

A photograph of a female teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to a group of young students. The students are also sitting on the floor, looking at the book. They are in a classroom setting with bookshelves in the background. The image is semi-transparent, allowing the text to be overlaid.

Special Education Requirements

Charter and Virtual
Monitoring & Support Team



TRUE NORTH STATEMENT

“

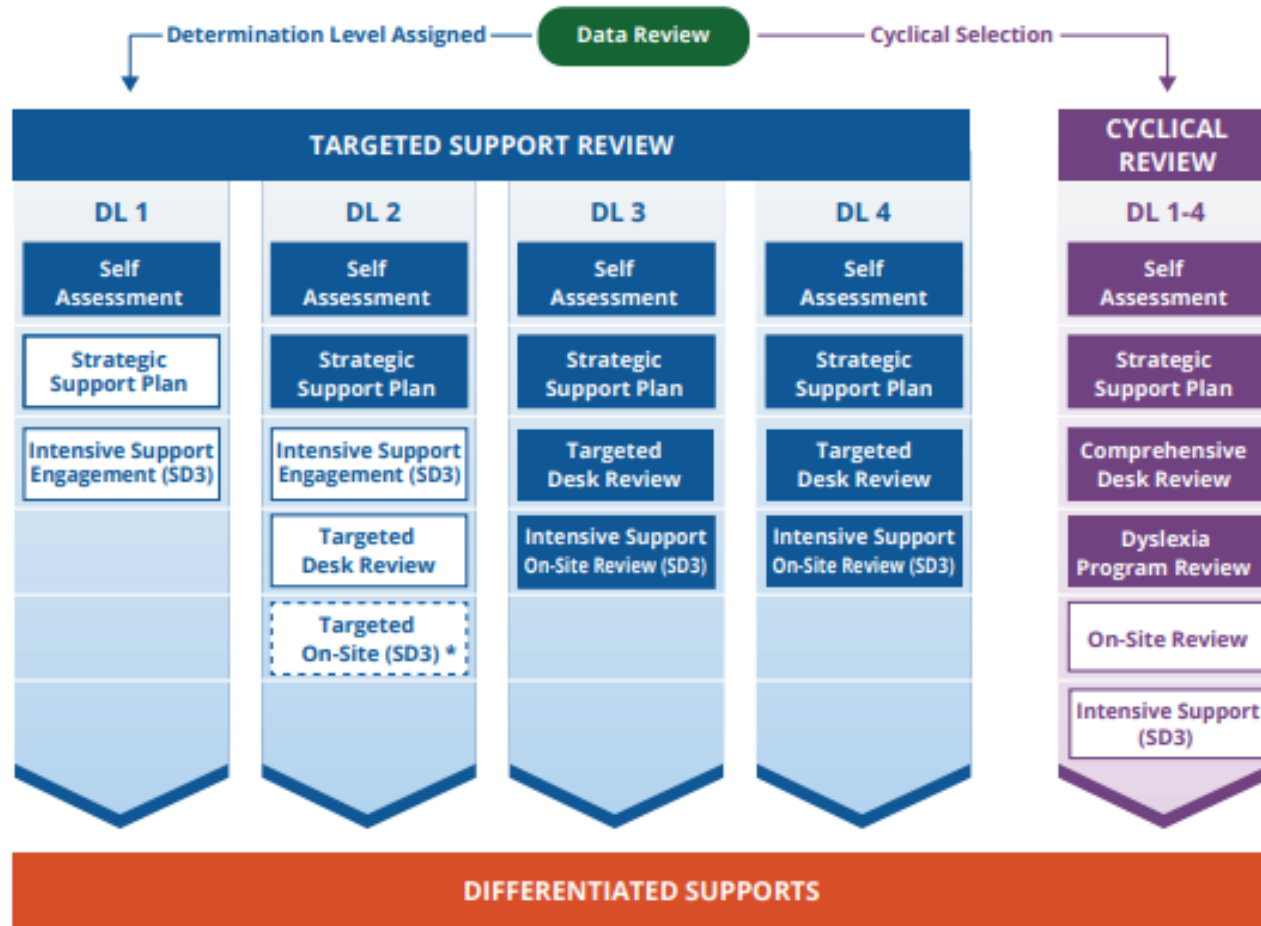
Together, we are committed to high expectations and strong systems that achieve equitable outcomes for every student with diverse learning needs.

”



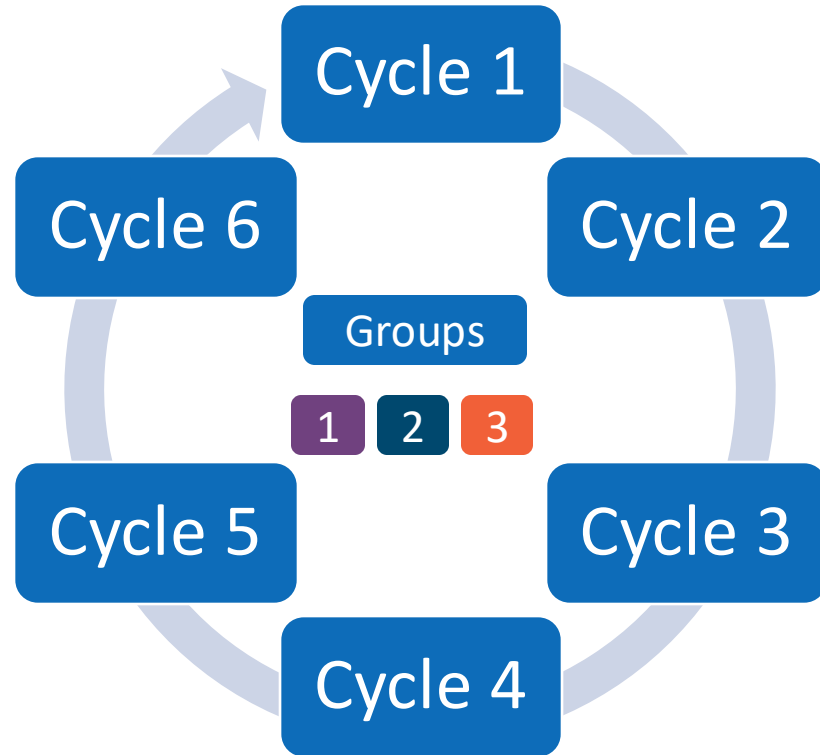
Charter Monitoring

Differentiated Monitoring and Support



Determination	
DL1	Meets Requirements
DL2	Needs Assistance
DL3	Needs Intervention
DL4	Needs Substantial Intervention

Cyclical monitoring occurs on a six-year rotating schedule, by the end of 6 school years (Cycles) all Texas Local Education Agencies (LEAs) will be monitored.



Group 1: October - December

Group 2: January - March

Group 3: April - June

Links to Schedules for Cycles 1-6



[Cycles 1 and 2](#)

[Cycles 3 and 4](#)

[Cycles 5 and 6](#)

Year One Monitoring Site Visit



Child Find



Professional
Development



Self
Monitoring
Procedures



Effective
Staffing and
Operations



Year One Site Visit Evidence

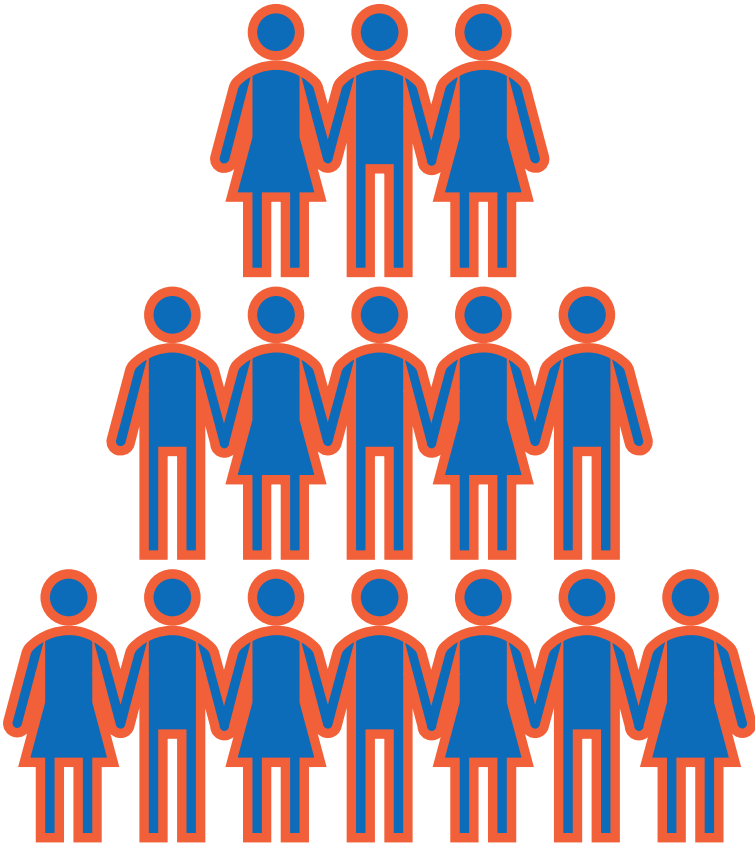


Element	Required	Additional Considerations
Child Find	<ul style="list-style-type: none">✓ School board policies and procedures linked in the Legal Framework	<ul style="list-style-type: none">✓ Procedures for reviewing student progress using an intervention framework✓ In-state and out-of-state student transfer procedures
Professional Development	<ul style="list-style-type: none">✓ Training for teachers and staff on special education topics	<ul style="list-style-type: none">✓ Training artifacts (presentation handouts, sign-in sheets, etc.) for Special Education
Self-Monitoring Procedures	<ul style="list-style-type: none">✓ Internal monitoring system used to evaluate IEP implementation compliance	<ul style="list-style-type: none">✓ Forms or checklists used in IEP development (including software)✓ Progress reporting documents
Effective Staffing and Operations	<ul style="list-style-type: none">✓ Certifications of special education staff	<ul style="list-style-type: none">✓ System of professional learning Plan✓ Inter-agency agreements or contracts address qualification requirements



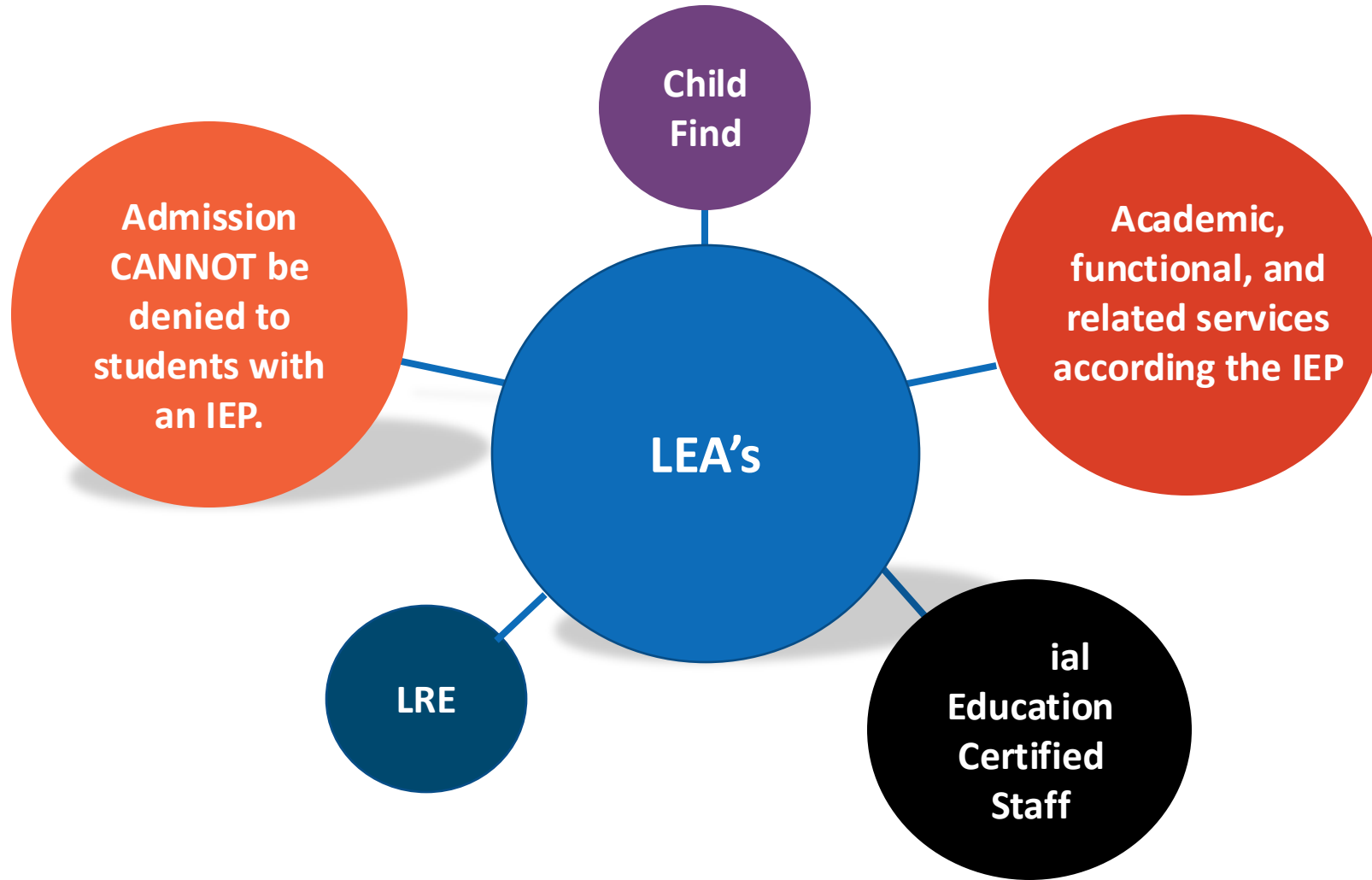
FAQ

Who Supports Special Populations?



Everyone

Special Education Requirements are the SAME for ALL LEAs

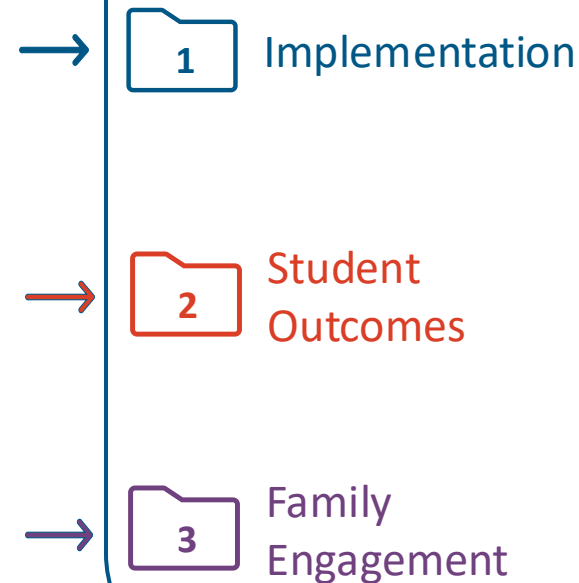


Self-Assessment domains are aligned to DMS domains

COMPLIANCE/STRATEGY ITEMS

1 Child Find	9 Dyslexia	17 Free Appropriate Public Education (FAPE)
2 IEP Content & Development	10 Evaluation	18 Least Restrictive Environment (LRE)
3 IEP Implementation	11 Re-Evaluation	19 Behavior
4 Instructional Strategies	12 State Assessment Participation	20 Behavior Intervention Plans
5 Properly Constituted ARD	13 Graduation	21 Disproportionality (Behavior)
6 Secondary Transition	14 Early Childhood Transition	22 Disproportionality (Identification and Placement)
7 Family Engagement	15 Teachers and Staff	23 Connection to Community and School Climate
8 Intervention	16 Data Analysis	

DOMAINS



Do Parents Have to Consent for Services Prior to Development of the IEP?

The consent describes the initial provision of special education and related services and ensure the:

Parent is informed in native language

Consent describes provisions

Parent agrees in writing

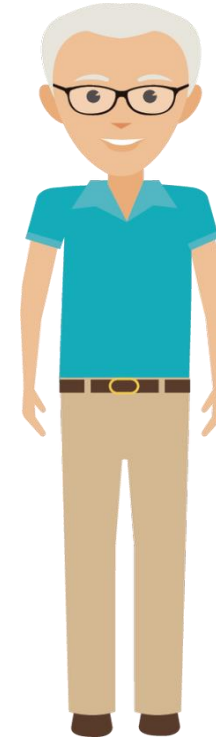
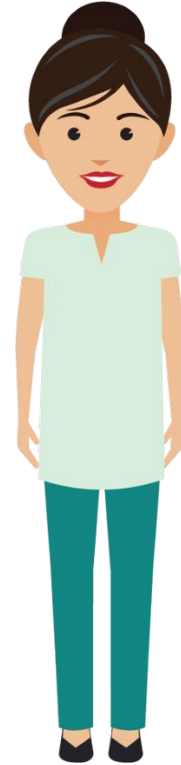
Parent understands Consent is voluntary

Consent can be revoked at anytime

[The Legal Framework](#)

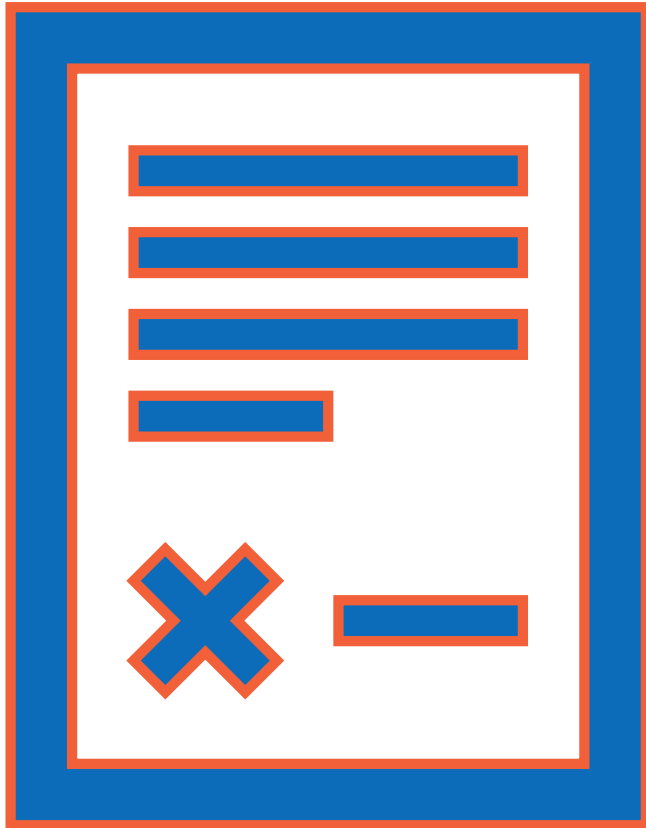
Do Special Education Staff Need to Be Certified?

Charter Schools have the same certification, endorsement, and licensing requirements for special education providers as all other public schools



- [34 Code of Federal Regulations, §300.156; the Texas Education Code \(TEC\), §§ 21.002, 21.003. and 29.304](#)

Can I Contract with a Third Party for Special Education Services?



LEAs are accountable for all oversight and provision of services provided by any contracted agreement.

What are IEP Content Considerations?



Accommodations and/or Modifications

Frequency/Duration of Services

Consideration for Extended School Year (ESY)

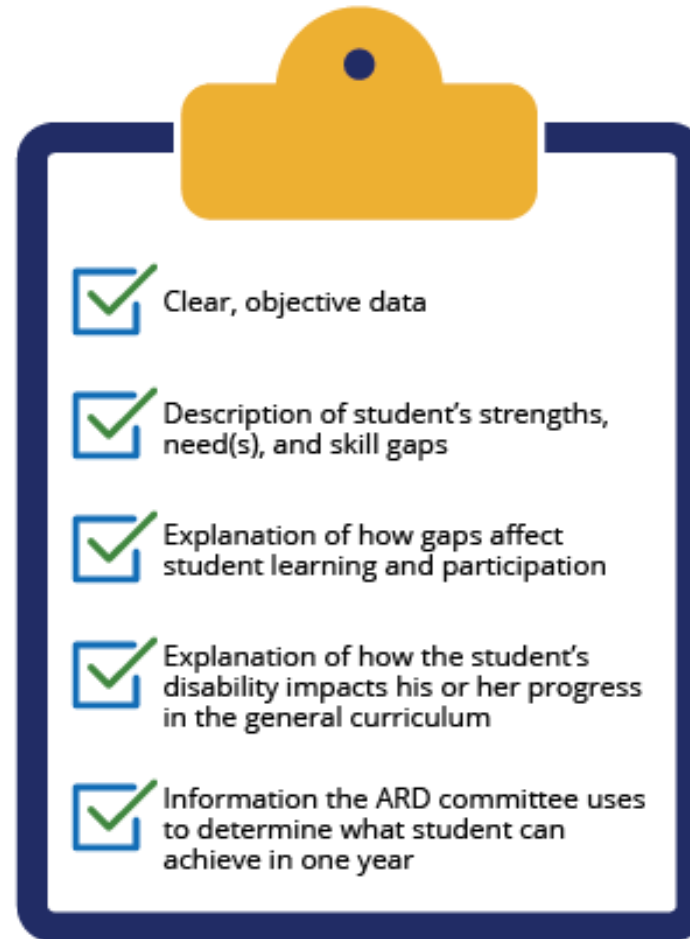
Transition Supports

Training

What is a Present Level of Academic Achievement and Functional Performance (PLAAFP)?

What should a PLAAFP include?

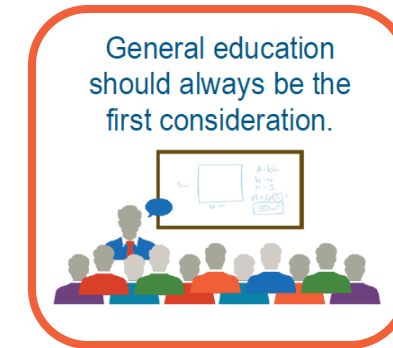
A PLAAFP is the foundation to build the IEP and should include:



Technical Assistance:
Individualized Education
Program (IEP) Development

What is Least Restrictive Environment (LRE)?

maximum extent appropriate



Special classes, separate schooling, or other removals of children with disabilities from the regular education environment occur only when the nature or severity of the disability of a child is such that education and regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

LRE placement is determined at least annually.

LRE mandates Charter Schools, like all public schools, must provide a continuum of alternative placements to students with disabilities.

This continuum includes the following placement options, as noted in 19 TAC §89.63, instructional arrangements and settings. The entire continuum can be seen in The Legal Framework at this [site](#), here are some examples:

MAINSTREAM:

Provides services in the **general education classroom** in accordance with the student's IEP.



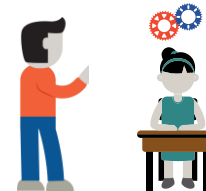
RESOURCE ROOM/SERVICES:

Provides services in a setting other than general education classroom for less than 50% of the regular school day



SELF-CONTAINED:

Provides services in a self-contained program for 50% or more of the regular school day



HOMEBOUND:

Provides services to students who are served at home or hospital bedside



Individualized Education Program (IEP) Development



Technical Assistance:

Individualized Education Program (IEP) Development



[Link to IEP Development Guidebook](#)

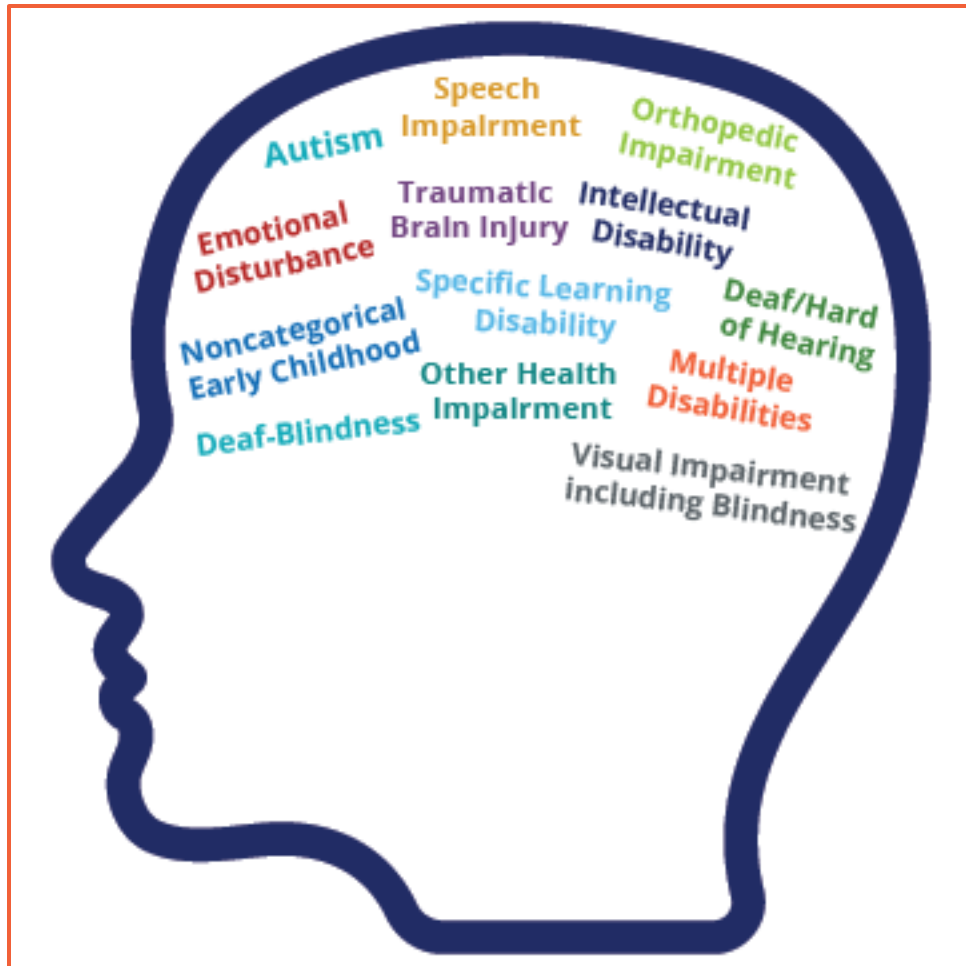


What is a Section 504 Plan?

Section 504 plans are formal plans that the Section 504 committees develop to give students with disabilities the support they need. The plan covers any condition that limits daily activities in a major way.



Who Qualifies for Special Education?



A Child is eligible to receive special education and/or related services if the child:



Is determined to have a disability



As a result of the disability, needs special education and related services

Are There Tips for Child Find?



Who Can Make a Referral to SPED?



Student's Parents or
Legal Guardian



School Personnel



Another Person Involved
in the Education or Care
of the Student

POINTS TO REMEMBER

Referrals Can be made verbally and NOT required to be in writing

All LEAs must respond no later than 15 School Days after receiving request

Prior to beginning an evaluation, LEA's MUST give parents prior written notice AND Notice of Procedural Safeguards

How Long Do I have to Complete an Initial Evaluation?

LEAs have 15 school days to respond to a request for an evaluation.






Full and Individual Initial Evaluation (FIE) must be completed in 45 school days after consent from the family.











ARD meeting must be held 30 calendar days from the date of the FIE report.



Legal Framework: Legal Framework: Children Who Transfer

Who Attends the ARD?

Required members at the ARD Meeting:	
	Parent or Adult Student
	Regular Education Teacher
	Special Education Teacher
	LEA Representative
	Individual who can interpret instructional implications of evaluation results

Additional participants who may be required to attend based on student needs or eligibility:			
	Student with a disability		TVI
	Agency Representation		TODHH
	LPAC Members		JJAEF Administrator
	CTE Representative		ECI Representative
	Others with knowledge or special expertise (e.g. related service providers)		Dyslexia Specialist



What is Specially Designed Instruction?

The term special designed instruction means adapting the content, methodology, or delivery of instruction to address the unique needs of the student and/or ensure the student has access to the general education curriculum. (p. 17)



What is meant by Special Education Transportation?

The ARD committee determines if a student will require transportation as a related service in order to attend and participate in

- academic services,
- extracurricular programs,
- and related services.

The IEP must describe the way the transportation services will be provided



Technical Assistance: Individualized Education Program (IEP) Development



Technical Support for Texas

Texas SPED Support
Technical assistance and support needs for the state.

Discover [resources](#) and [learning opportunities](#) from experts in the field.

[Texas SPED Support | Texas SPED Support](#)



Stay Informed



Sign up for updates



Webinars and Newsletters



[Special Student Populations](#)



“Together, we are committed to high expectations and strong systems that achieve equitable outcomes for every student with a disability.”

Thank You



Lori Merrell
Director

Lori.Merrell@tea.texas.gov

Janell Webber
Education Specialist

Janell.Webber@tea.texas.gov

Scarlett Papas
Manager

Scarlett.Papas@tea.texas.gov

Morgan Hubbard
Education Specialist

Morgan.Phillip-Hubbard@tea.texas.gov

Kristina Jones
Education Specialist

Kristina.Jones@tea.texas.gov

Copyright © 2024. Texas Education Agency. All Rights Reserved.

Notwithstanding the foregoing, the right to reproduce the copyrighted work is granted to Texas public school districts, Texas charter schools, and Texas education service centers for non-commercial, non-profit educational use within the state of Texas, and to residents of the state of Texas for their own personal, non-commercial, non-profit educational use, and provided further that no dollar amount is charged for such reproduced materials other than to cover the out-of-pocket cost of reproduction and distribution. No other rights, express or implied, are granted hereby.

