

News Articles, Data, and general information to share:

- March 24, 2022, Star-Telegram “Broken system sends North Texas Students with disabilities from classroom to courtroom” https://www.star-telegram.com/news/local/education/article257903768.html#storylink=bignews_main
- YouTube → Ask A Special Education Attorney, powered by the Gallini Law Group, LLC: **“Para filed criminal “assault” charge...”** <https://www.youtube.com/watch?v=81Z69gXznOM>
- Mandated Reporting, “5 Texas school employees arrested for not reporting sexual assault of a student on campus” <https://abcnews.go.com/US/wireStory/texas-school-employees-arrested-reporting-assault-82959131>
- Grapevine Police: “Child allegedly sexually assaulted by another student at Silver Lake Elementary” <https://www.msn.com/en-us/news/crime/grapevine-police-child-allegedly-sexually-assaulted-by-another-student-at-silver-lake-elementary/ar-AA12scBb>
- Bullying: *David’s Law* <https://www.legaldigest.com/davids-law-combats-bullying-in-schools/>
- May 25, 2022, Texas Schools and Mental Health: “SAHC” (School Health Advisory Council at every ISD) ***School Health Advisory Council***” <https://www.esc20.net/apps/pages/school-health-advisory-councils#:~:text=School%20Health%20Advisory%20Councils%20A%20SHAC%20is%20a,and%20its%20impact%20on%20student%20health%20and%20learning>
- Texas must support Mental Health in Schools: <https://www.houstonchronicle.com/opinion/outlook/article/Opinion-After-Uvalde-Texas-must-support-mental-17198298.php>

- Indicators of a Harmful Program, Alligance Against Restraint and Seclusions [Indicators of abuse - BREAKING CODE SILENCE](#)
- Breaking Code Of Silence; [Legal Circle - BREAKING CODE SILENCE](#)
- "When we know better, it is incumbent upon us to do better.", Valerie Slater, Coalition Executive Committee Member & Executive Director, RISE for Youth, <https://lnkd.in/gRFtyp8E>
- Journal of Learning Disabilities, Vol. 30, 6: pp 652-659, 1997
- JFA Associates/The Institute: The Impact of Ignoring Dyslexia and Reading Disabilities in the Criminal Justice System: What We Know and Need to Know
- The Houston Chronicle “Denied”: <https://www.houstonchronicle.com/denied/>
- The story of Fred Harris: <https://www.houstonchronicle.com/news/investigations/in-crisis/article/mental-health-resources-crisis-kids-son-school-17007538.php>
- Forbes: <https://www.forbes.com/sites/michaeltmietzel/2020/09/09/low-literacy-levels-among-us-adults-could-be-costing-the-economy-22-trillion-a-year/?fbclid=IwAR1Hxn1xSqpgln5dHLvp72av4CLViqeiLg3Y5jqjLMmPacjhnUXHclFYeyY#6373a1164c90>
- Huffpost: https://www.huffpost.com/entry/pivot-point-why-third-grade-may-be-the-most-decisive_b_57c740f4e4b0b9c5b7365945
<https://rptsvr1.tea.texas.gov/adhocrpt/adspr.html>
- A \$5 Children’s book vs. a \$47,000 Jail Cell—Choose one
<https://www.forbes.com/sites/stevecohen/2010/12/25/a-5-childrens-book-vs-a-47000-jail-cell-choose-one/#61168090615b>

- The story of Naquan Carter:
https://media.psg.nexstardigital.net/kxan/story/mental_competency_consequences/index.html
- University of Texas Medical Branch (UTMB): Prevalence of dyslexia among Texas prison inmates
- JFA Associates/The Institute: The Impact of Ignoring Dyslexia and Reading Disabilities in the Criminal Justice System: What We Know and Need to Know
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- TEA The Public Education Information Management System (PEIMS) Standard Reports (report: [Student Program and Special Populations Reports](#))

Peer Reviewed Data:

- study found that 89% of suicide notes contain dyslexic-type spelling errors (Journal of Learning Disabilities, Vol. 30, 6: pp 652-659, 1997)
- A comprehensive study conducted by the University of Texas Medical Branch (UTMB) in 1999 to determine the prevalence of dyslexia in the prison population found that 47.8% of the Texas inmate sample scored below the 25th percentile in the word attack scores and 41.5% also had low word identification scores which were indexes that the authors used as an indication of dyslexia
- Property offenders under age 35 who had an EA score of less than 4.0 at release (non-readers) had a 25% two-year recidivism rate compared 15% for the same age group of property offenders who had an EA score of 9.0 or greater
- In terms of state re-incarceration costs, for every 1,000 releases of non- reader young property offenders, the state is estimated to be paying \$12 million in re-incarceration costs compared to \$7.2 million for young property offenders who can read based on the results of the above study
- The median reading and math achievement level of youth committed to TYC is 5th or 6th grade, which is four to five years behind the expected grade level for the age of this population

- 43% of TYC students are classified as needing special education (compared to approximately 11 to 12% in public schools); only 8.3% of students are reading on expected grade level at entry in TYC
- 83.2% of the youth released from TYC are reading at below grade level and almost half of those released were reading at four or more levels below expectation (46.9%)
- The higher the reading levels of youth at release, the lower their three-year recidivism rate: youth released with eleventh and twelfth grade reading levels have recidivism rates of 36% and 42% respectively compared to the 57% and 62% recidivism rate for youth released with a first or second grade reading level

TEA: <https://rptsvr1.tea.texas.gov/adhocrpt/adspr.html>

	Total Enrollment	Total G & T Students	Total CTE Students	Total EL Students	Total Bilingual Students	Total ESL Students	Total Economically Disadvantaged Students	Total Title I Students	Total At Risk Students	Total Military Connected Students	Total Foster Care Students	Total Students Receiving Special Education Services	Total Homeless Students	Total Dyslexic Students	% Dyslexic Students	% Special Education
2019-2020	5,493,940	444,196	1,512,993	1,113,536	491,871	506,503	3,309,610	3,576,850	2,776,481	105,787	17,451	587,987	78,296	224,741	4.09%	10.70%
2018-2019	5,431,910	436,442	1,425,125	1,055,172	520,180	546,460	3,289,468	3,524,974	2,716,665	89,736	16,867	531,991	72,782	194,214	3.58%	9.79%
2017-2018	5,399,682	427,021	1,392,261	1,015,372	525,331	490,641	3,168,294	3,507,107	2,739,303	87,776	16,233	498,320	111,931	169,043	3.13%	9.23%
2016-2017	5,359,127	415,699	1,337,230	1,010,756	537,055	468,710	3,159,327	3,483,124	2,689,018	89,060	14,685	477,281	69,213	154,399	2.88%	8.91%
2015-2016	5,299,728	404,646	1,285,605	980,487	535,660	433,475	3,122,903	3,435,157	2,649,069	87,034	14,319	463,185	Not Given	141,033	2.66%	8.74%
2014-2015	5,232,065	397,209	1,210,587	949,074	533,600	397,776	3,073,300	3,402,309	2,673,039	83,284	13,695	451,606	Not Given	125,741	2.40%	8.63%

(Source Credits: some sources referenced was obtained from Empower Dyslexia <https://empowerdyslexia.org/> & Ask A Special Education [Ask A Special Ed Attorney](#), powered by Gallini Law Group, LLC [Gallini Group | Gallini Group \(thegallinigroup.com\)](http://Gallini Group | Gallini Group (thegallinigroup.com)))

Free resources for the public with school related issues:

1. Ask A Special Education Attorney You Tube Channel, video tutorials to address unique scenarios for students in schools [Ask A Special Education Attorney - YouTube](#)
2. Partners Resource Network, funded by the U.S. Department of Education, Office of Special Education Programs (OSEP) [About Us – Partners Resource Network \(prntexas.org\)](#)
3. Alliance Against Seclusion and Restraint [Ending the School-to-Prison Pipeline - Alliance Against Seclusion and Restraint \(endseclusion.org\)](#)
4. CTD, Assistancess for parents when dealing with any school related issues, isanders@txdisabilities.org

Understanding how to make a formal Child Find Request to the Local Education Authority:

Referral to Special Education: <https://childfindtx.tea.texas.gov/documents/sped-ref/Network%20One%20Student%20Data%20Review%20Guide%20FINAL.pdf>

Child Find Duty Quick Find

<https://childfindtx.tea.texas.gov/documents/APPROVED%20and%20508%20Child%20Find%20Duty%20Quick%20Guide.pdf>

Student Data Review Guide Summary of Responses <https://childfindtx.tea.texas.gov/documents/sped-ref/Network%20One%20Student%20Data%20Summary%20of%20Responses%20FINAL.pdf>

Special Education Referral for Initial Evaluation Quick Guide

<https://childfindtx.tea.texas.gov/documents/APPROVED%20508%20Network%201%20Student%20Data%20Review%20Guide%20Supplement-Culturally%20Competent%20Considerations.pdf>

Special Education Referral for Initial Evaluation Quick Guide

<https://childfindtx.tea.texas.gov/documents/APPROVED%20and%20508%20Network%201%20Informed%20Consent%20Quick%20Guide.pdf>

Special Education Informed Consent Quick

<https://childfindtx.tea.texas.gov/documents/APPROVED%20and%20508%20Network%201%20Informed%20Consent%20Quick%20Guide.pdf>

Special Education Initial Referral Timeline http://bit.ly/sped_irt

Special Education Full and Individual Initial Evaluation (FIIE) Timeline http://bit.ly/sped_fiie

Question and Answer Document: Review of Existing Evaluation Data and Reevaluation

<https://childfindtx.tea.texas.gov/documents/QAREEDandReevaluation.pdf>

Admission, Review, and Dismissal (ARD) Committee Manager Quick Guide

<https://childfindtx.tea.texas.gov/documents/ARD%20Committee%20Manager%20Quick%20Guide.pdf>

Question and Answer Document: Individualized Education Program (IEP) Measurable Annual Goals

https://childfindtx.tea.texas.gov/documents/QA_IEP_Measurable_Annual_Goals.pdf

Special Education Prior Written Notice Quick Guide

<https://childfindtx.tea.texas.gov/documents/Net1PrWrtnNtQckGde.pdf>