

Manchester City 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: Manchester City Schools

1. Disability: Speech and Language Impairments / 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>All students being considered for a psychoeducational evaluation participate in the school support team process. The school support team ensures consistent application of the referral criteria by implementing and monitoring specific interventions tailored to the student's individual needs prior to a referral for a psychoeducational evaluation. Students in kindergarten participate in a general education screenin, which includes a screening of their speech and language skills. This screening is conducted by each child's kindergarten teacher. The classroom teacher then consults with the school speech/language pathologist when a child's speech and language screening results suggest the student may be at risk for having a speech and/or language impairment. For students whose articulation and/or language errors are more severe, an immediate referral for a speech and/or language evaluation may be made; however, those students who exhibit only minor misarticulations or weaknesses in language skills, may receive speech and/or language within the general education classroom, with SLP consultation. The Director of Special Education monitors all referrals by reviewing assessment tracking logs monthly to further ensure consistent application of the referral criteria.</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 Director of Special Education, the school psychologist, and the speech/language pathologist monitor the referral policy annually and make revisions, as needed, to ensure the effectiveness of the referral policy.</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>General education classroom teachers and administrators are encouraged to attend conferences and training workshops in order to learn characteristics of various disabilities. In addition to this, district-wide trainings, i.e. Autism Training, Sensory Training, Differentiated Training Instruction, Assistive Technology Training, etc., were conducted during the 2009-10 school year within the Manchester City Schools district. The school psychologist, behavior specialist, and speech/language pathologist conduct staff development training sessions, as needed, to educate general education classroom teachers, administrators, and teaching assistants.</u></p> <p>1.04 Are general education teachers and school administrators trained in what their responsibilities are prior to referral being made and after a referral has been made? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how is this done? <u>The school psychologist and speech/language pathologist meet with general education teachers, guidance counselors, and school administrators annually to educate them in their responsibilities, including their responsibilities involving the school support team process, prior to and following a referral for a comprehensive special education evaluation.</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</p>

	<p>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>Easy IEP maintains all information regarding referrals and students transferring into the district who are receiving special education services. Additionally, the school psychologist and the speech/language pathologist maintain assessment logs that include this information.</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 Manchester City Schools District has provided professional development for teachers in schools that appear to be under-referring or inappropriately identifying students for special education. Technical assistance and professional development is provided to general education teachers through speech/language pathologist support in the general education setting for those kindergarten students whose speech and language screening results suggest weaknesses in speech and language skill development, but who may not require an immediate referral. The professional development includes how to identify students who need an immediate referral for a speech and/or language assessment and how to facilitate speech and language development within the classroom. The school support team assists teachers in developing and implementing appropriate interventions in the classroom which, in turn, prevents the over-referral, under-referral, or inappropriate identification of students for special education.</u></p> <p>EVALUATION</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 type="checkbox"/> Yes <input type="checkbox"/> No If yes, list or describe the training provided in the 2008-2009 school year. <u>The school psychologist and speech/language pathologists are trained in the administration of all assessments administered to students in the Manchester City Schools District. Training in the appropriate use of assessments was available in the 2007-08, 2008-09, 2009-10 school years through on-line support from the assessment publishers. This training is used most frequently when newly revised editions of assessments become available.</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 Manchester City Schools District administers assessments that are designed to assess specific areas of educational need, and not merely to provide a single, general intelligence quotient, by selecting assessments from the Tennessee State Department of Education's recommended assessment list.</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>All assessments used in the evaluation process for identifying speech and language impairments are selected from the Tennessee State Department of Education's approved list of validated assessments and include: The Goldman Frisloe Test of Articulation:2, The Weiss Comprehensive Test of Articulation, an oral peripheral mechanism screening, The Peabody Picture Vocabulary Test: 4th Edition, The Expressive Vocabulary Test: 2nd Edition, The Clinical Evaluation of Language Fundamentals: 4th Edition, The Clinical Evaluation of Language Fundamentals-Preschool: 2nd Edition, The Test of Auditory Processing Skills: 3rd</u></p>
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	<p><u>Edition, The Assessment of Fluency in School-Age Children, and the Riley Stuttering Prediction Inventory.</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>All speech/language pathologists are either licensed with the American Speech and Hearing Association or have completed Tennessee State Department of Education's Master's Equivalency program. Training concerning the interpretation and use of assessments and assessment results is on-going through technical support or through direct training from test authors when new revisions of assessments are made available. The school psychologist is appropriately credentialed in the state of Tennessee and is knowledgeable in the use of evaluation data. The school psychologist participates in training through technical support or through direct training from test authors when new revisions of the assessments are made available.</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>The Manchester City Schools District follows the procedures outlined by the Tennessee State Department of Education concerning the identification of special education students. Students are evaluated and determined to be eligible for special education and related services if they meet state eligibility standards for a disability and if their needs cannot be met within the general curriculum without special education.</u></p> <p>1.15 Do School Psychologists, Psychological and Senior Psychological Examiners and Speech/Language Pathologists who are employed or contracted by the district receive in-service training concerning current best practices in evaluation procedures? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, list the training received in the 2008-2009 school year. <u>The school psychologist and the speech/language pathologist participate in evaluation procedures training annually by attending the National Association of School Psychologist conference, State Department of Education Spring Conference, the TAASE Legal Conference, and numerous workshops dealing with the evaluation of articulation and language skills.</u></p> <p>1.16 Are assessment instruments that evaluate Speech and Language Impairments or Mental Retardation normed for the population for which they are used? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.17 Does the Comprehensive Evaluation include information from an assortment of sources such as classroom teachers, parents and counselors? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Does it utilize a variety of evaluation techniques such as observations, interviews, informal and formal testing, etc.? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.18 Are evaluations conducted by a multidisciplinary team of professionals with knowledge in the area of suspected disabilities and have these assessment team members received training that delineates for them each person's specific areas of responsibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide specific qualifications for evaluation professionals in your district. <u>Manchester City Schools only employs school psychologists, speech/language pathologists, occupational therapists, and physical therapists who hold appropriate licensure required for conducting evaluations.</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>
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	<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. <u>N/A</u> Do persons who conduct the evaluation participate in the decision-making process? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, explain. <u>N/A</u></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>All assessment team participants who participate in placement decisions have knowledge of the student and have been trained by the special education director, the school psychologist, and/or the speech/language pathologist regarding the meaning of evaluations and placement options, including the continuum of services provided through special education. The Director of Special Education has provided training to school administrators, who then trained their school faculties, in cultural bias and family perspectives.</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 assessments administered in the evaluation and any other information gathered during the course of the evaluation are documented and presented to the IEP Team members for consideration and program planning. Outside evaluations, secured by either the parent(s) or the school system, are also presented to the IEP Team members for consideration and program planning.</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>Manchester City Schools analyzes data annually by reviewing representation in all ethnic groups by disability. The Director of Special Education and staff calculate the relative risk ratio as a step in determining ethnic groups by disability. Manchester City Schools continually reviews the ethnic composition of its special education programs by monitoring teacher caseloads and options of services.</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 Manchester City Schools District determines that students are being provided appropriate programs and services by educating teachers in cultural diversity and bias, in differentiated instruction, and in instructing students with unique educational needs. Students with limited English proficiency continue to participate in ELL classes.</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>Students who are not found to be eligible for special education services will continue to participate in reading and math interventions through the general education classroom when appropriate. Students may be referred to the 504 Team for consideration of eligibility, and students with limited English proficiency will continue to receive ELL instructional services. Individual student program improvement plans are developed in the general education program to ensure that academic needs, as well as any other modifications or physical accommodations, are made to the child's educational program.</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>Placement decisions are made by the IEP Team based on the continuum of services and the least restrictive environment. When disproportionate representation exists among categories in special education, IEPs and IEP meeting minutes are reviewed to ensure the continuum of services for special education was followed in making the placement decision. Teacher caseloads are monitored regularly by the Director of Special Education.</u></p> <p>1.28 When racially disproportionate special education programs are identified, what type of timely action is taken to review the</p>
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		<p>appropriateness of the program for those enrolled? <u>When racially disproportionate special education programs are identified, the Special Education Director reviews student IEPs and IEP team meeting minutes to determine the appropriateness of the placement. If the continuum of services provided by special education was not followed, the IEP team is reconvened and the continuum of services is discussed and placement decisions are reconsidered.</u></p> <p>PROCEDURAL SAFEGUARDS</p> <p>1.29 Are all records relevant to the identification, evaluation or educational placement of a disabled student made available to the student's parents? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide evidence. <u>Persuant to 34 CFR 300.613. Manchester City Schools permits parents to inspect and review any educational records relating to their child that are collected, maintained, or used by Manchester City Schools under Part B of the IDEA. Manchester City Schools complies with parent requests to inspect and review any education records on their child without unnecessary delay and before any IEP meeting, any impartial due process hearing, any resolution meeting, or disciplinary meeting, and in no case more than 45 calendar days after the parent's request to review the record.</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>The TCCSSP District-wide Leadership Team, which includes administrators, principals, parents, school board members, general and special education classroom teachers, a CTE representative, the ELL coordinator (representing our Hispanic student and parent population), and paraprofessionals, annually reviews demographic information on all students, including ethnic/racial makeup, gender, economically disadvantaged, and children with disabilities. Annual TCCSSP goals are formulated based on the data reviewed and updates to the TCCSSP are published on the Manchester City Schools' District website. Demographic information of varied populations is disseminated to district parents, staff and the community annually through the the Manchester City Schools Report Card, which is published in both local and statewide newspapers, as well as on the Manchester City Schools' District website.</u></p> <p>1.31 Are all evaluations conducted in a timely manner in accordance with Tennessee's "Rules of State Board of Education Chapter 0520-1-9 – Special Education Programs and Services" (for children ages 3-21)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please discuss. <u>N/A</u></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. <u>N/A</u></p>
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(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 <i>Level Descriptors</i> found in the <i>TnREpppSA Reviewer Guidelines/Scoring</i>.</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>The district annually reviews all referrals by monitoring the assessment tracking logs and Easy IEP, which provides the name of the referring teacher and the student's ethnicity. Although no patterns have been detected that might indicate a problem with disproportionately large numbers of children of one race being referred by a teacher of another race, the district will continue to review all referrals annually.</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 Manchester City Schools District minimizes bias in evaluating culturally and linguistically diverse students by selecting assessments from the Tennessee State Department of Education's recommended assessment list. This list of assessments is shared with assessment team members.</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>Speech and language assessments are selected from the Tennessee Department of Education's approved list of assessments. When assessing students who are culturally and linguistically diverse, speech/language pathologists refer to the "Other Evaluation Considerations: Cultural and Linguistic Diversity" section of the Tennessee State Department of Special Education evaluation manual for developmental stages in the acquisition of a second language, background information considerations, language/phonology/fluency/ and "same voice" considerations, as well as specific characteristics of diverse languages in language skills, including morphology, syntax, and articulation.</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>The district data team analyzes all individual program data as well as Relative Risk Ratio data annually by race/ethnicity and disability. Once data is collected, the team convenes to evaluate the results of the data. When improvements are needed, goals are developed, and updates are made to the school improvement plans and/or the TCSPP.</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. <u>N/A</u></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. N/A</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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe any changes that have been implemented as a result of these disparities. <u>Disparities in program participation have been noted when reviewing the district data. For example, Westwood Elementary School has the highest population of culturally diverse and disabled students, and their data shows that the Compass Learning Lab is not as effective as other programs, such as Study Island, Star Math, Fast ForWord, etc. in evaluating academic success. Therefore, in an effort to ensure increased diversity in programs that promote academic success, Westwood Elementary School has chosen to only selectively use Compass Learning Lab with culturally diverse or disabled students.</u></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? N/A</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>Interpreters and translators are employed to attend school support team meetings, parent meetings, and IEP team meetings and to translate documents into the parents' native language in an effort 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></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>Program needs are based on the results of family, student, and community surveys, school committees, volunteer parenting classes, volunteer English classes for non-English speaking parents, parent grade level meetings, and parenting activities such as, "Doughnuts for Dad," "Muffins for Mom," etc. School Improvement Plans, which include a family engagement component, encourage input from all participants, and are updated annually.</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 <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>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>Response to Intervention in reading is currently offered system-wide in grades K-2. The following interventions are available for all grade levels throughout the district: Study Island, Compass Lab, Star Math, Fast ForWord, Math Facts in a Flash, Reading Renaissance, Accelerated Reader program, after school tutoring, writing intervention, Circle of Friends after school tutoring program - Hispanic population, etc. Discovery Assessment provides teachers with information regarding students in need of specific skill intervention/remediation from benchmark assessments and teacher developed assessment probes. The district plans to continue to focus on providing interventions in reading and math in grades K-9 in the 2010-11 school year.</u> If yes, identify where teachers and others interested in the process can find a written description of the program. <u>Each school is responsible for submitting an "after-school intervention plan" that is housed at the district's central office and in each school's office. Additionally, each school maintains a School Improvement Plan that outlines specific general education intervention programs available in the school. The School Support Team also provides the regular education classroom teacher with specific general education interventions and learning strategies to use with students who are having difficulty acquiring grade appropriate skills at a grade appropriate rate. The Manchester City Schools District has an approved Response to Intervention Plan for reading for grades K-2.</u> Are the above programs available in all schools within the district? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, in which schools are they provided? <u>College Street Elementary School has chosen not to continue the Fast ForWord program.</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>The School Support Team provides the regular education classroom teacher with specific general education intervention strategies in an effort to meet the student's needs prior to referral for special education, and students participate in Response to Intervention, as outlined in the RTI plan, prior to referral for special education. The Manchester City Schools District uses Discovery Assessment as its formative assessment which provides benchmark assessments three times per year. Classroom teachers develop probes within the Discovery Assessment to progress monitor students throughout the school year.</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>Before a child is referred for special education</u></p>

		<p><u>services, general classroom teachers engage in consistent progress monitoring and documentation of education interventions and the effects of those interventions for students experiencing academic problems through DIBELS, Discovery Assessment, and Scott Foresman's Tier II and Tier III progress monitoring probes. Results of this process monitoring are documented, reported to the Literacy Team and to the child's parent(s), and, in turn, further intervention decisions are made based on the child's progress monitoring results.</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>The effectiveness of the accommodations and interventions used prior to referral to special education is reviewed regularly. Annually, the school psychologist conducts training for the guidance counselors, general education teachers, and principals on the school support team process and provides reading and math intervention strategies for each school. At each school support team meeting, the effectiveness of the accommodations and interventions being used by the general education teacher are reviewed and changes are made, as needed. The Literacy Team meets monthly to review student intervention data, determine the effectiveness of the intervention, and to make intervention adjustments, as needed, based on student progress.</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>The Manchester City Schools District maintains a district RTI plan detailing the effectiveness of the intervention options and instructions for evidencing effectiveness. Each school maintains an intervention kit that is housed in the guidance counselor's office designed to provide intervention options to teachers and the school support team.</u></p> <p>3.08 What does the district use to progress monitor the effectiveness of academic and behavioral interventions? <u>The district uses DIBELS, Discovery Assessment progress monitoring, Scott Foresman Tier II and Tier III monitoring probes, and functional behavior assessments to monitor the effectiveness of academic and behavioral 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>The district's general education staff provides written documentation of academic and behavioral interventions and their effectiveness through assessment data collection and provides this documentation to the Literacy Team, the school support team, and to 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>The district reviews achievement scores of all students annually. Principals and school leadership teams review and analyze achievement data in conjunction with the identification of teachers with high referral rates for all ethnicities and gender, the population of individual classes by ethnicity, and staffing ratios.</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>The Tennessee State Department of Education has approved the Manchester City Schools District RTI plan.</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? <u>N/A</u></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 all building level interventions, programs, and supports for all students, including</u></p>
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		<p><u>culturally and linguistically diverse students enrolled in special education programs, is reviewed annually by the Manchester City Schools' District Data Review Team. Pre and post test data, teacher, student, and parent evaluation surveys, and the number of students participating in each intervention, program, and/or support are collected, compiled and forwarded to the District Data Review Team to evaluate the effectiveness. Principals are given a copy of the district data report to assist them in making decisions concerning the continuation of or the cessation of interventions, programs, and/or supports is based on district data results.</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>The impact of the early intervening services in kindergarten resulted in a decrease in the number of kindergarten referrals for speech and language evaluations for the 2007-08 and 2008-09 school years compared to the 2006-07 school year. Of the total kindergarten student population for the 2007-08 school year, 1 out of 150, or .0067% of students participated in a speech/language evaluation compared to 11 out of 186 or .59% of the kindergarten student population in the 2006-07 school year. Of the total kindergarten student population for the 2008-09 school year, 12 out of 293, or 0.4% of the students participated in a speech/language evaluation. Of the 1st grade student population for the 2007-08 school year, .006%, or 1 of 150 students, participated in a psychoeducational evaluation. Of the 1st grade student population for the 2008-09 school year, 1 of 210 students, or .005%, participated in a psychoeducational evaluation. After SLP and classroom teacher review of students participating in the early intervening "pullout" support during the 2008-09 school year, Eight of those students were referred for a speech and/or language evaluation during the 2009-10 school year.</u></p>
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School District: **Manchester City Schools**

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4. Disability: **Select One** / Ethnic Group: **Select One** / Over or Under: **Select One**

(4) Differentiated Instruction: Alignment to Grade Level Instruction

Do Not Complete DOE Rating	Review Item 4	Please Respond to Each of the Following Review Response Items
4 3 2 1	The District provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.	<p>The <u>TnREpppSA</u> rating of 4, 3, 2, or 1 can be determined from the <u>Level Descriptors</u> found in the <u>TnREpppSA Reviewer Guidelines/Scoring</u>.</p> <p>4.01 Does the district provide training to teachers in the area of differentiated instruction and grade-level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, have all special education teachers been included in this training? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.02 Does the district provide professional development and training for changes in instructional techniques that match students' learning styles? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe PD and training provided in the 2008-2009 and 2009-2010 school years. <u>During the 2008-09 school year, PD was provided through the following: Discovery Assessment training, SRA direct instruction training, Handwriting Without Tears training, autism spectrum disorders training, Challenging Behaviors and Social Teaching Strategies, Handle with Care training, first aid on the bus training, sensory integration training, RTI training, Sensitivity Training for Cultural Bias, inclusion training, Blueprint for Success Training, Florida Migrant and Homeless Conference, Love, Read, Learn training, early childhood interventions, Worksheets Don't Grow Dendrites training, The Power of Reading Practice training, Helping Children with Auditory Processing Deficits training, Triad training, TAASE Legal Conference, East Tennessee Title I Conference, Update of Children's Advocacy Center training, Practical Therapy Techniques for Articulation Errors, special education teacher staff development, functional behavior assessment training, differentiated instruction, Positive Behavior Support Initiative, Homeless webinar, standards training in math, reading, and science, and paraprofessional training. During the 2009-10 school year, PD was provided through the following: follow-up Discovery Assessment training, SRA direct instruction training, Handwriting Without Teas training, autism spectrum disorders training, Challenging Behaviors and Social Teaching Strategies, Handle with Care training, first aid and CPR training, sensory integration training, RTI training, Sensitivity Training for Cultural Bias, inclusion training, early childhood intervention conferences, Triad training, TAASE Legal Conference, East Tennessee Title I Conference, Update of Children's Advocacy Center training, special education teacher staff development, differentiated instruction, Positive Behavior Support training, homeless coordinator training, academic standards training in math, reading, and science, ELL state conference, and paraprofessional training.</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>Benchmark assessments are conducted three times per year and frequent progress monitoring of skills assist teachers in determining mismatches of student skills/deficits to teaching approaches. Annually, teachers are trained to identify different learning styles and to implement differentiated instructional techniques and strategies in the classroom setting. This is documented on the 2009-10 staff development log.</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>Annually, school administrators and their faculties participate in professional development to assist them in reviewing and analyzing TCAP data. Findings from this analysis determined students needed intervention in reading and math. Ongoing consultation regarding student accommodations and academic performance take place between special education and general education teachers.</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>The Manchester City Schools District provides a mentor teacher for all newly hired teachers. All newly hired teachers participate in a new teacher induction program provided by the district. All newly hired special education teachers are also assigned a mentor teacher who is certified in special education. These newly hired special education teachers participate in mentoring sessions 4 days per year that provide training in special education record keeping, procedural safeguards, and IEP development.</u></p> <p>4.08 Does your district provide resources for in-classroom supports to ensure implementation of differentiated instruction and alignment of students' IEPs with grade level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Special education teachers provide consultation, materials, and other supports to ensure implementation of differentiated instruction and alignment of students' IEPs with grade level content. Special education teachers and/or special education teaching assistants provide instructional support within the general education classroom to insure a successful inclusion process.</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>The Manchester City Schools District keeps data on the amount of progress made by students in special education programs through SRA Reading and Math Instruction pre and post-data evaluation instruments and through Read 180 pre- and post-data evaluation instruments. Benchmark assessments 3 times per year and frequent progress monitoring also provide data regarding the amount of progress made by students in special education programs.</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 Manchester City Schools District provides sensitivity training for cultural bias annually to review literature and research regarding teacher expectations for all ethnic/cultural differences. Teachers are monitored and/or evaluated by their school principals and assistant principals, the Director of Instruction, and/or the Director of Special Education, and feedback is provided on an ongoing basis to the teachers regarding their teaching behavior through this evaluation process.</u></p> <p>4.11 Does the district have effective procedures in place for acquiring and disseminating to teachers and administrators significant information concerning promising educational practices for disabled students? This may include such areas as: (1) Identifying and evaluating new assessment instruments and techniques; (2) Promising educational practices derived from educational research; (3) Providing opportunity to attend outside district in-service trainings, workshops and conventions; and (4) Professional literature accessible to teachers at a central location? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe. <u>The Manchester City Schools District identifies and evaluates new assessment instruments and techniques by sending assessment personnel to trainings and workshops as they become available. Teachers and assessment personnel are provided ample opportunities to attend and participate in outside trainings, workshops, and conventions that address promising educational practices derived from educational research. Professional literature is accessible to teachers and is housed in each school's office, as well as at the Manchester City Schools' District Director of Schools' office and at the Manchester City Schools' District Director of Special</u></p>
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		<p><u>Education office. Annual professional development opportunities and attendance is logged and maintained in the district.</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 TnREpppSA rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the TnREpppSA Reviewer Guidelines/Scoring.</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>The Manchester City Schools District conducts child-find for all ethnic groups, highly mobile, homeless, those living in isolated areas, and non-English speakers throughout the school year. Procedures are outlined in the Comprehensive Application for providing Special Education services, in the Voluntary Pre-K Application, in homeless identification data maintained by the district, and in data maintained by the district on English language learners and highly mobile students. Activities for locating and identifying preschool aged children include individually scheduled preschool screenings conducted by preschool teachers throughout the school year and an annual district-wide preschool screening and child-find designed to assess developmental skills. The annual preschool child-find is advertised in the following ways: cable, radio, and newspaper announcements, radio interviews, flyers distributed throughout the community (doctor's offices, health department, private schools, housing authority, area businesses, and department of human services), and flyers sent home with K-9th grade students. The Manchester City Schools central office provides a preschool table in the reception area where pamphlets are displayed providing information on all Pre-K classes in our district. School-aged children are located and referred to the school support team based on teacher observation, benchmark assessment, progress monitoring, classroom assessment, and examples of classroom work. The school support team may suggest further intervention strategies prior to making a referral for a comprehensive psychoeducational evaluation. Students in grade 4 are screened for possible identification as intellectually gifted. For new students enrolling in Manchester City Schools, a flyer is included in all registration packets that informs parents of steps to take if they suspect their child is intellectually gifted. Additionally, flyers are displayed throughout the community in area businesses. Screening, psychoeducational, and speech/language assessment logs are maintained by the school psychologist and the speech/language pathologist in the district.</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>Regardless of ethnic group, educational intervention programs in reading and math are provided in all grade levels (K-9) in the Manchester City Schools' District for those students who do not make adequate progress on benchmark, progress monitoring, or TCAP assessments. After students participate in intervention programs and the data indicates that adequate progress is not being made, a referral to the school support team may be warranted. All student ethnic groups participate in the gifted screening process. Translators are provided during preschool screenings and child find to insure that students are screened validly</u></p>

	<p>and accurately.</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: <u>N/A Cultural differences do not contribute to the under-identification of those students.</u></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: <u>N/A</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>The Manchester City Schools District annually promotes child-find activities which specifically address the Hispanic population in the area of speech and language. Each spring the district conducts a district-wide Pre-K screening. Translators are available for the non-English speaking population and all participants are screened for speech and language deficits by a speech/language pathologist. Those with significant deficits are referred for a complete speech and language evaluation. Kindergarten students participate in a screening conducted by their classroom during a "phase-in" period at the beginning of their kindergarten school year. Kindergarten teachers consult with the school's SLP to determine those students whose screening results suggest they are at-risk for having a speech and/or language disorder. Students showing signs of significant speech and/or language weaknesses are referred immediately for a speech and/or language evaluation, while those students showing signs of only minor speech and/or language weaknesses participate in general education activities in their classroom designed to facilitate speech and language development. Teachers regularly consult with the SLP in their school concerning any student who may exhibit speech or language weaknesses. In an effort to assist parents in helping their children with homework and school assignments, teacher and community volunteers provide after-school English classes for Hispanic parents.</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>ELL teachers participate in the school support team and referral processes for English Language Learners.</u> Who initiates referrals for ELL students? <u>General education teachers, reading teachers or reading specialists, and ELL teachers may initiate referrals for ELL students.</u> Describe the process to refer ELL students for a Comprehensive Evaluation to determine need for Special Education. <u>Teachers who want to refer an ELL student for a comprehensive evaluation to determine the need for Special Education and related services, first go to the guidance counselor to schedule a school support team meeting and to obtain paperwork necessary for gathering student data for the S-Team. At the S-Team meeting, school personnel, including the school psychologist, the parent, and an interpreter for the parent, if needed, review student data and determine whether continued interventions in the classroom are needed, or whether a comprehensive evaluation is warranted. If the S-Team determines that continued classroom interventions is warranted, the S-Team schedules the next S-Team meeting and signs the S-Team minutes/decision form. If the S-Team determines that a comprehensive evaluation is warranted, the school psychologist asks the parent to sign the permission for the comprehensive evaluation, reviews "parent rights" orally, and provides parents with a prior written notice of the evaluation. A copy of all written documentation is provided to the parent(s) in their native language.</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>Annually, the district reviews district data obtained at each school regarding the effectiveness of all child find and</u></p>
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		<p><u>intervention programs as well as reviewing and analyzing individual school report card data.</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>All outside service providers are employed on a contractual basis. Service providers, both those employed directly by Manchester City Schools and those outside providers employed on a contractual basis, follow the written "referral process" procedures established by the LEA regarding locating, referring, and identifying students with disabilities. Service providers employed on a contractual basis within the Manchester City Schools District include: the occupational therapist, the physical therapist, the certified occupational therapy assistant, and the physical therapy assistant.</u></p> <p>5.09 Are qualified evaluation specialists for students who speak a language other than English available to the school district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Describe the process used to assess a student who is an English language learner (ELL) suspected to have a disability. <u>When a student who is an English language learner is suspected of having a disability, an interpreter employed by the Manchester City Schools District assists with translating assessment questions and/or stimulus items to the student. The Manchester City Schools District will contract with qualified evaluation specialists for students who speak a language other than English if the need arises.</u></p>
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(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>All schools within the Manchester City Schools District participate in the Qualitative Assessment Review (QAR) process that systematically evaluates program effectiveness, staff behaviors and attitudes, program impact, and student progress for general and special educators. Additionally, the district completes an annual data review of all programs used throughout the district to determine their effectiveness. School Improvement Plans are revised annually based on results of the district data review and the QAR review.</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>Regular education and special education teachers participate in professional development to ensure the use of appropriate strategies when collaborating and co-teaching. Regular education and special education teachers meet weekly to review student progress and to plan and collaborate instructional strategies. Information regarding trainings in collaboration, co-teaching, and differentiated instruction is maintained in the district staff development log.</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>Leadership Team meetings occur monthly which include representation across all departments in the district. District TCSPP teams also include representatives across all departments and meet annually to review and update the district plan. School Improvement Teams, comprised of representatives across all departments, meet annually to review and update their individual school plans. The RTI District Team, comprised of representatives across all departments, meets at least 3 times per school year to review and update the districts's RTI plan and/or procedures.</u></p> <p>6.05 Do all schools in your district allocate time for special education and regular education collaboration on a routine basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe this process. <u>The district's instructional calendar allocates time each morning and afternoon for special education and regular education teachers to collaborate.</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>Support team members may include: general education teacher(s), special education teacher(s), general education reading specialist and/or RTI teacher, the guidance counselor, and the school principal/designee. The referring teacher, which may be the general education and/or reading teacher, requests that the guidance counselor schedule a school support team</u></p>

		<p><u>meeting. At the S-Team meeting, the team reviews student information and documentation. A decision is then made by the team to either implement further classroom interventions or to request permission from the child's parent for a comprehensive psychoeducational evaluation. If the decision is made to implement further classroom interventions, the S-Team reconvenes at a designated time to review the student's progress or lack of progress. (This stage of the S-Team process may be repeated as often as needed in order to revise/add/delete classroom interventions the S-Team feels are instrumental in facilitating skill acquisition.) At each S-Team meeting, the decision is made to either continue with the implemented classroom interventions, to implement additional interventions, or to refer the student for a comprehensive special education evaluation.</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 provide tier 2 intervention instruction with struggling learners either in the child's general education classroom or in the general education reading intervention classroom. Early intervening support from the SLP is provided to the classroom teachers for kindergarten students struggling with the acquisition of speech and/or language skills. At both elementary schools, teachers and teaching assistants, funded through Title I, provide academic support to the general education program.</u></p> <p>6.09 Do general educators have available and use a variety of tools and resources to provide early intervening services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>General educators are provided with a variety of tools and resources to use for early intervening services. Classroom teachers are provided with Scott Foresman; My Sidewalks on Reading Street (for Tier 2 and Tier 3 intervention), Saxon Phonics, and a variety of computerized learning programs, such as Away We Go, Fast ForWord, Reading Renaissance, Math Facts in a Flash, Star Math, Study Island, etc. When requested, the SLP provides classroom teachers with numerous instructional materials, including: Language for Learning, articulation games, activities and flashcards, and other materials for facilitating speech and language development.</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>The IEP team discusses the continuum of services provided through special education. All options of service, beginning with accommodations in the general education classroom with consultation between the general education teacher and the special education teacher, are considered. Documentation that the continuum of services was discussed at the IEP team meeting is located on the "IEP Team Meeting Minutes" form. The Manchester City Schools District is structured so that all schools have full-time special education teachers on staff. Special education teachers provide direct instruction to students, co-teach with regular education teachers in the classroom to provide inclusion services, and serve as a resource to the general education teacher who is implementing student accommodations in the classroom.</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>IEP team meetings are conducted at least annually to review student progress and to discuss the student's placement on the continuum of special education services. When students are reintegrated into general education, the special education teacher and the regular education teacher work closely together to monitor instructional methods, strategies, and accommodations provided for special education students in the classroom and to make adjustments as necessary. Secondary aged students participate in a vocational assessment and are invited to IEP team meetings to participate in transition planning.</u></p> <p>6.12 Does your district keep data that reflects the movement of special education students both to a more restrictive environment</p>
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		<p>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>The Director of Special Education monitors teacher case loads and special education census information maintained on Easy IEP regarding the movement of students along the continuum of services to a more restrictive or lesser restrictive environment regarding student age, gender, grade, race, and individual school. During the 2009-10 school year, the Manchester City Schools District received funding through an IDEA grant. Funding from this grant has been used to provide special education personnel support within the regular classrooms for the purpose of increasing inclusion opportunities for children with disabilities. Baseline data will be collected using 2010 TCAP data to determine the effectiveness of the inclusion grant.</u></p>
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