

TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT BUFFALO INDEPENDENT SCHOOL DISTRICT

CDN: 45901

Non-Compliance Identified

Corrective Actions To Be Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Buffalo ISD efforts, attention, and time committed to the completion of the review process.

The TEA has developed a monitoring approach that reviews compliance indicators while also looking for best practices. In commitment to the approach, the cyclical monitoring report will provide the results of the LEA compliance review related to the Individuals with Disabilities Education Act (IDEA) and federal and state statutes, a summary of data related to Results Driven Accountability

the Buffalo ISD Comprehensive desk review of 20 files. The review found overall that 10 files out of 20 files were compliant. An overview of the policy review and student file review for Buffalo ISD organized in the chart below by indicating the number of compliant findings within the reviewed file submissions related to the compliance area. Itemized details of these findings are in the appendix:

Compliance Area	Policy Review (# compliant of # reviewed)	Student File Review (# compliant of # reviewed)
Child Find/Evaluation/FAPE		

DATA SUMMARY OF RESULTS/EN ACCOUNTABILITY, STATE
PERFORMANCE PLAN INDICATI21 (x)-4c -0.0T.2 (,51.3 ()-7 A(ND)143 ()0.

Fifty-three percent of participants felt there were frequent opportunities to collaborate with related service providers. However, almost forty percent indicated that frequency was only somewhat adequate.

The obstacles concerning students' special education programming and services were reported as:

- Assuring students receive accommodations and/or modifications as outlined in the IEP.
- Scheduling ARD meetings
- Timely updates on student progress
- Knowledge of available services and programs

All participants agree with the importance of including students' interests/life goals in the transition process, with almost 70% strongly agreeing.

The majority of participants indicated they chose the In-Person learning model. Most participants also reported that remote learning for students receiving special education was somewhat effective or ineffective.

Seventy-five percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan effectively improved student progress.

During COVID closure, the top three ways indicated that teachers provided support to students with moderate to severe disabilities were:

- Teachers provided supports needed for students to be successful.
- Teachers made regular contact with students and parents to meet academic and emotional needs.
- Teachers modified work and provided individualized support.

Participants indicated that during COVID school closure/remote learning, they needed professional development to provide virtual instruction and the use of virtual platforms.

Participants indicated that during COVID school closure/remote learning strategies, the district's top two supports that did not work well for students with disabilities were shared devices for families and the online submission of assignments.

More than 75% of participants indicated that they agreed or strongly agreed that school staff worked with parents/guardians in addressing severe behavior and work refusal.

This survey was approved by the Texas Education Agency governance board. Participation in this survey was both voluntary and anonymous. No data was collected identifying a name so that individual responses cannot be linked to any respondent. Participants were given the option to stop the survey at any time.

Strengths

Based on results of the policy review and student file review, along with data collected from LEA staff
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and family surveys, the Review and Support team identified the following strengths for Buffalo ISD
. During the review activities, staff were very engaged and immediately addressed internal

Topic	Resource
IEP Development	TEA Technical Assistance: IEP Development The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.
Transition	-

Topic	Resource
TEA Review and Support	Dyslexia Monitoring
TEA Special Education	Dyslexia and Related Disorders
Dyslexia: TEA Professional Learning Course	TEALearn Dyslexia Modules

Corrective Action

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REFERENCES

[Differentiated Monitoring and Support System](#)

[Review and Support General Supervision Monitoring Guide](#)

.State P7.9 6Em.7 (g)(r)-5.3 (e)-3.8 (e)g /TT3 1 Tf 02.88 Tm ()054 R6 ()1t 9il62a/1.3 (62a/d7.9 (ia]TJ ET Q)3.2 (ian3 T

APPENDIX

Child Find Evaluation

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SE1	34 CFR §300.301(c)(1)(ii)	TAC 89.1011(c); TEC §29.004	Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for the student whose records indicate noncompliance. Consider whether the student's free, appropriate public education (FAPE) has been impacted and whether compensatory services are required.</p> <p>Systemic—Not Applicable</p>	No

IEP Development

Student File Review

Item IDEA Citation

Transition

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR1	34 CFR §300.320(b)	TAC 89.1055(c) TEC §29.0111	Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider whether the student's free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed</p> <p>Systemic—Not Applicable</p>	No