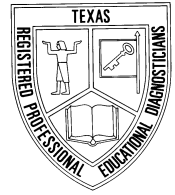


Fall UPDATE

September, 2016

# UPDATE



## Chair Report

The Texas Professional Educational Diagnosticians Board of Registry met on September 15-16, 2016 at the Embassy Suites in Dallas, Texas. Members present were: Jeanna Miller, Debbie Rollins, Lisa Horton, Leslie Flisowski, Georgene Moon, Sarah Johnston, Janna Brendle, and Deb Hawkins, Administrative Assistant. This was the last meeting for outgoing members Jeanna Miller and Debbie Rollins. New members, Stephanie Lee and Jennifer Vasquez, will assume duties on the board January 1, 2017.

New Officers were elected as follows:

Lisa Horton, Chair  
Sarah Johnston, Vice Chair/Professional Visibility  
Leslie Flisowski, Treasurer  
Georgene Moon, Continuing Education  
Janna Brendle, Credentials  
Stephanie Lee, Legislative  
Jennifer Vasquez, Secretary

The Board is proud to announce that, once again, we will offer two exam administrations. Tentative dates are June 7, 2017 in conjunction with the Summer Evaluation Institute at Region 4 ESC in Houston and June 17, 2017 at Lewisville ISD. The Board also voted to have tables at both TEDA and SWEP in order to provide exam information and member gifts to those in attendance. Look for our table at these conferences!

**Announcing TWO testing opportunities for 2017!**

## Registry Exams 2017 & Newest Members

TPED is pleased to provide two dates in 2017 for the registry exam administration in order to accommodate educational diagnosticians across the state. The TPED Registry Exam will be offered June 7, 2017 at Region 4 in Houston at 9 a.m. and June 17, 2016 in Lewisville at 1 p.m.

The application, exam locations and times can be found at [www.regped.com](http://www.regped.com). The exam reflects the CEC and SBEC standards for assessment personnel. The Registry Exam study guide will be forwarded upon registration for the exam.

### Congratulations to our newest members!

Valerie Albright  
Leah Arrington  
Alden Brosseau  
Rebecca Cybulski  
Jacob Hampton  
Trudy Lea Hardy  
Joyce Faulks-Jackson  
Monica Jones

Christina Mackey  
Gisela Mariscal  
Stephanie Minzenmayer  
Jerry Mullins  
Melissa Politz  
Anna Maria Saucedo  
Veronica Tyree  
Kara Zwolinski

TPED/Board of Registry, Inc.

Fall UPDATE

## Come see us in Waco!

If you plan on attending the TEDA conference in Waco please stop by the **TPED presentation table**. The conference will be held on October 10-11 at the Waco Convention Center. We will present current members with a special gift that you are guaranteed to enjoy! Additionally, products for purchase will be on display. If you need to pay your TPED membership dues for 2016-17, we will be happy to help you with that as well.

For those of you that are not yet members of TPED, application information will be available. We can answer any questions you may have about the Texas Professional Educational Diagnosticians organization. We can help you get on the road to taking the exam for membership so that you can become a member of an organization that is “excellence not just competence”.

TPED will be represented at the SWEP conference in the Spring 2017. If you are unable to attend the TEDA conference, please come see us at SWEP for the special current member gift. We hope to see all of you at one of these conferences!!!

## Best Practice Tips for Legally Defensible ARD Deliberations

1. The deliberations/minutes serve as a concise summary of the decisions made during the meeting and preserving in writing those issues that were addressed during the meeting that may not be reflected in the ARD/IEP document.
2. Deliberations/Minutes should not be a verbatim record of the meeting. It is intended as a summary of the key elements and other items, which are brought up but not included in other pages of the ARD/IEP document.
3. Documenting meaningful parent participation in the Deliberations is critical. If parent is not in attendance, clearly document your attempts and parent’s response to those attempts.
4. Early in the ARD/IEP Committee meeting, seek parent concerns and then document the District’s response to their concerns.
5. Documenting the evaluation discussion including recommendations of the FIE or REED should include areas of eligibilities and related services.
6. Adequately document the actions of the committee. For example, “ARD/IEP Committee proposed new goals based on current data and input from parent, teacher data and the FIE”, “ARD/IEP Committee proposed specially designed instruction in the areas of reading to address student weaknesses in decoding and comprehension”.
7. If a parent requests that additional items be added to the minutes, it is appropriate to ask the parent to write their additional comments to be included in the document.
8. If a parent disagrees with a portion of the ARD, then this is noted in the minutes and the ARD continues until completed. Do not get hung up on one item when it is obvious that agreement will not be reached. Note the attempts to reach consensus.
9. If a parent requests a service (such as ESY), then it is necessary to consider their request and make a determination at that time. It may be appropriate to refuse their request, but agree that an ARD will be held at a later date after regression/recoupment data is collected to reconsider their request.
10. If the parent refuses to sign the ARD document, this should be noted. Even if it is obvious early on that the parent is not going to agree with the ARD decisions you must finish the ARD. If the parent disagrees they are offered one opportunity to recess and reconvene within 10 school days. Give a new Notice of ARD and get signed consent for ARD before parent leave.
11. If the parent leaves the ARD meeting before it is over, this should be noted and the parent reminded that the ARD will be finished. This is also true if the parent says this ARD is concluded. The parent is informed that the ARD will be completed, and if they leave it is the same as a disagreement.

# Building a Strong Team

Wanting to build a STRONG team? When principles of Collaboration, Collegiality, and Cooperation are employed simultaneously, increased effectiveness is guaranteed.

Does your team exhibit Collegiality? Indicators of Collegiality include:

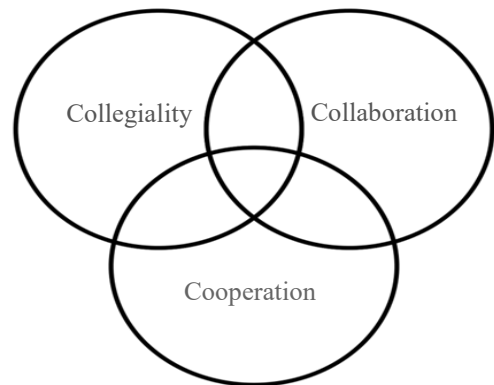
- Educators sharing their craft knowledge
- Educators rooting for another's success
- Educators talking with another about practices in their field

You team can improve Collaboration in meetings by:

- Establishing a point in the meeting
- Setting Norms (After all, they aren't just for CHEERS :)
- Beware of crickets (members not sharing their thoughts- determine why)

Which stage of Cooperation is your team in?

- Polite stage: Members priority is to mind their manners.
- Power stage: Members speak their mind without focus on common problem, but on themselves
- Cooperation stage: Members give and take ideas, listening and contributing



## Professional or Associate

TPED currently offers two types of membership, Professional and Associate. On the renewal form, they are defined as:  
**PROFESSIONAL - any RPED who is serving as an educational diagnostician, which includes testing and/or reporting on testing performed.**

**ASSOCIATE - any RPED who is in a position other than educational diagnostician or has retired.**

Many of us move into supervisory roles, become directors, teach at the university level, return to the classroom, or even retire and then return to work!! This information is very important and it is not unusual to see retired diagnosticians returning to work as part-time employees, or going into private practice after a short retirement. When that happens, you are able to update to Professional status for an additional \$10.

It is easy to forget to keep your TPED membership current and it is easy to make a mistake about the type of membership you need. Please remember there are benefits to keeping your renewal current. Maintaining your membership means that you continue to get your Update e-mailed to you at least twice a year, you have access to the latest information on webinars offered by HMH/Riverside, Pearson, and Presence Learning at no cost, and you continue to have a professional link that is easily accessed through the TPED website: [www.regped.com](http://www.regped.com).

If you carry liability insurance, it is also important to remember to notify your carrier, if you change positions. Remember that if your membership lapses for more than three years, you have to reapply for the Registry and take the exam again. These are the key differences between the Associate Membership and the Professional Membership level. So remember to keep your TPED membership active at whichever level is appropriate for you and *as always remember that at tax time your membership is a business expense that can be deducted.*

# Legislative News

## Hot Topics



### *Cameras in the Classroom*

Texas Attorney General Ken Paxton has issued an opinion on the language in SB 507 that negates the intent of lawmakers and urges the Texas Education Agency and school districts to go with a very strict interpretation of the law.

In that opinion, the AG's office essentially pointed out a glaring gap between what lawmakers intended and what the law spells out.

The opinion even suggests that lawmakers might want to take another stab at the bill. "If the Legislature intends for section 29.002 to have a narrower application, it should amend the statute to limit the request to a single classroom rather than to 'each school' and to 'each self-contained classroom or other special education setting.'"

School Districts are encouraged to:

- Know the exact numbers of classrooms this would impact if not changed and an estimated total cost.
- Contact their lawmakers urging an expedited fix at the beginning of the legislative session in January to fix the bill language to align with their intent of one request applies to one classroom.
- Consider and implement fund raising efforts and be able to tell lawmakers the results of those fund raising efforts.
- Watch for revised commissioner rules and TASB policy

\* <https://texasattorneygeneral.gov/opinions/opinions/51paxton/op/2016/kp0113.pdf>

\* <https://texasattorneygeneral.gov/opinion/ken-paxton-opinions>

### *Monitoring System for Special Education Enrollment*

Texas Education Commissioner Mike Morath recently reported that his office is going to do a "detailed review" of this monitoring system for special education enrollments and how it impacts students with disabilities. The **statement** was not broadly released, but rather upon request.

Morath's statement neither condemns nor defends its policy, saying that "research shows it is not in the best interest of students who do not need special education support to be erroneously admitted into special education programs."

### *STAAR Testing – Notes from Region 11*

- The new version will have embedded accommodations, accessibility features, and non-embedded accommodations (not in the platform).
- There will be embedded accommodations for text to speech, language and vocabulary supports, and content supports.
- Accessibility features will be included (TBD)
- Accommodations students utilize during STAAR administration will be selected on the basis of documentation in the IEP of current instructional accommodations, routinely and effectively used in the classroom; students will receive only the specific accommodations he or she uses.
- If students' ARDs or Section 504 committees had selected STAAR A assessments for Spring 2017, IEP/504 plan will need to be updated to reflect each assessment the student will take and the specific embedded accommodations and non-embedded accommodations (i.e., supports that are not part of the technology platform) that the student requires during testing. It will be a case- by-case decision as to update through an ARD or through an IEP amendment.

The accessibility features that are available to all students in the online version of STAAR do not need to be listed in a student's IEP or Section 504 plan, unless the student's ARD or Section 504 committee wants to ensure that the student uses a certain feature.

### *STAAR Online Administrations Beginning in March 2017*

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