



Riverwalk Education Foundation, Inc. Board Policy Manual

Policy Group 6 – Special Education

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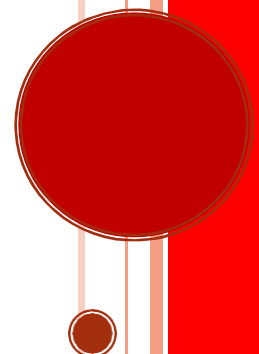


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Sec. 1. NONDISCRIMINATION POLICY

No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any service, program, or activity provided or offered by the School of Science and Technology (SST/SSTD).

42 U.S.C. 12132; 29 U.S.C. 794(a); 34 CFR 104.4(a).

Sec. 2. FREE APPROPRIATE PUBLIC EDUCATION

Eligible students with disabilities shall enjoy the right to a free appropriate public education (“FAPE”), which may include instruction in the regular classroom, instruction through special teaching, or instruction through approved contracts. Instruction shall be supplemented by the provision of related services when appropriate.

Education Code 29.003(a).

FAPE means special education and related services that:

1. Have been provided at public expense, under public supervision and direction, and without charge;
2. Meet standards set out by Texas Education Agency (“TEA”);
3. Include an appropriate preschool, elementary school, or secondary school education; and
4. Are provided in conformity with the student’s individualized education program (“IEP”).

20 U.S.C. 1401(9); 34 CFR 300.13, 300.17, 300.36.

Sec. 3. LEAST RESTRICTIVE ENVIRONMENT

The School of Science and Technology (SST/SSTD) shall ensure that, to the maximum extent possible, children with disabilities shall be educated with children who are not disabled. Special classes, special schooling, or other removal of children with disabilities from the regular educational environment shall occur only when the nature or severity of the child’s disability is such that education in regular classes with the use of supplementary aids and services cannot be satisfactorily achieved.

20 U.S.C. 1412(a)(5); 34 CFR 300.114(a)(2).

Sec. 4. DISCIPLINE

All disciplinary actions regarding students with disabilities shall be determined in accordance with applicable federal regulations, Education Code Chapter 37, 19 Administrative Code 89.1053, and School of Science and Technology (SST/SSTD) policy. *19 TAC 89.1050(g).*

Sec. 5. INSTRUCTIONAL ARRANGEMENTS AND SETTINGS

Instructional arrangements and settings shall be based on the individual needs and IEPs of eligible students receiving special education services. Instructional arrangements and settings include:

1. Mainstream: services provided in the regular classroom in accordance with the student's IEP;
2. Homebound: services provided at home or hospital bedside;
3. Hospital class: services provided in a classroom, hospital facility, or residential care and treatment facility not operated by the School of Science and Technology (SST/SSTD);
4. Speech therapy: speech therapy services provided, whether in a regular education classroom or other setting;
5. Resource room/services: services provided in a setting other than the regular classroom for less than 50% of the regular school day;
6. Self-contained (mild, moderate, or severe) regular campus: services provided to a student who is in a self-contained program for 50% or more of the regular school day on a regular school campus;
7. Off home campus: services provided in an interdistrict program, through School of Science and Technology (SST/SSTD) personnel in a non-School of Science and Technology (SST/SSTD) facility, or at a School of Science and Technology (SST/SSTD) campus that provides only special education and related services.
8. Nonpublic day school: services provided through a contractual agreement with a nonpublic school;
9. Vocational adjustment class/program: services provided to a student who is placed on a job with regularly scheduled direct involvement by special education personnel in the implementation of the student's IEP;
10. Residential care and treatment facility (not School of Science and Technology (SST/SSTD) resident): services provided to students who reside in care and treatment facilities and whose parents do not reside within the boundaries of the School of Science and Technology (SST/SSTD);
11. State supported living center: services provided to a student who resides at a state supported living center when the services are provided at the state supported living center location; or
12. Other program options, including contracts with other districts and programs approved by TEA.

19 TAC 89.63(c), (f).

Sec. 6. RELATED SERVICES

“Related services” means transportation, and such developmental, corrective, and other supportive services as may be required to assist a child with a disability to benefit from special education, including the early identification and assessment of disabling conditions in children.

The term includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, school nurse services designed to enable a child with a disability to receive a FAPE as described in the child's IEP, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that medical services shall be for diagnostic and evaluation purposes only.

The term does not include a medical device that is surgically implanted, the optimization of the device's functioning, or the replacement of such device.

20 U.S.C. 1401(26); 34 CFR 300.34.

Sec. 1. APPLICABILITY OF TEXAS EDUCATION CODE

An open-enrollment charter school is subject to a prohibition, restriction, or requirement, as applicable, imposed by Title 2 (Public Education) of the Texas Education Code, or a rule adopted under Title 2 (Public Education) of the Texas Education Code relating to special education programs. *Education Code 12.104(b)(2)(F)*.

Riverwalk Education Foundation, Inc. shall comply with the requirements for monitoring compliance with federal and state laws relating to special education pursuant to Texas Education Code Section 29.010.

Sec. 2. ASSURANCE

Open-enrollment charter schools must submit a plan to the Texas Education Agency that provides assurances that the charter school has in effect policies, procedures and programs that are consistent with the State and Federal policies and procedures governing special education. *20 U.S.C. 1413(a); 34 CFR 300.200-.201*.

Sec. 3. PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM (PEIMS)

“Most of the data TEA requests from school districts and charter schools are gathered using the Public Education Information Management System (“PEIMS”). PEIMS data are used for the Texas Academic Performance Reports (“TAPR”), Foundation School Program (“FSP”), statistical purposes, federal reporting, legislative requests, and audit purposes. Through PEIMS, schools report data including student demographic and academic performance, student attendance, personnel information, financial data, and organizational information.” *Texas Open-Enrollment Charter School Handbook* (TEA, Division of Charter School Administration, September 2011).

Sec. 4. APPLICABILITY OF TITLE RELATING TO THE PEIMS

An open-enrollment charter school is subject to a prohibition, restriction, or requirement, as applicable, imposed by Title 2 (Public Education) of the Texas Education Code, or a rule adopted under Title 2 (Public Education) of the Texas Education Code, relating to the PEIMS to the extent necessary to monitor compliance with Subchapter D (Open-Enrollment Charter School), Chapter 12, Texas Education Code. *Education Code 12.104(b)(2)(A)*.

The Superintendent or designee shall prepare required PEIMS submissions in accordance with PEIMS Data Standards and Module 10 of the Financial Accountability System Resource Guide. The Superintendent or designee may collaborate with the regional education service center in preparing and timely submitting PEIMS reports.

Sec. 5. CONTRACTS FOR SERVICES; RESIDENTIAL PLACEMENT

The School of Science and Technology (SST/SSTD) may contract with a public or private facility, institution, or agency inside or outside of this State for the provision of services to students with

disabilities. Each contract for residential placement must be approved by the Commissioner. The Commissioner may approve a residential placement contract only after at least a programmatic evaluation of personnel qualifications, adequacy of physical plant and equipment, and curriculum content. The Commissioner may approve either the whole or a part of a facility or program. *Education Code 29.008(a).*

When a student, including one for whom the State is managing conservator, is placed primarily for care or treatment reasons in a private residential facility that operates its own private education program, none of the costs may be paid from public education funds. If a residential placement primarily for care or treatment reasons involves a private residential facility in which the education program is provided by the open-enrollment charter school, the portion of the costs that includes appropriate education services, as determined by the admission, review, and dismissal (“ARD”) committee, shall be paid from State and Federal education funds. *Education Code 29.008(c).*

If the School of Science and Technology (SST/SSTD) contracts for the provision of education services rather than providing the services, the School of Science and Technology (SST/SSTD) shall oversee the implementation of the student’s individualized education program (“IEP”) and shall annually reevaluate the appropriateness of the arrangement. An approved facility, institution, or agency with whom the School of Science and Technology (SST/SSTD) contracts shall periodically report to the School of Science and Technology (SST/SSTD) on the services the student has received or will receive in accordance with the contract as well as diagnostic or other evaluative information that the School of Science and Technology (SST/SSTD) requires in order to fulfill its obligations under Subchapter A (Special Education), Chapter 29, Texas Education Code. *Education Code 29.008(d).*

Sec. 6. FACILITIES

Any construction of new facilities or alteration of existing facilities with authorized Individuals with Disabilities Education Act (“IDEA”) program funds must comply with the requirements of:

- Appendix A of Part 36 of Title 28, Code of Federal Regulations (commonly known as the *Americans with Disabilities Accessibility Guidelines for Buildings and Facilities*); and
- Appendix A of Subpart 101-19.6 of Title 41, Code of Federal Regulations (commonly known as the *Uniform Federal Accessibility Standards*).

Sec. 7. ADMINISTRATION OF EQUIPMENT

The ARD committee must consider whether the student needs assistive technology devices (“ATDs”) as part of the student’s special education, related services, or supplementary aids and services. On a case-by-case basis, the use of school-purchased ATDs in the student’s home or in other settings is required if the student’s ARD committee determines that the student needs access to those devices in order to receive free appropriate public education. *34 CFR 300.105; 300.324(a)(2)(v); 20 USC 1414(d)(3)(B)(v)*

Assistive technology means any device or equipment used to improve or maintain the function capabilities of a student with a disability. Assistive technology does not include a medical device that is surgically implanted. *34 CFR 300.5-300.6*

The School of Science and Technology (SST/SSTD) may transfer an ATD in accordance to TEC 30.0015. The transfer agreement must include the standards in TEC 30.0015, including the following:

- 1) The transferor and transferee must represent and agree that the terms of the transfer are based on the fair market value of the ATD, determined in accordance with generally accepted accounting principles.
- 2) The informed consent of the parent of the student with a disability, or the adult student, for whom the ATD is being transferred must be obtained before the transfer of an ATD pursuant to TEC 30.0015. The procedures employed by the School of Science and Technology (SST/SSTD) in obtaining informed consent shall be consistent with the procedures employed by the school to obtain parental consent under 34 CFR 300.300. Consistent with 34 CFR 300.505(c), informed parental or adult student consent need not be obtained if the school can demonstrate that it has taken reasonable measures to obtain that consent, and the student's parent or the adult student has failed to respond. To meet the reasonable measures requirement, the school must use procedures consistent with those described in 34 CFR 300.322(d).
- 3) If the transfer is a sale, then the sale of the ATD shall be evidenced by a "Uniform Transfer Agreement" which includes the following:
 - a. the names of the transferor and the transferee (which may be any individual or entity identified in TEC 30.0015(b));
 - b. the date of the transfer;
 - c. a description of the ATD being transferred;
 - d. the terms of the transfer (including the transfer of warranties, to the extent applicable); and
 - e. the signatures of authorized representatives of both transferor and transferee.

19 TAC 89.1056

Sec. 8. SPECIAL EDUCATION TEACHER DEFINED (20 U.S.C. §1401(10)(B)(i))

When used with respect to any public elementary school or secondary school special education teacher teaching in a State, such term means that—the teacher has obtained full State certification as a special education teacher (including certification obtained through alternative routes to certification), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law.

**Sec. 9. COMPLIANCE WITH FEDERAL AND STATE PERSONNEL STANDARDS FOR INDIVIDUALS
SERVING CHILDREN WITH DISABILITIES**

The School of Science and Technology (SST/SSTD) shall ensure that personnel standards for all individuals serving children with disabilities are met in accordance with the IDEA and its procedures.

The School of Science and Technology (SST/SSTD) recognizes that both the Every Student Succeeds Act and the IDEA provide that charter school teachers must meet the requirements set forth in the State's public charter school law. 20 U.S.C. 6311(g)(2)(J); 20 U.S.C. 1401(10)(B)(i). In Texas, that means that the charter school special education teacher must be certified.

The School of Science and Technology (SST/SSTD) shall make an ongoing good-faith effort to recruit and hire appropriately and adequately certified and/or licensed personnel to provide a wide range of special education and related services to students with disabilities who are eligible for special education services. Special education staffing needs come from the individualized decisions made by the Admission Review and Dismissal ("ARD") committee.

The School of Science and Technology (SST/SSTD) shall ensure that all personnel necessary to carry out the requirements of the IDEA 2004 are appropriately and adequately certified and/or licensed, prepared and assigned.

The School of Science and Technology (SST/SSTD) adopts as policy the provisions under State and Federal law concerning personnel, including:

Charter school teachers must only meet the requirements of the State's public charter school law, which differ from the requirements for Texas teacher certification. In Texas, State law does not require a teacher employed by an open-enrollment charter school to be certified unless the teacher is assigned to teach in special education or bilingual education programs, in which case the appropriate State certification is required. The minimum qualification under State law for a teacher at an open-enrollment charter school, other than a special education or bilingual education teacher, is a bachelor's degree. However, the governing body of the School of Science and Technology (SST/SSTD) may set the qualifications for teachers at a standard above what State law requires.

The open-enrollment charter school shall not employ a person as a teacher unless that person holds a bachelor's degree.

Education Code 12.129(a).

In an open-enrollment charter school that serves youth referred to or placed in a residential trade center by a local or state agency, a person may be employed as a teacher for a noncore vocational course without holding a baccalaureate degree if the person has demonstrated subject matter expertise related to the subject taught, such as professional work experience, formal training and education, holding a relevant active professional industry license, certification, or registration, or any combination of work experience, training and education, and industry license, certification, or

registration, and received at least 20 hours of classroom management training as determined by the governing body of the open-enrollment charter school. *Education Code 12.129(b)*.

All special education and related service personnel shall be certified, endorsed, or licensed in the area or areas of assignment in accordance with 34 CFR 300.156; Education Code Sections 21.002, 21.003, and 29.304; or appropriate state agency credentials. *19 TAC 89.1131(a)*.

Sec. 10. NOTICE TO PARENTS – QUALIFICATIONS

The Superintendent or designee shall provide to the parent or guardian of each student enrolled in the School of Science and Technology (SST/SSTD) written notice of the qualifications of each teacher employed by the School of Science and Technology (SST/SSTD). *Education Code 12.130*.

In the event the School of Science and Technology (SST/SSTD) receives assistance under Title I, Part A of the Elementary and Secondary Education Act (“ESEA”), the School of Science and Technology (SST/SSTD) shall, at the beginning of each school year, notify the parents of each student attending a school receiving such funds that parents may request, and the School of Science and Technology (SST/SSTD) shall provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
3. Whether the teacher is teaching in the field of discipline of the certification of the teacher.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

20 U.S.C. 6312(e)(1)(A).

Additionally, in the event the School of Science and Technology (SST/SSTD) receives assistance under Title I, Part A of the ESEA, the School of Science and Technology (SST/SSTD) shall also provide to each individual parent timely notice that the parent’s child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification standards or licensure requirements at the grade level and subject area in which the teacher has been assigned. *20 U.S.C. 6312(e)(1)(B)(ii)*.

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ADMISSION, REVIEW, AND DISMISSAL COMMITTEE**

Sec. 1. ADMISSION, REVIEW AND DISMISSAL COMMITTEES

Riverwalk Education Foundation, Inc. shall establish an admission, review and dismissal (“ARD”) committee for each eligible student with a disability and for each student for whom a full and individual initial evaluation is conducted. The ARD committee shall be the individualized education program (“IEP”) team defined at 34 CFR 300.321.

Sec. 2. ARD COMMITTEE RESPONSIBILITIES

The ARD committee and the School of Science and Technology (SST/SSTD) are responsible for:

1. Evaluating, reevaluating, and determining eligibility for special education and related services;
2. Placement of students with disabilities, including disciplinary changes in placement;
3. Development of student IEPs;
4. Development and implementation of service plans for students who have been placed by their parents in private schools and who have been designated to receive special education and related services;
5. Compliance with the least restrictive environment standard;
6. Compliance with state requirements for reading diagnosis and state assessments;
7. Development of personal graduation plans;
8. Development of accelerated instruction under Education Code 28.0211 and intensive programs of instruction under Education Code 28.0213;
9. Evaluation, placement, and coordination of services for students who are deaf, hard of hearing, blind, or visually impaired; and
10. Determining eligibility for extracurricular activities, under Education Code 33.081.

34 CFR 300.116(a), 300.321(a); 19 TAC 89.1050(a).

Sec. 3. COMMITTEE MEMBERS

The School of Science and Technology (SST/SSTD) shall ensure that each ARD committee meeting includes:

1. The parents of a child with a disability;
2. At least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment) who must, to the extent practicable, be a teacher who is responsible for implementing a portion of the student’s IEP;
3. At least one special education teacher, or where appropriate, at least one special education provider of the child;
4. A representative of the School of Science and Technology (SST/SSTD) who:
 - a. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - b. Is knowledgeable about the general education curriculum; and

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- c. Is knowledgeable about the availability of the School of Science and Technology (SST/SSTD)’s resources;
5. An individual who can interpret the instructional implications of evaluation results, who may be a member of team described in Section 3(2)-(6);
6. At the discretion of the parent or the School of Science and Technology (SST/SSTD), other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
7. The child, whenever appropriate;
8. To the extent appropriate, with the consent of the parent(s) or a student who has reached the age of majority, a representative of any participating agency that is likely to be responsible for providing or paying for transition services;
9. A representative from career and technical education (“CTE”), preferably the teacher, when considering initial or continued placement of a student in CTE;
10. For a child who is an emergent bilingual student, a member of the child’s language-proficiency assessment committee (“LPAC”);
11. For a child with an auditory impairment, including deaf-blindness, a teacher who is certified in the education of children with auditory impairments; and
12. For a child with a visual impairment, including deaf-blindness, a teacher who is certified in the education of children with visual impairments.

19 TAC 89.1050.

A School of Science and Technology (SST/SSTD) member of the ARD committee shall not be required to attend an IEP meeting, in whole or in part, if the parent and the School of Science and Technology (SST/SSTD) agree in writing that the attendance is not necessary because the member’s area of the curriculum or related services is not being modified or discussed during the meeting.

A School of Science and Technology (SST/SSTD) member of the ARD committee may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member’s area of curriculum or related services if the parent, in writing, and the School of Science and Technology (SST/SSTD) consent to the excusal and the member submits, in writing, to the parent and the ARD committee, input into the development of the IEP before the meeting.

20 U.S.C. 1414(d)(1)(C); 34 CFR 300.321(e).

a) *Dyslexia and Related Disorders*

The multidisciplinary evaluation team and any subsequent ARD committee convened to determine a student’s eligibility for special education and related services as a child with dyslexia or a related disorder must include at least one member with specific knowledge regarding the reading process, dyslexia and related disorders, and dyslexia instruction. The member must:

1. Hold a licensed dyslexia therapist license under Chapter 403, Occupations Code;

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2. Hold the most advanced dyslexia-related certification issued by an association recognized by the State Board of Education, and identified in, or substantially similar to an association identified in, the program rules adopted under Sections 7.102 and 38.003; or
3. If a person qualified under 1 or 2 above is not available, meet the applicable training requirements adopted by the State Board of Education pursuant to Sections 7.102 and 38.003.

The member of a multidisciplinary evaluation team or subsequent ARD committee convened to determine a student's eligibility for special education and related services as described above must sign a document describing the member's participation in the evaluation and any resulting IEP developed for the student.

Education Code 29.0031(b), (c).

b) Transition Meeting Membership

If the ARD committee is meeting to consider postsecondary goals and the transition services needed to assist the student in reaching those goals, the School of Science and Technology (SST/SSTD) shall invite:

1. The student. If the student does not attend, the School of Science and Technology (SST/SSTD) shall take other steps to ensure that the student's preferences and interests are considered.
2. To the extent appropriate, and with the consent of the parent or student who has reached the age of majority, a representative of any other agency that is likely to be responsible for providing or paying for transition services.

34 CFR 300.321(b).

Sec. 4. PARENTAL INVOLVEMENT

The School of Science and Technology (SST/SSTD) shall take steps to ensure that one or both of the parents of a student with a disability are present at each ARD committee meeting or are afforded the opportunity to participate, including:

1. Notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend (the notice shall include all information required by applicable regulation); and
2. Scheduling the meeting at a mutually agreed time and place.

Written notice of an ARD committee meeting, as required by 19 TAC 89.1050(d), must be provided in the parent's native language, unless it is clearly not feasible to do so. If the parent's native language is not a written language, the School of Science and Technology (SST/SSTD) must take steps to ensure that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication so that the parent understands the content of the notice.

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The School of Science and Technology (SST/SSTD) shall take all reasonable actions necessary to ensure that the parent understands the proceedings of the ARD committee meeting, including arranging for an interpreter for parents who are deaf or hard of hearing or whose native language is a language other than English.

34 CFR 300.322(a)–(b); 19 TAC 89.1050.

Sec. 5. ALTERNATIVE PARTICIPATION METHODS

If neither parent can attend an ARD committee meeting, the School of Science and Technology (SST/SSTD) must use other methods to ensure parent participation, including individual or conference telephone calls.

20 U.S.C. 1414(f); 34 CFR 300.322(c).

An ARD committee meeting may be conducted without a parent in attendance if the School of Science and Technology (SST/SSTD) is unable to convince the parents that they should attend. In such event, the School of Science and Technology (SST/SSTD) must keep a record of its attempts to arrange a mutually agreed time and place, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to the parents and any responses received; and
3. Detailed records of visits made to the parent’s home or place of employment and the results of those visits.

34 CFR 300.322(d).

Sec. 6. ARD COMMITTEE MEETINGS

The School of Science and Technology (SST/SSTD) shall initiate and conduct ARD committee meetings for the purpose of developing, reviewing, and revising the IEP of a student with a disability. The committee shall review each student’s IEP periodically, and, if appropriate, revise the IEP. A meeting must be held for this purpose at least once a year. The ARD committee must also determine the child’s placement once per year.

If the student has a behavioral intervention plan (“BIP”) as part of the child’s IEP, the ARD committee must review the BIP at least annually and more frequently if appropriate to address the safety of the student, the safety of others, or changes in the child’s circumstances that may impact the child’s behavior in accordance with TEC 29.005(h).

A meeting does not include informal or unscheduled conversations involving School of Science and Technology (SST/SSTD) personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include

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preparatory activities that the School of Science and Technology (SST/SSTD) personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

20 U.S.C. 1414(d)(4); 34 CFR 300.116(b)(1), 300.324(b), (c)(1); 300.501(b)(3).

a) *Meeting at Parent Request*

Upon request of a written request for an ARD committee meeting from a parent, the School of Science and Technology (SST/SSTD) must:

1. schedule and convene a meeting; or
2. within five school days, provide the parent with written notice explaining why the district refuses to convene a meeting in the parent's native language, unless it is clearly not feasible to do so. If the parent's native language is not a written language, the School of Science and Technology (SST/SSTD) must take steps to ensure that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication so that the parent understands the content of the notice.

19 TAC 89.1050(e), (f).

b) *Transfer Students*

If a student transfers to the School of Science and Technology (SST/SSTD), and the student had a previous IEP in place, the School of Science and Technology (SST/SSTD) shall provide the student with a free appropriate public education ("FAPE"), including services comparable to those described in the previous IEP, in consultation with the parents, until:

1. In the case of a student who transfers within the state, the School of Science and Technology (SST/SSTD) adopts the previous IEP or develops, adopts, and implements a new IEP.
2. In the case of a student who had an IEP in effect in another state, the School of Science and Technology (SST/SSTD) conducts an evaluation, if determined necessary by the School of Science and Technology (SST/SSTD), and develops, adopts, and implements a new IEP, if appropriate.

20 U.S.C. 1414(d)(2)(C)(i); 34 CFR 300.323(e), (f).

c) *Transfer of Records*

The School of Science and Technology (SST/SSTD) shall take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the child's previous district.
20 U.S.C. 1414(d)(2)(C)(ii); 34 CFR 300.323(g).

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d) *Military Dependents*

The School of Science and Technology (SST/SSTD) shall initially provide comparable services to a military student with disabilities based on his or her current IEP. This does not preclude the School of Science and Technology (SST/SSTD) from performing subsequent evaluations to ensure appropriate placement of the student. *Education Code 162.002 art. V, § C.*

Sec. 7. ELIGIBILITY DETERMINATIONS

The group of qualified professionals that determines whether a child is a child with a disability and the child's educational needs is the ARD committee.

Evaluations and eligibility determinations shall adhere to the requirements set forth in the IDEA, the Texas Education Code, and their implementing regulations. For additional information, see PG-6.14 through 6.16. *19 TAC 89.1040(b), 89.1050(a)(5); 34 CFR 300.306(a)(1).*

The School of Science and Technology (SST/SSTD) shall provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. *20 U.S.C. 1414(b)(4)(B); 34 CFR 300.306(a).*

The ARD committee must make its decisions regarding a student's initial eligibility determination and, when appropriate, the student's IEP and placement within the timeframes prescribed by state and federal law. *19 TAC 89.1011(d), (e).*

Sec. 8. INDIVIDUALIZED EDUCATION PROGRAM

The School of Science and Technology (SST/SSTD) shall develop, review, and revise an IEP for each child with a disability, and the School of Science and Technology (SST/SSTD) shall have an IEP in effect for each child with a disability at the beginning of each school year. *20 U.S.C. 1412(a)(4), (d)(2)(A); 34 CFR 300.320(a).*

The term "individualized education program" or "IEP" means a written statement for each child with a disability that includes:

1. A statement of the child's present levels of academic achievement and functional performance;
2. A statement of measurable annual goals, including academic and functional goals;
3. A description of how the child's progress toward the annual goals will be measured and when periodic reports on the progress of the child will be provided;
4. A statement of the specific special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child;
5. A statement of the program modifications or supports for school personnel that will be provided for the child;

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6. An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and nonacademic activities;
7. The projected dates for initiation of services and modifications and the anticipated frequency, location, and duration of these services and modifications;
8. A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state or system-wide assessments;
9. If the ARD committee determines that the child must take an alternative assessment instead of a particular regular state or system-wide assessment, a statement of why the child cannot participate in the regular assessment and why the particular assessment selected is appropriate for the child;
10. Beginning not later than the first IEP to be in effect when the child is 16, or younger if determined appropriate by the ARD committee, and updated annually thereafter, a statement of appropriate, measurable postsecondary goals and transition services needed to assist the child in reaching those goals; and
11. Beginning not later than one year before the child reaches the age of 17, a statement that the child has been informed of the rights that will transfer to the child upon reaching the age of majority.

20 U.S.C. 1414(d); 34 CFR 300.320; 19 TAC 89.1055.

Sec. 9. TRANSLATING IEPs

If the child's parent is unable to speak English, the School of Science and Technology (SST/SSTD) shall:

1. Provide the parent with a written or audio-taped copy of the child's IEP translated into Spanish if Spanish is the parent's native language; or
2. If the parent's native language is a language other than Spanish, make a good faith effort to provide the parent with a written or audiotaped copy of the child's IEP translated into the parent's native language.

Education Code 29.005(d).

Sec. 10. AUTISM/PERVASIVE DEVELOPMENTAL DISORDERS

For students with autism/pervasive developmental disorders, the following strategies shall be considered by the ARD committee, based on peer-reviewed, research-based educational programming practices to the extent practicable and, when needed, addressed in the IEP:

1. Extended educational programming;
2. Daily schedules reflecting minimal unstructured time and active engagement in learning activities;
3. In-home training and community-based training or viable alternatives that assist the student with the acquisition of social/behavioral skills;

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4. Positive behavior support strategies based on relevant information;
5. Beginning at any age, futures planning for integrated living, work, community, and educational environments that considers skills necessary to function in current and post-secondary environments;
6. Parent/family training and support, provided by qualified personnel with experience in Autism Spectrum Disorders (“ASD”);
7. Suitable staff-to-student ratio appropriate to identified activities and as needed to achieve social/behavioral progress based on the child’s developmental and learning level (acquisition, fluency, maintenance, generalization) that encourages work towards individual independence;
8. Communication interventions, including language forms and functions that enhance effective communication across settings;
9. Social skills supports and strategies based on social skills assessment/curriculum and provided across settings;
10. Professional educator/staff support; and
11. Teaching strategies based on peer-reviewed, research-based practices for students with ASD.

If the ARD committee determines that services are not needed in one or more of the areas in 1–11 above, the IEP shall include a statement reflecting that decision and the basis upon which the determination was made.

19 TAC 89.1055(e)–(f).

Sec. 11. VISUAL IMPAIRMENT

The School of Science and Technology (SST/SSTD) shall adopt written procedures as required in Education Code 30.002(c)(10) for providing special education services to students with visual impairments, if such services are necessary. *19 TAC 89.1075(b).*

An IEP for a student with a visual impairment must include instruction in braille unless the student’s ARD committee determines and documents that braille is not an appropriate literacy medium for the student, based on an evaluation of the student’s appropriate literacy media and literacy skills and the student’s current and future instructional needs. *Education Code 30.002.*

Sec. 12. STUDENTS WHO ARE DEAF OR HARD OF HEARING

The School of Science and Technology (SST/SSTD) must develop an IEP for students who are deaf or hard of hearing in which the students have an education in which their unique communication mode is respected, used, and developed to an appropriate level of proficiency. *Education Code 29.303.*

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Sec. 13. COLLABORATIVE PROCESS

All members of the ARD committee shall have the opportunity to participate in a collaborative manner in developing the IEP. Decisions concerning the required elements of the IEP shall be made by agreement of the required members, if possible. The ARD committee may agree to an annual IEP or an IEP of shorter duration.

a) *Recess*

When agreement about all required elements of the IEP is not achieved, the parent or adult student who disagrees shall be offered a single opportunity to have the ARD committee recess for a period not to exceed ten school days. This recess is not required when:

1. The student's presence on campus represents a danger of physical harm to the student or others;
2. The student has committed an expellable offense; or
3. The student has committed an offense that may lead to placement in a disciplinary alternative education program.

These requirements do not prohibit the members of the ARD committee from recessing an ARD committee meeting for reasons other than failure of the parents and the School of Science and Technology (SST/SSTD) to reach agreement about all required elements of an IEP.

During the recess, the ARD committee members shall consider alternatives, gather additional data, prepare further documentation, and/or obtain additional resource persons to enable the ARD committee to reach agreement.

The date, time, and place for continuing the ARD committee meeting shall be determined by agreement before the recess.

19 TAC 89.1050(g).

When an ARD committee agrees to recess and reconvene due to a lack of mutual agreement about one or more required IEP elements, the parent or the School of Science and Technology (SST/SSTD) may request an independent facilitator from the Texas Education Agency in accordance with 19 TAC 89.1197 and TEC 29.020.

b) *No Agreement Reached*

If, after the ten-day recess, the ARD committee still cannot reach agreement, the School of Science and Technology (SST/SSTD) shall implement the IEP that it has determined to be appropriate for the student. A written statement of the basis for the disagreement shall be included in the IEP. Each ARD committee member who disagrees with the IEP is entitled to include a statement of disagreement in the IEP. *TEC 29.005(c); 19 TAC 89.1050(g).*

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When the School of Science and Technology (SST/SSTD) implements an IEP with which the parents or an adult student disagree, it shall provide prior written notice in compliance with applicable regulations and School of Science and Technology (SST/SSTD) policy. *19 TAC 89.1050.*

Sec. 14. IEP MODIFICATION

After a student's annual ARD committee meeting, changes to an IEP may be made either by the entire ARD committee or by amending the IEP by agreement, rather than redrafting the entire IEP. To do so, the parent and the School of Science and Technology (SST/SSTD) must agree to not convene an ARD committee meeting to amend the IEP and the School of Science and Technology (SST/SSTD) must develop a written document to amend or modify the IEP. Upon request, a parent shall be provided with a revised copy of the IEP with amendments incorporated. Decisions regarding eligibility, changes of placement, and manifestation determination reviews may not be conducted through the amendment process. *34 CFR 300.324(a)(4),(6).*

To the extent possible, the School of Science and Technology (SST/SSTD) shall encourage the consolidation of reevaluation meetings for the child and other ARD committee meetings for the child. *20 U.S.C. 1414(d)(3)(D)–(F); 34 CFR 300.324(a)(4)–(a)(6).*

Sec. 15. LEAST RESTRICTIVE ENVIRONMENT

The School of Science and Technology (SST/SSTD) shall ensure that, to the maximum extent possible, children with disabilities shall be educated with children who are not disabled. Special classes, special schooling, or other removal of children with disabilities from the regular educational environment shall occur only when the nature or severity of the child's disability is such that education in regular classes with the use of supplementary aids and services cannot be satisfactorily achieved. *20 U.S.C. 1412(a)(5); 34 CFR 300.114(a)(2).*

Sec. 16. EXTENDED SCHOOL YEAR SERVICES

The School of Science and Technology (SST/SSTD) shall ensure that ESY services are available as necessary to provide a student with a disability with a FAPE. ESY services must be provided only if the ARD committee determines, on an individual basis, that the services are necessary for a FAPE. The School of Science and Technology (SST/SSTD) may not limit ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of ESY services. *34 CFR 300.106; 19 TAC 89.1065.*

Sec. 17. GRADUATION

A student receiving special education services who successfully completes the requirements of his or her IEP, including performance on a state assessment required for graduation, shall receive a high school diploma. A student's ARD committee shall determine if the student will be required to meet satisfactory performance on an assessment for purposes of graduation. *19 TAC 101.3023(a).*

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Sec. 18. STATE ASSESSMENTS

The TEA shall develop or adopt appropriate criterion-referenced alternative assessment instruments to be administered to each student in a special education program for whom a state assessment instrument adopted under Education Code 39.023(a), even with allowable accommodations, would not provide an appropriate measure of student achievement, as determined by the student's ARD committee, including assessment instruments approved by the Commissioner that measures growth. The assessment instruments developed or adopted, including the assessment instruments approved by the Commissioner, must, to the extent allowed under federal law, provide a district with options for the assessment of students.

The TEA may not adopt a performance standard that indicates that a student's performance on the alternate assessment does not meet standards if the lowest level of the assessment accurately represents the student's developmental level as determined by the student's ARD committee.

The student's ARD committee shall determine whether any allowable modification is necessary in administering to the student a required end-of-course ("EOC") assessment instrument under Education Code 39.023(c), and whether the student is required to achieve satisfactory performance on an EOC assessment instrument to receive a high school diploma.

Sec. 19. TRANSPORTATION

The School of Science and Technology (SST/SSTD) shall provide special transportation with federal funds only when the ARD committee determines that the condition of the student warrants the service in order for the student to receive the special education and related services (if any) set forth in the IEP. *19 TAC 89.1096(e)*.

Sec. 20. TRANSITION SERVICES

a) *Definitions*

"Transition services" means a coordinated set of activities for a child with a disability that:

1. Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
2. Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes:
 - a. Instruction;
 - b. Related services;
 - c. Community experiences;
 - d. The development of employment and other post-school adult living objectives; and

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- e. If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

20 U.S.C. 1401(34); 34 CFR 300.43.

b) *Individual Transition Planning*

In accordance with Education Code 29.011 and 29.0111, not later than when a student reaches 14 years of age, the ARD committee must consider, and if appropriate, address the following issues in the IEP:

1. Appropriate student involvement in the student's transition to life outside the public school system;
2. If the student is younger than 18 years of age, appropriate parental involvement in the student's transition;
3. 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 of Science and Technology (SST/SSTD);
4. Any postsecondary education options;
5. A functional vocational evaluation;
6. Employment goals and objectives;
7. If the student is at least 18 years of age, the availability of age-appropriate instructional environments;
8. Independent living goals and objectives; and
9. Appropriate circumstances for referring a student or the student's parents to a governmental agency for services.

In accordance with 34 C.F.R. 300.320(b), beginning not later than the first IEP to be in effect when the student turns 16 years of age, or younger if determined appropriate by the ARD committee, and updated annually thereafter, the IEP must include the following:

1. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
2. The transition services, including courses of study, needed to assist the student in reaching the postsecondary goals developed under paragraph (1) of this subsection.

20 U.S.C. 1414(d)(1)(A)(i)(VIII), 1414(d)(6); 34 C.F.R. 300.320(b); Education Code 29.0111; 19 TAC 89.1055(h), (j).

The School of Science and Technology (SST/SSTD) shall post the transition and employment guide on the School of Science and Technology (SST/SSTD) website if the School of Science and Technology (SST/SSTD) maintains a website; provide written information and, if necessary, assistance to a student or parent regarding how to access the electronic version of the guide at: (A) the first meeting of the student's ARD committee at which transition is discussed; and (B) the

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first committee meeting at which transition is discussed that occurs after the date on which the guide is updated. Upon request, the School of Science and Technology (SST/SSTD) shall provide a printed copy of the guide to a student or parent. *Education Code 29.0112.*

c) *Driving with Disability Program Information*

The School of Science and Technology (SST/SSTD) may provide information pertaining to the Texas Driving with Disability Program along with transition planning materials. For additional information, *see PG-6.30. Tex. Educ. Code 29.0113.*

d) *Graduation*

Graduation with a regular high school diploma under 19 TAC 89.1070(b)(1), (b)(2)(D), (f)(1), (f)(2), or (f)(3)(D) terminates a student's eligibility for special education services. For students who receive a diploma according to 19 TAC 89.1070(b)(2)(A), (B), or (C) or (f)(3)(A), (B), or (C), the ARD committee shall determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age requirements.

Graduation from high school with a regular diploma constitutes a change in placement that requires written prior notice to parents.

The School of Science and Technology (SST/SSTD) is not required to conduct an evaluation before termination of eligibility due to graduation from secondary school with a regular high school diploma or due to exceeding the age eligibility for a FAPE under state law.

The School of Science and Technology (SST/SSTD) shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals. *20 U.S.C. 1414(c)(5); 34 CFR 300.102(a)(3), 300.305(e)(2); 19 TAC 89.1070.*

Sec. 21. BEHAVIOR IMPROVEMENT PLANS/BEHAVIOR INTERVENTION PLANS

The ARD committee may determine that a behavior improvement plan or a behavioral intervention plan ("BIP") is appropriate for a student with an IEP. If deemed appropriate, the BIP shall be included as part of the student's IEP and provided to each teacher with responsibility for educating the student.

If a BIP is included as part of a student's IEP, the ARD committee shall review the plan at least annually and more frequently if appropriate to address:

1. changes in a student's circumstances that may impact the student's behavior, such as:
 - a. the placement of the student in a different educational setting;
 - b. an increase or persistence in disciplinary actions taken regarding the student for similar types of behavioral incidents;
 - c. a pattern of unexcused absences; or

- d. an unauthorized unsupervised departure from an educational setting; or
2. the safety of the student or others.

Education Code 29.005(g),(h).

Sec. 22. COVID-19 SPECIAL EDUCATION RECOVERY ACT¹

a) *IEP Supplement Applicability*

Not later than May 1, 2022, <<School Name> shall prepare a supplement to be included with the IEP developed under Education Code 29.005(b) for each child who was enrolled in <<School Name's>> special education program during the 2019-2020 school year or the 2020-2021 school year.

b) *Required Content*

The supplement must include information indicating:

1. if applicable, whether the written report of the child's full individual and initial evaluation under Education Code 29.004 was completed during the 2019-2020 school year or the 2020-2021 school year and, if so, whether the report was completed by the date required under section 29.004;
2. if applicable, whether the child's initial IEP was developed under Education Code 29.005(b) during the 2019-2020 school year or the 2020-2021 school year and, if so, whether the program was developed by the date required under 34 CFR 300.323(c)(1);
3. whether the provision of special services to the child under an IEP during the 2019-2020 school year or the 2020-2021 school year was interrupted, reduced, delayed, suspended, or discontinued; and
4. whether compensatory educational services are appropriate for the child based on the information under (1)-(3) above or any other factors.

c) *Exception*

Education Code 29.0052 does not apply to a child if during the 2020-2021 school year the child's IEP documents the information described in Subsections (b)(1)-(4) above. *Education Code 29.0052.*

Sec. 23. SUPPLEMENTAL SPECIAL EDUCATION SERVICES PROGRAM

The Texas Education Agency ("TEA") shall establish and administer a supplemental special education services program under Chapter 29, Education Code, Subchapter A-1 ("the SSES Program"). The SSES Program provides a grant of not more than \$1,500 to the parent of an eligible

¹ The provisions set forth in Section 22 expire Sept. 1, 2023.

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student for purchase certain supplemental special education services and supplemental special education instructional materials.

a) ARD Committee Duties

For a student who has been approved to participate in the SSES Program, the ARD committee shall meet and provide to the parent:

1. Information regarding the types of supplemental special education services available under the SSES Program and provided by TEA-approved providers for which an account maintained under Education Code 29.042(b) may be used; and
2. Instructions regarding accessing the SSES Program account.

Education Code 29.048(b).

b) ARD Committee Prohibited Considerations

The ARD committee shall not consider a student's receipt of services under the SSES Program when developing the student's IEP. *Education Code 29.048(a).*

Sec. 1. AGE OF MAJORITY – TRANSFER OF RIGHTS

Not later than one year before the 18th birthday of a student with a disability, the School of Science and Technology (SST/SSTD) shall:

1. Provide to the student and the student's parents:
 - a. Written notice regarding the transfer of rights; and
 - b. Information and resources regarding guardianship, alternatives to guardianship, including a supported decision-making agreement under Estates Code, Chapter 1357, and other supports and services that may enable the student to live independently; and
2. Ensure that the student's individualized education program ("IEP") includes a statement that the School of Science and Technology (SST/SSTD) provided the required notice, information, and resources.

When a student reaches the age of majority (18 years of age), the School of Science and Technology (SST/SSTD) shall provide written notice to the student and the student's parents of the transfer of parental rights. The notice must include the information required above.

This notice is separate and distinct from the requirement that, beginning at least one year before the student reaches the age of 18, the student's IEP include a statement regarding transfer of parental rights.

If a student with a disability or the student's parent requests information regarding guardianship or alternatives to guardianship, the School of Science and Technology (SST/SSTD) shall provide the student or parent information and resources on supported decision-making agreements under Estates Code, Chapter 1357.

A student with a disability who is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Chapter 31, Family Code, shall have the same right to make educational decisions as a student without a disability. All other rights accorded to parents under Chapter 29, Subchapter A of the Education Code or 20 U.S.C. 1415 transfer to the student.

34 CFR 300.520; Education Code 29.017(a), (c), (c-1), (c-2); 19 TAC 89.1049(c).

Sec. 1. PREKINDERGARTEN PROGRAMS

a) *General Applicability*

This policy shall only apply if the School of Science and Technology (SST/SSTD) open-enrollment charter contract issued by the State of Texas authorizes the School of Science and Technology (SST/SSTD) to operate a prekindergarten program. If the School of Science and Technology (SST/SSTD) is not authorized to operate a prekindergarten program, nothing in this policy will require prekindergarten operations.

b) *Tuition-Free Program*

Riverwalk Education Foundation, Inc. shall offer tuition-free prekindergarten classes if it identifies 15 or more eligible children who are at least four years of age. Riverwalk Education Foundation, Inc. may offer tuition-free prekindergarten classes if it identifies 15 or more eligible children who are at least three years of age.

i. Exemption

Riverwalk Education Foundation, Inc. may apply to the Commissioner of Education for an exemption from the requirement that it provide a free prekindergarten program if Riverwalk Education Foundation, Inc. would be required to construct classroom facilities in order to provide the program.

ii. Half-Day Basis

A tuition-free prekindergarten class may be operated on a half-day basis for children under four years of age and shall be operated on a full-day basis for children who are at least four years of age.

iii. Program Eligibility

A child is eligible for enrollment in free prekindergarten if the child is at least three years of age and:

1. Is unable to speak and comprehend the English language;
2. Is educationally disadvantaged;
3. Is homeless, as defined by federal law, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control;
4. Is the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority;
5. Is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty; or

6. Is or ever has been in:
 - a. the conservatorship of the Department of Family and Protective Services following an adversary hearing under Family Code 262.201; or
 - b. foster care in another state or territory, if the child resides in this state;
7. Is the child of a person eligible for the Star of Texas Award as:
 - a. A peace officer under Section 3106.002, Government Code;
 - b. A firefighter under Section 3106.003, Government Code; or
 - c. An emergency medical first responder under Section 3106.004, Government Code.

A child who is eligible for enrollment under items 4 or 5 above remains eligible if the child's parent leaves the armed forces, or is no longer on active duty, after the child begins the prekindergarten class.

iv. Public Notice

The Superintendent shall develop a system to notify the population in the community with children eligible or enrollment of the availability of the program. The system must include public notices issued in English and Spanish.

v. Transportation

The School of Science and Technology (SST/SSTD) is not required to provide transportation for a prekindergarten class. If transportation is provided, it is included for funding purposes as part of the regular transportation system.

vi. High-Quality Prekindergarten Required

A free prekindergarten class for children who are at least four years of age must comply with the program standards required for high-quality prekindergarten programs under Education Code Chapter 29, Subchapter E-1.

Sec. 2. PRESCHOOL-AGED CHILDREN

If Riverwalk Education Foundation, Inc. offers preschool, Riverwalk Education Foundation, Inc. must provide a free appropriate public education ("FAPE") in the least restrictive environment to preschool-aged students even if Riverwalk Education Foundation, Inc. does not provide free preschool programs to all preschool-aged children. *34 C.F.R. 300.101(a)-(b) and 300.116.*

Riverwalk Education Foundation, Inc. may provide opportunities for the participation of the preschool students with disabilities in other preschool programs operated by public agencies or by locating classes for preschool students with disabilities in regular elementary schools. However, Riverwalk Education Foundation, Inc. is not required to initiate preschool programs or to establish extensive contact programs with private schools which serve both students with disabilities and students without disabilities solely to satisfy the requirements regarding placement in the least restrictive environment. *OSEP Policy Memo 89-23; 34 C.F.R. 300.102(a).*

Riverwalk Education Foundation, Inc. shall develop a system to notify residents within Riverwalk Education Foundation, Inc.'s boundaries with children who are at least three but younger than six and who are eligible for enrollment in a special education program of the availability of such programs. *Education Code 29.009.*

Sec. 3. TRANSITION OF CHILDREN FROM PART C

By the third birthday of a child participating in early intervention programs the Riverwalk Education Foundation, Inc. must ensure that an individualized education program ("IEP") or an individualized family service plan ("IFSP"), has been developed and is being implemented for the child.

In the case of a child with a disability aged three through five the ARD committee must consider an IFSP that contains the IFSP content (including the natural environments statement, educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills for children with IFSPs under this section who are at least three years of age), and that is developed in accordance with the IEP procedures.

34 CFR 300.323(b).

Sec. 6.4.4 COMMUNICATION MODE OF DEAF OR HARD OF HEARING CHILD

The comprehensive statewide plan for the education of children with visual impairments must:

1. Adequately provide for comprehensive diagnosis and evaluation of each school-age child with a serious visual impairment;
2. Include the procedures, format, and content of the IEP for each child with a visual impairment;
3. Emphasize providing educational services to children with visual impairments in their home communities whenever possible;
4. Include methods to ensure that children with visual impairments receiving special education services in school districts receive, before being placed in a classroom setting or within a reasonable time after placement: (A) evaluation of the impairment; and (B) instruction in an expanded core curriculum, which is required for students with visual impairments to succeed in classroom settings and to derive lasting, practical benefits from the education provided by school districts, including instruction in: (i) compensatory skills, such as braille and concept development, and other skills needed to access the rest of the curriculum; (ii) orientation and mobility; (iii) social interaction skills; (iv) career planning; (v) assistive technology, including optical devices; (vi) independent living skills; (vii) recreation and leisure enjoyment; (viii) self-determination; and (ix) sensory efficiency;
5. Provide for flexibility on the part of school districts to meet the special needs of children with visual impairments through: (A) specialty staff and resources provided by the district; (B) contractual arrangements with other qualified public or private agencies; (C) supportive

assistance from regional education service centers or adjacent school districts; (D) short-term or long-term services through the Texas School for the Blind and Visually Impaired or related facilities or programs; or (E) other instructional and service arrangements approved by the agency;

6. Include a statewide admission, review, and dismissal (“ARD”) process;
7. Provide for effective interaction between the visually impaired child's classroom setting and the child's home environment, including providing for parental training and counseling either by school district staff or by representatives of other organizations directly involved in the development and implementation of the IEP for the child;
8. Require the continuing education and professional development of school district staff providing special education services to children with visual impairments;
9. Provide for adequate monitoring and precise evaluation of special education services provided to children with visual impairments through school districts; and
10. Require that school districts providing special education services to children with visual impairments develop procedures for assuring that staff assigned to work with the children have prompt and effective access directly to resources available through: (A) cooperating agencies in the area; (B) the Texas School for the Blind and Visually Impaired; (C) the Central Media Depository for specialized instructional materials and aids made specifically for use by students with visual impairments; (D) sheltered workshops participating in the state program of purchases of blind-made goods and services; and (E) related sources.

Each eligible blind or visually impaired student is entitled to receive educational programs according to an IEP that:

1. Is developed in accordance with federal and state requirements for providing special education services;
2. Is developed by a committee composed as required by federal law;
3. Reflects that the student has been provided a detailed explanation of the various service resources available to the student in the community and throughout the state;
4. Provides a detailed description of the arrangements made to provide the student with the evaluation and instruction; and
5. Sets forth the plans and arrangements made for contacts with and continuing services to the student beyond regular school hours to ensure the student learns the skills and receives the required instruction.

In the development of the IEP for a student with a visual impairment, proficiency in reading and writing is a significant indicator of the student’s satisfactory educational progress.

The IEP for a student with a visual impairment must include instruction in braille and the use of braille unless the student’s ARD committee determines and documents that braille is not an appropriate literacy medium for the student.

The ARD committee’s determination must be based on an evaluation of the student’s appropriate literacy media and literacy skills and the student's current and future instructional needs.

Braille instruction may be used in combination with other special education services appropriate to the student's educational needs and shall be provided by a teacher certified to teach students with visual impairments.

Education Code 30.002.

Sec. 1. CHILD FIND

Riverwalk Education Foundation, Inc. shall ensure that all children residing within School of Science and Technology (SST/SSTD)'s boundaries who have disabilities, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located, and evaluated. This requirement applies to all children with disabilities, including:

1. Homeless children;
2. Children who are wards of the state;
3. Children attending private schools;
4. Highly mobile children (including migrant children); and
5. Children who are suspected of being in need of special education but who are advancing from grade to grade.

20 U.S.C. 1412(a)(3)(A); 34 CFR 300.111(a)(1)(i), (c).

Sec. 2. PRIVATE SCHOOL STUDENTS

The School of Science and Technology (SST/SSTD) shall coordinate with home school districts, who are primarily responsible for consulting with private school representatives regarding the child find process and the provision of special education and related services to children enrolled in private schools within School of Science and Technology (SST/SSTD)'s boundaries.

The School of Science and Technology (SST/SSTD) shall undertake activities similar to those undertaken for public school children and shall complete the child find process for children enrolled in private schools in a time period comparable to that for other students attending the public schools within School of Science and Technology (SST/SSTD)'s boundaries.

20 U.S.C. 1412(a)(10)(A)(ii)–(iv).

Sec. 3. PRESCHOOL STUDENTS

If the School of Science and Technology (SST/SSTD) offers preschool, the School of Science and Technology (SST/SSTD) shall develop a system to notify residents within School of Science and Technology (SST/SSTD)'s boundaries with children who are at least three but younger than six and who are eligible for enrollment in a special education program of the availability of such programs. *Education Code 29.009.*

Sec. 4. STUDENT RECORDS

After each student is enrolled in the School of Science and Technology (SST/SSTD), the School of Science and Technology (SST/SSTD) will promptly request all student records from the student's previous school.

Sec. 1. SPECIAL EDUCATION VERIFICATION

For purposes of the requirements set forth in this Policy, “verify” means that the School of Science and Technology (SST/SSTD) has received a copy of the student’s individualized education program (“IEP”) from the previous district. *19 TAC 89.1050(j)(6)*.

Sec. 2. STUDENTS WHO TRANSFER WITH AN IEP DURING THE SAME SCHOOL YEAR

In accordance with 34 CFR § 300.323(g), the School of Science and Technology (SST/SSTD) shall take reasonable steps to promptly obtain the student’s records from a previous school or district in order to facilitate the student’s transition, and for students transferring from the School of Science and Technology (SST/SSTD), the School of Science and Technology (SST/SSTD) will furnish the student’s special education records to the student’s new school not later than the 10th working day after the date a request for the information is received by the School of Science and Technology (SST/SSTD). *34 CFR 300.323(g); 19 TAC 89.1050(j)(3)*.

a. Texas Transfers

When a student transfers to the School of Science and Technology (SST/SSTD) from another school within Texas, the School of Science and Technology (SST/SSTD) shall provide a free appropriate public education (“FAPE”) to the student. The School of Science and Technology (SST/SSTD) shall provide comparable services as those described in the individualized education program (“IEP”) the student transferred with until the School of Science and Technology (SST/SSTD) adopts the student’s IEP from the previous school, or develops, adopts, and implements a new IEP. The School of Science and Technology (SST/SSTD) must either adopt the student’s IEP from the previous school or develop, adopt, and implement a new IEP within 20 school days from the date the student is verified as being a student eligible for special education services. *34 CFR 300.323(e), (g); 19 TAC 89.1050(j)(1)*.

b. Out-of-State Transfers

If the student with a disability transfers to the School of Science and Technology (SST/SSTD) from a school outside of Texas and the parents or previous school district verifies that the student had an IEP that was in effect in the previous district, the School of Science and Technology (SST/SSTD) shall provide the student with FAPE, including comparable services, until the School of Science and Technology (SST/SSTD) conducts an evaluation, if appropriate, and develops, adopts, and implements a new IEP.

If the School of Science and Technology (SST/SSTD) determines that an evaluation is necessary, the evaluation is considered a full individual and initial evaluation and must be completed within the timelines established by 19 TAC 89.1011(c) and (e). The School of Science and Technology (SST/SSTD) must then develop, adopt, and implement a new IEP within 30 calendar days of the completion of the evaluation report.

If the School of Science and Technology (SST/SSTD) determines that an evaluation is not necessary, the School of Science and Technology (SST/SSTD) shall develop, adopt, and implement a new IEP within 20 school days from the date the student is verified as being a student eligible for special education services.

34 CFR 300.323(f); 19 TAC 89.1050(j)(2).

Sec. 3. STUDENTS WHO TRANSFER WITH AN IEP DURING THE SUMMER

A student with a disability who has an IEP in place from a previous in- or out-of-state school district and who enrolls in a new local educational agency (“LEA”) during the summer is not considered a transfer student for the purposes of 34 CFR 300.323(e) or (f) and corresponding state law and/or regulations.

a. When Eligibility Can Be Verified Prior to the New School Year

If the parents or in- or out-of-state school district verifies before the new school year begins that the student had an IEP that was in effect in the previous school district, the School of Science and Technology (SST/SSTD), must:

1. implement the IEP from the previous school district in full on the first day of class of the new school year; or
2. convene an admission review and dismissal (ARD) committee meeting during summer to revise the student’s IEP for implementation on the first day of class of the new school year.

If the School of Science and Technology (SST/SSTD) wishes to convene an ARD committee meeting to consider revision to the student’s IEP prior to the beginning of the school year, the School of Science and Technology (SST/SSTD) must determine whether the parent will agree to waive the requirement that the written notice of the ARD committee meeting must be provided at least five (5) school days prior to the meeting. If the parent agrees to a shorter timeframe, the School of Science and Technology (SST/SSTD) must make every reasonable effort to hold the ARD committee meeting prior to the first day of the new school year if the parent agrees to the meeting time.

19 TAC 89.1050(j)(4), (5).

b. When Eligibility Cannot Be Verified Prior to the New School Year

When a student enrolls in the School of Science and Technology (SST/SSTD) during the summer from an in-or out-of-state school district, and the School of Science and Technology (SST/SSTD) cannot verify that the student had an IEP in effect in the previous district prior to the first day of the new school year, the timelines set forth in Section 2 of this Policy apply.

While the School of Science and Technology (SST/SSTD) waits for verification, the School of Science and Technology (SST/SSTD) must take reasonable steps to provide, in consultation with the student's parents, services comparable to those the student received from the previous district if the School of Science and Technology (SST/SSTD) has been informed by the previous school district of the student's special education and related services and placement.

19 TAC 89.1050(j)(4), (7).

Sec. 1. PREKINDERGARTEN PROGRAMS

NOTE: Any references in this policy to prekindergarten programs shall only apply to the School of Science and Technology (SST/SSTD) if the School of Science and Technology's (SST/SSTD) open-enrollment charter contract issued by the State of Texas authorizes the School of Science and Technology (SST/SSTD) to operate a prekindergarten program.

The education of students with disabilities can be made more effective by providing incentives for whole-school approaches, scientifically-based early reading programs, positive behavioral interventions and supports, and early intervening services to reduce the need to label students as disabled in order to address the learning and behavioral needs of such students. *20 U.S.C. 1400(c)(5)(F)*.

In implementing coordinated, early intervening services, the School of Science and Technology (SST/SSTD) may carry out activities that include:

1. professional development (which may be provided by entities other than local educational agencies) for teachers and other school staff to enable such personnel to deliver scientifically based academic instruction and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
2. providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

20 U.S.C. 1413(f)(2); 34 CFR 300.226(b).

An early intervention service (including a response-to-intervention or (RTI)) process cannot delay the initial evaluation for special education services of a student suspected of having a disability. A parent may request an evaluation at any time to determine whether the student is a student with a disability. If a parent requests an evaluation and the School of Science and Technology (SST/SSTD) agrees that the student may be eligible for special education, the School of Science and Technology (SST/SSTD) must evaluate the student. If the School of Science and Technology (SST/SSTD) denies the parent's request for evaluation, the School of Science and Technology (SST/SSTD) shall provide notice to the parent explaining the basis for the refusal. The parent may challenge the refusal to evaluate through the impartial hearing process. *20 U.S.C. 1413(f)(3); 34 CFR 300.226(c)*.

Sec. 2. BILINGUAL EDUCATION PROGRAM

The School of Science and Technology (SST/SSTD) shall identify emergent bilingual students based on state criteria. The School of Science and Technology (SST/SSTD) shall provide an appropriate Bilingual Education (BE) or English as a Second Language (ESL) program conducted by teachers certified for such courses. *Education Code Chapter 29, Subchapter B; 19 TAC 89.1201-1265; Education Code 29.060(a)*.

a) *Student with Disabilities and Emergent Bilingual Students*

The School of Science and Technology (SST/SSTD) shall ensure that an emergent bilingual student who also qualifies for special education services as a student with a disability under the Individuals with Disabilities Education Act is not refused services in a bilingual education or English as a second language program solely because the student has a disability. *19 TAC 89.1230.*

b) *Applicability of Title Relating to Bilingual Education*

An open-enrollment charter school is subject to a prohibition, restriction, or requirement, as applicable, imposed by Title 2 (Public Education) of the Texas Education Code, or a rule adopted under Title 2 (Public Education) of the Texas Education Code, relating to bilingual education under Subchapter B (Bilingual Education and Special Language Programs), Chapter 29, Texas Education Code. *Education Code 12.104(b)(2)(G).*

The School of Science and Technology (SST/SSTD) adopts the requirements of Subchapter B (Bilingual Education and Special Language Programs), Chapter 29, Texas Education Code pursuant to Education Code 12.104(b)(2)(G).

c) *Establishment of Bilingual Education and Special Language Program*

The School of Science and Technology (SST/SSTD) shall establish a BE or ESL program as required by Education Code Section 29.053 (Establishment of Bilingual Education and Special Language Programs) and in accordance with the procedures established by the Texas Education Agency (“TEA”), unless otherwise excepted under Education Code 29.054 (Exception).

d) *Language Proficiency Assessment Committees*

The School of Science and Technology (SST/SSTD) shall further establish a Language Proficiency Assessment Committee (“LPAC”) that complies with Education Code Section 29.063. The LPAC shall select the appropriate assessment option for each English language learner (ELL) in accordance with this subchapter. For each ELL who receives special education services, the student’s admission, review, and dismissal (“ARD”) committee in conjunction with the student’s LPAC shall select the appropriate assessments. The LPAC shall document the decisions and justifications in the student’s permanent record file, and the ARD committee shall document the decisions and justifications in the student’s individualized education program. Assessment decisions shall be made on an individual student basis and in accordance with administrative procedures established by the TEA. *19 TAC 101.1005(a).*

e) *Program Content; Method of Instruction*

The School of Science and Technology (SST/SSTD)’s bilingual education program’s content and instruction shall comply with Education Code Section 29.055.

f) *Enrollment of Students in Program*

The School of Science and Technology (SST/SSTD) shall comply with the TEA criteria for identification, assessment, and classification of emergent bilingual students eligible for entry into the program or exit from the program. *Education Code 29.056(a); 19 TAC 89.1226.*

The student's parent must approve a student's entry into the program, exit from the program, or placement in the program. The open-enrollment charter school or parent may appeal the decision under Education Code Section 29.064. *Education Code 29.056(a).*

The School of Science and Technology (SST/SSTD), through its LPAC, shall evaluate and consider reenrollment of students who have transferred out of a bilingual education or special language program under Education Code Section 29.056(h) as required by Education Code Section 29.0561.

g) *Facilities; Classes*

The School of Science and Technology (SST/SSTD) shall ensure that bilingual education and special language programs are located in the regular public charter school rather than in separate facilities. *Education Code 29.057.*

h) *Enrollment of Students Who Are Not Emergent Bilingual Students.*

The School of Science and Technology (SST/SSTD) ensures that enrollment of students who do not have limited English proficiency may occur only if the requirements of Education Code Section 29.058 are met. *Education Code 29.058.*

i) *Cooperation among Schools*

The School of Science and Technology (SST/SSTD) may cooperate with other schools to provide a bilingual education or special language program. *Education Code 29.059.*

j) *Preschool, Summer School, and Extended Time Programs*

Each open-enrollment charter school that is required to offer a bilingual education or special language program shall offer a voluntary program for students of limited English proficiency who will be eligible for admission to kindergarten or the first grade at the beginning of the school year. A school that operates on a system permitted by the Texas Education Code other than a semester system shall offer 120 hours of instruction on a schedule the governing board establishes. The program shall meet the requirements of Education Code Section 29.060. *Education Code 29.060(a).*

Enrollment of a student in the program is optional with the parent of the student. *Education Code 29.060(b).*

The program must be an intensive bilingual education or special language program that meets standards established by the Texas Education Agency. The student/teacher ratio for the program may not exceed 18:1. *Education Code 29.060(c).*

The School of Science and Technology (SST/SSTD) may establish on a full- or part-time basis summer school, extended day, or extended week bilingual education or special language programs for students of limited English proficiency and may join with other schools or schools in establishing the programs. *Education Code 29.060(d).*

The programs required or authorized by Education Code Section 29.060 may not be a substitute for programs required to be provided during the regular school year. *Education Code 29.060(e).*

The legislature may appropriate money from the foundation school fund for support of a program under Education Code Section 29.060(a). *Education Code 29.060(f).*

k) *Bilingual Education and Special Language Program Teachers*

The School of Science and Technology (SST/SSTD) shall ensure that bilingual education and special language program teachers are properly certified. *Education Code 29.061.*

l) *Appeals*

A parent of a student enrolled in a bilingual education or special language program may appeal to the Commissioner of Education if the School of Science and Technology (SST/SSTD) fails to comply with the requirements established by law or by the TEA. If the parent disagrees with the placement of the student in the program, the parent may appeal that decision to the Board. Appeals shall be conducted in accordance with procedures adopted by the Commissioner of Education under Chapter 157 of the Texas Administrative Code. *Education Code 29.064; 19 TAC 89.1240.*

Sec. 3. PEIMS REPORTING REQUIREMENTS

The School of Science and Technology (SST/SSTD) shall meet Public Education Information Management System Reporting Requirements with respect to its bilingual education or special language programs. *Education Code 29.066.*

Sec. 1. CONSENT

Consent means that:

1. The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;
2. The parent understands and agrees in writing to the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
3. The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time. A revocation of consent is not retroactive.

If the parent revokes consent in writing for his or her child's receipt of services after the child is initially provided special education and related services, the School of Science and Technology (SST/SSTD) is not required to amend the child's education records to remove any references to the child's receipt of services because of the revocation of consent.

34 CFR 300.9.

Sec. 2. LANGUAGE OF NOTICES

The procedural safeguards and prior notices described below must be written in a language understandable to the general public. The notice must be provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. *34 CFR 300.503(c), 300.504(d).*

a) *Electronic Delivery of Notices*

A parent of a child with a disability may elect to receive required notices by electronic mail, if the School of Science and Technology (SST/SSTD) makes that option available. *34 CFR 300.505.*

Sec. 3. NOTICE OF PROCEDURAL SAFEGUARDS

The School of Science and Technology (SST/SSTD) shall provide a copy of the procedural safeguards to parents only once per year, except that a copy also shall be given to the parents:

1. Upon initial referral or parental request for evaluation;
2. Upon receipt of the first state complaint and upon receipt of the first due process complaint in a school year;
3. On the date of a decision to make a disciplinary removal that is a change in placement; and
4. Upon request by a parent.

The School of Science and Technology (SST/SSTD) may also place a current copy of the procedural safeguards notice on its Internet website.

a) *Contents of Notice*

The notice shall include a full explanation of the procedural safeguards relating to:

1. Independent educational evaluations;
2. Prior written notice;
3. Parental consent;
4. Access to educational records;
5. Opportunity to present and resolve complaints through the due process complaint and state complaint procedures, including:
 - a. The time period in which to file a complaint,
 - b. The opportunity for the School of Science and Technology (SST/SSTD) to resolve the complaint; and
 - c. The difference between the due process complaint and the state complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures.
6. The availability of mediation;
7. The child's placement during pendency of any due process proceedings;
8. Procedures for children who are subject to placement in an interim alternative educational setting;
9. Requirements for unilateral placement by parents of children in private schools at public expense;
10. Hearings on due process complaints, including requirements for disclosure of evaluation results and recommendations;
11. Civil actions, including the time period in which to file such actions; and
12. Attorneys' fees.

20 U.S.C. 1415(a)–(b), (d); 34 CFR 300.504(c).

Sec. 4. PRIOR WRITTEN NOTICE AND CONSENT

The School of Science and Technology (SST/SSTD) shall provide prior written notice to the parents within a reasonable time before the school proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement of a child or the provision of a FAPE to the child. *34 CFR 300.503(a).*

Notice must be provided to the parent in the parent's native language or other mode of communication at least five school days before the School of Science and Technology (SST/SSTD) proposes or refuses the action, unless the parent agrees to a shorter time frame. *19 TAC 89.1050(h).*

a) *Contents of Notice*

The notice must include:

1. A description of the action proposed or refused by the School of Science and Technology (SST/SSTD);
2. An explanation of why the School of Science and Technology (SST/SSTD) proposes or refuses to take the action;
3. A description of each evaluation procedure, assessment, record, or report the School of Science and Technology (SST/SSTD) used as a basis for the proposed or refused action;
4. A statement that the parents have protection under the procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the procedural safeguards can be obtained;
5. Sources for parents to contact to obtain assistance in understanding the Individuals with Disabilities Education Act (“IDEA”) rules;
6. A description of other options the admission, review and dismissal (“ARD”) committee considered and the reasons why those options were rejected; and
7. A description of other factors relevant to the School of Science and Technology (SST/SSTD)’s proposal or refusal.

34 CFR 300.503(b).

b) *Consent to Initial Evaluation*

Before the School of Science and Technology (SST/SSTD) conducts an initial evaluation, it shall provide prior written notice, including a description of any evaluation the School of Science and Technology (SST/SSTD) proposes to conduct, and obtain informed consent for the evaluation from the parents. *20 U.S.C. 1414(a)(1)(D), (E); 34 CFR 300.304(a).*

c) *Consent to Services*

The School of Science and Technology (SST/SSTD) shall seek informed consent from the parent before providing special education and related services to a child. *20 U.S.C. 1414(a)(1)(D).*

d) *Consent to Reevaluation*

The School of Science and Technology (SST/SSTD) shall obtain informed parental consent before conducting any reevaluation of a child with a disability, except that such informed parental consent need not be obtained if the School of Science and Technology (SST/SSTD) can demonstrate that it has taken reasonable measures to obtain such consent and the parent has failed to respond. *20 U.S.C. 1414(c)(3).*

e) *Psychological Examinations and Tests*

On request of a child’s parent, before obtaining the parent’s consent under 20 U.S.C. Section 1414 for the administration of any psychological examination or test to the child as part of the evaluation of the child’s need for special education, the School of Science and Technology (SST/SSTD) shall provide to the child’s parent:

1. The name and type of the examination or test; and
2. An explanation of how the examination or test will be used to develop an appropriate Individualized Education Program (“IEP”) for the child.

If the School of Science and Technology (SST/SSTD) determines that an additional examination or test is required for the evaluation of a child’s need for special education after obtaining consent from the child’s parent, The School of Science and Technology (SST/SSTD) shall provide the information above to the parent regarding the additional examination or test and shall obtain additional consent for the examination of test.

Education Code 29.0041(a), (b).

Sec. 5. CONSENT TO EXCUSE MEMBER FROM ATTENDING ARD COMMITTEE MEETING

A School of Science and Technology (SST/SSTD) member of the ARD committee may be excused from attending an individualized education program (“IEP”) meeting, in whole or in part, when the meeting involves a modification to or discussion of the member’s area of curriculum or related services if the parent, in writing, and School of Science and Technology (SST/SSTD) consent to the excusal and the member submits, in writing, to the parent and the ARD committee, input into the development of the IEP before the meeting.

Sec. 6. PARENTAL CONSENT TO ACCESS PUBLIC BENEFITS

The School of Science and Technology (SST/SSTD) shall obtain informed consent from the parent each time that access to a parent’s private insurance proceeds or to public benefits or an insurance program is sought. *34 CFR 300.154(d)(2)(iv)(A).*

Sec. 7. PARENTAL CONSENT FOR TRANSFER OF ASSISTIVE TECHNOLOGY DEVICES

The School of Science and Technology (SST/SSTD) shall obtain informed consent from the parent or the adult student if the adult student has the legal capacity to enter into a contract before transferring an assistive technology device through a transfer agreement that incorporates the standards of the state.

Sec. 8. OTHER CONSENT REQUIREMENTS

Parental consent is not required before the School of Science and Technology (SST/SSTD) may:

1. review existing data as part of the student’s evaluation or a reevaluation; or
2. give the student a test or other evaluation that is given to all students unless, before that test or evaluation, consent is required from parents of all students.

34 CFR 300.300(d).

Instructional materials adopted by the School of Science and Technology (SST/SSTD) must be provided to students at no cost.

If the School of Science and Technology (SST/SSTD) chooses to coordinate with the National Instructional Materials Access Center (NIMAC) when purchasing print instructional materials, it must acquire the print instructional materials in the same manner and subject to the same conditions as the Texas Education Agency acquires print instructional materials.

If the School of Science and Technology (SST/SSTD) chooses not to coordinate with the NIMAC when purchasing print instructional materials, it will provide instructional materials to blind persons or other persons with print disabilities in a timely manner and shall provide assurance of compliance with this policy to the Texas Education Agency.

PART I: DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER SECTION 504

Sec. 1. STUDENTS WITH DISABILITIES UNDER SECTION 504

The School of Science and Technology (SST/SSTD) shall conduct an evaluation in accordance with 34 C.F.R. 104.35(b) before taking any action with respect to any significant change in placement of a student with a disability who needs or is believed to need special education and related services. *34 CFR 104.35(a)*.

The School of Science and Technology (SST/SSTD) may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who is currently engaging in the illegal use of drugs or alcohol to the same extent that the School of Science and Technology (SST/SSTD) would take disciplinary action against nondisabled students. The due process procedures afforded under Section 504 do not apply to such disciplinary action. *29 U.S.C. 705(20)(C)(iv)*.

PART II: DISCIPLINE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Sec. 2. SPECIAL EDUCATION STUDENTS

Except as set forth below, the placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal (“ARD”) committee. Any disciplinary action shall be determined in accordance with federal law and regulations, including those requiring the provision of:

1. functional behavioral assessments (“FBAs”);
2. positive behavioral interventions, strategies, and supports;
3. behavioral intervention plans/behavior improvement plans (“BIPs”); and
4. the manifestation determination review (“MDR”).

Education Code 37.004(b).

Sec. 3. REMOVAL FOR TEN DAYS OR LESS

A student with a disability who violates the School of Science and Technology (SST/SSTD) Student Code of Conduct may be moved from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days, to the extent those alternatives are applied to children without disabilities. *20 U.S.C. 1415(k)(1)(B); 34 C.F.R. 300.530(b)(1)*.

Services During Removal for Ten Days or Less. The School of Science and Technology (SST/SSTD) is required to provide services during the period of removal if the School of Science and Technology (SST/SSTD) provides services to a child without disabilities who is similarly removed. *34 C.F.R. 300.530(d)*.

Sec. 4. SUBSEQUENT REMOVALS OF TEN DAYS OR LESS

School of Science and Technology (SST/SSTD) personnel may remove the student for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement under 34 CFR 300.536. *34 C.F.R. 300.530(b)(1).*

Services During Subsequent Removals of Ten Days or Less. After a student has been removed from his or her current placement for ten school days in the same school year, during any subsequent removal of ten consecutive school days or less, school personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's individualized education program ("IEP"). *20 U.S.C. 1415(k)(1)(D); 34 C.F.R. 300.530(d)(4).*

Sec. 5. NOTICE OF PROCEDURAL SAFEGUARDS

Not later than the date on which the decision to take the disciplinary action is made, the School of Science and Technology (SST/SSTD) shall notify the student's parents of the decision and of all procedural safeguards. *20 U.S.C. 1415(k)(1)(H).*

Sec. 6. CHANGES IN PLACEMENT

Any disciplinary action that would constitute a change in placement may be taken only after the student's ARD committee conducts an MDR.

For purposes of disciplinary removal of a student with a disability, a change in placement occurs if a student is:

1. Removed from the student's current educational placement for more than ten consecutive school days; or
2. Subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than ten school days in a school year;
 - b. The student's behavior is substantially similar to the student's behavior in the previous incidents that resulted in the series of removals; and
 - c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

The School of Science and Technology (SST/SSTD) determines, on a case-by-case basis, whether a pattern of removals constitutes a change in placement. The School of Science and Technology (SST/SSTD)'s determination is subject to review through due process and judicial proceedings.

34 C.F.R. 300.536.

School of Science and Technology (SST/SSTD) personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student who violates the Student Code of Conduct. *20 U.S.C. 1415(k)(1)(A)*.

Sec. 7. MANIFESTATION DETERMINATION

Within ten school days of any decision to change the placement of a student because of a violation of the Student Code of Conduct, the School of Science and Technology (SST/SSTD), parents, and relevant members of the ARD committee (as determined by the parent and the School of Science and Technology (SST/SSTD)) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine whether the conduct in question was:

1. Caused by, or had a direct and substantial relationship to, the student's disability; or
2. The direct result of the School of Science and Technology (SST/SSTD)'s failure to implement the IEP.

If the School of Science and Technology (SST/SSTD), the parent, and relevant members of the ARD committee determine that either of the above is applicable, the conduct shall be determined to be a manifestation of the student's disability.

20 U.S.C. 1415(k)(1)(E); 34 C.F.R. 300.530(e).

a) *Not a Manifestation*

If the determination is that the student's behavior was not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as for students without disabilities. The ARD committee shall determine the interim alternative educational setting. *20 U.S.C. 1415(k)(1)(C), (k)(2); 34 C.F.R. 300.530(c)*.

i. Services During Removal

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP; and
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

34 C.F.R. 300.530(d)(1)–(2).

b) *Manifestation*

If the School of Science and Technology (SST/SSTD), the parents, and relevant members of the ARD committee determine that the conduct was a manifestation of the student's disability, the ARD committee shall:

1. Conduct an FBA, unless the School of Science and Technology (SST/SSTD) had conducted an FBA before the behavior that resulted in the change in placement occurred, and implement an BIP for the student; or
2. If a BIP has already been developed, review the BIP and modify it, as necessary, to address the behavior.

Except as provided at SPECIAL CIRCUMSTANCES below, the ARD committee shall return the student to the placement from which the student was removed, unless the parent, and the School of Science and Technology (SST/SSTD) agree to a change in placement as part of the modification of the BIP.

20 U.S.C. 1415(k)(1)(F); 34 C.F.R. 300.530(f).

i. Special Circumstances

School of Science and Technology (SST/SSTD) personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of Texas Education Agency (the "TEA") or School of Science and Technology (SST/SSTD); or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the TEA or School of Science and Technology (SST/SSTD);
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the TEA or School of Science and Technology (SST/SSTD).

20 U.S.C. 1415(k)(1)(G); 34 C.F.R. 300.530(g).

The ARD committee shall determine the interim alternative education setting. *20 U.S.C. 1415(k)(2).*

c) *Services During Removal*

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

34 C.F.R. 300.530(d)(1).

Sec. 8. APPEALS

A parent who disagrees with a placement decision or the manifestation determination may request a hearing. Additionally, the School of Science and Technology (SST/SSTD) may request a hearing if it believes that maintaining a current placement of a student is substantially likely to result in injury to the student or others. *20 U.S.C. 1415(k)(3)(A); 34 C.F.R. 300.532(a); 19 TAC 89.1151.*

a) *Placement During Appeals*

When an appeal has been requested by a parent or the School of Science and Technology (SST/SSTD), the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the student's assignment to the alternative setting, whichever occurs first, unless the parent and the School of Science and Technology (SST/SSTD) agree otherwise. *20 U.S.C. 1415(k)(4); 34 C.F.R. 300.533.*

Sec. 9. REPORTING CRIMES

Federal law does not prohibit the School of Science and Technology (SST/SSTD) from reporting a crime committed by a student with a disability to appropriate authorities. If the School of Science and Technology (SST/SSTD) reports a crime, the School of Science and Technology (SST/SSTD) shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the School of Science and Technology (SST/SSTD) reported the crime. The School of Science and Technology (SST/SSTD) may transmit records only to the extent permitted by the Family Educational Rights and Privacy Act ("FERPA"). *20 U.S.C. 1415(k)(6); 34 C.F.R. 300.535.*

Sec. 10. STUDENTS NOT YET IDENTIFIED

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated the Student Code of Conduct may assert any of the protections provided for in the Individuals with Disabilities Education Act if the School of Science and Technology (SST/SSTD) had knowledge that the student had a disability before the behavior that precipitated that disciplinary action occurred. *20 U.S.C. 1415(k)(5)(A); 34 C.F.R. 300.534(a).*

a) *School Knowledge*

The School of Science and Technology (SST/SSTD) shall be deemed to have knowledge that a student has a disability if, before the behavior that precipitated the disciplinary action occurred:

1. The parent of the student expressed concern in writing to the School of Science and Technology (SST/SSTD) supervisory or administrative personnel, or to the teacher of the student, that the student was in need of special education and related services;
2. The parent requested an evaluation of the student for special education and related services; or
3. The student's teacher, or other School of Science and Technology (SST/SSTD) personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the special education director or to other School of Science and Technology (SST/SSTD) supervisory personnel.

20 U.S.C. 1415(k)(5)(B); 34 C.F.R. 300.534(b).

b) *Exceptions*

The School of Science and Technology (SST/SSTD) shall not be deemed to have knowledge that the student had a disability if:

1. The parent has not allowed an evaluation of the student;
2. The parent has refused services; or
3. The student has been evaluated and it was determined that the student did not have a disability.

20 U.S.C. 1415(k)(5)(C); 34 C.F.R. 300.534(c).

If the School of Science and Technology (SST/SSTD) does not have knowledge, before taking disciplinary measures, that a student has a disability, the student may be subjected to the same disciplinary measures applied to students without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until

the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

20 U.S.C. 1415(k)(5)(D); 34 C.F.R. 300.534(d).

It is the policy of the School of Science and Technology (SST/SSTD) to annually conduct a comprehensive needs assessment and to conduct district and campus improvement plans, if required by state and federal funding requirements.

Sec. 1. DYSLEXIA AND RELATED DISORDERS

The Board shall ensure that procedures for identifying and providing appropriate instructional services to students for dyslexia and related disorders are implemented by the School of Science and Technology (SST/SSTD). These procedures shall be implemented in accordance with the most recently updated version of the State Board of Education's *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* and its subsequent amendments (Dyslexia Handbook). The School of Science and Technology (SST/SSTD) shall further ensure the School of Science and Technology (SST/SSTD) complies with all rules and standards adopted by the State Board of Education to implement the dyslexia program, including the Dyslexia Handbook and guidance published by the commissioner to assist the School of Science and Technology (SST/SSTD) in implementing the program. *Education Code 38.003(b)*.

Sec. 2. REFERRALS

Anytime a child is suspected to have dyslexia or a related disorder and may need dyslexia intervention services, the LEA must seek parental consent for a Full Individual Initial Evaluation (FIIE) under the Individuals with Disabilities Education Act (IDEA). The process of seeking informed parental consent under the IDEA must include proper prior written notice and be accompanied by the notice of procedural safeguards.

If the School of Science and Technology (SST/SSTD) suspects or has a reason to suspect that a student may have dyslexia, including after evaluation or use of a reading diagnosis under Sections 28.006 or 38.003 of the Education Code, and that the student may be a child with a disability under the IDEA, the School of Science and Technology (SST/SSTD) must:

1. Seek parental consent for a FIIE under the IDEA and provide prior written notice and notice of procedural safeguards;
2. Provide to the student's parent or a person standing in parental relation to the student a form developed by the Texas Education Agency explaining the rights available under the IDEA that may be additional to the rights available under Section 504 of the Rehabilitation Act of 1973;
3. Comply with all federal and state requirements, including the Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, as adopted by the State Board of Education (SBOE), and its subsequent amendments, regarding any evaluation of the student; and
4. If the student is evaluated for dyslexia or a related disorder, also evaluate the student in any other areas in which the district suspects the student may have a disability.

Education Code 29.0031(a).

The School of Science and Technology (SST/SSTD) shall also provide to parents of children suspected to have dyslexia or a related disorder a copy of or link to the electronic version of the

State Board of Education's *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders (Dyslexia Handbook)*. 19 TAC 74.28(m).

Parents and guardians of students with dyslexia or a related disorder must be informed of all services and options available to the student, including general education interventions under response to intervention and multi-tiered systems of support modules as required by Section 26.0081 of the Education Code.

Sec. 3. IDENTIFICATION AND TESTING

A process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available, as outlined in the *Dyslexia Handbook*. The program must include a screening at the end of each school year for all kindergarten students and by January 31st for first grade students.

The School of Science and Technology (SST/SSTD) may not use early intervention strategies, including multi-tiered systems of support, to delay or deny the provision of a full and individual evaluation to a child suspected of having a specific learning disability, including dyslexia or a related disorder.

Sec. 4. EVALUATION TEAM AND ARD COMMITTEE

The multidisciplinary evaluation team and any subsequent ARD committee convened to determine a student's eligibility for special education and related services as a child with dyslexia or a related disorder must include at least one member with specific knowledge regarding the reading process, dyslexia and related disorders, and dyslexia instruction. The member must:

1. Hold a licensed dyslexia therapist license under Chapter 403, Occupations Code;
2. Hold the most advanced dyslexia-related certification issued by an association recognized by the State Board of Education, and identified in, or substantially similar to an association identified in, the program rules adopted under Sections 7.102 and 38.003; or
3. If a person qualified under 1 or 2 above is not available, meet the applicable training requirements adopted by the State Board of Education pursuant to Sections 7.102 and 38.003.

The member of a multidisciplinary evaluation team or subsequent ARD committee convened to determine a student's eligibility for special education and related services as described above must sign a document describing the member's participation in the evaluation and any resulting Individualized Education Program (IEP) developed for the student.

Education Code 29.0031(b), (c).

Sec. 5. PERSONNEL QUALIFICATIONS

Highly trained individuals must deliver dyslexia instruction. Teachers who provide dyslexia intervention for students are not required to hold a specific license or certification. However, these educators must at a minimum have additional documented dyslexia training aligned to 19 TAC §74.28(c) and must deliver the instruction with fidelity.

A provider of dyslexia instruction to students with dyslexia and related disorders must also be fully trained in the School of Science and Technology (SST/SSTD)'s adopted instructional materials for students with dyslexia. The completion of a literacy achievement academy under Section 21.4552 of the Education Code by an educator who participates in the evaluation or instruction of students with dyslexia and related disorders does not satisfy this training requirement.

A provider of dyslexia instruction does not have to hold a certificate or permit in special education issued under Subchapter B, Chapter 21 of the Education Code, unless the provider is employed in a special education position that requires the certification.

Education Code 29.0032.

Sec. 6. TREATMENT AND SERVICES

The School of Science and Technology (SST/SSTD) shall provide each identified student access at his or her campus to instructional programs and to the services of a teacher trained in dyslexia and related services. The School of Science and Technology (SST/SSTD) may, with the approval of each student's parents or guardians, offer additional services at a centralized location, so long as such centralized services do not preclude each student from receiving services at his or her campus.

a) *Reading Program*

The School of Science and Technology (SST/SSTD) shall purchase a reading program or develop its own reading program for students with dyslexia and related disorders that is aligned with the descriptors found in the *Dyslexia Handbook*.

Teachers who screen and treat these students must be trained in instructional strategies that utilize individualized, intensive, multi-sensory, phonetic methods and a variety of writing and spelling components described in the *Dyslexia Handbook*. The professional development activities specified by each school and/or campus planning committee shall include these instructional strategies.

b) *Reassessment*

Unless otherwise provided by law, a student determined to have dyslexia during testing or accommodated because of dyslexia may not be retested for dyslexia for the purpose of reassessing

the student's need for accommodations until the School of Science and Technology (SST/SSTD) reevaluates the information obtained from previous testing of the student.

Sec. 7. PARENT EDUCATION PROGRAM

The School of Science and Technology (SST/SSTD) shall develop and provide a parent education program for parents and guardians of students with dyslexia and related disorders. This program should include:

- Awareness of characteristics of dyslexia and related disorders;
- Information on testing and diagnosis of dyslexia;
- Information on effective strategies for teaching dyslexic students; and
- Awareness of information on modification, especially modifications allowed on standardized testing.

Education Code 38.003; 19 TAC 74.28.

Sec. 8. REPORTING

The School of Science and Technology (SST/SSTD) must report through the Public Education Information Management System to the Texas Education Agency the number of students enrolled who are identified as having dyslexia.

Sec. 9. PROGRESS REPORTS

At least once each grading period, or more often if provided for in a student's IEP, the School of Science and Technology (SST/SSTD) must provide the parent of or person standing in parental relation to a student receiving dyslexia instruction with information regarding the student's progress as a result of receiving that instruction. *Education Code 29.0031(d).*

Sec. 1. ELIGIBILITY CRITERIA

A student that is at least three years old but not more than 21 years of age may be eligible for special education services if the student is found to have a disability in one of the following categories, and, by reason of the disability, has need for special education and related services:

1. Autism
2. Deaf-blindness
3. Deaf or hard of hearing
4. Emotional disturbance
5. Intellectual disability
6. Multiple disabilities
7. Orthopedic impairment
8. Other health impairment
9. Specific learning disability
10. Speech impairment
11. Traumatic brain injury
12. Visual impairment
13. Noncategorical

34 CFR 300.306(a)(5), 300.8; 19 TAC 89.1040(a).

Additionally, a student is eligible to participate in the School of Science and Technology (SST/SSTD)'s special education program if the student is not more than 21 years of age and has a visual or auditory impairment that prevents the student from being adequately or safely educated in public school without the provision of special services. *Education Code 29.003.*

Sec. 2. DETERMINING ELIGIBILITY

Following the completion of the full and individual initial evaluation, the student's admission, review, and dismissal ("ARD") committee must make an eligibility determination. The ARD committee members reviewing evaluations and data to determine eligibility must include a licensed specialist in school psychology ("LSSP"), an educational diagnostician, or other appropriately certified or licensed practitioner with experience, and a licensed or certified professional for a specific eligibility category defined below. *19 TAC 89.1040(b).*

When interpreting evaluation data for the purpose of determining if a student is a student with a disability under 34 CFR 300.8 and the educational needs of the student, the School of Science and Technology (SST/SSTD) shall:

1. Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and
2. Ensure that information obtained from all of these sources is documented and carefully considered.

If a student is determined to be a student with a disability and needs special education and related services, the ARD committee must develop an individualized education program (“IEP”) for the student in accordance with 34 CFR 300.320 through 300.324 and corresponding state law.

34 CFR 300.306.

A student must not be determined to be a child with a disability if:

1. The determinant factor for that determination is:
 - a. lack of appropriate instruction in reading, including in the essential components of reading instruction;
 - b. lack of appropriate instruction in math; or
 - c. limited English proficiency/status as an emergent bilingual student; or
2. The child does not otherwise meet the eligibility criteria and 34 CFR 300.8(a).

34 CFR 300.306(b).

For children aged three through nine, or any subset of that age range, may be a child with a disability if the student is:

1. experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: Physical development, cognitive development, communication development, social or emotional development, or adaptive development; and
2. needs special education and related services.

34 CFR 300.8(b).

Sec. 3. AUTISM

A student with autism is one that meets the criteria outlined in 34 CFR 300.8(c)(1) of the IDEA. It also includes students with pervasive developmental disorders. *19 TAC 89.1040(c)(1).*

Under IDEA, autism is a developmental disability significantly affecting a student’s verbal and nonverbal communication and social interactions that adversely affects a student’s educational performance. Engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences are often associated with autism. Characteristics of autism are generally evident before age three. A child who manifests the characteristics of autism after age three could be identified as having autism if the student meets the above criteria also defined in 34 CFR 300.8(c)(1)(i).

A student does not meet the eligibility category for autism if a student’s educational performance is adversely affected primarily because the student has an emotional disturbance, as defined above and in 34 CFR 300.8(c)(4).

34 CFR 300.8(c)(1).

The written evaluation determining eligibility under autism must include recommendations for behavior interventions. *19 TAC 89.1040(c)(1)*.

Sec. 4. DEAF-BLINDNESS

A student is eligible under deaf-blindness if identified with hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness. *34 CFR 300.8(c)(2)*.

In addition to the Individuals with Disabilities Education Act (“IDEA”) requirements, a student may be eligible if a student is found to:

1. meet the eligibility criteria for auditory impairment specified in subsection 19 TAC 89.1040(c)(3) and visual impairment specified in subsection 19 TAC 89.1040 (c)(12);
2. meet the eligibility criteria for a student with a visual impairment and has a suspected hearing loss that cannot be demonstrated conclusively, but a speech/language therapist, a certified speech and language therapist, or a licensed speech language pathologist indicates there is no speech at an age when speech would normally be expected;
3. have documented hearing and visual losses that, if considered individually, may not meet the requirements for auditory impairment or visual impairment, but the combination of such losses adversely affects the student's educational performance; or
4. have a documented medical diagnosis of a progressive medical condition that will result in concomitant hearing and visual losses that, without special education intervention, will adversely affect the student's educational performance.

19 TAC 89.1040(c)(2).

Sec. 5. DEAF OR HARD OF HEARING

A student who is deaf or hard of hearing is one who has been determined to meet the criteria for deafness as stated in 34 CFR 300.8(c)(3), or for students who are deaf or hard of hearing as defined in 34 CFR 300.8(c)(5).

The student’s evaluation must include an otological examination performed by an otologist or by a licensed medical doctor, with documentation that an otologist is not reasonably available. The School of Science and Technology (SST/SSTD) shall also conduct an audiological evaluation by a licensed audiologist. The evaluation must include a description of the implications of the hearing loss for the student's hearing in a variety of circumstances with or without recommended amplification.

34 CFR 300.8(c)(3),(5); 19 TAC 89.1040(c)(3).

Sec. 6. EMOTIONAL DISTURBANCE

A student may be eligible for services as a student with an emotional disturbance if they exhibit one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

1. An inability to learn that cannot be explained by intellectual, sensory, or health factors;
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
3. Inappropriate types of behavior or feelings under normal circumstances;
4. A general pervasive mood of unhappiness or depression; or
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance includes schizophrenia, but does not include children who are socially maladjusted, unless it is determined that they have an emotional disturbance. A written evaluation must include recommendations for behavior intervention strategies.

34 CFR 300.8(c)(4); 19 TAC 89.1040(c)(4).

Sec. 7. INTELLECTUAL DISABILITY

A student qualifies as a student with an intellectual disability if the student has significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance. *34 CFR 300.8(c)(6); 19 TAC 89.1040(c)(5).*

Sec. 8. MULTIPLE DISABILITY

A student may qualify as a student with multiple disabilities if they are identified to have a combination of impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment) and the combination causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness. *34 CFR 300.8(c)(7).*

The impairments must be: (a) expected to continue indefinitely; and (b) severely limit performance in two or more of the following:

1. psychomotor skills;
2. self-care skills;
3. communication;
4. social and emotional development, or
5. cognition.

A student who qualifies for more than one impairment, but does not severely impair performance in one of the above categories, or is not expected to continue indefinitely, does not qualify as a student with multiple disabilities.

19 TAC 89.1040(c)(6).

Sec. 9. ORTHOPEDIC IMPAIRMENT

A severe orthopedic impairment, including impairments caused by congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures). If the impairment adversely impacts a student's educational performance, the student is eligible under this category. *34 CFR 300.8(c)(8); 19 TAC 89.1040(c)(7).*

The multidisciplinary team determining eligibility under the criteria for an orthopedic impairment must include a licensed physician. *19 TAC 89.1040(c)(7).*

Sec. 10. OTHER HEALTH IMPAIRMENT ("OHI")

A student with OHI is one who has been determined to meet the criteria for OHI due to chronic or acute health problems. *19 TAC 89.1040(c)(8).*

OHI means having limited strength, vitality, or alertness that adversely affects a child's educational performance. *34 CFR 300.8(c)(9)(i).*

The term "health problems" includes:

1. Asthma;
2. Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder;
3. Diabetes;
4. Epilepsy;
5. Heart Condition;
6. Hemophilia;
7. Lead poisoning;
8. Leukemia;
9. Nephritis;
10. Rheumatic Fever;
11. Sickle Cell Anemia; or
12. Tourette Syndrome.

19 TAC 89.1040(c)(8); 34 CFR 300.(c)(9)(i).

"Limited alertness" includes a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment. *34 CFR 300.8(c)(9).*

In determining eligibility, the School of Science and Technology (SST/SSTD) must include a licensed physician on the multidisciplinary team. *19 TAC 89.1040(c)(8)*.

Sec. 11. SPECIFIC LEARNING DISABILITY

Specific learning disability (or “SLD”) includes a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

SLD includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

A specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

34 CFR 300.8(c)(10); 19 TAC 89.1040(c)(9).

In addition to being identified as having a disorder that impacts a basic psychological process, the School of Science and Technology (SST/SSTD) shall also show that the student does not achieve adequately for the student’s age or meet state-approved grade-level standards in oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving when provided appropriate instruction, as indicated by performance on multiple measures such as in-class tests; grade average over time (e.g. six weeks, semester); norm- or criterion- referenced tests; statewide assessments; or a process based on the child’s response to scientific, research-based intervention. The School of Science and Technology (SST/SSTD)’s evaluation must also show that the student:

1. does not make sufficient progress when provided a process based on the student’s response to scientific, research-based intervention (as defined in 20 USC, §7801(37)), as indicated by the student’s performance relative to the performance of the student’s peers on repeated, curriculum-based assessments of achievement at reasonable intervals, reflecting student progress during classroom instruction; or
2. the student exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, grade-level standards, or intellectual ability, as indicated by significant variance among specific areas of cognitive function, such as working memory and verbal comprehension, or between specific areas of cognitive function and academic achievement.

19 TAC 89.1040(c)(9).

Prior to identifying a student as one with a learning disability, the School of Science and Technology (SST/SSTD) shall ensure that the suspected disability is not due to lack of educational opportunity or lack of appropriate instruction. The School of Science and Technology (SST/SSTD)

shall consider data that shows the student has received appropriate instruction in math and reading in the general education setting. The School of Science and Technology (SST/SSTD) shall also consider documentation of repeated assessments of achievement at reasonable intervals, reflecting formal evaluation of student progress during instruction. This may include, but is not limited to, RTI progress results, in-class tests on grade-level curriculum, or other regularly administered assessments. Intervals are considered reasonable if consistent with the assessment requirements of a student's specific instructional program. *19 TAC 89.1040(c)(9)*.

For more information related to SLD and dyslexia, see PG.-2.27.

Sec. 12. SPEECH IMPAIRMENT

A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance. The evaluation team shall include a certified speech and hearing therapist, a certified speech and language therapist, or a licensed speech/language pathologist. *34 CFR 300.8(c)(11); 19 TAC 89.1040(c)(10)*.

Sec. 13. TRAUMATIC BRAIN INJURY

An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

The School of Science and Technology (SST/SSTD) shall include a licensed physician, and a licensed specialist in school psychology (LSSP), an educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in this area to review the data and determine eligibility.

19 TAC 89.1040(c)(11).

Sec. 14. VISUAL IMPAIRMENT

A child with a visual impairment is one who has been determined to meet the criterial for visual impairment.

34 CFR 300.8(c)(13); 19 TAC 89.1040(c)(12).

The term "visual impairment including blindness" means an impairment in vision that, even with correction, adversely affects the student's educational performance, and includes both partial sight and blindness. *34 CFR 300.8(c)(13)*.

Evaluation, eligibility, and ARD committee requirements shall adhere to federal and state law. *34 CFR 300.8(c)(13); Education Code 30.002(c-1); 19 TAC 89.1040(c)(12).*

Sec. 15. NONCATEGORICAL

A student between the ages of 3-5 who is evaluated as having an intellectual disability, an emotional disturbance, a specific learning disability, or autism may be described as noncategorical early childhood. *19 TAC 89.1040(c)(13).*

Sec. 1. REFERRAL FOR FULL AND INDIVIDUAL INITIAL EVALUATION

Referral of students for a full and individual initial evaluation for possible special education services shall be a part of the School of Science and Technology (SST/SSTD)'s overall general education referral or screening system. Either a parent, the Texas Educational Agency ("TEA"), another state agency, or the School of Science and Technology (SST/SSTD) may initiate a request for an initial evaluation.

a) *Obligation to Refer*

Before referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students. If a student continues to experience difficulty in the general classroom after the provision of interventions, School of Science and Technology (SST/SSTD) personnel must refer the student for a full and individual initial evaluation.

20 U.S.C. 1414(a)(1); 34 CFR 300.301; 19 TAC 89.1011.

b) *Parent Request*

If a parent submits a written request for a full individual and initial evaluation of a student, the School of Science and Technology (SST/SSTD) shall, not later than the 15th school day after the date the School of Science and Technology (SST/SSTD) receives the request:

1. Provide the parent with prior written notice of its proposal to conduct an evaluation consistent with 34 CFR 300.503, a copy of the procedural safeguards notice required by 34 CFR 300.504, and an opportunity to give written consent for the evaluation; or
2. Provide the parent with prior written notice of its refusal to conduct an evaluation consistent with 34 CFR 300.503, and a copy of the procedural safeguards notice required by 34 CFR 300.504.

20 U.S.C. 1414(a)(1); 34 C.F.R. 300.301; 19 TAC 89.1011(a), (b); Education Code 29.004(c).

Sec. 2. NOTICE OF RIGHTS

The School of Science and Technology (SST/SSTD) shall provide written notice to a student's parent or guardian within a reasonable time before proposing or refusing to initiate the identification, evaluation, or educational placement of a student or the provision of a free appropriate public education ("FAPE"). *34 CFR 300.8(c)(10)*

Sec. 3. INITIAL EVALUATION

The School of Science and Technology (SST/SSTD) shall conduct a full and individual initial evaluation before the initial provision of special education and related services. *20 U.S.C. 1414(a)(1)(A).*

The School of Science and Technology (SST/SSTD) shall ensure that evaluations of children who transfer from one district to another in the same academic year are coordinated with the children's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of evaluations. *20 U.S.C. 1414(b)(3)(D)*.

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. *20 U.S.C. 1414(a)(1)(E)*.

a) *Consent for Initial Evaluation*

The School of Science and Technology (SST/SSTD) shall make reasonable efforts to obtain informed parental consent before conducting an initial evaluation.

If the parent does not provide consent for an initial evaluation or fails to respond to a request to provide consent, the School of Science and Technology (SST/SSTD) may—but is not required to—pursue the initial evaluation by utilizing due process procedures, except to the extent inconsistent with state law relating to such parental consent.

Parental consent to initial evaluation shall not be construed as consent for placement for special education and related services.

20 U.S.C. 1414(a)(1)(D)(i)(I); 34 CFR 300.300.

b) *Wards of the State*

If the child is a ward of the state and is not residing with the child's parent, the School of Science and Technology (SST/SSTD) shall make reasonable efforts to obtain the informed consent from the parent for an initial evaluation, unless:

1. The School of Science and Technology (SST/SSTD) cannot discover the whereabouts of the parent, despite reasonable efforts to do so;
2. The rights of the parent have been terminated; or
3. The rights of the parent to make educational decisions have been subrogated and an individual appointed by a judge to represent the student has given consent for an initial evaluation.

20 U.S.C. 1414(a)(1)(D)(iii); 34 CFR 300.300(a)(2).

Sec. 4. PROVIDING ASSISTANCE TO STUDENTS WHO HAVE LEARNING DIFFICULTIES OR NEED SPECIAL EDUCATION SERVICES

If a student is experiencing learning difficulties, the parent may contact their child's campus principal to learn about the School of Science and Technology (SST/SSTD)'s overall general education referral or screening system for support services. This system links students to a variety

of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (“RtI”). The implementation of RtI has the potential to have a positive impact on the School of Science and Technology (SST/SSTD)’s ability to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services by presenting a written request to the Director of Special Education Services or to a School of Science and Technology (SST/SSTD) administrative employee. The School of Science and Technology (SST/SSTD) must, within 15 school days of receiving the request, either (1) give the parent an opportunity to give written consent for the evaluation or (2) refuse to provide the evaluation and provide the parent with written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights if they disagree with the School of Science and Technology (SST/SSTD). Additionally, the parent will receive a copy of the *Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities*.

If consent for evaluation is obtained, the School of Science and Technology (SST/SSTD) must generally complete the evaluation and report within 45 school days of the date the School of Science and Technology (SST/SSTD) receives the written consent. The School of Science and Technology (SST/SSTD) must give a copy of the evaluation report to the parent.

Sec. 5. NOTIFICATION TO PARENTS REGARDING INTERVENTION STRATEGIES

Each school year, the School of Science and Technology (SST/SSTD) shall notify a parent of each child, other than a child enrolled in a special education program, who receives assistance from the School of Science and Technology (SST/SSTD) for learning difficulties, including through the use of intervention strategies that the School of Science and Technology (SST/SSTD) provides to the child. The notice must:

1. Be provided when the child begins to receive the assistance for that school year;
2. Be written in English or, to the extent practicable, the parent’s native language; and
3. Include:
 - a. A reasonable description of the assistance that may be provided to the child, including any intervention strategies that may be used;
 - b. Information collected regarding any intervention in the base tier of a multi-tiered system of supports that has previously been used with the child;
 - c. An estimate of the duration for which the assistance, including through the use of intervention strategies, will be provided;
 - d. The estimated time frames within which a report on the child’s progress with the assistance, including any intervention strategies used, will be provided to the parent; and
 - e. A copy of a written explanation of the options and requirements for providing assistance to students who have learning difficulties or who need or may need special education. The explanation must state that a parent is entitled at any time to request an

evaluation of the parent's child for special education services or for aids, accommodations, or services under Section 504 of the Rehabilitation Act ("Section 504").

The notice under this policy may be provided to a child's parent at a Section 504 meeting.

A parent is entitled to access to all written records of the School of Science and Technology (SST/SSTD) concerning the parent's child, including attendance records, test scores, grades, disciplinary records, counseling records, psychological records, applications for admission, health and immunization information, teacher and school counselor evaluations, reports of behavioral progress, and records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child.

Sec. 1. IDEA EVALUATIONS AND REEVALUATIONS

All evaluations and eligibility determinations shall be made in accordance with the Individuals with Disabilities Education Act (“IDEA”), the Texas Education Code, and their implementing regulations.

Sec. 2. FULL AND INDIVIDUAL EVALUATION (FIE)

The School of Science and Technology (SST/SSTD) shall ensure that upon completion of the administration of such tests and other evaluation materials administered according to the evaluation procedures of the IDEA and preparation of the written report, the admission, review and dismissal (“ARD”) committee determines if the student is a student with a disability under state and federal standards.

The School of Science and Technology (SST/SSTD) shall conduct a full and individual initial evaluation (“FIE”) prior to providing special education and related services to any student. All students must be evaluated in accordance with the IDEA, the Texas Education Code, and their implementing regulations.

The School of Science and Technology (SST/SSTD) shall have procedures in place to ensure that testing and evaluation materials and procedures utilized for the purposes of evaluation and placement of students with disabilities are selected and administered so as to not be racially, culturally, or gender discriminatory. Assessment and procedures shall be provided and administered in the student’s native language or most proficient mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so.

34 CFR 300.301; Education Code 29.310.

All implementing assessment procedures must differentiate between language proficiency and handicapping condition. Additionally, placement procedures must ensure that placement in a bilingual education or English as a second language program is not refused solely because the student has a disability. *19 TAC 89.1230.*

No single procedure shall be the sole criterion for determining whether a student is a student with a disability or for determining an appropriate education program for a student with a disability. The evaluation must be sufficiently comprehensive to identify all of the student’s special education and related services’ needs. Each student must be evaluated in all suspected areas of disability. *34 CFR 300.301, 300.304; Education Code 29.310.*

All assessments must be administered in accordance with the instructions provided and by a trained and knowledgeable person. *34 CFR 300.301, 300.304.*

Sec. 3. TIMELINE

If a student's parent provides a written request for an evaluation to the school's director of special education services or to a district administrative employee, the School of Science and Technology (SST/SSTD) shall, within 15 school days, (1) provide the parent with prior written notice of its proposal to conduct an evaluation, a copy of the procedural safeguards, and an opportunity to give written consent for the evaluation, or (2) provide prior written notice and procedural safeguards if the school is denying the request for evaluation. *Education Code 29.004(c).*

A written FIE report must be completed not later than the 45th school day following the date on which the School of Science and Technology (SST/SSTD) receives written consent for the evaluation, signed by the student's parent. If the student is absent for more than three days in that time period, the timeline must be extended by the number of days the student was absent. *Education Code 29.004(a).*

This timeframe shall not apply if:

1. A student enrolls in the current school after the relevant time frame has begun and before the previous school made a determination as to whether the student has a disability, but only if the current school is making sufficient progress to ensure a prompt completion of the evaluation and the parent and current school agree to a specific time for completion of the evaluation; or
2. The parent repeatedly fails or refuses to produce the student for the evaluation.

34 CFR 300.301(d).

Following the completion of the FIE, the ARD committee must meet within 30 calendar days from the date of completion to review and determine eligibility. *Education Code 29.004.*

If the 30th day falls during the summer and school is not in session, the student's ARD committee has until the first day of classes in the fall to finalize decisions concerning the student's initial eligibility determination, individualized education program ("IEP"), and placement, unless the full individual and initial evaluation indicates that the student will need extended school year services during that summer.

If the student is an English language learner, the language proficiency assessment committee (LPAC) must also attend the meeting to determine services.

19 TAC 89.1050(c)(j)

If the School of Science and Technology (SST/SSTD) receives written consent for an FIE from a student's parent at least 35 but less than 45 school days before the last instructional day of the school year, the evaluation must be completed and the written report of the evaluation must be provided to the parent not later than June 30 of that year. The ARD committee must meet by the 15th school day of the following school year to consider the evaluation.

If the School of Science and Technology (SST/SSTD) receives written consent signed by a student's parent less than 35 school days before the last instructional day of the school year or if the school receives the written consent at least 35 but less than 45 school days before the last instructional day of the school year but the student is absent from school during that period on three or more days, the FIE must be completed not later than the 45th school day after receiving consent.

School days do not include days following the last instructional day of the spring term and before the first day of the fall term.

Education Code 29.004.

Sec. 4. SPECIFIC LEARNING DISABILITY EVALUATION

The Texas Education Agency cannot require the School of Science and Technology (SST/SSTD) to use the severe discrepancy between intellectual ability and achievement for determining whether a student has a specific learning disability. TEA must permit the use of a process based on the child's response to scientific, research-based intervention; and may permit the use of other alternative research-based procedures for determining whether a student has a specific learning disability. *34 CFR 300.307.*

The evaluation process for specific learning disability includes an observation of the child in the learning environment, including the regular classroom setting, to document academic performance and behavior in the areas of difficulty, and the evaluation must adhere to all applicable requirements set forth in the IDEA, Texas Education Code, and their implementing regulations. *34 CFR 300.310 (a), (c); 19 TAC 89.1040(c)(9).*

Sec. 5. FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

A functional behavior assessment ("FBA") may be necessary for a student whose behavior impedes their education. Prior to completing an FBA, the School of Science and Technology (SST/SSTD) shall get consent from the parent. *34 CFR 300.9.*

If an ARD committee determines a change of placement is necessary due to the student's behavior, it must conduct an FBA and implement a behavioral intervention plan ("BIP"). If an FBA was already completed, the ARD committee must review and update the BIP. *34 CFR 300.350(f).*

Sec. 6. REVIEW OF EXISTING EVALUATION DATA

A Review of Existing Evaluation Data ("REED") is required as part of an initial evaluation, if appropriate, and as part of any reevaluation. The REED must be conducted by the ARD committee members and other qualified professionals, as appropriate. The ARD committee members may conduct the review without a meeting.

The REED must include a review of the following:

- Evaluations and information provided by the parents of the student;
- Current classroom-based, local, or State assessments, and classroom-based observations; and
- Observations by teachers and related services providers.

On the basis of that review, and input from the student's parents, the ARD committee members must identify what additional data, if any, are needed to determine:

- Whether the student is a student with a disability, and the educational needs of the student, or, in case of a reevaluation of a student, whether the student continues to have such a disability and the educational needs of the student;
- Whether the student needs special education and related services, or in the case of a reevaluation of a student, whether the student continues to need special education and related services;
- The present levels of academic achievement and related developmental needs of the student; and
- Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general education curriculum.

The School of Science and Technology (SST/SSTD) shall administer any assessments or other evaluation measures needed to produce the data identified by the REED in accordance with applicable procedural requirements regarding notice and consent.

If additional data is not needed, the ARD committee must notify the parent of the determination decision and provide information about the parent's right to request additional assessments to determine student needs and eligibility.

34 CFR 300.305.

The School of Science and Technology (SST/SSTD) shall conduct a reevaluation of the student if the school determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation or if the child's parent or teacher requests a reevaluation. A reevaluation may not occur more than once per year, unless agreed to by the school and the parent. A reevaluation must occur at least every three years, unless the school and parent agree the evaluation is unnecessary. *34 CFR 300.303.*

Sec. 7. CHANGE IN ELIGIBILITY

The School of Science and Technology (SST/SSTD) shall evaluate a student with a disability before determining a student is no longer eligible for special education and related services. An evaluation is not required if a student is no longer eligible due to graduation or exceeding the age

eligibility in Texas. The School of Science and Technology (SST/SSTD) shall create a summary of performance and include recommendations on how to assist the student in meeting postsecondary goals. *34 CFR 300.305(e)*.

Sec. 8. CONSIDERATION OF SERVICES PROVIDED IN REGULAR EDUCATION SETTING

To ensure that underachievement in the student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group of qualified professionals, as part of a full and individual evaluation, must consider:

- Data that demonstrate that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of progress during instruction, which was provided to the student's parents.

34 CFR 300.309(b).

Sec. 9. COORDINATION OF EVALUATIONS WITH PRIOR AND SUBSEQUENT SCHOOLS

The school shall ensure that evaluations of students who transfer from one local education agency to another in the same academic year are coordinated with the student's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of evaluations. *20 U.S.C. 1414(b)(3)(D)*.

Sec. 10. PSYCHOLOGICAL EXAMINATIONS AND TESTS

On request of a child's parent, before obtaining the parent's consent for the administration of any psychological examination or test to the child as part of the evaluation of the child's need for special education, the School of Science and Technology (SST/SSTD) shall provide to the child's parent:

1. The name and type of the examination or test; and
2. An explanation of how the examination or test will be used to develop an appropriate IEP for the child.

If the School of Science and Technology (SST/SSTD) determines that an additional examination or test is required for the evaluation of a child's need for special education, the School of Science and Technology (SST/SSTD) shall provide the information above to the parent regarding the additional examination or test and shall obtain additional consent for the examination of test.

Education Code 29.0041(a), (b).

If the School of Science and Technology (SST/SSTD) determines that an additional examination or test is required for the evaluation, the School of Science and Technology (SST/SSTD) shall provide the information required by Education Code 29.0041(a) and shall obtain parental consent. If a parent does not give consent within 20 calendar days after the School provides the information, the parent's consent is considered denied.

The time required for the School of Science and Technology (SST/SSTD) to provide information and seek consent may not be counted toward the timeframe for completion of an evaluation. *Education Code 29.0041.*

Sec. 11. EXTENSION OF TIMELINES

For a specific learning disability, the timelines for evaluation under this policy may be extended by mutual written agreement of the student's parents and the ARD committee. *34 CFR 300.309(c).*

Sec. 12. EVALUATION CONDUCTED PURSUANT TO A SPECIAL EDUCATION DUE PROCESS HEARING

A special education hearing officer in an impartial due process hearing brought under 20 U.S.C. §1415 may issue an order or decision that authorizes one or more evaluations of a student who is eligible for, or who is suspected as being eligible for, special education services. Such an order or decision authorizes the evaluation of the student without parental consent as if it were a court order for purposes of any State or federal law providing for consent by order of a court. *Education Code 29.016.*

Sec. 13. INDEPENDENT EDUCATIONAL EVALUATIONS

The parent of a student with a disability has the right to obtain an independent educational evaluation ("IEE") of the parent's child if the parent disagrees with the evaluation of the student that was obtained by the School of Science and Technology (SST/SSTD).

If the parent requests an IEE, the School of Science and Technology (SST/SSTD) must provide the parent with information about where the parent may obtain an IEE and about the School of Science and Technology (SST/SSTD)'s criteria that apply to IEE.

Sec. 14. DEFINITIONS

An IEE means an evaluation conducted by a qualified examiner who is not employed by the school responsible for the education of a student.

Public expense means that the School of Science and Technology (SST/SSTD) either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent, consistent with the provisions of Part B of IDEA, which allow each State to use whatever State, local, Federal, and private sources of support are available in the State to meet the requirements of Part B of IDEA. *34 CFR 300.502.*

Sec. 15. RIGHT TO AN INDEPENDENT EVALUATION AT PUBLIC EXPENSE

The parent has the right to request an IEE of the parent's child at public expense if the parent disagrees with an evaluation of the student completed by the School of Science and Technology (SST/SSTD).

If the parent requests an IEE, the School of Science and Technology (SST/SSTD) must respond to the parent by either:

1. without unnecessary delay, filing a due process complaint to request a hearing to show that its evaluation of the student is appropriate; or
2. providing an IEE at public expense, unless the School of Science and Technology (SST/SSTD) demonstrates in a due process hearing that the evaluation of the student that the parent obtained did not meet the School of Science and Technology (SST/SSTD)'s criteria.

If the School of Science and Technology (SST/SSTD) requests a hearing and the final decision is that the School of Science and Technology (SST/SSTD)'s evaluation of the student is appropriate, the parent still has the right to an IEE, but not at public expense.

If the parent requests an IEE of the student, the School of Science and Technology (SST/SSTD) may ask why the parent objects to the evaluation of the student obtained by the School of Science and Technology (SST/SSTD); however, the School of Science and Technology (SST/SSTD) may not require an explanation and may not unreasonably delay either providing the IEE of the student at public expense or filing a due process complaint to request a due process hearing to defend the School of Science and Technology (SST/SSTD)'s evaluation of the student.

The parent is entitled to only one IEE of the student at public expense each time the School of Science and Technology (SST/SSTD) conducts an evaluation of the student with which the parent disagrees.

34 CFR 300.502.

a) *Parent-Initiated Evaluations*

If the parent obtains an IEE of the student at public expense or the parent shares with the School of Science and Technology (SST/SSTD) an evaluation of the student that the parent obtained at private expense:

1. The School of Science and Technology (SST/SSTD) must consider the results of the evaluation of the student, if it meets the School of Science and Technology (SST/SSTD)'s criteria for IEE, in any decision made with respect to the provision of a free appropriate public education to the student; and
2. the parent or the School of Science and Technology (SST/SSTD) may present the evaluation as evidence at a due process hearing regarding the student. *34 CFR 300.502.*

b) Requests for Evaluations by Hearing Officers

If a hearing officer requests an IEE of the student as part of a due process hearing, the cost of the evaluation must be at public expense.

Sec. 16. CRITERIA FOR OBTAINING IEE AT PUBLIC EXPENSE

The criteria under which the IEE is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the public agency uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an IEE.

a) Location

The evaluator conducting an IEE of a child with a disability at public expense must be located within a 100-mile radius of the School of Science and Technology (SST/SSTD). This will allow the evaluator access to the School of Science and Technology (SST/SSTD) for observation of the student and access to the student's cumulative and special education eligibility folders.

b) Cost

Parents are free to select whomever they choose to perform the IEE, so long as the examiner meets the School of Science and Technology (SST/SSTD)'s criteria. The School of Science and Technology (SST/SSTD) will pay a fee for an IEE that allows a parent to choose from among qualified professionals in the area.

The School of Science and Technology (SST/SSTD) will not pay unreasonably excessive fees. An unreasonably excessive fee is one which is 20% above the prevailing fees in the area as established by the Medicaid/Medicare Service Provider Manual for the specific test being considered.

Parents will be offered the opportunity to demonstrate to their child's ARD committee that unique circumstances exist which justify an IEE that does not meet the School of Science and Technology (SST/SSTD) criteria outlined in this document.

When evaluators have a sliding scale fee based on parent income, the School of Science and Technology (SST/SSTD) will pay the amount charged to the parent if the evaluator meets School of Science and Technology (SST/SSTD) criteria or the School of Science and Technology (SST/SSTD) has approved the IEE that does not meet School of Science and Technology (SST/SSTD) criteria.

In the event a parent pursues an IEE independently or pursues an IEE provider that is not on School of Science and Technology (SST/SSTD) independent evaluator list, the School of Science and Technology (SST/SSTD) will determine if the evaluator meets School of Science and Technology (SST/SSTD) criteria prior to authorizing payment or reimbursement. If payment will be authorized, an original billing form and an original written report with original signature must be submitted to the School of Science and Technology (SST/SSTD) prior to payment.

The School of Science and Technology (SST/SSTD) will deny payment for an IEE conducted by an evaluator who does not meet School of Science and Technology (SST/SSTD) criteria. The School of Science and Technology (SST/SSTD) will deny payment for an IEE that does not meet TEA criteria for the specific disability identified.

If a hearing officer requests an IEE as part of a hearing on a due process complaint, the cost of the evaluation must be at public expense.

Travel costs for evaluators will not exceed School of Science and Technology (SST/SSTD) rates for travel as established by state guidelines.

A contract for an IEE between an evaluator and the School of Science and Technology (SST/SSTD) will not exceed one year. All terms will become void after the expiration date of one year.

c) *Evaluator Criteria*

The evaluator conducting the IEE must meet School of Science and Technology (SST/SSTD) criteria and possess comparable credentials to the examiner that conducted the evaluation that is in dispute.

Evaluators must possess current licensure/certification to conduct the evaluation and must provide copies of his or her license or certification with the evaluation, if not previously provided.

Evaluators must comply with all requirements specified in state and federal law, including those outlined in the professional board responsible for providing the license or certification.

Evaluators must meet the examiner qualifications for the tests administered as outlined by the test producer.

The evaluator will have access to the student's cumulative folder and special education folders in gathering information about the student.

The evaluator will have the ability to interview teachers and observe the student in the educational setting.

Prior to conducting the assessment, the evaluator agrees to submit to a national criminal history review and to provide any and all information necessary to secure the national criminal history review, including fingerprints and photographs, or other information required by Texas Education Code § 22.0834 concerning Contractor or Contractor's Subcontractors.

The evaluator agrees to conduct a thorough evaluation in the area(s) performed by the School of Science and Technology (SST/SSTD) with which the parent disagrees.

Copies of protocols must be provided to the School of Science and Technology (SST/SSTD).

The report must comply with all federal and state requirements, including addressing the presence or absence of a disability condition as defined under the IDEA and the Texas Education Code.

The evaluation must be provided to the School of Science and Technology (SST/SSTD) upon completion.

Except for the criteria described above, the School of Science and Technology (SST/SSTD) may not impose conditions or timelines related to obtaining an IEE at public expense.

34 CFR 300.502(e).

Sec. 1. COMPLIANCE

The School of Science and Technology (SST/SSTD) shall use Individuals with Disabilities Education Act (“IDEA”) Part B funds received to:

1. comply with the federal maintenance of effort (“MOE”) requirements;
2. supplement State, local and other Federal funds and not supplant such funds; and
3. pay the excess costs of providing special education and related services to children with disabilities and must be used to supplement State, local, and other Federal funds.

34 CFR 300.202, 20 U.S.C. 1413(a)(2).

Sec. 2. REDUCING LEVEL OF EXPENDITURES

Funds provided to the School of Science and Technology (SST/SSTD) will not be used to reduce the level of expenditures for the education of students with disabilities made by the School of Science and Technology (SST/SSTD) below the level of those funds for the preceding year. *20 U.S.C. 1423(a)(2)(A)(iii), Appendix E to Part 300.*

The School of Science and Technology (SST/SSTD) may reduce the level of expenditures if the reduction is attributable to:

1. Voluntary departure, retirement, or departure for just cause of special education personnel;
2. A decrease in enrollment of students with disabilities;
3. The termination of the obligation of the School of Science and Technology (SST/SSTD) to provide a special education program to a particular student with a disability that is an exceptionally costly program because the child left School of Science and Technology (SST/SSTD), aged out of services, or no longer needs special education;
4. The termination of costly expenditures for long-term purchases; or
5. The assumption of cost by the high cost fund operated by the Texas Education Agency.

34 CFR 300.204.

Sec. 3. EXCESS EXPENDITURES

Having complied with MOE and excess costs requirements, IDEA Part B funds provided to the school will be used for the following activities:

1. For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to the child with a disability in accordance with the individualized education program (“IEP”) of the child, even if nondisabled children benefit from such services;
2. To develop and implement coordinated, early intervening educational services in compliance with the child find and administration requirements, including:

- a. Early intervening services, which may include interagency financing structures, for children in kindergarten through grade 12 (with a particular emphasis on children in kindergarten through grade 3) who are not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment;
- b. The School of Science and Technology (SST/SSTD) may not use more than 15 percent of the amount received under IDEA Part B for any fiscal year, less any adjustments by the School of Science and Technology (SST/SSTD) to local fiscal effort, if any, in combination with other amounts, which may include amounts other than education funds, to develop and implement coordinated, early intervening services; and
3. To establish and implement cost or risk-sharing funds, consortia, or cooperatives for the School of Science and Technology (SST/SSTD), or for the School of Science and Technology (SST/SSTD)'s working in a consortium of which the School of Science and Technology (SST/SSTD) is a part, to pay for high-cost special education and related services.
4. The School of Science and Technology (SST/SSTD) may use IDEA Part B funds to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP that is needed for the implementation of such case management activities.

34 CFR 300.208.

Sec. 4. EARLY INTERVENING SERVICES

Funds made available for early intervening services, must supplement not supplant funds available under the Elementary and Secondary Education Act ("ESEA"). *34 CFR 300.226(e).*

Sec. 5. USE OF IDEA PART B FUNDS FOR TITLE 1 PROGRAMS

Notwithstanding any other provisions related to commingling of funds, the School of Science and Technology (SST/SSTD) may use IDEA Part B funds received for any fiscal year to carry out a Title 1, Part A school wide programs under ESEA, except that the amount may not exceed:

- the amount received by the school under IDEA Part B for that fiscal year; divided by
- the number of students with disabilities in the jurisdiction of the school; and multiplied by
- the number of students with disabilities participating in the school wide program.

34 CFR 300.206; 20 U.S.C. 1413.

Sec. 6. COMPLIANCE WITH FEDERAL FUNDING REQUIREMENTS: TITLE 1

To the extent required under Title 1 of the ESEA, the School of Science and Technology (SST/SSTD) shall ensure equity among school programs in staff/student ratios and in expenditures

of money for curriculum materials and instructional supplies. “Staff” shall include teachers, administrators, and auxiliary personnel. In special programs, such as special education and bilingual education, a lower ratio may be maintained and more money may be spent as necessary to fulfill other legal requirements.

The parental involvement program shall be set up in accordance with requirements of Title 1 of the ESEA, as applicable. Parental involvement is encouraged and required in the planning and decision-making process for the school and for the campus.

Sec. 1. NONEDUCATIONAL COMMUNITY BASED SUPPORT SERVICES

Students with disabilities and their families may be eligible to receive noneducational community based support services paid for by public funds.

The Texas Education Agency (“TEA”) is responsible for establishing procedures and criteria for the allocation of noneducational funds to open-enrollment charter schools for the provision of noneducational community-based support services to certain students with disabilities and their families so that those students may receive a free appropriate public education (“FAPE”) in the least restrictive environment.

Education Code 29.013(a).

The School of Science and Technology (SST/SSTD) shall use any funds allocated under Education Code Section 29.013 only for eligible students with disabilities who would remain or would have to be placed in residential facilities primarily for educational reasons without the provision of noneducational community-based support services. *Education Code 29.013(b).*

The support services may include in-home family support, respite care, and case management for families with a student who otherwise would have been placed by an open-enrollment charter school in a private residential facility. *Education Code 29.013(c).*

The provision of services under Education Code Section 29.013 does not supersede or limit the responsibility of other agencies to provide or pay for costs of noneducational community-based support services to enable any student with disabilities to receive a FAPE in the least restrictive environment. Specifically, services provided under Education Code Section 29.013 may not be used for a student with disabilities who is currently placed or who needs to be placed in a residential facility primarily for noneducational reasons. Funds cannot be used to cover services already required through the student’s individual education program or for long-term care. *Education Code 29.013(d).*

Riverwalk Education Foundation, Inc. may enter into a written contract to jointly operate its special education programs. Funds to which the cooperating schools/charter schools are entitled may be allocated to the schools/charter schools jointly as shared services arrangement units or shared services arrangement funds in accordance with the shared services arrangement schools/charters' agreement, Texas Education Agency Guidance and Texas Government. Code Chapter 791 (interlocal agreements).

Sec. 1. STATE FUNDING: SPECIAL ALLOTMENTS

The School of Science and Technology (SST/SSTD) shall maintain records of students participating in special programs in accordance with the Commissioner of Education's rules. *19 TAC 129.21.*

Sec. 2. SPECIAL EDUCATION ALLOTMENT

Each open-enrollment charter school will receive an annual allotment equal to the adjusted basic allotment multiplied by an amount identified in state law for each student receiving special education and related services in a mainstream instructional arrangement. For each full-time equivalent student receiving special education and related services in average daily attendance in an instructional arrangement other than a mainstream instructional arrangement, the open-enrollment charter school is entitled to an annual allotment equal to the adjusted basic allotment multiplied by a weight determined according to instructional arrangement as set forth in Section 48.102, Texas Education Code.

Funds allocated under this section, other than an indirect cost allotment established under State Board of Education ("SBOE") rule, must be used in the special education program under Subchapter A, Chapter 29 of the Texas Education Code.

Education Code 48.102.

Sec. 3. COMPENSATORY EDUCATION ALLOTMENT

The School of Science and Technology (SST/SSTD) must use funds allocated under TEC §48.104 for a purpose authorized in Section 48.104(j-1), (k) of the Texas Education Code. *Education Code 48.104.*

Funds allocated under Education Code Section 48.104 shall be used to fund supplemental programs and services designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B (School-Based Health Centers), Chapter 39, Texas Education Code, or disparity in the rates of high school completion between students at risk of dropping out of school, as defined by Section 29.081 of the Education Code (Compensatory, Intensive, and Accelerated Instruction) and all other students. Specifically, the funds, other than an indirect cost allotment established under SBOE rule, which may not exceed 45 percent, may be used to meet the costs of providing a compensatory, intensive, or accelerated instruction program under Education Code Section 29.081 or an alternative education program established under Education Code Section 37.008 (Disciplinary Alternative Education Programs) or to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965, as provided by Pub. L. No. 103-382 and its subsequent amendments, and by federal regulations implementing that Act, at a campus at which at least 40 percent of the students are educationally disadvantaged. In meeting the costs of providing a compensatory, intensive, or accelerated instruction program under Education Code Section 29.081, the School of Science and Technology (SST/SSTD)'s compensatory education allotment shall be used for costs supplementary to the regular education

program, such as costs for program and student evaluation, instructional materials and equipment and other supplies required for quality instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class size, and individualized instruction. *Education Code 48.104(k)*.

Sec. 4. BILINGUAL EDUCATION ALLOTMENT

For each student in average daily attendance in a bilingual education or special language program under Subchapter B, Chapter 29, an open-enrollment charter school is entitled to an annual allotment equal to the adjusted basic allotment multiplied by 0.1. Funds allocated under this section, other than an indirect cost allotment established under SBOE rule, must be used in providing bilingual education or special language programs under Subchapter B, Chapter 29, and must be accounted for under existing agency reporting and auditing procedures. An open-enrollment charter school's bilingual education or special language allocation may only be used for program and student evaluation, instructional materials and equipment, staff development, supplemental staff expenses, salary supplements for teachers, and other supplies required for quality instruction and smaller class size. *Education Code 12.104(b)(3)(G), 42.105*.

Sec. 5. CAREER AND TECHNOLOGY EDUCATION ALLOTMENT

For each full-time equivalent student in average daily attendance in an approved career and technology education program in grades 7 through 12 or in career and technology education programs for students with disabilities in grades seven through 12, an open-enrollment charter school is entitled to:

1. an annual allotment equal to the adjusted basic allotment multiplied by a weight of 1.35; and
2. \$50 for each of the following in which the student is enrolled:
 - a. two or more advanced career and technology education classes for a total of three or more credits;
 - b. a campus designated as a P-TECH school under Section 29.566; or
 - c. a campus that is a member of the New Tech Network and that focuses on project-based learning and work-based education.

For purposes of this allotment, “full-time equivalent student” means 30 hours of contact a week between a student and career and technology education program personnel.

At least 55% of the funds allocated under this section must be used in providing career and technology education programs in grades 7 through 12.

Education Code 48.106.

Sec. 1. COMPLIANCE WITH GENERAL AND FISCAL GUIDELINES

Riverwalk Education Foundation, Inc. must comply with the Texas Education Agency General and Fiscal Guidelines.

Sec. 2. CHARGING COSTS TO SPECIAL EDUCATION GRANT

Riverwalk Education Foundation, Inc. may charge costs to a special education grant when those costs follow the Riverwalk Education Foundation, Inc.'s local written procedures for allowability of costs and meet the following criteria:

- Are reasonable for the performance of the special education grant and are allocable under the applicable cost principles;
- Conform to limitations or exclusions set forth in applicable cost principles or the special education grant agreement as to types or amount of costs;
- Are consistent with policies and procedures that apply uniformly to federally or state-funded activities funded from other sources;
- Are accorded consistent treatment among all grant programs, regardless of funding source;
- Are not included as a cost or used to meet cost-sharing or matching requirements of any other federally or state-funded program in the current or a prior period; and
- Are adequately documented.

Sec. 3. REASONABLE COST

A cost can be considered reasonable if it meets the following standards:

- The cost is of a type generally recognized as ordinary and necessary for the operation of Riverwalk Education Foundation, Inc. or grant performance;
- Restrictions or requirements are imposed for generally accepted sound business practices, arms-length bargaining, federal or state laws and regulations, and grant award terms and conditions;
- Consideration is given to market prices for comparable goods or services for the geographical area;
- Individuals are acting with prudence in the circumstances of responsibility to Riverwalk Education Foundation, Inc. and federal and state government; and
- There are no significant deviations from established practices of Riverwalk Education Foundation, Inc. that may unjustifiably increase grant costs.

Sec. 4. ALLOCATING COSTS

A cost is allocable to the special education grant in accordance with relative benefits received if it is treated consistently with other costs incurred for the same purposes in like circumstance and if it meets the following:

- Is incurred specifically for the grant;
- Benefits both the grant and the other work and can be distributed in reasonable proportion to the benefits received; and
- Is necessary to the overall operation of Riverwalk Education Foundation, Inc. and is assignable in part to the special education grant award in accordance with the principles of this framework.

Sec. 1. APPLICABILITY OF TITLE RELATING TO HIGH SCHOOL GRADUATION

The School of Science and Technology (SST/SSTD) is subject to a prohibition, restriction, or requirement, as applicable, imposed by Title 2 (Public Education) of the Texas Education Code (“TEC”), or a rule adopted under Title 2 (Public Education) of the TEC, relating to high school graduation under TEC Section 28.025. *Education Code 12.104(b)(2)(E)*.

Sec. 2. MODIFIED CURRICULUM AND MODIFIED CONTENT

For purposes of this policy and its related requirements, “modified curriculum” and “modified content” reference any reduction of the amount or complexity of required Texas Essential Knowledge and skills. Substitutions that are not specifically authorized in statute or regulations must not be considered modified curriculum or modified content. *19 TAC 89.1070(k)*.

Sec. 3. ARD COMMITTEE AND TRANSITION PLANNING

The Admission, Review and Dismissal (“ARD”) committee must begin transition planning in accordance with applicable state and federal law not later than when the student turns age 14. The ARD committee must also consider the student’s graduation plan and what state assessments are required for graduation. *34 CFR 300.43(a), (b), 300.321(b)(2); Education Code 29.011, 29.0111; 19 TAC 89.1055(j)*.

Sec. 4. SPECIAL EDUCATION ELIGIBILITY UPON GRADUATION

Except as specifically provided by law, graduation with a regular high school diploma terminates a student’s eligibility for special education and related services. Termination of eligibility based on graduation requires the School of Science and Technology (SST/SSTD) to complete a summary of performance in accordance with 34 CFR 300.305(e)(3), and prior written notice must also be provided. *34 CFR 300.102; 19 TAC 89.1035(a), 89.1070(a)*

A student who meets the age range for eligibility under state and federal law may return to school provided the student was awarded a diploma that satisfied the following conditions:

1. The student was required to successfully complete the individualized education program (“IEP”); and
2. The student was required to:
 - a. Obtain full-time employment, based on the child’s abilities and local employment opportunities, and master sufficient self-help skills to enable to the student to maintain employment without direct or ongoing educational support of the School of Science and Technology (SST/SSTD);
 - b. demonstrate mastery of specific employability skills and self-help skills that do not require ongoing educational support from the School of Science and Technology (SST/SSTD); or

- c. have access to services that are not within the legal responsibility of the School of Science and Technology (SST/SSTD) or employment or educational options for which the student has been prepared for by the academic program.

19 TAC 89.1070(b)(3)(A)-(C), (f)(4)(A)-(C), (j).

Upon request of the student or parent to resume services, the ARD committee must determine the needed educational services. *19 TAC 89.1070(j).*

Sec. 5. GRADUATION REQUIREMENTS UNDER THE FOUNDATION HIGH SCHOOL PROGRAM

A student with a disability who receives special education services and who enters or entered ninth grade during or after the 2014-2015 school year may graduate and receive a regular high school diploma if the student satisfies the following criteria:

1. Demonstrates mastery of the required states standards or School of Science and Technology (SST/SSTD)'s standards if they are greater;
2. Satisfactorily completes the credit requirements for graduation under the Foundation High School Program; and
3. Achieves satisfactory performance on the required end-of-course assessment instruments.

Education Code 28.025(c)(1), 39.025; 19 TAC 74.12, 74.125(n), 89.1070(b)(1), 101.3023(a).

A student who receives special education services entering ninth grade in 2014-2015 or after may also graduate and earn a regular high school diploma if:

1. The student demonstrates mastery of the required states standards or School of Science and Technology (SST/SSTD)'s standards if they are greater;
2. The student satisfactorily completes the credit requirements for graduation under the Foundation High School Program; but
3. The student's ARD committee has determined that satisfactory performance on the required end-of-course instruments is not necessary for graduation.

19 TAC 89.1070(b)(2).

A student who receives special education services entering ninth grade in 2014-2015 or after may also graduate and earn a regular high school diploma if:

1. The student demonstrates mastery of the required states standards or School of Science and Technology (SST/SSTD)'s standards if they are greater;
2. The student satisfactorily completes the credit requirements for graduation under the Foundation High School Program, one or more of which contain modified curriculum that is aligned to the standards applicable to general education;

3. The student achieves satisfactory performance on the required end-of-course assessment instruments, unless the student's ARD committee has determined that satisfactory performance on the required end-of-course instruments is not necessary for graduation; and
4. The student successfully completes the IEP and meets one of the following conditions:
 - a. consistent with the IEP, the student obtains full-time employment and masters sufficient self-help skills to enable the student to maintain employment without direct or ongoing educational support of the School of Science and Technology (SST/SSTD);
 - b. consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require ongoing educational support from the School of Science and Technology (SST/SSTD);
 - c. the student has access to services that are not within the legal responsibility of the School of Science and Technology (SST/SSTD) or employment or educational options for which the student has been prepared for by the academic program; or
 - d. the student no longer meets age eligibility requirements.

Education Code 28.025; 19 TAC 89.1035, 89.1070(b)(3).

Sec. 6. ENDORSEMENTS UNDER THE FOUNDATION HIGH SCHOOL PROGRAM

A student receiving special education services may receive an endorsement if the student:

1. Satisfactorily completes, with or without modification of the curriculum:
 - a. the curriculum requirements for graduation under the Foundation High School Program;
 - b. The additional credit requirements in mathematics, science, and elective courses; and
2. Satisfactorily completes the courses required for the endorsement either:
 - a. without modified curriculum for those courses; or
 - b. with modification of the curriculum for those courses, provided that the curriculum as modified is sufficiently rigorous as determined by the student's ARD committee.

Education Code 28.025(c-7); 19 TAC 89.1070(c)(2).

The ARD committee is responsible for determining whether a student is required to achieve satisfactory performance on an end-of-course assessment to earn an endorsement on the student's transcript. *Education Code 28.025(c-8); 19 TAC 89.1070(c)(3).*

A student who is in eleventh or twelfth grade and who has taken each of the required state assessments but failed to achieve satisfactorily on no more than two of the assessments, is eligible for an endorsement if the student meets the other endorsement requirements. *19 TAC 89.1070(d).*

Sec. 7. TRANSITIONING TO THE FOUNDATION HIGH SCHOOL PROGRAM

A student receiving special education services who entered ninth grade prior to the 2014-2015 school year may receive a diploma under the Foundation High School Program if the student's ARD committee determines the student should take courses under the Foundation High School Program and the student completes the requirements of that Program. *Education Code 28.025(c)(1); 19 TAC 74.1021(a)(1), 89.1070(e).*

A student transitioning to the Foundation High School Program may earn an endorsement if the student meets the requirements to do so. *19 TAC 89.1070(c)-(e).*

A student transitioning to the Foundation High School Program who is classified as in grade 11 or 12 who took each of the required assessments, but failed to achieve satisfactorily on no more than two of the assessments may graduate if the student met all other applicable graduation requirements. *19 TAC 89.107(e), 101.3022(f)(1).*

Sec. 8. SUBSTITUTIONS UNDER THE FOUNDATION HIGH SCHOOL PROGRAM

a) *Language- Other-Than-English ("LOTE")*

A student who, due to disability, is unable to complete two credits in the same language in a LOTE, as provided in Section 28.025(b-1)(5), may substitute for those credits:

1. Two credits in ELA, mathematics, science, or social studies; or
2. Two credits in career and technology education ("CTE"), technology applications, or other academic electives.

A credit allowed to be substituted under the above provisions may not also be used by the student to satisfy a graduation credit requirement other than credit for completion of a LOTE. The determination regarding a student's ability to participate in LOTE courses will be made by the student's ARD committee.

Education Code 28.025(b-14)(1); 19 TAC 74.12(b)(5)(D)(i).

b) *Physical Education*

In accordance with State Board of Education ("SBOE") rules, a student who is unable to participate in physical activity due to disability or illness is allowed to substitute for the physical education credit required under TEC 28.025(b-1)(8):

1. One credit in ELA, mathematics, science, or social studies;
2. One credit in a course that is offered for a credit as provided by TEC 28.002(g-1); or
3. One academic elective credit.

A credit allowed to be substituted for PE credit may not also be used by the student to satisfy any other graduation requirement.

The determination regarding a student's ability to participate in physical activity must be made by:

1. The student's ARD committee, if the student receives special education services under the IDEA and Texas Education Code Chapter 29;
2. The student's 504 committee, if the student does not receive special education services under the IDEA or Texas Education Code Chapter 29, Subchapter A but is covered by Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Section 794; or
3. If each of the committees described above is inapplicable, a committee established by the school of persons with appropriate knowledge regarding the student.

Education Code 28.025(b-11), (b-14); 19 TAC 74.12(b)(6)(G)(i).

Sec. 9. DISTINGUISHED ACHIEVEMENT, RECOMMENDED, AND MINIMUM HIGH SCHOOL PROGRAM

A student receiving special education services who entered ninth grade before the 2014-2015 school year may graduate with a regular diploma if the student:

1. Demonstrates mastery of the required states standards or School of Science and Technology (SST/SSTD)'s standards if they are greater;
2. Satisfactorily completes the credit requirements for graduation under the Foundation High School Program; and
3. Achieves satisfactory performance on the required state assessments.

Education Code 28.025(c)(1), 39.025; 19 TAC 74.1021, 89.1070(f), 101.3023.

A student who is in eleventh or twelfth grade and who has taken each of the required assessments, but failed to achieve satisfactorily on no more than two assessments, may graduate under the recommended or distinguished program if the student meets all other applicable graduation requirements. *19 TAC 89.1070(f)(2), 101.3022(f)(1).*

A student receiving special education services who entered ninth grade before the 2014-2015 school year may also graduate with a regular high school diploma if the student:

1. Demonstrates mastery of the required states standards or School of Science and Technology (SST/SSTD)'s standards if they are greater;
2. Satisfactorily completes the credit requirements for graduation under the minimum high school program; and
3. Participates in or satisfactorily performs on the required state assessments as determined by the student's ARD committee.
19 TAC 89.1070(f)(3)

A student receiving special education services who entered ninth grade before the 2014-2015 school year, may also graduate and be awarded a regular high school diploma if the student:

1. Demonstrates mastery of the state standards through courses, or School of Science and Technology (SST/SSTD)'s standards if they are greater, one or more of which contained modified content and is aligned with the requirements under the minimum high school program;
2. Completes credit requirements for graduation under the minimum high school program; and
3. Participates in or satisfactorily performs on the required state assessment as determined by the ARD committee.

Education Code 28.025(c), 39.025; 19 TAC 74.1021, 74.1025(n), 89.1070(f)(3), 101.3023.

A student receiving special education services who entered ninth grade before the 2014-2015 school year, may also graduate and be awarded a regular high school diploma if the student:

1. Demonstrates mastery of the state standards through courses, or School of Science and Technology (SST/SSTD)'s standards if they are greater, one or more of which contained modified content and is aligned with the requirements under the minimum high school program;
2. Completes credit requirements for graduation under the minimum high school program;
3. Participates in or satisfactorily performs on the required state assessment as determined by the ARD committee; and
4. Successfully completes the IEP and meets one of the following conditions:
 - (a) consistent with the IEP, the student has obtained full-time employment, based on the student's abilities and local employment opportunities, and masters sufficient self-help skills to enable to the student to maintain employment without direct or ongoing educational support of the School of Science and Technology (SST/SSTD);
 - (b) consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require the ongoing educational support of the School of Science and Technology (SST/SSTD);
 - (c) the student has access to services that are not within the legal responsibility of public education or educational options for which the student has been prepared for by the academic program; or
 - (d) the student no longer meets age eligibility requirements.

Education Code 28.025(c)(2), 39.025; 19 TAC 74.1025(n), 89.1035, 89.1070(f)(4), 101.3023.

Sec. 10. HIGH SCHOOL DIPLOMA AND CERTIFICATE OF COURSEWORK COMPLETION

The School of Science and Technology (SST/SSTD) may issue a certificate of coursework completion to a student who successfully completes the curriculum requirements identified by the

SBOE under Education Code Section 28.025(a) but who fails to comply with Section 39.025 (Secondary-Level Performance Required) relating to exit-level assessment requirements. The School of Science and Technology (SST/SSTD) does allow a student who receives a certificate to participate in a graduation ceremony with students receiving high school diplomas. *Education Code 28.025(d).*

Sec. 11. CERTIFICATE OF ATTENDANCE

The School of Science and Technology (SST/SSTD) shall issue a Certificate of Attendance to a student who receives special education services under Subchapter A, Chapter 29 of the Texas Education Code and who has completed four years of high school but has not completed the student's IEP. The School of Science and Technology (SST/SSTD) shall allow a student who receives a certificate of attendance to participate in a graduation ceremony with students receiving high school diplomas. A student may participate in only one graduation ceremony. Receiving a Certificate of Attendance does not preclude a student from receiving a diploma if the student completes the IEP. *Education Code 28.025(f).*

For additional information related to state assessments, please see School of Science and Technology (SST/SSTD)'s Policy Group 2 (Instruction).

Sec. 1. FOSTER PARENT

A foster parent may act as a parent of a child with a disability, as authorized under 20 U.S.C. 1415(b) and its subsequent amendments, if:

1. the Department of Family and Protective Services (“DFPS”) is appointed as the temporary or permanent managing conservator of the child;
2. the rights and duties of the department to make decisions regarding education provided to the child under Section 153.371, Family Code, have not been limited by court order; and
3. the foster parent agrees to:
 - a. participate in making special education decisions on the child’s behalf; and
 - b. complete a training program that complies with minimum standards established by the Texas Education Agency (“TEA”) rule.

Education Code 29.015(a).

A foster parent who will act as a parent of a child with a disability must complete a training program before the next scheduled admission, review, and dismissal (“ARD”) committee meeting for the child but not later than the 90th day after the date the foster parent begins acting as the parent for the purpose of making special education decisions.

Education Code 29.015(b).

The School of Science and Technology (SST/SSTD) may not require a foster parent to retake a training program to continue serving as a child’s parent or to serve as the surrogate parent for another child if the foster parent has completed a training program to act as a parent of a child with a disability provided by:

1. the DFPS;
2. a school district;
3. an education service center; or
4. any other entity that receives federal funds to provide special education training to parents.

A foster parent who is denied the right to act as a parent under Education Code Section 29.015 by an open-enrollment charter school may file a complaint with the TEA in accordance with federal law and regulations.

Education Code 29.015(c).

The School of Science and Technology (SST/SSTD) shall provide notice to the student’s educational decision-maker and caseworker regarding events that may significantly impact the education of a student, including:

1. requests or referrals for an evaluation under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), or special education under Education Code Section 29.003;
2. ARD committee meetings;
3. manifestation determination reviews required by Education Code Section 37.004(b);
4. any disciplinary actions under Chapter 37 of the Education Code for which parental notice is required;
5. citations issued for Class C misdemeanor offenses on school property or at school-sponsored activities;
6. reports of restraint and seclusion required by Education Code Section 37.0021; and
7. use of corporal punishment as provided by Education Code Section 37.0011.

Education Code 25.007.

As a condition to receiving funds under Title I, Part A, the School of Science and Technology (SST/SSTD) shall collaborate with the state or local child welfare agency to:

- a. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with 42 U.S.C. 675(4)(A) and to the extent required by law; and
- b. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the School of Science and Technology (SST/SSTD) will, to the extent required by law, provide transportation to the school of origin if:
 - i. the local child welfare agency agrees to reimburse the School of Science and Technology (SST/SSTD) for the cost of transportation;
 - ii. School of Science and Technology (SST/SSTD) agrees to pay the cost of transportation; or
 - iii. School of Science and Technology (SST/SSTD) and the local welfare agency agree to share the cost of such transportation.

20 U.S.C. 6312(c)(5).

Sec. 2. SURROGATE PARENT

The School of Science and Technology (SST/SSTD) must appoint an individual to serve as the surrogate parent for a child if:

1. The School of Science and Technology (SST/SSTD) is unable to identify or locate a parent for a child with a disability; or
2. the foster parent of a child is unwilling or unable to serve as a parent.

A surrogate parent appointed by the School of Science and Technology (SST/SSTD) may not:

1. be an employee of the state, the School of Science and Technology (SST/SSTD), or any other agency involved in the education or care of the child; or
2. have any interest that conflicts with the interests of the child.

A surrogate parent must:

1. be willing to serve in that capacity;
2. exercise independent judgement in pursuing the child's interests;
3. ensure that the child's due process rights under applicable state and federal laws are not violated;
4. complete a training program that complies with minimum standards established by agency rule before the next scheduled admission, review, and dismissal committee meeting for the child but not later than the 90th day after the date the surrogate parent is appointed;
5. visit the child and the school where the child is enrolled;
6. review the child's educational records;
7. consult with any person involved in the child's education, including the child's teachers, caseworkers, court-appointed volunteers, guardian ad litem, attorney ad litem, foster parent, and caregiver; and
8. attend meetings of the child's admission, review, and dismissal committee.

The School of Science and Technology (SST/SSTD) may appoint a person who has been appointed to serve as a child's guardian ad litem or as a court-certified volunteer advocate as the child's surrogate parent. As soon as practicable after appointing a surrogate parent the School of Science and Technology (SST/SSTD) shall provide written notice of the appointment to the child's educational decision-maker and caseworker.

If a court appoints a surrogate parent for a child with a disability and the School of Science and Technology (SST/SSTD) determines that the surrogate parent is failing to perform or is not properly performing the duties listed in this policy, the School of Science and Technology (SST/SSTD) shall consult with the DFPS regarding whether another person should be appointed to serve as the surrogate parent for the child.

Sec. 1. CHILD FIND PRIVATE SCHOOL STUDENTS

The School of Science and Technology (SST/SSTD) shall coordinate with home school districts, who are primarily responsible for consulting with private school representatives, regarding the child find process and the provision of special education and related services to children enrolled in private schools within School of Science and Technology (SST/SSTD)’s boundaries.

The School of Science and Technology (SST/SSTD) shall undertake activities similar to those undertaken for children enrolled in public schools and shall complete the child find process for children enrolled in private schools in a time period comparable to that for other students attending the public schools within School of Science and Technology (SST/SSTD)’s boundaries.

20 U.S.C. 1412(a)(10)(A)(ii)–(iv).

Sec. 2. SPECIAL EDUCATION STUDENTS PLACED IN PRIVATE SCHOOL

a) *Placement by School of Science and Technology (SST/SSTD)*

If the School of Science and Technology (SST/SSTD) places a child with a disability in a private school or facility, or refers the child to a private school or facility, as a means of carrying out the requirements of the special education laws, the School of Science and Technology (SST/SSTD) shall ensure that the child is provided special education and related services, in accordance with an individualized education program (“IEP”), at no cost to the parents. *20 U.S.C. 1412(a)(10)(B)(i).*

b) *Placement by the Parent*

When a student with a disability who has been placed by his or her parent directly in a private school is referred to the School of Science and Technology (SST/SSTD), the School of Science and Technology (SST/SSTD) shall convene an admission, review, and dismissal (“ARD”) committee to determine whether the School of Science and Technology (SST/SSTD) can offer the child a free appropriate public education (“FAPE”). If the School of Science and Technology (SST/SSTD) determines that it can offer a FAPE to the student, The School of Science and Technology (SST/SSTD) is not responsible for providing educational services to the student, except as provided in 34 CFR 300.130–300.144 or 19 TAC 89.1096(e), until such time as the parents choose to enroll the student in the School of Science and Technology (SST/SSTD) full time. *19 TAC 89.1096(b).*

Sec. 3. REJECTION OF OFFER OF FAPE

a) *Student Receives ISP*

If the School of Science and Technology (SST/SSTD) offers to provide a FAPE to a child with a disability and the parents elect to place the child in a private school or facility, the School of

Science and Technology (SST/SSTD) is not required to pay for the cost of education, including special education and related services. However, the School of Science and Technology (SST/SSTD) must develop and implement an individualized services plan (“ISP”) for the child. *20 U.S.C. 1412(a)(10)(C)(i); 34 CFR 300.148(a).*

b) *Reimbursement*

If the parents of a child with a disability, who previously received special education and related services under the authority of the School of Science and Technology (SST/SSTD), enroll the child in a private school without the consent or referral by the School of Science and Technology (SST/SSTD), a court or a hearing officer may require the School of Science and Technology (SST/SSTD) to reimburse the parents for the cost of that enrollment if the court or hearing officer finds that the School of Science and Technology (SST/SSTD) had not made a FAPE available to the child in a timely manner before the enrollment. *20 U.S.C. 1412(a)(10)(C)(ii); 34 CFR 300.148(c).*

Sec. 1. PROCEDURAL SAFEGUARDS

The Superintendent or designee shall establish and maintain procedures to ensure that children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of a free appropriate public education (“FAPE”). *20 U.S.C. 1415(a)–(b)*.

These procedures shall include:

1. An opportunity for the parents to review all education records and to participate in meetings relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. *34 CFR 300.501*.
2. An opportunity for the parents to obtain an independent educational evaluation of the child. *34 CFR 300.502*.
3. Assignment of an individual to act as a surrogate for the parent when no parent can be identified, the School of Science and Technology (SST/SSTD) cannot locate the parents, or the child is a ward of the state. *34 CFR 300.519*.
4. Prior written notice to the parents whenever the School of Science and Technology (SST/SSTD) proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child. *34 CFR 300.503*.
5. Procedures to allow parties to resolve disputes through a mediation process. *34 CFR 300.506*.
6. An opportunity for any party to file a due process complaint on any matter relating to the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child. *34 CFR 300.507*.
7. Procedures that require either party, or the attorney representing a party, to provide the other party a due process complaint (which shall remain confidential). *34 CFR 300.508*.

Sec. 2. LANGUAGE OF NOTICES

The procedural safeguards and prior written notices described below must be written in a language understandable to the general public. The notice must be provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. *34 CFR 300.503(c), 300.504(d)*.

a) *Electronic Delivery of Notices*

A parent who has a child with a disability may elect to receive required notices required by 34 CFR 300.503, 300.504 and 300.508 by electronic mail, if the School of Science and Technology (SST/SSTD) makes that option available. *34 CFR 300.505*.

b) *Notice of Procedural Safeguards*

The School of Science and Technology (SST/SSTD) shall provide a copy of the procedural safeguards to parents only once per year, except that a copy also shall be given to the parents:

1. Upon initial referral or parental request for evaluation;
2. Upon receipt of the first state complaint and upon receipt of the first due process complaint in a school year;
3. On the date of a decision to make a disciplinary removal that is a change in placement; and
4. Upon request by a parent.

The School of Science and Technology (SST/SSTD) may also place a current copy of the procedural safeguards notice on its Internet website.

c) *Contents of Notice*

The notice shall include a full explanation of the procedural safeguards relating to:

1. Independent educational evaluations;
2. Prior written notice;
3. Parental consent;
4. Access to educational records;
5. Opportunity to present and resolve complaints through the due process complaint and state complaint procedures, including:
 - a. The time period in which to file a complaint,
 - b. The opportunity for the School of Science and Technology (SST/SSTD) to resolve the complaint; and
 - c. The difference between the due process complaint and the state complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures.
6. The availability of mediation;
7. The child's placement during pendency of any due process proceedings;
8. Procedures for children who are subject to placement in an interim alternative educational setting;
9. Requirements for unilateral placement by parents of children in private schools at public expense;
10. Hearings on due process complaints, including requirements for disclosure of evaluation results and recommendations;
11. Civil actions, including the time period in which to file such actions; and
12. Attorneys' fees.

20 U.S.C. 1415(a)–(b), (d); 34 CFR 300.504(c).

Sec. 3. DISPUTE RESOLUTION

The possible options for resolving disputes that arise between a parent and the School of Science and Technology (SST/SSTD) relating to the identification, evaluation, or educational placement of or the provision of FAPE to a student with a disability include, but are not limited to:

1. ARD committee meetings, including IEP facilitation if offered by the School of Science and Technology (SST/SSTD), under 19 TAC 89.1196;
2. Meetings or conferences with the student’s teachers;
3. Meetings or conferences, subject to School of Science and Technology (SST/SSTD) policies, with the principal, special education director, Superintendent, or Board;
4. Requesting state IEP facilitation in accordance with 19 TAC 89.1197 (relating to State Individualized Education Program Facilitation);
5. Requesting mediation through the Texas Education Agency (“TEA”) in accordance with 34 CFR 300.506;
6. Filing a complaint with TEA in accordance with 34 CFR 300.153; or
7. Requesting a due process hearing through TEA in accordance with 34 CFR 300.507-300.514.

19 TAC 89.1150.

Sec. 4. DUE PROCESS COMPLAINT

Whenever a due process complaint has been received by the School of Science and Technology (SST/SSTD), the parent shall have an opportunity for an impartial due process hearing, which shall be conducted by TEA.

a) *Time Limits*

1. *Due Process Complaints Filed Before September 1, 2022:*

A due process complaint filed before September 1, 2022, must set forth an alleged violation that occurred not more than one year before the date the parent or the School of Science and Technology (SST/SSTD) knew or should have known about the alleged action that forms the basis of the complaint.

20 U.S.C. 1415(f)(1)(A); 19 TAC 89.1151(c).

2. *Due Process Complaints Filed On or After September 1, 2022:*

A due process complaint filed on or after September 1, 2022, must set forth an alleged violation that occurred not more than two years before the date the parent or the School of Science and Technology (SST/SSTD) knew or should have known about the alleged action that forms the basis of the complaint.

20 U.S.C. 1415(f)(1)(A); Education Code 29.0164.

b) *Exceptions*

These time limits shall not apply if the parent was prevented from requesting a hearing due to:

1. A specific misrepresentation by the School of Science and Technology (SST/SSTD) that it had resolved the problem forming the basis of the complaint; or
2. School of Science and Technology (SST/SSTD)'s withholding of information from the parent that the School of Science and Technology (SST/SSTD) was required by the IDEA to provide.

20 U.S.C. 1415(f)(3)(D); 34 CFR 300.511(f); 19 TAC 89.1151(d).

c) *“Stay Put”*

During the pendency of any administrative or judicial proceeding regarding a due process complaint notice requesting a due process hearing, the child shall remain in the then-current educational placement unless the School of Science and Technology (SST/SSTD) and the parent agree otherwise. If the child is applying for initial admission to a public school, the child shall, with the consent of the parents, be placed in the public school program until all proceedings have been completed. *20 U.S.C. 1415(j); 34 CFR 300.518, 300.533.*

d) *Exception*

When a due process hearing has been requested by a parent or the School of Science and Technology (SST/SSTD) concerning a disciplinary change of placement or manifestation determination, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the child's assignment to the alternative setting, or the 45-day timeline, if applicable, whichever occurs first, unless the parent and the School of Science and Technology (SST/SSTD) agree otherwise. *20 U.S.C. 1415(k)(3)(A), 1415(k)(4)(A); 34 CFR 300.533.*

e) *Resolution Process*

Within 15 days of receiving notice of a parent's due process complaint, and before initiating a due process hearing under 34 CFR 300.511, the School of Science and Technology (SST/SSTD) shall convene a meeting with the parent and the relevant member or members of the ARD committee. The purpose of the meeting is for the parent to discuss the due process complaint and the facts that form the basis of the due process complaint, so that the School of Science and Technology (SST/SSTD) has the opportunity to resolve the dispute.

The meeting need not be held if the parent and the School of Science and Technology (SST/SSTD) agree in writing to waive the meeting, or the parent and the School of Science and Technology (SST/SSTD) agree to use the mediation process.

If the School of Science and Technology (SST/SSTD) has not resolved the due process complaint to the satisfaction of the parent within 30 days of the receipt of the complaint, the due process hearing may occur. If the School of Science and Technology (SST/SSTD) is unable to obtain the participation of the parent in the resolution meeting after reasonable efforts have been made, the School of Science and Technology (SST/SSTD) may, at the conclusion of the 30-day period, request that a hearing officer dismiss the parent's due process complaint.

34 CFR 300.510.

Sec. 5. TRANSFER OF RIGHTS TO ADULT STUDENTS

When a student reaches the age of 18, the School of Science and Technology (SST/SSTD) shall notify the student and the parents of the transfer of parental rights. This notice is separate and distinct from the requirement that, beginning at least one year before the student reaches the age of 18, the student's IEP include a statement regarding transfer of parental rights.

A student with a disability who is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Chapter 31, Family Code, shall have the same right to make educational decisions as a student without a disability. All other rights accorded to parents under Chapter 29, Subchapter A of the Education Code or 20 U.S.C. 1415 transfer to the student.

34 CFR 300.520; Education Code 29.017(a)–(b); 19 TAC 89.1049(c).

Sec. 1. EDUCATION RECORDS IN GENERAL

Student records shall be maintained for each student from the time the student is in attendance at the School of Science and Technology (SST/SSTD) until withdrawal or graduation from the School of Science and Technology (SST/SSTD). These records shall move with the respective student from campus to campus. Records for students not in attendance and/or withdrawn students and graduates shall be retained for the period of time required by law. No permanent records may be destroyed without explicit written permission from the Superintendent.

For additional information on the School of Science and Technology's (SST/SSTD) general education record policy, please see Module 2 (Students).

Sec. 2. ACCESS TO RECORDS UNDER THE IDEA

The IDEA grants parents the right to inspect and review all educational records with respect to the identification, evaluation, educational placement, and the provision of FAPE to the child. 34 CFR § 300.501(a). The School of Science and Technology (SST/SSTD) must permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the district under the IDEA. The School of Science and Technology (SST/SSTD) must comply with the request without unnecessary delay and before any meeting regarding an IEP, any due process hearing, or resolution session, and in no case more than 45 days after the request has been made. 34 CFR § 300.613(a).

Sec. 1. DEFINITIONS

a) *“Records”*

The term “records” means all documents, papers, letters, books, maps, photographs, sound or video recordings, microfilm, magnetic tape, electronic media, or other recording media, regardless of physical form or characteristic, and regardless of whether public access to it is open or restricted under the laws of the state, created or received by the School of Science and Technology (SST/SSTD), or any of its officers or employees pursuant to law or in the transaction of public business, are hereby declared to be the records of the School of Science and Technology (SST/SSTD) and shall be created, maintained, and disposed of in accordance with the provisions of this ordinance or procedures authorized by it and in no other manner.

The term “records” does not include:

1. Convenience copies: “Extra identical copies of documents created only for convenience of reference or research;”
2. Copies of documents furnished to the public (to fulfill a Public Information Act request).
3. Blank forms/stocks of publications; or
4. Library or museum materials.

b) *“Essential Record”*

The term “essential record” means any record of the School of Science and Technology (SST/SSTD) necessary to the resumption or continuation of operations of the School of Science and Technology (SST/SSTD) in an emergency or disaster, to the recreation of the legal and financial status of the School of Science and Technology (SST/SSTD), or to the protection and fulfillment of obligations to the people of the state.

c) *“Records Management”*

The term “records management” means the application of management techniques to the creation, use, maintenance, retention, preservation, and disposal of records for the purposes of reducing the costs and improving the efficiency of record keeping. The term includes the development of records control schedules, the management of filing and information retrieval systems, the protection of essential and permanent records, the economical and space-effective storage of inactive records, control over the creation and distribution of forms, reports, and correspondence, and the management of micrographic and electronic and other records storage systems.

d) *“Records Liaison Officers”*

The term “records liaison officers” means the persons designated under Section 9 of this policy.

e) “Records Management Committee”

The term “records management committee” means the committee established under Section 5 of this policy.

f) “Records Management Officer”

The term “records management officer” means the person designated in Section 4 of this policy.

g) “Records Management Plan”

The term “records management plan” means the plan developed under Section 6 of this policy.

Sec. 2. RECORDS DECLARED PUBLIC PROPERTY

All records as defined in Section 1 of this policy are hereby declared to be the property of the School of Science and Technology (SST/SSTD). No official or employee of the School of Science and Technology (SST/SSTD) has, by virtue of his or her position, any personal or property right to such records, even though he or she may have developed or compiled them. The unauthorized destruction, removal from files, or use of such records is prohibited.

Sec. 3. POLICY

It is hereby declared to be the policy of the School of Science and Technology (SST/SSTD) to provide for efficient, economical, and effective controls over the creation, distribution, organization, maintenance, use, and disposition of all records of this office through a comprehensive system of integrated procedures for the management of records from their creation to their ultimate disposition, consistent with the requirements of the Local Government Records Act and accepted records management practice.

Sec. 4. RECORDS MANAGEMENT OFFICER

The Superintendent or designee will serve as Records Management Officer for the School of Science and Technology (SST/SSTD) as provided by law, and will ensure that the maintenance, destruction, electronic storage, or other disposition of the records of this office are carried out in accordance with the requirements of the Local Government Records Act.

Sec. 5. ESTABLISHMENT OF RECORDS MANAGEMENT COMMITTEE; DUTIES

The Records Management Officer, in consultation with the Human Resource Director, shall appoint a Records Management Committee consisting of:

1. A Human Resource Department Supervisor; and
2. A financial officer for the School of Science and Technology (SST/SSTD); and

3. An executive or administrative officer for the School of Science and Technology (SST/SSTD)

The committee shall:

1. Assist the Records Management Officer in the development of policies and procedures governing the records management program;
2. Review the performance of the program on a regular basis and propose changes and improvements if needed;
3. Review and approve records control schedules submitted by the Records Management Officer;
4. Give final approval to the destruction of records in accordance with approved records control schedules; and
5. Actively support and promote the records management program throughout the School of Science and Technology (SST/SSTD).

Sec. 6. RECORDS MANAGEMENT PLAN TO BE DEVELOPED; APPROVAL OF PLAN; AUTHORITY OF PLAN

The Records Management Officer and the Records Management Committee shall develop a records management plan for the School of Science and Technology (SST/SSTD) to be submitted to the Board. The plan must contain policies and procedures designed to reduce the costs and improve the efficiency of record keeping, to adequately protect the essential records of the School of Science and Technology (SST/SSTD), and to properly preserve those records of the School of Science and Technology (SST/SSTD) that are of historical value. The plan must be designed to enable the Records Management Officer to carry out his or her duties prescribed by state law and this policy effectively.

Once approved by the Board, the records management plan shall be binding on all offices, departments, divisions, programs, commissions, bureaus, boards, committees, or similar entities of the School of Science and Technology (SST/SSTD), and records shall be created, maintained, stored, microfilmed, or disposed of in accordance with the plan.

Sec. 7. DUTIES OF RECORDS MANAGEMENT OFFICER

In addition to other duties assigned in this policy, the Records Management Officer shall:

1. Administer the records management program and provide assistance to department heads in its implementation;
2. Plan, formulate, and prescribe records disposition policies, systems, standards, and procedures;
3. In cooperation with Principals and department heads, identify essential records and establish a disaster plan for each School of Science and Technology (SST/SSTD) campus

- and department to ensure maximum availability of the records in order to re-establish operations quickly and with minimum disruption and expense;
4. Develop procedures to ensure the permanent preservation of the historically valuable records of the School of Science and Technology (SST/SSTD);
 5. Establish standards for filing and storage equipment and for record keeping supplies;
 6. Study the feasibility of and, if appropriate, establish a uniform filing system and a forms design and control system for the School of Science and Technology (SST/SSTD);
 7. Provide records management advice and assistance to all School of Science and Technology (SST/SSTD) departments by preparing a manual or manuals of procedure and policy and by on-site consultation;
 8. Monitor records retention schedules and administrative rules issued by the Texas State Library and Archives Commission to determine if the records management program and School of Science and Technology (SST/SSTD)'s records control schedules are in compliance with state regulations;
 9. Disseminate to the Board, department heads, and Principals information concerning state laws and administrative rules relating to local government records;
 10. Instruct Records Liaison Officers and other personnel in policies and procedures of the records management plan and their duties in the records management program;
 11. Direct Records Liaison Officers or other personnel in the conduct of records inventories in preparation for the development of records control schedules as required by state law and this policy;
 12. Ensure that the maintenance, preservation, microfilming, destruction, or other disposition of School of Science and Technology (SST/SSTD) records is carried out in accordance with the policies and procedures of the records management program and the requirements of state law;
 13. Maintain records on the volume of records destroyed under approved records -- control schedules, the volume of records microfilmed or stored electronically, and the estimated cost and space savings as the result of such disposal or disposition;
 14. Report annually to the Superintendent on the implementation of the records management plan in each department of the School of Science and Technology (SST/SSTD); and
 15. Bring to the attention of the Superintendent non-compliance by department heads, Principals, or other School of Science and Technology (SST/SSTD) personnel with the policies and procedures of the records management program or the Local Government Records Act.

Sec. 8. DUTIES AND RESPONSIBILITIES OF DEPARTMENT HEADS AND PRINCIPALS

In addition to other duties assigned in this policy, department heads and Principals shall:

1. Cooperate with the Records Management Officer in carrying out the policies and procedures established by the School of Science and Technology (SST/SSTD) for the efficient and economical management of records and in carrying out the requirements of this policy;

2. Adequately document the transaction of government business and the services, programs, and duties for which the department head, principal, and his or her staff are responsible; and
3. Maintain the records in his or her care and carry out their preservation, microfilming, destruction, or other disposition only in accordance with the policies and procedures of the records management program of the School of Science and Technology (SST/SSTD) and the requirements of this policy.

Sec. 9. DESIGNATION OF RECORDS LIAISON OFFICERS

Each department head and Principal shall designate a member of his or her staff to serve as a Records Liaison Officer for the implementation of the records management program in the department.

If the Records Management Officer determines that in the best interests of the records management program more than one Records Liaison Officer should be designated for a department, the department head or Principal shall designate the number of Records Liaison Officers specified by the Records Management Officer.

Persons designated as Records Liaison Officers shall be thoroughly familiar with all records created and maintained by the department.

In the event of the resignation, retirement, dismissal, or removal by action of the department head or Principal of a person designated as a Records Liaison Officer, the department head or Principal shall promptly designate another person to fill the vacancy.

A department head or Principal may serve as Records Liaison Officer for his or her department.

Sec. 10. DUTIES AND RESPONSIBILITIES OF RECORDS LIAISON OFFICERS

In addition to other duties assigned in this policy, Records Liaison Officers shall:

1. Conduct or supervise the conduct of inventories of the records of the department in preparation for the development of records control schedules;
2. In cooperation with the Records Management Officer, coordinate and implement the policies and procedures of the records management program in their department; and
3. Disseminate information to department staff concerning the records management program.

Sec. 11. RECORDS CONTROL SCHEDULES TO BE DEVELOPED; APPROVAL; FILING WITH STATE

1. The Records Management Officer, in cooperation with department heads, Principals, and Records Liaison Officers, shall prepare records control schedules on a department by department basis, listing all records created or received by the department and the retention period for each record. Records control schedules shall also contain such other information

regarding the disposition of School of Science and Technology (SST/SSTD) records as the records management plan may require.

2. Each records control schedule shall be monitored and amended as needed by the Records Management Officer on a regular basis to ensure that it is in compliance with records retention schedules issued by the state, and that it continues to reflect the record keeping procedures and needs of the department and the records management program of School of Science and Technology (SST/SSTD).
3. Before its adoption, a records control schedule or amended schedule for a department must be approved by the department head or Principal and the members of the Records Management Committee.
4. Before its adoption, a records control schedule must be submitted to and accepted for filing by the director and librarian as provided by state law. If a schedule is not accepted for filing, the schedule shall be amended to make it acceptable for filing. The Records Management Officer shall submit the records control schedules to the director and librarian.

Sec. 12. IMPLEMENTATION OF RECORDS CONTROL SCHEDULES; DESTRUCTION OF RECORDS UNDER SCHEDULE

1. A records control schedule for a department that has been approved and adopted under Section 11 shall be implemented by department heads, principals and Records Liaison Officers according to the policies and procedures of the records management plan.
2. A record whose retention period has expired on a record control schedule shall be destroyed unless an open records request is pending on the record, the subject matter of the records is pertinent to a pending lawsuit, or the department head or principal requests in writing to the Records Management Committee that the record be retained for an additional period.
3. Prior to the destruction of a record under an approved records control schedule, authorization for the destruction must be obtained by the Records Management Officer from the Records Management Committee.

Sec. 13. DESTRUCTION OF UNSCHEDULED RECORDS

A record that has not yet been listed on an approved records control schedule may be destroyed if its destruction has been approved in the same manner as a record destroyed under an approved schedule and the Records Management Officer has submitted to and received back from the director and librarian an approved destruction authorization request.

Sec. 14. CONTRACT SERVICES

With approval of the Board, the Records Management Officer and Committee may assign and delegate duties under this Policy to contracted services. The engagement of contract services will not relieve persons assigned and responsible under this policy from such assignment and responsibilities.

Sec. 15. RECORD OF ACCESS

The School of Science and Technology (SST/SSTD) shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student, (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. The record of access shall be maintained with the education records of the student as long as the records are maintained.

Sec. 1. BEHAVIOR MANAGEMENT TECHNIQUES

It is the School of Science and Technology (SST/SSTD)’s policy to treat all students with dignity and respect, including students with disabilities who receive special education services. Any behavior management technique and/or discipline management practice must be implemented in such a way as to protect the health and safety of the student and others. No discipline management practice may be calculated to inflict injury, cause harm, demean, or deprive the student of basic human necessities. *Education Code 37.0021(a); 19 TAC 89.1053(a), (j).*

Exceptions. Education Code 37.0021 (regarding use of confinement, seclusion, restraint, and time-out) does not apply to:

1. A peace officer, while performing law enforcement duties, except as provided by Education Code 37.0021(i); and
2. An educational services provider with whom a student is placed by a judicial authority unless the services are provided in a School of Science and Technology (SST/SSTD) educational program.

Education Code 37.0021(g).

Sec. 2. CONFINEMENT

A student with a disability who receives special education services may not be confined in a locked box, locked closet, or other specially designed locked space as either a discipline management practice or a behavior management technique. *Education Code 37.0021(a).*

Education Code 37.0021 does not prevent a student’s locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if:

1. The student possesses a weapon; and
2. The confinement is necessary to prevent the student from causing bodily harm to the student or another person.

For these purposes, “weapon” includes any weapon described under Education Code 37.007(a)(1).

Education Code 37.0021(f), 37.007(a)(1); Penal Code 46.01(1), (3), (6), 46.05.

Sec. 3. SECLUSION

A School of Science and Technology (SST/SSTD) employee or volunteer or an independent contractor of the School of Science and Technology (SST/SSTD) may not place a student in seclusion. “Seclusion” means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:

1. Is designed solely to seclude a person; and
2. Contains less than 50 square feet of space.

Education Code 37.0021(b)(2), (c).

Sec. 4. RESTRAINT

A School of Science and Technology (SST/SSTD) employee, volunteer, or independent contractor may use restraint only in an emergency and with the following limitations:

1. Restraint shall be limited to the use of such reasonable force as is necessary to address the emergency.
2. Restraint shall be discontinued at the point at which the emergency no longer exists.
3. Restraint shall be implemented in such a way as to protect the health and safety of the student and others.
4. Restraint shall not deprive the student of basic human necessities.

19 TAC 89.1053(c).

a) *Definitions*

“Restraint” means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student’s body. *Education Code 37.0021(b)(1); 19 TAC 89.1053(b)(2).*

“Restraint” does not include the use of:

1. Physical contact or appropriately prescribed adaptive equipment to promote normative body positioning and/or physical functioning;
2. Limited physical contact with a child to promote safety (*e.g.*, holding a student’s hand), to prevent a potentially harmful action (*e.g.*, running into the street), to teach a skill, or to provide comfort;
3. Limited physical contact or appropriately prescribed adaptive equipment to prevent a child from engaging in ongoing, repetitive self-injurious behaviors; or
4. Seat belts and other safety equipment used to secure children during transportation.

19 TAC 89.1053(f).

“Emergency” means a situation in which a student’s behavior poses a threat of:

1. Imminent, serious physical harm to the student or others; or
2. Imminent, serious property destruction.

19 TAC 89.1053(b)(1).

b) *Training*

Training for School of Science and Technology (SST/SSTD) employees, volunteers, or independent contractors regarding the use of restraint shall be provided according to the requirements set forth at 19 TAC 89.1053(d).

c) *Data Reporting*

Cumulative data regarding the use of restraint must be electronically reported through the Public Education Information Management System in accordance with reporting standards specified by the Texas Education Agency. *Education Code 37.0021(i); 19 TAC 89.1053(f),(k).*

d) *Documentation*

In a case in which restraint is used by School of Science and Technology (SST/SSTD) employees, volunteers, or independent contractors, the School of Science and Technology (SST/SSTD) shall comply with the documentation requirements set forth at 19 TAC 89.1053(e).

Sec. 5. TIME-OUT

A School of Science and Technology (SST/SSTD) employee, volunteer, or independent contractor may use time-out with the following limitations:

1. Physical force or threat of physical force shall not be used to place a student in time-out;
2. Time-out must only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student's individualized education program ("IEP") and/or behavior intervention plan ("BIP") if it is utilized on a recurrent basis to increase or decrease targeted behavior; and
3. Use of time-out shall not be implemented in a fashion that precludes the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.

19 TAC 89.1053(b)(3), (g).

"Time-out" means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:

1. That is not locked; and
2. From which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.

Education Code 37.0021(b)(3); 19 TAC 89.1053(b)(3).

a) *Training*

Training for School of Science and Technology (SST/SSTD) employees, volunteers, or independent contractors regarding the use of time-out shall be provided according to the requirements set forth at 19 TAC 89.1053(h).

b) *Documentation*

Necessary documentation or data collection regarding the use of time-out, if any, must be addressed in the IEP or BIP. The ARD committee must use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use. 19 TAC 89.1053(i).

Sec. 6. PROHIBITED AVERSIVE TECHNIQUES

The School of Science and Technology (SST/SSTD) and employees, volunteers, and independent contractor of the School of Science and Technology (SST/SSTD) may not apply an aversive technique, or by authorization, order, or consent, cause an aversive technique to be applied, to a child. *Education Code 37.0023(b)*.

“Aversive technique” means a technique or intervention that is intended to reduce the likelihood of a behavior reoccurring by intentionally inflicting on a student significant physical or emotional discomfort or pain. The term includes a technique or intervention that:

1. is designed to or likely to cause physical pain, other than an intervention or technique permitted under Section 37.0011;
2. notwithstanding Section 37.0011, is designed to or likely to cause physical pain through the use of electric shock or any procedure that involves the use of pressure points or joint locks;
3. involves the directed release of a noxious, toxic, or otherwise unpleasant spray, mist, or substance near the student's face;
4. denies adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility;
5. ridicules or demeans the student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse;
6. employs a device, material, or object that simultaneously immobilizes all four extremities, including any procedure that results in such immobilization known as prone or supine floor restraint;
7. impairs the student's breathing, including any procedure that involves:
 - a. applying pressure to the student's torso or neck; or
 - b. obstructing the student's airway, including placing an object in, on, or over the student's mouth or nose or placing a bag, cover, or mask over the student's face;
8. restricts the student's circulation;

9. secures the student to a stationary object while the student is in a sitting or standing position;
10. inhibits, reduces, or hinders the student's ability to communicate;
11. involves the use of a chemical restraint;
12. constitutes a use of time-out that precludes the student from being able to be involved in and progress appropriately in the required curriculum and, if applicable, toward the annual goals included in the student's individualized education program, including isolating the student by the use of physical barriers; or
13. except as provided by Section 37.0023 (c), deprives the student of the use of one or more of the student's senses.

Education Code 37.0023(a).

Sec. 1. DEFINITIONS

For purposes of this policy, the following terms will have the meanings set forth below:

“Parent” means a person standing in parental relation to a child, including a guardian, and whose child receives special education and related services and assigned to one or more self-contained classrooms or other special education settings for at least 50 percent of the instructional day.

“Staff member” means a teacher, related service provider, paraprofessional, counselor, or educational aide assigned to work in a self-contained classroom or other special education setting.

“Board” means a majority of the School of Science and Technology (SST/SSTD) Board of Directors.

“School business day” means a day that campus or School of Science and Technology (SST/SSTD) administrative offices are open.

“Time-Out” has the meaning assigned by Education Code 37.0021.

“Self-contained classroom” means a classroom on a regular School of Science and Technology (SST/SSTD) campus (*i.e.*, a campus that serves students in general education and students in special education) in which a majority of the students in regular attendance are provided special education and related services and have one of the following instructional arrangements/settings described in the Student Attendance Accounting Handbook adopted by the Texas Education Agency (“TEA”):

1. self-contained (mild/moderate/severe) regular campus;
2. full-time early childhood (preschool program for children with disabilities) special education setting;
3. residential care and treatment facility--self-contained (mild/moderate/severe) regular campus;
4. residential care and treatment facility--full-time early childhood special education setting;
5. off home campus--self-contained (mild/moderate/severe) regular campus; or
6. off home campus--full-time early childhood special education setting.

“Other special education setting” means a classroom on a separate School of Science and Technology (SST/SSTD) campus (*i.e.*, a campus that serves only students who receive special education and related services) in which a majority of the students in regular attendance are provided special education and related services and have one of the following instructional arrangements/settings described in the Student Attendance Accounting Handbook adopted by the TEA:

1. residential care and treatment facility--separate campus; or
2. off home campus--separate campus.

“Incident” means an event or circumstance that involves alleged “abuse” or “neglect,” as those terms are described in Texas Family Code Section 261.001, of a student by a School of Science and Technology (SST/SSTD) employee or alleged “physical abuse” or “sexual abuse,” as those terms are described in Texas Family Code Section 261.410, of a student by another student; and allegedly occurred in a self-contained classroom or other special education setting in which video surveillance is conducted under Texas Education Code Section 29.022.

Sec. 2. PROMOTION OF STUDENT SAFETY

The School of Science and Technology (SST/SSTD) will, upon receipt of a written request authorized by this policy, provide equipment, including a video camera, to the school or schools specified in the request

A school or campus that receives equipment due to a video surveillance request shall place, operate, and maintain one or more video cameras in self-contained classrooms and other special education settings in which a majority of the students in regular attendance are provided special education and related services and are assigned to one or more self-contained classrooms or other special education settings for at least 50 percent of the instructional day.

The School of Science and Technology (SST/SSTD) may not:

1. allow regular or continual monitoring of video recorded under this policy; or
2. use video recorded under this policy for routine teacher evaluation or monitoring or for any purpose other than the promotion of student safety.

Sec. 3. PROCEDURES FOR REQUESTING VIDEO SURVEILLANCE

Video surveillance under this policy is for the purpose of promoting student safety in certain self-contained classrooms and other special education settings.

a) *Parent Request*

A parent may request in writing that equipment be provided to the school or campus at which the parent’s child receives special education services in one or more self-contained classrooms or other special education settings.

b) *Board Request*

The Board may request in writing that equipment be provided to one or more specified schools or campuses at which one or more children receive special education services in self-contained classrooms or other special education settings.

c) *Principal or Assistant Principal Request*

The Principal or Assistant Principal of a school or campus at which one or more children receive special education services in self-contained classrooms or other special education settings may request in writing that equipment be provided to the Principal's or Assistant Principal's school or campus.

d) *Staff Member Request*

A staff member assigned to work with one or more children receiving special education services in a self-contained classroom or other special education settings may request in writing that equipment be provided to the school or campus at which the staff member works.

e) *Additional Procedures*

A school or campus that receives equipment as a result of the request of a parent or staff member is required to place equipment only in classrooms or settings in which the parent's child is in regular attendance or to which the staff member is assigned, as applicable.

A school or campus that receives equipment as a result of the request by the Board, Principal, or Assistant Principal is required to place equipment only in classrooms or settings identified by the requestor, if the requestor limits the request to specific classrooms or settings.

The School of Science and Technology (SST/SSTD) shall designate an administrator (the "Administrator") at the School of Science and Technology (SST/SSTD) Central Office with responsibility for coordinating the provision of equipment to schools and campuses in compliance with this policy.

A written request must be submitted and acted on as follows:

1. A parent, staff member, or Assistant Principal must submit a request to the Principal or designee of the school or campus addressed in the request, and the Principal or designee must provide a copy of the request to the Administrator.
2. A Principal must submit a request by the Principal to the Administrator.
3. The Board must submit a request to the Administrator, and the Administrator must provide a copy of the request to the Principal or designee of the school or campus addressed in the request.

The School of Science and Technology (SST/SSTD) shall provide a response to a request not later than the seventh school business day after receipt of the request by the person to whom it must be submitted that either authorizes the request or states the reason for denying the request. Unless granted an extension by the TEA, the school or campus must begin operation of a video camera in compliance with this policy not later than the 45th school business day, or the first school day after the 45th school business day if that day is not a school day, after the request is authorized.

A parent of a student whose admission, review, and dismissal (“ARD”) committee has determined that the student’s placement for the following school year will be in a classroom or other special education setting in which a video camera may be placed to make a request for the video camera by the later of the date on which the current school year ends, or the 10th school business day after the date of the placement determination by the ARD committee. Unless the TEA grants an extension of time, the school or campus must begin operation of a video camera not later than the later of the 10th school day of the fall semester or the 45th school business day, or the first school day after the 45th school business day if that day is not a school day, after the date the request is made.

Sec. 4. COORDINATION OF EQUIPMENT

The administrator responsible for coordinating equipment delivery to campuses shall be the Regional Executive Director.

Sec. 5. ADVANCE WRITTEN NOTICE TO CAMPUS STAFF AND PARENTS

Before the School of Science and Technology (SST/SSTD) activates a video camera in a classroom or other special education setting, the School of Science and Technology (SST/SSTD) shall provide written notice of the placement to all school or campus staff and to the parents of each student attending class or engaging in school activities in the classroom or setting. This notice shall be in the form of a “Notice of Installation of Video and Audio Recording Equipment” form adopted by the Superintendent or designee and shall be distributed to all parties prior to the start of recording.

At the School of Science and Technology (SST/SSTD)’s discretion, campuses may post a notice at the entrance of any self-contained classroom or other special education setting in which video camera are placed stating that video and audio surveillance are conducted in the classroom or setting.

Sec. 6. TIMES OF OPERATION

Cameras shall be operational at all times during the instructional day when students are in the self-contained classroom or other special education setting.

A school or campus that places a video camera in a classroom or other special education setting shall operate and maintain the video camera in the classroom or setting, as long as the classroom or setting continues to satisfy the requirements under this policy, for the remainder of the school year in which the school or campus received the request, unless the requestor withdraws the request in writing.

If for any reason a school or campus will discontinue operation of a video camera during a school year, not later than the fifth school day before the date the operation of the video camera will be discontinued, the school or campus must notify the parents of each student in regular attendance

in the classroom or setting that operation of the video camera will not continue unless requested by a person eligible to make a request.

Not later than the 10th school day before the end of each school year, the school or campus must notify the parents of each student in regular attendance in the classroom or setting that operation of the video camera will not continue during the following school year unless a person eligible to make a request for the next school year submits a new request.

This policy applies to placement, operation, and maintenance of a video camera in a self-contained classroom or other special education setting during the regular school year and extended school year services.

Sec. 7. RESTRICTIONS ON VIDEO RECORDING

Video cameras must be capable of covering all areas of the classroom or other special education setting, including a room attached to the classroom or setting used for time-out. Video cameras must also be capable of recording audio from all areas of the classroom or other special education setting, including a room attached to the classroom or setting used for time-out.

The inside of a bathroom or any area in the classroom or other special education setting in which a student's clothes are changed may not be visually monitored, except for incidental coverage of a minor portion of a bathroom or changing area because of the layout of classroom or setting.

Sec. 8. RETENTION OF RECORDINGS

The School of Science and Technology (SST/SSTD) shall retain video recordings from a video camera placed under this policy for at least three months after the date the video was recorded.

If a person described in Section 8-a (Requests to View a Video Recording) as eligible to receive a copy of a video requests to view a video recording from a video camera placed under this policy, the School of Science and Technology (SST/SSTD) must retain the recording from the date of receipt of the request until the person has viewed the recording and a determination has been made as to whether the recording documents an alleged incident. If the recording documents an alleged incident, the School of Science and Technology (SST/SSTD) shall retain the recording until the alleged incident has been resolved, including the exhaustion of all appeals.

A video recording under this policy is a governmental record only for purposes of 37.10, Penal Code.

Sec. 9. CONFIDENTIALITY OF VIDEO RECORDINGS

A video recording of a student is confidential and may not be released or viewed except as provided by Texas Education Code Section 29.022; the Family Educational Rights and Privacy Act of 1974 ("FERPA"); or other applicable law.

a) Requests to View a Video Recording

The School of Science and Technology (SST/SSTD) will release a recording for viewing by:

1. A School of Science and Technology (SST/SSTD) employee who is involved in an alleged incident that is documented by the recording and has been reported to the School of Science and Technology (SST/SSTD), on request of the employee;
2. A parent of a student who is involved in an alleged incident that is documented by the recording and has been reported to the School of Science and Technology (SST/SSTD), on request of the parent;
3. Appropriate Department of Family and Protective Services (“DFPS”) personnel as part of an investigation under Section 261.406, Family Code;
4. A peace officer, a school nurse, a district-level or campus-level administrator trained in de-escalation and restraint techniques as provided by commissioner rule, or a human resources staff member designated by the Board in response to a report of an alleged incident or an investigation of School of Science and Technology (SST/SSTD) personnel or a report of alleged abuse committed by a student; or
5. Appropriate TEA or State Board for Educator Certification personnel or agents as part of an investigation.

A contractor or employee performing job duties relating to the installation, operation, or maintenance of video equipment or the retention of video recordings who incidentally views a video recording is not in violation of this policy.

If a person described by subsections (4) or (5) above who views the video recording believes that the recording documents a possible violation under Subchapter E, Chapter 261, Family Code, the person shall notify the DFPS for investigation in accordance with Family Code Section 261.406.

If any person described by subsections (3), (4), or (5) above who views the recording believes that the recording documents a possible violation of School of Science and Technology (SST/SSTD) policy, the person may allow access to the recording to appropriate legal and human resources personnel. A recording believed to document a possible violation of School of Science and Technology (SST/SSTD) policy relating to the neglect or abuse of a student may be used as part of a disciplinary actions against School of Science and Technology (SST/SSTD) personnel and shall be released at the request of the student’s parent in a legal proceeding.

If the School of Science and Technology (SST/SSTD) determines that the recording is an “education record,” the School of Science and Technology (SST/SSTD) shall release the recording in accordance with FERPA. State law does not limit the access of a student’s parent to a record regarding the student under FERPA or other law.

In order to review recordings for potential release, and operation and maintenance of the equipment, the following individuals shall have access to the video equipment: list out titles/departments that may have access to video equipment.

Sec. 10. PROCEDURES FOR REPORTING A COMPLAINT AND/OR REQUESTING TO VIEW RECORDING

Video and audio recording equipment shall be used for safety purposes to access documented, specific incidents. To report a complaint of alleged abuse or neglect to the School of Science and Technology (SST/SSTD) and/or to request to view a recording allowed by Section 8 above, a written “Incident Report Form,” as adopted by the Superintendent or designee, shall be used by the requestor. This form will be completed to the extent of known information and returned to the Superintendent or designee for validation.

Sec. 11. GRIEVANCE PROCEDURES

The special education dispute resolution procedures in 34 C.F.R. 300.151-300.153 and 300.504-300.515, do not apply to complaints alleging that the School of Science and Technology (SST/SSTD) has failed to comply with Education Code Section 29.022. Complaints alleging violations of the School of Science and Technology (SST/SSTD)’s video surveillance obligations for special education settings under Education Code Section 29.022 must be addressed through the School of Science and Technology (SST/SSTD)’s Student and Parent Grievance Process (see PG-3.509), as adopted by the Board.

The School of Science and Technology (SST/SSTD), a parent, staff member, or an administrator may request an expedited review by the TEA of the School of Science and Technology (SST/SSTD)’s (1) denial of a request, (2) request for an extension of time to begin operation of a video camera, or (3) determination to not release a video recording to an individual. If the School of Science and Technology (SST/SSTD), a parent, staff member or administrator requests an expedited review, the TEA shall notify all other interested parties of the request.

If an expedited review has been requested, the TEA shall issue a preliminary judgment as to whether the School of Science and Technology (SST/SSTD) is likely to prevail on the issue under a full review by the TEA. If the TEA determines the School of Science and Technology (SST/SSTD) is not likely to prevail, the School of Science and Technology (SST/SSTD) must fully comply with the policy notwithstanding an appeal of the TEA’s decision. The TEA shall notify the requestor and the School of Science and Technology (SST/SSTD), if the School of Science and Technology (SST/SSTD) is not the requestor, of the TEA’s determination.

Sec. 12. FUNDING

The School of Science and Technology (SST/SSTD) may solicit and accept gifts, grants, and donations from any person to implement the requirements in Education Code Section 29.022. The School of Science and Technology (SST/SSTD) is not permitted to use Individuals with Disabilities Education Act, Part B, funds or state special education funds to implement the requirements of Education Code Section 29.022.

Sec. 13. NO WAIVER OF IMMUNITY

The requirements described by this policy do not:

1. Waive any immunity from liability of the School of Science and Technology (SST/SSTD), or of School of Science and Technology (SST/SSTD) officers or employees; or
2. Create any liability for a cause of action against the School of Science and Technology (SST/SSTD) or against School of Science and Technology (SST/SSTD) officers or employees.

TEXAS DRIVING WITH DISABILITY PROGRAM INFORMATION

Riverwalk Education Foundation, Inc. shall provide information about the Texas Driving with Disability Program to:

1. students who have a health condition or disability that may impede effective communication with a peace officer and: (a) who receive special education services under the Individuals with Disabilities Education Act; or (b) who are covered by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794); and
2. the parents of students described above.

Information about the Texas Driving with Disability Program may be provided with any transition planning materials provided under Subchapter A, Chapter 29 of the Texas Education Code and shall be provided to each student who is 16 years of age or older and annually until the earlier of the student's:

1. graduation from high school; or
2. 21st birthday.

Tex. Educ. Code 29.0113.