

A photograph of a classroom scene. In the foreground, two female teachers are leaning over a wooden desk, looking at papers. One teacher is wearing a denim jacket, and the other is wearing a red t-shirt with a "GREEN LEAF" logo. Two young students are sitting at the desk, looking down at the papers. In the background, another teacher is standing near a desk, and a student is sitting at a desk. The room has a bulletin board and a water bottle on a desk.

# Special Education Operating Procedures

Division of Special Education Programs

May 2020

# Special Education Operating Procedures

Copyright © 2020. 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-profit educational use within the state of Texas, and to residents of the state of Texas for their own personal, non-profit educational use, and provided further that no charge is made 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.

For more information, please contact [Copyrights@tea.texas.gov](mailto:Copyrights@tea.texas.gov).



# Activity

**PRE-TEST**

Let's check what you understand before we begin.

# Pre-Test

- What is the statutory authority requiring local education agencies (LEAs) to develop and implement special education operating procedures?
- What is the difference between school board policies and special education operating procedures?
- What is the difference between special education operating procedures and evidence of practice?

# Pre-Test

- Why was the term operating "guidelines" change to operating "procedures"?
- When must board policies be linked or uploaded in the Legal Framework?
- When must special education operating procedures be uploaded in the Legal Framework?

# Pre-Test

- Which operating procedures are required to be uploaded in 2020-2021?
  - a
  - b
  - c
- How is FAPE addressed in the operation procedures?
- Are LEAs required to use the operating procedures templates found in the Legal Framework?

# Pre-Test

- Are LEAS required to address all prompts listed on the operating procedures templates?
- What is the first thing an LEA special education director needs before accessing the authoring system in the Legal Framework?
- How are new templates identified in the resources section of the authoring system?



# Agenda



Statutory Authority



Policy or Procedure or Practice



Timeline



Required Operating Procedures



Optional Operating Procedures Templates



Accessing the Authoring System in the Legal Framework



Review of Post-Test



What Happens Next?



# Statutory Authority

According to the requirements of the Individuals with Disabilities Education Act (IDEA): 34 C.F.R. §§ 300.201 and 300.149

- The State Education Agency must provide for review and, if appropriate, revision of the **policies, procedures and practices** related to serving students with disabilities.
- Furthermore, Local Education Agencies (LEAs) are required to develop and implement **policies, procedures and practices** related to the provision of special education services to eligible students.



# Policies or Procedures or Practices



# Local School Board Policies

## Legal

- compile federal law, state law, and court decisions, providing the statutory context in which all other policies should be read

## Local

- reflect decisions made by the board of trustees

# Homepage of the Legal Framework: framework.esc18.net

Mobile Site



Legal Framework Helpdesk:



432-561-IDEA



[frameworkhelp@esc18.net](mailto:frameworkhelp@esc18.net)

[Versión Español](#)

[Getting Started](#)

[Frameworks](#)

[Updates](#)

[Resources](#)

[Glossary](#)

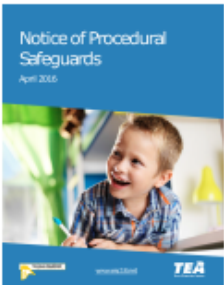
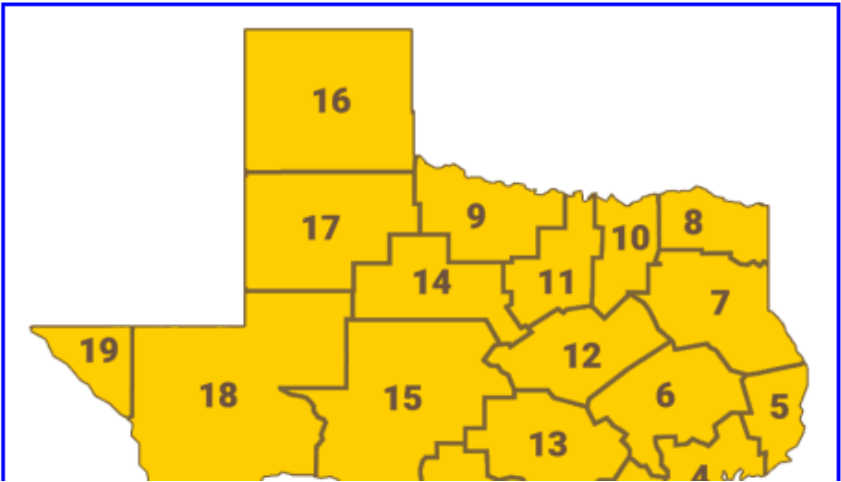
[Documents](#)

[Search](#)

[Home](#)

Local school board policies of public schools across Texas are linked to the Legal Framework. Policies can be accessed by entering the county-district number in the area below.

[Find your district or charter school](#)



[Notice of Procedural Safeguards](#)

[Aviso Sobre Procedimientos de Protección](#)




[Parent's Guide to the ARD Process](#)








# Legal Framework:


## Link Local School Board Policies -- REQUIRED















**ADD POLICIES FOR A SCHOOL** REG 18 EDUCATION SERVICE CENTER District No: 165950 [Log Out](#)

WELCOME SCHOOL ADMIN. TEST ACCOUNT (SCHOOLADMIN@MAILINATOR.COM) WEDNESDAY, MAY 06, 2020

**ADMINISTRATION**   
Policies  
**Operating Procedures**  
**ASSURANCE STATEMENTS**   
**REPORTS**   
**RESOURCE LIBRARY**   
**TRANSITION/EMPLOYMENT**  
**SERVICES DESIGNEE**  
**INFORMATION**  
**CHANGE DOCUMENTS**  
**FRAMEWORK DISPLAY PORTAL**  
**EDIT MY INFORMATION** 

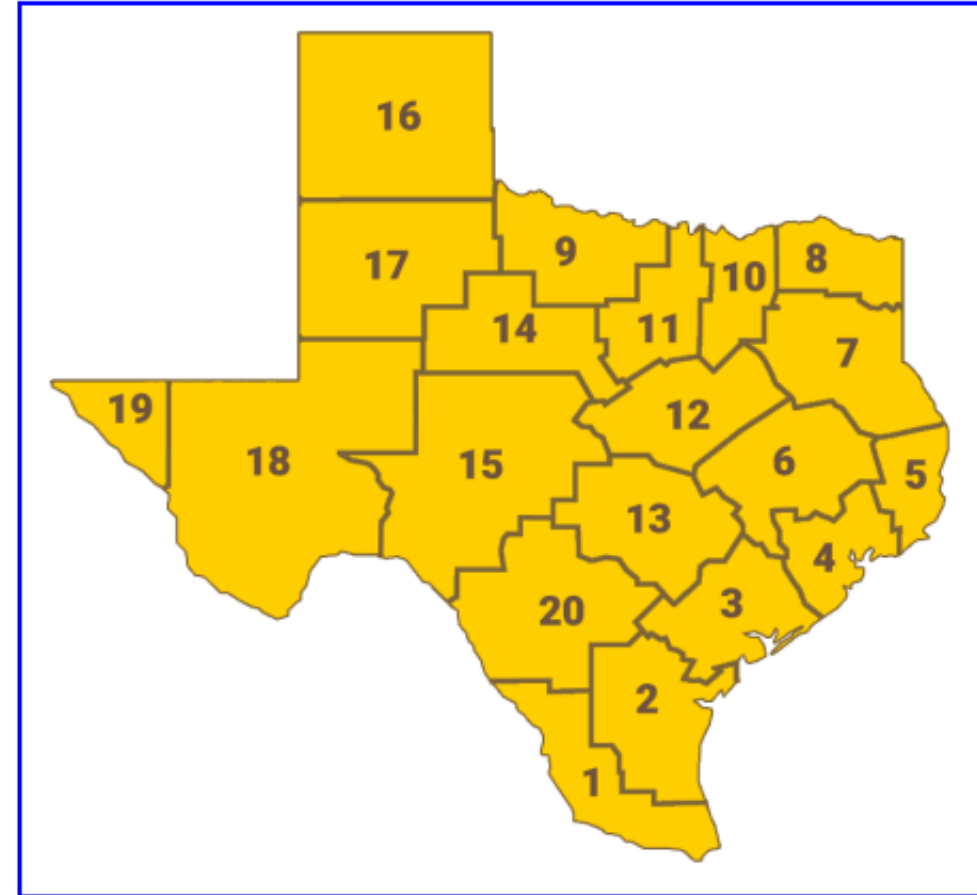
To add a Policy Reference, click on the  to the left of the Framework on which you want to enter the reference. A new window will open for that Framework, which will allow you to add or edit the Policy Reference.

**Framework**

- CHILD FIND
  -  CHILD FIND DUTY
  -  DISTRICT AND CAMPUS IMPROVEMENT PLANS
  -  PARENT NOTIFICATION AND PERSONAL GRADUATION PLAN
  -  CLOSING THE GAP
  -  DYSLEXIA SERVICES
  -  REFERRAL FOR POSSIBLE SPECIAL EDUCATION SERVICES
-  AGES 0-5
-  CHILDREN WHO TRANSFER
-  CHILDREN WHO ARE INCARCERATED
-  CHILDREN IN PRIVATE SCHOOLS
-  PARENT
-  ADULT STUDENT AND TRANSFER OF RIGHTS
- FVAI UATION

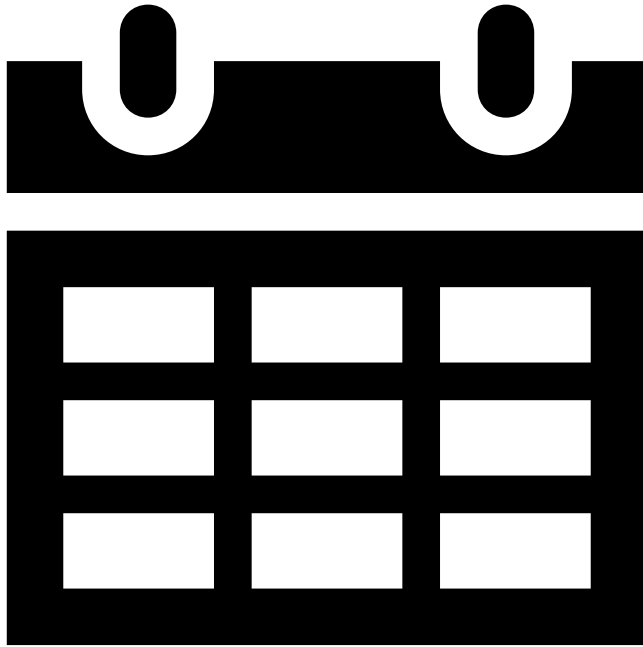
# ESC Legal Framework Contact Information

- Hover over your region to find your regional Legal Framework contact.



Hover over your region to find your regional Legal Framework contact.

# Board Policies Timeline



- Link or upload Board Policies no later than **October 31, 2020**



# Special Education Operating Procedures

## Local Operating Procedures

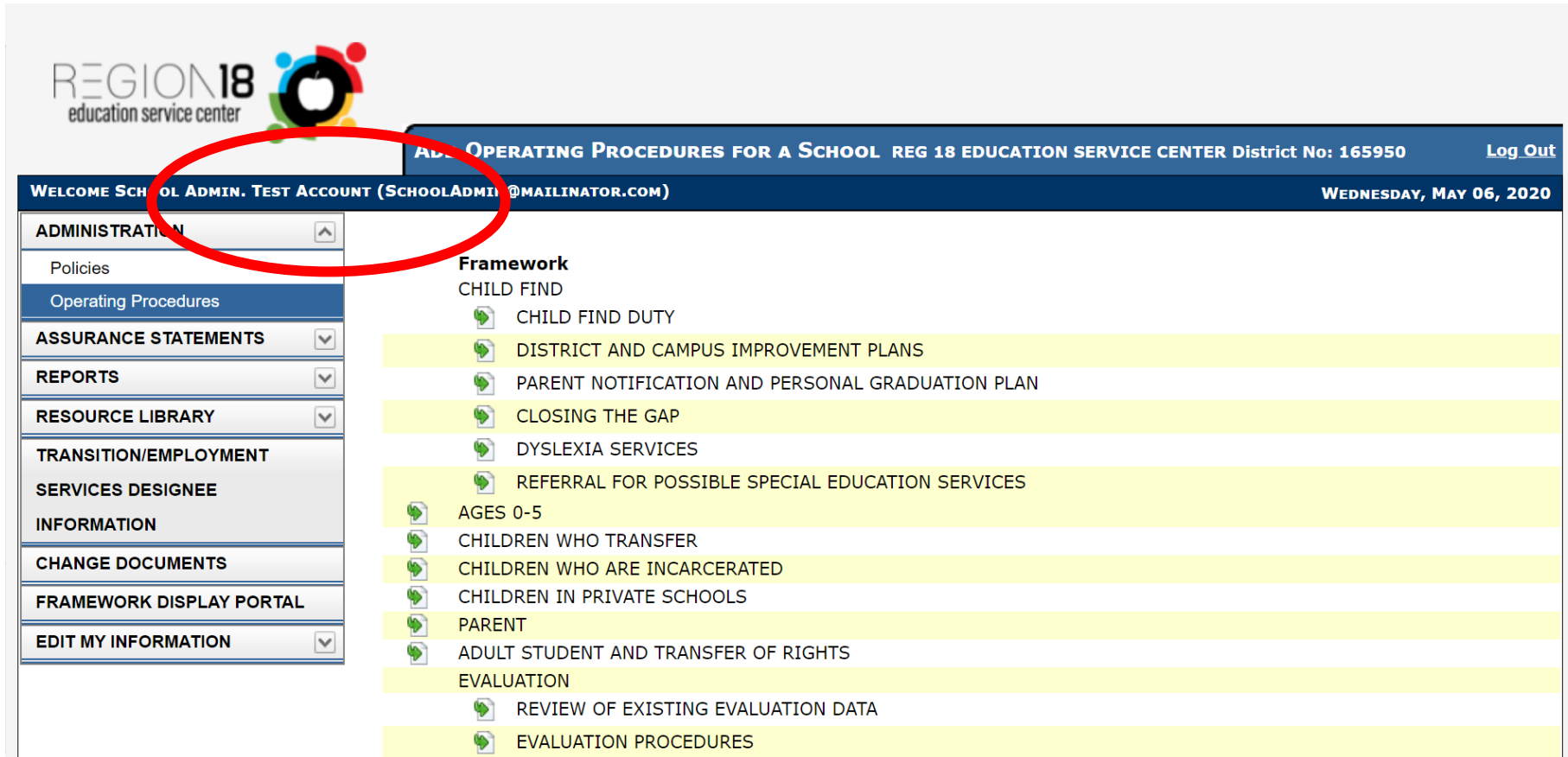
- written **procedures** developed locally which outline the implementation of the LEA's special education policies

## Local Operating Procedures

- a “living” resource meant to be updated on a regular basis

# Legal Framework:

## Add Operating Procedures **REQUIRED** in 2020



**REGION 18**  
education service center

**ADD OPERATING PROCEDURES FOR A SCHOOL** REG 18 EDUCATION SERVICE CENTER District No: 165950 [Log Out](#)

**WELCOME SCHOOL ADMIN. TEST ACCOUNT (SCHOOLADMIN@MAILINATOR.COM)** **WEDNESDAY, MAY 06, 2020**

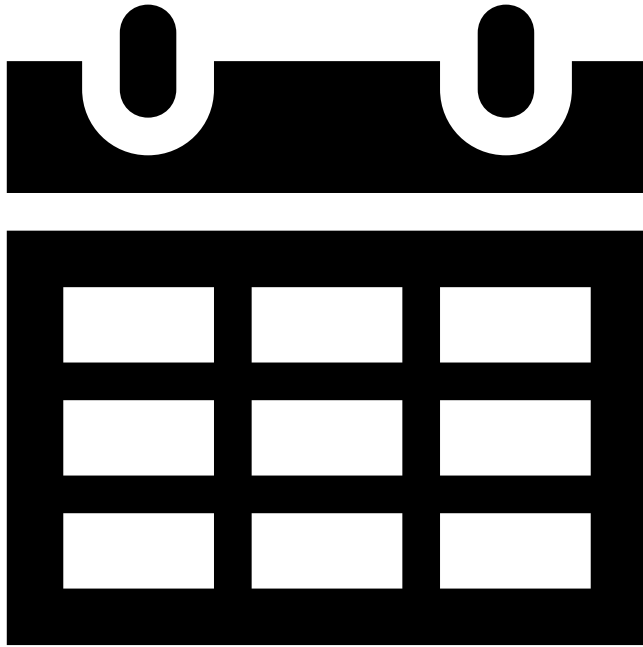
**ADMINISTRATION**

- Policies
- Operating Procedures**
- ASSURANCE STATEMENTS
- REPORTS
- RESOURCE LIBRARY
- TRANSITION/EMPLOYMENT SERVICES DESIGNEE INFORMATION
- CHANGE DOCUMENTS
- FRAMEWORK DISPLAY PORTAL
- EDIT MY INFORMATION

**Framework**

- CHILD FIND
  - CHILD FIND DUTY
  - DISTRICT AND CAMPUS IMPROVEMENT PLANS
  - PARENT NOTIFICATION AND PERSONAL GRADUATION PLAN
  - CLOSING THE GAP
  - DYSLEXIA SERVICES
  - REFERRAL FOR POSSIBLE SPECIAL EDUCATION SERVICES
- AGES 0-5
- CHILDREN WHO TRANSFER
- CHILDREN WHO ARE INCARCERATED
- CHILDREN IN PRIVATE SCHOOLS
- PARENT
- ADULT STUDENT AND TRANSFER OF RIGHTS
- EVALUATION
  - REVIEW OF EXISTING EVALUATION DATA
  - EVALUATION PROCEDURES

# Operating Procedures Timeline



Upload Operating Procedures no  
later than **October 31, 2020**

# Special Education Practices

## Evidence of Practice

- Observable

## Examples

- Forms, brochures and/or documents

The background of the slide is a large, dense crowd of students, likely at a school event or sporting event. The students are seated in bleachers, and many are wearing blue shirts. The crowd is diverse in age and appearance, with some students looking towards the camera and others looking away. The overall atmosphere is one of a large gathering of young people.

# Timeline

# Timeline for Operating Procedures



# Timeline for Operating Procedures

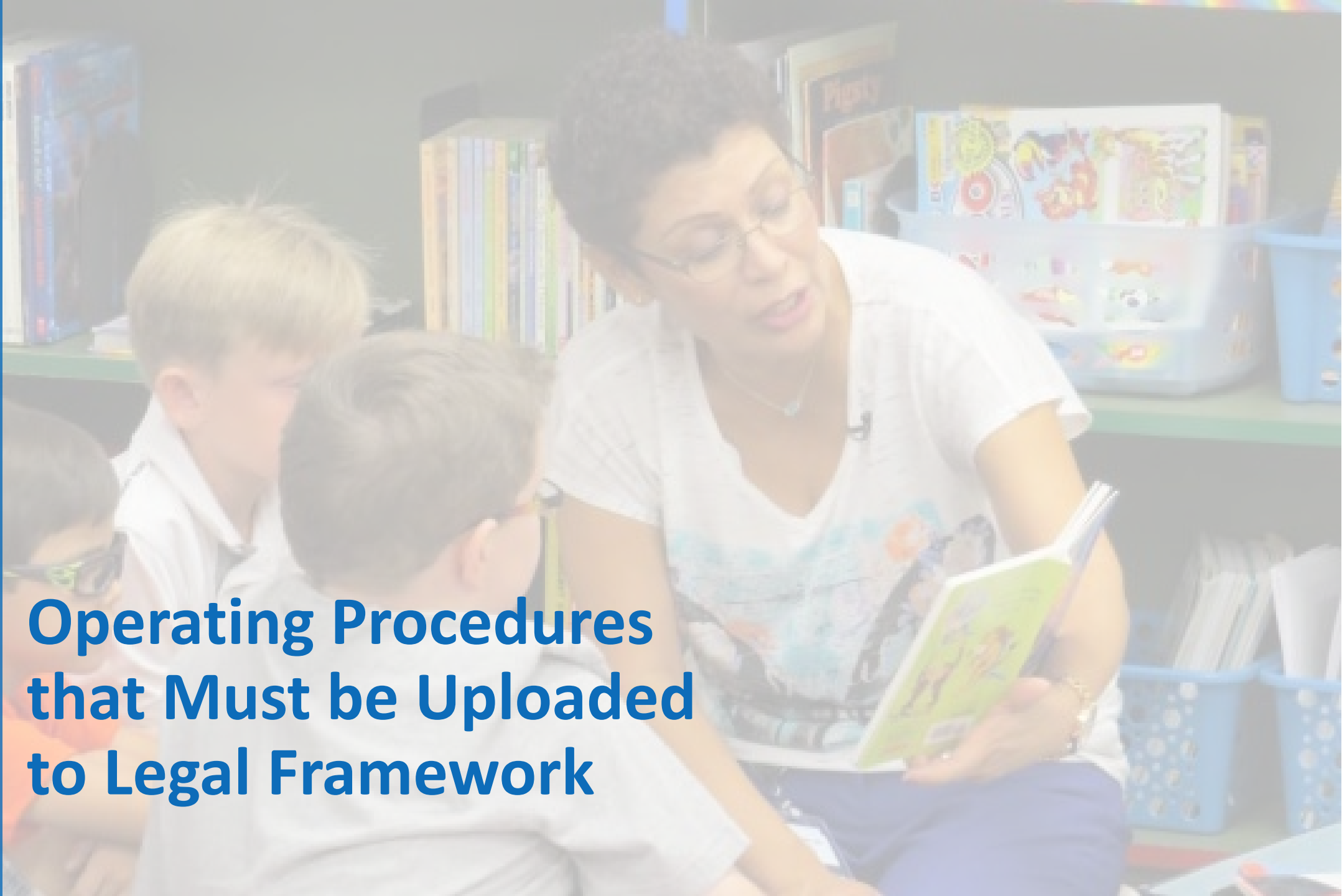
2019-2020

Review Legal  
Framework's  
Operating Procedures  
templates (total of  
98)

Organize templates  
by:  
Child Find  
Evaluation  
FAPE

The FAPE section is  
organized around  
ARD procedures.



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 filled with books and blue storage bins in the background. The image is slightly faded to allow the text overlay to be prominent.

## **Operating Procedures that Must be Uploaded to Legal Framework**

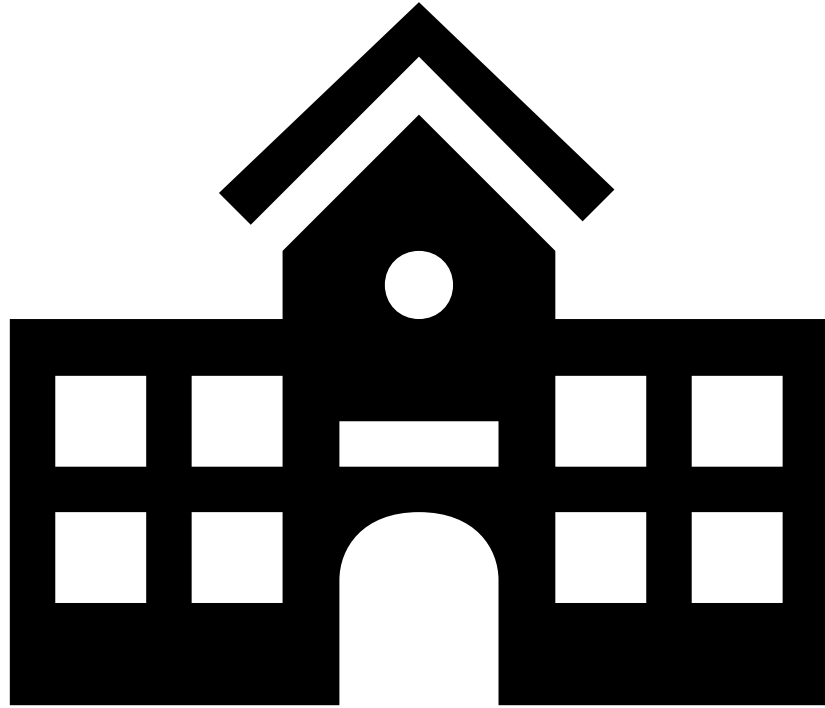
# Required Operating Procedures Must Address:

Child Find

Evaluation

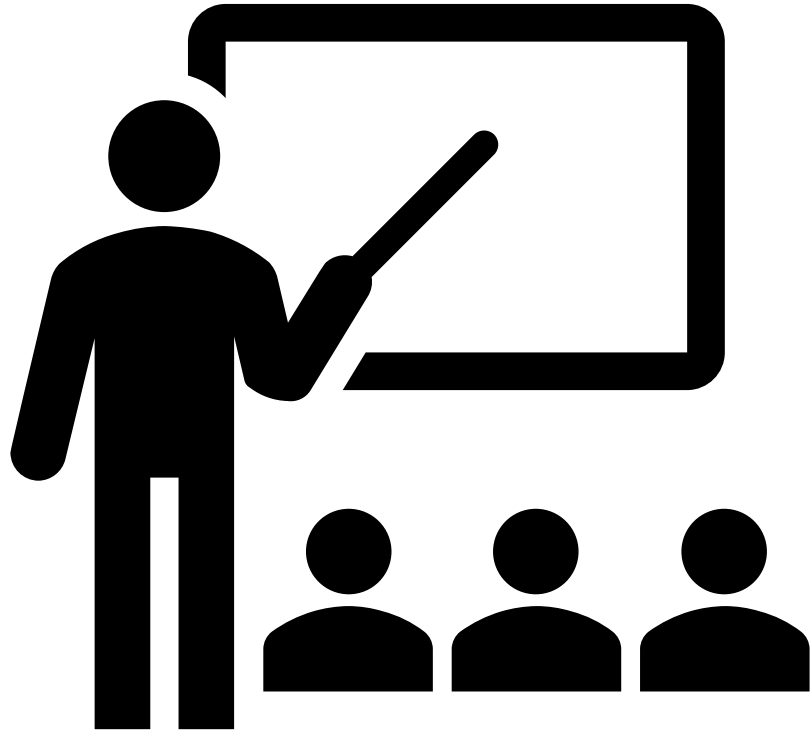
Free Appropriate Public Education (FAPE)

# FAPE



The FAPE section is organized around ARD procedures.

# Targeted Audience



Q. Who is the targeted audience for Special Education Operating Procedures?

A. General and special education staff in the LEA

# Options for Creating Operating Procedures

LEAs create their own documents.

LEAs use the templates provided in the Legal Framework (previous and new).

LEAs purchase a commercial product.



# Optional Operating Procedures Templates



# Legal Framework's Optional Templates

- Can be used by LEAs at no cost

- Are copyrighted for use by LEAs; not for commercial use

- Are intended to provide technical assistance in the areas of Child Find, Evaluation, and FAPE

- May be revised or edited by LEAs



# Organization of Optional Templates



PROCEDURES



STAFF  
RESPONSIBLE



TIMELINE



EVIDENCE OF  
PRACTICE

# Optional Operating Procedures Template

**Procedures**

- Suggested prompts provided as technical assistance support
- Not all prompts listed must be addressed
- Create your own prompts

# Optional Operating Procedures Template

**Staff Responsible**

- List positions, not names
- Could be:
  - District Level
  - Campus Level
  - Itinerant Level

# Optional Operating Procedures Template

**Timeline**

- Could be when activities described in Procedures are scheduled
- Could be within a twelve-month timeframe

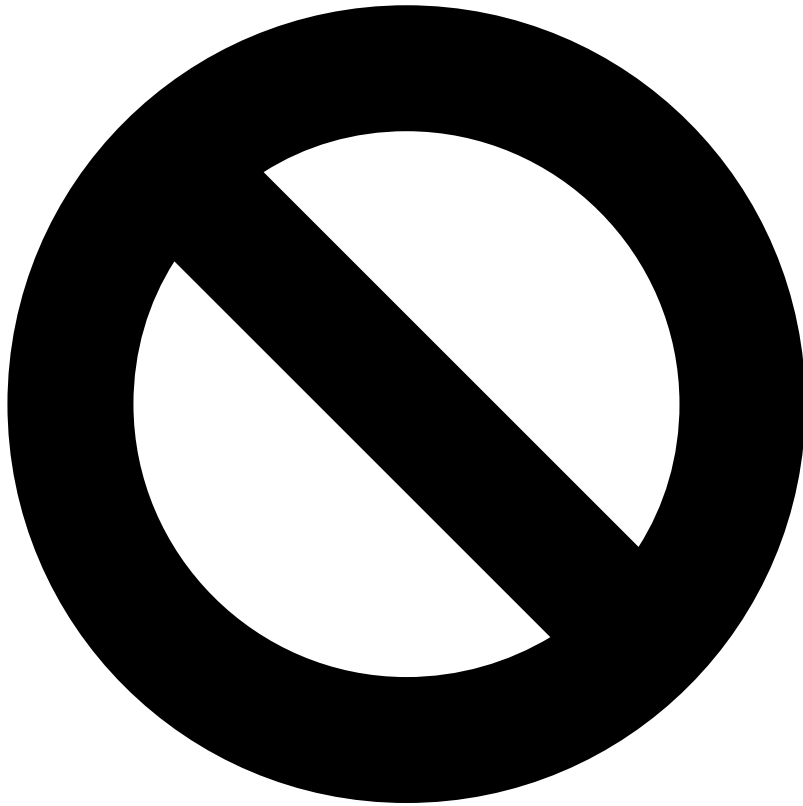
# Optional Operating Procedures Template

## Evidence of Practice

Practice can be evidenced by:

- Forms or checklists
- Training artifacts, such as agendas, sign-in sheets, handouts
- Data trackers from a software management system

# Evidence of Practice



- Do **NOT** upload Evidence of Practices in the Legal Framework

# Optional Templates to Use in Legal Framework

## Required Procedure Child Find

### Optional Templates

Child Find Duty

Ages 0 – 5 years

Dyslexia Services

Referral for Possible Special Education  
Services

Children Who Transfer

Generic



# Optional Templates to Use in Legal Framework

<u>Required Procedure Evaluation</u>	Optional Templates
	Evaluation Procedures
	Disability Categories
	Review of Existing Evaluation Data (REED)
	Independent Educational Evaluation (IEE)
	Generic

# Optional Templates to Use in Legal Framework

<u>Required Procedure</u> FAPE	Optional Templates
	ARD Committee Membership
	Parent Participation
	ARD Committee Meeting
	Amendment without a Meeting

# Optional Templates to Use in Legal Framework

<u>Required Procedure</u> <b>FAPE</b>	Optional Templates
	FAPE Composite, which describes elements of the ARD process
	Transition Services and Graduation

# FAPE Composite includes ARD Elements

- Determination of Eligibility
- Present Levels of Academic Achievement and Functional Performance (PLAAFP)
- Annual Goals
- Special Factors
- State and Districtwide Assessments
- Supplementary Aids and Services, Special Education, and Related Services
- Extended School Year (ESY) Services

# Optional Templates to Use in Legal Framework

	Optional Template
<p data-bbox="351 439 1057 606"><u>Required Procedure</u> <b>FAPE</b></p>	<p data-bbox="1274 492 2191 549">Least Restrictive Environment (LRE)</p> <p data-bbox="1274 564 1796 621">Composite includes:</p> <ul data-bbox="1274 642 2229 849" style="list-style-type: none"><li>• Least Restrictive Environment</li><li>• Placement in a Residential Facility</li><li>• Virtual Learning Days</li></ul>

# Related Resources Provided on Each Template

Within each template is a link to [Related Resources](#) that may contain relevant information on the topic from one or more of these sources:

- The Federal Register
- Office of Special Education Programs (OSEP) Q & A
- Office of Special Education and Rehabilitative Services (OSERS) guidance
- Pertinent court case decisions on the topic

# Related Resources Link

## OPERATING PROCEDURES

### GENERIC CHILD FIND TEMPLATE

"[Insert LEA NAME]"

"[Co. Dist. #]"

Template update May 2020



Legal Framework:

[Related Resources](#)

Broad Category: CHILD FIND

---

#### PROCEDURES:

#### STAFF RESPONSIBLE:

**District Level:** "Insert staff position not person's name."

**Campus Level:** "Insert staff position not person's name."

# Example of FAPE Composite Related Resources

Related Resources:

[DETERMINATION OF ELIGIBILITY](#)

[PRESENT LEVELS](#)

[ANNUAL GOALS](#)

SPECIAL FACTORS:

[Assistive Technology](#)

[Autism](#)

[Behavior](#)

[Blind or Visually Impaired](#)

[Deaf or Hard of Hearing](#)

[Limited English Proficiency](#)

[STATE AND DISTRICTWIDE ASSESSMENTS](#)

[SUPPLEMENTARY AIDS AND SERVICES, SPECIAL EDUCATION, AND RELATED SERVICES](#)

[EXTENDED SCHOOL YEAR SERVICES](#)

Broad Category: FREE APPROPRIATE PUBLIC EDUCATION





## Examples of Optional Operating Procedures Templates



# Procedures for Referral for Special Education

- Describe your LEA's Multi-Tiered Systems of Support, which includes RtI, designed to provide varying levels of support to meet the academic, behavioral, and social/emotional needs of students.
- Describe your LEA's procedures for how to initiate a referral for special education services by:
  - Student's parents or legal guardian
  - School personnel
  - Another person involved in the education or care of the student
- Describe your LEA's safeguards that ensure students are referred for an evaluation regardless of whether students have participated in an intervention program.
- What steps do LEA staff take when a special education referral is received?
- Describe your LEA's decision-making process for proposing or refusing to evaluate a student for special education services.
- Describe how school personnel are trained about the special education referral process.
- Explain how parents are informed about how to request an initial evaluation for special education services.
- Describe how outside evaluations are considered as part of the referral process.
- How does the LEA schedule evaluations for students placed in private or home school?

# Procedures for Referral for Special Education

## **|TIMELINES FOR REFERRAL FOR POSSIBLE SPECIAL EDUCATION SERVICES:**

- Training for general education and special education staff
- Informational programs for families
- Parent's written request for an initial evaluation
- Parent's verbal request for an initial evaluation

## **|EVIDENCE OF PRACTICE:**

- Forms or checklists
- Prior Written Notice of Proposal or Refusal to Evaluate
- Written consent for evaluation
- Staff training artifacts (presentation handouts, sign-in sheets, etc.)
- Agendas from informational programs for parents
- Annual LEA statement regarding IDEA's Child Find and FAPE requirements in your LEA's student handbook or by other means

# Evaluation Procedures

- What procedure is used for planning a comprehensive evaluation?
- How are outside evaluations considered by the multi-disciplinary team?
- What procedure is used when conducting an evaluation when the home language is other than English?
- Describe the procedures followed when obtaining informed parental consent for an initial evaluation and a reevaluation.
- Describe the procedures followed when a parent makes a written or verbal request for an evaluation.
- How are evaluation tools selected to address the needs of diverse learners?
- How do your evaluators ensure that the instruments used in an evaluation are valid, reliable, and administered in accordance with the instructions provided by the producer of the assessment?
- How are timelines for initial referrals and FIEs tracked? How do you determine progress for meeting SPP 11 and 12 timelines?
- What procedures do your evaluators use to ensure a comprehensive evaluation addresses all areas of concern?
- Describe the procedures followed for reviewing student evaluations when students do and do not meet eligibility criteria.
- Describe the procedures followed when considering a REED for reevaluation.
- Describe the procedures addressing when is the earliest the ARD committee can address a reevaluation before it is due.
- Describe the procedures followed when completing the Summary of Performance, which includes the current academic achievement, current functional performance, and post-secondary goals.
- Identify the job title(s) of the person(s) responsible for developing the Summary of Performance.

# Evaluation Procedures

## **TIMELINES FOR EVALUATION ACTIVITIES:**

- Annual training on compliance with evaluation timelines
- Monthly/quarterly/semester reports on evaluation progress
- Schedule for monitoring compliance/quality of evaluations

## **EVIDENCE OF PRACTICE:**

- Forms and checklists used in the evaluation process
- Training artifacts (presentation hand-outs, sign-in sheets, etc.)
- Submission of SPP 11 and 12 data in TEAL
- List of qualified personnel with required licenses and certifications to administer evaluations
- Reports for compliance
- Data tracker from software programs

# FAPE/Parent Participation Procedures

- What steps are followed to ensure parent attendance at the ARD meeting?
- What procedures are followed for preparing draft ARD/IEP documents? Describe any district procedures for sending home any draft portions of documents prior to meetings. What if the parent requests a draft prior to the ARD committee meeting? How does your LEA protect against predetermination?
- Describe the procedure followed when arranging for an interpreter for the parent at the ARD meeting.
- What procedures are followed if the parent brings an advocate or an attorney to the ARD meeting?
- How is parent participation in the development or review of the student's IEP documented?
- Describe family engagement activities provided that are intended to improve timely home-to-school communication and increased parent participation in the ARD process.

# FAPE/Parent Participation Procedures

- **TIMELINES FOR PARENT PARTICIPATION ACTIVITIES:**

- Notice of meetings
- Family engagement activities

- **EVIDENCE OF PRACTICE:**

- Family engagement artifacts (brochures, handouts, sign-in sheets, etc.)
- Forms, checklists, or scripts used to explain procedural safeguards
- Documentation of the use of an interpreter at an ARD committee meeting

# FAPE/LRE Procedures

## Virtual Learning Days

- What procedures are in place for ARD committee members to meet virtually if needed?
- Describe procedures followed for documenting services provided during virtual learning days.
- What alternatives are available if students are not able to access technology and the curriculum at home during virtual learning days?
- Describe how related services will be provided remotely? If necessary, how will the LEA make-up any missed related services?
- Describe training for staff about the provision of special education and related services during virtual learning days, such as the provision of instructional phone calls, videoconferencing, homework packets, online lessons, and other available distance-based learning approaches.
- Describe procedures followed for documenting communication with parent(s) during extended periods of virtual learning days.



# Previous Templates & New Templates

Previous legal framework templates continue to be available in the Resources Library under Operating Procedures

New templates begin with a hashtag for easy identification

# New Template Marked with Hashtag

#Child Find – Ages 0-5

The background of the slide is a large, dense crowd of students, likely at a school event or assembly. The students are of various ages and ethnicities, many wearing blue shirts. They are seated in bleachers, and the overall atmosphere appears to be one of a large gathering. The text is overlaid on this background.


# Accessing the Authoring System in the Legal Framework

# First Things First.....



- An LEA special education director must request a login for an account in the Legal Framework in order to access the authoring system (if he/she does not previously have one).
- Each LEA may have only one “Administrator’s” login.

# Click the Administrator Link to Log In

[Mobile Site](#)



**THE LEGAL FRAMEWORK**  
for the Child-Centered Special Education Process


Legal Framework Helpdesk:  
 432-561-IDEA  [frameworkhelp@esc18.net](mailto:frameworkhelp@esc18.net)

Versión Gráfica Español


[Parent](#) [Framework Menu](#) [Updates](#) [Resources](#) [Glossary](#) [Documents](#) [Search](#) [Home](#)


Local school board policies of public schools across Texas are linked to the Legal Framework. Policies can be accessed by entering the county-district number in the area below.


[Find your district or charter school](#)




Hover over your region to find your regional Legal Framework contact.


[Notice of Procedural Safeguards](#)  
[Aviso Sobre Procedimientos de Protección](#)


[Parent's Guide to the Admission, Review, and Dismissal Process](#)  
[Guía Para Padres](#)

[Special Education Rules and Regulations](#)

[Transition/Employment Services Designee Search](#)

 Stay Informed!  
Subscribe for updates

 Inform Us!  
Tell us how we are doing

 **TEA**  
Texas Education Agency

STATE LEADS | LEE LENTZ-EDWARDS AND BECKY BILVEU

REGION 18  
education service center

[Administrator](#)

Click the  
Administrator  
link to log in  
to your  
account.



# District Number & Agency Type



REGION 18  
education service center

Please select a school district to continue ...

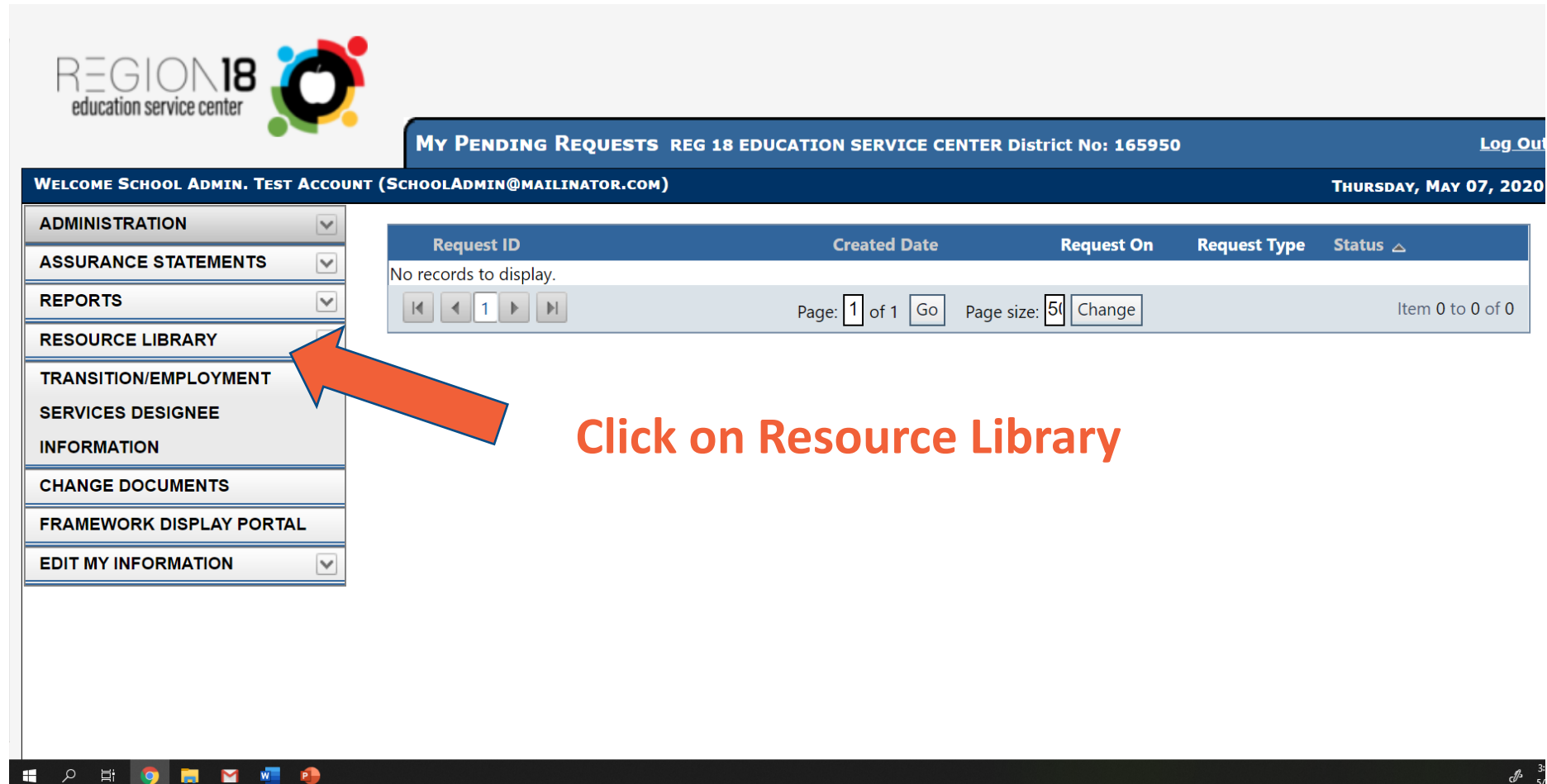
District No:  
123456

Agency Type:  
Local Education Agencies

Continue Reset

**Check to make sure you are working under the correct District Number and Agency Type, then click Continue.**

# How to Find Operating Procedures Templates

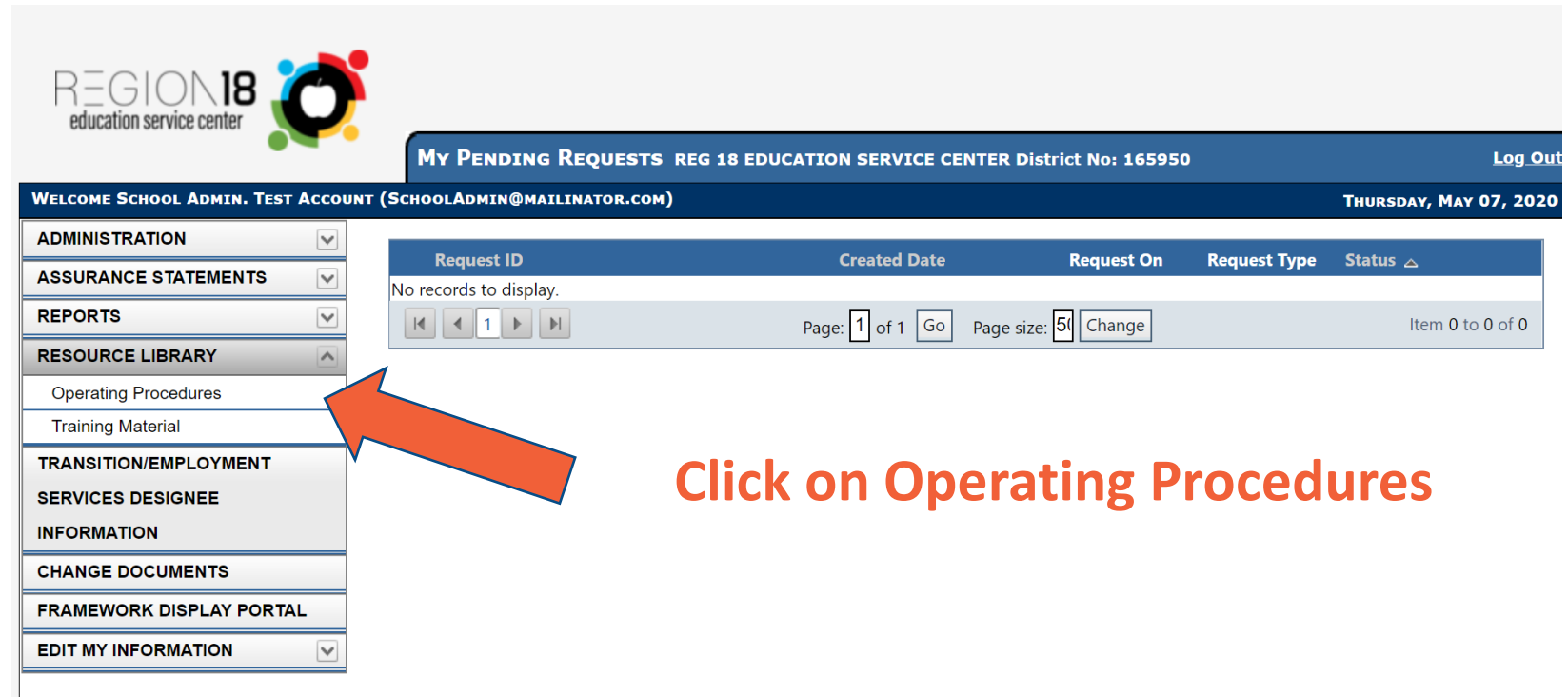


The screenshot shows the Region 18 Education Service Center website. The header includes the logo and a navigation bar with 'My PENDING REQUESTS', 'REG 18 EDUCATION SERVICE CENTER District No: 165950', and a 'Log Out' link. Below the header, a welcome message for 'SCHOOL ADMIN. TEST ACCOUNT (SCHOOLADMIN@MAILINATOR.COM)' is displayed on the left, and the date 'THURSDAY, MAY 07, 2020' is on the right. A sidebar menu on the left lists various options: ADMINISTRATION, ASSURANCE STATEMENTS, REPORTS, RESOURCE LIBRARY, TRANSITION/EMPLOYMENT, SERVICES DESIGNEE INFORMATION, CHANGE DOCUMENTS, FRAMEWORK DISPLAY PORTAL, and EDIT MY INFORMATION. A red arrow points to the 'RESOURCE LIBRARY' option. To the right of the sidebar, a table titled 'Request ID' is shown, indicating 'No records to display.' and providing pagination controls (Page: 1 of 1, Go, Page size: 50, Change) and item count (Item 0 to 0 of 0).

**Click on Resource Library**



# How to Find Operating Procedures Templates




The screenshot shows the Region 18 Education Service Center portal. The left sidebar contains a menu with the following items: ADMINISTRATION, ASSURANCE STATEMENTS, REPORTS, RESOURCE LIBRARY, Operating Procedures, Training Material, TRANSITION/EMPLOYMENT, SERVICES DESIGNEE, INFORMATION, CHANGE DOCUMENTS, FRAMEWORK DISPLAY PORTAL, and EDIT MY INFORMATION. A red arrow points to the 'Operating Procedures' link. The main content area displays a table with columns: Request ID, Created Date, Request On, Request Type, and Status. The table is empty, showing 'No records to display.' Below the table, there is a pagination bar with 'Page: 1 of 1', a 'Go' button, 'Page size: 5', a 'Change' button, and 'Item 0 to 0 of 0'. The top of the page includes the Region 18 logo, a 'My PENDING REQUESTS' header, and a 'Log Out' link. The bottom of the page features the TEA logo.

REGION 18  
education service center

My PENDING REQUESTS REG 18 EDUCATION SERVICE CENTER District No: 165950 Log Out

WELCOME SCHOOL ADMIN. TEST ACCOUNT (SCHOOLADMIN@MAILINATOR.COM) THURSDAY, MAY 07, 2020

Request ID	Created Date	Request On	Request Type	Status 
No records to display.				

Page: 1 of 1 Go Page size: 5 Change Item 0 to 0 of 0

Operating Procedures


Click on Operating Procedures

TEA



# Agreement Statement

REGION 18  
education service center



TERMS OF USE REG 18 EDUCATION SERVICE CENTER District No: 165950

[Log Out](#)

WELCOME SCHOOL ADMIN. TEST ACCOUNT (SCHOOLADMIN@MAILINATOR.COM)

THURSDAY, MAY 07, 2020

ADMINISTRATION

Policies

Operating Procedures

ASSURANCE STATEMENTS

REPORTS

RESOURCE LIBRARY

Operating Procedures

Training Material

TRANSITION/EMPLOYMENT  
SERVICES DESIGNEE  
INFORMATION

CHANGE DOCUMENTS

FRAMEWORK DISPLAY PORTAL

EDIT MY INFORMATION

The following operating procedures were developed with IDEA-B Discretionary Funds for use in the identification, evaluation, educational placement and provision of a free appropriate public education (FAPE) to children with disabilities in the State of Texas. These operating procedures are to be used solely for this purpose.

I agree to the proper use of these operating procedures.

I further agree to adopt and enforce practices that minimize the opportunity for any improper financial gain on the part of any employees, consultants, members of governing bodies, and others.

You must agree to these Terms of Use to use the Resource Library

Agree

Disagree

# Agreement Statement



**I agree to the proper use of these operating procedure templates.**

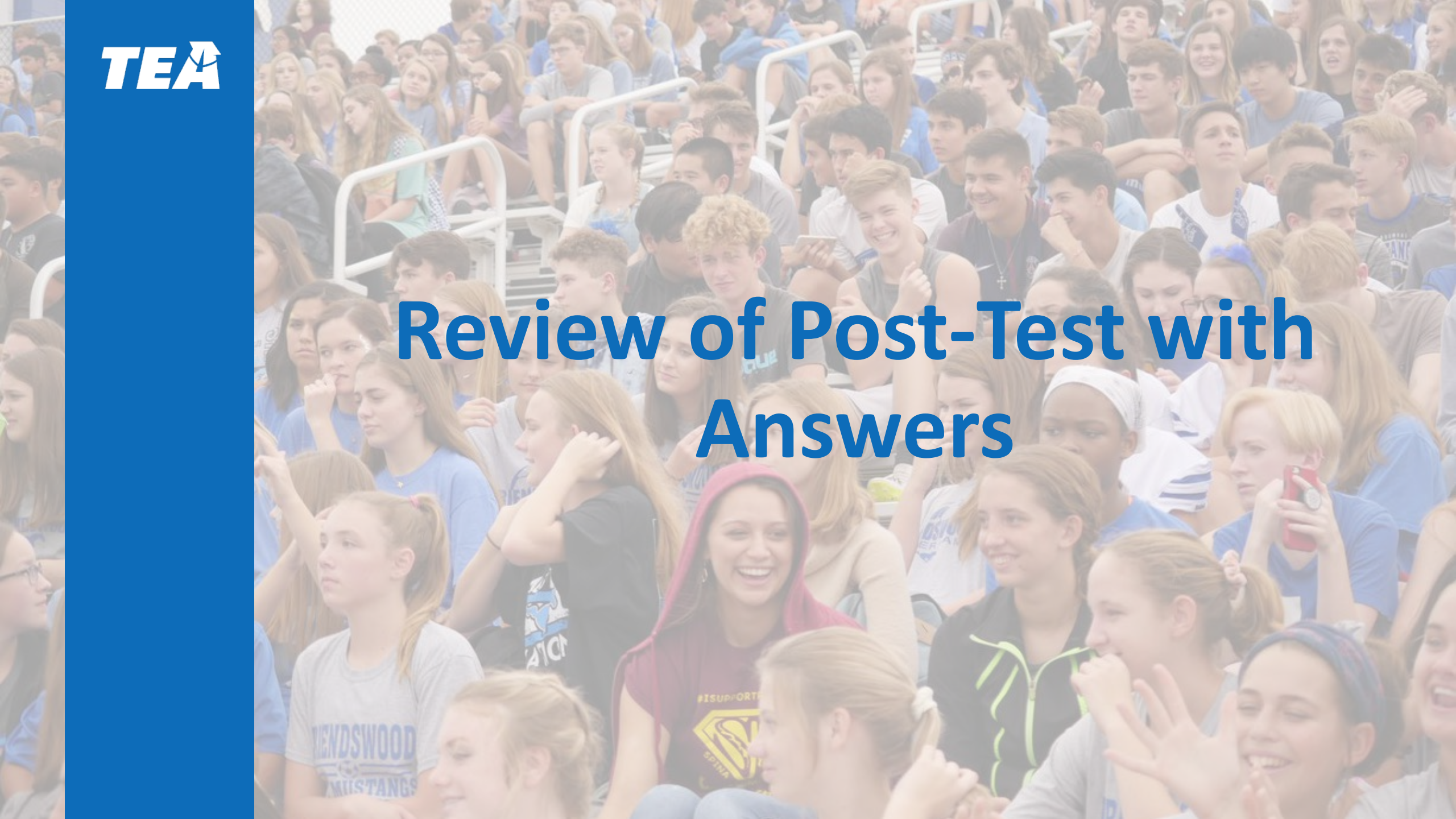


**I further agree to adopt and enforce practices that minimize the opportunity for any improper financial gain on the part of any employees, consultants, members of governing bodies, and others.**



**I agree to these Terms of Use to use the Resource Library.**

**Agree**

The background of the slide is a large, dense crowd of students, likely at a school event or assembly. The students are of various ages and ethnicities, many wearing blue shirts. They are seated in bleachers, and the overall atmosphere appears to be one of anticipation or excitement. The text "Review of Post-Test with Answers" is overlaid in the center of the image in a large, bold, blue font.

# Review of Post-Test with Answers

# Post-Test

- What is the statutory authority requiring local education agencies (LEAs) to develop and implement special education operating procedures?

## **The Individuals with Disabilities Education Act (IDEA)**

- What is the difference between school board policies and special education operating procedures?

**School board policies compile laws and reflect decisions made by the board of trustees. Special education operating procedures describe HOW the LEA implements special education policies.**

- What is the difference between special education operating procedures and evidence of practice?

**The evidence of practice proves the written special education procedures are being implemented. This evidence could be forms, checklists, training artifacts, completed documents, etc.**

# Post-Test

- Why was the term operating “guidelines” changed to operating “procedures”?  
**The term guidelines was changed to procedures to align with federal language in the law.**
- When must board policies be linked or uploaded in the Legal Framework?  
**October 31, 2020. This date follows a Texas legislative year.**
- When must special education operating procedures be uploaded or linked in the Legal Framework?  
**October 31, 2020**

# Post-Test

- Which operating procedures are required to be uploaded in 2020-2021?
  - a. **Child Find**
  - b. **Evaluation**
  - c. **Free Appropriate Public Education (FAPE)**
- How is FAPE addressed in the operating procedures?

**FAPE is addressed through the Admission, Review, and Dismissal procedures.**
- Are LEAs required to use the Operating Procedures templates in the Legal Framework?

**No. They can create their own documents, use the templates, or purchase a commercial product.**



# Pre-Test

- Are LEAs required to address all prompts within procedures listed in a template?  
**No, not all prompts within procedures must be addressed. Nor do they have to address all the other elements : staff responsible, timeline, or evidence of practice. The use of the elements is optional. The requirement is to thoroughly describe your procedures.**
- What is the first thing an LEA special education director needs before accessing the authoring system in the Legal Framework?  
**The special education director must obtain a login for an account to access the authoring system in the Legal Framework.**
- How are new templates identified in the resources section of the authoring system?  
**A hashtag in front of the template identifies a new template.**

A high-angle, top-down photograph of three students sitting around a wooden table, engaged in a learning activity. They are using tablets and colorful geometric manipulatives. One student in the foreground is wearing a black Adidas sweatshirt and glasses, smiling. Another student is wearing a white shirt. The table is covered with various educational materials, including boxes of colorful blocks, a grid of colored dots, and a tablet displaying a grid-based game. The text "What Happens Next?" is overlaid in a large, bold, blue font on the left side of the image.

# What Happens Next?



# ESC Special Education Directors



TEA RECORDS WEBINAR



ESCS DELIVER TRAINING  
TO LEA SPED DIRECTORS



SPED DIRECTORS UPDATE  
AND/OR DEVELOP  
OPERATING PROCEDURES



SPED DIRECTORS UPLOAD  
OPERATING PROCEDURES  
IN LEGAL FRAMEWORK



# Questions?

Please contact your regional ESC  
or

[sped@tea.texas.gov](mailto:sped@tea.texas.gov)



**Thank you!**