



Cycle 2 Group 1

Dates: October – December 2020

CDN: 015914

Non-Compliance Identified

Corrective Actions To Be Completed

INTRODUCTION

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

The TEA has developed a monitoring approach that reviews compliance-based indicators while also looking for best practices. In commitment to the approach, the cyclical monitoring report will provide the results of the LEA's compliance review related to the Individuals with Disabilities Education Act

CYCLICAL MONITORING

The TEA conducts cyclical reviews of all LEAs statewide over six years. The purpose of cyclical monitoring is to support positive outcomes for students with disabilities and to determine compliance with special education regulations and dyslexia program regulations.

LEAs are required to submit artifacts and/or sources of evidence for compliance and promising practices review in the following areas:

- Child Find/Evaluation/FAPE
- IEP Development
- IEP Content
- IEP Implementation
- State Assessment
- Properly Constituted ARD Committees
- Transition

2020–2021 CYCLICAL REVIEW COMPLIANCE SUMMARY

On December 18, 2020, the TEA conducted a policy review of Fort Sam Houston ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Fort Sam Houston ISD. The total

number of files reviewed for the Fort Sam Houston ISD comprehensive desk review was 22. The review found overall that 14 files out of 22 files were compliant. An overview of the pv ()-2 (v ()-2 (i0 (p)y (p)e)-1 (

This survey was approved by the Texas Education Agency's data 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 and family surveys, the Review and Support team identified the following strengths for Fort Sam Houston ISD:

- All reviewed special education policies and practices follow federal and state requirements and are linked to the Legal Framework.
- IEP meeting notices are sent well in advance of the IEP meeting. This allows time to change the meeting date (if needed) and still meet annual timelines.
- Present levels of academic achievement and functional performance are generally robust and include information from multiple sources.
- When determining a student's eligibility for special education and related services, ARD committees consider multiple data sources. Outside evaluations are appropriately considered by the evaluation team. ARD committee members are aware of related service options and refer students for these services when appropriate.
- The ARD committee considers and addresses least restrictive environment for each student based on the student's needs.

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Topic

REFERENCES

[Differentiated Monitoring and Support System](#)

APPENDIX

Child Find/Evaluation

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SE3	34 CFR §300.304(a)	TAC §89.1011; TEC §29.004(a)	Yes	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) has been impacted and determine if compensatory services are needed. Systemic—Yes Review and revise policies and procedures, including operating procedures and practices, addressing this issue. Provide training on these procedures to the appropriate staff.	

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)		Yes	<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) has been impacted and determine if compensatory services are needed.</p> <p>Systemic—Not Applicable</p>	No

IEP Development

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID3	34 CFR § 300.320(a)(2)(i)		Yes	Indf4 nBTOCAP	