

The following pages contain feedback provided to the Texas Education Agency during focus group meetings held between February 6, 2018 and March 2, 2018 in reference to the Draft Plan posted on the Agency's website on January 17, 2018. The feedback was compiled directly from written input obtained by families in all 20 education service center regions. The content of the feedback is presented just as it was provided, with only formatting applied for consistency in the publication.

Other feedback opportunities are ongoing, and persons wishing to make initial or additional comments may continue to do so by sending an email to [TexasSPED@tea.texas.gov](mailto:TexasSPED@tea.texas.gov).

## Families Response Request 1

### Barriers or Concerns

- Timeline for initial assessment.
- I continued to see my daughter struggle in school. I think she should have been identified earlier in her school career.
- A barrier might be that parents do not know to ask the school or talk to the school about questions about their child's learning. Parents might see their child as "normal" while not knowing there may be a disability. Parents don't see the school or TEA as a resource until their children are in the system.
- I asked to have my daughter tested for speech as soon as started school. The school responded quickly. I did not see any barriers to her being identified. In the classroom when they are supposed to be getting extra help, it doesn't always happen. Sometimes, the student has to wait until someone is available.
- Districts tend to "just wait until they turn 3 years old."
- We don't have enough resources, i.e. (manpower) to assist in evaluation and discovery process. Funding for the manpower is also a concern and barrier.
- Insufficient staffing
- No follow through after ARD meeting. Lack of communication from case managers to teachers. Case managers are overwhelmed with a heavy load of students. Lack of availability of materials (such as text books) for parents to help assist student gain their IEP goals. Lack of teachers understanding and or using the IEP and Accommodations set by the ARD committee.
- Lack of time for proper evaluations
- Individual campuses may be given a mandate, and then districts may not be clear on what this means
- Knowledge deficit on part of the teachers. Parent has to have student tested on their own in order to get an evaluation started. Some teachers cannot recognize special education issues.
- Are special ed teachers qualified to meet the needs of all children.
- Parents ask for too many cases to go through so ed--overwhelming to handle.
- Educators have a fear factor b/c what they "note" may require an evaluation, which delays identification.
- Teachers should be armed with some key issues--teachers have said I'm not allowed to refer them.
- teacher recommended st should be evaluated bc was 504 but teacher recommended he could receive more services if o sp ed. Recommended to et speech eval--but did not really need to bc already ADHD--so had to jump through extra hoops. long process. Need for more education with teaching staff.
- Need teachers, admins and sp ed to be on the same page.
- Parents feel the need a pushback to be weaned off of the accommodations.
- Staff being laid off due to district financial problems. How can we meet compliance with less teachers.
- Parents not being offered services in early ed. (below 3rd--and being held back a year instead)
- Teachers or admins not suggesting accommodations that can be made. Parents being out off when children have obvious issues.
- Speech teacher does not use verbal language with my daughter only the device.
- What is special education and what is 504?
- Adequate testing or diagnosis of Dyslexia
- A timely diagnosis of Dyslexia was not done until 9th grade when the student was in Special Ed starting in 2nd grade. The testing was done AFTER the 2016 letter
- Solo quiero q le den mas ayuda en el lenguaje....especial mente
- con los sonidos de las letras.
- RTI should not be a barrier or road block to special education or 504
- Systemic delay in identification , data must be recorded in order for "the shoe to drop" does damage to the child. It take a crisis before a child is identified.
- The process is complex and lack of support for parent to be a working partner

- que repartan todos los fondos equitativamente a todas las escuelas aunque no sean titulo I. suficiente personal que traduzca en español principalmente en las escuelas de titulo 2 para podernos comunicar con los maestros.
- Financial and resources available
- Dyslexia
  - 504 meeting with teachers and staff should be done each semester, not annually. Accommodations continually change throughout the year. Sometimes the student does not relay accommodation needs or changes to their teacher.
- Time
  - There needs to be more time allowances for exams. My child always feels rushed trying to keep up
- RTI/ Training
  - Both GenEd and SpEd need additional training in locating and identifying kids in need. The need for more diags and evaluation staff is greatly needed, as well.
- Staff needs to be able to recognize low incident disabilities. Too many of these mimic other disorders and disabilities. RTI should be consistent and not left to each individual school. Teachers are frustrated and confused.
- Self correction a concern
  - TEA is the one that established and enforced the 8.5% cap, and the they are in charge of self correcting.
- Lack of oversight
- Missing students
- How are they going to find all the students that they missed.
- How will referral process improve?
- Parents have been requesting evaluations that were simply refused. How will the new process be different?
- Should parents be able to obtain an independent opinion regarding evaluations sooner?
- Culture
  - If engrained in districts and over seen by tea, how does this change if same individuals are at tea. How will you address the culture.
- Support to districts
  - How will resources be allocated to districts. How much support are you giving that districts to identify and serve students.
- Identifying 2e students
  - children who are gifted and dyslexic (2e) often are not identified as both gifted and dyslexic. Therefore the whole child is not identified and served in both areas.
- Concern staff increase
  - Spending a lot of funds adding to tea staff for a problem that created instead of on students supports. Concerned with the large increase.
- Collaboration not happening
- For twice exceptional children, district and campus personnel are not collaborating to identify and serve 2e students.
- Need to identify dysgraphia
  - Dysgraphia is a dyslexia-related disorder per the TEA Dyslexia Handbook. Schools should test students for dysgraphia (for both OT and written expression). So those with dysgraphia can be identified and served.
- Serving students with dysgraphia
  - TEA needs to require that school's have a dysgraphia program.
  - This needs to be explicitly stated in the Dyslexia Handbook.
- communication and awareness

- the process of child find needs to be streamlined and communicated better.
- transparency of the process between teachers, parents, and SPED department.
- promoting/advertising within the district about the purpose of SPED and how to navigate the process
- Overload of students per teacher for appropriate overseeing of accommodations
- Incorrect placement of students in special ed in order to increase numbers
- Funding
- Insufficient planning for the growth of numbers
- Not only are case manager overloaded but so are teachers and aides and nurses
- Beginning of the school year there needs to be appropriate teacher/student ratios
- Resources in general of space and materials in the class
- Not enough aides to assist in the classroom, in transition, and/or BIC units
- Safety protocols for emergency evacuations
- Parent education provided by schools regarding special education identification for students not already identified
- Wait time for testing Early identification
- Acknowledging parent concerns for testing a child
- schools are not transparent.
- Understand that the school needs to change.
- % required or can't identify Federal government
- fed government had stated that there are too many listed as identified; so we were not understanding what we needed
- School improvement team should involve parents of children in special education programs and children outside of agencies of public education such as ABA centers and/ or private school.
- Disregard to re-evaluations and loopholes IEE.
- How long does it take for them to refer them to special education?
- Schools try to veer the parents off in another direction instead of giving them the correct information and discourage them.
- Parents are not provided the rights for meetings. They are given the safeguards at the meetings and not given a chance to read them. They should be given the information prior to the meeting so that they can read the safeguards before the meeting.
- School personnel are great car salesmen but promises are not followed through after an ARD meeting.
- Have been in EPISD and now in Charter and now thinking of going to YISD because not being satisfied with the services provided to their children.
- Because schools have been trying to keep their percentage of students identified with disabilities below 8.5%, schools are going to struggle to find funding for needed additional staff when more students are identified.
- Accessibility of getting information from TEA because we are not getting information from the district.
- We should get information. Who can we call beside the local district.
- The evaluation process takes too long. First they try RtI before SPED referral. The RtI process takes too long.
- They are not helping our students so they don't want to go to school.
- Teachers are hesitant to refer.
- I don't think the schools have adequate personnel in high places to take care of these things. We are put off and don't know where to go when we need help
- With those kids who start school late and don't have the skills needed (due to delays) who outside of the school encourage parents to put kids in school? Like the Dr.
- Child find
- The processes of putting kids into school when they have disabilities needs to be encouraged by drs.

- Unrealistic Expectations for Teachers
- Keeping qualified teachers and co-teachers to maintain the services for the students throughout the school year. Also think that the students should be best populated in the regular school setting. Example: the students should be in the right placement of other students in their class.
- Kids are left behind because of the state test. Teachers are too focused on the test and not enough on student progress. But because of this teachers are putting in long hours and don't have the ability to deal with student needs.
- The state need to designate more funds to school districts for hiring more educational staff to serve students with disabilities and not punish those districts with higher numbers of special ed students.
- STARR testing counting against schools is a problem because the scores that come in, determines where students will be placed. On top of our students testing, this shouldn't be another worry for parents.
- Mindset
- there is still a hesitation to evaluate children who are making good grades but still struggling because of an existing disability. Children who received an outside diagnosis and services are allowed to continue those as an outside intervention but not acknowledged or supported by the school
- Compliance of the individual school principles and identifying the students with disabilities.
- overcoming fear
- many parents stopped asking for services or evaluations because they were previously denied. there is still a hesitation to ask because there is a fear of consequence for their transfer status or overall child's experience in the school
- Will it be a barrier for the school if a kid needs services but the parent does not want the child to have services.
- How are they going to help the kids that are in high school now that should have been identified in 1st or 2nd grade.
- Students are on RTI for too long of a period of time. Parents are told the child is doing fine. The parent knows the child needs more help and requests testing in the district, and the parent is denied testing.
- parent involvement and parent acceptance. stress of child and self esteem issues, moving schools. not enough staff, not recognizing issues, or following up
- Not enough LSSP's and Diagnosticians available to meet the demand for evaluations.
- The key is early identification of all students. There needs to be a tool to identify which students need testing in reading and math starting in Kindergarten.
- Support
- Teachers not reaching out to specialists to help identify students.
- Teachers are reluctant to test students for dyslexia. Some schools didn't have a specialist to help with a 504.
- Physicians do the failed newborn screen and do not refer on or put it in the TEDHI system. There is not any promotion.
- Local ENT clinic does not handle babies. Parents have barriers financially and time constraints to drive to Dallas. Parents prioritize their needs vs. needs of child because of constraints.
- Lack of info. to physicians
- Teacher, and or administration compliance with identifying children with problems.
- Campus cooperation with reporting of possible children with difficulties.
- STAAR Testing!!!!
- The pressure that students feel to pass it. Expecting them to perform at the same level as non-specified students. What is the state trying to achieve with the testing??? The frustration is that the state mandates this testing, but it doesn't appear that they even know HOW to score it and use that to improve anything. Our kids are working harder, but the state isn't working smarter as a result of it.

- 8 teams of 3 people each will not make any difference whatsoever when they are only required to hit every school district once every 6 years. A child will be halfway through the school system before a problem would ever even be identified.
- Every district should be visited at least once a year with a follow up visit if they don't pass the first one. There is no reason this can't happen with a team of 24 people. Also a huge waste of money paying them an average of \$83,000 per year with no requirements to get into the schools.
- Class sizes for life skills classes must be capped. There needs to be a small number of students per adult/trained teacher.
- Perception of what can be done at an early age and lack of funding or cut funding.
- Parents don't understand ARD guide and don't read at grade level. ARD guide should be 7th or 8th grade level.
- Parents don't understand consent and timelines. Need a simple visual.
- Potential communication problems between the TEA and school districts with lack of enforcement.
- School districts may not have the funds available to test students for services and diagnosticians may not be available.
- Staffing and funding are low.
- Keeping testing formatting the same to help struggling students not fall further behind i.e. STAAR testing.
- with only 12 sessions, OSEP did not go far enough in identifying all of the challenges. Now TEA has to assess all districts.
- If they don't appear to be severe, it isn't recognized.
- Can't be in special education based on diagnosis from a doctor, "We have to do our own evaluation."
- standardized criteria for special ed in the district. Down Syndrome and autism automatically considered but other diagnosis don't fit into the assessment system.
- District "Won't do an Autism evaluation until the child is 6 years old."
- "We can't test for Dyslexia until they are in 3rd grade."
- standardized assessment systems are too limited to identify the breadth and depth of special education needs of children with varying disabilities. For example, my son has high intelligence but is not verbal so they are not equipped to assess and support his strengths while accommodating his disability.
- "Texas Dyslexia Law requires they have a 504 instead of an IEP." According to the district or school administrator.
- Lack of staff, but not just staff but qualified staff who are able to work with unique needs. Also training of early childhood staff to identify sooner the unique needs of a diverse set of intellectual disabilities.
- No clear cut standard for recognizing need for disability testing.
- Too many kids falling through the cracks of the special ed system because their disability is not as easily identified as others.
- No central database for sharing and divulging information to parents, community, and others.
- Not enough support staff, i.e.: diagnosticians, aides, CALT's, and other persons specifically trained to identify and help students needing special education.
- Be open to suggestions from outside sources other than parents, such as preschools/daycare/early education centers via ECI.
- Districts and schools often see parents as adversary, rather than advocate.
- ARD Meetings
- Once special education need is identified, increase frequency of ARD meetings to better identify and address the individual needs and opportunities for the student
- Corrective Action Plan 1
  - ....assumes that the districts held their percentages below 8.5% because TEA didn't monitor well enough. The districts cower to TEA; they did not need much monitoring at all to keep their percentages below. Now that TEA has decided the federal govt is

correct, the districts are not going to need monitoring to do the right thing. The funding being planned for extra monitoring should instead go to districts for services.

- Funding
- At the state legislative level what is the state going to do for direct services.
- make it right
- go back and provide compensation for families who were denied services and paid out of pocket for services that should
- have otherwise been provided by the school. This has caused great hardship for families specifically for those who have dyslexia and dysgraphia. Those children should have rightfully been provided services and weren't. It's not too late to make it right. This will help restore some faith in the a system that has been broken for a long time. Families will start to trust the TEA and it's local district when they realize that they do want to help their children.
- Special education counselors are needed in all districts.
- more staff and funding
- the barriers remain the arbitrary number that has historically been instilled to each school/district so they want to stay within that percentage - historical data is incomplete and a severe undercount Texas needs to make education for ALL students a priority. It will take more monitoring and if the numbers do not go up there should be a question at each school as to why
- greater transparency and communication via the LISD leadership about these issues
- Sped teachers and co-teachers need to be on the same pay grade as regular coarse teachers and co-teachers.
- Testing My son has not been tested. I went to the counselor who said the list was too long. Then I went to Disability Rights of Texas and they got it done. The Psychiatrist and counselor we hire told us.
- At what point can teachers keep their jobs when they still don't believe dyslexia truly exists
- Present the word "dyslexia" often in district literature to parents for education.
- The ripple effect of missing dyslexia is missing the critical window of opportunity of maximum treated before the age of 8 while the brain is still pliable. After this, it will take more resources to do the work that should have been started earlier.
- Parent feedback should be included in a teacher's evaluation process to help identify teachers who are not receptive to input from the people who may know the child's needs or struggles with homework.
- Continued Professional Development for teachers/administration servicing students with disabilities every quarter versus annually or as determined by the educator as to when needed.
- Criminal Punishment for violation of IEP that results in lack of progress for student repeatedly.
- Teachers should be introduced to the subject of "teacher malpractice".
- Negligence can cause actual harm to students.
- If a teacher allows a student to fall through the cracks, they should be required to undergo remedial training
- Require all restraints to be legally entered into PEIMS.
- Decertify abusive teachers. Update the rules/definition for abuse to give clear examples of emotional and physical abuse.
- Contract an independent third party to oversee the implementation and progress of plan insuring full transparency and disclosure.
- keep open lines of communication among parents, teachers, case managers, etc.
- what is regardless of the severity of their disability. How does a parent get around this to fight for their child that is GT but needs OT/PT, Speech, etc. A child might need social teachable moments and how they can help them.
- Varied strategies and techniques that will help my daughter special verbal needs.

- Parent ombudsman position, advocate available to explain to parents all of their rights. Federally funded position so there is no favoritism/ retaliatory from local isd
- Urge tutoria despues de clases en las escuelas titulo I
- CEU's for SPED that actually is needed to help staff and admin understand what is needed to make students more successful
- Stop cutting funding when there are budget issues. Assuming based on their diagnosis they aren't teachable and basing it off standardized tests that do not see the student where they can actually learn best
- we are not concerned that TEA is addressing is issue we are concerned about the way it is being addressed. barriers include financial difficulties, staffing issues, and local districts are unwilling to offer positions to educational diagnosticians.
- barriers include training without proper training it becomes challenging for district personnel to recognize and identify a child with special needs versus a child with behavior problems and no underlying factors to consider
- I perceive a barrier in funding in a non legislative year for procurement of staff to complete compliance measures access to testing for those in need of special education needs to be made more accessible and understandable to families so they can take an active role in advocating for thier child
- what resources will be used to train the staff?
- inconsistencies among campuses and districts
- It is a gross misrepresentation or a full lie the OSEP allegation about all the disabled children. It is simply not true
- The contentious climate between parents and staff at school level. For 14 years the school staff has come from a place of "no" and denial and the mindset needs to shift no more "us vs them" mentality
- significant delays in evaluations. lack of awareness of what should be evaluated, or what should trigger evals.
- 2 Communication between schools and parents. Parents have to drive process and are often unaware of what is "normal".
- Schools should be helping educate parents.
- Teachers need more training on disabilities and special needs.
- socioeconomic and language barriers, specifically lack of translators for IEP documents and ARD meetings
- accountability for LEA to allow teachers greater freedom to identify earlier
- Education is responsibility of the individual states not the federal government.
- Are teachers penalized in any way for suggesting a student needs an evaluation?
- dyslexia to be initially identified as a SLD eligible under SPED, due to the specialized program / teaching required to address disability. SPED to provide accountability that specalized education / intervention is effective under progress monitoring. start under SPED then transfer to 504 if appropriate.
- Services tend to be reactionary and linked to behavior/ child find doesny occur sometimes until there is a behavior problem
- better monitoring of school districts as to what is actually happening and making sure there is a full understanding of what is required by both Federal and State laws
- each district interprets and enforces the dyslexia handbook differently
- lack of qualified assessment staff for identification
- ongoing RtI that never ends
- paperwork that delays testing and identification
- For the families who were denied services.... how are we going to let them know that they can be considered again?



- For the deaf and hard of hearing i feel that they need a better services and not be barriers and better access.
- not enough trained staff to appropriately serve students with disabilities
- told by district that they had reached quota of students allotted for special education
- Parents are not aware of the testing available and teachers are not either.
- They passed a bill and TEA looks to get a letter. Decisions are driven by budget but don't see new tools to identify students and overcome the limitations. Almost as if this is all simply words to placate but nothing to solve.
- TEA needs a steady budgetary flow (long term policy that spans administrations) regardless of who the governor is if this is really going to work. Frankly right now, TX is embarrassed and that is the only reason action is being taken. Because 45 was ok but 50 is embarrassing. And, as parents 45 or 50 is not acceptable. The Governor doesn't need anymore task forces we need policy change and implementation.
- Schools need to be in coalition with the medical community and teacher training need to be working together to understand how to assist the entire child.
- There is no transparency in how to access services for the child.
- Be open when parents raise their concerns.
- Provide the evaluation information on each child from the school to the parents.
- One meeting a year is not enough, we'd like to talk about progress every 9 weeks.
- The ISD cites a need for student to demonstrate failure to respond to intervention before being considered for testing or, in the case of a student already identified, additional accommodations. Amount of paperwork for teacher and lack of support for teacher to accomplish this task might be factors. Population growth might be overwhelming larger or faster-growing districts so they aren't able to keep up with demand. School testing can be a barrier to certain services, for instance a student identified as both sped and dyslexic, does not qualify for dyslexia services. When students grow, as identified by testing, they can be exited from special ed and lose services, even if they don't qualify by a small margin.
- Teachers not trained in the classrooms to identify these children.
- Limit of students identified. Schools should not try to adhere to performance status to.
- Early detection
- Educational offerings in the school systems is not sufficient
- parents voiced concerns regarding academics first and the school and was dismissed. The schools are not truly recognizing the need for the student's success
- School did not recognize how the student's chemotherapy impacted his academic performance. The family was told that the student did not qualify for SPED due to the amount of time he missed. The parent's sought outside evaluation and the school district did not accept the reports. The district did not recognize the doctor's reports regarding the impact of chemo.
- ECI missed our children early on, and then later, there was no information/referral to reach out to us.
- Problems with IEP being implemented properly. Left and went to private school but is now back in public school on a 504 plan.
- Correct placements were not made, and children dropped out very early due to this. In some instances, the school encouraged dropping out vs offering alternate placements/FAPE.
- Parents requested Dyslexia testing in kindergarten. The counselor told the parent they don't test until 2nd grade. Parents escalated to the Dyslexia coordinator and was given the same answer. The student is now 13. The student was SI and dyslexic. The district required the parent to sit in two separate meetings, 504 for dyslexia and an ARD for SI. They refused to add the dyslexia accommodations to the IEP. The district also told the parent that the student had been remediated and cured of her dyslexia.
- Even when children were identified, appropriate resources were not available at the school to address issues. There were not enough staff, aides, therapists, or even entertain therapy offerings such as ABA
- It is incredibly confusing for parents, the entire FIE, IEP, and ARD process.

- The ownership for identifying students is placed on the schools, but with limited resources, this is goes against the incentive for them to ID students.
- Very limited information is posted on any public school website. SpED teams need to be visible, and information needs to be readily available.
- District's knowledge of the law and training on disabilities
- Parents have to chase after resources and SpEd contacts to initiate services.
- Even when children are identified, then schools often deny services due to resource constraints.
- districts unwillingness to work collaboratively with parents and to educate them regarding their concerns.
- Resources vary from school to school and district to district. This is incredibly frustrating as there is significant variability.
- When students attend private school and receive extra support there are gains and the districts do not understand that alot of financial support has been used to help academics.
- teacher raised concerns and the district still were denied.
- districts not delivering services with fidelity.
- Training
- TEA is not training personnel on IDEA law. Where is the guidance that ALL students with suspected disability, regardless of severity of their disability, are being evaluated with an FIE?
- Inconsistent training/interpretation of law and identifying the student in need
- no consistency between schools within the same district
- interpretation is different from campus to campus
- not enough trained staff to identify students in need
- TEA is giving guidance to LEA that is not consistient with federal guidelines of SLD definations.
- Adminstration does not take parent concerns serioulsy. They deflect and assure and everyone at this table had very similiar experiences. A common refrain is that they will eventually get it. Was told that they can only serve dyslexia in a two year period. Schools are not well equiped to serve students in the gened situation. Much more training is needed by GENED teachers to meet LRE guidelines and meet the emotional and educational needs of students that are high intellegience but have learning or other diagnosis. Generally feel that 504 accomodatinos are not being followed and not even aware. Gets worse as kids advance through.
- Culture of TEA being influenced by politics creates barrier to effective progress.
- Resources
- How will we provide more personnel for the increase in the amount of special needs student served? Where is that addressed in the CAP
- Also, the amount of monitoring seems infrequent (1x per 6 years)
- Also the amount of time to address concerns to TEA seems long and arduous
- Training
- ISD's lack the training to know WHEN to initiate an FIE. Parents are being told "wait and see" before initiating an FIE.
- Parents are noticing issues before teachers. Teachers not equipped/trained to notice issues early.
- Parent Education
- I have to struggle for everything to get my ideas across to schools.
- There is no continuity in what happens at school and what I am seeing as a parent.
- The schools are telling us that "less severe disabilities" like dyslexia, ADHD, High Functioning Autism, 2e are handled under 504 and not IDEA.
- If your child needs support, only the school is deciding what works best for our kids. When they push us to 504, we have no rights, no say into what happens for our child.
- Abusing Section 504
- Schools are pushing and directing parents to 504 and denying

- access to FIE with initial evaluation process
- Insufficient accommodations for 2E twice exceptional.
- Abusing Section 504
- Schools are not telling parents they have a right to initiate an FIE. They are telling us that dyslexia goes under 504.
- No SPED Experience at TEA
- Who at TEA is providing guidance for ISD's in the area of Special Education when the leadership at TEA currently does not have SPED background or experience?
- Training across all disciplines: core teachers, elective teachers, and support staff. (HFASD)
- Loss of support once child reaches secondary level grades. Children are often left advocating for themselves (where capable).
- Early identification for gifted kids with disabilities.
- Individualized education programs and materials are not available (all sped kids receive the same assignment throughout the district).
- Districts with smaller resources may not be able to meet the standards
- Time constraints: the process is too slow once a possible child is 'identified'. compliance with "procedure" is important, but there are too many hoops to jump through in these processes before child begins receive services.
- Benchmarking and other concerns
- No bench-marking beginning in kinder and first (hard to identify based on evaluation)
- No LSSP at each campus
- Delivery of Rights to procedural safeguards
- Lack of accountability and transparency with communication
- Required educators properly trained in certain disabilities
- Ages not segregated (everyone all together)
- Training for Teachers
- No training for teachers. They need training on identifying needs. More awareness coming from the staff.
- How schools handle evaluations and student background info.
- Schools are in need of support on how to address the various situations that are out there when it comes to evaluating a child and fully understanding the severity.
- Communication between parents and teachers is really low.
- Borderline
- When a child is borderline on grades and behavior they are pushed to the side and focused on more higher needs children
- TEA- plan support visit at least once every six years.
- Mandatory consultation for teacher and principals referring students for behavioral issues to address failure to respond timely to symptoms and manifestation of disabilities.
- teachers are teachers not case managers...
- districts should have BCBA's on staff!!!!!!!!!!!!!!!!!!!!
- Training of school personnel such as school psychologist and diagnosticians. Their training is lacking in basic understanding of the IDEA categories. The complexity of learning disabilities, autism, adhd, anxiety and other disabilities often co-morbid and they're often unable to differentiate between the disabilities and which co-occurring.
- A district saying that there is a 4 month backlog is unacceptable, and districts with limited resources need to have a way to test all students who are currently on a "list".
- Use of ESL to hide a disability, where students are put in an ESL program instead of actually being tested for a disability.
- Special Education Services definition is too loosely defined and vague which allows districts to use funds to increase administrative staff that is not performing work exclusively for SPED.

- Missing an identification or incorrectly identifying is the biggest problem
- early intervention- ECI needed no connection
- district personnel are the ones who are identifying the students who need services, many are denied
- early intervention for dyslexia before 1st grade
- dyslexia services lacking in secondary services
- districts don't provide enough trainings....I
- don't need another autism 101 training.
- With an enormous district, how will they monitor how well that district is staying in compliance? What specifically will the liaison do, and what can they do? We should be monitored more frequently than smaller regions/districts
- Since I moved to this district, my child's services have dwindled to nothing, will anyone compare grades/IEP/service plan from previous district to current district to see the effect of changing the services
- Educating parents, educators, administrators about what characteristics to identify
- Identifying the severity level at which to qualify individuals for services
- Not all parents are informed - communication has to filter through local control
- There are disparities within district
- Because children weren't identified and have not been receiving services, it may be harder to get those children identified now or to serve them
- Some parents listen to "authority" and may not be comfortable advocating for their child, especially if they have been denied in the past
- They take too long to evaluate children and it is a waste of time
- Training of children in general education so they can understand children's disability
- Spend their time in tutorials and doing homework instead of being able to go out to recess or play a sport
- my son has always had excellent grades and he is not accepted in any magnet school because he has special education label. Being in a program like this is an automatic barrier
- There is no reason to separate gen ed with special ed, they deserve the same services and in the same settings
- Disparities within the district may present challenges in identification - because demographics, logistics, community, culture, language may present hardship
- Special education staff and teachers are well-informed about the process of referring students for special education. General education staff do not have this same level of training.
- How does State deal with the ten year Medicaid list and the TEA's finding.
- Smoother transition from ECI.
- No accountability and consequences for Child Find program. It is an honor system and should be monitored.
- No long plan on how to deal with children with autism
- Once there are indicators of a learning disability, testing needs to be done sooner to adequately meet the needs of the student.
- If a teacher has a concern about a child with potential learning differences (dyslexia) the district should provide the services to test. My child was denied a diagnostic test when the teacher had a serious concern.
- School is armed financially to deny services and use attorneys to defend not giving services. The funding should be used to cover services.
- Not clear as a parent how to navigate the system to obtain services.
- Parents are required to fund the bill to get a proper diagnosis.
- RTI has become a barrier to providing children with a learning disability of a FAPE and should be implemented for the shortest duration necessary to see effectiveness, no longer than 2- 9 week marking periods. After which testing should be implemented.

- The person presiding over the ARD committee meeting interprets the safeguards to benefit the district's budget instead of the child's improvement.
- Many parents are not made aware of all of the accommodations available for their child.
- Districts are more concerned about "ostracizing" the child and say the child needs to be taught in the least restrictive environment when in fact the law states, "least restrictive to the extent possible." In many cases, if not most, the child needs individualized instruction in a different setting than the general classroom to address their needs.
- Not monitored - early on.
- Measuring Results
- How do you measure or hold teachers and staff accountable for the implementation of any type of system to locate and identify children with learning disabilities. How do you measure the successes and failures? How is TEA going to monitor these children? Placing them in Life Skills?
- Even with early intervention staff, administration, and teachers have these children fall behind even more. Therapists brush them aside when something new or different happens with a student which they are not comfortable in dealing with.
- Lack of personnel- diagnosticians are spread thin
- Testing does not occur because of restrictions of time
- Lack of effectively trained staff
- We have all reported lack of knowledge across disability groups by evaluation personnel; or the ability to provide a TEA eligibility but unable to provide appropriate strategies and recommendations
- Lack of training among teachers and administrators
- not knowledgeable about appropriate interventions or strategies, early intervention, when to make a referral
- Campus priority
- evaluations appear to occur only when campus is pressured to act; standard responses are to delay for a variety of reasons.
- Parent engagement
- Lack of involvement of parents and engagement is not encouraged
- Betsy DeVos's intentions with public education.
- Lack of teacher qualifications. The person who does RTI doesn't necessarily have to be Special Ed certified.
- Who is doing RTI? Are they trained? Is it required before changing a child's educational setting? For example: a child who is having behavioral problems but may have a learning disability.
- Preconceived notions that shouldn't exist. Treating parents differently (language barrier, gender of parent, educational barrier)
- When concerned about a child's potential learning disability, as a parent with no previous experience with Spec. Ed., I had no idea who to ask for help, where to find help, and what services were available.
- Asking school administration was not successful in receiving the information I needed to get testing done. When response from the school wasn't adequate, I also had no idea who to complain to about this or what my rights were.
- HISD's website was not clear on steps I needed to do. There was no urgency to help me find answers at the school and district level and information received was confusing.
- TEA has lost the trust of parents (and educators in some cases)
- Many students are attending
- Lack of cooperation and response
- The special education team specifically Educational Diagnostician at the school who is responsible to identify, evaluate the children with disabilities do not cooperate and listen parent's concerns and their input.
- If your child has good grades the school does not want to test.

- Many students are attending private schools or are being home schooled and parents are unaware of their rights to evaluations and services.
- Lack of teachers and administrators who understand IDEA and what is required of them to follow the law.
- Trainings that are provided to school staff is not in compliance with IDEA.
- Funding is not provided to have more staff to evaluate. Students receive special education services, but not addressing all of their needs.
- Texas has implemented campus based decision making so each campus has authority to evaluate or not.
- Funding for special education from the state is a barrier for many schools to have adequate to provide services
- No uniform plans for children - district pick cheapest way to help students with dyslexia - and don't consider appropriate
- treatment option
- Teachers and administrators
- sometimes have preconceived notions about what constitutes a disability and what levels of need constitute additional services.
- Parents are often charged to find experts to prove their child has a disability or to get additional services.
- Schools want to group services
- Too few staff members staff turnover
- Standardized evaluations across the state Limit unnecessary transfer evaluations
- Parents with independent medical evaluations were not able to secure evaluations through the school district.
- What is the chain of command if you feel your school is denying your child?
- Evaluate children early in Kindergarten
- Remove age limitations on identifying disabilities such as Dyslexia (was told wouldn't diagnose until second grade and avoided treatment)
- Not adequate Intervention done
- Lack of expertise and inability to go outside the district to provide the resources
- Staff is not appropriately trained to perform evaluations (Ex: 5 evaluations completed from district staff all with conflicting results)
- Effective and timely communication seems to be continuous problem.
- Parents will present with an independent evaluation and the
- school district will not conduct their own independent evaluation.
- There are not enough staff to evaluate and treat the kids.
- For kids with dyslexia, where is the line drawn between special ed and gen ed? When do these kids become sped cases?
- Financing Staffing
- School district would do sped evaluation but refused to do dyslexia evaluation because they were already in sped.
- Services aren't available because of kids being lumped into groups instead of their specific classifications. For example, a kid with apraxia may need more services than just speech.
- Schools not equipped to deal with children with unique disabilities/abilities.
- Kids are being diagnosed too late to really benefit from sped program.
- Sped programs are often moved around and there is no consistency in the programs. Lots of kids aren't in their home schools and no concessions are being made to accommodate those children
- No prioritizing of funds to fund optional endeavors such as football when sped needs funds.
- Lack of dedicated resources onsite

- School district sped departments are completely understaffed.
- Parents aren't prompted to consider outside resources.
- Issue with 2E kiddos not getting enough advanced work , partly due to disability.
- Schools tend to limit services or group them for the district convenience instead of kid need
- Post secondary not being considered Diagnostic Evaluations
- Why doesn't Texas provide training and guidance for the identification and service for children with SLD in Oral Expression and Listening Comprehension?
- Schools do not know how to identify SLD in Oral Expression and Listening Comprehension.
- Dyslexia Handbook
- There is a practice in Texas of telling parents and other educators that, "dyslexia is not under Special Education in Texas." Unless Texas has successfully seceded from the Union.... dyslexia is most definitely one of the listed SLD's under IDEA.
- Stop the insanity Texas.
- There is a practice of training dyslexia service providers and Licensed Dyslexia Therapists that dyslexia is "best" managed under 504.
- Texas has allowed the ALTA Lobby to have too much control within the Texas Education Agency. What are the benefits and consequences to allowing paid lobbyists to have influence and representation at each of the 20 ESC's, the SBOE and a state Consultant position?
- Lack of Special Education Experience of Current Special Populations Director. While the current Special Populations Director has experience with administration, there is a lack of knowledge regarding Special Education that is required for the job description. It is similar to a Hospital hiring a chief of staff who was never a Licensed Medical Dr. They would not have the experience to make decisions leading the Hospital towards compliance within Joint Commission Standards.
- Current Culture of Dyslexia in Texas is Dysfunctional
- Texas has had a chronic issue with denying students with dyslexia their IDEA rights by locating, identifying and serving students with dyslexia almost exclusively under 504.
- Accommodations are offered (504) instead of specialized instruction for dyslexia (and other)
- RTI is used regularly use to delay evaluation
- Rely too much on a score and not on what child needs (child with DS has IQ of 70 and is denied services.....when we know on another day they might score 60 and qualify
- Testing should not be only factor - no common sense. Missing result by 1 point and then not qualifying. (Dyslexia)
- Failure to identify results in long term harm to children (behavior, drop out, communication, job options, career progress).
- Make parents figure out the systems instead of the system being informed to the parents and being proactive
- By law dyslexia must be tested with in 60 days and my children have not gotten tested even after requesting the tests back in October.
- Districts use "timeline" to delay evaluation. Stretch across holidays,
- Districts don't provide easy way to learn how to request evaluation for their child. No form, no posters, no way for parents to know options.
- Contacting TEA is no help to get things done in the school district.
- Parent complaint process is not helpful to parents - just get sent back to district.
- Site based management gives so much power to principal. Some schools do it well and others throw up barriers based on attitude or belief of administration in a particular school.
- Schools delay and fail to identify in hopes that wealthy parents will give up and go to private school.
- Cultural difference s SPecial
- 504 Plans

- Special ed vs Behavior vs. Special Ed Idea that "they'll catch up"
- Reliance on parent volunteers help with typical learning i Accept private evalsC
- Curriculum revisions can impact kids falli ng between
- What happens to kids who haven't been identified for years and have since been identified
- Takes too much money and time to address complaints - parents cannot spend an equal amount of money - spend tax payers money on helping kids and not on fighting parents
- Make complaint process at the district level more equitable
- Make TEA complaint process faster, especially when they are trying to clean house
- School district teachers and administrators cannot tell parents that students do not qualify for services because they don't have academic need
- Teacher education/training for identification of those children that have potential disabilities - this is lacking implementation , even though there is already laws in place.
- TEA was not monitoring and following up on district performance in regards to identification of needs and related services.
- Schools push identification to 504 instead of IDEA and this results in lack of quality services for both the children in the 504 program as well those that needs more extensive, specialized education plan.
- Concerns are twofold: oversight at the district level as identification and services vary by campus within a district. Statewide standards for identification and intervention. Suggestions: Incentivize districts for early intervention practices with regards to reading and phonics curriculum.
- There is a large barrier for children that require specific education methods, that would require additional mainstream classroom support.
- In Houston ISD, it appears children are underidentified in elementary school, and then the Middle and High schools are left to make up for lost time. Analysis of 2 high school feeder patterns indicated an increase of 50% special education from elementary to middle school
- The current RtI pathway is slowing down access to services for many parents.
- According to an ESL teacher I spoke with, it's nearly impossible for an English Language Learner to be identified as needing services within appropriate timelines - teachers tend to blame everything on language barrier and parents are not as well informed of their rights. There may be possible cultural barriers preventing families from understanding/wanting to admit these problems as well.
- How can districts cover additional costs of going back to identify kids wrongly denied services as per Corrective Action 2? How can the state require them to do that but not help with additional money? How can we ensure these costs are in addition to rather than instead of serving current students?
- How well are you identifying children who are able to get decent grades even while suffering from various learning disabilities? Or a child with cerebral palsy unable to move but with good cognition? Are teachers, counselors and assessors sufficiently training to pull apart different areas and understand what specific services are needed, even if their grades are okay.
- geographics and logistics
- Using the RTI process that requires nine data points or weeks to move to the next level is making kids jump through hoops to be evaluated and therefore a barrier that wastes precious time.
- Siphoning children from Spec Ed to 504 or automatically putting children in 504 as opposed to doing a Special Education evaluation is a barrier used in Texas to meet the arbitrary 8% Special Education limit.
- Teachers are not properly trained or equipped to handle Special education accommodations or student's with special needs to the degree that bullying by both staff and students is occurring and needs are overlooked. For example seeing a behavior or reaction as opposed to the cause. Focusing to much on behavior and overlooking the root cause which would actually help students.
- Trying to persuade parents that 504 is a better option to Special Ed.



- The biggest barrier to this concern is that there is now a culture of denial that needs to be addressed through the re-training of school personnel. RTI is not being implemented appropriately in many schools with students being "stuck" in a tier for longer than intended without realizing improvement. Students with high functioning autism or ADHD are frequently being denied services because they may be academically on target, yet they are unable to function appropriately in the school environment. In addition, schools often have a "wait to fail" mentality.
- funding to school districts
- keeping resources and contacts updated
- Parents do not understand the process and are misinformed by the LEA's.
- Children that appear "normal" often get overlooked as not having a true disability or need for testing.
- Children are reminded of their disability every day and live with their trials and tribulations and deserve to have accommodations in place that help them work through these challenges to reach their full potential.
- no accountability
- the TEA and the ISDs were not doing their job before why should they be fixing it.
- how much did they pay for the extra TEA staff, are they at the TEA high up level, are they going to help us here with our kids??
- there is a lot of ignorance and not much trust for the school administrators and leaders of the TEA. we are very mad!
- One to one aids
- The time
- Currently teachers have little to no training in properly identifying or referring students who may have a disability or struggling with their school work due to a disability. Often times it is considered a behavior issue.
- Also the time frames provided to identify the students who need services can take up to almost 1/2 a school year before a student can start receiving services once identified. 45 business days to complete the evaluation and another 30 days for an ARD meeting to put services in place.
- Child Find
- When a parent, who knows their child, goes to the school to request testing or identifying the district makes comments that they are making progress so let's wait and see or they are in RTI and receiving services. Then it comes time for state testing and the District modifies the state standards on their own forms which lowers the state standard for identification. A parent takes the complaint to TEA regarding the modifying of State Standards and it is dismissed when school's attorney writes a letter to TEA and the parents are never contacted to gather more information, and sent a letter stating their case has been closed with no findings. In order to find out why it was closed the parent who filed the complaint has to go request a PRI and wait to get the information. When there is a discrepancy TEA responds that you need to file another complaint. How is a parent to fight this when TEA should be there to help identify this child and not continue to let them be left behind.
- When parents try to get something done for our children. When we look for help in education all around. monitor the classes not just talk to the teachers and people at the schools.
- children who have parents with learning issues need extra help at school. my children all needed extra help. my daughter was overlooked. each of my kids have a talent that shows more intelligence my daughter is an artist. my oldest son is a musician. my middle child has the ability to remember video games and beats them the day he gets them in his hand. i cant spell well i needed special help and was overlooked.
- when parents are told that the school is doing interventions (RTI) what is the guideline on how long the interventions are to be used before special education testing is "required"
- Aides may need additional training in how to handle students who cry when frustrated.
- All aids and teachers need more training not just them some diags also.
- some parents request one to one support and they don't receive it

- Process of starting evaluation within school district.
- Knowledge in the community
- Families may not know to ask for services, even if they are receiving therapy services outside of the ISD.
- Child find does not give SET directions to start the referral process.
- Teachers don't identify
- Teachers may not realize that students are struggling
- TEA could provide information to physicians to assist in the referral process
- Communication
- How were the districts relaying information in finding students with disabilities. (i.e. school district, teachers, staff)
- School districts delay help
- Districts don't want to test or identify students until they are eligible for state testing (STAAR)
- RTI Process
- They leave them in this system for a long time
- Teacher training
  - Teachers not trained in Universal Design for Learning, ill- equipped to teach learners at different levels, with different challenges
- Classroom teacher would be provided with some form of screener to assist in identifying a child with a potential disability.
- Blame game
  - they blame parents when things go bad and take the credit when things go good
- If the school thinks we don't care about our kids education we wouldn't be here
- Not being involved enough or a
- Not being involved enough or lack of communication.
- Lack of Funding
- Lack of Standardized Process for Tests & Testing Lack of Training
- monitoring every 6 years is too long' Lack of Funding
- Retaliation. First delay, usually no acknowledgment of request or concerns from parents, classroom teachers and outside medical service providers.
- The second form of delay is the use or misuse of operating guidelines, or continuous and/or repeated changes for the referrals. Example...you have to wait until the school sends us notification or the requirement to fill out a specific form or paperwork.
- Third form of delay, is serious retaliation which is often and repeatedly cited by the misuse of law enforcement and calls to C.P.S.
- Another form of delay is the impacted and biased caseload that embeds prohibitive school policies and operating guidelines.....
- Time Frame
- Time between parental concerns through identification and review to receive services or develop an IEP takes too long through the school year. Child may not receive appropriate services until the following school year, which puts the child at an academic and socially disadvantage. Then parents and child are always playing catch up.
- At the same time many services are removed after re- evaluations due to not making the magic number to continue services. Parents are not provided with alternative-affordable resources nor the process of institutional practices.
- Barriers- schools use excuse of no money
- How are they going to identify all of them How ? Staffing ? Who is going to fund.
- How to avoid stalling ?
- Overcrowded classrooms of sped classes
- Culture of nonidentification is ingrained - calls for prompt and strict over

- Sight .. Oversight NOT from TEA.. As TEA is culpable .. Stalling techniques are trained by attorney / law firms who benefit financially from their relationships with superintendents and other admin not to mention school boards
- Staffing on part of rural schools and meeting the need of our students. As a parent of a main streamed autistic child who needs an aide. This is an area of concern.
- Delaying Evals for very long times with parents unaware of time limits to complete
- There should be a state mandated early childhood developmental screening (beyond what is currently required) administered by an education official and subsequent evaluations should be done at later developmental periods (maybe in conjunction with vaccination dates). So that it is not left solely to the parents to identify when delays or disabilities exist.
- Rural schools ability to meet the needs of OT, PT and Speech therapy for our students.
- Quit removing services for a child that is being successful. ie- no longer qualifies for ASD services & IEP. "School curing autism!?!?" Then child is reported to police for running off of campus & no longer successful @ school!
- With a child with autism he should be monitored more and be
- able to main stream with other kids not just in the main classroom more activities at there pace... more therapy service "Aba" therapy is needed!
- Quit punishing students for their disabilities & refusing to REALLY consider their outside diagnoses.
- Barrier
- Training for parents and their child
- Training for general teachers at all levels- training includes learning about different disabilities found in the classroom, dissimulation of lesson plans and testing including behavioral issues tied in with their disabilities.
- The gap timeline -especially the 6 year review is not sufficient to fix the issues that have or will be identified.
- Allow open & transparent communication about observations rather than schools dictating that someone cannot even speak to the parents. Especially if this person was the one present!!
- FAPE is not provided in all areas required. Like: social, emotional, physical, NOT only academic education!
- Wasting too much school funds on Sped Attorneys
- Parent Response
- One of the main barriers is that there is no accountability to LEAs, every district is free to interrupt laws as they deem appropriate so there is no continuity with services or implementation. Additionally, we do not feel as though a true account of parental input has been considered. The timelines are too wide and allows for students with the greatest need to fall through the cracks or age out without being serviced correctly.
- Funds designated for SE are redirected and not used for special education, it's at campus discretion.
- Transparency with the families in respective districts as well as accountability of teachers for early identification for maximized intervention.
- No accountability to LEA, Once response is filed no outcomes. Feel parent should be informed. How do you substantiate. Would like time lines accountability form charter schools. "rules are different" don't operate under federal law. Children have not been diagnosed until parent "hears/Learns" about 504,sped then RTI is offered, Charter schools do not have Highly Qualified teachers. Mandatory training apart of in service for all teachers. Feel like schools have capped children out of STARR assessments. Barrier's
- There is no oversight over LEAs when they fail to follow their own policies; basically they are allowed to police themselves.

- Parents who raise concerns are considered to be troublemakers. There is an "us" against "them" culture. School boards are non-responsive to parents' concerns. Local school educators are unaware of legal issues regarding special education. As a result, they frequently incorrectly sight the law to parents.
- Parents are equally ignorant of the law and are forced to research on their own and become legal experts just to get the services their child needs. School administrators are largely unfamiliar with special education students needs or services available outside of their own school. School staff incorrectly believe that students who are smart do not qualify for special education services. The TEA is nothing more than a rubber stamp too often for school districts and fail to truly look into complaints to identify underlying issues. The TEA gives more weight to school district responses than they do parents.
- How will the culture change among TEA and school districts when for so long they have limited access to special education services?
- Educate parents and teachers as to the signs and symptoms of dyslexia
- How will parents know barriers have been cleared and removed for ALL kids who may need services?
- Teacher training to recognize mental health struggles and provide behavior interventions that are positive and preventative not punitive. De-escalation techniques and utilize techniques that are in the best interest of kids. Mental health difficulties tend to get overlooked since some students "look" okay.
- With our children not being thought with non disabled peers.
- No accountability, checks and balances or consequences for non compliance. TEA is the fox guarding the hen house. There is a push toward screeners, then screeners are used to deny FIE.
- Training for teacher at university level for all teachers not just special education.
- Starr assessments to meet IEP
- Currently ISDs, because of local control laws, determine their own trainings. The ISDs keep providing training in a circular pattern. At times, worst practices are perpetuated instead of best practices. TEA should provide training to ISDs utilizing the best practices for each disability. In addition, Sped departments should be independent of ISDs and report directly to TEA to avoid ISD bureaucracy issues.
- funding must be solely for special education students and verified that funding goes to students not school (accountability)
- annual reports reported to TEA on progression of students who are behind and to TX legislature / governor and then report annual assessments to FED to show progression for the next 10 years.
- Reviews should be conducted annually of each school to insure compliance.
- Schools are inventing their own reading programs saying they are based on research based reading programs and have all of the components, but they are inventing their own rules to administer and rush students through.
- Schools are not testing for dyscalcula or dysgraphia, etc.
- Schools lie about the testing results, lie about the programs, lie about progress.
- LEAs need to sit in on 504s, ARDs to ensure fidelilty of offerings.
- Schools are refusing services to students who are 2E. Schools need to quit with saying kids don't qualify for services based on ....
- Irlen syndrome testing
- Lots of administrative levels that take funding for kids
- That teach schools to DENY services & how to do it!!! Use the money to provide FAPE instead

### Ideas or Solutions

- We need more diagnosticians that know =the language and work well.
- Doctors and other professional should have input

- Additional services is needed to better support the students all the students time in school and not limit the support for 2 years.
- Current support is not sufficient.
- Re-evaluation of how teachers are evaluated. Not necessary based on STAR testing.
- In Missouri, the offerings were quite extensive in terms of support. ABA services were provides, and children were identified early. The principal worked alongside the advocate to ensure services were implemented.
- There needs to be a one stop place for a parent or teacher to go to to identify child. The current identification process is very difficult for parents.
- Dyslexia is a disability that many do not understand. Training is a big issue.
- SpEd needs to be more visible to parents.
- Dyslexia should fall under Special Education so students can receive comprehensive support
- State following the federal law regarding IDEA.
- You shouldn't be an informed parent rather than having to feel like you are informing the district.
- speak to parents in a language that is understandable
- Education for Teachers
  - Teachers need to understand what they are seeing in students who might have disabilities and what agencies or personnel within the school who could help. There is not enough staff to deal with student needs. They need to know how to help, be compassionate, understand.
- Kids in SPED don't need a STAR Test.
- school liaison between SPED and parents to help easing into the process
- TEA streamline the districts according to timeline, process, and entrance to SPED
- Hire more staff
- Transparent percentages of who are tested but compared to number of who qualified
- guidelines more definitive
- guidelines clearly defined for RTI process from the government.
- It is usually the ones that look the normal. More clarified qualifications defined as to what is a disability that should receive services regardless of severity.
- Thorough diagnostic evaluations on each child
- Hire more staff and fund districts accordingly.
- Limit number of special education students per teacher per class
- Hiring of more certified special education teachers
- Hire more nurses per campus. One nurse for regular education students and one nurse for special education students depending on needs of students.
- Better use of monetary grants to increase the success of students by providing adequate resources
- Train teachers to understand and how to use the sped students IEP and Accommodations to benefit the student and them self. Lessen the number of students a case manager oversees.
- Provide materials for parents to help the students be successful.
- Maybe seeing a hotline number, or a number to go above the school district that is advertised.
- Monitoring for numbers is not the answer. Monitor for quality of referrals.
- Require specific eligibility criteria so those students who were found not to qualify can be reassessed to determine whether they can now qualify
- TEA should visit campuses without warning to monitor for compliance of IEP's and for following guidelines implemented by TEA.
- If a group of teachers is requesting an FIE, let their voices be as powerful as a parent requesting an FIE.

- Mandate that teachers sign that they receive the Dyslexia Handbook and hold them accountable for its contents.
- Parent Response
  - Listen to the parents and students that are impacted directly Make changes using a board representative of only parents whose students fall under IDEA
- Use true and correct data that is reflective of parent input, provide parents with a true forum of which to share resolutions repeatedly.
- Give the adequate verbal practice more frequently. Based on the time assigned for that class.
- Reading
  - Reevaluate the reading requirements for the middle school kids. The current schedule has 2 novels per 6 weeks. For 504 that's a bit excessive. My child might get one novel read for this period. The grade is reflected by this.
- Consistency in evaluating students
- Communication between the TEA, campuses and districts
- what 504 and special education. Why are some kids considered 504 and parents note aware that their child may be special ed.
- lo q pido q se le de mas tiempo de practica
- Sharing of IEP and other helpful information
- Make it easier to share the IEP among teachers and other support
- staff to help ALL staff understand the needs of the child. So many times school staff report that didn't know he was autistic
- Support for teachers/ gen ed beyond online modules support that directly relates to the child but can help all children especially the social emotional aspect of learning related to academics.
- Gen ed teachers need to know they have support when a child is in a classroom
- mas atencion cuando necesitan ir a sus necesidades y mas oportunidades para ir al bano.
- Independent oversight
  - Group independent of TEA and school could monitor compliance and provide input regarding the need for evaluations
  - Add specialized teachers and support staff instead of TEA
- Funds should be used for special ed teachers, therapist, diagnosticians and specialized teachers instead of TEA staff
- Identifying and Serving 2e students
  - 2e students who are not identified are not served. Ensure that children are tested for both dyslexia and cognitive abilities.
- Research shows that many dyslexic students are gifted. Serve those 2e children with BOTH dyslexia and gifted services.
  - Collaboration needs to happen for 2e students
  - GT, sped and dyslexia district and campus personnel need to collaborate to identify and serve 2e students. Often 2e
  - students are not identified or underserved.
  - 2e students need to receive both services
  - 2e students need both dyslexia AND gifted services
- Create a clearing house of information district wide for teachers/families/students to get true, accurate information and support.
- Computer systems in which all data for a student is located and the computer system can analyze further needs for the student.
- Monitoring use of special education funds or IDEA money and budgets so districts are using the funds appropriately.

- Change the culture that exists among educators that you may not have seen dyslexia, but it has seen you. The prevalence of dyslexia is 1 in 5 children. Teacher NEED to be looking for it to advocate for society educating at its best.
- A checklist of timelines, identification process, ARD meetings, and accommodations for each student with a disability so that process is transparent to both sides (school and parents).
- Create a criminal penalty for a superintendent whose district is out of compliance. All administrators should be required to take a 3 college credit hours of special education related training as part of their degree. All teachers and administrators should take an additional 3 college credit hours of training to recognize behaviors related to disabilities. Annual required professional development related to special education for all teachers. Dismantle the regional offices unless they have oversight capabilities over the schools in their regions. Schools should be required to take all training from a central authority.
- Have more in-services about reading/writing/spelling difficulties. If a dyslexic does not get identified early, they will struggle with math/social studies/science/and all other subjects that require reading to learn.
- Quarterly Audits for campus levels. meeting curricula, and federal mandates, then report out.
- Fidelity checklists, also given to parents to include Tier 1,2, 3, 504 and IEP students.
- Students behind grade level need to be caught up to peers via research based peer reviewed programs that are followed to fidelity not home grown or computer based; 1:1 or small homegenious group; tutors paid by TEA; full story reading report that include grade/lexile levels reading; fluency; acuracy and comprehension
- special education awareness
- Curricula for students to address stigma. and special education law.
- Hold training for parents at hours outside of the workday so working parents don't have to use vacation time to attend training.
- Charter schools to be trained apart of in service
- Provide parents copy dyslexia handbook and enforce it with consequences for non compliance and extra funding or rewards for compliance
- All students who were missed by childfind and inadequately served as evidenced by growth and progress/STAAR failure should receive free community college tuition.
- Do not discriminate against students with disabilities who do not pass state exams. STARR. By not allowing students to qualify in magnet schools programs to build a skill or trade.
- Educate families about the options available to their children when they are struggling.
- Guidelines for how referrals get process.
- take everyone who asks
- More monitoring and accountability after the ARD Meetings because they are not following through what was being discussed at meeting. They are more concerned with the
- good behavior but then they are worried about them being behind in academics.
- The procedural safeguards are not friendly for parents and difficult to understand. They should be explained to parents and make the language easier to understand.
- Parents feel they have to fight and fight year after year and nothing is done. No consideration for the fact that parents work and no consideration for rescheduling things unless parent keeps calling and reminding them, meanwhile child continues to suffer with problems with the systemic problems.
- Communication has to improve between parents and district.
- parents know their child best. they should be considered experts on what their child needs and the school should appropriately evaluate each child and take any outside evaluation as a means to support the request. Parents who seek additional help should not be punished because they have gone outside to get services that they were denied
- Having school communicate with parents to get them to understand their child needs services.

- be an advocate for those who don't know how to ask
- there are many families due to language barriers or education barriers that don't know to ask for services - someone needs to ensure that children get the support they need regardless of if the parent identifies the need or not
- kids in the middle
  - there are children who fall in the middle without a severe and profound disability and aren't GT but still need services or accommodations and schools tend to stay within that less than 10% so these kids go without. Solution is to incentivize the schools who appropriately identify those children in need and provide services.
- More funds should be available for special education in school districts.
- STARR Testing scores shouldn't count against students with disabilities and their schools.
- Limit the amount of time a student is on RTI.
- Parent involvement....informing parents of the process.
- Allowing teachers to let parents know that the teacher sees that a student needs a referral.
- closer monitoring, mandatory behavior health assessments for every student
- closer monitoring for borderline dx
- TEA equipping local districts and teachers to identify and support the students rather than taking a compliance-based role over the school districts. Don't just add new requirements but add the resources and tools to implement the requirements.
- Better collaboration between special education and general education to better identify student needs and also to better serve student needs across the spectrum of special education.
- Greater awareness and programming based on the fact that special education is more diverse and unique than current formulas recognize.
- Centralized knowledge/database for school districts, regions, and parents. Everything is so fractionated. There should be one simple, clear, place that can be accessed to help all stakeholders obtain and share information about how to best identify and help students/children in need.
- Add counselors or other specialized staff at the campus level who can better assess and identify needs of students who are struggling and need assessment to determine needs.
- Utilize all available resources effectively. Resources should be available to all districts
- Improved access and compensation to training for instructors in identification, management, and assistance of children/students. Incentives to actively seek out this training ongoing, rather than stagnating.
- Mandatory frequent, evidence based, education on specific learning disabilities and ways to identify early, and appropriately mediate.
- Accept outside evaluations and recommendations from specialists.
- More money
- TEA and schools need to find a way to communicate better with all people in the community about the resources available. Make information easier to understand so those who are self-researching can better understand the resources available for their child.
- I think students should be tested for learning disabilities and identified early in their school career. If things could be caught earlier in their school career, it would help them a lot. If one child has been identified, perhaps the siblings could be tested as well.
- increase funding to school districts to actually perform these extra evaluations needed rather than increasing TEA's budget by 2.8 million dollars to basically monitor districts more closely.
- mandate that educators and administrators are trained in autism and other special areas that require additional training outside of their normal certifications
- add incentives for additional training for educators and other staff for identification of those needing SPed services
- Streamline Processes



- Evaluate the process from initial recognition of a possible student who needs accommodation. What steps are interfering with the progression of a child's path to assistance. The system at this time is too cumbersome in our estimation. Can the TEA evaluate and streamline the steps and paperwork required to identify and help the student start receiving services.
- Take money used for STAAR and put that towards funding better SPED needs and programs. such as staffing.
- Each school have specific admin/ staffing for overseeing SPED
- better communication and leadership to help support the findings of need in a child
- Benchmarking and concerns
- Better bench-marking for first and kinder identified
- No more STAAR
- Do away with the STAAR tests. If our state curriculum is vertically and horizontally aligned correctly, we will focus on making sure that if a student moves from McAllen to Allen, they will be in the same place of instruction as where they came from. (ie, 4th grade, 4th month, learning division, etc.)
- Identification of special needs in the student population earlier and addressing those needs as soon as they are identified. Better training for teachers in knowing the signs of special needs.
- Hire a third party auditor rather than government. Or employee/volunteer parents of special education student to identify the issues that special education families face.
- Create a state wide student teacher ratio limit
- LSSP required on each campus
- Case manager required on each campus
- Rights to procedural safeguards modified to speak to private advocates
- Online info. Paper goes in trash. ARD guide should be at a readability level.
- Parents need info. on Facebook, social media, etc.
- Parents needs simple visuals.
- Training for Counselors as gatekeepers
- Easier ways to access TEA through the web and a portal for all parents with kids at school system.
- Send a letter to all family with kids at Texas School with a website where they can go and give their feedback about their concener from their disctric and issues that is hurting our education system.
- training and proactive screening
- more training for parents and for teachers. parents need to know their rights and options, how they can help their kids. teachers need to understand common signals of disabilities like dyslexia, autism, ADHD, etc.
- Proactive screening for high occurence disabilities. Why does the student have to fail before identification?
- you must exercise your discretion to hire educational aides at some campuses and districts instead of hiring managers. Add an extra layer of help to serve the disabled kids.
- onitoring of schools
- Better tracking of evaluation process. Easier way for parents to share their concerns on problems.
- A SEAC committee in every school district
- some type of registration with TEA for any child being evaluated or parent requesting evaluation and better communication with TEA and parents of special ed kiddos - we are reliant on info coming from district - more direct communication from TEA
- Better teacher training. The use of Universal Design for Learning for all students
- Teacher training to recognize learning and or hidden disability before it turns into behavior.
- Pursuant of SB436, post CAC meetings on TEA website.

- Easy checklist for doctors, school counselors, gen ed. staff
- School counselors training
- Segregate ages/disabilities
- Teachers (not SPED teachers) need to be trained to deal with less severe disabilities
- Budget and Education needs to be provided to the medical world, social services, and the education system. Integrating the various arms provides the opportunity for holistic treatment of the child (Early identification), along with resources for each of the various arms. Thus providing accountability for each department and a support system that the child and family can feel and tangibly see.
- Have a district representatives that ensure schools are complying.
- Schools should be proactive in disseminating information about Child Find on the school websites and school newsletters.
- Put information about Child Find in local day care centers and libraries
- Training
  - Required training for all teachers the same as for GT requirements for new teachers. Have follow up required training update teachers.
- Funding more funding for assessment staff
- consider private evaluations and accept to provide services
- have 1 criteria that provides consistency for evaluations among districts
- TEA needs to provide adequate funding for dyslexia and sped services
- have measurable goals and outcomes for the students
- consider moving dyslexia to special education since services are specially designed instruction
- one consistent dyslexia interventionist on each campus
- Each school needs more funding across boards in all SPED
- More staff Reduce class size
- Train teachers to differentiate instruction
- Teach gen ed teachers about sped programs like dyslexia so that they have some idea how to better support students Hire curriculum writer to support individualized ed plans Do not allow district-wide modified assignments; sped assignments should be individual
- More self-contained classrooms for sped students for when it is clear that students are not responding to a co-teach or inclusion environment; there needs to be a variety of environments that are appropriate for each student.
- Staffing
- Need more staffing to help the ratio to be lowered with the teachers/aides of special needs
- Better training of school psychologists and diagnosticians. An easier process for parents who disagree with the findings to appeal the decisions. As it stands it can take almost a whole school year to obtain proper placements and services due to timelines with testing and implementations
- Teachers should not fear referring children to Child Find.
- Teachers need additional training in working with special needs students. Middle school and high school need services compatible to elementary school so they can continue to grow despite the radically different setting.
- Immediate evaluation upon the identification of the parent or teacher and evaluate the spectrum of disability and follow up of the evaluation each year at parent or teacher request
- Fund programs appropriately
- School funding needs to be equal across districts based on population, not property taxes.
- Collaborating mentoring better with new teachers and experienced teachers -
- Use that rainy day fund

- Increase the frequency of therapy sessions such as physical therapy, occupational therapy and speech therapy.
- Decrease caseloads for case managers but increase teachers to support the kids
- Assign dedicated staff to every campus and avoid shared staff.
- no waivers for class size or highly qualified
- Address paperwork concerns and high turnover
- Provide day to day communication electronically in timely manner.
- Consistent programs across district
- Consistent programs requirements across state
- Better communication with parents about what's going on
- More related service providers so kids don't get consultation services only
- Suitable replacement for staff when they are in training.
- Having a tip line/anonymous tip line for people to call for help.
- Give teachers more planning time and less unnecessary meetings which interfere with teachers spending time working for parents and with kids
- Allow for resources outside the district at the district's expense to meet the needs of the student.
- Allow for siblings to participate in transportation of siblings in the same school.
- More evaluation resources need to be available.
- Figure out to monitor school district's if they are abiding by the rules.
- Provide special education programs in all the schools but not restricted to specific schools.
- Better training through ESC and district
- Parents want to know what resources are available
- Twice Exceptional Checklist
- Check out the Gifted Development Center 2e Checklist.  
[http://www.gifteddevelopment.com/sites/default/files/Checklist%20for%20Twice%20Exceptional%20Children\\_0.pdf](http://www.gifteddevelopment.com/sites/default/files/Checklist%20for%20Twice%20Exceptional%20Children_0.pdf)
- Diagnostic Evaluations
- Guidance: Evaluations for SLD in Oral Expression and Listening Comprehension
- Provide guidance and appropriate training for ESC's and LEA's to identify students with Specific Learning Disability in Oral Expression and Listening Comprehension.
- Handbook Committee
  - Representation from Special Education and Child Find on the Dyslexia Handbook Committee.
- Guidance Regarding Dyslexia Evaluation in Texas
  - Send a Guidance Letter from TEA Leadership instructing the State Dyslexia Consultant that ALL Dyslexia Evaluations are to be initiated through an FIE. State Dyslexia Consultant to forward Guidance Letter instructing ALL 20 ESC's to share guidance letter with LEA's that ALL Dyslexia Evaluations are to be initiated through an FIE. This one act brings Texas towards compliance of OSEP Guidance Document.
- Hire Experienced Senior Special Education Director to Assist and Guide the Special Populations Director.
  - An experienced Senior Level Special Education Director who is an expert at providing leadership to a large State Education Agency Special Education Department. TEA may need to find someone willing to come out of retirement for 2-3 years for this position to help put Texas on the road to compliance and help train a permanent SPED Director to succeed him or her.
- Change Current Culture of Dyslexia in Texas
- TEA provide firm Guidance that ALL dyslexia evaluations are initiated through an FIE.
- More money and requirements need to be spent in teacher and administrative training to help them better identify and work with students who have a disability. While there is a need to staff more people at TEA we need more teachers and support staff in our schools as they are ones that will have to

- carry out any of the new policies put in place
- Parents and students must have a larger voice when policies are being put in place as they are the once have to work out the realities of their loved one or they themselves living in the real world
- Early intervention is needed the most and inclusion needs to be a part of every school as every child is better services when they learn from their peer.
- Certification requirement need to have more special education and inclusion requirements so that teachers are better prepared to service all their students in the best way possible.
- There needs to be better in person training for parents and how to advocate for their children in that they need. When i started my journey with my son i was at complete loss for what to do for my son. I have had to do the research myself and find other parents who have gone before me. There was no clear definition of what i needed to get started.
- There should be mandatory SEPACs for all ISDs so that parents have a support group from their local administrators.
- Monitor former special education students who are withdrawn from local school to allegedly be home schooled.
- guidelines given on how long interventions (RTI) are used before the intervention should change or special education testing should be considered
- Sit in the classes with the children sit in the testing when the children and monitor how they test the children
- Child Find - Parent Complaints
- How about TEA communicating with the person who made the complaint and not just the school district and before the file is closed allow the parent to see and hear the Districts response which is typically via their attorney. This may allow for that student to be able to be identified without delay.
- When it is discovered that the District intentionally lowered
- State standards, there should be accountability for those actions.
- make funds available to districts implement support services to support RTI services to identify earlier
- I think teacher should have more meeting with the parents. to let them know what going on with the tea and how we can better the kids.
- the STAAR test stresses them a lot and there are no accommodations for my son, instead of seeing my son's progress it only comes out that he is failing
- TEADirective
  - TEA needs to send out a specific directive to ISD's and ESC's to evaluate ALL students regardless of severity with an FIE. This includes all requests for dyslexia evaluation, gifted students with suspected learning disabilities and high functioning Autism.
- Programs needed for twice exceptional (2E).
- Utilize parent advocacy groups that have developed across the state to help provide the expertise that they have acquired in trying to figure out why their children are not receiving educational benefits to meet their needs.
- MUCH improved training to all teachers especially general education. HAVE a expert that is trained on each campus that students have access to raise their concerns of their 504 accommodations not being met. Self advocacy channels.
- Drastically improve identification of struggling readers. Teachers should be empowered to suggest testing it should not only fall on the parent to figure out how to ask for intervention or testing. should increase the time to give interventions strategies for dyslexia from a maximum of two years to whatever it takes,
- Earlier testing (prior to 3rd grade) for learning differences.

- Earlier testing for dyslexia, dysgraphia, dyscalculia, and other similar differences.
- More Hands- on Staff to identify students in need
  - Diagnostician
  - Psychologist
- Teachers allowed to speak with the parents about child(s) need or disability
- Teachers trained in disabilities
- ISD Leadership
- Have experienced SPED diagnosticians/LSSP's on the campuses.
- After elementary, there still needs to be an emphasis on students still needing identification and support.
- Best practices training for Special Education, General Education teachers. More ABA consultants (autism) employed in a district
- State Leadership
- Align Legal framework with Federal Law. Stop the insanity of using TASB paid law firms to train educators and ESC's.
- Accountability
- There should be checks in every school, even in high rated schools that are in top of the state of Texas. Administration do not want children that are low or falling behind.
- Testers
  - Testers that have been assigned in some cases for the speech/language testing of children, in some cases the native accent of the person conducting the test is so thick that it was difficult for the parents of the affected child to understand the instruction. The TEA should focus on only having native English speakers conduction speech and language testing.
- Zoned Schools Have a Responsibility to Provide Services for Their Students
- Administration should not brush students to different area schools because something is different with a child with disabilities. Especially pressuring parents to accept a label as a trap to then be free to move these students away their high rated schools to lower rated schools in place them in Life Skills.
- Compensatory services
  - How does this occur? When will it happen? How will services be implemented? DO I get to choose who provides the services from a highly trained provider to be reimbursed or is the TEA and LEA going to provide additional staff and professional development because that does not exist to provide these services currently. How is compensatory decided
- Training needs to take place at from the top down (superintendent down to campus level, and to parent level)
- Training needs to take place every year -- should be like mandatory compliance level, needs to be required for all staff, not just new people
- Need to better train teachers about how mandatory following IEP is - examples of teachers punishing children in ways proscribed by the IEP
- Teachers should have mandatory attendance at ARD
- Create a process that makes teachers consult with Spec Ed when they have trouble
- Recommend smaller class sizes to better facilitate mainstreaming and give teacher better environment
- TEA needs closer monitoring for oversight specifically over the districts
- Mandatory training for teacher and how to navigate the system.
- More time devoted during half days in service to address sp ed issues
- Teachers need the signs to look for, the variety of disabilities
- Children that are Deaf should have a deaf educator with ARD certification involved in the ARD meeting not only have an ASL interpreter for the parents. Because the interpreter does not or cannot give advice to the parents. The parents of the Deaf children need A CULTURALLY DEAF person

involved in the ARD meeting to assist either the parents of the Deaf child or the Deaf parents to the hearing child.

- When a deaf child is placed in a mainstream district these children need a culturally DEAF professional/with the ability to use ASL and is evaluated by the Deaf professionals through the agency of Texas Association of the Deaf.
- When a cochlear implant is recommend for the child there should be a social worker involved in the process. The social worker should be the first person to explain to the parents of the recommendations and then the parents are to decide.
- Trying to fix something that has a culture is WRONG!! There is nothing wrong with these children! Give them the opportunity and EDUcate parents of this culture!! THERE IS ONE!
- In middle school all three grades are put together and taught and the children are not getting their needs met. These deaf children need to be in their appropriate classes in their appropriate age groups and not clumped together because there is not enough staff to provide their EDUCATION.
- There needs to be a separate category for children that are deaf and not to be labeled special ed because there is nothing else wrong with them but that they cannot hear. There needs to be a category that is just to say Deaf.
- Deaf Gifted children do not have the same opportunities as everyone else it is felt that they are kept in the special ed program so the district or school program can continue to gain funding for the child. If they are gifted they need to be tested and moved on to the appropriate path for their future not HELD BACK for schools funding.
- Have a DEAF professional that is culturally/ASL Educated NOT AGBell focused on fixing our children that are Deaf there is nothing wrong with them! and go to the different districts to observe and make sure that these DEAF children are getting the education they need and not just passed along! Graduating from high school and cannot read and write because the district is only interested in keeping them there for FUNDING!!!!
- pre-iep meeting, draft iep should be sent home 5 days prior...
- BCBA on staff for districts.
- required for all teachers Autism Circuit
- School based and district based compliance program that reports to an interdisciplinary stakeholder board with a minimum number of parent representatives.
- free advocate and free independent council
- increase teacher training...so high
- Audit of finances and procedures to identify students.
- advocacy incorporated into the process
- Districts need to monitor the finances and held accountable.
- need more observational aspect for IEP, need a consultant who is not connected to the school to be case worker for the students
- Districts need to monitor the progress monitoring and identification procedures on each campus.
- "diverse team" should include BCBA and RBT
- autism supplement should applied to all disabilities
- If there were a diagnostician that leads a identification or referral team with classroom teachers, then so much of the middle man could be eliminated and kids could receive services sooner.
- have mandatory training or holistic assessment for the student
- More bilingual diagnosticians
- Common tool for early identification, like Renaissance Reading & Math.
- An alarm for a financial audit of a school/district when a per student spending decreases by more than 15 percent.
- mandatory training for all teachers and staff
- parent training tailored to parent needs

- Don't remove interventions until data based evaluations have proven that the interventions are no longer necessary.
- Mandating contact information for advocates be provided to all parents.
- Provide advocates for all parents. Progress Monitoring
- Funding for advocates and testing.
- TEA requirement of certain trainings mandatory but must make sure the district or campus has the expertise to serve these students. (people appointed) Make better use of staff with expertise. A more centralized approach.
- Looking at certain criteria that may show signs of needing evaluation. A checklist.
- TEA to create a awareness campaign of awareness for parents.
- Inconsistency among educators' knowledge
- Need to spot check ARDS without prior notice to make sure that the District is complying with the federal laws
- Make trained advocates available as a resource for parents for dealing with the District.
- get rid of all star testing until the plan is put into effect and there are results are verified.
- Tell each school's special education coordinator what the law is. I have spec ed coordinator on tape stating the law incorrectly. "The TEA decides who is in a special ed class, not the ARD committee". My special ed advocate was in shock.
- The school districts need to openly state what services they offer to spec kids (OT, speech, etc) in the open, so parents don't have to fight for it or simply don't even know it.
- Any time a child does not qualify for services, it should automatically trigger and IEE
- Don't make parents have to ask first, if already in spec ed, for additional services, like OT. be proactive in providing that.
- More resources (website, distribution at schools, brochures on what is available.) Have the schools / teachers be proactive in providing information.
- Every students should be screened for special needs. a preliminary assestment,EX, walk on tippy toes, slow repetitive speech and singular focus.
- Teachers at the kindergarten level should be trained in identifying the early indicators and common characteristics of children with a learning disability.
- Simple bullet outline ofresources available.
- More resources
- When school staff is found noncompliant in this area, the staff member should have consequences for the noncompliance.
- Anytime a student is withdrawn for homeschool or private school this should trigger an investigation if the child's special education services were appropriate.
- Provide a detailed list of the many and varied accommodations and modifications available to address a child's specific needs in all areas.
- If a campus falls over or under the national average for special education %, it should trigger an investigation of that campus
- In need of more special educators in class to monitor each student correctly
- Legislation has to figure out funding
- Have local knowledgable OUTSIDE committee of parents & other professional who would monitor the schools compliance!
- First...all first time referrals go directly to TEA and Tea sends marching orders to ISD. TEA FOLLOWS COMPLIANCE.
- Second...TEA needs to work with OCR to make regulations to encode penalties to retaliation. SpecifaLily the state agency must forbid the use of threats of c.p.s. Against parents who are seeking help, or they will not comply with school de,ands for psychotropic drugs.
- better resources and training for general ed teachers to recognize children that have disabilities

- centralized website with a questionnaire for parents and teachers to fill out if they think their student or child might have a learning disability and then appropriate resources to contact
- More education on this process in general education PLC's.
- Parent education, place to ask questions when they get an answer they don't understand.
- Don't make kids wait to show proof of special educational need (failing grades, behavior problems, teacher observations...) In my family's case, we had to wait three years until the school was required to test our son bc he had had a 504 for that amount of time. The school resisted testing before the three year period.
- All kids should be evaluated in early childhood /early intervention. Parent/Teacher observations/survey required for all - Early Intervention identification for all to "
- We need an independent ombudsman who "advocates" for families.
- But we don't want an outside person who has no clue what it is like in a classroom/ educational setting. We need someone who is trained in education AND special education and laws.
- Use more holistic process to truly identify students who need special ed services versus looking for ways to NOT qualify.
- FOCUS on need of child
- The state should require schools to provide concerned parents with their rights and resources when a parent voices concern about possible learning disabilities or need for special ed services. The school should be required to be open and forth coming to parents about these resources and responsible for educating them on these rights in a way the parent can understand and process the information. This should also be given to the teachers so they can get the information to parents as soon as the teacher sees possible signs.
- Contact private schools and therapy centers and homeschool organizations to notify them of Child Find.
- Increase funding to hire more diagnosticians. TEA can help provide these funds to districts.
- Whole evaluation process should be removed by the district and conducted by independent evaluators.
- Provide a handbook to parents to inform them of Child Find process and make that consistent between districts.
- Parent's input is not valued by the school districts because they try to implement "one size fits all" approach due to their budget's concerns. TEA should oversee school districts and monitor school districts if they are doing their job.
- TEA needs to seriously look at the credentials required for teacher certification and include mandatory training for ALL teachers in the areas of techniques to support students with disabilities in the general education classroom. If ALL teachers received training in principles of Universal Design and Positive Behavior Interventions, which benefit ALL students in a classroom, many student learning challenges could be addressed within the general education classroom. Research supports students making better progress being included with non-disabled peers than they do being in segregated settings. Continuing to silo special education and general education is contributing to the problem because each camp looks to the other to provide the service and the student is caught in the middle.
- Better training for all staff and substitutes.
- Accept private evaluations
- Parent satisfaction surveys
- Appeal process if there child has been denied services
- Child Find posters everywhere - REQUIRED in the following places: Lobby of school, school office, car pool line for an entire month around report card time, parent's night at the beginning of the year (put a slide in the presentation and encourage parents to talk to your teacher)
- Emphasize that special education are services not a place. Your child can still go to college. Adding a Having legal aid and advocates for parents to put them on a level playing field
- Hire more people to help parents navigate the process that are actually advocates



- TX has requirements for PTAs... every school. In addition to other officer roles such as president, vice-president, treasurers, etc... need to have a special education rep - parent rep
- Revising reporting requirements is important however, monitoring the report is where the value lies. These reports are a look behind and not a forward view of what the local districts are providing.
- Incentivize districts to use proven early intervention techniques and phonics-based learning curriculum.
- Incentivize districts to have a minimum number of reading interventionists.
- Hold principals responsible when they deny testing and FAPE
- Incentivize districts to adopt "early reading excellence" programs and earn ratings based on early reading curriculum
- Remove standardized testing in elementary classrooms and allow teachers to focus on pure teaching instead of accountability teaching.'
- Forced teacher training in the disabilities that are in their classroom.
- Effective classroom supports and district monitoring of the teacher implementation of mandated supports. To include additional staff and parent communications, as needed.
- According to TEC 21.044, "This subsection does not apply to a person who obtains a certificate through an alternative certification program ..." i.e. these teachers don't have training in how to identify children who need these services. These individuals should be required to have training in identifying children who need services just like any other teacher.
- Training for identification has to occur within the classroom within first 6 months of hire.
- Needs to be appropriate support staff (school counselors, nurses) to appropriately identify behavior that may be indicating need for services
- Listening to parent's concerns and accepting doctor's diagnosis. They know their child best.
- More communication
- No more RTI hoops straight to testing when requested!!!
- Third..TEA must halt all schools sending children to court and have a review right now if any of those children are eligible or may be eligible for services.
- Diagnosticians -
  - not enough of them to respond or work to change climate of non identification
- New TEA leadership from top to bottom Strict oversight from OSEP
- Demand transparency of involvement of law firms like Walsh Anderson
- School personnel should become student-centered pro- actions its providing initial services regardless if all screenings are complete and reviewed. Parents are dependent on personnel to support the learning outcomes and difficiancies. Increase communication: TEA and all districts become responsible for child outreach- not a third party supporter because parents may not connect with the surveys.
- REALLY consider how any & all, educational & outside diagnoses affect a child's & classmates education. Teach ABCs of behavior management. Teach the difference in judging vs making observations!!!
- Allow communication to not be limited & train ALL staff / employees on what "observations" are!
- Provide training to all teachers & staff on their on behaviors observed & modeling appropriate social skills. For example, On how they can implement appropriate social behaviors in school. Teachers & Admin bully kids &/or ignore & allow it in MANY cases. Reduce the anxiety, depression, AND suicide.... (Happened in my family!!)
- Training
- more qualified special education staff BCBA. inclusion programs that are real Quality trained paraprofessionals Quality IEPs and BIPs

- presumption that a child needs services, putting burden on TEA and districts as opposed to the parents
- don't take away services when they are needed. accountability, feedback
- take away written requirement for a parent that suspects disability
- verbal request would require TEA to investigate and test kids for disability
- Teacher training
  
- In college! Before they are in the classroom Learn UDL.
- Teacher training
  
- Follow through with training general education teachers who are already in the classroom on how to effectively educate different learners
- More In-service time
  
- Provide trainings through ESCs that will equip ALL teachers for responding to children with learning disabilities, so they can identify and support students
- TEA should require more inservice time for teachers
- Help parents that don't have a health insurance for students.
- SEPACS
- Require each school district to have a Special Education Parent Advisory Council
- Pull Outs
- Provide more in-classroom support and lower class sizes
- Separate ages for self-contained classrooms
- Instead of having K-5 in the same classroom, have younger kids in one class and older kids in another class --- or put kids in general ed with kids of the same age
- Solutions
  - More collaboration between teachers, parents, and administrators so everyone is in sync to identify and get the services the children need.
  - Improve school district communications
  
- We did not receive information about this meeting from our districts, so improve parent/school communications
- District committee, including parents where constant feedback in reference to the referral process and the identification process.
- Fix the us vs. them mentality
  
- Parents and schools are set up to be adversaries in the current system. Figure out ways for families and teachers/admins to connect in a positive way for the welfare of the child
- Solution
  - Host a fair within each school district to get the information to the children/parents so they can be aware of the services being offered. School officials should be encouraged to attend and provide any support to the families.
- Don't need a callcenter
  
- Need more hands on help in school districts to meet the needs of the number of students
- There should be more audits of LEAs possibly quarterly.
- TEA apology
- I think it would go a long way to restoring public trust if TEA were to apologize for enforcing the 8.5% cap.
- Special ed is a service not a place
- Making sure that students receiving special education are able to receive it in the gen ed setting - in small group reading instruction, math instruction, additional help

- Accountability
- Someone needs to be accountable for what is or is not being communicated.
- | Standardized Process/test for determining dyslexia, dysgraphia, dyscalculia with leeway for the schools to add additional items and have a determination based on the test results as well as teacher, counselor and parent input.
- Schools should also be able to rely on outside testing.
- Parents should be given a list of the top signs for dyslexia, dysgraphia & dyscalculia along with how to proceed if they think their child exhibits these symptoms and may have a problem.
- Teachers, Counselors AND Administrators should be taught the signs of dyslexia, dysgraphia & dyscalculia.
- Parents should be educated regarding their rights and resources available to their children
- Kids with certain indicators should be tested for a learning disability such as dyslexia, dysgraphia & dyscalculia prior to RTI.
- Need more frequent TEA Site visits - At least every other year and annually for schools with complaints and /or a deficient site visit
- RTI should be skipped if a disability is suspected and instead students should immediately be tested
- Schools should be evaluated by TEA when a complaint arises
- RTI - Lasts too long. Parent's aren't familiar with their rights. Should have a specific time frame for RTI and progress should be evaluated no less than every 3 weeks.

### **Anything Else?**

- fire all the administrators!! give us more time to give input
- this has been going on for years you cant fix it in 2 months!!
- Follow-up
- Teachers are in the forefront of the student's developmental growth. We need to engage with them openly and frequently.
- Empowering teachers with trainings to better understand students who have been diagnosed.
- More funds to cover a shadow for students who have been diagnosed.
- There needs to be more training and more staff to handle the demand.
- Schools need resources to help them implement a dyslexia / dysgraphia plan. Many schools don't know how to implement a plan properly or how to even begin developing a plan.
- Cursive should be taught to all students no later than 3rd grade.
- Funding is desperately needed for schools
- Funding needed to implement programs
- Funding needed to provide services to dyslexia, dysgraphia and dyscalculia students
- Funding needed to evaluate kids
- Schools are grossly understaffed in this area due to lack of funding
- How is the work going to get done at the local level without funding?
- Not providing funding means students will get overlooked and due to a shortage of staff and resources, students will not get the services they deserve
- A lack of funding makes for inequality between districts in that a district with a lot of identified students will have less funds available vs a district with few or no identified students.
- A lack of funding encourages delaying identification of students with needs, delaying services to these students as well as not identifying students at all or until it is too late
- It encourages spending little money on the software and other accomodations needed due to a lack of funding.
- Children will most certainly not get what is needed without funding.

- Mandates need to be in place to ensure the school districts implement things properly and with the correct training
- If teachers and/or parents suspect a disability, the child should be tested immediately regardless of age and grade level.
- A process should be in place for parents to use when the school district testing does not come up with a diagnosis they agree with. Outside testing should be used as well and parents should be aware of their rights.
- School Board should be educated regarding these services needed as well as general education regarding dyslexia, dysgraphia & dyscalculia
- Parents should be educated regarding services and their rights using multiple methods to communicate
- Website, mailings to every parents, emails, announcements and large events, etc.
- Schools should be rated with respect to the services they provide in this area so that parents can view the scores online. Schools should be required to put their services online.
- Children with discipline problems including children sent out of the classroom should be screened for a learning disability.
- Many children with an unidentified learning disability act out in frustration
- Many children with an unidentified learning disability try to deflect attention to something else
- Gift children should also be tested for a learning disability when they are not performing at their expected level.
- A gifted child may be able to read but have dyslexia and can not spell or sound out words or write properly
- Not performing at expected levels may be an indication of a disability
- Teachers should be trained to identify this as opposed to assuming the child isn't trying or working hard enough
- Identifying students will have an impact on state testing whether they pass or fail
- TEA is part of this problem --- OSEP oversight and involvement is clearly needed
- Where is the media attention on this locally ? There needs to be expansive communication of the problem ... All parents of all students who register at school should be informed as part of registration process
- Education training and awareness for parents upon children entering school (kindergarten) who might not have been educated on how to recognize when delays or disabilities are present.
- This is timely and directly related to school shooting in terms of mental health misidentification
- [http://oaktrust.library.tamu.edu/bitstream/handle/1969.1/E\\_TD-TAMU-2935/HOPE-DISSERTATION.pdf](http://oaktrust.library.tamu.edu/bitstream/handle/1969.1/E_TD-TAMU-2935/HOPE-DISSERTATION.pdf)
  - Take time to read the preceding link ... These superintendents are largely not an ethical group of people
- The strength of our country depends on the success of our public schools and the success of our public schools depends on the noble behavior of public educators, especially its leaders.... We need new leadership in TEA and in a number of districts
- Law firms TEACH administrators how to do things like keep rooms cold so parents will leave meetings
- These Laws firms train administrators how to reduce services
- The law firms make money and want to continue to make money..
- They count on the tension between schools and advocates and informed parents to generate funds for themselves
- Firms like Walsh Anderson and Buechlers need to be addressed.
- Keep Brian Rosenthal involved
- Don't say that LRE is not available in a school when it has to be individualized & based on a child's needs! FAPE is not provided in some cases when LRE "can't" be met!!

- The first barrier is the special Ed case law. There are a number of cases that give sped dir cities or admin rights that are not allowed in both state and federal law. Even as I write, hearing officers are still conducting business s usual.
- Case law and TCASE and other organizations claim that a child will not have idea services until the school district evaluates the child FIRST. The problem here is that most children affected by developmental problems and other idea conditions have already been diagnosed. I know of children identified with DADS as disabled who receive no services.
- A large number of children have dropped out of the system because of retaliation and school law firm interference...tea must find out why in this process.
- Tea needs to stop hosting TCASE on their premises. IF TCASE wants to hold a workshop..especially legal update..it must be made available to the public. If not, they can host a private attorney client workshop on private facilities. Also, TEA at the law workshops must have parent lawyers present. I have seen some of the worships and Walsh attorneys completely misrepresented the facts of the parents cases. T e a should not hold infomercials for school law firms when public school administrators need accurate information relating to the law and legal guidance
- not sure if the system already has the appropriate safeguards in place, but the school district cannot provide appropriate services because of limited funding.
- maybe funneling down some of the funding for this program to provide the services to the students, instead of just trying to force the school districts to find funding for these programs
- We need more teachers who want to be with our children (in need) not just to be there. Some of our children have big minds would like to be in band, coo, or other activities. The teachers just not have the action or fun or some look like they have to be there. We have to do good for our children and give the ability to do great
- Positive behavior for the whole school
- Behavior is communication, but not necessarily special education need
- Parent involvement and concerns needs to be taken seriously at all levels - teacher, administrator, district, and state.
- There needs to be a general understanding among all school staff that behavior is communication.
- more hiring of diagnosticians. Teachers also need to be educated on seeing signs of disabilities in children and how to report. The teachers need to have support in this as well so they can get the kids tested in a reasonable time frame. We need a "Miranda rights" for teachers and schools. The second a parent or teacher voices a concern, the information must be presented with steps outlined to follow.
- Our experience with the Diagnostician in TX was not great. We moved from California and in our previous school districts, each school had licensed school psychologist instead of Educational Diagnostician. For example, our school psychologist in CA visited us at home to improve our child's needs in the school setting. TEA should mandate collaborations from special education teams.
- Our Experience WISD
  - We have been trying to receive specific services for our son since the age of 3 - we were told for 2 years nothing is wrong he doesn't qualify even though we provided numerous medical records as well eci referrals. Now that he is of age he qualifies for special education but falls under the wrong lable of ED when he is ID - Dr. notes and recommendations have all been over looked - and our son continues to fall between the cracks as he deteriorates in a setting that fails to meet his needs.
- on page 6 of report "100% can be used changed to will be used."
- BCBA, behavioral needs We need more resources.
- When laws/mandates are made, funding needs to be provided. The laws/mandates protect the parents who can help themselves, but many parents aren't as empowered and they are left behind.

- When will there be action?
- How long before school and education agency administration are held accountable for these children who are not being provided free and appropriate public education. In short, when do people get fired for not doing their job?
- Speech
- Speech is not taken seriously. It does affect academics and development, not only socially but academically.
- No One's Checking
- There is not a check or balance in special education departments in public schools; especially in Tier 1 schools.
- District Support Visits
- I feel that the support visits being only once every six years is too long between visits if there are corrective actions needed or the District needs help more frequent visits should be required as in 6 years a child will be moved from elementary school into middle school before anything changes and then it's that child is no longer on our campus. Also what determines when the visits happen, this should be addressed in the plan.
- I feel the school needs more help in learning how to keep in touch with parents and let us be involved more.
- There needs to be better transparency with how funds are being spent and what they are going to.
- A formal apology would go a long way to start rebuilding and improve the trust among parents.
- How are you working to providing and correct services for students now. Schools are still not providing evaluations when requested.
- I think that they need support every year.
- If the school has a program available but it is at another campus 45 minutes from their home campus why is this sufficient to meet my child's needs? If a child needs "life skills" placement or "behavior support" placement why is his FAPE acceptable to be so far away, especially when it is another school district. Co-op's should be done away with. Children make friends all through elementary school and then when they get to middle school they are bussed to another district to start all over because his home district won't meet his needs on their campus past elementary school.
- Better Oversight
- TEA needs to make sure that they are holding schools accountable for not providing evaluations. I have heard that some schools or counselors do not want to do the paperwork. This is not ok as it is holding a student back from their full potential and they are hired to complete and process the paperwork.
- TEA needs to make sure that all ISDs are working from the same foundation.
- Accept outside evaluations from reputable medical professions. I.e: Texas Children's, Scottish Rite, and the Children's Learning Institute at UT Health Science Center
- Regular resource pullout time in secondary school without the modified curriculum for all 4 core classes.
- Children who qualify for special education services are supposed to qualify for special needs transportation REGARDLESS of whether they fall within the usual bus route.
- Work on transition and 18+ programs to beef up opportunities for post secondary
- meet with pediatricians about what constitutes child find and how district is available
- Sanction schools that clearly do not follow policy
- 2e Identification Guidance from TEA
- Gifted and bright children with significant weaknesses, performing at grade level, who miss opportunities for classroom interventions fail to be referred for Special Education Evaluation.
- Significant IQ/achievement discrepancy remains an important red flag for SLD in gifted. Parents and educators hearing "we don't use the discrepancy model anymore" from ESC Trainings....isn't the guidance from the Federal Registry actually allows a discrepancy model to be used diagnostically within a body of evidence?

- The terminology from the Federal Registry is "must not require" a severe discrepancy between IQ and achievement but it is not prohibited. Training has misinterpreted the "must not require" for "it is prohibited" to use the discrepancy model. For twice exceptional students, the use of a discrepancy model between IQ and achievement is useful diagnostic data when identifying SLD in students with high cognition.
- Hire a Seasoned-Experienced Special Education Director -Preferably Someone Well -Respected and Willing to Come Out of Retirement
- The chronic problems that persist with Special Education in Texas will require a great deal of knowledge and experience to fix. TEA will need the bandwidth of a seasoned SPED Director from a large ISD, or state Special Education Director to help bring Texas into compliance with Federal Law and restore a relationship of trust among parents and stakeholders across the state.
- Student Rights to privacy
- TEA needs to support training and students rights to privacy.
- Additional Funding
- LEAs need a clear structure and proposed funding based on ratios in identified students
- Busing
- centralized programs are located too far some times and kids are spending too much time on the bus
- Parent observations
- parents should be allowed to observe normal classrooms on occasion.
- Substitute teachers
- Subs should have minimum required training.
- Develop a comprehensive state expectations for properly identifying and serving twice exceptional population.
- Better training for elementary, middle and upper level education to identify students
- TEA should apologize and acknowledge cap existed to rebuild trust.
- Add flyer to registration materials at start of every school year, about options for support.
- Create websites and apps to supplement the special education. you will have another layer of support from the parents and some feedback from the kids while they work at home.
- say you're sorry! an apology will go a long way with parents
- LEAs should not be unfunded in shouldering the brunt of corrective action. They need money. Make sure IDEA funds are going to students in special education through clear accounting and transparency.
- It is a misrepresentation to say "all the children in Texas" from the federal government. It is not true.
- consider getting rid of SPP11 so districts aren't penalized twice for not meeting deadlines when evaluation numbers will increase exponentially. districts will need more positions funded fir ARD facilitators, LSSPs and Diagnosticians. There needs to be state mandated RTI programs that look the same across districts. also consider that if a district is already identifying students fir soecial education at a rate commensurate with the national average, then corrective action does not need to be instituted in those districts
- I suggest that TEA appointment a liason specific to charter schools. Charter schools are lacking in their training and subsequent identification of children with special needs. I also suggest that all action items from conferences and focus groups are publicly posted and that TEA host more informational sessions with the SPed community. Parents and educators sometimes don't know where they can find resources to help them navigate through the system and advocate for their child.
- Specific diagnostics
- Better utilize the diagnostic resources available to understand specifically where a student is struggling. For example, screening for Irlen Syndrome.
- Listen to the child development centers when they say a child needs to be evaluated. So often in the past, they have been ignored. Child development centers are sending parents to school districts to seek services and are then being turned away. This is unacceptable.

## Families Response Request 2

### Barriers or Concerns

- TEA needs to monitor and ensure their visits and publish findings individual campus findings
- Again, TEA didn't do their job in the first place and they are under the gun to fix this fast, and how do we know we don't do it again
- visits are too infrequent and reports not helpful
- limit dollar amount school districts can spend on lawyers to defend them keeping kids from getting the help services and resources they need!
- OIG should get involved not the TEA take it out of the TEA hands they have failed our kids and our communities
- unlimited dollars given to schools to defend themselves they should not be able to spend thousands of dollars to defend exactly what the usde found them doing!!
- How do you figure out who has been affected by the cap?
- Children were not identified when they should have been, may be hard to identify those students who were impacted
- Hire more diagnosticians
- Site based management allows schools to "go rogue" instead of following best practices, district recommendations, or state/federal requirements. (LRE is very site/district specific, Kids go from elementary with lots of supports and then get in junior high and are suddenly denied supports arbitrarily. or vice versa
- 504 is VERY loosely enforced - not consistent
- TEA and districts are letting schools make decisions based on their own without oversight REGULARLY
- IEP goals are not well written or tracked in a way to determine progress. Teachers don't have the training to do this.
- There was push back from the school in providing the number of recommended weekly sessions because of lack of budget to have a specialist on campus that many times. This should never be the excuse and it should be required for schools to have specialists on campus full time to address these needs and in an appropriate specialist to child ratio.
- General education teachers have no training (and are not required to) on how to educate children with disabilities. LRE means they will be in the classroom so they need the skills.
- Skill level of some special education teachers is not adequate to write goals and track progress to see if children are mastering or improving. Parents don't know how their children are going versus standards.
- Parents are the ones enforcing FAPE in districts. TEA does not intervene until the situation has escalated.
- School districts employees do not understand what FAPE is or how to provide it.
- TEA does not require districts to have a SEPAC Special Education Parent Advisory Council as a way to inform parents of their rights and the districts policies.
- The "floating" special ed teacher for the kids who are in the general ed. teacher
- If general ed teachers are educating kids who need support through inclusion, the special ed staff needs to show up. WE are seeing that the kids are put in LRE and then the required support never shows up. The burden falls on the general ed teacher.
- Change only happens when parents become the enforcer and most parents are not comfortable with that process Schools use 504 as a way to keep children out of special ed - they throw a bone to students when they really need help.
- 504 keeps children from activities
- TEA is self monitoring. There needs to be a committee made of parents, educators, advocates as a supervisory agency.
- Minorities are underserved bc of language barriers etc. They are not going to speak up bc they don't know to or are afraid to.



- Lack of communication
- Team may prepare a good ARD document but it does not mean they are providing the meaningful education for kids.
- Do not have qualified reading specialist at schools. Private instruction for dyslexia requires a CALT certification but not at schools. Not all reading intervention teachers have had the proper training.
- Require student teacher ratios of one teacher per 4 students.
- What do you do to help those who have already graduated, left district (for private, homeschool) or dropped out for compensatory services.
- Children are denied 504/Sp Ed because Educational need needs to be proven--not just diagnosis. So if you are working with you child 3x more than a typical child and/or hiring private tutors--to keep you your child from failing schools say there is no educational need. Thus, to get accommodation/protections--parents need to let child fail.
- Educate parents on how best to work with children--ie. motivate them, get homework done, deal with behaviors.
- Yes there must be monitoring in the schools, but who monitors TEA? When some schools had to choose to ignore directives from the State level to serve all their SPED population, what would have been the point of monitoring?
- Monitoring school visits every 6 years seems like a joke. we need yearly visits.
- wait to fail
- idea needs to be addressed. it is wrong. once a child is failing, their self esteem is destroyed.
- Aging out
  - Because the TEA and the school district acted in bad faith, parents should not have their claims limited to only a year back. The act of bad faith should make the TEA and school district pay punitive damages for their wrongful deeds.
- diagnosis
  - if a parent is concerned and if they get a private diagnosis ... what right does the school have to deny that concern or finding?
- Encourage administration to have non adversarial relationship with parents at ARDs. \*\*\*Have hotlines or person to call for help with ARDs either at TEA or individual school districts. \*\*When parents need HELP they need to know who to call-- that number needs to be made available easily.
- What is a principal won't address your concerns at the local level? Parents need more avenues for correction.
- Children not being identified which caused a delay in services and the gap to grow greater, instead of closing the gap
- Tax paying citizens should not have to go outside of district to get student tested.
- Identifying children prior to PK for early intervention
- Pushback on giving accommodations, even from the sp. ed. teachers.
- Finances
- Child Find
  - Identifying students prior to grade 2, most districts have nothing but "RTI" in place to identify students prior to 2nd grade. They say they are too young to be identified.
- Getting more staff on board that is the Concerns I have
- How I am told that my child is untestable and that he does not sit still enough to test for the diag and I feel he should be tested by someone else. The school here in Beaumont need a ABA Behavior Program in the schools. And other kind of other behavior Programs. and the parents have to go do it is sad.
- Who monitors special education kids who are withdrawn to be allegedly home schooled.
- If the school has a program available but it is at another campus 45 minutes from their home campus why is this sufficient to meet my child's needs? If a child needs "life skills" placement or "behavior support" placement why is his FAPE acceptable to be so far away, especially when it is another school district. Co-op's should be done away with. Children make friends all through elementary school and

then when they get to middle school they are bussed to another district to start all over because his home district won't meet his needs on their campus past elementary school

- Again, children who did not receive services because of the "cap" on Spec Ed will have more of a barrier to "catching up" and may need more services than originally which might drive costs up
- Lack of funding
- Supervision should be done in a more timely manor. Schools should have more oversight from an outside source.
- call center....need more support
- Teachers are identifying needs for students that may have a disability but lack the time to address or the skills to implement appropriate accommodations in the lesson.
- Is district data public to hold districts accountable?
- Schools fight doing evals such as FIE, FBA, etc.
- FISS is denying FAPE by failing to keep kids in the least restrictive environment
- refused to evaluate at parent's request due to age limitation
- Remove penalty for over identification
- Empowering teachers to speak with assessment personnel and related services to talk about concerns with students that may rise to the level of disability
- Funding.
- Failed to provide adequate early intervention.
- Dyslexia program is not required to offer same number of school days due to lack of substitutes (missed 28 days of class).
- Funding isn't being properly allocated to ensure kids are receiving FAPE.
- Not getting LRE, appropriate goals are not being set, academics should be differentiated in the classroom,
- A lot of families are choosing to pull their kids out of sped and homeschooling them to avoid dealing with district failing to provide FAPE.
- Campus personnel don't reach Dyslexia program limited to 2 years regardless whether understanding it has been achieved or not.
- Not enough paras/staff.
- Most parents have to push and push and push to get services/FAPE.
- Campus personnel don't reach out to district SPED/504 to get the information. They may assumptions or tell parents wrong information
- Reading stars are given to grade level but not reading level
- General staff, special ed staff, elective staff and district specialized staff are not appropriately trained nor do they receive ongoing training on strategies to assist with disabilities.
- TEA should be doing yearly checks and random unannounced audits of the special education programs.
- District tells parent there is not enough money to have more resources
- District tells parent that kid doesn't need a certain program or service or makes them feel bad for asking
- Due to not qualified staff, it is often suggested to move child to other campus for only the best interest of the staff.
- Parents don't realize what is available and what they can ask for
- School districts aren't doing enough to monitor which kids are benefiting from sped services. Information should be easily accessible for parents.
- Teacher assistants and subs need better training
- Have more qualified evaluators especially bilingual and low incidence
- Parents do not get enough face time with SD experts
- Evaluations and standards are so rigid that sometimes the reports and IEPs are glossed over
- Evaluators have so much to do and they don't know the students like the teachers so they should give more weight to teacher input than just a simple evaluator observation

- Evaluators should have specialty areas and should be grouped by elementary, middle, high school and should also have transitional diags that work with each level so that needs are more addressed
- Strongly discouraged to continue the special education during the summer though there is a program
- there isn't a specialist for every diagnoses
- TEA fails to address or provide feedback on complaints in a timely manner.
- Lack of channels for communication between parents of special education students.
- Lumping all special education students in one class when mainstreaming
- School districts and principals fail to engage parents collaboratively to assess manifestations of disability before assigning punishment
- Under representation on the Governance Committees (how diverse are they? how do they take input)
- How do parents communicate concerns to TEA, or to governing bodies
- TEA can only monitor public school systems-so early interventions is difficult if student is not in school
- Lack of math program that equates with dyslexia for reading. No plan for discalculia
- Student passes STAAR and then committee wants to take away accommodations, so student cannot maintain success.
- Many schools use a computerized reading program such as istation to identify students reading level and general ability. Tests need to be conducted by an actual teacher, not a computer, to properly analyze and identify weakness and potential learning differences and disabilities that may require further testing.
- Lack of funding
- Diagnosticians have too many school to be responsible for.
- Program funding
  - When a federal funding is not properly being utilize, it is taken away or minimize.
- Schools not doing what they should
- At times there are schools that don't want to provide ESY for kids
  - ESY inadequate
  - Some districts take turns offering summer school to different grade levels instead of all children
- Special ed dept not properly overseen by TEA
- Districts don't have accountability
- Proper assessment conducted and staying within the legal timelines.
- Communication with families/district
- Parent receive inadequate (or NO) communication with the district
- ECI not identifying every child
- ESCs support the districts instead of holding them accountable
- Monitoring is spotty and inconsistent
- TEA responds in a crisis, but not consistent supervision
- Districts don't trust parents to know when their kids need
- Staffing is a concern especially in rural school districts with low percentage of identified students. Children tend to fall through cracks because they are not the most vocal. Special Ed teachers tend to be spread pretty thin especially during testing time.
- Parents are opting to spend lots of money on private schooling for their children with Special needs because of lack of quality special education services available and bullying and inappropriate behavior is not being addressed when it is occurring against Special education students or any child for that matter. Parents do not trust that their child's emotional, intellectual or academic needs will be met in a free public education setting because there are so many stories of those who have not been protected and nurtured in public schools.
- Staffing requirements are cut due to budget constraints.
- Compensation does not match the skill set that is needed to be a special education assistant.
- Not properly training administration to select the best individuals for the job and high staff turnover are barriers.

- The school counselor wears "too many hats" and is often the sole person expected to oversee the emotional well being of the special needs child. It takes a village and we've all got to be fully equipped to help all children thrive.
- All disabilities need to be fully recognized as such, and be monitored and supervised to insure all children's needs are met. No disability "weighs more" than others.
- TEA Supervisory roles need to be truly defined and expectations clearly defined and followed up.
- parents being fully informed of all of the services that might be available to their children
- If the student did not receive FAPE, it will be difficult for TEA to determine how to provide compensatory services and how much.
- We are concerned about the 6-year monitoring window. Entire populations of students will pass through schools in the "between" years. A minimum of 3 years should be considered. Perhaps more monitoring is not the key, but more training for teachers and school administrators.
- Coming up with a process that monitors the amount of students that are referred versus the amount that are identified as special education.
- funding for programs
- too many acronyms, parents cannot understand
- limitations to measure results
- "how do you know if you have reached out to all children with disabilities
- Not enough staff
- Overburdened, overworked staff Some bad paraeducators
- Hold Principals accountable for making sure that FAPE is provided
- Make sure district is also held accountable
- If district or principal has a certain number of complaints, then an automatic investigation is triggered
- Class size for both gen ed classes and alternate education classes
- Inadequate teacher training
- Inadequate district allocation of funding for pre-k - 2nd grade reading and math intervention.
- Ridiculous text emphasis on math instruction: ie - Singapore math model.
- Concerned that the TEA is responsible for investigating complaints while the DOE is investigating TEA itself
- Why is it so hard to get what is best for the students Barrier is money - districts are not emphasizing SPED
- More reaching out to underrepresented groups - lower SES and communities of color
- Staffing levels dictate that providing FAPE requires more staff to identify, service and monitor the student successes/failures.
- Allowing schools to push parents to accept 504 and/or remove children from SPED is a real problem.
- Education of all district personnel on the disabilities that exist and the methodologies that are PROVEN successful.
- Schools are not following ARD guidelines for placement - they tend to decide placement first based on diagnosis rather than attempting services first.
- Budget Constraints
- At this time we're concerned that the state has allocated too many areas of monitoring for these boards making them ineffective.
- Funding from staff
- Need for additional funding for additional teachers in order to bring down classroom sizes.
- Number of kids getting help
- Help needs to be issued based on type of help needed for kids, not number of kids.
- How often are districts being audited for IDEA compliance?
- If schools are not being evaluated, how could schools possibly offer appropriate services? How many students are falling through the cracks because of the lack of state oversight?

- From the stakeholders' point of view, district administration appears top heavy.
- 10 supervisors to audit districts does not seem like enough to oversee all LEAs in Texas!
- Location
  - Having a close location to service these children with special needs
- Timeliness
  - Identifying the child in a timely matter and not pushing it off to the next grade level teacher.
- Communication
  - Having an open line of communication where the teacher can speak with the parents about the concerns as early as they see the concerns.
- Child find and disability identification
  - The process is not transparent and is too closed at a campus or district level.
- Staffing
  - Not enough staff for applying the accommodations needed
- Hold Schools Responsible for the IDEA like STAAR testing
- Fewer barriers to proper placement
- Resources for parents
- Currently the system is set up where TEA does not have any requirement to share with parents and children what their rights are in real world language. Currently, parents that have previously navigated the system to help guide and achieve the correct path of FAPE. TEA is failing teachers with FAPE. Support is lacking, paperwork is mounting, and kids are suffering.
- Lack of oversight of the TEA in school districts.
- Lack of communication from school districts to parents and TEA to the school districts.
- Student / teacher ratio
- Ease of being able to change goals is often difficult
- Homebound services, alternate services, and supports are often a huge battle for parents to offer FAPE.
- ESY was extremely difficult to get access to for our children even when needed.
  - Regression without ESY occurs over the summer, then children are re-learning goals that were already achieved. This is also a denial of FAPE.
- Barriers are put in place with forms and schools for parents to get services.
- Schools are often quick to say NO to necessary services to provide FAPE. These children then either struggle or drop out, which creates a larger problem.
- Teachers who want to help, often their hands are tied due to school politics and SpEd dept requirements.
- Parents who request or push for services are sometimes retaliated against in the classroom or school later on. The child is targeted, and the parents give up on pursuing FAPE.
- Student had to leave the campus in order to receive support and services privately because the district did not serve the student. This was a denial of FAPE.
- District did not make the connections between SI articulation disability and the dyslexia and chemotherapy treatment.
- The ownership is placed on the schools to offer FAPE, but there is little incentive for them to spend money on services.
- Dyslexia is a large gap. More programs need to be developed for dyslexia therapy.
- ABA services are absolutely needed in the school, especially with the large increase in autism. BCBAs and autism experts should be on staff vs just psychologists.
- School district is not conducting FIE correctly. No meetings discussing parental or teacher concerns
- Training is needed for AAC devices for non-verbal children. Intelligence should not be measured based on a child's limitations with communication. Schools are not trained to understand alternate assessments.
- enough staff by TEA to monitor
- Students are not involved in their own IEP's
- Teacher's face to face time with kid.

- Administrators are micromanaging and overstepping into special ed. They believe they are the problem kids, cause problems.
- volume
- Huge number of school districts and variation in district resources.
- resources
  - TEA (and districts) need the resources to support our students.
- dyslexic students denied FAPE by being placed in RTI. eliminate RTI for dyslexic students.
- Funding has to be determined by student NEED, NOT budget. Long term it costs way more to NOT provide services early and well, then to provide the services when most effective.
- 504 students should provide additional funds to schools, not just Special Education designation.
- where are these children now? this cap has been in place for 14 years and many of these children were not provided services and support they needed and may have likely dropped out in frustration. Perhaps those kids are adults in prison now. How will TEA possibly make this right?
- the burden is placed on parents to become te experts in reaserching interventions, accomodations, and the law to be able to get their child FAPE due to schools misinforming parents of what their child can have based on the schools lack of funding or services. corrective action 3 - just makes things even more complicated. simplify by eliminating the texas dyslexia handbook , and identify children with dyslexia appropriately as SLD under special education and allow schools to receive the federal funding these students deserve.
- Lack of evaluation for English language learning students with disabilities.
- independent agency, not TEA to handle financial aspect of Special Education.
- Inclusion teachers are aides and not co-teaching. They are sometimes glorified aides. Inclusion teachers don't have time to work individually because they are "babysitting" behavior kids .
- enough staff at district to monitor fidelity of identification and intervention
- training for all teachers in 504 and special education
- gen ed teacher is obstacle because they push it off for sped teacher
- There is stereotypical, cookie cutter approach to disabilities. For example, with the wide range in autism, no two children are the same and require different resources.
- Need AAC training in all types of AAC and if student uses a different form of AAC than is usually used by the district then the teacher and therapist who is assigned to that student should undergo training for that AAC device.
- Denials are happening in the IEP for additional testing requests.
- Parents are shamed out of sped.....We wouldn't put him in special education, he isn't that type of kid.
- Not enough training in identifying difficulties & disabilities
- Weekly progress report request on individuals on how they are meeting goals or completing tasks.
- The transition between the various school levels from Elementary, Middle & High School for kids with Special Needs should be a smooth transition with lots of support.
- Law in language for the school to understand. No grey area for the school to get by the law
- More staff and training to identify students
- Training for Para professional
- many tier 3 interventions are more individualized than sped and so students will be removed from individualized, specialized interventions and put in over crowded sped classrooms getting less individualized instruction toward their unique needs.
- again, is funding going to be provided to the districts to essentially do a lot more evaluations, etc.
- Classes will become even more overcrowded.
- educators are placing all SPed scholars in the same classroom which limits the quality and quantity of services and instruction received. Educators are overwhelmed leading to attrition and scholars are not meeting their full potential.
- Parents not knowing who to contact when they have questions or concerns about their options regarding the services that their children are receiving or being denied.

- Make everyone who will work with the child even down to long term subs aware of IEP and 504 needs to ensure there is always consistency.
- Lack of support and communication Lack of appropriately educated staff
- All people need to be held accountable for the student's learning. The student, the parent, the teacher, the school, and TEA.
- Our children had no barriers to services. They were provided with the services they needed to be successful.
- If the parent doesn't fight for the rights (or needs) of their child, the school often won't do what is needed.
- concern`
  - When my student was not being successful in school, I contacted the diagnostician several times. She put a plan in place to help my daughter. Occasionally her plan needed to be adjusted to suit her disability. When the teacher and inclusion teacher work together, the student is more successful.
- Lack of parental involvement.
- Barriers
  - Lack of qualified staff. For example, at Amarillo High School no one in administration is experienced in special education. Teaching staff with special education experience is limited. In reviewing corrective action plan the dollars are being implemented at the TEA or statewide level, funding for additional staff and qualified staff at the local level must be addressed. Teachers and student ratios are high.
- Approach to addressing this issue is starting from the top, TEA, and resourcing at the top rather than at the "bottom" and addressing the current needs of students where students aren't being identified and then are not being properly served.
- Lack of accountability for schools and districts. More requirements for the schools or districts to demonstrate they are meeting their obligations.
- Lack of public information about services available to the public for special education services. Adding \$1.5M for a call center and yet none of us know about the call center or its purpose. So a resource is being funded but access to the resource isn't there because there is no awareness.
- No thorough education of parents as to what their rights and those of their child are, and thus parents have limited recourse if they feel the child's needs are not being met. Parents have little understanding of the process for each district/state
- Barrier
  - Lack of consistent services across educational services. Elementary experience, middle school experience and high school experience are not connected and built upon. Quality is dependent on the teacher and the school you land with and on the parent's ability to advocate. There is no quality standard from grade to grade or campus to campus and no continuity of educational planning even with an IEP in place.
- Barrier
  - Too many classrooms are run as a day program or an activity program not with a quality academic experience in mind.
- Lack of appropriate educational curriculum
  - Each teacher, campus creates their own academic curriculum and it is not always evidenced-based or appropriate for special ed.
- Staff resources
  - Lack of special education teachers and paraprofessionals to meet needs. Student teacher ratios are high. Para professionals are not adequately trained and yet spend a great deal of instructional time with students.
- Non-availability of transportation or special routes for children who have to be sent to a different school because the services they need are not available at their local school.

- Not all schools have programs needed for all children. Some say there is no Dyslexia program for children over 2nd grade, others no program for students under 3rd grade. The same applies for other needs as well.
- Too much time getting the resources that they need
- Training - we see that there is a lack of training across districts in their ability accurately identify a child with disabilities.
- Outside Resources - There are many outside resources that conflict in evaluations. Doctors, teachers, outside learning centers, tutors, Scottish Rite all provide different assessments, different backgrounds of a student's learning.
- Not taking the parents concerns in regards to the child. Insufficient training
- Testing is huge issue, delaying testing or even denying the testing hurts the children and makes it difficult for the teachers to better help and assist. At home parents are lacking the skills or techniques to help their children.
- Not only did TEA fail to monitor. FAPE, but they are the ones who prevented students getting FAPE.
- The need to get over the stigma of a cap on the number of special education.
- TEA is a state government run agency and they follow the will of the govern and legislature and we need to have an independent of politics agency to monitor these situations.
- More direct communication between the TEA and Parents.
- TEA is going to be required to monitor, but what assistance will be provided. It CANNOT be a monitor situation without action
- Consequences
  - Monitoring will be increased, but what are the consequences for districts who are found to be non-compliant?
- Will districts be monitored for eligibility only, or will the implementation of accommodations and services be monitored as well?
- The need for more diagnosticians.....also the money to pay them.
- Parents not given the information needed to make responsible decisions about their child's education. This also means letting the parents know what programs are available at their school.
- How do small school isd's get equity assistance
- Kids are being put into speech therapy and it is assumed that will be enough. They need more services. They need lower ratios, more services, more staff, more money, more options.
- For the deaf and hard of hearing...each campus needs a lead interpreter. My kids are smart and academically able to do the work, but interpreters are not available to help them get a full education on all levels.
- When a spec ed student needs something, (therapy, technology, specialized equipment); it takes WAY too much time shuffling paperwork, etc. just to get a student the things they need to level their academic playing field. Too much time spent working through the RTI process, and wasting precious time in which they could be receiving more specific instruction, services, etc.
- Appropriate education needs a specific definition. Too often special ed classes such as adapt or pals are nothing more than a baby sitting service. No education of any type is taking place. Education is different for kids in these classes. They need to be learning how to take care of themselves vs textbook curriculum. Each district should have at least one person to hold the schools accountable in their district and should have an open feedback loop that is given to the parents, teachers, and the students. Now there is no designated way to provide feedback with the school districts.
- what happens to those children how are transitioning out of the school system?
- staff need to have more training to identify those in need of additional services while this sounds remedial, educators are so focused on ensuring matrix met that significant signs are missed - obviously, once again this comes down to budget constraints
- Not enough personnel to monitor districts.



- The mindset and culture that has set into LEA's in following guidance of the TEA for the last several years. The lack of funds and resources available.
- The ability to communicate to stakeholders . TEA being supervised only by agencies that TEA funds. Not partnering with Federal PTI programs and have very little interactions with them.
- 6 years seems insufficient timeline to monitor compliance. So if they fail and child would get an opportunity twice in the schooling
- Parent requests are not taken seriously
- Parents have to fight just to get schools to evaluate students. Once schools do evaluate, schools limit who has access to SPED services.
- Funding
  - The State continues to limit dollars to TEA and ISD's.
- Having a mentor with more experience to help monitor
- Texas Against Public Schools?
- The response of our TEA and Texas legislature is that they are not committed to Public Education in Texas
- Identify metrics that a child is getting a FAPE?
- Counselors Not Trained
  - Counselor is running 504 meetings and they have no experience. Counselor is initiating information to parents about SPED and 504, they have no experience and poor training.
- Education gap between parent and school
- TEA doesn't seem to want to be on record with providing direction to LEA.
- Monitoring seems to be focused on gatekeeping rather than the children's needs.
- None of three Houston ISD schools I've negotiated 504s or IEPs with seem to understand accommodations, modifications and/or services. They rely on those EasyIEP "drop in" automatically and then skip to placement
- When children are not identified under special education, you cannot monitor compliance with FAPE.
- TEA needs better standards for certifying reading interventionists.
- One size fits all
- Teachers teach to the test so they are not meeting student needs. They need to teach they way they use to.
- Tests are not for sped kids.
- Some kids cannot learn or have the facilities. Some teachers don't push them to learn. They need to learn more than the test.
- Private school just teach and not to the test. They don't worry about it.
- Passing the test means my son has to stay after school for tutoring and his needs are not being met. He is highly stressed. Memory is an issue so the test is hard and being at school from 7:30 to 3:30 is hard on him.
- Its a one size fits all.
- Parent Response
- School districts wait too long to identify dyslexia and/or will not service correctly. They use academic grades as too huge as a determinant of what services are needed and there are huge gaps in student grades versus student achievement (STAAR) students are not prepared for college readiness.
- There is a gaping disconnect between actual symptoms and identification of dyslexia by teachers in the general education population
- The schools have proven that they are unable or unwilling to identify students for the last 13 years...I don't trust them to identify them now.
- Parents not aware of their rights.
- Administration does not help and avoid parents at all levels.
- Teachers feel like their hands are tied. Teacher not aware of special education process.

- Failure in training general ed classroom teachers with a checklist leads to delays in identifying students who are struggling due to a possible disability.
- Allowing a student to stay in RtI for years while he/she is not showing growth or progress is leading students not getting FAPE. ISDs threatening to write up teachers or giving lower performance ratings in their evaluations for informing parents of the student's lack of development.
- Behavior problems tend to indicate a learning struggle and blaming teachers for lack of classroom management does not provide the student with the help they need.
- School climate grants school climate grants
- lacks proper implementation.
- School Based Mental Health
- Need implementation, visit with states that have evidence based practice 's.
- Administration Does not want to help student under 504, sped due to being in services, they push RTI and special education to come and "fix" problem. when Special education is a service not a placement.
- Teachers are discouraged to speak out at IEP meetings. Rarely do teachers speak up.
- Non transfer of services when moving to new school
- Not enough avail services for early childhood, wait lists Using RTI to deny services
- Not enough trained personnel in identification; evaluators; dyslexia therapists
- TEA needs to be held accountable, "joint commission".....
- Attorney fees
  - Budget needs to reflect what a district is spending on fighting parent who are in due process./ ARD/ IEP's
- Schools fail our kids
- How do you really know what is being monitored. Can someone come from the outside and monitor without notice to make sure everything is being monitored and things are being followed through?
- Goals and objectives such as in counseling are very broad. How can they be narrowed down and someone monitor them but from the outside.
- Proper transition from one year to the next prior to the start of the year, end of the year visits for upcoming year
- Avoiding testing of students due to unidentified reasons
- Adequate staff from the start of the school year to meet student/teacher ratios
- Extended special education programs have been cut, reduced to two weeks while regular education programs have been extended for summer enrichment programs
- Related services are limited with our OT and PT and other specialists.
- Safety concerns in general for instance transitions from different areas of the school and emergency evacuation protocols
- Parent contact by teacher/admin to report progress or regression
- Meeting the appropriate ratios of student/teacher depending on degree and/or severity of disability
- Diagnostic testing is a slow process with very limited results. (It takes to long for the testing to begin and the results to be turned in. Only to find out more testing needs to be done.)
- Availability of adequate resources
- Removal of inadequate teachers in a timely manner
- whose job in the ISD to ensure IEPs are being followed
- who monitors IEP
- training for teachers to better understand the purpose for the accommodations
- TEA lost jobs, communication between TEA & parents, There needs to be an open relationship between parents, TEA, and schools.
- No accountability for any actions that happen in the schools or ARDs.
- Proper training for the teachers and in some cases additional training is necessary because the training expires and training is evolving. Many have been trained many years ago but the training has expired.

- Teachers are against the Inclusion Practices and the kids are sitting in the classroom when the parents want them out with a little more least restrictive environment.
- in pushing the test requirements instead of teaching. They lose good teachers that way.
- Accountability for learning is required but it's a one size fits all.
- So with non compliance where does the student fall academically? Where is the gap filled for the student to maintain?
- are vendors going to be available in all areas for compensatory services?
- how is the third party outreach group trained in finding children who have not been identified.
- Working teachers who will work with children on a one to one basis. We do not establish enough education the student who can do more, they keep all children together and will hold back some kids from the work. Other kids want to know more than others and have to stay and wait for others. Teachers are needed to love our children and encourage them.
- Again, I believe that the lack of communication is a barrier

### **Ideas or Solutions**

- Children who the district failed to identify, TEA should give districts money to provide compensatory services
- School districts should have more open forums to support parents.
- Hosting a Special Education Open House to explain the programs and services available at the beginning of every school year.
- more parent input
- can parents have regular input in special education programs?
- suspected disabilities reported immediately
- no waiting period
- more access to quality evaluations more access to IEs in the community
- don't make there be a written requirement
- STAAR
  - instead of spending so much on STAAR, why not spend more on special education
- increase dollar amounts with that they plan on spending on monitoring
- less money on high priced TEA administrators that won't help us here with our kids
- ADVOCATES
  - have each ESC or ISD have an advocate that has to meet with parents with concerns and will review problems that are happening
- review IEPs
- remove distinction between IDEA and 504 kids no reason to distinguish them and that's why child find doesn't work!!
- Re-training of how to conduct a proper ARD meeting.
- Have more meetings
  - Have more meetings with parents.
- Funds put into districts for regular ed campus staff, who are with kids every day, so that they will know how to identify students with disabilities
- Social Media
  - Using social media to get the word out about the program, bring it up during teacher/parent conferences, send emails.
- Every school district should have a SEPAC Each district needs outreach program
- Ensure that there is an appropriately modified state assessment that is tailored to their specific need and not just two choices.
- Writing goals that are appropriate to their grade levels.
- Penalty

- If FAPE is not followed - or law violated - then districts should have some kind of penalty (financial? compensatory services to students who were left behind)
- Adding a separate category of IEP goals that is also focusing on true academic needs for our student functioning multiple grade levels below. (Not just on grade level TEKs)
- Encourage districts to work with parents, rather than immediately going to attorney
- Would be cheaper for districts to support students than fighting parents in courts and paying attorneys tons of money
- Restrict attorney
- Put a cap on the amount that attorneys can walk away with and take home, parents should walk away with services for their child, not money for their attorney
- Trainings for parents
- Have more parent meetings so we can understand what can or cannot be provided at our child's school.
- Provide funds for one on one support when needed
- TEA hire additional supervisors
- Hire people with special training who will hold districts accountable to serve students with FAPE.
- 504 timelines
  - Create a better timeline
- I think that there needs to be a "plan of action" that is put into place. A mission statement if there is not one. A check off list
- More frequent monitoring and technical support could be addressed more efficiently if each Region had their own monitors with the authority to oversee the districts in their region. Travel costs would be reduced because the monitors would not be traveling from Austin, but would live within the region they serve and be readily available to meet the needs of the districts in their region. Regions with more school districts, such as Region 4, would have more than one person in this capacity.
- Some sort of internal or external review that determines ratio of referred versus identified.
- Each district or special education cooperative should have a mandatory Parent Advisory Committee to help districts identify area of concern. This would be a real working committee, not just a box to check. Parent's know what is happening on each campus and their concerns should be considered and addressed. They are the most important stakeholders in this process. You are educating OUR children. Every school and district is unique with varying demographics and concerns. A one-size- fits-all process does not work for the diversity in this state. If TEA wants to truly meet the needs of every student, then thinking outside the box needs to be the new model.
- Clearly define and audit those TEA supervisory and monitoring responsibilities.
- More two way communication with parents genuinely listening to parent's concerns and respecting medical information and diagnosis provided by the parent.
- Hire and compensate Special Education Teachers at a higher level that matches the intensity that their work requires.
- More TEA visits to school regularly, anonymously, and without announcement.
- Better child find services.
- More resources provided and offered by the school.
- less resources traveling more communication email, webinar, phone
- using technology to reach out to parents send notices require parents to acknowledge/respond
- Paras need specific training for the kids they have
- Personality, in addition to skill, needs to be a factor in para selection/match for a child
- Paras need to be trained to teach the kids to be independent vs. doing it for them
- Some services for home-schooling parents
- Allow part-time school or access to school facilities and related services for kids being homeschooled
- Increased expectation of success at pk - 2 reading and math success and removal of any activities counter to development of strong reading and math skills.
- Allow parents to take a voucher for their kids to go to a private school.

- Let parents know about code of ethics and teach them how to file complaints to TEA because there aren't enough advocates and attorneys
- Removal of high-stakes testing in elementary school. End of year assessments to be delivered by teachers in the classroom setting.
- Re-allocation of time and funding from high-stakes testing endeavors to Orton- Gillingham training and phonics-based curriculum implementation in every elementary classroom pk - 5.
- Administration training and expectation setting at a district level. Consistent administration expectations for SPED, IDEA, and 504 implementation across campuses within a district.
- TEA needs to present to local school boards what the results of audits are so that the information can relayed in a way that is easily understand. Most school board members are not educators and therefore are accepting the administrators statements.
- Incentivize districts to earn a SPED- friendly designation. Have SPED activity tied to accountability ratings.
- The analysis of any and all audits should be sent to all parents in the district, regardless of whether their child is already identified or not.
- Monitoring should occur more than every 6 years - at least every 4 years. The Texas Legislature needs to fund more staff for a state of this size
- The specific data from the monitoring visits should be made available. We want to see if there are patterns in the demographics of under served groups/populations.
- Teacher training
- Wait to fail is in and of itself, a failed and flawed idea ... ironically, it fails kids. If a child has zero self esteem b/c of low grades, why would they want to keep going to school? The curriculum needs to change, not the child.
- Classes for the way all kids learn
- We focus so much on ELL and GT ... but what about the rest of the population. Dyslexics are typically intelligent right brain problem solvers and learners, and can do fantastic things with the right resources and help and guidance.
- Compensatory services over the summer
  - The kids who were denied/under-diagnosed/not-diagnosed need compensatory services. It will not be sufficient to provide this within the standard school year/day. These kids need to be offered year round schooling (without being kicked out of the services should the student miss day(s) over the summer) to at the very least compensate for the time lost for intervention therapies/services.
- Training and accountability Checking in
- We need a whistle blower / tattle tale email link to parents to be able to go with concerns, until the TEA and schools get their act together.
- All districts need to be in compliance with serious ramifications if they are not.
- Checking every 6 years is ridiculous. No one will be in compliance if their are not any consequences
- resources
  - Need more resources for schools to be able to diagnose.
- properly fund public education will solve a lot of these problems
- Districts and TEA need consequences for not protecting these children.
- All children need a more fundamental curriculum for reading-phonetics and Neyhouse in early grades.
- Early interventions should be in place. Even at PK level.
- Parents need to know how to be active advocates for their children
- Need for universal sp ed training and sensitivity trainin
- Open channels to bypass campus and district and possibly use doctor report possibility of disability. So that anyone can advocate for child
- Do basic screening for disability, just like for seeing and hearing and GT.
- Teachers should be able to checklist students for possible disability indicators.

- Consistent training that occurs at least once a year, to all district staff/teachers/administrators
- Help legislature understand the financial or legislative consequences of not providing the federally mandated supports
- Better communication channels - keep open Inboxes; make it a requirement that parents are educated about how to provide input as part of the ARD process
- Training to all staff, NOT JUST NEW HIRES
- Social Workers should be hired to perform roles as SPED case managers and advocates to ensure IEP compliance and system navigation for services.
- Teachers serving in the role of liaison lack empowerment and the skills to effectively advocate.
- BCBA BCBA BCBA
- More teacher aides to help students with disabilities in the mainstreamed class
- AUDIT!!!!
- Make intervention its own role on a campus instead of being lumped with several roles.
- Limit a diagnostician to 2 campuses and serve as RTI/IAT role and monitor/submit documentation on the quality of the SPED & 504 program.
- Hierarchy of a New Special Education Chain of Command
- There has to be a way to reorganize the special education department so it can be in compliance. There should be specialized areas in how to resolve issues that are unfair for students.
- OSEP Finding TEA Failure
  - The TEA failed in OSEP by categorizing all students with different level of autism under one spectrum. There isn't a tailored plan specifically for the child with the learning disability. There isn't any emphasize and plan on how to teach the child that has a need in where there learning challenges are. HISD needs to flow a model of what private schools, like The Joy School is doing and that is creating an education plan for each child and teaching that child in the level that they are at; not in the grade level that they should be. For example, my son is a 7th grader that is testing at 4th grade level math and is expected to perform and do 7th grade math when he never learned 5th or 6th grade level math. It is as if he is being setup for failure. There is a lack of coordination and tailor plan for each child. Funds are being wasted on surveys and consultants instead they should invest in a school that is specifically for kids that have a learning disability like the Joy School. I have much more to say please email me at
- Child Find
  - Require districts to have programs in place that begin at the Kindergarten level to start services when the 1st benchmark is administered so that the issue can be addressed before the child begins getting frustrated. I have personally experience this and had to go outside the District for help and they still argued with the data and it took a TEA hearing to make them test and implement services nearly 2 years later in the meanwhile my child feel two grade levels in reading and I still had to go out and file a second suit to make them comply with the HO orders as well as retain an outside reading program to teach him to read.
- Testing should be done in timely manor. More information should be given to all parents, not just kids with disabilities.
- Social media and marketing to help get the information out to the public.
- When kids are struggling, parents need to know what interventions are being used and what resources are available
- There need to be more appropriate ways to assess children with learning differences that don't just frustrate the child or penalize the schools. If a child with dyslexia takes a reading test, there's no opportunity to display comprehension as opposed to other reading skills. A child who takes ALT-STAAR is automatically placed in segregated classrooms when that child could still benefit from inclusion.

- Texas needs to, statewide, implement more recent approaches to teaching that scaffold for ALL learners, from GT to Special Education, so that all can be included in a single classroom. For example, Universal Design for Learning, co-teaching, etc.
- Texas requires all teachers statewide get training to serve gifted & talented students. Texas should also require all teachers, general ed and special ed, get training to serve special education students.
- Anonymous submission of concerns from school staff that would trigger if many are received from a certain campus or district.
- Find all children who have left the public schools, who are now in private schools or home schooled because they were not provided service in the public schools and provide those students with an IEE.
- Have a parent liaison at the ARD meeting, explain to all parents what their rights are (IEE) when it is determined by the school that the child does not qualify for services. Also when only screening is done.
- In service, pre-service, and alt certification requirements should include basics on differentiated instructions, accommodations and modifications children are getting high quality education regardless of placement.
- The schools have a special education budget but the schools needs to be audited to make sure that money is being spent in special education. The state/ school district should give more money to the schools for all of the kids and not just some because on what the school decides. Administration also procrastinates if they think that a parent can afford testing and implementing them selves.
- District personnel should do a better job of training and overseeing ARD goals and progress.
- TEA's plan to hire more district liaisons is not going to address this issue.
- Teachers are not getting their information on students needing 504 until much later in the school year and are told that they need to pass the students. Instead of working with the students along the way.
- **TEACHER TRAINING - INCLUDING GENERAL EDUCATION!!! GIVE THEM TIME AND MONEY TO GET TRAINING**
- Send money to districts to help make all this happen - don't spend all the money for the effort in TEA staff. That will only monitor not fix anything. And TEA monitoring is what got us in this mess in the first place.
- ARD team should include medical professional.
- Parents do not know their rights. ARD committees make decision to send students to schools that are not close to where family lives and parents feel like they have no choice. Parents need options of where a student goes to a different school to receive special education services.
- There needs to be more checks and balances and reporting on actions taken in the classrooms.
- Special education parents are willing to provide every resource for their children. School districts should work closely with the families to address budget or other issues.
- Need a better and consistent monitoring system for schools. Need guidelines (regulatory) for timely monitoring and follow-up for improvements.
- while listening to presentation, we need TEA to have authourity in rules and dates of compliance. what criteria is being used to complying with the Federal citations.
- Since TEA is a state agency, and is accoutable to state legislators, we need agency to make sure federal dollars are executed.
- Venue for parents to address complaints and problems of refused services for individual and collective needs of students.
- There needs to be transparency between what the school is doing to help the child and keep the parents informed. How are these teachers being monitored.
- Look at other states (New York) that have better outcomes and bring those models (best practices) to Texas. Don't reinvent the wheel, look where the others are successful and just copy it.!
- Funding
  - Provide funds to SPED to have locations close to the child with the special needs
- TEA Hotline
  - TEA should support or establish a hotline for reports of incidence and abuse.

- Training
  - Properly train the staff that work with the population even before they are identified.
- TEA or OSEP rep in ARDs
  - TEA or OSEP should consider a district based observer to advocate and oversee ARDs.
- Targeted monitoring for TEA supervisory boards allowing them to reduce the number of monitoring responsibilities providing more time for detailed follow up and oversight on lower income districts where district resources might be limited and not allow for proper assessment.
- More checks and balances
- Clear-cut expectations and follow-through at the state level and then at the district level
- Communication
  - Have teachers given permission to speak with the parent about awareness of what signs they are seeing in the child.
- Incentives to limit schools, and districts from "pushing kids through the system" so they meet the standards set by the state.
- Child find and disability identification
  - The process of identifying children for services should be independent and reviewed by TEA or a third party outside the district.
- Staffing
  - Needing to have enough staff on hand to implement the accommodations and modifications needed in the IEP
- Open discussion
  - Having open discussions with the public about how they handle kids with special education needs and talking with kids at school about helping and not bullying kids with special education needs. So much is being talked about when it comes to bullying, especially cyberbullying but not enough discussion about bullying kids with special education needs. Schools need programs that include discussions like this. Kids names do not need to be made public but discussions are necessary.
- Incentive should be on identifying students versus a cap on how many identified.
- Information for all parents with contact person at TEA (easy to contact), including parent training/information specific to child's needs.
- I would like to see the state leverage the knowledge gained by parent advocacy that have formed in reaction to the lack of services to students. These groups have researched the latest and most recent effective programs. These parent groups also would be good partners in monitoring efforts along with communication to stakeholders. Feedback opportunities to parents through ongoing statewide surveys.
- Identify denied or underserved populations (ie 2E twice exceptional).
- Needs training to write IEPs
- More Monitoring and Frequent Follow Up
- TEA needs to make our kids a priority. Have more accountability and more frequent follow up with schools.
- More training is needed
- TEA needs to hold district accountable for providing necessary programs through SPED. State should provide supplemental funding.
- Accountability
- Attach accountability to schools for IDENTIFYING above 8.5%.
- More financial resources are needed. Funding for district.
- Increase staff and training for Para
- State define programs (functional academics or resource)
- Leveling of education within the programs based on the child's needs
- Accountability/Priority of SPED



- Give incentives to schools for having positive parent engagement. And having no OCR or SPED complaints.
- Putting the money in the wrong place. Need to go to training and resources, Need to put in the related services.
- Make SPED Priority
- School districts spend Millions on Football stadiums, but there is no motivation to spend dollars on our students with disabilities.
- TEA needs to make districts accountable for how they are using funds. Transparency is necessary.
- Hire An Experience SPED Director for TEA
  - TEA needs to make hiring an experienced SPED Director for our State education agency. How is our TEA expected to make decisions to lead the way for Special Educators and Special Education if they have no experience as the state leadership?
- Monitor children's needs instead of gatekeeping quotas.
- Utilize Parent Experts
- Passionate parents have braved the weather, taken off from work, hired child care to be here. Utilize us! We are the experts. We have trained ourselves in the law and best practices for ALL children with disabilities
- Skills support and education for children with ADHD versus simply relying on accommodations.
- Twice Exceptional Students
  - What guidance has TEA provided to ESC's and ISD's in how gifted students with SLD are identified in Texas? How are we training Child Find in helping identify 2e students?
- Write IEP to fit the needs of the kid, not to fit the program.
- Teacher support and training.
- Continuing SPED education across teachers, staff, aides. As the science, treatment, and technology protocols advance the training needs to do so as well.
- Behavior support that is indigenous to the specific disability.
- Staff and Law enforcement cross training where both sides are not only educated but made to keep the other accountable.
- TEA needs to do random audits and checks.
- Provide parents some form of real time access to provide feedback to the TEA without having to go directly through the school.
- Complaints need to be investigated and responded to.
- Teachers and aides need a platform where they can provide feedback both positive and negative to TEA without having to tell school administration because they may fear career sabotage or retaliation.
- Parents need to know their rights and the rights of their students.
- TEA providing a parent liaison to provide parent outreach.
- TEA has a social media presence where parents can ask questions and get information.
- Have a dedicated liaison to help these children that works between the various schools during the kids school years from K - 12.
- If the school needs to put in special provisions for kids with for example, canes & wheelchairs, they should put that in place if the kid lives in that locality, the parents should not have to fight for that.
- TEA should take a survey or feedback from parents who have had good experiences from other districts in order to share these best practices with our ISD.
- Need a state income tax to properly fund education rather than relying on local property taxes.
- Teachers should be available to offer solutions and not wait for the parent to offer solutions. Often times the parents are not equipped provide solutions.
- Teaching students through actual experience situations verses text book learning.
- More access and training to the available resources for the parents and students
- Streamline the amount of paperwork for teachers so that they can focus more on the students.

- Allow the teachers to try more non-traditional teaching methods. All students do not learning. Add parents support and ideas, retired teachers.
- Speaking clearly and not in terms not understood by the parents.
- More support to the parents when discussing the child's options for classes.
- Open the classrooms to more volunteers, such as retired teacher.
- Schools need more services, financial support utilized appropriately for SpEd (not football), and resources to offer FAPE.
- Different placements and alternate resources where schools could be more flexible. Trials placements to see what would be the best fit for the child to have FAPE.
- Funding for dyslexia and support from SPED
- Universities need to train all staff not just special education
- teachers . - TEA needs to start a conversation with Texas High Ed. to train gen ed teachers and administrators
- Inclusion teachers need to be just inclusion teachers
- Partnership with Regions and School Districts, and TEA
- School districts need contact time with TEA that's positive!
- Parent advisory boards - ongoing focus groups
- Parents are very leery of TEA. They don't always think TEA is listening.
- We only see TEA when we are in trouble
- Do away with STAAR!! ;-)
- school should be fined when found by TEA to have denied children FAPE so there are consequences to persistent denials of services.
- incorporate into the schools rating positive rewards for properly identifying students and utilizing FAPE.
- transparency in monitoring of the school.
- cameras for classrooms to monitor teachers
- Transparency
  - districts have to be held publicly accountable for not providing students what they need.
- required training for teachers after they have denied students
- 504 accommodations in the classroom.
- Cameras will not solve the issues at hand. Parents need to know that they are also accountable for the education of their children. Parents are at home and must be involved in the educational process.
- send paper letter to all parents with special need kids information on what their kids have right
- Separated the kids by group of ASD and not place them all together with a none high ASD.
- communication need to be a priority between TEA and parents. And not only between district and ISD
- monitor schools for compliance frequently for the first few years. It's going to take some time to undo what has been done and change the thinking
- Create an independent agency or Ombudsman to investigate complaints of special education, independent of the TEA.
- Email/mail contact every parent of special education students in the least twice a year to check to see if the child is receiving services as outlined in the child's IEP.
- Streamline RTI
  - It's too broad. It's too generic. Not every student needs the same interventions - or even the same length of time with certain interventions. It needs to be more individualized to the needs of the student, rather than trying to fit the student into the pyramid...aka, the square hole. It's not a one size fits all.
- The federal government HAS to put money back into spec ed, so that these students have access to the professionals and resources that they DESERVE.
- Provide each parent of special education students with phone numbers, email addresses to be able to contact someone anytime they have concerns/questions.

- For the deaf and hard of hearing... we need to be encouraging learning of sign language in the schools and community so it will be more readily accepted and accessible. Not enough people in the community are available with sign language skills to meet the needs in the schools. My kids will not get the services they need until we gain more professionals with sign language and interpretation skills. We need teachers with sign language skills.
- SPED liaison to help mediate between the teachers and parents to ensure all needs are met
- Designated SPED advocate a impartial party to ensure both parties are being served and ensure that there is enough staffing
- Each district needs to have a Child Study Team, Child Find, or RTI process to make sure that all students have the opportunity to receive the help they need.
- Parents and school need to work together.
- Don't turn older kids away just because they were tested in Elementary.
- In addition to ARD meetings, teachers and inclusion teachers need to have time to plan and meet together to determine how to best carry out the plan (ARD document) for the student.
- Trust the teachers. They are with the kids for hours a day and know what and where each individual needs to be academically.
- Parent Training:
- Support needed with additional funding to assist students. It is key to be consistent in delivery of therapy or the remediation provided.
- Correct non-compliance:
- Schools have to be transparent with parents about student's interventions.
- Early testing in schools and prepare teachers to recognize learning disabilities. Teachers should be informed that it is okay refer children to testing and conferencing with parents learning concerns.
- A solution would be to not deny these services to districts. More TEA staff needs to be in place for all Texas districts.
- An unbiased source needs to monitor
- More open meetings at schools and district meetings to discuss concerns and issues about barriers and problem solving.
- Again....training, support, funding, consistency across districts and TEA.
- Hire more diagnosticians and teachers who can teach dyslexia.
- Listen to parents
- involve parents in every step of the process including monitoring by having parent focus groups and surveys that really are available widely - often parents are left out of the process
- proper training for everyone in their position especially for small isd's.
- Parent outreach
- A parent liaison advocate at each school where a parent can go to get information about special education and resources available.
- Parent mentor at the school who are trained to talk with parents.
- Include gifted/talented students in child find.
- Each district needs to have a parent advisory council.
- Parents should be educated on rights for their students and how to best advocate for them aside from the school.
- Don't teach to the test
- Modify to the learning needs.
- We are a border town. They should look at our city. Not compare us to other states or areas in the state.
- home school and private school so like is simpler without the burden of the state test.
- Test at ability level
- Why can't kids be taught and tested at their ability level? Other skills are needed for life.
- Better form of documentation. Not verbal communication. It will be forgotten and not followed through.

- Framework and round table discussion in the district for parents to be able to speak up and give their input and taken into consideration not just an idea.
- School staff should be trained on mental health and more in depth disability training. They do not know how to handle the situations. All staff needs very in depth training on all disabilities to be prepared
- Introduce "teacher malpractice" for all the students that fall through the cracks. This way they will pay more attention when receiving dyslexia training.
- Given the prevalence of dyslexia approaches 1 in 5 children, there is a significant deficiency in reading specialists in the school systems. Rather than focusing on bringing more consultants and specialists on the TEA level, funding should be brought down to the LEA and individual school level and allow for more direct impact for students.
- Create criminal penalties for superintendents. De-certify educators after multiple non-compliance. Create review procedures for teachers to follow for students who fail to meet grade level standards. Rework the requirements for summer school so any kids who are struggling in any area can qualify for summer school. Create review procedures for administrators for students with disciplinary issues to consider special education needs. Educate all teachers through a central training on IDEA 101 (for starters). Create protections for teachers who refer students for special education services and speak out at IEP meetings.
- The teachers should be required to read the dyslexia handbook and sign that they will be held accountable for its contents and recognizing signs and symptoms in their students.
- Every child should be considered to have dyslexia until they prove that they don't.
- Legal Accountability for negligence of providing FAPE and following IDEA
- There's an entire generation of kids who have not been provided FAPE, while the corrective action is implemented, there might be another generation who won't get help either. Changes need to happen right away, immediately in order to make sure our youth is served appropriately. Well-funded compensatory services need to be easily accessible, including mental health/drug care paid with state/federal funding
- School based Mental Health
- Social worker who are not staffed employed on each campus. For kids.
- Training for best practices for admin and staff.
- Transition
- Having a social worker / BCBA campus can address behaviors.
- TEA should be required to report to FED government US Dept Ed.
- Less layers, more local control with follow up
- All students should be assessed when behind and parents informed
- Again TEA misrepresents meetings and gets the hopes up of parents that action will be taken, when the meeting is designed to isolate and not provide enough time for input
- Unannounced classroom visits by TEA
- Require mandated two-certified special ed teachers in a classroom to ensure safety and sufficient monitoring of students in case a teacher is called out.
- Hire more staff
- Proper planning for summer months for the upcoming school year
- Maintain an appropriate amount of parent contacts by teachers. Be faithful to the task.
- Better extensive testing for results. Maybe TEA come in and model for the Diagnosticians how to better serve our students in a timely manner (better and faster way of testing and gaining results to help the student). Model exactly how to implement and IEP and Accommodations to benefit everyone.
- TEA visiting a school shouldn't only be for discipline. There should be positive involvement
- Educating our staff, explaining through an interpretation of what the guidelines are for the state.
- carrying out the laws needs to be interpreted -the intent of the law. Communication, intent and interpreted!!
- teacher re-training on SPED
- continuing ed hours in SPED required

- more money for SPED training
- more money for implementing services
- more money for special services
- more training for parents
- transparency and communication not just a check-off list.
- training for principals
- Attending an ARD does not give you the knowledge to help/advocate for you child so TEA should help provide these services to parents to better help their children.
- allow students to continue to be served by programs such as dyslexia, and RtI and 504.
- address the specific districts that have 8.5% or less kids identified for sped.
- focus on charter schools that are not implementing Sped programs with integrity. If they are receiving state and federal dollars they should be held to the same standards as any other district and they should be expected to deliver a quality education with a growth mindset for the scholar.
- are there trained parent advocates that partner with schools and educators?
- as a parent, I have asked for ways to advocate on behalf of my child and the educators. i have never been approached.
- ensuring FAPE is a dual responsibility with school and families, we need to be better partners
- increased visits by TEA that occur more frequently (every 2 years)
- require all teachers to be trained annually in 504 and special education
- required training (like GT teachers) for all gen ed and sped teachers
- increased collaboration among general ed and special education teachers
- annual parent education on disabilities, what is an ARD, services provided
- someone with dyslexia expertise on special ed advisory committee

### **Anything Else?**

- transition planning
  - there needs to be a concrete transition planning program for our kids with special needs not just get on Medicaid
- police in schools
- need to learn about disabilities and become involved in the process! a lot of times kids with behavior problems have undiagnosed disabilities!!
- whistle blowers
  - protect teachers that want to help kids but will get fired if they speak up
- Provide parents with community services that can help them help their child
- Audits
- Now that we know that TEA failed to supervise the schools, semi-annual audits should be conducted by a third party to ensure program is not being dismissed
- no call center
- Dont' waste money on call center, use it directly to serve students in district
- Again, I think more training and staff. I believe my son would benefit with more one on one teaching. He is currently in an inclusion class and has aids come in to help him. I think that maybe the aids need to be trained in how to teach and handle special needs children
- is something going to be done with the feedback, or are you just required to say that you actually had these meetings to say that you have reached out.
- Require that the contact information for the PTI is listed on the Procedural Safeguards. Many parents are referred back to their local school district or co-op.
- Partner with the local MHMR authorities for monitoring of services. Provide continuity of care for students who will be transitioning into the community and needing long term services and supports. The IEP should mirror the Person Centered Thinking concept that is being implemented and monitored.

- See something, Say something! and TAKE ACTION...everyone should feel empowered to do so including staff. No fear of retaliation for speaking out about what is happening or not happening in the classroom or on campus.
- Understand and be more sensitive to those students that have disabilities or learning issues.
- All incidents should be discussed with the principal, counselor, SRO and anyone that comes in contact with students.
- Dates did not get communicated properly so that parents could give feedback. ex. letter dated feb 20th gives link to provide TEA feedback by Feb 18th?!
- If your water temperature is too hot or too cold but you do nothing it will remain the same, you have to act and do something.
- Injuries should be taken seriously due to their body awareness issues.
- Face to face meetings to resolve issues early on.
- Accept referrals from organizations like Headstart and MHMR and begin the special education timeline with those Referrals
- Easier to write-off the kids who are failing academically, and try to put them in lifeskills
- Build lifeskills into an academic curriculum
- TEA must monitor and provide feedback to the districts in an effective way.
- We were upset by the money wasted by awarding a no-bid contract to an out-of- state private company with no experience to evaluate IEPs. IEPs DO need to be evaluated in the state, as we've experienced many issues where educators are not following IDEA. How are you going to replace that wasted money? Are you in the process of bidding out a new contract, hopefully IN-STATE, maybe a university? Should your Continuing Advisory Committee for Special Education and Texas Continuous Improvement Steering Committee be involved in determining that process
- Only one of the 3 at our table knew about the call center. How would expanding it be beneficial unless its presence is more widely known?
- Where TEA has the ability to control this, teacher certification programs in colleges should include better training for general education teachers to serve special education students.
- Performance audit of local districts. Especially large ones! HISD hasn't had one since the 90s.
- The money is there! Regulate, reprioritize and re-appropriate funding for local districts. Example: HISD has a full color brochure with a high school student in a flight simulator for a free pilot license. Do we need these free services so specialized?
- Are American children first? Are illegal immigrates sucking up resources that could be used for special needs?
- How to prevent "us against them" mentally? HISD folks are very professional however one must fight to render services and if you get them the parents feels as if its a gift from the districts.
- Special Needs Teachers turnover is unbelievable, something needs to be done about it.
- Staff needs to consist of parents with special need children from school admin to State workers! You don't get special needs unless you have a child with special needs!
- A law that disallows schools passing special needs thru to the next grade without parent approval.
- Create support groups for special needs Parents
- There was a fundamental problem that led to the initial failure to comply with IDEA in Texas, and that was the deeply flawed interpretation of what was required to serve the needs of children and their families in our State in regards to their education. How do we know what these people think now? Who specifically are the people who made the policy and how do we know they are gone? Somebody thought that what was being done was good enough!
- misinformation lack of resources lack of funding
- robin hood starving districts lack of required training laws not followed
- texas dyslexia handbook not being followed. need continued education and training.
- teachers have too much on their plate with not enough help
- Compensatory services should be provided to college a ed students who have been damaged.

- Unannounced visits responding to a certain level or trend of complaints.
- Where do ARD notes go? Deos TEA monitor these.
- We did not get information about doing the survey until after the due date.
- Staffing Consistency
- Post secondary transitions
- STAAR testing and the report cards need to be re-evaluated. Why not have an accommodated STAAR that looks more like what kids on modified curriculum are exposed to
- STAAR ALT needs to be more reflective of kids needs at that level and not a silly exercise or dog and pony show
- Disability services and resources
- Need to be disclosed to parents consistently.
- Parent Training on SPED/IDEA law
- No penalties for failure to provide service
- Twice Exceptional
- Provide guidance that includes Special Education, Gifted and Diagnosticians in the process.
- Communication is Key
  - How is TEA working to build fidelity in their communication with parents? How are they building trust?
- How is TEA providing communication with PTI and Disability Rights Texas?
- Child Find
- Child Find applies to ALL students including all students needing to be evaluated for dyslexia, dysgraphia, ADHD, High Functioning ASD. 2e students.
- Never isolate SPED students. They need mainstreamed interaction.
- A System of Checks and Balances
- How can you measure this system in every school in Texas? We need a monitoring plan and solutions for all of the schools in Texas.
- Compensatory Service
  - When a parent has to go outside a district to have a student identified and hire someone outside the district to bring them up to level, then the District should be responsible for all those cost for delaying or refusing to identify that student.
- TEA need to be more invold on the system. Like send more trained people to check on the schools and not only depend on the districts.
- send a paper letter to all parents with especial need kids letting they know their right and responsibility as a parents. Train the teacher more to help them. give teacher a metal support like a therapy for all teacher and educator the right for talking therapy.
- compensatory services needs to make sure to start with kiddos in High School due to very little time before transitioning into adulthood
- if education was appropriately funded in the first place, then FAPE would not be a problem
- again, the districts that need to be monitored and need to increase identification of kids for sped should be subject to corrective action and not the districts that have already been properly identifying kids with disabilities
- mandate training and ensure ALL schools receiving public funding are held and accountable to the same standards, which should be high.
- post secondary classes for those identified as missed by FAPE to receive additional classes at community colleges or evening courses at high schools
- Include special education student with regular education students. Texas is behind the times by keeping our special needs students tucked in the back of the school, so far away from the regular education students. Special education students in many other states are successfully included in regular education classes and still able to receive the services that they need. This would benefit both regular ed students and special education students greatly.

- Admin, Teachers, parents, and the state need to come together as a team to solve these problems. We need more understanding. We need more money. We need more people
- Spend some money on SPED make it a priority and let families and students know they are just as important.
- Better communication of the intervention, what results should look like, how long progress will show with parents.
- We have a couple of districts in our small group. We have identified in the inconsistencies of training, as well as the training provided. It is imperative that quick action be taken and programs address different levels of disabilities.
- Vendors
  - We have concerns that "vendors" will be hired by the state to help provide services to students. How will these vendors be vetted to ensure that students receive the services they need?
- A listening ear not only from parents but from our teachers will go a long way. Too many students are being left behind and that is unacceptable. There needs to be more special programs/funds for our rural area. More technology funds need to be available for our students.
- TEA to consider outside resources be funded. With dyslexia the Scottish right is free, however, a large waiting list makes it impossible to receive this specialized training.
- TEA must provide a program that allows for students to start at different levels of intervention.
- contract with outside providers
  - if students are already getting services they should continue those services and TEA should compensate the provider.
- Have a list of resources and information available for parents to seek to get help for their children.
- more class rooms for different levels. student that are considered "borderline" or high functioning should not be in the same class room with non verbal or aggressive one on one students. Students takes focus from other students when there is behavior issues
- more parent education, my son has been in the system for over 7 years and this is the first time ive heard of TEa
- moving forward, it is good that there is a plan to focus on the Sped program but how many people will be
- School rating should include accountability to dyslexia services.
- Do not allow the teacher to be the barrier to education by negligence in identifying dyslexia and early intervention for students.
- Parent Response
- Well funded compensatory services to include funds for mental health care and substance abuse care
- Protections for teachers who speak out and fill their role as an advocate in ARD meetings
- Sped pay and Sped funding should be equivalent to athletic pay and athletic funding. FAPE is statutory, athletics is extra curricular. We'll know Sped is valued when we see equivalency of this nature and similar value, priority placed in educating kids with disabilities.
- Every teacher should be required to read the Alphabet War by Diane Burton Robb. The 20 page book gives the real struggle for the average dyslexic student.
- Diagnosticians need to be certified master level diagnosticians. Diags should be highly trained in all LD identification.
- LSSP should not override a PHD, or MD diagnosis under any circumstances. Bring back the PHD...
- Autism
- do whats right the first time with assessments It works for all students
- Require administration to be well-versed in special ed policies and ARDS so as to not break protocol.
- Make sure everyone in the ARD is adequately trained on protocol
- When teachers are absent, only trained special education substitutes should be allowed in the classroom
- more communication +/- from teachers to parents.
- Hire more people at TEA so they are more involved at a district level for training and oversight.



- Encourage districts to send staff to appropriate training
- trainings at the regions to have better understandings of TEA guidelines.
- Parents need to be told about trainings before they happen so they can attend and gain firsthand knowledge. It needs to be affordable.
- Open communication to parents and schools. Schools need to be inviting region to come into the districts to provide parent information and training at local area instead of requiring drive to service center. Childcare should be provided.