

At Standard

District Disproportionality Reviews Practices, Policies, and Procedures

(for the Identification of Students with Disabilities)

2006 – 2007 and 2007 – 2008

Focus Area 5

Individualized Education

District procedures for location, referral and identification are transparent, equitable, and multidisciplinary.

OVERVIEW

At Standard District Reviews: Practices, Policies and Procedures for the Identification of Students with Disabilities

Annually, the State reviews the December 1 Unduplicated Census Data for students identified with disabilities in order to determine Tennessee school districts that are Significantly Disproportionate. The State's review of this data utilizes the *relative risk ratio (RRR)* for the examination of students with disabilities in each of the federal reporting race/ethnicity categories (American Indian/Alaska Native, Asian/Pacific Islander, Black, Hispanic, and White) for students receiving services in special education and related services (All Disabilities) and the high incidence disability categories of Autism, Emotional Disturbance, Mental Retardation, Other Health Impairments, Specific Learning Disabilities, and Speech and Language Impairment.

Subsequent to this data review, school districts are notified of status as determined by the analysis of this data and application of Tennessee's definition for Significant Disproportionality. In addition to the requirement to reserve 15% of the IDEA Part B allocation for Early Intervening Services, each school district that meets the definition for Significant Disproportionality is required to review district practices, policies, and procedures employed in the identification of children with disabilities. This review provides detailed descriptions and evidence for each of six focus areas that most directly impact the appropriate identification of students for services in special education and related services. Each district's review is evaluated and rated by a State panel and ratings are discussed and verified for reliability among the raters. District responses for each of the six focus areas required for review are evaluated and rated at one of three levels: Beginning, Developing, and At Standard. The six areas reviewed and evidenced by these districts are:

1. referral and eligibility decisions, methods, types of measures and identification decision frequency;
2. equitable representation of students who are culturally and linguistically diverse in all programs, including gifted;
3. effective intervention options to student learning difficulties, before or in lieu of referral for special education services;
4. on-going training and support of teachers addressing individual learning needs through differentiated instruction, aligned to academic grade-level content;
5. procedures for location, referral and identification that are transparent, equitable, and multidisciplinary; and
6. promotion of collaboration among general and special educators at the prevention and intervention levels.

An "At Standard" rating is given to those districts with reviews that clearly describe and provide evidence of At Standard policies, practices, and procedures; that include a specific improvement plan that outlines strategies which target the reduction of students in the ethnic/racial group identified as significantly disproportionate in special education and related services; and that provide sufficient information to ensure significant disproportionality is not the result of inappropriate identification practices. Each document included in this section contains the At Standard reviews for each of the six focus areas listed above. The disability, relative risk ratio, and ethnic group identified as disproportionate are listed with each review. Please note that in several of these districts, the strategies used and revisions implemented in practices, policies, and/or procedures through the process of conducting this review were effective and contributed to the decrease of significant disproportionality within the district. From FFY 2005 to FFY 2006 some districts reduced disproportionality from a level of 'significant disproportionality' (relative risk ratio = ≥ 3.0) to 'no disproportionality' (relative risk ratio = 1.0 to 1.9) as a result of this systematic process of review. Those districts that decreased disproportionality have been indicated with the ↓ on each disability category cover page.

DISTRICT REVIEW ITEM 5

Child Find: Location, Referral and Identification

District procedures for location, referral and identification are transparent, equitable, and multidisciplinary.

There is evidence of ALL of the following:

The district:

- has written procedures in place for the location, referral and identification of students ages 3 through 21 who may be disabled.

The district:

- has processes in place to evaluate the degree to which service providers and schools comply with location, referral and identification established procedures and
- based on continuous monitoring data--provides technical assistance and professional development to service providers and schools that are not meeting the established procedures for location, referral and identification of students ages 3 through 21 who may be disabled

All Disabilities

System	Data Date	Other Disproportionate Disabilities
▪ ↓ Union County	FFY 2005	—
▪ ↓ Carter County	FFY 2005	↓ Speech/Language Impairments
▪ ↓ Grundy County	FFY 2005	Specific Learning Disabilities

Union County – White (FFY 2005 RRR 4.54—FFY 2006 RRR 2.11)

DESCRIBE the procedures that the district has in place for locating, referring and identifying students ages 3 through 21.

Union County is a small rural county with a 98.6% white population and 0.4% minority population according to the 2007 State Report Card. Union County Public Schools follows State and Federal guidelines for finding and identifying children with disabilities ages 3 through 21. Union County actively participates in Child Find activities and has in place child find procedures for identification of children with disabilities ages 3 through 21 and is conducted in a year long process. Child Find for all children include flyers at all local doctors’ offices, the health department, eateries, schools and churches, the post office and DCS have information available regarding special education services for students. Child Find for students younger than 3 utilizes referrals from TEIS. Articles regarding child find are placed in weekly newspapers. Union County is in the process of translating Child Find information into Spanish, to better inform the growing Hispanic population. Information on Child Find can also be located on our website. A formal Child Find has been conducted in collaboration with the new Union County Public Schools Health Coordinators’ Health Fair, and held at a district ball tournament. This venue was chosen due to the large attendance predicted. A larger countywide school health and child find collaboration is planned for Spring 2008. A new Child Find brochure was developed this year and included with this document.

Our new Schoolwide support team, named Schoolwide Intervention Program for Students (SIPS), coordination, tracks, and reviews interventions designed to address academic, behavioral, attendance, and 504 related issues. Cultural and linguistic diversity is taken into account in reviewing student difficulties. When a general education teacher refers a student who is having difficulties to the School Wide Intervention Program for Students (SIPS) learn, the team meets with the teacher to address the specific problems for that student. Teacher observations, samples of student work, standardized classroom assessments, informal assessments and teacher made tests are reviewed. Goals and objectives are identified for the learner, and specific intervention strategies are created by the SIPS team and the classroom teacher. With consultative help from the SIPS team, the general education teacher tries intervention strategies that are scientifically based to attempt to facilitate student learning. The learner’s progress is monitored and documented by the teacher. Interventions are reviewed and modified by both the teacher and the SIPS team. After interventions, the SIPS team and the teacher determine whether the student has shown acceptable progress or continues to

EVIDENCE

List evidence and documentation on file.

- 1) *Child Find Brochure (included)*
- 2) *Child Find Gifted Brochure in both Spanish and English*
- 3) *SIPS and RTI Training Calendar— Training was given to all SIPS Team Members at each school within the county. Calendar for UCPS Leadership Committee and agendas. Faculty trainings*
- 4) *Professional Development Training – What is RTI? How does it Effect Learning and RTI?*
- 5) *The process used by Union County Public Schools in determining eligibility for special education is obtained through the procedure manual provided by the Tennessee Department of Education. To continually increase improvement we have created a School Wide Intervention Program for Students (SIPS) Manual. This manual was compiled after research by countywide committee on support team process. It contains the theory behind the RTI process, with a PowerPoint presentation handout for training purposes, and UCPS process for the*

need interventions. If the student has shown sufficient progress, the team can decide that no further interventions or monitoring are needed. At the elementary school, the student can continue in the TIER process. The SIPS team can decide that interventions and monitoring should continue under the SIPS team, or determine that the student should be referred for further evaluation.

During the 2006-2007 review of the support team system, the county-wide SIPS team reviewed literature and data on the RTI process. A new support-team policy was developed to incorporate the RTI model into the process and to expand the support team procedures in the school to include behavioral, attendance and health issues. School support teams include counselors, administrators, regular education and special education personnel. Other personnel, such as the behavior specialist, school psychologist and school nurse, attendance supervisor are available on an as needed basis. At the beginning of 2007-2008, members of the County SIPS Committee met with the new teams to train them on the support team process. Members of the Committee met with the new teams to train them on the support team process. At the elementary school level, teachers and staff have had extensive training on the TIER process for reading. Once students are identified as needing interventions at the TIER II and TIER III levels, benchmark assessments are conducted at least every 10 days. Informal assessments are conducted and student class work is collected. At the middle school level, all teachers have had in-service training on differentiated instruction, English, Reading and special education teachers have had a week long training on Language!, which is a scientifically based reading and writing intervention program. Language! Also meets core curriculum needs in English, reading, and writing for grades 4-12.

Teachers have trained in documentation of interventions for academic and behavioral problems through the new support team procedures. When student who are linguistically diverse are having academic or behavioral difficulties, the ESL teacher confers with the general education teacher to insure that assessments are administered in the language and form most likely to yield accurate information. When students are referred for evaluations who speak English as a second language or when physical or sensory limitations are evident, an alternative testing procedure is used such as adding nonverbal tests, making use of a translator, or contracting a licensed evaluator who speaks the same language as the student. These decisions are made in order to continue to receive valid testing results regardless of the student's background, cultural differences, or physical limitations. Union County School System is a small, rural district, with a very small population of culturally and linguistically diverse students. Presently, in Fall 2007, the district has 50 minority students out of 3,110 enrolled, or 1.6% of the population.

SIPS. This countywide consists of district-level Curriculum Supervisors, General Education Teachers, Special Education Supervisor, and Special Education Teachers, Attendance Coordinator, Parents and Principal.

6) *Special Education Program Manual*

7) *Assessments used and recommended by the TDOE:*

a) *Cognitive:*

- *Wechsler Intelligence Scale for Children: Fourth Edition*
- *Woodcock-Johnson Tests of Cognitive Abilities: Third Edition*
- *Differential Ability Scales: Second Edition*
- *Stanford-Binet Intelligence Scales: Fifth Edition*
- *Leiter International Performance Scale: Revised*
- *Wechsler Preschool & Primary Scale of Intelligence: Revised*
- *Wechsler Adult Intelligence Scale: Third Edition*
- *Wechsler Nonverbal Scale of Ability*
- *Test of Nonverbal Intelligence: Third Edition*
- *Universal Nonverbal Intelligence Test*

b) *Functional:*

- *Vineland Adaptive Behavior Scales: Second Edition*

Appropriate behavioral, vision, hearing, speech, and language assessments are used to help describe areas of concern and are performed by the school's psychologist, behavioral specialist, vision specialist, hearing specialist, speech and language pathologist, and special education teachers. The school psychologist administers appropriate individualized tests to assess mental ability, current achievement, visual-motor, adaptive, emotional, and social skill levels. Rating scales, structured observations, and parent and teacher reports are included to complete the comprehensive assessment. These testing measures are chosen from a list recommended by the State Department of Education, Special Education Department and are the newest editions available. These tests are chosen in the language and form most likely to yield accurate information on what the child knows academically, developmentally and functionally.

During the 2006-07 school year, 63 evaluations were completed and 49 students, or 77.8% found eligible for services. Twenty-five reevaluations were also completed and 23 students, or 92% were found to need continued services.

If a child is referred for services, the parents are given a complete explanation of special education rights and responsibilities and the eligibility process is explained.

- *Scales of Independent Behavior: Revised*
- *Behavior Assessment Scale for Children: Second Edition*
- *Conners' Parent Rating Scale: Revised*

c) Early Childhood Assessments:

- *Battelle Developmental Inventory II*
- *DAY-C (Developmental Assessment of Young Children)*
- *Vineland Social/Emotional*
- *Mullen Scales*
- *DIAL-3*
- *Brigance II*
- *Developmental Checklist*

d) Academic Achievements:

- *Woodcock Johnson Test of Academic Achievement III*
- *TCAP*
- *ThinkLink*
- *DIBELS*
- *Princeton Review*

e) Instruments used for Gifted

Screening:

- *Gifted Rating Scales (GRS)*
- *Gifted and Talented Evaluation Scales (GATES)*
- *Torrance (Thinking Creativity with Pictures)*
- *Williams Creativity Assessment Packet (CAP)*

f) *Language/Speech:*

- *Pre-School Language Scale (PLS-4)*
- *Clinical Evaluation of Language Fundamentals (CELF-4)*
- *Test of Language Developing Primary: Third Edition*
- *Oral and Written Language Scales (OWLS)*
- *Stuttering Severity Instrument Third Edition*
- *Wilson Voice Evaluation*
- *Goldman Fristoe Test of Articulation II*

g) *Auditory Processing:*

- *Test of Auditory Perceptual Skills Revised (TAPS-R)*

h) *ELL Assessments:*

- *English Language Development Assessment (ELDA)*
- *Comprehensive English Language Learner Assessment (CELLA)*

i) *Reviewed Materials:*

- *Direct/Indirect Observations (includes a sample form of each)*
- *Classroom Work*
- *Classroom Assessments*
- *Vision/Hearing Screenings*
- *Permanent Record Review*

8) *Teachers participation in the IRIS Center training modules*

9) *SIPS Team Participants by School*

10) *504 Team Participants by School*

11) *SIS Database sorted by minority students with grade, ethnicity, gender, age, and school.*

ALL DISABILITIES and SPEECH/LANGUAGE IMPAIRMENTS

FOCUS ITEM 5

**Carter County – All Disabilities White (FFY 2005 RRR 3.99—FFY 2006 RRR 1.01)
S/L White (FFY 2005 RRR 4.18—FFY 2006 RRR 1.20)**

EVIDENCE

List evidence and documentation on file.

- *Child Find attachment*
- *Sample Support Team Packet*
- *File Review Tally*
- *List of Assessments*

DESCRIBE the procedures that the district has in place for locating, referring and identifying students ages 3 through 21.

The Carter County School System has, in place, district procedures for location, referral and identification of students with disabilities. Child Find activities are conducted throughout the entire school year. Notices are placed in the local newspapers, Dr.'s offices, Health Dept., churches, grocery stores, homeless shelters, DCS offices, etc. (See attached notice). Information is posted on our web site and aired on the local radio and TV stations. Information explaining our child find process is given to each individual student at the beginning of the school year. During the spring, we conduct a formal child find in conjunction with the preschool, head start, and kindergarten screening/enrollment days.

If a child is referred for services, the referring person is given a complete explanation of special education rights and responsibilities and our eligibility process is thoroughly explained. Our school personnel are meeting established procedures to locate and identify students who may be disabled by reviewing classroom observations, benchmark assessments, classroom assessments, and classroom work. This information is contained in the School Support Team Packet for each student referred for services. (See Sample Packet).

Fifty-one students were referred for psycho-educational testing through the S-Team process this school year. Each individual referral packet contained samples of the student's work, classroom observations, benchmark assessments, and classroom grades. Twenty-one students were referred for speech/language evaluations after going through the S-team process. Students who have developmentally appropriate speech errors are not referred for formal evaluations.

The school psychologist selects and administers assessments in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally. She chooses these instruments based upon several criteria. First of all, she follows state guidelines and recommendations for appropriate test instruments. We do not use assessments not on the state recommended list. Secondly, she reviews all information pertaining to the student and chooses appropriate assessment instruments. Sometimes, she will assess a student initially and return another time with different instruments.

If she believes she did not achieve accurate results with one instrument, she may choose something else to administer.

Seventy-one student files were reviewed for validation of disability criteria. Out of these 71 files, 65 files met the standard. Thirty-five speech files were reviewed and 32 of these files met the standard. Based upon this analysis, we believe we are using appropriate instruments and disability standards are being met appropriately. (See file review tally)

(See list of attached assessments)

ALL DISABILITIES and SPECIFIC LEARNING DISABILITIES

Grundy County – White All Disabilities (FFY 2006 RRR 4.04),
White SLDs (FFY 2005 RRR 3.09—FFY 2006 RRR 3.08)

DESCRIBE the procedures that the district has in place for locating, referring and identifying students ages 3 through 21.

District procedures for location, referral and identification are transparent, equitable, and multidisciplinary.

Hearing and vision screenings are done annually with kindergarteners as well as grades 2, 5, and 8. Every year, the third grade is screened for giftedness.

Sometimes, the children are referred for a full evaluation after the screening. Traditionally, most of the children referred following the screening have been identified as gifted. Preschool screenings are held during the year. Some of these are open to the public while some are held at private daycares. Referrals from these screenings are given to the preschool coordinator who meets with a team to determine if testing is warranted. This team usually consists of some combination of the following: one of the speech-language pathologists, the school psychologist, the preschool assessment specialist, and the parent to determine if testing is necessary. Observations by regular education and special education teachers, related service providers, and parents are considered in this decision. Students in grades k-12 are usually found through teacher referral; although, some are referred by a parent. Private schools are informed yearly that the school system is responsible for evaluating students suspected of having a disability

Based on continuous monitoring data, the district provides technical assistance and professional development to service providers and to schools that are not meeting the established procedures for location, referral, and identification of students ages 3 through 21 who may be disabled. Teachers attend in-service throughout the year educating them concerning the symptoms of a child with various disabilities, the referral process, and the process which must be followed to make a child eligible using the appropriate disability criteria. Lead special education teachers and the special education supervisor speak at staff meetings to explain how to locate a child who may have a disability, how to make a referral, and how a disability determination is made. The special education teachers and the SPED supervisor are also available for consultation on a daily basis with regular education personnel. Regular educators are given a list of interventions which can be considered individually for each

EVIDENCE

List evidence and documentation on file.

1. Classroom observations
2. Benchmark assessments
3. Classroom assessments
4. Classroom work
5. Procedure for selecting and administering assessments

List of cognitive assessments

- TONI
- WISC-III
- Stanford-Binet

List of functional assessments

- Teacher Input
- Functional Communication
- Vineland
- Parent Input
- Connors
- Teacher observation

List of developmental assessments

- Battelle Developmental Inventory
- LAP-D
- Parent Interview
- HELP

List of academic assessments

- WIAT
- DAB

student. Sometimes, special educators provide computer programs such as one of the Lexia programs; manipulatives, such as base-ten blocks or counters; computers in the classroom; or other supplies or materials as is determined necessary by educators or sometimes in the s-team meeting.

- *Woodcock-Johnson*
- *DATA*
- *TCAP*
- *WRAT*
- *Brigance*
- *Dibels*
- *Think-Link*
- *Basic Early Literacy Skills*

Other documentation documents

- *Credentials of school psychologist*
- *Credentials of speech-language pathologists*
- *Orders of assessments and protocols*
- *Spanish version of Consent to Test*
- *Spanish version of instructions for Consent to Test*
- *Spanish version of Response for a Request for an Evaluation*
- *Spanish version of instructions for Response for a Request for an Evaluation*
- *Spanish version of Eligibility Report*
- *Spanish version of instructions for Eligibility Report*
- *Spanish version of Prior Written Notice*
- *Spanish version of instructions for Prior Written Notice*

Mental Retardation

System	Data Date	Other Disproportionate Disabilities
▪ Hardeman County	FFY 2005	_____
▪ ↓ Shelby County	FFY 2005	_____
▪ Memphis City	FFY 2005	↓ Autism
▪ Madison County	FFY 2005	_____
▪ McMinn County	FFY 2006	_____
▪ ↓ Wilson County	FFY 2005	_____
▪ ↓ Lebanon City	FFY 2005	_____
▪ ↓ Lauderdale County	FFY 2005	_____

MENTAL RETARDATION

FOCUS ITEM 5

Hardeman County – Black (FFY 2006 RRR 4.75)

EVIDENCE

List evidence and documentation on file.

Assessment documentation is on file.

DESCRIBE the procedures that the district has in place for locating, referring and identifying students ages 3 through 21.

a) Benchmarks

Each of the nine schools in Hardeman County have developed a school improvement planning process listing their bench mark tests and procedures for monitoring progress and identifying at risk children. These notebooks are located in each school and at the Board of Education. A variety of bench mark tests are used, including Think Link, Star Reader, and A-plus.

Each school provides staff development in the use of these programs through their educational facilitators. Documentation as it relates to data gathering is maintained at the building level. Classroom assessments and work samples are maintained by the teacher. In addition to school wide assessments, students in K-2 participate in local assessments; 3-12 participate in State Assessments. Hardeman County does not have a Comprehensive Reading Program. Staff Development opportunities have been provided this school year in preparation for implementing a countywide program using the three tier approach as modeled by RTI.

b) Procedure for selecting and administering assessments

The Special Education Referral Process (see attached) is given to each School Support team across the district. These School Support teams are comprised of the student's regular education teacher(s), the LEA, special education teacher, parent, and other professional staff such as counselors, psychologists, nurses, speech pathologist, etc. Throughout the school year, training sessions are offered and central office personnel act as consultants to those schools not meeting the established procedures for location, referral, and identification of students ages 3-21 who may be disabled.

After the Central office special education staff receives the referral packet, checks and balances are conducted to ensure that the packet is complete. There must be evidence of parental involvement, an educational plan, appropriate interventions implemented over a period of time, and rule outs of environmental, cultural, and economic factors. In order to conduct an evaluation of any student, we use a variety of assessment tools and strategies to gather relevant functional and developmental information. The procedures are selected by the assessment team and are selected as the most appropriate for the child's assessment. No single procedure or test is used in determining the student's eligibility for special education

services or in planning an appropriate educational program. Tests and evaluation materials used to assess each student are selected so as not to be discriminatory and are administered by trained and knowledgeable personnel. The selection of specific tests is based on the age and grade of the student as well as the specific concerns identified by school personnel, the parent/guardian., classroom teacher(s), and the student.

c) Assessments used to gather relevant:

Cognitive Information:

- *Wechsler Intelligence Scale for Children-IV*
- *Comprehensive Test of Nonverbal Intelligence*
- *Universal Nonverbal Intelligence Test*
- *Woodcock-Johnson-III: Tests of Cognitive Abilities*
- *Battelle Developmental Inventory-II*
- *Developmental Assessment of Young Children*
- *Differential Ability Scales-II*
- *Cognitive Assessment System*
- *Stanford-Binet Intelligence Scale-V*
- *Kaufman Assessment Battery for Children-II*

Functional Information:

- *Vineland Adaptive Behavior Scales-II*
- *Scales of Independent Behavior-Revised*
- *Systematic Documented Observations*
- *Adaptive Behavior Evaluation Scale-Revised*
- *Adaptive Behavior Assessment System-II*

Developmental Information:

- *Battelle Developmental Inventory-II*
- *Developmental Assessment of Young Children*
- *Brigance Inventory of Early Development-Revised*
- *Social History form completed by parents*
- *Early Childhood Confidential Parent Questionnaire*

Academic Information:

- *Tennessee Comprehensive Assessment Program*
- *Brigance Inventory of Early Development-Revised*
- *Wide Range Achievement Test-III*
- *Woodcock-Johnson-III: Tests of Achievement*
- *Wechsler Individual Achievement Test-II*
- *K-SEALS*

MENTAL RETARDATION

FOCUS ITEM 5

Shelby County – Black (FFY 2005 RRR 3.25—FFY 2006 RRR 2.84)

DESCRIBE the procedures that the district has in place for locating, referring and identifying students ages 3 through 21.

Contact is maintained with community agencies which serve children from birth to five years of age. Presentations are provided for public and private daycare and preschool agencies to educate early child care professionals as to the developmental issues and concerns which may warrant referral for further assessment. The district participates in an annual community outreach to inform parents/caregivers of the services provided for preschool students. Older students primarily are referred through physicians, teachers, and parents. Information regarding special education services is provided in the student handbooks given to each family in the district. In-services at local schools are ongoing to provide teachers with information regarding special education services and referral procedures. The Support-Team (S-Team) is utilized in the referral and identification process of school-age children. This process provides extensive intervention services prior to the referral of students with suspected disabilities. This process seeks to prevent the over-referral and identification of students to special education by utilizing a variety of resources to meet their educational needs

Shelby County Schools provides an itinerant teacher in partnership with the Student Response Team that works as an interventionist to community and private day care centers providing technical assistance for students presenting developmental challenges. This intervention has prevented the referral and identification of some students in the preschool setting for special education services.

Please see attached sheets for further detailed information

EVIDENCE

List evidence and documentation on file.

- *Shelby County Schools utilizes a variety of state-approved assessments and is constantly evaluating measures used.*
- *Extensive background information, cultural and language information, academic history, school experiences, observations, developmental history and screenings are used to determine the appropriate assessments to use.*
- *A log of interventions with targeted students in the Pre-K community setting is maintained in the Special Education Office.*
- *Please see attached information for further details:*
- *List of assessments used*
 - *S-Team Request*
 - *S-Team Follow-Up Form*
 - *S-Team Referral Process*
 - *S-Team Observation Form*
 - *S-Team Documentation Sheet*

MENTAL RETARDATION and AUTISM

FOCUS ITEM 5

**Memphis City – Black MR (FFY 2005 RRR 3.24—FFY 2006 RRR 5.17)
White Autism (FFY 2005 RRR 4.94—FFY 2006 RRR 3.98)**

EVIDENCE

List evidence and documentation on file.

DESCRIBE the procedures that the district has in place for locating, referring and identifying students ages 3 through 21.

Standardized referral and identification procedures are utilized by all schools to assure transparent, equitable, and multidisciplinary practices. Standard procedures are used for academic screening of Kindergarten and 1st graders to assure early intervention and remediation. The district has adopted standard intervention protocols for Tier 2 and Tier 3 reading intervention. The district has mandated ongoing progress monitoring of students placed in Tier 2 and Tier 3 interventions.

Review of the "exclusionary factors" is conducted when making referral and eligibility decisions. Curriculum based data and DIBELS test results are used to objectively make referral decisions. School personnel are asked to follow a standard process for making decisions at each decision step in the support team and referral processes. Reading curricula are selected based in part on the inclusion of screening, curriculum based assessment, progress monitoring and benchmarking as standard components. Reading curricula are also selected based in part on their inclusion of Tier 2 and/or Tier 3 standard intervention capabilities. An exclusionary checklist is available for schools to use during referral and eligibility meetings.

- *See Flow Chart for Referral Process (Item 1 Evidence)*

- *See Exclusionary Factors (Item 1 Evidence)*

MENTAL RETARDATION

FOCUS ITEM 5

Madison County – Black (FFY 2005 RRR 3.40—FFY 2006 RRR 3.63)

DESCRIBE the procedures that the district has in place for locating, referring and identifying students ages 3 through 21.

Our district has specific written procedures in place for the referral process. This procedure occurs at each school and/or the central office for early intervention and speech PK referrals as needed. (see attachment Standard 5a) It also occurs for any referrals originating outside of any school building that could include from parents, homeless shelters (Dream Center).

Consulting special education teachers are responsible for monitoring each student identified and ensure that the students can be provided services at their zoned school. If a program does not exist at the zoned school, they ensure that it is provided at the closest school location that can meet the needs identified in the current IEP.

With respect to documentation concerning number of students referred and location, a referral log is kept at the district office. This log is compiled based on information received from the testing department personnel—for example Psychologists and Speech-Language Pathologists. A report is created for the Justice Department by each Disability by school. The number of students by race in each disability is recorded and percentages calculated based on the total enrollment. (see attachment Standard 5b)

Each year in-service is provided regarding the written procedures, the observations and documentation needed for referrals and evaluations for each disability. The teachers modify teaching methods and/or materials prior to considering initiating the referral process. The SAT team provides ongoing direction for the documentation of modifications and accommodations needed before a formal evaluation is warranted.

In-service and staff development is provided on various topics including but not limited to literacy, reading and math programs, behaviors, learning styles and methods, and specific disabilities. These topics can be provided at the district level, school level, specific groups of teachers or related service providers, and /or specific individuals as needed. The needs at each of these levels are determined by surveys, supervisors' evaluation of needs based on observations and reports from consulting teachers, teacher evaluation data and principal requests as needed. The needs at each of these levels are determined by surveys, supervisors' evaluation of needs based on observations and reports from consulting teachers,

EVIDENCE

List evidence and documentation on file.

- 5a) *Each year the following is required: Pre-vocational observations, 4 progress reports and 4 report cards (These describe the progress made on the IEP goals each 4.5 weeks. The 9-week report cards will document each objective status from no progress to mastery and the reason no progress was made.) and documentation of 1 assessment for each exceptional area for present levels of performance. Each student is also required to undergo district evaluation in the form of TCAP or TCAP-Alt or Gateway depending on grade level.*
- 5b) *Selection for each assessment is dependant on district wide assessments used availability of assessments, student's ability, academic and/or functioning level, and student's chronological age. The assessments are comprised of observations, anecdotal information, standardized tests (unless used for eligibility determination), criterion referenced assessments, and any additional history (medical, educational, or environmental that may have occurred during the past school year). Tests given are relative to academic performance and functional abilities in the areas of motor/pre-writing cognition, and*

teacher evaluation data and principal requests.

communication, social-emotional, and adaptive/vocational. Parental input is also collected. The teaching staff responsible for the student provides information concerning academic strengths and weaknesses, effectiveness of classroom modifications; and adaptations.

5c) Assessments used to gather relevant:

1. Cognitive Information: Brigance, GRADE, G-MADE, LAP, Woodcock Johnson, PIAT, TCAP, GATEWAY

*2. Functional Information
Functional Communication Profile, Non-Speech Test; Functional Observations, Adaptive Questionnaires, Pre-Vocational checklists; Vocational Assessments.*

*3. Developmental Information:
Brigance, LAP, Adaptive questionnaires, PLS-4, P-evaluations, OT evaluations (if receiving services), Project Memphis, CELF-3, TACL-3.*

4. Academic Information:

PIAT, GRADE, G-MADE, Woodcock-Johnson, .regular'-class tests with without modifications.

MENTAL RETARDATION

FOCUS ITEM 5

McMinn County – White (FFY 2006 RRR 4.42)

EVIDENCE

List evidence and documentation on file.

- Job Descriptions
- Staff Development Agendas
- Referral Process Outline
- Principal's Observation Log
- Tennessee Comprehensive System-wide Planning Process (TCSPP)

DESCRIBE the procedures that the district has in place for locating, referring and identifying students ages 3 through 21.

McMinn County Schools utilize a system-wide child find coordinator, primarily to locate and identify children within the county that would be in need of special education services. We work in close association with community agencies to assist in the location and identifying of children that may need special education services through the use of brochures, local newspaper, radio and television, parent involvement activities and school PTO activities. We accept referrals for special education services from teachers, parents, students and community agencies.

The identification of students for special education services is a thorough and involved process. Prior to any referral for special education services academic and non-academic data is analyzed and disaggregated to identify those students who are at-risk for academic and behavioral difficulties. The Wilson Language "foundations" and the Carbo Reading Styles Program are used to supplement regular class instruction in reading. Saxon materials are used to address math deficiencies. Interventionist are used to provide additional instruction in the regular classroom setting. Several students are involved in after school tutoring activities in reading and math throughout the school year and summer. ELL services are available to those students who may be culturally and linguistically at-risk. The ELDA assessment is used to better identify those students with deficits in language proficiency.

If interventions in the general education setting are unsuccessful, students are referred back again to the school support team where they are screened through observations, parent inventories, developmental histories, record reviews, etc. for deficits in vision and hearing as well as obtaining information which can be used to evaluate the impact of environmental factors, (socio-economic, attendance, health, family background, etc.), on their educational performance. A formal referral is then made at which time students are engaged in a battery of individual assessment which address academic, intellectual, emotional, and behavioral functioning. All individual assessment instruments are selected based on their adherence to best practice guidelines in addressing cultural and linguistic factors. An IEP team meeting is then conducted with the parents to determine the extent of any special education services and prepare an appropriate individual education plan.

MENTAL RETARDATION

Wilson County – Black (FFY 2005 RRR 4.08—FFY 2006 RRR 2.98)

DESCRIBE the procedures that the district has in place for locating, referring and identifying students ages 3 through 21.

Wilson County Schools conduct county wide preschool screenings that have been widely advertised throughout the community to try and reach preschool age children who may have disabilities. The school system collaborates with TEIS and Prospect Inc. to make sure that the children they serve are transitioned into our school system by their third birthday. For school aged children, school level S-teams are conducted for students who are struggling academically and who are suspected of having a disability. In-services are provided and special education staff collaborate with general education staff to help train them for the s-team process.

Within this district, School psychologists and program coordinators often attend school staff meetings and consult with school employees to provide continuous staff development. The special education manual and guidelines are posted on the Wilson County Schools website for teachers to have access. Each special education teacher is provided with a Special Education Handbook, giving them a hard copy of referral policies and procedures.

Often, a school psychologist or special education teacher will be part of the s-team to assist in the referral process.

EVIDENCE

List evidence and documentation on file.

- a) *See attached copy of Wilson County Schools' S-Team Packet.*
- b) *See item "c" on District Review Item 1.*
- c) *See item "d on District Review Item 1.*

MENTAL RETARDATION

FOCUS ITEM 5

Lebanon SSD – Black (FFY 2005 RRR 4.44 – FFY 2006 RRR 2.17)

DESCRIBE the procedures that the district has in place for locating, referring and identifying students ages 3 through 21.

The Lebanon Special School District has implemented a child find procedure to locate, refer, and identify students with disabilities ages three through twenty-one. Information and brochures are distributed to the local physicians and health departments and local newspapers. A Professional Intervention Team (PIT) has been established at each school as a prereferral / intervention team which targets at-risk students prior to referral to Special Education.

The Lebanon Special School District has written procedures in place defining its child find and referral processes for children ages 3-21.

EVIDENCE

List evidence and documentation on file.

- a. Evidence required by Professional Intervention Teams.*
- b. Procedures for selecting and administering assessments.*
- c. Assessments used to gather relevant:*
 - 1. Cognitive Information*
 - 2. Functional Information*
 - 3. Developmental Information*
 - 4. Academic Information*

MENTAL RETARDATION

FOCUS ITEM 5

Lauderdale County – Black (FFY 2005 RRR 4.89—FFY 2006 RRR 3.10)

DESCRIBE the procedures that the district has in place for locating, referring and identifying students ages 3 through 21.

The district has in place a procedure for locating, referring and identifying students that is transparent, equitable and multidisciplinary.

The district's child find activities involve all available resources within the community.

Public awareness activities are radio, newspaper, posters, brochures and local cable, community groups and public agencies.

Children from child find are referred to the appropriate school level support teams for interventions and possible referral to special education for assessment.

School age children are referred after extensive interventions in the general curriculum.

School age children who do not show significant gains in the general curriculum are referred to the special education assessment team for assessment.

The review team determined the process for location, referral and identification of students was being implemented throughout the county.

EVIDENCE

List evidence and documentation on file.

- A. *The support team reviews all information regarding the student. Classroom performance indicated through checklists, assessments and class work are analyzed.*
- B. *Assessments chosen to likely yield the most accurate information for ruling out MR are selected according to the age of the students.*

*Cognitive:

- *Battelle-2*
- *LAP-D*
- *Woodcock Cognitive*
- *UNIT*
- *TONI*
- *Stanford Binet (nonverbal portion)*
- *Early Step screening (school screening)*
- *Subtests from other instruments may be used to look at processing.*

*Functional Information

- *Adaptive Behavior Assessment System-II*
- *Vineland-2*
- *Battelle-2*
- *Classroom observations*
- *Developmental history*
- *Other rating scales may be used to rule out other disorders.*

**Developmental*

- *LAP-D*
- *Battelle-2*
- *Brigance*
- *Developmental history*

**Academic:*

- *Test of Early Reading*
- *Ability-2*
- *Test of Early Math Ability -2*
- *Woodcock Johnson*
- *Achievement-II*
- *Wechsler Individual*
- *Achievement-I I*
- *Wide Range*
- *Achievement-4*
- *D. I. B. E. L. S.*
- *Summative and formative to information at schools*

Other Health Impairments

System	Data Date	Other Disproportionate Disabilities
▪ ↓ Anderson County	FFY 2005	—
▪ ↓ Blount County	FFY 2005	—
▪ Jackson County	FFY 2005	—

OTHER HEALTH IMPAIRMENTS

FOCUS ITEM 5

Anderson County – White (FFY 2005 RRR 3.01—FFY 2006 RRR .66)

EVIDENCE

List evidence and documentation on file.

(a) Evidence is attached and includes:

Teacher running records, IEP Progress reports, pre-and post testing, student portfolios, and Child Find information. (See Appendix D)

(b) *The procedure for selecting and administering assessments in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally is as follows: Consideration is given to information obtained during the SST process, information provided by the parent, to specific requests of SST members, clinical experience and professional knowledge of assessment personnel, and relevant clinical information provided by specific test materials.*

(c) *The following are used to gather relevant information for OHI assessments:*

- 1. Cognitive information: WISC-IV; WJ-III Tests of Cognitive Ability; WPPSI-III, WAIS-III, RAIS*
- 2. Functional Information: BASC- Self Report, BASC-Teacher Rating Scale BASC-Parent Rating Scale,*

DESCRIBE the procedures that the district has in place for locating, referring and identifying students ages 3 through 21.

ACSS follows State and Federal guidelines for finding and identifying children with disabilities ages 3-22. ACSS actively participates in Child Find announcements through ACSS website, radio announcement, newspapers, and pamphlets in doctor's offices, churches and local businesses. An active Child Find screening is conducted annually in the fall at several of the county elementary schools; referrals are also taken from TEIS, TIPS, and other government and non-government agencies. ACSS has designated contact persons who accept referral throughout the school year from any source.

Every school is required to have a Student Support Team which meets regularly to discuss the progress of students with academic and/or behavioral challenges. The SST includes special education teachers, general education teachers, administrators and any other professionals relevant to the student's needs. The SST is a general education initiative, which works to provide quality academic and behavior intervention within the general program. The SST utilizes data from formal assessment and observation as well as work samples and academic records. For students with suspected or diagnosed ADHD, behavioral interventions are required before referrals to special education are made and additional screening with behavioral checklists may be done. Following a failure to respond to interventions implemented at the recommendation of the SST, a referral to special education may be made by the team.

Based on continuous monitoring data, ACSS provides technical assistance and professional development to service providers and schools not meeting established procedures for location, referral and identification of students ages 3 through 21 who may be disabled.

ADDES-Revised, Direct Observation of Social Adaptive and Physical Adaptive Behavior, VABS-II, SIB-R.

- 3. Developmental Information: Parent Input, Battelle (preschool). When appropriate, developmental and medical history is obtained from the student's physician or outside agencies that have provided services.*
- 4. Academic Information: Review of academic history (grades and group achievement scores), WJ-III Tests of Achievement, WIAT-II, KTEA.*

OTHER HEALTH IMPAIRMENTS

FOCUS ITEM 5

Blount County – White (FFY 2005 RRR 3.00—FFY 2006 RRR 2.29)

DESCRIBE the procedures that the district has in place for locating, referring and identifying students ages 3 through 21.

Blount County Schools (BCS) follows State and Federal guidelines for finding and identifying children with disabilities ages 3-22. BCS actively participates in Child Find announcements through BCS website, cable TV, Newspaper, pamphlets in Doctor's Offices, and referrals from TEIS, TIPS, as well as other government and non-government agencies. (See Appendix: N, N1-5) BCS has a designated contact person for the origination of Child Find referrals. Each School is required to employ a School/Student Support Team (SST) which meets regularly (weekly in most schools) to discuss the progress of students' with academic and/or behavioral challenges. The SST is a multidiscipline team of educators which may include: special education teachers, general education teachers, administrators, speech language pathologists, school counselors, school psychologists, and parents, which focuses on pre-referral intervention problem solving. The student support team is a general education initiative, which works to provide quality academic and behavioral intervention within the general program. BCS currently provides ongoing progress monitoring of all elementary students in reading and math through academic benchmarking utilizing AIMSWEB reading curriculum based measure (R – CBM) in kindergarten through fifth grade. Reading, Math, & Language Arts are assessed within the classroom utilizing system created benchmark exams and running records for each student. BCS utilizes the Tennessee Comprehensive Assessment Program TCAP yearly in grades 2-8. The SST utilizes data from formal assessment and observation; as well as work samples and academic records. At such time that the student has not responded to interventions delivered with good fidelity, the SST team may request an individual screening of the student's area of difficulty such as: academic, social/emotional, self help, and direct observation by specialists. If the parent was not present at the SST meeting a written request for individual screening is sent via the student which explains the difficulty the student is experiencing as well as an explanation of what information the SST requires to better serve the student's needs.

EVIDENCE

List evidence and documentation on file.

- A) *Please find the attached evidence of documentation such as classroom observations, (See Appendix: Q, Q1-6) AIMSWEB benchmarking datum, (See Appendix: R) benchmark assessments, teacher running records, structured teacher rating scales such as ADDES:) and BASC-II.*
- B) *Blount County Schools personnel work to ensure that formal assessment is tailored to the unique educational needs of each student which may include achievement testing in the students' primary language or possibly non-verbal cognitive instruments that are less subject to linguistic differences. The selection of assessment instruments is carefully selected in order to accurately evaluate a student with consideration of observation, developmental social history, school record, and previous assessment if available.*
- C) *Assessments used to gather relevant information:*
 - 1) *The following instruments are selected based on clinical judgment to yield the most useful relevant cognitive processing information: WISC-IV, SB-V, UNIT, TONI, DAS, CTONI, WJIII Tests of Cognitive*

Ability, WPPSI-111, DAYC, and BDI-I.

- 2) Depending on the student's reported functional difficulties an effective assessment plan will be developed which may utilize the following standardized evaluation tools: VABS-11, ABIS-II, BASC-11, DAYC, BD - II, ADDES.*
- 3) Developmental information is gathered through parent interview, developmental questionnaires, and structured developmental interviews such as the BASC, VABS-II, and ABIS-II. In some cases it is necessary through parental release to request developmental and medical history from the student's physician by record request or interview.*
- 4) Academic information is selected based on student's age, educational difficulty. This process would include review of standardized group-administered achievement testing, benchmark, teacher running record of students' performance, reading curriculum-based measures, R-CBM such as DIBLES or AIMSWEB and indirect teacher and direct observation of a professional school staff member who does not currently provide direct instruction to the student. The Student Support Team may request individually administered academic achievement measures such as: WIAT-II, WJ-III Tests of*

Achievement, K-TEA-II, MBA, DAB-III, and GORT-II. If reading is the referral academic problem the CTOPP and WJ-III Tests of Cognitive Ability may be employed in order to better define the reading difficulty.

D) BCS utilizes the current and latest version of all assessment materials in compliance with APA standards for the assessment material and use.

OTHER HEALTH IMPAIRMENTS

FOCUS ITEM 5

Jackson County – White (FFY 2005 RRR 3.16—FFY 2006 RRR 3.50)

DESCRIBE the procedures that the district has in place for locating, referring and identifying students ages 3 through 21.

The Jackson County School System conducts Child find as an on going process throughout the year and in accordance with the requirements of IDEA 2004.

Child find pamphlets and flyers are put in each school annually. Child find is put in the local paper at least 2 times a year. Each school has a formal S-Team in place to determine if the students need further intervention or need an evaluation for special education services. In-service was provided to address techniques that can be utilized in the classroom for students that benefit from an inclusion services.

Contact is made with the local private school and child find letters are sent to home school students. Child find information is included in all the schools hand books.

EVIDENCE

List evidence and documentation on file.

- *Child find articles from local paper. Copy of the flyer that is put in each school and central office.*
- *A list of offices/businesses where the flyer is displayed.*
- *Copy of consultation with private school.*
- *Copy of S-team formation at each school and in-service on Inclusion.*
- *Copy of the information for the parent meeting that is conducted yearly.*
- *Copy of Referral packet that outlines the procedures for referring a child for special education services.*
- *The school psychologist gathers information on the student and determines which assessments will be administered. The tests could be the WISC-IV, WIAT-II, WPPSI-R, and Woodcock Johnson test of Achievement-III. Hawthorne home and school rating form, Hawthorne pre-referral Intervention manual, Emotional or Behavior disorder Intervention, The teacher's guide to Behavioral Intervention : Interventions strategies for behavior problems in the*

educational environment by Hawthorne Educational Services and the Behavior Intervention Manual CD, Draw-A-Person test, Kinetic Family Drawing, BASC monitor for ADHD, BASC Behavior Assessment System for children, Vineland Social and Emotional Early childhood Scales, Vineland Adaptive Behavior Scales completed by parent and teacher, Peabody Picture Vocabulary Test and Brigance.

Specific Learning Disabilities

System	Data Date	Other Disproportionate Disabilities
▪ Union City	FFY 2006	—
▪ Franklin SSD	FFY 2006	—

SPECIFIC LEARNING DISABILITIES

FOCUS ITEM 5

Union City – Black (FFY 2006 RRR 3.78)

DESCRIBE the procedures that the district has in place for locating, referring and identifying students ages 3 through 21.

Union City Schools utilizes a variety of advertising and regularly scheduled screenings to locate students aged 3-21 who are suspected of having a disability. According to the EOY Table 3, child find contacts for the 2006-2007 school year included the Union City Schools website (www.tornadotouch.net), parent meetings, parent surveys, day care centers and the Health Department.

Fliers/brochures are distributed to attempt to reach families of children with the students already attending Union City Schools also take flyers home describing child find services. The distribution list for child find fliers indicates that brochures have been placed in locations that attempt to reach families of all children. These locations include Sav-A-Lot, EW James, Eastgate Village Apartments, Big Lots, Wal-Mart, Dollar General Store, Obion County Public Library, Boys and Girls Club, 2nd Baptist Church, First United Methodist Church, New Hope Free Will Baptist Church, True Gospel Baptist Church, First United Pentecostal, Bishop Street Church of Christ, Baptist Memorial Hospital, Social Security Administration, Hillwood Manor Apartments, and Obion County Health Department. Union City School System provides a free screening to all 3- and 4-year old children in the daycare centers in the Union City area using the Brigance Early Screening instrument. If areas of concern are found, a letter is sent to the parent requesting a meeting to discuss the results. If more testing is needed, permission is obtained.

This year a public announcement will be made in the Union City Messenger and on the local radio station.

EVIDENCE

List evidence and documentation on file.

- *For those students identified through Child Find as at risk students that are not yet enrolled in school, the child is referred to the support team and all information is reviewed a detailed cognitive, medical, and adaptive history are completed. Also, a battery of tests to be administered would include a cognitive test, and adaptive behavior test, a speech/language test, and any other test deemed appropriate to identify the student's strengths and weaknesses.*
- *For students currently enrolled in school, the general education teacher would collect data including teacher observations, parental input, math tests results, reading test results, vision and hearing screening results and data from any programs the student is taking in which the students participate.*
- *The following list contains those tests most frequently administered to students with academic/behavior needs. The final decision on which tests to administer depends upon what areas our school psychologist thinks might be the cause of the problem based on the referral data.*
- *Cognitive - Stanford Binet V, WISC-IV, WJ III - Cognitive, UNIT*

- *Academic - WJIII - Achievement, Gateway, TCAP, Brigance, PIAT*
- *Functional - Adaptive Behavior Scale, Gilliam Asperger's Disorder Scale (GADS), BASC, Gilliam Autism Rating Scale (GARS), Vocational checklist, Reynolds Child Depression Scale, TGMD-2, Test of Visual-Motor Perception, Vineland*
- *Developmental - Battelle Developmental Inventory Scale*
- *Speech/language - CELF-4, CELF-P, EOW PVT-R, Goldman Fristoe Test of Articulation 2PPVT, PLS-3, OWLS, TACL-3, TOLD, Towl-2 TOPS*
- *Referral Data form General Education Teachers includes - Observations, parental input, data from Scott Foresman Reading Pre/Post test, STAR Reading reports, Otis Lennon IQ scores for grades 3-5, Compass Learning, Brigance Readiness Inventory for kindergarten, Saxon Math Pre/Post test, SRA Pre/Post test for PreK, School Readiness Test for 1st grade, TN Review Formative and Benchmark (TFAP) test results for grades 3 – 5, Classroom Performance System (CPS) reports for grades 3 -5, after-school tutoring, and discipline reports.*

SPECIFIC LEARNING DISABILITIES

FOCUS ITEM 5

Franklin SSD – Black (FFY 2006 RRR 3.38)

EVIDENCE

List evidence and documentation on file.

DESCRIBE the procedures that the district has in place for locating, referring and identifying students ages 3 through 21.

FSSD requires 24 hours yearly of high quality professional development that meets the standards of NSDC. It must be job-embedded and research-based. For the last three years, the emphasis of professional development has been on Differentiated Instruction.

Data analysis shows significant improvements in LRE and performance data for students with disabilities.

Child-Find:

What FSSD has done:

FSSD conducts annual Child-Finds every Spring. Child-Find April 2005 was conducted at the Williamson County Library, located adjacent to a neighborhood with public housing and largely minority (African-American) population. Notices of the Child-Find were placed in Franklin Head Start, day-cares, churches, public schools, and grocery stores. Public transportation trolleys offered free rides to and from the Child-Find. Two Hispanic interpreters were present.

What FSSD plans for the future:

- 1. An FSSD administrator will speak at minority churches encouraging parents to bring their children to Child Find. The FSSD Instructional Facilitator for Student Performance, an African-American resident of Franklin, has volunteered to do this.*
- 2. Teams will visit every Franklin day-care and preschool serving minority children, and conduct Child Find assessments.*
- 3. The annual city-wide Child Find will be renamed "Pre-school Fair", to avoid negative connotation in previous announcements that may have been misunderstood.*

a) All teachers are required to teach according to Curriculum mapping guidelines at the school and district level.

b)The district uses common assessments as examples of pre- and post-assessment to gather data

c) A recent report submitted to the state indicated that FSSD decreased the number of Special Education students who received direct services over 60% of the school day, by more than 50% between 2004-2006.

d) Individualized accommodations are provided to all students when appropriate and warranted. These accommodations are documented on the students' IEP.

e) Various data, such as AYP, TCAP, and Value-Added, are used to compare progress of special education and regular education students

Speech/Language Impairments

System	Data Date	Other Disproportionate Disabilities
▪ Cumberland County	FFY 2006	—
▪ Lake County	FFY 2006	—
▪ Unicoi County	FFY 2006	—
▪ ↓ Henderson County	FFY 2005	—

SPEECH AND LANGUAGE IMPAIRMENTS

FOCUS ITEM 5

Cumberland County – White (FFY 2006 RRR 3.55)

DESCRIBE the procedures that the district has in place for locating, referring and identifying students ages 3 through 21.

The Cumberland County School System conducts Child Find as an ongoing process throughout the year and in accordance with the requirements of IDEA 2004. Child Find is conducted through local media outlets. Services Coordinator works closely with Kids Inc., local Early Intervention Center, and TEIS to ensure that students are transitioned to SPED program upon age three. School Psychologists and SPED staff consult with teachers, parents, and administrators to explain referral process upon request.

Child Find brochures are put in each school annually. These brochures are also placed in local Daycare Programs throughout the county. Child find is put in the local newspaper at least two times per year. Child find information is also included in school handbooks. An annual informational meeting is offered to parents by the Supervisor of Special Education.

Each school has a formal S-team in place to determine if the student needs further intervention or if an evaluation for special education services is needed. Teachers and paraprofessionals have been offered numerous training opportunities in inclusion and differentiated instruction. These trainings have been and continue to be offered as teacher in-services, teachers have attended workshops and conferences, and administrators have hired outside consultants to come to schools to train staff. It is felt that Cumberland County Schools are at standard in this area.

EVIDENCE

List evidence and documentation on file.

- *Child find articles from local newspaper.*
- *Copy of brochure that is put in each school and central office.*
- *List of businesses where the brochure is displayed.*
- *Copy of consultation with private schools.*
- *Copy of S-team formation at each school and invoices for staff development regarding inclusion.*
- *Copy of the information for the parent meeting that is conducted yearly.*
- *Referral packet and child find brochure outlines procedures for referring a child for special education services. The school psychologist &/or Speech Pathologist gathers information on the student and determines which assessments will be administered. The assessment could include a combination of the before mentioned testing instruments listed in item 1.*
- *Federal Programs Staff Development records documentation of staff development funded from Title, SPED office holds documentation of SPED funded staff development. Inclusion Grant is being used this school year to provide more training for SPED and regular education teachers.*

SPEECH AND LANGUAGE IMPAIRMENTS

FOCUS ITEM 5

Lake County – White (FFY 2006 RRR 8.34)

EVIDENCE

List evidence and documentation on file.

- *Child Find Brochures*
- *Distribution list of child find brochures*
- *Battelle Developmental Inventory (BDI) assessment*
- *TEIS referrals*
- *Advisory Council*
- *Community Meetings*
- *Calendar of transition meetings*

DESCRIBE the procedures that the district has in place for locating, referring and identifying students ages 3 through 21.

Child Find: Lake County Schools has created a Child Find brochure that includes the purpose of child find, steps to take if you suspect a child has a disability, description of available services and specialized programs at Lake County Schools, mission and vision statement of Lake County Schools, and contact information. Child Find brochures are placed at most of the public places in our community in addition to a letter that is mailed to all businesses, churches, clubs/organizations, medical offices, health department, etc. and published in the local newspaper at least twice a year. Letters are also posted at each school. Child Find is also discussed during our Advisory Council meetings and Community Meetings (See Template 1 for more information about Advisory Council and Community Meetings.) Lake County Schools partnerships with Tennessee Early Intervention Services (TEIS), Lake County Health Department, UT Martin's Infant Stimulation Program, Tennessee Infant Parent Services (TIPS), etc. to find all the children in Lake County that might be in need of early intervening services. Children that are referred to our system go through the same evaluation process as new referrals with the exception of the interventions. All Child Find children are evaluated prior to their 3rd birthday or immediately after notification of a referral. Child Find is conducted year round and referrals are always accepted. See evaluation methods and instruments on Template 1.

If a child is referred prior to the 3rd birthday, a transition meeting is held 90 days prior to the 3rd birthday to review current functioning levels (BDI, observation) and options for the child after the 3rd birthday. If an IEP is needed, we meet with the family again several weeks before the 3rd birthday to discuss options again including placement, services, and location of services. The special education supervisor conducts all the child find efforts since Lake County Schools is such a small system with only 2 elementary schools and 1 high school. The special education supervisor is also the preschool supervisor and can wear both hats at the transition meetings with TEIS or Infant Stim, etc. After transition meetings are held, the supervisor notifies the appropriate teacher (the developmental preschool teacher or regular preschool teacher) of the transition meeting and what was discussed. Decisions are made by the team (Parent, TEIS representative, LEA representative) and not an individual person.

SPEECH AND LANGUAGE IMPAIRMENTS

FOCUS ITEM 5

Henderson County – White (FFY 2005 RRR 3.09—FFY 2006 RRR 1.90)

EVIDENCE

List evidence and documentation on file.

DESCRIBE the procedures that the district has in place for locating, referring and identifying students ages 3 through 21.

The system places ads in the local paper and on the radio as part of its child find effort. A booth is set up as part of the county's "Family Affair Day" which describes system screening, child find activities, the referral process, and the range of available services. An ongoing Interagency collaboration also provides referrals and the continuation of needed services for system students.

A district screening is conducted each spring for preschool children in the system who may be in need of special services.

- *System established a booth at county "Family Affair Day" emphasizing child find and preschool screening to insure that all children have access to special services that might be needed.*
- *Ads are placed in the local paper and on the local radio station twice per year seeking children with disabilities.*
- *Child find brochures and signs are posted at all local schools, doctors' offices, health department, etc.*
- *The system is involved in an Interagency Agreement with other service providers (TEIS, Headstart, county health department, etc.) Referrals and child find are often the result of this collaboration.*
- *Screening and assessment instruments are selected based on Tennessee Department of Education recommendations.*
- *Screening for preschool children is conducted yearly and involves speech and language, vision and hearing, and early development. This screening is available to all children in our system.*
- *Within each school, the counselor is trained to work with teachers and parents on referrals and interventions.*

- a) *Child Find Information presented at "Family Affair Day"*
- b) *Sample ad*
- c) *Sample sign*
- d) *See Preschool Screening Packet attached to Review Item 1*

SPEECH AND LANGUAGE IMPAIRMENTS

FOCUS ITEM 5

Unicoi County – White (FFY 2006 RRR 4.32)

DESCRIBE the procedures that the district has in place for locating, referring and identifying students ages 3 through 21.

Unicoi County Schools has in place procedures for the location and identification of students with disabilities. Child Find activities are the first area in which we strive to locate children. Child Find brochures are placed around the county in visible and relevant locations. These locations include: Dr.'s offices, Health Dept., grocery stores, DHS and DCS offices, all schools, Headstart and Centenary private preschool. In addition, advertisements are placed in the local newspapers advising the public of the nature and importance of Child Find. The Supervisor of Special Education also conducted a radio interview in October with our local station to specifically discuss Child Find. Information was provided to the radio station for Public Service Announcements (PSAs) to be run over air. The Supervisor of Special Education met with parents of Home school children to provide information on Child Find as well the opportunity for services our system could provide their children if they were determined eligible for special education services. In October the Supervisor of Special Education met with the director of the Centenary private preschool to inform her of Child find and services available for any children in their program determined eligible for special education services. During the spring, our school system conducts formal screenings with Headstart, our preschool, as well as kindergarten enrollment days. The Child Find activities include a formal screening of all children registering for the upcoming school year. If a child is referred for services, the parents are given a complete explanation of their rights and responsibilities and our eligibility process.

System personnel are currently meeting all established procedures for locating students within our schools who may need services. Teachers perform classroom observations; provide assessment data (including TCAP scores or benchmark testing), classroom assessments and work. This information is provided to the school S-Team prior to determining interventions or the need for testing. Sixty-six students were referred for testing in 2006-2007. Each referral contained all necessary information and evaluations. The system Senior Psychological Examiner reviews all data from the S-Team packet and determines the best route for testing the individual student. All assessments are chosen from state recommended lists. The appropriate tests to be given are determined by individual student based on information received from the school team and reviewed by the examiner. 44 student files were reviewed for validation of eligibility criteria. Of those reviewed, all students met the standard for their eligibility.

EVIDENCE

List evidence and documentation on file.

- *Child Find brochures distributed around the county*
- *Meeting with Home school parents and private preschool*
- *School Child Find policy is in place*
- *Assessments previously listed in review item 1*
- *Required information for initial referrals:*
 - *Pre-referral intervention strategy documentation*
 - *Signed permission for testing*
 - *Vision and hearing screening*
 - *TCAP scores*
 - *Current grades*
 - *Two classroom observations*
 - *Work samples*