

# Identification Interview Form

District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NOTE: Questions in **BOLD** are intended primarily for the Special Education Director. Use judgment in asking these questions to other district personnel.

**Introduction:** As you know, (name of district) has been identified with disproportionate representation of (insert race/ethnicity) students identified for special education services or (insert race/ethnicity) students identified as (insert disability). The purpose of this interview is to investigate procedures or practices which may be contributing to the disproportionate representation.

## General

1. Please tell us about your school/district (Pick all that are relevant):
   1. Number of buildings and their configuration
   2. General education programs and services available for struggling students
   3. **Special education programs and services; their configuration; the service delivery model** (R 340.1733 and ISD plan)

## Tiered System of Support

1. What types of assistance are provided to support students with academic and behavior problems, including district and administrative support and professional development? (§300.320(a)(4))
2. How does the district differentiate between students with learning or behavior challenges and students who need special education? (§§ 300.304, 300.310(a), and 300.306)
3. Describe the general education interventions your district is implementing to address students’ academic and behavior needs and the impact of the interventions *(as they relate to this race/ethnicity priority area).*
4. Describe your building’s student assistance team/child study team:
   1. Are there written procedures for the student assistance team/child study team operation?
   2. Who is on your student assistance team/child study team?
   3. How are parents involved?
   4. How are student attendance data and discipline records considered within the student assistance team/child study team process?
   5. What system is in place for collecting and maintaining the data generated by the student assistance team/child study team process?
   6. How are the student data used to make decisions about interventions and/or referrals for special education evaluation?
5. How is the decision made to request parental consent for an initial evaluation for special education?

## Special Education Process

1. What is the procedure for obtaining parental consent for the initial evaluation? Is the procedure in writing? (§ 300.300(a) and R 340.1721)
2. **Once consent to evaluate is obtained, describe your district’s procedures for determining eligibility.** (§ 300.306 and R 340.1721a)
3. **Which staff members (roles) participate on the (disability priority area) Multidisciplinary Evaluation Teams (METs)?**
   1. **Do you use any staff in addition to the minimum required by the Michigan Rules?**
   2. **Who employs the MET participants? (Member district? ISD? Contracted?)** (R 340.1701b)
4. **How does the district ensure that the assessments and other evaluation materials used to assess a student are selected and administered so as not to be racially or culturally biased?** (§ 300.304(c)(1)(i))
5. List/describe district strengths related to the identification process.
6. What is your role in the individualized education program (IEP) team process?
7. Are all IEP team meetings attended by a district representative? If a district representative is unable to attend, who is assigned as a designee? (§300.321a)
8. **Are there procedures for excusing IEP team members?** (§300.321(e)(2))
9. Are general education teachers always present at IEP team meetings? **Whose responsibility is it to ensure their participation?** (§300.321(a)(2))
10. **Is there a written procedure for extensions of initial evaluation/IEP timelines?** (§300.323(c)(1) and R 340.1721b)
11. **How do you ensure the IEP team determines the disability is not due to the lack of appropriate instruction in reading and mathematics or because the student is an English Language Learner?** (§300.306(b))
12. **When a student moves into the district with an active IEP, what procedures are followed to ensure that his or her identification as a student with (disability) was compliant? Are these procedures written?** (§300.323(e) and (f))

## Analysis

1. **Does anyone in the district track and analyze race/ethnicity data for identification patterns? If so, how are these data used?**
2. **Describe any identification patterns based on race or ethnicity that you have observed or noted through data?**
3. What racial or cultural factors may be influencing referral and eligibility decisions?