

Hamblen County School District

TnREppp SA

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

District Self-Assessment Reporting Template

TOTAL RATING: 4.00 / 4.00

PART RATINGS:

FOCUS AREA 1: 4.00

FOCUS AREA 2: 4.00

FOCUS AREA 3: 4.00

FOCUS AREA 4: 4.00

FOCUS AREA 5: 4.00

FOCUS AREA 6: 4.00

School District: Hamblen County

1. Disability: Autism / Ethnic Group: W / Over or Under: Overrepresentation
2. Disability: Autism / Ethnic Group: B / Over or Under: Underrepresentation
3. Disability: Emotional Disturbance / Ethnic Group: H / Over or Under: Underrepresentation
4. Disability: Other Health Impairment / Ethnic Group: H / Over or Under: Underrepresentation

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

Do Not Complete DOE Rating	Review Item 1	Please Respond to Each of the Following Review Response Items
		The <u>TnREpppSA</u> rating of 4, 3, 2, or 1 can be determined from the <i>Level Descriptors</i> found in the <i>TnREpppSA Reviewer Guidelines/Scoring</i> .
4 3 2 1	The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.	<p>REFERRAL</p> <p>1.01 Does the district ensure consistent application of the referral criteria? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how referrals are monitored. <u>To ensure consistent application of the referral criteria, a number of of procedures have been implemented. The first procedure is the creation of a district wide manual for each school based on a student support team committee. Each manual contains state required paperwork, parent rights manuals, checklists, and a variety of intervention ideas for consideration by the team. The manual provides consistent documentation sheets for the recording of intervention supports, duration, and the effectiveness of the interventions. This manual can be utilized for all disabilities with the exception of the specific learning disabilities category. For this category an approved Response to Intervention plan is on file with the Tennessee Department of Education, Division of Special Education. Each school has appointed an RTI team that documents each student's progress through three tiers of intervention. Finally, each school in the district submits a student support team log to the district Special Services Department on a monthly basis for review. The review consists of completion of checklists, ensuring that proper signatures reflect the personnel involved, an analysis of the student demographics, and that proper procedure has been followed.</u></p> <p>1.02 Is the effectiveness of the referral policy reviewed on a consistent basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how effectiveness is monitored. <u>The effectiveness of the referral policy is reviewed at school psychologists meetings, after the October 1 report, and after the February 1 report. The school based referral logs are reviewed and revised to reflect additional needed information. The Supervisor of Special Services meets with the school psychologists on a regular basis to discuss testing methods, use of particular assessments, and the most recent disproportionality results. Upon review of the monthly referral logs, as well as a review of the RTI documentation, there is no indication of cultural bias. There are no examples of stereotyping, racism, omission, tokenism, ethnocentrism, paternalism, over generalizations, negative stress, exclusion, inaccuracies, or derogatory language. Each school's demographic profile is compared to its monthly student support team log to compare/contrast demographic patterns.</u></p> <p>1.03 Are general education classroom teachers and administrators trained to recognize the characteristics of the IDEA and State disabilities in their students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe this training. <u>The Hamblen County Department of Education is committed to providing sustainable professional development activities for our teachers and administrators in working with students with disabilities. Our general education teachers have received professional development activities in teaching students with autism/Asperger's Syndrome, and Behavioral Disorders associated with Emotional Disturbance and Attention Deficit Disorders. The Hamblen County Special Services Department provides ongoing intensive training from the Crisis Prevention Institute in working with students with emotional disorders. Administrators and teachers are required to successfully complete the</u></p>

		<p><u>evaluation process associated with Crisis Prevention Institute for certification. The district contracts three Licensed Clinical Social Workers to support regular education and special education personnel in the delivery of services to students with emotional disorders. The inclusion of students with autism spectrum disorder has been successful with additional support of trained paraprofessionals and special education teachers in the regular education classroom. Regular education teachers are provided supplemental materials and activities to incorporate diversified teaching strategies in their classrooms for students with disabilities. Specific professional development activities have been offered to teachers in the district in the areas of autism spectrum disorder and ADHD by Cherokee Health Systems.</u></p> <p>1.04 Are general education teachers and school administrators trained in what their responsibilities are prior to referral being made and after a referral has been made? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how is this done? <u>Each school has an established student support team coordinator that has been trained or has had experience in IDEA procedures and parental rights. The principals receive updates on IDEA legislation and procedures at monthly principal's meetings at the Central Office. The Special Services Department distributes articles and professional development ideas for principals to increase their understanding of the LEA representative role. With the implementation of Response to Intervention, the responsibilities of teachers prior to referrals being made have been more defined by our state approved RTI plan. After a student has been referred, the regular education teachers remains as an active member of that student's IEP team to facilitate the planning process for the student to receive educational benefit in the Least Restrictive Environment. The principal understands that as the LEA representative he or she is guaranteeing that the program of services in the IEP will be implemented.</u></p> <p>1.05 Does your district collect school data, disaggregated by race/ethnicity, on at least an annual basis to ensure schools are using appropriate procedures to refer and determine special education eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.06 Does your district keep data that furnishes the following information related to referrals: (1) number of referrals; (2) number of referrals made according to student age, grade, gender and ethnicity/race; (3) number of referrals made versus number of placements made; and (4) number of students transferring into the district that are receiving special education services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe this data collection method. <u>Monthly student support team logs furnish data that includes student name, grade, gender, age race, number of referrals make, number of placements made, and number of students tested. The RTI teams at the school level track student movement between tiers of intervention. Students transferring from other districts are tracked by requesting permission for the transfer from PCG in Easyiep.</u></p> <p>1.07 Does your district provide technical assistance and professional development to schools that appear to be over-referring, under-referring and/or inappropriately identifying students for special education? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe technical assistance and professional development provided in the 2007-2008 school year. <u>The Supervisor of Special Services conducts professional development sessions with all the school psychologists in the district. Items discussed include eligibility criteria, disproportionality results, and the referral process. Each school psychologist represents particular school sites and reports the testing activities that are occurring in their schools. Student support team logs that are not proportionately reflective of the school are reviewed by personnel from the district office. At this time, there is no evidence of over-referring or under-referring in the areas of autism, emotional disturbance, and other health impairment in any ethnicity from the district referral processes.</u></p> <p><u>EVALUATION</u></p> <p>1.08 Is your district following all requirements for disability determination? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.09 Does your district maintain a list of the tests and instruments used for the assessment of the identified disproportionate disability(ies)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Have all tests and other educational materials currently used in the evaluation process been validated for the specific purpose for which they are used? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
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		<p>1.10 Has your district provided ongoing training and professional development to assessment personnel in the appropriate usage of tests? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, list or describe the training provided in the 2008-2009 school year. <u>The Special Services Department both participates and provides professional development in the appropriate usage of tests. Technical assistance personnel from the district office have attended professional development activities on the administration of the Batelle, the usage of the Wilson Reading Program, The SRA Corrective Reading Program, the administration of the Woodcock Johnson, the Kuder Vocational assessment, the Oasis, and community based assessments. The Hamblen County Department of Education provides ongoing training for yearly standardized testing as required by NCLB. These tests include the TCAP, the TCAP Writing Assessment, the Gateway tests, End of Course Tests, ELSA, ELDA, TCAP MAAS, Plan, Explore, and ACT. Testing accommodations are reviewed for both state allowable and special accommodations. Alignment of IEP special accommodations and the TCAP special accommodations are reviewed as well as alignment of the goals and objectives in the IEP to state content standards. In addition, two full day professional development sessions are held each year for the administration of the TCAP Alternate Assessment by the district Special Services Department.</u></p> <p>1.11 Are all intelligence tests utilized by the district tailored to assess specific areas of educational need and not merely designed to provide a single, general intelligence quotient? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how are these determinations made? <u>The tests utilized by the district are multi-faceted and yield cognitive processing strengths and weaknesses and can be linked to the student's strengths and weaknesses in the classroom. We are using achievement test scores, adaptive scores, as well as social and emotional scores to give a comprehensive overview of the total child. Particular tests are determined by information being provided by the parent, classroom teacher, observations, and by the individual test psychometrics. The determination for test selection is made by the IEP evaluation team using clinical judgement with supporting empirical evidence such as personality scales or adaptive behavior scales or any other assessments required by the Tennessee Department of Education, Division of Special Education for consideration of specific disabilities. An intelligence quotient is only one portion of the total assessment package when making eligibility determinations.</u></p> <p>1.12 Identify all tests and other educational materials currently used in the evaluation process for the disability categories found to be either disproportionately overrepresented or underrepresented. Indicate if each has been validated for the specific purpose for which it is used: <u>The following tests may be used by the Hamblen County Department of Education in the evaluation process in the areas of emotional disturbance, autism, and other health impairments: Childhood Autism Rating Scale, Gilliam Aspergers Disorder Scale, Autism Diagnostic Observation Schedule, Stanford Bindet Intelligence Scale, 5th edition, Weschler Intelligence Scale for Children, 4th edition, Woodcock-Johnson Test of Cognitive Ability, 3rd edition, Woodcock-Johnson Test of Achievement, 3rd edition, Kaufman Assessment Battery of Cognition, 2nd edition, expanded battery for culturally and linguistically diverse populations, Differential Ability Scales - II, Universal Nonverbal Intelligence Scale, Battelle Developmental Inventory, 2nd edition, Behavior Assessment System for Children, 2nd edition, Brown Attention Deficit Disorder Scales, Adaptive Behavior Assessment System, 2nd edition, Conners' Rating Scale, revised, Beck Youth Inventory, Beery-Buktenica Developmental Test of Visual Motor Integration, 5th edition, Peabody Picture Vocabulary Test, 4th edition, Wechsler Nonverbal Scale of Ability, Vineland Adaptive Behavior Scales - II, Wechsler Preschool & Primary Scale of Intelligence. All standardized tests mentioned above have been validated for the intended purpose of eligibility determination. In addition, medical reports signed by a medical doctor are required for specific conditions listed under the Other Health Impairment category and the Autism category as required by the Tennessee Department of Education., Division of Special Education.</u></p> <p>1.13 Are the IEP/Assessment Team members knowledgeable about the meaning of evaluation data? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Have the person(s) responsible for interpreting assessment data received training concerning the interpretation and use of assessment results? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide information regarding training. <u>Hamblen County Department of</u></p>
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		<p><u>of services is discussed at the meeting. The regular education teacher and the special education teacher of the specific student are in attendance. The school psychologist, speech/language pathologist, audiologist, vision teacher, or the teacher of deaf education is in attendance to interpret evaluation results. After all options are discussed, the decision is made by the members of the above mentioned team. As previously stated, all members of the assessment team participants are fully licensed by the TDOE. Parents are fully informed of their rights and responsibilities as a parent of a student with disabilities before any eligibility decisions are made.</u></p> <p>1.23 Is all information, regardless of its source, carefully considered and documented? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe this process. <u>All information from every member of the assessment team including outside agencies is considered during the eligibility meeting. Information that is pertinent to the disability considered is documented in the evaluation packet. If the information is listed as a deficit or contributing factor in educational performance, then it is also addressed in the IEP. Student history information provided by the parent is carefully considered and is part of the evaluation assessment. Any medical information is sought and provided as part of the assessment evaluation. If the student has participated in the RTI process, then all progress monitoring, parent notifications, and RTI team meeting documentation is reviewed and verified for fidelity.</u></p> <p><u>PLACEMENT</u></p> <p>1.24 What steps does the district take to regularly review the ethnic composition of its special education programs? <u>The supervisor of special services calculates the relative risk ratio and weighted risk ratio. Each student name has been cross checked with the electronic student information system in regards to ethnicity to check for coding errors. The supervisor of special services has also reviewed the list with the school psychologists to ensure that the eligibility criteria and the testing method is free from cultural bias.</u></p> <p>1.25 When racially disproportionate special education programs are identified, how does the district determine that students are being provided appropriate programs and services that meet their unique educational needs? <u>The demographic profile of a particular program is analyzed to ensure that the district has provided adequate resources to support the students in the program. Student/teacher ratio is reviewed for adequate personnel assignment. Expenditures are reviewed to make sure adequate materials and supplies are being purchased and utilized. Individual IEP's are reviewed to determine if the student is receiving an appropriate amount of support in the classroom, including related services and transportation.</u></p> <p>1.26 How does your district provide accommodations for the student when s/he is not found to be eligible for Special Education Services? <u>With implementation of RTI, students not found eligible for special education services continue to receive Tier 1, 2, and 3 intervention programming. Progress monitoring continues regardless of eligibility status. Allowable accommodations for students during testing has helped to identify those accommodations that are acceptable in any situation. If a student has been referred for special education services and does not qualify, the district remains responsible for the education of the student. If the student has a condition that affects major life activities such as learning, the student may qualify for Section 504 of the ADA. If the evaluation team deems a 504 review appropriate, then the district will compose a 504 plan to meet the needs of the student. Hamblen County Department of Education has implemented systemic professional development in diversified teaching through the Thoughtful Classroom methodology. A student's learning style is analyzed and specific curriculum activities are designed by the teacher to capitalize on the student's strengths and preferred learning style. Mastery of a content standard is achieved by supporting the student by scaffolding knowledge and providing needed accommodations in the regular education classroom. A student is not required to have special education status to receive needed accommodations in the classroom.</u></p> <p>1.27 When disproportionate representation exists among categories in special education, how does the district examine its placement decisions to detect any possible differences by ethnicity/race and placement? <u>The district office provides</u></p>
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School District: **Hamblen County**

1. Disability: **Autism** / Ethnic Group: **W** / Over or Under: **Overrepresentation**
2. Disability: **Autism** / Ethnic Group: **B** / Over or Under: **Underrepresentation**
3. Disability: **Emotional Disturbance** / Ethnic Group: **H** / Over or Under: **Underrepresentation**
4. Disability: **Other Health Impairment** / Ethnic Group: **H** / Over or Under: **Underrepresentation**

(2) Cultural and Linguistic Equity and Representation

Do Not Complete DOE Rating	Review Item 2	Please Respond to Each of the Following Review Response Items
4 3 2 1	The District ensures that students who are culturally and linguistically diverse are referred, assessed and represented equitably for Special Education and other school programs, including those for gifted and rapidly progressing students.	<p>The <u>TnREpppSA</u> rating of 4, 3, 2, or 1 can be determined from the <u>Level Descriptors</u> found in the <u>TnREpppSA Reviewer Guidelines/Scoring</u>.</p> <p>2.01 Does the district randomly review referrals to detect any pattern that might indicate a problem with disproportionately large numbers of children of one race referred by a teacher of another race? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how this is accomplished. <u>Our monthly student support team logs contain the name of the person making the referral. Monthly student support team logs are reviewed to detect patterns of disproportionality referrals by teachers of another race. A large percentage of our teachers are white females and the demographic profile of the district is 80% white. The percentage of students with disabilities that are black is similar to the demographic profile of the student body within district (approximately 6%). The percentage of black teachers in our district is 3%. The percentage of Hispanic teachers in the district is <1%.</u></p> <p>2.02 Has your district developed specific procedures for use of specific tests to minimize bias for evaluation of culturally and linguistically diverse students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Explain how these procedures are shared with assessment team personnel. <u>The Hamblen County Department of Education contract with Cherokee Mental Health Systems contains a section that provides a bi-lingual specialist for evaluations and consultation for use for assessment in evaluating culturally and linguistically diverse students. Spanish versions of some tests, such as the Woodcock-Johnson III, are utilized when needed. The district also employs a Spanish speaking interpreter to assist parents in eligibility meetings and IEP meetings. English Language Learner teachers are also involved in the referral process to better facilitate the learning process for Spanish speaking parents</u></p> <p>2.03 Does the IEP/Assessment Team consider cultural/ethnic, as well as dialectal variations in selecting assessment procedures and analyzing evaluation data, especially for culturally and linguistically diverse students suspected of having a Speech and Language Impairment? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.04 Are those conducting the evaluations sensitive to cultural differences between groups? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide explanation of these procedures and evidence that the tests are developed to minimize bias for culturally and linguistically diverse students. <u>School Psychologists check the technical manuals of the assessments being used to assess validity of the normative data of the assessment to be used with different cultural groups. In addition to normed test sensitivity, school psychologists have attended professional development training in the following areas: Achieving Cultural Competence to Reduce Health Disparities, Cultural Diversity, Cultural Diversity and Ethical Boundaries: Freedom from Stereotypes, Cultural Diversity and Ethics: Freedom from Stereotypes, and Cultural Sensitivity Training, Speech Language Pathologists are especially sensitive to speech or language difficulties of students of limited English proficiency. The use of English Language Learners teachers and interpreters to assist parents is critical for these students. Our Speech/Language Pathologists have attended professional development provided by the TDOE on the assessment of non-English speaking students.</u></p> <p>2.05 Does your district maintain a list of programs, with data about student participation disaggregated by race/ ethnicity and disability, including those for Intellectually Gifted and rapidly progressing students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

	<p>2.06 Does your district analyze program participation data by race/ethnicity and disability? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide information on processes for analysis. <u>Hamblen County Department of Education provides professional development in Root Cause Analysis that defines equity, efficacy, expectations, and engagement of minority students and students with disabilities. All advanced course, honors class, and Advanced Placement course enrollments are reviewed and disaggregated into race/ethnic categories. All racial/ethnic groups are represented in the advanced, honors, and AP course enrollments.</u></p> <p>2.07 Does your district provide systemwide screening for Intellectually Gifted child find which includes follow-up individual screening and comprehensive evaluation on an annual basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please discuss. _____</p> <p>2.08 Does your district identify students as Intellectually Gifted from diverse cultural and linguistic race/ethnicities? If no, please discuss. yes</p> <p>2.09 Are students who are from diverse cultural, linguistic or racial backgrounds equitably represented in advanced placement programs which include Honors and Advanced Placement classes and dual enrollment classes? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please discuss. _____</p> <p>2.10 Has your district noted racial or ethnic disparities in participation and as a result established or implemented plans to ensure increased diversity in participation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please describe any changes that have been implemented as a result of these disparities. _____</p> <p>2.11 Does your district sensitize staff to the importance of ensuring that cultural bias does not impact eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, are there plans for PD to do so – explain? _____</p> <p>2.12 What steps are taken to ensure that parents of culturally and linguistically diverse children understand the special education process and potential benefits of participation in special education services? <u>Hamblen County employs an interpreter whose job duties include interpreting at IEP Team meetings, contacting parents to discuss IEP Teams and evaluations, and directing parents to family resources. The schools also employ English Language Learner teaching assistants who are native speakers to assist parents with understanding the special education process and benefits of participation in such programs. Hamblen County Schools uses a variety of advertising and regularly scheduled screenings to locate Hispanic students aged 3-21 who are suspected of having a disability. The interpreters utilized at student support team, eligibility, and IEP team meetings have been trained in the procedures of IDEA. All forms, documents, and procedural rights booklets have been translated into Spanish</u></p> <p>2.13 Does your district involve and encourage participation of communities, families and students in the identification of program needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>Community members, families, and students participate on the Hamblen County Special Services Advisory Committee, and the TDOE survey of Special Education student's parents. The Supervisor of Special Services has spoken at community organization meetings, such as Rotary and Helping Hands, concerning special education programs in our district. Parents are notified and invited to professional development activities to increase opportunities for communication between families and the school district</u></p>
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School District: **Hamblen County**

1. Disability: **Autism** / Ethnic Group: **W** / Over or Under: **Overrepresentation**
2. Disability: **Autism** / Ethnic Group: **B** / Over or Under: **Underrepresentation**
3. Disability: **Emotional Disturbance** / Ethnic Group: **H** / Over or Under: **Underrepresentation**
4. Disability: **Other Health Impairment** / Ethnic Group: **H** / Over or Under: **Underrepresentation**

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

Do Not Complete DOE Rating	Review Item 3	Please Respond to Each of the Following Review Response Items
		The <u>TnREpppSA</u> rating of 4, 3, 2, or 1 can be determined from the <u>Level Descriptors</u> found in the <u>TnREpppSA Reviewer Guidelines/Scoring</u> .
4 3 2 1	The District provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.	<p>3.01 Does the district use a specific general education intervention program for students experiencing difficulty in the general education classroom? (e.g., peer tutoring, learning strategies, after-school remediation program, etc.) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If the above programs, which programs are available for grades K-12? <u>Hamblen County Department of Education offers peer tutoring, Thoughtful Classroom Learning Strategies, and extended contract after school remediation programs in all of our schools. In addition, all elementary schools have implemented Response to Intervention programming for grades K - 3.</u> If yes, identify where teachers and others interested in the process can find a written description of the program. <u>The Hamblen County Department of Education website offers program descriptions by departments as well as information availability at every school. A state approved Response to Intervention district plan is also available at every elementary school.</u> Are the above programs available in all schools within the district? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, in which schools are they provided? _____</p> <p>3.02 Does the district have procedures for exploring adjustments in the general education program to meet the student's needs prior to referral for special education? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe these procedures. <u>The Hamblen County School District has a Response to Intervention Plan on file with the Tennessee Department of Education, Division of Special Education. Individual schools also adjust the general education programming through grade level department meetings. Each school also has a student support team that meets for the purpose of providing accommodations or interventions to the student prior to referral for special education services.</u></p> <p>3.03 Are general classroom teachers and administrators trained in how to make adaptations and accommodations within the general classroom to assist students who are experiencing problems? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>3.04 Before a child is referred for services in special education, do general classroom teachers engage in consistent progress monitoring and documentation of educational interventions and the effects of those intervention(s) for students experiencing academic problems? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>Response to Intervention Procedures, Dibels, CBI, Accelerated Reading, STAR Assessments, ThinkLink, and running records all provide focused measurements on specific content standards utilizing clear documentation. Teachers form Instructional Learning Clubs in every school to address individual student needs and to share ideas for student achievement.</u></p> <p>3.05 Does the district have a systematic program to assist teachers in the development of intervention strategies for students who are experiencing problems? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>3.06 Is the effectiveness of the accommodations and interventions used prior to referral to special education reviewed regularly? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe when and how this is accomplished. <u>Students are progress monitored in the Fall, Mid-Year, and Spring. Each school has an RTI team to analyze progress monitoring data and to develop specific interventions for any deficits noted. Individual schools have implemented departmental and grade level team meetings to address accommodations and interventions for student achievement</u></p> <p>3.07 Does your district maintain a list of intervention options and has your district developed instructions as to how to evidence</p>

	<p>the effectiveness of those interventions? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>Our district Response to Intervention plan includes specific procedures for progress monitoring. Also included in the plan are specific curriculum measures and intervention programs to address problem areas. Documentation forms are also provided for each grade level for progress monitoring. Another list includes websites for free intervention assessments and ideas for instructional delivery.</u></p> <p>3.08 What does the district use to progress monitor the effectiveness of academic and behavioral interventions? <u>DIBELS, STAR Reading and STAR Math, ThinkLink, Accelerated Reading, SRA Corrective Reading progress sheets, Lexia, Orchard, and My Reading Coach are utilized for academic progress monitoring. For behavioral interventions, the district has implemented the Assertive Discipline Plan and the Functional Behavior Assessment and Behavior Intervention Plan as positive behavioral support systems.</u></p> <p>3.09 Does the district's general education staff provide written documentation of academic and behavioral interventions and their effectiveness? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Results of academic interventions are sent to the Central Office for data assessment. Our district data assessment personnel analyze the data and compare results to TCAP, EOC, and Gateway data results. Interventions are analyzed by grade and school for suggestions of patterns. RTI meetings are held at the school level on a regular basis. Results of interventions are discussed at grade level meetings. Results of behavioral intervention plans are reviewed as determined by the IEP team. At least four to six weeks is suggested for behavioral interventions to be implemented before review.</u></p> <p>3.10 Does your district review achievement scores of all students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, are scores reviewed in conjunction with (a) identification of teachers with high referral rates for all ethnicities and gender, (b) population of individual classes by ethnicity and (c) staffing ratios? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe this process. <u>Each school has an assessment team led by the principal. The team meets at the Central Office to review TCAP data by teacher, grade level, ethnicity of students, and by subject area. The assessment team then discusses remediation of the problem areas as a school wide improvement plan. Teachers with high referral rates are supported in the classroom by instructional coaches in their own schools. These instructional coaches are experts in their areas and have received district wide professional development for facilitating learning in the classroom for differentiated instructional methods.</u></p> <p>3.11 Has the district developed a comprehensive resource listing of intervention options across levels of interventions (a formal RTI plan with explanation and documentation of parental involvement)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>A formal Response to Intervention Plan is on file with TDOE, Division of Special Education. This plan includes all documentation forms as well as documented parental notifications throughout the Tier process. Parents are invited to the school for conferences to discuss the intervention plans at each Tier level</u></p> <p>3.12 Have educational intervention programs been implemented in all district schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, which district schools have implemented educational intervention programs? _____</p> <p>3.13 A building-by-building review of data may reveal that some schools' programs are not as effective as others as noted by the disproportionate numbers of culturally and linguistically diverse students enrolled in its special education program. Has your district conducted this review of data? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how is the effectiveness of those building interventions reviewed? <u>Schools that have a higher proportionate rate of linguistically and culturally diverse student populations have more resources and support for those students. Schools with higher Hispanic student numbers have more English Language Learner teachers and more special education support staff involved in the eligibility and IEP team process for Spanish speaking parents. However, the demographic profile of students with disabilities reflects the demographic profile of the school they attend.</u></p> <p>3.14 Does your district collect monitoring and progress data from interventions and analyze the impact of these interventions? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe results of this analysis (example: "The impact of X Reading Program resulted in a decrease of 15% in referrals for Special Education evaluation and an increase of 5% of students scoring proficient or above on the TCAP</p>
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		<p>Achievement Test in 4th grade Reading/Language in the 2007-2008 school year.”). <u>Last year was the first year of RTI implementation. Hamblen County Schools had only completed Tiers one and two in the course of the year. This year, by December 1, the number of referrals for special education services had doubled. We have determined that Tier three was completed by the schools in the Fall of 2009, therefore, the referral rate increased. The December 1 2008 report listed 10 referrals. The December 2009 report listed 20 referrals. Of the 20 referrals, 12 referrals were for speech language evaluations. The alternative school placements for students with disabilities is currently 44% of all placements, which is an increase from last year. We will get a final count of alternative school placements at the end of the year.</u></p>
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School District: **Hamblen County**

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4. Disability: **Other Health Impairment** / Ethnic Group: **H** / Over or Under: **Underrepresentation**

(4) Differentiated Instruction: Alignment to Grade Level Instruction

Do Not Complete DOE Rating	Review Item 4	Please Respond to Each of the Following Review Response Items
		The TnREpppSA rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the TnREpppSA Reviewer Guidelines/Scoring .
4 3 2 1	The District provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.	<p>4.01 Does the district provide training to teachers in the area of differentiated instruction and grade-level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, have all special education teachers been included in this training? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.02 Does the district provide professional development and training for changes in instructional techniques that match students' learning styles? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe PD and training provided in the 2008-2009 and 2009-2010 school years. <u>Hamblen County Department of Education has contracted with Silver and Strong to implement Thoughtful Classrooms as a systemic professional development method for differentiated teaching for all students in the district. This professional development has been implemented over a three year time period with additional learning provided for professional learning communities within the schools. This year Hamblen County Department of Education has also provided professional development in Root Cause Analysis which emphasizes equity, efficacy, expectations, and engagement of minority students and students with disabilities.</u></p> <p>4.03 Do your schools evaluate how materials and instructions are presented to students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Do your schools check for mismatches of student skills/deficits to teaching approaches? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe this process. <u>Thoughtful Classrooms requires that students participate in a Learning Styles inventory as well as teachers participating in a Teaching Style inventory. Four different types of learners are identified with specific methodologies to match the student's learning style. At the school level, the Instructional Learning Clubs, defined by the Thoughtful Classrooms initiative, examine student work and assess the impact of a particular strategy had on the student's work. The Instructional Learning Clubs assess skills students demonstrate well and skills students need assistance in improving. The Instructional Learning Clubs identify tools or strategies teachers could use to effectively improve students skills and learning. The Instructional Learning Clubs collect samples of exemplary lessons for community sharing. The lessons are for the professional learning community sharing groups. Exemplary lessons are also podcast for viewing on the Hamblen County Department of Education website. Finally, the Instructional Learning Clubs reflect upon their overall performance and revisit their plan of action for modifications or adaptations for students.</u></p> <p>4.04 Do district teachers use a variety of alternative instructional approaches appropriate to the varied developmental levels, learning styles and current levels of performance of students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.05 Does your district collect and maintain LRE data and TCAP assessment performance data, including data on TCAP assessment accommodations (as specified in individual student IEPs)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.06 Does your district conduct trainings for teachers and analyze data related to LRE, use of TCAP assessment accommodations and performance? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Does your district use this analysis to determine further training needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe the findings from this analysis. <u>The number of coding errors in the identification of students with disabilities participating in the TCAP test is reviewed. Also the number of students with functionally delayed certifications is reviewed and compared to student test document sheets. During</u></p>

		<p><u>assessment training meetings with each individual schools, information is disseminated in correctly filling out the forms. Also allowable state accommodations and special accommodations outlined in the TCAP testing manual and each student's IEP are discussed with each school based testing coordinator. The Hamblen County Department of Education stresses the importance of access to the curriculum for students with disabilities in the least restrictive environment to administrators and teachers. Students that have never seen the content standards cannot successfully complete TCAP testing requirements</u></p> <p>4.07 Does your district provide on-going, supported professional development and coaching for teachers? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>One of the uses of funds provided by the American Recovery and Reinvestment Act is the hiring of six instructional coaches to facilitate teachers in utilizing new technology and new methodologies. Specific professional development activities have been implemented to help teachers achieve a higher level of skills in their ability to teacher diverse populations. Through the Thoughtful Classrooms initiative, Instructional Learning Teams participate in professional development that includes coaching techniques in delivering strategies, providing good modeling techniques, and serving as coaching peers. The Thoughtful Classroom strategies include effective vocabulary strategies, attention to differentiation through task rotation, higher order thinking using compare and contrast, reading for meaning, and the American interactive lecture. Our goal is to equip our teachers with a wide selection of effective teaching tools, but we want them to be able to select the correct tool for the learning. We want teachers to know how to use a strategy and when it is most effective. Hamblen County Department of Education continues to offer a mentoring program for all new teachers in the district. This group of teachers participate in monthly meetings to discuss issues and problems that new teachers encounter in the district. Each new teacher is assigned a mentoring teacher in their school in addition to the monthly meetings. It is the hope that teachers will become comfortable with sharing knowledge with each other so that everyday is a learning experience for increasing the expertise of their craft.</u></p> <p>4.08 Does your district provide resources for in-classroom supports to ensure implementation of differentiated instruction and alignment of students' IEPs with grade level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Use of the American Recovery and Reinvestment Act funds have allowed additional personnel to be hired to assist students with disabilities in the regular education classroom in accessing grade level content standards. Easyiep also provides grade level content standards aligned with TDOE to be used by casemanagers when writing an individual student's IEP.</u></p> <p>4.09 Does your district keep data on the amount of progress by students in special education programs, i.e., pre- and post-evaluation using criterion-referenced instruments? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Every student with disabilities is evaluated to reflect progress on the IEP in the Present Levels of Performance section. Criterion referenced instruments include the Woodcock-Johnson III and the Brigance. Additional criterion referenced assessments include DIBELS (3 times per year), STAR, and Accelerated Reading for comprehension and fluency monitoring.</u></p> <p>4.10 Does the district provide in-service to review literature and research regarding teacher expectations for all ethnic/cultural differences; observe and provide feedback to those teachers; and monitor teacher behavior on an ongoing basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe. <u>The district provides ongoing professional development for teachers on reviewing the data available to them on their students. Book studies are held at individual schools to address topics in areas of need. Team meetings and faculty meetings are supported with agendas that reflect the latest research and best practices regarding all students in a culturally diverse population.</u></p> <p>4.11 Does the district have effective procedures in place for acquiring and disseminating to teachers and administrators significant information concerning promising educational practices for disabled students? This may include such areas as: (1) Identifying and evaluating new assessment instruments and techniques; (2) Promising educational practices derived</p>
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		<p>from educational research; (3) Providing opportunity to attend outside district in-service trainings, workshops and conventions; and (4) Professional literature accessible to teachers at a central location? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe.</p> <p><u>This year, the newest professional development website from the Office of Special Education Programs has already been disseminated to administrators and teachers. Teachers and administrators are provided the opportunities to attend outside district in-service trainings, workshops, and conventions. The most attended workshops are provided by the Tennessee Department of Education. Examples of workshops attended include: LEAD, the Annual Tennessee Special Education Convention in Nashville, and the Tennessee Association of Administrators of Special Education Convention in Pigeon Forge, TN. Principals also attend the National Secondary School Principal Convention. Administrators and teachers attend the Title I convention each year. Literature, professional journals, videos, and CD's on a variety of topics concerning special student populations is available to teachers and administrators at the Central Office Teacher Center. Podcasts of differentiated teaching techniques are available to teachers on the Hamblen County Department of Education website. All professional development activities are published on the current news site for teachers on the Hamblen County Department of Education First Class email system for employees. Professional journals and audio-ed online CD's are available for check-out at the district office in the technology department. Any employee is able to access that professional development information.</u></p>
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(5) Child Find: Location, Referral and Identification

Do Not Complete DOE Rating	Review Item 5	Please Respond to Each of the Following Review Response Items
4 3 2 1	District procedures for location, referral and identification are transparent, equitable, and multi-disciplinary.	<p>The <u>TnREpppSA</u> rating of 4, 3, 2, or 1 can be determined from the <u>Level Descriptors</u> found in the <u>TnREpppSA Reviewer Guidelines/Scoring</u>.</p> <p>5.01 Does your district have written documentation of procedures for the location, referral and identification of students ages 3 through 21 who may be disabled (example: Community outreach efforts <u>and</u> in-school markers such as classroom observations, benchmark assessments, classroom assessments, classroom work)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Hamblen County Schools' community outreach efforts include the distribution of Child Find brochures (both in English and Spanish) to the following agencies: physician's offices, churches, daycare centers, mental health agencies, the Youth Emergency Shelter, homeless shelter, detention centers, the Health Department, Head Start, laundromats, and campgrounds. This documentation is included in a Child Find notebook maintained by the district's Child Find Coordinator. Each school has a copy of the Student Support Team referral process as well as the state approved Response to Intervention plan. The S-Team and the RTI manuals have specific procedures for referral accessible to anyone working in the school setting.</u></p> <p>5.02 Have educational intervention programs been implemented in all district schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Provide any additional information that describes activities or procedures in place to ensure that all student ethnic groups have been adequately included in your district's child find efforts. <u>Specific parent involvement activities for the identification of students with disabilities are designed for our Hispanic population. These meetings are held after school to encourage working Hispanic parents to attend. Interpreters and English Language Learner teachers are also in attendance. Hamblen County is fortunate to offer an innovative program called The International Center. This newcomer program is for all non-English speaking students newly enrolled in public schools for the first time. Child Find flyers and brochures seeking students with disabilities are available for teachers, students, and parents at the International Center. The district brochure advertising the continuum of services for students with disabilities is available in Spanish. Non-English speaking parents in the community are able to attend English lessons at the International Center in the evenings. Representative from the Douglas Cherokee Economic Authority are also in attendance to advise parents on available social services. Informational brochures are distributed to doctor's offices, laundromats, child care centers, Head Start, Cherokee Health Systems, the Ministerial Association Temporary Shelter, the Youth Emergency Shelter, local newspaper and radio stations, and campgrounds.</u></p> <p>5.03 Are there any cultural differences that may contribute to the under-identification of those students identified with disproportionate underrepresentation in this racial/ethnic group and disability and have they been considered and addressed in child find efforts? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes – please describe: <u>At its best, families from developing countries may consider a child with disabilities as accepted and part of life in a family oriented culture. These children may be assigned a simple task to be performed within the family unit. The children are protected and carefully taken care of at home. The family unit is disrupted if the child with disabilities is taken away from the home. At its worse, families from developing countries may consider a child with disabilities a tragedy, a curse, or</u></p>

		<p><u>punishment from God. They sometimes see no potential for future support. The child with disabilities may be cared for and protected, but excluded from day-to-day activities. Women and girls with disabilities may face double exploitation and discrimination; excluded from education, health services, family life, and employment. When communicating with the Hispanic community, the Hamblen County Department of Education recognizes that our Hispanic community is not a race, but an ethnic group. Latinos come from twenty-three different countries. Therefore, our main goal is to get to know our students and their families. We have familiarized ourselves with the order of their names (first, father, mother, husband). We understand that Latinos take care of family issues first, therefore we recognize their large numbers of attendance at school meetings. The district's main goal is to educate and empower the family of the student with disabilities. The level of acculturation of the family will determine their degree of support needed. Upon discussion with Black members of our staff, we are unaware of any cultural differences in the Black population that would contribute to underrepresentation of students with autism.</u></p> <p>5.04 Is the identified student sub-group(s) either primarily transient or migrant? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes – please provide data and documentation and explain how this may contribute to the under-identification of this student sub-group with this disability: <u>According to the Title I Part C Migrant Education Program report for Hamblen County, 415 Hispanic students were eligible for the migrant education program. Of these children 65 had moved within the last 12 months, and 75 migrant students had moved with in the previous 25-36 months. Hispanic students with a high rate of mobility have difficulty completing their intervention programming designed to provide educational benefit for students with interruptions in their school career.</u></p> <p>5.05 Describe child-find activities in your district that are specific to the racial/ethnic sub-group with disproportionate representation. <u>Hamblen County Schools utilize a variety of advertising and regularly scheduled screenings to locate Hispanic students aged 3-21 who are suspected of having a disability. Advertisements seeking children are placed in the Hispanic newspaper El Mundo Hispano on a regular basis. The Child Find brochure is translated into Spanish and English and the distribution list includes physician's offices, churches, day cares, mental health agencies, the Youth Emergency Shelter, homeless shelters, detention centers, and the Health Department. The translated brochures are also delivered to local laundromats and campgrounds</u></p> <p>5.06 Are there written policies in the district that provide for equitable and non-biased student referrals for English Language Learners (ELL)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>The level of English proficiency is not a determining factor in eligibility requirements for special education services</u> Who initiates referrals for ELL students? <u>Anyone may refer the students (classroom teachers, guidance, parents, ELL instructors, etc</u> Describe the process to refer ELL students for a Comprehensive Evaluation to determine need for Special Education. <u>The process is the same as for any student referral, however culturally sensitive assessments are determined to be appropriate or not and a licensed school psychologist or examiner familiar with a particular culture may be requested for evaluation purposes.</u></p> <p>5.07 Has your district conducted a building-by-building review of data to determine if child find and intervention programs in schools with disproportionate numbers of culturally and linguistically diverse students are as effective as other schools in the district. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how the effectiveness of those building interventions is determined? <u>We have four elementary schools in the district with high numbers of culturally and linguistically diverse students. One elementary school is the top performing school in the district on the TCAP Writing Assessment. One middle school with a high Hispanic population is struggling, but the district is providing technical support, additional resources, and professional development in helping this school make expected gains</u></p> <p>5.08 Does your district have processes in place to evaluate the degree to which service providers outside the school system and the LEA comply with location, referral and identification established procedures? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>The Hamlen County Department of Education Child Find Coordinator consults with Physicians, Private Schools, homeschool parents, and other outside service providers. A public meeting is advertised in the paper and on the</u></p>
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		<p><u>radio in both Spanish and English. A specific manual has been written for outside agencies that provides all procedural safeguards. A sign-off sheet is included to document that a meaningful consultation on location, referral, and identification has taken place</u></p> <p>5.09 Are qualified evaluation specialists for students who speak a language other than English available to the school district? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Describe the process used to assess a student who is an English language learner (ELL) suspected to have a disability. <u>Cherokee Health Systems provides contractual psychological services to Hamblen County Schools. When a student who is an English Language Learner requires assessment, Cherokee Health Systems provides a psychologist who is fluent in that language to complete the assessment.</u></p>
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School District: **Hamblen County Department of Education**

1. Disability: **Autism** / Ethnic Group: **W** / Over or Under: **Overrepresentation**
2. Disability: **Autism** / Ethnic Group: **B** / Over or Under: **Underrepresentation**
3. Disability: **Emotional Disturbance** / Ethnic Group: **H** / Over or Under: **Underrepresentation**
4. Disability: **Other Health Impairment** / Ethnic Group: **H** / Over or Under: **Underrepresentation**

(6) Collaboration among General and Special Educators

Do Not Complete DOE Rating	Review Item 6	Please Respond to Each of the Following Review Response Items
4 3 2 1	<p><i>The district promotes collaboration among general and special educators at the prevention and intervention levels.</i></p>	<p>The TnREpppSA rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the TnREpppSA Reviewer Guidelines/Scoring.</p> <p>6.01 Does your district encourage and support collaboration between general and special education teachers at district and school levels? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>6.02 Does your district have a systematic method for evaluating program effectiveness, staff behaviors and attitudes, program impact, and student progress for general and special educators? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Hamblen County Department of Education regularly analyzes data to check inclusion percentages throughout the district. District personnel are always available for technical assistance to both regular and special education personnel. Yearly data team meetings for all schools consider student progress on test scores as well as other activities. Specific time for collaboration between general and special educators is provided by school administration to facilitate a collegial environment.</u></p> <p>6.03 Does your district provide training in collaboration and co-teaching for both general education and special education teachers? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>The district has provided professional development on inclusive practices for all general education and special education teachers. In addition, regular education and special education teachers have attended workshops and seminars on best practices for the inclusion classroom. Teachers are also visiting other schools in the region that have established inclusion programs and co-teaching models for observation</u></p> <p>6.04 Does your district include representation across departments in all working and planning teams? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Our district consolidated plan includes members for elementary, middle, and high school representation. Departmentalized teams work on curriculum pacing guides for the district. Teachers are paid extended contract for their time in coordinating the Tennessee Content Standards into grade level and subject area pacing guides. General and special education teachers participate together on instructional teams at the school level.</u></p> <p>6.05 Do all schools in your district allocate time for special education and regular education collaboration on a routine basis? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, briefly describe this process. <u>In grade Pre-K through 8, grade level teams are inclusive of general education and special education teachers. Time for collaboration is built into the schedule for each school. At the secondary level, the special education and regular education co-teaching team have the same planning time each day. This collaborative time is designed to allow teachers to make sure that students with disabilities have the opportunity to access the content standards associated with their grade level.</u></p> <p>6.06 Does the district (and each building within the district) have a collaborative team structure in place to engage in problem-solving and data-based decision making for both behavior and academics? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>6.07 Do student support teams in your district include multiple members who are general education personnel? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe the process for conducting student support teams in your district. <u>The elementary student support teams meet on a weekly basis to discuss student progress in response to specific interventions. Each</u></p>

		<p><u>intervention and the results of the intervention are documented on the student support team referral sheet. Dates are recorded to document the time allotted for each intervention. The middle school student support teams meet less frequently. However, the same process is required for the documentation of intervention programming. Secondary student support teams follow the same referral procedure as the elementary and middle schools. The student support team is also required to meet prior to any significant disciplinary action in response to a maladaptive behavior or severe infraction of the code of conduct. In addition to student support teams, a Response to Intervention team is in place at every elementary school. These teams meet at a minimum bimonthly to review student progress and movement between tiers.</u></p> <p>6.08 Do general educators take responsibility for early intervention instruction with struggling learners in their classrooms? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Teachers are responsible for whole group and small group instruction within their classrooms. Students that do not respond to small group instruction may be referred for Tier II intervention within the regular education programming. Teachers may also provide after school tutoring and peer tutoring for students that may need extra practice on specific skills.</u></p> <p>6.09 Do general educators have available and use a variety of tools and resources to provide early intervening services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Hamblen County Department of Education employs a district wide Reading Specialist as well as a district wide Response to Intervention Coordinator. These district wide personnel provide a resource for locating materials, suggesting specific methodologies, and providing technical assistance. The district also participates in the Volunteer Pre-K program with 10 preschool sites for 4-year-olds.</u></p> <p>6.10 Are schools in your district structured in a way that allows for close collaboration between general and special educators, so that most accommodations are provided in the general education classrooms and special educators are used as a resource by general educators? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>All schools utilize inclusive programs for students with special needs as appropriate. Collaborative planning times have been scheduled into the instructional day to provide opportunity for creative and focused planning for regular education and special education teachers using a co-teaching model. Consultation inclusion models collaborate during grade level or departmental meetings. The special education teachers have adapted to their new teaching environments in the regular classroom. This past year, Hamblen County Department of Education graduated 71% of our students with disabilities with a regular high school diploma, as well as the district meeting AYP requirements. The special education teachers recognize the importance of access to the regular curriculum and the content standards</u></p> <p>6.11 Does your district have systematic methods for monitoring the reintegration of special education students into general education which ensures that: (1) methods are reviewed annually; (2) students are considered for lesser restrictive environment at least annually (i.e., at annual review); and IEPs of secondary students reflect vocational or transition needs. <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>The district level of technical assistance is able to review IEPs electronically for student movement from a more restrictive environment to a less restrictive environment. Transition and vocational programming for secondary students with disabilities is also reviewed by district personnel electronically. The district has also begun working with the University of Tennessee Center for Disability and Employment to strengthen transition services for the district. The district also specifically teaches the Self-Determination curriculum provided by UT Center for Disability and Employment. In addition, the district continues to participate in the Vocational Rehabilitation Grant with the Department of Human Services. Random file checks are conducted at the school site on an annual basis with results documented. Ten percent of an individual school's files are checked with attention to various disabilities.</u></p> <p>6.12 Does your district keep data that reflects the movement of special education students both to a more restrictive environment and to a lesser restrictive environment according to age, gender, grade, race and individual school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe data results. <u>Easyiep will provide the district reports of the number of students that are in the</u></p>
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