Special Education/Section 504 Committee Meeting
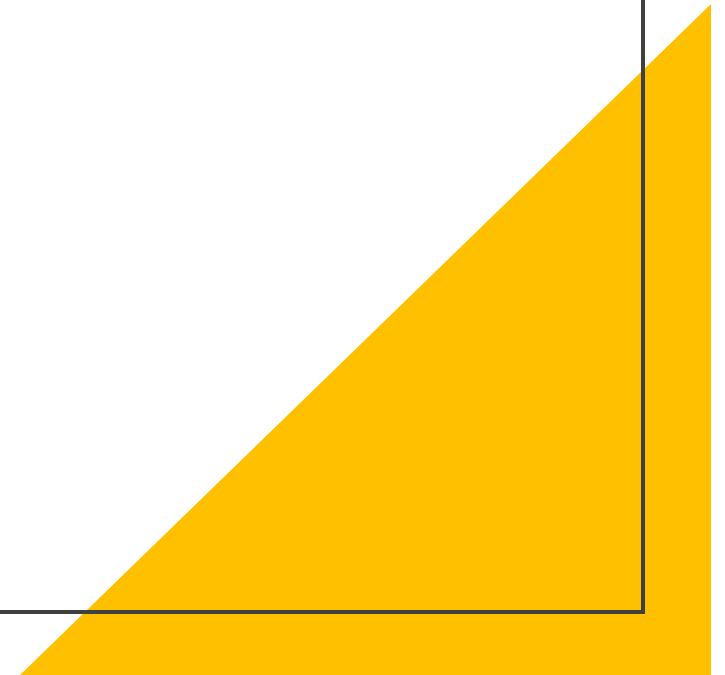
DR. ANYSIA R. TREVIÑO
DEPUTY SUPERINTENDENT/CURRICULUM & INSTRUCTION & HR
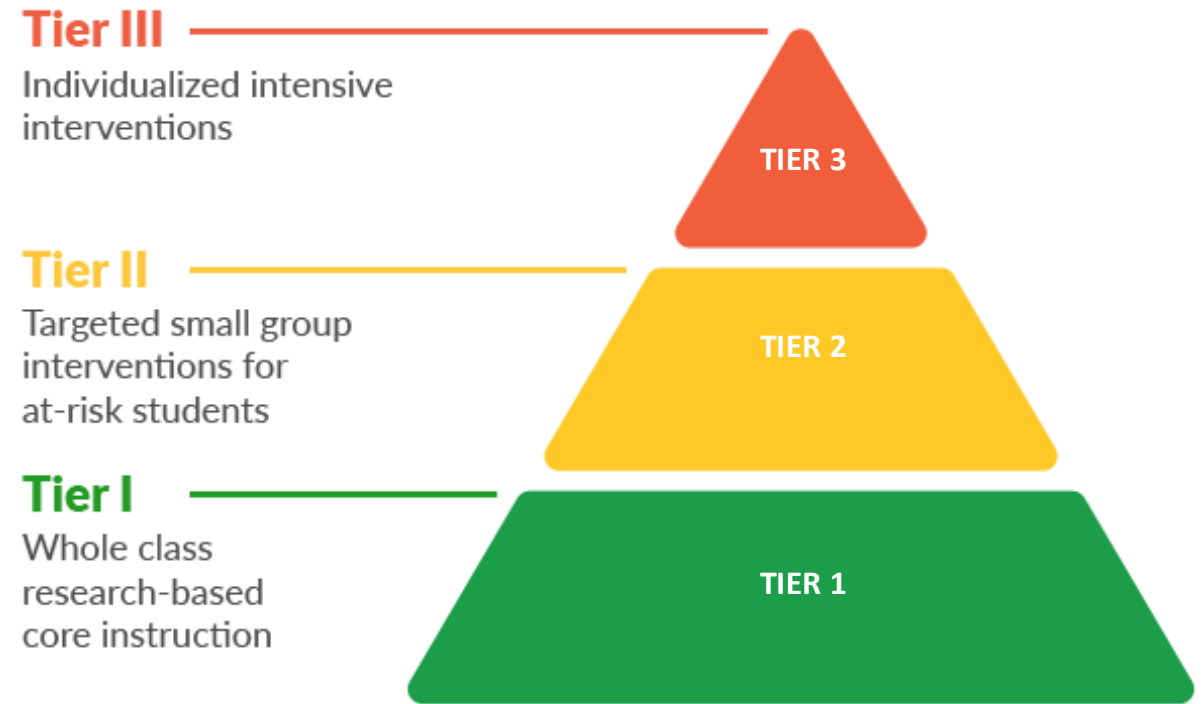
Response to Intervention Section 504 Dyslexia

Julie A. Salinas, Director for Dyslexia/Section 504/RtI

Response to Intervention (RtI)
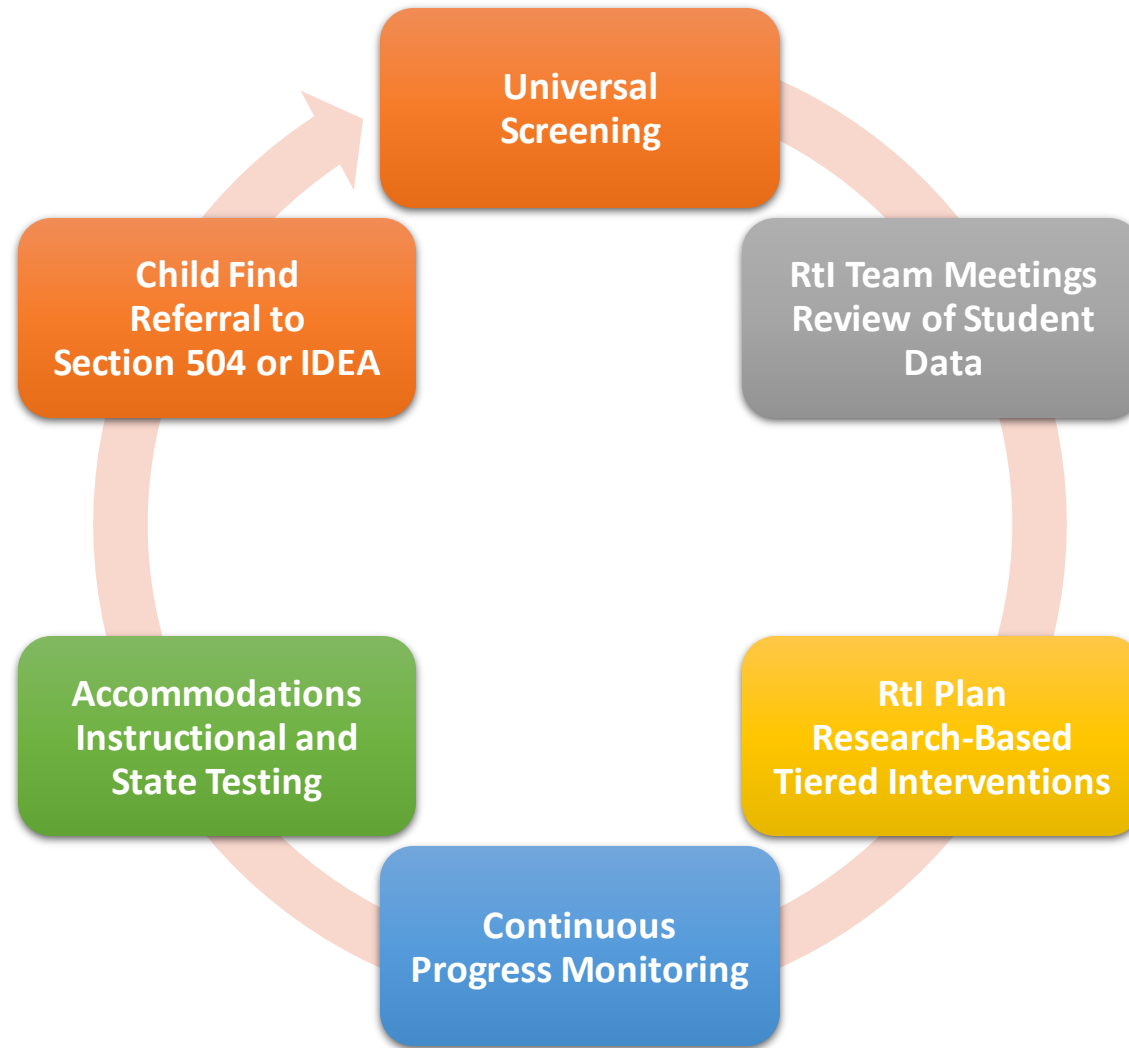
Response to intervention is a **multi-tiered** approach to **early identification** and **support** of students with **academic** and/or **behavior** needs.

Tier III
Individualized intensive interventions

TIER 3

Tier II
Targeted small group interventions for at-risk students

TIER 2

Tier I
Whole class research-based core instruction

TIER 1

Response to Intervention Support

Response to Intervention (RtI) Process

Universal Screening (Reading & Math)	Gather Data Sources (Teacher/Parent Input, Record Card, Attendance, Assessments, etc.)	Interventions & Progress Monitoring

RtI Team Meetings & Recommendations

Initiate/Continue RtI Interventions	Section 504	Special Education

Total Number of Students Receiving RtI Support

- EOY: End of Year
- BOY: Beginning of Year *(as of 9-9-21)*

2019-2020 (EOY)	2020-2021 (EOY)	2021-2022 (BOY)
3,662	2,455	2,389

Total Number of Students Receiving RtI Support by TIER

- TIER 2: Targeted Small Group Intervention
- TIER 3: Individualized Intensive Intervention

2021-2022 (BOY)	TIER 2	TIER 3	Total
Elementary	1,429	389	1,818
Middle School	320	64	384
High School	178	9	187
Total:	1,927	462	2,389

Brownsville Independent School District

Response to Intervention District Report
Elementary

Campus Name	Pre-K			Kinder			1st Grade			2nd Grade			3rd Grade			4th Grade			5th Grade			Total RtI
	T2	T3	Total	T2	T3	Total	T2	T3	Total	T2	T3	Total	T2	T3	Total	T2	T3	Total	T2	T3	Total	
Aiken	0	0	0	0	0	0	20	1	21	16	4	20	14	2	16	9	4	13	11	4	15	85
Benavides	1	0	1	0	0	0	11	3	14	15	2	17	7	1	8	4	0	4	0	2	2	46
Breeden	0	0	0	1	0	1	1	0	1	14	0	14	5	0	5	0	0	0	4	1	5	26
Brite	0	0	0	3	0	3	1	5	6	2	10	12	1	6	7	1	2	3	0	0	0	31
Burns	0	0	0	4	0	4	26	2	28	14	5	19	12	1	13	9	2	11	3	0	3	78
Canales	0	0	0	0	0	0	14	0	14	23	1	24	15	2	17	14	0	14	8	0	8	77
Castañeda	0	0	0	0	0	0	14	2	16	11	1	12	8	0	8	3	0	3	3	0	3	42
Champion	0	0	0	0	0	0	6	1	7	7	7	14	7	2	9	3	0	3	1	1	2	35
Cromack	0	0	0	0	0	0	0	0	0	11	3	14	8	6	14	12	10	22	9	2	11	61
Del Castillo	0	0	0	0	0	0	3	0	3	2	1	3	3	3	6	2	2	4	1	1	2	18
Egly	2	0	2	0	0	0	17	0	17	10	0	10	3	0	3	1	0	1	1	0	1	34
El Jardin	0	0	0	0	0	0	7	0	7	6	2	8	4	1	5	4	4	8	3	0	3	31
Gallegos	0	0	0	0	0	0	8	1	9	12	5	17	3	0	3	2	3	5	1	2	3	37
Garden Park	1	0	1	0	0	0	7	0	7	7	7	14	6	5	11	3	2	5	6	5	11	49
Garza	0	0	0	1	1	2	5	0	5	1	0	1	3	2	5	0	1	1	3	4	7	21
Gonzalez	1	0	1	3	0	3	18	1	19	20	7	27	15	3	18	13	6	19	10	0	10	97
Hudson	0	0	0	0	0	0	18	0	18	14	2	16	3	3	6	2	3	5	4	1	5	50
Keller	0	0	0	2	0	2	6	0	6	8	0	8	17	0	17	11	1	12	16	1	17	62
Martin	0	0	0	2	0	2	18	3	21	20	1	21	22	1	23	15	4	19	18	0	18	104
Morningside	0	0	0	1	0	1	4	3	7	13	1	14	3	1	4	5	4	9	1	0	1	36
Ortiz	0	0	0	1	0	1	9	0	9	6	1	7	10	3	13	10	0	10	14	0	14	54
Palm Grove	0	0	0	0	0	0	11	2	13	8	2	10	3	1	4	4	0	4	7	1	8	39
Paredes	1	0	1	1	0	1	6	3	9	15	6	21	5	6	11	4	3	7	2	1	3	53
Peña	0	1	1	0	0	0	13	3	16	7	6	13	3	3	6	2	3	5	0	1	1	42
Perez	0	0	0	0	0	0	5	11	16	7	7	14	9	8	17	8	6	14	9	12	21	82
Pullam	0	0	0	1	0	1	16	1	17	23	1	24	10	2	12	2	0	2	6	0	6	62
Putegnat	0	0	0	1	0	1	10	1	11	15	4	19	2	2	4	13	0	13	13	1	14	62
Russell	2	0	2	0	0	0	14	1	15	8	7	15	12	8	20	13	4	17	11	1	12	81
Sharp	0	0	0	0	0	0	7	1	8	8	5	13	4	0	4	8	1	9	2	4	6	40
Skinner	0	0	0	6	0	6	3	0	3	10	3	13	8	2	10	10	8	18	5	1	6	56
Southmost	0	0	0	0	0	0	11	0	11	10	5	15	3	1	4	0	0	0	1	0	1	31
Vermillion	0	0	0	1	0	1	16	1	17	13	4	17	6	3	9	6	2	8	8	2	10	62
Villa Nueva	0	0	0	0	0	0	16	3	19	12	5	17	12	4	16	13	8	21	13	10	23	96
Yturria	0	0	0	0	0	0	5	0	5	16	0	16	6	0	6	8	0	8	3	0	3	38
Totals:	8	1	9	28	1	29	346	49	395	384	115	499	252	82	334	214	83	297	197	58	255	1818

Brownsville Independent School District
Response to Intervention District Report
Secondary

Campus Name	6th Grade			7th Grade			8th Grade			9th Grade			10th Grade			11th Grade			12th Grade			Total RtI
	T2	T3	Total	T2	T3	Total	T2	T3	Total	T2	T3	Total	T2	T3	Total	T2	T3	Total	T2	T3	Total	
Besteiro	16	10	26	0	2	2	0	0	0													28
Faulk	30	7	37	19	1	20	24	0	24													81
Garcia	13	6	19	4	0	4	7	0	7													30
Lucio	10	1	11	4	0	4	6	0	6													21
Manzano	23	6	29	2	0	2	0	0	0													31
Oliveira	15	1	16	15	2	17	2	0	2													35
Perkins	15	3	18	8	2	10	1	0	1													29
Stell	24	5	29	1	0	1	2	0	2													32
Stillman	33	7	40	21	6	27	11	5	16													83
Vela	14	0	14	0	0	0	0	0	0													14
Hanna										23	0	23	13	0	13	14	0	14	1	0	1	51
Lopez										8	0	8	9	0	9	19	0	19	14	0	14	50
Pace										2	1	3	1	0	1	0	0	0	0	0	0	4
Porter										31	0	31	13	0	13	4	0	4	1	0	1	49
Rivera										8	1	9	5	0	5	2	0	2	0	0	0	16
Veterans										7	7	14	1	0	1	0	0	0	0	0	0	15
BECHS										2	0	2	0	0	0	0	0	0	0	0	0	2
Lincoln Park	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals:	193	46	239	74	13	87	53	5	58	81	9	90	42	0	42	39	0	39	16	0	16	571

Response to Intervention Team Meetings

Campus RtI Calendar	
August 17 – 31, 2021	Continue RtI from previous year/ Initial or Update RtI Committee Meetings
September 28 – October 1	Progress Monitoring & RtI Committee Meetings
November 9 - 12	
January 4-7	
February 22 - 25	
April 19 - 22	
May 24 - 27	
May 31 – June 10	End of Year RtI Procedures

Section 504 Eligibility

Mental Impairment	Physical Impairment	Health-Related Impairments
Any **mental or psychological** disorder that affects one or more major life functions.	A **physiological** disorder or condition affecting one or more body systems.	A condition affecting one or more of the body's systems.

Potential Conditions Which **MAY** Qualify for Section 504 Protection:

ADD/ADHD	Cerebral Palsy	Heart Disease
AIDS and HIV	Diabetes	Hemophilia
Any Mental Disorder	Depression	OCD/ODD
Allergies	Dysgraphia	Past Drug/Alcohol Addiction
Bipolar	Dyslexia	Reading Disability
Broken Limbs	Eating Disorders	Tourette Syndrome
Cancer	Epilepsy	Visual Impairment
		*Temporary Conditions due to Accidents or Illness

Section 504 Services

Section 504 Service Plans are based on student need identified in Evaluation

Accommodations

Testing Accommodations

Behavior Intervention Plans

Individual Health Plans

Related Services

Section 504 Service Plans based on student need.

Reasonable Modifications of Policies and/or Procedures

ADA Effective Communication

Service Animal

Food Substitution

General Education Homebound

Student is expected to be ___confined___ **at home or hospital bedside** for a minimum of four consecutive or cumulative weeks;

Student is ___confined___ **at home or hospital bedside** for ***medical reasons only***; and

Medical condition must be documented by a **physician licensed to practice in the United States**. (Completion of district form MED-2 is required.) **NOTE**: The physician's note/information IS NOT the sole determining factor in eligibility determination, the GEH/§504 Committee will make eligibility determination of services and/or accommodations needed on a student by student basis.

Students served through general education homebound at home or hospital bedside ***must*** be served by a certified general education teacher.

Section 504 Dyslexia Services

Dyslexia is a neurological disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

Dyslexia Therapy LAB	Special Education Dyslexia Therapy LAB	Dysgraphia Lab
• Dyslexia Therapy (45 minutes daily) • Explicit, direct instruction that is systemic (structured), sequential, and cumulative • Individualized Instruction • Direct reading and writing instruction with an emphasis on comprehension and composition • Multisensory Instruction	• Dyslexia Therapy (45 minutes daily) • Provided for students with dyslexia who have been determined eligible for and who are receiving special education services • Instructional arrangement and/or setting must be based on the individual needs and Individual Education Plan (IEP) of eligible students	• Dysgraphia Services determined by Section 504 Committee. • Dysgraphia is characterized by difficulty with handwriting that impairs legibility, automaticity, and may include problems with orthographic processing. • Provide direct explicit instruction where participants will learn activities that target motor skills, letter stroke formation, and practice keyboarding.

NOTE: Students who exit lab services continue with Section 504 accommodation plan (as needed) and continuous progress monitoring.

Total
Enrollment: 3,908

Total Section 504/Dyslexia Enrollment

Services	Elementary	Middle School	High School	Total:
Section 504	386	412	458	**1,256**
Dyslexia	920	869	863	**2,652**
Total:	**1,306**	**1,281**	**1,321**	**3,908**

(as of 9-9-21)

CAMPUS	Dyslexia Lab	Dysgraphia	Dyslexia Acm.	Sp. Ed. Dys. Lab	Dyslexia Total	Mental Impair.	Physical Impair.	Health-Related	§504 Students	Dyslexia/ §504 Total
Aiken	12			8	20	17	1	3	21	41
Benavides	52	1	3	3	59	16	1	1	18	77
Breeden	35		1	19	55	2		4	6	61
Brite	33			11	44	6		2	8	52
Burns	11			11	22	25		1	26	48
Canales	17			1	18	16		4	20	38
Castañeda	36			2	38	18	5	2	25	63
Champion	26	1		7	34	9		2	11	45
Cromack	2			11	13	12		1	13	26
Del Castillo	8				8	4		1	5	13
Egly	16	2		15	33	2		2	4	37
El Jardin	4			4	8	8		4	12	20
Gallegos	17	1		2	20	2		1	3	23
Garden Park	12			4	16	5		3	8	24
Garza	5			2	7	7		3	10	17
Gonzalez	15			2	17	2		8	10	27
Hudson	63	2	1	12	78	11		2	13	91
Keller	23		2	7	32	2		1	3	35
Martin	8			4	12	7			7	19
Morningside	9			2	11	14		11	25	36
Ortiz	40			6	46	6		3	9	55
Palm Grove	6			3	9	14		1	15	24
Paredes	47	3	6	15	71	14	1	6	21	92
Peña	23			1	24	6			6	30
Perez	17			5	22	4		5	9	31
Pullam	36	2		9	47			10	10	57
Putegnat	7			1	8	2			2	10
Russell	9			1	10	9		6	15	25
Sharp	14			1	15	7		2	9	24
Skinner	7			3	10	9	1	2	12	22
Southmost	17	3		2	22	11		1	12	34
Vermillion	18		1	4	23	10		1	11	34
Villa Nueva	15			2	17				0	17
Yturria	41	2		8	51	6		1	7	58
	701	17	14	188	920	283	9	94	386	1306

CAMPUS	Dyslexia Lab	Dysgraphia	Dyslexia Acm.	Sp. Ed. Lab	Dyslexia Total	Mental Imp.	Physical Imp.	Health-Related	§504 Students	Dyslexia/§504 Total
Besteiro	27		13		40	23	2	6	31	71
BLA (MS)					0				0	0
Faulk	97		14	5	116	43	4	17	64	180
Garcia	62		32	15	109	30	2	9	41	150
Lucio	35		17	3	55	44		6	50	105
Manzano	63		47	12	122	24		3	27	149
Oliveria	40	2	47	14	103	20	1	12	33	136
Perkins	38		14	3	55	36		9	45	100
Stell	47		17	4	68	28		18	46	114
Stillman	56	1	64	11	132	19		18	37	169
Vela	11		50	8	69	26	1	11	38	107
	476	3	315	75	869	293	10	109	412	1281

CAMPUS	Dyslexia Lab	Dysgraphia	Dyslexia Acm.	Sp. Ed. Lab	Dyslexia Total	Mental Imp.	Physical Imp.	Health-Related	§504 Students	Dyslexia/§504 Total
Hanna	5		160	3	168	56	3	25	84	252
Lopez	6		82	4	92	58		30	88	180
Pace	9		139	3	151	58		13	71	222
Porter	24		89	2	115	14		23	37	152
Rivera	3	1	152	2	158	71	4	25	100	258
Veterans	1		167		168	20	1	51	72	240
BLA (HS)					0				0	0
BAC					0				0	0
Early College			11		11	3		3	6	17
Lincoln Park					0				0	0
	48	1	800	14	863	280	8	170	458	1321

Dyslexia
Section 504
RtI
Staff

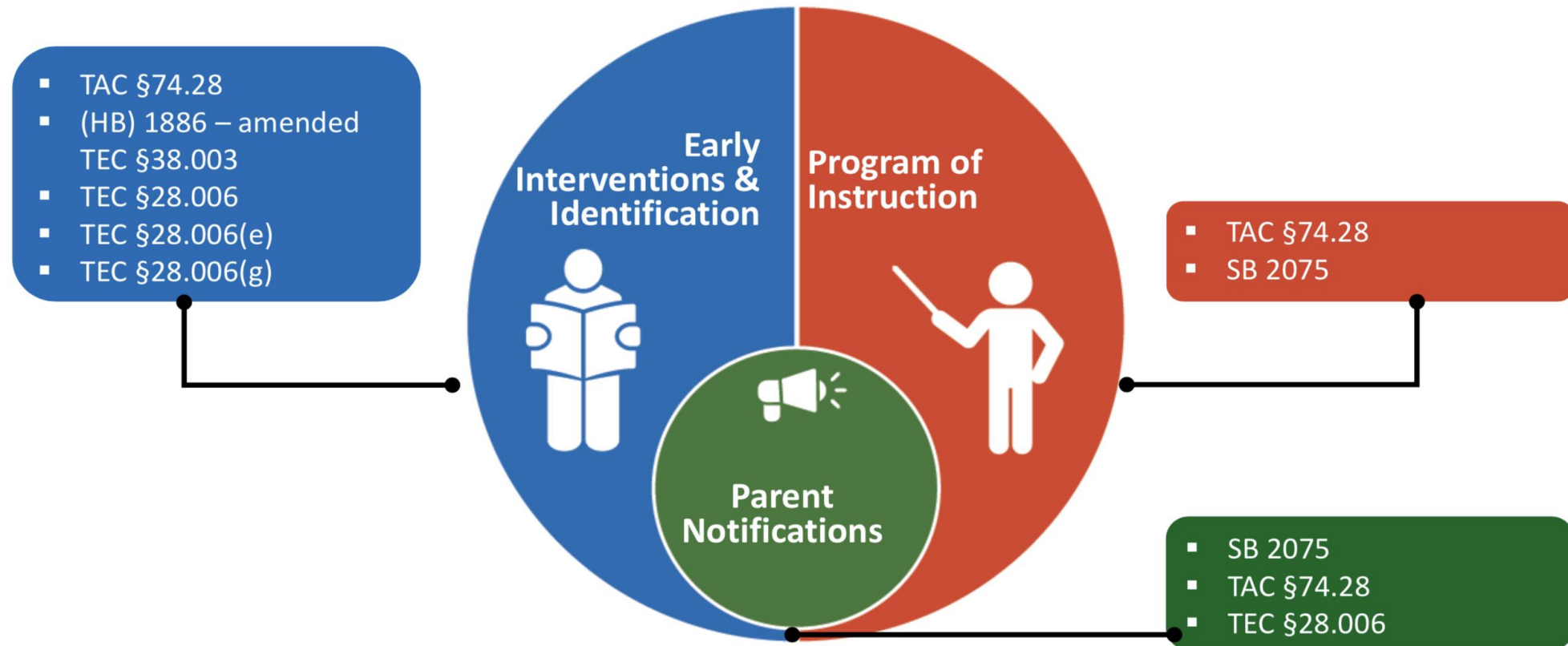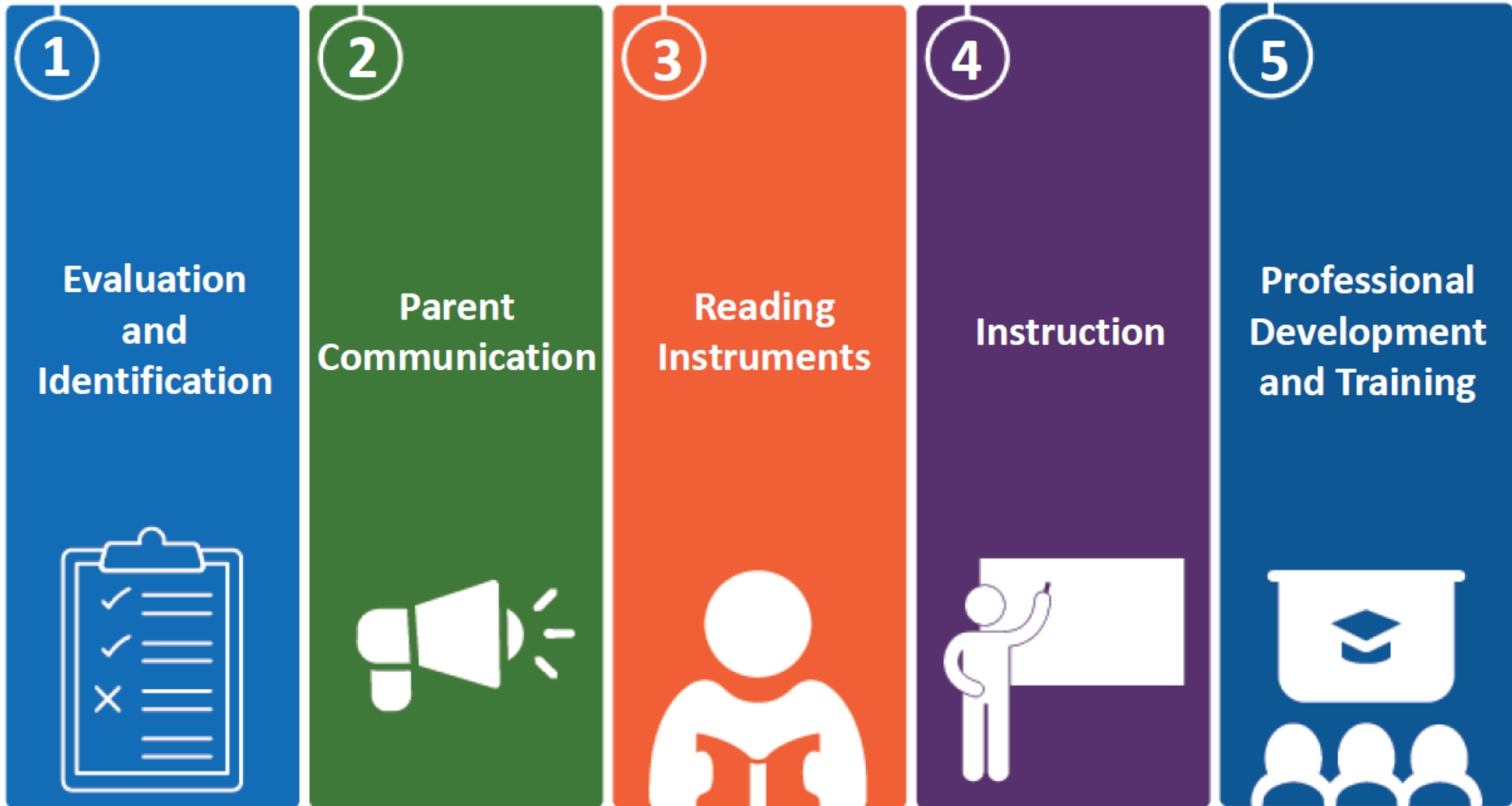| Staff	Total
Director	1
Dyslexia Lead Teacher/Specialist	2
Dyslexia Paraprofessional	15
Dyslexia Teachers Elementary	37
Dyslexia Teachers Middle Schools	16
Dyslexia Teachers High Schools	6
Response to Intervention Specialist	1
Response to Intervention Campus Coordinators	54
Section 504 Campus Coordinators	54
Total	186

Dyslexia/504 Department
Texas Education Agency Dyslexia Monitoring Review

We have received notice that TEA will conduct a dyslexia program evaluation to determine compliance with federal and state requirements for students with dyslexia and other related disorders and assist Local Education Agency (LEA) in building a continuous improvement process to improve student outcomes.

TEA Dyslexia Monitoring Program Evaluation

1. Evaluation and Identification
2. Parent Communication
3. Reading Instruments
4. Instruction
5. Professional Development and Training

Tentative Dyslexia Monitoring Review Timeline

September 15, 2021

- Initial TEA Conference

October 4, 2021

- BISD Monitoring Activities Begin
- BISD Program Evaluation Process and Submit Artifacts
- On-Site Interview (TBA)
  - Conduct Interviews with identified staff (e.g., Administrators, General Education Teachers, Special Education Teachers, Evaluation Staff, Other Relevant Staff)

January (TBA)

- Summary of Findings Report
- TEA will send the district final findings report.

Special Services Department

Special People Serving Special Children

In the **Brownsville Independent School District**, we believe that **ALL** children are entitled to educational opportunities consistent with their ability to learn. Our district offers numerous programs for children with disabilities from birth to age 21.

Who can refer a child for an evaluation?

- *Parent or legal guardian*
- *Teacher*
- *Administrator*
- *Or anyone who is involved in the education or care of a student*

Eligibility

There is a two-part test for determining whether your child is eligible for special education and related services:

- (1)your child must have a disability; and
- (2) as a result of the disability, your child must need special education and related services to benefit from education.

To meet the first part of the two-part test for eligibility, a child between the ages of 3 through 21 must meet the criteria for one or more of the disability categories.

Special Education Qualifying Disabilities

AUTISM

DEAF / BLIND

DEAF / HARD OF HEARING

EMOTIONAL DISTURBANCE

INTELLECTUAL DISABILITIES

MULTIPLE DISABILITIES

NON-CATEGORICAL EARLY CHILDHOOD

ORTHOPEDIC IMPAIRMENT

OTHER HEALTH IMPAIRMENT

SPECIFIC LEARNING DISABILITIES

SPEECH AND LANGUAGE IMPAIRMENT

TRAUMATIC BRAIN INJURY

VISUAL IMPAIRMENT

What exactly is an ARD committee?

"ARD" IS AN ACRONYM FOR THE **ADMISSION, REVIEW AND DISMISSAL** committee.

This committee, which includes the parent, administrator, teacher, and other staff familiar with the student's needs, makes all decisions concerning the educational program/services of a student referred to or receiving special education support.

The ARD committee members include the following:

- The parent

- At least one general education teacher of the child who must, when possible, be a teacher who is responsible for implementing a portion of the child's IEP

- At least one special education teacher or provider of the child

- A school administrator

- A person who can interpret the instructional implications of the evaluation results

- Other individuals who have knowledge or special expertise regarding the child such as: a representative from career and technical education, a professional staff member who is on the language proficiency assessment committee and related services personnel.

- Whenever appropriate, the child

Program offerings

Inclusion

Content Mastery

Resource

Behavior Intervention Program

Speech and Language Therapy

Homebound

Program offerings continues

Life Skills Program

Structure For Life

Early **Childhood Special** Education

Community **Based Vocational** Instruction

Training **to** Transition

RELATED SERVICES

AUDIOLOGICAL SERVICES

COUNSELING

PHYSICAL AND OCCUPATIONAL THERAPY

ADAPTED PHYSICAL EDUCATION

PARENT TRAINING

VISION SERVICES

ASSISTIVE TECHNOLOGY

TRANSPORTATION

ITINERANT TEACHERS FOR AUDITORILY AND VISUALLY IMPAIRED STUDENTS

Additional Support Services

- Special Education Supervisors
- Educational Diagnosticians
- Licensed Specialists in School Psychology
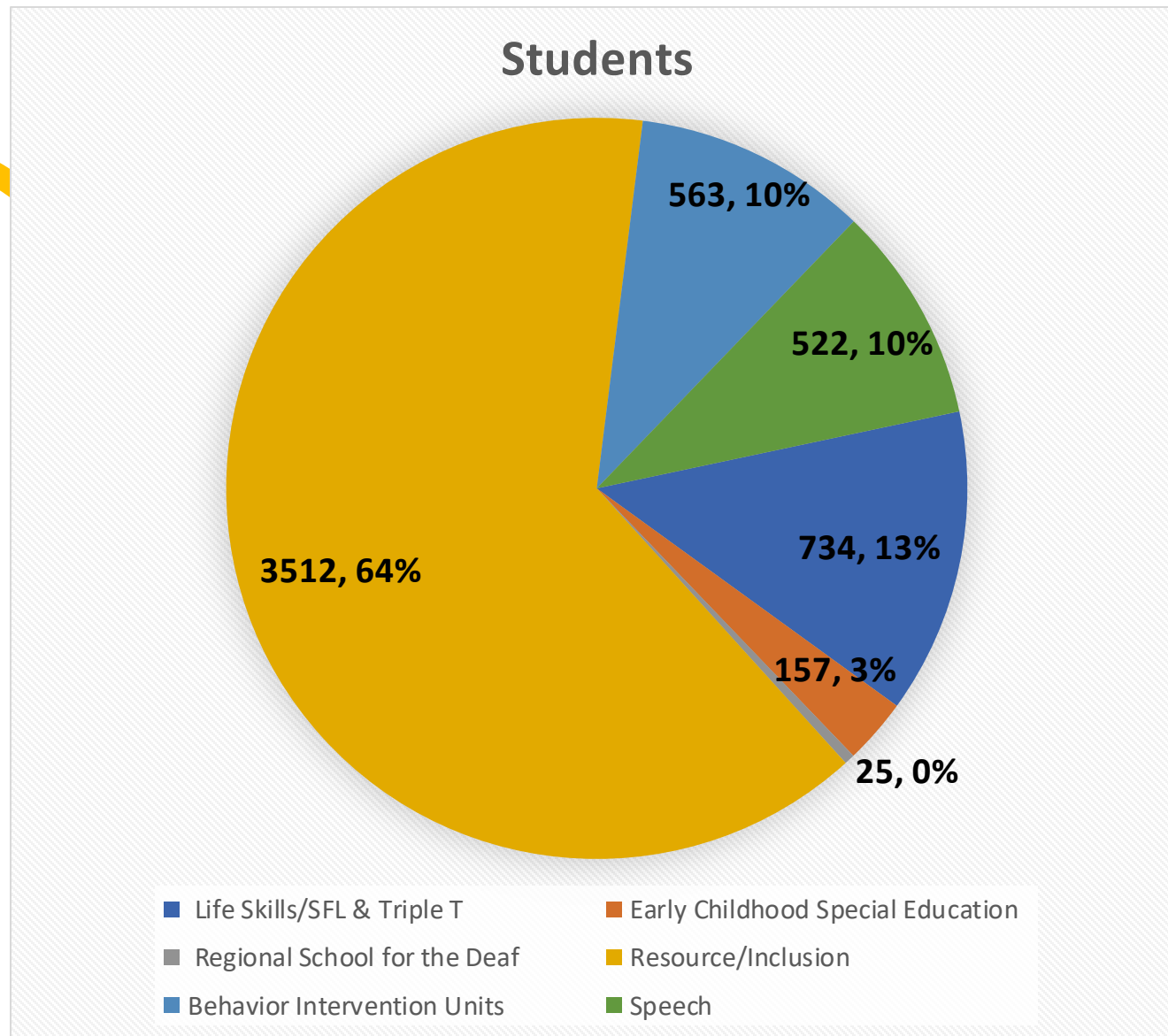- Special Education Counselors
- Behavior Specialists
- Licensed Social Worker

SPECIAL EDUCATION PROGRAM STUDENT ENROLLMENT

5494

District Total by Program

Students

- 563, 10%
- 522, 10%
- 734, 13%
- 3512, 64%
- 157, 3%
- 25, 0%

Legend:
- Life Skills/SFL & Triple T
- Early Childhood Special Education
- Regional School for the Deaf
- Resource/Inclusion
- Behavior Intervention Units
- Speech

Special Education Staff

Staff	Total
Adaptive Physical Education Teachers	8
Audiologist	1
Auditorily Impaired Teachers	3
Behavioral Specialist	6
Clerks	22
Counselors	4
Diagnostician	45
Director	1
High School Assistant Principals	6
Licensed Specialist and School Psychologist	7
Occupational Therapists	5
Paraprofessional	448
Physical Assistant	1
Physical Therapist	2
Secretary	2
Social Worker	1
Speech / Language Pathologist	28
Supervisors	6
Teachers	351
Visually Impaired Teachers	4
Total	**955**

Special Services Department
Texas Education Agency Cyclical Review

We have received notice that TEA will conduct two different types of monitoring reviews.

1. One is the Differentiated Monitoring and Support (DMS) **cyclical review**. The purpose of a cyclical review is to determine compliance with federal and state laws for serving students with disabilities and to assist LEAs **in resolving specific issues or concerns that impact services and outcomes for students with disabilities.**

2. The second type of review is the Differentiated Monitoring and Support (DMS) **targeted review**. The purpose of this review is to determine compliance with federal and state laws for serving students with disabilities and to assist LEAs **in building a continuous improvement process with results driven accountability indicators that identify potential targeted supports.**

Tentative Cyclical Review Timeline

- Formal meeting with TEA to discuss desk review and expectations.
- District along with TEA will establish formal timeline.
- At this time TEA will advise district of students who have been selected to participate in desk review.

- Two weeks after receiving names of students the district will upload students' information to ASCEND platform.

- TEA will conduct a parent, teacher, and related services survey. This survey will be emailed and will become public.

Within a month of receiving students' folders TEA will conduct audit.

TEA will send the district final audit report and findings.

September 17, 2021   **October 4, 2021**   **November 4, 2021**   **January 2022**

At Special Services, we are dedicated to providing support and services for our special needs students that will allow them to not only advance academically but to experience inclusivity, develop social skills and transition to being successful, independent members of society.

WE'RE PROUD OF OUR PROGRAMS AND INVITE YOU TO CONTACT US IF YOU WISH TO KNOW MORE ABOUT ANY AREA OF SPECIAL EDUCATION.