



Session Descriptions

<p>Morning Keynote: 8:15 a.m. - 9:45 a.m.</p>	<p>Jose L. Martin, Attorney at Law</p> <p>Single Child-Find Pathway for Dyslexia: Screening, Referral and Evaluation Implications Under the Revised SLD Model</p> <p>The changes that are being made to the Dyslexia Handbook will have significant impact on students with suspected dyslexia, campus referral teams, dyslexia staff, and special education diagnosticians and LSSPs for years to come. This session will explore the implications that the new single-pathway child-find model for dyslexia will bring to district practices. Specifically, the session will address how child-find for students suspected of having dyslexia moves to special education, how the screening and referral processes will work toward sp ed FIEs, procedural questions if parents decline consent for sp ed evaluation, the relationship between assessment findings of dyslexia and SLD eligibility, child-find for students currently in §504/dyslexia, the evaluation method choices districts will have to make, and ideas on undertaking coordinated FIEs that make use of dyslexia evaluation staff. In addition, the session will address the newly revised SLD model in the Commissioner’s Rules and the potential impact of the changes on how FIEs determine whether there are patterns of strengths and weaknesses in the assessment data truly indicative of an SLD.</p>
	<p>Breakout Sessions Rooms 1-4</p>
<p>10:00 a.m. - 11:30 a.m.</p>	<p>David M. Richards, Attorney at Law</p> <p>“Specially Designed Instruction” and Dyslexia: What is it? What is it not? When do kids need it? Why is it confusing?</p> <p>Although the IDEA regulations define special education as “specially designed instruction (SDI),” and that term is also defined in the regulations, it continues to vex the field. Over the last 20 years, the number and variety of regular education intervention programs has expanded to encompass quite specialized assistance within the context of regular education. The additional fact that the definition has not been revised in decades means that there is confusion over what exactly is and is not special education. This session will address how these questions play into Texas’ decision to move to a single child-find pathway for students suspected of having dyslexia. Specifically, the session will review whether standard protocol dyslexia instruction (SPDI) is SDI, the differences between SDI and SPDI (if any), the crucial post-FIE question of whether a child with dyslexia is in “need of special education,” and how conflicts over application of these terms in the decision-making process might play out in the near future.</p>



Session Descriptions

<p>10:00 a.m. - 11:30 a.m.</p>	<p>Jan Watson, Attorney at Law</p> <p>“2021 Legal Update Regarding Specific Learning Disability and Implementation of IEPs for Students Who Transfer During the Summer.”</p> <p>“Join attorney Jan Watson in a discussion of the legal implications of the revisions to the Texas Administrative Code regarding changes in the definition and identification of students with specific learning disabilities and how Local Educational Agencies must address the provision of special education and related services for students who transfer into a new school district during the summer.”</p>
<p>10:00 a.m. - 11:30 a.m.</p>	<p>Eric Rodriguez, Attorney at Law</p> <p>HB 4545: Accelerated Learning and IEP Compliance</p> <p>Out of concerns that the grade placement committee process was not working as originally intended, the Texas Legislature passed HB 4545, a bill that revised the grade placement committee process in order to focus more on providing accelerated instruction and not on retesting the statewide standardized tests. Eric’s breakout session will provide you the practical tools you need in order to implement the mandates of HB 4545 in a legally compliant manner.</p>
<p>10:00 a.m. - 11:30 a.m.</p>	<p>Jose Martin, Attorney at Law</p> <p>What’s the Story on Behavior-Related Topics in Texas Special Education: HB 785, FBAs, BIPs, and More?</p> <p>With the passage of recent HB 785, questions have arisen about requirements for when to conduct functional behavioral assessments (FBAs), develop behavior intervention plans (BIPs), and revise those plans. Although IDEA regulations address those topics, the Texas Legislature has added to the requirements to some degree. This session will address the requirements of the new law vis-a vis existing requirements under IDEA so we can understand exactly what is added to the existing framework of legal obligations to address student behavior as part of the IEP. In addition, the session will cover the present set of rules for disciplinary removals under IDEA, including limitations on excessive short-term removals, current guidance on MDR requirements when students pending evaluation commit serious disciplinary offenses, and modern cases that have addressed the concept of “smart ISS” as an alternative to home suspension.</p>

	<p>Afternoon Breakout Session Rooms 1-4</p>
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Session Descriptions

<p>1:00 p.m. – 2:30 p.m.</p>	<p>Jan Watson, Attorney at Law (Repeated Session)</p> <p>“2021 Legal Update regarding Specific Learning Disability and Implementation of IEPs for Students who Transfer during the Summer.”</p> <p>“Join attorney Jan Watson in a discussion of the legal implications of the revisions to the Texas Administrative Code regarding changes in the definition and identification of students with specific learning disabilities and how Local Educational Agencies must address the provision of special education and related services for students who transfer into a new school district during the summer.”</p>
<p>1:00 p.m. – 2:30 p.m.</p>	<p>David M. Richards, Attorney at Law (Repeated Session)</p> <p>“Specially Designed Instruction” and Dyslexia: What is it? What is it not? When do kids need it? Why is it confusing?</p> <p>Although the IDEA regulations define special education as “specially designed instruction (SDI),” and that term is also defined in the regulations, it continues to vex the field. Over the last 20 years, the number and variety of regular education intervention programs has expanded to encompass quite specialized assistance within the context of regular education. The additional fact that the definition has not been revised in decades means that there is confusion over what exactly is and is not special education. This session will address how these questions play into Texas’ decision to move to a single child-find pathway for students suspected of having dyslexia. Specifically, the session will review whether standard protocol dyslexia instruction (SPDI) is SDI, the differences between SDI and SPDI (if any), the crucial post-FIE question of whether a child with dyslexia is in “need of special education,” and how conflicts over application of these terms in the decision-making process might play out in the near future.</p>
<p>1:00 p.m. – 2:30 p.m.</p>	<p>Eric Rodriguez, Attorney at Law (Repeated Session)</p> <p>HB 4545: Accelerated Learning and IEP Compliance</p> <p>Out of concerns that the grade placement committee process was not working as originally intended, the Texas Legislature passed HB 4545, a bill that revised the grade placement committee process in order to focus more on providing accelerated instruction and not on retesting the statewide standardized tests. Eric’s breakout session will provide you the practical tools you need in order to implement the mandates of HB 4545 in a legally compliant manner.</p> <p>Small description: Out of concerns that the grade placement committee process was not working as originally intended, the Texas Legislature passed HB 4545, a bill that revised the grade placement committee process in order to focus more on providing accelerated instruction and not on retesting the statewide standardized tests. Eric’s breakout session will provide you the practical tools you need in order to implement the mandates of HB 4545 in a legally compliant manner.</p>



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<p>1:00 p.m. – 2:30 p.m.</p>	<p>Lee Lentz, ESC-18, Special Education Director</p> <p>The Legal Framework: Your Fast Lane to Special Education Law! Lee Lentz-Edwards Addressing the complexities of the special education process can be overwhelming and time-consuming. The Legal Framework is here to put you in the fast lane for navigating this process in a free, user-friendly format accessible from your phone, tablet, or computer. Join us as we navigate together, the parents’ and educators' roles in the admission, review, and dismissal process, the discipline process for a special education child, dyslexia identification and services, the requirements for a successful transition from high school, and other hot topics. Participants will be able to readily locate and utilize the laws, regulations, and resources pertaining to students with disabilities, pinpoint and apply helpful parent and educator federal and state resources and familiarize themselves with discipline requirements for special education students.</p>
<p>Afternoon Keynote: 2:45 pm to 4:15 pm</p>	<p>Jim Walsh, Attorney at Law</p> <p>Student Discipline Under IDEA and TEC Chapter 37</p> <p>Discipline of public-school students in Texas is governed by Chapter 37 of the Texas Education Code. This session will review the legal issues involved in enforcing Chapter 37 within the parameters of compliance with IDEA, addressing subtopics that include Ch. 37 teacher removals for special education students, IDEA protections for students undergoing the initial evaluation process, the IDEA limits on short-term removals, long-term removals and the manifestation determination requirement, and options to deal with special education students that exhibit aggressive to violent behaviors.</p>
<p>4:15 pm to 4:30 pm</p>	<p>Closing</p>