

Rutherford 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: 3.80 / 4.00

PART RATINGS:

FOCUS AREA 1: 4.00

FOCUS AREA 2: 3.80

FOCUS AREA 3: 3.60

FOCUS AREA 4: 4.00

FOCUS AREA 5: 3.60

FOCUS AREA 6: 3.80

School District: Rutherford County # 750

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

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

Do Not Complete DOE Rating	Review Item 1	Please Respond to Each of the Following Review Response Items
		The <u>TnREpppSA</u> rating of 4, 3, 2, or 1 can be determined from the <i>Level Descriptors</i> found in the <i>TnREpppSA Reviewer Guidelines/Scoring</i> .
4 3 2 1	The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.	<p>REFERRAL</p> <p>1.01 Does the district ensure consistent application of the referral criteria? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how referrals are monitored. <u>In Rutherford County Schools consistent application of the referral criteria is ensured by collecting data in a consistent manner district-wide and reviewing that data as the basis for Support Team decisions. Support Teams are consistent in their composition district-wide. The technical assistance provided by highly-trained school psychologists helps ensure that teams function consistently.</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>School psychologists are critical members on those Support Teams and constantly monitor the team results. Periodic reviews of the referral policy are conducted as needed by Central Office personnel and critical input is provided by those school psychologists and other Central Office personnel.</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>Pre-service training provides a general basis of understanding for teachers in our system. System-wide staff development opportunities are provided to strengthen that knowledge. School psychologists frequently participate in faculty meetings and other opportunities, as do behavior specialists and autism specialists, to provide technical assistance and training regarding various disabling conditions.</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>As mentioned above, school psychologists perform periodic training during faculty meetings and other opportunities at their assigned schools and also provide technical assistance to referral teams as needed. The Student Assistance Team (SAT) Referral process begins when a teacher, parent, staff member, etc., recognizes that a student may need assistance with a particular area. If a teacher, administrator and/or parent becomes concerned about the academic progress or behavior of a child, the teacher can initiate the process by completing the Academic and/or Behavior Referral Form. The SAT Screening Committee may suggest specific strategies and interventions that may be of some benefit to the student. The SAT Committee will review the student's progress after interventions have been implemented and may later refer the student for evaluation by the school psychologist.</u></p> <p>1.05 Does your district collect school data, disaggregated by race/ethnicity, on at least an annual basis to ensure schools are using appropriate procedures to refer and determine special education eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.06 Does your district keep data that furnishes the following information related to referrals: (1) number of referrals; (2) number of referrals made according to student age, grade, gender and ethnicity/race; (3) number of referrals made versus number of placements made; and (4) number of students transferring into the district that are receiving special education services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe this data collection method. <u>SAT Teams and School psychologists keep referral logs</u></p>

		<p><u>detailing that information. Those logs are consolidated at the end of the school year and information is reported to the State DOE. Information is also monitored on EasyIEP - All Student Export - sort by referral date.</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>Rutherford County school psychologists, speech-language pathologists, and Central Office personnel provide technical assistance to the referral team or school administration within schools, as needed.</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>During this school year school psychologists in our district attended professional development activities related to the appropriate usage of tests at the state Tennessee Association of School Psychologist (TASP) convention and a few attended sessions at the National Association of School Psychologist (NASP) convention. Information from these events was shared with those not able to attend. School psychologists regularly conduct self-directed study sessions of individual tests and best practices, and they seek professional guidance from university-based authorities when conducting these sessions. These sessions conducted by university staff frequently deal with best practices in assessment. Both groups of professionals (school psychologists and speech-language pathologists) are required to complete CEU courses to maintain their licensure.</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>In our system school psychologists and Speech-Language Pathologists are provided (and utilize) a wide variety of materials tailored to access specific areas of educational need. These professionals review their procedures periodically and consult with experts in their fields to ensure that they follow best practices for determining educational need. Additional information is utilized in the process including parent and teacher reports, medical statements, observations, and individual evaluation.</u></p> <p>1.12 Identify all tests and other educational materials currently used in the evaluation process for the disability categories found to be either disproportionately overrepresented or underrepresented. Indicate if each has been validated for the specific purpose for which it is used: <u>GENERAL: Developmental history, parent questionnaires, observation forms, medical statements -COGNITIVE: WISC-IV, Stanford Binet-5, WJ cognitive, WPPSI-III, Battelle, CTONI -ADAPTIVE SKILLS: Vineland, Vineland Early Childhood, ABAS-II, -SOCIAL: BASC-school and home, Conner's-school and home,</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>1) School psychologists complete university coursework for either a Master's Degree or Ed.S in Educational Psychology and they must hold current a license and are highly qualified. Their educational background prepares them to be knowledgeable about evaluation data and its use in eligibility decisions.</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</p>
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		<p>this process: <u>School psychologists in Rutherford County use only state-approved instruments and they select instruments for evaluation based on suspected needs of the child.</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>Schools psychologists in Rutherford County attend the State Annual SpEd Conference, the NASP conference, the TASP conference, they conduct staff-directed self-training on new assessments as they analyze these items before use. Speech-pathologists in our county also attend the State Annual SpEd Conference, the TAASLP conference and the national ASHA conference. Both groups consult with other professionals (university staff) for clarification and for an understanding of best practices.</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>The job description for School Psychologists in Rutherford County states - " Must possess a broad knowledge and demonstrated proficiency in the application of Special Education Federal and State rules and regulations pertaining to the referral, identification and placement of students with disabilities. Possess knowledge and demonstrated proficiency in the use and interpretation of a wide range of assessment techniques and instruments utilized in the assessment of students ages 3 through 21. Possess a comprehensive knowledge of the characteristics and manifestations most often associated with the various disabilities which may qualify a student as eligible for Special Education services.- Must hold a current license in the area of practice. Speech-Language Pathologists must meet these criteria from their job description - "Must have successful training and/or experience in Speech and language assessment and intervention with 3-22 year old students with mild to profound articulation, language, cognitive, emotional behavioral physical and/or medical disabilities".</u></p> <p>ELIGIBILITY</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>
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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? Yes No Describe assurances and training of assessment team participants. **Student Assistance Teams are guided by the school psychologist who is a highly educated and licensed practitioner, and staff that participate in those decision meetings are informed and understand that the decisions made in those meetings are serious decisions. SpEd staff undergo periodic training on the assessment process.**

1.23 Is all information, regardless of its source, carefully considered and documented? Yes No If yes, describe this process. **All information, regardless of its source, is carefully considered and documented in the evaluation process and report. Outside evaluations, information shared by the parent and any other pertinent information is carefully reviewed by licensed personnel and considered by the team.**

PLACEMENT

1.24 What steps does the district take to regularly review the ethnic composition of its special education programs? **Monthly reviews of Table 1&3 are conducted and data is analyzed using a spreadsheet designed to provide the Relative Risk Ratio of ethnic groups by disability category. These tables are reviewed and analyzed monthly.**

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? **In Rutherford County eligibility determination and placement decisions are carefully considered on an individual basis. Racially disproportionate programs have not been identified - analysis of the data does not indicate that a problem exists.**

1.26 How does your district provide accommodations for the student when s/he is not found to be eligible for Special Education Services? **School psychologists frequently include recommendations for accommodations in their eligibility reports, even for those found not eligible for special education services. RTI interventions may still be available.**

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? **Disproportionate representation has not been found to exist except as underrepresentation - We carefully consider each referral and determination decision to ensure that all students receive fair treatment. Child find efforts are aimed at all population segments and special care is taken to reach all community members.**

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? **In the current case of underrepresentation of Hispanic students identified as Other Health Impaired, we are seeking guidance from the State Department of Education on methods of identifying possible students that may be slipping through the cracks.**

PROCEDURAL SAFEGUARDS

1.29 Are all records relevant to the identification, evaluation or educational placement of a disabled student made available to the student's parents? Yes No If yes, provide evidence. **Board Policy # - 4.202, 6.600, 6.601**

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? Yes No If yes, how is this information disseminated? **This information is available on the TN Report Card and linked on our county website.**

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)? Yes No If no, please discuss. _____

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? Yes No If no, please discuss. _____

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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 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 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>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>School psychologists, serving on S-Teams or SAT Teams, note any disproportionately large numbers of referrals by a single teacher and consult with the S-Team to maintain a proper balance. This rarely happens and school psychologists are comfortable with monitoring this process</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>While this has been done in our system, it does not apply to the situation of underrepresentation of Hispanic students with Other Health Impairments.</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>Once again, while staff has been trained to be sensitive to cultural differences through in-service and staff development sessions related to this topic, tests or checklists that look for or evaluate for Other Health Impairment do not fall into the category of being culturally insensitive.</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>EasyIEP - Table 1&3 reports disability categories by race and ethnicity. Monthly reviews of this data and the use of a spreadsheet that calculates Relative Risk Ratio provide us with an up-to-date analysis of identification patterns.</u></p> <p>2.07 Does your district provide systemwide screening for Intellectually Gifted child find which includes follow-up individual screening and comprehensive evaluation on an annual basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please discuss. _____</p> <p>2.08 Does your district identify students as Intellectually Gifted from diverse cultural and linguistic race/ethnicities? If no, please discuss. <u>the answer for this question is - YES but there is no block to indicate the affirmative.</u></p> <p>2.09 Are students who are from diverse cultural, linguistic or racial backgrounds equitably represented in advanced placement programs which include Honors and Advanced Placement classes and dual enrollment classes? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please discuss. _____</p> <p>2.10 Has your district noted racial or ethnic disparities in participation and as a result established or implemented plans to ensure increased diversity in participation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please describe any changes that have been implemented as a</p>

		<p>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>Child Find brochures printed in Spanish, interpreters involved in meetings, Child Find information posted in Spanish on website, interpreters are provided for parent meetings that involve Spanish-speaking parents, rights booklets and explanations have been provided in Spanish.</u></p> <p>2.13 Does your district involve and encourage participation of communities, families and students in the identification of program needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>Parent meetings have been held on a regularly scheduled basis throughout the year to provide information for parents and to seek parental input regarding program needs. Meetings were well advertised and were scheduled during day times and night times to allow for maximum attendance and participation.</u></p>
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(3) Intervention Options: Before or in Lieu of Referral

Do Not Complete DOE Rating	Review Item 3	Please Respond to Each of the Following Review Response Items
4 3 2 1	The District provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.	<p>The TnREpppSA rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the TnREpppSA Reviewer Guidelines/Scoring.</p> <p>3.01 Does the district use a specific general education intervention program for students experiencing difficulty in the general education classroom? (e.g., peer tutoring, learning strategies, after-school remediation program, etc.) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Of the above programs, which programs are available for grades K-12? <u>All of the above are available plus additional interventions utilized in RTI.</u> If yes, identify where teachers and others interested in the process can find a written description of the program. <u>All of these are interventions that might be suggested by the Student Assistance Team (SAT Team). Written descriptions of the programs are available at each school and may be obtained from the principal, guidance counselor, or SAT chairperson.</u> Are the above programs available in all schools within the district? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, in which schools are they provided? _____</p> <p>3.02 Does the district have procedures for exploring adjustments in the general education program to meet the student's needs prior to referral for special education? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe these procedures. <u>These adjustments are provided through the RTI program and the Student Assistance Team (SAT) program. S-Teams and SAT Teams serve as opportunities for pre-referral interventions to attempt to meet student needs before referring them for SpEd evaluation.</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>Yes, these are all parts of the process utilized by SAT Teams or in the RTI process - see number 3.02 above.</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 RTI plan calls for multiple levels of intervention with specific requirements for documentation prior to referral for special education.</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 RTI plan lists the possible interventions with specific requirements for documentation prior to referral for special education.</u></p> <p>3.08 What does the district use to progress monitor the effectiveness of academic and behavioral interventions? <u>The RTI plan provides monitoring techniques for the multiple levels of intervention with specific requirements for documentation of the effectiveness of the program as a part of the process.</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>As mentioned above in 3.08 the RTI Plan requires</u></p>

		<p><u>general education staff to provide written documentation of the interventions utilized and the effectiveness of those interventions. The SAT referral packet gives teachers multiple opportunities to document interventions previously attempted and the effectiveness of the interventions. The SAT committee follows up on students referred to identify which strategies are effective, as well as note if an intervention is not producing expected results. Further referrals may be made as a result of this information.</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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe this process. _____</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>Yes, a comprehensive listing of intervention options across levels of interventions has been prepared and distributed. This has been discussed in detail in previous answers- please see above.</u></p> <p>3.12 Have educational intervention programs been implemented in all district schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, which district schools have implemented educational intervention programs? _____</p> <p>3.13 A building-by-building review of data may reveal that some schools' programs are not as effective as others as noted by the disproportionate numbers of culturally and linguistically diverse students enrolled in its special education program. Has your district conducted this review of data? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how is the effectiveness of those building interventions reviewed? <u>Building-by-building reviews do take place but no disproportionate numbers of culturally and linguistically diverse students has been found.</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>Yes, data is collected and reviewed regarding the effectiveness of specific interventions and this information is shared with RTI teams in individual schools as it is generated out of the RTI program, a general education initiative.</u></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
4	<p>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>	<p>The TnREpppSA rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the TnREpppSA Reviewer Guidelines/Scoring.</p> <p>4.01 Does the district provide training to teachers in the area of differentiated instruction and grade-level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, have all special education teachers been included in this training? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.02 Does the district provide professional development and training for changes in instructional techniques that match students' learning styles? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe PD and training provided in the 2008-2009 and 2009-2010 school years. <u>For the last three years Rutherford County Schools has sponsored professional development activities for all staff on Differentiated Instruction. These multi-day conferences provide a variety of sessions on meeting the needs of students. Throughout the school year additional sessions are conducted. The list is too extensive to try to include in this document. A detailed listing can be supplied if necessary.</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>Grade level teams and subject level teams evaluate materials and instruction constantly. PLC Teams review results to determine the need for changes in teaching approaches.</u></p> <p>4.04 Do district teachers use a variety of alternative instructional approaches appropriate to the varied developmental levels, learning styles and current levels of performance of students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.05 Does your district collect and maintain LRE data and TCAP assessment performance data, including data on TCAP assessment accommodations (as specified in individual student IEPs)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.06 Does your district conduct trainings for teachers and analyze data related to LRE, use of TCAP assessment accommodations and performance? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Does your district use this analysis to determine further training needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe the findings from this analysis. <u>The district continually conducts high quality staff training throughout the school year. The district analyzes data related to LRE and TCAP accommodations and uses the findings to make decisions related to inclusion efforts, accommodations practices and general instructional decisions.</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 district continually conducts high quality staff training throughout the school year. The district begins each year with a PD conference for all staff - the topic for the last 3-4 years has been "differentiated instruction" and interest sessions have been included for all grade levels and subjects. Professional development continues throughout the year. New teachers attend the ASSIST program, a professional development activity designed for teachers new to our system and receive valuable insight into the resources available to them.</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>Curriculum specialists and support staff provide resources for in-class support for all grade levels to ensure the implementation of differentiated instruction. The annual system-wide staff development conference has focused on making the use of</u></p>
3		
2		
1		

		<p><u>these resources a common practice among teachers.</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>Our schools use Think Link in elementary and middle schools to keep data on the amount of progress by students in special education.</u></p> <p>4.10 Does the district provide in-service to review literature and research regarding teacher expectations for all ethnic/cultural differences; observe and provide feedback to those teachers; and monitor teacher behavior on an ongoing basis? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe. _____</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>Teachers and administrators are apprised of promising educational practices for disabled students through district-sponsored professional development activities, outside-district in-service trainings and workshops and through access to professional journals and literature which can be located at either of Rutherford County's Teacher Centers. School psychologists identify and review new assessment instruments periodically. They also attend regional and national conferences to gather information regarding best practices.</u></p>
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School District: **rutherford County # 750**

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

(5) Child Find: Location, Referral and Identification

Do Not Complete DOE Rating	Review Item 5	Please Respond to Each of the Following Review Response Items
4 3 2 1	District procedures for location, referral and identification are transparent, equitable, and multi-disciplinary.	<p>The <u>TnREpppSA</u> rating of 4, 3, 2, or 1 can be determined from the <u>Level Descriptors</u> found in the <u>TnREpppSA Reviewer Guidelines/Scoring</u>.</p> <p>5.01 Does your district have written documentation of procedures for the location, referral and identification of students ages 3 through 21 who may be disabled (example: Community outreach efforts <u>and</u> in-school markers such as classroom observations, benchmark assessments, classroom assessments, classroom work)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>This information is located in a document that is distributed throughout our community entitled "Special Education and Related Services in Rutherford County Schools". This document provides procedural information regarding the referral and identification of students who may be disabled. It is available in English and Spanish and is distributed throughout our county to doctors offices, health departments, social service facilities and many more locations.</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>See #5.01 above. - Child Find information (in English and Spanish) is also distributed in laundromats, child care centers, grocery stores, pharmacies, campgrounds and other locations.</u></p> <p>5.03 Are there any cultural differences that may contribute to the under-identification of those students identified with disproportionate underrepresentation in this racial/ethnic group and disability and have they been considered and addressed in child find efforts? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes – please describe: <u>The certification of Other Health Impairments frequently requires a statement from a physician. Hispanic families, especially those that are in this country without proper documentation, avoid accessing health care for many reasons. Cultural differences regarding accessing medical care are significant reasons for not identifying more Hispanic students with Other Health Impairments.</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: _____</p> <p>5.05 Describe child-find activities in your district that are specific to the racial/ethnic sub-group with disproportionate representation. <u>Please see items 5.01 and 5.02 for a detailed explanation.</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>Board policy (#4.202) states that the system will ensure that procedural safeguards required by state and federal laws are adhered to; and ensures that "the rights of disabled children and their parents are protected." Board policy states that all portions of the process will be conducted "in accordance with the State Board of Education Rules, Regulations, and Minimum Standards". Board policy also states that students will " Not be discriminated against on the basis of sex, race, color, creed, religion, national origin or disabilities" (Policy # 6.301).</u> Who initiates referrals for ELL students? <u>Teachers, administrators</u></p>

		<p><u>and parents</u> Describe the process to refer ELL students for a Comprehensive Evaluation to determine need for Special Education. <u>The process is the same as for all students; the SAT Team considers any referral on the same basis and ensures that all factors (including cultural and linguistic differences) are considered before sending on for a comprehensive evaluation.</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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe how the effectiveness of those building interventions is determined? _____</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>This is the same S-Team and RTI process that has been discussed earlier. These processes are in place to evaluate the degree to which service providers comply with established location, referral and identification procedures.</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>One certified school psychologist is fluent in Spanish and is called on to assist with evaluations of Spanish-speaking students. She frequently conducts the achievement evaluations in Spanish. School psychologists will also utilize a non-verbal test of cognitive ability to measure a student's capabilities and remove the influence of language in the equation.</u></p>
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School District: **Rutherford County #750**

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

(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>Program effectiveness is evaluated using report card data, test score data, completion rate data, dropout data, and other information.</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>Annual training offerings always include staff development activities on collaboration and co-teaching. Inclusion efforts in Rutherford County have also included PLC Teams and much effort has been put into the utilization of these practices.</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>As mentioned above (6.03) Rutherford County has adopted the use of Professional Learning Communities (PLCs) and much emphasis and training has gone into working and planning together. PLC teams cross grade level and subject lines to include representation across departments.</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>Yes, through the use of PLCs. Inclusion teams are also allowed time for collaborative planning.</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>Student support teams are problem-solving teams that work to assist teachers and administrators with students with learning and behavioral issues. These teams include multiple members and include general and special education staff.</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>Through RTI efforts in schools more and more interventions are being utilized by general education staff as a means of meeting the needs of children. Sixteen of our elementary schools employ instructional coaches to assist with struggling learners. All schools have a SAT Committee which can assist the general education teachers in identifying and implementing effective instructional interventions. School counselors, administrators, graduation coaches, homeless education liasons, school nurses, district personnel and parents may participate on the SAT Committee at each school along with Special Education personnel.</u></p> <p>6.09 Do general educators have available and use a variety of tools and resources to provide early intervening services?</p>

		<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>RTI has been responsible for increasing the variety and quality of the interventions used in early intervening services. More teachers are aware of the resources available for use with their students experiencing difficulties.</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>Collaboration has increased as schools utilize PLCs and SAT and teachers have been exposed to the principles of RTI. General education teachers have become more aware of best practices and are more likely to provide accommodations to students as these practices have been highlighted as being successful. Accommodations are an integral part of the regular education classroom and more students are served in the general education environment than ever before.</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>Fewer and fewer students are having to be reintegrated due to the extensive use of inclusion in most Rutherford County Schools. Systematic monitoring does take place for those that are being reintegrated and their progress is being monitored by the SpEd staff in those inclusion settings. Annual reviews do include a review of student progress, a review of the methods of monitoring and LRE is always considered as a part of the annual IEP. IEPs of secondary students reflect vocational and transition needs as our district requires review of these issues beginning in middle school.</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>That information is available in the Table 1 & 3 Report which can be obtained from EasyIEP. This report of placement information is reviewed monthly for any significant changes in placement and follow-up analysis can be conducted to locate specific school or grade information since the report does disaggregate by age, gender and race.</u></p>
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