

# 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 **LEBANON SPECIAL SCHOOL DISTRICT--TOTAL RATING--3.90 / 4.00**  
**Rater Averages (out of a possible 4.00)---4.00, 3.83, 4.00, 3.66, 4.00**

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

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

School system serves students in grades **Preschool - 8**

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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		<p>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>A detailed spreadsheet is maintained by the Special Education Staff throughout the school year with referral data that includes: student's name, school, dob, sex, race, date referral initiated, date parent permission received, date assigned to personnel for assessment, date assessment completed, IEP mtg. date, eligibility determination, and origin of the referral. At the end of every school year the data included in the spreadsheet is analyzed and a report is provided for administrators and TN DOE for review.</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>The aforementioned spreadsheet maintained by Sp. Ed. Staff is continuously monitored re. number of referrals vs. number of students determined eligible for Sp. Ed. Services. Individual building administrators are advised of any pattern of referrals that is occurring in their school. An example of technical assistance implemented during the 2007-08 school year at a PK - 4 school involved meetings scheduled with principal, assistant principal, guidance counselor and Sp. Ed. Director to review current data indicating an excessive number of students referred; 67% of which did not meet criteria as having a disability. In-service training was implemented to address the concerns for the faculty.</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>The central office Sp. Ed. Staff/District Leaders participated in web cast&amp;/or conference call training (9/7/07, 9/10/07, 9/24/07) re. updated eligibility criteria provided by the State Dept. Special Education Supervisory staff members attended the state Special Education Conference in Nashville in February 2008 and the National CEC Conference in Boston in April 2008.</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>LSSD Special Education Department maintains a battery of current assessment instruments to use in the identification of disabilities. If needed, additional instruments are obtained from other schools or agencies (ie. Tn. School for the Blind or Wilson County Schools).</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>Students in Lebanon Special School District that are suspected to have a health impairment receive a comprehensive evaluation. The assessment results and referral documentation including progress monitoring and observations are provided for the medical provider to review. ELL students are assessed with evaluation instruments appropriate for their age/ability level. As needed, an interpreter is provided for students and parents during the evaluation process. At times LSSD has provided an interpreter to accompany a student and parents to a doctor's office for an examination/diagnosis. LSSD also utilizes the District ELL teacher to advise and consult re. assessment and identification of disabilities of ELL children. LSSD Sp. Ed. staff also utilize various non-verbal assessments to ensure valid results that are not culturally biased. The UNIT,</u></b></p>
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	<p><b><u>CTONI, and WNV(Wechsler Nonverbal Scale of Ability) are examples of these instruments.</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>Training is provided for IEP/Assessment Team members in LSSD throughout each school year. Staff development is ongoing through regularly scheduled system wide in-service training for teaching staff and para professionals, school based faculty sessions, and principals/administrators in-service training. At the beginning of each school year(7/19/07), all new professional employees received specific training on RTI, the PIT Process, disabling conditions and the educational implications with suggested accommodations/modifications. Assessment instruments that are used within LSSD are reviewed. Upon request of a building administrator, Special Education Staff provide additional training for faculties. At each assessment team meeting, evaluation results are detailed, interpreted, and reviewed for administrators, teachers, and parents. Student strengths and weaknesses based on assessment results are noted and strategies for instruction are outlined.</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>Upon referral for an evaluation, the assessment specialist(s) determine the appropriate instruments to use based on the child's age and concerns of teachers, parents, and the documented disability that is suspected.</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>Training is provided for school psychologists and speech/language therapists in LSSD throughout each school year. An annual 'beginning of the school year' (7/20/07)in-service is provided to update personnel on best practices in evaluation and procedures. During the school year regularly scheduled meetings for the SLP's are conducted to keep them up to date on current assessment instruments and evaluation practices. The school psychologists participate in training on specific assessment instruments as updates or new versions of test instruments are developed.</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>LSSD school psychologists are master's level certified school psychologists. LSSD employs 3 Speech/Language Pathologists with Master's Level Degrees with ASHA Certificates of Clinical Competence and 2 SL Teachers with Bachelor's Level Degrees working towards their Master's Degrees and ASHA C's.</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</p>
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		<p>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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, explain. <b><u>Items 1, 2, and 3 are included within assessment results reports. Specific recommendations for instructional and/or behavioral interventions are presented/shared at the IEP/Assessment team meeting. This provides an opportunity for the entire team, including parents, to review all assessment results and formulate appropriate recommendations for instruction &amp;/or behavior management in various settings or circumstances, which is incorporated into the IEP when eligible. If a student is determined not eligible for Sp. Ed. services, the recommendations reviewed become part of the RTI/PIT documentation to be utilized by the teaching staff.</u></b> 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>Referrals for assessment within LSSD originate from the RTI/PIT Process. The professionals involved have the most intimate knowledge of the student to be assessed and become part of the assessment team. Parents are also active participants within this process, offering invaluable insight re. their child's suspected disability. Upon referral for assessment and review of the suspected disability, parents &amp; professionals consider the needs of the child and the Special Education Services that the child may need to access, if/when eligibility is determined. Collaboration between general education, ELL, and Special Education is a priority as is consideration of the least restrictive environment re. placement decisions.</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 data collected during the RTI/PIT Process, as well as formal assessment results are compiled into reports/summaries and reviewed at the IEP/assessment team meeting. Parents are provided with copies of the data reviewed.</u></b></p> <p><b>PLACEMENT</b></p> <p>1.24 What steps does the district take to regularly review the ethnic composition of its special education programs? <b><u>Collaboration between general education, ELL, and Special Education programs in LSSD provides for ongoing monitoring of ethnic students receiving Special Ed. Services. The Director of Special Education utilizes the TNDOE relative risk ratio formula to analyze and monitor ethnicities and the possibility of under / over representation of students receiving Special Education services. ELL teachers are primary members of the RTI/PIT process for ESL students - providing them with ongoing input into the determination of the appropriateness of educational placement or services.</u></b></p> <p>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? <b><u>LSSD reviews student programs on an individual basis to confirm that eligibility and educational placement is comprehensive and appropriate to meet his/her needs.</u></b></p> <p>1.26 How does your district provide accommodations for the student when s/he is not found to be eligible for Special Education Services? <b><u>If a student is assessed and determined 'not eligible' for Special Education Services, then the LSSD RTI/PIT process resumes its function as the team to review and guide educational planning of interventions, accommodations, and/or modifications with continual progress monitoring. The team may also refer for or further</u></b></p>
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	<p><b><u>investigate to determine if a 504 plan would be the appropriate means to meet the students needs.</u></b></p> <p><b>1.27</b> 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? <b><u>LSSD Special Education staff solicits input from administrators, ESL, and teaching staff to assist in a review of the placement decisions to ensure that ethnicity/race have not been a primary deciding factor.</u></b></p> <p><b>1.28</b> 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? <b><u>LSSD reviews student placements on an individual basis to ensure that each student is receiving an appropriate education based on his/her educational needs regardless of race or ethnicity.</u></b></p> <p><b>PROCEDURAL SAFEGUARDS</b></p> <p><b>1.29</b> Are all records relevant to the identification, evaluation or educational placement of a disabled student made available to the student's parents? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide evidence. <b><u>LSSD Special Education personnel provide parents with copies of assessment results, eligibility reports, and IEP's following IEP/assessment team meetings. If parents are in attendance they are given the materials at that time, if not evaluation results and an eligibility report are mailed to them and IEP's are sent home with the student when appropriate.</u></b></p> <p><b>1.30</b> Are district parents, staff and the community provided demographic information about the ethnic/racial make-up of the special education programs in the district? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how is this information disseminated? <b><u>Parents, staff and Lebanon community can readily access demographic information for students with disabilities via the school district website as well as the TN DOE website.</u></b></p> <p><b>1.31</b> 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)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please discuss. _____</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: **Lebanon SSD**

1. Disability ***Other Health Impairment / Ethnic Group H / Over or Under Underrepresentation***
2. Disability ***Select One / Ethnic Group Select One / Over or Under Select One***
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>2.01 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe how this is accomplished. _____</p> <p>2.02 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>The district utilizes the expertise of the ELL Specialist and/or an interpreter to provide testing information to the families in their native language. Additionally, the interpreter accompanies the school psychologist and/or SLP when needed in the assessment process as well as at the eligibility and IEP meeting where results are shared with the team. This process is monitored and adjusted per the individual's needs.</u></b></p> <p>2.03 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>2.04 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>The District provides training to all certified personnel to meet the needs of culturally and linguistically diverse students. The standardization of the assessments is embedded into the testing instrument (i.e. non verbal intelligence test) which minimizes bias toward students whose primary language is not English (Spanish)</u></b></p> <p>2.05 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>2.06 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>The District collects and monitors disaggregated data as well as program participation data by race and ethnicity. The following programs are examples of such: TCAP, Academy of Reading, Academy of Math, Read 180, after school tutoring, DIBELS, Foundations, Think Link, and Success Maker. All students have equal access to these programs. The diagnostics are provided for each student to allow for data driven educational decisions. Each of the programs mentioned align with the TN content standards and collectively provide profiles for individuals as well as ethnic subgroups.</u></b></p> <p>2.07 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. _____</p> <p>2.08 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>2.09 Are students who are from diverse cultural, linguistic or racial backgrounds equitably represented in advanced placement</p>

		<p>programs which include Honors and Advanced Placement classes and dual enrollment classes? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, please discuss. <b><u>not-applicable/prek - 8 district</u></b></p> <p>2.10 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe any changes that have been implemented as a result of these disparities. <b><u>Upon review of the district's current practices, no notable disparities are present. The district provides equal access to all pre-referral and assessment initiatives. Child find efforts seek to assess and identify children with disabilities with differing ethnicities; Hispanic, Native American Indian, Pacific Islander, and Black.</u></b></p> <p>2.11 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? <b><u>LSSD provides an ongoing commitment to inform its employees of cultural and ethnic sensitivities. Currently there are ELL teachers at each of the five schools with state required student:teacher ratios. Information specific to the Hispanic community is shared monthly with staff through an electronic newsletter. Additionally, the ELL Specialist has created and leads an after school program called CIELO: Community Involvement through Education and Literacy Organization.</u></b></p> <p>2.12 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>The ELL Specialist for the district is involved in the referral process from start to finish to assist in determining if the referral is to due to a disability versus a language acquisition issue. Interpretive services are provided at no cost to the family. State forms are provided in Spanish. If / when information is not available in Spanish the district requires the interpreter to create a translated document.</u></b></p> <p>2.13 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>Child Find efforts are county-wide. LSSD targets the Hispanic community specifically through Spanish child find forms at the Health Department, doctor's offices and churches. The College Hills Church has an active collaboration with the Hispanic members of the community and have partnered with the District in the child find process. Notification of community events (in Spanish) is made available to the non-English speaking families to allow for active participation and partnerships between home and school.</u></b></p>
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School District: **Lebanon SSD**

1. Disability ***Other Health Impairment / Ethnic Group H / Over or Under Underrepresentation***
2. Disability ***Select One / Ethnic Group Select One / Over or Under Select One***
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> .
<p>4</p> <p>3</p> <p>2</p> <p>1</p>	<p>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>	<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>The district provides a multitude of specific general education intervention programs for students experiencing difficulty in the regular education classroom. Programs at the elementary level (K-4) include Title 1 (Reading and Math intervention), after school tutoring programs, Kindergarten Intervention, designated Language and Math block times with the assistance of special teachers and paraprofessionals, and a transition program for fourth-grade students rising to the upper elementary school. Our upper elementary school (grades 5-6) provides Read 180, after school tutoring programs, Study Island, Math Plus, and Success Maker. Seventh and eighth grade students have the opportunity to participate in Academy of Reading, Academy of Math, Reading support classes, Learning Lab, Think Link and after school tutoring programs. Flexible grouping and English as a Learned Language (ELL) programs are available at all of the schools in the district.</u></b> If yes, identify where teachers and others interested in the process can find a written description of the program. <b><u>Descriptions of each program are located in the TN System Wide Consolidated Improvement Planning Process (TSCIPP) as well as the Lebanon Special School District accreditation report (AdvancED, 2009).</u></b> Are the above programs available in all schools within the district? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, in which schools are they provided? <b><u>Please refer to the program/school descriptorss listed above.</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>The district participates in the Response to Intervention (RTI) process in order to explore adjustments in the general education program to meet the student’s needs prior to referral for special education. If a student is identified “at risk” or “some risk”, the teacher schedules a Professional Intervention Team (PIT) meeting in order to review screening results, teaching strategies, methods/materials, and learning concerns for the student. The meeting includes the parent and professionals who have specific training in the areas in which the student is struggling. For example, the district reading coach may attend a meeting for a student who is having difficulty in the area of reading. The attendees of the meeting collaborate in order to implement interventions appropriate to the student’s needs. This process and intervention team is in place for all students, regardless or age, race or ethnicity.</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>General classroom teachers engage in consistent progress monitoring and documentation of educational intervention and the effects of those</u></b></p>

		<p><b><u>interventions. After the initial PIT meeting, teachers must engage in 6-8 weeks of intervention instruction with progress monitoring. If lack of progress is reflected in the data, then the RTI process begins TIER II which includes 9-10 weeks of intervention instruction with progress monitoring. If the student is not making sufficient progress at this time, the RTI process initiates TIER III, a period of 9-10 weeks of intervention instruction and progress monitoring.</u></b></p> <p>3.05 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>3.06 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>The accommodations and interventions used prior to referral to special education are reviewed regularly. Progress monitoring must occur throughout the RTI process. At TIER I, progress monitoring must occur every other week with a documented instruction schedule. At TIER II, intervention review increases to weekly progress monitoring and continues at this rate for TIER III.</u></b></p> <p>3.07 Does your district maintain a list of intervention options and has your district developed instructions as to how to evidence the effectiveness of those interventions? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <b><u>A list of intervention options including classroom modifications and accommodations is included in the RTI paperwork, as well as the school improvement plans, TCSIPP, AdvancED, and SACS, all of which can be found through links on the Lebanon SSD website. Additional intervention options appropriate for individual students may be identified during the PIT meetings.</u></b></p> <p>3.08 What does the district use to progress monitor the effectiveness of academic and behavioral interventions? <b><u>The district uses a variety of ways to progress monitor the effectiveness of academic and behavioral interventions. Some of these techniques include benchmark assessments, DIBELS, and the Brigance Assessment. In addition, many of the intervention programs have progress monitoring assessments embedded into the programs such as Academy of Math, Academy of Reading, and Read 180. Also, teachers include classroom observations, teacher made tests, and STARS reading and math assessments. Behavior assessments with data collection are in place, as needed, for students with disabilities as well as non-disabled students. Behavior concerns are addressed through the RTI process.</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 district's general education staff provides written documentation of academic and behavioral interventions and their effectiveness through each TIER of the RTI process. The general education teacher must document the intervention data in order to determine the next step of the RTI process. For example, if progress is noted, the teacher should continue with Tier I instruction. If little or no progress is noted, the teacher moves to TIER II of the RTI process. This pattern of documentation and interpretation of data continues throughout all three TIERS of the RTI process.</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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe this process. _____</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>All of the schools in our district participate in a formal Response to Intervention process consisting of three Tier levels which document interventions and student progress. The Tier levels represent the intensity of interventions and progress monitoring for the targeted student. Parent participation is encouraged throughout the RTI process as parents are invited to each Professional Intervention Team meeting and are considered a vital part of that team.</u></b></p>
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		<p>alignment of students' IEPs with grade level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <b><u>A close collaboration of fiscal efforts between special education and general education are used to ensure all students receive appropriate resources.</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>Progress for all students is monitored through tools such as EasyIEP, Brigance, TCAP, SuccessMaker, Academy of Math, Academy of Reading, common formative assessments, benchmark tests, DIBELS and district writing assessment data.</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>LSSD actively trains all teachers in Ruby Payne's Framework for Poverty. The ELL specialist for the District also assists with communication effort between the Hispanic community and schools by providing after school language tutoring and cultural awareness training through a program called CIELO: Community Involvement through Education and Literacy Organization". Hispanic family members and district staff are invited to attend these opportunities throughout the school year. This program originated in the 2006-2007 school year and is in its third year.</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>LSSD utilizes systemwide email, website capabilities and a systemwide montly newsletter to keep all staff up-to-date on effective educational practices for disabled students.</u></b></p>
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		<p>representation. <b><u>The district provides child-find information to parents in their native language. Child Find information is published in the local newspaper biannually. Child Find brochures and information are distributed throughout the community to physician's offices, government agencies, churches, child care facilities and private schools in our district.. An emphasis is placed on distributing child find information in Spanish to community agencies and advocates within the Hispanic community.</u></b></p> <p>5.06 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>The school district has written policies in place that provide for equitable and non-biased student referrals for English Language Learners. All students including ELL students are referred for an evaluation using the districts RTI model!</u></b> Who initiates referrals for ELL students? <b><u>Students may be referred by their physician, parent, or from a Professional Intervention Team in the school. ELL students are referred to the Professional Intervention Team if they are determined academically risk which does not appear to be due to their language differences.</u></b> Describe the process to refer ELL students for a Comprehensive Evaluation to determine need for Special Education. <b><u>Procedural Safeguards are reviewed with parents in their native language by the translator. During this process parents are given evaluation referral paperwork in their native language. If the parents are unable to read or complete paperwork, the district's translator explains the paperwork or assists them in completing the paperwork. Students are evaluated in their native language with culturally non-biased test instruments.</u></b></p> <p>5.07 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe how the effectiveness of those building interventions is determined? _____</p> <p>5.08 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>The district's special education staff has met with service providers from outside the school system (mental health agencies, government agencies, physicians, etc.) to address the evaluation process. These service providers have been provided with information on disabilities, how to refer a child for an evaluation, and identification procedures. Service providers are encouraged to contact our office with any questions regarding the referral of a child for an evaluation.</u></b></p> <p>5.09 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>Refer to section 2.02 and 2.12 of this report.</u></b></p>
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School District: **Lebanon SSD**

1. Disability ***Other Health Impairment / Ethnic Group H / Over or Under Underrepresentation***
2. Disability ***Select One / Ethnic Group Select One / Over or Under Select One***
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>The District is immersed in data collection to verify the efficacy of its programs. Data extrapolated from DIBELS, Foundations, Academy of Reading, Academy of Math, Read 180, TCAP, Think Link and common formative classroom assessments is useful in determining the effectiveness of programs. The Inclusion program in the LSSD has been recognized as Exemplary by the TNDOE and has received a commendation from the recent AdvancED accreditation team (2009) for the inclusion of 81.75% of SWD in the general education program for 80% or more of the school day. As students with disabilities continue to receive services in the general education classroom, percentages students scoring proficient and advanced on the TCAP test continue to rise. Additionally, the District utilizes a web-based program (Zoomerang) which provides surveys regarding school and district climate and program impact.</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>Inclusion teachers at Walter J Baird Middle school have been partnered with and trained in the Marilyn Friend Co-teaching methods (2007-2008). These efforts are supported and maintained by the school's administrators. Also, with the District's philosophy of Inclusive services for SWD, the Inclusion teachers at each school are providing services in the general education setting with co-teaching opportunities built into the program. Specific co-teaching goals are embedded into school improvement plans and supported by the district.</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>Special Education teachers, support teachers, ELL teachers, non-certified staff, and central office personnel are fully included in all district professional development activities; grade-level planning meetings, school improvement committees, special education specific meetings (quarterly), mentoring programs, and faculty meetings. The district's commitment to including Special Education teachers is commendable as evidenced by the 2009 AdvancED accreditation team..</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>One full day per week is allocated to the Special Education Inclusion and Speech/Language teachers to collaborate and plan with their respective general education teachers. In this critical planning process, individual needs are addressed, modifications and accommodations are provided and co-teaching strategies are shared.</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-</p>

		<p>solving and data-based decision making for both behavior and academics? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>6.07 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 in the district is titled "Professional Intervention Team" (PIT). It is structured to align with a Response-To-Intervention three-tiered model. The classroom teacher or parent can request a PIT meeting on an individual for academic and/or behavioral issues. The PIT team meets and plans a course of action to implement specific strategies with progress monitoring and reports back in a set amount of days/weeks on the progress of the student. Data collection is paramount in that it drives the decision making process for the child. The teams consist of a school administrator, the classroom teacher, nurse, parent, and others as deemed necessary. Special educators are often called upon to participate in the early stages of the process.</u></b></p> <p>6.08 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>The general education teachers in the district are held accountable for progress monitoring of student's academic and behavioral progress with specific information on the proficiency levels or status. As a student is identified or determined to be "at-risk" through precise data collection, the teacher will adjust the instruction (differentiate) to meet the specific needs. Additional services and supports are provided as determined by the Professional Intervention Team (PIT).</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>Several of the reources and tools available for early intervening services include: K-intervention; where targeted kindergarten students participate in an extra hour per day of remediation, Title I programs, Extend (talented and gifted program), flexible grouping of students, Also in grades K-3 the Foundations reading program is implemented along with the use of Triumphs Reading Basal ( a remediation component to the adopted reading series)</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>Through the collaborative planning process described in 6.05, accommodations for SWD are determined. The general education teacher is a critical team member and is accountable for providing the appropriate accommodations as determined by the student's IEP. The general education teacher has immediate access to the Inclusion teacher and/or special education paraprofessionals throughout the school day as they are all school-based. General education teachers also have access to the expertise of central office special education staff members as needed. The general education classroom teacher of record participates in IEP development and meetings which formalizes the collaborative process.</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>The range of services offered to students with disabilities is addressed anually with all special educators with emphasis on the least restrictive environment. Formal conversations and discussions are held in IEP meetings to assure that the first consideration for all students is the least restrictive environment / general education program. Students currently receiving special education services in a comprehensive setting are also given opportunities to participate with non-disabled peers to the maximum extent possible. 81.75% of SWD in the district are included in the general education program for more than 80% of their day. This figure surpasses the state target of 50% inclusion. CDC students are afforded an opportunity to join related arts classes, lunch, transportation and other activities; social and/or academic, as</u></b></p>
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		<p><b>6.12</b> <u>deemed appropriate by the IEP team.</u> 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>The district has documentation to indicate a trend among students moving from a general education with Inclusion services to a comprehensive setting in grades 6 and 7. It has been determined that as the difficulty in content areas increases, the students fall further behind their non-disabled peers. Students with disabilities that are receiving services in the Special Education Alternative settings rely on a level system which is individualized and allows for reintegration into the mainstream and/or less restrictive settings.</u></b></p>
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