

Progress Monitoring Webinar Q&A

Scheduling of intensive/accelerated, multi-sensory reading, & social skills instruction & related services can be difficult, especially at the secondary level. What actions or supports can or is TEA doing regarding this?

As part of the dissemination of state discretionary funds that TEA receives under IDEA for state-level activities, TEA grants or contracts out services, supports, and networks.

Currently the Building RTI Collaborative through the University of Texas Austin, funded by the Texas Education Agency, has developed hundreds of free professional development and instructional tools for middle school and secondary teachers including booklets, lessons videos, podcasts, modules, documents, and presentations in the areas of reading, mathematics, behavior, progress monitoring, assessment, and intervention. To learn more or to access these materials, please visit: <https://buildingrti.utexas.org/>

Additional information on scheduling can be found on the Progress in the General Curriculum Statewide Network at <https://projects.esc20.net/page/pgc.Administrators>

Future resources from special education *Network Five: Intervention Best Practices* (as described in the Strategic Plan) will provide effective models of academic and behavioral interventions for students, including students with disabilities who are struggling in the general curriculum. Resources and materials developed through Network Five will be available to any Local Education Agency (LEA) in the state and are intended to leverage best practices. This network is scheduled to launch July 1, 2019.

A few of the resources being developed during the 19-20 school year include:

- Multi-Tiered Systems of Support (MTSS) to include Positive Behavioral Interventions and Supports (PBIS), and Restorative Discipline;
- Culturally responsive pedagogical practices; and
- Response to Intervention (RtI)

Are efforts being considered to help districts find ways and funds to provide summer/afterschool services for students with average intelligence who are behind grade level and those who need additional multisensory reading instruction?

An LEA may use up to 15 percent of Individuals with Disabilities Education Act, Part B (IDEA-B) funds for any fiscal year to develop and implement coordinated, early intervening services (CEIS) for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade 3). These funds can be used for children not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment (20 United States Code (U.S.C.) §1413(f), 34 Code of Federal Regulations (C.F.R.) §300.226). An LEA identified as having significant disproportionality based on race or ethnicity must reserve the maximum amount of 15% of IDEA-B funds to be used for CEIS.

In implementing coordinated, early intervening services under 34 C.F.R. §300.226, an LEA may carry out activities that include:

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- Professional development (which may be provided by entities other than LEAs) for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
- Provision of educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction (34 C.F.R. §300.226(b)).

For special education students, the provision of Extended School Year (ESY) services would be determined by the student's ARD committee and noted in the student's IEP Supplement for Extended ESY Services. The ESY Supplement must identify which of the goals and objectives will be addressed during ESY services. 19 Texas Administrative Code (T.A.C.) 89.1055(c) Additionally, special education and related services are provided in public schools at no cost to the parent.

Review additional TEA guidance from:

https://tea.texas.gov/Academics/Special_Student_Populations/Special_Education/Programs_and_Services/Extended_School_Year_Services_for_Students_with_Disabilities/

The need for ESY services must be documented from formal or informal evaluations provided by the district or the parents. If a student requires a significant amount of time to recoup acquired critical skills, then the ARD committee must discuss whether the student needs extended educational or related services during school breaks. If the loss of acquired critical skills would be particularly severe or substantial, or if such loss results, or reasonably may be expected to result, in immediate physical harm to the student or to others, ESY services may be justified without consideration of the period of time for recoupment of such skills.

Moreover, the IEP supplement should include a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to advance appropriately toward attaining the annual goals and to be involved in and make progress in the general education curriculum.

34 C.F.R §300.320(a)(4)(i),(ii), 34 C.F.R §300.320(a)(7), 19 T.A.C. §89.1075(e)

What is being done to increase the use of technology, and auditory materials by students with disabilities?

The Texas Education Agency supports the Texas Assistive Technology Network (TATN) to ensure that students with disabilities receive assistive technology devices and services when needed to benefit from a free, appropriate public education. The TATN consists of representatives from each of the Texas Education Services Centers and the Texas Education Agency (TEA). Region 4 Education Service Center (Region 4) in Houston, TX provides statewide leadership for the network. Through a comprehensive planning process, the TATN has developed a framework for statewide collaboration. Priorities in professional development and technical assistance focus on providing training, products and services that:

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- build district capacity in assistive technology knowledge and skills
- promote strategies for building the literacy skills of all students, and
- are aligned with statewide literacy initiatives.

For further information on the Texas AT Network, visit: <https://www.texasat.net/>

Additionally, review specific guidance regarding assistive technology integration for students with dyslexia at <https://www.region10.org/programs/dyslexia-statewide/techplan/>

What can parents do, if ARD/IEP teams, or educators are unwilling to agree to specific accommodations, modifications, and technology?

All instructional decisions for a student who receives special education services are determined by the ARD committee. The ARD committee includes school representatives and parents (34 C.F.R. §§300.321, 300.327; 19 T.A.C. §89.1050(c)). Parents/guardians could address their concerns with their child's teacher and campus administrative personnel or request an ARD meeting regarding the provision of special education and related services.

If parents disagree with decisions made by the ARD committee, procedural protections are available as well as alternative methods of dispute resolution. The following resources provide additional information and guidance:

- The Parent's Guide to the Admission, Review, and Dismissal Process in English, Spanish, or sixteen additional languages, <https://www.spedtex.org/index.cfm/parent-resources/parents-guide-to-the-ard-process/>
- Notice of Procedural Safeguards: Rights of Parents of Students with Disabilities <http://framework.esc18.net/display/Webforms/LandingPage.aspx>

TEA's Special Education Dispute Resolution Handbook explains the programs available through TEA to resolve disagreements between parents and a school district relating to special education and related services. These programs include: (1) special education mediation; (2) special education complaint resolution; and (3) special education due process hearings. TEA also offers a fourth method of alternative dispute resolution that is not required under the IDEA. State law requires TEA to offer a state IEP facilitation project that provides independent IEP facilitators to assist with certain ARD committee meetings when the parties have disagreements related to the provision of a free appropriate public education to a student with a disability.

ESC 20, and TEA have developed some very good documents regarding access to the general ed curriculum. What activities will be continued or begun to educate educators, and parents about these? <https://projects.esc20.net/page/pgc.SPED>

Future resources from special education *Network Three: Inclusive Services and Practices for Improved Student Outcomes* and *Network Five: Intervention Best Practices* (as described in the Strategic Plan) will provide effective models of academic and behavioral interventions for students, including students with disabilities who are struggling in the general curriculum.

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Materials developed will be disseminated to education service centers and school districts. These networks are scheduled to launch July 1, 2019.

Additionally, TEA will expand upon systems that facilitate effective stakeholder engagement at the state level through the STUDENT, FAMILY, AND COMMUNITY ENGAGEMENT initiative which includes: Child Find Efforts, Parent Brochures, and Ongoing Stakeholder Engagement. The SpedTex information center will continue to support parents and educators across the state (<https://www.spedtex.org/> 1-855-SPEDTEX (1-855-773-3839)).