



2025-2026
SPECIAL EDUCATION
OPERATING PROCEDURES MANUAL

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GLOSSARY OF ACRONYMS

A. Legal References

CFR	Code of Federal Regulations
IDEA	Individuals with Disabilities Education Act
TEC	Texas Education Code
TAC	Texas Administrative Code
USC	United States Code

B. Special Education Terms

ARD	Admission, Review, Decision
ATD	Assistive Technology Device
BIP	Behavior Intervention Plan
CTE	Career and Technical Education
ECI	Early Childhood Intervention
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
FIE	Full and Individual Initial Evaluation
IEP	Individualized Education Program
LRE	Least Restrictive Environment
PLAAFP	Present Levels of Academic Achievement and Functional Performance
REED	Review of Existing Evaluation Data
TEKS	Texas Essential Knowledge and Skills

C. Entities

ESC	Education Service Center
OSEP	Office of Special Education Programs
TEA	Texas Education Agency

I. CHILD FIND

A. Legal Requirements

Richard Milburn Academy (RMA) shall ensure that all children who have disabilities, regardless of the severity of their disabilities, and who are in need of special education and related services are evaluated. This requirement applies to:

1. Homeless children;
2. Children who are wards of the state;
3. Children attending private schools;
4. Highly mobile children (including migrant children); and
5. Children who are suspected of being in need of special education but who are advancing from grade to grade.

20 USC § 1412(a)(3)(A); 34 § CFR 300.111(a)(1)(i), (c).

Child Find is the obligation of the RMA and staff shall not wait on parents to request an evaluation for special education services if staff suspect that the student (1) has a disability and (2) is in need of special education and related services.

Referral of students for a full individual and initial evaluation for possible special education services must be a part of the school's overall, general education referral or screening system. Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial; remedial; compensatory; response to evidence-based intervention; and other academic or behavior support services. If the student continues to experience difficulty in the general classroom after the provision of interventions, district personnel must refer the student for a full individual and initial evaluation. 19 TAC § 89.1011(a). This section shall not be used as a basis to delay an evaluation if the school suspects that the student (1) has a disability and (2) is in need of special education and related services.\

Local Procedure: Child Find – Referral and Screening Process

Purpose:

The purpose of this local procedure is to ensure that Richard Milburn Academy (RMA), as a dropout recovery public charter school, identifies, locates, and evaluates all students with suspected disabilities in a timely and consistent manner. This includes highly mobile, migrant, and McKinney-Vento–eligible students, in accordance with IDEA, TEC §29.003, and 19 TAC §89.1011.

Procedure:

Child Find at RMA is an ongoing effort coordinated by the **Special Education Instructional Coordinator**, in collaboration with the **Special Education Registrar** and the **Director of**

Special Populations. Any staff member, parent, or outside agency may initiate a referral when a student is suspected of having a disability.

Referrals are submitted electronically using the district's Microsoft Form, available on the RMA website: [RMA Child Find Referral Form](#).

Upon receipt, the **Special Education Instructional Coordinator** reviews the referral within five (5) school days and verifies that appropriate interventions and supports have been attempted prior to referral, as required by 19 TAC §89.1011(a).

If the referral is determined to warrant further action, the coordinator contacts the parent to explain the evaluation process and obtain written consent. Within fifteen (15) school days of receiving the referral, RMA must either:

1. Provide **Prior Written Notice (PWN)** and obtain consent for an evaluation, or
2. Provide **PWN of refusal** with a copy of the procedural safeguards, explaining the reasons for refusal.

The **Special Education Registrar** logs all referrals and consent dates, ensuring that evaluation timelines are tracked accurately. Once parental consent is received, the evaluation must be completed within forty-five (45) school days, excluding any allowable absences, and the ARD committee must convene within thirty (30) calendar days of the evaluation's completion.

Special attention is given to students identified as homeless, migrant, or enrolled through dropout recovery programs. The Registrar coordinates with the **McKinney-Vento and Migrant Liaisons** to ensure that student records are secured promptly and that evaluations are not delayed due to mobility factors.

Monitoring:

The **Director of Special Populations** monitors compliance through quarterly audits of referral logs, PWN documentation, and evaluation timelines. Data are reviewed to ensure that all referrals meet the federal and state requirements under TEA Child Find & Evaluation Guidance.

1. Parent Request

If a parent submits a written request to the a district administration or RMA administrative employee for a full individual and initial evaluation of a student, the RMA must, not later than the 15th school day after the date it receives the request: (1) provide the parent with prior written notice of its proposal to conduct an evaluation consistent with 34 CFR § 300.503; a copy of the procedural safeguards notice required by 34 CFR § 300.504; and an opportunity to give written consent for the evaluation; or (2) provide the parent with prior written notice of its refusal to conduct an evaluation consistent with 34 CFR § 300.503, and a copy of the procedural safeguards notice required by 34 CFR § 300.504. 19 TAC § 89.1011(b).

2. Initial Evaluation Timelines

Except as otherwise provided in this section, a written report of a full individual and initial evaluation of a student must be completed as follows: (1) not later than the 45th school day following the date on which the RMA receives written consent for the evaluation from the student's parent, except that if a student has been absent from school during that period on three or more school days, that period must be extended by a number of school days equal to the number of school days during that period on which the student has been absent; or (2) for students under five years of age by September 1 of the school year and not enrolled in public school and for students enrolled in a private or homeschool setting, not later than the 45th school day following the date on which the RMA receives written consent for the evaluation from the student's parent. 19 TAC § 89.1011(c).

3. Timeline for Initial ARD Meeting

The admission, review, and dismissal (ARD) committee must make its decisions regarding a student's initial eligibility determination and, if appropriate, individualized education program (IEP) and placement within 30 calendar days from the date of the completion of the written full individual and initial evaluation report. If the 30th day falls during the summer and school is not in session, the student's ARD committee has until the first day of classes in the fall to finalize decisions concerning the student's initial eligibility determination, IEP, and placement, unless the full individual and initial evaluation indicates that the student will need extended school year services during that summer. 19 TAC § 89.1011(d).

4. Special Considerations for Initial Evaluation Timeline

Notwithstanding the timelines in subsections (c) and (d) of this section, if the RMA received the written consent for the evaluation from the student's parent at least 35 but less than 45 school days before the last instructional day of the school year, the written report of a full individual and initial evaluation of a student must be provided to the student's parent not later than June 30 of that year. The student's ARD committee must meet not later than the 15th school day of the following school year to consider the evaluation. If, however, the student was absent from school three or more days between the time that the RMA received written consent and the last instructional day of the school year, the timeline in subsection (c)(1) of this section applies to the date the written report of the full individual and initial evaluation is required. If an initial evaluation completed not later than June 30 indicates that the student will need extended school year services during that summer, the ARD committee must meet as expeditiously as possible. 19 TAC § 89.1011(e). *School day* does not include a day that falls after the last instructional day of the spring school term and before the first instructional day of the subsequent fall school term. 19 TAC § 89.1011(g).

5. Procedures for Completing Initial Evaluation When Student Transfers

If a student was in the process of being evaluated for special education eligibility by a school district or open-enrollment charter school and enrolls in another school district or open-enrollment charter school before the previous school completed the full individual and initial evaluation, the new school must coordinate with the previous school as necessary and as expeditiously as possible to ensure a prompt completion of the evaluation in accordance with 34 CFR § 300.301(d)(2) and

(e) and § 300.304(c)(5). The timelines do not apply in such a situation if: (1) the new school is making sufficient progress to ensure a prompt completion of the evaluation; and (2) the parent and the new school agree to a specific time when the evaluation will be completed. 19 TAC § 89.1011(f).

6. Students with Dyslexia and Related Disorders

Local Procedure: Parent Communication / Dyslexia Notice

Purpose:

The purpose of this local procedure is to ensure that Richard Milburn Academy (RMA) provides timely and effective communication to parents and guardians regarding the identification of dyslexia and related disorders, and that such communication occurs in the parent's preferred language whenever possible. This procedure supports compliance with 19 TAC §74.28(f) and ensures transparency in sharing evaluation results, program options, and available supports.

Procedure:

When a student is identified as having dyslexia or a related disorder, the **Special Education Instructional Coordinator** provides parents with written notice of the evaluation results, a summary of the instructional plan, and information about eligibility for services under either IDEA or Section 504.

All parent notices, including those related to dyslexia identification or special education evaluations, must be provided in English and, when feasible, in the parent's preferred language. When interpretation is required, staff must use approved translation services (such as Language Line) to ensure accurate communication.

Parents are informed of their rights to request additional evaluations, instructional accommodations, or services through the ARD or Section 504 process. The **Special Education Registrar** maintains documentation of all communications, signed notices, and language translation supports.

The **Director of Special Populations** ensures that dyslexia-related communications are consistent with the TEA Dyslexia Handbook, 2024 Update. A copy of the handbook and parent guidance materials is made available on the district website and upon request in printed form.

Monitoring:

The **Special Education Registrar** maintains records of all dyslexia notifications and translation documentation. The **Director of Special Populations** reviews parent communication logs each semester to verify that families receive timely and accessible information regarding evaluations and services. Any updates to procedures are made in alignment with TEA's most recent Dyslexia Handbook.

RMA shall identify, locate, and evaluate students with suspected dyslexia in accordance with the procedures adopted in [*The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*](#), 2024Update.

B. Policies should we link to board policy

RMA has adopted applicable policies to implement its Child Find duties. RMA incorporates by reference the following policies:

1. *Child Find Duty*
2. *Dyslexia Services*
3. *Referral for Possible Special Education Services*
4. *Ages 0-5*
5. *Children Who Transfer*
6. *Instructional Arrangements and Settings*
7. *Parent Directed Special Education Services (PDES)*

These policies identify staff responsible, applicable timelines, and evidence of practice. RMA shall maintain sufficient records regarding Child Find activities. In the event a student receives intervention services, the school shall maintain records regarding implementation of the intervention services. A decision regarding evaluation for special education should be made in a timely manner following the provision of intervention services to a student.

Students who are evaluated and determined by an ARD committee to not be eligible for special education under the IDEA shall be considered for Section 504 eligibility.

C. Resources

RMA incorporates by reference the following resources regarding Child Find to assist it with complying with federal, state, and local obligations to identify, locate, and evaluate students with suspected disabilities who are in need of special education.

- [Technical Assistance: Child Find & Evaluation](#)
- [Section 504](#)
- [Response to Intervention \(TEA\)](#)

II. EVALUATION

Local Procedure: Evaluation – FIE, REED, and Transfer Students

Purpose:

The purpose of this local procedure is to ensure that Richard Milburn Academy (RMA) conducts all evaluations—including Full and Individual Evaluations (FIE), Review of Existing Evaluation Data (REED), and evaluations for transfer students—in a timely, compliant, and student-centered manner. RMA follows the requirements of IDEA, 34 CFR §§ 300.301–300.306, 19 TAC § 89.1011, and district policy to guarantee accurate eligibility determinations and equitable access to services.

Procedure:

Upon receipt of parental consent, the **Special Education Instructional Coordinator** assigns qualified evaluators and ensures that the evaluation process begins immediately. The **Special Education Registrar** enters the consent date into the district’s evaluation tracking log and verifies the forty-five (45)-school-day completion deadline, excluding allowable absences under 19 TAC § 89.1011(c).

1. Initial Evaluations (FIE):

The assigned evaluator conducts assessments in all areas of suspected disability and completes the FIE report within the required timeline. The **Instructional Coordinator** ensures that the ARD Committee convenes within thirty (30) calendar days after the report’s completion to review results and determine eligibility.

2. Review of Existing Evaluation Data (REED):

REEDs are conducted when considering reevaluation, continued eligibility, or dismissal from special education. The ARD Committee reviews current data, progress toward goals, and teacher/parent input to decide whether additional assessments are needed.

- If additional data are required, RMA provides **Prior Written Notice (PWN)** and requests consent for new testing.
- If no additional data are needed, RMA provides a **PWN of refusal** and completes the reevaluation based on existing information.

Authority: 34 CFR § 300.305; § 300.503(a).

3. Transfer Students (In-State):

When a student with a current IEP transfers from another Texas LEA, RMA immediately provides **comparable services** while verifying records. Within twenty (20) school days of enrollment, the ARD Committee must either adopt the existing IEP or develop and implement a new one.

Authority: 34 CFR § 300.323(e); 19 TAC § 89.1055(s).

4. Transfer Students (Out-of-State):

For students transferring from another state, RMA provides comparable services and conducts a full evaluation, if necessary, to establish eligibility under IDEA. The new IEP is developed within the timelines set forth in 19 TAC § 89.1011.

Authority: 34 CFR § 300.323(f); 19 TAC § 89.1055(s).

5. Independent Educational Evaluation (IEE):

When parents request an IEE, RMA responds within ten (10) school days by either agreeing to fund the IEE or filing for due process to defend the appropriateness of the

district's evaluation.

Authority: 34 CFR § 300.502.

6. Documentation and Communication:

The **Instructional Coordinator** ensures that all communication with parents includes **PWN** for any proposed or refused actions. The **Registrar** maintains copies of PWN, consent forms, and evaluation reports in the student's digital file.

Monitoring:

The **Director of Special Populations** reviews the evaluation log each quarter to confirm adherence to timelines, accuracy of documentation, and issuance of PWN. Annual audits verify compliance with TEA Evaluation Guidance.

A. Legal Requirements

1. Full and Individual Evaluation

RMA shall ensure that upon completion of the administration of such tests and other evaluation materials administered according to the evaluation procedures of the IDEA, and preparation of the written report, the ARD committee determines if the student is a student with a disability under state and federal standards.

RMA shall conduct a full and individual initial evaluation (FIE) prior to providing special education and related services to any student. All students must be evaluated in accordance with the IDEA and Texas Education Code (TEC).

RMA shall have in place procedures to ensure that testing and evaluation materials and procedures utilized for the purposes of evaluation and placement of students with disabilities are selected and administered so as to not be racially, culturally, or gender discriminatory. Assessment and procedures shall be provided and administered in the student's native language or most proficient mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so. 34 CFR § 300.301; TEC § 29.310.

All implementing assessment procedures must differentiate between language proficiency and handicapping condition. Additionally, placement procedures must ensure that placement in a bilingual education or English as a second language program is not refused solely because the student has a disability. 19 TAC § 89.1230.

No single procedure shall be the sole criterion for determining whether a student is a student with a disability or for determining an appropriate education program for a student with a disability. The evaluation must be sufficiently comprehensive to identify all of the student's special education and related services' needs. Each student must be evaluated in all suspected areas of disability. 34 CFR §§ 300.301, 300.304; TEC § 29.310

All assessments must be administered in accordance with the instructions provided and by a trained and knowledgeable person. 34 CFR §§ 300.301, 300.304.

2. Special Learning Disability Evaluation

The Texas Education Agency (TEA) cannot require RMA to use the severe discrepancy between intellectual ability and achievement for determining whether a student has a specific learning disability. TEA must permit the use of a process based on the child's response to scientific, research-based intervention; and may permit the use of other alternative research-based procedures for determining whether a student has a specific learning disability. 34 CFR § 300.307

The evaluation process for specific learning disability includes an observation of the child in the learning environment, including the regular classroom setting, to document academic performance and behavior in the areas of difficulty. 34 CFR § 300.310(a).

3. Functional Behavior Assessment

A formal functional behavior assessment (FBA) may be necessary for a student whose behavior impedes their education. Prior to completing a formal FBA, RMA shall get consent from the parent. 34 CFR § 300.9.

If an ARD committee determines a change of placement is necessary due to the student's behavior, it must conduct an FBA and implement a behavior intervention plan (BIP). If an FBA was already completed, the ARD committee must review and update the BIP. 34 CFR § 300.350(f).

4. Review of Existing Evaluation Data (REED)

A Review of Existing Evaluation Data (REED) is required as part of an initial evaluation, if appropriate, and as part of any reevaluation. The REED must be conducted by the ARD committee members and other qualified professionals, as appropriate. The ARD committee members may conduct the review without a meeting.

The REED must include a review of the following:

1. Evaluations and information provided by the parents of the student;
2. Current classroom-based, local, or State assessments, and classroom-based observations; and
3. Observations by teachers and related services providers.

On the basis of that review, and input from the student's parents, the ARD committee members must identify what additional data, if any, are needed to determine:

1. Whether the student is a student with a disability, and the educational needs of the student, or, in case of a reevaluation of a student, whether the student continues to have such a disability and the educational needs of the student;
2. Whether the student needs special education and related services, or in the case of a reevaluation of a student, whether the student continues to need special education and related services;

3. The present levels of academic achievement and related developmental needs of the student; and
4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general education curriculum.

RMA shall administer any assessments or other evaluation measures needed to produce the data identified by the REED in accordance with applicable procedural requirements regarding notice and consent.

If additional data is not needed, the ARD committee must notify the parent of the determination decision and provide information about the parent's right to request additional assessments to determine student needs and eligibility. 34 CFR § 300.305.

RMA shall conduct a reevaluation of the student if the school determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation or if the child's parent or teacher requests a reevaluation. A reevaluation may not occur more than once per year, unless agreed to by the school and the parent. A reevaluation must occur at least every three years, unless the school and parent agree the evaluation is unnecessary. 34 CFR § 300.303.

5. Change in Eligibility

RMA shall evaluate a student with a disability before determining a student is no longer eligible for special education and related services.

An evaluation is not required if a student is no longer eligible due to graduation or exceeding the age eligibility in Texas. RMA shall create a summary of performance and include recommendations on how to assist the student in meeting postsecondary goals. 34 CFR § 300.305(e).

6. Consideration of Services Provided in Regular Education Setting

To ensure that underachievement in the student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group of qualified professionals, as part of a full and individual evaluation, must consider:

1. Data that demonstrate that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
2. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of progress during instruction, which was provided to the student's parents.

34 CFR § 300.309(b).

7. Coordination of Evaluations with Prior and Subsequent Schools

The school shall ensure that evaluations of students who transfer from one LEA to another in the same academic year are coordinated with the student's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of evaluations. 20 USC § 1414(b)(3)(D).

8. Psychological Tests

On request of a child's parent, before obtaining the parent's consent for the administration of any psychological examination or test to the child as part of the evaluation of the child's need for special education, RMA shall provide to the child's parent:

1. The name and type of the examination or test; and
2. An explanation of how the examination or test will be used to develop an appropriate IEP for the child.

If RMA determines that an additional examination or test is required for the evaluation of a child's need for special education, RMA shall provide the information above to the parent regarding the additional examination or test and shall obtain additional consent for the examination of test. TEC § 29.0041(a), (b).

If RMA determines that an additional examination or test is required for the evaluation, RMA shall provide the information required by TEC § 29.0041(a) and shall obtain parental consent. If a parent does not give consent within 20 calendar days after the school provides the information, the parent's consent is considered denied.

The time required for RMA to provide information and seek consent may not be counted toward the timeframe for completion of an evaluation. TEC § 29.0041.

9. Independent Educational Evaluations

The parent of a student with a disability has the right to obtain an independent educational evaluation (IEE) of the parent's child if the parent disagrees with the evaluation of the student that was obtained by the open-enrollment charter school. IEE means an evaluation conducted by a qualified examiner who is not employed by the school responsible for the education of a student.

If the parent requests an IEE, RMA must provide the parent with information about where the parent may obtain an independent educational evaluation and about the open-enrollment charter school's criteria that apply to IEE.

i. IEE at Public Expense

Public expense means that the open-enrollment charter school either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent, consistent with the provisions of Part B of IDEA, which allow each State to use whatever State, local, Federal,

and private sources of support are available in the State to meet the requirements of Part B of IDEA.

The parent has the right to request an IEE of the parent's child at public expense if the parent disagrees with an evaluation of the student completed by RMA.

ii. Conditions

If the parent requests an IEE, RMA must respond to the parent by either:

1. Without unnecessary delay, file a due process complaint to request a hearing to show that its evaluation of the student is appropriate; or
2. Provide an IEE at public expense, unless the open-enrollment charter school demonstrates in a due process hearing that the evaluation of the student that the parent obtained did not meet the open-enrollment charter school's criteria.

If RMA requests a hearing and the final decision is that the open-enrollment charter school's evaluation of the student is appropriate, the parent still has the right to an IEE, but not at public expense.

iii. Criteria and Procedure

If the parent requests an IEE of the student, RMA may ask why the parent objects to the evaluation of the student obtained by RMA; however, RMA may not require an explanation and may not unreasonably delay either providing the IEE of the student at public expense or filing a due process complaint to request a due process hearing to defend RMA's evaluation of the student.

The parent is entitled to only one IEE of the student at public expense each time the open-enrollment charter school conducts an evaluation of the student with which the parent disagrees. 34 CFR § 300.502.

The criteria under which the independent evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the public agency uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational evaluation.

The evaluator conducting an IEE of a child with a disability at public expense must be located within a 100-mile radius of RMA. This will allow the evaluator access to RMA for observation of the student and access to the student's cumulative and special education eligibility folders.

Parents are free to select whomever they choose to perform the IEE, so long as the examiner meets RMA in conjunction with the RMA criteria RMA. will pay a fee for an IEE that allows a parent to choose from among qualified professionals in the area.

Parents will be offered the opportunity to demonstrate to their child's ARD committee that unique circumstances exist which justify an IEE that does not meet RMA in conjunction with the RMA criteria.

When evaluators have a sliding scale fee based on parent income, RMA will pay the amount charged to the parent if the evaluator meets RMA criteria or RMA has approved the IEE that does not meet RMA criteria.

In the event a parent pursues an IEE independently or pursues an IEE provider that is not on RMA independent evaluator list, RMA will determine if the evaluator meets RMA criteria prior to authorizing payment or reimbursement. If payment will be authorized, an original billing form and an original written report with original signature must be submitted to RMA prior to payment.

RMA will deny payment for an IEE conducted by an evaluator who does not meet RMA criteria. RMA will deny payment for an IEE that does not meet Texas Education Agency criteria for the specific disability identified.

If a hearing officer requests an IEE as part of a hearing on a due process complaint, the cost of the evaluation must be at public expense.

Travel costs for evaluators will not exceed RMA rates for travel as established by state guidelines.

A contract for an IEE between an evaluator and RMA will not exceed one year. All terms will become void after the expiration date of one year.

The evaluator conducting the IEE must meet RMA criteria and possess comparable credentials to the examiner that conducted the evaluation that is in dispute.

Evaluators must possess current licensure/certification to conduct the evaluation and must provide copies of his or her license or certification with the evaluation, if not previously provided.

Evaluators must comply with all requirements specified in state and federal law, including those outlined in the professional board responsible for providing the license or certification.

Evaluators must meet the examiner qualifications for the tests administered as outlined by the test producer.

The evaluator will have access to the student's cumulative folder and special education folders in gathering information about the student.

The evaluator will have the ability to interview teachers and observe the student in the educational setting.

Prior to conducting the assessment, the evaluator agrees to submit to a national criminal history review and to provide any and all information necessary to secure the national criminal history

review, including fingerprints and photographs, or other information required by TEC § 22.0834 concerning Contractor or Contractor's Subcontractors.

The evaluator agrees to conduct a thorough evaluation in the area(s) performed by RMA with which the parent disagrees.

Copies of protocols must be provided to RMA.

Except for the criteria described above, an open-enrollment charter school may not impose conditions or timelines related to obtaining an IEE at public expense. 34 CFR § 300.502(e).

iv. Results of IEE

The report must comply with all federal and state requirements, including addressing the presence or absence of a disability condition as defined under the IDEA and the TEC.

The evaluation must be provided to RMA upon completion.

If the parent obtains an IEE at public expense or shares with the charter an evaluation obtained at private expense, the results of the evaluation must be considered in any decision made with respect to the provision of a free appropriate public education to the child, so long as the criteria listed above are met. The results of such evaluation may also be presented by any party as evidence at a hearing on a due process complaint regarding the child.

B. Policies

RMA in conjunction with the RMA has adopted policies to implement its evaluation duties. RMA in conjunction with incorporates by reference the following policies:

1. *Review of Existing Evaluation Data*
2. *Evaluation Procedures*
3. *Disabilities*
4. *Disabilities – Autism*
5. *Disabilities – Deaf Blindness*
6. *Disabilities – Deaf or Hard of Hearing*
7. *Disabilities – Emotional Disability*
8. *Disabilities – Intellectual Disability*
9. *Disabilities – Multiple Disabilities*
10. *Disabilities – Noncategorical Early Childhood*
11. *Disabilities – Orthopedic Impairment*
12. *Disabilities – Specific Learning Disability*
13. *Disabilities – Speech or Language Impairment*
14. *Disabilities – Traumatic Brain Injury*
15. *Disabilities – Visual Impairment*
16. *Independent Educational Evaluation*

These policies identify staff responsible, applicable timelines, and evidence of practice. RMA in conjunction with the RMA shall maintain sufficient records regarding evaluation activities.

C. Resources

RMA incorporates by reference the following resources regarding evaluation procedures and disability eligibilities to assist it with complying with federal, state, and local requirements for evaluations.

- [TEA Guidance on Review of Existing Evaluation Data](#)
- [Texas Autism Resource Guide for Effective Teaching \(TARGET\)](#)
- [Texas Deafblind Project \(TSBVI\)](#)
- [§89.1040 Eligibility Criteria Frequently Asked Questions \(TEA\)](#)
- [Response to Intervention \(TEA\)](#)
- [The Texas Center for Learning Disabilities](#)
- [Traumatic Brain Injury \(TEA\)](#)
- [Texas School for the Blind and Visually Impaired \(TSBVI\)](#)
- [2015 Educating Students with Visual Impairments in Texas: Guidelines and Standards \(TSBVI\)](#)
- [The Dyslexia Handbook, 2024 Update \(TEA\)](#)

III. FREE APPROPRIATE PUBLIC EDUCATION

Local Procedure: FAPE / ARD / IEP Development

Purpose:

The purpose of this local procedure is to ensure that Richard Milburn Academy (RMA) provides a Free Appropriate Public Education (FAPE) to all students with disabilities through the development, review, and implementation of individualized education programs (IEPs) that meet all federal and state requirements. This includes compliance with timelines for annual reviews, implementation of comparable services for transfer students, and provision of Prior Written Notice (PWN) for any proposed or refused action related to identification, evaluation, or placement.

Procedure:

The **Special Education Instructional Coordinator** oversees the ARD/IEP process at each campus and ensures that meetings are held, notices are sent, and services are implemented in accordance with IDEA and state rules.

1. Annual and Interim ARD Meetings:

ARD Committees are convened at least annually and as needed to review progress, revise goals, and adjust services. The **Special Education Case Manager** maintains the ARD schedule and ensures that all meetings occur within one calendar year of the prior ARD date. The **Instructional Coordinator** collaborates with general education teachers, related service providers, and parents to prepare and distribute required documentation.

Authority: 34 CFR §300.324(b)(1)(i).

2. Prior Written Notice (PWN):

Prior to implementing or refusing any change to identification, evaluation, educational placement, or the provision of FAPE, the **Instructional Coordinator** issues PWN to the parent. The notice includes a clear explanation of the action proposed or refused, reasons for the decision, evaluation data used, and a copy of the procedural safeguards.

Authority: 34 CFR §300.503(a).

3. Transfer Students:

When a student transfers from another district within Texas, the **Instructional Coordinator** ensures that the student immediately receives **comparable services** as identified in the previous IEP. Within twenty (20) school days, the ARD Committee meets to adopt or revise the IEP to meet the student's current needs. For out-of-state transfers, comparable services are provided until a new FIE is completed and eligibility is determined under IDEA.

Authority: 34 CFR §300.323(e)–(f); 19 TAC §89.1055(s).

4. Documentation and Implementation:

The ARD Committee documents all deliberations, decisions, and parent input in the IEP. Once finalized, service providers receive a copy of relevant IEP sections and accommodations. The **Instructional Coordinator** ensures the IEP is implemented immediately following the meeting and that teachers are aware of their responsibilities.

Monitoring:

The **Instruction Coordinator** maintains ARD tracking logs and monitors completion of annual

reviews. The **Director of Special Populations** conducts periodic reviews of ARD documentation to verify that all meetings are timely, PWNs are issued appropriately, and IEPs are implemented as written. Compliance is reviewed annually against TEA ARD/IEP Guidance.

A. Legal Requirements

1. Free Appropriate Public Education

RMA shall make available to all students a free appropriate public education (FAPE). 20 USC § 1401(9), 1414(d); 34 § CFR 300.101. A FAPE means special education and related services that:

1. Are provided at public expense, under public supervision and direction, and without charge;
2. Meet the standards of TEA; and
3. Include preschool (if provided), elementary, or secondary school education; and
4. Are provided in conformity with the student's IEP.

34 CFR § 300.101. An IEP means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with the IDEA and its implementing regulations.

2. Admission, Review, and Dismissal Committee

RMA shall establish an ARD committee for each eligible student with a disability and for each student for whom an FIE is conducted. The ARD committee is the:

1. Group that determines whether the child is a child with a disability and the educational needs of the child;
2. IEP team defined in federal law and regulations that develops the IEP; and
3. Group that determines the educational placement of the child.

i. Membership: General

An ARD committee must include the following members:

1. the parents, as defined by 34 CFR 300.30, of the student;
2. not less than one general education teacher of the student (if the student is, or may be, participating in the general education environment) who must, to the extent practicable, be a teacher who is responsible for implementing a portion of the student's IEP;
3. not less than one special education teacher of the student, or where appropriate, not less than one special education provider of the student. This person must be appropriately certified or licensed as required by 34 CFR 300.156.
4. a representative of the Richard Milburn Academy who:
 - a. is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;

- b. is knowledgeable about the general education curriculum; and
 - c. is knowledgeable about the availability of resources of the <<School Name>>
- ;
- 5. an individual who can interpret the instructional implications of evaluation results;
- 6. at the discretion of the parent or the Richard Milburn Academy, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate;
- 7. whenever appropriate, the student with a disability;
- 8. to the extent appropriate, with the consent of the parents or a student who has reached the age of majority, a representative of any participating agency that is likely to be responsible for providing or paying for transition services;
- 9. a representative from career and technical education (“CTE”), preferably the teacher, when considering initial or continued placement of a student in CTE;
- 10. a professional staff member who is on the language proficiency assessment committee if the student is identified as emergent bilingual;
- 11. If the student is a student with a suspected or documented visual impairment, the ARD committee must include a teacher who is certified in the education of students with visual impairments;
- 12. If the student is a student who is suspected or documented to be deaf or hard of hearing, the ARD committee must include a teacher who is certified in the education of students who are deaf or hard of hearing;
- 13. If the student is a student with suspected or documented deaf-blindness, the ARD committee must include a teacher who is certified in the education of students with visual impairments and a teacher who is certified in the education of students who are deaf or hard of hearing;
- 14. If the student is a student who is suspected or identified with dyslexia, when determining initial or continued eligibility, the ARD committee must include a professional who meets the requirements of the Texas Education Code 29.0031(b) and 19 Texas Administrative Code 74.28 and The Dyslexia Handbook; and
- 15. Any other member required by state or federal law.

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34 CFR § 300.321; 19 TAC 89.1050. The special education teacher or special education provider that participates in the ARD committee meeting must be appropriately certified or licensed. The determination of the knowledge or special expertise of any individual must be made by the party (parents or charter school) who invited the individual to be a member of the ARD committee.

ii. Membership: Specific Eligibilities and Circumstances

If the student is a student with:

- 1. A suspected or documented visual impairment, the ARD committee must include a teacher who is certified in the education of students with visual impairments;
- 2. A suspected or documented auditory impairment, the ARD committee must include a teacher who is certified in the education of students with auditory impairments; or

3. Suspected or documented deaf-blindness, the ARD committee must include a teacher who is certified in the education of students with visual impairments and a teacher who is certified in the education of students with auditory impairments.

34 CFR § 300.321; 19 TAC § 89.1050. If the student was previously served under the Early Childhood Intervention (ECI) program, at the request of the parent, the ARD committee must include, by invitation to the initial ARD committee meeting, the ECI service coordinator or other representatives of the ECI system.

In the case of an ARD committee meeting convened to discuss the expulsion and discretionary placement in the Juvenile Justice Alternative Education Program (JJAEP) of a child with a disability in a county with a JJAEP, for an offense for which a school district may expel a child and discretionarily place the child in JJAEP, a local school district must invite the administrator of the JJAEP or the administrator's designee, including:

1. The school district must provide written notice of the meeting at least five school days before the meeting or a shorter time frame agreed to by the child's parents;
2. A copy of the child's current IEP must be provided to the JJAEP representative with the notice;
3. If the JJAEP representative is unable to attend the ARD committee meeting, the representative must be given the opportunity to participate in the meeting through alternative means, including conference telephone calls; and
4. The JJAEP representative may participate in the meeting to the extent that the meeting relates to the child's placement in the JJAEP and implementation of the child's current IEP in the JJAEP.

TEC § 37.007, 19 TAC § 89.1052.

iii. Adult Student

The ARD committee must include an adult student after a transfer of rights in accordance with 34 CFR § 300.520, 19 TAC § 89.1049, and TEC § 29.017. The adult student or the charter school may invite individuals who have knowledge or special expertise regarding the adult student, including the parent, to be a member of the ARD committee.

iv. Attendance and Excusal

An ARD committee member is not required to attend an ARD committee meeting, in whole or in part, if the parent and RMA agree in writing that the member's attendance is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting. 34 CFR § 300.321; 19 TAC § 89.1050.

When an ARD committee member's area of the curriculum or related services is being modified or discussed in the ARD committee meeting, the member may be excused from attending the meeting, in whole or in part, if the parent and charter school agree in writing to the excusal and

the member submits, in writing, to the parent and ARD committee input into the development of the IEP before the meeting. 34 CFR § 300.321; 19 TAC § 89.1050.

The excusal requirements do not apply to the parent, the child with a disability, an adult student following a transfer of rights, or a discretionary member.

3. Parent Participation

RMA shall provide to the parent a copy of the [*Parent's Guide to the Admission, Review and Dismissal Process*](#) (January 2025):

1. As soon as practicable after a referral for possible special education services, but at least five school days before the initial ARD committee meeting; and
2. At any other time on reasonable request of the child's parent.

TEC § 26.0081. RMA shall take steps to ensure that one or both of the parents are present at each ARD committee meeting or are afforded the opportunity to participate. 34 CFR § 300.322, 300.501; 19 TAC § 89.1050. RMA will notify the parents of the meeting early enough to ensure that they will have an opportunity to attend and schedule the meeting at a mutually agreed upon time and place.

RMA shall act to ensure that the parent understands the proceedings of the ARD committee meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

RMA shall allow parents who cannot attend an ARD committee meeting to participate in the meeting through other methods such as through telephone calls or video conferencing. 34 CFR § 300.328.

i. Notice of ARD Committee Meeting

RMA shall provide the parents with written notice of the ARD committee meeting that meets the requirements at least five (5) school days before the meeting unless the parents agree to a shorter time frame. 34 CFR § 300.322; 19 TAC § 89.1050. The notice must:

1. Indicate the purpose, time, and location of the meeting and who will be in attendance;
2. Inform the parents of their right to include other individuals on the ARD committee who have knowledge or special expertise about the child; and
3. Inform the parents of their right to request the participation of the Part C service coordinator or other representatives of the Part C system at the initial ARD committee meeting for a child previously served under Part C of the IDEA.

19 TAC § 89.1050. Beginning not later than the first IEP to be in effect when a student turns 16, or younger if determined appropriate by the ARD committee, the notice also must also indicate:

1. That a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child; and
2. That the charter school will invite the student; and
3. The identity of any other agency that will be invited to send a representative with the consent of the parents or adult student.

If the parent is unable to speak English, RMA will provide the parent with a written notice of an ARD committee meeting in the parent's native language, unless it is clearly not feasible to do so. If the parent's native language is not a written language, RMA will take steps to ensure that the notice is translated orally or by other means to the parent in the parent's native language or other mode of communication so that the parent understands the content of the notice. 19 TAC § 89.1050.

ii. Holding an ARD Committee Meeting without a Parent

RMA may conduct an ARD committee meeting without the parent in attendance if the charter school is unable to convince the parent to attend. 34 CFR § 300.322. The charter school will keep a record of its attempts to arrange a meeting at a mutually agreed on time and place such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to the parent and any responses received; and/or
3. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

34 CFR § 300.322.

iii. Parent Copy of IEP

RMA shall give the parent a copy of the child's IEP at no cost. If the child's parent is unable to speak English, the charter school will:

1. Provide the parent with a written copy or audio recording of the child's IEP translated into Spanish if Spanish is the parent's native language; or
2. Make a good faith effort to provide the parent with a written copy or audio recording of the child's IEP translated into the parent's native language if the parent's native language is a language other than Spanish.

19 TAC § 89.1050. A written copy of the student's IEP translated into Spanish or the parent's native language means that all of the text in the IEP in English is accurately translated into the target language in written form. The IEP translated into the target language must be a comparable rendition of the IEP in English and not a partial translation or summary of the IEP in English.

An audio recording of the student's IEP translated into Spanish or the parent's native language means that all of the content in the child's IEP in English is orally translated into the target language and recorded with an audio device. RMA may provide the parent with an audio recording of an ARD committee meeting at which the parent was assisted by an interpreter as long as the

audio recording provided to the parent contains an oral translation into the target language of all of the content in the child's IEP in English.

If a parent's native language is not a written language, RMA shall take steps to ensure that the student's IEP is translated orally or by other means to the parent in his or her native language or other mode of communication.

4. ARD Committee Meetings

At the beginning of each school year, RMA shall have in effect, for each child with a disability, an IEP. RMA shall provide prior written notice in accordance with 34 CFR § 300.503 and 19 TAC § 89.1050.

i. Initial Meeting

The ARD committee must make its decisions regarding the child's initial eligibility determination and, if appropriate, IEP and placement within 30 calendar days from the date of the completion of the written full individual and initial evaluation report unless one of the following situations applies:

1. If the 30th day falls during the summer and school is not in session, the ARD committee has until the first day of classes in the fall to finalize its decisions, unless the initial evaluation indicates that the child will need extended school year services during that summer; or
2. If RMA received the written consent for the evaluation from the parent at least 35 but fewer than 45 school days before the last instructional day of the school year and the child was not absent from school three or more days between the time that the LEA received written consent and the last instructional day of the school year, the ARD committee must meet not later than the 15th school day of the following school year, unless the initial evaluation indicates that the child will need extended school year services during that summer.

19 TAC § 89.1011. When one of the above situations applies and the initial evaluation indicates that the child will need extended school year services during the summer, the ARD committee must meet as expeditiously as possible.

For purposes of determining the timeline for an initial ARD committee meeting, school day does not include a day that falls after the last instructional day of the spring school term and before the first instructional day of the subsequent fall school term.

ii. Developing the IEP

RMA shall ensure that all members of the ARD committee have the opportunity to participate in a collaborative manner in developing the IEP. 19 TAC § 89.1050. In developing each student's IEP, the ARD committee must consider the following (1) the strengths of the child; (2) the concerns of the parents for enhancing the education of their child; (3) the results of the initial or

most recent evaluation of the child; and (4) the academic, developmental, and functional needs of the child. 34 CFR § 300.324. The ARD committee must also:

1. In the case of a student whose behavior impedes the student's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
2. In the case of an emergent bilingual student, consider the language needs of the child as those needs relate to the child's IEP;
3. In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the ARD committee determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;
4. Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
5. Consider whether the child needs assistive technology devices and services.

34 CFR § 300.324. The ARD committee may agree to an annual IEP or an IEP of shorter duration. As soon as possible following development of the IEP, RMA shall ensure that special education and related services are made available to the child in accordance with the child's IEP.

iii. Review and Revision of the IEP

The student's ARD committee will review the IEP periodically, but at least annually, to determine whether the annual goals are being achieved. 34 CFR § 300.324. The ARD committee must revise the IEP as appropriate to address:

1. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate;
2. The results of any reevaluation;
3. Information about the child provided to, or by the parent, in the REED;
4. The child's anticipated needs; or
5. Other matters.

To the extent possible, RMA must encourage the consolidation of reevaluation meetings for the child and other ARD committee meetings for the child.

iv. Recessing and Reconvening a Meeting

A decision of the ARD committee concerning required elements of the IEP must be made by mutual agreement wherever possible. 19 TAC § 89.1050. When mutual agreement about all required elements of the IEP is not achieved, RMA shall offer the parent who disagrees a single opportunity to recess and reconvene the ARD committee meeting.

The period of time for reconvening the ARD committee meeting must not exceed 10 school days, unless the parties mutually agree otherwise. The ARD committee must schedule the reconvened meeting at a mutually agreed upon time and place.

The opportunity to recess and reconvene is not required when the child's presence on the campus presents a danger of physical harm to the child or others or when the child has committed an expellable offense or an offense that may lead to a placement in a disciplinary alternative education program.

During the recess, the ARD committee members must (1) consider alternatives; (2) gather additional data; (3) prepare further documentation; and/or (4) obtain additional resource persons who may assist in enabling the ARD committee to reach mutual agreement.

When an ARD committee agrees to recess and reconvene due to a lack of mutual agreement, the parent and charter school may request an independent facilitator from the TEA by completing and submitting the required form within five days of the ARD committee meeting that ended in disagreement. The form is available in English and Spanish at <https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/individualized-education-program-facilitation>.

If a recess is implemented and the ARD committee still cannot reach mutual agreement, **RMA** shall implement the IEP that it has determined to be appropriate for the child.

The ARD committee may recess an ARD committee meeting for reasons other than the failure to reach mutual agreement about all required elements of an IEP.

v. Mutual Agreement

The IEP must include: (1) the date of the meeting; (2) the name, position, and signature of each ARD committee member participating in the meeting; and (3) an indication of whether the child's parents, the adult student, if applicable, and the administrator agreed or disagreed with the decisions of the ARD committee. 19 TAC § 89.1055.

When mutual agreement is not reached, the ARD committee must include a written statement of the basis for the disagreement in the IEP, and each member, including the parent, who disagrees with the IEP developed by the ARD committee is entitled to include a statement of disagreement in the IEP. TEC 29.005(c); 19 TAC § 89.1050(g).

vi. Parent Request for an ARD Committee Meeting

Upon receipt of a written request for an ARD committee meeting from a parent, RMA shall schedule and convene a meeting in accordance with the applicable notice requirements or within

five school days, provide the parent with written notice explaining why the charter school refuses to convene a meeting. 19 TAC § 89.1050.

vii. Amendment without a Meeting

After the annual ARD meeting, changes to the IEP may be made either by the entire ARD committee or by amending the IEP rather than by redrafting the entire IEP. 34 CFR § 300.324. Eligibility determinations, changes of placement, and manifestation determination reviews will not be conducted through the amendment without a meeting process. 34 CFR §§ 300.116, 300.306, 300.530.

To amend the IEP without an ARD committee meeting the parent and the charter school must agree not to convene an ARD committee meeting for the purpose of making changes to the IEP and **must** develop a written document to amend or modify the child's current IEP. 34 CFR § 300.324.

If changes are made to the student's IEP by agreement without an ARD committee meeting, RMA ensure that the student's ARD committee is informed of those changes. Upon request, the parent must be provided with a revised copy of the IEP with the amendments incorporated. 34 CFR § 300.324.

5. *Determination of Eligibility*

Upon completion of the FIE, the ARD committee must determine whether the child has a disability; and by reason of the disability, the child needs special education and related services.

If it is determined, through an appropriate FIE, that the child has one of the disabilities but only needs a related service and not special education, the child is not a child with a disability under the IDEA.

i. Analysis of Determinant Factors

A child must not be determined by the ARD committee to be a child with a disability if the determinant factor for such determination is:

1. Lack of appropriate instruction in reading, including in the essential components of reading instruction as defined in the Elementary and Secondary Education Act which means explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills, and reading comprehension strategies;
2. Lack of appropriate instruction in math; or
3. Limited English proficiency/status as an emergent bilingual student.

20 USC § 1021; 34 CFR § 300.306.

ii. Documentation

The local educational agency must provide a copy of the evaluation report and the documentation of determination of eligibility to the parent. 34 CFR § 300.306.

6. Transition Services

Local Procedure: Transition Services

Purpose:

The purpose of this local procedure is to ensure that Richard Milburn Academy (RMA) provides effective transition planning and services for students with disabilities beginning no later than age 14. Transition planning helps prepare students for postsecondary education, employment, and independent living, as required by the Texas Education Code §29.0111 and 19 TAC §89.1055(k).

Procedure:

Transition planning begins not later than the first IEP to be in effect when the student turns 14 years old and is reviewed annually thereafter. The **Transition Specialist**, who serves as RMA's designated **Transition and Employment Services Designee (TESD)** in accordance with 19 TAC §89.1075(i), coordinates all transition activities, ensuring that the planning process is individualized and outcome-focused.

1. Transition Assessments:

The **Transition Specialist** conducts age-appropriate transition assessments to determine students' strengths, preferences, and interests. Assessment results are documented in the Present Levels of Academic Achievement and Functional Performance (PLAAFP) section of the IEP.

2. Postsecondary Goals and Services:

The ARD Committee develops measurable postsecondary goals in the areas of education/training, employment, and independent living, and identifies transition services needed to support those goals. These services are clearly defined in the IEP and aligned with the student's course of study.

3. Agency Collaboration:

With parental consent, the **Transition Specialist** invites outside agencies (such as Texas Workforce Commission, community colleges, or adult service providers) to participate in ARD meetings to facilitate a seamless transition from school to adult life.

4. Instructional Coordination:

The **Special Education Instructional Coordinator** ensures that transition activities are integrated into academic programming and that course selections reflect the student's postsecondary goals.

Monitoring:

The **Director of Special Populations** reviews transition components in IEPs during annual compliance audits to ensure that all students age 14 and older have transition plans with measurable goals and services. The **Transition Specialist** maintains documentation of transition assessments, agency contacts, and service delivery records.

Compliance is reviewed annually using TEA Secondary Transition Guidance.

Transition services means a coordinated set of activities for the child with a disability that:

1. Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including:
 - a. Post-secondary education;
 - b. Vocational education;
 - c. Integrated employment, including supported employment;
 - d. Continuing and adult education;
 - e. Adult services;
 - f. Independent living; or
 - g. Community participation;
2. Is based on the individual child's needs, considering the child's strengths, preferences, and interests; and includes:
 - a. Instruction;
 - b. Related services;
 - c. Community experiences;
 - d. The development of employment and other post-school adult living objectives; and
 - e. If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

34 CFR § 300.43. Transition services may be special education, if provided as specially-designed instruction, or a related service, if required to assist the child with a disability to benefit from special education.

If the child does not attend the ARD committee meeting where transition services are discussed, RMA must take other steps to ensure the child's preferences and interests are considered. 34 CFR § 300.321.

i. By the time the student turns 14

Not later than the first IEP to be in effect when the student turns 14 years of age, and at least annually thereafter, the ARD committee must consider and, if appropriate, address the following IEP:

1. appropriate student involvement in the student's transition to life outside the public school system;
2. appropriate involvement in the student's transition by the student's parents and other persons invited to participate by:
 - a. the student's parents; or
 - b. the LEA in which the student is enrolled;
3. appropriate postsecondary education options, including preparation for postsecondary-level coursework;
4. an appropriate functional vocational evaluation;
5. appropriate circumstances for facilitating a referral of a student or the student's parents to a governmental agency for services or public benefits, including a referral to a

governmental agency to place the student on a waiting list for public benefits available to the student such as a waiver program established under the Social Security Act (42 U.S.C. Section 1396n(c)), §1915(c); and

6. the use and availability of appropriate:
 - a. supplementary aids, services, curricula, and other opportunities to assist the student in developing decision-making skills; and
 - b. supports and services to foster the student's independence and self-determination, including a supported decision-making agreement under Texas Estates Code, Chapter 1357.

19 TAC 89.1055(k), (o).

In accordance with 34 CFR 300.320(b), beginning not later than the first IEP to be in effect when the student turns 14 years of age, or younger if determined appropriate by the ARD committee, and at least annually thereafter, the IEP must include:

1. appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
2. the transition services, including courses of study, needed to assist the student in reaching the postsecondary goals.

20 U.S.C. 1414(d)(1)(A)(i)(VIII), 1414(d)(6); 34 CFR 300.320(b); Education Code 29.011(a)(6), (8); 19 TAC 89.1055(l), (m), (o).

Beginning not later than the first IEP to be in effect when the student turns 18 years of age, and at least annually thereafter, the ARD committee must consider and, if appropriate, address the following issues in the student's IEP:

1. involvement in the student's transition and future by the student's parents and other persons, if the parent or other person:
 - a. is invited to participate by the student or the school district in which the student is enrolled; or
 - b. has the student's consent to participate pursuant to a supported decision-making agreement under Texas Estates Code, Chapter 1357; and
2. the availability of age-appropriate instructional environments, including community settings or environments that prepare the student for postsecondary education or training, competitive integrated employment, or independent living, in coordination with the student's transition goals and objectives.

ii. By the time the student turns 17

Not later than one year before the 18th birthday of the child with a disability, RMA must comply with the notification of transfer of rights provisions found in 34 CFR § 300.520, 19 TAC § 89.1049, and TEC § 29.017.

iii. By the time the student turns 18

For an adult student the ARD committee must consider and, if appropriate, address involvement in the student's transition and future by the adult student's parent and other persons, if the parent or other person:

1. Is invited to participate by the adult student or the charter school in which the adult student is enrolled; or
2. Has the adult student's consent to participate pursuant to a supported decision-making agreement.

TEC § 29.011; 19 TAC § 89.1055. When a child with a disability reaches age 18, RMA must comply with the notification of transfer of rights provisions found in 34 CFR § 300.520, 19 TAC § 89.1049, and TEC § 29.017.

iv. Other Transition Issues

When determining the courses of study, the ARD committee must consider the graduation framework.

RMA shall ensure that children with disabilities have access to CTE classes. 19 TAC § 75.1023. When determining placement in a CTE classroom, the ARD committee must consider the child's graduation plan, the content of the IEP, including the consideration of transition services, and classroom supports.

If a participating agency, other than RMA, fails to provide the transition services described in the IEP, the charter school must reconvene the ARD committee to identify alternative strategies to meet the transition objectives for the child set out in the IEP. 34 CFR § 300.324.

v. Transition and Employment Guide

RMA must post the Texas Transition and Employment Guide on the charter school's website. RMA must provide written information and, if necessary, assistance to the child or parent regarding how to access the electronic version of the guide at:

1. The first meeting of the child's ARD committee at which transition is discussed; and
2. The first ARD committee meeting at which transition is discussed that occurs after the date on which the guide is updated.

TEC § 29.0112. On request, a printed copy of the guide will be provided to the child or parent.

7. *Present Levels*

The ARD committee must provide a statement of the child's present levels of academic achievement and functional performance (PLAAFP). 34 CFR § 300.320. The statement of present levels must include how the child's disability affects the child's involvement and progress in the general education curriculum or how the disability affects the preschool child's participation in appropriate activities.

8. *Annual Goals*

The ARD committee must include in the child's IEP a statement of measurable annual academic and functional goals designed to: (1) meet the child's needs that result from the child's disability to enable the child to be involved in and to make progress in the general education curriculum; and (2) meet each of the child's other educational needs that result from the child's disability. 34 CFR § 300.320 For the child who takes an alternate state assessment aligned to alternate achievement standards, the ARD committee must include a description of benchmarks or short-term objectives in the IEP.

The ARD committee must include in the IEP a description of how the child's progress toward meeting the annual goals will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided. 34 CFR § 300.320.

9. Special Factors

Behavior

Local Procedure: Discipline / Restraint and Time-Out

Purpose:

The purpose of this local procedure is to ensure that Richard Milburn Academy (RMA) maintains a safe and supportive environment for students with disabilities by using positive behavior supports and implementing any necessary restraint or time-out procedures only in compliance with Texas Education Code §37.0023 and 19 TAC §89.1053. This procedure prohibits the use of prone or supine restraints and outlines staff responsibilities when restraint or time-out is utilized.

Procedure:

Behavioral interventions for students receiving special education services must prioritize positive strategies and de-escalation techniques. The use of restraint or time-out is permitted only when a student's behavior poses an imminent risk of physical harm to themselves or others and must cease as soon as the emergency ends.

1. Authorization and Training:

Only staff members who have completed approved training in crisis prevention and safe restraint techniques may implement restraint. Training is conducted annually and coordinated by the **Director of Special Populations** in collaboration with campus leadership.

2. Implementation:

Restraints must never be used as a form of punishment, coercion, or convenience. Prone and supine restraints are strictly prohibited under TEC §37.0023(a)(6). The **Special Education Instructional Coordinator** ensures that staff understand allowable methods and the limits of restraint and time-out practices.

3. Documentation and Notification:

Following any use of restraint or time-out:

- The staff member completes the district-approved incident report within **24 hours** of the occurrence.

- The parent or guardian is notified within **one (1) school day**.
 - The **Special Education Registrar** ensures that the report and parent notification are filed in the student's special education record.
4. **Review and Follow-Up:**
The **ARD Committee** reviews each incident to determine if additional behavioral supports or revisions to the student's Behavior Intervention Plan (BIP) are required. Repeated incidents trigger a review by the **Director of Special Populations**.

Monitoring:

The **Director of Special Populations** monitors all restraint and time-out documentation on a monthly basis and conducts quarterly reviews to verify compliance with TEC §37.0023(a)(12) and 19 TAC §89.1053(c). Trends are analyzed to identify campuses or classrooms requiring additional training or support. Compliance guidance is reviewed annually using TEA Behavior and Discipline Guidance.

i.

In the case of the child whose behavior impedes the child's learning or that of others, the ARD committee must consider the use of positive behavioral interventions and supports and other strategies to address that behavior. 34 CFR § 300.324.

If the ARD committee determines that a behavior improvement plan or a behavioral intervention plan (BIP) is appropriate for the child, the plan must be included as part of the child's IEP and provided to each teacher with responsibility for educating the child. TEC § 29.005; 19 TAC § 89.1055.

When considering time-out, as part of the child's IEP and/or BIP, the ARD committee must comply with provisions regarding restraint and time-out in 19 TAC § 89.1053 and TEC Ch. 37, address any necessary documentation or data collection, and use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use. 19 TAC § 89.1053.

ii. English Learners (ELs)

In the case of the child who is an emergent bilingual student, the ARD committee must consider the language needs of the child as such needs relate to the child's IEP. 34 CFR §§ 300.24, 300.324. The ARD committee in conjunction with the language proficiency assessment committee (LPAC) must implement assessment procedures that differentiate between language proficiency and disabling conditions. 19 TAC §§ 89.1226, 89.1230.

If the child is identified as an EL, the ARD committee must include a professional member of the LPAC to serve on the ARD committee. 19 TAC §§ 89.1050, 89.1203.

The decision for entry into a bilingual education or English as a second language program must be determined by the ARD committee in conjunction with the LPAC and must comply with the state and districtwide assessments provisions found herein. 19 TAC § 89.1226.

The ARD committee in conjunction with the LPAC must identify a child as an EL if the child's ability in English is so limited or the child's disabilities are so severe that the English language proficiency assessment cannot be administered. 19 TAC § 89.1226.

For ELs who are also eligible for special education services, the standardized process for EL program exit is followed. 19 TAC § 89.1226. However, annual meetings to review progress and make recommendations for program exit must be made in all instances by the ARD committee in conjunction with the LPAC.

For an EL with significant cognitive disabilities, the ARD committee in conjunction with the LPAC may determine that the state's English language proficiency assessment for exit is not appropriate because of the nature of the child's disabling condition. 19 TAC § 89.1226. In that case, the ARD committee in conjunction with the LPAC may recommend that the child take the state's alternate English language proficiency assessment and must determine an appropriate performance standard requirement for exit by language domain.

iii. Blind or Visually Impaired

In the case of the child who is blind or visually impaired, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the child's future needs for instruction in braille or the use of braille, the ARD committee must either: (1) provide for reading and writing instruction in braille and the use of braille; or (2) determine that instruction in braille or the use of braille is not appropriate. 34 CFR § 300.324.

Before placing the child with a visual impairment in a classroom setting, or within a reasonable period of time after placement, RMA must provide evaluation of the impairment; and instruction in an expanded core curriculum, which is required for the child to succeed in classroom settings and derive lasting, practical benefits from the education by the charter school, including instruction in:

1. Compensatory skills, such as braille and concept development, and other skills needed to access the rest of the curriculum;
2. Orientation and mobility;
3. Social interaction skills;
4. Career planning;
5. Assistive technology, including optical devices;
6. Independent living skills;
7. Recreation and leisure enjoyment;
8. Self-determination; and
9. Sensory efficiency.

TEC § 30.002. The ARD committee must develop an IEP that provides a detailed description of the arrangements made to provide the child with an evaluation of the impairment and instruction in the expanded core curriculum required for children with visual impairments. The IEP must also set forth the plans and arrangements made for contacts with and continuing services to the child beyond regular school hours to ensure the child receives the instruction required for children with

visual impairments. The IEP shall reflect that the child has been provided a detailed explanation of the various service resources available in the community and throughout the state.

In the development of the IEP for the child with a visual impairment, proficiency in reading and writing is a significant indicator of the child's satisfactory educational progress.

The IEP for a child with a visual impairment must include instruction in braille and the use of braille unless the child's ARD committee determines and documents that braille is not an appropriate literacy medium for the child. TEC § 30.002. The ARD committee's determination must be based on an evaluation of the child's appropriate literacy media and literacy skills and the child's current and future instructional needs.

Braille instruction may be used in combination with other special education services appropriate to the child's educational needs, and must be provided by a teacher certified to teach children with visual impairments. TEC § 30.002.

Each person assisting in the development of the child's IEP must receive information describing the benefits of braille instruction. RMA must provide each parent with the state-adopted form that contains written information about programs offered by state institutions. TEC § 30.004.

For a child with a visual impairment who is placed in the Texas School for the Blind and Visually Impaired, the LEA in which the child resides is responsible for assuring that a free appropriate public education is provided to the child and that all legally required meetings for the purpose of developing and reviewing the child's IEP are conducted. TEC § 30.021.

iv. Communication

The ARD committee must consider the communication needs of the child. 34 CFR § 300.324.

v. Deaf or Hard of Hearing

In the case of the child who is deaf or hard of hearing, the ARD committee must consider:

1. The child's language and communication needs;
2. The child's opportunities for direct communications with peers and professional personnel in the child's language and communication mode;
3. The child's academic level; and
4. The child's full range of needs, including opportunities for direct instruction in the child's language and communication mode.

34 CFR § 300.324. RMA shall ensure that the child who is deaf or hard of hearing has an education in which the child's unique communication mode is respected, used, and developed to an appropriate level of proficiency. TEC § 29.303.

RMA shall provide each parent with the state-adopted form that contains written information about programs offered by state institutions. TEC § 30.004.

vi. Assistive Technology

The ARD committee must consider whether the child needs assistive technology devices and services. 34 CFR § 300.324. The term assistive technology device (ATD) is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of the child with a disability. 34 CFR § 300.5. The term ATD does not include a medical device that is surgically implanted, or the replacement of such device.

The term assistive technology service means any service that directly assists the child with a disability in the selection, acquisition, or use of an ATD, and includes:

1. The evaluation of the needs of the child, including a functional evaluation of the child in the child's customary environment;
2. Purchasing, leasing, or otherwise providing for the acquisition of ATDs by the child;
3. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing ATDs;
4. Coordinating and using other therapies, interventions, or services with ATDs, such as those associated with existing education and rehabilitation plans and programs;
5. Training or technical assistance for the child or, where appropriate, the family of the child; and
6. Training or technical assistance for professionals, including individuals providing education and rehabilitation services, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the child.

34 CFR § 300.6.

vii. Autism

In the case of the child with autism, the strategies below must be considered by the ARD committee, based on peer-reviewed, research-based educational programming practices to the extent practicable, and when needed, addressed in the IEP:

1. **Extended educational programming** (for example: extended day and/or extended school year services that consider the duration of programs/settings based on assessment of behavior, social skills, communication, academics, and self-help skills);
2. **Daily schedules** reflecting minimal unstructured time and active engagement in learning activities (for example: lunch, snack, and recess periods that provide flexibility within routines; adapt to individual skill levels; and assist with schedule changes, such as changes involving substitute teachers and pep rallies);
3. **In-home and community-based training** or viable alternatives that assist the child with acquisition of social/behavioral skills (for example: strategies that facilitate maintenance and generalization of such skills from home to school, school to home, home to community, and school to community);
4. **Positive behavior support strategies** based on relevant information (for example: antecedent manipulation, replacement behaviors, reinforcement strategies, and data-based

decisions; and a BIP developed from a functional behavioral assessment that uses current data related to target behaviors and addresses behavioral programming across home, school, and community-based settings);

5. Beginning at any age, consistent with requirements for transition services, **futures planning** for integrated living, work, community, and educational environments that considers skills necessary to function in current and post-secondary environments;
6. **Parent/family training and support**, provided by qualified personnel with experience in autism spectrum disorders that, for example: provides a family with skills necessary for the child to succeed in the home/community setting; includes information regarding resources; and facilitates parental carryover of in-home training;
7. **Suitable staff-to-child ratio** appropriate to identified activities and as needed to achieve social/behavioral progress based on the child's developmental and learning level (acquisition, fluency, maintenance, generalization) that encourages work towards individual independence as determined by, for example: adaptive behavior evaluation results; behavioral accommodation needs across settings; and transitions within the school day;
8. **Communication interventions**, including language forms and functions that enhance effective communication across settings (for example: augmentative, incidental, and naturalistic teaching);
9. **Social skills supports and strategies** based on social skills assessment/curriculum and provided across settings (for example: trained peer facilitators [e.g., circle of friends], video modeling, social stories, and role playing);
10. **Professional educator/staff support** (for example: training provided to personnel who work with the child to assure the correct implementation of techniques and strategies described in the IEP); and
11. **Teaching strategies** based on peer-reviewed, research-based practices for children with autism spectrum disorder (for example: those associated with discrete-trial training; visual supports, applied behavior analysis, structured learning, augmentative communication, or social skills training).

34 CFR § 300.320; 19 TAC § 89.1055. If the ARD committee determines that services are not needed in one or more of the areas specified above, the ARD committee must include a statement in the IEP to that effect and the basis upon which the determination was made. 19 TAC § 89.1055.

10. Supplementary Aids and Services, Special Education and Related Services

Supplementary aids and services, special education, and related services must be based on peer-reviewed research to the extent practicable. 34 CFR § 300.320.

The ARD committee must determine needed supplementary aids and services to be provided to the child, or on behalf of the child. 34 CFR § 300.320; 19 TAC § 89.1050. The term supplementary

aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable the child with a disability to be educated with nondisabled children to the maximum extent appropriate. 34 CFR § 300.42.

The ARD committee must determine needed special education services. 34 CFR § 300.320; 19 TAC § 89.1050. The term special education means specially-designed instruction, at no cost to parents, to meet the unique needs of the child with a disability. 34 CFR § 300.39.

The ARD committee must determine needed related services. 34 CFR § 300.320; 19 TAC § 89.1050. The term related services means transportation, and such developmental, corrective, and other supportive services as may be required to assist the child with a disability to benefit from special education. 34 CFR § 300.34.

A child is eligible to receive audiology services provided under the school health and related services program of the Health and Human Services Commission, as set forth in TEC § 38.033.

If the student has been placed in a residential setting by the ARD committee, the home school district will be responsible for transportation at the beginning and end of the term and for regularly scheduled holidays when the children are expected to leave the residential campus. 19 TAC § 89.1090. When the ARD committee determines it is necessary for the safety of the child to be accompanied by an adult designated by the ARD committee, round-trip transportation for that adult must also be provided. 19 TAC § 89.1090.

i. Program Modifications and Supports for School Personnel

The ARD committee must determine needed program modifications or supports for school personnel that will be provided to the child to enable the child to:

1. Advance appropriately toward attaining the annual goals;
2. Be involved in and make progress in the general education curriculum, and be afforded an equal opportunity to participate in extracurricular and other nonacademic activities including, to the maximum extent appropriate, in nonacademic settings and services; and
3. Be educated and participate with other children with disabilities and nondisabled children.

34 CFR §§ 300.107, 300.117, 300.320; 19 TAC § 89.1050. A determination that the child is unable to complete the requirement to receive instruction in cardiopulmonary resuscitation is made by the ARD committee. TEC § 28.0023; 19 TAC § 74.38.

ii. Training to Implement the IEP

RMA is required to provide training to an educator who works primarily outside the area of special education only if the educator does not possess the knowledge and skills necessary to implement the IEP developed for the child receiving instruction from the educator. TEC § 21.451. RMA will determine the time and place at which the training is delivered.

RMA must include training that is evidence-based, relates to instruction of children with disabilities, including students with disabilities who also have other intellectual or mental health conditions, and is designed for educators who work primarily outside the area of special education. TEC § 21.451.

In developing or maintaining the training, RMA must consult with persons with expertise in research-based practices for children with disabilities. TEC § 21.451.

iii. Intensive Program of Instruction

For a child who did not perform satisfactorily on a state assessment or who is likely not to receive a high school diploma before the fifth school year following the child's enrollment in grade 9, the ARD committee must design the intensive program of instruction to enable the child to attain a standard of annual growth on the basis of the child's IEP and if applicable, to carry out the purposes of the Student Success Initiative. TEC §§ 28.0213, 39.023.

iv. Accelerated Reading Instruction

For the child in kindergarten or grades 1 or 2 who did not perform satisfactorily on a reading instrument selected from the list adopted by the commissioner of education or by the district-level committee, the ARD committee must determine the manner in which the child will participate in an accelerated reading instruction program. TEC § 28.006; 19 TAC § 89.1050.

v. Initiation, Frequency, and Duration of Services

The ARD committee must determine and include in the child's IEP (1) the projected date for the beginning of the services and modifications; (2) the anticipated frequency of those services and modifications; and (3) the anticipated duration of those services and modifications. 34 CFR § 300.320.

The ARD committee must determine the appropriate length of school day and specify the length of school day in the IEP. 19 TAC § 89.1075. Children with disabilities must have available an instructional day commensurate with that of children without disabilities. 19 TAC § 89.1075.

vi. Location

The ARD committee must determine and include in the IEP the anticipated location of the services and modifications. 34 CFR § 300.320; 19 TAC § 89.1050.

11. Placement

i. Least Restrictive Environment (LRE)

RMA shall ensure that to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled. 34 CFR § 300.114. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only if

the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. 34 CFR § 300.114.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, RMA shall ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of the child. 34 CFR § 300.117.

ii. Continuum of Placements

RMA shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. The continuum must: (1) include instruction in regular classes, special classes, home instruction, and instruction in hospitals and institutions; and (2) make provision for supplementary services such as resource room or itinerant instruction, to be provided in conjunction with regular placement. 34 CFR § 300.115.

iii. Placement Decisions

In determining the educational placement of a child with a disability, including a preschool child with a disability if offered at the open enrollment charter school campus, RMA shall ensure that the placement decision is made by the ARD committee, including the parents and in conformity with LRE provisions. 34 CFR § 300.116; 19 TAC § 89.1050.

RMA shall also ensure that the student's placement is determined at least annually, is based on the child's IEP, and is as close as possible to the child's home or the open enrollment charter school. 34 CFR § 300.116. Unless the IEP of a child with a disability requires some other arrangement, the child shall be educated in the school that he or she would attend if nondisabled.

The IEP must include an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and other nonacademic activities. 34 CFR § 300.320. The ARD committee must determine the appropriate instructional setting for the child and specify the instructional setting in the IEP. 19 TAC § 89.1075.

iv. Preschool-Aged Children

RMA must comply with the legal requirements for children ages 0–5 found in 20 USC 1436, 34 CFR Parts 300 and 303, Texas Education Code, Texas Government Code, and 19 TAC Chapter 89.

v. Career and Technical Education (CTE) Programs

If a child is unable to receive a FAPE in a regular CTE program, the child may be served in separate programs designed to address the child's occupational/training needs, such as CTE for children with disabilities programs. 19 TAC § 75.1023. When determining placement in a CTE classroom, the ARD committee will consider the child's graduation plan, the content of the IEP, including the consideration of transition services, and classroom supports. Enrollment numbers in a CTE classroom must not create a harmful effect on learning for a child with or without disabilities.

vi. Regional Day School Program for the Deaf

LEAs must have access to regional day school programs for the deaf and the child must be eligible for consideration for the Regional Day School Program for the Deaf, subject to the ARD committee recommendations, if the child has a hearing impairment which (1) severely impairs processing linguistic information through hearing, even with recommended amplification; and (2) adversely affects educational performance. 19 TAC § 89.1080.

12. Placement in a Residential Facility

RMA may contract with a residential facility to provide some or all of the special education services listed in the contracted child's IEP. 19 TAC § 89.61.

When the ARD committee determines that a residential placement is necessary in order for the child to receive a free appropriate public education, the ARD committee must:

1. List the services in the child's IEP which the charter school is unable to provide and which the facility will provide;
2. Establish, in writing, criteria and estimated timelines for the child's return to the charter school;
3. Document in the child's IEP the appropriateness of the facility for the individual child; and
4. Verify during the initial residential placement ARD committee meeting and each annual ARD committee meeting that the facility meets minimum standards for health and safety, the residential placement is needed and is documented in the IEP, and the educational program provided at the residential facility is appropriate and the placement is the least restrictive environment for the child.

19 TAC § 89.61.

Within 30 calendar days of an ARD committee's decision to place a child in a residential facility, RMA must electronically submit to TEA notice of and information regarding placement in accordance with submission procedures. 19 TAC § 89.1092(b).

i. Texas School for the Blind And Visually Impaired (TSBVI) and Texas School for the Deaf (TSD)

When placing the child at the TSBVI or the TSD, the ARD committee must include in the child's IEP those services which the TSBVI or the TSD can appropriately provide and the criteria and estimated timelines for returning the child to the charter school. 19 TAC § 89.1085.

When placing the child at the TSBVI or the TSD, RMA may make an on-site visit to verify that the TSBVI or the TSD can and will offer the services listed in the child's IEP and to ensure that the school offers an appropriate educational program for the child.

RMA may contract for an in-state residential placement of the child only with public or private residential facilities which maintain current and valid licensure for the particular disabling condition and age of the child. 19 TAC § 89.61.

RMA may contract for an out-of-state residential placement in accordance with this legal framework. 19 TAC § 89.61. If RMA contracts for an out-of-state residential placement, it must do so in accordance with the rules for in-state residential placement, except that the facility must be approved by the appropriate agency in the state in which the facility is located, rather than by the commissioner of education in Texas.

When making a residential placement, RMA must comply with all applicable laws governing the use of funds for contract services, including residential placements. 19 TAC § 89.61. RMA must also make an initial and an annual on-site visit to verify that the residential facility can, and will, provide the services listed in the child's IEP which the facility has agreed to provide to the child.

ii. Residential Application Process

If the facility provides any educational services listed in the child's IEP, the facility's education program must be approved by the commissioner of education. 19 TAC § 89.61. RMA must notify the TEA of its intent to contract for the residential placement through the residential application process. RMA must comply with all applicable law governing the use of funds for contract services, including residential placements.

Requests for approval of state and federal funding for residentially-placed children must be negotiated on an individual basis through a residential application submitted by the charter school to the TEA. 19 TAC § 89.61. A residential application may be submitted for educational purposes only.

The residential application will not be approved if the application indicates that the:

1. Placement is due primarily to the child's medical problems;
2. Placement is due primarily to problems in the child's home;
3. The LEA does not have a plan, including timelines and criteria, for the child's return to the local school program;
4. The LEA did not attempt to implement lesser restrictive placements prior to residential placement, except in emergency situations as documented by the child's ARD committee;
5. Placement is not cost effective when compared with other alternative placements; and/or
6. Residential facility provides unfundable/ unapprovable services.

19 TAC § 89.61.

iii. Residential Approval Process

Residential facilities which provide educational services must have their educational programs approved for contracting purposes by the commissioner of education. 19 TAC § 89.61. If the education program of a residential facility which is not approved by the commissioner of education

is being considered for a residential placement by the charter school, the charter school should notify the TEA in writing of its intent to place the child at the facility.

The TEA will begin approval procedures and conduct an on-site visit to the facility within 30 calendar days after the TEA has been notified by the charter school. 19 TAC § 89.61. Approval of the education program of a residential facility may be for one, two, or three years.

The commissioner of education will renew approvals and issue new approvals only for those facilities which have contract children already placed or which have a pending request for residential placement from the charter school. 19 TAC § 89.61.

The approval does not apply to residential facilities which only provide related services or residential facilities in which the accredited LEA where the facility is located provides the educational program. 19 TAC § 89.61.

iv. Reporting and Responsibility

When the child who is residentially placed by the charter school changes residence to another Texas LEA, and the child continues in the contracted placement, the LEA which negotiated the contract must be responsible for the residential contract for the remainder of the school year. 19 TAC § 89.61.

An approved facility, institution, or agency with whom the charter school contracts must periodically report to the charter school on the services the child has received or will receive in accordance with the contract as well as diagnostic or other evaluative information that the charter school requires in order to fulfill its obligations under the IDEA. TEC § 29.008.

13. State and Districtwide Assessments

i. Participation in State and Districtwide Assessments

All children with disabilities are included in all general state and district wide assessment programs, including assessments described under the Elementary and Secondary Education Act, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective IEPs. 34 CFR § 300.160.

ii. Accommodation Guidelines

The TEA, or in the case of a districtwide assessment, the charter school, will develop guidelines for the provision of appropriate accommodations. 34 CFR § 300.160. The TEA's, or charter school's, guidelines will identify only those accommodations for each assessment that do not invalidate the score and instruct the ARD committee to select, for each assessment, only those accommodations that do not invalidate the score.

iii. Alternate Assessments

If the TEA has adopted alternate academic achievement standards for children with the most significant cognitive disabilities as permitted by the Every Student Succeeds Act (ESSA), the TEA or, in the case of a districtwide assessment, an LEA, will develop and implement alternate assessments and guidelines for the participation of those children with disabilities who cannot participate in general assessments, even with accommodations, as indicated in their respective IEPs. 34 CFR § 300.160; TEC § 39.023.

Alternate assessments and guidelines will: (1) be aligned with the challenging state academic content standards and alternate academic achievement standards under the ESSA; and (2) measure the achievement of children with disabilities who are students with the most significant cognitive disabilities against those standards. 34 CFR § 300.160.

The TEA, or in the case of a districtwide assessment, the charter school, will:

1. Provide the ARD committee with a clear explanation of the differences between assessments based on grade-level academic achievement standards and those based on alternate academic achievement standards, including any effects of the TEA or charter school policies on the child's education resulting from taking an alternate assessment based on alternate academic achievement standards, such as how participation in such assessments may delay or otherwise affect the child from completing the requirements for a regular high school diploma; and
2. Not preclude the child who takes an alternate assessment aligned with alternate academic achievement standards from attempting to complete the requirements for a regular high school diploma.

34 CFR § 300.160. The TEA, or in the case of a districtwide assessment, the charter school, will ensure that parents of children selected to be assessed with an alternate state or district wide assessment are informed: (1) that their child's achievement will be measured based on alternate academic achievement standards; and (2) of how participation in such assessments may delay or otherwise affect the child from completing the requirements for a regular high school diploma. 34 CFR §§ 200.2, 300.160

iv. Assessment Requirements for Graduation

For the child in grades 9-12, the ARD committee will determine whether the child is required to achieve satisfactory performance on the end-of-course assessment instruments to receive a high school diploma. TEC § 39.025; 19 TAC §§ 74.1025, 101.3023.

v. IEP Documentation

The ARD committee will include a statement in the child's IEP of the individualized appropriate and allowable accommodations that are necessary to measure the academic achievement and functional performance of the child on any state or district wide assessment. 34 CFR § 300.320; TEC § 39.023; 19 TAC §§ 89.1055, 191.3013.

If the ARD committee determines that the child will take an alternate assessment on a particular state or district wide assessment, the IEP will include a statement of why: (1) the child cannot

participate in the general assessment; and (2) the particular alternate assessment selected is appropriate for the child. 34 CFR § 300.320; 19 TAC § 89.1055.

For the English Learner (EL), the ARD committee in conjunction with the LPAC will: (1) select the appropriate assessments; (2) document the decisions and justifications in the child's IEP; and (3) determine and document any allowable testing accommodations. 19 TAC § 101.1005.

vi. Annual Assessment of English Language Proficiency

RMA will annually administer state-identified English language proficiency assessments to the child who is an emergent bilingual student and who is in kindergarten through grade 12 in the areas of listening, speaking, reading, and writing. 19 TAC §§ 89.1203, 101.1003.

In rare cases, the ARD committee in conjunction with the LPAC may determine that it is not appropriate for an EL who receives special education services to participate in an English language proficiency assessment for reasons associated with the child's particular disability. 19 TAC § 101.1003.

If the ARD committee and the LPAC determine that it is not appropriate for the child to participate in an English language proficiency assessment for reasons associated with the child's particular disability, the ARD committee will document the decisions and justifications in the child's IEP. 19 TAC § 101.1003. For the EL who receives special education services, the ARD committee in conjunction with the LPAC will determine the need for allowable testing accommodations.

14. Graduation

i. Applicability of Title Relating to High School Graduation

RMA is subject to a prohibition, restriction, or requirement, as applicable, imposed by Title 2 (Public Education) of the Texas Education Code ("TEC"), or a rule adopted under Title 2 (Public Education) of the TEC, relating to high school graduation under TEC Section 28.025. Education Code 12.104(b)(2)(E).

ii. Modified Curriculum and Modified Content

For purposes of this section and its related requirements, "modified curriculum" and "modified content" reference any reduction of the amount or complexity of required Texas Essential Knowledge and skills. Substitutions that are not specifically authorized in statute or regulations must not be considered modified curriculum or modified content. 19 TAC 89.107(k).

iii. ARD Committee and Transition Planning

The Admission, Review and Dismissal ("ARD") committee must begin transition planning in accordance with applicable state and federal law not later than when the student turns age 14. The ARD committee must also consider the student's graduation plan and what state assessments are required for graduation. 34 CFR 300.43(a), (b), 300.321(b)(2); Education Code 29.011, 29.0111; 19 TAC 89.1055(j).

iv. Special Education Eligibility Upon Graduation

Except as specifically provided by law, graduation with a regular high school diploma terminates a student's eligibility for special education and related services. Termination of eligibility based on graduation requires RMA to complete a summary of performance in accordance with 34 CFR 300.305(e)(3), and prior written notice must also be provided. 34 CFR 300.102; 19 TAC 89.1035(a), 89.1070(a)

A student who meets the age range for eligibility under state and federal law may return to school provided the student was awarded a diploma that satisfied the following conditions:

1. The student was required to successfully complete the individualized education program ("IEP"); and
2. The student was required to:
 - a. Obtain full-time employment, based on the child's abilities and local employment opportunities, and master sufficient self-help skills to enable the student to maintain employment without direct or ongoing educational support of RMA;
 - b. demonstrate mastery of specific employability skills and self-help skills that do not require ongoing educational support from RMA; or
 - c. have access to services that are not within the legal responsibility of RMA or employment or educational options for which the student has been prepared for by the academic program.

19 TAC 89.1070(b)(3)(A)-(C), (f)(4)(A)-(C), (j).

Upon request of the student or parent to resume services, the ARD committee must determine the needed educational services. 19 TAC 89.1070(j).

v. Graduation Requirements Under the Foundation High School Program

A student with a disability who receives special education services and who enters or entered ninth grade during or after the 2014-2015 school year may graduate and receive a regular high school diploma if the student satisfies the following criteria:

1. Demonstrates mastery of the required states standards or RMA's standards if they are greater;
2. Satisfactorily completes the credit requirements for graduation under the Foundation High School Program; and
3. Achieves satisfactory performance on the required end-of-course assessment instruments.

Education Code 28.025(c)(1), 39.025; 19 TAC 74.12, 74.125(n), 89.1070(b)(1), 101.3023(a).

A student who receives special education services entering ninth grade in 2014-2015 or after may also graduate and earn a regular high school diploma if:

1. The student demonstrates mastery of the required states standards or RMA's standards if they are greater;
2. The student satisfactorily completes the credit requirements for graduation under the Foundation High School Program; but
3. The student's ARD committee has determined that satisfactory performance on the required end-of-course instruments is not necessary for graduation.

19 TAC 89.1070(b)(2).

A student who receives special education services entering ninth grade in 2014-2015 or after may also graduate and earn a regular high school diploma if:

1. The student demonstrates mastery of the required states standards or RMA's standards if they are greater;
2. The student satisfactorily completes the credit requirements for graduation under the Foundation High School Program, one or more of which contain modified curriculum that is aligned to the standards applicable to general education;
3. The student achieves satisfactory performance on the required end-of-course assessment instruments, unless the student's ARD committee has determined that satisfactory performance on the required end-of-course instruments is not necessary for graduation; and
4. The student successfully completes the IEP and meets one of the following conditions:
 - a. consistent with the IEP, the student obtains full-time employment and masters sufficient self-help skills to enable the student to maintain employment without direct or ongoing educational support of RMA;
 - b. consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require ongoing educational support from RMA;
 - c. the student has access to services that are not within the legal responsibility of RMA or employment or educational options for which the student has been prepared for by the academic program; or
 - d. the student no longer meets age eligibility requirements.

Education Code 28.025; 19 TAC 89.1035, 89.1070(b)(3).

vi. Endorsements Under the Foundation High School Program

A student receiving special education services may receive an endorsement if the student:

1. Satisfactorily completes, with or without modification of the curriculum:
 - a. the curriculum requirements for graduation under the Foundation High School Program;
 - b. The additional credit requirements in mathematics, science, and elective courses; and
2. Satisfactorily completes the courses required for the endorsement either:
 - a. without modified curriculum for those courses; or
 - b. with modification of the curriculum for those courses, provided that the curriculum as modified is sufficiently rigorous as determined by the student's ARD committee.

Education Code 28.025(c-7); 19 TAC 89.1070(c)(2).

The ARD committee is responsible for determining whether a student is required to achieve satisfactory performance on an end-of-course assessment to earn an endorsement on the student's transcript. Education Code 28.025(c-8); 19 TAC 89.1070(c)(3).

A student who is in eleventh or twelfth grade and who has taken each of the required state assessments but failed to achieve satisfactorily on no more than two of the assessments, is eligible for an endorsement if the student meets the other endorsement requirements. 19 TAC 89.1070(d).

vii. Transitioning To the Foundation High School Program

A student receiving special education services who entered ninth grade prior to the 2014-2015 school year may receive a diploma under the Foundation High School Program if the student's ARD committee determines the student should take courses under the Foundation High School Program and the student completes the requirements of that Program. Education Code 28.025(c)(1); 19 TAC 74.1021(a)(1), 89.1070(e).

A student transitioning to the Foundation High School Program may earn an endorsement if the student meets the requirements to do so. 19 TAC 89.1070(c)-(e).

A student transitioning to the Foundation High School Program who is classified as in grade 11 or 12 who took each of the required assessments, but failed to achieve satisfactorily on no more than two of the assessments may graduate if the student met all other applicable graduation requirements. 19 TAC 89.107(e), 101.3022(f)(1).

viii. Substitutions Under the Foundation High School Program

a) Language- Other-Than-English ("LOTE")

A student who, due to disability, is unable to complete two credits in the same language in a LOTE, as provided in Section 28.025(b-1)(5), may substitute for those credits:

1. Two credits in ELA, mathematics, science, or social studies; or
2. Two credits in career and technology education ("CTE"), technology applications, or other academic electives.

A credit allowed to be substituted under the above provisions may not also be used by the student to satisfy a graduation credit requirement other than credit for completion of a LOTE.

The determination regarding a student's ability to participate in LOTE courses will be made by the student's ARD committee. Education Code 28.025(b-14)(1); 19 TAC 74.12(b)(5)(D)(i).

b) Physical Education

In accordance with State Board of Education (“SBOE”) rules, a student who is unable to participate in physical activity due to disability or illness is allowed to substitute for the physical education credit required under TEC 28.025(b-1)(8):

1. One credit in ELA, mathematics, science, or social studies;
2. One credit in a course that is offered for a credit as provided by TEC 28.002(g-1); or
3. One academic elective credit.

A credit allowed to be substituted for PE credit may not also be used by the student to satisfy any other graduation requirement.

The determination regarding a student’s ability to participate in physical activity must be made by:

1. The student’s ARD committee, if the student receives special education services under the IDEA and Texas Education Code Chapter 29;
2. The student’s 504 committee, if the student does not receive special education services under the IDEA or Texas Education Code Chapter 29, Subchapter A but is covered by Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Section 794; or
3. If each of the committees described above is inapplicable, a committee established by the school of persons with appropriate knowledge regarding the student.

Education Code 28.025(b-11),(b-14); 19 TAC 74.12(b)(6)(G)(i).

ix. Distinguished Achievement, Recommended, and Minimum High School Program

A student receiving special education services who entered ninth grade before the 2014-2015 school year may graduate with a regular diploma if the student:

1. Demonstrates mastery of the required states standards or RMA’s standards if they are greater;
2. Satisfactorily completes the credit requirements for graduation under the Foundation High School Program; and
3. Achieves satisfactory performance on the required state assessments.

Education Code 28.025(c)(1), 39.025; 19 TAC 74.1021, 89.1070(f), 101.3023.

A student who is in eleventh or twelfth grade and who has taken each of the required assessments, but failed to achieve satisfactorily on no more than two assessments, may graduate under the recommended or distinguished program if the student meets all other applicable graduation requirements. 19 TAC 89.1070(f)(2), 101.3022(f)(1).

A student receiving special education services who entered ninth grade before the 2014-2015 school year may also graduate with a regular high school diploma if the student:

1. Demonstrates mastery of the required states standards or RMA's standards if they are greater;
2. Satisfactorily completes the credit requirements for graduation under the minimum high school program; and
3. Participates in or satisfactorily performs on the required state assessments as determined by the student's ARD committee.

19 TAC 89.1070(f)(3).

A student receiving special education services who entered ninth grade before the 2014-2015 school year, may also graduate and be awarded a regular high school diploma if the student:

1. Demonstrates mastery of the state standards through courses, or RMA's standards if they are greater, one or more of which contained modified content and is aligned with the requirements under the minimum high school program;
2. Completes credit requirements for graduation under the minimum high school program; and
3. Participates in or satisfactorily performs on the required state assessment as determined by the ARD committee.

Education Code 28.025(c), 39.025; 19 TAC 74.1021, 74.1025(n), 89.1070(f)(3), 101.3023.

A student receiving special education services who entered ninth grade before the 2014-2015 school year, may also graduate and be awarded a regular high school diploma if the student:

1. Demonstrates mastery of the state standards through courses, or RMA's standards if they are greater, one or more of which contained modified content and is aligned with the requirements under the minimum high school program;
2. Completes credit requirements for graduation under the minimum high school program;
3. Participates in or satisfactorily performs on the required state assessment as determined by the ARD committee; and
4. Successfully completes the IEP and meets one of the following conditions:
 - (a) consistent with the IEP, the student has obtained full-time employment, based on the student's abilities and local employment opportunities, and masters sufficient self-help skills to enable the student to maintain employment without direct or ongoing educational support of RMA;
 - (b) consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require the ongoing educational support of RMA;
 - (c) the student has access to services that are not within the legal responsibility of public education or educational options for which the student has been prepared for by the academic program; or
 - (d) the student no longer meets age eligibility requirements.

Education Code 28.025(c)(2), 39.025; 19 TAC 74.1025(n), 89.1035, 89.1070(f)(4), 101.3023.

- x. High School Diploma and Certificate of Coursework Completion

RMA may issue a certificate of coursework completion to a student who successfully completes the curriculum requirements identified by the SBOE under Education Code Section 28.025(a) but who fails to comply with Section 39.025 (Secondary-Level Performance Required) relating to exit-level assessment requirements. RMA does allow a student who receives a certificate to participate in a graduation ceremony with students receiving high school diplomas. Education Code 28.025(d)

xi. Certificates of Attendance and Participation in Graduation Ceremonies

RMA shall issue a Certificate of Attendance to a student who receives special education services under Subchapter A, Chapter 29 of the Texas Education Code and who has completed four years of high school but has not completed the student's IEP. RMA shall allow a student who receives a certificate of attendance to participate in a graduation ceremony with students receiving high school diplomas. A student may participate in only one graduation ceremony. Receiving a Certificate of Attendance does not preclude a student from receiving a diploma if the student completes the IEP. Education Code 28.025(f).

xii. Children Eligible to Return to School After Graduating

A child who meets the age ranges for eligibility (34 CFR § 300.101; TEC § 29.003; 19 TAC § 89.1035) may return to school as long as the child was awarded a diploma that met the following conditions: (1) The child was required to successfully complete the child's IEP; and (2) the child was required to:

- Obtain full-time employment, based on the child's abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the child to maintain the employment without direct and ongoing educational support of the charter school;
- Demonstrate mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the charter school; or
- Have access to services that were not within the legal responsibility of public education or employment or educational options for which the child has been prepared by the academic program.

19 TAC §§ 89.1035, 89.1070. The ARD committee must determine the needed educational services upon the request of the child or parent to resume services. 19 TAC § 89.1070.

xiii. Financial Aid Application Requirement

Beginning with students enrolled in grade 12 during the 2021-22 school year, before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TAFSA). TEC § 28.0256. The student is not required to submit the FAFSA or the TAFSA if:

1. The student's parent or other person standing in parental relation submits a signed form indicating that the parent or other person authorizes the student to decline to complete and submit the financial aid application;

2. The student signs and submits the form on the student's own behalf if the student is 18 years of age or older or the student's disabilities of minority have been removed for general purposes; or
3. A school counselor authorizes the student to decline to complete and submit the financial aid application for good cause, as determined by the school counselor.

TEC § 28.0256. RMA must adopt a form to be used for purposes of documenting the waiver to submit the FAFSA or TASFA, and the form must be: (1) approved by the TEA; and (2) made available in English, Spanish, and any other language spoken by a majority of the children enrolled in a bilingual education or special language program in the district or school. TEC § 28.0256.

If a school counselor notifies the charter school whether a student has complied with the financial aid application requirement, the school counselor may only indicate whether the student has complied with this section and may not indicate the manner in which the student complied. TEC § 28.0256.

15. Extended School Year Services.

Extended school year (ESY) services means special education and related services that are provided to the child with a disability beyond the normal school year, in accordance with the child's IEP, and at no cost to the parents of the child. ESY services must meet the standards of the TEA. 34 CFR § 300.106. RMA must ensure that ESY services are available as necessary to provide a FAPE.

The provision of ESY services is limited to the educational needs of the child and must not supplant or limit the responsibility of other public agencies to continue to provide care and treatment services pursuant to policy or practice, even when those services are similar to, or the same as, the services addressed in the child's IEP. 19 TAC § 89.1065. However, no child will be denied ESY services because the child receives care and treatment services under the auspices of other agencies.

In determining the need for and in providing ESY services, RMA will not limit ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of ESY services. 34 CFR § 300.106; 19 TAC § 89.1065.

i. Determination of Need

RMA will only provide ESY services if the child's ARD committee determines, on an individual basis, that the services are necessary for the provision of FAPE. 34 CFR § 300.106; 19 TAC § 89.1065. If the charter school does not propose ESY services for discussion at the annual review of the child's IEP, the parent may request that the ARD committee discuss ESY services. 19 TAC § 89.1065.

If the child for whom ESY services were considered and rejected loses critical skills because of the decision not to provide ESY services, and if those skills are not regained after the reasonable period of time for recoupment, the ARD committee must reconsider the current IEP if the child's loss of critical skills interferes with the implementation of the child's IEP. 19 TAC § 89.1065.

The ARD committee must determine the need for ESY services from formal and/or informal evaluations provided by the charter school or the parents. 19 TAC § 89.1065. For a child enrolling in the charter school during the school year, the ARD committee may consider information obtained from the prior school as well as information collected during the current year to determine the need for ESY services.

ii. Regression-Recoupment Analysis

The ARD committee must identify the critical areas addressed in the current IEP goals and objectives, if any, in which the child has exhibited, or reasonably may be expected to exhibit, severe or substantial regression that cannot be recouped within a reasonable period of time. 19 TAC § 89.1065.

Severe or substantial regression means that the child has been, or will be, unable to maintain one or more acquired critical skills in the absence of ESY services. A skill is critical when the loss of that skill results, or is reasonably expected to result, in any of the following occurrences during the first eight weeks of the next regular school year:

1. Placement in a more restrictive instructional arrangement;
2. Significant loss of acquired skills necessary for the child to appropriately progress in the general curriculum;
3. Significant loss of self-sufficiency in self-help skill areas as evidenced by an increase in the number of direct service staff and/or amount of time required to provide special education or related services;
4. Loss of access to community-based independent living skills instruction or an independent living environment provided by noneducational sources as a result of regression in skills; or
5. Loss of access to on-the-job training or productive employment as a result of regression in skills.

19 TAC § 89.1065. The reasonable period of time for recoupment of acquired skills must be determined on the basis of needs identified in the child's IEP. If the loss of acquired critical skills would be particularly severe or substantial, or if such loss results, or reasonably may be expected to result, in immediate physical harm to the child or to others, ESY services may be justified without consideration of the period of time for recoupment of such skills. In any case, the period of time for recoupment must not exceed eight weeks.

iii. Documentation in the IEP

If the ARD committee determines that the child needs ESY services, then the IEP must identify which of the goals and objectives in the current IEP will be addressed during ESY services. 19 TAC § 89.1055.

B. Policies

RMA has adopted policies to implement its duty to provide students a FAPE. RMA incorporates by reference the following policies:

1. *ARD Committee Membership*
2. *Parent Participation*
3. *ARD Committee Meeting*
4. *Amendment Without a Meeting*
5. *FAPE Composite*
6. *Transition and Graduation Composite*
7. *Least Restrictive Environment Composite*

These policies identify staff responsible, applicable timelines, and evidence of practice. RMA shall maintain sufficient records regarding FAPE activities.

C. Resources

RMA incorporates by reference the following resources regarding FAPE to assist it with complying with federal, state, and local requirements.

ARD meetings and IEP Development

- [Notice of Procedural Safeguards, January 2025](#)
- [Special Education Rules & Regulations \(TEA\)](#)
- [The Legal Framework for the Child-Centered Process: Glossary of Terms \(Region 18 ESC\)](#)
- [IEP Model Form \(TEA\)](#)
- [Model Form: Individualized Education Program \(OSEP\)](#)
- [OSERS Questions and Answers on Individualized Education Programs \(IEPs\), Evaluations, and Reevaluations \(September 2011\)](#)
- [Guidance on ARD Guide Production and Required Dissemination \(TEA\)](#)
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- [Parent's Guide to the Admission, Review and Dismissal Process, January 2025](#)
- [Individualized Education Program Facilitation \(TEA\)](#)
- [Texas Behavior Support \(TBS\) \(Region 4 ESC\)](#)
- [Positive Behavioral Interventions & Supports \(PBIS\) \(OSEP Technical Assistance Center\)](#)
- [Guidance Related to ARD Committee and LPAC Collaboration \(TEA\)](#)
- [Process for Considering Special Exit Criteria from Bilingual/English as a Second Language \(ESL\) Services \(TEA\)](#)
- [Texas School for the Blind and Visually Impaired \(TSBVI\)](#)
- [Programs and Administrative-Information and Resources \(TSBVI\)](#)
- [American Printing House for the Blind, Inc. \(APH-Nonprofit\)](#)
- [Sensory Impairments \(TEA\)](#)
- [Texas School for the Deaf \(TSD\)](#)
- [Educational Resource Center on Deafness \(ERCOD\) \(TSD\)](#)
- [Assistive Technology \(TEA\)](#)
- [Texas Assistive Technology Network \(TATN\) \(Region 4 ESC\)](#)

- [Texas State Leadership for Autism Training \(TSLAT\) \(Region 13 ESC\)](#)

Transition Services

- [Secondary Transition Guidance \(TEA\)](#)
- [Texas Transition - A Bridge to the Future \(Region 11 ESC\)](#)
- [General Information – SPP Indicator 13 \(TEA\)](#)
- [Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators \(OCR\)](#)
- [NTACT: National Technical Assistance Center on Transition \(Funded by USDE\)](#)

Present Levels, Annual Goals, Special Education and Related Services

- [IEP Goal Development in Texas-Online Training \(Region 20 ESC\)](#)
- [Standards-Based Individualized Education Program Guidance \(TEA\)](#)
- [Texas Essential Knowledge and Skills \(TEKS\) \(TEA\)](#)
- [A Seven-Step Process to Creating Standards-Based IEPs \(OSEP\)](#)
- [Standards-Based IEP: Implementation Update \(NASDSE\)](#)
- [Standards-Based IEP Examples \(NASDSE\)](#)
- [IEP Annual Goal Development Question & Answer Document \(TEA & PGC Network\)](#)
- [Scientifically Based Research \(Region 10 ESC\)](#)
- [Response to Intervention \(RtI\) Resources \(Region 10 ESC\)](#)
- [Progress in the General Curriculum \(PGC\) Network \(Region 20 ESC\)](#)
- [Accelerated Instruction and Intensive Programs of Instruction for Students in Special Education Programs \(TEA\)](#)
- [Student Success Initiative \(TEA\)](#)
- [Related Services for Students with Disabilities–Questions and Answers \(TEA\)](#)
- [National Center on Intensive Intervention \(OSEP Technical Assistance Center\)](#)
- [Center for Parent Information and Resources \(OSEP Technical Assistance Center\)](#)
- [National Center on Accessible Educational Materials \(OSEP Technical Assistance Center\)](#)

Least Restrictive Environment

- [PGC Network: Least Restrictive Environment \(Region 20 ESC\)](#)

Residential Placement

- [Nonpublic Day and Residential Placement Notification and Application \(TEA\)](#)

Assessment

- [Assessments for Students with Disabilities \(TEA\)](#)
- [Accommodation Resources \(TEA\)](#)
- [Guidance Related to ARD Committee and LPAC Collaboration \(TEA\)](#)
- [STAAR Alternate 2 Resources \(TEA\)](#)

Graduation

- [Graduation Guidance \(TEA\)](#)
- [State Graduation Requirements \(TEA\)](#)
- [Individual Graduation Committee Frequently Asked Questions \(TEA\)](#)

- [Texas Essential Knowledge and Skills \(TEA\)](#)

Extended School Year

- [Extended School Year Services for Students with Disabilities \(TEA\)](#)