

Summary of Changes to the Notice of Procedural Safeguards and the Parent's Guide to the Admission, Review and Dismissal Process

April 2025

The [*Notice of Procedural Safeguards: Rights of Parents of Students with Disabilities*](#) (Procedural Safeguards) and the [*Parent's Guide to the Admission, Review and Dismissal \(ARD\) Process*](#) (Parent's Guide) have been updated to align with several Commissioner of Education (COE) rules and a dyslexia State Board of Education (SBOE) rule that became effective in 2024.

This summary provides a high-level overview of the most significant amendments to the Procedural Safeguards and the Parent's Guide. The page numbers referenced below are the starting page numbers found in the revised version of the documents.

The Notice of Procedural Safeguards

Page 3	Language was added to include the requirement for parents to be provided with a copy of the Overview of Special Education form when a student is initially referred for a special education evaluation.
Page 5	Language was added to clarify discipline procedures regarding when a local educational agency (LEA) is not required to provide services to a child with a disability who has been removed from his or her current placement for ten or fewer school days.
Page 12	Language was edited to clarify the conditions that must be met for the Texas Education Agency to provide an independent facilitator for state individualized educational program (IEP) facilitation.
Page 15	Language was edited to clarify due process procedures for resolving special education disputes.

The Parent's Guide to the ARD Process

Page 2	Language was added to include the requirement for parents to be provided with a copy of the Overview of Special Education form when a student is initially referred for a special education evaluation.
Page 3	Language was added to clarify services available for children from birth until age 3 who meet eligibility as deaf or hard of hearing or as a child with a visual impairment.
Page 3	Language was added to clarify services available for children between the ages of three and five.
Page 3	Language was edited to clarify support for school-aged students who are struggling in the general education classroom to be considered for all interventions in addition to support services.
Page 4	Language was edited to clarify that each school must operate a multi-tiered system of supports (MTSS) regarding interventions and support services, which includes academic and non-academic supports, such as behavioral supports.
Page 4	Language was added to list the information a school must provide parents not later than the 15 th school day after the school receives a written request for an initial evaluation for special education eligibility.

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Page 6	Language was added to clarify varied evaluation procedures by trained and knowledgeable personnel, including when dyslexia or a related disorder is suspected.
Page 6	Language was added to clarify timeframes for when a school must provide parents with a copy of the evaluation report.
Page 8	Language was added to clarify the membership of an ARD committee if the student is suspected or identified with dyslexia.
Page 8	Language was edited to align with current disability eligibility categories.
Page 9	Language was edited to clarify timeframes for ARD committee eligibility determinations at different points in a calendar year.
Page 10	Language was added to clarify that the ARD committee must address special factors for certain children in the development of an IEP, including students identified with dyslexia or who need dyslexia instruction.
Page 11	Language was edited to clarify ARD committee responsibilities for state assessments.
Page 11	Language was edited to clarify criteria for an ARD committee to consider and address in an IEP regarding transition services for a student who reaches 14 years of age.
Page 13	Language was added to clarify an annual requirement for an ARD committee to consider additional strategies for a child with autism.
Page 14	Language was edited to clarify requirements of an ARD committee when considering extended school year services.
Page 17	Language was added to clarify a review of existing evaluation data (REED) to be conducted by the multidisciplinary team if it's an initial evaluation or the ARD committee if a re-evaluation.
Page 18	Language was edited to clarify graduation criteria for a student receiving special education and related services.

Conforming Amendments in Both Documents

Terminology, citations to the Texas Administrative Code, and links to resources were edited throughout both documents to align with current COE and SBOE rules.