

# TnREppp SA

Tennessee Review and Examination of policies, practices and procedures  
(a Self-Assessment for the Appropriate Identification of Students with Disabilities)

## District Self-Assessment Reporting Template

Don't forget to **SAVE** as your team completes the TnREpppSA. Please rename this report by replacing "TN School District" in the example below with your District Name.

**TN School District TnREpppSA 2009**

Email final copy of the completed TnREpppSA to  
[Ann.Sanders@state.tn.us](mailto:Ann.Sanders@state.tn.us) no later than May 26, 2009

AND

Return the signed *Panel Cover Sheet and Assurances* on the next page by U.S. Mail to:

Ann Sanders-Eakes, Director of Compliance Monitoring  
Division of Special Education, Department of Education  
Andrew Johnson Tower-7<sup>th</sup> Floor, 710 James Robertson Parkway  
Nashville, TN 37243-0320

## PANEL COVER SHEET AND ASSURANCES 2009 TnREppp Self-Assessment

School System **HENDERSON COUNTY--TOTAL RATING--3.73 / 4.00**  
**Rater Averages (out of a possible 4.00)--3.50, 3.83, 3.66, 3.66, 4.00**

Dates of Review \_\_\_\_\_

Date Submitted to DOE \_\_\_\_\_

School system serves students in grades **PreK - 12**

Disproportionality Review Panel: We, the undersigned, provide assurances that information contained in review of district policies, practices and procedures is accurate and current.

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Signature

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Position (Team Facilitator)

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School District: **Henderson County**

1. Disability **Speech and Language Impairments / Ethnic Group W / Over or Under Overrepresentation**
2. Disability **Speech and Language Impairments / Ethnic Group B / Over or Under Underrepresentation**
3. Disability **Select One / Ethnic Group Select One / Over or Under Select One**
4. Disability **Select One / Ethnic Group Select One / Over or Under Select One**

(1) Referral, Evaluation, Eligibility, Placement and Procedural Safeguards

Do Not Complete DOE Rating	Review Item 1	Please Respond to Each of the Following Review Response Items
The <u>TnREppp</u> rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the <i>TnREppp Reviewer Guidelines and Scoring</i> .		
4  3  2  1	The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.	<p><b><u>REFERRAL</u></b></p> <p><b>1.01</b> Does the district ensure consistent application of the referral criteria? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how referrals are monitored. <b><u>State guidelines are followed on each referral and eligibility decision. Henderson County, through its school psychologist and speech pathologist, provides ongoing technical and professional assistance to all district schools relative to the referral process for special education services. Specific information for speech/language referrals is included in this training. Detailed information and packets are given to each school counselor who is, in turn, responsible for implementing the referral process following state procedures.</u></b></p> <p><b>1.02</b> Is the effectiveness of the referral policy reviewed on a consistent basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how effectiveness is monitored. <b><u>Ongoing staff development and training is provided throughout the school year to insure that referrals are being effectively completed. This training is provided through system inservice training sessions as well as at the building level. Our psychologist and speech pathologist are available to provide individual help as needed for new teachers and administrators. Data is analyzed to compare the current number of referrals with those from previous years to insure that there is no significant change.</u></b></p> <p><b>1.03</b> Are general classroom teachers and administrators trained in the characteristics of various disabling conditions? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe this training. <b><u>Our school psychologist provides training sessions at our elementary school describing the characteristics of various disabling conditions. In addition to these sessions, we have provided training sessions on specific disabilities, with Autism being most commonly requested. During the school year, we encourage participation in the TRIAD training at Vanderbilt and send teams which include general educators as well as special educators and speech teachers. Systemwide inservice training sessions are also presented which detail current issues in the area of special education.</u></b></p> <p><b>1.04</b> Are general education teachers and school administrators trained in what their responsibilities are prior to referral being made and after a referral has been made? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how is this done? <b><u>Monthly meetings of administrators provide opportunities to review the responsibilities of all educators before and after the referrals are made. With recent changes in referral procedures for some disability areas (SLD, Gifted), updated information and current forms are shared with all school personnel. Our school psychologist, speech pathologist, and assessment specialist are primarily responsible for making this information available.</u></b></p> <p><b>1.05</b> Does your district collect school data, disaggregated by race/ethnicity, on at least an annual basis to ensure schools are using appropriate procedures to refer and determine special education eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>1.06</b> Does your district keep data that furnishes the following information related to referrals: (1) number of referrals; (2) number of referrals made according to student age, grade, gender and ethnicity/race; (3) number of referrals made versus number of placements made; and (4) number of students transferring into the district that are receiving special education services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe data collection method. <b><u>We track referrals on a hard copy log as well as through the</u></b></p>

		<p><b><u>data that is available through the EasyIEP reporting system. Our paper copy contains the information identified in the above mentioned question (# of referrals, student age, grade, gender, ethnicity, transfers and final placements). Additionally, we periodically review the data by generating reports from our EasyIEP data management system.</u></b></p> <p>1.07 Does your district provide technical assistance and professional development to schools that appear to be over-referring, under-referring and/or inappropriately identifying students for special education? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe technical assistance and professional development provided in the 2007-2008 school year. <b><u>Henderson County provided afternoon staff development sessions to four of our elementary schools. Specific referral information was discussed by our school psychologist. Additionally, meetings were held with the school counselors who serve all elementary schools to insure that each school was following the state recommended procedures and guidelines.</u></b></p> <p><b><u>EVALUATION</u></b></p> <p>1.08 Is your district following all requirements for disability determination? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.09 Does your district maintain a list of the tests and instruments used for the assessment of the identified disproportionate disability(ies)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Have all tests and other educational materials currently used in the evaluation process been validated for the specific purpose for which they are used? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.10 Has your district provided ongoing training and professional development to assessment personnel in the appropriate usage of tests? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, list or describe the training provided in the 2007-2008 school year. <b><u>Speech pathologists regularly attend the Mid-South Conference on Communication Disorders and other state and regional conferences to stay current with the recommended referral and eligibility standards. Our school psychologist attends the TASP conferences as well as state and regional sessions regarding assessment. Additionally all assessment personnel participated in the WebEx sessions that were presented by the State Department regarding changes in identification procedures.</u></b></p> <p>1.11 Are all tests utilized by the district tailored to assess specific areas of educational need and not merely designed to provide a single, general intelligence quotient? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how are these determinations made? <b><u>Review of research data and recommendations from state department personnel</u></b></p> <p>1.12 Identify all tests and other educational materials currently used in the evaluation process for the disability categories found to be either disproportionately overrepresented or underrepresented. Indicate if each has been validated for the specific purpose for which it is used? <b><u>Goldman-Fristoe Test of Articulation-2 - yes; Clinical Evaluation of Language Fundamentals-4 - yes; and PLS-4 - yes</u></b></p> <p>1.13 Are the IEP/Assessment Team members knowledgeable about the meaning of evaluation data? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Have the person(s) responsible for interpreting assessment data received training concerning the interpretation and use of assessment results? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide information regarding training. <b><u>Our speech pathologist attends IEP meetings and transition meetings which involve evaluation data related to speech and language. Additionally, our licensed psychological examiner attends IEP meetings to explain and interpret assessment results. She is also often involved in Student Support Team meetings when data may need to be interpreted. She is certified in this area and regularly attends professional meetings and conferences to maintain her current level of expertise. Our system also provides academic coaches to help general educators analyze testing information prior to formal referrals to special education.</u></b></p> <p>1.14 Does the district have well written criteria for the identification of special education students in its policy/procedure manual? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Have tests been selected to ensure an accurate reflection of the student's aptitude or achievement or whatever factor the test purports to measure? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide explanation of these policies/procedures and process <b><u>We follow the procedures and policies that are presented on the Tennessee Department of Education</u></b></p>
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		<p><b><u>website. Screening and assessment instruments are selected based on state recommendations. A variety of evaluative tools are available to meet diverse needs of our system population.</u></b></p> <p>1.15 Do School Psychologists, Psychological and Senior Psychological Examiners and Speech/Language Pathologists who are employed or contracted by the district receive in-service training concerning current best practices in evaluation procedures? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide training received in the 2007-2008 school year. <b><u>Mid-South Conference on Communication Disorders for our speech pathologist. Tennessee Association of School Psychologists Conference for our school psychologist. All assessment personnel participated in the Tennessee Department of Education's WebEx presentations on updates in identification/evaluation procedures.</u></b></p> <p>1.16 Are assessment instruments that evaluate Speech and Language Impairments or Mental Retardation normed for the population for which they are used? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.17 Does the Comprehensive Evaluation include information from an assortment of sources such as classroom teachers, parents and counselors? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Does it utilize a variety of evaluation techniques such as observations, interviews, informal and formal testing, etc.? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.18 Are evaluations conducted by a multidisciplinary team of professionals with knowledge in the area of suspected disabilities and have these assessment team members received training that delineates for them each person's specific areas of responsibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide specific qualifications for evaluation professionals in your district. <b><u>Licensed school psychologist; certified speech pathologist; vision specialist from Tennessee School for the Blind when appropriate; Henderson County School System's registered nurse; private physicians when appropriate; and hearing specialist from West Tennessee School for the Deaf when appropriate.</u></b></p> <p><b><u>ELIGIBILITY</u></b></p> <p>1.19 In making placement decisions, does the district use a variety of informational sources including: aptitude tests, achievement tests, social or cultural background, adaptive behavior, teacher recommendations, past educational history, physical conditions? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.20 Does the Written Evaluation Report contain all of the following: (1) a description of reason for referral; (2) the purpose of assessment and the full names of all procedures used and who administered each test; (3) the student's developmental history; (4) the student's educational history; (5) all relevant and current information about the student's family/home environment and functioning within that environment; and (6) a statement of the student's current level of education functioning? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.21 Do the assessment results in the Written Evaluation Report include all of the following: (1) assessment results of standardized tests reported in terms of standard scores for appropriate norm groups; (2) appropriate alternative explanations of performance; (3) the presence of a specific disability(s) and the basis for that determination; and (4) specific recommendations for the instructional and/or behavioral interventions are offered? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, explain. _____ Do persons who conduct the evaluation participate in the decision-making process? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, explain. _____</p> <p>1.22 Are all the district personnel who participate in placement decisions knowledgeable about the student, the meaning of the evaluations, placement options, and family perspectives? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Describe assurances and training of assessment team participants. <b><u>All IEP meetings include the general education teacher, school principal or LEA representative, special education teacher, and parent. Additionally, evaluation specialists, school nurses, and other professionals attend depending upon the specific needs of the student and the purpose of the meeting. Training is provided to all personnel through staff development, required licensing and certification, and monthly administrators' meetings.</u></b></p> <p>1.23 Is all information, regardless of its source, carefully considered and documented? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe this process. <b><u>All information is collected and considered during the evaluation process. The assessment document</u></b></p>
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**details the various sources of information and this becomes a part of the report. Parent input, teacher observation, collected data, and pertinent medical information become an integral part of the completed evaluation document.**

**PLACEMENT**

- 1.24 What steps does the district take to regularly review the ethnic composition of its special education programs? **The ethnic composition of our special education program can be disaggregated in reports which are created and reviewed at regular intervals from our EasyIEP data. Additionally, the System Student Ethnic Summary and the Special Education Student Ethnic Summary are also available. Both of these summaries detail this information.**
- 1.25 When racially disproportionate special education programs are identified, how does the district determine that students are being provided appropriate programs and services that meet their unique educational needs? **By strictly adhering to the Tennessee Department of Education's policies and procedures for referral and evaluation, we insure that student needs are being met, regardless of race or ethnicity. Our evaluation specialist in the area of our disproportionality reviews our data to insure that appropriate programs and services are being provided. Additionally, many unique educational needs are met in the general education program. Our speech personnel utilize inclusion activities to incorporate speech/language skills into the regular education classrooms.**
- 1.26 How does your district provide accommodations for the student when s/he is not found to be eligible for Special Education Services? **Principals are aware that other services are available for their students. Before and after school tutoring programs are available. Intervention services are available for all students who demonstrate a need. Many students are served through a 504 plan which is developed to meet the individual needs of the students and provide them the accommodations that are required for them to meet success.**
- 1.27 When disproportionate representation exists among categories in special education, how does the district examine its placement decisions to detect any possible differences by ethnicity/race and placement? **Our only area of disproportionate representation has been in the area of speech/language. We have carefully considered our preK population to determine if this age group makes a critical difference in our ethnic distribution. We continue to examine possibilities.**
- 1.28 When racially disproportionate special education programs are identified, what type of timely action is taken to review the appropriateness of the program for those enrolled? **Our evaluation specialists and our service providers are crucial in reviewing the appropriateness of our programming. It has been determined that our referral and evaluation procedures meet state guidelines.**

**PROCEDURAL SAFEGUARDS**

- 1.29 Are all records relevant to the identification, evaluation or educational placement of a disabled student made available to the student's parents?  Yes  No If yes, provide evidence. **Before receiving any special education services, the eligibility meeting is conducted which involves both the parent and the evaluation specialist. Copies of all documentation is available to the parents. Reports are shared and explained. Our EasyIEP data management program and hard copies of student records/parent signatures provide documentation that parents have been made aware of identification, evaluation or educational placement determination.**
- 1.30 Are district parents, staff and the community provided demographic information about the ethnic/racial make-up of the special education programs in the district?  Yes  No If yes, how is this information disseminated? **Henderson County Report Card which is linked on our system website.**
- 1.31 Are all evaluations conducted in a timely manner in accordance with Tennessee's "Rules of State Board of Education Chapter 0520-1-9 – Special Education Programs and Services" (for children ages 3-21)?  Yes  No If no, please discuss. **All speech/language evaluations are conducted in a timely manner in accordance with Tennessee's**

		<p><b><u>"Rules of State Board of Education Chapter 0520-1-9 - Special Education Programs and Services".</u></b></p> <p><b>1.32</b> In initiating the Procedural Safeguards required by the IDEA from referral through developing and implementing IEPs, does the district ensure that all timelines have strictly adhered to these rules? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please discuss. _____</p>
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School District: **Henderson County**

1. Disability ***Speech and Language Impairments / Ethnic Group W / Over or Under Overrepresentation***
2. Disability ***Speech and Language Impairments / Ethnic Group B / Over or Under Underrepresentation***
3. Disability ***Select One / Ethnic Group Select One / Over or Under Select One***
4. Disability ***Select One / Ethnic Group Select One / Over or Under Select One***

**(2) Cultural and Linguistic Equity and Representation**

Do Not Complete DOE Rating	Review Item 2	Please Respond to Each of the Following Review Response Items
		The <u>TnREppp</u> rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the <i>TnREppp Reviewer Guidelines and Scoring</i> .
4  3  2  1	The District ensures that students who are culturally and linguistically diverse are referred, assessed and represented equitably for Special Education and other school programs, including those for gifted and rapidly progressing students.	<p><b>2.01</b> Does the district randomly review referrals to detect any pattern that might indicate a problem with disproportionately large numbers of children of one race referred by a teacher of another race? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how this is accomplished. <b><u>Our evaluation specialists track referrals. A pattern of one teacher referring disproportionately large numbers of children of another race has never been indicated. A complete and comprehensive list of all school programs disaggregates the system student population by race/ethnicity, gender, and disability, and this disaggregated data is reviewed. These reports are available through the Henderson County Report Card and are linked to the system's website.</u></b></p> <p><b>2.02</b> Has your district developed specific procedures for use of specific tests to minimize bias for evaluation of culturally and linguistically diverse students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Explain how these procedures are shared with assessment team personnel. <b><u>Specifically in the evaluation of students for speech/language disabilities, the CELF-4 is often chosen to minimize bias for students who are culturally and linguistically diverse. This is explained at meetings with parents and school personnel. Screening for preschool children is conducted yearly and involves speech and language, vision and hearing, and early developmental skills. This screening is available to all children in our system. A variety of evaluative tools are available to meet diverse needs of our system population thus insuring equitable representation of all groups.</u></b></p> <p><b>2.03</b> Does the IEP/Assessment Team consider cultural/ethnic, as well as dialectal variations in selecting assessment procedures and analyzing evaluation data, especially for culturally and linguistically diverse students suspected of having a Speech and Language Impairment? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>2.04</b> Are those conducting the evaluations sensitive to cultural differences between groups? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide explanation of these procedures and evidence that the tests are developed to minimize bias for culturally and linguistically diverse students. <b><u>Both our speech pathologist and our school psychologist are appropriately certified and licensed to administer the required assessments. The CELF-4 has been researched and determined that it minimizes bias for culturally and linguistically diverse students. It is recommended on the Tennessee Department of Education's website. Screening and assessment instruments are selected based on Tennessee Department of Education recommendations. A variety of evaluative tools are available to meet diverse needs of our system population thus insuring equitable representation of all groups.</u></b></p> <p><b>2.05</b> Does your district maintain a list of programs, with data about student participation disaggregated by race/ ethnicity and disability, including those for Intellectually Gifted and rapidly progressing students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>2.06</b> Does your district analyze program participation data by race/ethnicity and disability? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide information on processes for analysis. <b><u>EasyIEP reports provide this information. Analysis is made by assessment specialist and case managers. Our system data management system, STAR, also tracks participation by race/ethnicity and disability.</u></b></p>

	<p><b>2.07</b> Does your district provide systemwide screening for Intellectually Gifted child find which includes follow-up individual screening and comprehensive evaluation on an annual basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please discuss. <b><u>Counselors and classroom teachers review TCAP data to determine if further screening and comprehensive evaluations are needed. Classroom teacher referrals are encouraged for students who may not be flagged on screening- but who might exhibit characteristics typical of the Intellectually Gifted student.</u></b></p> <p><b>2.08</b> Does your district identify students as Intellectually Gifted from diverse cultural and linguistic race/ethnicities? If no, please discuss. <b><u>YES</u></b></p> <p><b>2.09</b> Are students who are from diverse cultural, linguistic or racial backgrounds equitably represented in advanced placement programs which include Honors and Advanced Placement classes and dual enrollment classes? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please discuss. _____</p> <p><b>2.10</b> Has your district noted racial or ethnic disparities in participation and as a result established or implemented plans to ensure increased diversity in participation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please describe any changes that have been implemented as a result of these disparities. _____</p> <p><b>2.11</b> Does your district sensitize staff to the importance of ensuring that cultural bias does not impact eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, are there plans for PD to do so – explain? _____</p> <p><b>2.12</b> What steps are taken to ensure that parents of culturally and linguistically diverse children understand the special education process and potential benefits of participation in special education services? <b><u>All parental information is available in English and Spanish. Our system website provides specific information concerning special education services as do our student handbooks. If interpreters are needed for our parents, they are provided through contracted services.</u></b></p> <p><b>2.13</b> Does your district involve and encourage participation of communities, families and students in the identification of program needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <b><u>Our special education teachers conduct parent information meetings at their local schools on a yearly basis. Programming and services are discussed. Child Find efforts are evidenced through ads in local newspapers and radio stations. Additionally, pamphlets/flyers are routinely available in all schools. School handbooks provide special education information, and our system website has special information posted. A community-based family day is held on an annual basis as a joint effort of the school system and other agencies. Parent information is available which describes programming options and other available services in the school system.</u></b></p>
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School District: **Henderson County**

1. Disability ***Speech and Language Impairments*** / Ethnic Group ***W*** / Over or Under ***Overrepresentation***
2. Disability ***Speech and Language Impairments*** / Ethnic Group ***B*** / Over or Under ***Underrepresentation***
3. Disability ***Select One*** / Ethnic Group ***Select One*** / Over or Under ***Select One***
4. Disability ***Select One*** / Ethnic Group ***Select One*** / Over or Under ***Select One***

**(3) Intervention Options: Before or in Lieu of Referral**

Do Not Complete DOE Rating	Review Item 3	Please Respond to Each of the Following Review Response Items
The <u>TnREppp</u> rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the <i>TnREppp Reviewer Guidelines and Scoring</i> .		
4  3  2  1	The District provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.	<p><b>3.01</b> Does the district use a specific general education intervention program for students experiencing difficulty in the regular education classroom? (e.g., peer tutoring, learning strategies, after-school remediation program, etc.) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                      Of the above programs, which programs are available for grades K-12? <b><u>Peer Tutoring, remediation, early intervention through pull-out services to work on the five areas of reading; self-paced technology programming</u></b>                      If yes, identify where teachers and others interested in the process can find a written description of the program. <b><u>Each school has its own intervention plan which outlines specific programs, strategies, and time frames for three tiered reading intervention. Academic coaches are available to help with data analysis and intervention challenges.</u></b>                      Are the above programs available in all schools within the district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, in which schools are they provided? <b><u>These services are provided in all of our elementary schools. Our high schools do not have early intervention pull-out services. However, we do provide individual and small group tutoring as indicated.</u></b></p> <p><b>3.02</b> Does the district have procedures for exploring adjustments in the general education program to meet the student's needs prior to referral for special education? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe these procedures. <b><u>Academic coaches work with regular education teachers to establish appropriate intervention services. Data is used to determine present levels of functioning, and data is collected during intervention to determine progress. School support teams meet to discuss student progress, especially related to monitoring data on general education's intervention for students who need intensive assistance.</u></b></p> <p><b>3.03</b> Are general classroom teachers and administrators are trained in how to make adaptations and accommodations within the general classroom to assist students who are experiencing problems? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>3.04</b> Before a child is referred for services in special education, do general classroom teachers engage in consistent progress monitoring and documentation of educational interventions and the effects of those intervention(s) for students experiencing academic problems? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <b><u>Student progress is monitored regularly according to state recommendations, and data is collected. Decision are made to determine if current intervention practices and strategies need to be continued or if alternate intervention should be explored. Each elementary school has specific personnel who provide the intervention services and collect the data which is discussed and shared with the regular education teacher.</u></b></p> <p><b>3.05</b> Does the district have a systematic program to assist teachers in the development of intervention strategies for students who are experiencing problems? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>3.06</b> Is the effectiveness of the accommodations and interventions used prior to referral to special education reviewed regularly? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe when and how this is accomplished. <b><u>Intervention is evaluated regularly and data points are entered into the student's record. Meetings are held on a regular basis, and changes are made as determined by teachers, intervention providers, and academic coaches through a support team model.</u></b></p> <p><b>3.07</b> Does your district maintain a list of intervention options and has your district developed instructions as to how to evidence</p>

		<p>the effectiveness of those interventions? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <b><u>Most of our intervention programs are available at all elementary schools. Additionally, some individual schools have purchased specific programs which are researched based and found to be effective in improving student performance. At the building level, academic coaches and principals maintain lists of intervention options, and intervention providers and general education teachers track the data on student progress Our system website provides teachers information regarding accessing the intervention programs and training has been provided in the use of the programs, both for teachers and paraprofessionals. Academic coaches track the effectiveness of the interventions.</u></b></p> <p>3.08 What does the district use to progress monitor the effectiveness of academic and behavioral interventions? <b><u>Henderson County currently uses Dibels and ThinkLink to provide ongoing data on the effectiveness of student intervention. Classroom teachers also have data provided through Terra Nova testing and Star assessments which are conducted during the school year. General education teachers also use ongoing student classroom evaluations to monitor progress of all their students. Additionally, many of our intervention programs, such as RiverDeep and Study Island also track student progress and the effectiveness of our interventions. We also evaluate other data such as EOC, TVAAS, ACT performance, and Gateway.</u></b></p> <p>3.09 Does the district's general education staff provide written documentation of academic and behavioral interventions and their effectiveness? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <b><u>The Reading First Model has been used to establish the intervention process in Henderson County. Using the documentation forms that are provided on the state's website and through RTI implementation record keeping, general education teachers and intervention providers track student progress and intervention effectiveness.</u></b></p> <p>3.10 Does your district review achievement scores of all students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, are scores reviewed in conjunction with (a) identification of teachers with high referral rates for all ethnicities and gender, (b) population of individual classes by ethnicity and (c) staffing ratios? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe this process. <b><u>As part of our systemwide planning process (TCSPP), scores and trends are reviewed at a district level as well as a building level. Data is studied to determine if there are inequities in referral rates in specific schools/classes.</u></b></p> <p>3.11 Has the district developed a comprehensive resource listing of intervention options across levels of interventions (a formal RTI plan with explanation and documentation of parental involvement)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <b><u>Our school level intervention plans are currently being reviewed and our district plan is being updated and revised to reflect current more detailed interventions. A formal district RTI plan will be compiled for the upcoming school year.</u></b></p> <p>3.12 Have educational intervention programs been implemented in all district schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, which district schools have implemented educational intervention programs? _____</p> <p>3.13 A building-by-building review of data may reveal that some school's programs are not as effective as others as noted by the disproportionate numbers of culturally and linguistically diverse students enrolled in its special education program. Has your district conducted this review of data? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how is the effectiveness of those building interventions reviewed? <b><u>This has not been an issue at the building level.</u></b></p> <p>3.14 Does your district collect monitoring and progress data from interventions and analyze the impact of these interventions? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe results of this analysis (example: "The impact of X Reading Program resulted in a decrease of 15% in referrals for Special Education evaluation and an increase of 5% of students scoring proficient or above on the TCAP Achievement Test in 4<sup>th</sup> grade Reading/Language in the 2007-2008 school year."). <b><u>Data has been collected. Academic coaches analyze the data for each school and for each classroom teacher whose students are involved in the intervention process.</u></b></p>
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		<p><b><u>individual teachers are encouraged to participate in regional and state professional development which address particular areas of need; and supervisors, principals, and academic coaches are always available to provide ongoing assistance for our staff.</u></b></p> <p>4.08 Does your district provide resources for in-classroom supports to ensure implementation of differentiated instruction and alignment of students' IEPs with grade level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <b><u>Henderson County has been fortunate to be able to provide technology assistance through SmartBoard (interactive), wide-spread of research-based computer based intervention programs, and other assistive technology. Training sessions have been conducted with classroom teachers detailing how this new technology can help them to more effectively differentiate instruction for all of their students. Additionally, we provide teachers and paraprofessionals who work within the general education classroom as inclusion supports for grade level content.</u></b></p> <p>4.09 Does your district keep data on the amount of progress by students in special education programs, i.e., pre- and post-evaluation using criterion-referenced instruments? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <b><u>Special education students are tracked with the same data as general education students. However, we also use the Brigance as a pre- and post- criterion-referenced evaluation assessment tool within our special education program, and teachers use the results from this evaluation in program planning and IEP development.</u></b></p> <p>4.10 Does the district provide in-service to review literature and research regarding teacher expectations for all ethnic/cultural differences; observe and provide feedback to those teachers; and monitor teacher behavior on an ongoing basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe. <b><u>Inservice is provided for all teachers. New teachers are required to attend additional training sessions in which teacher expectations are discussed. The State model for teacher evaluation is followed, observations are conducted in a timely manner, and feedback is provided to teachers on an ongoing basis.</u></b></p> <p>4.11 Does the district has effective procedures in place for acquiring and disseminating to teachers and administrators significant information concerning promising educational practices for disabled students? This may include such areas as: (1) Identifying and evaluating new assessment instruments and techniques; (2) Promising educational practices derived from educational research; (3) Providing opportunity to attend outside district in-service trainings, workshops and conventions; and (4) Professional literature accessible to teachers at a central location? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe. <b><u>The Tennessee Department of Education's website provides resources for our assessment personnel as well as our special education teachers. Assessment personnel attend conferences in their area of expertise so they are knowledgeable about new instruments and techniques. We utilize Vanderbilt's TRIAD center to help train teachers in specific disability areas. We also maintain professional literature at the Special Services Building and at the Henderson County Teacher's Center. On a building level, principals maintain professional literature for their teachers Systemwide emails are regularly disseminated to teachers and administrators regarding promising education practices for all students, including those with disabilities.</u></b></p>
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School District: **Henderson County**

1. Disability Speech and Language Impairments / Ethnic Group W / Over or Under Overrepresentation
2. Disability Speech and Language Impairments / Ethnic Group B / Over or Under Underrepresentation
3. Disability Select One / Ethnic Group Select One / Over or Under Select One
4. Disability Select One / Ethnic Group Select One / Over or Under Select One

**(5) Child Find: Location, Referral and Identification**

Do Not Complete DOE Rating	Review Item 5	Please Respond to Each of the Following Review Response Items  The <u>TnREppp</u> rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the <i>TnREppp Reviewer Guidelines and Scoring</i> .
<p>4</p> <p>3</p> <p>2</p> <p>1</p>	<p>District procedures for location, referral and identification are transparent, equitable, and multi-disciplinary.</p>	<p><b>5.01</b> Does your district have written documentation of procedures for the location, referral and identification of students ages 3 through 21 who may be disabled (example: Community outreach efforts <u>and</u> in-school markers such as classroom observations, benchmark assessments, classroom assessments, classroom work)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <b><u>Our psychological examiner works with school counselors to insure that each school follows the Department of Education's recommended procedure for locating, referring, and identifying students from 3 through 21. Packets have been compiled which identify the documentation that is needed for this process. A systemwide staff member is responsible for collecting documentation (classroom observations, benchmark assessments, classroom assessments, class work, and intervention data) as decisions are being made regarding special education referral and intervention. School support teams meet to make decisions regarding student progress and needs based on the information that is collected.</u></b></p> <p><b>5.02</b> Have educational intervention programs been implemented in all district schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Provide any additional information that describes activities or procedures in place to ensure that all student ethnic groups have been adequately included in your district's child find efforts. <b><u>A coordinated effort for child find, evaluation, and service provision is evident in Henderson County. Ads are placed in the local newspaper and on the local radio station twice per year seeking children with disabilities. Child find brochures and signs are posted at all schools, doctors' offices, health department, etc. Information is available through system website postings, school handbooks, and community event booths. Additionally, the interagency agreement that we have with Headstart and TEIS helps to insure that students who need our services are located and served All cultural and ethnic groups are included in our child find efforts.</u></b></p> <p><b>5.03</b> Are there any cultural differences that may contribute to the under-identification of those students identified with disproportionate underrepresentation in this racial/ethnic group and disability and have they been considered and addressed in child find efforts? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes – please describe:</p> <p><b>5.04</b> Is the identified student sub-group(s) either primarily transient or migrant? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes – please provide data and documentation and explain how this may contribute to the under-identification of this student sub-group with this disability:</p> <p><b>5.05</b> Describe child-find activities in your district that are specific to the racial/ethnic sub-group with disproportionate representation. <b><u>All residents in Henderson County are encouraged to participate in a collaborative event each fall. The school system and local agencies provide a "Family Affair" day, and one goal of the event is to increase parent and family awareness of the services available to all students. The event is heavily advertised and has been successful in reaching all racial/ethnic groups. Additionally, all other child find efforts target all racial/ethnic groups.</u></b></p>

	<p><b>5.06</b> Are there written policies in the district that provide for equitable and non-biased student referrals for English Language Learners (ELL)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <b><u>Federal and state policies are followed to provide for equitable student referrals. This policy is found on the system website.</u></b> Who initiates referrals for ELL students? <b><u>Classroom teachers, in collaboration with academic coaches and the system ELL service provider.</u></b> Describe the process to refer ELL students for a Comprehensive Evaluation to determine need for Special Education. <b><u>Based on the Department of Education's guidelines, the same process is used to refer ELL students for a Comprehensive Evaluation; however, additional data is available on ELL students through the system ELL service provider. If necessary, Henderson County contracts with interpreters/assessment specialist to insure fairness in the evaluation process.</u></b></p> <p><b>5.07</b> Has your district conducted a building-by-building review of data to determine if child find and intervention programs in schools with disproportionate numbers of culturally and linguistically diverse students are as effective as other schools in the district. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how the effectiveness of those building interventions is determined? <b><u>This has not been identified as an issue on a building-by-building level.</u></b></p> <p><b>5.08</b> Does your district have processes in place to evaluate the degree to which service providers (outside the school system) and the LEA comply with location, referral and identification established procedures? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <b><u>Through our interagency agreement, the Henderson County School System works collaboratively with outside agencies to locate, refer, and identify those students with special needs. We work with Headstart, TEIS, the Kiwanis Center, and West Tennessee Health Services to search for students who may need to be identified.</u></b></p> <p><b>5.09</b> Are qualified evaluation specialists for students who speak a language other than English available to the school district? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Describe the process used to assess a student who is an English language learner (ELL) suspected to have a disability. <b><u>We contract with specialists to provide these evaluations.</u></b></p>
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School District: **Henderson County**

1. Disability ***Speech and Language Impairments*** / Ethnic Group ***W*** / Over or Under ***Overrepresentation***
2. Disability ***Speech and Language Impairments*** / Ethnic Group ***B*** / Over or Under ***Underrepresentation***
3. Disability ***Select One*** / Ethnic Group ***Select One*** / Over or Under ***Select One***
4. Disability ***Select One*** / Ethnic Group ***Select One*** / Over or Under ***Select One***

**(6) Collaboration among General and Special Educators**

Do Not Complete DOE Rating	Review Item 6	Please Respond to Each of the Following Review Response Items
		The <u>TnREppp</u> rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the <i>TnREppp Reviewer Guidelines and Scoring</i> .
4  3  2  1	<i>The district promotes collaboration among general and special educators at the prevention and intervention levels.</i>	<p><b>6.01</b> Does your district encourage and support collaboration between general and special education teachers at district and school levels? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>6.02</b> Does your district have a systematic method for evaluating program effectiveness, staff behaviors and attitudes, program impact, and student progress for general and special educators? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <b><u>Each school utilizes its School Improvement Plan as a method to evaluate program effectiveness. The Systemwide TCSPP also provides structure to evaluate overall program impact. Data collected from various student assessments (DIBELS, ThinkLink, TCAP, Gateway, ACT, Star, TVAAS, etc.) is analyzed by administrators, academic coaches, and teachers, and recommendations are made based on the results. Teams have been established to focus on specific areas of need, and the evaluation is on-going.</u></b></p> <p><b>6.03</b> Does your district provide training in collaboration and co-teaching for both general education and special education teachers? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <b><u>Teams of general education and special education teachers have attended trainings at Vanderbilt to insure successful collaboration and co-teaching. Personnel have attended conferences and workshops which provide ideas and strategies for successful collaboration.</u></b></p> <p><b>6.04</b> Does your district include representation across departments in all working and planning teams? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <b><u>Systemwide teams include teachers, paraprofessionals, principals, and system administrators. Academic coaches, the system drop-out coordinator, and the system technology coordinator are also included.</u></b></p> <p><b>6.05</b> Do all schools in your district allocate time for special education and regular education collaboration on a routine basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe this process. <b><u>All teachers have planning periods during which collaboration can occur. Staff meetings are often held which allow for collaboration between regular education and special education teachers. Teachers who work in inclusive settings often have time during the scheduled period to collaborate and problem solve. After school faculty meetings are held on a regular basis in Henderson County Schools.</u></b></p> <p><b>6.06</b> Does the district (and each building within the district) have a collaborative team structure in place to engage in problem-solving and data-based decision making for both behavior and academics? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>6.07</b> Do student support teams in your district include multiple members who are general education personnel? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe the process for conducting student support teams in your district. <b><u>The student support team is typically composed of the classroom teacher, the intervention personnel, the academic coach, school counselor, and the principal. Data from intervention is discussed, and decisions are made to determine the most appropriate plan for the individual student.</u></b></p> <p><b>6.08</b> Do general educators take responsibility for early intervention instruction with struggling learners in their classrooms? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <b><u>General educators work with academic coaches to evaluate data and determine which students need intervention. Throughout the intervention, they track student progress with</u></b></p>

		<p><b><u>other school personnel working with the student, making suggestions and recommendations as appropriate. Progress is monitored regularly.</u></b></p> <p>6.09 Do general educators have available and use a variety of tools and resources to provide early intervening services?  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <b><u>The system's adopted reading series provides intervention for struggling learners. Additionally, all teachers have access to systemwide computer based intervention programs. SmartBoards have been installed in all classrooms, and teachers have been trained to use these resources and tools to provide research-based intervention services. General education paraprofessionals work with students in the regular classroom on their identified deficit areas, or the teacher works with students needing intensive intervention while the paraprofessionals lead other student activities. Intervention personnel schedule students for pull-out intervention using the Reading First guidelines as a model.</u></b></p> <p>6.10 Are schools in your district structured in a way that allows for close collaboration between general and special educators, so that most accommodations are provided in the general education classrooms and special educators are used as a resource by general educators? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <b><u>Inclusive classrooms allow close collaboration between general and special educators. IEP accommodations are the responsibility for both educators, with the special educator often providing small group and individual instruction in the general education classroom when possible.</u></b></p> <p>6.11 Does your district have systematic methods for monitoring the reintegration of special education students into general education which ensures that: (1) methods are reviewed annually; (2) students are considered for lesser restrictive environment at least annually (i.e., at annual review); and IEPs of secondary students reflect vocational or transition needs. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <b><u>Placement in the LRE is considered in all IEP meetings. Annual meetings are held; however, more frequent meetings are scheduled as needed or upon parent request. IEPs reflect vocational and transition needs from age 14 through 21.</u></b></p> <p>6.12 Does your district keep data that reflects the movement of special education students both to a more restrictive environment and to a lesser restrictive environment according to age, gender, grade, race and individual school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe data results. <b><u>EasyIEP data can be disaggregated to determine option changes.</u></b></p>
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