

CHILD FIND DUTY	

Template update October 2024

Legal Framework: CHILD FIND DUTY

[Related Resources](#)

Broad Category: CHILD FIND

PROCEDURES

Outreach Child Find Activities

Prelude Preparatory Charter School conducts the following outreach activities in accordance with Child Find requirements:

- Posting required information from the Texas Education Agency (TEA) indicating parents’ right to refer their child for a special education evaluation on the district website
- Publishing the same information in the Parent-Student Handbook
- Ensuring all Child Find notices are available in both English and Spanish
- Conducting screenings at no cost to parents on a yearly basis, which may include general health, vision, hearing, mental health, and academic screenings
- Providing annual training to all staff regarding Child Find requirements and procedures

Parents are informed of the district’s Child Find procedures through the district website and the Parent-Student Handbook. Administrative staff are knowledgeable about these procedures and able to respond to parent questions as they arise. If a parent or guardian wishes to formally request a special education evaluation, they may contact the campus administrator.

Early Childhood Intervention (ECI) Coordination

Prelude Preparatory Charter School is structured to serve students beginning at the prekindergarten level and has not routinely interfaced with Early Childhood Intervention (ECI) agencies. However, should the need arise, the designated Child Find contact is the Director of Special Programs. This information is communicated to parents through multiple sources, including but not limited to the district website and the Parent-Student Handbook.

CHILD FIND DUTY	

If the school receives a referral for a child between birth and age four, the family will be referred to the appropriate local Early Childhood Intervention (ECI) agency or Local Education Agency (LEA), as applicable, in accordance with state and federal guidelines.

Private School Students

As a charter school network, Prelude Preparatory Charter School is not responsible for providing special education services to students enrolled in private schools, including those serving children under the age of five. However, questions regarding Child Find responsibilities and services for students attending private schools should be directed to the Director of Special Programs.

Referral and Evaluation Process

Parents may request a referral for a special education evaluation at any time, regardless of whether the student is currently receiving interventions. Requests must be submitted in writing to either the campus principal or the Director of Special Programs.

Within 15 school days of receiving a written request, the school will take one of the following actions:

- Provide the parent with Notice of Evaluation and seek informed written consent to conduct a Full and Individual Initial Evaluation (FIIE); or
- Provide Prior Written Notice (PWN) in accordance with 34 CFR §300.503 if the district declines the parent’s request for evaluation because it does not suspect a disability and does not believe an evaluation is warranted.
 - The notice will include an explanation of why the evaluation is being refused and a copy of the Procedural Safeguards.

The Prior Written Notice is typically prepared by the Director of Special Programs and provided to the parent. If the school agrees to proceed with the evaluation, a consent meeting will be held with the appointed evaluator, which may include a School Psychologist, Educational Diagnostician, or Speech-Language Pathologist, as appropriate.

CHILD FIND DUTY	

Staff Training and Responsibilities

All staff members receive training at the beginning of each school year on special education services and the responsibilities associated with Child Find. Training includes strategies for identifying students who may be suspected of having a disability, understanding referral procedures, and supporting students from diverse linguistic and cultural backgrounds.

Staff are trained to:

- Implement inclusive instructional practices
- Utilize culturally responsive teaching strategies
- Effectively support English learners
- Refer students who are struggling academically, behaviorally, or socially

If a student is suspected of having a disability, staff will initiate the Response to Intervention (RtI) process or refer the student to the campus administrator, Director of Special Programs, and/or campus evaluation staff for consideration of a special education evaluation.

STAFF RESPONSIBLE

District Level:

- Director of Special Programs

Campus Level:

- Campus Administration
- School Psychologist
- Educational Diagnostician
- Speech-Language Pathologist

TIMELINES FOR CHILD FIND ACTIVITIES

- Public outreach information: Updated annually

CHILD FIND DUTY	

- Staff training: Conducted at least once at the beginning of each school year
- Parent information sessions: Provided as needed

EVIDENCE OF PRACTICE

Documentation maintained to demonstrate compliance may include, but is not limited to:

- Completed forms or checklists
- Evaluation tracking spreadsheets
- Training materials (presentations, handouts, sign-in sheets)
- Media postings and public notices
- Agendas and minutes from meetings

Template update May 2020

Legal Framework: DYSLEXIA SERVICES

[Related Resources](#)

Broad Category: CHILD FIND

Staff Responsible

District Level:

- Director of Special Programs

Campus Level:

- Campus Administrators
 - Special Education Coordinators
 - Dyslexia Teachers
 - Classroom Teachers
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CHILD FIND DUTY	

PROCEDURES

Required Dyslexia Screening

The annual required dyslexia screening is conducted by **trained campus staff**, which may include classroom teachers, dyslexia teachers, and/or intervention personnel as designated by campus administration. Prelude Preparatory Charter School uses **research-based, TEA-aligned screening instruments** in accordance with state requirements.

Staff responsible for administering dyslexia screenings receive **annual training prior to screening implementation**. Documentation of training completion, certifications, and qualifications is maintained by campus administration and is available for review.

Screening timelines include:

- **Kindergarten students** are screened near the **end of the kindergarten school year**
- **First-grade students** are screened **no later than January 31**

Early Identification, Intervention, and Support

Prelude Preparatory Charter School uses **research-based methods** for the early identification, intervention, and support of students with dyslexia and related disorders. The following procedures are implemented:

- Students in **grades Kindergarten through Grade 2** are screened according to legal requirements using TEA-aligned, research-based tools
- Screening and progress-monitoring data are reviewed by a multidisciplinary team, including the **Intervention or RtI Coordinator**
- Students are grouped for intervention based on identified instructional needs
- Research-based literacy interventions are implemented during designated **intervention periods** and may include approved structured reading programs and supplemental resources
- Time for intervention implementation is embedded within the **master schedule** at elementary campuses
- Student progress is monitored **each grading period** by a campus-based team
- If insufficient progress is observed, interventions are intensified through adjustments such as increased frequency, reduced group size, or changes in instructional approach

CHILD FIND DUTY	

- When progress remains limited, the team considers a referral for further evaluation
- When dyslexia or a related disorder is suspected, the student is referred for a **Full and Individual Evaluation (FIE)** through special education

Multidisciplinary Team (MDT) Dyslexia Representative Participation

When a student is suspected of having dyslexia or a related disorder, a **Dyslexia-qualified MDT representative** participates in the evaluation process. This participation may include:

- Conducting one or more student observations
- Administering at least one reading-related evaluation instrument
- Reviewing and contributing to the final draft of the FIE
- Providing recommendations related to instructional strategies, accommodations, and IEP services

The MDT Dyslexia Representative attends:

- The ARD meeting in which evaluation results are reviewed
- ARD meetings addressing eligibility determinations and Reviews of Existing Evaluation Data (REEDs), including triennial evaluations

Dyslexia Intervention Program

Prelude Preparatory Charter School implements **district-approved, research-based dyslexia intervention programs that align with the Texas Dyslexia Handbook**. All programs include the required components of dyslexia instruction as outlined in state guidance, including explicit instruction in phonological awareness, phonics, decoding, spelling, and reading fluency.

Dyslexia intervention programs are selected and approved by district leadership prior to implementation to ensure alignment with state requirements. If additional programs are considered, the special education department and campus leadership conduct a thorough review to verify compliance with the Texas Dyslexia Handbook and applicable regulations.

CHILD FIND DUTY	

Training and Parent Support

Teachers and staff providing dyslexia instruction receive **annual training** on evidence-based instructional strategies, with additional training provided as needed. Training is conducted by a dyslexia specialist or program provider.

Documentation of staff licensure, certification, and dyslexia-related training is maintained by campus administration.

In addition:

- Dyslexia teachers or specialists provide **annual informational sessions for parents**
- Sessions include information on dyslexia, available supports, and strategies for supporting literacy development at home
- Dyslexia-related resources and information are posted on the **Prelude Preparatory Charter School website**

Service Planning and Progress Reporting

When planning services for students identified with dyslexia, the ARD committee carefully considers the student’s instructional needs and intervention history, including the following:

- Dyslexia is recognized as a specific learning disability
- The ARD committee determines whether the student requires **specially designed instruction**, resulting in eligibility for special education services
- Dyslexia intervention and appropriate accommodations are considered **specially designed instruction** and are documented accordingly
- Progress reports for IEP annual goals and progress specific to dyslexia instruction are provided **concurrently with report cards**

Additional guidance is referenced from the **Texas Dyslexia Handbook**.

CHILD FIND DUTY	

Data Reporting and Compliance

PEIMS data for students identified with dyslexia are updated following **each annual ARD meeting**. Reports in the Texas Student Data System (TSDS) are periodically reviewed for accuracy and cross-checked with records of students currently receiving dyslexia services.

All dyslexia procedures are implemented in alignment with the district’s adopted **board policies and operating procedures**.

Template update May 2020

Legal Framework: REFERRAL FOR POSSIBLE SPECIAL EDUCATION SERVICES

[Related Resources](#)

Broad Category: CHILD FIND

Staff Responsible

- District Level:
- Director of Special Programs
- Campus Level:
- Campus Principal
 - Section 504 Coordinator and/or Rtl Coordinator
 - Special Education Staff

CHILD FIND DUTY	

PROCEDURES

Multi-Tiered System of Support (MTSS)

Prelude Preparatory Charter School utilizes a multi-tiered system of support (MTSS) that addresses both academic and behavioral needs.

Prelude Preparatory Charter School implements a comprehensive MTSS process to identify and support students who are experiencing difficulties in academics, social-emotional functioning, and/or behavior. MTSS teams, which may include teachers, administrators, and interventionists, meet regularly (e.g., every 4–6 weeks or as needed) to review both formal and informal student data. Parents are invited to participate when appropriate.

These meetings ensure that:

- Student data is consistently reviewed
- Interventions are selected and adjusted based on need
- Progress is monitored
- Timely instructional or behavioral changes are implemented

This process supports consistent communication among staff and families and promotes early identification of student needs.

Intervention Effectiveness

The effectiveness of interventions is evaluated to ensure they are implemented with fidelity and are producing positive student outcomes. Evaluation methods may include:

- Teacher interviews
- Classroom observations
- Review of progress-monitoring data

CHILD FIND DUTY	

Relationship Between MTSS/Rtl and Special Education

The MTSS/Responsive Instruction (Rtl) process may not be used to delay or deny a Full and Individual Initial Evaluation (FIE) of a child suspected of having a disability, in accordance with 34 CFR §300.8 and the Texas Education Code (TEC) §89.1011.

Nothing in state or federal law prohibits a school employee or a parent from referring a student for an initial special education evaluation before the completion of the MTSS/Rtl process. Students who do not demonstrate adequate progress through MTSS interventions are referred for a special education evaluation in a timely manner.

THE REFERRAL PROCESS

Staff-Initiated Referral

Teachers may request a referral for a special education evaluation at any time, regardless of whether a student is currently receiving interventions. While early intervention is encouraged and emphasized, the referral process does not replace MTSS. All students have access to high-quality, research-based interventions provided by the school.

When a staff member suspects a disability and/or a need for specialized instruction, the following steps occur:

- The teacher contacts the campus administrator to discuss concerns
- The general education teacher completes a teacher input form and collects relevant student information
- Documentation of parent communication is gathered
- A meeting is scheduled to review data, which may include:
 - Grades
 - Universal screener results
 - Intervention history
 - Teacher input
 - Parent input
 - Discipline or behavior data
 - Vision and hearing screening results
- Participants in this meeting may include:

CHILD FIND DUTY	

- General education teacher
- Special education coordinator
- Intervention or Rtl coordinator
- Additional staff as needed (e.g., administrator, LSSP, SLP)

Based on the data reviewed, the committee determines next steps, which may include:

- Continuing current interventions
- Modifying interventions
- Considering a Section 504 referral
- Referring the student for a Full and Individual Initial Evaluation through special education

Parent-Initiated Referral

Parents or legal guardians may request a referral for a special education evaluation at any time, regardless of whether their child is receiving interventions. Requests must be submitted in writing to the campus principal or the Director of Special Programs.

Upon receipt of a written request:

- The parent is notified in writing of the evaluation process and applicable timelines
- Parents are encouraged to share any outside evaluations or relevant reports

Within 15 school days, the school will:

- Collect and review relevant data, including (but not limited to):
 - Academic performance
 - Behavior data
 - Work samples
 - State assessment results
 - Universal screening data
- Convene a team meeting to review the information and determine next steps

The school will then either:

- Provide Notice of Evaluation and seek informed written consent to conduct the evaluation, or

CHILD FIND DUTY	

- Provide Prior Written Notice (PWN) explaining why the school is declining to conduct an evaluation and the data used to make that decision

The parent must be notified of the school’s decision no later than the 15th school day following receipt of the written request.

If an individual other than the parent or legal guardian requests an evaluation, the campus will encourage that individual to communicate directly with the parent or legal guardian.

Referrals Related to Dyslexia

In accordance with current state rules and the Texas Dyslexia Handbook, when dyslexia is suspected, the student is referred for an evaluation through the special education process.

General Information Regarding Referrals

Although participation in tiered interventions is not required prior to referral, Prelude Preparatory Charter School emphasizes early intervention through a robust MTSS process. Training and implementation practices reinforce timely supports based on student data.

The school reviews classroom and intervention data to monitor progress. If there is sufficient evidence suggesting a disability, a special education referral is initiated. If data does not support suspicion of a disability:

- The school continues to monitor progress
- If the referral was parent-initiated, Prior Written Notice is provided explaining the decision

If a student has an outside evaluation indicating a potential disability, the MTSS team considers the results when determining whether to proceed with a special education referral.

CHILD FIND DUTY	

Post-Referral Procedures

Once a referral is initiated:

- The student is entered into the evaluation tracking spreadsheet, including the reason for referral (e.g., suspected dyslexia or related disorder)
- Appropriate evaluation personnel are notified
- Evaluation staff schedule a consent meeting with the parent or guardian
- Written consent is obtained
- The Overview of Special Education is reviewed and signed
- Procedural Safeguards are provided
- Signed documents are uploaded into the IEP management system

The student will continue to receive appropriate supports and services while the evaluation is pending.

Training and Parent Notification

Training on referral procedures and special education responsibilities is provided annually at the beginning of each school year and as needed thereafter for all teachers and administrators.

Parents are informed about how to request an initial evaluation through:

- The Parent-Student Handbook
- Information provided by the Texas Education Agency (TEA)

CHILD FIND DUTY	

Legal Framework: AGES 0-5

[Related Resources](#)

Broad Category: CHILD FIND

Staff Responsible

District Level:

- [Director of Special Programs](#)

Campus Level:

- [Campus Administrator](#)

PROCEDURES

Prelude Prep Public School is designed to begin serving students at the Pre-Kindergarten and Kindergarten levels and, as such, has not routinely interfaced with Early Childhood Intervention (ECI) agencies. However, should the need arise, the designated Child Find contact for the district is the Director of Special Programs.

Information regarding Child Find procedures and the district’s designated contact is communicated to parents through multiple sources, including but not limited to:

- [The district website](#)
- [The Parent-Student Handbook](#)

As a charter school network, Prelude Prep Public School is not responsible for providing special education services to students enrolled in private schools. However, questions regarding Child Find responsibilities, referrals, or services related to private school students should be directed to the Director of Special Programs.

Template update May 2020

CHILD FIND DUTY	

Legal Framework: CHILDREN WHO TRANSFER

[Related Resources](#)

Broad Category: CHILD FIND

Staff Responsible:

District Level: Director of Special Programs

Campus Level: Administrators, Registrar, Special Education Staff

Procedures:

Records

Records are critical in ensuring the least amount of disruption in the child’s instruction, support/services, and delivery of FAPE. The effort to obtain these records should be prompt and persistent. Therefore, the following procedures are designed to facilitate prompt action with the least amount of disruption to the child’s instruction and special education services.

When Students Transfer Out Of The School

Special Education records for students who transfer to another school will be transmitted via the state approved method (TReX) according to the designated timeline. Documentation is included within the TReX system. The Registrar or designated staff with access to TReX shall complete the transfer. A special education staff person will provide the Registrar with electronic copies of the most recent evaluation, any separate disability reports signed by medical doctors or other professionals, and all ARD documents from the past 12 months for transfer. If the

CHILD FIND DUTY	

new school then requests additional information, a special education staff will be contacted to locate and provide the information, if appropriate.

Alternatively, the school may transmit special education records if the new school uses the same software system as the previous school. If that is the case, the special education teacher will notify the Special Education Administrator with permissions to transfer who will initiate the file transfer within 5 school days.

Verifying Eligibility/Obtaining Records When Students Transfer To Our School

The following process will be used to verify students who are eligible for special education services and timely obtain records:

- As new students enroll, the Registrar or designee will review enrollment forms and notify the special education team (director, teacher, SLP, LSSP, and administrator) of a new student who received special education services at the previous school, as noted on the school's official withdrawal form. This shall be completed within 2 school days of the student's enrollment.
- The registrar will also notify the special education team if parents verbally indicate that their child previously received special education services or if parents present a copy of the child's ARD documents.
- The appropriate and agreed upon member of the special education team, such as the school administrator, will contact the previous school by phone to obtain verification of the eligibility, special education services, and confirm method of record transmittal.
- Concurrently, the Registrar will request special education documents (most recent ARD, FIE/REED, and supporting documents) from the previous district

CHILD FIND DUTY	

using TReX and notify the special education team when they have been received.

- In addition, if both the previous and current school use the same software system, and it allows for immediate record transfer, the special education administrator with permission to transfer records will initiate a transfer request.
- Records should usually be obtained within 10 school days.
- Upon receipt of records, the LSSP/SLP will review them to obtain critical information such as disability, any unique needs including behavioral interventions, and dates of formal evaluation. This information will be provided to the special education teacher and any other service providers such as the Speech Language Pathologist (SLP), Occupational Therapist, or Physical Therapist.

Determining and Delivering Comparable Services

The special education team will each review pertinent records to determine the student's needs and services provided in the previous district. In most cases, the school will be able to provide services that are very similar and address the student's needs. Comparable means similar, not exactly the same. The services provided by the school must however meet the needs of the student.

- The special education teacher or SLP will then contact the parent to discuss comparable services and complete the Transfer/Agreement to Implement form.
- A copy will be sent to parents, as well as staff working with the student within one school day. Please note, that this is an interim agreement documenting

CHILD FIND DUTY	

comparable services being provided to the student until the school develops a new IEP for the student by convening an ARD Committee meeting.

- It is not necessary to wait until formal records are received before completing the Transfer Agreement, as long as the school has verification from the previous school of the special education services that were provided.
- An ARD Committee Meeting (known as a Permanent Placement ARD) is scheduled for no later than 30 school days from the date the school received verification of special education eligibility.

When Students Transfer From Within Texas

When students transfer into **Prelude Preparatory** from within the state of Texas, the school records are reviewed at two levels, the campus administration and special education director. Student information is added to a tracking spreadsheet.

- If the decision is to implement the IEP in totality:
 - Notify the parent that the IEP will be implemented
 - Appropriate information is entered into the IEP software including annual ARD date, annual goals, FIE date.
 - Staff is provided with copies of the IEP and evaluation

IF the campus determined that a new IEP is needed:

- A transfer conference will be scheduled to determine comparable services
- Appropriate information is added into tracking spreadsheet
- Permanent placement/Annual ARD is held within 20 school days from the date of IEP verification.

CHILD FIND DUTY	

then the duties outlined in the chart are implemented. This chart is provided for clarity and reflects the information described above.

Who	What	When
Registrar	- Notifies special education team of a new student - Obtains special education records via TREx - Updates PEIMS with special education data after Transfer Agreement to Implement is completed	- Upon review of the enrollment forms - Within 10 school days of formal request - Upon receipt of PEIMS data sheet from special education service provider or administrator

CHILD FIND DUTY	

Special Education Administrator	• Assigns a case manager depending on needs and disability of the student • May request special education records using the schools special education management software	• Upon receipt of records • Upon request from the Registrar/this does not replace the TReX request.
LSSP Or Special Education Administrator	• Reviews incoming records to note disability(s), date of evaluation, and any special behavioral needs • Communicates the information to the special education teacher • Communicates the need and timing to schedule a Review of Existing Evaluation Data meeting if needed	• Upon receipt of records. • Within 1 day of review of records • Within 1 day of review of records
Special Education Teacher or SLP	• Contacts parent to confirm comparable services and completes the Transfer / Agreement to Implement Form • Completes a PEIMS data sheet and sends to the	• Within 1 day of verification

CHILD FIND DUTY	

	registrar • Provides services as indicated in the Transfer Agreement • Schedules the ARD and sends home the ARD Invitation	• Upon completion of Transfer Agreement to Implement form • No later than the day following the completion of the Transfer Agreement • ARD is to be held within 30 school days from the date of verification
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When Students Transfer From Outside Texas

When students transfer from a state outside of Texas, it is critical that evaluation information is consistent with standards and requirements in Texas as states vary in their definitions of certain disabilities. The evaluation ensures eligibility under disability categories recognized by Texas. The process outlined above is still followed with these additional steps:

- Evaluation staff will conduct a review of the evaluation to determine if the evaluation meets Texas eligibility/disability criteria.
- If a new evaluation IS NOT needed:
 - If the evaluation meets criteria, a REED will be conducted to format evaluation information into an easy to read document that is similar to Texas formatting.
- If a new evaluation IS needed:

CHILD FIND DUTY	

- The **LSSP** and / or SLP obtains informed written consent for an initial evaluation and provides the required Notice of Assessment. Procedural Safeguards are given to the parent and the consent is obtained. Oftentimes, this can be accomplished at the time the Transfer / Agreement to Implement document is completed.
- This evaluation is recorded in the Assessment Tracker.
- The LSSP and / or SLP conducts the evaluation within 45 school days, or within the agreed upon time.
- The ARD Committee meeting is then held within 30 calendar days from the date of the report.
- This all occurs WHILE the student is receiving comparable services and is counted in PEIMS as a student receiving special education services.

When Students Transfer With Pending Or Out Of Date Assessment

Assessments of children with disabilities who transfer in the same academic year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations. Although the new school is not held to the same timeline as was established in the previous school, evaluations must be completed as swiftly as possible. Action steps are described below for various situations involving assessment.

When Students Transfer Pending Initial Evaluation

- LSSP or SLP obtains written Consent for Evaluation from the parents and provides Notice of Assessment and Procedural Safeguards
- The evaluation is conducted as quickly as is reasonable and possible. Consider the original timeline established at the previous school and results of any

CHILD FIND DUTY	

testing that had already been completed. If testing had been completed at the previous school, the **LSSP** or SLP should try to obtain the results to incorporate in their report

- The initial ARD is held no later than 30 calendar days from the date of the report
- Because the student was not already receiving special education services, there is no need to complete the Transfer / Agreement To Implement form

When Students Who Are Already Eligible Transfer With Pending Evaluation(s)

This situation may occur when a student transfers after the previous district has held a REED and already proposed evaluation in specific areas. However the student has already been receiving special education services.

- LSSP and/or SLP obtains written Consent for Evaluation from the parents and provides Notice of Assessment and Procedural Safeguards
- The procedures for completing the Transfer / Agreement To Implement form are followed as described
- The evaluation staff should obtain the results of any evaluation completed by the previous school.
- Under most circumstances, the necessary evaluation and report should be completed for consideration by the time of the Permanent Placement ARD Committee Meeting (30 school days from the date of verification of receipt of special education services unless there has been an agreed upon timeline established.

CHILD FIND DUTY	

When Students Transfer With Out Of Date Evaluation

There may be times when students transfer with an evaluation report that is out of date. Under these circumstances, the following steps are taken:

- As soon as it is verified that the evaluation is out of date, the LSSP and/or SLP will schedule a REED to establish areas in which evaluation may be needed, if any. Procedures for holding a REED are found in the Operating Procedure for Reevaluations.
- The procedures for completing the Transfer / Agreement To Implement form are followed as described.
- Any formal testing that is agreed upon must be completed and the report written for the Permanent Placement ARD Committee Meeting.
- If the evaluation report is older than 5 years (2 or more years out of date) contact the Director of Special Programs for guidance. Determine and communicate, if possible, the reason that the reevaluation is significantly out of date.

When Students Registers in the Summer

A student with a disability who has an IEP in place from a previous in or out-of-state District/Charter and who recently registered in a new District/Charter during the summer is **NOT** considered a child who transfers during the school year.

The District/Charter has two options:

Option #1-Implement the IEP from the previous school district **in full on the first day of class of the new school year; OR**

CHILD FIND DUTY	

Option #2-Convene an ARD committee meeting to revise the IEP by the 20th school day of the new school year.

If the District/Charter selects option #2, it may be completed through a revision ARD and the date of the annual review remains the same.

Template update May 2020

Legal Framework: REVIEW OF EXISTING EVALUATION DATA

[Related Resources](#)

Broad Category: EVALUATION

Staff Responsible

District Level:

- Director of Special Programs

Campus Level:

- Evaluation and Related Services Staff

PROCEDURES

Re-Evaluation (REED) Procedures

Re-evaluation (Review of Existing Evaluation Data – REED) procedures begin with a comprehensive review of the student’s current eligibility for special education services. The student’s Individualized Education Program (IEP) is reviewed to determine whether additional related service providers or specialists are required to participate in the REED process.

Providers who may participate include, but are not limited to:

- Occupational Therapist and/or Physical Therapist
- Speech-Language Pathologist

CHILD FIND DUTY	

- Related Services Counselor
- Dyslexia Specialist (ARD committee member, when applicable)

In addition, the following individuals are included in the REED process, as appropriate:

- A special education teacher and/or case manager who directly works with the student
- A general education teacher familiar with the student
- A Language Proficiency Assessment Committee (LPAC) representative, if the student is an English Learner
- A certified Orientation and Mobility Specialist, if the student is visually impaired
- A Teacher of the Deaf and Hard of Hearing, if the student is deaf or hard of hearing
- The parent or legal guardian of the student

Identification and Scheduling of REEDs

The process for identifying students in need of a REED at the beginning of each school year includes the following steps:

- In the spring semester, review REEDs that are due during the upcoming fall and spring semesters
- The Director of Special Programs, in collaboration with the lead evaluator and Speech-Language Pathologist, develops a tentative REED schedule prior to the start of the school year
- REEDs are tentatively scheduled and aligned with annual ARD review dates whenever possible
- REEDs due in August or September are scheduled during the spring semester when feasible
- REED meetings are scheduled at least 2–3 months in advance of the due date to allow sufficient time for additional evaluation if needed
- A REED is scheduled when staff and/or parents raise concerns regarding student progress
- A REED is also scheduled if a student is not making expected progress or experiences a significant event that impacts learning

When a student is currently eligible under one disability category but another area of suspected disability is identified, the lead evaluator ensures that additional qualified professionals are invited to participate. Relevant updated information is shared and reviewed collaboratively among evaluators.

CHILD FIND DUTY	

Purpose and Use of the REED

The REED serves as a planning document to:

- Review existing evaluation data, including:
 - Prior Full and Individual Evaluations (FIEs)
 - Outside evaluations or diagnoses provided by parents and verified by licensed professionals
- Review current student performance data, including:
 - Grades and academic performance
 - Progress toward IEP goals
 - Effectiveness of current accommodations, services, and supports
 - Teacher input
 - Parent input
 - Discipline and attendance records
- Determine whether existing data is sufficient to:
 - Continue the current eligibility
 - Conduct additional evaluations due to suspected disability
 - Dismiss the student from special education
- Establish current present levels of academic and functional performance
- Determine whether modifications or additions to the current IEP are necessary

Conducting a REED

Under certain circumstances, a REED may be completed outside of a formal ARD meeting. In these instances:

- The lead evaluator gathers input from relevant ARD committee members and the parent
- Existing data is analyzed collaboratively
- The lead evaluator conferences with committee members to determine whether additional formal evaluation data is required
- REED documentation is completed based on collected data and reviewed with the parent

Outcomes of the REED include:

CHILD FIND DUTY	

- If additional evaluation is recommended, informed consent is reviewed and obtained
- If no additional evaluation is recommended, the parent is informed of their right to request a formal evaluation at any time

Training and Oversight

Evaluation staff receive ongoing training on:

- Completing REED documentation
- Reviewing and analyzing evaluation data
- Monitoring IEP progress over time

Special education staff participate in training as appropriate to ensure fidelity and compliance with evaluation procedures.

Template update May 2020

Legal Framework: EVALUATION PROCEDURES

[Related Resources](#)

Broad Category: EVALUATION

Staff Responsible

District Level:

- Special Programs Director

Campus Level:

- Evaluation and Related Services Staff
-

CHILD FIND DUTY	

PROCEDURES

Planning for a Comprehensive Evaluation

Planning for a comprehensive evaluation begins with a thorough review of referral information, including teacher and parent concerns. This information is gathered to inform the scope of the evaluation prior to the parent consent meeting.

When referral concerns include behavioral, social-emotional, or attention-related factors, evaluators consult with parents and school staff to determine whether assessment in areas such as Autism (AU), Emotional Disturbance (ED), or Other Health Impairment (OHI) should be considered. Interviews conducted during the referral meeting support informed decision-making regarding evaluation components.

Outside Evaluations

When a parent provides an evaluation completed by an outside entity, the report is forwarded to the appropriate district evaluator for review. The evaluator, in collaboration with the Special Programs Director or designee, determines an appropriate course of action, which may include:

1. Obtaining informed consent to evaluate if the student is not currently receiving special education services
2. Convening an ARD Committee meeting to:
 - Acknowledge receipt of the outside evaluation and review its findings
 - Determine whether the report is consistent with the district's evaluation data and whether additional evaluation by the school is required
 - (e.g., a student currently eligible under Speech Impairment when parents submit an external autism evaluation)
 - Determine whether recommendations from the outside evaluation should be incorporated into the student's IEP

Multidisciplinary Team (MDT) Membership

Appropriate MDT members are identified based on the scope of the evaluation and areas of suspected disability. Membership may include:

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- An LPAC representative for students identified as emergent bilingual
- A dyslexia specialist when dyslexia or a related disorder is suspected
- Appropriately certified personnel when a visual or hearing impairment is suspected

Evaluation Procedures for Emergent Bilingual Students

When evaluating a student identified as an emergent bilingual, evaluators:

- Conduct language proficiency assessments as appropriate
- Review TELPAS performance data
- Consider LPAC documentation and recommendations to ensure nondiscriminatory evaluation practices

Obtaining Informed Consent

Following completion of the referral review and determination of the evaluation scope, the evaluator schedules a meeting with the parent to review:

- Notice of Evaluation
- Procedural Safeguards
- Parent Guide to the ARD Process
- Overview of Special Education for Parents

Written informed consent is obtained prior to initiating evaluation activities.

Parent-Initiated Referrals

Parents or legal guardians may request a referral for evaluation at any time, regardless of whether the student is receiving tiered interventions. Requests must be submitted in writing to the campus principal, Superintendent, or Special Programs Director.

Upon receipt of a written request:

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- Parents are notified in writing of the evaluation process and applicable timelines
- The school responds in writing within 15 school days

If a parent makes a verbal request, campus staff guide the parent in submitting the request in writing. Parents are encouraged to share any outside evaluations or relevant reports.

During the 15-school-day review period, the school:

- Gathers relevant data, which may include academic performance, behavior data, work samples, state and local assessment results, and universal screening data
- Convenes a team to review the data and determine next steps

The district will either:

- Provide Notice of Evaluation and seek informed written consent, or
- Issue Prior Written Notice (PWN) explaining the decision to decline evaluation and the data used as the basis for that decision

Parents are notified of the decision no later than the 15th school day following receipt of the written referral.

If the parent's home language is not English, campus staff provide assistance and communication in the parent's preferred language.

Evaluation Instruments and Testing Practices

Evaluation instruments are selected based on the individual needs of the student and consideration of the normative population for each instrument. Only valid and reliable assessment tools are used.

Evaluator training emphasizes strict adherence to test administration protocols. Evaluators affirm compliance by completing the assurance statement included in the evaluation report.

Evaluators review all areas of concern thoroughly and extend assessment beyond initial referral concerns when warranted to ensure a comprehensive evaluation. If new areas of suspected disability emerge after the initial Notice of Evaluation, a revised notice is provided to parents prior to additional testing.

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Timelines and Compliance Monitoring

Evaluation timelines for initial referrals are monitored through a centralized tracking system accessible to evaluators and the Special Programs Director. This system includes information required for compliance with SPP Indicators 11 and 12.

Approximately three weeks prior to the 45-school-day evaluation deadline, evaluators notify the Special Programs Director if timeline concerns arise. Additional support is provided as needed to maintain compliance.

Quality Assurance for Evaluation Reports

All evaluation reports undergo a supervisory review to ensure accuracy, clarity, and compliance. This review process includes:

- Content and technical accuracy review
- Proofreading and objective feedback

Evaluators plan accordingly to allow sufficient time for review prior to finalization. The review process typically requires up to two school days.

Review of Completed Evaluation Reports

Following completion of an evaluation—regardless of eligibility outcome—the report is reviewed with parents and relevant staff prior to the ARD meeting. Parents are provided a written copy of the evaluation report at least five school days prior to the scheduled ARD.

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Review of Existing Evaluation Data (REED)

A Review of Existing Evaluation Data (REED) meeting may be conducted in conjunction with a student’s annual ARD to increase efficiency when a reevaluation is due. In some cases, the annual ARD may be scheduled earlier to accommodate this alignment.

Decisions to combine meetings are made collaboratively by the School Psychologist, Special Programs Director, and/or Speech-Language Pathologist. REEDs may occur within six months prior to the three-year reevaluation due date.

Contracted Evaluation Staff

When qualified evaluation staff are not employed by the district, Prelude Preparatory Charter School contracts with appropriately licensed evaluators. Contracted evaluators meet the same licensure and professional standards as district employees and adhere to all established evaluation procedures.

Related Resources:

- [Autism](#)
- [Deaf-Blindness](#)
- [Deaf or Hard of Hearing](#)
- [Emotional Disability](#)
- [Intellectual Disability](#)
- [Multiple Disabilities](#)
- [Noncategorical Early Childhood](#)
- [Orthopedic Impairment](#)
- [Other Health Impairment](#)
- [Specific Learning Disability](#)

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[Speech or Language Impairment](#)

[Traumatic Brain Injury](#)

[Visual Impairment](#)

Broad Category: EVALUATION

Staff Responsible

District Level:

- Special Programs Director

Campus Level:

- Evaluation Staff
- Related Services Staff

General Evaluation Framework

All evaluations are conducted in alignment with IDEA, 34 CFR §300, the Texas Education Code, the Texas Dyslexia Handbook, and TEA guidance. Evaluations:

- Are conducted at no cost to parents
- Utilize valid, reliable, and nondiscriminatory instruments
- Consider cultural, linguistic, and environmental factors
- Include required multidisciplinary team (MDT) membership
- Are sufficiently comprehensive to identify all areas of suspected disability

Disability-Specific Evaluation Procedures

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Autism (AU)

Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects educational performance. Characteristics may include repetitive behaviors, resistance to change, and atypical sensory responses.

Autism does not apply if educational impact is primarily due to an emotional disability. Students demonstrating characteristics after age three may still qualify if criteria are met.

Eligibility is determined under 34 CFR §300.8(c)(1).

Required MDT Members

- School Psychologist
- Speech-Language Pathologist (SLP)
- Occupational Therapist (OT), when motor or sensory concerns exist

Required Evaluation Components

- Parent & teacher behavior rating scales
- Structured and unstructured observations
- Developmental history via parent interview
- Staff interviews
- Play-based assessment (e.g., ADOS-2, MIGDAS)
- Formal academic, cognitive, and adaptive measures

Evaluation reports include specific behavioral and instructional recommendations. Cultural and linguistic factors are addressed through interpreters and culturally responsive interviewing.

Specific Learning Disability (SLD)

SLD is a disorder affecting basic psychological processes involved in language use and academic skills. It includes dyslexia and related disorders.

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When dyslexia is suspected, parental consent for a Full and Individual Evaluation (FIE) under IDEA is required.

Required MDT Members

- Individual qualified to administer diagnostic tests
- Campus dyslexia designee (meets Prong III)
- General education teacher

Evaluation Requirements

- Achievement, cognitive, and processing assessment
- Classroom observation (pre- or post-consent)
- Consideration of exclusionary factors
- Multiple data sources (e.g., Cross-Battery, C-SEP)

For emergent bilingual students, assessment language is determined by TELPAS/LPAC data and may include nonverbal measures.

Visual Impairment (VI)

Eligibility determination includes:

- Teacher of the Visually Impaired (TVI)
- Certified Orientation & Mobility (O&M) Specialist
- O&M evaluation across environments and lighting

Medical evaluations (e.g., ophthalmology) are provided at no cost, coordinated by the Special Programs Director, following IEE procedures.

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Emotional Disability (ED)

ED includes conditions exhibiting IDEA characteristics over time and to a marked degree that adversely impact performance.

Eligibility is determined under 34 CFR §300.8(c)(4).

Required MDT Members

- School Psychologist
- General & special education teachers
- Parent/guardian

Evaluation Procedures

- Parent/teacher rating scales
- Observations (minimum two for FBA)
- Differential diagnosis when autism is suspected

FBAs inform development of BIPs through the ARD. Trauma-informed care principles are considered.

Other Health Impairment (OHI)

OHI refers to limited strength, vitality, or alertness due to chronic or acute health conditions (e.g., ADHD, asthma, diabetes).

Eligibility is determined under 34 CFR §300.8(c)(9).

Required Documentation

- Medical verification (physician, PA, or APRN)
- Educational impact data
- Observations and teacher input

Evaluations are conducted at no cost to parents.

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Intellectual Disability (ID)

ID involves significantly subaverage intellectual functioning with concurrent adaptive behavior deficits.

Eligibility Criteria

- Cognitive score $\geq$ 2 SD below mean (considering SEM)
- Deficits in at least two adaptive domains

Evaluations include formal cognitive testing, adaptive behavior scales, and cultural-linguistic considerations. Two full evaluations are recommended before REED-only reevaluations.

Deaf or Hard of Hearing (DHH)

Eligibility under 34 CFR §300.8(c)(5).

Required Components

- Audiological evaluation (licensed audiologist)
- Communication evaluation (certified TDHH)
- Review of amplification and communication needs

Audiological evaluations are provided at no cost under IEE-aligned procedures. TDHH assists with tool selection, administration, and interpretation.

Developmental Delay / Noncategorical Early Childhood (NCEC)

Applies to children ages 3–5 experiencing delays in:

- Physical
- Cognitive

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- Communication
- Social-emotional
- Adaptive development

NCEC eligibility is phased out beginning 2025–2026, with continuation until reevaluation for students already identified.

APPENDICES (Evaluator Guidance – Not Required for Monitoring)

Appendix A: Common Assessment Tools by Disability Area

Examples only; selection is individualized.

Autism

- ADOS-2, MIGDAS
- BASC-3, SRS-2, GARS-3
- ABAS-3, Vineland-3

SLD

- WISC-V, WJ-IV
- KTEA-3, WIAT-4
- CTOPP-2, GORT-5

ED / OHI

- BASC-3
- Conners-4, BRIEF-2
- ASEBA

ID

- KABC-II NU, DAS-II, UNIT-2

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- ABAS-3, Vineland-3

DHH

- Audiological exams
- Functional listening evaluations

Developmental Delay

- DAYC-2
- DP-3
- BDI-3

Appendix B: Cultural & Linguistic Considerations

- Home Language Survey & interview
- LPAC data
- TELPAS & Pre-LAS
- Nonverbal measures
- Interpreter-supported evaluation

Appendix C: Medical & Consent Procedures

- Parent consent for medical release
- Follow-up if not received within one week
- Special Programs Director coordinates no-cost access

Legal Framework: INDEPENDENT EDUCATIONAL EVALUATION

[Related Resources](#)

Broad Category: EVALUATION

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Staff Responsible

District Level:

- Special Programs Director

Campus Level:

- Evaluators
- Campus Principals

Procedures

General Information

An Independent Educational Evaluation (IEE) is an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of the student. Public expense means the district either pays for the full cost of the evaluation or ensures the evaluation is provided at no cost to the parent.

Parents of a student with a disability have the right to request an IEE if they disagree with an evaluation conducted by the district. Upon request, the district provides:

- Information regarding where an IEE may be obtained, and
- The district's criteria applicable to IEEs.

A non-exhaustive list of qualified evaluators and agencies is available from the District Office. Professionals selected to conduct an IEE at public expense must meet all district criteria and follow procedures for documentation, reporting, and payment.

A parent is entitled to one IEE at public expense per district evaluation with which they disagree, including initial evaluations and three-year reevaluations. A parent is not entitled to multiple IEEs at public expense without an intervening district reevaluation.

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Qualified Evaluation Providers

Prelude Preparatory Charter School utilizes qualified, licensed evaluation and related service providers to ensure timely and compliant access to Independent Educational Evaluations.

IEEs may be conducted by professionals affiliated with:

- Assessment, Intervention, and Management (A.I.M.), including:
 - Licensed School Psychologists
 - Licensed Speech-Language Pathologists
 - Licensed Occupational Therapists (OT)
 - Licensed Physical Therapists (PT)
- TX-STAR Therapy and Education Professionals, utilizing the same qualified evaluators and related service providers, including:
 - School Psychologists
 - Speech-Language Pathologists
 - Occupational Therapists
 - Physical Therapists

All evaluators, whether affiliated with A.I.M., TX-STAR, or another approved provider, must:

- Hold all required state licensure and certifications
- Meet district qualification criteria
- Follow IDEA, TEA, and district evaluation procedures
- Adhere to established timelines and reporting requirements

Oversight and coordination of IEEs is managed by the Special Programs Director to ensure consistency and compliance.

Request Process

A parent may request an IEE at public expense if they disagree with a district evaluation.

- Requests may be verbal or written

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- If verbal, the Special Programs Director, in consultation with the campus principal, contacts the parent promptly to document and address the request

Within 5 school days of receiving the request, the Special Programs Director will either:

- Ensure an IEE is provided at public expense and issue Prior Written Notice (PWN), or
- File a due process complaint to request a hearing to demonstrate the appropriateness of the district evaluation, documented via PWN

The decision to fund an IEE or initiate due process is an administrative decision, not an ARD Committee decision, and is made by the Special Programs Director in consultation with the Superintendent.

If the district prevails in due process, the parent retains the right to an IEE at private expense.

If an IEE request is made during an ARD meeting, the ARD administrator immediately notifies the Special Programs Director.

Parent-Initiated (Privately Obtained) Evaluations

If a parent obtains an evaluation at private expense:

- The results must be considered by the ARD Committee within a reasonable time (generally within 30 calendar days)
- The report is placed in the student's eligibility folder and uploaded into the special education management system
- Appropriate evaluation staff attend the ARD meeting where the evaluation is discussed

Agency and Evaluator Criteria

When an IEE is conducted at public expense, the examiner and evaluation must meet criteria that are the same or substantially similar to those used by the district.

Requirements include:

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- Examiner holds qualifications equivalent to district evaluation personnel under Texas law
- Copies of licenses/certifications must be provided
- Completion of a conflict-of-interest disclosure, if requested
- School-based observation completed when feasible
- Access to educational records, with parent consent
- Compliance with all state and federal assessment rules
- Teacher/service provider consultation and interviews
- Written report addressing eligibility criteria, severity, and educational impact
- Evaluator located within 100 miles of San Antonio, Texas
- Criminal history clearance per Senate Bill 9 / FACT Clearinghouse
- Written report provided within 30 calendar days of approval and 10 days prior to the ARD meeting, to the extent feasible

Reimbursement or Direct Payment

Parents may select any qualified evaluator who meets criteria.

If the evaluator is not on the district’s list, parents must submit:

- Evaluator name
- Vitae
- Licenses/certifications

Prior to the evaluation, so the Special Programs Director can determine eligibility. Failure to do so may result in non-payment.

Payment is made directly to the evaluator upon receipt of:

- Invoice
- Completed report meeting all criteria

Payment timelines follow Business Office procedures (typically within 30 business days).

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Criteria for Fee Setting

The district will not pay unreasonably excessive fees (generally more than 10% above prevailing market rates or 20% above Medicaid rates).

If fees are excessive, the Special Programs Director notifies the parent. Sliding-scale fees are honored at the parent-charged rate.

Travel costs will not exceed district/state travel guidelines.

Unilaterally Obtained IEEs (Reimbursement Requests)

Requests for reimbursement must be submitted within 90 calendar days of receiving the evaluation.

Parents must submit:

- Invoice
- Evaluator qualifications
- Completed evaluation

The district may deny reimbursement if:

- Evaluator lacks qualifications
- Evaluation does not meet TEA/IDEA criteria
- Report is not in substantial compliance
- Cost exceeds allowable limits

Procedural Steps Summary

Special Programs Director Will:

- Acknowledge IEE request
- Provide Procedural Safeguards and IEE guidelines
- Decide within 5 school days to fund or file due process

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- Provide parents with evaluator lists and requirements
- Coordinate ARD review of completed IEEs

Parents Will:

- Select an evaluator
- Submit credentials if evaluator is not on the list
- Coordinate scheduling with school contact

Independent Evaluator Will:

- Provide credentials upon request
- Follow all state and federal requirements
- Submit report in required format with original signature
- Provide invoice for services

Template update May 2020

Legal Framework: ADMISSION, REVIEW, AND DISMISSAL COMMITTEE MEMBERSHIP

[Related Resources](#)

Broad Category: FREE APPROPRIATE PUBLIC EDUCATION

Staff Responsible

District Level:

- Special Programs Director

Campus Level:

- Campus Administrator
-

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PROCEDURES

ARD Committee Membership

Admission, Review, and Dismissal (ARD) Committee meetings serve as the legal record of agreement between the parent/guardian and the school. Because the ARD Committee develops, reviews, and revises an Individualized Education Program (IEP) for the student, the participation and input of all required members is critical to the overall effectiveness of the program.

The following individuals are required members of the ARD Committee:

- Parent(s) or legal guardian(s) of the student
- The student, when appropriate
 - As students reach the late elementary grades, special education teachers or campus staff will meet informally with the student prior to the ARD meeting to support self-advocacy and gather information about student strengths, preferences, and interests.
- The regular education teacher of the student
 - For students ages four or five, the prekindergarten or kindergarten teacher
- The special education teacher and/or special education service provider(s) responsible for implementing the IEP
- The LEA representative, who is typically the campus principal, assistant principal, academic dean, or designee who:
 - Is qualified to provide or supervise the provision of specially designed instruction
 - Is knowledgeable about the general education curriculum
 - Is knowledgeable about LEA resources and has the authority to commit those resources

Under nearly all circumstances, the LEA representative will be the campus principal or assistant principal (or an appropriately qualified designee assigned by the LEA administrator).

- An individual who can interpret the instructional implications of evaluation results, which may include:
 - A special education teacher who can interpret assessment data, or
 - A School Psychologist or Speech-Language Pathologist (SLP)

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When a School Psychologist or SLP is not present, the special education teacher may fulfill both roles and sign the ARD accordingly. For students eligible only under Speech Impairment, an SLP may serve as both the evaluator and service provider. This role is a required ARD Committee function.

- For students identified with dyslexia or a related disorder, the provider of dyslexia instruction
 - When eligibility determinations are being considered, a dyslexia specialist or MDT representative must participate
- For students with visual impairments or who are deaf or hard of hearing, a teacher certified in the respective area of disability
 - The special education teacher must also attend these meetings
- For students who are English Learners, a representative of the Language Proficiency Assessment Committee (LPAC)
 - The LPAC representative may also serve in another role (e.g., general education teacher)
 - The campus administrator may not serve as both the LPAC representative and the LEA representative
- Related service providers, when appropriate (e.g., Occupational Therapy, Physical Therapy)
- Other individuals, at the discretion of the parent or school, who have knowledge or special expertise regarding the student
 - When an outside agency or individual is present, appropriate parent consent for release of information must be obtained by the campus or special education administration

ARD Committee Attendance and Excusal

All required ARD Committee members are expected to be in attendance for the entire meeting, unless the following excusal procedures are followed.

When a Member's Area Is *Not* Being Discussed

A required member may be excused in whole or in part if:

- The parent and the school agree in writing that the member's attendance is not necessary because the member's area is not being modified or discussed, and

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- The agreement is documented in the ARD deliberations and Prior Written Notice (PWN)

These circumstances should be rare and do not apply to annual review meetings.

When a Member's Area Is Being Discussed

If a required member's area will be discussed:

- The member must consult with the parent prior to the ARD meeting (in person or by phone) to review recommendations
- The parent must provide written consent for excusal using the form in the district's ARD management system
- The school will attempt to provide at least three (3) school days' notice to allow the parent time to consider the request, except in emergency situations

Parents always have the right to decline excusal. If excusal is not approved, the ARD meeting must be rescheduled. ARD Committee members are not routinely excused, and each meeting requires proper documentation of agreement or consent.

ARD Committee Meetings Without Parent Attendance

An ARD Committee meeting may proceed without the parent only under the following circumstances:

- The parent has provided written consent for the meeting to proceed in their absence, documented in the Prior Written Notice; or
- The district has made multiple documented attempts to contact the parent without success

Multiple attempts may include:

- Phone calls
- Written notices sent home
- Emails

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- Home visits, when appropriate

All attempts must be documented in the Prior Written Notice.

Student Participation

Students in upper elementary grades are encouraged to participate in portions of the ARD meeting to build self-advocacy skills and increase awareness of their learning needs. Staff will meet with the student prior to the ARD meeting to support and prepare the student for participation.

Training

Training related to the ARD Committee process, membership requirements, and procedural safeguards is provided to all campus staff annually, or more frequently as needed.

Timelines for ARD Committee Activities

- Delivery of ARD meeting notices to required participants
- Annual training of ARD Committee members

Evidence of Practice

Documentation maintained to demonstrate compliance includes:

- Forms or checklists used to notify required ARD Committee participants
- Documentation of parent and LEA agreement or consent for ARD member excusal
- Training artifacts (e.g., presentations, sign-in sheets, agendas)
- Calendars or schedules demonstrating availability of required participants

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Legal Framework: PARENT PARTICIPATION
[Related Resources](#)
Broad Category: FREE APPROPRIATE PUBLIC EDUCATION

Staff Responsible

District Level:

- Special Programs Director

Campus Level:

- Campus Principal

PROCEDURES

Ensuring Parent Participation to the Maximum Extent

The Local Educational Agency (LEA) provides parents with the Parent’s Guide to the Admission, Review, and Dismissal (ARD) Process as soon as practicable after a referral to special education, but no later than five (5) school days prior to the initial ARD meeting, and at any other time upon reasonable parent request.

The LEA must take all reasonable steps to ensure that one or both parents of a child with a disability are present at each ARD Committee meeting or are otherwise afforded the opportunity to participate. This includes providing timely written notice of meetings and scheduling meetings at a mutually agreed-upon time and place.

Notice of ARD Committee Meetings

The Notice of ARD Committee Meeting must be provided to parents at least five (5) school days prior to the scheduled meeting. The day the notice is prepared and the day of the meeting do not count toward the five-day requirement.

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The written notice must include:

- The purpose, time, and location of the meeting
- Information regarding participation of other individuals who have knowledge or special expertise about the child
- Information regarding participation of IDEA Part C representatives, when applicable

Transition-Related Notice Requirements

Beginning no later than the first IEP in effect when the student turns 16 years of age (or younger, if appropriate), the notice must also:

- Indicate that the meeting will address postsecondary goals and transition services
- Indicate that the student will be invited, when appropriate
- Identify any outside agencies invited to attend, with parent or adult-student consent

Language Access and Translation

If a parent's primary language is not English:

- Written notices must be provided in the parent's native language, unless clearly not feasible
- If the parent's language is not a written language, the notice must be translated orally or through other effective means to ensure understanding

Advance Planning to Support Parent Participation

To support timely and meaningful parent participation, the following steps are taken:

- The campus administrator or designee contacts parents approximately 10 days prior to finalizing the ARD invitation to discuss and agree upon a proposed date and time
- A copy of the Procedural Safeguards accompanies the ARD notice or is provided at the meeting
- The campus administrator or designee contacts the parent again a few days before the meeting as a reminder

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- Annual review ARDs and reevaluation ARDs are scheduled 2–3 weeks prior to their due dates, when possible, to allow for rescheduling while maintaining compliance timelines

Draft ARD Documents

The special education case manager or campus administrator shares draft ARD documents with parents prior to the meeting, either:

- By sending a copy clearly marked “DRAFT”, or
- By reviewing proposed content with the parent ahead of the meeting

Drafts are shared to allow parents time to prepare questions and provide meaningful input. Staff must clearly state that drafts represent proposals only and are subject to change based on ARD Committee discussion to prevent predetermination.

Parent Requests for ARD Committee Meetings

Upon receipt of a written request from a parent for an ARD Committee meeting, the school must either:

- Schedule the meeting within a reasonable time, or
- Within five (5) school days, issue Prior Written Notice (PWN)—in the parent’s native language—explaining why the request is declined

The Special Programs Director is responsible for preparing the PWN.

When Parents Are Unable to Speak English

When parents are unable to communicate in English, the school:

- Arranges for a qualified translator or interpreter to attend the meeting
- Confirms which individual will serve as interpreter
- Provides:

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- A written or audio-recorded IEP in Spanish, when Spanish is the parent’s language; or
- A good-faith effort to provide translations in other languages

If the parent’s language is not written, the IEP must be translated orally or through another effective communication method.

Alternative Participation Methods

If parents cannot attend an ARD meeting in person, the LEA may provide alternative participation methods such as:

- Videoconferencing
- Conference calls or individual phone calls

ARD Committee Meetings with Attorneys or Advocates

If a parent plans to bring an advocate or attorney to an ARD meeting:

- The campus administrator and Special Programs Director should be notified as soon as possible
- If a parent brings an attorney without prior notice, the LEA may cancel and reschedule the meeting to allow participation of the district’s legal counsel
- Meetings may be rescheduled if notice is insufficient to ensure equitable participation

Mutual Agreement

The goal of each ARD Committee meeting is active participation and mutual agreement among members.

- If consensus is not reached before concluding the meeting, the ARD may be tabled
- If the meeting concludes without agreement, parents must be offered one opportunity to recess and reconvene the meeting within ten (10) school days, unless both parties agree otherwise

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- Only the parent(s) and LEA representative indicate agreement or disagreement

Disagreed ARD Committee Meetings

A disagreed ARD occurs when:

- The ARD is completed, and
- The parent indicates disagreement on the signature page

Required actions include:

- Documenting specific areas of disagreement in the deliberations
- Completing an accurate Prior Written Notice outlining decisions and rationales
- Providing Procedural Safeguards
- Offering a second ARD within 10 school days
- Activating the proposed IEP after completion of the ARD
- If disagreement continues at the reconvened meeting, the school’s proposed IEP is implemented

Documentation of Parent Participation

Parent participation is documented throughout the ARD process.

Prior to the meeting:

- Discussions of draft goals and services

During the meeting:

- Parent input recorded in Present Levels
- Parent requests and school responses captured in Prior Written Notice

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Sharing ARD Documents

Following completion of the ARD meeting, parents receive:

- A printed hard copy and/or electronic copy of ARD documents
- Delivery occurs within 24 hours of the completed meeting, based on parent preference

Translated IEPs:

- Must represent a full and accurate translation, not a summary
- Oral translation is provided when written translation is not feasible

Parent and Family Engagement Training

Prelude Preparatory provides parent training on the ARD process at the beginning of the school year and as needed throughout the year. Resources are available on the district website.

Evidence of Practice

Documentation maintained includes:

- ARD meeting notices and delivery records
- Parent agreements and excusal forms
- Training artifacts (sign-ins, agendas, materials)
- Calendars demonstrating scheduling and availability

Template update July 2022

Legal Framework: ADMISSION, REVIEW, AND DISMISSAL COMMITTEE MEETING / GENERAL INFORMATION

[Related Resources](#)

Broad Category: FREE APPROPRIATE PUBLIC EDUCATION

CHILD FIND DUTY	

Staff Responsible

District Level:

- Special Programs Director

Campus Level:

- Campus Administrator
- Teachers

PROCEDURES

Purpose of ARD Committee Meetings

An Admission, Review, and Dismissal (ARD) Committee meeting is required to be held at least annually and more frequently as needed to address a student’s educational needs. These meetings are convened for purposes including, but not limited to, problem solving, disciplinary considerations, health-related matters, lack of progress or failure, and changes in programming.

The ARD Committee consists of appropriate district and campus personnel, parents, and other required members. The purpose of the committee is to determine the student’s educational program and to document decisions regarding services and educational placement. The complete ARD meeting documentation constitutes the student’s Individualized Education Program (IEP).

Types of ARD Committee Meetings

There are three (3) primary types of ARD Committee meetings.

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Admission / Initial ARD Committee Meeting

If a student is not currently receiving special education services, the purpose of the ARD Committee meeting is to address admission into special education.

The district has 30 calendar days from the date of the completed Full and Individual Evaluation (FIE) report to conduct the Initial ARD meeting. To ensure compliance with this timeline, meetings are scheduled as soon as the evaluation is completed.

Possible outcomes of an Initial ARD Committee meeting include:

- Initial placement (admission) of the student into special education
- The student is found eligible, but the parent declines special education services
- The student does not qualify for special education services (DNQ)

If the 30th calendar day falls during the summer, the Initial ARD Committee meeting must occur by the 15th school day of the following school year.

Important: Regardless of outcome, the purpose of the meeting remains admission, and documenting the meeting as an Admission ARD is required for accurate reporting.

Parents must sign Consent for Initial Placement before special education services begin. This consent is typically obtained during the Initial ARD Committee meeting.

Review / Annual Review ARD Committee Meetings

After a student is admitted into special education, all subsequent ARDs are considered review meetings until the student is dismissed from all specially designed instruction.

The student's IEP must be reviewed at least annually. Review ARDs may be held for a variety of reasons, including annual updates, lack of progress, change in services, or reevaluation results.

To ensure compliance with annual review timelines:

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- Special education staff generate and review annual review due-date reports from the district’s ARD/IEP management system on a regular basis (e.g., monthly).
- Designated staff monitor timelines to ensure ARD meetings occur on or before the due date.

Dismissal ARD Committee Meeting

A Dismissal ARD Committee meeting is held when a student is exiting all specially designed instruction. A student may be dismissed from special education for the following reason:

- The student no longer meets eligibility criteria due to absence of a disability and/or absence of educational need

Important: Changes in disability categories (e.g., SLD and Speech to Speech only) or discontinuation of a related service (e.g., OT) do NOT constitute dismissal and must not be documented as such.

Accurate documentation of dismissal meetings is critical for reporting and compliance.

Transfers

For procedures related to students transferring into the district, refer to the Child Find – Children Who Transfer section of the operating procedures.

General ARD Procedures

Annual Review Scheduling Process

To ensure annual ARD timelines are met, the following procedures are implemented:

- Special education staff and administrators meet routinely to:
 - Identify upcoming ARDs
 - Develop a tentative schedule for the month or quarter

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- Annual ARDs are tentatively scheduled 3–4 weeks prior to their due dates
- Efforts are made to combine required meetings (e.g., REED and Annual ARD) when appropriate
 - Meetings may be scheduled earlier than the due date to support efficient planning
- The tentative ARD schedule is approved by the campus administrator and the Special Programs Director
- Case managers or the Special Programs Director contact parents 10–15 days in advance to confirm availability
- ARD invitations are sent at least five (5) school days prior to the meeting
 - The day the invitation is sent and the day of the meeting do not count toward the five-day requirement

If parents agree to a meeting date and then do not attend, the meeting must be rescheduled unless the parent has provided consent to proceed in their absence.

If multiple documented attempts have been made and parents remain unresponsive, the LEA may proceed with the meeting. All attempts must be documented in Prior Written Notice.

ARD Scheduling Compliance Monitoring

Monthly compliance reports are generated through the ARD/IEP management system and compared to the ARD schedule to ensure all meetings occur on or before due dates.

Excusal of ARD Committee Members

When a Member’s Area Is Not Being Discussed

A required member may be excused if:

- The parent and school agree in writing that the member’s attendance is unnecessary, and
- The agreement is documented in ARD deliberations and Prior Written Notice

These situations should be rare.

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When a Member’s Area Is Being Discussed

If the member’s area will be discussed:

- The member must consult with the parent prior to the meeting
- The parent must provide written consent for excusal using the ARD management system form
- The school attempts to provide at least three (3) school days’ notice, barring emergencies

If the parent does not consent, the ARD must be rescheduled. Excusals are not routine and must be supported by proper documentation.

Procedural Safeguards

Parents are provided a copy of Procedural Safeguards at least annually, typically with the ARD meeting notice.

Documenting Agreement or Disagreement

The goal of each ARD is mutual agreement. If full agreement is not reached:

- The parent must be offered one opportunity to reconvene the ARD within ten (10) school days, unless mutually agreed otherwise
- Only the parent and LEA representative indicate agreement or disagreement

Disagreed ARD Committee Meetings

A disagreed ARD occurs when:

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- The ARD is completed, and
- The parent indicates disagreement on the signature page

Required steps include:

- Documenting areas of disagreement in deliberations
- Completing a detailed Prior Written Notice
- Providing Procedural Safeguards
- Offering a reconvened ARD within 10 school days
- Implementing the proposed IEP once the ARD is complete

If disagreement continues at a Revision ARD, the school-proposed IEP is implemented.

Parent Requests for ARD Committee Meetings

Upon written request from a parent, the school must:

- Schedule the meeting within a reasonable timeframe, or
- Within five (5) school days, issue Prior Written Notice explaining why the request is declined

The Special Programs Director prepares the PWN.

IEP Dissemination

Following completion of an ARD meeting:

- A consented version of the IEP is shared with administrators and instructional staff
- Documents are stored in a shared electronic folder maintained by the Special Programs Director

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Service Delivery Documentation

Special education and related service providers (e.g., OT, PT) maintain documentation of services delivered. Records are stored electronically and maintained by the campus administrator and Special Programs Director.

A master spreadsheet tracks service delivery and is cross-referenced when developing student and staff schedules.

Required ARD Committee Membership Oversight

Annual training is provided to staff regarding ARD Committee membership requirements. A shared ARD calendar and individual meeting invitations are used to ensure attendance. ARD schedules are approved by campus administration.

Template update May 2020

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

CHILD FIND DUTY	

Staff Responsible

District Level:

- Special Programs Director

Campus Level:

- Campus Principal

PROCEDURES

General Procedures for ARD Committee Meetings

The Admission, Review, and Dismissal (ARD) Committee meeting is the formal decision-making process through which determinations regarding a student’s eligibility, educational needs, services, and programming are made. To ensure fidelity to state and federal requirements, efficient communication, and meaningful participation by all members, the district provides formal ARD process training annually for all relevant staff, with additional training offered as needed.

The procedures below outline required practices for critical ARD Committee components and responsibilities.

Determination of Eligibility

Upon completion of all assessments and evaluation measures, the ARD Committee determines:

- Whether the student is a child with a disability under IDEA, and
- Whether, because of that disability, the student requires special education and related services

To support informed decision-making:

- Evaluators provide district staff with a copy of the evaluation report at least five (5) school days prior to the ARD/IEP meeting

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- Evaluators review evaluation results and recommendations with parents prior to the ARD meeting, either in person or by phone
- If the parent cannot attend the ARD, the report is mailed or emailed, with an opportunity for discussion

If parents have questions or concerns regarding eligibility determinations or recommended services:

- A pre-ARD staffing may be convened with staff and the parent prior to the meeting
- The same process is available after the ARD meeting if additional clarification is needed

Eligibility determinations are based on multiple sources of data, including aptitude and achievement tests, formal evaluation results, parent input, teacher recommendations, work samples, and classroom observations.

All contracted evaluation personnel, including those completing Independent Educational Evaluations (IEEs), must submit assessment results and recommendations to the district prior to sharing findings with parents, to allow appropriate coordination and planning.

Present Levels of Academic Achievement and Functional Performance (PLAAFPs)

At every Annual Review ARD or whenever revisions are made, the special education teacher, in collaboration with the general education teacher, updates the PLAAFPs. This section:

- Describes the student's current academic and functional performance
- Explains how the student's disability affects involvement and progress in the general education curriculum

PLAAFPs are developed using:

- District and campus assessment data (including universal screeners)
- Classroom work samples
- Observations and ongoing progress data

The Special Programs Director provides a standardized PLAAFP format to ensure all required components are addressed consistently.

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Annual Goals

Goal Development and Review

Prior to each school year, staff development is provided on standards-based IEPs and TEKS alignment for:

- Special education teachers
- ARD facilitators
- Campus administrators
- District-designated ARD chairs

At each Annual Review or Revision ARD:

- Special education and general education teachers propose measurable, standards-based annual goals aligned to PLAAFP needs
- Goals may address academic and/or functional skill areas
- Students participating in STAAR Alternate 2 must have at least two measurable objectives per goal

Draft goals are:

- Prepared prior to the ARD meeting
- Reviewed by a special education administrator for quality and compliance
- Discussed with parents prior to the ARD meeting when possible

Key Considerations for Goal Quality

When developing annual goals, staff consider:

- Student needs identified in the PLAAFPs
- A clearly defined timeframe
- Appropriateness and rigor within one year
- Conditions under which the behavior occurs
- How progress will be measured

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- Concrete mastery criteria (e.g., *7 of 10 trials*)

Draft ARD documentation is submitted for administrative review at least three (3) school days prior to the meeting.

Revising Goals

- If a student masters a goal early, the goal is revised via a Revision ARD or amendment
- If insufficient progress is observed, a staffing or Revision ARD is scheduled to adjust strategies or revise goals
- Case managers consult with the Special Programs Director and/or campus administrator to determine next steps

Training on goal development is provided annually or as needed, and draft goals are reviewed before each ARD to ensure compliance.

When students transfer into the district and the existing IEP is adopted, goals are entered into the IEP management system to ensure ongoing progress monitoring.

IEP Progress Reporting

Progress toward IEP goals is documented and reported to parents concurrently with report cards, using the district's IEP management system.

Staff responsibilities include:

- Completing IEP progress reports at the end of each grading period
- Providing parents with a printed or electronic copy of progress reports
- Preparing an updated progress report prior to each Annual Review ARD

IEP progress reports are separate from general education report cards and are maintained in the student's eligibility folder.

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Special Factors

Students Who Are Blind or Visually Impaired

A Teacher of the Visually Impaired (TVI) must attend every ARD meeting for students with visual impairments. The ARD must address:

- Programs offered by state institutions and community resources
- Braille instruction and use
- Instruction in the Expanded Core Curriculum, including:
 - Compensatory skills
 - Orientation and Mobility
 - Social interaction
 - Career planning
 - Assistive technology
 - Independent living skills
 - Recreation and leisure
 - Self-determination and sensory efficiency

Training is provided to relevant staff to ensure appropriate instruction and support. ARD Committees ensure services may extend beyond regular school hours when necessary.

Students Who Are Deaf or Hard of Hearing

A Teacher of the Deaf and Hard of Hearing (TDHH) must attend every ARD meeting. Annual considerations include:

- Language and communication needs
- Opportunities for direct communication with peers and staff
- Educational access in the student’s preferred communication mode
- Available state programs

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The TDHH supports evaluation and determination of Hearing Assistive Technology (HAT) needs. The ARD Committee determines appropriateness of any recommended HAT system.

Emergent Bilingual Students

When students are identified as Emergent Bilingual:

- The ARD Committee collaborates with the Language Proficiency Assessment Committee (LPAC)
- A trained LPAC representative attends every ARD meeting
- The LPAC representative may not be the LEA administrator

Staff receive annual training on ARD/LPAC collaboration requirements.

Autism

For students with autism, the ARD Committee addresses required considerations using the Autism Supplement, including:

- Extended programming
- Behavior strategies
- Communication and social skills supports
- Parent training
- Staffing ratios
- Research-based methodologies

Training in autism best practices is provided annually.

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Dyslexia

For students with dyslexia or related disorders, IEPs are developed and implemented in accordance with the Texas Dyslexia Handbook.

Assistive Technology (AT)

At each Annual Review ARD:

- The committee considers whether the student can access instruction and make progress using available tools
- If not, an Assistive Technology evaluation may be initiated

AT evaluations include:

- Analysis of instructional environments
- Device trials
- Consultation with a special education administrator prior to ARD discussion

Purchasing, training, and home-use agreements are coordinated by the Special Programs Director.

Behavioral Needs

When students exhibit challenging behaviors:

- Positive behavior supports are prioritized
- FBAs may be conducted following REED consideration
- BIPs are developed or revised based on FBA results

Behavior plans are reviewed at least annually, and staff receive annual training on restraint, time-out, and documentation requirements.

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Statewide and Districtwide Assessment

All students with disabilities participate in required assessments with appropriate accommodations determined by the ARD Committee.

- ARD documents are shared with the District Testing Coordinator
- Accommodation effectiveness is monitored and documented
- Decisions regarding STAAR Alternate 2 eligibility follow participation criteria

Staff receive annual assessment and accommodation training.

Supplementary Aids and Services

Supplementary aids and services support education alongside nondisabled peers and are reviewed annually for effectiveness. Staff receive training on identification, documentation, and implementation.

Extended School Year (ESY)

Regression/recoupment data are collected during the first 6–8 weeks of school. If students do not recoup critical skills, ESY services are considered.

- ARD Committees determine ESY eligibility
- ESY documentation and progress reporting are required
- Staff training is provided prior to ESY service delivery

Students transferring during summer with ESY needs receive an ARD to determine appropriate services.

*Template update April 2020

Legal Framework: **TRANSITION SERVICES** and **GRADUATION**
[Related Resources for GRADUATION](#)

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[Related Resources for TRANSITION SERVICES](#)
Broad Category: FREE APPROPRIATE PUBLIC EDUCATION

Staff Responsible

District Level:

- Special Programs Director

Campus Level:

- Special Education Administrator
- Special Education Case Managers

PROCEDURES

Transition Services

Prelude Preparatory currently serves students through 6th grade. The Transition Services procedures outlined below will be fully implemented upon the addition of 7th-grade students and beyond.

Transition / Employment Services Designee

The Special Education Administrator serves as the district’s Transition / Employment Services Designee. Responsibilities include:

- Maintaining current knowledge of transition, graduation, and employment requirements
- Completing all required transition-related professional development and trainings
- Monitoring compliance with transition documentation and supplements
- Providing training and consultation to special education case managers regarding transition and employment services
- Ensuring transition is discussed and updated annually at ARD Committee meetings for students approaching or age 14 and older

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- Maintaining accurate designee information in Legal Framework and AskTED

Collecting Transition Information / SPP 13 Compliance

State and federal requirements mandate that transition planning is addressed prior to a student’s 14th birthday. To ensure timely implementation:

- Lists of students’ dates of birth are generated at least twice per year
- These lists are cross-referenced with Annual Review ARD due dates
- Ongoing monitoring, training, and folder reviews ensure compliance with SPP Indicator 13

An SPP 13 checklist (electronic or paper) is completed annually for each student age 14 or older. This checklist is maintained by the Special Education Administrator.

Training related to transition compliance is provided as follows:

- Transition/Employment Services Designee training is provided by Regional Education Service Center (ESC) personnel
- Case manager training is provided by the Transition/Employment Services Designee and includes requirements, assessment examples, and development of post-secondary goals

Student and Parent Input

Case managers collect transition information through:

- Student transition assessments focused on interests and preferences
- Parent questionnaires and/or interviews

Beginning in 6th grade, students are excused from class to attend ARD meetings and actively participate in transition discussions. If participation may result in behavioral concerns or if the student is unable to meaningfully participate:

- Student input is collected prior to the meeting
- Reasons for nonattendance are documented in the IEP
- Parental input becomes especially critical and is collected via questionnaire or interview

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Acceptable documentation reasons include, but are not limited to:

- Anticipated disruption to the student's routine causing significant behavioral challenges
- Student inability to meaningfully comprehend or participate in ARD discussions

The IEP clearly documents how transition information was gathered from both the student and the parent.

Transition Assessments and Functional Vocational Evaluations

Transition assessments increase in depth and complexity as students' progress through grade levels and are conducted annually beginning in 6th grade or prior to age 14.

Case managers follow a transition timeline to ensure completion of appropriate activities. When traditional assessments are insufficient—particularly for students with significant cognitive or behavioral needs—a Functional Vocational Evaluation (FVE) may be considered.

Situations warranting an FVE may include:

- Difficulty identifying potential job or career interests due to cognitive or behavioral delays
- Parent request for additional vocational evaluation

Case managers must consult the Special Programs Director when considering an FVE.

Early Transition Consideration (Prior to Age 14)

Transition planning may begin before age 14 when:

- The student has significant cognitive and/or behavioral delays
- Parents request specialized vocational considerations
- The student has autism with accompanying cognitive or behavioral needs

In such cases, the Special Programs Director reviews student needs and ensures appropriate designees are included in the ARD process.

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Student Self-Determination

Self-determination skills are fostered through:

- Embedded TEKS-aligned instruction, and
- Active student participation in ARD Committee meetings

Although transition instruction begins informally in earlier grades, the procedures outlined in this section are formally adopted and implemented for students who are age 14 and older, consistent with state and federal transition requirements. Because Prelude Preparatory currently enrolls students who are 14 years of age and older, these steps are implemented immediately for applicable students.

Students complete age-appropriate transition surveys, with increased emphasis on student voice during ARD Committee meetings. Staff prompt, prepare, and support student participation as needed to promote self-advocacy and informed decision-making.

Measurable Postsecondary Goals

For students age 14 and older, measurable postsecondary goals are developed annually and are based on:

- Student interests
- Results of transition assessments
- Parent input

Postsecondary goals are distinct from annual IEP goals and address post-school outcomes such as:

- Education or training
- Employment
- Independent living, when appropriate

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Training for special education case managers includes guidance on writing measurable postsecondary goals that are aligned with transition assessment data and student preferences.

Career and Technical Education (CTE) Participation

For students age 14 and older who are participating in or planning for Career and Technical Education (CTE) coursework:

- CTE teachers attend ARD Committee meetings for students they serve
- The Special Education Administrator reviews course schedules during ARD planning to ensure appropriate invitations
- If a CTE teacher is unable to attend, a designated CTE representative may participate
- A CTE representative may not serve as the LEA representative at the ARD meeting

Adult Students and Transfer of Rights

No later than when a student turns 17 years of age, the case manager and/or Special Programs Director explains the Transfer of Rights that will occur upon the student's 18th birthday.

Required information and forms are discussed and provided:

- When the student is 17, and
- Again prior to the student's 18th birthday

Parents continue to receive ARD notices unless rights have transferred. Adult students may authorize parental access to educational records. Guardianship options and resources are shared with families when appropriate.

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Personal Graduation Plans and Four-Year Plans

For students age 14 and older, Personal Graduation Plans (PGPs), when applicable, and four-year plans are incorporated into the IEP. Counselors collaborate with special education staff to ensure graduation planning information is accurate and aligned with the student’s postsecondary goals.

Agency Connections

For students age 14 and older, the Special Programs Director invites adult service agency representatives when appropriate, typically as students approach upper grade levels.

Decisions regarding agency involvement consider:

- The student’s disability
- Age
- Interests and strengths
- Parental requests

Written consent is obtained prior to inviting outside agencies. When agencies are not invited, the rationale is documented in Prior Written Notice.

Early outreach is emphasized to address long agency waitlists, and leadership for coordination is provided by the Special Programs Director.

Texas Transition and Employment Guide

For students age 14 and older, the Texas Transition and Employment Guide is:

- Provided to parents by age 16 (or earlier, as determined appropriate), and
- Posted on the district’s website

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Graduation

Counselors and/or the Transition/Employment Services Designee provide annual training to students and parents regarding graduation options, including:

- The Foundation High School Program
- Courses of study and endorsements

Requests from students to return to school after graduation are reviewed by the Special Programs Director. Graduation coding is collaboratively verified to ensure consistency between TSDS/PEIMS and the student’s IEP.

Summary of Performance

For graduating students, a Summary of Performance is completed during a spring ARD Committee meeting by a qualified evaluator.

Transition Timeline (Example)

(Applied beginning prior to or at age 14)

- Prior to age 14 (or upon enrollment if age 14+): Student transition survey completed
- Age 14 / 7th Grade: Parent transition questionnaire completed
- Age 14 / Annual Review: Transition addressed formally in the ARD
- 8th Grade: Graduation requirements reviewed
- 8th–9th Grade: Texas Transition and Employment Guide provided
- 11th Grade: Agency information shared; representatives invited as appropriate
- 12th Grade: Agency participation, Summary of Performance, graduation planning
- Ongoing: Monitoring of transfer students’ ages and compliance with transition requirements

Template update May 2020

Related Resources:

[Least Restrictive Environment](#)

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[Placement in a Residential Facility](#)

Broad Category: FREE APPROPRIATE PUBLIC EDUCATION

Staff Responsible

District Level:

- Superintendent
- Special Programs Director

Campus Level:

- Campus Principal

PROCEDURES

Least Restrictive Environment (LRE)

Students with disabilities are provided access to the full range of academic, nonacademic, and extracurricular activities made available to all students. Decisions regarding special education services and educational placement are made by the student’s Admission, Review, and Dismissal (ARD) Committee and are reviewed at least annually during the student’s Annual Review ARD Committee meeting.

The campus administrator and Special Programs Director, in collaboration with special education staff, periodically review placement decisions alongside the student’s expected academic and functional growth. When necessary, adjustments to programming, training, or services are discussed and implemented.

The school also routinely examines participation data to ensure equitable access and participation for students with disabilities in nonacademic and extracurricular activities.

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Considerations for Determining LRE

Prelude Preparatory provides a continuum of placements, which may include:

- Speech therapy services
- Services delivered in the general education setting
- Instruction in a separate resource setting, when necessary

In determining the Least Restrictive Environment, the ARD Committee considers:

- Whether education in the general education classroom can be achieved satisfactorily with the use of supplementary aids and services
- Whether the student is making expected progress in critical skill areas
- Whether the student is receiving educational benefit from participation in the general education curriculum
- Whether the student can meaningfully access and engage with TEKS-aligned instruction
- Whether accommodations and supports have been appropriately implemented, including:
 - Supplementary aids and services
 - Accommodations and instructional supports

When a student continues to experience difficulty despite the implementation of appropriate supports, the ARD Committee may consider a more restrictive setting, such as a pull-out or resource placement, while ensuring that the placement remains educationally justified and individualized.

Due to the size of Prelude Preparatory, campus administration and the Special Programs Director participate in all ARD Committee meetings, providing an internal monitoring system to ensure appropriate placement decisions.

Campus administration also routinely monitors participation rates in extracurricular and nonacademic activities for students with disabilities.

Compensatory Services Procedures

Compensatory services are special education services provided beyond those listed in a student's IEP and are generally considered when:

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- Required IEP services were not implemented, or
- The IEP is determined to have been insufficient to meet the student’s needs

To prevent gaps in services:

- Special education and related service providers maintain accurate service delivery logs
- Service logs are reviewed monthly
- Missed services (e.g., due to staff absence) are made up within a reasonable, documented time period

Decisions regarding compensatory services resulting from an extended lapse in services are made by the ARD Committee and are documented accordingly.

Placement in Non-Public Day Programs or Residential Facilities

If placement in a public or private residential or day treatment program is required to provide a Free Appropriate Public Education (FAPE), such placement—including nonmedical care and room and board—is provided at no cost to parents.

Prior to the ARD meeting, the school representative and parent(s):

- Identify potential non-public or residential programs
- Determine the specific services required
- Visit potential facilities, when feasible

School representatives propose recommended placements during the ARD meeting, ensuring the facility:

- Is on the TEA-approved list, and
- Meets the individual needs of the student

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Procurement Process

The Special Programs Director collaborates with the Business Office to ensure all procurement procedures are followed, including bid requirements, unless the placement qualifies as a sole-source service.

ARD Committee Responsibilities for Residential Placements

When a residential placement is determined necessary, the ARD Committee must:

- Clearly document services the LEA cannot provide and those the facility will provide
- Establish written criteria and timelines for the student's return to the LEA
- Ensure that within 30 calendar days of the ARD decision, notice of placement is submitted electronically to TEA
- Verify during the initial and each annual ARD that:
 - The facility meets health and safety standards
 - The placement remains educationally necessary
 - The placement is the Least Restrictive Environment for the student

Approved facilities must report regularly to the LEA regarding services delivered and evaluation data necessary for IDEA compliance.

The LEA conducts:

- One announced initial onsite visit, and
- Two annual onsite visits (one announced, one unannounced)

These visits are conducted by the Special Programs Director, utilizing the required TEA residential placement checklist to verify safety, staff certification, and compliance with behavioral intervention regulations.

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Placements at the Texas School for the Blind and Visually Impaired (TSBVI) or Texas School for the Deaf (TSD)

When considering placement at TSBVI or TSD, the ARD Committee must:

- Identify services provided by the school
- Establish criteria and timelines for return to the resident LEA

The LEA conducts an onsite visit to verify the appropriateness of services and educational programming.

For students who are Deaf or Hard of Hearing:

- Itinerant services (weekly or biweekly) are considered first
- If progress is insufficient, additional supports are reviewed through a staffing
- Placement in a Regional Day School Program for the Deaf (RDSPD) may be considered following documented attempts to adjust services

The process includes:

- Consultation with RDSPD representatives
- Parent communication and site visits
- An ARD Committee meeting to formally consider placement

Placements at TSBVI or TSD are considered only after all other supports have been implemented with fidelity and require multiple documented discussions. These are among the most restrictive placements and are used only when necessary.

Training for Staff

As part of annual special education training for campus administrators, procedures related to placement decisions, residential placements, and least restrictive environment considerations are reviewed to ensure consistent and compliant implementation.

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Template update May 2020

Legal Framework: AMENDMENT WITHOUT A MEETING

[Related Resources](#)

Broad Category: FREE APPROPRIATE PUBLIC EDUCATION

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Staff Responsible

District Level:

- **Special Programs Director**

Campus Level:

- Campus Principal
- Special Education Teachers

PROCEDURES

IEP Amendment Procedures

Certain changes to a student’s Individualized Education Program (IEP) may be made through an IEP Amendment rather than by convening a full ARD Committee meeting. When using an amendment, both the parent and the district agree that an ARD meeting is not necessary for the proposed change, and the IEP is modified through a written amendment document.

An amendment may be completed at any time when changes to the current IEP are recommended or needed, with the exception of changes that would result in a more restrictive placement.

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Allowable Uses of an IEP Amendment

IEP Amendments may be used for the following changes, with parent agreement:

- Adding, deleting, or modifying accommodations or instructional modifications
- Adding, deleting, or revising annual goals or objectives

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- Adjusting the frequency, duration, or time of special education or related services
- Adding or adjusting Intensive Program of Instruction (IPI) or Accelerated Instruction Plan (AIP/API) related to state assessment performance

Prohibited Uses of an IEP Amendment

The IEP Amendment process may not be used for the following actions:

- Changes to educational placement, including movement to a more restrictive setting
- Manifestation Determinations, Functional Behavioral Assessments (FBA), or development/revision of a Behavior Intervention Plan (BIP)
- Changes in special education eligibility

When these actions are necessary, a full ARD Committee meeting must be convened.

Amendment Process

The following steps are followed to complete an IEP Amendment:

1. The Special Programs Director consults with appropriate IEP team members to obtain agreement with the proposed amendment.
 - At a minimum, this includes the campus administrator and the student’s general education teacher.
2. The campus administrator contacts the parent to:
 - Explain the proposed changes to the IEP, and
 - Obtain agreement to proceed using the amendment process rather than convening an ARD Committee meeting.

This communication may occur by phone, email, or in person. Documentation of the conversation (e.g., a communication log entry) is strongly recommended.

3. A designated special education representative completes all required sections of the IEP Amendment documentation, including the Prior Written Notice (PWN), in the district’s IEP management system.

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- 4. The amendment is signed by the appropriate district representative and the campus administrator.
 - Parent signatures may be obtained but are not required when parent agreement has been documented.
- 5. Copies of the completed amendment are:
 - Placed in the student’s eligibility folder, and
 - Provided to the parent for their records.

Training

Training on the IEP Amendment process is provided to staff at least annually, and more frequently as needed. Training includes:

- Criteria for when amendments are allowed
- Situations requiring a full ARD Committee meeting
- Documentation and compliance expectations