

Loudon County School District

TnREppp SA

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

District Self-Assessment Reporting Template

TOTAL RATING: 3.97 / 4.00

PART RATINGS:

FOCUS AREA 1: 4.00

FOCUS AREA 2: 3.80

FOCUS AREA 3: 4.00

FOCUS AREA 4: 4.00

FOCUS AREA 5: 4.00

FOCUS AREA 6: 4.00

School District: Loudon County

1. Disability: Other Health Impairment / Ethnic Group: H / Over or Under: Underrepresentation
2. Disability: Select One / Ethnic Group: Select One / Over or Under: Select One
3. Disability: Select One / Ethnic Group: Select One / Over or Under: Select One
4. Disability: Select One / Ethnic Group: Select One / Over or Under: Select One

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

Do Not Complete DOE Rating	Review Item 1	Please Respond to Each of the Following Review Response Items
		The <u>TnREpppSA</u> rating of 4, 3, 2, or 1 can be determined from the <i>Level Descriptors</i> found in the <i>TnREpppSA Reviewer Guidelines/Scoring</i> .
4 3 2 1	The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.	<p>REFERRAL</p> <p>1.01 Does the district ensure consistent application of the referral criteria? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how referrals are monitored. <u>At the beginning of each school year, referral procedures are explained to all school personnel at individual school faculty meetings. The referral procedures are also posted on our local website and gone over with all new employees as a part of new teacher induction. Referrals are monitored on a monthly basis by our school psychologists and by each school's S-Team/RTI case manager. Loudon County implements several measures to assure that appropriate procedures are in place from the time a referral is received and eligibility is determined. Loudon County assessment personnel complete the state department's assessment documentation forms for the suspected disability prior to making an eligibility determination. A formal S-Team process is in place at each school in the Loudon County School System. This team is responsible for collecting all the required data that is needed throughout the referral process. Record Reviews are conducted on an annual basis. Sign in sheets and monthly logs are maintained at the central office level.</u></p> <p>1.02 Is the effectiveness of the referral policy reviewed on a consistent basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how effectiveness is monitored. <u>At the beginning of each school year, referral procedures and eligibility determinations are reviewed with all special education personnel including assessment personnel. S-Team/RTI personnel and special education personnel review referral information to make sure that all required data fields have been completed and make decisions by reviewing all available data. If the monthly logs that are submitted to the central office indicate that a particular school and/or teacher is over-referring students that do not meet eligibility criteria, then individual strength training sessions are provided at either the school level or on an individual basis with specific teachers. Loudon County implements several measures to assure that appropriate procedures are in place from the time a referral is received and eligibility is determined. Loudon County assessment personnel complete the state department's assessment documentation forms for the suspected disability prior to making an eligibility determination. A formal S-Team process is in place at each school in the Loudon County School System. This team is responsible for collecting all the required data that is needed throughout the referral process. Record Reviews are conducted on an annual basis. Initial and Reevaluation Data is disaggregated by race/ethnicity--logs are on file at the central office. We are able to sort the data to be able to conduct a comparison analysis of students made eligible versus not eligible for services.</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>Special education personnel provide training sessions for both general education personnel as well as administrators during our beginning of the year professional development training sessions. Based upon requests, strength training sessions are provided at individual schools. General education personnel and administrators are sent to a variety of training sessions to</u></p>

		<p><u>further their knowledge of special education issues. The special education supervisor provides helpful hints by e-mail, memos, or by posting information on the system's website. Sign in sheets, individual training forms, and travel requests for professional development opportunities are maintained at the central office level.</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>At the beginning of each school year, referral procedures (both prior to a referral and after a referral has been made) are explained to all school personnel at individual school faculty meetings. The referral procedures are also posted on our local website and gone over with all new employees as a part of new teacher induction. Students remain on a S-Team and interventions are still being implemented throughout the special education evaluation process. Sign in sheets and monthly logs are maintained at the central office level.</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>Assessment personnel are required to submit monthly logs that indicate the number of referrals received of which can be sorted by school, age, grade, gender, ethnicity/race and/or whether the student is eligible or not. Each time a student transfers into our system, school personnel follow transfer procedures that are posted on our system's website. Teachers also submit a transfer student form to the central office. These logs are maintained at the central office and an end of the year report is submitted to the State Department for the system's initial evaluations. Reevaluation data is reviewed monthly by assessment personnel and maintained at the central office.</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>Throughout the school year, Loudon County offers and provides several professional development opportunities for administrators, general education teachers, special education teachers, paraprofessionals, and other appropriate individuals. Special education personnel attend a beginning-of-the-year in-service which highlights overall changes in special education. Throughout the school year, many other opportunities are made available to school personnel to attend outside conferences related to specific disabilities. Throughout the school year, strength training sessions are made available as a need arises or a request is made. Special education personnel explain referral procedures with all school staff at scheduled faculty meetings. All referrals are required to go through the system's S-Team process and special education assessment personnel follow all state approved referral, identification, and eligibility guidelines set forth by the State Department of Education. Sign in sheets are maintained in a professional development notebook housed at the central office.</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> <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>At the beginning of each new school year, special education personnel review testing procedures. Special education personnel offer a</u></p>
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		<p><u>variety of faculty presentations and/or strength training sessions to administrators, general education personnel, support staff, and parents as the need arises. The Loudon County School System allows each school and its staff opportunities to choose professional development activities that will meet their individual needs. All general education and special education staff members have access to attend WEB-EX trainings provided by the state, outside training conferences and seminars related to each teacher's individual needs. Loudon County maintains a professional development notebook of all professional development opportunities provided in the system. Individual schools maintain a professional development log for their respective school. Teachers are responsible for documenting their own professional development as well. Trainings attended by special education personnel are maintained in a Teacher Training notebook that is on file at the central office. As new tests are developed and/or purchased by the system, either group or individual training sessions are provided.</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 assessment team makes the determination as to which test is needed based upon the referral question and student's individual needs. Assessment documentation forms are completed and assessment personnel follow all applicable guidelines set forth by the State Department of Education in regards to the assessment components that must be completed for each different disability category. This information is also included in the comprehensive evaluation report that is written as a result of the evaluation.</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>Evaluation lists and descriptions of all available assessment materials are available at the central office and on the system's website under the special education department link. The title of the document is Comprehensive Evaluation Document. The assessment staff selects a battery of standardized instruments to assess individual strengths and weaknesses. The Loudon County School System utilizes assessment instruments that are culturally and linguistically diverse. If assessments are needed in other languages, interpreters are used.</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>Annual training is provided to all personnel regarding assessment materials. Personnel are also allowed to attend professional development opportunities to further their knowledge in this area. Personnel participate in webinars as well. Sign in sheets, training certificates, and/or travel request forms are maintained in a professional development notebook or training certificate notebook.</u></p> <p>1.14 Does the district have well-written criteria for the identification of special education students in its policy/procedure manual? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Have tests been selected to ensure an accurate reflection of the student's aptitude or achievement or whatever factor the test purports to measure? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide explanation of these policies/procedures and this process: <u>Loudon County follows all requirements for disability determination as outlined by the state department. Loudon County evaluates disability determination through state-wide monitoring procedures, record reviews, peer reviews, and by the members of the IEP team when determining eligibility at an IEP meeting. Loudon County Schools uses assessment instruments recommended by the State Department of Education. A comprehensive list of measures used are on file at the central office as well as on the system's website. Previous monitoring results and record reviews indicate that appropriate measures have been in place and currently still are. Special education procedures (from referral to placement) are posted on the system's website and are provided to all new employees at either new teacher induction or via e-mail attachments.</u></p> <p>1.15 Do School Psychologists, Psychological and Senior Psychological Examiners and Speech/Language Pathologists who are</p>
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		<p>employed or contracted by the district receive in-service training concerning current best practices in evaluation procedures? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, list the training received in the 2008-2009 school year. <u>Training occurred at quarterly scheduled itinerant meetings. Assessment personnel also participated in webinars, attended the Legal Conference, the Annual Special Education Conference, and individual trainings specific to their assessment area. Sign in sheets and training certificates are maintained at the central office. Information gleaned from attending training sessions is also shared via handouts, newsletters, or e-mail to all other special education personnel.</u></p> <p>1.16 Are assessment instruments that evaluate Speech and Language Impairments or Mental Retardation normed for the population for which they are used? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.17 Does the Comprehensive Evaluation include information from an assortment of sources such as classroom teachers, parents and counselors? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Does it utilize a variety of evaluation techniques such as observations, interviews, informal and formal testing, etc.? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.18 Are evaluations conducted by a multidisciplinary team of professionals with knowledge in the area of suspected disabilities and have these assessment team members received training that delineates for them each person's specific areas of responsibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide specific qualifications for evaluation professionals in your district. <u>The Loudon County School System currently has 4 assessment personnel employed with a Masters degree and 4 employed with an ED.S degree in their respective areas and all are qualified to assess students. If we contract out for services, we also request a copy of the person's credentials to verify that they are properly qualified to assess the students. A copy of their credentials is kept on file with the contract agreement.</u></p> <p><u>ELIGIBILITY</u></p> <p>1.19 In making placement decisions, does the district use a variety of informational sources including: aptitude tests, achievement tests, social or cultural background, adaptive behavior, teacher recommendations, past educational history and physical conditions? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.20 Does the Written Evaluation Report contain all of the following: (1) a description of reason for referral; (2) the purpose of assessment and the full names of all procedures used and who administered each test; (3) the student's developmental history; (4) the student's educational history; (5) all relevant and current information about the student's family/home environment and functioning within that environment; and (6) a statement of the student's current level of education functioning? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.21 Do the assessment results in the Written Evaluation Report include all of the following: (1) assessment results of standardized tests reported in terms of standard scores for appropriate norm groups; (2) appropriate alternative explanations of performance; (3) the identification of a specific disability(s) and the basis for that determination; and (4) specific recommendations for the instructional and/or behavioral interventions are offered? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, explain. _____ Do persons who conduct the evaluation participate in the decision-making process? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, explain. _____</p> <p>1.22 Are all the district personnel who participate in placement decisions knowledgeable about the student, the meaning of the evaluations, placement options and family perspectives? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Describe assurances and training of assessment team participants. <u>Annual training is provided to all staff regarding roles and responsibilities, LRE, and procedures related to the continuum of services. S-Team/RTI, Special Education, Section 504, Speech and Language, and Gifted Referral procedures are explained to every employee in the system. The procedures are also found on our system's website. Sign in sheets are maintained in a professional development notebook log.</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>Loudon County creates an integrated evaluation report for all students that are evaluated. This report contains a summary of all information received from all data sources. All information is explained and taken into consideration at the actual IEP Team Meeting where eligibility determinations are made.</u></p>
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	<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>Loudon County has a white student population of 4,634. Our largest minority group is Hispanic comprising 8.4% of our total population. Black students account for 1.8% of our student population. Students with disabilities make up 7.4% of our total student population. Annually, we prepare reports for the Board of Education showing increases and/or decreases in percentages of disabilities by categories. The following data sources are reviewed to obtain ethnic compositions in Loudon County: S-Team/RTI Plans, EasyIEP Reports, Office of Civil Rights Report, Student IEP's, Student Management Program, EIS Reports, and the State Report Card.</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 Loudon County School System conducts an internal review of all student folders against the disability standards set forth by the State Department of Education.</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>If a student has been referred for special education and it is determined that the student is not eligible for services but could benefit from accommodations in the general education setting, the student receives the accommodations either via Section 504 plan if applicable or through RTI and/or S-Team interventions.</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>When a disproportionate representation exists, Loudon County reviews each student record again by using the state developed forms for assessment documentation and eligibility determination. If any disparities are found, reevaluations are conducted immediately.</u></p> <p>1.28 When racially disproportionate special education programs are identified, what type of timely action is taken to review the appropriateness of the program for those enrolled? <u>An immediate review of referral procedures, identification procedures, and placement decisions are conducted using the state department's forms.</u></p> <p><u>PROCEDURAL SAFEGUARDS</u></p> <p>1.29 Are all records relevant to the identification, evaluation or educational placement of a disabled student made available to the student's parents? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide evidence. <u>Copies are made available to the parents at every meeting. Signatures are obtained each time. Parents are also requested to sign individual documentation forms and these are maintained in the student folders.</u></p> <p>1.30 Are district parents, staff and the community provided demographic information about the ethnic/racial make-up of the special education programs in the district? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how is this information disseminated? <u>This information is disseminated via school improvement plans, the TCSP process, newsletters, Educating for Life Magazine, and system website and/or reports.</u></p> <p>1.31 Are <u>all evaluations</u> conducted in a timely manner in accordance with Tennessee's "Rules of State Board of Education Chapter 0520-1-9 – Special Education Programs and Services" (for children ages 3-21)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please discuss. _____</p> <p>1.32 In initiating the Procedural Safeguards required by the IDEA from referral through developing and implementing IEPs, does the district ensure that all timelines have strictly adhered to these rules? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please discuss. _____</p>
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School District: **Loudon County**

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

(2) Cultural and Linguistic Equity and Representation

Do Not Complete DOE Rating	Review Item 2	Please Respond to Each of the Following Review Response Items
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 TnREpppSA rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the TnREpppSA Reviewer Guidelines/Scoring.</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>Loudon County does review S-Team/RTI, Section 504, and special education referrals to try and detect potential disproportionality problems. Referral logs are maintained by case managers. These logs are updated, reviewed by case managers and at team meetings, and submitted to the central office on a monthly basis. The logs contain information that allow an analysis to be made regarding who has made the referral, what school has made the referral, and who has been referred by name, age, grade, race/ethnicity.</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>Evaluation lists and descriptions of all available assessment materials are available at the central office and on the system's website under the special education department link. Referral procedures are consistently followed for each referral received. Referral procedures and testing procedures are gone over with all personnel at the beginning of each school year either via strength training sessions or at individual school faculty meetings. The assessment staff selects a battery of standardized instruments to assess individual strengths and weaknesses. Selected instruments are matched to the student's age. The Loudon County school system utilizes assessment instruments that are culturally and linguistically diverse. If assessments are needed in other languages, interpreters are used.</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>Loudon County teachers are offered inservice on various topics that address cultural bias. Referral procedures, teaching strategies, accommodations and modifications, and resources available are shared with school personnel. Cultural bias topics have been discussed with administrators at their monthly scheduled meetings. Administrators share this information with their faculty at their individual school faculty meetings. Sign In sheets, agendas, and/or meeting notes are available at either individual schools or the central office.</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>Loudon County has a white student population of 4,634. Our largest minority group is Hispanic comprising 8.4% of our total population. Black students account for 1.8% of our student</u></p>

		<p><u>population. Students with disabilities make up 7.4% of our total student population. We currently have 88 students identified as gifted with 2 of them being minority. Annually, we prepare reports for the Board of Education to showing increases and/or decreases in percentages of disabilities by categories, options, race, etc. These reports are on file at the central office level. The following data sources are reviewed to obtain ethnic compositions in Loudon County: S-Team/RTI Plans, EasyIEP Reports, Office of Civil Rights Report, Student IEP's, Student Management Program, EIS Reports, and the State Report Card.</u></p> <p>2.07 Does your district provide systemwide screening for Intellectually Gifted child find which includes follow-up individual screening and comprehensive evaluation on an annual basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please discuss. _____</p> <p>2.08 Does your district identify students as Intellectually Gifted from diverse cultural and linguistic race/ethnicities? If no, please discuss. <u>Yes, we do identify these as long as eligibility requirements are met.</u></p> <p>2.09 Are students who are from diverse cultural, linguistic or racial backgrounds equitably represented in advanced placement programs which include Honors and Advanced Placement classes and dual enrollment classes? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please discuss. <u>All students have equal opportunity to enroll and participate in honors, advanced placement, and dual enrollment courses.</u></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>Loudon County translates information, creates brochures and notices in Spanish, uses interpreters, uses ESL teachers, and uses all the translated state forms as one means of communication to ensure understanding of the special education process.</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>The Loudon County School System encourages parent involvement through a variety of sources. Input is sought from parents via surveys. Many of the schools have established PTO's. Open houses and parent nights are scheduled at individual schools. Parent volunteers are requested and encouraged at all schools. Special education personnel offer parent training at each individual school based upon the results of surveys and identified needs of parents and students. Special Education personnel attend monthly parent support group meetings and participate in community events catered to students with special needs. Our Family Resource Center offers parenting classes and makes parents aware of available community resources. Parents are invited to participate in systemwide Blue Sky activities, school improvement committees, the systemwide TCSP, and Federal Program committees.</u></p>
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(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
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>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>3.01 Does the district use a specific general education intervention program for students experiencing difficulty in the general education classroom? (e.g., peer tutoring, learning strategies, after-school remediation program, etc.) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Of the above programs, which programs are available for grades K-12? <u>Skills Tutor, Math Facts in a Flash, Study Island, Dimension M, Reading Navigator, Riverdeep, Aimsweb Benchmarks and CBM's, My Sidewalks, extended contracts, and Learning Focused teaching strategies</u> If yes, identify where teachers and others interested in the process can find a written description of the program. <u>All schools have received information on the use of Skills Tutor. Reading intervention teachers and intervention specialists have been trained on how to use and implement Reading Navigator. Each of these individuals have access to their own teacher kit. All teachers have access to Riverdeep on a daily basis. Aimsweb is used in grades 1-8 and training has been provided to personnel using the program, manuals have been distributed, and two central office administrators have also been trained. Every teacher in the district has been trained and have manuals on how to implement Learning Focused Strategies within his/her classroom. Extended contracts are utilized to provide after school and/or summer remediation. Each teacher, each school, and the central office maintains written descriptions of the programs available via extended contracts. The district's technology director maintains written descriptions of all the computer based programs. Instructional supervisors also maintain descriptions of all available programs.</u> Are the above programs available in all schools within the district? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, in which schools are they provided? <u>Intervention programs are available for use in all of the Loudon County Schools. The same program, however, may not be implemented in every grade level or at all elementary/middle/or high school levels.</u></p> <p>3.02 Does the district have procedures for exploring adjustments in the general education program to meet the student's needs prior to referral for special education? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe these procedures. <u>For the past several years, the Loudon County School System has developed and implemented a S-Team procedure. Last school year, we implemented a RTI program for reading interventions. Our plan has been approved by the State Department of Education. Loudon County has developed and utilized a comprehensive resource listing of intervention options across the tiers of intervention. Special Education has shared a list of specific interventions that can be used by all general education personnel. General education teachers use a standards-based classroom curriculum and use scientifically based researched teaching strategies in their classrooms. Loudon County teachers are afforded many professional development opportunities. They all receive training on the approved reading adoption materials. Curriculum coaches are available at each school. Professional development training sessions are provided on how to use the software intervention programs that have been purchased and are in use in the Loudon County School System. Teachers have had intensive additional training in the following areas: phonemic awareness, phonics, fluency, vocabulary, reading comprehension, differentiated instruction, 90 minute reading block, Aimsweb (progress monitoring).</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>Intervention data is analyzed at the conclusion of each Tier. All decisions as to whether the student should be removed from the Tier process, stay in the same Tier, or move to the next Tier are made by a team of individuals after equity and fidelity issues have been reviewed. Parents are encouraged to be a part of this process from the very beginning. Specific steps that are outlined in the system's state approved RTI plan are followed and the data is also incorporated into the student's eligibility report if the student does indeed move forward in the evaluation process.</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>Support team meetings are scheduled in accordance with the state approved RTI plan and/or the length of the S-Team intervention process where all members of the team review data to determine the effectiveness of the accommodations and modifications and the system's next steps.</u></p> <p>3.07 Does your district maintain a list of intervention options and has your district developed instructions as to how to evidence the effectiveness of those interventions? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>S-Team/RTI case managers follow the steps outlined in the system's state approved RTI Plan and the system's S-Team Plan. Teachers use grade level placement tests, formative assessment, benchmark data, curriculum based measurements, and weekly probes to help determine the effectiveness of the interventions. Recommended interventions and how to determine the effectiveness of interventions have been discussed at systemwide training sessions, individual sessions at the school level, and on an individual basis as the need arises.</u></p> <p>3.08 What does the district use to progress monitor the effectiveness of academic and behavioral interventions? <u>AIMSweb benchmark assessments and progress monitoring reports, pre and post test data, cumulative record information, student IEP's functional behavioral assessments, and student behavioral intervention plans are used to determine the effectiveness of interventions.</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>General education teachers provide parent progress reports on student progress. The intervention specialist provides progress reports on the benchmark assessments and the Aimsweb probes. Student progress notes are sent home as outlined in the approved plan. At the conclusion of each Tier of interventions, a team of individuals review all the available data and this information is also shared with the parents.</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>Data teams are established at both the district and school level. These teams analyze and review test data to determine effective teachers, student strengths and weaknesses, and different placement options for students. IEP Teams also review this data on at least an annual basis if not more often.</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>Loudon does have a State approved RTI Plan. This plan has been made available to all school administrators, general</u></p>
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		<p><u>education personnel, and special education personnel. The S-Team process and the RTI process is explained to all school personnel annually either through inservices and/or faculty presentations. Consistent forms are used throughout the county. Data obtained through the process is reviewed by a team of individuals. Checklists and other supporting documentation will be analyzed for equity and fidelity of program implementation by all members of the S-Team/RTI process.</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>The effectiveness of building level interventions are reviewed by school data teams, S-Team/RTI case managers, special education personnel, school principals, and central office supervisors. After reviews, suggestions and recommendations are made in regards but not limited to the following; school schedule changes, individual student schedule changes, teacher assignments, and/or curriculum emphasis or needed changes.</u></p> <p>3.14 Does your district collect monitoring and progress data from interventions and analyze the impact of these interventions? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe results of this analysis (example: "The impact of X Reading Program resulted in a decrease of 15% in referrals for Special Education evaluation and an increase of 5% of students scoring proficient or above on the TCAP Achievement Test in 4th grade Reading/Language in the 2007-2008 school year."). <u>According to our system's RTI/S-Team Instructional Supervisor, Loudon County has had 614 students participate in the system's state approved RTI Program. Of that number, 140 have successfully exited the TIER program which yields a 23% success rate, with the remaining 426 still participating in either TIER 1, 2, or 3. Out of 614 students, 8% have been referred for a special education evaluation. In the 2008-2009 school year, 76 students exited the program and out of that number 69 scored either proficient or advanced in the area of reading on the T-CAP Achievement Test.</u></p>
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School District: **Loudon County**

1. Disability: **Other Health Impairment** / Ethnic Group: **H** / Over or Under: **Underrepresentation**
2. Disability: **Select One** / Ethnic Group: **Select One** / Over or Under: **Select One**
3. Disability: **Select One** / Ethnic Group: **Select One** / Over or Under: **Select One**
4. Disability: **Select One** / Ethnic Group: **Select One** / Over or Under: **Select One**

(4) Differentiated Instruction: Alignment to Grade Level Instruction

Do Not Complete DOE Rating	Review Item 4	Please Respond to Each of the Following Review Response Items
4 3 2 1	The District provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.	<p>The TnREpppSA rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the TnREpppSA Reviewer Guidelines/Scoring.</p> <p>4.01 Does the district provide training to teachers in the area of differentiated instruction and grade-level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, have all special education teachers been included in this training? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.02 Does the district provide professional development and training for changes in instructional techniques that match students' learning styles? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe PD and training provided in the 2008-2009 and 2009-2010 school years. <u>Loudon County currently engages in a wide array of ongoing professional development. All staff development is designed to create greater access to the general curriculum for all students and provide a vast variety of teaching methods to address all learning styles. Professional Development notebooks and Teacher Training notebooks are maintained at the central office level. Focused Learning Strategies are in use throughout the Loudon County School System. In the 2008-2009 school year special education personnel provided training to administrators, general education personnel, special education personnel, and support staff on the following topics: differentiated instruction, accommodations and modifications at the elementary, middle, and high school level, positive behavioral supports, and brain researched intervention and teaching strategies. Due to the system receiving ARRA funds in the 2009-2010 school year, the following professional development opportunities have been made available to Loudon County employees : Effective Inclusion Strategies, Differentiated Instruction, Effective Classroom Management Professional Development--Harry Wong, Effective Use of Paraprofessionals in Inclusive Classrooms and Special Education Classrooms, Differentiated Assessment and Grading Conference, How To Use Data To Make Middle School Math Instructional Decisions, TCAP's Are Almost Here: I Will Not Panic- What Do I Do Now?, Effective Strategies To Help High School Students Meet The New Algebra I Standards, and Understanding Your Test Data and Developing Individual School and/or Student Plans to Maximize Student Growth and Success for the 2010-2011 School Year.</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>This is done through student support teams at the individual schools and when data teams review assessment results. It is also done through the teacher evaluation process via reflections, appraisal records, and growth plans.</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>Loudon County does conduct trainings for</u></p>

		<p><u>teachers based upon data analysis related to LRE. The appropriate uses of accommodations/modifications/interventions are reviewed annually and training sessions are offered annually. Each school has a data management team that analyzes TCAP performance data annually and makes comparisons to previous data. The data is used for student placement in interventions and additional programs. TCAP assessment accommodations are determined at the IEP team meeting and implemented in the general education setting and used in testing situations. TCAP tests are coded indicating the amount of time each student spends in special education as well as the testing accommodations required of the student. Loudon County reviews data from the state report card, letters of determination, and indicator percentage increases and decreases to determine if changes are needed as well. Loudon County strives to increase the amount of inclusion time of students with disabilities in general education classrooms by employing more special education paraprofessionals and utilizing co-teaching/collaborative teaching techniques.</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>Yes, Loudon County provides on-going, supported professional development and coaching for teachers. New teacher induction sessions are provided on an annual basis. Mentor teachers are assigned to newly hired teachers. Curriculum coaches are available at each school. Strength training sessions are provided as a need arises or when a request is made. Employees are provided resources, materials, and are sent to conferences and trainings applicable to their job assignment.</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>Loudon County does provide resources for in-classroom supports to ensure implementation of differentiated instruction and alignment of students' IEPs with grade level content. Loudon County actively promotes an inclusionary service provision delivery model. Both special education teachers and special education paraprofessionals provide support within the general education classroom. At the beginning of each school year or anytime a new IEP is generated, all special education teachers make sure that all general education teachers that work with a special needs student are aware of the accommodations/modifications that will be needed for the individual student. Inclusion planning forms are also used by personnel providing services in an inclusion classroom. Standards based goals and objectives are selected based upon individual student strengths and weaknesses.</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>Present levels of performance regarding student progress is updated annually in each student's IEP. The data is obtained from pre and post tests, teacher made tests, standardized assessments, progress on identified goals and objectives, checklists, rating scales, formative assessments, Aimsweb information, benchmark data, TCAP assessments, and informal and formal teacher and related service provider observations.</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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe. <u>Loudon County requires all new employees to participate in New Teacher Induction training sessions that specifically address teacher expectations and evaluation procedures that will be utilized. Additional sessions are offered in an attempt to provide additional ideas, suggestions, and recommendations to use with ELL students and students with disabilities. Previous employees are also reminded on an annual basis of teacher expectations and evaluation procedures. They too are afforded the opportunity to attend various in-service trainings in areas of need. State mandated evaluation procedures are followed and both formal and informal walkthroughs are completed by both school level and district level administrators.</u></p> <p>4.11 Does the district have effective procedures in place for acquiring and disseminating to teachers and administrators</p>
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		<p>significant information concerning promising educational practices for disabled students? This may include such areas as: (1) Identifying and evaluating new assessment instruments and techniques; (2) Promising educational practices derived from educational research; (3) Providing opportunity to attend outside district in-service trainings, workshops and conventions; and (4) Professional literature accessible to teachers at a central location? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe.</p> <p><u>Professional development sessions are offered at the district level and individual school level. Personnel are also sent to professional development opportunities directly related to their specific job assignment. Whenever a specific need is identified at the school level or by an individual teacher, then strength training sessions are provided by the special education department. The special education department has purchased a variety of professional resources and adds to this library of resources each school year so that each school has appropriate resources to help them work successfully with special needs students. There is a dedicated space reserved for these items at the school level where teachers can check the materials out. Informational articles, memorandums, and/or e-mails are frequently distributed via the special education supervisor as additional helpful hints in regards to dealing with special needs students. Each special education teacher also has a materials inventory list and the district has a materials inventory list that is made available to all employees in which they can request to check out the resources. Also, the special education page on our system's website provides resources and links that all employees and parents have the ability to access.</u></p>
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School District: Loudon County

1. Disability: Other Health Impairment / Ethnic Group: H / Over or Under: Underrepresentation
2. Disability: Select One / Ethnic Group: Select One / Over or Under: Select One
3. Disability: Select One / Ethnic Group: Select One / Over or Under: Select One
4. Disability: Select One / Ethnic Group: Select One / Over or Under: Select One

(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 <i>Level Descriptors</i> found in the <i>TnREpppSA Reviewer Guidelines/Scoring</i>.</p> <p>5.01 Does your district have written documentation of procedures for the location, referral and identification of students ages 3 through 21 who may be disabled (example: Community outreach efforts <u>and</u> in-school markers such as classroom observations, benchmark assessments, classroom assessments, classroom work)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>A coordinated effort for child find, evaluation, and provision of services is evident in Loudon County. Loudon County Schools utilizes a variety of advertising methods and regularly scheduled screenings to locate students ages 3 through 21 who are suspected of having a disability. Child Find activities are publicized through the following methods: local newspaper articles, public service announcements, local television channel, website postings, annual student registration materials, Annual Child Find Brochures, Open Doors Fair, Annual Child Find Day Screening, PK-K screenings, and postal delivery of child find letters to a variety of agencies which include but are not limited to: local churches, local pediatricians, Loudon County Health Department, all Loudon County Schools, University of Tennessee Development and Genetic Center, Department of Children's Services, Mid East Head Start, TEIS, TIPS, Good Samaritan Center, Family Resource Center, and with private/ home school application packets. Child Find Memorandums are distributed to a variety of sources in an attempt to reach families of all ethnic groups including highly mobile, homeless, and non-English speakers. Academic benchmarks are conducted three times a year at all elementary and middle schools to identify students at risk for academic difficulty. Classroom teachers and/or parents can also refer students to the school support team. The school support team reviews benchmark data and classroom work. T-CAP Assessment data and AIMSWeb score reports are reviewed and analyzed by each school's S-Team/RTI Team to help identify students in need of services. Special education referral procedures are provided to all new teachers annually and are posted on the system's special education department website page.</u></p> <p>5.02 Have educational intervention programs been implemented in <u>all</u> 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>Notices and Child Find letters are available both in English and Spanish. Loudon County does employ ELL teachers and interpreters, and they are available whenever there is a need for additional assistance.</u></p> <p>5.03 Are there any cultural differences that may contribute to the under-identification of those students identified with disproportionate underrepresentation in this racial/ethnic group and disability and have they been considered and addressed in child find efforts? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes – please describe:</p> <p>5.04 Is the identified student sub-group(s) either primarily transient or migrant? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes – please provide data and documentation and explain how this may contribute to the under-identification of this student sub-group with this disability: _____</p>

	<p>5.05 Describe child-find activities in your district that are specific to the racial/ethnic sub-group with disproportionate representation. <u>A coordinated effort for child find, evaluation, and provision of services is evident in Loudon County. Loudon County Schools utilize a variety of advertising and regularly scheduled screenings to locate students aged 3 through 21 who are suspected of having a disability. Child Find activities are publicized through the following methods: local newspaper articles, public service announcements, website postings, annual student registration materials, Annual Child Find Brochures, Open Doors Fair, Annual Child Find Day Screening, PK-K screenings, and postal delivery of child find letters to a variety of agencies which include but are not limited to local churches, local pediatricians, Loudon County Health Department, all Loudon County Schools, University of Tennessee Development and Genetic Center, Department of Children's Services, Mid East Head Start, TEIS, TIPS, Good Samaritan Center, Family Resource Center, and private/ home school application packets. Child Find Memorandums are distributed to a variety of sources in an attempt to reach families of all ethnic groups including highly mobile, homeless, and non-English speakers. Academic benchmarks are conducted three times a year at all elementary and middle schools to identify students at risk for academic difficulty. Classroom teachers and/or parents also can refer students to the school support team. The school support team reviews benchmark data and classroom work.</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>Loudon County has a state approved RTI plan. Loudon County also has a School Support Team identified in every school. When there is a concern about an ELL student, then the ESL Teacher is invited to be a part of the team.</u> Who initiates referrals for ELL students? <u>Referrals can be initiated by the parent, the school's S-Team, the ELL Teacher, and/or the ELL supervisor.</u> Describe the process to refer ELL students for a Comprehensive Evaluation to determine need for Special Education. <u>ELL students go through the same process as all other students that are referred for a special education evaluation. Special education evaluation procedures have been distributed to all school personnel and are available on the sytem's website. The S-Team/RTI Team makes the determination as to whether additional interventions are needed beyond what has been offered via the ESL program. They also make the determination as to what TIER the student should be placed in and for how long interventions need to be implemented. The state's assessment Guidelines for English Language Learners is used as a guide throughout the evaluation process. The state's assessment documentation forms and eligibility criteria is used to determine eligibility.</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>Monitoring data is reviewed and used to identify schools and/or personnel not in compliance with established child-find, referral, and identification procedures. Previous reviews have not indicated deficits in Child Find Activities, Referral and Identification Procedures. All personnel are required to complete record reviews after initial evaluations, reevaluations, and annual IEP Team meetings to self-monitor for compliance issues. If future reviews indicate areas of concern, professional development and/or technical assistance will be provided to address these needs. Any local identified areas of concerns are addressed through annual special education staff development, strength training sessions, individual training sessions and/or itinerant meetings.</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>Culturally appropriate assessments are used in all evaluations. Prior to test administration, test manuals are examined to determine students' similarities to established norm groups. The appropriate tests to be given are determined on an individual basis based upon information received from the S-Team and/or other referral sources.</u></p>
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		<p><u>Nonverbal cognitive assessments are sometimes used to assess the intellectual functioning of students not proficient in the English language or displaying language impairments. State compliance monitoring forms are used to evaluate whether accurate eligibility determinations have been made, if procedural safeguards are compliant, and if each IEP has all the required components to be valid and compliant. School psychologists periodically consult with each other at itinerant meetings to determine accuracy in assessment, scoring, and interpretation.</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>Loudon County does employ ELL teachers and interpreters, and they are available whenever there is a need for additional assistance. Loudon County does employ qualified assessment personnel. However, none of them speak a language other than English. When it is determined that there is a need to test a student in their native language, Loudon County either uses the interpreters that are already employed by the system or contracts with someone that speaks in the child's native language to complete the evaluation. Loudon County refers to the chapter in the State Department's Special Education Manual as well as the State Department's website as resource tools when conducting evaluations of ELL students.</u></p>
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School District: Loudon County

1. Disability: Other Health Impairment / Ethnic Group: H / Over or Under: Underrepresentation
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3. Disability: Select One / Ethnic Group: Select One / Over or Under: Select One
4. Disability: Select One / Ethnic Group: Select One / Over or Under: Select One

(6) Collaboration among General and Special Educators

Do Not Complete DOE Rating	Review Item 6	Please Respond to Each of the Following Review Response Items
		The <u>TnREpppSA</u> rating of 4, 3, 2, or 1 can be determined from the <i>Level Descriptors</i> found in the <i>TnREpppSA Reviewer Guidelines/Scoring</i> .
4 3 2 1	<p><i>The district promotes collaboration among general and special educators at the prevention and intervention levels.</i></p>	<p>6.01 Does your district encourage and support collaboration between general and special education teachers at district and school levels? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>6.02 Does your district have a systematic method for evaluating program effectiveness, staff behaviors and attitudes, program impact, and student progress for general and special educators? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Program effectiveness, staff behaviors and attitudes, program impact, and student progress is systematically evaluated through staff surveys, professional development evaluation forms, grade level team meetings, departmental team meetings, school leadership team meetings, state department monitoring instruments, teacher evaluations, paraprofessional evaluations, parent surveys, school improvement plans, and system improvement plans.</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>Loudon County Schools encourages collaboration between all teachers including general and special education teachers. At the school level, committees include special education teachers. Special education teachers serve with general education teachers on designated school improvement committees. General and special education teachers work in collaboration assessing and reviewing student progress. IEP Teams are responsible for developing an IEP that will serve each student in the least restrictive environment. General education teachers are trained on the use of accommodations and modifications and are given a copy of the required accommodations and modifications that need to be implemented in the general education setting for specific students necessary to promote the academic success of the student. Inclusionary programs are available in every Loudon County school and the IEP determines the amount of services that will be provided. In the 2008-2009 school year special education personnel provided training to administrators, general education personnel, special education personnel, and support staff on the following topics: differentiated instruction, accommodations and modifications at the elementary, middle, and high school level, positive behavioral supports, and brain researched intervention and teaching strategies .Due to the system receiving ARRA funds in the 2009-2010 school year, the following professional development opportunities have been made available to Loudon County employees : Effective Inclusion Strategies, Differentiated Instruction, Effective Classroom Management Professional Development--Harry Wong, Effective Use of Paraprofessionals in Inclusive Classrooms and Special Education Classrooms, Differentiated Assessment and Grading Conference, How To Use Data To Make Middle School Math Instructional Decisions, TCAP's Are Almost Here: I Will Not Panic-What Do I Do Now?, Effective Strategies To Help High School Students Meet The New Algebra I Standards, and Understanding Your Test Data and Developing Individual School and/or Student Plans to Maximize Student Growth and Success for the 2010-2011 School Year. At the beginning of the 2008-2009 school year, special education personnel offered training sessions on accommodations and modifications at the elementary, middle, and high school levels to every school employee. Professional development sessions on the how's and why's of effective</u></p>

		<p><u>inclusionary implementation are provided for general education teachers, special education teachers, and special education paraprofessionals. The S-Team process and the RTI process demands collaboration on the parts of both general education personnel and special education personnel. Informational articles and instructional tips are distributed by the special education supervisor to both general education and special education personnel on a routine basis. Professional development documentation notebooks which contain the sign in sheets and the information shared at each training session are maintained at the central office level.</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>Attempts are made to include special education personnel in grade level meetings at the school level. Specific planning time for special education teachers to work with general education teachers is not always designated; however, teacher planning time does overlap in many schools providing opportunities for collaboration. General and special education teachers are given opportunities to attend workshops which promote collaboration across curriculums.</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>All Loudon County schools are given the opportunity to attend training sessions that focus on general and special education collaboration. Special education personnel conducted several of the 2008-2009 opening day inservice sessions for all school personnel. During the 2009-2010 school year as a result of ARRA funding, the special education department has had the opportunity to offer a variety of professional development sessions aimed at improving the outcomes of students with disabilities to both general and special education employees. A list of training sessions can be found in question 6.03.</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>Every school in our district has a School Support Team. Membership of the team consists of a S-Team case manager, the referring general education teacher, the parent, and a LEA Representative. The school psychologist attends as needed throughout the process and for the most part at every final S-Team/RTI meeting. The team has the responsibility of reviewing the scientifically-validated instructional data collected in the general education setting and determining whether additional interventions or a referral to special education is warranted.</u></p> <p>6.08 Do general educators take responsibility for early intervention instruction with struggling learners in their classrooms? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>General education teachers are responsible for identifying students who are struggling in their classroom. Once he/she identifies a struggling student, it is his/her responsibility to refer the student to the school's S-Team/RTI Team. The team then develops interventions that the general education teacher is responsible for implementing either through the S-Team process or TIER 1 interventions. They are also responsible for gathering the data as the first step in this process for a specified amount of time.</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>Multiple tools and resources are available to general education teachers for intervention. Computer software programs, supplemental reading and math materials, classroom supports via inclusion, curriculum coaches, website resources, and in-service trainings are readily available for use by the general education teachers across the district.</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 general education teachers and special education teachers have opportunities to collaborate. All teachers participate in professional development</u></p>
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		<p><u>sessions centered on differentiated instruction, standards, and curriculum maps. Within the inclusion classrooms, regular collaboration is a must to meet the needs of students within the general education setting. As a general rule, students remain in the general education classroom for instruction. If the student's academic abilities or behavioral skills hinder his/her learning or the learning of his/her classmates, an alternate setting will be determined by the IEP team. A variety of resources have been purchased for schools and general education teachers in an attempt to help carry out all accommodations and modifications needed in the general education setting. General education teachers have access to resources needed for instruction via the special education department.</u></p> <p>6.11 Does your district have systematic methods for monitoring the reintegration of special education students into general education which ensures that: (1) methods are reviewed annually; (2) students are considered for lesser restrictive environment at least annually (i.e., at annual review); and IEPs of secondary students reflect vocational or transition needs. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>Monitoring results, EasyIEP reports, evaluation logs, student management program reports, state report card information, IEP annual reviews, S-Team/RTI review meetings, IEP progress reports, inclusion planning forms, continuum of services checklist, and student transition plans are analyzed on more than an annual basis to ensure that students are placed in the most appropriate placement in the least restrictive environment so that they can have as much access to the general curriculum as possible.</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>Evaluation logs, EasyIEP reports, student management data reports, OCR reports, state department of education reports and monitoring findings are reviewed at least annually to determine increases or decreases in the movement of students to a more restrictive or lesser restrictive environment. Loudon County strives to increase or maintain the same percentage of students by age, gender, race, and zoned schools being served in lesser restrictive environments from year to year. Our data reflects that we are serving the majority of our students across the board in lesser restrictive environments.</u></p>
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