



**Texas Education Agency (TEA)
Information Task Force (ITF)**

October 21, 2025

Zoom

10:00 a.m. – 2:00 p.m.

Meeting Minutes

Call Meeting to Order

Catherine Bray, ITF Chair

ITF Chair, Catherine Bray called the ITF meeting to order at 10:00 a.m.

Roll call of the ITF members was taken by Leticia Ollervidez.

ITF Members Present:

Dana Braun, Catherine Bray, Joel Garcia, Keitha Ivey, D'Lynne Johnson, Georgia Kalligeris, David Marx, John Newcom, Christopher Pace, Shawna Ohnesorge, Linda Raney, Linda Roska, Elisa Sanchez, Brittany Wright, Sharron Zirkelbach

ITF Alternate Members Present:

Christine Barnes, Denise Hendricks, Travis Hunt, Andrea Laina, Kim Lyons, Dr. Lindsey McDaniel, Antonio Najera, Nina Taylor, Jaylea Wallace

TEA Staff Present:

Kathy Adaky, Connor Briggs, David Butler, Naomi Davis, Deborah Deberry, Deanna Dobrowolski, Terri Hanson, Jeanine Helms, Jamie Hicks, Scott Johnson, Laurie Kelso, Ed Linden, Jamie Muffoletto, Leticia Ollervidez, Melody Parrish, Gabriel Perez, Donna Pruitt, Leanne Simons, Lynne Smith, Crystal Wellborn, Melissa Witcher

Educator Data, Research, and Strategy Department:

Mark Olofson

Office of Special Populations & Student Supports:

Kristin McGuire

School Finance Department:

Amy Copeland

Complaints and Inquiries Department:

Abby Rodriguez

Approve Meeting Minutes from September 30, 2025, ITF Meetings	Action Item
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Catherine Bray called for a motion to approve the meeting minutes from the September 30, 2025, ITF meeting.

Sharron Zirkelbach made a motion to approve the minutes.

Joel Garcia seconded the motion.

Vote: Passed

1. SPED Video Camera Request New Submission	Action Item
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Background:

During the 85th Regular Legislative Session, Senate Bill (SB) 1398, was passed, amending Section 29.022 Texas Education Code (TEC). This amended section outlines the installation of video cameras in self-contained classrooms, and other special education settings upon written requests from parents, staff members, principals, assistant principals, board of trustees, and governing bodies. The Texas Education Agency (TEA) began collecting the data relating to requests made under this section and actions taken by a school district or open enrollment charter school in response to these requests through a yearly survey.

During the 89th Regular Legislative Session, House Bill (HB) 2, was passed amending TEC 29.022(q). This change requires TEA to collect through the Public Education Information Management System (PEIMS) data relating to requests made under this section and actions taken by a school district or open-enrollment charter school in response to a request, including the number of requests made, authorized, and denied.

Overview:

Texas Education Data Standards Changes:

Beginning in the 2026-2027 school year, TEA proposes revising one entity LocalEducationAgency to add one new data element SPEDVideoCameraReporting (E3XX1). Adding one new entity SPEDVideoCameraRequest with seven new data elements to be reported in the Special Education Data System (SPEDS) Collection as the SPED Video Camera Request Submission: RequestId (E3XX2), CameraRequestReceivedDate (E3XX3), CameraRequestor (E3XX4), CameraStatus (E3XX5), CameraStatusDeterminationDate (E3XX6), DenialReason (E3XX7), and CameraOperationalDate (E3XX8). TEA is also proposing to add three descriptor tables CameraRequestor (C3X1), CameraStatus (C3X2), and DenialReason (C3X3). Finally, TEA will add new submission reports and data validation rules to reflect the changes in this proposal.

Timeframe:

The annual data collection for the SPED Video Camera Request Submission is July 1st to June 30th of a given year. The table below represents the due dates for the SPED Video Camera Request Submission:

Special Education Data System (SPEDS) – SPED Video Camera Request Submission	
TSDS ready to load data to IODS	First Monday in August
SPED Video Camera Request Submission ready for users to complete	Third Monday in June
SPED Video Camera Request Submission due date for LEAs	Fourth Thursday in July

SPED Video Camera Request Submission data available to customers	2 Weeks after SPED Video Camera Request Submission Due Date
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Texas Records Exchange (TREx) Changes:

None

Presentation:

Leticia Ollercidez presented the proposal which includes:

In the Texas Education Data Standards:

1. Add the following new data element to the LocalEducationAgency Entity in the Education Organization Domain to be reported as optional in the Special Education Data System (SPEDS) Collection SPED Video Camera Request Submission:
 - a. SPEDVideoCameraReporting (E3XX1)
2. Revise Data Element Reporting requirements for the LocalEducationAgency Entity.
3. Add new SPEDVideoCameraRequest Entity in the Education Organization Domain to be reported in the Special Education Data System (SPEDS) Collection SPED Video Camera Request Submission with the following data elements:
 - a. School (Reference)
 - b. RequestId (E3XX2)
 - c. CameraRequestReceivedDate (E3XX3)
 - d. CameraRequestor (E3XX4)
 - e. CameraStatus (E3XX5)
 - f. CameraStatusDeterminationDate (E3XX6)
 - g. DenialReason (E3XX7)
 - h. CameraOperationalDate(E3XX8)
4. Add General and Data Element Reporting requirements for the SPEDVideoCameraRequest Entity.
5. Add a new descriptor table CameraRequestor (C3X1):
 - a. 01 -

Short Description – Parent Of Child Who Receives SPED Services

Long Description – Parent of a child who receives special education services
 - b. 02 -

Short Description – Staff Member at School or Campus Staff Works

Long Description – Staff member at the school or campus where the staff member works (exclusive to the classroom where they work)
 - c. 03 -

Short Description – Board of Trustees or Governing Board

Long Description – Board of Trustees or Governing Board
 - d. 04 -

Short Description – Principal or Assistant Principal

Long Description – Principal or Assistant Principal
6. Add a new descriptor table CameraStatus (C3X2):
 - a. 01 -

Short Description – Authorized

Long Description – Authorized

- b. 02 -
Short Description – Denied
Long Description – Denied
- c. 03 -
Short Description – Withdrawn
Long Description – Withdrawn

7. Add a new descriptor table DenialReason (C3X3):

- a. 01 -
Short Description – Setting did not meet the criteria
Long Description – Setting did not meet the criteria
- b. 02 -
Short Description – Student Not 50% or More in Self-Contained or Other SPED Setting
Long Description – Student who was the subject of a parent’s request did not spend 50% or more of their day in a self-contained classroom or other special education setting
- c. 03 -
Short Description – Requestor Not Authorized to Make Request
Long Description – Request was made by a person not authorized to make the request
- d. 04 -
Short Description – Request Classroom Outside Scope of Allowed to Request
Long Description – Requestor asked for placement of video and audio equipment in a classroom or setting outside the scope of what they are authorized to request under law
- e. 05 -
Short Description – Equipment Already in Classroom
Long Description – Video or audio equipment were already operational in the classroom or setting subject to the request

8. Add new TSDS reports to reflect the changes in this proposal.

9. Add associated data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:

None

ITF Discussion:

Leticia Ollervidez introduced Kristin McGuire, Interim Deputy Commissioner, Office of Special Populations and Student Supports, to address questions.

- **SPED Settings Clarification:**
Andrea Laina asked whether “Other SPED Setting” as referenced in the new DenialReason (C3X3) descriptor table, descriptor “02”, would include SPED bus services. Kristin clarified that SPED settings refer only to environments where a student spends 50% or more of their day, and do not include SPED buses.
- **Camera Request Eligibility:**
Jaylea Wallace inquired whether only individuals listed in the CameraRequester (C3X1) descriptor table are eligible to submit SPED camera requests. Kristin confirmed that this is

correct. Georgia Kalligeris asked whether students aged 18 or older could submit a camera request on their own behalf. Kristin stated that this is not permitted and is not addressed in statute.

Dr. Lindsey McDaniel asked if a parent could submit a camera request while their child is undergoing special education testing. Kristin responded that requests can only be submitted after the Admissions, Review & Dismissal (ARD) committee has determined the student will receive special education services.

- **Operational Date for Existing Cameras:**

Dr. McDaniel asked if Ed-Fi would allow a prior year operational date for cameras already installed in classrooms. Kristin explained that the data collection only applies to requests made during the current school year. If a camera is already present in a classroom, any new request for that room would be denied, and no operational date would be required for the existing camera.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:

Jaylea Wallace made a motion to approve the proposal.

Shawna Ohnesorge seconded the motion.

Vote: Passed

2. Special Education Data Collection Funding Changes Version 3

Action Item

Background:

During the 89th legislative session, House Bill (HB) 2 was passed to revise special education funding. The bill adjusts the basic allotment for students based on eight tiers of service intensity defined by commissioner rules, including a tier for students who receive only speech therapy as their special education service and a tier for students placed in residential program. HB 2 updates Section 48.051(a), TEC, which addresses the offset of the basic allotment for time spent by a student receiving special education services outside of a general education setting. HB 2 also updates Section 48.102, TEC, so that funding for each special education program equals the sum of the basic allotment and the allotment (if applicable) under Section 48.101, to which the district is entitled multiplied by a legislatively set weight for the highest service tier the student qualifies for. In addition, HB 2 amends Section Subchapter C, Chapter 48, Education Code by adding Sections 48.1021, which create a Special Education Service Group Allotment for each six-week period of services received, with at least four service groups determining funding. At least 55 percent of the funds must be used for special education programs under Subchapter A, Chapter 29. Finally, Section 48.1022 directs the commissioner to adjust weights as necessary for the 2026-2027 school year to ensure that the estimated statewide amount provided by both Sections 48.102 and 48.1021 is approximately \$250 million greater than the amount that would have been provided under Section

48.102, as it existed on September 1, 2025, for that school year, calculating both amounts using the basic allotment in effective for the 2026-2027 school year.

Overview:

Texas Education Data Standards Changes:

Beginning in the 2026-2027 school year, the Texas Education Agency (TEA) proposes adding two new entities, SpecialEducationTierOfIntensityAttendance Entity, with eight existing data elements and three new data elements, TierOfIntensity (E3XX1), EligibleDaysPresentInTierOfIntensity (E3XX2), and EducationalEnvironment (E3XX3), and FlexibleSpecialEducationTierOfIntensityAttendance Entity, with eight existing data elements and two new data elements, TierOfIntensity (E3XX1), and FlexAttendDaysEligibleInTierOfIntensity (E3XX4), to be reported in the PEIMS Attendance, Summer and Extended Year Submissions. In addition, TEA proposes adding ~~two three~~ new common types, TierOfIntensitySet with three new data elements, TierOfIntensity (E3XX1), TierOfIntensityBeginDate (E3XX5), TierOfIntensityEndDate (E3XX6), ~~and~~ SPEDServiceGroupSet with three new data elements, SPEDServiceGroup (E3XX7), SPEDServiceGroupBeginDate (E3XX8), ~~and~~ SPEDServiceGroupEndDate (E3XX9) and NumberOfMinutesInSPEDSet, with three new data elements, NumberOfMinutesInSPED (E3X10), NumberOfMinutesInSPEDBeginDate (E3X11), and NumberOfMinutesInSPEDEndDate (E3X12) to the StudentSpecialEducationProgramAssociation Entity. ~~TEA also proposes adding a new data element, NumberOfMinutesInGeneralEd (E3X10), to the BasicReportingPeriodAttendance Entity.~~ Additionally, TEA proposes adding three new descriptor tables. The first, TierOfIntensity (C3X1), with a total of eight new descriptors, the second, EducationalEnvironment (C3X2), with 30 new descriptors, and the third, SPEDServiceGroup (C3X3), with a total of five new descriptors, to the PEIMS Attendance, Fall, Summer, and Extended Year Submissions. TEA also proposes adding the general and data element reporting requirements in the SpecialEducationTierOfIntensityAttendance, FlexibleSpecialEducationTierOfIntensityAttendance, ~~and~~ StudentSpecialEducationProgramAssociation, ~~and BasicReportingPeriodAttendance Entities.~~ Reports and data validation rules will be added and revised in the PEIMS Attendance, Fall, Summer, and Extended Year Submissions based on the changes in this proposal.

Timeline:

For the 2026-2027 academic year, students who receive special education services will continue to be reported using the same data elements as in the 2025-2026 academic year until their annual Admission Review and Dismissal (ARD) meeting is conducted. After the ARD meeting, the LEA will use the data elements outlined in this proposal to report student information.

Texas Records Exchange (TREx) Changes:

None

Presentation:

Lynne Smith presented the proposal which includes:

In the Texas Education Data Standards:

1. Add new SpecialEducationTierOfIntensityAttendance Entity to the Student Attendance Domain to be reported in the PEIMS Attendance, Summer and Extended Year Submissions with the following data elements:
 - a. School (Reference)

- b. Student (Reference)
 - c. CalendarCode (E0975)
 - d. ReportingPeriod (E0934)
 - e. GradeLevel (E0017)
 - f. NumberDaysTaught (E0935)
 - g. RegionalDaySchoolProgramForDeaf (E0833)
 - h. LEAofRDSPDService (E1527)
 - i. TierOfIntensity (E3XX1)
 - j. EligibleDaysPresentInTierOfIntensity (E3XX2)
 - k. EducationalEnvironment (E3XX3)
2. Add new FlexibleSpecialEducationTierOfIntensityAttendance Entity to the Student Attendance Domain to be reported in the PEIMS Attendance, Summer and Extended Year Submissions with the following data elements:
 - a. School (Reference)
 - b. Student (Reference)
 - c. CalendarCode (E0975)
 - d. ReportingPeriod (E0934)
 - e. GradeLevel (E0017)
 - f. NumberDaysTaught (E0935)
 - g. FlexibleAttendanceProgram (E1045)
 - h. TierOfIntensity (E3XX1)
 - i. FlexAttendDaysEligibleInTierOfIntensity (E3XX4)
 - j. EducationalEnvironment (E3XX3)
3. Add the new TierOfIntensitySet common type to the StudentSpecialEducationProgramAssociation Entity in the Alternative and Supplemental Services Domain to be reported in the PEIMS Attendance, Fall, Summer, and Extended Year Submissions with the following new data elements:
 - a. TierOfIntensity (E3XX1)
 - b. TierOfIntensityBeginDate (E3XX5)
 - c. TierOfIntensityEndDate (E3XX6)
4. Add the new SPEDServiceGroupSet common type to the StudentSpecialEducationProgramAssociation Entity in the Alternative and Supplemental Services Domain to be reported in the PEIMS Attendance, Fall, Summer, and Extended Year Submissions with the following new data elements:
 - a. SPEDServiceGroup (E3XX7)
 - b. SPEDServiceGroupBeginDate (E3XX8)
 - c. SPEDServiceGroupEndDate (E3XX9)
5. Add the new NumberOfMinutesInSPEDSet common type to the StudentSpecialEducationProgramAssociation Entity in the Alternative and Supplemental Services Domain to be reported in the PEIMS Attendance, Fall, Summer, and Extended Year Submissions with the following new data elements:
 - a. NumberOfMinutesInSPED (E3X10)
 - b. NumberOfMinutesInSPEDBeginDate (E3X11)
 - c. NumberOfMInutesInSPEDEndDate (E3X12)

5. Add the new data element **NumberOfMinutesInGeneralEd** (E3X10) to the **BasicReportingPeriodAttendance Entity** in the **Student Attendance Domain** to be reported as optional in the **PEIMS Attendance**, and **Summer Submissions**.
6. Add General and Data Element Reporting requirements to the **SpecialEducationTierOfIntensityAttendance Entity**.
7. Add General and Data Element Reporting requirements to the **FlexibleSpecialEducationTierOfIntensityAttendance Entity**.
8. Add Data Element Reporting requirements to the **StudentSpecialEducationProgramAssociation Entity**.
9. Add Data Element Reporting requirements to the **BasicReportingPeriodAttendance Entity**. Add a new descriptor table **TierOfIntensity** (C3X1):
 - a. 01 –

Short Description – Student Receiving Speech Therapy Only

Long Description – Student receiving speech therapy only
 - b. 02 –

Short Description – Tier 2

Long Description – Tier 2
 - c. 03 –

Short Description – Tier 3

Long Description – Tier 3
 - d. 04 –

Short Description – Tier 4

Long Description – Tier 4
 - e. 05 –

Short Description – Tier 5

Long Description – Tier 5
 - f. 06 –

Short Description – Tier 6

Long Description – Tier 6
 - g. 07 –

Short Description – Tier 7

Long Description – Tier 7
 - h. 08 –

Short Description – Student Receiving Special Education Services Placed In Residential **ProgramPlacement**

Long Description – Student receiving special education services placed by their admission, review, and dismissal committee in residential **programplacement**
10. Add a new descriptor table **EducationalEnvironment** (C3X2):
 - a. 01 –

Short Description – Gen Ed Classroom/Setting 100% **Instructional Day-Regular Campus**

Long Description – The special education and related services the student

receives are provided in a general education classroom or setting for the entire instructional day **on the student's regular home campus**

b. 02 -

Short Description – Gen Ed Classroom/Setting 100% Instr Day – Non-Home Regular Campus

Long Description – The special education and related services the student receives are provided in a general education classroom or setting for the entire instructional day **on a regular campus but not the student's home campus**

b. 0302 -

Short Description – Gen Ed Classroom/Setting 80–99% Instr Day – Regular Home Campus

Long Description – The special education and related services the student receives are provided in a general education classroom or setting between 80% and 99% of the instructional day **on the student's regular home campus**

d. 04 -

Short Description – Gen Ed Classroom/Setting 80–99% Instr Day – Non-Home Regular Campus

Long Description – The special education and related services the student receives are provided in a general education classroom or setting between 80% and 99% of the instructional day **on a regular campus but not the student's home campus**

c. 0503 -

Short Description – Gen Ed Classroom/Setting 50–79% Instr Day – Regular Home Campus

Long Description – The special education and related services the student receives are provided in a general education classroom or setting between 50% and 79% of the instructional day **on the student's regular home campus**.

d. 07 06 -

Short Description – Gen Ed Classroom/Setting 50–79% Instr Day – Non-Home Regular Campus

Long Description – The special education and related services the student receives are provided in a general education classroom or setting between 50% and 79% of the instructional day **on the student's regular campus but not the student's home campus**

e. 0704 -

Short Description – Gen Ed Classroom/Setting 40–49% Instr Day – Regular Home Campus

Long Description – The special education and related services the student receives are provided in a general education classroom or setting less

than 50% but at least 40% of the instructional day ~~on the student's regular home campus~~

f. 0908-

Short Description – Gen Ed Classroom/Setting 40–49% Instr Day – Non-Home Regular Campus

Long Description – The special education and related services the student receives are provided in a general education classroom or setting less than 50% but at least 40% of the instructional day ~~on a regular campus but not the student's home campus~~

f. 0905-

Short Description – Gen Ed Classroom/Setting <40% Instr Day – Regular Home Campus

Long Description – The special education and related services the student receives are provided in a general education classroom or setting less than 40% of the instructional day ~~on the student's regular home campus~~

g. 1310-

Short Description – Gen Ed Classroom/Setting <40% Instr Day – Non-Home Regular Campus

Long Description – The special education and related services the student receives are provided in a general education classroom or setting less than 40% of the instructional day ~~on a regular campus but not the student's home campus~~

g. 1106 -

Short Description - Homebound or Hospital

Long Description - Student receiving special education services in a hospital program/setting or through homebound for medical purposes

h. 1207 -

Short Description - Residential FacilityPlacement-ARDC Placed

Long Description - Student receiving special education and related services in a public or private residential ~~facility~~ program placed by their admission, review, and dismissal committee

i. 08

Short Description – Residential Placement-Not ARDC Placed

Long Description – Student receiving special education services in a residential facility as defined by TEC 5.001(8), but who are not placed at the facility by their admission, review, and dismissal committee (not considered a correctional facility)

j. 1309 -

Short Description - Day Placement-Public

Long Description - Student spends more than 50% of the instructional day in a public day placement (program provided in a facility or classroom owned and operated by the district that is reporting the student but is not on a regular campus; could include

students from multiple schools from within or outside the district)

k. 1410 –

Short Description - Day Placement-Private

Long Description - Student spends more than 50% of the instructional day in a private day school placement (program provided in a facility or classroom operated by a private provider contracted by the district; facility or classroom can be publicly or privately owned and could be on a district campus). Also includes Harris County Department of Education placements.

l. 1511 –

Short Description – Texas School For The Blind And Visually Impaired

Long Description – Student placed by admission, review, and dismissal committee at Texas School for the Blind and Visually Impaired

m. 1612 –

Short Description – Texas School For The Deaf

Long Description - Student placed by admission, review, and dismissal committee at Texas School for the Deaf

n. 1713 –

Short Description - Correctional Facility

Long Description - Student receiving special education and related services in short-term detention facility (community-based or residential) or correctional facility

o. 1814 –

Short Description - Parentally Placed Private School-School Age- Svcs Plan

Long Description - Student receives services through a services plan because they are a parentally placed private school child with a disability (could include homeschool if meets definition of private school)

p. 15 –

Short Description - Parentally Placed Private School-School Age- No Svcs Plan

Long Description - Student identified in the child count because they are a parentally placed private school child with a disability (could include homeschool if meets definition of private school) but they do not currently receive services through a services plan

q. 1916 –

Short Description - Service Provider Location

Long Description - Service Provider Location (does not fit in any other category)

r. 2017 –

Short Description - ≥10 hrs/wk Early Childhood Prog – Majority SPED Svc in Reg ECP

Long Description - At least 10 hours per week in a regular early childhood program and receiving the majority of special education services in a regular early childhood program

s. 2118 –

Short Description - ≥10 hrs/wk Early Childhood Prog – Majority SPED Svc in Other Location

Long Description - At least 10 hours per week in a regular early childhood program and receiving the majority of special education services in some other location

t. 2219 –

Short Description - Under 10 Hrs/Week Reg ECP, Majority SPED Services in Early Childhood

Long Description - Less than 10 hours per week in regular early childhood program and receiving majority of special education services in a regular early childhood program

u. 2320 –

Short Description - Under 10 Hrs/Week Reg ECP, Majority SPED Services at Other Location

Long Description - Less than 10 hours per week in regular early childhood program and receiving majority of special education services in some other location

v. 2421 –

Short Description - Early Childhood Separate Class

Long Description - Child attends special education program (less than 50% of students without disabilities) in a separate special education class

w. 2522 –

Short Description - Early Childhood Separate School

Long Description - Child attends special education program (less than 50% of students without disabilities) in a separate school

x. 2623 –

Short Description - Early Childhood Residential Facility

Long Description - Child attends special education program (less than 50% students without disabilities) in a residential facility (placed by admission, review, and dismissal committee)

y. 2724 –

Short Description – Early Childhood Home

Long Description - Child does not attend a regular early childhood program or a special education program and receives majority of special education services in the home

z. 2825 –

Short Description – Parentally Placed Private School-Early Childhood Svcs Plan

Long Description - Student receives services through a services plan because they are a parentally placed private school child with a disability (could include homeschool if meets definition of private school)

aa. 26 –

Short Description - Parentally Placed Private School-Early Childhood No Svcs

Plan

Long Description - Student identified in the child count because they are a parentally placed private school child with a disability (could include homeschool if meets definition of private school) but they do not currently receive services through a services plan

bb. 2927 –

Short Description – Early Childhood Service Provider Location

Long Descriptions - Child does not attend a regular early childhood program or a special education program and receives majority of special education services in a service provider location or some other location that is not in any other category (could include child who receives only speech therapy once a week and comes to the school for the service)

cc. 3028 –

Short Description – 18 plus - ~~Community Supports-Paid or Unpaid~~

~~Employment~~ ~~Work-Based Supports - CTE-Operated By District~~

Long Description – Student receives special education and related services in the form of work-based learning ~~Supports to maintain for~~ paid or unpaid employment aligned to student's postsecondary goals provided in career and technical (CTE) programs with regularly scheduled direct involvement by district personnel and in accordance with student's individualized education program (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)

dd. 3129

Short Description – 18 Plus - Work-Based ~~Learning~~ Supports - ~~on~~

~~Campus~~ ~~SPED~~

~~Settings – Operated By District~~

Long Description – Student receives special education and related services in the form of ~~W~~ork-based learning supports for paid or unpaid employment aligned to student's postsecondary goals are provided ~~by district personnel to the student in special education settings or in career and technical programs aligned to postsecondary goals (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming) with regularly scheduled direct involvement by district personnel and in accordance with student's individualized education program~~ (only for students who have completed credit and assessment

requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)

ee. 3230—

Short Description – 18 Plus Community Setting/Env-Not Operated by District Or

Through Co-Op

Long Description – Student receiving special education and related services, including regularly scheduled, direct involvement by district personnel to maintain paid or unpaid employment aligned to the student's postsecondary goals in a community setting or environment, not operated by the district, as described in the student's individualized education program (designed to prepare student for postsecondary education/training, competitive integrated employment, and/or independent living) (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)

ff. 31 –

Short Description – 18 Plus Community Setting/Env-Not Operated by District

But Through Co-Op

Long Description – Student receiving special education and related services, including regularly scheduled, direct involvement by district personnel to maintain paid or unpaid employment aligned to the student's postsecondary goals in a community setting or environment, not operated by the district but as part of a cooperative arrangement among multiple districts, as described in the student's individualized education (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)

gg. 33-32-

Short Description – 18 Plus Community Setting/Fac/Env- Operated By District

Long Description – Student receiving special education and related services aligned to their transition plan in a Placed-in community setting, facility or environment operated by the district that (Prepares the student for postsecondary education or/ training, competitive integrated employment, and/or independent living, in age-appropriate instructional environment as described in the student's individualized education program (only for students who have completed credit and assessment

requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)

hh. 33 –

Short Description – 18 Plus Transition Services – Not Operated By District Or Through Co-op

Long Description – Student receiving special education and related services aligned to their transition plan in a community setting or environment not operated by the district that prepares the student for postsecondary education or training, competitive integrated employment, or independent living, in an age appropriate instructional environment as described in student's individualized education program. (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)

ii. 34-

Short Description – 18 Plus ~~Community Setting/Fac/Env~~-Transition Services-Cooperative Arrangement

Long Description – Student receiving special education and related services aligned to their transition plan ~~Placed in community setting, facility or environment not operated by the district in~~ through a cooperative arrangement among multiple districts that ~~(P)repare~~s the student for postsecondary education/training, competitive integrated employment, ~~and/or~~ independent living. (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)

jj. 35 –

Short Description – 18 Plus Transition Services-~~Home~~ Operated By District~~Campus~~

Long Description - Student ~~receiving special education and related services~~ aligned to their transition plan on a campus within the district that prepares the student for postsecondary education or training, competitive integrated employment, or independent living, in age-appropriate instructional environment, as described in the student's individualized education program ~~placed on home campus to address transition services~~-(only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in

accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)

11. Add a new descriptor table SPEDServiceGroup (C3X3):

a. 01 -

Short Description – SPED Service Group One

Long Description – SPED service group one

b. 02 -

Short Description – SPED Service Group Two

Long Description - SPED service group two

c. 03 -

Short Description – SPED Service Group Three

Long Description – SPED service group three

d. 04 –

Short Description – SPED Service Group Four

Long Description - SPED service group four

e. 05–

Short Description – SPED Service Group Five

Long Description - SPED service group five

12. Add and revise TSDS reports to reflect the changes in this proposal.

13. Add and revise associated data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:

None

ITF Discussion:

Lynne Smith introduced Kristin McGuire, Interim Deputy Commissioner, Office of Special Populations and Student Supports, and Amy Copeland, Chief School Finance Officer/ Associate Commissioner, to address any questions.

• **NumberOfMinutesInSPED Clarification:**

Catherine Bray asked whether the NumberOfMinutesInSPED (E3X10) data element should be the average number of minutes per day a student receives SPED services. Catherine provided an example where a student receives one hour of service per week and asked if this could be divided by five and reported as 12 minutes per day. Kristin confirmed this approach, explaining that the average is based on the instructional day and helps calculate the general education offset for funding purposes. Kristin noted that the offset is part of the current special education funding calculation, but with the new tiered model, there is no direct correlation. The proposed solution is to report daily minutes in a SPED setting to calculate the offset from the basic allotment. Kristin referenced TEC §48.051, which excludes time spent in SPED settings from the basic allotment, reinforcing the need for a per-day reporting model.

Catherine asked how to report minutes for students receiving speech therapy. Kristin explained that in Texas, speech therapy can be either an instructional setting or a related service. Kristin said that additional information will be provided about reporting this data for speech therapy.

- **Texas Education Data Standards (TEDS) Scenarios:**

Linda Raney suggested including scenarios in TEDS to assist LEAs in the new coding. Jamie Muffoletto agreed and committed to working with Kristin's team to develop example scenarios.

- **Staffing and Funding Concerns:**

Joel Garcia raised concerns about the additional data entry workload for PEIMS and SPED teams, noting the lack of dedicated funding for data entry. Joel also asked whether TEA would provide financial projections. Kristin responded that there will be a \$250 million increase in the SPED allotment statewide in the first year. She emphasized that in the future, special education Individualized Education Plan (IEP) systems should automate the new calculations, reducing manual effort. Kristin also explained that the LEA should determine the new coding for a student after a student's annual ARD in the 2026-2027 school year. Amy added that for the first year, districts will receive funding based on prior year data, plus TEA will disburse an additional \$250 million statewide. The adjustments for the additional funding will be made after the 2026-2027 PEIMS Summer Submission during the settle-up process.

- **Educational Environment vs. SPED Minutes:**

Catherine asked whether the EducationalEnvironment (E3XX3) data element should align with what is reported in the NumberOfMinutesInSPED (E3X10) data element. Amy clarified that the data elements are reported for different reasons. Kristin elaborated that EducationalEnvironment (E3XX3) is used for federal reporting, while NumberOfMinutesInSPED (E3X10) is used for funding calculations, and the data elements may not fully align.

- **Service Groups and Tiers Definitions:**

Dr. Lindsey McDaniel asked when the descriptors for TierOfIntensity (C3X1) and SPEDServiceGroup (C3X3) would be available. Kristin stated that these will be established through commissioner's rules in February, with information finalized in the summer of 2026.

- **Educational Environment Descriptors:**

Catherine asked whether non-campus descriptors were removed from the second proposal for EducationalEnvironment. Kristin confirmed that they were, based on ITF committee feedback, and that the revised values meet reporting needs.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:

Sharron Zirkelbach made a motion to approve the proposal.

Joel Garcia seconded the motion.

Vote: Passed

3. Updates to State Compensatory Education Program Intent Codes

Action Item

Background:

During the 89th Regular Legislative Session, House Bill (HB) 2 amended Section 48.104 of the Texas Education Code, repealing subsections (j-1), (k), (l), (m), (n), and (o). These repealed provisions previously outlined allowable uses of state compensatory education (SCE) program intent codes (PIC) by local education agencies (LEAs). As a result, the Texas Education Agency (TEA) no longer has statutory authority to monitor data on how LEAs allocate their SCE PIC. LEAs will report SCE PIC

budgeted data for the last time in the 2025-2026 PEIMS Fall Submission. LEAs will report SCE PIC for actual expenditure data for the last time in the 2026-2027 PEIMS Mid-Year Submission.

Overview:

Texas Education Data Standards Changes:

2026-2027

TEA proposes removing SCE descriptors from the BudgetProgramIntent (C147B), CISTaffProgramIntent (C147C), and PayrollProgramIntent (C147P) tables reported in the 2026–2027 PEIMS Fall Submission. The Texas Student Data System (TSDS) reports and data validation rules will be updated to reflect these changes.

2027-2028

TEA proposes removing the SCE descriptors from the ActualProgramIntent (C147A) table reported in the 2027–2028 PEIMS Mid-Year Submission. TSDS reports and data validation rules will be updated to reflect these changes.

Texas Records Exchange (TREx) Changes:

None

Presentation:

Leticia Ollervidez presented the proposal which includes:

In the Texas Education Data Standards:

1. Remove the following descriptors from the BudgetProgramIntent (C147B) descriptor table:
 - a. 26 -
Short Description: Non-disciplinary Alternative Education Programs-AEP Services
Long Description: Non-disciplinary Alternative Education Programs-AEP Services
 - b. 28 -
Short Description: Disciplinary Alternative Education Programs-DAEP Basic Services
Long Description: Disciplinary Alternative Education Programs-DAEP Basic Services
 - c. 29 -
Short Description: DAEP State Compensatory Education Supplemental Costs
Long Description: Disciplinary Alternative Education Programs-DAEP State Compensatory Education Supplemental Costs
 - d. 30 -
Short Description: Title I, Pt A Activities St Comp Ed Costs Campus 40% Or More Edu Disad
Long Description: Title I, Part A Schoolwide Activities Related to State Compensatory Education Costs On Campuses With 40% Or More Educationally Disadvantaged Students
2. Remove the following descriptors from the CISTaffProgramIntent (C147C) descriptor table:
 - a. 26 -
Short Description: Non-disciplinary Alternative Education Programs-AEP Services
Long Description: Non-disciplinary Alternative Education Programs-AEP Services
 - b. 28 -
Short Description: Disciplinary Alternative Education Programs-DAEP Basic Services

Long Description: Disciplinary Alternative Education Programs-DAEP Basic Services

c. 29 -

Short Description: DAEP State Compensatory Education Supplemental Costs

Long Description: Disciplinary Alternative Education Programs-DAEP State Compensatory Education Supplemental Costs

d. 30 -

Short Description: Title I, Pt A Activities St Comp Ed Costs Campus 40% Or More Edu Disad

Long Description: Title I, Part A Schoolwide Activities Related to State Compensatory Education Costs On Campuses With 40% Or More Educationally Disadvantaged Students

3. Remove the following descriptors from the PayrollProgramIntent (C147P) descriptor table:

a. 26 -

Short Description: Non-disciplinary Alternative Education Programs-AEP Services

Long Description: Non-disciplinary Alternative Education Programs-AEP Services

b. 28 -

Short Description: Disciplinary Alternative Education Programs-DAEP Basic Services

Long Description: Disciplinary Alternative Education Programs-DAEP Basic Services

c. 29 -

Short Description: DAEP State Compensatory Education Supplemental Costs

Long Description: Disciplinary Alternative Education Programs-DAEP State Compensatory Education Supplemental Costs

d. 30 -

Short Description: Title I, Pt A Activities St Comp Ed Costs Campus 40% Or More Edu Disad

Long Description: Title I, Part A Schoolwide Activities Related to State Compensatory Education Costs On Campuses With 40% Or More Educationally Disadvantaged Students

4. Revise existing TSDS reports to reflect the changes in this proposal.

5. Revise associated data validation rules to reflect the changes in this proposal.

2027-2028

In the Texas Education Data Standards:

1. Remove the following descriptors from the ActualProgramIntent (C147A) descriptor table:

a. 26 -

Short Description: Non-disciplinary Alternative Education Programs-AEP Services

Long Description: Non-disciplinary Alternative Education Programs-AEP Services

b. 28 -

Short Description: Disciplinary Alternative Education Programs-DAEP Basic Services

Long Description: Disciplinary Alternative Education Programs-DAEP Basic Services

c. 29 -

Short Description: DAEP State Compensatory Education Supplemental Costs

Long Description: Disciplinary Alternative Education Programs-DAEP State Compensatory Education Supplemental Costs

d. 30 -

Short Description: Title I, Pt A Activities St Comp Ed Costs Campus 40% Or More Edu Disad

Long Description: Title I, Part A Schoolwide Activities Related to State Compensatory Education Costs On Campuses With 40% Or More Educationally Disadvantaged Students

2. Revise existing TSDS reports to reflect the changes in this proposal.
3. Revise associated data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:

None

ITF Discussion:

Leticia Ollervidez introduced David Marx, Executive Director, Financial Compliance, to address any questions.

- **Financial Accountability System Resource Guide (FASRG) Updates and Program Intent Codes (PIC):**
Catherine Bray asked if the PICs in this proposal would be removed from the FASRG. David confirmed that they would be removed from the FASRG, and the process will begin in November during the State Board of Education meeting.
- **PIC Reporting:**
Kim Lyons asked if the removal of certain codes would prevent LEAs from reporting State Compensatory Education spending or if the spending should be reallocated to another PIC. David explained that PIC 24 (Accelerated Education) was retained due to feedback from an advisory group of LEA finance staff and could be used by LEAs for reporting.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:

Shawna Ohnesorge made a motion to approve the proposal.

Jaylea Wallace seconded the motion.

Vote: Passed

4. Teacher Vacancy New Collection Version 2

Discussion Item

Background:

During the 89th legislative session, House Bill (HB) 2 was passed, which amends Subchapter J, Chapter 21, Education Code, by adding §21.468. This new section adds a collection of data from school districts and open-enrollment charter schools to address teacher retention and recruitment, including the classifications, grade levels, subject areas, duration, and other relevant information regarding vacant teaching positions at Local Education Agencies (LEAs).

Overview:

Texas Education Data Standards Changes:

Beginning in the 2026-2027 school year, the Texas Education Agency (TEA) proposes adding a new core collection, the Teacher Vacancy Collection. The new collection will include information such as staff classification, program assignment, instructional grade level range, academic subject, posting,

and filled dates for vacant teaching positions from September 1 through August 31 of each year. The new collection will be due yearly on the fourth Thursday of September

Timeline:

Due Date	Submission
08/03/2026*	<u>TSDS Ready to load data to IODS</u>
09/07/2027	<u>2026-2027 Teacher Vacancy Collection ready for users to complete</u>
09/23/2027	<u>Teacher Vacancy Collection due date for LEAs</u>
10/07/2027	<u>Teacher Vacancy Collection data available to customers</u>

*vacant positions as of 9/1/2026 will be promoted for the 2026-2027 school year

Example:

September 1, 2026–August 31, 2027, vacancies due in September 2027.

September 1, 2027–August 31, 2028, vacancies due in September 2028.

Texas Records Exchange (TREx) Changes:

None

Presentation:

Lynne Smith presented the updates (highlighted in green) to the previously approved proposal which includes:

In the Texas Education Data Standards:

1. Add the existing LocalEducationAgency Entity in the Education Organization Domain to be reported in the new Teacher Vacancy Collection, including the following data elements:
 - a. EducationOrganizationCategory (E3019)
 - b. NameOfInstitution (E3037)
 - c. LocalEducationAgencyId (E0212)
 - d. LocalEducationAgencyCategory (E3036)
2. Add the new OpenStaffPositionExt Entity in the Staff Domain to be reported in the new Teacher Vacancy Collection with following data elements:
 - a. LocalEducationAgency (Reference)
 - b. PositionNumber (E3XX1)
 - c. StaffClassification (E0721)
 - d. ProgramAssignment (E3045)
 - e. GradeLevelRange (E3X10)GradeLevel (E0017)
 - f. InstructionalSubject (E3XX2)
3. Add the new PositionVacancy common type in the OpenStaffPositionExt Entity to be reported in the new Teacher Vacancy Collection with the following new data elements:
 - a. DatePositionVacant (E3XX3)
 - b. VacancyReason (E3XX4)
4. Add the new RequisitionExt Entity in the Staff Domain to be reported in the new Teacher Vacancy Collection with the following data elements:
 - a. OpenStaffPositionExt (Reference)
 - b. RequisitionNumber (E3XX5)
 - c. EmploymentStatus (E3XX6)

- d. DatePosted (E3XX7)
- e. DatePostingClosed (E3XX8)
- f. PostingClosedReason (E3XX9)
- g. HireDate (E3032)

- 5. Add Entity Description, General, and Data Element Reporting requirements for the new OpenStaffPositionExt Entity.
- 6. Add Entity Description and Data Element Reporting requirements for the new RequisitionExt Entity.
- 7. Add a new descriptor table InstructionalSubject (C3X1)
 - a. 01 -
 - Short Description** – Technology Applications
 - Long Description** - Technology Applications
 - b. 02 -
 - Short Description** - Special Education
 - Long Description** – Special Education
 - c. 03 -
 - Short Description** – Social Studies
 - Long Description** – Social Studies
 - d. 04 -
 - Short Description** – Self-Contained
 - Long Description** – Self-Contained
 - e. 05 -
 - Short Description** – Science
 - Long Description** – Science
 - f. 06 -
 - Short Description** – Physical Education & Health
 - Long Description** – Physical Education & Health
 - g. 07 -
 - Short Description** – Other
 - Long Description** – Other
 - h. 08 -
 - Short Description** – Non-Classroom Role
 - Long Description** – Non-Classroom Role
 - i. 09 -
 - Short Description** – Mathematics
 - Long Description** - Mathematics
 - j. 10 -
 - Short Description** – Foreign Language
 - Long Description** – Foreign Language
 - k. 11 -
 - Short Description** – Fine Arts
 - Long Description** – Fine Arts
 - l. 12 -
 - Short Description** – English Language Arts
 - Long Description** – English Language Arts

m. 13 -

Short Description – Career & Technology Education

Long Description – Career & Technology Education

8. Add a new descriptor table VacancyReason (C3X2)

a. 01 -

Short Description – New Position

Long Description – New position

b. 02 -

Short Description – Position Vacated: Retired

Long Description – Position is vacant because the incumbent retired from the position

c. 03 -

Short Description – Position Vacant: Leaving the profession

Long Description – Position is vacant because the incumbent left the profession

d. 04 -

Short Description – Position Vacant: Transfer

Long Description – Position is vacant because the incumbent took another position within the LEA

e. 05 -

Short Description – Position Vacant: Other

Long Description – Position is vacant for reason other than what is listed

9. Add a new descriptor table EmploymentStatus (C3X3)

a. 01 -

Short Description - Probationary

Long Description - Probationary

b. 02 -

Short Description - Contractual

Long Description – Contractual

c. 03 -

Short Description - Employed/Affiliated With Outside Agency (Part-Time)

Long Description - Employed by or affiliated with an outside organization other than the school system, working part-time

d. 04 -

Short Description - Employed/Affiliated With Outside Agency

Long Description - Employed by or affiliated with an outside organization other than the school system

e. 05 -

Short Description - Employed Part-Time

Long Description - Employed part-time

f. 06 -

Short Description - Other

Long Description - Other

g. 07 -

Short Description - Substitute/Temporary

Long Description - Substitute/temporary

h. 08 -

Short Description - Permanent

Long Description - Permanent

i. 09-

Short Description - Volunteer/No Contract

Long Description - Volunteer/no contract

10. Add a new descriptor table PostingClosedReason(C3X4)

a. 01 -

Short Description – Position Filled

Long Description – Position filled

b. 02 -

Short Description – Posting Cancelled

Long Description – Posting cancelled

11. Add the following new descriptors to the ProgramAssignment (C338) descriptor table:

a. 02 -

Short Description - Regular Education

Long Description - Regular Education

b. 03 -

Short Description - Bilingual

Long Description – Bilingual

c. 04 -

Short Description – Compensatory/Remedial Education

Long Description – Compensatory/Remedial Education

d. 05 -

Short Description – Gifted and Talented

Long Description – Gifted and Talented

e. 06 -

Short Description – Career and Technical Education

Long Description – Career and Technical Education

f. 07 -

Short Description – Special Education

Long Description – Special Education

g. 08 -

Short Description – ESL

Long Description – ESL

h. 09 -

Short Description – Adult Basic Education

Long Description – Adult Basic Education

i. 10 -

Short Description – Honors

Long Description – Honors

j. 11 -

Short Description – Migratory

Long Description – Migratory

12. Add a new descriptor table GradeLevelRange (C3X5)

a. 01 -

Short Description – EE - PK**Long Description – EE – PK (Early Childhood through Pre-Kindergarten)**

b. 02 -

Short Description – Elementary**Long Description – Elementary (Kindergarten through 5th grade)**

c. 03 -

Short Description – Middle School**Long Description - Middel School (6th through 8th grade)**

d. 04 -

Short Description – High School**Long Description- High School (9th through 12th grade)**

13. Add new TSDS reports to reflect the changes in this proposal.

14. Add associated data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:

None

ITF Discussion:

Lynne Smith introduced Mark Olofson, Director of Educator Data, Research, and Strategy to address any questions.

- **Vendor Responsibility for Vacancy Reporting:**

Catherine Bray asked whether the Student Information System (SIS), the human resources system, or a third-party vendor used for recruiting would be responsible for reporting the teacher vacancy data. Jamie Muffoletto clarified that TEA will share requirements with all vendors, but cannot mandate which system must report the data. LEAs must coordinate with their vendors to ensure compliance.

Sharron Zirkelbach expressed concern that vendors may defer responsibility to one another, potentially causing LEAs not to have a vendor capable of reporting this data. Jamie reiterated that while TEA cannot dictate which system must report, the requirement to report remains with the LEA.

- **Vacancy Scenario Clarification:**

Georgia Kalligeris raised a scenario involving a vacant 5th-grade position that was ultimately filled by shifting an existing kindergarten teacher and hiring a new kindergarten teacher. She asked whether this counts as one or two vacancies. Jamie and Mark clarified that reporting is tied to the original vacancy. Only the original vacancy, which was subsequently filled, should be reported. Georgia asked whether the reporting should focus on who filled the vacancy or on the original teacher vacancy. Mark confirmed that the reporting is about the original teacher vacancy.

- **Staff Classification and Reporting:**

Catherine asked whether the vacancies being reported are for StaffClassification (C021) 087 (Teacher) and 047 (Substitute Teacher). Jamie confirmed that only 087 vacancies are reported.

- **Vendor Implementation Concerns:**

Georgia expressed concern about vendor readiness and the lack of clarity on which vendor should implement the changes. Jamie invited the committee members who are vendors to provide any feedback and emphasized TEA's commitment to providing training and support.

Elisa Sanchez noted that her team is still determining where this data would be added. Jamie assured attendees that TEA will communicate with vendors and provide guidance, similar to the approach taken with assessment vendors for the Early Childhood Data System (ECDS) Collection. Jamie also confirmed that TEA will reach out to additional vendors and will publish these requirements in the December 1, 2025, publication to allow time for development.

John Newcom noted that vendors often prefer clear guidance from TEA on where data should reside. John welcomed TEA's guidance to help vendors determine where to add the new data requirements.

Catherine asked whether TEA has a contingency plan for LEAs whose vendors cannot meet the reporting requirements. Leanne stated that TEA's goal is for all vendors to support the proposed data reporting. Leanne encouraged LEAs to share vendor names so TEA can ensure outreach, referencing the successful collaboration with new vendors during the ECDS rollout.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none she moved to the next agenda item.

5. Collection of Grievance Data Version 2

Discussion Item

Background:

During the 89th legislative session, Senate Bill (SB) 12 was passed, which amends Subtitle E, Title 2, Education Code, by adding Chapter 26A. This new section requires local education agencies (LEAs) to submit a report to the Texas Education Agency (TEA) on grievances filed in the LEA during the preceding school year (June 1 through May 31). The report must include, for each grievance, the resolution of the grievance and any corrective action taken. **Grievances unresolved within the reporting period must be included in subsequent annual reports until resolution is achieved.**

Overview:

Texas Education Data Standards Changes:

Beginning in the 2026-2027 school year, TEA proposes adding one new entity, Grievance, to be reported in the PEIMS Summer Submission with **four**~~three~~ new data elements, LEAGrievanceIdentifier (E3XX1), **GrievanceFiledDate**~~GrievanceResolved~~ (E3XX2), **GrievanceResolvedDate** (E3XX6), GrievanceCorrectiveAction (E3XX3), and one new common type, GrievanceLevelResolution with three new data elements, **GrievanceLevelResolvedDate** (E3XX7), ResolutionOfGrievance (E3XX4), and **GrievanceLevel** (E3XX5), and **GrievanceLevelResolved** (E3XX6). Additionally, TEA proposes adding two new descriptor tables, GrievanceCorrectiveAction (C3X1), and ResolutionOfGrievance (C3X2), with a total of 11 new descriptors to the PEIMS Summer Submission. TEA also proposes adding the data element reporting requirements in the Grievance Entity. One new report will be added, and data validation rules will be added to the PEIMS Summer Submission based on the changes in this proposal.

Texas Records Exchange (TREx) Changes:

None

Lynne Smith presented the updates (highlighted in green) to the previously approved proposal which includes:

In the Texas Education Data Standards:

1. Add new Grievance Entity to the Education Organization Domain to be reported in the PEIMS Summer Submission with the following new data elements:
 - a. LEAGrievanceIdentifier (E3XX1)
 - b. **GrievanceFiledDateGrievanceResolved** (E3XX2)
 - c. **GrievanceResolvedDate (E3XX6)**
 - d. GrievanceCorrectiveAction (E3XX3)
2. Add new GrievanceLevelResolution common type in the Grievance Entity to be reported in the PEIMS Summer Submission with the following new data elements:
 - a. **GrievanceLevelResolvedDate (E3XX7)**
 - b. ResolutionOfGrievance (E3XX4)
 - c. GrievanceLevel (E3XX5)
 - d. **GrievanceLevelResolved (E3XX6)**
3. Add the Data Element Reporting requirements to the Grievance Entity.
4. Add a new descriptor table GrievanceCorrectiveAction (C3X1):
 - a. 01 -

Short Description – Administrative Remedies

Long Description – Administrative Remedies - Reversal or modification of decisions related to student discipline, grading policies, attendance records, campus transfers or classroom assignments
 - b. 02 -

Short Description – Personnel-Related Actions

Long Description – Personnel-Related Actions - Reassignment of staff, changes to job responsibilities, evaluation or retraining of staff
 - c. 03 -

Short Description – Policy Adjustments

Long Description – Policy Adjustments - Amendments to local policies or procedures, clarification or reinterpretation of existing local policies (e.g., dress code, homework practices)
 - d. 04 -

Short Description – Communication And Transparency

Long Description – Communication And Transparency - Issuance of written decisions with explanations and supporting documentation
 - e. 05 -

Short Description – Procedural Corrections

Long Description – Procedural Corrections - Remanding grievance for further review

f. 06 -

Short Description – Non-Retaliation Enforcement

Long Description – Non-Retaliation Enforcement - Investigation and disciplinary action against staff who retaliate against the complainant. Reporting educators to the State Board of Certification as applicable by law and rule.

5. Add a new descriptor table ResolutionOfGrievance (C3X2):

a. 01 -

Short Description – Grievance Relief Granted

Long Description – Grievance Relief Granted - LEA granted all requested remedies

b. 02 –

Short Description – Grievance Relief Denied

Long Description - Grievance Relief Denied - All remedies prior to a board of trustees hearing were denied

c. 03 -

Short Description – Grievance Relief Granted In Part

Long Description – Grievance Relief Granted In Part- LEA granted some requested remedies

d. 04 –

Short Description – Remanded The Administration’s Decision

Long Description - Remanded The Administration’s Decision -Decision was sent back to the prior grievance level for review

e. 05–

Short Description – Denied Grievance And Upheld Administration’s Decision

Long Description - Denied Grievance And Upheld Administration’s Decision – Board of Trustees upheld the prior decision

6. Add new TSDS reports to reflect the changes in this proposal.

7. Add associated data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:

None

ITF Discussion:

Lynne Smith introduced Abby Rodriguez, Director of Inquiries and Complaints, to address any questions.

Catherine Bray asked whether a grievance should be closed at the end of a school year and reopened in the next school year using the same identifier. Lynne clarified that a grievance should remain open until it is resolved, regardless of the school year. Once resolved, the GrievanceResolvedDate (E3XX6) should be entered. Catherine asked if there would be a rule preventing a local education agency from not reporting the GrievanceResolvedDate (E3XX6). Lynne confirmed that there will not be a fatal rule for this scenario. Leanne Simons added that a warning or a special warning may be implemented to alert users if the GrievanceResolvedDate (E3XX6) is missing.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none she moved to the next agenda item.

<u>Other Business</u>	<u>Discussion Item</u>
<u>Open Forum</u>	
<u>Upcoming Meetings:</u>	
November 18, 2025	
January 13, 2026	
March 3, 2026	
April 14, 2026	

Adjournment

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion to adjourn.

Sharron Zirkelbach made a motion to adjourn.

Shawna Ohnesorge seconded the motion.

Vote: Passed

The meeting was adjourned at 11:27 a.m.