

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

February 2021

Based on feedback from the Office of Special Education Programs (OSEP), TEA has amended the Parent's Guide to the Admission, Review, and Dismissal Process document.

This summary provides a high-level overview of the most significant amendments to the parent's guide. The page numbers referenced below are those found in the revised version of the document.

Starting Page Number

- 3** ▶ Language was added to clarify that the school district is responsible for ensuring a Free Appropriate Public Education (FAPE) is made available to the child by the child's third birthday.
- 3** ▶ Language was edited to clarify that students who are struggling in the general classroom are not required to first participate in support services prior to referral for a special education evaluation under IDEA.
- 4** ▶ Language was added to provide families with a recommendation on a reasonable amount of time to provide interventions before making decisions on next steps.
- 4** ▶ Language was added to provide families with considerations in determining if interventions are sufficient.
- 4** ▶ Language was added to clarify that response to intervention may not be used to delay or deny a timely evaluation of a child suspected of having a disability under IDEA.
- 4** ▶ Language was added to clarify requirements when a parental request for a special education evaluation is made verbally.
- 5** ▶ Language was added to list all the information that must be included in a prior written notice.

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- 5 Language was added to clarify requirements around parental consent.
- 6 Language was added to provide a more complete explanation of IDEA's evaluation procedures.
- 9 Language was added to clarify that the school is not in violation of its duty to make FAPE available when a parent refuses consent or fails to respond to a request to provide consent to the initial provision of special education and related services.
- 9 Language was added to clarify that "annual goals" includes both academic and functional goals.
- 11 Language was added to clarify that IEP goal benchmarks and short-term objectives are only required for students who take an alternate assessment.
- 17 Language was added to clarify requirements regarding the summary of performance.
- 18 Language was added to clarify requirements related to discipline.

Global Amendments

The sources of state requirements (e.g., IEP translated into Spanish, strategies that must be considered for children with autism) were added throughout the document to eliminate a potential assumption that the requirements are found under IDEA.

The phrase "special education services" was replaced with "special education and related services" throughout the document.