

Special Education Directors' Meeting

AGENDA

April 19, 2018
8:30am - 3:30pm
Region One ESC

- Welcome
- Child Find
- ARD Decision Making for ELs
- Commissioner's Rules Update
- Significant Disproportionality Update/Data Demo
- TEA Strategic Plan
- Region One SPED Performance
- UTRGV – LSSP Program
- UTRGV – Diagnostician Program
- VI Update
- Transition Update
- Staff Development Offerings
- Program Staff
 1. Early Childhood – *Juanita Lovejoy*
 2. Early Childhood/Parental Involvement – *Elizabeth Alvarez*
 3. Behavior Management – *Claudia Garcia*
 4. Low Incidence Disabilities – *Graciela Avalos*
 5. Assessment – *Brenda De La Garza*
 6. Assistive Technology – *Marguerite Horney*
 7. Autism – *Terri McGinnis*
 8. Disproportionality/Equity in Education – *Dr. Jannette Reyes*
 9. Progress in the General Curriculum – *Diana Saenz*
 10. Transition – *Noelia Perez*
 11. Visual Impairments – *Twinkle Morgan*
 12. Coordinator – Regional SPED Services – *Carol Campos*
 13. Laredo Extension Office – *Angie Hinojosa*
- Closing Remarks/Adjournment

IDEA 2014

Child Find

MTD
Speech
Ability
Mental Health
Learning
Physi
Autism

AGENDA

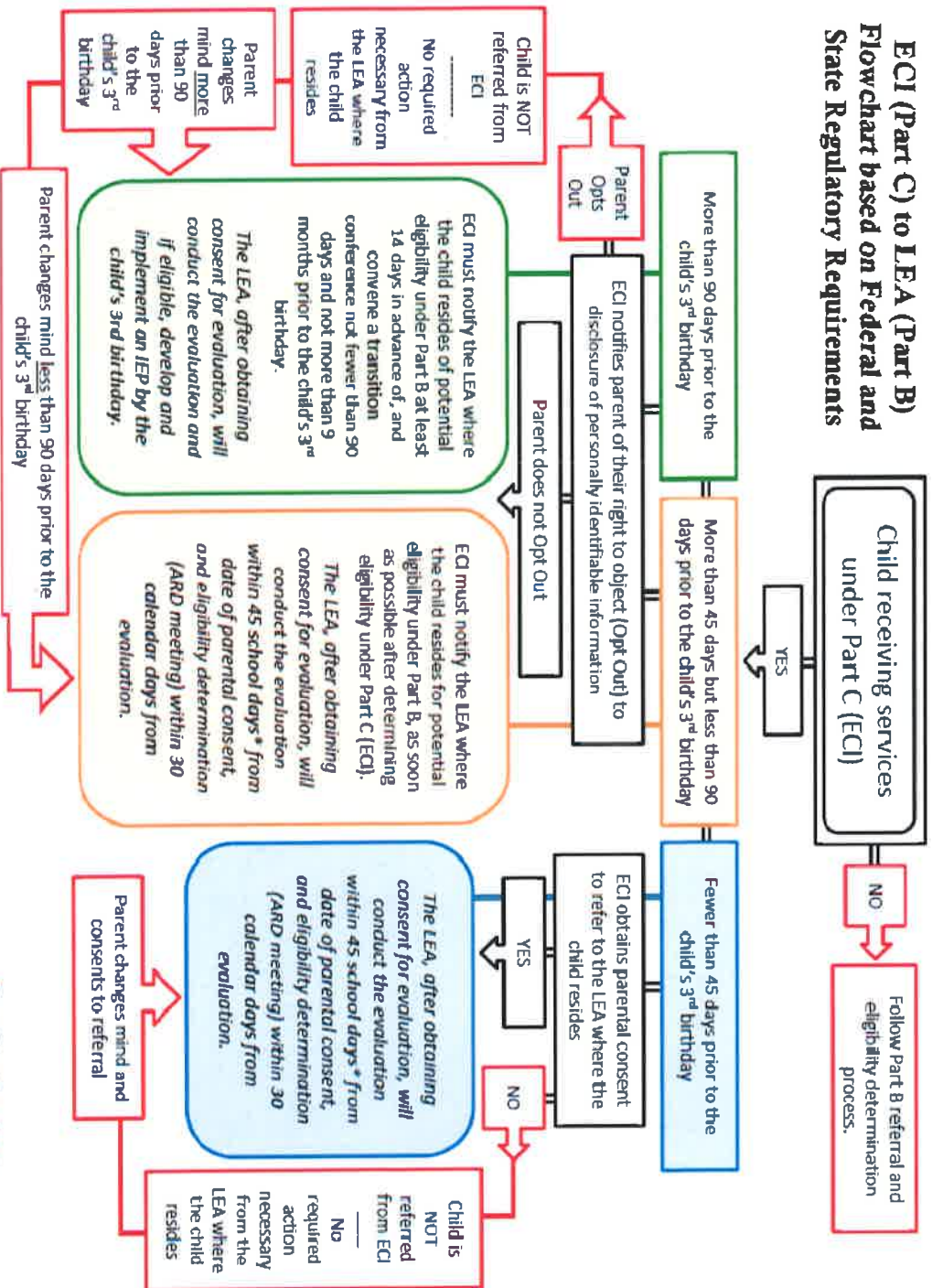
- Introductions
- Child Find Procedures
- Referrals from Head Starts
- Transition from ECI
- Child Find Efforts



Head Start and Rti

- [http://tea.texas.gov/Curriculum and Instructional Programs/Special Education/Programs and Services/Response to Intervention/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Programs_and_Services/Response_to_Intervention/)
- **Head Start and Rti**
- The Individuals with Disabilities Education Act (IDEA) does not require or encourage a school to use an Rtl approach before a referral for evaluation. A Head Start program may refer a student for evaluation to determine if the student is eligible for special education and related services. When a school receives a referral from a Head Start program, the **school must begin the evaluation** process to determine if the child has a disability. The IDEA and its regulations at 34 CFR §§300.301-300.311 specify the requirements that public schools (not non-LEAs such as other community-based early childhood programs) must use to conduct an initial evaluation to determine if a child has a disability under Part B. For additional information, see the [Head Start Letter from OSEP](#)

ECI (Part C) to LEA (Part B) Flowchart based on Federal and State Regulatory Requirements



* In accordance with current State established initial evaluation timelines.

Transition from ECI

Child Find Roles & Responsibilities

[INSERT PROGRAM OR DISTRICT NAME]
Department of Special Education
Child Find Services
Staff Roles and Responsibilities

Personnel assigned to the following positions have been assigned responsibilities related to the Child Find Identification process. Each person has received training regarding the policies and procedures for Child Find activities for which they have the designated responsibility.

ROLE: District Child Find Contact/ Coordinator

Person Assigned: _____ Position: _____

RESPONSIBILITIES:

- ☒ Provides district/program coordination of Child Find efforts
- ☒ Maintains documentation of Child Find activities
- ☒ Conducts and maintain documentation of Child Find public awareness efforts
- ☒ Maintains documentation system for Child Find referrals
- ☒ Coordinates or be responsible for the coordination of Early Childhood Intervention interactions in compliance with federal or state guidelines
- ☒ Maintains a dissemination network information regarding community agencies, facilities,

Child Find Roles & Responsibilities

- ☞ Distributes Child Find information and training materials within the district program
- ☞ Performs other duties as necessary to maintain and support Child Find efforts and requirements

ROLE: District Child Find Assessment Personnel

Positions Responsible: Educational Diagnosticians and Psychologists, Other Staff as Appropriate

RESPONSIBILITIES:

- ☞ Assists with district program coordination of Child Find efforts
- ☞ Maintains documentation of Child Find activities
- ☞ Maintains documentation system for Child Find referrals
- ☞ Processes referrals and conducts assessments in a timely and appropriate manner
- ☞ Maintains documentation as required for compliance with timelines and other guidelines
- ☞ Complies with state Child Find system requirements regarding assessment and evaluations
- ☞ Participates in IEP development and placement decision-making as designated
- ☞ Distributes Child Find information and training materials as requested
- ☞ Performs other duties as necessary to maintain and support Child Find efforts and requirements

Child Find Roles & Responsibilities

ROLE: Campus Child Find Contact/Coordinator

Positions Responsible: Campus Secretaries, Counselors, or Others as Assigned

RESPONSIBILITIES:

- ☒ Assists with district/program implementation of Child Find efforts
- ☒ Documents Child Find activities as assigned
- ☒ Documents dissemination of Child Find information and materials as requested
- ☒ Performs other duties as assigned to maintain and support Child Find efforts and requirements

ROLE: Elected District Officials

Positions Responsible: Board Members

RESPONSIBILITIES:



Child Find Roles & Responsibilities

ROLE: Elected District Officials

Positions Responsible: Board Members

RESPONSIBILITIES:

- ☒ Completes required training regarding the Child Find process and procedures
- ☒ Supports procedures that provide compliance with state or federal Child Find guidelines
- ☒ Performs other duties as necessary to maintain and support Child Find efforts and requirements

ROLE: District and Campus Administrators

Positions Responsible: Central Office Administrators, Principals, Assistant Principals, and Others

RESPONSIBILITIES:

- ☒ Assists with district/program implementation of Child Find efforts
- ☒ Maintains responsibility for the gathering of documentation of Child Find activities
- ☒ Distributes and/or displays Child Find information and training materials as requested
- ☒ Provides assurance that required Child Find training has been provided to assigned staff
- ☒ Maintains documentation as required for compliance with timelines and other guidelines
- ☒ Participates in IEP development and placement decision-making as designated
- ☒ Performs other duties as necessary to maintain and support Child Find efforts and requirements

Child Find Roles & Responsibilities

ROLE: Instructional Personnel

Positions Responsible: General and Special Education Teachers and Paraprofessionals

RESPONSIBILITIES:

- ✦ Assists with district program implementation of Child Find efforts
- ✦ Provides necessary documentation of Child Find activities and referrals
- ✦ Maintains documentation as required for compliance with federal and state guidelines
- ✦ Participates in IEP development and placement decision-making as designated
- ✦ Distributes Child Find information and training materials as requested
- ✦ Completes required training regarding the Child Find process and procedures
- ✦ Performs other duties as necessary to maintain and support Child Find efforts and requirements

Child Find Roles & Responsibilities

ROLE: District and Campus Professional Support Personnel

Positions Responsible: Counselors, Instructional Coordinators, Other Staff as Appropriate

RESPONSIBILITIES:

- ☒ Assists with district/program coordination of Child Find efforts as designated
- ☒ Maintains documentation of Child Find activities as designated
- ☒ Maintains documentation system for Child Find referrals as designated
- ☒ Participates in the referral process as required in a timely and appropriate manner
- ☒ Maintains documentation as required for compliance with state or federal guidelines
- ☒ Participates in IEP development and placement decision-making as designated
- ☒ Distributes Child Find information and training materials as requested
- ☒ Completes required training regarding the Child Find process and procedures
- ☒ Performs other duties as necessary to maintain and support Child Find efforts and requirements

Child Find Roles & Responsibilities

ROLE: District and Campus Office Staff

Positions Responsible: Central Office and Campus Secretaries, Clerks, and Support Paraprofessionals

RESPONSIBILITIES:

- ☒ Assists with district/program implementation of Child Find efforts
- ☒ Participates in gathering of documentation of Child Find activities as assigned
- ☒ Completes required training regarding the Child Find process and procedures
- ☒ Distributes Child Find information and training materials as requested
- ☒ Completes required training regarding the Child Find process and procedures
- ☒ Performs other duties as necessary to maintain and support Child Find efforts and requirements

ROLE: Other District and Campus Personnel

Positions Responsible: Maintenance Workers, Janitors, Cafeteria Staff, Bus Drivers, and Others

RESPONSIBILITIES:

- ☒ Completes required training regarding the Child Find process and procedures
- ☒ Performs other duties as necessary to maintain and support Child Find efforts and requirements

NOTE TO CHILD FIND COORDINATOR: THIS DOCUMENT IS ALSO CONTAINED IN THE CORRESPONDENCE FILE WITH A SAMPLE MEMORANDUM TO PRINCIPALS.

[INSERT PROGRAM OR DISTRICT NAME]
Department of Special Education
Child Find Services
CAMPUS ASSURANCES CHECKLIST

This form is to be completed by each campus principal and returned to [INSERT CONTACT PERSON'S NAME] at [INSERT LOCATION TO RETURN TO]. Check each item as appropriate.

Yes No I have reviewed the Child Find requirements with my faculty.

Yes No I have displayed the Child Find Poster(s) in readily accessible locations.

Yes No My secretary and other appropriate support staff have been trained on the procedures for enrolling students new to the district regarding the appropriate responses to inquiries regarding services to students with disabilities from birth through 21 years of age.

Yes No My counselor understands his/her role in the enrollment of students new to the district or for transfers from other district.

Yes No My counselor understands his/her responsibility for maintaining an accurate Child Find log and submitting it to the district Child Find Contract at the end of each semester.

Yes No My staff has demonstrated an understanding for our obligation to serve students with special needs in child care facilities, private schools, and care and treatment facilities, and they are expected to respond in an appropriate and timely manner to inquiries from personnel and/or parents from these facilities.

Yes No My teachers and members of [INSERT TITLE OF STUDENT SUPPORT TEAM OR OTHER GROUP] on my campus are knowledgeable about the characteristics of various disabilities, are able to identify students at risk for these conditions, and refer appropriate students for special education consideration.

Campus Assurances Checklist



I further verify that I have provided information to the following campus personnel about the requirements and procedures for Child Find efforts in our district. (Please check all that apply to your campus.)

- Counselors
- Campus Secretaries
- Office Support Personnel
- School Nurses
- General and Remedial Education Teachers
- Special Education Teachers
- Paraprofessionals
- Maintenance Personnel
- Cafeteria Personnel
- Other, _____ please

specify: _____

Date(s) of Training: _____

Methods of Training: Faculty Meeting Individual Packets _____

Inservice Session(s) Videotape Presentation(s) _____

Team or Dept. Meetings Other, specify: _____

District _____ Campus _____

Campus Assurances Checklist

Printed Name of Principal _____ Date _____

Signature of Principal _____

<https://www.region10.org/programs/child-find/documentation/>

In Closing

- LEA / Agency Sharing
- Questions

Contact:

Juanita Lovejoy, Child Find Specialist

Email: jlovejoy@esc1.net

Phone: 956-984-6215



2. ECI programs document inviting the LEA to the transition conference according to the timeline specified in the 40 TAC, Chapter 108, the date of the transition conference, the discussion during the conference, and the contents of the transition plan in the child's record; and
3. Any conference or meeting to develop the transition plan may be combined into one meeting and must meet the requirements for IFSP meeting accessibility and convenience, IFSP parental notice, and initial and annual IFSP team participants.

B. TEA ensures that it has policies and procedures in effect to ensure that:

1. LEAs participate in transition planning conferences arranged by local ECI programs;
2. LEA staff documents the date of transition conferences, the participants, and the steps to determine a child's Part B eligibility; and
3. At the request of the parent, LEAs invite the ECI service coordinator or other representatives of the Part C system to the initial ARD committee meeting.

VI. TRANSITION PLAN

A. DARS ensures that it has policies and procedures in effect to establish requirements that:

1. ECI programs develop transition plans as part of a child's IFSP not fewer than 90 days, but at the discretion of all parties up to nine months, before the child's third birthday;
2. Meetings held to develop the transition plan include the required members:
 - a. Parent(s) of the child;
 - b. Other family members, as requested by the parents;
 - c. An advocate or individual outside the family, if requested by the parent;
 - d. Designated service provider;
 - e. Individuals involved in evaluations and assessments; and
 - f. Individuals who will be providing early intervening service to the child and family, as appropriate;
3. ECI programs review the program options for the child for the period from the child's third birthday through the remainder of the school year;
4. ECI programs include a child's family in the development of the transition plan included in the IFSP; and
5. Transition plans in IFSPs include, as appropriate:

- a. Steps for the child and his or her family to exit from the Part C program including:
 - i. Discussions with, and training of, parents, as appropriate, regarding future placements and other matters related to the child's transition;
 - ii. Identification of transition services and other activities that the IFSP team determines are necessary to support the transition of the child;
 - iii. Procedures to prepare the child for changes in the service delivery, including steps to help the child adjust to, and function in, a new setting;
 - iv. Confirmation that referral information about the child has been transmitted to the LEA in accordance with the required notification provisions. With parental consent, if required under confidentiality of information provisions, the ECI program may transmit additional information needed by the LEA to ensure continuity of services from the ECI program to the Part B special education preschool program, including a copy of the most recent evaluation and assessments of the child and the family and most recent IFSP developed; and
- b. Identification of transition services and other activities that the IFSP team determines are necessary to support the transition of the child.

B. TEA ensures that it has policies and procedures in effect to ensure that:

- 1. LEAs coordinate with ECI programs to fully inform families of the possible services available under Part B and support family involvement in the transition planning process; and
- 2. LEAs understand the requirement that they participate in the transition planning process.

VII. IDEA PART B EARLY CHILDHOOD TRANSITION REQUIREMENTS

A. TEA ensures that it has policies and procedures in effect to ensure that:

- 1. An IEP is developed and implemented for Part B eligible children by their third birthday;
- 2. The ARD committee determines the start date of the IEP if the child's birthday occurs during the summer. Services will begin by the first day of school, or earlier as determined and stated on the IEP; and
- 3. For children transitioning from Part C services to Part B services, the ARD committee considers an IFSP that contains the IFSP content including the natural environments statement, described in 34 CFR §303.344, and that is developed in accordance with the IEP procedures under 34 CFR §300.323(b) when developing the initial IEP.

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- ¥ Provides district/program coordination of Child Find efforts
- ¥ Maintains documentation of Child Find activities
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- ¥ Maintains documentation system for Child Find referrals
- ¥ Coordinates or be responsible for the coordination of Early Childhood Intervention interactions in compliance with federal or state guidelines
- ¥ Maintains a dissemination network information regarding community agencies, facilities, individuals, and communication with these groups and individuals
- ¥ Promotes collaboration and cooperation among state and regional agencies who serve children
- ¥ Maintains documentation of district training required under Child Find
- ¥ Distributes Child Find information and training materials within the district/program
- ¥ Performs other duties as necessary to maintain and support Child Find efforts and requirements

ROLE: District Child Find Assessment Personnel

Positions Responsible: Educational Diagnosticians and Psychologists, Other Staff as Appropriate

RESPONSIBILITIES:

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ARD DECISION MAKING FOR THE ENGLISH LANGUAGE LEARNER

Presented by
Brenda de la Garza, Region One ESC

ENTRY



- TAC §89.1225. Testing and Classification of Students.
 - (a) For identifying English language learners, school districts shall administer to each student who has a language other than English as identified on the home language survey:
 - (1) in prekindergarten through Grade 1, an oral language proficiency test approved by the Texas Education Agency (TEA); and
 - (2) in Grades 2-12, a TEA-approved oral language proficiency test and the English reading and English language arts sections from a TEA-approved norm-referenced assessment, or another test approved by the TEA, unless the norm-referenced standardized achievement instrument is not valid in accordance with subsection (f)(2)(C) of this section.
- **Timeline:** within 20 school days of their enrollment
- List of approved tests
https://tea.texas.gov/Academics/Special_Student_Populations/Bilingual_%E2%80%93_ESL_Education/2017-2018_List_of_Approved_Tests_for_Assessment_of_English_Language_Learners/

ENTRY



- The admission review and dismissal (ARD) committee in conjunction with the language proficiency assessment committee shall determine an appropriate assessment instrument and designated level of performance for indicating limited English proficiency as required under subsection (d) of this section for students for whom those tests would be inappropriate as part of the individualized education program (IEP). The decision for entry into a bilingual education or English as a second language program shall be determined by the ARD committee in conjunction with the language proficiency assessment committee in accordance with §89.1220(g) of this title (relating to Language Proficiency Assessment Committee).

ENTRY



- Prekindergarten and kindergarten students preregistered in the spring shall be identified as English language learners and enrolled in the required bilingual education or English as a second language program within 20 school days of the start of the school year in the fall.
- Implications for Special Education students attending a PPCD
 - The ARD and LPAC may need to meet within the 20 schools days from the start of the school year in the fall to discuss entry into a bilingual program.

ENTRY



- TAC §89.1230. Eligible Students with Disabilities.
- (a) School districts shall implement assessment procedures that differentiate between language proficiency and handicapping conditions in accordance with Subchapter AA of this chapter (relating to Commissioner's Rules Concerning Special Education Services) and shall establish placement procedures that ensure that placement in a bilingual education or English as a second language program is not refused solely because the student has a disability.

EXIT



- TAC 89.1225 (k) The ARD committee in conjunction with the language proficiency assessment committee shall determine an appropriate assessment instrument and performance standard requirement for exit under subsection (h) of this section for students for whom those tests would be inappropriate as part of the IEP. The decision to exit a student who receives both special education and special language services from the bilingual education or English as a second language program is determined by the ARD committee in conjunction with the language proficiency assessment committee in accordance with applicable provisions of subsection (h) of this section.

EXIT- ONLY STAAR ALT 2 STUDENTS



- The exit criteria under TAC §89.1225(h) apply to the vast majority of **ELLs who receive special education services**. In rare cases, an ELL receiving special education services may qualify to be exited using criteria permitted under TAC §89.1225(k), which give special consideration to an ELL for whom assessments and/or standards under TAC §89.1225(h) are not appropriate because of the nature of a student's particular disabling condition. Students considered for special exit criteria under TAC §89.1225(k) should only be only those designated to take STAAR Alternate 2, as determined by the ARD committee in conjunction with the LPAC.

STAAR ALT 2

- STAAR Alt 2 is an assessment for students with the most significant cognitive disability/disabilities who:
 - exhibit significant intellectual and adaptive behavior deficits in their ability to plan, comprehend, and reason, and ALSO indicate adaptive behavior deficits that limit their ability to apply social and practical skills such as personal care, social problem-solving skills, dressing, eating, using money, and other functional skills across life domains;
 - are NOT identified based on English learner designation or solely on the basis of previous low academic achievement or the need for accommodations; and
 - require extensive, direct, individualized instruction, as well as a need for substantial supports that are neither temporary nor specific to a particular content area.

2017-2018 English Proficiency Exit Criteria Chart											
At the end of the school year, a district may transfer (exit, reclassify, transition) an English language learner (ELL) out of a bilingual or ESL education program for the first time or a subsequent time if the student is able to participate equally in a regular all-English instruction program as determined by satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation. ¹											
For State of Texas Assessments of Academic Readiness (STAAR) English reading and English writing, the performance level for program exit is the student meeting the passing standard.											
Current School Year - Oral - Listening & Speaking	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11 th /12 th
Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²
English Reading ³	Norm-Referenced Standardized Achievement Test ⁴ (Rdg./Lang.) 40th percentile or above	Norm-Referenced Standardized Achievement Test ⁴ (Rdg./Lang.) 40th percentile or above	STAAR	STAAR	STAAR	STAAR	STAAR	STAAR	STAAR	STAAR	Norm-Referenced Standardized Achievement Test ⁴ (Rdg./Lang.) 40th percentile or above
English Writing ⁵	Agency Approved Writing Test ⁶	Agency Approved Writing Test ⁶	Agency-Approved Writing Test ⁶	STAAR	Agency-Approved Writing Test ⁶	Agency-Approved Writing Test ⁶	STAAR	Agency-Approved Writing Test ⁶			Agency Approved Writing Test ⁶
Subjective Teacher Evaluation	Assessments, anecdotal notes, portfolios, etc.										
¹ 19 TAC §89.1225(h) ² In the 2017-2018 List of Approved Tests for Assessment of English Language Learners available on the following web page: http://tea.texas.gov/ell/qa/ell/education/ ³ For STAAR, English reading and English writing refer to the grade-level tests in grades 3-8 and to the applicable end-of-course English 1 for grade 9, and English II for grade 10. ⁴ Exception: Texas English Language Proficiency Assessment System (TELPAS) Reading and Writing Advanced High will be used for all students with the Texas Assessment of Knowledge and Skills (TAAS) as their graduation requirement under state policy. Note: ELL may be exited only after the end of first grade based on 19 TAC §89.1225(i). Note: Students for whom the LPAC recommends the use of Dictionaries, Oral Administration, Language and Vocabulary Supports, or Extra Time at an accommodation for any reading or writing assessment, may not be considered for exit at the end of the school year.											

EXIT



Process for Considering Special Exit Criteria from Bilingual/English as a Second Language (ESL) Services Under 19 TAC §89.1225(k)

- Step I: Schedule Meeting (ARD) to Evaluate Whether the Student Potentially Qualifies to Exit
 - Timeline:** at or near the beginning of the school year

At or near the beginning of the school year a meeting to discuss Special Exit Criteria for (Student's Name) _____ was held on (Date of meeting to discuss exit criteria) _____.

Attendees:

LPAC Representative: _____

General Ed Representative: _____


Sp. Ed Representative: _____

Administrative Representative: _____

Other: _____

*Excerpt from LPAC Suggested Forms document


EXIT



- Step 2: Discuss Evidence of Need for Use of 89.1225 (k) Exit Criteria
 - Consider: IEP, documented evidence of how due to the nature of the disability “the student is not expected to be able to attain English language proficiency in one or more domains and no longer appears to benefit from second language acquisition support in English to address cognitive, linguistic, and affective needs.”
 - At the meeting, the participants discuss the second language acquisition of the student within the context of the individual student’s disability to consider whether the TAC §89.1225(k) exit criteria are warranted.
 - Does the student’s particular **disabling condition warrant** the need for Special Exit Criteria?
 - What **evidence** is documented in the IEP that indicates that the student **will not be able to attain the English Language Proficiency Standards** (as measured by TELPAS) in one or more domains?
 - What **evidence** is documented to indicate that the student **no longer appears to benefit** (or is expected to reach that point during the year) from second language acquisition support in English to address cognitive, linguistic and affective needs?

Title 19 Texas Administrative Code Chapter 89 Adaptations for Special Populations; Subchapter BB. Commissioner’s Rules Concerning State Plan for Educating Limited English Proficient Students

EXIT



- Step 3: Specify Assessment and English Language Proficiency Test Standards
 - ACADEMIC CONTENT ASSESSMENTS OF READING AND WRITING IN GRADES 3-12
 - Selection of **appropriate academic content assessments**


<i>Check the test the student is expected to take and master based on state assessment standards</i>	
State Assessment Reading Expectation	<input type="checkbox"/> STAAR Alternate 2
State Assessment Writing Expectation	<input type="checkbox"/> STAAR Alternate 2
 - Selection of **appropriate English language proficiency assessments**
 - Listening: TELPAS listening or other OLPT from state-approved list
 - Speaking: TELPAS speaking or other OLPT from state-approved list
 - Reading: TELPAS reading or other English language reading proficiency test from state-approved list
 - Writing: TELPAS writing or other English language writing proficiency test from state-approved list

<i>Check one</i>				
TELPAS Listening Expectation	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
TELPAS Speaking Expectation	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
TELPAS Reading Expectation	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
TELPAS Writing Expectation	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH

*Excerpts from LPAC Suggested Forms document

Reminder: State-established standards must be used for all state assessments.

EXIT




- Step 4: Prepare Documentation

<i>Documentation attached</i>		
<input type="checkbox"/> Teacher checklist	<input type="checkbox"/> Student work	<input type="checkbox"/> Observation protocol
<input type="checkbox"/> Informal assessments	<input type="checkbox"/> State assessment test results	<input type="checkbox"/> TELPAS test results
<input type="checkbox"/> Other: _____		

*Excerpt from LPAC Suggested Forms document

- Step 5: Discuss Recommended Exit Criteria in Formal ARD Committee Meeting
 - It should take place as early in the current school year as possible or at the end of the year to be applied the next school year. The meeting must occur prior to the student's participation in the identified assessments.
 - Based on discussion at the formal ARD committee meeting, the IEP is updated with documentation of the modified exit criteria if the committee as a whole determines that exit is anticipated.

EXIT



- Step 6: Determine and Document Whether Student Has Met Modified Exit Criteria
 - **Timeline:** At the end of the year

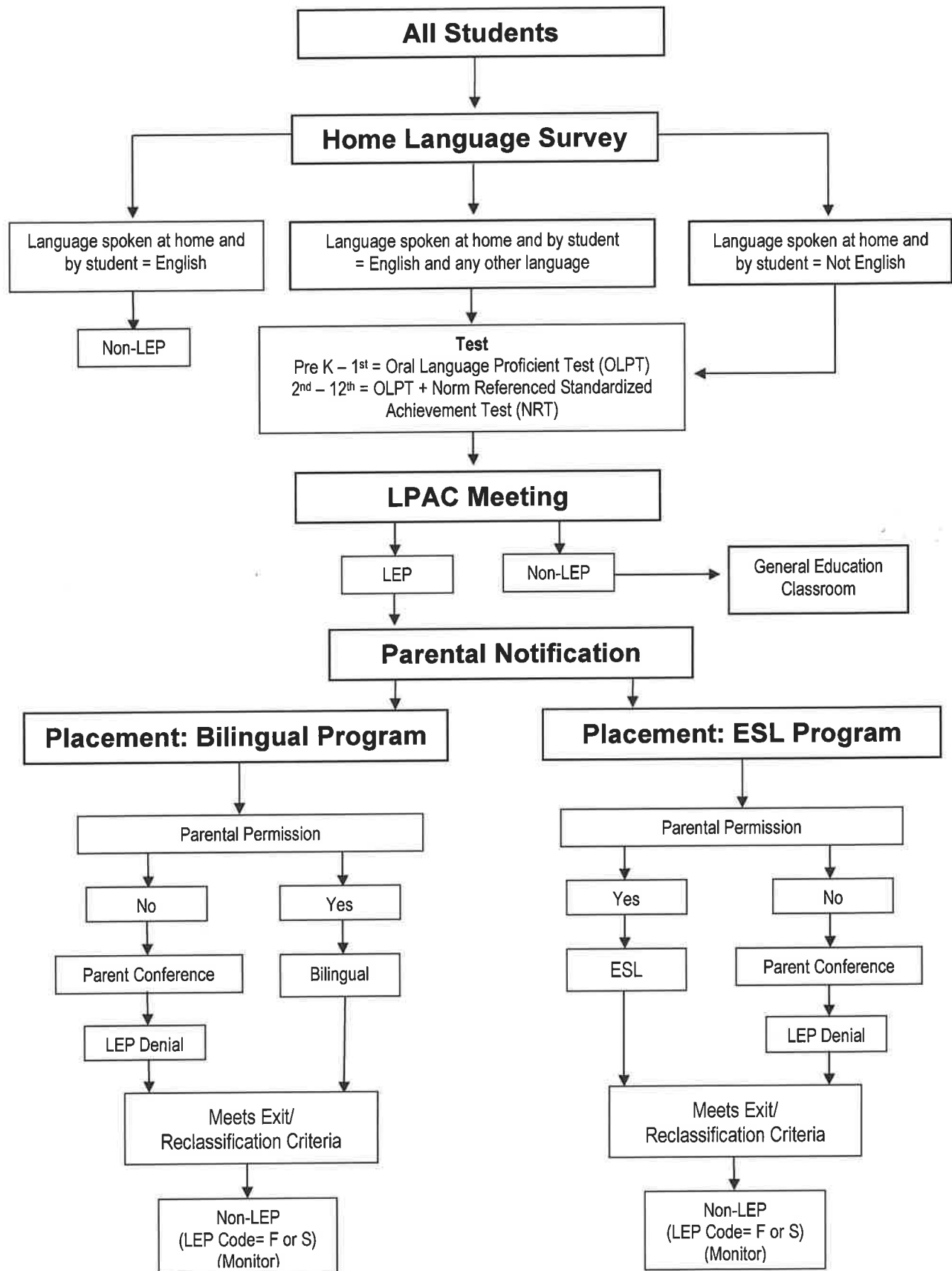
Student's name: _____				
End-of-year ARD meeting date: _____				
The assessment results reviewed at the ARD were:				
State Assessment Reading	<input type="checkbox"/> STAAR Alternate 2			
State Assessment Writing	<input type="checkbox"/> STAAR Alternate 2			
	Results			
TELPAS Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
TELPAS Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
TELPAS Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
TELPAS Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
Summarize subjective teacher evaluation and attach documentation: _____				
End-of-year LPAC date: _____				
A decision was made to exit _____ from the Bilingual/ESL program based on the comprehensive review of the ARD/LPAC Committee.				
_____ will be reclassified as Non-ELL and will be monitored for two school years.				
<input type="checkbox"/> Attach a copy of the documentation to the LPAC minutes, attendees and signatures.				
<input type="checkbox"/> Notify parents of student's reclassification.				
<input type="checkbox"/> Document on the student's permanent record folder				

*Excerpt from LPAC Suggested Forms document

RESOURCES

- Bilingual and English as a Second Language Education Programs <https://tea.texas.gov/bilingual/esl/education/>
- Guidance Related to ARD Committee and LPAC Collaboration <https://tea.texas.gov/index2.aspx?id=2147496923>
- List of TEA Approved Tests
https://tea.texas.gov/Academics/Special_Student_Populations/Bilingual_%E2%80%93_ESL_Education/2017-2018_List_of_Approved_Tests_for_Assessment_of_English_Language_Learners/
- LPAC Framework <https://projects.esc20.net/page/lpac.framework>

Limited English Proficient Training Flowchart



ATTACHMENT II
Text of Adopted Revisions to 19 TAC

Chapter 89. Adaptations for Special Populations

Subchapter AA. Commissioner's Rules Concerning Special Education Services

Division 2. Clarification of Provisions in Federal Regulations and State Law

§89.1011. Full Individual and Initial Evaluation.

- (a) Referral of students for a full individual and initial evaluation for possible special education services must be a part of the district's overall, general education referral or screening system. Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial; remedial; compensatory; response to evidence-based [~~scientific, research-based~~] intervention; and other academic or behavior support services. If the student continues to experience difficulty in the general classroom after the provision of interventions, district personnel must refer the student for a full individual and initial evaluation. This referral for a full individual and initial evaluation may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student.
- (b)-(h) (No change.)

§89.1040. Eligibility Criteria.

- (a)-(b) (No change.)
- (c) Eligibility definitions.
- (1)-(8) (No change.)
- (9) Learning disability.
- (A) (No change.)
- (B) A student with a learning disability is one who:
- (i) (No change.)
- (ii) does not achieve adequately for the student's age or meet state-approved grade-level standards in oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving when provided appropriate instruction, as indicated by performance on multiple measures such as in-class tests; grade average over time (e.g. six weeks, semester); norm- or criterion-referenced tests; statewide assessments; or a process based on the student's response to evidence-based [~~scientific, research-based~~] intervention; and
- (I) does not make sufficient progress when provided a process based on the student's response to evidence-based [~~scientific, research-based~~] intervention (as defined in 20 USC, §7801(21) [~~§7801(37)~~]), as indicated by the student's performance relative to the performance of the student's peers on repeated, curriculum-based assessments of achievement at reasonable intervals, reflecting student progress during classroom instruction; or
- (II) (No change.)
- (10)-(13) (No change.)

§89.1047. Procedures for Surrogate and Foster Parents.

- ~~[(a) — An individual assigned to act as a surrogate parent for a student with a disability, in accordance with 34 Code of Federal Regulations (CFR), §300.519, relating to surrogate parents, must comply with the requirements specified in Texas Education Code (TEC), §29.001(10).]~~
- ~~[(1) — Pursuant to TEC, §29.001(10)(A), an individual assigned to act as a surrogate parent must complete a training program in which the individual is provided with an explanation of the provisions of federal and state laws, rules, and regulations relating to:]~~
- ~~[(A) — the identification of a student with a disability;]~~
- ~~[(B) — the collection of evaluation and re-evaluation data relating to a student with a disability;]~~
- ~~[(C) — the admission, review, and dismissal (ARD) committee process;]~~
- ~~[(D) — the development of an individualized education program (IEP), including the consideration of transition services for a student who is at least 16 years of age;]~~
- ~~[(E) — the determination of least restrictive environment;]~~
- ~~[(F) — the implementation of an IEP;]~~
- ~~[(G) — the procedural rights and safeguards available under 34 CFR, §§300.148, 300.151-300.153, 300.229, 300.300, 300.500-300.520, 300.530-300.537, and 300.610-300.627, relating to the issues described in 34 CFR, §300.504(e); and]~~
- ~~[(H) — the sources that the surrogate parent may contact to obtain assistance in understanding the provisions of federal and state laws, rules, and regulations relating to students with disabilities.]~~
- ~~[(2) — The training program described in subsection (a)(1) of this section must be provided in the native language or other mode of communication used by the individual who is to serve as a surrogate parent.]~~
- ~~[(3) — The individual assigned to act as a surrogate parent must complete the training program described in subsection (a)(1) of this section within 90 calendar days after the date of initial assignment as a surrogate parent. Once an individual has completed a training program conducted or provided by or through the Texas Department of Family and Protective Services (TDFPS), a school district, an education service center, or any entity that receives federal funds to provide Individuals with Disabilities Education Act (IDEA) training to parents, the individual shall not be required by any school district to complete additional training in order to continue serving as the student's surrogate parent or to serve as the surrogate parent for other students with disabilities. School districts may provide ongoing or additional training to surrogate parents and/or parents; however, a district cannot deny an individual who has received the training as described in subsection (a)(1) of this section from serving as a surrogate parent on the grounds that the individual has not been trained.]~~
- ~~[(4) — A school district should provide or arrange for the provision of the training program described in subsection (a)(1) of this section prior to assigning an individual to act as a surrogate parent but no later than 90 calendar days after assignment.]~~
- ~~[(b) — A foster parent may act as a parent of a child with a disability, in accordance with 34 CFR, §300.30, relating to the definition of parent, if he/she complies with the requirements of TEC, §29.015(b), relating to foster parents, including the completion of the training program described in subsection (a)(1) of this section.]~~
- ~~[(1) — The foster parent must complete the training program described in subsection (a)(1) of this section within 90 calendar days after the date of initial assignment as the parent. Once a foster parent has completed a training program conducted or provided by the TDFPS, a school district, an education service center, or any entity that receives federal funds to provide IDEA training to parents, the foster parent shall not be required by any school district to complete additional training in order to continue serving as his/her child's surrogate parent or parent or to serve as the surrogate parent or parent for other students with disabilities. School districts may provide ongoing or additional~~

~~training to foster parents and/or parents; however, a district cannot deny an individual who has received the training as described in subsection (a)(1) of this section from serving as the parent on the grounds that the individual has not been trained.]~~

~~[(2) — A school district should provide or arrange for the provision of the training program described in subsection (a)(1) of this section prior to assigning a foster parent to act as a parent but no later than 90 calendar days after assignment.]~~

~~[(c) — Each school district or shared services arrangement shall develop and implement procedures for conducting an analysis of whether a foster parent or potential surrogate parent has an interest that conflicts with the interests of his/her child. A foster parent in a home which is verified by the TDFPS or a child-placing agency shall not be deemed to have a financial conflict of interest by virtue of serving as the foster parent in that home. These homes include, but are not limited to, basic, habilitative, primary medical, or therapeutic foster or foster group homes. In addition, issues concerning quality of care of the child do not constitute a conflict of interest. Concerns regarding quality of care of the child should be communicated, and may be statutorily required to be reported, to TDFPS.]~~

~~[(d) — If a school district denies a foster parent the right to serve as a surrogate parent or parent, the school district must provide the foster parent with written notice of such denial within seven calendar days after the date on which the decision is made. The written notice shall:]~~

~~[(1) — specify the reason(s) the foster parent is being denied the right to serve as the surrogate parent or parent (the notice must specifically explain the interests of the foster parent that conflict with the interests of his/her child); and]~~

~~[(2) — inform the foster parent of his/her right to file a complaint with the Texas Education Agency in accordance with 34 CFR, §§300.151-300.153, relating to complaint procedures.]~~

§89.1047. Procedures for Special Education Decision-Making for Students in Foster Care.

~~(a) — A foster parent may act as a parent of a child with a disability, in accordance with 34 Code of Federal Regulations (CFR), §300.30, relating to the definition of parent, if requirements of Texas Education Code (TEC), §29.015(a), are met, including the completion of the training program described in subsection (c)(1) of this section.~~

~~(1) — For a foster parent to serve as a student's parent, a school district must ensure that the foster parent has received training described in subsection (c)(1) of this section. The foster parent must complete the training program before the student's next scheduled admission, review, and dismissal (ARD) committee meeting, but not later than the 90th day after the foster parent begins acting as the parent for the purpose of making special education decisions.~~

~~(2) — The training program can be conducted or provided by the Texas Department of Family and Protective Services (TDFPS), a school district, an education service center, or any entity that receives federal funds to provide Individuals with Disabilities Education Act (IDEA) training to parents. Once an individual has completed the training, the individual may not be required by any school district to complete additional training in order to serve as the parent or the surrogate parent for the student or other students with disabilities who are in foster care. School districts may provide optional ongoing or supplemental training.~~

~~(b) — If a school district denies a foster parent the right to serve as a parent, the school district must provide the foster parent with written notice of such denial within seven calendar days after the date on which the decision is made. The written notice must:~~

~~(1) — specifically explain why the foster parent is being denied the right to serve as the student's parent; and~~

~~(2) — inform the foster parent of his or her right to file a complaint with the Texas Education Agency in accordance with 34 CFR, §§300.151-300.153, relating to special education complaint procedures.~~

~~(c) — Except as provided by Texas Family Code, §263.0025, which authorizes a court to appoint a surrogate parent, if a district cannot locate or identify a parent, if the foster parent is unwilling or unable to serve as a parent, or if the student does not reside in a foster home setting, the school district must assign a surrogate parent to make special education decisions on behalf of the student. An individual assigned by a school~~

district to act as a surrogate parent for a student with a disability, in accordance with 34 CFR, §300.519, and TEC, §29.0151, relating to surrogate parents, must comply with the requirements specified in TEC, §29.001(10).

- (1) Pursuant to TEC, §29.001(10)(A), a foster parent serving as a parent or an individual assigned by a school district to act as a surrogate parent must complete a training program in which the individual is provided with an explanation of the provisions of federal and state laws, rules, and regulations relating to:
 - (A) the identification of a student with a disability;
 - (B) the collection of evaluation and re-evaluation data relating to a student with a disability;
 - (C) the ARD committee process;
 - (D) the development of an individualized education program (IEP), including the consideration of transition services for a student who is at least 14 years of age;
 - (E) the determination of least restrictive environment;
 - (F) the implementation of an IEP;
 - (G) the procedural rights and safeguards available under 34 CFR, §§300.148, 300.151-300.153, 300.229, 300.300, 300.500-300.520, 300.530-300.537, and 300.610-300.627, relating to the issues described in 34 CFR, §300.504(c); ~~and~~
 - (H) where to obtain assistance in understanding the provisions of federal and state laws, rules, and regulations relating to students with disabilities ; ~~and~~ [;]
 - (I) the duties and responsibilities of surrogate parents as required under TEC, §29.0151(d).
 - (2) The training program described in subsection (c)(1) of this section must be provided in the native language or other mode of communication used by the individual being trained.
 - (3) To serve as a student's surrogate parent, a school district must ensure that the surrogate parent has received training described in subsection (c)(1) of this section. The individual assigned by a school district to act as a surrogate parent must complete the training program before the student's next scheduled ARD committee meeting but not later than the 90th day after the date of initial assignment as a surrogate parent.
 - (4) The training program can be conducted or provided by the TDFPS, a school district, an education service center, or any entity that receives federal funds to provide IDEA training to parents. Once an individual has completed the training, the individual may not be required by any school district to complete additional training in order to serve as the surrogate parent or the parent for the student or other students with disabilities who are in foster care. School districts may provide optional ongoing or supplemental training.
- (d) A surrogate parent appointed by a school district may not be an employee of the state, the school district, or any other agency involved in the education or care of the child and may not have any interest that conflicts with the interests of the child. Each school district or shared services arrangement must develop and implement procedures for conducting an analysis of whether a potential surrogate parent has an interest that conflicts with the interests of his or her child. Issues concerning quality of care of the child do not constitute a conflict of interest. Concerns regarding quality of care of the child should be communicated, and may be statutorily required to be reported, to TDFPS.
- (e) If a court appoints a surrogate parent for a child with a disability under Texas Family Code, §263.0025, and the school district determines that the surrogate parent is failing to perform or is not properly performing the duties listed under TEC, §29.0151(d), the district must consult with TDFPS and appoint another person to serve as the surrogate parent for the child.

§89.1049. Parental Rights Regarding Adult Students.

- (a) In accordance with 34 Code of Federal Regulations (CFR), §300.320(c) and §300.520, and Texas Education Code (TEC), §29.017, beginning at least one year before a student reaches 18 years of age, the student's individualized education program (IEP) must include a statement that the student has been

informed that, unless the student's parent or other individual has been granted guardianship of the student under the Probate Code, Chapter XIII, Guardianship, all rights granted to the parent under the Individuals with Disabilities Education Act (IDEA), Part B, other than the right to receive any notice required under IDEA, Part B, will transfer to the student upon reaching age 18. Beginning with the 2018-2019 school year, the IEP must also state that the student has been provided information and resources regarding guardianship, alternatives to guardianship, including a supported decision-making agreement under Texas Estates Code, Chapter 1357, and other supports and services that may enable the student to live independently. After the student reaches the age of 18, except as provided by subsection (b) of this section, the school district shall provide any notice required under IDEA, Part B, to both the adult student and the parent.

- (b) In accordance with 34 CFR, §300.520(a)(2), and TEC, §29.017(a), all rights accorded to a parent under IDEA, Part B, including the right to receive any notice required by IDEA, Part B, will transfer to an 18-year-old student who is incarcerated in an adult or juvenile [] state or local correctional institution, unless the student's parent or other individual has been granted guardianship of the student under Texas Estates Code, Title 3 [the Probate Code, Chapter XIII, Guardianship] .
- (c) In accordance with 34 CFR, §300.520(a)(3), a school district must notify in writing the adult student and parent of the transfer of parental rights, as described in subsections (a) and (b) of this section, at the time the student reaches the age of 18. This notification is separate and distinct from the requirement that the student's IEP include a statement relating to the transfer of parental rights beginning at least one year before the student reaches the age of 18. This notification is not required to contain the elements of notice referenced in 34 CFR, §300.503, but must include a statement that parental rights have transferred to the adult student . Beginning with the 2018-2019 school year, the notice must also include information and resources regarding guardianship, alternatives to guardianship, including a supported decision-making agreement under Texas Estates Code, Chapter 1357, and other supports and services that may enable the student to live independently, and must provide contact information for the parties to use in obtaining additional information.
- (d) A notice under IDEA, Part B, which is required to be given to an adult student and parent does not create a right for the parent to consent to or participate in the proposal or refusal to which the notice relates. For example, a notice of an admission, review, and dismissal (ARD) committee meeting does not constitute invitation to, or create a right for, the parent to attend the meeting. However, in accordance with 34 CFR, §300.321(a)(6), the adult student or the school district may invite individuals who have knowledge or special expertise regarding the student, including the parent.
- (e) Nothing in this section prohibits a supported decision-making agreement or a valid power of attorney from being executed by an individual who holds rights under IDEA, Part B.

§89.1055. Content of the Individualized Education Program.

(a)-(h) (No change.)

(i) Subsection (h) of this section expires with the beginning of the 2018-2019 school year.

(j) Beginning with the 2018-2019 school year, not later than when a student reaches 14 years of age, the ARD committee must consider and, if appropriate, address the following issues in the IEP:

(1) appropriate student involvement in the student's transition to life outside the public school system;

(2) if the student is younger than 18 years of age, appropriate involvement in the student's transition by the student's parents and other persons invited to participate by:

(A) the student's parents; or

(B) the school district in which the student is enrolled;

(3) if the student is at least 18 years of age, involvement in the student's transition and future by the student's parents and other persons, if the parent or other person:

(A) is invited to participate by the student or the school district in which the student is enrolled; or

- (B) has the student's consent to participate pursuant to a supported decision-making agreement under Texas Estates Code, Chapter 1357;
- (4) appropriate postsecondary education options, including preparation for postsecondary-level coursework;
- (5) an appropriate functional vocational evaluation;
- (6) appropriate employment goals and objectives;
- (7) if the student is at least 18 years of age, the availability of age-appropriate instructional environments, including community settings or environments that prepare the student for postsecondary education or training, competitive integrated employment, or independent living, in coordination with the student's transition goals and objectives;
- (8) appropriate independent living goals and objectives;
- (9) appropriate circumstances for facilitating a referral of a student or the student's parents to a governmental agency for services or public benefits, including a referral to a governmental agency to place the student on a waiting list for public benefits available to the student such as a waiver program established under the Social Security Act (42 U.S.C. Section 1396n(c)), §1915(c); and
- (10) the use and availability of appropriate:
- (A) supplementary aids, services, curricula, and other opportunities to assist the student in developing decision-making skills; and
- (B) supports and services to foster the student's independence and self-determination, including a supported decision-making agreement under Texas Estates Code, Chapter 1357.
- (k) Beginning with the 2018-2019 school year, a student's ARD committee shall annually review the issues described in subsection (j) of this section and, if necessary, update the portions of the student's IEP that address those issues.
- (l) In accordance with 34 CFR, §300.320(b), beginning not later than the first IEP to be in effect when the student turns 16 years of age, or younger if determined appropriate by the ARD committee, and updated annually thereafter, the IEP must include the following:
- (1) appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- (2) the transition services, including courses of study, needed to assist the student in reaching the postsecondary goals developed under paragraph (1) of this subsection.
- [i] In accordance with 34 CFR, §300.320(b), beginning not later than the first IEP to be in effect when the student turns 16 years of age, or younger if determined appropriate by the ARD committee, and updated annually thereafter, the IEP must include the following:]
- [(1) appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and]
- [(2) the transition services, including courses of study, needed to assist the student in reaching the postsecondary goals developed under paragraph (1) of this subsection.]
- (m) [(j)] The written statement of the IEP must document the decisions of the ARD committee with respect to issues discussed at each ARD committee meeting. The written statement must also include:
- (1) the date of the meeting;
- (2) the name, position, and signature of each member participating in the meeting; and
- (3) an indication of whether the child's parents, the adult student, if applicable, and the administrator agreed or disagreed with the decisions of the ARD committee.

§89.1070. Graduation Requirements.

- (a)-(c) (No change.)
- (d) Notwithstanding subsection (c)(3) of this section, a student receiving special education services classified in Grade 11 or 12 [~~during the 2014-2015, 2015-2016, or 2016-2017 school year~~] who has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments is eligible to receive an endorsement if the student has met the requirements in subsection (c)(1) and (2) of this section.
- (e) (No change.)
- (f) A student receiving special education services who entered Grade 9 before the 2014-2015 school year may graduate and be awarded a high school diploma under the Foundation High School Program as provided in §74.1021 of this title (relating to Transition to the Foundation High School Program), if the student's ARD committee determines that the student should take courses under that program and the student satisfies the requirements of that program. Subsections (c) and (d) of this section apply to a student transitioning to the Foundation High School Program under this subsection. As the TEC, §28.0258 and §39.025(a-2), modify the state assessment requirements applicable to students in general education, a student receiving special education services who is classified in Grade 11 or 12 [~~during the 2014-2015, 2015-2016, or 2016-2017 school year~~] who has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments may graduate if the student has satisfied all other applicable graduation requirements.
- (g) A student receiving special education services who entered Grade 9 before the 2014-2015 school year may graduate and be awarded a regular high school diploma if the student meets one of the following conditions.
 - (1) (No change.)
 - (2) Notwithstanding paragraph (1) of this subsection, as the TEC, §28.0258 and §39.025(a-2), modify the state assessment requirements applicable to students in general education, a student receiving special education services who is classified in Grade 11 or 12 [~~during the 2014-2015, 2015-2016, or 2016-2017 school year~~] may graduate under the recommended or distinguished achievement high school program, as applicable, if the student has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments and has met all other applicable graduation requirements in paragraph (1) of this subsection.
 - (3)-(4) (No change.)
- (h)-(l) (No change.)

§89.1075. General Program Requirements and Local District Procedures.

- (a) Each school district must maintain an eligibility folder for each student receiving special education services, in addition to the student's cumulative record. The eligibility folder must include, but need not be limited to: copies of referral data; documentation of notices and consents; evaluation reports and supporting data; admission, review, and dismissal (ARD) committee reports; and the student's individualized education programs (IEPs).
- (b) For school districts providing special education services to students with visual impairments, there must be written procedures as required in the Texas Education Code (TEC), §30.002(c)(10).
- (c) Each school district must ensure that each teacher who provides instruction to a student with disabilities:
 - (1) has access to relevant sections of the student's current IEP;

- (2) is informed of the teacher's specific responsibilities related to implementation of the IEP, such as goals and objectives, and of needed accommodations, modifications, and supports for the student; and
- (3) has an opportunity to request assistance regarding implementation of the student's IEP.
- (d) Each school district must develop a process to be used by a teacher who instructs a student with a disability in a regular classroom setting :
 - (1) to request a review of the student's IEP;
 - (2) to provide input in the development of the student's IEP;
 - (3) [~~(2)~~] that provides for a timely district response to the teacher's request; and
 - (4) [~~(3)~~] that provides for notification to the student's parent or legal guardian of that response.
- (e) Students with disabilities must have available an instructional day commensurate with that of students without disabilities. The ARD committee must determine the appropriate instructional setting and length of day for each student, and these must be specified in the student's IEP.
- (f) School districts that jointly operate their special education programs as a shared services arrangement, in accordance with TEC, §29.007, must do so in accordance with procedures developed by the Texas Education Agency (TEA).
- (g) School districts that contract for services from non-public day schools must do so in accordance with 34 Code of Federal Regulations, §300.147, and procedures developed by the TEA.

ATTACHMENT II
Text of Adopted Amendments to 19 TAC

Chapter 89. Adaptations for Special Populations

Subchapter AA. Commissioner's Rules Concerning Special Education Services

Division 7. Dispute Resolution

§89.1151. Special Education Due Process Hearings.

- (a) A parent or public education agency may initiate a due process hearing as provided in 34 Code of Federal Regulations (CFR), §300.507 and §300.508.
- (b) The Texas Education Agency will implement a one-tier system of hearings. The proceedings in hearings will be governed by the provisions of 34 CFR, §§300.507-300.515 and 300.532, if applicable, and this division.
- (c) A parent or public education agency must request a hearing within one year of the date the parent or public education agency knew or should have known about the alleged action that serves as the basis for the request, unless tolled pursuant to 50 USC, §3936, as set forth in subsection (e) of this section.
- (d) The timeline described in subsection (c) of this section does not apply to a parent if the parent was prevented from filing a request for a due process hearing due to:
 - (1) specific misrepresentations by the public education agency that it had resolved the problem forming the basis of the request for a hearing; or
 - (2) the public education agency's withholding of information from the parent that was required by 34 CFR, §300.1, et seq. to be provided to the parent.
- (e) TEA will include in the Notice of Procedural Safeguards a statement that the statute of limitations for the parent of a student to request an impartial due process hearing under 20 USC, §1415(b), may be tolled if:
 - (1) the parent is an active-duty member of the armed forces, the Commissioned Corps of the National Oceanic and Atmospheric Administration, or the Commissioned Corps of the United States Public Health Service; and
 - (2) 50 USC, §3936, applies to the parent.

§89.1170. Impartial Hearing Officer.

- (a) The Texas Education Agency (TEA) will maintain a pool of impartial hearing officers to conduct due process hearings. The TEA will assign cases to hearing officers who are private practice attorneys based on an alphabetical rotation. The TEA will assign cases to hearing officers who are employed by the State Office of Administrative Hearings (SOAH) in accordance with the procedures specified in the interagency contract between the TEA and SOAH. If, however, a request for a hearing relates to the same student who was involved in another hearing that was filed within the last 12 months, the TEA may [will] assign the recently filed hearing request to the same hearing officer who presided over the previous hearing. In addition, the same hearing officer may be assigned to hearings involving siblings that are filed within 12 months of each other.
- (b) If a hearing officer is also a mediator under §89.1193 of this title (relating to Special Education Mediation), that individual will not be assigned as hearing officer if he or she is the mediator in a pending mediation involving the same student who is the subject of the hearing or was the mediator in a previous mediation involving the student who is the subject of the hearing.
- (c) A hearing officer must possess the knowledge and abilities described in 34 Code of Federal Regulations, §300.511(c), and must not be:
 - (1) an employee of the TEA or the public agency that is involved in the education or care of the child who is the subject of the hearing; or

- (2) a person having a personal or professional interest that conflicts with the person's objectivity in the hearing.
- (d) A hearing officer is not an employee of the TEA solely because the individual is paid by the TEA to serve as a hearing officer.
- (e) A hearing officer has the authority to administer oaths; call and examine witnesses; rule on motions, including discovery and dispositive motions; determine admissibility of evidence and amendments to pleadings; maintain decorum; schedule and recess the proceedings from day to day; and make any other orders as justice requires, including the application of sanctions as necessary to maintain an orderly hearing process.
- (f) If a hearing officer is removed, dies, becomes disabled, or withdraws from a hearing before the completion of duties, the TEA will designate a substitute hearing officer to complete the performance of duties without the necessity of repeating any previous proceedings.
- (g) A party to a hearing who has grounds to believe that the assigned hearing officer cannot afford the party a fair and impartial hearing due to bias, prejudice, or a conflict of interest may file a written request with the assigned hearing officer asking that the hearing officer recuse himself or herself from presiding over the hearing. Any such written request must state the grounds for the request and the facts upon which the request is based. Upon receipt of a request, the assigned hearing officer must review the request and determine the sufficiency of the grounds stated in the request. The hearing officer then must prepare a written order concerning the request and serve the order on the parties to the hearing within three business days of receiving the request . If the hearing officer finds that the grounds for recusal are insufficient, the TEA will assign a second hearing officer to review the request. The second hearing officer must rule on the request and serve a written order on the parties to the hearing within three business days of receiving the assignment. If the second hearing officer also determines that the grounds for recusal are insufficient, the assigned hearing officer will continue to preside over the hearing. If either the assigned hearing officer or the second hearing officer finds that the grounds for recusal are sufficient, the TEA will assign another hearing officer to preside over the remainder of the proceedings in accordance with the procedures in subsection (a) of this section.

§89.1175. Representation in Special Education Due Process Hearings.

- (a) A party to a due process hearing may represent himself or herself or be represented by:
 - (1) an attorney who is licensed in the State of Texas; or
 - (2) an individual who is not an attorney licensed in the State of Texas but who has special knowledge or training with respect to problems of children with disabilities and who satisfies the qualifications of this section.
- (b) A party who wishes to be represented by an individual who is not an attorney licensed in the State of Texas must file a written authorization with the hearing officer promptly after filing the request for a due process hearing or promptly after retaining the services of the non-attorney representative. The party must forward a copy of the written authorization to the opposing party at the same time that the written authorization is filed with the hearing officer.
- (c) The written authorization must be on the form provided in this subsection.
~~Figure: 19 TAC §89.1175(c)~~ ~~[Figure: 19 TAC §89.1175(e)]~~
- (d) The written authorization must include the non-attorney representative's name and contact information and a description of the non-attorney representative's:
 - (1) special knowledge or training with respect to problems of children with disabilities;
 - (2) knowledge of the rules and procedures that apply to due process hearings, including those in 34 Code of Federal Regulations, §§300.507-300.515 and 300.532, if applicable, and this division;
 - (3) knowledge of federal and state special education laws, regulations, and rules; and
 - (4) educational background.
- (e) The written authorization must state the party's acknowledgment of the following:

- (1) the non-attorney representative has been given full authority to act on the party's behalf with respect to the hearing;
- (2) the actions or omissions by the non-attorney representative are binding on the party, as if the party had taken or omitted those actions directly;
- (3) documents are deemed to be served on the party if served on the non-attorney representative;
- (4) communications between the party and a non-attorney representative are not generally protected by the attorney-client privilege and may be subject to disclosure during the hearing proceeding;
- (5) neither federal nor state special education laws provide for the recovery of fees for the services of a non-attorney representative; and
- (6) it is the party's responsibility to notify the hearing officer and the opposing party of any change in the status of the authorization and that the provisions of the authorization will remain in effect until the party notifies the hearing officer and the opposing party of the party's revocation of the authorization.

(f) If the non-attorney representative receives monetary compensation in exchange for representing the party in the due process hearing, the written authorization must affirm the following:

- (1) the non-attorney representative has agreed to abide by a voluntary code of ethics and professional conduct during the period of representation; and
- (2) the non-attorney representative and the party have entered into a confidential, written representation agreement that includes a process for resolving any disputes that may arise between the non-attorney representative and the party.

(g) [(f)] The written authorization must be signed and dated by the party.

(h) [(g)] An individual is prohibited from being a party's representative under subsection (a)(2) of this section if the individual has prior employment experience with the school district and the school district raises an objection to the individual serving as a representative based on the individual's prior employment experience. No other objections to a party's representation by a non-attorney are permitted under this section.

(i) [(h)] Upon receipt of a written authorization filed under this section, the hearing officer must promptly determine whether the non-attorney representative is qualified and meets the requirements to represent the party in the hearing and must notify the parties in writing of the determination. A hearing officer's determination is final and not subject to review or appeal.

(j) [(i)] A non-attorney representative may not file pleadings or other documents on behalf of a party, present statements and arguments on behalf of a party, examine and cross-examine witnesses, offer and introduce evidence, object to the introduction of evidence and testimony, or engage in other activities in a representative capacity unless the hearing officer has reviewed a written authorization filed under this section and determined that the non-attorney representative is qualified to represent the party in the hearing.

(k) [(j)] In accordance with the Texas Education Code, §38.022, a school district may require an attorney or a non-attorney representative who enters a school campus to display his or her driver's license or another form of government-issued identification. A school district may also verify whether the representative is a registered sex offender and may apply a policy adopted by its board of trustees regarding the action to be taken when a visitor to a school campus is identified as a sex offender.

DRAFT Special Education Strategic Plan



March 2018

**This document is submitted in draft form for discussion purposes only.
Legal review is pending, and the document
is subject to change before final release.**

The TEA works to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker and graduates prepared for success in college, a career, or the military, and as an engaged, productive citizen.

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EXECUTIVE SUMMARY

Special education students in Texas comprise roughly 8.8% of all Texas students, a number that has declined markedly over the past 15 years while the national average has hovered around 13%. Meanwhile, only 41% of Texas special education students are Approaching Grade Level knowledge and skills in reading and math, compared to 75% of all Texas students. The purpose of special education is to provide sufficient support to our students with disabilities, on an individualized basis, so that they those students can obtain the same level of academic success typical of their peers. Collectively, we as a state are not yet delivering on that purpose. More pointedly, historically the Texas Education Agency (TEA) has not provided the leadership, guidance, and support sufficient for that purpose. To address this need, the TEA is developing this Strategic Plan for Special Education.

This strategic plan outlines a system that supports ongoing efforts to achieve strong outcomes for all students with disabilities. The system represents a balanced approach between compliance with federal regulations and a results-driven focus on student outcomes. TEA will focus on leveraging grants and contracts on a statewide and regional basis with non-profits, service centers, higher education partners, and others to support improved capacity, but local school systems will do most of the heavy lifting. This strategic plan also includes specific activities to address correction requirements outlined in the January 11, 2018, letter from the United States Department of Education (USED). There has always been, and will continue to be, a need for strong advocacy from parents for their students. This strategic plan aims to support that advocacy.

As it exists today, the strategic plan as it exists today has been informed by significant stakeholder feedback. The feedback includes over 7,000 survey responses, over 4,000 emails and comments, over 100 focus groups and meetings, and over 150 one-on-one interviews from a host of special education stakeholders, including students themselves, their parents, teachers, administrators, advocates, and others. This draft strategic plan will be updated once again after an additional round of public comments and will evolve constantly over time, as part of a process of continuous improvement.

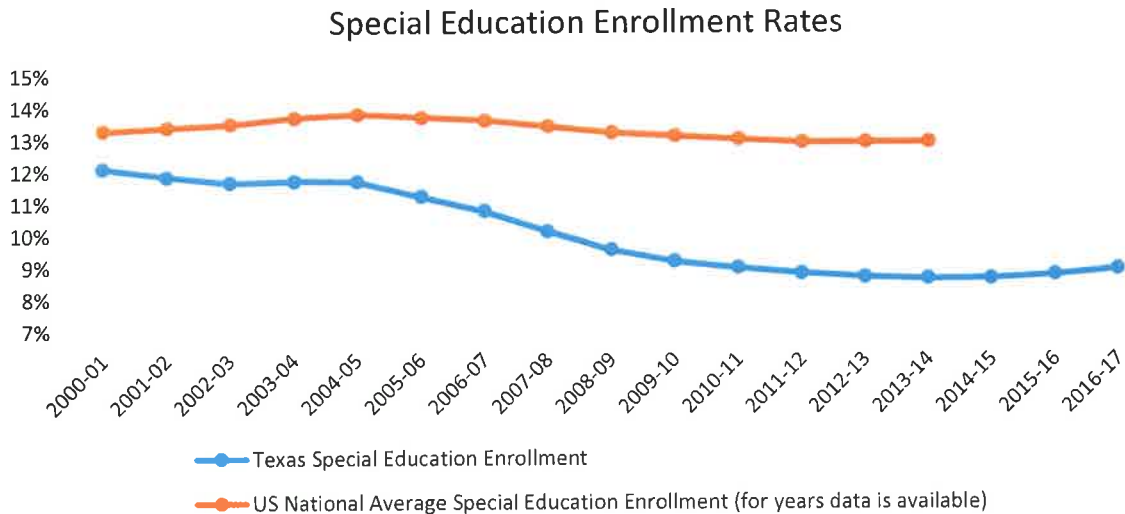
Lastly, TEA cannot legally commit additional funds outside of those that are appropriated by the Texas Legislature and the US Congress. A sizeable amount of stakeholder feedback related to funding. While that feedback may warrant additional action, any recommendations for action are most appropriately heard by state and federal legislators. This strategic plan has been designed so that it can be sustained with existing appropriations.

Working together we will significantly improve outcomes for our special education students.

DEFINING THE NEED FOR CHANGE

Special Education participation and performance trends in Texas highlight the need to improve. One area of focus is student access to special education supports. The following graph notes the decline in special education participation in Texas until the most recent years:

Figure 1: Special Education Enrollment Rates



Changes in special education participation can be the result of a variety of factors, as each student should be considered individually. But during a monitoring visit begun in late 2016, the US Department of Education found noncompliance on the part of TEA and school districts with requirements of IDEA to be a cause of these participation declines. The January 11, 2018 monitoring letter from USED notes four corrective action requirements focused on these concerns:

1. *Documentation that the State’s system of general supervision requires that each ISD identifies, locates, and evaluates all children suspected of having a disability who need special education and related services, in accordance with section 612(a)(3) of the IDEA and its implementing regulation at 34 CFR §300.111, and makes FAPE available to all eligible children with disabilities in accordance with section 612(a)(1) of the IDEA and its implementing regulation at 34 CFR §300.101.*
2. *A plan and timeline by which TEA may ensure that each ISD may (i) identify, locate, and evaluate children enrolled in the ISD who should have been referred for an initial evaluation under the IDEA, and (ii) require IEP Teams to consider, on an individual basis, whether additional services are needed for children previously suspected of having a disability who should have been referred for an initial evaluation and were later found eligible for special education and related services under the IDEA, taking into consideration supports and services previously provided to the child.*
3. *A plan and timeline by which TEA may provide guidance to ISD staff in the State, including all general and special education teachers, necessary to ensure that ISDs (i) ensure that supports provided to struggling learners in the general education environment through RTI, Section 504, and the State’s dyslexia program are not used to delay or deny a child’s right to an initial evaluation for special education and related services under the IDEA; (ii) are provided information to share with the parents of children suspected of having a disability that describes the differences between RTI, the State dyslexia program, Section 504, and the IDEA, including how and when school staff and parents of children suspected of having a disability may request*

interventions and/or services under these programs; and (iii) disseminate such information to staff and the parents of children suspected of having a disability enrolled in the ISD's schools, consistent with 34 CFR §300.503(c).

4. *A plan and timeline by which TEA may monitor ISDs' implementation of the IDEA requirements described above when struggling learners suspected of having a disability and needing special education and related services under the IDEA are receiving services and supports through RTI, Section 504, and the State's dyslexia program.*

These USED corrective actions speak to a primary issue: not all eligible students have been given access to special education services. The purpose of these special education services is to ensure that special education students can obtain the same level of academic success typical of their peers. While USED did not examine the efficacy of special education services, certain data points indicate we have room for significant improvements:

Figure 2: Four-Year Graduation Rates

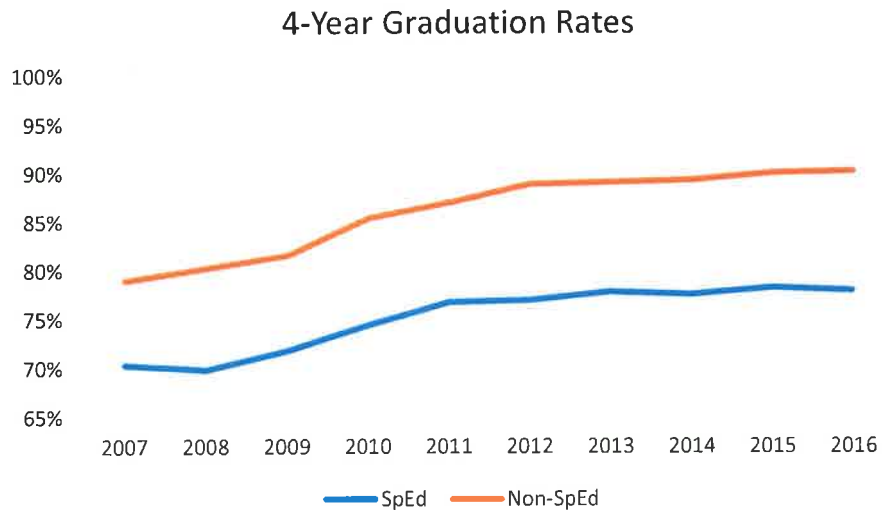


Figure 3: 2017 STAAR Results

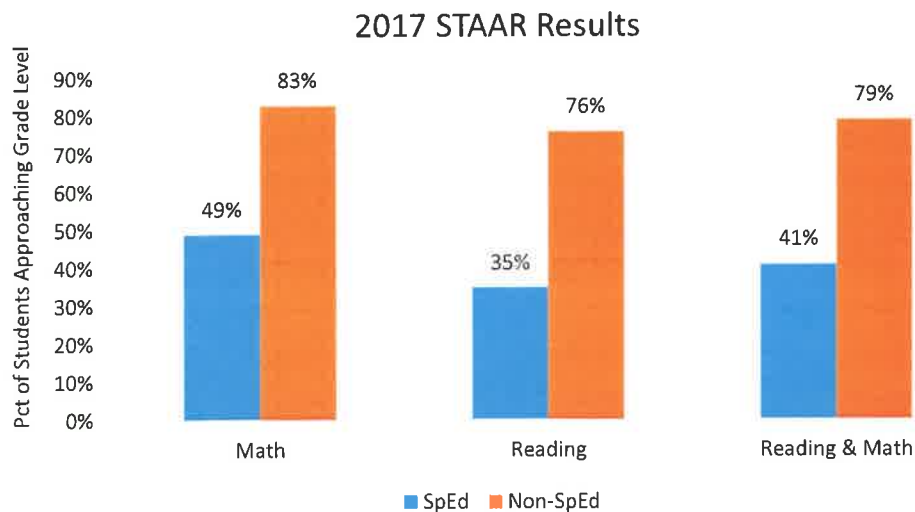
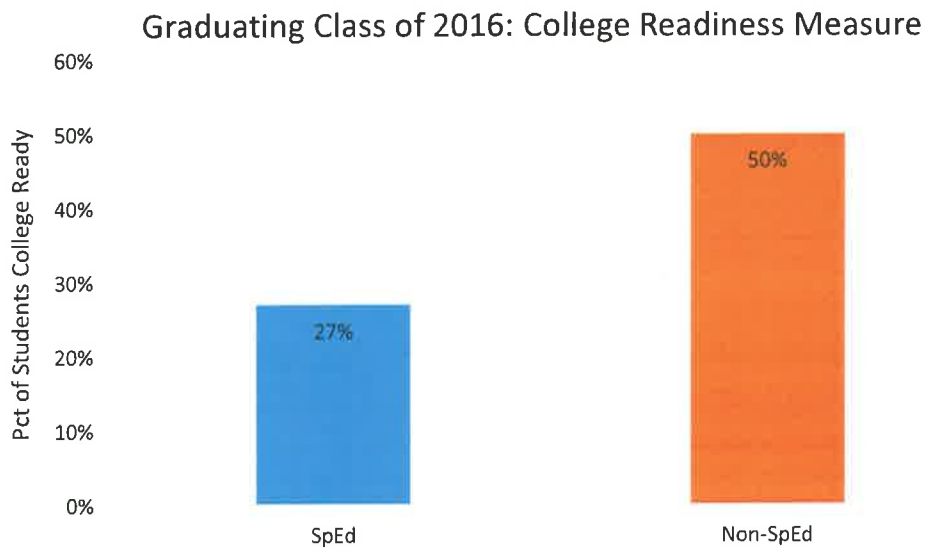


Figure 4: College Readiness (Class of 2016) ¹



These data highlight significant gaps in performance between students served by special education and their non-disabled peers. But these data alone cannot describe the full picture of special education efficacy in Texas. As a result, the agency set out to solicit feedback directly from special education

¹ The College Readiness Measure looks at the percentage of annual graduates who have met at least one college or career indicator. For 2016, this includes:

- Meeting the Texas Success Initiative (TSI) criteria in both reading and mathematics (THECB, College Board, ACT)
- Meeting the criteria score of 3 on an AP exam or 4 on an IB exam (College Board)
- Earning 9 hours of dual credit in any subject area or 3 hours of dual credit in ELA/reading or mathematics (TSDS PEIMS)
- Graduating with a completed IEP and workforce or work skill readiness (TSDS PEIMS)
- Completing CTE coursework aligned with industry certifications (TSDS PEIMS)

stakeholders throughout the state. As further described in Appendix A, feedback was received from students, parents, teachers, school administrators, advocates, and others, in every region of the state and in school systems that ranged from large urban to suburban to rural, and charters.

This anecdotal feedback, combined with the data, spoke to a compelling need to go beyond the issues identified by USED, and instead develop a comprehensive strategic plan for special education for Texas.

"At the state and local level, the practices that led to the [Department of Education] monitoring letter will end." - Governor Greg Abbott

This initial draft includes action steps intended to directly address the corrective actions required by USED. Appendix C in this document is focused exclusively on those corrective action steps, and the elements of the Corrective Action Plan imbedded in sections of the Agency's Strategic Plan are referenced throughout the document by their Corrective Action Number from the appendix (ex: CA: 1.a.). However, this strategic plan also includes broader steps that go far beyond the USED corrective actions. The broader steps of this strategic plan are meant to help more fully support students with disabilities in Texas in every aspect of their education, focused not just on access to supports but also on improved outcomes from those supports.

Given the needs identified, this Strategic Plan is organized around a few primary focus areas:

- Monitoring
- Identification, Evaluation, and Placement
- Training, Support, and Development
- Student, Family, and Community Engagement.
- Technical Assistance Networks

The Agency expects this strategic plan to change as situations warrant. As the process evolves, the agency is committed to two key beliefs to help ensure a process of continuous improvement:

- **Significant Stakeholder Input:** TEA is committed to including significant stakeholder engagement in a meaningful way. This includes engaging with special education students, families, educators, advocacy groups, and district and school officials, amongst others. This also means that there must be multiple, varied opportunities for stakeholders to provide this feedback. Texas cannot improve special education services in a way that students with disabilities deserve without concentrated collaboration amongst stakeholders in the special education community. It should be noted that the development of this strategic plan is not the end of the feedback process. Regular feedback will be solicited throughout the strategic plan's execution.
- **Transparency:** TEA will ensure that all milestones of drafting, research, approval, and implementation of the corrective action response are open and transparent. This draft strategic plan is posted for public review. Comments will be posted for public review. Implementation

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milestones of the strategic plan will be publicly reported as activities related to the strategic plan are implemented in the coming years.

With these beliefs embedded in Agency processes for planning and execution, we should have an effective framework for collaborative continuous improvement that delivers real results for our students.

MONITORING

Texas has approximately 1200 Local Education Agencies (LEAs, this includes all local school systems in Texas, both traditional Independent School Districts (ISDs) and charters), more than any other state in the country. To provide the level of support and oversight required for this many LEAs and the students they serve, TEA must significantly increase its monitoring capacity and ensure monitoring focuses on improvements for students, as opposed to fulfilling minimum expectations for compliance with federal requirements. This requires a more holistic approach to monitoring that looks for compliance-based indicators, as well as for best practices, effective supports, and strong models. Texas has an opportunity to share this information across the state, allowing for greater peer collaboration and innovative solutions to opportunities for improvement.

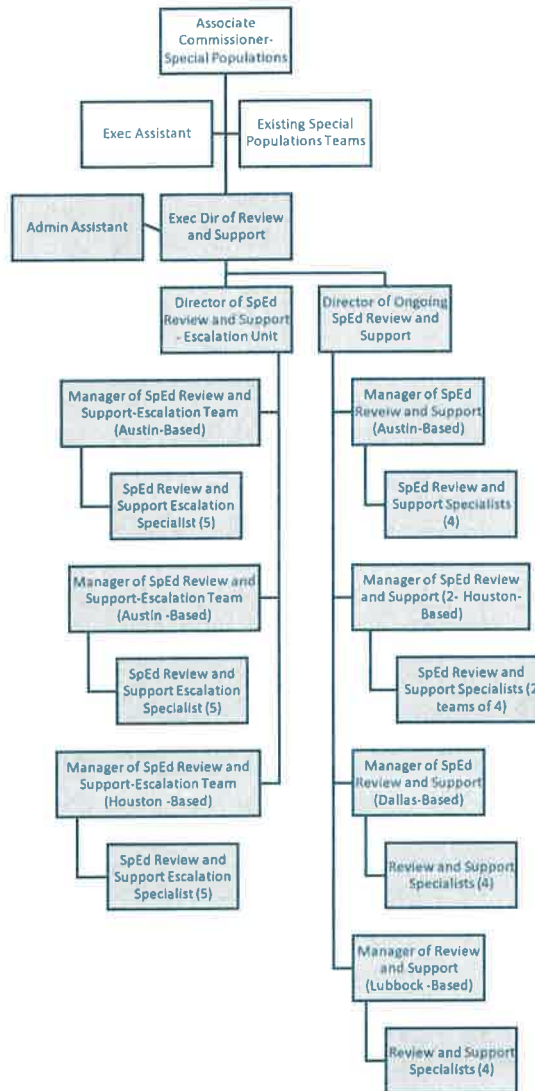
Texas LEAs have diverse and unique needs. Therefore, differences in LEA type and size requires differentiated technical assistance. Further, some LEAs may require more intensive support and monitoring, while some LEAs may simply require routine desk reviews. This Strategic Plan highlights the state's approach to the need for differentiation. It also meets the needs outlined in the USED's corrective action requirements (see appendix).

Review and Support Team (CA: 4.a.)

The Review and Support team will be a new unit housed in the TEA Office of Academics (see Figure 4 below). This team will have three primary responsibilities: (1) to monitor LEAs related to IDEA and federal and state statutes using a risk assessment index and holistic student-centered practices; (2) to provide targeted technical assistance and support for LEAs related to special education; and (3) to escalate LEAs experiencing significant challenges as well as to highlight those LEAs who demonstrate clear success. The Review and Support team should not narrowly focus on process and legal requirements, but rather be guided by an effort to support the most effective practices that lead to improved outcomes for students.

Figure 4: Draft Proposed Organization Chart (Review and Support Team)

The Review and Support team will be functionally separated into two units. The first unit will consist of



special education staff who will complete on-site and desk monitoring activities. This team would be staffed to allow for annual desk reviews of 1/3 of LEAs in the state. The monitoring system will include both quantitative and qualitative indicators and will consider data points that may include disability indicator(s), specific strategies or interventions listed in a student’s IEP, student achievement, LEA staffing, and compliance indicators (e.g., meeting timelines for evaluations, etc.). Quantitative indicators will likely include both compliance indicators, e.g., timely full and individual initial evaluations, and performance indicators, e.g., students with disabilities are participating and achieving in the general curriculum. Qualitative indicators will likely include confidential survey results collected from educators and parents and confidential interview results. Surveys and interviews may likely consider both local policies and practices.

LEAs will be required to submit information through the Texas Student Data System Public Education Information Management System (PEIMS, described later in this section) for review. LEAs may be asked to submit additional information related to randomly selected students to allow for a holistic review of information without the disruption of on-site visits (including ARD committee information, IEP reviews, teacher interviews, and optional family feedback). Any student interviews would require parental consent. Due to privacy concerns, the state will set up a secure data collection site that will allow only authorized state agency (and applicable district) personnel to review any student records and/or conduct interviews (in alignment with state and federal law).

In addition to LEA desk reviews, select LEAs will also receive on-site visits. The review and support team size will be structured such that up to 20% of the LEAs in Texas could receive an on-site visit in any given year. On-site visiting could be a result of random selection, a result of the desk review, ongoing or frequent complaints to TEA, or in partnership with other state agency monitoring. The structure of the on-site visit would depend on the reason for the visit. Unannounced visits would focus on observing processes in action, speaking with stakeholders, and conducting more reviews of actual practices. These visits will provide both the opportunity for feedback and connections to technical assistance and may also allow the reviewers to identify bright spots and best practices to share broadly. The visits will be structured to minimize disruption to LEA and school activities. As the content reviewed may be unannounced, there would be no need for visit preparation on the LEA's part, assuming that all files and documents are appropriately organized (as they normally should be). For those LEAs that receive on-site visits due to identified risk factors, the visit may include more requests to view student files, observation of records of supports provided, and more conversations with multiple layers of the organization. The review activities may be determined on an individual basis. The ultimate purpose of any monitoring visit would be to have an authentic understanding of the LEA's strengths and areas for growth, to make fast corrections and link LEAs to strong technical support options.

The review and support team will also include an escalation unit comprised of special education specialists. This small and flexible unit may be used for LEAs that are significantly out of compliance, and/or for those LEAs that require or request intensive support. The purpose of the escalation unit – as with the larger review and support team – is focused less on documenting a running list of problems and more about supporting the identification and implementation of solutions. The escalation unit may remain on-site for longer periods of time and provide more intensive support, as needed.

Review Process Development (CA: 1.c. and CA: 4.b.)

TEA will develop a process for reviews, including development of documentation and reporting templates to be used. The development of the review process will be done with significant stakeholder consultation to ensure a process that is as effective for students as possible. TEA may work with a partner organization to ensure stakeholder feedback is properly integrated into the review process design. Part of the process design will include an internal reviewing mechanism to ensure processes are completed with fidelity to the purpose of helping students, and avoid the bureaucratic tendency to focus solely on compliance.

All monitoring visits will follow this standard process. They will also result in a published report. These reports will be available in a searchable database on the TEA Special Education website. LEAs will have the opportunity to respond to any report, along with an opportunity to discuss relevant topics in pre-meetings and/or post-meetings. LEAs may have an opportunity to provide additional information on corrective action steps planned in a standardized format at the end of the report. However, the agency will remain focused on data privacy. As such, all student information, or information that would reasonably identify protected persons, will be removed from the report. This also means that the notes from monitoring visits may likely not be available for public consumption. Furthermore, data aspects that would normally be public may be limited for very small LEAs given issues with small data samples that can reduce confidentiality.

TEA may offer pre-support visits outside of the review process, so that LEAs are able to better understand expectations and begin to implement practices. LEAs may have the opportunity to request “support visits” from the state in advance of on-site reviews. These may be helpful for LEAs to identify areas for growth, or to solicit feedback around existing structures. Support visits are optional and would be done by request.

Again, TEA will work to reduce LEA burden during all on-site visits. On-site monitoring visits can always create some disruption to campuses and LEAs. However, assuming that clear expectations and best practices are shared, LEA visits should ideally be structured to reduce the disruption. Visits will not be conducted during state testing.

TEA will likely develop an independent review of the monitoring process, as a check on its own process implementation quality.

Data Collection (CA: 2.c.)

To accommodate desk reviews, TEA will need to collect additional data from LEAs. TEA may adjust the TSDS PEIMS data collection components to ensure adequate information for monitoring, while maintaining strong controls on data privacy. This could include the following, some of which may require state legislative authorization:

- Parent- and staff-generated requests for special education consideration,
- Complete information on all categories under which a child qualified for special education,
- Information on the interventions that are in place for the child,
- Additional information on 504 and Rtl,
- Sample schedules,
- Services offered and provided, including frequency, and
- Coding of dyslexia, dyscalculia and dysgraphia.

Additional indicators may be identified on a rolling basis once the new monitoring process is started. All new data collection is subject to all statutorily required reviews, including a review through the Agency’s Data Governance Board.

Other Related Work (CA: 1.d.)

TEA will review and potentially revise related administrative rules over the next twelve months, to ensure clear compliance with the law and alignment with best practices for serving students with disabilities. For example, TEA may propose rule revisions to 19 Texas Administrative Code (TAC) 89.1050 to require LEAs to provide the Dispute Resolution Handbook and explain rights to parents when there is disagreement in the ARD committee.

IDENTIFICATION, EVALUATION AND PLACEMENT (CHILD FIND)

Child Find is legally required and is the first step to finding children with disabilities and getting them the support and services they need to be successful in school. The full individualized and initial evaluation (FIIIE) is an essential and critical component in determining the eligibility and needs of the child. The role of the Admission Review and Dismissal (ARD) committee is to work together to develop the individualized education program (IEP) that may enable a child with a disability to achieve the prescribed goals resulting in positive outcomes. Focused support in these areas may strengthen the state's ability to ensure all children with disabilities are located, evaluated, identified and that a free appropriate public education (FAPE) is made available.

Immediate Short-Term Corrective Actions (Child Find)

TEA recognizes that there are short-term requirements related to monitoring activities, as outlined in the letter from USED. Specifically, the agency is required to identify those students who were not tested for and identified as needing special education services, and students who were subsequently delayed or denied required services. As expected, this is an exceptionally complicated process, with multiple considerations for all stakeholders. This first section under Child Find is specific to the immediate steps that must be taken related to the corrective action. The remainder of the section is devoted to the ongoing work necessary to support LEAs.

1. **Identification Support:** TEA will advise districts on the requirements of IDEA with regard to the identification of students who are suspected of having a disability and are in need of special education. TEA will then consider multiple data sources in prioritizing near term LEA monitoring visits to provide near term compliance support.
 - a. As a note, students who received a high school diploma would not be eligible to generate federal or state funds. Those former students may contact TEA or their former LEAs should they choose to request services.
2. Separately, in addition to federal funding eligible students generate different levels of funding from the state. Currently enrolled Texas students are eligible to generate state draw-down funds including weighted formulas for special education. Students not currently enrolled who have not earned a diploma up to age 21 are eligible to generate the same funding should they choose to re-enroll in public schools.
3. **Targeted LEA Outreach to Parents Most Likely Impacted (CA: 1.g.):** In conjunction with SB 1153 (85th Legislative Regular Session), TEA is updating rules to require every LEA to identify

all students who were in RtI for a significant period of time, only had a Section 504 plan, or were exclusively in a dyslexia or dyslexia-related program. Schools must connect with the parents of these identified students not yet in special education and notify them of the corrective action response and opportunity for a special education evaluation. Outreach may include targeting students in underserved and hard to reach populations such as those in hospital settings, homebound, homeschool, residential treatment facilities, and correctional settings, and will include at least written notice. (Note: The cost of identifying and conducting initial evaluations for students suspected of having a disability has always been the responsibility of the LEA, which will continue. TEA will assist with the development of evaluative resources, as outlined below in the Training, Support, and Development section below.)

4. **Outreach Campaign to Identify, Locate, and Evaluate (CA: 2.a.):** TEA will execute a campaign to reach parents more broadly than the targeted outreach noted above, and may partner with an external organization to create and execute the campaign. Part of the campaign will likely involve district actions to reach families, with templates and other resources developed centrally to help the process. This outreach effort would include strong partnership with the Parent Training and Information Center, among others. An outreach campaign would likely include letters, emails, public service announcements, town halls and individualized parent support with LEA staff (to explain to families the details laid out in the campaign and what, if any, steps they can take for their child). Outreach efforts should be available in English and Spanish, as well as targeted languages for all online materials to ensure broad reach in the state.
5. **TEA Evaluation Support:** As a result, TEA may provide for short-term relief in contracting with external diagnosticians and expert personnel to support LEAs, upon request. TEA may work with existing in-state and out-of-state organizations through a competitive solicitation process, to provide necessary psychologist and diagnostician support for LEAs that require or request it. TEA may develop a process for LEAs to request assistance. LEAs may be asked to identify the date range for requested assistance, approximate number of students, and other relevant information in order for TEA to create a schedule through which additional resources may be available, at no cost to LEAs. For those LEAs that prefer to conduct and facilitate this work independently, the same vendors may be placed on a state-approved list with negotiated pricing. TEA does not have the authority to waive the state or federal statute requiring students to be evaluated within a certain time period.
6. **Compensatory Services Note:** For students who are found to have been eligible for special education services and did not receive them, the LEA is responsible for providing compensatory services, as required by the IEP. Each student may need to be considered individually regarding whether or not compensatory services are required. TEA will provide guidance for ARD committees to consider in their conversations and decisions. TEA may not provide definitive rules related to compensatory service entitlements, outside of those established in federal and state law. TEA may monitor IEPs through the short-term corrective action monitoring work to ensure that compensatory services are appropriately offered or discussed.

7. **Compensatory Services Funding:** Additionally, TEA will allocate \$65 million to LEAs, which may be used to support these efforts. LEAs may be able to use this money in any way they choose, but TEA guidance may strongly suggest use towards compensatory services, as needed.

Considerations

There are many issues related to the identification of students who were not identified in accordance with IDEA. Current law allows a child's guardian to make a request in any format to any school official (including a teacher). The school/LEA must then determine if testing is required by evaluating the existing data. If testing is required, the school/LEA must comply with federal and state law related to timelines and services. However, because of the flexibility guardians are given in making these requests, some issues will occur with identifying which students should have received services as a result of this request, but were denied those services. The following are some examples of when it could be difficult to determine if a child should have received IDEA services:

- Parent or guardian made a verbal request and it is not documented;
- Request was made in writing, but the school or LEA does not have a copy or record (parent may), due to misfiling, a staff member not forwarding the request, etc.;
- Staff who received the request may not be employed by the LEA or may no longer remember;
- Records retention policies may limit the records that are available for retroactive review; or
- Whether alternate supports that were provided to the child outside of IDEA can be applied to decisions related to compensatory services provided through IDEA.

In light of the difficulties with identifying students who should have received services but were denied, TEA may solicit the feedback of leading special education experts nationwide to obtain best practices and approaches in these critical decisions. It is expected that these experts may address topics including, but not limited to how LEAs might consider relevant and available information, how LEAs might consider compensatory service needs, and what monitoring activities might look like.

As a note, a parent may make a request for their child to be considered for special education testing/evaluation at any time.

Ongoing Action Steps for TEA

1. **Updated Guidance on Identification and Evaluation (CA: 2.b.):** TEA's special education team will update guidance for clarity and will likely lead a series of trainings for LEAs on conducting initial evaluations for any parent or appropriate party who requests it. Specific guidelines may be put into place around a formal process for initial evaluation.
2. **Complaints:** TEA will ensure that the special education complaints process is expanded to adequately facilitate a potential increase in cases. TEA will work to expedite review of complaints to ensure prompt attention to students. A clearly articulated grievance process will be outlined by the state for use in conversations with parents. This process will require the development of resources so that information can be provided in a parent-friendly format, in the language spoken and/or read by the parent. TEA remains responsible for managing a complaints process that is responsive to the needs of LEAs and families, as applicable. Each LEA

has an individual complaints process that parents may elect to use first. LEAs are expected to have their complaint processes accessible and clearly outlined for the public. These complaints should move through the appropriate process, per local, state, and federal guidelines and statutes.

3. **Hearing Officer Support (CA: 1.e.):** TEA may conduct due process and mediation training with hearing officers and mediators regarding legal provision of Child Find.
4. **Clarification and Guidance:** Feedback on the preliminary plan included significant LEA requests for clarification related to identifying the appropriate amount of time for a child to be in RtI before being tested for special education. Similar questions were raised related to the severity of dyslexia. TEA may provide clarification on the requirements of RtI, Section 504, and dyslexia related topics to support individual decisions for students, and to reiterate that each decision may be unique to that specific child.
5. **General Assurances (CA: 1.b.):** TEA will review and ensure that assurance statements received from LEA grantees, by way of signing Schedule #1—General Information of the paper application or by certifying and submitting the eGrants application, clearly conveys to the applicant their acceptance of and required compliance with all state policies, and procedures under 34 CFR §§300.101 - 300.163 and 300.174 and 300.165 - 300.174 as a condition of receiving grant funds.
6. **Dispute Resolution:** TEA will develop and make publicly available easily accessible and understandable information regarding available dispute resolution programs (including IEP facilitation, mediation, state complaints, and due process hearings) specific to Child Find, FAPE, and other areas required under IDEA.

TRAINING, SUPPORT AND DEVELOPMENT

Effective training of teachers must be based in sound adult learning theory and must allow for multiple opportunities for supported implementation of new practices or ideas. Previous models of professional development relied heavily upon facilitator led, lecture-style training sessions that have not proven effective in making the changes in adult behavior and teaching practice that are required to significantly improve outcomes for students with disabilities. TEA will help ensure the availability of effective models of educator support and training that include face-to-face interactions with expert trainers but more importantly, allow for adequate space for coaching and professionally reflective practices. This would be done using multiple formats including in-person face-to-face sessions and distance learning opportunities. Technology may be leveraged to provide equitable access to high-quality training for educators in even the most geographically remote LEAs. Professional development should focus on effective implementation of practice rather than on seat time.

Action Steps for TEA

1. **Additional Evaluation Capacity:** As described in the section on Identification, TEA may dedicate technical assistance and resources to ensure the availability of bilingual evaluators, educational diagnosticians, and school psychologists in the short-term (2018). This could be done through the utilization of inter-local cooperation agreements through the Education Service Centers to facilitate deployment of existing evaluators, diagnosticians and psychologists to LEAs and

charter schools with shortages that affect timely initial evaluations and reevaluations. TEA may also coordinate with professional organizations of evaluators, educational diagnosticians, and school psychologists to develop a system for ensuring access to evaluators across the state, especially in rural areas.

2. **Professional Development:** TEA will create and execute a statewide professional development for all educators (all education, special education, and others), structured initially as a training institute for teachers around the state, with include ongoing follow up through year-round support and modules. The content of this professional development may include elements both for inclusive practices and instructional techniques as well as broader identification and related Child Find practices. The content development would be informed by the perspectives of educators, special education students, and field experts, as well as feedback and data gathered to date. For example, TEA may (re)train teachers/administrators on use of RtI strategies with an emphasis on consistent procedures and practices across the state. TEA could include training related to Section 504, especially as it relates to the differences between Section 504 and IDEA, and considerations for appropriate placement. TEA could also address appropriate dyslexia identification and placement of students, and other best practices as outlined in the *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* (Dyslexia Handbook). This training would launch in Summer 2019, be conducted through third parties, and require significant stakeholder feedback, including students, educators, parents, and administrators. In order to focus on impact, participants would likely be required to demonstrate content proficiency and implementation before being noted as having participated in the full program.
3. **Child Find Resource Development (CA: 3.c.):** TEA will release an RFP to create a suite of resources which would describe the differences between RTI, the state dyslexia program (for dyslexia or dyslexia-related needs), Section 504, and the IDEA. Resource development will happen in conjunction with extensive stakeholder feedback. Guidance and resources include how and when school staff and parents of children suspected of having a disability may request interventions and/or services, as well as timelines, forms, relatable and understandable translation of federal and state statute, etc. Resources may be available both online and in hard copy, for LEA and school personnel as well as for parents. The RFP may further require the awardee to develop a robust system of resource dissemination.
4. **Expert Support:** The existing call center may be strengthened to include access to state-funded experts in exceptional student cases, as well as a set of tools to support planning and resource allocation activities in the context of best practices.
5. **The Texas Dyslexia Handbook (CA: 3.a.):** The State Board of Education (SBOE) is in the process of considering amendments to current administrative rules for students with dyslexia and related disorders. Currently, the rule requires LEAs to implement procedures for identifying a student with dyslexia or a related disorder and for providing appropriate instructional services to the student according the strategies and techniques described in the Dyslexia Handbook. Administrative rule amendments are expected to clarify that to support and maintain full educational opportunity for students with dyslexia and related disorders, LEAs must provide each student with dyslexia or a related disorder access to each program under which the student might qualify for services. Amended rules are expected to more specifically outline steps that must be taken before implementing identification or evaluation procedures.

Additionally, the proposed rule is expected to include more specific requirements for parent education programs. The SBOE has asked TEA staff to work on a proposal for updates to the Dyslexia Handbook. TEA began this process by soliciting input from stakeholders on areas that need updates and/or clarification. Small topic-specific committees may be convened to review input and develop recommendations for updates based on stakeholder input. Committee work may include clarifying the difference among dyslexia and dyslexia-related services, IDEA, Section 504, and RtI, as well as guidance regarding provision of the most appropriate services for each individual student. Committee work may also address guidance LEA for implementation of the required screening of all students at the end of kindergarten and grade 1 as required by legislation passed by the 85th Texas Legislature in 2017. Committees may include representatives from K-12 education, higher education/researchers, learning centers, advocacy organizations/parents, and diagnosticians. Updates to the handbook are expected to be approved by the SBOE no later than September 2018.

6. **Dyslexia-Specific Support:** The educational needs of students with dyslexia vary greatly among students and can be fluid throughout a student's educational career. It is critical that such variance is reflected in the services provided to these students. TEA may significantly improve services for students with dyslexia by providing LEAs with improved training regarding the interplay between the state's dyslexia program, services provided under Section 504, and services provided by special education, as well as how students with dyslexia should be effectively served in these programs commensurate with individual students' needs. When provided with high expectations and appropriately designed instruction, students with dyslexia can achieve academically at, or above, the level of their peers who are not identified with dyslexia. It is incumbent upon the state to ensure that LEAs effectively supported in implementing services for these vulnerable students.
7. **Dyslexia and Related Disorders Reporting Study:** TEA is in the process of contracting for a study on the reporting of students with dyslexia and related disorders through TSDS PEIMS. The objective of this project is to examine how LEAs identify and report students as having dyslexia or related disorders. The project calls for the following: (1) Policy and literature review documenting the history and current status of dyslexia requirements in Texas, as well as a review of federal and state requirements and policy regarding identifying and reporting students with dyslexia in public education; (2) Summary of research regarding the true approximate percentage of students in public education that are identified as having dyslexia or related disorders; (3) Data analysis to determine how many students are identified as having dyslexia or related disorders and whether any other factors such as LEA demographics, student characteristics, or available resources are correlated with this identification; (4) Analysis describing the extent to which students identified and reported as having dyslexia or a related disorder are also identified and reported as receiving special education services; and the extent to which students identified and reported as receiving special education services are identified and reported as having dyslexia or a related disorder; (4) Examination of the procedures used by LEAs to identify and report students with dyslexia or a related disorder. The examination may use surveys and interviews of LEAs to gather information and insight on past and current identification and reporting practices. The examination may include an estimate of the extent to which those practices vary across LEAs and identify barriers LEAs experience in identifying and

reporting students with dyslexia and related disorders. The project is intended to culminate in the development of a set of recommendations for TEA, ESCs, LEAs, and/or campus personnel to ensure proper, accurate, and prompt identification and reporting of students who have dyslexia or related disorders.

8. **Finance System:** In partnership with TEA Office of Finance, create a series of documents that supports stakeholder understanding of the school finance system related to special education.
9. **Educator Preparation:** TEA will explore options related to possible improvements in educator preparation and continuing education, in partnership with the State Board for Educator Certification.
10. **Governance:** TEA will explore the development of training resources for school boards on special education, with a focus on monitoring outcomes and program implementation fidelity.
11. **Texas Workforce Commission (TWC) Partnership - General Workforce Resources and General Vocational Rehabilitation (VR) Available to Individuals with Disabilities:** TEA will continue its collaboration with TWC to determine partnerships related to workforce preparation and readiness. These training resources may also include access to basic education skills, as well as basic job preparation skills training. VR helps eligible Texans with disabilities prepare for, obtain, retain or advance in competitive integrated employment, which is employment in full or part-time jobs with work settings, wages, benefits and advancement opportunities.

STUDENT, FAMILY, AND COMMUNITY ENGAGEMENT

The effective and meaningful engagement of students, families, and communities is critical to the successful development and implementation of supports and services that lead to positive outcomes for students with disabilities. TEA will expand upon systems that facilitate effective stakeholder engagement at the state level. TEA may leverage the experiences and expertise of these stakeholders to ensure that programs and services developed for students with disabilities appropriately meet the needs of the individual student and lead to improved student outcomes. The state must meet stakeholders on their terms, so this engagement may include both in person and virtual engagement.

Action Steps for TEA

1. **Outreach Campaign to Identify, Locate, and Evaluate (CA: 2.a.):** As described above, the outreach campaign is reiterated here to establish the critical importance of ensuring an accessible campaign that clearly informs families and provides actionable steps for them to take as needed.
2. **Family Support Call Center and Portal:** As discussed in the above section on Child Find, a set of paper and web-based resources will be created for parents and for LEAs to help understand special education eligibility. Beyond that, TEA will provide a more substantial support structure, beyond static resources, to help parents navigate the process of identification and ultimate admission into special education services. This would include a streamlined call center staffed with process experts coupled with an online portal that provides clearly outlined process steps and tracking systems to support easier navigation for parents of children with disabilities. This online resource would help parents navigate a process that can be highly complex and difficult to understand. The portal would provide for a statewide trackable timeline for parents that

would have the ability to trigger reminders, supports in communication, etc. The call center would be a support for parents to help them understand relevant information and to answer questions specific to compliance and the law. All calls would be documented and reported to LEAs on a monthly basis with identifiable information removed, to help with their efforts at process improvement.

3. **Parent Brochures:** TEA may create “user-friendly” definitions, flowcharts etc. to assist LEAs and parents with determining if a student “should have” been referred for an initial evaluation. These resources may not be policy documents, but more guiding questions to ask in ARD meetings, data and evidence to consider in conversations, and timelines and agendas to facilitate productive and student-centered meetings. These documents may also provide families with clarification on the information and data they may want to consider bringing to meetings to help in decision-making and in the needs assessment. There are existing networks in place to support families that these static documents may reference. Examples of networks that could assist include the Parent Coordination Network and ESC based parent training.
4. **Ongoing Stakeholder Engagement:** TEA will release a request for proposals (RFP) for a Stakeholder Engagement Partnership. This partnership would provide the infrastructure and logistical facilitation necessary for TEA to gather meaningful feedback and input related to special education. Given the size and scope of needs in Texas, and the challenges of a state agency to conduct effective and comprehensive engagement at scale, TEA will need consistently focused capacity to ensure inclusive and representative feedback and discussion. As a result of this work, TEA may significantly increase opportunities to engage with various stakeholders on an ongoing basis. Stakeholder groups may include students, families, educators, LEAs, ESCs, IHEs, and others.

TECHNICAL ASSISTANCE NETWORKS AND STRUCTURES

As part of the state discretionary funds that TEA receives under IDEA for state-level activities, TEA grants or contracts out services, supports, and networks. Networks are major, thematic topics that are identified as critical for the state. These networks are available to any LEA in the state and are intended to leverage best practices. These networks have remained unchanged for over fifteen years. As part of this strategic plan, TEA will redesign the statewide networks. TEA used and incorporated stakeholder feedback, data, and interviews to determine needs and adjustments to the existing structure.

The following descriptions are brief summaries of each of the proposed networks. Full descriptions, deliverables, and requirements may be outlined in the request for Letters of Interest (LOI), to be released in the summer 2018. Requests may be posted based on stakeholder feedback provided through March 2018. The LOIs may be open to ESCs and Institutions of Higher Education (IHEs) and may encourage collaboration among these various entities. Each network project may expect applicants to meet a minimum set of standards to be eligible for consideration. Should no LOI applicants meet those requirements, that network project would be bid competitively to include proposals from private providers. Additionally, ESCs will continue to receive funds to support special education, as well as funds

for activities related to regional liaisons. However, these funds may be tied to specific grant requirements and metrics related to positive student outcomes. Funds would also support work aligned to the networks and the needs of the region. Through best practices observed in Review and Support activities (described under Monitoring) as well as through the Networks outlined below, TEA will support mechanisms for LEAs to learn from and have access to resources and strategies that are working in regions throughout Texas.

Network One: Child Find, Evaluation, and ARD Supports

Child find is a legally required, and important first step to finding children with disabilities and getting them the support and services they require to be successful in school. The full individualized and initial evaluation (FIIIE) is an essential and critical component to determining the eligibility and needs of the child. The role of the Admission Review and Dismissal (ARD) committee is to develop the individualized education program (IEP) that may enable a child with a disability to achieve the prescribed goals resulting in positive outcomes. Focused support in these areas may strengthen the state's ability to ensure all children with disabilities are located, evaluated, identified and that a free appropriate public education (FAPE) is made available.

Activities that may support learning opportunities and improvements across the state may include projects such as the following:

- Identification and evaluation of eligible students
- Development of collaborative ARD processes and local dispute resolution practices
- Standards-based IEPs

Projects identified to meet federal regulations and/or state statutory requirements must include:

- Procedural Safeguards / ARD Guide publication and maintenance
- Other legal references including, but not limited to side by side documents and legal frameworks
- Supports for LEAs with significant disproportionality

Network Two: School, Family, and Community Engagement

The belief that every individual can make a difference supports the belief that the impact a united group can have together is more significant than the efforts of individuals. When schools, families, and communities work together, student success increases and the entire community benefits. The goal of school, family, and community engagement support is to initiate programs that focus on building the capacity of educators and families to work collaboratively through essential partnerships in supporting positive outcomes for students with disabilities. Programs of support should promote learning, development, and relational connections. Programs of support should also seek to create mutually trusting environments and develop cognition and confidence in reaching common goals among educators, families, and communities.

Activities that may support learning opportunities and improvements across the state may include projects such as the following:

- Integration of family engagement programs into education systems

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- Availability of call center and online systems for accessible and responsive information sharing and support for families and schools (currently provided through SpedTex parent information center and the Texas Project First website)
- Connection to community resources

Projects identified to meet federal regulations and/or state statutory requirements must include the following:

- Parent Survey (State Performance Plan Indicator 8)
- Surrogate Parent Training

Network Three: Inclusive Services and Practices for Improved Student Outcomes

Creating the foundations of inclusive programs for students with disabilities requires careful thought toward master scheduling, creating balanced classroom rosters, training professional, and paraprofessional inclusion support, establishing co-teaching partnerships, developing cross-collaborative relationships, and providing appropriate supports for students with disabilities. To effectively teach students with disabilities in general education classrooms, curriculum and instruction must be accessible and appropriate for individuals with different backgrounds, learning preference, abilities, and disabilities and be provided in a wide variety of learning contexts. The goal of the inclusive services and practices community is to build capacity in development and implementation of meaningful access to and progress in the least restrictive environment that results in positive outcomes for students with disabilities. Programs of support should focus on access to and progress in all instructional and extra-curricular activities, continuum of services and service locations, and innovative models that result in quality services and supports.

Activities that may support learning opportunities and improvements across the state may include projects such as the following:

- Specially designed instruction to build a foundation in math and reading, including specific support for educators to address the unique needs of students identified with dyslexia and related disorders;
- Models of inclusion supports and practices that promote services to students as opposed to students to services;
- Assistive technology for accommodation to achieve meaningful and full appropriate access and involvement;
- Differentiated instruction and Universal Design for Learning;
- Student self-advocacy and self-determination; and
- Response to Intervention.

Projects identified to meet federal regulations and/or state statutory requirements must include Comprehensive Coordinated Early Intervening Services (CCEIS).

Network Four: Autism

Students with autism have varying and unique needs that may require academic, behavioral, communication, and/or social support achieve school success. Examples of required support may include assistive technology or other assistive devices; communication support, devices or tools; settings and services to support the communication, social, or behavioral goals; and other tailored services and supports, especially those identified in the administrative rules related to students with autism. The primary goal of Autism is to provide educators, families, and other care givers access to and support in delivery of resources, tools, and evidence-based best practices that meet the intensive needs enabling positive outcomes for children.

Activities that may support learning opportunities across the state may include projects such as the following:

- Guidance on meeting requirements of administrative rules related to students with autism (19 TAC 89.1055(e));
- Resources for schools in developing practices from initial referral to program development and implementation with a strong emphasis on research-based and peer-reviewed strategies;
- Resources for providing increased community access and lifelong living skills, including social, recreational and employment opportunities;
- Professional training opportunities for educators and administrators;
- Resources for providing self and family advocacy and support connections;
- Interagency collaborations;
- Differentiated guidance, support, and professional development on supporting students with high-functioning autism (HFA);
- Guidance for addressing transition concerns for students with HFA –including students who are too high for many of the post-secondary supports available; and
- Expanded guidance and support for general education teachers.

Activities identified to meet federal regulations and/or state statutory requirements must include state-level professional development for school personnel and parents of students with autism.

Network Five: Intervention Best Practices

Providing effective models of academic and behavioral interventions for students, including students with disabilities, who are struggling in the general curriculum can improve outcomes for students. Response to these intervention models can also help ARD committees identify disabling conditions in students and draw distinctions between disabilities from lack of effective instruction or educational opportunities.

Activities that may support learning opportunities and improvements across the state may include projects such as the following:

- Multi-tiered systems of support to include Positive Behavioral Interventions and Supports, and Restorative Discipline;
- Culturally responsive pedagogical practices; and
- Response to Intervention

Network Six: Students with Intensive Needs

Students with disabilities have varying needs. However, in many situations, students may have additional needs based on the nature and severity of their disability or other factors that require more intensive academic, behavioral, social, and/or emotional intensive support. Students who have cognitive, social, emotional, or behavioral difficulties often require unique and individualized resources to aid in achieving school success. Examples of these may include assistive technology or other assistive devices; communication support, devices or tools; settings and services to support the emotional, social, or behavioral goals; and other tailored services and supports that may meet the student's individualized educational needs. The primary goal in supports for students with intensive needs is to provide educators, families, and other care givers access to and support in delivery of resources, tools, and evidence-based best practices that meet the intensive needs enabling positive outcomes for children with disabilities.

Activities that may support learning opportunities and improvements across the state may include projects such as the following:

- Assistive technology for meaningful and full appropriate communication, access and involvement;
- Instructional supports for students with significant cognitive delays;
- Identification and implementation support for evidence-based practices to address social, communication, and behavioral needs of students with intensive needs;
- Guidelines for Educating Students with Traumatic Brain Injury/Concussions; and
- Guidance on meeting requirements of administrative rules related to students with autism (19 TAC 89.1055(e)).

Projects identified to meet federal regulations and/or state statutory requirements must include the following:

- State Level Professional Development for School Personnel and Parents of Students with Autism; and
- Continuum of alternative placements (34 CFR §300.115).

Network Seven: Students with Sensory Impairments

Students with sensory impairments such as those who are blind, visually impaired, deaf, or hard of hearing have unique needs that require a range of supports and services to better enable access to and successful outcomes for appropriate independent living skills. Working closely with families and students to provide information and strategies for development of communication, mobility, tactile skills and environmental adaptations is critical to successful outcomes for children with sensory impairments. The goal of the support and services for children with sensory impairments is to provide families and schools with information and strategies to overcome barriers to success for students who are blind; visually impaired; deaf, or hard of hearing; or have other single or multi-sensory impairments that impede the development of functional vision and/or hearing.

Activities that may support learning opportunities and improvements across the state may include projects such as the following:

- Resources for increased community access and lifelong living skills, including social, recreational and employment opportunities;
- Resources for communication, mobility, and tactile skill development;
- Professional training and nontraditional certification opportunities for educators, administrators and support professionals; and
- Self and family advocacy and support connections.

Activities identified to meet federal regulations and/or state statutory requirements must include the following:

- Statewide plan for the education of children with visual impairments (Texas Education Code (TEC) [§300.002](#));
- Statewide [Deaf/Blind Plan](#) to identify needs, set priorities, and guide the service development and provision for students with Deaf/Blindness; and
- Statewide plan for educational services for students who are deaf or hard of hearing (DHH) through a [State DHH Plan](#) (see [TEC §30.083](#)).

Network Eight: Students in Small and Rural LEAs

Roughly half of the 1200 LEAs in Texas serve populations of less than 1,000 students. These LEAs face unique challenges with regard to the resources and supports necessary to meet the needs of their students with disabilities. The primary goal of Supports for Students Served in Small and Rural LEAs is to leverage resources and supports at the state level to provide a more effective level of access to small and rural LEAs who face significant challenges with regard to resource limitations and geographic remoteness. The end result being a more equitable level of service to students in these small LEAs as compared to their larger counterparts.

Activities that may support learning opportunities and improvements across the state may include projects such as the following:

- Professional community to mentor and support teachers and mitigate professional isolation;
- Instructional strategies and case management for broad responsibilities (age, settings, student needs);
- Collaborative teaming with families and Shared Services Arrangement providers and contractors; and
- Post-secondary transition collaboratives, including transportation.

Network Nine: Child-centered Transitions

Successes begin early through careful and systemic practices aligned with positive social, emotional, and academic goals prepared to meet the identified needs of each individual student with a disability. Each successful transition for students ages 3-21 with disabilities such as early childhood intervention (IDEA Part C) to pre-kindergarten through elementary; elementary to secondary, and secondary to graduation (IDEA Part B), increases the likelihood for students and communities to become more resilient, and supports post-secondary success. The goal of child centered transition is to support students with

disabilities and provide stakeholders with assistance that increases knowledge, builds capacity, and enhances systems to ensure pre-kindergarten through post-secondary readiness needs are met resulting in positive student outcomes.

Activities that may support learning opportunities and improvements across the state may include projects such as the following:

- Preschool programs for children with disabilities with focus on growth outcomes and kindergarten readiness;
- Part C (Early Childhood Intervention birth to 3 under IDEA) to Part B (ages 3-21 under IDEA) transition services;
- College, career, and military readiness through pre-employment initiatives, college and career mentor and internships, career and technology education, and other post-secondary preparedness programs;
- Secondary transition services planning and implementation; and
- Connections to state and federal resources, programs, and agencies for students and persons with disabilities.

Projects identified to meet federal regulations and/or state statutory requirements must include the following:

- Texas Transition and Employment Guide,
- LEA Transition and Employment Services Designee training, and
- Early Transition Memorandum of Understanding (MOU).

Network Ten: Multiple Exceptionalities and Multiple Needs

In general, exceptionalities fall in six broad categories that include intellectual, communicative, sensory, behavioral, physical, and multiple. A child with a disability is identified in one or more specific disability categories defined in IDEA and included in these exceptionalities but may also be identified as gifted in comparison to same-aged peers, or as a second language learner. The complex needs of these children require planned and purposeful coordination to mobilize and improve a variety of resources to meet their educational needs. The primary goal of supports for children with multiple exceptionalities is to build capacity through essential partnerships at the state, regional, and local levels that includes educators and families in providing accommodative learning opportunities and positive outcomes for students with disabilities with multiple exceptionalities.

Activities that may support opportunities and improvements across the state may include projects such as the following:

- Intra-agency alignment on the ARD/Language Proficiency Assessment Committee (LPAC) collaboration process to identify and support English learners with disabilities;
- Alignment of guidance and processes for identifying and serving students with disabilities who also have areas of giftedness; and
- Research-based guidance on (1) how to evaluate students for special education and Gifted and Talented (GT) programs, (2) how to determine special education and GT eligibility for these kids, and (3) how to write IEPs and develop GT programming for these kids.

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Further, in accordance with the Interstate Compact on Educational Opportunity for Military Children², the state may provide explicit supports for this population.

² Special education services--(1) In compliance with the federal requirements of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Section 1400 et seq.), the receiving state shall initially provide comparable services to a student with disabilities based on his/her current Individualized Education Program (IEP); and (2) In compliance with the requirements of Section 504 of the Rehabilitation Act (29 U.S.C.A. Section 794), and with Title II of the Americans with Disabilities Act (42 U.S.C.A. Sections 12131-12165), the receiving state shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities, subject to an existing 504 or Title II Plan, to provide the student with equal access to education. This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.

APPENDIX A: Feedback

Throughout the fall of 2017, TEA and Education Service Center staff conducted interviews with parents, teachers, administrative staff, and members of the broader special education community. These interviews garnered information as to the operation of each network. The information from the interviews as well as a survey administered to regional and LEA staff in November and December of 2017 was added to the body of information that has been used in the development of this strategic plan.

Throughout the month of February 2018, the agency sought feedback on the initial draft of the corrective action response from a wide variety of audiences. This process included face-to-face focus groups that were facilitated by agency staff in each of the twenty education regions in the state. During the meetings with parents and educators, agency staff presented information explaining the historical context of the corrective action response, the current requirements from the U.S. Department of Education, and current thinking on how to address those requirements. Focus group members were then asked to provide feedback on the initial corrective action response and to provide any additional ideas or considerations they may have. Data collected from these focus groups were coded and included in the analysis of information collected from all other sources. In addition, agency staff met with students who are currently eligible for special education to obtain their feedback on the type and quality of services they receive and on whether they believed they were being prepared for a successful life after high school. These interviews provided the agency with insights, from a student perspective, as to what are and are not effective practices in the state regarding the development and implementation of special education services.

TEA also developed and posted a survey on its website that members of the public could use to provide feedback on the initial corrective action response. The agency received approximately 7,000 responses from the survey, which represented feedback from 767 different LEAs. The survey solicited both quantitative and qualitative data. The agency also collected narrative data through an email address specifically established for collecting feedback on the corrective action response. As of March 2, 2018, the agency had received approximately 160 emails that spoke directly to the corrective action response. There were approximately 200 other emails that addressed other topics not directly associated with the corrective action response (e.g., requests for information about the focus groups, requests to be added to a registry of providers and support organizations related to special education, etc.). As with the data collected from the focus groups, information from the emails and the qualitative data from the surveys were included in the analysis of information gathered from all other sources.

Information from the focus groups, emails, and survey will be posted to the agency's website at <https://tea.texas.gov/TexasSPED/>. The information posted to the website may be redacted to comply with the Family Educational Rights and Privacy Act (FERPA). This means that any information that could be used to identify a student with a disability and/or his/her family may be removed to protect the student and family's confidentiality.

Members of the public who wish to continue to provide the agency with feedback related to special education in Texas and/or the corrective action response may do so by emailing the agency at TexasSPED@tea.texas.gov.

Summary of Feedback Gathered for the Strategic Plan

Feedback Gathered	Number of Respondents	Roles					
		Parents	Teachers / Service Prov	District Admin	ESC/Tech Assist	Advocacy	Other
Emails to TexasSPED@tea.texas.gov	390	✓	✓	✓	✓	✓	✓
Responses from USDE Corrective Action Draft Plan Online Survey	7,094 ³	3,556	3,890	1,047	*	232	1,550
Individual One-on-One Interviews with Educational Service Center Technical Assistance Providers	153	NA	NA	NA	153	NA	NA
Responses from Special Education Technical Assistance Insights and Needs Assessment Survey	4,106	NA	2,710	777	128	NA	507
Participants in Focus Group Meetings (110 meetings held in all 20 ESC regions of Texas)	1,520	357	325	838	NA	NA	NA

³ Total number of respondents is a unique count. Role totals do not match due to survey allowance to either 1) not choose a role, or 2) choose multiple roles.

* Is inclusive in “Other” designation—where does this come from? Why use an * within a footnote?

APPENDIX B: Previous and Current Improvements

Since the letter from OSERS and the TEA response, TEA has been engaged in improvement activities meant to ensure concerns raised by both stakeholders and the USED were being addressed immediately. Seven actions have been undertaken:

1. A To the Administrator Addressed letter was sent on November 17, 2016 reminding local education agencies (LEAs) of their child find obligations in IDEA; that Response to Intervention strategies may not be used to delay or deny an initial evaluation; and to clarify TEA's monitoring efforts regarding prevention of over-identification of students with disabilities.
2. TEA reviewed the Parent's Guide to the ARD Process and identified possible training and technical assistance to be provided regarding Child Find, Response to Intervention, and the Performance Based Monitoring Accountability System (PBMAS). The reviews were completed and all documents are up to date and in compliance with IDEA.
3. TEA reviewed monitoring activities specific to the school LEAs discussed in the Houston Chronicle articles and cited in the October 3, 2016 USED letter, and followed up as appropriate with those LEAs.
4. TEA completed the multi-year transition plan for integrating the four representation indicators into a single indicator for calculation of significant disproportionality with input from the Continuing Advisory Committee appointed by the Governor and the Texas Continuous Improvement Steering Committee stakeholder group.
5. TEA hired ten additional staff members in TEA's Division of Special Education to expand the amount of technical assistance support available at TEA. These individuals were hired for their expertise in various functional areas related to special education.
6. Twenty-eight Education Service Center (ESC) liaisons were employed by the education service centers to perform multiple functions with regard to improving outcomes for students with disabilities. They are engaged with LEAs to develop innovative ways to address challenges and may be supporting best practices around issues such as significant disproportionality and other programmatic component of the Corrective Action response.
7. TEA discontinued the use of PBMAS Indicator 10 for the purposes of interventions staging moving forward, and the Texas Legislature followed up with Senate Bill 160 and Senate Bill 1153 relating to this issue. S.B. 160 prohibited adoption or implementation of a performance indicator in any monitoring system that solely measures a school LEA's aggregated number or percentage of students with special education eligibilities. SB 1153 requires notice (as defined in the bill) to parents of each child, other than a child enrolled in special education, who receive assistance for learning difficulties, including through the use of intervention strategies (as defined in the bill).

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APPENDIX C: Corrective Action Response

Corrective Action Response
 Texas Education Agency
 April 18, 2018

Citation 1 - TEA failed to ensure that all children with disabilities residing in the State who are in need of special education and related services were identified, located, and evaluated, regardless of the severity of their disability, as required by IDEA section 612(a)(3) and its implementing regulation at 34 CFR §300.111.
Citation 2 - TEA failed to ensure that FAPE was made available to all children with disabilities residing in the State in Texas’s mandated age ranges (ages 3 through 21), as required by IDEA section 612(a)(1) and its implementing regulation at 34 CFR §300.101.
Citation 3 - TEA failed to fulfill its general supervisory and monitoring responsibilities as required by IDEA sections 612(a)(11) and 616(a)(1)(C), and their implementing regulations at 34 CFR §§300.149 and 300.600, along with 20 U.S.C. 1232d(b)(3)(A), to ensure that ISDs throughout the State properly implemented the IDEA child find and FAPE requirements.

<u>OSEP Requirement #1</u>				
Documentation that the State’s system of general supervision requires that each ISD identifies, locates, and evaluates all children suspected of having a disability who need special education and related services, in accordance with section 612(a)(3) of the IDEA and its implementing regulation at 34 CFR §300.111 and makes FAPE available to all eligible children with disabilities in accordance with section 612(a)(1) of the IDEA and its implementing regulation at 34 CFR §300.101.				
Essential Corrective Actions	Applicable Citation	Timeline for Completion of Corrective Actions	Responsible for Essential Action	Documentation/Evidence of Progress / Completion

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<p>1.a. Communicate to all local education agencies (LEAs) the Child Find and FAPE requirements and obligations in IDEA.</p>	<p>Citation 3 34 CFR §§300.149 and 300.600 along with 20 U.S.C. 1232d(b)(3)(A)</p>	<p>Completed on November 17, 2016 Completed on February 26, 2018</p>	<p>TEA</p>	<p><u>To the Administrator Addressed</u> letter submitted on November 17, 2016, to every LEA in the state, reminding LEAs of their obligations under Child Find in IDEA and clarifying TEA’s monitoring efforts regarding preventing the over-identification of students with disabilities, signed by Deputy Commissioner Penny Schwinn. <u>To the Administrator Addressed</u> letter submitted on February 26, 2018, to every LEA in the state, clarifying LEA responsibilities and timelines regarding parent requests for special education evaluations under the Individuals with Disabilities Education Act (IDEA), the Texas Education Code, and the Texas Administrative Code, signed by Chief Deputy Commissioner Penny Schwinn.</p>
<p>1.b. Review and ensure that assurance statements received from LEA grantees, by way of signing Schedule #1—General Information of the paper Application or by certifying and submitting the eGrants Application, clearly conveys to the Applicant their acceptance of and required compliance with all state policies, and procedures under 34 CFR §§300.101 - 300.163 and 300.174 and 300.165 - 300.174.</p>	<p>Citation 3 34 CFR §§300.149 and 300.600 along with 20 U.S.C. 1232 d(b)(3)(A)</p>	<p>By January 10, 2019</p>		<p>Annual submission of assurance requirements by each LEA grantee who assumes IDEA formula and discretionary funds clearly conveys that it has in effect policies, procedures, and programs that are consistent with the State policies and procedures under 34 CFR §§300.101–300.163 and 300.174 and 300.165–300.174 (34 CFR 300.201). Provide assurance statement that 100% of LEAs who assume IDEA formula and discretionary funds have provided the requisite assurances.</p>

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<p>1.c. Revise monitoring protocols and document review requirements to ensure evidence of supervision activities related specifically to implementing regulations for Child Find and FAPE requirements.</p>	<p>Citation 3 34 CFR §§300.149 and 300.600 along with 20 U.S.C. 1232 d(b)(3)(A)</p>	<p>December 1, 2018</p>	<p>TEA, with additional technical assistance support from appropriate OSEP funded technical assistance partners.</p>	<p>Produce evidence of monitoring protocols for use in on-site and desk review reviews that include information-gathering activities targeting LEAs' implementation of Child Find and FAPE requirements.</p>
<p>1.d. Make publicly available, easily accessible and understandable information regarding available dispute resolution programs (including IEP facilitation, mediation, state complaints, and due process hearings) specific to Child Find, FAPE, and other IDEA requirements.</p>	<p>Citation 3 34 CFR §§300.149 and 300.600 along with 20 U.S.C. 1232 d(b)(3)(A)</p>	<p>December 1, 2018</p>	<p>TEA, with additional communication support from Regional Education Service Center (ESC) partners.</p>	<p>Provide a copy of the Texas Education Agency Special Education Dispute Resolution Handbook. Provide a copy of pamphlets that offer quick reference to parents about the dispute resolution programs.</p>
<p>1.e. Ongoing training of hearing officers, mediators, and complaints investigators regarding legal provision of Child Find.</p>	<p>Citation 3 34 CFR §§300.149 and 300.600 along with 20 U.S.C. 1232 d(b)(3)(A)</p>	<p>December 1, 2018</p>	<p>TEA</p>	<p>Documentation of most recent training conducted by an independent expert in the field of special education law.</p>
<p>1.f.</p>		<p>SB 160 signed by governor on May</p>	<p>N/A</p>	

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<p>The Texas legislature passed and Governor Abbott signed into law new legislation prohibiting the use of a performance indicator based on the number or percentage of children who receive special education services.</p>		<p>22, 2017, effectively immediately, codified at TEC §29.0011.</p> <p>19 TAC §97.1005. Performance-Based Monitoring Analysis System as amended to be effective August 14, 2017, 42 TexReg 3969.</p>		<p>Copy of Texas Education Code §29.0011.</p> <p>Copy of PBMAS Manual.</p>
<p>1.g.</p> <p>The Texas legislature passed and Governor Abbott signed new legislation requiring districts to notify (requirements are defined in the bill) parents of each child, other than a child enrolled in a special education program, who receives assistance from the district for learning difficulties through the use of intervention strategies. An “intervention strategy” is defined in the bill and RTI is included within this definition. The law also gives parents the right to all written records and access to any records relating to assistance provided.</p>	<p>Not Applicable</p>	<p>SB 1153, signed by governor on June 12, 2017, effective immediately, codified at TEC §26.0081, applicable beginning with the 2017-2018 school year.</p>	<p>N/A</p>	<p>Copy of Texas Education Code §26.0081</p>

The documentation provided in response to OSEP Requirement #1 provides the foundation upon which the response to OSEP Requirements # 2-4 is based.

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OSEP Requirement # 2				
A plan and timeline by which TEA may ensure that each ISD may (i) identify, locate, and evaluate children enrolled in the ISD who should have been referred for an initial evaluation under the IDEA, (ii) require IEP Teams to consider, on an individual basis, whether additional services are needed for children previously suspected of having a disability who should have been referred for an initial evaluation and were later found eligible for special education and related services under the IDEA, taking into consideration supports and services previously provided to the child.				
Essential Actions	Applicable Citation	Timeline for Completion of Corrective Actions	Responsible for Essential Action	Evidence of Progress / Completion
2.a. Require all local education agencies (LEAs) to distribute information to every enrolled student's family regarding the Child Find and FAPE requirements and obligations in IDEA, to inform them of their rights under IDEA, and to provide the contact information to request an initial evaluation.	Citation 1 34 CFR §300.111 Citation 2 34 CFR §300.101	December 1, 2018	TEA and each LEA in the state.	100% of LEAs may receive materials that can be used to present their statutory and professional requirements to their local school boards, and materials to publish information on their websites. LEAs must provide assurance of having met this requirement through the Legal Framework.
2.b. TEA may provide guidance and information related to LEA legal responsibilities under state and federal law, including the identification of all eligible students and subsequent compensatory service guidelines, processes and best practices regarding provision of Child Find, Evaluation, Procedural Notice and Safeguards, and supports and services that results in positive school outcomes and success.	Citation 1 34 CFR §300.111 Citation 2 34 CFR §300.101	December 1, 2018	TEA	100% of LEAs may receive guidance and information related to their legal responsibilities under state and federal law, including the identification of all eligible students and subsequent compensatory service guidelines.

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<p>2.c. TEA may require LEAs to collect and retain data that includes (i) each request for evaluation made during the 2018-2019 school year, (ii) whether the reason for request indicates a claim that the child should have been referred for an initial evaluation, and (iii) if the child is found eligible, whether additional services are needed, taking into consideration supports and services previously provided, and what those services are determined to be, including the timeline for implementation. LEAs may produce this data to TEA upon request or through approved TEA data collection processes.</p>	<p>Citation 1 34 CFR §300.111 Citation 2 34 CFR §300.101</p>	<p>September 1, 2018</p>	<p>TEA</p>	<p>100% of LEAs may receive information relating to this requirement and notice of how TEA may collect this data.</p>
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<p><u>OSEP Requirement # 3</u></p>				
<p>A plan and timeline by which TEA may provide guidance to ISD staff in the State, including all general and special education teachers, necessary to ensure that ISDs (i) ensure that supports provided to struggling learners in the general education environment through RTI, Section 504, and the State’s dyslexia program are not used to delay or deny a child’s right to an initial evaluation for special education and related services under the IDEA; (ii) are provided information to share with the parents of children suspected of having a disability that describes the differences between RTI, the State dyslexia program, Section 504, and the IDEA, including how and when school staff and parents of children suspected of having a disability may request interventions and/or services under these programs; and (iii) disseminate such information to staff and the parents of children suspected of having a disability enrolled in the ISD’s schools, consistent with 34 CFR §300.503(c)</p>				
<p>Essential Actions</p>	<p>Applicable Citation</p>	<p>Timeline for Completion of Corrective Actions</p>	<p>Responsible for Essential Action</p>	<p>Evidence of Progress / Completion</p>

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<p>3.a. Upon direction from the State Board of Education, TEA may facilitate a process to revise the <i>Texas Dyslexia Handbook</i> to clarify the difference between dyslexia and dyslexia-related services, IDEA, Section 504, and RtI, and ensure clear guidance in the field, especially as it relates to dyslexia and dyslexia-related disabilities being eligible for IDEA.</p>	<p>Citation 1 34 CFR §300.111 Citation 2 34 CFR §300.101</p>	<p>November 2018</p>	<p>State Board of Education TEA</p>	<p>Completed, approved, and adopted <i>Dyslexia Handbook</i>.</p>
<p>3.b. Evaluate existing resource content and whether the <i>Parent’s Guide to the Admission, Review, and Dismissal Process</i> meets legal requirements regarding a child’s right to an initial evaluation for special education and related services under the IDEA.</p>	<p>Citation 1 34 CFR §300.111</p>	<p>Completed Spring 2017</p>	<p>TEA and ESC partners</p>	<p><u><i>The Parents Guide to the Admission, Review, and Dismissal Process</i></u>, was found to appropriately contain:</p> <p>“A child does not need to advance through each tier of the RTI system before a referral for special education is made. Once it is apparent that general education interventions are not sufficient, school personnel should suspect that the child has a disability and should initiate a referral. Parents can also request a referral at any time regardless of whether the child is receiving interventions through an RTI system.”</p> <p>Additionally, TEA’s website contains a <u>page dedicated to RTI</u> which provides additional links to resources. This page similarly notes:</p> <p>“Students who may have a disability should be referred for a full and individual evaluation for special education services. States and LEAs have an obligation and requirement under federal law (34 CFR §300.111 Child Find) to see that evaluations of children suspected of having a disability are not delayed or denied because of schools using an RTI strategy.”</p>

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<p>3.c. TEA may leverage resources to enable the creation of a suite of information intended to be shared with the parents of children suspected of having a disability. These resources may describe the differences between RtI, the State dyslexia program (for dyslexia or dyslexia-related needs), Section 504, and the IDEA, and would be developed in conjunction with extensive stakeholder feedback. This may include how and when school staff and parents of children experiencing learning difficulties may request interventions and/or services under these programs. This may include policy development relating to timelines, forms, with relatable and understandable translation of federal regulations and state statutes and may be readily available to all stakeholders.</p>	<p>Citation 1 34 CFR §300.111</p>	<p>December 1, 2018</p>	<p>TEA and ESC partners</p>	<p>100% of LEAs may receive materials that can be used to present their statutory and professional requirements to their local school boards, and materials to publish information on their websites, and provide assurance of this requirement through the Legal Framework.</p>
	<p>Citation 2 34 CFR §300.101</p>			

<p><u>OSEP Requirement # 4</u></p>				
<p>A plan and timeline by which TEA may monitor ISDs’ implementation of the IDEA requirements described above when struggling learners suspected of having a disability and needing special education and related services under the IDEA are receiving services and supports through RTI, Section 504, and the State’s dyslexia program.</p>				
<p>Essential Actions</p>	<p>Applicable Citation</p>	<p>Timeline for Completion of Corrective Actions</p>	<p>Responsible for Essential Action</p>	<p>Evidence of Progress / Completion</p>
<p>4.a. TEA may restructure Agency oversight with increased capacity in the number of and monitoring expertise ensuring a balanced system of compliance and results-driven accountability</p>	<p>Citation 3 34 CFR §§300.149 and 300.600 along</p>	<p>Reorganization completed by August 2018</p>	<p>TEA</p>	<p>Transition the Special Education monitoring duties from School Improvement to Special Populations (in the Office of Academics) as part of a new Review & Support Team. This may allow for significantly increased capacity and expertise. Until the transition is complete, require School Improvement to include specific monitoring requirements to review LEAs’</p>

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<p>monitoring and intervention practices in the state, that includes specific monitoring requirements to review LEAs' implementation of the IDEA requirements found in 34 CFR §§300.111 and 300.101 when struggling learners suspected of having a disability and needing special education and related services under the IDEA are receiving supports through RTI, Section 504, and/or the State's dyslexia program.</p>	<p>with 20 U.S.C. 1232 d(b)(3)(A)</p>			<p>implementation of the IDEA requirements found in 34 CFR §§300.101, 300.111, and other requirements of LEAs found in this corrective action response.</p> <p>Increase the scope and size of the Review & Support Team in Special Education. The scope of the team may include reviews of programs that provide services and supports to struggling learners suspected of having a disability and needing special education and related services under the IDEA inclusive of RTI, 504, and the State's dyslexia program.</p>
<p>4.b. TEA may establish broad stakeholder involvement opportunities, including input from the State's Continuing Advisory Committee (CAC) to inform and provide feedback on effective monitoring practices that may be additionally developed and implemented by TEA to ensure LEAs are meeting regulatory requirements under IDEA for struggling learners suspected of having a disability and needing special education and related services, regardless of whether they are receiving other services and supports through RTI, Section 504, and the State's dyslexia program.</p>	<p>Citation 3 34 CFR §§300.149 and 300.600 along with 20 U.S.C. 1232 d(b)(3)(A)</p>	<p>Established by December 2018</p>	<p>TEA</p>	<p>At least six stakeholder meetings held between May 2018 and December 2018, inclusive of representative stakeholder groups.</p>

APPENDIX D: Funding and Timeline

Timeline Overview

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On October 3, 2016 Commissioner Morath received a letter from the Office of Special Education and Rehabilitative Services (OSERS) of the United States Department of Education (USED) raising concerns regarding Texas' compliance with a number of requirements in the Individuals with Disabilities Education Act. The state responded to the letter on November 2, 2016 outlining some of the improvement activities that were already being put in place.

In December of 2016, the Office of Special Education Programs (OSEP) conducted a series of listening sessions in December. The USED and OSEP staff returned to Texas in February, 2017 and performed a series of onsite monitoring visits in 12 Independent School LEAs (ISDs) across the state. The final report of findings from this onsite monitoring visit was provided to Commissioner Morath and Governor Abbott on January 11, 2018.

On January 17, 2018 a draft corrective action response was provided to Governor Abbott. Stakeholder input was gathered through a survey, email, and focus groups conducted at all twenty education service centers from January 17 - March 1, 2018. The second draft is being published in March to allow for public comment. The proposed corrective action response may be finalized and submitted to OSEP by April 18, 2018.

Moving forward, competitive grant opportunities may become available during the summer of 2018 through fall 2018 for implementation in the 2019-20 school year that may encourage partnerships, and provide direct support to a framework that focuses on improved results for students with disabilities.

Funding

Below is a summary of the funding that may be used for this strategic plan. Please note that these are projected expenditures only, and are subject to change as the strategic plan adjusts. Please also note that:

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- This strategic plan is largely funded out of IDEA Administrative and State Discretionary funds, which are explicitly provided for state-level activities.
- The discretionary funds required for this strategic plan may be paid in part through available discretionary funds of \$45,000,000. The remaining activities may be pulled from annual state discretionary federal funds, at an approximate allocation of approximately \$15,000,000 per year.
- As noted at the start of this strategic plan, the agency does not have the authority to appropriate funds. However, regardless of this (or any other) strategic plan – but as a function of federal and state law, it is important to acknowledge that LEAs will incur greater costs associated with the following:
 - The cost of testing more students
 - The cost of compensatory services, as applicable (may vary based on individual need)
 - The cost of providing services
- The increase in the state expenditures for the weighted formula as more students are identified

In the thousands of comments received by the agency, the concern for these additional costs was the single-largest issue raised.

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PROPOSED STRATEGIC PLANNING BUDGET											
CATEGORY	ITEM	SOURCE OF FUNDS	TIMELINE	ONE-TIME OR ONGOING	YEAR 0 (2018)	YEAR 1 (2018-19)	YEAR 2 (2019-20)	YEAR 3 (2020-21)	YEAR 4 (2021-22)	YEAR 5 (2022-23)	TOTAL
Monitoring	Staffing (50 people)	IDEA - Administration	Beginning June 2018	Ongoing	790,000	3,775,000	3,775,000	3,775,000	3,775,000	3,775,000	19,665,000
	Travel	IDEA - Administration	Beginning June 2018	Ongoing	135,000	200,000	200,000	200,000	200,000	200,000	1,135,000
	Overhead	IDEA - Administration	Beginning September 2018	Ongoing	0	800,000	800,000	800,000	800,000	800,000	4,000,000
	Online Infrastructure	IDEA - Discretionary	Beginning Summer 2019	Ongoing	0	1,500,000	250,000	250,000	250,000	250,000	2,500,000
	Independent Review	IDEA - Discretionary	Beginning Spring 2018	One-Time	200,000	0	0	0	0	0	200,000
Identification, Evaluation and Placement	Experts - Review, Identification, Compensatory Processes	IDEA - Discretionary	Beginning Spring 2018	One-Time	300,000	0	0	0	0	0	300,000
	Temporary Diagnosticians, Etc.	IDEA - Discretionary	Beginning Summer 2018	One-Time	3,000,000	7,000,000	0	0	0	0	10,000,000
	Compensatory Services Allocation (Suggested Use)	IDEA - LEA Allocation	Spring 2018	One-Time	65,000,000	0	0	0	0	0	65,000,000
	Dispute Resolution	IDEA - Discretionary	Beginning Summer 2018	One-Time	250,000	750,000	0	0	0	0	1,000,000
	Outreach Campaign	IDEA - Discretionary	Beginning August 2018	One-Time	3,000,000	0	0	0	0	0	3,000,000
Training, Support and Development	Statewide Professional Development	IDEA - Discretionary	Beginning Summer 2019	Ongoing	15,000,000	15,000,000	15,000,000	15,000,000	15,000,000	15,000,000	90,000,000
	Dyslexia-Specific Support Materials	IDEA - Discretionary	Beginning Fall 2018	One-Time	0	500,000	0	0	0	0	500,000
	Dyslexia Study	IDEA - Discretionary	2018	One-Time	0	0	0	0	0	0	0
	Resource Development	IDEA - Discretionary	Beginning Fall 2018	One-Time	1,500,000	0	0	0	0	0	1,500,000
	Professional Development Best Practices	IDEA - Discretionary	Beginning Fall 2018	One-Time	200,000	0	0	0	0	0	200,000
Student, Family and Community Engagement	Call Center	IDEA - Discretionary	Beginning September 2018	Ongoing	682,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	5,682,000
	Online Resource	IDEA - Discretionary	Beginning Spring 2019	Ongoing	0	2,000,000	500,000	500,000	500,000	500,000	4,000,000
	Document Development	IDEA - Discretionary	Beginning Fall 2018	One-Time	250,000	1,500,000	250,000	0	0	0	2,000,000
	Ongoing Stakeholder Engagement	IDEA - Discretionary	Beginning Fall 2018	Ongoing	100,000	100,000	100,000	100,000	100,000	100,000	600,000
TOTAL											211,282,000
<i>TOTAL IDEA ADMIN</i>											<i>24,800,000</i>
<i>TOTAL IDEA DISCRETIONARY</i>											<i>121,482,000</i>
<i>TOTAL IDEA OTHER</i>											<i>65,000,000</i>

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APPENDIX E: Survey Analysis

[Research and Analysis team document goes here]

Special Education Performance and Improvement: Pathway to Success



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Special Education Assessments

Exemption

State Developed Alternative Assessment (SDAA)
State Developed Alternative Assessment II (SDAA II)
Locally Developed Alternate Assessment (LDAA)

TAKS – Inclusive (TAKS – I)

TAKS (Accommodated)

TAKS-Modified (TAKS-M)

TAKS – Alt

STAAR Modified

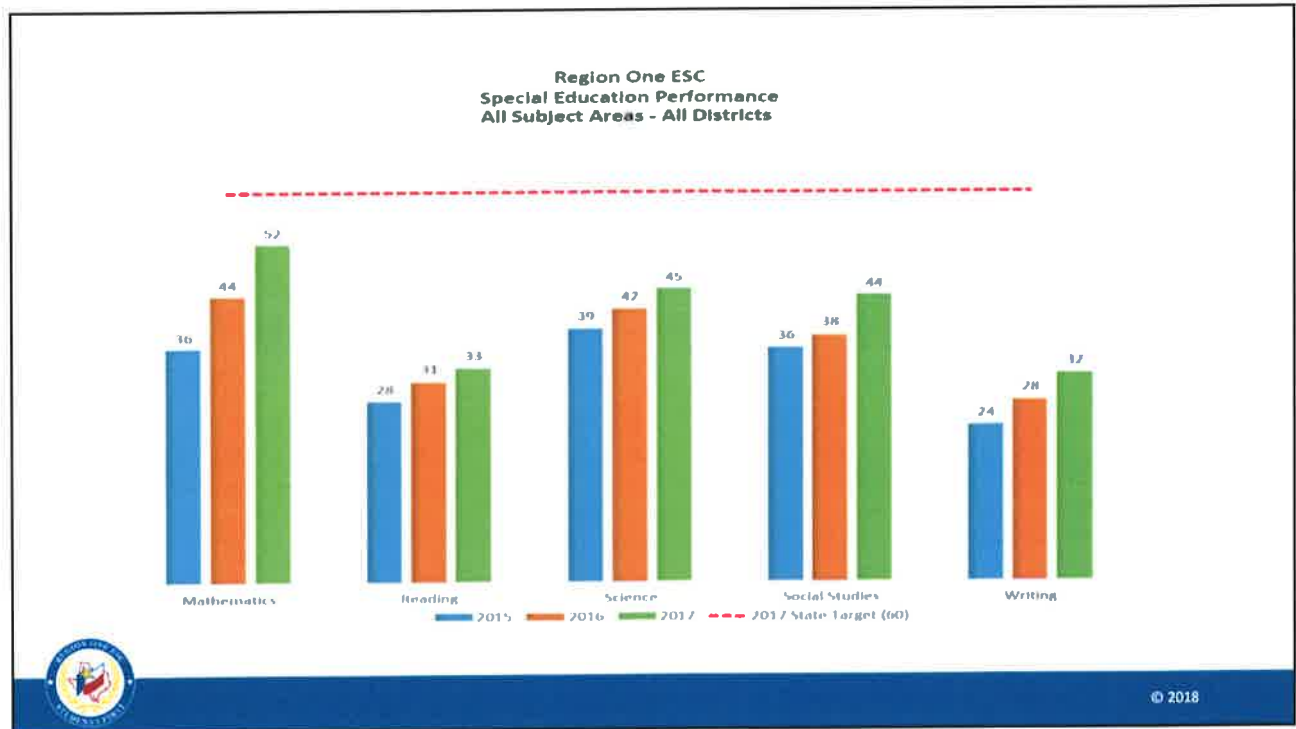
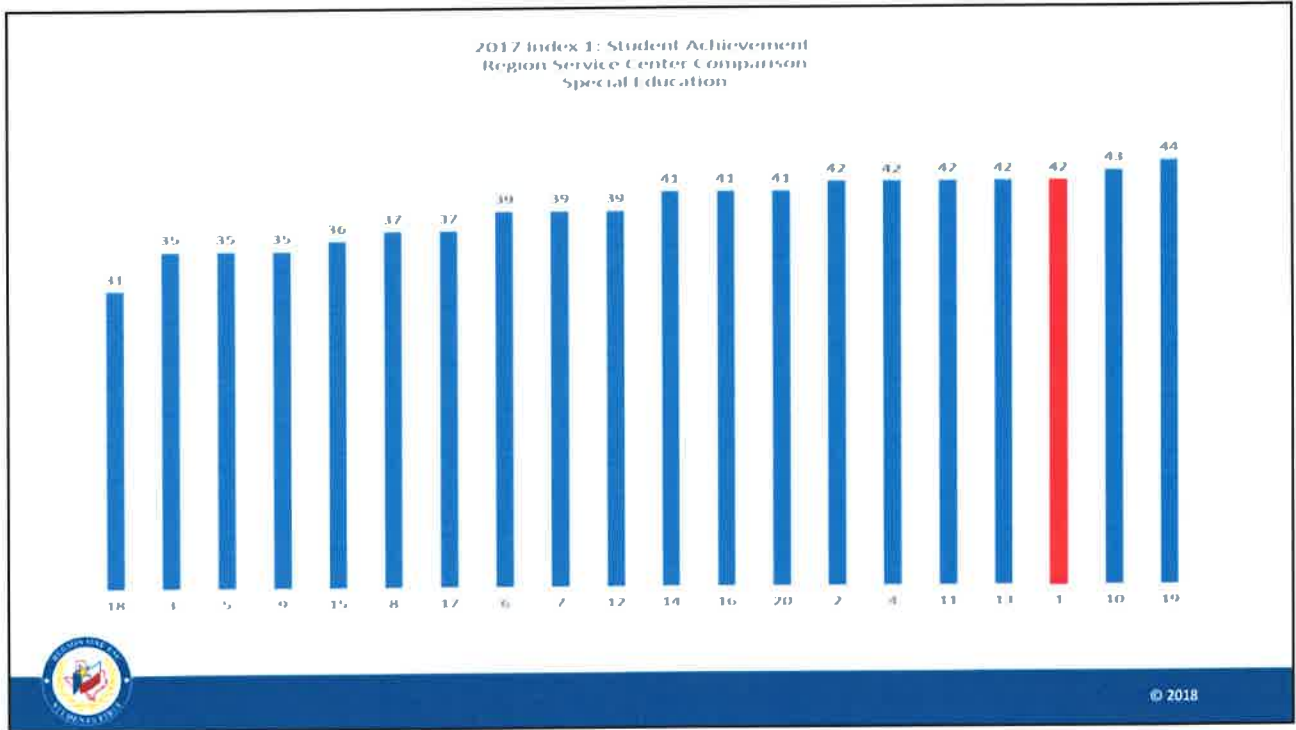
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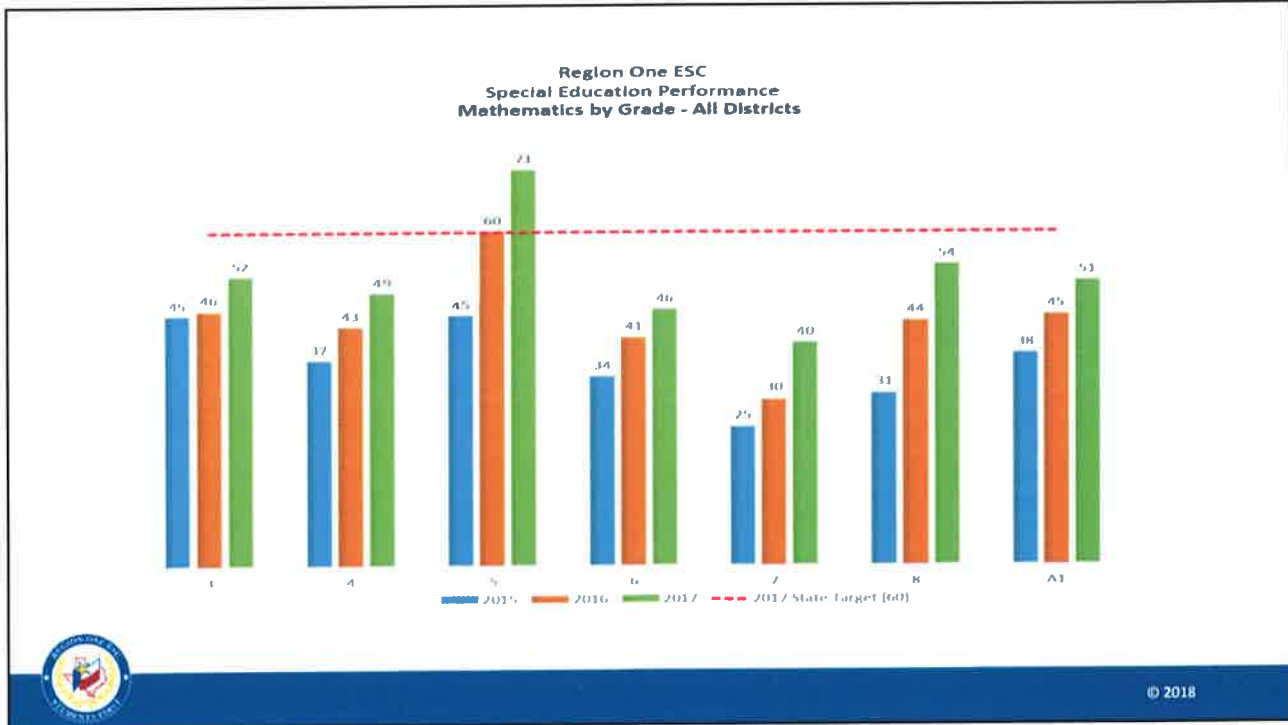
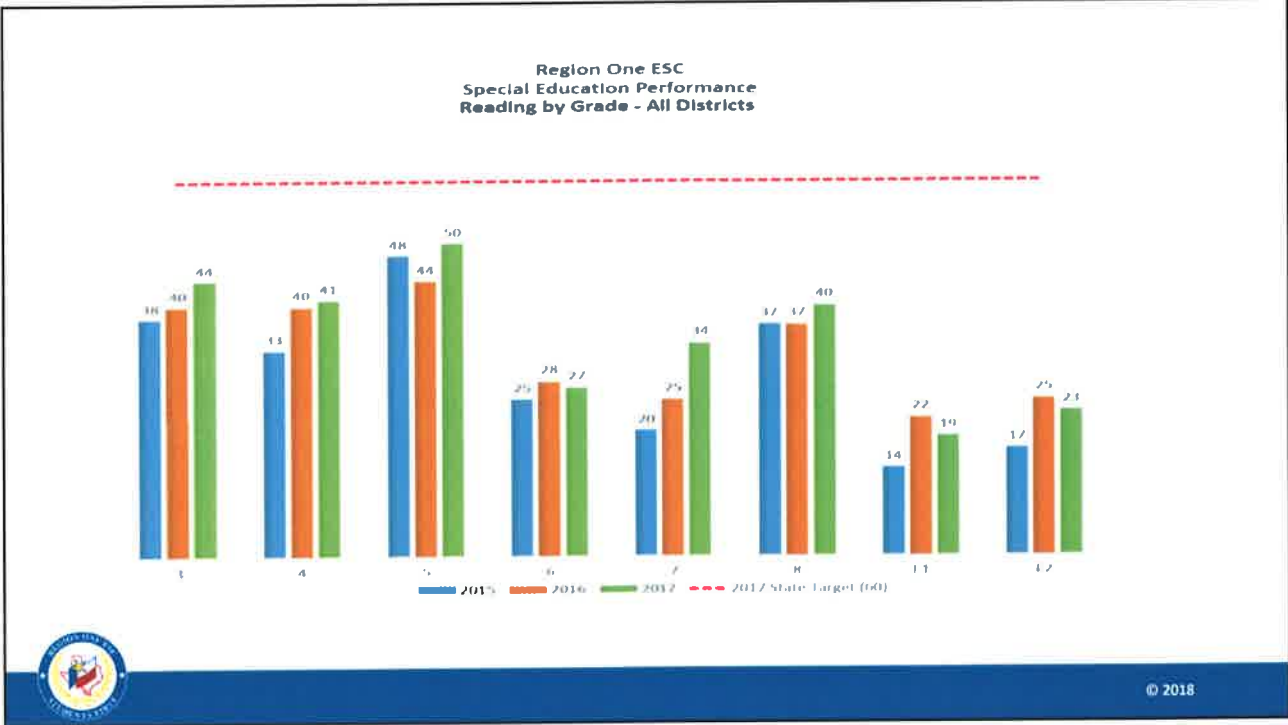
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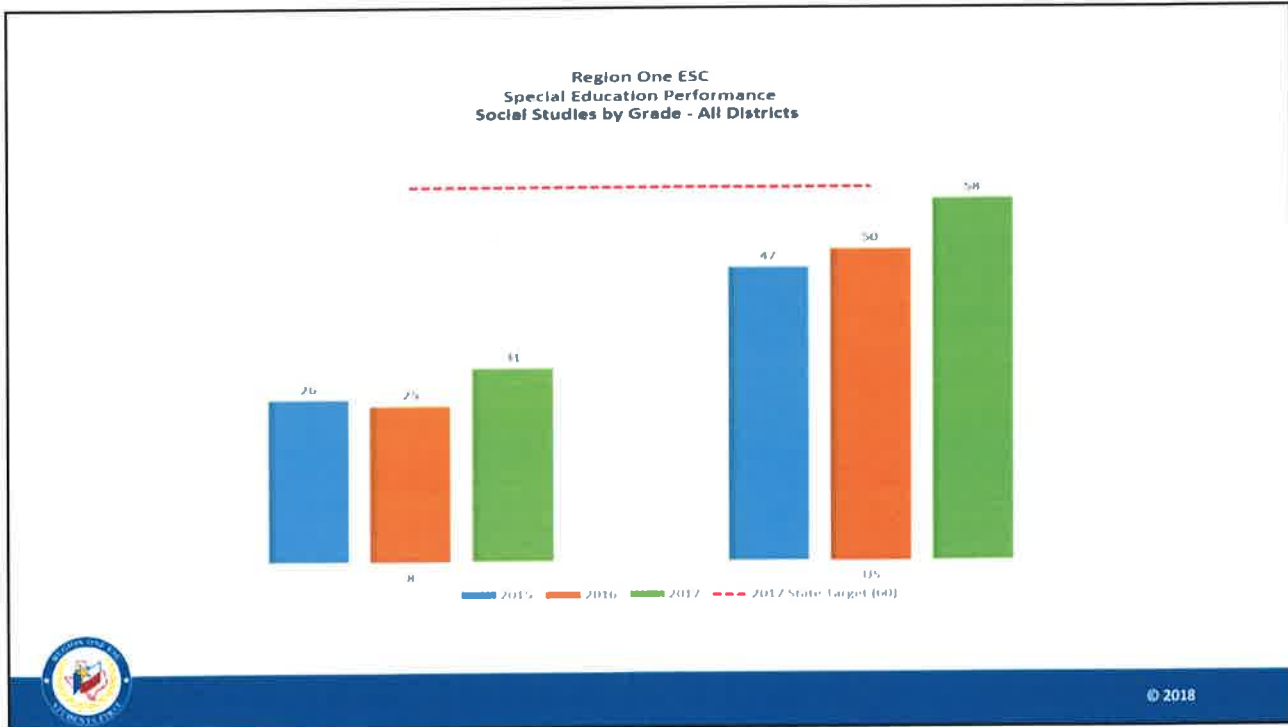
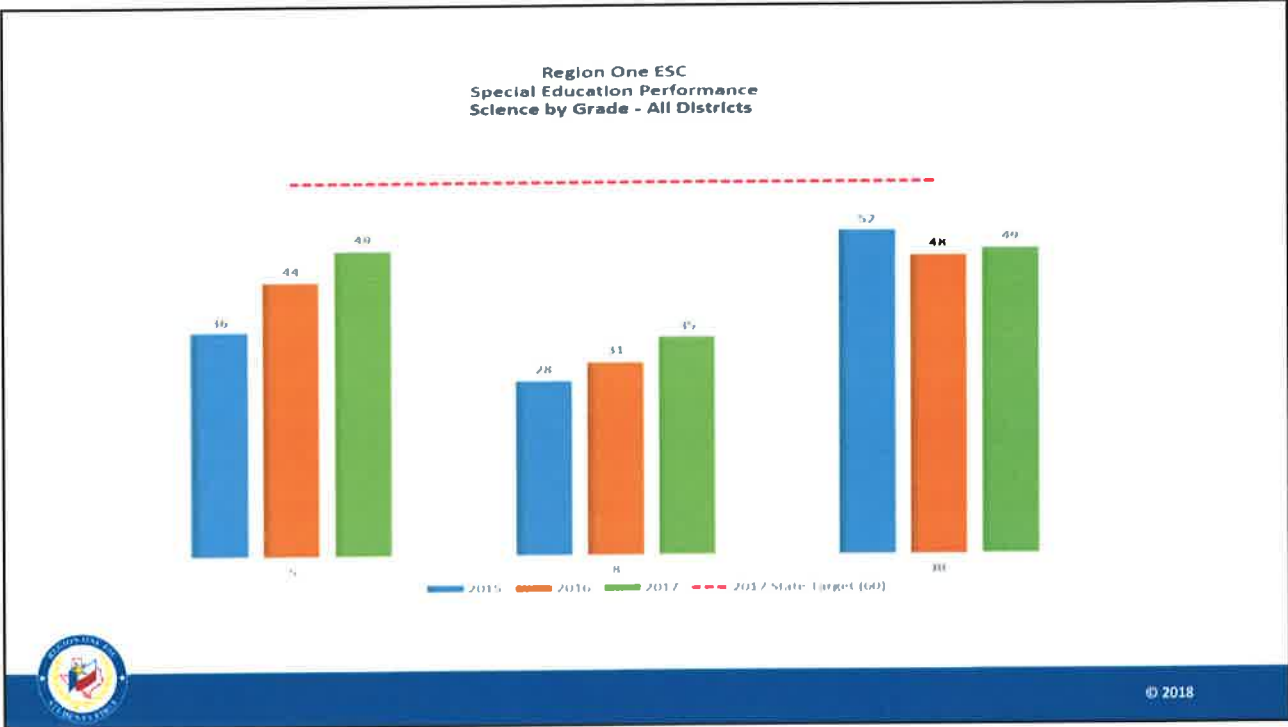
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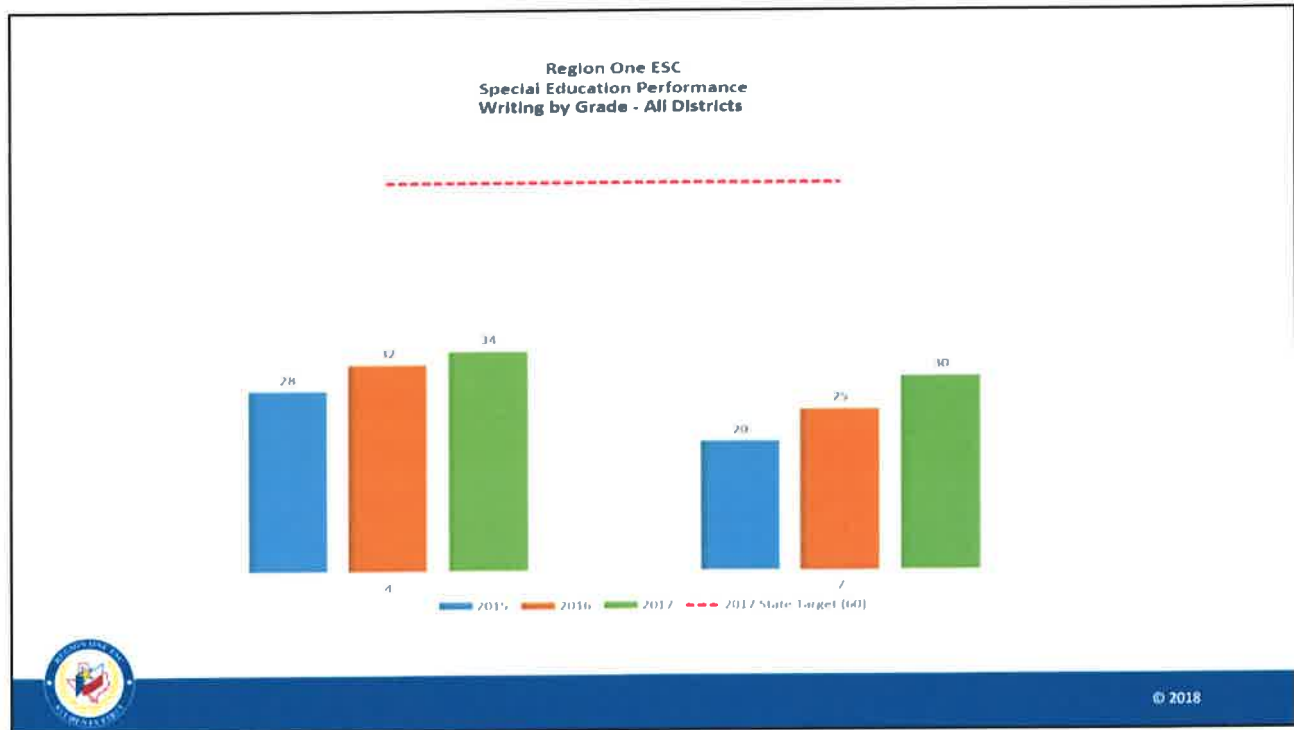


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How do we continue the pathway to success?

- Students access the general curriculum
- Appropriate instructional accommodations
- Appropriate assessment accommodations
- Instructional accommodations support assessment accommodations
- Assessment accommodations are embedded in the instructional accommodations
- Explicit direct instruction



Region One Education Service Center Contacts

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EYE on VI

April 19, 2018
Special Education Directors Meeting
65404
Region One ESC

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Office of School Improvement, Compliance and Accountability



Serving Infants in an Early Childhood Intervention (ECI) Program

- A Reminder that ECI is a year around program
- Any child with VI and/or AI being served through an ECI program would continue services during the summer months
- Any referrals sent during the summer months would need to be processed (Timeline for an initial is 45 days)
- Check with your TVI/O&M and TDHH regarding any children in ECI on their caseload that will need to be seen during the summer
- Have a plan as to how a referral would be processed during the summer months should one be received
- If you would like a list of contractors for summer contact me

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Low Vision 2 Day Back to School Conference*

- Tentative plans are being made to have a 2 day “conference” in August to kick off the school year
- What would be the best time for your staff (Check Questionnaire)
 - DAY 1 – Serving Students with Low Vision
 - Break out sessions
 - Day 2 – Equipment for Students with Visual Impairments
 - Invited vendors will provide brief presentations about their equipment
 - Each vendor will have a booth so participants can visit with them and have hands on demonstrations of their products

** Pending approval*



Customized Employment Project UPDATE

- Texas Workforce has resolved some of the issues dealing with supporting the project
- Texas A&M may become the 3rd party payee
 - Monitor Project
 - Evaluate Project
- Projected to be a 4 Region Service Center project along with TSBVI/TWC
 - Region 1 Edinburg, Region 2 Corpus Christi
 - Region 9 Wichita Falls, Region 14 Abilene
- Check the box if you would like for me to contact you for more information - (Looking for 6-8 teams per ESC)



Innovative Project

Supporting College, Career, Military Readiness

Gracie Avalos, Carol Campos, Ed. Garcia, Twinkle Morgan, Noelia Perez

- Project 1 - Cultivating a Culture of Advocating and Revitalizing Opportunities for a Lifetime (CAROL)
- Project 2 - Dual Credit for Students within the Low Incidence Category
- Project 3 - Customized Employment Project



Innovative Project

Supporting College, Career, Military Readiness

Gracie Avalos, Carol Campos, Ed. Garcia, Twinkle Morgan, Noelia Perez

- Would like to collect baseline data following SPP 14 Exit Survey
- Life Skills Teachers, TVIs/O&Ms, Special Ed. Counselors, Social Workers or others would contact student(s) that have graduated in the last 3 years and ask four to five basic questions (SEE Draft)
- Please check if we may contact your Life Skill Teachers, Sped Counselors, Social Workers, TVIs/O&Ms to assist us



Questionnaire

- Please complete the Questionnaire
- Any additional comments please write them on the back
- We will be contacting you within the next month

Thank You!



**Region One ESC
INNOVATIVE Project
College, Career, Military Readiness
Students That Have Graduated Survey**

First Section will be completed by Staff

Student's Primary Disability

- Autism (AU)
- Intellectual Disability (ID)
- Visually Impaired (VI)
- Auditorily Impaired (AI)
- Other Please list _____

Year student left or graduated from high school _____

Student's Instructional Arrangement

- 01 Homebound
- 08 Vocational Adjustment Class
- 40 Mainstream
- 41 Resource Room/Services less than 21% of the instructional day
- 42 Resource Room/Services at least 21% but less than 50% of the instructional day
- 43 Self Contained at least 50% but not more than 60% of the instructional day
- 44 Self Contained more than 60% of the instructional day
- Other _____

Survey Questions

Q1 At any time since leaving high school have you or (your son or daughter) ever been enrolled in any school, job training or college/university?

Yes No

Q2 At any time since leaving high school, have you or (your son or daughter) ever worked? (does not include volunteer time)

Yes No

Q3 If you or (your son or daughter) did work, how did you find the job?

_____ Parents/family/friends helped

_____ Agency helped [Texas Workforce Commission (DARS or DBS)]

_____ I/We found a job on my/our own

_____ Other : Please list _____

Q4 Since leaving high school have you or (your son or daughter) ever received any assistance from an adult agency:

_____ NO

_____ YES - Please check one or more of the following:

_____ Texas Workforce – (Previously known as Dept. of Asst. Rehabilitative/Div. for Blind Services

_____ Student Services at a college or university

_____ Adult Community Day Center

Other: _____

Effective Communication for School Professionals

with

Nicholas Martin

Free Training Opportunity

Communication skills are one of the most important keys to successful relationships

Highlights will include:

The four keys to effective communication

Elements of diplomacy

Empathy and active listening skills

Saying no without losing friends

And

The dirty dozen communication pitfalls of school professionals



May 1, 2018

Workshop # 82901

8:30 a.m. to 3:45 p.m.

Embassy Suites

110 Calle Del Norte Dr.

Laredo, TX 78041

For information Contact:

Elizabeth Alvarez

ealvarez@esc1.net

(956) 984-6176

Claudia Garcia

cgarcia@esc1.net

(956) 984-6244

Perla Pulido

ppulido@esc1.net

(956)984-6261

Nicholas Martin is BACK!!

This will be a “hands on” training designed to maximize the development of practical skills through experiential exercises.

Region One ESC

1900 W. Schunior

Edinburg, TX 78539

(956) 984-6000



Effective Communication for School Professionals

with
Nicholas Martin

Free Training Opportunity

Communication skills are one of the most important keys to successful relationships

Highlights will include:

1. The four keys to effective communication
2. Elements of diplomacy
3. Empathy and active listening skills
4. Saying no without losing friends
5. The dirty dozen communication pitfalls of school professionals



May 2, 2018

Workshop # 82893

8:30 a.m. to 3:45 p.m.

La Lomita Room

For information Contact:

Elizabeth Alvarez

ealvarez@esc1.net

(956) 984-6176

Claudia Garcia

cgarcia@esc1.net

(956) 984-6244

Perla Pulido

ppulido@esc1.net

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1900 W. Schunior

Edinburg, TX 78539

(956) 984-6000



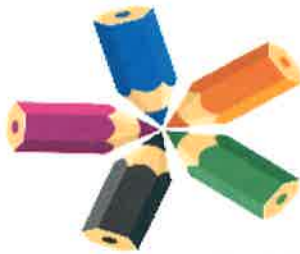
©, 2018

Don't We Already Do Inclusion?

(K-5th Grade) Workshop #69591

Presented by Dr. Paula Kluth

Dr. Paula Kluth's presentation is **filled with ideas** for teaching **diverse** learners. The **activities, examples, and illustrations** in this workshop are designed to help participants refine their **vision** and **skills** when it comes to inclusion. They will **explore** how many learners have been excluded from literacy experiences that are inclusive, rich, and challenging. Participants will also **learn some strategies** for **including and supporting** students with disabilities in **reading, writing, speaking, and listening activities**. **Ideas** for **enhancing skills** in **comprehension, fluency, and vocabulary** will be highlighted. Come and learn about how we can give all students - ranging from those with significant disabilities - access to the literate community.



PaulaKluth.com

www.paulaekluth.com

Paula Kluth is dedicated to promoting inclusive schooling and exploring positive ways of supporting students with autism and other disabilities. Most of my work involves collaborating with schools to create environments, lessons, and experiences that are inclusive, respectful, and accessible for all learners.

Workshop Information

Workshop #69591

Date: May 3, 2018

Time: 8:30 - 3:30 p.m.

Location: Edinburg - Starr Meeting Room

Audience: PreK - 5th Grade Teachers, Supervisors, Administrators, Special Education Personnel, PPCD Teachers, Resource Teachers, Special Education Teachers, Central Administration Personnel

Contact Information:

J. Lovejoy - jlovejoy@esc1.net (956) 984-6215

E. Alvarez - ealvarez@esc1.net (956) 984-6176

P. Pulido - ppulido@esc1.net (956) 984-6261



Region One Education Service Center

1900 W. Schunior St.

Edinburg, TX 78541

956-984-6000



High for Student Success Leaders Academy

Workshop #81611

Fee: \$75

Time: 8:30 - 4:00 p.m.

Audience:

ARD Administrators, Campus
Principals, Assistant Principals

Description:

This is a **three-day academy** is designed to provide an overview of Special Education which includes the **ARD process, Instruction and Management** on every aspect of Special Education programs, personnel and supporting students with special needs.

Participants will review requirements for the **2004 reauthorization of IDEA**, including individualized education plans to ensure appropriate access for students in Special Education to the general curriculum, support accurate identification and eligibility decisions, and review accommodations and testing.



Day 1 - July 26, 2018

Day 2 - Sept. 20, 2018

Day 3 - Oct. 17, 2018

Location: Region One ESC

Audience: ARD Administrators,
Campus Principals, Assistant
Principals

FOR INFORMATION:

Todd Larson: 956-984-6203
Tere Longoria 956-984-6206



Region One ESC
1900 W. Schunior
Edinburg, TX

© 2018

Seats are limited. Register at: www.escl.net/staffdevelopment



High for Student Success Leaders Academy (Laredo Area)

Workshop #85721

Fee: \$75

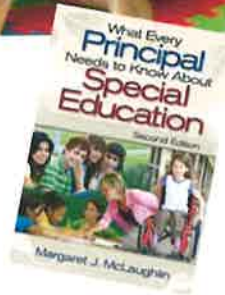
Time: 8:30 - 4:00 p.m.

Audience:

ARD Administrators, Campus Principals, Assistant Principals

Description:

This is a **three-day academy** is designed to provide an overview of Special Education which includes the **ARD process, Instruction and Management** on every aspect of Special Education programs, personnel and supporting students with special needs. Participants will review requirements for the **2004 reauthorization of IDEA**, including individualized education plans to ensure appropriate access for students in Special Education to the general curriculum, support accurate identification and eligibility decisions, and review accommodations and testing.



Day 1 - July 25, 2018

Day 2 - Sept. 18, 2018

Day 3 - Oct. 17, 2018

Location: Embassy Suites - Laredo

Audience: ARD Administrators,
Campus Principals, Assistant
Principals

FOR INFORMATION:

Todd Larson: 956-984-6203
Tere Longoria 956-984-6206



Region One ESC
1900 W. Schunior
Edinburg, TX

© 2018

Seats are limited. Register at: www.esc1.net/staffdevelopment



Workshop #78853

June 13, 2018- Opening Keynote

Dr. Sam Goldstein

"Executive Functioning and SLD Identification"

June 14, 2018 Closing Keynote-

Cynthia Buechler, Attorney at Law

"Legal Updates for Assessment Personnel"

Other Sessions Available(subject to change)

SLD, ADHD and Comorbid Disorders

SLD and Dyslexia

Legal Framework

Understanding, Evaluating and Treating ASD

Assistive Technology and Reading

RtI for Behavior

Transition Assessment

Recommendations for Students who are Deaf and Hard of Hearing

Assessing Students with Low Incidence Disabilities

Fee \$75.00 includes:

• **Continental breakfast, coffee break snacks, and door prizes**

For more information go to:

<http://www.esc1.net/SpecEdEvalInstitute>

Contact: Brenda de la Garza (956)984-6202

Hilda Aguirre (956) 984-6142





REGION ONE ESC

EARLY CHILDHOOD CONFERENCE 2018

June 19-20, 2018

South Padre Island
Convention Center
South Padre Island, TX

Workshop #66705

Registration: Free



Clint Pulver
Opening Keynote

Jim Gill
2nd Day Opening Session



Closing Keynote
Jeanine Fitzgerald



www.esc1.net/staffdevelopment





Conference Information

Description:

This **two day** Early Childhood Conference will highlight the **Opening Keynote: Clint Pulver** - a dynamic speaker and musician who has high energy, creativity, humor and unforgettable stories. He is known for speaking on the importance of connecting generations, mentorship in the workplace, self-discovery and striving for true significance in life. The **second day opening session will feature: Jim Gill** "A Joyous Way to Learn" musician and author, will start the day off for participants, and the **Closing Keynote will feature Jeanine Fitzgerald**, with the Fitzgerald Institute "Discovering the Hero in Every Child". Break-out sessions will cover information on **Robotics, Autism, Behavior Challenges, Assistive Technology, Early Literacy, Early Math, Early Science, Inclusive Arts** and others. Instructional accommodations and modifications will be provided throughout the sessions to support all learners in accessing the general curriculum. CEUs will be available for Early Intervention Specialists with ECI Programs and CEUs are still pending for Social Workers.

HOTEL INFORMATION:

Holiday Inn Express
6502 Padre Blvd.
South Padre Island, TX 78597
(956) 761-8844
Group Code: ECC
Room Rate: \$116.00 per night plus taxes
Free Breakfast provided

La Quinta Inn & Suites South Padre
7000 Padre Blvd.
South Padre Island, TX 78597
(956) 772-7000 ext. 2
Group Code: Region 1ECD
Room Rate: \$169.00 per night plus taxes
Bright Side Breakfast Provided

The Inn at South Padre
1709 Padre Blvd.
South Padre Island, TX 78597
(956) 761-5658
Group Code: Region One Early Childhood
Room Rate: \$85.00 Standard / \$95.00
Suites per night plus taxes
Hot Breakfast Provided

Contact Information:

J. Lovejoy - 956-984-6215 - jlovejoy@esc1.net
E. Alvarez - 956-984-6176 - ealvarez@esc1.net
P. Pulido - 956-984-6261 - ppulido@esc1.net

Region One Education Service Center

TEACHING LITERACY



To Students with Significant Cognitive Delays

Do you struggle to provide meaningful age appropriate reading and writing instruction to your students with significant cognitive delays? In this workshop, teachers will discover and observe strategies that will address ways in which *all* students can become literate.

PICK ONE OF TWO DATES AVAILABLE:

JUNE 27, 2018 - Workshop #78861 - ESC Cameron Room

JULY 18, 2018 - Workshop #78874 - ESC Cameron Room

8:30 a.m. - 3:30 p.m.

Online Registration at www.es1.net/staffdevelopment

Fee: No Fee

Contacts: gavalos@esc1.net or hvaguire@esc1.net

Region One ESC
1900 W Schunior Edinburg TX



Region One

EDUCATION SERVICE CENTER

'Students First'



Region One Education Service Center

TEACHING LITERACY



To Students with Significant Cognitive Delays

Do you struggle to provide meaningful age appropriate reading and writing instruction to your students with significant cognitive delays? In this workshop, teachers will discover and observe strategies that will address ways in which *all* students can become literate.

Workshop # PENDING

September 19, 2018

8:30 a.m. - 3:30 p.m.

Fee: No Fee

Embassy Suites Hotel

110 Calle Del Norte

Laredo, TX

Online Registration at www.esc1.net/staffdevelopment

Contacts: gavalos@esc1.net or hvaguirre@esc1.net

Region One ESC
1900 W Schunior Edinburg TX

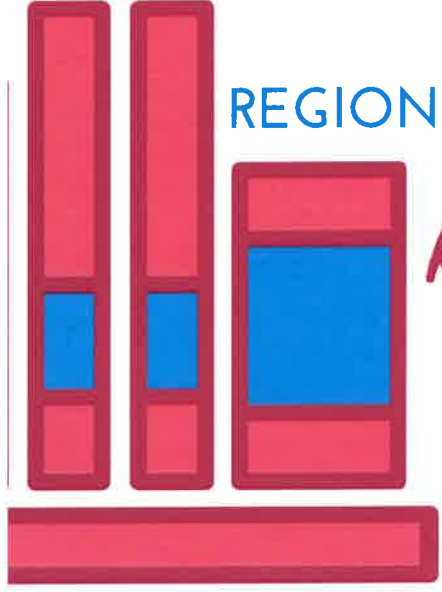


Region One

EDUCATION SERVICE CENTER

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REGION ONE ESC



Reading Academy

FOR
DIAGNOSTICIANS
AND
ASSESSMENT
PERSONNEL



WORKSHOP #84570

REGION ONE ESC-EDINBURG
HIDALGO ROOM

DATE: JULY 18-19, 2018

TIME: 8:30 AM TO 3:30 PM

AUDIENCE: DIAGNOSTICIANS, LSSPS,
ASSESSMENT PERSONNEL



***PARTICIPANTS MUST ATTEND BOTH DAYS
IN ORDER TO RECEIVE CREDIT

TOPICS TO BE COVERED:

AT FOR READING

DYSLEXIA

DYSGRAPHIA

LANGUAGE DEVELOPMENT

NO
FEE

CONTACTS

Brenda de la Garza

Assessment

Specialist

bdelagarza@esc1.net

(956) 984-6202

Hilda Aguirre

Program Assistant

hvaguire@esc1.net

REGISTER AT WWW.ESC1.NET/STAFFDEVELOPMENT



Region One
EDUCATION SERVICE CENTER
Students First

Attention New, First Year Special Education
Self Contained Unit Teachers!

Aligning Curriculum,
Instruction and Assessment
for Students with
Significant Cognitive Delays

PICK ONE OF THE FOLLOWING
DATES:

JULY 26, 2018 - WS# 78844

DECEMBER 4, 2018 - WS# 78849

8:30 A.M. - 3:30 P.M.

FEE: NO FEE

Online Registration at:

www.esc1.net/staffdevelopment

Contacts: gavalos@esc1.net or hvaguire@esc1.net





The Autism Helper.

DATA COLLECTION: MAKING IT EASY AND USEFUL

20

NO MATTER HOW GREAT YOUR DATA SYSTEM IS - IF IT IS TOO COMPLICATED, YOU WON'T USE IT. IN THIS SESSION, LEARN HOW TO CREATE SPECIFIC AND INDIVIDUALIZED DATA SHEETS IN A FAST AND SIMPLE WAY. ONCE YOU HAVE ALL THIS DATA, YOU NEED TO KNOW WHAT TO DO WITH IT. MAKING DATA BASED DECISIONS IS CRITICAL IN DETERMINING IF PROGRESS HAS BEEN MADE. FINALLY, LEARN HOW TO WORK WITH YOUR STAFF SO DATA IS TAKEN CONSISTENTLY ACROSS ALL AREAS OF YOUR CLASSROOM!

July 24, 2018

Workshop # 79550

Fee: No Fee

8:30 a.m. - 3:30 p.m.

Region One ESC - Hidalgo/Cameron Room

Online Registration at:

www.esc1.net/staffdevelopment

Contacts: gavalos@esc1.net or

hvaguirre@esc1.net



20

+

struggling in math?
I can help you with
these courses:

PHYSICS

TRIGONOMETRY

ALGEBRA 1 & 2

PRE-CALCULUS

EMAIL OR CALL ME AT:

=

anna +559-612-7709
annamath@gmail.com

5

%

x



Region One
EDUCATION SERVICE CENTER
'Students First'

Region One ESC - 1900 W Schunior Edinburg Texas

Limited
Seating
Available,
Sign Up
Today!



STAAR ALTERNATE 2 CONSIDERATIONS BEFORE, DURING AND AFTER THE ASSESSMENT

Pick **one** of the following dates:

- * WS# 79270 - September 20, 2018 -- Cameron Room *New Teachers Only
 - WS# 79271 - October 24, 2018 -- Cameron Room *Half Day P.M. Session
 - WS# 79275 - November 29, 2018 -- Webb Room *Half Day P.M. Session
 - WS# 79276 - December 12, 2018 -- Webb Room *Half Day P.M. Session
- Fee: No Fee

Online Registration at www.esc1.net/staffdevelopment
For information, contact: gavalos@esc1.net or hvaguire@esc1.net



Region One
EDUCATION SERVICE CENTER
'Students First'

Region One ESC - 1900 W Schunior Edinburg Texas

Limited
Seating
Available,
Sign Up
Today!



STAAR ALTERNATE 2

Pick **one** of the following dates:

- * WS# 79270 - September 20, 2018 -- Cameron Room *New Teachers Only
 - WS# 79271 - October 24, 2018 -- Cameron Room *Half Day P.M. Session
 - WS# 79275 - November 29, 2018 -- Webb Room *Half Day P.M. Session
 - WS# 79276 - December 12, 2018 -- Webb Room *Half Day P.M. Session
- Fee: No Fee

WS# ***** - November 8, 2018 -- Laredo Area Teachers Only
Laredo Embassy Suites
110 Calle del Norte
Laredo, TX
Fee: No Fee

Online Registration at www.esc1.net/staffdevelopment
For information, contact: gavalos@esc1.net or hvaguire@esc1.net



EVIDENCE BASED STRATEGIES FOR THE EDUCATION OF STUDENTS WITH DOWN SYNDROME

The purpose of this training is to educate and support staff working with students who have down syndrome. This training will: summarize common characteristics of students with Down Syndrome and how those characteristics may affect learning, review least restrictive environment and inclusionary practices, and identify strategies for teaching academic, functional and behavioral skills.

WORKSHOP#:86218

OCTOBER 30, 2018

8:30 AM - 3:30 PM

FEE: NO FEE

**REGION ONE ESC - CAMERON ROOM
1900 W SCHUNIOR EDINBURG TX**

**INTENDED AUDIENCE:
PARENTS, GENERAL EDUCATION TEACHERS, ALL SPED PERSONNEL
WORKING WITH STUDENTS WITH DS.**

**CONTACTS: GAVALOS@ESC1.NET OR HVAGUIRRE@ESC1.NET
REGISTER AT WWW.ESC1.NET/STAFFDEVELOPMENT**



Region One
EDUCATION SERVICE CENTER
"Students First"



EVIDENCE BASED STRATEGIES FOR THE EDUCATION OF STUDENTS WITH DOWN SYNDROME

The purpose of this training is to educate and support staff working with students who have down syndrome. This training will: summarize common characteristics of students with Down Syndrome and how those characteristics may affect learning, review least restrictive environment and inclusionary practices, and identify strategies for teaching academic, functional and behavioral skills.

WORKSHOP#: 84473

OCTOBER 16, 2018

8:30 AM - 3:30 PM

FEE: NO FEE

EMBASSY SUITES HOTEL

110 CALLE DEL NORTE

LAREDO, TX

**INTENDED AUDIENCE:
PARENTS, GENERAL EDUCATION TEACHERS, ALL SPED PERSONNEL
WORKING WITH STUDENTS WITH DS.**

**CONTACTS: GAVALOS@ESC1.NET OR HVAGUIRRE@ESC1.NET
REGISTER AT WWW.ESC1.NET/STAFFDEVELOPMENT**

Special Education **Literacy** Project



Frequently Asked Questions:

- What is the cost and number of participants you will accept?
The cost per person is a \$100 with a year-long commitment; limited to 24 participants in each group (one group for teachers, one for administrators). Restrictions apply.
- Who is the intended audience?
Campus principals, elementary reading resource teachers, inclusion teachers, bilingual program & general ed. teachers.
- What's in it for me? You will receive 60-64 CPE credits (or more) earned in one year; most trainings will be trainer-of-trainers and you will receive materials to turn around the training at your school or district; Google Classroom networking opportunities; on-site assistance as needed; opportunity to present at end-of-program conference; create a personal reading portfolio.
- What is the fine print? There will be no substitutions for participation-no one can attend in your place; fee is non-refundable.

Project Purpose

The purpose of the Special Education Literacy Project is to empower cohorts of teachers and administrators to learn about evidence-based practices *beyond* the five components of reading. Knowledge of the five components of reading is of essence for all elementary teachers, however there are additional layers to consider for each reading component.

When students are exhibiting reading difficulties, in-depth knowledge of the sub components of reading is required of educators to be able to effectively detect, informally diagnose, and intervene properly.

Region One Texas Academic Performance Reports (TAPR) show a

consistent gap in the performance of students receiving special education services and their non-disabled peers.

This project aims to change that. With concentrated and properly sequenced training in the five components of reading, explicit demonstration, guided practice and specific feedback, teachers and administrators will develop the skills necessary to begin to close the learning gaps of students who struggle with reading.

Teachers will train with teachers and administrators will train with administrators. The goals are to create opportunities for members of each group to learn in a supported environment that is commensurate with your campus role.

Dr. Jannette Reyes
Diana Saenz

Email: jreyes@esc1.net
Email: dsaenz@esc1.net

Tel 956.984.6175
Tel 956.984.6129



"The best intervention is effective instruction."
-National Reading Panel, NR



Session Title/Number of Days/CPE Credits	Session Description	Session Outcomes
<p><i>*Effective Instruction for Elementary Struggling Readers Institute</i></p> <ul style="list-style-type: none"> • 3 Days; • 18-22 CPE Credits 	<p>In this 3-Day state-developed academy, you will learn about the 5 components of reading, including the subcomponents of reading. The goal of this academy is to acquaint you with the <i>Adaptations Framework</i> to support the use of differentiation in the Tier 1 setting.</p>	<p>After attending this academy, you will be able to determine the best entry point of instruction and/or intervention for students who struggle with reading. You will also be able to refine your knowledge of the <i>Adaptations Framework</i> and quickly evaluate if a struggling reader is benefitting from instruction and be able to make efficient decisions whether to stay the course or to try something different.</p>
<p><i>Comprehension Strategies for Struggling Readers</i></p> <ul style="list-style-type: none"> • 1 day; • 6 CPE Credits 	<p>In this session you will learn over 10 instructional strategies to support students with reading comprehension. All strategies will be demonstrated with a STAAR released passage. The day will involve hands-on/minds-on demonstration and learning. This is a trainer-of-trainer's session.</p>	<p>The purpose of this session is to show you there are options to teaching students to prepare for reading comprehension tasks. You will learn that for some students, choice in the strategy they will use will result in increased use of that strategy. For other students, the strategy will be prescribed. The goal will be to empower you to turn around this training at your campus or district.</p>
<p><i>Supporting Students with Reading Difficulties in Grades 4 and Up</i> ½ day; 3 CPE Credits</p>	<p>In this session you will take some of the elements from the 3-day struggling readers academy and concentrate these efforts for older struggling readers in grades 4 and up. This is a trainer-of-trainer's session.</p>	<p>An outcome of this session is that you will be able to assist teachers at your campus to structure tutorials, Saturday school, and/or intervention settings to best accelerate student learning and make more efficient use of intervention instruction to motivate the older learner.</p>
<p><i>Literacy Centers to Support Early Instruction in Reading</i> ½ day; 3 CPE Credits</p>	<p>In this session the goal is to access and explore evidence-based literacy center materials for the use in Tier I and Tier II instruction. This is a trainer-of-trainer's session.</p>	<p>The goal of this session is to provide you with hands-on/minds-on learning experience to impress upon you the importance of providing ready-to-make resources for your teachers to increase fidelity of use.</p>
<p><i>Using Curriculum-Based Measurement (CBM) in Spelling, Mathematics, and Written Expression</i> 1 day; 6 CPE Credits</p>	<p>In this session you will how to administer CBM assessments and conduct an error analysis of each assessment to properly determine the recommended rate of improvement (ROI) for struggling learners. This is a trainer-of-trainer's session.</p>	<p>After attending this session, you will understand the importance of tracking student progress, including tracking the amount and <i>type</i> of errors students are making in their daily work. This knowledge will help to inform your instruction and make more effective use of the data that are generated by these assessments.</p>
<p><i>Assessing for Reading Difficulties Using the DIBELS Next</i> 2 days; 12 CPE Credits</p>	<p>The DIBELS <i>Next</i> is a state-approved assessment that is free and can be used as a primary or secondary layer of assessment for struggling readers. You will learn how to administer these assessments and how to use the data for improving classroom instruction.</p>	<p>The data gathered from these assessments are a direct result of one-on-one assessments. With this direct administration, you will begin to make connections between all prior learning in this project and begin to see a clearer picture of how knowledge of the five components (and sub components) of reading is critical in reading any results of BOY, MOY, or EOY testing.</p>
<p><i>Assessing for Reading Difficulties Using the IDEL (Spanish); 2 days; 12 CPE Credits</i></p>	<p>The purpose of this session is to learn how to administer the Spanish version of the DIBELS <i>Next</i>.</p>	<p>The session outcomes are the same as described above for the DIBELS <i>Next</i> assessment.</p>

**EDUCATION SERVICE CENTER REGION I
SPECIAL EDUCATION LITERACY PROJECT
2018-2019 COMMITMENT**

DRAFT
Pending dates, times, locations.
Do not submit this form.

Applicant's Name _____

Campus Name and District _____

Cu. _____
Assignment _____

The above listed district agrees to participate in the Special Education Literacy Project with Education Service Center, Region 1 during the 2018 - 2019 school year.

Description:

The Special Education Literacy Project has 8 primary service goals:

1. Increase reading performance of students with disabilities or of students with reading difficulties not receiving special education services;
2. Increase knowledge for effective teaching practices in the five components and sub components of reading;
3. Increase knowledge of curriculum-based measurement (CBM) to use as an informal measure for assessing for reading difficulties and for establishing progress monitoring goals;
4. Provide support for the campus administrator, special education, bilingual program, and general education program staff in using adaptations to differentiate instruction in Tier 1 settings;
5. Identify appropriate strategies and interventions for struggling learners before a referral for a special education program is made;
6. Review practices used in general education, including student support interventions such as tutorial, remedial, compensatory, response to intervention and other academic or behavior support services to reduce the number of inappropriate referrals of certain student groups in the special education program;
7. Improve the quality of service provided to all students, particularly those students who have a history of failure or retention and are acquiring English as a second language; and
8. Improve the quality of campus reading instruction by promoting school-wide literacy efforts.

Education Service Center, Region I agrees to:

- Provide tools and training to client to improve planning for, and evaluation of, reading instruction supports to schools serving diverse student populations.
- Provide professional development aligned with Chapter 110, the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading.
- Create networking opportunities in a Google Classroom setting.
- Provide on-site (or via Zoom) consultation and technical assistance, on an as-needed basis.
- Evaluate the effectiveness of participation in project.

Each participant agrees to:

- Make a good faith effort to attend all scheduled sessions, in full, with no late arrival or early dismissal.
- *Attend the foundations training (*Effective Instruction for Elementary Struggling Readers Institute*) in full, to proceed with the remaining sessions included in the project.
- *Actively* participate in the face-to-face sessions by interacting with peers.
- Establish a consistent presence in the Google Classroom setting, posting a minimum of 8 times during the project.
- Permit the Education Service Center Region I Education Specialists to provide on-site visits to the campuses and classrooms, as appropriate.
- Turn around at least two (2) trainer-of-trainer sessions at your campus or district within one year of receiving the training.
- Use data to determine the effectiveness of participation in the project.
- Participant agrees to create a portfolio (physical or electronic) of trainings attended as part of this project.
- Participant agrees to present at an end-of-project conference any information learned during the project.
- Refrain from use of personal electronic devices for purposes outside of material being presented.

Other:

- Participants missing more 2 or more trainings will be dismissed from the project without a refund.
- Make-up sessions will be provided at the discretion of the trainers.
- Materials for sessions missed will not distributed. Participants must attend the trainer-of-trainer sessions to receive the corresponding materials.
- Participation in the project is non-transferrable; participants may not send another person in their place.

I agree to these terms for participation in the Special Education Literacy Project.

Applicant's Signature and Date

Applicant's Printed Name

Donna I.S.D. 5th Annual Autism Symposium



Saturday May 5, 2018

Donna North High School

7250 North Valverde Road Donna, Texas 78537

8:00 a.m. – 3:00 p.m.



Art Gallery



Art Contest



Student Performances

Breakfast

Lunch

Informational Booths

Free Child Care