­­This tool is designed to assist Local Educational Agencies (LEAs) as they consider the composition of both the Compliance and Improvement Monitoring for Significant Disproportionality (CIM for Sig Dis) Team and the Educational Partners Group. These groups provide guidance for the CIM for Sig Dis Four-Step Process.

(Note: In small LEAs, multiple roles may be assigned to one administrator or one team member.)

**Convening a CIM Team**

The CIM for Sig Dis team (or CIM Team) members include will include the Superintendent or designee, cabinet level general and special education administration, site administration, fiscal administration, SELPA representation, general and special education teachers (optional), parents (optional), and others (optional). Consider how the CIM Team will provide oversight in the development, implementation, monitoring and evaluation of the CIM for Sig Dis Plan for Improvement, including but not limited to the following:

* Convening a diverse educational partner group,
* Distributing responsibilities between general education and special education,
* Clarifying responsibilities of other district leadership.

Note: This plan is a **general education activity** and implementation should have **oversight by a general education administrator**.

**CIM LEADERSHIP TEAM**

|  |  |  |  |
| --- | --- | --- | --- |
| **Member Name** | **Email** | **Title/Role** | **Member’s Responsibility for Development, Implementation, and Monitoring of CIM for Sig Dis Plan for Improvement** |
|  |  |  |  |
|  |  |  |  |
| *(duplicate row for additional CIM Team Members)* |  |  |  |

Do the members of the CIM team have decision-making authority? What is the process for LEA approval of this CIM for Sig Dis Plan for Improvement? Is this CIM Team authorized to make decisions around the implementation of the CIM for Sig Dis Plan for Improvement? If not, how will the decisions be made? Please describe in the box below.

**Convening a Educational Partner Group**

The Educational Partners Group is made up of district staff and community members. The Educational Partners Group reviews data and develops and evaluates the CIM for Sig Dis Plan for Improvement.

The group must include broad representation, including a diverse group of parents and community members, particularly representatives of the identified racial/ethnic category. The Educational Partners Group must include the roles listed below. Additional representation may be needed based on the identified group, the community resources, and other related dynamics.

Consider initial theories about why the LEA is significantly disproportionate and ensure that representatives with related expertise and authority are in the Educational Partners Group. List members and describe each group partners’ active involvement in developing, implementing, and evaluating the CIM for Sig Dis Plan for Improvement.

**EDUCATIONAL PARTNERS** **GROUP**

|  |  |  |
| --- | --- | --- |
| **Role** | **Member Name(s)** | **Responsibilities for Development, Implementation and Monitoring of the CIM for Sig Dis Plan for Improvement** |
| Superintendent |  |  |
| Cabinet Level Leader-General Education |  |  |
| Cabinet Level Leader-Special Education |  |  |
| Director of Curriculum (or Similar) |   |  |
| SELPA Director (or Designee) |  |  |
| Director of Assessment (or Similar) |  |  |
| Appropriate Grade Level General Education Teacher *(duplicate row for additional teachers)* |  |  |
| Appropriate Grade Level Special Education Teacher |  |  |
| Parent/Guardians (diverse representation, not district employee/s) *(duplicate row for additional parents/guardians)* |  |  |
| Community Representatives |  |  |
| Principal or Site Level Administrators |  |  |
| Human Resources Administrator (optional) |  |  |
| Fiscal Services Representative  |  |  |
| Bargaining Unit Representative |  |  |
| Other: |  |  |