Special Education Directors’ Meeting

May 17, 2018

Hello, May.
Special Education Specialists

Laurie Carey – Accountability, Child Find
Mari Garza – Vision, Speech, Parent
Christa Rasche – Secondary Transition
Dr. Kay Smith – LIDs, Early Childhood
Veronica Trevino – Behavior
Sonia Zyla - ESC Special Education Liaison
Veronica Brotherton- Progress in the General Curriculum and Assistive Technology

Jodi Ferguson, Associate Director
Linda Riddle, Administrator
Emergency Information

• Fire evacuation routes and rally points are posted at the exits.
• Follow the directions given by the Area Leaders.
• There are stairways at each corner of the building. Do not use elevators if the fire alarms are sounding.
• When you leave the building, please meet your presenter at the rally point so we can document that you have safely exited the building.
Agenda

Welcome
  • Regional Day School Program for the Deaf – Sandra Mayorga

Program Updates
  • Transition – update
  • PGC – new resources
  • Evaluation - new resource

Professional Developments

TEA Updates:
  • TEA: Corrective Action Response (April 23, 2018)
  • STAAR ALT-2 Requirements

Legal Hot Topics presented by
Regional Day School Program for the Deaf (RDSPD)

Sandra.Mayorga@ccisd.us
Phone: (361) 878-2684
Program Updates

Transition

Progress in General Curriculum (PGC)

Evaluation
PGC Statewide Network New and Updated Resources
PGC Statewide Network New and Updated Resources
New Requirements for Transition Planning that go into effect for 2018-19

Text of Adopted Revisions to 19 TAC
Chapter 89. Adaptations for Special Populations
Subchapter AA. Commissioner's Rules Concerning Special Education Services
Prior to the 2018-2019 school year, the state of Texas identified nine areas that were required to be addressed prior to the student’s 14th birthday:

• Student involvement
• Parent involvement
  • before age 18
  • After age 18
• Post-secondary options
• Employment goals and objectives
• Independent living goals and objectives
• Functional vocational evaluation
• Availability of age-appropriate instructional environments for students who are at least age 18
• Appropriate circumstances for referral to a governmental agency
• Use and availability of appropriate opportunities for decision-making skills, and supports & services to foster self-determination and independence

(a) The commissioner shall by rule adopt procedures for compliance with federal requirements relating to transition services for students who are enrolled in special education programs under this subchapter. The procedures must specify the manner in which a student's admission, review, and dismissal committee must consider, and if appropriate, address the following issues in the student's individualized education program:

(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 Chapter 1357, Estates Code.

Texas Education Code § 29.017. Transfer of Parental Rights at Age of Majority.

(c) Not later than one year before the 18th birthday of a student with a disability, the school district at which the student is enrolled shall:
(1) provide to the student and the student’s parents:
(A) written notice regarding the transfer of rights under this section; and
(B) information and resources regarding guardianship, alternatives to guardianship, including a supported decision-making agreement under Chapter 1357, Estates Code, and other supports and services that may enable the student to live independently
Here are some currently available resources on guardianship and alternatives to guardianship and supported decision-making:

- Disability Rights of Texas Supported Decision Making Toolkit
  https://www.disabilityrightstx.org/files/The_Right_to_Make_Choices_-_DRTx_FINAL_WEB.pdf
- https://www.disabilityrightstx.org/resources/supported-decision-making
- Arc of Texas https://www.thearcoftexas.org/alternatives-to-guardianship/
- The Texas Council for Developmental Disabilities
  http://www.tcdd.texas.gov/resources/guardianship-alternatives/
Free training opportunity

Workshop # 1456529, Room 3-15
9:00 AM – 4:00 PM

The Impact of Guardianship Reforms on Transition Planning
Guardianship and Alternatives to Guardianship
**Texas PEIMS Data 2015-2017**

<table>
<thead>
<tr>
<th>Primary Disability (selected disability categories)</th>
<th>All Texas Public School Districts Including Charter Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2015</td>
</tr>
<tr>
<td>AU</td>
<td>10.8%</td>
</tr>
<tr>
<td>ED</td>
<td>5.76%</td>
</tr>
<tr>
<td>LD</td>
<td>35.6%</td>
</tr>
<tr>
<td>ID</td>
<td>9.1%</td>
</tr>
<tr>
<td>OHI</td>
<td>12.8%</td>
</tr>
<tr>
<td>SI</td>
<td>19.79%</td>
</tr>
<tr>
<td>Total (all disabilities)</td>
<td>452,591</td>
</tr>
</tbody>
</table>

School Pop: 2016-17
5,359,127 (8.9%)
### THE LEGAL FRAMEWORK
for the Child-Centered Special Education Process


<table>
<thead>
<tr>
<th>Framework</th>
<th>Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTISM</td>
<td>FEA</td>
</tr>
<tr>
<td>COORDINATION OF FUNDS TO PURCHASE</td>
<td>EFA</td>
</tr>
<tr>
<td>INSTRUCTIONAL MATERIALS</td>
<td></td>
</tr>
</tbody>
</table>
Professional Development Opportunities
Gen Ed & SPED

• No Fee Workshops

• Designed to improve instruction to support the struggling learner

• Sub reimbursement of $95.00 paid back to LEA for classroom teachers
Elementary Mathematics (Grades 2-5)
  • Differentiate and Motivate with Math Centers (1456027)
  • May 22, 2018, Registration due by May 17, 2018

• The Power of Poetry, Grades K-5 (1456259)
  • May 23, 2018, Registration due by May 18, 2018
General Education & Special Education Teachers

Improving Student Performance in the Inclusive Setting (1456023)
May 22, 2018, Registration due by May 17, 2018
June 20, 2018 (1454162), Registration due by June 19, 2018
Behavior Website – Updates

discipline.esc2.net
2018 Texas Behavior Support State Conference

• Date: June 27-28, 2018
• Livestreaming available here at ESC2

More information
See Flyer
Professional Development Opportunities
The purpose of this community outreach event is to:

- Encourage businesses throughout the community to work with schools to provide WBL opportunities
- Connect education staff with businesses

The event is FREE to attend but space is limited and registration is required. Lunch will be provided
Highlighted Transition Training

*Pathways to Adulthood*

November 8, 2018

This is a FREE one-day seminar that Parent to Parent presents to help families prepare for life after high school. They provide extremely instrumental information from an authentic parent perspective.
Professional: $150
Parent/Guardian/Non-Educator: $125
Live Stream Registration based on ADA
https://txautism.esc2.net/

Parent Registration Waiver
https://txautism.esc2.net/content/parentguardian-registration-waiver-application

Hotel State Rate: $93 (limited rooms)

Register NOW!
ESC-2 Early Childhood Symposium

Join us for two days of quality professional development for all educators of children ages 3-6 (Pre-K3 through Kindergarten).

June 7th and 8th

Workshop: 1427791

Only $250

Register NOW!

Key note speakers, prizes, and many choices of sessions!
Don’t miss this FREE Early Childhood workshop!
National Guest Speaker Kristie Pretti-Frontczak will present:
A Revolutionary Approach to Inclusion in an Age of Accountability

July 19
9am - 4pm
#1456292
Welcome Back Series for Teachers of Students with Visual Impairments

- Date: August 7-8, 2018
- Time: 9:00 am to 4:00 pm
- Focus on Expanded Core Curriculum and Supporting Literacy for Students with Visual Impairments
Save the Date

LAMP Training

2 Day Training
Day 1 LAMP Training
Day 2 Moving forward with LAMP
$100 Fee

January 2019
Registration is open!
Effective Decoding and Spelling Instruction for Students with Disabilities
Presented Virtually at ESC 2

Dates: July 9-10, 2018
Time: 9:00-3:30
Location: ESC 2
Cost: $25 (covers both days)

Participants must attend both days at ESC 2. ESC 2 staff will facilitate the workshop.

Presenter: Virginia Gonzalez
Virginia is currently a diagnostician for dyslexia services at Pharr-San Juan-Alamo ISD. She has also served as the Texas State Dyslexia Consultant.

This training is designed to target students with disabilities served in general education settings, but will assist teachers with all struggling learners in all settings.

Effective Decoding and Spelling Instruction Day One
Two significant factors in acquiring literacy are decoding and spelling. Day one will present frameworks for a decoding-spelling continuum. Instructional strategies and activities will be presented to reinforce concepts and skills for students performing below grade level.

Effective Decoding and Spelling Instruction Day Two
Day two will further build participants’ understanding of how English spelling works. This session will explain the five principles for understanding English orthography when spelling. Understanding these five principles will provide students with a structure and plan for decoding and spelling unknown words.

Target Audience: Elementary and Middle School Special and General Education Teachers

For more information, please contact:
Veronica Brotherton
Educational Services Center, Region 2
veronica.brotherton@esc2.tx.gov
(361)351-8806

Register now for this July workshop (1455540).
TEKS Resource System 101

- August 9, 2018
- Training designed as an introduction for refresher for the experienced teacher.
- Session divided by grade span and content
- See curriculum administrator for LEA registration
No Cost Online Trainings

Texas Statewide Leadership for Autism Training (TSLAT)

- Rigor, Relevance, and Relationships – May 23rd
  LIVESTREAM
- Fostering Friendships and Belonging – May 24th
  LIVESTREAM

Progress in the General Curriculum
Standards-Based IEPs
IEP Goal Development in Texas
Session ID# 49038
www.texaspgc.net

Erik Carter, Ph.D., is Cornelius Vanderbilt Professor of Special Education at Vanderbilt University. His research and teaching focuses on evidence-based strategies for supporting access to the general curriculum and promoting valued roles in school, work, community, and congregational settings for children and adults with intellectual disability, autism, and multiple disabilities.
TEA – Corrective Action Response
SB 1398 Reminders
Cameras in the Classrooms

No later than the **tenth school day before the end of each school year**, the school or campus is required to notify the parents of each student in regular attendance in the classroom or setting that operation of the video camera will not continue during the following school year unless an eligible person makes a new request for the next school year.
SB 1398 Reminders
Cameras in the Classrooms

The bill applies to the placement, operation, and maintenance of a video camera in a self-contained classroom or other special education setting during the regular school year and extended school year services.
SB 1398 Reminders
Cameras in the Classrooms

Permit the parent of a student whose ARDc has determined that the student's placement for the following school year will be in an eligible classroom or other special education setting to make a request for the video camera by the later of:

- the date on which the current school year ends; or
- the 10th school business day after the date of the placement determination by the admission, review, and dismissal committee; and
SB 1398 Reminders
Cameras in the Classrooms

If a request is made by an eligible parent, unless the agency grants an extension of time, require that a school or campus begin operation of a video camera not later than the later of

• the **10th school day** of the fall semester; or
• the **45th school business day**, or the first school day after the **45th school business day** if that day is not a school day, after the date the request is made.
Before a school or campus activates a camera, a written notice must be provided to:

- all school staff,
- the parents of each student attending class or engaging in school activities in the classroom or setting.
STAAR Alternate 2 2018-2019 Participation Requirement

### STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Step 1: Review the Eligibility Criteria for STAAR Alternate 2</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

#### 1. Does the student have a significant cognitive disability? **[Yes] No**
- A determination of significant cognitive disability is made by the ARD committee and must be based on the student's most recent full and individual evaluation (IEP) conducted by the multidisciplinary team that includes a licensed specialist in school psychology (LSP), educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability. AND
- Results from the IEP must indicate a deficit in the student’s ability to plan, comprehend, and reason. IEP results must also indicate adaptive behavior deficits that limit a student's ability to apply social and practical skills such as personal care, social problem-solving skills, dressing and eating, using money, and other functional skills across life domains. It is unlikely to see these types of results in an IEP of a student with a high-incidence disability only, such as a specific learning disability or speech impairment.

**Enter justification that must include data from the IEP as evidenced by intellectual and adaptive evaluation information:**

#### 2. Does the student require specialized, extensive supports to access the grade-level curriculum and environment? **[Yes] No**
- Federal regulations mandate that all students have access to grade-level curriculum. A student with a significant cognitive disability requires extensive, repeated, specialized supports and materials beyond the support typical peers require. The student uses substantially modified materials to access information in alternate ways to acquire, maintain, generalize, demonstrate and transfer skills across all settings. AND
- A student with a significant cognitive disability demonstrates adaptive behaviors that are significantly impaired. This most likely will impact the student's ability to live independently and will require specialized supports for the student to function safely in daily life across all life domains, not just the school environment.

**Enter justification that must include data from the student’s individualized education program (IEP), progress monitoring, and/or the IEP:**

#### 3. Does the student require intensive, individualized instruction in all instructional settings? **[Yes] No**
- A student with a significant cognitive disability requires a highly specialized, individualized curriculum linked to functional and academic IEP goals and objectives. AND
- A student with a significant cognitive disability requires classroom assessments administered in alternate or non-traditional methods to demonstrate acquisition, maintenance, and generalization of discrete skills across academic settings. AND
- A student with a significant cognitive disability requires individualized instruction that is neither temporary nor limited to specific content areas.

**Enter justification that must include data from the student’s IEP, progress monitoring, and/or the IEP:**
The STAAR Alternate 2 Participation Requirements were revised in order to:

- clarify the scope of students who are taking STAAR Alternate 2
- and satisfy requirements of ESSA 2015.

In an effort to make assessments... inclusive of all students, the ESSA imposed a cap to limit, to 1.0 percent of the total number of students who are assessed in a State in each assessed subject, the number of students with the most significant cognitive disabilities whose performance may be assessed with an alternate assessment aligned with alternate academic achievement standards (AA-AAAS).
Statewide Participation Rates

Average Participation Rates for 2016-2017:

The number of students assessed statewide using STAAR Alternate 2 out of the total number of students who were assessed:

1.4% in mathematics
1.2% in reading
1.2% in science

ESSA calculates the 1.0% threshold at the STATE level by subject, not at the district level by grade/subject.
Plan for Oversight/Monitoring

• The State will take additional steps to support and provide oversight to each district that the State anticipates will exceed the 1.0 percent threshold to ensure that only students with the most significant cognitive disabilities take STAAR Alternate 2.

• The State will monitor and regularly evaluate each district to ensure the district provides sufficient training such that school staff who participate as members of an ARD committee implement the guidelines established by the State for participation in STAAR Alternate 2 so that all students are appropriately assessed.

• The State will address any disproportionality in the percentage of students taking STAAR Alternate 2 as identified through data.
NEW Participation Requirements for STAAR Alternate 2

2018-2019 REVISED STAAR Alternate 2 Participation Requirements

- Revisions are based on input from STAAR Alternate 2 Educator Committee, TEA Special Populations Division, and special education experts in the field.

- Admission, review and dismissal (ARD) committees should use the new STAAR Alternate 2 participation requirements upon receipt for determining assessment decisions for the 2018-2019 school year.

- ARD committees that used the previous participation requirements for 2018-2019 assessment decisions prior to May 1 may move forward with assessment decisions they have already made.

- TEA recommends campus personnel review the new participation requirements and determine if revisions should be made to previous assessment decisions.
The eligibility criteria for STAAR Alternate 2, the admission, review, and dismissal (ARD) committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. STAAR Alternate 2 is a statewide assessment for students with the most significant cognitive disabilities. STAAR Alternate 2 may only be considered if the student’s disability includes intellectual functioning and adaptive behavior deficits that primarily and significantly affect the student’s ability to plan, comprehend, reason, and apply social and practical skills in everyday life.

If STAAR Alternate 2 is being considered, the ARD committee must review the five criteria below and select Yes or No if applicable to the student. To be eligible to participate in STAAR Alternate 2, the answer to all five of the questions below must be Yes. If the answer to any one of the questions is No, the student is not eligible to participate in STAAR Alternate 2 and must participate in STAAR. Each Yes answer requires a justification that contains evidence that the student meets the criterion.
1. Does the student have a significant cognitive disability?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

- A determination of significant cognitive disability is made by the ARD committee and must be based on the student’s most recent full and individual evaluation (FIE) conducted by the multidisciplinary team that includes a licensed specialist in school psychology (LSSP), educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability. AND

- Results from the FIE must indicate a deficit in the student’s ability to plan, comprehend, and reason. FIE results must also indicate adaptive behavior deficits that limit a student’s ability to apply social and practical skills such as personal care, social problem-solving skills, dressing and eating, using money, and other functional skills across life domains. It is unlikely to see these types of results in an FIE of a student with a high-incidence disability only, such as a **specific learning disability** or **speech impairment**.

Enter justification that must include data from the FIE as evidenced by **intellectual and adaptive evaluation information**:
2. Does the student require specialized, extensive supports to access the grade-level curriculum and environment?  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

- **Federal regulations mandate that all students have access to grade-level curriculum. A student with a significant cognitive disability requires extensive, repeated, specialized supports and materials beyond the support typical peers require.** The student uses [*substantially modified materials*](https://www.factmonster.com/health/healthcare/mediawiki-subject/Education/Universal_Design_for_Learning) to access information in alternate ways to acquire, maintain, generalize, demonstrate and transfer skills across all settings. **AND**

- A student with a significant cognitive disability demonstrates **adaptive behaviors that are significantly impaired**. This most likely will impact the student’s ability to live independently and will require specialized supports for the student to function safely in **daily life across all life domains**, not just the school environment.

Enter justification that must include data from the student’s individualized education program (IEP), progress monitoring, and/or the FIE:
3. Does the student require intensive, individualized instruction in all instructional settings?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

- A student with a significant cognitive disability requires a highly specialized, individualized curriculum linked to functional and academic IEP goals and objectives. AND
- A student with a significant cognitive disability requires classroom assessments administered in alternate or non-traditional methods to demonstrate acquisition, maintenance, and generalization of discrete skills across academic settings. AND
- A student with a significant cognitive disability requires individualized instruction that is neither temporary nor limited to specific content areas.

Enter justification that must include data from the student’s IEP, progress monitoring, and/or the FIE:
<table>
<thead>
<tr>
<th>Does the student access and participate in the grade-level TEKS through prerequisite skills?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="yes.png" alt="Yes" /> <img src="no.png" alt="No" /></td>
</tr>
</tbody>
</table>

A student with a significant cognitive disability requires a highly specialized educational program with intensive supports and modifications to the curriculum to access the Texas Essential Knowledge and Skills (TEKS) through prerequisite skills that are significantly below grade-level instruction. For instance, an elementary student may be 3–4 levels below grade-level instruction while a student in high school may be 7–9 levels below. Enter justification that must include data from the student’s IEP, progress monitoring, and/or the FIE:
5. Is the STAAR Alternate 2 assessment determination based on the student’s significant cognitive disability and NOT on any other factors?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

The decision to administer STAAR Alternate 2 is NOT based on a student’s racial or economic background, English learner status, excessive or extended absences, location of service delivery, anticipated disruptive behavior or emotional distress, or any other such factors.

Enter justification that must include data from the student’s IEP, progress monitoring, and/or the FIE:
Step II: Discuss Assurances

If Yes is indicated for all five eligibility criteria, the ARD committee must discuss the following assurances. All assurances must be initialed by district personnel for the student to participate in STAAR Alternate 2.

Under 34 Code of Federal Regulations (CFR) §300.320(a)(6) and 19 Texas Administrative Code (TAC)§89.1055, if the ARD committee determines that the student will take STAAR Alternate 2, the IEP must provide a statement of why the student cannot participate in the general assessment (STAAR) with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all five eligibility criteria are met.

The decision to administer STAAR Alternate 2 is made by the ARD committee based solely on the student’s educational need, not administratively based on federal accountability requirements, which limit the number of students assessed with an alternate assessment to no more than 1.0% of the total number of students in the State who are assessed in a subject.

For a student whom the ARD committee deems eligible to take STAAR Alternate 2, the committee understands that instructional and assessment decisions made may impact a student’s graduation plan in high school, as described in 19 Texas Administrative Code (TAC) §89.1070.

According to 19 (TAC) §101.27(b), school districts are required to follow the procedures specified in the applicable test administration materials. If the ARD committee determines that the student will take STAAR Alternate 2, justification that is based on the information in this form and the student’s individual allowable accommodations must be documented in the student’s IEP.
Complete the information below only for the grade (grades 3–8 or high school) the student is enrolled in during the applicable school year.

Students in grades 3–8 who are eligible for STAAR Alternate 2 should be assessed only in the grade/subjects in which they are enrolled and should NOT be assessed in above-grade enrolled curriculum. Indicate the student’s enrolled grade during the applicable school year. This will indicate which STAAR Alternate 2 assessments the student will take.

- Grade 3: mathematics and reading
- Grade 4: mathematics, reading, and writing
- Grade 5: mathematics, reading, and science
- Grade 6: mathematics and reading
- Grade 7: mathematics, reading, and writing
- Grade 8: mathematics, reading, science, and social studies

For a student in high school, the student is enrolled in a course that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is accessed through prerequisite skills. Indicate the alternate high school courses with associated PEIMS course numbers the student will be enrolled in during the applicable school year. This will indicate which STAAR Alternate 2 end-of-course assessment(s) the student will take.

- English I Alternate 03220107
- English II Alternate 03220207
- Algebra I Alternate 03100507
- Biology Alternate 03010207
- U.S. History Alternate 03340107
Test Administrator Requirements

STAAR Alternate 2 test administrators

• should have a high level of interaction and familiarity with the student.

• should be familiar with and understand STAAR Alternate 2 eligibility requirements.

• should make eligibility decisions for each student within the annual ARD process.

Detailed information regarding STAAR Alternate 2 administrators can be found in the District and Campus Coordinator Manual.
ARD Responsibilities

ARD committees should make assessment decisions based on current data for each individual year.

When considering state-required assessments for a student with disabilities, STAAR is always the first consideration.

ARD committees must determine whether the general assessment is the most appropriate for the student by

- reviewing the student’s goals and objectives
- and PLAAFP statements.
ARD Responsibilities

• A PLAAFP that is written with specific, objective, and measurable data should provide ARD committee members with a clear understanding of the student’s current performance including the individual student’s strengths and current areas of need specific to each subject/grade or course curriculum.

• ARD committees should review the student’s IEP and use this as the basis for making appropriate assessment decisions.

• If STAAR, with or without accommodations, is not appropriate for a student, the ARD committee may then review the participation requirements and consider STAAR Alternate 2.
ARD Responsibilities

• Once it has been determined that the student meets all participation requirements, the ARD committee will determine and document the needed accommodations for the assessment.

• The test administrator will determine the accommodations that will be used based on the documented accommodations in the student’s IEP and the TEA guidelines for allowable accommodations for STAAR Alternate 2.

• Once a student meets eligibility for STAAR Alternate 2, the ARD committee can determine if a student meets eligibility for a Medical Exception or as No Authentic Academic Response (NAAR) within the ARD committee. These forms are found on the TEA STAAR Alternate 2 Resources webpage.

• For both exceptions, the ARD committee will make the determination after reviewing medical and educational records. The decision must be documented in the student’s IEP along with evidence to support the determination.
2018-2019
Regional SPED Director Meetings

Opportunity for Improvement
Have a fun Summer!