

Academy Staff Recommendation



WESTLAKE
ACADEMY

Consideration of Changes to Compensation Plan for Special Education Position

Across the country, the vast majority of public-school districts pay their teachers primarily based on years of service and level of education.

School districts are finding it necessary to include varying ways to adjust the pay scale for the more difficult or hard to fill teaching positions.

Historically hard to fill positions include but are not limited to:

- **Diagnosticians**
- **Dyslexia Teacher**
- **Special Education Teacher**
- **Special Education Paraprofessional**
- **Math/Reading Specialist**
- **Foreign Language**
- **Career and Technical Education**

Across the state of Texas the special education population has increased 41 %. In contrast, the nation is at 3% growth. Interestingly, the population of Texas increased only 2.19%

Increase by disability across Texas

Dyslexia 79%

Specific Learning Disabilities (SLD) 50%

Autism (AU) 67%

Other Health Impaired (OHI) 25%

Westlake Academy Referral for Evaluation Data

2022-2023 evaluation data

28 primary

Primary

8 secondary

secondary

6 reevaluations

Total 42

2023-2024 as of Oct 25th

17

4

18 (3 year reevaluations)

Total 37 for the

1st quarter

Currently served students in special education at Westlake

57 students in PYP

28 in MYP/DP

Current dyslexia students:

22 receiving therapy; 5 of which are through 504 and will be transferred to special education throughout the year.

Total students identified with dyslexia on campus: 43

House Bill 3928

House Bill 3928 was passed this summer and impacts dyslexia evaluations, identification, and instruction. Previously there was a dual pathway for students identified with dyslexia, Special education or 504 services. Both pathways allowed for students to receive therapy and accommodations. With the passing of HB3928, students being evaluated or receiving therapy must be served through special education. When dyslexia is suspected, a person with specific knowledge in the reading process, dyslexia and related disorders, and dyslexia instruction must serve on the LEA's multidisciplinary team and any ARD committee that is convened to determine eligibility for special education and related services. As a licensed dyslexia therapist and educational diagnostician Amy is able to serve both roles in the evaluation and ARD process.

Other Duties Included in this position:

- Collaborate with teachers, parents, and other specialists to create effective strategies and interventions to address students' unique learning needs.
- Mentor new special education teachers as they learn students, families, processes, and procedures.
- Coordinate with other evaluation personnel such as speech, occupational and physical therapy, behavior specialists, etc
- Participate in ARD meetings to help the committee create an educational plan based on the impact of the disability in the educational setting.
- Collaborate to develop appropriate transition and graduation plans for students 14 and older
- Creating and maintaining Special education operating procedures and policies and ensuring compliance with all state and federal laws.
- Participating in the special education self study and TEA audit desk reviews for special education and dyslexia.
- Work closely with special education coordinator to develop special education operating procedures that align with state and federal regulations
- Assist with state performance plan (SPP) and PEIMS reporting as it relates to special populations.
- System administrator for campus Frontline eSped software including 504 and RTI
- Work with students to help develop appropriate self management skills
- Facilitate collaboration between students and teachers when difficulties arise due to the student's disability
- Participate in 504 meetings when needed
- Provide training to teachers and staff regarding various aspects of special education, learning disabilities, and instructional strategies to help struggling students