

Frequently Asked Questions: CTE and Special Education

This document addresses common questions received by the Texas Education Agency (TEA) relating to CTE and students served by special education. All students should have equitable access to CTE courses, with supports as specified in the IEP. The content of this document provides clarification for the following categories:

- [ARD committee membership](#)
- [Teacher certification and classroom roles](#)
- [Special education services, including adaptations to course content and requirements](#)
- [Vocational Adjustment Class](#)

Please send any additional questions to CTE@tea.texas.gov.

Key Terms

Adaptations: This term is broadly used to describe adjustments to the content, methodology, or delivery of instruction to meet the needs of a qualifying student with a disability under the [IDEA](#) and Texas rule and statute.

Accommodations: Adaptations documented in the IEP that change *how* the content is taught, made accessible, and/or assessed but DO NOT change what the student is expected to master.

Modifications: Adaptations documented in the IEP that change *what* the student is expected to master. Course, activities, and/or TEKS objectives are altered to meet student needs.

Program of Study: A program of study is a coherent sequence of courses, industry-based certifications, and work-based learning to ensure students are prepared for in-demand, high-skill, high-wage careers in Texas. For more information see the [TEA programs of study overview](#).

Vocational Adjustment Coordinator is a personnel assignment outlined in 19 TAC [§231.713\(d\)](#). This role is typically a professional educator who provides supervision and coordination of on-the-job training for high school students with disabilities. See the following list of acronyms for a definition of Vocational Adjustment Class (VAC).

Acronyms

- **ADA:** The [Americans with Disabilities Act \(ADA\)](#) prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications.
- **ARD:** The **admission, review, and dismissal (ARD)** committee determines whether a student is eligible for special education and develops the IEP. The ARD committee determines the LRE for each course based on the student's postsecondary goals and disability-related needs.
- **CTSO:** [Career and Technical Student Organizations \(CTSO\)](#) enhance student learning through contextual instruction, leadership and personal development, applied learning, and real-world application.

- **ESC:** Twenty regional [Education Service Centers \(ESCs\)](#) were established in 1967 by the Texas Legislature to provide services to school districts throughout the state. The ESCs are service organizations, not regulatory arms of the TEA, and participation by schools in services of the centers is voluntary.
- **IBC:** A certification is a validation that an individual possesses certain industry-specific skills. **Industry-Based Certifications (IBCs)** are related to a program of study or related occupation and measured against a set of accepted standards. A program of study may have multiple certifications with varying levels of expertise. An individual earns certification by successfully completing an assessment and any other requirements specified by the certifying entity, such as clinical hours, fingerprinting, background checks, or applying for a license. Certifications are validated through a certifying entity, not a secondary school or institution of higher education (IHE). For additional background see the [IBC frequently asked questions document](#) on the TEA website.
- **IDEA:** The [Individuals with Disabilities Education Act \(IDEA\)](#) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.
- **IEP:** The **individualized education program (IEP)** is a written statement for each child with a disability that is developed, reviewed, and revised by the ARD committee. The IEP includes the student's present levels of academic achievement and functional performance, participation in state and district-wide assessments, transition services, annual goals, special factors, special education, related services, supplementary aids and services, extended school year services, and least restrictive environment. Source: The [Texas Legal Framework](#) glossary
- **LEA:** A **local education agency (LEA)**, including public school districts and open enrollment charter schools.
- **LRE:** The **least restrictive environment (LRE)** ensures that, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Source: The [Texas Legal Framework](#) glossary
- **PLAAFP:** The **Present Levels of Academic Achievement and Functional Performance (PLAAFP)** statement summarizes the current strengths and needs of the student in both academic and functional performance areas, including how the student's disability affects their involvement and progress in the general education curriculum (regardless of the setting in which the student receives services).
- **SAAH:** The [Student Attendance Accounting Handbook \(SAAH\)](#) contains the official attendance accounting requirements that all public school districts and open-enrollment charter schools in Texas must meet. The handbook is for all Texas school district and charter school personnel involved in the student attendance accounting process. Section 4 of the SAAH outlines rules and responsibilities for the documentation of special education services. Section 5 of the SAAH outlines rules and responsibilities for documentation of participation in CTE programs.
- **SDI:** Instruction that is tailored to a particular student receiving special education services is called **specially designed instruction (SDI)**. To ensure access to the general curriculum, SDI may include adaptations to the content, methodology, or delivery of instruction to address the unique disability-needs of the child.

- **TAC:** The [Texas Administrative Code \(TAC\)](#) is a compilation of all state agency rules in Texas.
- **TEC:** The [Texas Education Code \(TEC\)](#) includes all laws and rules passed by the state legislature. It applies to most educational institutions that are supported in whole or part by state tax funds.
- **TDLR:** The [Texas Department of Licensing and Regulation \(TDLR\)](#) provides oversight for a broad range of occupations, businesses, facilities, and equipment.
- **TEKS:** The [Texas Essential Knowledge and Skills \(TEKS\)](#) are the state standards for what students should know and be able to do. The [CTE TEKS](#) are available on the TEA website.
- **TSDS PEIMS:** The [Texas Student Data System \(TSDS\)](#) is the system for data collection, management, and reporting in Texas education. TSDS PEIMS is the new software application for the state's [Public Education Information Management System \(PEIMS\)](#), which encompasses all data requested and received by TEA about public education. The [CO22 table](#) includes the list of Service-ID codes of all courses available for state high school credit to meet graduation requirements, including CTE courses.
- **VAC:** The **Vocational Adjustment Class (VAC)** is outlined in [19 TAC §89.1005\(c\)\(9\)](#) and referenced in section 4.7.4 of the [SAAH](#). Despite the word “class,” this term refers to an instructional setting code used for a student who is participating in a special education work-based learning program and employed in a paid or unpaid full- or part-time job with regularly scheduled, direct involvement by special education personnel in the implementation of the student’s IEP.

ARD Membership

1.1 When is a CTE representative a required member of an ARD committee?

There are two [TAC references](#) to consider for CTE membership in ARD committee meetings:

[19 TAC §75.1023](#) (Provisions for Individuals Who Are Members of Special Populations):

(d)(1) The ARD committee shall include a representative from career and technical education, preferably the teacher, when considering initial or continued placement of a student in a career and technical education program. An ARD committee member, including a member described in this subsection, is not required to attend an ARD committee meeting if the conditions of [34 Code of Federal Regulations \(CFR\), §300.321\(e\)\(1\)](#), regarding attendance, or [34 CFR, §300.321\(e\)\(2\)](#), regarding excusal, have been met.

[19 TAC §89.1050](#) (The ARD Committee)

(c)(1)(I) An ARD committee must include a representative from CTE, preferably the teacher, when considering initial or continued placement of a student.

1.2 Who may serve in the role of CTE representative at an ARD committee meeting?

The TAC is clear that the first choice for a CTE representative should be the teacher of record for the current or proposed CTE course.

In the case of a student enrolled in a CTE course that is taught by a special education teacher who meets appropriate certification for work-based learning, such as Career Preparation, that teacher *may* serve as the CTE representative for a student considering initial or continued placement in a CTE course for which the special educator is qualified to teach (e.g., a student who completed Career Preparation I and is considering Career Preparation II), as long as they are not serving in a dual role on the ARD committee. See [question 1.3](#) regarding restrictions to serving in a dual role. If the student is considering a CTE course that cannot be taught by a special education certified teacher, then the CTE representative would “preferably” be the teacher of the course being considered.

In certain cases, the CTE teacher is not available to attend the ARD committee meeting. To effectively plan for the student’s progress, a staff member with knowledge of the CTE course(s) being considered may serve in this role. The CTE representative at the ARD committee meeting should be someone who has a full understanding of the sequence of courses, course content, prerequisite skills, equipment and safety rules, possible certification and licensure requirements, related fees, and participation in related organizations. In addition, with respect to continued placements, the CTE representative should be able to report on student performance and progress in the CTE program, be aware of and share concerns, and explain whether accommodations and modifications are effective for the individual student's success.

The rules of excusal must be met for any required ARD committee member to be excused from attending the ARD committee meeting, as outlined in [34 CFR §300.321\(e\)\(2\)](#).

It is recommended that [LEA operating procedures](#) outline how CTE representatives will be included in ARD committee meetings and that LEA practices reflect the inclusion of appropriate CTE staff in ARD meetings (with rare exceptions for excusal or alternative staff).

1.3 Can an ARD committee member serve in a dual role as both the CTE representative and the special education or regular education teacher?

No. [19 TAC §89.1050](#) identifies only two roles that can simultaneously serve in other required ARD committee roles:

- individual who can interpret the instructional implications of evaluation results
 - The person serving in this role may be the regular education teacher, special education teacher or provider, an LEA representative, or a discretionary member on the ARD committee
- staff member who is on the language proficiency assessment committee
 - The person serving in this role may be the regular education teacher or the special education teacher on the ARD committee

1.4 For the purposes of required ARD membership, what is considered “initial or continued placement” or “a career and technical education program” as stated in [19 TAC §75.1023](#)?

When enrollment in any CTE course is being considered, regardless of whether the student is pursuing an endorsement or a specific program of study, the ARD committee must include a CTE representative. This includes students enrolled in middle school courses.

Students who are likely to meet any of the following definitions would be considered as “initial or continued placement.” For additional information see the [Texas CTE Indicator Autocoding Codes and Definitions](#):

- **CTE Program Participant:** A student completing either one high school CTE course for any number of credits or more than one high school CTE course for less than two credits (the student does not have to pass or receive credit).
- **CTE Program Explorer:** A student who completes two or more high school CTE courses for a total of two or more credits and not a Participant, Concentrator or Completer (the student does not have to pass or receive credit), or a student who completes, passes, and receives enough credits to be codes as a Concentrator or Completer in a Regional Program of Study, but complete the year in an unapproved region.
- **CTE Program Concentrator:** A student who completes and passes two or more high school CTE courses for a total of at least two credits within the same Program of Study and not a completer.
- **CTE Program Completer:** A student who completes and passes three or more high school CTE courses for a total of four or more credits, including one level three or level four course from within the same Program of Study.

Teacher certification and classroom roles

2.1 What are the certification requirements for teaching CTE courses?

Part II of the Teacher Assignment Chart, available on the [Certification page of the TEA website](#), outlines requirements for teachers in career and technical education assignments. This document was revised in November 2022.

For additional questions about teacher certification, reach out to the staff in Educator Certification for more guidance. The Educator Certification staff answers phones from 8:00 am to 4:30 pm, Monday through Friday, so call their office directly at (512) 936-8400, option 2, for assistance.

2.2 Which CTE courses can be taught by a teacher with special education certification?

Career Preparation

[19 TAC §231.271](#)

(a) Subject to the requirements in subsection (a) (e) of this section, an assignment for **Career Preparation I, Career Preparation II, or Extended Career Preparation, Grades 9-12**, is allowed with one of the following certificates...

(2) Any special education certificate so long as, beginning with the 2020-2021 school year, the special education-certified teacher assigned to teach this course shall complete TEA-approved training found at tea.texas.gov/cte prior to teaching this course.

Innovative courses

[Innovative courses](#) allow districts to offer state-approved courses to enable students to master knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum. The list of approved innovative courses for state elective credit is available for LEAs to offer with local school board approval.

For CTE, the following courses include special education certification as an approved teacher qualification. See each [course description](#) for the knowledge and skills for the course, suggested activities, resources and materials, and approved educator certifications.

- **General Employability Skills**
- **Student to Industry Connection**

2.3 Can students with *and* without disabilities be taught in a classroom if the teacher of record has special education certification and meets requirements for teaching Career Preparation, General Employability Skills, or Student to Industry Connection?

The Teacher Assignment Chart, available on the [Certification page of the TEA website](#), lists the following certificates as valid for teaching the Career Development courses for Grades 9-12 (Career Preparation I, Career Preparation II, Extended Career Preparation, or Project-Based Research):

Any vocational or CTE classroom teaching certificate. See [19 TAC §233.13](#) and [§233.14](#) for examples of current CTE certificates.

Any special education certificate so long as, beginning with the 2020-2021 school year, the special education certified teacher assigned to teach this course shall complete TEA-approved training found at tea.texas.gov/cte prior to teaching this course

Technology Applications: Early Childhood-Grade 12

Technology Applications: Grades 8-12

The school district is responsible for ensuring that each teacher assigned to a Career Preparation course has completed appropriate training in state and federal requirements regarding work-based learning and safety.

For innovative courses, the Teacher Assignment Chart indicates that a “valid certificate that matches the grade level of the assignment and the teacher qualifications specified in the approved innovative course description as determined by the Texas Education Agency” is required. See [question 2.2](#) of this FAQ for more detailed information about the CTE innovative courses that include special education certification as an approved teacher qualification.

While there are no state or federal regulations that indicate a certain percentage of students in a classroom determines the type of setting as either *general* or *special* education, LEAs may consider the “ratio of natural proportions” in inclusive education literature. The recommended best practice for master scheduling is that the percentage of students with IEPs in a classroom should not exceed the ratio of students with disabilities to students without disabilities enrolled at the school. LEA and campus teams may also consult state and federal accountability resources to understand how LRE is determined under each system.

2.4 If a teacher is certified in both special education and CTE, can they be the teacher of record for a CTE course *and* provide services as the special educator?

The [SAAH](#) addresses requirements related to teachers providing special education instruction in general education settings. Section 4.7.10.1.1 specifies the following:

“One teacher, even if dually certified, must not serve in both a general education and a special education role simultaneously when serving students in grades K–12.... The only context in which a dually certified teacher may serve in both a general education and a special education role is in an early childhood program for students aged three or four years.”

Page 95 of the Teacher Assignment Chart, available on the [Certification page of the TEA website](#), includes a note clarifying the certification requirements for instruction in a special education setting.

“If an individual is providing content instruction in a special education classroom setting, a valid certificate that matches the subject and grade level of the assignment is also required, or the individual must demonstrate

competency through the state’s 2010 and 2011 high objective uniform State standard of evaluation for elementary and secondary special education teachers.

The employing school district should make every effort to secure educators trained in the specialized skills and knowledge needed to serve the special needs of the children. If a staff member does not have the skills and knowledge needed for the assignment, the school district will make provisions for the person to acquire the necessary skills and knowledge.”

These rules apply to all content areas, including CTE. For support to determine appropriate teaching assignments for classes that are eligible for state high school credit, LEA administrators may contact their ESC or visit the [School District Personnel Certification Information](#) page on the TEA website.

2.5 Can a CTE class be offered only to students receiving special education services if appropriate?

The IDEA states that a student who receives special education services must learn in the LRE.

- This means that, to the maximum extent appropriate, a student with a disability must be educated with students who do not have disabilities. It also means that a student with a disability may not be placed in a special class that removes the student from the regular educational environment unless the nature or severity of the disability is such that education in a regular class with the use of supplementary aids and services cannot be achieved satisfactorily.
- Access to the general curriculum, LRE, and a continuum of alternative placements must be considered when addressing students’ needs and making placement decisions. These decisions are made on an individual basis by the student’s ARD committee, which must include a representative from CTE, preferably the teacher, when considering the initial or continued placement of a student in a CTE program.
 - The ARD committee determines the student’s placement, which may, in limited situations, include a CTE course in a self-contained setting that serves only students with disabilities, but only when deemed necessary as described above.
 - Therefore, an LEA can provide a CTE course in a special-education-only setting if the ARD committee has made an individualized determination that this setting is the LRE for the student.
 - Also, because of the individualized decisions that must be made for each student with a disability, there must not be a pattern of “guiding” students with disabilities into any one program, and there must be an opportunity for interaction with peers in general education programs.

Special education services, including adaptations to course content

3.1 Can the TEKS for a CTE course be modified?

Yes. [19 TAC §75.1023\(d\)](#) specifies that “planning for students with disabilities shall be coordinated among career and technical education, special education, and state rehabilitation agencies and should include a coherent sequence of courses.” This rule also states that “a school district shall monitor to determine if the instruction being provided students with disabilities in career and technical education classes is consistent with the IEP developed for a student” and that **“a school district shall provide supplementary services that each student with a disability needs to successfully complete a career and technical education program such as curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.”**

Some CTE courses, such as practicums or clinicals, must meet provisions established by the industry partners or licensing entities, such as student codes of conduct, ability to perform certain tasks, or physical standards in order to mitigate

safety hazards, standards of care, corporate insurance, etc. See [question 3.9](#) of this document for additional considerations.

3.2 If a student receives significant modifications to the extent that their ARD committee determines the curriculum is not “sufficiently rigorous” to earn an endorsement, can the student take CTE courses aligned to endorsements?

Yes. Any CTE course may be considered by the ARD committee, regardless of whether the student is pursuing (or is eligible to earn) an endorsement.

The student’s IEP will outline the “transition services, including courses of study, needed to assist the student in reaching the postsecondary goals” according to the provisions in [19 TAC §89.1055\(j\)\(2\)](#). The ARD committee must also consider “appropriate postsecondary education options, including preparation for postsecondary-level coursework” for each student beginning by age 14, as outlined in [19 TAC §89.1055\(h\)\(4\)](#).

[19 TAC §89.1070\(c\)](#) outlines the options for students receiving special education services to earn an endorsement.

3.3 What adaptations are allowable for the IBC aligned with a program of study?

Enrollment in a CTE course must not be based on a student’s ability to pass an IBC. During course instruction, the CTE teacher can adapt classroom instruction, assignments, and quizzes according to the student’s IEP, including modifications to content. Separately from classroom instruction, each certifying entity determines the types of accommodations available, qualifying factors, and the application process for their individual IBCs.

LEA administrators who believe a student may need accommodations on an IBC assessment should contact the certifying entity several months ahead of the anticipated examination date to discuss the student’s needs and application process. Contact information may be found on the certifying entities’ webpages, which are hyperlinked on the [Industry-Based Certification List for Public School Accountability](#). Coordination of accommodations with the testing vendor may also be necessary.

3.4 What is the impact to CTE weighted funding for students who receive modifications in a CTE course?

CTE weighted funding is based on contact hours, as outlined in the [SAAH](#). See [question 3.8](#) in this document for considerations related to adapting SAAH requirements for work-based learning experiences.

3.5 Should every student receiving special education services have an annual IEP goal for CTE courses in which they are enrolled?

See the [Question and Answer Document: Individualized Education Program \(IEP\) Measurable Annual Goals](#) available on the [Texas SPED Support website](#).

1.6: While all students who receive special education services must have at least one measurable annual goal, IDEA does not require a specified number of annual goals. The number of annual goals will vary for each student, depending on the nature and severity of the student’s disability or disabilities and his or her needs. After examining the student’s PLAAFP and identifying the areas of need, the ARD committee will determine appropriate goals that can reasonably be achieved within the time period.

1.8: While IDEA does not mandate that annual goals be developed for specific content areas, there are two situations in which measurable annual goals must be developed for a student.

- An annual goal must be developed when the content of a course is modified. This is why it is critical to understand the difference between accommodations and modifications. If the breadth and or depth of a subject/course is adapted in such a way that it is considered to be modified, the IEP must include annual goal(s) which specifically address how the content is modified in the course/subject area.
- An annual goal must be developed when a student is removed from a general education setting for a scheduled period of time. The IEP must include measurable annual goal(s) which specifically address how the student will access or progress in this course/subject.

3.6 What must be listed on the schedule of services for a student taking a CTE course?

The TEA [technical assistance document for IEP Development](#) clarifies that for each special education and related service to be provided to the student, the following is to be included in the IEP: frequency, amount of time (the minutes per session for the services), beginning/ending date, and location of service. For any class(es) the student will not require special education services, including SDI, there is no requirement to list the class(es) on the schedule of services.

The Personal Graduation Plan (PGP), as required by [TEC §28.02121](#), and the course of study as required by [19 TAC §89.1055](#), are used to capture all courses the student will complete to meet their postsecondary goals, including CTE courses with or without SDI.

3.7 Can the ARD committee adapt the number of credits that can be awarded for a CTE course?

No. [TEC §7.102\(c\)\(4\)](#) and (c)(11) specify that the State Board of Education to establish curriculum requirements, including the establishment of credits and the rules for carrying out the curriculum requirements.

3.8 Can the ARD committee adapt the eligibility requirements or the TEA-required training plan for Career Preparation or practicum?

Section 5.7 of the [SAAH](#) outlines requirements for Career Preparation and Practicum Learning Experiences. The following information is intended to support LEA consideration of adaptations to these requirements.

- **Training plan** requirements for paid or unpaid work-based instruction, outlined in section 5.7.3, must be met for any student to be counted for contact hours. The [templates](#) available on the TEA website may be modified as needed. These templates include space to indicate the knowledge and skills to be addressed, developed from collaboration among the student, CTE teacher, and training sponsor. The columns for work-based instruction, individualized class study, and specific related study assignments can be used to highlight the priority academic goals based on student need and job assignment.
- The **number of hours per week** for work-based instruction and the **number of class periods per day** of classroom instruction to award units of credit are outlined in section 5.7.1. For the LEA to receive CTE weighted funding for a student who is enrolled in these courses, the number of hours of work-based instruction and class periods would need to match the CTE codes indicated in the SAAH.
- **Minimum age** and **valid work documentation** are based on laws regulated by the state and the Department of Labor. Schools must adhere to these rules for all students.
- Any student who is **unemployed for 15 consecutive school days** must be placed in an unpaid learning experience. There are no exemptions to this rule for students receiving special education services.
- While a practicum course spans the entire year and students are **expected to be enrolled the entire school year**, the SAAH outlines options for LEA policy to address extenuating circumstances. It is worth noting that local policy should not include a blanket statement waiving requirements for an entire student group, such as students served by special education.

- Section 5.7.5 outlines **required site visits by teachers** for courses involving work-based learning experiences. These rules must be followed to earn contact hours for the course.

3.9 Are there any restrictions for students to enroll in specific CTE courses, such as culinary arts or cosmetology?

Courses for CTE credit are available to any student. Prerequisites are outlined in the TEKS or in the course description document for each innovative course. The ARD committee will specify needed adaptations to course content and other supports for the student to be successful.

For example, a student who is earning a food handlers certificate is not required to enroll in culinary arts. State and local policy specify the requirements for students to prepare food to be sold, however, this is unrelated to enrollment in the CTE culinary course.

The standards for schools to offer cosmetology and barbering are governed by the [TDLR](#). Each LEA must meet these standards as outlined by the TDLR. Failure to comply with these rules can result in penalties such as fines or revocation of license. Accommodations as allowable under the ADA may be provided according to course administration guidelines.

3.10 How are students with disabilities included in CTSOs?

34 CFR [§300.107](#) specifies that LEAs must take steps to afford children with disabilities an equal opportunity for participation in extracurricular activities, including “special interest groups or clubs sponsored by the public agency.”

34 CFR [§300.117](#) adds the following requirements:

“In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in §300.107, each public agency must ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. The public agency must ensure that each child with a disability has the supplementary aids and services determined by the child’s ARD committee to be appropriate and necessary for the child to participate in nonacademic settings.”

The [CTSO Oversight Policy](#) for Texas specifies that statewide CTE professional development conferences shall include “techniques for integrating CTSO activities into the CTE program of study, with emphasis on strategies to increase the participation of students who are members of special populations.”

Vocational Adjustment Class (VAC)

4.1 Can VAC be used as a CTE course toward credit for graduation?

No. VAC is an instructional setting, not a course listed in [TSDS PEIMS code table C022](#). Notice this statement relating to course substitutions in the section for local-credit courses of code table C022:

“No substitutions are allowed for required high school courses or credits for students receiving special education services who entered grade 9 in or after the 2011-2012 school year.

For elementary and middle school students receiving special education services, courses in the required curriculum that have been modified in content as a result of an ARD committee decision should be coded using the standard code for the subject area at the designated grade level.”

There are limited substitutions allowed for physical education (PE) and languages other than English (LOTE) requirements through [19 TAC §74.12](#), but these do not include special education services such as VAC.

4.2 When is it appropriate to recommend VAC supports in a local-credit course?

The IEP will include “the transition services, including courses of study, needed to assist the student in reaching the postsecondary goals” as specified in [19 TAC §89.1055\(j\)\(2\)](#). This course of study will include the courses required to earn a diploma and electives aligned with the student’s interests and postsecondary goals. The course of study may also include any classes for local credit that can support the student’s disability-related needs or personal interests, as determined by the ARD committee. It is worth noting that the personal graduation plan (PGP) required by [TEC §28.02121](#) may be used as the student’s course of study.

See [question 2.5](#) for more considerations in providing appropriate access to the general education curriculum in the LRE.

Further Resources

- [Texas SPED Support](#): TEA’s technical assistance resources
 - [ARD/IEP Supports](#)
 - [Transition](#)
 - [Specially Designed Instruction: A Resource for Teachers](#)
- [The Texas Legal Framework for the Child-Centered Special Education Process](#)
- [Innovative Courses – Career and Technical Education](#)
- Texas CTE: txcte.org
- [TEA Special Education Guidance](#)
- [Career and Technical Education | Texas Education Agency](#)