

Sunset Public Hearing Questions for
Advisory Council for the Education of Students with Disabilities
Created by Section 49-10-105, *Tennessee Code Annotated*
(Sunset termination June 2015)

1. Provide a brief introduction to the council, including information about its purpose, statutory duties, staff, and administrative attachment.

Authority for The Students with Disabilities Advisory Council is established by the TCA 49-10-105 as well as the *Individuals with Disabilities Education Act (IDEA)*, 20 U.S.C. 1412 and *for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the state*. Establishment and maintenance of this council is required as a condition of the State's eligibility to receive federal special education funding.

Regarding duties, the advisory panel:

- Advises the Department of Education of unmet needs within the state in the education of students with disabilities;
- Comments publicly on any rules or regulations proposed by the state regarding the education of students with disabilities;
- Advises the Department of Education in developing evaluations and reporting data to the U.S. Secretary under Section 618;
- Advises the Department of Education in developing corrective actions plans to address findings identified in federal monitoring reports under this part;
- Advises the Department of Education in developing and implementing policies relating to the coordination of services for children with disabilities; and
- Advises the Department of Education in serving the needs of students with disabilities in adult prisons.

The Advisory Council is administratively attached to the TN Department of Education and department staff working with the Council through the Division of Special Populations includes Assistant Commissioner Joey Hassell, Steve Sparks, and Tabatha Siddiqi.

2. Provide a list of current council members, or their designees, and explain how membership complies with Section 49-10-105, *Tennessee Code Annotated*. Please indicate each member's county of residence, race, gender and which members, if any, are 60 years of age or older. Are there any vacancies on the council and, if so, what is being done to fill those vacancies? Please see attachment.

Cynthia Cheshier (Chair) – Represents teachers of children with disabilities
Co. of Residence: Anderson, Race: Caucasian, Gender: Female

James Topp-Represents parents of a child with a disability and individuals with a disability. Co. of Residence: Shelby, Race: Caucasian, Gender: Male, Over 60 years of age.

Chip Fair (Vice-Chair) –Represents individuals with a disability.
Co. of Residence: Rutherford, Race: Caucasian, Gender: Male,

Mary Meador - Represents State juvenile corrections agencies and child welfare agencies responsible for foster care.

Co. of Residence: Sumner, Race: Caucasian, Gender: Female

Rhonda Whitt- Represents State adult corrections agencies
Co. of Residence: Davidson, Race: Caucasian, Gender: Female

Dawn Bradley – Represents parents of a child with a disability and administrators of programs for children with disabilities
Co. of Residence: Wilson, Race: Caucasian, Gender: Female

Brian Brown – Represents parents of a child with a disability
Co. of Residence: Loudon, Race: Caucasian, Gender: Male

Paula Brownyard – Represents Institutions of Higher Education (IHEs)
Co. of Residence: Madison, Race: Caucasian, Gender: Female, Over 60 years of age.

Anne Robertson– Represents other State agencies involved with the delivery of related services
Co. of Residence: Davidson, Race: Caucasian, Gender: Female, over 60 years of age

Hillary P. Simms – Represents Charter Schools
Co. of Residence: Davidson, Race: Caucasian, Gender: Female

Kyle Hauth – Represents vocational organizations concerned with the provisions of transitional services
Co. of Residence: Hamilton, Race: Caucasian, Gender: Male

Catherine Knowles – Represents children who are homeless
Co. of Residence: Davidson, Race: Caucasian, Gender: Female
David Craig – Represents private schools
Co. of Residence: Maury, Race: Caucasian, Gender: Male, over 60 years of age.

Mary Donnet Johnson – Represents parents of a child with a disability
Co. of Residence: Knox, Race: Caucasian, Gender: Female

Katie Culberson– Represents parents of a child with a disability
Co. of Residence: Davidson, Race: Caucasian, Gender: Female

Alf Hacker– Represents parents of a child with a disability
Co. of Residence: McMinn, Race: Caucasian, Gender: Male

Chantal Hess Taylor– Represents parents of a child with a disability
Co. of Residence: Shelby, Race: African American, Gender: Female

Jeffrey Ker– Represents parents of a child with a disability
Co. of Residence: Williamson, Race: Caucasian, Gender: Male

Shannon Taylor– Represents parents of a child with a disability
Co. of Residence: Henderson, Race: African American, Gender: Female

Sebrena St. John – Represents parents of a child with a disability
Co. of Residence: Washington, Race: Caucasian, Gender: Female

Darlene Walden – Represents parents of a child with a disability

Co. of Residence: Madison, Race: Caucasian, Gender: Female

Jason Vance – Represents State and local education officials
Co. of Residence: Loudon, Race: Caucasian, Gender: Male

At the time of this hearing, there are no vacancies on the Council.

3. How many times did the council meet in fiscal year 2013 and to date in fiscal year 2014? How many members were present at each meeting?

The Council meets quarterly and met four (4) times in FY13.

- ✓ July 16, 2012 – 11 members were present
- ✓ November 5, 2012 – 17 members were present
- ✓ January 14, 2013 – 16 members were present
- ✓ April 8, 2013 – 16 members were present

The Council also met four(4) times in FY14

- ✓ July 22, 2013 – 17 members were present
- ✓ October 21 , 2013 – 19 members were present
- ✓ January 13 , 2014 – 20 members were present
- ✓ April 14, 2014 – 16 members were present

4. What per diem or travel reimbursement do council members receive? How much was paid to council members during fiscal years 2013 and to date in fiscal year 2014?. Were any other expenses charged to the council?

Council members are reimbursed for travel expenses according to the same State Travel Regulations as State employees. Members receive a hotel per diem of \$122 and meal per diem of \$49.50. Amount paid to members for FY13: \$7,798.30; FY14 :\$9,986.22. There were no other expenses charged to the council

5. What were the council's revenues (by source) and expenditures (by object) for fiscal year 2013 and to date for fiscal year 2014? Does the council carry a fund balance and, if so, what is the total of that fund balance? If expenditures exceeded revenues, and the council does not carry a fund balance, what was the source of the revenue for the excess expenditures?

The council has no revenues. Expenditures for the council only include reimbursement for travel expenses. The council carries no fund balance. Expenditures are reimbursed with 100 percent IDEA Part B Administration funds.

6. How does the council ensure that its members are operating in an impartial manner and there are no conflicts of interest? If the council operates under a formal conflict of interest policy, please attach a copy of that policy.

Department of Education Policy 100.02 regarding Conflicts of Interest. (Copy attached.)

7. Is the council subject to Sunshine law requirements (Section 8-44-101 et seq., *Tennessee Code Annotated*) for public notice of meetings, prompt and full recording of minutes, and public access to minutes? If so, what procedures does the council have for informing the public of meetings and making minutes available to the public?

Yes. Announcements for upcoming meetings with date, location and directions to the location provided are currently accessible to the general public through the Division of Special Populations (DSP) Council website with direct links to Department of Education and Tennessee government websites. Minutes for

the four (4) most recent meetings are also provided via the DSP Council website with contact information offered in order to request any information which isn't already posted.

8. Does the council have a website? If so, please provide the web address. What kind of public information is provided on the site?

http://www.state.tn.us/education/student_support/advisory_council.shtml. Information on the site include By-Laws, Council Goals, Annual Reports, Meeting Minutes, Current Membership, Meeting Dates, Video Recordings of meetings.

9. What were the council's major accomplishments during fiscal year 2013 and to date for fiscal year 2014? Specifically, detail the council's activities to carry out each of the duties described in Section 49-10-105, *Tennessee Code Annotated*.

FY 13 Duties:

A. Comment on rules and regulations proposed for issuance pursuant to parts 1-6 of Title 49, Chapter 10, *Tennessee Code Annotated*.

The Council reviewed and agreed to work collaboratively with TNDOE on the TN TEAM Teacher evaluation rubric and the Alternative Model rubric for teachers of Special Education. The Council provided a statement of support to the State Board of Education for amending disability guidelines for specific learning disabilities (SLD). The main tenet of the amendment being that eligibility determinations for SLD would be made via the Response to Instruction and Intervention (RTI²) process and that this would be applicable to all school districts in the State. The council also reviewed and agreed to support the Occupational Diploma for Students with Disabilities established HB 620 and SB 886.

B. Consider any problems presented by the Governor, the Commissioner of Education, the State Board of Education or the Director of the division of special education and give advice thereon.

No problems requiring consideration were presented to the Council during the reporting period.

C. Review and comment on the State Plan prepared pursuant to Title 49, Chapter 10, Part 3, *Tennessee Code Annotated*.

Council meetings and associated Council activities center around the State Plan as defined in TCA 49-10-301. Quarterly meetings of the Council include review and comment on aspects of the State Plan directly or indirectly. Aspects reviewed and commented on include census of students with disabilities, provision of diagnosis and screening for children with disabilities, personnel and service provision, and identification of criteria for how students with disabilities are educated and so on. Meeting minutes reflect these review/comment actions.

10. What reports does the Council prepare concerning its activities, operations and accomplishments? Who receives copies of these reports? Please attach copies of any such reports issued during fiscal years 2013 and 2014.

The Students with Disabilities Advisory Council Annual Report as mandated by TCA 49-10-105. The Governor and General Assembly, The State Board of Education, the general public, and members of the Advisory Council receive this report. The FY 2013 report is attached. The FY 2014 report is not due to be written and issued until June, 2015.

11. Describe any items related to the council that require legislative attention and your proposed legislative changes.

At this reporting there are no items related to the Council that require legislative attention.

12. Should the council be continued? To what extent and in what ways would the absence of the council affect the public health, safety, or welfare?

Yes. The Council provides a platform by which many Department/Division initiatives (i.e. State assessment procedures, TEAM Evaluations, the Occupational Diploma, the RTI process, criteria for determining students as eligible for special education services) are reviewed, discussed, questioned and at times formally commented on to the State Board or the General Assembly via the Governor's office. This function provides a means by which the services and functions of the Department receive a form of public review. Being mandated by TCA as well as the IDEA provides solid backing for these activities and may serve as a quality control feature for the Department. Additionally, the Council is federally mandated (See Question 1) and its elimination would result in non-compliance with federal regulations and state law.

13. Please list all council programs or activities that receive federal financial assistance and, therefore are required to comply with Title VI of the Civil Rights Act of 1964. Include the amount of federal funding received by program/activity.

The Council has no programs or activities that receive federal financial assistance and therefore is not required to comply with Title VI of the Civil Rights Act of 1964.

If the council does receive federal assistance, please answer questions 14 through 21. If the council does not receive federal assistance, proceed directly to question 20.

14. Does your council prepare a Title VI plan? If yes, please provide a copy of the most recent plan.

15. Does your council have a Title VI coordinator? If yes, please provide the Title VI coordinator's name and phone number and a brief description of his/her duties. If not, provide the name and phone number of the person responsible for dealing with Title VI issues.

16. To which state or federal agency (if any) does your council report concerning Title VI? Please describe the information your council submits to the state or federal government and/or provide a copy of the most recent report submitted.

17. Describe your council's actions to ensure that council staff and clients/program participants understand the requirements of Title VI.

18. Describe your council's actions to ensure it is meeting Title VI requirements. Specifically, describe any council monitoring or tracking activities related to Title VI, and how frequently these activities occur.

19. Please describe the council's procedures for handling Title VI complaints. Has your council received any Title VI-related complaints during the past two years? If yes, please describe each complaint, how each complaint was investigated, and how each complaint was resolved (or, if not yet resolved, the complaint's current status).

20. Please provide a breakdown of current council staff by title, ethnicity, and gender.

In accordance with TCA 49-10-105 (c)(2) The director of the division of special education shall meet with and act as secretary to the advisory council, and within available personnel and appropriations shall provide staff services –

Staff Available to the Advisory Council
Joey Hassell, Assistant Commissioner,
Acts as Secretary to the Council

Race/Ethnicity Gender
Caucasian Male

Steve Sparks, Division Liaison
Council Duties

Caucasian

Male *Assigned to*

Tabatha Siddiqi, Division Secretary

Caucasian

Female

21. Please list all council contracts, detailing each contractor, the services provided, the amount of the contract, and the ethnicity of the contractor/business owner.

There are no council contracts.

POLICIES AND PROCEDURES

INDEX 100.02 CI

**EFFECTIVE DATE:
February 1, 1990**

SUBJECT: CONFLICTS OF INTEREST

I. AUTHORITY: TCA 4-3-803, TCA 4-4-103, TCA 12-4-103, TCA 49-1-201, TCA 49-50-1001, State Board Minutes. If, at any time, a portion of this policy and/or procedure conflicts with law or with State rules which has jurisdiction over either the Department of Education or the State Special Schools, the law and/or rule shall take precedence over that portion of this policy. The remainder of this policy shall, however, not be void.

II. PURPOSE: To establish policy and procedures for dealing with employee related conflicts of interest and to avoid conflicts of interest and insure objectivity in job performance and in departmental decision making.

III. APPLICATION: All Department of Education and State Special School employees.

IV. DEFINITIONS: None.

V. POLICY: It shall be a conflict of interest for any employee to participate in any activity in either a private or official capacity where such dealings, associations, or interests could affect an employee's objectivity in performing his/her job or in making the decisions required of the position.

It shall be a conflict of interest for any employee to bid on, or sell, or offer for sale, any merchandise, equipment, material, or similar commodity to the State of Tennessee during his/her tenure.

It shall be a conflict of interest for any employee to create a situation in which other persons are, in effect, invited to violate the laws prohibiting conflicts of interest.

It shall be a conflict of interest for any employee who also serves as a public official to participate in any decisionmaking activity as a public official which directly affects his/her objectivity in performing his/her job or in making the decisions required as a Department employee. The employee must acknowledge his/her interest and excuse himself/herself from the public activity.

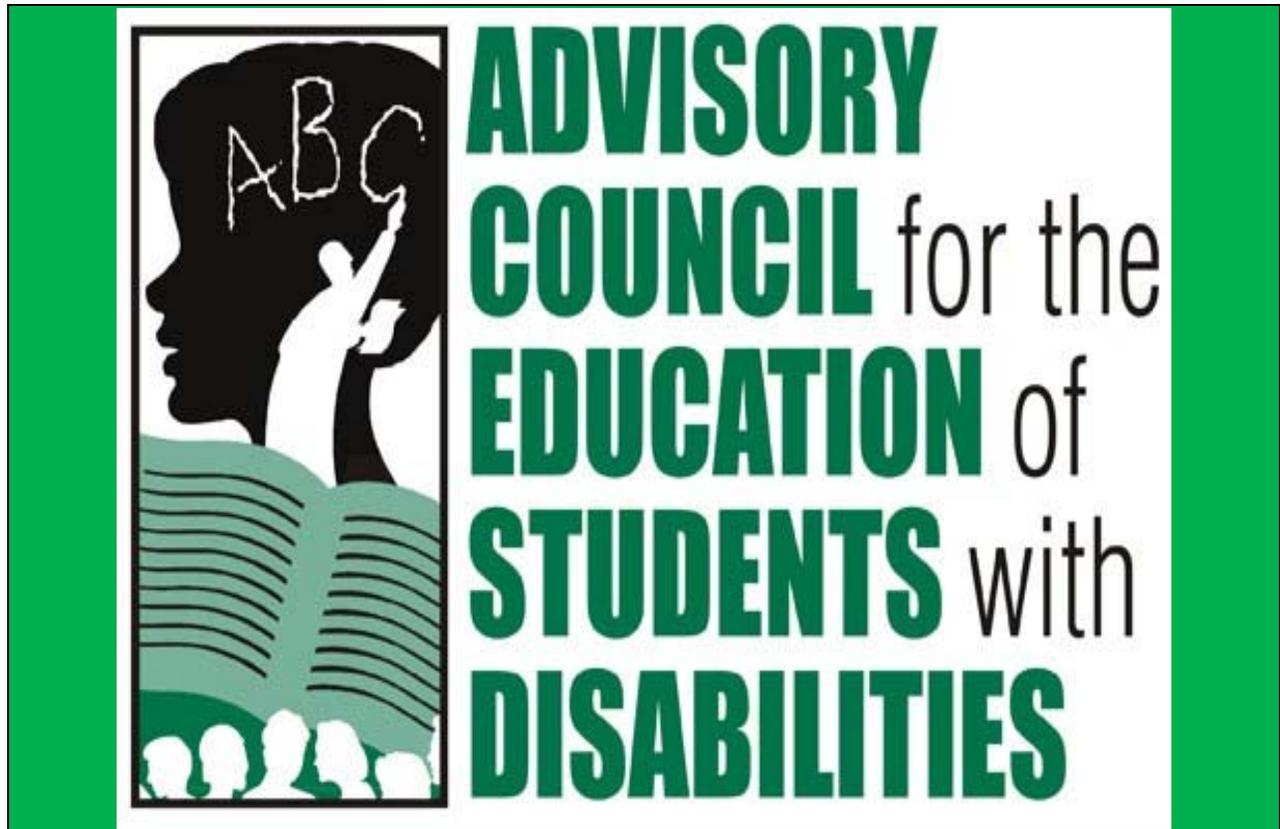
It shall be a conflict of interest for an employee to receive an honorarium or payment for personal services unless the employee adheres to the policy on honorariums. See policy: "Honorariums, Receiving." If an honorarium or payment is received, the employee shall not be eligible for reimbursement of travel expenses. An honorarium or payment from another State agency shall be made in accordance with the department's accounting policy on "Dual Services Agreements."

VI. PROCEDURES:

1. It is the responsibility of the employee to avoid conflicts of interest. When in doubt, it is the employee's responsibility to request written clarification from the Department's Personnel Office. Such requests should be detailed. The Personnel Office will involve appropriate Department staff and respond in writing within 10 days of receipt of the request.

2. When an employee decides to run for public office or accept an appointed position outside the Department which affects public education issues in Tennessee, the employee is to notify the appointing authority detailing the kind of office or position and its impact on Tennessee public education. The affected employee will be notified of his/her responsibilities in accordance with the Department's conflicts of interest policy.

3. Any employee violating this conflicts of interest policy shall receive a written warning. Furthermore, any conflicts which appear to violate TCA will be referred to the State Comptroller's Office and the Office of the Attorney General. Any employee found guilty of a conflict of interest related misdemeanor may be subject to further disciplinary action up to and including dismissal.



Annual Report
July 2012 – June 2013



Department of Education; _____ 2012; Publication Authorization No. 331____; _ copies. This public document was promulgated at a cost of \$ __. __ per copy.

2012-13 ADVISORY COUNCIL MEMBERS

Cynthia Cheshier, Chair	Knoxville
Chip Fair, Vice-Chair	Manchester
Dawn Bradley	Lebanon
Paula Brownyard	Jackson
Samuel Cole	Nashville
David Craig	Columbia
Katie Culberson	Nashville
Jeff Finney	Elizabethton
Janelle Glover	Nashville
Alfred Hacker	Athens
Kyle Hauth	Chattanooga
Chantal Hess-Taylor	Cordova
Mary Donnet Johnson	Knoxville
Catherine Knowles	Nashville
Debra Jean Lacks Lane	Brighton
Christene Lloyd-Burkes	Memphis
Amy Murphy	Nashville
Sebrena St. John	Jonesborough
Shannon Taylor	Lexington
James Topp	Collierville
Darlene Walden	Denmark
Rhonda Whitt	Nashville

State of Tennessee
Bill Haslam, Governor beginning January 2011

Department of Education
Kevin Huffman, Commissioner beginning April 2011

Division of Special Populations
Joey Hassell, Assistant Commissioner

Advisory Council for the Education of Students with Disabilities
Cynthia Cheshier, Chair

Division Assistance to Council
Steve Sparks

Introduction

According to state and federal guidelines this Advisory Council has responsibility annually to issue a report to the State Board of Education, the Governor and the State Legislature. Additionally, this report will be provided to the Tennessee Department of Education (TDOE). The information contained in this report represents a period of a school year showing the progress made in programs for children with disabilities. It is the Advisory Council's intention to work with the Division of Special Populations (DSP) to ensure the provision of appropriate services for children with disabilities throughout the State of Tennessee. This is accomplished through...

- Reporting by the Division to the Council
- Council giving feedback to the Division
- Public input presented to the Council
- Experiences of Council members, who represent consumers

Mission Statement

The mission of Tennessee's Advisory Council for the Education of Students with Disabilities is to ensure that all students with disabilities are provided with services and opportunities necessary to develop to their full potential.

Authority

Tennessee's Advisory Council for the Education of Students with Disabilities was established in 1972 and is required by Tennessee Code Annotated 49-10-105. This legislation states that the Council "shall advise and consult with the Governor, the Commissioner of Education, the State Board of Education, and the Director of the Division of Special Education."

The Individuals with Disabilities Education Act (IDEA), § 1412(a) (21), requires that the state establish and maintain an advisory panel *for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the state*. Regarding duties, the advisory panel shall:

- ❖ *Advise the Department of Education of unmet needs within the state in the education of students with disabilities;*
- ❖ *Comment publicly on any rules or regulations proposed by the state regarding the education of students with disabilities;*
- ❖ *Advise the Department of Education in developing evaluations and reporting data to the U.S. Secretary under Section 618;*
- ❖ *Advise the Department of Education in developing corrective actions plans to address findings identified in federal monitoring reports under this part;*
- ❖ *Advise the Department of Education in developing and implementing policies relating to the coordination of services for children with disabilities; and*
- ❖ *Advise the Department of Education in serving the needs of students with disabilities in adult prisons.*

PART ONE

COUNCIL GOALS AND DIVISION ACTIVITIES

The following are goals established by the Advisory Council for July 1, 2012 through June 30, 2013. The activities described represent actions carried out by the Advisory Council for the Education of Students with Disabilities and the TDOE, DSP related to the goals of the Council. .

Council Goal 1: Promote improved student learning / progress, including promoting inclusive educational services that meet the needs of all students, regardless of their abilities, and promote a sense of belonging and mutual respect for all students while affirming each student's individuality.

COUNCIL ACTIVITIES

Jan. 14, 2013 – The Council was presented with a proposal from DSP staff regarding changes in SLD eligibility guidelines to the RTI² model. Council members formally recommended this change as a means to increase opportunities for all students to succeed in general education. Council members noted that, when implemented with fidelity and cohesion across the state, struggling students would be provided with research based interventions and instruction in the general education setting, reducing the need to remove them to a more restrictive setting. Council members' motion to approve this change to the RTI² model included a statement that there should be a uniform procedure and clear guidelines for all LEAs, as well as method to ensure that RTI methods are implemented with fidelity.

April 8, 2013 – a) the Council was provided with an update on RTI² from TDOE Curriculum & Instruction (C&I) staff. Policies set forth in the RTI² model will promote inclusive practices, with interventions being provided in the general education setting.

b) the TDOE Teacher Evaluation Coordinator provided Council members with an update on TN's Teacher Evaluation policy. Teachers are being provided with training / education regarding the importance of growth, as opposed to achievement categories (below basic, basic, proficient, advanced), which will encourage inclusion and acceptance of special education students by general education teachers.

March 12-14, 2013 – Each school year Council members are encouraged to attend the Division's annual conference. In 2013 the *SPED Conference and RTI Joint Summit* was attended by several members. At the conference members had access to sessions on a variety of topics including: RTI², Common Core State Standards (CCSS), Formative Instructional Practices, Assistive Technology, Co-teaching, Early Childhood Outcomes, Differentiated Instruction, and Positive Behavior Interventions. The 2013 conference provided ample venues to promote student learning outcomes and inclusive educational services, as well as fostering individuality, mutual respect, and belonging for ALL students.

DIVISION ACTIVITIES

1. The Division collects data on the inclusion of all students with disabilities (SWD) in the regular classroom to the degree possible with supports and accommodations. Collection occurs annually as required by federal directive and is submitted through the Annual Performance Report (APR) – Indicator# 5.

Trend data below reflect a high degree of year to year consistency and supports TN's practice of including students with disabilities in the regular educational environment. The Division supports increased access to the general curriculum in the regular classroom for all SWD as appropriate.

Children with IEPs served inside the regular class 80 percent or more of the day*

2008-09	2009-10	2010-11	2011-12	2012-13
56.32%	59.15%	62.33%	63.39%	63.41%

*Source: Table 3 of the December 1, Federal Census Report.

2. A major initiative of the Division in support of Council Goal 1 was the introduction of Response to Instruction and Intervention (RTI²) tiered instructional practices. This initiative included the development of an *RTI² Manual* and *Implementation Guide* which may be found at: <http://www.tnspdg.com/>. These resources serve to guide TN Local Education Agencies (LEAs) as they begin “full” implementation during the 2014-15 school year.

The following is a brief timeline of development of RTI² during 2012-13:

Spring, 2012, a Common Core Leadership Council (CCLC) had a discussion surrounding best instructional practice in reading and math. This discussion led to the need for a statewide RTI model to promote consistency and improved instruction.

Fall, 2012, RTI² guidelines were released to LEAs. Feedback was gathered from LEAs and the conversation around RTI in Tennessee continued throughout the fall.

January, 2013, an RTI² Task-force with members from various leadership roles in Tennessee education was convened to discuss the possibility of a statewide RTI² model. The group voted to proceed with a statewide plan and provided recommendations for this plan. Around this same time, a call for educators to serve on an Reading/RTI Leadership Team went out to LEAs across the State. After a lengthy application and interview process, the team was selected on January 23, 2013.

February, 2013, The Reading/RTI Leadership Team met on February 1, 2013 to begin researching and writing the Response to Instruction and Intervention Framework termed RTI². A task composed of school psychologists was assembled to help develop and review content related to interventions and eligibility standards for students suspected of having a Specific Learning Disability.

March, 2013, RTI² related activities/trainings were provided through the end of the 2012-13 school year.

Council Goal 2: Promote expanded access to and quality of services to eligible students with disabilities (SWD) to better prepare them for transition into their future environments.

COUNCIL ACTIVITIES

1. During the 2012-13 SY Council members were informed of plans of the Department of Human Services, Division of Vocational Rehabilitation Services, on putting a Transition Director in place to improve and better implement their *Transition School to Work* program initiatives. These will include better customer service delivery to all LEA level shareholders (students, parents, teachers, school administrators, etc.).
2. Members received information on a finding of “needs assistance” from the Federal Office (i.e. OSEP’s letter of determination) related to student IEP meetings and the lack of written documentation of students having been invited to participate in their IEP meetings. To remedy this matter an error check was built into EasyIEP (TN’s automated IEP writing system) which would prevent LEA personnel from developing a draft IEP until they have printed and sent invitations to students to attend these meetings.

DIVISION ACTIVITIES

- 1) The Division submitted a proposal to the National Secondary Transition Technical Assistance Center (NSTTAC) for intensive technical assistance which was accepted. The purpose being to build a work plan in conjunction with NSTTAC staff to enhance TN’s capacity to:
 - (a) implement and scale-up evidence-based practices to improve academic and functional achievement that prepare students with disabilities for college and the workforce;
 - (b) implement policies, procedures, and practices to facilitate students with disabilities participating in programs to prepare students for college and career readiness; and
 - (c) achieve 100% compliance with Annual Performance Reporting (APR) Indicator #13 which requires review of the quality of HS transition plans.
- 2) The Division’s Transition Coordinator worked with Vanderbilt University and the TNWorks grant to develop a list of evidence based practices for TN. LEAs could utilize this list to self-assess their own programs for participation in evidence based practices
- 3) The Division sponsored a mini-Capacity Building Institute (CBI) in March, 2013, for all LEAs statewide. LEAs were provided graduation, dropout, transition, and postsecondary activities data prior to attending. NSTTAC staff introduced the concept of data based decision making which is a cornerstone concept of capacity building. Utilizing the data they were provided, LEAs chose one transition goal to implement for the remainder of the 2012-13 school year. A more intensive CBI is planned for the 2013-2014 school year.

4) In order to gather more in-depth information about student's who were non-engaged after exiting high school, Division staff, with assistance from the National Post Schools Outcome Center (NPSO) and the data analysis staff at East TN State University, analyzed TNs Post-Secondary Survey to make changes that would allow the gathering of more specific data about this population. The survey and the NPSO reporting template were updated to include a section on determining if youth were actually non-engaged or if they were just not responding accurately to survey questions related to OSEP defined criteria for the non-engaged. The final results of the revised survey revealed that the non-engaged population dropped from 39% in 2011-12 to 34% in 2012-13. This was most probably due to survey revision's which more clearly defined non-engaged student exiters.

Council Goal 3: Promote development and implementation of formative assessments that evaluate students' knowledge in a manner that considers their individual needs and that provides appropriate accommodations.

COUNCIL ACTIVITIES

July 16, 2012 – TDOE staff reported to the Council regarding state testing, particularly SAT-10 for K-2. The Council provided feedback and concerns regarding accommodations for special education students on the SAT-10. Constructed Response Assessment and changes in the Writing Assessment were also discussed, as well as the effect of changing to Common Core Standards on assessments and accommodations for SWD. The Council recommended that TDOE special education staff be involved in all decisions regarding state mandated testing.

Nov. 5, 2012 – TDOE Assessment staff fielded questions from Council members regarding Constructed Response, SAT 10, and TCAP Writing Assessments. Members requested that staff from the Division of Special Populations be included in department dialogue and decisions regarding inclusion of SWD and providing these students with appropriate modifications and accommodations.

Jan. 14, 2013 - Council members received information from TDOE staff regarding plans for future statewide testing for all students and how this will impact SWD. There will be a change from TCAP / TCAP MAAS /TCAP Alt. Portfolio to PARCC. Council members were given the opportunity to ask questions and relate concerns regarding the changes in accommodations that will occur when this change takes place. All Council members were encouraged to review and make comments / recommendations via the online draft PARCC Manual survey.

April 8, 2013 – The Assistant Commissioner of Special Populations reported to the Council on the State shift to being OUTCOMES focused with regard to state mandated tests. Special Populations is now the “gap closure” division of TDOE.

April 8, 2013 – The Council was provided with a report on RTI² from TDOE staff. Although this is a general education initiative, Title 1, ELL, and Special Education staff should be involved in the process. Staff stressed that RTI implementation should be DATA DRIVEN to prevention. Universal screeners, a component of RTI², will ensure early intervention, and ongoing assessments will guide interventions for all students.

April 8, 2013 –TDOE staff provided Council members with information regarding the draft PARCC Accommodations Manual, soon to be released for public feedback. Key features were reviewed and Council members relayed specific concerns about possible changes in accommodations for special education students with the PARCC.

DIVISION ACTIVITIES

In order to provide instruction for students that would lead to evaluation of student knowledge in a manner that considers individual needs and provide appropriate accommodations:

- 1) TDOE selected core coaches to serve as peer leaders in the implementation of Common Core State Standards (CCSS)

Core Coaches:

- Received extensive training for instruction in their grade level and content area.
- Facilitated training for teachers in their regions during summer, 2013.
- Provided ongoing support in their schools and as peer leaders.

- 2) TDOE piloted implementation of CCSS for English/Language Arts (grades 3-12) in selected districts and Math “focus” standards (grades 3-8) for all districts, in preparation for full implementation in 2013-2014.

- 3) TDOE provided ongoing online courses, model units, and lesson plan sharing. (see <http://tncore.org/> for more information on the above activities)

- 4) The Department collects data on the performance of SWD on State assessments. Collection occurs annually and is submitted to the federal office (OSEP) through the Annual Performance Report (APR) – Indicator# 3 as follows:

TN Statewide Assessment 2012-2013		Performance Reading		Total	
		Grade 3-8	English II	#	%
a	Children with IEPs	58951	6977	65631	
b	IEPs in regular assessment without accommodations	3372	531	3903	5.9%
	(%)	5.7%	7.6%		
c	IEPs in regular assessment with accommodations	3637	453	4090	6.2%
	(%)	6.2%	6.5%		
d	IEPs in alternate assessment against modified standards	7149	0	7149	10.9%
	(%)	12.2%	0		

e	IEPs in alternate assessment against alternate standards	4950	778	5728	8.7%
	(%)	8.4%	11.2%		
Overall Total (b+c+d+e) Performance (%)		19108	1762	20870	31.8%
		32.8%	25.3%		
Data below are included in a but not included in b, c, d, or e					
f	Basic	22545	2731	16193	26.1%
f	Below Basic	16878	2345	19623	31.6%
g	Basic + Below Basic Total	39423	5076	35816	57.7%
h	Invalid	28	3	31	0.05%
i	Medically Exempt	45	8	53	0.08%
j	ELL/R	69	12	81	0.1%
k	Absent	278	116	394	0.6%
Overall (b+c+d+e+f+g+h+i) Total Sum = 100%		58951	6977		
		100%	100%		

TN Statewide Assessment 2012-2013		Performance Math		Total	
		Grade 3-8	Algebra I	#	%
A	Children with IEPs	58829	7370	65908	
B	IEPs in regular assessment without accommodations	3658	693	4351	6.6%
	(%)	6.2%	9.4%		
C	IEPs in regular assessment with accommodations	3868	762	4630	7.0%
	(%)	6.6%	10.3%		
D	IEPs in alternate assessment against modified standards	5802	0	5802	8.8%
	(%)	9.9%	0.0%		
E	IEPs in alternate assessment against alternate standards	4979	897	5876	8.9%
	(%)	8.5%	12.2%		
Overall Total (b+c+d+e) Performance(%)		18307	2352	20659	31.3%
		31.3%	31.9*%		
Data below are included in a but not included in b, c, d, or e					
F	Basic	20277	2103	19432	33.0%
G	Below Basic	19866	2800	17676	30.0%
H	Invalid	29	1	30	0.05%
I	Medically Exempt	46	8	54	0.08%
J	Absent	304	106	410	0.6%
Overall (b+c+d+e+f+g+h+i) Total Sum = 100%		58829	7370		
		100%	100%		

Council Goal 4: Promote increased quality and quantity of personnel serving eligible children and youth with disabilities.

COUNCIL ACTIVITIES

July 16, 2012 – The Council worked collaboratively with TDOE to ensure the TEAM Teacher Evaluation rubric and the Alternative Model rubric for teachers of students with disabilities adequately reflect teacher knowledge in subject areas and responsibilities specific to teachers of special education.

November 12, 2013 – A Council member updated members on collaboration between the Council and the TDOE regarding the TEAM Teacher Evaluation rubric and the Alternative Model rubric for teachers of students with disabilities.

Jan. 14, 2013 - Council members were provided with information regarding the proactive level of training that will be provided to administrators and teachers across the state to ensure successful transition to the Common Core State Standards. Training for using the RTI method will be integrated into these sessions to enable teachers to become more proficient with using data to make instructional decisions for individual students.

April 8, 2013 – The Council requested an update from Assistant Commissioner Hassell regarding BASE-TN. TDOE is in process of reviewing this program and is looking at funding, and considering a shift to RTI² and gap closure emphasis, with financial support being provided to school districts.

April 8, 2013 – The RTI² report included information regarding intensive training being provided by TDOE using Core Coaches for summer 2013.

April 8, 2013 –Division staff provided a report to Council members regarding the Teacher Evaluation policy and procedures, noting that legislation passed both houses unanimously and will go into effect this school year. A noted change is that special education students will be included in growth scores for teacher effectiveness.

DIVISION ACTIVITIES

1) The Division maintains 15 teacher licensure grants which provide funding for University coursework and licensure of new SPED teachers. 1 additional grant provides funding for earning endorsement as a teacher of the visually impaired and 2 additional grants provide funding for earning a Master's degree in Speech Language Pathology. Those completing these programs agree to teach for definite periods of time in TN public school's as payback for funds they were awarded to complete their programs.

Council Goal 5: Promote adequate special education funding and improvement of procedures for allocation of funds.

COUNCIL ACTIVITIES

1) Reviewed reports from the Division regarding distribution / use of federal and state funds including federal guidelines for the distribution of flow-thru money to LEAs.

2) Encouraged use of available grants for special areas of need: Division staff reported to the Council that they provide a generous portion of discretionary set-aside funds for grants to local education agencies for program improvement in order to close the achievement gap for students with disabilities.

DEPARTMENT ACTIVITIES

- The Division of Special Populations follows federal guidelines in the distribution of flow-thru money to LEAs. For the 2012-13 school year, the total flow-thru to LEAs was \$207,323,428. All flow-through funds were utilized to provide special education and related services at the local level.

4 year Longitudinal funding for the Education of Students with Disabilities

Program Source of Funds: Federal	2009-10 ARRA	2010-11	2011-12	2012-13
IDEA, Part B Grant Funds	NA	\$235,216,929.00	\$234,411,003.00	\$236,516,628
Flow through to LEAs	\$229,613,418.00	\$207,324,222.00	\$206,191,415.00	\$207,323,428
Discretionary Set-aside funds	NA	\$ 23,373,184.00	\$ 23,647,088.00	\$22,011,433

IDEA, Preschool Grant Funds	\$ 6,775,229.00	NA	\$ 6,775,229.00	\$6,750,220
Flow through to LEAs	\$ 5,001,619.00	\$ 7,345,943.00	\$ 5,001,619.00	\$4,989,553.00
Discretionary Set-aside funds	\$ 1,418,888.00	NA	\$ 1,418,888.00	\$1,405,946.00

In addition, the Division provides a portion of their discretionary set-aside funds for grants to LEAs for program improvement in the areas of: inclusion, assistive technology, transition, behavior, and autism. Special consideration is given to those whose proposals support closing the achievement gap.

Council Goal 6: Promote improved state and local information management related to special education.

COUNCIL ACTIVITIES

1) The Council recognizes the importance of ongoing communication and commends the TDOE for its informative website which benefits educators, stakeholders and the community. The site is rich with pertinent information pertaining to student achievement, learning standards, course descriptions, State sponsored trainings, parent involvement, TDOE staff contact information and much more. To view go to: <http://www.tn.gov/education/> .

2) The Council continues to encourage participation of its members in the annual special education conference sponsored by the Division. Numerous Council members attended the conference in March, 2013, which was entitled : *SPED Conference and RTI Joint Summit/Collaborating to Close the Gap.*

3) The Council continues to solicit public comment regarding issues pertaining to the education of SWD both in person at all meetings as well as via its website.

DEPARTMENT ACTIVITIES

The Department website includes an array of TN education information at <http://www.tn.gov/education/>. Within the site information on Common Core State Standards may be found at <http://www.tncore.org/>, and information on student performance on state assessments at <http://state.tn.us/education/reportcard/>.

Council Goal 7: Promote enhanced communication among community, educators and stakeholders on special education services and policies.

COUNCIL ACTIVITIES

The Council communicates with the State Board of Education regularly regarding matters concerning students with disabilities.

1) The Council requested the Division communicate to the State Board of Education their willingness to act in an advisory capacity on any Board work related to students with disabilities. Additionally Council members conveyed their willingness to serve on task force/councils established in support students with disabilities.

2) The Council provided a statement of support to the State Board related to amending TNs eligibility criteria for identifying students with a specific learning disability (SLD). This statement provided support for the utilization of a Response to Intervention (RTI) framework for determining SLD eligibility and recommended that it take effect July 1, 2014.

DIVISION ACTIVITIES

1) The Division provides opportunity for participation of all Council members in meetings both in person as well as via video recordings. Recordings of all meetings are maintained on a State website designed for publicly reporting Council activities at: <http://www.state.tn.us/education/speced/advisory.shtml>

2) In order to assist Special Education Supervisors from across the State in staying informed of Division and Department happenings, the Division began distributing bi-weekly information to SPED Supervisors during the second semester of the 2012-13 school year. Council members are included in these distributions. One of these newsletters follows.



TENNESSEE DEPARTMENT OF
EDUCATION
FIRST TO THE TOP

Special Education Director Update

Additional Info

Save the Date

- April 14: Advisory Council
- April 15: EasyIEP Quarterly Call

Advisory Council for Children with Disabilities

The next Advisory Council meeting is Monday, April 14 at 10 a.m. CST. This meeting will be held at Scarritt Bennett Center, (Bennett Building, Raintree room) located at 1008 19th Avenue South, Nashville, TN 37212.

Please contact Tabatha.Siddiqi@tn.gov for additional information.

Message From Assistant Commissioner Hassell

Note on Completing the RTI² Phase-In Application

Many districts are reporting difficulty entering information in the text fields within this PDF file. You may download the most current version of adobe (free) or access this document in Word format [here](#).

If you have additional questions, please contact Theresa.Nicholls@tn.gov.

Instructionally Appropriate IEPs (IAIEP)

With regard to Instructionally Appropriate IEPs (IAIEP), the removal of curriculum standards in EasyIEP, and the short-term objective rule change, here is a review of what has been communicated or will be communicated to districts via multiple modalities:

- The functionality/format of the system will not immediately change. Teachers will enter custom IEP goals rather than using drop down menus within EasyIEP. The ability to add custom goals has always been in the system.
- As of March 31, 2014, teachers will be required to enter measurable annual IEP goals only, except for students who fall within the 1 percent population. This rule change applies to IEPs written from this day forward.
- Our instructional programming team has recorded a webinar, which has been posted along with corresponding activities to the Main Menu page of EasyIEP.
- Our instructional programming team has also created sample, measureable IEP goals and present levels of performance per area of disability, which have also been uploaded to EasyIEP.
- The data services team in collaboration with PCG has scheduled two conference calls to discuss changes to EasyIEP relative to annual goals and progress reporting. These conference calls are as follows:
 - Monday, March 31 at 1 p.m. CST
 - Tuesday, April 1 at 1 p.m. CST
- A draft of the Instructionally Appropriate IEP Manual was presented to a vetting committee on Feb. 28. Revisions from the committee were submitted March 10, and the manual should be published in final form by the end of April.
- Our instructional programming team began working on the Implementation Guide on March 1.
- Our team is currently recruiting 8 IEP Design Coaches (see more detailed information below) via the state personnel development grant who will be trained in May and deployed in June to instruct teachers to use both the IAIEP Manual and Implementation Guide.

As a reminder, there is information relative to Instructionally Appropriate IEPs available on the SPDG site: www.tnspdg.com. As always, please feel free to reach out to members of our team if we can be of assistance. Thanks for ALL you do!

IEP Design Coach Recruitment

The Tennessee Department of Education, Division of Special Populations in collaboration with the State Personnel Development Grant (SPDG) will be recruiting up to ten IEP Design Coaches to provide trainings relative to Instructionally Appropriate Individualized Education Plans (IEPs). One coach will be selected per region, and each coach will be asked to provide trainings for districts within their region and/or grand division. This assignment will be a supplement to an applicant's full time employment in his or her local education agency (LEA).

Individuals selected for these positions will receive a stipend and will be reimbursed for travel. The position may require as many as five release days throughout the 2014-15 school year. Persons selected for these positions will be required to attend a two-day, train-the-trainer orientation in May and will begin offering professional development within each grand division in June.

Interested candidates should complete the attached questionnaire, submit a resume or curriculum vitae, and send a list of at least three references to TNSPDG@utk.edu. All three items should be attached to an email using "IEP Design Coach Application" as the subject line and are due by **March 30**.

Please contact Nathan.Travis@tn.gov for additional information.

IDEA Part B Application for Federal Funds: Notice of Public Comment

The Tennessee IDEA Part B Application for Federal Funds (Fiscal Year July 1, 2014-June 30, 2015) will be posted for 60 days, March 4 through May 4, 2014. This application will be accepting public comments for a period of 30 days, March 12 through April 12, 2014. You may find the application [here](#).

Comments may be submitted to Allison Davey via email, fax or posted mail at:

Tennessee Department of Education
Division of Special Populations
Attn: Allison Davey
Andrew Johnson Tower, 11th Floor
710 James Robertson Parkway
Nashville, TN 37243
Allison.Davey@tn.gov
(615) 532-9412

3) The Department provides information and communication to educators on educational policies, services, and professional development opportunities through a weekly electronic update entitled the “**Director’s Update**”. Information provided is directed to all LEA staff and includes specific trainings/ conferences/policies and include but are not limited to: State

Assessment, TEAM Evaluation, and Common Core State Standards. A portion of one edition of the *Update* is below.

Portion of Director's Update from winter, 2013

Seeking Hosts for 1,000 Classroom Visits

As we prepare for full implementation of Common Core State Standards, the Curriculum and Instruction Division is eager to spend time in classrooms across Tennessee. We have launched the goal of making 1,000 classroom visits this school year.

The purpose of these visits is to be sure we have a deep and real-time sense of teaching and learning and can build on our strengths as we prepare for summer training and identify helpful resources for teachers. There is nothing evaluative intended-- this is purely a learning tour. We are hoping to visit classrooms across subjects and grade levels and hope to kick off the tour with 50 classroom visits across the state on Dec. 3.

If you know of teachers or schools that would be open to inviting us for short, 10 to 20 minute-long classroom visits, please email tncore.questions@tn.gov with the name of the school and email information for a contact person. We will always get clearance from directors of schools and principals before accepting an invitation and look forward to learning together from these visits.

If you have questions, please contact Emily Barton, assistant commissioner of Curriculum and Instruction, at Emily.Barton@tn.gov.

2012 LEA Compliance Report

Attached is the [2012 LEA Compliance Report](#). This report requires local board action and must be filed to the department annually by the director of schools to show the local education agency's compliance with all school laws and State Board of Education rules.

Please note that there are changes to this year's report. In the past this document was filed with the Office of School Approval. Effective this year it must be filed electronically to the Office of General Counsel.

The form is due by email to General Counsel Christy Ballard by Dec. 15. You may also contact her with questions at Christy.Ballard@tn.gov or (615)-741-2921.

Scope of Work Amendment Webinar

Due to an unexpected fire drill on Friday, Nov. 9, First to the Top staff were not able to hold the Scope of Work Amendment webinar. We apologize for any inconvenience.

A walkthrough of the webinar has been recorded and can be found [on the FTTT website](#).

Please contact Laura.Encalade@tn.gov with any questions regarding scopes of work.

Additional NAEP Sample Questions

As indicated in a previous Director Update, the department is sharing NAEP sample math items on a weekly basis to aid math teachers and students during the transition to the Common Core Standards.

Here are this week's NAEP sample items for [Grade 4](#) and [Grade 8](#). These questions were selected based on their alignment with Common Core and TNCore Mathematics Focus Standards. Please feel free to share them with others in your district. They can be incorporated into instruction in order to facilitate student readiness for upcoming

assessments.

Council Goal 8: Encourage implementation of school-wide positive behavior supports (SWPBS) and training for best-practice methods to ensure safety of students and faculty.

COUNCIL ACTIVITIES

1) Council members who attended the *2013 Annual Special Education Conference and RTI² Joint Summit*, had the opportunity to attend sessions on or related to SWPBS including: a) *identifying and dealing with the hidden disability of student mental illness* b) *restraint and isolation parameters for SWD*, c) *classroom management techniques that allow for more instructional time*, d) *collaborations/tips/strategies for dealing with students with challenging behaviors*, e) *research related video modeling instruction*, f) *token economies and other proactive interventions*, g) *top challenges in dealing with children who have trouble paying attention in class*, h) *three-tiered models of prevention*, and i) *basic tools for addressing emotional needs of students during the school day*.

DIVISION ACTIVITIES

1) One means by which the Division addresses student behavior matters is through Indicators 4A and 4B of the *Annual Performance Report (APR)*. In order to meet APR requirements, Division staff developed an *LEA Self-Assessment* to obtain specific information on the appropriateness of LEA disciplinary policies, procedures, and practices. LEAs required to complete the self-assessment are those whose student suspension rates are above a significantly discrepant range defined by the Division. The self-assessment includes review of individual behavior plans, discipline data entry, discipline data trends, and protection of rights of SWD when subject to disciplinary actions. The new self- assessment is to be administered for the first time during the 2013-14 school year.

2) The Division awards SWPBS grants to six (6) Universities across the State. The purpose being to enable University staff to provide related technical assistance and training to LEAs. These services enable LEAs to build capacity in addressing the behavioral needs and deficits of their students.

Universities awarded SWPBS grants included: Vanderbilt University(VU), East TN State University(ETSU), Middle TN State University(MTSU), TN Technological University(TTU), the University of Memphis(UM), University of Memphis – Lambuth Campus(UMLC), and the University of TN-Knoxville(UTK). Below is a sampling of trainings provided by several of these grantees during 2012-13.

UTK

The following school and district teams received *training in PBIS using a systems-level perspective*:

School	School System	Date	Number of Attendees	Contact Person
Somerville Elementary	Fayette	11/12/12	3	
Northwest	Fayette	11/6/12	12	

Elementary				
Sherwood Elementary	MCS	11/29/12	6	
Winchester Elementary	MCS	11/12/12	3	
Bartlett Elementary	Shelby Co.	Multiple dates	6	
East Jr. High School	Fayette	11/15/12	22	
Central Elementary	Fayette	6/20/13	4	
Lucy Elementary	Shelby Co.	5/24/13	2	

TN Tech

a) *SWPBS trainings* at the elementary level have included changes to the office discipline referral form; determination of new SWIS systems data entry persons; SWIS training for two staff members, and refresher training for Vice Principals; assistance with fundraisers to purchase materials for student incentives; assistance with redemption days; weekly Skillstreaming lessons for Tier 2 students; and ordering of visuals to be posted in locations across schools.

Primary Support:

b) At XXXX elementary school SWPBS was initiated for the first time at the beginning of the school year. Level of support included assistance with presenting a SWPBS Plan to faculty. The Plan included team after school meetings, committee meetings, meetings/consultation with administrators, assistance with school-wide reward days, provision of behavior based lessons to specific classrooms, SET data collection (6 weeks), training of support staff, and technical assistance with student reward and staff perception surveys.

VU

Conducted a six-part series held on November 7, 2012; December 6, 2012; January 15, 2013; February 8, 2013; April 11, 2013; and May 8, 2013. School teams participating included at least five school-based members and a school-site administrator. Some schools included district representatives (RTI specialists and school psychologists). TASL and BCBA credit were offered. School faculty and staff were surveyed to assess the behavioral expectations of all adult school members, prior to training. These data were analyzed and used by school teams at trainings *to establish behavioral expectations for students*. School teams were supported in the design and preparation of a presentation of their draft primary plan to share with faculty. After school teams presented their draft plans, surveys were given to all in attendance to provide feedback and suggestions. These were analyzed by PSI staff and used at the next training to revise the plans.

**PART TWO
STATISTICAL INFORMATION**

NUMBER OF STUDENTS WITH A DISABILITY

This provides a “snapshot” count of students with disabilities (ages 3-21+) receiving services as of December 1st of each school year. This data does not contain duplications and since it is used in a federal report, it does not include the state-defined exceptionality categories of Intellectually Gifted or Functionally Delayed.

	School Year 2008-2009	School Year 2009-2010	School Year 2010-2011	School Year 2011-2012	School Year 2012-2013
Specific Learning Disability	43,583	43,184	43,429	44,700	47,040
Speech or Language Impairment	33,584	33,802	33,475	33,693	33,314
Other Health Impairment	11,947	12,327	12,886	13,641	14,360
Intellectual Disability (formerly “Mental Retardation”)	8,373	7,927	7,600	7,453	7,519
Developmental Delay	7,139	7,391	7,957	8,387	8,814
Emotional Disturbance	3,609	3,446	3,382	3,095	3,299
Autism	4,595	5,419	5,990	6,632	7,317
Multiple Disabilities	2,167	2,197	2,179	2,233	2,214
Hearing Impairment	1,537	1,533	1,513	1,515	1,496
Orthopedic/Physical Impairment	864	818	815	780	737
Visual Impairment	746	744	731	705	688
Traumatic Brain Injury	277	305	296	303	328
Deaf-Blindness	4	9	10	10	11
TOTAL	118,425	119,102	120,263	123,147	127,407

Statewide SWD Population Data (as of 12/1/13)

Ages 3-5



Total by Grade

Grade	Student Count
1	3
2	1
K	4884
P3	2796
P4	4899
Grand Total	12583

Total by Environment

Environment	Student Count
Attend Regular Early Childhood Program at Least 10 Hrs/Week - Receiving Services in EC Loc.	1057
Attend Regular Early Childhood Program at Least 10 Hrs/Week - Receiving Services in Other Loc.	9300
Attend Regular Early Childhood Program Less than 10 Hrs/Week - Receiving Services in EC Loc.	2
Attend Regular Early Childhood Program Less than 10 Hrs/Week - Receiving Services in Other Loc.	11
Home	48
Separate Class	1730
Separate School	143
Residential Facility	2
Service Provider Location	290
Grand Total	12583

Total by Disability

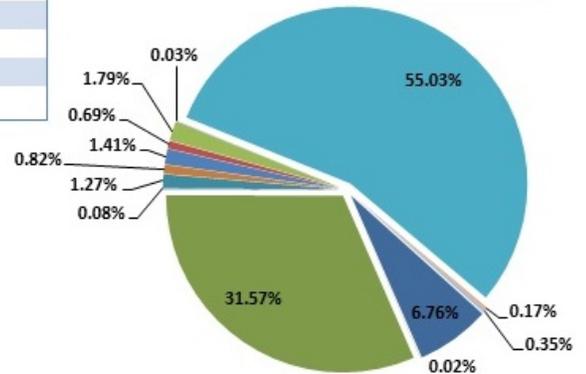
Disability Category	Student Count
Autism	851
Deaf-Blindness	2
Developmental Delay	3973
Emotional Disturbance	10
Hearing Impairments	160
Intellectual Disability	103
Multiple Disabilities	177
Orthopedic Impairments	87
Other Health Impairments	225
Specific Learning Disabilities	4
Speech/Language Impairments	6925
Traumatic Brain Injury	22
Visual Impairments	44
Grand Total	12583

Total by Gender

Gender	Student Count
F	3864
M	8719
Grand Total	12583

Disability %

- AUTISM
- DEAF-BLINDNESS
- DEVELOPMENTAL DELAY
- EMOTIONAL DISTURBANCE
- HEARING IMPAIRMENTS
- INTELLECTUAL DISABILITY
- MULTIPLE DISABILITIES
- ORTHOPEDIC IMPAIRMENTS
- OTHER HEALTH IMPAIRMENTS
- SPECIFIC LEARNING DISABILITIES
- SPEECH OR LANGUAGE IMPAIRMENTS
- TRAUMATIC BRAIN INJURY
- VISUAL IMPAIRMENTS



Statewide SWD Population Data (as of 12/1/13)

Ages 6-21



Total by Grade

Grade	Student Count
1	9269
2	9871
3	10448
4	10712
5	11010
6	10529
7	10162
8	9396
9	9605
10	8428
11	7287
12	7487
K	3038
1 – Trans.	12
P3	21
P4	44
Grand Total	117319

Total by Environment

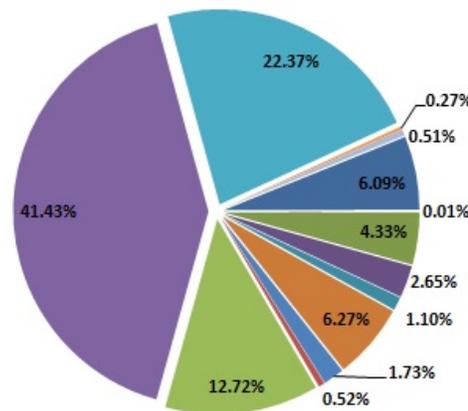
Environment	Student Count
Correctional Facilities	72
Homebound/Hospital	800
Inside reg. class 40%-79% of day	23528
Inside reg. class 80% or more of day	77630
Inside reg. class less than 40% of day	13214
Parentally Placed in Private School	952
Residential Facility	188
Separate School	935
Grand Total	117319

Total by Disability

Disability Category	Student Count
Autism	7139
Deaf-Blindness	7
Developmental Delay	5078
Emotional Disturbance	3112
Hearing Impairments	1295
Intellectual Disability	7354
Multiple Disabilities	2030
Orthopedic Impairments	608
Other Health Impairments	14928
Specific Learning Disabilities	48607
Speech/Language Impairments	26244
Traumatic Brain Injury	313
Visual Impairments	604
Grand Total	117319

Total by Gender

Gender	Student Count
F	39555
M	77764
Grand Total	117319



Disability %

- AUTISM
- DEAF-BLINDNESS
- DEVELOPMENTAL DELAY
- EMOTIONAL DISTURBANCE
- HEARING IMPAIRMENTS
- INTELLECTUAL DISABILITY
- MULTIPLE DISABILITIES
- ORTHOPEDIC IMPAIRMENTS
- OTHER HEALTH IMPAIRMENTS
- SPECIFIC LEARNING DISABILITIES
- SPEECH OR LANGUAGE IMPAIRMENTS
- TRAUMATIC BRAIN INJURY
- VISUAL IMPAIRMENTS

PART THREE
MEETING MINUTES

Meeting 1 FY 13

July 16, 2012
710 James Robertson Parkway
Andrew Johnson Tower, 1st FI Conference Room
Nashville, Tennessee 37243

Members of Council in Attendance

Paula Brownyard, Chair
Cynthia Cheshier, Vice-Chair
Kyle Hauth
Mary Johnson
Shannon Taylor
Chantal Hess-Taylor
Chip Fair
Jim Topp
Janelle Glover
Darlene Walden
Samuel Cole

Members Not in Attendance

Dawn Bradley
Catherine Knowles
Jeff Finney
Christine Lloyd-Burkes
Beulah Oldham

State Employees in Attendance

Kathleen Airhart, Deputy Commissioner
Bobbie Lussier, TDOE
Bill Wilson, Office of General Council
Allison Davey, TDOE
Nan McKerley, TDOE
Gayle Feltner, TDOE
Steve Sparks, TDOE
Karen Wilis, TDOE

Visitors in Attendance Lori Richardson, The Arc of Tennessee

Zach Rossley, SAT 10
Emily Barton, Assessment
Deb Malone, Assessment

Welcome

Paula Brownyard, Council Chair, Began the meeting by welcoming everyone and then led the Pledge of Allegiance.

Acceptance of Agenda

The agenda was accepted without changes.

Approval of Minutes from April 23, 2012 Meetings

The minutes of the April 23rd, meeting were accepted without changes.

Report from the Chair

The Council agreed to invite Commissioner Kevin Huffman to the next meeting. The November 5, 2012 meeting will take place at the Hardison Hall Auditorium, TPS Campus in Nashville. This is in the event that the Commissioner could attend.

Presenter: Shannon Taylor

Topic: Teacher Effect Data

The Advisory Council will work collaboratively with the TN DOE to ensure TEAM Teacher Evaluation rubric and the Alternative Model rubric for teachers of students with disabilities adequately reflect teacher knowledge in subject areas and responsibilities specific to teachers of special education. Dr. Airhart responded that she looks forward to working with the Advisory Council.

Presenter: Cynthia Cheshier

Topic: Report of progress with regard to assessment questions from previous AC meeting

Questions have been emailed to Zack Rossley several times with no response. Mr. Rossley will attend today's meeting. Concerns include what companies will be considered to develop K-2 assessment, instructional needs of students with disabilities, and information about the contract with Pearson.

Presenter: Steve Sparks

Topic: Letter of Determination

A copy of OSEP's letter of determination to Tennessee was provided to all present. Tennessee was identified as "needs assistance" in the area of transition.

Presenter: Gayle Feltner

Topic: Transition

To address the finding of "needs assistance" in OSEP's letter of determination, an error check will be built into EasyIEP so that LEA personnel cannot develop a draft IEP until they have printed and sent the student an invitation to the IEP meeting.

Presenters: Zach Rossley and Emily Barton

Topic: Overview of assessment developments

SAT- 10

LEAs may voluntarily participate in the SAT-10 assessment for grades 1 and 2. This is a pre- and post-test model and will likely generate value added scores. This test is norm referenced and is not common core aligned. However, while it is not a perfect solution, it is the best available option to be able to use for testing this fall.

An RFP will be issued for a K-2 assessment that is common core aligned with the intention of having it ready for the 2014-15 school year.

Discussion:

Question: There are accommodations/modifications available on the TCAP that are not available on the SAT-10. Why?

Response: Deb Malone:

SAT- 10 is a Pearson (current assessment contract) shelf product. It is norm referenced. For this reason, the only modifications/accommodations that may be used are those that were available at the time it was normed. This is the only way to yield a valid score.

Question: Why was the SAT-10 chosen? The Advisory Council has concerns about how modifications/accommodations will be addressed.

Response: Deb Malone:

The state has an existing contract with Pearson and this is the product that Pearson had available in 2008. This contract went through the long (1 ½ year) RFP process. In order to have an assessment ready for the fall, the SAT-10 product must be used.

Question: Do you anticipate being able to change the modifications/accommodations currently available?

Response: Emily Barton:

It is anticipated that this will be addressed when the RFP is issued for a common core aligned assessment. SAT-10 is a district option for participation. Common Core experts state that we do more of a disservice by not having any information about early math and early reading than we are by having a slightly imperfect read on that. They have advised that it is best to move forward with an off the shelf product until we can make a stronger option available. SAT-10 does not have impact at the student level and is not included in their grades. There are exclusions for students with IEPs because they are not included in value added.

Zack Rossley:

The state is going to the legislature in January and recommending that students with Disabilities be included in value added.

Question: What is being done to find out how much companies know about assessing students with disabilities as you search for new assessment options?

Response: Currently interviewing for a special education design position to create depth of expertise within the department. The RFP that is issued will include what it will be evaluated for and will be designed to dig deeply into the information that is submitted in the proposals. The only way to have an assessment available this year for these grades is to move forward with the SAT-10 option. It is thought that this is a good option, but that care should be taken about what inferences are made

because it is norm referenced.

Question: Has anyone from the Division of Special Education been involved in the interview process for the assessment position mentioned previously?

Response: Emily Barton: Kathleen Airhart

Comment: Paula Brownyard:

Who specifically from the Division of Special Education? (Kathleen serves as Deputy Commissioner for the entire department.) The Advisory Council wishes to advocate for those who Support and make decisions for students with disabilities. The Advisory Council is concerned about who from the Division of Special Education is involved as decisions are made that will impact students with disabilities.

Response: Emily Barton:

All assessment decisions include Kathleen Airhart. Involvement in other decisions varies. Regarding constructed response assessment decisions, there was not a Special education designee. However, those decisions were vetted through the Institute For Learning, which has several special education specialists on their staff.

Deb Malone:

Steve Sparks, Nan McKerley, Ann Sanders-Eakes, and Terry Long have provided names of potential applicants with special education knowledge.

Comment: Paula Brownyard:

The Advisory Council represents students with disabilities and asks that staff from the Division of Special Education be included in Department dialogue and as decisions are made. Students with disabilities are an important population in Tennessee.

Constructed Response Assessment

Accommodations will mimic those that have been used in the past. Any modifications made available in the past two years will continue to be available for use, including read aloud and extended time.

Writing Assessment

The writing assessment format is being changed to mimic the design of the PARCC (Partnership of the Assessment of Readiness of College and Career). This will be online and involve much more reading.

Accommodations will be reviewed for the writing assessment and clear guidance will be provided by the department.

Presenter: Kathleen Airhart

Topic: Accountability

LEAs have been notified regarding their performance based on the waiver vs. NCLB. The waiver took LEAs from where they were and set specific goals based on this information. The average goal set for LEAs was a 3% improvement in academic achievement for ALL students

and to close the achievement gap for all subgroup of students. GOAL: By the end of 5 years the gap will become closer together for all students. NOTE: 36 LEAs did not meet gap closure goals as a result of over identifying students for the MAAS assessment. The department would like to advise LEAs not to exceed the 2% cap per system.

Department Updates

Kathleen Airhart reported on Waivers District accountability of how districts have performed based on waivers vs. the old NCLB.

NCLB was on a trajectory of achievement that all districts would perform at the same exact level of achievement reaching the 100 percent proficient by 2014.

Waivers took district from where they are currently and proficient or achievement rated and set specific goal to their district. Each district on an average were to be increased by 3 percent or higher in achievement of all students regardless of where they began.

The goal is to close the achievement gap further over the next five years for various sub groups.

Announcements

New Advisory Council Members Orientation is set for Sept. 4, 2012

Special Education Annual Conference is set for March 12-14, 2013

Meeting 2 FY 13

**November 5, 2012
1256 Foster Avenue
TPS Campus, Hardison Hall Building
Nashville, Tennessee 37243**

Members of Council in Attendance

Paula Brownyard, Chair
Cynthia Cheshier, Vice-Chair
Kyle Hauth
Mary Johnson
Shannon Taylor
Jeff Finney
David Craig
Alfred M. Hacker
Amy Murphy

Debra Lane
Sebrena St. John
Catherine Knowles
Christine Lloyd-Burkes
Chip Fair
Jim Topp
Janelle Glover
Darlene Walden

Members Not in Attendance

Dawn Bradley
Chantal Hess-Taylor
Samuel Cole

Katie Culberson
Rhonda Whitt

State Employees in Attendance

Kathleen Airhart, Deputy Commissioner
Bill Wilson, Office of General Council
Allison Davey, TDOE
Nan McKerley, TDOE
Gayle Feltner, TDOE
Steve Sparks, TDOE
Karen Willis, TDOE

Jerry Bush, TDOE
Nathan Travis, TDOE
Deryl Gentry
Linda Hartbarger, TDOE
Melanie Hatcher, TDOE
Luke Kohlmoos, TDOE

Visitors in Attendance

Lori Richardson, The Arc of Tennessee
Zach Rossley, SAT 10
Ned Solomon

Susan Dalton
Renee Rinehart

Welcome

Paula Brownyard, Council Chair, Began the meeting by welcoming everyone and then led the Pledge of Allegiance.

Acceptance of Agenda

The agenda was accepted without changes.

Approval of Minutes from July 16, 2012 Meetings

The minutes of the July 16th, meeting were accepted without changes.

NOTE: THE CONTENT OF THE DISCUSSIONS/PRESENTATIONS FOR THIS MEETING NOT AVAILABLE. COULD NOT BE LOCATED IN MINUTES ARCHIVES.

Election of Council members

Cynthia Cheshier, Chair for the Council

Chip Fair, Vice Chair for the Council

Announcements

Dr. Airhart introduces Joey Hassell as Assistant Commissioner of Special Education and Jerry Bush was introduced to the Council as the Directory of Compliance Monitoring and Support.

Special Education Annual Conference is set for March 12-14, 2013 at the Opryland Hotel.

MEETING 3 FY13

**January 14, 2013
1256 Foster Avenue
TPS Campus, Hardison Hall Building
Nashville, Tennessee 37243**

Members of Council in Attendance

Cynthia Cheshier, Chair
Chip Fair, Vice-Chair
Dawn Bradley
Chantal Hess-Taylor
Samuel Cole
Rhonda Whitt
Katie Culberson
Mary Johnson

Jeff Finney
David Craig
Alfred M. Hacker
Amy Murphy
Debra Lane
Sebrena St. John
Catherine Knowles
Jim Topp

Members Not in Attendance

Paula Brownyard
Kyle Hauth
Shannon Taylor
Christine Lloyd-Burkes

Janelle Glover
Darlene Walden

State Employees in Attendance

Joey Hassell, Assistant Commissioner
Bill Wilson, Office of General Council
Nan McKerley, TDOE
Gayle Feltner, TDOE
Steve Sparks, TDOE

Karen Willis, TDOE
Jerry Bush, TDOE
Terry Wallis
Linda Copas

Visitors in Attendance

Lori Nixon

Welcome

Cynthia Cheshier, Council Chair, began the meeting by welcoming everyone and led the Pledge of Allegiance.

Acceptance of Agenda

The agenda was accepted without changes.

Approval of Minutes from Nov. 5, 2012 Meeting

The minutes of the meeting were accepted without changes.

Report from the Chair

Council Activities:

Advisory Council Members Assignment to Annual Council Goal 2012-2013

Goal # 1	Shannon Taylor, Janelle Glover, Sebrena St. John
Goal # 2	Samuel Cole, Mary Johnson, Rhonda Whitt, Jim Topp
Goal # 3	Cynthia Cheshier, Sebrena St. John, David Craig
Goal # 4	Chip Fair, Chantal Hess-Taylor, Sebrena St. John
Goal # 5	Kyle Hauth, Jeff Finney, Alfred Hacker
Goal # 6	Paula Brownyard, Katie Culberson, Jim Topp
Goal # 7	Chip Fair, Debra Lane, Katie Culberson
Goal # 8	Shannon Taylor, Mary Johnson, Cynthia Cheshier, Samuel Cole.

Presenter: Lori Nixon

Topic: T-CAP Accommodations

Partnership for Assessment for Readiness College and Careers (PARCC)

PARCC Assessment Accommodations and Accessibility released a draft manual today (Jan. 14, 2013) for public feedback, comments and input.

TN will use the TCAP-MAAS Assessment for this year and next year. TN will begin using PARCC in Spring 2014.

Ms. Nixon: Would the Council like to provide public feedback on input manual that will be released today for public input?

Council: Will PARCC accommodations be the same for every other state?

Ms. Nixon: Yes

Council: Will TN have input

Ms. Nixon: Yes, The entire draft manual will be a released for public comments and input. There will be a period to have public feedback. That will more than likely last a month. The closing date will be between mid-to-end of February 2013.

Process is the link will have its own embedded survey. Individuals will submit directly to link, unless there is a specific issue that needs to be addressed, direct your concerns, questions or comment to Lori Nixon.

PARCC is a large scale assessment for third through eighth grade. There is also a high school assessment component in the works.

Smarter Balance & PARCC

Dynamic Learning mats or National Center & State Collaborative Group

Visit the NCSCPartners.org website for newsletters and some templates.

Each state that joined NSCS has a community of practice, which includes: general education, special education, speech pathologist and occupational therapist.

TN Accommodations Manual, Council is to send any concerns for special education students who may have a more difficult time with long passages to Lori Nixon in order for her to make the council's concerns known. Council wants to know if students can be aware of questions before reading passages. Ms. Nixon stated that the passages can be re-read to students if needed and they can highlight some of the text in the passage in order to have parts re-read to them.

Response to Intervention (RTI)

Presenter: Tie Hodack

What Is It? Response to Intervention (RTI) is an instructional approach that serves two purposes:

It provides early intervening services to struggling students to improve their skills and it can be used to identify students who have learning disabilities.

A Response to Scientific, Research-based Intervention Process is a problem solving framework that may be used to detect student academic and behavioral difficulties.

NCLB – 2000, Increased accountability for student progress which needs to determine quickly who is responding and not responding to proven instructional methods

Reauthorization of IDEA – 2004

2 Methods of Identifying Learning Disabilities

1) RTI – method of tiered instruction

Tier 1 – appropriate instruction available for all students in their classroom

Tier 2 – approximately 20% of the at risk students receive additional interventions

Tier 3 – approximately 5% of students may require more intensive intervention

Students who do not respond within the tiers may become eligible for special education

2) Discrepancy - still allowable but now requires weekly progress monitoring prior to referral RTI (Where we have been)

RTI in TN has been previously approached and managed through a Special Education -- State Personnel Development Grants Program (SPGG) grant.

Through this grant many resources were developed but it was difficult for this large initiative to be developed through a grant only.

This initiative is now being recognized as an effective process and every effort to facilitate collaboration between general education and special education is being made at this time.

RTI-facts about the process

Is a collaborative approach to education that is best for all children?

It is a process that involved both special education and general education to participate and work collaboratively on an effective approach to educating all students.

RTI involves early prevention, intervention and identification of specific areas of deficits.

Benefits for RTI

There is clear evidence that RTI methods have helped promote better intervention practices

RTI appears to help build a bridge between general and special education by offering decision making tools and opportunities for communication about, and ownership of, children's learning experiences

RTI procedures offer prevention-focused methods for education

RTI policies are linked with a reduction in the number of students receiving special education.

Please refer to handout for further RTI details.

Council request for the division to communicate to the State Board how much the council wants to be involved when it comes to students with disabilities. The agenda item to be present to the state board on February 1, 2013 was written on January 10, 2013, that stated “on January 14,

2013, the Advisory Council affirmed the actions of the task force and recommended the amendment.” The council would like to have representation on all Task Force/Council for students with disability. Mr. Wilson stated that the agenda Mr. Fair mentioned was an internal draft and should Not have gone out. Mr. Fair stated that it do go out and that’s how he got it.

Mr. Wilson stated they are seeking council’s recommendation to the state board of education to amend the disability guidelines for specific learning disabilities. Such that the determinations for a specific learning disability are made via a response to this intervention process. Effective July 1, 2014 statewide.

Mr. Finney made a motion that the council accepts RTI statewide.

Mr. Topp second the motion with following amendments:

Council will support “Amended Special Education Guidelines and Standards regarding evaluations for specific learning disabilities, only under the condition that the movement is made mandatory state wide for ALL county schools., city schools and special schools with no exceptions. Recommendation to amend the guidelines to be applicable to every school district in the state”.

Questioned and voted, the vote was not unanimous, but accepted.

TNs APR Updates were presented by the following:

Every indicator listed was explained in full detail according to the handout that was given to the council prior to the meeting, refer to handouts for full details

Ind 1 & 2	Gayle Feltner
Ind 3	Terry Wallis
Ind 4A & 4B	Linda Copas
Ind 9 – 11	Karen Willis & Steve Sparks
Ind 15	Jerry Bush

Announcements

Special Education Annual Conference is set for March 12-14, 2013 at the Opryland Hotel.

Advisory Council Website: <http://www.state.tn.us/education/speced/advisory.shtml>

MEETING 4 FY 13

**April 8, 2013
1256 Foster Avenue
TPS Campus, Hardison Hall Building
Nashville, Tennessee 37243**

Members of Council in Attendance

Cynthia Cheshier, Chair
Chip Fair, Vice-Chair
Dawn Bradley
Chantal Hess-Taylor
Samuel Cole
Katie Culberson
Mary Johnson
Shannon Taylor

Darlene Walden
Alfred M. Hacker
Amy Murphy
Debra Lane
Sebrena St. John
Jim Topp
Janelle Glover
Paula Brownyard

Members Not in Attendance

Jeff Finney
Kyle Hauth
David Craig

Christine Lloyd-Burkes
Rhonda Witt
Catherine Knowles

TDOE Employees in Attendance

Joey Hassell, Assistant Commissioner
Jerry Bush, Deputy Assistant Commissioner
Nan McKerley, TDOE
Lori Nixon, TDOE
Gayle Feltner, TDOE
Steve Sparks, TDOE

Tie Hodack, TDOE
Nathan Travis, TDOE
Tammy Shelton, TDOE
Tabatha Siddiqi, TDOE
Bill Wilson, Office of General Council

Visitors in Attendance

None

Welcome

Cynthia Cheshier, Council Chair, began the meeting by welcoming everyone and led the Pledge of Allegiance.

Acceptance of Agenda

The agenda was accepted without changes.

Approval of Minutes from the January 14, 2013 Meeting

The minutes of the meeting were accepted.

Report from the Chair

- 1) Thanked the Department for a successful SPED Conference in March, 2013.
- 2) Had entire Council introduce themselves
- 3) Announced that the next meeting would be July 22.
- 4) Recommended a work session prior to the October 21 meeting on October 20, with a purpose being to work on the 12-13 Annual Report.
- 5) The Vice-Chair will send out a list of current Council goals and indicate which members are assigned to work on each goal.
- 6) Made a presentation to Paula Brownyard for her service to the Council as past Chair.

Department Input

From Assistant Commissioner, Joey Hassell:

The Council should be receiving the bi-weekly SPED Directors Update via email.

Provided three handouts and discussed content as follows:

- 1) December 1, 2012, count of students with disabilities in TN.
- 2) Reorganization chart of the Department of Education
- 3) The reorganization chart of the Division of Special Populations

E-Plans - the TDOE is initiating these for LEAs to utilize with their Consolidated Planning Process. Monitoring changes are being planned both programmatically as well as fiscally for SPED and ESEA programs. Tiered as well as focused monitoring will be components of these changes.

Integration of federal funds (i.e. IDEA, Perkins, Local, Discretionary, etc.) at the LEA level is being reviewed by the Department. More information will be forthcoming.

BASE-TN and Institute Grants (i.e. teacher licensure) have been placed under one heading called Licensure Grants. There will be no more new enrollment to these programs at participating Universities. . The Department is reviewing all grants with the purpose of leveraging funds to better serve students. High staff needs areas such as Speech Language and Visual Impairment will continue their grants and the enrollment of new students.

Topic: Response to Intervention (RTI)
Presenters: Tammy Shelton/Tie Hodack

Tammy Shelton:

Reviewed a handout entitled “The RTI Decision Making Process” and addressed the TN RTI Model through three key points:

- 1) Addresses instruction and intervention
- 2) Is a general education model
- 3) Is an ongoing process that should include special education, ELL, and Title programs as well as general education.

Defined the three tiers of the RTI model: Tier 1) instruction in the general education classroom for all students Tiers 2) and 3) Additional instructional time centered on the student’s area of deficit.

School and District level teams should be convened and led by general educators.

All students received universal screening 3 times per year. If a student falls below the 25th percentile then tier 2 and 3 instruction should commence.

Data is utilized throughout the entire process and fidelity monitoring is utilized in Tier’s 2 & 3. Parents should be trained on the process and be involved.

Many LEAs in the State are already in full implementation of RTI so this initiative will not be completely new.

The RTI Manual provides amounts of instruction time per tier and other practical information and activities and is found on the Department website with instructional activities being research based and in student specific areas of deficit.

In Tier 2 instruction, the program is monitored every other week in the area of student deficit (12weeks).

The Division of Curriculum & Instruction supports the RTI initiative in the following ways: Has provided intensive professional development for teachers through summer training and year long as well through the utilization of Core coaches.

Tie Hodack:

Tier 3 instruction usually only involves about 3% to 5% of students. Tier 3 instruction is provided in addition to Tier 1 and 2 and lasts 15 weeks. Progress monitoring occurs in each area of deficit regularly.

If little or no progress is evident in Tier 3 then a referral for a full special education evaluation is initiated. All data collected from Tier 3 instruction is needed to make the eligibility decision.

In making the eligibility determination several factors must still be ruled out including environmental factors, limited English proficiency as well as visual and hearing impairment.

The Division will provide training for school psychologists across the State on

Identification of learning disabilities and the RTI model through a conference on August 14 and 15 as well as year round training provided by LEA psychologists selected by the State for this purpose.

CORE offices will provide regional technical assistance through their Coordinator’s of Intervention.

Presenters addressed numerous questions from the Council.

Topic: Council Goal Information

Presenter: Vice Chair- Chip Fair

All goal groups should have a designee appointed and that this designee should forward the group's goal work to the Vice Chair by next week. A listing of goal assignments will be distributed by the Vice Chair prior to or at the next meeting.

Topic: Evaluations and Policy Updates

Presenter: Luke Kohlmoos

Proposed legislation update:

- a) Reducing the weight of growth scores for teachers who must use school wide scores from 35% of their evaluation to 25% of their evaluation

- b) Requiring that teachers with overall scores below 4 have growth count for their entire evaluation.

- c) Include the individual growth scores of SPED students in growth calculations for SPED teachers.

The above legislative changes/components have passed in both the House and the Senate and will go in to effect once signed by the Governor.

The student claiming or linkage process:

In determining student growth, special education teachers need to claim the portion of instructional time attributed to them for students they teach (general ed teachers are already doing this). Steps: start with total instructional time a student receives, determine the amount of special education instruction received, divide these two amounts and round to the nearest 10%. Two keys to completing this process accurately are that SPED teachers must have access to EdTools, and proactive conversations about linkages must be held at the school level.

Topic: State Regulations Amendments

Presenter: Joey Hassell/Lori Nixon

Assistant Commissioner Hassell reviewed a memo of March 18, passed out to the Council, which outlined proposed changes to the IEPs of students with disabilities (SWD). Two changes are proposed: a) removal of short term objectives from IEPs

2) removal of the requirement to provide transition services planning for SWD at age 14.

Lori Nixon, TDOE, writing instructionally appropriate IEPs.

Key points: present levels of performance (PLOP) must be tied to goals of the IEP if the present level reports a deficit area for the student. CCSS should be included in the goals of the IEP, utilizing tiered instruction.

Skills worksheets in Math and Language Arts are being developed by TDOE. These worksheets will enable teachers to identify concept strands that students are deficit in and write IEP goals based on this information. Please provide any feedback on these skill sheets to the Chair as soon as possible.

A manual is being developed by TDOE for writing instructionally appropriate IEPs

The PARCC Accommodations Manual (key talking points about the Manual were distributed as a handout and are attached):

Discussed key points of proposed accommodations. There are 4 levels of accommodations. Levels 1 and 2 will be available for all students. Level 3 for SPED and Section 504 students and Level 4 for special access areas.

The Manual should be released in late April or early May.

Other new Business

None