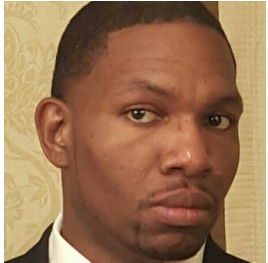


Special Education Day and Residential Placement Programs Updates

Meet The Team

Special Education Day and Residential Placement Programs Team

SPECIAL EDUCATION DAY PLACEMENT PROGRAMS



COORDINATOR

Bobby Alexander

Day Program Coordinator



SPECIALIST

Julia Ross

Day Program Specialist

SPECIAL EDUCATION RESIDENTIAL PLACEMENT PROGRAMS



COORDINATOR

Michelle Salinas

Residential Program Coordinator



SPECIALIST

Dr. William Gregory

Residential Program Specialist

We Will Cover



Texas Administrative Code revisions and enhanced oversight of special education day and residential placement programs, effective October 4, 2026.

These icons are used on slides to indicate if the content applies to day placement programs (chair), residential placement programs (bed), or both.



What We Will Cover

01 WHAT CHANGED

Changes in statute (TEC) and commissioner's rule (TAC)

02 WHO IS IMPACTED

Where new and expanded requirements apply

03 WHAT IT MEANS

Key takeaways from the revised framework

This sessions starts with the big picture. Later topics will address program applicability, minimum standards and approval, reporting, and other implementation requirements in more detail.

Scope of Legislative Changes

01

DAY & RESIDENTIAL PLACEMENTS

TEC 29.008

- Expanded statute to incorporate public programs and public-private partnerships
- Added requirements affecting approval and oversight
- Expanded standards for day and residential providers

02

DAY PLACEMENT PROGRAM FUNDING

TEC 48.304

- Created a new funding allotment to support public day program capacity
- Provides for up to 20 awards annually

03

RESIDENTIAL PLACEMENT CONSIDERATIONS

TEC 29.0056

- Added an ARD-related requirement when residential placement is considered
-> covered in greater detail later today

Changes in state law required corresponding updates across day and residential program frameworks.

Residential Placement Rule Changes

[TAC §89.1092](#) | WHAT CHANGED IN COMMISSIONER’S RULE

WHAT CHANGED	BEFORE RULE CHANGE	AFTER RULE CHANGE
PROGRAM SCOPE	“Nonpublic residential program” focused on services by non-district personnel in non-district facilities. What we currently consider a private provider.	“Nonpublic” removed from rule. “Residential placement programs” now include public and private providers.
INITIAL PROGRAM APPROVAL	Initial approval followed a LEA’s student-specific contract or intent to contract.	TEA may approve a program before the program enters into an LEA contract.
OPERATING STANDARDS	Requirements were distributed across rule, program guidance, and approval practices.	Minimum standards were expanded, centralized and outlined in one program guidance manual. Clarified placement, contracting, and operational requirements.
APPROVAL CYCLE	Provider approval from 1–3 years, at TEA discretion.	Provider approval from 1–5 years, at TEA discretion.

Day Placement Rule Changes

[TAC §89.1094](#) | WHAT CHANGED IN COMMISSIONER'S RULE

WHAT CHANGED	BEFORE RULE CHANGE	AFTER RULE CHANGE
PROGRAM SCOPE	“Nonpublic or non-district operated day program” focused on services delivered by non-district personnel in non-district facilities.	“Nonpublic” was removed. The framework now includes public day programs and public-private partnerships.
INITIAL PROGRAM APPROVAL	Initial approval followed a LEA’s student-specific contract or intent to contract.	TEA may approve a program before the program enters into an LEA contract.
OPERATING STANDARDS	Requirements were distributed across rule, program guidance, and approval practices.	Minimum standards were expanded and centralized in one guidance manual, with clearer operating requirements.
APPROVAL CYCLE	Provider approval from 1–3 years, at TEA discretion.	Provider approval from 1–5 years, at TEA discretion.
OVERSIGHT PATHWAY	Public day programs and public-private partnerships were outside §89.1094 reporting, approval, and monitoring.	Certain programs now follow one of two pathways: report only, or reporting + approval + monitoring.

New Day Placement Program Types



All three program types are new; the distinction is whether each is classified as public or private.

3 NEW DAY PROGRAM TYPES

2 public
program types

1 private
program type.

01

PUBLIC DAY PROGRAM: DISTRICT-OPERATED

The LEA operates the program with its own personnel.

EXAMPLE IN PRACTICE *An LEA runs a self-contained program not on a regular school campus* and serves one or more students from another LEA.*

02

PUBLIC DAY PROGRAM :NON-DISTRICT-OPERATED

An ESC or Harris County Department of Education (HCDE) operate the program.

EXAMPLE IN PRACTICE *HCDE— ABS East and West Campuses.*

03

PRIVATE TYPE: PUBLIC-PRIVATE PARTNERSHIP

A private provider operates the program through a partnership administered by an LEA or ESC.

EXAMPLE IN PRACTICE *A private provider operates a day program on district-owned property.*

*Regular School campus - a public school campus that is designed primarily to teach the general education curriculum to students with and without disabilities



1 SAFEGUARDS

Student rights & safety

- Video/audio surveillance
- Incident reporting
- Parent access

2 OVERSIGHT

Clear accountability

- Program costs
- Annual reporting & attestation

3 READINESS

Qualified staff

- Required annual training
- Eligibility & background checks

Clarified Operational Requirements

Several revisions make existing responsibilities more explicit.

OUT-OF-STATE APPROVAL

Approval conditions and requirements.

INCIDENT REPORTING

Timelines, documentation, and reporting procedures.

LEA RESPONSIBILITY / FAPE

Contracting does not shift the LEA's responsibility for FAPE.

STAFFING + BACKGROUND CHECKS

Applicable LEA hiring requirements, including Do Not Hire Registry verification.

PROGRAM DESIGN

Programs provide specialized services/supports not available on the regular campus.

PLACEMENT + CONTRACTING

Providers may not require a specific placement duration as a condition of placement

REQUIRED

1 Existing Day and Residential Providers

Provide evidence of compliance with expanded standards by January 1, 2027.

2 New Programs (after rule effective date, 10/4)

Meet all requirements upon approval.

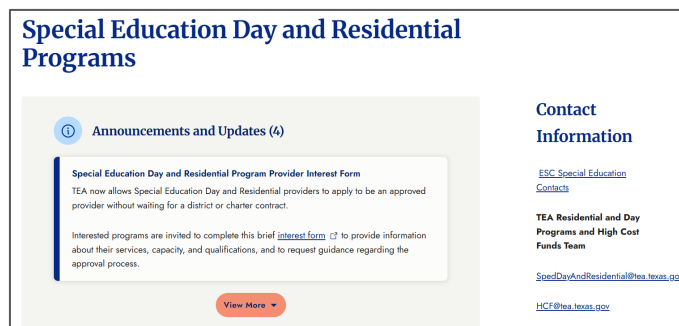
What Stakeholders Need to Do



Resources and Support

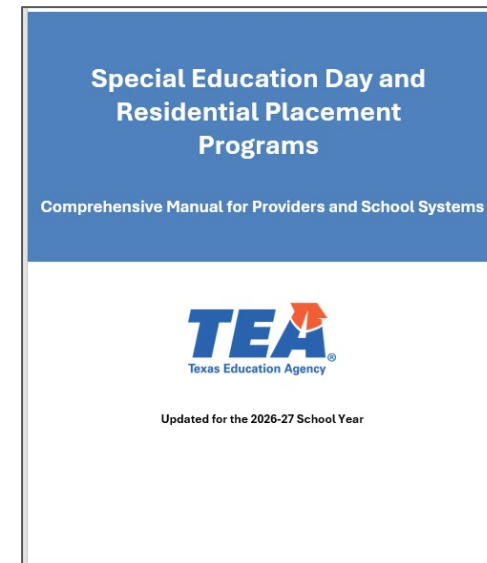
Day/Residential webpage

Program information, FAQs, TEAL information for day/residential reporting, and information for service providers.



Coming Soon! Updated Program Guidance

Downloadable program guidance manual for providers and LEAs.



DAY AND RESIDENTIAL SUPPORT

The Day and Residential Team provides program support and technical assistance.

EMAIL SPEDDayandResidential@tea.texas.gov

Activity: What Are You Wondering?

Now that you've seen the big picture, what questions are coming to mind?

Think about what you want to make sure gets answered during today's workshop.

APPLICABILITY

Does this apply to my program?

REQUIREMENTS

What will we need to do differently?

TIMING

When do these changes take effect?

IMPLEMENTATION

What will this look like in practice?

1

Take one minute to write one question you want answered today.

We'll hear a few questions, then keep them in mind as we move through the workshop.

Hold onto your question — at the end, check whether it was answered.

Expanded Day Program Types & Determining Applicability



10:00 AM – Topic #2

District Operated VS Non-District Operated

What is the Difference

Public Day Program: District Operated (LEA)

- Students receive special education and related services for more than 50% of the school day in a classroom or facility not located on a regular school campus
- Program includes contracted placements from at least 1 other LEA

Public Day Program: Non-District Operated (ESC and HCDE)

- Students receive special education and related services for more than 50% of the school day in a classroom or facility owned or leased by the ESC, HCDE
- Or is an LEA with which an ESC or HCDE is contracting to provide services



To the extent that school districts are part of an SSA for the provision of special education and related services and where those services are provided in a centralized location **for only those districts that are members of the SSA**, “Public Day Program - District Operated” program type shall not apply. However, expanded reporting requirements shall apply.

If the SSA allows students from **districts that are not members of the SSA** to be accepted into the SSA's centralized location's program, the program would be considered a “Public Day Program - District Operated” and will be subject to the same requirements.

Reporting, Approval, and Monitoring

Program operated by a LEA (not on a regular school campus)

Serves only students enrolled in the operating LEA: Reporting only

Serves one or more students enrolled in another LEA: Reporting, TEA approval and monitoring requirements apply.

Program operated by an ESC or HCDE

Reporting, TEA approval, and monitoring requirements apply.

Program operated by a private provider

Reporting, TEA approval, and monitoring requirements apply.



What is a Program Administrator?

Do you know what a “Program Administrator” for a day program is?

☐ YES

☐ NO

A Program Administrator For a Day Program Can Be:

- A public or private entity that manages a day placement program that allows a school districts to contract for services as needed.
- A school system, ESC or private entity that enters into a binding agreement, such as contracts or MOUs, with other LEAs to secure special education day program seats but do not directly provide services to students.



How many **Public Day Placement Programs** are not impacted by the rule change?

☐ 0

☐ 1

☐ 3

☐ 5

Excluded/Non-Impacted Programs by the Rule Change

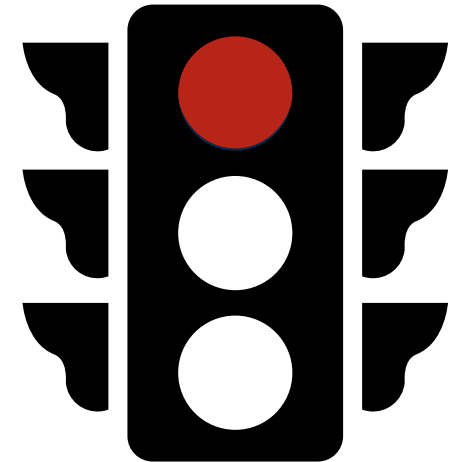
- State-operated schools (TSBVI, TSD)

- Early Childhood Special Education (ECSE) centralized settings

- 18+ transition programs (that meet rule exclusion criteria)

- Head Start programs

- Regional Day School Program for the Deaf (RDSPD)



Interested in Becoming an Approved Provider?

- TEA can approve facilities before the facility enters into a contract with a district.
- To learn more, complete the *Special Education Program Approved Provider Interest Form* on the TEA Special Education Day and Residential Programs webpage. A member of the team will follow-up with you.



Expanded Minimum Standards & Approval Processes



11:00 AM – Topic #3

Who Do Minimum Standards Apply To?

- Expanded minimum standards apply to ARD committee placed Texas public school students served by:
 - Existing and future private day and residential providers
 - Public day placement programs operated by LEAs, ESCs, or HCDE
 - Public-private programs administered by LEAs/ESCs
 - Out-of-state providers serving Texas student
- Minimum standards do not apply to:
 - Excluded categories
 - Hearing officer placements
 - Public District-Operated report-only public day programs

Minimum Standards and Eligibility Conditions



Minimum Standards and Conditions for TEA Consideration to Operate as a Day or Residential Placement Program

Purpose

These minimum standards establish the conditions and requirements that a public or private facility, institution, agency or business , both in-state and out-of-state, must meet and demonstrate through the TEA review and approval process to be approved to contract with school districts to provide services to Texas public school students with disabilities who have been placed by their ARD committee in a day or residential placement program . Meeting the minimum standards alone does not guarantee approval.

TEA will periodically solicit proposals to increase the capacity of high-quality day and residential placement programs in Texas and will establish an application process through which prospective providers may apply for TEA approval.

Responsibility

The school district, which includes independent school districts established under Texas Education Code (TEC),

from [TEA Special Education Day and Residential Programs website](#)

Overview of Minimum Standards

- The purpose is to provide an overview of minimum standards impacting day and residential placement programs and contracting LEAs
- While we will highlight several of the most significant changes for programs and contracting LEAs, this is not a full account of all minimum standards that may impact your program
- We encourage you to familiarize yourself with the full text of the minimum standards



Throughout this session, we will use this icon to highlight aspects of the minimum standards that may be particularly new or different

Program Minimum Standards:

I. Legal Status, Approval, and Program Identity

Must meet state, federal, and local regulatory or licensing requirements, as applicable

Must provide TEA with current organizational, ownership, and contact information; must promptly report any changes

Must have never had any license, approval, or certification revoked or voluntarily surrendered in lieu of revocation

❖ For initial approval, at least 24 months must have passed since the resolution of any finding, sanction, or corrective action related to health/safety/welfare

Must accurately identify type of program

II. Certification/Licensure Requirements

Staffing and Credentials

- All individuals providing special education and related services in IEP certified/licensed in areas of assignment
- Staffing assignments sufficient for IEP implementation
- Process to verify staff credentials pre-hire
- Substitute/coverage plans for continuity of services

Professional Development

- Certified teachers receive the same professional development required of Texas public school teachers
- Ongoing professional development to support IEP implementation
- Annual training for all staff serving ARD committee-placed students:

Behavior intervention
and crisis response

Abuse/ misconduct
reporting

Child abuse prevention
and awareness

Student records
and confidentiality

Medication
administration

III. Academic and Behavioral Curriculum

TEKS-Based Curriculum

❖ Use of High-Quality Instructional Materials (HQIM)

Continuity of academic programming between LEA and placement program (graduation plans, TEKS, etc.)

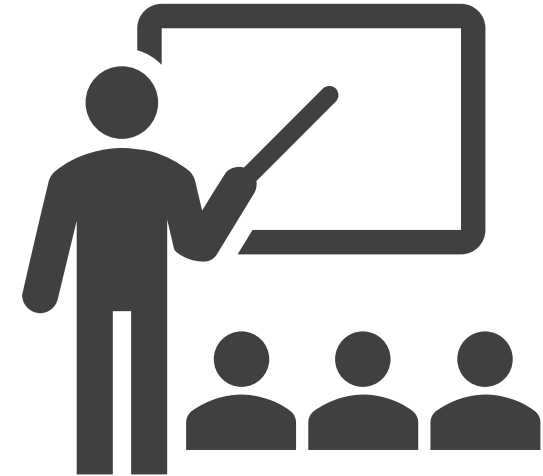
❖ Information about whether synchronous/asynchronous virtual instruction is used

❖ Staffing model for behavior support

Commensurate instructional day

Progress monitoring

Compliant behavior management practices; BIP alignment



IV. Criminal Background Check & Reporting Misconduct

PERSONNEL SCREENING

Criminal background checks and fingerprinting apply to all personnel serving ARD-placed students, using the same standards that apply to LEAs.

INCLUDES

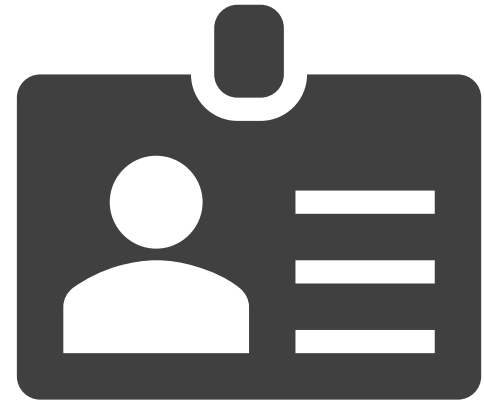
Review of the Do Not Hire Registry

MISCONDUCT REPORTING

Maintain written misconduct-reporting procedures, including reports to applicable licensure agencies.

STANDARD

Requirements outlined in TEC 22A





ON-SITE LEADERSHIP

◆◆ Administrator onsite during program hours.

MEDICATION

Medication management and storage policies, supported by medication training.

MONITORING

◆◆ Video/audio surveillance and retention policies.

EMERGENCY READINESS

Written protocols and training for fire, evacuation, lockdown, and medical emergencies.
TAC §103.1209



— FACILITY READINESS

Meet fire and building codes plus the safety, security, and accessibility requirements applicable to public schools.

— EVACUATION READINESS

Maintain clearly defined emergency evacuation routes.

A safe physical plant combines compliant spaces with a practiced way out.

VII. Student Rights

EQUAL RIGHTS

Students have the same rights as Texas public school students with disabilities.

No aversive techniques

Report data to TEA upon request

Restraint, seclusion, and time-out training requirements

❖ **Prohibition of parent/guardian and child no contact practices**



VIII. Transparent Fee Schedules



Methodology for determining rates

❖ Published fee schedule

Differentiated by service
level/individual student needs

Itemized service fees

Services LEA retains responsibility for

IX. Reintegration

Reintegration plan for each ARD-placed student

How the program will work towards reintegration and monitor progress towards reintegration

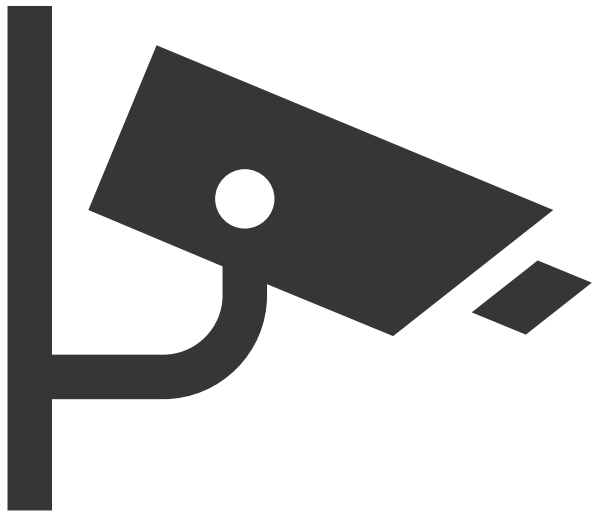
◆◆ Report progress towards reintegration at least quarterly



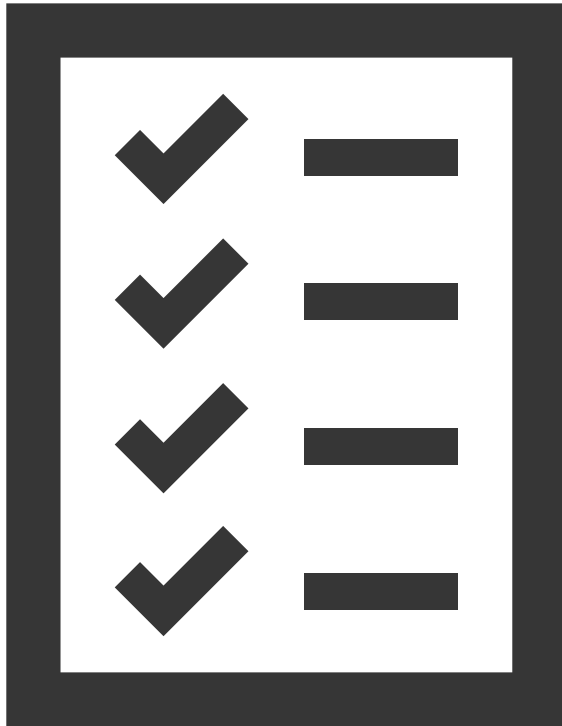
Poll: Your comfort level with the new minimum standards

- A. My program/the program I contract with is **likely** to meet the new minimum standards
- B. I am **unsure** whether my program/the program I contract with will meet the new minimum standards
- C. My program/the program I contract with will have to make some **minor** changes to meet the new minimum standards
- D. My program/the program I contract with will have to make **significant** changes to meet the new minimum standards
- E. I am concerned that my program/the program I contract with will be **unable** to meet the new minimum standards

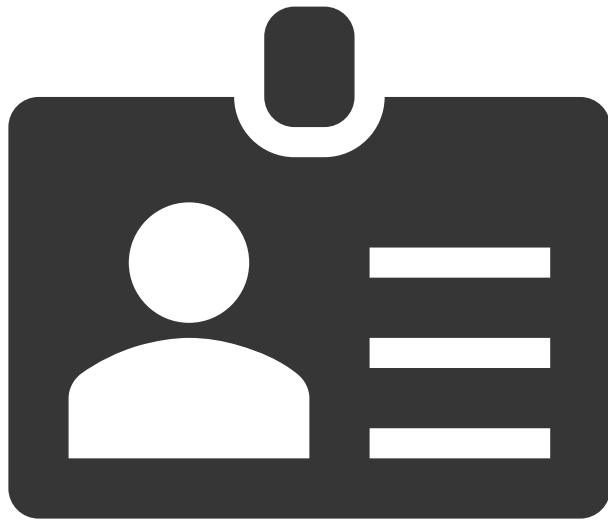
Demonstrating Compliance with Minimum Standards



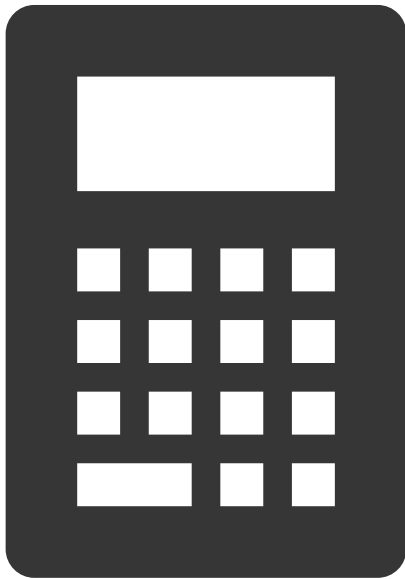
- ☐ Map of monitored locations
- ☐ Camera coverage images
- ☐ Unmonitored student areas and rationale
- ☐ Equipment checks and failure response
- ☐ Recording retention and incident holds
- ☐ Recording access, review, and release



- ☐ Incident reporting requirements and timelines
- ☐ Employee misconduct reporting
- ☐ Internal escalation and response
- ☐ Required external notifications



- ☐ Do Not Hire registry screening
- ☐ Staffing coverage and substitute plans
- ☐ Onsite administrator schedules and designees



- ❑ Itemized service fee schedule
- ❑ Included and excluded costs
- ❑ Additional fees
- ❑ Rate-setting methodology

Annual Staff Training Requirements

- ❑ Staff training procedures, including onboarding and annual training requirements
- ❑ Training logs or completion records identifying the training title, date, participant, and evidence of completion in:
 - behavior intervention, crisis response, restraint and time-out
 - abuse and misconduct reporting requirements
 - child abuse prevention and awareness
 - student records and confidentiality
 - medication management, administration, and storage, including safe handling practices, documentation, emergency response procedures, secure storage, controlled-substance safeguards, and parent authorization
 - emergency protocols for critical incidents, including fire, evacuation, lockdown, and medical emergencies



- ❑ Documentation showing that the instructional materials are designated as high-quality instructional materials
- ❑ A description of how instructional materials are selected, implemented, and monitored for use within the program

Poll: Requirements for Demonstrating Compliance

- A. I have a clear understanding of what my program/the program I contract with needs to upload to demonstrate compliance with the new minimum standards
- B. I understand what needs to be uploaded, but I have concerns about the program's ability to meet requirements and timelines
- C. It is unclear to me what needs to be uploaded and by what timeline

All Impacted Entities

- Review updated minimum standards and companion provider guide
- Determine applicability to your program
- Identify gaps in:
 - Policies and procedures
 - Staffing and training
 - Reporting, surveillance and documentation system

Providers

- Begin preparing for updated application/ramping up for compliance with expanded minimum standards
- Review cost documentation and transparency requirements

LEAs

- Review contracting practices and oversight expectations
- Identify impacted placements/programs

Provider Implementation Planning Checklist

Awareness

- Review requirements
- Participate in Office Hours/Technical Assistance Opportunities

Planning

- Update policies and procedures
- Build systems
 - Required Training
 - Reporting Requirements
- Physical Plant readiness (e.g., cameras)

Implementation

- Submit required application updates/reapproval materials
- Begin ongoing reporting processes

Compliance Deadline

- Full compliance by January 1, 2027

2026-2027 School Year

January 1 2027: current day/residential placement program providers demonstrate compliance with new minimum standards

Ongoing Basis

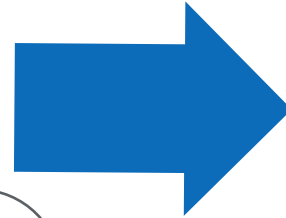
Annually: providers upload an assurances document, verifying ongoing compliance with program requirements

Monitoring Process Updates

Updated Initial Approval Process

Previous: 2 Pathways

1. Preliminary approval for interested programs not yet contracting with LEAs
 - Requirement to seek full initial approval once contracting with LEAs
2. Full initial approval only for programs with existing ARD committee placements

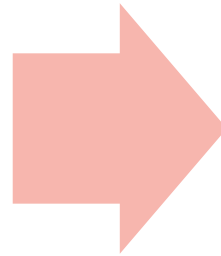


Now: 1 Pathway

- Full initial approval possible regardless of whether the program is already contracting with LEAs
 - ▲ **However**, program must meet full approval criteria, including staffing and curriculum requirements, even if not yet contracting with LEAs

Updated Approval Periods

Previous: Up to 3 years



Now: Up to 5 years

With annual provider assurances

- ✓ At TEA discretion
- ✓ Based on reapproval findings
- ✓ Subject to change based on new findings

- Updates to the reapproval process
 - streamline documentation requests
 - minimize duplicative requests for day/residential placement program providers and contracting LEAs
- For LEAs, new resources to help facilitate self-monitoring of day/residential placements and guide onsite activities
- Reapproval documentation requests will be data driven and customized based on program history, documentation, and performance to include:
 - Health, safety, welfare concerns
 - Compliance and monitoring outcomes
 - IEP Implementation and Service provision

What these changes mean for you

For LEAs

- Different documentation requirements during program reapproval
- New APEX reporting requirements (if you have students in programs not previously reported in APEX)
- In some cases, longer program reapproval periods of up to 5 years
- New process for TEA initial approval of not-yet-approved programs

For Day/Residential Providers

- Different documentation requirements during program reapproval
- New program approval requirements (if you operate a program not previously reported in APEX)
- In some cases, longer program reapproval periods of up to 5 years
- New process for initial approval prior to an LEA's contract

Implementation Timeline

September 2026:
APEX application
opens; LEAs report all
contracted day/res
placements

January 1, 2027:
deadline for current
day/res providers to
demonstrate
compliance with new
minimum standards

Fall 2026: initial
approval process for
existing day programs
newly subject to 1094

- Initial approval is
available year-round

Spring 2027: report-
only indicator opens
in APEX for public day
report-only programs

New and Expanded State Reporting Requirements



1:30 PM – Topic #4

Existing Reporting Requirements Remain in Effect

Private day and residential state reporting is unchanged.

LEAs must **notify*** TEA of all ARD committee placed students in contracted day or residential programs in accordance with state reporting timelines.



STATE REPORTING

Required

LEAs continue to report private day and residential placements in accordance with TEA guidance and timeframes.

State reporting submissions are submitted via **TEAL Application (APEX)**.

Day and Residential program placements have a 30-day reporting window.

The reporting clock starts at the ARD decision and placements are reported annually – this is not a one-time requirement.

THREE REPORTING TYPES

- 01 Initial placements**
Within 30 calendar days of the ARD committee placement decision.
- 02 Summer placements**
Within 30 calendar days after APEX opens for the new application year.
- 03 Continuing placements**
Submit annually within 30 calendar days after the application opens for the new year.

NOTIFICATION DEADLINE

30 days

calendar-day window

Applies to all ARD-committee placements in day or residential programs.

New Reporting Requirements by Program Type



Program Type	State Reporting in APEX	TEA Program Approval	Example
Public day — district operated (contracted)	Yes	Yes	Accepts students from other LEAs
Public day — district operated (REPORTING ONLY)	Yes	No	Serves only students enrolled in the LEA
Private Day Programs	Yes	Yes	LEA contracts with a private provider
Public day — non-district operated	Yes	Yes	Operated by an ESC or HCDE

State reporting submissions are submitted via TEAL Application (APEX).



***Legally ordered* day or residential placements are reported—not approved.**

When a special education hearing officer or court orders the placement, the district notifies TEA; the provider is not required to complete approval procedures for that ordered placement.

TEA NOTIFICATION DEADLINE

30 days

calendar days from the order

The school district must notify TEA when the day or residential placement is ordered by a special education hearing officer or court of competent jurisdiction.

WHAT THIS MEANS

01 MUST BE REPORTED

The district submits notice to TEA.

02 REPORTING ONLY IN APEX

A new reporting-only feature will support the submission.

03 NO PROGRAM APPROVAL

The provider does not complete approval procedures for the ordered placement.

This reporting-only pathway applies when the public day program serves only students enrolled in the operating LEA.

WHEN REPORTING ONLY APPLIES

District operated
PUBLIC DAY PROGRAM

Serves only students enrolled in the LEA

The program is reported to TEA, but it does not complete the TEA program-approval process.

COMING CHANGES IN APEX

NEW

Reporting-only feature

APEX will add a dedicated way to submit the required state report without starting a program-approval request.

STATE REPORTING

REQUIRED

TEA PROGRAM APPROVAL

NOT REQUIRED

Next Steps for Implementation

1 NOW

Identify programs

Inventory qualifying public day, public-private partnership, and off-campus self-contained programs.

2 NEXT

Determine pathway

Classify each program or placement as report only, report and approval, or legally ordered.

3 PREPARE

Update procedures

Assign owners, document decision points, collect APEX information, and build deadline triggers.

4 ONGOING

Submit & monitor

Report within required timelines, retain documentation, and complete approval steps only when applicable.

ACROSS ALL STEPS Train relevant staff—and keep stakeholders informed of responsibilities and timing.

ARD Requirements For State Supported Living Centers (SSLCs)

LEA Responsibility to Provide SSLC Information

1

TEC §29.0056 addresses information about residential placement in a State Supported Living Center for students with disabilities who may qualify.

2

HHSC provides informational materials to **TEA**.

3

TEA makes the materials available to **LEAs**.

4

The school provides the materials to the parent or guardian when residential placement is discussed during an ARD committee meeting.

When the Requirement Applies

Provide the materials at each ARD committee meeting in which residential placement is discussed.

The requirement applies when the committee discusses a new, proposed, or existing residential placement.

Documentation Expectations



ARD documentation should reflect that residential placement was discussed.



ARD documentation should also reflect that the required materials were provided to the parent or guardian



Document both actions clearly for each applicable meeting



Review of Day Program Types



2:00 PM – Topic #5

The following fabricated scenarios show **some** other possible types of day programs and how they new rule will apply.



**Additional real-world cases may exist beyond those reviewed here.*

Day Programs Under TAC 89.1094: Example #1

Diana is a student enrolled in Boroughs ISD

Diana's Placement	Placement Definition Under TAC 89.1094	LEA Reporting Requirement?	Program Approval Requirement?	New Requirement?
BrightPath Day Services, a private day school operating on private property. Boroughs ISD places Diana in this program.	BrightPath Day Services = Private Day Placement Program	YES; Boroughs ISD completes day app in APEX. TEA reviews the placement for approval.	BrightPath Day Services - YES	NO

Day Programs Under TAC 89.1094: Example #2

Scott is a student enrolled in Evergreen ISD

Scott's Placement	Placement Definition Under TAC 89.1094	LEA Reporting Requirement?	Program Approval Requirement?	New Requirement?
Harris County Department of Education (HCDE). Evergreen ISD places Scott in this program.	HCDE = Public Day Placement Program – Non-District Operated	YES; Evergreen ISD completes day app in APEX. TEA reviews the placement for approval.	HCDE - YES	NO

Day Programs Under TAC 89.1094: Example #3

Marcus is a student enrolled in Monroe ISD

Marcus' Placement	Placement Definition Under TAC 89.1094	LEA Reporting Requirement?	Program Approval Requirement?	New Requirement?
Behavior Plus is a private provider that partners with school systems to operate highly specialized behavior programs (<i>a public-private partnership</i>). Tall Pines ISD contracts with Behavior Plus to run a program on a former elementary school campus (no longer considered an active campus) the district owns. Tall Pines ISD is the Program Administrator. Monroe ISD places Marcus in this program.	Behavior Plus = Private Day Placement Program Tall Pines ISD = Program Administrator	YES; Monroe ISD completes day app in APEX. TEA reviews the placement for approval.	Behavior Plus - YES	YES

Day Programs Under TAC 89.1094: Example #4

Devontre is a student enrolled in Oaklawn ISD

Devontre's Placement	Placement Definition Under TAC 89.1094	LEA Reporting Requirement?	Program Approval Requirement?	New Requirement?
Oaklawn ISD operates and staffs their own intensive middle school behavior program called "Pathways" that is located on Oaklawn ISD property that does not have a campus ID . The ARD committee determines and agrees Devontre needs to attend the Pathways program.	Pathways= Public Day Placement Program – District Operated	YES; Oaklawn ISD enters the placement in APEX for reporting/tracking purposes only, not TEA approval.	Pathways -No	YES

Day Programs Under TAC 89.1094: Example #5

Kiara is a student enrolled in Green Meadow ISD

Kiara's Placement	Placement Definition Under TAC 89.1094	LEA Reporting Requirement?	Program Approval Requirement?	New Requirement?
Green Meadow, is a neighbor to Oaklawn ISD. The ARD committee determines Kiara needs a day placement program. Green Meadow contracts with Oaklawn ISD to place Kiara in the Pathway's program. Oaklawn accepts the placement.	Pathways= Public Day Placement Program – District Operated	YES; Green Meadow ISD enters the placement in APEX. TEA reviews the placement for approval.	Pathways –YES Pathways must be approved to accept the Green Meadow ISD student.	YES

Day Programs Under TAC 89.1094: Example #6

Shawna is a student enrolled in Riverstone ISD

Shawna's Placement	Placement Definition Under TAC 89.1094	LEA Reporting Requirement?	Program Approval Requirement?	New Requirement?
Beacon Grove, a program run by Sunrise ISD staff in a classroom located on property without a campus ID owned by Sunrise ISD. Riverstone ISD places Shawna in this program.	Beacon Grove = Public Day Placement Program – District Operated	YES; Riverstone ISD completes day app in APEX. TEA reviews the placement for approval.	Beacon Grove - YES	YES

Day Programs Under TAC 89.1094: Example #7

Tahnee is a student enrolled in Granite Peak ISD

Tahnee's Placement	Placement Definition Under TAC 89.1094	LEA Reporting Requirement?	Program Approval Requirement?	New Requirement?
Aspen Trail Center, a program run by Oak Meadow ISD staff in a separate campus with a campus ID owned by Oak Meadow ISD. Granite Peak ISD places Tahnee in this program.	Aspen Trail Center = Public Day Placement Program – District Operated	YES; Granite Peak ISD completes day app in APEX. TEA reviews the placement for approval.	Aspen Trail Center - YES	YES

Day Programs Under TAC 89.1094: Example #8

Bailey is a student enrolled in Silver Prairie ISD

Bailey's Placement	Placement Definition Under TAC 89.1094	LEA Reporting Requirement?	Program Approval Requirement?	New Requirement?
Major ISD and Silver Prairie ISD are part of a two-member Special Education SSA. Major ISD operates an intensive program for HS students with Autism in an off-campus district building. Silver Prairie ISD places Bailey in the Major ISD program through the SSA.	The Major ISD program = Public Day Placement Program – District Operated	YES; Silver Prairie enters the placement in APEX for reporting/tracking purposes only, not TEA approval.	NO	YES

Day Programs Under TAC 89.1094: Example #9

Julio is a student enrolled in Third Coast Charter School

Julio's Placement	Placement Definition Under TAC 89.1094	LEA Reporting Requirement?	Program Approval Requirement?	New Requirement?
Third Coast charter school wants to place Julio in the Major ISD intensive program for HS students with Autism (see example #8) in an off-campus district building. Third Coast Charter School is not an SSA member. Major ISD accepts the contracted placement from Third Coast Charter.	The Major ISD program = Public Day Placement Program – District Operated	YES; Third Coast Charter School completes day app in APEX. TEA reviews the placement for approval.	YES The Major ISD program now must be approved for the Third Coast Charter School student placement.	YES



Thank you!

Please email the team with any questions.



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