

Guidance for the Model Individualized Education Program (IEP) Form

November 2016



GUIDANCE

for the

MODEL INDIVIDUALIZED EDUCATION PROGRAM (IEP) FORM

The model individualized education program ([IEP](#)) form is posted by the Texas Education Agency ([TEA](#)) in compliance with Texas Education Code ([TEC](#)) [§ 29.0051](#), which requires the TEA to develop an optional model IEP form that includes only information found in the federal model IEP form and in any state-imposed requirements relevant to an IEP that are not required under federal law.

This guidance is a companion document to the model IEP form. It is not inclusive of all options, but assists in understanding what is required to be included in an IEP.

Sections A through P of the model IEP form contain the components that must be included in the IEPs of all students with disabilities. Sections Q through Y address supplemental areas that an admission, review, and dismissal (ARD) committee may complete as applicable.

[TEA Model Individualized Education Program \(IEP\) Form](#)

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Individualized Education Program (IEP)

A

The school district may include in this section student identifying information (such as name, address, date of birth, etc.).

Student Identifying Information

There are no legal requirements mandating the information that must be included in Section A. Therefore, this section may include any information that would assist school personnel in identifying the student.

Examples of the types of information that school personnel may want to include are as follows:

- Student Name
- Gender
- ID Number
- Address
- Date of Birth
- Grade
- Disability
- Parent(s) Name
- Parent Contact Information
- Campus Name
- District Name
- Other Information

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* Please duplicate sections B – G, as needed.

ANNUAL GOAL AREA (content, skill and/or service): _____

Annual Goal Area

The annual goal area is a general area of need that results from the student’s disability. The goal area is an academic content area, a functional skill area, or a related service area.

The annual goal area identifies:

- Academic need in reading, math, science, social studies, etc.; and/or
- Functional skill need, such as behavior, communication, social/emotional, self-help, or daily living skills; and/or
- Related service need, such as physical therapy, occupational therapy, or counseling.

Sections B–G are to be duplicated when there is more than one annual goal area resulting from the student’s disability as described in the present levels of academic achievement and functional performance ([PLAAFP](#)).

Resources for Further Guidance

[The Legal Framework: Annual Goals](#)

[TEA Standards-Based Individualized Education Program Guidance](#)

[Texas Project First—PLAAFP](#)

[Special Education Information Center \(SPEDTex\)](#)

[IDEA Partnership](#)

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* Please duplicate sections B – G, as needed.

C

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE including how student's disability affects involvement and progress in the general education curriculum, or, for a preschool child, how student's disability affects participation in appropriate activities:
[34 CFR §300.320\(a\)\(1\)](#)

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

The PLAAFP statement for the school-aged student summarizes the current strengths and needs of the student in both academic and functional performance areas. It must include how the student's disability affects the student's involvement and progress in the general education curriculum, regardless of the setting in which the student currently receives services. Additionally, it may describe the current instructional level of the student compared to the grade level Texas Essential Knowledge and Skills ([TEKS](#)), and, if the student is below grade level, the PLAAFP also may describe the prerequisite skills the student needs in order to achieve grade-level proficiency.

The PLAAFP statement for the preschool student summarizes the current levels of present performance related to the student's developmental domains, functional performance, and pre-academic skills. It must include how the student's disability affects the student's participation in appropriate activities. Additionally, it may describe the student's current developmental levels compared to the Texas Prekindergarten Guidelines or district-adopted prekindergarten curriculum.

Sections B–G are to be duplicated when there is more than one annual goal area resulting from the student's disability as described in the PLAAFP.

Resources for Further Guidance

[The Legal Framework: Present Levels](#)

[TEA Standards-Based Individualized Education Program Guidance](#)

[TEA Texas Prekindergarten Guidelines](#)

[Texas Project First—PLAAFP](#)

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* Please duplicate sections B – G, as needed.

D

MEASURABLE ANNUAL GOAL(S): [34 CFR §300.320\(a\)\(2\)\(i\)](#)

Measurable Annual Goal(s)

The measurable annual goal is a statement based on the needs identified in the student's present levels of academic achievement and functional performance ([PLAAFP](#)).

The measurable annual goal describes what a student with a disability can reasonably be expected to accomplish in the special education program within a twelve-month period. It is a skill and/or knowledge that can be measured and mastered based on given criteria. The academic annual goal is related to the Texas Essential Knowledge and Skills ([TEKS](#)) at the student's enrolled grade level.

Sections B–G are to be duplicated when there is more than one annual goal area resulting from the student's disability as described in the PLAAFP.

Resources for Further Guidance

[The Legal Framework: Annual Goals](#)

[TEA Standards-Based Individualized Education Program Guidance](#)

[Texas Project First—PLAAFP](#)

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Please duplicate sections B – G, as needed.

E

HOW PROGRESS TOWARD MEETING ANNUAL GOAL(S) WILL BE MEASURED: [34 CFR §300.320\(a\)\(3\)\(i\)](#)

How Progress Toward Meeting Annual Goal(s) will be Measured

The student's individualized education program ([IEP](#)) must describe the method used to measure a student's progress toward goal mastery.

Some examples of how progress toward meeting annual goal(s) may be measured include, but are not limited to, the following:

- Anecdotal records
- Checklists
- Curriculum-based assessments
- Inventories
- Observations
- Performance assessments
- Portfolios
- Rubrics
- Running records
- Short cycle assessments
- Student-created products
- Work samples

Sections B–G are to be duplicated when there is more than one annual goal area resulting from the student's disability as described in the present levels of academic achievement and functional performance ([PLAAFP](#)).

Resources for Further Guidance

[The Legal Framework: Annual Goals](#)

[TEA Standards-Based Individualized Education Program Guidance](#)

[Texas Project First—PLAAFP](#)

[IEP Annual Goal Development Q & A Document](#)

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* Please duplicate sections B – G, as needed.

F

BENCHMARKS OR SHORT-TERM OBJECTIVES for students with disabilities who take alternate assessments aligned to alternate achievement standards (in addition to the annual goals), a description of benchmarks or short-term objectives: [34 CFR §300.320\(a\)\(2\)\(ii\)](#)

Benchmarks or Short-term Objectives

Benchmarks or short-term objectives are the intermediate steps of progress toward mastering the annual goal. They provide a means to monitor a student’s progress toward reaching the related annual goal.

Benchmarks or short-term objectives are required to be included in the individualized education program ([IEP](#)) of a student who takes an alternate assessment aligned to alternate achievement standards; however, they may be included in any student’s IEP.

Sections B–G are to be duplicated when there is more than one annual goal area resulting from the student’s disability as described in the present levels of academic achievement and functional performance ([PLAAFP](#)).

Resources for Further Guidance

[The Legal Framework: Annual Goals](#)

[TEA Standards-Based Individualized Education Program Guidance](#)

[Texas Project First—PLAAFP](#)

[IEP Annual Goal Development Q & A Document](#)

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* Please duplicate sections B – G, as needed.

G

SPECIAL EDUCATION AND RELATED SERVICES DESIGNED TO MEET THE STUDENT'S NEEDS RELATED TO THE ABOVE-OUTLINED GOAL(S): A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to advance appropriately toward attaining the annual goals and to be involved in and make progress in the general education curriculum. [34 CFR §300.320\(a\)\(4\)\(i\), \(ii\)](#), [34 CFR §300.320\(a\)\(7\)](#), [19 TAC §89.1075\(e\)](#)

Type of Services	Frequency of Services	Amount of Time	Beginning/Ending Date	Location of Services
Special Education				
Related Services				
Supplementary Aids and Services				
Program Modifications				
Supports for Personnel				

Key: Include as appropriate

Special Education and Related Services Designed to Meet the Student's Needs Related to the Above-Outlined Goal(s)

The special education and related services designed to meet the student's needs related to each annual goal must be described in the student's individualized education program ([IEP](#)).

The programs and services to be provided to the student must be individually determined based on the student's abilities and needs. The recommendations for programs and services for a student cannot be based solely on factors such as the following:

- Category of the student's disability;
- Availability of special education programs or related services or personnel;
- Current availability of space;
- Administrative convenience; or
- How the school has configured its special education service delivery system.

Type of Services

Special education means specially designed instruction, at no cost to the parent, to meet the unique needs of the student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings, as well as physical education.

The term *specially designed instruction* means adapting the content, delivery of instruction addressing the unique needs of

the student, and/or ensuring access of the student to the general education curriculum.

Related services mean transportation and such developmental, corrective, and other supportive services that are required to assist the student to benefit from special education.

Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (mapping), maintenance of that device, or the replacement of that device.

Special education and related services are based on peer-reviewed research to the extent practicable. This means there is reliable evidence to demonstrate that the program or services are effective in meeting the needs of the student. Peer-reviewed research ensures that the quality of the research meets the established standard of the field. Peer-reviewed research may apply to academic, as well as nonacademic areas, such as behavioral interventions.

Related services include, but are not limited to the following:

- Assistive technology
- Audiology services
- Counseling services
- Interpreting services
- Medical services
- Music therapy
- Occupational therapy
- Orientation and mobility ([O&M](#)) services (only for students with visual impairments)
- Parent counseling and training
- Physical therapy
- Psychological services
- Recreation
- Rehabilitation counseling services
- School health services
- Social work services in school
- Speech-language therapy*
- Transportation

*In Texas, speech-language therapy is an instructional service that can be a stand-alone service as well as a supportive service.

Supplementary aids and services are aids, services, and other supports provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, for the teacher and the student to enable the student with disabilities to be educated with nondisabled students to the maximum extent appropriate in the least restrictive environment.

Supplementary aids and services include assistive technology services and devices. An assistive technology service means any service that directly assists a student with a disability in the selection, acquisition, or use of any assistive technology device. An assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, used to increase, maintain, or improve the functional capabilities of a student with a disability.

When a student requires an assistive technology device or service, consideration must be given to the instruction that the student might require to use the assistive technology device as well as any supports and services the student and/or the student's teachers may need related to the use of the device.

Supplementary aids and services include, but are not limited to, the following:

- Assistive technology
- Consultation
- Curricular or instructional modifications/accommodations
- Educational (paraprofessional) aide or teacher assistant
- Interpreter
- Monitoring a student's progress in regular education classes
- Reduction of ratio of student to instructional staff
- Classroom accommodations
- Special materials/equipment
- Staff development

Program modifications include changes to what is taught to the student or what is expected of the student.

An *accommodation* allows a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation. It reduces or eliminates the effects of a student's disability. It does not change what the test or assignment measures in any significant way.

A *modification* is an adjustment to an assignment or a test that changes the standard or what the test or assignment measures. It is a practice or procedure that changes the nature of the task or target skill.

Program modifications are to specify the following:

- Content area to be modified
- Type of modification
- Extracurricular and nonacademic settings and services

Supports for personnel assist education providers in meeting the unique needs of the student that help the student be successful.

Supports for personnel include, but are not limited to, the following:

- Workshops or trainings related to the individual needs of a particular student
- Assistance needed for curriculum modifications
- Necessary training for an assistive technology service and/or device

Criteria for Services

For each special education and related service to be provided to the student, the following is to be included in the IEP:

- Frequency—how often the service is to be provided;
- Amount of time—the minutes per session for the service;
- Beginning/ending date—the starting and ending dates of the specific service; and
- Location of service—the setting (i.e. general education or special education) where the service is to be provided.

Resources for Further Guidance

[The Legal Framework: Supplementary Aids and Services, Special Education, and Related Services](#)

[TEA Standards-Based Individualized Education Program](#)

[Guidance](#)

[Texas Project First—PLAAFP](#)

[IEP Annual Goal Development Q & A Document](#)

[OSEP Ideas that Work](#)

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FREQUENCY FOR REPORTING THE STUDENT'S PROGRESS TO PARENTS: [34 CFR §300.320\(a\)\(3\)\(ii\)](#)

Frequency for Reporting the Student's Progress to Parents

This section specifies how often the student's progress toward mastery of the annual goal(s) is to be reported to the student's parents.

Some examples of the frequency for reporting progress to parents are below:

- Every two weeks
- Monthly
- Quarterly
- At the end of each grading period

Resources for Further Guidance

[The Legal Framework: Annual Goals](#)

[TEA Standards-Based Individualized Education Program Guidance](#)

[Texas Project First—PLAAFP](#)

[IEP Annual Goal Development Q & A Document](#)

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I

DETERMINATION OF PARTICIPATION IN STATE AND DISTRICTWIDE ASSESSMENTS

Assessment/Content Area	Justification for Alternate Assessment Or for Not Taking English Language Proficiency Assessment	Detail of Accommodations
34 CFR §300.320(a)(6)(ii)(B) 19 TAC §101.1003(b) 19 TAC §101.1005(a)	34 CFR §300.320(a)(6)(ii)(A) 19 TAC §89.1055(b)(1) 19 TAC §101.1003(b) 19 TAC §101.1005(a)	34 CFR §300.320(a)(6)(i) 19 TAC §101.5, 19 TAC §101.1003(c) 19 TAC §101.1005(e)

Determination of Participation in State and Districtwide Assessments

The admission, review, and dismissal ([ARD](#)) committee’s decisions with regard to a student’s participation in state and districtwide assessments must be based on the student’s present levels of academic achievement and functional performance ([PLAAFP](#)), annual goals, and accommodations, and modifications.

State assessments are tests for all students that measure student mastery of the state academic standards known as the Texas Essential Knowledge and Skills ([TEKS](#)). The state’s student testing program requires that all students be tested in grades 3-8. Students in grades 9-11 are required to take end-of-course ([EOC](#)) assessments.

Districtwide assessments are those tests that school districts administer as part of their assessment programs to measure grade-level and/or content specific knowledge.

Assessment/Content Area is decided by the ARD committee. The committee will determine whether a student will take the state assessment or an alternate assessment.

Justification for alternate assessment or for not taking English language proficiency assessment is a statement that supports the necessity and appropriateness of the alternate assessment selected or to document when an English language

learner ([ELL](#)) who receives special education services will not participate in an English language proficiency assessment.

In this case, the ARD committee must include the following information in the student's IEP:

- Why the student will not participate in the general assessment;
- Why the alternate assessment is appropriate; and
- In the case of an ELL student, the ARD committee in conjunction with the Language Proficiency Assessment Committee ([LPAC](#)) must document the decisions and justifications for the decision.

Detail of Accommodations is the instructional materials or procedures that the ARD committee has determined are necessary to allow the student to participate meaningfully in testing. For a student who requires testing accommodations, the individualized education program ([IEP](#)) must include the appropriate accommodations for the specific assessment. For the ELL student, the ARD committee, in conjunction with the LPAC, must document the need for allowable testing accommodations in the student's permanent record.

The ARD committee (in conjunction with the LPAC when appropriate) is to review the student's PLAAFP, instructional goals, and accommodations to determine how the student accesses the grade-level/course curriculum. Participation in the general assessment is to be the first consideration when determining the appropriate assessment for a student.

If the statewide assessment, with or without accommodations, is not appropriate for a student, the ARD committee must review the participation requirements for the alternate assessments.

The ARD committee's decision (and, when appropriate, in conjunction with the LPAC) to use an allowable accommodation during an assessment is to be made on an individual student basis and take into consideration the needs of the student and whether the student routinely receives the accommodation during classroom instruction and testing.

Documented testing accommodations on state assessments must be consistent with the Texas Education Agency ([TEA](#)) accommodation policies. Some accommodations require the TEA

**Resources for
Further Guidance**

approval. For those that require approval through the submission of an Accommodation Request Form, the IEP is to document that the accommodations are pending the TEA approval.

[The Legal Framework: State and Districtwide Assessments](#)

[TEA Guidance Related to ARD Committee and LPAC Collaboration](#)

[TEA LPAC Decision-Making Process for the Texas Assessment Program](#)

[TEA Student Assessment](#)

[TEA Student Assessment—Accommodations](#)

[TEA Texas Essential Knowledge and Skills \(TEKS\)](#)

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J

OPPORTUNITIES TO PARTICIPATE IN EXTRACURRICULAR AND NONACADEMIC ACTIVITIES

Provide a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to participate in extracurricular and other nonacademic activities and to be educated and participate with other students with disabilities and students without disabilities in extracurricular and other nonacademic activities.

[34 CFR §300.320\(a\)\(4\)\(ii\), \(iii\)](#)

Opportunities to Participate in Extracurricular and Nonacademic Activities

A student with disabilities must have an equal opportunity to participate in nonacademic and extracurricular services and activities to the fullest extent appropriate to the student’s individual needs. These activities include the following:

- Athletics
- Counseling services
- Health services
- Recreational activities
- Special interest groups or clubs sponsored by the school
- Lunch, recess, field trips, and assemblies
- Transportation

Participation in a particular extracurricular activity can be included in a student’s individualized education program ([IEP](#)) if the admission, review, and dismissal ([ARD](#)) committee determines that such participation is a necessary component of providing the student with a free appropriate public education ([FAPE](#)). When it is determined that a student requires a particular extracurricular or nonacademic activity, the IEP must indicate the specific activity and the necessary program modifications or supports the student requires in order to participate.

While students with disabilities have an opportunity to participate in activities and are able to exercise that opportunity, this does not mean that all students with disabilities participate in all activities.

**Resources for
Further Guidance**

[The Legal Framework: Least Restrictive Environment](#)

[Progress in the General Curriculum: Least Restrictive Environment](#)

[The Least Restrictive Environment Q & A](#)

[Americans with Disabilities Act \(ADA\)](#)

[University Interscholastic League \(UIL\)](#)

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**JUSTIFICATION FOR NONPARTICIPATION**

Provide an explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular class, extracurricular and other nonacademic activities. [34 CFR §300.320\(a\)\(5\)](#)

Justification for Nonparticipation

If the admission, review, and dismissal ([ARD](#)) committee determines that a student with a disability will not participate in an activity with nondisabled peers, the individualized education program ([IEP](#)) must include the reason the student will not participate in the activity and the extent to which the student will not participate.

As much as possible, students with disabilities are to be included in classes and activities with their nondisabled peers.

Resources for Further Guidance

[The Legal Framework: Least Restrictive Environment](#)

[Least Restrictive Environment](#)

[Americans with Disabilities Act \(ADA\)](#)

[University Interscholastic League \(UIL\)](#)

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Instructional Setting and Length of Student's School Day

Instructional arrangements/settings options include the following:

- Mainstream;
- Homebound;
- Hospital Class;
- Speech Therapy;
- Resource room/services;
- Self-contained, mild, moderate or severe, regular campus;
- Off-home campus;
- Nonpublic day school;
- Vocational adjustment class/program;
- Residential care and treatment facility; or
- State school for persons with intellectual disabilities.

The length of the school day for a student with a disability must be commensurate with that of students without disabilities unless the admission, review, and dismissal ([ARD](#)) committee determines that the student needs a modified instructional day. This requirement applies equally to students in public or private institutions or other care facilities.

Resources for Further Guidance

[The Legal Framework: Least Restrictive Environment](#)

[TEA Student Attendance Accounting Handbook](#)

[TEA Frequently Asked Questions](#)

[Progress in General Curriculum: Least Restrictive Environment](#)

[Progress in the General Curriculum](#)

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MEETING PARTICIPANTS

The IEP must include the name, position, and signature of each member participating in the meeting. [TEC §29.005\(b-1\)\(2\)](#)

POSITION	PRINTED NAME	SIGNATURE
Parent		
Parent		
Student (if appropriate)		
District Representative		
General Education Teacher		
Special Education Teacher or Provider		
Interpreter of Evaluation Results		
Career and Technical Education Representative (if appropriate)		
Language Proficiency Assessment Committee Representative (if appropriate)		
Visual Impairment Teacher (if appropriate)		
Auditory Impairment Teacher (if appropriate)		
Representative From Transition Services Agency (if appropriate)		
Other		
Other		

Admission, Review, and Dismissal ([ARD](#)) Committee Members

The ARD committee includes the following participants:

- The parent(s) of the student;
- The student with a disability, whenever appropriate;
- A representative of the school who:
 - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
 - Is knowledgeable about the general education curriculum; and
 - Is knowledgeable about the availability of resources of the school district;
- Not less than one general education teacher of the student (if the student is, or may be, participating in the regular education environment);
- Not less than one special education teacher of the student, or where appropriate, not less than one special education provider of the student;
- An individual who can interpret evaluation results;
- When considering initial or continued placement of a student in career and technical education ([CTE](#)), a CTE representative;

- For a student with limited English proficiency, a member of the language proficiency assessment committee ([LPAC](#));
- If the student is a student with a suspected or documented visual impairment, a teacher who is certified in the education of students with visual impairments ([VI](#));
- If a student is a student with a suspected or documented auditory impairment, a teacher who is certified in the education of students with auditory impairments;
- When considering transition services, a representative from a transition services agency, if appropriate; and
- At the discretion of the parent or the school, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate.

An ARD committee member is not required to attend an ARD committee meeting if the conditions regarding attendance or excusal have been met.

The ARD committee member's signature merely denotes attendance and does not signify that the person agrees with the individualized education program ([IEP](#)). ([Section N](#) addresses agreement or disagreement with an ARD committee's decisions, and [Section O](#) provides the opportunity for a written statement of the basis of the disagreement).

Resources for Further Guidance

[The Legal Framework: Admission, Review, and Dismissal Committee Membership](#)

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

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INDICATION OF AGREEMENT OR DISAGREEMENT

The IEP must indicate whether the student's parents, the adult student, if applicable, and the district representative/administrator agreed or disagreed with the decisions of the ARD committee. [TEC §29.005\(b-1\)\(3\)](#)

Did the student's parent agree with the decisions of the ARD committee? Yes No Not applicable

Did the student's other parent agree with the decisions of the ARD committee? Yes No Not applicable

Did the adult student agree with the decisions of the ARD committee? Yes No Not applicable

Did the district representative/administrator agree with the decisions of the ARD committee? Yes No

Indication of Agreement or Disagreement

At the conclusion of an admission, review, and dismissal ([ARD](#)) meeting, documentation is necessary to indicate whether the student's parents, the adult student, if applicable, and the district representative/administrator, agreed or disagreed with the decisions of the meeting. Majority vote may not determine the individualized education program ([IEP](#)).

Resources for Further Guidance

[The Legal Framework: Admission, Review, and Dismissal Committee Meeting](#)

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

[Notice of Procedural Safeguards](#)

[TEA IEP Facilitation](#)

[TEA Special Education Dispute Resolution Processes](#)

[Special Education Information Center \(SPEDTex\)](#)

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STATEMENT OF DISAGREEMENT

If the IEP was not developed by agreement of all ARD committee members, the IEP must include a written statement of the basis of the disagreement. Each ARD committee member who disagrees with the IEP is entitled to include his or her own statement of disagreement. [TEC 29.005\(c\)](#)

***Please duplicate Section O as needed.**

Statement of Disagreement

An admission, review, and dismissal ([ARD](#)) committee member who disagrees with the individualized education program ([IEP](#)) is entitled, but is not required, to write a statement regarding the basis for the disagreement. The written statement of the basis for the disagreement must be included in the IEP.

Resources for Further Guidance

[The Legal Framework: Admission, Review, and Dismissal Committee Meeting](#)

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

[Notice of Procedural Safeguards](#)

[TEA Special Education Dispute Resolution Processes](#)

[TEA IEP Facilitation](#)

[Special Education Information Center \(SPEDTex\)](#)

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The IEP must document the decisions of the ARD committee with respect to the issues discussed at the meeting. Decisions regarding issues that are included in another section of the IEP do not have to be restated below. [TEC §29.005\(b-1\)](#)

Decisions of the Admission, Review, and Dismissal (ARD) Committee

Resources for Further Guidance

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The written statement of the individualized education program ([IEP](#)) must document the decisions of the ARD committee with respect to issues discussed at each meeting. Decisions documented in other sections of the IEP do not have to be restated in this section.

[The Legal Framework: Admission, Review, and Dismissal Committee Meeting](#)



SUPPLEMENT FOR TRANSITION SERVICES

[TEC §29.011](#) Beginning of Transition Planning. Appropriate state transition planning under the procedure adopted under [TEC §29.011](#) must begin for a student not later than when the student reaches 14 years of age.

The ARD committee must consider, and if appropriate, address the following issues in the student's IEP:

- Appropriate student involvement in the student's transition to life outside the public school system

- If the student is younger than 18 years of age, appropriate parental involvement in the student's transition

- If the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district in which the student is enrolled

- Any postsecondary education options

- A functional vocational evaluation

- Employment goals and objectives

- If the student is at least 18 years of age, the availability of age-appropriate instructional environments

- Independent living goals and objectives

- Appropriate circumstances for referring a student or the student's parents to a governmental agency for services

Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the ARD committee, and updated annually thereafter, the IEP must include: [34 CFR §300.320\(b\)\(1\)](#)

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to

- Training

- Education

- Employment

- Independent Living Skills (where appropriate)

- The transition services (including courses of study) needed to assist the student in reaching the postsecondary goals: [34 CFR §300.320\(b\)\(2\)](#)

Supplement for Transition Services

The supplement for transition services is the student's plan for the current year of a multi-year educational program for living, learning, and working after graduation from high school.

Transition services are a coordinated set of activities for the student with a disability that are designed as a results-oriented process focused on improving academic and functional achievement to facilitate movement from school to post-school activities. These services are based on the individual needs of the student, taking into account strengths, preferences, and interests and include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and the provision of a functional vocational evaluation.

Both the Individuals with Disabilities Education Act ([IDEA](#)) and the Texas Education Code ([TEC](#)) include provisions relating to transition planning. However, the timelines for beginning transition differ under the two. Although transition planning may begin earlier, at age 14 the admission, review, and dismissal ([ARD](#)) committee must consider and address the state transition requirements in the individualized education program ([IEP](#)).

- 1. Appropriate student involvement in the student's transition to life outside the public school system** means that the school is involving the student in the transition planning process. The school will invite the student to attend the ARD committee meeting if the purpose of the meeting is to discuss transition. This discussion may include student interests, preferences, needs, and skills for the future as may be identified by age-appropriate transition assessments and/or information found in the present levels of academic achievement and functional performance ([PLAAFP](#)), as it relates to the expectations for the student's future goals.
- 2. If the student is younger than 18 years of age, appropriate parental involvement in the student's**

transition planning means that the parent of the student can be involved in the transition planning by attending the meeting and participating with the student in making vocational decisions about the future, such as assisting in the selection of appropriate classes.

- 3. If the student is at least 18 years of age, appropriate parental involvement in the student's transition planning, if the parent is invited to participate by the student or the school district in which the student is enrolled** means that, when the student reaches 18 years of age, the parent moves from primary decision-maker to a support system for the adult student. The student may request parental involvement in making educational decisions.

When the student reaches the age of majority, the parent will continue to receive notice of the ARD committee meetings.

- 4. Any postsecondary education options** are the educational opportunities that the student may choose to pursue after completion of high school.
- 5. A functional vocational evaluation** is one component of a transition program that is included if appropriate. This evaluation process provides information about job or career interests, aptitudes, and skills.
- 6. Employment goals and objectives** are the measurable steps that are reasonably calculated to enable a student to achieve postsecondary employment. Discussing career education options may assist the student in identifying a career choice and the essential skills necessary for employment.

This component includes goals that address prerequisite skills for acquiring a job and/or maintaining competitive employment (full or part-time, at or above minimum wage), supported employment, or self-employment built on successful completion of school-based career exploration and/or work experiences.

7. If the student is at least 18 years of age, the availability of age-appropriate instructional environments means that the student will be provided the educational options and training necessary to gain knowledge and skills essential for success in attaining transition goals. Instructional environments may include vocational adjustment classes, career and technical education programs based on professional and industry standards, community service, and volunteer opportunities.

8. Independent living goals and objectives are steps reasonably calculated to enable the student to achieve postsecondary independent living skills (where appropriate), daily living skills, and/or community living skills. These goals address the expected/desired independence level after completion of high school and identify the objectives required for mastery of independent living goals.

9. Appropriate circumstances for referring a student or the student's parents to a governmental agency for services means that the ARD committee determines if there is a need for additional outside assistance by a governmental agency for services based on the individual needs of the student. With the written and signed consent of the parent or adult student, any agency responsible for providing transition services may be invited to the ARD meeting.

Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the ARD committee, and updated annually thereafter, the IEP must address the federal transition requirements.

The federal transition requirements are:

1. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to:

- Training;
- Education;
- Employment; and

- Independent Living Skills (where appropriate).

Measurable postsecondary goals are based on age-appropriate transition assessments, interest inventories, other evaluation data, and/or student/parent information that articulate what the student would like to achieve after high school taking into account the student's strengths, preferences, and interests. These goals outline a career pathway that will help guide the student to a preferred career, additional training, and/or education.

2. The transition services (including courses of study) needed to assist the student in reaching the postsecondary goals.

Courses of study are a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goals. The courses of study may be a four- to six-year plan, which may need to be updated as the student progresses.

**Resources for
Further Guidance**

[The Legal Framework: Transition Services](#)

[TEA State Graduation Requirements](#)

[TEA Graduation Guidance](#)

[Transition in Texas](#)

[Texas Workforce Commission](#)

[Texas Health and Human Services](#)

[National Secondary Transition Technical Assistance
Center](#)

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TRANSFER OF RIGHTS AT AGE OF MAJORITY [34 CFR §300.320\(c\)](#), [19 TAC §89.1049\(a\)](#)

Beginning not later than one year before the student reaches the age of 18:

The student has been informed of the student's rights under the IDEA, if any, that will transfer to the student on reaching the age of 18.

Transfer of Rights at Age of Majority

The student must be informed of the transfer of rights under the Individuals with Disabilities Education Act ([IDEA](#)) that will take place when the student turns 18. This must occur no later than one year before the student reaches the age of 18.

The transfer of rights to the adult student will occur unless the adult student has been determined to be incompetent under state law and an individual has been appointed by a court of law as the legal guardian for the adult student. When the student turns 18 and rights transfer, the school must notify the adult student and the parent of the transfer of rights.

Resources For Further Guidance

[The Legal Framework: Transition Services—Transfer Of Rights At Age Of Majority](#)

[Transition In Texas](#)

[Texas Workforce Commission](#)

[Texas Health and Human Services](#)

[Texas Department Of State Health Services](#)

[211 State Services](#)

[Texas Guardianship Association FAQs](#)

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SUPPLEMENT FOR A STUDENT WHO IS BLIND OR VISUALLY IMPAIRED

[19 TAC §89.1055\(d\)](#), [TEC §30.002\(e\)](#)

Provide a detailed description of the arrangements made to provide the student with the requirements in [TEC §30.002\(c\)\(4\)](#)

Evaluation of the impairment	
Instruction in an expanded core curriculum, including instruction in:	
<ul style="list-style-type: none"> Compensatory skills such as braille and concept development, and other skills needed to access the rest of the curriculum 	
<ul style="list-style-type: none"> Orientation and mobility 	
<ul style="list-style-type: none"> Social interaction skills 	
<ul style="list-style-type: none"> Career planning 	
<ul style="list-style-type: none"> Assistive technology, including optical devices 	
<ul style="list-style-type: none"> Independent living skills 	
<ul style="list-style-type: none"> Recreation and leisure enjoyment 	
<ul style="list-style-type: none"> Self-determination 	
<ul style="list-style-type: none"> Sensory efficiency 	

The student was provided with a detailed explanation of the various service resources available in the community and throughout the State, as follows: [TEC §30.002\(e\)\(3\)](#)

Describe the plans and arrangements made for contacts with and continuing services to the student beyond regular school hours (if needed) to ensure the student learns the skills and receives the instruction specified above: [TEC §30.002\(e\)\(5\)](#)

For a student who meets the criteria as functionally blind, as stated in [19 TAC §89.1040\(c\)\(12\)\(B\)](#), describe the appropriate learning media based on the functional vision evaluation and learning media assessment: [TEC §30.002\(f\)](#)

Supplement for a Student Who is Blind or Visually Impaired (VI)

Evaluation of the impairment is the assessment completed by qualified professionals to determine the disability based on the criteria for VI. The criteria must include the following:

- 1) A report from a licensed ophthalmologist or optometrist that states the degree of visual loss and a prognosis, if possible;
- 2) A functional vision evaluation by a certified teacher of students with visual impairments ([TVI](#)) or a certified orientation and mobility specialist ([COMS](#)) that includes performance tasks in a variety of environments and recommendations concerning the need for a clinical low vision evaluation;
- 3) A learning media assessment ([LMA](#)) by a TVI that includes recommendations concerning which specific

visual, tactual, and/or auditory learning media are appropriate for the child and whether there is a need for ongoing evaluation in this area, and

- 4) An orientation and mobility ([O&M](#)) evaluation performed by a COMS in a variety of conditions and settings.

Instruction in an expanded core curriculum, including instruction in:

Compensatory skills such as braille, and concept development, and other skills needed to access the rest of the curriculum involves skills necessary for accessing the core curriculum including concept development, communication modes, organization and study skills, access to print materials, and the use of braille/Nemeth, tactile graphics, object and/or tactile symbols, sign language, and audio materials.

Orientation and mobility training is training that is delivered by certified personnel for the student who is blind or visually impaired. The training enables the student to be oriented to their surroundings and to move as independently and safely as possible while learning about themselves and their environments, including home, school, and community.

Social interaction skills include awareness of body language, gestures, facial expressions, and personal space while also learning about interpersonal relationships, self-control, and human sexuality.

Career Planning provides the student the opportunity to learn through hands-on experience about potential job options as well as learning work-related skills such as assuming responsibility, punctuality, and staying on task.

Assistive technology, including optical devices refers to any assistive and adaptive tools, as well as instructional services, that can enhance communication, access, and learning of the student with a visual impairment.

Independent living skills includes the tasks and functions people perform in daily life to increase their independence and contribute to the family structure.

Recreation and leisure enjoyment refers to instruction in recreation and leisure skills that ensure that students will have opportunities to explore, experience, and choose physical and leisure-time activities that they enjoy.

Self-determination includes choice-making, decision-making, problem-solving, personal advocacy, assertiveness, and goal setting for the student with visual impairments to become effective self-advocates.

Sensory efficiency includes instruction in the use of vision, hearing, touch, smell, and taste. It also addresses the development of the proprioceptive, kinesthetic, and vestibular systems that will enable students with visual impairments to access and participate in activities in school, home, and community environments.

The student was provided with a detailed explanation of the various service resources available in the community and throughout the State, as follows refers to the various service resources that are listed in the resource section below.

Describe the plans and arrangements made for contacts with and continuing services to the student beyond regular school hours (if needed) to ensure that the student learns the skills and receives the instruction specified above means any educational support provided to the student before and/or after regular school hours and/or school days.

For a student who meets the criteria as functionally blind, as stated in [19 TAC §89.1040\(c\)\(12\)\(B\)](#), describe the appropriate learning media based on the functional vision evaluation and LMA. The LMA is an evaluation conducted by a TVI to determine the most appropriate literacy media, print or braille, or a combination, for the student with a visual impairment. Learning media are specific visual, tactile, and/or auditory learning media that are appropriate for the needs of the individual student. Recommended media are determined by an LMA. A functional vision evaluation is an analysis of how the student performs visually in a variety of environments, including both familiar and unfamiliar settings in different lighting conditions. This evaluation requires the use of both near and distance vision and is conducted by a TVI and/or an O&M specialist.

**Resources for
Further Guidance**

[The Legal Framework: Special Factors—Blind or Visually Impaired](#)

[TEA Sensory Impairments](#)

[Statewide Leadership Services for the Blind and Visually Impaired](#)

[Texas School for the Blind and Visually Impaired \(TSBVI\)](#)

[Texas Assistive Technology Network](#)

[Texas Workforce Commission](#)

[Texas Health and Human Services](#)

[The Expanded Core Curriculum for Blind and Visually Impaired Children and Youths](#)

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SUPPLEMENT FOR TRANSPORTATION [34 CFR §300.320\(a\)\(4\)](#)

Transportation as a related service will be provided in the following manner:

Supplement for Transportation

The supplement for transportation as a related service stipulates the transportation a student needs in order to attend and/or to participate in academic services, extracurricular programs, and related services as defined in the individualized education program ([IEP](#)).

The Individuals with Disabilities Education Act ([IDEA](#)) has broadly defined transportation as follows:

- Travel to and from school and between schools;
- Travel in and around school buildings; and
- Specialized equipment (such as special or adapted buses, lifts and ramps), if required to provide transportation for a child with a disability.

The IDEA requires that school districts take steps to offer nonacademic and extracurricular activities in a manner that will afford children with disabilities an equal opportunity to participate in those activities. It expressly refers to transportation among such nonacademic and extracurricular services and requires that those services be offered in the least restrictive environment.

Resources for Further Guidance

[The Legal Framework: Supplementary Aids and Services, Special Education, Related Services](#)

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SUPPLEMENT FOR EXTENDED SCHOOL YEAR (ESY) SERVICES If the ARD committee determines that the student is in need of ESY services, then the IEP must identify which of the goals and objectives in Sections D and F will be addressed during ESY services.

Please duplicate this page, as needed.

The ARD committee has determined that ESY services are necessary for the following goals and objectives:

[19 TAC §89.1055\(c\)](#)

ESY SPECIAL EDUCATION AND RELATED SERVICES: A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to advance appropriately toward attaining the annual goals and to be involved in and make progress in the general education curriculum.

[34 CFR §300.320\(a\)\(4\)\(i\),\(ii\)](#), [34 CFR §300.320\(a\)\(7\)](#), [19 TAC §89.1075\(e\)](#)

Type of Services	Frequency of Service	Amount of Time	Beginning/Ending Date	Location of Services
Special Education				
Related Services				
Supplementary Aides and Services				
Program Modification				
Supports for Personnel				

Key: Include as appropriate

Supplement for Extended School Year (ESY) Services

ESY services are special education and related services provided beyond the regular school year.

An ARD committee considers ESY services for a student who has exhibited, or who reasonably may be expected to exhibit, severe or substantial regression that cannot be recouped within a reasonable period of time.

Services may be offered during the summer months, before and after regular school hours, and/or during school vacations. ESY services must be aligned with the student’s individualized education program ([IEP](#)), provided at no cost to the parent, and must meet the standards of the Texas Education Agency ([TEA](#)).

Type of Services

Special education means specially designed instruction, at no cost to the parent, to meet the unique needs of the student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings, as well as physical education.

The term *pecially designed instruction* means adapting the content, delivery of instruction addressing the unique needs of the student, and/or ensuring access of the student to the general education curriculum.

Related services mean transportation and such developmental, corrective, and other supportive services that are required to assist the student to benefit from special education.

Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (mapping), maintenance of that device, or the replacement of that device.

Special education and related services are based on peer-reviewed research to the extent practicable. This means there is reliable evidence that the program or services are effective in meeting the needs of the student. Peer-reviewed research ensures that the quality of the research meets the established standard of the field. Peer-reviewed research may apply to academic, as well as nonacademic areas, such as behavioral interventions.

Related services include, but are not limited to, the following:

- Assistive technology
- Audiology services
- Counseling services
- Interpreting services
- Medical services
- Music therapy
- Occupational therapy
- Orientation and mobility ([O&M](#)) services (only for students with visual impairments)
- Parent counseling and training
- Physical therapy
- Psychological services
- Recreation
- Rehabilitation counseling services
- School health services
- Social work services in school
- Speech-language therapy*
- Transportation

*In Texas, speech-language therapy is an instructional service that can be a stand-alone service as well as a supportive service.

Supplementary aids and services are aids, services, and other supports provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings for the teacher and the student to enable the student with disabilities to be educated with nondisabled students to the maximum extent appropriate in the least restrictive environment ([LRE](#)).

Supplementary aids and services include assistive technology services and devices. An *assistive technology service* means any service that directly assists the student with a disability in the selection, acquisition, or use of any assistive technology device. An *assistive technology device* means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, used to increase, maintain, or improve the functional capabilities of a student with a disability.

When the student requires an assistive technology device or service, consideration must be given to the instruction that the student might require to use the assistive technology device, as well as any supports and services the student and/or the student's teachers may need related to the use of the device.

Supplementary aids and services include, but are not limited to, the following:

- Assistive technology
- Consultation
- Curricular or instructional modifications/accommodations
- Educational (paraprofessional) aide or teacher assistant
- Interpreter
- Monitoring a student's progress in regular education classes
- Reduction of ratio of student to instructional staff
- Classroom accommodations
- Special materials/equipment
- Staff development

Program modifications include changes to what is taught to the student or what is expected of the student.

An *accommodation* allows a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation. It reduces or eliminates the effects of a student's disability. It does not change what the test or assignment measures in any significant way.

A *modification* is an adjustment to an assignment or a test that changes the standard or what the test or assignment measures. It is a practice or procedure that changes the nature of the task or target skill.

Program modifications are to specify the following:

- Content area to be modified
- Type of modification
- Extracurricular and nonacademic settings and services

Supports for personnel assist education providers in meeting the unique needs of the student that help the student to be successful.

Supports for personnel include, but are not limited to, the following:

- Workshops or trainings related to the individual needs of a particular student
- Assistance needed for curriculum modification
- Necessary training for an assistive technology service and/or device

Criteria for Services

For each special education and related service to be provided to the student, the following is to be included in the IEP:

- Frequency—how often the service is to be provided;
- Amount of time—the minutes per session for the service;
- Beginning/ending date—the starting and ending dates of the specific service; and
- Location of service—the setting (i.e. general education or special education) where the service is to be provided.

Resources for Further Guidance

[The Legal Framework: Supplementary Aids and Services, Special Education, Related Services](#)

[The Legal Framework: Extended School Year Services](#)

[TEA Extended School Year Services for Students with Disabilities](#)

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SUPPLEMENT FOR A STUDENT WITH AUTISM OR OTHER PERVASIVE DEVELOPMENTAL DISORDER
[19 TAC §89.1055\(e\)](#)

Based on peer-reviewed research-based educational programming practices, to the extent practicable, the ARD committee determines whether the following strategies are needed.

EXTENDED EDUCATIONAL PROGRAMMING [19 TAC §89.1055\(e\)\(1\)](#)

The ARD committee has considered extended educational programming (for example: extended day and/or extended school year services that consider the duration of programs/settings based on assessment of behavior, social skills, communication academics, and self-help skills) and determined that the student needs extended educational programming as part of the IEP.

Describe below:

DAILY SCHEDULES REFLECTING MINIMAL UNSTRUCTURED TIME [19 TAC §89.1055\(e\)\(2\)](#)

The ARD committee has considered the use of daily schedules reflecting minimal unstructured time and active engagement in learning activities (for example: lunch, snack, and recess periods that provide flexibility within routines; adapt to individual needs skill levels; and assist with schedule changes, such as changes involving substitute teachers and pep rallies) and determined that the student needs services as part of the IEP.

Describe below:

IN-HOME AND COMMUNITY-BASED TRAINING [19 TAC §89.1055\(e\)\(3\)](#)

The ARD committee has considered in-home and community-based training or viable alternatives that assist the student with acquisition of social/behavioral skills (for example: strategies that facilitate maintenance and generalization of such skills from home to school, school to home, home to community, and school to community) and determined that the student needs services as part of the IEP.

Describe below:

POSITIVE BEHAVIOR SUPPORT STRATEGIES [19 TAC §89.1055\(e\)\(4\)](#)

The ARD committee has considered the use of positive behavior support strategies based on relevant information, for example:

- (A) antecedent manipulation, replacement behaviors, reinforcement strategies, and data-based decisions; and
- (B) a behavioral intervention plan (BIP) developed from a functional behavioral assessment (FBA) that uses current data related to target behaviors and addresses behavioral programming across home, school, and community-based settings and determined that the student needs services as part of the IEP.

Describe below:

FUTURES PLANNING [19 TAC §89.1055\(e\)\(5\)](#)

Beginning at any age, the ARD committee has considered futures planning for integrated living, work, community, and educational environments that considers skills necessary to function in current and post-secondary environments, and determined that the student needs services as part of the IEP.

Describe below:

PARENT/FAMILY TRAINING [19 TAC §89.1055\(e\)\(6\)](#)

The ARD committee has considered parent/family training and support provided by qualified personnel with experience in Autism Spectrum Disorders (ASD) that, for example:

- (A) provides a family with skills necessary for a student to succeed in the home/community setting;
- (B) includes information regarding resources (for example: parent support groups, workshops, videos, conferences, and materials designed to increase parent knowledge of specific teaching/management techniques related to the student's curriculum); and
- (C) facilitates parental carryover of in-home training and determined that services are needed as part of the student's IEP.

Describe below:

STAFF-TO-STUDENT RATIO [19 TAC §89.1055\(e\)\(7\)](#)

The ARD committee has considered the suitable staff-to-student ratio appropriate to identified activities and as needed to achieve social/behavioral progress based on the student's developmental and learning level (acquisition, fluency, maintenance, generalization) that encourages work towards individual independence as determined by, for example:

- (A) adaptive behavior evaluation results;

(B) behavioral accommodation needs across settings; and

(C) transitions within the school day and determined that the student needs specified staff-to-student ratio as part of the IEP.
Describe below:

COMMUNICATION INTERVENTIONS [19 TAC §89.1055\(e\)\(8\)](#)

The ARD committee has considered the use of communication interventions, including language forms and functions that enhance effective communication across settings (for example: augmentative, incidental, and naturalistic teaching) and determined that the student needs services as part of the IEP.
Describe below:

SOCIAL SKILLS SUPPORTS AND STRATEGIES [19 TAC §89.1055\(e\)\(9\)](#)

The ARD committee has considered the use of social skills supports and strategies based on social skills assessment/curriculum and provided across settings (for example: trained peer facilitators (e.g. circle of friends), video modeling social stories, and role playing) and determined that the student needs services as part of the IEP.
Describe below:

PROFESSIONAL EDUCATOR AND STAFF SUPPORT [19 TAC §89.1055\(e\)\(10\)](#)

The ARD committee has considered professional educator/staff support (for example: training provided to personnel who work with the student to assure the correct implementation of techniques and strategies described in the IEP) and determined that services are needed and should be specified in the IEP.
Describe below:

TEACHING STRATEGIES [19 TAC §89.1055\(e\)\(11\)](#)

The ARD committee has considered teaching strategies based on peer reviewed research-based practices for students with ASD (for example: those associated with discrete-trial training, visual supports, applied behavior analysis, structured learning, augmentative communication, or social skills training) and determined that the student needs teaching strategies specified in the IEP.
Describe below:

If the ARD committee determines that services are not needed in one or more of the areas listed above, the IEP must include a statement to that effect and the basis upon which the determination was made. [19 TAC §89.1055\(f\)](#)
Describe below:

Supplement for a Student with Autism or Other Pervasive Developmental Disorder ([PDD](#))

For students with autism, the admission, review, and dismissal ([ARD](#)) committee must consider the 11 strategies of this section based on peer-reviewed, research-based educational programming practices to the extent practicable, and when needed, must include the strategies in the individualized education program ([IEP](#)). Consideration of these strategies in no way implies a requirement to implement any particular strategy. It is the responsibility of the [ARD](#) committee to determine which of the strategies, if any, are to be included in a student's IEP.

**Resources for
Further Guidance**

[The Legal Framework: Special Factors—Autism](#)

[Texas Statewide Leadership for Autism Training](#)

[Texas Autism Online Training](#)

[Low Incidence Disabilities in Special Education](#)

[Texas Autism Resource Guide for Effective Teaching
\(TARGET\)](#)

[Texas Council on Autism and Pervasive Developmental
Disorders \(PDD\)](#)

[Texas Autism Research and Resource Center](#)

[Texas Behavior Support](#)

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SUPPLEMENT FOR A STUDENT PLACED IN A RESIDENTIAL EDUCATIONAL PLACEMENT [19 TAC §89.61](#)

Describe the services which the school district is unable to provide and which the facility will provide.
[19 TAC §89.61\(a\)\(4\)\(B\)](#)

Describe the criteria and estimated timelines for the student's return to the school district.
[19 TAC §89.61\(a\)\(4\)\(C\)](#)

Describe the appropriateness of the facility for the student.
[19 TAC §89.61\(a\)\(4\)\(D\)](#)

Supplement for a Student Placed in a Residential Educational Placement

Resources for Further Guidance

The supplement for a student placed in residential educational placement is necessary when the admission, review, and dismissal ([ARD](#)) committee determines residential placement is required to fulfill a student's individualized education program ([IEP](#)).

[The Legal Framework: Residential Placements](#)

[TEA Special Education in Nonpublic Schools: Approval Process for Private Facilities that Provide Special Education Instruction](#)

[Least Restrictive Environment](#)

[Community Resource Coordination Groups \(CRCG\) of Texas](#)

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SUPPLEMENT FOR A STUDENT PLACED AT THE TEXAS SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED (TSBVI) OR THE TEXAS SCHOOL FOR THE DEAF (TSD)

[19 TAC §89.1085\(C\)](#)

Describe the services in the student's IEP that the TSBVI or the TSD can appropriately provide.

[19 TAC §89.1085\(c\)\(1\)](#)

Describe the criteria and estimated timelines for the student's returning to the resident school district.

[19 TAC §89.1085\(c\)\(3\)](#)

Supplement for a Student Placed at the Texas School for the Blind and Visually Impaired (TSBVI) or the Texas School for the Deaf (TSD)

Resources for Further Guidance

The supplement for a student placed at the TSBVI or the TSD is necessary when the admission, review, and dismissal ([ARD](#)) committee determines such placement is required to fulfill a student's individualized education program ([IEP](#)).

[The Legal Framework: Residential Placements](#)

[TEA Sensory Impairments](#)

[Texas School for the Blind and Visually Impaired](#)

[Texas School for the Deaf](#)

[Statewide Leadership Services for the Blind and Visually Impaired](#)

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SUPPLEMENT FOR BEHAVIOR IMPROVEMENT PLAN OR BEHAVIORAL INTERVENTION PLAN. If the ARD committee determines that a behavior improvement plan or a behavioral intervention plan is appropriate for the student, that plan must be included as part of the student's IEP. [TEC §29.005\(g\)](#), [19 TAC §89.1055\(g\)](#)

Supplement for a Behavior Improvement Plan or Behavioral Intervention Plan (BIP)

Resources for Further Guidance

The supplement for a behavioral improvement plan or a [BIP](#) is necessary when a student's behavior impedes the student's learning or the learning of others. The admission, review, and dismissal ([ARD](#)) committee must consider the use of positive behavioral interventions and supports and other strategies that address the behavior. The plan must be included as part of the student's individualized education program ([IEP](#)) and provided to each teacher who has responsibility for educating the student.

[The Legal Framework: Discipline](#)

[TEA Discipline and School Removals](#)

[Texas Behavior Support](#)

[U.S. Department of Education: School Climate and Discipline](#)

[OSEP Positive Behavioral Interventions and Supports](#)

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