

Special Education Updates

SameGoal includes no cost updates for state and federal changes regarding Special Education. Legislative updates are often published via To The Administrator Addressed Correspondence and TEA Special Education Webinars and Newsletters. Below are examples of more major changes (not all minor changes listed) and how they are addressed in SameGoal:

- 05/16/22 - Legal Framework Updates
- 11/01/21 - SHARS Updates
- 09/23/21 - Dyslexia Handbook Updates
- 07/22/21 - SB 89 COVID-19 Recovery
- 07/08/21 - SPPI 11 and 12 in TSDS
- 06/25/21 - HB 4545 ALCs
- 07/09/20 - HB 548 SELA

05/16/2022 - Legal Framework Updates

Summary: 24 frameworks were updated on or around May 16, 2022. Changes impact language on multiple forms throughout SameGoal, including disability determination reports of the REED and FIE.

Resources:

- [Legal Framework Updates](#)
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11/01/21 - SHARS Updates

Summary: Major changes to the SHARS program include new billable procedure codes and documentation requirements.

Resources:

- TEA School Health and Related Services
- SHARS Handbook

SameGoal:

- Addresses new documentation requirements
 - Includes prescription and referral forms
 - Includes required documentation elements on service log forms
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09/23/21 - Dyslexia Handbook Updates

Summary: The SBOE gave final approval for updates to the Dyslexia Handbook in September 2021. The updated handbook takes effect 2/10/22. Most notably for special education documentation and processes, the updates established a single pathway for evaluation. Anytime an LEA suspects a student has dyslexia or a related disorder and may need dyslexia intervention services, the LEA must seek parental consent for a Full Individual Initial Evaluation (FIIE) under the IDEA.

Resources:

- TAA: Updates to Dyslexia Handbook
- TAA: Dyslexia Screening Exception Reason in the Texas Student Data System (TSDS) (March 31, 2022)
- Dyslexia Handbook
- TEA Dyslexia and Related Disorders
- Special Education Newsletter April 2021 links to Dyslexia PEIMS Coding Overview
- Services for Students with Dyslexia and Coding Instructional Arrangement (IA)

SameGoal:

- Includes all forms required for FIIE
 - Includes all forms for both special education and 504, either of which might serve a student with these conditions
 - Includes TSDS reporting for dyslexia
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07/22/21 - SB 89 COVID-19 Recovery

Summary: By May 1, 2022, ARD committees must complete a required supplement as a written statement included in the child's IEP regarding evaluation and services provided during COVID.

Resources:

- TAA: Senate Bill 89 Implementation Overview

SameGoal:

Per the TAA overview, "While the required content must be included with the written statement of the IEP, the specific location and format of the information may be determined locally." Because districts are implementing for school year 2022-23, we expect LEAs have already met this requirement. For those LEAs that implement prior to May 1, 2022 and must meet this requirement, we recommend entering this information as deliberations within the IEP.

07/08/21 - SPPI 11 and 12 in TSDS

Summary: SPPI-11 and SPPI-12, formerly reported in aggregate through TEAL, will now be reported on a per-student basis through the TSDS Child Find (CF) collection.

Resources:

- TAA: Child Find (SPPI-11 & SPPI-12) in the Texas Student Data System
- TAA: Child Find (SPPI-11 & SPPI-12) Eligibility Determination Delay Reason in TSDS (March 31, 2022)
- SPPI 11 Timely Initial Evaluation
- SPPI 12 Early Childhood Transition
- TSDS Child Find Support Framework
- TSDS StudentChildFindAssociationExtension

SameGoal:

- Includes TSDS StudentChildFindAssociationExtension state reporting
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06/25/21 - HB 4545 ALCs

Summary: Students that do not pass STAAR tests in certain grades and subjects require an advanced learning committee (ALC) and accelerated instruction.

Resources:

- TAA: House Bill 4545 Implementation Overview
- TEA HB 4545 FAQs, questions 82-95 address special education
- TEA Accelerated Learning Resources
- TEA Accelerated Instruction and Intensive Programs of Instruction for Students in Special Education Programs

SameGoal:

Per TEA HB 4545 FAQs, the ARD committee serves as the ALC for special education students. Per question 84, "Decisions made by the ARD committee must be documented in writing. This may be included in the deliberations section of a student's IEP or as supplemental attachment." We recommend LEAs add an ALC district bank template that can be inserted into deliberations.

07/09/20 - HB 548 SELA

Summary: Language acquisition of each child eight years of age or younger who is deaf or hard of hearing must be regularly assessed using a tool or assessment. The TSDS SELA collection includes data for children that meet the following criteria:

- Eight years of age or younger; and
- Has either of the following disabilities: (03) Auditory Impairment or (02) Deaf-Blind

Resources:

- TAA: HB 548 Language Acquisition for Deaf or Hard of Hearing Children Ages 0-8
- TSDS SELA overview
- TWEDS SELA overview
- TSDS StudentSpecialEdProgramAssociationExtension

SameGoal:

- Includes a form to capture SELA data required for TSDS
- Includes model form HB 548 Parental Consent for Evaluation published on TEA's Sensory Impairments page