

Significant Disproportionality Workbook



COLORADO
Department of Education

Administrative Unit: **AU NAME**

Primary Contact: _____

Phone Number: _____

Email Address: _____

In accordance with 34 C.F.R. § 300.646, the Colorado Department of Education (CDE) annually collects and examines data to determine if significant disproportionality based on race and ethnicity is occurring in the state or any of its Administrative Units (AUs) with respect to:

1. The identification of children with disabilities, including identification of children with particular disabilities, i.e., Intellectual Disability, Specific Learning Disability, Serious Emotional Disability, Speech or Language Impairment, Other Health Impairment and Autism Spectrum Disorder;
2. The placement of students in particular education settings; and
3. The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

CDE examines significant disproportionality based on identification and placement in May, and examines significant disproportionality based on discipline in November, which concludes the significant disproportionality cycle for the school year. AUs are officially identified as significantly disproportionate in November each year.

When an AU is identified as significantly disproportionate, it **must** do the following:

1. Identify the factors contributing to significant disproportionality in the specific area identified;
2. Review, and if appropriate, revise policies, procedures, and practices contributing to the significant disproportionality. Any revision of policies, procedures, and practices must be reported publicly.
3. Set aside 15 percent of its IDEA Part B allocation for comprehensive coordinated early intervening services (CCEIS) to serve children from age 3 through grade 12, particularly, but not exclusively, children in those groups that were significantly over-identified. This may include children not currently identified as needing special education or related services but who need additional academic and behavioral supports to succeed in a general education environment, as well as children with disabilities.

This workbook is designed for AUs identified as significantly disproportionate to plan and complete the remedies listed above. Please complete this workbook and submit to CDE Exceptional Student Services Unit. The submission due date depends on which fiscal year of the IDEA Part B allocation the AU chooses to reserve for CCEIS. Please complete the next tab (CCEIS Fiscal Year) to determine the timeline.

STEP 1: Which Fiscal Year of Funding will the AU Use for CCEIS?

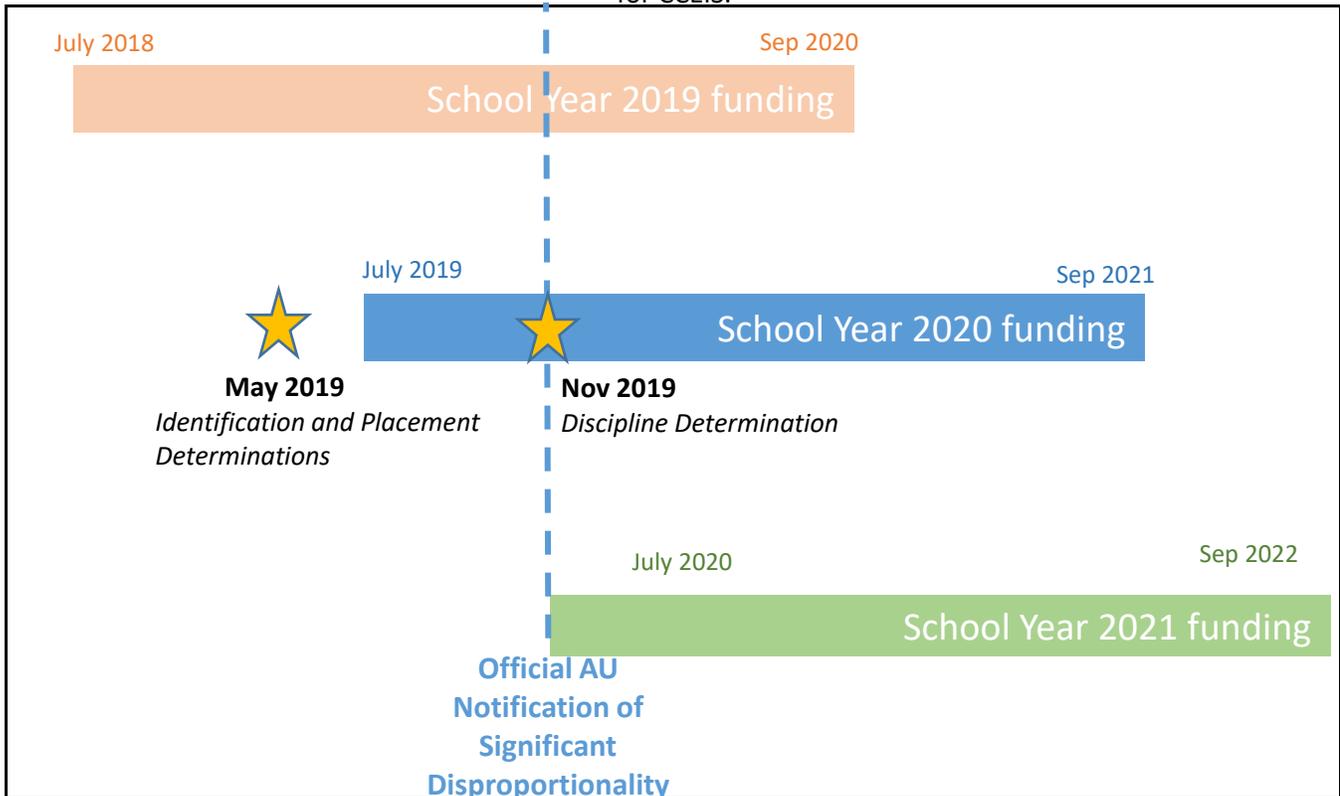
One of the requirements for an AU identified with significant disproportionality, is the set aside of 15 percent of its IDEA Part B allocation to fund Comprehensive Coordinated Early Intervening Services (CCEIS). Depending on the AU's fiscal situation, an AU may select from one of three fiscal years of funding from which to reserve the CCEIS funds. The submission due date of this workbook will depend on the funding year the AU selects. Please review the information below to determine which funding year is most appropriate for the AU. At the bottom of this page, please choose the fiscal year the AU plans to utilize for CCEIS. **Please note that the AU must notify CDE of which Funding Year the AU will utilize no later than [January 31st, 2020](#).**

For more information on CCEIS, please click on the below link for the CDE fact sheet:

[Mandatory Comprehensive Coordinated Early Intervening Services \(CCEIS\) - Q&A and Allowable Usage of CCEIS Funds](#)

1. Which year of funds may the AU choose for CCEIS?

Example: An AU is identified with significant disproportionality in the identification of Specific Learning Disabilities among Hispanic students **in SY2019-20**. The AU was notified of this in May 2019, but was not officially identified as significantly disproportionate by the CDE until **November 2019**. Since IDEA funds last 26 months (July to September) the AU potentially has three fiscal years (FY 2019, FY 2020, and FY 2021) to select for CCEIS.



2. Criteria for choosing the funds for CCEIS

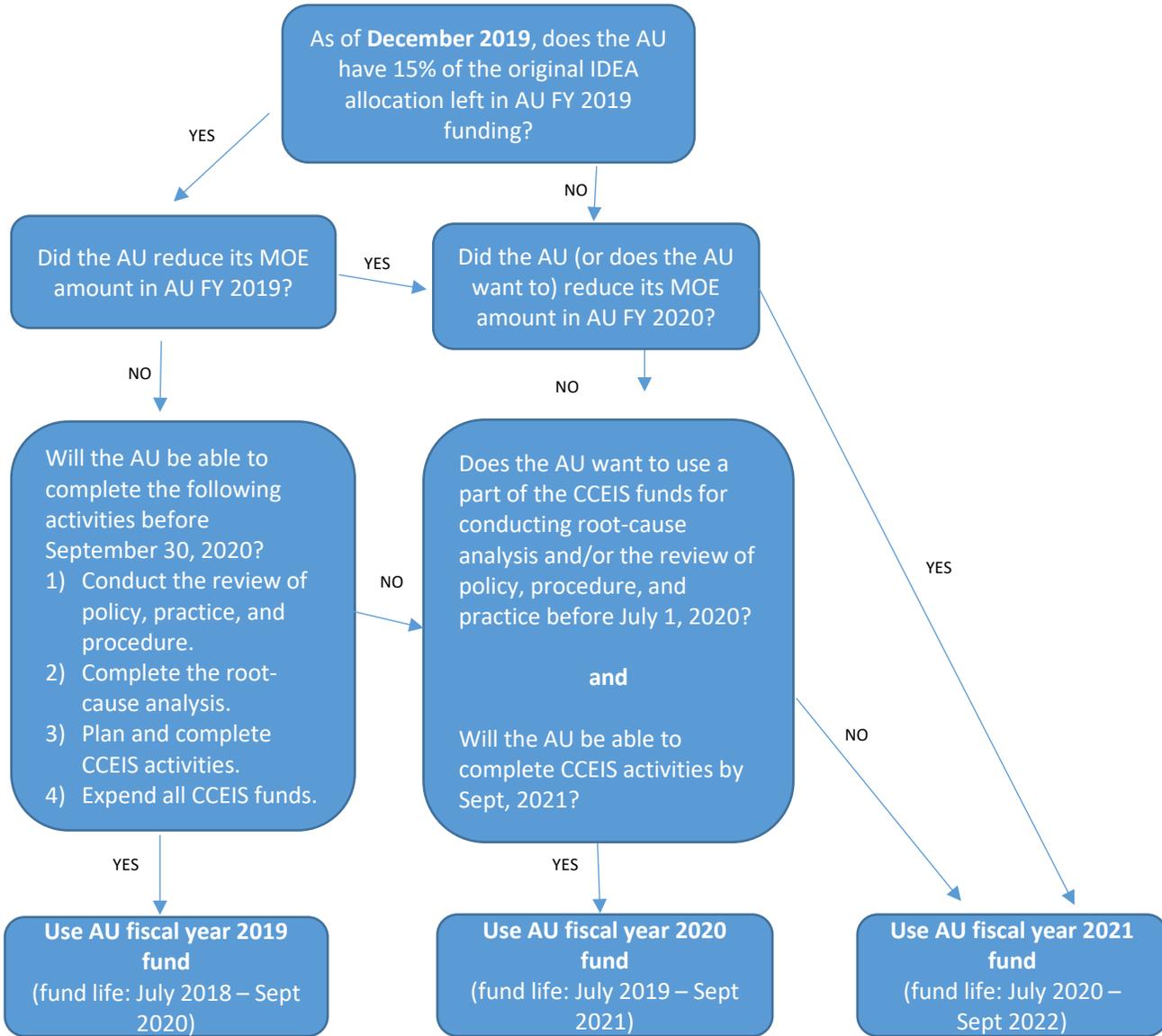
Certain conditions prohibit AUs from using a particular year of funding. The chart below summarizes the pros and cons for each year.

	FY2019	FY2020	FY2021
<p>pros</p> 	<ul style="list-style-type: none"> The AU may start using the funds right away. 	<ul style="list-style-type: none"> The AU may start using the funds right away. 	<ul style="list-style-type: none"> The AU will have sufficient time to plan for and execute CCEIS activities. These funds will not expire until September 2022.
<p>cons</p> 	<ul style="list-style-type: none"> The AU must have 15% left from its original FY2019 allocation to set aside for CCEIS. If the AU reduced its MOE amount in FY2019, it may not use this funding year for CCEIS. The AU must complete all CCEIS activities and expend the entire 15% set aside before the funds expires in September 2020. 	<ul style="list-style-type: none"> If the AU reduced (or wants to reduce) its MOE amount in FY2020, it may not use this school year funding for CCEIS. 	<ul style="list-style-type: none"> AUs may not start using these funds until July 1, 2020. AUs may not use a part of CCEIS funds for conducting root-cause analysis and/or the review of policy, procedure, and practice <i>until</i> July 1, 2020.

In addition, the factors below may also influence an AU's decision as to which fiscal year of funding to reserve for CCEIS:

1. The entire amount for CCEIS must be reserved from a single federal funding year.
2. The fund allocated for CCEIS must be expended before the funding year expires. If set aside funds are remaining at the end of the AU's fiscal year, and the federal funding period has not expired, the unused CCEIS fund must be rolled over to the AU's next fiscal year.
3. The total allocation reserved for CCEIS must be equal to 15% of the AU's total IDEA Part B allocation inclusive of both 611 and 619 funds. The 15% may be made up of a portion from 611 and 619 funds, or the entire amount may be reserved solely from either 611 or 619 funds. (See the *Action Plan* tab for the required amounts from 611 and 619 funds.)

Use the decision tree below in deciding which year of funds to use for CCEIS:



3. Make a decision!

Which year of funds does the AU choose to reserve for CCEIS? Please mark the FFY of your choice:

X	FY	Significant Disproportionality Workbook is due to CDE on:	AU will start CCEIS activities on:	AU must expend all funds allocated for CCEIS and complete all planned activities by:
	FY 2019	January 31, 2020	As soon as the AU's CCEIS plan is approved by CDE	September 30, 2020
	FY 2020	May 29, 2020	As soon as the AU's CCEIS plan is approved by CDE	September 30, 2021
	FY 2021	May 29, 2020	July 1st, 2020 or as soon as the AU's CCEIS plan is approved by CDE	September 30, 2022

STOP HERE!

Before moving on to the next tab, please inform the CDE in writing of the funding year the AU will designate for CCEIS set-aside. Written notification may be sent to Vicki Graham at graham_v@cde.state.co.us. **CDE must be notified of which funding year the AU will utilize no later than January 31, 2020.**

STEP 2: Review and Revision of Policies, Procedures, and Practices

The second of the requirements for an AU identified with significant disproportionality is to conduct a review and revision (if required) of policies, procedures, and practices regarding the identification, placement, and disciplinary removals of students with disabilities. This review must ensure that all policies, procedures, and practices comply with the requirements of the IDEA and Colorado's ECEA. If any part of the AU's policies, procedures, and practices fail to comply with the requirements of the IDEA or the ECEA, the AU must publicly report the revision of the policies, procedures, or practices. As part of CCEIS, the AU also must modify any policies, procedures, and practices it identifies as contributing to significant disproportionality.

What are Policy, Procedure, and Practices?

Policies are written statements that set forth the purposes and prescribe in general terms the organization and program of an AU. Policies create a framework within which the superintendent and district staff can discharge their assigned duties. Policies are typically adopted by the AU's governing board (e.g., local school board or BOCES board).

Procedures are detailed written directions developed to put board policy into practice. Procedures tell how, by whom, where and when things are to be done. Procedures may also be called administrative procedures.

Practices are the way things are ordinarily done within the district or BOCES. Practices are often the result of organizational culture and habits that have accumulated over time and may not exist in writing.

How to complete the review of policy, procedure, and practices.

The questions below are designed for the AU to review its policies, procedures, and practices in four areas: child find and referral, evaluation, eligibility and placement, and discipline. The questions focus on the policies, procedures, and practices that are most relevant to significant disproportionality. Please review the section(s) relevant to the AU's area of disproportionality, following the table below:

Please complete the following sections:

AU has significant disproportionality in:	Child Find and Referral	Evaluation and Eligibility	Placement	Discipline
Identification	X	X		
Placement	X	X	X	
Discipline	X	X	X	X

1. Child Find and Referral

Authority: 34 C.F.R. §§ 300.111 and 300.301(b); ECEA 4.02

1. Does the AU have written policies and procedures for child find and referrals? (mark Y/N)

 Yes No

Please review the AU's child find and referral policies, procedures, and practices by responding to the questions below:

2. What guidance and training are provided by the AU to systemically implement appropriate cultural and linguistic practices in the AU's child-find/referral process?

3. How does the AU take into consideration the cultural and linguistic needs of students when implementing child-find/referral practices?

4. What practices are in place in the AU to review and detect possible patterns of racial disproportionality in the child-find/referral process?

5. As a result of the review of the AU's written policies and procedures, as well as its child find and referral practices, will the AU make any revisions to its policies, procedures, or practices? If yes, please complete section 5 below.

 Yes No

2. Evaluation and Eligibility

Authority: 34 C.F.R. §§ 300.101; §300.301; 300.304(b) and (c)(1).

1. Does the AU have written policies and procedures for evaluations and eligibility determinations? (mark Y/N)

 Yes No

Please review the AU's evaluation and eligibility determination policies, procedures, and practices by responding to the questions below:

2. What guidance and training are provided by the AU for the evaluation and eligibility determination of students who come from ethnically/culturally diverse background (e.g., English learners, minority, immigrant, children in poverty)?

3. How does the AU take into consideration the cultural and linguistic needs of students when implementing evaluation and eligibility determination practices?

4. What practices are in place in the AU to review and detect possible patterns of racial disproportionality among children evaluated and determined to be IDEA eligible?

5. As a result of the review of the AU's written policies and procedures, as well as its evaluation and eligibility determination practices, will the AU make any revisions to its policies, procedures, or practices? If yes, please complete section 5 below.

 Yes No

3. Placement

Authority: 34 C.F.R. §§ 300.306(b)-(c); §300.116.

1. Does the AU have written policies and procedures for placement decisions? (mark Y/N)

 Yes No

Please review the AU's policies, procedures, and practices regarding placement decisions by responding to the questions below:

2. What guidance and training are provided by the AU to consider cultural and linguistic factors (e.g., English learners, minority, immigrant, children in poverty) when determining placement in the LRE?

3. How does the AU take into consideration the cultural and linguistic needs of students when determining placement in the LRE?

4. What practices are in place in the AU to review and detect possible patterns of racial disproportionality for placement in the LRE?

5. As a result of the review of the AU's written policies and procedures, as well as its practices when determining placement in the LRE, will the AU make any revisions to its policies, procedures, or practices? If yes, please complete section 5 below.

 Yes No

4. Discipline

Authority: 34 C.F.R. §§ 300.324 and 300.530

1. Does the AU have written policies and procedures for discipline? (mark Y/N)

 Yes No

Please review the AU's discipline policies, procedures, and practices by responding to the questions below:

2. What guidance (e.g., student discipline policy) and training are provided by the AU for the identification of students who may be in need of additional behavioral supports (e.g., FBAs, BIPs, counseling)?

3. How does the AU take into consideration the cultural and linguistic needs of students when implementing discipline practices?

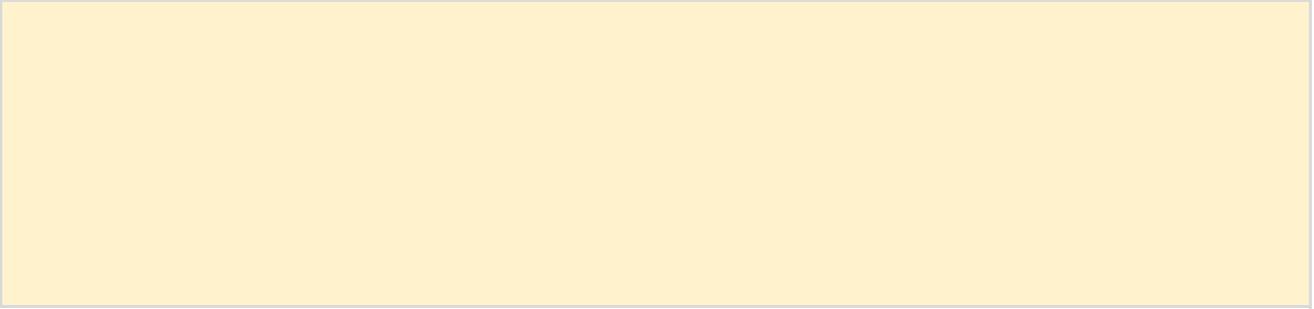
4. What practices are in place in the AU to review and detect possible patterns of suspension and expulsion by race/ethnicity and disability?

5. As a result of the review of the AU's written policies and procedures, as well as its practices when determining disciplinary actions, will the AU make any revisions to its policies, procedures, or practices? If yes, please complete section 5 below.

 Yes No

5. Revision of policy, procedure, or practice

As a result of the review of the AU's policies, procedures, and practices, if the AU determines the need to revise any of them, please briefly describe the revisions. Also, please provide an online link to where the AU publicly reports the revision of policy, procedure, or practice.



3. *What factors were identified that contributed to the disproportionality within the AU? Please summarize.*

4. *Did the results of the review of policy, procedure, and practice reveal any factors that might contribute to the disproportionality? If yes, please briefly describe the revisions and provide an online link to where AU publically reports the revision of policy, procedure, or practice.*

Please upload the complete and detailed root-cause analysis with this workbook to the ESSU Data Management System under the Compliance Tab.

STEP 4: Action Planning

Based on the root-cause analysis, develop a plan detailing how the AU will use the funds reserved for CCEIS. **The activities developed by the AU must identify and address the specific factors contributing to the AU's area of disproportionality.** Activities may include a variety of activities such as professional development and progress monitoring. For detailed guidance on the appropriate use of the CCEIS funds, please refer to the CDE fact sheet "Mandatory Comprehensive Coordinated Early Intervening Services (CCEIS) Q&A" linked below. It is imperative to include appropriate fiscal personnel during the CCEIS budget planning, since the AU will need to ensure that the AU's Federal Application Narrative and Budget is updated to reflect those funds being utilized for CCEIS activities. Depending on which fiscal year the AU elects to use for the 15 percent set aside, this may be done either when the initial application is submitted or during one of the revision opportunities offered by CDE throughout the year.

[Mandatory Comprehensive Coordinated Early Intervening Services \(CCEIS\) - Q&A and Allowable Usage](#)

1. Using the chart below, please select which year and which funds the AU will chose for CCEIS using an "x" in the highlighted box.

IDEA Funding for : **AU NAME**

<u>2019</u>			<u>2020</u>			<u>2021</u>		
Required CCEIS Set Aside Required if using 611 only			Required CCEIS Set Aside Required if using 611 only			Required CCEIS Set Aside Required if using 611 only		
If using 619 and 611 Required from 611 Required from 619			If using 619 and 611 Required from 611 Required from 619			If using 619 and 611 Required from 611 Required from 619		
611 Only		FY 2019	611 Only		FY 2020	611 Only		FY 2021
619 and 611		FY 2019	619 and 611		FY 2020	619 and 611		FY 2021

2. Please use the planning template below to develop activities to address the factors contributing to significant disproportionality in your AU.

Activity 1: (Title)	
Which contributing factor of disproportionality will this activity address? <i>The activity must address a contributing factor identified through the root-cause analysis.</i>	
Describe the activity. <i>Describe so that its completion can be clearly documented.</i>	
Provide the date range for this activity. <i>e.g., August, 2020 to November, 2020</i>	
Identify potential barriers. <i>Consider fiscal barriers, leadership, procedural barrier, culture and climate issues, parental concerns, etc.</i>	
How will you know that this activity was effective? <i>Clearly identify observable and measurable goals this activity will achieve that will lead to the decrease of disproportionality?</i>	

Activity 1 Budget		Fund	\$	Fund	\$	Total
How will CCEIS funds be used for this activity?	Staff	611	\$ -	619	\$ -	\$ -
	Non-specific staff (e.g., substitute)	611	\$ -	619	\$ -	\$ -
	Purchase Services (e.g., trainings)	611	\$ -	619	\$ -	\$ -
	Supplies	611	\$ -	619	\$ -	\$ -
	Equipment	611	\$ -	619	\$ -	\$ -
	Other	611	\$ -	619	\$ -	\$ -
Total CCEIS funds spent on this activity		611	\$ -	619	\$ -	\$ -
Fiscal year Amount used for CCEIS			\$ -		\$ -	\$ -
Remaining amount to budget			\$ -		\$ -	\$ -

Activity 2: (Title)	
Which contributing factor of disproportionality will this activity address? <i>The activity must address a contributing factor identified through the root-cause analysis</i>	
Describe the activity. <i>Describe so that its completion can be clearly documented.</i>	
Provide the date range for this activity. e.g., August, 2020 to November, 2020	
Identify potential barriers. <i>Consider fiscal barriers, leadership, procedural barrier, culture and climate issues, parental concerns, etc.</i>	
How will you know that this activity was effective? <i>Clearly identify observable and measurable goals this activity will achieve that will lead to the decrease of disproportionality?</i>	

Activity 2 Budget		Fund	\$	Fund	\$	Total
How will CCEIS funds be used for this activity?	Staff	611	\$ -	619	\$ -	\$ -
	Non-specific staff (e.g., substitute)	611	\$ -	619	\$ -	\$ -
	Purchase Services (e.g., trainings)	611	\$ -	619	\$ -	\$ -
	Supplies	611	\$ -	619	\$ -	\$ -
	Equipment	611	\$ -	619	\$ -	\$ -
	Other	611	\$ -	619	\$ -	\$ -
Total CCEIS funds spent on this activity		611	\$ -	619	\$ -	\$ -
Remaining amount to budget			\$ -		\$ -	\$ -

Activity 3: (Title)	
Which contributing factor of disproportionality will this activity address? <i>The activity must address a contributing factor identified through the root-cause analysis.</i>	
Describe the activity. <i>Describe so that its completion can be clearly documented.</i>	
Provide the date range for this activity. <i>e.g., August, 2020 to November 2020</i>	
Identify potential barriers. <i>Consider fiscal barriers, leadership, procedural barrier, culture and climate issues, parental concerns, etc.</i>	
How will you know that this activity was effective? <i>Clearly identify observable and measurable goals this activity will achieve that will lead to the decrease of disproportionality?</i>	

Activity 3 Budget		Fund	\$	Fund	\$	Total
How will CCEIS funds be used for this activity?	Staff	611	\$ -	619	\$ -	\$ -
	Non-specific staff (e.g., substitute)	611	\$ -	619	\$ -	\$ -
	Purchase Services (e.g., trainings)	611	\$ -	619	\$ -	\$ -
	Supplies	611	\$ -	619	\$ -	\$ -
	Equipment	611	\$ -	619	\$ -	\$ -
	Other	611	\$ -	619	\$ -	\$ -
Total CCEIS funds spent on this activity		611	\$ -	619	\$ -	\$ -
Remaining amount to budget			\$ -		\$ -	\$ -

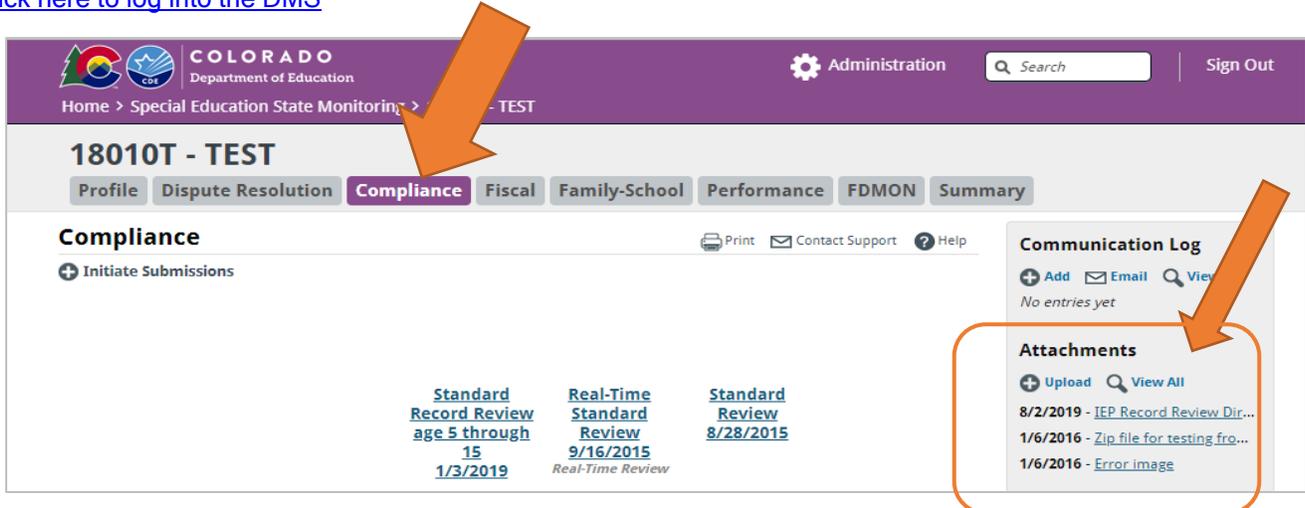
STEP 5: Submission

Your AU has completed all required activities prior to the implementation of the CCEIS!

- ✓ Chose the fiscal year of funding the AU will use for CCEIS
- ✓ Conducted a review of policies, procedures, and practices
- ✓ Conducted a root-cause analysis
- ✓ Planned CCEIS activities that will address the factors contributing to the significant disproportionality

Please upload this completed workbook along with any supporting documents (e.g., completed root-cause analysis) to the ESSU Data Management System, compliance tab, under the attachment area. Please notify Miki Imura via email (imura_m@cde.state.co.us) that the AU has completed all of the required activities. The CDE will notify you of the next step as soon as the review of the workbook is complete.

[Click here to log into the DMS](#)



The screenshot shows the Colorado Department of Education's ESSU Data Management System interface. The top navigation bar includes the Colorado Department of Education logo, the text "COLORADO Department of Education", and links for "Administration", "Search", and "Sign Out". The main content area is titled "18010T - TEST" and features a tabbed interface with "Compliance" selected. Below the tabs, there are options for "Print", "Contact Support", and "Help". The "Compliance" section includes a "Communication Log" and an "Attachments" section. The "Attachments" section is highlighted with an orange box and an arrow, showing a list of uploaded files:

Upload	View All
8/2/2019 - IEP Record Review Dir...	
1/6/2016 - Zip file for testing fro...	
1/6/2016 - Error image	

Thank you for your dedication in promoting equity and improving outcomes for students with disabilities.