



Minutes

April 14, 2014
10:00 a.m.

Scarritt Bennett Conference Center
1008 19th Avenue South
Nashville, TN 37212-2166

Members of Council in Attendance

Cynthia Cheshier, Chair
Chip Fair, Vice-Chair
Alfred M. Hacker
Catherine Knowles
Chantal Hess-Taylor
Cleatrice C. McTorry (Rhonda Whitt, Rep)
Darlene Walden
David Craig
Dawn Bradley
Hillary Sims
Jason Vance
Jeff Ker
Mary Johnson
Mary Meador
Sebrena St. John
Shannon Taylor

Members Not in Attendance

Anne Robertson
Brian Brown
James Topp
Katie Culberson
Kyle Hauth
Paula Brownyard

TDOE Employees in Attendance

Joey Hassell, Assistant Commissioner
Steve Sparks, TDOE – AC Contact
Tabatha Siddiqi, TDOE – AC Contact
Alison Gauld, TDOE
Allison Davey, TDOE
Bill Wilson, Office of General Council
Gary Smith, TDOE
Gayle Feltner, TDOE
Joann Lucero, TDOE
Lori Nixon, TDOE
Nathan Travis, TDOE
Rachel Wilkinson, TDOE
Tie Hodack, TDOE

Visitors in Attendance

Angela Webster
Ned Andrew Solomon
Susan Dalton

Welcome/Introductions

Cynthia Cheshier
Chairperson

Announcements / Logistics

- Thank you to our email rapid response winners: Katie Culberson, Anne Robertson, Sebrena St. John, Shannon Taylor, Mary Meador, Hillary Sims, Darlene Walden, and Chip Fair.
- Members were encouraged to make notes on the agenda which indicate one of the goals for which they are responsible.

Meeting Focus/Purpose

Approval of Current Agenda – [Handout #1](#)

- Voted on and accepted

Approval of January 13, 2014 Meeting Minutes - [Handout #2](#)

- Voted on and accepted with no changes

Report from the Chairperson

- Covered in Announcements / Logistics

Public Comments

- None

TDOE Current Issues/Initiatives

Assistant Commissioner Joey Hassell

- [Handout #3](#) – Statewide SWD Population Data (Ages 3-5 and 6-21)
- [Handout #4](#) – 2014 Annual SPED Conference Overall Evaluation.
- [Handout #5](#) – TN School for the Blind Fact Sheet
- [Handout #6](#) – TN School for the Deaf, and West TN School for the Deaf, Fact Sheets

RTI² State Board Recommendation (AC Goal 8)

Joey Hassell / Nathan Travis

- [Handout #7](#) – Application for RTI² Phase-In
 - Postpone implementation for grades 6-8 until July 1, 2015
 - Postpone implementation for grades 9-12 until July 1, 2016
 - Phase-In applications were due in our office on March 31, 2014
 - Theresa Nicholls will be following up with districts starting April 15, 2014
 - Will give AC a breakdown of postponements at the July meeting
- [Handout #8](#) – Implementation Timeline: Monthly Guidelines for Phase-In – Draft
- [Handout #9](#) – Implementation Plan for RTI² Phase-In
 - As of today, our team has provided direct technical assistance to over 50 LEAs in regard to response to instruction and intervention, and those continue to occur.
 - In the process of transitioning some of that work to the CORE offices our Centers of Regional Excellence, specifically as it relates to principal learning plans.

Instructionally Appropriate IEPs (AC Goal 1)

Tie Hodack

- [Handout #10](#) – Special Education Framework Updates
 - The first two pages are the Table of Contents, potential final version.
 - We will no longer have two separate manuals for Instructionally Appropriate IEP and Special Education. Moving forward we will have a Special Education Framework which will combine the two manuals and have all of the SPED information in one place.
 - In February, we sent out the first draft. Received feedback and revised accordingly.
 - On March 28th, we sent out the second draft.
 - At this point, we're still receiving feedback and revising.
 - It should be finalized by the end of this month and we will be ready to train.

- [Handout #11](#) - Instructionally Appropriate IEP Training
 - We will be doing grand division trainings and will hire eight IEP coaches to help us facilitate the grand division trainings.
 - We are also going to train the SPED Directors in May to help facilitate.
 - These are two day trainings. West will be on June 2-3, Middle will be on June 9-10, and East will be on June 23-24. Locations have not been determined yet. Looking for locations to accommodate 1,000 attendees.
 - Once the locations are finalized, we will send information out through the registration link and the SPED Director's Update.
 - Name of the new manual will be the Special Education Framework.

Occupational Diploma Updates (AC Goal 1 & 2)

Alison Gauld

- [Handout #12](#) – Occupational Diploma
 - We have reviewed the mistakes and successes from New York, Mississippi, Florida and North Carolina.
 - Who is this diploma for? Who will benefit from this diploma? This is not a regular diploma. It is a certificate. We are calling it occupational diploma in compliance with the bill.
 - Schools will not be able to consider this in their graduation rate.
 - Soft skills – a focus (Interpersonal, Social, and Work Ethic Skills)
 - Hard skills – a buzz word which talks about how to make our learners career and college ready.
 - Work and employment. One of the strongest indicators of success, following high school, is paid employment

- [Handout #13](#) – Power Point slides.
- [Handout #14](#) – Graphic which shows the gray chasm between the students with Specific Learning Disabilities (SLD) and the 1 percent with Intellectual Disabilities (ID). This is a primary target for services.
- [Handout #15](#) – Skills, Knowledge, and Experience Mastery Assessment (SKEMA). This is how we will measure student's success.
 - **Required Skills** must be met with a mastery level of three, or four, or the Occupational Diploma is not an option.

- Students must achieve a three, or higher, in eight of those 10 **Critical Skills**.
- **Preferred Skills** are the things that will separate the students from each other.
- Additionally, it's a chance to build in stronger and stronger expectations with each year.
- Looking for pilot high schools for SKEMA.
- The second reading will be in July.
- At the conclusion of the 10th grade, a decision will be made to pursue an Occupational Diploma and the last two years of high school the SKEMA would be completed and eventually submitted to potential employers.
- The case manager should be the one responsible for ensuring the SKEMA is completed.
- The idea is to increase the outcomes for this population of students, not to lower the expectations for those students who are on track for a general education diploma but to increase the outcomes for students who are not on track for a general education diploma.

PARCC Accessibility and Accommodations (AC Goal 3)

Lori Nixon

- We are actively engaged in our PARCC pilots.
- Any issues have been fixable.
- When the pilot is complete, and we receive their data, we will make any adjustment needed and, if no adjustments are needed, we are set to go operational in August 2014.
- The legislature is looking at delaying rollout until 2015-2016.
- We are going forward 100% with the instructional programming, the resources, and the expectations.

National Center & State Collaborative (NCSC) Update (AC Goal 3)

Lori Nixon

- Alternate assessment.
- Testing Administration Portal opened today.
- There have been 889 total trainings completed across 10 pilot states.
- We have 758 participations which are not complete, as of Friday.
- We have 1,144 Testing Coordinators currently enrolled in the system with 2,149 Test Administrator actively engaged in their training.
- Tennessee has 448 users in the system with 320 of those who have actively completed their training.
- We are going forward 100% with the instructional programming, the resources, and the expectations.

OSEP & Results Driven Accountability (AC Goal 7)

Steve Sparks

What is the RFI on RDA?

- OSEP is redesigning the states' accountability system and they have sent out a call for stakeholders to comment on what we see as areas of results that we would like measured or used to make our accountability system more aligned with results for students.
- The comment period ends on April 25, 2014.

- OSEP is considering using the results data and making determinations which include participation and proficiency on assessments, rates of students graduating with a regular diploma and/or post school outcomes.
- Contact me (Steve Sparks) for more information.

Report from the Chairperson (continued)

- Remember to talk to Tabatha Siddiqi about travel reimbursements.

Lunch (provided)

Report from the Chairperson (continued)

- Welcome to Cleatrice McTorry

SWD Advisory Council Annual Report 12-13 (AC Goal7)

Cynthia Cheshier

(Assignment of members as "goals" leads review and discussion of draft)

- [Handout #16](#) – SWD AC GOALS FOR 2013-14 (as of 05/01/2014).
- Last year, we decided the 12-13 goal appointments would run for two years.
- Each member needs to be assigned to at least two goals.
- We will now have Goal Team Leaders (**Underlined and bold below**)
- Your responsibilities would include contacting your Goal Team Members when Cynthia or Steve need information, and be the secretary records keeper and maintain the master data for your goal(s).
- Goal Assignments:
 - Goal 1 – **Sebrena**, Shannon, Hillary, Jeff
 - Goal 2 – **Mary J.**, Cleatrice, Anne, Jim, Catherine
 - Goal 3 – **Jason**, Sebrena, David, Cynthia, Hillary
 - Goal 4 – **Dawn**, Chip, Sebrena, Chantal, Brian
 - Goal 5 – **Jeff**, Mary M., Alf, Kyle, Jason, Paula
 - Goal 6 – **Cleatrice**, Katie, Jim, Paula, Cynthia, Chip
 - Goal 7 – **Darlene**, Chip, Katie, Debra, Brian, Catherine
 - Goal 8 – **Shannon**, Anne, Mary J., Cynthia, Paula
- [Handout #17](#) – SWD Advisory Council Membership Steve Sparks
 - 15 or 16 AC member's terms will be expiring in 2014.
- [Handout #18](#) – SWD Advisory Council Annual Report (worksheet)
 - The Annual Report is a requirement.
 - The reports will be on the AC website.
 - These meetings are recorded and will be posted on the AC website.
 - We have council activities and department activities which cover most of the content pieces.
- [Handout #19](#) – Advisory Council for the Education of Students with Disabilities Annual Report, July 2012 – June 2013.
 - Moved the AC Members list to the front of the report.
 - On page six, Trend Data has been added. Informational only.
 - Goal 1 – Inclusion
 - Goal 2 – Transition
 - Goal 3 – Assessments

- Goal 4 – Personnel
- Goal 5 – Funding
- Goal 6 – State and local communication
- Goal 7 – Promote enhanced community communication – added an example of SPED Director Update.
- Goal 8 – School-wide Positive Behavior Supports

- Part Two – Statistical Information Rachel Wilkinson
- Number of Students with a Disability – This is our December census count which is run on December 1st of each school year.
- Data is collected on students aged 3-21+, excluding those Functionally Delayed (FD) and Intellectually Gifted (IG).
- This is a federal report and FD & IG are state disability categories.
- While it's interesting to see the data disaggregated by disability category, it might also be useful to have it broken down by grade, region, gender, race, or ethnicity. Perhaps using the fact sheet (Handout #4) format might be beneficial.
- Keep the longitudinal data and add the yearly detailed data.

- [Handout #19](#) (continued) Steve Sparks
- Things we don't have in the report: Table of Contents; cover letter written by the Department of Education Assistant Commissioner and/or Council Chair; and recommendations or concerns section.
- Need to add the recommendations or concerns section but can't until the next fiscal year.
- Add the web address to the member's page.
- The next report will include the trainings in 2013-2014 for RTI² and Instructionally Appropriate IEPs.

New Business/Additional Items

Cynthia Cheshier

- None

Future Meeting Suggestions

Cynthia Cheshier

- None

(Agenda items, meeting invitations, solicitation of input)

Next Meeting Date: July 14, 2014
October 13, 2014

Location: Scarritt Bennett Center

Adjourn



**ADVISORY
COUNCIL** for the
EDUCATION of
STUDENTS with
DISABILITIES

Proposed Agenda

April 14, 2014

(Last meeting of FY14)

10:00 a.m.

Scarritt Bennett Conference Center

1008 19th Avenue South, Nashville, TN

Meeting Focus/Purpose *To provide policy guidance with respect to Special Education and Related Services for children with disabilities in TN*

Welcome/Introductions	Cynthia Cheshier/Chair
Announcements /Logistics	Chair
Approval of Agenda	Chair
Approval of Minutes	Chair
Report from the Chairperson (Membership update)	Cynthia Cheshier Steve Sparks/AC Liaison
Public Comments	

TDOE Current Issues/Initiatives	Asst. Comm. Hassell
RTI ² /State Board Recommendation (AC Goal 8)	A. C. Hassell/ Nathan Travis
Instructionally Appropriate IEPs (AC Goal 1)	Tie Hodack/Nathan Travis
Occupational Diploma Update (AC Goals 1 & 2)	Tie Hodack/Alison Gauld
PARCC Accessibility and Accommodations (AC Goal 3)	Lori Nixon
National Center & State Collaborative (NCSC) Update (AC Goal 3)	Lori Nixon
OSEP & Results Driven Accountability (AC Goal 7) (What is the RFI on RDA?)	Steve Sparks
SWD Advisory Council Annual Report 12-13 (AC Goal 7) (Assignment of members as "goals" leads review and discussion of draft)	Cynthia Cheshier Steve Sparks Rachel Wilkinson

Lunch (provided)

New Business/Additional Items

Cynthia Cheshier

Call for future meeting suggestions
(i.e. agenda items, meeting invitations, solicitation of input)

Cynthia Cheshier

Next Meeting

July 14, 2014 at
Scarritt Bennett Center

Adjourn

Special Education Framework Updates

Table of Contents

Introduction

Acknowledgements

Foreword from Joey Hassell/Commissioner

Intent of the Framework

Guiding Principles

Accountability System

Belief

Goals

Policy Changes

Component 1: General Instructionally Appropriate IEP Information

1.1 IEP Team representatives

1.2 Universal Screening and Data-Based Decision Making Procedures

1.3 Scheduling the IEP Meeting and Notifying Parents

1.4 Parent Procedural Safeguards

1.5 Grading

Component 2: Evaluations and Eligibility

2.1 Child Find Responsibilities

2.2 Prevention and Early Intervention

2.3 Assessment Framework

2.4 Re-evaluations

2.5 Assessment Specialist

2.6 Disability Standards

Component 3: Narratives

3.1 Demographic Information

3.2 Student Strengths

3.3 Parent Concerns

3.4 Adverse Impact on Educational Performance

3.5 Medical Information

3.6 Consideration of Special Factors

Component 4: Present Levels of Educational Performance (PLEP)

4.1 Associated Deficits of a Disability within Present Levels of Educational Performance (PLEP)

4.2 Development of Present Levels of Educational Performance (PLEP)

4.3 Exceptionality and Impact on Grade- Level Standards

4.4 Examples of Present Levels of Educational Performance (PLEPs)

Component 5: Measurable Annual Goals (MAGs)

- 5.1 Development of Measurable Annual Goals
- 5.2 Short-Term Objectives for Students Who Are Assessed on an Alternate State Assessment
- 5.3 Examples of Measurable Annual Goals

Component 6: Special Education Interventions

- 6.1 Student Need (Deficit Area) Determines Intervention
- 6.2 Academic Description of most intensive intervention Table
- 6.3 Interventions and Fidelity Monitoring
- 6.4 Special Education Intervention Examples by Associated Deficit Area

Component 7: Progress Monitoring

- 7.1 Progress Monitoring and Data to Support Annual Goals
- 7.2 Examples of Progress Monitoring by Associated Deficit Area

Component 8: Core Instruction for Students with a Disability

- 8.1 Core Instruction in the Least Restricted Environment (LRE)
- 8.2 Accommodations and Modifications
- 8.3 Least Restrictive Environment Protocol
- 8.4 Examples of the Least Restrictive Environment (LRE) Statements

Component 9: Post-Secondary Transition Services

- 9.1 Post-Secondary Transition Planning
- 9.2 Assessment Data
- 9.3 Measurable Post-Secondary Goals (MPSGs)
- 9.4 Examples of Post-Secondary Goals and Measurable Annual Goals

Component 10: Accommodations

- 10.1 Accommodations for Core Instruction, Intervention, and Assessment
- 10.2 Determining Participation in Assessments
- 10.3 Assistive Technology Devices and Services

Component 11: Delivery of Special Education Intervention and Services

- 11.1 Special Education Intervention Service Delivery
- 11.2 Length of Intervention Session
- 11.3 Collaboration with General Education
- 11.4 Additional Services to be Considered at the IEP Meeting
- 11.5 Transportation

Component 12: Behavior Assessment and Policy

- 12.1 Functional Behavior Assessment (FBA)
- 12.2 Behavior Intervention Plan (BIP)
- 12.3 Manifestation Determination
- 12.4 Isolation, Seclusion, and Restraint

Framework includes:

- Shifting the focus of special education
 - Streamlining needs, interventions and monitoring progress
 - Focus on access to core instruction and interventions
 - Instructionally Appropriate IEPs
-

Timelines:**February 28-first draft sent to task force and vetting group**

- Considered all feedback from groups
- Revised, consulted with Bill Wilson & special populations team
- Determined there was a need to combine special education manual into a special education framework manual instead of two separate manuals.

March 28-Second draft sent to task force and vetting group

- Considered all feedback
- Revised, consulted with team and made changes

Currently:

- Finishing revisions, edits, grammar, voice of document
- Next week will go through communications as a draft
- Interviewing and selecting IEP design coaches that will help with regional trainings this summer and next year

Planning:

- Information will be ready to share and we are prepared to train on the manual and implementation guide this summer.
- Planning and developing materials for the first Special Education directory training

Instructionally Appropriate Individualized Education Plan (IAIEP) Training

The Tennessee Department of Education, Division of Special Populations, is pleased to offer a professional development opportunity intended to prepare special educators in Tennessee for the transition to Instructionally Appropriate Individualized Education Plans (IAIEPs). Topics that will be covered include but are not limited to: special education programming, the assessment of present levels of educational performance, interventions aligned to areas of identified deficit, accommodations, and support for special education students in the least restrictive environment.

The intended outcomes of the sessions are:

- Linking eligibility criteria to associated deficits
- Linking associated deficits to Present Levels of Educational Performance (PLEPs)
- Increased knowledge and skills in writing PLEPs
- Increased knowledge and skills in linking PLEPs to Measurable Annual Goals (MAGs)
- Increased knowledge and skills in linking MAGs to aligned interventions
- Increased knowledge and skills in the selection and use of accommodations based on identified deficits

Due to the large scale nature of these trainings, we are asking Special Education Supervisors to help facilitate small group breakout sessions for the training in their grand division. If you are a supervisor and are willing to facilitate, please email Nathan.Travis@tn.gov (if you have not already). Supervisors will be trained to facilitate on Friday, May 2 and Saturday, May 3 at the Embassy Suites of Cool Springs in Franklin, TN. The department will reimburse supervisors for their travel to and from this training.

The dates and location of the trainings by grand division are as follows:

Dates:	Location:
West	
June 2-3	TBD
Middle	
June 9-10	TBD
East	
June 23-24	TBD

You may access the registration link for these events by grand division [here](#). For questions, please reach out to Nathan.Travis@tn.gov.

As always, thanks for all you do and feel free to reach out to our team if we can be of assistance in any way.

Occupational Diploma

The Background:

Public Chapter 422 of the Acts of 2013, codified at Tenn. Code Ann. §49-6-6001(g), requires the State Board of Education to adopt, in addition to a full diploma, a certificate of attendance, or a special education diploma, an occupational diploma for students with disabilities. The Board is required to set appropriate standards and benchmarks of attendance, academic achievement, and job readiness skills for the occupational diploma. A student will not be required to comply with the testing requirements set forth by the Board pursuant to Tenn. Code Ann. §49-6-6001(a) for receipt of a full diploma in order to receive an occupational diploma.

The following State Board of Education staff, Department of Education staff, representatives of advocacy groups and school districts met and developed a proposed rule amendment:

Alison Gauld, TN Department of Education, Special Populations
Angela Webster, Disability Law & Advocacy Center of Tennessee
Bill Wilson, TN Department of Education, Special Populations
Cary Hobbs Guiden, The Arc Tennessee
Cindy DaCosta, Tullahoma City Schools
Crystal Godwin, UT Center for Literacy, Education & Employment
Cynthia Cheshier, Oak Ridge City Schools
Danielle Mezera, TN Department of Education, Career and Technical Education
David Sevier, TN State Board of Education
Erik Carter, Vanderbilt Kennedy Center
Gary Nixon, TN State Board of Education
Gayle Feltner, TN Department of Education, Special Populations
George Kington, Cumberland County Schools
Joey Ellis, Step TN
Joey Hassell, TN Department of Education, Special Populations
Karen Baynham Curry, Metro Nashville Public Schools
Kyle Hauth, Orange Grove Center
Loria Hubbard Richardson, The Arc Tennessee
Melvin Jackson, UT Center for Literacy, Education & Employment - Boling Center for
Developmental Disabilities
Mitzi Delker, Hamilton County Department of Education
Nathan Travis, TN Department of Education, Special Populations
Pablo Juarez, Vanderbilt Kennedy Center
Pat Beane, Shelby Co. Schools
Scott Eddins, TN State Board of Education
Sebrena St. Johns, Washington County Schools

Souette Lee Quinn, Clarksville-Montgomery County Schools
Steve Sparks, TN Department of Education, Special Populations
Suzanne Keefe, TN Department of Education, Special Populations
Tammy Hatfield, Tullahoma City Schools
Teresa Kirk, TN Department of Human Services
Tie Hodack, TN Department of Education, Special Populations
Treva Maitland, The Tennessee ARC
Wanda Willis, TN Council on Developmental Disabilities

The Master Plan Connection:

This item supports the Board's Master Plan by providing access to quality services to children with disabilities.

The Recommendation:

Staff and counsel from each of the agencies and groups listed above recommend acceptance on first reading.

Proposed Rule Revision

Rule 0520-01-03-.06(1)(a) Graduation, Requirement E is amended by adding the following as a new subsection:

3. An occupational diploma may be awarded at the end of their fourth year of high school to students with disabilities who have (1) not met the requirements for a high school diploma, (2) have satisfactorily completed an individualized education program, (3) have satisfactory records of attendance and conduct, and (4) have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the department and have completed two (2) years of paid or non-paid work experience. The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's tenth (10th) grade year or two (2) academic years prior to the expected graduation date. Students who obtain the occupational diploma may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two (22) years old.

Occupational Diploma

April 11, 2014

Work completed:

- Reviewed models used in other states:
 - New York
 - Mississippi
 - Florida
 - North Carolina
- Task Force Meetings:
 - Worked through expectations
 - » Not a regular diploma
 - » Certification that will enhance employment opportunities for students not on track to receive a regular diploma
 - » Will increase opportunities for students not decrease

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Task Force Meetings

- Developed "Soft Skills" required for student success
 - Interpersonal & broadly applicable
 - Ex. Teamwork, responsibility
- Development of "Hard Skills" required for student success
 - Hard skills are a students specific skill set to perform a task
 - Ex. Typing, math skills so the student has increased opportunity in work settings
- Determined the skills underlying the 21st Century Skills (business)
- Determined Experience required (see work experience documentation)
- Evaluated skills for: Critical, Preferred, and Enhancing
 - Agreed on all
- Developed Policy (refer to policy change)

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Question Considered

- Why would a high school want to offer an occupational diploma?
 - Working to raise expectations and increase outcomes for all students
 - The occupational diploma is another reflection of the work currently around increasing outcomes for at-risk students. The occupational diploma is a natural fit around current instructional shifts:
 - RTI²
 - Instructionally Appropriate EPs
 - Programming and assessment for the 1% population National Center and State Collaborative (NCSC)
 - Partnership for Assessment of Readiness for College and Careers (PARCC)
 - It is an opportunity for students to obtain instruction and skills required to earn a wage, live as independently as possible, engage with peers socially, and be productive tax-paying citizens.

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Tool Developed: Skills, Knowledge, and Experience Mastery Assessment (SKEMA)

- **SKEMA (Refer to SKEMA tool provided)**
 - An agreed upon, simple, easily to manage documentation tool for teachers and students to document progress toward measurable goal
 - The tool reflects the work over 4 meetings with the task force
- **Required:**
 - Attendance at school
 - Attendance at work
 - Punctual at school and work
 - Complies with health, safety and emergency procedures at school and work
 - If students do not have these skills then they will not be considered for the occupational diploma
- **Critical:**
 - Critical skills, knowledge, and experience are the required level of mastery to achieve an occupational diploma.
- **Preferred/Enhancing:**
 - Additional skills, experience and knowledge the student mastered that will increase opportunity for employment

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Connection to Work-Based Learning

- TN Work-Based Learning recent report on survey results and focus group work completed last year echoes the discussion and focus of the Occupational Diploma Task Force
- “The purposes selected as ‘most important’...teaching students 21st Century skills...and to apply academic skills in the ‘real world’”
- Implication of findings: 21st century skills, personal/social skills and applied academics are the important focus of work-based learning
- Paid work is a strong predictor of future success

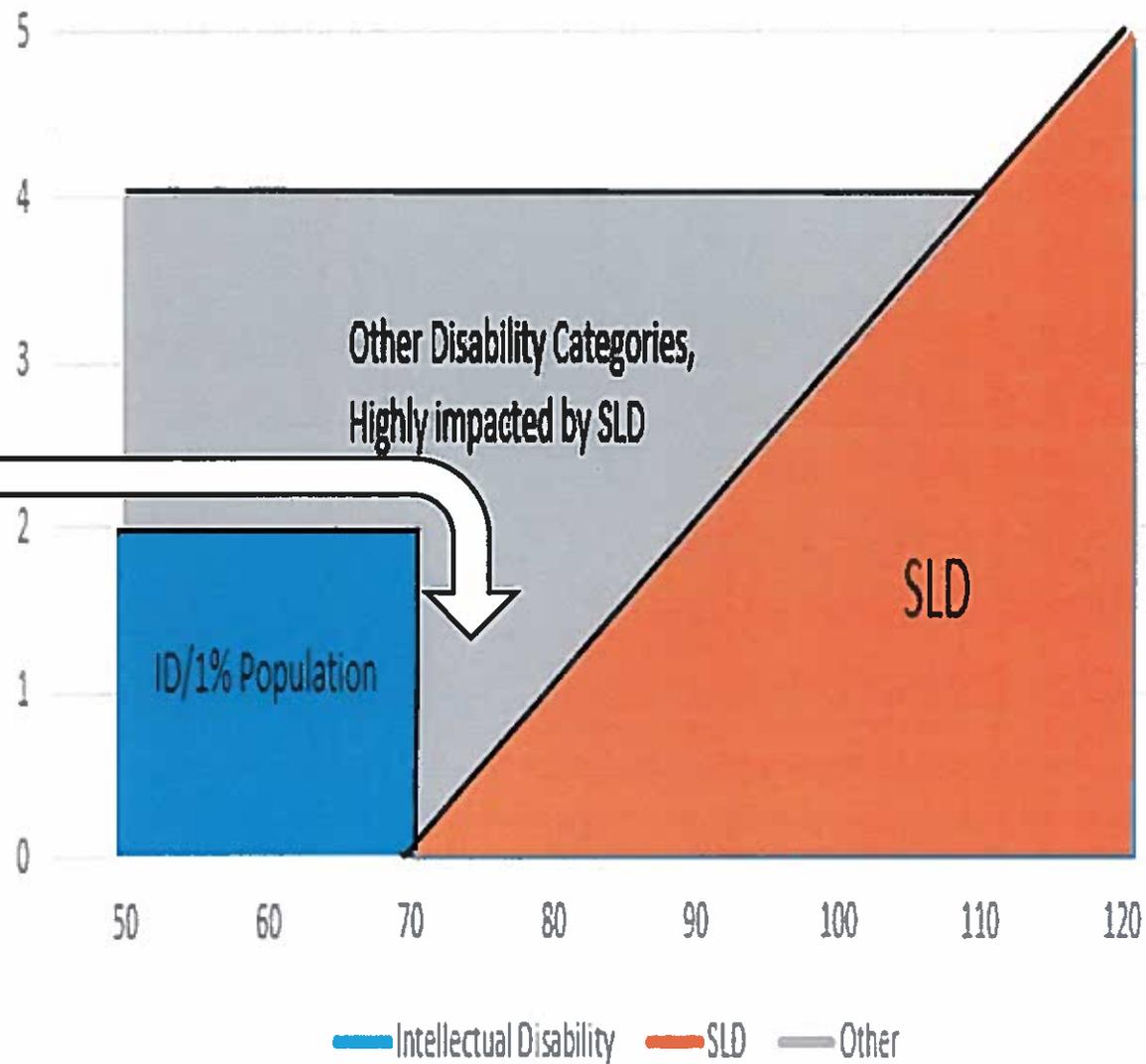
6

Next Steps

- Working with the ARC to connect with businesses for additional input on the SKEMA (completed by July)
- Pilot schools need to be identified and pilot next year in at least one district
- 2nd reading in July at the State Board of Education
- Pilot data reviewed
- Framework finalized

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The Occupational Diploma is designed for those student that fall in this "crack" in an effort to increase post-secondary outcomes and employment.



SKEMA—Skills, Knowledge, and Experience Mastery Assessment

SKEMA

Skills, Knowledge, and Experience Mastery Assessment

Student Name _____ Starting High School Date _____

School Attended _____

School District _____ Ending High School Date _____

SKEMA—Skills, Knowledge, and Experience Mastery Assessment

Mastery Level 1	Mastery Level 2	Mastery Level 3	Mastery Level 4									
No Evidence or Minimal Mastery	Need Improvement	Mastered	Exceeds Mastery Expectation									
Not yet, or very rarely demonstrating the skill and requires additional training/instruction.	Inconsistently demonstrates the skills or requires assistance to demonstrate the skill. Additional practice and/or independence is required.	Demonstrates the skill at a level required for the workplace or setting with rare exceptions and demonstrates continuous improvement and/or generalization.	Consistently demonstrates and generalizes the skill. Often exceeds the expectation and/or demonstrates leadership.									
Behavior	Domain			Mastery			Types of Evidence					
Required	Skills	Knowledge	Experience	Level of Mastery (1,2,3,4)	Date of Mastery	Who verified mastery	Norm-referenced	Observation	Forms	Checklist	Work Sample	Other
	Attendance of 70% or higher at school	X		X	*							
	Attendance at work at a level commensurate with work peers	X		X	*							
	Punctual to school and work	X		X	*							
	Complies with health, safety, and emergency procedures at school and work.	X		X	*							

*Mastery at a level 3 or 4 is required in all of these to be an Occupational Diploma candidate

SKEMA—Skills, Knowledge, and Experience Mastery Assessment

Mastery Level 1	Mastery Level 2	Mastery Level 3	Mastery Level 4										
No Evidence or Minimal Mastery	Need Improvement	Mastered	Exceeds Mastery Expectation										
Not yet, or very rarely demonstrating the skill and requires additional training/instruction.	Inconsistently demonstrates the skills or requires assistance to demonstrate the skill. Additional practice and/or independence is required.	Demonstrates the skill at a level required for the workplace or setting with rare exceptions and demonstrates continuous improvement and/or generalization.	Consistently demonstrates and generalizes the skill. Often exceeds the expectation and/or demonstrates leadership.										
Behavior	Domain			Mastery			Types of Evidence						
Critical	Skills	Knowledge	Experience	Level of Mastery (1,2,3,4)	Date of Mastery	Who verified mastery	Norm-referenced	Observation	Forms	Checklist	Work Sample	Other	
	6. Use job-related tools, technologies and materials appropriately.	X		X	**								
	7. Demonstrates flexibility when the nature of the work changes.	X		X	**								
	8. Maintains workplace appropriate language and social skills for each work placement.			X	**								
	9. Respect authority and chain of command	X		X	**								
	10. Follow a task schedule presented in a variety of formats.	X		X	**								

****8 of 10 at a level 3 or 4 is required to receive the Occupational Diploma**

SKEMA—Skills, Knowledge, and Experience Mastery Assessment

Work Experience: 2 years experience required for an Occupational Diploma

Work Experience	Start Date	End Date	Paid	Unpaid
Location			<input type="checkbox"/>	<input type="checkbox"/>
Evaluation or Performance Narrative				
Work Experience	Start Date	End Date	Paid	Unpaid
Location			<input type="checkbox"/>	<input type="checkbox"/>
Evaluation or Performance Narrative				
Work Experience	Start Date	End Date	Paid	Unpaid
Location			<input type="checkbox"/>	<input type="checkbox"/>
Evaluation or Performance Narrative				

SKEMA—Skills, Knowledge, and Experience Mastery Assessment

Work Experience: 2 years experience required for an Occupational Diploma

Work Experience	Start Date	End Date	Paid	Unpaid
Location			<input type="checkbox"/>	<input type="checkbox"/>
Evaluation or Performance Narrative				
Work Experience	Start Date	End Date	Paid	Unpaid
Location			<input type="checkbox"/>	<input type="checkbox"/>
Evaluation or Performance Narrative				
Work Experience	Start Date	End Date	Paid	Unpaid
Location			<input type="checkbox"/>	<input type="checkbox"/>
Evaluation or Performance Narrative				

STUDENTS WITH DISABILITIES ADVISORY COUNCIL GOALS FOR 2013-14 (as of 05/01/2014)

Council Goal 1: ***Sebrena, Janelle, Jeff, Shannon**
Promote improved student learning / outcomes, including **promoting inclusive educational services** that meet the needs of all students, regardless of their abilities, and promote a sense of belonging and mutual respect for all students while affirming each student's individuality.

Council Goal 2: ***Mary J., Amy, Anne, Catherine, Cleatrice, Jim**
Promote expanded access and quality of services for students with disabilities (SWD) to better prepare them for **transition into independent living**, meaningful work or post-secondary education.

Planned activities:

Monitor state transition indicator

Request presentations at Council meetings from transition services providers (ARC, Voc. Rehab, etc.) to better inform council members of available options-communicate with Gayle Feltner, TDOE, as needed.

Add or update information on the State website for parents/students related to transition services.

Council Goal 3: ***Jason, Cynthia, David, Hillary, Sebrena**
Promote the use of **ongoing assessments and unique accommodations** that will accurately evaluate SWD, providing consideration to their individual needs.

Council Goal 4: ***Dawn, Brian, Chantal, Chip, Sebrena**
Promote increased **quality and quantity of special educators**, general educators, and paraprofessionals serving eligible children and youth with disabilities.

Council Goal 5: ***Jeff, Alf, Jason, Kyle, Mary M., Paula**
Promote **sufficient funding for special education services** and encourage the equitable distribution and utilization of funds to promote best practices for students with special needs.

Possible objectives for this goal could include:

Study the current State funding formulas to determine how they affect services.

Review other State funding formulas and identify systems which merit replication.

Encourage the adoption of funding formulas which align with student achievement in the most advantageous learning environments

Council Goal 6: ***Cleatrice, Chip, Cynthia, Jim, Katie, Paula**
Promote improved **use and application of State and local data** related to special education to improve outcomes for students with disabilities.

Council Goal 7: ***Darlene, Brian, Catherine, Chip, Debra, Katie**
Promote **enhanced communication** among the community, educators, the SEA and other stakeholders on special education services.

Council Goal 8: ***Shannon, Anne, Cynthia, Mary J, Paula**
Encourage implementation of RTI² to promote **positive behavior support** including planning, collaboration, and development of best practices that create a positive learning environment and successful experiences for students with disabilities.

***Indicates Goal Group Leader**

SWD Advisory Council Membership

Position	Current Member Name	County	Term	re-appt	E-mail
Represents Parents of Children with Disabilities	Dawn Bradley*	Wilson	07/01/14 - 06/30/17	yes	bradleybd@wcschools.com
	Brian Brown	Loudon	08/08/13 - 06/30/14	yes	brianbrown@charter.net
	Katie Culberson	Davidson	06/06/12 - 12/31/14	yes	katielculberson@yahoo.com
	Alfred M. Hacker	McMinn	07/02/12 - 06/30/14	yes	alfhacker@bellsouth.net
	Chantal Hess-Taylor	Shelby	09/26/13 - 06/30/16	xxxxx	tteachlaw@aol.com
	Mary Johnson	Knox	04/01/14 - 03/31/17	yes	merrypacepress@mac.com
	Jeffrey Ker	Williamson	04/01/14 - 03/31/17	yes	jeffrey.ker@hotmail.com
	Sebrana St. John	Washington	07/02/12 - 08/31/14	yes	stjohns@wcde.org
	Shannon Taylor	Henderson	07/01/14 - 06/30/17	yes	taylor@caewood.org
	James Topp*	Shelby	07/01/13 - 06/30/16	xxxxx	jamesetopp@me.com
Darlene Walden	Madison	07/01/14 - 06/30/17	yes	Darwald@live.com	
Rhonda Witt/C McTorry begins 9/1/14	Henderson	01/25/12 - 08/31/14	yes	rhonda.whitt@tn.gov	
Represents Individuals with Disabilities	Chip Fair (Vice-Chair)	Rutherford	09/01/11 - 08/31/14	yes	fairc@rcschools.net
	James Topp*	Shelby	07/01/13 - 06/30/16	xxxxx	jamesetopp@me.com
Represents Teachers	Cynthia Cheshier (Chair)	Knox	07/01/13 - 06/30/15		CJCheshier@ortn.edu
Represents Institutions of Higher Education	Amy Murphy(resigned Jan 9 '14)	Davidson	7/17/12 - 6/30/2014	xxxxx	amurphy@trevecca.edu
	Paula Brownyard**	Madison	07/01/14 - 06/30/17	yes	pgbrwnyr@memphis.edu
Represents State & Local Education Official	Jason Vance	Loudon	08/08/13 - 06/30/16	xxxxx	vancej@loudoncounty.org
Represents children who are homeless	Catherine Knowles	Davidson	09/01/11 - 08/31/14	yes	catherine.knowles@mnps.org
Represents Administrators of Programs for Children with Disabilities	Dawn Bradley*	Wilson	07/01/14 - 06/30/17	yes	bradleybd@wcschools.com
Represents Other State Agencies involved with the delivery of Related Services	Anne Robertson	Davidson	08/08/13 - 06/30/14	yes	Anne.Robertson@tn.gov
Represents Private Schools & Administrators of programs for children with disabilities	David Craig	Kings Daughte	07/01/14 - 06/30/17	yes	dcraig@tkds.org
Represents Public Charter Schools	Hillary P. Sims	Davidson	04/01/14 - 3/31/17	yes	hillarypsims@gmail.com
Represents Voc Org concerned with the prov of transition services	Kyle Hauth	Hamilton	11/18/13 - 06/30/15	xxxxx	khauth@comcast.net
Represents State child welfare agency responsible for foster care	Mary Meador*	Sumner	08/08/13 - 06/30/16	xxxxx	Mary.Meador@tn.gov
Represents State Juvenile Corrections Agency	Mary Meador*	Sumner	08/08/13 - 06/30/16	xxxxx	Mary.Meador@tn.gov
Represents State Adult Corrections Agency	Rhonda Witt/C McTorry begins 9/1/14	Davidson	01/25/12 - 08/31/14	no for rw	rhonda.whitt@tn.gov

Reference: 34 CFR 300.168 *Membership*

*An individual may fill more than one role on the advisory panel. State advisory panels may choose to add individuals representing other constituencies. However, the full panel membership must include those representatives as required by Federal law and meet the "special rule" of majority.

**Must have at least one representative over 60 years of age.

Updated: 04/11/14

SWD Advisory Council Annual Report (worksheet)

Tennessee Code Annotated (TCA) 49-1 0-105 includes the provision for the SWD AC Annual Report:

49-1 0-105 (e)(4) Make an annual report to the governor and the general assembly, and the state board of education, which report shall be available to the general public and shall present its views of the progress or lack thereof made in special education by the state, its agencies and institutions, and its school districts during the preceding year.

Appendix B (p.12) to the By-Laws of the SWD AC

The following are **suggestions** for the content of the AC Annual Report. The annual report should reflect the important purpose and activities involving the Advisory Council and its efforts to improve special education in the state.

1. Preface: A brief statement of purpose or belief followed by a listing of the names and related area/constituency representation of Council members and other relevant state officials. Y/N
2. Cover Letter (brief): Letter written by Department of Education Assistant Commissioner and/or Council Chair providing content information to the public. Y/N
3. Table of Contents: Listing of document sections and page numbers. Y/N
4. Annual Priorities and Goals: A listing of the key areas of emphasis outlined by the Council in yearly planning. Y/N
5. Key Activities: Brief statements of activities and actions taken by the Council to address annual priorities and goals. Information should reflect Council involvement and responsiveness to state issues and public concerns. Y/N
6. National and state Initiatives recognized as successful: Brief statements describing changes in regulations, services, or laws which the Council has identified as benefiting public education in the state. Y/N
7. Identified Areas of Concern: Noted areas where the Council recognizes continued efforts are needed to improve education in the state. Y/N
8. Future Issues: A list of identified challenges that the Council shall address in the future. Many of these challenges may result from the efforts to implement changes in state or federal law, and meet student needs in the state. Y/N
9. Council Recommendations: Listing of recommendations to the state and other identified stakeholders. Y/N
10. Resource Section: 1) a Glossary of terms, providing definitions for common terms and acronyms; 2) a listing of resource and information on how a person might gain access to the resource. This information may include the name and phone number of a contact person, or a location where the document can be viewed or checked out; 3) a listing of Council membership; 4) key state officials and contact information. Y/N
11. On Back of Report: a feedback sheet the public can fill out. Y/N

OVER for AR discussion questions

(AR) - discussion questions:

Name of note taker: _____

1) Is there anything that you would like to see included /not included in future ARs?

2) How might AC members take a more active role in the development of the AR?

(Suggestion: AC members assigned to a particular goal would be responsible for writing the "Council Activities" portion of the AR related to that goal)

3) Any suggestions for the format of the AR other than its current format?

4) How might the AR be of use to AC members once it is completed and posted?



**ADVISORY
COUNCIL** for the
EDUCATION of
STUDENTS with
DISABILITIES

Annual Report
July 2012 – June 2013

DRAFT



Department of Education; _____ 2012; Publication Authorization No. 331____; _ copies. This public document was promulgated at a cost of \$ ____ per copy.

2012-13 ADVISORY COUNCIL MEMBERS

Cynthia Cheshier, Chair	Knoxville
Chip Fair, Vice-Chair	Manchester
Dawn Bradley	Lebanon
Paula Brownyard	Jackson
Samuel Cole	Nashville
David Craig	Columbia
Katie Culberson	Nashville
Jeff Finney	Elizabethton
Janelle Glover	Nashville
Alfred Hacker	Athens
Kyle Hauth	Chattanooga
Chantal Hess-Taylor	Cordova
Mary Donnet Johnson	Knoxville
Catherine Knowles	Nashville
Debra Jean Lacks Lane	Brighton
Christene Lloyd-Burkes	Memphis
Amy Murphy	Nashville
Sebrena St. John	Jonesborough
Shannon Taylor	Lexington
James Topp	Collierville
Darlene Walden	Denmark
Rhonda Whitt	Nashville

State of Tennessee
Bill Haslam, Governor beginning January 2011

Department of Education
Kevin Huffman, Commissioner beginning April 2011

Division of Special Populations
Joey Hassell, Assistant Commissioner

Advisory Council for the Education of Students with Disabilities
Cynthia Cheshier, Chair

Division Assistance to Council
Steve Sparks

Introduction

According to state and federal guidelines this Advisory Council has responsibility annually to issue a report to the State Board of Education, the Governor and the State Legislature. Additionally, this report will be provided to the Tennessee Department of Education (TDOE). The information contained in this report represents a period of a school year showing the progress made in programs for children with disabilities. It is the Advisory Council's intention to work with the Division of Special Populations (DSP) to ensure the provision of appropriate services for children with disabilities throughout the State of Tennessee. This is accomplished through...

- Reporting by the Division to the Council
- Council giving feedback to the Division
- Public input presented to the Council
- Experiences of Council members, who represent consumers

Mission Statement

The mission of Tennessee's Advisory Council for the Education of Students with Disabilities is to ensure that all students with disabilities are provided with services and opportunities necessary to develop to their full potential.

Authority

Tennessee's Advisory Council for the Education of Students with Disabilities was established in 1972 and is required by Tennessee Code Annotated 49-10-105. This legislation states that the Council "shall advise and consult with the Governor, the Commissioner of Education, the State Board of Education, and the Director of the Division of Special Education."

The Individuals with Disabilities Education Act (IDEA), § 1412(a) (21), requires that the state establish and maintain an advisory panel *for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the state*. Regarding duties, the advisory panel shall:

- ❖ *Advise the Department of Education of unmet needs within the state in the education of students with disabilities;*
- ❖ *Comment publicly on any rules or regulations proposed by the state regarding the education of students with disabilities;*
- ❖ *Advise the Department of Education in developing evaluations and reporting data to the U.S. Secretary under Section 618;*
- ❖ *Advise the Department of Education in developing corrective actions plans to address findings identified in federal monitoring reports under this part;*
- ❖ *Advise the Department of Education in developing and implementing policies relating to the coordination of services for children with disabilities; and*
- ❖ *Advise the Department of Education in serving the needs of students with disabilities in adult prisons.*

PART ONE

COUNCIL GOALS AND DIVISION ACTIVITIES

The following are goals established by the Advisory Council for July 1, 2012 through June 30, 2013. The activities described represent actions carried out by the Advisory Council for the Education of Students with Disabilities and the TDOE, DSP related to the goals of the Council. Data reflecting the provision of special education and related services throughout the state is reported with associated Council goals.

Council Goal 1: Promote improved student learning / progress, including promoting inclusive educational services that meet the needs of all students, regardless of their abilities, and promote a sense of belonging and mutual respect for all students while affirming each student's individuality.

COUNCIL ACTIVITIES

Jan. 14, 2013 – The Council was presented with a proposal from DSP staff regarding change in SLD eligibility guidelines to RTI model. Council members formally recommended this change as a means to increase opportunities for all students to succeed in general education. Council members noted that, when implemented with fidelity and cohesion across the state, struggling students would be provided with research based interventions and instruction in the general education setting, reducing the need to remove them to a more restrictive setting. Council members' motion to approve this change to RTI model included statement that there should be a uniform procedure and clear guidelines for all LEAs, as well as method to ensure that RTI methods are implemented with fidelity.

April 8, 2013 – a) the Council was provided with update on RTI² from TDOE Curriculum & Instruction (C&I) staff. Policies set forth in the RTI² model will promote inclusive practices, with interventions being provided in the general education setting.

b) the TDOE Teacher Evaluation Coordinator provided Council members with an update on TN's Teacher Evaluation policy. Teachers are being provided with training / education regarding the importance of growth, as opposed to achievement categories (below basic, basic, proficient, advanced), which will encourage inclusion and acceptance of special education students by general education teachers, in hopes this will assuage fears and concerns.

March 12-14, 2013 – Each school year Council members are encouraged to attend the Division's annual conference. In 2013 the *SPED Conference and RTI Joint Summit* was attended by several Council members. At the conference members had access to sessions on a variety of topics including: RTI², Common Core State Standards (CCSS) in Reading/Language Arts, and Math, Formative Instructional Practices, Assistive Technology, Co-teaching, Early Childhood Outcomes, Differentiated Instruction, and Positive Behavior Interventions and Supports. The 2013 conference provided ample venues to promote student learning outcomes and inclusive educational services, as well as fostering individuality, mutual respect, and belonging for ALL students.

DIVISION ACTIVITIES

1. The Division collects data on the inclusion of all students with disabilities (SWD) in the regular classroom to the degree possible with supports and accommodations. Collection occurs annually as required by federal directive and is submitted through the Annual Performance Report (APR) – Indicator# 5.

:

Trend data below reflect a high degree of year to year consistency and supports TN's practice of including students with disabilities in the regular educational environment. The Division supports increased access to the general curriculum in the regular classroom setting for all SWD as appropriate.

Children with IEPs served inside the regular class 80 percent or more of the day*

2008-09	2009-10	2010-11	2011-12	2012-13
56.32%	59.15%	62.33%	63.39%	63.41%

*Source: Table 3 of the December 1, Federal Census Report.

2. A major initiative of the Division in support of Council Goal 1 was the introduction of Response to Instruction and Intervention (RTI²) tiered instructional practices. This initiative included the development of an *RTI² Manual* and *Implementation Guide* which may be found at: <http://www.tnspdq.com/>. These resources serve to guide all TN Local Education Agencies (LEAs) as they begin "full" implementation in the 2014-15 school year.

A brief timeline of the development of RTI² in 2012-13 includes the following:

Spring, 2012, a Common Core Leadership Council (CCLC) had a discussion surrounding best instructional practice in reading and math. This discussion led to the need for a statewide RTI model to promote consistency and improved instruction.

Fall, 2012, guidelines were released to LEAs. Feedback was gathered from LEAs and the conversation around RTI in Tennessee continued throughout the fall.

January, 2013, an RTI Task-force with members from various leadership roles in Tennessee education was convened to discuss the possibility of a statewide RTI model. The group voted to proceed with a statewide plan and provided recommendations. Around this same time, a call for educators to serve on a Reading/RTI Leadership Team went out to LEAs across the State. After a lengthy application and interview process, the team was selected on January 23, 2013.

February, 2013, The Reading/RTI Leadership Team met on February 1, 2013 to start researching and writing the Response to Instruction and Intervention Framework termed RTI². A school psychologist RTI² task force was assembled to help develop and review content related to interventions and eligibility standards for students suspected of having a Specific Learning Disability.

March, 2013, RTI² related activities/trainings were provided through the end of the 2012-13 school year.

Council Goal 2: Promote expanded access to and quality of services to eligible students with disabilities (SWD) to better prepare them for transition into their future environments.

COUNCIL ACTIVITIES

1. Council members heard plans of the Department of Human Services, Division of Vocational Rehabilitation Services, on putting a Transition Director in place to improve and better implement their *Transition School to Work* program initiatives which will include better customer service delivery to all LEA level shareholders (students, parents, teachers, school administrators, etc.).
2. Members received information on a finding of “needs assistance” from the Federal Office (i.e. OSEP’s letter of determination) related to student IEP meetings and the lack of written documentation of students having been invited to participate in their IEP meetings. To remedy this matter an error check was built into EasyIEP (TNs automated IEP writing system) which would prevent LEA personnel from developing a draft IEP until they have printed and sent invitations to students to attend these meetings.

DIVISION ACTIVITIES

- 1) The Division submitted a proposal to the National Secondary Transition Technical Assistance Center (NSTTAC) for intensive technical assistance and was accepted. The purpose being to build a work plan in conjunction with NSTTAC staff to enhance TN’s capacity to:
 - (a) implement and scale-up evidence-based practices to improve academic and functional achievement that prepare students with disabilities for college and the workforce;
 - (b) implement policies, procedures, and practices to facilitate students with disabilities participating in programs to prepare students for college and career readiness; and
 - (c) achieve 100% compliance with Annual Performance Reporting (APR) Part B Indicator. TDOE’s proposal for intensive TA was accepted by NSTTAC.
- 2) The Division’s Transition Coordinator worked with Vanderbilt University and the TNWorks grant to develop a list of evidence based practices for TN. LEAs could utilize this list to self-assess their own programs for participation in evidence based practices
- 3) The Division sponsored a mini-Capacity Building Institute (CBI) in March, 2013, for all LEAs statewide. LEAs were provided their graduation, dropout, transition planning and postsecondary activities data prior to attending. NSTTAC staff introduced the concept of data based decision making which is a cornerstone concept of capacity building. Utilizing the data they were provided, LEAs chose one transition goal to implement for the remainder of the 2012-13 school year. A more intensive CBI is planned for the 2013-2014 school year.
- 4) In order to gather more in-depth information about student’s who were non-engaged after exiting high school, Division staff, with assistance from the National Post Schools Outcome

Center (NPSO) and the data analysis staff at East TN State University, analyzed their TN Post-Secondary Survey to make changes that would allow the gathering of more specific data about this population. The survey and the NPSO reporting template were updated to include a section on determining if youth were actually non-engaged or if they were just not responding accurately to survey questions related to OSEP defined criteria for the non-engaged.

The final results of the revised survey revealed that the non-engaged population dropped from 39% in 2011-12 to 34% in 2012-13. This was most probably due to survey revision's which more clearly defined non-engaged student exiters.

Council Goal 3: Promote development and implementation of formative assessments that evaluate students' knowledge in a manner that considers their individual needs and that provides appropriate accommodations.

COUNCIL ACTIVITIES

1) July 16, 2012 – TDOE staff reported to the Council regarding state testing, particularly SAT-10 for K-2. The Council provided feedback and concerns regarding accommodations for special education students on the SAT-10. Constructed Response assessment and changes in the Writing Assessment were also discussed, as well as affect of change to Common Core Standards on assessments and accommodations for SWD. Adv Council requested that TDOE special education staff members be involved with all decisions regarding state mandated testing decisions.

July 22, 2012 –TDOE staff updated the Council regarding RTI² manual being completed and the anticipated release date. Key features involve ongoing (minimum of bi-weekly) assessments. Tier 1 worksheets will be provided for data collection / documentation of individual student progress and communication between general and special education.

July 22, 2012 – TDOE staff presented proposed PARCC and Procedures for participation of students in TN assessments. Council members gave input at the meeting and were given opportunity to provide suggestions and input via email.

Oct. 21, 2012 – The TDOE Assistant Commissioner of Special Populations provided Council members with a NASDSE letter that proposed the elimination of '2 percent' regulations. He also noted that the accessibility / accommodations manual will be released to supervisors within the week.

Oct. 21, 2012 – TDOE staff discussed the state's transition from TCAP to PARCC. The Phase 1 pilot is currently being conducted with voluntary participants. TDOE staff reported that NCSC will replace TCAP Alt., which will also be piloted.

Nov. 12, 2012 – TDOE Assessment staff fielded questions from Council members regarding Constructed Response, SAT 10, and TCAP Writing Assessments. Members requested that staff from the Division of Special Populations be included in department dialogue and decisions regarding inclusion of SWD and providing these students with appropriate modifications and accommodations.

Jan. 14, 2013 - Council members received information from TDOE staff regarding plans for future statewide testing for all students and how this will impact SWD. There will be a change from TCAP / TCAP MAAS /TCAP Alt. Portfolio to PARCC. Council members were given the opportunity to ask questions and relate concerns regarding the changes in accommodations

that will occur when this change takes place. All Council members were encouraged to review and make comments / recommendations via the online draft PARCC manual survey within the next month.

April 8, 2013 – The Assistant Commissioner of Special Populations reported to the Council regarding the State shift to being OUTCOMES focused with regard to state mandated tests. Special Populations is now the “gap closure” division of TDOE.

April 8, 2013 – The Adv Council was provided with a report on RTI² from TDOE staff. Although this is a general education initiative, Title 1, ELL, and Special Education staff should be involved in the process. Staff stressed that RTI implementation should be DATA DRIVEN to prevention. Universal screeners, a component of RTI², will ensure early intervention, and ongoing assessments will guide interventions for all students.

April 8, 2013 –TDOE staff provided Council members with information regarding the draft PARCC Accommodation Manual, soon to be released for public feedback. Key features were reviewed and Council members relayed specific concerns about possible changes in accommodations for special education students with this new assessment.

DIVISION ACTIVITIES

In order to provide instruction for students that would lead to evaluation of student knowledge in a manner that considers individual needs and provide appropriate accommodations:

1) TDOE selected core coaches to serve as peer leaders in the implementation of Common Core State Standards (CCSS)

Core Coaches:

- Received extensive training for instruction in their grade level and content area (trainings conducted on weekends).
- Facilitated training for teachers in their regions during summer, 2013.
- Provided ongoing support in their schools and as peer leaders.

2). TDOE piloted implementation of CCSS for English/Language Arts (grades 3-12) in selected districts and Math “focus” standards (grades 3-8) for all districts, in preparation for full implementation in 2013-2014.

3) TDOE provided ongoing online courses, model units, and lesson plan sharing. (see <http://tncore.org/> for more information on the above activities)

4) The Department collects data on the performance of SWD on State assessments. Collection occurs annually and is submitted to the federal office (OSEP) through the Annual Performance Report (APR) – Indicator# 3 (in the format below).

TN Statewide Assessment 2012-2013		Performance Reading		Total	
		Grade 3-8	English II	#	%
a	Children with IEPs	58951	6977	65631	
b	IEPs in regular assessment without accommodations	3372	531	3903	5.9%
	(%)	5.7%	7.6%		
c	IEPs in regular assessment with accommodations	3637	453	4090	6.2%
	(%)	6.2%	6.5%		
d	IEPs in alternate assessment against modified standards	7149	0	7149	10.9%
	(%)	12.2%	0		
e	IEPs in alternate assessment against alternate standards	4950	778	5728	8.7%
	(%)	8.4%	11.2%		
Overall Total (b+c+d+e)		19108	1762	20870	31.8%
Performance (%)		32.8%	25.3%		
Data below are included in a but not included in b, c, d, or e					
f	Basic	22545	2731	16193	26.1%
f	Below Basic	16878	2345	19623	31.6%
g	Basic + Below Basic Total	39423	5076	35816	57.7%
h	Invalid	28	3	31	0.05%
i	Medically Exempt	45	8	53	0.08%
j	ELL/R	69	12	81	0.1%
k	Absent	278	116	394	0.6%
Overall (b+c+d+e+f+g+h+i)		58951	6977		
Total Sum = 100%		100%	100%		

TN Statewide Assessment 2012-2013		Performance Math		Total	
		Grade 3-8	Algebra I	#	%
A	Children with IEPs	58829	7370	65908	
B	IEPs in regular assessment without accommodations	3658	693	4351	6.6%
	(%)	6.2%	9.4%		
C	IEPs in regular assessment with accommodations	3868	762	4630	7.0%
	(%)	6.6%	10.3%		
D	IEPs in alternate assessment against modified standards	5802	0	5802	8.8%
	(%)	9.9%	0.0%		
E	IEPs in alternate assessment against alternate standards	4979	897	5876	8.9%
	(%)	8.5%	12.2%		
Overall Total (b+c+d+e) Performance(%)		18307	2352	20659	31.3%
		31.3%	31.9*		
Data below are included in a but not included in b, c, d, or e					
F	Basic	20277	2103	19432	33.0%
G	Below Basic	19866	2800	17676	30.0%
H	Invalid	29	1	30	0.05%
I	Medically Exempt	46	8	54	0.08%
J	Absent	304	106	410	0.6%
Overall (b+c+d+e+f+g+h+i) Total Sum = 100%		58829	7370		
		100%	100%		

Public Reporting Information: Tennessee Department of Education (TDOE) Report Card
<http://edu.reportcard.state.tn.us/pls/apex/f?p=200:1:1915830610268196>

Council Goal 4: Promote increased quality and quantity of personnel serving eligible children and youth with disabilities.

COUNCIL ACTIVITIES

1) July 16, 2012 – The Council worked collaboratively with TDOE to ensure TEAM Teacher Evaluation rubric and the Alternative Model rubric for teachers of students with disabilities adequately reflect teacher knowledge in subject areas and responsibilities specific to teachers of special education.

November 12, 2013 –A Council member updated members on collaboration between the Council and the TDOE regarding the TEAM Teacher Evaluation rubric and the Alternative Model rubric for teachers of students with disabilities.

Jan. 14, 2013 - Council members were provided with information regarding the proactive level of training that will be provided to administrators and teachers across the state to ensure successful transition to the Common Core State Standards. Training for using the RTI method will be integrated into these sessions to enable teachers to become more proficient with using data to make instructional decisions for individual students.

April 8, 2013 – The Council requested update from Assistant Commissioner Hassell regarding BASE-TN. TDOE is in process of reviewing this program and is looking at funding, and considering a shift to RTI2 and gap closure emphasis, with financial support being provided to school districts.

April 8, 2013 – The RTI2 report included information regarding intensive training being provided by TDOE using Core Coaches for summer 2013.

April 8, 2013 –Division staff provided a report to Council members regarding the Teacher Evaluation policy and procedures, noting that legislation passed both houses unanimously and will go into effect this school year. A noted change is that special education students will be included in growth scores for teacher effectiveness.

DIVISION ACTIVITIES

1) The Division maintains 15 teacher licensure grants which provide funding for University coursework and licensure of new SPED teachers. 1 additional grant provides funding for earning endorsement as a teacher of the visually impaired and 2 additional grants provide funding for earning a Master's degree in Speech Language Pathology. Those completing these programs agree to teach for definite periods of time in TN public school's as payback for funds they were awarded to complete their programs.

Council Goal 5: Promote adequate special education funding and improving procedures for allocation of funds.

COUNCIL ACTIVITIES

- Reviewed reports from the Division regarding distribution / use of federal and state funds including federal guidelines for the distribution of flow-thru money to LEAs.
- Encouraged use of available grants for special areas of need: Division staff reported to the Council that they provide a portion of their discretionary set-aside

funds for grants to local education agencies for program improvement in order to close the achievement gap for students with disabilities.

DEPARTMENT ACTIVITIES

- The Division of Special Populations follows federal guidelines in the distribution of flow-thru money to LEAs. For the 2012-13 school year, the total flow-thru to LEAs was \$207,323,428. All flow-through funds were utilized to provide special education and related services at the local level.

4 year Longitudinal funding for the Education of Students with Disabilities

Program Source of Funds: Federal	2009-10 ARRA	2010-11	2011-12	2012-13
IDEA, Part B Grant Funds	NA	\$235,216,929.00	\$234,411,003.00	\$236,516,628
Flow through to LEAs	\$229,613,418.00	\$207,324,222.00	\$206,191,415.00	\$207,323,428
Discretionary Set-aside funds	NA	\$ 23,373,184.00	\$ 23,647,088.00	\$22,011,433

IDEA, Preschool Grant Funds	\$ 6,775,229.00	NA	\$ 6,775,229.00	\$6,750,220
Flow through to LEAs	\$ 5,001,619.00	\$ 7,345,943.00	\$ 5,001,619.00	\$4,989,553.00
Discretionary Set-aside funds	\$ 1,418,888.00	NA	\$ 1,418,888.00	\$1,405,946.00

In addition, the Division provides a portion of their discretionary set-aside funds for grants to LEAs for program improvement in the areas of: inclusion, assistive technology, transition, behavior, and autism. Special consideration is given to those whose proposals support closing the achievement gap.

Council Goal 6: Promote improved state and local information management related to special education.

COUNCIL ACTIVITIES (check the council member input provided recently)

- 1) The Council recognizes the importance of ongoing communication and commends the TDOE for its informative website which benefits educators, stakeholders and the community. The site is rich with pertinent information pertaining to student achievement, learning standards, course descriptions, State sponsored trainings, parent involvement, TDOE staff contact information and much more. To view go to: <http://www.tn.gov/education/> .

2) The Council continues to encourage participation of its members in the annual special education conference sponsored by the Division. Numerous Council members attended the conference in March, 2013, which was entitled : *SPED Conference and RTI Joint Summit/Collaborating to Close the Gap.*

3) The Council continues to solicit public comment regarding issues pertaining to the education of SWD both in person at all meetings as well as via its website.

DEPARTMENT ACTIVITIES

The Department website includes information on the Common Core State Standards at <http://www.tncore.org/>, and more information on LEA demographics and detailed student state assessment data through the State Report card at <http://state.tn.us/education/reportcard/>

Council Goal 7: Promote enhanced communication among community, educators and stakeholders on special education services and policies.

COUNCIL ACTIVITIES

????????????????

DIVISION ACTIVITIES

1) The Division provides opportunity for participation of all Council members in meetings both in person as well as via video recordings. Recordings of all meetings are maintained on a State website designed solely for the Council and its activities at: <http://www.state.tn.us/education/speced/advisory.shtml>

2) In order to assist Special Education Supervisors from across the State in staying informed of Division and Department happenings, the Division began distributing bi-weekly information to SPED Supervisors during the second semester of the 2012-13 school year. Council members are included in these distributions. One of these newsletters may be seen below.



TENNESSEE DEPARTMENT OF
EDUCATION
FIRST TO THE TOP

Special Education Director Update

Additional Info

Save the Date

- April 14: Advisory Council
- April 15: EasyIEP Quarterly Call

Advisory Council for Children with Disabilities

The next Advisory Council meeting is Monday, April 14 at 10 a.m. CST. This meeting will be held at Scarritt Bennett Center, (Bennett Building, Raintree room) located at 1008 19th Avenue South, Nashville, TN 37212.

Please contact Tabatha.Siddiqi@tn.gov for additional information.

Message From Assistant Commissioner Hassell

Note on Completing the RTI² Phase-In Application

Many districts are reporting difficulty entering information in the text fields within this PDF file. You may download the most current version of adobe (free) or access this document in Word format [here](#).

If you have additional questions, please contact Theresa.Nicholls@tn.gov.

Instructionally Appropriate IEPs (IAIEP)

With regard to Instructionally Appropriate IEPs (IAIEP), the removal of curriculum standards in EasyIEP, and the short-term objective rule change, here is a review of what has been communicated or will be communicated to districts via multiple modalities:

- The functionality/format of the system will not immediately change. Teachers will enter custom IEP goals rather than using drop down menus within EasyIEP. The ability to add custom goals has always been in the system.
- As of March 31, 2014, teachers will be required to enter measurable annual IEP goals only, except for students who fall within the 1 percent population. This rule change applies to IEPs written from this day forward.
- Our instructional programming team has recorded a webinar, which has been posted along with corresponding activities to the Main Menu page of EasyIEP.
- Our instructional programming team has also created sample, measureable IEP goals and present levels of performance per area of disability, which have also been uploaded to EasyIEP.
- The data services team in collaboration with PCG has scheduled two conference calls to discuss changes to EasyIEP relative to annual goals and progress reporting. These conference calls are as follows:
 - Monday, March 31 at 1 p.m. CST
 - Tuesday, April 1 at 1 p.m. CST
- A draft of the Instructionally Appropriate IEP Manual was presented to a vetting committee on Feb. 28. Revisions from the committee were submitted March 10, and the manual should be published in final form by the end of April.
- Our instructional programming team began working on the implementation Guide on March 1.
- Our team is currently recruiting 8 IEP Design Coaches (see more detailed

information below) via the state personnel development grant who will be trained in May and deployed in June to instruct teachers to use both the IAIEP Manual and Implementation Guide.

As a reminder, there is information relative to Instructionally Appropriate IEPs available on the SPDG site: www.tnspdgd.com. As always, please feel free to reach out to members of our team if we can be of assistance. Thanks for ALL you do!

IEP Design Coach Recruitment

The Tennessee Department of Education, Division of Special Populations in collaboration with the State Personnel Development Grant (SPDG) will be recruiting up to ten IEP Design Coaches to provide trainings relative to Instructionally Appropriate Individualized Education Plans (IEPs). One coach will be selected per region, and each coach will be asked to provide trainings for districts within their region and/or grand division. This assignment will be a supplement to an applicant's full time employment in his or her local education agency (LEA).

Individuals selected for these positions will receive a stipend and will be reimbursed for travel. The position may require as many as five release days throughout the 2014-15 school year. Persons selected for these positions will be required to attend a two-day, train-the-trainer orientation in May and will begin offering professional development within each grand division in June.

Interested candidates should complete the attached questionnaire, submit a resume or curriculum vitae, and send a list of at least three references to TNSPDG@utk.edu. All three items should be attached to an email using "IEP Design Coach Application" as the subject line and are due by **March 30**.

Please contact Nathan.Travis@tn.gov for additional information.

IDEA Part B Application for Federal Funds: Notice of Public Comment

The Tennessee IDEA Part B Application for Federal Funds (Fiscal Year July 1, 2014-June 30, 2015) will be posted for 60 days, March 4 through May 4, 2014. This application will be accepting public comments for a period of 30 days, March 12 through April 12, 2014. You may find the application [here](#).

Comments may be submitted to Allison Davey via email, fax or posted mail at:

Tennessee Department of Education
Division of Special Populations
Attn: Allison Davey
Andrew Johnson Tower, 11th Floor
710 James Robertson Parkway
Nashville, TN 37243
Allison.Davey@tn.gov
(615) 532-9412

3) The Department provides information and communication to educators on educational policies, services, and professional development opportunities through a weekly electronic update entitled the “**Director’s Update**”. Information provided is directed to all LEA staff and includes specific trainings/ conferences/policies and include but are not limited to: State Assessment, TEAM Evaluation, and Common Core State Standards. A portion of one edition of the *Update* is below.

A portion of Director’s Update (sample from winter, 2013)

Seeking Hosts for 1,000 Classroom Visits

As we prepare for full implementation of Common Core State Standards, the Curriculum and Instruction Division is eager to spend time in classrooms across Tennessee. We have launched the goal of making 1,000 classroom visits this school year.

The purpose of these visits is to be sure we have a deep and real-time sense of teaching and learning and can build on our strengths as we prepare for summer training and identify helpful resources for teachers. There is nothing evaluative intended-- this is purely a learning tour. We are hoping to visit classrooms across subjects and grade levels and hope to kick off the tour with 50 classroom visits across the state on Dec. 3.

If you know of teachers or schools that would be open to inviting us for short, 10 to 20 minute-long classroom visits, please email tncore.questions@tn.gov with the name of the school and email information for a contact person. We will always get clearance from directors of schools and principals before accepting an invitation and look forward to learning together from these visits.

If you have questions, please contact Emily Barton, assistant commissioner of Curriculum and Instruction, at Emily.Barton@tn.gov.

2012 LEA Compliance Report

Attached is the 2012 LEA Compliance Report. This report requires local board action and must be filed to the department annually by the director of schools to show the local education agency's compliance with all school laws and State Board of Education rules.

Please note that there are changes to this year's report. In the past this document was filed with the Office of School Approval. Effective this year it must be filed electronically to the Office of General Counsel.

The form is due by email to General Counsel Christy Ballard by Dec. 15. You may also contact her with questions at Christy.Ballard@tn.gov or (615)-741-2921.

Scope of Work Amendment Webinar

Due to an unexpected fire drill on Friday, Nov. 9, First to the Top staff were not able to hold the Scope of Work Amendment webinar. We apologize for any inconvenience.

A walkthrough of the webinar has been recorded and can be found [on the FTIT website](#).

Please contact Laura.Encalade@tn.gov with any questions regarding scopes of work.

Additional NAEP Sample Questions

As indicated in a previous Director Update, the department is sharing NAEP sample math items on a weekly basis to aid math teachers and students during the transition to the Common Core Standards.

Here are this week's NAEP sample items for [Grade 4](#) and [Grade 8](#). These questions were selected based on their alignment with Common Core and TNCore Mathematics Focus Standards. Please feel free to share them with others in your district. They can be incorporated into instruction in order to facilitate student readiness for upcoming assessments.

Council Goal 8: Encourage implementation of school-wide positive behavior supports (SWPBS) and training for best-practice methods to ensure safety of students and faculty.

COUNCIL ACTIVITIES

1) Council members who attended the *2013 Annual Special Education Conference and RTI Joint Summit*, had the opportunity to attend sessions on or related to SWPBS including: *a) identifying and dealing with the often hidden disability of student mental illness b) restraint and isolation parameters for SWD, c) classroom management techniques that allow for more instructional time, d) collaborations/tips/strategies for dealing with students with challenging behaviors, e) research related video modeling instruction, f) token economies and other proactive interventions, g) top challenges in dealing with children who have trouble paying attention in class, h) three-tiered models of prevention, and i) basic tools for addressing emotional needs of students during the school day.*

DIVISION ACTIVITIES

1) One means by which the Division addresses student behavior/suspensions activity is through Indicators 4A and 4B of the *Annual Performance Report (APR)*. In order to meet APR requirements, Division staff developed an *LEA Self-Assessment* to obtain specific information on the appropriateness of LEA disciplinary policies, procedures, and practices. LEAs required to complete the self-assessment are those whose student suspension rates are above a significantly discrepant range defined by the Division.

The self-assessment includes review of individual behavior plans, discipline data entry, discipline data trends, and protection of rights of SWD when subject to disciplinary actions. The new self-assessment is to be administered for the first time during the 2013-14 school year.

2) The Division awards SWPBS grants to six (6) Universities across the State. The purpose being to enable University staff to provide SWPBS related technical assistance and training to LEAs. These services enable LEAs to build capacity in addressing the behavioral needs and deficits of their students.

Universities awarded SWPBS grants included: Vanderbilt University(VU), East TN State University(ETSU), Middle TN State University(MTSU), TN Technological University(TTU), the University of Memphis(UM), University of Memphis – Lambuth Campus(UMLC), and the University of TN-Knoxville(UTK). Below is a sampling of trainings provided by several of the grantees

UTK

The following school and district teams received *training in PBIS using a systems-level perspective*:

School	School System	Date	Number of Attendees	Contact Person
Somerville Elementary	Fayette	11/12/12	3	
Northwest Elementary	Fayette	11/6/12	12	
Sherwood Elementary	MCS	11/29/12	6	
Winchester Elementary	MCS	11/12/12	3	
Bartlett Elementary	Shelby Co.	Multiple dates	6	
East Jr. High School	Fayette	11/15/12	22	
Central Elementary	Fayette	6/20/13	4	
Lucy Elementary	Shelby Co.	5/24/13	2	

TN Tech

a) *SWPBS trainings* at the elementary level have included changes to the office discipline referral form; determination of new SWIS systems data entry persons; SWIS training for two staff members, and refresher training for Vice Principals; assistance with fundraisers to purchase materials for student incentives; assistance with redemption days; weekly Skillstreaming lessons for Tier 2 students; and ordering of visuals to be posted in locations across schools.

Primary Support:

b) At _____ Elementary school SWPBS was initiated for the first time at the beginning of the school year. Level of support included assistance with presenting SWPBS plan to faculty, SWPBS team after school meetings, SWPBS specific committee meetings, meetings/consultation with administrators, assistance with a school-wide reward days, SW lessons to specific classrooms, SET data collection (6 weeks), training of support staff, technical assistance with student reward surveys and staff perception surveys.

VU

Conducted a six-part series held on November 7, 2012; December 6, 2012; January 15, 2013; February 8, 2013; April 11, 2013; and May 8, 2013. School teams participating

included at least five school-based members and a school-site administrator. Some schools also included district representatives (RTI specialists and school psychologists). TASL and BCBA credit were offered. School faculty and staff were surveyed to assess the behavioral expectations of all adult school members, prior to training. These data were analyzed and used by the school teams at training *to establish behavioral expectations for students*. School teams were supported in the design and preparation of a presentation of their draft primary plan to share with faculty. After the school teams presented the draft plans, surveys were given to all in attendance to provide feedback and suggestions. These were analyzed by PSI staff and used at the next training to revise the plans.

**PART TWO
STATISTICAL INFORMATION**

NUMBER OF STUDENTS WITH A DISABILITY

This provides a "snapshot" count of students with disabilities (ages 3-21+) receiving services as of December 1st of each school year. This data does not contain duplications and since it is used in a federal report, it does not include the state-defined exceptionality categories of Intellectually Gifted or Functionally Delayed.

	School Year 2008-2009	School Year 2009-2010	School Year 2010-2011	School Year 2011-2012	School Year 2012-2013
Specific Learning Disability	43,583	43,184	43,429	44,700	47,040
Speech or Language Impairment	33,584	33,802	33,475	33,693	33,314
Other Health Impairment	11,947	12,327	12,886	13,641	14,360
Intellectual Disability (formerly "Mental Retardation")	8,373	7,927	7,600	7,453	7,519
Developmental Delay	7,139	7,391	7,957	8,387	8,814
Emotional Disturbance	3,609	3,446	3,382	3,095	3,299
Autism	4,595	5,419	5,990	6,632	7,317
Multiple Disabilities	2,167	2,197	2,179	2,233	2,214
Hearing Impairment	1,537	1,533	1,513	1,515	1,496
Orthopedic/Physical Impairment	864	818	815	780	737
Visual Impairment	746	744	731	705	688
Traumatic Brain Injury	277	305	296	303	328
Deaf-Blindness	4	9	10	10	11
TOTAL	118,425	119,102	120,263	123,147	127,407



**ADVISORY
COUNCIL** for the
EDUCATION of
STUDENTS with
DISABILITIES

Minutes

January 13, 2014

10:00 a.m.

Scarritt Bennett Conference Center
1008 19th Avenue South
Nashville, TN 37212-2166

Members of Council in Attendance

Cynthia Cheshier, Chair
Chip Fair, Vice-Chair
Alfred M. Hacker
Anne Robertson
Brian Brown
Chantal Hess-Taylor
Dana Danner
Darlene Walden
David Craig
Dawn Bradley
Hillary Sims
James Topp
Jason Vance
Jeff Ker
Katie Culberson
Kyle Hauth
Mary Johnson
Mary Meador
Sebrena St. John
Shannon Taylor

Members Not in Attendance

Catherine Knowles
Debra Lane
Paula Brownyard
Rhonda Whitt

TDOE Employees in Attendance

Joey Hassell, Assistant Commissioner
Steve Sparks, TDOE – AC Contact
Tabatha Siddiqi, TDOE – AC Contact
Alison Gauld, TDOE
Allison Davey, TDOE
Bill Wilson, Office of General Council
Courtney Seiler, TDOE
Debbie Owens, TDOE
Joann Lucero, TDOE
Lori Nixon, TDOE
Luke Kohlmoos
Nathan Travis, TDOE
Rachel Wilkinson, TDOE
Ryan Mathis, TDOE
Theresa Nicholls, TDOE
Tie Hodack, TDOE

Visitors in Attendance

Loria Richardson
Ned Andrew Solomon
Sherry Wilds
Susan Dalton

Welcome/Introductions

Cynthia Cheshier
Chairperson

Announcements / Logistics

- Recognized new member – Hillary Sims. Replacing Janelle Glover for Charter Schools.
- Per the October 21, 2013 meeting, new council goals were voted in for two years. Starting today, everything we work on is for 2013-2014 and 2014-2015.
- Each Agenda item is now linked with a goal area.
- Recommendation #1 – Make a copy of your goals and keep with your notes so you can relate presentations to your goal.
- Recommendation #2 – Within a month after every AC meeting, email everyone on your goal committee so you're compiling information for the Annual Report. This will help support the department time frames.
- Transition Summit is on February 10, 2014.
- Conference is on February 11 through 13, 2014.
- Future council meeting dates: April 14th, July 14th and October 13th.
- Amy Murphy, an AC member, has taken a position out of the country.
- Recommend #3 – Attend the SPED Conference.

Meeting Focus/Purpose

Approval of Agenda – Handout #1

- Voted on and accepted

Approval of Minutes - Handout #2

- Voted on and accepted with no changes

Report from the Chairperson

- Covered in Announcements / Logistics

Public Comments

- None

TDOE Current Issues/Initiatives

Assistant Commissioner
Joey Hassell

RTI² Update (AC Goal 8)

- Handout #3 - a list of RTI² trainings which have occurred since June 27, 2013.
- Handout #4 – a list of district visits which have occurred since May 29, 2014

RTI² State Board of Education Recommendation (AC Goal 8)

- Looking at a phase in of 9-12.

- Submitting to the State Board of Education, on January 31, 2014, a recommendation which will allow districts to phase-in RTI² implementation in grades 6-8 for the 2015-2016 year and phase-in high school in the 2016-2017 year.
- If approved by the State board, it will require districts to notify us when they are ready to move forward with that plan.
- In January of 2014, we will give options to districts to provide information in regard to implementation in 2015-2016.
- Handout #5 – This is a proposal that will mandate K-5 implementation, Math and Reading RTI on July 1, 2014, which is the current rule. Then we will allow a phase-in for grades 6-8 and 9-12.
- There is one noted change in regard to the Specific Learning Disability guideline. The statement “The rate of progress is greater than his/her same age peers but the intensity of resources needed to obtain the rate of progress cannot be maintained in general education.” is being removed from the State Board language.

Bullying and Harassment Report (AC Goal 1)

- Handout #6 – Bullying and Harassment Compliance Report. This is the overall state review.
- The 288 page link to the Bullying and Harassment Appendix, broken down by district:
<http://tn.gov/education/legal/doc/Bullying%20Compliance%20Report%20-%20Appendix.pdf>

Discretionary Grant Update (AC Goal 5)

- The deadline for school districts to apply for discretionary grants is January 24, 2014.
- There are two discretionary grant opportunities for districts: Age 3-5, run by Gary Smith (Gary.X.Smith@tn.gov); and the 6-21, run by Allison Davey (Allison.Davey@tn.gov).
- We plan to notify districts of their receipt of these grants by the end of April or the first of May.
- An update on this process will be provided at the April AC Meeting.

Guidance on Student Linkages for SPED Teachers (AC Goals 3 & 6)

Luke Kohlmoos

- Update on linkages between SPED students and TVAAS calculations.
- Last year, legislation was passed to include special education students in the growth scores for individual teachers.
- When this legislation passed, we sent out guidance to teachers on how to “Claim” these SPED students.
- “Claiming” is a logistical part of growth score calculations.
- SPED teachers received a growth score for the first time.
- Many K-2 teachers also received growth scores for the first time.

- An estimated 3000 more teachers received growth scores last year because of credited SPED teachers.
- Majority of the feedback, from SPED teachers, was positive.
- Handout #7 – DRAFT – Claiming Special Populations – Frequently Asked Questions. Review.
- Visit to Sequatchie showed they are doing an exemplary job of inclusion and claiming.
- A concern may be inclusion teachers' attention may be taken away from SPED students in favor of regular education students.
- Tier I and II are not missing out on Science and Social Studies and Tier III is minimal.
- Why are Science and Social Studies isolated? Because these subjects are just as important as Language and Math.

**Consolidated Planning and Monitoring Update
(AC Goals 1, 4, 5 & 6)**

**Debbie Owens
New Director of Monitoring**

- Handout #8 - ePlan, an electronic online system which districts use to enter their plans and applications. It started in spring 2013.
- Used for the main IDEA application, Part B and Preschool applications and all of the ESEA formula titles. In 2014, we're expanding it and adding programs.
- School Plan Pilot will be available in spring 2014.
- There will be regional work sessions. Day one we will focus on questions regarding ESEA and day two will focus on IDEA questions.
- The focus is on outcomes.
- We are asking for volunteers, within the school districts, to pilot this consolidated monitoring tool.
- We will be going to a few districts this spring, look at the process, have time to revise it this summer, and roll it out in the next school year.

**Annual Conference Update
(AC Goals 1, 2, 3, 4, 6, 7 & 8)**

Steve Sparks

- Handout #9 – Conference Flyer. Conference dates: February 11 – 13, 2014.
- High School transition training on February 10th.
- Everyone must register.
- No reception. Lunch is on your own.
- \$10.00 parking discount.
- Conference ends at 3:00 p.m. on February 13th.
- Register soon.
- Three Keynote Speakers: Mark Shin (National expert in regard to middle and high school RTI); Cicely Woodard (Metro teacher who spoke at the Governor's announcement of our NAEP results); and Sandra Alberti (Common Core Specialist).
- Commissioner Huffman will be joining us.

- An app will be distributed for instructions on sessions.
- The conference touches on almost all of the AC goals.

Instructionally Appropriate IEPs (AC Goals 1 & 2)

Tie Hodack

- Handout #10 – IEP Task Force Group Members
- Last meeting will be February 3, 2014.
- First task will be the manual or the “What!”
- Next will be the implementation guide will be all the tools, used by professionals in the state, used for progress monitoring in each area of deficit.
- Our expectation, by the end of February, it will be sent to our Vetter’s.
- Start training at schools in March.
- Handout #11 – Increasing Access for Students with Disabilities during General Education Core Instruction and Providing Students with Intensive Intervention in their specific area(s) of need.
- Handout #12 – Tier II, Tier III or SPED Intervention: Core Instruction Plus a skill specific intervention.
- The manual and implementation guide will be brought to the April AC meeting for vetting.
- Webinar links will be included with the next SPED update.
- Introduction to Alison Gauld, our new Behavior and Low Incidence Coordinator.

Lunch (provided)

EasyIEP Update (AC Goal 6)

Nathan Travis

- The IEP data management contract, held currently by PCG, ends on June 30, 2015. Need to start the competitive bidding process to name the next vendor for the following contract.
- The RFP for the next data management contract will be out in the next few months.
- Will need to name a vendor, for the next contract, by July 1, 2014.
- There should be no concern about the possibility of a new vendor because the process is in place.
- The initial evaluation timeline rule change will take effect January 29, 2014. We’re moving from 40 school days to 60 calendar days.

Isolation/Restraint Data Update/Review (AC Goal 1)

Rachel Wilkinson

- Handout #13 - House Bill No. 1336 – Incidents of Isolation/Restraint. Review.
- Background about the Bill – amended the language in one of the codes to rethink all records of isolation and restraint, count the number of incidents, the number of school personnel involved who were trained or not trained,

number of injuries, deaths or damage which may have occurred, the timeliness of parent notification, the demographic information about the students in isolation or restraint incidents to determine if perhaps there was just a portion of representation in that area.

- District reporting will be semi-annually. (December and June)
- May be releasing this data by LEA and then by school within the LEA.
- There will be an AC update by the July meeting.

Annual Performance Report (APR) Review and Input (AC Goals 1 & 2)

**Steve Sparks
& Gayle Feltner**

- Handout #14 - SWD Advisory Council: Stakeholder Input for the FFY12 Annual Performance Report – Indicators 13 and 14.
- Indicator 13 – Compliance Indicator because it's 100%.
- Indicator 14 – Performance Indicator because it's exit data.
- 18% of student reporters are in high education. (four year school)
- 34% of student reporters are in competitive employment.
- 66% of student reporters are employed or in a school setting.
- 34% of student reporters are not engaged in anything.
- 52% of students responded to the survey.
- If an IEP is missing one of the Plan Components, the IEP is not compliant.
- The IEP will drive the student's course of study through high school.

New Business/Additional Items

Cynthia Cheshier

- Many of the AC member terms are ending in the next few months. You will be receiving an email from Steve Sparks asking if you are interested in being re-appointed.

Future Meeting Suggestions

Cynthia Cheshier

- None

(Agenda items, meeting invitations, solicitation of input)

Next Meeting Date: April 14, 2014

Location: Scarritt Bennett Center

Adjourn

Statewide SWD Population Data (as of 12/1/13)

Ages 3-5



Total by Grade

Grade	Student Count
1	3
2	1
K	4884
P3	2796
P4	4899
Grand Total	12583

Total by Environment

Environment	Student Count
Attend Regular Early Childhood Program at Least 10 Hrs/Week - Receiving Services in EC Loc.	1057
Attend Regular Early Childhood Program at Least 10 Hrs/Week - Receiving Services in Other Loc.	9300
Attend Regular Early Childhood Program Less than 10 Hrs/Week - Receiving Services in EC Loc.	2
Attend Regular Early Childhood Program Less than 10 Hrs/Week - Receiving Services in Other Loc.	11
Home	48
Separate Class	1730
Separate School	143
Residential Facility	2
Service Provider Location	290
Grand Total	12583

Total by Disability

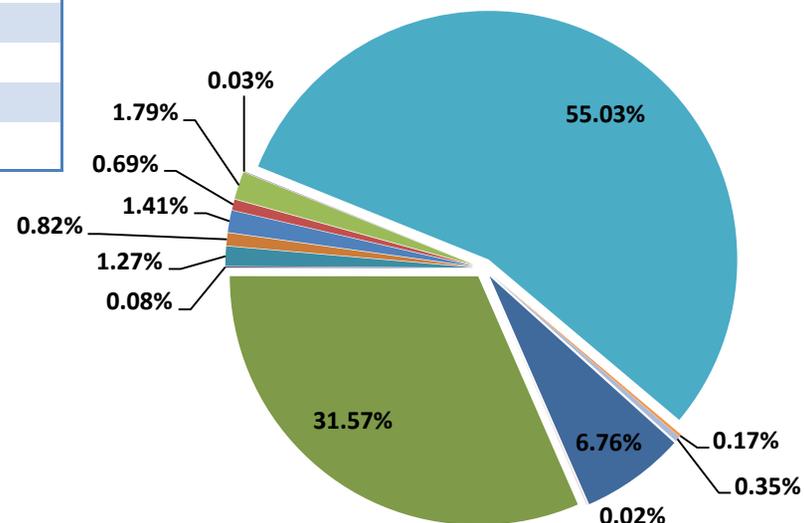
Disability Category	Student Count
Autism	851
Deaf-Blindness	2
Developmental Delay	3973
Emotional Disturbance	10
Hearing Impairments	160
Intellectual Disability	103
Multiple Disabilities	177
Orthopedic Impairments	87
Other Health Impairments	225
Specific Learning Disabilities	4
Speech/Language Impairments	6925
Traumatic Brain Injury	22
Visual Impairments	44
Grand Total	12583

Total by Gender

Gender	Student Count
F	3864
M	8719
Grand Total	12583

Disability %

- AUTISM
- DEVELOPMENTAL DELAY
- HEARING IMPAIRMENTS
- MULTIPLE DISABILITIES
- OTHER HEALTH IMPAIRMENTS
- SPEECH OR LANGUAGE IMPAIRMENTS
- VISUAL IMPAIRMENTS
- DEAF-BLINDNESS
- EMOTIONAL DISTURBANCE
- INTELLECTUAL DISABILITY
- ORTHOPEDIC IMPAIRMENTS
- SPECIFIC LEARNING DISABILITIES
- TRAUMATIC BRAIN INJURY



Statewide SWD Population Data (as of 12/1/13)

Ages 6-21



Total by Grade

Grade	Student Count
1	9269
2	9871
3	10448
4	10712
5	11010
6	10529
7	10162
8	9396
9	9605
10	8428
11	7287
12	7487
K	3038
1 – Trans.	12
P3	21
P4	44
Grand Total	117319

Total by Environment

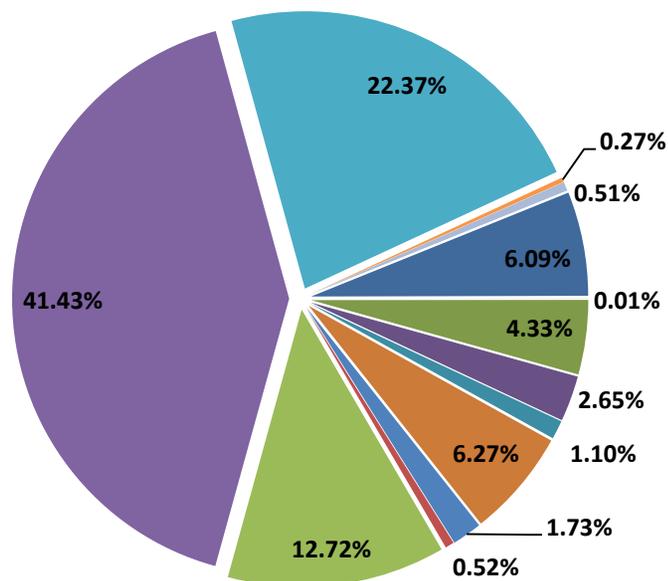
Environment	Student Count
Correctional Facilities	72
Homebound/Hospital	800
Inside reg. class 40%-79% of day	23528
Inside reg. class 80% or more of day	77630
Inside reg. class less than 40% of day	13214
Parentally Placed in Private School	952
Residential Facility	188
Separate School	935
Grand Total	117319

Total by Disability

Disability Category	Student Count
Autism	7139
Deaf-Blindness	7
Developmental Delay	5078
Emotional Disturbance	3112
Hearing Impairments	1295
Intellectual Disability	7354
Multiple Disabilities	2030
Orthopedic Impairments	608
Other Health Impairments	14928
Specific Learning Disabilities	48607
Speech/Language Impairments	26244
Traumatic Brain Injury	313
Visual Impairments	604
Grand Total	117319

Total by Gender

Gender	Student Count
F	39555
M	77764
Grand Total	117319



Disability %

- AUTISM
- DEAF-BLINDNESS
- DEVELOPMENTAL DELAY
- EMOTIONAL DISTURBANCE
- HEARING IMPAIRMENTS
- INTELLECTUAL DISABILITY
- MULTIPLE DISABILITIES
- ORTHOPEDIC IMPAIRMENTS
- OTHER HEALTH IMPAIRMENTS
- SPECIFIC LEARNING DISABILITIES
- SPEECH OR LANGUAGE IMPAIRMENTS
- TRAUMATIC BRAIN INJURY
- VISUAL IMPAIRMENTS

2014 Annual SPED Conference Overall Evaluation

1 = Poor 2 = Fair 3 = Average 4 = Good 5 = Excellent	Overall Average Score: 3.95
1. Which days of the conference did you attend? Conference Attendance: 1779 (out of 1928 registered) Total Number of Respondents: 1,132 (out of 1779)	
2. Overall, how would you rate this conference?	3.80
3. How would you rate the registration/check in process?	4.57
4. How would you rate the relevance of Exhibitors?	3.86
5. How would you rate the conference facilities?	4.15
6. How would you rate the keynote speakers?	3.99
7. How would you rate the breakout speakers/presenters?	4.00
8. How would you rate the relevance of the breakout sessions?	3.87
9. How would you rate the materials on the web and mobile application?	4.46
10. How would you rate the usefulness of the mobile application?	4.39
11. What are the chances that you will attend next year?	4.00/ 89%

**Tennessee School for the Blind
2013-14**

Background

The Tennessee School for the Blind was established in 1844 in Nashville, Tennessee. The school currently serves 150 students identified as legally blind (20/200, best corrected, field restriction, or degenerative eye disease) in grades preK-12. 53 percent of students are residential and 47 percent are day students.

Demographics of the population served:

- 90% of students receive group or individual counseling
- 40% are from single parent homes
- 38% are intellectually disabled
- 33 % are visually impaired only
- 24% have a specific learning disability
- 6% are on a behavior plan
- 6% require ancillary attendants
- 5% are developmentally delayed
- 1% of parents know braille

Education Services

This year TSB will graduate 13 students. Eleven students will receive a regular education diploma and two will receive special education diplomas.

TSB follows the same standards and assessment procedures as any public school. Students graduate with full credits. Transition plans are created when the student turns 14. During the senior year, each student meets a vocational rehabilitation counselor from their hometown. This agency helps with the transition to college or job placement.

TSB has a BEST (Beyond Expectations for Successful Transition) program for students with intellectual disabilities. This model has a business unit, housekeeping unit and horticulture unit. A work portfolio is created so the student can show a prospective employer their training and experiences.

58 percent of TSB graduates attend a two or four year university or college. Eight percent enter competitive of supported employment and 33 percent participate in the TSB postsecondary program.

Parent Services

Each year TSB hosts a family day cookout at registration. All staff are on hand to provide information about programing and residential life at TSB. Monthly newsletters are sent out. Teachers make monthly contacts for each student in their classes. School events are streamed over the internet to allow parents and other family members the opportunity to watch their children if they cannot make it to an event due to distance or travel

time. Recent examples of streamed school events include the holiday program, home wrestling meet, literacy conference sessions, talent Shows, senior recitals and the TSB Graduation Ceremony.

Statewide Outreach Services

The TSB Outreach Department serves 150–200 students in their neighborhood schools. TSB's Instructional Resource Center provides resources and materials for use with students with identified visual impairments to 90 LEAs statewide.

Extra-Curricular Activities

- Participate with other schools in Tennessee in wrestling, Forensics and Destination Imagination, and music competitions
- Participate with 12 other schools for the blind in track and field, goalball, swimming, forensics, wrestling, and cheerleading

Current Open Positions:

- Two teacher positions in Outreach
- Brailist position
- HS Math Teacher (A new hire will start in August)
- Assistive Technology Teacher
- Youth Service Worker (cottage)
- Cafeteria worker
- Additional expected openings by school year end: 1 counselor, 1 principal, 3 teacher positions, 2 youth service workers

**Tennessee School for the Deaf
2013-14**

Background

The Tennessee School for the Deaf was established in 1844 in Knoxville, Tennessee. It moved to its current site in South Knoxville in 1924.

The school currently serves 150 residential students and 50 "day" students grades Pre-school through high school. All residential students go home weekly.

The West Tennessee school for the Deaf was established in Jackson, TN in 1986. It became a satellite program for the Tennessee School for the Deaf in 2009 and currently serves 50 "day" students from pre-school through grade 5.

Demographics of the population served:

- 100% are language delayed
- 95% have hearing parents
- 90% of parents do not learn to sign
- 80% are late identified as deaf
- 80% receive individual and/or group counseling
- 75% are from a single parent family
- 75% have a severe to profound hearing loss
- 50% have an IQ below 90
- 25% are on a behavior plan
- 10% are intellectually disabled
- 10% are under psychiatric care
- 5% require a 1:1 aide

Education Services

This year TSD will graduate 17 students. Fourteen students will receive a regular education diploma and three will receive special education diplomas. Through our school to work transition program, 100% of our graduates will be placed in a four year college, 2 year college, technical school, competitive employment, supported employment, or the TSD Post-Secondary Transition Program.

Six students will matriculate from WTSD. Four will enter TSD.

Parent Services

Educated parents make educated decisions about their children's education. Parent support groups are established in Knoxville, Chattanooga, Nashville, Memphis, Jackson, Johnson City and meet monthly with TSD staff. In addition, WTSD has a parent organization to work with parents. Our staff makes home visits to 95 percent of our parents annually. Home visits by TSD staff to 95% of TSD families occur annually. In addition, TSD has a Guest Cottage for parents to visit TSD. Family Learning Vacations are held in June for families of deaf children. "SibShops" are held on a quarterly basis for non-disabled siblings.

Statewide Outreach Services

TSD and WTSD perform assessments and evaluations of deaf children statewide. Last year they provided 2500 audiological, psychological, and intellectual evaluations. A Statewide Workshop on Deafness for individuals serving deaf and hard of hearing children is held annually. TSD hosts a summer week-long educational workshop for LEA interpreters. Over 300 statewide consultations and evaluations services are performed for LEA's. Three summer camps are held for deaf and hard of hearing children annually.

Capital Projects

Three Capital Projects are in process at TSD.

Fire Code/ADA Project: (In process)

Ward Building

- New elevator**
- New windows**
- New doors for fire and intruder safety**
- New walls**
- New carpeting**

Football Field

- Rehabilitation of stands**
- New ADA restrooms**

Akin Gym

- Rehabilitation of restroom**
- Swimming pool deck replacement**
- Locker room ADA project**
- Elevator.**

Cottages 301, 302, 303

- New ADA decks**

Infrastructure Rehabilitation (Bids for this project will be opened April 9. This project is necessary prior to beginning construction of the New High School building.

New road on the west side of campus
New road on the south side of campus
New Parking at the Elementary school
New electrical infrastructure

New High School. (This project will build a new high school)

Program verification has been concluded with the project moving into schematic design phase under the guidance of Hansel Bauman, the nation's top deaf space expert. It has been exciting to work with the design team as they include students, staff, parents, alumni, and the Deaf community in these meetings.

It is projected that the design phase will conclude in 2015. It is anticipated that the project should be completed in 2017. This modern state-of-the- art school building will replace 5 buildings that currently handle all high school functions.



STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
NINTH FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0375

BILL HASLAM
GOVERNOR

KEVIN HUFFMAN
COMMISSIONER

TO: Directors

FROM: Joey Hassell, Assistant Commissioner of Special Populations

DATE: March 4, 2014

RE: Application for RTI² Phase-In

On Jan. 31, 2014, the State Board of Education approved the Tennessee Department of Education's phase-in proposal for the implementation of Response to Instruction and Intervention in grades 6-8 and 9-12. This proposal was based on feedback from LEA's regarding the challenges of RTI² implementation in the middle and high school grades. With this approval, districts may apply to postpone the implementation of RTI² and continue the use of the discrepancy model for the identification of Specific Learning Disabilities until July 1, 2015 for grades 6-8 and/or July 1, 2016 for grades 9-12. The department recognizes that some districts have different configurations for middle and high school and will therefore work with districts that have different grade spans. Consistent with the previous policy change, RTI² will still be the framework used to identify students with a Specific Learning Disability in grades K-5 after July 1, 2014.

The application for the RTI² implementation phase-in is attached. If your district would like to request a phase-in for middle and/or high school implementation, please complete with your district level RTI² team and submit to Tabatha.Siddiqi@tn.gov by March 31, 2014. Districts will be notified by April 15, 2014 regarding the status of their application. If approved, districts will be required to submit a plan for implementation to the department. A template to document progress towards implementation will be provided to districts that are granted a phase-in.

Application for RTI² Phase-In

District Name: Click here to enter text.

CORE Region: Choose item.

Application for (check all that apply):

Middle school (July 1, 2015)

High school (July 1, 2016)

Please indicate grade levels affected: Click here to enter text.

Please indicate grade levels affected: Click here to enter text.

District RTI² Team Members:

Name: Click here to enter text.	Position: Click here to enter text.
Name: Click here to enter text.	Position: Click here to enter text.
Name: Click here to enter text.	Position: Click here to enter text.
Name: Click here to enter text.	Position: Click here to enter text.
Name: Click here to enter text.	Position: Click here to enter text.
Name: Click here to enter text.	Position: Click here to enter text.
Name: Click here to enter text.	Position: Click here to enter text.
Name: Click here to enter text.	Position: Click here to enter text.

Please indicate the barriers your district currently faces as it relates to the successful implementation of RTI² at the middle and/or high school level. For each area selected, please include a brief description of the steps your district will take to address these barriers during the phase-in timeline:

Resources (i.e. universal screening, intervention materials): Click here to enter text.

Staff roles: Click here to enter text.

Scheduling: Click here to enter text.

Professional development: Click here to enter text.

Other (please specify): Click here to enter text.

Timeline for Implementation:

The TDOE will notify districts of the status of their application by 4/15/2014. For districts granted a phase-in, a plan for implementation will be required. An implementation tool to document progress will be forwarded to those districts granted a phase-in.

Director's Electronic Signature

For TDOE Use only

Date Received: _____	Date Reviewed: _____	Status _____
		Approved Not Approved

Implementation Timeline: Monthly Guidelines		
Date Completed	Month	Implementation Guidelines
	June	It is suggested that during the initial implementation that the Superintendent/Director of Schools or his/her designee presents RTI ² Framework to the Local School Board to inform them of the purpose. Ongoing implementation may include the Superintendent/ Director of Schools or his/her designee reporting the effectiveness of implementation to the Local School Board of instructional achievement gains with the RTI ² Framework.
	July	The District RTI ² Leadership Team meets to make assessment decisions and determine a professional learning plan for School Level RTI ² Support Teams. Universal screening assessments acquired. Universal screening benchmark assessment schedules are set for schools in the district. District forms are updated and distributed to schools.
	August	The District RTI ² Leadership Team supports implementation of universal screening benchmark assessments. School Level RTI ² Support Teams report initial benchmark findings to District RTI ² Chair/Facilitator. They determine areas of strength and concerns for School RTI ² Support Teams for the purpose of strengthening appropriate support of instruction and intervention services.
	September	Support service provided by appropriate District RTI ² Leadership Team members. For example, if a principal requires support, a District RTI ² Leadership Team representative administrator will provide appropriate services. An instructional coach will receive support from the District RTI ² Team representative instructional coach, etc. Support representatives may meet to report findings to District RTI ² Chair/Facilitator or communicate through email.
	September 15	Submit Progress to date
	October	The District RTI ² Leadership Team supports data-based decisions by School Level RTI ² Support Teams who meet a minimum of every 4.5-5 weeks. They monitor ongoing professional learning and coaching opportunities.
	November	The District RTI ² Leadership Team supports fidelity monitoring and assessment. School Level RTI ² Support Teams report fidelity checks to District RTI ² Chair/Facilitator.
	December	The District RTI ² Chair/Facilitator and Leadership Team support administration of mid-year universal screening assessments, collects universal screening assessment data and reports findings from mid-year assessments to District RTI ² Leadership Team and/or Superintendent/Director of Schools to compare growth, celebrate success, and support needs. The goal of the RTI ² framework is that a minimum of 80-85 percent of students will meet grade level achievement expectations and will not require additional interventions as indicated on the RTI ² model.
	January	Support service continues with mid-year implementation by appropriate District RTI ² Leadership Team members. For example, if a principal requires support, a District RTI ² Leadership Team representative administrator will provide appropriate services. An instructional coach will receive support from the District RTI ² Team representative instructional coach, etc. Support representatives may meet to report findings to District RTI ² Chair/Facilitator or communicate through email.
	January 15	Submit Progress to date
	February	The District RTI ² Leadership Team supports mid-year data-based instruction making decisions by School Level RTI ² Support Teams who meet a minimum of every 4.5-5 weeks. They monitor ongoing professional learning and coaching opportunities.

	March	The District RTI2 Leadership Team supports mid-year fidelity monitoring and assessment. School Level RTI2 Support Teams report fidelity checks to District RTI2 Chair/Facilitator.
	April	The District RTI2 Chair/Facilitator support administration of end-of-year universal screening assessments and collect universal screening assessment data.
	May	School Level RTI2 Support Teams report findings from mid-year assessments to District RTI2 Leadership Team and/or Superintendent /Director of Schools to compare growth, celebrate success, and support needs. The goal of the RTI2 framework is that a minimum of 80-85 percent of students will meet grade level achievement expectations and will not require additional interventions as indicated on the RTI2 model.
	June	The District RTI2 Chair/Facilitator and the District RTI2 Leadership Team evaluate year-long implementation to determine next steps for upcoming school-year.
	June 15	Submit Progress to date

Implementation Plan for RTI² Phase-In

District Name: Click here to enter text.

CORE Region: Choose item.

Implementation for (check all that apply):

Middle school (July 1, 2015)

High school (July 1, 2016)

Please indicate grade levels affected: Click here to enter text.

Please indicate grade levels affected: Click here to enter text.

Directions: Based on the barriers to middle and/or high school implementation that you indicated on your phase-in application, please complete the following chart documenting your progress towards overcoming those barriers.

Barrier (i.e. Resources, staff roles, scheduling, staff development, other)	Actions taken	Future Actions
1.		
2.		
3.		
4.		