies to ensure students are not found eligible in the area of autism due to lack of instruction in reading and/or math. This could include revision of staff handbook and/or IEP forms

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- Revise practices, procedures and policies to ensure that in interpreting evaluation data, information about social or cultural background is documented and carefully considered. This could include revision of staff handbook and/or IEP forms
- Provide professional development on conducting special education evaluations in the area of autism
- Provide professional development on cultural competency
- Adopt all or part of *Culturally Responsive Practices in Schools: The Checklist to Address Disproportionality* (Madison Metropolitan School District, University of Wisconsin-Oshkosh, Wisconsin Department of Public Instruction, 2007)
- Other (specify)

Cognitive Disability

- Revise practices, procedures and policies to ensure students are not found eligible in the area of cognitive disability due to lack of instruction in reading and/or math. This could include revision of staff handbook and/or IEP forms
- Revise practices, procedures and policies to ensure in interpreting evaluation data, information about social or cultural background is documented and carefully considered. This could include revision of staff handbook and/or IEP forms
- Provide professional development on conducting special education evaluations in the area of cognitive disability
- Provide professional development on cultural competency
- Adopt all or part of *Culturally Responsive Practices in Schools: The Checklist to Address Disproportionality* (Madison Metropolitan School District, University of Wisconsin-Oshkosh, Wisconsin Department of Public Instruction, 2007)
- Other (specify)

Emotional Behavioral Disability

- Revise practices, procedures and policies to ensure students are not found eligible in the area of emotional behavioral disability due to lack of instruction in reading and/or math. This could include revision of staff handbook and/or IEP forms
- Revise practices, procedures and policies to ensure in interpreting evaluation data, information about social or cultural background is documented and carefully considered. This could include revision of staff handbook and/or IEP forms
- Provide professional development on conducting special education evaluations in area of emotional behavioral disability
- Provide professional development on cultural competency
- Adopt all or part of *Culturally Responsive Practices in Schools: The Checklist to Address Disproportionality* (Madison Metropolitan School District, University of Wisconsin-Oshkosh, Wisconsin Department of Public Instruction, 2007)
- Other (specify)

Options for Required District-Wide Corrective Actions for Disproportionality Compliance Items

Other Health Impairment

- Revise practices, procedures and policies to ensure students are not found eligible in the area of other health impairment due to lack of instruction in reading and/or math. This could include revision of staff handbook and/or IEP forms
- Revise practices, procedures and policies to ensure in interpreting evaluation data, information about social or cultural background is documented and carefully considered. This could include revision of staff handbook and/or IEP forms
- Provide professional development on conducting special education evaluations in the area of other health impairment
- Provide professional development on cultural competency
- Adopt all or part of *Culturally Responsive Practices in Schools: The Checklist to Address Disproportionality* (Madison Metropolitan School District, University of Wisconsin-Oshkosh, Wisconsin Department of Public Instruction, 2007)
- Other (specify)

Speech and Language

- Revise practices, procedures and policies to ensure students are not found eligible when speech or language difficulties are a result from dialectical differences or from learning English as a second language. This could include revision of staff handbook and/or IEP forms
- Revise practices, procedures and policies to ensure that assessments and other evaluation materials are administered in the child's native or other mode of communication and in the form most likely to yield accurate information. This could include revision of staff handbook and/or IEP forms
- Provide professional development on conducting special education evaluations in the area of speech and language for students whose first language is not English
- Provide professional development on cultural competency
- Adopt all or part of *Culturally Responsive Practices in Schools: The Checklist to Address Disproportionality* (Madison Metropolitan School District, University of Wisconsin-Oshkosh, Wisconsin Department of Public Instruction, 2007)
- Other (specify)

Specific Learning Disability

- Revise practices, procedures and policies to ensure findings regarding insufficient progress and inadequate classroom achievement are not primarily the result of cultural factors, environmental or economic disadvantage. This could include revision of staff handbook and/or IEP forms

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- Revise practices, procedures and policies to ensure findings regarding insufficient progress and inadequate classroom achievement are not primarily the result of lack of appropriate instruction in the identified area of concern or limited English proficiency. This could include revision of staff handbook and/or IEP forms
- Revise practices, procedures and policies to ensure at least two intensive, scientific, research-based or evidence-based interventions were implemented with adequate fidelity and closely aligned to individual student learning needs. This could include revision of staff handbook and/or IEP forms
- Revise practices, procedures and policies to ensure progress monitoring data is collected at least weekly when the two intensive, scientific, research-based or evidence-based interventions are being implemented. This could include revision of staff handbook and/or IEP forms
- Provide professional development on conducting special education evaluations in the area of specific learning disability
- Provide professional development on implementing interventions
- Provide professional development on cultural competency
- Adopt all or part of *Culturally Responsive Practices in Schools: The Checklist to Address Disproportionality* (Madison Metropolitan School District, University of Wisconsin-Oshkosh, Wisconsin Department of Public Instruction, 2007)
- Other (specify)