



Center for Special Education

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Strategic Integration Liaison

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Autism/Speech-Language Pathology

Statewide Assessment

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Evaluation/Transition

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Action Items

- ☐ Unmasked RDA reports released- 9/19/25
- ☐ SPED Self Assessment due 9/26/25
- ☐ SPED Parent Training- 10/18/25

DIRECTOR'S UPDATES

Special Education Personnel Assignment Guidance

The State Board for Educator Certification (SBEC) adopted rule updates to [Ch. 231, Subchapter F, §231.701](#).

These rules require:

- All special education teachers to hold a valid special education certificate
- **Special education teachers of record to hold the appropriate, grade-banded content certification for each area they are assigned as teacher of record**
- 19 TAC §230.1 (24) defines a teacher serving as **teacher of record**.
- Special education teachers of record who do not hold the appropriate grade-banded content certification for each area in which they are assigned as teacher of record must demonstrate content competency and meet requirements as detailed in:

[Texas Content Competency Worksheet for Special Education Teachers of Record\(Grades EC-12\)](#)

Administrators must attest to the credentials of special education teachers serving as the teacher of record and districts must keep documentation of proof of competency in personnel files.

Figure 19 TAC §231.701(d)

TEXAS CONTENT COMPETENCY WORKSHEET FOR SPECIAL EDUCATION TEACHERS OF RECORD
(GRADES EC-12)
FOR USE BEGINNING IN THE 2025-2026 SCHOOL YEAR

Directions: The following sections of the Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12) must be completed only for those educators who do not hold the appropriate grade-banded, content area certification for their current role, per [19 TAC §231.701](#).

Note: A copy of the Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12) should be filed in the educator's Human Resources file and provided to the educator for their records. A copy of this worksheet completed by a special education teacher's previous administration should be considered valid and re-filled by the receiving district in the event the educator transitions to a new district within the State of Texas.

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| Section C: Elementary Special Education Teachers of Record Content Competency Requirements | |
| Section D: Secondary Special Education Teachers of Record Content Competency Requirements | |
| Section E: For First-Year Special Education Teachers of Record and Secondary Teachers of Multiple Content Areas Only | |
| Section F: Administrator Attestation | |
| Section G: Appendix (PACT Alignment Chart, Closely Related Fields, Residency Information, NBCT Certificate Alignment, and Definitions) | |

SECTION A: GENERAL INFORMATION

Teacher Name: _____

TEA ID #: _____

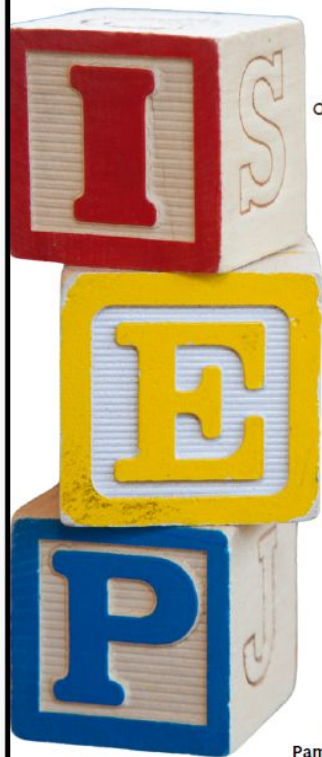
Date Completed: _____

☐ Administrator has verified the teacher holds a valid, SBEC-approved special education certification appropriate for the grade level of assignment and instruction.

SECTION B: SPECIAL EDUCATORS UTILIZING PREVIOUS SUBJECT MATTER COMPETENCY PROVISIONS

For those educators utilizing previous subject matter competency provisions through state's 2010 and 2011 high objective uniform State standard of evaluation for elementary and secondary special education teachers (HOUSSE) prior to 9/1/2025, campus administration attests to the following: _____

Standards-Based IEPs



The focus of this training is on developing present levels of academic achievement and functional performance (PLAAFP) development based on student data, drafting annual goals (academic and/or functional) and collecting data for reporting progress.

OCTOBER 14-15, 2025
#116310

**Must attend BOTH
DAYS FOR CREDIT**

Location:
R 14 NORTH
ST HIGHWAY 351

For additional information, contact:
Pam Loper - 325-675-8633 ploper@esc14.net
Gena Moss - 675-8697 gmoss@esc14.net

**SBIEP
COACHING**

**ADDITIONAL SUPPORT FOR WRITING
PLAAFPs, GOALS, AND PROGRESS
MONITORING**

AVAILABLE TO ANYONE WHO HAS COMPLETED
SBIEP TRAINING

**LET US HELP SUPPORT YOUR
TEACHERS!**

CA
cw
32!
Pam Loper
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325-675-8633

PL
plc
32!
Liz Tidwell
ltidwell@esc14.net
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COACHING
Can be done in person,
over zoom, or through
other ways of
communication

SPECIAL EDUCATION LIAISON

ESC 14 Special Education Liaisons

Special Education ESC Liaisons directly support districts in the Differentiated Monitoring and Support (DMS) Process including:

- Results Driven Accountability (RDA)
- Significant Disproportionality
- Cyclical, Targeted, and Intensive Support Reviews
- Strategic Support Plans
- Special Education Self-Assessment
- Connecting districts with consultants and resources



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325-675-7022

LIAISONS SERVE AS CONNECTORS OF RESOURCES AND SUPPORT DISTRICTS IN AN EFFORT TO PROACTIVELY IMPROVE OUTCOMES FOR STUDENTS WITH DISABILITIES.



Special Education Self-Assessment

Opens in ASCEND April 29, 2025

Closes September 26, 2025

**ALL districts are required to submit the SE Self-Assessment in ASCEND.*



Cyclical Review Schedule

| Cycle 1 - 2025-2026 | |
|--------------------------------|---|
| Group 1: Oct-Dec | 209901 ALBANY ISD 067904 GORMAN ISD 047905 SIDNEY ISD 168903 WESTBROOK ISD |
| Group 2: Jan-March | 127906 STAMFORD ISD 030902 CLYDE CISD 030901 CROSS PLAINS ISD |
| Group 3: April-June | 067902 CISCO ISD |

Results Driven Accountability

Dates to Remember:

- September 18, 2025 - RDA Overview for Federal Programs
- September 19, 2025 - Unmasked RDA reports released
- October 2, 2025 - RDA Unmasked Data Review Window Closes

Website Link: [RDA](#) and [RDA Documentation](#)

One Pager: [RDA Changes: 2024-2026](#)



STRATEGIC INTEGRATION LIAISON

STRATEGIC INTEGRATION LIAISON (SIL) PROJECT-MTSS

VISION

The vision of the SIL project is to improve and sustain student outcomes through a Multi-Tiered System of Supports (MTSS) and Inclusive Practices systems-level change by providing targeted and ongoing support, systems coaching, and technical assistance to districts across Executive Leadership Teams.



SIL IMPLEMENTATION PROCESS

CONNECT AND PARTNER -

- Conduct District Screener Interview with the Executive Leadership Team
- Sign Commitment Acknowledgement to begin work with the SIL

DISCOVER AND DEFINE-

- Engage in a needs analysis process to identify and define a district challenge

ANALYZE AND PROBLEM SOLVE-

- Analyze data to determine successes, opportunities for growth, and variables that cause or contribute to the district challenge

PLAN DEVELOPMENT-

- Develop a District Action Plan (DAP) using a structured framework for evidence-based approaches including goals to set up the necessary infrastructure and resources to support a systemic change process

IMPLEMENT AND MONITOR -

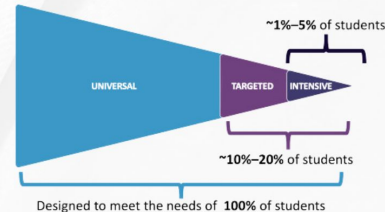
- Develop a plan to support continuous improvement and implementation effectiveness
- Reflect on achievements and assess goal progress at determined intervals

THE SIL PROCESS

Figure 2: The MTSS Tiers

EMPOWERS DISTRICT-LEVEL
CHANGE FOR MTSS SYSTEMS

ENHANCES ACADEMICS,
BEHAVIOR, AND MENTAL HEALTH
SYSTEMS ACROSS ALL TIER
LEVELS



ALIGNS AND SUPPORTS TEA INITIATIVES
AND FRAMEWORKS

STRONG FOUNDATIONS
HIGH QUALITY INSTRUCTIONAL MATERIALS

STRONGER CONNECTIONS

TEXAS INSTRUCTIONAL LEADERSHIP
EFFECTIVE SCHOOLS FRAMEWORK

TEXAS STRATEGIC LEADERSHIP
EFFECTIVE DISTRICT FRAMEWORK

FOR MORE
INFORMATION, PLEASE
USE THE QR CODE TO
COMPLETE THE ESC 14
SIL INQUIRY FORM



LANDRY MULLINS
STRATEGIC INTEGRATION
LIAISON
LMULLINS@ESC14.NET
325-675-7016



PREVENTION
for all Students

ENRICHMENT
for all Students

INTERVENTION
for all Students



The Multi-Tiered System of Supports (MTSS) is a comprehensive framework that integrates various support systems, including data-based individualization (DBI), response to intervention (RTI), and positive behavior intervention and supports (PBIS).

The framework addresses academic, behavioral, and mental health needs for all students by identifying those requiring additional support and providing evidence-based interventions.



The vision of Region 14 is to be the trusted choice for quality service equipping educators to inspire students to higher levels of excellence.

meet the MTSS team



Landry Mullins
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Courtney Beltran
Curriculum Consultant
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Angi Thomas
SPED Behavior Consultant
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athomas@esc14.net

Contact us for collaboration and professional learning opportunities!

NEW ARRIVAL



the power of TIERS: MTSS insights

Bi-monthly MTSS Brief!

Click [HERE](#) to join the listserv to receive
future editions.

DYSLEXIA



Reading By Design

Dyslexia Intervention Fundamentals with Reading by Design® Systematic, Explicit, and Intensive Dyslexia Intervention

Learn the fundamentals of dyslexia intervention through a review of Texas dyslexia laws and current research, as well as best practices in dyslexia instruction. Delve into evidence-based components of instruction and explore continuums for developing reading ability in students with dyslexia. Learn how to deliver daily intervention utilizing Reading by Design®, a systematic, explicit, and intensive reading program.

Participants will receive the entire Reading by Design® program with supplemental resources necessary for small-group instruction.

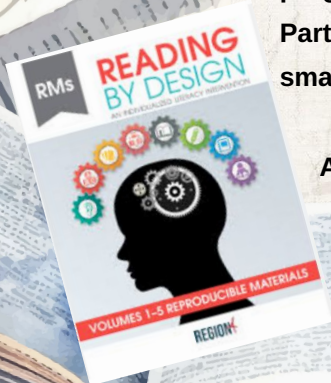
Upcoming 5-day training sessions will be offered in person September 15 - 19, 2025.

Attendance all 5 days is mandatory. The program cost of \$800 covers the 5-day training and materials.

Click below to register today!

September 15 - 19, 2025

[Session # 116331](#)



NAVIGATING THE SBIEP PROCESS FOR STUDENTS WITH DYSLEXIA

Join us for an in-depth professional development session designed to deepen educators' understanding of the legal foundations and instructional practices essential to developing effective, standards-based IEPs for students with dyslexia.

Session #116311

OCTOBER 27, 2025

9:00 AM - 4:00 PM

REGION 14 NORTH

Contact: Gena Moss gmoss@esc14.net



Asynchronous Options for Texas Dyslexia Academy

Districts must prioritize the individual(s) to serve as the representative of the MDT (Multi Disciplinary Team) when dyslexia or a related disorder is being considered. (TEC 28.0031).

If an LDT (Licensed Dyslexia Therapist or CALT (Certified Academic Language Therapist) is not available the district should appoint an individual with reading knowledge who :

- Will register and complete the Texas Dyslexia Academies (6 modules)
- Will register and complete TEA's Guidance for the Comprehensive Evaluation of a Specific Learning Disability
- Has training in current research and evidence based assessment that are used to identify the most common characteristics of dyslexia

[Dyslexia Handbook – 2024 Update *pg 31-32*]

Individuals have ONE YEAR to complete the required training!



FREE

TEA Dyslexia

This course is designed for all school and district staff members across the state who serve students in kindergarten through grade 12. The purpose is to empower educators to serve and advocate for students with or...

 **Ends Aug 31, 2024**
FREE | 6 credits



FREE

Texas Dyslexia Academy 1: Foundations

Texas Dyslexia Academy (TDA) 1: Foundations is the first of six training opportunities developed to assist educators to better understand dyslexia and related disorders.

 **Self-paced**
FREE | 6 credits



FREE

Texas Dyslexia Academy 3: Considerations for Emergent Bilingual Students

Texas Dyslexia Academy (TDA) 3: Considerations for Emergent Bilingual (EB) Students provides a general overview of the unique needs of EB students as it relates to dyslexia risk factors, identification, and...

 **Self-paced**
FREE | 6 credits



FREE

Texas Dyslexia Academy 4: Dyslexia: From Child Find through the Admission...

Texas Dyslexia Academy (TDA) 4: Dyslexia: From Child Find through the Admission, Review, and Dismissal (ARD) Committee Process is designed to build background knowledge about the Individuals with...

 **Self-paced**
FREE | 6 credits



FREE

Texas Dyslexia Academy 5: Screening for Dyslexia

Texas Dyslexia Academy (TDA) 5: Screening for Dyslexia focuses on the universal screening process for dyslexia and reading development.

 **Self-paced**
FREE | 6 credits



FREE

Texas Dyslexia Academy 6: Dysgraphia

Texas Dyslexia Academy (TDA) 6: Dysgraphia provides educators with foundational information about dysgraphia, which is a related disorder to dyslexia.

 **Self-paced**
FREE | 6 credits

**ALL TEXAS DYSLEXIA ACADEMY
MODULES WILL BE AVAILABLE IN
AN ONLINE FORMAT**

**To register for TEALearn online
courses:**

TDA Courses

**In person
options available
in PITStop**

Requirements for **MULTIDISCIPLINARY TEAM MEMBER (MDT)** when dyslexia is being considered:

The multidisciplinary team (MDT) must include at least one member with specific knowledge regarding: the reading process, dyslexia and related disorders, and dyslexia instruction.

If a licensed dyslexia therapist (LDT) or someone with the most advanced dyslexia-related certification is not available.

The MDT member must (within one calendar year):

- Register and complete the six Texas Dyslexia Academies (TDAs) trainings;
- Register and complete the TEA's Guidance for the Comprehensive Evaluation of a Specific Learning Disability training;

and

• Document that the member has training in current research and evidence-based assessments that are used to identify the most common characteristics of dyslexia.

*When TEA updates the required training above, the member must complete those updated training within one calendar year from the date the revised training was made available.

(page 28 The Dyslexia Handbook)



The most current released dates of the TDA's are listed below:

TDA 1 – July 30, 2024

TDA 2 – August 2, 2024

TDA 3 – July 30, 2024

TDA 4 – July 30, 2024

TDA 5 – July 30, 2024

TDA 6 – October 30, 2024

Guidance for the Comprehensive Evaluation of Specific Learning Disabilities

Course on TEA Learn



Guidance for the
Comprehensive Evaluation of
Specific Learning Disabilities

Unlock a deeper understanding of how to identify and evaluate students with specific learning disabilities (SLD) in Texas. This self-paced course provides educators and evaluation personnel with a step-by-step...



Self-paced
FREE | 12 credits



Posted 5/12/2025

The second requirement of the MDT, the Specific Learning Disability Course was released (5/12/2025) on TEA Learn. Please click the link above to access the 12 hour training to meet this requirement.

The picture links to the course as well.

Below are the MDT training requirements from page 29 of the Dyslexia Handbook for your reference.

Understanding the limitations of availability of the individuals who meet the credentials of items (1) and (2) above, an LEA may identify another individual to serve in this role who, within one calendar year from the date of being designated as such member, must:

- register and complete the Texas Education Agency's (TEA's) Texas Dyslexia Academies (TDAs);
- register and complete the TEA's Guidance for the Comprehensive Evaluation of a Specific Learning Disability training; and
- document that the member has training in current research and evidence-based assessments that are used to identify the most common characteristics of dyslexia.

AUTISM/SPEECH-LANGUAGE PATHOLOGY



Presenting:
Language Acquisition
through Motor Planning

&

Moving Forward with LAMP

The Center for
AAC&Autism
Learn. Hope. Share. Succeed

November 12th & 13th

9:00am-4:00pm

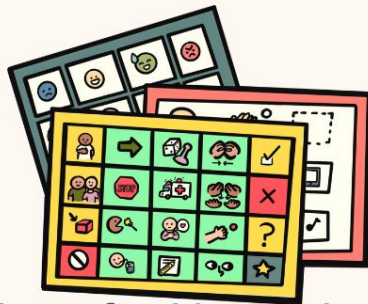
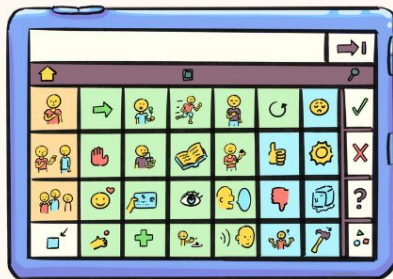
Region 14 ESC's
North Campus
1850 HWY 351

ASHA CE's
provided for
SLPs

Register in PITStop**

Parents: email
adavies@esc14.net
to register for FREE

**fees may apply



Click to register for [November 12th](#) and [November 13th](#)

CPI TRAINING

2025/2026



@REGION 14 ESC

September 5

October 8

November 10

January 16

April 13

Intermediate
Physical
Skills



325-675-8636



1850 HWY 351 Abilene



Register in PITStop for fall dates

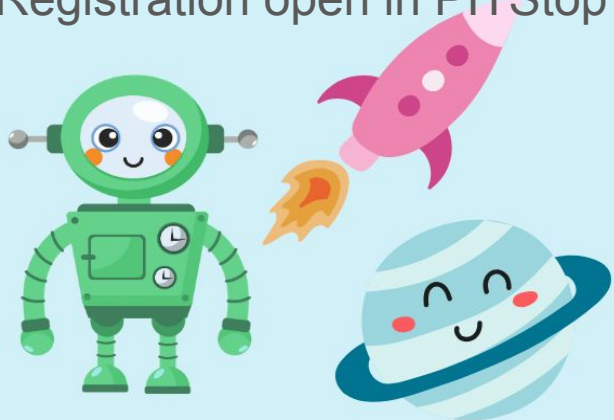


- Blended Learning Course
- Intermediate Physical Skills
- 1 year certification for LEA staff

Register through PITStop:
October 8, 2025
November 10, 2025

FALL 2025 ESC SLP WEBINARS

Registration open in PITStop



September 12, 2025 (9 am - 12:15 pm) | Session ID: [116468](#)



Navigating Ethical Landscapes: A Map for SLPs

Sherry Sancibrian, M.S, CCC-SLP

This session is designed to equip school-based speech-language pathologists (SLPs) with the knowledge and skills necessary to navigate the complex ethical dilemmas encountered in educational settings. *Please find additional webinar content description by clicking session ID.*

October 17, 2025 (9 am - 12:15 pm) | Session ID: [116469](#)



Enhancing Executive Functions in Students: A Collaborative Approach

Sherry Sancibrian, M.S, CCC-SLP

This session is designed for professionals seeking to enhance their knowledge and skills in assessing and addressing executive function (EF) deficits in students. *Please find additional webinar content description by clicking session ID.*

November 14, 2025 (9 am - 12:15 pm) | Session ID: [116470](#)



Pixels, Play, and Progress: Harnessing Digital Tools to Support Communication Growth

Erik Raj, PhD; CCC-SLP

This session is designed for 21st-century speech-language pathologists working with school-age children and adolescents who experience communication challenges, including social pragmatic differences and stuttering. *Please find additional webinar content description by clicking session ID.*

December 12, 2025 (9 am - 12:15 pm) | Session ID: [116471](#)



Collaborative Models for Comprehensive Literacy: Bringing Meaningful Literacy Instruction to AAC Users

McKinzie Steve, M.S., CCC-SLP & Kendra Everette, M.Ed. CCC-SLP

This session will explore push-in therapy models to support AAC users' language and literacy development. *Please find additional webinar content description by clicking session ID.*

Quest: Unpacking Neurodiversity & Autism in Public Education

Join us from 3:30-4:30pm via zoom!

September 15th

October 20th

November 17th



Questions?
Contact Amber Davies
adavies@esc14.net

Register in PITStop for each session

Updated Guides from TEA

Autism Supplement Guidance Document

Texas regulations (TAC 89.1055) require ARD committees to consider eleven strategies for students with autism at every ARD meeting. This guidance document outlines considerations, best practice tips, key points, and IEP example statements for each of the strategies.

Strategies for Personnel to Effectively Transport Students with Disabilities

This resource is intended for school transportation staff and includes information on how to support students with disabilities on the school bus. This resource includes sections for supporting student behavior on the bus, disability characteristics, disability-specific support strategies, and examples of actions to take or avoid as transportation staff in support of students with disabilities.

Autism Supplement Guidance Document

Questions and Answers, Key Points, and Examples to Help Implement the Commissioner's Rule Related to Autism



Strategies for Personnel to Effectively Transport Students with Disabilities

Enhancing Student Support and Safety During Transportation



STATEWIDE ASSESSMENT

STAAR Updates and Accessibility

For 2026 Administration of STAAR/TELPAS

This training will review all accessibility features and designated supports available for the STAAR and TELPAS assessments. Any updates from new legislation or agency changes will be highlighted. Two training opportunities available. A full day training designed for those new to STAAR assessment and the allowable accessibility features and a half- day training that highlights major updates from previous years.

FULL DAY

[SESSION 116314](#)

October 20, 2025

9:00 am - 3:00pm

[LINK](#)

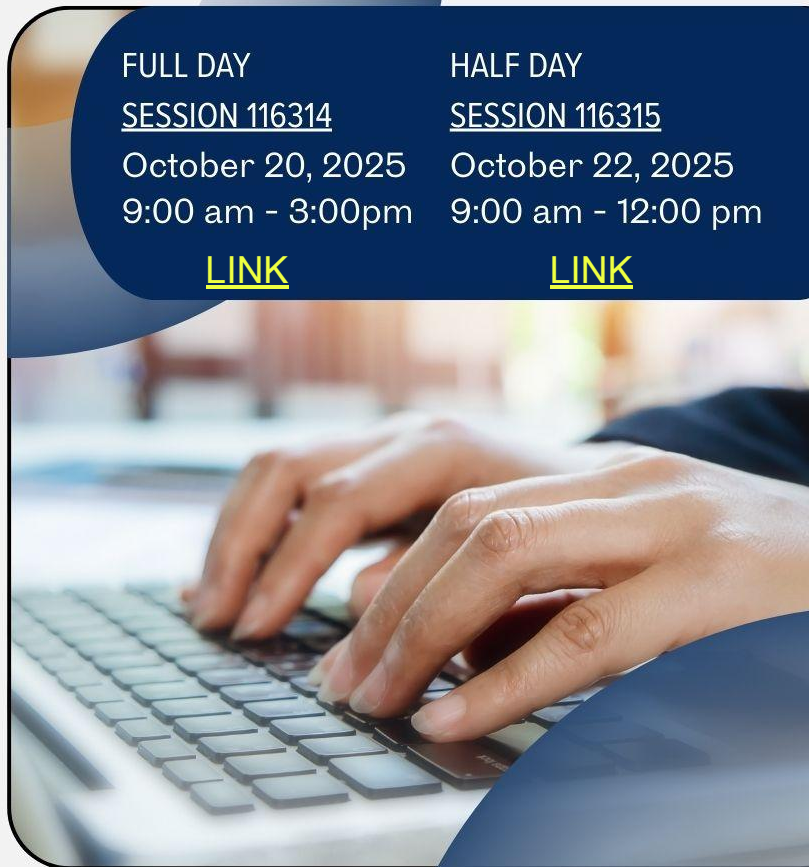
HALF DAY

[SESSION 116315](#)

October 22, 2025

9:00 am - 12:00 pm

[LINK](#)



BEHAVIOR



REGULATION RODEO

*Staying in the Saddle when
Behavior Bucks!*

07 OCTOBER, 2025

Classroom behavior can be a full-blown rodeo, but this workshop teaches you how to swap bucking broncos for calmer trails. You'll wrangle stress and dysregulation with nervous system know-how, co-regulation skills, and brain-friendly strategies. Saddle up for a ride toward calm brains, connected relationships, and trail guides from Regions 9, 14, and 17 will lead the way.

Trail Bosses



Catie Egan



Ange Thomas



Amy Hagerman

FOR MORE INFORMATION: ATHOMAS@ESC14.NET

Register **HERE!**

HB 6 & SPECIAL EDUCATION

Main Take Aways

Reminders



Federal law supersedes state law - FAPE.

**Implement the IEP/BIP with fidelity.*



Student Code of Conduct applies to ALL students.



Chapter 37 applies to ALL students.



HB 6 & SPECIAL EDUCATION

Main Take Aways



Bullying, harassment, making a hit list

**ARD Meetings:*

OLD Law - required an ARD meeting before a student could be disciplined for this type of conduct.

**NEW Law - requires an ARD meeting before a student is disciplined in a manner that results in a change of placement*



HB 6 & SPECIAL EDUCATION

Main Take Aways



ISS:

**Unlimited days;*

**Requires principal or other appropriate administrator to review the placement every 10 days to evaluate educational progress and determine if placement is appropriate;*

**Must provide a student in ISS appropriate behavioral support services and comparable academic services as they would receive in the classroom.*



HB 6 & SPECIAL EDUCATION

Main Take Aways



ISS (cont'd):

**If student receives IEP/BIP accommodations:*

+Special education and related services continue according to the IEP/BIP;

+ Student has the opportunity to progress in the general curriculum;

**Requires an ARD/MDR meeting before a student is disciplined in a manner that results in a change of placement.*



HB 6 & SPECIAL EDUCATION



Teacher removal: Main Take Aways

**May remove a student who repeatedly interferes with the teacher's ability to communicate effectively to students or with the ability of classmates to learn;*

**May remove a student who is unruly, disruptive, or abusive toward the teacher, another adult, or another student;*

**May remove a student who engages in bullying;*

**May remove a student from class for a single incident of behavior;*

****REMINDER:** *TEC 37.004 states that the placement of a student with a disability can only be made by the ARD committee.*



HB 6 & SPECIAL EDUCATION

Main Take Aways



Definition of “PLACEMENT” & Requirements

**Placement \neq a physical location (ISS, DAEP, etc);*

**Placement $=$ student's educational program;*

**When moving a student to another classroom, ISS or DAEP, documentation must show the student is receiving FAPE.*

+Related services are delivered

+Curriculum is accommodated/modify and taught by a qualified teacher

+BIP is implemented with fidelity

+Student is making progress on goals/objectives



HB 6 & SPECIAL EDUCATION

Main Take Aways



Threat Assessments:

If a student with a disability is the subject of a threat assessment, the team **MUST include a person who has knowledge of students with disabilities and how disabilities manifest.*

Those persons may include:

- + an educational diagnostician*
- + a licensed school psychologist*
- + a behavior specialist*
- + a licensed clinical or master social worker*
- + a special education teacher assigned to the student*
- + a licensed behavior analyst*




EVALUATION/TRANSITION

TEA Special Education Back To School Update

As the 2025-2026 school year gets underway, here are important special education updates based on legislation passed by the 89th Texas Legislature, Regular Session.


All are effective beginning with the 2025-2026 school year unless stated otherwise.

Vol. 3 - August 2025

**SPECIAL EDUCATION BACK TO SCHOOL UPDATE**
2025-2026 SCHOOL YEAR

As the 2025-2026 school year gets underway, here are important special education updates based on legislation passed by the 89th Texas Legislature, Regular Session.

All are effective beginning with the 2025-2026 school year unless stated otherwise.

**FUNDING CHANGES (ALL FROM HOUSE BILL 1912)**

LEAs will receive **\$1,000** for each initial special education evaluation completed.

Each local educational agency (LEA) will receive **\$1,000** for each initial special education evaluation completed to help offset the costs of those evaluations.

Evaluations completed during the 2024-2025 school year will be used as initial estimates when funds begin this fall.

The College, Career, and Military Readiness (CCMR) outcomes bonus for students served by special education increased from **\$2,000** to **\$4,000** per eligible student.


The mileage reimbursement rate for special education transportation increased from **\$1.08** per mile to **\$1.12** per mile.

Fiscal agents of Regional Day School Programs for the Deaf (RDSPDs) will receive at least **\$6,925** for each student served by that RDSPD. That is separate from the state's special education allotment that the students would generate; fiscal agents and member LEAs should work out additional service costs through their written agreements.


Effective September 1, 2025, LEAs will no longer be limited to receiving a maximum of 20 percent of their dyslexia allotment funds to contract with a private provider to serve eligible students.

Beginning with the 2026-2027 school year, the state will change how it pays for special education by switching to a service intensity model. More information will be shared in the coming months ahead of the next school year.


Coming Soon: A change to state special education funding formula.


**CERTIFICATION APPLICATION AND EXAM FEES WAIVED**

Individuals seeking certification in special education will now have both their certification exam fee waived for their first attempt and certification application fee waived. A [Texas Administrative Code \(TAC\)](#) notification was published in June about these fee waivers. [Link](#)

**ANNUAL BOARD MEETING TO DISCUSS STUDENT OUTCOMES**

At least once per year, a board of trustees in a school district or governing board of an open-enrollment charter school must specifically discuss the performance of students with disabilities receiving special education services. The Texas Education Agency (TEA) must adopt by rule performance indicators for measuring and evaluating the students' quality of learning to be used for these discussions, which will be adopted later this school year. [Link](#)

**ONCE a year**
Boards must discuss students receiving special education services.

**RDSPDs will receive at least \$6,925 per student.**

PAGE 1

LIDDA Referral HB 1188

Effective
Immediately

Sec. 29.030(a) **At the first individualized education program committee meeting** during which a student's individualized education program is developed under Section 29.005, a **school district shall provide** the parent or legal guardian **of a student who has an intellectual disability or a developmental delay** with information about services and public benefits provided by the local intellectual and developmental disability authority, including services under waiver program.



The screenshot shows the LIDDA website with a header image of a child. Navigation links include 'CONNECTING TO COMMUNITY SUPPORTS', 'Information for Parents About the Local Intellectual and Developmental Disability Authority (LIDDA)', and 'Access this resource online'. A starburst graphic is overlaid on the top left of the page.

CONNECTING TO COMMUNITY SUPPORTS
Information for Parents About the Local Intellectual and Developmental Disability Authority (LIDDA)
[Access this resource online](#)

If your child has been identified with an **intellectual disability or a developmental delay**, one of the most important first steps is connecting with your LIDDA. The following pages provide the information you need to find and connect with the LIDDA in your county.

What is a LIDDA?
LIDDAs are the point of entry to certain publicly funded Intellectual and Developmental Disability (IDD) services in Texas. Each LIDDA serves a specific region and is responsible for helping families access long-term supports that a low children and adults with IDD to live and thrive in their communities.

School Contact:
Talk to the contact for your child's school if you have questions about finding your LIDDA or if you need help to access the websites linked in this document.

Name:
Role:
Email:
Phone:

Definitions of disability conditions for special education eligibility

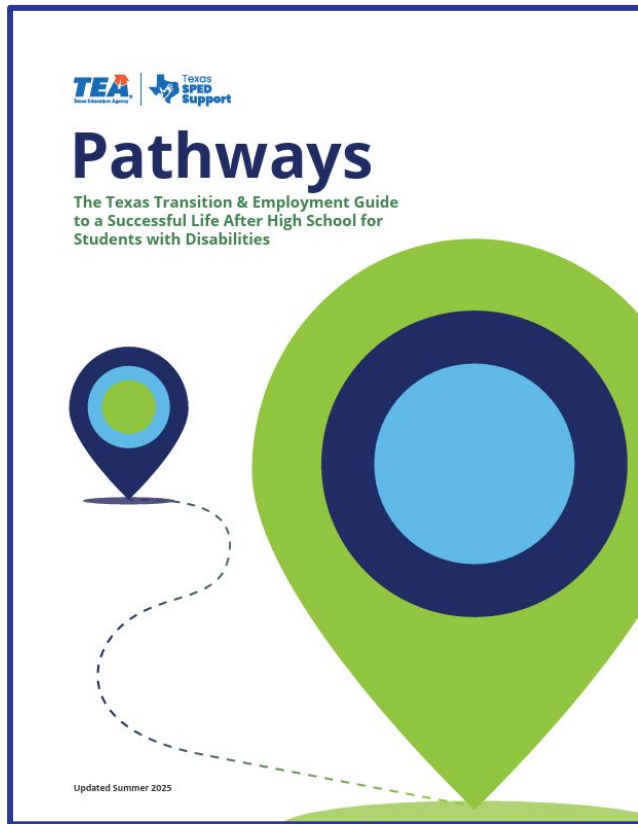
LIDDAs offer a wide range of services and supports, including:

- **Access and intake:** Providing information about services and supports, assessing whether your child qualifies for IDD services, and helping families apply for supplemental security income (SSI), social security disability insurance (SSDI), and Medicaid
- **Service coordination:** Helping families access medical, educational, and social services and supports
- **Respite care:** Providing short-term relief when the primary caregiver is unavailable
- **Individualized services based on need and availability:** Providing services such as employment assistance, nursing, therapies, and specialized support. Please note these services may vary by region.
- **Medicaid programs:** Adding individuals to interest lists for Medicaid waiver programs and helping an eligible person enroll in certain Medicaid programs

SPEDTEX **TEA** **Texas SPED support**

PAGE 1 OF 3

Transition and Employment Guide



- Updated guide has been released in [English](#) and [Spanish](#)
- Next Steps:
 - **Update the links on your website to reflect the new guides.**
 - Provide written information about the guide at the first ARD committee meeting addressing transition this year.
 - TEA has provided this [document](#) as an option

CCMR OUTCOMES BONUS

HB 2 Section 4.57 (page 131)

**CCMR Outcomes bonus for students receiving
Special Education Services has increased from
\$2,000 to \$4,000**

To the Administrator Address Letter-July 10, 2025

PARENT ENGAGEMENT

FAMILIES AS TEAM PLAYERS IN THE ARD PROCESS

Join Attorney, Eric Rodriguez, and Region 14 Special Education Director, Lisa White as they walk you through the Admission Review Dismissal process. Come gain a better understanding of your role and rights.

FREE PARENT TRAINING

FOR PARENTS OF
STUDENTS WITH
DISABILITIES

Per Region 14 policy, no children are allowed.



REGISTE
R BY
10/16/25

LUNCH
PROVIDED

Hosted by Region 14 ESC

SATURDAY
10/18/2025
9:30 AM - 2:30 PM

REGION 14 ESC

1850 HWY 351

ABILENE, TX 79601

REGISTRATION REQUIRED!

PLEASE CALL TO REGISTER:

325-675-8629