Special Education Directors' Meeting

April 18, 2019
9:00am – 12:00pm
Region One ESC

AGENDA

- Welcome
- TEA Monitoring Update/Stakeholders Forum
- Assistive Technology PEIMS Update
- Charting the Course
- Residential Facility Tracker/SPP 14 Champions
- Special Education IDEA-B Consolidated Grant
- ECI VI Services
- Program Staff

1. Early Childhood – *Juanita Lovejoy*
2. Parental Involvement – *Elizabeth Alvarez*
3. Behavior Management – *Claudia Garcia*
4. Low Incidence Disabilities – *Graciela Avalos*
5. Assessment – *Rosario Nava*
6. Assistive Technology – *Vanesa Villagran*
7. Autism – *Terri McGinnis*
8. Disproportionality/Equity in Education - *Dr. Jannette Reyes*
9. Progress in the General Curriculum – *Diana Saenz*
10. Visual Impairments – *Twinkle Morgan*
11. Transition – *Noelia Perez*
12. ESC Liaison – *Dr. Carol Campos*
13. Coordinator – Brenda De La Garza

On-Site Review Questions

Special Education Teacher

1. Is a continuum of special education services available on your campus?
2. Please describe how an ARD committee determines which instructional setting is best for a student? What data sources are used for decisions?
3. Please describe how you monitor student progress.
4. What specific modifications and/or accommodations (instructional and/or testing) are routinely provided for students?
5. If a student has Assistive Technology (AT) included in their current IEP, have you received training in AT, and accessing AT resources?
6. What systems are used to ensure that all relevant portions of a student's IEP are reviewed/provided to all staff members that work directly with (student)?
7. Who monitors to ensure that IEPs are implemented as designed? How do you ensure that IEPs are implemented as designed?
8. Please describe how you are included in curriculum training and are involved in planning with content and grade level teachers.
9. Please describe the methods of documentation used to evidence the implementation of IEPs?
10. Please describe the ARD/LPAC collaboration process and the expectations for ensuring that the instructional needs of students who receive special education services and who are ELs are addressed.
11. Describe the interim assessment process on your campus. How do you use this information in planning instruction for students?
12. Does (student) have a Behavior Intervention Plan (BIP) in place? What triggered developing a BIP for the student? (Did you participate in the ARD?) Current Data: Has this student had any discipline referrals this school year? If so, how many referrals have been made? Behavior pattern? How are you implementing and monitoring (student's) BIP? (This is in reference to a case study)
13. Please describe the methods of documentation used to evidence the implementation of IEPs?
14. In general, students with IEPs participate in general education classes with students without disabilities to the maximum extent possible.
15. Describe collaboration with the general education inclusion staff which takes place to review student needs and interventions.
16. How many students with IEPs are assigned to you for instruction/ Case Management?
17. Do you and the general education teacher communicate effectively to achieve the student's annual goals and objectives.
18. Are Behavior Intervention Plans developed by the ARD committee shared with the student's general education teachers by the date documented in the ARD paperwork?
19. How are you made aware of the discipline procedures applied to students with disabilities?
20. How do you prepare to attend ARD meetings? Are you prepared with information to develop student goals and classroom modifications?
21. Do parents generally attend ARD meetings?

General Education Teacher

1. How do special education teachers support/assist you in serving students with disabilities?
2. What is the process for informing general education teachers which students receive special education services and accommodations?
3. Who is primarily responsible for tracking progress (IEP, state and district assessment?
4. Is there a process for you to provide feedback for ARDs?
5. Who do you refer to when you have a question about a student receiving special education support?
6. Please describe your level of involvement in educational planning for students in your classes with disabilities.
7. What strategies and programming are available to students with reading difficulties?
8. How effective is the training provided on meeting the needs of diverse learners (differentiated instruction) in general education classes?
9. How does administrative planning on campuses impact decisions about special education supports and programs for individual children on your campus?
10. How are (student) modifications implemented in the general education classroom?
11. Is (student) making progress in the general education classroom? (Reference to a case study)
12. Did you attend the ARD or have input into the goals and objectives developed for (student)? (Reference to a case study)
13. Is your input and information listened to and carefully considered by the ARD committee?
14. Are you aware of the student IEP and able to follow accommodations and modifications included?
15. Are the interventions developed by the ARD committee for students who receive special education services in your classes effective for improving outcomes?
16. Do you frequently collaborate with the Special Education staff regarding the needs of students with IEPs in your class?
17. Are you aware of the special discipline procedures applied to students with disabilities?
18. In order to plan and be prepared for ARD meetings, are you notified in advance?
19. If a student has Assistive Technology (AT) included in their current IEP, have you received training in AT, and accessing AT resources?

Principal

1. What steps are in place to ensure that teachers utilize state assessment data to develop Tier 1/core instruction and intervention?
2. How effective are the interventions used to increase passing rates for students who receive special education services on Reading and Math assessments?
3. How do you work with the BE/ESL/CTE/Special Education programs to provide support to students across program areas? Describe the coordinated efforts that are in place to address these needs.
4. Describe the range of program options for students with disabilities?
5. What training has been provided to staff to meet the needs diverse learners in the general education classroom, including behavior concerns?
6. How long have you been assigned to this campus?
7. If the building has special education self-contained classroom(s), how was the decision made to create classroom/s in your district/building?
8. What factors are reviewed to determine placement into a general education classroom vs. a more restricted setting?
9. What actions are being taken by campus to mitigate barriers?
10. How effective is the programming available for general education and special education reading instruction?
11. Does the instructional staff have a common planning time to meet and plan for students with disabilities? If so, what is the organization for the planning time and how do you judge program success?
12. How does the campus provide support to parents and students enabling students with disabilities opportunities to participate in extracurricular programs? What are the concerns about programming and training needs?
13. How are families made aware of instructional supports and of differentiation/accommodations/modifications provided for their child?
14. Describe the effectiveness of the collaboration with parents and organizations related to special education, e.g. local task force, parent advocacy groups, and PTA.

English Learner Teacher

1. To what extent is there common planning time available within the typical school week for teachers of English Learners, general education teachers and special education teachers to meet and jointly plan/ problem-solve issues about curriculum and instruction?
2. Are there barriers to successfully including ELs with IEPs within your school's general education classrooms?
3. Do you adapt and modify the general education curriculum based on the student's current IEP?
4. What supports for bilingual/EL school personnel are included in the student's current IEP, has the LEA provided those supports?
5. Do you feel you have enough time to collaborate with the special education teacher to meet this student's needs?
6. What methods are utilized to help students needing both Special Education support and second language acquisition program support?
7. Is the current IEP appropriate to meet this student's educational needs?
8. When a student with a disability is included in your class do you have the opportunity to attend or provide information to the ARD committee?
9. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom for students who receive special education services and who are also ELs?
10. If a student has Assistive Technology (AT) included in their current IEP, have you received training in AT, and accessing AT resources?
11. How do you determine the student programming when the student's primary language is a language other than English and the student also requires special education services?
12. How are schedules determined for students who receive special education services and who are ELs?

Counselor

1. Who ensures that the required services are provided for students who require special education?
2. What is your role in addressing the dropout/graduation rate?
3. What credit recovery opportunities are offered?
4. How are students made aware of pathways and educational opportunities?
5. How do students receiving special education services acquire information about graduation plans, and how is the information reviewed in the ARD meeting?
6. How are schedules determined for students who receive special education services and who are ELs?
7. Do special education teachers have access to the Personal Graduation Plan?
8. Did you attend the annual ARD meeting for this student or have the opportunity to provide input? (Reference to a case study)
9. How do you support students who receive special education services on your campus to ensure they experience positive outcomes?
10. How do you support mental health needs for students who have a Behavior Intervention Plan (BIP)?

Student

1. Do you feel you are provided enough support with your IEP?
2. Are you satisfied with your special education supports and services?
3. How much time do you spend with students who do not have disabilities?
4. Do you participate in sports, choir, band, P.E., or other school activities outside of school hours?
5. Did you attend your last annual ARD meeting?
6. Have you ever attended an ARD meeting?
7. When you attend ARD meetings, do you feel prepared to participate in planning your future education plan?
8. Do you feel your goals and objectives are preparing you for what you want to do when you graduate?
9. Do you plan to enroll in college or training program after graduation?
10. Do your accommodations and modifications help you succeed in your classes?
11. Are your teachers knowledgeable about your accommodations and modifications?
12. How often is additional assistance available if you are not passing your classes?

Parent

1. Were you invited to participate in your child's most recent ARD meeting? Was the meeting scheduled at a time you could attend? Do you feel the committee encouraged you to give input?
2. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?
3. If your child is age 14 or older, were they invited to participate in the ARD meeting for transition planning?
4. In the most recent ARD meeting, were there recommendations to removal (child's name) from the general education classroom for any part of the school day?
5. If yes, what reasons were discussed for recommending removal?
6. In your opinion, is (child's name) benefiting from participation in the general education classroom?
7. If yes, in what ways?
8. When all students in the school receive a report card, do you also receive a progress report on your child's IEP goals?
9. Does your student's school district/charter school invite parents to trainings offering information on research based best practices, supplementary aids and services, differentiated instruction and modifying the general education curriculum?
10. Are you satisfied with your child's overall special education program?
11. Is your child's IEP meeting their needs?
12. Have all services outlined in the IEP have been provided?
13. Are the modifications and accommodations in the IEP effective for your student?
14. Do you feel the administrators and teachers encourage you to give input and express concerns at the ARD meetings?
15. Are your concerns discussed and documented in the ARD meeting?
16. If required ARD members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing excusing them?
17. Did the ARD committee consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports from school personnel?
18. When do you receive a copy of your child's ARD paperwork?
19. Does your child have the opportunity to participate in school sponsored activities such as field trips, assemblies and social events (dances, sports events)?
20. Do your feel your child is progressing toward their IEP goals as outlined in the last ARD meeting?
21. Do you know who to contact if you have questions or concerns about your child's IEP?

Superintendent

1. How do you monitor and evaluate the Special Education program? From whom and how often do you get updates on these programs?
2. How many students are enrolled in your LEA?
3. How many students who qualify for special education services are enrolled your LEA?
4. Does your LEA contract for special education programs, related services, and/or other services? If yes, describe.
5. Describe your collaboration with parent organizations (general education and special education), e.g. local task force, parent advocacy groups, and PTA.
6. Describe how your LEA provides supports to enable students with disabilities to participate in extracurricular programs.
7. Describe how general education teachers are provided with training and assistance to enable them to implement academic and behavioral supports in their classes.
8. Describe the strengths/weaknesses of the programs and services provided for students with disabilities by your LEA.
9. What is the process for notifying the public of the district's responsibility to identify, locate and evaluate children with disabilities? (Child Find)
10. Describe the organizational structure of the special education program in your LEA.
11. What are the major trends in enrollment data (e.g. major increases or decreases in either overall student population, and/or students with disabilities)? If any, please describe.
12. On a scale of 1-10, rate the role of the building principal in administering and operating special education programs, overall and day-to-day.
13. How do you plan for the assignments of special education teachers and paraprofessionals in your district?
14. Is the district's RtI/MTSS program/process effective in improving reading and math skills?
15. Please identify the universal screeners used by your district/campuses.
16. How are parents included in planning for their student's education?
17. What community outreach activities does your LEA engage in to include participation of parents of students with disabilities?

Special Education Director

1. Please share all programs under your supervision.
2. Describe the special education program in your LEA. When do you attend ARD meetings in your role as Special Education Director?
3. Describe the training which has been provided during this current school year related to special education to both general and special educators?
4. Provide an overview of how you communicate initiatives and expectations with SPED staff and campus administrators?
5. How are you made aware of program/campus needs, and how do you address those needs?
6. Does your LEA facilitate "in house" monitoring activities? If so, how do you address the findings?
7. Are SPED teachers included in curriculum training and involved in planning with content and grade level teachers? If so, please describe the collaboration with general education teachers.
8. Describe how the SPED department has specifically addressed possible noncompliance.
9. What systems are in place to ensure compliance with federal/state legal requirements including evaluation timelines?
10. Describe the district's RTI/MTSS program/process currently being implemented in your district. Is it Board approved?
11. Describe the system used by the student support team to progress monitor? Who is expected to be on the progress monitoring teams?
12. Describe how your SPED and BE/ESL teachers collaborate. Are SPED teachers included in trainings such as Sheltered Instruction, ELPS, etc.?
13. Please describe district policy adherence to required ARD and evaluation timelines.
14. What pre-referral interventions and strategies are available to support struggling students before referral for special education services?
15. Describe the district decision-making process that ARD committees implement, specific to determining inclusion support.
16. Please describe how you work with campus administrators to address special education concerns at their campus
17. Please describe your tracking system for monitoring the 10-day rule for students with disabilities. Please describe the discipline program or system on your campus and any training related to discipline or classroom management that has occurred in the last two years. Please describe how SPED administrative staff works with campus administrators specific to discipline issues. How many students receiving special education services have been placed in a DAEP this year?
18. How are SPED services provided in the ISS setting? And the DAEP setting? Who monitors this? How is it documented?
19. How does the Special Education Department and the administrative staff determine the special education programs available at individual campuses?
20. Is there a residential facility in the geographic boundaries of the district? (psychiatric hospital, juvenile detention or correctional facility)
21. How frequently do you or your staff conduct observations or walkthroughs at campuses?

Curriculum & Instruction Personnel

1. Describe the most recent initiatives being implemented in your district.
2. What initiatives are in place to improve student performance for your special populations?
3. Were the causal and instructional factors for low performance identified?
4. How confident are you that the curriculum is being implemented in each classroom with fidelity?
5. In what setting do general and special education teachers discuss student data and make intervention plans?
6. Does the district have effective processes/procedures to monitor student progress and the effectiveness of interventions across campuses?
7. What pre-referral interventions and strategies are available to support struggling students before referral for special education services?
8. What supports are in place to support the drop-out, graduation, and diploma rates?
9. What do you hope to see as a result of this on-site visit?
10. How often and by whom is programming monitored? Do you visit the campuses to monitor the implementation?
11. How is information shared with parents about curriculum options and initiatives?
12. What are the major trends in enrollment data, i.e. major increases or decreases in either overall student population, and/or students with disabilities? If so, describe.
13. Describe the professional development that your LEA has provided to staff this instructional year (e.g. training for RtI, Differentiated Instruction, Sheltered Instruction, ELPS, and SPED state assessment determination, etc.).
14. Rate the collaboration between BE/ESL, special education, general education and CTE teachers.
15. Please describe the RtI/MTSS program/process implemented in your district.
16. What universal screeners and interventions used by your district/campuses?
17. Are RtI/MTSS efforts/interventions making positive differences for students? What data is reviewed to determine if interventions/strategies are helping students?
18. Please describe how the district involves parents in the RTI/MTSS process.

Bilingual Education Director

1. Describe the program model sued for the ELs in your district.
2. What EL strategies do you utilize?
3. Have teachers been trained in ELPS/sheltered English strategies? Who provided the training? When?
4. How does the LEA serve students whose families deny EL services?
5. How does the LEA transition ELs?
6. Who ensures that all ELs are receiving required services? What is the process for ensuring services?
7. List the reading programming used to instruct ELs with reading difficulties.
8. What interventions are available for secondary ELs?
9. What methods are utilized to help students needing both special education support and second language acquisition program support?
10. What training is offered regarding how to differentiate instruction and modify the curriculum for students that are both EL and SPED?
11. How are schedules determined for students who receive special education services and who are ELs?

Successful Transition to Employment after High School- Charting the Course

Two Locations Edinburg & Laredo

FREE EVENT

Times:

8th grade: 9 am - 11 am

12th grade: 1 pm - 3 pm

8th grade:
Learn strategies for finding a job

Intended Audience:

8th and 12th graders with disabilities and their parents/guardians

12 grade:
Learn skills to prepare for a successful interview

Parents:
Learn about self-advocacy skills for your child

Laredo Location:

Saturday, April 27, 2019

Texas A&M University– WHT Building

5201 University Boulevard

Laredo, TX 78041

Workshop # 110137

Edinburg Location:

Saturday, May 4, 2019

Region One ESC

1900 W. Schunior

Edinburg, TX 78541

Workshop # 102961

Register at :

Bit.do/chartingthecourse1

or Region One Workshop site   www.esc1.net/staffdevelopment

or contact: Noelia Perez, Angelica Hinojosa or Perla Pulido

Contact: Noelia C. Perez (956) 984-6164, Angelica Hinojosa (956) 984-2009, Perla Pulido (956) 984-6264

Having trouble viewing this email? View it as a Web page.

TEA

Texas Education Agency

News Bulletin

Department of Contracts, Grants and Financial Administration
April 15, 2019

TEA announces the release of the new Contacts page on eGrants. This new feature will allow each LEA to enter their contacts to be used in the grant applications, compliance reports and special collections. The contacts listed should be individuals who are the primary, secondary or authorized officials and may be contacted by TEA with questions related to the eGrants submission.

LEAs can access the Contacts page by doing the following:

1. Log into eGrants;
2. Click on Contacts on the menu bar.

Contacts have been prepopulated into eGrants from the following 2018-2019 grant applications:

- ESSA Consolidated Federal Grant Application;
- Special Education Consolidated Grant Application;
- Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application; and
- Title I, Part B Carl D Perkins Institutions Grant Application.

LEAs are highly encouraged to review the prepopulated contacts and edit, delete or add current contacts.

The Contacts page is dynamic and there is no due date.

Questions can be emailed to grants@tea.texas.gov.

ëGrants
TEXAS EDUCATION AGENCY
SAS#: XXXXXXXX

Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

<Name of Grant Program>

Instructions

<Program Description>
SC5003 – Formula Grants Consolidated Schedule

Help

Part 1: Equitable Access and Participation

Indicate below whether any barriers exist to equitable access and participation for any groups that receive services funded by ESSA, Perkins or Special ED grants.

○ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by any grant within this application.

○ Barriers exist to equitable access and participation for the following groups receiving services funded by any grant within this application, as described below.

Barriers	
Group	**Description**
☐ 1. [▼]	[ ]

Add Line   **Remove Line**

Part 2: Guidelines, Provisions and Assurances, and Certifications

A. General Guidelines, Provisions and Assurances, and Lobbying Certificate

General and Fiscal Guidelines

General Provisions and Assurances

Debarment and Suspension

1. Does this organization spend non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below?
   ○ Yes   ○ No

2. Select the appropriate program(s) for the Lobbying Certification.

   ☐ ESSA   ☐ Perkins   ☐ Special Education

   The Lobbying Certification should be attached to the selected grant application during original submission.
   Instructions for completing and attaching the Disclosure of Lobbying Activities form.
   - Print and sign the form.
   - Scan the signed form and save it to your desktop.
   - Click the **Attach Files** icon on the Table of Contents page of each applicable eGrants application to attach your signed form.

   Lobbying Certification

B. Program Specific Guidelines and Provisions and Assurances

ESSA	**Perkins**	**Special ED**
Program Guidelines	**Program Guidelines**	**Program Guidelines**
Program Specific Provisions and Assurances	**Program Specific Provisions and Assurances**	**Program Specific Provisions and**

C. Program Guidelines and Requirements Certification

☐ Checking this box certifies that this organization accepts and is in compliance with all the above-mentioned applicable guidelines and requirements.

Back   **Printable Version**   **Save**

eGrants
TEXAS EDUCATION AGENCY
SAS#: XXXXXXXX

Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

<Name of Grant Program>   **Instructions**

<Program Description>
SC5003 – Formula Grants Consolidated Schedule

Part 3: Certification and Incorporation

Certification and Incorporation Statement

I hereby certify that the information contained in this Special Collections Report is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to submit this data. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; provisions, assurances, and certification requirements; and the schedule submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official		Select Cont ▼		Add New Contact
First Name:	Middle Initial:	Last Name:	Title:	
Phone:	Ext:	E-Mail:		

Submitter Information
First Name:	Last Name:
Approval ID:	Submit Date and Time:

Only the legally responsible party may certify and submit this report.	Certify and Submit

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ēGrants Application
TEXAS EDUCATION AGENCY

	Organization:	County District:
	Campus/Site:	ESC Region:
SAS#: SPEDAA19	Vendor ID:	School Year: 2018-2019

2018-2019 Special Education Consolidated Grant Application

Program Description

PS3400 - Equitable Access and Participation

Barrier: Gang-Related Activities		Intended Beneficiaries of Strategies		
#	**Strategies to Overcome Barrier of Gang-Related Activities**	**Students**	**Teachers**	**Others**
C01	Provide early intervention.	☐		☐
C02	Provide counseling.	☐		☐
C03	Conduct home visits by staff.	☐		☐
C04	Provide flexibility in scheduling activities.	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities.	☐		☐
C06	Provide mentor program.	☐		☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	☐		☐
C08	Provide community service programs/activities.	☐		☐
C09	Conduct parent/teacher conferences.	☐	☐	☐
C10	Strengthen school/parent compacts.	☐	☐	☐
C11	Establish collaborations with law enforcement agencies.	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs.	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or an IHE.	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues.	☐	☐	☐
C99	Other:	☐	☐	☐

Barrier: Drug-Related Activities		Intended Beneficiaries of Strategies		
#	**Strategies to Overcome Barrier of Drug-Related Activities**	**Students**	**Teachers**	**Others**
D01	Provide early identification/intervention.	☐		☐
D02	Provide counseling.	☐		☐
D03	Conduct home visits by staff.	☐		☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	☐		☐
D05	Provide mentor program.	☐		☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	☐		☐
D07	Provide community service programs/activities.	☐		☐
D08	Provide comprehensive health education programs.	☐		☐
D09	Conduct parent/teacher conferences.	☐	☐	☐
D10	Establish school/parent compacts.	☐	☐	☐
D11	Develop/maintain community collaborations.	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs.	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or an IHE.	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues.	☐	☐	☐
D99	Other:	☐	☐	☐

Barrier: Visual Impairments		Intended Beneficiaries of Strategies		
#	**Strategies to Overcome Barrier of Visual Impairments**	**Students**	**Teachers**	**Others**
E01	Provide early identification and intervention.	☐		☐
E02	Provide program materials/information in Braille.	☐	☐	☐
E03	Provide program materials/information in large type.	☐	☐	☐
E04	Provide program materials/information in digital/audio formats.	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment.	☐	☐	☐
E06	Provide training for parents.	☐		☐
E07	Format materials/information published on the Internet for ADA-accessibility.	☐	☐	☐
E99	Other:	☐	☐	☐

eGrants Application
TEXAS EDUCATION AGENCY

SAS#: SPEDAA19

Organization:	County District:
Campus/Site:	ESC Region:
Vendor ID:	School Year: 2018-2019

2018-2019 Special Education Consolidated Grant Application

Program Description

PS3400 - Equitable Access and Participation

Barrier: Hearing Impairments		Intended Beneficiaries of Strategies		
#	**Strategies to Overcome Barrier of Hearing Impairments**	**Students**	**Teachers**	**Others**
F01	Provide early identification and intervention.	☐		☐
F02	Provide interpreters at program activities.	☐	☐	☐
F03	Provide captioned video material.	☐	☐	☐
F04	Provide program materials and information in visual format.	☐	☐	☐
F05	Use communication technology, such as a telephone device for the deaf (TDD)/relay.	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment.	☐	☐	☐
F07	Provide training for parents.	☐		☐
F99	Other:	☐	☐	

Barrier: Learning Disabilities		Intended Beneficiaries of Strategies		
#	**Strategies to Overcome Barrier of Learning Disabilities**	**Students**	**Teachers**	**Others**
G01	Provide early identification and intervention.	☐		☐
G02	Expand tutorial/mentor programs.	☐		☐
G03	Provide staff development in identification practices and effective teaching strategies.	☐	☐	☐
G04	Provide training for parents in early identification and intervention.	☐		☐
G99	Other:	☐	☐	☐

Barrier: Other Disabilities or Constraints		Intended Beneficiaries of Strategies		
#	**Strategies to Overcome Barrier of Other Disabilities or Constraints**	**Students**	**Teachers**	**Others**
H01	Develop and implement a plan to achieve full participation by students with other disabilities/constraints.	☐	☐	☐
H02	Provide staff development on effective teaching strategies.	☐	☐	☐
H03	Provide training for parents.	☐		☐
H99	Other:	☐	☐	☐

Barrier: Inaccessible Physical Structures		Intended Beneficiaries of Strategies		
#	**Strategies to Overcome Barrier of Inaccessible Physical Structures**	**Students**	**Teachers**	**Others**
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	☐	☐	☐
J02	Ensure all physical structures are accessible.	☐	☐	☐
J99	Other:	☐	☐	☐

Barrier: Absenteeism/Truancy		Intended Beneficiaries of Strategies		
#	**Strategies to Overcome Barrier of Absenteeism/Truancy**	**Students**	**Teachers**	**Others**
K01	Provide early identification/intervention.	☐		☐
K02	Develop and implement a truancy intervention plan.	☐		☐
K03	Conduct home visits by staff.	☐		☐
K04	Recruit volunteers to assist in promoting school attendance.	☐		☐
K05	Provide mentor program.	☐		☐
K06	Provide before/after school recreational or educational activities.	☐		☐
K07	Conduct parent/teacher conferences.	☐	☐	☐
K08	Strengthen school/parent compacts.	☐	☐	☐
K09	Develop/maintain community collaborations.	☐	☐	☐
K10	Coordinate with health and social services agencies.	☐	☐	☐
K11	Coordinate with the juvenile justice system.	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or an IHE.	☐	☐	☐
K99	Other:	☐	☐	☐
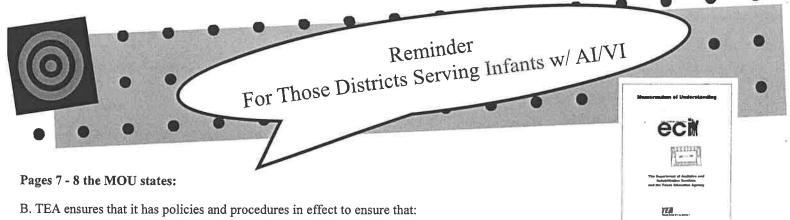
Schedule Status:				Application ID:	
ĕGrants Application TEXAS EDUCATION AGENCY	Organization:		County District:		
	Campus/Site:		ESC Region:		
SAS#: SPEDAA19	Vendor ID:		School Year: 2018-2019		

2018-2019 Special Education Consolidated Grant Application

Program Description

PS3400 - Equitable Access and Participation

Barrier: High Mobility Rates		Intended Beneficiaries of Strategies		
#	Strategies to Overcome Barrier of High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies.	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families.	☐		☐
L03	Establish/maintain timely record transferal system.	☐		☐
L99	Other:	☐	☐	☐

Barrier: Lack of Support from Parents		Intended Beneficiaries of Strategies		
#	Strategies to Overcome Barrier of Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	☐	☐	☐
M02	Conduct home visits by staff.	☐		☐
M03	Recruit volunteers to actively participate in school activities.	☐	☐	☐
M04	Conduct parent/teacher conferences.	☐	☐	☐
M05	Establish school/parent compacts.	☐	☐	☐
M06	Provide parenting training.	☐		☐
M07	Provide a parent/family center.	☐		☐
M08	Provide program materials/information in home language.	☐		☐
M09	Involve parents from a variety of backgrounds in school decision making.	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	☐		☐
M11	Provide child care for parents participating in school activities.	☐		☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities.	☐		☐
M13	Provide adult education with High School Equivalency test and/or ESL classes, or family literacy program.	☐		☐
M14	Conduct an outreach program for traditionally "hard to reach" parents.	☐		☐
M15	Facilitate school health advisory councils four times a year.	☐	☐	☐
M99	Other:	☐	☐	☐

Barrier: Shortage of Qualified Personnel		Intended Beneficiaries of Strategies		
#	Strategies to Overcome Barrier of Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel.	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups.	☐	☐	☐
N03	Provide mentor program for new personnel.	☐	☐	☐
N04	Provide intern program for new personnel.	☐	☐	☐
N05	Provide an induction program for new personnel.	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel.	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs.	☐	☐	☐
N99	Other:	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits		Intended Beneficiaries of Strategies		
#	Strategies to Overcome Barrier of Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits.	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	☐	☐	☐
P03	Provide announcements to local radio stations, newspapers, and other appropriate electronic media about program activities/benefits.	☐	☐	☐
P99	Other:	☐	☐	☐

ëGrants Application
TEXAS EDUCATION AGENCY

SAS#: SPEDAA19

Organization:	County District:
Campus/Site:	ESC Region:
Vendor ID:	School Year: 2018-2019

2018-2019 Special Education Consolidated Grant Application

Program Description

PS3400 - Equitable Access and Participation

Barrier: Lack of Transportation to Program Activities		Intended Beneficiaries of Strategies		
#	**Strategies to Overcome Barrier of Lack of Transportation to Program Activities**	**Students**	**Teachers**	**Others**
Q01	Provide transportation for parents and other program beneficiaries to activities.	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	☐		☐
Q03	Conduct program activities in community centers and other neighborhood locations.	☐	☐	☐
Q99	Other:	☐	☐	☐

Barrier: Other Barrier				
#	**Strategies to Overcome Barrier of Other Barrier**	**Students**	**Teachers**	**Others**
Z99	Other Barrier:	☐	☐	☐
	Other Strategy:			

Pages 7 - 8 the MOU states:

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

1. LEAs provide Part B evaluations and eligibility determinations;

2. LEAs provide Part B preschool special education and related services for children eligible under Part B;

3. LEAs **provide year-round hearing and vision services*** to children from birth to 36 months of age who have AI or VI;

4. LEAs provide transportation to children from birth through age two to enable them to receive hearing and vision services and will use, to the maximum extent allowable, all funds to which the LEAs are entitled under TEC, §42.155 in the delivery of transportation services;

5. LEAs provide interpreter services for children being evaluated for special education services and for ARD committee meetings; and

6. If an item is available through Federal Quota Funds and the Texas Instructional Materials Center for Students with Visual Impairments (TIMCVI), the LEA is responsible for ordering and maintaining the device. If it is not available through the TIMCVI, the ECI program is responsible for the purchase and maintenance of the device.

> * Contact Twinkle Morgan for more information or a list of TVIs and/or O&Ms that would contract for summer months
> 956-984-6165 or tmorgan@esc1.net

RTI 101 Leadership Academy

> **Description:**

This academy is intended for Region One service area district or campus level administrators including superintendents, directors, coordinators, principals, or assistant principals. This training is not intended for classroom teachers. The academy consists of 10 modules that gradually build your understanding of the RTI framework, including a basic understanding of the following: What is RTI? Why are so many students being "RTI-ed"? How does RTI differ from elementary to secondary? ...and much more!

This training will be provided in a logical sequence with analogies that will support your learning and retention of the content aligned to the Effective Schools Framework. You will also receive several tangible materials and have the opportunity to build a resource bank of related websites where free, high-yield, evidence-based materials can be accessed and shared. The intended outcomes of this 3-day academy are: (1) build your understanding of RTI, (2) help you lead RTI efforts effectively and efficiently, (3) understand the importance of data in RTI decision-making, (4) make connections between information learned and the professional development needs of your teachers, and (5) begin transitioning from RTI to MTSS. Participants must commit to 3 full days of training.

> **Academy Day 1:**
> Module 1: What is RTI?
> Module 2: Why are so many students being "RTI-ed"?
> Module 3: Why are so many students "stuck" in Tier ___?

> **Academy Day 2:**
> Module 4: Are our interventions research-based?
> Module 5: In elementary, how do I structure my reading block?
> Module 6: How does RTI differ from elementary to secondary?

> **Academy Day 3:**
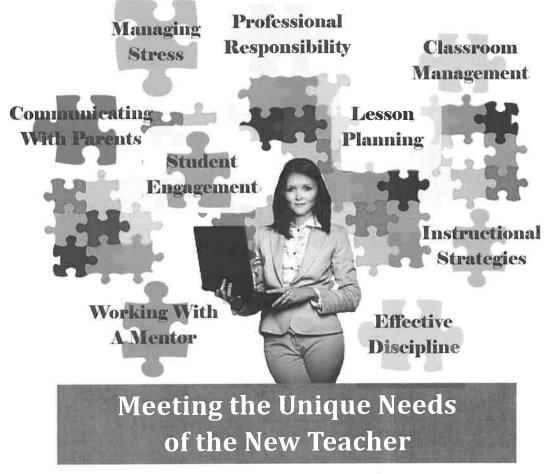> Module 7: How do we create entry/exit criteria for the tiers?
> Module 8: How do we structure our RTI meetings?
> Module 9: Teacher efficacy and RTI - the critical element
> Module 10: How do we transition from RTI to MTSS?

Click here to register now

New Teachers' Support Academy

Managing Stress

Professional Responsibility

Classroom Management

Communicating With Parents

Lesson Planning

Student Engagement

Instructional Strategies

Working With A Mentor

Effective Discipline

Meeting the Unique Needs of the New Teacher

FOCUS ON WHAT WORKS

DIFFERENTIATE EDUCATOR SUPPORTS

BUILD PRACTICAL PEDAGOGICAL FOUNDATION

ACCELERATE ACHIEVEMENT

TEACHING & LEARNING
REGION ONE EDUCATION SERVICE CENTER

What is the New Teachers' Support Academy?

Simply put, new teachers need support and professional development that meets their unique needs.

Development and retention of high quality teachers is a critical component ensuring high performing students, schools, and districts.

A high teacher turnover rate:
⇒ Costs time and money
⇒ Inhibits teacher productivity
⇒ Generates disparity in instructional quality
⇒ Results in teaching shortages in high need fields

Building a sustained system of new teacher supports minimizes teacher turnover and develops an educator talent pool that intentionally ensures students learn from a series of very good teachers.

Region One ESC is uniquely qualified to deliver that support!

New Teachers' Support Academy
Meeting the Unique Needs of the New Teacher

The New Teachers' Support Academy delivers assistance in a series of face-to-face professional development sessions that focus on the essential skills of teaching.

The five day academy provides full support for new teachers that includes focus, practice, and feedback to ensure they acquire the essential skills foundational to an effective classroom teacher.

Region One ESC, through its Center for Excellence in Teaching and Learning offers the **New Teachers' Support Academy** and the **Mentoring and Coaching Academy** to help area districts maximize student success while saving time and money. The Mentoring and Coaching Academy may be customized to meet district's needs. and may be delivered at your site!
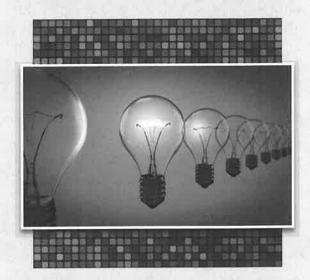
How is the New Teachers' Support Academy Designed?

New teachers will experience exceptional support through a series of five face-to-face sessions with activities and enhanced by online and print resources.

Critical areas of support include:
⇒ Effective teaching: managing time, space, and materials
⇒ Handling student discipline and working with parents
⇒ Instructional design and delivery
⇒ Learning and assessment for ALL students
⇒ Data-driven instruction and addressing learning gaps

Participants will share and network with fellow cadre members and will receive feedback from Region One ESC specialists.

Bright Ideas and Resources

Region One ESC will provide participants with access to high quality resources to be used in the sessions and in their classrooms. Participants will access some resources online and should bring internet capable devices with them as directed in the registration instructions. Making the best of bright ideas is one of the standards of great teachers!

TRANSFORMING TEACHING

New Teachers' Support Academy Schedule

Day 1-The Effective Educator Impacts Learning
New Teachers will focus on the essential skills of becoming an effective educator: high expectations, classroom management, and mastery learning for all students.

Day 2-Student Engagement through Effective Classroom Management
New Teachers will plan, prepare, and create a classroom culture responsive to student learning by using the critical elements of effective classroom management that include the management of time, space, materials, and behavior.

Day 3-Mastery Learning for All Students
New Teachers will recognize and understand how to maximize learning for all students by addressing student interest, learning profiles, and readiness. New Teachers will plan lessons that allow for student preferences, processing, and practice of fundamental skills and concepts.

Day 4-Learning and Assessment for All
New Teachers will learn and design quality assessment practices that address key conditions (formative, frequent, feedback and motivation) and improve student achievement.

Day 5-Closing the Achievement Gaps
New teachers will use data to make decisions and address learning gaps through the appropriate selection and use high yield instructional strategies that maximize learning for all students.

> "Classroom strategies are taught and modeled in the training for a real first-hand experience"
> J.O.—SISD

Registration, Fee, & CPEs

Fee: $550 per participant; Includes all five sessions, online networking and other resources.

CPEs: 30 for completing all sessions

Two Options for Fall 2019!

Workshop #109671 (Weekdays)
Day 1-September 12, 2019
Day 2-October 3, 2019
Day 3-October 17, 2019
Day 4-November 7, 2019
Day 5-December 5, 2019

Workshop #109672 (Saturdays)
Day 1-September 14, 2019
Day 2-October 5, 2019
Day 3-October 19, 2019
Day 4-November 9, 2019
Day 5-December 7, 2019

Location

All sessions held at:
Region One ESC-Edinburg
1900 W. Schunior 78541
Edinburg, TX
8:30 a.m.-3:30 p.m.

EVERY TEACHER COUNTS!

Audience

The academy is designed for teachers with less than 1 year of classroom teaching experience. Email us to learn more about how to offer this academy at your location.

Region One ESC Collaborates with Districts to Save Time and Money!

What Participants Say:

"I've started to apply various strategies that I've learned thus far and it has improved the dynamic of my teaching and classroom environment." RG

"The class content is well organized, and provides insightful strategies to navigate the first year classroom." NC

"The academy broadened my understanding of what being a teacher is all about." KH

"The book we received for this training will be an essential tool in my teaching." SA

"It was amazing because it showed us how to be an effective teacher and how to impact the lives of all the students through leadership and teamwork. Thank you so much!." JR

TEACHING & LEARNING
CENTER FOR EXCELLENCE

REGION ONE EDUCATION SERVICE CENTER

www.esc1.net/staffdevelopment

The <u>Center for Excellence in Teaching and Learning</u> operates from the Office of Curriculum, Instruction, and Assessment within the Division of Instructional, School Improvement, and College Readiness Support.

Additional services offered through the Center include:

> Lesson Study
> TEKS Resource System
> TX Bank One Item Bank
> Best Practices Conference
> Instructional Coaching

We appreciate that collaborative partnership and look forward to helping your district achieve success!

Region One Education Service Center

1900 W. Schunior
Edinburg, TX 78541
www.esc1.net

Contact Us to Learn More

Kelly VanHee, Administrator
Office of Curriculum, Instruction, and Assessment
(956) 984-6151   kkvanhee@esc1.net

Liana Martinez, Coordinator
(956) 984-6154   limartinez@esc1.net

Dalia Gracia, Program Assistant
(956) 984-6242   dgracia@esc1.net

MENTORING AND COACHING ACADEMY

Being an Effective Mentor of New Teachers

Mentors are part of a systemic induction plan to retain new teachers and increase the quality and commitment of all educators.

Why invest in this academy?

Mentors need support too! *This two day academy provides teacher mentors the content, process, and context for creating a system of support to best help them assist new teachers.*

Start out right with high quality tools, techniques, and resources! Improve mentor teachers' knowledge and skills while effectively and consistently supporting new teacher development!

Workshop#109675
Day 1– September 18, 2019
Day 2– October 9, 2019

Region One Education Service Center
1900 W. Schunior
Edinburg, TX
8:30 a.m.-3:30 p.m.
Fee: $225 per participant
CPEs: 12 hours for completing both days

Audience: District and School Administrators, Mentor Teacher Leaders, Mentor Teachers

This session is available for delivery at your location.

Contact us today to schedule your sessions!

Contact Us to Learn More:
Liana I. Martinez, Coordinator
limartinez@esc1.net
(956) 984-6154

Dalia Gracia, Program Assistant
dgracia@esc1.net
(956) 984-6242

TEACHING & LEARNING

WHAT IS A MENTOR?

Participants tell us:

"As a Mentor, it is always important to listen and also input ideas that will help new teachers."

"The role of the Mentor is to assist for the success of the students!"

"My goal as a Mentor is to ensure & reflect a positive experience & hope we are both successful."

"Mentors serve as a guide to their career. We can make it or break it."

"Mentoring a first year teacher is crucial to the success of our students!"

Session Content

Day 1

Teacher Induction Issues-Research and Rationale
- Cost of teacher turnover
- Why new teachers leave the profession

Needs & Characteristics of First Year Teachers (FYT)
- Who are they?
- What do they need?

Stages of Development
- Identifying where the FYT is on the stages of success

Categories of Support
- Identifying what type of support the FYT needs
- Case studies-mentors engage in hands-on "real-world" situations to practice/refine skills

Day 2

Mentor Qualities and Characteristics
- Identifying necessary characteristics qualified mentors possess

Mentor Selection
- Willing & able

Styles of Mentoring
- Levels of directness
- Mentoring approaches

Communicating with the FYT
- Practice effective communication
- Refine listening and speaking skills

Coaching and Feedback
- Refining coaching and feedback skills with case studies

Throughout the two days, mentors reflect on their own teaching and mentoring skills while collaborating with educators from across the region.

Mentors leave the academy better equipped and possessing new resources to support first year teachers.

TEACHING & LEARNING

The Center for Excellence in Teaching & Learning Support delivers a range of supports to meet every need at your site.

Whether through pre-scheduled workshops found in Region One ESC Professional Development System at www.esc1.net/staffdevelopment, or customized workshops and extended onsite services, you can rely on Region One ESC Centers for Excellence to provide high quality services based on research and evidence and delivered by expertly trained presenters.

Offerings include:
- New Teachers' Support Academy
- TEKS Resource System
- Instructional Coaching
- Annual Best Practices Conference
- TX Bank One Item Bank
- Customized workshops, assistance, and consulting

CONTACT KELLY VANHEE @ KKVANHEE@ESC1.NET TODAY TO START DESIGNING SOLUTIONS THAT WORK BEST FOR YOU!