

RtI &
Section 504

Director
Meeting

—
Oct. 24, 2018



Agenda

LOTE Substitutions for Section 504 Students

Abridged version of the Strategic Plan Guidance Document

Dyslexia Handbook (revisions & updates)

OSEP's review of TEA Strategic Plan

Building RtI Capacity

PEIMS Reporting

TEA's Testing Accommodations

Upcoming ESC-20 Events

LOTE Substitutions for Section 504 Students

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074b.html>

Tracy L. Reinen
Counseling Consultant
Work: (210) 370-5730
tracy.reinen@esc20.net



SCHOOL
C  **UNSELING**

EDUCATION SERVICE CENTER, REGION 20



Child Find and Compensatory Service Considerations

Amanda Real, LSSP, NCSP
Evaluation Consultant

<http://bit.ly/2OP5BeX>

Abridge Region 4 Strategic Plan
Guidance Document



<http://bit.ly/2qh5xpH>

PowerPoint Slides

TEA Special Education Strategic Plan

On April 23, 2018, the Texas Education Agency (TEA) submitted the Special Education Strategic Plan (Plan) for the state of Texas to the United States Department of Education (USDOE). Within that strategic plan is a corrective action plan necessitated by the findings of the USDOE that the state violated the Individuals with Disabilities Education Act (IDEA). The findings of the USDOE are found in a letter to the state of Texas dated January 11, 2018. The USDOE found that the state had violated the IDEA in the following manner:

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 located, identified, and evaluated, regardless of the severity of their disability.
2. TEA failed to ensure that a Free Appropriate Public Education (FAPE) was made available to all children with disabilities residing in the state within the mandated age.
3. TEA failed to fulfill its general supervisory and monitoring responsibilities under IDEA.

Dyslexia Handbook (revisions & updates)

bit.ly/OCTDIR

Katy Kloberdanz, M.Ed., LDT, CALT

Educational Specialist,

Dyslexia and Related Disorders

1314 Hines Ave

San Antonio, TX 78208

(210)370-5476

Fax (210) 370-5755



OSEP's Response of TEA Strategic Plan

OSEP's response to TEA CAP (Oct. 17, 2018)

<http://bit.ly/2S9Qvi1>

TEA's website link for [Strategic Plan](#)

TEA's website for [CAP Grants](#)



Building Rtl Capacity
Quarterly Focus - RTI and
Parent Involvement



New this year, the listserv will provide a quarterly focus.

With the passing of Senate Bill 1153, many questions have been asked about what the new law means for school districts.

- [Parent Notification Checklists and Sample Letters](#) - This resource provides [highlights of SB 1153](#) *Parent's Rights to Information Regarding the Provision of Assistance for Learning Difficulties to the Parent's Child* along with an "[Annual Notice Checklist](#)" and a "[Checklist for Specific Notice to Parents of a Child Receiving Intervention](#)."

- Campus Needs Assessment Tools
- *Response to Intervention (RTI): Straight Talk for Parents (Revised)*
- *Respuesta a la Intervención (RTI): Información para Padres*
- *Resource for Student Evaluation Personnel Working in Schools Implementing Response to Intervention (RtI) (Revised)*
- RTI and Parent Involvement

New Online Professional Development Module Available

This free online professional development model focuses on how to use research to support your implementation of response to intervention, or RTI, in the area of reading. The module addresses the following four questions:

- Why should you use research to plan and support RTI implementation and reading instruction?
- When should you use research to support RTI implementation and reading instruction?
- Where can you find resources to help you understand what the research says about RTI implementation and reading instruction?
- What else do you need to know to use research effectively?

After viewing the module, you may take a brief quiz to earn continuing professional education credit.

Foster Care Liaison Collaborative Online Meeting

The purpose of the Foster Care Liaison Collaborative is to support the needs of district foster care liaisons and build interagency support.

2018-19 Online quarterly meetings:

November 8, January 24, March 28 and August 1

<https://buildingrti.utexas.org/events>

PEIMS REPORTING INDICATOR CODES

“...means a strategy in a multi-tiered system of supports that is above the level of intervention generally used in that system with all children. The term includes response to intervention and **other early intervening strategies.**”

INTERVENTION-STRATEGY-INDICATOR-CODE (E1602) indicates that a student enrolled at the campus participated in an intervention strategy **at any time during the school year.** (TEC 26.004).

For Submission 1: The INTERVENTION-STRATEGY-INDICATOR-CODE is reported for each student enrolled on the PEIMS Fall snapshot date (AS-OF-STATUS-CODEs “B”, “D”, “F” or “X”).

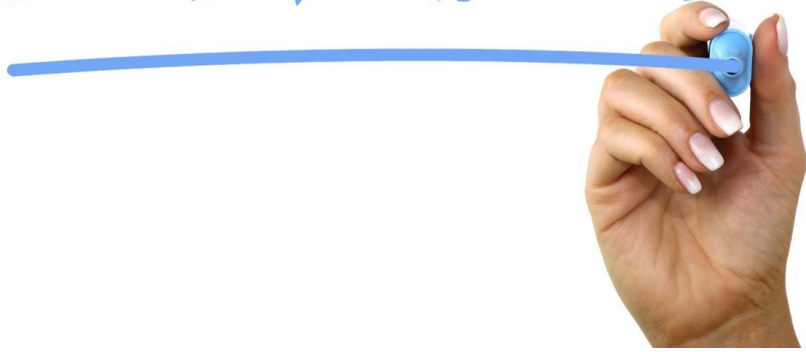
For Submission 3: The INTERVENTION-STRATEGY-INDICATOR-CODE is reported for each student in “membership” based on the student having at least one intervention strategy applied during the course of enrollment during the school year.

SECTION-504-INDICATOR-CODE (E1603) indicates that a student received assistance through either an aid, accommodation, or service under Section 504 Rehabilitation Act of 1973 **at any time during the school year.**(TEC 26.004).

For Submission 1: The SECTION-504-INDICATOR-CODE is reported for each student enrolled on the PEIMS Fall snapshot date (AS-OF-STATUS-CODEs “B”, “D”, “F” or “X”).

For Submission 3: The student’s last SECTION-504-INDICATOR-CODE is reported in Submission 3 based on the end of year status for the student.

EXAMPLE



Sara is in 2nd grade and in October she was receiving interventions in a Tier 2 group while she was being evaluated for Sp.Ed.

She would be coded as a 1 for E1602

Sara is in 2nd grade and in October she received Tier 2 interventions and was evaluated and identified as Sp. Ed. In January.

She would be coded as a 1 for E1602

Remember both the previous indicator codes are for General Ed students

- 1) The system won't *prevent* you from coding someone as a "1" with this intervention code AND as sped, but it is not a common situation!
- 2) If a student has a 504 plan for a severe food allergy but who is also currently receiving academic interventions through Rtl. In this case, they would receive a "1" with this intervention code and have 504 turned on.



[TEA's Accommodations website](#)

2018-2019 Accessibility Policies (coming soon-10-18-18)

- **Accessibility Features**
- **Designated Supports**
- **Designated Supports Requiring TEA Approval**

DEC. 18, 2018

Event # 53757

Cost \$150.00



Sarah Powell

**December 18, 2018
Connect 20 Session ID #: 53757
Cost \$150**

Intensive Interventions to Improve the Mathematics Outcomes For Students with Learning Difficulties

Sarah Powell, Ph.D., an Associate Professor in the Department of Special Education at the University of Texas at Austin, will discuss the framework for providing effective instruction to students with, or at-risk, for disabilities. Currently Sarah is a Principal Investigator (PI) of a four-year Institute of Education Sciences efficacy grant related to word problems and equation solving for third-grade students with mathematics difficulties.

This session will focus on two components (instruction and assessment), and how these components work in tandem. We will cover necessary components for the instructional platform, how to monitor student progress, and how to determine and implement effective adaptations to instruction.



For Questions & Information Contact:
Marsalie.Zinsmeyer@esc20.net
210-370-5733

MTSS FOR PREVENTION AND PROMOTION-- RTI FOR ACCURATE DISABILITY IDENTIFICATION

PRESENTED BY DATA-BASED CONFERENCES WITH SUPPORT FROM
EDUCATION SERVICE CENTER, REGION 20



JANUARY 10TH, 11TH 2019
SAN ANTONIO, TEXAS

Session 49141



ESC-20 RtI Webpage Resources

you
are
amazing

REMEMBER THAT.