

# Tipton 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: 3.90 / 4.00

#### PART RATINGS:

FOCUS AREA 1: 3.40

FOCUS AREA 2: 4.00

FOCUS AREA 3: 4.00

FOCUS AREA 4: 4.00

FOCUS AREA 5: 4.00

FOCUS AREA 6: 4.00

School District: Tipton County Schools

1. Disability: Mental Retardation / Ethnic Group: B / Over or Under: Overrepresentation
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<br><br>3<br><br>2<br><br>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><b>REFERRAL</b></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. <b><u>Our district has a comprehensive RTI plan that is utilized prior to all referrals. All students (regardless of ethnicity) receive interventions and are monitored extensively to determine progress prior to referral. For additional information, review the attached documents.</u></b></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. <b><u>The effectiveness of the referral policy is review as a part of the RTI plan and through monitoring the scores of the students. Additonally, all ThinkLink, TCAP, and computer generated tests (Star, Destination Reading and Math, Fast Forward Lab, etc.) are considered. For additional information, please review the attached documents.</u></b></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. <b><u>Our district has special education Consulting Teachers who meet with general education teachers, classroom teachers, and school level administrators in each school. Further, the school psychologists have met with administrators and selected regular and special educators at the district level. Administrators, regular education teachers, special education teachers, psychologists, and consulting teachers are a part of the RTI teams. For additional information, please see attached documents.</u></b></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? <b><u>See 1.03 along with attached document including our RTI plan.</u></b></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. <b><u>Building level and district level supervisors monitor this data. Additionally, review of census data provides this informtion. For additional information, please see attached documents. Included within these documents are the 2007 Action Plan and the 2009/2010 update of the District Action Plan.</u></b></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. <b><u>See attached documents that include</u></b></p> |

**the 2007/2008 District Review Action Plan and an update for the 2009/2010 school term.**

**EVALUATION**

- 1.08 Is your district following all requirements for disability determination?  Yes  No
- 1.09 Does your district maintain a list of the tests and instruments used for the assessment of the identified disproportionate disability(ies)?  Yes  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?  Yes  No
- 1.10 Has your district provided ongoing training and professional development to assessment personnel in the appropriate usage of tests?  Yes  No If yes, list or describe the training provided in the 2008-2009 school year. **We attend conferences and professionals review manuals. We all have appropriate certification. Certification requires appropriate training. Psychologists also have available NASP, TASP, The Communique', etc. For additional information, please see attached.**
- 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?  Yes  No If yes, how are these determinations made? **See attached District Action Plan and Ongoing Review of District Action Plan.**
- 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: **See attached District Action Plan and Ongoing Review of District Action Plan.**
- 1.13 Are the IEP/Assessment Team members knowledgeable about the meaning of evaluation data?  Yes  No Have the person(s) responsible for interpreting assessment data received training concerning the interpretation and use of assessment results?  Yes  No If yes, provide information regarding training. **We meet on a regular basis. Information is provided within the reports. We are all appropriately certified. We are all appropriately trained. We discuss the meaning of the data with Consulting Teachers. Psychologists, Speech/Language Pathologists, and any other necessary persons are available for questions and to interpret data at meeting.**
- 1.14 Does the district have well-written criteria for the identification of special education students in its policy/procedure manual?  Yes  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?  Yes  No If yes, provide explanation of these policies/procedures and this process: **See above information and attached documents. We also have RTI standards that we have set for ourselves. These standards are reviewed on a regular basis.**
- 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?  Yes  No If yes, list the training received in the 2008-2009 school year. **This is required to maintain their appropriate certification. As an example for the NCSP 75 hours of training is required each 3 years and for the Senior Psychological Examiner 40 hours of training is required every 2 years. These requirements are exceeded by our personnel.**
- 1.16 Are assessment instruments that evaluate Speech and Language Impairments or Mental Retardation normed for the population for which they are used?  Yes  No
- 1.17 Does the Comprehensive Evaluation include information from an assortment of sources such as classroom teachers, parents and counselors?  Yes  No Does it utilize a variety of evaluation techniques such as observations, interviews, informal and formal testing, etc.?  Yes  No
- 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?  Yes  No If yes, provide specific qualifications for evaluation professionals in your district. **School psychologists, and speech and language pathologists have the appropriate training required to maintain their**

**certificates. Teachers and administrators are also members of the teams since they observe and are active members of the RTI teams. Teachers and administrators in the district have appropriate documentation and training required.**

**ELIGIBILITY**

- 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?  Yes  No
- 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?  Yes  No
- 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?  Yes  No If no, explain. \_\_\_\_\_ Do persons who conduct the evaluation participate in the decision-making process?  Yes  No If no, explain. \_\_\_\_\_
- 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. **See 1.18. All professions are certified by the state department of education. Student's historical data is gathered as a part of the assessment process.**
- 1.23 Is all information, regardless of its source, carefully considered and documented?  Yes  No If yes, describe this process. \_\_\_\_\_

**PLACEMENT**

- 1.24 What steps does the district take to regularly review the ethnic composition of its special education programs? **All data available including eligibility for special education services and the psychoeducational report is considered at the IEP meeting and again at the meetings that are held for each eligible student at the end of each year. On going monitoring. Easy IEP data and cesus data are also utilized.**
- 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? **See District Review Plan and 2009/2010 Ongoing Review of District Action Plan. These documents are included within the attached documents.**
- 1.26 How does your district provide accommodations for the student when s/he is not found to be eligible for Special Education Services? **RTI. The interventions continue and the monitoring continues. Interventions are updated as necessary.**
- 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? **Ongoing monitoring**
- 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? **See attached District Review Plan and the update. Also ongoing monitoring.**

**PROCEDURAL SAFEGUARDS**

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|  |  | <p><b>1.29</b> 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. <b><u>see attached; Parents are involved in all meetings concerning the student, parents are given copies of all assessment reports, assessment data is explained to the parents, and consulting teachers, special education staff, school psychologists, and speech/language pathologists, etc. remain available to answer questions.</u></b></p> <p><b>1.30</b> 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how is this information disseminated? <b><u>This information is available upon request.</u></b></p> <p><b>1.31</b> 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><b>1.32</b> 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 <b><u>TnREpppSA</u></b> rating of 4, 3, 2, or 1 can be determined from the <b><i>Level Descriptors</i></b> found in the <b><i>TnREpppSA Reviewer Guidelines/Scoring</i></b> .  |
| 4<br><br>3<br><br>2<br><br>1 | <p>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> | <p><b>2.01</b> 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. <b><u>Through RTI teams and through ongoing monitoring.</u></b></p> <p><b>2.02</b> 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. <b><u>See attached District Review Action Plan and the Ongoing Review of District Action Plan. This information is available and reviewed and shared with all assessment personnel.</u></b></p> <p><b>2.03</b> 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><b>2.04</b> 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. <b><u>See our District Review Action Plan and the Ongoing Review of the District Action Plan. This information is available and reviewed and shared with all personnel involved in assessments.</u></b></p> <p><b>2.05</b> 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><b>2.06</b> 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. <b><u>Through Easy IEP and Census Data</u></b></p> <p><b>2.07</b> 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><b>2.08</b> Does your district identify students as Intellectually Gifted from diverse cultural and linguistic race/ethnicities? If no, please discuss. <b><u>Yes</u></b></p> <p><b>2.09</b> 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><b>2.10</b> Has your district noted racial or ethnic disparities in participation and as a result established or implemented plans to ensure increased diversity in participation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe any changes that have been implemented as a result of these disparities. <b><u>See attached plans. Our ratio has decreased significantly over the last 3 years.</u></b></p> <p><b>2.11</b> 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? <b><u>See attached documents.</u></b></p> <p><b>2.12</b> 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? <b><u>See above information and attached</u></b></p> |

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|  |  | <p><b>2.13</b> <u>documents. We also have interpreters involved in meetings when necessary.</u> 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. <b><u>See attached; we also have programs such as The Parent University. This is specifically for the purpose of encouraging family participation in the learning process of students.</u></b></p> |
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**(3) Intervention Options: Before or in Lieu of Referral**

| Do Not Complete DOE Rating | Review Item<br>3   | Please Respond to Each of the Following Review Response Items   |
|----------------------------|--|---|
| 4<br>3<br>2<br>1           | <p>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> | <p>The <b><u>TnREpppSA</u></b> rating of 4, 3, 2, or 1 can be determined from the <b><u>Level Descriptors</u></b> found in the <b><u>TnREpppSA Reviewer Guidelines/Scoring</u></b>.</p> <p><b>3.01</b> 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? <b><u>RTI and all of the above mentioned</u></b> If yes, identify where teachers and others interested in the process can find a written description of the program. <b><u>This is available at all schools</u></b> 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><b>3.02</b> 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. <b><u>RTI information for the district is attached.</u></b></p> <p><b>3.03</b> 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><b>3.04</b> 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. <b><u>See our RTI plan</u></b></p> <p><b>3.05</b> 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><b>3.06</b> 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. <b><u>RTI and progress monitoring</u></b></p> <p><b>3.07</b> 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. <b><u>RTI; we also have a special educator who is a Consulting Teacher in each school to assist teachers with the interventions.</u></b></p> <p><b>3.08</b> What does the district use to progress monitor the effectiveness of academic and behavioral interventions? <b><u>RTI; additionally state and district tests are reviewed on a regular basis.</u></b></p> <p><b>3.09</b> 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. <b><u>RTI</u></b></p> <p><b>3.10</b> 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. <b><u>Building level school administrators address this issue.</u></b></p> <p><b>3.11</b> 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. <b><u>District RTI plan</u></b></p> |

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|  |  | <p><b>3.12</b> 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><b>3.13</b> 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? <b><u>At building levels</u></b></p> <p><b>3.14</b> 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 4<sup>th</sup> grade Reading/Language in the 2007-2008 school year."). <b><u>RTI interventions have resulted in a significant decrease in the number of referrals for comprehensive assessments. We expect that this will also result in fewer identified students overall.</u></b></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<br><br>3<br><br>2<br><br>1 | <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 <b><u>TnREpppSA</u></b> rating of 4, 3, 2, or 1 can be determined from the <b><u>Level Descriptors</u></b> found in the <b><u>TnREpppSA Reviewer Guidelines/Scoring</u></b>.</p> <p><b>4.01</b> 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<br/>If yes, have all special education teachers been included in this training? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>4.02</b> 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.<br/><b><u>See attached documentation and ongoing</u></b></p> <p><b>4.03</b> 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. <b><u>Through building administrators</u></b></p> <p><b>4.04</b> 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><b>4.05</b> 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><b>4.06</b> 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. <b><u>Building level administrators maintain and utilize this data</u></b></p> <p><b>4.07</b> 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. <b><u>Again building level administrators are doing this. The district also has available a special educator Consulting Teacher available for coaching in each school.</u></b></p> <p><b>4.08</b> 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. <b><u>see attached information</u></b></p> <p><b>4.09</b> 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. <b><u>STAR, TCAP, ThinkLink, etc. Also through triennial evaluation of students.</u></b></p> <p><b>4.10</b> 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. <b><u>Building level administrators</u></b></p> <p><b>4.11</b> 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.</p> |

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|  |  | <p><b><u>Building level administrators and central office department supervisors, additionally (1), (2), (3), and (4) are all utilized.</u></b></p> |
|--|--|---|

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**(5) Child Find: Location, Referral and Identification**

| Do Not Complete DOE Rating | Review Item 5   | Please Respond to Each of the Following Review Response Items  |
|----------------------------|---|--|
|                            |   | 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<br>3<br>2<br>1           | District procedures for location, referral and identification are transparent, equitable, and multi-disciplinary. | <p><b>5.01</b> 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. <b><u>We do have community outreach efforts including childfind efforts. When there has been a problem in academic performance the students are also observed and tracked through the RTI process that the county has. During this process progress is monitored, reviewed, and interventions are updated as necessary. Additionally, teachers and administrators are very aware of and interested in the results of STAR, ThinkLink, TCAP, etc.</u></b></p> <p><b>5.02</b> Have educational intervention programs been implemented in <u>all district schools</u>? <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. <b><u>All students are screened blindly in terms of race/ethnicity, and see our RTI plan attached!</u></b></p> <p><b>5.03</b> 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: <b><u>See attached, we are addressing this in every way possible.</u></b></p> <p><b>5.04</b> 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><b>5.05</b> Describe child-find activities in your district that are specific to the racial/ethnic sub-group with disproportionate representation. <b><u>See attached and see 5.02 of this document.</u></b></p> <p><b>5.06</b> 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. <b><u>See attached</u></b> Who initiates referrals for ELL students? <b><u>RTI process.</u></b> Describe the process to refer ELL students for a Comprehensive Evaluation to determine need for Special Education. <b><u>When necessary translators are used until the student is fluent in English. When there is an ELL student who displays difficulty to the extent of need to refer beyond the RTI process translators are utilized and non verbal measures are also utilized.</u></b></p> <p><b>5.07</b> 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? <b><u>Through building and district level administration, further our disproportional ratio has decreased significantly county wide.</u></b></p> <p><b>5.08</b> Does your district have processes in place to evaluate the degree to which service providers outside the school system and</p> |

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|  |  | <p>the LEA comply with location, referral and identification established procedures? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe.<br/><b><u>Through release of information, communication between school and agencies are conducted to meet eligibility criteria.</u></b></p> <p><b>5.09</b> Are qualified evaluation specialists for students who speak a language other than English available to the school district?<br/><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. <b><u>See attached and 5.06. Additionally non verbal assessment are employed and/or use of interpreter, where appropriate.</u></b></p> |
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School District: **Tipton County Schoos**

1. Disability: **Mental Retardation** / Ethnic Group: **B** / Over or Under: **Overrepresentation**
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 <b><u>TnREpppSA</u></b> rating of 4, 3, 2, or 1 can be determined from the <b><u>Level Descriptors</u></b> found in the <b><u>TnREpppSA Reviewer Guidelines/Scoring</u></b> .  |
| 4<br><br>3<br><br>2<br><br>1 | <i>The district promotes collaboration among general and special educators at the prevention and intervention levels.</i> | <p><b>6.01</b> 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><b>6.02</b> 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. <b><u>Administrators observe teachers and staff meetings are utilized as necessary. Also see attached documents.</u></b></p> <p><b>6.03</b> 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. <b><u>See attached; we also have special educator consulting teachers at each school.</u></b></p> <p><b>6.04</b> 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. <b><u>We all participate in the formulation of the TN Comprehensive Schools Planning Process.</u></b></p> <p><b>6.05</b> 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. <b><u>We have consulting teachers who are special educators in all schools and through teams and consultation</u></b></p> <p><b>6.06</b> 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><b>6.07</b> 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. <b><u>Principals and Assistant Principals are on teams with regular education teachers and special education teachers.</u></b></p> <p><b>6.08</b> 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. <b><u>Our teachers are continually proving that they are compassionate and concerned professionals. RTI process has been fully implemented in our school system.</u></b></p> <p><b>6.09</b> 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. <b><u>Each school has an established RTI process and a consulting teacher to assist with interventions.</u></b></p> <p><b>6.10</b> 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. <b><u>See 6.03, 6.05, 6.07, 6.08, and 6.09. Special education staff within each school are also utilized as resources to assist general educators.</u></b></p> <p><b>6.11</b> 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. <b><u>@ annual review, consultation between educators, and where necessary</u></b></p> |

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|  |  | <p><b><u>504 plan for individual students.</u></b></p> <p><b>6.12</b> 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. <b><i>Easy IEP and through Yearly Review. Attachments will be e-mailed and sent through the US Postal System.. We believe that our district should have an exemplary rating since we are an exemplary school system.</i></b></p> |
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