



State Board of Education Special Called Meeting

March 16, 2017



TN

Special Education Rule

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Special Education Rule: Changes from First Reading to Second Reading

- Autism definition revisions to **clarify subset characteristics of Autism.**
- Developmental Delay definition revision **to provide clarity on age range and physical development.** Local agency choice in use of this category was added back in (consistent with current rule) to match IDEA language.
- Emotional Disturbance definition **revises language to be consistent with IDEA language;**
 - After the January state board meeting, changes were made to the Emotional Disturbance definition; all state related language was removed from the definition and definition mirrors current the IDEA/ federal definition.

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- Functional Delay definition **revisions add a rule out statement to encourage use/consideration of appropriate IDEA categories** before determining Functional Delay as the primary disability as it is a TN state category only.
- Intellectually Gifted definition **revision adds back in a statement of adverse effect** (similar to current definition) for clarity in the two prong approach for disability eligibility (i.e., criteria and need for services).

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- **Autism:** Evaluation procedural changes related to communication assessments, sensory, and adaptive behaviors for clarity of needed components. Evaluation participant changes were made to adjust who is required and who are additional participants, as needed. Speech Language Teachers were removed as they are not licensed to evaluate.
- **Developmental Delay:** Evaluation participant changes to generalize needed educational professionals rather than separate out early childhood specialists based on age bands.
- **Emotional Disturbance:** Rewording of language to mirror federal regulations.

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- **Intellectually Gifted:** Evaluation procedure changes related to the cognitive assessment including additional considerations when assessing underrepresented youth and consideration of the standard error of measurement at the 90th percent confidence interval. Revisions to the assessment matrix (referenced in the standards) to include standard changes and updated testing materials.
 - After the January board meeting, we met with Elizabeth Taylor to review concerns provided by board members regarding Intellectually Gifted standards changes. No additional changes were made it was communicated the review adequately addressed concerns.
 - The proposed standards related to intellectually giftedness were made to be consistent with best practices and address disproportionality. While there is an initial higher cognitive ability in the proposal, it allows for the use of a range of scores which includes scores found in current standards when the validity of the score is in question due to various reasons (e.g. test bias).

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- **Orthopedic Impairment:** Evaluation procedure revisions made to the example lists of adaptive behaviors measured.
- **Other Health Impairment:** Evaluation procedure revisions move an assessment area (social emotional development) into the list of informal/formal assessments for clarity.
- **Specific Learning:** Evaluation procedure reworded for clarity only in regards to observational data to reduce chances of misinterpretation.
- **Speech or Language Impairment:** Evaluation procedure revisions to include clarification of language evaluation components and articulation evaluation components. Evaluation participants revised to remove Speech Language Teacher as they are not licensed to evaluate.



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork