

August 21, 2024 9:05am – 11:57am

Susan Nichols, April Estrada, Tara Cevallos, Aaron Bangor, Adrian Guerra, Sheryl Kubala, Diana Nelson, Rebecca Lopez, Lori Brown-Duncan. Amy Litzinger, Aaron Bangor, Agatha Thibodeaux, Marissa Esquivel

: Claudia Cavazos, JoAnn Wofford and Kevin Markel

Stephanie Koch, Kristin McGuire, Brittany Brettschneider, Susan Bineham

- Stephanie Koch Reviewed the CAC Members' Duties and Agenda

- TAC Updates August 2024 PowerPoint
- SBOE Updated the Dyslexia Handbook Effective
- TEA Posted a Frequently Asked Questions on website tea.texas.gov/dyslexia
- 19 TAC 89.1049 Parental Rights Regarding Adult Students
- 19 TAC 89.1065 Extended School Year Services.
- 19 TAC 89.1141 Education Service Center Rules
- 19 TAC 89.1011 Full Individual and Initial Evaluation
- 19 TAC 89.1040 Eligibility Criteria
- 19 TAC 89.1050 The Admission, Review, and Dismissal Committee
- 19 TAC 89.1055 Individualized Education Program
- 19 TAC 89.1131 Qualifications of Special Education, Related Service, and Paraprofessional Personnel
- 19 TAC 89.1001 Scope and Applicability
- 19 TAC 89.1005 Instructional Arrangements
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- 19 TAC 102.1601 Changes to Program

Application opens on February 3, 2025 subject to appropriations

- SHARS Update-The Health and Human Services manages programs. TEA coordinates and works with HHS since it is a Medicaid program. There are potential rule changes in October.

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to work toward and ultimately achieving proficiency with the assistive technology device or service both in school and at home.

1. Recommend that a teacher-student ratio be implemented in self-contained classrooms and resource classrooms.
2. Incentivize teachers that work with students with disabilities.
3. Implementation of a grant program for current teachers that want to get certified in special education.

1. All staff working with students engage in de-escalation training prior to the start of the school year.
2. Provide requirements for funding for additional behavior staff/personnel for each LEA based on student population, special ed population and needs.
3. Implement a Grant Program to attract and retain teachers working with students with disabilities

1. Recommend that TEA provide a list of evidence-based dyslexia programs.
2. Recommend that class size for dyslexia instruction be limited to Tier 3 small group instruction.
3. Recommend funding for a Dyslexia Grant Program similar to grants offered from 2022-2024 that provided training for school teachers that were interested in being trained in evidence-based dyslexia programs.

1. Salaries

We further recommend that the state provide funds that will be used specifically for salary stipends for special education teachers. School districts provide many stipends to a variety of employees. Given the responsibilities and duties that special education teachers encounter on a daily basis, it is imperative that we consider providing school districts funding for these stipends.

2. Costs of Full Individual Initial Evaluation(FIIE)

We recommend that the state of Texas consider providing formula-based funding to school districts based on the number of FIIE's conducted each school year. While this requirement is a federal mandate and one of the first steps in determining eligibility, an FIIE does not necessarily translate into a student being identified as needing special services.

3. Medical Billing Transparency

We recommend that school districts receiving SHARS reimbursements be required to share at a public meeting information about their SHARS reimbursements and to notify parents about the exact services that are being billed. Currently parental notice and consent are required prior to requesting any reimbursements, schools are not currently required to present this information to the public.

4: Funding for Interpreters

We recommend that TEA conduct a survey of sign language interpreters to determine prevailing market pay rates across the state for students with disabilities in K-12 education, including for Regional Day School Programs for the Deaf (RDSPD). Further recommend using the survey data to inform LEAs about expected pay rates for certified/qualified sign language interpreters as well as guide the funding requests for the RDSPDs that adequately supports hiring and retention of certified/qualified sign language interpreters.

1. We recommend that the state legislature gather data on student interaction with the justice system while receiving special education services.

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5. We recommend the