

Rhea 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: 3.87 / 4.00

PART RATINGS:

FOCUS AREA 1: 4.00

FOCUS AREA 2: 3.80

FOCUS AREA 3: 3.60

FOCUS AREA 4: 3.80

FOCUS AREA 5: 4.00

FOCUS AREA 6: 4.00

School District: Rhea County

1. Disability: Speech and Language Impairments / Ethnic Group: W / 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>Each school has a school support team that is made up of the principal or designee, regular and special education teachers and appropriate assessment personnel. They ensure consistent application of the referral criteria by implementing and monitoring specific interventions prior to referral and working closely with the special education assessment specialist. Kindergarten students are screened and those who have speech or language skills that fall below the cutoff score on the screening assessment are eligible for additional early intervention or referral to special education for further testing as determined by the support team. The speech therapist in each school provide training to the teachers on intervention strategies and technical and professional assistants as needed. Each school has a special education coordinator that assists the support team in identifying students suspected of having a handicap.</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 Special Education Director, Support Team coordinator, the school psychologist, and the speech pathologists monitor the referral policy annually and make revisions as needed. Changes in Tennessee guidelines are always monitored and applied to our referral policy. Data is analyzed to compare the current number of referrals with those from previous years.</u></p> <p>1.03 Are general education classroom teachers and administrators trained to recognize the characteristics of the IDEA and State disabilities in their students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe this training. <u>The special education director speaks to all new teachers during inservice to provide information on handicaps, services and the referral process. General education teachers and administrators are provided opportunities to attend special education conferences and workshops. Inservice opportunities are available during local inservice days. This year that included inclusion and motivating all students. The school psychologists and speech therapists are available at each school to provide training to the teachers on a school 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>The school psychologists, speech pathologists and special education coordinator meet with the administrators and school staff annually to educate them in their responsibilities prior to and following a referral to the support team. The special education director meets with the administrators during systemwide principal's meetings to advise them of any new laws or changes to the referral process.</u></p> <p>1.05 Does your district collect school data, disaggregated by race/ethnicity, on at least an annual basis to ensure schools are using appropriate procedures to refer and determine special education eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.06 Does your district keep data that furnishes the following information related to referrals: (1) number of referrals; (2) number</p>

		<p>of referrals made according to student age, grade, gender and ethnicity/race; (3) number of referrals made versus number of placements made; and (4) number of students transferring into the district that are receiving special education services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe this data collection method. <u>Easy IEP maintains all information regarding referrals. The school psychologists and speech pathologists maintain assessment logs of all referrals that includes age, grade, gender, race, date of referral, race suspected handicap and if the student was determined to be eligible.</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>Rhea County provides school level staff development on the referral process and how handicaps are determined. Each school speech therapist and school psychologist provides technical assistants to individual teachers and the support team members. They also provide assistants to teachers in developing and implementing appropriate interventions in the classroom which prevents over or under referral of students.</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>The school psychologist regularly attend the Mid-South Conference. The speech pathologists attend the Tn. Association of Audiologist and Speech Pathologists annual conference. In addition our speech pathologist attended the Signal Center Assistive Technology conference and the Autism conference at Lee University. Signal Center also assessed some of our students on site working with the school speech pathologist. All assessment personnel are encouraged to attend regional conferences when 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>Tests are chosen 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 tests are selected from the approved state list and are validated for the specific purpose used. The tests are Goldman Fristoe Test of Articulation:2, oral peripheral mechanism screening, The Expressive Vocabulary Test, 2nd ed, The Clinical evaluation of Language fundamentals, 4th ed., The Clinical Evaluation of Language Fundamentals-preschool 2nd ed., The Test of Auditory Processing Skills 3rd edition, Test of Language Development primary 4th ed., CASL, Receptive One Word Picture Vocabulary Tst, Oral and Written Language Scales and Preschool Language Test 4th ed.</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 pathologists who are hired or contracted have masters degrees and are fully licensed with the state of Tennessee. All school psychologists have master degrees and are fully licensed with the state of Tennessee They attend state meetings in their areas and receive technical support and training when new revisions of assessments are made..</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</p>
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		<p>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>Rhea County follows the procedures outlined by the Tennessee Department of Education concerning the identification of special education students. Students who are determined to be eligible meet state eligibility standards. Screening and assessment instruments are selected based on state recommendations. A variety of evaluation assessments are available to meet the diverse needs of the students.</u></p> <p>1.15 Do School Psychologists, Psychological and Senior Psychological Examiners and Speech/Language Pathologists who are employed or contracted by the district receive in-service training concerning current best practices in evaluation procedures? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, list the training received in the 2008-2009 school year. <u>All assessment personnel receive inservice training by attending Tennessee conferences in their area. In addition they attend the TAASE legal conference and Signal Center workshop. Also, the speech pathologist meets with the contracted speech therapists yearly to inform them of any changes in state guidelines.</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>All hired and contracted speech pathologists and school psychologists are licensed in the state of Tennessee. The Occupational and Physical therapist who work in Rhea County are contracted and are licensed in the state of Tennessee.</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>All IEP team meetings include the students general education teacher, school principal or designee, special education teacher and parent. Additionally evaluation specialists, nurses and other professional as determined by the specific needs of the student. Training is provided to all personnel through staff development, required licensing and certification and school level staff meetings.</u></p>
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	<p>1.23 Is all information, regardless of its source, carefully considered and documented? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe this process. <u>All information is collected and considered during the evaluation process. The assessment document details the various sources of information and this becomes a part of the report. Parent input, teacher observation collected data and any medical information become an integral part of the completed evaluation document.</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>Disaggregated reports are created and reviewed using EASY IEP and state report card reports. This is done on a regular basis during the school year.</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 Rhea County Department of Education strictly follows the Tennessee DOE policies and procedures for referral, evaluation and placement. We strive to provide an appropriate education for all students regardless of race. The evaluation specialists and special education supervisor review our evaluation and placement data to make sure students are provided appropriate programs. A student's progress is monitored at IEP meetings to determine if his program is meeting his individual needs.</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 if appropriate. The speech therapist will work with the general education teacher and parent to give them ideas for improving a child's speech and language in the classroom and at home. The speech therapist and school psychologists at individual schools serve as a resource for any teacher who needs help with a student.</u></p> <p>1.27 When disproportionate representation exists among categories in special education, how does the district examine its placement decisions to detect any possible differences by ethnicity/race and placement? <u>The only area of disproportionality was in the area of under identifying white children for speech/language. We have carefully considered our population to determine if this group is being appropriately identified. The special education supervisor and school based coordinators and speech based therapists have reviewed the data again and are aware of the identified problem. All personnel at the central office and in the schools will make sure students are correctly identified and provided appropriate programs.</u></p> <p>1.28 When racially disproportionate special education programs are identified, what type of timely action is taken to review the appropriateness of the program for those enrolled? <u>Our evaluation specialists and our service providers are crucial in reviewing the appropriateness of our programming. It has been determined that our referral and evaluation procedures meet state guidelines.</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>The students parents are a part of the IEP team that determines handicapping condition and educational placement. At the initial meeting and all those that follow parents are giving copies of all reports and records. Evaluation specialists are part of the team and explain all reports. Documentation is available in the student's folder.</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 Rhea County report card is available as a link on the county web site. The schools TSIP plan is also available through</u></p>
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		<p><u>the web site.</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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(2) Cultural and Linguistic Equity and Representation

Do Not Complete DOE Rating	Review Item 2	Please Respond to Each of the Following Review Response Items
		The <u>TnREpppSA</u> rating of 4, 3, 2, or 1 can be determined from the <u>Level Descriptors</u> found in the <u>TnREpppSA Reviewer Guidelines/Scoring</u> .
4	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.	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 evaluation specialists track referrals. If a pattern was identified, the specialists would provide training at the school to make sure it was corrected.</u>
3		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 Rhea County Schools minimizes bias in evaluating culturally and linguistically diverse students by selecting assessments from the TDOE 's recommended assessment lists. This list of assessments is shared with assessment team members. A variety of evaluation tools are available to meet diverse needs of our student population ensuring equitable representation of all groups.</u>
2		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
1		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 language assessments are selected from the TDOE approved list of assessments. When assessing students who are culturally and linguistically diverse speech pathologists refer to the "Other Evaluation Considerations: Cultural and Linguistic Diversity" section of the TDOE evaluation manual.</u>
		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
		2.06 Does your district analyze program participation data by race/ethnicity and disability? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide information on processes for analysis. <u>EASY IEP reports provide this information. Analysis is made by assessment specialist and coordinators. Our system data management program, Power School, also tracks participation by race/ethnicity and disability.</u>
		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. _____
		2.08 Does your district identify students as Intellectually Gifted from diverse cultural and linguistic race/ethnicities? If no, please discuss. <u>yes</u>
		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. _____
		2.10 Has your district noted racial or ethnic disparities in participation and as a result established or implemented plans to ensure

		<p>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>All parental information is available in Spanish and English. If interpreters are needed they are provided by staff. If parents need written reports read or explained to them in a more easy to understand manner that will also be done by staff.</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 special education department in each school has a coordintor who is available to conduct parent information meetings. Child find activities include county wide screening, ads in local papers, pamphlets in local businesses and staff membership in organizations such as the Rhea County Health Council. Our system website has special education information posted along with links to information sites. Special education staff are available at PTO meetings to share information and hand out informative materials.</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
		The TnREppSA rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the TnREppSA Reviewer Guidelines/Scoring .
4 3 2 1	The District provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.	<p>3.01 Does the district use a specific general education intervention program for students experiencing difficulty in the general education classroom? (e.g., peer tutoring, learning strategies, after-school remediation program, etc.) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Of the above programs, which programs are available for grades K-12? <u>Peer tutoring, remediation during and after school, early intervention through RTI programs that involves three tiers that target the individual needs of the students</u> If yes, identify where teachers and others interested in the process can find a written description of the program. <u>Each school has its own intervention plan which outlines specific intervention strategies. The support group at that school determines the intervention strategies that will be utilized and provides access to appropriate materials.</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>the RTI is most commonly used in elementary school while the high school provides more credit recovery and summer school as methods to help students experiencing difficulty.</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>Academic coaches work with regular education teachers to establish appropriate intervention services. Data is use to determine present levels of functioning. data is collected during intervention to determine progress. School support teams meet to discuss student progress and need for additional intervention through the RTI process.</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 to special education general classroom teachers engage in consistent progress monitoring and documentation of education interventions and the success of the interventions. they are monitored using Discovery Education Assessment, Scott Foresman's Tier II and III progress monitoring probes. Results of the process monitoring is documented and reported to the support team.</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>Interventions are regularly evaluated and data points are entered into the student's record. Support team members, assessment personnel academic coaches meet to review data and determine if an additional level of intervention is needed.</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.</p>

	<p>3.08 What does the district use to progress monitor the effectiveness of academic and behavioral interventions? <i>Rhea County uses ThinkLink to provide ongoing data on the effectiveness of student interventions. Classroom teachers also have data provided through TCAP assessments and ongoing student classroom evaluations to monitor progress. Additionally, many of our intervention programs, such as RiverDeep, Orchard, Waterford, Skills Tutor and United Streaming also track student progress and the effectiveness of interventions.</i></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. <i>The district's general education staff provides written documentation of ininterventions and their effectiveness through assessment data collection and provides this documentation to the school support team and to parents.</i></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. <i>Principals and other 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 of individual classes by ethnicity and staffing ratios.</i></p> <p>3.11 Has the district developed a comprehensive resource listing of intervention options across levels of interventions (a formal RTI plan with explanation and documentation of parental involvement)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, briefly describe. _____</p> <p>3.12 Have educational intervention programs been implemented in all district schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, which district schools have implemented educational intervention programs? _____</p> <p>3.13 A building-by-building review of data may reveal that some schools' programs are not as effective as others as noted by the disproportionate numbers of culturally and linguistically diverse students enrolled in its special education program. Has your district conducted this review of data? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how is the effectiveness of those building interventions reviewed? <i>This has not been an issue at the building level.</i></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."). <i>Data has been collected. Academic coaches analyze the data for each school and for each classroom teacher whose students are involved in the intervention process.</i></p>
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(4) Differentiated Instruction: Alignment to Grade Level Instruction

Do Not Complete DOE Rating	Review Item 4	Please Respond to Each of the Following Review Response Items
		The TnREpppSA rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the TnREpppSA Reviewer Guidelines/Scoring .
4 3 2 1	The District provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.	<p>4.01 Does the district provide training to teachers in the area of differentiated instruction and grade-level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, have all special education teachers been included in this training? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.02 Does the district provide professional development and training for changes in instructional techniques that match students' learning styles? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe PD and training provided in the 2008-2009 and 2009-2010 school years. <u>The following inservice opportunities were provided to personnel: Math Vocabulary, Reading in the Content, Reading Summit information, Inclusion best practices, RTI, Writing Improvement Strategies, Better Use of Textbooks, Adolescent Brain Development, Gap Analysis of New Math Standards, and identifying and referring students suspected of a handicap (provided to all new teachers).</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>Academic coaches and instructional supervisors work with individual classroom teachers to monitor the effectiveness of materials and strategies for struggling students.</u></p> <p>4.04 Do district teachers use a variety of alternative instructional approaches appropriate to the varied developmental levels, learning styles and current levels of performance of students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.05 Does your district collect and maintain LRE data and TCAP assessment performance data, including data on TCAP assessment accommodations (as specified in individual student IEPs)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.06 Does your district conduct trainings for teachers and analyze data related to LRE, use of TCAP assessment accommodations and performance? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Does your district use this analysis to determine further training needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe the findings from this analysis. <u>Rhea County has found that teachers must learn to analyze student data to better understand student's areas of need. Also, regular and consistent use of accommodations must be emphasized throughout the year. Inclusion training has been provided throughout the year to emphasize the need to allow students the opportunity to have access to the general curriculum. Supervisors, academic coaches and building level administrators conduct monthly meetings that emphasize appropriate accommodations.</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>A system wide coordinator is in charge in all inservice opportunities. It includes system wide inservice as determined by TCSP. It also includes building level training as determined by the school improvement plan. Teachers are given the opportunity to participate in regional and state training which addresses the particular area of need for that teacher or school. On going assistants is provided by central office supervisors, academic coaches and principals.</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</u></p>

		<p><u>teachers and assessment specialists provide consultation , materials, and other supports to ensure implementation of differentiated instruction and alignment of student' IEPs with grade level content. Special education personnel provide support in inclusion settings.</u></p> <p>4.09 Does your district keep data on the amount of progress by students in special education programs, i.e., pre- and post-evaluation using criterion-referenced instruments? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Special education students are tracked using the same data as regular education students. In addition, SE teachers also use the Brigance as a pre and post criterion referenced evaluation tool. Teachers use these results to plan instruction appropriately.</u></p> <p>4.10 Does the district provide in-service to review literature and research regarding teacher expectations for all ethnic/cultural differences; observe and provide feedback to those teachers; and monitor teacher behavior on an ongoing basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe. <u>Inservice is provided to all personnel. New teachers are provided additional training which includes identifying special education students appropriately. The state model for teacher evaluation is followed with teachers receiving feedback on a regular basis.</u></p> <p>4.11 Does the district have effective procedures in place for acquiring and disseminating to teachers and administrators significant information concerning promising educational practices for disabled students? This may include such areas as: (1) Identifying and evaluating new assessment instruments and techniques; (2) Promising educational practices derived from educational research; (3) Providing opportunity to attend outside district in-service trainings, workshops and conventions; and (4) Professional literature accessible to teachers at a central location? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe. <u>Rhea County identifies and evaluates new assessment instruments and techniques by sending assessment personnel to trainings as they become available. Teachers and assessment personnel participate in workshops, conventions including TASP. Professional literature and on line training is also available. Other agencies such as Signal Center and Lee University provide training and materials.</u></p>
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School District: **Rhea**

1. Disability: **Speech and Language Impairments** / Ethnic Group: **W** / 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 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>Child find activities are conducted several times each year. It includes outreach for homeless and children of all ethnic groups. Procedures for child find are outlined in the Comprehensive Plan, the voluntary Pre-K application and homeless and ELL data that is collected. Activities include pre-k screening day that includes other agencies such as human services, the hospital and hearing centers. Child find efforts include flyers, newspaper articles, home visits, and networking with organizations such as TEIS and the health department and doctor's offices. The support team in each school work with teachers and parents to locate students who may need identification. This team will gather information and observations to determine if this students needs further intervention or assessment. Flyers are available in each school to be distributed to parents at meetings or other activities. The assessment personnel maintain an assessment log of all referrals and assessment details.</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>A coordinated effort for child find, evaluation and service provision is evident in Rhea County schools. Ads are placed in the local paper seeking children with suspected disabilities. Child find information is placed in other locations throughout the county. Information is available through system website postings, school handbooks and community events. Interagency agreements that we have with Headstart, Telemon and TEIS helps ensure students who need our services are located and served. All cultural and ethnic groups are included in our efforts.</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>Approximately 93% of the students in Rhea County are white. We are listed as underidentifying this group. All child find activities are geared for all groups. The majority of those who participate are white because that is the largest population in our county.</u></p> <p>5.06 Are there written policies in the district that provide for equitable and non-biased student referrals for English Language</p>

		<p>Learners (ELL)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>Rhea County follows all state and federal guidelines to ensure equitable student referrals. ELL teachers are available to participate if needed in all support team meetings. Who initiates referrals for ELL students? ELL and general education teachers, principals, parents and assessment personnel are available to refer ELL students.</u> Describe the process to refer ELL students for a Comprehensive Evaluation to determine need for Special Education. <u>The same referral process is used to refer ELL students plus we have additional information provided by home language surveys and ELL teachers. The referral process is based on the Tn. Department of Education guidelines.</u></p> <p>5.07 Has your district conducted a building-by-building review of data to determine if child find and intervention programs in schools with disproportionate numbers of culturally and linguistically diverse students are as effective as other schools in the district. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how the effectiveness of those building interventions is determined? <u>This has not been identified as an issue on a building by building level.</u></p> <p>5.08 Does your district have processes in place to evaluate the degree to which service providers outside the school system and the LEA comply with location, referral and identification established procedures? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Through interagency agreements, Rhea County works collaboratively with outside agencies to locate, refer and identify those students with special needs. We work with Headstart, TEIS, Telamon Migrant program, and local agencies to identify students.</u></p> <p>5.09 Are qualified evaluation specialists for students who speak a language other than English available to the school district? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Describe the process used to assess a student who is an English language learner (ELL) suspected to have a disability. <u>We have interpreters and ELL teachers on staff. If necessary, we would contract with an outside agency.</u></p>
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School District: **Rhea**

1. Disability: **Speech and Language Impairments** / Ethnic Group: **W** / 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**

(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 TnREpppSA rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the TnREpppSA Reviewer Guidelines/Scoring .
4 3 2 1	<i>The district promotes collaboration among general and special educators at the prevention and intervention levels.</i>	<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>Each school utilizes its school improvement plan as a method to evaluate program effectiveness. The System wide plan also provides structure to evaluate overall program impact. Data collected from student assessments (ThinkLink, TCAP, GatewayTVAAS) is analyzed by administrators, academic coaches and teachers and recommendations are made based on the results. This is on going.</u></p> <p>6.03 Does your district provide training in collaboration and co-teaching for both general education and special education teachers? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Teams of general and special education teachers have attended a local workshop presented by a Lee University professor. This professor also went to individual schools and provided additional training. Personnel have been sent to other school systems to observe successful programs.</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>System wide teams include special and regular education teachers and paras, assessment personnel, administrators, academic coaches and systemwide department heads.</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 teachers have planning periods during which time they can have collaborative meetings. Grade group meetings for all teachers are scheduled on a regular bases. After school faculty meetings are also held on a regular basis. Each principal is encouraged to always make special education teachers a part of their school teams.</u></p> <p>6.06 Does the district (and each building within the district) have a collaborative team structure in place to engage in problem-solving and data-based decision making for both behavior and academics? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>6.07 Do student support teams in your district include multiple members who are general education personnel? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe the process for conducting student support teams in your district. <u>The student support team is composed of the classroom teacher, principal or designee, assessment personnel, academic coaches, school special education coordinator and parents. Anyone can recommend that a child begin the support team process. Once the process begins data is discussed and an intervention plan is implemented.</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>During the first three tiers of intervention regular education teachers, paras and academic coaches work with the students and track their progress. Special education provides consultation to them.</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 education teachers have a large variety of materials for intervention. Rhea County uses ThinkLink, Orchard, Waterford, Plato, Voyager as well as the interventions provided in the reading series. Reading and math coaches are also in each school.</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>Inclusive classrooms allow close collaboration between general and special education teachers. All options of service are considered at the IEP meeting. Each school has at least one resource teacher and one inclusion teacher so that the students can have an individualized program. Each school has a speech therapist that is either part or full time according to the student case load. Speech services can include therapy in the therapy room or having the therapist go into the classroom to provide language services. The therapist is available for consultation so that skills can be worked on in the regular setting in addition to therapy time.</u></p> <p>6.11 Does your district have systematic methods for monitoring the reintegration of special education students into general education which ensures that: (1) methods are reviewed annually; (2) students are considered for lesser restrictive environment at least annually (i.e., at annual review); and IEPs of secondary students reflect vocational or transition needs. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>Placement in the Ire is considered in all IEP meetings. Annual meetings are held: however more frequent meetings are scheduled as needed or upon parent request.</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>EASY IEP data can be disaggregated to determine options changes.</u></p>
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