

2020–2021 CYCLICAL REVIEW COMPLIANCE SUMMARY

On December 18, 2020, the TEA conducted a policy review of Calallen Independent School District. On December 18, 2020, the TEA conducted a comprehensive desk review of Calallen Independent School District. The total number of files reviewed for the Calallen Independent School District comprehensive desk review was 24 files. The review found overall that 16 files out of 24 files were compliant. An overview of the policy review and student file review for Calallen Independent School District are 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/		

Find and FAPE for students being served by special education programs during the COVID-19 pandemic.

2020-2021 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

Staff/Administrative/Family Interviews

On December 18, 2020, the TEA Review and Support team received 70 surveys during the comprehensive desk review.

The Review and Support interviews focused on the following review areas:

Sixty two percent of participants felt they receive sufficient communication from their school. The best way the school/district provides information (trainings, online trainings, support groups and other available resources) concerning special education services is via email followed by notices sent home, phone calls, school website, social media, and school marquee.

The majority of parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus.

Most participants indicated they have a clear understanding of special education services.

The most selected areas of special education the participants would like to know about were the Multiple Exceptionalities and Multiple Needs and the Texas Sensory Support Network (TxSSN).

The majority of participants felt training in to help meet the needs of students with disabilities was effective or extremely effective.

Sixty-five percent of participants felt there were frequent opportunities to collaborate with related service providers and thirty-five percent felt there was not frequent opportunities to collaborate with service providers.

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

- Timely updates on student progress.

- Knowledge of available services and programming.

- Assuring students receive accommodations and/or modifications as outlined in the IEP.

Ninety-seven participants agree with the importance of including student interests/life goals in the transition process with 67% of participants strongly agreeing.

The majority of participants indicated they chose In-Person learning model. Those participating in remote learning indicated that the students did interact with teachers consistently. It was reported that remote learning for students receiving special education was mostly somewhat effective.

Sixty-four percent of participants felt that during COVID school closure/remote learning, the

Emergency Contingency Plan was effective in student progress.

During COVID closures the top three methods of support for students with moderate to severe disabilities include:

grade-level TEKS.

Consider internal monitoring processes for IEP development to ensure compliance and alignment to further improve student outcomes.

Technical Assistance

As a result of monitoring, the TEA has identified the following technical assistance resources to support Calallen Independent School District engaging in universal support as determined by the RDA performance level data and artifacts within the compliance review:

Topic	Resource
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IEP Development	
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Transition	
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Multiple Exceptionalities and	
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(OSEP Memo 09-02.)

Before the TEA can report that noncompliance has been corrected, it must first verify the LEA:

Has corrected each individual case of nonc

APPENDIX

IEP Content

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IC3	34 CFR §300.320(a)(7)			<p>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>Review and revise policies and operating procedures addressing this issue.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	Yes

State Assessment

Student File Review

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(j) TEC §29.0111		Individual-Yes Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student's free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.	No Imp0.1 8 (e)1ges1.9 (r)4 (e)3 (BT/P