

# **OCR Self-Assessment Guide - Special Education**

## **EQUAL EDUCATIONAL OPPORTUNITIES FOR LIMITED ENGLISH PROFICIENT STUDENTS DISTRICT SELF ASSESSMENT GUIDE**

This Assessment Guide is to assist school systems to voluntarily comply with Title VI of the Civil Rights Act of 1964 regarding equal educational opportunities for national origin minority students who are limited-English proficient. Responses to questions also may be used by the Office for Civil Rights in conducting compliance reviews on this issue. The Guide is part of a Region VII OCR pilot program to encourage partnership approaches to civil rights compliance. School systems are not required to provide data to OCR in this format.

This Guide is designed to provide the district with a comprehensive overview of its practices and procedures. Using the following Special Education form circle the answer under each statement that best responds to the statement, indicating in the Comments if a statement does not apply. Other comments may also be provided to explain an answer. The Office for Civil Rights anticipates that the Guide will be completed by a team of individuals who are most knowledgeable of the district's policies and procedures.

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### OCR Self-Assessment - Special Education

<b>School:</b>	<b>Date:</b>	<b>Completed By:</b>
Respond to each question using the scale provided; 5 indicating "Always" to 1 indicating "Never". Use the Comments section to clarify any response, particularly those with you have a rated as a two or one.		
Question	Rating	Comment
1. Does the district utilize special procedures for identifying LEP students who may need special education services?	5 4 3 2 1	
2. Does the district utilize special procedures for assessing whether LEP students need special education services?	5 4 3 2 1	
3. Do the district's procedures for identifying and assessing LEP students for special education take into account language and cultural differences?	5 4 3 2 1	
4. Does the district use assessment instruments in a language other than English?	5 4 3 2 1	
5. Have testing instruments used to assess LEP students for special education placement been validated for the purpose they are being used?	5 4 3 2 1	
6. Are persons who administer special education assessment tests to LEP students especially trained in administering the tests?	5 4 3 2 1	
7. Are staff who conduct special education assessments for LEP students fluent in the LEP student's primary language?	5 4 3 2 1	
8. Has the district assured itself that LEP students are being placed in the special education program because of actual qualifying conditions, and not simply because of cultural differences or a lack of English-language skills?	5 4 3 2 1	
9. Have all students who receive special education services and have difficulty speaking, reading, writing, or understanding English (because of the influence of another language) been identified as LEP?	5 4 3 2 1	
10. Does the instructional program for LEP students in special education take into account their language needs?	5 4 3 2 1	
11. Does the district ensure coordination between the regular and the special education programs in meeting the particular needs of LEP students who are in special education?	5 4 3 2 1	

**OCR Self-Assessment - Special Education** *page two*

Question	Rating	Comment
12. Does the reevaluation process for special education LEP students take into account their language differences?	5 4 3 2 1	
13. Are notations about the home language and background of LEP students regularly recorded in the special education students' files?	5 4 3 2 1	
14. If the district lacks resources to assess an LEP student in a particular language, does the district seek assistance from outside experts?	5 4 3 2 1	
15. Are the parents or guardians of special education LEP students notified of their procedural safeguards in a language they can best understand?	5 4 3 2 1	
16. Does the district identify and place all LEP students who need special education services in a timely manner?	5 4 3 2 1	
17. Are district staff mindful of the need to safeguard against inappropriate placement of LEP students in special education programs?	5 4 3 2 1	
18. Are parents of LEP students well informed of the district's special education program?	5 4 3 2 1	