

RtI & §504 Director

Meeting

Sept. 11, 2019

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RtI & Section 504 Director Meeting Agenda

- Professional Development Opportunities & Support
- RtI Special Guest for 2019-20
- Section 504
- Katy Kloberdanz: Dyslexia
- Hot Topics
- TEA updates for RtI & House Bill 3 of 86th Leg.
- RtI Attendance & Interventions
- New year interventions and accommodations
- District Reflections



ESC-20

Webpages

PD/Trainings



http://www.esc20.net/default.aspx?name=ci_RtI.Home

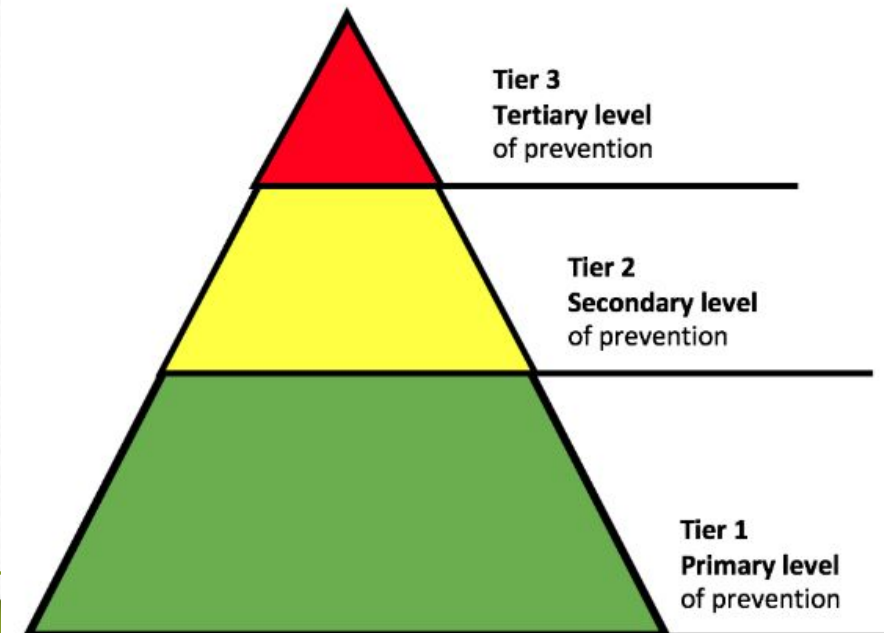
http://www.esc20.net/default.aspx?name=ais_ci.Section504

Critical Components of RtI/MTSS

1. Leadership & Collaboration
2. Problem Solving
3. Curriculum & Instruction
4. Assessment / Progress Monitoring
5. Positive School Climate & Culture
6. Community Partnership



RtI RESPONSE TO INTERVENTION
EDUCATION SERVICE CENTER, REGION 20

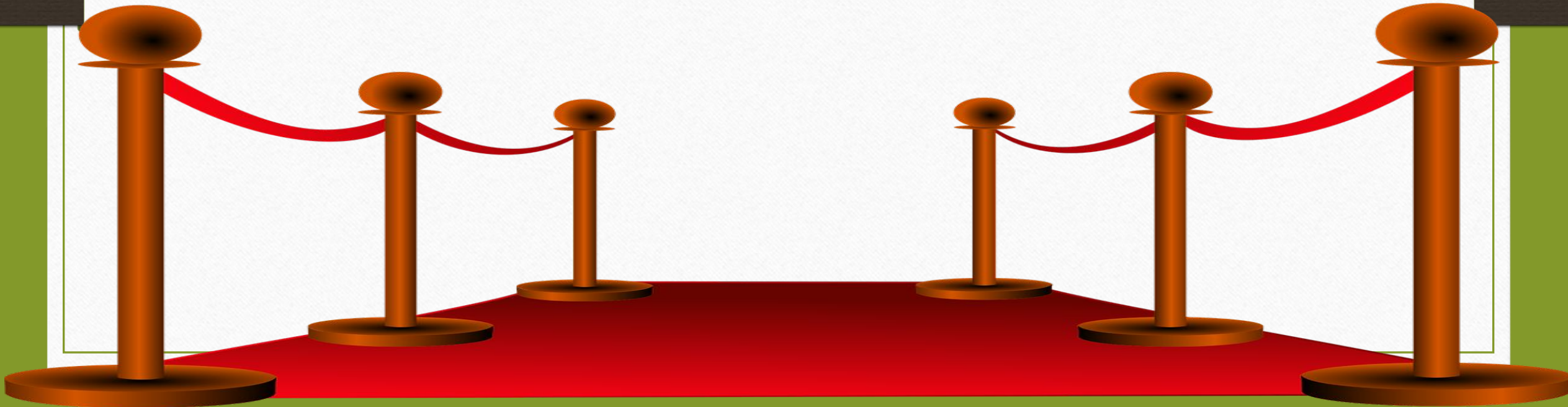


Special RtI Guest:

Sarah Powell: Intensive Math Interventions Jan. 15 # 58995

Deborah Reed: Secondary Reading Strategies Jan. 21, 2020 # 58996

Matt Pope: LEADERSHIP: Culture & Effective Tier 1 Instruction June 10, 2020 # 589



Section 504 Transition



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Dyslexia Updates

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Next Director's Meeting will be Oct. 23, 2019

- 100% RtI content
- Bring your Hot Topic for **The TALK**
 - 2019-20 Director Meeting Dates:
 - Sept. 11, 2019
 - Oct. 23, 2019
 - Feb. 5, 2020
 - March 31, 2020

**THE
TALK**





Teachers spend hundreds on school supplies — from their own pockets

ROCKVILLE, Md. – Lauren Moskowitz's shopping list was the stuff of every kindergartner's dreams. The special-education teacher would need finger puppets, jumbo crayons and sidewalk chalk for her 5- and 6-year-olds.

About an hour and nearly \$140 later, she exited a Target with bags overflowing with school supplies - She had paid for it all herself.

As students head back to school, the vast majority of teachers are buying their own materials to provide kids with well-stocked classrooms and conducive learning environments.

94% of American public school teachers reported paying for school supplies out of their own pocket in the 2014-15 school year, according to a Department of Education survey. Those teachers spent an average of \$479.



RtI @ TEA

https://tea.texas.gov/Academics/Special_Student_Populations/Special_Education_SPED/Programs_and_Services/Response_to_Intervention

House Bill 3 (86th TX Legislature) https://tea.texas.gov/sites/default/files/HB3_2-Page.pdf



Tiered Interventions for Attendance Issues

- **Tier 1**
 - Improve School Climate- Promote PBIS & reduce harsh negative disciplinary practices
 - Promote Attendance-Initiatives & awards
- **Tier 2**
 - Reach out to families-home visits & investigate what is causing absences (transportation, food, clothing or health issue)
 - Implement wide range of interventions for students to have access to behavioral and mental health interventions
 - Mentoring programs- Check & Connect with monitor



Tiered Interventions for Attendance Issues

• Tier 3

- Emphasize goals & family involvement-implement cognitive behavior therapy, set goals for students in need, parent training, family contracts and rewards for attendance, explore if parents have any issues affecting the student's attendance to school.
- Involve community-collaborate with children and family services to ensure students have access to comprehensive services. Establish a Multidisciplinary Task Force to review student attendance issues that include police, mental health providers, & other community members.
- Recognize need for referral – do chronic absences point to ED or another disability?



Reminder about Important District Responsibilities under IDEA

- District Child Find obligations
- RtI Process shall never delay or deny
- Policies & Procedures preventing the misidentification & disproportionate representation of students for Sp. Ed. services.

- **Child Find:** LEA must “locate & identify” eligible students with disabilities within jurisdiction. Failure to identify can result in denying a FAPE.
- **Misidentification & Disproportionate Representation:** IDEA provides that no child may be determined to be eligible if the determinant factor for that eligibility determination is a lack of appropriate instruction in reading or math or limited English proficiency.
- **RtI:** RtI interventions should not cause delay or deny in Sp. Ed. referrals but instead should work simultaneously.



At early year RtI & 504 meetings think ahead for putting accommodations and interventions in place and keep these things in mind.....

For every student consideration think of this...

- The student should ***regularly*** receive the accommodation during classroom instruction and testing.
 - The student has used the accommodation often enough to be comfortable using it on testing day
- The student should be able to use the accommodation ***independently***.
 - There should be no need for assistance when the student is using the accommodation.
- The accommodation has proven to be ***effective*** in meeting the student's specific needs.
 - Educators should collect and analyze data pertaining to the use and effectiveness of accommodations. Documentation should include assignment/test with and without the accommodation to show whether the student needs the accommodation and/or its effectiveness.

District Reflections



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