

Hardin County School District

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

TOTAL RATING: 3.93 / 4.00

PART RATINGS:

FOCUS AREA 1: 3.80

FOCUS AREA 2: 4.00

FOCUS AREA 3: 3.80

FOCUS AREA 4: 4.00

FOCUS AREA 5: 4.00

FOCUS AREA 6: 4.00

School District: Hardin

1. Disability: Mental Retardation / Ethnic Group: W / Over or Under: Overrepresentation
2. Disability: Mental Retardation / Ethnic Group: B / Over or Under: Underrepresentation
3. Disability: Select One / Ethnic Group: Select One / Over or Under: Select One
4. Disability: Select One / Ethnic Group: Select One / Over or Under: Select One

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

Do Not Complete DOE Rating	Review Item 1	Please Respond to Each of the Following Review Response Items
		The <u>TnREpppSA</u> rating of 4, 3, 2, or 1 can be determined from the <i>Level Descriptors</i> found in the <i>TnREpppSA Reviewer Guidelines/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>REFERRAL</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. <u>At the school level, the classroom teacher completes a referral to Student Support Team (S-Team) which looks at the following areas of concern: academic, physical, social/emotional, and communication. Then the school level, S-Team Tracking Form is used. It is used to track medical information, previous testing for SPED, regular education referral to S-Team, regular education interventions, permanent record review(race), DIBELS/Think Link/Success Maker/Grades, teacher checklist, hearing and vision screening, cultural and environmental factors, motivational factors, work samples, prevocational checklist, indirect observation, determination of need for evaluation, developmental history and permission to test.</u></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. <u>At the building level, staff development and ongoing training has been provided throughout the school year by the Special Education Staff and the Curriculum Coordinators. In this training we are providing information on possible intervention strategies to meet the needs of a diverse population. Special Education Staff and Curriculum Coordinators are county wide personnel who meet with Student Support Teams regularly at each school to ensure consistent practices in the referral policies and procedures.</u></p> <p>1.03 Are general education classroom teachers and administrators trained to recognize the characteristics of the IDEA and State disabilities in their students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe this training. <u>The Curriculum Coordinators met with the SPED staff and were trained on the intervention process put into place in the 2008-2009 school year Next the Curriculum Coordinators went to the school level and trained all teachers and administrators on the current IDEA laws The Curriculum Coordinators and Administrators developed the current S-Team process and appointed current members.</u></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? <u>The S-Team has been trained to insure that scientifically-validated instructions/interventions have been implemented for students that did not achieve at a proficiency level or rate consistent with State-approved grade level standards or with same age peers when provided scientifically-validated instruction and appropriate interventions and learning experiences. However, if the S-Team finds that the child has significant deficits, the Student Support team contacts the Licensed Sr. Psychological Examiner to become a member of the S-Team to determine if the deficits are possibly due to significantly impaired intellectual functioning (mental retardation) and/or other health impairment.</u></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</p>

		<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 this data collection method. <u>The system has developed a Self-Monitoring of 40 Day Timeline Blue Sheet which was reviewed and approved in the most recent State Compliance Monitoring.</u></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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe technical assistance and professional development provided in the 2007-2008 school year.</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 2008-2009 school year. <u>The districts Lic. Sr. Psych. Examiner attended a TASP Lunch meeting 01/10/2008 and is in constant collaboration with other School Psychologist. Through this collaboration, the district found the need to purchase the Reynolds Intellectual Assessment Scales to fairly identify students with cultural and environmental factors. It has language areas that "eliminate items that show differential item functioning...associated with gender or ethnicity."</u></p> <p>1.11 Are all intelligence 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>Review of research data and recommendations from TASP(Tennessee Association of School Psychologist) as well as recommendations from State Department personnel.</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>Reynolds Intellectual Assessment Scales -yes, The Wechsler Intelligence Scale for Children -Fourth Edition-yes, Test of Nonverbal Intelligence-yes, Adaptive Behavior Assessment System-Second Edition, Parent and Teacher Form-yes.</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>The Lic. Sr. Psychological Examiner stays current on the newest editions of tests and attends IEP meeting as the Interpreter of Test Results and/or trains staff on interpreting results. Lic. Sr. Psychological Examiner and Special Education Staff receive yearly training at professional conferences.</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 this process: <u>Hardin County Board of Education provides criteria in their policy/procedure manual descriptor code 6.500 for the identification of special education students.</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, list the training received in the 2008-2009 school year. <u>Sr. Psychological Examiner attended TASP, Speech/Language Pathologist attended the Midsouth Communication Disorder Conference sponsored by Memphis University School, Apraxia, R-Therapy and Lisp Therapy, Dysphagia evaluations and</u></p>
--	--	---

	<p><u>treatment.</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>Licensed Sr. Psychological Examiner holds a current license from the Division of Health Related Boards in Psychology with 19 years experience in schools. Diagnostician holds a B.S. in Special Education and a Masters in Curriculum with 15 years experience in the classroom (CDC). The Licensed School Pathologist holds a B.S. in Speech Language and a Masters in Speech with Clinical Certification from the State Board in Tennessee. She also has 16 years of experience in school systems.</u></p> <p><u>ELIGIBILITY</u></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 and physical conditions? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.20 Does the Written Evaluation Report contain all of the following: (1) a description of reason for referral; (2) the purpose of assessment and the full names of all procedures used and who administered each test; (3) the student's developmental history; (4) the student's educational history; (5) all relevant and current information about the student's family/home environment and functioning within that environment; and (6) a statement of the student's current level of education functioning? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.21 Do the assessment results in the Written Evaluation Report include all of the following: (1) assessment results of standardized tests reported in terms of standard scores for appropriate norm groups; (2) appropriate alternative explanations of performance; (3) the identification of a specific disability(s) and the basis for that determination; and (4) specific recommendations for the instructional and/or behavioral interventions are offered? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, explain. _____ Do persons who conduct the evaluation participate in the decision-making process? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, explain. _____</p> <p>1.22 Are all the district personnel who participate in placement decisions knowledgeable about the student, the meaning of the evaluations, placement options and family perspectives? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Describe assurances and training of assessment team participants. <u>Assessment team participates are those who hold an appropriate Tennessee license/certification and have been directly involved in the identification of the specified child. Training of assessment personnel is ongoing and is mandatory to maintain current license. Parents/Guardians who have appropriate knowledge of the child participates in the assessment process by providing completed checklist and questionnaires.</u></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. <u>We collaborate with the systems Behavior Specialist and Mental Health Counselor. We work with the local community mental health center, local doctors, nurse practioners, health department, private practice speech pathologist, regional medical facilities(such as Vanderbilt, LeBonehuer, and the School for the Deaf.), and Lambuth Links for Positive Behavior Support.</u></p> <p><u>PLACEMENT</u></p>
--	---

	<p>1.24 What steps does the district take to regularly review the ethnic composition of its special education programs? <u>Twice per year, disability categories are reviewed by racial, ethnic, and gender composition for the system and by schools. If a problem is recognized, steps are taken to investigate the reason for an unusually high or low number in any population.</u></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? <u>By adhering to the Tennessee Department of Education's policies and procedures for referral and evaluation, we insure that student needs are being met regardless of race or ethnicity. Many unique educational needs are being met in the General Curriculum due to increased focus on teacher training in differentiated instruction in the Hardin County Schools.</u></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? <u>Administrators and teachers are aware of other services available for students such as before and after school tutoring, Success Coordinator's interventions, as well as 504 Plans when appropriate.</u></p> <p>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? <u>Our only area of disproportionate representation has been in the area of Mental Retardation. We have developed a committee to review if current student educational performance is consistent with previous assessment results. Upon reviewing our files, it was noticed that a majority of our students, identified as Mental Retardation, have transferred into the system and are older students who were previously indentified as Mental Retardation at a young age under different standards. Some may have met criteria to be identified as Multi-Handicapped. These particular cases will be reviewed further through the IEP process. We are also using individualized standard achievement test as a component to determine if the criteria is met for Mental Retardation or Functional Delay..</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>Our referral and evaluation procedures meet current state guidelines. Our evaluation specialists and service providers continuously review the appropriateness of our programming. Their feedback is crucial in implementing appropriate educational services for all students and adapting services as needed</u></p> <p><u>PROCEDURAL SAFEGUARDS</u></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>An eligibility meeting is conducted which involves both the parent, evaluation specialist and other IEP Team members before any special education services begin. Copies of all documentation is available to the parents following each meeting and upon request thereafter. Reports are shared and explained. Hard copies of student records/parent signatures provide documentation that parents have been made aware of identification, evaluation or educational placement determination.</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 type="checkbox"/> No If yes, how is this information disseminated? <u>Hardin County Report Card which is available on the Tennessee Department of Education website.</u></p> <p>1.31 Are <u>all evaluations</u> 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>
--	---

School District: **Hardin**

1. Disability: **Mental Retardation** / Ethnic Group: **W** / Over or Under: **Overrepresentation**
2. Disability: **Mental Retardation** / Ethnic Group: **B** / Over or Under: **Underrepresentation**
3. Disability: **Select One** / Ethnic Group: **Select One** / Over or Under: **Select One**
4. Disability: **Select One** / Ethnic Group: **Select One** / Over or Under: **Select One**

(2) Cultural and Linguistic Equity and Representation

Do Not Complete DOE Rating	Review Item 2	Please Respond to Each of the Following Review Response Items
		The <u>TnREppSA</u> rating of 4, 3, 2, or 1 can be determined from the <u>Level Descriptors</u> found in the <u>TnREppSA Reviewer Guidelines/Scoring</u> .
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>All referrals are reviewed by available staff who are educated in the appropriate procedures. A pattern of one teacher referring disproportionately large numbers of children of another race has never been indicated.</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>When the assessment team personnel suspects significantly impaired intellectual functioning, the RIAS or TONI-3 are often chosen to minimize bias for students who are culturally and linguistically diverse.</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>The Sr. Psychological Examiner is appropriately licensed to administer the required assessments. The RIAS has been researched and determined that it minimizes bias for culturally and linguistically diverse students. Assessment instruments are selected based on Tennessee Department of Education recommendations. A variety of evaluative tools are available to meet diverse needs of our system population thus insuring equitable representation of all groups.</u></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>Easy IEP reports provide this information. Our system data management system, STAR, also tracks participation by race/ethnicity and disability. It has not previously been a problem in our system however, we have developed a committee to address current and future disproportionate areas.</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. <u>Yes</u></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? <i>All parental information is available in English and Spanish. If interpreters are needed they are provided through contract services.</i></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. <i>All families are encouraged to participate in our parent involvement activities. Child find activities are conducted yearly and brochures are delivered throughout the community including the health department, hospital, dentist and doctor offices, public library, local counseling centers, private schools, daycares and Head Start programs.</i></p>
--	--	---

School District: **Hardin**

1. Disability: **Mental Retardation** / Ethnic Group: **W** / Over or Under: **Overrepresentation**
2. Disability: **Mental Retardation** / Ethnic Group: **B** / Over or Under: **Underrepresentation**
3. Disability: **Select One** / Ethnic Group: **Select One** / Over or Under: **Select One**
4. Disability: **Select One** / Ethnic Group: **Select One** / Over or Under: **Select One**

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

Do Not Complete DOE Rating	Review Item 3	Please Respond to Each of the Following Review Response Items
		The <u>TnREpppSA</u> rating of 4, 3, 2, or 1 can be determined from the <u>Level Descriptors</u> found in the <u>TnREpppSA Reviewer Guidelines/Scoring</u> .
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 general 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>Peer tutoring, before and after-school remediation programs, self paced technology programming and reading intervention groups.</u> If yes, identify where teachers and others interested in the process can find a written description of the program. <u>Each school has its own intervention programs and plan for implementation. Curriculum coordinators are available to help with data analysis and intervention challenges.</u> Are the above programs available in all schools within the district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, in which schools are they provided? <u>The three tier reading intervention is available in all elementaries but not in middle school or high school. All schools have self paced technology programming and before and after-school remediation.</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>Student Support-Team tracking is put into place which generates regular education interventions, teacher checklist on learning styles, hearing and vision screening, and cultural and environmental factors worksheet along with motivational factors checklist.</u></p> <p>3.03 Are general classroom teachers and administrators 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>A Student Support-Team Tracking form is used to determine appropriate educational interventions, student outcome process ratings, and an ongoing decision making process to develop an appropriate intervention. Monitoring include DIBELS/Think Link/Success Maker and Grades.</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>Intervention is evaluated regularly and data points are entered into the student's record. Meetings are held on a regular basis, and changes are made as determined by teachers, intervention providers, and curriculum coordinators through a support team model.</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>Currently all elementary schools implement a three tiered reading program which is monitored and tracked through DIBELS. Each child is tracked</u></p>

		<p><u>depending on the level of intervention that is needed with weekly tracking being the most intensive. Some of our interventions include A+ Plus Learning Systems, Study Island and Success Maker. Curriculum coordinators and Literacy Leaders at the elementary level maintain lists of intervention options, and intervention providers and general education teachers track the data on student progress. At the middle school level, a Curriculum Instructional Facilitator and Success Coordinator are available to aide and implement interventions. At the high school level there is a Special Educational Instructional Facilitator, Success Coordinator and Guidance Counselor.</u></p> <p>3.08 What does the district use to progress monitor the effectiveness of academic and behavioral interventions? <u>Discipline reports and behavior plan updates are used.</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>Teachers send home progress reports, have parent-teacher conferences(District Mandated), DIBELS Progress Monitoring Graph, TCAP results, Gateway Results. Once a child is referred to the Support-Team, parents are a member of the team and participate in all decision making. When a child is suspected of being culturally deprived and/or a minority, the Support-Team provides interventions that have proven effective in the given minority.</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>The system wide planning process, TCSP, is where we review system test information and disaggregate data by schools and subgroups. Plans are adjusted when an area of concern is recognized.</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. _____</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 schools' programs are not as effective as others as noted by the disproportionate numbers of culturally and linguistically diverse students enrolled in its special education program. Has your district conducted this review of data? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how is the effectiveness of those building interventions reviewed? <u>This has not been an issue at the building level.</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>Data has been collected. Curriculum coordinators analyze the data for each school and classroom. Teachers can request Curriculum Coordinators assistance with data disaggregation to improve classroom instructional practices.</u></p>
--	--	---

School District: **Hardin**

1. Disability: **Mental Retardation** / Ethnic Group: **B** / Over or Under: **Overrepresentation**
2. Disability: **Mental Retardation** / Ethnic Group: **B** / Over or Under: **Underrepresentation**
3. Disability: **Select One** / Ethnic Group: **Select One** / Over or Under: **Select One**
4. Disability: **Select One** / Ethnic Group: **Select One** / Over or Under: **Select One**

(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
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>The <u>TnREpppSA</u> rating of 4, 3, 2, or 1 can be determined from the <u>Level Descriptors</u> found in the <u>TnREpppSA Reviewer Guidelines/Scoring</u>.</p> <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 2008-2009 and 2009-2010 school years. <u>Teachers have had COMP Training (Classroom Organizational and Management Program). This program is designed to create an effective learning environment regardless of learning styles. COMP Training has been provided for the 2008-2009 and 2009-2010 school years. Differentiated instruction training was provided in June 2009 by Marsha Tate. Nancy Duggan June 2009 for two days conducted training on reading strategies. Lets Training for reading strategies for K-1 on September 22 & 23, 2009. In August 2009 Road to Reading and Road to the Code were trainings available to Hardin County Staff.</u></p> <p>4.03 Do your schools evaluate how materials and instructions are presented to students? <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>Curriculum coordinators, Literacy leaders, and Administrators work with individual classroom teachers to monitor the effectiveness of materials and strategies for struggling students as well as the entire classroom.</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>Analysis has determined that regular and consistent use of accommodations must be emphasized throughout the year with personnel involved in providing those services. Inservice and professional development opportunities have been provided to all district personnel emphasizing the importance of allowing all students access to the general curriculum. Analysis of TCAP scores in 08-09, show increases amongst students who have had increased exposure to the general curriculum.</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, briefly describe. <u>Professional development is provided at these levels; systemwide training through required inservices designated to meet the needs as determined by our TCSP plan; building level trainings during staff development days throughout the school year (school improvement plans determine the area of need); individual teachers are encouraged to participate in regional and state professional development which address particular areas of need; and supervisors, principals, and curriculum coordinators are always available to provide ongoing assistance for staff.</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>Self pace technology, such as our A+ Learning System is available system wide and teachers have received training. A variety of other technology to help teachers differentiate instruction more effectively for all students.</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>Special education students are tracked with the same data as general education students. We use the TOAP, Brigance, ABAS-II and Tennessee Prevocational Checklist to evaluate growth in specific areas of exceptionality in our Special Education population.</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? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe. <u>Inservice is provided for all teachers. New teachers are required to attend additional training sessions in which teacher expectations are discussed. The State model for teacher evaluation is followed, observations are conducted in a timely manner, and feedback is provided to teachers on an ongoing basis.</u></p> <p>4.11 Does the district have 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>The Tennessee Department of Education's website provides resources for our assessment personnel as well as our special education teachers. Assessment personnel attend conferences in their area of expertise so they are knowledgeable about new instruments and techniques. We utilize Vanderbilt's TRIAD center to help train teachers in specific disability areas. We also maintain professional literature at the Board of Education.</u></p>
--	--

School District: **Hardin**

1. Disability: **Mental Retardation** / Ethnic Group: **W** / Over or Under: **Overrepresentation**
2. Disability: **Mental Retardation** / Ethnic Group: **B** / Over or Under: **Underrepresentation**
3. Disability: **Select One** / Ethnic Group: **Select One** / Over or Under: **Select One**
4. Disability: **Select One** / Ethnic Group: **Select One** / Over or Under: **Select One**

(5) Child Find: Location, Referral and Identification

Do Not Complete DOE Rating	Review Item 5	Please Respond to Each of the Following Review Response Items
		The <u>TnREpppSA</u> rating of 4, 3, 2, or 1 can be determined from the <i>Level Descriptors</i> found in the <i>TnREpppSA Reviewer Guidelines/Scoring</i> .
4 3 2 1	District procedures for location, referral and identification are transparent, equitable, and multi-disciplinary.	<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>Curriculum coordinators work with school personnel to insure that each school follows the Department of Education's recommended procedure for locating, referring, and identifying students from 3 through 21. Packets have been compiled which identify the documentation that is needed for this process. School support team is responsible for collecting documentation (classroom observations, benchmark assessment, classroom assessments, class work, and intervention data) as decisions are being made regarding special education referral and intervention. School support teams meet to make decisions regarding student progress and needs based on the information that is collected.</u></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>Ads are placed in the local newspaper and the school radio station yearly seeking children with disabilities. All cultural and ethnic groups are included in our child find efforts. Brochures are distributed to the hospital, health department, local doctors, head start, daycares and library. An interagency agreement with head start and teis insure that students that need our services are located and served.</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>We have established an open communication with the staff at the local health department and doctors office to insure racial, ethnic subgroup identification.</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>Federal and state policies are followed to ensure appropriate student referrals. This policy is linked on our system website. A copy can be obtained at the Hardin County Board of Education.</u> Who initiates referrals for ELL students? <u>Classroom teachers, curriculum facilitators, ELL service providers, and parents/guardians</u> Describe the process to refer ELL students for a Comprehensive Evaluation to determine need for Special Education. <u>The same process is used to refer ELL students; however, if</u></p>

		<p><u>additional data is needed the ELL service provider is contacted. A school employee, who can also serve as an interpreter, is used when needed. If necessary, we will contract with an assessment specialist to insure fairness in the evaluation process.</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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how the effectiveness of those building interventions is determined? <u>This has not been identified as an issue on a building-by-building level.</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 work collaboratively with outside agencies to locate, refer, and identify those students with special needs. We work with Headstart, TEIS, local therapists and physicians, Hardin County Health Department, private school directors, and state schools to search for students who may need to be identified.</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>We will contract with specialists as needed.</u></p>
--	--	---

School District: **Hardin**

1. Disability: **Mental Retardation** / Ethnic Group: **W** / Over or Under: **Overrepresentation**
2. Disability: **Mental Retardation** / Ethnic Group: **B** / Over or Under: **Underrepresentation**
3. Disability: **Select One** / Ethnic Group: **Select One** / Over or Under: **Select One**
4. Disability: **Select One** / Ethnic Group: **Select One** / Over or Under: **Select One**

(6) Collaboration among General and Special Educators

Do Not Complete DOE Rating	Review Item 6	Please Respond to Each of the Following Review Response Items
		The <u>TnREpppSA</u> rating of 4, 3, 2, or 1 can be determined from the <u>Level Descriptors</u> found in the <u>TnREpppSA Reviewer Guidelines/Scoring</u> .
4 3 2 1	<p><i>The district promotes collaboration among general and special educators at the prevention and intervention levels.</i></p>	<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>We have teacher evaluations and walk through evaluations. Each school uses a school improvement plan as a method to evaluate program effectiveness. Data collected from various student assessments (DIBELS, ThinkLink, TCAP, Gateway, ACT, Star, TVASS, etc) is analyzed by administrators, curriculum coordinators, and teachers, and recommendations are made based on the results. Teams have been established to focus on specific areas of need, and the evaluation is on-going.</u></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 was provided at the district level and implemented at all levels.</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>Grade level meetings and departmental meetings are held at each school on a monthly schedule as well as grade level meetings for the entire county are held during specified time periods throughout the year.</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>Grade level meetings, as well as departmental meetings, and S-Teams personnel meet monthly in order to discuss general education curriculum.</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>Student Support Teams are established in each school. The Team consists of a Curriculum Facilitator, grade level personnel, special education personnel, Diagnostician, principals. The meetings are scheduled on a monthly basis unless additional attention is needed due to any unique needs.</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>With elementary schools being Reading First schools, general education provides interventions necessary for students needs based on DIBELS. Frequent progress monitoring by regular education personnel aids in adjusting/assigning interventions in a timely manner. Every school gives a DIBELS assessment to each child at the beginning of each school year; however, if a new student enrolls in a school, he/she is given the DIBEL assessment upon enrollment into the school.</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>General educators, Literacy Leaders, Curriculum Facilitators and Principals have traveled to Chicago, Cincinnati, Boulder, Reno, New Orleans, Gatlinburg, Nashville, Murfreesboro, Memphis, and Pigeon Forge to receive training in Reading First practices, LETERS, early reading interventions, classroom organization management, differentiated instruction, positive behavior support training, and A plus training. The use of consultants are made available as needed for behavior and academic needs.</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>Plan times are schedule to allow for collaboration between regular and special education personnel regarding students for whom responsibilities are shared.</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>Placement in the LRE is considered in all IEP meetings. Annual meetings are held; however, meetings are also held based on needs and parent request. IEPs reflect vocational and transition needs from age 14 through 21.</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>EASYIEP data can be disaggregated to determine option changes.</u></p>
--	--