

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 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-7th Floor, 710 James Robertson Parkway
Nashville, TN 37243-0320

PANEL COVER SHEET AND ASSURANCES 2009 TnREppp Self-Assessment

School System **MILAN SPECIAL SCHOOL DISTRICT--TOTAL RATING--3.75 / 4.00**
Rater Averages (out of a possible 4.00)---3.33, 3.83, 4.00, 3.83

Dates of Review _____

Date Submitted to DOE _____

School system serves students in grades **Pre-K- 12th grade**

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

Signature

Position (Team Facilitator)

Signature

Position

Signature

Position

Signature

Position

Signature

Position

Signature

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Signature

Position

School District: **Milan Special School District**

1. Disability ***Specific Learning Disabilities / Ethnic Group B / Over or Under Overrepresentation***
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***

(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><u>REFERRAL</u></p> <p>1.01 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. <i><u>S-Team process, tracking logs with timelines that meet state and federal guidelines, self-monitoring and state mandated compliance monitoring.</u></i></p> <p>1.02 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. <i><u>Self-monitoring, collaboration between special education teachers and school psychologist, state and federal guidelines for the referral process</u></i></p> <p>1.03 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. <i><u>Professional development is provided to all staff members at the beginning of the school year. The Special Education Supervisor is available to speak at grade level and faculty meetings regarding this topic.</u></i></p> <p>1.04 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? <i><u>Beginning of the school year faculty meeting, new teacher mentoring program, discussed at administrative meetings</u></i></p> <p>1.05 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>1.06 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. <i><u>Transfer student tracking log, initial and re-evaluation tracking log with the following data: name, grade, birth date, gender, sex, ethnicity, disability category</u></i></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. <i><u>After a review of student files, tracking logs, and reports obtained from Easy IEP, it was discovered that our school system had many students identified as Gifted, Speech Impairment, Language Impairment, or Specific Learning Disability. The Supervisor of Special Education met with lead special education teachers to ask them review those student's eligibility criteria. The supervisor also reviewed with the special education teachers and speech/language pathologists eligibility criteria to ensure that all students met the guidelines.</u></i></p> <p><u>EVALUATION</u></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. <u>Special Education teachers have attended a training on administering the Batelle, school psychologist has provided professional development in interpreting psycho-educational evaluations and administering academic achievement tests</u></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? <u>The determination is made at the IEP meeting based on the student's needs.</u></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? <u>Woodcock-Johnson III Test of Cognitive Abilities, Woodcock- Johnson III Test of Achievement, vision and hearing screening, ADDES (ADD/ADHD), direct and indirect observations by multiple sources, parental input, BASC- 2 (Behavior Assessment System for Children-2nd edition, review of TCAP scores, past and current grades, social/developmental history</u></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. <u>School psychologist has provided professional development in interpreting psycho-educational evaluations and how to effectively interpret the results of the intelligence test.</u></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 <u>All of our policies and procedures for the identification of special education students are in our Special Education manual. This manual is updated regularly and as needed. Our contracted school psychologist follows the state criteria and completes each disability's Assessment Documentation that is included in the student's file. The eligibility report is completed at the IEP meeting.</u></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. <u>Summer 2008 Special Education in-service training, TOE Annual Special Education Conference-Nashville. Our contracted school psychologist serves on the West Tennessee School Psychologist organization and our Speech/Language Pathologists are both active members of their professional organization (ASHA).</u></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. <u>school psychologist- administers intelligence test and based on the evidence provided determines if the student meets</u></p>
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the state criteria for a disability, writes psycho-educational report; lead Special Education teacher- administers academic achievement test and direct observation, vision and hearing screening; regular education teacher- indirect observation, provides cumulative folder data, current grades and accommodations/modifications being made in the classroom; parent- answers social/developmental history, other checklists as needed, completes parental input form; SLP (if deemed necessary)- completes speech/language evaluation, OT- fine motor, PT- gross motor

ELIGIBILITY

- 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? Yes No
- 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? Yes No
- 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? Yes No If no, explain. _____ Do persons who conduct the evaluation participate in the decision-making process? Yes No If no, explain. _____
- 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? Yes No Describe assurances and training of assessment team participants. **Review held at Special Education summer in-service (July 2008), faculty meetings (August 2008). All placement decisions are determined during the IEP Team Meeting and placement options are considered and discussed. IEP Team members consist of everyone that is involved in that child's education.**
- 1.23 Is all information, regardless of its source, carefully considered and documented? Yes No If yes, describe this process. **All documentation is noted in the psycho-educational evaluation and discussed at the IEP meeting.**

PLACEMENT

- 1.24 What steps does the district take to regularly review the ethnic composition of its special education programs? **Monthly review of initial evaluation tracking log by Special Education Supervisor, data collected from Easy IEP monthly**
- 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? **The district conducts annual student file reviews. Determination of services is discussed at IEP Team meetings, where the child's individual needs are considered.**
- 1.26 How does your district provide accommodations for the student when s/he is not found to be eligible for Special Education Services? **When a student does not qualify for Special Education services, the team will discuss alternative ways to help the student, such as continuing before or after school tutoring. If the student has a health condition, the 504 Coordinator may be asked to review the student's psych-educational report.**
- 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? **review of students' files, data collected from Easy IEP, review of initial/transfer/ re-evaluation tracking logs, discussion held at lead Special**

		<p><u>Education teacher meetings</u></p> <p>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? <u>Tracking logs are reviewed monthly, lead Special Education teacher meetings are also held monthly</u></p> <p>PROCEDURAL SAFEGUARDS</p> <p>1.29 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. <u>Parent's Rights and Responsibilities are given to parents at each IEP meeting and are asked if they would like to have their rights read to them. Interpreter can be made available if needed. Parents are given copies of IEP, psycho-educational evaluation report, and all other documentation at the IEP meeting.</u></p> <p>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? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how is this information disseminated? <u>The demongraphic information about the ethnic/racial make-up of the special education program is discussed at administrative meetings, lead special education teacher meetings, and beginning of the year faculty and staff meetings. This information has also been discussed at school board meetings.</u></p> <p>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)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please discuss. _____</p> <p>1.32 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: **Milan Special School**

1. Disability ***Specific Learning Disabilities / Ethnic Group B / Over or Under Overrepresentation***
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	<p>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>	<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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how this is accomplished. <u>This process is reviewed through initial tracking logs and lead Special Education teacher evaluation tracking logs.</u></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. <u>Our district uses norm-referenced tests, such as the Woodcock-Johnson III and PIAT-R. These tests are proven to be fair and equitable for the evaluation of culturally and linguistically diverse students. When test results are discussed, it is noted to the IEP Team that the test results are norm-referenced.</u></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. <u>Test administration takes into consideration the child's dialectal differences and when appropriate non-verbal assessments may be given. We will hire an interpreter to translate if needed.</u></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. <u>Through advance student search in Easy IEP/ TVAAS, TCAP assessment results, Think Link. Program participation by race/ethnicity and disability is collected each year as a part of the annual end of the year report submitted to the DOE.</u></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. Yes</p> <p>2.09 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>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 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>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? _____</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? <u>Child Find brochures, interpreter at IEP meetings, providing documents/literature in their native language, home visits, parent meetings</u></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. <u>Parent Advisory Council, parent fundraising groups, Book Buddies and Lunch Buddies at the elementary school, C-PAC (Pre-K Parent Advisory Council), 4th Grade Expectation night, Open House at each of the buildings, Frosty's Family Fun Night at the elementary school, informational meetings on high school graduation credits/hours/credit recovery program/ACT, Parent-Teacher Conferences. Several administrators serve on other community-based program committees, such as Northwest Tennessee Head Start, Imagination Library, West Tennessee Association for Childhood Education International, TN-CEP. Our staff makes every effort to encourage parents to participate in IEP meetings and include any other community-based specialists that are appropriate.</u></p>
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School District: **Milan Special School District**

1. Disability ***Specific Learning Disabilities / Ethnic Group B / Over or Under Overrepresentation***
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> .		
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>3.01 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? <u>RTI, before and after school tutoring, fall and spring intercessions, peer tutors</u> If yes, identify where teachers and others interested in the process can find a written description of the program. <u>21st Century Community Learning Center grant plan of action, RTI handbook, Title I application</u> 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? <u>Before and after school tutoring along with fall and spring intercession is available to all students in each of the three buildings.</u></p> <p>3.02 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. <u>RTI, S-Team process</u></p> <p>3.03 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>3.04 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. <u>RTI, S-Team (interventions and accommodations are documented)</u></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. <u>Through S-Teams every 4-6 weeks, and RTI Tiers 1-4</u></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. <u>RTI and S-Team paperwork</u></p> <p>3.08 What does the district use to progress monitor the effectiveness of academic and behavioral interventions? <u>Individual behavior plans, Think Link (Discovery Education), report cards, STAR Reading assessment, teacher observations</u></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. <u>tracking progress through Think Link, STAR Reading, Accelerated Reading & Math, behavior plans, discipline reports on STAR. Behavior plans are revised based on need, Milan Behavior Academy (point system)</u></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. <u>(b) Administration considers</u></p>

		<p><u>carefully the placement of students with different genders and ethnic backgrounds in efforts to make classrooms balanced and equitable. Another variable considered is the individual student's achievement scores. Students are placed in classrooms based on achievement scores ranging from advanced to non-proficient.</u></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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, briefly describe. <u>Our school system does not have a formal RTI plan. We are still using the discrepancy model in order to identify students with a specific learning disability. We have implemented a RTI program but do not have an approved plan on file with the DOE.</u></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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how is the effectiveness of those building interventions reviewed? <u>**We are a rural school system with three schools (Pre-K-4, 5-8, 9-12). Most of our referrals are made at the elementary level. Our schools' programs are designed to meet the needs of the age group they serve. A review of data is also included in our TCSP.</u></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 4th grade Reading/Language in the 2007-2008 school year."). <u>After Tier 4 of our RTI process, only six of the thirty students were referred for a Special Education psycho-educational evaluation.</u></p>
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School District: **Milan Special School District**

1. Disability ***Specific Learning Disabilities / Ethnic Group B / Over or Under Overrepresentation***
2. Disability ***Select One / Ethnic Group Select One / Over or Under Select One***
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4. Disability ***Select One / Ethnic Group Select One / Over or Under Select One***

(4) Differentiated Instruction: Alignment to Grade Level Instruction

Do Not Complete DOE Rating	Review Item 4	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 on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.	<p>4.01 Does the district provide training to teachers in the area of differentiated instruction and grade-level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, have all special education teachers been included in this training? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.02 Does the district provide professional development and training for changes in instructional techniques that match students' learning styles? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe PD and training provided in the 2007-2008 and 2008-2009 school years. <u>Quantum Learning, Compass Learning, Think Link(Discovery Education), United Streaming, SMARTBoard and other technology training, addressing students' needs (poverty, child abuse, medical/health issues, diverse learner, the multi-cultural student)</u></p> <p>4.03 Do your schools evaluate how materials and instructions are presented to student? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Do your schools check for mismatches of student skills/deficits to teaching approaches? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe this process. <u>Informal and formal evaluations, walk-through evaluations, disaggregating data from Think Link formative assessment and TCAP scores/Gateway scores</u></p> <p>4.04 Do district teachers use a variety of alternative instructional approaches appropriate to the varied developmental levels, learning styles, and current levels of performance of students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.05 Does your district collect and maintain LRE data and TCAP assessment performance data, including data on TCAP assessment accommodations (as specified in individual student IEPs)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.06 Does your district conduct trainings for teachers and analyze data related to LRE, use of TCAP assessment accommodations and performance? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Does your district use this analysis to determine further training needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe the findings from this analysis. <u>After a review of assessment data our district determined that math was the area to strengthen. We are adding more inclusive classrooms across our district. We are providing additional tutoring to those students who are non-proficient in math.</u></p> <p>4.07 Does your district provide on-going, supported professional development and coaching for teachers? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Two district wide academic coaches, literacy coach, teacher mentoring training provided by STRIVE at the University of Memphis.</u></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. <u>Special Education staff provide inclusive services in the regular education classroom program, academic coaches, IEP goals and objectives are aligned to grade-level curriculum standards for each student's particular grade level.</u></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. <u>PIAT-R, Woodcock-Johnson III, ThinkLink (Discovery Education), Brigance</u></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?</p>

		<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe. <u>Poverty and teaching the multi-cultural child--system wide professional development at the beginning of the year and follow-up in the spring</u></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. <u>Supervisor provides staff with literature concerning research-based best practices for effective teaching and learning, Staff attended TOE Special Education Conference and information was presented to all staff at grade level meetings. Professional journals and magazines are available through the Special Education office.</u></p>
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School District: **Milan Special School District**

1. Disability ***Specific Learning Disabilities / Ethnic Group B / Over or Under Overrepresentation***
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***

(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
4 3 2 1	District procedures for location, referral and identification are transparent, equitable, and multi-disciplinary.	<p>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> <p>5.01 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. <u>Child Find information is posted on our school district website. Child Find flyers are posted at local grocery stores, doctors' offices, post office, public library, health department, laundry mats, etc. Child Find screenings are offered in April and in conjunction with our Pre-K and Kindergarten registration. It is advertised in school newsletters and local newspaper. It is noted in the student's file if the student was identified through Child Find efforts. In the past we have invited TEIS staff to participate with us in efforts to reach families who have children suspected to have a disability ages birth to three.</u></p> <p>5.02 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. <u>Milan Special School District offers before and after school tutoring and fall and spring intercession to all students in need of remediation or non-proficient on the TCAP achievement test/Gateway test. We provide a universal screening test to all K-2nd grade students. All K-8th grade students take a Think Link formative assessment test three times a year.</u></p> <p>5.03 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>5.04 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>5.05 Describe child-find activities in your district that are specific to the racial/ethnic sub-group with disproportionate representation. <u>Child Find flyers and brochures are made available at the post office, laundry mats, grocery stores, Wal-mart, churches, doctors' offices, local health department.</u></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. <u>During the referral for a Special Education evaluation the IEP Team is required to consider all exculsionary factors and rule them out before any student is evaluated. These factors include but are not limited to ELL students as well as their environmental, cultural, and economic differences.</u> Who initiates referrals for ELL students? <u>S-Team usually prompted by a regular education teacher, ELL teacher, or parent</u> Describe the process to refer ELL students for a Comprehensive Evaluation to determine need for Special Education. <u>ELL students are referred the same way as other students are except for providing an</u></p>

		<p><u>interpreter if needed. Various intelligence tests may be considered.</u></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? <u>We are a small rural school district with one elementary school, one middle school, and one high school. We cannot compare are effectiveness to other buildings in our system.</u></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. <u>We collaborate with the local HeadStart program, TEIS, Milan Health Department, STAR Center, West Tennessee School for the Deaf, and other outside agencies. This process is monitored by the Supervisor of Special Education on a regular basis.</u></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. <u>Our school system contracts with a licensed school psychologist. If there is a need the school system will hire an interpreter to attend meetings or assist in the evaluation process.</u></p>
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School District: **Milan Special School District**

1. Disability ***Specific Learning Disabilities / Ethnic Group B / Over or Under Overrepresentation***
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>6.01 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>6.02 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. <u>Performance contract evaluation for Special Education Supervisor and feedback used in Professional Growth Plan, surveys were created to provide school administration staff feedback on Inclusive and Gifted programs, student progress is measured by teacher observation and standardized tests.</u></p> <p>6.03 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. <u>Inclusion training through STRIVE at the University of Memphis and Project RISE, special and regular educators collaborate together in grade level meetings bi-monthly, inclusion special and regular education teachers collaborate daily during scheduled planning time</u></p> <p>6.04 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. <u>Site-based meetings, crisis plans, school system calendar committee, individual school scheduling committee, TSCPP, SACS/SIP committees, textbook committees</u></p> <p>6.05 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. <u>During scheduled planning times daily</u></p> <p>6.06 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>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. <u>Teacher or parent makes S-Team request to discuss student's progress in the regular classroom. An invitation is sent to all staff involved in the student's education, as well as a special education teacher and a LEA representative. During this 1st S-Team the student's progress is discussed as well as possible behavior problems and academic weaknesses. Recommendations are made by the team based on the needs of the student. A list of accommodations/modifications will be considered for the next six weeks. After appropriate accommodations/modifications are agreed upon, each teacher will be responsible for implementing the modifications and documenting the results. After the six week period is complete, the team will reconvene to discuss progress, consider more modifications, or refer for a formal psycho-educational evaluation. **Students involved in RTI are making similar accommodations/modifications and documentation is reported as they complete each tier.</u></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. <u>General education teacher implements modification plan that was</u></p>

	<p><u>developed during the RTI and S-Team process. General education teacher may refer students for additional tutoring and to participate in fall and/or spring intercession. Elementary and middle school students have the opportunity to participate in flexible grouping in the subject areas of reading and math. Based on student's achievement and teacher recommendations, students are placed according to their levels.</u></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. <u>Jumpstart program offered in the summer, Pre-K programs, assessments including Brigance, Batelle, basal reader pre-and post tests, Speech/Language screenings for all Pre-K and K students, Child Find efforts.</u></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. <u>We have inclusive programs at all three of our schools. The elementary school provides inclusive programs in reading/language and math. Milan Middle School provides inclusive programs in all subject areas. Milan High School provides Biology I, English, and Algebra I inclusive programs. Our related service providers are providing inclusive programs as well.</u></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. <u>Annual IEP meetings are held every April and May to review the student's progress and consider their least restrictive environment for the upcoming school year. At this annual review pre-vocational and vocational skills as well as transitional needs are discussed.</u></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. <u>Reports using Easy IEP data, procedural safeguards, initial and re-evaluation tracking logs</u></p>
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