

**REGULAR MEETING OF THE MANAGEMENT BOARD**  
**GRAYSON COUNTY SPECIAL EDUCATION CO-OP SSA**

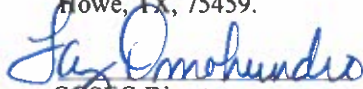
**May 15, 2024**

A regular meeting of the Management Board of the Grayson County Co-op/SSA will be held on May 15, 2024 at 10:30 am at the Howe ISD Administration Building located at 105 W. Tutt St., Howe, TX, 75459.

The subjects to be discussed or considered upon which formal action may be taken are as follows:

1. Call to Order
2. Introduction of Guests
3. Approval of Previous Meeting Minutes from April 17, 2024 meeting
4. Director's Report
  - a. Co-op Classroom and Services Updates
  - b. CPI Update
  - c. Self Assessment Window
  - d. Update to Student Handbook
  - e. Summer Trainings
5. Budget
  - a. Review Monthly Budget
  - b. Propose 2024-2025 Budget
6. Personnel Considerations:
  - a. Recommendations:
    1. Mary Beth Costello- Speech Therapist
  - b. Resignations:
    1. Lori Snook- Speech Therapist
    2. Bailey Sloup- Teacher
7. Adjourn

If, during the course of the meeting, discussion of any item on the agenda should be in a closed meeting, the board will conduct a closed meeting in accordance with the Open Meeting Act, Government Code, Chapter 551, Subchapters D and E. Before any closed session is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. This notice was posted in compliance with the Open Meeting Act on May 15, 2024 at the Howe ISD Administration Building located at 105 W. Tutt St., Howe, TX, 75459.

  
GCSEC Director

**GRAYSON COUNTY SPECIAL EDUCATION SSA**  
**MINUTES**

**April 17, 2024**

1. The meeting was called to order by Kevin Wilson at 10:30 a.m. The meeting was held at the Howe Administration Building located at 105 W. Tutt St., Howe, TX 75459.  
Members Present: Kevin Wilson, Ryan Harper, Brian Garner, David Brown, Matt Davenport, Scott Martindale, Kevin Matthews, Steve Goodman, Tricia Meek, and Josh Ballinger.  
Members Absent: Jeff Russell
2. Guests  
Dr. Jeremy McMillan attended the meeting to discuss the upcoming bond for Grayson County College.
3. Previous Minutes  
A motion was made to approve the March 20, 2024 Board meeting minutes by Kevin Matthews and seconded by Tricia Meek. The motion passed 9-0, 1 abstained.
4. Director's Report
  - a. Mrs. Omohundro discussed the co-op classrooms and updates. There will be summer testing needs, and those needs will be monitored as we near the end of the school year. There was a discussion about a grant opportunity through TEA for reimbursement of contracted services for evaluation purposes. Mrs. Omohundro discussed Co-op needs for O&M services next year.
  - b. An update on where the districts are at with dyslexia and the HB 3928.
  - c. Special education training opportunities for staff in the districts was discussed. There will be options given for summer and in-service dates.
  - d. The Parent Involvement Survey information has been sent out for the districts currently participating in SPP 8- Parent Involvement (Howe, Van Alstyne, and Whitewright).
  - e. Mrs. Omohundro reviewed the updates with SHARS and the HHSC informal appeals. Informal appeals have been denied, however, MSB has advised that percentages will be adjusted across the state. The proposed amounts were reviewed.
  - f. Mrs. Omohundro reviewed the Texas Clean School Bus Program contract that was received and approved for the purchase of a new bus.
  - g. There was a discussion about fiscal agent responsibilities, and another district taking on that responsibility for the 2025-2026 school year.
5. Budget
  - a. The monthly budget was presented. A motion was made by Ryan Harper and seconded by Matt Davenport. The motion passed 9-0, with 1 abstaining.

Mrs. Chote also reviewed the proposed budget amendment for SHARS payments for the informal appeals. A motion was made by Matt Davenport and seconded by Scott Martindale. The motion passed 9-0, with 1 abstaining.
6. Personnel Considerations:

- a. There was a recommendation to hire the following for the 24-25 school year, Mary Jo Hollandsworth, Avery Alford, Jennifer Ferguson, Melissa Abel, and Lauren Barnes. A motion was made by Ryan Harper and seconded by Josh Ballinger. The motion passed 9-0, with 1 abstaining.
- b. There was a recommendation made to approve the following resignations at the end of the 23-24 school year: Lisa Perez, Speech Therapist Assistant

The board went into closed session at 11:40 in accordance with the Texas Open Meetings Act, Section 551.074 to discuss Leslie Garcia-Travesi's contract for the 24-25 school year. The board went back into open session at 11:45.

There was a recommendation made by Lacy Omohundro to renew Leslie Garcia-Travesi's contract for the 24-25 school year. A motion was made by Steve Goodman and seconded by Scott Martindale to approve the probationary contract for Leslie Garcia-Travesi for the 24-25 school year. The motion passed 9-0, with 1 abstaining.

7. The meeting was adjourned at 11:55 a.m.

DAWG BONES, SAMPLE DAWG BONES

# WHAT IS THE DEAL WITH THE KIDS GETTING LEFT ON THE BUS!?!?!?

MAY 3, 2024 | JIM WALSH

Sheesh-O-Meter time again, folks. We found YET ANOTHER case of a tiny tot left on the bus in sub-freezing weather. Why does this keep happening?

I figure that the number of cases in which this fact pattern shows up in a reported court case must be a small fraction of the times this actually happens. Are we giving an entire cohort of toddlers the traumatic experience of freezing, alone, in a bitterly cold school bus for hours? Think of the therapy they will have to receive years from now.

The court tells us that the temperature got all the way up to 28 degrees that day in Pennsylvania as the non-verbal three year old sat strapped into her seat on the bus. This went on for about four hours. The suit alleged conspiracy, violations of due process, and unconstitutional seizure, naming as defendants the district, the driver and some teachers and aides.

The suit failed completely. The problem was that all of those legal theories require some evidence of intentional wrongdoing. Nobody intended this to happen. The court repeatedly noted that the facts might show negligence or even gross negligence, and the court pointed out that such claims could be brought in state court. But all of the claims under federal law were dismissed due to the absence of any intent to harm the child.

*What Can We Learn?* Latin lesson! One of my favorite Latin phrases that I learned in law school was “res ipsa loquitur,” which means “the thing speaks for itself.” It usually refers to an act of negligence that is obvious, such as a sponge left in the body after surgery. The sleeping child left on the bus is “res ipsa loquitur” evidence of negligence. There is no adequate explanation for it other than “oops. We goofed.” This court suggests that the case should have been filed in state court where tort claims (negligence that causes bodily injury is a tort claim) are normally heard. But each state has its own standards for tort liability involving public entities and public employees. In Texas, school districts are not liable for personal injuries unless the injury resulted from the negligent “use or operation” of a motor vehicle. Plaintiffs in Texas have filed suits based on fact situations just like this, usually without success. That’s because the

courts have concluded that whatever injury the child may have suffered did not arise from the “use or operation” of the bus, but rather, from the negligent supervision of the child.

It's *Cody and Williams v. Pennridge School District*, decided by the federal court for the Eastern District of Pennsylvania. It's located at 123 LRP 32231.

**DAWG BONE: LET'S TRY WALKING TO THE BACK OF THE BUS AND BACK UP TO THE FRONT BEFORE WE PARK IT.**

*Got a question or comment for the Dawg? Let me hear from you at [jwalsh@wabsa.com](mailto:jwalsh@wabsa.com).*



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# Self-Assessment

The purpose of the special education self-assessment is to assist Local Education Agency (LEA) leadership teams in evaluating and improving their educational program serving students with disabilities receiving special education services. The special education self-assessment is completed annually by all LEAs, regardless of RDA framework determinations, and is intended to engage leadership teams in proactively addressing special education compliance and support student performance.

**The window for the completion of the 2023-2024 school year Special Education Self-Assessment is April 29, 2024, to September 27, 2024. LEAs are required to complete the 23 compliance/strategy areas.**

Materials on this page are provided as resources to support LEAs with engaging effectively in the self-assessment process. The special education self-assessments are submitted annually in the Ascend Texas application in the Texas Education Agency Login (TEAL).

Contact the Division of Review and Support at [reviewandsupport@tea.texas.gov](mailto:reviewandsupport@tea.texas.gov) (mailto:reviewandsupport@tea.texas.gov) with any questions regarding the materials posted on this web page or with questions regarding the special education self-assessment.

## Self-Assessment Guide

(<https://tea.texas.gov/academics/special-student-populations/review-and-support/tea-self-assessment-guide.pdf>)

## Self-Assessment Rubric

(<https://tea.texas.gov/sites/default/files/tea-self-assessment-evaluative-rubric.pdf>)

## Related Content



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# Student Handbook Statement

TEA is required to provide school districts and charter schools a written statement of the options and requirements for providing assistance to students who have learning difficulties or who need, or may need, special education services (Texas Education Code §26.0081 (<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.26.htm#26.0081>)).

The statement must explain that a parent may request an evaluation for special education or Section 504 services at any time. Parents must receive the statement in a written format every year. A school may include the statement in the student handbook, or a school may disseminate the statement through other means such as a letter or newsletter to each parent and ensure that each parent receives a copy.

This statement is available in HTML (English ([/node/106068](#)) | Spanish ([/node/106069](#))) or as a Word document (English ([/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147500270](#)) | Spanish ([/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147500271](#))).



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# Student Handbook Statement: English

The following statement must be included in each school district's or charter school's student handbook.

## Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

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For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

### Special Education Referrals:



If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

## **Contact Person for Special Education Referrals:**

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The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person:

Phone Number:

### **Section 504 Referrals:**

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

## **Contact Person for Section 504 Referrals:**

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The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person:

Phone Number:

### **Additional Information:**

The following websites provide information and resources for students with disabilities and their families.

- Legal Framework for the Child-Centered Special Education Process  
(<http://framework.esc18.net/display/Webforms/LandingPage.aspx>)

**Grayson County Special Education Cooperative**  
**Includes Operating, IDEA-B Formula & IDEA-B Pre-school**  
**Monthly Financial Report**  
**April 30, 2024**

	ORIGINAL ESTIMATED REVENUE	AMENDED BUDGET	CURRENT REVENUE MONTH	ACTUAL REVENUE TO DATE	REVENUE BALANCE	PERCENT REALIZED
<b>Fund 437 Revenue</b>						
Local revenue (5700)	\$5,644,597.00	\$5,644,597.00	\$311,567.70	\$4,270,878.45	\$1,373,718.55	75.66%
State Revenue (5800)	\$706,000.00	\$706,000.00	\$31,341.27	\$250,457.01	\$455,542.99	35.48%
Federal Revenue (5900)	\$325,000.00	\$618,840.00	\$51,929.38	\$250,791.03	\$368,048.97	40.53%
Operating Transfer In (7915)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
<b>TOTAL REVENUE</b>	<b>\$6,675,597.00</b>	<b>\$6,969,437.00</b>	<b>\$394,838.35</b>	<b>\$4,772,126.49</b>	<b>\$2,197,310.51</b>	<b>68.47%</b>
<b>Fund 437 Expenditures</b>						
<b>EXPENDITURES BY FUNCTION</b>						
11-Classroom Instruction	\$4,387,962.00	\$4,387,962.00	\$476,284.14	\$3,558,142.46	\$796,854.37	81.09%
21- Instructional Leadership	\$60,000.00	\$111,200.00	\$2,187.50	\$69,183.75	\$9.94	62.22%
31-Guidance & Counseling	\$756,780.00	\$756,780.00	\$85,922.89	\$610,190.57	\$146,589.43	80.63%
33-Health Services	\$223,513.00	\$223,513.00	\$22,676.42	\$159,105.43	\$64,335.83	71.18%
34-Student Transportation	\$685,950.00	\$928,590.00	\$67,386.62	\$872,591.31	\$42,735.55	93.97%
41-General Administration	\$481,692.00	\$481,692.00	\$27,316.79	\$250,311.05	\$229,231.82	51.96%
51-Maintenance	\$79,700.00	\$79,700.00	\$5,796.53	\$44,287.43	\$24,465.07	55.57%
	<b>\$6,675,597.00</b>	<b>\$6,969,437.00</b>	<b>\$687,570.89</b>	<b>\$5,563,812.00</b>	<b>\$1,304,222.01</b>	<b>79.83%</b>
<b>Fund 313 Revenue</b>						
<b>Idea B Formula</b>						
Federal Revenue (5900)	\$2,590,694.00	\$0.00	\$188,093.90	\$1,534,458.80	\$1,056,235.20	59.23%
<b>TOTAL REVENUE</b>	<b>\$2,590,694.00</b>	<b>\$0.00</b>	<b>\$188,093.90</b>	<b>\$1,534,458.80</b>	<b>\$1,056,235.20</b>	<b>59.23%</b>
<b>Fund 313 Expenditures</b>						
<b>Idea B Formula</b>						
<b>EXPENDITURES BY FUNCTION</b>						
11-Classroom Instruction	\$1,078,711.50	\$0.00	\$93,118.09	\$708,239.69	\$320,383.40	66.00%
21- Instructional Leadership	\$118,290.00	\$0.00	\$10,825.42	\$81,266.97	\$36,417.28	68.70%
31-Guidance & Counseling	\$1,303,692.50	\$0.00	\$142,649.96	\$991,545.61	\$314,427.86	75.73%
93 - Payment to Fiscal Agents	\$90,000.00	\$0.00	\$0.00	\$0.00	\$90,000.00	0.00%
	<b>\$2,590,694.00</b>	<b>\$0.00</b>	<b>\$246,593.47</b>	<b>\$1,781,052.27</b>	<b>\$761,228.54</b>	<b>68.75%</b>
<b>Fund 314 Revenue</b>						
<b>Idea B Preschool</b>						
Federal Revenue (5900)	\$66,694.00	\$0.00	\$6,666.52	\$52,808.56	\$13,885.44	79.18%
<b>TOTAL REVENUE</b>	<b>\$66,694.00</b>	<b>\$0.00</b>	<b>\$6,666.52</b>	<b>\$52,808.56</b>	<b>\$13,885.44</b>	<b>79.18%</b>
<b>Fund 314 Expenditures</b>						
<b>Idea B Preschool</b>						
<b>EXPENDITURES BY FUNCTION</b>						
11-Classroom Instruction	\$66,694.00	\$0.00	\$8,586.20	\$61,394.76	\$5,299.24	92.05%
	<b>\$66,694.00</b>	<b>\$0.00</b>	<b>\$8,586.20</b>	<b>\$61,394.76</b>	<b>\$5,299.24</b>	<b>92.05%</b>

**Grayson County Special Education Cooperative  
Investment/Banking Board Report  
April 30, 2024**

Various Bank Accounts	Average Yield	Interest Accrued	Current Balance
Lamar National Bank Checking	0.35%	\$ 112.24	\$ 89,380.31
Lamar National Bank Investments	5.17%	\$ 4,801.29	\$ 1,122,591.27
			\$ 1,211,971.58
<b><u>Co-op Lamar National Bank</u></b>			
Previous Statement Balance			\$ 1,266,196.38
Deposits			\$ 903,032.16
Debits			\$ 207,988.23
<b>Current Statement Balance</b>			<b>\$ 89,380.31</b>

<b>Current Balance Fund Balance as of 8-31-2023</b>
<b>\$777,621</b>

	New Bus Already Ordered	\$ 3,742.00
	New Bus Board Approved in November	\$ 137,638.00
	Maintenance Repairs Board Approved in November	\$ 50,000.00
	Jan - Music Therapy	\$ 40,000.00
	March - Maint/Repairs	\$ 50,000.00
	<b>\$</b>	<b>281,380.00</b>

Payment to VA in the amount of 18.28% of the fund balance at the end of the fiscal year.