

## Over-Representation of African American Students in Special Education Identified as Emotionally Disturbed

### *Proposal/Timeline*

Responsibility	Timeline
1. Distribute <i>Resource Guide</i> to original task force members, APS site administrators, appropriate district level administrators and the Superintendent's Equity Council.	2006-07
2. Develop a collaborative trainer of trainers module between the Student Assistance Team Task Force, and the Special Education and Language and Cultural Equity Departments to address issues regarding typical African American culture norms with school staffs. Debi and Joycelyn will present <i>Resource Guide</i> to CLP's and request a decision regarding implementation for Fall of 2006-07.	Completed
3. Special Education Department will monitor and report incidence rate of African American students being identified as emotionally disturbed using existing Quality Assurance model.	Develop and implement by December, 2006
4. Based upon Quality Assurance monitoring data, team from Language and Cultural Equity and Special Education Departments will provide individual school wide (including students) training/presentation on cultural differences for schools that continue to over refer/identify African American students as having behavior/emotional problems	Monitor data - every May and December Provide training - ongoing as needed
5. All African American special education students who have been identified as emotionally disturbed will have a file review to determine that eligibility and placement are appropriate. Case reviews will be scheduled in conjunction with either a three year reevaluation MDT, annual IEP review, or other IEP review meeting.	School year 2006-07