

## Texas Classroom Teachers Association



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### **Response to House Public Education Committee Request for Information Regarding Interim Charge 3 / Special Education**

Submission from:

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Regarding the portion of Interim Charge 3 referring to recommending “solutions to barriers the agency, school districts, students with disabilities, and parents face in accessing a free and appropriate public education (FAPE) and in meeting the milestones of the plan,” TCTA notes that a key constituency appears to be left out of this list: classroom teachers.

Given that classroom teachers are the chief conduit through which students access a free and appropriate public education, we are dismayed at their notable omission from this interim charge. We would like to take this opportunity to recommend a solution to a barrier that we commonly hear about from our members who are charged with implementing students’ Individualized Education Programs (IEPs). We have had accounts from our members throughout the years about their struggles in adequately implementing their students’ IEPs in situations in which there are a large number of students with IEPs in a given class. The practice of “grouping” special education students in certain mainstream or inclusion classes appears to be somewhat common. This can result in a regular education teacher having to implement a high number of IEPs in one class.

**Accordingly, TCTA would suggest that there be exploration of mechanisms to minimize groupings of students with IEPs in a particular classroom, without of course, jeopardizing students’ access to FAPE.**