

Special Education Requirements

Generation 27

Charter and Virtual
Monitoring & Support Team



True North Statement



Together, we are committed to high expectations and strong systems that achieve equitable outcomes for students in special populations.



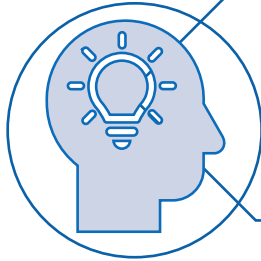
OFFICE OF SPECIAL
POPULATIONS
AND MONITORING
TEXAS EDUCATION AGENCY



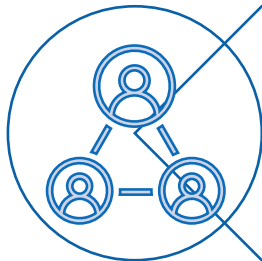
Objectives



Overview of Special Populations



Considerations for Special Populations Planning



Share Resources for LEAs



Special Populations Overview





Every Child, Prepared for Success in College, a Career or the Military

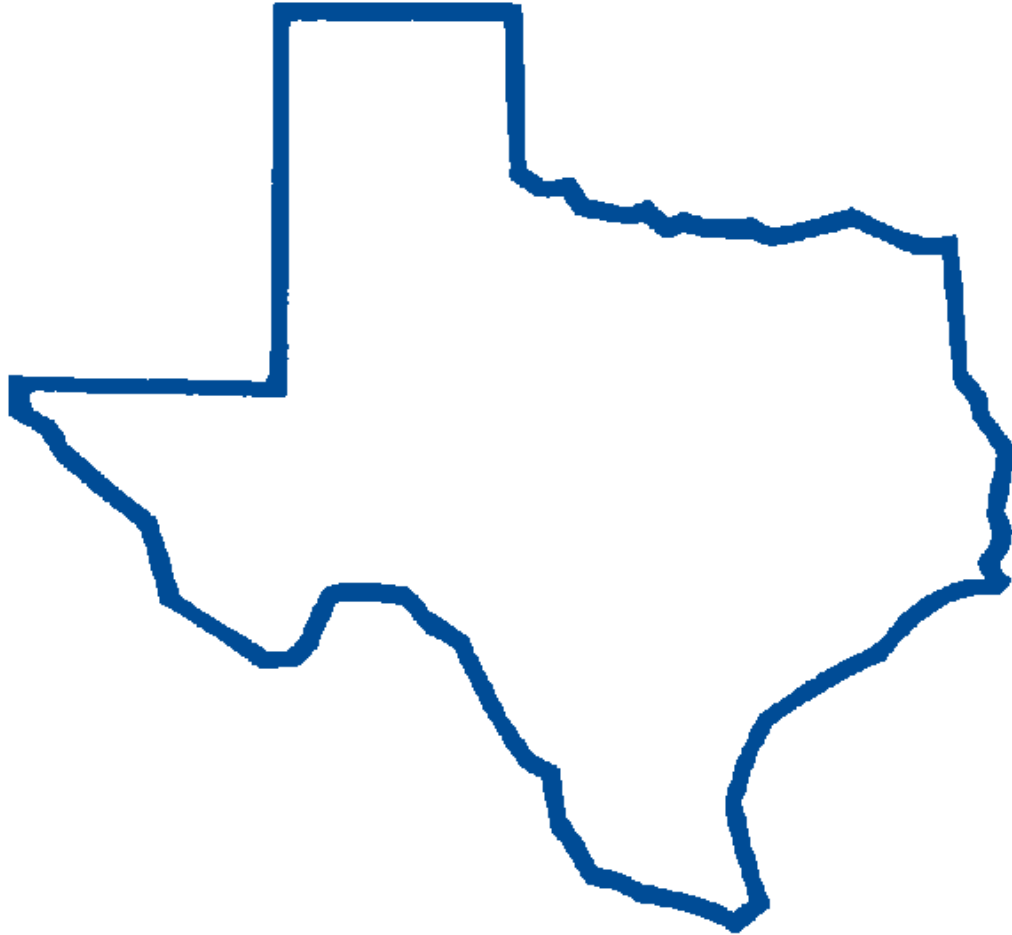
5,479,173

Texas Students





Texas students in special population categories



Students in Special Education – 11%



English Learners – 20%



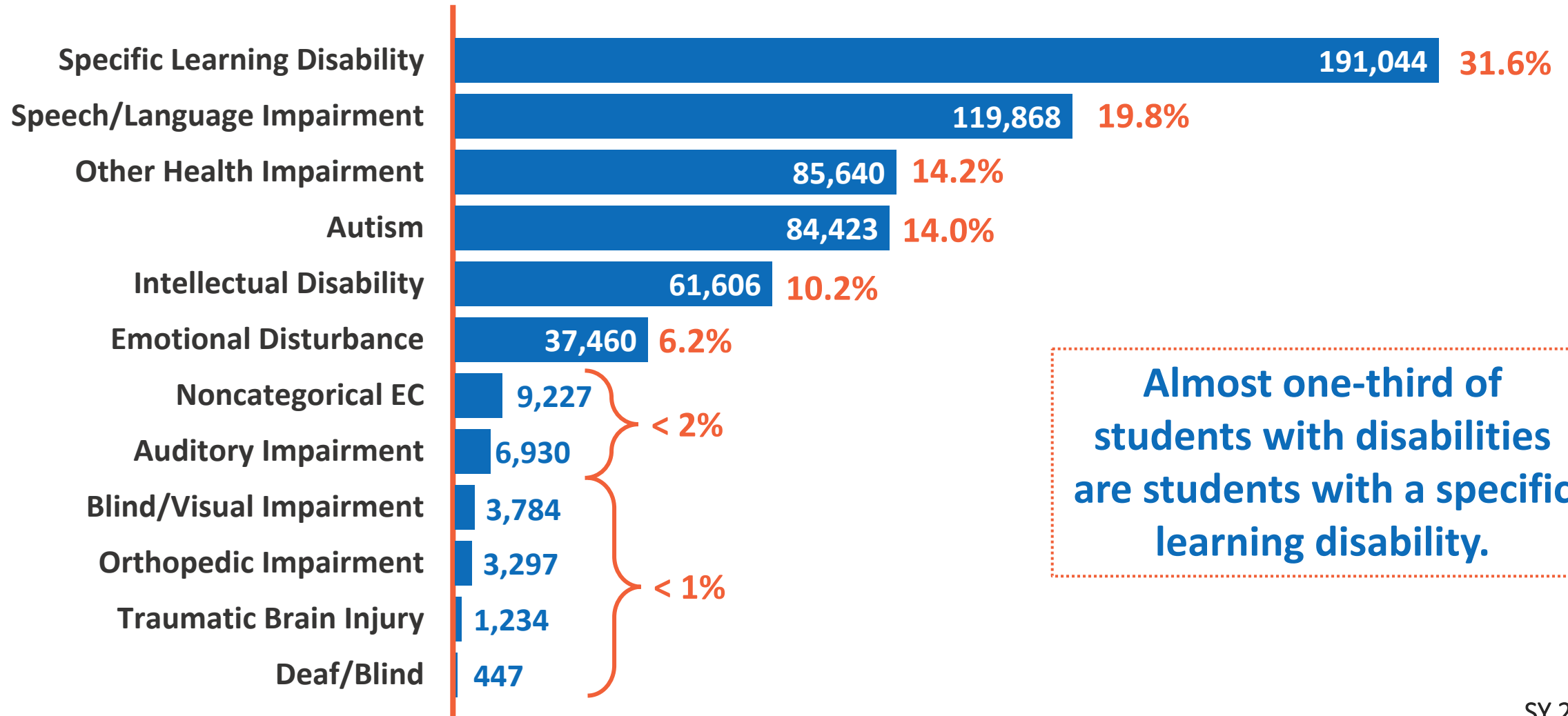
Gifted and Talented – 8%

504

Students in Section 504 – 7%



Eligibility Categories in Texas for Special Education Qualification



Almost one-third of students with disabilities are students with a specific learning disability.

SY 2020-2021



Special Populations

 Dyslexia Characterized by difficulties with accurate or fluent word recognition and poor spelling and decoding abilities.	 English Learner Support Resources for English learners (ELs) and immigrant students	 Gifted & Talented G/T students develop innovative products and sophisticated performances that reflect individuality and creativity
 Highly Mobile & At Risk Highly Mobile, At-Risk, and Mental Health Supports	 Review and Support The Department of Review and Support (R&S) is a unit housed in the TEA Office of Special Populations and Monitoring.	 Special Education A wide array of services and support are available for these students and families.

[Special Populations | Texas Education Agency](#)



Dyslexia Resources



- [House Bill 3 Dyslexia Allotment Spending Guidance](#)
- [Dyslexia PEIMS Coding Overview](#)
- [Frequently Asked Questions: Dyslexia and Related Disorders - January 2021](#)
- [Texas State Dyslexia Requirements Worksheet](#)
- [Webinar: Dyslexia and Related Disorders in the IEP](#)
- [Dyslexia, Dysgraphia, and Dyscalculia in the IEP Guidance Document](#)
- [Dyslexia and Related Disorders in the IEP \(PowerPoint\)](#)
- [Updates to Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders \(Dyslexia Handbook\)](#)





Supporting Emergent Bilingual Students in Texas

2021-2022 English Learner Support Division Zoom Meetings

- Education Service Centers, School District staff and Open-Enrollment Charter School staff are invited to attend!
- [EL Portal Educator Link](#)



[Accountability & Compliance](#)



[LPAC](#)



[Professional Development](#)



[Program Implementation](#)



Gifted and Talented Resource Library

■ Featured Resources: [G/T Educator Resources](#)



Statistics and Demographics

Data for state, district, and campus populations including G/T demographic data.



Identification

Identifying CLED gifted learners, including barriers, characteristics, assessments, and more.



Program Services

Service for CLED gifted learners including social/emotional needs, service models, furloughs, exits, and evaluation.



Curriculum and Instruction

Considerations for meeting the educational needs of CLED gifted learners.



Professional Learning

Considerations for meeting the state requirements for teachers working with G/T students.





Highly Mobile and At Risk, and Mental Health Supports



- [Foster Care and Student Success](#)
- [Human Trafficking](#)
- [Mental and Behavioral Health](#)
- [Military Connected Students](#)
- [Pregnancy Related Services](#)
- [Texas Education for Homeless Children and Youth](#)





Special Education



Special
Education Data
and Reports



Dispute
Resolution
Process



Technical
Assistance and
Guidance



Family
Resources

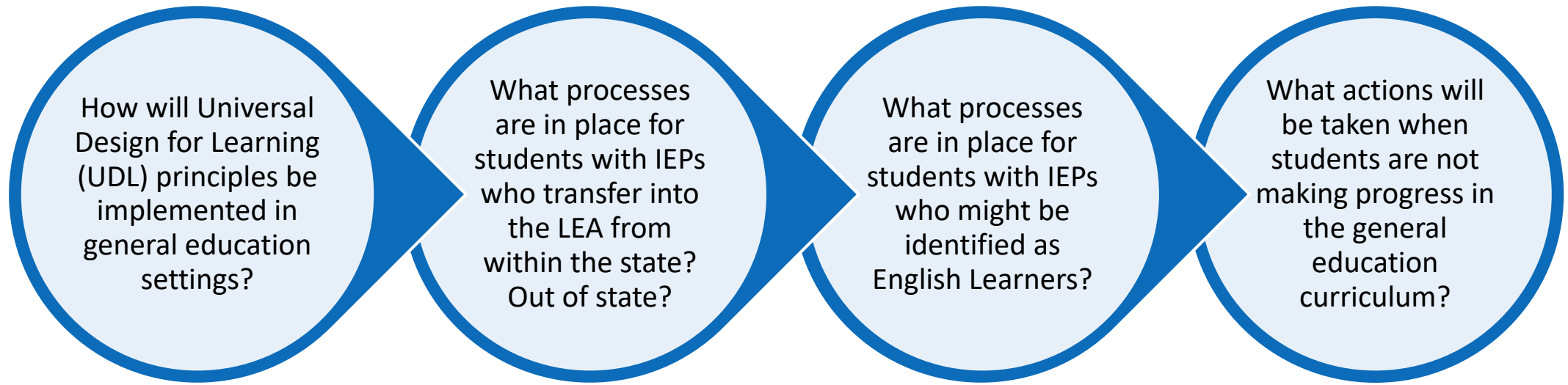




Considerations for Special Populations Planning

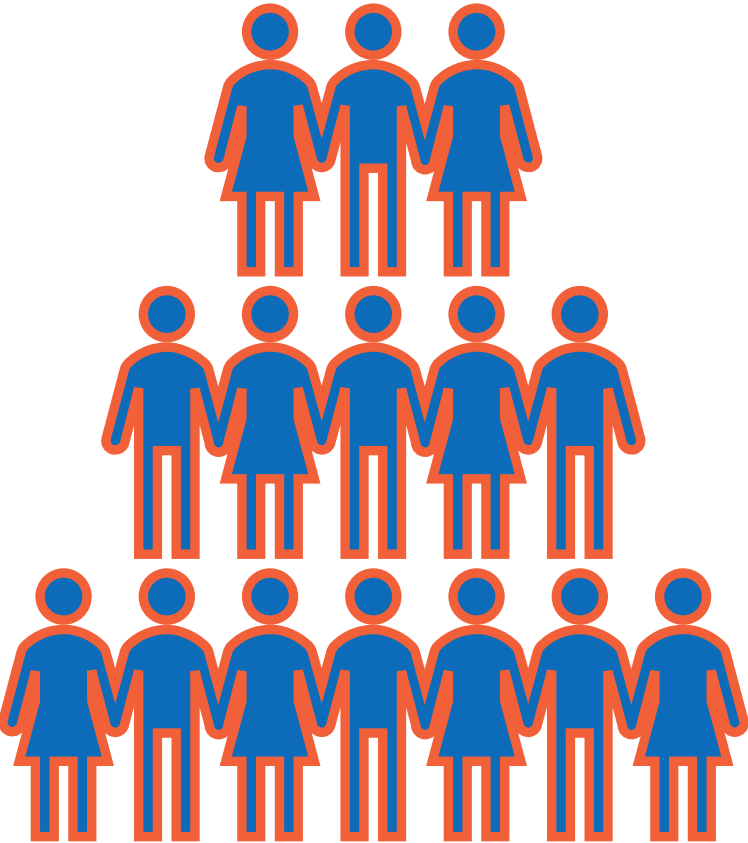


Procedural Considerations





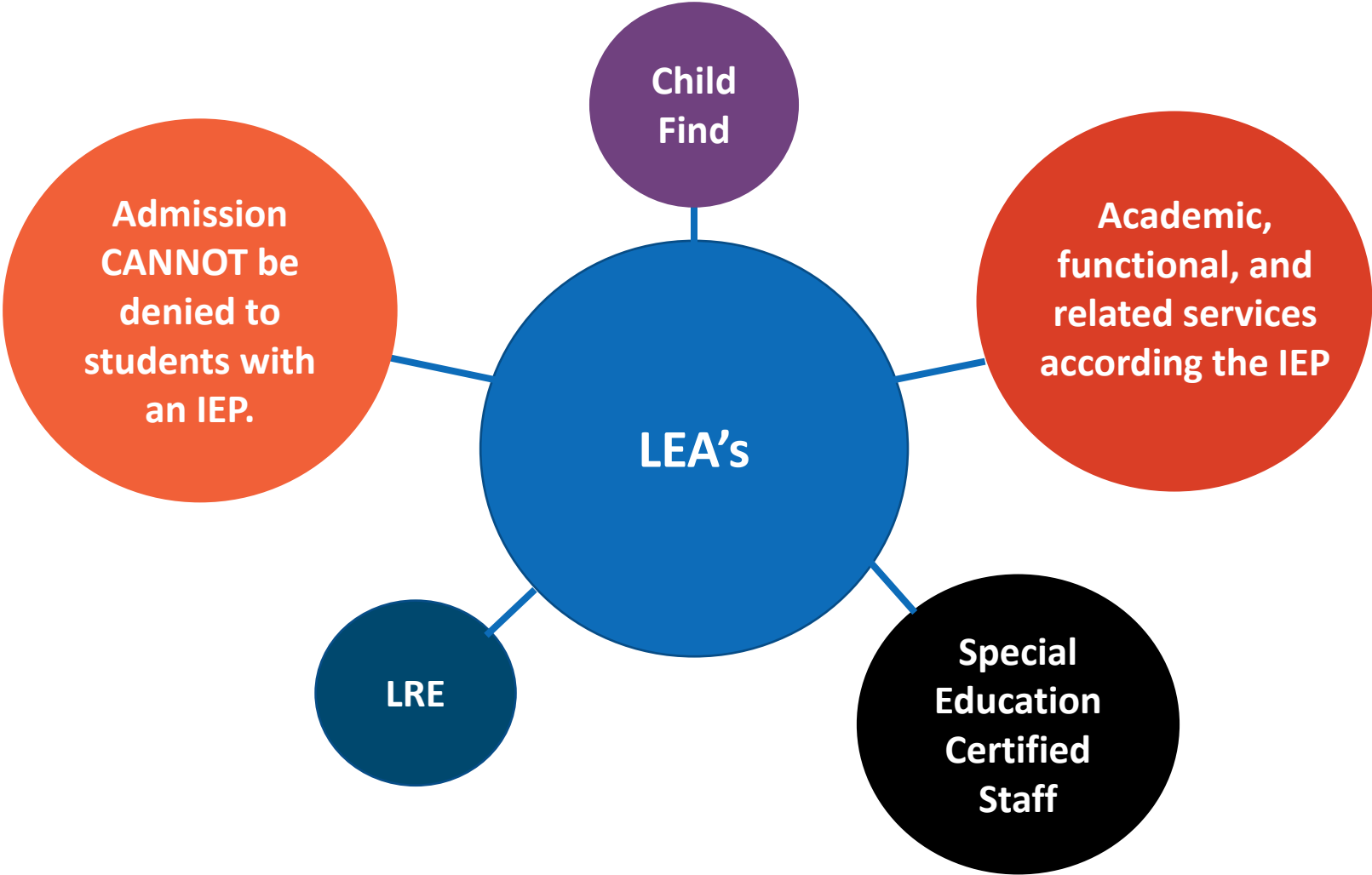
Who Supports Special Populations?



Everyone

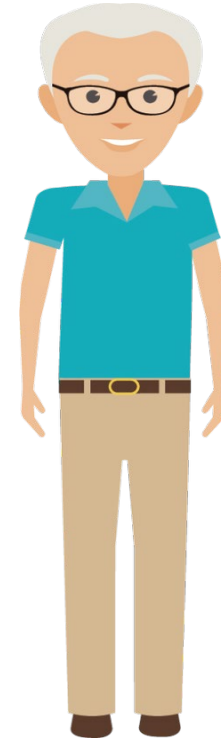
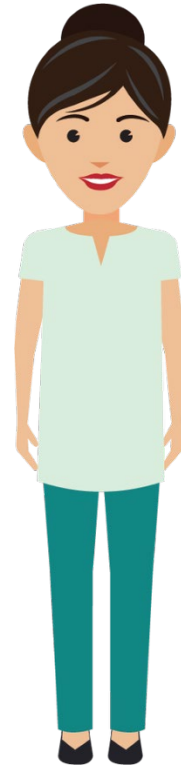


Special Education Requirements are the SAME for ALL LEAs



Special Education Staff Certification/Licensure

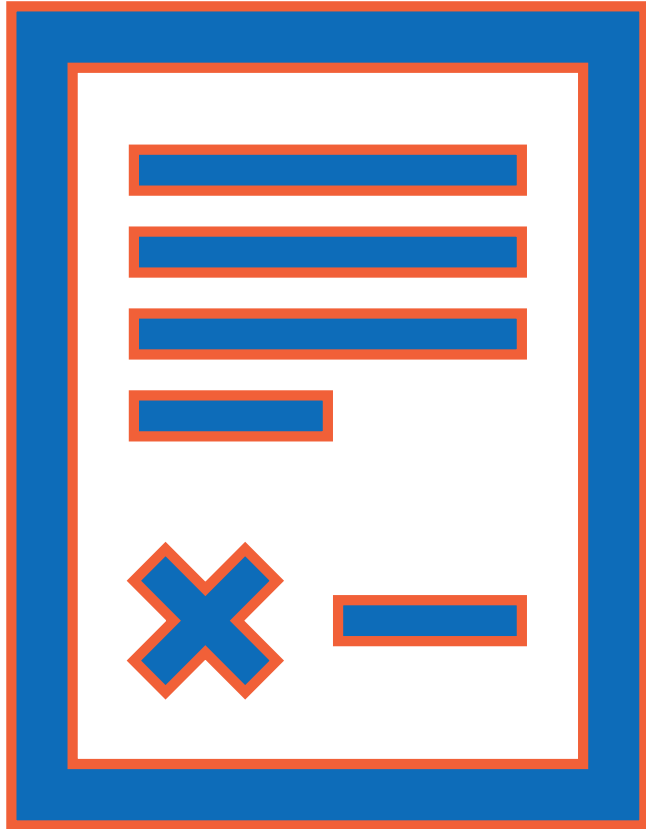
Charter Schools have the same certification, endorsement, and licensing requirements for special education providers as all other public schools



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



Contract Considerations



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



Additional Considerations



Investigate services provided in area LEAs

Education Service Center support available to charters

Boundary demographics

Research-Based Practices

Continuum of Service Models



What is Least Restrictive Environment?

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.

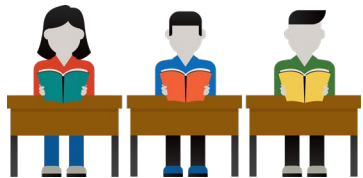


LRE mandates Charter Schools, like all public schools, must provide a continuum of alternative placements to students with disabilities.

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:

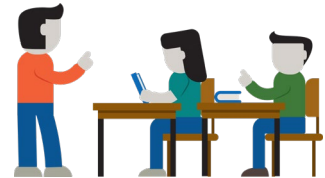
MAINSTREAM:

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



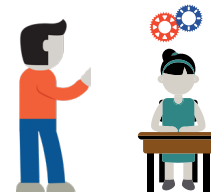
RESOURCE ROOM/SERVICES:

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



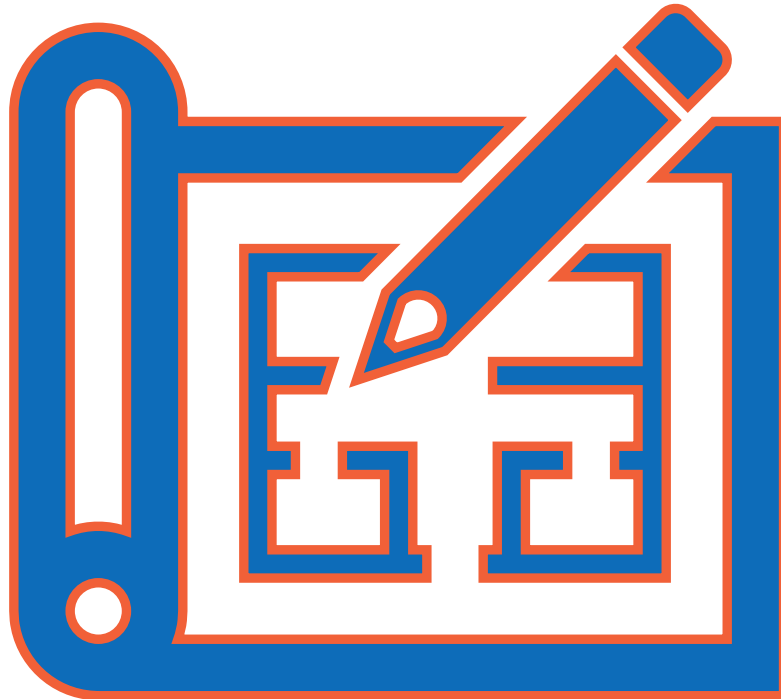
HOMEBOUND:

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





Placement Options



[Iris Center: Least Restrictive Environment Info Brief](#)

Factors
to
Consider

Individualization

Student needs

Appropriateness of
inclusion

Supplementary aids and
services



Individualized Education Program (IEP) Development



Technical Assistance:

**Individualized Education
Program (IEP) Development**



[Link to IEP Development
Guidebook](#)





IEP Content Considerations



Accommodations and/or Modifications

Frequency/Duration of Services

Consideration for Extended School Year (ESY)

Transition Supports

Parent Training



Charter Noncompliance



Properly Constituted ARDs



IEP Development



IEP Content



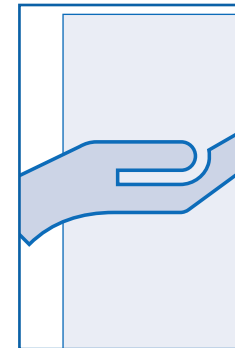
Review and Support

Texas Continuous Improvement Process



Texas Continuous Improvement

- Differentiated Monitoring and Support (DMS)
- Results Driven Accountability (RDA)
- Dyslexia Monitoring



Support Customer Service

- Family Resources
- Strategic Support Plan (SPP) and Corrective Action Plan (CAP) Process
- Self-Assessment
- Universal Supports
- Resources
- Ascend



Trending Topics in SPED

- The topics are based on data collected through the Differentiated Monitoring and Support (DMS) system activities and are developed from commonly asked questions, clarifications, and compliance activities.



Sped Topics

- ✓ Identification
- ✓ Referral/Intervention
- ✓ Dyslexia
- ✓ Evaluation
- ✓ Re-evaluation
- ✓ Offer of Free Appropriate Public Education (FAPE)
- ✓ IEP Development
- ✓ IEP Implementation
- ✓ Least Restrictive Environment (LRE)

- ✓ Assistive Technology
- ✓ State Assessment Participation
- ✓ IEP Supplements
- ✓ Properly Constituted ARD Committee
- ✓ Instructional Strategies
- ✓ Graduation
- ✓ Pre-K Transition
- ✓ Secondary Transition
- ✓ Disproportionality (discipline)

- ✓ Disproportionality (identification and placement)
- ✓ Teachers and Staff
- ✓ Behavior
- ✓ Behavior Intervention Plans
- ✓ Manifestation Determination
- ✓ Assessment Data Analysis
- ✓ Family Engagement
- ✓ Connection to Community
- ✓ School Climate



[Review and Support: Self-Assessment](#)



FAQ



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 is Eligible for a Section 504 Plan?

1. A child who has **any** disability and is not served by an Individualized Education Program or IEP.
2. The disability must interfere with the child's ability to learn in a general education classroom.

(A disability must substantially limit one or more basic life activities. This can include learning, reading, communicating, and thinking.)



What's in a Section 504 Plan?

Section 504 Plans often include accommodations such as:



Changes to the environment (e.g., taking tests in a quiet space)



Changes to instruction (e.g., frequently checking for understanding on key concepts)

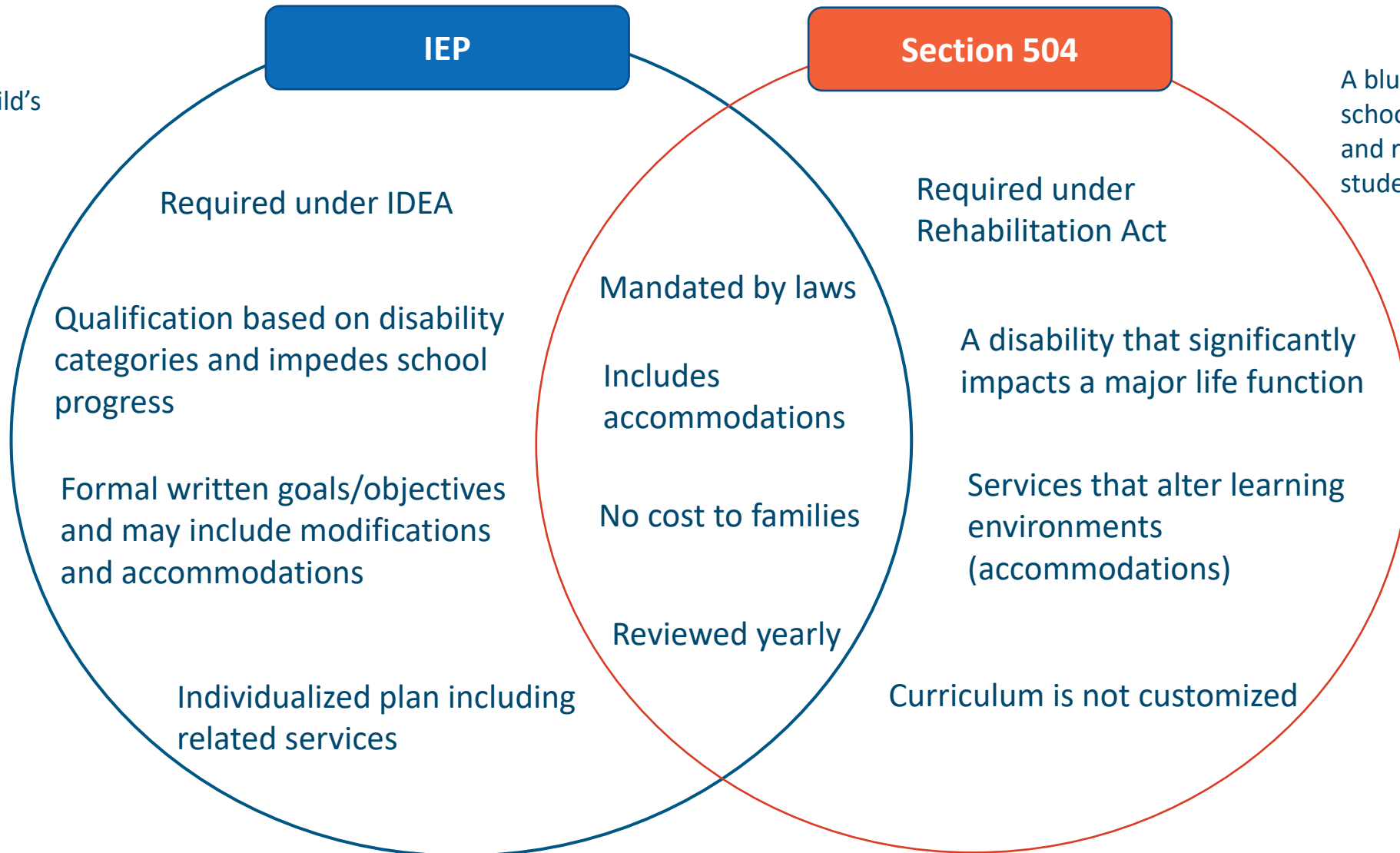


Changes to **how** curriculum is presented (e.g., getting outlines of lessons in advance)

Accommodations don't change *what* students learn, just *how* students access the content.

What is the difference between IEP and Section 504 Plan?

A blueprint for a child's special education



A blueprint for how the school will provide support and remove barriers for a student with a disability

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



What is Child Find? LEAs MUST Identify, Locate, and Evaluate ALL students in need of SPED Services

Federal requirement under IDEA – ALL children ages birth to 21 in need of SPED services are

 IDENTIFIED

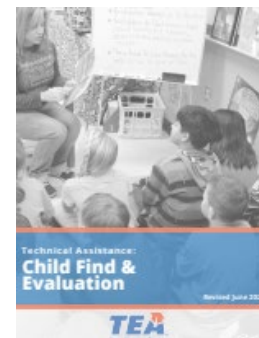
 LOCATED

 EVALUATED

Evaluation provides information to assist in determining:

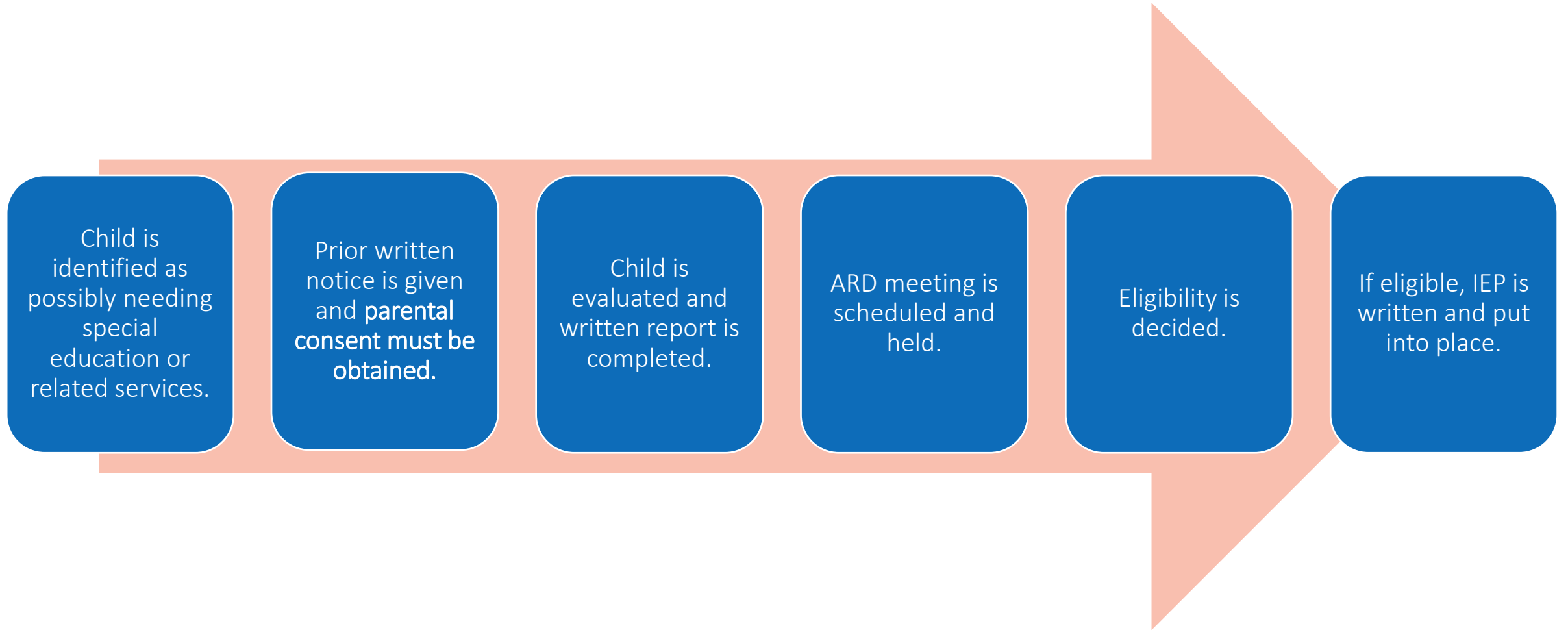
- Whether the student has a disability
- The need for Specially Designed Instruction, which is Special Education, and related services
- The need for evidence-based interventions and how to monitor student’s progress

**An LEA/ Charter School MAY NOT take a passive approach they must seek out IDEA eligible students. How is this done? – [TEA Child Find & Evaluation](#)





What is the process from Child Find to IEP?





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 consent to evaluate.



Legal Framework: Legal Framework: Children Who Transfer

Who is required to attend ARD meetings?

Required Members

-  Parent or Adult Student
-  General Education Teacher
-  Special Education Teacher
-  LEA Representative/ARD Administrator
-  Individual who can interpret instructional implications of evaluation results



Additional Participants who may be required or invited based on student need or disability

-  Others with knowledge or special expertise (i.e. related services)
-  Student with a disability
-  Agency Representative
-  LPAC Member
-  CTE Representative
-  TVI
-  TODHH
-  ECI Representative
-  JJAEP Administrator



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)



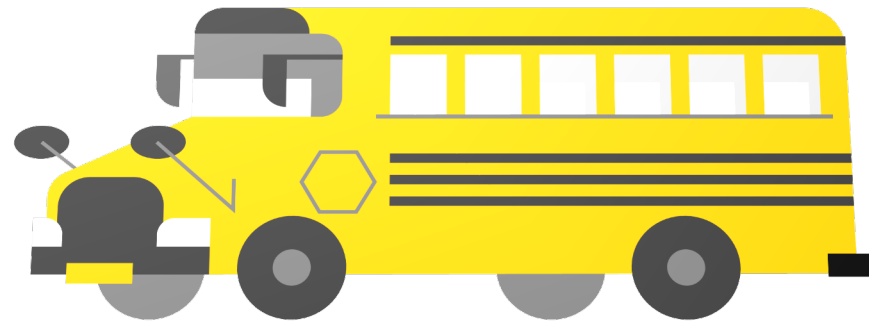


What is meant by Special Education Transportation?

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

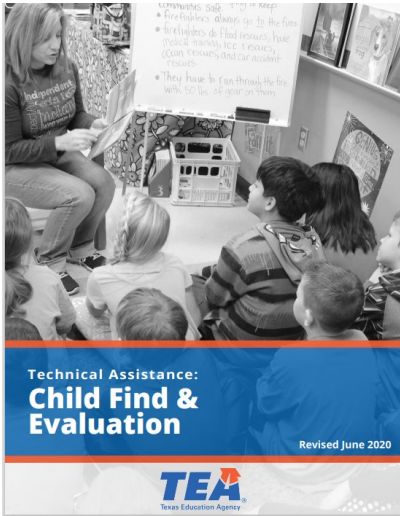


[Technical Assistance: Individualized Education Program \(IEP\) Development](#)

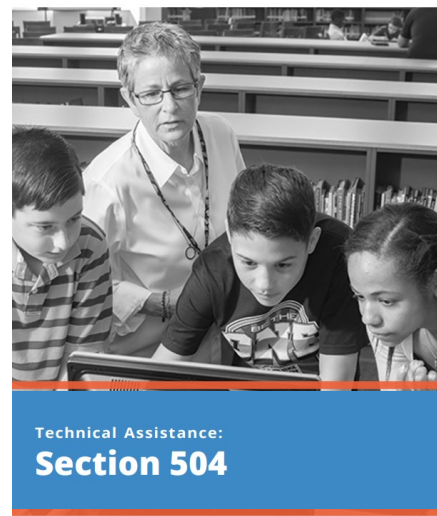




Resources



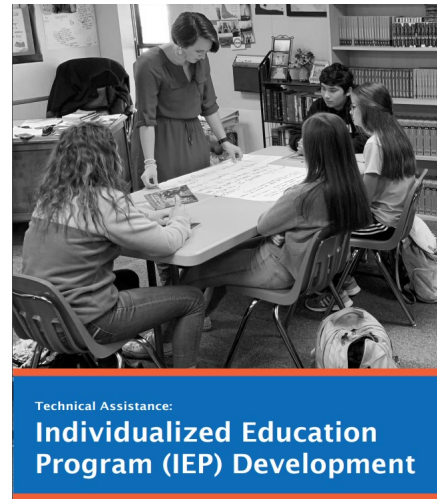
[Technical Assistance: Child Find & Evaluation](#)



[Technical Assistance: Section 504](#)



[Special Education Operating Procedures Requirements And Special Education Operating Procedures](#)



[Technical Assistance: Individualized Education Program \(IEP\) Development](#)

More Resources



Child Find, Evaluation and ARD Supports Network

[Link to the Child Find Network](#)

An ARD committee manager training will be available soon! It will be an online asynchronous course, made up of 6 courses.

Coming Soon!

[Child Find Resources!](#)

[Recorded Webinars on the Child Find Network](#)

- ARD 101
- Best Practices for conducting a virtual ARD meeting
- Reevaluations from REED to Evaluation
- Documenting Growth in the FIE

★ Check your local Education Service Center (ESC) for Standards Based IEP Process Training!



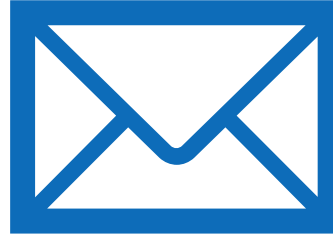
INCLUSION IN TEXAS

[Link to Resources](#)

- Guidelines for Co-Teaching
- Working with Paraprofessionals
- Specially Designed Instruction – A Resource for Teachers
- Universal Design for Learning Course
- Assistive Technology
- Databased Individualization
- Inclusion for Administrators



Thank You



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